Chapter 4

COMPARISON ON THE BASIS OF ADMINISTRATION, MANAGEMENT & FINANCE WORKING BEHIND PRE-SERVICE SECONDARY TEACHER EDUCATION IN SAARC REGION

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4.1 Introduction

Proper Administration and Management processes enhance the quality and efficacy of the status of any system and teacher education is no exception. There has been growing apprehension that the full benefit of increased investment and activities in the development and improvement of quality in secondary teacher education can not be realised without an effective administration and good management system and strong financial support.

Teachers act as the torch bearers in creating social solidity, national integration and a learning society. Enlightened and empowered teachers can guide communities and nations towards a better and higher quality of life. So a strong teacher education system at the secondary levels is so needed to achieve goals of education for each country in SAARC region. Each country has at least some forms of central, national Ministry for Education or Human Resource Development Department under which there are some administrative bodies, statutory authorities, agencies and bureaus functioning for upholding and maintenance of norms and standards of secondary teacher education programmes of the nation. They are responsible for supervising admission procedures, making curriculum framework, operationalising entire teaching-learning proceedings, arranging innovating practices, supervising evaluation system and recruiting teacher educators as well as retaining student-teachers in respective countries. They act as a link between the teacher education sector and corresponding administration of the country concerned. Each country has an established network of public (Government-aided) as well as private teacher training institutions. Nature of the institutions varies in different countries with respect to their needs, quality of faculties, facilities, and specific nature of implementation of their programmes. The overall aim of secondary teacher education programmes of SAARC countries are not to prepare more number of teachers only, rather to prepare radically new types of teachers for the secondary level who will shift from being just civil service employees to become service professionals with a new vision. The educational expansion, universalisation of secondary education, supplying adequate numbers of teachers for balancing the pupil-teacher ratio at the secondary level, vocationalisation of secondary education, higher and professional education and overall maintaining quality of education are major challenges before all the nations of SAARC region. Obviously the quality of education is a direct outcome of the quality
of teachers and teacher education system. The task of bringing qualitative changes in institutional efficiency of the teacher education system is a huge and challenging one in this era of Liberalisation-Privatisation-Globalisation. So administration and management system of education in each country of this region keep a close supervisory watch over the activities of their secondary teacher education programmes.

Within the context of limited public resources, governments of all the nations have to ensure the most judicious use of their funds. Perfect management of such funds requires rules, regulations, procedures and analyses of programmes. As a part of financial management of the teacher education programmes, budget should be formulated in proper way as this is an essential gadget through which the political biases of governments are reflected into practical domains. For the ministry of education, and for other government ministries, the budget represents a tool for planning and administration which points out resources required for achieving annual development goals related to secondary teacher education programmes in countries of SAARC region.

4.2 Administrations, Managements & Finances behind Secondary Teacher Education of SAARC Countries

Administration, management and finance working behind proper maintenance of the pre-service secondary teacher education system in different nations within SAARC region are delineated below:

4.2.1 Afghanistan

4.2.1.1 Administration & Management

The Ministry of Higher Education (MOHE), Afghanistan, is responsible for the education of school teachers at secondary level according to National Higher Education Strategic Plan (1389-1393/2010-2014). The National Education Strategic Plan (NESP) of Government of Afghanistan delineates the policies and objectives of the education system of Afghanistan to be achieved in a five years slot. This plan has been sketched on the basis of the results achieved and lessons learned from the implementation of earlier NESP (1385-1389/2006-2010). One of the long
The **Teacher Training Department** (TTD) is responsible for national teacher training policies and programmes of Afghanistan. For preparing trained teachers the government has established a **University of Teacher Education** with 6 faculties of Education and **Teacher Training Colleges** (TTCs). The Ministry of Education (MoE) is in a way to establish teacher-education colleges in all the provinces and develop Distance Education as a part of non formal teacher education. Distance mode of teacher education programme mainly covers in-service teacher education.

In the mid-1960s, structure and programme of the national teacher education system of Afghanistan was reconstructed through the establishment of the **Academy for Teacher Educators** and the **Higher Teachers’ College**. At present, the Ministry of Higher Education (MoHE), Afghanistan is going through a juncture period and various education policies are still being framed with respect to different levels of education systems. The Ministry of Education (MoE) has a greater resource base than the MoHE, with respect to financial resources, human and technical resources. Within the MoE there are a number of Departments. The **Teacher Training Department** (TTD) is responsible for national teacher education & training policies and **Afghanistan Teacher Education Project** (ATEP) programmes. They also manage the Teacher Training Colleges (TTCs) scattered throughout the provinces. The TTD is also responsible for providing academic guidance to these colleges. Government is planning to establish an **Academy of Teacher Training** as a part of the TTD, which will supervise countrywide programme for in-service teacher training and support, as well as bring teaching advancement programmes down to the district and school level instead of being centred in urban-based TTCs. TTCs also offer a two-year teacher training diploma for grade 12 graduates along with a five-year diploma in teacher training for grade 9 graduates.

Unlike the MoHE, the MoE has also a supervising existence in each of the 34 provinces of Afghanistan. There are the **Provincial Education Departments** (PEDs), responsible for all budgeting and administration of schools and teachers of the

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provinces. The PEDs get necessary support from the **District Education Departments** (DEDs) who have existence in every district of the country. Most DEDs do not have their own office rather they use office of an existing school. There is no regional administrative structure in Afghanistan. Each PED has to report directly to the central MoE. Finance allotted for the TTCs and DEDs are supervised by the PED. In the Education Sector Strategy Draft, it is planned to set up at least one Centre of Excellence in each province for catering necessary education and training. The system of teacher supervision is primarily administered through the Provincial Education Departments.

The Independent **High Commission of Education** was set up by the Afghan Government in 2002, which suggested various measures for the development and quality maintenance of education including establishment of appropriate infrastructure for training and research activities. In 2003 the Ministry of Education (MoE), together with a group of donor organisations, such as Creative Associates and UNICEF, organised a three-day workshop to access responses to improvement of teachers in Afghanistan. A wide range of professionals and organisations attended the workshop who identified teacher training, as one of the major priorities to bring quality secondary education in Afghanistan. The key donor organisations then decided to form a committee naming **Teacher Education Programme** (TEP). This group decided to work in close collaboration with the Teacher Training Department (TTD) to identify the key needs in teacher development and ensure a coordinated donor response to those needs. TEP has been working continuously and there is currently a move towards effective coordinated programming in this sector. The **National Development Strategy** of 2006 was brought by the Government with a significant plan for development of basic education, university studies, secondary and vocational training. To facilitate in-service and pre-service training programmes the Ministry decided to work towards setting up a number of amenities at the central, provincial and district levels. At the central level the Ministry planned to establish a **National Teacher Training Institute (NTTI)**. It focused on providing training to the trainers of the Provincial Teacher Training Centres (TTCs). In addition to **Priority Reform and Restructuring** (PRR), MoE is pursuing **Advance Reform and Restructuring** (ARR) to strengthen the coalition between policy and its execution.
A **National Teacher Registration** system was developed in 2008 and 2009 where basic information on almost all the teachers from 34 provinces was collected and database (excluding private sector teachers) was prepared. All the registered teachers were provided registration cards. Registration of huge number of teachers is yet to be done.

The Afghanistan **Higher Education Project** (HEP) was launched in 2006 which was funded by the **United States Agency for International Development** (USAID) with an aim to restore and build up the capacity of the education system to improve access to quality education throughout Afghanistan by strengthening institutional administration and the pre-service secondary teacher education programmes. HEP supported the plan and promoted sustainable capacity at the tertiary level, in order to establish high quality pre-service and in-service teacher education system for secondary school teachers. The Project went through various activities for its participants by focusing on institutional development, standards and content development, training and professional development. **Professional Development Centres** (PDC), computer labs were also established at different Teacher Education Faculties.

It is planned that all Teacher Training Colleges will be accredited in the light of national standards, objectives, competency requirements with the help of Ministry of Higher Education.\(^2\) Secondary Teacher education system of Afghanistan is indebted to various agencies:

- Teacher education got benefit from the participation of several NGO partners, especially the **District Teacher Training Teams** (DT3s) that operated in 23 provinces. National and international NGOs, including **Just for Afghan Capacity and Knowledge** (JACK), **Afghan Development Association** (ADA), and **Save the Children** (UK) contributed a lot to the teacher education programmes in Afghanistan.

Thousands of teachers have been trained to help in satisfying demands for education on behalf of World University Service of Canada (WUSC) who’s Teacher Certification and Accreditation Project (TCAP) has been funded by the Canadian International Development Agency (CIDA).³

Afghan-Connection (a UK registered Charity working in Afghanistan) offered training to teachers of Government and community-based schools through its Worsaj Education Project. They aimed at train up to 200 teachers per anum through this initiative. The teachers have received training in a range of subjects. In Worsaj, teacher training generally takes place in the 1st and 3rd quarters when students remain in leave. A total of 70 (25 male & 45 female) teachers from Worsaj, received various training courses in the first quarter of 2012 (January –March). Training courses are carried out on the basis of need of the teachers, which are identified by the school consultants and the District Education Authorities.⁴

Bangladesh Rural Advancement Coordinator (BRAC) of Bangladesh initiated its education programme in Afghanistan in 2002. BRAC has strengthened the public school system by imparting training to the best teachers from public schools around the country in the latest subjects. Having the two-week training course from BRAC, these Master Trainers used to return home and train other teachers in their school, district and province.⁵

Care International (CARE), an organisation of Norway with the help of PACE-A (Partnership Advancing Community-based Education in Afghanistan - A consortium who supports education activities) helped in educational development of Afghanistan. In addition to expanding access to community-based education they were engaged in improving the quality of education by arranging training for teachers.⁶

FANOOS (Lantern) is a sustaining Teacher Training Project (2013-2018) which is run by the Agency ‘Canadian Women for the Women in Afghanistan’. They have launched the CW4WAfghan Teacher Training Programme to replenish the deficiency of trained teachers throughout the country. By mid 2013, more than 4,000 teachers trained by CW4WAfghan,

⁴ Source: http://www.afghanconnection.org/education/trainingteachers..retrieved on June 12, 2012
⁵ Source: http://www.brac.net/content/afghanistan-education...retrieved on June 8, 2012
were certified by the Afghan Ministry of Education who would be engaged in teaching in rural classrooms.\(^7\)

- In order to improve teacher performance and to reach huge numbers of teachers across the country, **radio-based teacher training (RTT)** has been financed by the United States Agency for International Development (USAID) in Afghanistan, who initiated a RTT programme in three provinces in 2003. In January 2004 the programme was expanded to 17 provinces. RTT has broadcast programmes on 64 subjects and can now be heard nationwide on 28 radio stations.\(^8\)

- **United Nations Children’s Fund (UNICEF)** is also working in cooperation with the Government of Afghanistan and other partners to formulate the Teacher Education Project, which is designed to develop a coordinated long-term plan for teacher education, including pre-service training. Radio programmes on teacher training are also broadcast daily by the BBC with the support of UNICEF.

- The country was in a need of quality teachers for secondary level who can implement new curriculum and government policies effectively.\(^9\) In response to these needs, **Japan International Cooperation Agency (JICA)** came forward and funded the **Strengthening Teacher Education Programme (STEP- 2006)** from 2005 to 2007. STEP then started taking initiatives to build proficiency among teachers, by improving guidelines to achieve declared objectives as per the new Curriculum Framework through introduction of teacher support material, namely Teachers’ Guides. Personnel of Ministry of Education, Government of Afghanistan also aimed at achieving the global trends “such as the shifts from a teacher and subject-centered perspective to a learner-centered perspective and the shifts from knowledge-based curriculum or an objective-based curriculum to a competencies-based curriculum”\(^.\(^{10}\)

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\(^{10}\) IBE-UNESCO, (2003a), Background Information: state-of-the-art in curriculum and textbook development presented at International Workshop on *Curriculum and Textbook Development in Afghanistan*, Kabul, July 5-16, 2003, p1. Retrieved from...

4.2.1.2 Finance

Afghanistan’s challenges are enormous. People of the country have endured three decades long wide-scale conflict, and at the same time have suffered from frequent natural calamities such as droughts, floods and earthquakes. From emergency response to education upgradation rather to reform the whole nation, the new Government considered quality education as one of the ingredients of poverty alleviation. The country took different strategies to manage the situation including taking help from different international donor agencies who came forward with their financial, technical and other related supports.

The Afghanistan Government has considered professional development of teachers as a critical part of re-establishing the country’s human capital and economy. After the Taliban Regime in the reformed country, a large number of young people wanted to come under the purview of education. Almost 8.8 million children are waiting to get access to primary education by 2020. Meeting this demand would require an additional 99,000 teachers at an annual cost of US$232 million. Moreover, even with drops outs, secondary attendance will also increase by 3 million, requiring an additional 112,000 teachers at an annual cost of US$263 million where total education expenditures (including both core and external expenditures) increased from US$250 million in 1382/83 (2003/04) to US$513 million in 1387/88 (2008/09). In the National Development Budget (NDB) also, curriculum and teacher development is generally get lesser allotment than that of infrastructural development and equipment of education. Within the development of teaching sector, a little amount is allotted towards teachers’ training or development of teaching materials. A comparatively large amount is incurred in construction of training institutes.

MoE has an administrative existence in all the 34 provinces of Afghanistan. Provincial Education Departments (PEDs) under the MoE, take care of all budgeting and administration of schools and teachers in the provinces. Finance for the registered 19 Teacher Training Colleges (TTCs) and District Education Departments (DEDs) are managed by the TTD of Central MoE in Kabul. A quarterly budget is allocated to the PEDs after the approval of the Governor of concerned province, the MoE and the

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Ministry of Finance. Revenue Collectors act as the representative of the MoE in each province who generally issue all payments to the Education Department for its proper functioning at the provincial level.\textsuperscript{12}

The Ministry of Finance, Government of Afghanistan plans and submits annual integrated programme budgets (ordinary and development) that specify national and provincial budget allocations on the basis of annual plans and makes timely payments at central and provincial levels. The MoE is one of three ministries to which the new programme budgeting (results-based budgeting) system has been implemented. Ministry of Education sanctions budget annually for quality improvement of secondary and higher education. MoE has also developed an Education Medium Term Fiscal Framework and Expenditure Framework for the purpose of the National Education Strategic Plan (NESP-II). The MoE takes up the computerised Afghanistan Financial Management Information System (AFMIS) and salaries of teachers are now paid through the Verified Payroll Plan, with 21\% of employees receiving their salaries through the banking system.\textsuperscript{13}

Teacher education programmes are generally based on core leadership, sound conceptual foundations, and good donor support and expertise. In May 2002, a \textbf{Comprehensive Needs Assessment} (CNA) of the education sector was conducted together with the \textbf{Afghan Interim administration} (AIA) by a team of professionals from the World Bank, United Nation Children’s Fund (UNICEF), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Asian Development Bank (ADB).\textsuperscript{14} The Afghanistan \textbf{Teacher Education Programme} (TEP) supported in part by Creative Associates on behalf of all donors in the teacher training sector to develop a coordinated and integrated response to assist the MoE in achieving its goals for teacher development. TEP is an initiative to support a coordinated response to teacher development in Afghanistan. The Academic Council on Education, the Ministry of Education, the Ministry of Higher Education along with

\begin{footnotes}
\item[12] Source: http://documents.worldbank.org/curated/en/2008/01/8961649/afghanistan-second-
education-quality-improvement-project... retrieved on Sept.11,2013
\end{footnotes}
United Nation Children’s Fund (UNICEF), United States Agency for International Development (USAID), World Bank, Danish International Development Assistance (DANIDA), Japanese International Cooperation Agency (JICA) etc. have acted as Collaborating Agencies.

As development of teacher capacities at secondary level is one of the Government’s major priorities, the Teacher Training Colleges (TTCs) throughout Afghanistan are administered and funded by the Department of Teachers Training (DTT) of the Central MoE, Afghanistan, in Kabul. Nine of the total operational 16 TTCs offer pre-service teacher training programmes. Individual TTCs are supported by different organisations. TTC in Kabul was reformed with USAID funding. UNICEF provided adequate supplies for purchasing books for libraries, computers, furniture and generators for four TTCs in Laghman, Kandahar, Helmand and Takhar. It planned to expand this support along with technical support to Nangahar and Samangan. The Agha Khan Development Network (AKDN) has provided help to the TTC in Badakhshan and Baghlan. AKDN also have afforded funds for infrastructure development and for laboratories and libraries. They also endowed with technical support through the appointment of full time international staffs at every TTC. The Indian Government has also extended helping hand for two TTCs aided by AKDN by supplying solar panels, computers, and staffs to run a quality teacher education programme focusing on IT and English language.\(^\text{15}\)

UNICEF came forward in supporting the MoE for teacher training in Afghanistan since 2002. UNICEF provided technical and financial assistance to the MoE to execute a rapid teacher-training programme of almost 20,000 teachers across the country in the winter of 2002-03. UNICEF has been agreed to provide long term funding with University of Columbia Teachers College (UCTC) to work with the TTD to construct a new teacher training curriculum and syllabus. DANIDA and the World Bank extended financial support to another project plan of Rapid Teacher Training Programme in collaboration with the MoE.

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The Swedish Committee is one of the largest NGOs provided assistance to teacher education in Afghanistan. 

\textbf{Bangladesh Rural Advancement Coordinator (BRAC)} also supported two programmes for teacher training.

The \textbf{International Rescue Committee (IRC)} has been continuing teacher education programme in Afghanistan since long. They are working mainly in Provinces like Nangahar, Paktia, Kabul, Logar and Heart as a Non-Government Organisation.

United States Agency for International Development (USAID) has funded the Higher Education Project (HEP) which is responsible for improvement of institutional administration and pre-service secondary teacher education.

As part of the implementation of public administration reforms, the \textbf{Civil Service Commission} reviews teacher salaries and other incentives of the pay and grading process with priority given to the reward structure for qualified teachers and encouraging qualified teachers to return to the country and join the profession. Proposals for non-salary incentives included a programme of land lease and housing finance to encourage teachers to relocate to provinces and remain for a period of time\footnote{17}{Ministry of Education, \textit{National Education Strategic Plan for Afghanistan (1385-1389)}, Islamic Republic of Afghanistan.}.

\textbf{International Development Association (IDA)} proposed a grant of SDR (Special Drawing Rights) 18.9 Million (US$30.0 Million equivalent) from the World Bank to the Islamic Republic of Afghanistan for the Second Education Quality Improvement Project (EQUIP-II) on January 4, 2008 towards improvement in basic school facilities for Government registered Primary, Middle and Secondary schools.
with teachers. The proposed project would work with World Bank’s current engagements in education sectors as a part of wider reforms of Afghanistan in assisting the GoA. Another objective of this project was to create a sustainable system to increase level of professional knowledge and skills of educators throughout the country. The second component of the project was to work together with the USAID funded Building Education Support to Teacher Training Programme (BESTTP) covering the nation. It has also planned to provide teacher training and follow-on sessions at the district level by a newly established group of trainers known as the District Teacher Training Teams (DT3s). It has also kept provision to increase the number of female teachers entering in the Teacher Training Colleges, teaching in TTCs and teaching in High Schools around the country.

4.2.2 Bangladesh

4.2.2.1 Administration & Management

At the secondary level a large portion of secondary schools as well as secondary teachers belong to the private sector in Bangladesh. Although there were well defined rules relating to recruitment of teachers for non-government secondary schools, sometimes due to political and other influences, incompetent teachers got recruited. This, as pointed by the experts, was the major weakness of the secondary education system in the country. In the absence of an appropriate quota for recruitment of female teachers at secondary level, their participation had been rather limited. Number of trained secondary school teachers and Madrasah teachers were low which certainly indicated lack of adequate training facilities. There exists a serious shortage of English, and Science (Mathematics, Physics and Chemistry) teachers in Bangladesh.

Now, Bangladesh has a comparatively well established teacher training institutional system. Unlike some developing countries where basic infrastructure does not exist, Bangladesh has an operational institutional framework within which the system operates. The training system runs through all the way from the university level down to a cluster of schools in the village. This should be considered the greatest strength of the system. The Ministry of Education (MOE) is the apex body responsible for policy making, planning, directing, and controlling the administration and management of secondary, higher and technical education in Bangladesh. At the
central level, there are three types of bodies under the MOE: directorates, professional organisations, and semi-autonomous bodies to supervise the faculty concerned.\textsuperscript{18} \textbf{Directorate of Secondary and Higher Education (DSHE)} headed by a Directorate General has taken the overall responsibility of the administration and management of secondary education, madrasah education and college education. There are four wings of the directorate: college and administration wing; secondary education wing; planning and development wing; and training wing, each headed by a Director.

Recently Bangladesh has made significant progress in providing access to secondary education and achieved gender parity up to grade 10. Accordingly a large number of secondary schools have been established creating a great demand for trained teachers. In the meantime percentage of untrained teachers has declined from about 60\% in 2004 to 32.6\% in 1010 which is still notably high\textsuperscript{19}. The Government is aiming at recruiting qualified teachers for the secondary level and trying to set them up proficiently. A need for effective monitoring and supervision at all level to ensure quality assurance including monitoring and supervision of teacher training institutions and teachers at secondary level was felt.

The Government of Bangladesh through \textbf{Teaching Quality Improvement} (TQI) project is in a way to bring positive modification towards the training system with a dynamic approach by introducing extensive advancement in the system. Capacity of secondary teachers was enhanced through targeting classroom level teaching-learning with a \textbf{Continuous Professional Development} (CPD) approach by applying new participatory teaching approaches in the classroom. Government has also set up \textbf{National Teacher Education Commission (NTEC)}. To guarantee teacher employment in the secondary sector, a national system for secondary teacher registration is being set up. Legislation also has been enacted for the establishment of the \textbf{Non-Governmental Teacher’s Registration and Certification Authority} (NTRCA) though an integrated secondary teacher management system is yet to achieve. Later to achieve quality in secondary teacher education, Ministry of Education by amending the NTRCA Act, 2005 placed another apex body, \textbf{National Teachers’ Accreditation and Registration Authority (NTARA)}.

\textsuperscript{18} Source: http://www.banglapedia.org/HT/E_0023.HTM..retrieved on Sept. 11, 2012
There was no effective education policy in Bangladesh. A draft policy was originally brought before Parliament in 2000, when the Awami League was in power. However, the Bangladesh National Party (BNP) were re-elected in 2001 before the policy had been approved. The Caretaker Government (2007-2009) developed the draft further but it was only when the Awami League once again came into power (2009), the policy was revised and finally approved as the country’s first comprehensive National Education Policy (NEP) on 31st May 2010. As proposed by NEP, 2010, programmes towards country’s plan to reform the teacher education system in secondary education, like establishing partnership between Universities and Teacher Training Colleges (TTCs), delivering enhanced teacher training programme (pre-service) through TQI-I and TQI-II projects right from 2011 have been taken with the help of Asian Development Bank (ADB). TQI has also conducted training for the Head Masters and School Management Committee (SMC) to enhance performance and accountability of secondary schools. In 2002, National Curriculum Coordination Committee (NCCC) was set up lead by Education Secretary of Ministry of Education to help the National Curriculum and Textbook Board (NCTB). NCTB was entrusted with the responsibility of curriculum development and textbook production in Bangladesh.

University Grants Commission (UGC, established in 1973) is also there to allocate grant through MOE for higher education and research works. In Sixth Five Year Plan (2003-2008), issued by Planning Commission, Ministry of Planning budget was allotted for welfare of secondary teacher education in Bangladesh. A National Academy of Education Management (NAEM) has also been set up. Later National Academy of Educational Administration and Management (NAEAM) has been set up to provide higher-level training to higher and secondary education sub-sector personnel. To assess the overall achievement at secondary level, School Based Assessment (SBA) has been introduced.

A two-way teacher supervision system is running in Bangladesh. The most important and the immediate supervisor is the Head teacher of the school who is responsible for the effective management of the teachers. The other mode of supervision is through the field office system. The Assistant Upazila Education Officer (AUEO) is the field officer at the grassroots level to support and supervise the

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school system. The AUEO is in charge of a cluster of 25 - 30 schools. As the cluster officer, the AUEO is expected to make at least a monthly visit to each and every school in the cluster. The AUEO is given the duty of performing academic supervision and providing administrative support to schools as well as to the Head teachers. The AUEO is responsible for the collection of school statistics, verification of statistics and ensuring the quality of education.

**Bangladesh Bureau of Educational Information and Statistics (BANBEIS)**
is the organisation responsible for collection, compilation and dissemination of educational information and statistics at various levels and types of education along with secondary teacher education.

### 4.2.2.2 Finance

The funding mechanism in Bangladesh is highly centralised. The main education expenditure is met through a Central Government funding source. Although the majority of institutions at the secondary level are non-governmental, teachers’ salaries are funded out of the national education budget. To ensure professional, infrastructural and technical development in the secondary level Ministry of Education, Government of Bangladesh with some donor agencies and NGOs have taken responsibility for the entire funding. Funds are allocated centrally in different 5 year plans.

In 1960 Dhaka University established the **Institute of Education and Research (IER)**, the first institute of teacher education with financial and technical support of USAID. IER offered a one-year Bachelor of Education course for those who already had a Bachelor’s degree and an M.A. in Education as a post-graduate degree. Since 1998, IER of the University of Dhaka offers a four-year Bachelor of Education degree as an undergraduate honours degree.

Foreign loans and grants are also managed at the central level in Bangladesh. Education has consistently been one of the sectors receiving the largest share of the Government budget. Between 2002 and 2010 it hung around at almost 14.5% with the largest percentage of 16% in 2007.²¹

Secondary Education Sector Development Plan (SE-SDP) 2000–2010, is a project of Government of Bangladesh executed by the MoE, which has been updated and its implementation period has been extended to 2013. Under this development plan, the Government, with the assistance of the Asian Development Bank (ADB) through the Secondary Education Sector Improvement Project (SESIP), recently has developed and adopted a number of reforms. As proposed, ADB will support the Government’s secondary education reform package by providing a loan of $30 million. Implementation of updated SE-SDP 2006–2013 will be coordinated with the ongoing Teaching Quality Improvement Project.  

However the projected estimate of the whole reform work came to $302 million.

Teaching Quality Improvement Programme of secondary education, TQI-SEP (April 2005-September 2011) is a project to provide a scope of quality pre-service teacher training supported and funded by the ADB and Canadian International Development Agency (CIDA). In coordination with the Government of Bangladesh, ADB and CIDA came forward to introduce the teacher registration and accreditation system (2005) and to support additional infrastructure in the institutes and necessary staffing.

Programmatic Education Sector Development Support Credit (Second: FY 2006-07 Third: FY 2007-08) is a project funded by the World Bank’s IDA which dealt with Teacher quality, transparency in selection , employment of teachers, restructuring of National Curriculum and Textbook Board restructuring.

In 2006, a project naming Education Sector Development Support Credit II was launched with the financial help of the World Bank’s International Development Association (IDA).

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The Second **Female Secondary School Assistance Project** (FSSAP, March 2002-December 2006), is a project funded by the World Bank’s IDA with Government of Bangladesh which aimed at improvement of quality of secondary education and girls’ access to secondary education in rural areas. It is comprised of three components, of which the first one deals with development of quality of secondary education by financing teacher education, training and support, incentive awards for school performance and improvement.\(^{25}\)

The **Dhaka Ashania Mission**, a leading NGO involved in the education sub-sector, has also established a Private College of Education as a part of their private university, and the B.Ed degree for primary level is offered there. BRAC, the largest local NGO having countrywide network of work centers, has been conducting training, research work mainly on non-formal and adult literacy.

### 4.2.3 Bhutan

#### 4.2.3.1 Administration & Management

There are four Departments in the Ministry of Education; the Department of School Education (DSE), the Department of Adult and Higher Education (DAHE), the Department of Youth, Culture & Sports (DYCS) and the Dzongkha Development Authority (DDA). Each Department is headed by a Director. The National Assembly in Royal Government of Bhutan elects the Minister for a term of 5 years. The Minister is assisted by the Ministry Secretariat, which is headed by a Secretary. The Secretariat is formed of the **Policy and Planning Division** (PPD), which also includes the IT-unit, the **Administrative and Finance Division** (AFD) and **Human Resource Division** (HRD). The Bhutan Board of Examinations (BBE) and the UNESCO National Commission are also a part of the Secretariat and are directly accountable to the Secretary. The **Internal Audit Unit** (IA) headed by a Chief Internal Auditor reports directly to the Minister.\(^{26}\) Administration and Management sector with respect to secondary teacher education in Bhutan is engaged in preparing more professional


teachers within an indigenous system to meet the challenges of a rapidly growing education system. Their aim is to accomplish the need for indigenous teachers who can avoid the need of overseas training. In order to provide quality education, the teacher education institutes should be endowed with some sort of autonomy in terms of planning, staffing, finance, and academic matters. As far as effective fulfillment of their responsibilities, a teacher education institution delegates the effective operation of these functions as deeply as possible within its organisational pattern keeping close liaison with its higher administrative bodies. The Royal Government of Bhutan (RGoB) in the 10th plan also took some steps to smoothen the management system with special emphasis on monitoring quality education through provision of adequate training opportunities using IT.

Responsibility of the administration and Management of education sector in Bhutan jointly lies on the Ministry of Education (MoE), Ministry of Labour and Human Resources (MoLHR), the Royal University of Bhutan (RUB), the Dzongkhags (Districts) and the Gewogs (Blocks). MoE is comprised of five pillars: Teachers, Curriculum, Infrastructures, Wholesome Education, and Values Education. 27 Among these the MoE is responsible for policy planning, curriculum framework and administration of Basic Education (from Primary to Middle Secondary), Higher Secondary, Non-Formal and Continuing Education. Sanctioning of ex-country tertiary level scholarships, designing and implementation of Higher Education Policy are also the responsibility of MoE. This Tertiary Education Policy has been developed in accordance with Article IX, Sections 15 and 16 of the Constitution of the Kingdom of Bhutan. In fulfillment of mandate of **Quality Assurance and Accreditation Division (QAAD)**, the Ministry of Education has been supported by an empowered board and a council: the **Tertiary Education Board (TEB)** and the **Bhutan Accreditation Council (BAC)**.

The Dzongkhag Administrations are delegated with responsibilities in the education sector, both formal and non formal education, school construction and maintenance, supply of teaching learning materials, deployment of teachers within the Dzongkhag and implementation of national policies in different level of education sectors. These responsibilities are carried out by **Dzongkhag Education Officers**

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(DEOs), and Assistant DEOs, who are responsible to the Dzongdag and the Ministry of Education. Monastic education is supervised by the central monastic body and privately managed independent monasteries.

All publicly financed tertiary education in Bhutan is under the supervision of the Royal University of Bhutan. At the moment Royal University of Bhutan is comprised of 10 different institutes and one private Tertiary Institute. Among them, Paro College of Education and Samtse College of Education are responsible for providing B.Ed Degree and PGDE to the teachers of secondary level in Bhutan.

The Policy and Planning Division (PPD), MoE is responsible for planning, policy making, and monitoring and evaluation of programmes or projects. The objectives of the 10th Five Year Plan (2008-2013) have been guided by the Vision 2020 and the international commitments like Millennium Development Goals (MDG) and SAARC Development Goals and implemented by the active participation of PPD.

In the meantime although Department of Education was upgraded to the status of the Ministry of Education in July 2003, the offices of the Ministry are still housed in different locations, which adversely affected the coordination and efficiency of the administration.

Secondary Teacher education falls under the Tertiary Education Division which comes under the Department of Adult and Higher Education responsible for the development and implementation of policy guidelines and support for tertiary education in the country. In the 10th Plan (2003-2008), the Division is made strengthen with the appointment of a Chief Programme Officer and a Programme Officer. The plan also supports a long-term training on higher education as well as visits to colleges and institutes to further establish and expand institutional linkages. Through tertiary education programmes the country is going to achieve Gross National Happiness (GNH). The Tertiary Education Board (TEB) generally issue necessary approval towards establishing a college for Tertiary Education, on the recommendation of the Bhutan Accreditation Council (BAC), a national autonomous body established in June-2011, having overall authority on accreditation.

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quality assurance, and interpreting and recognising qualifications of Tertiary Education of Bhutan. Teacher Education Institutes as a part of Tertiary education institutions have prepared a five-yearly strategic plan which forms the base for yielding long-term funds from the government. Contemporary management relies on extensive use of Information and Communication Technology (ICT). Investment on ICT in educational management is, thus, inevitable and important. The **Bhutan Qualifications Framework** (BQF), for the country is being developed by the Ministry of Education which shall encompass various levels of certificate, diploma, and the tertiary education programmes. There is also a **National Education Assessment (NEA)** board. **Rules and Regulations for the Establishment of Colleges, 2012 (RREC)** has also been set up to facilitate establishment of colleges in Bhutan.

As per proposal of 10th Plan, initiatives are taken to improve the quality of teachers. The Ministry of Education will continue to review and reform pre-service teacher education in cooperation with the Royal University of Bhutan. The B. Ed programme is proposed to be consolidated into a four-year degree programme with the possibility to include specialisation in early childhood and lower primary teaching. Diversification in the M. Ed leadership programme has been taken at Paro College of Education.  

Development and management of human resources in the Ministry of Education is taken care of by the Human Resource Division. It is comprised of the **Human Resource Development Section (HRD)** and the **Human Resource Management (HRM)** Section. The HRD Section is responsible for developing a team of highly motivated and specialised personnel in the Education Ministry. In addition, it is responsible for planning both for pre-service and the in-service teacher education in collaboration with the Royal University of Bhutan.  

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The UNESCO National Commission is there to enable government agencies and other organisations to access UNESCO’s expertise and resources and help them participate expressively in UNESCO’s programmes. During the 10th Plan, capacity of the UNESCO office is proposed to be strengthened. Provision is also made in the budget to support the participation of teachers and personnel of the Ministry in the workshops and seminars organised by the UNESCO from time to time. The Bhutan Canada Foundation (BCF) is also working in Bhutan to accomplish the Gross National Happiness with the Ministry of Education, providing Canadian teachers in promoting education system of Bhutan.\(^{31}\)

4.2.3.2 Finance

The Bhutanese education system is built upon the concept of free services from primary to tertiary level. The Human Resource Development (HRD) section is responsible for developing a team of highly motivated and specialised personnel in the Education Ministry. In addition, it has the responsibility to plan both pre-service and the in-service teacher education with the Royal University of Bhutan to develop an adequate and dynamic teaching force. Priority is given to teachers to upgrade their qualification and professional competencies through accredited courses in the two colleges of education and by approving fellowships abroad. Over 90% of the HRD budget under the plan is allocated for professional development of teachers. College of Education at Samtse and Paro get a huge fund for infrastructural and technical development. In persuasion of the Executive Order of the Prime Minister, an Inter-Ministerial Committee comprising of representatives from the Ministry of Finance, Ministry of Education, Gross National Happiness Commission and the Royal University of Bhutan was formed to work on a new financing and funding modality for the RUB. All capital expenditure costs for public tertiary education institutions shall continue to be funded by the Royal Government.

Tertiary institutions like College of Education shall be responsible for the subsequent disbursement funds allotted to them within specified guidelines. In addition to above funding, tertiary institutions are allowed to raise their own revenues by charging students, renting out their facilities, etc. All tertiary institutions are

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\(^{31}\) Source: http://www.cea-ace.ca/education-canada/article/teaching-land-happiness-canada-bhutan-connection...retrieved on July 17, 2013
expected to submit an annual financial report to the Board specifying respective income and expenditure. Funds would be provided to support researches which are of national priority. Further, there shall be funding for infrastructural or technical projects which will be specific and time-bound.

The social sector has received a major share of budget allocation on each plan period. To achieve the targets fully, the education sector has been allocated Nu. 6,773.578 m in the Financial Year 2012-2013 which is the highest share of budget (18% of the total outlay), more than half of which has been kept for the programmes administered by the Dzongkhags. Significant among the budget items is the training of teachers. An amount of Nu. 26.322 m was allocated in the FY 2012-13 for the training of teachers during the winter vacation in the colleges at Paro and Samtse. For the development of tertiary education in the country, a budget of Nu.913.790 m is allocated to Royal University of Bhutan (RUB) which includes subsidy of Nu. 488.888 m based on the number of students. This regular allocation of resources indicates the roll of the Royal Government of Bhutan in proliferating education.

Bhutan’s five year planning process were initiated with policy directives and guidelines provided by the Planning Commission. In all 5 year plans it is seen that main thrust of the whole development process at the macro level is to provide quality education for all. The education sector has been receiving a budget of 10-13% of the country’s total allocation in every plan period. The Royal Government of Bhutan during the past decade had to take loan from the international agencies such as World Bank for different projects. Recently it is observed that Ministry of Education sought assistance from various bilateral and multilateral organisations keeping more than 90% of country’s capital funds secured. The Singapore International Foundation provided assistance in developing an ICT-enhanced curriculum for teachers in coordination with MoE and Royal University of Bhutan.

Major partners in educational development since 1990 in Bhutan include UNICEF, the World Bank, the Government of India and Switzerland, the United

33 Source: www.ibe.unesco.org/International/ICE47/English/Natreps/reports/bhutan.pdf..retrieved on July 12, 2013
Nations Capital Development Fund, the Asian Development Bank and the World Food Programme. UNESCO, UNDP, Government of Netherlands, Denmark, Canada and Japan also came forward with their fund for different educational projects in Bhutan.

4.2.4 India

4.2.4.1 Administration & Management

India’s higher education system is the third largest in the world, after China and the United States. In India two agencies that maintain the administrative and organisational pattern of Teacher Education at the secondary level are – (i) Universities through the Department of Higher Education under Ministry of Human Resource Development and (ii) State Governments through Government, Government aided and Private Teacher Education Colleges (through Concerned Ministry). Degree Colleges may be considered as the third agent for conducting training courses for the graduates. Principles of National Policy on Education (NPE), 1986/1992, a centrally funded scheme of restructuring and reorganising of teacher education, covering District Institutes of Education and Training (DIETs) and Colleges of Teacher Education (CTEs) were implemented with clearly defined objectives. But the success in implementation largely depends on the support and assistance of an outstanding management system. Institutes of Advance Studies in Education (IASEs) have also played an important role towards secondary teacher education and teacher-educators. Establishing a National Mission on Teacher Education has also been in consideration for achieving desired goals. In a vast country like India considering the regional variation and cultural diversity, the teacher education programmes should be consultative in its policy framing and decentralised in implementation of the same. At the same time institutional autonomy blended with corresponding accountability is preferred for experimentation of innovative ideas and practices. Above all, the administration and management should look forward for a modern, dynamic and sustainable secondary teacher education system in the country.

The University Grants Commission (UGC), established in 1952 and got statutory status in 1956, is responsible for the development of higher education as

well as allocating and distributing grants from the Central Government to all eligible Central, State and Deemed Universities of India on proper assessment of their needs. During this period National Council of Educational Research and Training (NCERT) was establishment in 1961. It was projected to improve school education along with training, research, publication and coordination. The NCERT has established National Institute of Education (NIE) at Delhi and four Regional Colleges of Education (RIEs), at Ajmer, Bhubaneswar, Bhopal and Mysore. Later, North-East Regional Institute of Education (NERIE) was set up at Shillong to cater in-service educational needs of North-Eastern States. However, the pre-service teacher preparation programmes for the North-East Region are still being supervised by RIE, Bhubaneswar. The RIEs are made to supervise educational needs (pre-service and in-service education) of student-teachers, teacher-educators in the States and Union Territories (UTs) under their jurisdiction. Pre-service professional training programmes are also offered here. These are considered as the Regional Resource Institutions for school education and teacher education and they also help in implementing the policies of the States, UTs as well as help in monitoring and evaluating the Centrally Sponsored Schemes. A Demonstration Multipurpose School (DMS) is kept attached to each RIE at Ajmer, Bhopal, Bhubaneswar and Mysore as a laboratory for preparation of teachers and practice of innovative trends in school education and teacher education. The DMS are also used as model schools in their respective regions. Facilities of teaching-learning from pre-school to senior secondary level are available in these schools.

A Study Group on education of secondary teachers in India met in Baroda in March, 1964 and recommended for establishment of State Councils for different States and a National Council for teacher education at the Centre for better administration and maintenance of standards. They also suggested the functions of such Councils as : to prepare programmes for development of teacher education and supervise their implementation, to set standard of teacher education, to accredit training institution and provide recognition of them, to initiate preparation of curriculum and syllabus for training programmes and to maintain standard and norms for the programmes.  

35 The objective behind this view is to confer responsibility and

execution power of such programme to an autonomous body and at the same time to the Universities to give leadership in decision making, deploy expertise to strengthen the curricular programming. Henceforth, restructuring of teacher education programme was started as per recommendation of the Study Group and Education Commission (1964-66) Report. Subsequently, National Council for Teacher Education (NCTE) was established in 1973 to serve the purpose of planning, developing, setting and maintaining standards of Teacher Education. The existing programmes of teacher education at primary and secondary stages were actually based upon the teacher education curriculum framework brought out by the NCTE in 1978.

Consequently, The National Policy on Education (NPE, 1986) also proposed for the National Curriculum Framework as a means of evolving a national system of education, recommending a core component evolved from the vision of national development as preserved in the Constitution. The Programme of Action (POA, 1992) elaborated this focus by accentuating relevance, flexibility and quality. The POA has considered teacher education as a continuous process of its two inseparable components; pre-service and in-service. In respect of teacher education the POA pointed out that:

1) The quality of pre-service education has not attained desirable improvement with recent developments in pedagogical science, but has actually shown signs of deterioration.

2) There has been an increase in sub-standard institutions of teacher education and numerous reports of gross malpractices have been received.

3) The support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education have been proved insufficient.

According to National Policy on Education (NPE)-1986, stresses were given to the teacher education programme. Training schools were upgraded to District Institutes of Education and Training (DIETs) and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). There were provisions for research and innovation in IASEs aiming towards proper decentralisation of teacher education programmes.
The Chattopadyay Committee (1985), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993) also have important implications for teacher education in the country.

Another attempt to revise the teacher education curriculum started in 1988. The NCTE was awarded as statutory authority in 1995. Subsequently, a model curriculum was developed by the University Grants Commission (UGC) curriculum development centre in 1990. Later, NCTE began the process of nation-wide consultations to derive a strategy to develop a new curriculum framework on teacher education. After several consultations, it framed Curriculum Framework for Quality Teacher Education in 1998. Reforms in Teacher Education Programmes were already started in the light of the NCF, 2005 regarding minimum academic and professional qualifications laid down for appointment of teachers and the principles laid down in the Right of Children to Free and Compulsory Education (RTE) Act, 2009, which came into operation from 1st April, 2010. These include necessary development and upgradation resulting formation of National Curriculum Framework of Teacher Education (NCFTE, 2009). The Framework has pointed towards the specific objectives, covered broad areas of study in terms of theoretical and practical learning, curricular transaction and assessment policies for various initial teacher education programmes. It played a significant role in implementing Government's Rashtriya Madhyamik Shiksha Abhiyan (RMSA, Programme for Universalisation of Secondary Education). In operationalisation of RMSA, the role of College of Teacher Educations (CTEs) is significant in expanding the quantity and quality of secondary school teachers and integrating it with the larger state teacher education system. The CTEs are responsible for planning with the District Education Officer of each of the districts on the long-term and short-term requirements of secondary school teachers, especially with respect to the RMSA.

The professional association of would be teachers with the teacher-educators would play an important role for upgrading the quality of the secondary teacher education programme in India. National University of Educational Planning and

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37 Source: www.ncte-india.org..retrieved on July 9, 2013
Administration (NUEPA) and National Council for Teacher Education (NCTE) are also responsible for the management of the education system and teacher accreditation. National Council of Teacher Education has been authorised to ensure planned and coordinated development of secondary teacher education in India. To manage this massive task it is proposed to set up State Institute of Education (SIE) in some states. The State Boards of Teacher Education (SBTE) has brought desired achievement in state level with the assistance of State Council for Education Research and Training (SCERT) and the NCTE. Each university or state board needs to evolve micro-level monitoring systems. At some stage meta-level monitoring systems are designed to ensure that quality teacher education in secondary level is imparted to every serving and prospective teachers and teacher educators.

Various quality control mechanisms have already been developed, including re-composition of the Visiting Teams. Periodical monitoring of the teacher education institutions are done and institutions not conforming to the Norms and Standards prescribed by the NCTE are identified. For carrying out periodic assessment of volunteering universities and colleges, the UGC later has established an autonomous body, the National Accreditation and Assessment Council (NAAC) in 2002. Main initiative of the NAAC is to address the qualitative problems that have arisen in the field of higher education. NAAC undergo its assessment in the light of curricular aspects, teaching-learning and evaluation, consultancy and extension, infrastructure and learning resources, necessary research work. After some debate, the NAAC is going to come out of the shade of UGC and proceeding towards attaining autonomy. To train the teacher educators Academic Staff Colleges (ASC) are also set up in almost all the states in India which function under the supervision of concerned Universities.

Since the early 1980’s, India has been developing an Open University System which provide degree of higher education along with teacher education degree at primary and secondary level through distance mode to improve University access. The Distance Education Council (DEC) provides development funding (from the

Central Government) to Open Universities and distance education institutions. Indira Gandhi National Open University (1985) and Jamia Millia Islamia University are the two pioneer institutes in this sector.

4.2.4.2 Finance

Global economic changes are seen to happen in India also. As part of globalisation, the economic reforms were initiated in India in the beginning of 1991. These reform packages kept a solid impression on the public budgets on education rather higher education sector. India’s investment in education sector was inadequate with respect to efficiency and equity. However, the prestigious and professional higher education institutes of the country are well funded. Higher Education in India receives financial support from both the Central and the State Governments. At the start of the Planning process in 1950, the total allocation for higher education was only Rs.170 million which has now gone beyond Rs.90, 000 million. World Bank has also extended its financial assistances in India’s education system to provide modernised facilities and to eradicate the disparity between rural and urban students. Primary education, Vocational, Technical education and teacher education programmes are also the focal points of the World Bank’s educational support in India.

It is discussed in the administrative part, that NCTE has been authorised to ensure planned and coordinated development of teacher education in India. Concept of establishment of State Boards of Teacher Education (SBTE) to assist the NTCE in pulling the huge job is under consideration. In India, the University Grants Commission (UGC) is responsible for development of higher education. It generally allocates and distributes grants from the Central Government to the eligible Central, State and Deemed Universities as per their needs, though it is a matter of debate whether UGC should indulge in dispensation of grants. At present the government of India is facing trouble to maintain the university system financially and funding is decreasing day by day, though it is a practice by the Central or State Governments since long. The UGC helps teacher education institutions by providing utensils like books for the library, and granting definite amount for setting up buildings of elementary and secondary Teacher Training Institutions in the country.40

It is fact that planning norms and providing fund to a Teacher Training Institution may be made after judging it specifically for a particular institution. The process of development of teacher-educators of different institutions involves huge expenditure which may be decentralised for effective implementation. At the same time technology in teacher education should also be sensibly used to enjoy maximum benefits. Among the total recurring expenses, 80% goes to teacher salaries and 8% to non-teaching staff salaries. After this, a little amount is left behind for investments in infrastructure, teacher training, instructional materials, and other related sectors.\textsuperscript{41}

It is seen that during 2005-06 the total expenditure on the Revenue Account at the all India level formed 28.33% of the total Gross Domestic Product (GDP) but only 3.01% of the GDP was kept for the education departments in the budgets. It records 3.72% when the provision for education for all departments including the education departments is considered\textsuperscript{42}. To incur six percent of GDP in meeting up expenses of the education sector was committed in the Common Minimum Programme of the government by the end of the 11th Plan as delineated in the report of Prof. Tapas Majumdar.\textsuperscript{43} As per recommendation of Education Commission (1966), the Indian Government fixed a target of investing six percent of Gross National Product (GNP) in education by 1986 which has never been achieved. The Central Government contribution to education is relatively small compared to the State Budgets. But there are no reliable reports on the distribution of government resources which makes it very difficult to assess the amount of the allocation actually reach the school system for which they have been budgeted. Funds are released to materialise number of centrally sponsored projects and programmes, but decentralisation of the same up to district and school level is not observable.

A revised scheme of teacher education has been approved by the GOI which has been initiated from 1\textsuperscript{st} April, 2012. The revised scheme prescribes sharing of funds in 75:25 ratios (90:10 for NER states including Sikkim) between Centre and State. In order to ensure successful implementation of the revised scheme for teacher education, the Ministry of HRD held a workshop on 29\textsuperscript{th} June, 2012. \textsuperscript{44}

\textsuperscript{42} Source: Analysis of Budget Expenditure on Education from 2003-2006, Ministry of HRD Planning and Monitoring Unit 2006.
\textsuperscript{43} Source: www.teindia.nic.in/Files/Reports/CCR/cabe/Gecss.pdf, retrieved on Dec., 17, 2013
\textsuperscript{44} GOI, Ministry of HRD, Department of School Education and Literacy, D.O. no. 44-2/2012-EE.9 dated the 8\textsuperscript{th} June, 2012.
The provision of allotting financial grant for Teacher Education is the concern of Secondary Education, as well as University Education, in the departmental plans. Specific allocations for teacher education can be made judging individual requirement of funds. As number of trained teacher in the country is huge now, funding may be considered sufficient to train required number of students. But the funds are considered as inadequate for quality input in teacher training institutions. The reforms in the CTEs which involve minimum financial requirement should be implemented first followed by an optimum non academic expenditure. Adequate inputs for the professional development of teachers should be made available as per requirement. Expenditure on education, particularly on teacher education is pointed towards nation's future. Institutions that are willing to launch long-term innovative pre-service, in-service teacher training programmes are encouraged with centrally sponsored schemes of financial assistance over a period of time.

4.2.5 Maldives

4.2.5.1 Administration & Management

Management of education for all levels in Maldives is the responsibility of Ministry of Education which was established under the Parliamentary Act No. 3/68 issued on 11th November 1968. Education Act was drafted after revision of the Constitution in 2008. In 2009 the Education Act was again drafted so that it can establish a strong legal framework for the education sectors from basic to higher level. Provision of compulsory education and establishment of school board to support decentralisation of education management were included in the Act. Standard for higher education providers and registration of teachers were also lay down in the Education Act. In persuasion of National University Bill Act, Maldives College of Higher Education (MCHE) was converted to Maldives National University (MNU) in 2011. Tertiary and University education along with courses on professional trainings are offered in the newly established Maldives National University. In Maldives Ministry of Education (MOE), Educational Development Centre (EDC), Department of Public Examinations (DPE) and Institute for Teacher Education (ITE) are responsible for Higher Education as well as secondary

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teacher education. As per Article 36 of the Constitution, primary and secondary education was made free in the country resulting huge enrollment. So there is a great demand for trained teachers for secondary level. Local teacher education courses for secondary teachers were initiated in 2003, with a three-year undergraduate degree programme in English Language Teaching, taught in collaboration with Macquarie University, Australia. Due to lack of qualified local teachers, and especially teachers of English, the MoE had to depute expatriate teachers, mainly from Sri Lanka and India. To establish quality secondary education in the country Higher Education Administration was engaged in rapid preparation of quality secondary teachers.

Some expertised agencies were set up in 1980 within the Ministry of Education. Teacher training was separated from the Educational Development Centre to form the Institute for Teacher Education (now registered into the National University). In 2009 the process of establishing elected Island and Atoll Councils and functioning local governance system was started which is collectively referred to as regionalisation and decentralisation. Consequently the Government has grouped the atolls into seven provinces in order to achieve more effective and efficient service delivery at the local level with respect to education rather teacher education.

Responsibility for transforming national objectives into suitable curriculum statements after appropriate consultations with National Education Council lies with the Educational Development Centre (EDC). For improvement and expansion of education, the country required state financed programmes of school construction, curriculum development, text book production, teacher training, non-formal education and distance education. Gradually teacher training was separated from Education Development Centre (EDC) and shifted to the Institute of Teacher Education which was now integrated into National University. In 2009 the Ministry of Education (MOE) was formed with seven sectors viz. corporate services, human resources, finance and development, planning and external relations, schools, educational supervision and quality improvement. The Higher Education Council, chaired by the Vice-President of the Republic act as the apex body for framing policies and development of higher education in the country.

Change of Government in 2008 made huge changes in education administration also by introducing new Education Policy in 2009. National
Curriculum Framework was also developed in Oct, 2009. Accordingly the Centre for Continuing Education (CCE) which acted as the prime professional institute responsible for enhancing quality of teaching and learning in Maldives undergone some strategic changes. These led to decentralisation of professional development programmes of the CCEs and smooth running of the Teacher Resource Centres established in the entire 20 Atolls with technical and professional assistance from the respective provinces. Quality, sustainability of the education rather teacher education system are addressed in the new Education Master Plan (2006-2015).

Maldives Qualification Authority (MQA) (earlier established as Maldives Accreditation Board in 2000 and renamed as MQA in 2010) is responsible for maintaining quality of post-secondary qualifications and managing the Maldives National Qualifications Framework (MNQF) which was developed in 2001. There is Education Management Information System (EMIS) which has administered student enrollment trend, teacher demand-supply, teacher-pupil ratio, expenditure in the sectors along with long term planning. The Educational Supervision and Quality improvement Section (ESQIS) of MOE is responsible for improving the quality of the teaching and learning process in all the schools. The ESQIS provide necessary training and guidance to school managers thus strengthen the internal supervision of school. World Bank has also extended funds for education and training projects.

There were 7534 teachers in the country in 2008 considering all education level including 833 temporary teachers, where 5745 were reported trained (holder of accredited advanced certificate or higher teaching qualification issued by Maldives Accreditation Board, MAB) and 1789 or 24% as untrained. Out of these 7534 teachers, 2560 were expatriates mainly from India and Sri Lanka (including 2015 in the lower secondary and 178 in the higher secondary level), serving in all the levels. The education administration of the Republic was in a plan to minimise the number of expatriate teachers especially in secondary level by developing local teachers with professional degree. So Professional Development Policy of Education was adopted for necessary professional advancement with some activities like organising seminars, workshops, online programmes and content upgrading courses for upgrading the

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professional level of teachers. Within this programme, detailed of the activities, self initiated or organised by schools are sent to Teachers Resource Centre (TRC) in the atoll. According to the policy every professional employees of the school should participate in at least 15 hours of professional development activity in every academic year. In case of registration of teachers and renewal of teaching license or raise in wage and promotion in their jobs, report of participation in the professional development programmes is taken into consideration.

4.2.5.2 Finance

Necessity of funding in tertiary education system was revealed by the Government of Maldives in time. In 1989, utilising loan funds from the World Bank’s International Development Assistances, the government initiated the Education and Training Project (ETP) in the country. This endeavor earned huge financial assistance to the Maldivians for implanting different educational projects as well as shifting to higher education overseas. A second ETP was supported by the World Bank with parallel financing from the Government, Islamic Development Bank (IDB) and Australia. The third Education and Training Project financed by the World Bank focused on pre- and in-service teacher training was completed in 2004. Critical issues of relief along with need for quality, sustainability of the education rather teacher education system are addressed in the new Education Master Plan (2006-2015).

Though the country is now facing economic problem, it is expected that through a combination of revenue and expenditure measures the country can overcome it. The government budget act largely through the Ministry of Education and are utilised to all expenses of government schools in the country including administrative cost of the Ministry. Being responded to the social pressure the government has increased the percentage of recurrent budget spent on education along with teacher education programmes. Different agencies took active part in financing formal and non-formal education in the country along with government budget. The expenditure in teacher education has been supported by the Government of Germany through UNESCO also. The Government of Australia has also supported in development of curriculum and teacher training. UNICEF has provided infrastructural support in making sixteen Atoll Education Centres (AEC) and has also been active in a wide range of educational activities including upgrading of island community
schools through supply of building materials and the development of educational broadcasting. UNICEF and UNDP has funded for development of Education in Distance mode.\textsuperscript{48}

According to Education Statistics of the country, huge number of teachers are still untrained but expected to perform the same duties as trained teachers. VSO (An international Development Organisation that works through volunteers) has extended supports to the Ministry of Education (MOE) by deputing teacher advisers in the Atoll Education Centres. The VSO has also deputed volunteers in the Faculty of Education, working on development and implementation of teacher training module. Funds for placing special needs adviser within the MOE’s Educational Development Centre (EDC) are also provided by VSO.\textsuperscript{49}

The Japanese Overseas Cooperation Volunteers (JOCV) has also supported schools with their physical education and music programmes and developed Faculty of Education with physical education teacher training programmes. The United Nations International Children’s Fund (UNICEF) has played an important role on early childhood development and the promotion and development of child-centred learning at primary level in Maldives. They have also provided funding support for Educational Supervision Quality Inspection Service (ESQIS) on Promotion of Quality Education Programme. The British Council has given financial support to educational development of Maldives through scholarships funding and funding for projects through its small grants scheme. It has recently settled to fund a much larger ‘AEC Project’ – which have a teacher training component. The United Nations Population Fund (UNFPA) has also helped financially to school health projects. Maldives government is committed to improve educational sectors as high level of financial commitment is made within the MOE. After achieving almost universal basic education, now the priority of the government is to prepare quality teachers for secondary level.

Maldives also identified the increased demand of funding in the school sector with a higher demand for school buildings, educational material and teacher

preparation. The demand for secondary education as well as quality teacher preparation at secondary level is also rising due to increased enrolment in primary education and increasing transfer rate to secondary education. At the same time the country has noticed a decline in donor support too.\textsuperscript{50}

The Maldives \textbf{Enhancing Education Development Project} (EEDP) is a project structured under three components: (a) national level education development (b) school level education development and (c) project management, monitoring and evaluation, and programme development. To encourage strategic initiatives at the country level in strengthening and developing the education system \textbf{National Level Education Development} (Total cost US$ 8.55 million, IDA shared US$ 7.95 million and Government of Maldives shared US$ 0.6 million) has been taken up by the government of Maldives. The National Level education activities are implemented by the Ministry of Education (MoE), National Institute of Education (NIE), and Higher Education Institutions. The MoE takes care of the \textbf{School-Based Professional Development} (SBPD) for teachers which was a promising strategy for continuing teacher education and training. The MoE has published a \textbf{Professional Development Policy} (PDP), developed SBPD guidelines for schools, and encouraged the schools to conduct SBPD activities. The proposed lending instrument is a \textbf{Specific Investment Loan} (SIL) financed through an IDA Grant. The \textbf{Enhancing Education Development Project} (EEDP) has been launched which expects to add MVR 150 million (US$10 million) over the project period (2013-2017).\textsuperscript{51}

\subsection*{4.2.6 Nepal}

\subsubsection*{4.2.6.1 Administration & Management}

The Ministry of Education (MOE), Nepal was established in 1951. It was renamed as the Ministry of Education and Sports in 2002 and again renamed as Ministry of Education with the decision of Cabinet. The MOE, acts as the apex body of all educational organisations and responsible for overall development of education


in the country as well as accountable for formulating educational policies and plans, managing and implementing them across the country through the institutions under it. In 1951, after a change of political environment, mass schooling began to expand. Nepal National Educational Planning Commission (NNEPC), with the aid of United States Overseas Mission submitted a plan to the Government for education in Nepal. Government also took necessary steps to set up higher education institutions and a university. Consequently the National Education System Plan (NESP) was launched in 1971. This plan has changed the whole gamut of educational management, curriculum and financing system. The secondary schools and the higher education institutes were managed through cost sharing basis with unified system and curriculum. However, in 1982, some of the basic provisions, including vocational emphasis on secondary education, made by the NESP were altered.\textsuperscript{52} After another political change in 1990, National Education Commission (NEC) was set up for the first time in 1991. Following the guideline of NEC, the High Level National Education Commission (HLNEC, 1998) was also set up for policy recommendations to address inconsistencies prevailing in the system along with improving quality of education. University Grants Commission (UGC), Nepal was established under the University Grants Commission Act-1993, to carry out functions concerning proper allocation of grants obtained from different sectors for the development and management of the Universities in the country. Responsibilities of determining the educational standards and ensuring quality education are entrusted on the Commission. After 2000, the government policies have been shifted towards “fundamental reforms” such as decentralisation and community involvement to supervise as well as to improve school performances. The Central Level Agencies (CLAs) under the Ministry of Education are responsible for designing, implementing and monitoring the programmes. Five Regional Education Directorates (REDs) are directed to monitor the programmes undertaken by the district level organisations. Seventy-five District Education Offices (DEOs) and one thousand ninety-one Resource Centres (RCs) at sub district level, act as main implementing agencies of the educational policies, plans and programmes and teacher education at the local levels.

\textsuperscript{52} Source: www.web.ise.ehime/u.ac.jp/ice/6/1 @Gangalal\%20Tuladhar_text\%20_8.pdf..retrieved on June 7,2013
The Teacher Service Commission (TSC) is ultimately responsible at the National Level for licensing and selecting permanent teachers. However, at the district level District Education Offices (DEOs) take the responsibility of recruiting and deploying or redeploying teachers. Additionally, School Management Committees (SMCs) manage recruitment of temporary teachers in their respective schools. Moreover, all the operational units of the MOE and other constituents and autonomous bodies within the framework of the MOE are parts of the organisational structure to carry out their functions for achieving the goals. The Ministry of Education and Sports (MOES) also functions in Nepal to direct formulation of educational policies, plan, programme and budget which acts through three main divisions, each headed by a Secretary. The divisions are: (i) Administration Division, (ii) Educational Administration and (iii) Planning Division. The Administration Division looks after general and personnel administration, financial administration, legal aid and counseling, store and property management, training and personnel development. Education Administration Division is responsible for school administration, scholarship administration, higher and technical administration. Planning Division includes programme development and budget, setting of educational standard, policy analysis, educational statistics and foreign aid. Employment of secondary teachers is the responsibility of MOES.

Training for secondary teachers are provided at Education Training Centres (ETC). As pre-service training programmes are reported to have gradually converted into academic and less professional in Nepal, experts suggest on providing teacher education programme through private agencies along with the Government. The present system of pre-service education has been pointed out to be in-operational. Subsequently, the MoE, Nepal has framed a strategic plan to achieve this target by using several alternative measures, including institutional collaboration with different Non-Government Organisations (NGOs), International Non-Government Organisation (INGOs), donors and community-based organisations, accreditation of training programmes conducted by other agencies, and an open training system. Various teacher education programmes, managed by the government systems have heavily been financed by external donors and agencies like United Nations Development Programme (UNDP), Danish Government, Japanese Government,
The issue of teacher education and training has been well acknowledged in the National Education Policy documents and a variety of researches have been carried out on the subject in Nepal. Some of the major projects taken by the Government included Primary Education Project (PEP), Basic and Primary Education Programme (BPEP) I and II, and Secondary Education Development Project (SEDP). There is Higher Secondary Education Board (HSEB) for developing and implementing training courses for higher secondary teachers. Besides this Higher Education Project (HEP), I and II also have been implemented under the University Grants Commission (UGC) for the overall development of the Tertiary Education of Nepal. UGC has also acted as a coordinator of different universities and higher education institutes as well as develop norms and standards for higher education. Administrators at various levels feel strongly that the teachers need appropriate and adequate training as the training courses offered by the government have not been effective in bringing about changes in the classroom. The School Sector Reform Plan (SSRP) has raised the qualification criteria for basic education of teachers to intermediate level.

A new programme of Teacher Professional Development (TPD) has been launched by the National Centre for Educational Development (NCED) which has been authorised by the government to operate as an apex body on all aspects of development of teacher education in the country. Responsibility of training of teachers and educational personnel was entrusted to NCED which experienced a restructuring in 2004. Distance Education Centre (DEC) and Secondary Education Development Centre (SEDC) have also started working as separate entities and were merged into NCED’s organisational structure. Main function of NCED included formulation of teacher training plans and programmes, coordination of training institutions, development and management of in-service training courses, accreditation and recognition of training courses organised by different training institutes, identification of professional needs of the teachers and development of

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teacher management information system. In 2005, MOE approved a training policy to be operated by the NCED with respect to Human Resource Development. NCED Training Policy-2005 included a 10-month teacher preparation course as pre-service training which was made mandatory for primary, lower secondary and secondary teachers at the entry point. However, NCED’s scope of work has been further expanded with the merging of the then Secondary Education Development Centre (SEDC) and Distance Education Centre (DEC) into it. At present NCED is organising training programmes through its thirty-four Educational Training Centres (ETCs) established at different strategic locations of the country. NCED’s Training Policy-2005 included a 10-month teacher preparation course as pre-service training which was made mandatory for primary, lower secondary and secondary teachers at the entry point. However, NCED’s scope of work has been further expanded with the merging of the then Secondary Education Development Centre (SEDC) and Distance Education Centre (DEC) into it. At present NCED is organising training programmes through its thirty-four Educational Training Centres (ETCs) established at different strategic locations of the country.  

Curriculum Development Centre (CDC) is there to develop the curriculum policy and curriculum planning. Moreover, the previous apex policy making body called Training Management Coordinate Committee (TMCC) has now been upgraded as Council for Educational Human Resource development (CEHRD) which works for human resource development through the apex body. Teacher Education activities were implemented as project schemes like Normal Schools, Seti Education Project for Rural Development (SEPRD), Science Education Project, Secondary Education Development Project (SEDP), Radio Education Teacher Training Project (RETTP), Primary Education Development Project (PEDP), and now through Teacher Education Project (TEP) and Secondary Education Support Programme (SESP).

It is observed that the rate of returns from both the Government run and heavily donor supported programmes have been low, mostly with respect to the sustainability perspective. Nepalese government is now pondering over using and mobilising open or distance education modality for addressing the needs of quality trained teachers in its primary and secondary level school education. It is also envisioning that quality regulatory functions are to be imparted with good representations from Government academic institutions, private sectors and non-government organisations. Professional Subject Teachers’ Associations such as Nepal English Language Teachers’ Association (NELTA) and Council of Mathematics Teachers Nepal are formed which need to be supported and encouraged to take a lead in the education sector.

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56 Source: www.nced.gov.np..retrieved on July 18, 2013
in designing, implementing and disseminating new teaching methodology. These organisations should encourage professional development and peer support among teachers at the local level. There is also Nepal National Teachers’ Association (NNTA).\footnote{Voluntary Service Overseas (VSO), (2005), A Policy Research Report on Teachers’ Motivation and Perceptions in Nepal, London. Retrieved from www.vsointernational.org/images//from/classroom/nepal/tcm76/22698.pdf...on Sept.13, 2013} Later Teachers’ Union of Nepal (TUN) was set up which was a federation of teachers associations. TUN is the single body of teachers duly registered under the provision of Educational Act of the country with jurisdiction to work for the promotion and protection of the rights, morale, status, and concern of teachers in public school system. All the teacher associations that existed in 2006 jointly established it. They were five; namely Nepal Teachers' Association (NTA), Nepal National Teachers' Association (NNTA), Nepal National Teachers' Council (NNTC), Nepal Teachers' Forum (NTF), and Nepal Revolutionary Teachers' Association (NRTA).

Nepal has been transformed as a Federal Democratic Republic putting an end to the familiar regime of the monarch in 2006. The Constituent Assembly was elected in April 2008 to draft a new constitution by May 2010. Since 2010 the government of Nepal has been implementing seven years School Sector Reform Plan (SSRP) funded jointly by the government and several development partners to raise the qualification criteria for basic education teachers to intermediate level and backlog untrained teachers. There is Sichhayak Kitabkhana; Teacher Records Office (TRO) to look after personnel administration of teachers in Nepal. National Teacher Service Commission (NTSC) is also established to implement recommendations of the government for permanent appointment and promotion of public primary, lower secondary and secondary teachers, to provide teaching license to the candidates for the post of a teacher and to guide the candidates on issues related to service terms and conditions and facilities of the teachers. The commission is authorised to determine procedure of creating posts, calculating vacancies, conducting required examination for appointment of teachers. Despite political alteration, Nepal has a rich history of Institutional Education System steered by a sound Administration and Management. The country has a plan to unify the Teacher Education System and strengthen it by merging the Training Institutions, National Centre for Educational Development, Distance Education Centre, and Secondary Education Development Centre into a
single umbrella. An Institutional Linkage is planned to be set up with international and national training institutions. The country is going to establish **Zonal Teacher Training Coordination Committee (ZTTCC)** to ensure institutional collaboration, coordination and communication of training programmes, involving representatives from both the public and private training institutions.\(^{58}\)

### 4.2.6.2 Finance

Education financing has been considered as the key critical aspect of education management in Nepal. Harmonisation in right direction is needed in the financing role of Federal Government (FG), Provincial Government (PG), and Local Government (LG). National Education Commission Report, 1992 stressed on the need of establishing new Universities in Nepal after the Tribhuvan University to cope up with the growing demand of quality higher education and also recommended to establish University Grants Commission (UGC) for allocating necessary financial resources to these proposed Universities. Accordingly, the UGC, Nepal was established under the UGC Act, 1993.

There are some issues of vertical imbalances of resources and responsibilities (imbalance between tiers of Government) and horizontal imbalance (imbalances between the provincial Governments) in Nepal which the country is trying to solve by adopting a range of strategies. Nepal is striving to achieve Millennium Developmental Goal as well as hoping for universalisation of secondary education. Government of Nepal has been allocating a large sum of money in improving quality of secondary education sector in Nepal in her development plans. In 2009/10, Government has allocated around 18% of the total budget and 4% of total Gross Domestic Product in education sectors\(^{59}\). GoN is funding in educational development through 43 different programmes. The teachers in Nepal act as financial base in educational arena instead of students.\(^{60}\) The financial programmes are grouped in five sectors namely primary,

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secondary, tertiary/university, other education and ministerial and regional administration. Secondary teacher education programmes fall under the tertiary/university sector. The national Programme Budget Analysis (PBA) also covers finance of above five sectors. National PBA deals with programme budget spent by the ministry.

There is no specific education financing related statement found delineated in the Interim Constitution of Nepal, 2007, but provision for free education up to secondary level has been declared as a fundamental right in the country. Here free education also covers teacher’s salary, operating cost, scholarships etc. Stress has been given on quality of secondary education and cost recovery principle in higher education in both the Tenth Plan (2002-2007) and Three Year Interim Plan (2007-2010) documents. Education and Federalism Support Group (EFSG) in collaboration with UNESCO Kathmandu is trying to pursue the education and federalism initiatives in the federal state.

National Centre for Educational Development (NCED) is responsible for secondary teacher education of Nepal. Annual work plans and budgets are prepared according to the three year interim plan by the National Planning Commission (NPC). The government planning authority for secondary and tertiary education include Department of Education (DOE), MOES, Higher Secondary Education Board (HSEB), University Grants Commission (UGC), National Planning Commission (NPC), Office of the Prime Minister. The corresponding Budgeting authorities are Department of Education (DOE), MOES, Higher Secondary Education Board (HSEB), University Grants Commission (UGC), Ministry of Finance (MOF), National Planning Commission (NPC), and Office of the Prime Minister.

National education budget is supported by Government of Nepal and national and international donors. On average, of the total education budget (2005/06 – 2009/10), 74% is financed by the government and the rest 26% by donors. Various teacher education programmes, managed by the government are funded by external donors and agencies like United Nations Development Programme (UNDP), Danish Government, Japanese Government, United States Agency for International

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Development (USAID), Department for International Development (DFID),
Australian Aid, (AUSAID), International Development association (IDA) of the
World Bank, Asian Development Bank (ADB). The secondary education sub-sector is
getting support from the Danish International Development Agency (DANIDA)
and the Asian Development Bank (ADB) through the Secondary Education Support
Programme. Donor harmonisation in the education financing is the responsibility of
Federal Government.

4.2.7 Pakistan

4.2.7.1 Administration & Management

“The qualitative dimension of teacher education program has received only
marginal attention resulting in mass production of teachers with shallow
understanding of both the content and methodology of education.”

In Pakistan it is evident that objective of quality education can’t be achieved
without proper restoration of pre-service teacher education programmes. Ministry of
Education (MOE) takes the responsibility of development of Education in Pakistan.
The prime function of the MOE is to formulate educational policies and to coordinate
uniformity of educational objectives, practices, and standards throughout the
provinces. Funding for university education is provided through the MOE and is
administered through the University Grants Commission (UGC). The MOE
formulates plans and policies for universities in coordination with the UGC, Ministry
of Finance, and the Ministry of Planning and Development, as well as other branches
of government related to education. 2.7% of the total Gross National Product is
allocated to education in Pakistan. Private education exists at all levels of education in
Pakistan. English is largely used as the medium of instruction in the country.

Diversity prevails in teacher education structure in the country as different
organisational and administrative set up of teacher training institutions are seen in
different provinces. The teacher education system is largely centralised provincially
as most of the institutions are working under Education Departments, rather than
districts administration. In Pakistan although all teacher education institutions are
provincially administered, each province has organisational structure of its own with
separate nomenclatures. The organisation of teacher education in Balochistan is

62 Government of Pakistan (1998), The National Education Policy, 1998-2010, Ministry of
Education, Islamabad, p 47.
diverse from that of Sindh. The **Bureau of Curriculum** (BoC) and the **Provincial Institute of Teacher Education** (PITE) are the major authorities but the PITE is not an independent institution as in Sindh. The teacher education in North Western Frontier Province (NWFP, now known as Khyber Pakhtunkhwa, KP) is in a state of unrest. Half of the twenty **Regional Institutes of Teacher Education** (RITEs) providing PTC and CT courses are closed down recently. The Bureau of Curriculum, KP, renamed in 2001 as the **Directorate of Curriculum and Teacher Education** (DCTE) controls administrative, financial and academic activities of the twenty RITEs. The revolutionary event in teacher education in Punjab has been started with establishment of University of Education, Punjab in 2002 which gradually took the responsibility of administration, finance and academic control of all elementary (primary and middle) and secondary teacher education. The education administration was decentralised in 1973 in Pakistan and gradually reform works in different aspect of education system were framed within different parametres like **National Education Policy** (NEP), 1998-2010, ten year **Perspective Development Plan** (TYPDP), 2001-2011 and the **Education Sector Reforms** (ESRs), 2001-2005. The Perspective Plan was sketched in persuasion of the National Education Policy 1998-2010, and has three main goals relating to secondary education: (1) improvement in the enrollment rate (2) introduction of technical education at the secondary level and (3) improvement in the quality of education. ESRs are responsible for improving the quality of education through teacher training and making necessary reforms in tertiary level of education. Districts and Provinces have been authorised to prepare and implement ESR projects. The provincial Education Departments are headed by their respective Provincial Education Ministers. The provinces are further divided into districts for the purpose of administration. The charge of the Education Department in a district is handed over to **Executive District Officer** (EDO) under the **Local Government Devolution Plan** 2000. The hierarchy then runs down to the District Education Officer, Sub-District Education Officer, Supervisors or Assistant Sub-District Education Officers. Consequently the teacher education system is also made decentralised and conducted in institutions under the control of the **Provincial Education Departments** and **Education Extension Centres**. Teacher education

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programmes are offered in various Government Colleges of Elementary Teachers, Government Colleges of Education, Institutes of Education and Research, Departments of Education in Universities and through Allama Iqbal Open University.

Under the Devolution of Power (DOP) scheme the Federal Government formulates national policy, addresses issues regarding access to education, equity and quality of education, sets teachers’ pay levels, defines qualifications required for the would be teachers and frame the norms for national curriculum and assessing students’ performance through national assessment systems. The main activities of the provincial government include formulation of Provincial Education Policy in the light of National Education Policy. They coordinate with the Federal Government for implementation of ESR programme as well as coordinate with the respective districts for arranging pre-service and in-service teacher training, assuring equity, access to schooling, maintaining quality of education and influencing curriculum concerned.

There is Academy of Educational Planning and Management (AEPAM) established in 1982, mainly for capacity building of educational planners and managers, consolidating and assembling education statistics, maintaining comprehensive national database, and conducting policy research to facilitate preparation of educational policies. National Educational Management System (NEMIS) has been functioning since 1993. In every five year plan Government of Pakistan emphasises on need of improving quality of teachers through better pre-service and in-service training and development of teacher education system by better supervision and with the involvement of local community. The Asian Development Bank (ADB) in the mid 1990’s took initiative for establishment of the Provincial Institutes of Teacher Education (PITEs).

In 2006 the HEC prepared a standardised format of studies for a four-year Bachelor in Education Degree replacing the prevailing programmes of teacher education. The proposed 4 year B.Ed. programme would be 124-136 credit hours, composed of 8 semesters of 16 - 18 weeks each. In the context of the later adopted Education Policy (2009), this proposed programme is being revisited and reconsidered as guiding document for the basis of formulating new four year B.Ed. (Hons.) and two year Associate Degree in Education (ADE). For the purpose a twelve-person National Task Force has been set up under the leadership of Dr. Mahmood-ul-Hassan Butt in September 2009 who defined the length of time,

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curricula and schemes of existing programmes. They held consultations with leaders, faculty and staff of Regional Institutes of Teacher Education (RITE), Provincial Institutes of Teacher Education (PITE), Government Colleges of Elementary Teaching (GCET), Bureau of Curriculum (BoC) and administrators about basic qualifications of teachers at primary and secondary school level through various pre-service programmes. Only administrative relationship prevails between BoCs, PITEs and the Teacher Training Institutions (TTIs) but there is seldom any interaction among these institutions to share, discuss and address academic issues.

Meanwhile, Strategic Framework for Teacher Education and Professional Development was set up as an attempt to develop a policy framework that captures the problems at the root and turn them into policy points for dialogue and action. In turn, the comprehensive review of Pakistan’s experiences in teacher education reform will hopefully help the Government in a constructive way. It is hoped that the strategic framework will contribute to the current National Education Policy Review (2005-Present) which is concerned with practical and innovative policy for teacher education in Pakistan. This strategic framework attempts to analyse and guide governance of Teacher Professional Development (TPD) in Pakistan. The development of the Strategic Framework has been supported under a grant funded by United States Agency for International Development (USAID). The overarching project was executed by USAID and UNESCO in 2005 and is expected to run for three years. The project is entitled “Strengthening Teacher Education in Pakistan (STEP) through the development of a Strategic Framework for Policy Dialogue, Coordination, and National Standards for Teacher Certification and Accreditation.”

A Technical Panel for Teacher Education (TPTE), National Institute of Teacher Education (NITE) and an autonomous curriculum body would provide federal oversight to the TPD framework. The Pakistan-Canada Debt for Education Conversion Project (April 2006-April 2011) seeks to improve the quality of basic, public education by strengthening the government’s teacher training institutions. This project was initiated to improve the quality of primary and middle school education in Pakistan by:

§ Strengthening and revitalising teacher education institutions;

§ Improving the capacity of the faculty serving in teacher education institutions;
§ Improving the quality of pre-service and in-service training provided at teacher education facilities, for primary and middle school teachers;

§ Producing quality textbooks and reference and supplementary materials and equip libraries with teaching learning materials that facilitate research and professional development.

With the financial and logistic support of USAID, technical and administration support of Academy for Educational Development, HEC and MoE, Pre-Service Teacher Education Programme in Pakistan (Pre-STEP) was formed in 2006. National Steering Committee of Pre-STEP has directed establishment of a National Task Force with the help of twelve eminent educators from all the provinces and areas of the country to undertake an analytical study of the prevailing patterns, policies and programmes of pre-service preparation of teachers. They recommended practicable courses and programmes based on the National Professional Standards for Teachers.

The study was conducted as per National Education Policy, 2009 and indebted to the provincial governments, their teacher training institution and the National Curriculum Review Committee also. The study has provided a process of change and reform leading to qualitative improvements in classroom teaching, through better qualified teachers. The Pre-STEP has recommended a four year B.Ed (Hons) degree for the new standard for Teacher Education. During the transition period (2010-2018), a two year Associate Degree in Education (ADE) is proposed to be introduced with a balanced combination of general education, subject matter preparation, pedagogy courses and practical experiences replacing the existing PTC, CT and Diploma courses. These surely have direct impact on preparation of teachers in the coming years. To enhance professional skill of Pakistani teacher-educators, a three year training project - Pakistan Teacher Education and Professional Development Programme (PTEPDP) was launched. It was implemented in between June 2003 to October 2006, by the Academy for Educational Development through USAID-Pakistan, under task order no.EEE-I-809-01-00010-00. PTEPDP took a unique effort to promote professional level of teacher-educators in the country. The programme was distinctive as it reached out to the teacher educators in remote areas.

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such as Federal Administered Northern Areas (FANA), Federal Administered Tribal Areas (FATA) and rural areas in Balochistan, NWFP (KP), Sindh and Punjab.

In November 2008 the MoE adopted and notified ten National Professional Standards for teachers in Pakistan. Furthermore, the National Accreditation Council for Teacher Education (NACTE), 2009 has been established and it has developed policies, procedures and a system for accrediting teacher education programmes and corresponding institutions.67

An overlap in the roles and responsibilities of the Bureaus of Curriculum (BoCs) and Provincial Institutes of Teacher Education (PITEs) is seen which should be removed. The relationship between BoCs, PITEs and the Teacher Training Institutions (TTIs) is purely administrative in nature. Any interaction among these institutions to share, discuss and address academic issues is not observed. There is no regular yearly budgetary allocation with the PITEs or the Bureaus for in-service training too.

No separate cadre of teacher-educators is there in Teacher Education Institutes of Pakistan. Their job is transferable which surely affects the quality of teacher training. They are familiar with different name as Lecturers, Assistant Professor, Instructor, Subject Specialist etc. in different Provinces. A separate cadre of teacher educators is needed to protect and promote the efficiency of the trainer-teachers. Introduction of a regular appraisal system to assess the performance of teacher educators and Teacher Education Institutes is badly needed.

4.2.7.2 Finance

Education is considered and guaranteed as a basic human right by the state. Financing of education remains the prime liability of Pakistan. Despite low outcomes and acute poverty in the country and due to geo-political or geo-strategic importance, Pakistan has been chosen as a country of interest for the donor agencies. Pakistan has made progress in improving educational outcomes considering the enrollment, literacy and retention rate. In a current economic survey published by the Government of Pakistan, the expenditure on education during 2008-09 was recorded as 2.1 percent

of GDP which had declined from 2.24 of 2005-06 where the country is aiming at doubling the budget in education by 2015 as per recommendation of the National Education Policy, 2009. Among the sub-sectors of education major budgetary funds are allocated to primary education. In 1998-2003, 1.6 percent of total educational budget has been incurred in teacher education.

In Pakistan, UNESCO functions as an advisor to the Government in maintaining international norms and standards, as technical and financial supporter to improve the whole gamut of educational system in national capacity. Budget preparation and related activities with respect to education are jointly controlled by the Elementary and Secondary Education Department and the Finance and Planning Department. It has raised issues on district education budget allocations as the same is uneven, inadequate with poor annual increases.

Most courses in the country are either financed by the government from funds obtained under various aid projects like Teacher Training Project (TTP) and Middle Schooling Project (MSP), or funded by international donor agencies like UNICEF and UNESCO. ADB also contributed in country’s teacher training projects. After 1990, significant changes took place in teacher education resulting appearance of new projects and institutions for pre-service and in-service education along with a radical re-structuring of the teacher education system. Pakistan Teacher Education and Professional Development Programme (PTEPDP), a three-year training project was among them, which were implemented between June-2003 to October-2006 by the Academy for Educational Development (AED) through USAID, Pakistan. Pre-Service Teacher Education Project (Pre-STEP) is another project adopted for improvement of the pre-service professional development system. UNESCO, with financial assistance of USAID and in collaboration with the Ministry of Education, Provincial Education Departments and other components, launched Strengthening of Teacher Education in Pakistan (STEP) on October 12, 2005. STEP project was


initiated to develop standards for teachers’ certification and accreditation of teacher education institutions. Through the Teacher Education Programmes in Pakistan, USAID also awarded various scholarships to the worthy individuals. The Governments of Pakistan and Canada have agreed to convert Pakistan’s outstanding Official Development Assistance (ODA) loans to Canada into education sector investment by focusing on strengthening teacher education institutions throughout the country. It is decided that the key portion (90 percent) would be allocated to the four Provincial Education Departments (PEDs) while the remaining 10 percent would be used for capacity building of the MOE and compensate the debt. The Pakistan-Canada Debt for Education Conversion Project (April 2006-April 2011) is aiming at improving the government’s teacher training institutions by funding Canadian Dollars 132.628 million.

Faculty from George Mason University, University of Montana, and Oregon State University visited Pakistan in December 2005 to assist the three selected training institutes in Islamabad—the National University of Modern Languages (NUML), the National Institute of Science and Technical Education (NISTE), and the Federal College of Education (FCE). The purpose of the visit was to assess their needs and capacities to conduct teacher training, develop training courses, conduct in-country workshops, and set up university linkages or partnership for faculty exchanges as well as running joint curriculum development projects. Because of these efforts, in early 2006 a second stage of the programme; in-country training was started. Based on the financial sections submitted in the PTEPDP Quarterly Reports, the total obligation for the programme over 12 quarters of operation was $4,999,669.00. Of this amount, the budget earmarked $2,182,506 for administrative expenses and $2,817,163 for training activities that included recruitment, pre-departure preparation and all costs incurred at the three US universities. In early 2006, the US training was terminated and three institutions in Pakistan were contracted to carry out more cost efficient in-country trainings. A total of 200 participants were trained under the restructured programme at a total cost of $285,165 or $1,426 per

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70 Source: www.moe.gov.pk...retrieved on Sept. 17,2013

As per \textbf{National Finance Award} (NFA) formula, funds for education to the provinces are allocated by the Federal Government. Although foremost share of funding for education is managed by the tax revenues collected from the provinces and spent in the welfare of respective province. The federal government has also supported directly to some projects. Innovative reforms and projects though, have been funded by foreign loans, grants or assistance from international aid agencies. \textbf{Higher Education Commission} (HEC) in Pakistan which was established under an Act of Parliament in 2001 has allotted funds for higher education through independent budget. Public universities and degree awarding institutions all over the country are funded by the Federal Government, through the HEC. In Sindh, the Colleges of Education offering postgraduate courses in education (B.Ed, M.Ed) are under the financial and administrative control of the \textbf{Executive District Officer} (EDO). Education system in Balochistan is administratively and financially controlled by the Bureau of Curriculum. The Bureau of Curriculum, of NWFP which is known later as the Directorate of Curriculum and Teacher Education (DCTE) has funded the teacher education system in NWFP. University of Education, Punjab takes the financial responsibility of all elementary (primary and middle) and secondary teacher education institutes of the province.

In last decades, it is seen that a number of initiatives and projects has been taken to improve teachers and teacher education system in Pakistan. Most of those were financially supported by the government, donor agencies and NGOs and carried out in isolation. Now the country has adopted the \textbf{Direct Budget Support} (DBS) which is a relatively new support modality which have delivered donor funds through government systems. DBS is used by bilateral donors (either alone or in partnership with one another) and by multi-lateral financial institutions (e.g. World Bank Poverty Reduction Support Credits; European Commission Macroeconomic Budget Support).
4.2.8 Sri Lanka  
4.2.8.1 Administration & Management

Education in Sri Lanka is a shared responsibility of centre and the provinces. The central Ministry of Education (MOE) is liable for setting up National Policy, National Plans, management of National School, teacher education, higher education and maintenance of standards and quality in all the schools. The Ministry of Education, Cultural Affairs and Information has control over primary and secondary education in Sri Lanka. The Ministry of Higher Education has the charge of tertiary education in the country. Document of reforms with respect to general education, carried out on recommendation of the National Education Commission followed by assessment by a Task Force on Education appointed by the President, was published in 1997. Reforms in the secondary level were introduced in 1999. The 13th constitutional amendment which created the Provincial Council System was also responsible for healthy management of country’s education system. Through this amendment most of the functions of the central government were delegated to Provincial Councils. Sri Lanka is divided into 30 Educational Regions, each headed by a director to manage primary and secondary education and District Development Council with appointed and elected members. Additionally, there are eight Provincial Departments of Education with Divisional Offices for assisting the overall management of the educational system at the local level.

Structurally, Sri Lanka has framed a well-defined secondary teacher education system. At the national level there is the National Institute of Education (NIE) for managing policies, programmes related with the teacher education, both In-Service and Pre-Service. At the regional or the district levels there are Teacher’s Colleges and Colleges of Education. Colleges of Education are attached to the Universities. Sri Lanka has an advantage of high literacy rate (UNESCO, 2006) in comparison with other countries of the region. So, recruitment of sufficient qualified candidates in teaching is not a serious problem in Sri Lanka. All individuals in teachers’ service in the country either have to complete a three year pre-service teacher education programme successfully with due certification, or complete university graduation.

74 Source: www.wes.org/ca/wedb/srilanka/ceedov.htm retpretrieved on S.17...
The MOE has prepared a policy to redeploy these teachers on the basis of incentives to work in rural areas to keep a suitable teacher-student ratio in primary and secondary education. The MOE has also considered other policies to train teachers through distance education. More than 70% teachers in Sri Lanka are females. There are neither any hurdle to the women in participation of professional development programmes nor any discrimination in salary and other benefits to the female teachers.

Pre-Service teacher education has been declared as an essential requirement in recruiting non-graduate teachers to the system, which is made available in Teachers’ Colleges. Initial teacher education to the student-teachers is provided in large scale through **Distance Teacher Education Programme** of the **National Institute of Education** (NIE). Recognising the importance of Continuing Teacher Education, **Teacher Centre** was also established in each educational zone of the country. A **National Authority on Teacher Education** (NATE) was established in 1997 to supervise the development of teacher education. The role assigned to this institution was to advice on policy and coordinate, monitor and accredit teacher education programmes.

Now teacher education in Sri Lanka is provided at the Teacher Training Colleges (TTC), National Colleges of Education (NCOE), Teacher Education Institutes, Teacher Centres (TC), National Institute of Education (NIE), faculties of education in the Universities, Regional English Support Centres (RESC) and Open University. In addition to this, some of the Universities and the NIEs have their own Regional Centres to provide undergraduate and Post Graduate programmes. After establishment of The **National Institute of Education** (NIE) in 1985 by a parliamentary act of the Democratic Socialist Republic of Sri Lanka it brought together different existing institutions into a new global structure. Its main objectives are to advise the Education Minister regarding status of teacher training in the country, provide and promote post-graduate education, conduct and promote studies on the education system, initiate and promote innovative practices for quality teacher education, develop professional and managerial capability of staffs of education departments.\(^\text{75}\)

\(^\text{75}\) Source: www.antriep.net/nie.htm retrieved on Sept. 7, 2013
The Minister of Education, appointed by the president of Sri Lanka, is a member of the presidential cabinet, and is backed by three Deputy Director-Generals of Education, each liable for school organisation, curriculum development, teacher training and its planning. The island is divided into 15 regions, each with a Regional Director with authority for school construction, maintenance, repair, and teacher supervision. The regional director recruits teachers, assigns them to schools, and arranges their transfers also.\(^\text{76}\)

The University Grants Commission (UGC) has extensive powers over university education in Sri Lanka. The main functions of the UGC are to allocate funds to universities, to coordinate teaching and research programmes, and to ensure that the universities follow the national policies with respect to admission and language of instruction. The UGC also has the power to establish post-graduate institutions attached to universities.

The Education Sector Development Project (ESDP) is framed in Sri Lanka to support the country's Education Sector Development Framework and Programme (ESDFP) 2006-2010 by promoting fair access to basic education (grades 1-9) and secondary education (grades 10-13). It also takes care of enhancing the economic efficiency and justness in resource allocation and distributing the same within the education system, strengthening education governance, service delivery and developing a long-term indicative rolling plan for the education sector. A Public Expenditure and Quality Education Tracking System (PEQETS) for public investment in education was also set up.

During the period 1996-2001 and afterwards, it is really noteworthy that in Sri Lanka the percentage of graduate and trained teachers has raised a lot as compared to the number of certified and uncertified teachers. These positive trends are the result of implementing policy of Sri Lankan government, which sought to ensure that only qualified and trained teachers are to be appointed to schools. But it is reported that the degree, to which qualitative improvements have been made, is doubtful and the teacher education institutions are not up to the mark in achieving pedagogical changes, partly due to their inability to expand and utilise their resources.

Though the Sri Lankan Teachers’ Service was set up in 1995 in place of Teacher Service Commission as proposed by 1990’s General Education Reforms, the new proposal for improving teacher education of secondary level in Sri Lanka aimed at setting up of a Teacher Education Board for the coordination of teacher education programmes. Function of Teacher Education Board includes managing the programmes to match to the needs of co-educational, multi-ethnic and multi-religious groups, developing need based curriculum and methodology, assuring quality education and taking necessary steps towards welfare of staffs. By circular no 95/11, national policy of teacher transfer was enacted which was nationally controlled and responsive to need of schools. Improvements in training procedures have significantly resulted in reducing the number of untrained teachers. Over the past seven years the country has established 17 National Colleges of Education (NCOE) to allow all individuals to join the teachers’ service successfully after completing a three year pre-service teacher education programme and receive due certification.

4.2.8.2 Finance

Teachers are considered as the change-agent in Sri Lanka. Education in Sri Lanka is entirely government-controlled and funded. Foreign governments and agencies also provide necessary additional funding for further improvements in teacher education system of the country. Provincial Councils are funded in order to support the educational infrastructure in their area. A high proportion of World Bank Assistance meant for implementation of educational reforms was allocated to secondary teacher education and teacher development including local and abroad training for teacher educators for initial and continuing education of teachers.

Sri Lanka is focusing on improving the quality of education. The government’s new development plan, Mahinda Chintana: Vision for a new Sri Lanka, is aiming at transforming the education system towards providing the technological skills, educational content, and methods to promote the development of the whole gamut of the system of education. The country may only achieve the goal by increasing funding in education and allocating the increased resources in modernising the school curriculum, developing the teacher training system, and upgrading the examination pattern and evaluation system. Introduction of Information and
Technology in training, training on English language are necessary to induce the basic skills and orient the education system to the world of work.77

The Ministry of Education is responsible for both general and higher education. The MOE is vested with the administrative authority for the implementation of the policy on education and is accountable to the government. The Sri Lankan Education system has made significant advancement when the control of the system was devolved to the elected representatives of the people during the mid-twentieth century. Introduction of free education from the kindergarten to the university, the expansion of the school system to cope with the rising demand for education, curricular changes and infrastructure developments by state funding enable the system to stride forward. Curricular reform to primary and secondary level was concluded by 2003. The 13th constitutional amendment which created the Provincial Council System was also responsible for smooth running of country’s education system. Through this amendment most of the functions of the central government were entrusted to Provincial Councils. The provincial councils are authorised to incur the amount allotted to the provinces. Government grants are given to the provinces through the Finance Commission. They are also allowed to collect revenue from local sources. The provinces could also recruit teachers subject to the rules laid down by the Central Ministry. The economic structure of the country is also changing as the government is inclined to the liberalised economic policies. A workforce is needed who would be trained so that they could acclimatise to constantly changing environment.78

The Education Sector Development Project (ESDP) in Sri Lanka was set up to support the country’s Education Sector Development Framework and Programme (ESDFP); 2006-2010 which included a US$60-million grant from the International Development Association (IDA) covering February 2006-June 2011. About 75 percent of these funds were to be paid for the provincial education ministries and 25 percent were allocated for the central Ministry of Education. The project was expanded through an additional finance of US$10 million by the IDA in

2008. Besides promotion of equitable access to basic education (grades 1-9) and secondary education (grades 10-13) the project stressed on improving the quality of education by promoting cognitive achievement levels, associative competencies, attitudinal skills, curriculum restructuring and upgrading, teacher framework and system development to enhance competencies and performance of teachers.\textsuperscript{79}

The government of Sri Lanka has involved the private sector in educational investment, particularly at the tertiary and vocational levels. Sri Lanka needs to devote more of its financial resources towards quality inputs such as incorporating IT into education to escalate the quality of teaching. Provincial councils play a primary role in the flow of public education finances. Education is the most decentralised sector in Sri Lanka where half of the budget in education is allocated as provincial expenditures.

4.3 Comparative Estimation

The goal of administrations and managements related to teacher education system is to improve quality of education by upgrading qualifications of student-teachers and teacher-educators, enhancing girls’ access to education by providing professional education and recruiting female teachers, and expanding student services, like career counseling. The administrations and managements related to teacher education systems of SAARC region have tried to rectify past inequalities of educational opportunities and employment through initiating a range of teacher education programmes, targeting the needs of the most remote and neglected areas and populations, by providing a better quality education, and catering career and psycho-social counseling for boys and girls through professionally educated teachers. Bringing reforms to Secondary Teacher Education is the responsibility of Administration and Management section of an ongoing teacher education system which is an essential element for achieving better learning outcomes. This is the vision that guides Teacher Education policies in all the countries in the SAARC region. Quality of education can’t be achieved without restructuring the pre-service teacher education programme of each country keeping pace with the ensuing global trends.

• **Structure and Nature**

Each country in the region has well defined network of public (Government-aided) and private teacher education institutions in the secondary level though the **nature of the institutions** varies in countries. **Bangladesh** and **India** have a fairly well established teacher education institutional system. **Pakistan** has diversity in forms and structure of secondary teacher education in each province which should be made uniform. A good linkage should be established between the provincial teacher education institutions particularly between the BoCs, PITEs and Universities as well as between pre-service and in-service courses.

A **separate cadre** of Teacher Educator is there to enhance the quality of education & training and to protect and promote the efficiency of the trainers in the secondary teacher education systems of all the countries except in **Pakistan**. Post of lecturer is there in Teacher Training Colleges in Pakistan. The concept of feedback to assess and improve the quality of certified teachers is missing in **Pakistan** which is seen in **India**.

• **Devolution of Power**

It is believed that highly centralised system of education hamper the efficiency and effectiveness of delivery service at the grass-root level. So a process of decentralisation in the field of education and in teacher education system is adopted in all the countries in SAARC region. Administrative authorities’ are decentralised up to Regional, Zonal, Provincial even District and Sub-District levels for proper functioning of the system. Ministry of Education, Ministry of Higher Education or Ministry of Human Resource Development in each country acts as the overall supervising authority. They are also responsible for framing guiding principles or strategy on which the secondary teacher education programmes run in each country.

• **Accreditation Boards**

Under the Ministries, different **Accreditation Authorities** also function in almost all the countries which are liable for maintaining norms, standards and quality of the whole gamut of secondary teacher education system. There is **Higher Education Regulatory Authority** (HIRA) in Afghanistan. What **NCTE** functions for **India**, almost same responsibility is shared by **NTARA**.
for Bangladesh, BAC for Bhutan, NCED for Nepal, MQA for Maldives, NACTE for Pakistan and NATE for Sri Lanka.

- **Public-Private-Partnership and Foreign Aids**

  Improvement in the standard of secondary teacher education must require additional inputs in terms of money, material and manpower. It is felt by the experts of SAARC countries that expenditure on education, particularly on teacher education, is an investment for future of the nation. Public financing of education has been seen to be adopted by the governments in developing countries for several decades. This is because education is considered in modern societies as an important pillar of socioeconomic development. In Afghanistan, Bangladesh, Bhutan, Nepal, Pakistan, along with respective Public Authorities, different global agencies like UNESCO, UNDP, USAID, AUSAID, ADB, DANIDA, CIDA, BRAC, World Bank and several NGOs and Private Organisations from all over the world have also come forward with their experiences, experts and funds. They have helped in building secondary teacher education institutions, reshaping the ensuing secondary teacher education programmes as well as helping in implementing various innovative trends in those nations. But India and Sri Lanka have tried to build up their teacher education system mostly through public finance. Presently private authorities are coming in establishing teacher education but standard of education are not maintained properly. Now in Afghanistan, Pakistan, Bhutan, India and Maldives, blending of private and public finance is seen in developing their secondary teacher education system. Pakistan’s business magnets and leading thinkers have shown interest to promote education in the country. But secondary teacher education institutes financed by private authorities exhibit lower standard as quality is concerned.

- **Teacher Organisations**

  At the Fourth Summit of SAARC in 1988, the Heads of the States and Governments decided to set up SAARC Human Resource Development Centre (SHRDC) in Islamabad, with intent to carry out research, provide trainings, organise workshops, propagate information on Human Resource Development (HRD) issues and advise the Member States on HRD related policies and strategies. Secondary Teachers of each nation of the region have
formed different associations to take care of various issues of teachers. SAARC Teachers’ Federation (STF) has also been established which organise workshops and seminars on different issues of education as well as teacher education of SAARC countries with special emphasis on the role of the teaching community in social development. SAARC has given recognition to this organisation in January, 2002.

- **Balance among the Stakeholders**

  It is significant that there are some inconsistencies between secondary teacher education institutions and secondary school contexts. There should be well synchronisation between these two levels to yield better result in secondary teacher education systems in the region. Distribution of training institutions throughout the country is also an important aspect for preparing teachers from all corners which is lacking in Afghanistan, Bhutan, Nepal and Pakistan due to geographical barriers. So all the nations of the region should take care of linking teacher education institutions with two vital sections: i) their administrative bodies or supervising authority, ii) secondary schools where the product of the training institutes are supposed to go and implement their learning.

  A Global Monitoring Report launched by the UNESCO states that Pakistan spends half as much as India does on education and ranks better only to Bhutan in SAARC region in education sector. Presently, all the countries in the region are increasing financial allotment in their annual budget towards development of educational sector as well as in promotion of professional development of teachers governed by their national plans and need of the time. Moreover, the bonding between prevailing pre-service and in-service training in the region is to be made strong and rational to ensure teacher motivation, which in turn would enhance teacher performance to yield positive learning outcomes.