



Government Primary Education Officers Orientation Workshop: Proceedings

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Acronyms

ATEO	Assistant Thana Education Officer
AUEO	Assistant Upazila Education Officer
CT	Core Trainer
DD	Deputy Director
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
DPP	Development Project Proposal
EIA	English in Action
FC	Field Coordinator
GOB	Government of Bangladesh
HT	Head teacher
MOE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
PTI	Primary Training Institute
QA	Quality assurance
RME	Research, monitoring and evaluation
SMC	School Management Committee
TEO	Thana Education Officer
TF	Teacher Facilitator
UEO	Upazila Education Officer
URC	Upazila Resource Centre
URCI	Upazila Resource Centre Instructor

1. Introduction

This report presents the proceedings of the English in Action (EIA) Government Primary Education Officers Orientation Workshop (Central level) held in Dhaka on 16th September 2012. The workshop was a one-day event specifically for senior level primary Education Officers. Parallel workshops were held at Divisional level for other primary Education Officers.

The workshop was attended by over 70 participants, including:

- Mr. M. M. Neazuddin, Secretary, Ministry of Primary and Mass Education (MoPME) (Chief Guest)
- Mr. Shyamal Kanti Ghosh, Director General, Directorate of Primary Education (DPE) (Special Guest)
- Mr. Md. Faruque Jalil, Director, Policy and Operation, DPE (Special Guest)
- 6 Deputy Directors (DDs)
- 13 District Primary Education Officers (DPEOs)
- 38 Upazila Education Officers (UEOs)
- 13 Primary Training Institute (PTI) Instructors.

All received a workshop brief (see Appendix 1) prior to the workshop, which provided background information to the event.

Eleven members of the EIA team facilitated the workshop.

The chief objectives of the workshop (as specified in the workshop brief) were:

- Advocacy and awareness raising regarding the EIA project.
- Planning for, and obtaining commitment for support at the divisional, district and Upazila level to enable and allow Education Officers to undertake implementation and monitoring (quality assurance) in the schools within the project.

The overall structure of the workshop programme was as follows:

- Inaugural session: Opening and welcome from EIA staff, followed by overview of EIA
- Speeches by guests (Chief Guest and Special Guests)
- Introduction to EIA teacher professional development and associated group activity (discussion and presentations)
- Introduction to EIA quality assurance (QA) and associated group activity (practice observation).
- Plenary session: Final question and answer session; commitments and support from the Education Officers.
- Closing speech.

The more detailed workshop agenda is provided as Appendix 2.

2. Inaugural session

2.1 Opening

Dr. Robina Shaheen, Head of Research, Monitoring and Evaluation (RME) and Quality Assurance (QA), English in Action

Robina Shaheen formally welcomed the Education Officers and thanked them for attending. She provided an overview of the day's programme, outlining the structure and content of the workshop sessions. A video was played which provided a brief introduction to the EIA programme.

2.2 Welcome & Overview of English in Action

Mr. Dirk Smits, Deputy Team Leader, English in Action

Dirk Smits began by welcoming:

- Chief Guest: Hon'able Secretary, Ministry of Primary and Mass Education (MoPME), Mr. M. M. Neazuddin
- Special Guests: Director General, Directorate of Primary Education (DPE), Mr. Shyamal Kanti Ghosh, and Director, Policy and Operation, Mr. Md. Faruque Jalil.

Robina Shaheen was introduced as the host of workshop.

The Deputy Team Leader then provided a general overview of EIA, including the achievements of the Programme so far:

- The EIA programme began in 2008 at the request of the Government of Bangladesh (GOB).
- The programme has four phases: Design; Pilot; Upscaling; Institutionalisation.
- The Programme's goal is to contribute to the economic growth of the country by providing communicative English language as a tool for better access to the world economy.
- The purpose of EIA is to significantly increase the number of people who are able to communicate in English, to levels that enable them to participate fully in economic and social activities and opportunities.
- The Programme introduces innovative ways of teaching and learning communicative English in primary and secondary schools.

He also reported that the Programme's research had revealed the achievements made by EIA during the Pilot Phase.

- Primary and secondary students are taking part in EIA activities in the classroom and are enjoying them.
- Primary and secondary teachers and students are speaking more English in the classroom.
- Students' English proficiency has improved.

3. Speeches by guests

3.1 Mr. Md. Faruque Jalil, Directorate of Primary Education

Director, Policy and Operation (Special Guest)

Mr. Md. Faruque Jalil began by saying he was impressed with EIA's mechanism of training delivery and the materials and technology used by the Programme for teaching and learning. He went on to say:

- EIA is blending existing and new methods through which change is taking place in schools in both teaching practices and students' learning.
- EIA's current phase includes Deputy Directors (DDs), District Primary Education Officers (DPEOs), Upazila Education Officers (UEOs) and Upazila Resource Centre Instructors (URCIs) in monitoring roles in their respective areas.
- The EIA Programme is expanding over the next two years in to new areas throughout the country to reach 12,500 teachers and approximately one million students.

3.2 Mr. Shyamal Kanti Ghosh, Directorate of Primary Education

Director General (Special Guest)

Mr. Shyamal Kanti Ghosh began by welcoming all the guests and then explained why the EIA Programme is being implemented.

- He said:
 "We need to learn English to face, and cope with, the changes taking place globally. We learn this language from Grade 1 but we cannot express or explain ourselves in English. ...EIA is playing an excellent role by providing support with their communicative English language programme through technology."
- To ensure sustainability, the Director General requested the Education Officers participate by looking into what is happening in their area, considering the impact of the Programme, monitoring improvements made, and providing feedback.

3.3 Mr. M. M. Neazuddin, Ministry of Primary and Mass Education

Secretary (Chief Guest)

Mr. M. M. Neazuddin talked about the importance of the monitoring role undertaken by Education Officers.

- The orientation of teachers and Education Officers is crucial, and so too are their motivations for working in their respective roles.
- Leadership by Education Officers is also extremely important – without leadership, no change will be seen in the classroom.
- More than 90% of Primary students do not know how to read and write properly.
- Primary Education Development Programme (PEDP) III has allocated a large proportion of funds to ensuring quality education for all, but little change will take place unless education

officers initiate new mechanisms, follow up with the teachers and students, and take leadership.

- The Secretary made a special request to Primary Training Institutes (PTIs) and URIs to take initiatives in supervision and monitoring in school in order for there to be positive change in classroom practices.
- He added:

“In the future, the definition of literacy will be the ability to speak in English and operate a computer. ...let’s work together sincerely and with commitment and take initiative to make our students and teachers speak in English...during their classes.”

4. EIA Teacher Professional Development Programme

4.1 Introduction to the EIA approach

Ms. Mourie Nishad Chowdhury, Head of Teacher Training and Support, English in Action
Mourie Nishad Chowdhury introduced the EIA teacher professional development model and support mechanism, including materials and technology.

- Before implementing the teacher training programme, most teachers used ‘talk and chalk’ methods in the classroom. Teachers were unable to implement what they had learnt at previous training in their classrooms. The issues were:
 1. Training content comprised mostly of theory rather than practical activities – teachers were unable to turn theory in to practice.
 2. Lack of tangible supervision by the relevant authority
 3. No follow-up or refresher training
 4. Lack of monitoring by concerned authority/officials
 5. Education officers were not oriented on what, or how, to monitor.
- With this in mind, EIA developed a teacher training support model based on classroom activity involving both teachers and students.
 - A school based teacher development model involves training and supporting a group of teachers from a particular upazila over a period of 16 months. Training and support are provided through Teacher Facilitators (TFs) who are practitioners themselves – ‘good teachers’ from the same upazila.
 - In each upazila there are three clusters which involve 24 schools, supported by four TFs; one HT and two assistant teachers participate per school.

In the follow on discussion, the following quotes from Education Officers were noted:

- PTI instructor:

“It will be very helpful if EIA can empower the head teacher who will ultimately provide support to their teachers. ...EIA and we have to work in collaboration equally in training and supervision.”

- Divisional Director:
“I would like to thank EIA for sharing their supervision and monitoring mechanism which I didn’t know earlier. It would be helpful and easier for us if a formal written instruction is given both by government and EIA to monitor EIA implementing schools.”

4.2 Group activity

A video was played – entitled *EIA in the Classroom - Teachers’ voices* – to show how teachers use EIA in their lessons in conjunction with the national course textbook *English for Today* (EFT). Robina Shaheen then introduced the EIA teacher professional development materials and classroom materials.

She asked groups of education managers to prepare a presentation focusing on the following questions:

- What have you learnt about EIA?
- What are your concerns?
- What are your suggestions?
- What further information do you need?
- Do you have any apprehension about EIA’s teacher support mechanism?
- Anything else

Nine groups were formed, supported by EIA Core Trainers (CTs) and Field Coordinators (FCs) who could explain further the materials (including demonstrating the audio and video materials), how the materials are interlink and support EFT, and the EIA teacher professional development and support mechanism.

Feedback from the groups indicated that:

- The Education Officers were interested and enthusiastic to learn about EIA.
- Some thought that teachers might lack subject knowledge and that this could be a challenge to implementing the EIA approach and materials. It was explained that EIA includes materials for improving teachers own English linked to the language required for EFT.
- Some asked why the ‘grammar translation’ method was no longer useful for teaching English in the classrooms. It was explained that it is not that the method is not used at all; rather, a practical approach to using grammar is emphasised. EIA gets students to use English as much as possible in meaningful ways which is related to their own lives. Grammar rules are useful to back up learning through the EIA approach.

The presentations were exhibited; notes from the presentations are provided in Appendix 3.

5. EIA Quality Assurance

5.1 Introduction to Quality Assurance

Masuda Khatoon, EIA Senior Research Officer, English in Action

Masuda Khatoon began the session by asking:

- How can we find out whether EIA is successful in implementing its programme in schools?

In response, the Education Officers suggested:

- By developing new monitoring tools for EIA
- By developing a separate and distinct monitoring form which addresses EIA's criteria
- Through a quarterly meeting with Monitoring Officers.
- By involving Assistant Upazila Education Officers (AUEOs) and URClS in the EIA monitoring system.
- By involving HTs and TFs in observing classrooms.
- By including/incorporating EIA monitoring processes in to Government monitoring by making small adjustments to the Government's existing monitoring forms.

In order to find out whether the EIA teacher professional development programme is working, a mechanism is required to: i) identify problems and successes and ii) provide solutions and share good practice. EIA has developed a quality assurance (i.e. monitoring) system to do this, which involves working closely with Upazila-level Education Officers (UEOs, AUEOs, URClS).

A key element of this is classroom observation. The EIA Primary School Visit Guide and classroom observation form were then introduced and given to all Education Officers.

5.2 Group activity

The Education Officers were then asked to watch a video of a classroom using the EIA approach – entitled *Classroom Teaching Practice - UCEP School* – and, whilst doing so, to complete the classroom use form. This activity was followed by group discussions. Each group made a presentation on what EIA monitoring involves and suggestions on how EIA can be supported; notes from the presentations can be found in Appendix 4.

Notable suggestions from Education Officers were:

- Incorporating EIA in to Sub-cluster training.
- Motivating those concerned through monthly coordination meetings in the upazila, district and division.
- Emphasising EIA teaching and learning in regular inspections by education officials at all levels (AUEOs, UEOs, URClS, PTIs DPEOs, DDs).
- Including EIA classroom use form in the regular visit form.
- Supervisors (like UEO/AUEO) observing English classes in their regular school visits.

- Incorporating EIA in to the agenda of different forums, e.g. divisional review meeting of DPEO, PTI Super, URCI and UEO, AUEO, HT.
- In future, a review of the form should consider whether additional questions are required, e.g. whether, and how, the student/s provide answers to the teacher after an exercise; whether more space is required to record explanatory notes.
- The monitoring team will require further training to ensure monitoring is carried out effectively.

6. Plenary session; commitment and support

A plenary session then took place to allow the education managers to ask any questions which had not be addressed during the groupwork and to ascertain the level of commitment and support which would be provided by the education officers. A list of the questions asked can be found in Appendix 5.

Questions were addressed by the EIA Management Team in turn. Noted suggestions/comments were as follows:

- UEO, AUEOs and URCIs need to know about all parts of the project (especially the teacher's role) to monitor/supervise properly.
- Education Officers need to know fully about the purpose of the materials, so that they can assist the teacher.
- The PTIs' English language instructors should be engaged in the project (1 instructor will teach 200 teachers per year).
- Suggest to the PTI to make the training of other subjects like EIA (using EIA techniques for every subject).
- HTs can play a vital role for the programme.
- The programme should take into account the constraints on teachers' time.
- Classroom video might be an effective way of engaging students
- EIA focuses on all aspects of communicative English – speaking, listening, reading and writing.

The Education Officers were also asked to provide comments and notes on the following questions in relation to their specific roles as Education Officers:

- How might you support implementing the activities promoted by EIA in the classroom
- How will you monitor the implementation of these activities?

They were then asked to form groups in order to prepare presentations showing how they would support and monitor EIA implementation (at a Divisional level). Nine groups were formed. The presentations were exhibited.

In summary, the commitments and support made by DD, DPEO, UEOs and PTIs were as follows:

- Increasing supervision in EIA schools
- Providing the necessary feedback to EIA
- Creating proper teaching–learning environment in schools
- Providing extra support to EIA for its proper implementation
- Keeping an agenda for EIA in monthly meeting
- Organising sharing meetings among EIA schools
- Including EIA Classroom Use Form with the regular Government visit form
- Arranging visits to EIA cluster meetings.

7. Closing speech

Mr. Dirk Smits, Deputy Team Leader, English in Action

Dirk Smits gave a brief closing speech in which he spoke of his whole hearted appreciation to the Education Officers for their contributions and commitments to the workshop. He spoke of the Development Project Proposal (DPP) and the importance of formally engaging in a partnership with Education Officers. With good wishes and positive thoughts, the workshop was formally brought to a close.

Appendix 1: Workshop brief

English in Action (EIA) was initiated in 2008 at the request of the Government of Bangladesh. It aims to enhance the economic and social prospects of the people in Bangladesh by improving their spoken English. It does this by promoting English language learning in primary and secondary classrooms, and through television and other media, such as websites and mobile telephones, aimed at adults. By 2017, English in Action will reach 25 million people in Bangladesh.

The pilot phase of the project was implemented in the period 2008-2011 and showed encouraging results with improvements in both student and teachers English language competence. After one year of the project almost all primary teachers achieved the English language competence to teach Class 3, while the secondary teachers achieved English language competency to teach Class 6. There were also changes in classroom practices. The students and teachers were talking more in English during lessons. The teachers were found to be involving students in activities that encouraged them to speak in English such as asking questions and using group work.

Currently the project is being scaled-up, in partnership with the MoPME and MOE, to reach 12,500 teachers by the year 2014. In order to enable this it is essential that both primary and secondary education officers working at the divisional, district and upazila level plan for, support and undertake implementation and monitoring. It is recognised that unless EIA's practices at the school and upazila levels are structurally embedded within the mainstream system and teacher education programmes, any successful outcome achieved so far (and in future) will not extend beyond the project time period. Therefore, it is necessary to provide orientation and training to the Education Officers in order to ensure effective and sustainable implementation.

With this purpose in mind, EIA is organising orientation and training workshop for education officers working at the divisional, district and upazila level as well as personnel from teacher training institutes.

There will be one-day orientation for Education Officers from divisional, district and upazila level, as well as PTI superintendents, followed by a 3-day training workshop for UEOs, AUEOs and URClS. The main objectives of these workshops are:

- Advocacy and awareness raising regarding the EIA project.
- Planning for and obtaining commitment for support at the divisional, district and upazila level to enable and allow the Education Officers to undertake implementation and monitoring (quality assurance) in the schools within the project.

Appendix 2: Workshop agenda

Time Sunday, 16 September, 2012, 09.00AM to 4.45PM
Venue BRAC – Centre for Development Management (CDM), Khagan, Savar, Dhaka

Workshop Programme:

- Opening Head of Research, Monitoring and Evaluation and Quality Assurance, English in Action
- EIA Video
- Welcome and overview of English in Action Team Leader, English In Action
- Speech – Special Guest Director, Policy and Operation, Directorate of Primary Education
- Speech – Special Guest Director General, Directorate of Primary Education
- Speech – Chief Guest Secretary, Ministry of Mass and Primary Education
- Coffee break
- Introduction to the EIA Teacher professional development programme Head of Teacher Training and Support, English in Action
- Group activity
 - Closer look at EIA materials (teachers professional development and classroom use
 - EIA in the classroom (Teachers’ voices)
 - Participants voices - preparing presentations
 - Presentations and plenary
- Lunch
- EIA quality assurance: How do we know we are successful? Senior Research Officer, English in Action
 - Role of education officers in QA
- Group activity
 - Classroom observation (video)
- Plenary
 - Question and answer
 - Commitment and Support
- Tea break
- Closing speech Deputy Team Leader, English in Action

Appendix 3: Group presentations on EIA materials

Group 1

- We have learnt about:
 - The steps required to develop skills in English
 - The EIA materials and their uses
 - The EIA Guides, which are based on the national textbook (EFT)
- Concerns:
 - Lack of assessment strategies for listening, speaking and reading.
- Suggestions:
 - For monitoring to be intensive/close, all materials need to be supplied to DD, DPEO, PTI, UEO and URCI offices.
 - To develop assessment tools, close relations among DPE, NAPE and EIA are required.
 - Frequent field-level coordination meetings.

Group 2

- We have learnt about:
 - EIA is a communicative, participatory, technology-based English learning method which will help teachers and students learn English with joy and perfection.
- Concerns:
 - Our present curriculum is changing.
- Suggestions:
 - Appointing new specialised supervisors (AUEOs) at Upazila level.
 - The complete set of EIA materials should be supplied.

Group 3

- We have learnt about:
 - Aims, objectives, materials, methods, tools and using teachings of EIA
- Concerns:
 - EIA does not cover all clusters within Upazilas
 - Education Officers are not all oriented on EIA
 - AUEOs are not all included in EIA
 - EIA materials are not provided to all of those involved.
- Suggestions:
 - Orientation for all AUEOs of concerned Upazilas
 - Supply EIA materials to all those involved.
 - All clusters within an Upazila should be covered by EIA.
 - Refresher training should be provided to teachers participating in EIA.

Group 4

- We have learnt about:
 - how to use EIA materials, professional development materials e.g. teachers guide, cluster meeting, classroom activities, etc.
- Concerns:
 - Large classroom management, lack of monitoring and supervision, class timing
- Suggestions:

- Length of class time must be increased.
- Supervisors must be trained up.
- Trained teachers should not be transferred
- If there any support service for supervisors like laptop.

Group 5

- We have learnt about:
 - EIA aims, EIA goal and purpose, different types of learning materials
 - The new concept and practices in activity-based English learning
- Concerns:
 - Using EIA materials properly and understanding the new method of English teaching
 - There might be a lack of proper monitoring/supervision and follow up.
- Suggestions:
 - To ensure that Education Officers understand EIA's planned implementation process.
 - Supply the complete set of materials to Education Officers so they gain a better understanding of EIA.
- We would like more information on:
 - How the teacher facilitators are conducting the cluster meeting.
 - Whether all schools will be covered by EIA
- Other comments:
 - Continuous monitoring and feedback is required to ensure the success of EIA programme.

Group 6

- What we have learnt:
 - EIA is a programme to support English language teaching–learning in primary and secondary level.
- Concerns:
 - Good implementation is required in primary schools, with the necessary support.
- Suggestions:
 - A complete set of materials should be allocated to DD, DPEO, PTI, and UEO.
 - Joint monitoring (CT and AUEO)
 - Involve PTI instructors
 - From time-to-time, Education Managers should be updated on EIA.

Group 7

- We have learnt about:
 - EIA objectives, goals, etc.
 - EIA materials and their use
 - The involvement of Education Managers in EIA
 - EIA support model
 - How EIA can be sustainable
- Concerns:
 - Lack of proper environment and practice
 - How lost EIA materials will be replaced

- Suggestions:
 - EIA should cover all GPS and RNGPS in an Upazila
 - EIA should cover all the experimental schools
 - Provide all EIA materials to Education Managers
 - Include national anthem in audio materials
 - AUEOs should be master trainers
 - Progress sharing after three / four months with Education Managers
 - Provide Education Officers with the latest information about EIA
- Questions:
 - What about English pronunciation?
 - What about student vocabulary?

Group 8

- We have learnt about:
 - Objective of EIA
 - Techniques for taking English class
 - Various kinds of materials and how to use them
 - EIA Teacher and Teacher Facilitator guides
 - Use of modern technology.
- Concerns
 - If the EFT textbook changes, how would we be able to conduct the classes using the EIA materials and guide?
- Suggestions:
 - EIA should cover other types of school.
 - Include EIA in the PTI curriculum

Group 9

- What we have learnt:
 - EIA is an English skill development process using teacher professional development materials and classroom materials
 - There are two types of materials i) Classroom materials ii) Professional development materials for teachers
 - To monitor the classroom including teachers activities according to EIA
- Suggestions:
 - To supply audio-visual materials for classroom
 - Include all schools in the selected Upazilas.

Appendix 4: Group presentations and suggestions on EIA monitoring

Group 1

- Incorporating EIA in to Sub-cluster training.
- Motivating those concerned through monthly coordination meetings in the upazila, district and division.
- Emphasising EIA teaching and learning in regular inspections by education officials at all levels (AUEOs, UEOs, URCl, PTIs DPEOs, DDs).
- Including EIA classroom use form in the regular visit form.

Group 2

- Motivation, identifying problems and solving problems by giving suggestions and necessary support.
- Enhancing the mentoring system.
- Supervisors (like UEO/AUEO) observing English classes as part of their regular school visits.

Group 3

- Classroom activities observed by AUEOs, UEOs, URCl, DPEOs and PTI Super.
- Using observation tools.
- Giving supportive feedback to teachers.
- Incorporating EIA in to the agenda of different forums, e.g. divisional review meeting of DPEO, PTI Super, URCl and UEO, AUEO, HT.

Group 4

- To implement EIA we need to regularly visit and monitor English class activity in selected schools.
- In every monthly cluster meeting, make an agenda to discuss EIA.
- The Thana Education Officer (TEO) and Assistant Thana Education Officer (ATEO) must ensure the visit from PTA/School Management Committee (SMC) via the District Coordination Meeting.
- How we will monitor EIA activities:
 - Intensive classroom observation
 - Attend cluster meeting and give feedback
 - Involve PTA, SMC and Upazila Resource Centre (URC)
 - Motivate the selected school's teachers and students

Group 5

- Supervision through DD, DPEO, PTI Super, URCl, UEO , AUEO and HTs
- Providing necessary feedback after classroom observation
- Providing other teaching methods which are available in the school
- To create proper teaching learning environment in the classroom
- Incorporating EIA in Sub-cluster training
- While visiting class we will follow proper monitoring format and giving feedback to the teachers
- More visits to selected schools
- Not to transfer the trained teachers though the year

- Should make a good communication with the people of EIA

Group 6

- DPEO, PTI Super, URCI, UEO and AUEO will motivate respective officers and teachers to implement EIA activities through meeting, training, sessions
- Using monitoring tools during classroom observation
- Ensuring implementation EIA program in every schools by respective officials and head teachers
- Feedback to teachers by supervisors

Group 7

- Involving SMC and PTA
- Organize sharing meeting with EIA schools
- Having an agenda in monthly meeting
- Completion between EIA school i.e. debate, rhymes, games, grammar
- Giving rewards
- Through motivation supervision
- Incorporate in Sub-cluster training

Group 8

- Class observation by education managers
- Compare results of EIA school with non-EIA schools only on English subject
- Attending EIA cluster meeting
- Participate in the EIA quarterly sharing meeting.

Group 9

- Motivate teachers to establish English language club
- Arrange English debate in schools, media other forum
- Monitor and supervise teachers (in the entire period)
- Random visit of cluster meeting
- Motivate SME, parents and guardians to use English in classroom and outside classroom.

Appendix 5: Plenary session questions

MONITORING & ADMINISTRATION

- I. Is EIA going to build the capacity of Education Officers from District to Upazila level?
- II. How can the Education Officers obtain a project update from time to time?
- III. Can the UEO, AUEO and URCI be included in EIA cluster meetings and school monitoring?
- IV. What will happen when EIA trained teachers or education officers are transferred to another area?
- V. As multimedia is being given to every school [through the Digital Bangladesh project], why do teachers need a mobile phone for teaching and learning?
- VI. Will PTI instructors be involved in classroom supervision/monitoring?
- VII. When observing the classroom, do Education Officers only complete EIA forms, or do they also complete the Govt. prescribed form?
- VIII. Will the Education Officers observe classroom jointly with EIA or separately? Is it possible for Education Officers to observe the classroom with the EIA CT/ FC?
- IX. Will EIA include all schools in the selected upazilas for their programme?

MATERIALS

- I. How can the Education Officers obtain all the EIA materials?
- II. How will the teachers cope with the changed textbooks and EIA materials at the same time? Will EIA materials also be changed? If so, when?
- III. Will the EIA pedagogical principles and methods be included in PTI's Certificate in Education (C-in-Ed) programme?
- IV. UNICEF provides also provides materials; how are EIA materials different?
- V. How is EIA unique?
- VI. How can EIA materials help improve English pronunciation and increase the vocabulary of students and teachers?
- VII. How will the EIA materials and methods be used in large classrooms?
- VIII. Does EIA plan to develop materials for blind students? How does the current Activity Guide cater for blind students?

CLASSROOM OBSERVATION FORM

- I. "50% talk time in English by teacher in the classroom" – is this the standard level for achieving the learning outcomes?
- II. If the answers in Section B2 Q6 &7 is yes, has the learning outcome been achieved?
- III. Where should Education Managers record where teachers uses other classroom techniques?

SUSTAINIBILITY

- I. What is EIA's plan for sustainability?
- II. How can supervision be continued beyond the project's life span?