TEACHER MOTIVATION IN BANGLADESH:

A situation analysis

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1. INTRODUCTION

1.1 Background: Bangladesh in Context

Bangladesh is situated to the eastern side of India between 20°34′ and 26°38′ North Latitude and between 88°01′ and 92°41′ East Longitude. It has an area of 147,570 sq. kilometres and a population of 130 million. It has a population density of 880 people per sq. kilometre, the highest in the world.

Bangladesh is a tropical country with many rivers and is largely covered with paddy fields and green vegetation. Bangladesh is famous for its natural beauty. Due to the monsoon rainfall and silt carried by its three major rivers (the Ganges, the Brahmaputra and the Meghna), the soil of Bangladesh is also very fertile.

Bangladesh has a history of Mongoloid, Austro-Mongoloid and Austro-Dravidian settlers. These people have, however, come to be known as Bangladeshis. Minority tribal communities include the Saotal, Chakma, Marma, Kol, Vil, Munda, Monipuri, Garo and Khasia.

With the highest population density in the world and slow economic progress the people of this country are trapped in a vicious cycle of poverty. About 50% of the people who live below the poverty line are not able to provide for their basic needs and amenities.

1.2 Prioritizing Education

Education is vital to achieving sustainable economic development, and primary education provides the foundation. Bangladesh runs one of the biggest primary education systems in the world. Development of primary education poses a daunting challenge because of inaccessibility and resource constraint. Despite these Bangladesh has achieved remarkable progress in primary education and the gross enrolment rate is now 97%. When Bangladesh became independent in 1971, it inherited an outdated education system developed by Pakistani rulers to suit their own socio-economic and political needs. Bangladesh's leaders were burdened with the enormous and difficult responsibility of educating the people of a war-torn, devastated, and poor nation. The nation, however, with its inspired freedom-movement, pledged to meet the responsibility of educating all of its citizens.

The Constitution established education as a right of every individual in Bangladesh, and made the government responsible for providing public education to a Grade Five level. Furthermore, the constitution states that:

> "The State shall adopt effective measures for the purpose of (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all

children to such stage as may be determined by law; (b) relating education to the needs of the society and producing properly trained and motivated citizens to serve those needs; and (c) removing illiteracy within such time as may be determined by law." [1]

In order to fulfil this obligation the government established the Kudrate-e-Khuda Education Commission in 1972.[2] In 1973 all private or locally operated primary schools (approximately 36,165 schools) were nationalized. As a result 157,724 teachers became government employees overnight. At this point strengthening and improving primary education management became a part of the state's responsibilities, and planned steps were gradually taken for the development of primary education.

Following this Bangladesh carried out five 'Five Year Plans' and two 'Two Year Plans', significantly improving education. These improvements, however, focused on infrastructure, curriculum and teaching-learning materials. Although teacher development has a substantial impact on achieving educational success, this was considered a 'secondary' issue. As a result not much attention was given to the issue of individual teacher or learner development.

1.3   Objectives and Methodology

This paper provides an analysis of the qualitative aspects of Bangladeshi teachers' motivation and job satisfaction, with a focus on primary schools. Teacher's motivation is a subject which has not received much attention from educational researchers or authorities in Bangladesh, yet it plays an important role in achieving educational goals. This paper aims to understand Bangladesh's teacher motivation by:

- determining the present motivational status of teachers largely in primary schools, in terms of their professional commitment, motivation and teaching/learning activities;
- demonstrating the scope of teachers' workload including number of classes, number of students in class to handle and other non-teaching duties expected of them;
- analysing teachers' managerial capacity in school and their link with the community to perform their duties;
- developing an understanding of the strengths and weakness of teachers' morale in performing their duties.

This paper is based on secondary data. Teachers' feelings about and reactions to professional contexts are available in newspapers, educational documents and individual experiences. Because little research has been done in this area, interviews provided a key source of information. Ten interviews

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[1] Constitution of Bangladesh, Government of Bangladesh (1973).
[2] Kudrate-e-Khuda Education Commission Report (1974).

were conducted: three with primary school teachers, three with government officials responsible for primary and secondary education, one with a school manager, one with Non-Government Organization (NGO) officials, and two with parents. Due to the qualitative nature of this data, it was not possible to provide empirical or quantitative support for many comments and findings. Text-based sources include education commission reports, official reports, research reports and other published documents.

2. TEACHER JOB SATISFACTION AND MOTIVATION

Little research has been conducted on teacher job satisfaction and motivation in Bangladesh. Educational researchers and officials, however, believe that overall levels of teacher job satisfaction and motivation are extremely low in both primary and secondary schools (except Head Teachers of government secondary schools). Teachers interviewed for this study were indeed highly dissatisfied with their remuneration, lack of financial benefits and conditions of service. Furthermore, they agreed that dissatisfaction is prevalent among teachers.

Respondents noted several factors on which teachers' levels of job satisfaction and motivation depend. These include:

- remuneration
- school location
- type of school
- physical facilities of the school (including availability of furniture)
- opportunities for further teacher-training
- service conditions
- workload
- promotion and career path
- student behaviors
- relationships with community
- relationship with School Management Committees (SMCs)
- school quality factors (such as the availability of teaching and learning resources)

Respondents felt that Bangladesh's schools and teachers either lack or have inadequate standards for most of these factors.

Respondents also felt that rural schools are more disadvantaged because they are remote, with a lack of communications leading teachers to feel isolated and disinterested in transferring to such locations. Such schools also have no tuition facilities, business facilities, and no electricity, rendering them unsuitable as lodging. Instead teachers travel distances of up to 30 km, often on foot. This leaves them tired and lacking energy for teaching.

DSHE/MOE respondents noted that job satisfaction and motivation tends to be higher among government school teacher than private school teachers because of job security. Government jobs are more secured then private positions, where teachers' jobs depend entirely on the School Managing Committees (SMCs). As well, DPE/MOPME respondents felt that secondary school teachers are better motivated than primary school teachers, most likely due to better remuneration, lighter course-loads, and private tuition facilities.

One factor in teacher dissatisfaction was the practice of speed payments. A DPE monitoring report found evidence of mismanagement in gaining the authorization of spending. Almost 39% of teachers at Government Secondary Schools stated that they had to make speed payments in order to get their bill passed. Similarly primary school teachers were expected to make speed payments to Accounts / UEO offices to pass their bills. Teachers eligible for transfer, promotion, EB, Timescale, TA/ contingency bills, etc., must pay speed money. When auditors / inspectors come to both government and non-government schools to update records and expenditures, schools are expected to give speed payment to auditors for this service. In general speed payments are expected for any type of work teachers need supported by officials at a higher level. Although these payments are common and an expected part of teachers' lives, it is a de-motivating and frustrating experience.

A significant factor in teacher motivation is excessive workloads. Primary teachers are expected to teach from 0930 to 1615 without a break. Class size is generally unmanageable. Although Government Secondary Schools have support Staff / MLSS there is no such provision at the primary level. Rural teachers also find themselves without assistance. Despite their workloads, teachers' additional work is not recognized or compensated by the department.

3. KEY ISSUES FACING TEACHERS

3.1 Learning Achievement

A recent report by Campaign for Popular Education, (CAMPE) Bangladesh provides a comparative picture of primary and basic education and literacy (Table 1). [3]

These results highlight the fact that one child out of five eligible children do not enrol in school. Distinct variations in enrolment, completion, acquiring competencies and literacy achievement are found among rural children, female children, and children from lower economic status (measured by family

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[3] Campaign for Popular Education Bangladesh Education Watch Report: Quality with Equity: The primary education agenda. Dhaka (2005).

food security), while there are improved conditions for families of higher economic status.

Table 1: Key features of primary school enrolment, learning achievement and literacy.

Item	Net enrolment rate of children aged 6-10 years (%)	Attendance Rate (%)	Primary Cycle Completion Rate (%)	Mean No. of Competencies Achieved by End of Grade Five (out of 27)	Literacy Rate of Population aged 11 and above (%)
Sex					
Boys	79.8	60	76.2	16.7	47.6
Girls	79.9	63	73.5	15.3	35.6
Significance	ns	P<0.01	P<0.01	P<0.001	P<0.001
Area					
Rural	79.6	57	73.8	15.3	37.2
Urban	81.5	66	78.8	19.1	63.6
Significance	P<0.01	P<0.01	P<0.01	P<0.01	P<0.01
Family Food status					
Always deficit	65.4	na	na	15.4	Na
Occasional deficit	77.7			15.7	
Break-even	82.0			16.4	
Surplus	89.0			17.7	
Significance	P<0.001			P<0.001	
Pri. school type					
Government	61.10	59	76.1	16.1	52.1
Non-government	18.4	56	73.0	15.2	41.8
Non-formal Ebted.	7.1	46	63.4	17.2	75.3
Madrasa	7.0	88	82.6	na	51.4
Significance	--	P<0.01	P<0.001	p<0.001	P<0.05

Non-formal primary school students performed better than students of formal schools, including non-formal schools where children of poor families are enrolled, specifically in regards to competencies and literacy acquisition. Non-formal educational provisions, however, are limited, serving no more than seven percent of children enrolled in primary education. The completion rate of primary level education in Madrasas is lower compared to other categories of schools, and the completion rate in non-formal schools is lower than in other types of schools. Previously, non-formal schools provided schooling up to grade three compared to other types of schools, which provided five grades.

Attendance in formal school presents a serious problem: approximately 60% of children are in attendance on an average day.[4] Student attendance varies largely according to student residence, with higher attendance rates in urban schools.   Non-formal schools have significantly lower attendance rates compares to other schools.

The most significant Education Watch finding is about learning achievement, Bangladesh's key measure of educational quality. Table 1 shows that, on average, less than one fifth of children in any type of school could achieve the tested competency standard. This report also found that, after completing five years of normal primary schooling, one third of children remain non-literate or semi-literate.   Almost all students of NGO-run schools, however, acquired basic literacy skills.[5]

It is clear that primary education is still plagued by serious problems with regard to access and participation. Taking into account the current enrolment and completion rate, it can be concluded that over 40% of children do not have a complete primary education by the time they are no longer considered of primary schooling age.   Considering this, along with findings about achievement and competencies, it becomes obvious that the majority of Bangladeshi children – as many as two out of three – enter adulthood without basic literacy and numeracy skills and preparation for life. The secondary school context is believed to be much worse, although reliable data is unavailable at this time.   One study on rural secondary schools, however, shows that only 40.9% of students pass the Public Terminal Examination (Secondary School Certificate Examination) and only 3.4% pass the Grade Eight Scholarship Examination. These statistics alone point to what is obviously a very poor picture of educational attainment at the secondary school level.[6]   In *Madrasa*s (religious schools) the situation is similar or perhaps worse, however no data is available for verification.

3.2   Gender

Gender is a significant issue facing Bangladesh education, both in regards to teachers and students.   The following table (Table 2) shows the latest statistics of teachers and students in the country. There are 104,503 educational institutions (75% of which are primary schools) with 685,603 teachers; of these only 24% are female. Women account for 36% of primary teachers and 16% of secondary school teachers. Thus the majority of the teachers in schools are male. This disparity indicates that fewer women are encouraged to work as teachers in schools with various negative factors. Schools often present unpleasant and difficult working environment.   The

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[4] Campaign for Popular Education Bangladesh Education Watch Report: Quality with Equity: The primary education agenda. Dhaka (2001).
[5] Campaign for Popular Education Bangladesh Education Watch Report: Quality with Equity: The primary education agenda. Dhaka (2002).
[6] Baseline survey of secondary schools in three selected districts of Bangladesh. IED, BRAC University and Post-primary Basic and Continuing Education (PACE), Haq, M. N. Dhaka (2004).

majority of schools are rural and most teachers are required to travel significant distances to get to school. Because women are often unable to walk even for short distances, a significant portion of female teachers' salaries must be spent on travel costs. Female teachers sacrifice more than their male counterpart to work in the school during daytime hours.

Table 2: Types of Institutions by Number of Female Teachers and Students Compared to Total.[7]

Types of institution	No. of Institutes	No. of teachers		No. of students	
		Total	Female	Total	Female
Government primary schools	37, 671	62,090 85,121	61,008 24,451	10,830,742	5,363,843
Non-govt. primary schools	21,399	73,483 320,694	29,911 115,370	4,463,218	2,201,248
Other primary level schools	19, 056			2,365,260	1,104,334
Total primary education	78,126			17,659,220	8,669,425
Non-govt. Junior sec. school	3,245	21,311 6,913	3,430 2,410	732,298	439,437
Govt. secondary school	317	155,053 183,277	24,356 30,196	221,215	101,447
Non-govt. secondary school	12,604			6,933,497	3,655,213
Total (secondary education)	16,166			7,887,010	4,196,097
Govt. Intermediate College	11	191 27,463	72 5,483	3,326	2,241
Non-govt. Intermediate College	1,474	9,305		327,360	165,293
Govt. Degree College		27,761	2,136		
Non-govt. Degree College	240	64,720	4,871 12,562	418,310	160,476
Total (college education)	786			785,837	270,095
	2,511			1,534,833	598,105
Non-govt. Dakhil Madrasah	5,391	67,026 18,117	3,677 593	2,056,700	1,016,696
Non-govt. Alim Madrasah	1,087	21,136 80	562	521,957	209,303
Non-govt. Fazil Madrasah	1,029	3,554 109,993	- - 62	595,588	191,776
Vovt. Kamil Madrasah	3		4,894	3,213	14
Non-govt. Kamil Madrasah	141			87,096	11,203
Total (Madrasah education)*	7,651			3,299,107	1,435,608
Public University	17	4,893	779	80,111	19,214
Private University	22	1,644	227	35,968	9,453
Total (university education)	39	6,537	1,006	116,079	28,677
Cadet College	10	382	50	2,854	205
Total (General	**104,503**	**685,603**	**164,078**	**30,499,103**	**14,928,177**

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[7] Bangladesh Bureau of Educational Statistics (BANBEIS).

| Education) | | (23.9%) | | (48.9%) |

* This is the religious stream of education.

To eliminate gender disparity and ensure wide participation of women in development activities, 60% of teaching positions have been reserved for female teachers (though the number could not be fulfilled in the absence of their availability). The gender ratio of the teachers (Table 3) indicates that this recruitment quota is yet to be improved to meet gender balance in primary schools.

Table 3: Distribution of teachers by type of school and gender[8]

Type of primary school	Mean teacher per school	Percentage of female teachers
Government school	4.5	41.1
Registered non govt. school	3.8	30.2
Community school	2.6	61.6
All type	4.2	38.6

In NGO and satellite schools, however, almost 100% teachers are female. Curriculum development is taking gender equity into account and steps have been taken to eliminate discriminatory concepts about males and females from the curriculum. A policy has been implemented to appoint more female officials at various primary education management levels. As well, the residential capacity of the women's hostels at Primary Training Institutes is being enlarged to encourage more women to join schools. Changes also include creating a friendlier school environment for girls. This includes admission opportunities and logistical improvements such as separate latrines. These changes also have a spill-over effect into families through administrative changes. During student enrolment mother's names are now being registered as well as father's names. Provisions have been made to open bank accounts in a student's mother's name for the payment of stipend money, a change that will have a positive impact on women's empowerment. These steps have already contributed to an increase in female enrolment, and the ratio of boys and girls in schools is now almost half.

This has been a remarkable achievement in the primary education sector, although gender discrimination and the educational deprivation of girls and women remains a significant issue that impacts several areas: in adult literacy there is still a 14% gap between sexes, according the Education Watch[9]:

- female physically or mentally challenged children in poor families are more neglected than boys;
- boys are often privileged over girls in class;
- more men are enrolled in teacher training programmes than women;
- high dropout rates of girls limits the prospect for them to become teachers;
- participation of women in school managing committees is negligible.

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[8] Upazila Education Office Data for 10 upazilas, 2004. Education Watch 2003/4.
[9] Campaign for Popular Education Bangladesh Education Watch Report: Quality with Equity: The primary education agenda. Dhaka (2002).

3.3 Salary Structure

In general teaching is a profession that is not as highly prioritized by male applicants, while it appears to appeal more to women for such reasons as being less hazardous, having more vacation, it is a respected position, etc. For many male teachers teaching is an alternative option or a second job. This is largely due to its poor salary structure.

Both MOE/MOSHE and Teacher Somety (Union/Association) officials believe that teacher pay is not adequate and does not meet either the demands of the job or teachers' basic needs considering present market value. Some interviewers mentioned that for higher grades the pay is adequate only for head teachers of GSS, but for other teachers (NGSS, GPS, RNGPS, Community schools) the pay scale is lower, failing to meet the standard for even basic living costs. In particular, starting salaries are very low for primary and unqualified teachers. As well, remuneration is significantly different for Government vs. Non-Government teachers.   Table 4 summarizes the differences between Government and Non-Government teachers (please note that Community Teachers, not included in either of these two categories, receive remuneration in the form of a monthly lump sum fixed at Taka 750):

Table 4: Government vs. Non-Government Remuneration:

Remuneration	Government Teacher	Non-Government Teacher
Salary	Eligible for basic salary	Eligible for 70 – 90% of basic salary
House Rent	40 – 55%	Taka 100 / month (fixed)
Medical Allowance	Taka 400 (fixed)	Taka 150 / month (fixed)
Tiffin Allowance	Taka 100 / month	Two Festival Allowances per year (25% of basic salary)
Rest and Recreation Allowance	Equivalent of basic salary every three years	Not eligible
Yearly Increment and Efficiency Bar	Eligible	Not eligible
Time Scaled Salary Increase	Yes, after 8, 12 and 15 years of service	Not eligible
Pension	Eligible	Not eligible

On average an entry-level Government Primary School (GPS) teacher receives about 2,800 Taka per month (US$ 45), which increases to 5,000.00 Taka by the end of one's teaching career (please refer to Appendix IV for teacher's pay scales and national pay scales). As of June 2005, a new pay commission will result in an increase of entry-level pay to 4,000 Taka. The rate of pay is significantly lower in Registered Non-Government Primary School (RNGPS) or private kindergartens. The annual salary increment for government schoolteacher is less than a dollar. An entry-level teacher's salary is equivalent to the salary of a driver in a government office. There are some schools for the underprivileged children run by NGOs who receive only five to

six hundred Taka per month (equivalent to US$ 8-10). This salary structure has remained more or less the same for the last ten years. There is no provision for wage increase proportionate to increased costs of living, and allowances are often inadequate (please refer to Appendix V for allowances).

All Registered Non-Government Primary Schools (RNGPS) are managed through the participation of local people. Until June 1994, teachers of RNGPS were given subvention at the rate of Tk. 500.00 per month. In July 1994 they were brought under the National pay scale and since then have been paid at the rate of 50%, 60% and 70% of basic GPS pay (about US$ 25.00), depending on how long they have been employed: teachers employed for less than two years received 50%; teachers employed more than two years but less than five years received 60%; teachers employed more than 5 years received 70%. In July 1998 these rates were increased to 70%, 80% and 90% respectively[10].

The following tables show changes to teacher remuneration for primary (Table 5) and secondary (Table 6) school teachers over the past 15 years[11].

Table 5: Primary Teacher Salaries Since 1990:

	Teacher Designation	1990 (Taka)	1995 (Taka)	2000 (Taka)	2005 (Taka)
1. GPS	HT (Trained)	Scale No.-15 Basic-750 Medical-100	Scale No.-15 Basic-1300 Medical-100	Scale No.-15 Basic-1975 Tiffin -100 Medical-300	Scale No.-15 Basic-3150 Tiffin -100 Medical-400
	HT (Un-trained)	Scale No.-17 Basic-650 Medical-100	Scale No.-17 Basic-1125 Medical-100	Scale No.-17 Basic-1750 Tiffin -100 Medical-300	Scale No.-17 Basic-2850 Tiffin -100 Medical-400
	AT (Trained)	Scale No.-16 Basic-700 Medical-100	Scale No.-16 Basic-1200 Medical-100	Scale No.-16 Basic-1875 Tiffin -100 Medical-300	Scale No.-16 Basic-3000 Tiffin -100 Medical-400
	AT (Un-trained)	Scale No.-18 Basic-600 Medical-100	Scale No.-18 Basic-1050 Medical-100	Scale No.-18 Basic-1625 Tiffin -100 Medical-300	Scale No.-18 Basic-2600 Tiffin -100 Medical-400
2. RNGPS	In charge HT	500	500	Scale No.-16 80%of Basic, HT in-charge allowance 50 H.Rent-100 Medical-150	Scale No.-16 90% of Basic, HT in-charge allowance 50 H.Rent-100 Medical-150

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[10] Directorate of Primary Education Primary Education in Bangladesh. Dhaka, Ministry of Primary and Mass Education (MOPME), (2003).
[11] DPE

	AT (Trained)	500	500	Scale No.-16 80% of Basic H.Rent-100 Medical-150	Scale No.-16 90% of Basic H.Rent-100 Medical-150
	AT (Non-trained)	500	500	Scale No.-18 80% of Basic H.Rent-100 Medical-150	Scale No.-18 90% of Basic H.Rent-100 Medical-150
3.Community	Any Teachers	500	500	500	750

Source: DPE

Table 6: Secondary Teacher Salaries Since 1990:

	Teacher Designation	1990 (Taka)	1995 (Taka)	2000 (Taka)	2005 (Taka)
1. GSS	HT	Scale No.-6 Basic-2,800 House rent (50% of basic) Medical 100	Scale No.-6 Basic-4,800 Medical 300 House rent (45% of basic) Medical 100	Scale No.-6 Basic-7,200 Medical 400 House rent (45% of basic) Medical 100 Tiffin-100	Scale No.-6 Basic-11,000 Medical 400 House rent (40% of basic) Tiffin-100
	AHT	Scale No.-9 Basic-1,650 House rent (55% of basic) Medical 100	Scale No.-9 Basic-2,850 Medical 300 House rent (50% of basic)	Scale No.-9 Basic-4,300 Medical 400 House rent (45% of basic) Tiffin-100	Scale No.-9 Basic-6,800 Medical 400 House rent (45% of basic) Tiffin-100
	AT (Trained)	Scale No.-10 Basic-1,350 House rent (55% of basic) Medical 100	Scale No.-10 Basic-2,300 Medical 300 House rent (50% of basic)	Scale No.-10 Basic-3,400 Medical 400 House rent (50% of basic) Tiffin-100	Scale No.-10 Basic-5,100 but get only one 'time scale' Medical 400 House rent (45% of basic) Tiffin-100
	AT (Un-trained)	Scale No.-10 Basic-1,350 House rent (55% of basic) Medical 100	Scale No.-10 Basic-2,300 Medical 300 House rent (50% of basic)	Scale No.-10 Basic-3,400 Medical 400 House rent (50% of basic) Medical 100	Scale No.-10 Basic-5,100 Medical 400 House rent (45% of basic) Medical 100
2. NGSS	HT (Trained)	Scale No.-7 60% of Basic-2400	Scale No.-7 80% of Basic-4100	Scale No.-7 80% of Basic-6150 H.Rent-100 Medical-150	Scale No.-7 90% of Basic-9000 H.Rent-100 Medical-150
	HT (Un-trained)	Scale No.-9 60% of Basic-1650	Scale No.-9 80% of Basic-2850	Scale No.-9 80% of Basic-4300 H.Rent-100 Medical-150	Scale No.-9 90% of Basic-6800 H.Rent-100 Medical-150
	AHT (Trained)	Scale No.-9 60% of Basic-1650	Scale No.-9 80% of Basic-2850	Scale No.-9 80% of Basic-4300 H.Rent-100 Medical-150	Scale No.-9 90% of Basic-6800 H.Rent-100 Medical-150

	AHT (Un-trained)	Scale No.-10 60% of Basic-1350	Scale No.-10 80% of Basic-2300	Scale No.-10 80% of Basic-3400 H.Rent-100 Medical-150	Scale No.-10 90% of Basic-5100 H.Rent-100 Medical-150
	AT (Trained)	Scale No.-10 60% of Basic-1350	Scale No.-10 80% of Basic-2300	Scale No.-10 80% of Basic-3400 H.Rent-100 Medical-150	Scale No.-10 90% of Basic-5100 H.Rent-100 Medical-150
	AT (Un-Trained)	Scale No.-11 60% of Basic-1000	Scale No.-11 80% of Basic-1725	Scale No.-11 80% of Basic-2550 H.Rent-100 Medical-150	Scale No.-11 90% of Basic-4100 H.Rent-100 Medical-150

Despite increases in remuneration, it remains low and does not adequately reflect either the work teachers do or the cost of living. In addition to poor compensation, opportunities for promotion are low. Teachers are rarely promoted to the position of Head Teacher or from Head Teacher to Education Officer at the upazila level. As a result, except for the government service-length salary scale, there are few opportunities to increase ones in-school earning potential.

3.4   Teacher Recruitment and Training

Most teachers are recruited in two different ways. For government primary schools the Directorate of Primary Education advertises posts and invites application in daily newspapers. Selection tests and interviews are used to determine candidates. Candidates must pass a uniform written test (arranged by a six-member Central Committee headed by DGPE) and an oral test (determined by the district level District Education Committee Chair and Deputy Commissioner). The Central Committee publishes the results of the written and oral scores, and from these candidates are selected. The DPEO is the appointing authority of GPS teachers. A large number of teachers are recruited at once and then posted to different schools (regardless of their home districts or towns). Such recruitment makes finding living arrangements extremely difficult for many newly appointed teachers, especially for female teachers. There are also lapses in the process through corruption and malpractice. Despite these problems the selection procedure has been maintained. Government Secondary School teachers are appointed through the Bangladesh Public Service Commission (PSC). The number of available positions is based on a teacher/student ration of 1:60.

In community, non-government and private schools, teacher recruitment is performed by the School Managing Committee (SMC), mostly on the basis of interviews. Teachers in these schools are usually recruited from the local community and for this reason suitable candidates are not always available. In RNGPS schools, for instance, four positions are available (two must go to women) with no Head Teacher. Instead the senior teacher is in charge and

receives an allowance of taka 50. The SMC chooses candidates who are then sent to the Upazila Education Committee, which recommends them and sends them to the District Education Committee. The DEC forwards them to the RNGPS Project Implementation Unit, which approves the appointment. Community Schools have a similar process and post requirement, however priority is given to candidates skilled in English and Math. Non-Government Secondary School teachers are also appointed through SMCs. Although the number of positions depends on student enrolment there is a minimum of 9 posts for NGSS teachers.

This system of recruitment contributes to the issue of teacher position vacancies, a significant problem in GSS, NGSS, and GPS. The 2004 vacancy rates for GSS and NGSS were 16% and 8%, respectively. 2005 GPS vacancy rates were 8%, with 2% for RNGPS and 17% for CS. Primary rates are low in this study because they were collected after annual recruitment. The usual rate is 15%.

Selection criteria is fixed by government. Primary school teachers are expected to hold at least a Higher Secondary Certificate (HSC) and secondary school teachers are expected to be college graduates or have a Degree pass. About 15-20 percent of teachers exceed the minimum qualifications. Primary schools do not require teachers to hold a Certificate in Education (C-in-Ed), however within a year or two of recruitment primary school teachers are deputed to any primary training institute (PTI) for a 12-month certificate course.

The Training Division of the DPE assesses the training needs at national and field levels and is engaged in preparing and implementing plans. There are 53 Primary Training Institutes (PTI) and one non-government training institute in different locations in the country, which provide in-service training to primary school teachers. The National Academy for Primary Education (NAPE) has trains PTI instructors, primary officials of different categories and conducts PTI examinations. NAPE also conducts related research activities as an apex training and research institute of primary education. The PTI has the capacity to train 10,500 trainees a year. Recently, under the PEDP (funded by NORAD), teachers of Non-Governmental Registered Primary Schools, satellite schools and community schools have been brought under the training programme. PEDP is also looking into curriculum revision of the C-in-Ed training.

In one study, focus group participants[12] pinpointed the problems of teacher recruitment in the majority of schools. SMC members, parents, teachers, Assistant Upazila Education Officers and Upazila Education Officers all mentioned corruption in the process of teacher recruitment (to be discussed later).

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[12] Education Watch Report 2003/4 (2005).

3.5   School Staffing

School staffing is not satisfactory. The teacher/student ratio in urban schools is 1:400, and 1:250 in rural schools. Urban schools average more than seven teachers per school, while rural schools average 4. In both situations schools are significantly overcrowded with students and severely understaffed by teachers.

Quality of teachers' education, experience and other non-academic factors is also a significant issue[13] (Table 7). Teachers' educational qualifications range from Secondary School Certificates (SSC) to Master degrees. As well, urban school teachers appear to have higher qualifications in many respects than rural schoolteachers. Most teachers in government primary schools have basic qualifications, such as school and college certificates.

Table 7: Teachers' Qualifications[14]

Educational Qualification	Percentage
Secondary School Certificate	49.6
Higher Secondary Certificate	35.7
College Degree	13.4
C-in-Ed or B. Ed. training	90.5
Others	02.3

Distribution and number of teachers in schools and teacher/student ratios affect the quality of educational provision. Although the one-teacher school is an acceptable norm in non-formal primary schools, in traditional schools adequate staffing of teachers has been an important issue. A survey of selected upazila (sub-districts) shows that the average number of teachers in government primary school is 4.5 while the number for non-government schools is only 3.8 for five grades (Grades One through Five), with more than one section in some grades. To cope with understaffing most government schools run in two shifts, with Grades One and Two in the first shift (9:00 am to 11:30 am) and Grades Three to Five in the second shift (12:00 noon to 4:00 pm).

As well, one base-line survey of selected rural schools demonstrates an inadequacy of staffing for specific subject areas. Although the teacher/student ratio in general is 34, which is acceptable, when analyzed in regards to Science, Mathematics and English the ratio ranges between 1:100 and 1:150[15]. The situation with trained teachers is much worse: only three quarters of primary school teachers and half of secondary teachers are trained. Finally, the teacher/student ratio gradually decreases in the higher grades in any school because of student dropouts.

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[13] A study of the factors influencing the qualitative improvement of primary education in Barisal, Chittagong and Sylhet. Eduplus Consultants Ltd. Dhaka (2002).

[14] World Bank Bangladesh Education Sector Review. Dhaka (2000).

[15] Baseline Survey of Secondary School in Three Selected Districts. Dhaka, IED, BRAC University, Haq, M Nazmul (2004).

3.6   Teacher Professional Development

Government and non-government formal primary school teachers receive subject based training through PTIs, as provided by the Upazila Resource Centres (URC) and ad hoc training provided by various projects under government, UNICEF's IDEAL project, and DFID's ESTEEM project. Non-formal schools run by NGOs have different teacher-development strategies. NGO teachers receive 10 to 15 days training followed by one to two days of refresher training each month. Intensive supervision is seen as an essential compensatory measure for the relatively short professional training. Studies and other official documents so far obtained show that roughly 6,000 teachers get training through PTIs.   There are, however, about 100,000 untrained teachers still working in non-government formal primary schools.

Learning outcomes defined in the PTI curricula vary by subject. The outcomes are largely theoretical and descriptive, and the scope for activity-based learning is limited. The lecture method is predominant in PTI classrooms and practical skills are not emphasized. The majority of PTI instructors have professional training (Bed, Med) but they generally lack practical experience in primary school teaching. The quality of PTI training was questioned in a 2000 report that shows that not only have few PTI instructors received training on primary education, but also that teacher training from PTI did not appear to make any significant difference in students' learning outcome[16].

Another form of in-service training for teachers is the sub-cluster training, so called because it is organized for a sub-cluster of 20 to 30 primary schools under the supervision of one AUEO. The AUEO supervises all teachers of GPS, RNGPS, and some community schools. Schools are expected to participate in day-long sub-cluster training monthly, conducted by the concerned AUEO. A leaflet containing the topic is distributed in advance. This programme has been in place for ten years – in that time 82 leaflets have been produced[17].

Although AUEOs are expected to promote the quality of education in schools through academic supervision and in-service training, they are not always qualified to do so. Members are recruited directly from university graduates who lack both teaching experience and appropriate degrees in pedagogy. After recruitment AUEOs receive only three month training from NAPE: this training is insufficient to equip teachers and compensate for their lack of practical knowledge[18].

Teachers in districts under the IDEAL project had received training on Multiple Ways of Teaching Learning (MWTL) provided by the project in two phases (five days training and three days follow-up training). However, it was noted that this training was not extended to teachers not included in the project.

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[16] Alam M. and Haq M. N. (2000). *A question of quality; state of primary education in Bangladesh:* The Watch Report. Volume III, Dhaka: Campaign for Popular Education and University Press Ltd.
[17] Directorate of Primary Education (2000).
[18] JBIC Bangladesh education sector overview, Dhaka: Japan Bank of International Cooperation , Tokyo, Japan. (2002).

Another project known as Effective School Through Enhanced Education Management (ESTEEM) also provided training to large numbers of head teachers, AUEOs and UEOs in the targeted districts. These two projects have made a significant impact on school and teacher quality in many schools.

Finally, Upazila Resource Centres are intended to offer another vehicle for upgrading teacher competency by providing subject-based training. There is one instructor, one AUEO, one computer operator and one messenger (who also acts as night guard) in each URC. The instructor is responsible for management of the URC and AUEO is responsible for the academic aspects of the centre.

Many teacher-development projects, such as those noted above, have been undertaken over the past 30 years. These projects have trained thousands of teachers in areas such as teaching approaches, management, social mobilization, and materials development, among many. The problem with this training, however, is that in many cases it is provided only to head or senior teachers, meaning that other teachers can benefit only if the trained teacher shares their learning. As well, training is not always transferable outside of the projects activities. Another issue is that training does not carry any accreditation credit or recognized value that can be leveraged to improve career outlooks for trained teachers.

As noted earlier, opportunities for teacher promotion are rare, with the majority of teachers remaining teachers their entire career. Although teachers are allowed to apply for higher positions, are allowed to accept such offers if they have passed the selection procedure, only five to ten percent of teachers receive such an opportunity. For many teachers, then, professional development opportunities have only two advantages. First, it provides a change in their routine and an opportunity to travel to other parts of the country. Second, and perhaps more significantly, it increases teachers' opportunities for getting students for private tutoring. Many primary and secondary teachers tutor privately, with overcrowded classrooms resulting in a high level of need for individual after-hours tutoring (private tutoring is also often felt by students to be an opportunity to gain favour in the school). This work is a lucrative source of income for teachers, often providing several times their school salary through private tutoring.

3.7   Teacher Attendance

Teacher attendance has improved in Bangladesh: increased supervision and administrative pressure have begun to address punctuality and help to ensure that teachers do not leave prior to the scheduled end-of-day. Although it has improved, however, it does still present a significant challenge. Absenteeism is categorised as either intentional or unintentional. When a teacher does not turn up for a personal reason and remains absent (with or without notice) it is considered intentional, but when a teacher is absent for official reasons (such as training) it is considered unintentional. Students, however, are affected in

both cases. Although attendance has improved, teachers are still spending a significant amount of time occupied with non-teaching activities. In March 2005 a Survey Report on teacher absence found the following:

Table 8: % of Teachers Absent[19]

Category	% of Primary School Teachers Absent	% of Secondary School Teachers Absent
Male	15.3	17.1
Female	15.3	21
Head Teacher	20.2	17.8
Assistant Head Teacher	N/A	11.3
Assistant Teacher	14.9	15.2
Rural Area	15.7	19
Municipality Area	12.7	13.5
Metropolitan Area	17.5	10.8

Rates of teacher absenteeism differ between primary and secondary schools, however the nature and cause of absences are similar (Tables 9a – 9b). While the practice of arriving late and leaving early has been reduced, it does still occur. Due to poor pay and heavy teaching loads (primary teachers, for instance, conduct seven out of eight periods each day without any break), many teachers participate in secondary wage-earning activities, such as agricultural work in rural areas and private tuition in urban areas.   Many teachers are active participants in politics, detracting from time spent in classrooms. The predominant reason for teacher absence, as indicated in Tables 9a – 9b, however, is involvement of teachers in official duties other than teaching, especially among primary teachers:

Tables 9a – 9b: Reasons for Teacher Absence:

Table 9a: All Types of Teachers

Overall (all types of teachers)	Primary	Secondary
1. Official teaching related duty	49.0	39.1
2. Official non-teaching related duty	4.5	0
3. Sick	9.5	905
4. Authorized leave	32.8	21.9
5. Left early	0.7	2.4
6. Arrive later	1.5	0
7. Off due to Exam	0	7.1
8. unauthorized absence	1.5	20.1

Table 9b: Head Teachers

Overall (Head Teachers)	Primary	Secondary
1. Official teaching related duty	68.6	75.0
2. Official non-teaching related duty	0	0
3. Sick	0	6.3
4. Authorized leave	22.9	6.2
5. Left early	2.8	6.2
6. Arrive later	2.8	0

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[19] Survey Reports – March 2005

7. Off due to Exam	0	0
8. unauthorized absence	2.9	6.3

Table 9c: Assistant Head Teachers

Overall (Assistant Head Teachers)	Primary	Secondary
1. Official teaching related duty	N/A	57.1
2. Official non-teaching related duty		0
3. Sick		0
4. Authorized leave		42.9
5. Left early		0
6. Arrive later		0
7. Off due to Exam		0
8. unauthorized absence		0

Table 9d: Teachers

Overall (Teachers)	Primary	Secondary
1. Official teaching related duty	41.2	43.8
2. Official non-teaching related duty	5.9	0
3. Sick	12.8	3.1
4. Authorized leave	35.3	31.3
5. Left early	1.0	0
6. Arrive later	1.0	0

Because the majority of secondary schools do not fall within the domain of government administration, secondary school teachers tend not to have extra educational duties. Headmasters, however, often attend off-school meetings or are occupied with administrative work. Primary school teachers, on the other hand, represent the largest available workforce (over 250 thousand government and non-government school teachers) spread over the country and easily accessible to government (the upazila (sub-district level) administration has close links with them). As a result primary teachers are called upon for many national purposes such as population census, national election, and health and sanitation programmes. Teachers also are involved in child census in school catchments, distribution of stipends for poor children, keep progress reports, collect and distribute government textbooks and maintain many records. According to teachers these activities consume a significant amount of time from teaching. Head Teachers as well are involved in administrative activities such as attending monthly coordination meetings, reviewing / approving salary bills, conducting School Managing Committee meetings, organizing Parent Teacher Association meetings, and attending to any school visitors (such as officials).

As well, non-teaching duties are sometimes mandatory due to Education Office directives. Teachers interviewed expressed dissatisfaction regarding these duties compared to teaching. Some men felt more burdened by these duties, as female teachers were considered often reluctant or unable to effectively perform certain activities, such as outdoor work.

The non-teaching duties performed by teachers play an important role in their communities.   The impact, however, of teacher absence is significant, including for instance lower language test scores in primary schools (although teacher absenteeism does negatively affect secondary school test scores it is

not significant). Teacher absenteeism both creates and results from lessened commitment to classroom teaching and general preparedness for classes (demonstrated by lack of proper lesson planning). Data on teacher absenteeism however remains very scarce and the education department does not keep any records or have a mandate for necessary actions.

3.8 School Management

Management is highly centralized, with the Ministry of Education at the national level enjoying supreme power in recruiting and posting teachers at the field level. Even the Directorate of Primary Education (DPE) feels disempowered by the Ministry of Education at field and national levels. As a result decentralization of primary-school management has been recommended (for example, the National Education Policy (NEP 2000) and National Education Commission (2003)). It has not, however, taken place. Most government officials endorse the advantage of decentralization of but have little scope to practice due to the centralized bureaucratic system. There is also the risk that decentralization might increase anomalies and corruption among teachers and field level officials. One advantage of centralized management is that it provides a bureaucratic block to politicians and local elites who might seek to exercise power at the upazila and school level.

3.8.1 Government Management

The DPE and its subordinate offices in the district and upazila (sub-district) are entirely responsible for management and supervision of formal primary education. The DPE employs 162,000 teachers, equips and maintains close to 37,800 government primary schools, supports (through subventions) 21,300 non-government and over 5,000 *madrasah* (religious schools), and maintains an administrative infrastructure from the head office in Dhaka down to each school. At the DPE Headquarters the Director General heads the DPE with six functional divisions assisted by Directors and other relevant staff. In different tiers of administrative units (division, district and upazila) the Directorate has different categories of field officers: Deputy Director (DD), District Primary Education Officer (DPEO), Upazila Education Officer (UEO) and Assistant Upazila Education Officer (AUEO). Their responsibilities include textbook distribution, countrywide organization of in-service training of teachers, recruitment, posting, and transfer of teachers and other staff. The Facility Department and Local Government Engineering Department (LGED) is responsible for school construction, repair, and furniture supply. The National Curriculum and Textbook Board (NCTB) is responsible for the development of primary education curricula and the production of textbooks. Each of the upazilas has one UEOs (Upazila Education Officer) and several AUEOs (Assistant Upazila Education Officer) for school supervision and academic support to teachers. Each AUEO is supposed to supervise 20-30 schools but in reality they have to visit over 70 schools. An AUEO is expected to make at least 10 visits a month, which is difficult to maintain along with performing other expected duties. The AUEO is given Tk. 200 per month for

meeting the expenses related to his/her school supervisions. This amount does not reflect the actual cost of supervisions. On average each school is visited every three to four months, although studies show that some schools are visited by an AUEO only once a year. Visits are largely AUEO's inspections and not to provide support. Other officials have even fewer opportunities to conduct school visits. None of the primary schools have an office secretary, an orderly or even a cleaner or sweeper. Office maintenance and cleaning instead add to teachers' non-teaching related workload.

In regards to curriculum management, a large and growing number of schools run by non-government organizations use new and well-conceived learning strategies, which help children to become literate and numerate. Non-government institutions are particularly active in the delivery of primary education to the most economically disadvantaged children in Bangladesh. Non-government institutions enrol more than 2 million students, but they also demonstrate alternative, innovative practices compared with the public system. Schools run by non-government organizations generally use innovative approaches and teaching methods and tend to remain highly efficient. Class size in a NGO school is strictly limited to 30-33 students. Passing rates in these schools are close to 100%. Though teachers of these schools are less qualified they are also highly supervised. These NGO schools are most successful in terms of their class size, location and ability to create an environment that appeals to children.

The government allocates and disburses all expenses in government schools, and 70% to 90% of teacher salaries in non-government registered schools, on the basis of school registration and eligibility criteria. The government also makes grants to non-government schools for the repair of school buildings based on a checklist of eligible criteria. The Upazila Nirbahi Officer (UNO) decides which school gets funds for repairs and disburses the money. The UNO is the drawing and disbursing officer of every upazila and comes from the Establishment Ministry and the administrative cadre. Students in both government and non-government registered schools receive free textbooks. NGO schools currently do not receive free textbooks from the government but the respective NGO provides the text and other learning materials (that are developed by them) free of cost.

ESTEEM, a government project financially supported by DFID has increased teachers' and administrators' management skills in the field of primary education. ESTEEM provided professional development within a clear and functional local management framework that enables quality improvement through academic supervision, quality assurance, an inspection system and monitoring of progress. Over 8,000 Head Teachers from 38 districts were trained in a 12 day programme in several phases. Head Teachers were trained in tangibles such as school and curriculum management, academic supervision, financial management, and planning and school development. Training involved working with local people and provided follow-up activities. ESTEEM training was unique in its scope and format. One challenge, however, has been that Head Teachers were trained in the project with the understanding that they, in turn, will support assistant teachers in their

development. This has not always worked, and did not take into account Head Teacher transfers or retirement, or the constraints that overload, vacant positions and lack of free time put on professional guidance from the Head Teacher.

This training, however, is of value and has been institutionalised within a new Job Description, providing a strong base for future management of quality in schools. It also shows how the work at field level has to be considered within a framework that integrates work of different ESTEEM components. This project developed for the first time new job descriptions for the DPEOs, UEOs and AUEOs that account for their quality development. ESTEEM's final evaluation found that most of these officers are over-burdened and have difficulty in meeting their job requirements[20]. As well, ESTEEM included a mechanism to provide academic supervision to teachers in school. At least once every three months AUEOs visited schools for a day to observe in-class teaching-learning practices, talk to the Head Teacher for managerial support and motivate community members for support. The evaluation team suggested that regular academic supervision might not be realistic due to time constraints for the concerned persons; many participants, however, were committed to achieving these objectives despite any challenges to doing so.

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3.8.2 Community Management

Prior to 1974 the majority of primary schools were supported by local people and philanthropic individuals. The nationalization of primary education, however, resulted in a public perception that the responsibility of providing formal education to children lies solely with the government. Yet active public support is one of the major means of implementing any social programme and is vital to achieving wide publicity and awareness about primary education. To enlist public participation local bodies have been formed that assist in school management. In order to mobilize people for the implementation of compulsory primary education, 13,380 Ward Committees, 4,450 Union Committees, 481 Upazila Education Committees and 64 District Education Committees have been constituted. School Managing Committees (SMC) and Parent Teacher Associations (PTA) are local committees that are empowered to appoint teachers in satellite and community schools that are not government managed.

School Managing Committees
SMCs consist of 11 members: Head Teacher; one male and one female patron of education; one donor of land to the school; one teacher from a nearby high school; one teacher representative from the school; one parent of a student with good academic standing; four parents from the school community, selected by the school under the aegis of the local Member of the Parliament and approved by the DC in consultation with the responsible minister of the district. In addition one of the local Ward Commissioners of the Union Parishad or Union Council, Municipality or City Corporation is also co-

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[20] Wood J. et al (2004) Bangladesh: Evaluation of ESTEEM Project. Dhaka: DFID.

opted as an advisor of the SMC. SMCs select/elect a president and vice-president from the members (not including the Head Teacher or teacher representative). The Head Teacher is appointed as the Member-Secretary of the committee. Participants undertake a two year term. *Madrasas* also have managing committees similar to SMCs, with 11-13 members, of whom the Head Teacher is the Member-Secretary and the UNO is the Chair. Non-formal schools or centres also have managing committees.

There is widespread dissatisfaction with how SMCs are functioning. Through discussion groups and interviews the following issues have been identified. It is felt that although SMCs wield a great deal of power, guidelines for SMCs have not been clearly outlined. Broadly speaking, the government has assigned the following five roles to SMCs:

- Conduct school development work including schoolhouse and road construction / repair and keeping school environment conducive to children's learning;
- Ensure all school-aged children (6-12 years) in the community enrol and attend;
- Monitor and supervise school activities and performance;
- Help manage sub-cluster training, PTA, stipends, and co-curricular activities;
- Coordinate and resolve various school-related problems by involving community people and upazila education office.

Although SMCs have been given substantial responsibilities, they have not been accorded actual authority in regards to managing financial and human resources in the school. As well, it was frequently noted that SMCs are excessively influenced by Head Teachers and local political people. Patronage is one problem that has resulted: Head Teachers have arranged to have a friend or relative in the committee, and politicians view membership as a reward for their supporters. SMCs often function to 'rubber-stamp' Head Teachers' decisions or unduly influence a school's daily activities. Meetings are often irregular, making full participation difficult. As well, although women are included on the committee their involvement is very limited in terms of decision making or as a policy provider. These problems are even more significant for RNGPS, because these schools are established by people with shared interests. The SMC of such schools have little opportunity to run the school in the best interest of the school, rather they function to meet the needs of powerful committee members. As well, many SMC participants and school-community members remain unclear about the actual roles and responsibilities of SMCs. Funding is another concern. SMCs have no disposable fund, with no budget allocation at the school or government level for any discretionary spending. The only funds SMCs are allowed to manage and utilize are those they raise themselves. Upazila authorities and Head Teachers often lack a sufficient appreciation and understanding of the potential and significance of the SMC in making the school a more responsive, accountable and cohesive entity. Despite these negative issues, however, active and engaged SMCs are recognized as capable of making a significant difference in schools, and several projects have undertaken

extensive training of SMC members to maximise SMC effectiveness and impact. Members of the School Management Committees are being trained extensively under different projects[21].

In 35 selected districts of the country, a project named Intensive District Approach to Education for All (IDEAL) was been initiated (the project ended in December 2004 after completing its cycle of eight years). IDEAL operated at the local level to achieve large-scale improvement of the standard of education through the coordinated efforts of SMCs, teachers, students and guardians. This programme will be gradually expanded to all communities through the Primary Education Development Programmes-II (PEDP-II). PEDP-II has created considerable interest at the community level in participating in school development. Under the DFID-assisted ESTEEM project there were also other innovative interventions targeted to capacity building and social mobilization (ESTEEM also completed its five-year cycle in December 2004). Other projects include Plan Bangladesh and Save the Children (USA), who support early childhood and pre-primary education programmes. These projects provide teacher training, material development and community development and have earned a positive reputation. One of the most successful projects is Primary Education Fortnight, which seeks to highlight primary education activities and ensure public / community participation in primary education programmes to supplement Government efforts. Primary Education Fortnight is observed throughout the country. During this time the previous year's programmes are evaluated and programmes for the coming year are designed. Meetings and rallies take place at the school, Upazila, district and national levels. Cultural events, award-giving ceremonies recognizing outstanding student, teacher and school performances, distribution of free textbooks and other events take place. Activities are promoted through media coverage and the circulation of posters. Primary Education Fortnight reminds the community that schools are a social institution and the responsibility for achieving better performance is shared.

Social mobilization activities undertaken by such projects have generated a great deal of public interest in education. Communities once disconnected from their schools are becoming increasingly more active, and communities are finding various ways to be involved. These coordinated efforts create a more congenial environment for teaching and learning.

Parent Teacher Associations
Parent Teacher Associations (PTAs) function to implement compulsory primary education and establish each primary school as a strong social base for parents and community.   Introduced by government, these committees provide a forum for parents and teachers to work together. The first directive regarding formation of PTAs was issued in 1984, prior to which no parents were associated with schools. In 2000 a government circular made amendments to the 1984 directive, encouraging parents / guardians of children aged three to twelve in school catchments to form PTAs.   This

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[21] ESTEEM and IDEAL projects under DPE.

circular reduced the number of Executive Committee members from 27 to 10 and gave PTA a more formal structure, changing its character to a loosely organized forum of parents and teachers. PTAs elect an Executive Committee (President and Vice-President) from among the parent members. Head Teachers sit on PTAs as the Member-Secretary, and PTAs include a teacher, three male and three female parents / guardians as members. The 2000 Directive stated the following PTA objectives:

- Creating good relations among teachers and parents.
- Improving quality of education through joint efforts.
- Involving parents in all school activities.
- Establishing accountability at the grassroots level.
- Evaluating roles and responsibilities of the PTA.
- Encouraging problem-solving at the local level.
- Forming a welfare trust in the school.

Thus PTAs are seen as a forum in addition to the SMC for creating an effective school-community partnership in education. Unfortunately PTAs remain a weak body in supporting school activities. Education Watch studies found PTAs ineffective and silent. Despite this, some parents are still actively associated with their PTAs. Parents, as well as teachers, who attend PTA meetings, perceive the forum as a means of allocating responsibility to ensure children's school attendance, and help them with family issues. A large number of PTA members are still unaware of their duties. In spite of being Chair of the Upazila Education Committee, most of the UNOs interviewed were un-informed about the existence of the PTA. Teachers and Head Teachers of a few GPS claimed to have PTAs in their schools but admitted that they have little influence in the matters of school functioning and children's education. The majority of PTAs exist only on paper only and have no actual power to run a school or guide teachers.

Non-formal schools provide a positive example of the positive impact parent involvement can have. Such schools hold a monthly mothers' assembly to discuss common concerns and how the child can be supported both by school and the family. They have demonstrated how a genuine and effective involvement of parents, especially of mothers, can be promoted through a less structured forum for dialogue and sharing between parents, teachers and school authorities. This approach helps meet the common objective of helping children learn better.

3.9   Mobilization of School Resources

Of the nine varieties of primary schools all except Government Primary Schools are under-resourced and suffer in terms of location and physical and financial conditions. Schools are funded by local donations, government subvention, and personal and individual support. Primary schools in the religious streams, known as '*ebtedaye madrasahs*', operate solely on community donations. As a result these schools are also in poor condition, with extremely poor teacher salaries. The higher *madrasahs,* however, receive some government subventions from time to time.

The majority of government and registered non-government schools have no source of private revenue. However, in some schools (four GPS and one RNGPS among 30 surveyed schools)[22] funds were raised privately from teachers, SMC members, local elites, political leaders, community people and other individual sources. Some institutions have discovered other ways of meeting expenses by leveraging resources. For instance, some government schools lease their ponds for fishing, construct rooms to rent out as shops and plant fruit trees. As well, in some GPSs teachers contribute a fixed amount of money each month (Tk. 200 by the head teacher and Tk. 100 by each assistant teacher) to maintain a fund to meet 'urgent' school needs, such as hosting important visitors. Other types of expenditures include utilities (such as electricity), salaries or stipends for volunteer teachers, arranging annual *milad* (religious ritual), and school sports or cultural events of the school. In some cases money is collected from students to meet unforeseen expenditures.

Madrasas or religious institutions are more active than primary schools in mobilizing financial resources. Most *madrasas* have established their own funds and opened bank accounts. Education Watch's 2001 report noted that 81.6% of *madrasas* collected non-government donations, 10.5% received revenue by renting assets, 61.1% sold products and 33.4% collected money from other sources. *Madrasas* also appeal to people's religious faith for generous contribution to the *madrasa* fund for benefit in the afterworld.

Many NGO schools also have their own funds which they have raised from contributions of local people and charities. On occasion these schools also receive funds from government or other external donors. For example, BRAC (the biggest NGO in the country) schools receive support from their parent organization and do not have funds for their own.

3.10   Corruption and Malpractices

Although corruption or unethical practices among teachers are unexpected in this culture, it is evident to a certain extent. Although no statistics are available in this regard, it may be safely mentioned that about half of all teachers are involved in some form of malpractice. Various authors, journalists, and reports from government officials mentioned irregular or unethical practices among teachers. The following Information Box notes the findings of a 2000 survey by Transparency International Bangladesh[23].

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[22] Education Watch Report 2003/4 (2005)
[23] Transparency International Bangladesh (2000) as quoted in Education Watch 2003/4. p. 118-9.

Information Box

A report card on primary education governance of eight upazilas of greater Mymensingh was issued by Transparency International Bangladesh based on its survey conducted in the last quarter of 2000. Information was collected through focus group and larger meetings and interviews with 2,103 teachers, parents, students and officials concerned with 171 primary schools. The schools were located in the upazilas of Mymensingh Sadar, Muktagachha, Gouripur, Jamalpur Sadar, Sharishabari, Kishoreganj Sadar, Madhupur and Nalitabari. The survey covered 105 government, 40 non-government, 14 satellite and 12 community primary schools.

The Aim of the survey was to identify the gaps and flaws in primary education management and to locate and investigate corruption in the system.

The survey unearthed major irregularities in the system. It revealed that various actors in primary education – government employees, the school management committee and teachers – had a role in incidences of corruption. It also showed that lack of accountability was the principal facilitator for corruption. Lack of transparency, low salary of employees, improper use of discretionary power, monopoly of power, the presence of powerful interest groups, and bureaucratic procedures contributed to corruption and mismanagement. Principal findings were:

- Students were required to make unauthorized payments for admission into the school, obtaining textbooks, promotion to higher classes, sitting in examinations and organizing school sporting events. Students also had to make contribution for entertainment of officers from the UEO office, for holding of religious events and for various other purposes.
- A total of over Tk. 19,800,000 was collected in a year in the 171 primary schools as payments under all these heads. Of this, Tk. 18,200,000 was raised as examination fees and the rest for other purposes. There existed neither specific guidelines nor any accounting system for this money.
- There were irregularities in the Food for Education Programmes. Beneficiaries were selected on payment of bribes and by intervention of influential persons. In the actual distribution of food-grain, on average, a student received 2.47 kilograms less than the allotted amount. The annual shortfall of 30 kilograms per student added up to 1,241 tons of missing food grain in a year in the eight upazilas. The cash value of the missing food-grain – at Tk. 10 per kg- amounted to 12,420,000.
- The Primary Education Offices in the upazilas were fraught with problems. There were instances of bribery, delays in service delivery and hostility towards teachers during school inspection.

Such corruption is found in all types of institutions. The most common practice is insisting students attend private coaching instead of teaching them in class. Other corruptions are related to giving good marks to known or identified students or disclosing exam questions in exchange for money. Many public examination questions are revealed prior to examinations. Another form of corruption is the sale of school copies of textbooks and other learning materials in the market. Serious types of corruption involve financial fraud.

For example, some teachers in remote rural areas do not attend school regularly, and instead pay local unauthorized persons / teachers to work in their place during their absence. Headmasters in registered private school and Head Teachers in *madrasahs* have conspired with their SMC to collect salaries for fictitious teachers. In another example, Headmasters have collaborated with relevant officials to collect stipends (allocated by government for poor children in primary schools and all girls of rural secondary schools) for fictitious children. Most malpractices, however, are not of such serious nature. Although local education offices are sometimes aware of these practices they rarely respond unless they have received a written report.

3.11 Living Conditions

There is no study available on the national socio-economic status of the teachers but many studies report teachers' income, land holding and residential status from their own samples. Teachers' living conditions vary according to income, which, as noted earlier, is inadequate, with many teachers seeking extra income. Those with secondary incomes, however, are only marginally better off than their colleagues. Interviews and secondary sources, however, suggest that teachers' living conditions are also directly relative to their teaching level. College teachers, for example, are better off than secondary school teachers and secondary school teachers are better off than primary school teachers. Variance is small, though, and in general teachers are poor. It is often difficult to meet day-to-day demands, and impossible to save for the future. Though many teachers have televisions or radios very few have refrigerators or other modern household appliances. Still teachers are expected to maintain a high ethical standard, possess a sacrificing spirit and devote their life for the cause of education. With such limited income and low social recognition this expectation has created great pressure for many teachers and contributed to low teacher motivation and job satisfaction.

4.   IMPROVING TEACHER MOTIVATION AND JOB SATISFACTION

Despite the low teacher job satisfaction and motivation, and the challenges presented by key issues, steps can be taken to positively address these. Interviews with Shikkhak Samety (the Bangla Language Teacher's Association/Union) provided some recommendations to improve teacher motivation and job satisfaction, and the context of education in general:

> ➢ Eliminate all forms of discrimination in education, including discrimination between types of schools, discrimination of salary, curriculum-based discrimination, discrimination in textbooks, discrimination in budget allocation, and discrimination of teachers' posts, among others.

- Provide the following pay-scale adjustments:
  - Primary school teachers, salaried as 4th class employees on the national scale, request separated and uniform pay scales only for primary school teachers, as in the Bangladesh Army.
  - Primary schools teachers demand 2nd class pay scale for Head Teachers, as in PTI experimental primary schools.

- Nationalize all NGSS, NJSS, RNGPS and Community schools

- Change recruitment process. Recruitment currently takes place once each year, with an average of 20% of teaching positions vacant at any given time. Positions are always vacant, contributing to understaffing. Recruitment should occur as positions become available.

- Make all teachers eligible for Tiffin allowance *and* increase it from taka 100 to taka 500 per month

- Make provision for contingency at the rate of 500 per teacher.

- Increase school contingency per school on the basis of taka 500 per teacher.

- Stop punishment transfer for teachers.

- Increase number of departmental promotion opportunities for teachers.

- Stop speed payments for Non-Government teachers appointed by SMC/Schools.

5.   CONCLUSION

Bangladesh has achieved a great deal of the education goals set in the 1990 Jomtein Declaration. The main thrust of educational development was initially on quantitative expansion of primary education, and later came to include improvements in quality of education. In the 2000 World Education Forum the government of Bangladesh committed to achieve education for all citizens by the year 2015. All long-term projects for quantitative expansion and qualitative improvement of primary education were completed by June 2003. The country has prepared "Primary Education Development Programmes-II" on the basis of the Dakar Framework and proposed National Plan of Action (NPA). The main objectives of the NPA are to increase primary school access, participation and completion with improved quality of student learning.

Despite these initiatives, however, there is little scope to attract government attention to improving teachers' individual and social contexts. Yet appropriate teacher support is needed so that teachers can meet the educational needs of Bangladesh's children. Issues like teachers' salary, opportunities for promotion, incentives for continuous development, and reduction of physical

and mental stress are not reflected in the NPA as recommended policy actions. Education programmes treat teachers training, materials, supervision and monitoring but fail to value their dignity, freedom and wisdom. Neither schools nor teachers have any freedom of choice in textbook selection or contents. Teachers are not allowed to develop their own class schedule as they feel necessary. The curriculum and knowledge-level is prescribed for the whole year. Ideal lesson plans, examination questions and day-to-day exercises all are pre-set by the curriculum. As a result teachers feel as if they are simply robots, a disinterested mechanical labour force for educating children in the school 'machine'. Engaged and enthusiastic teachers are vital to educational success: unless these issues are addressed it will not be possible to meet the goals for the education sector.

Appendix I: Acronyms

AHT	Assistant Head Teacher
AT	Assistant Teacher
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BEd	Bachelor of Education
BISE	Boards of Intermediate and Secondary Education
BNFE	Bureau of Non-formal Education
C-in-ED	Certificate in Education
CPEIMU	Compulsory Primary Education Implementation Monitoring Unit
COM	Community School
Dip-in Ed	Diploma in Education
DM	Dahl Marsha
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
EB	Efficiency Bar
	After successful completion of 7 years of service then s/he is eligible for EB and any one cross the EB then H/S will get Tk. 5-10 more as a yearly increment.
EM	Ebtedayee Madrasha
EMIS	Educational Management Information System
GOB	Government of Bangladesh
GPS	Government Primary School
GSS	Government Secondary School
H/AMAD	High Madrasha Attached EM
H/APS	High School Attached Primary School
HSC	Higher Secondary Certificate
HT	Head Teacher
JSS	Junior Secondary School
KG	Kindergarten
MEd	Masters of Education

MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
MPO	Monthly Payment Order
NAPE	National Academy for Primary Education
NGO	Non Government Organization
NGO School	NGO run full Primary School
NGPS	Non Government Non Registered Primary School
NGSS	Non Government Secondary School
PTA	Parent Teacher Association
PTI Exp.	Primary Training Institute attached Primary School Section
RNGPS	Registered Non Government Primary School
SMC	School Management Committee
SSC	Secondary School Certificate
TK	Taka (Bangladeshi Currency)
YI	Yearly Increment

Appendix II: People Interviewed / Discussed

Professor Abdus Sobhan	Rtd. Director General of Primary Education (DG, DPE)
Dr. Ayesha Khatun	Director General of Secondary & Higher Education (DG, DSHE)
Mr. Nurul Islam	Project Officer, Child Development and Education Section, UNICEF-Bangladesh
Mr. Shamim Ahmed	Project Officer, Child Development and Education Section, UNICEF-Bangladesh
Mr. Ohidur Rashid	Asst. Project Officer, Child Development and Education Section, UNICEF-Bangladesh
Ms Roohi Zakia Dewan	Director, Planning NAEM, Bangladesh
Mr. Ratan Kumar Roy	Director, M & E Division, DPE
Dr. Sirajuddin Ahmed	Director Training, DSHE
Ms. Monira Hasan	Project Officer, Quality Education Team, UNICEF
Prof. Alauddin Ahmad	Chairman, Board of Intermediate and Secondary Education, Comilla
Ms. Ummey Zohra Hasan	Director Planning, DSHE
Ms. Shamima Tasmin	Education Advisor, Concern Bangladesh, Kalabagan, Dhaka
Mr. Sultan Miah	District Primary Education Officer, Kishoreganj District
Mr. Mojib Alam	Upazila Education Officer, Monohordi Upazila, Narsingdi District
Mr.Mofazzal Hossain	System Manager, BANBEIS
Mr.Giasuddin Ahmed	Upazila Education Officer, Polash & Secretary, UEO, Somaty

Mr. M Nurul Amin	Upazila Project Officer, Secondary Education, Pakundia Upazila, Kishoreganj
Mr. Dabir Uddin	District Education Officer, Gazipur District
Mr. M A Awwal Siddiquie	President, Bangladesh Teacher Association, Secondary Education
Mr. Ali Reza	Assistant Director, PTI Section, DPE
Mr. Sirajul Islam	Head teacher, Dhaira GPS, Dhamrai and General Secretary of Teachers Association, Dhaka
Fazle Hossain Yahea	Assistant Director, Planning Division DPE
Ms Shabnam Mostari	Instructor, Upazila Resource Centre, Mirpur, Dhaka
Mr.Abdul Awwal Talukdar	President, Bangladesh Teacher Association, Primary Education
Mr. M A Salam	Secretary General , Bangladesh Teacher Association, Primary Education

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Appendix IV: National Pay Scales and Teachers Salaries

1. National Pay Scales 1985 – 2005:

Scale	1985 Scale	1991 Scale	1997 Scale Effective 1st July,97	2005 Scale Effective 1st January,05
1.	TK. 6,000 (Fixed)	TK. 10,000 (Fixed)	TK. 15,000 (Fixed)	TK. 23,000 (Fixed)
2.	Tk. 5,700(Fixed)	Tk. 8,600-225X4(YI) -9,500	Tk. 12,900-350X4(YI) -14,300	Tk. 19,300-700X4 (YI) -22,100
3.	Tk. 4,750-150X6(YI) -5,500	Tk. 7,800-200X6(YI) -9,000	Tk. 11,700-300X6(YI) -13,500	Tk. 16,800-650X 6 (YI) -20,700
4.	Tk. 4,200-150X8(YI) -5,250	Tk. 7,100-200X8(YI) -8,700	Tk. 10,700-300X8(YI) -13,100	Tk. 15,000-600X8 (YI) -19,800
5.	Tk. 3,700-125 X 9(YI) -4,825	Tk. 6,300-175X10(YI) -8,050	Tk. 9,500-260X10(YI) -12,100	Tk. 13,750-550X10 (YI) -19,250
6.	Tk. 2,800-125X13(YI) -4,425	Tk. 4,800-175X14(YI) -7,250	Tk. 7,200-260X14(YI) -10,840	Tk. 11,000-475X14 (YI) -17,650
7.	Tk. 2,400-120X10(YI) -3,600	Tk. 4,100-150X16(YI) -6,500	Tk. 6,150-225X16(YI) -9,750	Tk. 9,000-405X16 (YI) -15,480
8.	Tk. 1,850-110X7(YI) -2,620-120X5-3,220	Tk. 3,200-140X16(YI) -5,440	Tk. 4,800-210X16(YI) -8,160	Tk. 7,400-365 X16 (YI) -13,240
9.	Tk. 1,650-100X6(YI) -2,250-EB-110X7-3,020	Tk. 2,850-125X7(YI) -3,725-EB-130X11-5,155	Tk. 4,300-185X7(YI) -5,595-EB-195X11-7,740	Tk. 6,800-325X7(YI) -9,075-EB-365X11-1,390
10.	Tk. 1,350-90X10(YI) -2,250-EB-100X5-2,750	Tk. 2,300-115X7(YI) -3,105-EB-125X11-4,480	Tk. 3,400-170X7(YI) -4,590-EB-185X11-6,625	Tk. 5,100-280X7(YI) -7,060-EB-300X11-1,0360
11.	Tk. 1,000-70X8(YI) -1,560-EB-90X8-2,280	Tk. 1,725-105X7(YI) -2,460-EB-115X11-3,725	Tk. 2,550-155X7(YI) -3,635-EB-170X11-5,505	Tk. 4,100-250X7(YI) -5,850-EB-270X11-8,820
12.	Tk. 900-65X10(YI) -1,550 -EB-75X7-2,075	Tk. 1,550-100X7(YI) -2,250-EB-105X11-3,405	Tk. 2,375-150X7(YI) -3,425-EB-155X11-5,130	Tk. 3,700-230X7(YI) -5,310-EB-250X11-8,060

13.	Tk. 850-55X10(YI) -1,400-EB-60X5-1,700	Tk. 1,475-90X7(YI) -2,105-EB-95X11-3,150	Tk. 2,250-135X7(YI) -3,195-EB-140X11-4,735	Tk. 3,500-210X7(YI) -4,970-EB-230X11-7,500
14.	Tk. 800-50X10(YI) -1,300-EB-55X6-1,630	Tk. 1,375-80X7(YI) -1,935-EB-85X11-2,870	Tk. 2,100-120X7(YI) -2,940-EB-125X11-4,315	Tk. 3,300-190X7(YI) -4,630-EB-210X11-6,940
15.	Tk. 750-45X10-1,200-EB-50X7-1,550	Tk. 1,300-70X7-1,790-EB-75X11-2,615	Tk. 1,975-105X7-2,710-EB-110X11-3,920	Tk. 3,100-170X7-4,290-EB-190X11-6,380
16.	Tk. 700-40X10(YI) -1,100-EB-45X7-1,415	Tk. 1,200-60X7(YI) -1,620-EB-65X11-2,335	Tk. 1,875-90X7(YI) -2,505-EB-100X11-3,605	Tk. 3,000-150X7(YI) -4,050-EB-170X11-5,920
17.	Tk. 650-35X10(YI) -1,000-EB-40X4-1,160	Tk. 1,125-55X7(YI) -1,510-EB-60X11-2,170	Tk. 1,750-80X7(YI) -2,310-EB-90X11-3,300	Tk. 2,850-130X7(YI) -3,760-EB-150X11-5,410
18.	Tk. 600-30X10(YI) -900-EB-35X6-1,110	Tk. 1,050-45X7(YI) -1,365-EB-50X11-1,915	Tk. 1,625-65X7(YI) -2,080-EB-75X11-2,905	Tk. 2,600-120X7(YI) -3,440-EB-130X11-4,870
19.	Tk. 550-25X7-725-EB-30X8-965	Tk. 975-40X7-1,255-EB-45X11-1,750	Tk. 1,560-60X7-1,980-EB-65X11-2,695	Tk. 2,500-110X7-3,270-EB-120X11-4,590
20.	Tk. 500-20X18(YI) -860	Tk. 900-35X18(YI) -1,530	Tk. 1,500-50X18(YI) -2,400	Tk. 2,400-100X7(YI) -3,100-EB-110X11-4,310

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EB = Efficiency Bar (After successful completion of 7 years of service then H/S is eligible for EB and any one cross the EB then H/S will get Tk. 5-10 more as a yearly increment.

TK = Taka, Bangladeshi Currency

YI = Yearly Increment

GOB = Government of Bangladesh

Teachers Salary Scale:

This table indicates the salary scale for all types of teachers as well as the Secretary of State and Nurses.

SL#	Designation	National Pay Scale Number	Remarks
1.	**Secretary of the State**	Scale No. 2	
2.	**Nurse**	Scale No. 7	
3.	**HT of GSS**	Scale No. 6	
4.	**AHT of GSS**	Scale No. 9	
5.	**AT of GSS Trained**	Scale No. 10	
6.	**AT of GSS non-trained**	Scale No. 10	
7.	**AHT of NGSS**	Scale No. 10	Received 90% of Basic only
8.	**HT of NGSS Trained**	Scale No. 7	Received 90% of Basic only
9.	**HT of NGSS Non-Trained**	Scale No. 9	Received 90% of Basic only
10.	**AHT of NGSS Trained**	Scale No. 9	Received 90% of Basic only
11.	**AHT of NGSS Non-Trained**	Scale No. 10	Received 90% of Basic only
12.	**AT of NGSS Trained**	Scale No. 10	Received 90% of Basic only
13.	**AT of NGSS Non-Trained**	Scale No. 10	Received 90% of Basic only
14.	**HT of GPS trained**	Scale No. 15	
15.	**HT of GPS un-trained**	Scale No. 17	
16.	**AT of GPS trained**	Scale No. 16	
17.	**AT of GPS un-trained**	Scale No. 18	
18.	**1st Class Gazetted Post**	Start from Scale No.9	1st Class Officer
19.	**2nd Class Gazetted Post**	Start from Scale No.10	2nd class officer
20.	**3rd Class Post**	Start from Scale No.15	
21.	**4th Class Post**	Start from Scale No.17, 18	

Appendix V: Teachers' Allowances

Both the Secondary and Primary level (Government) teachers are eligible for the following allowances:

a. Rest and Recreation Allowances: After successful completion of three years eligible for rest and recreation allowance with equivalent of one month basic salary (effective 1st July 1979).

b. Festival Allowances: Eligible for festival allowance with equivalent of two months basic salary each year (effective 1st July 1985).

c. Hill Allowances: Teachers working in one of three Hill tract districts (Rangamati, Bandarban and Khagrachari) are eligible for an extra 30% of basic salary not to exceed Taka 200 (effective 1st July 1997).

d. Medical Allowances: The following table shows fixed medical allowances for all government teachers. Non government teachers receive allowances as of 2000:

Type of Teacher	1990	1995	2000	2004
1. GSS	TK. 100/ month	TK. 300/ month	TK. 400/ month	TK. 400/ month
2. NGSS/JNGSS	N/A	N/A	TK. 150/month	TK. 150/month
3. GPS	TK. 100/ month	TK. 300/ month	TK. 400/ month	TK. 400/ month
4. RNGPS	N/A	N/A	TK. 150/ month	TK. 150/ month
5. Community	N/A	N/A	N/A	N/A

e. Tiffin Allowances: Only GSS and GPS teachers receive Tiffin allowances at the rate of 100 taka per month as outlined below (effective 1st July 1997):

	1990	1995	2000	2004
1. GSS	TK. 0/ month	TK. 0/ month	TK. 100/ month	TK. 100/ month
2. GPS	TK. 0/ month	TK. 0/ month	TK. 100/ month	TK. 100/ month

f. Traveling Allowance (TA): GSS/GPS teachers are eligible for TAs. The government, however, has not yet made budget allocations for TAs for GPS teachers .

4.3. House Rents Allowance Calculation (Applicable only to Government Teachers / Employees): Calculations of house rents allowances depend on the employee's basic salary and working station (high coast), as outlined in the following table:

Basic Salary	Rate of House Rent		Remarks
	Metropoliton/Poura (Municipal) area of Dhaka, Narayanganj, Chittagong, Khulna, Rajshahi,	Other Places	
TK. 1,800	55% of Basic salary but, minimum TK. 850	50% of Basic salary but, minimum TK. 800	Effective from 1st July 1999
TK.1,800-3,800	50% of Basic salary but minimum Tk. 990	45% of Basic salary but minimum Tk. 900	Effective from 1st July 1999
TK. 3,801-9,000	45% of Basic salary but minimum Tk. 1,900	40% of Basic salary but minimum Tk. 1,710	Effective from 1st July 1999
Above TK. 9,000	40% of Basic salary but minimum TK. 4,050	35% of Basic salary but minimum TK. 3600	Effective from 1st July 1999