

“Teachers are concerned about structural factors while students are excited about the possibility of change”

# Training Needs Analysis Report

Bangladesh College  
Education Project

University of Nottingham Malaysia Campus  
March 2017

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## **Executive Summary**

The Government of Bangladesh and the World Bank are supporting a major project to develop the College sector in Bangladesh in collaboration with the University of Nottingham Malaysia Campus, National University of Bangladesh, Bangladesh Open University, The Directorate of Secondary and Higher Education, and The National Academy for Education Management. In order to achieve the overall objective of the Project, training needs analysis (TNA) was carried out for the various sections of the Project; Master Trainers, Principals, Future Leaders, Teachers and Policy Makers. Module development of 14 priority areas was another section of the Projects that formed a part of the TNA. The TNA is underpinned by an extensive literature review of the college education sector in Bangladesh; its' various challenges and opportunities. This exercise also saw the involvement of professionals from the fields of educational leadership, pedagogy, policy and quality assurance from China, Malaysia, Bangladesh and the United Kingdom.

In brief the findings show significant gaps in teacher pedagogy and student assessment as well as curriculum content and delivery. The findings provide sufficient basis to inform teacher-training both in the development of Master Trainers and teachers. It also point to areas for development in educational leadership for Principals and Future Leaders. The multi-level and multi-dimensional consultations and approach provide sufficient basis to support the achievements of the Project objectives.

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## 1.0 Introduction

The Government of Bangladesh and the World Bank are supporting a major project to develop the College sector in Bangladesh. A training consortium has been established, including the main Bangladesh partners (Directorate of Secondary and Higher Education, National University, Bangladesh, Bangladesh Open University, and the National Academy for Educational Management), and the University of Nottingham Malaysia Campus (UNMC). UNMC will be providing training for Master Trainers, College teachers, Principals and Future leaders. In order to adequately achieve the objectives of the Project, training needs analysis was carried out among all relevant stakeholders.

The Training Needs Analysis (TNA) was identified as a key element in enabling UNMC to adapt the programmes that are being offered under this project so that they meet the needs of the Bangladesh college sector. The adaptations are expected to involve changes to content and focus, as well as contextualising discussions appropriately to reflect Bangladeshi needs. However, the overall programme learning outcomes will be left unchanged, in order to ensure that the agreed qualifications can be awarded.

The TNA consists of three elements:

- A comprehensive literature review, analysing existing research in both the English and Bangla languages to establish the broad needs of the Bangladesh college sector.
- A survey, enabling the collection of large-scale quantitative data to give UNMC an overview of the needs of master trainers, college teachers, college leaders, future leaders and policy makers.
- A qualitative element, comprising of individual interviews with policy-makers and college leaders and focus groups with college teachers and prospective master trainers to offer more detailed insight into some of the current challenges and the skills needed to support change in this sector.

This Report provides an overview of the work conducted to date on the TNA, analysis of the data obtained and conclusions that are derived from the above. In summary, the TNA will elicit a range of information critical to adapting our programmes. Since the programmes must be delivered to these groups beginning in March, there is an urgency to completing the TNA so

that course materials can be revised to suit the needs of the target groups. The literature review has been completed and a summary of the review is attached as Appendix 1: The Leadership and Teaching Development Needs of Colleges in Bangladesh: a literature review.

Two survey instruments have been constructed on the basis of the research gaps established by the literature review, and these are both appended to this document. The two surveys are detailed and it is only possible to give a broad summary of their content here. The first survey is to be completed by college teachers and potential master trainers (Appendix 2: Survey Instrument for Master Trainers and College Teachers). It is recognised that master trainers may not yet have been formally selected by colleges, and the instrument contains initial demographic and biographical questions designed to enable us to separate out the response of those who fulfil the criteria to be selected as master trainers as established in the ToR. The topics covered in this survey include self-assessment of competence in the English language, access to various forms of technology, current teaching and assessment practices, career aims and professional development priorities, and current challenges at work.

The second survey has been designed for completion by college principals (Appendix 3: Survey Instrument for College Principals and Future Leaders). The topics covered in this survey cover both the individual training needs of the principal and information about the wider training needs in their college. The questions posed regarding their individual needs, in addition to demographic information, include self-assessment of competence in the English language, access to and competence in using technology, issues around staff recruitment, and priorities for professional development. The exploration of the training needs of their college includes an examination of teaching methods currently employed, current methods of quality assurance, and attitudes towards professional development.

The instruments, Focus Groups of Relevant Stakeholders (Appendix 4: Focus Group Prompts for Master Trainers and College Teachers and Appendix 5: Focus Group Prompts for Principals and Future Leaders) are to be used for qualitative data collection will be constructed on the basis of analysis of the quantitative data. The aim of the focus groups is to ensure that a range of diverse institutions are included, with particular attention to variables such as size of institution, level of qualifications offered, gender of students, socio-economic background of students, and geographical setting. The precise sampling criteria to be employed will, however,

be dependent on which elements of difference are measured as being most significant according to the quantitative data analysis.

The instruments were administered in December 2016 with limited success. Thus the survey data proved unhelpful to the Training Needs Analysis, owing to the very small sample size. It is important to take note that it would not be statistically significant nor meaningful to report on the TNA survey based on the figures obtained. Due to the poor response, and where a response was obtained, many were incomplete, further attempts were not made to administer the instrument.

To further support the training needs analysis, focus groups with relevant stakeholders were carried out by five faculty members from UNMC in Dhaka, 22-24 January 2017. The conclusions drawn in this report comes primarily from the qualitative data that were collected at these focus groups. The analysis and findings for the various stakeholders are provided in full in the appendices listed below and summarised in the main body of this report.

Appendix 6 – Training Needs Analysis for Master Trainers and Teacher

Appendix 7 – Training Needs Analysis for Principals and Future Leaders

Apart from the TNA for the various category of training participants, one other TNA related to the module development and the findings are provided in Appendix 8: Training Needs Analysis for Curriculum Content Development for Priority Areas. In-depth interviews were also conducted with teachers and curriculum experts for content area development. The purpose of this is to inform subject matter upgrading for 14 priority areas.

## 2.0 TNA Findings and Analysis

### 1. Literature Review

The literature review which consisted of detailed investigations of literature in Bangla and English found that most of the available literature focused on needs for educational development across all levels and that there was little on the college sector specifically. Such literature as is available suggests that:

- a) Fostering professionalism and a sense of ownership are top priorities.
- b) Teachers and leaders need to be encouraged to reflect on the barriers preventing students coming from diverse groups from accessing college education, and to offer ways to overcome them.
- c) Teaching strategies are primarily didactic, learning is essentially passive, and that teachers make poor use of technologies of learning, making the improvement of pedagogical skills a key area.
- d) Undertrained, overworked teachers, performing in environments that lack infrastructure and clear promotion tracks, negatively impact student performance.
- e) There is also a growing disconnect between what is taught in colleges and what is required by the labour market.
- f) Leaders and teachers need to be sensitive to the needs of multiple stakeholders and to encouraging processes of accountability.
- g) Leaders need to improve their understanding of financial good practice.
- h) Good practices in human resource management need to be understood by both teachers and leaders and adhered to rigorously.
- i) Quality assurance skills need to be developed, with teachers given enhanced skills in reflecting on curriculum and assessment to inform their teaching, and leaders given awareness of a range of procedures to monitor and evaluate practice.
- j) The strategic and short term planning skills of college leaders need to be enhanced.

## 2. Survey

The questionnaire was provided to partners in Bangladesh on 24th December 2016 and subsequently distributed to the respective respondents on 11th January. For principals, the number of respondents at the closing of the survey on 23rd February 2017 was 22 respondents. Only 30 responded to the Master Trainer Questionnaire, with many incomplete responses. This precludes any conclusions being drawn from the survey data. Due to this poor response rate, the analysis of training needs will be based on the In-depth interviews (qualitative study) conducted from 22nd to 24th January 2017.

### *Master Trainers and College Teachers*

For the master trainers and college teachers, it is clear that those who did participate were particularly interested in training; 14 were interested in completing a University of Nottingham



qualification, and 6 said ‘maybe’ (none responded with lack of interest). Moreover, the participants placed a high importance on training in other ways; when asked to name the things that would best enable them to improve teaching and learning in their college, 9 of the 17 responses concerned study or training, 3 were concerned with facilities, and the others covered a range of issues from leadership to lesson planning. This was concerned by the participants who identified themselves as working in both government and non-government colleges (6 and 16 participants respectively). It had been hoped that the practical challenges faced by women in becoming master trainers could be explored through the survey, so that the course could better support them, but as there was only 1 female participant this was not possible.

### *Principals and Future Leaders*

More than 75% of the respondents were in the older age group (50 years or older). Their seniority is matched with the experience as most of them held management positions before they became principals. They have also had management training as reported by 13 of them. Most of them rated their English proficiency as adequate to good in writing, speaking, listening and reading. However, English is not used on a daily basis in administration since Bangla is the official language.

Age is not a barrier in adopting ICT; they were competent in using modern technologies: Internet, Laptops, and smartphones. In spite of this, they wanted more computer technology training.

## **3. Results of Focus-Group Discussions**

### *Master Trainers and College Teachers*

Overall, our main finding was that there was a high degree of compatibility between the content of the MA Education and the needs of the master trainers. The development of critical thinking and creative competencies in teaching and assessment have always formed part of our programmes. The TNA was nevertheless helpful in enabling us to refine the precise focus and some of the specific content of the four taught modules that the master trainers will be studying, and also in informing the assessment tasks that they will be set. Some of the recurring themes presented below are found to be useful.

- a) Language issues.

Both teacher and students alike were excited by the prospect of developing their English language skills. However, as noted by both NAEM and the college principals, the language barrier is a significant barrier to change. At present, low levels of English are preventing teachers and students alike from keeping abreast of recent developments in their subject areas.

b) Bangladeshi culture.

Throughout the TNA, we were sensitised to the richness of Bangladesh culture and a strong sense of national pride. We were also aware that extraordinary examples of best practice are already taking place in some colleges. For example, at Eden College a rich extra-curricular programme (some of which we witnessed as we toured the college) is used to develop soft skills that receive little emphasis in the academic programmes.

c) Learner-centred teaching, including differentiation.

It was evident from both our conversations with individuals, and from our observations on the campuses that we visited, that teacher-centred classrooms are the norm in Bangladesh. It was equally clear that students were interested in the possibility of more student-centred approaches, and very receptive to change. Giving teachers strategies to make their teaching more student-centred was a key take-away from our TNA.

d) Strategies for large group teaching and assessment.

It was extremely useful to us to witness some of the infrastructural challenges currently faced by college teachers in Bangladesh. As a result of these, many teachers are delivering knowledge-focused lectures with little or no interaction, and also depending on knowledge-focused assessments, with little or no need for critical thinking for students.

e) Developing student motivation, including female drop-out rates.

Student motivation was a recurrent issue throughout our college visits. Teachers, students and principals alike were concerned with student drop-out rates (especially of females), partly caused by financial pressures faced by many families. In addition, the students spoke to us about the problem of maintaining their own motivation in under-resourced, large-group teaching encounters.

f) Developing teacher motivation.

The TNA gave us an opportunity to meet extremely resourceful and dedicated teachers, and the students spoke to us extremely warmly about the gratitude they felt towards their teachers. However, both groups acknowledged that the challenges currently faced in colleges can erode teacher motivation. Whilst we hope that the opportunity to receive a University of Nottingham qualification will be intrinsically motivating for some teachers, we are also examining ways to improve teacher motivation.

g) Using technology.

It was clear from both our observations and our discussions with our key informants that technology is little used in colleges at present, and that an emphasis on 21st century competencies should be a focal point of any teacher development programme. However, it should also be noted that we did see multimedia facilities, and in addition several principals reported to us that they had facilities that were currently under-utilised.

h) Communities of practice, including mentoring skills.

Our TNA gave us the opportunity to see examples of best practice already operating in Bangladesh colleges, and reinforced our belief that our role as trainers is to facilitate the exchange of ideas that are already being developed in the country. To this end, we are developing teaching approaches that enable our master trainers to share their best practice with each other (both during the face-to-face teaching and through Moodle). In addition, we are developing assessments for each module that are primarily focused around reflecting on and improving current practice in colleges.

### *Principals and Future Leaders*

Themes that emerged from the focus-group discussions can be summarised as follows.

a) Leadership Practices

They felt that they practised effective leadership by providing vision and mission for their colleges. They made sure that everyone agreed with college policies, but they were not willing to make changes as they feared taking risks or faced conflicts.

b) Organisational Management

Of the three areas of management: organisational structure, strategic management and operational management, operational management took centre stage as the principals were

more involved in operational issues. This is a clear reflection of principals as managers rather than principals as leaders, pointing to the need for more emphasis on leadership.

#### c) Organisational Climate

Emphasis was placed on discipline among staff and students. This could imply more top down rather than bottom up communications. They believed that communication was effective in their organisation. While communications may be effective within the college, there was a lack of effective communication with other stakeholders such as parents. There was a lack of emphasis on motivation as teachers were expected to perform their tasks and therefore, motivation was not deemed to be an important aspect. This is characteristic of organisations that are hierarchical and bureaucratic.

#### d) Management and Development Resources

The participants rated themselves as good at management including office, curricula and resource management. The management referred to were mostly recurring administrative activities that occurred on a daily basis. This reflected the administrative role rather than managerial or leadership role of these participants. Closely related to resource management, these principals were responsible for the budget and financial records of their college.

### **4. Content Development for 14 Priority Areas**

The findings from focus group discussions is intended to inform upgrading of 14 priority areas that have been identified by the Consortium. The stakeholders who participated included students, college teachers, principals and curriculum experts (CEs) from NU. Additionally, informal conversations with staff and students were conducted along the corridors of the colleges.

Overall, when upgrading the 14 priority subjects, attention will be focused on pedagogy issues for effective delivery of subject content, while assessments must take into account varied assessment methods that will be applied to achieve the learning outcomes. The main focus should not only be concentrated on subject content upgrading but also improvements on the soft skills of students. Issues such as workload and staff-student ratio are not within the remit of this task. The themes that emerged from the discussions are summarised as follows.

#### a) Curriculum and College Lecturers

CEs identified gaps in some curriculum areas where important topics were not included in the syllabus. Recency was cited as a problem. This could be linked to the lecturers 'capacity, workload and competence. The high student staff ratio is a potential weakness as these lecturers had to cope with large student numbers (e.g. 5-6 lecturers teaching 800 students).

#### b) Pedagogy and Subject Expertise

Some CEs referred to a weak pipeline with reference to the supply of adequately trained lecturers. Lack of subject expertise was a challenge. Reference was made to lecturers having to teach 'off' their degree subject, and to teach history and Bangla language, which was seen to be very challenging when looking at workloads. The focus on memorisation is problematic. There is little discussion by students and lecturers in some subjects in the classroom. There is frequently little evidence that students are able to apply the knowledge that they acquire. The use of ICT varies across the colleges. PowerPoint presentations are used with varying degrees of effectiveness. Some students are simply required to copy down notes from PPT slides. Students were known to capture the slides with their phones.

#### c) Assessment Issues

Problems with assessing practical work were highlighted. Some CEs called for more focus on viva voce assessment and more frequent use of termly written papers to be used in formative assessment. Students are often asked to give presentations, but little effective feedback is offered by lecturers - it was recognised that offering quality feedback is extremely challenging for lecturers having to deal with up to 150 students in their subject teaching.

### 3.0 Conclusion

This reports fulfils the terms of reference for the TNA component of the BCEDP. The objectives as set out in the Training Needs Analysis were met. The extensive literature review formed the basis for the development of questionnaires for the target groups of the BCEDP. Although shortcoming in the poor response rate for the quantitative survey was encountered, it

did not affect the entire TNA in a major way. Data from the quantitative survey could not be used to produce significant statistical analysis due to poor response (sample size less than 30), the findings provided hints that could be used together with the qualitative data obtained. Thus, the setback in the quantitative survey should not affect the quality of data obtained via the qualitative research method. The results from the focus group discussions provided insightful information that form the foundations of this TNA. In fact, it could even be argued that qualitative research method is more suited since focus group discussions invariably produce information that have more depth and are richer.

Findings of the TNA will be used to develop contents for the modules in the respective programmes: MA Education and MA Educational Leadership and Management. Pedagogy and assessment methods will focus on enhancing the learning experience of master trainers, principals, academic staff with leadership potential, and college teachers. In addition, the upgrading of content for the 14 priority subject areas will now be achieved with greater accuracy as a result of the focus group discussions that were conducted with different stakeholders.

## Appendix 1: The Leadership and Teaching Development Needs of Colleges in Bangladesh: A Literature Review

### 1. Background

This literature review has been undertaken in order to ascertain the development needs of senior leaders and teachers in the college sector of Bangladesh. This summary is based on an extensive synthesis of two studies, one based on literature published in the English language, and the other on Bangla materials. Both are based on publications from official documents and reports, academic journals, books and theses.

The overwhelming impression from the literature is that it is largely focused on the need for educational development in all sectors at the national level rather than with practice at the local or college level, with a concentration on systems rather than on culture and practice. This is shown, for example, in the World Bank Millennium Framework (2000) and spelled out in the Government review (2005).

There is a wide variety of college organisations, from senior secondary school, through tertiary technical and commercial education and in a range of affiliated institutions associated with universities (The Bangladesh Education Sector Review 2013 and the National University Diary 2016).

### 2. The Economic and Social Context

The Bangladesh Planning Commission (2015) outlines the role of education at all levels as a means of securing inclusivity, enhancing economic growth and creating sustainable employment. This objective stems from the Millennium Development Goals. Bhattacharya and Borgatti (2012: 1) note the progress being made and suggest that Bangladesh has the capacity to move from the global list of least developed countries by 2033 if greater attention is paid to the development of human capital within the country. There seems to be no lack of will for this to be achieved but Ahmed (2016: 89) suggests that mass provision through developing private colleges and universities might well be at the expense of quality of teaching. The Education Sector Review (2013) notes that Bangladesh continues to display the lowest

amount of public spending on education as a percentage of GDP compared to neighbouring countries and that more resources are needed to tackle remaining challenges—including access equity, improving the quality of education across the board, and addressing systemic governance issues in the education system.

There are also stark contrasts in the distribution of income between rich and poor, between the proportion of income spent on education according to social class, and in the educational opportunity between rural and urban areas. These differences are exacerbated at college level where the need for, or the attraction of, work for so many young people leads to limited enrolment and poor attendance and completion rates. Much of the literature is concerned with the impact of poverty and differential opportunities as a result (e.g. Alam 1997, and Asadullah and Rahman 2009), with a focus on educational palliatives to overcome city slum conditions and rural labour demands through community development programmes.

### **3. National Educational Development**

The World Bank (2014) notes that the current supply of tertiary education is mostly biased to the urban centres and this creates access problems for girls, and the disadvantaged living in the rural areas. There is also limited scope for studying science and engineering, especially in rural areas. Access is inhibited by poor secondary education progress, the varying but generally high fee levels, the costs of materials and texts, the poor teaching in some colleges, and gender inequalities. However, Ganimian and Murnane (2016) conclude that, while reducing the costs of going to school and expanding schooling options increase attendance and attainment, they do not consistently increase student achievement. Beyond this, there is a need for changes in pedagogy so that student retention and positive outcomes can be achieved. Mullick and Sheesh (2008: 79) summarise the prevailing approach as lecturing, and reading out from the textbook, with occasional explanation of the text.

### **4. Higher Education in Bangladesh**

Higher education in Bangladesh is delivered by public and private colleges and universities. The National University of Bangladesh (NUB) is the single-most important regulatory authority with responsibility for the affiliated colleges. Technical higher education is vested



with other public universities and specialised colleges working under different professional bodies and universities.

Islam (2015) observes that the education system of Bangladesh is not focused on knowledge but is certificate-oriented. The World Bank Discussion Paper 65 (2014) points to the diversity of curriculum, organisation, funding, staffing and governance for colleges. They note the variance in quality between public and private institutions, and the need for strengthening the system through rationalisation of provision, awareness of response to the market at local and national level, and improving the quality of affiliated colleges. Rahman and Parveen (2009), and Masum et al (2008), comment on the poorer facilities and lack of quality of colleagues and students in the private sector.

## **5. Governance**

The World Bank (2014: 34) states that, although the decision-making process within the governing bodies is expected to be participatory, there have also been a number of allegations of political influence. Colleges are affected by governance issues which determine their purpose, curriculum, recruitment and outcomes. Islam (2015) shows that the governing bodies of public colleges and private colleges are quite different. These differences also contribute to an asymmetric positioning of the colleges, including facilities and funding.

The relationship between the National University and the colleges is described as a complex 'principal-agency' function. NUB is the sole academic regulatory authority but Hussain (2015) observes that, for development of the infrastructure or major maintenance, a college has to work through the Education Engineering Department (EED).

## **6. Gender**

Attitudes to women in society have been slow to change, especially in rural areas (Karim, 2004, Ahmad, 2004). Forty three percent of college attendees are female but the majority come from rural low and middle class families, and are often studying at basic academic levels (World Bank 2014).

The promotion of girls' education at every level of education has been a priority of the government of Bangladesh for some time. Scholarships in terms of monthly cash incentives are given to the needy students, with a ratio of 60:40 for females and males respectively. Almost all NUB-affiliated colleges have female students but there are 70 dedicated female colleges to secure a gender balance in higher education in Bangladesh (Ahmed 2015). For those females who do enter the tertiary system, Afzal and Newaz (2008) point to a glass ceiling of religious convention, family pressures, and problems with course completion and participation.

## **7. The Curriculum**

The World Bank (2014) notes that few college teachers have research or pedagogical training, or qualifications beyond a master's degree. They add that undertrained, overworked teachers, performing in environments that lack infrastructure and clear promotion tracks, negatively impact student performance. There is also a growing disconnect between what is taught in colleges and what is required by the labour market.

The curriculum is prepared by the NUB for its affiliated colleges. It has recently prepared modern syllabi for its 3-year degree pass course, 4-year honours course (33 disciplines), and Masters Preliminary and Masters Final courses (Ahmed 2015) but Nahid (2012) observes that many other syllabi were prepared 16 years ago.

English language teaching is under review, with the aim of developing all communication in the target language, but the expense of securing small enough teaching groups, and providing audio visual stimulation and resources to ensure comprehension, inhibit progress (Islam and Doyle 2008, Rahman 2010 and Biswas 2013). In a student survey for the World Bank (2014), respondents rated teaching overall as 'average to poor'. The response for those students seeking progress in various areas of the curriculum at all educational levels has been recourse to private tutoring, often with the same teachers out of college (World Bank 2014).

## **8. Financial Management**

The World Bank (2014) shows that government college principals operate under a process that tends to discourage any incentives to save while private colleges have greater flexibility. The importance of efficient and effective use of funds at district and college level is stressed by the

Bangladesh Education Sector Review (2013), which states that the very low level of public spending (about half that of the developed countries) has to be more effectively used for secondary, technical and vocational education to position the country as an emerging economy.

## **9. Human Resource Management**

The World Bank (2014) notes a variety of reasons for poor teacher performance, including teachers tasked with non-teaching administrative and clerical chores, poor or insufficient training, poor infrastructure, teacher focus on private tuition classes and low level of motivation resulting from unattractive salary packages and unclear or non-existent career paths.

The teachers of public colleges are recruited by Public Service Commission (PSC) through nation-wide Bangladesh Civil Service (Education) Examination, securing a relatively transparent process. The recruitment of teachers for private colleges is under review.

## **10. Teacher Education**

Academic competence is essential for education quality but the training offered by NAEM and other institutions does not adequately cater for subject competence or pedagogic awareness (Rahman 2016). Khan (2015) adds that NAEM's various subject focused short courses fail to explore pedagogy. College teachers make no contribution to the development of the curriculum, which is under the control of NUB (Alam 2016). The World Bank (2014) details the need for a long term post-recruitment training strategy but sets this against limited national funding for government colleges and differential access to resources in the private sector where much so-called training is of mediocre quality.

## **11. Quality**

There is no national quality assurance framework in Bangladesh. The academic programmes at colleges are not based on a set of criteria and standards such as learning outcomes and credits based on students' academic load. The quality assurance framework that does exist for the affiliated colleges, and the system within the university sector, is variable and the public perception about the quality of programmes offered by affiliated colleges is poor (World Bank

2014). The overall view is of diversity of practice, inconsistency of application and loose ties between affiliate colleges and the National University (Aboud et al 2008, Alam 2012).

## **12. Leadership**

Whilst vision and mission are at the heart of leadership, this is not evident in the Bangla materials. The web pages of nine respected colleges, namely the ‘Habibullah Bahar University College’, ‘Sarkari Bangla College’, ‘Dhaka College’, ‘Siddheswari College’, ‘Dhaka City College’, ‘Dhaka Commerce College’, ‘Government Science College’, ‘Government Titumir College’ and ‘Lalmatia Mohila College’, had no mention of values and mission. Similarly, the NUB has yet to outline its vision and mission. In contrast, NAEM has its Vision and Mission statement crafted in Bangla in its ‘Diary 2016’.

Amos-Wilson (2000) argues for a shift along a transactional to transformational continuum. There has also been a plea for the wider use of distributed leadership but the distinction between delegated tasks and distributed leadership appears to be poorly understood in hierarchical situations explored, for example, by Mullick et al.

## **13. Recruitment and Selection of Leaders**

The selection of principals and vice-principals for public colleges is done through a centralized selection committee of the Ministry of Education, which prepares a ‘Fit List’ from the eligible candidates. Thereafter, the candidates with a higher academic degree, higher training, considerable administrative experience, and with a good personality, however defined, are selected.

The syllabus issued for the three-week leadership development course offered by the National Academy for Educational Management (NAEM, 2014) appears to be heavily weighted towards administrative procedures, and curriculum and examination management. In ten modules, there is only one mention of ‘leadership of administration’, and this may reflect the centralisation of the control system and the concern with addressing all likely problems according to agreed rules.

## 14. Conclusion

The Bangladesh government has identified the need to develop the economy through enhancing skills development and sees the college sector as a major conduit for improvement. The evidence from the literature is that progress is inhibited by a range of problems, including weaknesses in subject knowledge and pedagogy, and urban-rural and gender inequalities. Leadership requires attention, notably to shift the emphasis from administration to instructional and distributed approaches.

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## Appendix 2: Survey Instrument for Master Trainers and College Teachers

Dear Colleague

As you may know, the Government of Bangladesh and the World Bank are supporting a major project to develop the College sector in Bangladesh. A training consortium has been established, including the main Bangladesh partners (Directorate of Secondary and Higher Education, National University, Bangladesh, Bangladesh Open University, and the National Academy for Educational Management), and the University of Nottingham Malaysia Campus (UNMC).

UNMC will be providing training for college teachers, principals and other college leaders, including the opportunity to complete University of Nottingham postgraduate qualifications. In designing the programmes, we want to establish the training needs of teachers and leaders in this sector. The following survey is intended to help us to find out about your college and to establish your own training needs. We should be most grateful if you would complete the survey and submit it as shown below.

1. I am

- ☐ Male
- ☐ Female

2. My age is

- ☐ Under 30
- ☐ 31 - 40
- ☐ 41 - 50
- ☐ 51 - 60
- ☐ Over 60

3. My highest qualification level is

- ☐ Bachelors
- ☐ Masters
- ☐ Ph.D
- ☐ Other (Please specify) \_\_\_\_\_

4. I work at a

- ☐ Private college
- ☐ Public college
- ☐ Other (Please specify) \_\_\_\_\_



5. My work area is

- ☐ A city or large town
- ☐ A small town
- ☐ Rural

6. The background of most of our students is

- ☐ Wealthy
- ☐ Middle Income
- ☐ Disadvantaged

7. My district is

8. My main role is as a

- ☐ Subject Teacher
- ☐ Manager
- ☐ Senior Manager

9. My college has about

- ☐ Total number of students \_\_\_\_\_

10. My college has about

- ☐ Total number of teaching staff \_\_\_\_\_

11. My teaching subject (if applicable) is

12. I have been a college sector teacher for

- ☐ Less than 2 years
- ☐ 2-5 years
- ☐ 6-10 years
- ☐ 11+ years

13. I have an English language qualification

Yes/ No

If yes, the qualification is called \_\_\_\_\_, and the level I was awarded is \_\_\_\_\_.

14. Current language mainly used for teaching

- ☐ English
- ☐ Bangla
- ☐ Other (Please specify) \_\_\_\_\_

15. Current language used for college administration

- ☐ English
- ☐ Bangla
- ☐ Other (Please specify) \_\_\_\_\_

16. English language competence.

How do you rate your own skills in using English? Please select the most appropriate response.

SKILLS	Basic	Competent	Fluent
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Would you like to attend an English language course to develop your skills?

- ☐ Yes
- ☐ No
- ☐ Maybe

## 18. Technology.

What access do you have to different forms of technology, and how confident are you in using it? Please select the most appropriate response.

TECHNOLOGY	Internet	Wi-fi	Smartphone	Laptop	Desktop
I have access all the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can access this technology at home and at college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can access this technology at college only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never have access to this technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in using this technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need frequent training in using this technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need occasional training in using this technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 19. Teaching Approaches.

Which teaching approaches do you use? Please select the most appropriate response.

APPROACHES	Used always	Used frequently	Used sometimes	Never used
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groupwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smartboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Please state the three most important things necessary for you to improve your teaching.

\_\_\_\_\_ 1  
 \_\_\_\_\_ 2  
 \_\_\_\_\_ 3

21. Teaching and learning approaches used in your college.

How is teaching and learning assessed in your college? Please select the most appropriate response.

TEACHING AND LEARNING APPROACHES	Frequently used	Sometimes used	Never used
Exam and test results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student opinion of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent opinion of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management committee observation of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson observation by college superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson observation by college peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson observation by other inspectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other evidence used (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Factors affecting participation in professional development activities.

Which factors affect your participation in professional development activities? Please select the most appropriate response.

FACTORS	Inhibits participation	Requires negotiation with others	Supports my participation
Workload issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of college support for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of college financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural pressures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of computer access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other factors (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Would you be interested in completing a University of Nottingham qualification?

- ☐ Yes
- ☐ Maybe
- ☐ No

24. If yes, to what level?

- ☐ Postgraduate certificate
- ☐ Postgraduate diploma
- ☐ Masters
- ☐ Doctorate

## 25. Types of training.

Which types of training have you experienced, and would you like to experience? Please select the most appropriate response.

TYPES OF TRAINING	I have experienced this and gained from it.	I have experienced this, but got limited gains.	I would like to experience this approach.	I would not like to experience this approach.
Lectures in college by experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lectures in college by colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lectures in other places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities in college by experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities in college led by colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities in other places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action research projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-college mentoring and coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District or national courses by NAEM or other organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Please list your three most important training needs e.g. subject knowledge, administrative skills, teaching and learning approaches

\_\_\_\_\_ 1  
 \_\_\_\_\_ 2  
 \_\_\_\_\_ 3

27. Factors affecting job satisfaction.

Which factors most impact on your job satisfaction? Please select the most appropriate response.

FACTORS	Of great importance to me	Of some importance to me	Not important
Salary levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certainty of payments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient building space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State of buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities and teaching resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time for administrative work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time for teaching preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship with senior staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parental support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a permanent appointment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Thank you very much for your answers to this survey. Please add any final comments below.

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## Appendix 3: Survey Instrument for College Principals and Future Leaders

Dear colleague

As you may know, the Government of Bangladesh and the World Bank are supporting a major project to develop the College sector in Bangladesh. A training consortium has been established, including the main Bangladesh partners (Directorate of Secondary and Higher Education, National University, Bangladesh, Bangladesh Open University, and the National Academy for Educational Management), and the University of Nottingham Malaysia Campus (UNMC).

UNMC will be providing training for college teachers, principals and other college leaders, including the opportunity to complete University of Nottingham postgraduate qualifications. In designing the programmes, we want to establish the training needs of teachers and leaders in this sector. The following survey is intended to help us to find out about your college and to establish your own training needs. We should be most grateful if you would complete the survey and submit it as shown below.

Part I: Please provide the following information about yourself and your college.

1. I am    1. Male ☐                      2. Female ☐

2. My age group is

- ☐ Under 30  
☐ 31-40  
☐ 41-50  
☐ 51-60  
☐ Over 60

3. My highest qualification level is

- ☐ Bachelors  
☐ Masters  
☐ Ph.D  
☐ Other (Please specify) \_\_\_\_\_

4. My college is situated in a/an

- ☐ town/urban area  
☐ \_\_\_\_\_



- ☐ near a town/semi-urban area
- ☐ village/rural area

5. My role in the college is as the

- ☐ Principal
- ☐ Vice-principal
- ☐ Other (Please specify) \_\_\_\_\_

6. Before my present position, I have been working as a teacher for

- ☐ Less than 5 years
- ☐ 5 – 10 years
- ☐ 11-15 years
- ☐ More than 16 years

7. I have held my current position for

- ☐ Less than 3 years
- ☐ 3 – 5 years
- ☐ 6 – 10 years
- ☐ More than 10 years

8. I have held the following leadership positions before my current position (tick wherever is applicable)

- ☐ Vice-principal
- ☐ Head of Department
- ☐ Subject Head
- ☐ Others (Please specify) \_\_\_\_\_

9. Tick the courses that you have attended

- ☐ Information Technology (IT)
- ☐
- 
- ☐
- ☐

Leadership and Management

Pedagogy (Teaching and Learning)

Others (Please specify) \_\_\_\_\_

10. English language qualification (if held, please specify) \_\_\_\_\_

11. Please rate your English language skills by selecting the appropriate column.

	Basic	Competent	Fluent
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Current language mainly used for college documentation and administrative relationships

<input type="checkbox"/>	English
<input type="checkbox"/>	Bangla
<input type="checkbox"/>	Other (Please specify) _____

13. Provide the student enrolment of your college.

Male	
Female	
Total	

14. Provide the staff numbers in your college.

Staff	Male	Female
Teaching staff		
Support Staff		
Total		

15. Provide the number of facilities listed.

Computers	
-----------	--

Projectors	
Library	
Computer Lab	
Science Lab	
Hall	
Field	

16. Please indicate appropriately the answers that apply in the columns of the table below:

	Internet	Wi-fi	Smartphone	Laptop	Desktop	None of these
I have access to						

17. Please indicate appropriately the answers that apply in the columns of the table below:

	All the time	At college only	Away from college Only	Never
I have computer access				

18. Please indicate appropriately the answers that apply in the columns of the table below:

	All the time	Most of the time	Rarely	Never
I feel confident in using technology				

19. Please indicate appropriately the answers that apply in the columns of the table below:

	Frequently	From time to time	Never
I would like more computer technology training			

20. Please indicate appropriately the answers that apply in the columns of the table below:

	As part of a group	Individually	Online
I would like to be trained			

21. A University of Nottingham (Malaysia) course would last for a one or two years and will involve different approaches. Please select all that apply in the table below your feeling about such provision.

	Would work well for me	Too difficult to arrange	Not interested
Distance learning with computer technology			

Face-to-face sessions at the University of Nottingham (Malaysia) centres			
Face-to-face sessions at local centres			
Residential periods at the University of Nottingham (Malaysia)			
Local tutors and mentors			
Online texts and materials			

Part II: Use the following rating scale. Circle the scale that is most suitable for each item. Circle ONE number only. Please answer ALL the questions.

Never	Occasionally	Sometimes	Often
1	2	3	4

Dimension 1: Leadership Practices							
Dimension 1		Item No.	Items	Score			
				1	2	3	4
1.1	Leadership role	(a)	<b>I practice effective leadership by:</b>				
		i.	providing a vision and mission for my college				
		ii.	ensuring that the college policies are aligned with the vision and mission of the college.				
		iii.	ensuring that everyone agrees with the college policies.				
		iv.	taking proactive, creative and innovative actions.				
		v.	taking actions that are suitable for the situations.				
		vi.	being flexible and open-minded				
		vii.	giving opportunity to my subordinates to make decisions collectively and collaboratively.				
		viii.	ready to make changes without thinking too much of risks.				
		viii.	identifying issues that could offend stakeholders of the college				
		ix.	taking actions on issues that could cause conflicts.				
		x.	walking around the college				
				Total frequency for Aspect 1.1			
				Score			
				Total Score Aspect 1.1			
1.2	Knowledge and thinking culture	(a)	<b>I build a knowledge and thinking culture in my college by:</b>				
		i.	encouraging my teachers to carry out action research to improve on their teaching and to solve problems.				
		ii.	providing opportunities to my teachers to share knowledge among them (staff professional development, intellectual discussion among members of subject panel, informal discussion)				
		iii.	encouraging them to build their knowledge (seminar, conferences, courses)				
				Total frequency for Aspect 1.2			
				Score			
				Total Score Aspect 1.2			
1.3	Teamwork	(a)	<b>I encourage teamwork among my staff by:</b>				
		i.	building trust among the members of my staff				

		ii.	creating a friendly environment with strong interactions among members of the staff.				
		iii.	building an atmosphere of mutual respect among members of the staff.				
		iv.	building teams that work together to achieve an objective.				
			<b>Total frequency for Aspect 1.3</b>				
			<b>Score</b>				
			<b>Total Score Aspect 1.3</b>				

Never	Occasionally	Sometimes	Often
1	2	3	4

Dimension 1: Leadership Practices							
Dimension 1		Item No.	Items	Score			
				1	2	3	4
1.4	Guidance and motivation	(a)	<b>I guide and motivate my staff by:</b>				
		i.	providing appreciation in the form of praise for contributions and success to the college.				
		ii.	giving constructive criticism when mistakes are made.				
		iii.	giving support (material and moral)				
		iv.	giving feedback that is fair and just				
		v.	taking an interest in the staff's welfare and needs				
			<b>Total frequency for Aspect 1.4</b>				
			<b>Score</b>				
1.5	Instructional leadership	(a)	<b>I practice instructional leadership by:</b>				
		i.	conducting informal observations in the classroom on a regular basis				
		ii.	participating actively in the review of the teaching materials				
		iii.	using test results to assess progress towards college goals				
		iv.	making sure that teachers enter class punctually				
		v.	ensure that students are in class during lessons				
		vi.	taking time to talk with students and teachers during recess and breaks.				
		vii.	compliment teachers privately for their efforts or performances				
		viii.	reward special efforts by teachers with opportunities for professional recognition/promotion				
		ix.	obtaining the participation of the whole staff in important in-service activities.				
		x.	using assemblies to honour students for academic goals.				
			<b>Total frequency for Aspect 1.5</b>				
			<b>Score</b>				
			<b>Total Score Aspect 1.5</b>				
1.6	Distributed leadership	(a)	<b>I empower my vice-principals and other teacher leaders by:</b>				
		i.	providing clear guidance for a task to be done				
		ii.	providing them with leadership training				
		iii.	monitoring and evaluating their activities				
		iv.	providing mentoring and coaching to improve their skills				
			<b>Total frequency for Aspect 1.6</b>				
			<b>Score</b>				
			<b>Total Score Aspect 1.6</b>				
1.7		(a)	<b>I encourage the use of information technology by:</b>				

	Use of information technology	i.	providing adequate computers in the college					
		ii.	sending information out to them via emails					
		iii.	Encouraging teachers to incorporate technology in their classroom teaching					
		Total frequency for Aspect 1.7						
		Score						
		Total Score Aspect 1.7						

Never	Occasionally	Sometimes	Often
1	2	3	4

<b>Dimension 2: Organisational Management</b>							
<b>Dimension 2</b>		<b>Item No.</b>	<b>Items</b>	<b>Score</b>			
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2.1</b>	<b>Organisational structure</b>	<b>(a)</b>	<b>College management team shows the hierarchical structure and tasks of teachers and supportive staff by:</b>				
		i.	preparing the latest chart showing the organisational structure that is relevant and functional (from the highest position to the lowest)				
		ii.	having a separate organisational chart that shows the Senior Management Team				
		iii.	organisational charts are situated at strategic places so that everyone could see it.				
		<b>Total frequency for Aspect 2.1</b>					
		<b>Score</b>					
		<b>Total Score Aspect 2.1</b>					
<b>2.2</b>	<b>Strategic management</b>	<b>(a)</b>	<b>Strategic management is prepared by:</b>				
		i.	analysing the external and internal environment (analysis of weaknesses, strengths, threats and opportunities).				
		ii.	identifying the needs of the college				
		iii.	taking into consideration of the vision and mission of the college				
		iv.	taking into consideration of the present condition of the college				
		v.	taking into consideration of the expected achievement				
		vi.	taking into consideration of the plans that are to be implemented to take the college from the present condition to the expected achievement.				
		vii.	Taking into consideration of the evaluation and improvement mechanism				
		<b>(b)</b>	<b>Strategic plans are prepared for the following management of</b>				
		i.	curriculum				
		ii.	co-curriculum				
		iii.	student welfare				
		iv.	college financial management				
		v.	human resource				
		vi.	curricular materials				
		vii.	college facilities and basic needs				
		<b>Total frequency for Aspect 2.2</b>					
		<b>Score</b>					
		<b>Total Score Aspect 2.2</b>					
<b>2.3</b>	<b>Operational management</b>	<b>(a)</b>	<b>Operational Management is prepared by:</b>				
		i.	taking into consideration the strategic plans of the college				
		ii.	ensuring that there is an clear objective				
		iii.	identifying the target group				
		iv.	determining strategic implementation of plans				
		v.	determining the length of time for implementation of plans				

		vi.	identifying the resources needed				
		vii.	identifying the strengths and constraints				
		viii.	determine the mechanism for monitoring and evaluation				
		ix.	determining improvement mechanism				
			<b>Total frequency for Aspect 2.3</b>				
			<b>Score</b>				
			<b>Total Score Aspect 2.3</b>				
	Never		Occasionally		Sometimes		Often
	1		2		3		4

Dimension 3: Organisational Climate							
Dimension 3		Item No.	Items	Score			
				1	2	3	4
3.1	School premise	(a)	<b>A conducive college environment is ensured by:</b>				
		i.	making sure that all safety measures are taken				
		ii.	a clean and neat surrounding				
		iii.	having adequate and comfortable facilities				
			<b>Total frequency for Aspect 3.1</b>				
			<b>Score</b>				
			<b>Total Score Aspect 3.1</b>				
3.2	Communication	(a)	<b>The college has communication system that enables:</b>				
		i.	information is communicated to individuals and target groups with ease, transparent, and easily understood.				
		ii.	staff to provide feedback with ease and without constraint				
		iii.	information sharing in a transparent way.				
			<b>Total frequency for Aspect 3.2</b>				
			<b>Score</b>				
			<b>Total Score Aspect 3.2</b>				
3.3	Optimum freedom	(a)	<b>Supervised optimal freedom is seen through:</b>				
		i.	freedom of individual to make choices				
		ii.	freedom of individual to make professional choices				
		iii.	freedom of individual to use his/her creativity				
		iv.	shared decision making				
			<b>Total frequency for Aspect 3.3</b>				
			<b>Score</b>				
3.4	Discipline	(a)	<b>College discipline is seen through:</b>				
		i.	teachers follow procedures and ethics of service				
		ii.	support staff follow procedure and ethics of service				
		iii.	students are polite and follow rules and procedures				
			<b>Total frequency for Aspect 3.4</b>				
			<b>Score</b>				
			<b>Total Score Aspect 3.4</b>				
3.5	Teacher, support staff and students motivation	(a)	<b>Teachers are motivated to:</b>				
		i.	work hard at their tasks				
		ii.	willing to work beyond official time				
		iii.	willing to take on work on an ad hoc basis				
		iv.	brave to try out new ideas				
		(b)	<b>Support staff is motivated to:</b>				
		i.	work hard at their tasks				
		ii.	willing to work beyond official time				
		iii.	willing to take on work on an ad hoc basis				
		iv.	brave to try out new ideas				

		(c)	<b>Students are motivated to:</b>				
		i.	study very hard				
		ii.	willing to study out of class time				
		iii.	willing to receive and take on extra homework				
			<b>Total frequency for Aspect 3.5</b>				
			<b>Score</b>				
			<b>Total Score Aspect 3.5</b>				
3.6	Co-operation from parents and community	(a)	<b>Cooperation and collaboration with parents/community can be seen via:</b>				
		i.	the willingness of the community to cooperate and provide support for the college				
		ii.	the efforts made by the college to organise meetings with parents to discuss issues of learning and discipline.				
		iii.	the effort of the college to inform parents of college calendars, events and college activities.				
			<b>Total frequency for Aspect 3.6</b>				
			<b>Score</b>				
			<b>Total Score Aspect 3.6</b>				

Never	Occasionally	Sometimes	Often
1	2	3	4

Dimension 4: Management and Development of Resources							
Dimension 4		Item No.	Items	Score			
				1	2	3	4
4.1	Management of facilities and basic needs	(a)	<b>The college management team manage college building and compound by:</b>				
		i.	having an efficient maintenance system				
		ii.	making use of all facilities to the optimum				
		iii.	constant monitoring of college building and compound				
		iv.	evaluating the suitability and efficient use of facilities				
		v.	making sure that all safety measures and precautions are taken				
		(b)	<b>The college management team manage furniture, water supply, electricity and communication facilities by:</b>				
		i.	having an efficient maintenance system				
		ii.	making optimal use of the facilities				
		iii.	constantly monitoring the availability of the facilities				
		iv.	evaluating the suitability and effectiveness of the use of the facilities				
		v.	planning the needs for the future				
		(c)	<b>The college management team manage the canteen/cafeteria by:</b>				
		i.	ensuring that there is sufficient and comfortable space				
		ii.	making sure that facilities are complete and functional				
		iii.	having proper procedures and rules in the use of the canteen/cafeteria				
		iv.	making sure that the place is safe, clean and neat				
		v.	making sure that there is a system of monitoring in place.				
		vi.	ensuring that there is constant maintenance work and upgrading of the area				
			<b>Total frequency for Aspect 4.1</b>				
			<b>Score</b>				



			<b>Total Score Aspect 4.1</b>	
4.2	Financial management	(a)	<b>The financial committee:</b>	
		i.	prepare an annual estimate for expenditure /budget	
		ii.	inform each department of their budget	
		iii.	purchases are made according to priorities	
		iv.	keep and up-to-date financial record	
		v.	continuous monitoring of expenditure	
		vi.	keep a record of stock and disposal items	
		vii.	Has an annual audit	
			<b>Total frequency for Aspect 4.2</b>	
			<b>Score</b>	
			<b>Total Score Aspect 4.2</b>	
4.3	Human resource management	(a)	<b>The College Resource Committee ensures that human resources are sufficient by:</b>	
		i.	analysing the needs of the college	
		ii.	taking steps to fulfil the needs of the college	
		(b)	<b>The College Resource Committee allocate tasks:</b>	
		i.	by taking into consideration the qualification, talents, interest and experience of the teachers	
		ii.	based on needs	
		iii.	based on official policies	
		(c)	<b>The college Management Committee provides information to teachers and support staff by:</b>	
		i.	preparing a list of tasks for each teacher and support staff	
		ii.	providing job description for each task and committee	
		iii.	preparing a standard operating procedure (SOP) for each committee	
		(d)	<b>The College Management Committee ensures teachers and support staff follow rules and procedure by:</b>	
		i.	disseminating documents on discipline and work ethics to teachers	
		ii.	disseminating documents on discipline and work ethics to support staff	
		iii.	taking actions against offenders	
		iv.	implement various monitoring measures	
		(e)	<b>The College Management Committee provide for staff development by:</b>	
		i.	analysing the needs of the staff when planning staff development programme	
		ii.	planning staff development programme	
		iii.	Involving the teachers and support staff in staff development programme	
		iv.	carrying out staff development programme that is well-planned and well-scheduled	
		v.	planning staff development according to department, subject and expertise needs	
		vi.	encouraging and giving opportunities to teachers and support staff for professional development such as attending seminars and courses.	
		(f)	<b>The College Management Committee provide orientation and induction programme to new teachers and support staff by:</b>	
		i.	providing them the vision, mission, background and culture of the school	
		ii.	introducing them to the school community	
		iii.	providing them with the facilities needed and help when needed	
		iv.	provide mentoring and coaching services for the initial period	
			<b>Total frequency for Aspect 4.3</b>	
			<b>Score</b>	
			<b>Total Score Aspect 4.3</b>	

4.4	Management of office	(a)	Management of office is seen by:				
		i.	physical environment that is neat and organised.				
		ii.	adequate stationary and facilities				
		iii.	having a friendly reception counter with appropriate telecommunication lines				
		iv.	having a neat and systematic filing system				
		v.	providing strong service for the support of teaching and learning programmes				
		vi.	providing punctual clerical services which is according to procedure				
		vii.	implementing an efficient monitoring system				
				Total frequency for Aspect 4.4			
				Score			
4.5	Management of curricular and co-curricular materials			Total Score Aspect 4.4			
		(a)	The College Management Committee plans and purchases curricular and co-curricular material:				
		i.	by analysing the needs				
		ii.	based on needs and priority				
		(b)	The College Management Committee provide/purchase curricular and co-curricular materials for:				
		i.	academic subjects				
		ii.	co-curricular activities				
		iii.	student character development				
		(c)	The College Management Committee maintains curricular and co-curricular materials by:				
		i.	keeping them in a safe place				
		II.	preparing a procedure of record for its use				
		iii.	having a log book to record their use and for tracking purposes.				
				Total frequency for Aspect 4.5			
				Score			
				Total Score Aspect 4.5			

## Appendix 4: Focus Group Prompts for Master Trainers and College Teachers

1. Background.
  - Please introduce yourself.
  - Tell me about your current role in your college.
  - How long have you been in that role, and what were you doing previously?
2. Teaching.
  - Tell me about how you became a college teacher.
  - What qualifications did you have at that time?
  - Have you received any teaching training?
  - How have you developed your teaching skills?
  - Do you feel you are a skilled teacher now?
  - What areas would you like to improve?
3. Training.
  - Are you involved in training other teachers in your college?
  - Are you involved in observing other teachers in your college?
  - Could you tell me about the training and observation process that takes place currently in your college, if any?
  - If you were to become a trainer of other teachers, what further skills do you feel you would need?
4. Technology.
  - Could you tell me about the kinds of technology you use in your teaching, if any?
  - Why do you use that technology?
  - What stops you from using other technology?
5. Study with UNMC.
  - How would you feel about coming over to Malaysia to study with UNMC?
  - What would be the challenges for you in doing that?
  - Is there anything we could do that would make it easier for you?

## Appendix 5: Focus Group Prompts for Principals and Future Leaders

### Introduction: Can you tell me about yourself?

(Work/roles before becoming a principal)

- 1 **How were you appointed to the position of principal/leader?**  
*[Length of service]*  
*[Qualifications]*  
*[Other requirements, e.g. connections]*
- 2 **Have you received any training for this position?**  
*[Mandatory or optional]*  
*[Prior or in-service]*  
*[Formal tests]*
- 3 **Would you outline your main tasks for this position?**  
*[Internal (school-based)]*  
*[External (community-based)]*  
*[Admin-based or academic-based]*
- 4 **What programmes do you have in your schools?**  
*[Academic]*  
*[Pastoral, e.g. day-to-day care]*  
*[Wellbeing, e.g. sports, arts, etc.]*  
*[Experiential, e.g. trips and excursions]*  
*[Programmes for special needs students or under-achievers]*
- 5 **How do you oversee the administration of your school?**  
*[Hierarchical charts visible]*  
*[Reporting groups]*  
*[Meetings]*
- 6 **How do you manage the various aspects of administration in your school, such as finance, resources, etc.?**  
*[Support staff]*  
*[Senior Management Team]*  
*What are the challenges faced in running a school]*

## Appendix 6: Training Needs Analysis for Master Trainers and Teachers

### 1. Introduction

This document summarises the training needs for master trainers that were identified from the Training Needs Analysis. The original plan for the TNA was to triangulate data collection by relying on both survey and focus group data. In practice, this has proved an ineffectual design.

The survey data proved unhelpful to the Training Needs Analysis, owing to the very low return rate. The final version of the survey was provided to Consortium partners on the 24<sup>th</sup> December 2016, and we were informed by the World Bank that it was distributed by the NU to college principals on 11<sup>th</sup> January. Unfortunately, since then the response rate has been extremely low. In fact, only 30 responses have been received to the survey for master trainers and college teachers, and 22 responses to the survey of college principals. In addition, several of these survey responses are incomplete, which means that there are fewer than 20 responses to many questions. This precludes any conclusions being drawn from the survey data, other than to note the limitations of this as a tool for collecting any further data.

It is clear, however, that those who did participate were particularly interested in training; 14 were interested in completing a University of Nottingham qualification, and 6 said ‘maybe’ (none responded with lack of interest). Moreover, the participants placed a high importance on training in other ways; when asked to name the things that would best enable them to improve teaching and learning in their college, 9 of the 17 responses concerned study or training, 3 were concerned with facilities, and the others covered a range of issues from leadership to lesson planning. This was concerned by the participants who identified themselves as working in both government and non-government colleges (6 and 16 participants respectively). It had been hoped that the practical challenges faced by women in becoming master trainers could be explored through the survey, so that the course could better support them, but as there was only 1 female participant this was not possible.

In place of this, then, this report shall draw primarily on the qualitative data that were collected during the period 22<sup>nd</sup> – 24<sup>th</sup> January 2017 in Dhaka. We shall begin by charting the sources of information that were made available to us during this period, and then discuss recurrent themes.

## **2. Summary of Qualitative Data Sources, Dhaka, 22<sup>nd</sup> – 24<sup>th</sup> January 2017**

### **a) Day 1 – Morning – NAEM**

We attended a presentation by NAEM on priorities for teacher development. These included the following:

1. Leadership of learning. Every teacher should see themselves as a leader.
2. Developing reflection and inquiry. Action research and learning community.
3. Skills to enable knowledge to be transferred into practice.
4. Subject knowledge.

During the subsequent discussion, a number of other issues were raised, including the development of facilitation skills for master trainers, the language barrier that may be faced by some participants, and the importance of being true to Bangladesh culture.

### **b) Day 1 – Afternoon – Tejgoang College Visit**

In place of the focus groups that we had requested, a large meeting was organised for us at this urban private college with approximately 40 people, including many subject teachers and the Vice-Principal. The teachers had been given the UNMC syllabus for their subject in advance, and the NU representative asked them to discuss the curriculum, so dissatisfaction with the current subject syllabi became the focus of the discussion.

Other issues were raised, however, including supporting students with learning difficulties, making the studies feel relevant to the students, using groupwork for discussions and seminars, teaching students English to the right level, using drama, improving student motivation, and the student-teacher ratio.

Subsequently, we facilitated focus groups of students (4 groups of 8-10 each). The students expressed concern about teacher-centred teaching, 4-hour exams that only assessed book recall, the lack of opportunities to apply their understanding and poor student motivation (as many students have to take jobs during their studies).

### **c) Day 2 – Morning – Eden Girls' College**

This girls' college was established in 1873, and now has approximately 88 acres of land for 35,000 students, offering 23 different disciplines. Approximately 7,000 students live on campus, and there are c.270 lecturers.

The morning began with a discussion with the college leadership of current challenges. Space and infrastructure are felt to be inadequate to the student numbers and this was their primary concern. However, as a result, the student-teacher ratio was also seen as a major problem (there are 20-25 in each tutorial group, and lectures are approximately 200+ in size).

Language skills were also discussed. The medium of instruction is Bengali and English, but most students feel more confident in Bengali; in consequence, the lectures are delivered in Bengali, but a lot of the research resources are in English.

The leadership are concerned that they use old-fashioned learning materials – most of them are out-of-date – and they want to update them. They would like to move away from using old-fashioned lectures (they talked about using online lectures instead as an alternative).

Finally, they believe that their students need IT, communication and leadership skills in order to be employable, and they would like the training offered to their teachers to reflect this.

Twenty-four teachers selected for focus group discussion with us, from a range of disciplines. These focus group discussions were extremely useful. The teachers expressed frustration with a lack of training opportunities after their foundation training at NAEM. Many of them had received some further training, but they wanted far more. They were particularly interested in updating their subject knowledge, but also had an interest in developing active pedagogies and using technology. There is no mentoring or formal support of new teachers, which means that giving such skills to experienced teachers will be particularly valuable.

We concluded the morning with a tour of the college. The classrooms were large but very crowded, with the students sat on benches arranged behind wooden desks in rows. Managing movement around the classroom to facilitate active learning will clearly also need to be addressed during the training.

d) Day 2 – Afternoon – Eden Girls’ College (continued)

Twenty-four students were selected for focus group discussion with us. This was a fascinating discussion about teaching methods. They reported that their teachers usually use whiteboards, occasionally use Powerpoint, but use very little teaching technology at all. The classrooms are teacher-centred and focused on the textbook. The girls were intrigued to learn about the possibilities of other teaching methodologies. They explained that their teachers are supportive and encourage them to discuss and ask questions, but the students have never experienced any kind of active learning techniques. The teachers keep them motivated by introducing songs (to break up the lessons – they have nothing to do with the content of the course) or by telling personal anecdotes (again, with limited or no relevance to the teaching materials). Classes are generally considered boring, although they appreciate the role-model set by their teachers – showing them what motivated professional women can achieve.

e) Day 3 – Morning – Discussion with College Principals from around Bangladesh

We organised the principals into two focus groups of 6-8 participants in order to facilitate a more participative discussion. The principals were eager for their teachers to receive additional training. They are particularly concerned about some teachers’ ability to deliver effectively in large-lecture situations (teacher-student ratios were a shared concern). Some principals reported that multimedia facilities were available in their colleges, but that they were under-utilised. There was concern about low student attendance rates, suggesting that student motivation is an issue. It was felt that many teachers had a lack of understanding of the material they need to teach, and that they need to be up-skilled in their subject areas. Concerns were also expressed about the infrastructure; many principals saw the discussion as an opportunity to air their frustrations to NU, and we had to emphasise clearly the areas that are within UNMC’s remit).

### **3. Recurrent Themes from the Data**

a) Language issues.

Both teacher and students alike were excited by the prospect of developing their English language skills. However, as noted by both NAEM and the college principals, the language



barrier is a significant barrier to change. At present, low levels of English are preventing teachers and students alike from keeping abreast of recent developments in their subject areas.

We do not underestimate the challenge that teachers will face in accessing our academic programmes, which require a high level of academic English to receive Nottingham accreditation. However, we are focusing on putting into place a rigorous system of language support for them throughout their studies.

b) Bangladeshi culture.

Throughout the TNA, we were sensitised to the richness of Bangladesh culture and a strong sense of national pride. We were also aware that extraordinary examples of best practice are already taking place in some colleges. For example, at Eden College a rich extra-curricular programme (some of which we witnessed as we toured the college) is used to develop soft skills that receive little emphasis in the academic programmes. We will be building our modules around offering participants opportunities to share existing best practice in Bangladesh. As we recruit staff for training the master trainers, we have sought to ensure a mixture of cultural backgrounds and experience from different parts of the world. Whilst we will certainly inform participants about worldwide best practice, therefore, as is standard in all university modules, we have also taken steps to ensure that the information is culturally relevant.

i. *Learner-centred teaching, including differentiation.*

It was evident from both our conversations with individuals, and from our observations on the campuses that we visited, that teacher-centred classrooms are the norm in Bangladesh. It was equally clear that students were interested in the possibility of more student-centred approaches, and very receptive to change. Giving teachers strategies to make their teaching more student-centred was a key take-away from our TNA. This will enable more attention to be paid to the needs of specific individuals, so that instruction is appropriately differentiated.

We have developed a new module specifically for this cohort – Teaching, Training and Technology, which will include informing participants about a range of groupwork strategies, and also enable them to try these out in their own practice. The assessment for

this module will be built around reflecting on a chosen aspect of their own professional practice, an assessment task that was developed specifically for the Bangladeshi master trainers cohort.

*ii. Strategies for large group teaching and assessment.*

It was extremely useful to us to witness some of the infrastructural challenges currently faced by college teachers in Bangladesh. As a result of these, many teachers are delivering knowledge-focused lectures with little or no interaction, and also depending on knowledge-focused assessments, with little or no need for critical thinking for students. We are currently developing teaching materials that focus on managing movement for groupwork in overcrowded classrooms. In addition, a new topic, Interactive Lecturing, has been developed as part of the Teaching, Training and Technology MA module. In addition, we will be developing the master trainers' awareness of different possible forms of assessment both through the assessments they themselves experience during the MA programme, and through the focus on assessment in our module Understanding Curriculum, Learning and Assessment.

*iii. Developing student motivation, including female drop-out rates.*

Student motivation was a recurrent issue throughout our college visits. Teachers, students and principals alike were concerned with student drop-out rates (especially of females), partly caused by financial pressures faced by many families. In addition, the students spoke to us about the problem of maintaining their own motivation in under-resourced, large-group teaching encounters.

The master trainers will be studying the Understanding Curriculum, Learning and Assessment module as part of the MA Education. This module will introduce them to a range of learning theories, and look at how they can be applied in the classroom – and how they inform inquiry-based approaches (case-studies, projects, etc.). In the light of the TNA, this module is currently being revised in order to place a greater emphasis on theories of learner motivation, and how these can inform teachers' practice.

*iv. Developing teacher motivation.*

The TNA gave us an opportunity to meet extremely resourceful and dedicated teachers, and the students spoke to us extremely warmly about the gratitude they felt towards their

teachers. However, both groups acknowledged that the challenges currently faced in colleges can erode teacher motivation. Whilst we hope that the opportunity to receive a University of Nottingham qualification will be intrinsically motivating for some teachers, we are also examining ways to improve teacher motivation in other ways. The master trainers will be studying the Leading Learning module, and part of the focus within this will be on teacher leadership – developing ways in which experienced teachers can lead their peers and improve their motivation. Mentoring skills will also be developed through the Teaching, Training and Technology module.

v. *Using technology.*

It was clear from both our observations and our discussions with our key informants that technology is little used in colleges at present, and that an emphasis on 21<sup>st</sup> century competencies should be a focal point of any teacher development programme. However, it should also be noted that we did see multimedia facilities, and in addition several principals reported to us that they had facilities that were currently under-utilised. In order to address this, we are integrating the use of technology into all of our modules – master trainers will experience utilising Moodle themselves, and we will model use of blended approaches throughout the MA Education programme. In addition, the Teaching, Training and Technology module will focus on helping master trainers to evaluate when and how best to integrate technology into their practice, stressing that technology should always be seen as a means to an end rather than an end in itself. For example, we will analyse when and how flipped learning can enhance students’ experiences, and note that there are ways of flipping classrooms without use of any technology at all.

vi. *Communities of practice, including mentoring skills.*

Our TNA gave us the opportunity to see examples of best practice already operating in Bangladesh colleges, and reinforced our belief that our role as trainers is to facilitate the exchange of ideas that are already being developed in the country. To this end, we are developing teaching approaches that enable our master trainers to share their best practice with each other (both during the face-to-face teaching and through Moodle). In addition, we are developing assessments for each module that are primarily focused around reflecting on and improving current practice in colleges. Finally, participants will be supported in selecting dissertation topics for their MAs that enable them to research and improve current

practice in Bangladesh. In all the above ways, they will be encouraged to share and improve current best practice within the country.

#### **4. Summary**

Overall, our main finding from the TNA was that there was a high degree of compatibility between the content of the MA Education and the needs of the master trainers. The development of critical thinking and creative competencies in teaching and assessment have always formed part of our programmes. The TNA was nevertheless helpful in enabling us to refine the precise focus and some of the specific content of the four taught modules that the master trainers will be studying, and also in informing the assessment tasks that they will be set. It also reinforced our belief that an approach of viewing ourselves and the master trainers as co-learners who are working together to develop new approaches to college teaching in Bangladesh will be helpful.

## Appendix 7: Training Needs Analysis for Principals and Future Leaders

### 1. Introduction

This BCEDP aims to develop the college sector in Bangladesh. One of its strategy is to provide training for principals and future leaders. A training needs of principals and future leaders was designed to establish the training needs of principals in the college sector. A survey comprising of questionnaires (Appendix A) and interviews (Appendix B) were carried out to help establish the training needs of the principals and future leaders.

The questionnaire was provided to partners in Bangladesh on 24<sup>th</sup> December 2016 and subsequently distributed to college principals on 11<sup>th</sup> January 2017 by the National University of Bangladesh. The report on 20<sup>th</sup> January 2017 showed only 12 respondents to the questionnaires and the number increased to 21 respondents on 23<sup>rd</sup> February 2017. This reflects the extremely low response rate for the college principals. Unfortunately, not all the 21 respondents completed the questionnaire. Of the 21 respondents, only 10 of them completed the questionnaire, one completed 57% of the questionnaire and the other 10 completed less than 50% of the questionnaire. This would mean the limitation of the generalizability of the findings.

Due to the small sample, it is important to take note that it would be not be statistically significant nor meaningful to report on the TNA based on the figures obtained. The report of the TNA will be based loosely on whatever data that is obtained from both the questionnaire and the interviews.

## 2. Part 1

### *Principal Profile*

Out of the 21 principals who responded to the questionnaire, one was female. A majority of the principal were over 55 years of age (Table 1) with one principal between 41 and 45 years old.

Age Range	Number
>55	8
51-55	6
46-50	3
41-45	1

N=18

Table 1: Age of Principals

The majority of them, 14 out of 18 respondents hold a masters degree with two holding a PhD and two specialized degree such as LLB. 15 of them were principals while two were vice-principals. The majority of them (n=11) had more than 16 years of teaching experience before they became principals. Eight of them had been principals for more than 10 years. Before they took the position of principals, they had been through various leadership position such as vice principal(n=6), Heads of Department (n=5) and subject heads (n=4). These respondents who held principal position had undergone leadership and management course (n=13).

Where their English language proficiency was concern, most of them felt that their command of English was good enough to meet their needs with the majority of them feeling competent in writing, speaking, listening and reading. One of them had taken TOEFL and one had an MA in English. They considered English language proficiency as not necessary or not applicable in their situation. This is because the current language mainly used for college documentation and administrative relationships is Bangla.

In relation to the principal's technological and computer competency, they used the internet more than Wi-Fi and they were comfortable with using their smartphones, laptops and desktops. Most of them did not face problem in accessing such gadgets most of the time. Though they expressed confidence in the use of technology, all of them would like more computer technology training.

## Information of Colleges

From the 21 principals who responded to the questionnaires, only 14 colleges provided information on their student enrolment. There were 42,601 males and 36,784 female college students, and it is clear that there are more male students than female students in colleges in Bangladesh.

There were more male teachers (n=917) compared to female teachers (n=384). Similarly, there were more male support staff (n=460) than female support staff (n=103).

These colleges were equipped with various facilities as shown in Table 2 below.

Facilities	Number
Computers	775
Projectors	168
Library	19
Computer Lab	27
Science Lab	103
Hall	8
Field, common room, mosque	27

Table 2: Facilities

### 3. Part 2: Themes from the Questionnaire Data

The questionnaire (Appendix A) required the respondents to assess how frequent they perform the task that is described in each statement. The rating scale ranged from ‘Never’, ‘Occasionally’, ‘Sometimes’ to ‘Often’. For the purpose of analysis, the scale was converted to numerical values so that 1 denoted ‘None’; 2 denoted ‘Occasionally’; 3 denoted ‘Sometimes’ and 4 denoted ‘Often’. The themes reported below incorporate the data obtained from the interviews (Appendix B) that were conducted during the visit to Dhaka from 22<sup>nd</sup> to 24<sup>th</sup> January 2017. Observations produced some informative aspects to the findings as well.

## **Principal Leadership Profile**

The following themes were obtained from the data.

### **a) Leadership Practices**

The principals rated themselves to be high on their leadership practices. They practised effective leadership by providing vision and mission for their colleges and by walking around their colleges. They made sure that everyone agreed with college policies and they walked around the college to ensure policies were implemented. However, they were not ready to make changes as they fear taking risks. Basically, they did not like to take any action that could cause conflicts.

The principals felt that they play a vital role in encouraging their teachers to carry out action research to solve problems and provide opportunities for staff development by encouraging their teachers to attend seminars, courses and conferences. When asked about this, teachers lamented the lack of opportunities to attend such courses as they were few to come by and they took turn to attend such courses. It inevitably took a long time for their turn to come by as there were too many of them and the places offered were few. This gave rise to the situation where one would get better opportunity if one knew someone who could help them to secure a place. Although the principals encouraged teamwork among their staff, they did not look into the need to build trust among the members of their staff. However, they created friendly environment through strong interactions and by building mutual respect among members of the staff.

The principals practiced instructional leadership and distributed leadership without really understanding its practices nor concepts. This is because there were strong emphases on reviewing teachers' material and through monitoring and evaluating their activities. There were less emphases on providing teacher training and no reward for special efforts by teachers with opportunities for professional recognition/promotion.

There was moderate use of information technology, mainly because there was not enough of computers or laptops for teachers to use. When students were asked about ICT in their school, they mentioned that it was not accessible to most students and that their teachers did not use much ICT in classroom instruction. When teachers were asked about their use of ICT in their teaching, they mentioned that they were not taught how to use ICT and that if they used it, it would be on their own initiative.



The leadership training programme in UNMC will look into the practices of instructional leadership and distributed leadership. The importance of trust should not be overlooked as without it, an organization would not be able to progress fast enough nor in the right direction. Trust is like a ‘lubricant’ of the organization and principals need to learn to trust and believe in their teachers so as to create an innovative and creative workforce.

#### b) Organisational Management

In this theme, there are three sub-themes: organizational structure, strategic management and operational management. Among these three sub-themes, operational management ranked the highest. This shows that principals were more involved with managerial work such as implementation of plans, identifying resources needed, determining the mechanism for monitoring and evaluation and focus on the improvement of mechanism. The principals also placed importance on making sure that organizational charts were strategically placed. Such activities reflect the role of principals as managers rather than as leaders.

In the principal leadership training programme in UNMC, the emphases will be on leadership development for principals and leadership preparation for future leaders. The distinction between a leader and a manager and between leadership and management will be presented in the course. Concomitant to this will be the delivery of the various leadership theories, especially transformational and transactional leadership theories to enable the principals and future leaders to differentiate between leaders who are change agents, and therefore are transformational leaders and managers who are operational and therefore more transactional leaders.

#### c) Organisational Climate

The principals put emphasis on instilling college discipline. By college discipline it referred to both discipline of staff members and students. Discipline of staff members, both academic and support staff was seen through following procedures and ethics of service, implying that there is a hierarchical and bureaucratic set up in the organization.

Communication was considered an important aspect of the organisational climate. The principal believed in a communication system that would enable information to be communicated to individuals and target groups with ease, transparent and easily understood. In the same way, they want feedback to be provided to staff with ease and without constraint.

However, principals ranked lower on school premise compared to the other aspects of organizational climate. Although efforts were made to provide a conducive environment by ensuring that safety measures were taken and that the environment was clean and neat with adequate and comfortable facilities, observations from the visits to the colleges showed the colleges were dark, dusty and inadequately equipped on both teaching materials and equipment and accommodations.

Another aspect of organisational climate that needed improvement is the cooperation from parents and community. There were no clear and sustainable efforts made to involve parents and the community to provide support for the college, nor organize meetings with parents to discuss issues of learning and discipline.

Motivation of teachers and support staff did not take a centre stage in the organizational climate. This was probably because the principals did not deem this as necessary as teachers were considered to be able to perform at their tasks nor was it their job to do so. This is a normal practice in a hierarchical and bureaucratic society, where the principal is aloof and considered at an exalted position. Incidentally, demographic data showed that promotion is based on seniority rather than meritocratic performance. This is a cultural issue.

In the principal leadership programme in UNMC, organisational culture will be delivered so that principals who come on board the programme will be exposed to various organizational cultures and how best to identify ways in making changes to the organizational culture so as to bring improvement to the colleges.

#### d) Management and Development of Resources

In this aspect, the principals had rated themselves very high and good at management of office and management of curricular and co-curricular materials. Again, this reflect the principals as placing emphases on their role as managers rather than as leaders. The management of office referred to the physical aspect of the environment, making sure of adequate stationary and facilities, neat filing system and punctual and efficient clerical staff. The management of curricular and co-curricular materials would mean similar tasks of procurement of materials. This could mean that more time and effort were put in managerial work.

Financial management was considered an important task of the principal. The principal prepared the annual budget, made purchases according to priorities, kept up-to-date financial records with continuous monitoring of expenditure and had an annual audit. Principals considered this an important role of their position.

In the principal leadership training programme, there is a module called ‘Functional Management’ which will look into the day-to-day operation of the organization which will be useful to the principals.

#### **4. Summary**

The findings from the TNA, from both the questionnaire and the interviews, showed that there is a need to develop current principals’ leadership and prepare future leaders. The four modules that are put together will help both current principals and future leaders by providing them with the skills and knowledge needed to bring their colleges to higher levels and be agents of change. The TNA was helpful by providing the necessary information so that the principal leadership training programme can be customized for the principals and future leaders of Bangladesh.

## Appendix 8: Training Needs Analysis for Curriculum Content Development for Priority Areas

### Introduction

The comments that follow refer to data collected during the visit to Dhaka, 22nd – 24th January 2017

There were several opportunities when curriculum issues were discussed and these included:

- Focus groups with staff in two colleges.
- Focus groups with college principals.
- Focus groups with students.
- Informal ‘corridor’ conversations with staff and students in the colleges visited.

Colleagues in their TNA reports have referred to many of the issues that were raised in the discussion with NUB Curriculum Experts (CEs). Similarly, contributions by lecturers and students in the various focus groups highlighted many of the issues referred to below.

There was also a critical meeting that was on 24<sup>th</sup> January with NUB CEs associated with the NUB. There were 14 subjects represented at the meeting which because of its brevity did not allow all CEs to discuss their concerns comprehensively, and many issues were simply ‘signposted’. However, since the meeting, NUB has ensured that UNMC Subject Experts can liaise with the appropriate CE in Bangladesh.

Each CE outlined briefly their work and then proceeded to highlight what they saw as challenges and issues relating to their own subject and to wider curriculum, pedagogical and resources

It has been possible to identify a number of ‘themes’ that were discussed and/or highlighted during the meeting. It was not possible to have extended discussions about most of the issues referred to, but there appeared to be a general consensus (subjective judgement on my part), about the importance of the factors discussed below in terms of constraints and challenges for the BCEDP.

The themes and issues highlighted included:

### **1. The College Lecturers**

- a) Lecturer capacity, workload and competence - in some subjects, lecturers have to be ‘experts’ in a wide range of areas - this relates to subject expertise.
- b) Lack of quality lecturers in some subjects - student-lecturer ratios - there might be, for example, between 5-6 lecturers having to cope with over 800 students in a specific subject discipline.

### **2. The Curriculum**

- a) CEs identified gaps in some curriculum areas where important topics were not included in the syllabus.
- b) Recency, in terms of the issues presented to students when using case-studies, was cited as a problem.

### **3. Pedagogy and Subject Expertise**

- a) Some CEs referred to a weak pipeline with reference to the supply of adequately trained lecturers. There was a call for more training and development opportunities for lecturers, and more subject updating provision.
- b) Lack of subject expertise. Reference was made to lecturers having to teach ‘off’ their degree subject, and to teach history and Bangla language, which was seen to be very challenging when looking at workloads.
- c) Lecturers need to focus more explicitly on introducing outcomes and competences to be achieved by students.
- d) The focus on memorisation is problematic. There is little discussion by students and lecturers in some subjects in the classroom. There is frequently little evidence that students are able to apply the knowledge that they acquire – therefore the quality of interaction in teaching sessions between students and lecturers needs to be improved.
- e) The use of ICT varies across the colleges.
- f) Some CEs referred to recruitment practices that need to be reviewed to ensure open and fair recruitment procedures.
- g) PowerPoint presentations are used with varying degrees of effectiveness. Some students are simply required to copy down notes from PPT slides. Students were known

to capture the slides with their phones and then to use the information acquired as their main source of knowledge.

#### **4. Assessment Issues**

- a) Problems with assessing practical work were highlighted. Some CEs called for more focus on viva voce assessment and more frequent use of termly written papers to be used in formative assessment.
- b) Students are often asked to give presentations, but little effective feedback is offered by lecturers - it was recognised that offering quality feedback is extremely challenging for lecturers having to deal with up to 150 students in their subject teaching.

#### **5. Ethical Issues**

- a) Students copying each other's work was referred to as problematic by some CEs.

#### **6. Resources**

- a) Often there is extremely limited access to laboratories and this is critical for students and lectures in the experimental sciences. Lack of opportunities for all students to gain experience in practical classes.
- b) There was references to the use of subject-specific Apps to give students access to virtual practical experiences.
- c) Library resources are extremely variable
- d) Lack of accessibility to texts which are appropriate to different student ability levels – some SEs said that some texts used were 'substandard' and, frequently abridged versions were used by lecturers. Some lecturers have difficulty accessing the recommended texts.
- e) Some lecturers do not use the recommended texts. There can be an over-reliance on books written by lecturers – comments were made about the ethics of this provision, and the quality of these books.
- f) Many of the textbooks, reference books, and other reading materials used are in English while much of the teaching is in Bangla – this is problematic for students and for lecturers.
- g) There should be more emphasis on texts which are like an anthology/compendium of selected readings, so that students (and lecturers) can have access to up-to-date materials.

- h) A lack of ‘space’ was referred to, particularly at examination periods.

## **7. Rural-Urban Issues**

- a) ‘Village’ colleges were identified as ‘suffering’ in terms of the quality of their lecturers, access to appropriate resources and isolation.

## **8. Final Comments**

- a) The session was helpful in highlighting key issues that can be explored further by UNMC Subject and the NUB Curriculum Experts.
- b) The issues identified by CEs within the themes are very similar to issues identified by colleagues during other data-gathering activities. This opens up the opportunity for dialogue and collaboration across the BCDEP project strands.
- c) The Subject Experts at UNMC will have access to these notes and will be encouraged to explore the issues in more depth with the NUB CEs.