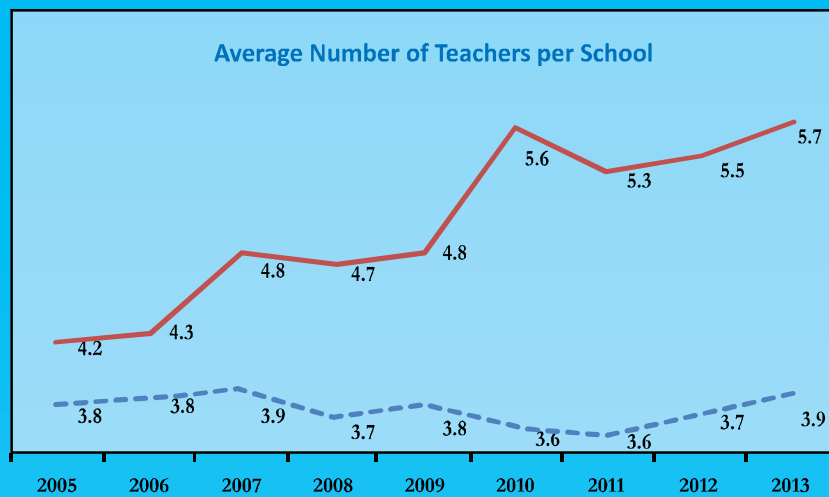


Fact Sheet

on

Status of Teachers in Primary and Secondary Schools in Bangladesh



**Campaign for Popular Education (CAMPE)
Bangladesh**

Fact Sheet

on

Status of Teachers in Primary and Secondary Schools in Bangladesh

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Campaign for Popular Education (CAMPE)
Bangladesh

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Acronyms

APSC	Annual Primary School Census
ASPR	Annual Sector Performance Report
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
B. Ed.	Bachelor of Education
CAMPE	Campaign for Popular Education
C-in-Ed	Certificate in Education
CPD	Continuous Professional Development
DFID	Department for International Development
DPE	Directorate of Primary Education
EW	Education Watch
GPS	Government Primary School
GER	Gross Enrolment Rate
HSTTI	Higher Secondary Teachers' Training Institute
MICS	Multiple Indicator Culture Survey
MoE	Ministry of Education
MoC	Ministry of Commerce
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
NER	Net Enrolment Rate
NGO	Non-Government Organization
NNGPS	Newly Nationalized Government Primary School
NNPS	Newly Nationalized Primary School
NRNGPS	Non- Registered Non-Government Primary School
PECE	Primary Education Completion Examination
RNGPS	Registered Non-Government Primary School
ROSC	Reaching Out-of-School Children
SLIP	School-Level Improvement Plan
SMC	School Management Committee
STR	Student Teacher Ratio

Preface

Campaign for Popular Education (CAMPE) is an advocacy and campaign network operating in Bangladesh since 1991. It started its journey with only 15 member organizations and has gradually grown into a well-known credible coalition of more than thousand education NGOs, dozens of researchers, education rights campaigners and teacher associations sharing similar vision and mission.

In the beginning CAMPE mainly focused on access to education and literacy but gradually it has included quality of education, early childhood care & development, technical & vocational education, education in emergencies etc. as part of its mission. Over the years CAMPE picked up varied issues for research and advocacy like education financing, education governance, right to education, quality teachers and community engagement in education to address the challenges for achieving quality education for all.

CAMPE believes that quality teacher is one of the key factors for ensuring quality education. In recent years CAMPE has initiated many activities to raise awareness on quality educator/teacher issue and to increase demand for policy and practice change in this area. As part of this, CAMPE has developed a *Fact Sheet* titled 'Status of Teachers in Primary and Secondary Schools in Bangladesh' focusing on gaps in terms of number and quality of teacher, trained teachers, teacher-student ratio etc. The information and data presented in the *Fact Sheet* were collected from different secondary sources.

The *Fact Sheet* may guide the relevant stakeholders particularly decision makers to develop future plan for teacher training, teacher recruitment process and budget allocation for teacher development. We hope our policymakers as well as concerned government departments will consider the findings and take necessary measures to ensure quality teachers for education.

We would like to extend our heartfelt thanks to Prof. M Nazmul Haq for preparing the *Fact Sheet* with due sincerity. We would also like to express our deepest gratitude to the members of the *Review Team* for their meticulous contribution to finalization of the document. Oxfam Novib deserves our appreciation for supporting this initiative of CAMPE.

Our special thanks to the Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MoPME) and Ministry of Education (MoE) for their cooperation. And finally, we would like to express our gratitude to the teachers who are trying to deliver quality lessons despite many challenges and workloads.

Rasheda K. Choudhury

Executive Director

Campaign for Popular Education (CAMPE)

Educational Data Sheet

Introduction

This data sheet provides relevant educational information in the field of primary and secondary level institutions. This section provides four categories of educational provisions i.e., Primary, Secondary, Madrashah and Non-Formal education. Data that are necessary for quality indication in terms of inputs and outputs only and teaching status are depicted in this data sheet. In most of the cases only national statistics or representative to national scenario are quoted here. This sheet contains information on school statistics, students' enrolment, teacher-student ratio, dropout rates, teachers' educational background, their attendance and absenteeism in school, subject based training, students' examination result, impact of coaching and per capita expenditure of the students for their education.

School Statistics

Number of Primary Level Institutions and their Enrolment Status.

Table 1 provides information on number of different educational institutions, teachers, and students in primary level institutions.

Table 1: Number of Primary Level Institutions, Teachers and Students by Categories.

No.	Type of Institutions	Number of Institution	Number of Teacher		Number of Student	
			Total	% Female	Total	% Girls
1	GPS (MoPME/DPE)	37,700	213,791	64.2	10,564,331	50.8
2	NNPS (former RNGPS)	22,632	89,483	45.3	4,325,894	49.8
3	Experimental School	56	227	87.7	11,499	49
4	Community Schools	1,244	4,297	75.4	207,526	51.1
5	NRNGPS	2,799	10,767	70.3	443,724	48.5
6	High School Attached Primary Section (MoE)	1,245	8,090	54.8	467,926	51.9
7	Ebtedayce Madrashahs (MoE)	2,623	10,318	17.9	344,120	48.4
8	High Madrashahs Attached Ebtedayce (MoE)	5,583	22,676	13.5	845,438	48.6
9	NGO School (Grade 1-5) (NGO Bureau)	2,101	4,690	67.2	212,212	51.1
10	Kindergarten (MoC)	14,100	84,635	58.7	1,798,500	45.4
11	BRAC Center (NGO Bureau)	9,683	9,744	97.2	214,161	60.5
12	ROSC (MoPME/DPE)	3,830	3,854	81.1	93,993	50.7
13	Shishu Kollyan (MoPME/DPE)	112	354	71.8	11,030	52.5
14	Others (including MoSW)	3,151	3,582	51.7	44,618	48.5
	Total	106,859	466,508	57.0	19,584,972	50.1

Source: Bangladesh Primary Education Annual Sector Performance Report, 2014, DPE.

Table 2: Number of Secondary Level Institutions, Teachers and Students by Categories

No.	Type of Institutions		Number of Institution	Number of Teacher		Number of Student	
				Total	Female (%)	Total	Girls (%)
1	Junior Secondary School	Public	-	-	-	-	-
		Private	2,869	20,733	25.96	428,697	60.06
2	Secondary School	Public	308	7,225	32.43	247,254	49.16
		Private	15,273	178,948	22.97	6,735,815	53.18
3	School and College	Public	10	414	48.55	13,638	23.82
		Private	748	13,723	35.20	511,831	51.71
	All Institutions	Public	318	7,639	33.30	260,892	47.83
		Private	18,890	213,404	24.05	7,676,343	53.47
	Total		19,208	221,043	24.37	7,937,235	53.28

Source: BANBEIS reports, 2012.

Sharing of Primary School Education among Ministries

Out of 106,859 educational institutions all are controlled or supported by three Ministries and NGO Bureau. Distribution of institutions is shown below in figure 1.

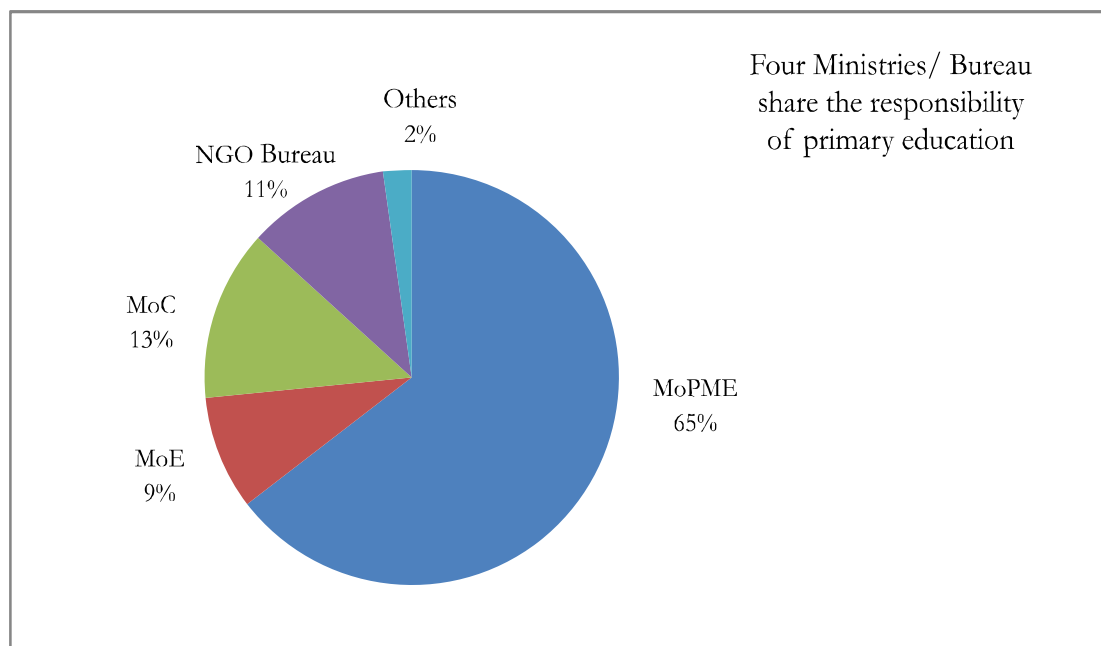


Figure 1: Percentage of primary level educational institutions controlled by different ministries (ASPR, 2014).

Ministry of Primary and Mass Education/Directorate of Primary Education - controls or supports five categories of schools e.g., GPS, NNGPS, NRNGPS, Experimental Schools, Community School, ROSC School and Shishu Kollayan Schools.

Ministry of Education (MoE) - controls and support High School Attached Primary Schools and Ebtedaye Madrashah.

Ministry of Commerce (MoC) - looks after the Kindergartens and their activities.

NGO Bureau - looks after the Non-formal Schools and BRAC centers.

Source: ASPR 2014.

Age-wise Distribution of Children in Primary School

Table 3: Percentage of Children by Age for Grade APSC and MICS

Grade	Under-age/Right age for grade					Over age by one year					Over age by two years or more				
	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2009 APSC	2010 APSC	2011 APSC	2012 APSC	2013 APSC
1	59.4	87.9	81.8	84.6	85.8	21.6	10.3	12.6	11.8	10.8	18.9	1.9	3.4	3.6	3.9
2	52.7	85.7	81.7	80.2	84.2	25.3	11.2	12.4	13	12.1	22.0	3.0	3.6	6.8	3.7
3	45.3	83.7	79.1	80.7	83.1	22.3	13.5	14.3	15.7	12.8	32.4	2.9	4.0	4.1	4.2
4	40.6	83.0	77.4	80.5	84.1	28.6	13.7	14.6	14.4	11.7	30.8	3.3	4.9	5.1	4.2
5	42.1	87.5	78.7	79.8	85.3	20.4	8.9	12.0	13.4	10.1	37.6	3.6	5.1	6.8	4.6

Source: APSC 2010-2013, MICS 2009

Data of the above table clearly demonstrates the trend of decreasing coverage of children in the school. Homogeneity in the age of children has advantage over the heterogeneous group.

Gross and Net Enrolment Rates

Gross and Net-Enrolment of children in schools are important indicators for the administrators and researchers. In order to understand the development in the education sectors these two indicators are key to success.

GER and NER in Different Institutions

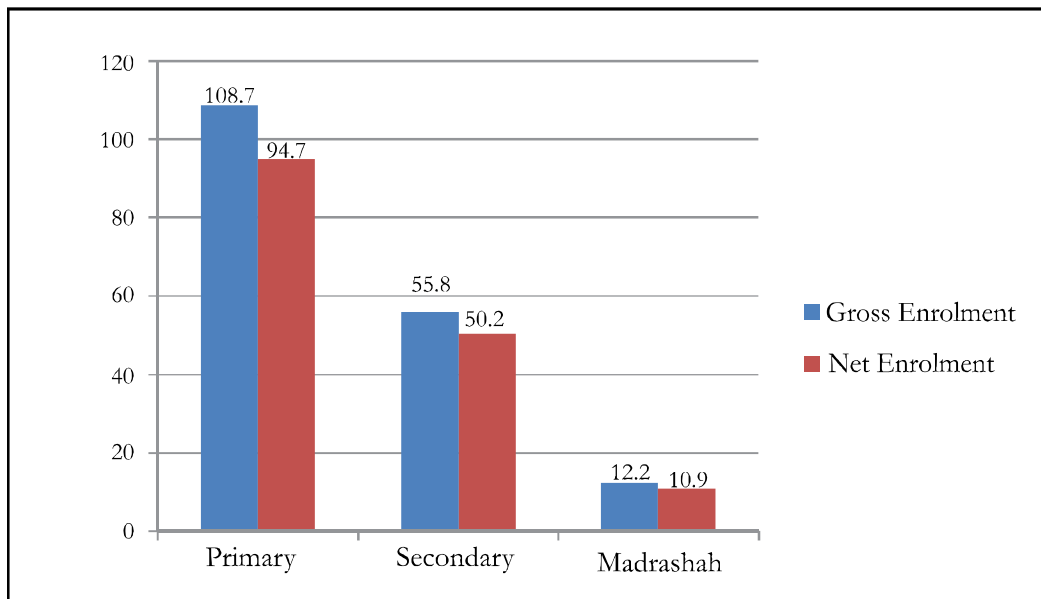


Figure 2: Situation of GER and NER in different categories of institutions (BANBEIS, 2014)

Dropout Rate by Category

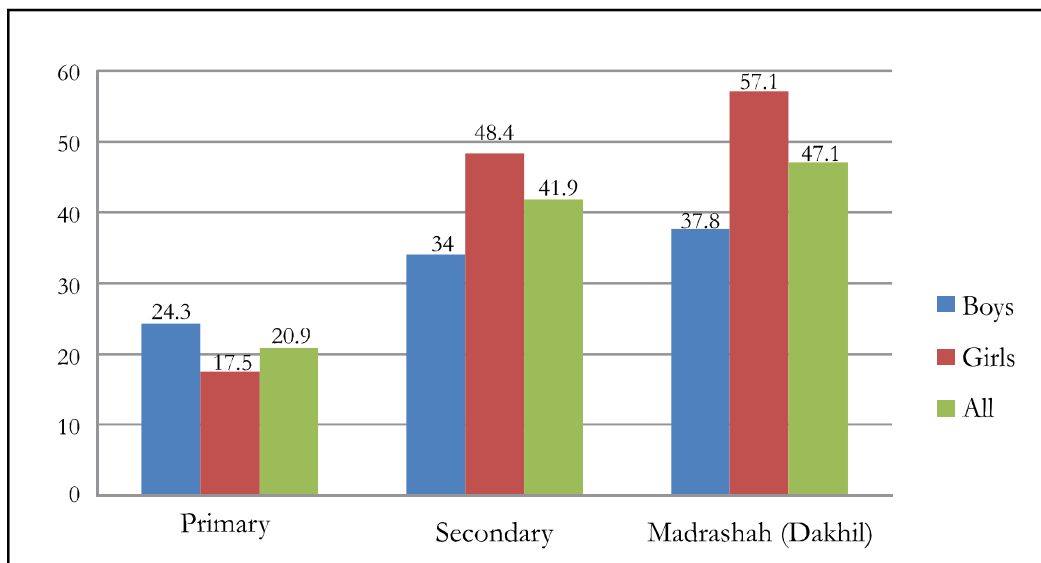


Figure 3: Status of dropout in different categories of institutions (BANBEIS, 2014).

Student Dropout Rates

The scenario of students' dropout in different categories of educational institute shows a mixed picture. Still after long concerted effort the dropout rate in primary schools ranges between one fifth to one fourth of the total enrolment. The scenario is still higher in secondary schools and madrashah. Except primary school the dropout rate is much higher in girls than boys in all types of institutes.

Effectiveness and Efficiency of Primary Education

How far our primary education achieved its objectives, can be determined through measuring some indicators. These indicators are depicted in the following figure 4.

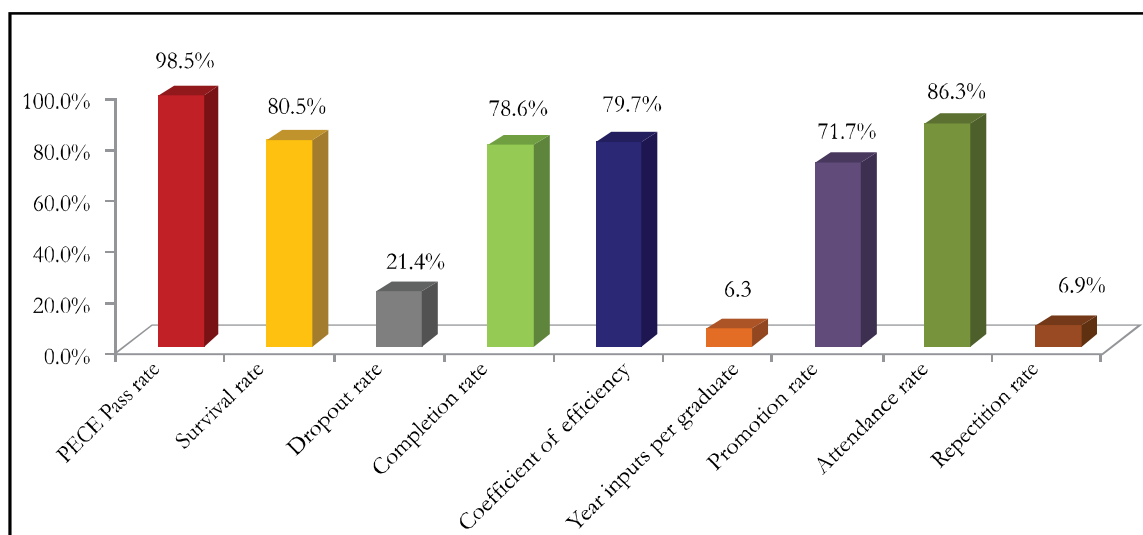


Figure 4: Effectiveness and Efficiency indicators as per APSC 2013.

Few Definitions of the Terms Used in Figure 4.

Coefficient of Efficiency: The ideal (optimal) number of pupil years required (i.e. in the absence of repetition and dropout) to produce a number of graduates from a given school cohort for primary education expressed as a percentage of the actual number of pupil years spent to produce the same number of graduates.

Promotion Rate: Proportion of pupils from a cohort enrolled in a given grade in a given school year those studies in the next grade in the following school year.

Repetition Rate: Proportion of pupils from a cohort enrolled in a given grade in a given school year those studies in the same grade in the following school year.

Survival Rate: 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 expected to reach successive grades, regardless of repetition.

Dropout Rate: Proportion of pupils from a cohort enrolled in a given grade in a given school year no longer enrolled in the following school year.

Transition Rate: The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.

Year of Input Per Grade: The estimated average numbers of pupil years spent by pupils (or students) from a given cohort who graduate from primary education, taking into account the pupil years wasted due to dropout and repetition. One school year spent in a grade by a pupil is equal to one pupil year.

Physical Condition of School

Nearly two thirds of the primary school teacher teaches in sub-standard size class i.e., less than 26×19 feet (DPE, 2014)



Sub-standard size class



Sub-standard classroom

Few Statistics:

Standard classroom size (26 x 19.5 feet and larger), total	: 38%
Government Primary School	: 42%
Newly Nationalized Primary School	: 31%

Teacher Training Institute and Training Status

• Primary Training Institute	: Public 53	Private 3
• Teachers Training College	: Public 14	Private 104
• Technical Teacher Training College	: Public 01	Private -
• Vocational Training Institute	: Public 01	Private -
• Physical Education College	: Public 05	Private -
• HSTTI	: Public 05	Private -
• Madrashah Training Institute	: Public 01	Private -

Percentage of teachers with professional degrees in primary school	: 90%
Male teacher trained	: 91%
Female teacher trained	: 86%
Head teachers received subject based training	: 66.8%
Assistant teachers received subject based training	: 60.3%
Teachers received CPD training	: 89%
Head teacher received management training	: 65%
SMC members (at least three) received training	: 34%
Schools meet 46:1 student-teacher ratio (STR)	: 51%
Transition from primary to secondary schools	: 97.5%

Source: BANBEIS, 2013

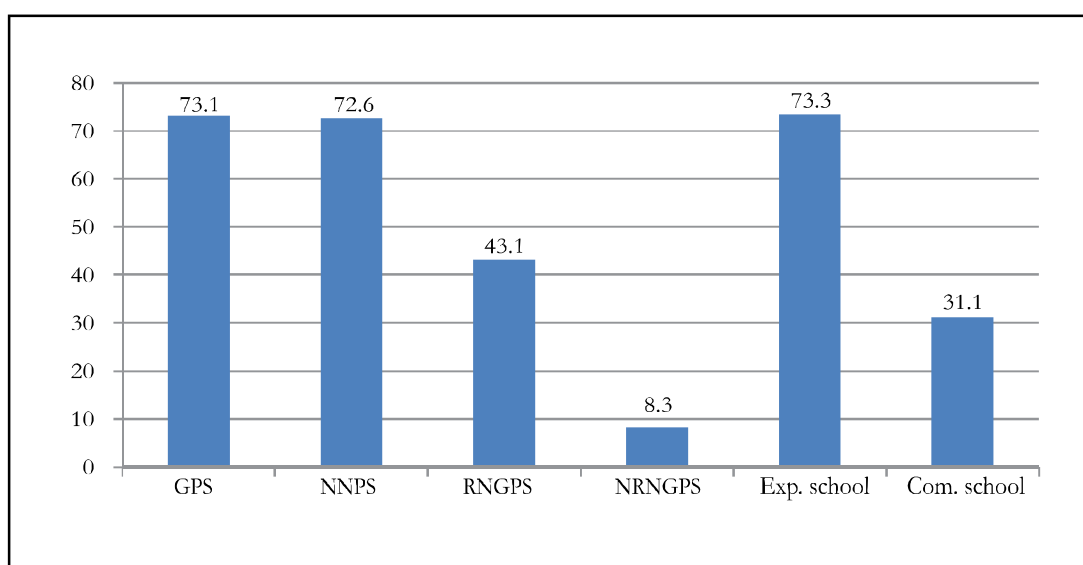


Figure 5: Percentage of C-in-Ed trained teacher available in different categories of schools (APSC survey, 2014)

Great Concern

Large number of teachers in primary level institutions still require pedagogical training.

Average Number of Teachers per School

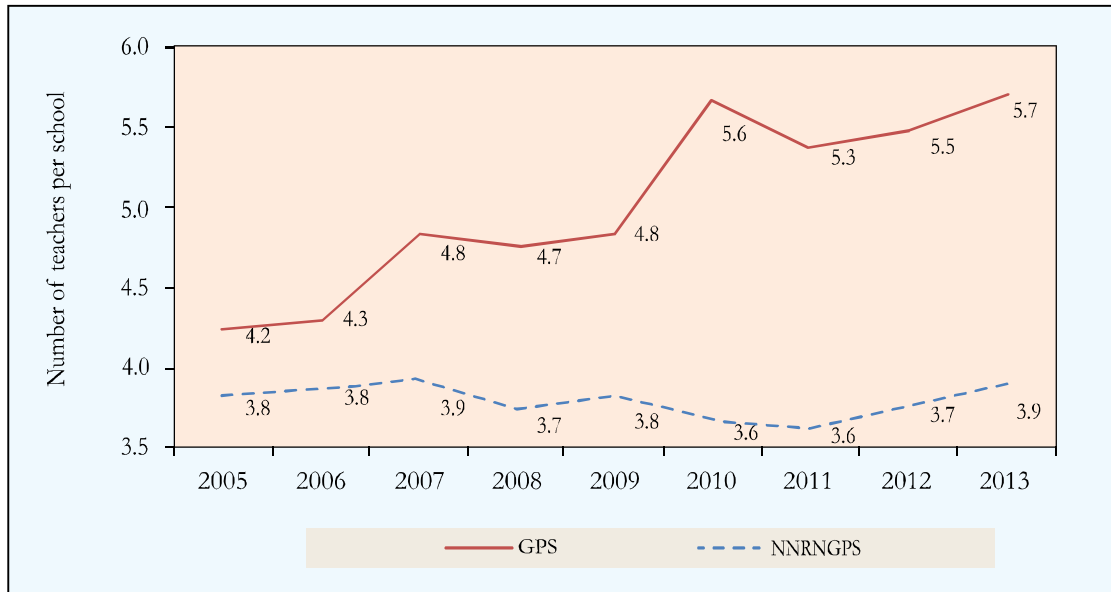


Figure 6: Average number of teachers per school.

Subject Based Training of Primary School Teachers by Gender

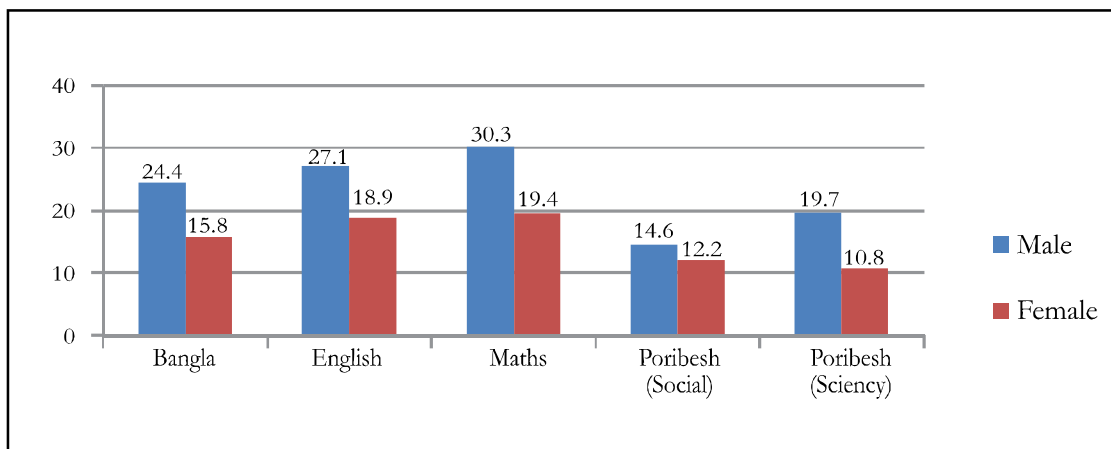


Figure 7: Teachers received subject based training in primary school (EW, 2008).

Attention Required

The above figures suggest that more subject based training is highly recommended.

Scenario in Secondary Schools

Percentage of teachers trained in secondary school	: 62.3%
Secondary school teachers teach English without having BA in English	: 24.6%
Secondary school teachers teach Math without having BA in Math	: 35.2%
Secondary school having Science Laboratory	: 58.9%

Teacher Student Ratio in Different Institutions

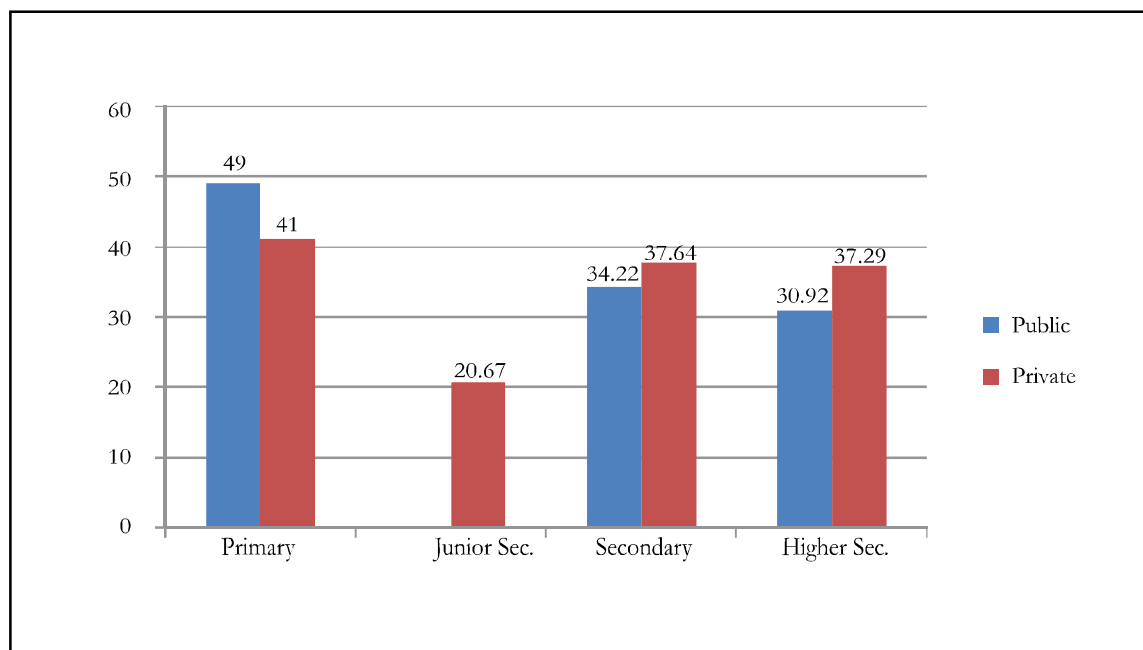


Figure 8: Teacher student ratio in different types of school by category. (DPE, 2014)

Scenario between Public and Private Institutions

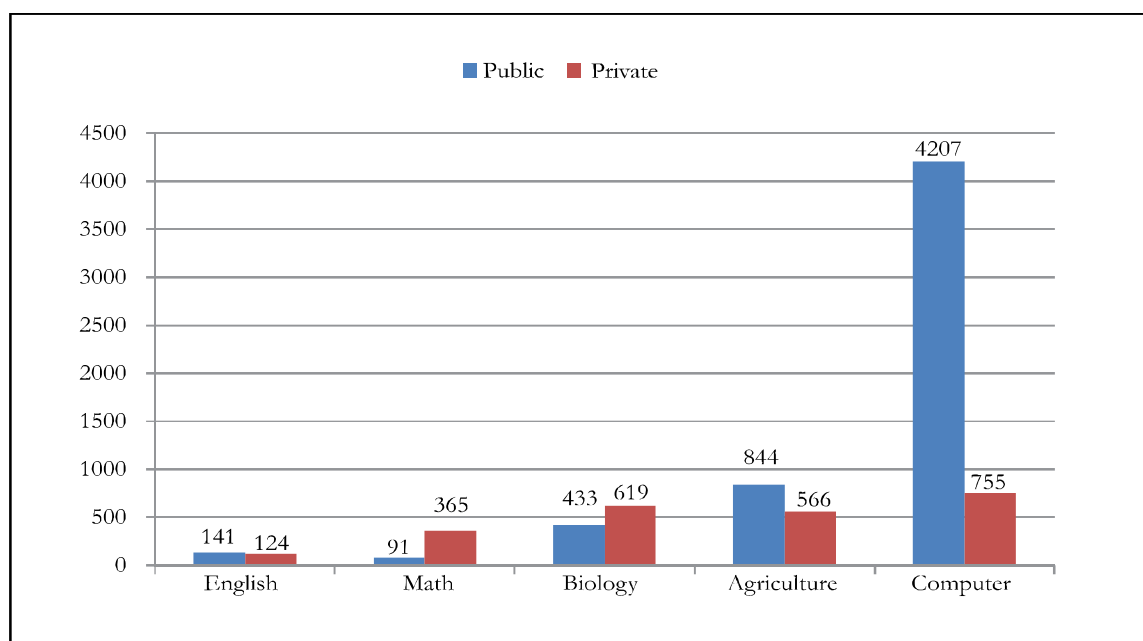


Figure 9: Teacher student ratio in secondary school by subject and category of school. (BANBEIS, 2011, 2012)

Teachers' Attendance and Absenteeism

Teachers' absenteeism in primary school	: 12 - 13 %
Teachers' late arrival to school	: 42.5%

Teachers Late Arrival by Type of Institutions in Percentage

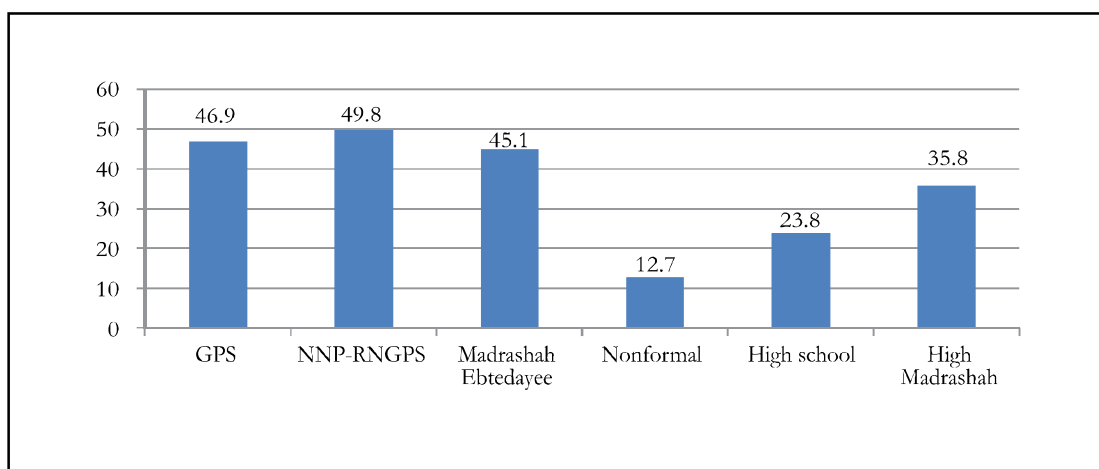


Figure 10: Teachers late arrival in school by type of institutions (EW 2008).

Average Minute Wastage per day due to Late Arrival

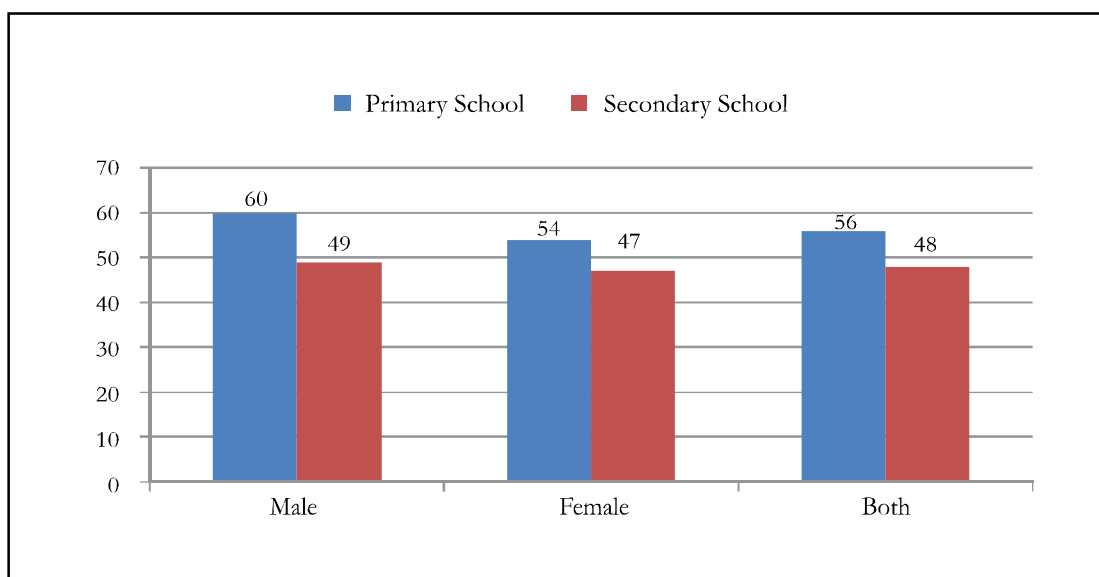


Figure 11: Average minute wastage per day due to late arrival and early leaving of teachers by category (EW 2010).

Teacher Absenteeism in Primary and Secondary School

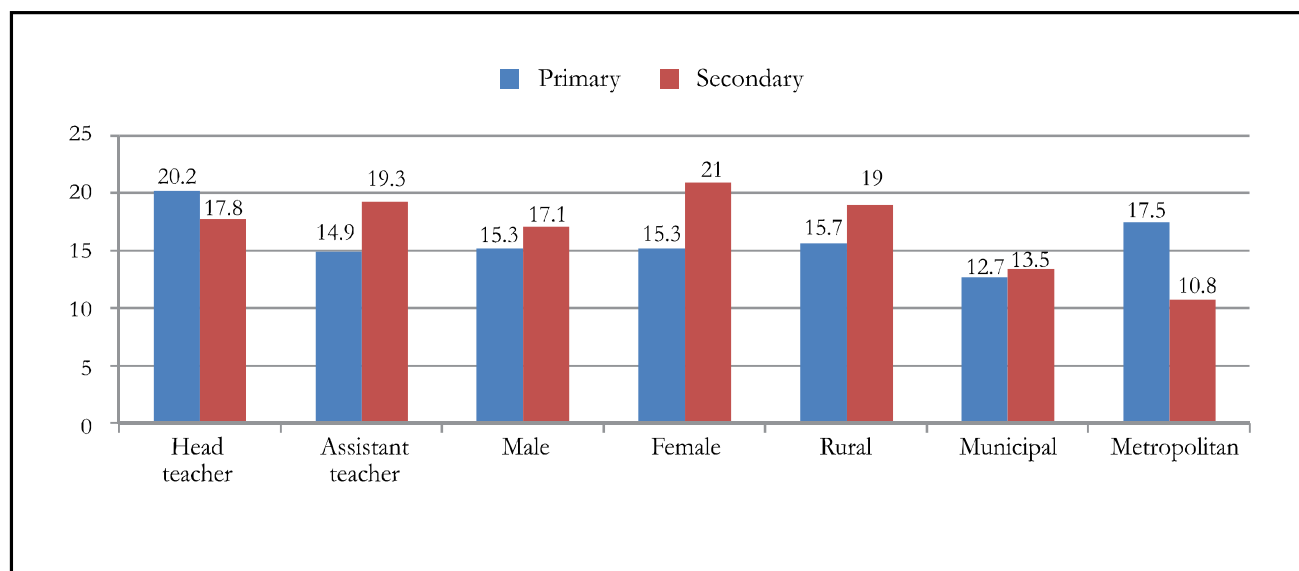


Figure 12: Rate of teacher absenteeism in primary and secondary schools (Chaudhury et al, 2004)

Concerted Coaching Improves Student Achievement

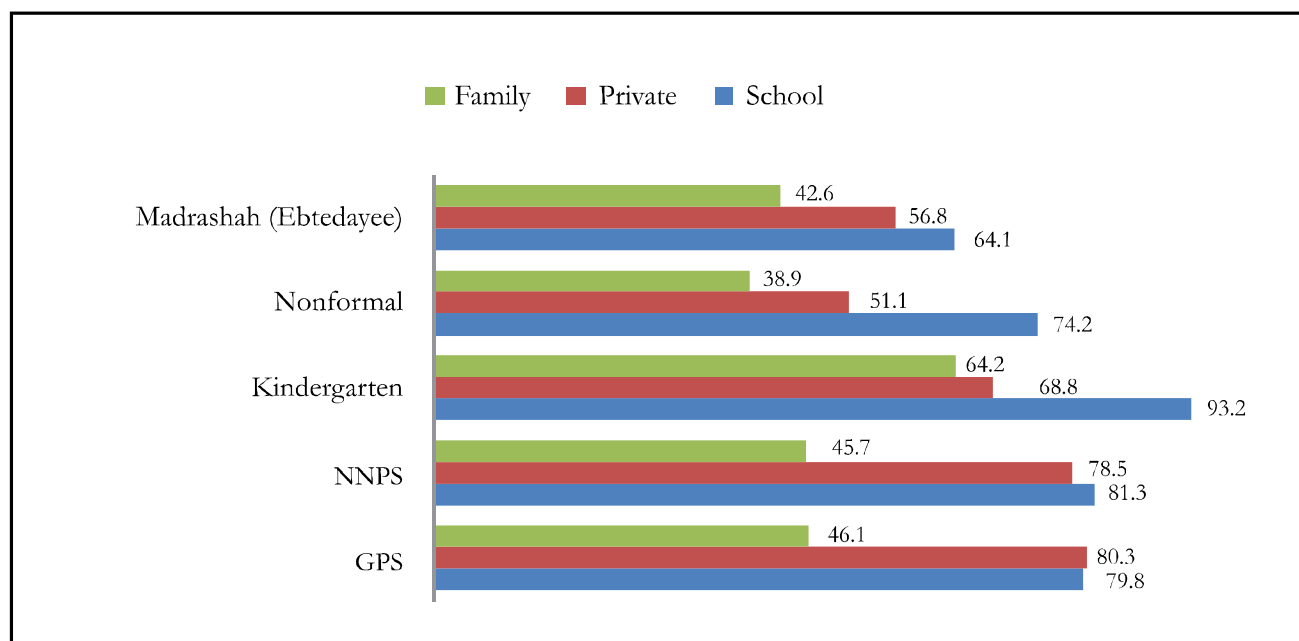


Figure 13: Percentage of students received additional coaching in PECE from three different sources (EW 2014).

Student Achievement

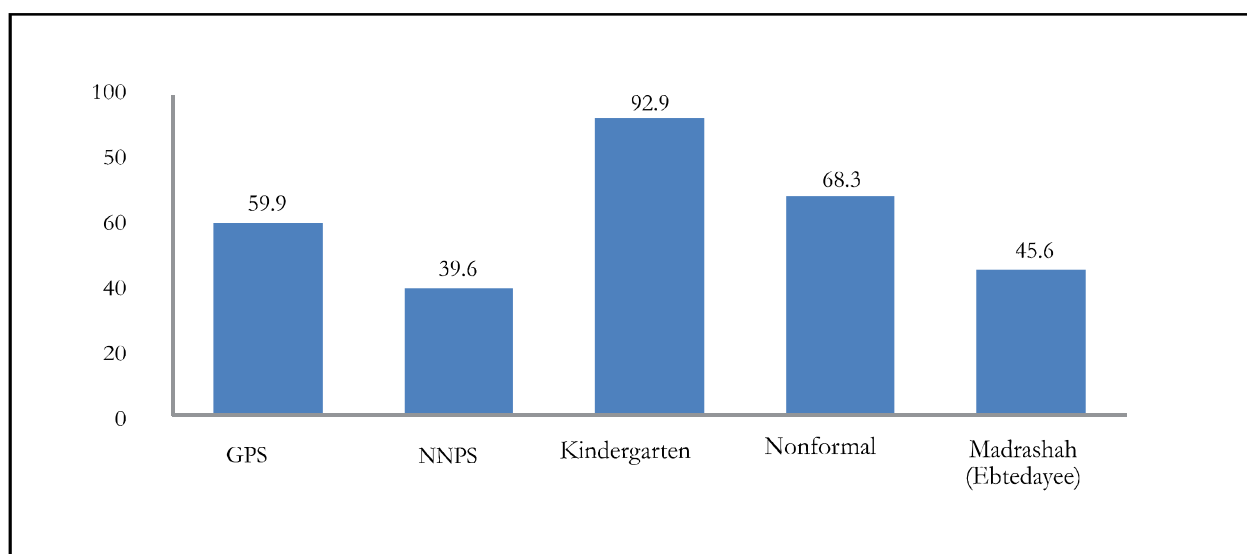


Figure 14: Percentage of students obtained GPA 3.5 and above in PECE (EW 2014).



Researchers' Observation on Teachers and their Effort

- An effective teacher is the single most important school related factor responsible for better learning (World Bank, 2013) {Schacter and Thum, 2004; Glewwe and Kremer, 2006; Hansushek and Rivkin, 2006, 2010}.
- Educational qualifications and experience contributes little in the quality of teaching (Hansushek and Rivkin, 2010 in World Bank 2013).
- Like other countries correlation between teacher quality (based on experience and qualification) and student learning outcome is relatively weak (World Bank, 2013).
- Teachers' subject based training is found positively correlated with the performance of students rather than the teacher's professional degrees (World Bank, 2013).
- Teaching methods and teachers beliefs impact students' learning much than traditional school practices (World Bank, 2013).
- Weakness in teachers' subject knowledge affects students learning negatively.
- About 30% of students think that their teachers are not knowledgeable (CAMPE, 2008).
- Limited contact hours during academic year, e.g., 861 hours in one shift school and 595 hours in double shift school in grade one, reduces the teachers' teaching impact on the students' performance (World Bank, 2013).

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