

Bangladesh Education Sector Review

Report No. 4: Teachers and Teacher Training (Formal and Nonformal)



BEPS

Basic Education and Policy Support (BEPS) Activity

CREATIVE ASSOCIATES INTERNATIONAL[®]

In collaboration with

CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK



United States Agency for International Development

Contract No. HNEI-00-00-00038-00

**The views expressed in this report are those of
the technical advisory team and do not necessarily represent
those of the U.S. Agency for International Development (USAID)
or any of the organizations associated with the
Basic Education and Policy Support (BEPS) Activity.**

Bangladesh Education Sector Review

Report No. 4

Teachers and Teacher Training (Formal and Nonformal)

Prepared by:

GroundWork Inc
1825 Eye Street NW, Suite 400
Washington DC 20006

Prepared for:

Basic Education and Policy Support (BEPS) Activity
United States Agency for International Development
Contract No. HNE-I-00-00-00038-00
Creative Associates International Inc. Prime Contractor

June 2002

Acknowledgments

This report is the fourth in a series of six reports on the education sector in Bangladesh. The reports were produced by GroundWork, in Washington, DC, which is a member of the Basic Education and Policy Support (BEPS) consortium. The other members of the consortium are Creative Associates International Incorporated, in Washington, DC; CARE, in Atlanta, GA, and George Washington University, in Washington, DC. The authors of the reports are Jeanne Moulton, Christina Rawley, and Upali Sedere. Sean Tate provided support and collaboration.

GroundWork wishes to thank the staff of the USAID mission, who gave generously of their time and who demonstrated a wholehearted interest in the progress and findings of the reports. They also thank the many Bangladesh staff of the government and NGOs and the staff of other donor organizations who informed them of the education sector. Finally, they thank Shireen Ali, who spent many hours gathering and cataloguing documents for the USAID education library.

Acronyms

AUEO	Assistant Upazila Education Officer
CPEP	Comprehensive Primary Education Program
DG	Director General
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
EFA	Education For All
ESTEEM	Effective Schools Through Enhanced Education Management
GOB	Government of Bangladesh
GPS	Government Primary Schools
HRDP	Human Resource Development Plan
HS/PS	High Schools/Primary Schools
IDEAL	Intensive District Approach to Education For All
NAEAM	National Academy of Educational Administration and Management
NAPE	National Academy For Primary Education
PEDP	Primary Education Development Program
PEDPQI	Primary Education Development Project For Quality Improvement
PMED	Primary and Mass Education Division
PTI	Primary Teachers' Training Institute
RNGPS	Registered Non-Governmental Primary Schools
SCT	Sub-Cluster Training
SPESP	Second Primary Education Sector Project
TTCs	Teacher Training Colleges
UEO	Upazila Education Officer
URC	Upazila Resource Centers

Table of Contents

Executive Summary	ii
I. Introduction	
II. The Status of the Teacher in Basic Education.....	1
Teacher Recruitment Qualifications and Process	1
The Minimum Requirements Established for Employment of Teachers.....	2
Recruitment Process for Teachers to RNGPS	3
III. Profiles of the Teachers	4
In Government Primary Schools.....	4
In Registered Non-Governmental Primary Schools (RNGPS).....	4
In Nonformal Schools	5
IV. The Teacher Training System.....	7
National Academy for Primary Education (NAPE).....	8
Primary Teachers Training Institutes (PTIs).....	8
Upazila Resource Centers (URCs).....	10
Sub-Cluster Training (SCT).....	10
V. Project-Based Training Activities and Donor Inputs	10
In-Country Training	11
Overseas Training	11
VI. Universities and Teacher Training.....	12
Institute for Education and Research	12
Teacher Training Colleges (TTCs)	12
National Academy of Educational Administration and Management (NAEAM).....	12
VII. Teacher Supervision System and Performance Monitoring.....	14
VIII. Issues and Suggestions.....	15
Issues in Recruitment.....	15
Issues of Recruitment and Qualifications	15
Recommendations on Teacher Recruitment and Qualifications.....	16
The Issue of Teacher Deployment	17
Issues of Teachers and Unethical Practices	18
The Issue of Quality for Teacher and Teaching.....	20
Issues Related to Teacher Training.....	20
References.....	25
Annex A:	
Overseas Training For Institutional Capacity Building for NAPE, PTIs and DPE under the PEDPQI Project	27
Annex B: Recruitment Qualifications Of Class I And II Personnel OF NAPE.....	33

NAPE and PTI Faculty Development and Regional Cooperation For Strengthening NAPE							
Institutions	Program	Parameters			Nature of Course	Institutions	Total Cost US\$
		Number	Unit Cost \$	P. Months			
NAPE/PTI	M.Ed. Program	12		216	3 Month On-line or Distance & 12 Months Institutional Or 15-18 Months on Campus for M.Ed. Rates Based on University of Florida, FL,USA Accredited Renounced University	USA/UK/Australia	450,000
	1 Child Development Psychology		37,500				
	2 Educational Sociology		do				
	3 Educational Measurement and Evaluation		do				
	4 Elementary/Primary Education		do				
	5 Social Science Education		do				
	6 Teaching of English as a Foreign Language		do				
	7 Elementary Mathematics Education		do				
	8 Elementary Science Education		do				
	9 Curriculum Development & Evaluation		do				
	10 Curriculum and Instruction		do				
	11 Educational Technology		do				
	12 Training Management		do				
NAPE/PTI	Tailor-made Training	150		75	1Week NAPE + 2 Weeks Regional	Regional Institutions	US\$706,000
	1 Trainer Training Methodology 16		\$5,700	32PM	60days 1DPE+3 NAPE + 12 PTI Instructors	Malaysia	\$148,000
	2 Training Designing, Planning , Management	12		6PMs	1 NAPE+11 PTI Super/ Assistant Super	Philippines	\$50,000
	3 Teacher Education and Management	20		20PMs	30days 3 NAPE/10 PTI Super/ 7 Assistant Super	Malaysia	\$100,000
	4 Training Manual Development	12		12PM	30days 1DPE+ 6 NAPE + 4 PTI Instructors	India (NIEPA or NCERT)	\$48,000
	5 Classroom Testing	15	\$4,000		3 NAPE + 12 PTI Instructors (subject Based)	NIE, Sri Lanka	\$60,000
	6 Teaching Primary Mathematics	15			3 NAPE + 12 PTI Instructors (subject Based)	KEDI Korea	\$60,000
	7 Teaching Primary School Science	15			3 NAPE + 12 PTI Instructors (subject Based)	S; Korea	\$60,000
	8 Teaching Primary School English	15			3 NAPE + 12 PTI Instructors (subject Based)	Oslo Collage	\$60,000

9	Teaching Primary School Social Science 15				3 NAPE + 12 PTI Instructors (subject Based)	S: Korea	\$60,000
10	Educational Research	15			3 NAPE + 12 PTI Instructors (subject Based)	India -- NCERT	\$60,000
NAPE	Regional Cooperation				Regional Cooperation Seminar NAPE	NAPE	US\$100,000
	Two Regional Partnership Seminar at NAPE	24 (12x2)	\$2,500		One Representative from 12 Regional Institutes, Conference at NAPE	NAPE	\$60,000
	Tailor-made Training	10	\$2,500		10 Regional Professionals relating to Tailor- made Training to attend NAPE Preparatory Training Sessions	NAPE	\$25,000
	Preparatory work for tailor-made Training				10 one week training	NAPE	\$35,000
NAPE+PTI +PMED	Study Visits & Regional Cooperation	21	\$3,700	10.5	Two Country study Visits to the Regional Institutes Listed	Regional and Oslo	\$78,000
A	Developments in Primary Education	7			14 Days – Singapore & Sri Lanka		
B	do	7			14 Days – Thailand & Malaysia		
C	do	7			14 Days – Singapore & Indonesia		
	PP Allocation	43		253	PP Allocation for Staff Development + Regional Cooperation		\$ 1,354,000
					Likely Inflation 10% in Year 2001/03		\$ 90,000
					Management Fee 12%		\$ 162,480
					Total Requirement For NAPE & PTIs *		\$1,606,480
					The Deficit and the Reallocation Requirement for NAPE		\$252,480
<i>*1: US\$ 300,000 from Component 5(b) for PTI Staff Development has been included here joining NAPE and PTI as one HRD Unit</i>							
Sub-Component - 5(b) -DPE, TRC, Model School and PMED HRD Plan							
DPE	Specialized M.Ed. Program	Number	Per Trainee	Person	Nature of Course	Placement	Total Cost
			Unit Cost	Months			
		10	US\$	180PMs			
1	Training Management	2	37,500	36	3-On-line and 15 Months on campus or	USA	US\$375,000
2	Human Resource Development	2		36	15-18 months on campus - --		
3	Educational Administration	2		36	State Universities in USA are recommended		
4	Educational Supervision	2		36			

5	EMIS and Monitoring	1		18			
6	Teacher Education and Training	1		18			
DPE	Tailor-made Training	423		211.5PM	1 Week NAPE + 2 Weeks Regional	Regional Institutions	US\$1,682,500
1	School Management	20	\$4,000		1DPE/PMED+ 3 DPEO/ADPEOs +3TEOs+3ATEOs+10M Headteachers	50 Headteachers	\$80,000
2	School Management	20			1DPE/PMED+ 3 DPEO/ADPEOs+ 3TEOs+3ATEOs+10M Headteachers	15 ATEOs	\$80,000
3	School Management	20			1DPE/PMED+ 3 DPEO/ADPEOs +3TEOs+3ATEOs+10M Headteachers	40TRC Instructors	\$80,000
4	School Management	20			1DPE/PMED+ 3 DPEO/ADPEOs+3 TEOs+3ATEOs+10M Headteachers	15 DPEO/ADPEOs & 15 TEOs	\$80,000
5	School Management	20			1DPE/PMED+ 3 DPEO/ADPEOs+ 3TEOs+3ATEOs+10M Headteachers	5 DPE/PMED	\$80,000
6	Resource Center Development and Management	15			1 DPE+ 1 NAPE + 1PTI Superintendent + 2 DPEO/ADPEO+ 10TRC Instruct	40 TRC Instructors	\$675,000
7	Resource Center Development and Management	15			1 DPE+ 1 NAPE + 1PTI Superintendent + 2 DPEO/ADPEO+ 10TRC Instruct	8 DPEO/ADPEOs	\$675,000
8	Resource Center Development and Management	15			1 DPE/PMED+ 1 NAPE + 1PTI Superintendent + 2 DPEO/ADPEO+ 10TRC Instruct	4 PTI & 4 NAPE	\$675,000
9	Resource Center Development and Management	15			1 DPE/PMED+ 1 NAPE + 1PTI Superintendent + 2 DPEO/ADPEO+ 10TRC Instruct	4 DPE/PMED	\$675,000
10	Classroom Practice of Education	17			1DPE+ 1 NAPE+ 2DPEO/ADPEO +3TEO + 10 ATEOs	70 ATEOs	\$675,000
11	Classroom Practice of Education	17			1DPE+ 1 NAPE+ 2DPEO/ADPEO +3TEO + 10 ATEOs	21 TEOs	\$675,000
12	Classroom Practice of Education	17			1DPE+ 1 NAPE+ 2DPEO/ADPEO +3TEO + 10 ATEOs	14 DPEO/ADPEOs	\$675,000
13	Classroom Practice of Education	17			1DPE+ 1 NAPE+ 2DPEO/ADPEO +3TEO + 10 ATEOs	7 DPE	\$675,000
14	Classroom Practice of Education	17			1DPE+ 1 NAPE+ 2DPEO/ADPEO +3TEO +	7 NAPE	\$675,000

