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## The Education Context

The educational system of Bangladesh can boast of 120 thousand educational institutions, 30 million students and 900,000 teachers. These numbers do not include hundreds of private proprietary educational and training institutions and some 50 thousand non-formal primary and preschool education centres run by NGOs, serving about 2 million children from poor families. With about 15 percent of the government budget allocated to education in recent years, it is the single largest item of government spending. The total private spending of families, according to Education Watch studies, equals the government budget even at the primary level, which is supposed to be available at no cost to parents. How does the huge education enterprise serve the nation? And how do the teachers, the central figure in the system, serve the learners? An equally relevant question is - how does the system help the teacher to serve the pupil?

### The State of the Development of Teachers

The professional development of teachers cannot be considered in the abstract - outside the context of the larger society and the education system.

### The Primary Level

There are about 37,700 government primary schools and 42,700 government assisted registered and a small number of other schools, including 6,700 ibtidayee madrasa at the primary level, which served 16.2 million children (classes 1-5) in 2005. The numbers of teachers in the government and various non-government schools were 162,000 and 183,000 respectively, a total of 345,000. The number of women in the total was 124,000. Education Watch study and government statistics show that:

- Over 90 percent of the primary schools ran in two shifts; three hours in the morning for classes one and two and four hours in the afternoon for classes 3 to 5. Learning contact hours are less than half of the international norm of about one thousand hours in a year.
- A proactive policy of female recruitment brought the ratio of female teachers to 37 percent. Required educational qualifications are SSC for women and HSC for men, although men with college degrees are increasingly being attracted into primary school teaching.
- At the primary level, the average spending per child on private tutors is Tk 1,000.
- Professional training consists of a one-year certificate in education training offered in 54 Primary Training Institutes after teachers are employed by the school. About two-thirds of the teachers have received this training. In-service short subject-based training is conducted through Upazila resource centres (URC).
- Education Watch reports (2000 and 2003/4) and other studies indicate the teacher training programme carried out in PTIs, URCs and the school-cluster refreshers arranged by the Assistant Upazila Education Officers have not resulted in a significant difference in classroom practices, and more importantly, in student performance.

### The Secondary Level

There were 18,500 secondary schools and about 9,000 madrasas at the secondary level (classes 6-10), serving 7.4 million and 1.6 million students respectively in 2005. Teachers in these two types of institutions were 238,000 and 98,000 respectively. The numbers for women teachers were 48,000 and 10,000. (BANBEIS 2006)

Education Watch 2005 report provided insight about the situation of teachers in the government-assisted secondary schools, which constitute 98 percent of all secondary schools:

- More than 84 percent of the teachers received the monthly salary subvention (equivalent of the basic starting salary for government school teachers) paid by the government to teachers of non-government schools and madrasas. Under 18 percent of the teachers were women.

remuneration and reward of the scope of this paper, and order item will be briefly describe. **Fostering the essence of teaching**  
A recent review of the Academy for Educational Research reaffirmed what have accepted intuitive, good teaching and system and institution for, includes:

## Teacher Status and Student

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Director

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- Fifty eight percent of secondary level teachers had a bachelors' degree and 26 percent had a master's degree. On the other hand, 16 percent of the teachers had the higher secondary certificate (HSC) or lower qualifications. On an average, secondary teachers had 14 years of schooling.
- Nearly 44 percent of the graduate teachers (with bachelor or fazil degree) studied humanities for their graduate degree, a fifth studied science, 8 percent studied commerce, 6 percent studied social sciences, and over 22 percent studied the Islamic curriculum in madrasas.
- The performance of teachers in public examinations indicates a low level of academic achievement of teachers at the secondary level. Fifty-seven percent of the teachers claiming a bachelor's level qualification either were placed in the third division or they did not take the final examination. Similarly, 39 percent of the teachers claiming HSC/alim qualification were either placed in the third division or did not sit for the final examination.
- More than half of the secondary school teachers had no professional training. Thirty four percent of the secondary school teachers had the B. Ed. Degree and 2 percent had M. Ed.
- Parents spent on average Tk 4,000 per year per secondary school student in private tutors' fees in addition to other educational costs.
- A straight arithmetic calculation of the student-teacher ratio was 29:1 at the aggregate level. However, with 10 percent average daily absenteeism of teachers, a large proportion of teachers teaching subjects for which they do not have educational qualification, and multi-level schooling in many institutions, the overall arithmetic ratio does not represent effective teacher-student ratio in classrooms.
- The main professional training programme for secondary teachers consists of one year post-graduate training leading to B.Ed. offered through 13 government teachers' training college and over 50 private colleges of varying standards.

### A Framework for Teacher Development

A conceptual framework for professional development of teachers should pay attention to at least four key components - the essential attributes of a good teacher, the continuum of professional development, taking advantage of the ICT potential, and a supportive

- Sufficient to teach with
- Knowledge appropriate
- Fluency and ability
- Ability to and child practices
- Ability to learning
- Understanding purposes, underway
- Ability to learning
- Sensitivity to individual responsibility
- General and dedic

(Elizabeth Leu Education and Literature, W. Educational Development Teacher Remuneration Better matter of government p other govern education and there is no difference in secondary institutions, p responsibility. If the teacher visualized, he recognition, s form time to marching on remuneration. demonstration: number of den the public syste the total annua 400 crores or a Arguably, tea what the gover to implement. public educati private schools Bangladesh countries. Pub just over 2 per one of the low Teachers' remu item in the

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## VACANCY

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### 1. Deputy Manager-Finance

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