

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 0.96 percent of the GDP. Public investment in this sector as a percentage of the total budget is 5.8, which is fairly significant compared to that in many countries of the world. 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, 2017, although Bangladesh ranks 139 in Human Development Index (HDI). In Gender Development Index (GDI) Bangladesh's rank is 139 which is just below Sri Lanka (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 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, 54.02 percent of the numbers of students¹ enrolled are girls, which indicate that Bangladesh has achieved the Sustainable Development Goals (SDGs) before the stipulated time.

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 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;
- ❖ Development 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 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;
- ❖ Increasing bilateral and international cooperation in education sector.

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

- 2.1 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 context, MOE has formulated "National Education Policy, 2010", which is already under implementation.

¹Bangladesh Education Statistics, 2015

2.2 In the “National Education Policy- 2010” the 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 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;
- ❖ Ensure women’s participation to develop socio-economic and other activities;
- ❖ 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.
- ❖ Incase 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;
- ❖ Establishing gender equality at all levels for teachers and students;
- ❖ Increase female to male ratio in tertiary education from 40 percent to 61 percent and increase the ratio of literate female to male for age group 20-24 from 85 percent to 100 percent in the 7 Five year plan.
- ❖ To increase the net enrolment rate of female students to 75 percent 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.	To ensure free and fair secondary education for all boys and girls	<ul style="list-style-type: none"> ❖ Construction of new buildings and repair, renovation and extension of existing buildings of secondary level educational institutions; ❖ Establish Upazila ICT training and resource centers; ❖ Construction and expansion of academic buildings in selected nongovernment colleges; ❖ Distribute text books to all students on 1st January; ❖ Publication of public exam results at the scheduled time; ❖ Conducting classes through multimedia; ❖ Introducing School Performance Based Management System (SPBMS) and prepare ISAS report in secondary level educational institutions; ❖ Conducting research related to education; ❖ Inspect and audit of non-government educational institutions; ❖ Tuition fee waiver for girl students.
2.	Improvement of the overall quality of tertiary education focusing general science, applied science and business administrative education.	<ul style="list-style-type: none"> ❖ Establish new universities; ❖ Development of physical infrastructure of the universities; ❖ Introduce I.C.T. / I.T. courses in universities; ❖ Approval of new departments in the universities; ❖ Network expansion for research related to domestic and international research for researchers; ❖ Research on various subject (PhD, MPhil, MS and tertiary research).
3.	To eliminate gender disparity in education and ensure equal opportunities for	<ul style="list-style-type: none"> ❖ Constructed new class rooms of educational institutions in underserved areas;

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
	secondary and tertiary education levels for the people with disabilities and minor ethnic groups.	<ul style="list-style-type: none"> ❖ Providing stipends for students (secondary, higher secondary and degree level); ❖ Providing scholarships to students based on the results of public examinations.
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"> ❖ Training of secondary school teachers; ❖ Teachers training on ICT subject; ❖ Recommendation for appointing teachers to fill vacancies in non-government institutions; ❖ Training on education administration and management.
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"> ❖ Construction of Toilet for girls student ❖ Construction of Ramp for disable student

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 Secondary & Higher Education Division are mentioned below:

- ❖ To increase women's access in education and to reduce the dropout 255,34,151 students have been given Tk 461,554.39 lakhs stipend and other financial assistance from 2009 to 2017 through five projects. Among those beneficiaries 75% are female students.

- ❖ 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 Division/ Department/Agencies (statistics of working male and female) 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 22.89% are female (2017-18) which has increased from FY 2016-17 (17.54%). But among the staffs 26.09% (2017-2018) are female which has significantly increased from FY 2016-2017 (22.22%). 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 (%)			
	2016-17		2017-18		2016-17		2017-18	
	Male	Female	Male	Female	Male	Female	Male	Female
Administration								
Secretariat	82.46	17.54	77.11	22.89	77.78	22.22	73.91	26.09
Secondary and Higher Education								
Directorate of Secondary and Higher Education	74.33	25.67	64.62	35.38	74.87	25.13	73.12	26.88
Upazila Secondary Education Offices	88.34	11.66	88.24	11.76	93.25	6.75	91.82	8.18
Teacher Training Colleges	65.11	34.89	60.67	39.33	89.77	10.23	59.94	40.06
Government Secondary Schools	62.80	37.20	64.50	35.50	76.67	23.33	72.41	27.59
Government Colleges	73.20	26.80	72.50	27.50	86.31	13.69	23.58	3.91
Non-Government Colleges	60.00	40.00	70.35	29.65	66.66	33.34	63.47	36.53
Non-Government Institutions	66.67	33.33	70.83	29.17	66.49	33.51	69.91	30.09
Higher Secondary Teachers Training Institutes	72.09	27.91	73.81	26.19	81.25	18.75	80.82	19.18
University Education								
University Grants Commission	80.00	20.00	75.42	24.58	88.49	11.51	85.90	14.10
Other Educational Institutions								
Education Engineering Directorate	94.54	5.46	94.54	5.46	93.33	6.67	93.33	6.67

	Officers (%)				Staff (%)			
	2016-17		2017-18		2016-17		2017-18	
	Male	Female	Male	Female	Male	Female	Male	Female
Directorate of Inspection and Audit	100.00	0.00	100.00	0.00	91.11	8.89	93.18	6.82
National Academy for Education Management (NAEM)	67.70	32.30	69.23	30.77	87.37	12.63	87.23	12.77
Bureau of Educational Information and Statistics (BANBEIS)	88.89	11.11	78.26	21.74	83.73	16.27	92.96	7.04
Bangladesh UNESCO National Commission	44.44	55.56	44.44	55.56	88.89	11.11	88.89	11.11
Total	64.89	35.11	70.53	29.47	67.61	32.39	69.79	30.21

Source: BANBEIS

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

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)	6103	68.76	2773	31.24	8876
Secondary School(non-government,)	175266	74.58	59738	25.42	235004
Higher Secondary Level (govt.)	10763	74.40	3704	25.60	14467
Higher Secondary Level (non- government.)	81673	76.71	24794	23.29	106467
University Education (Public)	10114	76.81	3054	23.19	13168
University Education (Private)	11022	71.57	4378	28.43	15400

Source: Bangladesh Educational Institution and Statistics Brue (BANBEIS)

6.2.2 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 presenting 2017:

Box-1

- ❖ The enrolment in Secondary schools is recorded at 10330695 of which 55803857 (54.02 percent) are girls;
- ❖ The number of students in colleges is recorded at 3872960 of which 1873619 (48.38 percent) are girls;
- ❖ The total enrolment in Teacher Education is recorded at 35071 of which 14242 (40.61 percent) are girls;
- ❖ The number of students enrolling in Professional Education is recorded at 168469 of which 76711 (45.53 percent) are women;
- ❖ The total number of students combined in Private and Public Universities are 856726 of which 279056 (32.57 percent) are women.

Source: 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 54.02 percent in 2017. At higher secondary level gender parity has been achieved a bit. At this level, girl's enrolment rate is 48.38 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 (40.61 percent) and at professional education level (45.53 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 Division's Total Expenditure

(Taka in Crore)

Description	Budget 2018-19			Revised 2017-18			Budget 2017-18		
	Budget	Women Share		Revised	Women Share		Budget	Women Share	
		Women	percent		Women	percent		Women	percent
Total Budget	464574	136938	29.48	371495	86169	23.2	400266	112019	27.99
Division Budget	24896	9018	36.22	21525	8591	39.91	23148	7234	31.25
Development	6014	2276	37.84	4355	1265	29.05	6177	2816	45.59
Non-Development	18882	6743	35.71	17170	7326	42.67	16971	4418	26.03

Source: RCGP database

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

Indicators	Unit of Measurement	2015-16	2016-17	2017-18
1	2	3	4	5
Ratio of male-female student at secondary level	ratio	46.2:54	46.2:54	46.5:53.5
Enrolment of female student at tertiary education	percent	15.03	15.67	16.73

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 secondary level and for female students at higher secondary level, gender parity has already been achieved at the primary 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 (2015) against the actual target of enrolment ratio of 1:1. At secondary level, out of total 10330695 students the number of girls enrolled is 5580387 (54.02 percent) which prompted to achieve the Sustainable Development Goals (SDGs) before the stipulated time.

- ❖ New pay scale is introduced from FY 2015-16. The service of the male-female teachers of secondary level is upgraded. 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, 35.42 crore books are distributed free of cost in 2018 which half of the beneficiaries are girls.
- ❖ Under different projects of DSHE from FY 2009 to 2017, a total of 461554.39 Laks taka is distributed as stipends among 2,55,34,151 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. 4111648940.00 stipends have been provided to 746192 students from the year 2012-2013 to till now. Where Tk. 3486610643.00 stipends have been provided to 63327 girl 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.
- ❖ Secondary and Higher Education Division, 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 Division for which women give unpaid labour:

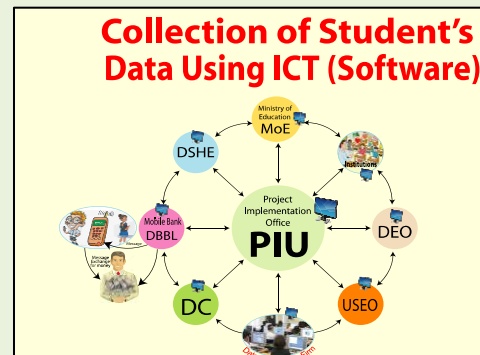
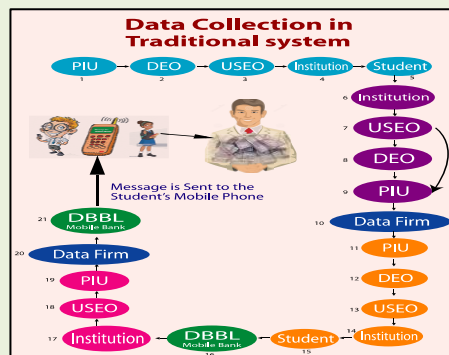
The role of education is critical for human development. The role of mothers for teaching the first lessons and mother language to a child is obvious. Napoleon Bonaparte quoted-"Give me good mothers...I shall give you a great nation". An educated mother can play an important role in national building. 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 Secondary and Higher Education Division:

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. Student receives money from any time at any place by means of 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. Students may be aware of banking rules and policies. It has been possible to bring the vast population under the banking program. Distribution of money through mobile banking is playing an important role in the implementation of Vision 2021 and the formation of digital Bangladesh. Backward and poor students have intended to come to the institution due to the provision of stipends; the drop out rate of students has drastically reduced; gender parity has been achieved in the higher secondary level. As a result, stipends play an important role in preventing child marriage. Indirectly, the population growth of the country is being controlled and the participation of the poor students in the country's socioeconomic activities is increasing.

Comparative illustration of distribution process of stipend through mobile banking and traditional methods:



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.
- ❖ Girls are not interested in continuing to study at all the schools because 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 in the remote area, they are not interested in getting employment in all areas.

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 54.02 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 35.42 Crore text books have been distributed free of cost in 2018. Under different projects, a sum of Tk. 461554.39 laks has been distributed as stipend among 25.53 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 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	Sixty percent (60%) quota has been preserved for women teachers at primary level for appointments. 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. To attract more women in higher education, from FY2012-13 to till date, a sum of Tk. 348 crore 66 lakh has been distributed among 6 lakh 32 thousand female students.