



Monitoring & Evaluation Wing, Directorate of Secondary & Higher Education and English in Action: Experience Sharing Workshop

Workshop Report

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Hotel Rigs Inn, Gulshan, Dhaka



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Acronyms

ACs	Additional classes
Als	Assistant Inspectors
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
CLT	Communicative Language Teaching
CPD	Continuing Professional Development
CQ	Creative Question
DEO	District Education Office
DFID Bangladesh	Department for International Development, Bangladesh
DG	Director General
DPC	Data Processing Centre
DRH	Developing Reading Habit
DSHE	Directorate of Secondary and Higher Education
ECNEC	Executive Committee of National Economic Council
EIA	English in Action
ELT	English Language Teaching
EMIS	Education Management Information System
FIVDB	Friends in Village Development Bangladesh
GOB	Government of Bangladesh
HSC	Higher Secondary School Certificate
HT	Head Teacher
I&S	Institutionalisation and sustainability
ICT	Information and communication technologies
IER	Institute of Education and Research
IMS	Institute Management System
ISAS	Institutional Self Assessment Summary
ISF	Improving School Facilities
KPI	Key Performance Indicators
M&E	Monitoring and evaluation
MEW	Monitoring and Education Wing
MIS	Management Information System
MoE	Ministry of Education
NAEM	National Academy for Educational Management
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NU	National University
PBM	Performance Based Management
PEDP III	Primary Education Development Programme III
PEDP IV	Primary Education Development Programme IV
PMIS	Project Management Information System
PMQAU	Policy Support School Monitoring and Quality Assurance Unit
RME	Research, Monitoring and Evaluation
ROs	Research Officers
SD card	Secure Digital card
SEQAEP	Secondary Education Quality and Access Enhancement Project
SESDP	Secondary Education Sector Development Project
SESIP	Secondary Education Sector Investment Programme
SMCs	School Management Committees
SSC	Secondary School Certificate
TF	Teacher Facilitator
TQI II	Teaching Quality Improvement II Project
TTCs	Teacher Training Colleges
UASs	Upazila Academic Supervisors
UCEP	Underprivileged Children's Educational Programs
UEO	Upazila Education Office
USEOs	Upazila Secondary Education Officers
WAP	Wireless Application Protocol

Participant list

Monitoring and Evaluation Wing, Directorate of Secondary and Higher Education (MEW, DSHE):	Prof. Md. Didarul Alam – Director Abdul Matin – Deputy Director Dr. Mahbuba Islam – Deputy Director Md. Shameem Ahsan Khan – Assistant Director Pranab Bindu Majumder – Programmer Lailunnaher – Education Officer
Teaching Quality Improvement II (TQI II):	Roushan Ara Begum – Assistant Director
Secondary Education Quality and Access Enhancement Project (SEQAEP):	Riaz Ahmed – Assistant Director
Secondary Education Sector Development Project (SESDP):	Mohd. Khaled Abu Naser – Deputy Director
Directorate of Primary Education (DPE):	Nayla Yasmin – Assistant Project Director
Department for International Development (DFID) Bangladesh:	Fahmida Shabnam – Education Advisor (morning only)
English in Action (EIA)	Dr. Johan Bentinck – Team Leader Kirsten Zindel – Deputy Team Leader Dr. Robina Shaheen – Head of Research, Monitoring & Evaluation Zaki Imam – Coordinator, Institutionalisation & Sustainability Zahir-Bin-Siddique – Head of Teacher Training & Support M. M. Saifur Rahman – Deputy Head of Teacher Training & Support Md. S. Amin Chowdhury – Principal Core Trainer Bikash Sarkar – Senior Materials Development Officer Md. Masudul Hasan – Deputy Head, Research, Monitoring & Evaluation Archana Saha – Senior Core Trainer

Coordination, logistics & support (EIA)

Farhan Azim – Senior Research Officer
Shajedur Rahman – Research Officer
Hasan Shahrear – Research Officer
Sikander Modol Bappy – Coordinator Field Operations & ICT
Faysal Abbas – Communications Specialist
Sonia Burton – EIA Project Officer

Introduction & agreed actions

On Thursday 6th June, English in Action (EIA) held a workshop at the Rigs Inn, Dhaka, with staff from the Monitoring and Evaluation Wing (MEW) of the Directorate of Secondary and Higher Education (DSHE) to share experiences on monitoring and evaluation (M&E) of education programmes.

The workshop was attended by the Director of MEW-DSHE and five other MEW-DSHE staff, and representatives from TQI II (Teaching Quality Improvement II project), SEQAEP (Secondary Education Quality and Access Enhancement Project) and SESDP (Secondary Education Sector Development Project). The Assistant Project Director from the Directorate of Primary Education (DPE), the Department for International Development (DFID) Education Advisor and 10 staff from EIA also participated in the event.

The agreed actions between MEW and EIA were as follows (deadlines given where agreed):

- EIA: Provide MEW staff with EIA teacher materials on CD and print versions – 9th June ✓
- EIA: Gain approval letter from DSHE and Ministry of Education (MoE) for Upazila Secondary Education Officers (USEOs) to work with EIA – by 24th June ✓
- EIA: Send list of EIA schools and upazilas to MEW – by 24th June. (if list is finalized by this date.)
- MEW: Review EIA monitoring tools with view to customise/combine monitoring tools of MEW and EIA: Policy School Support Monitoring and Quality Assurance Unit (PMQAU) of DSHE and MEW to work together on these.
- EIA: Provide MEW personnel with list of EIA objectives/Key Performance Indicators (KPIs) so MEW can review monitoring forms – by 9th June
- EIA: Draft workshop report and share with MEW for comment – 13th June ✓
- MEW: Review draft workshop report ✓
- EIA: Arrange follow-up meeting in 6-7 weeks to discuss potential collaboration in more detail.

This document presents the proceedings of the workshop, including agreed ways forward.

Proceedings

1. Workshop introduction – Dr. Robina Shaheen (Head of Research, Monitoring & Evaluation, EIA)

Robina Shaheen provided a brief introduction to the workshop:

- This workshop is a follow-up to a meeting between the Directorate of Secondary and Higher Education (DSHE) and English in Action (EIA) in May 2013.
- Purpose of workshop:
 - Experience sharing between EIA and MEW (Monitoring and Evaluation Wing)-DSHE on monitoring and evaluation (M&E) activities
 - Identifying potential areas for EIA and MEW-DSHE to work together in relation to M&E activities.
 - Agreeing the way forward.

2. Welcome – Dr. Johan Bentinck (Team Leader, EIA)

Dr. Johan Bentinck welcomed the workshop guests.

- Thanks to Prof. Didarul Alam (MEW) for taking the initiative for this workshop and also thanks to Roushan Ara Begum (TQI II), Reaz Ahmed (SEQAEP), Mohd. Khaled Abu Naser (SESDP), Nayla Yasmin (DPE) and Fahmida Shabnam (DFID).
- English in Action (EIA) has a strong M&E focus. M&E is used for a range of purposes including improving the project's activities and communicating project achievements.

3. Introductory speech – Prof. Didarul Alam (Director, MEW-DSHE)

Prof. Didarul Alam provided a brief introductory speech.

- Thanks to EIA for inviting the MEW team to this workshop.
- Currently there are two units working on M&E within DSHE: MEW and PMQAU¹ (Policy Support School Monitoring and Quality Assurance Unit).
- MEW is a wing of DSHE working under the support of the developmental budget. It does not yet form part of the revenue budget.
- MEW activities include monitoring DSHE developmental projects (e. g. stipend project) as well as DSHE's recurrent activities.
- Hope that EIA and MEW activities can be combined in the future.

4. Educational monitoring and evaluation: International perspective – Dr. Robina Shaheen (Head of Research, Monitoring & Evaluation, EIA)

Robina Shaheen gave a short presentation on international educational M&E.

- Distinctive monitoring systems exist in many countries, but there is little knowledge of them. (Lamanauskas, 2012).
- Definitions of monitoring include:
 - Monitoring: A systematic way of gathering and maintaining data.
 - Educational monitoring: A systematic and persistent procedure for collecting information on relevant educational issues.
- Three types of monitoring systems are often described:
 - Compliance monitoring – school inputs, e.g teacher qualification.
 - Diagnostic monitoring – concerned with outputs, e.g. are curriculum aspects being mastered by the majority of pupils.
 - Performance monitoring – e.g. standards achievement tests to make comparison between schools.
- Steps of monitoring:
 - Identify WHAT will be monitored ⇒ Select/develop valid assessment measures ⇒ Determine monitoring schedule ⇒ Undertake monitoring ⇒ Analyse data and present results ⇒ Evaluate performance against findings ⇒ Adjust system/components ⇒ On-going monitoring, analysis, presentation of results, adjustments to educational system.

¹ PMQAU staff include one Deputy Director, three Assistant Directors, four Research Officers, and technical staff of one Programmer and one Assistant Programmer

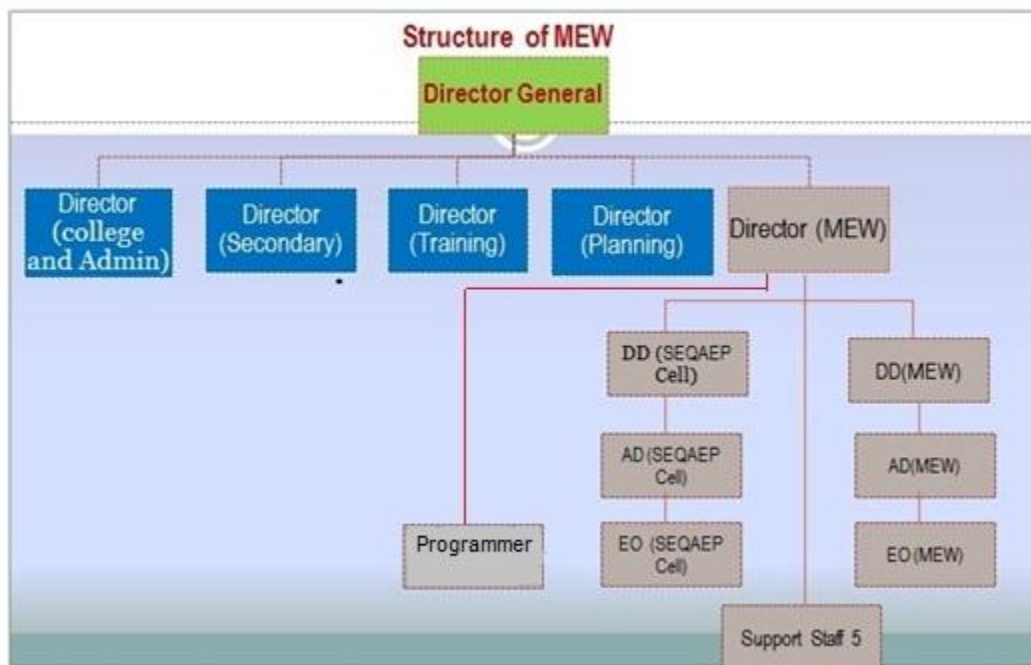
- EIA held events in 2012 which focused on M&E or have included M&E discussion:
 - a. EIA Policy Seminar
 - Theme: Making learning effective through teacher professional development – Implications for policy.
 - Concerns raised:
 - The sustainability of the project and how monitoring and supervision will continue when the project ends.
 - Government of Bangladesh (GOB) will need to be equipped to carry out effective monitoring and supervision if they incorporate EIA approaches into their teacher training
 - Government ownership, teacher cooperation and support is required
 - How ICT can be used in monitoring.
 - b. EIA Secondary Education Officer Orientation Workshop
 - Attended by Zonal and Upazila-level Education Officers: Deputy Directors, Programmer, District Education Officers, Upazila Secondary Education Officers (USEOs), Principals of Teacher Training Colleges (TTCs), Upazila Academic Supervisors (UASs), Research Officers (ROs), Assistant Inspectors (AIs) and Assistant Professors.
 - Also attended by the Ministry of Education (MoE) Secretary.
 - c. EIA Secondary Education Officer Quality Assurance Workshop
 - Attended by Upazila-level Education Officers: USEOs, UASs, AIs and ROs.
- Through b) and c), established that:
 - Divisional-level Education Officers visit 12–18 schools per month. Purpose of visits: academic & administrative; implementing education projects/purposes/objectives; motivating teaching staff.
 - District Education Officers visit 10–15 schools per month. Purpose of visits: ensuring quality; collecting data/information; identifying problems.
 - USEOs visit 10–15 schools/institutes per month. Purpose of visit: collecting data; ensuring academic and administrative supervision; observing classrooms; ensuring compliance with MoE stipulations.

5. Introduction to Monitoring & Evaluation Wing, Directorate of Secondary & Higher Education and its activities – Md. Shamim Ahsan Khan (Assistant Director, MEW-DSHE)

Md. Shameem Ahsan Khan gave a presentation on MEW-DSHE activities.

- MEW has been established through SEQAEP as there is currently no permanent monitoring function within DSHE.
- The goals of MEW include:
 - M&E of all the stipend-related activities of DSHE projects
 - M&E of non-stipend activities of DSHE projects
 - M&E of all routine activities of DSHE
 - Establishing an Integrated Database under DSHE
 - Organising regular coordination meetings with projects, divisions and other implementation partners
 - Evaluating the implementation of projects, units and other implementation partners.
- Implementation of activities is carried out through two 'cells': SEQAEP cell and M&E cell.
- The functions of MEW are:

- Mobilization: Organizing orientation, workshop and training; regular publication of brochure, newsletter, etc.
 - Field visits: Visiting on-going implementation of activities; evaluating the justification; identifying problems and preparing individual and integrated reports with suggestions and recommendations for solutions.
 - Documentation: Collecting secondary education documents and papers.
 - Reporting: Submitting monitoring reports with specific recommendations to the Director General (DG), DSHE and then MoE, SEQAEP, other projects and concerned agencies
 - Coordination: Organising regular coordination meetings with projects and other implementation partners and helping to take steps to solve problems
 - Evaluating the implementation of overall and special activities.
 - Evaluating the impact of activities of implementation agencies (projects, divisions and implementation partners) and conducting implementation based surveys, research and studies.
- MEW-DSHE conducted a Learning Assessment exercise of SEQAEP institutions in 2012 on Bengali, Mathematics and English with support from the World Bank. This provided baseline data against which 2013 results can be compared.
 - MEW organisational structure is depicted below:



- MEW monitor the following areas:
 - Training (check implementation strategy, identify loopholes, provide recommendations and follow up)
 - Overall functioning of education institutions (information regarding students, teachers , institutions, academic activities and implementation compliances of regular and project interventions)
 - Field-level Education Offices (overall activities and revenue and development compliances)
 - Project implementation (observe progress, identify loopholes and provide recommendations for necessary remedial actions).
- MEW officers use monitoring formats for:

- assessing implementation progress
- evaluating project progress
- collecting overall information of projects beneficiaries (e.g. stipend holders)
- collecting information on projects benefits distribution
- collecting information of project compliances
- collecting activity-wise information and monitoring
- institution visits
- field-level education office (USEO, District Education Office (DEO)) visits
- disbursement of projects benefits
- tour reporting.
- The MEW process of reporting and its implications are as follows:
 - MEW officers collect information on the progress of recurrent activities and project interventions
 - MEW collects information through field visits – observe and verify project activities at beneficiary level
 - MEW prepares individual reports and then a summary report
 - Summary and individual reports are sent to those concerned for taking necessary actions
 - MEW prepares semi-annual monitoring report covering all activities conducted in that period
 - MEW conducts meetings with projects to present their drawbacks and suggestions for necessary remedial action.
 - Amendments and improvements have been made based on MEW recommendations, for example:
 - filling vacant posts in DEO office
 - action taken by TQI to ensure their training is effective and sustainable
 - amendment of SEQAEP activities.
- MEW does not have its own Management Information System (MIS) but it does maintain its own small database. MEW uses data from the Data Processing Centre (DPC) of SEQAEP and DSHE Education Management Information System (EMIS). MEW will instigate its own MIS when it becomes part of the revenue budget.
- Major tasks of MEW include:
 - SEQAEP activities:
 - Preparing, publishing and disseminating monitoring tools
 - Monitoring SEQAEP activities and recommending major rectifications in implementation, e.g. Bangladesh Bureau of Educational Information and Statistics (BANBEIS) Census, verifying the list for grade progression award, verifying the non-functional institutions, verifying the compliances of ACs (Additional Classes), DRH (Developing Reading Habit) and ISF(Improving School Facilities).
 - BANBEIS Annual School Census activities (developing questionnaires, supervising and monitoring the implementation process and finalizing reports)
 - Organising Impact Evaluation Workshops
 - Conducting the first ever learning assessment in secondary education in Bangladesh.
 - Non-stipend and DSHE activities:
 - Establishing information on zero scoring secondary institutions (in the 2010 Secondary School Certificate (SSC) examinations)
 - Academic activities of educational institutions

- Monitoring continuing professional development (CPD) training under TQI and providing recommendations
- Preparing comprehensive reports on status and activities of DEO offices
- Monitoring status and overall activities of computer labs in the education institutions
- Monitoring training on Creative Question (CQ) setting, moderating and answer script evaluation conducted by the SESDP
- In conclusion:
 - MEW has been working to establish a systematic M&E mechanism in secondary and higher education. MEW has already achieved some administrative commitment and systematic progress on this.
 - In an orientation meeting with field-level officers and other high-level MoE officials on M&E and the Nation Education Policy 2010, all urged for a permanent DSHE M&E.
 - MEW will submit a proposal to start proceedings to turn existing MEW into a permanent wing of DSHE.

6. Introduction to secondary education projects

a. *English in Action overview – Kirsten Zindel (Deputy Team Leader, EIA)*

Kirsten Zindel provided an introduction to the English in Action project.

- EIA is a UKaid-funded project, implemented by the Government of Bangladesh.
- Project consortium partners: BMB Mott MacDonald, The Open University (UK), BBC Media Action, Underprivileged Children's Educational Programs (UCEP) and Friends in Village Development Bangladesh (FIVDB).
- Project goal: to contribute to the economic growth of the country by providing communicative English language as a tool for better access to the world economy.
- Project purpose: 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.
- EIA won a prestigious ELTons award in May 2013 for local innovation in English Language Teaching (ELT).
- Five project components, two of which are the schools programme (EIA) and the adult learning programme (BBC Janala).
- Schools programme: uses innovative materials and methods for English teachers' professional development.
- Duration of current phases: 2011-2017. Memorandum of Understanding – signed March 2012; Development Project Proposal – signed Sept 2012.
- Impact of schools programme in schools: improved student attitude; more spoken English in class; increase in English language competency.
- Reach: By 2017, 25 million Bangladeshi children and adults.
- BBC Janala: A multi-media platform (TV, mobile, web & WAP) reaching 15 million adult learners, of which 6.5 million are regular users. It has reduced barriers to learning English.

*b. Secondary Education Quality and Access Enhancement Project (SEQAEP) overview
- Reaz Ahmed (Assistant Director, SEQAEP)*

- SEQAEP focus: English and Mathematics, particularly in relation to improving the quality of teaching. Works within the Bangladeshi curriculum.
- Project provides additional classes for Grades VI–X in 400 schools; a further 60 Upazilas will be reached by 2014 and intend to extend to Science.
- University graduates are being recruited into the project as teachers.
- MEW has evaluated the project.

c. Secondary Education Sector Development Project (SESDP) overview – Mohd. Khaled Abu Naser (Deputy Director, SESDP)

- SESDP began in 2007 and will end in December 2013. The Secondary Education Sector Investment Programme (SESIP) will begin in January 2014 and will continue for 10 years.
- SESDP works to reform secondary education. It's activities include:
 - DSHE reform (in progress)
 - Revising the secondary/Dakhil and higher secondary/Alim curriculum
 - Unifying the curriculum in secondary/Dakhil subjects and higher secondary/Alim
 - Examination reform in SSC (Secondary School Certificate exams)/Dakhil, HSC (Higher Secondary School Certificate exams)/Alim (via creative question (CQ) method).
 - Introducing Performance Based Management (PBM) in schools and Madrashas (in progress)
 - Strengthening school management committees (SMCs)
 - Assisting underserved areas and overcrowded schools
 - Developing model Madrashas
 - Providing stipends to poverty-targeted groups
 - Developing and operating monthly school monitoring and evaluation system (Upazila-District-Zone-DSHE).
- Project focuses on transparency in and quality of secondary education in Bangladesh and is helping to reform national examination system. It seeks to collaborate with the School Management Committees (SMCs).
- Intends to establish an EMIS Cell.

d. Teaching Quality Improvement II (TQI II) project overview – Rowshon Ara Begum (Assistant Director, TQI II)

- In its second phase.
- Project provides subject-based training (taught) for secondary school teachers and develops materials.
- It will begin working across all subjects soon.

e. Follow-on discussion:

Fahmida Shabnam (Education Advisor, DFID Bangladesh)

- EIA began in 2008 in collaboration with the Directorate of Primary Education (DPE) and MoE. It is a DFID flagship programme which consistently scores well in reviews. Research and evaluation has shown how the project is working and allows areas for improvement to be identified.
- Primary education sector: EIA approaches can be embedded within the DPE structure e.g. pre-service training (Primary Education Development Programme III (PEDP III)); working with National Academy for Primary Education (NAPE).

- Secondary education sector: Does not have the same structure as primary. Therefore, steps must be taken with DSHE, SEQAEP and TQI to see how, potentially, EIA can work with these.
- National Curriculum and Textbook Board (NCTB) and EIA have a technical cooperation in relation to materials development and trialling, with a view to working collaboratively on new textbooks, teacher guides, etc.
- Discussion today will allow us to start thinking about how EIA approaches can be embedded.
- There has been interest in using the EIA approach to learning in other subjects (e.g. Bengali).
- Hope that EIA and MEW can find ways to work together.

Questions to MEW:

- Q: What are the implications of MEW being included in the revenue budget?
A: It would allow the work MEW-DSHE does to continue, with more resources. (e.g. assessment tools used for Learning Assessment (2012); national baseline). Staff could be hired at field level. Further impact evaluations of projects could be conducted.
- Q: Can you give an example of recommendations made in a report which has been taken forward in the field?
A: Problems are identified from DEO reports, e.g. non-functioning schools. Recommendations are taken forward by DSHE.

7. Further information on EIA

a. EIA Teacher Training and Support Model – Zahir-Bin-Siddique (Head of Teacher Training & Support, EIA)

Zahir Bin Siddique gave an overview of the EIA Teacher Training and Support model.

- Invitation to workshop participants to visit EIA schools.
- Reach: By 2017, 75,000 teachers; 10 million students.
- Unique model: Teachers have new activities to try in class; they are supported in schools by Head Teachers (HT) and peer teachers.
- EIA is an approach involving printed and audio visual teacher professional development materials; classroom materials – audios & posters. Audio-visual materials are provided to teachers via secure digital (SD) card, in a pre-loaded mobile phone.
- Teachers receive beyond school support through bi-monthly 'cluster' meetings hosted by EIA Teacher Facilitators (TFs).
- Working in 35 Upazilas and 16 districts; activities are being extended to a further 70 Upazilas.
- In each Upazila, EIA works with 2 TFs, 24 primary Assistant Teachers and 12 HTs and 24 secondary Assistant Teachers.
- EIA works with 3 teachers in each primary school and 2 teachers in each secondary school.
- Teachers receive support from EIA over 16 months. In addition, EIA meets teachers, TFs and Education Managers and also conducts community fairs.

Follow-on discussion:

- Q: How are secondary schools selected? Is there a set of criteria for selecting schools? If there is, what is it?
A: Schools are selected in consultation with USEOs. A list of suggested schools is submitted to DSHE; DSHE then checks the list, makes amendments where necessary and approves it.

Schools are selected based on a range of criteria including whether rural or urban location, gender equity, performance and social inclusion.

- Q: How are upazilas selected?

A: Upazilas are selected according to a specific set of selection criteria. This includes the following aspects:

- Per division, 15% (min.) to 30% (max.) of all Upazilas to be covered by EIA.
 - Clusters of 5-7 Upazilas selected that are in relatively close proximity to each other.
 - Min. of 24 High schools in an Upazila in order to accommodate for the EIA cluster model (2 clusters of 12 schools each per Upazila)
 - Social inclusion focus with regards to upazila selection:
 - 60% (min.) of upazilas are predominantly rural
 - 40% (min.) of upazilas score below '0' on UNICEF deprivation index (40 in bottom 80 of list)
 - 10/15 (min.) of poorest districts
 - 5 (min.) high concentration areas of Char, Hoar & Monga areas, & cyclone-prone coastal areas
 - 4 (min.) upazilas with high concentration of ethnic minority groups.
 - 2 Upazilas (min.) from where a high number of people migrate to other countries for economic purposes
 - 15 Upazilas (min.) that will also be covered by the World Bank funded SEQAEP programme.
-
- Q: Where does EIA find the English teachers? SEQAEP's experience is that some schools do not have English teachers – there are, however, other subject teachers who teach English, or HTs teach English.
- A: Schools are selected, rather than teachers. There may not be a dedicated 'English Teacher' in a school, but there are teachers who teach English in the school, and these are the teachers who receive the training. Head teachers ultimately select teachers in their school to take part in the EIA programme. Two teachers selected per secondary school.

b. EIA materials – Bikash Sarkar (Senior Materials Development Officer, EIA)

Bikash Sarkar provided an overview of the EIA teacher materials.

- EIA empowers teachers to change their classroom practice through adopting a more communicative approach to English language teaching and learning and engaging students and teachers through the use of innovative classroom resources.
- Teacher professional development materials:
 - Printed EIA Teacher Guide – 8 modules on communicative language teaching (CLT), focus on practice and skills development for teachers
 - Teacher professional development videos – includes authentic classroom practice, introduced, and then later discussed, by a narrator
 - Classroom language audios and 'English language for teachers' – to develop the teachers own English.
 - English Language for Teachers – develop teachers' own English.
- Classroom materials:
 - Posters
 - classroom audios
- Teacher Facilitator Guide – handbook for TFs to provide support for facilitating cluster meetings.

- Education Manager Classroom Visit Guide – instructional booklet on how to observe classrooms.

Follow on discussion:

- Q: I observe rural classes. English is used by the teacher, but students do not understand what the teacher says. I encourage the teachers to use body language to make themselves understood. Are there any EIA modules that encourage use of body language?
A: English teachers are encouraged to use as much English as the students understand. They use English and Bangla as appropriate to the class, according to the level of the students. The CLT approach promotes interaction with students – and the use of body language by teachers to help students understand what is being said by the teacher.

c. EIA Institutionalisation - Zaki Imam (Coordinator, Institutionalisation & Sustainability, EIA)

Zaki Imam gave an outline of institutionalisation and sustainability activities of EIA.

- Zaki worked within GOB for 25 years before working for EIA.
- EIA institutionalisation and sustainability (I&S) strategy is focused as follows:
 - Addressing I&S issues from Project Inception
 - Identifying as a Project Output
 - Involves a 'top-down' and 'bottom-up' approach.
- Remit of I&S: Embedding EIA approaches within Government structures; also to find ways to sustain the impact of EIA after the project end (2017).
- Institutionalisation is an integral part of EIA (it is one of five EIA project components). EIA currently focuses on further strengthening institutionalisation; it will become the project's main focus during 2014-2017.
- Key actors in the institutionalisation of EIA:
 - GOB institutions
 - Non-governmental organisations
 - Universities
- Specific key secondary education sector actors include:
 - Directorate of Secondary & Higher Education (DSHE)
 - National Academy for Educational Management (NAEM)
 - National Curriculum and Textbook Board (NCTB)
 - District/Upazila Education Office (DEO/UEO) – USEOs already collect data for EIA monitoring purposes
 - Teachers' Training Colleges (TTC)
 - Bangladesh Bureau of Educational Information and Statistics (BANEIS) – one server now dedicated to educational monitoring
 - National University (NU)
 - Underprivileged Children's Educational Programs (UCEP)
 - Institute of Education and Research (IER), Dhaka University – collaboration between EIA and IER with regards to MPhil programme; Department of English is now also considering collaborating with EIA.
- Partnerships need to be initiated and/or developed with the above institutions/organisations.
- Current EIA I&S achievements/activities:
 - ELTons award received in May 2013 – recognition for local innovation in relation to secondary teacher professional development programme.
 - Engagement with Asian Development Bank and World Bank

- Seeking partnerships with large-scale projects: e.g. TQI II, SESDP and SEQAEP
 - Exploring partnership with DSHE, specifically in relation to:
 - MEW
 - Training Wing.
- Next priorities for EIA I&S:
 - Partnerships with:
 - DSHE-MEW: Engagement with monitoring and evaluation
 - NAEM: Research
 - NCTB: Materials development and Assessment
 - DSHE: SESDP officers to be involved in monitoring; teacher educators from govt. TTCs.
 - DSHE training: Engagement with in-service teacher training
 - Engagement with Institute of Modern Languages, Dhaka University.
 - Technology-oriented partnerships with:
 - Access to Information (A2I) Programme
 - BANBEIS.
- Stepping forward:
 - Structuring I&S Phase:
 - Focusing on the central actors and key institutions
 - Involving government level institutions at the central, divisional, national and grass-root level
 - Cost-effectiveness
 - Capacity Development
 - Primary Education Development Programme III (PEDP III) (looking ahead to PEDP IV) and SESIP
- Coordinated effort required: Establish a common platform of initiatives for a sustainable development in the education sector of Bangladesh.

Follow on discussion:

Md. S. Amin Chowdhury (Principal Core Trainer, EIA)

- District Education Officers orientated in workshops last year – they now use EIA monitoring tools to observe EIA classrooms when visiting schools. Instruction from DEO Directorate will help to encourage officers to use EIA monitoring tools effectively.

d. EIA research, monitoring and evaluation – Md. Masudul Hasan (Deputy Head, Research, Monitoring & Evaluation, EIA)

Md. Masudul Hasan gave a presentation on EIA's research, monitoring and evaluation – the model used and associated activities.

- EIA uses monitoring to measure progress, determine the quality of activities delivered and identify any problems.
- EIA monitors the materials and training used by the project to see whether they are working: identify problems and successes and to implement solutions.
- The personnel who carry out EIA monitoring are:
 - Government Education Managers (for secondary schools these are USEOs and UASs).
 - Teacher Facilitators (teachers)
 - Core Trainers (EIA staff)
- Monitoring training is provided to all three of the above groups of personnel.

- Monitoring data collected from project activities:
 - Teacher Meetings/training workshops – participant opinions; Core Trainer observations
 - Classroom use – Education Manager observations & Core Trainer observations.
 - Overall project model, materials and approach – participant opinions.
- Monitoring responsibilities:
 - TFs responsibilities: Collect data in teacher meetings => aggregate data => analyse data => identify problems => recommendations.
 - Education Managers responsibilities: Observe classroom practice of teachers participating in the project => complete classroom observation form => submit form to EIA for data analysis => share experiences in Upazila Coordination Meeting.
 - Core trainer responsibilities:
 - Observe Cluster Meeting => complete observation form
 - Observe classrooms => complete observation form
 - Looking at monitoring findings: Their observations; TFs data; Education Manager data
 - Address issues identified in next TF training
 - Share findings in Upazila Coordination Meeting
 - Report to management.
- EIA has an RME team in its central office in Dhaka. Their role is to:
 - develop monitoring tools (with the EIA teacher training team)
 - Provide training and guidance to those involved in monitoring activities
 - Coordinate with project units to gather data from different levels
 - Manage and analyze data
 - Generate monitoring reports
 - Share reports with project units and management
- EIA Field Coordinators help to facilitate the monitoring process. Their duties include
 - Collect forms from the field
 - Checking and entering monitoring data
 - Sending monitoring data to the EIA central office for analysis
- A number of monitoring tools are used by the project. The table below sets out what these are and which personnel are involved in each form:

EIA activity	Monitoring instruments used	Purpose	Filled out by	Entered by
TF workshop/ meeting	Teacher/TF workshop/ meeting evaluation form	Collect TF opinions about workshop/meeting	Teacher Facilitators	
	Teacher/TF workshop/meeting evaluation reporting form	Collate TF workshop/meeting evaluation forms; local level analysis of data and identification of actions to take forward	Core Trainers	RME team
Cluster meetings	Cluster Meeting Evaluation Form	Collect teacher opinions about cluster meeting	Assistant Teacher	
	Cluster Meeting Evaluation Reporting Form	Collate cluster meeting evaluation forms; local level analysis of data and identification of actions to take forward	Teacher facilitators	Field Coordinators

	Cluster Meeting Observation Form	Observing TF practice in cluster meeting	Core Trainers	RME team
Secondary HT meetings	Head teacher meeting evaluation form	Collect HT opinions about meeting	Head teachers	
	Head teacher meeting evaluation form	Collate HT meeting evaluation forms; local level analysis of data and identification of actions to take forward	Core trainers	RME
Secondary classrooms	Classroom Use form – Secondary	Observing teacher practice in classroom	Education Managers	FC
	CT Classroom Use Form – Secondary	In-depth observing of teacher practice in classroom	Core trainers	RME
Overall EIA support	Teacher Support and Use Questionnaire	Collect teacher opinions on EIA support and activities	Assistant teachers and head teachers	RME
	Teacher entry questionnaire	Collect information about teachers	Teachers, HTs and TFs	RME
	School questionnaire	Collect information about schools	HTs	RME

- Data from these reports feeds into various EIA reports:
 - Workshop/meeting Evaluation Reports
 - Classroom use reports
 - Teacher support reports
 - School and teacher profile reports
 - Quarterly Progress Reports
 - Annual Report.
- Orientation and training is provided to each of the personnel involved in the monitoring process about their specific duties, as well as guidance documents to support their work.
- Evaluation:
 - Find out how much EIA has improved teachers' teaching and students learning.
 - 7 baseline studies conducted in 2009 looking at various aspects of Bangladeshi society/school environment.
 - Regular impact studies undertaken on: classroom practice; English language competency and perceptions about teaching and learning – students and teachers.

Follow-on discussion/questions:

- Q: Are observations pre-scheduled or do Education Officers turn up without notice?
A: Observations are not pre-scheduled.
- Q: How does EIA measure student achievement?
A: Student assessment is measured through impact evaluation undertaken by Trinity College London – students' English language competence (and teachers') is tested by independent assessors, measured against internationally determined standards.
- Q: Does EIA receive evaluation forms from the field?
A: Yes. Each Education Manager is asked to conduct 4 observations per month; therefore 4 Classroom Use forms are expected per Education Manager. However, in some situations not all

forms expected are received. EIA recognises that secondary Education Managers have many other duties, and this is probably why fewer forms are received than anticipated. Classroom observations are also undertaken by EIA Core Trainers – these also provide information on what is happening in classrooms

- Q: How do you know whether an Education Manager has actually undertaken an observation?
A: Teachers sign the observation form.
- Several issues were raised with the monitoring forms. It was agreed that specific feedback would be discussed and collected later on.
- Some of the information collected via the Teacher Entry Questionnaire and the School Questionnaire could be retrieved from BANBEIS. If the teacher completes a similar form for BANBEIS this increases the teachers/HTs workload unnecessarily. The data collected by EIA is more 'immediate' and up-to-date than BANBEIS data.
- Q: Do the IER (Institute of Educational Research) University of Dhaka researchers have sufficient experience of observing/working in real classrooms (as they are based in city)?
A: IER researchers conduct classroom observations for EIA impact evaluations on teachers' practice in the classroom. The researchers are from IER's MPhil in English Language Education programme and all are given full training before going to the field to collect data. This training includes visiting real classrooms and observing videos of real teachers.
- Q I am interested in EIA's research findings. Where can I find out more?
A: Research summaries are provided in your packs.

8. SESDP and EIA databases – Mohd. Khaled Abu Naser (Deputy Director, SESDP) & Md. Masudul Hasan (Deputy Head, Research, Monitoring & Evaluation, EIA)

Mohd. Khaled Abu Naser demonstrated Education Management Information System (EMIS of DSHE) www.emis.gov.bd (GoB database); Md. Masudul Hasan demonstrated EIA's Project Management Information System (PMIS).

EMIS (DSHE)

- EMIS is an example of monitoring data being presented effectively using Information and communication technologies (ICT).
- The database has been developed by SESDP, but is 'owned' by DSHE.
- The database can be used by Education Officials to make an assessment of where support is required.
- Anyone can retrieve data about a particular area, institute, event or teacher.
- EMIS also provides information on subject-based teachers.
- There are currently 20 EMIS modules, including the IMS (Institute Management System) and PBM (Performance Based Management) modules.
- The IMS module requires the Head Teacher to enter data about their school into a database (in the appropriate format), then print it to check it. After this, the USEO/Cluster Officer verifies the data. The DEO and Zonal DD supervise and monitor the process. EMIS provides technical support to the Zonal DD, DEO and USEO (and, in some cases, the school also),
- The PBM module requires the Head Teacher to complete a prescribed form (known as the ISAS – Institutional Self Assessment Summary), then send it to the USEO/Cluster Officer to verify. After this, the form is sent to the DEO to verify and enter the form data online. The Zonal DD and PMQAU monitor the process. EMIS provides technical support as required.

- The ISAS report was thought to be a more accurate reflection of institutions in 2012 than 2011. Training was provided to field officers to support them in completing the ISAS form appropriately, which resulted in a more accurate ISAS report the following year.
- On the basis of ISAS score, institutions are ranked according to the following five categories:

Score		Institutional Classification	
From	To	Description	Category
90.0 %	100 %	Top performing	A
80.0 %	89.9 %	Well performing	B
70.0 %	79.9 %	Moderate performing	C
50.0 %	69.9 %	Poor performing	D
20.0 %	49.9 %	Non-performing	E

EIA PMIS

- Data is imported into PMIS from Excel spreadsheets. The PMIS database then generates instant reports based on the data inputted.
- Reports generated are provided to EIA Core Trainers who use the data to take action in the Divisions they are responsible for.
- There is room on the monitoring forms for qualitative information. In terms of the cluster meeting evaluation form, teachers use this to explain any issues they have expressed in the quantitative part of the form. If there appears to be an issue in the quantitative data, Core Trainers look at the qualitative data to find out what the issue is. Local and divisional level reporting allows issues specific issues to be identified.

Follow-on discussion:

- Q: Can the teachers use the mobile phone provided for general use, or is it only for use in the classroom?
A: The phone can be used for personal use as well as use in the classroom, though it is school property.
- Q: Why are teachers given a mobile phone rather than a cassette player?
A: The mobile phones are multi-functional: they can be used to play audio and also video

9. End-of-workshop discussion: Agreed points on how to move forward

- Prof. Dirdarul Alam (Director, MEW-DSHE):
 - EIA and DSHE/MEW need to identify areas to work on together. A partnership is already established with DPE. A similar partnership should be formed with MEW.
 - The Education Secretary was interested in visiting some EIA schools, however, this has not yet happened.
 - There is an opportunity for EIA and MEW to work together in terms of the monitoring work they undertake.
 - Academic Supervisors cannot be used for monitoring as they are busy with other duties. However, we need to consider how to involve them in EIA monitoring framework.
- Zaki Imam (Institutionalisation & Sustainability Coordinator, EIA):
 - EIA has gained approval from MoE, DSHE and DPE; it is authorised by Executive Committee of National Economic Council (ECNEC).

- MEW is vital to educational monitoring in Bangladesh – EIA hopes to establish a partnership with MEW.
- Action plan agreed between MEW and EIA (deadlines given where agreed):
 - EIA: Provide MEW staff with EIA teacher materials on CD and print versions – 9th June ✓
 - EIA: Gain approval letter from DSHE and MoE for USEOs to work with EIA – by 24th June ✓
 - EIA: Send list of EIA schools and upazilas to MEW – by 24th June. (if list is finalized by this date.)
 - MEW: Review EIA monitoring tools with view to customise/combine monitoring tools of MEW and EIA: Policy Support School Monitoring and Quality Assurance Unit (PMQAU) of DSHE and MEW to work together on these.
 - EIA: Provide MEW personnel with list of EIA objectives/Key Performance Indicators (KPIs) so MEW can review monitoring forms – by 9th June
 - EIA: Draft workshop report and share with MEW for comment – 13th June ✓
 - MEW: Review draft workshop report ✓
 - EIA: Arrange follow-up meeting in 6-7 weeks to discuss potential collaboration in more detail.

10. Closing remarks

- Thanks to workshop participants from Johan Bentinck and Kirsten Zindel.
- Thanks to from Zaki Imam – EIA are very grateful for participation from DSHE.