

## Chapter-4

### Technical and Madrasah Education Division

#### 1.0 Introduction

1.1 To create efficient and skilled human resources with moral values through combination of technical and vocational, science and technology-based education and training is the main goal of the Technical and Madrasah Education Division. Moreover, this division is working for upgrading the standard of technical and madrasa education, conducting research, training, formulating policy, implementation, monitoring and evaluation, formulating administrative policy, registration of teachers of private institutions under NTRCA, printing and distribution of textbooks, arranging broadband connection, multimedia books , use of ICT in classrooms and practical application of ICT in the education management and for the implementation of recommendations of the education policy .

1.2 Human resources is essential for sustainable and long-term economic development. The government has planned to improve the Technical and Vocational Education Training (TVET) system through implementation of National Education Policy-2010 and National Skills Development Policy-2011. The main objective of this policy is to improve the socio-economic conditions of the people through the expansion of technical and vocational education. Under the National Skills Policy, National Technical and Vocational Qualification Framework (NTVQF) will provide a new benchmark facility to achieve international recognition for skills and knowledge of Bangladeshi workers.

National Education Policy - 2010 has defined the aims and strategies for modernization and development of madrasah education. The government has emphasized the need for reforms and infrastructure development for implementation of the target. "Islamic Arabic University Act, 2013" has been enacted for the purpose of conducting academic supervision, examinations, certification and overall activities at the Kamil and Fazil level of madrasah education.

#### 1.3 Major Functions of the Technical and Madrasah Education Division

- ❖ Conducting research, training, project formulation, implementation, monitoring and evaluation for improving the quality of technical and Madrasah education;
- ❖ Formulation of administrative policy and conduct reform activities related to technical, vocational and Madrasah education;

- ❖ Registration and recruitment of teachers for non-government educational institutions and provide financial support ;
- ❖ Development and updating curriculum for different levels of technical and Madrasah education;
- ❖ Printing and distribution of free textbooks for different levels of technical and Madrasah education;
- ❖ Provide broad-band connections, multi-media books to educational institutions, ensuring use of ICT in class rooms and application of ICT in education management;
- ❖ Implementation of recommendations of the Education Policy.

## **2.0 Relevant Policies of the Technical and Madrasah Education Division:**

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

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

## **3.0 Specific National Policy Directives of Technical and Madrasah Education Division in relation to Women’s Advancement**

### **3.1 Pro-women policies in Outline Perspective Plan of Bangladesh 2010-2021, National Skill Development Policy-2011 and 7th Five Year Plan are as follows:**

- ❖ Providing quality education for all children of primary and secondary levels of the country by 2021;
- ❖ Eestablishing inclusive and gender sensitive TVET and skills development programs consistent with job market demands under the guidance of the National Skill Development Policy (NSDP-2011). Thus employment opportunities

will be created for all residual drop-outs. Accordingly, to maximize employment opportunities for the dropout students, the highest importance is given to implement the overall skill development strategies involved in NSDP-2011.

- ❖ Ensure gender equality at all levels for teachers and students.
- ❖ Increase the net enrollment rate of female students to 75 percent by.

### 3.2 The targets and commitment 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, socio economic activity, education, culture, sports and all areas of family life and other.

### 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.	Expansion of quality technical and madrasah education facilities	<ul style="list-style-type: none"> <li>❖ Providing training to teachers, members of the Shool Management Committee</li> <li>❖ Establishing new educational institutions in underserved areas</li> <li>❖ Constructing new and extending the existing buildings of educational institutions (Technical &amp; Madrasah) and supplying furniture</li> </ul>
2.	Ensuring equity and equality in education	<ul style="list-style-type: none"> <li>❖ Providing stipend scholarship to eligible female-male students at different levels of Technical and Madrassas.</li> </ul>
3.	Creating skilled manpower for internal and international labor market	<ul style="list-style-type: none"> <li>❖ Imparting technical and vocational education and training</li> <li>❖ Rendering professional training and Competency-Based Training (CBT) to teachers technical education</li> </ul>
4.	Strengthening education management	<ul style="list-style-type: none"> <li>❖ Conducting research, evaluation of educational scheme, facilitating training and discussion through international and national seminars/workshops</li> </ul>

### 5.0 Strategies of Technical and Madrasah Education Division to identify and remove gender discrimination:

**5.1 Expansion of quality technical and madrasah education opportunities:** Efforts have been made to increase the proportion of women in income generating activities by

creating women-friendly jobs. As a result, the standard of technical and madrasah education will be improved and opportunities will be expanded.

- 5.2 Confirmation of equity and equality in education (Equity and equality):** In order to ensure equity and equality for women in education, scopes for stipends and financial assistance have been created for female students in the Ebtedayi, Dakhil and Alim level of Madrasah Education. Incentives will be given to create the opportunities for women employment.
- 5.3 Creation of skilled workforce for domestic and international labor market:** Initiatives have been take to increase women's competence and skills by providing technical, vocational, and high and professional education. Women's social status will be upgraded by participating in productive activities. Women's social position will be upgraded by their participation in productive activities .
- 5.4 Strengthening education management:** Ensuring good governance in education management will create gender equality in different areas, which will play an important role in women advancement.
- 6.0 Women's Participation in the Division's Activities and their Share in Total budget**
- 6.1 Women's participation in decision making in the Technical and Madrasah Education Division:** Table-1 summarises the male and female employment composition of the Division and its various departments and agencies.

In order to increase the participation of women in the division activities, the number of women officers and employees has been increased in numbers in the newly created Technical and Madrasah Education Division. Already 8 (eight) female officers and employees are working in the secretariat. In the secretariat, 8.57% (2017-18) of the total officers are women. In the Department of Technical Education (DTE) the number of female officer has increased to 20% in FY 2017-18 which was 0% in FY 2016-17. The number of female staff in both secretariat and DME has reduced in this period. The number of female officers has increased in a remarkable number to 57.15% in FY 2017-18 from 23.53% in FY 2016-17 in the technical education teachers training Colleges. In the polytechnic institutes, 13.11% employees were female in FY 2016-17 which has increased to 18.59% in FY 2017-18.

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

	Officers (%)				Staff (%)			
	2016-17		2017-18		2016-17		2017-18	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Administration</b>								
<b>Secretariat</b>	83.78	16.22	91.43	8.57	82.76	17.24	92.42	7.58
<b>Technical education</b>								
Directorate of Technical Education	100	0	80	20	71.7	28.3	73	27
Private educational institutions	81.75	18.25	87.35	12.65	85.78	14.22	88.21	11.79
Technical Teacher Training College Teacher Training Colleges	76.47	23.53	42.85	57.15	66.67	33.33	74.19	25.81
Polytechnic Institute	86.89	13.11	81.41	18.59	86.24	13.76	84.23	15.77
Technical Schools and Colleges	89.86	10.14	89.24	10.76	88.97	11.03	86.18	13.82
Other Technical Institutions	86.86	13.14	89.63	10.37	85.69	14.31	85.06	14.94
<b>Madrasah Education</b>								
Directorate of Madrasah Education	100	0	78.95	21.05	96.00	4.00	94.12	5.88
Government Madrasas	90.24	9.76	94.03	5.97	82.54	17.46	100	0
Bangladesh Madrasa Teachers Training Institute	76.92	23.08	84.62	15.38	80.00	20.00	92.31	7.69
Private madrasa educational institutions	67.83	32.17	66.67	33.33	89.60	10.40	92.31	7.69
<b>Other educational institutions</b>								
National Computer Training and Research Academy (Necter)	91.30	8.70	91.30	8.70	86.57	13.43	86.57	13.43

## 6.2 Statistics of beneficiary of women and men in various departments/organizations

### 6.2.1 Women as service providers (Ratios of men and women teachers)

Table-2 shows the gender disaggregation of teachers to portray the role of women as service providers. It is observed that, at secondary and higher secondary levels, the number of female teachers serving at govt. schools and collages is 31.50% and 26.72% which is higher in numbers than that of non-govt. schools(25.46% and 22.65%). In case of madrasa education, in non-government organizations, 86.94% teachers are male, in Govt. Madrasa's 100% are male, which means that the male dominance as a service provider is still prevalent. The picture seen in the technical

education institution is that, there are 13.96% and 22.17% female teachers working in Govt. and non-Govt. madrasa's respectively.

**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
Madrasa Education (Public)	73	100	0	0	73
Madrasa Education (Private)	98498	86.94	14797	13.06	113295
Technical Education (Public)	4279	86.04	694	13.96	4973
Technical Education (Private)	21331	77.83	6075	22.17	27406

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

### 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	7454	2272	30.49	5758	1919	33.34	5702	1871	32.82	4785	1465	30.61
Development	1513	548	36.23	923	434	47	806	374	46.4	501	106	21.11
Operating	5940	1724	29.02	4834	1485	30.73	4896	1497	30.58	4284	1359	31.72

Source: RCGP database

### 7.0 Achievements in Key Performance Indicators (KPIs) of the Division in relation to Women's Advancement

Indicators	Unit	Target Revised	Target Achieved	Target Revised	Target Achieved	Medium Term Target		
		2017-18		2018-19		2019-20	2020-21	2021-22
1	2	4	5	6	7	8	9	10
1. Ratio of Male and female students at Secondary level (9 <sup>th</sup> -10 grade)	Ratio	73:27	73:27	70:30	76:24	65:35	60:40	55:45
2. Ratio of Male and female students at Higher Secondary level (11 <sup>th</sup> -12 grade)		72:28	72:28	72:28	88:12	70:30	68:32	60:40

Indicators	Unit	Target Revised	Target Achieved	Target Revised	Target Achieved	Medium Term Target		
		2017-18		2018-19		2019-20	2020-21	2021-22
1	2	4	5	6	7	8	9	10
3. Ratio of Male and female students at Technical Education level		76:24	76:24	70:30	75:25	65:35	60:40	60:40
4. Ratio of Male and female students at Dakhil level (6 <sup>th</sup> -10 grade)		44:56	44.56	58:42	43.56	45.55	50:50	50:50
5. Ratio of Male and female students at Alim level (11 <sup>th</sup> -12th grade)		52:48	52.48	50:50	51.49	50:50	50:50	50.50
6. Ratio of Male and female students at Madrasah Education		48:52	46.54	49:51	48:52	50:50	50:50	50.50

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

### 8.1 Achievements of the Division regarding the projects/programmes/activities undertaken for women development:

- ❖ In order to establish quality technical education institutions with standard and modern technology, a project named 'Establishing one technical school in every upazila' has been taken. Establishing one women polytechnic institute in each divisional town is in process. Project to establish 4 women polytechnic institutes in Sylhet, Barisal, Rangpur and Mymensingh divisions is adopted;
- ❖ Attempts are made to increase women participation up to 50% in technical education institutions.
- ❖ The separate Madrassa Education Department and Bangladesh Madrasa Education Board have been constituted for preparation of modern and technology-based qualitative participatory madrasa curriculum for madrasa education ;
- ❖ The project named 'Establishment of 8 women TSC in 8 divisional headquarters' has been adopted;
- ❖ The rate of admission in technical education has already been increased to 14%, of which about 20% are female students.

### 9.0 Impediments to achieve women's development goals

- ❖ Prevailing backward and conservative mentality in the society;

- ❖ Gender discriminatory mentality and lack of uniform mentality in institutional and social life;
- ❖ Women's stereotypical inertia and reluctance about technical education;
- ❖ Although government quota has been introduced for empowerment, women's participation in policy-making posts till now is marginal. Regarding recruitment of new teachers for madrassas, 20 percent of quota is reserved for women, while in rural areas, there are scarcity of qualified women candidates.
- ❖ Although there is a system of education and training home and abroad, women are far limited in number and qualification than men due to lack of equal opportunities in professional education.

#### **10.0 Recommendations for future actions:**

Setting up of new technical education institutions equipped with quality and modern technology support continuing efforts to increase the number of women in technical education institutions by 50%, Above all, formulating and implementing a self-contained technical and madrasah education policies in order to create an up-to-date curriculum, to introduce technology-based participatory madrasah education and to implement effectively 'National Skills Development Policy 2011' is needed for women empowerment through technical and madrasa sector.