

Chapter-4

Technical and Madrasah Education Division

1.0 Introduction

1.1 Human development is essential for sustainable and long-term economic development. The mission of Technical and Madrasa Education Division is to create efficient and skilled human resources with moral values through combination of technical and vocational, science and technology-based education and training. The government has planned to improve the Technical and Vocational Education Training (TVET) system through the implementation of National Education Policy-2010 and National Skills Development Policy-2011. National Education Policy - 2010 has defined the aims and strategies for modernization and development of madrasah education.

1.2 Women's participation in economic activities is a very essential for women empowerment. On the other hand, skill development and vocational education and training is a pre-requisite for women's participation in the economic activities. The Division is also taking measures to implement National Education Policy for developing manpower skilled enough to compete in the international labor market. Though women's participation is insignificant in technical education compared to general and madrasa education, but the initiative taken by this Division to enhance the quality and develop the curriculum of technical and madrasa education which will contribute to the enhancement of women education in developing women friendly environment in the educational institutions.

1.3 Major Functions of the Technical and Madrasah Education Division

- ❖ Policy and project formulation, implementation, monitoring and evaluation, with focus on improving the quality of technical and Madrasah education;
- ❖ Reforming and formulating the administrative policy related to technical, vocational and Madrasah education;
- ❖ Registration and recruitment of teachers for non-government educational institutions;
- ❖ Developing 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;

- ❖ Providing broad-band connections, multi-media, e-books to educational institutions, ensuring use of ICT in class rooms and application of ICT in education management;
- ❖ Implementation of the recommendations of the Education Policy.

2.0 Relevant Policies of the Technical and Madrasah Education Division:

2.1 In order to improve the quality of education at all levels including technical and madrasah education, the Division has formulated certain strategies and policies consistent with the National Strategic Documents e.g. Vision 2021, Perspective Plan of Bangladesh 2010-2021, National Skill Development Policy-2011 ,7th Five Year Plan. In Outline Perspective Plan of Bangladesh 2010-2021, Ministry of Education has committed to provide quality education for all children at secondary levels by 2021. They considered 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. To achieve ‘Education for All’ and ‘SDG’ in line with government’s “Vision 2021”, this Division has expressed it’s confidence in the mission statement of the Ministry Budget Framework (MBF) to create well-educated human resources with skill and advanced ethics through providing coordinated general, science and technology based education and training.

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

- ❖ Create awareness and build confidence among women and make them aware of equal rights.
- ❖ Capacity development of women in order to enable them to participate in the decision making process;
- ❖ Enhance women’s participation in socio-economic development and poverty reduction of the country;
- ❖ Engage women in different self employment and other activities to ensure their contribution in socio-economic activities;
- ❖ Remove dowry, end violence against women and create confidence among women to ensure equal rights;
- ❖ Remove all discrimination against female teachers in all aspects including recruitment;
- ❖ Giving preference to women with equal qualification in case of recruitment especially in primary and secondary education.

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

3.1 Women friendly policies of the ministry in Outline Perspective Plan of Bangladesh 2010-2021, National Skill Development Policy-2011, 7th Five Year Plan are as follows:

- ❖ Providing quality education to all children of primary and secondary levels of the country by 2021;
- ❖ Establishing inclusive and gender sensitive TVET and skills development programs consistent with the demands of labor market under the guidelines of the National Skill Development Policy (NSDP-2011). Thus employment opportunities will be created for all residual drop-outs. Accordingly, giving highest importance to implement the overall skill development strategies included in NSDP-2011 to maximize employment opportunities for the dropout students
- ❖ Establishing gender equality at educational institutions for both teachers and students.
- ❖ Enrollment of women upto 40% in TVET by the year 2020.
- ❖ Increase the net enrolment rate of female students to 75 percent by 2017.

3.2 The targets and commitment stated in the "National Women Development Policy 2011" are:

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

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.	Improve access to quality technical and Madrasah education	<ul style="list-style-type: none"> ❖ Providing training to teachers and members of SMC. ❖ Establishment of new educational institutions in disadvantaged areas.
2.	Ensuring equity and equality in education	<ul style="list-style-type: none"> ❖ Providing stipend scholarship to suitable students at different levels of technical and madrasahs.

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
3.	Creating skilled manpower for internal and international labor market	<ul style="list-style-type: none"> ❖ Providing technical and vocational education-training ❖ Providing Professional Training and Competency Based Training (CBT) for technical and madrasa teachers ❖ Introducing Emerging Trade and Technology by updating Curriculum

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 working environment.
- 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.
- 5.3 Creation of efficient manpower for domestic and international labor market:** Initiatives have been taken to create skilled women workforce by providing women friendly trainings. Women's polytechnic institutes have been established in different divisions and steps have been taken to establish in other divisions to scale up women's skill for national and international labor market.
- 5.4 Quality education, general science, technology, applied and technical and vocational education:** Because of women's insignificant enrollment in professional degree courses, applied science, technical and vocational education, target has been fixed to ensure 40% women's enrollment in TVET. Women's social status will also be upgraded by their participation in productive activities.
- 5.5 Strengthening education management:** ensuring good governance in education management will create gender equality in education, which will play an important role for the development of women.

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

6.1 Women's participation in decision making in the Technical and Madrasah Education Division: Table-1 summarises the male and female employment in the Division and its various departments and agencies.

Measures have been taken in order to increase participation of women in the institutions under the newly created Technical and Madrasah Education Division. Already 8 (eight) female officers and employees are working. In the secretariat, 8.57% of the total officers are women (2017-18). Women's participation at different administrative offices of secondary and higher secondary education is comparatively higher than other Divisions. In the polytechnic institutes, 10% female employees were employed in the fiscal-year 2014-15, but the participation of women increased to 13.11% in the fiscal-year 2016-17 which is 12.58% in the year 2017-18. In the Technical Education Teachers Training Institutes the number of women officers were 23.53% in the fiscal-year 2016-17, which has become 30% in the year 2017-18. The proportion of women in official works in madrasa education is comparatively low.

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	83.78	16.22	91.43	8.57	82.76	17.24	92.42	7.58
Technical education								
Directorate of Technical Education	100	0	100	0	71.7	28.3	81.36	18.64
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	70.00	30.00	66.67	33.33	66.67	33.33
Polytechnic Institute	86.89	13.11	87.42	12.58	86.24	13.76	87.12	12.88
Technical Schools and Colleges	89.86	10.14				11.03		
Other Technical Institutions	86.86	13.14	89.63	10.37	85.69	14.31	85.06	14.94
Madrasah Education								
Directorate of Madrasah Education	100	0	78.95	21.05	96.00	4.00	94.12	5.88
Government Madrasahs	90.24	9.76	94.03	5.97	82.54	17.56	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	67.83	32.17	66.67	33.33	89.60	10.40	70.44	29.56

	Officers (%)				Staff (%)			
	2016-17		2017-18		2016-17		2017-18	
	Male	Female	Male	Female	Male	Female	Male	Female
institutions								
Other educational institutions								
National Computer Training and Research Academy (Necter)	91.30	8.70	91.30	8.70	86.57	13.43	86.57	13.43

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

6.2 Statistics of beneficiary of male and female in various departments/organizations

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

Table-2 demonstrates the gender disaggregation of teachers to portray 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 than the number in non-govt. schools. However, the number of female teachers at higher secondary level and above are 20-30% . In case of madrasa education, especially in non-government organizations, more than 90% teachers are male which means that the male dominance as a service provider is still prevalent. Participation of female teachers in government madrasas is nil.

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

6.2.2 Male-female beneficiaries of the activities of Ministry of Education: In the following Box-1 below the statistics of enrolment at different level of institutions is presented:

Box-1

- ❖ The enrolment in Secondary schools is recorded at 10184364 of which 5476354 (53.77 percent) are girls;
- ❖ The number of students in colleges is recorded at 3767784 of which 1785190 (47.38 percent) are girls;
- ❖ The number of students enrolled in madrassas is recorded at 24,60,305 of which 13,28,789 (54.01%) are girls;
- ❖ Among the total 8,75,270 students enrolled in technical and vocational education, the number of female students is 2,09,656 (23.95%);
- ❖ The total enrolment in Teacher Education is recorded at 34768 of which 11796 (33.93 percent) are girls.

Source: Bangladesh Educational Statistics, 2016- published by BANBEIS

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
Ministry Budget	5702	1980	34.72	5141	1561	30.37	5271	1719	32.61
Development	806	469	58.1	718	180	25.09	839	328	39.09
Operating	4896	1512	30.87	4423	1381	31.22	4432	1391	31.39

Source: RCGP database

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

Indicators	Unit	Target Revised	Target Achieved	Target Revised	Target Achieved	Medium Term Target		
		2016-17		2017-18		2018-19	2019-20	2020-21
		4	5	6	7	8	9	10
1. Ratio of Male and female students at Secondary level (9 th -10 grade)	Ratio	73:27	73:27	70:30	72.28	70:30	65:35	60:40
2. Ratio of Male and female students at Higher Secondary level (11 th -12 grade)		72:28	72:28	72:28	71.5:28.5	71:29	70:30	68:32
3. Ratio of Male and female students at Technical Education level		76:24	76:24	70:30	75:25	70:30	65:35	60:40
4. Ratio of Male and female students at Dakhil level (6 th -		44:56	44:56	58:42	43:56	58:42	55:45	50:50

Indicators	Unit	Target Revised	Target Achieved	Target Revised	Target Achieved	Medium Term Target		
		2016-17		2017-18		2018-19	2019-20	2020-21
1	2	4	5	6	7	8	9	10
10 grade)								
5. Ratio of Male and female students at Alim level (11 th - 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	47:53	48:52	49:51	50:50	50:50

8.0 Success in Promoting 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 the help of standard and modern technology, a project of establishing one technical school in every upazila has already been taken. Procedures for establishing one women polytechnic institute in each divisional town are ongoing. Project to establish 4 women polytechnic institutes in Sylhet, Barisal, Rangpur and Mymensingh divisions at an estimated cost of 39079.00 lacs is undertaken;
- ❖ Attempts have been made to increase women's participation up to 50% in technical education institutes.
- ❖ The separate Madrassa Education Department and Bangladesh Madrasa Education Board have been constituted for the preparation of curriculum that can meet the contemporary needs and for incorporation of technology-based inclusive qualitative madrasa education;
- ❖ 'Project for establishment of 8 women TSC in 8 divisional headquarters' (estimated cost of 29174.00 lakhs taka) has been undertaken;
- ❖ The rate of admission in technical education has already been increased to 14%, of which about 20% are female students.

Case Study:

Story of Rupai

'Jigra' is a green village on the bank of river 'Padma'. Rufsana Ali alias 'Rupai' is the beloved youngest daughter among three daughters of middle class farmer of that village named Jamir Ali. From the very childhood, Rupai had a caring and creative

mind. Because of this distinct quality, Rupai started to search for ways to make the life of her simple native village people easier and comfortable after completion of her secondary level education. She got admission in the Faridpur Polytechnic Institute with the dream and determination to create new technology.

The unique competition for creative-talent hunt "Skills Competition" is being organized by the Skills and Training Enhancement Project (STEP) 2014, implemented by Technical Education Department under the Technical and Madrasah Education Division. This competition is completed in 4 sections. In the first phase, approximately 1.5 lakh students of 162 Polytechnic Institute of the public and private sector participate and more than 800 inventions or projects are submitted for evaluation. In the last three years competition, a remarkable number of female participants were also awarded.

Rupai wished to participate in the 'Skills Competition'. In the year 2016-17 she got the chance to participate in the competition. She dreamed to invent something new for the riverine motherland. She invented 'Plastic Fiber Pontoon Boat' which can be used as a safe water craft and a pontoon for landing. Rupai got a consolation prize. But as a women inventor of such an invention, she got 'congratulation message' from the Honorable Education Minister. Achievement of Rupai will definitely encourage female education.

9.0 Impediments to achieve women's development goals

- ❖ Prevailing social backwardness and conservative mentality;
- ❖ lack of uniform thought process in the society and discriminatory attitude from gender perspective;
- ❖ Women's stereotypical inertia and reluctance on technical education.
- ❖ Although government quota has been introduced for women empowerment, women's participation in policy-level position is marginal till today. Regarding recruitment of new teachers for madrassas, 20% of the posts are reserved for women, qualified female candidates are less available in the underserved areas or not always recruited.
- ❖ Although there are scopes and opportunities for education and training home and abroad, due to lack of equality in opportunity for women in professional education, women are lagging behind in number and quality compared to men.

10.0 Recommendations for future actions:

- ❖ Setting up of technical education institutions with quality and modern technology support;
- ❖ Continuing efforts to increase the participation of women in technical education institutions by 50%.
- ❖ Above all, formulating and implementing a self-contained women friendly technical and madrasah education policy, to formulate an up-to-date curriculum, to introduce technology-based participatory madrasah education and proper implementation of 'National Skills Development Policy 2011'.