

Bangladesh Education Sector Review

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



BEPS

Basic Education and Policy Support (BEPS) Activity

CREATIVE ASSOCIATES INTERNATIONAL[®]

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CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK



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Basic Education and Policy Support (BEPS) Activity.**

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**Teachers and Teacher Training
(Formal and Nonformal)**

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Acronyms

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

Executive Summary

Over 300,000 teachers serve in 76,000 formal primary schools and 95 percent of the primary sub-sector students are enrolled in formal schools. There are eleven types of formal primary schools. Over 55 percent of the teachers serve in the 37,700 government primary schools and these teachers are permanent full-time teachers. A Government Primary School teacher on the average receives a salary of Tk 4,000/ per month. Another 25 percent of the teachers serve in the government assisted registered non-governmental schools and the government pays 90 percent of their salaries. About 10 percent of the teachers serve in the Ebtidayee Madrassah schools and the government through the Madrassah Board also pays 90 percent of their salaries. This means that nearly 90 percent of the teachers are full-time regular teachers and the government pays their salaries. The balance 10 percent serves in all other eight types of schools and are largely part-time teachers. They are given a monthly honorarium of Tk 500 - Tk 750. This includes the teachers in the government run Community and Satellite Schools. In addition to these, there is nonformal primary schools run by the non-governmental organizations and between 4 percent - 8 percent of the primary students are enrolled in those schools. Although in the official hierarchy of the bureaucracy a primary school teacher holds a very low level a teacher is a well-respected person in society.

The recruitment of teachers to government primary schools is centrally controlled. Government needs to recruit about 3,500 teachers annually to meet the attrition due to retirement. The requisite minimum qualification to become a primary school for a female candidate is Senior School Certificate (SSC) and Higher Secondary Certificate (HSC) for a male candidate. The lower level of qualification for female candidates was introduced in 1990 to increase the percentage of female teachers in the system to encourage and facilitate the enrollment of the girl child. All candidates to become a teacher in a government primary school have to appear for a competitive selection test and an interview and the selected candidates are appointed at district level to the schools where vacancies exist. However, due various types of influences the objective recruitment and efficient deployment of teachers is much hindered.

Although there is a fairly well established institutional framework for teacher training and support, these institutions seriously suffer professional deficiencies. There are 54 Primary Teachers Training Institutes (PTIs) and they offer a one-year in-service training course leading to the Certificate in Education for primary teachers. About 95 percent of the teachers in government primary schools have this qualification. On the contrary, 90 percent of the teachers in the registered non-governmental schools and Ebtidayee Madrassahs have not received any formal teacher training. All the part-time teachers in all other types of schools, including the nonformal schools, receive only 14 days of training as pre-service training. Primary teacher is also supported with regular in-service training through sub-cluster training and Upazila Resource Center training activities. There is a sub-cluster training system, which provides one-day in-service training to all primary teachers every two months. Upazila level Resource Centers (URCs) are being established to provide further support to teachers at local level.

The selection process, deployment as well as the teacher training system are deficient in many ways. Poor quality of the teaching is recognized as one of the key variables contributing to the low level of learning achievement in primary schools. The institutional culture in all institutions of the education sector, particularly at schools,

teacher training institutes, and field offices contributes to the poor quality of teaching and learning. The general lethargy and lack of initiative, lack of professionalism, lack of trainers and teachers, poor deployment of trainers and teachers, lack of self initiatives and incentives for the Trainers, Headteachers and teachers to improve their professional status, lack of independence and total control of all activities by the center, lack of facilities, lack of culture of reading and learning, poor quality of academic supervision, the practice of deputation of teachers to other jobs with no replacement of staff, teachers giving preference to tutoring to earn more by neglecting the routine teaching, and unethical practices such as irregular attendance, non-attendance of classes, lack of linkages between and amongst higher learning institutes, etc have established an institutional culture that contributes to poor learning achievement in children..

There are many development partners involved in primary sub-sector teacher development. However, the quality of the teacher and teaching has not improved at any noticeable level particularly due to the poor quality of training, deficiencies in the training and supervisory systems, and the lack of coordination and monitoring of training activities. Any further inputs to teacher development should be directed at management of change of institutional culture without which other physical and material inputs would not bring about the expected outcomes in the teacher to support quality improvement in learning.

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I. Introduction

In the last decade Bangladesh has made significant progress towards the Education for All (EFA) goal of achieving universal access in primary education. Today the Government of Bangladesh (GOB) reports 96 percent student enrollment in eleven types of schools. When compared with the 70 percent enrollment in 1990, this is a noteworthy achievement. With the expansion of the primary education system and the introduction of several quality improvement interventions, the learning achievement continues to remain alarmingly low. The primary education curriculum has been upgraded, teacher's guides have been introduced and curriculum dissemination training has been given to each and every teacher. The quality of primary education has not improved. Although there are many factors that affect learning achievement, a complex variable of particular significance is the teacher and the quality of teaching.

This paper describes the present status of the teacher and the teacher training system and identifies the issues that relate to the teacher, teaching and teacher training¹. The paper also highlights the gaps and the likely interventions in teacher education that should be considered in order to support quality improvement in primary education.

II. The Status of the Teacher in Basic Education

Over 300,000 teachers serve in the primary education sub-sector in Bangladesh, of which 165,000 (127,300 teachers and 37,700 Headteachers) hold permanent jobs in government primary schools. The rest serve in other types of primary schools. There are nearly 76,000 schools classified into eleven types, and 50 percent or 37,700 are government schools. There are over 19,000 (25 percent) Government-Assisted Registered Non-Governmental Schools (RNGPS) and Primary Schools attached to High Schools (HS/PS). As in the government schools, the government also pays 90 percent of the salaries of the teachers serving in the RNGPS, HS/PS and Ebtidayee Madrassahs² attached to High Schools. The teachers in RNGPS and HS/PS also hold semi-permanent jobs. The teachers in private schools and kindergarten schools in the cities are better paid and these cater to the children of the elite. Teachers in all other categories such as the Ebtidayee Madrassahs, Community Schools, Satellite Schools, NGO schools and Non-Registered Schools hold temporary positions and also are paid much lower salaries than the teachers in the government primary schools.

Teacher Recruitment Qualifications and Process

There are established minimum qualifications for recruitment of a teacher to a government primary school and also for qualification for the 80 percent salary payment in the RNGPS and HS/PS schools. When the government nationalized the schools in 1973 (actually in 1974 by the Primary School Taking Over Act VIII), the government also absorbed all the teachers who were serving in those schools. The same act also took over the 47 primary sub-sector-training institutions and their staffs. Many of the teachers and trainers in those schools and the training institutes had much lower academic qualifications than what is required today. The first government Gazette

¹ This is the fourth of six reports covering various aspects of basic education. The other reports cover an overview of the sector, gender equity, NGOs, working with the government, and alternative strategies for USAID investment.

² The salaries of the Ebtidayee Madrassah teachers are paid by the Madrassah Board, which is under the Ministry of Education and not by the Primary and Mass Education Division.

(published listing) for primary school teacher recruitment was issued in August 1983. This policy was followed until 1990 when the revised recruitment rules, incorporating a 60 percent quota and lower qualification for female teachers, were established and published. The present recruitment rules allow a female candidate with a Senior School Certificate (SSC: 2nd Division) to be recruited if she has passed a competitive recruitment test. The male candidates have to have a minimum of a High School Certificate (HSC) qualification. Lowering of requisite qualifications for female teachers was necessary to attract female candidates to the profession as there were very few female teachers in the system and the increase of female teachers was needed to attract girls into schools. Recruitment regulations for other jobs in the sub-sector have also been revised. The revised regulations are not strictly followed as they in essence cause the politicians and the bureaucrats to lose power. There has been very little monitoring of these regulations by external agents.

The Minimum Requirements Established for Employment of Teachers

The following qualifications and procedures are followed in the recruitment of primary school teachers to Government and Registered Non-Governmental primary schools:

- A male candidate must have a High School Certificate (HSC), which is obtained by successfully passing the HSC public examination at the end of 12 years of schooling.
- A female candidate with a Senior School Certificate (SSC), and a minimum standing of a 'Second Division Pass', can apply for a primary school teaching post. An SSC is obtained after the completion of 10 years of schooling. In 1991 the government revised the requisite qualifications for the female candidates to attract more female teachers to the profession.

The SSC and HSC examinations are subject content-based secondary school certificate exams and are the only common examinations at the secondary level. These are not technically standardized tests. The examinations are rather low in content validity and badly managed. Copying at examination is such a common incidence. Therefore anyone's qualifications do not relate his or her actual academic status. To some extent the competitive examination for recruitment of teachers ensures that they have the basic capacity become a teacher. However, the competitive examination is based on general ability rather than subject knowledge.

The process of recruiting teachers to Government Public Schools (GPS) is much controlled by the Directorate of Primary Education. However, the process of selection is carried out at the District level. The selection of teachers to Registered Non-Governmental Schools, both primary and secondary levels, follows a different modality and is much decentralized. There is a nine-step recruitment process for government primary schools that takes nearly a year to complete:

- All candidates have to appear for a 'departmental recruitment test' and, notwithstanding the difference in the qualifications for the female and male candidates, the same test is administered for both groups.

- The recruitment rules further permit the recruitment of 60 percent females and therefore those female candidates who pass the test, even with lower scores, are able to become primary school teachers.
- Candidates submit their applications to the respective District Primary Education Officer (DPEO) who after listing the candidates with requisite qualifications forwards the list of applicants to the Administrative Wing of the Directorate of Primary Education (DPE).
- The Directorate of Primary Education conducts the Teacher Recruitment Examination nationwide and the listed, qualified candidates sit for the examination at the district level. The answer sheets are sent to the DPE and marking is done at the central level.
- A rank order of the successful candidates, by Upazilla, (currently somewhat akin to a 'District') is prepared at the central level and forwarded to the District Primary Education Officer to conduct interviews at the District level.
- The available number of vacant positions at the Upazilla level is approved by the DPE for recruitment and the District Primary Education Officer (DPEO) is authorized to carry out the interviews and prepare a short-list of suitable candidates. This process adheres to the rules and regulations set by the gazette notification.
- The DPEO and the interview panel must give priority to the qualified candidates of the Upazilla for the vacancies in that particular Upazilla. Only if candidates are not available can candidates from another Upazilla be considered for the vacant post.
- The short list of candidates is sent to DPE Headquarters for approval and final selection.
- The list of approved and selected candidates goes back to the DPEO who issues letters of appointment.

Recruitment Process for Teachers to RNGPS

The recruitment of teachers to Government-Assisted Registered Non-Governmental Schools (RNGPS) and other formal primary schools is largely done at the school level without public advertisement. The minimum requirements specified for the government primary school teacher must be followed. Because of a lack of procedures on recruitment of teachers in this category of schools there is a general feeling that the teachers in the RNGPS schools are less qualified. In this regard, several observations must be made:

- It should be noted that government primary school teachers do have better academic qualifications than those who serve in other types of primary schools particularly because of the selection test.
- The formal primary schools employ 82 percent of the teachers and the rest of the schools have the balance of 18 percent. The student population in the formal schools is 15.5 million or 88 percent out of a total of 17.7 million children in the primary

sub-sector. The 82 percent of teachers in formal primary schools hold more permanent and regular jobs with reasonably higher salaries when compared with the teachers serving in temporary schools.

- Since the recruitment rules were revised in 1991 the same rules are now applied for the selection of teachers to the Primary Teachers Training Institutes (PTIs).

III. Profiles of the Teachers

In Government Primary Schools

- Of the 160,000 teachers in Government Primary Schools (GPS) nearly 53,600 are female teachers. This means 34 percent are now female teachers, compared with only 16 percent in 1990. This represents a remarkable positive change. The 34 percent female teachers was possible to achieve due to the recruitment of over 30,000 female teachers in the last decade. To achieve gender parity in teacher of GPS would require over 60,000 female teachers to be recruited as replacement teachers as the older ones retire.
- Nearly 50 percent of the teachers in the GPS³ have a Senior School Certificate as the highest academic qualification, 36 percent have the Higher Secondary Certificate as the highest academic qualification and about 15 percent are college graduates (*World Bank 2001*).
- Ninety-five percent of the government schoolteachers have a Certificate in Education (CinEd), which is offered by Primary Teacher's Training Institutes (PTIs) at the completion of a 10-month residential teacher training.
- A primary school teacher in a government school may be paid an average salary of Tk (taka) 4,000 (about \$70.00) a month and a teacher in a NGO school or a Satellite School receives Tk500 (about \$9.00) as a monthly honorarium.

In Registered Non-Governmental Primary Schools (RNGPS)

- Approximately 76,000 teachers serve in the 19,000 Registered Non-Governmental Schools.
- These teachers have much lower academic qualifications.
- In 1996 it was determined that 70,000 of these teachers were untrained (PEDP 1996). A recent survey indicates that 32 percent of the teachers serving in the RNGPS are trained (Alam and Haq, Aug 2001).

³ Larger number of SSC qualified teachers is due to absorbing all teachers serving in primary schools at schools takeover by government and the recruitments prior to 1989.

- In the last three years the government has taken special steps to offer RNGPS teachers a stipend payment of Tk700 (about \$12.00) per month to take leave from their jobs to attend PTI training. Though the government has allocated development funds to train all 70,000 untrained teachers under PEDP projects, only 11,000 of them have enrolled in the last three-year period. This is only half the number expected to be trained in this period.
- It has been discovered that these teachers are unable to pass the admission test to PTIs and now the government believes the admission standard should be lowered to allow these teachers to follow the Certificate in Education (CinEd) course.

In Nonformal Schools

- In the Nonformal Education sub-sector teachers are recruited with lower qualifications.
- Most of the NFE programs select teachers with 8–9 years of schooling.
- These teachers are usually are paid an honorarium of Tk 500 (about \$9.00) a month.
- The teachers in the nonformal schools hold temporary jobs.
- These teachers also have no career path.
- These teachers receive 14 days of pre-service training.
- All teachers in the Nonformal Education system also receive one-day of in-service training every month.

The Official Status of Primary School Teachers

Teachers' status can also be perceived by their level of appointment in the administrative system.

- A primary school teacher is a Class III government officer in a civil service classification system in which Class I officials are at the highest levels and Class IV the lowest.
- An untrained teacher is placed at Grade 18 of the Government of Bangladesh (GOB) pay scales, a trained teacher at grade 17 and a Headteacher at grade 16. Grade 18 is below a clerical officer's grade and is the last level of Class III employees. Below Class III is Class IV where the minor employees are placed.
- In this respect the status of primary school teachers is far too low in the government system. A teacher's status is so low that in the presence of a higher officer such as an UNO (Upazila Nirbahi Officer) a teacher would not even take a seat unless the UNO insists that the teacher do so.
- The status of the teacher in the community, however, is not as bad as the official status described above.

Community Status of a Primary School Teacher

- A teacher is a well-respected person in the community as an educated person, a person who is helping their own children's learning, a person with moral value, and

a person with a decent income. This is particularly true in the rural areas where illiteracy is so prevalent and income levels are so low.

- In the Bangladesh context only a few people can pass the SSC or HSC examinations. Of the cohort of children who get to Grade 1, only 65 percent complete primary level and of this 65 percent only 50 percent go on to secondary schools. Of the secondary level admissions only 12 percent pass the SSC examination. This means that only 4 percent of the cohort that entered Grade One completes the SSC and, with a few exceptions, these children are the sons and daughters of the social elite. Therefore, they also have a high social status in villages.
- A Government Primary School teacher is a well-paid employee in relative terms where a Tk 4,000 (about \$70.00) monthly income is considered a very high income. A daily wage earner may make only Tk 1000 (about \$18.00) a month. Even a Satellite School teacher or a NGO schoolteacher who is paid only Tk 500 (about \$9.00) honorarium a month is also highly respected in society simply because of the service that s/he provides to the children of the illiterate poor (Sedere 1995).
- It has been found in surveys that Satellite School teachers who were earning only Tk 500/ still spend some money out of that amount to help the poorest children to buy clothes to come to school.
- The teacher-community relationship depends in good part on each teacher's personality. A teacher's community relationship also depends on the level of contacts that the school establishes with the community.
- Since most of the teachers are from the same district, often from the same Upazila, the community and teachers do have a positive relationship. The village culture is such that hierarchy, family status and power are dominant and deciding aspects. Teachers often come from such families since the children of affluent families in the villages and cities complete secondary education.

Promotional Prospects for GPS Teachers

The prospects for promotion of a primary school teacher are rather limited. The only career path is to become a trained teacher and a Headteacher after long years of service. Most of the teachers obtain Certificate in Education (CinEd) qualifications within five years of recruitment. The Higher Certificate in Education (HcinEd), which was established to prepare teachers to become Headteachers, was eliminated in 1992 and this has further narrowed the career path for teachers. The number of Headteacher posts has remained the same as government has decided not to establish more new schools in new locations. Eighty percent of the Headteacher posts are filled on Seniority basis and the balance 20 percent on open competitive examinations and interviews.

- A teacher who acquires further academic qualifications through self-initiative is eligible to enter open competition for higher-level positions in the system; a system in which primary school teaching experience would be recognized as an important qualification.

- The number of teachers acquiring higher qualification and moving up the ladder is very few. Assistant Teachers who have Bachelors Degrees could take the Open Examination for the recruitment of Headteachers. If they have Bachelor of Education degrees, they could take the Open Examination for the recruitment of Assistant Upazila Education Officers. These are Class II positions. Assistant teachers with Bachelor of Education degrees and five years of teaching experience could also take the Open Examination for the recruitment of Upazila Education Officers; a Class I officer's grade.

IV. The Teacher Training System

The formal primary education sub-sector in Bangladesh has only an in-service teacher training system for the primary school teachers. Prior to 1988 the present Primary Teachers Training Institutes (PTI) served as pre-service institutes. The Directorate of Primary Education notes that the pre-service system was stopped due to wastage, because many persons who obtained the Certificate in Education could not be taken as teachers at the time of recruitment. These flaws could have been eliminated by ensuring that all who were pre-service trained were recruited either by completion of recruitment as a pre-condition to the entry to PTIs or by ensuring that only those who have the necessary qualifications to be recruited as teachers are admitted.

In the Nonformal Education system teachers are given 14 days of pre-service training and thereafter every month the teacher is given a one-day refresher training. The NGOs such as CMES (Center for Mass Education in Science) and UCEP (Underprivileged Children's Education Program), where vocational training is emphasized, provide an additional one-week in-service training to teachers at the end of each training cycle. All NGOs also have their own training centers. BRAC has 14 well-equipped Regional Training Centers and a District Training Center in all program districts.

Bangladesh does not have wide-spread university-based teacher training programs. Of the ten universities only the University of Dhaka and the Open University offer education degrees. Of the 102 colleges only 10 Teachers Colleges offer degrees. The predominant system of training of primary school teachers is the Primary Teachers Training Institutes (PTIs).

Teacher training is one area that has been the focal point of discussion in recent years. This is because the poor quality of education in primary schools is largely attributed to the poor quality of teachers and teaching. Although 95 percent of the primary schoolteachers in the government primary schools are trained, the teaching continues to remain very weak. The primary sub-sector has 54 teacher training institutes and an Academy to oversee the 54 institutes. Though there are 10 state-supported universities, only the Institute of Education and Research (IER) of the University of Dhaka and the Open University of Bangladesh offer education science as a discipline. IER offers a four-year Bachelors Degree combined with academic and professional training and a one-year Masters Degree program in Education for those who have a Bachelors Degree. These courses are more targeted to producing teacher trainers than teachers. The Open University offers a Bachelor of Education degree, a 10-month course for those who already have a college degree. In addition to the universities, there are 10 Teacher Training Colleges (TTCs) also offering a 10-month Bachelors of Education degree to

those who already have a Bachelors degree. The TTC program is designed basically to provide teachers to secondary schools. Many of the TTC graduates are also employed by primary schools and training institutes.

The primary education sub-sector teacher training system consists of the following organizational components. Diagram 4-1 illustrates the training system and the linkages.

National Academy for Primary Education (NAPE)

NAPE is the apex institution of the Primary Teachers Training Institutes (PTI) system. NAPE is responsible for the academic supervision of the PTIs. NAPE prepares the PTI curriculum for the Certificate-in-Education (CinEd) teacher-training program and is also responsible for the CinEd examination. The PTI training curriculum was initially revised in 1988 and then in 1993 and the third revision was completed in 2001. The new curriculum is to be introduced in the PTIs in the coming months. The new curriculum has 19 training modules and more practice teaching. The real issue, however, is not the curriculum but the way it is implemented.

NAPE has a separate unit for the CinEd examination. In addition, on a regular basis NAPE trains the trainers of the PTIs and the field officers of the primary education sub-sector. NAPE does not grant degrees or Diplomas. Most of its courses are short-term courses. It has provision for 33 professional staff. Its basic facilities, such as a library, computer center and training rooms, are relatively better than those in the PTIs. The staff has residential quarters and the trainees receive residential training. Though it is the apex of the PTI system it has a very weak training culture and the professional capacity is at a very low level. It suffers from lack of professionals as well as the lack of authority to begin new programs. A good indicator of this situation is that NAPE's revenue expenditure for staff and maintenance amounts to Tk 12million and its annual revenue budget for programs is only Tk 1.5million. NAPE runs other development budget programs, which keeps the institution alive. NAPE is to be made into an Autonomous Institution under the Norwegian Government assisted PEDPQI project and this may happen very soon. The Autonomous status would be an opportunity for NAPE to recruit its own staff as permanent members and this will avoid the present problem of rapid turnover of staff. Also this will give them some amount of independence to critically examine the primary education sub-sector. However, unless the Director General for NAPE is not selected on open advertisement this expectation may not materialize. At present NAPE has a Director and who is deputed by the PMED in consultation with the DPE. Most of the NAPE staff also is on deputation. The PEDPQI project inputs have already taken steps to train NAPE staff overseas and candidates would sign an agreement to serve as staff of NAPE on their return.

Primary Teachers Training Institutes (PTIs)

The PTI is the only institution in the country that trains primary school teachers. Bangladesh has 54 Primary Teachers Training Institutes. They provide 10-month in-service training programs leading to the Certificate of Education (CinEd) for the untrained teachers serving in Government Primary Schools and Registered Government Primary Schools. Although 95 percent of the teachers in the GPS are trained, new recruitment brings untrained teachers to the system. Currently there are nearly 9,000 untrained teachers in the GPS and over 60,000 in the RNGPS. Other than the

experience prior to 1988 with the pre-service system, the government does not have any apparent reason to discourage pre-service training. It may be possible to address this issue at PEDP-II preparatory stage.

PTIs have 12 Instructor positions and, of these, five positions are for Specialists in Agriculture, Arts and Crafts, Science, Physical Education and Mathematics. The other 7 positions are for General Instructors. Each PTI has a Superintendent as head of the institute and an Assistant Superintendent to support the management. The requisite qualification for the NAPE and PTI academic posts are given in Annex B. There are several support staff and minor employees as regular employees. Most of the PTIs have similar facilities and also have residential facilities to accommodate 200 trainees. PTIs can provide training to 10,500 trainees in a given year in the 54 PTIs. Until 1995, several selected PTIs also offered a Higher Certificate in Education (HinEd) to those who had the CinEd qualifications and this qualification was considered for the promotion of teachers as Headteachers of schools. The HinEd has been discontinued. Since 1999, the PTIs have been working in two shifts, catering to two parallel batches of trainees. The untrained teachers of the Registered Non-Governmental Schools are given special provisions at PTIs to support quality improvement in those schools. Most of the PTIs have the basic infrastructure but the facilities and the equipment-base of the PTIs need to be upgraded to gain efficiency and effectiveness in training. Most of the PTIs have vacant positions either due to retirement or due to the release of staff on deputation to other departments such as NAPE and the Directorate of Primary Education.

Table 1: Basic Information on Teacher Training in Bangladesh

| Level | Institution | Course | Duration | Number of Places | Purpose |
|------------|---|--|------------|------------------|--|
| University | Institute of Education and Research, University of Dhaka (IER) | Undergraduate B.Ed degree | Four Years | 450 | Pre-service Secondary School Teachers |
| | | M.Ed. degree | One Year | 200 | Pre-service and in-service training to prepare Trainers to PTIs, TTC, etc. |
| University | Open University | B.Ed. degree for those who have a Bachelors degree | One Year | N/A | Pre-service and In-service Secondary School Teachers |
| | | CinEd | One Year | | Pre-service and In-service Primary School Teachers |
| College | Teachers Colleges (TTC -10) | B.Ed. degree for those who have a Bachelors degree | 10-months | 1,500 | Pre-service Training for Secondary School Teachers |
| | | M.Ed. degree | One Year | 200 | |
| Primary | Primary Teachers' Training Institutes (PTIs – 54) | Certificate in Education (C-in-Ed) | One Year | 10,500 | In-service Training to Primary School Teachers |

Upazila Resource Centers (URCs)

There is provision under the PEDP projects to establish Upazila Resource Centers on the premises of the Model Schools⁴ of the upazila. The expectation of the URC is to support the teachers and the primary schools in quality improvement. The GOB is to establish 481 URCs under the development budget by the year 2003. Each URC will have an Instructor and an AUEO (Assistant Upazilla Education Officer) supported by a resource pool and a TRC Management Committee headed by a PTI Superintendent to assess training needs and design action plans and implement such programs through URC in-service training. This is a new institution and is yet to be set up. Until it is absorbed in the revenue budget, and sustained, these would be temporary arrangements. The URC's linkages with PTIs and the Sub-Cluster System could strengthen local level training. Because of the uncertainty of the future of its personnel, however, the URCs are not functioning as expected. On the average an upazila has about 500 primary schools and 2,000 primary school teachers. So far there are only 98 URCs functioning and 481 are to be established by June 2003. Each URC has an Instructor, an Assistant Upazila Education Officer, Data Entry Operator and other minor employees. Each facility is located in the Model School of each upazila. Usually the Model Schools are at an upazila center (the largest town in upazila).

Sub-Cluster Training (SCT)

The Sub-Cluster Training system was introduced in a few upazilas (Thanas) in 1993 and was gradually introduced nation-wide in phases. Today all teachers of the Government Primary Schools as well as the Registered Non-Governmental Schools, Satellite Schools and Community Schools have been brought under the Sub-Cluster Training system. The Sub-Cluster Training provides, bimonthly, one day of in-service training or six days of in-service training a year to all the teachers and Headteachers of the above-mentioned primary schools. The Assistant Upazila Education Officer (AUEO) is responsible for organizing and conducting the Sub-Cluster Training. There are about 10,300 sub-clusters in the system and each AUEO brings all the teachers of nearby 5-10 schools together to form the sub-cluster. The Directorate of Primary Education provides training materials to the sub-cluster training programs, including leaflets on selected important topics. Currently there are about 60 such leaflets available.

V. Project-Based Training Activities and Donor Inputs

There are many donors supporting teacher recruitment and teacher training. The ADB and IDA project provides financial support to the government to recruit more teachers. All development partners consider training as the priority area for quality improvement. The following are the projects that provide training inputs. The Norwegian-assisted PEDPQI (Primary Education Development Quality Improvement Project) and the UNICEF/IDA and the SIDA- assisted IDEAL project are centered on training at the school level to support quality improvement.

In the primary education sub-sector, project-based training is substantial and it is important to understand the volume of training in place and the extension of these activities. The Human Resource Development Plan (HRD) prepared under the

⁴ Government has identified 481 GPSs as model schools. URC is located in the same school campus. Model school is in the city center of the Upazila and has more space, both land and buildings, to assist the URC to carry out demonstration lessons etc.

Norwegian government- assisted PEDPQI project lists all project-related training interventions (Sedere et al, 2000). The following projects have provisions for the training of primary sub-sector personnel:

- The Norwegian government Assisted PEDPQI Project
- The World Bank financed PEDP Project
- The Asian Development Bank financed SPESP
- The DFID-assisted ESTEEM Project
- The UNICEF-assisted IDEAL Project

In-Country Training

There are a large number of person-months and funds allocated to in-country training. The regular PTI-based training and Sub-Cluster Training, though financed by the development budgets, are not considered here. The UNICEF-assisted IDEAL project supports the training of all school Headteachers, teachers, and School Management Committee (SMC) members in local level and school level planning. All Headteachers, teachers and the PTI Instructors are to be trained in Multiple Ways of Teaching and Learning (MWTL). This 12-day training is too much for the system to handle given that it seriously suffers from lack of trainers. The IDEAL project is targeted to train all primary school teachers as the project expands from district to district. So far 30 districts have been covered.

The ESTEEM project provides in-country training as a special intervention to train primary education sub-sector personnel in gaining administrative and management efficiency, improving the quality of personnel and strengthening the capacity of the sub-sector institutions. This includes the training of all PTI Instructors and NAPE professionals in academic supervision.

The PEDPQI Project, in addition to the sub-cluster and PTI training for RNGPS teachers, has provided training to all Headteachers of the Model Primary Schools and Computer Skills and English Language Training to a selected number of PTI and NAPE staff.

Table 4-2 provides a summary of all in-country and overseas training accommodated in the above projects and targeted at specific professional groups. These training interventions are intended to enhance the capacity of the institutions. Therefore all training inputs, especially longer duration training and overseas training, will be offered only to permanent cadres of the institutions. In addition, the most suitable person for the job must be identified to receive training. At the last Annual Review Meeting of Development Projects, the Government of Bangladesh has indicated that a Training Coordination Committee will be established under the Director General of the Directorate of Primary Education (DPE) with representatives of the development partners. This will enable the government to coordinate training activities and better utilize overlapping activities.

Overseas Training

Approximately 1,383 person-months of overseas training are available under the above projects. Of this total, 1,053 person-months are available in the PEDPQI project. The

HRD plan has made provision for 22 professionals to earn masters degrees at overseas universities. The DPE has to identify the candidates who could satisfy the basic entry qualifications of more recognized universities. The GOB has now identified suitable candidates from NAPE, PTIs and DPE to follow Specialized Masters Degree programs. The ESTEEM project has provided short-term training to many DPE and PTI personnel in the United Kingdom. The PEDQI project has also targeted 400 person-months of short-term training for over 500 professionals of NAPE, PTIs and DPE. (See Annex 4-A).

VI. Universities and Teacher Training

Institute for Education and Research

In 1960 Dhaka University established the Institute of Education and Research (IER), the first school of education with USAID financial and technical support. 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 honors degree and in the current year 450 undergraduates are enrolled in the program. IER also offers a one-year M.Ed. degree. The M.Ed. degree is also available for part-time candidates as well and about 200 M.Ed. degree students are enrolled in the current year. IER prepares their graduates to serve as trainers in the PTIs, TTCs and other training institutes. Most of these graduates join the system as teachers in the secondary schools. Although IER has a special department for Primary and Mass Education, the number of M.Ed. candidates specializing in primary education in a given year is often less than ten.

Teacher Training Colleges (TTCs)

There are 10 Teacher Training Colleges (TTCs) and 5 Higher Secondary Teacher Training Institutes mainly serving the Secondary and Higher Education sub-sector. Although these institutes do not offer a primary education degree as such, many who receive the B.Ed and M.Ed. degrees from the TTCs do seek admission as Primary School Teachers, ATEOS, TEOs and PTI Superintendents and Instructors. These 10 Teacher Training Colleges (TTCs) also grant Masters of Education degrees in education. 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 in primary education is offered. Since it is a private university, the payment of fees is required for one to participate in the B.Ed degree program.

National Academy of Educational Administration and Management (NAEAM)

This institution offers higher-level training to higher and secondary education sub-sector personnel. Occasionally some of the primary sub-sector personnel have been trained at NAEAM. Class One officials of the Directorate of Primary Education also receive their Foundation Training at the Public Administration Training Center (PATC) at Savar.

Table 2: Overseas And In-Country Training Targeted At Class I And II Employees In PEDP Projects

| Project | PP Provisions | Target Group | Subject Areas of Interest | |
|----------|--|--|--|------------|
| PEDPQI | 253 PM* Tk250 Lakhs** | Professional Staff of NAPE and PTIs | <input type="checkbox"/> Educational Management <input type="checkbox"/> Social Studies Education <input type="checkbox"/> Science and Mathematics Education <input type="checkbox"/> Curriculum Development <input type="checkbox"/> Testing and Evaluation <input type="checkbox"/> Academic Supervision <input type="checkbox"/> Language Teaching (English and Bangla) | Overseas |
| | 800 PM Tk1340 Lakhs | DPE, PTIs, TRC, Professional Staff of Class I and II and Headteachers of Model Schools | <input type="checkbox"/> Educational Management <input type="checkbox"/> Financial management <input type="checkbox"/> School Supervision <input type="checkbox"/> Teacher Training <input type="checkbox"/> Subject Based Training <input type="checkbox"/> School Management | Overseas |
| | Tk 37 Lakhs Tk49 Lakhs Tk13.8 Lakhs Tk 42.8 Lakhs | PTI Instructors Do NAPE & PTIs TRC, DPE, PTI | <input type="checkbox"/> TOT on CinEd <input type="checkbox"/> TOT on Monitoring & Evaluation <input type="checkbox"/> English Language Training <input type="checkbox"/> Computer Training | In-country |
| IDA/PEDP | 30PM Tk 100 Lakhs | Not Specified | Not Specified | Overseas |
| | 200 PM Tk 225 Lakhs | DPE (HQ & Field), PIMU, | <input type="checkbox"/> Management and Administration <input type="checkbox"/> Audit and Finance <input type="checkbox"/> Planning <input type="checkbox"/> Monitoring and Evaluation <input type="checkbox"/> Academic Supervision <input type="checkbox"/> EMIS <input type="checkbox"/> Testing and Assessment | In-country |
| ADB/SPEP | 1505PM] (Tk2040Lakhs) | DPE (HQ & Field) – (Chittagong, Sylhet and Barishal) NCTB | <input type="checkbox"/> Computer Training <input type="checkbox"/> EMIS <input type="checkbox"/> Monitoring & Evaluation <input type="checkbox"/> Classroom Testing <input type="checkbox"/> Training on Book Preservation | In-country |
| | 79PM (Tk205.7 Lakhs) | NCTB, DPE (M7E) PMED,DPE,NCTB,PIM U | <input type="checkbox"/> Textbook Editing <input type="checkbox"/> Monitoring & Evaluation <input type="checkbox"/> Attachment Programs | Overseas |
| ESTEEM | 112,937 Persons Tk 4542 Lakhs | NAPE DPE PTI & ATEOS,NAPE, DPE M&E PMED/CPIMU/DPE Do DPE/NAPE | <input type="checkbox"/> TOT on Training Management <input type="checkbox"/> Institutional Management <input type="checkbox"/> Material Development <input type="checkbox"/> EMIS, Monitoring & Evaluation <input type="checkbox"/> Policy Research <input type="checkbox"/> Planning <input type="checkbox"/> Computer Skills | In-country |
| | 190 Persons Tk 1251 Lakhs | PMED/ Pemic /PDs PTI Instructors/NAPE DPEO/TEO/ATEOS DPE & Local Facilitators Senior Managers Educational Planning PMED, DPE, NAPE, & PTIs etc | <input type="checkbox"/> EMIS & M&E <input type="checkbox"/> TOT on Training Methods <input type="checkbox"/> Academic Supervision <input type="checkbox"/> Management & Administration <input type="checkbox"/> Policy Research & Policy Formulation, Gender <input type="checkbox"/> PMED & DPE Planning Division <input type="checkbox"/> Regional Study Tours <input type="checkbox"/> Attachment Programs | Overseas |
| IDEAL | Tk 5149 Lakhs | DPEO, TEO, ATEO, HT, Teachers, SMCs | Local Level Planning, Multiple Ways of Teaching & Learning, Material Development etc | In-Country |
| | 30 PMTk119 Lakh | DPE/PMED/NAPE/PTI etc | Study Visits | Overseas |

(Source: Sedere et al. HRD Plan, DPE - December 2000). NOTE: *"PM" = person-months. ** A "lakh" =100,000.

VII. Teacher Supervision System and Performance Monitoring

There is a two-way teacher supervision system in place. The most important and the immediate supervisor is the Headteacher of the school. A Headteacher is responsible for the effective management of the teachers to help make these teachers and the teaching time useful and effective. The Headteacher is expected to supervise teacher attendance, (attending classes as per the school timetable) and also to ensure that the expected lessons are taught. The Headteacher is further expected to provide guidance to the teachers to improve quality of instruction and create a learning environment in school with the cooperation of the teachers and parents.

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 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 expected to provide academic supervision and administrative support to the school. The norm is four teachers per school and the AUEO is supposed to discuss classroom problems relating to instruction with each of the teachers and take necessary steps to overcome any constraints. The AUEO should also provide administrative support and supervision to the Headteacher. The AUEO is responsible for the collection of school statistics, verification of statistics and ensuring the accuracy of attendance records for both teachers and students.

Neither of these two systems is very effective. There are schools where an exceptional Headteacher has demonstrated a very high level of supervision of teachers and school activities and produces good results. The usual case in most of the schools, however, is that the Headteacher supervision of teachers is rather weak and ineffective. Teachers' non-attendance at school and class occurs with the Headteacher's knowledge, and often with their full cooperation. Headteachers are under obligation to many political influences. Often the teachers' unions are so powerful that a teacher who is also a strong union member can dictate terms to the Headteacher. Local-level politics plays a very big role in school management and often the Headteacher and the supervisors surrender themselves to these power groups.

The AUEOs often visit the schools by the roadside with easy access and rarely visit schools in the interior villages. Even if the schools are visited, it is often to cover up the AUEO's previous failures and delays, with the full knowledge of the Headteachers and teachers. Several studies show similar findings to support such statements. A PSPMP (2001) study reports that AUEOs visited accessible schools 18 times in a year and some schools never in the same year (P1-10). Only 8 percent of the teachers reported that the AUEO had given some sort of advice to improve the quality of teaching.

The Primary School Performance Monitoring Project with Asian Development Bank assistance has developed a School Performance Assessment Model (2001) that is now being discussed at the Primary and Mass Education Division (PMED). It is likely that at least in the next few years some attempt may be made by the Directorate of Primary Education to introduce such an assessment system.

VIII. Issues and Suggestions

In this section an attempt is made to raise the most important issues, identify gaps, and discuss possible future interventions to improve the system.

Issues in Recruitment

The quality of human resources at all levels in the primary sub-sector suffers from the lack of experienced and skilled professionals for the jobs. Teachers are identified as ineffective by superiors who are even more unskilled in performing their jobs. Though it is very true that teachers are of poor quality, the problem of inefficiency and ineffectiveness is in every quarter and at every level of the sub-sector. Teachers and teacher trainers are recruited on open advertisement but are found to be much below the expected level because the paper qualifications do not mean much. On the other hand, sub-sector personnel at other levels often come on deputation from colleges and the civil service to enjoy higher positions and privileges but without any preparation for the real job requirements. They are incapable of providing vision and managing the system for efficiency gains. This has added much more to the problem as they hold key positions in management. They fail to identify the issues and concerns that could improve the system for efficiency gains. The poor quality of personnel recruited and approved for specific posts has been the root cause of the failure to reform the system for efficiency gains. Under the PEDPQI project, steps have been taken towards institutional capacity building through human resource development that could help improve the system in the medium and long-term. There are, however, many more issues to be addressed and steps to be taken to overcome the poor ‘institutional and work culture⁵’ and practices. These are more serious issues than even those focusing on qualifications because qualified and skilled persons cannot do much under the prevailing culture in the sub-sector.

Issues of Recruitment and Qualifications

There are three issues contributing to the poor quality of teachers:

1. The teachers who are recruited have low levels of academic qualifications and they lack subject knowledge and skills. This is true at teacher, trainer, supervisor, and manager levels.
2. The unethical practices in recruitment of teachers have contributed to professional erosion. Although the government says that the recruitment process is transparent, it is a well-known fact that the jobs are sold in the market. Candidates who can afford to pay and those who have the connections manage to get appointments as teachers. Therefore, the competitive examinations do not necessarily bring the best personnel. Moreover, those who pay and get the jobs

⁵ The institutional culture refers to the lethargy in general and lack of initiative, lack of professionalism, poor deployment of teachers, lack of self initiatives in Headteachers and teachers to improve their personal professional status, lack of independence and total control of all activities by the center, lack of facilities, lack of culture of reading and learning, poor quality of academic supervision, deputation of teachers to other jobs with no replacement of staff, teachers giving preference to tutoring to earn more by neglecting the routine teaching, and unethical practices such as irregular attendance, non-attendance of classes etc.

also start with a negative attitude about the system and learn to take undue advantage of it throughout their careers.

3. The higher-level institutions, which produce the potential candidates for recruitment, are not linked with the staffing requirements, qualifications and human resource requirements.

The minimum requirements established for employment of teachers do not necessarily define their competencies. The present recruitment qualifications for a primary school teacher in Bangladesh are much lower than in other South Asian⁶ countries such as Sri Lanka and India. The graduates with SSC or HSC qualifications in Bangladesh are far below the standard because of malpractice in examinations. Due to the very few hours of contact teaching throughout the school system, even a university graduate is rated much below standard. A college degree is granted with 2 years of study. The academic background of the teacher is therefore rather weak and far below the expected level. An illustrative case of this situation is that in the year 1994 the National Curriculum and Textbook Board (NCTB) administered the Grade V Scholarship examination papers in Mathematics to a sample of primary school teachers. Only 29 percent of the teachers passed the test. This is an indication that although the primary school teachers have better paper qualifications, it does not necessarily mean that they are better teachers or that they have a satisfactory level of subject knowledge. Those who enter the profession do not take any initiative to acquire further qualifications and the system itself provides no incentive for a teacher to do so, as their salaries will not be increased.

The system needs to be improved. The investment inputs must address these issues more seriously than ever before, as quality of education is a major concern today.

Recommendations on Teacher Recruitment and Qualifications

Unfortunately, the secondary and higher education fields are much neglected in part because of the EFA drive begun in 1990. The world community has failed to realize that unless the quality of secondary and higher education improves the supply of teachers and educational professionals for the primary education sub-sector, as well as other sectors, will continue to suffer from an inferior quality of human resources. The secondary and higher secondary schools provide SSC- and HSC-qualified teachers, and the IER and the TTCs provide the trainers to the PTIs and NAPE. The entire cycle suffers from a lack of quality, as the graduates of the higher education system are themselves sub-standard products.

A fresh re-examination of the role of some of the higher-level institutions in view of their impact on the supply of teachers and teacher trainers needs is required in view of the human resource requirements of primary sub-sector institutions. The primary sub-sector needs a minimum of 3,750 primary school teachers to be recruited every year to meet the current attrition rate. The PTIs currently have 150 vacancies. Annually PTIs require recruiting a minimum of 40 trainers. Annually the sub-sector needs to recruit at least 200 AUEOS, UEOs and DPEOs to managerial and supervisory service. These jobs have to be examined in view of qualifications and experience. Institutes such as IER, which now

⁶ In Sri Lanka a primary school teacher enters the profession with a minimum of a GCE (Advanced Level) Certificate after 13 years of schooling and three years of pre-service training in a Primary Teachers College.

accommodates 650 B.Ed and M.Ed. students, could design and/or redesign the M.Ed. degree or B.Ed degree courses for training of future human resources of the sub-sector without much expansion but with qualitative inputs.

Such institutions may be supported with targeted program assistance on assurance of supporting the primary sub-sector with better and higher quality graduates. For instance NAPE, the PTIs and the URCs need teacher trainers to conduct primary school teacher training, whereas the IER and the TTCs do not produce such graduates. A fresh B.Ed or M.Ed. graduate with no primary school experience cannot do this. IER could be given project assistance to initiate a M.Ed. or a B.Ed. program that would support primary education needs with the condition that IER would select candidates who have a minimum period of primary school experience. Students could be trained as trainers or academic supervisors, not as pure education graduates. Simultaneously, donors should convince the GOB to revise the recruitment rules to accommodate these graduates on priority basis.

Linkages between the training institutions and the primary education sub-sector are seriously missing in the system in part because such professional links do not warrant corruption. Pre-service training was also stopped for that reason, as it was difficult for the politicians and bureaucrats to exercise their power over selections when pre-selection qualifications governed recruitment. Donors should consider that establishing such linkages is the only way to cultivate professionalism and stop malpractice in the system. Although a modest step, this would be a good start towards good governance in the sub-sector.

Similarly the PTIs, which have the capacity to train 10,500 and now operate with 7,000 trainees, can, if sufficiently staffed and equipped, offer a pre-service CinEd to produce the 3,750 teachers annually for schools. There is no indication that government is willing to introduce a pre-service system to arrest further recruitment of un-trained teachers.

The Issue of Teacher Deployment

One of the serious problems that hinder the quality of education is the lack of schoolteachers due to uneven deployment practices. Though teacher recruitment gives priority consideration for the candidates of the upazila, once they are appointed the teacher seeks appointment to a town school or to a school where there is good access by public transport. This is particularly true for female teachers as it is difficult for them to find accommodation in the village where they are supposed to serve. With the appointment of 60 percent female teachers, this problem has been further aggravated. The influence adds to poor deployment of teachers. Some schools are overstaffed while other schools in more remote places are severely under-staffed. The Directorate and the field officials cannot do much about this situation because often the orders have come from higher-up bureaucrats and politicians who in some cases are involved in the decisions.

This situation is difficult to resolve as long as the centralized system of teacher recruitment is followed. This problem will prevail until and unless the schools that recruit the teachers provide them with basic accommodation closer to the school and government establishes a mechanism of enlisting qualified teachers for recruitment to schools. Some countries have introduced hardship allowances for the teachers serving

in such schools to mitigate the problem but have not yet been successful. The ultimate answer is school level recruitment and community support to sustain the teacher by extending basic accommodation. This would not be possible unless school and community are capable of selecting professionally sound teachers giving up their present practice of nepotism in selection of teachers to RNGPS. In a highly centralized system such as in Bangladesh, however, it would be rather difficult to convince bureaucrats of the need for such decisions.

It is possible that awareness of this situation can be overcome by increasing community awareness. First, the community should learn to be supportive of schools by taking part in school level activities. Second, the community should learn that schools, teachers and Headteachers are accountable to the community for their children's education. The IDEAL, IDA and ADB projects have social mobilization activities financed by the projects but often these interventions lapse and cater to political goals rather than increasing community accountability. What villages need are 'change agent programs'⁷ to create and manage change for social transformation. Perhaps primary education investments may be coupled with inter-sectoral interventions where such change agent programs may be introduced to increase community demand for accountability.

Issues of Teachers and Unethical Practices

Table 3
(from the PSPMP Study. 2000)

| Item | Average of the Lowest Schools | Average of the Highest Schools |
|--|-------------------------------|--------------------------------|
| Teachers arriving on time | 82% | 90% |
| Teachers present on the day of visit | 39% | 63% |
| Teacher set-up the classroom ahead of time | 50% | 64% |
| School starting on time | 40% | 50% |
| Teachers following a lesson plan | 20% | 45% |

Only 40 percent - 50 percent of the schools start on time. When the contact time for grades 1 and 2 is only 2 hours, such practices have serious consequences on learning. The PSPMP study reports that 27 percent of the teachers come to school late and many of them were late by one hour. The same study also notes that often schools close earlier than the scheduled time.

Many teachers do not take the scheduled lessons, even if they come to school. The PSPMP study states that 50 percent of the teachers go to class on time and 50 percent do not go to class on time.

In addition, teachers rarely have a lesson plan. The percentage of teachers using a lesson plan in poor schools is as low as 20 percent, and in the good schools only 45 percent (PSPMP 2001). Such unprofessional practices have become the culture of the teacher community in the formal primary schools in general. The only exceptions to this are in the urban private schools. The teachers in the NGO centers do attend school regularly, teach the scheduled lessons and also maintain lesson notes. Though their academic

⁷ In 1985-90 periods CARE implemented a very active Change Agents program in Sri Lanka, which was very successful in mobilizing public sector institutions through community accountability. The program spread to the other Integrated Rural Development Programs (IRDP) where education was treated as one component.

qualifications are low and they have had only a few days of pre-service training these teachers produce better learning achievement than in formal primary schools (CAMPE 2001).

The differences between the formal schools and NGO schools in this regard can be summed up as follows:

- Teacher attendance in formal schools is irregular but the NGO teacher attendance is regular;
- Teachers in formal schools skip classes but NGO teachers take planned lessons; and
- The teachers in formal schools receive very little guidance from the Headteachers and the supervisors (AUEOs) but teachers in NGO schools receive good guidance and supervision.

Academic supervision by the Headteacher and other supervisory staff such as the AUEO and UEO is rather irregular and weak. In some schools the Headteacher and teachers have agreed-upon ways of taking turns to skip school and classes. It is common that a teacher leaves behind a letter of absence with the Headteacher for the Headteacher to present in case an unexpected supervisor visits the school. There have been instances where the actual teacher never comes to school but sends a substitute teacher to work on behalf of the real teacher and pays Tk 500 – Tk 1000; 15 percent-20 percent of the salary. Yet a visitor to the school may never uncover such practices, as a representative teacher is present. This illustrates the level of unethical practices of the teachers.

Though the School Management Committees (SMC) and the Parent-Teacher Associations (PTA) exist, only 25 percent of these are active (PSPMP 2000). The Headteacher is the key in supervision. The Headteacher is supposed to activate the SMCs and PTAs. When the Headteacher is weak and corrupt nothing much can be done. Community accountability is at a very low level in rural society in Bangladesh; the SMC chairperson is usually elected and a senior village elite gets the position. Teachers from other schools are often preferred by a community in the election of SMC members. This shows respect for the teacher in general and the status of the teacher in the community.

Solutions to these problems must come from many sides. There is often an institutional culture at schools where the Headteacher and teachers have become accustomed to bad practices and parents have learned to accept these practices. While the Headteacher and teachers are brought into a process of change through interventions, the school community, particularly the parents, need to be educated to be active and alert at the school level to increase the accountability of the teacher and school management. New mechanisms have to be introduced to monitor the activities of the line managers and supervisors, especially the AUEO, the UEO and the DPEO. These situations will not improve until and unless the community, especially the parents, learns to monitor the schools with responsibility. The SMC's are ineffective particularly because they serve to accommodate the village elite rather than parents. The SMC's constitution and terms of reference need to be broad-based in order to address accountability issues.

The Issue of Quality for Teacher and Teaching

One of the key issues in the primary education sub-sector is the poor quality of teaching. This is true for teachers serving in all eleven types of primary schools in Bangladesh. The recent survey by CAMPE (2001) reports that though the teachers in the NFPE (Nonformal Primary Education) centers have much lower qualifications than the teachers in the government primary schools, the children in the nonformal schools have demonstrated better achievement levels than the children in the government primary schools.

The study indicates that only 1.6 percent of the (formal) primary education students and 6 percent of students in the NFE centers that complete the five-year primary cycle have mastery in all the expected 53 competencies (CAMPE 2001). The same study shows that, even when ranked by school subject, minimum competency is achieved by a smaller percentage of primary school children: only 36 percent in Bangla language, 9 percent in English Language, 12 percent in Mathematics and 19 percent in Social Studies. Though this can be accounted for by many other factors, largely it is due to the poor quality of the teacher and the teaching.

The PSPMP Study (2001) confirms CAMPE findings by supporting it with information on school level and classroom level practices. Apparently overcrowding in class should not be a problem as there is 1:38 teacher/pupil ratio on any given day due to the high level of student absentees. First, the poor quality of teaching is attributed largely to the habits of the teacher and the school that has led both to an institutional culture that continues the poor quality of instruction and learning as the work ethic. Second, it also could be largely due to the poor quality of teacher training that these teachers have received. Third, there is no academic support or follow-up to the teacher and teaching at the school level as the Headteachers do not assume such responsibility. It is reported that wherever there is a good school the Headteacher of that school had leadership and assumed responsibility for academic supervision of the teachers.

Although there are many more factors affecting poor learning achievement, the teacher is considered the most crucial variable. The PSPMP study also indicated that the government schools' teacher attendance is much lower than that of the NFE center teachers. The proportion of teachers going to a class and teaching the requisite lesson is also much lower than in the NFE centers. It was also pointed out that there is less interactive and proactive teaching in government schools than at NFE centers. The study reports that the level of counteractive teaching in formal schools is much higher than in NFE centers. Teachers in NFE centers had lesson notes but teachers in Government Primary Schools tend to not prepare them. This is again because the NFE centers have become accustomed to institutional cultures that have introduced simple procedures and active academic supervision. Though the teacher is less qualified, s/he is regular in attendance, starts school on time, remains at the center for the full 2 hours, carries out the teaching the way s/he is taught to plan and teach. On top of that there are frequent visits by the supervisor to mentor the teaching and provide support to the teachers on the job.

Issues Related to Teacher Training

The teacher training system has many issues to address. Many of these are inherent weaknesses in the system. One should also consider, however, that Bangladesh has a

fairly well established teacher training institutional system in place. This is the net advantage of the reforms. Unlike some developing countries where basic infrastructure does not exist, Bangladesh has an operational institutional framework within which to operate. The training system runs 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.

While the trainers are weak and have poor quality, and the process of training is far below the expected level, an institutional framework is present. Procedures and guidelines for the operational system are there. Therefore, the strength of the system is that it does not have to start from scratch.

The CinEd training has a curriculum and procedures listed but the minimum teacher competencies for a teacher to acquire during the training have not been specified. Similarly, since there are no competencies identified and listed at the end of the teacher training, the examinations do not measure any defined expected outcomes. This is one of the problems in the teacher-training curriculum. It should be noted that even if these competencies were spelled out, the training might not follow the competency guidelines, as one would expect, because of the prevailing institutional culture.

The teacher training suffers from many weaknesses. All training units--IER, NAPE, the 54 PTIs, the 98 URCs and the 10,500 sub-clusters--suffer from the same weaknesses. Again it is the professional and institutional culture that keeps these institutions ineffective and lethargic. The challenging questions are (1) how is this institutional culture to be changed? (2) what interventions should be introduced?, and (3) how can we introduce and monitor the management of change to achieve the expected outcomes?

The training system suffers from a lack of trainers and lack of qualified personnel to take up positions. There are 150 vacancies in the PTIs. NAPE advertised seven Senior Specialist positions under the PEDPQI project three times but could not find even one suitable candidate to fill the vacant positions. The IDEAL and ESTEEM projects suffer deeply due to the lack of trainers. Similarly, the DNFE is also severely short of trainers. Yet the PMED and the Directorate have failed to request IER to design the type of courses and train the potential personnel of the primary sub-sector with adequate years of experience in the primary schools to meet this demand.

The institutional linkages are seriously lacking. NAPE and the PTIs do have a direct link (see Diagram 4-1). The apex teacher education body in Bangladesh is IER, which is the only institution that has professional educators, but NAPE and the PTIs do not have any formal link with IER. Though URCs are being introduced to provide local-level training, URCs have no link with the sub-cluster training that is also providing refresher training to the same teachers. Therefore, developing program linkages with professional organizations must be attempted. Linkages should not be developed as administrative and advisory, but rather to directly activate the system and transform the institutions.

The government must be convinced that it is necessary to link the training system with IER in order to prepare the requisite trainers for NAPE, the PTIs and the URCs and even to the other professional levels through joint programs. PMED could identify these needs and develop programs at IER to train the type of professionals that are required for the training institutions and recruit them directly or through advertisements where priority is given to those who have earned the prescribed qualifications.

NAPE is in the development budget for change and up-grading to an Autonomous Body. It is expected to develop seven academic departments to cater the needs of the primary sub-sector. Apart from the bureaucratic hassles and delays, the institution itself has no motivation to change. It has an academic staff of 33 professionals. Many of them come from other institutions and have no sense of ownership in the primary sub-sector. Almost none of the staff has primary school experience. PMED has become comfortable sending civil servants of the administrative service to fill senior specialist positions; positions which were meant for senior trainers and educators. NAPE has the physical facilities, library, computer labs, hostels and staff accommodation and has an annual staff and maintenance budget of Tk12million but a program budget of Tk1.5million. The Norwegian financed PEDPQI project has taken some steps towards change in NAPE but it is difficult to change an institutional culture by only training one or two persons. NAPE has to learn to work as a professional body and to be seen as providing leadership for the teaching profession. This is missing and the bureaucrats control the institution. Once NAPE becomes autonomous it may have the opportunity to change, provided that it manages to hire a leader who could bring about such change. The leadership at NAPE had been its weakest element. An institution as weak as NAPE in its current condition cannot provide the leadership required for the PTIs to change.

As an example, NAPE has a development budget to revise the CinEd curriculum, and implement it. One important activity is to provide subject-based orientation training to all PTI instructors before the curriculum is introduced. Although the donors and the Directorate have been aggressive about this, NAPE has taken a very 'light attitude' and NAPE will not be able to provide this important training to all PTI Instructors before introducing the new curriculum. This has not been due to pressure of work and lack of resources, but simply due to culture of lethargy and inefficiency in the leadership.

Institutional Culture: The NAPE and PTIs are the focal point of primary school teacher training. These institutions seriously suffer from an institutional culture that is caused by many factors. The institutional culture refers to the lethargy in general in all activities, lack of professionalism, lack of trainers, lack of self initiatives in the managers and trainers to improve their personal professional status, lack of independence and total control of all activities by the Directorate, lack of facilities, lack of culture of reading and learning, poor quality of academic supervision, Deputation of Instructors to the Directorate and NAPE with no replacement of staff, Trainers giving priority to development assignments to earn more by neglecting the routine training work, and unethical practices such as irregular attendance, non-attendance of classes etc. These institutional practices have become the culture of all training institutions and no one really wants to change this situation. It seems that it is the accepted reality, practice and culture. Unless this institutional culture is removed the training system would not improve.

PTIs have severe shortages of trainers. PTI trainers are also taken by the other projects as trainers and this has made the situation worse. The lack of trainers has caused serious limitations. The institutional culture allows the PTI superintendent to authorize 4 trainers to go for project work, thus neglecting their regular teaching at the PTIs. The training system is faced with the difficulty of deploying trainers to development projects while running the routine training activities. Trainers prefer to go for project work largely because of the additional financial benefits. There is a lack of professionalism at the

PTIs. Even if trainers are present they still prefer to take large classes and use the lecture method rather than small group interactive methods for training. Almost all PTI trainers have no primary education background or experience but they train primary school teachers. PTI training is highly theoretical and pays very little attention to classroom practice. Though each PTI has an experimental school⁸ none of the PTI instructors or the trainees do any teaching in the experimental school. The experimental school is supposed to be used as a laboratory school but is never used in that way. PTIs also suffer from lack of authority, lack of funds, and lack of equipment in working order. The institutional culture of the PTIs remains the prime constraint that allows these institutions to continue producing inactive teachers. Current PTI culture cannot influence the teacher to change and adapt innovative practices.

NAPE is expected to provide leadership to the PTIs to change but this is presently impossible for NAPE as NAPE itself suffers from the same symptoms. If the training system is to be improved, NAPE and the PTIs should be treated simultaneously. Both NAPE and the PTIs need inputs to change their institutional cultures. This needs to be studied further. It is not merely a trainer issue or a curriculum issue. It is largely a management issue. PTI Superintendents, Assistant Superintendents and the Trainers (Instructors) have become used to a culture of training teachers, which is relatively easy for the trainers and the training managers but not supportive of quality improvement in teaching.

The URCs and the Sub-Cluster Training system also suffer from the same problems. The URC is a new institution but the work culture in the 98 URCs that is now functioning is rather weak. A recent evaluation of the URC program has pointed out that most of the URCs do not function at all (Ascent International, August 2001).

Similarly, the sub-cluster training system is under review. The donors currently financing the program have been involved in this program for a longer time and they would be the best ones to be further involved.

Quality improvement in education in a vast system is a serious challenge. The keys to change in school quality are the Headteacher, teachers, and the parents. Accountability of the school has to be demanded by parents and the community. The inactive institutional culture at training institutes and schools has to be changed. An inefficient management and administrative system has to be activated.

Bangladesh is not short of monetary resources, and it does not lack an institutional framework. All education sector institutions and, if not all, almost all, professionals have become accustomed to an innate unprofessional institutional culture at all levels of the system. Unless and until the institutional culture is changed to a more acceptable professional practice of education, the investment made in the name of 'quality education' will not yield positive results. All donors and GOB investments are directed at improvement of physical and human infrastructure to support quality education. No investment is focused, however, on 'Management of Change' at the institutional level. Change refers to ways of working and doing things. Institutions such as PMED, DPE, NAPE, the PTIs, the URCs and schools have to learn to do their work in a more

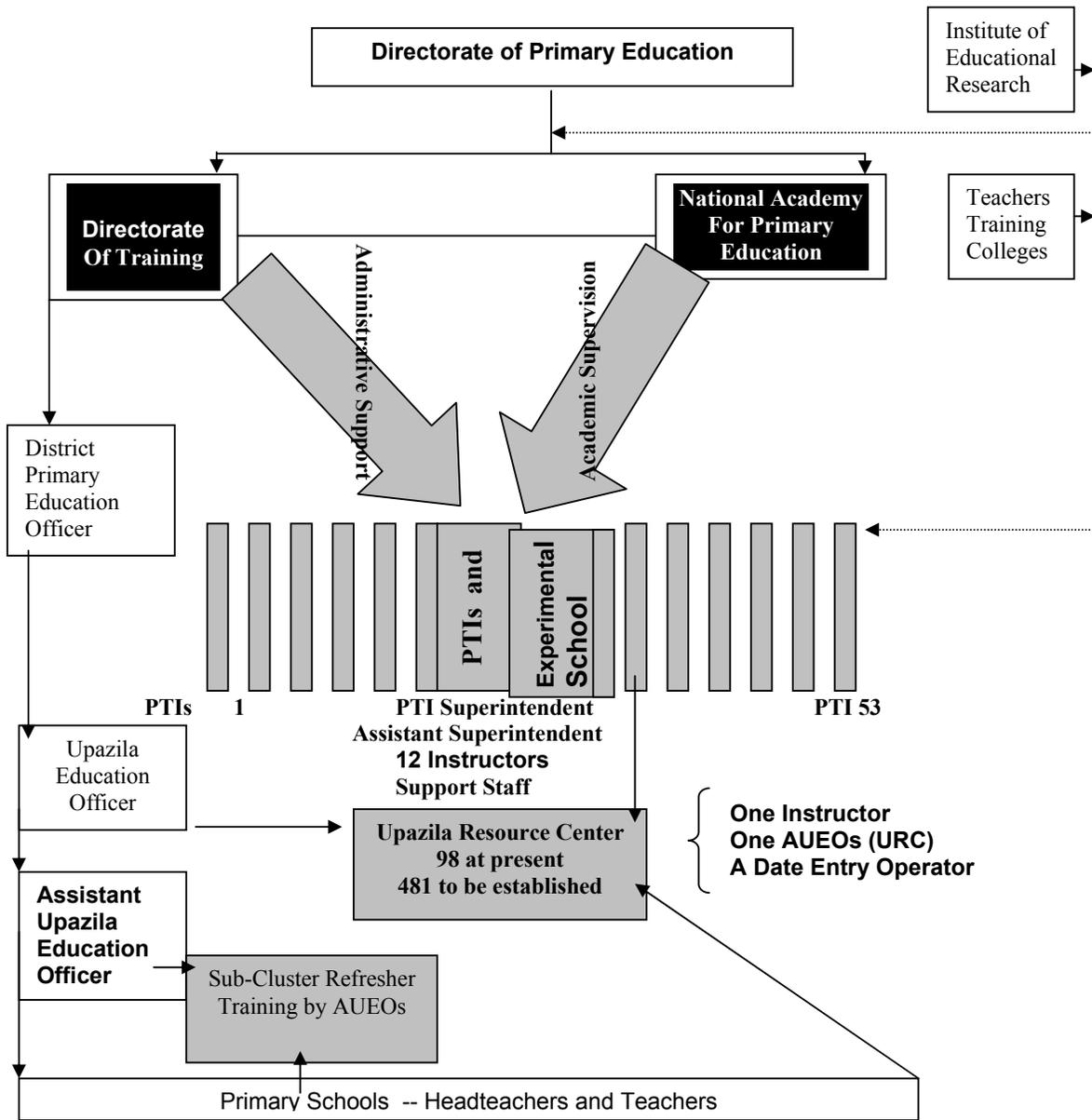
⁸ Experimental school is attached to PTI and is under the management of the PTI. The experimental school is for the PTIs provide better opportunities for the trainees to practice what they learn.

professional way. This is a transformation of the work culture of the institutions. It is a change of process.

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**Diagram 1:
Formal Primary Education Sub-sector Teacher Training System**



..... Non-Official Linkages

———— Official Linkages

Annex A

Overseas Training For Institutional Capacity Building for NAPE, PTIs and DPE under The PEDPQI Project

Source: Sedere et al (December 2000) HRD Plan / DPE

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

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

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

| | | | | | | | |
|-----------------------|--|-----------|----------------|-------------|--|----------------------------------|--------------------|
| | | | | | 10 ATEOs | (Reg:Co-op) | |
| 15 | Classroom Practice of Education | 17 | | | 1DPE+ 1 NAPE+ 2DPEO/ADPEO +3TEO + 10 ATEOs | | \$675,000 |
| 16 | Classroom Practice of Education | 17 | | | 1DPE+ 1 NAPE+ 2DPEO/ADPEO +3TEO + 10 ATEOs | | \$675,000 |
| 17 | In-Service Teacher Training | 18 | | | 1 DPE+ 1 NAPE+ 2 DPEOs /ADPEO + 2 TEOs+ 12 ATEOs | 96 ATEOs | \$675,000 |
| 18 | In-Service Teacher Training | 18 | | | 1 DPE+ 1 NAPE+ 2 DPEOs /ADPEO + 2 TEOs+ 12 ATEOs | 16 TEOs | \$675,000 |
| 19 | In-Service Teacher Training | 18 | | | 1 DPE+ 1 NAPE+ 2 DPEOs /ADPEO + 2 TEOs+ 12 ATEOs | 16 DPEO/ADPEOs | \$675,000 |
| 20 | In-Service Teacher Training | 18 | | | 1 DPE+ 1 NAPE+ 2 DPEOs /ADPEO + 2 TEOs+ 12 ATEOs | 8 DPE/PMED | \$675,000 |
| 21 | In-Service Teacher Training | 18 | | | 1 DPE+ 1 NAPE+ 2 DPEOs /ADPEO + 2 TEOs+ 12 ATEOs | 8 NAPE (Reg: Co-op) | \$675,000 |
| 22 | In-Service Teacher Training | 18 | | | 1 DPE+ 1 NAPE+ 2 DPEOs /ADPEO + 2 TEOs+ 12 ATEOs | | \$675,000 |
| 23 | In-Service Teacher Training | 18 | | | 1 DPE+ 1 NAPE+ 2 DPEOs /ADPEO + 2 TEOs+ 12 ATEOs | | \$675,000 |
| 24 | In-Service Teacher Training | 18 | | | 1 DPE+ 1 NAPE+ 2 DPEOs /ADPEO + 2 TEOs+ 12 ATEOs | | \$675,000 |
| NAPE+PTI +PMED | Tailor-made Training & Regional Cooperation | | | | | | US\$252,000 |
| | 2 NAPE Seminars on Regional Cooperation | 24 | \$2,500 | | 24 Regional Professionals relating to Tailor-made Training | NAPE | \$60,000 |
| | 24 Regional Trainers to attend above listed Tailor-made Training | | \$400 | | For One Week Tailor Made Training at NAPE under Regional Training, TA,DA and Material Cost etc | NAPE | \$192,000 |
| | Study Visits | 36 | | 24.8 | | | US\$269,600 |
| 1 | Structural Management of Educational Institutions | 12 | US\$4,750 | 8.4PM | 21 days 2PMED + 3DPE +3 NAPE (including DG) + 4 PTI Supers | Thailand, Philippines & Malaysia | \$64,600 |
| 2 | Educational Institutional Management and Operations | 14 | US\$4,750 | 9.8PM | 21 days 1PMED+2DPE+3NAPE + 8 PTI | Germany, UK and Norway | \$150,000 |

| | | | | | | | |
|----------------------|---------------------------------|----------|-----------------|--------------|---|---|----------------------|
| | | | | | Superintendents | | |
| 3 | Project Management | 10 | US\$4,750 | 7PM | 21 days 1PMED + 8 DPE + 1 NAPE | Thailand, Malaysia & Philippines, | \$55,000 |
| DPE/PME D | Attachment Program | 5 | US\$3600 | 5PMs | | Regional | US\$18,000 |
| | TOTAL DPE | | | 421.3 | | | US\$2,597,100 |
| | PP Allocation | | | 800 | | US\$3,101,851 | |
| | | | | | Likely Inflation 10% in Year 2001/03 | | US\$173,140 |
| | | | | | Consulting Firm's Management Fee 12% | | US\$311,652 |
| | | | | | Total Requirement for Sub-Component 5(b) | | US\$3,081,892 |
| | Total PP Allocation | | | | | US\$ 4,143,516 | |
| | NAPE | | | | US\$1,041,665 | | |
| | DPE | | | | US\$3,101,851 | | |
| | Total fund Requirement | | | | | US\$4,688,372 | |
| | NAPE | | | | US\$1,606,480 | | |
| | DPE | | | | US\$3,081,892 | | |
| | Deficit Amount For Reallocation | | | | | US\$544,856 | |

Source : (Sedere et al (December 2000) HRD Plan/DPE

Annex: B

Recruitment Qualifications Of Class I And II Personnel OF NAPE

| Positions And the No: of Posts | Recruitment Requirements |
|--------------------------------------|--|
| Assistant Specialist No of Posts: | Age: Not exceeding 30 years, relaxable up to 35 years for departmental candidates. (a) 80% by promotion from amongst the Instructor of PTI or By transfer of officers of the service serving in equivalent post who have B.Ed , M.Ed degree and (b) 20% by direct recruitment For promotion: 5 years experience in the feeder post. For direct recruitment: First Class Masters degree in the relevant subjects or Second class degree with second class Honors degree in the relevant subject together with a degree or Diploma-in-Education or second class M.Ed degree. |
| Specialist | By transfer of officers of the service serving in equivalent post who have B.Ed or M.Ed degree |
| Deputy Director | By promotion from amongst the District Primary education Officers and Superintendent of PTI. For promotion: 3 years experience in the feeder post or By transfer of officers serving in equivalent post who have B.Ed or M.Ed degree |
| Director | By promotion from amongst the Deputy Directors, Pry. Education. For promotion;12 years experience in the service including 2 years in the feeder post. or By transfer of an officer of the service serving in an equivalent post and who have B.Ed or M.Ed degree |

Recruitment Qualifications Of Class I And II Personnel OF PTIs

| Positions And the No: of Posts | Recruitment Requirements |
|--------------------------------------|---|
| Instructor (General): No of Posts | Age-Maximum 30 Years (a)30% on promotion from the teachers of experimental school (b)70% as direct recruitment. Qualifications: For(a) (i)Graduate with B.Ed. (ii) 5years experience in the feeder post. For (b) At least two 2 nd division From SSC to degree examinations and 2 nd Class in M.Ed. or 2 nd Class Masters with B.Ed or equivalent degree. |
| Instructor (Science) No of Posts | Direct recruitment: B.Sc. with M.Ed. or M.Sc. with B.Ed. or Equivalent qualifications. |
| Instructor (Agriculture) | B.Ag or Masters in Botany/Zoology/Soil Sc.or B.Sc With Botany and Zoology and 2 nd Class in M,Ed. Graduate with B.P.Ed |

| Positions And the No: of Posts | Recruitment Requirements |
|---|--|
| Instructor (Physical Education) Instructor (Craft) | Graduate in Fine Arts |
| Superintendent | (a)20% by direct recruitment (b)80% by promotion For(a) Second class M.Ed degree or Second Class Masters's degree with second class B.Ed degree or with second class Diploma-in- Education and 4 years experience in teaching or educational management For (b) |