

Chapter-2

Ministry of Primary and Mass Education

1.0 Introduction

1.1 Bangladesh has achieved significant advancement in Human Development Indices (HDI) during the last two decades. Creating skilled human resources is the most important element of human development. Thus primary education, the foundation of all education, is the first step to human development. Education not only changes skill and thinking of a person but also influences the comprehensive development of the country. Hence primary education is considered as top priority everywhere in the world. Education has been considered as one of the significant sectors with a view to creating an educated and skilled nation by achieving specific target and implementing the work plan drawn in Vision-2021. In the Millennium Development Goals, emphases were put on the entry to the education level and on maintaining gender parity. To this end, the government of Bangladesh took targeted activities which resulted in significant development in HDI. This achievement has received significant global recognition. In order to reinforce that success, focus has been placed on improvement of the quality of education in the Seventh Five Year Plan. The Article 17 of the Constitution of the People's Republic of Bangladesh has declared the primary education as compulsory and universal. Therefore, Ministry of Primary and Mass Education is working to implement quality mass education programs as a fulfillment of constitutional obligation and government's priority. In addition, gender parity issues are duly reflected in the strategic documents of the Ministry.

1.2 Major functions of the Ministry of Primary and Mass Education are:

The major functions of the Ministry of Primary and Mass Education (MoPME) are to formulate and implement policies regarding primary and mass education, implement and monitor the compulsory primary and mass education program through non-formal education. It also develops curriculum for primary and mass education, prepares, prints and distributes the textbook, undertake training and research activities related to primary and mass education and coordinate the activities of other Ministries, Government agencies and NGOs in the field of mass literacy and adult education.

2.0 Relevant Policies of the Ministry

The Ministry is engaged in formulating policy regarding School Management Committee (SMC), teacher's recruitment, transfer of teachers, non-formal education

policy and the stipend policy with a view to ensuring universal primary education and participation of local community particularly women in different levels of primary & mass education. These policies have provided scope for active participation of women in teacher's recruitment and transfer along with primary education management. Recruitment of 60% female teachers has been made mandatory and in case of placement and transfers, due attention is being paid to the convenience of female teachers (e.g. working place of husband/dwelling place of parents/education of children). In addition, female teachers have been given priority in teacher's training that ensures their professional efficiency.

School Management Committee (SMC) has been made effective in every school to ensure decentralization of school management at the field level. Provision of two female guardians in the committee has been made to ensure effective participation of women in school management. In addition to this provision, a written instruction has also been issued to adopt female teachers as teacher representative in the committee of respective educational institutions and the nearest secondary educational institution.

3.0 Ministry-Specific National Policy directives in relation to women's advancement

3.1 Women Development Policy, 2011 has been prepared in light of the Constitution of Bangladesh and CEDAW. National and International policy strategies have also been reflected in the Policy to ensure women's advancement. The National Plan of Action, 2013 (NPA) has been formulated to implement this policy. The obligations of the Ministry of Primary and Mass Education, as mentioned in this policy and NPA, are as follows:

- ❖ Elimination of all forms of discrimination against girls and ensuring gender equality in all areas including equality within families;
- ❖ Ensuring regular attendance of female students in educational institutions;
- ❖ Ensuring necessary measures so that female students do not become victims of any sexual harassment, pornography, physical and mental abuse at any place including educational institutions and streets;
- ❖ Ensuring opportunity for the girl students for safe and quality recreation, sports and cultural activities;
- ❖ Eliminating discrimination against disabled female students and ensuring their security in all areas;

- ❖ Eliminating discrimination in educational opportunities between men and women and mainstreaming women in the development process according to Education Policy, 2010;
- ❖ Removing any discriminatory issues against women from the educational curriculum and books and upholding positive image of women;
- ❖ Provide education and training on nutrition for women;
- ❖ Taking initiatives for the development of women from ethnic groups maintaining their own heritage and culture;
- ❖ Considering special education only for those who are not able to participate in the mainstream education process for inevitable reasons;
- ❖ Taking appropriate measures to get disabled women involved in all areas of life including education. Give emphasis on the nature of disablement in education.

3.2 Issues that have been emphasized regarding women's advancement and rights in the Education Policy, 2010 are as follows:

- ❖ Special fund should be created to increase the rate of female education at every level and private initiatives will be encouraged for this purpose;
- ❖ Measures will be taken to reduce female student dropouts and bring them back to the mainstream education system;
- ❖ Number of girls enrolling for formal education will be increased. In order to inspire them for higher/professional education, various facilities will be created for females at different tiers of educational institutes;
- ❖ Positive and progressive image of women and the concept of equal rights for women will be reflected in the reading materials of primary education;
- ❖ More life stories on inspirational and influential women and essays written by women will be included in the reading materials at the primary level;
- ❖ Taking measures to prevent dropout of girl students and protect them from any means of harassment during school time;
- ❖ Establish a conducive environment in schools, and ensure separate hygiene wash-blocks for the boys and girls;
- ❖ Giving priority to women for the recruitment of teachers at the primary level.

3.3 The followings are the targets and indicators to achieve the goal have been identified in 7th FYP for ensure primary education:

- ❖ Improving the teaching process in schools
 - Establishment of new schools, extension/reconstruction/ repair/ renovation of existing infrastructures;
 - Skill development of the teachers ;
 - Provide quality textbook in every school.
- ❖ Ensuring participation and reduce disparity
 - To set up pre-primary education in all primary schools;
 - Expansion of inclusive primary education;
 - Expansion of school feeding and medical checkup programmes;
 - Offering 100% stipend/education allowance to students;
 - Constriction of new school and classroom.
- ❖ Ensuring decentralization and enhance effectiveness
 - To increase the local cooperation and local support through SLIP activities
 - Complete annual survey of every school
 - To provide leadership training to the head teacher of primary school
- ❖ Establishing effective Planning and Management
 - Transparent fiscal management and good governance
 - Develop human resource through performance and need based training

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.	Extend universal access to primary education	<ul style="list-style-type: none"> ❖ Construction, reconstruction and extension of classrooms and routine repair and maintenance of schools ❖ Construction of wash-block and installation of tube wells ❖ Stipend program for poor students ❖ School feeding program in poverty stricken areas ❖ Education allowances and stipends for disadvantaged

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
		<p>students to prevent drop-out rates</p> <ul style="list-style-type: none"> ❖ Supplying free textbooks for all in due time ❖ Introduction of pre-primary classes in all primary schools of the country ❖ Provide one time financial support from the Kollayan Trust to the family of retired, suspended and deceased teachers
2.	Ensure quality primary education	<ul style="list-style-type: none"> ❖ Conducting Grade-5 completion examination ❖ Introducing ICT-based education at primary level ❖ Implementation of School Level Improvement Plan (SLIP) ❖ Extension of primary education up to class eight ❖ Development of training infrastructure to enhance the quality of Primary Education ❖ Conducting C-in-Ed and Dip-in-Ed training for teachers ❖ Training of teachers and officers associated with primary education ❖ Introduction of competency-based question papers in the Primary Education Completion Examinations ❖ Inspection of Government Primary School
3.	Increase literacy rate and create opportunity for continuing and lifelong education	<ul style="list-style-type: none"> ❖ Implementation of basic literacy program for 11-45 years age group in 64 districts

5.0 Identifying Gender Gaps in the Activities of the Ministry and Addressing the Issues

5.1 To ensure the implementation of the Women Development Policy, 2011 all activities of all Ministries should be in line with the National Action Plan, 2013. For this reason, initiatives should also be taken to formulate the development projects and programmes of the Ministry in line with ADP and revise existing projects and programmes by incorporating national women development policy.

5.2 It is found that the development of women has drawn focus almost in all activities and programmes of the Ministry. Women are already more successful than their male counterparts in the case of teacher's recruitment along with the enrollment at primary level and completion of primary school education. However, in order to reach the goal of quality primary education, activities of the Ministry must be made

more women-friendly. Some new initiatives should also be taken. In both cases the NWDP, 2011 and the Education Policy, 2010 are the yardsticks in designing new activities and programmes.

5.3 Some ongoing activities of the Ministry can be made gender focused in following manner:

- ❖ In case of distribution of education allowance and grants girl with special needs should be given priority;
- ❖ To improve the quality of primary education establishment of a conducive environment in school for the girl students should be considered;
- ❖ In case of infrastructure development, priority should be given to ensure separate wash blocks for boys and girls including facilities for disabled children;
- ❖ Positive and progressive image and concept of equal rights for women should be reflected in the reading materials of primary education;
- ❖ More life stories on inspirational and influential women and essays written by women to be included in the reading material at the primary level;
- ❖ Undertake initiatives to disseminate human rights issues and women development strategies among the teachers and officers in the area of primary education;
- ❖ To use, if necessary, separate class rooms for women for post literacy and lifelong education;
- ❖ Training for the personnel related to school management should include issues like regular attendance of the female students in educational institutions and taking necessary measures so that girl do not become victims of any sexual harassment, pornography, physical and mental abuse at any places including educational institutions and streets.

5.4 Following activities can be initiated including ongoing ones to ensure primary education system more women friendly in line with the NWDP, 2011 and the Education Policy, 2010:

- ❖ Ensuring opportunity for the girl students for safe and quality recreation, sports and cultural activities;
- ❖ Eliminating all forms of violence against disabled girl students and ensure their security in all areas;

- ❖ Eliminating all form of violence against working women including physical, mental and sexual harassment;
- ❖ Tracking education policy 2010 and eliminating discrimination in educational opportunities between men and women and mainstreaming women in the development process;
- ❖ Education and train on nutritional aspects for women;
- ❖ Taking initiatives for the development of women from the ethnic groups maintaining their own heritage and culture;
- ❖ Taking measures to reduce school dropouts among girls and bring them back to mainstream education system;
- ❖ To increase the female officers/staffs in the Ministry/Directorate level to increase their scope to take part in the policy level decision making process.

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

6.1 The participation of women in the decision making of the MoPME:

The following issues have been considered to assess how successfully the activities of the Ministry address women's advancement and rights:

- ❖ Women as service providers;
- ❖ Male-female beneficiaries of the activities of the MoPME;
- ❖ Gender based distribution of allocation and expenditure of the MoPME.

6.2 Table-1 exhibits the male-female employment structure to better illustrate women's participation in decision making process in the MoPME and across its various departments and agencies. In spite of the pro-women policies in teacher and other recruitments, women's participation in decision making in the Ministry is not so remarkable. In 2018 only 20 percent of total officials employed in the primary education sector were women, as compared to 80 percent male officials. The number of women officers is the highest in government primary schools and the lowest in the Bureau of Non-formal Education.

Table - 1: Male and Female Employment structure by Department/Agencies

	Officers				Staff			
	2018-19		2017-18		2018-19		2017-18	
	Male	Female	Male	Female	Male	Female	Male	Female
Administration								
Secretariat	31	8	86	14	85	15	85	15
Department of Primary Education	68	32	85.7	14.3	78	22	80	20
Government Primary Schools	37.9	62.1	36	64	47	53	47	53
Primary Training Institutes	69.67	30.3	77	23	87	13	87	13
Upazila Education Offices	80	20	79	21	79	21	80	20
Bureau of non-formal Education	92	8	92	8	84	16	84	16

Source: Ministry of Primary and Mass Education

6.3 Table-2 illustrates the role of female teachers at the primary education level in terms of male-female teachers' ratio. It is notable that 37.75 percent and 62.25 percent of total teachers are male and female respectively which means that more than half of the total teachers are female in primary education. In madrasa education, the number of female teachers as compared to their male counterparts is noticeably low.

Table - 2: Male and Female Teachers(2018)

Type of institutes	No. of schools	No. of total teachers	No. of female teachers	No. of male teachers	percent of female teachers	Percent of teachers
Government Primary	38916	236318	160732	75586	68.02	31.98
New Nationalized Gov. Primary	26193	112549	63078	49471	56.04	55.96
Registered non-gov.	180	741	527	214	71.12	28.88
Non-registered non-gov.	4570	18915	12788	6127	67.61	32.39
Experimental	64	350	307	43	87.71	12.29
Ebtedaye Madrasa	5164	13422	3546	9876	26.42	73.58
Kindergarten	24363	224873	136976	87897	60.91	39.09
Non-Government Organization	5156	12816	10125	2691	79.00	21.00
Community	134	517	396	121	76.6	23.40
Primary section of Madrasa	7196	16566	2714	13852	16.38	83.62
Primary section of high schools	1893	18508	10366	8142	56.01	43.09
BRAC Centre	10318	13790	13234	556	95.97	4.03
ROSC	4755	9896	4058	838	82.88	18.22
Children Welfare	293	1193	820	373	68.73	29.27
Others	2411	7439	4630	367	60.67	39.33
Total	134147	685400	426651	258749	62.25	39.75

Source: APSC 2017 (Provisional)

- 6.4 Three variables namely enrolment rate, completion rate and drop-out rates are considered to identify the beneficiaries of primary education program. It can be claimed that significant gender parity has been attained at the primary level. According to the Primary School Census Report, 2018, 50.75 percent of the total students are girls.

Table - 3: Enrolment of Girls in Primary Education

Type of Institutes	2017			2018		
	Total	Girls	Percent of Girl	Total	Girls	Percent of Girl
Gov. Primary	8941189	4512964	50.47	8932612	4505133	50.43
New Nationalized Gov. Primary	4022759	209962	52.9	4102111	2104774	51.31
Registered non-gov.	17936	8895	49.59	336559	168844	50.17
Non-registered non-gov.	274870	139620	50.79	100012	51568	51.56
Experimental	10553	5233	49.59	11460	5878	51.29
Community	13461	6686	49.67	14730	7482	50.79
Kindergarten	1230767	580632	47.18	1281005	627333	48.97
N.G.O.	225824	119225	52.35	227131	121020	53.28
Ebtedaye Madrasa	380429	184737	48.56	348936	168997	48.43
Primary section of Madrasa	856627	415696	48.53	816152	443558	54.35
Primary section of high schools	458304	244015	53.24	559452	285605	51.05
BRAC Centre	405534	216679	53.43	346567	178582	51.53
ROSC	260366	131886	50.65	99184	50075	50.49
Children Welfare	18765	9893	52.97	33587	16901	50.32
Others	79055	41877	52.97	1286602	63283	49.21
Total:	17251350	8743312	50.68	17338100	87990033	50.75

Source: DPE

- 6.5 It is observed in 2018 that the rate of girls' primary level completion is higher than that of boys.

Table - 4: Girls' Primary level Completion rate

Year	Primary level completion rate	
	Boys	Girls
2006-07	47.1	53.3
2007-08	48.9	54.9
2008-09	52.9	57.0
2009-10	57.1	62.2

Year	Primary level completion rate	
	Boys	Girls
2010-11	59.7	60.2
2011-12	67.6	73.0
2012-13	73.5	77.0
2013-14	97.88	97.97
2014-15	97.9	98
2015-16	98.44	98.56
2016-17	94.93	95.40
2017-18	97.48	97.68

Source: Ministry of Primary and Mass Education

6.6 Women's Share in Ministry'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
Ministry Budget	24041	13882	57.74	20521	13514	65.86	22466	11960	53.23	18344	8421	45.91
Development	9270	3409	36.77	6427	3603	56.06	8312	3967	47.72	6545	1533	23.43
Operating	14771	10473	70.9	14094	9912	70.32	14154	7993	56.47	11800	6888	58.37

Source: RCGP database

7.0 Achievement of Key Performance Indicators in relation to Women's Advancement in the last three Years

Indicator	Unit	Actual		
		2016	2017	2018
1	2	3	4	5
Female teachers in primary education (GPS)	percent	62.6	63%	62.03%
Rate of completion of primary education of female students	percent	98.56	95.4%	97.68%

8.0 Success in Promoting Women's Advancement:

- 8.1 As a result of the various development activities undertaken by government, the MDG goals relevant to female education have been achieved. A number of targets for women development have been fixed in the Vision-2021, 7th five year plan and Sustainable Development Goals (SDG). To this end, the MOPME has undertaken specific activities in order to expand the access and to improve the quality of primary education. Notable among those are, improvement of the curriculum of primary and mass education keeping in pace with the changing needs, research in the field of education and training for the teachers. The Ministry has taken steps to improve the infrastructural amenities in urban areas along with those in rural areas.

As a result, enrollment at the primary level has increased significantly. Simultaneously there is significant decline in the drop-out rate which is 18.6% in 2018.

- 8.2 MoPME is responsible for operating more than 59.12 percent of the total primary educational institutes around the country. Around 75.44 percent of total children at primary level are enrolled in these schools. Around 50.75 percent of the students at the primary level are girls who contribute to building a prosperous future for all. The policy for recruiting 60 percent female teachers has been maintained. The significant number of recruitment of female teachers in primary schools broadens the scope of employment and enhances the social dignity of women.
- 8.3 The Ministry also renders adults' literacy and non-formal educational opportunities for men and women who were deprived of fundamental education at their early life and who dropped out of primary or secondary education. These activities provide basic education to adult women who were deprived of formal education and help them attain self-sufficiency.
- 8.4 The participation of women in implementing the Universal Primary Education Programme, hundred percent enrollment and completion of the primary education cycle has given due priority. To reach this goal and to create public awareness, Mother's Day is being celebrated in schools and the opinions of mothers are being used to implement the activities. Besides this, female guardians are actively involved in the School Feeding Programme. The Stipend Policy has been formulated having the provision of sending stipend to the mother of the students' through mobile banking. Currently, about 1 crore 30 lacs students are getting stipend through mobile banking.

Rate of Monthly Stipend

Serial No.	Number of Students of Same Family	Child Section	Class 1-5	Class 6-8
1	1 Person	Taka 50	Taka 100	Taka 125
2	2 Persons	Taka 100	Taka 200	Taka 250
3	3 Persons	Taka 125	Taka 250	Taka 350
4	4 Persons	Taka 150	Taka 300	Taka 400

- 8.5 The main objective of the MoPME is to ensure quality primary and basic education for all through expansion of facilities and improvement of quality. The medium-term strategic objectives in achieving these are - to extend universal access to primary education, to improve quality of primary education, increase literacy rate and create opportunity for continuing and lifelong education. Following initiatives have been taken to implement the strategic objectives:

- ❖ The coverage of the stipend program has been extended to bring the female students under the compulsory primary education for all program of the Ministry. About 50.75 percent of total students of primary level are female. The rate of non-admission and drop-out are much higher for girls coming from poor families in comparison to boys from similar families. To minimize the number of non-admitted and dropped-outs, stipends (100 taka for a student and 200 taka for students having siblings) are given to almost 14 million students of disadvantaged families. The number of scholarships (talent pool) has been increased from 22,000 to 33,000 and the number of common scholarship has been increased to 49,500 from 33,000. Moreover, a school meal programme for more than 3 million children has been undertaken. All these activities are expected to contribute towards increasing enrolment of students, especially girls' enrolment.
- ❖ The total number of teachers at primary level is about 6,85,400 of which about 4,26,651 (60.67%) are female (in all categories of schools). Out of 238895 teachers in primary school, 161639 (67.66%) female teachers are working. According to the above statistics of 2018, it is found that the number of female teachers in primary schools is satisfactory.
- ❖ Infrastructure development is necessary for women friendly environment. Targeted activities towards this have been taken by MoPME. Pure drinking water supply and establishing wash block in primary school have been initiated under the ongoing PEDP4. As a direct result of these facilities, growing number of girls are encouraged to go to school and facilitate the expansion of female education in the country.
- ❖ In order to ensure quality primary education, teacher's training on basic and specific subjects is fundamental. Training for officials related to primary education and School Management Committee members are also being imparted. In addition, 1 year Certificate-in-Education course has been converted into Diploma-in-Primary Education having duration of 18 months. These trainings are expected to increase skill and efficiency of teachers and other relevant personnel in primary education system. It is also expected that women will be benefited directly from these programs.
- ❖ 60% female quota in the teachers' recruitment of primary education is being ensured.

8.6 The children learn to speak and write from their mother. The contribution of a mother to her child for their primary education along with bringing up them is not valued in monetary terms. The Ministry of Primary and Mass Education will take

initiatives to sensitize public about this sacrifice of women to create awareness in the society.

9.0 Obstacles to achieve targets related to Women's Advancement:

9.1 Several initiatives have been taken to ensure the participation of women in the primary education management along with primary education in spite of limited resources. Women at the field level do not have access to all benefits of these facilities yet. The following obstacles still persist which hamper participation of girls in primary education:

- ❖ As the communication system is not proper in remote areas (especially hilly areas), female students of primary schools are not interested in going to school;
- ❖ As the benefits and facilities provided by the government do not have much publicity, expected outcome is not achieved yet;
- ❖ Girls in many non-government primary schools are not interested to come to school as there are no separate toilets for them;
- ❖ Many female students do not enroll because of the prevailing superstition in the society;
- ❖ Due to lack of separate wash block for girls in most of the non-government primary school, girl are not interest to go those school;
- ❖ Girl student are not admit to school due to varies existing social superstition

10.0 Progress on Recommended Activities in the Previous Year

Serial No.	The Recommendations of Previous Year Gender Report for the Ministry	Progress of Recommended Activities
1.	Increase the Scholarship for girl students in PEC exam.	In 2015, scholarship in PEC exam for the girl students has been increased from 27,500 to 41,250 for encouraging the women's participation in education.
2.	Stop the physical torcher of Students	To create happier educational environment in schools especially for girl students, physical torture of students has been stopped by issuing a circular and it has been monitored strictly.
3.	Increase the participation of girl students in different sports like male student	Considering sports as an important part of learning, participation of female student in sports like are being ensured. The female students can participate in the Bongomata

Serial No.	The Recommendations of Previous Year Gender Report for the Ministry	Progress of Recommended Activities
		Fazilatunnesa Football Gold Cup tournament that is being arranged in every year.
4.	There must be provisions for separate toilet (wash blocks) for female teachers and students in every primary school	Separate wash block having three toilets with running water is under the process of construction. Already 14500 wash blocks have been constructed.
5.	Along with the stipend programme for female students, proper publicity should be undertaken with parents of female students so that they do not face gender discrimination at home;	Stipend program has been initiated to increase female student enrollment and to prevent their dropout. The total beneficiary of stipend programme is 13 million. The stipend is given to the student's mothers through mobile banking, so that the mothers are encouraged to send their daughters to school.
6.	It should be ensured that the recruitment of female teachers and selection of female chairperson of school governing body is increased in backward community and small ethnic groups of the country;	Like the system prevailing in the plain land, two female guardians from the backward community, have been selected in School Management Committees while females belonging to small ethnic groups of the country have been given priority to become the representative of the local people in the committee. It is mandatory that 60 percent of the teachers who are recruited must be women. Besides that, the educational qualification that is required for recruitment has been reduced for women candidates. Female teachers are given more facilities in the case of teacher's transfer and their placement and posting. In the Hill Tract areas these activities are implemented and monitored by Hill Tracts Zilla Parishad.
7.	Necessary action should be taken to prevent drop-out and increase the admission of female students in pre-	Instructions have been given at the school level to increase the enrollment rate of female students in pre-primary schools. Importance has been given to Mother's Day celebrations at

Serial No.	The Recommendations of Previous Year Gender Report for the Ministry	Progress of Recommended Activities
	primary education;	school level and parents are being informed about the facilities provided by the Government.
8.	In the primary curriculum the women's positive and progressive image should be highlighted;	The women's positive and progressive image and equal rights have been reflected in the primary curriculum. As an example both male and female names are used in the curriculum to prevent gender bias.
9.	Emphasis should be given to nutritional needs of the female students;	With the assistance of the Government and Development partners, the poor female students belonging to 104 poverty stricken Upazillas are given highly nutritious biscuits every day. Out of 2857027 beneficiary students, 50% students are girl student. Besides, nutritious Mid-Day Meal is given to different schools of the country through private initiatives. The National School Meal Policy is being formulated to encourage private sector to take these kinds of initiatives.
10.	It is very necessary to ensure the security of the student in school compound from any harassment.	SMC take social awareness program to ensure the security of the student in school compound from any harassment. If any case of harassment is found, the culprits are being handed over to the law enforcement authorities.
11.	Mobile school in haor and flooded area where is not possible to continue school activities for 5 or 6 months in a year should be established.	The possibility of establishing mobile school in haor and flooded area is being examined.

11.0 Recommendation for future:

- ❖ If proper counseling about the physical and mental change for girls at the adolescence is not provided, risks of drop-outs and poor performance will persist. Due to the extension of primary level up to class eight, adolescent girls

will be included in the primary level. Therefore, regular counseling session should be arranged for student reaching their puberty in association with the local community Clinics.

- ❖ Ensure expansion and development of school health program.
- ❖ Police petrol camp should be established near schools so that there is no eve teasing or harassment for the school-going girls.
- ❖ Residential facilities for girls coming from remote areas or under any kind of constraint in selected areas should be created. Transportation and communication systems should be developed for easy access to schools especially for girls.
- ❖ More educational materials such as school bags, exercise books etc. could be provided to children particularly for female students.