BRITISH COUNCIL

ENGLISH in ACTION

Seminar Proceedings Report

Education TECHNOLOGY and WOMEN

Key issues for development

16-17 September, 2014

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Acronyms

a2i	Access to Information programme
ADP	Adolescent Development Programme
BRAC	Bangladesh Rural Advancement Committee
BUET	Bangladesh University of Engineering and Technology
DFID	Department for International Development, UK Government
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
EIA	English in Action
EITA	English and ICT for Adolescents Girls project
FIVDB	Friends in Village Development Bangladesh
GDP	Gross Domestic Product
GOB	Government of Bangladesh
GSMA	Groupe Speciale Mobile Association
ICT	Information and Communication Technology
MMC	Multimedia Classroom
PEDP3	Primary Education Development Programme III
PEELI	Punjab Education and English Language Initiative
TVET	Technical and Vocational Education and Training
UCEP	Underprivileged Children's Education Programme

Preface

Digital reform is currently underway in Bangladesh – Digital Bangladesh 2021 aims to significantly expand technology usage across the country by 2021. However, debate is needed on what kinds of policy and practice will help teachers and learners use appropriate technology, in ways that will transform teaching and learning practices in schools and beyond. In addition, it is crucial that access to information and learning is available to all members of society, particularly those who are marginalised, disadvantaged or at risk of exclusion, such as girls and women.

It is highly inspiring that this policy seminar, *Education, Technology and Women – Key Issues for Development*, held on 16 and 17 September 2014 and organised by English in Action and the British Council, was attended by over 150 participants. These included Government of Bangladesh officials, key policymakers, leading educationalists, development sector practitioners and representatives from donor, private-sector and civil-society organisations. It is our pleasure to share with you the outcomes of the seminar in the form of these policy seminar proceedings.

We trust the outcome of this seminar will work as a source of knowledge for experts and policymakers in the field of education to inform decisions and steps for the advancement of the effective use of educational technology in Bangladesh.

We would like to sincerely thank the Ministry of Education, the Ministry of Primary and Mass Education, the Prime Minister's Office of the People's Republic of Bangladesh, the Department for International Development of the UK Government and the British High Commission for their time and support in making the seminar stimulating and thought-provoking. We also congratulate and thank the teams for successfully organising the seminar and publishing these proceedings.

Finally, we thank the speakers, keynote presenters, presenters, moderators, discussants and all participants and staff for making the seminar a success.

Dr Johan Bentinck
Team Leader
English in Action

Brendan McSharry
Country Director
British Council

Executive Summary

The two-day policy seminar covered a wide range of topics in the field of education, technology and women, including:

- the digital revolution in Bangladesh;
- gender matters in educational technology in Bangladesh and beyond;
- reviewing the evidence of impacts on teaching and learning of educational technology initiatives;
- socially just practices in the use of learning technologies in language learning and teacher education;
- case study of English and ICT for Adolescent Girls project;
- case study of BBC Janala exploring insights from and the impact of self-directed English learning for women and girls in Bangladesh.

A number of key points and concerns consistently emerged within the stimulating breadth of topics and discussions. These recurring points have led to the key recommendations from this seminar, which address the following identified priorities:

- understanding the learners and designing interventions for their contexts and needs accordingly;
- recognising that technology is not a substitute for pedagogy – it can work only as an aid to pedagogy;
- reaching out to girls and women as part of the design, implementation and evaluation of interventions;
- monitoring and robust evaluation of interventions, coupled with effective dissemination;
- improving coordination and collaboration within the Government's interventions and through multi-stakeholder partnerships;
- establishing central Government roles for quality assurance of these interventions in line with targeted educational outcomes.

1. Overview

English in Action (EIA) and the British Council held the policy seminar *Education, Technology and Women – Key Issues for Development* in Dhaka, Bangladesh, on 16 and 17 September 2014. The seminar brought together Government of Bangladesh (GOB) officials, policymakers, leading educationalists, development practitioners and representatives from donor, private-sector and civil-society organisations, in order to:

i. provide a platform for key stakeholders in Bangladesh to discuss needs and share experiences regarding education, technology and women;

ii. identify ways of working together to address the key priorities emerging from the discussions.

These proceedings present an overview of the seminar, including a synopsis of speeches and presentations, together with recommendations for a way forward.

1.1 English in Action and the British Council

English in Action (EIA)

EIA is a nine-year (2008–17) language education programme that aims to enhance the economic and social prospects of people in Bangladesh by improving their communicative English.

Funded by the UK Government, the programme is implemented through a partnership of GOB and a consortium of three international partners (BMB Mott MacDonald, BBC Media Action and The Open University) and two national NGOs (Underprivileged Children's Education Programme [UCEP] and Friends in Village Development Bangladesh [FIVDB]).

EIA uses mobile phones, battery-powered speakers, the internet, print materials and television, along with interactive pedagogy and peer-to-peer learning, to help 25 million Bangladeshis improve their English.

Through a school-based professional development programme, EIA enables teachers to introduce new ways of teaching that involve much greater interaction between teachers and students and between students themselves. English is used much more extensively than in traditional lessons. Teachers are supported by innovative audio-visual and print materials, regular bi-monthly teacher development meetings and by interaction with other teachers in their own school and their local area. Teachers 'learn by doing' in the classroom, reflecting on their practice and supporting each other. They are guided by authentic videos of primary and secondary teachers using interactive techniques with their own classes. Audio-visual materials are provided at low cost, offline, through memory cards accessed on affordable mobile phones.

EIA's external research shows that teachers are changing their practice and students are experiencing the difference. From near zero, students now talk for over 25% of their lesson time. From near zero, over 90% of their talk is now in English. Tested against a standard international framework[1], student learning outcomes improved in 12 months. The number of primary students passing almost doubled after EIA, rising from 36% to 70%. 40% of secondary students achieved higher levels of competence than in our baseline study. In May 2013, the schools component received the British Council ELTon award for local innovation.

Furthermore, the adult and media component targets adult learners between the ages of 15 and 45 with a focus on poorer socioeconomic groups. It aims to break down barriers to English learning as well as provide accessible, affordable English learning content. Known to the public in Bangladesh as

1 Graded Examinations in Spoken English (Trinity College London, 2013), which map onto the Common European Framework of Reference for languages (Trinity College London, 2007).

‘BBC Janala’, this part of the EIA programme provides learning content via television programmes, the internet, audio mobile lessons, and Bangladesh’s leading daily newspaper. The component has also set up English clubs – self-directed peer-learning groups using EIA materials to learn English – with partner organisations across the country.

Our research shows that 60% of our users say they are more motivated and/or more confident about learning English. 56% of our adult users, show improved English competence. In 2013, BBC Janala was included in the inaugural ‘Nominet 100’ list of the world’s leading ventures using technology for social change.

The British Council

The British Council is the UK’s international organisation for educational opportunities and cultural relations. Our purpose is to create international opportunities for the people of the UK and other countries and to build trust between them worldwide. We seek new ways of connecting with and understanding each other through the arts. We strive for more widespread and better quality teaching, learning and assessment of English worldwide. Our goal is to enhance leadership and shared learning from interactive education. We want to build societies whose young people, citizens and institutions contribute to and benefit from a more inclusive, open and prosperous world.

The British Council was established in 1934, and our founding Royal Charter outlined our mission as ‘promoting abroad a wider appreciation of British culture and civilisation by encouraging cultural, educational and other interchanges between the United Kingdom and elsewhere’. We now have over 7,000 staff working in over 190 offices in 110 countries and territories across the world.

We have been working in Dhaka since 1951. Since then we have extended our presence to Chittagong and Sylhet. In all three locations we now offer a wide range of services, activities and programmes. We work in four key thematic areas: the Arts, English, Education and Society.

We recognise that the English language is an essential skill in today’s globalised world, and we work to provide access to quality English language teaching and learning. Our teaching centres are world renowned for quality of instruction. With many decades of experience in teaching students of all ages, we ensure that all our courses have been carefully designed to deliver the most effective and practical learning process through a full range of general, business and exam preparation courses. For parents we offer peace of mind, as all the centres meet the highest standards for child safety and accessibility. We also offer corporate training customised to the needs of our clients.

We enable people to achieve more for themselves and their communities by raising the standards of English for all. We aim to enhance the employment potential and lifestyle aspirations of young people (primarily youth learners from rural sector communities and the vocational sector, including the ICT sector) by providing access to quality English language learning opportunities which relate directly to employability. As a result these young people develop their confidence, accuracy, fluency and communication skills.

Our current projects in English include:

- English and ICT for Adolescents (EITA): We partner with the BRAC Adolescent Development Programme (ADP) to set up and run community-based English and ICT learning centres for girls. This has created opportunities for the girls by developing their skills and reducing educational and social barriers. The EITA project won the 2013 pan-Asian Manthan award for digital inclusion and e-empowerment for women.
- Cadet Colleges Teacher Training: In partnership with the British High Commission, we are running a two-year English language improvement project in all 12 cadet colleges across the country. The project develops the English language and pedagogical skills of cadet college teachers and will provide them with increased professional development opportunities.

We also develop and implement products and methods that improve the teaching, learning and practice of English, including websites, online courses and mobile products. This includes a mobile learning English platform for adolescent girls, developed and implemented in partnership with BRAC and Robi. The content is linked to the garment industry, employability and Technical and Vocational Education and Training (TVET), and includes certification and accreditation for the girls.

1.2 Seminar Rationale

Digital reform is currently underway in Bangladesh – Digital Bangladesh 2021 aims to significantly expand technology usage across the country by 2021, on the premise that technology can have a positive impact on poverty reduction, through creating access to information and improvements in quality of education. It aims to use technology to build new skills in education – including language and 'life' skills, as it is believed that these can be linked to improvements in employment prospects and economic development.

Identifying appropriate technologies for teaching and learning are key to this debate, particularly in the Bangladesh context where there has been growth in internet access, including mobile internet, and an explosion in mobile phone penetration and low call tariffs. It is important that there is debate on what kinds of policy and practice will help teachers and learners use appropriate technology, in ways that will transform (rather than reinforce) teaching and learning practices in schools and beyond.

In addition, public-facing content providers need to ensure that the technology-fuelled explosion of access to information and learning is available to all members of society. There is primary evidence, both in Bangladesh and at a global level, that girls and women have less access to technology than men, due to prevailing social norms and barriers of participation, including mobility and security concerns, confidence and negative perceptions. This means that girls and women have less access to the opportunities that technology can bring – including learning English. In Bangladesh, men outnumber women by six to one in terms of access to the internet and by two to one in terms of mobile phone ownership.

With a view to addressing the growing need for discussions on key issues surrounding education, technology and women, this seminar is being held to bring together key stakeholders to identify key priorities and propose think tanks to address these.

1.3 Seminar Objectives

The seminar objectives are to debate:

i. the needs and priorities regarding appropriate technologies for developing teaching and learning, particularly in English teaching and learning, and particularly for women;

ii. what measures are currently being taken to address these needs and priorities in Bangladesh and beyond;

iii. the importance of evaluations that look at whether teaching and learning practices and outcomes change as a result of these measures;

iv. the importance of multilateral partnerships and public/private partnerships;

v. what more we all can be doing together, how we can do it better, and the roles different organisations and different platforms (mobile, PCs, tablets etc.) can play.

1.4 Seminar Details and Programme

The policy seminar was a two-day event held on Tuesday 16 September and Wednesday 17 September 2014, at the BICC Media Bazaar Hall, Dhaka, Bangladesh.

The seminar programme consisted of:

- speeches from special and chief guests;
- keynote presentations;
- presentations;
- panel discussions and open dialogue;
- concluding speeches.

The programme for the seminar is at Appendix 1.

1.5 Seminar Participants

There were over 150 participants at the seminar – all were sent a policy seminar concept note (Appendix 2) to provide background information. Participants from GOB ministries, educational institutions, and development, donor, private-sector and civil-society organisations were present. A number of representatives from EIA and the British Council also participated.

Guests of principal importance were:

- chief guest: Mr Nurul Islam Nahid, Honourable Minister, Ministry of Education, Government of Bangladesh;
- chief guest: Professor A K Azad Chowdhury, Chairman (Honourable State Minister), University Grants Commission, Government of Bangladesh;
- special guest: Robert W Gibson CMG, British High Commissioner to Bangladesh;
- keynote speaker: Anir Chowdhury, Policy Advisor, Access to Information Programme, Prime Minister's Office;
- keynote speaker: Ronda Zelezny-Green, Expert in Gender, Learning and Mobiles for Development, Groupe Speciale Mobile Association (GSMA).

A list of participants is at Appendix 3.

1.6 Outline of Proceedings

Registration was followed by inaugural speeches, keynote presentations, presentations, panel discussions and open dialogue, and concluding remarks.

Inaugural Speeches:

1. Brendan McSharry, Country Director, British Council;
2. Dr Johan Bentinck, Team Leader, English in Action;
3. Special guest: Robert W Gibson CMG, British High Commissioner to Bangladesh;
4. Chief guest: Professor A K Azad Chowdhury, Chairman (Honourable State Minister), University Grants Commission.

Keynote Presentations:

1. *Improving Education and Access to Services using ICT in Bangladesh* – Anir Chowdhury, Policy Advisor, Access to Information Programme, Prime Minister's Office;
2. *Gender Matters in Educational Technology: Bangladesh and Beyond* – Ronda Zelezny-Green, Expert in Gender, Learning and Mobiles for Development, GSMA.

Presentations:

1. *Educational Technology: Evidence of Impacts on Teaching and Learning (Key Findings from Department for International Development [DFID] Research)* – Tom Power, Programme Director, English in Action, The Open University (UK);
2. *Socially Just Practice in the Use of Learning Technologies in Language Learning and Teacher Education* – Dr Gary Motteram, Senior Lecturer in Education, University of Manchester;
3. *English and ICT for Adolescents Girls (EITA) Project* – Masuda Khatoon, Project Manager, English Teacher Training, British Council, and Rashida Parveen, Senior Programme Manager, Adolescent Development Programme (ADP), Bangladesh Rural Advancement Committee (BRAC);
4. *BBC Janala: Insights and Impact of Self-Directed English Learning for Women and Girls in Bangladesh* – Richard Lace, Head of Project, English in Action, BBC Media Action.

Panel Discussions and Open Dialogue:

1. Panel Discussion: *Information and Communication Technology (ICT) Integration in Education in Bangladesh – Public and Private Initiatives;*
2. Open Dialogue: *Way Forward;*
3. Panel Discussion: *What Are the Barriers for Women and Girls to Get Access to Educational Technology?*

Concluding Speeches:

1. Brendan McSharry, Country Director, British Council;
2. Chief guest: Mr Nurul Islam Nahid, Honourable Minister, Ministry of Education;
3. Dr Johan Bentinck, Team Leader, English in Action.

2. Seminar Proceedings – Day One: ‘Education and Technology – The Revolution’

2.1 Inaugural Speeches

Robin Davies, Director Programme and Partnership, British Council, welcomed participants: ‘This seminar is a key platform to share and give deep thought to education, technology and women. Technology is a powerful tool for both education and women’s empowerment.’

1. Brendan McSharry, Country Director, British Council

Over recent years in Bangladesh, ‘an increased appetite for English’ has been observed. English and English communication skills are seen as key to contributing to Bangladesh’s vision of becoming a middle-income country. Technology has a very important role, if it is used in ways that support teaching and learning. The aim of this seminar is to create a debate about education technology for both formal and informal education. The purpose is to empower the learner whether female or male, and whether in the formal or informal, academic or vocational sectors. Women and men should be equally exposed to technology to realise the goal of enhancing the economic performance of the country.

2. Dr Johan Bentinck, Team Leader, English in Action

Today, technological advancements, quality education and an inclusive environment, with opportunities for girls and women, can lead to a positive shift in the dynamics of a nation. Across the world there is great interest and investment in educational technology, as a tool to improve teaching and learning, with the potential to bring quality learning opportunities to school communities and to women and others who may be marginalised. As will be highlighted in the seminar, if used effectively, technology can indeed promote quality education and social inclusion to improve learning for all in English and other subjects. This policy seminar brings together representatives from Bangladesh and the international community to discuss the challenges of realising this potential and to discuss examples of successful programmes and approaches.

3. Special Guest: Robert W Gibson CMG, British High Commissioner to Bangladesh

The UK Government strives to develop tools to eradicate poverty and to support job creation. Specifically, these will help 11 million children in Bangladesh to find sustainable ways to move out of poverty and gain the necessary skills to succeed in life. Changes in public, social and technology innovation and shifts in education will pave the way for a better future.

Girls’ and women’s education is important, not only for women’s empowerment and their opportunities in life, but for the growth of the economy of a country. Technology has a pivotal role in improving access to and the quality of girls’ and women’s education.

4. Chief Guest: Professor A K Azad Chowdhury, Chairman (Honourable State Minister), University Grants Commission

The GOB is undertaking many initiatives in advancing technological development in the country to realise the vision of ‘Digital Bangladesh’. Education and technology are highly prioritised. Skills are required to achieve success in life; one of which is English and English communication. The GOB has ensured the learning of English from primary to tertiary level. The GOB has also taken initiatives for the initiation of uniform access to technology. Through these, the GOB is striving to build citizens of the country as ‘world citizens’.

Furthermore, a country cannot progress without the empowerment, support and contribution of girls and women. The GOB wants to eradicate the gender imbalance. The GOB is therefore working to enhance the participation of girls and women in education and their access to technology.

2.2 Keynote Presentation

1. Improving Education and Access to Services using ICT in Bangladesh – *Anir Chowdhury, Policy Advisor, Access to Information Programme, Prime Minister's Office*

- There are current constraints in Bangladesh, such as:
  - gross domestic product (GDP) per capita around USD 1,100;
  - illiteracy around 35%;
  - grid electricity coverage to less than 50% of the population;
  - internet available only in its slowest form and to about 20% of the population;
  - lack of gender parity;
  - an international image of natural and manmade disasters.
- Yet, thanks to the country's Digital Bangladesh Vision 2021, Bangladesh is utilising information and communication technologies (ICTs) for improving education and service delivery. Progress can be seen in terms of:
  - literacy rates;
  - access to education;
  - increasing internet bandwidth and usage;
  - advent of social media;
  - new private sector e-services;
  - public and private sector collaboration.
- The Access to Information (a2i) programme of the Prime Minister's Office leads much of this transformation. Under a2i's guidance and support, the Ministry of Education has established multimedia classrooms (MMCs) in 20,500 secondary schools. MMCs empower teachers, 40,000 of whom participate in a teachers' portal to develop and share digital content.
- Development for global citizenship requires skilled labour, but currently the education system has challenges, such as:
  - poor retention rates in school and lack of sustainable learning;
  - poor market relevance of skills education;
  - inadequate certification to meet market needs;
  - lack of critical-thinking, problem-solving, entrepreneurial and vocational skills.
- The Ministry of Education ICT in Education Master Plan focuses on: the teaching-learning environment; professional and ICT skills of teachers; standards of teaching-learning materials; market-based skills; transparency, accountability and efficiency in educational management; 'services at doorsteps'; and public participation. Its aims are the development of world-class market-based skills through participatory teaching-learning environments facilitated by motivated teachers; and high-quality 'services at doorsteps' of citizens through transparent, accountable and efficient education management.
- The solution is therefore in the integration of our goals: motivated teachers promoting participatory teaching and learning through ICTs to reduce the educational divide. ICT myths need to be dispelled, such as ICT in education *means* ICT education, ICT literacy needs to be taught to students as a subject, and the first step is setting up computer laboratories. MMCs

do not only mean bringing computers to the teachers and students, but they mean engaging learners and teachers in an interactive learning environment. The focus has therefore deliberately been on reducing the digital divide by reaching the underserved first, on making teachers digital ambassadors rather than bypassing them, and, most importantly, on creating a sense of excitement nationwide to improve educational quality.

- The design considerations underpinning this are:
  - strong political will to create ICT transformation, together with a combined vision with the education administration;
  - teacher improvement and empowerment as crucial steps for increasing use of ICT in educational pedagogy – there must be scope for capacity building for teachers and a co-creation culture can be nurtured through websites and portals;
  - appealing to natural competitive instinct – the support and facilities given to teachers to increase motivation can also work to motivate them even further and push themselves to become the best in what they do, and both enabling teachers to be part of global online communities and the range of media now available can be important motivators in themselves.
- 'Motivated teachers are incredibly important. No matter how much access to ICT is given, nothing will change, unless the teacher is at the centre.'

2.3 Presentations

1. Educational Technology: Evidence of Impacts on Teaching and Learning (Key Findings from DFID Research) – *Tom Power, Programme Director, English in Action, The Open University (UK)*

- There is enormous interest and investment in the potential of educational technology to improve the quality of teaching and learning in low and lower-middle income countries. However, it is difficult to find syntheses of evidence that outline the impact of educational technology on teaching and learning.
- DFID therefore commissioned the *Educational Technology Topic Guide* as a first contribution to addressing this evidence gap. The *Topic Guide* has compiled evidence from over 80 studies on the relationship between educational technology, teaching practice and learning achievement, from low to lower-middle income countries.
- These reinforce the understanding that it is not educational technology itself that improves teaching and learning but: 'how the technology is designed and implemented; how teachers are supported to use it; how outcomes are measured; what communities are in place to support it' (Technology Enhanced Learning, 2014).
- The review confirmed that currently there is very little evaluation and evidence collected in terms of the impact of educational technology on classroom practice and learning outcomes.
- The *Topic Guide* considers the enabling contexts of programmes that did provide evidence of improved teaching and learning, and makes recommendations about how other programmes might develop similar enabling contexts.
- Effective educational technology programmes are characterised by:
  - clear curriculum and pedagogic purpose: using technology in ways that focus on how the teacher engages with the students and how the students are engaged in more meaningful ways;
  - relevant curriculum materials for students: selecting materials and resources that can help and relate to students;

- teacher development programmes: focused on curriculum, pedagogy and school-based support (and not technology itself) and which embrace local solutions;
- monitoring and evaluating focused on 'outcomes' not 'outputs': undertaking robust monitoring and evaluation to assess any change in teaching practice or learning outcomes, e.g. quantitative studies on classroom practices.

- **Recommendations for education adviser and policymakers are to:**
  - focus on enabling educational change in classroom practice, and not on technology itself – understanding classroom practice is essential;
  - provide adequate support to teachers and schools;
  - capture the changes in student learning outcomes and teaching practices;
  - support programmes that build on approaches for which there is already evidence of impact;
  - encourage proposals that will help us understand how to support teachers and schools more effectively;
  - think about value for money and cost-effectiveness.

2. Socially Just Practice in the Use of Learning Technologies in Language Learning and Teacher Education – *Dr Gary Motteram, Senior Lecturer in Education, University of Manchester*

- What we do in education should be underpinned by a need for social justice and the recognition that while there might be a digital divide between the developed and developing world, we should not accept this as a reality but tackle and attempt to overcome it. Like education, access to ICT can be seen as a basic human right.
- In our increasingly connected world, digital technology is central to 'the fabric of life'. We access and use information in different ways and the skills that are needed to be considered literate in the 21st century are far broader than the time when print predominated.
- The technologies we have access to have enormous potential and will influence significantly what we are able to do to support teachers and learners. We should try to utilise this potential where it is possible, even if it is difficult.
- A generation gap has always existed to some extent, but today the technological knowledge divide between digital immigrants and digital natives is different because change has been so rapid and significant. Initially, teachers' expertise may be lacking compared with that of their students.
- Technology does not need to be very sophisticated, costly and difficult to use. For example, mobile phones do not need to be sophisticated, but are accessible to all, a gateway to enormous information and easy to use. These have been used productively in many different contexts, for example healthcare and agriculture. Localised solutions are very often more participatory.
- Technology use can begin simply, gradually becoming more sophisticated: so that teachers are empowered with initial skills, which they then develop further. Teachers need time for change to happen.
- Technology can provide authentic input in the classroom and give useful preparation for the real world. It can extend learning opportunities both in and out of the classroom.
- The Punjab Education and English Language Initiative (PEELI) project in Pakistan can be seen as a case study. In a context where literacy is low and girls' education is often restricted, almost 87% of people use mobile phones. 400,000 primary teachers, mainly female, have been trained and supported to use their mobile phones to create and participate in teaching-learning networks with other teachers. Also, girls are using mobile phones for learning.

- Similar technologies can play an important role in teacher education and there are examples across the world of a range of teacher enrichment courses using a number of different tools, e.g. Skype, digital video, mobile phones, tablets. Practical examples include 'Travelling through Arts', where teachers support students to create blogs and read e-books online outside the classroom, and 'Tele-collaboration in Egypt', where teachers support secondary-school students to teleconference in their classroom with secondary-school students in Argentina.
- **Recommendations for education advisers and policymakers are:**
  - it is not providing technology that matters; it is creating new options and learning opportunities with digital technology that counts;
  - start small with localised ICT using existing resources;
  - use the development of basic ICT skills as a stepping stone to empower teachers to explore more advanced platforms and skills – 'scaffolding teachers' learning';
  - support teachers to do this and recognise that teachers need time to learn;
  - use examples of innovation and good practice from across the world to inform policy decisions and their implementation.

2.4 Panel Discussion and Open Dialogue

1. Panel Discussion: ICT Integration in Education in Bangladesh – Public and Private Initiatives

Moderators

- Andrew Jones, Senior Training Consultant, British Council.
- Dr Sharmistha Das, Education Adviser, English in Action.

Discussants

- Professor Faruque Ahmed, E-learning Specialist, a2i, Prime Minister's Office – focus is on laptop, projector and teacher-led content development for improving teacher-student interactions and encouraging participation in schools.
- Abul Kalam Azad, Project Director, ICT Project, Ministry of Education – focus is to provide 20,500 schools with MMCs; however, power supply, security, internet speed, maintenance costs, teacher development and support issues make large uptake challenging.
- Ruxana Parvin Hossain, Manager, Research and Development (ICT in Education), Save the Children – focus is also on MMCs and teacher professional development in relation to teacher-led content development and teachers changing to a role as facilitators of learning.
- Ashiqur Rahman, Project Manager, Education, British Council – focus is on 'Connecting Classrooms' to make students global citizens through communication with teachers and students from other countries through a teacher portal, using ideas such as nominating 'best teacher of the week' to increase motivation.
- Dr Ananya Raihan, Executive Director, D.Net – initiatives in formal and informal education include entrepreneurial training for rural women, maternal healthcare (for pregnant women and newborn babies) via mobile phones, smart classrooms, and using laptops for ICT skills development in the agriculture, health and pre-primary education sectors.
- Zahir Bin-Siddique, Head of Teacher Training and Support, English in Action – focus is on teachers 'learning by doing' in the classroom, reflecting on their practice and supporting each other, guided by authentic videos of class practices and supported by classroom audios provided at low cost, offline, through memory cards accessed on affordable mobile phones.

- Mubasher Munaf Moin, Chief Executive Officer, Core-K – focus is to provide teachers with specially tailored hardware for content development, software support and smart boards (interactive whiteboards) for digital classrooms.

Key issues and responses were identified:

- The large number and diversity of projects creates confusion for teachers – how can the GOB coordinate the mass of initiatives taken by projects and organisations?
  - A common platform was suggested as a means to reduce the potential for confusion among teachers.
  - There is now an ICT in Education Master Plan with the Ministry of Education covering 34 initiatives.
- Where school environments and structures are not found to be appropriate for MMCs, this leads to low usage and demotivation of teachers – how can this be addressed?
  - Consideration can be given as to the most appropriate technology for the local context, such as mobile technologies or solar energy to address local power supply issues.
  - Learning from other projects that have embraced local solutions.
- Teacher support is required for changes to more active learning – how can we enhance teacher quality?
  - Teacher development can be seen as integral to any educational technology initiative.
  - Pedagogy, assessment and technology can be seen as an integrated package.
- The GOB has strong political will – what else does the GOB have in mind for concerted, holistic support to the teacher?
  - Private and public sectors should collaborate more and in ways that support teachers and are backed by effective monitoring and evaluation systems. Very concerted efforts are needed to ensure that this happens.

'We don't want passive classrooms – we need to think about integration of ICT in education with better pedagogical approaches.'

2. Open Dialogue: Way Forward

Moderators

- Gaynor Evans, Head of English, British Council.
- Mahbub Leelen, Deputy Team Leader, English in Action.

Discussants

- Dr A K M Khairul Alam, Consultant, Directorate of Primary Education (DPE).
- Professor Kafil Uddin Ahmed, Consultant, Primary Education Development Programme III (PEDP3).
- Dr Arifa Rahman, Professor, Institute of Modern Languages, The University of Dhaka.
- Alison Barrett, Director, English for Education Systems, South Asia, British Council.
- Tom Power, Programme Director, English in Action, The Open University (UK).
- Dr Gary Motteram, Senior Lecturer in Education, University of Manchester.

Key issues and responses were identified:

- Teacher development and support are key, but assessment and examinations can be barriers to changes in the classroom – how can these be overcome?
  - Teachers 'teach to the test' and so we need to assess what we believe to be important for students' future lives; for example, communication skills, problem-solving skills.
  - When new assessments are introduced, teachers need support in how to implement these in school – there is a long path from policy directive to practical implementation.
- Our goal is to improve students' learning outcomes – how can we use ICT in education to achieve this, particularly in contexts where teacher motivation is low?
  - Providing appropriate technologies and solutions (e.g. solar energy to address local power supply issues) to the learning context can add to teacher motivation.
  - Providing continuous training and development to teachers with ongoing support and monitoring of classroom implementation at school level with peer support is much more likely to be effective than one-off training.
  - Placing quality of teaching and learning at the heart of all education technology initiatives, and understanding how teachers will use the technology to support them to improve the quality of learning in their classroom.
- Empowering women impacts on a country's economic growth – how can we equip women through ICT to become effective members of the workforce?
  - There are many examples both inside and outside Bangladesh – both successful and not successful in achieving change – but there is little learning from one initiative to another.
  - New initiatives need to learn from previous interventions.

Concluding remarks were made:

- Technology has the potential to play a vital role in the education system in improving the quality of teaching and learning.
- If this potential is to be realised, teachers need to be placed at the centre of this change.
- Teachers need support and time to use new technologies in ways that support them to introduce the changes required in the classroom for more effective teaching and improved student learning outcomes.
- The many and varied initiatives should come together to achieve this common goal of effective teaching and improved learning outcomes.

3. Seminar Proceedings – Day Two: 'Education, Technology and Gender – Bridging the Gap'

Kirsten Zindel, Deputy Team Leader, English in Action, and Andrew Jones, Senior Training Consultant, British Council, welcomed participants. In particular, the seminar extended its welcome to Mr Md S M Mesbahul Islam, Director General in Charge, Directorate of Primary Education (DPE) and Mr Md Shahjahan Miah, Director General, Directorate of Technical Education (DTE).

3.1 Keynote Presentation

1. Gender Matters in Educational Technology: Bangladesh and Beyond – *Ronda Zelezny-Green, Expert in Gender, Learning and Mobiles for Development, GSMA*

- There are many gender-related factors that can have an impact on the benefits that girls and women can experience when they are introduced to educational technology.
- In Bangladesh, there are challenges facing girls and women who would like to participate in formal or non-formal education. These include poverty, family responsibilities, social expectations, safety issues, lack of awareness of and access to opportunities, attitudes towards women seeking employment and professional status. Such issues are global, common to all countries, big or small; and they affect everyone and every aspect of society.
- In Bangladesh, there are also increasing opportunities for women who would like to participate in education. These include strong advocacy by the GOB and the media, stipends for girls at school, quotas for women in the labour market and accessibility to micro-finance for women. Examples of women with high-profile careers are providing inspiration and motivation. Yet much more can and needs to be done. Even in countries where there are more girls in schools than boys, for example South Africa and the Philippines, men are still earning more than women.
- There are technologies common in girls' and women's lives which, with creative thought, can be used for learning and respond to these challenges and opportunities. In Bangladesh, 111 million people use mobile phones. Mobile-assisted learning is accessible, cost-efficient and has been shown to be sustainable. In contrast, most other technological devices are expensive, not available to all and not user-friendly.
- In Bangladesh, The Asia Foundation and Banglalink work for women's empowerment. The key focus is women educating other women in business skills through mobile phones. This is in a context of a growing need for small and medium-sized enterprises run by women to contribute to economic development.
- In Pakistan, UNESCO, Mobilink, Nokia and AGAHI are working together. Pakistan has very low literacy rates, particularly for women and girls. This project uses mobile phones to increase the literacy of over 3,500 women, including female teachers, in rural areas. The intervention uses $15 Nokia mobile phones. It therefore does not take expensive devices to meet very big needs.
- In the Philippines, a SMART and Globe project was launched in response to the high drop-out of boys from school. Boys who have dropped out are becoming literate using mobiles and tablets. Support centres are promoting the opening up of job opportunities that allow boys to work, stay in school, develop literacy and also support their families.

- In Kenya, Nokia, Airtel and GSMA are using mobile phones to increase reading among young girls. A mobile application, 'Worldreader', with 6,000 digitalised books instantly accessible, has been given to girls following an after-school introduction. Every girl now reads at least once everyday, and students have made full grade advancements. This is very cost-effective, at 3% of the cost of printed books.
- Creative policies are needed that will help girls and women to better benefit from educational technology. Technology can be an advocacy tool. Mobile devices can provide flexibility for navigating gendered time constraints. Challenges and opportunities for lifelong learning can be identified. Technology should be applied, only when it makes sense.
- The following questions were raised:
  - How do you break the rigid culture against bringing mobile phones to school and use them effectively in classroom scenarios?
    - In the Worldreader project, support was obtained from the Ministry of Education. A Ministry letter of support was shared with school principals, and the application was demonstrated to principals, teachers and parents. Only then was it used in the classroom.
  - Will the technology upsurge in education mean that teachers are replaced by mobile phones?
    - Teachers are at the core of participatory learning. Teachers need to be there to ensure effective use. No matter how good the technology is, without the teacher, effective learning will not take place.
  - How can such initiatives be institutionalised and mainstreamed?
    - Multi-stakeholders from civil society, government and the private sector should be brought together with a single focus of integrating education and ICT with women's empowerment.

3.2 Presentations

1. English and IT for Adolescent Girls (EITA) Project – *Masuda Khatoon, Project Manager, English Teacher Training, British Council, and Rashida Parveen, Senior Programme Manager, Adolescent Development Programme (ADP), BRAC*

- There is evidence in Bangladesh that girls and women have less access to ICTs than men, due to prevailing social norms and barriers of participation (including confidence, negative perceptions, lack of English skills, lack of mobility), and thus less access to life-skills education, including learning English. This has resulted in a gender digital divide – which could lead to a future gendered skill imbalance and unequal life chances for women.
- The British Council, Bangladesh, has partnered with BRAC's Bangladesh Adolescent Development Programme (ADP), which already has a network of 9,000 long-established adolescent clubs for life-skills training in 60 out of 64 districts, with 270,000 adolescents, 75% of whom are girls.
- The purpose of the collaboration is to run the English and ICT for Adolescent Girls (EITA) project, which aims to create opportunities for girls, develop skills and reduce barriers by creating non-formal community-based English and ICT clubs.
- The project seeks to change negative perceptions of English and ICT, as well as build confidence in English and ICT skills in adolescent girls. From the baseline survey, barriers were identified that hamper women's access to ICT; such as the monolingual education system, English being seen as difficult, and lack of practice at home or in school leading to poor confidence levels.

- At these adolescent clubs, peer-led groups of women sit together for two hours twice a week to learn English as well as gain ICT skills. These groups use mini netbooks pre-loaded with British Council digital interactive English resources, which are mapped to the national curriculum and translated into Bangla, as well as communicative spoken English activities. The participative and interactive learning that takes place has created a positive change in girls' perception and level of confidence in English and use of ICTs. Moreover, it has been found that the project promotes female empowerment, with girls becoming more vocal and ready to express opinions and develop their leadership skills.
- Story 1: A participant from Madhupur shared her experiences of becoming more confident and skilled in both English and ICT through working in this project as a peer leader. She is now getting support from her parents, neighbours and others in her rural area, and feels much more enthusiastic about her future prospects and those of girls like her who can receive similar support from this project.
- Story 2: A participant from Manikgonj shared similar experiences. From a poor background, the opportunity of working as a peer leader has helped her to develop English-speaking and ICT skills. Her improved confidence level is enabling her to earn money to support her education and her ambition is now to be a university professor.
- The cost of the project is £5 per participant. Such sustainable and scaleable learning has the potential to be extended to more adolescent girls.
- EITA received a Manthan Award in 2014.
- Community-based ICT and learning centres for girls, which have buy-in from parents and the community and are safe social spaces for girls, are therefore responding to the need for girls to have increased access to English learning and ICTs.

2. BBC Janala: Insights and Impact of Self-Directed English Learning for Women and Girls in Bangladesh – *Richard Lace, Head of Project, English in Action, BBC Media Action*

- The media and adult learning component of the EIA programme uses television, radio, mobile phones, the internet, print and English learning clubs to engage adult learners across the country. Under the brand of 'BBC Janala', the project's learning services have reached more than 28 million people, with significant success in engaging women, girls and rural populations.
- Key features include: digital media driven content for remote self-directed learning by a diverse audience; use of communicative and beginner level English; personalised, progressive and flexible learning; multiple learning platforms. Our slogan is 'one syllabus, six platforms'.
- This is a large-scale project: 44.5 million people in Bangladesh know about BBC Janala and there are more than 28 million users (over 7 million people access it through mobile phones and 600,000 people are registered through the internet).
- BBC Janala reaches more marginalised groups; for example, 55% of BBC Janala users are female, over 80% of users are from rural areas; the majority of users are from lower socioeconomic groups.
- This has been made possible through extensive formative research, needs analyses, pre-testing and piloting. The project was designed according to the needs and choices of the participants: for example, in terms of feedback on lesson length; level, amount and speed of repetition of English; accent of English; understanding motivation; use and form of Bangla for instruction; need for an instructional approach (e.g. recorded voice for the website).

- Story: Tahura Begum is a female entrepreneur intending to learn English to interact with the buyers in her garment business. After one year of learning with BBC Janala, she has learned some English. She is now sending products to the USA and has been able to improve facilities in her factory. She says that only learning English would not be enough; expertise in work and business skills are also required.
- Yet challenges remain. These include keeping up-to–date with changes in technology (e.g. low-cost Smart phones are now on the market), continuing poor internet access; finding the most effective mix of English and Bangla, particularly for learners of basic English; finding more evidence on what drives and can improve effective self-directed learning; addressing language barriers in ways that lead to more use of technology.
- **Recommendations for other projects include:**
  - the critical need to know and understand your learners;
  - using this understanding, to develop appropriate content and suitable platforms for their needs;
  - directly addressing the key challenges identified; for example, restrictions on women's mobility.

3.3 Panel Discussion

1. What are the Barriers for Women and Girls to Get Access to Educational Technology?

Moderators

- Fahmida Shabnam, Education Adviser, Department for International Development (DFID), Bangladesh.
- Richard Lace, Head of Project, English in Action, BBC Media Action.

Discussants

- Luna Shamsuddoha, President, Bangladesh Women in Technology.
- Alison Barrett, Director, English for Education Systems, South Asia, British Council.
- Suparna Roy, Local Development Expert, a2i, Prime Minister's Office.
- Shazia Omar, Head of Advocacy, Shiree Project.
- Ronda Zelezny-Green, Expert in Gender, Learning and Mobiles for Development, GSMA.
- Mr Md Shahjahan Miah, Director General, Directorate of Technical Education (DTE).
- Md Imran, Director, Monitoring and Evaluation, Directorate of Primary Education (DPE).
- Architecture Professor Khaleda Ekram, Vice Chancellor, Bangladesh University of Engineering and Technology (BUET).
- F M Enamul Haque, Director, Programme and Finance, Directorate of Primary Education (DPE).

Key issues and responses were identified:

- What are the other barriers we have and how can we avoid them?
  - Mobility problems have yet to be taken care of. In response, the Technical and Vocational Education and Training (TVET) Reform Project has introduced online admission tests to encourage applications from women from across Bangladesh. However, more accommodation for women is needed for places to be taken up and to support the GOB's initiative to enhance women's enrolment from 10 to 20%.

- Employability myths need to be overcome. It is often believed that women are less efficient in using ICT than men. In India, transparent benchmarks are being used in developing women's skill in ICT as well as skills in English language.
- Lack of awareness of how education technology can help. Peer-led community clubs, supported by mobile technology, can open up significant access to quality learning.
- The need for English is also a barrier for women in using ICT.
- Lack of finance and early marriage hinder access to education and learning. Experiences from the Shiree project emphasise the need for ideas and skills that can help the earnings of extremely poor girls (often bringing up children alone) – these girls can only give time to education if it is also giving them earning power.
- There are also misconceptions with regard to science education, such as it is too physical and expensive for girls. However, this scenario is changing. At present, there are various scholarships, stipends and grants available that have empowered some girls by giving them the option to study science.
- Women need encouragement to move into the area of technology. They are often less aware of, less interested in and less confident in learning ICT skills. However, 'women need technology and technology needs girls'.
- Communities and families also need to change their mindsets. Currently, these mean that girls do not have sufficient chances and facilities to prove themselves. Attitudes such as 'lady colleagues will not be equally competent to male' persist. Girls should be encouraged from the beginning of their life from the community level. Technology can be a tool to showcase examples of successful, competent women.
- A sense of purpose for girls needs to be stimulated. Grants and scholarships can enable girls to stay in education. However, girls need to see a purpose in secondary education and a future of a working life after marriage. The GOB needs to focus incentives on tertiary level education as well as primary and secondary.

- Can the GOB implement what is being suggested at this policy seminar?
  - The GOB is already working on this; for example, through the National Education Policy 2010, 60% of primary teachers being women, encouraging use of English in the classroom, providing one laptop to each primary school.
  - However, it is critically important that NGOs and projects work together with the GOB to share learning and implement best practice, so that GOB initiatives have the desired impacts.

- How can GOB initiatives help to attract more women into jobs?
  - The need was highlighted for secondary-school students to be better informed about job opportunities and to gain a better understanding of the job market.
  - It was recognised that this is particularly difficult in terms of technical jobs. Across the globe, women tend to work in consumer, not production, areas.
  - Targeted support, such as improved childcare facilities, can help.

- In what ways can the initiatives taken by NGOs and projects be institutionalised by the GOB?
  - One example is that EIA is now jointly working with DPE subject-based training to mainstream its approaches. Despite previous English subject-based trainings having taken place, the use of English in schools is still limited, and both teachers and students lack confidence. A new series of subject-based training is being rolled out to all English teachers over the next three years. EIA has been asked to and is now giving support to bring in its approaches, which have been seen to make observable changes in teachers' behaviour and performance.

Recommendations were made:

- Education policy should be gender sensitive.
- Content in teaching English and ICT should be compatible for women and disseminated in ways appropriate to their needs and contexts.
- In target areas, special facilities should be given to women, such as improved availability of accommodation and childcare.
- Public-private partnership initiatives should support women re-entering education or joining the workforce after children or early marriage. Initiatives that include both mothers and their children in learning English and ICT skills can be designed following models from other countries.
- Connecting employers and schools can raise motivation and aspiration among young women.
- Multi-stakeholders from the GOB, civil society and the private sector need to come together with a single focus of integrating education and ICT with women's empowerment. 'We need multiple people for multiple tasks.'

3.4 Concluding Speeches

1. Summary of the Seminar – Brendan McSharry, Country Director, British Council

To realise the vision of Digital Bangladesh, we need quality education, skills for employability and women's empowerment. Educational technology can play a pivotal role. However, technology is not a substitute for teachers or pedagogy; technology can only work as an aid to pedagogy. We need sustainable, flexible, local solutions to meet local needs. We need to evaluate the effectiveness of initiatives using educational technologies and measure changes in access, confidence, classroom practice and learning outcomes. English, ICT and employability skills are a powerful combination. We need initiatives to take these to women to close the 'gender gap'. We should learn from effective initiatives in Bangladesh and globally.

2. Chief Guest's Speech – Mr Nurul Islam Nahid, Honourable Minister, Ministry of Education

The Education for All conference will be held next year. Already, the number of girls in school has increased in Bangladesh, in many cases outnumbering boys in public examinations and enrolment rates. However, while access has been achieved, retention lags behind. The quality of education depends on skilled and motivated teachers. The education sector has to be aware of the needs of, and engage with, the job market, and the curriculum needs to respond so that we create a skilled workforce. The Government and the private sector both need to invest in education at every level, including tertiary.

We want a world standard education so that our businesses, migrant workforce and women can compete equally in the global market. We will only achieve this if we address these issues.

3. Vote of Thanks – Dr Johan Bentinck, Team Leader, English in Action

Thanks were expressed to all guests, keynote presenters, presenters, discussants and participants for their many contributions to this important debate as to how education technology can be a tool for effective and sustainable improvements in education, workforce skills and women's empowerment. The recommendations emerging from this seminar represent a challenging, but practical, way forward to address the key priorities identified.

4. Recommendations

1. Understand the Learners and Design Interventions for their Contexts and Needs!

1.1 **Thoroughly understand the learners, their contexts, their needs and the purposes of the planned use of educational technology as the first step in the design of any educational technology intervention.** Invaluable insights will be gained into what will and will not work (which will not be held centrally), and so bad investments and poor outcomes are much less likely.

1.2 **Use this understanding (rather than any pre-held or standard ideas) to develop appropriate content, support and suitable platforms for the educational technology intervention.** Therefore, select the most appropriate technology for the context. This is unlikely to be the most sophisticated or the most expensive. It is important to embrace local solutions and try out innovative concepts.

1.3 **Look to the future in the design of the intervention.** Education should look to empower people with employability skills and promote entrepreneurial mindsets; for example, critical-thinking, problem-solving skills can be part of the design.

2. Technology is Not a Substitute for Pedagogy – It Can Work Only as an Aid to Pedagogy!

2.1 **Focus on enabling educational change in classroom practice, and not on the technology itself.** New technologies and new content will not make any difference on their own.

2.2 **Support teachers and schools to do this and recognise that teachers need time to learn and practise over many months (not a few days).** Therefore, scaffolding teachers' learning is essential. **Recognise that teacher motivation is key to achieving change.** It is vital to develop, support, monitor and retain teachers effectively to improve the quality of teaching and learning, and to work together to increase the level of confidence and support given by communities to their teachers.

2.3 **Recognise that assessment and examinations can be barriers to changes in the classroom.** Therefore, assessments should be relevant to students' future lives and teachers should be supported in new forms of assessment.

3. Reach Out to Girls and Women!

3.1 **Design interventions that explicitly address women's needs.** It is not providing technology that matters; it is creating new options and learning opportunities for girls and women with digital technology that counts. For example, girls in extreme poverty can only give time to education if it is also giving them earning power.

3.2 **Invest in what helps to navigate gendered time and location constraints.** For example, mobile phones can be a flexible way to improve learning time for girls, and can be supported in varied contexts; for example, through peer-led community clubs.

3.3 **Use technology as an advocacy tool to raise motivation and aspiration among young women.** For example, using technology to connect employers and schools can extend girls' beliefs as to what is possible for their future.

4. Monitor and Evaluate Robustly!

4.1 **Carry out increased quality assurance and monitoring of practices resulting from GOB education ICT initiatives. Build in processes that enable this feedback to re-orientate what is happening in the specific intervention and to inform design of future interventions.** A2i can have a key role in this.

4.2 **Ensure that every educational technology intervention robustly captures the impact in terms of changes in student learning outcomes and teaching practices.** Measuring reach, cost and perceptions is not sufficient. Effectiveness and cost-effectiveness are what matter, and measuring these should be an integral part of the design.

4.3 **Disseminate the research findings clearly and widely – both what has succeeded and what has not.** Be explicit about the strength of the evidence in order to promote more robust evaluations.

5. Better Coordination and Collaboration!

5.1 **Improve awareness and coordination of and increase synergies between national educational technology programmes.** A2i can have a key role in this. **Be aware that the local implementation of national programmes will need to vary to address local contexts and issues.** For example, mobile learning and solar energy may address local power supply issues.

5.2 **Learn about examples of innovation and good practice across the world, and use these to inform policy decisions and their implementation.**

5.3 **Invest in multi-stakeholder partnerships from the GOB, academia, civil society and the private sector that have a single focus of integrating high-quality teaching and learning and ICT with women's empowerment.** This will ensure better outputs in addressing these issues.

Appendices

Appendix 1: Programme

Day 1 [16 Sept 2014]: Education and Technology–The Revolution

Time	Session
09:30 – 10:00	Registration and Networking Opportunity
10:00 – 10:40	**Opening Ceremony** **Welcome Address:** **Brendan McSharry**, OBE, Country Director, British Council **Dr Johan Bentinck**, Team Leader, English in Action **Special Guest:** **H.E. Mr. Robert W Gibson** CMG, British High Commissioner to Bangladesh **Chief Guest:** **Prof A K Azad Chowdhury**, Chairman (Hon'ble State Minister) University Grants Commission
10:40 – 11:20	**Keynote Presentation:** **Improving Education and Access to Services using ICT in Bangladesh** **Anir Chowdhury**, Policy Advisor, Access to Information (a2i) Prime Minister's Office, Bangladesh
11:20 – 11:50	Break
11:50 – 12:30	**Presentation:** **Educational Technology- Evidence of impacts on teaching and learning. Key findings from DFID Research.** **Tom Power**, English in Action, The Open University, UK
12:30 – 13.30	**Panel Discussion (Plenary):** **ICT integration in education in Bangladesh: Public & Private initiatives** **Moderators:** **Andrew Jones**, Senior Training Consultant, British Council **Dr Sharmistha Das**, Education Adviser, English in Action **Discussants:** **Professor Faruque Ahmed**, E-learning Specialist, Access to Information (a2i) Prime Minister's Office **Abul Kalam Azad**, Project Director, ICT Project, Ministry of Education **M Habibur Rahman**, Senior Education Sector Adviser, Save the Children **Ashiqur Rahman**, Project Manager, Education, British Council **Dr Ananya Raihan**, Executive Director, D.Net **Zahir Bin-Siddique**, Head of TTS, English in Action **Sonia Bashir Kabir**, Country Manager, Microsoft **Mubasher Munaf Moin**, Chief Executive Officer, Core-K
13:30 – 14:30	Lunch

14:30 – 15:10	**Presentation:** **Socially just practice in the use of learning technologies in language learning and teacher education** **Dr Gary Motteram**, University of Manchester
15:10 - 15:30	Break
15:30 – 16:30	**Open Dialogue: Way Forward** **Moderators:** **Gaynor Evans**, Head of English, British Council **Mahbub Leelen**, Deputy Team Leader, English in Action **Discussants:** **Professor Faruque Ahmed**, E-learning Specialist, a2i Programme **Professor Dr Md. Sirazul Hoque**, Director (Planning and Development), DSHE **Dr Arifa Rahman**, Professor, Institute of Modern Languages, The University of Dhaka **Md. Siddiqur Rahman**, English in Action, Project Director, Directorate of Primary Education **Alison Barrett**, Director, English for Education Systems, South Asia, British Council **Tom Power**, English in Action, The Open University, UK **Dr Gary Motteram**, University of Manchester
16:30-16:45	Closing Summary of Day One

Day 2 [17 Sept 2014]: Education, Technology and Gender–Bridging the Gap

Time	Session
08:30-09:00	Networking Opportunity
09:00-09:30	Welcome **Kirsten Zindel**, Deputy Team Leader, English in Action **Andrew Jones**, Senior Training Consultant, British Council
09:30-10:30	**Keynote Presentation:** **Gender matters in educational technology: Bangladesh and beyond** **Ronda Zelezny-Green**, Expert in Gender, Learning and Mobiles for Development, GSMA
10:30-11:00	Break
11:00-11:30	**Presentation:** **English and IT for Adolescent (EITA)** **Masuda Khatoon**, British Council, **Rashida Parveen**, BRAC
11:30-12:00	**Presentation:** **BBC Janala: Insights and impact of self-directed English learning for women and girls in Bangladesh** **Richard Lace**, Head of Project, English in Action, BBC Media Action

12:00-13:00	**Panel Discussion:** **What are the barriers for women and girls to get access to educational technology?** **Moderators:** **Fahmida Shabnam**, Eduction Adviser, DFID **Richard Lace,** Head of Project, EIA, BBC Media Action **Discussants:** **Luna Shamsuddoha**, President, Bangladesh Women in Technology **Alison Barrett, Director**, English for Education Systems, South Asia, British Council **Suparna Roy**, Local Development Expert, a2i Programme **Shazia Ahmed**, Head of Advocacy, Shiree Project **Ronda Zelezny-Green**, Expert in Gender, Learning and Mobiles for Development, GSMA
13:00-13:30	**Concluding Session:** **Summary of the seminar:** **Brendan McSharry**, OBE, Country Director, British Council **Chief Guest's Speech:** **Mr. Nurul Islam Nahid**, Hon'ble Minister, Ministry of Education **Vote of Thanks:** **Dr Johan Bentinck**, Team Leader, English in Action
13:30	Lunch

Appendix 2: Concept Note

Education, Technology and Women: Key issues for development

2-day Seminar | Venue: BICC, Media Bazaar | Date: 16th and 17th September 2014

Focus:

Digital reform is currently underway in Bangladesh – the vision of Digital Bangladesh 2021 aims to significantly expand technology usage across the country by 2021, resting on the premise that technology can have a positive impact on poverty reduction, through creating access to information and improvements in quality of education. It aims to use technology to build new skills in education – including language and 'life' skills, as it is believed that these can be linked to improvements in employment prospects. The World Bank in 2009 estimated that every 10% increase in access to broadband internet results in a 1.38% increase in GDP for low-income countries[1]. Leading organisations such as UNESCO are emphasising the need to use ICTs in education at all levels, and in Bangladesh the government has prioritised this as well, with the development of the Access to Information multimedia classroom and teacher-led content development portal.[2]

Identifying appropriate technologies for teaching and learning are key to this debate – particularly in the Bangladesh context where there has been growth in Internet access, including mobile Internet, and an explosion in mobile phone penetration and low call tariffs. Importantly, debate is needed on what kinds of policy and practice will help teachers and learners use appropriate technology, in ways that will transform (rather than reinforce) teaching and learning practices in schools and beyond.

In addition, how can public-facing content providers ensure that the technology-fuelled explosion of access to information and learning is available to all members of society? There is primary evidence, both in Bangladesh and at a global level, that girls and women have less access to technology than men, due to prevailing social norms and barriers of participation, including mobility and security concerns, confidence and negative perceptions, and thus less access to the opportunities that technology can bring – including learning English[3]. In Bangladesh, men outnumber women by six to one in terms of access to the web and by two to one in terms of mobile phone ownership.[4] The Intel report 'Women and the Web'[5], published in January 2013, reports that women across the developing world are 25% less likely to be online than men – if these women were to be brought online, this would contribute to an estimated $13 billion to $18 billion USD to annual GDP across 144 developing countries, including Bangladesh. This potential remains largely untapped in Bangladesh and there is concern that the gender digital divide is leading to a gendered skill imbalance and unequal opportunities for women – compounded by the need to overcome social norms, the need to embrace opportunities that more accessible technology, such as mobile phones, can bring to women, and the need to work in multilateral partnerships to bring women into the technology space. How can appropriate technologies support development of teaching and learning practices that are gender-inclusive? How can it be ensured that the gender digital divide does not adversely affect female teachers?

With a view to addressing the growing need for discussions on key issues surrounding education, technology and women, we would like to invite key stakeholders to join a Think Tank, starting with this seminar.

1. World Bank (2009). Information and Communication for Development Report.
2. Access to Information: www.a2i.pmo.gov.bd/content/multimedia-class-room
3. Tyers, A (2012). A Gender Digital Divide? Women learning English through ICTs in Bangladesh.
4. Nielsen (2013). Media & Demographic Survey.
5. Intel (2013). Women and the Web.

Aim:

The two-day seminar will provide a platform for key stakeholders in Bangladesh to discuss needs, share experiences and identify ways of working together to address the key priorities emerging from the discussions. Future Think Tanks can extend relevant themes – depending on the outcomes of the first policy dialogue.

Outcomes:

By the end of this seminar, participants will have debated:

1. The needs and priorities regarding appropriate technologies for developing teaching and learning, particularly in English teaching and learning, and particularly for women
2. What measures are currently being taken to address them in Bangladesh and beyond
3. The importance of evaluations, which look at whether teaching and learning practices and outcomes change, as result of these measures
4. The importance of multilateral partnerships and consortium, public/private partnerships
5. What more we all can be doing together and how we can do it better, and the different roles different organisations can play, including the role of content providers and different platforms (mobile, PCs, tablets etc.)

Outputs:

1. A summary of key priorities and recommendations that can be shared with the Government of Bangladesh and other key stakeholders; the next Think Tank will be based on the recommendations of this seminar
2. Commitment to participating in regular Think Tank meetings in order to find solutions for key priorities will be identified

Proposed Areas of Focus:

- Characteristics of appropriate technologies for developing teaching and learning
- Case studies of technology for developing teaching and learning in Bangladesh
- How these case studies can contribute to the understanding of developing education through technologies
- Case studies of using technology for education for women in Bangladesh
- What the major issues are facing women in terms of their uptake of technology for education, and how these case studies can contribute to our understanding
- Policy and practice – what policies are needed?

Proposed Participants:

- Government
- Civil Society
- Private Sector
- Donors
- Academia Private & Government

Appendix 3: Participants

Participants and Organisations Attending

S M Mesbahul Islam, Md Imran; Dr. A K M Khairul Alam, Md. Ruhul Amin, F M Enamul Haque, Ishrat Nasima Habib, S.S.M Ali Reza, Shamima Sultana, Sharmin Nasima, Asad-Uz-Zaman, S S M Ali Reza; **Directorate of Primary Education**

Dilruba Akhter, Kanica Fardosh, Adiya Ansari, Rashida Parveen, Md. Mahfuzar Rahman, Md Kamal Hossain, Chameli Das, Dilruba Akhter, Shamoli Debnath, Eliza Khatun; **BRAC**

Jimalee Sowell; **BRAC University**

Sumon Hasan, Mostofa Mohiuddin, Shaon Karmaker, Murshida Nishat, Ishrat Zarin, Asfak Hossain, Sabrina Karim, Murshida Nishat, Ashiqur Rahman, Louies Cowcher, Deep Adhikari, Toufiq Hasan, Sahelee Naz, Franky, Towhidur Rahman, Afroza Yasmin, Gaynor Evans, Arshia Aziz, Robin Davies, Alison Barrett, Shakila Azim, Andrew Jones, Stephan Roman, Ismail Badat, Omar Faruque, Sunrina Karim, Mohammad Arifuzzaman, Towas Polerty; **British Council**

S Mamun; **UNICEF**

Farzana Majid; **ICDDR,B**

M Habibur Rahman, Ruxana Hossain; **Save the Children**

Mohammed Alauddin; **DUET, Gazipur**

Mette Pedersen; **Dan Church Aid**

Dr Gary Motteram; **University of Manchester**

Ronda Zelezny-Green; **GSMA**

Alan P. Parkes, M A Rouf Akand; **Teaching Quality Improvement Project II**

Tom Power, Claire Hedges, Isabelle Perez-Gore; **English in Action, The Open University (UK)**

Sharmin Rahman; **Mazhirkanda GPS**

Mahasena Khanam; **Ekrampur GPS**

Asma Afreen; **North South University**

Judith Tripty; **CDP, Meherpur**

Shahanaz Shimla; **Para Dogails Mannan GPS**

Akhter Ahmed; **Intel**

Uttam Chandra Sadhu, Mahbub Leelen, Zaki Imam, Rubayet Mollika Rahman, Mostan Zida Al Noor, Dr. Sharmistha Das, Kirsten Zindel, Saifur Rahman, Dr. Johan Bentinck, Farhan Azim, Tania Islam, Olena Klein, Zakera Rahman, Bikash Sarkar, Naznin Akter, Md. Ashraf Siddique, Md. Saif Uddin Rashed, Archana Saha, Zahir Bin Siddique, Md Shajedur Rahman, Chanchal Biswas, Faysal Abbas; **English in Action**

Prof. Dr, M Shamsul Haq; **Northern University, Bangladesh**

Fahmida Shabnam, Radef Anwar; **DFID Bangladesh**

Morsheda Parvin, Farida Yeasmeen; **UCEP-Bangladesh**

Mofizol Alom; **SCE**

Anir Chowdhury, Professor Faruque Ahmed, Md. Afzal Hossain Sarwar, Suparna Roy, Shakil; **Access to Information Programme, Prime Minister's Office**

Mosharraf Hossain; **ISCCHE**

Anamica Sultana Happy; **THP**

Prof. Fazlur Rahman, Tasmia Nawrin, Mariam Begum, Jasmia Nawrin, Dr. Arifa Rahman, Dr. Rubina Khan; Taslima Irine Ivy, Ariful Hoq Shanil, Afrin Hossain; **Dhaka University**

Prof. Kafil Uddin Ahmed; **NCTB**

Rashiduzzaman Ahmed; **NACOM**

Zakia Haque Liza, Tauhida Taleb; **Jaago Foundation**

John Henly, A K Azad; **DSHE, Ministry of Education**

Mubasher Munaf Moin, C M Sadat Ullah; **Core Knowledge- Rahimafrooz**

Golam Mostofa; **Bicharan**

A K M Obaydullah; **PTI Instructor URCI Nawabgonj, Dhaka**

Quazi Baby; **Participatory Development Action Programme**

Shamson Naher Koli; **CAMPE**

Md. Abdullahil Baki, Md. Shahin Siraj, Rokonuzzaman, Md. AyubMollah; **UGC**

Shamsul Arefin; **DS**

Dr. Ananya Raihan; **Dnet**

Dr M Anawarul Haque; **NAEM**

Naira R Nizam; **Action Cortre La Faim (ALF)**

Luna Shamsudoha; **Bangladesh Women in Technology & Dohatec**

Dr A K M Saifur Rashid; **CDPO**

Richard Lace; **BBC Media Action**

Md Nurul Islam; **DFATD, Canada**

Md Shahjahan Mia; **Directorate of Technical Education**

Tabshina Islam Liza; **Upazila Education Officer, Singair**

Mahasuma Khanam; **Ekrampur Govt Primary School**

Shazia Omar; **SHIREE**

Kanika Chakraborty; **Muslim Aid**

Khaleda Ekram, R Karim; **BUET**

Major Yled (Retd); **NASPD**

Abbas Uddin; **Arthosuchak**

Zakir Ali; **NSBD**

Mr. Habib, Mr. Azad, Md. Mostafa, Sumon Mahmud; **BTV**

Nazir Ahamed, Israt Zahan Urmi; **ATN News**

Ms. Farhana; **NTV**

Ongko; **Bangla Vision**

Tanjila Nizhum, Humayun; **Mohona TV**

Homayra Faruque; **GTV**

Shawon Hesnet; **Independent TV**

Paban Aked; **ETV**

Ashrafun Nahar; **Desh TV**

Anamul Kabir; **FM 97.6**

Morshid Hossain; **Channel 24**

Al Bappi; **Naya Diganta**

Musfique Wadud; **Dhaka Tribune**

Altaf Hossain; **Arthoniti Protidin**

Mahbub Roni; **Ittefaq**

Rashel Rabbi; **Daily Manobkantho**

John P. Biswas; **CDP**

Mahbubul Alam, Arup Kumar Ghosh**; Prothom Alo**

Rehana Akter; **Bangla News 24.com**

Bidit Chowdhury; **The Daily Observer**

Mamun Abdullah; **Daily Jugantor**

Anmal Kabir; **F.M 97.6**

Appendix 4: Press Release and Coverage

Press release

Dhaka, 16 September 2014

"Education, Technology and Women: Key Issues for Development" policy seminar started today

The British Council and English in Action have jointly organised a two-day seminar on "Education, Technology and Women: Key Issues for Development". The policy seminar started this morning in Dhaka, offering a timely platform to discuss and influence policy agendas surrounding education and technology and their access by women in Bangladesh and around the world.

More than 150 participants, including government officials, international donor representatives, academics, journalists, and other national and international stakeholders, have gathered for the two-day seminar to work towards the inclusion of women in educational technology and effective implementation of quality education through innovative and user friendly technologies.

The seminar will provide a forum for key stakeholders in Bangladesh to discuss needs, share experiences and identify ways of working together to address key areas, such as

- The needs and priorities regarding appropriate technologies for developing teaching and learning, particularly in English teaching and learning, and particularly for women
- What measures are currently being taken to address them in Bangladesh and beyond
- The importance of evaluations, which look at whether teaching and learning practices and outcomes change, as result of these measures
- The importance of multilateral partnerships and public/private partnerships

Speaking at the opening, British High Commissioner Robert W Gibson said, "The UK government hopes that the participants at this policy seminar will work together for the benefit of women in Bangladesh and around the world, sharing experiences, insights and understanding to develop clear, practical recommendations that will inform future work through educational technology. I believe with the expertise in this room we can identify the issues that need immediate attention across this crucial agenda."

In his opening remarks, Professor A K Azad Chowdhury, Chairman, University Grants Commission, cited Bangladesh as an example for the positive impact of education, technology and empowerment of women. "Let us hope that through this seminar we can recognise what the government has done and also ensure quality education, access to technology, and empowering women is made a priority to be taken forward. A nation can reach new heights through these and as a country we are already an example in this revolution."

English in Action Team Leader, Dr. Johan Bentinck, and the British Council Country Director, Mr. Brendan McSharry, opened the first session of the seminar with welcome addresses, which focused both on the need and potential for development through education, technology and giving access and opportunity to women in these arenas.

"This policy seminar is very timely. At the time of great economic growth, women are still not realizing their full potential as economic and social development agents. This seminar that the BC and the DFID project English in Action are organizing, will explore the key issues for development and say how we can add $18bn dollars to the economy if women get quality access to skills training and awareness both with regard to digital technology and to better English language tuition. Then Bangladesh can become a solid middle income country years before the target date of 2021. We owe it to the whole

nation to facilitate full and equal access to technology and English communication skills" stated the British Council Country Director.

Dr. Johan Bentinck, English in Action Team Leader, informed the participants that, there is great interest and investment in Educational Technology, as a tool to improve teaching and learning, with the potential to bring quality learning opportunities to school communities and to women, who may be marginalised. This policy seminar brings together representatives from Bangladesh and internationally, to discuss the challenges of realising this potential, and examples of successful programmes and approaches.

The Access to Information (a2i) Programme Policy Advisor and leading advocate for Digital Bangladesh, Mr. Anir Chowdhury, in his keynote presentation shared the success of digital revolution in Bangladesh despite many challenges. Under a2i's guidance and support, the Ministry of Education has established multimedia classrooms (MMCs) in 20,500 secondary schools where teaching-learning is being made more enjoyable and participatory by the use of digital materials in the classrooms.

Among the other keynote speakers set to address the seminar is Tom Power, Programme Director, English in Action, The Open University (UK), Dr. Gary Motteram, University of Manchester, and gender specialist, Ms. Ronda Zelezny-Green, who will deliver their remarks on day one and day two of the seminar.

The policy seminar's goal is to inform and influence policies across Bangladesh, taking lessons from national and international experiences. The organisers believe it is a crucial time for discussion and debate on the priorities for a coherent plan across these topics.

In a reflection of the Government's commitment to ensuring that education, technology and women empowerment receives a place of prominence on the development agenda of Bangladesh, Hon'ble Minister of Education, Mr. Nurul Islam Nahid MP will deliver the closing remarks at the seminar at 12.30 p.m. on 17 September 2014.

আলোকিত বাংলাদেশ

বৃহস্পতিবার ■ ৪ আশ্বিন ১৪২১ ■ ২৩ জিলকদ ১৪৩৫ হিজরি ■ ১৮ সেপ্টেম্বর ২০১৪

Education TECHNOLOGY and WOMEN

Chief Guest: Mr. Nurul Islam

ব্রিটিশ কাউন্সিল ও ইংলিশ ইন অ্যাকশন আয়োজিত দুই দিনব্যাপী সেমিনারে বৃহস্পতিবার সমাপনী সেশনে প্রধান অতিথির বক্তব্য রাখেন শিক্ষামন্ত্রী নুরুল ইসলাম নাহিদ ● আলোকিত বাংলাদেশ

ঢাকা ■ বুধবার ■ ১৭ সেপ্টেম্বর ২০১৪ | ভোরের কাগজ

Education TECHNOLOGY and WOMEN

ব্রিটিশ কাউন্সিল ও ইংলিশ ইন অ্যাকশনের সেমিনার শুরু

The daily observer | 3

Dhaka Wednesday September 17, 2014

ICT education stressed for women empowerment

Staff Correspondent

University Grant Commission (UGC) Chairman Professor Dr AK Azad Chowdhury on Tuesday said Bangladesh has achieved significant progress in ICT and women need to be empowered through this coupled with competency in English language.

Dr Azad said this while speaking as the chief guest at the inaugural ceremony of a 2-day long workshop fashioned 'Education Technology and Women: Key Issues for Development' at the Bangabandhu International Conference Centre in the city. British High Commissioner Robert Gibson was the special guest on the occasion while Country Director of British Council Brendan McSharry, OBE, and team leader of English in Action Dr Johan Bentinck delivered the welcome address.

UGC Chairman said, "We are Bangladeshi. Bangla is our mother tongue. At the same time we are citizen of the world also. We have to emphasize enhancing English language skills to compete in today's world."

Dr Azad reiterated Communicative English language skill is the demand of the time in today's service sectors.

UGC Chairman observed that ICT education and English language skills are the keys to access to the world Knowledge Sea.

Meanwhile, a meeting was held between UGC and British Council on the day. Centre of excellence, quality assu
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সংবাদ

ঢাকা : বুধবার ২ আশ্বিন ১৪২১

Dhaka : Wednesday 17 September 2014

ব্রিটিশ কাউন্সিল ও ইংলিশ ইন অ্যাকশন যৌথভাবে 'শিক্ষা, প্রযুক্তি ও নারী : উন্নয়নের মুখ্য বিবেচ্য' শীর্ষক ২ দিনব্যাপী এক পলিসি সেমিনার আয়োজন করেছে। সমসাময়িক প্রেক্ষাপটে বাংলাদেশে, এমনকি বিশ্বস্তরে শিক্ষা ও প্রযুক্তি এবং এ দুটি ক্ষেত্রে নারীর সুযোগ ও অংশগ্রহণ বিষয়ে আলোচনা ও পলিসি এজেন্ডাগুলোতে প্রভাব বিস্তারের লক্ষ্যে অল্প সকাল বেলা সূচনা এই পলিসি সেমিনারটি শুরু হয়েছে। সেমিনারে সরকারি কর্মকর্তা, আন্তর্জাতিক ডোনার প্রতিনিধি, শিক্ষাবিদ, সাংবাদিক ও অন্যান্য দেশি-বিদেশি স্টেকহোল্ডারসহ ১৫০ জনের অধিক ব্যক্তি এই দু'দিনব্যাপী সেমিনারে অংশগ্রহণ করেছে

4 | The daily observer

Dhaka Friday September 19, 2014

Cost-effective technology must for quality education

Scholars urge pvt, govt organisations

Staff Correspondent

English in Action and the British Council jointly organised a two-day long policy making seminar to identify the key issues for the development of the present condition of education, technology and women, was ended with a view to quality education for women empowerment on Wednesday.

The seminar titled "Education, Technology and Women: Key Issues for Development" was organised at the Bangabandhu International Conference Centre in the city.

Education Minister Nurul Islam Nahid, the chief guest of the ending ceremony, discussed and shared the government's vision for a fully inclusive and technologically advanced country with the participants.

Participants in the seminar highlighted that while moving towards Vision 2021, this seminar was a befitted platform to discuss and influence policy agendas about education, technology and access to these by the Bangladeshi women.

Government officials, donor representatives, academics, journalists, practitioners, and other national and international stakeholders also gathered to discuss the issues about inclusion of women in educational technology and effective implementation of quality education through innovative and user friendly technologies.

One of the key messages from the seminar emphasised the role of innovative and cost-effective technology to aid quality education initiatives for all learners in Bangladesh. Challenges around the infrastructure development were discussed also along with the importance of private and public sector partnership to solve these. A constructive debate took place on the priorities for a coherent plan on these topics.

The News Today Wednesday September 17, 2014

Tech education for women stressed

News Report

A two-day seminar on Education, Technology and Women: Key Issues for Development organised by British Council and English in Action began on Tuesday.

The policy seminar started offering a timely platform to discuss and influence policy agendas surrounding education and technology and their access by women in Bangladesh and around the world, says a press release.

More than 150 participants including government officials, international donor representatives, academics, journalists, and other national and international stakeholders, have gathered for the two-day seminar to work towards the inclusion of women in educational technology and effective implementation of quality education through innovative and user friendly technologies.

The seminar is providing a forum for key stakeholders in Bangladesh to discuss needs, share experiences and identify ways of working together to address key areas.

Speaking at the opening, British High Commissioner Robert W Gibson said, "The UK government hopes that the participants in this policy seminar will work together for the benefit of women in Bangladesh and around the world."

Professor A K Azad Chowdhury, chairman of University Grants Commission, cited Bangladesh as an example for the positive impact of education, technology and empowerment of women.

English in Action team leader Dr. Johan Bentinck and British Council Country Director Brendan McSharry opened the first session of the seminar.

"This policy seminar is very timely and this seminar will explore the key issues for development and say how we can add $18bn dollars to the economy if women get quality access to skills training and awareness both with regard to digital technology and to better English language tuition. Then Bangladesh can become a solid middle income country years before the target date of 2021," stated the British Council country director.

The Access to Information (a2i) Programme Policy Advisor and leading advocate for Digital Bangladesh Anir Chowdhury, in his keynote presentation, shared the success of digital revolution in Bangladesh despite many challenges.

British High Commissioner to Bangladesh Robert W Gibson speaking at the inaugural session of a two-day seminar on 'Education, Technology and Women: Key Issues for Development' on Tuesday.

নয়া দিগন্ত
বুধবার
www.dailynayadiganta.com

ইউজিসি বঙ্গবন্ধু কনভেনশন সেন্টারে গতকাল ব্রিটিশ কাউন্সিল আয়োজিত উন্নয়নে মূল ইস্যু এডুকেশন টেকনোলজি অ্যান্ড ওমেন শীর্ষক অনুষ্ঠানে বক্তব্য রাখেন ড. এ কে আজাদ চৌধুরী ● নয়া দিগন্ত

নারীদের আইসিটি ও ইংরেজি ভাষায় দক্ষতা অর্জন করতে হবে

ইউজিসি চেয়ারম্যান

● নিজস্ব প্রতিবেদক

বিশ্ববিদ্যালয় মঞ্জুরি কমিশনের চেয়ারম্যান অধ্যাপক ড. এ কে আজাদ চৌধুরী বলেছেন, শিক্ষার্থীদেরকে নারীদের এগিয়ে যাওয়ার জন্য তথ্য ও যোগাযোগ প্রযুক্তি (আইসিটি) এবং ইংরেজি ভাষায় দক্ষতা অর্জন করা প্রয়োজন।

গতকাল বঙ্গবন্ধু আন্তর্জাতিক সম্মেলন কেন্দ্রে (বিআইসিসি) 'শিক্ষা-প্রযুক্তি ও নারীর উন্নয়ন' শীর্ষক দুদিনব্যাপী এক কর্মশালার উদ্বোধন অনুষ্ঠানে প্রধান অতিথির বক্তব্যে তিনি এ কথা বলেন।

বাংলাদেশে নিযুক্ত ব্রিটিশ হাই-কমিশনার হেলেন নিকলস অনুষ্ঠানে বিশেষ অতিথি হিসেবে বক্তব্য দেন। অনুষ্ঠানে আরো বক্তব্য দেন ব্রিটিশ কাউন্সিলের কান্ট্রি ডিরেক্টর ব্রেনডান ম্যাকশেরি ও ইংরেজি টিমের প্রধান ড. জোহান বেন্টিঙ্ক।

বাংলাদেশ আইসিটি খাতে অভাবনীয় অগ্রগতি অর্জন করেছে উল্লেখ করে এ কে আজাদ চৌধুরী বলেন, শিক্ষা ক্ষেত্রেসহ সবখানে প্রবেশের ক্ষেত্রে প্রাথমিক প্রয়োজন তথ্য ও যোগাযোগ প্রযুক্তি এবং ইংরেজি ভাষায় দক্ষতা অর্জন।

ইউজিসি চেয়ারম্যান বলেন, আমরা বাংলাদেশি, বাংলা আমার ভাষা। একটা সময় আমরা এখন পিছিয়ে ছিলাম। বিশ্বের সাথে তাল মিলিয়ে চলতে ইংরেজি ভাষায় ওপর গুরুত্ব দিতে হবে।

শুক্রবার ১৯ সেপ্টেম্বর ২০১৪ ৪ আশ্বিন ১৪২১

সমকাল

ব্রিটিশ কাউন্সিলের পলিসি সেমিনার

'মানসম্মত শিক্ষার জন্যে নবতর ও সাশ্রয়ী প্রযুক্তি এবং অবকাঠামো উন্নয়নের চ্যালেঞ্জগুলো মোকাবিলা করতে হবে'-রাজধানীতে ব্রিটিশ কাউন্সিল ও ইংলিশ ফর অ্যাকশন কর্তৃক যৌথভাবে আয়োজিত দুই দিনব্যাপী পলিসি সেমিনারে উঠে আসে এ বিষয়গুলো। শিক্ষা, প্রযুক্তি ও নারীর উন্নয়নের জন্য মূল ইস্যুগুলো শনাক্ত করার লক্ষ্যে ব্রিটিশ কাউন্সিল ও ইংলিশ ফর অ্যাকশন যৌথভাবে আয়োজিত দুদিনব্যাপী পলিসি সেমিনার সম্প্রতি শেষ হয়েছে। সেমিনারে অংশগ্রহণকারীরা বিশেষভাবে উল্লেখ করেন, দেশ যখন ভিশন ২০২১-এর দিকে এগিয়ে চলেছে, ঠিক সেই সময় বাংলাদেশে শিক্ষা, প্রযুক্তি এবং এসবে নারীর সুযোগ ও অংশগ্রহণ বিষয়ে আলোচনা ও পলিসি এজেন্ডাগুলোতে প্রভাব বিস্তারের জন্য এই সেমিনারটি একটি সময়োপযোগী ক্ষেত্র সৃষ্টি করেছে। সমাপনী সেশনে প্রধান অতিথি শিক্ষা মন্ত্রী নুরুল ইসলাম নাহিদ অংশগ্রহণকারীদের সাথে আলোচনায় সম্পূর্ণ অন্তর্ভুক্তিমূলক ও প্রযুক্তিগতভাবে অগ্রসরমান দেশ গড়তে বাংলাদেশ সরকারের ভিশনের কথা উল্লেখ করেন। প্রধান অতিথি বিশ্ববিদ্যালয় মঞ্জুরি কমিশনের সভাপতি প্রফেসর এ কে আজাদ চৌধুরী এবং বিশেষ অতিথি রবার্ট ডব্লিউ গিবসন শিক্ষা, প্রযুক্তি ও নারীকে ঘিরে মূল ইস্যুগুলোর প্রতি নজর দেয়ার লক্ষ্যে এ ধরনের উদ্যোগের জন্য আয়োজকদের প্রশংসা করেন, কারণ উন্নয়নের জন্য এ বিষয়গুলো বিশেষভাবে গুরুত্বপূর্ণ

The New Nation

Dhaka, Saturday, September 20, 2014

Policy seminar on women education in city

Campus Report

The British Council and English in Action have jointly organised a two day seminar on "Education, Technology and Women: Key Issues for Development". The policy seminar started this morning in the capital, offering a timely platform to discuss and influence policy agendas surrounding education and technology and their access by women in Bangladesh and around the world.

More than 150 participants, including government officials, international donor representatives, academics, journalists and other national and international stakeholders have gathered for the two-day seminar to work towards the inclusion of social technology and effective quality education through innovative technologies.

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ration regarding appropriate veloping teaching and learning, lish teaching and learning and

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the opening, British High ner W Gibson said, "The UK that the participants at this pol- ers together for the benefit of th and around the world, shar- nights and understanding to- ical recommendations that will through educational technolo- expertise in this room we can that need immediate attention genda."

Professor A K Azad ...irman, University Grants ...Bangladesh as an example for ...of education, technology and empowerment of women. "Let us hope that through this seminar we can recognise what the government has done and also ensure quality edu-

nation can reach a newer height through these and as a country we are already an example in this perspective." English in Action Team Leader, Dr. Johan Bentinck, and the British Council Country Director, Mr. Brendan McSharry, opened the first session of the seminar with welcome addresses, which focused both on the need and potential for development through education, technology and giving access and opportunity to women in these arenas.

"This policy seminar is very timely. At the time of great economic growth, women are still not realising their full potential as economic and social development agents. This seminar that the British Council and the UKaid project English in Action are organising, will explore the key issues for development and say how we can add $4Bn dollars to the economy if women get quality access to skills training and awareness both with regard to digital technology and to better English language tuition. Then Bangladesh can become a solid middle income country years before the target date of 2021. We owe it to the whole nation to facilitate full and equal access to technology and English communication skills." Stated the British Council Country Director.

Dr. Johan Bentinck, English in Action Team Leader, informed the participants that, there is great interest and investment in Educational Technology, as a tool to improve teaching and learning, with the potential to bring quality learning opportunities to school communities and to

women, who may be marginalised. This policy seminar brings together representatives from Bangladesh and internationally, to discuss the challenges of realising this potential, and examples of successful programmes and approaches.

The Access to Information (a2i) Programme Policy Advisor and leading advocate for Digital Bangladesh, Mr. Ahir Chowdhury, in his keynote presentation shared the success of digital revolution in Bangladesh despite many challenges. Under a2i's guidance and support, the Ministry of Education has established Multimedia Classroom (MMC) in 26,000 secondary schools where teach- ...facilitated & being made ... participatory by the use of digital materials in the classroom. Among the other keynote speakers set to address the seminar is Tom Power, Programme Director, English in Action, the Open University-UK, Dr. Gary Motteram, University of Manchester, and gender specialist, Ms. Ronli Zelazny-Green.

DHAKA TRIBUNE **News** Wednesday, September 17, 2014

Experts stress training teachers on ICT for digital classrooms

Tribune Report

Providing technological devices to classrooms might not bring any benefit if the teachers are not properly trained on using ICT (Information and Communications Technology) at classrooms and the study contents are not developed accordingly, discussants said at a seminar yesterday.

They said teaching practices in the country can be improved by a large scale through using ICT in classrooms and properly training the teachers to make idea of "digital classroom" a success, they said at the seminar on "Education, Technology and Women."

British Council and English in Action jointly organised the two-day long seminar at the Bangabandhu International Conference Center in the capital that will end today.

Tom Power from Open University, UK, gave example of Myanmar where schools have ICT devices but progress is little.

Rokhsana Hossain from Save the Children shared the organisation's experience on running a digital classroom project and said they had found that providing technological devices will bring no change if teachers were not properly trained about digital content.

Ananya Rahan, executive director of Shidhi, said collaboration between the public and the private sector was necessary for making classrooms digital.

Sharmistha Das, an adviser of English in Action, said there should be a coordination among the many programmes that are currently being run on using ICT in education.

In his keynote speech, Anir Chowdhury, policy adviser (Access to Information Programme) to the Prime Minister's Office, said the government was working on providing proper trainings to teachers on digital content.

Anir said they had plans to involve the electronic media, particularly the Sangshad Television, in this regard.

While inaugurating the seminar, University Grants Commission chair A K Azad Chowdhury stressed on learning English language to progress with the project.

Among others, University Grants Commission chairman A K Azad Chowdhury, British High Commissioner Robert W Gibson and British Council Country Director Brendan McSharry spoke at the seminar. ●

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১৭ সেপ্টেম্বর ২০১৪

মানসম্মত শিক্ষার জন্য চাই প্রযুক্তির ব্যবহার

সেমিনারে বক্তারা

Appendix 5: Photographs from the Seminar

Chief Guest:
Special Guest:
Welcome Address:
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BRITISH COUNCIL
Education TECHNOLOGY and WOMEN
Key issues for development
Dr. A K Azad Chowdhury
H.E. Mr. Robert W Gibson CMG
Mr. Brendan McSharry
Dr. Johan Bentinck

Education
TECHNOLOGY
WOMEN

Special Guest:
Welcome Address:

Education
TECHNOLOGY
and WOMEN
Mr. Nurul Islam Nahid

Education
TECHNOLOGY
and WOMEN
Key issues
for development
Chief Guest: Mr. Nurul Islam Nahid
Hon'ble Minister

MEDIA ACTION
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Save the Children

Education
BICC, Dhaka

for development
16-17 September, 2014 I BICC, Dhaka

BRITISH COUNCIL
Education
TECHNOLOGY
and WOMEN
Mr. Nurul Islam Nahid