

## Chapter-3

### Secondary & Higher Education Division

#### 1.0 Introduction

1.1 Bangladesh has achieved inclusive and higher rate of growth in the last five years. Human Resource Development was the main driving force behind this success. If we can make the people educated and skilled by enhancing quality education, it will have a strong roll for human resource development and hence in the development of the country. The formulation of policies, planning, implementation, management and overall development 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 1.02% of the GDP of FY 2018-2019. Public investment in this sector as a percentage of the total budget is 5.87% in FY 2018-19.

1.2 The Secondary and Higher Education Division is mandated to formulation of policy and implementation of the constitutional commitment to give post-primary to tertiary level education to people as a fundamental right under Articles 15 and 17 of the constitution. Under the 'Outline perspective plan' 2010-2021, there is a commitment to give primary and secondary education to all children. Keeping in consideration the 'Vision 2021' for providing 'education for all' and with a view to achieving SDG targets and goals the Secondary and higher Education Division has expressed its commitment in the 'Ministry Budget Framework' to 'develop well educated and efficient human resources by imparting education and training in combination of general, science and technology-based education system'

#### 1.3 Major functions of the Secondary and Higher Education Division are:

- ❖ Research and training programs with focus on improving the quality of secondary, higher secondary and tertiary education;
- ❖ Formulation and implementation of policy for secondary and tertiary education;
- ❖ Project formulation and implementation, monitoring and evaluation with focus on construction of new educational infrastructure and improvement and expansion of existing infrastructure;
- ❖ Improvement of education systems and education management;
- ❖ Establishing of specialized university and creation of open educational resources;
- ❖ Formulation of curriculum for secondary levels and printing and distribution of 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;
- ❖ Increasing bilateral and international cooperation in education sector.

## **2.0 Relevant Policies of the Secondary & Higher Education Division:**

Secondary & Higher Education Division, Ministry of Education projected education as “the main driving tool for creating poverty free Bangladesh”. In this context, MOE has formulated “National Education Policy, 2010”, which is already under implementation.

### **2.1 In the “National Education Policy-2010” the main objectives for Women’s education have been identified as follows:**

- ❖ Create awareness and confidence among the women and make them aware of equal rights;
- ❖ Enhance the efficiency of women to participate in the decision making process of the country;
- ❖ Increase women's participation in socio-economic development and poverty reduction of the country;
- ❖ Ensure women’s participation in socio-economic and other development activities;
- ❖ Create confidence among the women to eradicate dowry, violence against women and to ensure equal rights;
- ❖ Remove the disparity and discrimination against women teachers in service.
- ❖ Give priority to equally qualified women in the recruitment specially in primary and secondary education.

## **3.0 Secondary & Higher Education Division’s 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; Create employment opportunities for all women who have completed secondary level or higher education and the other drop-outs;
- ❖ Establishing gender equality for teachers and students at all levels of education institutions;
- ❖ Increase female percentage in tertiary education from 40 % to 61% and increase the percentage of literate female for age group 20-24 from 85 % to 100 % as targeted in the 7 Five year plan.

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

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

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

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
1.	To ensure free and fair secondary education for all boys and girls	<ul style="list-style-type: none"> <li>❖ Establishment of Upazila ICT training and resource centers;</li> <li>❖ Distribute text books to all students on 1<sup>st</sup> January;</li> <li>❖ Introducing School Performance Based Management System (SPBMS), School Based Assesment (S.B.A.) and prepare ISAS report in secondary level educational institutions;</li> <li>❖ Conduct research relating to education</li> <li>❖ Tuition fee waiver for girl students;</li> </ul>
2.	Improvement of the overall quality of tertiary education focusing general science, applied science and business administration.	<ul style="list-style-type: none"> <li>❖ Introducing I.C.T./I.T. courses in universities;</li> <li>❖ Expanding network for researchers related to researches available home and abroad;</li> <li>❖ Research on arts, social science, science and</li> </ul>

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
		technology.
3.	To eliminate gender disparity in education and ensure equal opportunities for secondary and tertiary education levels for the people with disabilities and minor ethnic groups.	<ul style="list-style-type: none"> <li>❖ Constructed new class rooms of educational institutions in underserved areas;</li> <li>❖ Providing stipends for students (secondary, higher secondary and degree level);</li> <li>❖ Providing stipends for students (secondary, higher secondary and degree level);</li> <li>❖ Providing scholarships to students based on the results of public examinations</li> </ul>
4.	Increasing the efficiency of the teachers through effective training and increasing the number of qualified teachers at a significant rate	<ul style="list-style-type: none"> <li>❖ Training of secondary school teachers;</li> <li>❖ Teachers training on ICT;</li> <li>❖ Recommendation for appointing teachers to fill vacancies in non-government institutions.</li> </ul>
5.	Construction and development of education infrastructure, including children, disabled and gender sensitive and safe, interactive and effective learning environment.	<ul style="list-style-type: none"> <li>❖ Construction of Toilet for female student;</li> <li>❖ Construction of Ramp for students with disabilities.</li> </ul>

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

### 5.1 Gender Gaps in the Activities of the Secondary and Higher Education Division are as follows:

- ❖ The overall rate of completion of studies for male students is higher than that of female students at all levels of education. The comparative analysis shows that, the rate of completion of education for male students specially at the secondary level is higher than that of female students. Child marriage, violence against women, eve-teasing, acid violence against women and female children, bad results in exam etc. increases the dropout rate in the school;
- ❖ Lack of necessary housing and sanitation facilities in educational institutions; Housing crisis is acute especially in the undergraduate and post-graduate levels,;
- ❖ The tendency of gender discrimination and sending the boy to school and employing the girl for household works in the rural and uneducated families;

- ❖ Although there are opportunities for education and training at home and abroad, women are lagging behind both in quality and number in professional education due to lack of equal opportunities.

## 5.2 Strategies undertaken to remove gender disparities are as follows:

- ❖ **Stipend:** Motivation activities, incentive packages have been introduced for the development of the situation. As part of the stipend-financial assistance for the children of the poor families, Tk 5,3133091000.00 have been given to 289089,21 students under five projects from FY 2009-10 to FY 2017-18 . From FY 2009-10 to FY 2017-018, 1488401 students were given Tk. 12038113500.00 under merit scholarship about 75% of whom are girls. As a result, dropout rate is decreasing. The rate of drop-out of students at the secondary level (class 6-10) decreased from 37.39% in FY 2016-17 to 36.89% in FY 2017-18. The drop out rate of students at the higher secondary level has decreased from 22.14% in FY 2016-17 to 21.76% in FY 2017-18; To increase the number of female students in the higher education stipends were distributed among 840,062 female students were distributed stipend from the FY 2012-13 to date under 'Prime Minister's Education Assistance Trust Fund'.
- ❖ **Development of congenial environment for female education:** Separate wash block is being set up for male and female students in phases. New residential halls are being constructed in the universities. Special projects have been adopted for the students of the hill areas. Already, 57 hostels and 2833 toilets have been constructed in government colleges for the students' accommodation.
- ❖ **Appointment of female teachers:** To encourage appointment of female teachers at higher rate in non-government education institutions, amendment of existing appointment policy, fixing quota for women in appointment and promotion will help in increasing women's employment rate. Ensuring good governance in education management will promote gender equity in education sector which will at the end help in women empowerment.

## 6.0. Women's Participation in Division's Activities and their Share in Total Budget:

### 6.1 Women participation in Division/ Department/Agencies (statistics of working male and female):

It is noteworthy from Table 1, the percentage of female officers working in the Secretariat of the Higher Secondary Education Division increased to 25.88% in FY 2018-2019, compared to 22.89% in FY 2017-18, while the percentage of female staff

working in the Secretariat of the Division has decreased to 23.16% in FY 2018-2019, compared to 26.09% in FY 2017-18.

**Table-1**  
**Male and Female Employment by Department/Agencies under the Division**

	Officers (%)				Staff (%)			
	2017-18		2018-19		2017-18		2018-19	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Administration</b>								
Secretariat	77.11	22.89	74.12	25.88	73.91	26.09	76.84	23.16
<b>Secondary and Higher Education</b>								
Directorate of Secondary and Higher Education	64.62	35.38	62.29	37.71	73.12	26.88	74.59	25.41
Upazila Secondary Education Offices	88.24	11.76	88.24	11.76	91.82	8.18	91.82	8.18
Teacher Training Colleges	60.67	39.33	60.67	39.33	59.94	40.06	86.45	13.55
Government Secondary Schools	64.50	35.50	64.55	35.45	72.41	27.59	71.99	28.01
Government Colleges	72.50	27.50	71.39	28.61	85.78	14.22	85.07	14.93
Non-Government Colleges	70.35	29.65	65.42	34.58	63.47	36.53	65.67	34.33
Non-Government Institutions	70.83	29.17	66.87	33.13	69.91	30.09	73.92	26.08
Higher Secondary Teachers Training Institutes	73.81	26.19	73.81	26.19	80.82	19.18	80.82	19.18
<b>University Education</b>								
University Grants Commission	75.42	24.58	82.68	17.32	85.90	14.10	92.26	7.74
<b>Other Educational Institutions</b>								
Education Engineering Directorate	94.54	5.46	91.32	8.68	93.33	6.67	94.74	5.26
Directorate of Inspection and Audit	100.00	0.00	100.00	0.00	93.18	6.82	97.37	2.63
National Academy for Education Management (NAEM)	69.23	30.77	69.35	30.65	87.23	12.77	86.36	13.64
Bureau of Educational Information and Statistics (BENBEIS)	78.26	21.74	81.69	18.31	92.96	7.04	89.97	10.03
Bangladesh UNESCO National Commission	44.44	55.56	41.67	58.33	88.89	11.11	85.71	14.29
<b>Total</b>	<b>70.21</b>	<b>29.79</b>	<b>67.02</b>	<b>32.98</b>	<b>70.10</b>	<b>29.90</b>	<b>75.02</b>	<b>24.98</b>

Source: Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

## 6.2 Statistics of Male-female beneficiaries in the activities of Division/Department/Agencies

6.2.1 To analyse the role of women in providing services (proportion of female and male role), the ratio of female and male at different levels of public and private educational institutions has been shown in table-1. It is noteworthy that at the secondary level, the number of women in government schools is higher than the number of private secondary schools. The percentage of female teachers is higher in

the private universities than that of govt. universities. Near about one-third of teachers are female in education sector.

**Table-2**

**Male and Female Teachers by Categories and levels of Education**

Level and Type of Education	Male		Female		Total Number of Teacher
	Number of teachers	Percent	Number of teachers	Percent	
Secondary School (government)	9182	70.60	3824	29.40	13006
Secondary School (non-government,)	161421	72.99	59738	27.01	221159
Higher Secondary Level (govt.)	20937	75.01	6976	24.99	27913
Higher Secondary Level (non- government.)	72657	76.00	22948	24.00	95605
University Education (Public)	10518	76.22	3281	23.78	13799
University Education (Private)	11085	71.17	4490	28.83	15575

Source: Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

6.2.2 A brief overview of the students' enrolment in different educational institutions under the Secondary and Higher Education Division is given below:

**Box-1**

- ❖ The number of female students is 5655381 (53.99%) compared to the total enrollment of 10475100 students in school level;
- ❖ At the college level, the number of female students is 2046479 (47.83%) compared to the total enrollment of 4278441 students ;
- ❖ The number of female trainees in the teacher's training institutions is 13531 (54.68%) among the total 24746 trainees;
- ❖ Of the total 121488 students in professional education, 55881 (46%) are female students;
- ❖ The number of female Students is 349045 (33.94%) among a total number of 1028314 students studying in public and private universities in the

**Source:** Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

6.2.3 It is seen in the review that the rate of enrolment of girls in secondary level has increased compared to boys. In 1995, the admission rate of girls was 46.9% , it increased to 53.99% in the year 2012. Gender balance has been achieved according to the admission rate of students at higher secondary level. The admission rate of women is 47.83 % in the collage level. From the Box-1 it is clear that the rate of enrolment of girls is higher than the boys in the lower secondary and secondary level. Enrolment rate for trainees in teacher's training institute is 54.68% and at professional level 46% is very optimistic, but for establishment of a knowledge based society, participation of women in all levels of education sector needs to be increased.

### 6.3 Women's Share in Division's Total Expenditure

(Taka in Crore)

Description	Budget 2019-20			Revised 2018-19			Budget 2018-19			Actual 2017-18		
	Budget	Women Share		Revised	Women Share		Budget	Women Share		Actual	Women Share	
		Women	percent		Women	percent		Women	percent		Women	percent
Total Budget	523190	161247	30.82	442541	136036	30.74	464573	136938	29.48	321861	88441	27.48
Division's Budget	29625	10828	36.55	25873	9805	37.9	24896	8806	35.37	20148	8706	43.21
Development	9928	3466	34.91	6159	2605	42.29	6014	2079	34.57	3383	1536	45.41
Operating	19697	7362	37.37	19713	7201	36.53	18882	6727	35.63	16765	7170	42.77

Source: RCGP database

### 7.0 Achievements in Key Performance Indicators (KPIs) of the Division in relation to Women's Advancement for the last 3 years:

Indicators	Unit of Measurement	2016-17	2017-18	2018-19
1	2	3	4	5
Ratio of male-female student at secondary level	ratio	46.2:53.8	46.5:53.5	46.01:53.99
Enrolment of female student at tertiary education	percent	12.32	12.87	

### 8.0 Success of the division in Women's Advancement

#### 8.1 Strategic objectives of Secondary and Higher Education Division and its impact on Women's Advancement and Rights

- ❖ **To ensure free and fair secondary education for all boys and girls:** The rate of admission of girls in schools has been increased due to distribution of free textbooks in the beginning of the year, for the construction, repair, renovation and expansion of new buildings of secondary level education institutions, waiver of the students' tuition fees. Because of Withdrawing the tuition fees, the rate of drop out of female students is decreasing, which is helping increase in women's rate of education.
- ❖ **Ensure affordable and quality higher education opportunities for all women and men:** With the establishment of new public universities to ensure the geographical balance in the establishment of government universities, higher education will be more accessible to women as a whole.
- ❖ **To eliminate gender disparity in education and ensure equal opportunities in secondary and higher education levels for the people with disabilities and minor ethnic groups:** Establishment of new schools in the backward areas is increasing the rate of girls' enrollment and the number of women teachers in such remote rural areas, which will help increase the rate of women in higher education. With the improvement of the rate of secondary education and expansion of opportunities, women participation in higher education will

increase. As a result, women's access to the labor market will increase and women's participation in income generating activities will increase. Stipends are provided to about 24.48 lakh girls per year in the secondary, higher secondary and graduate level. In the secondary, higher secondary level, the stipend is being given to the poor meritorious students resulting in ensuring gender balance in the primary and secondary level.

- ❖ **Increase the skill of the teachers through effective training and increase the number of qualified teachers:** In order to encourage recruitment of female teachers in non-government Institutions, change in employment policy for women, preserving quota for women, and increasing quota in promotions will increase the employment of qualified women in education sector. As a result of good governance in education management, gender equality will be established in different areas, which will help in women advancement.
- ❖ **Construction and development of education infrastructure with children, disabled and gender sensitive and safe, interactive and effective learning environment:** Separate Wash Block is being set up for students in phases. Special projects of housing/hostels have been taken for the students of the hilly areas. Already, 57 hostels and 2833 toilets have been constructed in government colleges for the female students' accommodation. Apart from this, 2028 Ramps have been constructed for disabled students. This will ensure the completion of education of the children, disabled and female students in a safe environment. As a result of the increase in enrollment rate of women students, the rate of completion of education is also increasing.

## **8.2 Achievements of the Division regarding the projects/programmes/activities undertaken for women advancement:**

- ❖ A significant progress has been achieved in enrolment ratio of boys to girls at secondary level. The ratio of 1:1.2 has already been achieved before the stipulated time (2015) against the actual target of enrolment ratio of 1:1. At secondary level, out of total 10475100 students the number of girls enrolled is 5655381 (53.99%) which prompted to achieve the Sustainable Development Goals (SDGs) before the stipulated time.
- ❖ New pay scale is introduced for the teachers from FY 2015-16. The service of the teachers of secondary level is upgraded to second 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, 35.2197 crore books are distributed free of cost in 2019 for which half of the beneficiaries are girls.
- ❖ Under different projects of Department of Secondary and Higher Education (DSHE) from FY 2009-10 to FY 2018-19, a total of 53133091000.00 taka is distributed as stipends among 2,89,08,921 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, Tk. 5637021120.00 stipends have been provided to 1028880 students from FY 2012-13 till now. Among the beneficiaries, 840062 are female students. 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. Academic activities had already started.
- ❖ 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, Korea, Middle-East countries recently.

### **8.3 The unpaid labour of women in Education Sector:**

The role of education is crucial for human development. The role of mothers for teaching the first lessons and mother language to a child is obvious. An educated mother can play an important role in nation 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 consider the value of women's 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 Secondary and Higher Education Division in women advancement:**

Under the Higher Secondary Stipend Project, 40% female students and 10% male students of grade 11th-12th are paid stipends, fees for purchasing books & form fill up, and subventions for tuition fees. Stipend is being provided through Mobile Banking amongst the beneficiary students of the project. Students need not go to the institution or bank for collecting the stipends through the mobile bank account by SMS. It saved their time and money. There is no scope for embezzlement/misappropriation because of the distribution of stipends directly to the student's mobile account. Money can be kept in the mobile account and can be withdrawn as per the requirement. In this, the mentality of the savings was created amongst the students and there was a positive impact on the economy of the country. Poor students have started coming to the institution due to stipends; the dropout rate of students has drastically reduced; gender parity has been achieved in the higher secondary level.

#### **9.0 Obstacles in achieving the goals of Women's Advancement and Rights:**

The obstacles to achieving the targets for women advancement are as follows:

- ❖ Violence against 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 abuse and harassments of women have become very common in the society which impede women advancement.
- ❖ Socially and economically women are dependent on father in childhood, on husbands at middle age and finally on son 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 always found.
- ❖ Although opportunities have been created in both domestic and international level, but at professional education, technical education and at vocational level women's participation is less seen 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.
- ❖ There is not enough sanitation and drinking water, common rooms, housing facilities for girls in different educational institutions, especially co-education institutions. In case of unmarried working women, due to lack of adequate housing facilities and security in the remote area, they are not comfortable to work in all places.

#### 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 53.99 percent which is quite encouraging for future. But to ensure gender equality ministry should take necessary steps to increase boy's enrolment	With a view to create equal opportunity for all, reduce the drop-out rate and to make education accessible to all, a huge amount of 35.2197 Crore text books have been distributed free of cost in the year 2019. Under different projects of DSHE from FY 2009 to 2017, a total of 53133091000.00 taka had been distributed as stipends among 2,89,08,921 students of which 75 percent beneficiaries are girls. Apart from that, stipend for boys has been introduced. Programs are taken to aware both students and parents.
2.	Women are engaging more in tertiary education. It is expected that more women will be entering into the job 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	At secondary school, college and madrasa level in rural areas 20 percent and at urban level 30 percent quota has been preserved for women teachers.

Serial No.	The recommendations pursued for future course of actions	Progress
1	2	3
educational institutions		