



Government Secondary Education Officers Orientation Workshop: Proceedings

Saturday 17th November 2012
BRAC Center Inn, Dhaka

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Acronyms

CT	Core Trainer
DD	Deputy Director
DEO	District Education Officer
DSHE	Directorate of Secondary and Higher Education
EfT	English for Today
EIA	English in Action
FC	Field Coordinator
GOB	Government of Bangladesh
HT	Head teacher
MOE	Ministry of Education
QA	Quality assurance
RME	Research, monitoring and evaluation
TF	Teacher Facilitator
TTC	Teacher Training College
UAS	Upazila Academic Supervisor
USEO	Upazila Secondary Education Officer

1. Introduction

This report presents the proceedings of the English in Action (EIA) Government Secondary Education Officers Orientation Workshop held in Dhaka on Saturday 17th November 2012.

The workshop was attended by 2 Guests and 78 participants, comprising:

- Dr. Kamal Abdul Naser Chowdhury, Secretary, Ministry of Education (MOE) (Chief Guest)
- Ms. Edith Prak, Director of Development, The Open University (UK) (Special Guest)
- 4 Deputy Directors (DDs) of the Directorate of Secondary and Higher Education (DSHE)
- 1 Divisional Programme Officer of DSHE
- 13 District Education Officers (DEOs)
- 31 Upazila Secondary Education Officers (USEOs)
- 6 Principals of Teacher Training Colleges (TTCs)
- 9 Upazila Academic Supervisors (UASs)
- 2 Research Officers
- 10 Assistant Inspectors
- 2 Assistant Professors.

The participants were from six Divisions of Bangladesh: 25 were from Dhaka; 15 from Rangpur; 15 from Chittagong; 10 from Rajshahi; 8 from Khulna; and 5 from Sylhet.

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

20 members of the EIA Team were present at the workshop, including the RME (Research, Monitoring and Evaluation) team, Core Trainers (CTs), Field Coordinators (FCs) and EIA Management.

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 workshop programme contained the following aspects:

- Inaugural session: Opening and welcome, followed by overview of EIA
- Speeches by Guests (Special Guest and Chief Guest)
- Introduction to EIA teacher professional development, materials and technology, and EIA in the classroom

- The role of Education Officers in EIA quality assurance
- Discussion on commitment and support to be provided by Education Officers
- Closing remarks.

The workshop agenda is provided as Appendix 2.

Note, following this workshop, a second workshop provided training to District and Upazila-level Education Officers for the specific EIA classroom observation/monitoring activities to be carried out in the field as part of EIA quality assurance. This was attended by 53 personnel – 32 Upazila Secondary Education Officers (USEOs), 8 Upazila Academic Supervisors (UASs), 10 Assistant Inspectors and 3 Research Officers – from 6 Divisions (Dhaka, Chittagong, Khulna, Rangpur, Rajshahi and Syhlet).

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 Guests and Education Officers and thanked them for attending. She then 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 and overview of English in Action

Mr. Pieter Feenstra, Team Leader, English in Action

Pieter Feenstra began by welcoming:

- Dr. Kamal Abdul Naser Chowdhury, Secretary, Ministry of Education (MOE) (Chief Guest)
- Ms. Edith Prak, Director of Development, The Open University (UK) (Special Guest).

He also thanked the workshop participants, as well as the Guests, for attending the workshop and looked forward to a rewarding and productive day.

The 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).
- It is a 9-year Programme, funded by the UK Government, which ends in 2017; the Programme is currently in its fifth year.

- The Programme has four phases: Design; Pilot; Upscaling; Institutionalisation.
- The Programme's goal is to contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy.
- The Programme's purpose 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 has five components: Primary Education; Secondary Education; Media and Adult Learning; Research, Monitoring and Evaluation; and Institutionalisation.
- The Programme's three-year Pilot Phase for its school component involved developing and piloting teacher professional development and classroom materials, trialing the teacher training model, and conducting baseline and research studies. In doing this, the Programme ensured that the materials and teacher training methodologies developed were appropriate to the Bangladeshi classroom context.
- The Programme introduces and supports innovative ways of teaching and learning communicative English in primary and secondary schools, and the content aligns with the national textbooks, *English for Today* (EFT).
- The Programme is currently in its Upscaling phase and will reach 12,500 teachers and almost one million students by 2014. It is planned to reach, by 2017, 75,000 teachers and 10 million students.

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

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

3. Speeches by Guests

3.1 Ms. Edith Prak, The Open University (UK)

Director of Development (Special Guest)

Edith Prak began by welcoming the Chief Guest, as well workshop participants and EIA colleagues, to the workshop. She went on to say:

- The Open University (UK) was founded in 1969 with the aim of creating access to higher education for all. The Open University is the UK's largest university and teaches 35% of all part-time undergraduate students in the UK each year.
- The Open University works in partnerships to deliver large-scale education programmes globally, such as EIA, TESSA (Teacher Education in Sub-Saharan Africa) and HEAT (Health Education and Training in Africa).
- EIA provides education to teachers whilst they are working, which is a key component of the design of The Open University's courses.
- EIA involves a large team of people, including Education Officers who will play a critical role in supporting the implementation of EIA in the Districts and Upazilas by monitoring classroom activities. The Education Officers are key to ensuring every student in primary and secondary schools learns better English, in a better way.

3.2 Dr. Kamal Abdul Naser Chowdhury, Secretary, Ministry of Education

Secretary (Chief Guest)

Dr. Kamal Abdul Naser Chowdhury began by thanking the EIA Team Leader and the Special Guest, and the EIA staff for organising the workshop, and he welcomed the participants. He went on to say:

- EIA is working with the Government of Bangladesh (GOB) to improve the nation's English language skills.
- EIA Pilot Phase teachers and students improved their English speaking through the EIA Programme, which is a great achievement.
- His personal experience of the Programme was when visiting schools in Tungipara Upazila where he found EIA teachers to be confident; and that their communication skills, and their students', were developing.
- GOB will now begin to consider how to integrate the EIA Programme into its mainstream teaching and learning activities.
- GOB wants to learn more about EIA, so the Programme can be implemented effectively and efficiently.
- GOB is establishing 20,500 multi-media schools which will be provided with multi-media equipment and laptops, and associated training. Training is also being provided to Education Officers.

- He hoped that all schools in Bangladesh would be included in the EIA Programme.
- Congratulations to EIA for its initiatives.

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.

- EIA has developed a teacher support model, centred on classroom activities involving both teachers and students.
- Teachers use a mobile phone in the classroom to play audio, linked to *EfT*, to their students. Through the phone they can also play professional development videos of teachers using communicative language teaching practices in the classroom.
- Teachers participate in peer support in school, where pairs of teachers support each other in preparing for lessons and progressing through the EIA teacher modules.
- The 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.
- Cluster meetings are held by TFs with teachers on a bi-monthly basis.
- EIA will work with 5,000 secondary teachers and 2,500 secondary schools by 2014.

4.2 Group activity

Groups were formed according to Division in order to facilitate discussion on EIA approach and materials. The groups were supported by EIA Core Trainers (CTs), Field Coordinators (FCs) and the Research, Monitoring and Evaluation (RME) Team, who explained further the materials (including demonstrating the audio and video materials), how the materials interlink and support the national textbook *English for Today* (EfT), and the EIA teacher professional development and support mechanism.

A video was then played – entitled *EIA in the Classroom - Teachers’ voices* – to show how Assistant Teachers use EIA activities and materials in their lessons in conjunction with *EfT*.

The groups were then asked 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

5. How do we know we are successful?

5.1 Group activity

The session began with the question to the entire workshop ‘How do we know we are successful?’ Groups were then formed according to designation in order to facilitate discussion on existing monitoring and supervision used by Secondary Government Education Officers.

The groups were asked to prepare a presentation focusing on the following questions:

- How many school/classroom visits does your designation normally make in a month?
- What is the purpose of your school/classroom visits?
- What happens to the information collected?

Feedback from the groups indicated that:

- All designations made school/classroom visits to carry out monitoring and supervision, as well as for administrative and academic purposes.
- The number of school visits made per month ranged from 10 through to 20.
- Data is collected from monitoring, and monthly reports of the visits, including recommendations, are sent on to higher-level authorities.

Notes from the presentations are provided in Appendix 3.

5.2 English in Action quality assurance

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 (QA) (i.e. monitoring) system to do this, which involves working closely with Divisional, District and Upazila-level Education Officers (District Education Officers (DEOs), Upazila Secondary Education Officers (USEOs) and Upazila Academic Supervisors (UASs)).

A key element of this is classroom observation. The EIA Secondary Education Officer School Visit Guide and classroom observation form were then introduced.

The Education Officers watched a video of primary Education Officers (Upazila Education Officers (UEOs), Assistant Upazila Education Officers (AUEOs) and Upazila Resource Centre Instructors (URCIs)) experiences of undertaking the school visit, including teacher perspectives.

6. Plenary session: commitment and support

A session on commitment and support then took place to ascertain how the Education Officers would be able to help implement and monitor EIA in schools. Participants discussed in groups.

Feedback from the different groups of participant was as follows:

- USEOs
 - Visiting schools twice a month to monitor the use of EIA in the classroom.
 - Observing EIA English classes and completing the classroom observation form.
 - Identifying issues and then giving advice to/supporting teachers using EIA in the classroom.
 - Encouraging teachers to use EIA in the classroom.
 - Reporting back to EIA Team.
- Assistant Inspectors and Research Officers
 - Visiting schools to monitor the use of EIA in the classroom.
 - Observing EIA English classes and completing the classroom observation form.
 - Identifying issues and then giving advice to/supporting teachers using EIA in the classroom.
 - Motivating teachers through regular cluster meetings
- TTC Principals
 - Supporting the implementation of EIA training activities in teacher training programmes.
 - Encouraging teacher educators to feedback on classrooms.
 - Providing pedagogical feedback to teachers.
- DEOs
 - Supporting the implementation and monitoring of EIA.
 - Supporting EIA HT meetings.
 - Reviewing USEO classroom observation forms.
 - Discussing USEO activities in relation to EIA.
 - Encouraging teachers to develop through the EIA programme, and to use English in classrooms.

Notes from the session are provided in Appendix 4, grouped by participant designation.

7. Closing remarks

The Guests and participants were thanked for their active participation and valued contributions.

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 an 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. The main objectives of the workshop 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

Saturday 17th November 2012, 09.00 to 16.45
BRAC Center Inn, Mohakhali, 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 of Development, The Open University

- Speech – Chief Guest Secretary, Ministry of Education
- Introduction to the EIA teacher professional development programme Head of Teacher Training and Support, English in Action

- Tea break
- Group activity
 - Closer look at EIA materials (teachers professional development and classroom resources)
 - EIA in the classroom (teachers' voices)
 - Participants voices
 - Presentations and plenary

- Lunch
- EIA quality assurance: How do we know we are successful?
 - Role of Education Officers in QA
 - Participants' voices - presentations

- Tea break
- Plenary
 - Question and answer
 - Commitment and support

- Closing remarks

Appendix 3: School visits – current practice

Group 1: Divisional Education Officers

- How many school/classroom visits does your designation normally make in a month?
 - Generally 12 to 18 schools per month.
- What is the purpose of your visit?
 - Academic reasons
 - Administrative reasons
 - To implement different Government education projects / purposes / objectives
 - To motivate teaching staff.

Group 2: District Education Officers (DEOs)

- How many school/classroom visits does your designation normally make in a month?
 - 10-15 schools / madrasas per month.
- What is the purpose of your visit?
 - To ensure quality education
 - To collect data/ information
 - To identify problems.
- What happens to the information collected?
 - Data is analysed
 - Suggestions are made for possible solutions to issues identified
 - Report is forwarded to the relevant authorities.

Group 3: Upazila Secondary Education Officers (USEOs)

- How many school/classroom visits does your designation normally make in a month?
 - 10-15 institutes per month.
- What is the purpose of your visit?
 - To collect necessary data from institutions
 - To ensure academic and administrative supervision for quality education
 - To observe the classroom activities
 - To ensure compliance with rules and orders of MOE.
- What happens to the information collected?
 - Monthly report is sent to the higher authority.

Group 4: Upazila Secondary Education Officers (USEOs)

- How many school/classroom visits does your designation normally make in a month?
 - 10 schools per month.
- What is the purpose of your visit?
 - To know the present situation in the institution
 - To monitor teacher and student attendance
 - To carry out classroom observation

- To ensure overall quality education.
- What happens to the information collected?
 - All reports are sent to the higher authorities.

Group 5: Assistant Inspectors, Research Officers and Upazila Academic Supervisors (UASs)

- How many school/classroom visits does your designation normally make in a month?
 - 10-20 schools per month.
- What is the purpose of your visit?
 - To implement performance-based management
 - School-based assessment
 - To observe the teaching-learning environment.
- What happens to the information collected?
 - A short report is made, with suggestions, which is sent it to higher authorities.

Appendix 4: Commitment and support – comments from participants

USEOs

1	<ul style="list-style-type: none"> • Supporting the teachers and students in implementing the programme. • Monitoring schools twice a month for about one hour using EIA method.
2	<ul style="list-style-type: none"> • Supporting the implementation of activities promoted by EIA in the classroom in the schools in the Upazila and monitoring students and teachers in English class.
3	<ul style="list-style-type: none"> • Promoting EIA in classroom, helping teachers, students and school management. • With proper authority, monitoring EIA activities being implemented in schools.
4	<ul style="list-style-type: none"> • Supporting EIA to ensure teachers and students implement the EIA programme. • Monitoring schools twice a month for at least one hour using the EIA method.
5	<ul style="list-style-type: none"> • Visiting schools and helping class teachers and students to implement EIA. • Informing proper authorities that these activities are being implemented.
6	<ul style="list-style-type: none"> • Supporting the teacher in: <ul style="list-style-type: none"> ○ Using pedagogic activities ○ Avoiding the ‘chalk and talk’ method ○ Building up fluency, partnership, leadership ○ Avoiding the translation method or traditional method ○ Using the phone, audio visual materials ○ Making the class interesting and enjoyable ○ Using ICT ○ Introducing interaction in the classroom. • Monitoring classes through classroom observation to see whether the teacher adopts EIA activities. • Identifying problems / issues and giving advice.
7	<ul style="list-style-type: none"> • Helping the teachers through arranged meetings and visits with the help of the School Management Committee. • According to the QA Guide of EIA, monitoring activity with the help, or order from, higher authority.
8	<ul style="list-style-type: none"> • Encouraging teachers to use EIA methodologies in the classroom. • Completing monitoring forms supplied by EIA and sending them to EIA coordinators as well as EIA head office. Academic supervision is part of our regular activities.
9	<ul style="list-style-type: none"> • Supporting EIA by: <ul style="list-style-type: none"> ○ encouraging teachers to use EIA methods ○ visiting schools twice a month.
10	<ul style="list-style-type: none"> • Inspiring the teachers and students about EIA, to motivate the teacher to apply participatory methods. • Monitoring activities implemented through visits and close supervision of the institution.
11	<p>Supporting the implementation of EIA activities by:</p> <ul style="list-style-type: none"> • Monitoring the activities being implemented and completing the monitoring

	<p>forms, make suggestion if necessary.</p> <ul style="list-style-type: none"> • Preparing a report on the basis of the supervision. • Sending the report to EIA.
12	<ul style="list-style-type: none"> • Inspiring teachers and students in the classroom. • Supporting use of phone and audio-video resources. • Motivating students with regards to EIA. • Sharing activities being implemented through the visit and supervision.
13	<ul style="list-style-type: none"> • Observing the teachers and students about EIA. • Closely supervising during school visits.
14	<ul style="list-style-type: none"> • Supporting the activities of EIA classroom by visiting and observing the classroom teaching. • By the order of the higher authority, monitoring the institutions. <ul style="list-style-type: none"> ○ visiting the school ○ observing the English classroom, including the teaching learning progress ○ after the end of class, sharing with the teacher about any problems identified ○ taking necessary actions to ensure quality education.
15	<ul style="list-style-type: none"> • Visiting the school to observe English classes to see whether EIA methods are being followed. • Helping the teacher and head teacher to continue and apply the EIA method in the classroom.
16	<ul style="list-style-type: none"> • Visiting the classroom properly and helping the teacher to solve problems. • Timely visits in classes and activating the teacher to increase English.
17	<ul style="list-style-type: none"> • Visiting classrooms properly and helping the teacher to implement the EIA method. • Monitoring classrooms regularly.
18	<ul style="list-style-type: none"> • Implementing with teachers and students participatory method of EIA. • Regularly visiting English classrooms.
19	<ul style="list-style-type: none"> • Supporting the implementation of EIA activities in the classrooms by monitoring and supervision. • Monitoring activities being implemented through school visits.
20	<ul style="list-style-type: none"> • Observing the class and teacher, cooperating with the teacher in accordance with the teaching techniques and methods of EIA. • Not discouraging at all, but encouraging teachers and student concerned. • Always encouraging the use of EIA materials in classroom.
21	<ul style="list-style-type: none"> • Logistically supporting / administratively supporting. • Observing classrooms.
22	<ul style="list-style-type: none"> • Visiting the classroom to help English in Action.
23	<ul style="list-style-type: none"> • In the classroom, gearing up students; promoting teachers' conversation in English. • Frequently visiting the classroom. • Ensuring the use of EIA materials.
24	<ul style="list-style-type: none"> • Visiting schools and classrooms in a proper way to build teachers and make them more active.

	<ul style="list-style-type: none"> Monitoring and mentoring properly to motivate EIA teachers.
25	<ul style="list-style-type: none"> Supporting and encouraging teachers and management. Learning more about EIA and supervision in the classroom. Completing the supervision form during the school visit.
26	<ul style="list-style-type: none"> Observing EIA. Continuously training. Visiting sample classrooms.
27	<ul style="list-style-type: none"> Observing classrooms. Personally communicating with the teacher.
28	<ul style="list-style-type: none"> Encouraging the teacher to use EIA methods. Regular monitoring. Observing classrooms.
29	<ul style="list-style-type: none"> Monitoring the EIA programme in Upazila Secondary schools, 10/15 times a month. Sharing challenges / problems with the head teacher / assistant head teacher / assistant teacher.

Assistant Inspectors & Research Officers

1	<ul style="list-style-type: none"> Discussing with the EIA English teacher the progress of implementing EIA in English class. Giving suggestions to improve present situation. Visiting English classes, observing class activity, speaking to students, meeting arrangements etc., and implementing EIA.
2	<ul style="list-style-type: none"> Exchanging our views and ideas with the concerned people. Supporting EIA, if there are arrangements to develop the teachers pedagogy with TTC trainer. Currently we have very close contact with different Education Officers in the Rangpur district.
3	<ul style="list-style-type: none"> Giving impression on EIA activities among the teachers and students during the school visit and classroom supervision. Monitoring activities by observing the teaching-learning environment during classroom inspection and discussing with teacher and students.
4	<ul style="list-style-type: none"> Visiting schools to talk to teachers who are being trained by EIA. Observing English class. Inspiring the teacher to use EIA material. Communicating with the EIA facilitator/coordinator regarding observation feedback. Monitoring activities in school: <ul style="list-style-type: none"> by observing classrooms. by talking with teachers and students.
5	<ul style="list-style-type: none"> Supervising EIA when visiting schools. Observing teachers' classes. Advising teachers on proper use of EIA method.

	<ul style="list-style-type: none"> • Advising teachers on use of participatory method. • Advising teachers on group work.
6	<ul style="list-style-type: none"> • Visiting cluster schools, then monitoring EIA activity. • Monitoring cluster schools, then suggesting to teachers to use EIA methods.
7	<ul style="list-style-type: none"> • When visiting schools, arranging teachers' meeting to discuss EIA. • Visiting classrooms and observing teacher-student performance of EIA. • Inspiring teachers to use the EIA materials regularly. • Monitoring by observing classrooms.
8	<ul style="list-style-type: none"> • Ensuring students and teachers are talking and communicating in English in English subject class and using EIA materials. • By visiting and talking with teachers, monitoring activities being implemented.
9	<ul style="list-style-type: none"> • Supporting the EIA implementation: <ul style="list-style-type: none"> ○ Ensuring use of EIA materials ○ Encouraging both teachers and students. ○ Helping EIA authorities in various ways. ○ Observing classrooms and, if problems are found, resolving them. • Monitoring by: <ul style="list-style-type: none"> ○ Observing whether EIA materials are available or not ○ Observing use of EIA by teachers. If they do not use it in effective way, ensuring more effective use with help of EIA authority. ○ Regularly reporting to EIA authorities about the implementation.
10	<ul style="list-style-type: none"> • In regular discussion meetings with teachers, motivating them to implement EIA activities, mentioning the importance of these activities. • In class, taking a seat at back with the students.
11	<ul style="list-style-type: none"> • Visiting English classes to observe teachers' use of EIA teaching aids. • Visiting English teacher cluster meetings every month. • Implementing EIA when visiting English classrooms and supervising every month.
12	<ul style="list-style-type: none"> • Observing classrooms. • Motivating teachers to implement EIA. • Regular monitoring of EIA implementation.
13	<ul style="list-style-type: none"> • Carrying out the school visit/ classroom visit properly to ensure the implementation of EIA approach. • Assisting Assistant Teachers with implementation problems of EIA. • Building awareness for teachers to implement EIA approach.
14	<ul style="list-style-type: none"> • Visiting secondary schools to observe EIA activities.
15	<ul style="list-style-type: none"> • Logistically supporting. • Monitoring and evaluation. • Monitoring with the QA form.
16	<ul style="list-style-type: none"> • Monitoring use of EIA materials at secondary school level. • Visiting schools in working areas.
17	<ul style="list-style-type: none"> • Visiting schools to observe one English class.
18	<ul style="list-style-type: none"> • Supervising and monitoring the classroom properly.
19	<ul style="list-style-type: none"> • Following up EIA implementation.

	<ul style="list-style-type: none"> • During school visits, spend one hour observing EIA classrooms.
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TTC Principals

1	<ul style="list-style-type: none"> • Supporting the implementation of EIA activities at the training venue of teacher training college. • Getting teacher educators to feedback about the classroom and assuring learning in classroom.
2	<ul style="list-style-type: none"> • Asking secondary-level teachers who have come to the college for BEd training or others on short training who are English teacher to improve English teaching through EIA. English teachers will also conduct classes through the EIA method. • There is no opportunity to visit classrooms to monitor or mentor the schools.
3	<ul style="list-style-type: none"> • Developing concerned people with regards to EIA pedagogy. • Authorities could assemble TTCs and Education Officers.
4	<p>Contributing to EIA through:</p> <ul style="list-style-type: none"> • Ensuring well-equipped training venues. • Providing training to help ELT professionals who have wide range of experience including training at home. • Observing EIA teachers and providing pedagogical feedback.
5	<ul style="list-style-type: none"> • Sending teacher educators for monitoring class activities suggested by EIA. • Reporting to EIA.
6	<ul style="list-style-type: none"> • Conveying EIA to BEd students, training participants and colleges. • Raising awareness of EIA to head teacher educators.
7	<ul style="list-style-type: none"> • Collaborating with TTC teacher educators who are experts in English language teaching. • Establishing language lab for better teaching-learning for English language. • Appointing more experts / teacher educators for better services. • Classroom observations and visits should be continued. • Conducting research work for EIA.

DEOs

1	<ul style="list-style-type: none"> • Supporting EIA cluster meetings to encourage head teachers to assure all EIA activities. • Monitoring activities of the programme using EIA form.
2	<ul style="list-style-type: none"> • Regularly inspecting and monitoring classrooms. • Analysing USEOs monitoring reports and taking action in monthly meetings. • (USEO/AS/RO/AI) Discussing implementation of EIA activities.
3	<ul style="list-style-type: none"> • Inspiring teachers to follow the EIA training and materials in the classroom. • Inspiring the teacher and students to speak in English in English Class. • Monitoring activities of the programme using EIA form.
4	<ul style="list-style-type: none"> • Supporting the implementation of EIA activities <ul style="list-style-type: none"> ○ Ensuring the teacher follows the EIA training and uses teaching aids in the classroom

	<ul style="list-style-type: none"> ○ Inspiring teachers and students to speak in English in English class ● Monitoring activities of participating schools implementing the programme by using the form.
5	<ul style="list-style-type: none"> ● Supporting EIA in cluster meetings, encouraging head teachers to assure all activities by EIA. ● Visiting activities of EIA and schools, and coordinating with EIA authority.
6	<ul style="list-style-type: none"> ● When visiting schools, checking whether they are using EIA. ● In monthly meetings, discuss EIA with USEOs.