

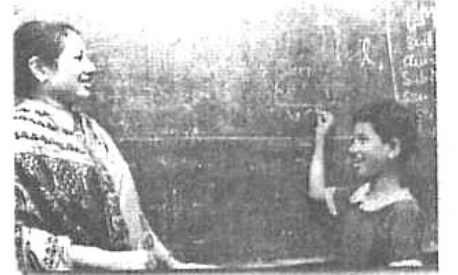


# World Teachers' Day

05 October 2007

## Planning for an Effective Teaching Force

### Quality Teachers for Quality Education



## Let's Celebrate Teachers!

World Teachers' Day, celebrated on October 5th each year, commemorates the anniversary of the signing in 1966 of the UNESCO/ILO Recommendation concerning the Status of Teachers. Every year, this day presents an occasion to draw attention to the crucial role teachers play in providing quality education for all, at all levels. To this end, a message will be jointly signed by UNESCO, ILO, UNDP, UNICEF and Education International. The emphasis of this year's message is on the theme of "Planning for an Effective Teaching Force".

To celebrate World Teachers' Day this year, special events are being organised at UNESCO Headquarters in Paris. In the morning of 5 October 2007, the UNESCO Director-General will read the above-mentioned joint message and then invite the other signatories to make comments. The ceremony will be followed by a high-level panel discussion on "Issues and Challenges Facing the Teaching Profession: The Way Forward".

The theme of this year's message will be emphasized further in a two day and a half workshop which ties in with the World Teachers' Day ceremony. The workshop is being jointly organised by

the UNESCO Institute for Statistics (UIS) and the Higher Education Division, Section for Teacher Education, on "Improving Comparative Indicators on Teachers and Teaching for Effective Policy and Management". Given the shortage that exists presently in data and information about teachers and teaching, the aim of the workshop is to underscore the need for timely and comprehensive data on teachers and to highlight the importance of developing indicators which support greater understanding of the issues and facilitate the formulation of evidence-based teacher policy.

Experts from key organizations, the academic world, NGOs and UNESCO as well as national specialists have been invited to the workshop to address issues related to qualitative and quantitative knowledge about teachers and the teaching profession. Attention will be drawn to information systems, research, cost analysis, micro-planning and school mapping as valuable tools to be deployed to address this information gap. On World Teachers' Day, the workshop experts will join the signatories for the panel debate on the key issues and challenges facing the teaching profession and the achievement of Education For All.

#### 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 ibtadayee 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 refresher 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 structure. Within the scope of this paper, the first and the fourth item will be briefly discussed.

#### Fostering the essential attributes of good teaching

A recent review of research published by the Academy for Educational Development, has reaffirmed what appears to be known and accepted intuitively. A list of attributes of good teaching and teachers, that educational system and institutions would or should look for, includes:

- Sufficient knowledge of subject matter to teach with confidence;
- Knowledge and skills in a range of appropriate teaching methodologies;
- Fluency in the language of instruction and ability to communicate;
- Ability to reflect on teaching practices and children's responses and to modify practices accordingly;
- Ability to create and sustain an effective learning environment;
- Understanding of the curriculum and its purposes, especially when reforms are underway;
- Ability to communicate enthusiasm for learning to students;
- Sensitivity to and interest in young learners; interest in students as individuals, and the sense of caring and responsibility for helping them; and
- General professionalism, good morale, and dedication to the goal of teaching;

(Elizabeth Leu and Alison Price-Rom, Quality of Education and Teacher Learning: A Review of Literature, Washington, D.C., Academy for Educational Development, 2006)

#### Teacher Remuneration and Incentives

Better remuneration for teachers is not a matter of great debate. There is no rhyme or reason, to take one instance, for paying government primary school teachers less than other government servants for whom similar education and skills are required. Similarly, there is no justification for a substantial difference in remuneration for teachers at the secondary level in different types of institutions, presumably, for the same kind of responsibility. If the teacher is expected to play the role that is visualized, he or she deserves better social recognition, status and rewards. We witness from time to time the spectacle of teachers marching on the street demanding better remuneration. In the past year, in the face of demonstrations, the government conceded to a number of demands for higher remunerations in the public system, and agreed to consider others, the total annual bill for which would exceed Tk 400 crores or about 60 million dollars.

Arguably, teachers deserve even better than what the government has conceded, and trying to implement. Average salary levels in the public education system, and I believe in the private schools also, are substantially lower in Bangladesh compared to the neighbouring countries. Public expenditure in education, at just over 2 percent of GDP, in Bangladesh is one of the lowest in the world.

Teachers' remuneration is always the largest item in the labour-intensive business of

education. A significantly larger share of the public revenue has to go into education in order to reward teachers appropriately and to receive the quality of services expected of them.

Students also have the right to better service than what they are getting now in the public school system and in most private schools. Substantially better rewards for teachers have to be linked to their professional development, transparent assessment of their own performance, performance of their institutions, and ultimately, the learning outcomes of their students. Serious strategizing should begin to link teachers' remuneration with student learning. For one thing, the acute shortage of teachers of English, science and mathematics can be solved only by offering special incentives and offering special contracts at a premium to qualified people, some of whom may not be "card-carrying" teachers.

Another measure may be the introduction of greater differentiation in the ranks of teachers, such as, the entry-level rank of assistant teacher in a career ladder that also includes senior teacher, team-leader or department head (for academic areas such as languages, math and science etc.), master teacher, assistant headmaster, and headmaster. The move from one step to the next can be based on demonstrated and assessed performance, rather than number of years in service. Significantly higher rewards are easier to justify when these are tied to performance and a performance-based career ladder.

#### Recent Initiatives in Teacher Development

At the primary level, the Second Primary Education Development Program (PEDP II), anticipates an overhaul of the initial primary school teacher training (Certificate-in-education). The aim is to make training more practical and linked to actual classroom circumstances. The concept of a continuum of initial training and continuing support and supervision of teachers will also be considered.

The Institute of Educational Development at BRAC University (BU-IED) has designed a modular programme for primary teachers, combining a short period of intensive classroom instruction followed by supervised practicum in classrooms in three four-month modules. A trial of the design with teachers of formal primary schools run by FIVDB, an NGO, has shown promising results. BU-IED expects to undertake a larger trial involving PTIs and NAPE.

At the secondary level a significant development is the introduction of teacher registration and certification system based on a public examination introduced by the Ministry of Education. Teachers in secondary schools expecting to receive government funding support will have to employ teachers from the roster of registered teachers. The Ministry also has undertaken a revision of the B.Ed. curriculum, which has now been put into effect in the government training colleges.

BU-IED, responding to expressed needs, is planning to develop and offer a teacher training and certification programme as a part of BRAC university's undergraduate studies. The pattern followed in many North American and UK tertiary institutions are being examined for adaptation for this purpose.

The option under consideration is a Bachelor's degree in an academic subject and a diploma in teaching on fulfillment of the requirements. The requirements for the diploma will consist of pedagogy-related subjects and a period of attachment to a school for practice teaching. Options for concentration at the primary or the secondary level or discipline-wise concentration, such as teaching mathematics, science, languages, and social studies can be available.

## We, teachers of the world, demand

- A decent working environment - a safe and healthy learning environment for teachers and learners, appropriate class-sizes and adequate pedagogical resources in the classroom;
- Living wages - salaries that allow for decent living conditions and that are regularly paid;
- Equal pay and equal rights for women - female teachers should not experience discrimination of any form and governments should ensure the empowerment of women in the education setting, in decision making and in the workplace;
- Initial and ongoing professional development - the opportunity to gain and to develop professional skills, to be kept up-to-date with new information and pedagogical techniques, and to develop a career;
- Involvement in policy-making - to ensure that new policies reflect the reality of the classroom, social dialogue should be an integral part of education planning and policy formulation;
- Collective bargaining to defend and enhance teachers' rights - working conditions, as well as quality assessments of teaching procedures, must be negotiated between representatives of the government/employers and the representative education unions.

Better working conditions for teachers mean better learning conditions for learners

## World Teachers' Day! What is it?

On October 5 each year, teachers' organisations - worldwide mobilise to ensure that the needs of future generations are taken into consideration.

UNESCO inaugurated October 5 as World Teachers' Day in 1994 to commemorate the joint signing of the UNESCO/ILO Recommendation concerning the Status of Teachers on 5 October 1966. World Teachers' Day also highlights the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel adopted in 1997.

According to UNESCO, World Teachers' Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution

that teachers make to education and development.

Education International strongly believes that this Teachers' Day should be internationally recognized and celebrated around the world. EI also believes that, on this anniversary date, the principles of the 1966 and 1997 Recommendations should be considered for implementation in all nations.

Over 100 countries observe World Teachers' Day. The efforts of Education International and its 348 member organisations have contributed to this widely spread recognition. Every year, EI launches a public awareness campaign to highlight the contributions of the teaching profession.

## Why celebrate it?

World Teachers' Day provides the opportunity to draw public attention to the role of teachers worldwide and their importance in society.

On 5 October 1966, the world's teachers made a giant step forward. A Special Intergovernmental Conference adopted the UNESCO/ILO Recommendation concerning the Status of Teachers, which, for the first time ever, gave teachers throughout the world an instrument that defines their responsibilities and asserts their rights. In adopting this Recommendation, governments unanimously recognised the importance for every society of having competent, qualified and motivated teachers.

The specific issues faced by the higher education sector were addressed in turn in 1997, when UNESCO issued the Recommendation on the Status of Higher Education Personnel. This deals with the threats of commercialisation and market pressures, which are particularly severe in the higher education sector, as well as the issues of academic freedom, collegiality, security of employment, collective bargaining and social dialogue.

The implementation of this recommendation will be discussed at a conference marking the 10th anniversary of its adoption, organised by EI in Malaga, Spain, 12 to 14th November 2007. It will also take stock of what has been done since the Melbourne Conference in 2004, and discuss the implementation of the EI Congress Resolution adopted in July 2007.

**Quality Teachers for Quality Education**  
UNESCO and the ILO have noted the

importance of quality teachers in providing quality education to children and in this way working towards sustainable development. "Through their daily work, teachers make a tremendous contribution to sustainable development by building its human foundation - developing a child's capacity and desire to learn" (UNESCO/ILO, 2005).

The 'quality' theme, launched initially in 2004, covers a wide range of issues of crucial importance to both teachers and learners worldwide. In this context, World Teachers' Day provides the perfect opportunity for teacher unions and education supporters to lobby their governments to release the necessary financial and human resources for a true quality education for all.

This year, the focus will be on teaching conditions - teachers will make their voices heard to show that better teaching conditions are necessary, because they mean better learning conditions for learners. Quality education for all cannot be reached without improving teachers' working condition.

#### Campaigning for better conditions

However, the road is still long: in many countries across the world, teaching and learning conditions in schools are poor and on a downward spiral. Classrooms are too full e.g. the Global Monitoring Report 2006 shows that in Ethiopia, Chad and Rwanda average class sizes are 60 or above. Salaries remain low and teaching is often cited as an increasingly unpopular career option. In spite of teacher shortages, trained teachers remain unemployed; e.g. in Kenya, 1.3 million additional children enrolled in

schools after the introduction of free education in 2003. However, agreements with the IMF prevented the government from hiring more than 235,000 teachers or enough to uphold the prevailing standards. This meant that, the teacher-pupil ratio jumped quite suddenly from 34:1 to 41:1 although many trained teachers remained unemployed. The jump in the teacher-pupil ratio has clear implications for the quality of education received by the pupils.

Equal rights for women teachers are also overlooked. Teachers fail to receive proper training on issues such as how to protect themselves and their students from HIV infection. Finally many teachers are the victims of serious human rights violations, often at the hands of their own state, to mention just a few, in Columbia, Ethiopia and Zimbabwe.

World Teachers' Day gives the teacher the opportunity to campaign for vital change on these issues. Beyond this, it is also important to regard the day as a celebration of the complex and crucial work carried out by teachers all year round.

This year, teachers and unions are invited to join the campaign for better teaching conditions. You can contribute by collecting and publicising testimonies and stories on how inadequate working conditions prevent you from delivering quality education to your students; likewise on how collective action in the union framework helps you to secure improvements, for you and your students.

Students are also invited to reflect on how they could receive a better education, and benefit from more opportunities, if the necessary resources were devoted to ensure good teaching conditions and quality education for all.

## World Teachers' Day! What is it?

First of all we would ask all EI affiliated teachers' unions to fill out the Participation Form. This form enables affiliates to order EI campaign materials or to apply from a materials grant (these materials can be adapted with your own union logo and graphics). It also helps EI to stay in contact with affiliates in the run-up to World Teachers' Day.

#### Suggestions of World Teachers' Day Activities

There are many things that teachers and teachers' trade unions can do to mark World Teachers' Day. Here are just a few examples for inspiration:

#### At your Trade Union

- Organise information sessions and debates with the union membership to discuss the relevance of World Teachers' Day and quality education and how to promote them from the union perspective;
- Collect and publicise testimonies on how inadequate working conditions prevent teachers from delivering quality education to their students, but also on how collective action in the union framework helps them to secure improvements;
- Raise awareness on the 1966 Recommendation on the Status of Teachers, and on the 1997 Recommendation on the Status of Higher Education Teaching Personnel by organising public events such as demonstrations, seminars and debates;
- Meet political leaders and lobby local and national institutions to implement the 1966 and the 1997 Recommendations;
- Organise joint activities with the Ministry of Education to mark WTD and the importance of quality education;
- Contact UNESCO field offices, National Commissions for UNESCO and with ILO field offices to see how you can link your campaign

efforts;

- Join other concerned organisations to campaign for teachers' rights on World Teachers' Day and to debate the issue of quality Education For All, as opposed to just Education For All;
- Produce press releases, articles, interviews, advertisements and footage on World Teachers' Day and seek press coverage for them;
- Develop a union policy on achieving Education For All in your country and publicise it widely;
- Distribute Education International's posters, flyers and stickers on World Teachers' Day.

#### At your School

- Organise a lesson for learners on the theme of quality. For example, "Quality education - what does it mean to me?" Or "What makes a teacher a quality teacher?" Or "What could make school life easier for me and my teacher?"
- Ask students about the main problems experienced by them and their teachers and what could be done to solve them and ensure quality education for all. Hand out their conclusions to local and national politicians.
- Organise school plays, parades, contests, make cut-outs all on the theme of World Teachers' Day - Quality Teachers for Quality Education.
- Discuss the problems which face teachers and learners in your country. What could be done to improve this situation? Make a wall chart with these ideas to present to local politicians and government representatives.
- Distribute Education International's posters, flyers and stickers on World Teachers' Day

