



Highlights ➤ EIA shares its experiences at the 50th IATEFL ➤ Networking Forum event held
➤ JICA, UNICEF, UNDP and DFAT appreciates EIA classrooms

Dear Colleagues,

We are very happy to share with you our January to June 2016 newsletter. We have had a very exciting start to the year, with the overwhelming news that the UK Government has approved EIA's extension until March 2018! This extension initiative was led by EIA's Project Director at DPE. Through this extension, we will now have more time to work with Government and other stakeholders, both at local and central levels, to support the implementation of good teacher professional development and communicative language teaching practices, promoted by EIA.

These last six months have brought to us wonderful opportunities to continue to contribute in the education sector. We organised the second of our Technical Forum series in March 2016. We have recently been approved by the Government and donor community to join in the post PEDP III design, where we will contribute to the in-service teacher training, pre-service teacher training and ICT and education components.

While we continue to build relations with PEDP III programme in primary and SESIP programme in secondary at central level, we have recently launched a series of networking forums across Bangladesh to further influence and disseminate the good practices across districts and upazilas, specifically towards hearing the ideas and thoughts of Education Officials. Teachers Voice Conference workshops and Teacher Development Meetings are also continuing in full throttle. Alongside, local education officers are showcasing strong interests in taking ownership and are responding with strong initiatives to provide follow up support to teachers.

We strongly believe the coming months will enable us to find new and exciting ways to strengthen the work we do together to achieve our desired aim to make learning and teaching more effective.

EIA Team

Modelling practice, school-based development and teacher networks key to effective Teacher Professional Development

In the second of our series of Technical Forums, titled 'Exploring Interdependence between Modelling Practice, School-Based Development and Teacher Networks', participants discussed key issues on the importance of how these elements link for effective sustainable Teacher Professional Development (TPD). The forum debated and presented recommendations for informing the design and implementation of future teacher education and development sector-wide programmes in Bangladesh. Three interdependent themes, Modelling: seeing and experiencing new practices, introducing new classroom practices and generating learning through peer support in school, and creating teacher and school

networks, that support new classroom practices, were discussed in this forum.

These interrelated and interdependent themes need to work together to produce change in teacher education and teachers' classroom practices. Digital tools, particularly mobile technologies, can play a supporting or enabling role in relation to each of these themes. Modelling includes showing teachers new approaches through mobile learning and audio visual materials. Education technology and digital materials may provide tools for new classroom activities with students. Communications technology can help sustain professional relationships and networks, overcoming isolation.



Mr. Md. Alamgir, DG of DPE at the technical forum



Mr. Fazle Siddique Mohammad Yahya, Deputy Director, Programme, DPE



Mr. Jake Ross, Portfolio Manager, West Africa, Mott MacDonald

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Representatives from Directorate of Primary Education (DPE), National Curriculum and Textbook Board (NCTB), National Academy for Primary Education (NAPE), Canadian International Development Agency (CIDA), UNICEF, Australian High Commission, World Bank, European Union, Asian Development

Bank, Save the Children, British Council, BRAC, JICA, CAMPE and UCEP participated in the forum with their experience of working in the education sector of Bangladesh.

Mr. Md. Alamgir, Director General, Directorate of Primary Education (DPE); Mr. Shams Uddin

Ahmed, Director Administration, DPE; Ms. Fahmida Shabnam, Education Adviser, DFID; Mr. Md. Siddiqur Rahman, Project Director, EIA; Ms. Sue Williamson, Team Leader, EIA and Tom Power from The Open University, UK were present amongst others in the forum.



Participant at the technical forum



Mr. Tom Power, the Open University, UK



Participants at the technical forum March 2016



EIA at the Education and Development Fair 2016

The EIA team participated in the 'Shikhya O Unnayan Mela' (Education and Development Fair) at BICC, Dhaka, organized by CAMPE (Campaign for Popular Education) on 30th April, 2016. Along with EIA, 30 other Government and Non-Government Organizations (NGOs), who work in the field of education and training, showcased their programmes. Md. Humayun Kabir, Secretary, Ministry of Primary and Mass Education; Mr. Nazrul Islam Khan, Former Secretary, Ministry

of Education; Mr. Shymal Kanti Ghosh, Former Secretary, Ministry of Agriculture and former Director General, Directorate of Primary Education; Ms. Rasheda K. Chowdhury, Executive Director, CAMPE; Dr. Mizanur Rahman, Chairman, Bangladesh Human Rights Commission were present amongst others at the event.

The event offered a platform to exchange ideas with different organisations working together for the betterment of education in

Bangladesh. They shared resources and materials with each other. Most of the participating organisations showed interest in receiving EIA materials and training for their teachers. Along with this, a number of non EIA and EIA teachers visited the fair and received information on updated EIA classroom materials. EIA posters and flashcards were liked by the students of adjacent schools, who also visited EIA stall at the fair.



High level Government officials and dignitaries at the inaugural session



Mr. Nazrul Islam Khan, Former Secretary, Ministry of Education visiting EIA stall

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EIA stall visited by many visitors



Findings of Piloted Classroom Observation Form shared at Workshop with DPE

A workshop was held with DPE to share findings from the pilot of a new classroom observation form at UCEP Head Quarters in Dhaka on 19th April, 2016.

The objective of the workshop was to share the compiled findings gathered from observations at different schools from different Divisions.

Dr. Md. Abu Hena Mostafa Kamal, ADG, DPE; Md. Saber Hossain, Director, M&E, DPE; Mr. Mezaul Islam, DD, M&E, DPE; Kawsar Sabina, DD, M&E, DPE, along with Education Officers from the pilot Upazilas and other Government Officials of DPE, were present at the event.

Earlier in 2015, the M&E Division of DPE and EIA have jointly reviewed and piloted a

revised classroom observation form based on the form currently being used by Education Officers for classroom monitoring. The pilot took place in seven different Divisions across the country with the help of Upazila Education Officers (UEOs), Assistant Upazila Education Officers (AUEOs) and Upazila Resource Centre Instructors (URCIs).

The Deputy Director, M&E, DPE, Mr. Mezaul Islam, in his presentation at the workshop, emphasized on the need for improvement in the quality of classroom observations, the observation form itself and the need to work together to attain this.

Md. Faizul Kabir, Joint Secretary, Ministry of Primary and Mass Education said, "Though this observation tool is developed by EIA, which is working for English language

development, the tool can be used not only for English but also in other subjects."

Dr. Md. Abu Hena Mostafa Kamal, Additional Director General, DPE, shared his experience of observing EIA classrooms in Pabna and Rangpur. He appreciated that MOE, M&E of DPE and EIA are working together in these areas as well.

Sue Williamson, Team Leader of EIA, highlighted the necessity of monitoring and support by saying, "EIA can do training to enable teachers to change the way they teach but, without monitoring and support, it is very difficult to get ideas about practice." She also informed the audience, "If we can use the changed form in classroom monitoring, the teaching learning process will also be changed."



Mr. Md. Faizul Kabir, Joint Secretary, Ministry of Primary and Mass Education giving speech



Mr. Mohammad Mezaul Islam, Deputy Director, Monitoring & Evaluation, Directorate of Primary Education



Mr. Zahir Bin Siddique, Head of I&S, English in Action welcoming guests at the workshop



Participants working actively at the event



Exemplary Head Teachers

"I motivate my teachers so that they remember and carry on EIA's practices, they learnt from the training"- Tapan Kumar Sarkar, Khona K B High School, Head Teacher, Dacope Upazila, Khulna.

Head teachers are the highest administrative authority in a school. In the last eight years, EIA has had the opportunity to interact and support many experienced head teachers, who have helped spread EIA's approaches in every aspect. They have worked to bring changes in administrative and in pedagogical areas in the school. They select English teachers for training and ensure their attendance in different meetings. They have adjusted class routines and class locations for English teachers. They initiate peer learning environment and follow-ups within the school, which aid professional development

for teachers. They inspire teachers to observe each other's classes providing constructive feedback and encourage other teachers to practise the techniques in other subjects.

"As a Head teacher I mainly provide encouragement, arrange Teacher Development Meetings, arrange materials and ensure the use of materials in the classroom"-Md. Nazmul Haque, Head Teacher, Khona Khola Model Government Primary School, Keraniganj, Dhaka.

Some head teachers use EIA rhymes with speakers in the assembly, which makes the assembly enjoyable and students feel energised. Head teachers are taking several initiatives for practising English like: greeting students, making provision for storytelling, rhymes and singing songs in cultural events, encouraging teachers and students to form

English club in schools, publishing school magazine in English etc. In these ways, these teachers promote English as a language, not just as a subject. Some of them are sharing EIA's best practices with parents and other members of SMC (School Management Committee) and PTA (Parents' Teacher Association) meetings. Whereas, some are helping nearby non-EIA schools by copying EIA digital materials for promoting English in school and in the community.

"We often play EIA songs in our morning assembly and all students together enjoy those with action. This is a common practice not only for us, but also most of the schools in Anowara Upazila"-Sujoy Paul, Head Teacher, Purbo Bairag Govt. Primary School, Anowara Upazila, Chittagong.



Md. Nazmul Haque
HT, Khona Khola Model
GPS, Keraniganj, Dhaka



Rezina Sultana
HT, Chuchiamora School,
Char Fasson, Bhola



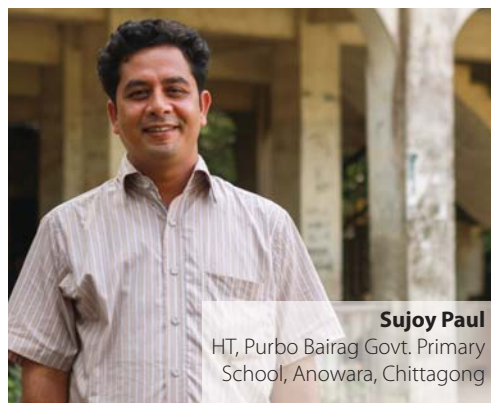
Aleya Parvin
HT, Chowki Ghata GPS,
Nawabgonj, Dhaka



Tapan Kumar Sarkar
HT, Khona K B High
School, Dacope, Khulna



Nazma Ferdowsi
HT, Bharuapara GPS,
Puthia, Rajshahi



Sujoy Paul
HT, Purbo Bairag Govt. Primary
School, Anowara, Chittagong

EIA programme extended till March 2018

The UK Government and the Government of Bangladesh has consented for an extension of EIA programme from April 2017 to March 2018. The extension request was made to the Governments by Mr. Md. Siddiqur Rahman, EIA Project Director - Project Management Unit, Directorate of Primary Education, Dhaka.

With this extension EIA programme will now have more time to engage with teachers and

education officials already taking part in the intervention.

The key objective of the extension is to support the future sector planning process and strengthen the capacity of education officials and teachers of both primary and secondary schools to improve classroom teaching methods, improve support to teachers, establish teachers' network within government framework and improve

monitoring and mentoring of classroom practice. Alongside, aiming to deepen engagement with the planning process of both sector programmes – in order to embed EIA's best practices– but more to contribute to the teacher professional development concept in general.

By 2018, EIA will reach 51,000 government primary and secondary teachers and over 7 million students across Bangladesh.

Progress Sharing Meeting with DSHE



Sue Williamson, Team Leader-EIA presenting outcomes of the project

The first progress sharing meeting with DSHE (Directorate of Secondary and Higher Education) took place at Training Studio, DSHE on 1st February, 2016. The objective of the event was to discuss outcomes of the project and to generate opportunities to mainstream its approaches within the existing Government systems.

Representatives from DSHE, NAEM (National Academy for Educational Management), NCTB (National Curriculum and Textbook Board), SESIP (Secondary Education Sector Investment Programme), SEQAEP (Secondary Education Quality and Access Enhancement Project) and TQI II (Teaching Quality Improvement-Phase II) attended the meeting.

Professor Fahima Khatun, Director General, DSHE, the chief guest of the meeting, expressed her interest to upload EIA audio visual materials on the DSHE website and to send the circular to USEOs (Upazila Secondary Education Officers) to promote the effective use of these in schools.

Professor Md. Hamidul Haque, Director General, NAEM, stated his eagerness to enhance capacity building of USEOs. He also expressed his interest to upload EIA materials on NAEM's website.

Professor Moshuazzaman, Member (Curriculum), Secondary, NCTB, highlighted the joint initiatives between NCTB and EIA for

audio visual materials development and uploading those onto the NCTB website. He said, "The information of this is already circulated in twenty national daily newspapers and we also have planned for a television commercial regarding this."

Mr. Ratan Kumar Roy, Joint Programme Director, SESIP mentioned "as a flagship sector-wide programme for secondary, SESIP has planned to develop teacher training materials, so there are scopes for EIA to contribute there."

The meeting was chaired by Md. Siddiqur Rahman, EIA Project Director PMU-DPE.



Professor Md Hamidul Haque, DG, NAEM having a chat



Professor Moshuazzaman, Member (Curriculum), Secondary, NCTB sharing joint initiatives of EIA and NCTB



Participants at the event



Professor Fahima Khatun, Director General, DSHE delivering speech



Participants sharing experiences

Networking Forum held in Dhaka

At this final stage of the project, EIA aims to focus on institutionalization and sustainability, particularly at local levels. With this focus, EIA is organising a series of events "Networking Forum" at District and Divisional level across the country. The goal of these events is to ensure that the key Education Officers at local levels are aware of the good practices of Teacher Professional Development promoted by EIA and support their Upazilas and Districts to continue these.

The 'kickoff' Networking Forum event was held in Teachers Training College, Dhaka, on 27th April 2016, with around 50 participants

from four Districts of Dhaka Division. District Primary Education Officers (DPEOs), Primary Teacher Training Institute Superintendents, Assistant District Primary Education Officers (ADPEOs), Upazila Education Officers (UEOs), Assistant Upazila Education Officers (AUEOs), Upazila Resource Center Instructors (URCIs), Assistant Upazila Resource Center Instructors (AURCIs), Head Teachers and Assistant Teachers from different schools from Dhaka, Munshiganj, Manikganj and Narayanganj Districts were present at the event.

Participants discussed the need to support each other within the Districts to improve

English teaching and learning in the classes and Teacher Professional Development for teachers

Mr. Shawpon Kumar Dhali, Principal, Teachers Training College, Dhaka; Shah Sufi Mohammad Ali Reza, Divisional Director, DPE, Dhaka; Sue Williamson, Team Leader, EIA and Zahir-Bin-Siddique, Deputy Team Leader, EIA were present at the event. The next events are planned to take place in Chittagong, Sylhet, Rangpur, Rajshahi, Barisal, Khulna, Mymensingh in the coming months.



Swapan Kumar Dhali, Principal, TTC, Dhaka



Participants from Dhaka, Munsiganj, Manikganj, Narayanganj districts at the networking forum



Participants at the event



Rehnuma Akhter, Teacher Facilitator, Keraniganj



Md. Rakibul Islam Talukdar, PTI Superintendent, Munshiganj

Listening to Students - Shurma's Story



The traditional method of listening only to the teacher's lecture in the classroom is changing. Now the students are also heard by teachers, like Shurma Akhter, a secondary teacher of Dhamrai Girls Government High School, who herself listens and encourages other students to listen themselves so that all can participate actively in the communicative English language learning process.

Dhamrai Girls Government High School was established in 1959. Shurma was a student of this school. From her student life, she had a dream to become a popular teacher in her locality. She wished to be in the heart of her students and desired the students would remember what they have learnt from their teacher for their whole life. In 1998, she got the chance to join as an assistant teacher in her own school.

Now a days, she is quite famous in her school. Shurma acknowledges EIA's contribution to her success. "I thought to bring some changes in my profession; I tried to be closer to students. I changed one thing, 'listening

more than talking to students'. After EIA's training this idea settled in my mind and I have noticed the positive changes in my students day by day. I also feel that I am enjoying what I am doing".

Umme Habiba Begum, head teacher of Dhamrai Girls Government High School, could not attend the EIA training for unavoidable reasons, so she frequently wanted to hear about EIA practices. One day she asked Shurma about the speaker, "I have seen you carrying speaker every day. Do you need to use it every day? Can't you make students listen once or twice in a week?" Shurma urged her head teacher that EIA has provided audio lessons in almost every lesson; in addition there are audios of listening texts which she has downloaded from the NCTB website (<http://www.nctb.gov.bd/index.php/english-for-today-teaching-learning-materials>) by using the laptop and internet facility of the school. To play these audios, she is using the speaker every day. She has already shared the

listening text audios to other English teachers for practising.

There are five hundred students in Dhamrai Girls Government High School. Because of its large number of students, Shurma takes English class only for the Science section. So, the students, who are not in these classes, endlessly seek to join Shurma's class. Sumaiya Akhter, a student of class X in Arts section, regrets by saying "Why don't you take Arts section class, madam! Science section students and we are studying in the same school, but they're getting more benefits because you are taking class of them! We are really deprived by not learning from you!"

Currently, along with Shurma, more than 7,000 secondary teachers are working with EIA for the betterment of classroom teaching and learning. These teachers are encouraging students to talk more and research shows that, from near zero, EIA students now talk for over 25% of their lesson time, which is comparable to best international practice.

English in Action shares its experiences at the 50th IATEFL Conference

EIA shared its experiences with over 2,500 teachers, teacher trainers and ELT (English Language Teaching) professionals at the IATEFL (International Association of Teachers of English as a Foreign Language) Conference in ICC, Birmingham, UK on 13th - 16th April 2016. It was the 50th conference, with exhibition stands, and there were attendees from more than 100 countries. EIA colleagues, Ms. Zakia Sultana, Ms. Ruma Rebecca Rodrigues and Mr. Mir Md. Arafat Rahaman, presented two papers at the event.

Head teachers are instrumental in the professional development of teachers. Zakia's paper showcased how head teachers can make or break professional development for teachers in their schools. In her research, she found that the head teacher plays a vital role

to support teachers to carry on the practices they learned from EIA training. S/he provides support by selecting teachers and ensuring their participation in the training; they observe classes and provide constructive feedback; encourage peer-support and use of simple English in school; share good teaching-learning practices with other head teachers in Government head teacher coordination meetings. Head teachers are also found to have played an important role in spreading effective practices from EIA to other subjects.

Ruma and Arafat explored the benefits of peer to peer support in schools by sharing their findings gathered from interviews with 40 teachers in 20 schools. The paper reflected that peer to peer support enables language

teachers to practise English together, review lesson plans, share learning games and arrange to observe each other's classes to offer constructive feedback.

Both the presentations indicated that head teacher and peer teacher support encourage teachers and students to carry on language practice outside the English class and outside the school premises to enhance learning English. The presenters also had an 'on the spot' interview, where they discussed what EIA is and how it works. The interview can be seen in the following link: <http://iatefl.britishcouncil.org/2016/interview/interview-ruma-rebecca-rodrigues-and-zakia-sultana-english-action-bangladesh>

JICA, UNICEF, UNDP and DFAT appreciate EIA Classrooms

Delegates from JICA, UNICEF, UNDP, DFAT and DFID, along with the Education Officers of Khulna Sadar, visited two schools on 9th May 2016. The visit was planned to observe the ongoing operations of primary education and identify the demands for post PEDP-3 programme.

The EIA project was visited by delegates due

to its substantial impact in terms of changes in the classroom. They observed English classes conducted by EIA teachers in Nur Nagar Model Government Primary School and Nurjahan Mahbub Government Primary School in Khulna.

The delegates spoke to the students to find out if they are keen to learn English and

whether they are enjoying their classes or not. They also had a fruitful discussion with school teachers and head teachers. The delegates appreciated students' achievements and gave feedback to the teachers on classroom activities. They congratulated the changes EIA has brought to the classrooms.



Trinity College, London and IER, University of Dhaka collect data for Quasi Experimental study

The second phase (post-test) of data collection for the Quasi Experimental study of EIA has been completed. The English language competency assessors from Trinity College, London (India branch) assessed the language competencies of teachers and students in both EIA and non-EIA schools. At the same time, researchers from the Institute

of Education and Research (IER), University of Dhaka, collected data about teachers' classroom practices in the same schools. The post test data collection took place in around 55 Upazilas across all Divisions of Bangladesh between 5th and 17th May 2016.

English in Action has been conducting this Quasi-Experimental study to explore the

changes in teachers' classroom practice and English Language Competency of both teachers and students. It is noteworthy to mention that the pre-test data collection was already conducted in the period of May to June in 2015. The study report is expected to be published in early 2017 at EIA website.



All Mott MacDonald education projects including English in Action will now be branded Cambridge Education, Mott MacDonald's specialist education brand. The Cambridge Education logo will replace the Mott MacDonald logo in all English in Action communications. If you have any questions about the brand change contact info@eiabd.com

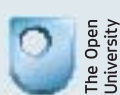
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