

A Research Report
on
**Effectiveness of Gender Responsive
Government Interventions in Secondary
Education in Bangladesh**

**Conducted
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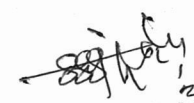

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Table of Contents

Executive Summery		Page
01 CHAPTER-ONE	: Introduction	
	1.1 Background of the Study	01
	1.2 Statement of the Problem	03
	1.3 Rationale of the Study	03
	1.4 Objectives of the Study	05
	1.5 Methodology of the Study	05
	1.6 Sources of Data and Information	05
	1.7 Scope and Limitations of the Study	07
	1.8 Framework of the Study	08
	1.9 Literature Review	10
02 CHAPTER-TWO	: Gender Gaps in Various Sectors in Bangladesh	
	2.1 Gender Gaps in Bangladesh in Comparison to SAARC Countries	12
	2.2 Population, Literacy and Gender Gaps	13
	2.3 Gender Gaps in Primary Enrolment	13
	2.4 Gender Gap in Secondary Level	14
	2.5 Gender Gaps in Teaching Staffs	15
03 CHAPTER-THREE	: Policy Interventions of Government in Education for Attaining Gender Parity	
	3.1 Policy Interventions of Government in Education for Attaining Gender Parity	16
	3.2 Gender Responsive Interventions Under National Development Plan	17
	3.3 MDG: Specific Targets for Bangladesh for Attaining Gender Parity	20
04 CHAPTER-FOUR	: Specific Interventions of Government of in Education for Attaining Gender Parity	
	4.1 Development Programmes in Education Sector	23
	4.2 Specific Gender Responsive Actions in Secondary Education	23
	4.3 Intervention in Education Through PRSP	27

05	CHAPTER-FIVE	: Analysing the Effectiveness of Gender Responsive Government Interventions	
	5.A	Analysis of Secondary Data	28
	5.B	Analysis of Primary Data	37
	5.C	Findings from the Analysis of Primary Data	38
06	CHAPTER-SIX	: Findings of the Study	
	6.1	Low Female Enrolment in Secondary Education	42
	6.2	High Dropout Rate of Female Students	42
	6.3	Low Level of Internal Efficiency	43
	6.4	More Gender Disparity in Teaching Staff	43
	6.5	Gender Inequality in Youth Literacy Rates	43
	6.6	Gender Disparity in Other Sectors	44
	6.7	Less Output and Less Competency in Secondary Education	44
	6.8	Weak Supervision	45
	6.9	Lack of Accountability	45
07	CHAPTER-SEVEN	: Conclusion and Recommendations	
	7.1	Conclusion	46
	7.2	General Recommendations	46
	7.3	Specific Recommendations	48
	7.4	Recommendations for Further Study	51
08	REFERENCES		52
09	APPENDIX-1	: Table-23 to 25	53
10	APPENDIX-2	: Technical Notes	55
11	APPENDIX-3	: Questionnaires	60

List of Tables

Table No	Title of the Table	Page
Table-01	HDI, GDI and GEM positions of Bangladesh in HD Report of UNDP	12
Table-02	Trends of HDI, Education Index, GDI and GEM	12
Table-03	Shows enrolment gap in primary education.	13
Table-04	Shows the gender gaps in enrolment in various levels of Education	13
Table-05	Shows the gender gap in SSC examination	14
Table-06	Shows gender gaps in teaching staffs in various categories of Education	25
Table-07	Number of beneficiaries under FSSAP from 1994 to 2006	27
Table-08	Growth of Secondary Enrolment by Sex	28
Table-09	Trend of GER in Secondary Level	29
Table-10	Growth of College Enrolment by Sex	29
Table-11	Growth of Students in TVET by Sex	30
Table-12	Trend of Dropout, Completion, Survival Rates with Internal Efficiency in Secondary Education	31
Table-13	Growth of Female Teachers in Secondary Education	32
Table-14	Growth of Female Teachers in TVET	33
Table-15	Growth of Adult Literacy Rate	33
Table-16	Labor Force 10 Years and Over by Sex and Region, 1985-2000	34
Table-17	Growth of Female Labour Force Participation	35
Table-18	Increasing Tendency of Employment of Women in Public Sector	35
Table-19	Shows share of senior positions of decision making in Public Services	36
Table-20	Shows reducing tendency of Crude Birth Rate	51
Table 21	Views of stipend holder students about the program	51
Table-22	Results of competency test of the female students	52
Table-23	Guardians' view about stipend program	52
Table-24	Views of teachers about Stipend programs	53
Table-25	Views of Upazila Secondary Education Officers about Stipend Programmes	54

List of the Acronym

ADB	Asian Development Bank
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
CEDAW	Convention on Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
FSSAP	Female Secondary School Assistance Project
GDI	Gender Development Index
GEM	Gender Empowerment Measure
GER	Gross Enrolment Rate
HRD	Human Resource Development
HDI	Human Development Index
HSC	Higher Secondary Certificate
IDA	International Development Agency
MDGs	Millennium Development Goals
NER	Net Enrolment Rate
PRSP	Poverty Reduction Strategy Paper
SSC	Secondary School Certificate
SMC	School Managing Committee
SESIP	Secondary Education Sector Improvement Project
SAARC	South Asian Association for Regional Cooperation
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational and cultural Organization
USEO	Upazila Secondary Education Officer
WID	Women in Development

Effectiveness of gender Responsive Government Interventions in Secondary Education in Bangladesh

Executive Summery

[A. Since independence in 1971, Bangladesh has been making sincere efforts to reduce gender gap in education. Empowerment of women has been more or less articulated in every five-year plan of the government and on the basis of five-year plans the public actions are taken in education. Among the gender responsive intervention in education, The Female Secondary School Assistance Prgrammes are contributing a lot to increase female enrolment in secondary level. The statistics of the Directorate of Secondary and Higher Education shows that during FY 2003-04 a total number of 39,04,723 female students enjoyed stipends under 4 different projects. More then Tk.200 crore per year is being spent to run the programmes. Government also took measures to make secondary schools more female friendly by recruiting more female teachers, including female members in SMCs, building separate latrine for female students, establishing more girls' schools and colleges, imparting training of those female job searchers who are ready to take teaching profession etc.

B. As a result of government intervention in female education in secondary level, enrolment, pass out, and attendance rates were increased significantly. In terms of quantity, the impact of gender responsive intervention in secondary education is more or less acceptable. But it is imperative to evaluate completion rate, stagnation rate and internal efficiency of female students of the secondary education to judge the effectiveness of the gender responsive government interventions. Under this study, effectiveness of gender responsive interventions is taken and evaluated both in quantitative and qualitative dimensions.

C. The study is conducted with a view to attaining three specific objectives; that were i) to evaluate the gender responsive interventions of government in secondary education in terms of quantity and quality; ii) to justify the effectiveness of gender responsive government interventions in secondary education for eliminating gender

gaps; iii) to explore weakness and limitations of gender responsive interventions of government in secondary level and make recommendations for better implementations.

D. For obtaining the research objectives, both secondary and primary data were collected and analyzed thoroughly. Secondary data was collected mainly from Ministry of Education, Directorate of Secondary and Higher Education, Bangladesh Bureau of Educational Information and Statistics (BANBEIS). Primary data was collected from the female students who are the direct beneficiaries of the stipend program, guardians of the students, teachers and education managers of secondary schools (mainly from Upazila Secondary Education Officers).

E. After analysis of the collected data and related literature it was found that due to gender responsive interventions enrolment rate of female students in class six was increased significantly. Though, enrolment in terms of GER and NER are increased but in terms of vital indicators like dropout rate, completion rate and internal efficiency the progress of female secondary education is not satisfactory at all. In 2001, completion rate for female students of secondary level was 14.0%, with all the sincere interventions and efforts from the government it was raised at 16.7% in 2005. In 2001, dropout rate of the female students of secondary level it was 86%, with all the sincere interventions and efforts from the government it was decreased at 83% in 2005. In terms of internal efficiency, which is considered as the most effective tools for measuring quality of education, is moving around 15-21 over the period of 2001 to 2005 and in everywhere the indicators of female education are graded lower than those of the male counterpart. Not only that, from the primary data, it is revealed that for getting more subventions and stipend the school authorities are giving fake information to the higher authorities. Over the period 1996 to 2006, labour force participation rate for female was increased from 15.8% to 29.2%. Similarly, women's participation in public services is increasing day-by-day. In respect of all classes of employment in public sector over the period of 1994 to 2002 the percentage of female employee significantly increased from 4.5% to 10.8%. At the most senior level of Ministries (Secretary) there is currently one woman; two women are working as

Additional Secretaries, 26 as Joint Secretaries and 160 at Deputy Secretary level¹. In comparison to male counter part the increment rate in number of the female employees is slow and insignificant. Though, over the period of 1996 to 2006, the Crude Birth Rate was decreased to 2.0% from 2.5% but it is not the sole contribution of female stipend program.

F. To make gender responsive government interventions more effective, some specific recommendations were furnished as conclusions of the study. These are, in short, to strengthen SMCs so that accountability of teachers can be ensured; to build capacity of Upazila Secondary Education Office; to enhance the amount of stipend; introduce stipend program for poor but meritorious male students; to recruit more female teachers and fillup the 30% quota of female teachers strictly; to take special measures to take dropout female students to TVET; to include more biographies of successful women of the nation in textbooks; to introduce transport services for female students and to introduce stipend for female but meritorious students of higher levels.

G. Further study is recommended for exploring multifarious impact of female education such as relation between year of schooling and ability to manage infertility through contraception; relation between year of schooling and ability to improve the nutritional content of diets; relation between year of schooling and ability of effective diagnosis of illness; relation between year of schooling and infant mortality etc.]

¹ PACC, Ministry of Establishment, as on 15/09/2008.

CHAPTER-ONE

Introduction

1.1 Background of the Study

Education, as a whole, is one of the basic indicators of Human Development. It is the most important tool of development of human resources from unskill to skill, illiterate to literate, unproductive to productive and burden to human capital. Empowering people with knowledge and skills is the most vital component of human resource development for leading a decent and honourable life. Education and training have thus become key elements of HRD. Keeping with the view, the government of Bangladesh has given special priority to Education.

In the demography of the country, about half of the population is women. Ignoring this half of the population, it is impossible to propel economic development of the country. In Bangladesh, participation of women in economic activities has been increasing day by day. But the areas of participation are more in agriculture and industry (specially in Garments sub-sector). It is needless to mention that if it is possible to increase skills, competency, education, technical knowledge of the women work force of the country, the economic growth of the country will be increased in a significant rate.

Bangladesh is a developing country with a huge size of population of about 1007 people per square kilometer. Despite a legion of population, instable political environment, adverse law and order situation, high rate of illiteracy and a wide gender gap Bangladesh made moderate progress in Human Resource Development in recent years. Bangladesh is also at the door of achieving the sincere targets of universal primary education in respect of enrolment and dropout rate. The country is also enabled to minimize the enrolment gap between boys and girls in primary and secondary level.

In case of education in general, the deprivation suffered by women is conspicuous. In 2003, the adult literacy rate for women was 44.2 percent and for men it was 56.3 percent (BBS, 2004). The gender gap in education is closing at an impressive rate in primary and secondary levels. But huge gender gaps in education have been persisting at higher secondary, technical-vocational training, tertiary and professional levels of education. At all levels of secondary education, the dropout

rates are higher for girls than boys. Despite the achievements described above, gender inequalities in all areas of education persist and those are greater among the poor and rural people.

The combined gross enrolment ratio for primary, secondary and tertiary level is recorded 53% in 2002-03 (UNDP HD Report 2005) with 0.450 of education index which is the second lowest score among the countries of Medium Human Development of the world. But in secondary and tertiary level of general education female enrolment ratio is 57% of male (Male: Female = 1822337:1039283)¹. In University education the enrolment ratio of female by male is only 22.50%² and the percentage of female teacher in university is only 14.6% of male, which is depicting the poor participation of female in higher education.

In Vocational and Technical education the girls position is worst than those of general education. In 1416 Technical- Vocational Institutions the female enrolment is 32,768 (24.8%) out of 1,32,381 total enrolment. The percentage of female teachers in those institutions is 21.0% of the male³.

Though in Professional Education the female enrolment is 33.6% which is a little bit higher than TEVT but the percentage of female teacher in those institutions is significantly less (17.8%) than those of other levels. The gender gap in teacher education is also persisting in a higher rate. Out of 25633 trainees in all levels of teacher training institutions, the number of female participants is only 9,436, which is 36.8% of male trainees⁴. Only 691 (30% of male) female trainers are working in those institutions where the number of male trainers is three times more than female teachers.

In secondary and higher secondary levels, out of 19,450 schools only 3,273 schools are operating exclusively for female students. In tertiary level of general education out of 2,427 institutions only 468 institutions are operating exclusively for female students⁵. The teacher student ratio in primary and secondary levels is 54 and 46 respectively, which indicates insufficient and improper planning and interventions of government in education sector.

¹ Source: BANBEIS, 2004

² Source: Ibid

³ Source: Ibid

⁴ Source: Ibid

⁵ Source: Ibid

1. 2 Statement of the Problem

The existing gender gaps in education do not justify the equal status of men and women in education and other socio-economic areas in Bangladesh. Moreover, the statistics are questioning to the effectiveness of government interventions in secondary education. It is admissible that the government interventions in education are contributing to reduce the gender gaps in education. But it is also true that the speed, rate and volume of achievements are much more inadequate than the results expecting from a huge volume of measures taken in past and is being taken in present.

The overall performance of Bangladesh in gender mainstreaming is not quite satisfactory. According to the *Human Development Report, 2005 of UNDP* Bangladesh attained the position of 105 in Gender Development Index among 177 countries of the world. It also obtained 0.514 GDI value only in 2003. According to the same report, the position of Bangladesh in GEM rank (*Gender Empowerment Measurement*) was 79 among 80 developed and developing countries of the globe. However, for attaining the goal of sustainable and equitable development the position of Bangladesh in gender mainstreaming is quite vulnerable. Once again, the MDGs- the Millennium Development Goals and Targets - are asking for rapid actions and interventions in education for eliminating gender gaps. So, it is the proper time to evaluate the effectiveness of government interventions and actions in secondary education for gender parity.

So, the effectiveness of government interventions in secondary female education needs to evaluate critically. Quality of secondary female education is now important concern for education planner. In PRSP document, to ensuring quality education is one of the grave issues. So, it is the proper time to evaluate effectiveness gender responsive interventions in secondary education with special emphasis on quality.

1. 3 Rationale of the Study

The development goals of Bangladesh include eliminating absolute poverty and reducing income inequality; achieving sustainable economic growth; and ensuring social justice. The development goals are people centered. So, ensuring participation, social inclusion and empowerment are essentials to social and economic development. Empowerment of women and gender mainstreaming, now a days, is an

important essence of development. It is the government who mainly responsible to empower the women through education, training and employment. So, it is very much relevant to evaluate the public actions in secondary education and training for attaining gender parity, which is an important indication of overall human resource development.

The study, which is undertaken, bears a set of justifications, which are described below:

1. With a view to improve quality and increase participation of female students in secondary level, government interventions are significant. A huge number of revenue and development fund assistance projects and programmes were completed by this time and a mentionable number of projects and programmes are being implemented. Apparently, the government interventions resulted positively in respect of enrolment. But the impact and effect of the government interventions are demanding for a professional analysis. Enrolment is, no doubt, one of the important indicators of educational development but it is not final. The dropout rate, stagnation rate and completion rate, finally the internal efficiency of female secondary education are some basic indicators to judge the effectiveness of government interventions. In this study, effectiveness of government interventions will be seen in respect of qualitative rather quantitative term.
2. The indirect impacts of gender responsive government interventions are to be analyzed. Due to female assistance programmes in secondary level it is expected that child marriage, child labour and social deprivation will be reduced. To evaluate the gender responsive interventions in secondary education it is imperative to examine the indirect impacts and socio-economical returns. The study will endeavor to explore the social returns of gender responsive interventions in secondary education.
3. Finally, the outcomes of the study will help the decision makers and education planners to take realistic decision in this respect. Moreover, the study will explore the practical problems, lacunas and prospects of the gender responsive government interventions in secondary education, which will give a proper guideline to take operative actions in government interventions.

1. 4 Objectives of the Study

The study is conducted with a view to attaining the following specific objectives;

- i) to evaluate the gender responsive interventions of government in secondary education in terms of quantity and quality;
- ii) to examine the effectiveness of gender responsive government interventions in secondary education for eliminating gender gaps;
- iii) to explore weakness and limitations of gender responsive interventions of government in secondary level and make recommendations for better implementations.

1. 5 Methodology of the Study

To obtain the objectives of the study following methods were followed:

Review of Secondary Information

- i) The study was confined to analyze and review the government actions (Plans, Policies, Programmes, Projects and Action Plans etc.) and interventions in secondary education and training for attaining gender parity;
- ii) The female enrolment, completion, stagnation, pass out rates and internal efficiency of various classes of secondary education were analyzed critically.

Field Study and Review of Primary Data

- iii) Finally, a rigorous effort was made to take first hand information from the stakeholders through using questionnaires, personal interview and seeking expert's opinions. Data, opinion and information was collected from 300 female students, 100 teachers, 100 guardians, 50 education managers and 5 experts covering 6 High Schools from 6 administrative divisions.
- Stratified random sampling method was followed in this research.

1. 6 Sources of Data and Information

Secondary Sources:

The study was based on both the secondary and primary data and information, which were as follows:

- 1) Related research reports and monograms of national and international levels was reviewed.
- 2) Related data, information, research monograms and reports of related ministries were reviewed with a view to examine the effectiveness of government interventions in secondary education attaining gender parity.
- 3) Specially, the annual reports and publications including evaluation completed projects and programmers of Ministry of the Women and Children Affairs and Ministry of Education and other related departments were reviewed.

Primary Sources:

- 1) On the basis of random sampling, related data was collected from female students, their guardians, teachers and members of the SMC.
- 2) For collecting data framed questionnaire was used and direct interview method will be followed.
- 3) Data, opinion and information were collected from 300 female students, 100 teachers, 100 guardians, 50 education managers and 5 experts.

Under the study four types of questionnaires were used to obtain the findings of the study. Questionnaires were highly structured and data was collected conducting the respondents directly by the data collectors. The types of questionnaire were as follows:

1. **The first questionnaire was used for female students:** using the questionnaire attempt was taken to judge the effectiveness of stipend program in terms of sufficiency of the stipend amount, enrolment tendency of primary graduates, tendency of child marriage, tendency of enrolment in higher secondary education, tendency of enrolment in vocational education etc.
2. **The second questionnaire was used for guardians of stipend holder-students:** using this questionnaire attempt was taken to judge the views of guardians about stipend program.

3. **The third questionnaire was used for teachers of stipend receiving schools:** using the questionnaire attempt was taken to judge the effectiveness of stipend program in terms of enrolment tendency of primary graduates in secondary level, tendency of dropout rate, tendency of attendance rate, tendency of child marriage, quality of education etc.
4. **The fourth questionnaire was used for Upazila Secondary Education Officer:** using the questionnaire attempt was taken to judge the effectiveness of stipend program in terms of enrolment tendency of primary graduates in secondary level, tendency of dropout rate, tendency of attendance rate, tendency of child marriage, quality of education etc.
5. **Seeking Expert Opinion:** 5 expert including Director (BANBEIS), Project Director of The Female Secondary Students' Assistance Program, DD (Finance) and 2 Assistant Director of the project were consulted informally for getting opinions regarding gender responsive government interventions and its impact.

1.7. Scope and Limitations of the Study:

A. Scope

i) The study was confined into gender responsive government interventions in secondary education for attaining gender parity. The study covered gender responsive government interventions specifically various development projects, programs and action plans in secondary level including the Female Secondary School Assistance Programmes to formal education.

ii) The study covered only the areas of formal general secondary education system of the country.

B. Limitations

i) Due to budget constraints sample size was not upto the mark;

ii) Emphasis was given on quality of education. But to judge quality of education only available indicators are pass out rate and internal efficiency. But, these two indicators sometime fail to reflect real quality or real competency attained by a student. Under this study, with a view to reveal the real competency, an academic competency test of students was taken.

iii) For assessing effectiveness of gender responsive government interventions in secondary education, sex disaggregated data and information is essential. But, in many cases, sex disaggregated secondary data and information are not available.

1.8 Framework of the Study

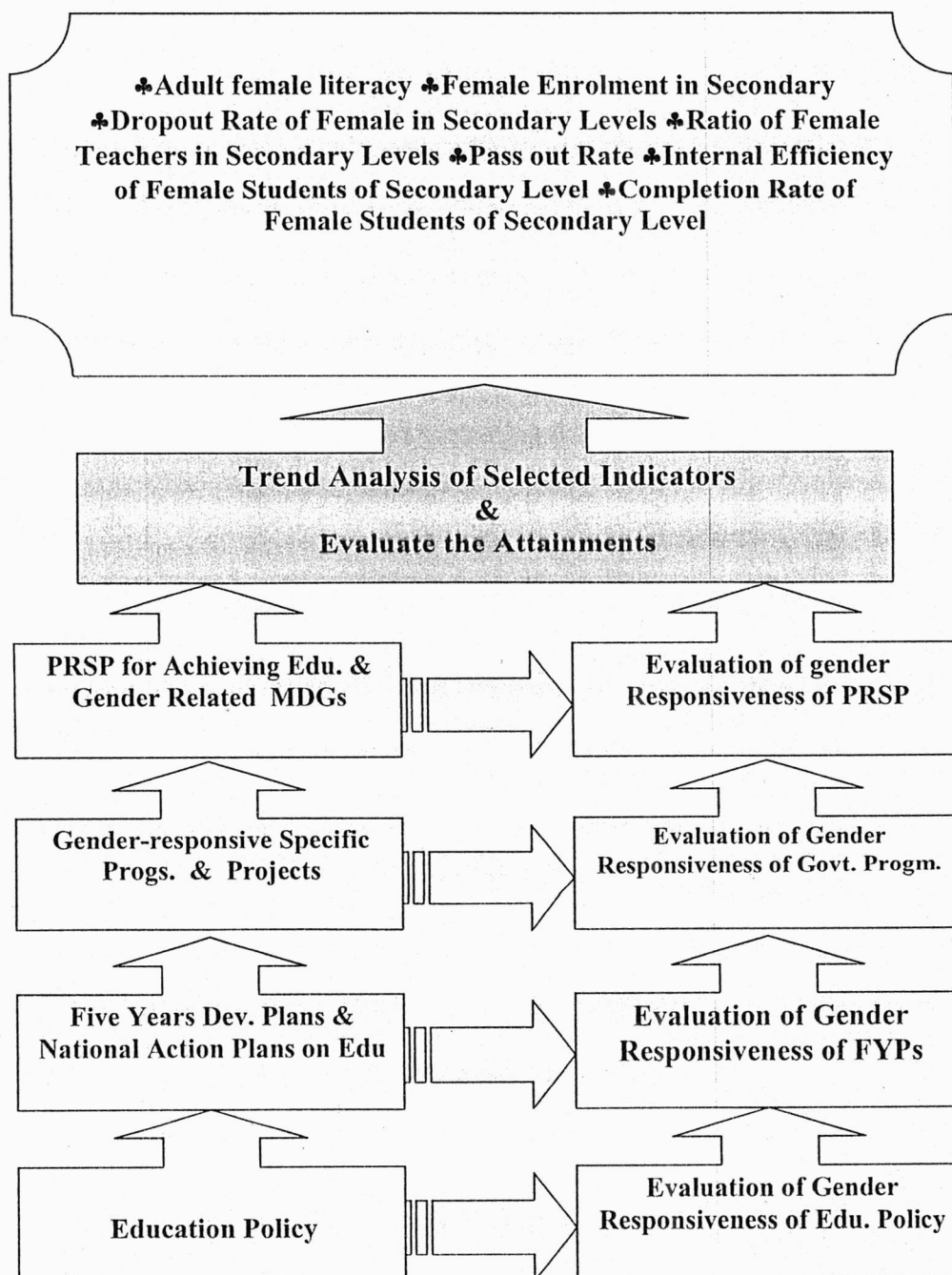
In the practical guidebook, titled "*Gender-Sensitive Education Statistics and Indicators*" by UNESCO stated that the gender issues can be considered with reference to different kinds of data sets. At the simplest level one can consider the absolute figures and the absolute difference between the numbers of male and female illiterates, pupils, students, teachers, etc. Similar considerations can be applied to derived statistics in the form of indicators such as literacy rates, admission rates, enrolment ratios, school survival and so on. At a more sophisticated level one can use specific gender-disparity indicators as well as multivariate statistical methods for the purposes of a more in-depth analysis.

The indicators, which were suggested in this guidebook for studying gender parity in education, are as follows:

- i) Adult Illiteracy Rate
- ii) Gender Disparity in School Participation
 - i. The Gross Enrolment Ratios (GER) in Various Levels
 - ii. Changes Overtime in GER/NER and Gender Disparity
 - iii. Combined NER in Primary and secondary Levels
- iii) School Participation and School Survival
 - i. School Life Expectancy
 - ii. School Survival Expectancy
- iv) Gross Enrolment in Tertiary Education
- v) Teaching Staff in Various Levels
 - i. Primary
 - ii. Secondary
 - iii. Tertiary

But, in this proposed project, following framework was followed to attain the objectives of the Project:

Inductive Model, Used for Studying the Effectiveness of Gender Responsive Government Interventions in Secondary Education:



1.9 Working Definitions

Under the study, the propositions used have definite meaning. Due to limitations of the study, the professional definitions were sometimes ignored. For better understanding, some working definitions were stated below:

Effectiveness: Effectiveness of education generally judge by the indicators like net enrolment rate, completion rate, passout rate and dropout rate and internal efficiency. In this study, effectiveness of secondary female education was judged by using above-mentioned indicators. Moreover, from the analysis of primary data inference was drawn on the relative effectiveness of learning competencies, learning intensity, satisfaction and reaction of the different stakeholders including teachers, education managers, guardians and students.

Secondary Education: The level of education after primary and immediately preceding to higher education (college) education is known as the secondary & higher education. It caters to the adolescents of 11-17 year age-group. After completion of the level students has to seat for public examination for obtaining first certificate called SSC.

Gender Responsive Government Interventions: Gender responsive government interventions were seen here as the plans, programs, projects and some other interventions were being implemented by the government with a view to reduce gender gaps in secondary level of education. Specifically, the secondary female stipend program was examined here critically.

1.9 Literature Review

A. It is no longer plausible, as manpower planners used to claim, that the purely economic impact of school investments is defined by the labour needs of the formal market economy. There are, in addition to the direct effects of education and training on productivity, ranges of externalities that are widely believed to be important. These lie particularly in the areas of population control, health and nutrition. Research has shown that primary and secondary schooling is important in facilitating the demographic transition from very high to moderate rates of population growth (Cochrane 1979, 1988; Schultz 1991). This is so because the education and training of women not only increase their ability to regulate their infertility through

contraception, but it is also associated with a rise in the age of marriage (and therefore, in most cultures, reduced exposure to the risk of pregnancy).

B. The effects of education and training on health are also strong. The evidence shows that for households at given income levels, schooling increases their ability to improve the nutritional content of diets, and initiate earlier and more effective diagnosis of illness. One recent study, for example, showed that in Ghana an increase in the education of the household head from none to complete primary schooling is associated with a reduction in the household's daily calorie gap by an amount equal to one-fifth of an adult's typical daily requirement. There is a strong correlation across countries between life-expectancy and literacy. Moreover, where infant and child mortality are lower, the higher is the mother's level of schooling.

C. The proportionate reduction in child mortality associated with an additional year of mother's schooling is between 5 and 10 per cent in both rural and urban areas of low-income countries. Children of more educated mothers tend to be better nourished, and there is evidence that they suffer illness less frequently and less severely than other children. Thus, there is strong evidence that parents-and particularly women-with greater amounts of schooling have healthier, longer-living children. The impact upon nutrition, family health and child mortality, on the other hand, are examples of externalities, which are in large part privately captured.

CHAPTER- TWO

Gender Gaps in Various Sectors in Bangladesh

2.1 Gender gap of Bangladesh in Comparison to SAARC Countries

The overall performance of Bangladesh in gender mainstreaming is not quite satisfactory. According to the *Human Development Report 2007 of UNDP* Bangladesh attained the position of 121 in Gender Development Index among the 177 countries of the world. It also obtained 0.539 GDI value only in 2005. According to the report, the position of Bangladesh in GEM rank (*Gender Empowerment Measure*) was 81 among 177 developed and developing countries of the globe (Table-01). However, for attaining the goal of sustainable and equitable development the position of Bangladesh in gender mainstreaming is quite vulnerable.

Table-01: HDI, GDI and GEM positions of Bangladesh in HD Report of UNDP, 2007-2008

Country	HDI		GDI		GEM	
	Rank	Index	Rank	Index	Rank	Index
Sri Lanka	99	0.743	89	0.735	85	0.369
India	128	0.619	113	0.600	NA	NA
Pakistan	136	0.551	125	0.525	82	0.377
Nepal	142	0.526	128	0.520	86	0.351
Bangladesh	140	0.547	121	0.539	81	0.379

Source: UNDP HD Report, 2007-2008

Once again the MDGs- the Millennium Development Goals and Targets are asking for rapid actions and interventions in education and training for eliminating gender gaps. So, it is the proper time to evaluate the effectiveness of government interventions and actions in education and training for gender parity in Bangladesh.

If we analyze the trends of HDI, Education, GDI and GEM indices, we get a hopeless situation, as the development trends are very slow. Though the GEM and GDI indices increased significantly in 2005 but overall progress is not satisfactory.

Table-02: Trends of HDI, Education Index, GDI and GEM

Year	HD Index	Edu Index	GD Index	GEM Index
1999	0.470	0.39	0.459	0.309
2000	0.478	0.40	0.468	0.223
2001	0.502	0.45	0.495	0.218
2002	0.509	0.45	0.499	0.218
2003	0.520	0.45	0.514	0.218
2004	0.530	0.46	0.524	0.374
2005	0.547	0.50	0.539	0.379

Source: UNDP Report, 2000-2008

2. 2 Population, Literacy and Gender Gaps

Bangladesh is a country with a huge size of population of about 130 million. In case of education in general, the deprivation suffered by women is conspicuous. In 2006, the adult literacy rate for women was 48.82 percent and for men it was 58.48 percent. In respect of 5+ (for male it was 53.72%, for female it was 47.56%) & 7+ populations (for male it was 55.77% and for female it was 49.11)⁶ the literacy rate of female is significantly less than that of male.

2.3 Gender gap in Primary Enrolment

Gross enrolment in primary level is quite satisfactory. But out of total number of 88,32,367 female children of 6-10 years 2,15,270 female children are out of school. It is a big number no doubt. Though the gross enrolment rate of female children is 97.56 but net enrolment of girls is 86.96, which depicts a huge gender gap in primary education.

Table-03: Shows enrolment gap in primary education.

Sex	Population of 6-10 yrs	Total Enrolment of all ages	Enrolment of Children of 6-10 yrs	Gross Enrolment Rate	Net Enrolment Rate	Enrolment Gap
Both	1,73,15,296	1,62,25,658	1,50,98,938	93.71	87.20	12.80
Female	84,46,486	81,34,437	76,10,284	96.31	90.10	9.90

⁶ Source: BBS, 2007

In primary level, total female of school going age was 84,46,486 in 2005. But out of 84,46,486 female of 6-10 yrs only 76,10,284 were enrolled in primary school. That means, 8,36,202 females were either out of school or not yet enrolled themselves in primary schools at proper time.

2.4 Gender Gaps in Secondary Level

Due to the advantages of the female stipend programme the gender gap in Secondary School level in terms of enrolment is fully filled up. But in output analysis we find a huge gender gap in percentage of passing students in Secondary School Certificate (SSC). This low percentage of pass out does not justify the effective management of stipend programme.

Table-04: Shows the gender gaps in enrolment in various levels of education.

Level	Total Enrolment	Enrolment By Sex	% of Enrolment	Gender Gap
Primary	16225658	Male	8091221	49%
		Female	8134437	51%
Secondary	7398552	Male	3530538	47%
		Female	3868014	53%
College Education	1367546	Male	798209	58%
		Female	569337	42%
TVET	241336	Male	178774	74%
		Female	62562	26%
Professional Education	60063	Male	39020	65%
		Female	21043	35%
Teacher Education	36265	Male	22740	63%
		Female	13525	37%
University Education	205066	Male	154970	75%
		Female	50096	25%

Source: BANBEIS- 2006

Table-05: Shows the gender gap in SSC examination

Total Appeared		Passed	% of Pass	Gender Gap
751421	Male	221525	54.88	5.7
	Female	173468	49.87	

Source: BANBEIS- 2007 (Figure as on 2005)

2. 5 Gender Gaps in Teaching Staff

In all levels of educational management gender gaps in teaching staffs is persisting in a wider manner. Though the government is maintaining 60% quota for female teacher in primary level but gap between male and female is still persisting. In primary level the share female of teaching staff is only 36.30%.

According to the statistics of BANBIES, 2005 the gender gaps in teaching staffs in Secondary, Higher Secondary, TVET, Professional Education, Teacher Education, University levels and Madrasha are 61.60%, 62%, 63.40%, 61.70%, 43.80%, 70.8% and 86.96% respectively. In the Table-6, the gender gaps in all levels of education are being shown clearly. Higher the level of education the gaps between the number of male and female teaching staff are gradually remaining wider.

Table-06: Shows gender gaps in teaching staffs in various categories of education

Levels	Total Teacher	By Sex	% by Sex	Gender Gap
Primary	3,54,285	Male	2,25,574	27.4
		Female	1,28,711	
Secondary	2,06,557	Male	1,16,977	61.60
		Female	39,580	
Higher Secondary	74,226	Male	60,183	62
		Female	14,083	
TVET	10,327	Male	8,437	63.40
		Female	1,890	
Professional Education	3709	Male	2999	61.70
		Female	710	
Teacher Education	1772	Male	1274	43.80
		Female	498	
University Education	10,644	Male	9,086	70.8
		Female	1,558	
		Female	8371	

Source: BANBEIS- 2007

CHAPTER-THREE

Policy Interventions of Government in Education For Attaining Gender Parity

3.1 Policy Interventions in Education: The National Plan of Action on Education (1991-2000)

The National Plan of Action includes the elimination of gender disparity, expansion of non-formal education and the undertaking of social mobilization programmes. In relation to girls' education, the plan sets the following targets:

1. to raise the gross enrolment rate at the primary level from 76 percent to 95 percent;
2. to raise girl's gross enrolment rate at the primary level to 94 percent;
3. to raise the completion rate at the primary level from 40 percent to 70 percent;
4. to raise adult literacy rate from 35 percent to 62 percent; to increase female literacy rate from 24 percent to 50 percent by 2000.

3.2 Gender Responsive Interventions Under National Development Plans

The Constitution of Bangladesh has entrusted development of women as a fundamental responsibility on the State. Female education remains at the core of the Education Policy of Bangladesh. In view of this, the government of Bangladesh has undertaken several policy and programmes for achieving gender parity in education. Though because of social, political and economical situation the consistency of education planning for gender parity is being hampered frequently but the gender mainstreaming in Education has been significantly recognized in the most important strategic development documents of the Five Years Plans and PRSP. The gender responsiveness of past and present development Plans have evaluated in following paragraphs:

3.2.1 The First Five Year Plan (1973-78)

It is relevant to mention here that during the period of 1948 to 1971 of Pakistan regime the right of education was seriously neglected. Due to negligence in education

by Pakistan regime of 24 years education sector failed to facilitate the development of requisite skill in the country. It also evoked serious discontent among the people. High priority to higher education rather than primary and teacher education led to educated unemployment, thus creating an imbalance in the education sector and generating considerable social tensions in the country. But after getting independence, the Planning Commission of Bangladesh had taken the First Five Year Plan giving priority to education sector. The First Five Year Plan had taken mainly welfare oriented approach and therefore had focused only on rehabilitation of war affected women and children, which was actually crucial need for the First Development Plan of Bangladesh.

Special programmes for Female Education

At the time of First Five Year plan the percentage of female students in the total student population was only 28.5%, which was extremely low. So, in the first Five Year Plan the importance of female education was correctly articulated. In the FFYP the following measures are suggested to encourage increased participation of women in education;

- all the primary schools will be gradually staffed with female teachers with requisite qualifications and training. Initially, however, female teachers with lower educational qualifications may be appointed to to teach in the lower class.
- Educated village women will be pursued and induced to teach on a part basis those girls who would not go for formal education in school s. instructions in such informal classes will mainly be on three R's and the common houses hold skills, such as sewing, embroidery, cooking, food preservation, etc.
- Women should not necessarily confine themselves within home management subjects; they will also be welcome in science, commerce, vocational and technical subjects. Their active participation in these fields will definitely add to the economy of the country.
- Co-operation of the women's organizations, urban and rural community development organizations and other social humanitarian workers would be sought to accelerate female education in the country.

3.2.2 The First Two Year Plan (78-80)

In First Two Year Plan the following issues were highlighted:

- diversification of secondary education by introducing science and crafts courses in 700 schools at Thana Headquarters including consolidation for female trainees in the existing primary training institutes;
- to encourage spread of women's education, at least one girls high school in every Thana Headquarters will be developed with science and craft courses;

3.2.3 The Second Five Year Plan (1980-85)

In the Second Five Year Plan the following objectives were set for gender mainstreaming in education:

- to reduce existing gender disparity of education the facilities of female education would be provided in a priority basis;
- to give priority of science & technology in all levels of education;
- to facilitate pre-service training of primary, secondary and vocational teachers; and

3.2.4. The Third Five Year Plan (1985-90)

For overall integration of women in development process by raising their socio-economic status, the Third FYP has kept in view the following major objectives:

- to enroll 70% of the primary age-group children by 1990 and ensure their retention for completion of primary school cycle in order that UPE might be achieved by the end of the century;
- to reduce the rural urban gap in educational facilities;
- to provide in-services training to primary, secondary and technical educational teachers;
- to give emphasis on science, technical and vocational education;
- to reduce illiteracy among the adults;
- to rationalize enrolment among various disciplines at the college and university levels; and
- to reduced the gap in educational opportunities between sexes.

3.2.5 The Fourth Five Year Plan (1990-95)

The Fourth Five Year Plan played an important role in women development. It integrated women's development into macro framework for multi-sectoral thrust to bring women into the mainstream of economic development with the following strategies.

On the basis of stipulated objectives of Fourth Five Year Plan the government had taken the following strategies:

- the National Curriculum and Textbook Board will be professionally strengthened in order to continuously update the school and HSC level syllabi;
- extension of Educational and Management Training for teacher and educational administrators will be organized on strong foundations;
- there will be a multi-frontal attack on illiteracy by expanding non-formal primary education, strengthening the government mass literacy centres, mobilizing NGOs and utilizing the skill development/income generating efforts of the department outside of the Ministry of education as well;
- various programmes like student loan programmes, student- employment activities can be undertaken to enable the beneficiaries of higher education to bear relevant cost. Education will be subsidized only when it is economically and socially justifiable.

3.2.6 Second Two-Year Plan (1995-97)

The two-year plan (2nd TYP) between 4th FYP and 5th FYP emphasised the same activities and implementation programmes related to poor and disadvantaged women. During 2nd TYP a National Policy for Women's Advancement was declared and an Institutional Review of government's WID capability was completed. A total of 20 projects were undertaken during the period 1995-97 for the development of women. An amount of Tk 65.92 crore was allocated out of which Tk 65.11 crore was actually spent up to June 1997. The utilisation was 99 percent. Two projects were completed and the remaining 18 projects spilled over to 5th FYP.

3.2.7 The Fifth Five Year Plan (1997-2002)

In Fifth Five Year Plan the highest priority was given to achieve the sincere targets of compulsory, universal, uniform and free primary education. Like previous

plans emphasis were given to ensure gender parity and employability of TVET. The major thrust of the Fifth Five Year Plan is to integrate WID (Women in Development) concerns and gender issues in the mainstreaming of development with the following objectives:

Objectives:

- to enhance participation of women in every sphere of education as well as reduce the gender gap between facilities provided for male and female education;
- to expand specialized /professional education and training in all relevant fields.
- appropriate steps will be taken to reduce drop-out rate and minimize its incidence at primary and secondary levels;
- non-government women colleges at district levels (where there is no government women college) are expected to be nationalized;
- free tuition and stipends for unmarried girl students of grade vi to x will be continue along with the introduction of free tuition and stipend for girl students of grade xi and xii;

3.3 MDG: Specific Targets of Bangladesh for Attaining Gender Parity in Education

The Millennium Declaration and the MDGs were the outcome of the Millennium Summit of September 2000, when world leaders met at the UN in NY. The eight MDGs constitute an ambitious agenda for reducing poverty and improving lives worldwide. Target-3 and 4 are about Universal Primary Education, attaining gender parity in primary, secondary and tertiary levels by 2015 and promoting gender equality and empowering women in various sectors of development.

To achieve Millennium Development Goals is the main priority of government. For complementing the MDGs, the government already formulated Poverty Reduction Strategic Paper (PRSP).

Box-01

Education and Gender Related MDGs

Goals	Global Targets	Bangladesh Targets	Indicators	Base Year	Target 2015	Costing (USD)
GOAL 2 ACHIEVE UNIVERSAL PRIMARY EDUCATION	Target 3 <i>Ensure that, by 2015, children anywhere, boys and girls alike, will be able to complete a full course of primary schooling</i>	Increase net enrolment rate from 73.7% in 1992 to 100% by 2015	Net enrolment rate in primary education	73.7%	100%	1.3 billion per year
		Reduce primary school dropout rates from 38% in 1994 to 0% by 2015	Proportion of pupils starting class 1 who reach class 5	42.5%	100%	
			Adult (15+) Literacy Rate	36.9%		
GOAL 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	Target 4 <i>Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015</i>	Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no longer than 2015.	Ratio of girls to boys in primary, secondary, and tertiary education	55:45 34:66 25:75	48:52 50:50 50:50	
			Ratio of literate females to males of 20-24 year old	42:65	100:100	
			Share of women in wage employment in the non-agricultural sectors			
			Proportion of seats held by women in national parliament			

The country, as whole, has a strong political and social commitment to have equal and equitable right for the women. At the same time, the country is committed to ensure right of education, social justice and equal opportunity to all as mentioned in the Constitution of the Republic- the supreme law of the land.

Apart from the national commitments, the country has a huge number of international commitments under the ratifications of UN conventions and recommendations. As a signatory of CEDAW, CRC, Millennium Declarations, ILO Conventions, Dakar Declarations on Universalization of Primary Education and Beijing Conference. To achieve the national and international commitments, government already formulated institutional mechanism and action plans in every level of the administration.

Finally, the government has formulated Poverty Reduction Strategy Paper with a view to achieve MDGs by 2015. In MDGs, target-2 and 3 are directed related to attain gender parity in education and training.

CHAPTER-FOUR

Specific Interventions of Government in Education For Attaining Gender Parity

4.1 Development Programmes in Education Sector

Education is the fulcrum of all developmental efforts. This sector receives the highest budgetary allocation. Education is regarded as one of the effective instruments for human resource development, poverty alleviation, reduction of gender disparity and attaining socio-economic upliftment. With this end in view, Government continues its development activities by expanding education as well as ensuring its quality in different segments of education.

Measures have been taken to ensure women's empowerment by expanding female education, increased participation of women in socio-economic development activities, exemption of tuition fees of female students up to Class XII. A shift system has been introduced in polytechnic and technical schools and in colleges for expanding technical education. In tandem with awarding stipends to female students, financial support is being provided for purchase of books and also for payment of examination fees required to appear at public examinations.

4.2 Specific Interventions in Secondary Education

Various projects to enhance quality and increase participation in secondary education have been undertaken. The Secondary Education Sector Improvement Project (SESIP), 1999-2005, aims to provide equitable access to secondary education by building new schools and classrooms in underserved areas and providing stipends and tuition waivers to girls. The Female Secondary School Assistance Project Phase II (FSSAP II) aims at addressing aspects of quality, access and retention of girls and strengthening management, accountability and monitoring. All stipend projects have entered into the second phase and the coverage of students has expanded. A project called PROMOTE encourages female teachers to receive B.Ed. training and facilitates

construction of resource centres for teachers and hostels for female teachers in Upazila towns⁷.

Specific Programmes for Attaining Gender Parity:

To empower women and enhance their socio-economic standing through expansion of female education, government has arranged to waive tuition fees of female stipend-holders up to twelfth grade. Also, the Government has planned to award stipends amounting to Tk.209 crore to 25 lakh female students through 5 projects in FY 2004-05. The statistics of the Directorate of Secondary and Higher Education shows that during FY 2003-04 a total number of 39,04,723 female students enjoyed stipends under 4 different projects⁸. Government's policy of patronising programmes supporting female education has contributed to a remarkable rise in the number of female students in educational institutions. Currently, the ratio of male to female students in the secondary level is 47:53⁹. Some specific government interventions in secondary level which are considered as gender responsive actions are described below:

- i) Waiver of tuition fees of female students of Class-V to X and providing of stipend to the female students up to Class-X.
- ii) In tandem with awarding stipends to female students, financial support is being provided for purchase of books and also for payment of examination fees required to appear at public examinations.
- iii) To award prize to the female students under the Female Student Assistance Project who obtain outstanding result in Academic examinations.
- iv) Developed separate toilets for female students in every school.
- v) Steps have been taken to increase the number of female teacher in rural areas and made provisions to reserve 30% quota for female teacher with a lower qualification at entry than men¹⁰.

⁷ Annual Report of Ministry of Education, 2004-2005

⁸ Source: Bangladesh Economic Review, 2005

⁹ Source: Ibid

¹⁰ Source: Ibid

- vi) Provided training to the females who are ready to get teaching profession in secondary schools and the existing untrained female teachers of secondary schools as well.
- vii) Made provision to include atleast two female guardian-members in Secondary School Managing Committee¹¹.

Among the government interventions the Female Student's Assistant Programmes are considered as the most successful; this why the nature, conditions and features of the programmes are need to be discussed elaborately:

Female Student's Assistance Programmes: A special programme for gender parity

To empower women and enhance their socio-economic standing through expansion of female education, government has arranged to waive tuition fees of female stipend-holders up to *twelfth grade*. The relevant projects of the *FEMALE STUDENT'S STIPEND* laid down the followings objectives and preconditions:

Objectives of the Female Student's Stipend Programme

To enhance the opportunity of education of Female the government started nationwide free ship and stipend programme for female students of class VI to X from 1994 with a view to achieving the following objectives:

- i) To increase female enrolment in secondary level and continuity of schooling;
- ii) To protect child marriage and thus reduction of population growth indirectly;
- iii) To increase participation of female in socio-economic activities;
- iv) To motivate female students for self employment and with a view achieve the target to produce opportunity of vocational education after secondary level;
- v) To reduce dropout of female students;
- vi) To enhance the social status of the women.

¹¹ Source: Annual Report of Ministry of Education, 2004-2005

The Projects laid down the following pre-conditions to have the stipend:

- i) The stipend holder girl must remain unmarried upto the completion of Secondary School Certificate (SSC);
- ii) She must secure 45% marks to get promotion to next class;
- iii) Her school attendance must not be below 75%.

Government's policy of patronizing programmes supporting female education has contributed to a remarkable raise in the number of female students in educational institutions. Currently, the ratio of male to female students in the secondary level is 47:53¹².

Table-07: Number of beneficiaries under FSSAP from 1994 to 2006¹³

Year	No of Institutions	No of Female Students received	Annual Disbursed (Million Tk.)
1994	12713	70,886	297.10
1995	14119	14,09,382	894.40
1996	16722	23,00,062	1459.20
1997	17847	28,25,350	2065.10
1998	18721	31,98,559	2409.90
1999	18788	35,64,404	2668.60
2000	19919	39,61,194	2770.80
2001	21027	41,91,058	3034.50
2002	22893	41,93,352	3000.50
2003	23719	34,67,123	2450.90
2004	24950	23,56,856	1302.88
2005	25425	22,70,343	1572.48
2006	26059	23,75,615	1900.84

Source: Directorate of Secondary and Higher Education, Project Office of FSSAP, 2008

¹² Source: Bangladesh Economic Review, 2005.

¹³ Source: BANBEIS, 2006 and Project Office

4. 3 Interventions in Education Through PRSP (NSAPR)

4.3.1 Secondary and Higher Secondary Education

For secondary education, targets to achieve are both in terms of access and quality: increase access to secondary education by increasing gross enrolment rates by 50 percent for all levels of secondary education and reduce dropouts by half; improve quality of education at the secondary level by enhancing the SSC and HSC pass rate to at least 65 percent for both male and female students by the year 2008¹⁴; ensure a gender balanced approach in the formulation of curriculum by removing negative images if any from the existing curriculum and project a positive image of women and household activities in the curriculum; improve enrolment, attendance and completion rate among students from poor families by reducing their dropout rate by 50 percent; and ensure sustainable gender parity in secondary and post-secondary education by making male-female student enrolment ratios equal, ensuring gender equality in completion rates, and making schools girl friendly.

¹⁴ Source: *Ibid*

CHAPTER-FIVE

Analysing the Effectiveness of Gender Responsive Government Interventions

5. A Analysis of Secondary Data

5.1.1 Analyzing the Trend of Female Enrolment in Secondary Level

In the context of female enrolment in Secondary level education, Bangladesh achieved a tremendous success. From 1970 to 1990 the growths of female enrolment were normal and the highest growth is recorded 27% per annum over the period of 1990 to 1995. After the introduction of female stipend programme in 1994 the female enrolment jumped up to 47.00% in 1995 from 33.00% in 1990. To reduce gender parity in female education government introduce female stipend programme in 1994 with the assistance of IDA, ADB and NORAD. The programme covers almost all the Upazila of the country including all city corporations and municipalities. In financial year 2001- 2002 total female students who received stipend were 41,93,352¹⁵. All these programmes resulted in the remarkable progress towards gender parity in secondary education. While the girl's participation in secondary education in 1970 was 18.4%, in 2005 it increased to as high as 52.28%.

Table-08: Growth of Secondary Enrolment by Sex

Year	Number of Students			% of Girls	Per annum Growth Rate of Female Students
	Boys	Girls	Total		
1970	1103531	249169	1352700	18.4%	-
1975	1472132	492020	1964152	25.0%	19.39%
1980	1778012	627045	2405057	26.1%	5.48%
1985	1742505	840806	2583311	32.6%	6.81%
1990	1977985	1015745	2993730	33.9%	4.16%
1995	2712677	2402784	5115461	47.0%	27.31%
2000	3626648	4020237	7646885	52.6%	13.46%
2005	3530536	3868014	7398552	52.28%	-0.75%

Source: BANBAIES, 2006

¹⁵ Source: BANBEIS, 2003.

5.1.2 Net Enrolment in Secondary Level

Number of female students in secondary levels are enrolled higher in number than the male counterparts but due to low transition rate from primary level to secondary level both the GER and NER in secondary level are significantly less. Due to positive impact of Female Stipend Programmes the percentage of female students in secondary level is higher than that of the male students. But poor enrolment ratio of male and female students still asking question on the real impact of female stipend programmes. In 2000, the gross enrolment of female students in secondary level was 46 and over the period of 2000 to 2005 it was increased to 47% only (Table-09).

Table-09: Trend of GER in Secondary Level

Year	Gross Enrolment		GER	
	Total	Girls	Total	Girls
2001	7887010	4196097	43.06	46.23
2002	8162134	4360778	44.69	48.16
2003	8126362	4322568	45.19	48.48
2004	7503247	3925110	43.75	48.41
2005	7398552	3868014	42.66	47.17

Source: BANBAIES, 2006

5.1.3 Analyzing the Trend of Female Enrolment in Higher Secondary Level

Before 1985, the number of girl students in college education was less than 20%. In 1995 and onward the percentage of female students were growing in a faster rates. In 2005, the highest number of female students was registered at college education.

From the Table-10, it is revealed that the growth within the period of 1985 to 1995 is the highest (21% -23%). The higher growth rate of enrolment of female in higher secondary level is the direct positive impact of *Female Students Stipend Programmes*.

Table-10: Growth of College Enrolment by Sex

Year	Number of Students			% of Girls	Per annum Growth Rate of Female Students
	Boys	Girls	Total		
1970	271213	28834	300047	9.6%	-
1975	276906	29919	306825	9.8%	0.75%
1980	269232	64348	333580	19.3%	23.01%
1985	397781	98458	496239	19.8%	10.60%
1990	621790	202322	824112	24.6%	21.09%
1995	848675	424553	1273228	33.3%	21.96%
2000	1039462	686139	1725601	39.4%	12.32%
2005	964002	768252	1732254	44.3%	2.39%

Source: BANBAIES, 2006

5.1.4 Growth of Female Enrolment in TVET

The Table-10 shows the poor participation of women in TVET. From 1980 to the percentage of female students in TVET was less than 8%. But after the introduction of *Female Stipend Programmes* in 1995 the rate of growth enrolment of female students in TVET increased 2.13% in 1985-1990 to 19% in 1990 – 2000. Though rate of increment is good in recent years but from the time series data it is revealed that out of 100 students in TVET institutes the female part represents only 24%, which actually shows a wide gender gap in TVET.

But over the period of 2000 to 2005 the growth rate jumped to 160%, which is the highest achievement of the sub-sector. It is the direct impact of introduction of Vocational courses in girl's high schools of every Upazila of the country.

Table-11: Growth of Students in TVET by Sex

Year	Number of Students			% of Girls	Per annum Growth Rate of Female Students
	Boys	Girls	Total		
1980	21214	942	22156	4.25%	-
1985	25111	1310	26421	4.96%	7.81%

1990	25610	1450	27060	5.36%	2.13%
1995	33169	2841	36010	7.89%	19.18%
2000	44527	5615	50142	11.20%	19.52%
2005	160782	50470	211252	23.89%	159.76%

Source: BANBAIES, 2006

5.1.5 Dropout and Completion Rates in Secondary Level

From the Table-12 it is revealed that in secondary level female dropout rates are higher than those of male students and both completion and survival rates of female students are significantly lower than those of male students. Because of socio-cultural norms a huge number of female students forced to get marriage before completion of secondary education cycle. But over the period of 2001 to 2005 no significant development is happened in dropout, survival and completion rates of female students of secondary level. From the data of internal efficiency, conclusion can be drawn easily that the quality of female education is not increased as the quantity increased.

Table-12: Trend of Dropout, Completion, Survival Rates with Internal Efficiency in Secondary Education

Year	Sex	Completion Rate	Dropout Rate	Survival Rate	Co-efficient of Efficiency
2001	Both	17.16	82.84	57.27	25.2
	Male	20.27	79.73	58.65	24.0
	Female	13.98	86.02	55.67	15.8
2002	Both	24.79	75.21	57.89	28.2
	Male	30.87	69.13	61.75	35.4
	Female	19.23	80.77	54.31	21.8
2003	Both	16.57	83.43	49.38	20.2
	Male	19.53	80.47	50.75	23.7

	Female	13.74	86.26	48.30	16.7
2004	Both	16.79	83.21	40.84	21.5
	Male	20.12	79.88	40.71	26.3
	Female	13.79	86.21	40.91	17.3
2005	Both	19.98	80.02	41.45	25.0
	Male	23.46	76.54	42.71	28.9
	Female	16.71	83.29	40.35	21.2

Source: BANBEIS, December 2006

5.1.6 Growth of Female Teacher in Secondary Education

In teaching staff of Secondary education the gender gap is more than that of primary level. In 1975 the percentage of female teacher was 7.2% and over the period of 1970 to 2005 the figure raised up to 19.2%, which actually does not show any significant change. After taking policy to recruit 30% female teachers in rural secondary schools the significant growth rate was achieved over the period of 1990 to 2005, which were 5.5% to 12.72% per annum.

Table-13: Growth of Female Teacher in Secondary Education

Year	Number of Teachers			% Female Teacher	Per annum Growth Rate of Female Teacher
	Male	Female	Total		
1970	48280	3771	52051	7.2%	-
1975	72510	6832	79342	8.6%	16.23%
1980	79416	8935	88351	10.1%	6.15%
1985	82951	9290	92241	10.1%	0.79%
1990	111016	11880	122896	9.7%	5.57%
1995	120614	19436	140050	13.9%	12.72%
2000	147856	26290	174146	15.1%	7.05%
2005	180606	42970	223576	19.2%	12.68%

Source: BANBAEIS, 2006

5.1.7 Growth of Female Teachers in TVET Education

From the Table-14, it is appeared that in TVET the number of female teacher is also very low. In 1980, out of 1703 teachers the representation of female teacher was only 47 in number. From the time series data of 1980 to 1995 we never find any significant change in recruitment of female teachers in TVET. But after 1995 the percentage of female teacher jumped up to 11.85% in 2000 and 15.27% in 2005. Over this period, the growths of the number of female teacher are more than that of the previous years. It is because of taking policy to recruit atleast 30% female teachers in rural areas of Bangladesh.

Table-14: Growth of Female Teachers in TVET Education

Year	Number of Teachers			% Female Teacher	Per annum Growth Rate of Female Teacher
	Male	Female	Total		
1980	1656	47	1703	2.76%	-
1985	2235	68	2303	2.95%	8.93%
1990	4399	85	2249	3.78%	5.00%
1995	2495	97	2592	3.74%	2.82%
2000	2257	303	2560	11.84%	42.47%
2005	9477	1708	11185	15.27%	92.73%

Source: BANBAEIS, 2006

5.1.8 Trend of Adult Literacy, Employment and Women Empowerment

Adult Literacy Rate

Literacy rate of population 5 years and over, 7 years and over and 15 years and over by sex has been presented in Table-15. Literacy rate of population 5 years and over in 2006 for both sexes stood at 55.69 percent as against 42.5 percent in 2001. The male literacy rate increased by 7 percentage points while female literacy rate increased by 9 percentage points. According to the 2001 Population Census, literacy rate of female population of 7 years was 40.8 percent, while the corresponding figure amounted 49.11 percent in 2006. During the same period literacy rate of female population of 15 years and over increased by 8 percent.

From the same Table it is revealed that the increasing rate of female literacy of both the 7+ and 15+ age group are higher than that of male over the period of 2001 to 2006. It is the direct impact of the Female Students' Stipend Programme.

Table -15: Growth of Adult Literacy Rate

Male/Female	Literacy rate (%) of population 5 years and over		Literacy rate (%) of population 7 years and over		Literacy rate (%) of population 15 years and over	
	Population Census 2001	SVRS 2006	Population Census 2001	SVRS 2006	Population Census 2001	SVRS 2006
Both Sex	42.5	55.69	45.3	52.49	47.5	53.68
Male	46.4	53.72	49.6	55.77	53.9	58.48
Female	38.3	47.56	40.8	49.11	40.8	48.82

Source: Bangladesh Bureau of Statistics, SVRS, 2006

Reducing Tendency of Gender Gaps in Labour Force and Employment

In Bangladesh, the women mass is not culturally ready to participate in economic activities. For this why women's participation in labour force is less than that of man. As a result, women are representing only 26% labour force participation. Labour Force Survey of 2002-03 revealed 10.3 million economically active women whereas in the same position men are registered as 36 million, which shows a huge gender gap in the status of employment. In the same survey, it is found that unemployment rate is higher in women.

Table -16: Labor Force 10 Years and Over by Sex and Region, 1985-2000 (in millions)

Source & Period	National		Rural		Urban	
	Women	Men	Women	Men	Women	Men
By usual definition - paid employment						
1989	3.6	29.7	2.1	25.6	1.5	4.2
1990-91	4.9	31.0	4.0	24.4	0.9	6.6
1995-96	7.6	34.1	5.6	26.8	2.0	7.3
1999-2000	10.0	35.0	7.5	27.3	2.6	7.7

By extended definition						
1989	21.0	29.7	19.5	25.5	1.5	4.2
1990-91	20.1	31.1	18.0	24.5	2.1	6.6
1995-96	21.3	34.7	18.5	27.3	2.8	7.4
1999-2000	22.8	37.5	19.4	29.6	3.4	7.8

Source: BBS Labour Force Survey 1999-2000, 2002-2003 and 2005-2006

But over the period of 1995 to 2006, the number of economically active population for women increased from 5.4 million to 12.2 million, LFPR increased from 15.8 to 29.2 and unemployment rate decreased from 7.8 to 7.0 (table-16). It is the direct impact of increase the female literacy rate (Table-14).

Table-17: Growth of Female Labour Force Participation.

Sex	Economically Active Population (Million)				Labour Force Participation Rate				Unemployment Rate			
	95-96	99-00	01-02	05-06	95-96	99-00	01-02	05-06	95-96	99-00	01-02	05-06
Male	30.7	32.2	36.0	37.4	87.0	84.0	87.4	86.8	2.8	3.4	4.2	3.4
Female	5.4	8.5	10.3	12.1	15.8	23.9	26.1	29.2	7.8	7.8	4.9	7.0

Source: BBS Labour Force Survey 1999-2000, 2002-2003 and 2005-2006

Increasing Tendency of Employment of Women in Public Sector

From the table-18, it is clear that the women's participation in public sector services is very low but day-by-day the number of female employees in public sectors is increasing. In respect of all classes of employment in public sector over the period of 1994 to 2002 the percentage of female employee significantly increased from 4.5% to 10.8%.

Table-18: Increasing Tendency of Employment of Women in Public Sector

Service Category	1994	1997	2002
Class-I	5.2	8.1	9.8
Class-II	6.8	8.0	7.8
Class-III	4.9	12.2	12.8
Class-IV	3.1	6.6	6.5
Total	4.5	10.4	10.8

Source: Public Administration Computer Center, Ministry of Establishment, 2002

At the most senior level of Ministries (Secretary) there is currently one woman; one woman is working as Additional Secretaries, 26 as Joint Secretaries and

166 at Deputy Secretary level¹⁶. In comparison to male counter part the increment rate in number of the female employees is slow and insignificant.

Table-19: share of senior positions of decision making in Public Services

Year	Secretary		Addl. Secretary		Joint Secretary		Deputy Secretary	
	Total	Female	Total	Female	Total	Female	Total	Female
1995	49	00	49	01	244	03	652	07
1999	48	01	54	01	271	04	652	07
2001	49	01	58	00	257	05	697	25
2004	49	00	81	02	280	10	722	47
2008	59	01	75	01	358	26	1422	166

Source: Public Administration Computer Center, Ministry of Establishment, as on 15/09/2008

Reducing Tendency of Crude Birth Rate

There are, in addition to the direct effects of education on productivity, a range of externalities that are widely believed to be important. These lie particularly in the areas of population control, health and nutrition. Research has shown that primary and secondary schooling is important in facilitating the demographic transition from very high to moderate rates of population growth (Cochrane 1979, 1988; Schultz 1991). This is so because the education and training of women not only increase their ability to regulate their infertility through contraception, but it is also associated with a rise in the age of marriage (and therefore, in most cultures, reduced exposure to the risk of pregnancy).

Though reducing tendency is not the sole contribution of female education but it has a major contribution on controlled family. From the Table-19, it can be revealed that over the period 1993 to 2006 the crude birth rate is decreased from 28.8 to 20.6 per thousand. It is also an indirect impact of female education.

¹⁶ PACC, Ministry of Establishment, as on 15/09/2008.

Table-20: Shows reducing tendency of Crude Birth Rate (per 1000)

Year	National	Urban	Rural
1993	28.8	21.0	30.0
1994	27.0	20.2	28.1
1995	26.5	19.4	28.5
1996	25.6	19.0	27.8
1997	21.0	16.2	24.5
1998	19.9	14.0	21.0
1999	19.2	13.8	20.9
2000	19.0	13.7	20.8
2001	18.9	13.6	20.7
2002	20.1	16.6	21.0
2003	20.9	17.9	21.7
2004	20.8	17.8	26.6
2005	20.7	17.8	21.7
2006	20.6	17.5	21.7

Source: BBS, 2007

5. B Analysis of Primary Data

Under this study, four types of questionnaires are used to collect data from the different stakeholders with a view to obtain the realistic findings of the study. Data was collected from six high schools of six division of the country. The names of the schools are Dholsamudra Balika Bidyaniketon, Kaliakair, Gazipur, Purnamoti M.A High School, Burichong Comilla, Gudi Ghata High School, Barguna Sadar, Barguna, Chakkeshab Adarsha Girls' High School, Manda, Rajshahi, Hat Boraro Bazar High School, Kaligong, Jhinaidaha, and Mantala High School, Madhabpur, Habigonj. Guardians of respective students of the schools mentioned above were examined by questionnaires and in collecting data from the guardians help was taken from the female students.

Questionnaires were highly structured and data was collected through conducting the respondents directly by the data collectors. The types of questionnaire were as follows:

1. **The first questionnaire was used for female students:** using the questionnaire attempt was taken to judge the effectiveness of stipend program in terms of sufficiency of the stipend amount, enrolment tendency of primary graduates, tendency of child marriage, tendency of enrolment in higher secondary education, tendency of enrolment in vocational education etc.

2. **The second questionnaire was used for guardians of stipend holder-students:** using this questionnaire attempt was taken to judge the views of guardians about stipend program.
3. **The third questionnaire was used for teachers of stipend receiving schools:** using the questionnaire attempt was taken to judge the effectiveness of stipend program in terms of enrolment tendency of primary graduates in secondary level, tendency of dropout rate, tendency of attendance rate, tendency of child marriage, quality of education etc.
4. **The fourth questionnaire was used for Upazila Secondary Education Officer:** using the questionnaire attempt was taken to judge the effectiveness of stipend program in terms of enrolment tendency of primary graduates in secondary level, tendency of dropout rate, tendency of attendance rate, tendency of child marriage, quality of education etc.
5. **Seeking Experts' Opinion:** 5 expert including Director (BANBAEIS), Project Director of The Female Secondary Students' Assistance Program, DD (Finance) and 2 Assistant Director of the project were consulted informally for getting opinions regarding gender responsive government interventions and its impact.

5.2 Findings From the Analysis of the Primary Data

1. Stipend holder female students are the direct beneficiaries of the stipend program. More than 80% students believe that the amount, which is being awarded to them, is not sufficient (table-21).

Table 21: Views of stipend holder students about the program

No	Questions	Yes		No	
		No of Respondents	%	No of Respondents	%
01	Is the amount of stipend sufficient to meet your educational expenses	37	12.33%	263	81.66%
02	If there is no arrangement of stipend, would your guardian enroll you in class six	275	92%	25	8%
03	If there is no arrangement of	09	3%	291	97%

	<i>stipend, would your guardian in the mean time give you marry</i>				
04	<i>Do you want to enroll yourself in higher secondary level after completion of SSC</i>	300	100%	0	0%
05	<i>Do you want to enroll yourself in technical, vocational and business management education after completion of SSC</i>	175	58%	125	42%
06	<i>Do you think that the amount of stipend is sufficient</i>	42	14%	259	86%
07	<i>'Small family is happy family'- do you believe the proposition</i>	300	100%	0	0%
08	<i>'Education and self employment is one of the important way to uplift social status of women'- do you believe the proposition</i>	300	100%	0	0%

2. 8% stipend holder female students think that if there is no arrangement of stipend their guardian never enroll them into class six.
3. Only 3% stipend holder female students believe that if there were no arrangement of stipend their guardian would give marriage of them (Table-21).
4. After completion of the SSC level, cent percent stipend holder female students want to study HSC level.
5. After completion of the SSC level, 58 percent stipend holder female students want to study HSC level vocational and technical education.
6. Cent percent stipend holder female students believe that '*Education and self employment is one of the important ways to uplift the social status of women*'.

Table-22: Results of competency test of the female students

No	Questions	Correct		Incorrect	
		No of Respondents	%	No of Respondents	%
01	<i>How many immune vaccine is needed for a newly born baby</i>	245	88%	55	18%
02	<i>Which one is the most nutritas food for a newly born baby</i>	299	99.66%	1	.33%
03	<i>What is the cause of spreading HIV/AIDS</i>	299	99.66%	1	.33%
04	<i>What is the minimum legal age for marriage of a girl</i>	300	100%	0	0%

7. From the result of competency test, it is revealed that all most all the stipend holder female students have sufficient knowledge on immunization, major causes of HIV/AIDS, the most nutrias food for newly born baby and minimum legal age of females' marriage.
8. Fourteen percent guardians opined that if there is no arrangement of stipend they do not enroll their daughter into class six.
9. Only 2 percent guardians opined that if there were no arrangement of stipend they would give marriage of their daughter.
10. Cent percent guardian opined that after completion of SSC level they would enroll their daughters into HSC level.
11. 51% guardians opined that after completion of SSC level they would enroll their daughters into HSC vocational and technical level.
12. No guardian is ready to hamper the continuity of the education of his daughter atleast he is not ready to give marriage of his daughter before attaining 18 years.
13. About 80% teachers opined that the enrolment of female students in class six had been increased due to stipend program. Same opinion was passed by 100% Upazila Secondary Education Officers.
14. About 85% teachers opined that the dropout rate of female students in secondary level had been decreased due to stipend program. Same opinion was passed by 100% Upazila Secondary Education Officers.
15. More than 85% teachers opined that the child marriage tendency had been decreased due to stipend program. Whereas same opinion was passed by 100% Upazila Secondary Education Officers.
16. Cent percent teachers and Upazila Secondary Education Officers believe that the social status of women can be increased due to female education.
17. 10% teachers believe that the condition of obtaining 45% marks for continuing stipend is not observed strictly whereas same opinion was passed by 38% Upazila Secondary Education Officers.

18. Only 01% teachers believe that the condition of obtaining 75% attendance for continuing stipend is not being observed strictly whereas same opinion was passed by 36% Upazila Secondary Education Officers.
19. 30% teachers believe that the quality of education is not increased as the enrolment rate increased. Whereas same opinion was passed by 92% Upazila Secondary Education Officers.
20. Concerned project managers and experts of this area opined that stipend program is more effective to attract the female students to high schools. But quality of the education is not increased as it is increased in enrolment. All of them opined to start stipend program for the poor but meritorious students of secondary level. They opined that conditions of getting 45% marks and 75% attendance are not properly maintained in schools. (Table- 23-25 of Appendix-1)

CHAPTER- SIX

Findings of the Study

6.1 Low Female Enrolment in Secondary Level

From the statistical analysis it is revealed that the enrolment rate of female students in secondary level is not satisfactory. In primary level the female enrolment is around 96% (GER in 2005 is 96.31). But due to high dropout and low completion rate of female students in primary level, entrance of female students in secondary level is not up to the mark. Out of 100 secondary-aged females around 50 (in 2005 it was 47.17%) is now out of schools. Primary school leavers are not always enrolled in secondary levels. After introduction of female secondary stipend program, enrolment of female student in secondary level is increased. But the rate of increment is not so significant. Only 14% guardians believe that if there is no arrangement of stipend they do not enroll their daughters to class VI. 100% teachers and Upazila Secondary Education Officers believe that the enrolment rate of female students was increased due to stipend program.

6.2 High Dropout Rate of Female Students

The number of students in secondary education is about 11 million, of whom girls are 51.3 percent¹⁷. An average gross enrolment rate of 47 percent in secondary education indicates low access to secondary education. The dropout rate of female students for 2005 is reported 35.59 percent for junior classes (6-8), 73.50 percent for secondary classes (9-10). Poverty is a deterrent to secondary school access because, in addition to the tuition fee, there are high additional costs for transportation, uniforms, books and materials and private tutoring.

To combat the high dropout rate of female students the government has been providing stipend to the female students of secondary level but the high rate of dropout and less completion rate does not justify the effectiveness of *Female Assistance Programmes*.

¹⁷ Source: *Unlocking the Potentials-The PRSP of Bangladesh, 2005*

6.3 Low Level of Internal Efficiency

Internal efficiency of secondary education is not satisfactory. During the year 2001 to 2005 in secondary education, for female students the coefficient of efficiency was around 15.8 to 21.2. Due to high rate of repetition and dropout of female students, the year input per graduate is also high which depicts the very poor performance of female secondary education. Though 85% teachers of secondary level opined that due to stipend program dropout rate had been decreased but the macro statistics of BANBAIS does not relay with the opinions generated from collected primary data.

6.4 More Gender Disparity in Teaching Staffs

In spite of a huge number of government interventions and promotion programmes, the share of female teachers in secondary levels of institutions are significantly less than those of male. Despite, the provision to recruit 30% female teachers in secondary schools, the present share of female teachers in secondary schools increased upto only 19%. Lack of proper monitoring and complimentary strategy, the provision to recruit 30% female teacher in secondary level and 60% in primary level is being often violated.

6.5 Gender Inequity in Youth Literacy Rates

Despite the general improvement in school enrolments, a large disparity continues to exist between male and female literacy rates. literacy rates by age cohorts help to give an indication of the youth literacy rates. The literacy rate of 7+ year olds shows a narrowing of the gap with male rates at 55.77 percent and female at 49.11 percent¹⁸. However, the gap is significantly large for the older age cohort of 15+ year olds where male literacy rates were 58.48 percent, compared to 48.82 percent for females in 2006¹⁹. Girls not completing the secondary cycle face a severe limitation to their participation in economic and social areas throughout life. Even when they do continue with secondary school, their low competency levels place them at a disadvantage from the very beginning.

¹⁸ BBS, 2007

¹⁹ BBS, 2007

6.6 Gender Disparity in Other Sectors

a. Growing entry and contribution of women in all sectors of national economy has been justifying the actions taken to involve women in the economic activities. Women's full accessibility to technology and information is yet to be achieved. There is a positive co-relation between increase of female literacy and employment. The participation of women in economic activities has been increasing but still female labour force participation rate is lower than that of male.

b. From the study, it is clear that the women's participation in public sector is very low but day-by-day the number of female employees in public sectors is increasing. In respect of all classes of employment in public sector over the period of 1994 to 2002 the percentage of female employee significantly increased from 4.5% to 10.8%.

c. At the most senior level of Ministries (Secretary) there is currently one woman; two women are working as Additional Secretaries, 29 as Joint Secretaries and 170 at Deputy Secretary level²⁰. In comparison to male counter part the increment rate in number of the female employees is slow and insignificant.

d. Women empowerment through ensuring participation in political institutions and gender mainstreaming in various areas of governance are two basic issues. With a view to empower the women government made provisions of reserve seats in Parliament and Local government institutes. But women participation in general seats are very low.

e. According to UNDP HD Reports of 1999 to 2006 Bangladesh has been maintaining a moderate growth in Human Development including Education and Gender Development Indices. From the indices of Human Development including Education, GDI and GEM, some positive and significant development trends are being reflected.

6.7 Less Output and Less Competency in Secondary Level

a. Public examinations held at the end of classes X and XII are important indicators of quality of secondary education. The pass rates have been around 50 percent for SSC

²⁰ PACC, 2007

examinations in recent years. In 2005, pass rate was 54.88% for male while it was 49.87% for female.

b. From the primary data it is revealed that 10% teachers believe that the condition of obtaining 45% marks for continuing stipend is not observed strictly. Same opinion was passed by 38% Upazila Secondary Education Officers. It is clear that the low pass rate for female students are the direct and negative effect of not maintaining 45% marks for stipend holder students by the school authority as the vital condition of the program.

c. It is revealed from the primary data that the condition of obtaining 75% attendance for continuing stipend is not being observed strictly. This opinion was passed by 36% Upazila Secondary Education Officers. For having more tuition fees, the teachers are taking such type of corrupt way. As a result, the quality of female education is not increased as it is increased in enrolment.

6.8 Weak Supervision

36% Upazila Secondary Education Officers opined that obtaining 75% attendance for continuing stipend is not being observed strictly. Not only that, 38% Upazila Secondary Education Officers opined that obtaining 45% marks for continuing stipend is not being observed strictly. It is the sign of weak supervision over the secondary schools. Most of the SMCs are inactive and inaction in the issues of quality education. Virtually, they have no effective supervision on the routine activities of the secondary schools. As a result, teachers are very reluctant to maintain stipulated percentages of attendance and exam marks.

6.9 Lack of Accountability

A huge amount of money is being allocated to secondary female assistance program. But effectiveness of the program, in terms of quality is not satisfactory at all. For having more subventions, teachers are showing, false enrolment, awarding false marks and promotion but there is no effective mechanism to make them accountable for their responsibilities.

CHAPTER-SEVEN

Conclusion and Recommendations

7.1 Conclusion

Poverty and limitation of resources are, no doubt, two important barriers to quality education. Within the limited resources Bangladesh is trying to achieve gender parity in Education. For achieving expected level of development in the areas of Human Resource, Bangladesh has a long way to go. Despite, all the limitations, Bangladesh experienced a moderate speed of development in the areas of education, gender, employment and empowerment of women. Observing the positive and hopeful progress of Bangladesh, the contributors of The UNDP HD Report 2005 stated, *".....Child and infant mortality rates have been falling at more than 5% a year, the fertility rate has fallen sharply and malnutrition among mothers has fallen 52% in 1996 to 42% in 2002. Primary school enrolment rates have reached more than 90%, up from 72% in 1990, with close to gender parity, and enrolment in secondary education has been rising....."* Bangladesh achieved this remarkable progress in HD at low level of income and starting from a position of low literacy, high malnutrition and weak institution. Its success demonstrates what can be achieved through stronger state action and civic activism."

7.2 General Recommendations

On the basis of above analysis and findings made in the previous chapters, following recommendations are furnished for attaining gender parity in secondary education.

7.2.1 Strengthening SMCs

The potential for mobilizing community participation should be fully utilised in a largely non-government system through strengthening School Managing Committees. To empower SMCs, their role and responsibilities should be clearly defined. They should be given necessary orientation and training. Particular attention

is needed in the context of decentralization to protect managing committees from undue political and bureaucratic pressures. Appointing local MPs, political personalities and government functionaries as heads of SMCs of multiple institutions should be discontinued. Members and chairs of these committees should be parents and community representatives who are known for their interest in and contribution to education.

7.2.2 Effective Measurement of Performance and Productivity

The provision of subvention to non-government schools should be used to encourage access and participation by female, and promote minimum quality and performance standards for all schools. Devise transparent methods to link the amount and disbursement of subventions to the performance of schools. Like *internal efficiency rate*, accepted and effective method should be devised to measure productivity of education sector. Traditional way of measuring performance on the basis of pass/ fail percentage should be stopped.

7.2.3 Strategies for Quality Higher Education

Adequate resources for assuring quality must be a central concern in the future development of higher education. Expansion of capacity should be contingent upon availability of necessary resources for ensuring acceptable quality, rather than more of the same “low cost low outcome” provisions. Public-private collaboration, cost-sharing and cost recovery should be considered as strategies for dealing with resource constraints, enhancing resources for quality improvement, and contributing to equity in the education system and the higher education sub-system.

7.2.4 Devolution of Governance and Finance of Secondary Education

It is necessary to shift operational decisions to Division, Zila and Upazila levels. Education Committees should be established at the national and sub-national levels up to the Upazila to provide general oversight and guidance. The Boards of Education should be concerned with only public examinations and supervision of schools. A career path should be established for teachers. In 2003, the NEC has identified the need to decentralise DSHE operations and increase authority and capacity at the zonal, District and Upazila levels for effective planning, monitoring,

inspection, audit, and academic supervision to improve the quality of secondary education.

7.2.5 Establish good forward and backward linkages

Secondary education is almost the mid-level education. If the quality of female students supplied from primary level to secondary level is good and the similar way, if the supply of female students supplied from secondary level to tertiary level is good then it can be considered it as an effective management. Similarly, in labour market there must be a continuous demand for female labour force. So, macro level HRP expert must consider this issues and government must take effective measures for improving forward and backward linkage with secondary female education for quality education.

7.3 Specific Recommendations for Attaining Gender Parity in Secondary Education

- (1) Measurement should be taken for decreasing the number of drop-outs from schools. The drop-out girls should be brought under various vocational programmes. After completion of TVET, the trained female can be brought under the credit and employment programmes of social welfare and women affairs departments.
- (2) In order to bring a large number of women under the umbrella of formal education and inspire them to pursue education from primary to higher and professional levels, necessary facilities for women education must be provided in educational institutions at all levels. Schools can be transformed into female students' friendly by recruiting more female teachers, female members in SMCs and female education administrators in various levels.
- (3) Through proper changes in the syllabus of secondary education, positive and progressive images of women and the issue of their equal rights should be highlighted so that the existing social attitude towards women can change.
- (4) The amount of stipend should be increased. Slabs of the amount must be determined on the basis of hierarchy of classes. At the same time, the amount of tuition fees, which is being given to the teachers as subventions should be

increased. A lot of forms and reports are given to teachers to fill it up and send to higher authority regularly as the additional works for stipend program but for this additional works they are not given any incentives. For smooth operation of the stipend program, authority can declare an incentive package for performing additional works of stipend program by the school-teachers.

- (5) For the sake of intensive monitoring of the stipend program, office of the Upazila level secondary education must be equipped enough with photocopy machine, Fax, Internet line with interactive intranet, more supporting staffs and contingent supports etc. The most important position for supervising the secondary education is Upazila Secondary Education Officer but this post is yet to be absorbed as revenue post. For this why, most of them are demotivated. So, in no time, the post of USEO should be absorbed as a revenue post.
- (6) Recently, government appointed Academic Supervisor in every district under District Education Officer for supervising academic affairs of secondary education. For better coordination, an effective reporting mechanism must be devised integrating functions between USEO and Academic Supervisor.
- (7) Under the existing process, daughters of rich fathers are being awarded education assistance. But, due to poverty and lack of proper guidance and extra efforts from the poor guardians to their school-going daughters, they often fail to obtain stipulated marks and attendance rate; as a result they remain out of the list of the qualified students for stipend that causes higher rate of drop-out among the poor families. So, special emphasis must be taken to address the female students of poor family so that they can get chance to complete the life of schooling cycle.
- (8) Biographies of a large number of successful women of the society and literary work by women need to be included in the textbook of primary and secondary levels.
- (9) Provision of recruitment of 30% female teachers in secondary level and 60% in primary level must be followed strictly. If any secondary school committee violates this rule intentionally, as a punishment their subventions can be stopped.

- (10) At the time of admission to the secondary level, there should be provision for girls to indicate preference to take up technical and vocational education later if they do not wish to pursue higher education. At present four polytechnic institutes for girls are in operation. More polytechnic institutes exclusively for girls need to be set up.
- (11) At the secondary level boys and girls must be given equal opportunity in selecting their subjects and the subjects must be regarded with equal importance. Special emphasis should be given to pre-engineering and pre-medical female students in secondary and higher secondary levels..
- (12) As the number of secondary schools in the country is not sufficient, transport and hostel facilities have to be arranged for girls.
- (13) Girls should be encouraged in science and other professional education and stipend should be provided for female students of higher professional education. Necessary budget allocation should be made for higher education of girls. Special scholarships and interest free loans should be made available to the poor and meritorious female students for higher education and research.
- (14) In-terms of enrolment, at present the position of female students is much better than male counterpart. So, it is the time to give attention to male students, as their enrolment rate in secondary level is lesser than that of the female students. Actions should be taken immediately to introduce stipend programme for poor but meritorious male students of secondary level.
- (15) Women must be involved in all policy formulation and decision making on education at all levels-the Ministry, higher education, secondary education and primary education.
- (16) To overcome these barriers, access to quality education for all girls, completion of basic education with acceptable competency levels and relevant life skills, and equitable roles for women and girls in society need to be addressed. Moreover, to achieve the goal of empowering women and promoting gender equity, disparities in other areas such as access to health services, employment opportunities, and political participation must be reduced, and the elimination of violence against women must become an important area of focus.

7.4 Recommendation for Further Study

Further study is recommended for exploring multifarious impact of female education such as relation between year of schooling and ability to manage infertility through contraception; relation between year of schooling and ability to improve the nutritional content of diets; relation between year of schooling and ability of effective diagnosis of illness; relation between year of schooling and infant mortality etc.

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Appendix-01

Calculation on Primary Data

Table-23: Guardians' view about stipend program

No	Questions	Yes		No	
		No of Respondents	%	No of Respondents	%
01	If there is no arrangement of stipend program, would you enroll your ward in class six	86	86%	14	14%
02	If there is no arrangement of stipend program, would you give marriage of your daughter	2	2%	98	98%
03	Will you enroll your daughter in higher secondary level after completion of SSC	100	100%	0	0%
04	Will you enroll your daughter in higher secondary vocational/technical education after completion of SSC	51	51%	48	48%
05	If your daughter is a good student and at the same time a very good proposal come, in this situation do you give marry your daughter	0	0%	100	100%

Table-24: Views of teachers about Stipend programs

No	Questions	Yes		No	
		No of Respondents	%	No of Respondents	%
01	Do you think that the enrolment in class six is increased due to stipend program	81	81%	19	19%
02	Do you think that the dropout rate in secondary level is decreased due to stipend program	84	84%	16	16%
03	Do you think that the child marriage tendency is decreased due to stipend program	86	86%	14	14%
04	Do you believe that the social status of women can be increased due to female education	100	100%	0	0%
05	Do you think that the condition of obtaining 45% marks for continuing stipend is observed strictly	90	90%	10	10%
06	Do you think that the condition of	99	99%	01	01%

	<i>obtaining 75% attendance for continuing stipend is being observed strictly</i>				
07	<i>Do you think that the quality of education is increased as the enrolment rate increased</i>	70	70%	30	30%

Table-25: Views of Upazila Secondary Education Officers about Stipend Programmes

No	Questions	Yes		No	
		No of Respondents	%	No of Respondents	%
01	<i>Do you think that the enrolment in class six is increased due to stipend program</i>	50	100%	0	0%
02	<i>Do you think that the dropout rate in secondary level is decreased due to stipend program</i>	50	100%	0	0%
03	<i>Do you think that the child marriage tendency is decreased due to stipend program</i>	50	100%	0	0%
04	<i>Do you believe that the social status of women can be increased due to female education</i>	50	100%	0	0%
05	<i>Do you think that the condition of obtaining 45% marks for continuing stipend is observed strictly</i>	31	62%	19	38%
06	<i>Do you think that the condition of obtaining 75% attendance for continuing stipend is being observed strictly</i>	32	64%	18	36%
07	<i>Do you think that the quality of education is increased as the enrolment rate increased</i>	04	08%	46	92%

Appendix-02

Technical Notes

1. Gross Enrolment Ratio

The total number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. For the tertiary level, the population used is the five-year age group following on from the secondary school leaving age. Gross enrolment ratios in excess of 100% indicate that there are pupils or students outside the theoretical age group who are enrolled in that level of education.

2. Net Enrolment Rate

The number of pupils of the theoretical school-age group for a given level of education level who are enrolled in that level, expressed as a percentage of the total population in that age group.

3. Gender empowerment measure (GEM)

A composite index measuring gender inequality in three basic dimensions of empowerment—economic participation and decision-making, political participation, and decision-making and power over economic resources.

4. Gender-related development index (GDI)

A composite index measuring average achievement in the three basic dimensions captured in the human development index—a long and healthy life, knowledge and a decent standard of living—adjusted to account for inequalities between men and women.

5. Repetition Rate

Definition: Proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year.

Purpose: It measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the *internal efficiency* of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.

Calculation method: Divide the number of repeaters in a given grade in school-year $t+1$ by the number of pupils from the same cohort enrolled in the same grade in the previous school-year t .

Formula:

$$r_i^t = \frac{R_i^{t+1}}{E_i^t}$$

Where:

r_i^t = Repetition Rate at grade i in school-year t

R_i^{t+1} = number of pupils repeating grade i , in school-year $t+1$

E_i^t = number of pupils enrolled in grade i , in school-year t .

6. Survival Rate by Grade

Definition: Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach successive grades.

Purpose: Survival rate measures the holding power and **internal efficiency** of an education system. It illustrates the situation regarding retention of pupils (or students) from grade to grade in schools, and conversely the magnitude of drop-out by grade.

Calculation method: Divide the total number of pupils belonging to a school-cohort who reached each successive grade of the specified level of education by the number of pupils in the school-cohort i.e. those originally enrolled in the first grade of primary education, and multiply the result by 100.

Formula:

$$SR_{g,i}^k = \frac{\sum_{t=1}^m P_{g,i}^t}{E_g^k} * 100$$

$$\text{Where: } P_{g,i}^t = E_{g,i+1}^{t+1} - R_{g,i+1}^{t+1}$$

i = grade (1, 2, 3, ..., n) t = year (1, 2, 3, ..., m) g = pupil-cohort.

$SR_{g,i}^k$ = Survival Rate of pupil-cohort g at grade i for a reference year k

E_g^k = Total number of pupils belonging to a cohort g at a reference year k

$P_{g,i}^t$ = Promotees from E_g^k who would join successive grades i throughout successive years t .

R_i^t = Number of pupils repeating grade i in school-year t .

7. Co-efficient of Efficiency

Definition: The ideal (optimal) number of pupil-years required (i.e. in the absence of repetition and drop-out) to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates. Input-output ratio, which is the reciprocal of the coefficient of efficiency, is often used as an alternative. N.B. One school-year spent in a grade by a pupil is counted as one pupil-year.

Purpose: This is a synthetic indicator of the internal efficiency of an educational system. It summarises the consequences of repetition and drop-out on the efficiency of the educational process in producing graduates.

Calculation method: Divide the ideal number of pupil-years required to produce a number of graduates from a given school-cohort for the specified level of education, by the actual number of pupil-years spent to produce the same number of graduates, and multiply the result by 100.

Formula:

$$CE_g = \frac{\sum_{j=n}^{n+k} G_{g,j} * j}{\left\{ \sum_{j=n}^{n+k} G_{g,j} * j \right\} + \left\{ \sum_{j=1}^{n+k} D_{g,j} * j \right\}} * 100$$

Where:

CE_g = Coefficient of Efficiency for a pupil-cohort g

$G_{g,n}$ = the number of pupils graduating from cohort g in final grade n after n years of study (without repetition)

$G_{g,j}$ = the number of pupils graduating from cohort g in final grade n after j years of study

$D_{g,j}$ = the number of pupils (of the cohort g) dropping out after j years of study

k denotes the number of repetition allowed; n the prescribed normal duration of study for a cycle or level of education; g the pupil-cohort; and j the number of year of study.

8. Years-input Per Graduate

Definition: The estimated average number of pupil-years spent by pupils (or students) from a given cohort who graduate from a given cycle or level of education, taking into account the pupil-years wasted due to drop-out and repetition. N.B. One school-year spent in a grade by a pupil is equal to one pupil-year.

Purpose: To assess the extent of educational **internal efficiency** in terms of the estimated average number of years to be invested in producing a graduate.

Calculation method: Divide the total number of pupil-years spent by a pupil-cohort (graduates plus drop-outs) in the specified level of education by the sum of successive batch of graduates belonging to the same cohort.

Formula:

$$YIG_g = \frac{\left\{ \sum_{j=n}^{n+k} G_{g,j} * j \right\} + \left\{ \sum_{j=1}^{n+k} D_{g,j} * j \right\}}{\sum_{j=n}^{n+k} G_{g,j}}$$

Where:

YIG_g = Years input per graduate (for graduates belonging to cohort g)

$G_{g,j}$ = Graduates from cohort g after j years of study

$D_{g,j}$ = drop-outs from cohort g after j years of study

k denotes the number of repetition allowed; n the prescribed normal duration of study for a cycle or level of education; g the pupil-cohort; and j the number of year of study.

9. Percentage of Repeaters

Definition: Total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade.

Purpose: This indicator measures the extent and patterns of repetition by grade, as part of the internal efficiency of education system.

Calculation method: Divide the number of pupils/students repeating a given grade in a given school-year by the number of pupils or students enrolled in the same grade in the same school-year and multiply by 100.

Formula:

$$PR_i^t = \frac{R_i^t}{E_i^t} * 100$$

Where :

PR_i^t = percentage of repeaters in grade **i**, in school-year **t**

R_i^t = number of pupils repeating grade **i** in school-year **t**

E_i^t = number of pupils enrolled in grade **i**, in school-year **t**.

APPENDIX - 03

Bangladesh Public Administration Training Centre Savar, Dhaka

Research Project on "Effectiveness of Gender Responsive Government Interventions in Secondary Education in Bangladesh".

উপ-বৃত্তিভোগী ছাত্রীদের জন্য প্রশ্নমালা

"প্রথম অংশ"

স্কুলের নাম :
 ছাত্রীর নাম :
 শ্রেণী : রোল নং : শাখা :
 ছাত্রীর পিতার নাম :
 ছাত্রীর মাতার নাম :
 ঠিকানা : গ্রাম : ডাকঘর :
 উপজেলা : জেলা :
 পিতার পেশা : মাতার পেশা :
 পিতার শিক্ষাগত যোগ্যতা : মাতার শিক্ষাগত যোগ্যতা :
 পিতার মোট জমির পরিমাণ : পিতার বার্ষিক আয় (আনুমানিক) :

"দ্বিতীয় অংশ"

১। তুমি কোন শ্রেণী থেকে উপবৃত্তি গ্রহণ করছো :
 ২। তুমি মাসে কত টাকা করে উপবৃত্তি গ্রহণ করছো :
 ৩। উপবৃত্তির টাকায় কি তোমার লেখাপড়ার ব্যয় সংকুলান হয় : ☐ হ্যাঁ ☐ না
 ৪। উপবৃত্তির ব্যবস্থা না থাকলে অভিভাবক কি তোমাকে ক্লাশ সিন্স-এ ভর্তি করাতেন : ☐ হ্যাঁ ☐ না
 ৫। উপবৃত্তি না পেলে তোমার অভিভাবক কি তোমাকে ইতিমধ্যে বিয়ে দিয়ে দিতেন : ☐ হ্যাঁ ☐ না
 ৬। তুমি কি এসএসসি পরীক্ষায় পাশ করার পর উচ্চ মাধ্যমিক শ্রেণীতে ভর্তি হতে ইচ্ছুক : ☐ হ্যাঁ ☐ না
 ৭। তুমি কি এসএসসি পাশ করার পর ভকেশনাল/ব/বসায় ব্যবস্থাপনা ইত্যাদি টেকনিক্যাল বিষয়ে লেখাপড়া করতে চাও : ☐ হ্যাঁ ☐ না

- ৮। তুমি যে পরিমাণ উপবৃত্তির টাকা পাও তা কি পর্যাপ্ত বলে মনে কর ? ☐ হ্যাঁ ☐ না
- ৯। "ছোট পরিবার, সুখী পরিবার"-এ কথা কি তুমি বিশ্বাস কর ? ☐ হ্যাঁ ☐ না
- ১০। মেয়েদের সামাজিক মর্যাদা বৃদ্ধির বড় কারণ শিক্ষা ও স্বকর্ম সংস্থান-এ কথা কি তুমি বিশ্বাস কর ? ☐ হ্যাঁ ☐ না

“তৃতীয় অংশ”

- ১। শিশুর জন্মের পরপর মোট কয়টি টিকা দেয়া জরুরী ?
- (ক) ৩টি
(খ) ৪টি
(গ) ৫টি
(ঘ) ৬টি
- ২। জন্মের পর শিশুর জন্য সবচেয়ে পুষ্টিফর খাবার হলো ?
- (ক) হরলিগ্র
(খ) মায়ের দুধ
(গ) সেরিলাক
(ঘ) গরুর দুধ
- ৩। এইডস নামক রোগটি এক দেহ থেকে অন্য দেহে ছড়ানোর প্রধান কারণ ?
- (ক) মশার কামড়
(খ) একই পাত্রে খাওয়া
(গ) একই পুকুরে গোসল করা
(ঘ) অনিরাপদ দৈহিক সম্পর্ক
- ৪। মেয়েদের জন্য বিয়ের আইনগত বয়স কমপক্ষে ?
- (ক) ১৩ বছর
(খ) ১৬ বছর
(গ) ১৮ বছর
(ঘ) ২০ বছর

“চতুর্থ অংশ”

[উপবৃত্তিভোগী ছাত্রীর অভিভাবকের জন্য প্রযোজ্য]

- ১। উপবৃত্তির ব্যবস্থা না থাকলে আপনি কি আপনার মেয়েকে ক্লাশ সিন্স-এ ভর্তি করাতেন : ☐ হ্যাঁ ☐ না
- ২। উপবৃত্তির ব্যবস্থা না থাকলে আপনি কি তার পড়াশোনা বন্ধ করে দিয়ে ইতিমধ্যে বিয়ে দিয়ে দিবেন : ☐ হ্যাঁ ☐ না
- ৩। আপনার মেয়ে এসএসসি পাশ করার পর আপনি কি তাকে কলেজে (মাধ্যমিক ক্লাশে) ভর্তি করাতেন : ☐ হ্যাঁ ☐ না
- ৪। এসএসসি পাশ করার পর আপনি কি আপনার মেয়েকে এইচএসসি টেকনিক্যাল/ ভকেশনাল কোর্সে ভর্তি করাতেন : ☐ হ্যাঁ ☐ না
- ৫। ধরুন আপনার মেয়ের বয়স ১৮ বছরের নীচে কিন্তু সে লেখা পড়ায় খুবই আগ্রহী; একই সাথে তার জন্য ভাল বিয়ের প্রস্তাব এসেছে- এই পরিস্থিতিতে আপনি কি তাকে বিয়ে দিয়ে দিবেন : ☐ হ্যাঁ ☐ না

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“উপবৃত্তিধারী স্কুলের শিক্ষকদের জন্য প্রশ্নমালা”

স্কুলের নাম :

শিক্ষক/শিক্ষিকার নাম :

শিক্ষাগত যোগ্যতা :

ঠিকানা : গ্রামঃ ডাকঘরঃ

উপজেলা জেলাঃ

- ১। উপবৃত্তির ব্যবস্থা থাকার কারণে ক্লাশ সিন্স-এ ছাত্রী ভর্তির সংখ্যা বৃদ্ধি কি পেয়েছে : ☐ হ্যাঁ ☐ না
- ২। উপবৃত্তির ব্যবস্থা থাকার কারণে ক্লাশ সিন্স থেকে দশম শ্রেণী পর্যন্ত ছাত্রীদের dropout সংখ্যা হ্রাস কি পেয়েছে : ☐ হ্যাঁ ☐ না
- ৩। উপবৃত্তির ব্যবস্থা থাকায় মাধ্যমিক স্কুলগামী ছাত্রীদের মধ্যে বাল্যবিয়ের সংখ্যা হ্রাস কি পেয়েছে : ☐ হ্যাঁ ☐ না
- ৪। ছাত্রীদের উপবৃত্তির কারণে নারীশিক্ষার হার বৃদ্ধি পেয়েছে যা কার্যত তার সামাজিক মর্যাদাকেও বৃদ্ধি করে দিয়েছে : ☐ হ্যাঁ ☐ না
- ৫। উপবৃত্তিধারী ছাত্রীদের ৪৫% নম্বর পেয়ে পাশ করার বিষয়টি সবসময় কড়াকড়িভাবে রক্ষা করা হয় : ☐ হ্যাঁ ☐ না
- ৬। উপবৃত্তিধারী ছাত্রীদের শতকরা ৭৫ ভাগ ক্লাশে উপবৃত্তির বিষয়টি সবসময় কড়াকড়িভাবে রক্ষা করা হয় : ☐ হ্যাঁ ☐ না
- ৭। উপবৃত্তির কারণে ছাত্রীদের ভর্তি সংখ্যা যে হারে বৃদ্ধি পেয়েছে একই হারে শিক্ষার মানও বৃদ্ধি পেয়েছে : ☐ হ্যাঁ ☐ না
- ৮। উপবৃত্তি ব্যবস্থার উন্নয়নে আপনার কোন সুনির্দিষ্ট সুপারিশ : ক)
খ)
গ)
ঘ)

স্বাক্ষর :

তারিখ :

**Bangladesh Public Administration Training Centre
Savar, Dhaka**

**Research Project on “Effectiveness of Gender Responsive Government
Interventions in Secondary Education in Bangladesh”**

“উপবৃত্তি সংশ্লিষ্ট কর্মকর্তাদের জন্য প্রশ্নমালা”

কর্মকর্তার নাম :
শিক্ষাগত যোগ্যতা :
ঠিকানা : উপজেলা : জেলা :

- ১। উপবৃত্তির ব্যবস্থা থাকার কারণে ক্লাস সিন্স-এ ছাত্রী ভর্তির সংখ্যা বৃদ্ধি কি পেয়েছে : ☐ হ্যাঁ ☐ না
- ২। উপবৃত্তির ব্যবস্থা থাকার কারণে ক্লাস সিন্স থেকে দশম শ্রেণী পর্যন্ত ছাত্রীদের dropout সংখ্যা কি হ্রাস পেয়েছে : ☐ হ্যাঁ ☐ না
- ৩। উপবৃত্তির ব্যবস্থা থাকায় মাধ্যমিক স্কুলগামী ছাত্রীদের মধ্যে বাধ্যবিত্তের সংখ্যা কি হ্রাস পেয়েছে : ☐ হ্যাঁ ☐ না
- ৪। ছাত্রীদের উপবৃত্তির কারণে নারী শিক্ষার হার বৃদ্ধি পেয়েছে যা কার্যত তার সামাজিক মর্যাদাকেও বৃদ্ধি করে দিয়েছে - আপনি কি এর সাথে একমত? ☐ হ্যাঁ ☐ না
- ৫। উপবৃত্তিদারী ছাত্রীদের ৪৫% নম্বর পেয়ে পাশ করার বিষয়টি কি সবসময় কড়াকড়িভাবে রক্ষা করা হয় : ☐ হ্যাঁ ☐ না
- ৬। উপবৃত্তিদারী ছাত্রীদের শতকরা ৭৫ ভাগ ক্লাসে উপস্থিতির বিষয়টি কি সবসময় কড়াকড়িভাবে রক্ষা করা হয় : ☐ হ্যাঁ ☐ না
- ৭। উপবৃত্তির কারণে ছাত্রীদের ভর্তি সংখ্যা যে হারে বৃদ্ধি পেয়েছে একই হারে কি শিক্ষার মানও বৃদ্ধি পেয়েছে : ☐ হ্যাঁ ☐ না
- ৮। উপবৃত্তি ব্যবস্থার উন্নয়নে আপনার কোন সুনির্দিষ্ট সুপারিশ :
ক)
খ)
গ)
ঘ)

স্বাক্ষর :

তারিখ :