

A young boy and girl are clapping in a classroom. The boy is on the left, wearing a green shirt, and the girl is on the right, wearing a green dress with a blue collar and a small blue bow in her hair. They are both smiling. In the background, there is a green flag with a red circle and a poster with the word 'Colours' and some text in Bengali. The image is framed by a red and white geometric design.

## PROJECT **OVERVIEW**

The logo for English in Action, featuring a red circle with a white stylized figure inside.

**ENGLISH <sup>in</sup> ACTION**  
Changing Learning. Changing Lives.

English in Action is a programme of collaboration between the Government of Bangladesh and the UK Government



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***"Changing Learning, Changing Lives"- we developed this motto when the programme was being designed. English in Action, EIA as it is commonly known, is about change: it aims to increase social and economic inclusion for millions of Bangladeshis by developing English language skills for school students and adult learners. Through becoming more proficient in English, Bangladeshi people will increase their economic opportunities and get access to the wider world. We have taken this forward through the development and delivery of an innovative and inclusive national programme that has already managed to change the landscape of English language learning in Bangladesh .***

# CHANGING LEARNING CHANGING LIVES

By the end of the final year of the programme (2016/17), we will have achieved the following results:

- Increased proficiency in communicative English among the population of Bangladesh (measured using internationally determined standards);
- Increased employer satisfaction with applicants' / employees' communicative English, and;
- Increased motivation for learning and using English.

We are now in the final phase of the programme. During this phase we will be working at even greater scale and ever more closely with the Government of Bangladesh. There are great success stories so far, as you will read in this brochure. We have reached more than 30 million Bangladeshi people with our programme, we have changed classroom practices and we are able to demonstrate that the proficiency of learners of English has significantly improved as a result of their involvement in EIA. However, the journey is not finished yet. There is still a lot of work to do during the final years of the programme and we need to put all our efforts into making sure that the project gets firmly embedded inside Government systems and programmes.

We look forward to the continuation of this journey and will keep you informed about our progress. We are also very interested to hear from you about your experiences with EIA.



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# SCHOOL INITIATIVES

## Teaching and Learning in Schools

The EIA schools programme introduces new English language teaching and learning activities to teachers and students across Bangladesh. These involve much greater interaction between teachers and students and between students themselves. As at March 2015, more than 14,000 teachers and over 2.9 million students are taking part in these initiatives.

## Designing Teacher Education That Works

International research indicates that teacher education programmes, which have positive results in improving teaching practice and student learning, are based on the following principles:

- teachers learn most effectively from each other;
- teachers take time to practise activities and develop, and need on-going support and monitoring;
- head teachers need to be able to support teachers to change what happens in classrooms;
- teachers work daily with the national curriculum, textbooks and assessment, and teacher education programmes need to build from these.



## EIA School-Based Teacher Professional Development

The EIA schools programme therefore includes:

- new classroom activities for teachers and students, so that teachers 'learn by doing' in the classroom and reflecting on their practice;
- professional development videos (showing authentic film of primary and secondary teachers using interactive techniques with their own classes) and classroom audio resources;
- these are made available at low cost and offline through memory (SD) cards on teachers' mobile phones, and are commonly known as "the trainer in the hand";
- on-going support through paired teachers in schools, head teachers and regular locally-based meetings of teachers.

Our teacher professional development materials and classroom resources are linked to the national textbook, English for Today, making it easy for teachers to incorporate activities and practices into their lessons.

Throughout our programme we work with the Government of Bangladesh systems. For example, Upazila staff at field level carry out monitoring, many of our lead teachers are Master Trainers from the formal Government teacher education programmes, and we work closely with local Government Education Offices.

By 2017, EIA will reach **51,000** teachers  
and **7 million** students.



# STORIES OF CHANGE



## Shahnaz Shimla Sutrapur, Dhaka

Head teacher, Shahnaz Shimla, takes time to discuss lesson plans and fully supports her teachers in her school. This is helping teachers to spend quality time on their professional development, which is leading to better teaching in classes.

*“We have received a lot of benefit from the EIA project. It has helped us to change our perceptions of teaching English in a very constructive way and this is making an impact in our classrooms.”*

Shimla helps change classrooms through supporting teachers, talking to them in teacher meetings and visiting their classes. In this way head teachers can make a huge difference in students' learning.

## Samia

Nawabgonj, Dhaka

Samia is a student of class 2. Using EIA materials, her teacher, Fahmida Akter, has noticed great changes in her. Samia comes from a poor family, but she has curiosity to learn and EIA classes make it easy for her.

With EIA, students are more motivated in English language learning. This is noticeable to parents and the wider community, who see EIA schools in a very positive light.

*“When I hear my daughter sing English rhymes at home, I don't understand anything, but I know she is loving what she is doing in the class.”*  
- Mother



## Al Mamum

Naogaon, Rajshahi

Teachers work together in EIA. In particular, teachers work in pairs from each school. This support of other teachers within the school is a key feature of EIA's approach.

Inspired by EIA, Al Mamum and his peer teacher arranged a two-day workshop for his school's English teachers to help them understand EIA techniques. They also provided them with a set of EIA materials so that all students (both morning and afternoon shifts) can have the opportunity to learn English using EIA approaches.

*“Our students now agree that changing learning of English can change their lives. Now, they show more interest in learning English language and consequently, their progress has been reflected in our last SSC examination.”*



## Minu Begum

Lalmonirhat, Rangpur

Minu Begum is one of the first teachers of EIA who was involved with EIA training in 2009. She is among those teachers from the pilot phase, who imbued the strength of the EIA project and turned it into something special through their own enthusiasm and industry, proving that what EIA has brought to the classroom for children and for teachers' professional development works.

Five years later, she is still using EIA approaches in her class, as she knows her students are learning! EIA brings life-long skills for teachers.

*“EIA is the biggest thing which happened in my professional life. The practices EIA introduced me to are improving my teaching style and students are learning. I believe in EIA and continue to practise it.”*



# EIA REACH



## **Pilot Phase (2008-2011) ●**

24 upazilas  
750 Primary and Secondary teachers  
132,000 students

## **Up-Scaling Phase (2011-2014) ●**

112 upazilas  
14,500 Primary and Secondary  
teachers  
2.9 million students

## **By 2017 EIA will have reached ●**

232 upazilas  
51,000 Primary and Secondary  
teachers  
7 million students



**7 Divisions**  
**64 Districts**  
**Over 230 Upazilas**  
**across Bangladesh**

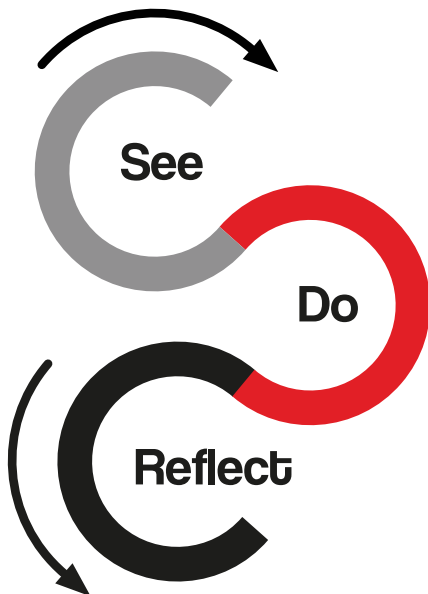


# What Teachers Use and Value

Teachers identify the most valued aspects of EIA support as:

- using EIA activities in their classrooms;
- regular local teacher meetings;
- using audio-visual materials;
- support from their head teachers.

Most importantly, our research shows that these approaches are leading to significant changes in teachers' classroom practices and students' learning outcomes.



# MEASURING IMPACT



**The EIA programme draws on a strong evidence base of existing research, its own baseline studies and ongoing evaluation studies to assess the overall environment for English language teaching and learning in Bangladesh.**

The baseline studies look at a number of areas: English language proficiency; motivations for learning English; employers' demands and requirements for English; teachers' classroom practices; and the media and technology environment.

**Our research and evaluation of the changes made by our schools programme is directed at:**

- understanding teacher and student views about their experiences of teaching and learning English;
- examining classroom practice;
- measuring English language proficiency.

We partner with national and international research institutions and other organisations, such as the Institute of Education and Research at Dhaka University and Trinity College London.

# IMPACT IN SCHOOLS

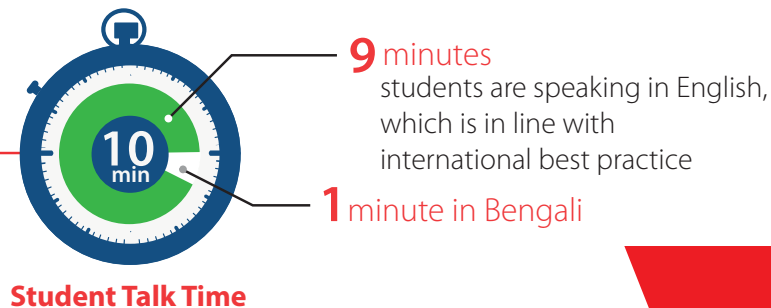
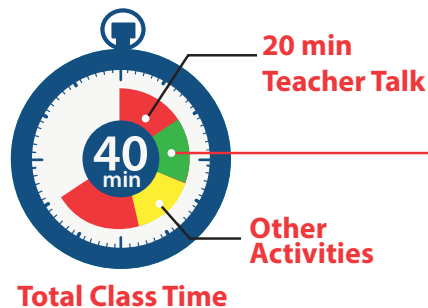
## Teachers feel more confident



## Teachers are changing their practice

From near zero, students now talk for over 25% of their lesson time comparable to best international practice

From near zero, over 90% of their talk is now in English





## Students are learning more

**70%**  
children in  
primary

**80%**  
children in  
secondary

**can now communicate  
at a basic level in  
English**

Measured against international test

### Basic Level

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> go, come, show, point, give      | <input checked="" type="checkbox"/> Everyday items of clothing       | <input checked="" type="checkbox"/> Simple adjectives    |
| <input checked="" type="checkbox"/> Basic parts of the face and body | <input checked="" type="checkbox"/> Demonstratives this, that, these | <input checked="" type="checkbox"/> Personal information |
| <input checked="" type="checkbox"/> Common animals, colours          | <input checked="" type="checkbox"/> The present simple tense         |  |
| <input checked="" type="checkbox"/> pronunciation                    | <input checked="" type="checkbox"/> Singular and plural              |  |





**Over 95% of  
students report  
that English is  
very important**

## **ENGLISH-A FACTOR IN IMPROVING ECONOMIC PROSPECTS**

### **Employees need English to find work:**

- 20% (print) and 40% (online) job advertisements require English.
- Candidates with good English skills are 30%-50% more likely to be employed.
- Individuals with good English skills earn higher income of 20%-30%.

# MEDIA AND ADULT LEARNING

Part of English in Action, BBC Janala ('window' in Bangla), is an award-winning, multi-platform service which has enabled millions of Bangladeshis to learn English affordably – through their mobile phones, the web, television programmes, print media and peer-to-peer learning.

Our main target audience is adults aged 15-45 years, from a wide range of socio-economic groups. So far over 28 million people – a quarter of the adult population in Bangladesh – have accessed EIA media products.

## Innovative Approach

We aim to change perceptions of learning English (previously considered difficult and expensive), reduce barriers to learning and support the development of an innovative educational media sector.

Our mobile phone service transforms a simple handset into a low-cost learning device. Anyone can learn and practise English by calling a mobile short code, from any Bangladeshi mobile operator. So far, more than 16 million people have accessed 3-minute audio lessons for the cost of less than 50 paisa per minute.

The mobile lessons and quizzes can also be accessed and downloaded through a dedicated website.

Learning content is also available through the leading Bangla daily newspaper Prothom Alo, through CDs and books and via a network of over 1,000 peer-led English learning clubs across the country.





## A TV First

Our educational television shows have taken an accessible and entertaining approach to learning, and have increased the number of BBC Janala users.

Landmark television programmes have been produced – a major supernatural drama series Bishaash (Belief) and the accompanying game show BBC Janala - Mojay Mojay Shekha ('Learning with Fun') – enabled millions of families to learn English together, reaching 20 and 18 million people respectively. Then Nijey Nijey Shekha (Learning by yourself), BBC Janala's reality TV series, has been broadcast following real people from different parts of Bangladesh, from health workers and beauticians to drivers and waiters, who all share the same passion for learning English and work to overcome their fears of learning in their own real-life English challenge.

## Amar Engreji ('My English') course

Our Amar Engreji course is the common syllabus for all media platforms, providing accessible and progressive content focused on improving functional, communicative English skills. Learning is personalised, allowing those using the service to proceed at their own pace, and providing step-by-step learning and interactive quizzes so that learners can track their progress.

## Impact

- More women are engaging with BBC Janala than men - 54% of our regular users are women.
- Over 80% of our regular users live in rural areas.
- 60% of our users say they are more motivated and/or more confident about learning English.
- 56% of our adult learners show improved English competence.



# LASTING CHANGE

Our aim is to have a lasting impact on English language education in schools and media learning in Bangladesh.

## **Working with the Government of Bangladesh**

Being a discrete project under the Primary Education Development Programme III, EIA works closely with the Ministry of Primary and Mass Education and the Ministry of Education.

Together we aim to enable good practice in the professional development of English teachers and English teaching, as promoted and demonstrated by EIA, to be sustained in 2017 and beyond.



## Our collective work focuses on:

- Implementing and monitoring EIA schools programme: Creating local leadership to support and monitor teachers to carry out EIA approaches and activities in their classrooms;
- New sector-wide teacher education programmes: Working with the Government and development partners to design new programmes;
- Curriculum development: Working with the National Curriculum and Textbook Board on new textbooks, teachers' editions, and to make EIA teacher professional development videos and classroom audios available to all English teachers;
- Teachers' portals: Working with the Government to make EIA resources accessible to all in the teacher education sector.

## National Partners Now Leading The Way

From 2015 onwards, the EIA multi-media English learning products and programmes are being transferred to national partners, who will lead future development.

## Working with NGOs

As well as the national partners – Underprivileged Children's Educational Programme and Friends in Village Development Bangladesh – EIA works with a wide range of NGOs. For example, our adult English learning clubs are supported by local NGOs, out-of-school children are reached through our work with UNICEF and EIA reading materials are used by Save the Children's schools programme.



### **Social Inclusion**

The participation of all is at the heart of what we do!

### **Award Winning Programmes**

Both the schools and media and adult learning programmes have won prestigious British Council English Language teaching awards, amongst other international recognitions.

IMPLEMENTED BY:



FUNDED BY:



IMPLEMENTING PARTNERS:







English in Action programme is a UK Government funded programme implemented by the Government of Bangladesh and managed by Cambridge Education, a member of Mott MacDonald.



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