Summary

I. Outline of the Project		
Country : Bangladesh	Project title : Strengthening Primary Teacher Training on Science and Mathematics Under PEDP-II	
Issue/Sector : Education	Cooperation scheme : TechnicalCooperation	
Division in charge : Bangladesh Office Dept. Division	Total cost : 380,000 (thousand) yen	
Period of Cooperation (R/D): August 2004~August 20	 Partner Country's Implementing Organization : Ministry of Primary and Mass Education(MOPME), Directorate of Primary Education(DPE), National Academy of Primary Education(NAPE) 	
Related Cooperation Project	Hiroshima University	

1 Background of the Project

Bangladesh signed the World Declaration on Education for ALL (EFA) in 1990 and made primary education compulsory for aiming the universalization of primary education for all. In consequence, Bangladesh generally achieved the original goal of EFA with gross enrollment rates at the primary level increased from 76 % (1991) to 94% (DPE 2005).

However, from the viewpoint of quality and equity in access and quality of education the country achieved the desired progress, as about one third of children drop out before completing the five-year cycle. The 2001 grade 3 and 5 National Assessment showed the lower performance in Mathematics than in other subjects of both Grade 3 and 5, performance in science is somewhat below expectation in Grade 5. Most of the teachers are no appropriately prepared for teaching in science and math subjects. MA sub-sector wide approach has been taken by donors since 1998 toward improving primary education in Bangladesh. The Primary Education Development Program (PEDP 1998-2003) was the first initiative of the Government to develop a sub-sector program for primary education to be supported by a donor group consists of a majority of donors. After the completion of the PEDP, PEDP-II (2003-2009) was launched. This program also adopts a sub-sector wide approach for primary education and addresses quality improvement in teaching learning process in the classroom.

Based on the request of the government of Bangladesh, the JICA commenced its support program in 2004 for Strengthening Primary Teacher Training on Science and Mathematics under Component 2 of PEDP-II (hereinafter referred as JSP). The JSP is to contribute to quality improvement of primary school teachers in the targeted area, and consequently, to enhancement in learning outcome of pupils in science and mathematics.

2 Project Overview

(1) Overall Goal

The pupil attainment of science and mathematics in primary education is improved in the target area.

(2) Project Purpose

The quality of teaching in Science and Mathematics is improved in real setting. (NAPE and PTI are the major targets, but the support program also includes some URCs and UEO's offices; and some schools for the field testing.) (3) Outputs

Output 1

The teaching ability of science & mathematics and collegial relationship are improved at NAPE, PTI, URC, UEO's office and the FTSs (field testing schools).

Output 2

Science and mathematics trainings are properly conducted at NAPE, URC and UEO's office

Output 3

The appropriate curriculum and valid assessment are recommended (the C-in-Ed exam at PTI and cluster exam. at the FTSs)

Output 4 The relationship between NAPE, PTI, URC, UEO's office and FTSs is strengthened. Output 5

Teaching packages are authorized at the central level (MoPME, DPE and NCTB)

(4) Inputs

Japanese side :

1) Japanese Experts

15 short term experts (75.01MM at Bangladesh and 4.10MM in Japan till 2006/Oct) were dispatched.

2) Counterpart Training

Counter part trainings were carried out three (3) times. Eleven (11) counterparts in total were participated in the training in Japan. Nine (9) counterparts were participated in a technical exchange program at Philippine.

3) Equipment Provision

Equipment necessary for Project Activities such as computers, photocopier, and for running workshops have been procured. Also, science & math related equipment have been supplied. In total, equipment cost in JPY 8,217,000. 4) Local Cost

The Japanese side has allocated JPY 17,082,000 for necessary budgets for the JSP as of Oct.2006. The local cost includes salary of local supporting staff at NAPE and DPE offices.

Bangladesh Side

1) Counterparts

NAPE has provided 2 specialists and 3 assistant specialists of the Faculty of Science and Mathematics as the JSP counterparts. Also, two instructors of Mymensgin PTIs participated in the JSP as counterparts

2) Office Space

NAPE has provided one working room for the Japanese experts, and one room for science activity. The JSP use meeting hall and auditorium of NAPE for SWs. Mymensingh PTI has provided its meeting room for SWs. DPE has provided one working room for the Dhaka office of the JSP.

3) Management Cost:

NAPE pays electricity and water fee. The JICA team pays telephone fee.

4) Salary of the Couterparts

The JSP receives NAPE contribution that would worth about246,060BTK, assuming that the CPs contributes half of their daily work to the JSP.

II. Evaluation Team		
Members of Evaluation Team	Mr. Eiichiro Cho	Leader
	Dr. Keiko Mizuno	Education Policy
	Mr. Takayuki Sugawara	Education Evaluation
	Mr. Kenichi Tanaka	Evaluation Analysis
	Mr. Keiji Ehara	Cooperation Planning
Period of Evaluation	December 3 to December 11,2006	Type of Evaluation : Mid-term Evaluation
III Desults of Eveluation		

III. Results of Evaluation

1. Implementation Process

The JCC mentioned in RD has not been organized, because the JSP is being implemented under the framework of approach of PEDP-II. In stead of the JCC, the PCU and the training division of the DPE monitor the progress of the JSP. The JSP develops its annual operational plan (AOP) in consultation with the training division and the PCU. The AOP includes detailed activities that are described in PDM. Also the JSP reports its progress based on the AOP on the monthly basis to the training division. The JSP does not have any mechanism where major stakeholders can discuss and solve issues and problems arising in the process of its implementation.

PDM has not been utilized as a tool for monitoring the progress of the JSP. Instead the AOP of PEDPII is being used for such purpose.

2. Project Performance

-Inputs and Outputs

The JSP has introduced an approach to improve the expertise of counterparts by organizing the Study Group Activity (SGA) and the Study Workshop (SW), in which new method of "quality teaching cycle" is introduced. As a result of seventy-six (76) SGAs and seven (7) SWs, this mechanism has developed an academic relationship among the JSP concerned people in order to have discussion on improving science and mathematics lessons. The changes in attitude/critical thinking of the counterparts are observed. The teachers of FTSs also have gradually changed their view for what a good lesson is.

TPs for Grades 1 and 2 mathematics and Grade 3 science are completed through try-out at the FTSs. The TPs are on the final process of approval by the government. NAPE in coordination with the JSP will make a further step to disseminate the developed teaching packages in nationwide. In early 2007, PTI instructor and superintendent trainings are scheduled to be conducted with the technical cooperation by the JSP.

-Project Purpose

The quality of teaching is improving (on the basis of the protocol analysis made by the JSP) in lessons of science and mathematics of the FTSs compared with CGS. The some changes in FTSs' science and mathematics classes were observed in three level (1) teaching-learning pattern, (2) teaching-learning materials (3) pupils' participation in lessons.

3.Summary of Evaluation Results

Relevance

The objectives of JSP are consistent with the GOB's policy for education sector.NAPE appreciates the new approach that has been introduced by the JSP.

Effectiveness

The JSP's outputs show that the approach of the JSP is proved to be effective enough to change the classroom teachinglearning. The JSP need more effort to adequately improve the professional ability of CPs.

Efficiency

The Japanese experts are not fully utilized for NAPE counterparts to improve their expertise and capacity, because NAPE CPs are not fully assigned to the JSP.

Impact

It is too early to forecast that the pupil attainment of science and mathematics would be improved in the target area. However, some evidences are observed to utilize the JSP efforts at a URC and FTSs level.

Sustainability

NAPE needs to set overall strategy and prepare resources to disseminate the TPs as an autonomous body. NAPE CPs need more technical assistance by the JSP to organize the SGAs and SWs by themselves.

4. Factors promoting/ inhibiting better sustainability and impact

1) Factors promoting better sustainability and impact

The JSP has a linkage with a JICA long term expert posted at the DPE and the Japan Overseas Cooperation Volunteers (JOCV) assigned to PTIs or URCs. The JICA expert supports the JSP from policy level in order to facilitate better coordination with PEDP-II.

Some useful information regarding PTI and schools has been shared by the JOCV members with the Japanese experts to facilitate the implementation of the JSP. Some JOCV members are participating in the JSP by testing TPs in their PTI classes.

2)Factors inhibiting better sustainability and impact

(1) Weak commitment of CPs

Because of the disintegration of the JSP into the regular workload of NAPE, the JSP is being viewed as an additional workload. This makes it difficult to ensure the full commitment of NAPE CPs to the activities under the JSP.

(2) URC subject training

The URC subject based training by utilizing the developed TPs has not been implemented. This has inhibited the JSP from efficiently producing its outputs and disseminating its achievement.

(3) Revision of the C-in-Ed curriculum

No progress on the revision of the C-in-Ed makes it difficult to officially use the developed TPs in the C-in-Ed trainings at PTIs. Recommendations for revisions of the C-in-Ed and primary school curriculums as well as evaluation methods have not been utilized for further actions.

(4) Political factors

Frequent general strikes (31 days from the beginning of the JSP to the Sep. 2006) have caused the increased workload and an adjustment in the work plan within the limited assignment period was necessary.

5. Conclusion

The JSP has introduced a new approach of quality teaching cycle in the process of developing teaching packages by conducting Study Group Activities (SGAs) and Study Workshops (SWs). Three teaching packages (TPs) of mathematics for grades 1 and 2, and science for grade 3 have been developed as planned.

To date, the following changes have been observed towards the purpose of the JSP:

The professional capacity of NAPE has been strengthened to some degree, to facilitate the improvement of quality of teaching at different levels.

There is some positive change in collegial relationship through SGAs and SWs.

Some changes have been observed in science and mathematics lessons at Field Testing Schools (FTSs).

These indicate that the approach introduced by the JSP has been effective to some degree. It should be emphasized that NAPE is to play a leading role to promote this approach among stakeholders.

In view of the above, further effort is needed by the JSP to strengthen the capacity of NAPE and to share its outputs with other trainings and research activities being conducted by NAPE, so that the purpose stipulated in PDM shall be achieved by the end of the cooperation period.

6. Recommendations

1) Building a sustainable institutional base in NAPE

2) Revision of curriculums for C in Education and school level

3) Strengthening Monitoring and Communication among Stakeholders

4) Enhancing coordination with PDEP II for nationwide expansion (the scaling up)

7. Lessons Learned

1) Effective coordination among different aid modalities in Sector Wide Approaches (SWAps)

2) Ownership and Capacity Constraints

3) Financial sustainability

4) Strategic collaboration between the JSP and a JICA long-term expert in DPE