

Quality Education

Teachers for the Next Generation



Campaign for Popular Education (CAMPE)
Bangladesh

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Teachers for the Next Generation

A Research Report by
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Campaign for Popular Education (CAMPE)
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Acronyms

APSC	Annual Primary School Census
ASPR	Annual Sector Performance Report
ATEO	Assistant Thana Education Officer
AUEO	Assistant Upazilla Education Officer
B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
BA	Bachelor of Arts
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BDT	Bangladeshi Taka
BES	Bangladesh Educational Statistics
CAMPE	Campaign for Popular Education
C-in-Ed	Certificate in Education
DPE	Directorate of Primary Education
Dip-in-Ed	Diploma in Education
DPEO	District Primary Education Officer
EFA	Education for All
EW	Education Watch
FGD	Focus Group Discussion
GPS	Government Primary School
GSS	Government Secondary School
HSC	Higher Secondary Certificate
ICT	Information and Communication Technology
ILO	International Labor Organization
M.Ed	Master of Education
MoC	Ministry of Commerce
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
NGPS	Non Government Primary School
NGSS	Non Government Secondary School
NNPS	Newly Nationalized Primary School
NSA	National Students Assessment
NTSC	Non-government Teachers Selection Commission
OECD	Organization for Economic Co-operation and Development
QEGC	Quality Educators for Generations to Come
RNGPS	Registered Non Government Primary School
SCR	Student Classroom Ratio
SDG	Sustainable Development Goals
SMC	School Management Committee
SSC	Secondary School Certificate

STR	Student Teacher Ration
PEDP	Primary Education Development Program
TALIS	Teaching and Learning International Survey
TEO	Thana Education Officer
TQI	Teaching Quality Improvement
UEO	Upazilla Education Officer
UGC	University Grant Commission
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
URC	Upazilla Resource Center
USD	United States Dollar

Preface

Campaign for Popular Education (CAMPE) is an advocacy and campaign network promoting quality education, retention and completion of primary & secondary education cycle of both boys and girls of Bangladesh. It started its journey in 1990 with only 15 member organizations and has gradually grown into a well-known credible coalition of thousands of education NGOs, dozens of researchers, education rights' campaigners and teacher associations sharing similar vision and mission. CAMPE, the Secretariat of Education Watch, a civil society platform of researchers, practitioners and activists in the education sector of Bangladesh coordinates the production of annual research-based Education Watch reports, presenting a civil society perspective on progress and challenges of achieving different national and international goals and targets in Bangladesh.

Despite commendable progress achieved in the education sector, quality of education as a whole and teachers in particular is still an issue. No education system can perform well without well-equipped, qualified teachers. Considering the importance of 'quality teachers for quality education' CAMPE initiated this study on "Teachers for the Next Generation".

The study, in a rapid appraisal mode, collected primary data of 500 Primary and Secondary teachers and conducted 125 FGDs with different groups of stakeholders in 25 districts. Besides, feedback was gathered through a national level consultation held with different stakeholders including relevant ministries and departments, development partners, civil society and teacher associations. The study has tried to elicit information about demographic features and personal characteristics of the respondents, factual information about educational qualification and professional training, as well as working condition and work environment, and finally, about perceptions on the factors that affect teachers' work and performance.

The whole exercise was a collective effort and we would like to extend our heartfelt thanks to Dr. Manzoor Ahmed, Professor Emeritus, BRAC University and his team for conducting the study with sincerity and commitment within a very short time. We would also like to express our deepest gratitude to relevant government officials, field experts and practitioners for their valuable contribution at all levels from study design to finalization of the report.

Our sincere appreciation for the teachers, students, guardians, local education officials, civil society, including partner NGOs and CAMPE team who provided quick and spontaneous supports during the study. Special thanks to the Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MoPME) and Ministry of Education for their cooperation.

If the study serves the purposes of drawing the attention of decision makers, teachers and other stakeholders to the urgency of ensuring "quality teachers for quality education" then our efforts will be worthwhile.

Rasheda K. Choudhury

Executive Director

Campaign for Popular Education (CAMPE)

“An education system is only as good as its teachers. Teachers are essential to universal and quality education for all: they are central to shaping the minds and attitudes of the coming generations to deal with new global challenges and opportunities. Innovative, inclusive and results-focused teaching is crucial for 2015 and beyond if we are to provide the best possible opportunities for millions of children, youth and adults worldwide.”

Joint Message on the occasion of the World Teachers' Day (5 October 2014)

Irina Bokova, Director General, UNESCO

Guy Ryder, Director General, ILO

Anthony Lake, Executive Director, UNICEF

Helen Clark, Administrator, UNDP

Fred van LEEUWEN, General Secretary, Education International

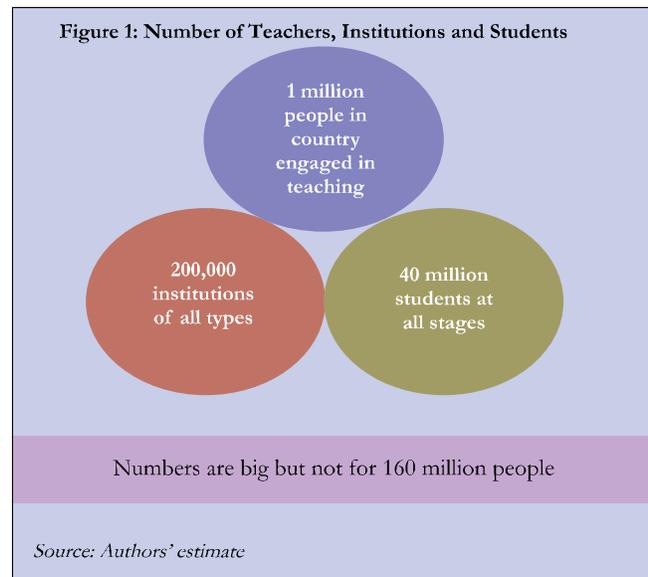
Executive Summary

1. Background

a. The Single Largest Occupational Group

Teaching is the largest single occupational category for people with post secondary education in the country. More than a third of all college and university graduates in the country are employed in teaching. Even a higher proportion needs to be in teaching, if the demands of the system in numbers and quality are to be met. This itself calls for comprehensive and coordinated human resource development policy, strategy and plan for the teaching profession.

At present, teaching appears to be the last occupational choice for college graduates in Bangladesh. It is doubtful that many parents today would wish their children to grow up to become a primary or secondary teacher. In contrast, teaching is one of the highest paid occupations for university graduates in Germany, Korea, Switzerland, Spain and Singapore and a coveted profession in most OECD (Organisation for Economic Co-operation and Development) countries.



b. Scope and Specific Objectives of The Study

- Look critically at the current quantitative and qualitative dimensions of teachers in primary and secondary education including numbers, educational qualifications and professional training
- Identify the challenges in improving quality of teachers
- Consider what should be the characteristics of the 21st century teachers
- Investigate the ways of attracting and retaining sufficient numbers of talented young people into teaching and keeping them in the profession
- Recommend advocacy strategies and actions aiming at concerned agencies and policymakers.

c. Methodology

The study methodology, in a rapid appraisal mode, involved collecting primary data through questionnaires (500 teachers—divided between Primary and Secondary) and 125 FGDs with different groups of stakeholders, viz., primary school teachers, secondary school teachers, guardians, students and SMC members in 25 districts. Besides these, a national level consultation meeting held with different teachers associations of primary and secondary teachers in Bangladesh. The questionnaire was used to elicit information about demographic and personal characteristics of the respondents, factual information about educational qualifications and professional training, as well as working condition and work environment, and finally, about perceptions on the factors that affected teachers' work and performance.

2. International Context

It is generally understood that no education system can be better than its teachers. By the estimate of the UNESCO Institute of Statistics, to achieve universal primary education by 2020 countries will need to recruit 12.6 million new primary teachers. By 2030, this demand for teachers will rise to 27.3 million. The shortage of qualified teachers is going to be a bottleneck for many countries to achieve education for all of acceptable quality.

More than half (56 per cent) of the 70 million teachers in primary and secondary education in the world are from the Asia-Pacific region. An education system that is concerned about quality has to attract and retain a qualified teaching staff and support teachers in the classroom, and in their continued professional development.

The SDG goal 4 - ‘Ensure inclusive and equitable quality education and promote life-long learning opportunities for all’-indicates that greater emphasis will have to be placed on having adequate numbers of teachers who have the necessary skills and capabilities. With a new target under this goal of ensuring the provision of 12 years of education, demand for teachers and on their quality will increase.

What the slow learner outcome means for teachers and the job they do is a question that arises with renewed urgency. The literature on education quality and teaching continues to point at the teachers as the key actors in delivering good quality education.

The 2013/4 EFA Global Monitoring Report (UNESCO, 2014) identified four strategies necessary to achieve the EFA goal of quality education for all. The first was to attract the ‘best’ teachers, and select and recruit teachers to reflect the diversity of the children they will be teaching. The second was to improve teacher training so that teachers would be capable of supporting the weakest learners. The third called for placing teachers in areas and with populations where teachers are needed most - often the most challenging remote and rural areas. And the fourth strategy was the right mix of incentives and conditions to encourage teachers to perform and remain in the profession.

Keeping teachers motivated and retaining them in the profession are linked with teachers’ status, working conditions and their level of satisfaction with their work. As highlighted in OECD’s Education Indicators in Focus series (OECD, 2014), making teaching a career of choice and one that will attract capable people is influenced directly by the recruitment process, salary and retraining opportunities.

As the Bangkok Statement for the Asia-Pacific Region on the post-2015 education agenda stated, “Efforts must be made at all levels and in all educational settings to ensure that all students are taught by qualified, professionally trained, motivated, committed and well-supported teachers, who use appropriate pedagogic approaches.”

3. National Overview of Teachers and Teaching

a. Primary Education

The total number of primary education teachers was 466,508 (in over 106,000 primary level schools of all types), as reported by the Annual Primary School Census of 2013. Of these teachers, female teachers totaled 57%. The percentages of female teachers in two major categories of schools—GPS and NNPS—were 64% and 45% respectively (Box 1).

Box 1: Teachers at a Glance

- The total number of primary education teachers in 2013: 466,508 (in over 106,000 primary level schools of all types)
- Female teachers: All Primary 57%; PS 64%; NNPS 45%
- Secondary Teachers Census 2014 covered 28,253 institutions and 312,479 teachers at secondary level under government and non-government management.
- Of these: 66% in schools; 28% in madrasah, and 6% in colleges.
- Female ratio 21% (24% in school, 35% in school and college and only 12% in madrasah).

Source: DPE, Annual School Census, 2013; BANBEIS, Teachers Survey, 2014

It is reported that during six years of PEDP 2, some 45,000 teachers were recruited. According to Education Watch (EW) survey in 2014, 40 or less number of students per teacher was observed in 30.8% of the government and 22.7% of the newly nationalized primary schools. These mean that 69 to 77% schools have more than 40 students per teacher. The proportion of teachers meeting the minimum professional training requirement of at least C-in-Ed has remained around 83% since 2010. The PEDP 3 target is 95% by 2017.

b. Secondary Education

The Teachers Census conducted by BANBEIS in 2014 reported 28,253 institutions and 312,479 teachers working in secondary level under government and non-government management, but registered or affiliated with appropriate education authorities. Of the total, 66% were school teachers, 28% madrasah teachers and 6% college teachers. The overall female parentage was 21% - with 24% in school, 35% in school and college and only 12% in madrasah (Box 1).

The statistics of BANBEIS confirm that the secondary institutions do not have minimum number of teachers for teaching specific subjects except social science and religion. Social science has on an average more than three teachers per institution. But there are shortages in compulsory subjects such as English and even in Bangla, math and science and computer. It also reveals that 13% institutions were being run without regular Head of the institution.

Another revelation is that teachers are all designated as Assistant Teachers except the Head Teacher and the Asst. Head Teacher. This indicates that there is no career ladder or a path of career progression for teachers. Most teachers enter the profession as Asst. Teacher and retire as Asst. Teacher in both primary and secondary schools (Table I).

Monthly Pay Order, the mechanism for paying government salary subsidy to teachers applied to enlisted non-government institutions, which were 99% of all secondary level institutions. The percentage of teachers receiving MPO was 88% in schools, 87% in school and college and 86% in madrasah.

According to BANBEIS 2014 survey, among secondary/higher secondary level teachers, 60% had Bachelor's degree and 23% Masters. Among all degree holders only 1.4% of degree holders had first division in the degree examination and 14% had graduation with honors. The percentage of honors degree holders was 41% among school and college teachers, 15% in schoolteachers and only 5% in case of the madrasah teachers. About 19% of all teachers had Fazil and 15% had kamil degree - with much higher ratios in madrasah (BANBEIS survey 2014).

Table I: Designations, Numbers and Adequacy of Secondary Teachers

Designation	Number	Number per 100 Institutions
Head Teacher	24,536	87
Asst. Head Teacher	18,874	67
Asst. Teacher Social Science	89,363	316
Asst. Teacher Bangla	14,018	50
Asst. Teacher English	16,083	57
Asst. Teacher Science and Math	39,079	138
Asst. Teacher Phys.Ed.	16,162	63
Asst. Teacher Agriculture	17,868	63
Asst. Teacher Islamiyat	42,365	151
Asst. Teacher Computer	13,224	47
Asst. Teacher Business	7,029	25
Asst. Teacher Other Religions	7,060	25
Section Teachers	1,578	6
All Teachers	307,239	1,089

Source: Calculated from BANBEIS, 1st Semiannual Survey of Teachers, 2014

The basic professional training for secondary teachers, the 9-months Bachelor of Education (B. Ed), was received by less than half of the secondary teachers (46%). There was great variation among school type and for different divisions in the country, indicating that in many schools and areas, the proportion with training was much less (ibid.).

The head of the school as the leader of the institution has a critical role in ensuring quality of school, setting standards and creating the conditions for good performance by teachers. The Headmasters need to have the professional skills and capabilities to play this role. Recognising this role of the Head Teacher, the TQI project has introduced a 21-days head teacher training with a 6-days follow-up after an interval. This is complemented by another 35 days of in-service training with a mixed content of pedagogy and management (ibid.).

It was found that nearly 52% Head Teacher received the first longer training, 35% had the opportunity to be in the shorter follow-up, and only 15% participated in the in-service training by March, 2014. Only 17% of all teachers have received training on use of the computer. Training on digital teaching content preparation has been received so far by fewer than 8% of the teachers (ibid.).

About a third of the teachers taught 26-30 classes, a little more than a third taught 21 to 25 classes a week. The large majority of the head teachers also taught 11-20 classes in a week, indicating an overall shortage of teachers that imposed a relatively heavy workload on them (ibid.).

4. Discussions Based on the Survey

This rapid appraisal collected and analyzed data about educational preparation and professional training of primary and secondary teachers; teacher's supervision and evaluation; teachers' economic status and income; supervision and evaluation of teachers; and teachers' perceptions and expectations about their work. The collected data were placed in the context of a national overview of teachers and teaching in primary and secondary education and the international discourse on quality and equity in education and the role of teachers. The recently adopted SDG4/Education 2030 agenda make the examination of the teachers' situation in primary and secondary education especially pertinent.

It is worth noting that the sample of teachers for this study were drawn from primary (GPS and NNPS) and secondary schools, which served over 80 percent of primary students about 85 percent of secondary level students. The major categories of institutions not included here are the ibtedayee madrasahs and non-formal second chance primary education centers of NGOs at the primary level and dakhil madrasahs at the secondary level as well as profit-making private schools. Reliable estimates of enrollment in quomi madrasahs and the private profit-making schools, outside the purview of government oversight, do not exist.

The relatively small and opportunistic sample may not represent the general teacher population, but this may not be a serious setback for the qualitative enquiry pursued in this study.

a. A Quantitative Shortfall

Student teacher ratio close to 50 students to a teacher in primary school is a serious impediment to quality teaching and a major obstacle to teachers doing their job well. During PEDP 2 period over a period of six years some 45,000 teachers have been recruited and a similar number is being recruited under PEDP 3.

But do these numbers actually result in net addition to teachers in the system, if the natural attrition – those who retire and leave the system for other reasons – is counted? Annual Sector Performance Reports for primary education do not report teaching personnel turn-over and net addition and reliable data seem difficult to retrieve. To bring down student teacher ratio to a defensible 30:1, another 100,000 teachers should be recruited in primary schools.

The secondary teachers' census undertaken in 2014 under TQI shows serious deficits in common compulsory subjects including English, even Bangla, mathematics, science and computers, if a count is taken of subject-specific teachers per 100 schools. For every hundred schools, there are only 47 computer teachers, 50 for Bangla, 57 for English and 138 for Math and all the science subjects. If at least one teacher for these compulsory subjects in every school is considered necessary, at least 50,000 teachers should be recruited immediately for secondary schools.

To bring the provisions for primary and secondary level education to an acceptable standard in terms of class size, teacher-student ratio, and sufficient learning time in school, the teaching force for these stages need to be doubled from the present number of approximately 750,000 within a medium term time frame.

b. Absence of a Career Path for Teachers

It is a unique system in Bangladesh in which the basic designation of the teaching position is Assistant Teacher and there is no designation of teacher, senior teacher, subject coordinator, team leader etc. Almost all teachers enter the profession as an Assistant Teacher and retire from work as an Assistant Teacher. There is no career ladder for teachers – a serious de-motivating factor.

c. Quality of Teachers' Academic Qualifications and Professional Preparation

The sample in this study shows that even at the primary level a substantial proportion of teachers has qualifications above the required HSC (91% of teachers with Bachelors or higher degree in GPS and 48% in NNPS). At the secondary level, 52% of the teachers are with Masters degree, exceeding the minimum Bachelors degree requirement, and 46% had the Bachelors (Table II).

Table II: Educational Qualifications of Teachers

Name of degree	Primary				Secondary		
	All Primary	GPS	NGPS	NNGPS	All Secondary	GSS	NGSS
SSC	3.2%	2.4%	0%	11.1%	0%	0%	0%
HSC	11.3%	7.1%	25.0%	40.7%	1.2%	0%	1.3%
Bachelor (Pass)	40.9%	42.0%	37.5%	33.3%	37.7%	7.4%	42.0%
Bachelor (Honors)	5.7%	6.1%	0%	3.7%	8.7%	3.7%	9.4%
Bachelor (All)	46.6%	48.1%	37.5%	37.0%	46.4%	11.1%	51.40%
Masters	38.9%	42.5%	37.5%	11.1%	51.6%	88.9%	47.3%

Source: Rapid sample survey 2015

Whether a high academic qualification indicates a higher intellectual capability and competence to do a good teaching job depends arguably on the performance and achievement of the person in the respective public examination for obtaining the academic credential. About two-thirds of the primary teachers had

the second division in HSC and for the Bachelors degree, For secondary, it was 56% and 61% respectively. More than a third of the Bachelors' degree holders among both primary and secondary teachers had the third class (Table III).

Table III: Division/Class of Teachers in Diploma/Degree

School	Division/Class	SSC	HSC	Bachelor	Masters
Primary	1 st	38.1%	14.9%	2.8%	15.7%
	2 nd	54.3%	66.8%	63.1%	74.1%
	3 rd	7.7%	18.3%	34.1%	10.2%
Secondary	1 st	43.7%	23.2%	3.2%	8.6%
	2 nd	47.6%	56.0%	61.0%	78.6%
	3 rd	8.7%	20.8%	35.7%	12.9%

Source: Rapid sample survey 2015

A pertinent question is whether a person with a 3rd class/division bachelor or masters would be a more effective and capable teacher than one with a 1st division SSC or HSC qualification. A related concern is how to attract and retain intellectually more capable people into teaching.

d. Professional Training and Upgrading of Teachers

The data reveal that large proportions of teachers participated in professional training. The emphasis has been more on training leading to formal credentials (C-in-Ed. and B.Ed.) rather than in-service training focused on pedagogic tasks and problem-solving (Table IV).

Table IV: Participation and Benefits in Training Courses

School Type	Received long training	Received benefit after long training	Type of benefit	Percent of beneficiary teacher	Received short training	Received both short & long training
Primary	N=247 95.1%	N=242 77.7%	Promotion	5.9%	N=245 89.8%	N=247 86.64%
			Salary Increment/grade change	94.1%		
Secondary	N=252 82.1%	N=240 56.7%	Promotion	12.5%	N=244 82.8%	N=252 71.03%
			Salary Increment/grade change	87.5%		
All	N=499 88.6%	N=482 67.2%	Promotion	8.6%	N=489 86.3%	N=499 78.76%
			Salary Increment/grade change	55.6%		

Source: Rapid sample survey 2015

It is widely recognized that for teachers' professional preparation and upgrading there is need for an integrated approach of initial (pre-service) preparation, opportunities for continuous on-the-job professional growth and supervisory support and guidance for teachers. There are issues about the quality and efficacy of initial training, in-service upgrading, and supervisory support.

In case of B.Ed. more than 40% teachers received the degree from non-government institutions affiliated with the National University. The quality of instruction, other quality criteria regarding teaching and instructors, and management are supposed to be overseen by the National University. The National University cannot effectively exercise this oversight. The quality, therefore, of the training in private institutions at best is debatable.

Bangladesh does not have a mandatory pre-service teacher development and education programme. It does not have provisions for education as an area of study within the undergraduate degree programme, though teaching and related education sector is the largest single employer of college graduates. The nature of pre-service teacher preparation, and how in-service training and upgrading and supervisory support of teachers complement and re-enforce each other remain an important policy concern.

Some satisfaction may be derived from the fact that most primary teachers have received long and short training courses. At the secondary level, close to half have had the long training (the proportion is higher in the sample) and a majority has received some form of short training. The importance of professional pre-service and in-service and on-the job professional development is undisputed. But whether these have an effect on performance of teachers and learning results for students depend on two factors – the quality and relevance of the training itself and the conditions and supportive environment in school to make use of the skills and knowledge acquired from the training. It has not been probed specifically in this study. However, the information about the working condition and work environment for teachers discussed below indicates major difficulties in this respect.

ASPR 2014 has candidly admitted that PEDP 2 and 3 accord high priority in the provision of continuous professional development of teachers, yet it is uncertain what the impact of these training are, particularly in behavior change of more experienced teachers in adopting new practices (DPE, 2014).

ASPR also observes that positive correlation with learning achievement found only for subject-based training. There is no statistically significant impact on student achievements for Certificate-in-Education (C-in-Ed) training. Hence, it is worth closely monitoring the impact of the new Diploma-in-Education (Dip-in-Ed) program, which will replace the C-in-Ed, during its early phase of national implementation.

e. Teaching Learning Environment, Conditions and Workload

Although, the aggregate national data provide some numbers regarding class size, the actual situation on the ground may be different when the teachers are actually deployed in the classroom. One problem is that the aggregate hides the absences of teachers, teachers on leave, or those engaged in non-teaching duties. From the sample, it turns out that in some secondary classes there may be close to 100 students, and many primary classes have around 50 students.

Teachers' workload is an important factor for motivation in teaching and teachers doing their job properly. Average number of periods in a week for primary school teacher is 27.35 and 21.77 for secondary teachers. The data from the sample showed that primary school teachers of rural schools have to teach more hours than at urban schools (Box 2).

Box 2: Class Size and Workload

- Average class size for teachers of primary and secondary respectively are 48 and 83
- Average number of periods per week: primary teacher - 27.35; secondary 21.77
- Besides classes taught daily, workload includes preparation for class, correcting homework, and non-teaching activities of teachers which all add to the burden of the teachers
- The conscientious teacher has a long and exhausting day every school day

Source: Rapid sample survey 2015

There is a substantial diversion of teacher's time to no-teaching activities, which add to their workload. Demand on teachers for non-academic work is substantially higher in urban schools. In primary schools, with 80 percent of the schools running in double-shift, total learning contact time is about half of international standard of about a thousand hours in a year.

Apart from classes taught daily, workload must take into account, the large class size, preparation for class, correcting homework, and non-teaching activities of teachers, which all add to the burden of the teachers. Shortage of teachers, and normal absences, in a personnel shortage situation, often add to teachers' burden, sometimes requiring them to perform the impossible feat of teaching more than once class at the same time (Box 3).

Add to all this travel to and from school, especially for primary teachers who appear to live farther from school than the average secondary teacher. It can be seen that the conscientious teacher has a long and exhausting day every school day.

The sample data indicates that almost all teachers both in primary (99.2%) and secondary schools (98%) face diverse obstacles in their daily class teaching. Teachers are subjected to a wide range of constraints in daily class teaching at both primary and secondary levels. These are related to classroom environment, learners, teachers and content (Box 4).

f. Teachers' Job Satisfaction and Professional Development Expectations

The large majority of teachers in the sample perceive teaching as a reasonably satisfactory profession - more so in the case of GPS teachers, compared to NNPS and secondary schools.

The intuitive general perception is that teaching is one of the least desired professions and, therefore, most teachers must be unhappy with their work and occupation. The responses of teachers are not consistent with this intuitive view. There may be a degree of rationalization and being resigned to a situation that cannot be changed. The fact that complete satisfaction, though representing relatively small proportions, is highest for those who have been in the job longer lends some support to this inference. Most teachers expected to become more successful teacher in five years and few wanted to leave the profession (Box 5).

Box 3: Homework & Lesson Plan

- Average out of class time for homework correction is respectively 3.61 hours and 4.60 hours in a week for primary and secondary level teachers.
- Average time spent in a week for lesson plan preparation was 5.89 hours for primary and 7.49 hours for secondary teachers with longer time taken in urban areas.

Source: Rapid sample survey 2015

Box 4: Teaching-Learning Environment

- 17.5% primary and 16.3% secondary teachers said learning environment in their classroom not satisfactory
- Almost 18 full days, 14 half days, and about 25 days afterschool time spent by secondary teachers for non-teaching activities assigned by school management/local government. These numbers for primary - 16, 15 and 17 days respectively.
- Most teachers in primary (99.2%) and secondary schools (98%) faced diverse obstacles in their daily teaching - about too heavy teaching content, lack of learning materials, lack of support/cooperation

Source: Rapid sample survey 2015

Box 5: Aim in Profession

- Almost three quarters of teachers, primary (72%) and secondary (71%), wanted to see themselves as a successful teacher after five years. In primary level, another 14.6% teacher wants to be more skilled teachers. Some of them want to be promoted as head teacher (4.1%) and as education officer (8.9%). Only 0.4% teachers want to see themselves in other jobs than teaching.
- Some of the secondary teachers want to be an assistant head teacher, college teacher and education officer (See table 5.13 for details). Among secondary teachers 1.6% wants to be in a job outside teaching after five years.
- Most of the teachers want to stay in teaching profession as more skilled and successful teachers. Quality professional training is perceived as a need by the highest percentage at both primary and secondary levels.
- They also asked for reducing pressure of non-teaching duty, salary increment linked to professional development, creating learning friendly environment, and reducing daily class-teaching burden.

Source: Rapid sample survey 2015

Job satisfaction is related to and affected by perceptions and expectations regarding professional development and fulfillment of these expectations. A number of questions were posed to teachers about support needed for professional development, changes needed in professional development opportunities, what made teachers happy and how their social status can be enhanced.

Predictably, better remuneration was mentioned as a condition for better professional development by a majority of the teachers. Support of various stakeholders and better infrastructure were also considered important (Box 6).

What made teachers happy – a question expected to capture the effects of diverse factors that might contribute to teacher’s professional satisfaction and fulfillment of expectations—evoked responses related to personal satisfaction from work done well as a teacher and ability to draw students’ response. A large proportion of teachers would be happy if they could “teach learners properly.” In the same vein, teachers wanted to have “good response” and “enthusiasm” from students (Box 7).

These responses suggest teachers could engage in self-reflection and derive professional satisfaction from doing a good job, which should be encouraged and promoted by professional development activities including pre-service and in-service training and by supervisory and evaluative activities.

The large majority of teachers in the sample said that the learning environment in classroom was satisfactory. About a quarter of the teachers in primary and secondary schools considered this not satisfactory. There is a gap between urban and rural schools, placing particularly the rural secondary schools at a disadvantage in this respect. The teachers’ perception probably reflects their expectations about what Bangladesh as a poor country can afford in respect of school infrastructure and facilities.

However, in mentioning obstacles to performing their job in the classroom, teachers have mentioned need for improvement in space, learning facilities and better learning environment (Box 8).

g. Income, Remuneration and Incentive and Teacher’s Performance

The sample survey data show that there is pecking order among public sector school teachers— the GPS teachers have the highest level of remuneration (being placed on the civil service salary structure); next are

Box 6: What Would Improve Teaching Quality

- Highest percentage of responses from both primary and secondary teachers was action to increase teachers’ salary. (63.8% at primary and 45.0% at secondary)
- Cooperation of stakeholders, including learners, parents, colleagues, education administrators was also seen as important.
- Improvement in infrastructure was a need expressed by almost a third of the teachers at both levels.
- Other items mentioned were modern technology, quality learning materials and more learning contact hours.

Source: Rapid sample survey 2015

Box 7: What Made Teachers Happy

- 39.8% teachers of primary schools felt happy when students responded to their teaching activities. Other things that made them happy: When they felt, they had taught a lesson properly (27.9%), when students learned new things (14.9%), and when learners appeared to be motivated to learn (13.5%).
- At secondary level, 35.5% were happy when they could teach properly. Respectively, 23.5%, 19.5% and 14.3% were happy with good responses from learners (23.5%), motivated learners (19.5%), and learners showing signs of learning new things (14.3%).

Source: Rapid sample survey 2015

Box 8: What is Lacking in Classroom

- Both primary (33.6%) and secondary (44.8%) teachers gave highest response to the option that they lack access to a laptop with internet connection in their classroom.
- 17.4% of primary teachers want more classrooms and spacious classrooms, more quality learning aids and materials.
- Mention was made of insufficient light in some classrooms and absence of whiteboard and electric fans.

Source: Rapid sample survey 2015

the secondary teachers whose employers are their school managing committees and who are recipients of government salary subvention; and NNPS (until recently RNGPS) teachers are at the bottom of the ladder. The decision of the government to bring the RNGP Sunder full government management would put their teachers at the same level as the GPS teachers is still under implementation.

There is an increase in remuneration for GPS teachers with the number of years they stay on the job, which is in line with basic human resource management practice. However, no such increase occurs for secondary teachers; their remuneration appears to stay flat for lifetime as a teacher, unless total salary structure for public servants are changed, which happens periodically. However, the benefits of civil service salary change percolate very slowly and partially to the non-government secondary teachers. This cannot be regarded as an incentive for professional development and improved performance.

The relatively low level of teacher salary prompts them to seek ways of supplementing their income with non-teaching work and to rely on earning by other members of the household, as empirical evidence from the survey show. The data show that the relatively better income of GPS teachers has made them less dependent on extra non-teaching earning. One way of coping with low remuneration chosen by teachers is to save on rental cost on housing accommodation, which is a major item of monthly expenditure for a household. This is done by teachers living in accommodations owned by the family. This obviously limits the flexibility for recruitment, placement and transfer of teachers (Box 9).

The other dominant way to augment income is to engage in private tutoring and coaching, individually or by setting up full-fledged private enterprises. Ushering school students to paid private tutoring then becomes a matter of self-interest, which is a serious impediment to teachers' professional role professional ethics.

Overall, it can be concluded that teachers are not able to meet their household and family expenses from their own salary as a teacher. They rely on their spouse's income and sometimes contribution of other members of the household. Teachers and their families engage in all kinds of income earning activities to earn a living income for their families. Private tutoring/coaching is one of the ways of supplementing teachers' income, but not necessarily the principal one. One of the coping mechanisms for teachers is to have their own residence so that they can save the rental cost. This, however, may mean that they have longer distances to commute which affects the time they can devote to their professional duties.

An average primary and secondary teacher's family income in Bangladesh is around the poverty line (assuming this to be \$1.25 or BDT 100 per day per person), if the teacher has to look after a four-member family with her/his salary. It is therefore not surprising that the teacher's spouse and family have to augment the family income to make ends meet. This is one important factor, though not the whole story, for low professionalism and average performance of teachers and the poor learning outcomes for students.

Box 9: Salary and Income of Teachers

- A pecking order exists among public sector schoolteachers' salary.
- GPS teachers have the highest level of remuneration (being placed on the civil service salary structure); next are the secondary teachers whose employers are their school managing committees, but recipients of government salary subvention;
- NNPS (until recently RNGPS) teachers are at the bottom of the ladder. Decision to bring RNGPS under full government management would slowly improve their situation.
- Low teacher salary prompts them to seek ways of supplementing income with non-teaching work and to rely on earning by other members of the household.
- They augment income with private tutoring/coaching. Ushering students to paid private tutoring then becomes a matter of self-interest, and ethical dilemma.
- An average primary/ secondary teacher's family income in Bangladesh is around the poverty line (assuming this to be \$1.25 or BDT 100 per day per person), if the teacher has to look after a four-member family with her/his salary.
- It is not surprising the teacher's spouse and family have to augment the family income to make ends meet. This is one important factor, though not the whole story, for low professionalism and average performance of teachers and the poor learning outcomes for students.

Source: Rapid sample survey 2015

The 8th National Pay Scale approved in September 2015 raises civil service salaries including for teachers on government pay roll by up to 100 percent. Government primary school teachers will be the direct beneficiary. Those under MPO will also receive some benefit, since these payments do not include all the benefits of the government employees. The salary award does not change the relative position of teachers' remuneration compared to the public service salaries.

h. Performance Evaluation and Professional Support for Teachers

A plethora of personnel including the head teachers, assistant head teachers, upazila education officers and the assistant officers, upazila resource centre instructors, school managing committee members, and district level officials is named as supervisors and evaluators by the teachers in the sample. What all these supervisory and evaluation encounters with teachers amount to in respect of improving teacher performance and achieving better student outcome are a moot point.

The need for strong supervision, monitoring and evaluation of teachers and schools is the stock response to the complex issue of how quality and outcome can be improved in school. A number of questions arise in this regards: Are there consistent messages from different supervisors and evaluators to the teachers; is there continuity in the advice given and ideas shared with teachers; is there a mechanism for follow-up to see if supervision and evaluation made a difference; and are there opportunities for remedial measures to help teachers? The answers to these questions are largely not positive as discussed in the previous section (Box 10).

Box 10: Teacher Evaluation

- A plethora of personnel-Head Teachers, assistant Head Teachers, upazila education officers and the assistant officers, URC instructors, SMC members, and district officials-is named as supervisors and evaluators of teachers.
- What all these supervisory and evaluation encounters with teachers amount to is a question mark.
 - Are all these people themselves skilled and knowledgeable?
 - Do they have the right personality and motivation?
 - Do they all give a consistent message to teachers?
 - Does it make a difference?
 - Is evaluation linked to reward and incentives?

Source: Rapid sample survey 2015

There are also concerns about the capabilities, skills and competence of people placed in the position of supervisors and evaluators – what and how much are being done and should be done to enable these people to do their job well. These are all relevant questions regarding the value and benefits of teacher supervision and support, which need further consideration by policy-makers.

Is the total quantum of supervision and evaluation of teachers in order to provide continuous professional support and advice to teachers sufficient? The teachers' response regarding frequency of evaluation/supervision encounters may not be a reliable measure of what happens; but one can get a rough indication from this response. According to teachers' response, about one-third of the teachers had some form of evaluative interaction in a week in GPS, 26% in RNGPS, and 44 percent in secondary school. This includes within school interaction with head or assistant head teacher. This suggests that the large majority of teachers had no such interaction on a weekly basis.

5. Suggestions from Focus Group Discussion

Focus group discussions were held in 25 districts in as many districts with 125 groups representing parents, teachers, students, managing committee members and guardians. A national level consultation meeting occurred with teachers' association members.

a. Characteristics of Quality Teachers

Subject knowledge: Teachers should have adequate subject knowledge on the subject one is assigned to teach. There is no subject-based teachers' option in primary level. For lower secondary schools (grade six to grade eight) there is option for one science teacher (for both science and math), one social science, one for agriculture and home economics, one for religion and one for physical education. In secondary schools (Grade six to grade ten) there is option for subject based recruitment for few subjects like Science and mathematics, ICT, Agriculture, religion and physical education. Assistant teachers for Bangla, English, Social studies and business studies are in the same cluster for recruitment (Box 11).

Box 11: Focus Group Expectations

- **Knowledge of ICT:** The future teacher must have sufficient knowledge of ICT for instruction delivery and Digital content making.
- **Subject Knowledge:** Teachers should have proper knowledge of the respective subjects they teach.
- **Highly educated and meritorious:** Teachers for the future must be better educated and meritorious.
- **Professional development:** Teachers should have adequate training.
- **Teaching Methodology:** Teachers need to be equipped with teaching methodology.
- **Advocacy points:** Stopping Corruption, proper recruitment and career path, and implementation of education policy

Source: Rapid sample survey 2015

Training: Teachers should have adequate training. Although there is enormous progress in case of trained teacher in primary level, there should be more attention at the secondary level.

Higher education and merit: There might be some argument but it is widely accepted that a lower grade result (i.e., 3rd class/division) indicates a low intellectual caliber and learning capability. Teaching is not only delivery of knowledge; teaching itself is a learning profession. For better delivery, teachers have to learn new things rapidly. At the primary level, whether it is necessary to have less meritorious but higher educated teachers or more meritorious and medium educated teachers is a debatable issue.

Teaching methodology: Teachers need to be equipped with teaching methodology. They have to teach by creating a joyful environment and know how to deal with students who may be slow learners.

Personal traits: Participants mentioned various personal traits which they considered important for teachers: being punctual, honest, confident, patient, patriot, friendly, and warm personality.

b. Major Obstacle in Quality Teaching Learning and Quality Inclusive Education

Shortage of teachers: Teacher shortage is a major concern in implementing quality teaching learning. Government is trying to recruit sufficient teachers in primary schools but facing problem in secondary schools due to MPO related complications. In rural primary schools, especially remote areas like haors, chars and hilly areas, teachers do not want to stay. Some teachers recruit "proxy" teachers to teach in absence of them.

Lack of skilled and trained teachers: Lack of skilled and trained teachers is identified as a major obstacle for quality teaching learning. Although the national data show progress in training teachers especially in primary schools, at secondary level almost more than half are non-trained. In addition, quality of training is also an issue to be addressed. B.Ed. training in private teacher training colleges has questionable quality standards. The previous C-in-Ed training was also had quality deficits. As a result, skill development of teachers is not up to the mark, even if they are trained.

Infrastructure: Lower standard infrastructure is mentioned by the stakeholders as obstacle for quality teaching learning. One third of teachers mentioned that there is not enough space in their classroom for quality teaching. Shortage of classroom, noisy environment, insufficient bench and lack of space is some of the infrastructure related problems.

Private tuition/coaching: Private tuition and coaching are spreading all over the nation aggressively especially in urban areas. All the stakeholders groups thought this as an obstacle to quality inclusive education. Teachers resort to different strategies to attract students to their coaching or private tutoring business. Those teachers engaged in private tutoring/coaching pay less attention to their classroom work.

Large class size: Large class size is a major obstacle to quality teaching learning and quality inclusive education. The sample survey data show that nearly one-fifth teachers face obstacles caused by large number of students in their classroom.

Relation between SMC and teacher: Many of the stakeholders identified the relation of teachers and SMCs influence the quality of teaching. Sometime SMCs create unexpected pressure on teacher. SMCs are also blamed for influencing teacher recruitment process.

Guardians' unawareness and non-cooperation: Guardians' lack of awareness of issues is identified by teachers and SMCs as an obstacle but this could be a debatable point. To what extent and how guardians should be aware about their children's education need to be better understood. Teachers often think, the guardians and parents lack awareness and are non-cooperative.

c. Reasons for the Shortage of Quality Teachers

Salary: Stakeholders mentioned that salary is the main factor for the shortage of quality teachers. Meritorious students are not willing to join in school teaching because of low salary. The survey data in this study show low salary and little increment in salary is an obstacle to professional development.

Recruitment system: Present teacher recruitment system is identified as a major obstacle for shortage of quality teachers. Stakeholder groups mentioned that there are many issues related to teacher recruitment like corruption, quota system, local recruitment, SMCs pressure for non-government recruitment, etc..

Social status: In the survey data two third of the teachers mentioned that they wanted to become teachers because teaching is a noble and honorable job. Nevertheless, FGD also noted low social status of teachers is a reason for shortage of quality teacher in schools.

d. Ways to Overcome the Shortage of Quality Teachers

Standard salary and benefits: Stakeholder groups recommended that standard salary and benefits could resolve the problem of quality teacher shortage. Higher educated and meritorious persons will join in the teaching profession if the salary is equivalent to other prestigious job.

Appropriate recruitment: Corruption free, fair and appropriate recruitment system will bring good and capable people into teaching. The recruitment system should have the opportunity to judge fairly the merit as well as motivation for potential teachers.

Enhancing social status: Although teachers are respected in Bangladeshi society, the social status is declining and teachers face difficulties to maintain social status due to their low income. This is one of the reasons for shortage of quality teachers. Social status is linked with economic status, which cannot be denied.

e. Advocacy Issues

Participants suggested the following as advocacy issues:

Stop corruption: Advocacy is needed to stop corruption at all levels of education.

Recruitment and career path: Appropriate teacher recruitment policy and creating career path could be one of the areas for advocacy.

Implementation of education policy: Advocacy is needed for full-fledged implementation of National Education Policy 2010.

Knowledge of ICT: The future teacher must have sufficient knowledge of ICT to use it as instructional means. Digital content delivery is one of the concerns of stakeholders. Future teachers should be equipped with not only pedagogy but also technology skills.

Subject knowledge: Teachers should have proper knowledge of the respective subjects they would teach. Highly educated and meritorious: Teachers for the future should be highly educated and meritorious. Stakeholder groups want meritorious students in the teaching profession.

f. How to Attract the Meritorious in Teaching

Standard salary: To attract meritorious people in teaching salary and benefits are major issues as noted often. Majority of secondary schools are non-government and government is providing subvention in the form of MPO but the gap between government school salary and others remain which is a disincentive for capable people.

Job status and social status: Currently in Bangladesh the job status of teachers is a cause of frustration for the teachers. As the salary structure of the teacher is at the lower end of the scale for people with similar qualifications, the job itself and the status of teacher are devalued by society. There is no reason for meritorious candidates who have capability to compete for other higher status jobs to seek a teaching job.

Effective recruitment system: The recruitment system should be transparent, fair and effective. The recruitment process should recruit who are supposed to be recruited. A special teacher recruitment commission should have the task of recruiting teachers centrally for the nation. Quota system might be reviewed whether and to which extent this is necessary and useful.

Career path: An attractive career path could attract meritorious people into teaching. For example, promotion to the administration or management position could be a way of attracting capable people.

6. Recommendations

The relatively small sample drawn opportunistically, though it represented the three types of institutions serving the vast majority of school students in Bangladesh, cannot by itself be the basis for definitive conclusions and recommendations. At best, the “rapid appraisal” as an exploratory study, can be seen as indicative of issues and concerns, which should receive further attention. However, the findings and conclusions largely reinforce what other recent studies have indicated. They confirm and add to what have been reported and the views expressed by informed observers, academics and concerned citizens. Thus, the findings can claim greater credence than if these were just based on the sample survey. This is not to suggest that more surveys and investigations with larger randomized samples and case studies of specific situations and issues are not necessary.

Keeping in view these considerations, the policy recommendations have been identified which demand priority attention (Box 12).

a. How teachers’ remuneration and incentives ensure them and their families a reasonable standard of living so that they do not have to engage in supplementary income-earning activities to make both ends meet for their families must be a critical policy issue.

- In this respect, the salary structure with initial salary and progress through career for GPS teachers should be considered as a principle, though not necessarily a model, that could be applied to the teachers.

Box 12: Policy and Action Recommendations from the Study

1. Teachers’ remuneration and incentives should ensure reasonable standard of living for their family;
 2. Attracting, recruiting and retaining the “best talents” for and in teaching must be high priority on the national agenda.
Two parts of this (a) testing/certification/registration of teachers strengthening existing NTRCA, and (b) establishing an Education Service commission, along the line of the Public Service Commission, for all teachers.
 3. A genuine pre-service teacher education program making it part of the four-year undergraduate degree with education as a subject within the general college degree – leading to a national teaching service corps.
 - The National Teaching Service Corps (NTSC) should be established to attract “the best and the brightest”
 - The NTSC should become an elite public service track for young university graduates with high remuneration and reward and status for teaching in primary and secondary schools, as assigned by the and paid for by government .
 - Currently employed teachers may be inducted into NTSC on condition of meeting professional criteria.
 - The NTSC package should include establishing and maintaining acceptable quality in the degree colleges where the education programme will be introduced.
 - The four year pre-service education degree and NTSC should be rolled out carefully with a ten-year time frame
 4. Rethink how professional preparation and in-service training of teachers can equip teachers for their job.
 5. Adequacy and efficacy of quality and quantity of supervisory support and evaluation of teachers
 6. A career path for teachers
 7. A Teachers’ Code of Conduct and a professional pledge
 8. A large part of the increased resources for education that is likely to be forthcoming will have to be devoted to meeting the quality and quantity demands regarding teachers.
- How appropriate remuneration and incentives can be offered without necessarily bringing all schools, including all secondary schools, vocational institutions, and madrasahs under state management must be considered.
 - This is an acute issue in implementing the policy objective of extending compulsory education up to grade 8 as required by the National Education Policy 2010.
 - All these considerations strongly argue for a separate salary and incentives structure for teachers, maintaining parity between teachers directly in the government pay roll and other teachers indirectly paid by the government.

b. Attracting, recruiting and retaining the “best talents” for and in teaching must be high priority on the national agenda to promote quality education for the 21st century. This agenda calls for short- term and early action as well as a longer-term vision with an action plan.

- An early action, in line with the National Education Policy 2010 recommendations is to establish a teacher certification, registration and recruitment regime including in its remit public sector and non-government educational institutions. Two parts of these functions are (a) testing, certification and registration of teachers which may be accomplished by strengthening existing NTRCA as needed, and (b) establishing an Education Service commission, along the line of the Public Service Commission, for recruitment of teachers for institutions directly managed by the government and those which receive regular public subvention. A separate recruitment commission is amply justified by the fact that teaching is the single largest sector of employment for university graduates. The Commission can also be the overseeing body for the proposed National Teaching Service Corps.

c. A genuine pre-service teacher education programme making it part of the four-year undergraduate programme with education as a subject within the general degree programme in general degree colleges should be introduced. This is justified on the ground that a large proportion of college graduates are employed in teaching and education-related jobs.

- In order to attract “the best and the brightest” to the education degree course and to teaching as a career, a *National Teaching Service Corps* (NTSC) should be established in which the new graduates may be inducted.
- The NTSC should become an elite public service track for young university graduates with high remuneration and reward and status for teaching in primary and secondary schools, government and non-government, as assigned by the government and paid for by the government.
- Currently employed teachers may be inducted into NTSC on condition of meeting professional criteria.
- The package for introducing NTSC should include measures to establish and maintain acceptable quality in the degree colleges where the education programme will be introduced.
- The four year pre-service education degree and NTSC should be rolled out carefully, with high level policy support, with a ten-year time frame (See Annex 1).

d. How professional preparation and in-service training of teachers can equip teachers with the skills and competence to achieve acceptable quality outcomes for students needs a re-think and appropriate short and longer term measures.

- Various reform initiatives such as Dip-in Ed, TQI activities and Teacher Training Standard Committee recommendations reflect strategies and actions within the existing structure of teachers’ professional training and development, rather than a longer term and comprehensive vision indicated in the suggestions above. The short-term reform measures are important and necessary and should be seriously implemented ensuring that these are not in conflict with the longer term development suggested above and are anticipated in National Education Policy 2010.
- Those teachers who have a poor academic record (indicated by third class degrees) should not be recruited in teaching jobs. Present practice of giving priority to Bachelors and Masters degree, even with third class degree, in primary school teaching should be discontinued. Similarly those with third class degrees should not be considered for secondary level teaching.

- How pre-service and different kinds of in-service programmes of different length can complement each other must be considered and planning undertaken accordingly. Even with a four-year education degree course, the one-year diploma for primary (now extended to 18 months) and secondary teachers can continue, but what objectives they serve and how they complement each other must be worked out.
 - Similarly, the priority and purposes of short in-service courses should be planned and implemented within a comprehensive teacher development plan. Criteria of quality must be established for all of the teacher education and training activities and enforced seriously.
- e. Adequacy and efficacy of quality and quantity of supervisory support and evaluation of teachers should be considered to improve teaching-learning and achieve student learning outcomes in order to serve the overall goal of quality with equity in education.**
- It is necessary to consider and establish performance standards of teachers against which they can be supervised and evaluated. These standards should be realistic, implementable, developed with teacher participation and should permit all teachers to improve from whatever starting point they are at the beginning.
 - The roles and functions of different supervisory and evaluative personnel including those in the school, at the upazila and at higher levels should be specified. It should be ensured that all supervisory personnel and evaluators provide consistent and mutually complementary messages to teachers.
 - The capacity and capabilities of supervisory and evaluation personnel should be examined and how they can be supported and upgraded should be considered. Continuity in supervision and evaluation with follow-up and necessary remedial activities to support teachers should be an important consideration in looking at capacity and capability of these personnel.
- f. A career path for teachers must be laid out promoting professional development and performance of teachers with the necessary remuneration and incentives.**
- A lifetime of professional service cannot begin and end at the same position, viz., as Assistant Teacher, which is the case for large majority of primary and secondary teachers.
 - The entry level can be as Assistant teacher, but there must be a ladder of progression as Teacher, Senior Teacher, Team Leader, Subject Coordinator etc. with teachers being evaluated and promoted to these levels. There should be commensurate remuneration so that a professional can stay in teaching and achieve status and reward without necessarily moving into administrative positions.
 - Teachers' salaries should be similar, based on qualifications and meeting professional standards, irrespective of the level in which they teach, from primary to college.
 - A career ladder with the current entry level and salary level at the entry point with increased remunerations for higher levels will limit the financial burden due to the career ladder because it will be spread over a relatively long time.

g. A Teachers' Code of Conduct and a professional pledge should be considered in keeping with the high calling a moral and ethical responsibility of teachers.

- Teachers' professional organizations, academics and concerned civil society may work together in formulating the code of conduct, the purpose of which would be to uphold the moral, ethical and professional standards of a teacher and serving as a role model for the new generation.
- A teachers' professional pledge based on the Code of Conduct may be considered. This may be similar to the Hippocratic Oath for people in the medical profession.

8. A large part of the increased resources for education that is being demanded and the government appears to be willing to accept will have to be devoted to meeting the quality and quantity demands regarding teachers.

- Teachers already account for over 80 percent of the operating budgets in the education system, which in absolute amounts, is not adequate. A large share of the additional resources will appropriately be spent on teachers. But it cannot be just incremental addition to present pattern of expenditures. Effective and efficient use of resources must be ensured, taking into account the recommendations made in this report.

Chapter One

Introduction: Re-imagining the Teacher

Almost 2,500 years ago, Aristotle said, “Those who educate children well are more to be honored than parents, for these only gave life, those the art of living well.”

More recently, Jacques Barzun, the French-born American historian lamented, “Teaching is not a lost art, but the regard for it is a lost tradition.”

All of us can remember one or more teachers from our student days, who touched our lives in a special way, inspired us to aspire higher, and who served as a role model. The image of a teacher was of a scholar, who dispensed knowledge and wisdom selflessly to the younger generation, lived a simple life not anxious about material rewards, and could be looked upon by the young as a mentor – a friend, philosopher and guide.

This nostalgic view is overdrawn, but bears a strong kernel of truth. Is such an image wholly romantic and entirely unrealistic in contemporary society? It should not be so.

Romanticism apart, teachers are still the custodians of the younger generation; responsible to equip future citizens, leaders, and workers with appropriate skills, knowledge and values. Teachers have a unique role in society, unlike any other occupation. The significance of this special role can be neglected only at grave peril for society and its future.

The Single Largest Occupational Group

There are roughly about one million people in the country who are engaged in teaching some 40 million students at all stages of education in about 200,000 institutions of all types. These are big numbers, but not big enough for a nation of 160 million.

[A more precise count by BANBEIS for 2013, which does not take account of schools not officially registered, shows that there were 961,771 teachers in Bangladesh teaching 35.2 million students in 144,124 institutions (BES 2013).]

To bring the provisions for primary and secondary level education to an acceptable standard in terms of class size, teacher-student ratio, and sufficient learning time in school, the teaching force for these stages need to be doubled from the present number of approximately 750,000.

There is roughly one teacher for 50 students in primary education; an acceptable ratio is no more than 30 students per teacher. Total learning time in a year in primary school is less than half of the international standard of a thousand hours. Ninety percent of the primary schools run in two shifts. The student-teacher ratio is somewhat better at 35 students for a teacher, but not enough to safeguard quality. There are widespread shortages of teachers for languages (English and even Bangla), math, science, and computer for secondary schools; at least 50,000 more teachers qualified in these subjects are needed immediately to meet minimum quality standards.

Teaching is the largest single occupational category for people with post secondary education in the country. More than a third of all college and university graduates in the country are employed in teaching. As noted, even a higher proportion needs to be in teaching, if the demands of the system in numbers and quality are to be met. This itself calls for comprehensive and coordinated human resource development policy, strategy and plan for the teaching profession.

At present, teaching appears to be the last occupational choice for college graduates in Bangladesh. It is doubtful that many parents today would wish their children to grow up to become a primary or secondary teacher. In contrast, teaching is one of the highest paid occupations for university graduates in Germany, Korea, Switzerland, Spain and Singapore and a coveted profession in most OECD countries.

Teacher remuneration and incentives are not the sole determinants of teacher performance and student learning outcome, but these have to be key considerations in educational development planning. Few will disagree with the premise that a major obstacle to achieving quality with equity in the education system as envisaged in 2010 Education Policy is the professional and personal capabilities and attributes of teachers.

The numbers needed are daunting. At present education and school authorities are often ready to take any warm body with a certificate from an academic institution to fill the vacant positions. The level of remuneration, reward and social esteem for a teacher simply does not attract enough intellectually capable young people to the profession.

Chapter Two

The Present Study : Teachers for the Next Generation

All the questions related to quality of education and the teacher's role it is not possible to be answered in any one study, nor is it expected in this study. This study, with its limited resources and constrained time-frame, has tried to be opportunistic in raising some relevant questions with teachers who have been reached within a short time in selected locations throughout the country with the assistance of CAMPE partner organization including several Teachers' Associations. It is a qualitative study with no pretension of collecting and analyzing data from a random or purposive representative sample. The aim has been to gain an understanding of the perceptions and views of teachers (and a limited number of parents and school managing committee members) in the public sector primary and secondary schools about the teachers' role, work environment and conditions, level of their satisfaction with their work, and what may be done to enhance the contribution of teachers to quality education. The premise is that teachers' perceptions are important factors in any consideration of policy and strategy regarding teachers' role and performance related to education quality. To make sense of the information collected from the teachers, these have been placed in the national context of the quantitative and qualitative dimensions of teaching and teachers gathered from recent studies and reports in order to interpret and draw meaningful conclusions from the compilation of teachers' perceptions.

2.1 The Premises and Objectives of the Study

The world is at the end of the deadline for EFA 2015 Goals and MDGs. Now a new agenda for Education 2030 has been adopted as part of the Sustainable Development Goals (SDGs). One comprehensive goal for education will guide action in the next 15 years. Bangladesh has achieved considerable success in education, especially in enrolment and gender parity. However, in spite of efforts and commitments, Bangladesh still lags in quality and outcome of education, for which quality and performance of teachers are seen as major factors. There is no alternative to quality educators to achieve quality education, fulfill the Education 2030 agenda, and become a middle-income country in all its dimensions.

The World Teachers' Day celebrated on 5 October every year had as the theme in 2015 "Empowering Teachers, Building Sustainable Societies." Recognizing the role of the teacher in achieving quality education, CAMPE, in its project "Quality Educators for Generations to Come (QEGC)," decided to embark on the study on "Teachers for the Next Generation." The "quick and dirty" survey in a rapid appraisal mode is intended to look at the professional profile of teachers, their quality, recruitment and professional development, working conditions, supervision and support, and incentives and motivation. It intends to probe into the challenges for bringing about change in these areas. It also looks at the role of different education related authorities/departments, ministries and teacher organizations to ensure quality of teachers and teaching.

2.2 Scope and Specific Objectives

- Look critically at the current quantitative and qualitative dimensions of teachers in primary and secondary education including numbers, educational qualifications and professional training
- Identify the challenges in improving quality of teachers
- Consider what should be the characteristics of the 21st century teachers
- Investigate the ways of attracting and retaining sufficient numbers of talented young people into teaching and keeping them in the profession
- Recommend advocacy strategies and actions aiming at concerned agencies and policymakers.

2.3 Methodology

The study methodology, in a rapid appraisal mode as noted, involved collecting primary data through questionnaires (500 teachers-divided between Primary and Secondary) and 125 FGDs with different groups of stakeholder, viz., primary school teachers, secondary school teachers, guardians, students and SMC members in 25 districts. A questionnaire was used to elicit information about demographic and personal characteristics of the respondents, factual information about educational qualifications and professional training, as well as working condition and work environment, and finally, about perceptions on the factors that affected teachers' work and performance.

Those who were administered the questionnaire were also invited to participate in focus group discussions held in groups of 10-15 in 25 locations. Multiple groups, as necessary, were arranged.

The sample of teachers and other respondents constituted those who were relatively easily accessible through CAMPE partner organizations in different locations and with the cooperation of teachers' associations in different locations. It was an opportunistic, rather than a random, sample (see table 2.1 for sample distribution). However, the sampling method was not considered a problem for the qualitative nature of the study, rather than making quantitative estimates. Descriptive statistical presentations were prepared for items, which lent themselves to this treatment.

To place the primary data in the national context and to derive useful interpretation of the primary data, and also to construct an overview of the situation in the country, relevant documents and research report related to basic information about teachers and teaching in primary and secondary education were reviewed.

The study findings, conclusions and recommendations were used in advocacy to promote quality teacher for quality education for the next generation. As a first step, the preliminary findings shared and discussed in national seminar with stakeholders including education officials, teachers' organizations, activist organizations, development partners, academics and researchers, and the communications media. The feedback were used to refine the analysis and the policy recommendations.

The limitations of the scope and methodology arose from the relatively small and opportunistic sample, which makes it necessary to consider this study as an exploratory investigation. It would be appropriate to look at the findings, conclusions and recommendations critically. It would be important to look for validation and triangulation of the findings making use of other research and studies.

Table 2.1: School and Location-wise Teachers' Number in the Study Sample

School Type	Location wise no. of teachers (%)		School Type (Sub Category)	Frequency	Percent
	Urban	Rural			
Primary	32.0%	68.0%	GPS	212	85.8%
			NNPS	27	10.9%
			NGPS	8	3.2%
			Sub Total	247	100.0%
Secondary	47.6%	52.4%	NGSS	225	89.3%
			GSS	27	10.7%
			Sub Total	252	100.0%
			Total	499	

Source: Rapid sample survey 2015

Chapter Three

The International Context

It is generally understood that no education system can be better than its teachers. Recruiting the brightest and the best into teaching is an imperative for ensuring the quality of education in all nations, rich or poor. But in many countries, the quality of education is undermined by a severe deficit of teachers in both quality and numbers. By the estimate of the UNESCO Institute of Statistics, to achieve universal primary education by 2020 countries will need to recruit 12.6 million new primary teachers. By 2030, this demand for teachers will rise to 27.3 million. The shortage of qualified teachers is going to be a bottleneck for many countries to achieve education for all of acceptable quality.

More than half (56 per cent) of the 70 million teachers in primary and secondary education in the world are from the Asia-Pacific region (UNESCO, 2015, *Teachers in Asia Pacific: Status and Rights*. Bangkok: UNESCO Asia Pacific Regional Office). Achieving universal primary education (UPE), a key EFA goal, requires having a sufficient number of teachers with appropriate skills and motivation. An education system that is concerned about quality has to attract and retain a qualified teaching staff and support teachers in the classroom, and in their continued professional development.

The overarching Education Sustainable Development Goal adopted at United Nations in September, 2015 is (SDG) 4 - 'Ensure inclusive and equitable quality education and promote life-long learning opportunities for all' (United Nations, 2015). It indicates that greater emphasis will have to be placed on having adequate numbers of teachers who have the necessary skills and capabilities. With a new target under this goal of ensuring the provision of 12 years of education, demand for teachers and on their quality will increase. The insufficient number of teachers is clearly not the only concern. As the EFA experience has demonstrated, it is not enough to ensure that all children are in school, they also must receive education of good quality. The focus has shifted to what happens in the classroom and whether students are actually learning. Thus the spotlight is on the teacher and quality and effectiveness of teaching.

There is no disagreement on the central role of teachers in quality education, but opinions vary on how quality of education is defined and assessed. There is wide acceptance of the concept presented in the EFA 2005 Global Monitoring Report (UNESCO, 2004), which characterizes quality in terms of the development of learners' cognitive abilities and other skills, as well as the development of responsible citizens. Accurately measuring these characteristics is inherently difficult. An approach is taken to focusing on proxy indicators and measure quality by examining how well children learning foundational knowledge and skills: basic literacy, numeracy and life skills (UNESCO, 2014b). However, in many low-income countries, unfortunately, one third of primary-school aged children enrolled in school are not learning these basic skills (UNESCO 2014a).

What the slow learner outcome means for teachers and the job they do is a question that arises with renewed urgency. The literature on education quality and teaching continues to point at the teachers as the key actors in delivering good quality education (for example, Darling-Hammond and Lieberman, 2012; Fredriksson, 2004; Lockheed and Verspoor, 1991; OECD, 2005; Sahlberg, 2011; Siniscalco, 2002; UNESCO, 2004).

As far back as in the 1966 ILO/UNESCO Recommendations concerning the status of teachers set forth teachers' rights and responsibilities and identified factors that impact upon the teaching profession which had to be addressed if the status of teachers was to be enhanced. Nearly 50 years later, these factors are still relevant. These include salary, social security, conditions for effective teaching and learning, terms of employment, career development, participation in decision-making, and teacher shortages.

The 2013/4 EFA Global Monitoring Report (UNESCO, 2014a) identified four strategies necessary to achieving the EFA goal of quality education for all. The first was to attract the 'best' teachers, and select and recruit teachers to reflect the diversity of the children they will be teaching. The second was to improve teacher training so that teachers would be capable of supporting the weakest learners. The third called for placing teachers in areas and with populations where teachers are needed most - often the most challenging remote and rural areas. And the fourth strategy was the right mix of incentives and conditions to encourage teachers to remain in the profession.

As highlighted in OECD's Education Indicators in Focus series (OECD, 2014b), making teaching a career of choice and one that will attract capable people, is influenced directly by the recruitment process, salary and retraining opportunities. Keeping teachers motivated and retaining them in the profession are linked with teachers' status, working conditions and their level of satisfaction with their work (Macdonald, 1999; Bascia and Rottman, 2011). Similarly, the Teaching and Learning International Survey (TALIS) data (OECD, 2014a) show links between teacher participation in the decision-making process and the value placed upon teaching in the wider society.

In the context of completing the unfinished EFA tasks and fulfilling the Education 2030 agenda, how best to attract, train and retain a qualified, motivated and dedicated teaching force have become especially urgent questions. As the Bangkok Statement for the Asia-Pacific Region on the post-2015 education agenda stated, "Efforts must be made at all levels and in all educational settings to ensure that all teachers are taught by qualified, professionally trained, motivated, committed and well-supported teachers, who use appropriate pedagogic approaches" (UNESCO 2015b).

Chapter Four

A National Overview of Teachers and Teaching

The information below is an overview of primary and secondary education teachers' personal and professional profiles and their work environment and conditions based on recent official data and relevant research reports. The overview is intended to provide a backdrop for the rapid appraisal findings of the present study.

4.1: Primary Education

The total number of primary education teachers was 466,508 (in over 106,000 primary level schools of all types), as reported by the Annual Primary School Census of 2013. Of these teachers, female teachers totaled 57%. The percentages of female teachers in two major categories of schools –GPS and NNPS– were 64% and 45% respectively (DPE, 2014).

Table 4.1 shows teachers and students in different types of primary education and student teacher ratio – an important determinant of work environment for teachers and thus their performance.

Table 4.1 Primary Education Institutions, Teachers and Students, 2013

Sl No	School Type	No of Schools	No. of Teachers			No. of Students			Student Teacher Ratio
			Total	Female	Female %	Total	Girl	Girl %	
Formal Schools and Madrashas									
1	GPS (MoPME/DPE)	37,700	213,791	137,334	64.2	10,564,331	5,370,884	50.8	49.4
2	NNPS(former RNGPS) (MoPME/DPE)	22,632	89,483	40,572	45.3	4,325,894	2,156,108	49.8	48.3
3	Experimental School (MoPME/DPE)	56	227	199	87.7	11,499	5,630	49	50.7
4	Community School (MoPME/DPE)	1,244	4,297	3,242	75.4	207,526	106,080	51.1	48.3
5	NRNGPS (MoPME/DPE)	2,799	10,767	7,573	70.3	443,724	215,265	48.5	41.2
6	High School Attach Primary Section (MoE)	1,245	8,090	4,436	54.8	467,926	242,888	51.9	57.8
7	EbtedayceMadrashahs (MoE)	2,623	10,318	1,845	17.9	344,120	166,443	48.4	33.4
8	High Madrashahs Attached Ebtedayce(MoE)	5,583	22676	3,069	13.5	845,438	410,528	48.6	37.3
9	NGO School (Grade1-5) (NGO Bureau)	2,101	4,690	3,152	67.2	212,212	108,484	51.1	45.2
10	Kindergarten (MoC)	14,100	84,635	49,653	58.7	1,798,500	817,038	45.4	21.3
Non-Formal Schools/Centers									
11	BRAC Center (NGO Bureau)	9,683	9,744	9,472	97.2	214,161	129,590	60.5	22.0
12	ROSC (MoPME/DPE)	3,830	3,854	3,124	81.1	93,993	47,634	50.7	24.4
13	ShishuKollyan (MoPME/DPE)	112	354	254	71.8	11,030	5,796	52.5	31.2
14	Others (including MoSW)	3,151	3,582	1,851	51.7	44,618	21,652	48.5	12.5
	Total	106,859	466,508	265,776	57.0	19,584,972	9,804,020	50.1	42.0

Source: APSC 2013. Cited in Annual Sector Performance Report [ASPR-2014]

*Note: Non formal schools include the schools having full-fledge five grades and non-formal centers, refer to the learning centers refer to the learning centers, which do not have full 5 grades. Non-formal centers include a partial count.

According to ASPR 2014, the proportion of schools (single shift only) which met the minimum standard set for student–teacher ratio (STR) of 46:1 was 51% in 2013, for GPS and 46%. For NNPS in 2013 it is worth noting that an STR of 46 is far from ideal, more than half of the schools fell short of even this standard. It is reported that during six years of PEDP2, some 45,000 teachers were recruited. But the attrition rate – how many teachers retired or left the system during this period is not reported and the numbers appear to be difficult to track. Assuming a low rate of 3% attrition, the new recruitment may have just been enough to replace those who left the system. (ASPR 2014) This is borne out by the fact that there is almost no progress or very slow progress in reduction of student-teacher ratio over the years.

According to Education Watch (EW) survey in 2014, 40 or less number of students per teacher was observed in 30.8% of the government and 22.7% of the newly nationalized primary schools. (EW 2015 draft, Table 4.15). Three quarters of the schools thus had an unacceptably high student-teacher ratio. The proportion of teachers meeting the minimum professional training requirement of at least C-in-Ed has remained around 83% since 2010. The PEDP3 target is 95% by 2017.

Two major types of in-service training is offered to primary teachers – (subject based and sub-cluster). Subject-based training is on upgrading skills for teaching a subject for about a week organized in Upazila Resource Centres. The sub-cluster training is a periodic daylong meeting of teachers from a cluster of neighbouring schools on a specific theme considered important for improving school and student performance. The themes are about management of classroom and school activities, such as reducing dropout, contacts with parents, improving student attendance, etc. rather than teaching a subject content. Sub-cluster training increased to 83% receiving such training in 2013, whereas subject training was 62%, a decline from earlier years.

According to Education Watch 2015 report, In 2014, at the national level, 15.8% of the teachers' received one subject-based training, 18.8% received two, 12.8% received three, 5.4% received four, 2.3% received five, 2.2% received six and 42.6% received none (Annex 4.15). Overall, 57.3% of the teachers had at least one subject-based training.

There appears to be little correlation between years of teaching experience and student learning outcomes. On the contrary, teachers with more than 20 years of experience appear to be negatively correlated with student performance (DPE, 2014).

With regard to teacher's formal educational certification, the students of teachers who possess only an SSC underperform. However, there appear to be no consistent differences in student performance among teachers with qualifications beyond an HSC. This finding indicates that there might be a need to review the policy on minimum qualification for new teachers, which was last done 2002/3, taking account of the over-supply of graduates, both females and males.

With regard to teacher training, positive correlation is found only in subject-based training. There is no statistically significant impact on student achievements for Certificate-in-Education (C-in-Ed) training. Hence, it is worth closely monitoring the impact of the new Diploma-in-Education (Dip-in-Ed) program which will replace the C-in-Ed during its early phase of national implementation.

Lastly, "Time on Task" affects student's achievement. There is strong correlation between the number of days of student absence and their poor performance at the test. For example, in the month of November 2011, 8 percent of primary school students were absent from school for more than six days within the month, and their performance was markedly lower when compared to students who were not absent. Teacher absenteeism/tardiness is another important indicator of "Time on Task" but this information not collected through NSA or APSC.

PEDP 2 and 3 accord high priority in the provision of continuous professional development of teachers, yet it is uncertain what the impacts are of this training, particularly in behavior change of more experienced teachers in adopting new practices. There is no recent systematic information on the number of days on which schools are open and the number of hours of instruction different classes receives each day. Credible information is also absent relating to student and teacher absenteeism. A new study which provides information on school opening, actual timetable, practices in double-shift and single-shift schools, and student and teacher absenteeism, etc. is needed.

Educational level of primary teachers increased over time. Earlier there were primary teachers who even had less than 10 years of schooling but today no such teachers are employed in the schools. (See table 4.2 for details)

Table 4.2: Percentage Distribution of Primary Teachers by Highest Level of Education and School Type, 2014

Level of education	Primary School Type				
	Government	Newly nationalized	Kinder-garten	Non-formal	Ebtedayee
Secondary	7.0	33.4	6.2	41.4	12.0
Higher Secondary	26.0	40.5	37.3	50.6	39.6
Bachelors	40.9	21.9	40.7	6.8	28.2
Masters	26.0	4.2	15.8	1.2	20.3
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Educational Institution Survey, 2014

Table 4.3 shows that those who reported a Bachelors' degree qualification, 16% passed the examination with third division and 43% actually had not completed the degree course. For masters' degree claimants also, over 80% not completed the degree. The pertinent question than is whether Bachelors' or masters' education qualifications are really an advantage for primary education, because the higher educational credentials might mean that people with low academic capability were being drawn into teaching to the detriment of quality in teaching-learning.

Table 4.3: Percentage of Teachers by Level of Performance in Various Public Examinations, 2014

Performance	Levels of education			
	Secondary	Higher secondary	Bachelors	Masters
GPA <2.5	2.3	3.2	0.4	0.0
2.51 – 3.5	9.0	10.0	1.4	0.6
3.51 – 5.0	12.5	11.5	0.8	0.1
First division	29.9	10.9	1.7	1.9
Second division	39.8	43.4	36.8	15.8
Third division	6.5	10.0	15.8	1.0
Not completed	-	11.0	43.1	80.6
Total	100.0	100.0	100.0	100.0

Source: Education Watch Educational Institution Survey, 2014

4.2: Secondary Education

The 1st Biennial Teacher Census under Teaching Quality Improvement II (TQI-II) in Secondary Education Project was conducted by Bangladesh Bureau of Educational Information and Statistics (BANBEIS) in March 2014. All the secondary school, college and madrasah are covered in the census. The census focused on the numbers of teacher in different secondary level institutions and different qualitative characteristics of teachers. (BANBEIS, Report on the 1st Biennial Teachers Census, Teaching Quality Improvement II (TQI II) in Secondary Education Project, 2014).

The Teachers Census covered 28,253 institutions and 312,479 teachers working in secondary level institutions under government and non-government management, but registered or affiliated with appropriate education authorities. Of the total, 66% were school teachers, 28% madrasah teachers and 6% college teachers. The overall female parentage was 21% with: 24% in school, 35% in school and college and only 12% in madrasah.

Table 4.4 Designations, Numbers and Adequacy of Secondary Teachers

Designation	Number	Number per 100 Institutions
Head Teacher	24,536	87
Asst. Head Teacher	18,874	67
Asst. Teacher Social Science	89,363	316
Asst. Teacher Bangla	14,018	50
Asst. Teacher English	16,083	57
Asst. Teacher Science and Math	39,079	138
Asst. Teacher Physical Education	16,162	63
Asst. Teacher Agriculture	17,868	63
Asst. Teacher Islamiyat	42,365	151
Asst. Teacher Computer	13,224	47
Asst. Teacher Business	7,029	25
Asst. Teacher Other Religions	7,060	25
Section Teachers	1,578	6
All Teachers	307,239	1,089

Source: Calculated from BANBEIS, 1st Semiannual Survey of Teachers, 2014

These statistics confirm that the secondary institutions do not have minimum number of teachers for teaching specific subjects except social science and religion. Social science has on an average more than three teachers per institution. But there are shortages in compulsory subjects such as English and even in Bangla, Math and Science and Computer. It also reveals that 13% institutions were being run without regular Head of the institution.

Another revelation is that teachers are all designated as Asst. Teachers except the Head Teacher and the Asst. Head Teacher. This indicates that there is no career ladder or a path of career progression for teachers. Most teachers enter the profession as Asst. Teacher and retire as Asst. Teacher in both primary and secondary schools.

A large part of the expenditure on education goes for the payment of salaries to teachers. Thus improving the teachers' performance is linked directly to improving the efficiency of public resource usage.

To bring the provisions for primary and secondary level education to an acceptable standard in terms of class size, teacher-student ratio, and sufficient learning time in school, the teaching force for these stages need to be doubled from the present number of approximately 750,000 within a medium term time frame.

Monthly Pay Order, the mechanism for paying government salary subsidy to teachers applied to enlisted non-government institutions, which were 99% of all secondary level institutions. The percentage of teachers receiving MPO was 88% in Schools, 87% in School and college and 86% in madrasah.

Among secondary/higher secondary level teachers, 60% had Bachelor's degree and 23% Masters. Among all degree holders only 1.4% had first division in the degree examination and 14% had graduation with honors. This percentage was 41% among school and college teachers, 15% in school teachers and only 5% in case of the madrasah teachers. About 19% of all teachers had Fazil and 15% had kamil degree - with much higher ratios in madrasah

The basic professional training for secondary teachers, the 9-months Bachelor of Education (B. Ed), was received by less than half of the secondary teachers (46%). There was great variation among school type and for different divisions in the country, indicating that in many schools and areas, the proportion with training was much less.

The Head Teacher of the school as the leader of the institution has a critical role in ensuring quality of school, setting standards and creating the conditions for good performance by teachers. The Head Masters need to have the professional skills and capabilities to play this role. Recognising this role of the head teacher, the TQI project has introduced a 21-days head teacher training with a 6-days follow-up after an interval. This is complemented by another 35 days of in-service training with a mixed content of pedagogy and management.

It was found that nearly 52% Head Teacher received the first longer training, 35% had the opportunity to be in the shorter follow-up, and only 15% participated in the in-service training by March, 2014. Only 17% of all teachers have received training on use of the computer. Training on digital teaching content preparation has been received so far by fewer than 8% of the teachers.

About a third of the teachers taught 26-30 classes, a little more than a third taught 21 to 25 classes a week. The large majority of the head teachers also taught 11-20 classes in a week, indicating an overall shortage of teachers that imposed a relatively heavy workload on them.

Chapter Five

Findings from the Rapid Appraisal Survey

Demographics

The sample of 499 teachers was almost equally divided between primary and secondary teachers. Fifty-three percent of the primary teachers were females, whereas 29 percent of secondary were women. These ratios roughly matched the national gender distribution of teachers. The mean age of the teachers was 43 years for primary and 42 years for secondary teachers. Thus on average a teacher is expected to work as a teacher about 20 more years. On average they have less than two children, but have about five family members, which have implications for their income needs and family responsibilities.

Table 5.1: Background Information of Sample Teachers

Type of school	Gender		Mean Age	Marital status			No. of children	No. of household members
	Male	Female		Unmarried	Married	Widow/ Widower		
Primary N= 247	47.0%	53.0%	43.29	5.3%	91.9%	2.8%	1.92	4.89
Secondary N=252	71.0%	29.0%	41.58	9.1%	89.7%	1.2%	1.75	4.83

5.1: Educational Achievement

5.1.1 Highest Educational Qualification

Among the primary teachers 46.6% are college graduates (see table 5.2 for details). A substantial number of primary teachers in GPS (38.9%) have a Masters degree. These proportions are smaller for NNPS. In the sample, 3.2% of teachers' highest degree is SSC (10 years of school education) and 11.3% has the HSC certificate (12 years of formal schooling). Does the high academic qualification make them necessarily better teachers in primary school? This is discussed below.

For secondary school, the recruitment criterion for teaching position is college graduation (at least 14 years of formal education). However, almost 52% of the teachers had a masters degree, and 46% had the Bachelor degree. A little over one percent had only 1 percent of the teachers were found to be with HSC qualification.

Table 5.2: Educational Qualifications of Teachers

Name of degree	Primary				Secondary		
	All Primary	GPS	NGPS	NNPS	All Secondary	GSS	NGSS
SSC	3.2%	2.4%	0%	11.1%	0.8%	0%	0%
HSC	11.3%	7.1%	25.0%	40.7%	1.2%	0%	1.3%
Bachelor (Pass course)	40.9%	42.0%	37.5%	33.3%	37.7%	7.4%	42.0%
Bachelor (Honors course)	5.7%	6.1%	0%	3.7%	8.7%	3.7%	9.4%
Bachelor (All)	46.60%	48.10%	37.50%	37.00%	46.40%	11.10%	51.40%
Masters	38.9%	42.5%	37.5%	11.1%	51.6%	88.9%	47.3%

5.1.2 The Quality of the Educational Qualifications

The class or division obtained in the diploma or degree examinations is supposed to indicate the academic merit and capability of the person and indicate her or his potential as a teacher. The normative expectation is that teachers should possess high intellectual capabilities.

A significant number received third division or class in their qualifications-in primary 7.7% for SSC, 18.3% for HSC, 34.1% for Bachelors and 10.2% at Masters level. In secondary, it is 8.7% for SSC, 20.8% for HSC, 35.7% for Bachelors and 12 % at Masters level (Table 5.3). The large majority of teachers obtained second division or class in their academic certificate or degree examinations. The proportions placed in the first division or class were substantial in SSC and HSC, but went down considerably at the degree level for both primary and secondary schools. It was somewhat higher at the Masters level.

There are some skepticism in the education community about the credibility of the public examinations and the classes awarded, especially the highest class, division, and lately the grade point average. Nonetheless, a third division or class obtained in the examination is liable to cast doubt about the intellectual capability of the person to become an effective teacher. A legitimate question is whether a person with a third class Bachelor or Masters degree would perform as a teacher better in a primary school than one with a first division HSC certificate, which may indicate a stronger basic intellectual capability for the latter.

Table 5.3: Division/Class Achieved in Diploma and Degree

School Type	Division/Class	SSC	HSC	Bachelor	Masters
Primary	1 st	38.1%	14.9%	2.8%	15.7%
	2 nd	54.3%	66.8%	63.1%	74.1%
	3 rd	7.7%	18.3%	34.1%	10.2%
Secondary	1 st	43.7%	23.2%	3.2%	8.6%
	2 nd	47.6%	56.0%	61.0%	78.6%
	3 rd	8.7%	20.8%	35.7%	12.9%

5.2: Professional Training

5.2.1: Training - Long and Short Courses

The sample data shows that overall 88.6% teachers' received long training like C.Ed. /C-in-Ed, B.Ed. and M.Ed. This percentage is 95.1% for primary school teachers' and 82.1% for secondary school teachers (See table 5.5). The proportion of trained teachers in the sample is over-represented at both primary and secondary levels. This is especially so at the secondary level, because, according to the BANBEIS teacher survey in 2014, less than half of the secondary teachers (46%) had obtained the 9-month B.Ed. professional degree.

The formal training leading to C-in-Ed. Certificate and B.Ed. degree entitle teachers to receive salary increments. C-in-Ed is considered a requirement for primary teachers, though it is not a pre-service training course. Primary teachers, after they are recruited, are expected to take part in the training, when they are on paid education leave. B.Ed. is not a strict requirement for secondary teaching, but the degree is linked to salary level and salary increment. The majority of the teachers, 78% at the primary level, and 57% at the secondary level who had the long training, benefited in salary raise or increment.

In the sample population, 89.8% of primary teachers' and 82.8% teachers at the secondary level have different kinds of short training (1 to 30 days) like subject based training, leadership and management training, inclusive education, ICT training, TQI training (Table 5.4). Overall 78.76% teachers have both short and long training. This percentage is higher for primary teachers (86.64%) than of secondary teachers (71.03%).

Table 5.4: Participation in Short Training Courses

School Type	Received long training (Percent)	Received benefit after long training	Type of benefit	Percent of beneficiary teacher	Received short training Percent	Received both short & long training Percent
Primary	N=247 95.1%	N=242 77.7%	Promotion	5.9%	N=245 89.8%	N=247 86.64%
			Salary Increment/grade change	94.1%		
Secondary	N=252 82.1%	N=240 56.7%	Promotion	12.5%	N=244 82.8%	N=252 71.03%
			Salary Increment/grade change	87.5%		
All	N=499 88.6%	N=482 67.2%	Promotion	8.6%	N=489 86.3%	N=499 78.76%
			Salary Increment/grade change	55.6%		

Table 5.5: Participation in Long Training Courses

Name of Training	Percent Participated by school type	
	Primary	Secondary
C-in-Ed	74.1%	2.8%
C-in-Ed and B.Ed.	9.7%	1.2%
B.Ed.	7.7%	61.5%
No long training	4.9%	17.9%
C-in-Ed, B.Ed.& M.Ed.	1.6%	0%
B.Ed. and M.Ed.	1.2%	7.1%
M.ED	.4%	6.0%
Others	.4%	3.6%

In case of B.Ed. training, 40.1% teachers received it from non-government institutions. The quality of instruction and meeting of other quality criteria in private commercially operated institutions is debatable, if not suspect.

5.3: Teaching Learning Environment and Conditions

5.3.1 Class Size

The average class size for the teachers of primary and secondary respectively are 48 and 83. Data shows that class size have negatively related with upper grades. In primary, grade one teachers have the largest number for class size and grade 5 is lowest. Similarly, in secondary level, grade six is the largest and grade 10 is lowest. It is found that in urban area class size is little smaller than of the urban schools teacher's (see table 5.6 for details).

Table 5.6: Class Size

School Type	Location	Grade					
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	All Grade
Primary	Rural	54.24	54.93	56.14	53.82	51.64	54.15
	Urban	50.37	50.23	47.12	43.33	38.59	45.93
	All	51.68	51.71	49.46	46.40	42.44	48.34
Secondary		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	All Grade
	Rural	84.48	81.77	77.95	75.04	64.41	76.73
	Urban	108.54	94.62	93.18	74.87	69.53	88.15
	All	97.36	88.51	85.99	74.95	67.13	82.79

Note: These statistics are derived from the sample teachers' responses, which vary from reported aggregate national data. These may represent actual situation on the ground, where multiple sections are sometimes combined.

Although, the aggregate national data provide some numbers regarding class size, the actual situation on the ground may be different when the teachers are actually deployed in the classroom. One problem is that the aggregate hides the absences, of teachers, teachers on leave, or those engaged in non-teaching duties. From the sample, it turns out that in some secondary classes there may be close to 100 students, and many primary classes have close to 50 students.

5.3.2 Workload

Teachers' workload is an important factor for motivation in teaching for teachers. Average number of period in a week for primary school teacher is 27.35 and 21.77 for secondary teachers. There is a difference in workload of primary school teachers between rural and urban schools, rural teachers have to teach more periods than those of urban schools (see table 5.7 for details).

Table 5.7: Numbers of Classes Taught in a Week

School Type	Location	Number of period in a week	Hours spent in school (Everyday)
Primary	Urban N=79	25.14	7.41
	Rural N=168	28.23	7.38
	All N=247	27.35	7.42
Secondary	Urban N=120	21.17	6.64
	Rural N=132	21.98	6.54
	All N=252	21.77	6.62

Apart from classes taught daily, workload must take into account preparation for class, correcting homework, and non-teaching activities of teachers which all add to the burden of the teachers. Shortage of teachers, and normal absences, in a personnel shortage situation, often add to teachers' burden, sometimes requiring them to perform the impossible feat of teaching more than once class at the same time. Add to all this the travel to and from school, especially for primary teachers who appear to live farther from school than the average secondary teacher. It can be seen that the conscientious teacher has a long and exhausting day every school day.

5.3.3 Perception about Classroom Environment and Learning Environment

The large majority of teachers in the sample said that the learning environment in classroom was satisfactory. About a quarter of the teachers (23.5%) in primary schools considered this not satisfactory.

At the secondary level, overall a quarter (25%) of teachers said that their learning environment in their classroom is not in satisfactory condition. There is a gap between urban and rural schools, placing the rural secondary schools are at a disadvantage in this respect. The teachers' perception probably reflects their expectations about what Bangladesh as a poor country can afford in respect of school infrastructure and facilities.

Table 5.8: Perception of Teachers about Learning Environment and Materials in Schools

School Type	Location	Perception about learning environment of classrooms	Percent	Perception about availability of learning materials in classrooms	Percent
Primary	Urban	Not satisfactory	17.7%	Not satisfactory	20.3%
		Satisfactory	75.9%	Satisfactory	74.7%
		Very good	6.3%	Very good	5.1%
	Rural	Not satisfactory	17.4%	Not satisfactory	25.0%
		Satisfactory	75.4%	Satisfactory	70.2%
		Very good	7.2%	Very good	4.8%
	All	Not satisfactory	17.5%	Not satisfactory	23.5%
		Satisfactory	75.6%	Satisfactory	71.7%
		Very good	6.9%	Very good	4.9%
Secondary	Urban	Not satisfactory	7.5%	Not satisfactory	18.3%
		Satisfactory	84.2%	Satisfactory	76.7%
		Very good	8.3%	Very good	5.0%
	Rural	Not satisfactory	24.2%	Not satisfactory	31.1%
		Satisfactory	72.7%	Satisfactory	67.4%
		Very good	3.0%	Very good	.8%
	All	Not satisfactory	16.3%	Not satisfactory	25.1%
		Satisfactory	78.2%	Satisfactory	72.1%
		Very good	5.6%	Very good	2.8%

Table 5.9: Teacher Time Spent for Duty Other Than Classroom Activities Assigned by Authorities

School Type	Location	Time spent for other duty full days in the past year	Time spent for other duty half days in the past year	Time spent for other duty after school in the past year
Primary	Urban N=78	24.82	23.39	21.73
	Rural N=167	12.69	10.97	14.27
	All N=245	16.35	14.94	16.56
Secondary	Urban N=120	22.64	15.46	28.46
	Rural N=132	13.52	12.87	20.77
	All N=252	17.78	14.14	24.66

Almost 18 full days, 14 half days, and about 25 days after school time were spent by secondary teachers for non-teaching activities assigned by school management or local government authorities. These numbers were 16, 15 and 17 for primary teachers. Out of total school days of about 180 days, these amounts of time are substantial diversion of teacher's time to no-teaching activities and addition to their workload. Demand on teachers for non-academic work is substantially higher in urban schools.

5.3.4 Obstacles Faced in Daily Class Teaching

The sample data indicates that almost all teachers both in both primary (99.2%) and secondary schools (98%) face diverse obstacles in their daily class teaching. Teachers are subjected to a wide range of constraints in daily class teaching at both primary and secondary levels. These are related to classroom environment, learners, teachers and content. In the multiple responses, (Table: 5.10) the highest number of primary school teachers (42.9%) mentioned shortage of teacher either due to absence, vacancies or just not enough teaching positions, which add to their work burden and undermine the working condition. Lack of space for learners' irregularity and lack of enough classrooms were mentioned by respectively 38.1%, 35.2% and 34.8% primary school teachers. Other obstacles noted were lack of learning materials (24.3%), large class size (23.1%), insufficient seating space on benches (18.6%), "low caliber" learners (15.8%), un-attentiveness of learners (14.6%), too much content for the teaching time (12.6%), noise/sound pollution (10.5%) etc. (See table 5.10 for details).

In secondary level, maximum number of teachers (36.7%) mentioned not-enough space in classroom for learners. Shortage of teachers (32.7%), lack of learning materials (29.9%), inattentive and "slow" learners (8.7%, and 27.5%) were also noted. Large class size is mentioned by 22.3%, large content for teaching time (26.3%) and irregular attendance by learners (25.5%) were identified as barriers. (See table 5.10 for details). The barriers to teacher's performance mentioned point to basic deficiencies in work environment and working condition for teachers at both primary and secondary levels. Addressing these with additional investments, better management at school level and involving teachers in dealing with these issues has to have a priority to improve teacher performance and student outcomes.

Table 5.10: Teachers' Perception of Obstacles Faced in Daily Class Teaching

Obstacles	Percent of responses*	
	Primary	Secondary
Teachers scarcity	42.9%	32.7%
Less space in classroom for learners	38.1%	36.7%
Irregular learner	35.2%	25.5%
Lack of classroom	34.8%	13.5%
Lack of learning materials	24.3%	29.9%
Large number of learners	23.1%	22.3%
Insufficient bench	18.6%	17.1%
Low caliber learners	15.8%	27.5%
Inattentiveness of learners	14.6%	28.7%
Lack of furniture	13.0%	11.2%
Large content regarding time	12.6%	26.3%
Noise/sound pollution	10.5%	6.0%
Screaming of learners	2.8%	4.0%
Dirty classroom	2.4%	4.8%
Broken blackboard	1.6%	1.6%
No obstacle	0.8%	2.0%
Others	3.2%	2.4%

*Multiple responses permitted.

5.3.5 Sources of Happiness in Every Day Class Teaching - Job Satisfaction

Asked to indicate what made teachers happy in respect of their teaching job, 39.8% teachers of primary schools said they felt happy when students responded to their teaching activities. In the same vein, other things that made them happy were when they felt they had taught a lesson properly (27.9%), when students learned new things (14.9%), and when learners appeared to be motivated to learn (13.5%).

In the case of secondary level teachers, 35.5% responded that they were happy when they could teach properly. Respectively, 23.5%, 19.5% and 14.3% responded on good responses from learners (23.5%), motivated learners (19.5%), and learners showing signs of learning new things (14.3%) were causes for happiness for percentages of teachers shown in parentheses (see table 5.11 for details).

It is clear, when students are responsive, learning and motivated, teachers are happy. This source of personal and professional satisfaction of teachers can be and should be the basis for working with teachers to improve their own performance and enhance student learning.

Table 5.11: Sources of Happiness for Teachers in Their Interaction with Students (in percentage)

Factors of happiness	Primary			Secondary		
	All N=244	Urban N=78	Rural N=166	All N=251	Urban N=120	Rural N=131
Nothing makes happy	.8	0	1.2	0	0	0
If learners are motivated	13.5	7.7	16.3	19.5	26.7	13.0
If can teach properly	27.9	26.9	28.3	35.5	30.0	40.5
If learners learn new things	14.8	11.5	16.3	14.3	12.5	16.0
Good response from learners	39.8	48.7	35.5	23.5	25.8	21.4
If everyone learns	3.3	5.1	2.4	6.8	4.2	9.2
Others	0	0	0	.4	.8	0

5.3.6 Time Spent Out of Class and Workload

More secondary teachers (74.9%) spent time out of class for homework correction than primary teachers (63.5%). More urban primary teachers devoted time to this task (78.2%) than rural teachers (56.6%). The average out of class time for homework correction is respectively 3.61 hours and 4.60 hours in a week for primary and secondary level teachers. The time is slightly higher in urban areas than of rural areas (See table 5.12 for details).

In case of lesson plan preparation 88.6% primary level teachers and 74.9% secondary level teachers reportedly took out of class time-higher in urban areas (See table 5.12 for details). The average time they spent in a week for lesson plan preparation was 5.89 hours for primary and 7.49 hours for secondary teachers with longer time taken in urban areas (See table 5.12).

Table 5.12: Time Spent by Teachers to Prepare Lesson Plan as Reported by Teachers

School Type	Location	% of teachers taking out of class time for home work correction	Average Time (Hours in a week)	% of teachers taking out of class time for lesson plan preparation	Average Time (Hours in a week)
Primary	Urban	78.2%	3.73	92.4%	5.94
	Rural	56.6%	3.55	86.8%	5.87
	All	63.5%	3.61	88.6%	5.89
Secondary	Urban	73.9%	5.02	95.8%	8.50
	Rural	75.8%	4.21	93.2%	6.59
	All	74.9%	4.60	94.4%	7.49

5.4: Professional Expectations

5.4.1 Where Teachers Want to be Professionally in Five Years

Nearly three quarter of teachers' wanted to see themselves as a successful teacher after five years in both in primary (72%) and secondary (71%) schools. In primary level, another 14.6% teacher wants to be more skilled teachers. Some of them want to be promoted as head teacher (4.1%) and as education officer (8.9%). Only 0.4% teachers want to see themselves in other jobs than teaching.

At the secondary level, they also want to be more skillful teacher, another 17.1% wants to be more skilled teacher, and 7.5% wants to be a head teacher. Some of them wants to be an assistant head teacher, college teacher and education officer (See table 5.13 for details). Among the secondary teachers' 1.6% wants to be in a job outside teaching after five years.

Table 5.13: Teachers' Professional Goal in Five Years

See myself in 5 years as:	Percent Primary	Percent Secondary
A more successful teacher	72.0%	71.0%
More skilled teacher	14.6%	17.1%
As an education officer	8.9%	.4%
As a head teacher	4.1%	7.5%
As an assistant head teacher	1.2%	0%
As a lecturer in college	1.2%	0%
Others	.4%	1.6%

Teachers have professional ambitions and expectations regarding where they may be in five years; but the human resource management system in either primary or secondary level does not appear to have any provision or scope for career development of teachers. It appears that only by happenstance, the teacher's professional ambition may be fulfilled only in a few cases. Most teachers enter the profession as an Assistant Teacher and are likely to retire from the same position teaching as an Assistant Teacher.

5.4.2 Support for Professional Development

Data from the sample show that most of the teachers want to stay in teaching profession as more skilled and successful teachers (See table 5.13). Quality professional training is perceived as a need by the highest percentage at both primary and secondary levels.

They also asked for reducing pressure of non-teaching duty, salary increment linked to professional development, creating learning friendly environment and reducing daily class-teaching burden.

At the secondary level, 58% of the teachers wanted quality professional training. They also saw the need for learning friendly environment, better salary and reducing demand on teachers' time for non-teaching tasks. (See table 5.14 for details).

Table 5.14: Supports Needed for Professional Development

Support needed	Primary (%)	Secondary (%)
Quality training	41.5%	58.0%
Increase salary	19.9%	11.6%
Reduce pressure of other duty rather teaching	19.9%	6.4%
Learning friendly environment	10.6%	16.4%
Reduce number of period	7.3%	1.6%
Financial support to school	.8%	.8%
Use of sufficient teaching material	0%	2.4%
Not sure	0%	1.6%
Others	0%	1.2%

5.4.3 What is Needed to Enhance Teaching Learning Quality?

In response to question about what would make a difference for improving teaching learning, the highest percentage of responses from both primary and secondary teachers was action to increase teachers' salary. At primary level 63.8% and in at secondary level, 45.0% of teachers saw this was the most important step. Cooperation of stakeholders, including learners, parents, colleagues, education administrators was also seen as an important factor. (See table 5.15 for details). Improvement in infrastructure was a need expressed by almost a third of the teachers at both levels. Other items mentioned were modern technology, quality learning materials and more learning contact hours.

Table 5.15: Teachers' Perception of What Would Help Improve Teaching Learning

Steps that would improve teaching learning	Percent of responses*	
	Primary	Secondary
Standard salary	63.8%	45.0%
Cooperation of guardians	41.6%	34.5%
Developed/Modern infrastructure	31.7%	30.9%
Modern technology	23.9%	34.5%
Quality learning materials	19.3%	24.5%
Cooperation of colleagues	18.1%	6.8%
Cooperation of education officers	16.9%	10.8%
Good environment	12.8%	17.3%
Cooperation of learners	14.0%	19.7%
Cooperation of administration	6.2%	11.6%
Skilled Administration	4.1%	8.0%
More contact hours	4.1%	3.6%
Not sure	0%	1.2%

* Multiple responses possible.

5.4.4 What is Lacking in Classroom Learning Facilities?

Both primary (33.6%) and secondary (44.8%) teachers gave highest response to the option that they lack access to a laptop with internet connection in their classroom.

Beside this, in primary level, 17.4% of the teachers said they would like more classrooms and spacious classrooms, more quality learning aids and materials. Mention was made insufficient light in some classrooms and absence of whiteboard and electric fans (See table 5.16).

Table 5.16: Teachers' Perceptions: What is Lacking in Classroom Facilities (in percentage)

Lacking	Percent of Responses*	
	Primary	Secondary
Laptop with internet connection	33.6	44.8
Sufficient classroom	17.4	6.8
Spacious classroom	13.8	14.0
Quality teaching material	11.7	15.6
Classroom repairing	10.1	2.0
Whiteboard and marker	5.7	12.0
Sufficient light	2.4	2.0
Fan	3.2	2.4
Others	2.0	.4

*Multiple responses possible

5.4.5 Most Positive and Most Negative Experience in Teaching

Almost all teachers have positive experience in their teaching profession except 0.4% secondary teachers. Their positive experience is mostly related to learners' achievement and the respect they received from the society. Opportunity of learning of new thing is also positive experience for teachers for both primary and secondary teachers. Table 5.17 described the positive experience of teachers.

In contrast, 91.7% teachers in primary and 84% teachers in secondary have negative experience in their teaching profession, and respectively 46.3% and 38.4% teachers faced negative experience due to economic problem for lack of money. Non-cooperation is another major factor of negative experience. SMCs pressure, not getting chance to teach in line of competency are also some negative experience. Table 5.17 shows the percentage of negative experience among teachers.

Table 5.17: Most Positive and Most Negative Experience in Teaching

Most Positive Experience	Percent Primary	Percent Secondary
With help an indifferent student is now good student	37.0%	38.2%
Respect from society	26.0%	17.5%
Can be and remain a learner	9.8%	11.6%
Support of SMC	8.1%	4.0%
Cooperation from students in all school and community	7.7%	10.4%
To be known as a wise person	6.1%	11.2%
Cooperation from guardians	4.9%	6.0%
No positive experience	0%	.4%
Others	.4%	.8%

Most Negative Experience	Percent Primary	Percent Secondary
Economic problem from lack of money	46.3%	38.4%
No cooperation from guardians	24.6%	18.0%
No recognition of competency	9.6%	11.6%
No negative experience	8.3%	16.0%
SMC's pressure on negative things	5.4%	6.0%
Feeling of scarcity of money	2.9%	3.2%
Misbehavior from guardians	2.9%	4.0%
Devalued by ex students	0%	1.2%
Others	0%	1.6%

5.4.6 Choosing Teaching as a Profession

Questions were asked about why the respondents chose teaching as a profession and how they felt about being the profession. Interestingly, 79% of the primary teachers and 90% of secondary teachers said it was a choice they made, because teaching was a “noble” profession, at least for the majority of the respondents (see table 5.18 for details). Only 10% at the primary level and 4% teachers at the secondary level said they took the job, because they were unable to get any other job. Now that they are in it, over 90% at both levels are completely or moderately satisfied with their occupation (see table 5.18 for details).

Table 5.18: Reason to be a Teacher and Level of Satisfaction

School Type	Is teaching your expected job?	Percent	Reason to become a teacher	Percent	Level of satisfaction with teaching profession	Percent
Primary	Yes	78.9%	Teaching is a noble profession	52.2%	Moderately satisfied	51.9%
			Honorable job	21.1%		
			Unable to get any other job	10.1%	Completely satisfied	45.4%
			To develop the country	7.3%		
	No	20.6%	To teach learner from poor families	5.3%	Not satisfied	1.9%
			Can give much time to family	3.2%	Satisfied to some extent	.9%
Others			.4%			
Secondary	Yes	90.1%	Teaching is a noble profession	56.7%	Completely satisfied	50.0%
			Honorable job	24.6%		
			To develop the country	7.5%	Moderately satisfied	42.9%
	No	9.9%	To teach learner from poor families	6.0%	Satisfied to some extent	6.4%
			Unable to get any other job	4.0%	Not satisfied	.7%
			Others	1.2%		

5.5: Performance Evaluation

5.5.1 Type of Evaluation and Evaluator of Performance

Teachers are evaluated and given certain professional support by various supervisory personnel. There is a relatively elaborate supervisory structure at the upazila level for primary education. A similar structure does not exist for secondary schools, though supervisors for development project activities in secondary education have been placed in some upazilas.

In response to questions about supervision and performance evaluation, it was reported that there were certain school-based supervision and support as well as supervision from the upazila and to some extent district level. In primary schools - UEOs/TEOs, AUEOs/ATEOs, DPEOs, URC Instructors and Head teachers evaluate the teachers. In secondary schools 71.1% teachers reported to be evaluated by the head teachers and 37.9% teachers by the Assistant inspector (see table 5.19 for details). This information is based on the responses of teachers. A pertinent question is why their respective head teachers supervise only 37.8% of the teachers at the primary level and 71.1% of the teachers at the secondary level. One could reasonably expect almost daily or at least weekly interaction between head teachers and teachers about classroom teaching-learning and student performance. The frequency of evaluation, providing feedback, discussion about evaluation, how it makes a difference are obviously the important concerns, as discussed below.

Class observation is the highest mentioned type of evaluation both in primary (79.7%) and in secondary (62.2%) schools. Written pro-forma evaluation is much higher in primary schools (41.9%) than at secondary schools (18.1%). Moreover, 45.9% primary teachers and 34.1% secondary teachers also mention lesson plan review as a type of evaluation (see table 5.19 for details).

Table 5.19: Type of Evaluation and Evaluator

School Type	Type of Evaluation	Percent of Cases*	Evaluator	Percent of Cases*
Primary	Class observation	79.7%	No one Evaluate	0.8%
			Upazila Education Officer	54.5%
	Lesson plan review	45.9%	Assistant Upazila Education Officer	77.6%
			District Primary Education Officer	48.0%
	Written	41.9%	Upazila Secondary Education Officer	43.5%
			Assistant District Primary Education Officer	10.6%
	Oral	39.4%	URC Instructor	48.8%
			Head Teacher	37.8%
	Others	15.4%	Assistant Head Teacher	4.9%
	No evaluation	0.8%	School Management Committee	24.4%
Others			20.7%	
Secondary	Class observation	62.2%	No one Evaluate	3.0%
	Lesson plan review	34.1%	Upazila Secondary Education Officer	0.9%
	Oral	23.3%	Assistant Inspector	37.9%
	Written	18.1%	Head Teacher	71.1%
	Others	7.2%	Assistant Head Teacher	16.4%
	No evaluation	3.6%	School Management Committee	18.5%
			Others	3.9%

*Multiple response analysis

5.5.2 Frequency of Evaluation

No pattern was found in the frequencies of teachers' performance evaluation. It varies from daily to half yearly in the same type of schools. In terms of highest frequency of supervision/evaluation, 31.4% of primary teachers were evaluated once in a month, 23% of secondary teachers were supervised once a week. Daily evaluation responded by 15.5% primary teachers and 11.5% secondary teachers. For detail of frequency of evaluation, see table for details.

In case of written form of evaluation 80.1% primary teachers said that they have written form of evaluation and 45.8% secondary teachers have written form of evaluation. Another important issue is that, 98% teachers in primary level said that they have discussions with evaluator after evaluation, this percentage is lower in secondary level (88.4%).

What all these multiple evaluations and supervisions amount to in respect of interaction with teachers and how and whether it made a difference making the task easier for teachers or improving learner outcome is not clear. Teachers themselves appear to be raising some of the questions as indicated in their response to questions about form and type of evaluation and ways of improving supervision/evaluation. (Table 5.20)

Table 5.20: Frequency of Evaluation, Written form of Evaluation and Discussion after Evaluation

School type	Frequency of evaluation	Percent	Have written form of evaluation (in percentage)	Have discussion after evaluation (in percentage)
Primary	Monthly	31.4	80.1	98.0
	Daily	15.5		
	Weekly	14.3		
	Fortnightly	12.2		
	Bi-monthly	9.4		
	Irregular	6.9		
	2/3 times in a week	5.3		
	Tri-monthly	4.5		
	Half yearly	.4		
Secondary	Weekly	23.0	45.8	88.4
	Fortnightly	20.1		
	Monthly	20.1		
	Daily	11.5		
	2/3 times in a week	9.4		
	Tri-monthly	5.3		
	Irregular	4.9		
	Bi-monthly	4.1		
	Half yearly	1.2		
	Yearly	.4		

5.5.3 What Kind of Advice or Support Provided

In primary, 98.4% and in secondary 98.8% secondary teachers said that they received advice and support based on their performance evaluation. Within the given options, 62.6% primary and 55% secondary teachers said that they are being provided overall advice for effective teaching. About 29% teachers both in primary and secondary teachers said that in their case they are provided support by identifying specific problems in their teaching. These two results could be utilized for improving the performance evaluation and effective feedback to teachers. Related to this, only 1.2% in primary and 2% in secondary level teachers said that supervisor demonstrate teaching in their classroom. This could be also a considerable support for teaches in the classroom (see table 5.21 for details).

Table 5.21: Advice and Support Based on Performance Evaluation

Advice/Support	Percent Primary	Percent Secondary
Overall advice for effective teaching	62.6%	55.0%
Identify the specific problem in teaching and provide solutions	29.7%	29.5%
Make me understood what I don't understand	4.5%	8.4%
No advice/support	1.6%	1.2%
Supervisor demonstrate teaching	1.2%	2.0%
No specific support	.4%	3.6%
Others	0%	.4%

5.5.4 Necessity of Professional Evaluation

When the teacher were asked if and why performance evaluation was necessary, the highest number answered at both primary (32.0%) and secondary (32.7%) levels that they feel motivated if they are evaluated. For primary teachers 26.6% mentioned that performance evaluation helps to achieve skills in own work. In addition, 21.1% mentioned that they could correct their mistake by their performance evaluation (See table 5.22 for details)

For secondary level, 19.9% teacher mentioned that they achieve skills in their own work through performance evaluation. Same percentage of teachers mentioned they can make correction of their mistakes through performance evaluation

Table 5.22: Necessity of Performance Evaluation

Necessity	Percent Primary	Percent Secondary
Achieve skill in own work	26.6%	19.9%
Can correct mistakes	21.7%	19.9%
Increase ability	7.0%	6.0%
Motivated if evaluated	32.0%	32.7%
Helpful for teaching	3.3%	5.6%
Negligence in work if not evaluated	2.5%	2.4%
Teachers become aware	7.0%	13.1%
Others	0%	.4%

5.5.5 Reason for Satisfaction and Dissatisfaction

Both primary and secondary school teachers are satisfied with their performance evaluation in high numbers. Over 90% of teachers at both levels are satisfied with their present performance evaluation process. Among the teachers who are satisfied with their performance evaluation process highest number mentioned skill enhancement as a reason for their satisfaction. This is mentioned by 47.7% of primary and 45.5% of secondary school teachers (See table 5.23 for details).

Somewhat in contradiction, the overwhelming support for present performance evaluation is also mixed with 44% of primary teachers being dissatisfied because they were questioned about their teaching style and effectiveness during evaluation. This may mean teachers are not ready to hear negative feedback or evaluators are not skilled to provide feedback in a proper way. At the same time, 11% primary and 24% secondary teachers said no feedback or advice was provided after evaluation. Some evaluators are known to play the role of supervisor who only looks for mistakes and weaknesses.

Table 5.23: Satisfaction and Dissatisfaction with Performance Evaluation

School Type	Perception about performance evaluation process	Percent	Reason for satisfaction	Percent	Reason for dissatisfaction	Percent
Primary	Satisfied	96.3%	Increase skills	47.7%	Questioned about teaching style and effectiveness	44.4%
			Got pleasure in work	22.6%	No specific guideline	22.2%
	Dissatisfied	3.3%	Can teach properly	18.0%	Have to heard negative comments	22.2%
			Not applicable	.4%	Enhance experience	11.3%
Secondary	Satisfied	92.1%	Others	.4%	Others	0%
			Increase skills	45.5%	No specific guideline	38.1%
	Dissatisfied	7.1%	Can teach properly	24.9%	No advice or support	23.8%
			Got pleasure in work	18.0%	Have to heard negative comments	14.3%
	Not applicable	.8%	Enhance experience	11.2%	Questioned about teaching style and effectiveness	14.3%
			Others	.4%	Others	9.5%

5.5.6 Suggestions for More Effective Performance Evaluation

Teachers have suggested salary increment as a supervisory and evaluation tool. Two-thirds of primary and more than half of secondary teachers have suggested that evaluation and supervision could be linked to a reward system by offering incentive through salary increment. Other suggestions to strengthen supervision and teacher evaluation include improving administrative skills and accountability in the system, training for supervisors and more frequent classroom inspection (See table 5.24).

Table 5.24: Suggestions for Effective Performance Evaluation

Recommendations	Percent of Responses*	
	Primary	Secondary
Increase salary & allowances	66.7%	55.2%
Ensure quality education	65.0%	56.7%
Increase efficiency by regular supervision	56.5%	42.5%
Class observation	26.4%	23.4%
Ensure accountability	21.1%	34.1%
Training of supervisor	17.5%	14.3%
Skilled administration	15.4%	30.2%
Regular monitoring of administration	13.0%	19.4%

*Multiple responses possible

5.6: Salary and Income

5.6.1 Present Salary

The sample data show that there are salary variations for the same job done by teachers in the same types of schools. For example, government school teachers received a higher salary than non-government teachers in both primary and secondary schools. The average monthly salaries of different type of schools are shown in table 5.25, based on survey response.

Table 5.25: Present Salary of Different Types of School Teachers (2015)

Type of School	Length of Service		Present Salary (BDT)	Present Salary (USD)
GPS	up to 10 years	N=27	14,714	191
	10+ years	N=185	15,498	201
	All	N=212	15,398	199
NGPS	up to 10 years	N=3	11,581	150
	10+ years	N=4	73,75	95
	All	N=7	9,177	119
NNPS	up to 10 years	N=6	10,551	137
	10+ years	N=21	12,533	162
	All	N=27	12,093	157
All primary	All	N=246	14,859	192
Government Secondary	up to 10 years	N=7	15,333	199
	10+ years	N=20	22,138	287
	All	N=27	20,373	264
Non Government Secondary	up to 10 years	N=53	10,388	134
	10+ years	N=168	14,628	189
	All	N=221	13,611	176
All Secondary	All	N=248	14,348	186

5.6.2 Distance to School and Conveyance Cost

Distance of school from home, travel time and expenses affect teachers' working condition and economic welfare. Average distance between teachers living place and school for primary school is 6.27 km and for secondary school is 3.84 km. Distance is longer in rural areas for both primary and secondary schools. In urban areas, primary teachers travel about three times long distance (7.90 km) than the primary school teacher in urban areas (2.80 km). As a result of these traveling distance teachers from rural areas have to spent more time and money for their traveling to and from school (See table 5.26 for details).

Table 5.26: Distance to School, Time to Travel and Conveyance Cost

School type	Location	Average distance from home to school (Km)	Average time to travel (Minutes)	Average conveyance cost (BDT)
Primary	Urban N=79	2.80	20.71	34.08
	Rural N=168	7.90	35.34	47.83
	All N=247	6.27	30.65	43.43
Secondary	Urban N=120	1.50	15.85	28.04
	Rural N=132	5.97	29.22	44.62
	All N=252	3.84	22.85	36.73

5.6.3 Residential Status

Residential family accommodation for teachers is obviously a major item of expenditure and affects their overall economic well-being. It appears that the effect of relatively low individual and household income is mitigated somewhat by the fact that the large majority of teachers live in house that they or their families own. In case of primary teachers 72.9% live in own house. This percentage is nearly similar in urban and rural areas (See table 5.27 for details). In case of secondary teachers 68.3% live in own house, this percentage is higher in rural areas than of urban areas (See table 5.27 for details). Among the teachers who live in rented house, primary teachers spent little more than of secondary teachers for house rent. As expected, teachers in urban areas spent more for house rent than of rural areas teacher in both type of schools. Data indicates that primary and secondary teachers who live in rented house spent respectively 38.73% and 37.56% of their salary.

Table 5.27: Residential Status

School type	Location	Living in rented house	Living in own house	Average house rent	% of average present salary for house rent
Primary	Urban N=79	26.6%	73.4%	6961.90 N=21	-
	Rural N=168	27.4%	72.6%	5204.35 N=46	-
	All N=247	27.1%	72.9%	5755.22 N=67	38.73%
Secondary	Urban N=120	40.0%	60.0%	5762.50 N=48	-
	Rural N=132	24.2%	75.8%	4810.97 N=31	-
	All N=252	31.7%	68.3%	5389.11 N=79	37.56%

5.6.4 Involvement in other Income Activities

Numbers of teachers are involved in other income activities like private tuition, coaching, agriculture, business and other job besides teaching. For primary 25.3% and for secondary 42.1% teachers are involved with other income activities. The percentage is higher in rural areas than urban areas for both primary and secondary school teachers (See table 5.28 for details).

Table 5.28: Other Income of Teachers as Reported by Teachers

School type	Location	Involved in other income activities	Average monthly income from other income activities (BDT)					Others
			Private tuition	Coaching	Agriculture	Business	Part time job	
Primary	Urban	16.7%	7550 N=10	-	7133 N=3	2000 N=1	1000 N=1	-
	Rural	29.3%	4952 N=17	1000 N=1	8596 N=26	8100 N=10	1000 N=1	1100 N=1
	All	25.3%	5914 N=27	1000 N=1	8444 N=29	7545 N=11	1000 N=2	1100 N=1
Secondary	Urban	39.2%	8962 N=27	4000 N=1	2980 N=15	5000 N=5	8750 N=2	4675 N=4
	Rural	44.7%	5500 N=28	5725 N=4	3141 N=30	21888 N=9	7000 N=3	6360 N=5
	All	42.1%	7200 N=55	5380 N=5	3087 N=45	5857 N=14	7700 N=15	5611 N=9

5.6.5 Distribution of Household Income

Average total household income for primary school teachers is 30,650 taka and 28,998 taka for secondary school teachers. Teachers in urban areas have more income than of teachers in rural areas (See table 5.29 for details). Share of their own income in total household income is 53.4% and 61.5% respectively for primary and secondary school teachers. These percentages of the proportion of teachers own income in household income is higher in rural areas. Proportion of spouse's income is 15% higher in rural areas for primary school teachers and about 7% higher for secondary school teacher than of urban areas. Also there is a contribution of other members of the household in the total household income (Table 5.29)

Table 5.29: Distribution of Household Income as Reported by Teachers

School type	Location	Total family income (BDT)	Own income (BDT)	% of own income	Spouse's income (BDT)	% of spouse's income	Other members income (BDT)	% of other members income
Primary	Urban N=79	35,195	17,192	48.8%	15,835	45.0%	2,167	6.2%
	Rural N=166	28,487	15,960	56.0%	10,326	29.3%	2,200	7.7%
	All N=245	30,650	16,358	53.4%	12,102	34.4%	2,189	7.1%
Secondary	Urban N=119	30,936	17,512	56.6%	9,555	27.1%	3,868	12.5%
	Rural N=130	27,224	18,135	66.6%	7,171	20.4%	1,917	7.0%
	All N=249	28,998	17,837	61.5%	8,310	23.6%	2,850	9.8%

It appears that teachers are not able to meet their household and family expenses from their own salary as a teacher. They rely on their spouse's income and sometimes contribution of other members of the household. Teachers and their families engage in all kinds of income earning activities to earn a living income for their families. Private tutoring/coaching is one of the ways of supplementing teachers' income, but not necessarily the principal one. One of the coping mechanisms for teachers is to have their own residence so that they can save the rental cost. This, however, may mean that they have longer distances to commute which affects the time they can devote to their professional duties.

An average primary teacher's family income in Bangladesh is around the poverty line (assuming this to be \$1.25 or BDT 100 per day per person), if the teacher has to look after a four-member family with her/his salary. It is therefore not surprising that the teacher's spouse and family have to augment the family income to make ends meet. This is one important factor, though not the whole story, for low professionalism and average performance of teachers and the poor learning outcomes for students.

Chapter Six

Discussion and Conclusions

This rapid appraisal collected and analyzed data about educational preparation and professional training of primary and secondary teachers; teacher's supervision and evaluation; teachers' economic status and income; supervision and evaluation of teachers; and teachers' perceptions and expectations about their work. The collected data were placed in the context of a national overview of teachers and teaching in primary and secondary education and the international discourse on quality and equity in education and the role of teachers. The recently adopted SDG4/Education 2030 agenda make the examination of the teachers' situation in primary and secondary education especially pertinent.

It is worth noting that the sample of teachers for this study were drawn from primary (GPS and NNPS) and secondary schools, which served over 80 percent of primary students about 85 percent of secondary level students. The major categories of institutions not included here are the ibtedayee madrasahs and non-formal second chance primary education centers of NGOs at the primary level and dakhil madrasahs at the secondary level as well as profit making private schools. Reliable estimates of enrollment in quomi madrasahs and the private profit-making schools, outside the purview of government oversight, do not exist.

6.1 Responses to the Survey Questionnaire

The relatively small and opportunistic sample may not represent the general teacher population, but this may not be a serious setback for the qualitative enquiry pursued in this study.

6.1.1 A Quantitative Shortfall

Student teacher ratio close to 50 students to a teacher in primary school is a serious impediment to quality teaching and a major obstacle to teachers doing their job well. During PEDP 2 period over a period of six years some 45,000 teachers have been recruited and a similar number is being recruited under PEDP 3. But do these numbers actually result in net addition to teachers in the system, if the natural attrition – those who retire and leave the system for other reasons. Annual Sector Performance Reports for primary education do not report teaching personnel turn-over and net addition and reliable data seem difficult to retrieve. To bring down student teacher ration to a defensible 30 to 1, another 100,000 teachers should be recruited in primary schools.

The secondary teachers' census undertaken in 2014 under TQI shows serious deficits in common compulsory subjects including English, even Bangla, and math science and computers, if a count is taken of subject-specific teachers per 100 schools. For every hundred schools, there are only 47 computer teachers, 50 for Bangla, 57 for English and 138 for Math and all the science subjects. If at least one teacher for these compulsory subjects in every school is considered necessary, at least 50,000 teachers should be recruited immediately for secondary schools.

To bring the provisions for primary and secondary level education to an acceptable standard in terms of class size, teacher-student ratio, and sufficient learning time in school, the teaching force for these stages need to be doubled from the present number of approximately 750,000 within a medium term time frame.

6.1.2 Absence of a Career Path for Teachers

It is a unique system in Bangladesh in which the basic designation of the teaching position is Assistant Teacher and there is no designation of teacher, senior teacher, subject coordinator, team leader etc. Almost all teachers enter the profession as an Assistant Teacher and retire from work as an Assistant Teacher. There is no career ladder for teachers-serious de-motivating factor.

6.1.3 Quality of Teachers' Academic Qualifications and Professional Preparation

The sample in this study shows that even at the primary level a substantial proportion of teachers have qualifications above the required HSC (91% of teachers with Bachelors or higher degree in GPS and 48% in NNPS.) At the secondary level, 52 percent of the teachers are with Masters degree, exceeding the minimum Bachelors degree requirement, and 46% had the Bachelors.

Whether a high academic qualification indicates a higher intellectual capability and competence to do a good teaching job depends arguably on the performance and achievement of the person in the respective public examination for obtaining the academic credential. About two-thirds of the primary teachers had the second division in HSC and for the Bachelors degree, for secondary, it was 56% and 61% respectively. More than a third of the Bachelors' degree holders among both primary and secondary teachers had the third class.

A pertinent question is whether a person with a 3rd class/division bachelor or masters would be a more effective and capable teacher than one with a 1st division SSC or HSC qualification. A related concern is how to attract and retain intellectually more capable people into teaching.

6.1.4 Professional Training and Upgrading of Teachers

The data reveal that large proportions of teachers participated in professional training. The emphasis has been more on training leading to formal credentials (C-in-Ed. and B.Ed.) rather than in-service training focused on pedagogic tasks and problem-solving.

It is widely recognized that for teachers' professional preparation and upgrading there is need for an integrated approach of initial (pre-service) preparation, opportunities for continuous on-the-job professional growth and supervisory support and guidance for teachers. There are issues about the quality and efficacy of initial training, in-service upgrading, and supervisory support.

In case of B.Ed. more than 40% teachers received the degree from non-government institutions affiliated with the National University. The quality of instruction, other quality criteria regarding teaching and instructors, and management are supposed to be overseen by the National University. The National University cannot effectively exercise this oversight. The quality, therefore, of the training in private institutions at bet is debatable. .

Bangladesh does not have a mandatory pre-service teacher development and education programme. It does not have provisions for education as an area of study within the undergraduate degree programme, though teaching and related education sector is the largest single employer of college graduates. The nature of pre-service teacher preparation, and how in-service training and upgrading and supervisory support of teachers complement and re-enforce each other remain an important policy concern.

Some satisfaction may be derived from the fact that most primary teachers have received long and short training courses. At the secondary level, close to half have had the long training (the proportion is higher in the sample) and a majority has received some form of short training. The importance of professional pre-service and in-service and on-the job professional development is undisputed. Bout these have an effect on performance of teachers and learning results for students depend on two factors-the quality and relevance of the training itself and the conditions and supportive environment in school to make use of the skills and knowledge acquired from the training. It has not been probed specifically in this study. However, the information about the working condition and work environment for teachers discussed below indicate major difficulties in this respect.

ASPR 2014 has candidly admitted that PEDP 2 and 3 accord high priority in the provision of continuous professional development of teachers, yet it is uncertain what the impact of these training are, particularly in behavior change of more experienced teachers in adopting new practices (DPE, 2014).

ASPR also observes that positive correlation is found only in subject-based training. There is no statistically significant impact on student achievements for Certificate-in-Education (C-in-Ed) training. Hence, it is worth closely monitoring the impact of the new Diploma-in-Education (Dip-in-Ed) program, which will replace the C-in-Ed during its early phase of national implementation.

As mentioned earlier, the 2013/4 EFA Global Monitoring Report (UNESCO, 2014a) identified four strategies for quality improvement – to attract the ‘best’ to teaching, , improve training to enable teachers teach the weakest learners; place teachers in areas where they are needed most, and have the right mix of incentives and conditions to perform and remain in the profession. All of these conditions have to be given attention to derive the benefits from teacher training.

6.1.5 Teaching Learning Environment, Conditions and Workload

Although, the aggregate national data provide some numbers regarding class size, the actual situation on the ground may be different when the teachers are actually deployed in the classroom. One problem is that the aggregate hides the absences of teachers, teachers on leave, or those engaged in non-teaching duties. From the sample, it turns out that in some secondary classes there may be close to 100 students, and many primary classes have around 50 students.

Teachers’ workload is an important factor for motivation in teaching and teachers doing their job properly. Average number of period in a week for primary school teacher is 27.35 and 21.77 for secondary teachers. The data from the sample showed that primary school teachers of rural schools have to teach more hours than at urban schools (see table 5.7 for details).

There is a substantial diversion of teacher’s time to non-teaching activities, which add to their workload. Demand on teachers for non-academic work is substantially higher in urban schools. In primary schools, with 80 percent of the schools running in double-shift, total learning contact time is about half of international standard of about a thousand hours in a year.

Apart from classes taught daily, workload must take into account, the large class size, preparation for class, correcting homework, and non-teaching activities of teachers, which all add to the burden of the teachers. Shortage of teachers, and normal absences, in a personnel shortage situation, often add to teachers’ burden, sometimes requiring them to perform the impossible feat of teaching more than once class at the same time. Add to all this travel to and from school, especially for primary teachers who appear to live farther from school than the average secondary teacher. It can be seen that the conscientious teacher has a long and exhausting day every school day.

The sample data indicates that almost all teachers both in primary (99.2%) and secondary schools (98%) face diverse obstacles in their daily class teaching. Teachers are subjected to a wide range of constraints in daily class teaching at both primary and secondary levels. These are related to classroom environment, learners, teachers and content.

The barriers to teacher’s performance mentioned point to basic deficiencies in work environment and working condition for teachers at both primary and secondary levels. Addressing these with additional investments, better management at school level and involving teachers in dealing with these issues has to have a priority to improve teacher performance and student outcomes.

6.1.6 Teachers' Job Satisfaction and Professional Development Expectations

The large majority of teachers in the sample perceive teaching as a reasonably satisfactory profession more so in the case of GPS teachers, compared to NNPS and secondary schools.

Two observations can be made about teachers' perception of job satisfaction. The large majority of teachers look upon their job as a reasonably satisfactory way of earning a living. The intuitive general perception is that teaching is one of the least desired professions and, therefore, most teachers must be unhappy with their work and occupation. The responses of teachers are not consistent with this intuitive view. There may be a degree of rationalization and being resigned to a situation that cannot be changed. The fact that complete satisfaction, though representing relatively small proportions, is highest for those who are in the job more longer lends some support to this inference.

The response to the question about why teaching was chosen as an occupation was, for the majority this is the job they expected to have and teaching is a "noble" profession. This response probably reflects elements of rationalization and resignation to a situation that cannot be changed. The same question to university student is likely to elicit very different response.

Secondly, more of the NNPS and secondary teachers are not even "reasonably satisfied" with their profession-which cannot be regarded as an acceptable situation. The fact of higher proportion being reasonably satisfied in GPS suggests that the conditions regarding remuneration and incentives and increase in remuneration with a career path need to be applied to all teachers.

Job satisfaction is related to and affected by perceptions and expectations regarding professional development and fulfillment of these expectations. A number of questions were posed to teachers about support needed for professional development, changes needed in professional development opportunities, what made teachers happy and how their social status can be enhanced.

Predictably, better remuneration was mentioned as a condition for better professional development by more than a third of the teachers. Better professional training and a learning friendly classroom were also considered important.

What made teachers happy – a question expected to capture the effects of diverse factors that might contribute to teacher's professional satisfaction and fulfillment of expectations-evoked responses related to personal satisfaction from work done well as a teacher and ability to draw students' response. A large proportion of teachers would be happy if they could "teach learners properly." In the same vein, teachers wanted to have "good response" and "enthusiasm" from students.

These responses suggest teachers could engage in self-reflection and derive professional satisfaction from doing a good job, which should be encourage and promoted by professional development activities including pre-service and in-service training and by supervisory and evaluative activities.

The large majority of teachers in the sample said that the learning environment in classroom was satisfactory. About a quarter of the teachers in primary and secondary schools considered this not satisfactory. There is a gap between urban and rural schools, placing particularly the rural secondary schools are at a disadvantage in this respect. The teachers' perception probably reflects their expectations about what Bangladesh as a poor country can afford in respect of school infrastructure and facilities. However, in mentioning obstacles to performing their job in the classroom, teachers have mentioned need for improvement in space, learning facilities and learning environment.

6.1.7 Income, Remuneration and Incentive for Teacher Performance

The sample survey data show that there is pecking order among public sector school teachers-the GPS teachers have the highest level of remuneration (being placed on the civil service salary structure); next are the secondary teachers whose employers are their school managing committees and who are recipients of government salary subvention; and NNPS (until recently RNGPS) teachers are at the bottom of the ladder. The decision of the government to bring the RNGPS under full government management would put their teachers at the same level as the GPS teachers is still under implementation. .

There is an increase in remuneration for GPS teachers with the number of years they stay on the job, which is in line with basic human resource management practice. However, no such increase occurs for secondary teachers; their remuneration appears to stay flat for life time as a teacher, unless total salary structure for public servants are changed, which happens periodically. However, the benefits of civil service salary change percolate very slowly and partially to the non-government secondary teachers. This cannot be regarded as an incentive for professional development and improved performance.

The relatively low level of teacher salary prompts them to seek ways of supplementing their income with non-teaching work and to rely on earning by other members of the household, as empirical evidence from the survey show. The data show that the relatively better income of GPS teachers has made them less dependent on extra non-teaching earning. One way of coping with low remuneration chosen by teachers is to save on rental cost on housing accommodation, which is a major item of monthly expenditure for a household. This is done by teachers living in accommodations owned by the family. This obviously limits the flexibility for recruitment, placement and transfer of teachers.

The other dominant way is to augment income is to engage in private tutoring and coaching, individually or by setting up full-fledged private enterprises. Ushering school students to paid private tutoring then becomes a matter of self-interest, which is a serious impediment to teachers' professional role professional ethics.

Overall, it can be concluded that teachers are not able to meet their household and family expenses from their own salary as a teacher. They rely on their spouse's income and sometimes contribution of other members of the household. Teachers and their families engage in all kinds of income earning activities to earn a living income for their families. Private tutoring/coaching is one of the ways of supplementing teachers' income, but not necessarily the principal one. One of the coping mechanisms for teachers is to have their own residence so that they can save the rental cost. This, however, may mean that they have longer distances to commute which affects the time they can devote to their professional duties.

An average primary and secondary teacher's family income in Bangladesh is around the poverty line (assuming this to be \$1.25 or BDT 100 per day per person), if the teacher has to look after a four-member family with her/his salary. It is therefore not surprising that the teacher's spouse and family have to augment the family income to make ends meet. This is one important factor, though not the whole story, for low professionalism and average performance of teachers and the poor learning outcomes for students.

6.1.8 Performance Evaluation and Professional Support for Teachers

A plethora of personnel including the head teachers, assistant head teachers, upazila education officers and the assistant officers, upazila resource centre instructors, school managing committee members, and district level officials is named as supervisors and evaluators by the teachers in the sample. What all these supervisory and evaluation encounters with teachers amount to in respect of improving teacher performance and achieving better student outcome are a moot point.

The need for strong supervision, monitoring and evaluation of teachers and schools is the stock response to the complex issue of how quality and outcome can be improved in school. A number of questions arise in this regards: Are there consistent messages from different supervisors and evaluators to the teachers; is there continuity in the advice given and ideas shared with teachers; is there a mechanism for follow-up to see if supervision and evaluation made a difference; and are there opportunities for remedial measures to help teachers? The answers to these questions are largely not positive as discussed in the previous section.

There are also concerns about the capabilities, skills and competence of people placed in the position of supervisors and evaluators-what and how much are being done and should be done to enable these people to do their job well. These are all relevant questions regarding the value and benefits of teacher supervision and support, which need further consideration by policy-makers.

Is the total quantum of supervision and evaluation of teachers in order to provide continuous professional support and advice to teachers sufficient? The teachers' response regarding frequency of evaluation/supervision encounters may not be a reliable measure of what happens; but one can get a rough indication from this response (See the table 18 for details). According to teachers' response, about one-third of the teachers had some form of evaluative interaction in a week in GPS, 26% in RNGPS, and 44 percent in secondary school. This includes within school interaction with head or assistant head teacher. This suggests that the large majority of teachers had no such interaction on a weekly basis.

6.2. Suggestions from Focus Group Discussion

Focus group discussions were held in 25 locations in as many districts with participants who were respondents to the survey questionnaire. The FGD participants generally confirmed and in some cases, elaborated on the responses they had provided in the survey. The gist of the discussion is presented below under headings of topics, which were that. The summary statements reflect the comments and observations of the participants in the FGDs.

1. Characteristics of Quality Teachers

a. Professional Capability of Teachers

Subject knowledge: Teachers should have adequate subject knowledge on the subject one is assigned to teach. There is no subject-based teachers' option in primary level. For lower secondary schools (grade six to grade eight) there is option for one science teacher (for both science and math), one social science, one for agriculture and home economics, one for religion and one for physical education. In secondary schools (grade six to grade ten) there is option for subject based recruitment for few subjects like science and mathematics, ICT, agriculture, religion and physical education. Assistant teachers for Bangla, English, Social Studies and Business Studies are in the same cluster for recruitment.

Training: Teachers should have adequate training. Although there is enormous progress in case of trained teacher in primary level, there should be more attention at the secondary level.

Higher education and merit: There might be some argument but it is widely accepted that a lower grade result (i.e., 3rd class/division) indicates a low intellectual caliber and learning capability. Teaching is not only delivery of knowledge; teaching itself is a learning profession. For better delivery, teachers have to learn new things rapidly. At the primary level, whether it is necessary to have less meritorious but higher educated teachers or more meritorious and medium educated teachers is a debatable issue.

Teaching methodology: Teachers need to be equipped with teaching methodology. They have to teach by creating a joyful environment and know how to deal with students who may be slow learners.

Personal traits: Participants mentioned various personal traits which they considered important for teachers: being punctual, honest, confident, patient, patriot, friendly, and warm personality.

b. Major Obstacle in Quality Teaching Learning and Quality Inclusive Education

Shortage of teacher: Teacher shortage is a major concern in implementing quality teaching learning. Government is trying to recruit sufficient teachers in primary schools but facing problem in secondary schools due to MPO related complications. In rural primary schools, especially remote areas like haors, chars and hilly areas, teachers do not want to stay. Some teachers recruit “proxy” teachers to teach in absence of them.

Lack of skilled and trained teacher: Lack of skilled and trained teachers is identified as a major obstacle for quality teaching learning. Although the national data show progress in training teachers especially in primary schools, at secondary level almost more than half are non-trained. In addition, quality of training is also an issue to be addressed. B.Ed. training in private teacher training colleges has questionable quality standards. The previous C-in-Ed training was also had quality deficits. As a result, skill development of teachers is not up to the mark, even if they are trained.

Infrastructure: Lower standard infrastructure is mentioned by the stakeholders as obstacle for quality teaching learning. One third of teachers mentioned that there is not enough space in their classroom for quality teaching. Shortage of classroom, noisy environment, insufficient bench and lack of space is some of the infrastructure related problems.

Private tuition/coaching: Private tuition and coaching are spreading all over the nation aggressively especially in urban areas. All the stakeholders groups thought this as an obstacle to quality inclusive education. Teachers resort to different strategies to attract students to their coaching or private tutoring business. Those teachers engaged in private tutoring/coaching pay less attention to their classroom work.

Large class size: Large class size is a major obstacle to quality teaching learning and quality inclusive education. The sample survey data show that nearly one-fifth teachers face obstacles caused by large number of students in their classroom.

Relation between SMC and teacher: Many of the stakeholders identified the relation of teachers and SMCs influence the quality of teaching. Sometime SMCs create unexpected pressure on teacher. SMCs are also blamed for influencing teacher recruitment process.

Guardians' unawareness and non-cooperation: Guardians' lack of awareness of issues is identified by teachers and SMCs as an obstacle but this could be a debatable point. To what extent and how guardians should be aware about their children's education need to be better understood. Teachers often think, the guardians and parents lack awareness and are non-cooperative.

c. Reason for the Shortage of Quality Teacher

Salary: Stakeholders mentioned that salary is the main factor for the shortage of quality teachers. Meritorious students are not willing to join in school teaching because of low salary. The survey data in this study show low salary and little increment in salary is an obstacle to professional development,

Recruitment system: Present teacher recruitment system is identified as a major obstacle for shortage of quality teachers. Stakeholder groups mentioned that there are many issues related to teacher recruitment like corruption, quota system, local recruitment, SMCs pressure for non-government recruitment etc.

Social status: In the survey data more than two third of the teachers mentioned that they wanted to become teachers because teaching is an honorable job. Nevertheless, FGD also noted low social status of teachers is a reason for shortage of quality teacher in schools.

d. Ways to Overcome the Shortage of Quality Teacher

Standard salary and benefits: Stakeholder groups recommended that standard salary and benefits could resolve the problem of quality teacher shortage. Higher educated and meritorious persons will join in the teaching profession if the salary is equivalent to other prestigious job.

Appropriate recruitment: Corruption free, fair and appropriate recruitment system will bring good and capable people into teaching. The recruitment system should have the opportunity to judge fairly the merit as well as motivation for potential teachers. Government in Bangladesh has postponed new teacher recruitment by SMCs for non-government secondary schools, as there was lot of evidence of corruption in teacher recruitment.

Enhancing social status: Although teachers are respected in Bangladeshi society, the social status is declining and teachers face difficulties to maintain social status due to their low income. This is one of the reasons for shortage of quality teachers. Social status is linked with economic status, which cannot be denied.

e. Advocacy Issues

Stop corruption: Advocacy is needed to stop corruption at all levels of education.

Recruitment and career path: Appropriate teacher recruitment policy and creating career path could be one of the areas for advocacy

Implementation of education policy: Advocacy is needed for full-fledged implementation of education policy 2010.

Knowledge of ICT: The future teacher must have sufficient knowledge of ICT to use it as instructional means. Digital content delivery is one of the concerns of stakeholders. Future teachers should be equipped with not only pedagogy but also technology skills.

Subject Knowledge: Teachers should have proper knowledge of the respective subjects they would teach.

Highly educated and meritorious: Teachers for the future should be highly educated and meritorious. Stakeholder groups want meritorious students in teaching profession.

f. Major Initiatives to Ensure Quality Teaching Learning and Quality Inclusive Education

Professional development: Teachers' need to be trained with short and long-term training. There should be an option for need-based training of the teacher. Proper needs assessment in local level could identify the need of teacher. Teachers should be trained in such way as to respond to their demand, capability, and what they could implement in their classroom.

Corruption free education system: Teachers, SMC members and guardians mentioned about corruption in various parts of the education system. These corruptions prevail from school level to administration level. They thought stopping corruption could be one of the ways to ensure quality teaching learning and quality inclusive education.

g. Some Ways to Overcome Challenges

Besides better remuneration and rewards for teachers and raising their social status, participants also mentioned the following:

Performance based evaluation and reward: Performance based evaluation system and rewarding could attract the meritorious to teaching. This option will enable them to perform better and have the reward.

Teacher recruitment according to merit: There should be merit based teacher recruitment, rather than other criteria often applied. Donation, lobbying, bribe made the recruitment system ineffective and the meritorious lose interest in the recruitment process.

Stopping coaching and private tuition: Private tuition and coaching in the present form should be controlled immediately. Government rules to regulate private tutoring and coaching should be implemented.

Infrastructure development: Despite some progress, more investment is needed in infrastructure. Infrastructure funds should be used better with local accountability, so that new buildings do not become unusable in a short time.

Follow-up of trainings: Most of the times teachers do not see any follow-up of training given. Most of the training do not have any follow-up at all. Teachers often face difficulties to implement what they learn, which should be resolved by follow-up.

h. How to Attract Meritorious in Teaching

Standard salary: To attract meritorious people in teaching salary and benefits are major issues as noted often. Majority of secondary schools are non-government and government is providing subvention in the form of MPO but the gap between government school salary and others remain which is a disincentive for capable people.

Job status and social status: Currently in Bangladesh the job status of teachers is a cause of frustration for the teachers. As the salary structure of the teacher is at the lower end of the scale for people with similar qualifications, the job itself and the status of teacher are devalued by society. There is no reason for meritorious candidates who have capability to compete for other higher status jobs to seek a teaching job.

Effective recruitment system: The recruitment system should be transparent, fair and effective. The recruitment process should recruit who are supposed to be recruited. A special teacher recruitment commission should have the task of recruiting teachers centrally for the nation. Quota system might be reviewed whether and to which extent this is necessary and useful.

Career path: An attractive career path could attract meritorious people into teaching. For example, promotion to the administration or management position could be a way of attracting capable people.

i. Creating Effective Political Commitment for Quality Education

Political commitment is very much necessary to ensure quality education. Major decisions regarding quality education are political. Commitment with a vision for the future is needed. It is also necessary to have continuity and consistency in policy. Participants said political parties should be asked to make their positions known about educational planning and development. In recent years, political turmoil and irresponsible behavior have caused harm to education and have affected children adversely. All should pledge to keep the education sector out-of-bounds for negative and partisan politics.

Chapter Seven

Recommendations

The relatively small sample drawn opportunistically, though it represented the three types of institutions serving the vast majority of school students in Bangladesh, cannot by itself be the basis for definitive conclusions and recommendations. At best, the “rapid appraisal” as an exploratory study, can be seen as indicative of issues and concerns, which should receive further attention. However, the findings and conclusions largely reinforce what other recent studies have indicated. They confirm and add to what have been reported and the views expressed by informed observers, academics and concerned citizens. Thus, the findings can claim greater credence than if these were just based on the sample survey. This is not to suggest that more surveys and investigations with larger randomized samples and case studies of specific situations and issues are not necessary.

Keeping in view these considerations, the policy recommendations have been identified which demand priority attention.

1. How teachers’ remuneration and incentives ensure them and their families a reasonable standard of living so that they do not have to engage in supplementary income-earning activities to make both ends meet for their families must be a critical policy issue.

- In this respect, the salary structure with initial salary and progress through career for GPS teachers should be considered as a principle, though not necessarily a model, that could be applied to the teachers.
- How appropriate remuneration and incentives can be offered without necessarily bringing all schools, including all secondary schools, vocational institutions, and madrasas under state management must be considered.
- This is an acute issue in implementing the policy objective of extending compulsory education up to grade 8 as required by the National Education Policy 2010.
- All these considerations strongly argue for a separate salary and incentives structure for teachers, maintaining parity between teachers directly in the government pay roll and other teachers indirectly paid by the government.

2. Attracting, recruiting and retaining the “best talents” for and in teaching must be high priority on the national agenda to promote quality education for the 21st century. This agenda calls for short- term and early action as well as a longer-term vision with an action plan.

- An early action, in line with the National Education Policy 2010 recommendations is to establish a teacher certification, registration and recruitment regime including in its remit public sector and non-government educational institutions. Two parts of these functions are (a) testing, certification and registration of teachers which may be accomplished by strengthening existing NTRCA as needed, and (b) establishing an Education Service Commission, along the line of the Public Service Commission, for recruitment of teachers for institutions directly managed by the government and those which receive regular public subvention. A separate recruitment commission is amply justified by the fact that teaching is the single largest sector of employment for university graduates. The Commission can also be the overseeing body for the proposed National Teaching Service Corps.

3. A genuine pre-service teacher education programme making it part of the four-year undergraduate programme with education as a subject within the general degree programme in general degree colleges should be introduced. This is justified on the ground that a large proportion of college graduates are employed in teaching and education-related jobs.

- In order to attract “the best and the brightest” to the education degree course and to teaching as a career, a National Teaching Service Corps (NTSC) should be established in which the new graduates may be inducted.
- The NTSC should become an elite public service track for young university graduates with high remuneration and reward and status for teaching in primary and secondary schools, government and non-government, as assigned by the government and paid for by the government.
- Currently employed teachers may be inducted into NTSC on condition of meeting professional criteria.
- The package for introducing NTSC should include measures to establish and maintain acceptable quality in the degree colleges where the education programme will be introduced.
- The four year pre-service education degree and NTSC should be rolled out carefully, with high level policy support, with a ten-year time frame (See Annex 1 For an outline of the concept).

4. How professional preparation and in-service training of teachers can equip teachers with the skills and competence to achieve acceptable quality outcomes for students needs a re-think and appropriate short and longer term measures.

- Various reform initiatives such as Dip-in Ed, TQI activities and Teacher Training Standard Committee recommendations reflect strategies and actions within the existing structure of teachers’ professional training and development, rather than a longer term and comprehensive vision indicated in the suggestions above. The short-term reform measures are important and necessary and should be seriously implemented ensuring that these are not in conflict with the longer term development suggested above and are anticipated in National Education policy 2010.
- Those teachers who have a poor academic record (indicated by third class degrees) should not be recruited in teaching jobs. Present practice of giving priority to Bachelors and Masters degree, even with third class degree, in primary school teaching should be discontinued. Similarly those with third class degrees should not be considered for secondary level teaching.
- How pre-service and different kinds of in-service programmes of different length can complement each other must be considered and planning undertaken accordingly. Even with a four-year education degree course, the one-year diploma for primary (now extended to 18 months) and secondary teachers can continue, but what objectives they serve and how they complement each other must be worked out.
- Similarly, the priority and purposes of short in-service courses should be planned and implemented within a comprehensive teacher development plan. Criteria of quality must be established for all of the teacher education and training activities and enforced seriously.

5. Adequacy and efficacy of quality and quantity of supervisory support and evaluation of teachers should be considered to improve teaching-learning and achieve student learning outcomes in order to serve the overall goal of quality with equity in education.

- It is necessary to consider and establish performance standards of teachers against which they can be supervised and evaluated. These standards should be realistic, implementable, developed with teacher participation and should permit all teachers to improve from whatever starting point they are at the beginning.

- The roles and functions of different supervisory and evaluative personnel including those in the school, at the upazila and at higher levels should be specified. It should be ensured that all supervisory personnel and evaluators provide consistent and mutually complementary messages to teachers.
- The capacity and capabilities of supervisory and evaluation personnel should be examined and how they can be supported and upgraded should be considered. Continuity in supervision and evaluation with follow-up and necessary remedial activities to support teachers should be an important consideration in looking at capacity and capability of these personnel.

6. A career path for teachers must be laid out promoting professional development and performance of teachers with the necessary remuneration and incentives.

- A lifetime of professional service cannot begin and end at the same position, viz., as Assistant Teacher, which is the case for large majority of primary and secondary teachers.
- The entry level can be as Assistant Teacher, but there must be a ladder of progression as Teacher, Senior Teacher, Team Leader, Subject Coordinator etc. with teachers being evaluated and promoted to these levels. There should be commensurate remuneration so that a professional can stay in teaching and achieve status and reward without necessarily moving into administrative positions.
- Teachers' salaries should be similar, based on qualifications and meeting professional standards, irrespective of the level in which they teach, from primary to college.
- A career ladder with the current entry level and salary level at the entry point with increased remunerations for higher levels will limit the financial burden due to the career ladder because it will be spread over a relatively long time.

7. A Teachers' Code of Conduct and a professional pledge should be considered in keeping with the high calling a moral and ethical responsibility of teachers.

- Teachers' professional organizations, academics and concerned civil society may work together in formulating the code of conduct, the purpose of which would be to uphold the moral, ethical and professional standards of a teacher and serving as a role model for the new generation.
- A teachers' professional pledge based on the Code of Conduct may be considered. This may be similar to the Hippocratic Oath for people in the medical profession.

8. A large part of the increased resources for education that is being demanded and the government appears to be willing to accept will have to be devoted to meeting the quality and quantity demands regarding teachers.

- Teachers already account for over 80 percent of the operating budgets in the education system, which in absolute amounts, is not adequate. A large share of the additional resources will appropriately be spent on teachers. But it cannot be just incremental addition to present pattern of expenditures. Effective and efficient use of resources must be ensured, taking into account the recommendations made in this report.

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Annexures

Annex 1: Outline of a New Teacher Development Initiative

I am indebted to my father for living, but to my teacher for living well ~ Alexander the Great

A good teacher is like a candle - it consumes itself to light the way for others ~ Author Unknown

He who can, does; he who cannot, teaches ~ George Bernard Shaw, in his satirical play *Man and Superman*, as one of the 36 maxims of the revolutionists.

This outline is based on the premise that the major obstacle to achieving quality with equity in the education system as envisaged in 2010 National Education Policy is the professional and personal capabilities and attributes of teachers. The vicious cycle has to be broken - of teachers with limited capability and poor motivation producing students from primary and secondary schools who are ill-prepared for higher education and they in turn becoming low-capability teachers, thus repeating the cycle. A way has to be found to attract the “best and the brightest” of young people into teaching and retain them in the profession.

This is a daunting task and there is no quick-fix. But a beginning has to be made to initiate change so that we do not have the same discussion of a vicious cycle ten years from now. International experience of addressing this challenge suggests possibilities from which we must learn.

The key elements in broad outline, which must be examined and elaborated further, of a teacher development initiative are indicated below.

Four interrelated components of the new initiatives may be –

- a. *Introduction of education as a subject in the undergraduate degree programme.*
- b. *Enforcing academic and other quality standards for a quality degree programme in the selected colleges where the education course is introduced.*
- c. *Attracting the brightest students to the education course by selecting them competitively, offering them stipends and free tuition, on condition that they serve after graduation for at least five years in school teaching.*
- d. *Introduction of a national teaching service corps (NTSC) with attractive remuneration and status into which the education graduates and others meeting specified criteria can be recruited.*

These ideas were broached in the background document for the Sixth Five Year Plan (Bangladesh Institute of Development Studies, 2010, *Education and HRD: Quality and Management Issues*, Study no 12, Background Studies for the 6th Five-Year Plan.)

The development and implementation of the inter-connected components will require various measures including the following.

- A pre-service teacher preparation programme should be incorporated into the undergraduate degree programme with education as a subject. Unlike many countries, Bangladesh does not have a pre-service teacher education programme, although school teaching is the single largest field of employment of college graduates.
- Education as a discipline can be introduced in selected degree colleges under the national university by working out the academic programme and syllabus, faculty qualifications and degree requirements. Students will receive a BA or B.Sc. degree depending on the combination of other subjects taken along with education. Students fulfilling specified requirements may also receive a teaching certificate or diploma, along with the degree, as is the practice in many countries.
- Academic and other quality standards required under National University and UGC regulations (often not fully enforced) have to be strictly enforced in the colleges selected for this initiative. Financial and personnel provisions have to be made for this purpose.
- The pre-service education course is proposed to be labeled as a regular degree programme (BA or B.Sc.) rather than B.Ed., so that prospective students are not forced to make an irrevocable choice of teaching as an occupation, which may be perceived as unattractive by many young people. The assumption is that in the face of competition for entry into degree colleges with reputation, the prospect of a general degree and some incentives will attract good students to the education course, even if they have to sign a five-year bond. Induction into the prestigious national teaching service corps would be an added attraction. (The hidden agenda is that after serving as a teacher for five years, and the attraction of the national teaching service corps, many of the young people will be encouraged to continue in the teaching profession.)
- The National Teaching Service Corps (NTSC) is seen as a way of creating a national cadre of teachers who, in a few years, spread around the country with at least 2 to 3 such teachers placed in a school who will create a nucleus of quality education personnel in our schools and help bring about a qualitative change in teaching-learning in schools. Other than the qualified graduates of the new education undergraduate course, those with outstanding performance and qualifications as teachers meeting set criteria also may be inducted into NTSC.
- The education undergraduate course may be started in a trial phase in some ten degree colleges and in phases extended to one or two degree colleges in every district. An important beneficial fallout of the this initiative, if properly implemented, is that it would show the way to bring about a qualitative change in undergraduate education programme of the National University.
- This initiative calls for out-of-box thinking and has a chance of succeeding only with high level interest and commitment of the government policy-makers. The development and trial may be started with donor support, but ultimately its effective implementation, replication, deriving the expected benefits and finally its sustainability will depend on policy support as well as the willingness to commit regular resources from the education budget.

Annex 2: The Survey Questionnaire

Serial Number	Division Code (2 Digit)		District Code (2 Digit)		Serial Number (3 Digit)		

Questionnaire for Teacher Interview

(The responses of the questionnaire will use only for research purpose. Please state your opinion and right information anonymously.)

* In those items has response code please write down in exact right column

**Please put a tic mark for exact response for the multiple responses

*** Please write down in exact right column for direct response

Section A: Personal Information

A-1	Designation (1= Head Teacher, 2= Assistant Head Teacher, 3= Assistant Teacher)	
A-2	Type of school (1= Government Primary, 2= Non-Government Primary, 3= Newly Nationalized Primary, 4= Government Secondary, 5= Non-Government Secondary)	
A-3	Location of the school (1= City Corporation, 2= Municipally, 3= Rural area)	
A-4	Does your school have MPO? (1= MPO, 2= Non-MPO, 3= Not applicable)	
A-5	Age	
A-6	Sex of respondent (1= Male, 2= Female)	
A-7	Marital status (1= Unmarried, 2= Married, 3= Divorcee, 4= widow/widower, 5= Separated)	
A-8	Number of children	
A-9	Family member	
A-10	Profession of husband/wife (Please see the profession code)	

* Profession Code:

11= Self employed cultivation 21= Self employed workmanship 31= Teaching-Government 32= Teaching- Non government 51= Self employed business 61= Self employed Service	71= Running NGO 72= Local government representative 73= National government representative 81= Government job other than teaching 82= Non Government job other than teaching 83= NGO Job	91= Household work 92= Unable to work 93= Student 94= Retired 95= Others (Specify)
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A-11	Present Job Information:			
A-111	A-112	A-113	A-114	A-115
Joining date (English Year)	Designation at joining (Designation Code)*	Present designation (Designation Code)*	Total salary during joining (BDT)	Total salary at present (BDT)

* Designation Code: 1= Head Teacher , 2= Assistant Head Teacher, 3= Assistant Teacher

A-12	Distance of your school from your house? (<i>km.</i>):	
A-13	How much time you need to go to school from your house? :(<i>Please mention in minute</i>)	
A-14	How much money you need to spend to go to school from your house? :	
A-15	Are you involved in any other income generating activities other than teaching? (<i>Private tuition, business, Agriculture etc</i>) 1= yes, 2=No	

If the response is 'yes', how much you earn from which work?

A-151	A-152	A-153	A-154	A-155	A-156	A-157
Private Tuition (BDT)	Coaching (BDT)	Agriculture (BDT)	Business (BDT)	Part time job		Others (BDT)
				Description of the job	Monthly income (BDT)	

A-16	Total income of all the member of the family and from all the source (<i>Approximate</i>)	A-161	A-162	A-163	A-164
		Own income	Husband/Wife income	Others member's income	Total income
A-17	Do you live in your own house or rental house? (1= Rental, 2= Own)				
A-18	If you live in rental house how much it cost? (BDT)				

Section B: Teaching learning

B-1	Please mention subjects and students according to your classes you teach:				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Number of students					
Subject					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Number of students					
Subject					
B-2	How many classes you teach in a week?				
B-3	How many hours you have to stay in school daily?				
B-4	What is your opinion about learning environment in your class room? (<i>Light, air, heat, sound etc.</i>) 1= not satisfactory, 2= satisfactory, 3= very good				
B-5	What is your opinion about availability of learning materials (<i>Blackboard/white board, Teaching aids, Map, Complimentary books, Science materials/Laboratory</i>) 1= not satisfactory, 2= satisfactory, 3= very good				
B-6	What are the government assigned duties or school assigned duties you need to carry out along with teaching? :				

C-7	What is your opinion for the necessity of professional evaluation process? <i>(Please mark one)</i>	
	1. No need of evaluation 2. Achieve skill in own work 3. Rectification of own mistake 4. Increase proficiency 5. Boost up work sprit after evaluation	6. Add to teaching competence 7. Negligence comes if not evaluated 8. Teachers become conscious 9. Others <i>(Specify)</i>
C-8	Are you pleased with the process of performance evaluation? 1= Satisfy, 2= Dissatisfy	
	C-11. If you are satisfied, what are the reasons? 11. Can teach properly 12. Enhance experience 13. Got pleasure for work 14. Increase own skills 15. Others <i>(Specify)</i>	C-12. If you are dissatisfied, what are the reasons? 21. No specific guideline 22. No advice/support for further progress 23. Have to listen negative comments 24. Questioned about teaching style and effectiveness 25. Others <i>(Specify)</i>
C-9	What are the suggestions you want to make for the process your performance evaluation to be more effective and flawless? <i>(Please mention three)</i>	
	1. Training of supervisor 2. Increase salary & allowances 3. Skilled administration 4. Increase efficiency by regular supervision 5. Regular monitoring of administration	6. Class observation 7. Ensure accountability 8. Ensure quality education 9. Others <i>(Specify)</i>

Section D: Professional Expectation

D-1	In which place you want to see yourself in your professional life in next five years? <i>(Please mark one)</i>	
	1. As a successful teacher 2. As head teacher 3. As Assistant head teacher 4. As more skilled teacher	5. As college teacher 6. As Education officer 7. In any other profession 8. Others <i>(Specify)</i>
D-2	What assistance you need for professional progress?: <i>(Please mark one)</i>	
	1. Not sure 2. Quality training 3. Financial support for school 4. Enabling learning friendly environment 5. Increase salary and benefits	6. Uses of adequate teaching learning materials 7. Reduce number of class periods 8. Reduce pressure of other duty rather teaching 9. Others <i>(Specify)</i>
D-3	What do you want for better quality teaching learning? <i>(Please mark maximum three)</i>	
	1. More contact hours 2. Standard salary 3. Developed/Modern infrastructure 4. Quality learning materials 5. Cooperation of education officers 6. Smooth and fast administration 7. Cooperation of guardians 8. Modern technology	9. Good environment 10. Cooperation of learners 11. Cooperation of colleagues 12. Cooperation of administration 13. Not sure 14. Training 15. Others <i>(Specify)</i>
D-4	What do you feel deficient in your present classroom?: <i>(Please mark one)</i>	
	1. Spacious classroom 2. White board and marker 3. Renovation of classroom 4. Adequate light 5. Laptop with internet in each class	6. Quality teaching learning materials 7. A sufficient amount of classroom 8. Available fan for classroom 9. Others <i>(Specify)</i>

D-5	Please mention your most positive experience from your teaching life. <i>(Please mark one)</i>	
	<ol style="list-style-type: none"> 1. No positive experience 2. Helped an inattentive student and she/he became good student 3. Cooperation of students in all aspect of society 4. Get support from guardians 	<ol style="list-style-type: none"> 5. Respects from society 6. Can learn many thing 7. Known as qualified person in society 8. Support from SMC 9. Others <i>(Specify)</i>.....
D-6	Please mention your most negative experience from your teaching life. <i>(Please mark one)</i>	
	<ol style="list-style-type: none"> 1. No negative experience 2. Non cooperation from guardians 3. Receive ill behavior from guardians 4. Do not get chance to teach according ability 5. Feel shortage of money 	<ol style="list-style-type: none"> 6. Financial problems goes for poor salary and benefits 7. Ill behaved by ex students 8. SMC's pressure for negative issues 9. Others <i>(Specify)</i>.....
D-7	What are the obstacles you face in teaching professions? <i>(Please mark maximum three)</i>	
	<ol style="list-style-type: none"> 1. No obstacle 2. Harassment in education office 3. SMC's pressure 4. Have to travel long distance 5. Difficult to work in rural school 	<ol style="list-style-type: none"> 6. Non cooperation from colleagues 7. Non cooperation from guardians 8. Non cooperation from education administration 9. Others <i>(Specify)</i>
D-8	What are the changes you want to see in your professional development?: <i>(Put tick mark on maximum three option)</i>	
	<ol style="list-style-type: none"> 1. Not sure 2. Want to lead quality life standard 3. Modern education equipment 4. Increase of salary 	<ol style="list-style-type: none"> 5. Corruption free education office 6. Infrastructure development of institutions 7. Nationalization of job 8. Others <i>(Specify)</i>

Section E: Job Satisfaction

E-1	Which sentence/sentences of below is similar with your thought about job satisfaction <i>(Put tick mark on maximum three sentences according to priority)</i>	
	<ol style="list-style-type: none"> 1. Good salary is job satisfaction 2. Job security is important for job satisfaction 3. Academic skill related work is job satisfaction 4. Getting appropriate infrastructure is job satisfaction 5. Getting appropriate social environment is job satisfaction 6. Professional development in job ensure job satisfaction 7. Work under good supervisor is job satisfaction 8. Achieving educational goal of the children is job satisfaction 9. Being a role model and be respected by children is job satisfaction 10. Being praised by family, society and guardians is job satisfaction 	
E-2	How much are you satisfied with your teaching profession 1-Satisfied, 2-Moderately satisfied, 3-Not sure, 4-Satisfied to some extent, 5-Not satisfied at all	
E-3	Is teaching your expected job? 1-Yes, 2-No	
E-4	Why did you choose teaching profession?: <i>(Put tick mark on only one)</i>	
	<ol style="list-style-type: none"> 1. Unable to get any other job 2. Teaching is a noble profession 3. Honorable job 4. Can give much time to family 	<ol style="list-style-type: none"> 5. To develop the country 6. To teach learner from poor families 7. Others <i>(Specify)</i>
E-5	How do you feel social honor as a teacher?: <i>(Put tick mark on only one)</i>	
	<ol style="list-style-type: none"> 1. Guardians cordiality and honor 2. Treated as important person in social occasions 3. Getting respect from society for learners achievement 	<ol style="list-style-type: none"> 4. Viewed as icon of honesty 5. Viewed as ideal person 6. Get peoples love 7. Others <i>(Specify)</i>

E-6	Mention the factors which makes you satisfied in your job (<i>Maximum three</i>)	
	<ol style="list-style-type: none"> 1. Honored by students 2. Security in job place 3. Effective teaching 4. Teaching friendly environment 5. Can learn regularly 6. Get pleasure if learners learn new things 7. Social status 8. Students are in different high position in society 9. Learners enthusiasm 	<ol style="list-style-type: none"> 10. Honorable job 11. Peaceful job 12. Discipline in classroom 13. Recognition of good work 14. Enjoy teaching young child 15. When learners come with completed lesson 16. Honest income 17. Appropriate supervision by supervisor 18. Others (<i>Specify</i>)
E-7	Mention the factors which makes you satisfied in your job (<i>Maximum three</i>)	
	<ol style="list-style-type: none"> 1. Un expected interruption of SMC 2. Not proper valuation of own qualification 3. Some people view it lower category job 4. Low salary 5. Not getting appropriate environment 6. No proper evaluation by supervisor 7. Insufficient material 	<ol style="list-style-type: none"> 8. Cannot implement own thinking 9. Absence of discipline in classroom 10. If learners do not study 11. Irrational complain from guardians 12. Guardians unawareness 13. Others (<i>Specify</i>)

Section F: Educational Achievement

F-1	What is your present educational qualification? 1=SSC, 2=HSC, 3=Graduate(Pass course), 4= Graduate (With Hon's), 5=Post graduate		
F-2	Obtained division in SSC	1=1st, 2=2nd, 3=3rd	
F-3	SSC examination group/subject	1=Science, 2=Arts/Humanities, 3=Commerce	
F-4	Obtained division in HSC	1=1st, 2=2nd, 3=3rd, 4=not applicable	
F-5	HSC examination group/subject 1=Science, 2=Arts/Humanities, 3=Commerce, 4=Not applicable		
F-6	Obtained class/division in graduate level	1=1st, 2=2nd, 3=3rd, 4=not applicable	
F-7	Graduation examination group/subject 1=Science, 2=Arts/Humanities, 3=Commerce, 4=Not applicable		
F-8	Type of institution in graduate level 1=govt, 2=non govt., 3=National University affiliated college, 4=Not applicable		
F-9	Obtained class/division in post graduate level	1=1st, 2=2nd, 3=3rd, 4=not applicable	
F-10	Graduation examination group/subject 1=Science, 2=Arts/Humanities, 3=Commerce, 4=Not applicable		
F-11	Type of institution in graduate level 1=govt, 2=non govt., 3=National University affiliated college, 4=Not applicable		

Section G: Professional degree/Certificate/Training

G-1	Do you have any long-term professional training? (<i>C-in-Ed, B.Ed., M.Ed.</i>) 1=Yes, 2=No		
G-2	Which long-term professional training you have? 1= no long term training, 2=C-in-Ed, 3=B.Ed, 4=M.Ed., 5=Others		
G-3	Type of B.Ed training institute 1=Govt., 2=Private, 3=Not Applicable		
G-4	Type of M.Ed training institute 1=Govt., 2=Private, 3=Not Applicable		
G-5	Did you receive any Promotion/Increment or any other benefit in your job after receiving training? 1=Yes, 2=No		
G-6	If your answer is yes, please describe below		
G-7	Do you have any short-term professional training? (<i>E.g. Subject based, Management, Inclusive education, ICT etc.</i>) 1=Yes, 2=No		
	If your answer is yes, please describe in the table below		
G-71	G-72	G-73	G-74
Name of training	Duration (<i>in days</i>)	Name of institution/organization	Obtained grade (<i>if applicable</i>)

Section H: Teaching Experience

H -1	H -2	H -3	H -4	H -5	H -6
Duration (<i>From which year to which year</i>)	Type of school (<i>1=Govt. Primary, 2=Non-govt. Primary, 3=Government secondary, 4=Non-govt. Secondary, 5=Madrasba</i>)	Designation (Put tick mark where applicable)	Reason for leaving the job (<i>If applicable</i>)	Salary at starting	Salary at the time of leaving the job (<i>If applicable</i>)
		Asst. Teacher/Asst. Head Teacher/Head Teacher			
		Asst. Teacher/Asst. Head Teacher/Head Teacher			
		Asst. Teacher/Asst. Head Teacher/Head Teacher			

Annex 3: Study Location and Local Level Partners

Name of Division	Name of District	Name of the Local Partner Organizations
Barisal	Patuakhali	Speed Trust
	Bhola	Grameen Jano Unnayan Sangstha (GJUS)
	Barguna	Society Development Agency (SDA)
Chittagang	Lakshmipur	BRAC
	Comilla	Darpon Samaj Unnayan Kendra
Dhaka	Tangail	Trinamul Unnayan Sangstha (TUSA)
	Manikganj	People Advancement Social Association (PASA)
	Rajbari	VPKA Foundation
	Netrakona	Sabalambay Unnayan Samity (SUS)
	Kishorganj	SAD- Bangladesh
	Faridpur	RACINE
Khulna	Bagerhat	Udayan Bangladesh
	Meherpur	Manab Unnayan Kendra (MUK)
	Kushtia	SETU
	Satkhira	Satkhira Unnayan Sangstha (SUS)
	Narail	Action In Development (AID)
Rajshahi	Natore	Access toward Livelihood and Welfare organization (ALWO)
	Sirajganj	National Development Programme (NDP)
	Chapainawabganj	CHETONA
Rangpur	Kurigram	Solidarity
	Gaibandha	Udyan Swabolombi Sangstha (USS)
	Lalmonirhat	SWID-Bangladesh
	Nilphamari	Unnayan Shahojogy Team (UST)
Sylhet	Sunamganj	Institute of Development Affairs (IDEA)
	Habiganj	SDM Foundation

Annex 4: FGD Participants

FGD Participants	Number of Participants in Each Area	Total FGD	Total Participants
Teacher Primary	10	25	250
Teacher Secondary	10	25	250
Students	10	25	250
SMC	10	25	250
Others	10	25	250
Total	50	125	1250

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