

People's Republic of Bangladesh

**JICA Support Program
for Strengthening the Capacity of Teacher
Training in Primary Teachers Training
Institutes to Improve Classroom Teaching
Under Component 1 of PEDP3**

Project Completion Report

November 2017

JAPAN INTERNATIONAL COOPERATION AGENCY

**PADECO Co., Ltd.
Hiroshima University**

HM
JR
17-106

People's Republic of Bangladesh

Japan International
Cooperation Agency
(JICA)

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Abbreviations

AI	Artificial Intelligence
AOP	Annual Operation Plan
AUEO	Assistant Upazila Education Officer
ADG	Assistant Director General
C-in-Ed	Certificate in Education
DFID	Department for International Development (UK)
DG	Director General
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
EIA	English in Action
ECL	Each Child Learns
IDEC	International Development and Cooperation
IER	Institute of Education and Research
JICA	Japan International Cooperation Agency
JSP	JICA Support Program
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
NAPE	National Academy for Primary Education
NBST	Need-Based Sub-Cluster Training
NCCC	National Curriculum Coordination Committee
NCTB	National Curriculum and Textbook Board
PECE	Primary Education Completion Exam
PEDPII	Second Primary Education Development Programme
PEDP3	Third Primary Education Development Programme
PEDP4	Fourth Primary Education Development Programme
PTI	Primary Teacher Training Institute
SGA	Study Group Activity
SW	Study Workshop
TED	National Plan and Strategy for Primary Teacher Education and Development
TP	Teaching Package
TSN	Teacher Support Network
UEO	Upazila Education Officer
URC	Upazila Resource Center

1. Summary of the Report

For the past 7 years, from November 2010 to November 2017, the JICA Support Program (JSP) has been providing technical support to the Directorate of Primary Education (DPE), National Curriculum and Textbook Board (NCTB), and Primary Teacher Training Institutes (PTIs) through various activities for the improvement of the quality of primary education. As the current phase of the JSP is concluding, this report summarizes the activities of JICA as per the Annual Operation Plan (AOP) of 2011-12 to 2016-17 of the Third Primary Education Development Programme (PEDP3).

Throughout the years, JSP provided on-going technical support to the DPE Training Division, to strengthen the quality of various teacher trainings and activities under the National Plan and Strategy for Primary Teacher Education and Development (TED) Plan. This included support for development of program contents and manual/guideline development for Teacher Support Network (TSN) through Lesson Study, Need-Based Sub-Cluster Training (NBST), Subject-Based Training, and Head-Teacher Leadership Training. Furthermore, JSP monitored the implementation of the trainings, and then provided the Training Division with feedback including recommendations for improvement.

For the revision of the primary curriculum, JSP has continued to maintain close liaison with NCTB, DPE and concerned offices/experts regarding the refinement process of the revised primary textbooks/teacher's guide and support materials. JICA science and math experts provided technical support to NCTB officials/experts on the refinement of textbooks and teacher's editions of Math (Grades 1-5) and Science (Grades 3-5) as well as the Teacher's Guide of Grades 1 and 2 Introduction to Environment Social Science and Science (integrated), under the framework of the large-scale tryout. Additionally, technical support was provided for the development of assessment tools under the revised curriculum and textbooks and program contents of the Curriculum Dissemination Training.

For the strengthening of the PTIs, JSP also provided technical support for the Diploma in Primary Education (DPEd) curriculum development for science and math. JSP also continued to assist PTIs through a one-day follow-up program for PTI superintendents and five-day program for PTI science and math instructors which were conducted five times during PEDP3. Through these training programs, participants were briefed on the current status of PEDP3 activities; such as DPEd, National Curriculum and development of textbooks and teacher support materials, and the TED Plan. For the superintendents, a special emphasis was placed on providing them with the opportunity to share their experience in conducting Lesson Study with one another through poster sessions and presentations. For the PTI science and math instructors, sessions were conducted for learning how to use the rubric for lesson evaluation and lesson plan development.

To supplement the technical support provided by JSP in Bangladesh, numerous overseas trainings were conducted by JICA in which officials and specialists from DPE, the National Academy for Primary Education (NAPE), PTI Superintendents and Instructors, and head teachers of primary schools participated. The focus of these trainings ranged from learning about Lesson Study in Japan and Indonesia, improvement of primary science and mathematics education, and the improvement of the quality of teacher training. Furthermore, JSP conducted 3 counterpart trainings on curriculum and textbook development in Japan, in which specialists from NCTB and professors from Dhaka University, Institute of Education and Research (IER) participated. After returning from Japan, it was found that the participants from the counterpart training were then able to directly apply the knowledge they learned in Japan through working with JICA experts on the refinement of the textbooks and teacher's editions.

Finally, JSP utilized various mediums to disseminate information and raise awareness about the importance of education. The use of a voluntarily run Facebook page created a platform for the exchange of ideas regarding how to improve the quality of education. The drama series “Rupantar Kotha 1 to 4” are being used at various training sessions to encourage discussion about the implementation of Lesson Study, introduce the NBST process at the school level, and promotion of head teacher’s leadership.

2. Progress of Activities for PEDP 3

AOPSL NO. 54a Activities:

- **Technical support for the introduction / establishment of PTI network (mechanism) for improved teacher education**

Task in 2011/12	
1	Preparation and implementation of PTI network activity

Towards the end of the Second Primary Education Development Programme (PEDPII), JSP supported the implementation of Study Group Activities (SGAs) to develop a horizontal network among PTIs to share issues and possible solutions on teaching and learning, and Study Workshops (SWs) to develop a vertical network from central to upazila education officers and from academic experts to teachers to promote a common understanding about the direction being taken towards lesson improvement and the ideas and approaches being introduced in schools. To promote the smooth implementation of SGA/SWs, JSP developed a “PTI Cluster Activity Implementation Manual” which provided guidance to Central PTIs on how to organize and conduct successful PTI Cluster SGA/SWs.

In the PTI-SGAs, the main activity was Lesson Study, and lesson plans were prepared by the participating PTI Math and Science Instructors by using the format for C-in-Ed (and later DPed), and lesson observation was conducted using the new rubric developed by JSP for evaluation purposes, followed by active discussion among the participants subject-wise.

Task in 2012/13 to 2016/17	
1	Disseminate Teaching Packages and continue monitoring and mentoring program

TSN and Lesson Study

Based on the successful implementation of PTI cluster activities by JSP as a mechanism to strengthen the development of a teacher support network, PEDP3 decided to incorporate the PTI-SW model into PEDP3’s TSN activity (AOP No. 054), so that the teachers from all upazilas in the country would learn how to implement “Lesson Study” in their respective schools. JSP experts provided technical support to DPE Training Division to develop the orientation program’s contents and a Lesson Study implementation manual. Under AOP No.54 (2012-13) through Teacher Support Network Lesson Study technique was introduced through all the PTIs to 1,950 officials and 5,120 Primary School teachers in the country. In FY 2013-14 through internal adjustment TSN (Lesson Study) item was shifted to AOP 51. After conducting TOT in NAPE and PTIs, training was implemented in all Upazila Resource Centres (URCs) in the country. About 79,014 teachers were given a one-day orientation on Lesson Study. During FY 2014-15, JSP supported DPE to develop a three-day program schedule of TSN participated by 30,360 teachers and Assistant Upazila Education Officers (AUEO) in 1,012 batches. JSP team has also monitored TSN implementation and provided DPE with monitoring reports with feedback and recommendations. In May 2016, JSP also conducted a study on the implementation situation of Lesson Study technique in some selected areas. The team exchanged views with the stakeholders on its feasibility. Selected Divisional Directors (DD), District Primary Education Officer (DPEO), UEO (Upazila Education Officer), AUEO, URC Instructors, PTI Superintendents, head teachers etc. of Rajshahi and Mymensingh districts were interviewed. They also visited some schools where teachers were practicing this technique after receiving TSN training.

After conducting TSN through lesson study training since 2012, during FY 2016-17, DPE in

consultation with the JSP team started a pilot program in 20 schools in 10 sadar upazilas throughout the country. For this purpose, a detailed program plan/schedule was prepared and approved by DPE. Initially an “Orientation Workshop for the Implementation of Lesson Study at the School Level” was organized in NAPE from 7th February to 13th February, 2017. A total of 134 participants from DPE, NAPE and selected field level officials, trainers, supervisors, and head teachers participated in the workshop. Field level implementers were briefed about the implementation strategy by the officials DPE, NAPE and JSP members.

In March 2017, the JSP team with the support of NAPE Specialists observed the 1st monthly monitoring meeting at Mymensingh sadar upazila. During this time, the team intensely observed the implementation of the activities of all concerned and had a very effective interaction with the stakeholders. In April 2017, the team and NAPE Specialists observed the implementation of monthly monitoring meetings in 10 selected upazilas. During the observation, the team offered necessary technical support to the stakeholders for facilitating the implementation. Development in this respect is encouraging. In July 2017, the team and NAPE specialists conducted the “Experience Sharing Workshop” at NAPE on 9th and 10th July, 2017. A total of 64 participants from DPE, NAPE and selected field level officials, trainers, supervisors, and head teachers participated in the workshop. The participants shared the current progress of lesson study implementation in their upazilas, and discussed technical problems they were facing.

The final “Experience Sharing Workshop” was held at DPE on 25th October, 2017. A total of 130 participants from DPE, NAPE and selected field level officers, trainers, supervisors, and head teachers participated in the workshop. Presentations were made by assistant teachers from a primary school in Comilla, a head teacher and assistant teacher from Bogra, AUEO from Sylhet, and URC Instructor from Gazipur on the changes they have observed in teachers and students from the pilot program. Some examples given were on how teachers were now collaborating with each other more and not only developing the lesson plan together but helping one another to collect teaching aids and even asking each other questions about their lessons. Teachers discuss the problems they are facing in teaching more openly and also have become more confident in teaching as they are spending more time in preparing for their lessons. Some of the changes in students were that they were now actively participating in lessons, asking more questions during class, and eager to present their group work in front of the class. In the AUEO presentation, we found a strong commitment from the UEO to disseminate Lesson Study to other schools who weren't participating in the pilot program through usage of the Head Teacher's Monthly Coordination Meeting, and encouraging other AUEOs who weren't participating in the pilot program to join the monthly monitoring meetings as well as participate in Lesson Study activities in the schools. The URC Instructor has also been actively providing support to schools in conducting Lesson Study even before the pilot program through conducting follow-up workshops for TSN participants. Since there were many positive impacts from the pilot program, discussions after the presentations focused on how to scale-up the pilot program to other schools.

Furthermore, in order to provide primary school teachers with a better understanding of the Lesson Study procedure, banners/posters were distributed to all URCs, PTIs, and then selected schools which participated in TSN. One set contains three banners; one on the process of Lesson Study, one on lesson observation points, and one on discussion points. Schools can hang these banners on their wall, and refer to it as they go through the Lesson Study “Plan-Do-See” cycle.

PTI Superintendents Follow-up Program and PTI Math and Science Instructor's Follow-up Program

To provide continuous professional development for PTI Superintendents and PTI Science and Math Instructors, JSP along with DPE, NAPE, and NCTB conducted the Fifth to the Tenth

Follow-up Programs for PTI Superintendents and PTI Science and Math Instructors. Details can be found in Table 2.1 and 2.2 below.

Table 2.1 Fifth to Tenth PTI Superintendent Follow-up Program Details

FY (PEDP II/PEDP3 Year)	Dates	Participant Number
2012/13 (PEDP3 Year 2)	8 th – 9 th July, 2012	53
2013/14 (PEDP3 Year 3)	14 th – 15 th July, 2013	57
2014/15 (PEDP3 Year 4)	19 th – 20 th July, 2014	57
2014/15 (PEDP3 Year 4)	7 th – 8 th April, 2015	56
2016/17 (PEDP3 Year 6)	7 th – 8 th March, 2017	59
	Total	282

Table 2.2 Fifth to Tenth PTI Math and Science Instructors Follow-up Program Details

FY (PEDP II/PEDP3 Year)	Dates	Participant Number
2012/13 (PEDP3 Year 2)	22 nd – 26 th July, 2012	107
2013/14 (PEDP3 Year 3)	21 st – 25 th July, 2013	114
2014/15 (PEDP3 Year 4)	6 th – 10 th July, 2014	113
2014/15 (PEDP3 Year 4)	29 th – March 2 nd April, 2015	94
2016/17 (PEDP3 Year 6)	19 th – 23 rd March, 2017	129
	Total	557

In the PTI Superintendents Follow-up Program, participants were briefed on the latest updates regarding the TED Plan, DPed and their roles and responsibilities in its implementation, and revisions of the national curriculum and then the refinement of textbooks. Additionally, the linkage between “Lesson Study” with these PEDP3 activities were also discussed to provide a common understanding among all stakeholders.

From the 8th Follow-up Program, in order to share information on Lesson Study activities at each PTI, PTI Superintendents were asked to develop power point presentations which were displayed through a poster session and then through voting by their colleagues, 10 PTIs were selected to give oral presentations, through which the top 3 PTIs were selected and given awards as shown in the table below.

Table 2.3 PTIs Awarded for Lesson Study Implementation

FY (PEDP3 Year)	Top 3 PTIs
2014/15 (PEDP3 Year 4)	1 st place Comilla PTI 2 nd place Jessore PTI 3 rd place Pabna PTI
2014/15 (PEDP3 Year 4)	1 st place Jessore PTI 2 nd place Comilla PTI 3 rd place Rajshahi PTI
2016/17 (PEDP3 Year 6)	1 st place Cox Bazaar PTI 2 nd place Munshiganj PTI 3 rd place Aliganj PTI

In the PTI Math and Science Instructor’s Follow-up Program, the contents were developed to strengthen both pedagogical and subject-content knowledge of PTI instructors and covered topics such as learning how to use the rubric for lesson observation and evaluation, developing lesson plans, as well as briefing PTI instructors on the latest updates regarding the TED Plan, DPED, and revisions of the national curriculum and then the refinement of textbooks.

AOP SL NO. 54b Activities:

- **Need-based technical support for revision of primary curriculum, textbooks, teacher support materials by NCTB**

Task in 2011/12	
1	Support subject-wise and class-wise curriculum revision
2	Prepare for textbook revision in math and science
3	Support of teachers’ guide development in math and science

In preparation for the curriculum and textbook revision work, JSP supported NCTB to conduct a series of seminars and workshops in 2011.

- 1) Seminar on Curriculum and Pedagogy in the World (10th March, 2011)
The seminar was chaired by DPE, and its chief guest was the Secretary of Ministry of Primary and Mass Education (MOPME), and NCTB chairperson also attended as the special guest. The objectives of this seminar were (1) to share the latest trends of international process and framework of curriculum and textbook revision among the Bangladeshi stakeholders who are concerned with primary school curriculum in Bangladesh and researchers from other countries, and (2) to discuss the direction of the upcoming primary curriculum revision in this country. Professor Baba, Professor Shimizu and Professor Ninomiya from JSP made presentations on the comparative analysis of textbooks and curricula in Japan and other countries with those of Bangladesh.
- 2) Curriculum Workshop (23rd – 28th July, 2011)
The workshop was conducted by inviting concerned people for the math and science primary curriculum revision. In this workshop, the revision schedule for the primary curriculum was shared. In addition, the aims and objectives of the current curriculum were reviewed. The workshop put much emphasis on the assessment aspect, and the JSP utilized the TIMSS and PISA to inform about international trends. Finally, science and math groups chose some areas for which they drafted a sample curriculum.
- 3) Seminar on Curriculum in the 21st Century (31st July, 2011)
Following up on 1) Seminar of Curriculum and Pedagogy in the world, this seminar became the 2nd seminar held by NCTB in Dhaka. In this seminar, Professor Ninomiya presented recommendations for primary math education, and NCTB shared the outputs of the curriculum workshop held in Savar. NCTB presented on the current situation, the results of the needs analysis, and the future schedule for the curriculum revision. Discussions took place on how to incorporate the recommendations into the revision process.

Task in 2012/13 to 2016/17	
1	Strengthen capacity to analyze and revise curriculum
2	Overseas training

Curriculum Revision and Textbook Revision/Refinement

On 4th July, 2012, a seminar was held on “Curriculum and Textbook Development of Mathematics and Science in Bangladesh” at Ruposhi Bangla Hotel. The seminar was organized by NCTB in collaboration with DPE and JSP. The latest status of the revision process of the national curriculum and teaching learning material development were shared, and recommendations/guidelines were highlighted. Trainees who attended the counterpart training in Japan in May also shared their experience with Bangladeshi experts and discussed in detail about the implementability of new techniques and methods in the Bangladeshi context.

The JSP has maintained close liaison with NCTB, DPE and concerned officers/experts regarding the process of curriculum and textbook revision, and has been supporting the writers in developing contents of textbooks and Teacher’s Guide in math and science. In October 2012, JICA experts began supporting NCTB in preparing and implementing their small-scale piloting of the revised textbooks and teachers’ guides in four (4) selected schools in Dhaka and Savar. Simultaneously international consultants from the English in Action (EIA) project of the Department for International Development (DFID) were involved in piloting relevant materials in these schools. The field work for this small-scale pilot was completed in November 2012 under the leadership of NCTB officials and researchers from JSP and EIA, and the report was prepared by NCTB in the following months. JSP and EIA also provided technical input in the preparation for the large-scale tryout including development of research instruments during the third and fourth quarters of FY 2012/13.

On 29th April, 2013, the JSP organized a seminar to provide an opportunity for Mr. Md. Mazharul Haque, Assistant Specialist, NAPE and Mr. Md. Mazharul Islam Khan, PTI Instructor, Mymensingh PTI, who obtained their master’s degrees from the Graduate School of International Development and Cooperation (IDEC) at Hiroshima University, to share their research and findings with their colleagues. Mr. Haque presented on the “Analysis of Elementary School Teaching Package Activities in Bangladesh: A Focus on Science Process Skills in Physical Science and its Implementation in the Relevant Areas of Primary Teacher’s Professional Development”, and Mr. Khan presented on “Teachers’ Knowledge about Students’ Error in Word Problem at Elementary Mathematics in Bangladesh and some Reflections on how to solve these issues in Bangladesh”.

Besides the above-mentioned activities, the Bangladeshi curriculum and textbooks were reviewed by the JSP experts and an analysis report was prepared. Based on this analysis, a curriculum seminar was held on 21st July, 2013 at Pan Pacific Hotel Sonargaon inviting Mr. Quazi Akhtar Hossain, honorable Secretary MOPME, as Chief Guest, Dr. Takao Toda, JICA Chief Representative, as Special Guest, Mr. Shyamal Kanti Ghosh, Program Director, PEDP-3 & Director General, DPE, as Special Guest, and other concerned stakeholders from various institutions and offices, which was chaired by Prof. Md. Shafiqur Rahman, Chairman, NCTB. The seminar focused on “Review of the Revised Curriculum Materials and Recommendations for Future Improvements of 21st Century Mathematics and Science Education in Bangladesh”. The seminar provided an excellent opportunity for Bangladeshi experts to share their knowledge and experience with Japanese specialists in the relevant fields.

During October 2013 to August 2014, 7 international and 3 national experts supported NCTB in the refinement of Grades 1, 2, and 3 Math and Grade 3 Science textbook and teacher’s editions, and from October 2014 to December 2015, 2 international and 3 national experts supported the refinement of Grades 4 and 5 Math and Science textbook and teacher’s editions. Additionally, support was provided for illustration and layout work. After evaluation of the refined textbooks by the writer’s panel, Professional and National Curriculum Coordination Committee (NCCC), the textbooks were approved and finalized with some modifications. Then during April 2016 to

October 2017, support was provided for refinement of the Teacher’s Guide of Grades 1 and 2 Science and Social Studies (integrated). The refined textbooks for Grades 1, 2, and 3 Math and Grade 3 Science textbook were distributed to schools in January 2015, Grades 4 and 5 in January 2016, and the teacher’s editions for Grades 1-5 Math and Grades 3-5 Science in January 2017.

On 25 July, 2017, the final curriculum seminar, “Local and International Context of Curriculum and Learning of 21st Century Mathematics and Science Education”, was held at BRAC Centre Inn. Prof. Takuya Baba, Dean of IDEC, Hiroshima University and JSP expert, presented on the “Local and International Context of Curriculum Development” and explained the changing needs for curriculum development as society heads towards the 21st century and the development of artificial intelligence (AI). Prof. Kinya Shimizu, IDEC, Hiroshima University, and Prof. Hiroyuki Ninomiya, Saitama University, presented on how the current curriculum and refined math and science textbooks have changed. Finally, Professor Emeritus Hideo Ikeda, IDEC, Hiroshima University, discussed the importance of teachers having the capacity to teach according to the curriculum and textbooks, and making connections with the role Lesson Study can play in the capacity development of teachers.

Overseas Training

During the project period, JICA has supported numerous overseas trainings. For further details, please refer to Appendix 2.

Additionally, 3 counterpart trainings courses on the “Implementation and Evaluation of the Primary Curriculum in Science and Mathematics in Bangladesh” were organized by JSP in 2012-14.

Table 2.4 Counterpart Training Details

	Dates	Participants
1	12 May – 2 June, 2012	Mr. Md. Mosle Uddin SARKAR, NCTB, Primary Curriculum Wing, Specialist Ms. Manwar HASMATH, NCTB, Primary Curriculum Wing, Specialist Mr. Abu Hena Mashukur RAHMAN, NCTB, Primary Curriculum Wing, Specialist Ms. Lana Humayera KHAN, NCTB, Primary Curriculum Wing, Specialist Mr. Kh. Md. Monjurul ALAM, NCTB, Primary Curriculum Wing, Specialist
2	2 – 23 February, 2013	Mr. Mohd. Manirul ISLAM, Assistant Professor / NCTB, Primary Curriculum Wing, Research Officer Mr. Md. Murshid AKTAR, NCTB, Primary Curriculum Wing, Research Officer Mr. Md. Mustafa Saiful ALAM, Assistant Professor, NCTB, Primary Curriculum Wing, Specialist Mr. SM Hafizur RAHMAN, Associate Professor, Institute of Education and Research, University of Dhaka Ms. Sharmin KABIR, Lecturer, Institute of Education and Research, University of Dhaka
3	10 – 31 May, 2014	Mr. Chowdhury Musarrat Hossain JUBERI, NCTB, Primary Curriculum Wing, Senior Specialist Mr. Md Abu Saleque KHAN, NCTB, Primary Curriculum Wing, Research Officer

	Dates	Participants
		Ms. Shah Taslima Sultana TANIA, NCTB, Primary Curriculum Wing, Research Officer Dr. Md Abdul HALIM, Professor, Institute of Education and Research, University of Dhaka Mr. Mohammad Nure Alam SIDDIQUE, Associate Professor, Institute of Education and Research, University of Dhaka

*Positions listed are those at the time of the training.

The first half of the training was implemented with the cooperation of Hiroshima University, and provided the basis on the developmental history of Japan's curriculum and textbook, and informed the trainees about the theory of learner-centered education. In addition, visits to primary schools in Hiroshima were arranged and the trainees had an opportunity to observe classes and exchange opinions with Japanese teachers. This allowed for first-hand experience and understanding of what education in Japan currently looks like on the ground. The last week of the training took place in Tokyo, where trainees learned about the practice of curriculum revision and textbook development and evaluation in Japan, and the involvement of the private sector in education in Japan.

AOP SL NO. 54c Activities:

- **Technical support for the introduction of demand-based teacher training and improved classroom teaching through the dissemination of Teaching Packages**

Task in 2011/12	
1	Coordinate with DPE for preparing improved teacher training program
2	Preparing and conducting impact study in target school clusters

During FY 2011-12, several SGAs were held for the dissemination of Teaching Packages (TPs) among PTI Math and Science Instructors involving PTI Experimental teachers (see AOP SL No.54a for details).

In addition, JSP conducted a pre-activity survey from February to August of 2011. This survey collected information on 1) Macro indicators about quality education (e.g. completion rate, dropout rate, repetition rate, learning achievement, etc.), 2) Quality and contents of training and conditions, opinions of instructors and trainees at PTIs, and 3) Teachers' teaching capacity, both teachers' and students' attitudinal conditions, teacher-student relationship, and students' learning quality at the primary school level. A report on the survey was submitted in August 2012.

Task in 2012/13 to 2016/17	
1	Strengthen professional capacity of DPE and NAPE
2	Strengthen capacity of practice teaching at experimental and practice teaching schools

Need-Based Sub-Cluster Training

During FY 2012-13, JSP provided technical support to DPE Training Division in the preparation of training materials and finalizing the program implementation plans for NBST. When the program was being piloted in 7 upazilas, JSP conducted field visits and provided support through monitoring and mentoring, and submitted a report to DPE with comments, observations and recommendations in August 2013. The Training Division then initiated some activities based on the recommendations from the report.

Rupantar Kotha 3, which was produced with JICA support and depicts the process of NBST, was

screened in the orientation program of field level officers on NBST at 22 PTIs in FY 2014-15. Earlier the DVD was distributed to the concerned venues and offices of 30 districts. The impact of the screening was closely monitored and it was found that the DVD is helpful for the participants' understanding of the process.

Head Teacher's Leadership Training Program

During FY 2012-13, JSP attended the program development workshop on 13th – 14th November, 2012, and supported the review and editing of the training manual contents. JSP and DPE then developed Rupantar Kotha 4, which is based on the theme of Head Teacher's Leadership Training in 2015. Through discussions with DPE, it was decided that Rupantar Kotha 4 would be screened on the 6th day of the 21 day training program. As per the request of DPE, JSP distributed copies of Rupantar Kotha 4 to all URC's and relevant offices in April 2016. Team members visited a number of URCs conducting the Head Teacher's Leadership Program. In addition to observing the training sessions, they also witnessed the screening of Rupantar Kotha 4 as per the directives of DPE. It was found that the docudrama facilitated the training program to a great extent. The participants highly appreciated the objective, theme and very effective presentation of the training program through the drama. Additionally, it was agreed with Upazila Education Officers (UEOs) that Rupantar Kotha 4 would be screened during the routine monthly meetings of the head teachers.

Lesson Evaluation

In order to strengthen, lesson observation and evaluation skills of math and science PTI instructors, three-day Lesson Evaluation Workshops were conducted by two Japanese specialists and 4 math and 4 science national experts at NAPE from 11 to 13 October, 2015 and 10 to 12 November, 2015.

Impact Surveys

After the Pre-Activity Survey in 2011, the 1st Situational Analysis Survey was conducted from February to May, 2012 in Gazipur, Jessore, Mymensingh, Sylhet, Bogra, Rajshahi, Rangpur, and Comilla districts. The report was finalized in August 2012.

The 2nd Situation Analysis Survey was conducted during January to May 2014, and researchers made field visits to study the impact of JICA interventions. Under the Questionnaire Survey, 108 schools were targeted and interviews were conducted with Head-Teachers, Assistant Teachers, URC Instructors, and AUEOs in Barisal, Bogra, Chittagong, Comilla, Joydevpur, Jessore, Mymensingh and Rangpur districts. Under the Lesson Study & Teaching Package Survey 40 schools were targeted and interviews were conducted with Head-Teachers and Assistant Teachers and Lesson Study Sessions were implemented in Barisal, Bogra, Chittagong, Comilla, Joydevpur, Jessore, Mymensingh and Rangpur districts. Additionally, data was collected through Pre/Post Tests for the 804 training participants of the Subject-Based Training (Science and Math) at 18 URCs. The report was finalized in August 2014.

The Post-Activity Survey was conducted in the field from September to October 2015, and after analysis and report writing, the report was finalized in August 2016.

The JSP team with the support of DPE conducted an impact survey of the ongoing Teacher Training Programs under PEDP3 from 6th to 25th May, 2017. Survey was conducted in 35 districts (70 upazilas including the sadar and a rural upazila) by 210 AUEOs (6 from each district), and 40 IER graduates under the supervision of the JSP team and 4 IER Professors according to a detailed program schedule. Data collection through survey using a Tablet device and data entry were

completed in June 2017 as per schedule and sent to the Analyst. Through the analysis the following positive changes were found:

- TSN training increases the implementation rate of Lesson Study and the usage of Self-Reflection Forms.
- Lesson Study and Academic Supervision contribute to reducing teacher’s difficulties in teaching.
- Fortnightly School Meetings and Lesson Study enhance preparation of teaching materials and homework.
- Collaboration among teachers, between teachers and URC instructors and AUEOs, have significant positive correlations with various teaching methods such as preparing teaching aids, using other teaching materials in addition to textbooks, taking students outside of the classroom for further learning, and giving students homework which has scope for thinking.
- TSN training and other CPD activities such as NBST, Fortnightly School Meetings, and Lesson Study tend to weaken “introversion” of the teachers interviewed.
- Implementation of Fortnightly Meetings, have a positive influence on student’s interest in Math and Science.

Further analysis could be found in the Final Report prepared separately in November 2017.

AOP SL NO. 54d Activities:

- **Need-based technical support for development of DPED curriculum and related teaching materials**

Task in 2011/12	
1	Support development of SK & PK in math and science
2	Prepare and support training material development
3	Support DPED piloting

During FY 2011-12, JSP maintained regular contact with NAPE as it is the responsible organization of DPED curriculum development. Mr. Soma (Science education expert), Mr. Takahashi (Mathematics education expert), and Dr. Aziz (JICA short-term researcher) have participated in DPED Curriculum Writers’ Workshops and continued to assist the progress of DPED development.

Task in 2012/13 to 2016/17	
1	Strengthen professional capacity of faculty members of PTIs (Science and Mathematics)
2	Involve the quality of pre-service teacher training by integrating TPs essence in existing C-in-Ed and proposed Diploma in Education in Science and Mathematics

During FY 2012-13, JSP experts continued to work with the DPED development consultant team to support to the development of the curriculum and training materials for the DPED program. Based on the evaluation report, JICA experts finalized the training materials.

JSP also supported the piloting of the DPED program through the cluster PTIs. JSP experts attended workshops in January (January 1, 2, 24–26, 2013) at NAPE in Mymensingh, and assisted in the revision and finalization of training materials in math and science, based on DPED’s evaluation report. These training materials were then approved by MOPME.

During FY 2013-14, JSP experts continued to provide support to the piloting of the DPED program through the cluster PTIs. Support was provided to the revision team for revising and finalizing the training materials in math and science based on DPED’s Evaluation Report. According to the

results of the piloting in 7 divisional PTIs, the training materials were finalized and approved by the Ministry, and were introduced in 29 PTIs in August, 2013. However, since there were a few mistakes in those materials, which needed to be corrected by the end of December 2013 in order to be re-printed and distributed to the next batch of DPED trainees starting from July 2014, the team leader of the DPED development team requested JSP for support once more. JSP provided technical support to this process through two National Consultants.

After completing, the 2nd revision of the DPED course materials (Math & Science), JSP continued to provide support as needed. During the 1st and 2nd quarter of FY 2015-16, assistance was provided in integrating Lesson Study in the assessment part of the DPED examination, and implementation began in the 2016-17 academic year. Also, due to its importance, in the present revision of DPED curriculum, Lesson study technique is further explained, and linked with Action Research under “Professional Study”.

Other Activities

Rupantar Kotha

For the promotion of goals and objectives of PEDP3, JSP developed a TV drama entitled “Rupantar Kotha” in 2012. It was broadcasted on Bangladesh Television (BTV) on 13th July, 2012, and also screened in various training venues. In FY 2013-14, JSP developed its second TV drama of the Rupantar Kotha series, Rupantar Kotha 2, which provides the audience with an introduction to the concept and process of Lesson Study in an attractive manner. Rupantar Kotha 2 was broadcasted on BTV on 31st August, 2013. A second set of public service announcements (PSAs) were developed along with “Rupantar Kotha 2” and these were broadcasted once on 28th August, 2013. The sequel takes up the topic of “Lesson Study”, and is a story about a teacher who is very enthusiastic about improving his and his colleagues’ teaching practices. Though there is some initial hesitance, the school implements “Lesson Study”, and teachers strengthen their motivation and collegiality through the process. This drama has been shown at various training sessions and seminars, and has received positive feedback from viewers.

In FY 2014-15, JSP team initiated the development of a docu-drama “Rupantar Kotha 3” about the dissemination of the processes of NBST among teachers and other concerned officials. With DPE’s support and cooperation in finalizing the script and conducting the shooting, the docu-drama was produced and approved for viewing. “Rupantar Kotha 3” has been shown at NBST trainings from January, 2015.

Finally, in FY 2015-16 “Rupantar Kotha 4” based on the theme of Head Teacher’s Leadership Training program was developed in consultation with DPE and after being approved, shooting was conducted in the field. The draft version of the DVD was viewed in a meeting with Director General (DG) and Assistant Director General (ADG), DPE and was highly appreciated by all. “Rupantar Kotha 4” was finalized in 2015 and arrangements were made to show the drama at Head Teacher’s Leadership Trainings from 2016.

To achieve objectives of the JICA Support Program and in support of the goals of PEDP3, JSP has also been organizing three activities promoting communications in primary education as below:

1) Rupantar Kotha Facebook page

This is an unofficial page that is being voluntarily run by some members of the JSP. Its objective is to provide a forum where people can share ideas and exchange information on how to improve the quality of education in Bangladesh. JSP activities are being introduced as

posts, and there are also posts from colleagues at PTIs sharing what they have been doing at their PTI. In April 2016, the page was linked to DPE's website further promoting the page's access to a wider audience. As of November 2017, the page has 1,942 people who have clicked "like" on the page, and follow updates provided from this page. Recently, due to security concerns, JSP has not been posting updates. However, the page's past posts continued to be viewed.

2) School Diary piloting

In order to facilitate and strengthen communication between the school and students' guardians, the JSP with the assistance of several head teachers, developed a school diary. This school diary was piloted for classes in Grade 3 in 5 schools in 2013, and results of the pilot were shared with DPE. JSP experts and staff visited 4 schools to discuss how the diary piloting affected their teachers, students, and parents, and the team received positive responses from all concerned. The findings were provided in the "Report on JSP Activities on Communication".

3) Community Radio

Another innovative intervention in this area is the use Community Radios to spread the messages on primary education to the grassroots level. As a means of reaching out to the school level, initially JSP worked with two community radio stations to develop radio programs with the support of the teachers and officials of the locality. These radio programs are aimed at raising awareness about the importance of education at the school level, and to promote social mobilization. Two community radios, Radio Jhenuk FM99.2 in Pabahati, Jhenidah and Radio Saga Giri FM99.2 in Sitakung, Chittagong also broadcasted programs related to the improvement of classroom teaching during August to November, 2013. JSP experts and staff conducted visits to the two stations in November to gather feedback and recommendations. The feedback received are encouraging. The findings were provided in the "Report on JSP Activities on Communication".

The "Report on JSP Activities on Communication" was submitted to DPE in February 2014 for their consideration with implementable recommendations to continue the activities under PEDP3.

3. Findings and Comments

[Primary Curriculum and Textbook Revision]

JICA's involvement in primary curriculum in Bangladesh started in 2009 by presenting analyses and recommendations on primary curriculum and textbooks in math and science. Since 2010, JICA experts have been involved with NCTB in primary textbooks revision in math and science. From October 2013, JSP set up an office within NCTB to work in closer cooperation with the Math and Science expert team of Bangladesh. During the 3rd and 4th quarter of FY 2013-14, it was agreed with NCTB that JSP would provide more comprehensive support in the textbook refinement process which encompassed revision of the contents as well as illustration and layout development. JICA experts also closely liaised with DFID experts who are supporting NCTB for the refinement of textbooks of Bangla, English and Social Studies. Textbook and Teacher's Edition refinement in math Grades 1 to 5 and science in Grades 3 to 5 has been completed during the 1st and 2nd quarter of the FY 2015-16. Then during FY 2016-17 and the 1st and 2nd quarter of FY 2017-18, support was provided for refinement of the Teacher's Guide of Grades 1 and 2 Introduction to Environment Science and Social Studies (integrated). Through the process of working side by side with JSP experts, and through the counterpart trainings in Japan, we found a stronger commitment by NCTB to improving the quality of textbooks and teacher's guides. However, the distribution of teacher's edition of Math and Science was delayed by 2 years after textbook delivery and eventually teachers received them in 2017. In addition, the new curriculum dissemination training particularly for the teachers are not yet conducted as of October 2017. These two issues need to be addressed as soon as possible by the concerned officials from NCTB and DPE. Otherwise, teachers' performance by using the refined Textbooks may be limited. JSP has received feedback from teachers who are conducting Lesson Study using the refined textbooks on how they find some contents difficult as it is very different from the previous textbooks which they are accustomed to using.

Although JSP has provided technical support for refining the textbooks and teacher's editions, there is still room for improvement. For example, further capacity development is needed for textbook writers to be able to accurately incorporate the contents of the curriculum into textbooks and teacher's editions, as well as in developing teacher's editions which teachers can easily follow, particularly when introducing new teaching methods. Editing skills also need to be developed in order to create teacher's editions with figures and explanations that support teachers' understanding.

[Diploma in Primary Education (DPEd) Development]

JSP experts completed technical input in the development of materials in the areas of Science and Math and the 2nd revision of the course materials was completed during the 3rd and 4th quarter FY 2013-14. In December 2013, MOPME and Ministry of Education (MOE) tentatively decided that IER is to examine the quality standard of the administration of the curriculum and examination by PTIs under NAPE. Coordination between MOPME and MOE is needed urgently, as the trainees are currently completing the DPEd course without proper awarding of a Diploma.

Concerning more pedagogical issues in DPEd curriculum, we observed some confusions prevailing among the stakeholders about the teaching techniques like Lesson Study, Each Child Learns (ECL). Trainees' and Trainer's understanding is not clear. In addition, for the successful implementation of DPEd, the managerial and leadership capacity of PTI superintendents as well as the theoretical and pedagogical capacity of PTI instructors must be developed further. JSP has provided support in these areas through the Follow-up Programs, but it is recommended that further opportunities for training are provided to PTI superintendents and instructors based on their needs.

Moreover, the ongoing DPEd program needs continuous monitoring and mentoring at the PTI level both by DPE and NAPE. Simultaneously, performance of trained teachers at the school level needs to be carefully evaluated for further improvement of the course. For doing this, professional and managerial capacity of DPE and NAPE needs further examination.

[In-Service Teacher Training: Lesson Study and CPD]

As previously mentioned, the Lesson Study technique has been integrated in in-service training as an effective capacity development strategy for primary school teachers and is being disseminated throughout the country under Teacher Support Network (AOP 54). Furthermore, JSP conducted a pilot program, in consultation with DPE, for implementation of Lesson Study in 20 schools in 10 sadar upazilas from February to October, 2017. Although some of the school's teachers had been conducting Lesson Study before, through the pilot program, some positive changes were found. For example, after introducing the concept of linking problem identification, through academic supervision and utilizing the Self-Reflection Form, with Lesson Study, teachers began to develop lessons based on their problems in teaching and learning. Many of the schools were encouraged to use Fortnightly School Meetings as time for conducting Lesson Study. We found more collaboration among teachers, and how they began to discuss their weaknesses more openly, in order to improve their lessons. During the pilot program, UEOs played an important role as promoters of Lesson Study, and AUEOs and URC instructors supported schools through monitoring and participating in school's Lesson Study activities. In this way, we have begun to see a real "Teacher Support Network" beginning to form. However, both local education officers and teachers have commented that continuous monitoring and support are needed, particularly for improving subject-content knowledge of teachers. A more effective and feasible monitoring and mentoring mechanism focusing on lesson quality improvement needs to be re-defined as an Upazila-based network seems workable by local personnel.

[Coordination among Stakeholders]

In addition, JSP has been involved in other teacher education and training program revisions through the Training Division of DPE. However, it seems that each program has been developed or revised with a little consideration about the linkages with other programs; for example, the links between DPEd and subject-based training, TSN and sub-cluster training/fortnightly school meeting. NBST (AOP 50a) is one of the great initiatives which involves more linkages in the existing system. However, there should be more communication among the people involved in these programs, and the Training Division should take the initiative in forging linkages between these teacher education programs in order to materialize the TED Plan (to be adopted as the Teacher Education and Development Policy). This will lead to a more effective and efficient implementation of the training programs for the teachers receiving the training.

Moreover, the linkage between DPE and NCTB about the refinement and development of curriculum, textbooks, and teacher support materials (Teacher's guide /edition) seems very weak at the moment. As the presentation of the refined textbooks has been changed and new teaching methods introduced, teachers will need the teacher's editions as well as the New Curriculum Dissemination Training to become accustomed to teaching using the refined textbooks. Therefore, it is urgently needed for DPE and NCTB to coordinate and take action.

In addition, JSP has been preliminarily trying to measure the effectiveness and efficiency of all the teacher training programs under the TED Plan, but it does not seem possible. Since all the training records about participating teachers are not well kept by the responsible organizations and even basic statistical data of the schools at Upazila level and District level are not very reliable, subsequently the Training Division of DPE cannot trace the trainings conducted at various venues in the field. A monitoring and mentoring system together with a statistical approach needs to be

considered for better impact on the improvement of teacher's teaching. For example, to measure the impact of teacher trainings a simple written assessment can be done before and after the training to compare how much they learned, or after the training AUEOs can check whether teachers are using what they learned from the training in their lessons when they visit schools to observe teachers' lessons. The information collected can then be compiled by the UEO and AUEOs, and then shared at Head Teacher's Monthly Coordination Meetings with specific advice on ways to improve. For this DPE may consider a permanent monitoring outfit at the Upazila level under the leadership of UEO specifying duties and responsibilities. Professional capacity of the field officers and educational administration at all levels from DPE to schools must be strengthened for effective management and supervision.

[Continuation of Assessment Reform]

During PEDP3, efforts were made to change the question formats of the Primary Education Completion Exam (PECE) from those which required rote learning to competency-based items which require utilization of thinking skills. Coordination is also needed here among the various stakeholders in developing a holistic approach. NCTB needs to be involved in order to utilize the information collected from assessments for curriculum and textbook revisions, and DPE in order to change the contents of teacher trainings so they are competency-based as the primary school curriculum. As assessment reform takes time, it is recommended that these initiatives are continued in the next program (Fourth Primary Education Development Programme: PEDP4).

[Communication Strategy]

JSP has received positive feedback from teachers and education officers who have viewed the Rupantar Kotha TV drama series at various trainings. Specific comments include how Rupantar Kotha 2 inspired teachers to try conducting Lesson Study at their school, and being able to understand the process of NBST more clearly through watching Rupantar Kotha 3. JICA has recently been supporting the capacity development of BTV through technical assistance, and therefore MOPME can consider broadcasting educational programs which can be both informative and motivational, and contribute to further promoting their goals to a wider audience.

[PEDP3]

Although JSP activities are funded by JICA directly through the technical support agreement, JICA activities are integrated in PEDP3. AOP No. 54a, 54b, 54c and 54d reflect JSP activities. Besides this parallel funding, the Japanese government has provided financial support by inputting Poverty Reduction Strategy Grant (PRS Grant) into PEDP3's treasury model system.

Appendices

Appendix 1:

AOP Based JICA Financial Projection Sheet 2011/12

SI No. as mentioned in DPP	2011-12 AOP Sl. No.	Result Area (Ref. Prog. Doc P 3-5)	comp/ Sub-comp no.	Activities (Component/ sub-component/ DPP item)	Divisional Responsibilities		DPP Target Total for 5 years (2011 to 2016)		AOP 2011-12		Remarks
					Main	Other	Physical No./ block	Financial Lakh Tk.	Physical No./ block with description	Financial in Lakh Taka	
0054	0054	1	1.6	Teacher network	Trng	P&O, IMD	1500	750.00	n.a	0.00	
	0054a	1	1.6	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education	Trng	P&O	----	Part of AOP Sl. No.'0054	block (DPA Fund)	223.00	Jica fund
	0054b	1	1.6	Needbased technical support for revision of primry curriculum by NCTB	Trng	Prog, NCTB	----	Part of AOP Sl. No.'0054	block (DPA Fund)	280.20	Jica fund
	0054c	1	1.6	Technical support f or the introduction of demand based teacher training and improved class room teachng through the dissemination of TPs	Trng	Prog, NCTB	----	Part of AOP Sl. No.'0054	block (DPA Fund)	165.80	Jica fund
	0054d	1	1.6	Need based technical support for development of DIP in ED curriculum and related teaaching materials	Trng	Prog, NCTB	----	Part of AOP Sl. No.'0054	block (DPA Fund)	165.80	Jica fund

AOP Based JICA Financial Projection Sheet 2012/13

SI No. as mentioned in DPP	2012-13 AOP SI. No.	Result Area (Ref. Prog. Doc P 3-5)	comp/ Sub-comp no.	Activities (Component/ sub-component/ DPP item)	Divisional Responsibilities		DPP Target Total for 5 years (2011 to 2016)		Achievement of AOP 2011-12		Revised AOP 2012-13		Expenditure 2012-13 in Lakh Taka	AOP 2012-13		Remarks
					Main	Other	Physical No./ block	Financial Lakh Tk.	Physical	Financial in Lakh Taka	Physical No./ block	Financial in Lakh Taka		Physical No./ block with description	Financial in Lakh Taka	
0054	0054	1	1.6	Teacher network	Trng	P&O, IMD	1500	750.00	n.a	0.00	6,800 participants (field level officials & teachers)	235.00	235.00	n.a	0.00	
	0054a	1	1.6	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education	Trng	P&O	----	Part of AOP SI. No.'0054	block	223.00	block (DPA Fund)	223.00	223.00	block (DPA Fund)	248.66	Jica fund
	0054b	1	1.6	Needbased technical support for revision of primry curriculum by NCTB	Trng	Prog, NCTB	----	Part of AOP SI. No.'0054	block	280.20	block (DPA Fund)	280.20	280.20	block (DPA Fund)	223.00	Jica fund
	0054c	1	1.6	Technical support f or the introduction of demand based teacher training and improved class room teachng through the	Trng	Prog, NCTB	----	Part of AOP SI. No.'0054	block	165.80	block (DPA Fund)	165.80	165.80	block (DPA Fund)	280.20	Jica fund
	0054d	1	1.6	Need based technical support for development of DIP in ED curriculum and related teaaching	Trng	Prog, NCTB	----	Part of AOP SI. No.'0054	block	165.80	block (DPA Fund)	165.80	165.80	block (DPA Fund)	165.80	Jica fund

AOP Based JICA Financial Projection Sheet 2013/14

SI No. as mentioned in DPP	2013-14 AOP Sl. No.	Result Area (Ref. Prog. Doc P 3-5)	comp/ Sub-comp no.	Activities (Component/ sub-component/ DPP item)	Divisional Responsibilities		DPP Target Total for 5 years (2011 to 2016)		Achievement of AOP 2011-12		Revised AOP 2012-13		Expenditure 2012-13 in Lakh Taka	AOP 2013-14		Remarks
					Main	Other	Physical No./ block	Financial Lakh Tk.	Physical	Financial in Lakh Taka	Physical No./ block	Financial in Lakh Taka		Physical No./ block with description	Financial in Lakh Taka	
0054	0054	1	1.6	Teacher network	Trng	P&O, IMD	1500	750.00	n.a	0.00	7,070 participants (field level officials & teachers)	124.33	124.33	n.a	0.00	
	0054a	1	1.6	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education	Trng	P&O	----	Part of AOP Sl. No.'0054	block	223.00	block (DPA Fund)	223.00	223.00	block (DPA Fund)	248.66	Jica fund
	0054b	1	1.6	Needbased technical support for revision of primary curriculum by NCTB	Trng	Prog, NCTB	----	Part of AOP Sl. No.'0054	block	280.20	block (DPA Fund)	280.20	280.20	block (DPA Fund)	223.00	Jica fund
	0054c	1	1.6	Technical support for the introduction of demand based teacher training and improved class room teaching through the	Trng	Prog, NCTB	----	Part of AOP Sl. No.'0054	block	165.80	block (DPA Fund)	165.80	165.80	block (DPA Fund)	280.20	Jica fund
	0054d	1	1.6	Need based technical support for development of DIP in ED curriculum and related teaching	Trng	Prog, NCTB	----	Part of AOP Sl. No.'0054	block	165.80	block (DPA Fund)	165.80	165.80	block (DPA Fund)	165.80	Jica fund

AOP Based JICA Financial Projection Sheet 2014/15

SI No. as mentioned in DPP	2014-15 AOP Sl. No.	Result Area (Ref. Prog. Doc P 3-5)	Comp/ Sub-comp no.	Activities (Component/ sub-component/ DPP item)	Divisional Responsibilities		DPP Target Total for 5 years (2011 to 2016)		Cumulative Expenditure (Jul. 2011–Jun. 2013)		Revised 2013-14		AOP 2014-15		Remarks
					Main	Other	Physical No./ block	Financial Lakh Tk.	Physical	Financial Lakh Taka	Physical No./ block	Financial Lakh Taka	Physical No./ block	Financial Lakh Taka	
0054	0054	1	1.6	Teacher network	Trng	P&O, IMD	1500	750.00		124.33	Teacher network (orientation training for officers (AUEOs) & teachers - 7,070	150.00	Training on Teacher support network through lesson study for teachers-1012 batches (30 persons per batch)-for 3 days;	802.00	PEDP3
	0054a	1	1.6	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education	Trng	P&O	Part of AOP Sl. No.'0054	0.00		446.00	block (DPA Fund)	223.00	block (DPA Fund)	223.00	JICA fund
	0054b	1	1.6	Needbased technical support for revision of primary curriculum by NCTB	Trng	Prog, NCTB	Part of AOP Sl. No.'0054	0.00		560.40	block (DPA Fund)	280.20	block (DPA Fund)	280.20	JICA fund
	0054c	1	1.6	Technical support f or the introduction of demand based teacher training and improved class room teaching through the dissemination of TPs	Trng	Prog, NCTB	Part of AOP Sl. No.'0054	0.00		331.60	block (DPA Fund)	214.00	block (DPA Fund)	214.00	JICA fund
	0054d	1	1.6	Need based technical support for development of DIP in ED curriculum and related teaching materials	Trng	Prog, NCTB	Part of AOP Sl. No.'0054	0.00		331.60	block (DPA Fund)	200.46	block (DPA Fund)	200.46	JICA fund

AOP based JICA Financial Projection Sheet 2015/16

SI No. as mentioned in DPP	2015-16 AOP SI. No.	Result Area (Ref. Prog. Doc P 3-5)	Comp/Sub-comp no.	Activities (Component/ sub-component/ DPP item)	Divisional Responsibilities		RDPP Target (2011 to 2017)		Cumulative Expenditure (July 2011 - June 2015)		Revised 2014-15		AOP 2015-16		Remarks
					Main	Other	Physical No./ block	Financial Lakh Tk.	Physical	Financial Lakh Taka	Physical No./ block	Financial Lakh Taka	Physical No./ block	Financial Lakh Taka	
0054	0054	1	1.6	Teacher network	Trng	P&O, IMD	Teachers Network - 105,220 Teachers	2076.79		1010.78	Training on Teacher support network through lesson study for teachers-506 batches (30 persons per batch)-for 3 days;	739.99	Training on Teacher support network through lesson study for teachers-506 batches (30 persons per batch)-for 3 days;	401.00	PEDP3
	0054a	1	1.6	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education	Trng	P&O	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher	1222.66		892.00	block (DPA Fund)	223.00	block (DPA Fund)	223.00	Jica fund
	0054b	1	1.6	Needbased technical support for revision of primry curriculum by NCTB	Trng	Prog, NCTB	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher	1417.80		1120.80	block (DPA Fund)	280.20	block (DPA Fund)	280.20	Jica fund
	0054c	1	1.6	Technical support f or the introduction of demand based teacher training and improved class room teaching through the dissemination of TPs	Trng	Prog, NCTB	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher	1132.80		759.60	block (DPA Fund)	214.00	block (DPA Fund)	214.00	Jica fund
	0054d	1	1.6	Need based technical support for development of DIP in ED curriculum and related teaching materials	Trng	Prog, NCTB	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher	953.32		732.52	block (DPA Fund)	200.46	block (DPA Fund)	200.46	Jica fund

AOP based JICA Financial Projection Sheet 2016/17

SI No. as mentioned in DPP	2015-16 AOP SI. No.	Result Area (Ref. Prog. Doc P 3-5)	Comp/Sub-comp no.	Activities (Component/ sub-component/ DPP item)	Divisional Responsibilities		RDPP Target (2011 to 2017)		Cumulative Expenditure (July 2011 - June 2015)		Revised 2015-16		AOP 2016-17		Remarks
					Main	Other	Physical No./ block	Financial Lakh Tk.	Physical	Financial Lakh Taka	Physical No./ block	Financial Lakh Taka	Physical No./ block	Financial Lakh Taka	
0054	0054	1	1.6	Teacher network	Trng	P&O, IMD	Teachers Network - 105,220 Teachers	2076.79		1010.78	Training on Teacher support network through lesson study for teachers-506 batches (30 persons per batch)-for 3 days;	401.00	Training on Teacher support network through lesson study for teachers-2024 batches (30 persons per batch)-for 3 days;	802.00	PEDP3
	0054a	1	1.6	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education	Trng	P&O	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher	1222.66		892.00	block (DPA Fund)	223.00	block (DPA Fund)	223.00	Jica fund
	0054b	1	1.6	Needbased technical support for revision of primry curriculum by NCTB	Trng	Prog, NCTB	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher	1417.80		1120.80	block (DPA Fund)	280.20	block (DPA Fund)	280.20	Jica fund
	0054c	1	1.6	Technical support f or the introduction of demand based teacher training and improved class room teachng through the dissemination of TPs	Trng	Prog, NCTB	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher	1132.80		759.60	block (DPA Fund)	214.00	block (DPA Fund)	214.00	Jica fund
	0054d	1	1.6	Need based technical support for development of DIP in ED curriculum and related teaching materials	Trng	Prog, NCTB	Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher	953.32		732.52	block (DPA Fund)	200.46	block (DPA Fund)	200.46	Jica fund

Appendix 2: List of Overseas Training Supported by JICA

No	Training Name	Dates/Place	Participants
1	Group Training Course on “Education Administration and Finance: Focused on Quality and Equity of Basic Education (J1200704)”	28 May - 14 July, 2012/Japan	Mr. Abu Taher, Deputy Director, DPE, Ms. Rashida Ferdouse, Deputy Director, DPE, Mr. AHM Golam Kibria, Senior Assistant Secretary, and Ms. Rebeka Sultana, Senior Assistant Secretary
2	Area Focused Training Course on “Improvement of Quality of Education through Lesson Study in Asia (J1204011)”	22 August - 22 September, 2012/Japan	Mr. Md. Rawshan Ali, Superintendent, Dinajpur PTI, and Mr. Md. Shahjahan Kabir, Instructor (Science), Pabna PTI
3	Group Training Course on “Improving Teaching Methods for Science and Mathematics in Primary Education (B) (J1200873)”	3 October - 17 November, 2012/Japan	Ms. Hasina Afrin, Instructor (General), Joydevpur PTI
4	Group Training Course on “Study on Education Improvement of Training Course of Teacher (J1200923)”	24 October - 18 November, 2012/Japan	Mr. Md. Abdul Salam Sikder, Superintendent, Khulna PTI, and Ms. Farhana Azad, Assistant Specialist, NAPE
5	Group Training Course on “Education Administration for Reducing Disparities in Basic Education (J12000686)”	17 October - 17 November, 2012/Japan	Mr. Humayun Kabir, Deputy Director, DPE
6	Area Focused Training Course on “South Asia Quality Improvement of Primary Science Education (Teaching & Learning at on site Education) (J1204103)”	8 October - 15 December, 2012/Japan	Mr. Nur Mohammad, Science Instructor, Kishoreganj PTI, Ms. Nasima Parvin, Instructor, Rangpur PTI, Mr. Md. Akber Hossain, Science Instructor, Satkhira PTI, Ms. Karuna Rani Devi, Science Instructor, Manikganj PTI, and Mr. ASM Mahful Alam, Science Instructor, Dinajpur PTI
7	Area Focused Training Course on "Improvement of Quality of Education through Lesson study in Asia (J1304068)"	28 August – September 21, 2013/Japan	Mr. Md. Kamrujjaman, Superintendent, Jessore, PTI, Mr. Md. Delwar Hossain, Education officer, Directorate of Primary Education, and Ms. Mahfuza Khatun, Education officer, Directorate of Primary Education
8	Area Focused Training Course on “South Asia Quality Improvement of Primary Science Education (Teaching & Learning at on site Education) (J1304022)”	8 October – 14 December, 2013/Japan	Mr. Md. Mustafizur Rahman Talukder, Instructor (Science), Sagardi PTI, Barisal, Mr. Muhammad Golam Quibria, Instructor (Agriculture), Dinajpur PTI and Mr. Shyamal Barua, Instructor (Science), Rangamati
9	Group Training Course on “Study on Education Improvement Training Course of Teacher (J1300773)”	14 October – 10 November, 2013/Japan	Mr. Md. Mujahidul Islam, Superintendent, Bogra PTI, and Mr. Md. Nazmul Hasan, Assistant Specialist

No	Training Name	Dates/Place	Participants
10	Area Focused Training Course on "Improvement of Quality of Education through Lesson study in Asia (J1404095)"	19 August – 13 September, 2014/Japan *1 week additional Complementary Training in Bandung, Indonesia	Mr. Md. Zainul Abedin, Superintendent, Comilla PTI, and Mrs. Aparna Rani Sarker Chanda, Head Teacher, 28 No. Biljoani Govt. Primary School, Natore
11	Complementary Program of Area Focused Training Course on "Improvement of Quality of Education through Lesson study in Asia (J1404095)"	13 – 21 September, 2014 (Bandung, Indonesia)	Mr. Abu Taher, Joint Secretary (Admin), MOPME, Mr. Sanjoy Kumar Chowdhury (Joint Secretary), Director (Training), DPE and Mr. Mirza Md. Abdullah, Assistant Director (Training), DPE
12	Area Focused Training Course on "South Asia Quality Improvement of Primary Science Education (Teaching & Learning at on site Education) (J1404269)"	7 October – 13 December, 2014/Japan	Mr. Nikhil Chandra Basak, Instructor, Jamalpur PTI and Mr. Shapal Chandra Nath, Instructor, Majidee PTI, Noakhali
13	Group Training Course on "Study on Education Improvement Training Course of Teacher (J1404297)"	15 October – 7 November, 2014/Japan	Mr. Mohammad Nazmul Hasan, Assistant Specialist, NAPE and Mr. Mohammad Mujahidul Islam, Superintendent, Bogra PTI
14	International Conference on "WALS (The World Association of Lesson Study)"	25 – 28 November, 2014 (Bandung, Indonesia)	Mr. Mazharul Islam Khan, Assistant Specialist, NAPE and Begum Ferdous Ara Parvin, Instructor (General), Rajshahi PTI
15	Area Focused Training Course on "Improvement of Quality of Education through Lesson study in Asia (J1504391)"	26 August – 19 September, 2015/Japan *1 week additional Complementary Training in Bandung, Indonesia	Mr. Ahmed Mollah Farid, Superintendent, Pirojpur PTI and Ms. Maherunnasha Marin, Head Teacher, Amura Government Primary School, Gongachura, Rangpur
16	Complementary Program of Area Focused Training Course on "Improvement of Quality of Education through Lesson study in Asia (J1504391)"	20 September – 27 September, 2015 (Bandung, Indonesia)	Ms. Alam Ara Begum, Joint Secretary, Ministry of Primary and Mass Education, Mr. Md. Fazlur Rahman Bhuiyan, Joint Secretary, Director (Program), DPE, Mr. Abdul Khaleque, Joint Secretary, Director, Bureau of Non-Formal Education
17	Complementary Program of Area Focused Training Course on "Improvement of Quality of Education through Lesson study in Asia (J1621862)"	31 August – 24 September, 2016/Japan	Mr. Kazi Mokelsur Rahman, Senior Assistant Chief, MOPME, Mr. Md Cowsar Hamid, Patiya PTI Instructor, Ms. Mushfeka Binte Sultan, Patiya PTI Superintendent, Mr. Syed Mohhamad Mostafizur Rahman, Head Teacher, Belmury Government Primary School, Mr. Md Mazharul Islam Khan, Assistant Specialist, NAPE

