

Chapter-3

Secondary & Higher Education Division

1.0 Introduction

- 1.1 Bangladesh has achieved inclusive and higher rate of growth in last five years. Human Resource Development was the main driving force behind this success. In last decade, the determinants which played the significant role for Human Resource Development are empowerment of women, skills development and bringing women to mainstream by engaging them in workforce. Human resources can be transformed into human capital by providing quality education which expected to contribute to nation building. The formulation of policies and planning and oversight of the implementation and management of the education sector are the statutory responsibility of the Secondary & Higher Education Division, Ministry of Education. For the overall development of education sector, government has provided sufficient allocation, which is approximately 1.28 percent of the GDP. Public investment in this sector as a percentage of the total budget is 13, which is fairly significant compared to that in many countries of the world. Among the SAARC countries Bangladesh's position is right after Nepal (20.2 percent)¹. Envisioning achieving the overall goals of 'Vision 2021', 'Sustainable Development Goals'(SDG) and 'Education for All', the Secondary & Higher Education Division, Ministry of Education clearly states their Mission Statement in the Ministry Budget Framework as "To help increase well educated, efficient and moral human resources through the combination of general, science and technology based education system and training."
- 1.2 The commitment of the country to education has been vividly and firmly stated in its Constitution in Articles 15 and 17. Improving standards of education, education management, and formulating education policies at secondary, higher secondary and at tertiary levels are basically the responsibilities of the Secondary & Higher Education Division, Ministry of Education and usually does this with utmost importance. Education enhances women's knowledge and skills that positively augment women's empowerment and reduces gender disparity and inequality. As per Human Development Report, 2016, although Bangladesh ranks 139 in Human Development Index (HDI). In Gender Development Index (GDI) Bangladesh's rank is 139 which is just below Srilanka (73) and India (131) in this region. In this ranking Bangladesh ranks much ahead of Nepal (144) and Pakistan (147). Envisioning this philosophy, government has given highest thrust to women's education and MOE has formulated some women friendly policies that provided stipend to girls at different educational levels and free education up to degree level. These initiatives encouraged more girls to enroll at schools, colleges and madrasas. If we consider the

¹ OECD Database, 2013

update of SDGs report, we can see significant progress; the target of enrolment ratio of boys to girls has already crossed 1:1.12 against the actual target of achieving the enrolment ratio of 1:1 by 2015. At the secondary level, 53.77 percent of the numbers of students² enrolled are girls, which indicate that Bangladesh has achieved the Millennium Development Goals (MDGs) before the stipulated time.

1.3 Major functions of the Ministry of Education are:

- ❖ Policy and project formulation, implementation, monitoring and evaluation, with focus on improving the quality of secondary, higher secondary and tertiary education;
- ❖ Formulation of policy for secondary and tertiary education;
- ❖ Reforms and overall development of education systems;
- ❖ Establishing of specialized university and creation of open educational resources;
- ❖ Developing and updating curriculum for secondary levels and printing and distribution for free text books for primary and secondary levels;
- ❖ Registration and recruitment of teachers for non-government education institutions;
- ❖ Providing merit scholarship and stipend for students at secondary and degree levels;
- ❖ Providing broad-band connection, multi-media books to educational institutions, ensuring use of ICT in class rooms and application of ICT in education management;
- ❖ Implementation of the recommendations of the Education Policy.

2.0 Relevant Policies of the Secondary & Higher Education Division, Ministry of Education:

- 2.1 The role of Secondary & Higher Education Division, Ministry of Education in improving the standard of education at secondary, higher secondary, technical and vocational and at tertiary levels is evident. In order to ensure improvement, the ministry prepares certain strategies and policies consistent with the National Strategic Documents e.g. Vision 2021, Outline Perspective Plan of Bangladesh 2010-2021, 7th Five Year Plan etc. In Outline Perspective Plan of Bangladesh 2010-2021, Secondary & Higher Education Division, Ministry of Education commits to provide quality education for all children at secondary levels by 2021. They projected education as “the main driving tool for creating poverty free Bangladesh”. In this

²Bangladesh Education Statistics, 2015

context, MOE has formulated “National Education Policy,2010”,which is already under implementation.

2.2 In the “National Education Policy- 2010” the main objectives and goals for Women’s education have been identified as follows:

- ❖ Encourage and enhance the efficiency of women to participate in the decision making process of the country;
- ❖ Ensure women's participation in socio-economic development and poverty reduction of the country;
- ❖ Create awareness and confidence among the women and make them aware of equal rights;
- ❖ Create confidence among the women to eradicate dowry, violence against women and to ensure equal rights;
- ❖ Remove the disparity and discrimination against women in service.
- ❖ In case of recruitment especially in primary and secondary education women will get preference.

3.0 Secondary & Higher Education Division Ministry Specific National Policy Directives in relation to Women’s Advancement

3.1 In "Outline Perspective Plan of Bangladesh 2010-2021" the policies describing ministry's activities and pro-women policies are:

- ❖ Providing quality education for all children of primary and secondary levels of the country by 2021;
- ❖ Putting management practices into place to promote women’s leadership in teaching as well as in governance of secondary education;
- ❖ Establishing inclusive and gender sensitive TVET and skills development programmes consistent with labour market demands; employment opportunities will be created for all secondary and higher education graduates and residual drop-outs;
- ❖ Providing incentives for women to pursue secondary, higher secondary and tertiary education and to obtain the necessary training that allows them to compete on equal terms in the job market and also become entrepreneurs;
- ❖ Establishing gender equality at all levels for teachers and students.

The targets stated in the “Seventh Five Year Plan” are:

- ❖ Increase female to male ratio in tertiary education from 40 percent to 61 percent;

- ❖ Increase the ratio of literate female to male for age group 20-24 from 85 percent to 100 percent and to increase the net enrolment rate of female students to 75percent by 2017.

3.2 The targets stated in the “National Women Development Policy 2011” are:

- ❖ To bring up women as educated and skilled human resources;
- ❖ To establish gender equality in politics, administration, other areas of activity, socio economic activity, education, culture, sports and all areas of family life.

4.0 Strategic Objectives and Activities of the Ministry in relation to Women’s Advancement

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
1.	Improve access to quality secondary education	<ul style="list-style-type: none"> ❖ publish results in time; ❖ Distribute text books to all students on 1st January and celebrate the day nationally; ❖ Establish new educational institutions in underserved areas; ❖ Construction of new and extension of existing buildings of educational institutions (school, college & madrasa) and supply of furniture; ❖ Repair, maintenance, and extension of existing educational institutions; ❖ Introduce Multi-media book; ❖ Establish Upazila ICT training and resource canters.
2.	Ensuring equity & equality in all levels of education	<ul style="list-style-type: none"> ❖ Provide stipends and scholarships to eligible female-male students at junior secondary and secondary level and to female students at higher secondary and degree level.
3.	Improvement of the overall quality of tertiary education focusing on general science, applied science, technical and business administration education	<ul style="list-style-type: none"> ❖ Establish new universities (engineering & technological, agricultural and general); ❖ Develop various infrastructure of the universities and supply necessary equipment and accessories; ❖ Introduce ICT-IT courses and new departments in universities; ❖ Introduce a research network for social research for exchanging relevant information and data among researchers and fellows of the country; ❖ Conduct research on various issues related to education and training.

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
4.	Strengthening governance in education	<ul style="list-style-type: none"> ❖ Introduce School performance- Based Management System (SPBMS) and School-Based Assessment (SBA) in all institutions at secondary level. Girls will be benefitted too; ❖ Conduct research and evaluation of educational programmers; facilitate debate and discussion through international and national seminars/workshops. Girls will be benefitted too.

5.0 Identifying Gender Gaps in the Activities of the Secondary & Higher Education Division and Addressing Issues.

5.1 Identify the Gender Gaps in the Activities of the Ministry

- ❖ At all levels of education, completion rate of education of Boys' is higher than girls'. From the boys-girls comparison, at secondary level, particularly at schools boy's completion rate is higher than girl's;
- ❖ At Secondary level, in school, girl's dropout rate is higher than the boys', ;
- ❖ Despite having scope for education and skills training opportunities in both national and international level, women are lacking both in quantity and in quality of access to professional, education due to lack of equal opportunities.

5.2 The remedies of the activities which are identified regarding gender disparities in Ministry of Education is mentioned below:

- ❖ To increase women's access in education and to reduce the dropout, like other years, a sum of Taka 740.39 crore has been distributed as stipend and financial assistance among the students from class six to degree level. Of those total students 75 percent students are female;
- ❖ Secondary & Higher Education Division, Ministry of Education has undertaken a project named "Stipend for the Female Students at Degree Level" to provide stipend at degree level for the female students. With this, a good number of female students will enter into higher education which will help to achieve S.D.G's goal at a faster pace;

6.0 Women's Participation in Divisions Activities and their Share in Total Expenditure

6.1 Women participation in decision making in the Secondary & Higher Education Division, Ministry of Education: Table-1 summarises the male and female employment composition of the Secondary & Higher Education Division, Ministry of

Education and its various departments and agencies. In the secretariat, among the officers 17.54 percent are female (2016-17) which has decreased from FY 2015-16(25%). But among the staffs 22.22% (2016-2017) are female which has significantly increased from FY 2015-2016 (10.34%). Women's participation at secondary, higher secondary education departments are relatively higher than other agencies.

Table-1
Male and Female Employment Structure by Department/Agencies

	Officers (%)				Staff (%)			
	2015-16		2016-17		2015-16		2016-17	
	Male	Female	Male	Female	Male	Female	Male	Female
Administration								
Secretariat	75.00	25.0	82.46	17.54	89.66	10.34	77.78	22.22
Secondary and Higher Education								
Department of Secondary and Higher Education	74.33	25.67	74.33	25.67	74.87	25.13	74.87	25.13
Upazila Secondary Education Offices	88.34	11.66	88.34	11.66	93.25	6.75	93.25	6.75
Teacher Training Colleges	65.11	34.89	65.11	34.89	89.77	10.23	89.77	10.23
Government Secondary Schools	64.63	35.37	62.8	37.2	76.67	23.33	76.67	23.33
Government Colleges	73.2	26.8	73.2	26.8	86.31	13.69	86.31	13.69
Commercial Institutes	69.57	30.43	69.57	30.43	93.06	6.94	93.06	6.94
Non-Government Institutions	72.15	27.85	64.19	35.81	70.81	29.19	66.52	33.48
Higher Secondary Teachers Training Institutes	72.09	27.91	72.09	27.91	81.25	18.75	81.25	18.75
University Education								
University Grants Commission	80.00	20.00	80.00	20.00	88.49	11.51	88.49	11.51
Other Educational Services								
Education Engineering Department	96.25	3.75	94.54	5.46	93.73	6.27	93.33	6.67
Directorate of Inspection and Audit	97.06	2.94	100.00	0.00	91.11	8.89	91.11	8.89
National Academy for Education Management(NAEM)	64.62	35.38	67.70	32.30	87.37	12.63	87.37	12.63
Bureau of Educational Information and Statistics (BENBEIS)	90.00	10.00	88.89	11.11	85.96	14.04	83.73	16.27

Source: Bangladesh Educational Statistics, 2016- published by BANBEIS

6.2 Women as service providers

6.2.1 Table-2 shows the gender disaggregation of teachers to depict the role of women as service providers. It is observed that, at secondary level, the number of female teachers serving at govt. schools is higher in numbers than non-govt. schools. However, not much difference is observed among the number of female teachers at higher secondary level. The number of female teachers in private universities outnumbered the public universities. All most one third of teachers at private universities are female.

Table-2
Male and Female Teachers by Categories of Education

Level and Type of Education	Male		Female		Total Number of Teacher
	Number of teachers	Percent	Number of teachers	Percent	
Secondary School(government)	5580	68.50	2566	31.50	8146
Secondary School(non-government,)	175477	74.54	59930	25.46	235407
Higher Secondary Level (govt.)	10055	73.28	3667	26.72	13722
Higher Secondary Level (non- government.)	80144	77.35	23471	22.65	103615
University Education (Public)	9861	77.35	2887	22.65	12748
University Education (Private)	10643	71.02	4343	28.98	14986

Source: *Bangladesh Educational Statistics, 2016-* published by BANBEIS

6.2.2 **Male-female beneficiaries of the activities of Ministry of Education:** To identify the actual beneficiaries of education services, we looked into three proxies namely: Enrolment rate, completion rate and dropout rate at various levels of education. In the following Box-1 below the statistics of enrolment at different level of institutions is presented:

Box-1

- ❖ The enrolment in Secondary schools is recorded at 10184364 of which 5476354 (53.77 percent) are girls;
- ❖ The number of students in colleges is recorded at 3767784 of which 1785190 (47.38 percent) are girls;
- ❖ The total enrolment in Teacher Education is recorded at 34768 of which 11796 (33.93 percent) are girls;
- ❖ The number of students enrolling in Professional Education is recorded at 136122 of which 48030 (35.28 percent) are women;
- ❖ The total number of students combined in Private and Public Universities are 823102 of which 258730 (31.43 percent) are women.

Source: *Bangladesh Educational Statistics, 2016-* published by BANBEIS

6.2.3 In general the enrolment of girls has surpassed the number of boys at secondary level. In 1995 girl's enrolment rate was 46.9 percent, it significantly increased to 53.77 percent in 2016. At higher secondary level gender parity has been achieved a bit. At this level, girl's enrolment rate is 47.38 percent. From the Box-1, it has been observed that girl's enrolment rate is higher than that of boys at secondary level. But, at teacher's training (33.93 percent) and at professional education level (35.28 percent), women's enrolment rate is quite encouraging and it should continue increasing in future to create a knowledge based society.

6.3 Women's Share in Ministry's Total Expenditure

(Taka in Crore)

Description	Budget 2017-18			Revised 2016-17			Budget 2016-17		
	Budget	Women Share		Revised	Women Share		Budget	Women Share	
		Women	percent		Women	percent		Women	percent
Total Budget	400266	112019	27.99	317174	86586	27.3	340605	92781	27.24
Ministry Budget	23148	7234	31.25	21710	6948	32	26858	8625	32.11
Development	6165	2816	45.68	5373	2746	51.1	6167	3244	52.6
Non-Development	16983	4418	26.02	16336	4202	25.72	20691	5381	26.01

Source: RCGP database

7.0 Key Performance Indicators (KPIs) of the Ministry in relation to Women's Advancement and Rights

Indicators	Unit of Measurement	Medium Term Target		
		2015-16	2016-17	2017-18
1	2	3	4	5
Ratio of male-female student at secondary level	ratio	53:47	52:48	51:49
Enrolment of female student at tertiary education	percent	16.17	17.49	19.09

8.0 Success in Promoting Women's Advancement

8.1 Strategic objectives and its relevance with Women's Advancement and Rights

❖ Improved access to quality secondary education:

Construction of new educational institutions in the underserved areas will help enrol and attain basic education for female students who live in remote areas. Greater emphasis is being placed on facilitating quality education for female students in terms of access, affordability, scholarships, and better facilities which are expected to enhance the boy and girl students' ratio to 50:50. These in turn will improve the access of women to economic activities in the society.

❖ **Ensuring equity & equality in all levels of education:**

At secondary, higher secondary and tertiary level, each year, on an average 24 lakh 48 thousand female students are provided with stipends. By providing stipends for boys and girls at lower-secondary and secondary level and for female students at higher secondary level, gender parity has already been achieved at the primary and secondary level but disparity still prevails at the higher secondary level. The objective of stipends will help reduce such disparity and will also help to sustain the parity already achieved at the lower-secondary and secondary level. By increasing accommodation, sanitation, safe-drinking water and common room facilities for female students at the public and private educational institutions female students will be encouraged to access higher education.

❖ **Improvement of the overall quality of tertiary education focusing general science, applied science and business administration education:**

By ensuring geographical parity by establishing public universities; this will mostly benefit women in higher education as their mobility is relatively restricted due to different social and economic reasons.

❖ **Strengthening governance in education:**

By appointing of suitable teachers at private educational institutions, employment opportunities are created for qualified women including at the grassroots level.

8.2 Achievements of the Ministry regarding the projects/programmes/activities undertaken for women development:

- ❖ A significant progress has been achieved in enrolment ratio of boys to girls at secondary level. The ratio of 1:1.2 has already achieved before the stipulated time (2016) against the actual target of enrolment ratio of 1:1. At secondary level, out of total 10184314 students the number of girls enrolled is 5476354 (53.77 percent) which prompted to achieve the Sustainable Development Goals (SDGs) before the stipulated time.
- ❖ The selection grade, time scale and the promotion related discrepancies are solved. A total of 1,414 numbers of posts from Lecturer to Professor have been created which will provide opportunities to a good number of female teachers. New pay scale is introduced from FY 2015-16. The service of the male-female teachers of secondary level is upgraded to 2nd Class. These institutional changes will also benefit female teachers.
- ❖ To create countrywide opportunities for the students, to reduce the dropout rate and to ensure quality and standard education to all, 36.21 crore books are distributed free of cost in 2017 which half of the beneficiaries are girls.

- ❖ Under different projects of DSHE from FY 2009 to 2016, a total of 411800.17 Laks taka is distributed as stipends among 2,17,31,74 students of which 75 percent beneficiaries are girls.
- ❖ Stipend for female students at degree level has been introduced. In this context, under the Prime Minister's Trust Fund, 4 lakh 60 thousands female students were given stipends of amount 248.19 crore in 2012-13 to 2014-15. 2,80,000 students will give stipends of amount 1,51,81,60,000 Tk in 2015-2016 which 2,11,990 beneficiaries are girls. For this reason, dropout rate will be reduced and gender parity will be established at tertiary level of female education.
- ❖ To encourage women in tertiary education, an International University named "Asian University for Women" in Chittagong has been established, which already has started its academic activities.
- ❖ Ministry of Education is also taking initiatives for creating skilled and creative workforce to fit the contemporary international market demands. As part of this initiative, 11 modern language-training centres in 6 divisions have been established to teach English, Arabic, Korean and Malay languages to the physicians, nurses and unemployed youths who intend to take up overseas employment. With this, women's employment opportunities are expected to expand to overseas countries surpassing the horizon of domestic market. As an example, we can see that new job markets for women workers are opening in countries like Hong Kong, Middle-East countries recently.

8.3 The activities of the ministry for which women give unpaid labour

The role of education is critical for human development. The role of mothers for teaching the first lessons and mother language to a child is obvious. Napoleon Bonaparte quoted-"Give me good mothers...I shall give you a great nation". An educated mother can play an important role in national building. The mothers who are educated in our country, they usually offer the first lessons to the children at home as house tutors. They are not paid for that, we do not even take the value added of the women domestic services as imputed value in GDP calculation. Their unpaid labour should be treated with greater importance. Although we do not offer any payment for such noble job, they deserve right recognition from the society. We should be aware of that valuable and significant contribution by women.

8.4 A success story of women development of Ministry of Education:

To identify the true academic talents from the grass roots level of the country, 'Academic Talent Hunt, 2012 Policy' has been formulated. Following this policy, since the inception in 2013, government arranged 'Academic Talent Hunt Programme for the 3rd time in 2015. Under this programme, competition was held in four disciplines, these are- language and literature, science, mathematics and computer and Bangladesh Studies. Students of class six-eight, nine-ten and eleven-twelve in three groups participated from countrywide institutions including public and private institutions. The students competed at different levels of Upazilla, Districts and Divisional gradually. Apprehending Dhaka Metropolitan area as a Divisional level unit, competition held separately at all the grass root units. More than 100 thousands students took part in this competition. Top Eight participants (Seven participants from seven divisions and one participant from Dhaka Metropolitan area) from each discipline, each group has taken part in ultimate round of competition.

At National level competition held at Dhaka, the four different panels of judges consisting the renowned intellectuals and luminaries of the country evaluated the extraordinary talents in four disciplines. Among the 12 best talents of the year, 5 best talents were girls, which is 41.66 percent. Not only that, due to impartial and perfect judgments among the 12 best talent students, 10 students came up from the marginal localities outside the major metropolitan areas. The 12 best talents of the year later received each 1 lakh taka prize and a certificate from the Honorable Prime Minister. Besides, the 12 best talent will get the chance of overseas educational tour. This Programme and its' outcome of the Ministry of Education depicted an outstanding and explicit example of countrywide equal participation of male and female students and their equal journey towards development.

9.0 Obstacles to achieve targets related to Women's Advancement and Rights

The obstacles which impede the women development targets are:

- ❖ Abuse of women, homicide of women for dowry, abduction and trafficking of children and women, acid attack on children and women, eve teasing, social insecurity and other harassments and acts of women have become very common in the society which impede women development.
- ❖ Socially and economically women are dependent on parents in childhood, on husbands at middle age and finally on off springs at old age. If anything happens otherwise, they are acceded to social and economic insecurity. For this reason, it is often difficult to depute or transfer women teachers in rural or underserved areas.
- ❖ Although to increase women empowerment at public sector, the quota for women has been increased but at the policy level of the government women's participation remains marginal. In appointing of new teachers for primary

schools 60 percent quota is preserved and for secondary schools, colleges and madrasas it is 20 percent. Despite this fact, during appointment at rural and small areas suitable and eligible candidates are not found always.

- ❖ Although ample opportunities have been created in both domestic and international level, but at professional education, technical education and at vocational level women's participation is lacking behind in both quantity and in quality than their male counterparts.
- ❖ It has been observed that the female students of school, colleges and universities are often challenged physically and harassed mentally in front of their school gates, at their localities and at the public transports. When a girl child exposes to such harassments, these experiences create mental trauma at her childhood age and finally it impedes the natural mental growth of the children.
- ❖ Early marriage in Bangladesh is a common phenomenon. Due to that, girls' dropout rate is greater than boys' rate. Although girls' enrolment rate is quite satisfactory at primary and secondary level but at higher education, the number of enrolment of female students gives a dismal picture.

10.0 The progress on recommended activities in the previous year.

Serial No.	The recommendations pursued for future course of actions	Progress
1	2	3
1.	At secondary level, the boys-girls enrolment ratio has attained its gender parity. Girl's enrolment rate at present is seen 53.77 percent which is quite encouraging for future. But to ensure gender equality ministry should take necessary steps to increase boy's enrolment	To create equal opportunity for all, to reduce the drop-out rate and to make education accessible to every where a huge amount of 36.21 Crore text books have been distributed free of cost in 2017. Under different projects, a sum of Tk. 411800.27 laks has been distributed as stipend among 21.73 laks students of which 75 percent students are girls. Apart from that, stipend for boys has been introduced. Programmes are taken to aware both the students and parents.
2.	Women are engaging more in tertiary education. It is expected that more women will be entering into the job	60 percent quota has been preserved for women teachers at primary level for appointments. At secondary school,

Serial No.	The recommendations pursued for future course of actions	Progress
1	2	3
	<p>market. Envisioning this for the future plans and strategies, Ministry of Education should enhance and protect the right amount of quota for women in various institutions, particularly in educational institutions</p>	<p>college and madrasa level in rural areas 20 percent and at urban level 30 percent quota has been preserved for women teachers. To attract more women in higher education, from FY2013 13 to till date, a sum of Tk. 174 crore 40 lakh has been distributed among 2 lakh 89 thousand female students.</p>