

Education Watch 2018-19

Secondary School Teachers in Bangladesh  
in the Light of SDG 4



Overview

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Overview of the Main Report

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## A. Background

Research on teachers strongly suggest that ‘teacher quality’ is the single most important factor for quality education. They are considered as the key to any education systems in the world. Teachers’ not only perform curricular-related activities with their students, their role in shaping and reshaping curriculum and effective running of educational institutions are also vital. It is more critical in a fast changing globalized world. As such the issues related to teachers become a priority for public policy and debate. Keeping quality education at the heart, the fourth Sustainable Development Goal (SDG 4) included the following specific target related to teachers:

By 2030, sustainably increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small developing states.

This is associated to the first SDG target which calls for ‘effective learning outcome’ for all boys and girls. Describing the teacher as a fundamental condition for guaranteeing quality education, it was suggested in a UNESCO document that they should be empowered, adequately recruited and remunerated, motivated and professionally qualified, and supported with well-resourced, efficient and effectively governed system.

Research on teachers is scanty at best in Bangladesh. Fortunately, various issues pertaining to teachers were touched in several past studies under the *Education Watch*, including a dedicated study on primary school teachers in 2000. None of these studies, however, considered ‘school teachers’ as the main theme of exploration. Under the circumstances, the *Education Watch* group decided to explore the various issues related to teachers. Because of the broadness of the area and the issues therein, the study concentrated only on secondary school teachers.

As of 2018, secondary education in Bangladesh comprised of 29,330 institutions, 358,907 teachers, and 12,197,554 students. It consists of three major streams which are general, madrasa, and vocational. The general stream is the largest with 67.7% of



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institutions and teachers, followed by the madrasas covering 31.7%. The vocational stream is the smallest with only 0.6%. Of the students, 82.9% go to schools under the general stream, 16.9% under madrasa stream, and only 0.2% under vocational stream. Unlike the primary, most of the secondary institutions are run by private initiatives, but with government financial support in terms of teacher salary. The secondary educational institutions in the public sector comprise of only 1.2% of the institutions, and 2.4% of the teachers and students.

Because of the demand, the expansion of the secondary education sector is still taking place. During 2008-2016, the number of institutions increased by 3.7%, teachers by 13.2%, and students by 43.4%. This resulted in a modest increase in the teacher-institution ratio, but higher increase in the student-institution and student-teacher ratios. As mentioned above, the Government of Bangladesh made subvention (popularly known as Monthly Pay Order or MPO) available to about 83% of the non-government institutions of all streams and over 89% of the teachers. The subvention increased by 2.3 times over the past five years, with BDT 87,943.6 million (US\$ 1,047 million) for the FY 2015-16.

## B. Objective and research methodology

Keeping the teachers in the centre, this study examined and documented the state of secondary school teachers and their roles in educational development in Bangladesh. The following specific issues were explored:

- a. Policies related to development of teachers for secondary education in Bangladesh;
- b. Social, educational, professional, and economic statuses of the teachers;
- c. Teachers understanding of pedagogy and curriculum and their teaching competence;
- d. Role and functions of teacher associations;
- e. State of the teachers in Bangladesh with regard to the fourth Sustainable Development Goal (SDG 4); and
- f. Correlations among various issues related to teachers lives and their skills and understanding.

In terms of the research methods, a combination of both quantitative and qualitative techniques was used. This included document analysis, sample survey, in-depth interviews, and Focus Group Discussions. The study universe included those institutions which provided the full range of secondary education (from grade VI to X). The following five types of secondary educational institutions were covered:

- Government School;
- Non-Government (private) School;
- School & College (institutions which house both secondary and higher secondary under the same roof;
- Dakhil Madrasa; and
- Senior Madrasa (providing Alim, Fazil and Kamil education altogether).

One hundred and twenty educational institutions from each type were randomly selected for the quantitative part of the study, the sampling frame for which was provided by the Bangladesh Bureau of Educational Information and Statistics (BANBEIS). Five permanent teachers (appointed against approved positions) were randomly sampled from each of the selected institution. The study sample thus comprised of 3,000 teachers and 600 educational institutions. The teacher survey included a Perceptual Teaching Competence Scale (PTCS) for getting a sense of their teaching competence. Qualitative investigation was carried out in 10 institutions located in five upazilas. It also included observation of 30 classrooms, and in-depth interviews with 10 heads of institutions and 30 Assistant Teachers. The fieldwork for this study was carried out by institution type during September-October 2018 and in January 2019.

## The sample by institution type

| Institution type | Number of school |       |       | Number of teachers |        |       |       |       |
|------------------|------------------|-------|-------|--------------------|--------|-------|-------|-------|
|                  | Rural            | Urban | Total | Male               | Female | Rural | Urban | All   |
| Government       | 15               | 105   | 120   | 452                | 148    | 72    | 528   | 600   |
| Non-government   | 101              | 19    | 120   | 452                | 148    | 504   | 96    | 600   |
| School & College | 83               | 37    | 120   | 443                | 157    | 415   | 185   | 600   |
| Dakhil madrasa   | 103              | 17    | 120   | 496                | 104    | 515   | 85    | 600   |
| Senior madrasa   | 92               | 28    | 120   | 486                | 114    | 460   | 140   | 600   |
| Total            | 394              | 206   | 600   | 2,329              | 671    | 1,966 | 1,034 | 3,000 |

## C. Policies related to teacher development

The Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education is the key agency to implement secondary education in Bangladesh. The DSHE recruits teachers for Government secondary schools. The School Managing Committee (SMC), on the other hand, recruits teachers for the other types. The applicants need to qualify the teachers' registration test administered by the Non-government Teachers Registration and Certification Authority (NTRCA). This is done in line with UNESCO's recommendation for teachers' licensing. The Dr Quadrat-e-Khuda Education Commission (1974) for the first time highlighted the importance of teacher training. The Commission argued that like any other professions, appropriate and adequate training is required in teaching. The Education Commission of 1988 mentioned that pre-service and refreshers' training should be introduced for the secondary school teachers. Acknowledging the limitations of the teacher training initiatives, the National Education Policy of 2010 opined that the teachers training in the country was very traditional, insufficient, certificate-based, loaded with theoretical contents and so on. It thus recommended the Bachelor of Education (BEd) degree as the pre-requisite. It also recommended introducing co-curricular activities during the training.

Policy documents by UNESCO and others put importance on teachers' professional status and benefits to ensure quality education. However, a clear discrimination is evident in terms of

wage and benefits between the government and non-government secondary teachers in Bangladesh. The Government school teachers enjoy many more benefits including house-rent, medical allowance, festival allowance, and yearly increment. In addition, benefits such as tiffin allowance, rest and recreation allowance, time scale salary increase, and pension are admissible only for the Government school teachers. To determine the salary and benefits of teachers, UNESCO set some basic principles such as national income level, minimum living standard, comparator professions, and education authorities' revenue capacity. Unfortunately, these were not adequately considered for any of the schools. Teachers' promotion is almost impossible in the secondary education system. After a certain period of time the grades of the teachers are increased which result in some addition in salary and benefits keeping the designation the same- Assistant Teacher. In case of the Non-government schools the promotional process is even worse. For such teachers, the National Education Policy 2010 recommended that teachers should be promoted through a competitive process considering their qualifications.

#### **D. The educational institutions in sample**

- Majority of the educational institutions sampled for the survey were established after the Independence of Bangladesh. Of the institutions, 1.1% were established in the 19th century (1832-1900), 10.7% during the start of 20th century to the end of the British rule in India (1901-1947), 24.1% during the Pakistan period (1947-1971), 29.1% during the first two decades of Bangladesh era (1972-1990), and remaining 35% more recently (1991-2016).
- Whereas, 38% of the rural institutions were established before the Independence of Bangladesh, only a quarter of the institutions in urban locations were established during that period. Similarly, about three-quarters of the madrasas were established after the liberation of Bangladesh, but less than 60% of the schools were established during that period. The Government schools were established relatively earlier than others.

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- The majority of the four types of private institutions (87.8%) were receiving government subvention. They were 94.2% of the Non-government schools, 90% of the School & Colleges, 98.3% of the senior madrasas, and 67.5% of the Dakhil madrasas.
- Majority of the educational institutions in the sample were co-ed (91.6%). 7.1% were for girls only and 1.3% were for boys only. Most of the institutions established during the British period were predominantly for boys and those established during Bangladesh period were for both girls and boys. Proportion of institutions established exclusively for girls was significantly higher in Bangladesh period than in any other previous period.
- Number of students in the institutions varied from 58 to 4,775. Mean number of students per institution was highest in Government schools (900), followed by School & Colleges (795), Non-government schools (564), senior madrasas (273), and Dakhil madrasas (210), respectively. Proportion of girls was 52.9%.
- Number of teachers per institution varied from 5 to 84. It was 12 for a quarter of the institutions, 11 for 18.3% and 10 for 11.9%. Whereas, on average, the Government schools had 25.5 permanent teachers, the others had 10-14 teachers. The institutions, on average, had 13.4 approved positions, but 11.6 were actually filled up. A half of the institutions recruited temporary teachers thereby shooting the average to 13.5. A quarter of the teachers were females in all institutions. Whereas a third of the teachers of Government schools and School & Colleges were females, it was much lower in the madrasas (18%).

### Mean number of approved positions and appointed teachers and their percentage deviation by institution type

| Type of institution | Mean               |                    |                    |                | % more or deficit <sup>1</sup> |
|---------------------|--------------------|--------------------|--------------------|----------------|--------------------------------|
|                     | Approved positions | Permanent teachers | Temporary teachers | Total teachers |                                |
| Government          | 31.7               | 25.5               | 1.7                | 27.1           | -14.5                          |
| Non-government      | 13.2               | 11.5               | 2.3                | 13.8           | +4.8                           |
| School & College    | 16.0               | 14.3               | 4.0                | 18.3           | +14.1                          |
| Dakhil madrasa      | 12.0               | 10.0               | 0.9                | 10.9           | -9.9                           |
| Senior madrasa      | 12.1               | 10.4               | 0.9                | 11.3           | -5.9                           |
| Total               | 13.4               | 11.6               | 1.9                | 13.5           | +0.7                           |

<sup>1</sup>Compared to approved positions, even after recruitment of temporary teachers

- There were 46 students against a permanent teacher, which decreased to 39 on recruitment of temporary teachers. The highest student-teacher ratio was found in School & Colleges, followed by Non-government schools, Government schools, senior madrasas and Dakhil madrasas, respectively. The ratio was more than 40:1 in 56% of the institutions before recruitment of temporary teachers, which decreased to 39.6% on recruitment of them.

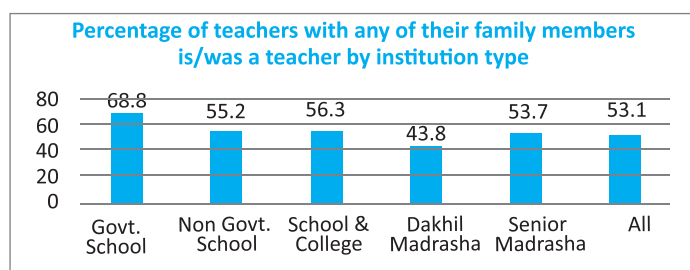
### E. The teachers and their families

- Age of the teachers varied from 21 to 60 years with a mean 42.2 years. Over 94% of them were married, 17.8% were non-Muslims, and 1.5% came from small ethnic groups. Average family size was 4.2. Overall, 12.5% of the teachers were first generation learners in their families, meaning that none of their parents had schooling. This was 16.3% in Dakhil madrasas, 14.7% in senior madrasas, 11.3% in Non-government schools, 9% in School & Colleges, and 5% in Government schools.
- Of the spouses of the teachers, 19.3% had a Master's degree, 25.5% had a Bachelor's degree, 20.7% completed higher secondary education, 19.8% completed secondary education,

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and 14.6% did not complete secondary level. Spouses of the Government school teachers were much ahead of their peers in terms of educational qualifications, followed by those of School & Colleges, Non-government schools, senior madrasas and Dakhil madrasas, respectively.

- Over 53% of the teachers had at least one person in the family who chose teaching as profession, beside themselves. They include parents (11.8%), elder siblings (19.1%), younger siblings (18.9%), spouses (23.7%), and offspring (2.1%). Institution type wise, 68.8% of the Government school teachers had at least one teacher family member, which was 56.3% in School & Colleges, 55.2% in Non-government schools, 53.7% in senior madrasas, and 43.8% in Dakhil madrasas. Such type of family member was observed more among female teachers than males (66.1% versus 49.4%), and among school teachers than madrasa teachers (55.7% versus 47.9%). For the remaining, s/he was the first person in the family who took teaching as a profession.

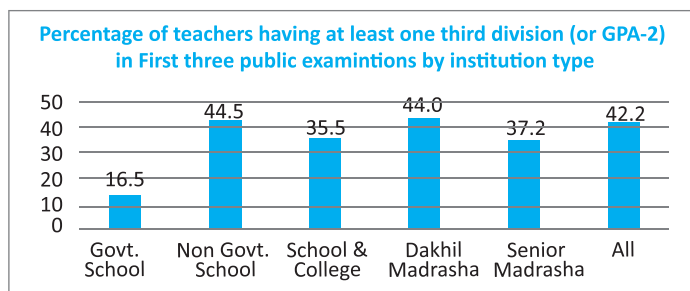


*Family members include parents, siblings, spouse and offspring*

## F. Education and training of teachers

- The minimum educational qualification for being a secondary school teacher in Bangladesh is a Bachelor's degree. In the sample, 48.8% of the teachers' had Master's degree, 48.2% had Bachelor's degree, and the remaining 3% had only higher secondary schooling. Over three-quarters of the teachers studied exclusively under general stream, a third studied in madrasa stream and the rests in both. As expected, proportion of madrasa educated teachers was more in the madrasas (47.3%) than in schools (11.7%).

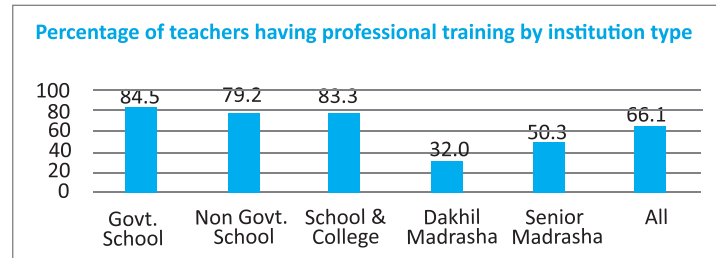
- A very high proportion of the teachers got their primary education from the public educational institutions (82.6%), which was 5.3% at junior secondary level, 5.2% at secondary level, 24.4% at higher secondary level, 44.9% at undergraduate level, and 58.9% at graduate level. Proportionately more school teachers studied in public institutions than those of madrasas.
- Majority of the teachers studied Humanities in their educational life. Proportion of teachers studying Humanities was 49.1% at secondary level, which went up to 74.8% at Master's level. A reverse direction was therefore observed in their study of Science, which went down from 45.4% at secondary level to 17.1% at Master's level.
- Nearly 58% of the teachers achieved at least a second division in each of the first three public examinations (secondary, higher secondary and Bachelor), which declined to 33.2% when all four examinations were considered (including Master's).



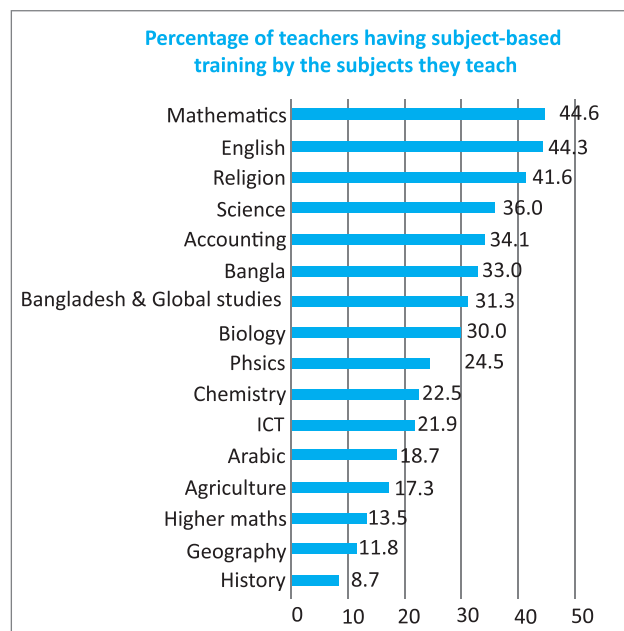
- Two-thirds of the teachers got professional training such as Bachelor of Education (BEd), Master of Education (MEd), Bachelor of Madrasa Education (BMEd) or Bachelor of Physical Education (BPED). School teachers were more likely to have such training than their Madrasa counterpart (79.4% versus 39.5%) and the females were more likely to do so than the males (76.9% versus 62.9%).



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- The teachers also received a number of subject based training and various short courses in recent years, especially since 2011. Overall, 78.2% of them got subject based training and 83.6% got various short courses. Teachers had more training in Mathematics, English, and Religion as against Science, Accounting, Bangla, and Bangladesh & Global studies.

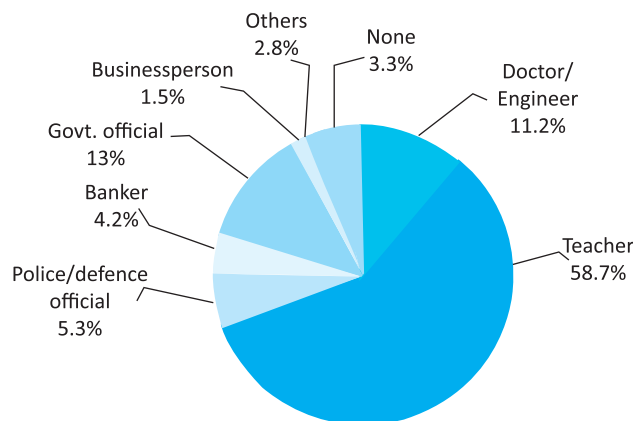


- The main short training courses included Information and Communication Technology (ICT), creative question preparation, teachers' curriculum guide, teaching quality improvement, skills based training, and national curriculum. None of these courses reached more than a third of the secondary teachers.

- A mixed impact was observed regarding use of training in classroom teaching. A section of the teachers reported that they were getting benefits of training through using those in classrooms; however, another section blamed the school context or themselves for not using them.

### G. Choice of profession, income and job satisfaction

- The teachers varied in terms of their aim in life. Majority of the teachers (58.7%) had aimed to take teaching as profession; the others wanted to be a doctor, an engineer, a government servant, a police/defence officer, a banker, or a businessperson. A small section (3.3%) had no aim in life. A Master degree holder female teacher who had an elder sibling a teacher and father had incomplete secondary education was more likely to have teaching as the aim in life.



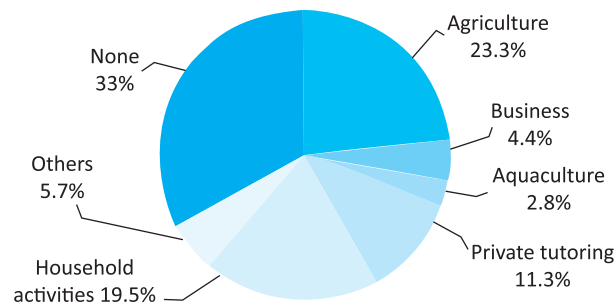
- Teaching in the present institution was the first job for 53.2% of the teachers. A fifth of the teachers had taught in other institutions, 16.5% moved to teaching from a number of non-teaching jobs, and 10% experienced both teaching and non-teaching jobs before their current job. The current one was the second job for 64.4% of the teachers of Government schools, a half of those of Non-government schools and School & Colleges, and about 40% of those of madrasas. Before

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entering in their present job, over a half of the Government school teachers worked for private educational institutions and 30% of the teachers of private institutions worked for a similar institution.

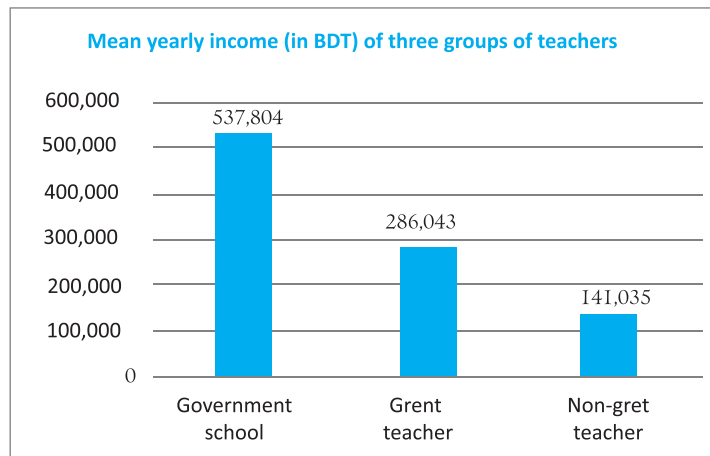
- The length of service was eight years or less for a quarter of the teachers, 9-16 years for another quarter, 17-22 years for the third quarter, and 23-40 years for the fourth quarter. Overall, the mean length of service was 16.3 years with a standard deviation of 9 years.
- Teaching was reported to be the principal occupation of all of them; however, two-thirds of them claimed to have a second occupation. Teaching was the only occupation for 39.7% of the male and 10% of the female teachers. Whereas, a fifth of all teachers claimed household management as their second occupation, 86% of the female teachers claimed so. The other occupations include agriculture (23.3%), private supplementary tutoring (11.3%), business (4.4%), aquaculture (2.8%), and others (5.7%). Teaching was the only profession of 57.8% of the Government and a third of the teachers in other institutions.

**Percentage distribution of teachers by their second occupation**



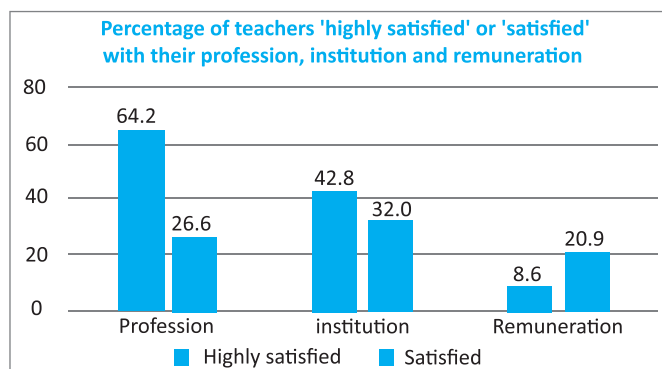
- The teachers earned BDT 273,672 annually; of which 85.5% from their principal occupation, i.e. teaching. A wide variation existed in income. Teachers belonging to the highest quintile of income earned about 3.5 times of those belonging to the lowest quintile. The Government school teachers were the top earners. Their annual income was 1.9 times of the grant (MPO)

and 3.8 times of the non-grant (non-MPO) teachers of the other institutions. Considering the past year's income and expenditure from all sources, 5% of the teachers rated their households as always in deficit, 20.2% as sometimes in deficit, 34.9% as breakeven, and 40% as surplus. A positive relationship was observed between annual income and household food security status.



- Majority of the teachers were satisfied with their profession and institutions, but not with the remuneration. Overall, 26.3% of the teachers were 'satisfied' with each of the three issues concerned, 46.4% were 'satisfied' with current profession and institution, but not with remuneration, 16% were 'satisfied' only with profession, but not with the rest two issues, and 11.3% fell in other categories. About 55% of the Government school teachers expressed their satisfaction in all three areas concerned, which was 30.2% among the teachers of School & Colleges, 27% among those of senior madrasas, 26.3% among those of Non-government schools, and 21% among those of Dakhil madrasas. About a third of the teachers wished to change their current institution and 5.2% wished to change their teaching profession.

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## H. Teaching, workload and supervision

- Teachers did not teach in each secondary grade – 63% taught at grade VI, 71.1% at grade VII, 83.4% at grade VIII, and over 90% at grades IX and X. They, on average, taught 3.3 subjects with a range from one to nine. As per class routine, they were supposed to conduct 23.7 periods per week involving 16 hours 10 minutes. The lowest quintile of teachers, in terms of workload, were responsible to conduct 3-18 periods per week, which was more than 28 periods for the highest quintile. Though the teachers conducted most of the periods as required, they thought they were overloaded. They thus proposed to reduce the workload by 21.5%.

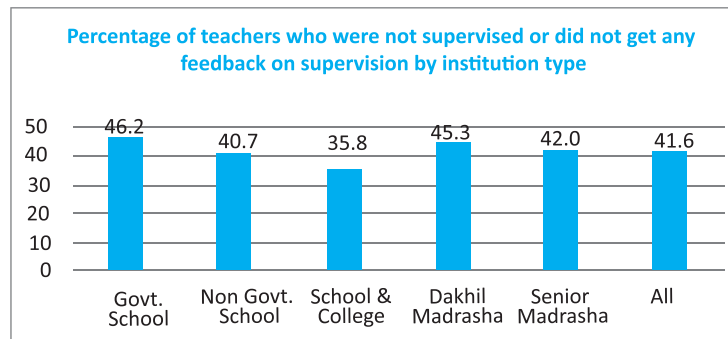
### Teacher's present workload and related expectation by institution type

| Institution type | As per class routine   |       | Expected               |                     |
|------------------|------------------------|-------|------------------------|---------------------|
|                  | Mean Number of periods | Hours | Mean Number of periods | % less than percent |
| Government       | 21.0                   | 15.15 | 16.8                   | 20.0                |
| Non- Government  | 22.7                   | 16    | 18.0                   | 20.7                |
| School & College | 22.2                   | 16    | 18.1                   | 18.5                |
| Dhakil madrasa   | 26.3                   | 16.40 | 19.9                   | 24.3                |
| Senior madrasa   | 25.2                   | 16.15 | 19.9                   | 21.0                |
| All              | 23.7                   | 16.10 | 18.6                   | 21.5                |

- Overall, 57.3% of the teachers were directly engaged in preparing class routine and distribution of subjects among the teachers, 29% were not engaged with the process but were consulted before finalization, and 13.7% had no involvement with this. The male teachers were more likely to be involved with the process than the female teachers. No variation was observed between the teachers of schools and madrasas. Majority of the teachers expressed their satisfaction (fully or most part of it) with the class routine.
- Question papers for internal examinations were prepared in many different ways. Whereas, 43.7% of the teachers claimed that they themselves prepared the question papers, 36.8% bought them from Teachers Association, 14.4% bought from open market, and 10.3% reported to prepare by the other teachers themselves in the school. Teachers themselves preparing the question papers were highest in Government schools (76.8%) followed by School & Colleges (53.5%), Non-government schools (44.3%), senior madrasas (42.8%), and Dakhil madrasas (35.5%), respectively.
- Additional teaching was arranged in two-thirds of the institutions, mostly for the students of grades VIII and X. The School & Colleges and Non-government schools jointly topped with 70% of them arranging it, followed by both types of madrasas (around 60% each) and Government schools (35.8%). A half of the teachers of these institutions were engaged in it. Such teaching is provided before school hours (63.9%), after school hours (17.8%), on holidays (15.3%), and during school hours (3%).
- Over 78% of the teachers reported that their classroom teaching was observed for monitoring purpose at least once during the three months prior to interview. No difference was observed by gender of teacher or area of institution, but the school teachers were more supervised than madrasa teachers (80.1% versus 74.4%). This was highest in School & Colleges (83.7%) and lowest in Dakhil madrasas (72.7%). The institution heads were the top supervisors, who supervised 57.4% of the teachers' classroom teaching. The others included Upazila

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Education Officers, Upazila Academic Supervisors, assistant heads of the institutions, Zila Education Officers, and chairperson and members of school managing committees. Providing no feedback to the teachers was a common practice, written feedback was seldom given. Oral feedbacks were very basic in nature with little consequences for pedagogic performance.

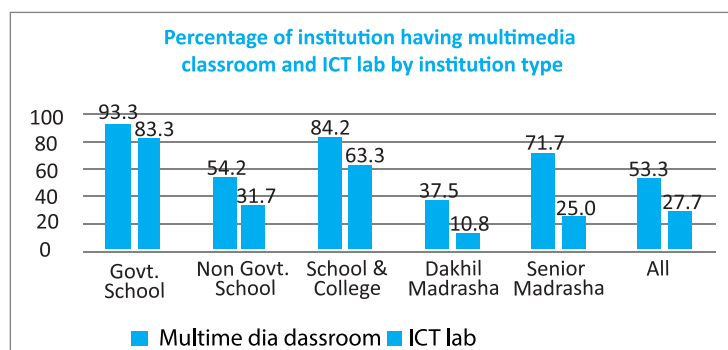


## I. Teaching-learning in classrooms

- Based on classroom observations, it was found that one-way lecture was the main method of teaching in classrooms, irrespective of subject and topic. Teachers started talking on the day's topic without linking it with previous lessons or any introductory note. No motivational or inspirational words were used while delivering lessons on national heritage or important personalities. One-way delivery of lessons was the most popular without engaging students. Class captains were engaged for disciplinary matters only. Classroom teaching was centred into identifying answers to set of questions probable to appear in examination. Homework just followed it. Teachers were seen to be happy with memorization capability of the students. Teaching aids were hardly used. ICT based multimedia contents were not found in use. Teachers asked questions mostly belonging to the 'remembering' subdomain of Bloom's Taxonomy, to the students in order for assessing them. Students hardly asked questions.

## J. ICT, Mass Media and Use of Multimedia

- Of the institutions, 31% had a multimedia classroom but not an ICT lab, 5.2% had an ICT lab but not a multimedia classroom, 22.5% had both, and 41.3% had none. The Government schools and the School & Colleges were much better than others in having these and the Dakhil madrasas were at the bottom.



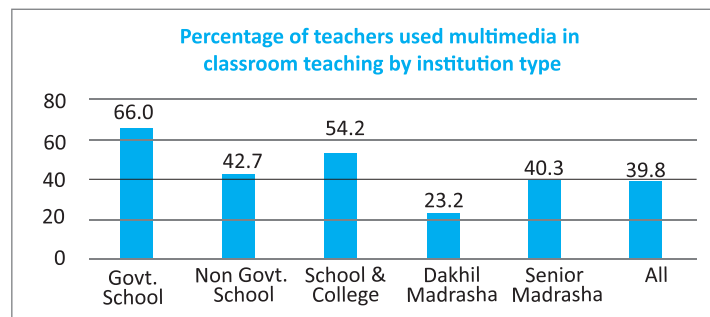
- With regard to owning ICT devices, 79.8% of the teachers had an ordinary mobile phone, 64.3% had a smart phone or a tablet, and 29.3% had a desktop or a laptop computer. Female teachers and the teachers of urban institutions were more likely to have these devices than the male and rural teachers respectively. More madrasa teachers than school teachers had an ordinary mobile phone, but an opposite scenario was observed in rest of the devices.
- Every teacher used their ICT devices for talking purposes, which was followed by sending short messages or SMS with three-fifths of the teachers doing so. The other purposes of using ICT devices included Internet browsing (57.4%), photo/videography (50.7%), listening to music, drama etc. (48.8%), multimedia use for teaching (37.1%), listening to Islamic preaching (35.7%), money transfer/mobile banking (34.8%), preparation of contents for students (29.4%), self-study (24.5%), occupational writing (18%), gaming (15%), and listening radio programmes (13.2%).
- Over a half of the teachers used ICT devices for purposes related to their profession. No gender difference was observed in this,



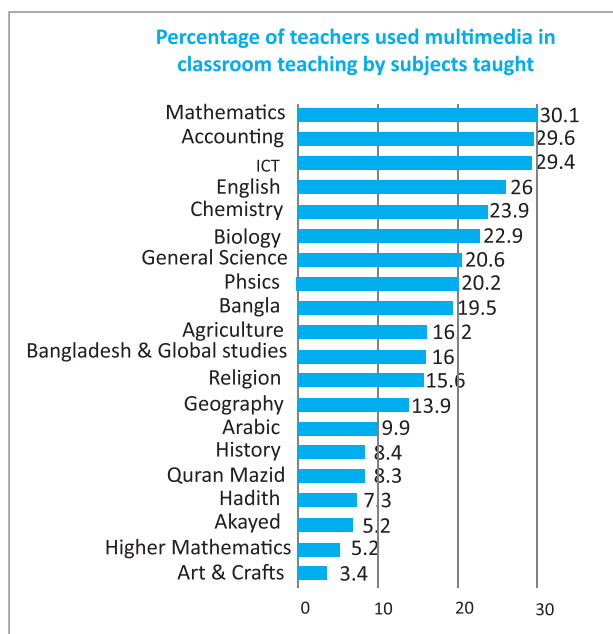
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but teachers of urban institutions and those of schools were significantly ahead of their respective counterparts such as rural institutions and madrasas. This was 81% among the teachers of Government schools, 63.2% among those of School & Colleges, 54% among those of Non-government schools, 49.3% among those of senior madrasas, and 40.7% among those of Dakhil madrasas.

- Nearly two-fifths of the teachers reported to using multimedia at least once in 2018. This was 39% among the males and 42.5% among the females, 50.9% among urban and 37.1% among rural teachers, and 44.6% among school teachers and 30.2% among madrasa teachers. About two-thirds of the teachers of Government schools, 54.2% of those of School & Colleges, 42.7% of those of Non-government schools, 40.3% of those of senior madrasas, and 23.2% of those of Dakhil madrasas used multimedia in classrooms. The middle half of the teachers in terms of length of service, having own ICT devices and training on ICTs were more likely to use multimedia in classrooms than others.



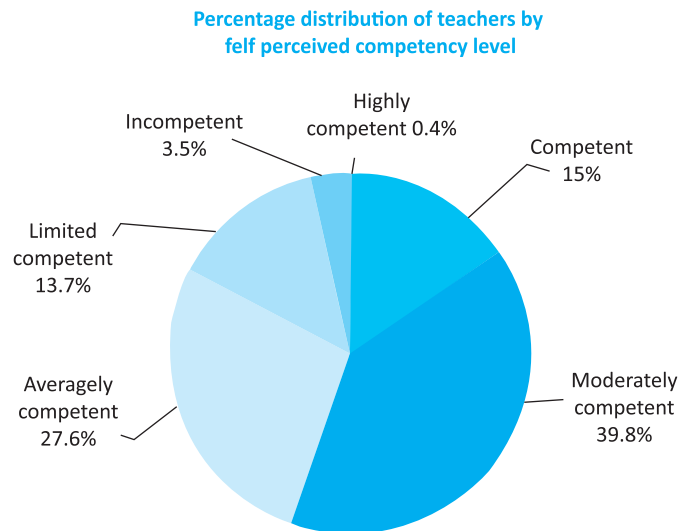
- Not a single subject was found where a third of the teachers used multimedia in teaching. Subjects like ICT, Accounting, Mathematics were at the top where multimedia classroom teaching was provided, followed by English, Biology, Chemistry, Physics, General Science and Bangla. Poor situation was observed in religious and madrasa-related subjects, Higher Mathematics, History, and Arts and Crafts.



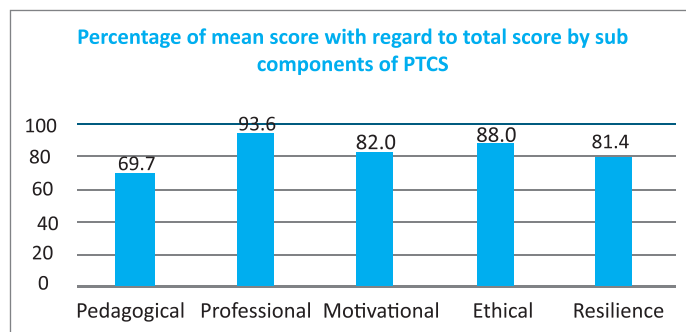
- Two-thirds of the teachers reported to face various difficulties in using multimedia in classroom teaching. These were power failure, lack of training, inadequacy of classrooms, lack of adequate equipment, lack of skills, defective equipment, lack of preparatory time, and defective materials. The teachers who did not use multimedia cited three major reasons: absence of any provision of it in their institutions, having no training on this, and defective equipment.

#### K. Teachers' perceptual teaching competence

- Only 0.4% of the teachers assessed themselves as highly competent, 15% as competent, 39.8% as moderately competent, 27.6% as averagely competent, 13.7% as limited competent, and 3.5% as incompetent. Around a fifth of the teachers of Government schools and School & Colleges assessed themselves as competent or highly competent. Such a level was reported for 16.8% of the teachers of senior madrasas, 14.8% of those of Non-government schools, and 13.6% of those of Dakhil madrasas. No difference was observed by gender of teacher or broad institution type in this.



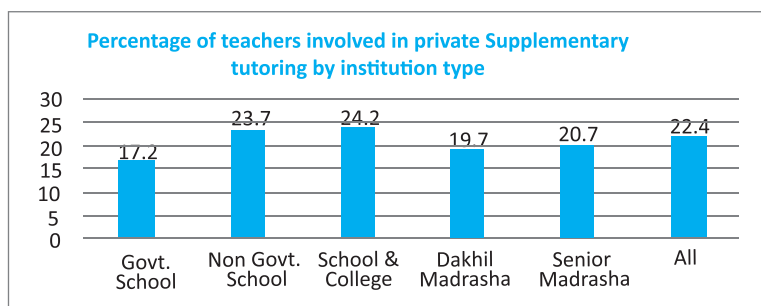
- Sub-component-wise analysis shows that the highest score was recorded in professional development (93.6%), closely followed by ethical aspects (88%), and the lowest in pedagogical skills (69.7%). The teachers scores in the remaining two sub-components (motivational and resilience) were in between the highest and the lowest performing sub-components.



- The teachers of rural institutions, non-Muslims and those who were satisfied with their institutions were more likely to be moderately competent than the others. No difference was observed between the grant and non-grant teachers.

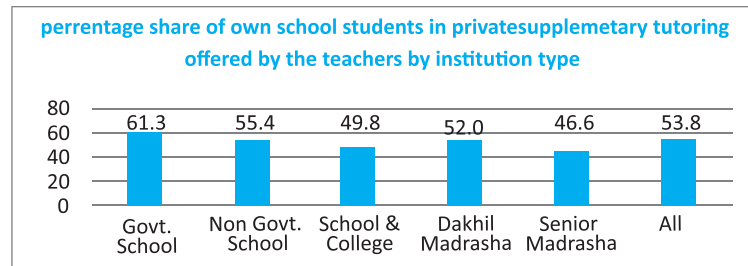
## L. Involvement in private supplementary tutoring and use of guidebooks

- Though the government provides free textbooks to all, and teaching-learning should primarily take place in classrooms – teachers were found to use guidebooks and involve in private supplementary tutoring. Overall, 22.4% of the teachers reported to engage themselves in private supplementary tutoring. They, on average, tutored 23.3 students. A high variation was observed among the tutoring teachers in terms of number of tutees, which ranges from 1-230. The standard deviation of this was found 34% more of mean. Male teachers working in urban educational institutions, younger in terms of service length and having some training were more likely to involve in private supplementary tutoring than others.



- Teachers' homes were most frequently used for providing private tutoring where 15.4% of the teachers offered this service. Among other places 7.2% of the teachers provided tutoring at students' homes, 2.8% at schools using classrooms, and 0.8% at coaching centres. Some teachers provided tutoring services at multiple places.
- The major portion of the tutees (53.8%) was the teachers own school students. Although the Government school teachers were at the bottom in terms of providing private tutoring, they were at the top in serving own school students. In providing tutoring services, the Mathematics teachers were at the top, English teachers were closely behind them, the teachers of Science subjects just followed them.

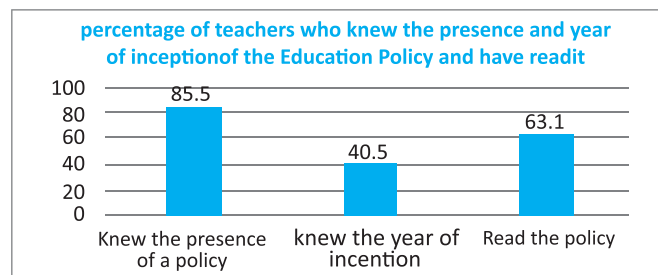
## Overview



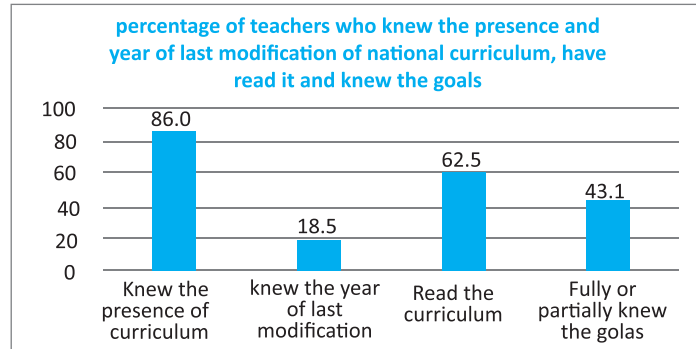
- Overall, 37.1% of the teachers were using guidebooks. Female teachers, younger in terms of service length, Muslim and those who had subject based training were more likely to use guidebooks than their respective counterparts. The teachers having a parent teacher were less likely to use guidebooks than those who had no such parent. Teachers used guidebooks for English and Mathematics in all secondary grades, Physics, Chemistry and Higher Mathematics in grades IX and X, and Arabic throughout the school years in madrasas.

## M. Knowledge on national education policy, secondary curriculum and SDG 4

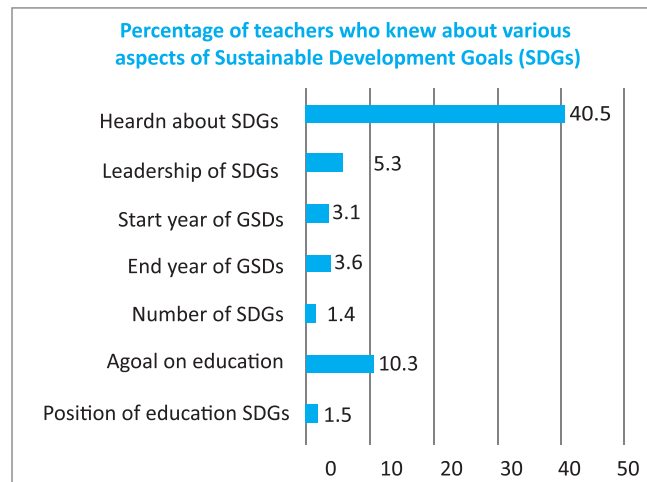
- In general, the secondary school teachers in Bangladesh had no clear idea about the important national and international documents which have direct implications on educational development in the country. They seem to have not been able to differentiate among the documents. Of the teachers, 85.5% knew that Bangladesh had a National Education Policy (NEP), 63.1% claimed to have read the policy in hard copy or from the Ministry website; however, only 40.6% could state the correct year of introducing it.



- Eighty-six percent of the teachers knew about the existence of a national curriculum for secondary education, and 62.4% claimed to have read it. While asked, 43.1% of the teachers could say correctly the objectives of national secondary curriculum and 18.5% could say the year of latest modification of curriculum.



- Two-fifths of the teachers claimed that they have heard about Sustainable Development Goals (SDGs), but only 5.5% knew under whose leadership the SDGs were formed. A very few of the teachers were aware about the various details of SDGs. For instance, 3.1% knew the start year of SDGs and 3.6% knew the end year. Only 1.4% of the teachers could say the number of goals in SDGs. One in ten teachers said that there was a goal on education, but only 1.5% of the teachers could say about the goal specific to education.



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- The Government school teachers were better informed about various aspects of SDGs, but no such difference was observed in the cases of NEP and national curriculum. In most cases, the male teachers surpassed their female counterparts. The Master's degree holders had better knowledge than others. All three types of training (professional, subject based and short courses) had a positive relationship with teachers' knowledge in NEP, curriculum and SDG. Youngest teachers were more likely to have better knowledge in all the above aspects than the rest of the teachers.

## N. Role of teachers associations

- Six different teacher associations were identified for the secondary level school teachers and two for the madrasas. These organizations are sub-divided into several quarters depending upon political and personal interest of their leaders, which resulted in various malpractices and deprivation among the teachers. Teacher development initiatives undertaken by the government received no direct assistance from the teacher associations. It is believed that the quality of education and teachers' competence are areas where teacher associations can contribute but in reality, they are found to work as pressure groups in the matters of petty financial and personal interests.
- Three out of every ten teachers were members of any of the teacher associations. Majority of these teachers (60.4%) got membership influenced by their seniors, followed by those who became members on their own choice (34.5%). About three-quarters of the members reported to participate in some activities of the associations. Major activity seemed to be the regular meeting of the associations, where 59.4% of the participating members attended. The other activities included movement for educational rights and teachers' rights.
- Male, elder teachers (belonging to the fourth quartile in terms of service length) having Master's degree and were satisfied with profession and remuneration were more likely to be members of a teacher association and be a participant of association activities than others. About 13% of the teachers

confessed that their participation in association activities hindered teaching-learning activities in schools.

It was clearly found that the government recognised the importance of teacher associations and occasionally seek their views regarding formulation of new policy.

## **O. Policy recommendations**

- Based on the findings of this study, and the analyses and discussions made of those in line with the SDGs, the following recommendations are formulated to help promote achieving the targets of SDG 4 in Bangladesh. It should be noted that many of these are already in the policy, but are not progressing in due speed. This study, therefore, reemphasises those.
- A favourable student-teacher ratio in every institution should be ensured. This should be done through examining the present student-teacher ratio, number of students over a period of past five years, and the approved number of positions of teacher – separately for each of the institutions. The aim should be to place more teachers where the ratio is higher (say over 40:1) and withdraw from those with excess. However, the extreme or unusual situation of remote rural areas needs to be considered with care. Recruitment of temporary teachers should be avoided.
- Teacher training capacity aiming to teach only by a formally trained teacher in pedagogy should be increased. Scope and capacity of subject-based and other short training courses need to be expanded from a lifelong learning perspective. Existing capacity of public and private teacher training institutions may hardly be able to provide training to the currently untrained teachers, but not to the new recruits. Capacity building of the current institutions as well as establishment of new training institutions should be considered seriously. BRAC's Post Primary and Continuing Education (PACE), whereby short subject-based residential pedagogic training were effectively provided, can be utilised to solve a portion of this task. International cooperation may also be sought. Subject based training should be provided to the



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teachers in all subjects they offer and on a continuous basis. Some generic courses should be provided to every teacher, which should include curriculum, education policy, SDGs and ICT. Along with capacity building of training institutions, capable non-government organizations should also be considered as training provider. Benefits of ICTs and Internet can be used to reach the teachers inexpensively.

- Annual teacher assessment based on their classroom performance should be introduced to keep them obliged to improve classroom teaching. Quality classroom teaching is the way to quality education. A part of huge lacking in effective classroom teaching is due to inadequate knowledge of the teachers, but a major part is related to lack of obligation. Provision of regular supervision of classroom teaching and written feedback to respective teacher may help in this. An important task of the head of the institutions should be to provide annual assessment of the teachers based on a set of prescribed indicators/outcomes. This should also include teachers' preparation of exercises for classroom teaching and counselling and welfare duties to the students. Monitoring school visits needs to be emphasised in this regard.
- Expansion of use of technologies in education should be prioritised. This can be done through quick expansion of ICT labs, multimedia classrooms and providing high-speed Internet accessibility covering all the educational institutions with trained teachers. Quality of equipment with provision of maintenance is also important. ICT devices and high-speed Internet facilities should be made available to teachers at a subsidised price so that they can have them of their own. Networking of teachers with pedagogical issues can help them improve their own quality.
- In order to address widening inequality within and among various types of educational institutions, a serious attempt should be made to reduce the gaps with regard to teachers' educational qualifications, and availability of infrastructure and other facilities in the institutions. This should include a similar recruitment procedure including equity in financial and other

benefits during job and after retirement. As the existing natural selection process has widened inequity over time, an intervention from the government is a call of the time. The Non-government private schools and the Dakhil madrasas need special attention.

- Review of promotion policy with the principle 'change of designation with the change of grade' may be seriously thought of to create an incentive mechanism and to increase job satisfaction of the teachers. As it is now, the teachers can be recruited at grade 10 as Assistant Teachers; if the annual assessment reports show good progress, they can be promoted to grade 9 after five years, to grade 8 after 10 years, and to grade 7 after 15 years. The new designations at the promoted grades may be Associate Teacher, Teacher and Senior Teacher, respectively. The Head and Assistant Head of the institutions should be considered as administrative positions, for which only the Senior Teachers will be eligible. Two more positions such as Senior Assistant Teacher and Senior Associate Teacher may also be introduced if a separate pay-scale is considered. Like as public college teachers, qualified teachers can be posted to secondary education administration.
- The secondary teaching community should seriously think about a major review of the role of their associations with regard to 21st century needs. Having many associations should not be a problem, but the challenge is how these associations can be made more responsible and proactive towards creating a new generation of teachers and achieving quality of education, coming out of traditional role like 'trade unions' in line with parent political parties. The government need to engage the associations in policy formulation and implementation.
- Finally, a similar study as this can be carried out on teachers of primary education. This will help understand the full picture of our school education system and, therefore, take necessary actions for improvement in line with SDG 4.

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**Campaign for Popular Education (CAMPE)**  
**List of Education Watch Studies (1999-2018)**

- Education Watch Report 1999  
**Hope not Complacency:***State of Primary Education in Bangladesh*
- Education Watch Report 2000  
**A Question of Quality:***State of Primary Education in Bangladesh*
- Education Watch Report 2001  
**Renewed Hope Daunting Challenges:***State of Primary Education in Bangladesh*
- Education Watch Report 2002  
**Literacy in Bangladesh:***Need for a New Vision*
- Education Watch Report 2003/4  
**Quality with Equity:***The Primary Education Agenda*
- Education Watch Report 2005  
**The State of Secondary Education:***Progress and Challenges*
- Education Watch Report 2006  
**The Financing Primary and Secondary Education in Bangladesh**
- Education Watch Report 2007  
**The State of Secondary Education:***Quality and Equity Challenges*
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- Education Watch Report 2009-10  
**Exploring Low Performance in Education:***The Case of Sylhet Division*
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**Skills Development in Bangladesh:***Enhancing the Youth Skills Profile*
- Education Watch Report 2013  
**New Vision Old Challenges:***The State of Pre-primary Education in Bangladesh*
- Education Watch Report 2014  
**Whither Grade V Examination:***An Assessment of Primary Education Completion Examination in Bangladesh*
- Education Watch 2015  
**Moving from MDG to SDG:***Accelerate Progress for Quality Primary Education*
- Education Watch 2016  
**Literacy, Skills, Lifelong Learning:***SDG4 in Bangladesh -Where Are We*
- Education Watch 2017  
**Ethics and Values in Education:***Capturing the spirit of Education*