

# TEACHERS STATUS IN BANGLADESH

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**Ideally teachers are respected but socio-economically they are the most neglected community in the society**

: View from teachers association



**When government takes interest in education it becomes political**

**When teachers takes interest in education it is professional**

**But when the action is taken for education it becomes problematic**





**WHY ?**

**THIS IS OUR FOOD FOR THOUGHT**

# Objectives of the study

- To examine the teachers status in Bangladesh from the perspective systemic problems and prospects, policies and practices and standards of accreditation of qualification.
- To prepare a profile of teachers in relation to their age, gender, academic qualification, training and experience in the light of ISCED.
- To prepare a projection of teachers for 2015 with a view to assist advance education plan.



# Methodology

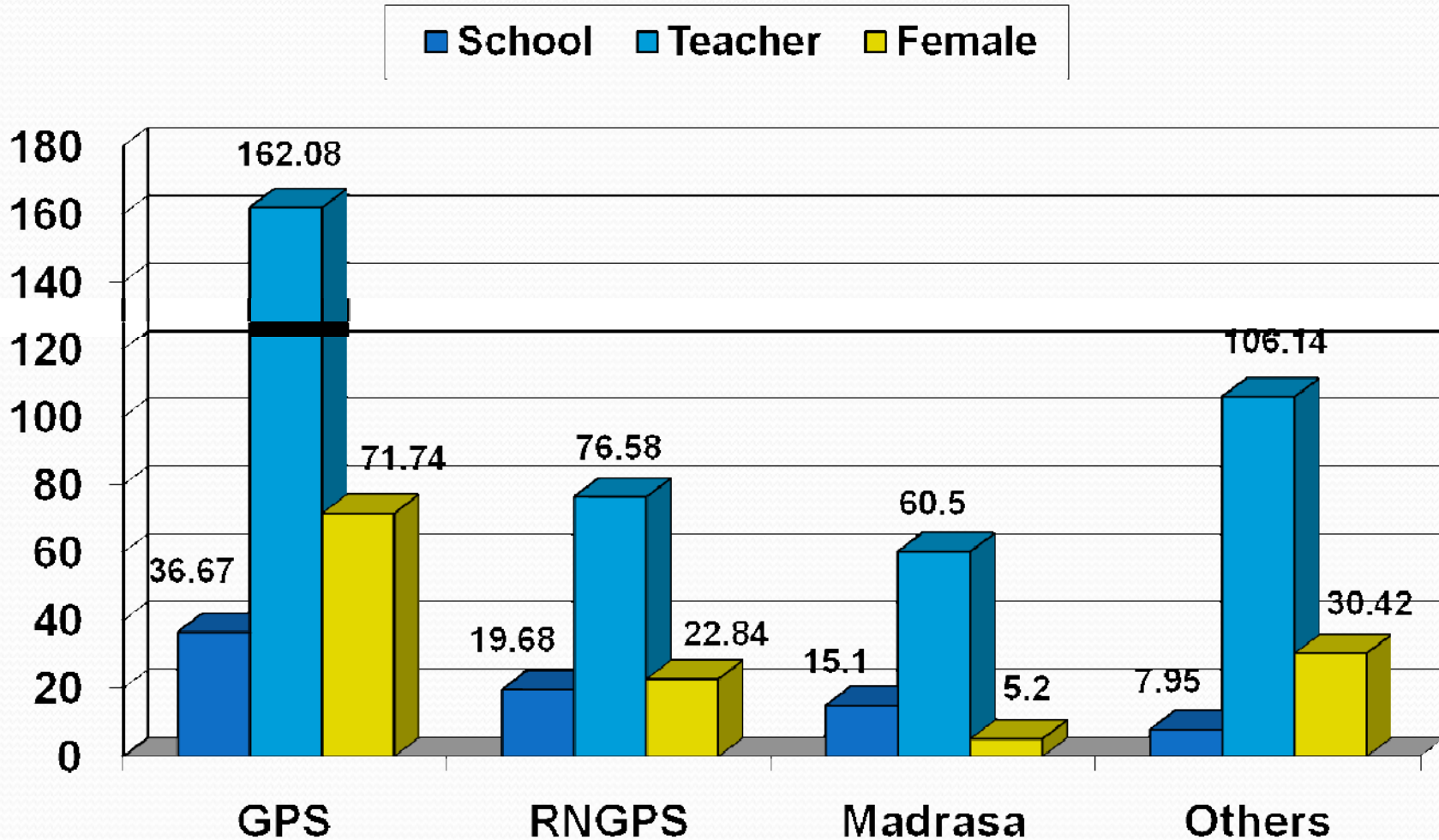
- The study was undertaken on the basis of existing database of different sources, secondary data source, published reports and surveys among different stakeholders in the field of education.
- Survey data was collected from all the divisions covering rural and urban populations.

# Sample units

- Total educational institutes 204
- Total teachers including HT 1655
- Total students 1224
- SMC members 204
- Related educational organization 20
- Concerned educational officials 40
- FGD with relevant participants 36
- Sample distributed Divisions 6

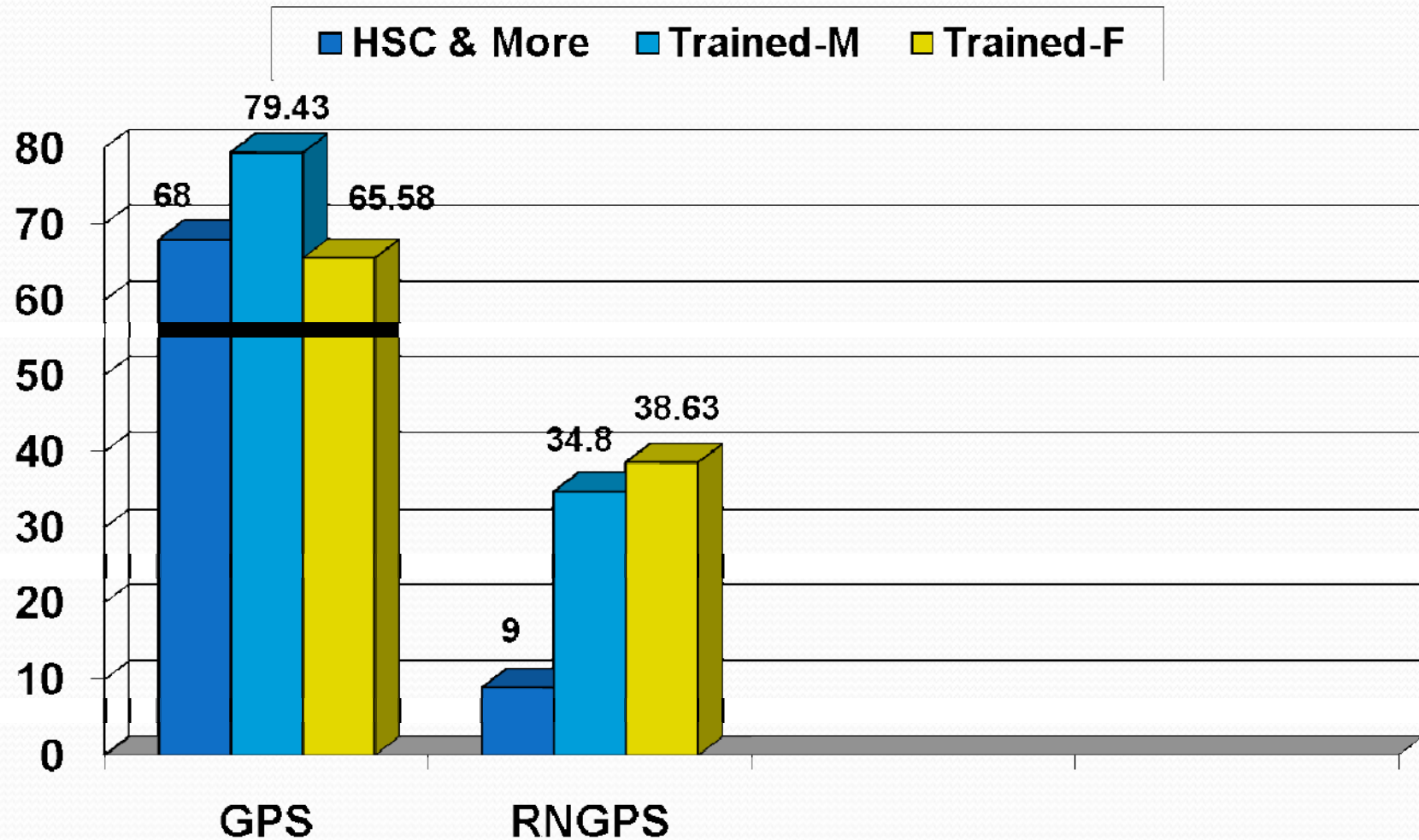


# Number of primary level institutes and teachers (in thousands).





# Number of teachers in primary schools showing their basic education and training (in percent).



## Situation of teachers in GPS and RNGPS during the year 2005 and 2015.

Situation	<u>Situation in 2005</u>		<u>Situation in 2015</u>	
	GPS	RNGPS	GPS	RNGPS
No. of teachers	162,084	76,566	199,682	75,223
No. of students	9,483,891	3,572,686	8,196,156	3,087,582
Student-teacher ratio (student per teacher)	58.51	46.66	41.05	41.05
Shortage of teacher for 1:40 ratio	75,013	12,751	82,300	1,966
Teacher would retire by 2015	--	--	44,700	5,400
Teacher needed by 2015 in the 1:40 ratio	--	--	82,300	6,023

Data source: BANBEIS 2006 and DPE Data base 2002.

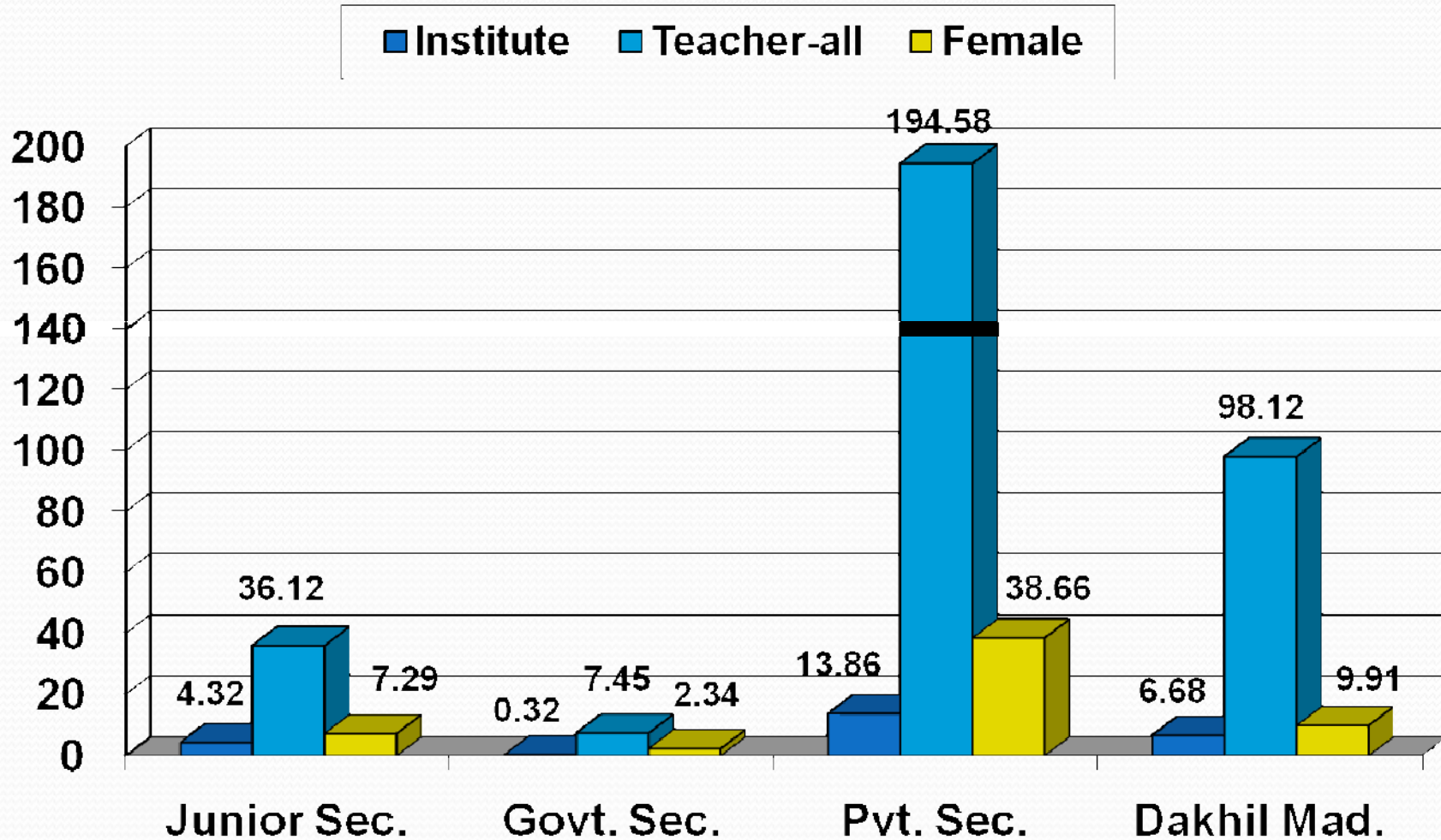


## Situation of teachers in primary level institutions

- Teachers in GPS are relatively better qualified compared to RNGPS teachers and ebtedayee madrasas
- Most of the teachers in RNGPS and madrasa are untrained
- Quality of education in RNGPS and ebtedayee madrasa is relatively poor
- Large number of teachers have to be recruited every year to fulfill the requirement
- Additional provision for training of working teachers have to be created

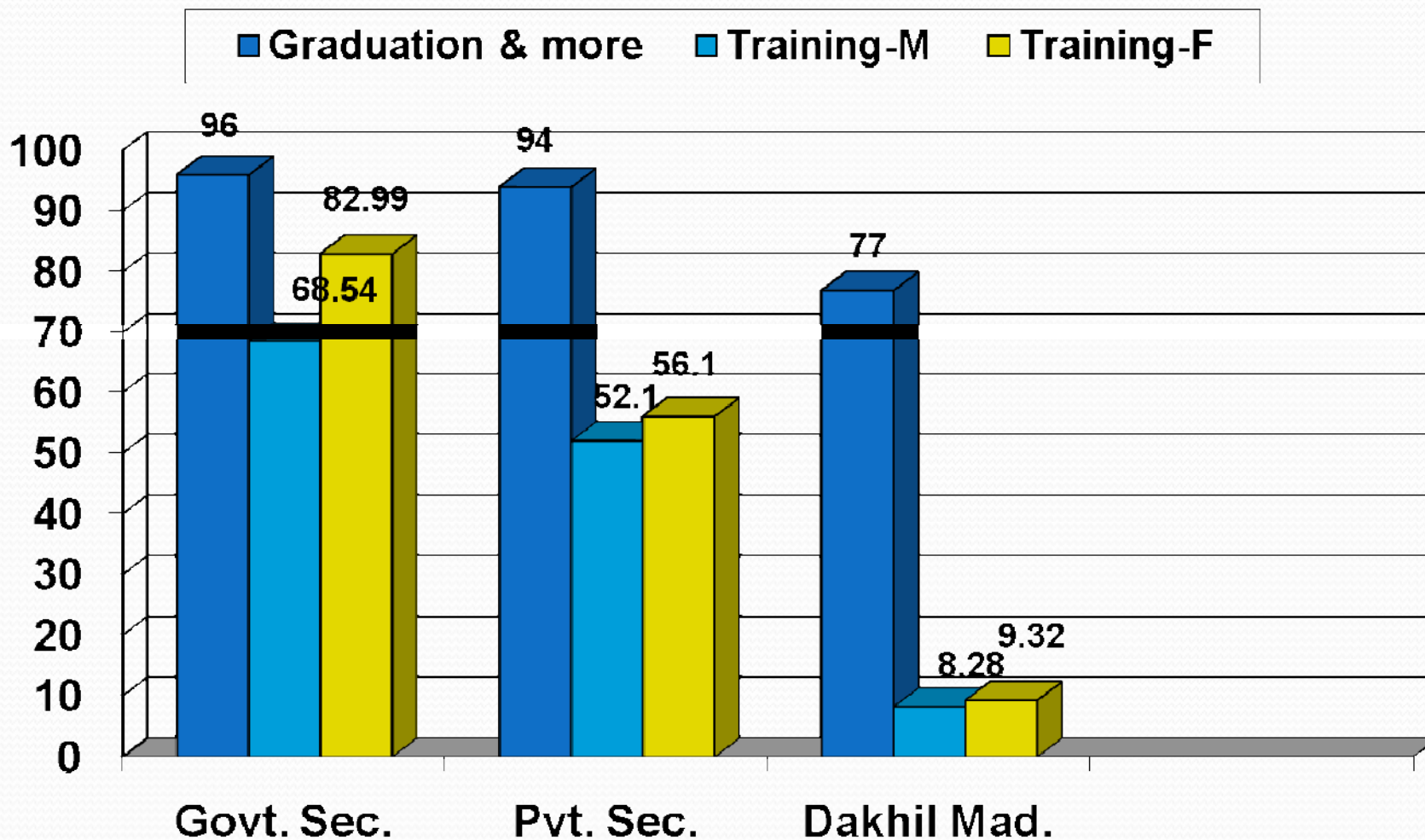


# Number of secondary level institutes and teachers (in thousands).



Source: BANBEIS, 2006.

Number of teachers in secondary level showing their basic education and training (in percent).



Source: BANBEIS 2006.



## Situation of teachers in secondary schools during the year 2005 and 2015.

Situation	<u>Situation in 2005</u>			<u>Situation in 2015</u>
	Public	Private	Both	Combined
No. of teachers	7,452	194,584	202,036	283,070
No. of students	221,887	6,265,751	6,487,638	8,793,770
Student-teacher ratio	29.77	32.20	32.11	31.06
Shortage of teacher for 1:30	None	14,272	14,218	10,055
Teacher would retire by 2015	--	--	--	48,536
Teacher needed by 2015 in 1:30 ratio	--	--	--	93,449

Data source: BANBEIS 2006.



# Situation of teachers in secondary level institutions

- Basic qualification in secondary level institutes are relatively better
- Half of the teachers in private school and less than one tenth of teachers in madrasa are trained
- Quality of education in private school and madrasa is relatively poor
- Private institutes are more neglected than the public institutes
- Teacher recruitment in private institute has to be emphasized

# Quality of teacher training

- Training is essential for teaching but its quality is not getting proper attention from the authority
- Trainers in TTCs need to be professionally competent as many teachers having no training background are transferred to TTCs
- There are some gaps between the curricula of school and teacher training



## Quality of teacher training (cont.)

- Large number of teachers receive basic professional training from distance mode which is less competent compared to TTCs
- Training offered by large number of private institutions is below standard and thus will have no impact on the quality of education
- Learning materials in teacher training is seriously limited
- Refreshers training on different subjects have limited impact for many reasons



# Training institutes for teachers

## Accrediting institute

- PTI 54
- TTC (public) 14
- TTC (private) 85
- TTTC 1
- Ph. Ed. Col. (G) 4
- Ph Ed. Col. (P) 23
- BOU 1
- MTTI 1

## Non-accrediting institute

- Voc. TT College 1
- HSTTI 5
- NAEM 1
- NAPE 1
- URC 481

## School setting for quality education

- The overall school environment is less productive of quality education because of:
  - Larger teacher pupil ratio
  - Undue emphasis on result
  - Serious shortage of teaching-learning materials
  - Insufficient or absence of academic supervision
  - Conflict between school and managing committee





## Barriers to teacher development initiatives

- Several programme and projects on teacher development have been undertaken but they are largely dependent on donors and bureaucratic initiatives
- Most of the teacher training projects are output oriented and they have serious limitations in the process and followup
- Many of the teacher development programmes have limited realization about the exact situation in the school

## Barriers to teacher development initiatives (cont.)

- Frequent change in the administration largely affects the system and hampers the quality of output and outcome
- In most cases stakeholders opinion are not considered prior to undertaking a new project
- Teacher community has to be held responsible for any type of qualitative change which is not being done in anyway i.e., activating teacher association is needed



# Some international effort to development

- In order to compare quality of education among countries a standard classification is developed.
- It is known as:  
International Standard Classification of Education (ISCED)
- Bangladesh Government has agreed to analyze its educational statistics in terms of ISCED
- Thus this study report took the initiative to provide data in terms of ISCED

# International Standard Classification of Education (ISCED) of 1997

- Primary Education (Grade I – V) ISCED Level – 1
- Lower Secondary (Grade VI – X) ISCED Level – 2
- Upper Secondary (Grade XI – XII) ISCED Level – 3
- Post Secondary (Grade XIII – XIV) ISCED Level – 4
- First stage of Tertiary Education  
(Grade XIII – XVI or Hon.) ISCED Level – 5
- Second stage of Tertiary Education  
(Grade XVII and/or over) ISCED Level – 6



# ILO/UNESCO Recommendation concerning teacher status of 1966

- The United Nations has great concern regarding improving the teacher quality in its member countries
- So UN in collaboration with its member states has forwarded some recommendations to maintain a minimum level of standard for the status of teacher
- Bangladesh being an inherited signatory of the recommendation is supposed to obey that
- If the recommendations are implemented much of the quality in education would enhance



**Thank you**



# Accrediting policy of certificates

- Certificates offered by universities, NAPE and affiliated education boards, Madrasa Board are accepted by all concerns.
- Accredited certificates are: B.Ed., M.Ed. B.P.Ed., Dip-in-Ed., HSC, SSC and Certificates on madrasa education.
- Short course certificates are not accredited by the government as educational qualifications.

# Level of accredited certificates

- C-in-Ed is a 12 month undergraduate ISCED-3 level certificate provided by NAPE.
- B.Ed., B.P.Ed. Dip-in-Ed. are post graduate ISCED-5 level certificates provided by the national university or other universities.
- SSC and HSC are the ISCED level 2 and 3 respectively are school completion certificates provided by Education Boards.



## Divisions in teachers association

- Teachers associations are divided according to their background:
  - Association for GPS teacher
  - Association for RNGPS teacher
  - Association for kindergarten teacher
  - Association for sec. School teacher  
(government and private separate)
  - Association for madrasa teacher
  - Association for college teacher  
(government and private separate)

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- Most of the positive changes took place in education emerged from the demands of teachers association.