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Ministry of Primary and Mass Education

Directorate of Primary Education

Third Primary Education Development Program (PEDP 3)



Consulting Services for: Monitoring and Mentoring of Need-based Sub Cluster Training under PEDP 3(Contract No. PS 510)

Final Report (Revised)

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Submitted by : DEVTEC NEPAL *DEVTEC Nepal Pvt. Limited, Nepal*

With

DPC Group

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List of Abbreviations

ADPEO	**Assistant District Primary Education Officer**
AMO	**Assistant Monitoring Officer**
AUEO	**Assistant Upazila Education Officer**
DD	**Deputy Director**
DG	**Director General**
DPE	**Directorate of Primary Education**
DPEO	**District Primary Education Officer**
FNM	**Fortnightly Meetings**
HT	**Head Teacher**
M&E	**Monitoring & Evaluation**
MOPME	**Ministry of Primary and Mass Education**
NBST	**Needs Based Sub-cluster Training**
PTI Super	**Superintendent of the Primary Teacher's Training Institute**
PTI	**Primary Teacher Training Institute**
TOT	**Training of Trainers**
UEO	**Upazila Education Officer**
URC	**Upazila Resource Centre**

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Executive Summary

Consulting Services for Monitoring and Mentoring of Need-based Sub Cluster Training program of the Directorate of Primary Education was commissioned in September 2016 and the team of 06 consultants was deployed to the field in October 2016. Since October 2016 to the end of May 2017, as per the Terms of Reference the Consultants have covered the specified 31 Districts. The consultants spent full three weeks of the month in the field for the last 08 months and have covered 263 Upazilas, 220 URCs and 33 PTIs. The consultants observed 270 Fortnightly meetings, 81 Need-Based Sub-Cluster Trainings. Also, have interviewed 335 Head Teachers, over 475 AUEOs and 2,565 teachers who participated in the Fortnightly meetings and the sub-cluster trainings.

The consultants reviewed the TED Plan, TED Action Plan, JICA pilot phase monitoring reports, Needs Based Sub-cluster Training Guidebook and Manual, MTR Reports of PEDP-III, the Formats etc. and developed instruments to be employed in the field for collection and recording of information and observations.

Consultant spent one **full-day at the schools** to observe lessons, discuss with teachers and mentor teachers as individuals and groups, observed the fortnightly meeting and had interviews and discussion with the Head Teachers. Consultant spent the **full-day at the Need Based Sub-Cluster Training**, observed, discussed, provided inputs, examined the resource papers, training material and assessed the quality of training. Consultants interviewed the trainer and the AUEO at the training venue and also interviewed some trainees to find further judgments. **Consultants spend another full-day at URC** examining the NBST related activities, how many training needs are received, how the URC analyzed the needs, who and who participated in the analysis, and selection of topics, how the resource papers were developed, when the training plans and resource papers were submitted to PTI for approval, how many observation visits were done, what observations and comments of the URC instructor and staff etc. Consultants interviewed the **UEOs and often the AUEOs who were present at UEOs office** separately. Recorded information verified by records. Consultants visited the **PTI and DPEOs** and interviewed the Super and DPEO. On the availability of the **Divisional DD** the consultants also met with the Deputy Director of the division and interviewed.

Month of October is taken in this analysis as the base month for comparisons. Data collected continuously, and monthly data were processed, and a **Non-mandatory Monthly Reports** were produced and submitted to the Training Directorate. During the 08 month period as per contract deliverables an **Inception Report** was submitted, and **three Quarterly Reports** were submitted respectively in December 2016, February and May in 2017 also the Draft Final Report was submitted. The Draft Final Report was presentated in the Quality Working Group (QWG) Meeting and was updated according to the comments of QWG members.

This Final Report presents the overall findings and the limitations and achievements due to the Technical Consultancy Service field to Mentor and Monitor the Needs based Sub-cluster Training in the named 30 Districts, however, the Consultants covered 31 districts during the period.

Visible Changes Due to Mentoring & Monitoring Technical Services:

A visible positive change has been achieved at the school level particularly of the expected NBST activities: The Teacher Completion of the Self Reflection Formats; Head Teacher Observation of Lessons of teachers; Fortnightly Meetings in Identifying Training Needs and submitting them to AUEOs. These visible positive changes were confirmed by comparing the re-visited schools in the 1st quarter and the 3rd quarter as well.

A visible positive change in the Need Based Sub-Cluster Training is also seen in the analysis of information when compared with the Data collected in October 2016 and May 2017. These positive gains are gradually achieved over the 08 months of mentoring and monitoring interventions by the consultants.

URC management of NBST also recorded visible positive developments. Consultants mentored and guided the URC in all aspects of NBST related activities and resulting that many URC now got a computerized database, keep records, conducts needs analysis meetings on time, meetings are well attended by the AUEOs and UEOs; Resource Papers are submitted to the PTIs on time and NBST observation visits have increased. However, URCs seriously suffer from lack of staff, lack of funds and facilities.

PTI Supers support to URCs is important to the successful implementation of NBST. In October 2016, the relationship of URC and PTI on NBST was so weak and only a few URCs have submitted the training Plans and Resource Papers to PTI super for approval. By **May, this has recorded a visible positive change recording 96% of URCs submitting papers on time. The PTI supers are also mobilized for observation visits.** However, the PTI Assistant Super except in two PTIs in all other 30 PTIs have not observed any NBST training activities.

The UEOs had been the least involved officers in October 2016. The monitoring and mentoring them too were found to be difficult. However, the DPEOs were visited by the Consultants at least three times and the interventions with the **DPEOs have brought visible changes in the DPEO's mobilization of UEOs, AUEOs, ADPEOs and AMOs and this has by May 2017 demonstrate a visible positive change at all officers in monitoring of NBST**.

Strengthening of the Monitoring and Mentoring:

Strengthening of the Monitoring and Mentoring of the Needs based Sub-Cluster Training is addressed here in the last section of the Report and recommendations are made.

The recommendations for the Short-term to be introduced to strengthen the Academic Process and the Monitoring Process are made and following that Recommendations for longer term to adapt structural changes in the institutions and the M&E system of DPE.

Short Term Recommendations to Strengthen the Routine NBST Activities:

A. It is recommended that the NBST Guidebook includes

a) Teacher must submit the Completed Reflection Format twice every year, suggest on March 15th and September 15th every year,

b) Training Directorate may decide to change the fortnightly meeting to a monthly meeting because rarely a school have had fortnightly meetings, they had only one monthly meeting. However, if Head Teachers are trained in mentoring the fortnightly meetings for professional enhancement of the teachers would be a worthy to retain;

c) Head Teacher must observe a minimum of 05 Lessons in a fortnight as material for the discussion of teacher competencies and the assessment of training needs,

d) AUEOs must observe 02 Fortnightly meetings a month and spend a minimum of 04hrs in school providing mentoring and monitoring to teachers and Head Teachers,

e) AUEOs must be relocated to have their office in the cluster and provide direct services to schools than spending time for traveling from the UEOs office,

f) URC must create a data base using excel of access and competencies based codes; and use technology in the analysis

B. It is recommended that the large number of vacant posts of at URCs and AUEOs is filled with no delays;

C. AUEO recruitment qualification is reverted to earlier practice of having a minimum of a B.Ed. degree with experience in primary school teaching;

D. In future Instructors recruited to PTIs must be subject specialists;

E. As Head Teacher is the key actor in mentoring and monitoring of professional development of teachers NBST must include Quarterly Cluster level hands-on-training for the Head Teachers coupled with Teacher competency development and identified training needs by the teachers;

F. Academic knowledge not necessarily transfer to skills. Teachers need skills. Demonstrations, hand on experience, work sessions, etc. enhances skills. URC need to design NBST for the teachers to get such experience

G. URC need to prepare advance training plans based on the training needs analysis and seek approval of resource papers without waiting for the last minute

H. UEOs, PTI Supers, DPEOs, DDs (Divisional) should have the monthly review meetings regularly and pay emphasis to examine NBST activities and mobilize the sub-ordinate officers to monitor the program

I. DD of the Directorate of Training at DPE needs to have regular quarterly follow up with the Divisional DDs and DPEOs on NBST and take necessary steps to avoid delays and query the failures of some of the field officers.

Recommendations for the Longer Term:

It is observed that the teachers are already exhausted in the identification of training needs. Over 12,000 schools have sent only 140 training needs and those can be easily clustered to 10 – 12 general topics. Therefore the NBST expecting the training needs flow from school to URCs may become rather obsolete in a year or two, not having its expected feed of training needs. Therefore, DPE may need to think beyond the expected NBST strategy:

The following recommendations are to be adapted in the longer term for efficiency gains in NBST:

A. An Assistant PTI Super Post (Extension Training) is created in all PTIs with the vested responsibility of mentoring, monitoring supporting URCs, NBST at all levels;

B. Establish a Divisional Directorates headed by a Director with two wings headed by Deputy Directors: DD for Training, Monitoring & Evaluation; and DD for Operation for Resource Utilization. The Divisional Director will review all programs monthly with DPEOs, UEOs on administrative aspects and their M&E functions. The Divisional Director will also review progress of all Training programs with the PTI Supers, Assistant Supers and URC Instructors and provide necessary directions;

C. To introduce In-service Advisers for subjects and NBST to be re-structured at cluster level to address the Training Needs identified at school level by the subject specialists who are qualified and experienced serving as In-service Advisers. It will strengthen the NBST program as the present NBST program lacks depth and not addressing the subject specific training needs of the teachers;

D. The In-service advisers also can run “Quality Circles” for the teachers to make them “Thinking Teachers’ and to enable them to address their own gaps such as the knowing the primary curriculum, textbooks, competencies, child centered instructional methods, etc.

E. Prepare a Series of Resource Books for Teachers and Trainers to use. The training needs are already identified, these needs can be better addressed by a group of experts preparing good resource books for the teachers and trainers.

NB. The Bangla version of this Executive Sammary has been included bellow

নির্বাহী সারসংক্ষেপ

চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ (Need Based Sub Cluster Training) কর্মসূচি তত্ত্বাবধান ও পরামর্শের জন্য প্রাথমিক শিক্ষা অধিদপ্তরের সাথে পরামর্শক প্রতিষ্ঠান ডেভটেক নেপাল প্রাইভেট লিমিটেড, ডিপিসি গ্রুপ, ডেভেলপমেন্ট টেকনিক্যাল কনসালটেন্ট লিমিটেড এবং ইএডিএস, বাংলাদেশ এর মধ্যে ২০১৬ সালের সেপ্টেম্বর মাসে চুক্তি স্বাক্ষরিত হয় এবং ছয় জন (৬জন) পরামর্শকের সমন্বয়ে ২০১৬ সালের অক্টোবর মাসে কার্যক্রমটি পরিচালিত হয়। এরই ধারাবাহিকতায় অক্টোবর ২০১৬ হতে মে ২০১৭ পর্যন্ত টার্মস অফ রেফারেন্স (ToR) অনুযায়ী পরামর্শকগণ নির্দিষ্ট ৩১টি জেলায় কার্যক্রম পরিচালনা করেছেন। পরামর্শকগণ প্রতি মাসের ৩ সপ্তাহ মাঠ পর্যায়ে কাজ করেন, এভাবে গত ৮ মাসে মোট ২৬৩টি উপজেলা, ২২০টি ইউআরসি এবং ৩৩টি পিটিআইতে কার্যক্রম পরিচালনা করেন। পরামর্শকগণ ২৭০টি পাক্ষিক সভা এবং ৮১টি চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ পর্যবেক্ষণ করেন। এছাড়াও পরামর্শকগণ পাক্ষিক সভা ও সাব ক্লাস্টার প্রশিক্ষণে অংশগ্রহণকারী ৩৩৫ জন প্রধান শিক্ষক, ৪৭৫ জন সহকারী উপজেলা শিক্ষা কর্মকর্তা এবং ২৫৬৫ জন শিক্ষকের সাক্ষাৎকার গ্রহণ করেন।

পরামর্শকগণ টিইডি পরিকল্পনা (TED Plan), টিইডি অ্যাকশন প্ল্যান (TED Action Plan), জাইকা পাইলট ফেজ পর্যবেক্ষণ রিপোর্ট, চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ গাইডবুক ও ম্যানুয়াল, পিইডিপি-৩ এর এমটিআর প্রতিবেদন, ফরম্যাট ইত্যাদি পর্যালোচনা করেন এবং ব্যক্তি পর্যায়ে তথ্য সংগ্রহ ও পর্যবেক্ষণের জন্য টুলস তৈরি করেন।

পরামর্শকগণ সারা দিনব্যাপি নির্ধারিত স্কুল পরিদর্শন করেন ও শ্রেণিকক্ষে পাঠদান পর্যবেক্ষণ করে শিক্ষকদের আলাদাভাবে ও বিভিন্ন গ্রুপে পরামর্শ দেন। এছাড়াও পাক্ষিক সভা পর্যবেক্ষণ করে প্রধান শিক্ষকদের সাক্ষাৎকার গ্রহণসহ বিভিন্ন বিষয়ে আলোচনা করেন। প্রশিক্ষণের মান নিরূপণ করাসহ রিসোর্স পেপার, প্রশিক্ষণ সামগ্রী ইত্যাদি পর্যালোচনার জন্য নির্ধারিত দিন চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ পর্যবেক্ষণ করেন ও বিভিন্ন বিষয়ে আলোচনা করে প্রশিক্ষক, AUEO ও কিছু প্রশিক্ষণার্থীর সাক্ষাৎকার গ্রহণ করেন। এছাড়াও পরামর্শকগণ আরেকটি পূর্ণ দিনব্যাপি উপজেলা রিসোর্স সেন্টারে (URC) চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ সংক্রান্ত কার্যক্রমগুলো পর্যবেক্ষণ করেন, কতগুলো প্রশিক্ষণ চাহিদা (Training Needs) পেয়েছে, ইউআরসি (URC) কীভাবে তা বিশ্লেষণ করেছে, কে কে এতে অংশগ্রহণ করেছে এবং বিষয়গুলোর নির্বাচন, কীভাবে রিসোর্স পেপার তৈরি করা হয়েছে, প্রশিক্ষণ পরিকল্পনা ও PTI-এর সুপারিনটেনডেন্ট কর্তৃক অনুমোদনের জন্য রিসোর্স পেপার কখন জমা দেয়া হয়েছিল, কতগুলো প্রশিক্ষণ পর্যবেক্ষণ করা হয়েছিল, ইউআরসি ইনসট্রাক্টর ও সহকারি ইনসট্রাক্টরগণের পর্যবেক্ষণ ও কি মন্তব্য ছিল ইত্যাদি বিষয় পর্যবেক্ষণ করেন। পরামর্শকগণ UEO এবং AUEO-দের সাক্ষাৎকারের মাধ্যমে বিভিন্ন তথ্য সংগ্রহ করেন ও যাচাই করেন। পরামর্শকগণ পিটিআই ও ডিপিইও অফিস পরিদর্শন করে সুপারিনটেনডেন্ট পিটিআই ও ডিপিইও এর সাক্ষাৎকার গ্রহণ করেন। এছাড়াও বিভাগীয় উপপরিচালকের প্রাপ্যতা সাপেক্ষে পরামর্শকগণ তাঁদের সাক্ষাৎকার গ্রহণ করেন।

২০১৬ সালের অক্টোবর মাসকে ভিত্তি মাস (Base Month) হিসেবে ধরে সামগ্রিক পরিবর্তন তুলনা করা হয়েছে। সংগৃহীত তথ্যগুলো ধারাবাহিকভাবে তথা মাসিক আকারে তথ্য প্রক্রিয়া সংরক্ষণ করা হয় এবং প্রতি মাসে একটি অনাবশ্যিক মাসিক অগ্রগতি প্রতিবেদন পরিচালক, প্রশিক্ষণ বিভাগে জমা দেয়া হয়। চুক্তিপত্র অনুযায়ী ৮ মাসের সময়সীমার মধ্যে প্রারম্ভিক প্রতিবেদন জমা দেয়া হয় এবং তিনটি ত্রৈমাসিক প্রতিবেদন যথাক্রমে ডিসেম্বর ২০১৬, ফেব্রুয়ারি ও মে ২০১৭ সালে জমা দেয়া হয়। এছাড়াও খসড়া চূড়ান্ত প্রতিবেদন জমা

দেয়া হয়। খসড়া চূড়ান্ত প্রতিবেদনটি কোয়ালিটি ওয়ার্কিং গ্রুপ (QWG) সভায় উপস্থাপন করা হয় এবং QWG সদস্যদের মতামতের ভিত্তিতে প্রতিবেদনটি হালনাগাদ করা হয়। চূড়ান্ত প্রতিবেদনে চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণের তত্ত্বাবধান ও পরামর্শের কারণে সৃষ্ট ৩০টি জেলার সামগ্রিক ফলাফল, সীমাবদ্ধতা ও সফলতা অন্তর্ভুক্ত করা হয়েছে, যদিও পরামর্শকগণ ৩১টি জেলায় কার্যক্রম পরিচালনা করেছেন।

তত্ত্বাবধান ও পরামর্শ কার্যক্রমের ফলে পরিলক্ষিত দৃশ্যমান পরিবর্তনঃ

স্কুল পর্যায়ে বিশেষ করে NBST কার্যক্রমে ইতিবাচক পরিবর্তন অর্জিত হয়েছে। প্রথম কোয়ার্টারে পরিদর্শনকৃত স্কুল তৃতীয় কোয়ার্টারে রি-ভিজিট করে বিভিন্ন কার্যক্রম, যেমনঃ শিক্ষকদের স্ব-অনুচিন্তক ছক পূরণ, প্রধান শিক্ষকের শ্রেণিকক্ষে পাঠদান কার্যক্রম পর্যবেক্ষণ, পাক্ষিক সভায় প্রশিক্ষণ চাহিদা শনাক্ত করা ও তা AUEO এর নিকট জমা দেওয়া ইত্যাদি ক্ষেত্রে পরিবর্তন তুলনা করা হয়েছে।

অক্টোবর ২০১৬ ও মে ২০১৭ এর ডাটা তুলনা করে চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণের ক্ষেত্রেও ইতিবাচক পরিবর্তন পরিলক্ষিত হয়েছে। পরামর্শকদের আট মাসের তত্ত্বাবধান ও পরামর্শ কার্যক্রমের ফলে এই ইতিবাচক পরিবর্তন অর্জিত হয়েছে।

NBST কার্যক্রম পরিচালনায় URC গুলোতেও ইতিবাচক উন্নতি পরিলক্ষিত হয়েছে। পরামর্শকগণ চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ সম্পর্কিত সকল কার্যক্রমের বিষয়ে ইউআরসিগুলোকে পরামর্শ ও সহযোগিতা প্রদান করেন। এর ফলে অনেক URC কম্পিউটার ডাটাবেজ তৈরি করছে, তথ্য রেকর্ড রাখছে এবং AUEO ও UEO-দের উপস্থিতি নিশ্চিত করে যথাসময়ে চাহিদা নিরূপণ সভা পরিচালনা করছেন। NBST পর্যবেক্ষণ পরিদর্শন বৃদ্ধির পাশাপাশি PTI গুলোতে রিসোর্স পেপার যথাসময়ে জমা হয়েছে। যদিও URC গুলোতে কর্মকর্তা, কর্মচারী ও অর্থায়নের যথেষ্ট অভাব পরিলক্ষিত হয়েছে।

URC গুলোর জন্য NBST কার্যক্রমের সফল বাস্তবায়নে PTI সুপারিনটেনডেন্টের সহযোগিতা খুবই গুরুত্বপূর্ণ। ২০১৬ এর অক্টোবর মাসে PTI ও URC গুলোর মধ্যে যোগাযোগ খুবই দুর্বল ছিল এবং মাত্র কয়েকটি URC ট্রেনিং প্ল্যান ও রিসোর্স পেপার অনুমোদনের জন্য PTI-তে জমা দিয়েছিল। কিন্তু ২০১৭ সালের মে মাসে ইতিবাচক পরিবর্তন পরিলক্ষিত হয়েছে। কারণ ৯৬% URC রিসোর্স পেপার অনুমোদনের জন্য সঠিক সময়ে PTI-এ জমা দিয়েছিল। এছাড়াও পিটিআই সুপারিনটেনডেন্ট পর্যবেক্ষণ পরিদর্শনের ব্যবস্থা চালু করেন। যদিও ৩০টি PTI এর মধ্যে মাত্র দুটি PTI এর সহকারী সুপারি□□□□□□□□□□ চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ পর্যবেক্ষণ করেন।

২০১৬ সালের অক্টোবর মাসে চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ কার্যক্রমে UEOদের সংশ্লিষ্টতা সবচেয়ে কম পরিলক্ষিত হয়। তাদেরকে তত্ত্বাবধান করা এবং পরামর্শ দেয়াও কঠিন ছিল। পরামর্শকগণ প্রতি মাসে কমপক্ষে তিন বার DPEO-দের সাথে সাক্ষাৎ করেছেন এবং তাদের যৌথ হস্তক্ষেপে ২০১৭ সালের মে মাস পর্যন্ত UEO, AUEO, ADPEO ও AMO-দের মাঝে ইতিবাচক পরিবর্তন পরিলক্ষিত হয়েছে।

চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ তত্ত্বাবধান ও পরামর্শ কার্যক্রম শক্তিশালীকরণঃ

চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ তত্ত্বাবধান ও পরামর্শ কার্যক্রম শক্তিশালীকরণ প্রক্রিয়া এবং সুপারিশসমূহ প্রতিবেদনের শেষ ভাগে উপস্থাপন করা হয়েছে।

স্বল্পমেয়াদে (Short Term) কার্যকরযোগ্য একাডেমিক ও মনিটরিং প্রক্রিয়া জোরদার করার জন্য সুপারিশসমূহ নিম্নরূপঃ

১। চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ গাইডবুকে নিম্নলিখিত বিষয়গুলো সংযুক্ত করার সুপারিশ করা হলঃ

ক) শিক্ষকগণ অবশ্যই সম্পূর্ণরূপে পূরণকৃত স্ব-অনুচিন্তন ছক প্রতি বছরে দু'বার- ১৫ই মার্চ ও ১৫ই সেপ্টেম্বরের মধ্যে জমা দিবেন।

খ) বেশিরভাগ স্কুলেই মাসে একটি সভা অনুষ্ঠিত হয় এবং অনেক সময়েই বিভিন্ন কারণে পাক্ষিক সভা পরিচারিত হয়না, তাই পাক্ষিক সভাটি একটি মাসিক সভায় পরিবর্তন করা যায় । তবে, শিক্ষকদের পেশাগত দক্ষতা বৃদ্ধির লক্ষ্যে প্রধান শিক্ষকদের যদি পাক্ষিক সভা পরিচালনার প্রশিক্ষণ দেয়া যায় সেক্ষেত্রে পাক্ষিক সভা করা যেতে পারে।

গ) চাহিদাভিত্তিক প্রশিক্ষণ বিশ্লেষণ ও শিক্ষকদের দক্ষতা বৃদ্ধির লক্ষ্যে বিভিন্ন বিষয় আলোচনার জন্য প্রধান শিক্ষককে পাক্ষিকভাবে কমপক্ষে পাঁচটি পাঠদান কার্যক্রম পর্যবেক্ষণ করতে হবে।

ঘ) AUEO-দের প্রতি মাসে অবশ্যই দু'টি পাক্ষিক সভা পর্যবেক্ষণসহ কমপক্ষে চার ঘন্টা বিদ্যালয়ে প্রধান শিক্ষক ও সহকারী শিক্ষকদের তত্ত্বাবধান ও পরামর্শ প্রদান করতে হবে।

ঙ) বিদ্যালয়গুলোতে সরাসরি সেবা প্রদানের লক্ষ্যে AUEO-দের ক্লাস্টারে স্থানান্তরিত করা যেতে পারে।

চ) ডাটাবেজ সংরক্ষণ ও বিশ্লেষণে উন্নত প্রযুক্তির ব্যবহার বাড়াতে হবে এবং URC গুলোতে অবশ্যই এক্সেল ও এক্সেস ব্যবহার করতে হবে।

২। URC-এর শূন্য পদসমূহ এবং AUEO এর শূন্য পদসমূহ খুব দ্রুত পুরণ করা যেতে পারে।

৩। পূর্বের নিয়ম অনুযায়ী AUEO দের নিয়োগের ক্ষেত্রে ন্যূনতম B.Ed. ডিগ্রিসহ কমপক্ষে এক বছর প্রাথমিক বিদ্যালয়ে শিক্ষকতার অভিজ্ঞতাসম্পন্ন প্রার্থীকে প্রাধান্য দেওয়া যেতে পারে।

৪। ভবিষ্যতে PTI গুলোতে বিষয়ভিত্তিক অভিজ্ঞতাসম্পন্ন প্রশিক্ষক নিয়োগ করতে হবে।

৫। শিক্ষকদের পেশাগত দক্ষতা বৃদ্ধি ও চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণ মনিটরিং ও মেন্টরিং কার্যক্রমের ক্ষেত্রে প্রধান শিক্ষকই মূল ভূমিকা পালন করেন, তাই শিক্ষকদের দক্ষতা বৃদ্ধির সাথে প্রধান শিক্ষকদেরও ক্লাস্টার লেভেলে হাতে কলমে ত্রৈমাসিক প্রশিক্ষণের ব্যবস্থা করা যেতে পারে।

৬। দক্ষতা বৃদ্ধিতে প্রাতিষ্ঠানিক শিক্ষা খুব একটা ভূমিকা পালন করে না। এর জন্য চাই শিক্ষকদের পাঠদান দক্ষতা, প্রদর্শন পাঠ, হাতে কলমে অভিজ্ঞতা ও কর্মতৎপর শিখন অধিবেশন বৃদ্ধি ইত্যাদি। NBST কার্যক্রম পরিকল্পনার ক্ষেত্রেও শিক্ষকদের এই ধরনের অভিজ্ঞতা অর্জনের জন্য URC গুলোকে এই দিকগুলো বিবেচনা করতে হবে।

৭। URC গুলোকে চাহিদাভিত্তিক প্রশিক্ষণ বিশ্লেষণের উপর ভিত্তি করে অগ্রিম প্রশিক্ষণ পরিকল্পনা তৈরি করা উচিৎ এবং শেষ মুহূর্তের অপেক্ষা না করে রিসোর্স পেপারের অনুমোদন নেয়া উচিৎ।

৮। অধীনস্থ কর্মকর্তাদের NBST কার্যক্রম জোরদার করতে বিভাগীয় উপ-পরিচালক, PTI সুপারিনটেনডেন্ট, DPEO, UEO সকলেরই মাসিক পর্যালোচনা সভা করা উচিত। NBST কার্যক্রম পর্যালোচনার ওপর জোর দেয়া উচিৎ এবং কর্মসূচি তত্ত্বাবধানের জন্য অধীনস্থ অফিসারদের উদ্‌বুদ্ধ করা উচিৎ।

৯। কিছু মাঠপর্যায়ের কর্মকর্তার সময়মত NBST কার্যক্রম বাস্তবায়ন ব্যর্থতার কারণ অনুসন্ধান ও কার্যকরী ব্যবস্থা গ্রহণের লক্ষ্যে উপ-পরিচালক, প্রশিক্ষণ বিভাগ, প্রাথমিক শিক্ষা অধিদপ্তর এর ত্রৈমাসিক ভিত্তিতে বিভাগীয় উপপরিচালক ও ডিপিওদের সাথে ফলোআপ সভা করা উচিৎ।

দীর্ঘমেয়াদের জন্য সুপারিশসমূহ নিম্নরূপঃ

প্রশিক্ষণ চাহিদা নিরূপণে শিক্ষকদের মধ্যে দুর্বলতা পরিলক্ষিত হয়েছে। ১২,০০০ স্কুল থেকে মাত্র ১৪০টি প্রশিক্ষণ চাহিদা পাঠানো হয়েছিল। এই ১৪০টি চাহিদাকে আবার ১০ থেকে ১২টি বিষয়ে ক্লাস্টার করা যায়। স্কুল পর্যায় থেকে URC পর্যায়ে চাহিদাভিত্তিক সাব-ক্লাস্টার প্রশিক্ষণের জন্য প্রশিক্ষণ চাহিদা প্রেরণের প্রক্রিয়ায় আশানুরূপ ফলাফল না পাওয়া গেলে তা এক দুই বছরের মধ্যে বিলুপ্ত হতে পারে । এক্ষেত্রে প্রাথমিক শিক্ষা অধিদপ্তরকে প্রত্যাশিত NBST কৌশলের বাইরেও ভাবতে হবে।

দক্ষতা অর্জনের জন্য দীর্ঘমেয়াদে গ্রহণযোগ্য সুপারিশসমূহ হলঃ

ক) সকল NBST কার্যক্রমের যথাযথ বাস্তবায়ন ও URC গুলোকে তত্ত্বাবধানের লক্ষ্যে PTI গুলোতে সহকারি সুপারিটেন্ডেন্ট (প্রশিক্ষণ) এর একটি অতিরিক্ত পদ সৃষ্টি করা যেতে পারে।

খ) ভবিষ্যতে একটি বিভাগীয় অধিদপ্তর প্রতিষ্ঠা করা যেতে পারে, যেখানে বিভাগীয় পরিচালক প্রধান ভূমিকা পালন করবেন। একজন উপ-পরিচালক প্রশিক্ষণ মনিটরিং ও মূল্যায়ন শাখার দায়িত্বে থাকবেন এবং একজন উপপরিচালক সম্পদের সদ্ব্যবহারের দায়িত্বে থাকবেন। বিভাগীয় পরিচালক DPEO, UEO-দের সাথে প্রশাসনিক বিভিন্ন দিক, তাদের পরিবীক্ষণ ও মূল্যায়ন কার্যক্রম ও অন্যান্য সকল কার্যক্রম নিয়ে আলোচনা করবেন। এছাড়াও সকল ধরনের প্রশিক্ষণ কার্যক্রম নিয়ে PTI সুপারিনটেনডেন্ট, সহকারী সুপারিনটেনডেন্ট ও URC প্রশিক্ষকদের সাথে আলোচনা করবেন ও প্রয়োজনীয় দিক নির্দেশনা দিবেন।

গ) NBST কার্যক্রম আরও শক্তিশালী করতে যোগ্যতাসম্পন্ন ও অভিজ্ঞ ইন-সার্ভিস উপদেষ্টা নিয়োগ করা যেতে পারে, যারা স্কুল পর্যায়ে প্রশিক্ষণ চাহিদা চিহ্নিত করবেন ও NBST-কে ক্লাস্টার পর্যায়ে পুনঃগঠন করবেন। এটি NBST প্রোগ্রামকে শক্তিশালী করবে যেহেতু বর্তমান NBST প্রোগ্রামের দুর্বলতা পরিলক্ষিত হয়েছে এবং শিক্ষকগণ বিষয়ভিত্তিক প্রশিক্ষণের প্রয়োজনীয়তা অনুভব করেন না।

ঘ) ইন-সার্ভিস উপদেষ্টাগণ "Quality Circles" শিক্ষকদের "Thinking Teachers"-এ পরিণত করতে পারেন যাতে তারা প্রাথমিক শিক্ষা কারিকুলাম, পাঠ্যবই, দক্ষতা, শিশুদের শিক্ষা সংক্রান্ত পদ্ধতি ইত্যাদি বিষয় সম্পর্কে নিজেদের দুর্বলতাগুলো নিজেরাই বিবেচনা করতে পারেন।

ঙ) শিক্ষক এবং প্রশিক্ষকদের ব্যবহারের জন্য রিসোর্স বই এর একটি সিরিজ তৈরি করা যেতে পারে। এই প্রক্রিয়ায় প্রশিক্ষণ চাহিদা যেহেতু আগেই নিরূপণ হয়ে যাবে, শিক্ষক এবং প্রশিক্ষকদের ব্যবহারের জন্য রিসোর্স বইয়ে এই চাহিদাগুলো ভালভাবে বিশ্লেষণ করে অভিজ্ঞদের দিয়ে উক্ত সিরিজ তৈরি করা যায়।

Introduction

The Background of the Assignment:

The Revised Terms of Reference (TOR) for this consulting services was commissioned in September 2016 and to be completed by end June 2017. The field work went on from October 2016 to end May 2017.

The contract assigned the mentoring and monitoring of the Need Based Sub-Cluster Training in selected 31 districts to the team of Consultants.

The TOR stated that the main objective of PEDP-3 is to ensure the quality of primary education for all children of Bangladesh through a holistic, life-long process of continuous professional development of teachers. Improving primary education based in the schools and classrooms utilizing reflective and constructivist teaching and learning enhancing professional teacher standards and student competencies leading to active, child-friendly classrooms which is deeply embedded in the local communities. Based on this vision an initial Diploma in Primary Education (DPED) and Continuous Professional Development (CPD) training courses were developed. Many initiatives were planned and implemented by DPE under PEDP-3 where decentralized and Need-based Sub cluster Training (NBST) is one of the important components

Under PEDP-3 all the trainings designed by DPE were reassessed and evaluated in a study in the name of **"Teachers Development Plan and Strategy** (TED Plan)". The study stated that the leaflet based Sub-cluster training does not always focus actual classroom practice; some of the Leaflets used for training are designed based on trainer centered approach and do not truly reflect teachers' immediate needs. There is little scope for meaningful discussion during the session among the teachers of the issues related to classroom deliberations, most of the deliberations where lecture-based Learning outcomes of the training was unclear; the training division could at best monitor the output and not the outcome. The SCT emerges as a **bottom up process** built entirely on **identified needs** of an individual teacher and hence be planned locally by a joint management of the HT, UEO & URC. The training process should be participatory and strictly follow Adult Learning (AL) principles (Andragogy) **which** is a brain mapping or constructivist exercise linked to prior experience as described in DPED course. SCT should be entirely a locally managed training and Training Division of DPE is entrusted with the responsibility of monitoring this training.

Keeping the above modality in mind the Training Division of DPE redesigned SCT as Need-based Sub cluster Training (NBST). A bottom up and decentralized approach adopted to identify training needs of individual teacher in a fortnightly meeting chaired by Head Teacher and attended by all teachers of a school being linked with Academic Supervision, Monitoring and Mentoring and Teacher Support Networking (TSN) concepts and processes.
The Need based Sub cluster training is planned and designed by locally assessed teacher's training needs through collaborative efforts of URC officials, Upazila Education Officers (UEO), Assistant Upazila Education Officers and selected Head Teachers. The sub-cluster training is organized for a whole day and is attended by 25 -30 teachers from 5-6 nearby schools under one Sub-cluster.

Initially the decentralized need-based Sub-cluster Training under PEDP-3 has been implemented in 07 Upazilas as a pilot program (2012-2013) led by the URC officials with the active support of UEOs, AUEOs, Head Teachers, advanced teachers and PTI Supers. A team of 03 monitors and mentors were deployed and they provided academic support to above mentioned implementers. The Monitor and Mentor Team were constituted by retired personnel and they had long experiences under DPE/ field level training design, management and implementation. This model of Monitoring and Mentoring proved effective in the implementation of this innovative program.

Scope of the Assignment:

The TOR is presented here in detail for the understanding of the scope of work as presented in there.

Objective(s) of the Mentoring and Monitoring Assignment:

As part of the Teacher Education Development (TED) Plan, the Need-based Sub-cluster Training is replicated nationwide in phases all replacing the old Sub-cluster Training. During this replication period, consulting services for mentoring and monitoring is hired by the DPE to ensure the quality of implementation of the program. Because this type of new, decentralized and bottom up academic program needs support through supervision, mentoring and networking to make the local level implementers confident to work. The consultants will examine and assess the implementation of Need-based Sub cluster training of Monitoring and Mentoring activities for further strengthening.

Scope of Services, Tasks (Components) and Expected Deliverables

Given the situations above DPE has engaged the Firm to accomplish the scope of work as follows:

- Supporting the field officers and head teachers in implementing Need-based Sub Cluster Training in 30 districts through monitoring and mentoring their activities.
- Acquaint the field officers and head teachers with the new training modalities as a cadre of facilitators to scale up.
- Reviewing the current modality of Need-based Sub-Cluster Training and all the existing manuals and guidelines and making recommendations to further improve them, and
- Developing a future work plan for the post PEDP3's period in order to institutionalize the new training modality firmly.

Detail Tasks Mentioned in the TOR:

- Team will study TED Plan, DPP and all relevant documents on Need-based Sub cluster Training concept papers, resource books, manuals, training plan, reports etc.
- Provide support to URC- based teachers training need analysis meeting,
- Provide support to URC-based training material development activities including printing of manuals and materials,
- Observe and supervise the need-based sub-cluster training in the schools in the respective Upazila.
- Provide advice, guidance and support to the local trainers and supervisors to hold the workshop and ensure the quality of training as per concept and design.
- Work as a training resource person (TRP) and ensured that the training is implemented according to the concept and processes.
- Monitor and mentor the Need-based sub-cluster training and sent quarterly report to The Director, Training Division through Team leader.
- The Monitoring and Mentoring Team will perfectly observe that the new Need-based Sub-cluster bringing visible changes from old Sub-cluster Training modality. The Team also evaluate the changes happening in the field level monitoring and supervision culture in order to practices the process of decentralization and capacity development of HTs and officers (training need identification, content development, organizing training and facilitating sessions) at local level,
- The Team will observe that the Need based Sub Cluster Training program widely accepted by the AUEOs, Head Teachers and Teachers at schools has been empowered by identification of their own training needs and make themselves confident as playing the role of trainers.
- The Team will observe that, through the content development & session design activities the field officers (AUEOs, URC instructors) help themselves evolving as local

level expert in material development process.

- The team must observe that a sort of ownership among the key players of the activities already been seen in this process that would be a vital element of continuous professional development of teachers, supervisors and trainers in the local level. It would be observed by the team members.
- The team will observe that Need-based Sub cluster Training is really an inevitable and effective decentralized and bottom up Teacher development mechanism in Bangladesh.
- Field visit: A comprehensive work plan will be developed by the consultants and approved by the Director of Training. As per plan the consultants will visit field in every month. They will stay at District HQ/ Upazila HQ and visit Primary Educational Offices and Schools .They will conduct interview, Focus Group Discussion (FGD, and Observe Academic Supervision with Feedback session, Fortnightly Meeting of HTs with need assessment process, Material Development workshop in URCs using relevant formats of monitoring and mentoring. The consultants have to visit all Upazilas in his /her assigned locations and time.
- The consultants will identify, describe and explain to HTs, Teachers, URC, Upazila and District level officials-(PTI Supers):
    - Context and Objectives of Need-based Sub-cluster training,
    - The process of need-based sub-cluster training,
    - The importance and instruction for arrangement of fortnightly meeting at school,
    - The use of Teacher-Competencies and standards in academic supervision and use of observation checklist and self-reflection formats.
    - The Consultants will understand the way to analyze teacher's training needs and determine the topic of sub-cluster training,
    - Observe, conduct and assess the need-based sub-cluster training program.
    - Write the report as per contract and as per necessity.

Observations and Comments on TOR:

The original TOR was designed and developed for a team of Consultants to be mobilized for a two year period from year 2015 to accomplish the above scope of work. However, the consultants were hired in September 2016 and mobilized in October 2016 for a period 08 months and by that time the Needs based Sub-Cluster Training model was nationwide implemented.

- All necessary Manuals and Guidebooks were prepared and printed;
- A 2 day Orientation for all Officials of primary education and Head Teachers have been completed;
- URCs were mobilized and oriented for the needs based sub-cluster training, and
- Funds had been disbursed for training activities over the last few years as per the implantation schedule adapted by the DPE to implement NBST in stages, expanding from the 07 District Pilot program.

The Consultants were to mentor and monitor the running NBST program. Thereby the scope of work or the tasked specified in the TOR were implemented in the changed context to improve the implementation, motivate teachers, Head Teachers and all officials, provide feedback on training organization, material and methods of fortnightly meetings, NBST activities, URC analysis of training needs, orientation of trainers and preparation of resource paper etc. Consultants' interventions to the UEO, PTI Supers, DPEOs and Divisional Deputy Directors were more to increase their level of commitment to monitor the NBST activities and support the process with more supervision.

Approach and Methodology

Study of Background Documents:

The Consultants studies the Teacher Education Development Plan (TED Plan), the DPP, the JICA NSCT Monitoring Reports of 2013 and 2014, NBST Guidebook for Teachers, AUEOs, URCs and PTIs; NBST Manual for Field Officials; and all other relevant documents as PEDP-III Mid-term Evaluations etc. on Need-based Sub cluster Training concept papers, resource books, manuals, and the training plan.

Consultants Work Schedules:

The Team of 05 National Consultants was mobilized for filed activities in the first three weeks of every month. The 4th week the national consultants met with the Team Leader in Dhaka and reviewed the progress achieved, discussed issues and concerns, prepared each one's monthly briefing report, and planed and mobilized the next month's activities and arrangements. The International Consultant had an intermittent assignment throughout period of the assignment.

Approval of the Field Visit Schedule of the Quarter:

A Filed Visit program for the Quarter is developed by the Consultants before visits and seek approval of the Director (Training), DPE. The Approved program by the Director (Training), DPE for the Quarter is followed and those Districts, Upazilas, URCs, Clusters and Sub-clusters and Schools are visited by the Consultants.

Consultants' Mentoring and Monitoring at School Level:

The Consultants spend one whole school day at the Schools. At school level attention is paid to observe, interact, mentor and feedback to teachers and Head Teacher.

1. Observation of Lessons – Depending on the circumstances one two lessons to be observed;
    - Individually and /or group discussion with teachers to furthering of their understanding of NBST activities, its advantages for self-development of teacher competencies;
    - Examine the Self-Reflection Checklists/Formats and provide feedback and educate the teachers how to reflect on their teaching skills and expected teacher competencies, etc.;
    - Interaction and mentoring of the Head Teacher on:
    - Observation of Lessons. Consultants make the Head Teacher understand more on the importance of observing classroom practices of teachers and how to relate the observation findings with teacher's self-reflection formats;
    - Record keeping on NBST;
    - How to conduct the Fortnightly Meeting (FNM) effectively and how to keep minutes of the meetings and how to compile the Training Needs for submission to AUEOs; and
    - How Head Teacher should provide the in-house teacher development support to teachers.

Consultants also used data collecting formats to record school level information for analysis.

The Consultants observe classes in progress, discuss with teachers and mentor them individually and in groups as may suit, educate the teachers how to reflect on their teaching and competencies; encourage them to participate in the fortnightly meetings and discussion meetings at schools with interest. Consultant also observe the Fortnightly meeting, interact with the Head Teacher and the teachers, and provide support to do the Fortnightly meeting with more participation. Head teachers are provided support on observation of lessons, using those observations to make the fortnightly meeting better and to find training needs,

educate how to keep records and minutes of the fortnightly meetings and sending of the training needs to AUEOs etc.

Sub-Cluster Level Observation of NBST:

Assistant Education Officer (AUEO) provides the academic supervision to the sub-cluster of around 5- 6 schools. The Need-based Sub-cluster Training is offered once a quarter in the sub-cluster. AUEO and a selected Trainer from among the Head Teachers and Teachers provide the training.

Consultants followed two important approaches of strengthening of NBST process.

1. Consultants observe the NBST the whole day at the training venue.
    - The Consultants observe NBST at the training venue and assess many important aspects of the quality of training;
    - Discuss the training observations with the AUEO and the Trainer;
    - Examines the quality of the Resource Paper and the training material;
    - Discus with the trainees how well they achieved the expected outcomes of the training,
    - Provide the most important feedback and mentoring of the trainer and the AUEO.
2. The Consultants also meet separately with the AUEOs, as a trainer as well as the AUEOs often in a group at the UEO's office. Consultants discuss with the AUEOs' how they ensure FNM at school level, how the training needs are collected from school and how AUEOs manages the school submitted training needs to get to the URC for analysis; and the role the AUEO plays in the total process of NBST.

Consultant also used formats developed by the team in the assessment of the training and recording of information from the AUEOs.

URC Performance and NBST:

The Consultants also spend day at URC to observe, examine, discuss and record URC performance in NBST and providing feedback and mentoring of URC Instructor. The Consultants particularly interacted on the following items:

a. Number of Lists of Training Needs URC received, monthly;
b. How the Needs were sent to URC
c. Management of Training Needs sent to URCs – Record keeping; Database, How these are treated
d. Needs Analysis Meetings Related Data – When were the meetings held, How regular, Who Attended; How the Topics were selected; etc.
e. Development of the NBST Training Resource Papers – Who and who participated, What assistance was taken;
f. Quality of the Resource Papers – Adequacy, Depth, Relevance, Structure, Topics and Time Requirements, etc.
g. Orientation Training to the Trainers of NBST; How was it done? Training Material and Resource Papers etc.
h. Observation Visits to NBST, frequency, Mentoring, and comments;
i. Limitations of URC in implementing NBST

Consultants also used formats developed by the team in the assessment of the training and recording of information from the URCs.

UEOs and NBST:

The Monitoring of NBST largely rests with the UEOs as the AUEOs who implements NBST are under the direct supervision of the UEOs. All AUEOs are staff of the UEOs office.

- UEOs are expected to make visits to observe NBST related activities in the field at NBST venues, Schools FNM to monitor to ensure it is being implemented as expected by the AUEOs and the Head Teachers. The Consultants interact with the UEOs, verifies their records of visits to NBST venues and schools;
- UEOs are expected to mobilize the AUEOs to implement teacher development plans, quality education and NBST is fundamental to interventions with a new ideology of empowering teachers to identify their training needs and convey their needs through the AUEOs to URCs. Thereby the consultants
    - Examine the AUEOs sending of Training Needs to the UEO to ratify and forward to URC for the selection of topics of NBST training;
    - UEO is to attend the URC Training Needs Analysis meeting and ensure all AUEOs attend the meeting;
    - UEO is expected to report to DPEO of the performance of NBST at the DPEO's monthly meeting;

Consultants look into these aspects and also have had the necessary format to collect information from the UEOs.

PTI Super and the NBST:

PTI is overseeing the URCs and also NBST expects several specific interventions to ensure quality of NBST activities through the PTI Super. The Consultants look into these for mentoring and monitoring of NBST.

- PTI Super has a monthly meeting with URC Instructors and it is expected the PTI Super will pay importance to NBST activities at the Monthly Meetings;
- PTI is to approve the URC prepared Resource Paper for NBST and URC to submit the paper giving sufficient time for approval;
- PTI Super is to make observation visits to NBST venues;
- PTI Super is to mobilize the Assistant Super to observe NBST activities.

Consultants looked into these aspects in collecting information and mentoring and monitoring of NBST.

DPEO and the NBST

DPEO has the most important role to play in the mobilization and monitoring of all district level officials, the UEOs, AUEOs, Head Teachers and reporting to the Divisional DD and the Head Quarters of DPE.

- DPEO has the monthly meeting of all district officials and he could use this meeting to monitor NBST , also to mobilize his/her subordinate staff (ADPEO and AMO) and filed staff;
- DPEO has the authority to get the NBST Monthly reports from UEOs;
- DPEO is to make observation visits to NBST for monitoring.

The Consultants examined these responsibilities and collected information from the DPEOs.

Divisional DD and NBST:

The Divisional Deputy Director is the Head of Primary Education in the Division and has the authority mobilize all primary education sector officials in the Division also has the

responsibility of reporting to the Headquarters on primary education sector. The NBST also expects the DD (Division) to make monitoring visits.

The Consultants interacted with the DD (Division) and also collected monitoring related information.

Monthly and Quarterly Reporting:

Consultants did the expected Monitor and Mentor of the Need-based sub-cluster training and sent Monthly and Quarterly Report to The Director, Training Division through Team Leader.

As per TOR and the Agreements reached between the Consulting firm and the Directorate of Primary Education the Consultants are to provide three Quarterly Reports.

Although there was no mandatory requirement to provide Monthly Reports, the Consultants also agreed to provide a Monthly Report to the Director Training.

Accordingly the following Reports have been submitted:

Monthly Report (Non-Mandatory)	**Mandatory Deliverables-Quarterly Reports**
October 2016	First Quarterly Report in December 2016
November 2016	
January 2017	Second Quarterly Report in February 2017
March 2017	
April 2017	Third Quarterly Report in May 2017
05 Monthly Reports	**03 Quarterly Reports**

The above Monthly Reports and Quarterly Reports are available with the Directorate of Training. The Monthly and Quarterly Reports were mostly Status Reports that provided the following:

- The Consultants Field Performance on the DPE approved field visit program for mentoring and monitoring of the Needs Based Sub-Cluster Training program;
- Reporting on the actual status of the NBST activities at School Level, Cluster/Sub-cluster level, URCs, at Upazila Level both of URC and UEOs, the District level both with PTI and DPEO;
- Reporting to the Director Training of the set-backs, issues and concerns raised by the officials at all levels for necessary actions.

The Quarterly Reports were officially discussed at the Training Directorate with the Consultants and where necessary clarifications were also made.

Comprehensive Field Visits Program

Quarterly comprehensive work plan was developed by the consultants and approved by the Director (Training), DPE. As per plan the consultants visited the field in every month. The Consultants stayed at District HQ/ Upazila HQ and visit Primary Educational Offices, PTIs, UEOs, URCs, AUEOs and Schools.

The **Annex 1** provides the Comprehensive Quarterly Filed Visits Program of the Consultants. Consultants' performance on the approved Field Visit Program is presented in the Annex with names of schools, Clusters, Upazilas, URCs, PTIs, and DPEOs.

Table 1 presents the **Summary Statistics of the Field Level Coverage** of Districts, Upazilas, Officials and Schools Covered by the Consultants from October 2016 to May 2017.

Table 1: **Months of October 2016 to May 2017 Summary Data of Filed Coverage and Observation of Training**

UNITS	2016			2017					TOTAL
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Number Of Districts Visited	15	15	15	15	16	15	13	16	**31**
Number Of Upazilas Visited	30	30	33	42	42	30	26	30	**263**
Number of Schools Visited	26	40	40	26	42	44	32	41	**291**
Number Of Sub-Cluster Trainings Visited	20	1	11	23	0	6	20	0	**81**
Number Of URCs Visited	25	29	28	29	26	30	24	29	**220**
Number Of PTIs Visited	13	17	12	16	13	16	13	14	**114**
Number Of Fortnight Meetings Observed	18	33	39	27	46	44	26	37	**270**
Number Of Head Teachers Interviewed	23	39	39	31	47	48	67	41	**335**
Number Of Teachers Attended FNM	187	354	343	247	450	394	225	365	**2565**
Number Of AUEOs Attended FNM	23	48	53	29	72	57	44	149	**475**
Number Of Other Officials Attended FNM	33	47	59	44	79	75	31	84	**452**

School Level Implementation of NSBT: Analysis of Visible Changes

The Monitoring and Mentoring Team of Consultants have visited 291 schools beside the other interventions at all levels of the implementation of NBST. The Consultants have reported in the Quarterly Reports the situation that prevailed in October 2016 when the Consultants made their first visits to schools and other officials and training venues.

At school level NBST has particular activities to ensure the new vision of **'Bottom-Up Approach'** to collect training needs from the teachers and Head Teachers and URCs to design training based on the school level inputs. The three activities are:

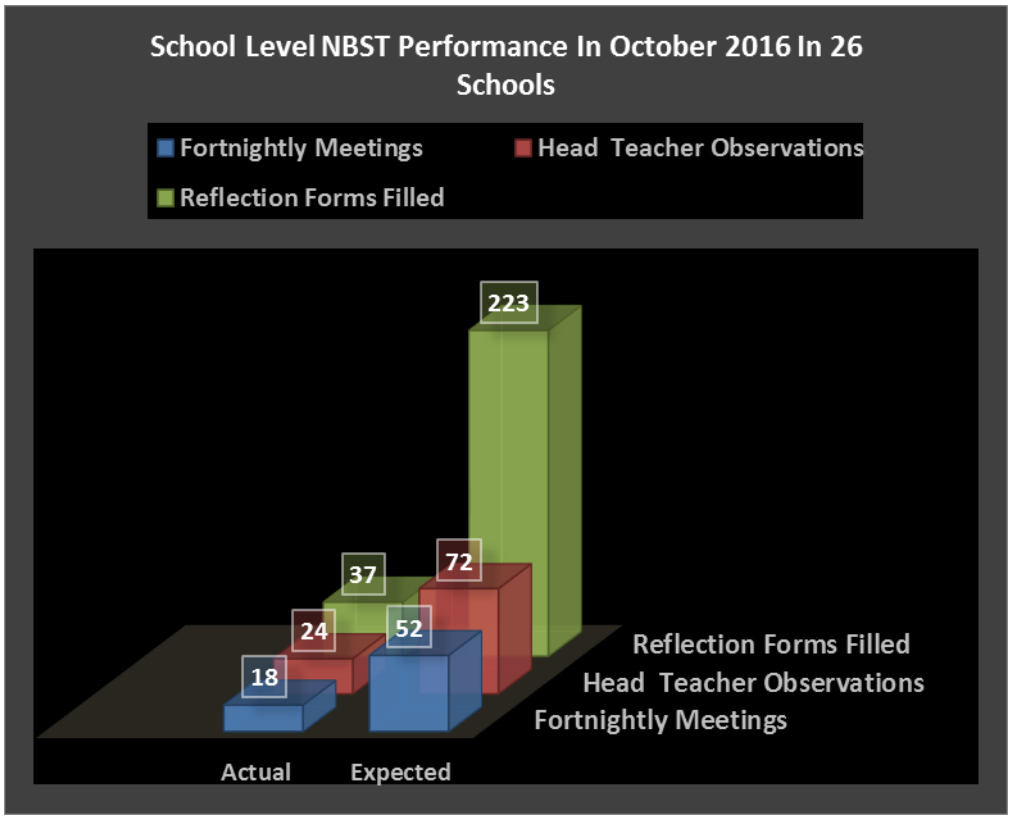
i. **Teachers Reflecting** on their training needs by examining and understanding the teacher competencies and their actual performance;
ii. **Head Teacher (HT) observing lessons** of teachers, many as possible, to understand where the training needs and gaps in teaching skills of the teachers; and
iii. **Conducting the Fortnightly Meeting** at schools on every other Thursday to discuss and share HT's observations and the Teachers Reflections and identify the training needs and if necessary to forward them through the AUEOs to UEO/URC as inputs for training.

Performance in October 2016 (As Baseline):

In October the Consultants visited **26 Schools** where there were 229 teachers. The 26 schools have had only 18 fortnightly meetings (FNM) and 08 schools (31%) did not have the FNM. In the same 26 schools the Head Teachers have observed only 24 lessons, meaning some Head Teachers never observed a single lesson in the given month whereas a Head Teachers is expected to observe a minimum of 3 lessons. Only 39 out of 229 Teachers of those 26 schools or 16% have filled-up the Reflection Format. The **Figure1illustrates the Expected Performance vs. the Actual Performance of NBST at School Level in October 2016.**

The Consultants inputs were at all levels from the Schools, to the respective AUEOs, UEOs, URC Instructors, the PTI supers and the District Education Officer and this creates a new situation of emphasis on NBST training, its importance, its ideology and how it would be monitored and mobilized.

Figure 1: School Level NBST Performance in October 2016 in 26 Schools



The Visible Impact of Consultants Mentoring and Monitoring is clearly seen with gradual changes. The First Quarter of the interventions (October –November –December 2016) the Quarterly Report highlighted this change.

Teacher Observation of Lessons:

The **Figure 2 and Figures 3** illustrate that the Average number of lessons a Head Teacher Observed in a school has increase to 0.69 to 2.65 in the first quarter, from October to December 2016.

Similarly the number of Fortnightly meetings held in October has doubled by November and December almost all schools having one Fortnightly meeting.

IMPACT ON HEADTEACHER OBSERVATION OF LESSONS AND NUMBER OF FORTNIGHTLY MEETING HELD IN MONTHS OF OCTOBER, NOVEMBER AND DECEMBER 2016

Figure 2: Frequency of Fortnightly Meetings and Head Teacher Observing Lessons Taken Place in October, November and December 2016

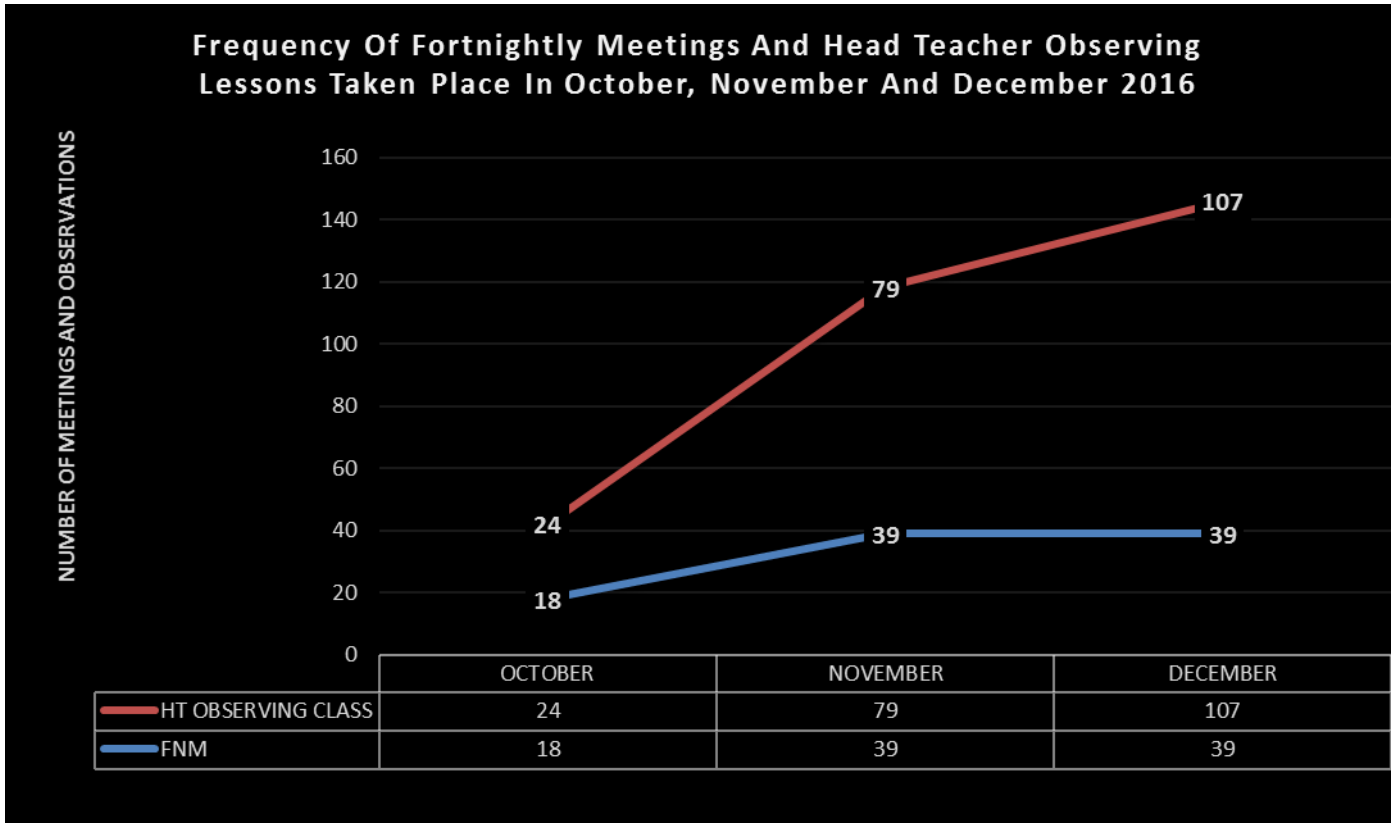
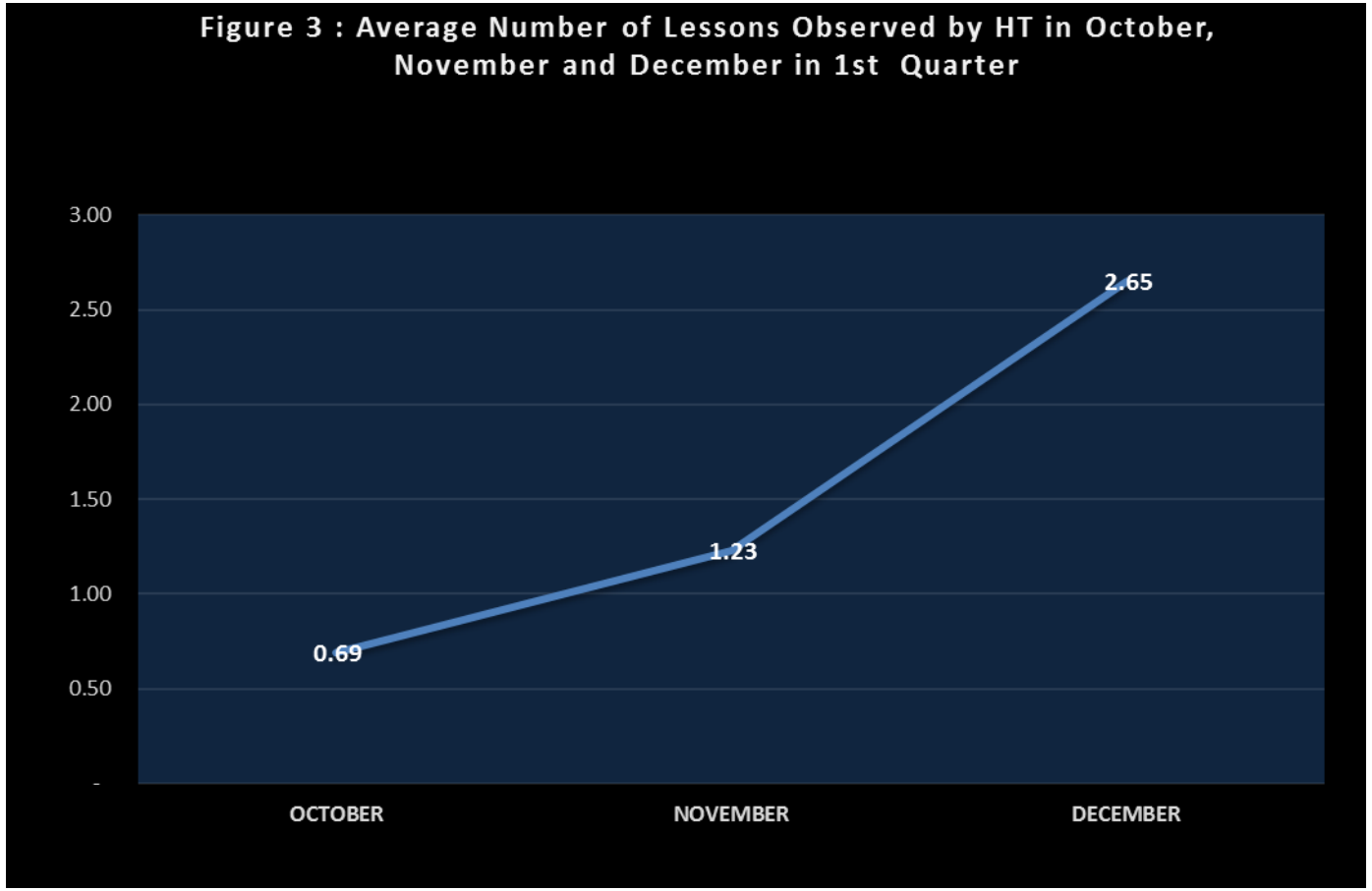


Figure 3: Average Number of Lessons Observed by HT in October, November and December in 1st Quarter



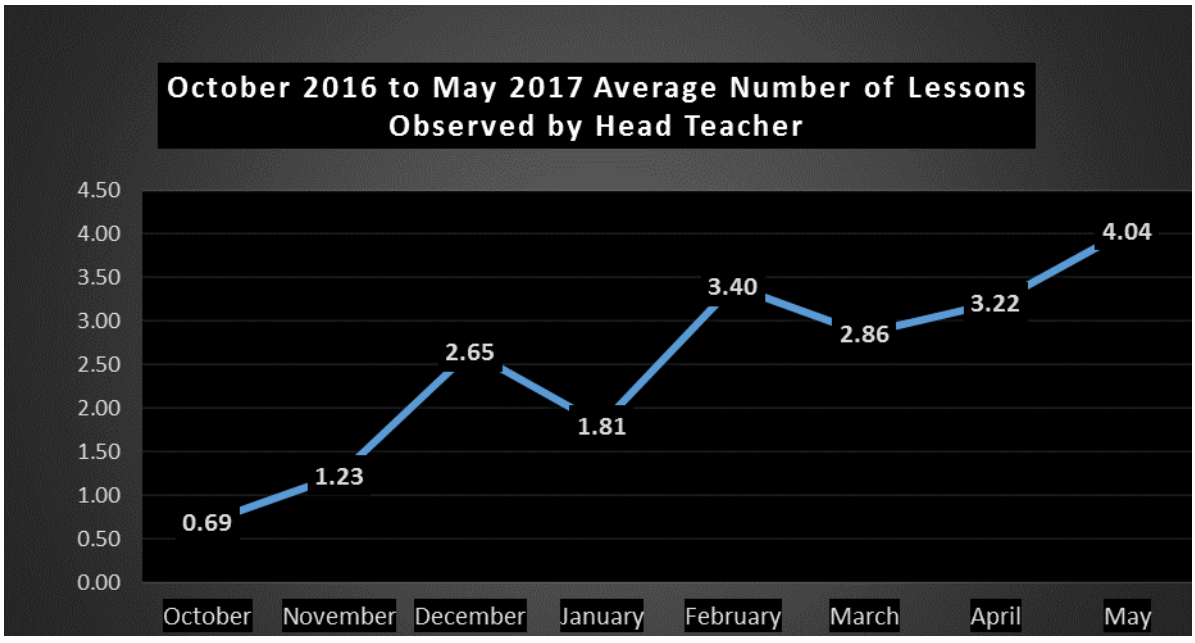
The Head teacher Observation of Lessons has increased gradually over the eight months of Mentoring and Monitoring in the 16 Districts Mentored and Monitored by the Consultants. The **Table 2** presents the data of Head Teacher Observation of lessons from October 2016 to May 2017.

Table 2: The Average Number of Lessons a Head Teachers Observed From October 2016 to May 2017

Month	AVERAGE LESSONS OBSERVED BY HT	HT OBSERVATIONS	Number of Schools
October	0.69	18	26
November	1.23	32	26
December	2.65	106	40
January	1.81	47	26
February	3.40	143	42
March	2.86	126	44
April	3.22	103	32
May	4.04	93	23

The data is furrther illustrated in **Figure 4.**

Figure 4: October 2016 to May 2017 Average Number of Lessons Observed by Head Teacher

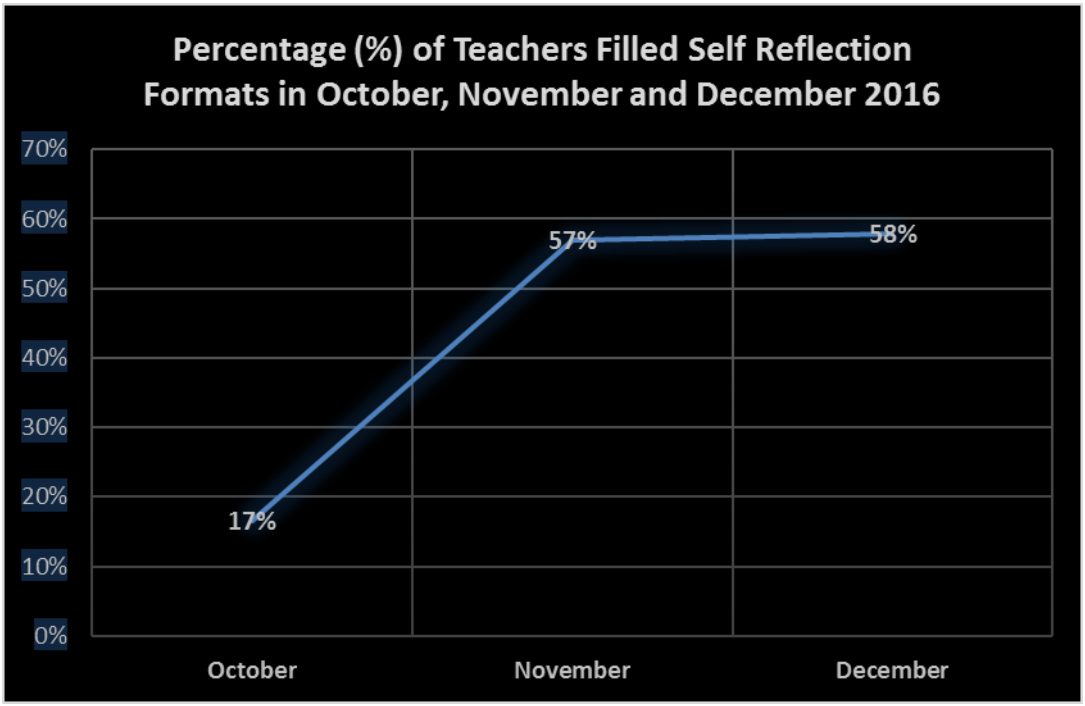


The **Figure 4** illustrates it clearly that the number of Lessons a Head teacehr observes now passing the averag level of 4 Lessons as expected. This is remarkable and visibale change. It is also obvious that there are ups and downs in the performance. **The drop in January 2017 is understandable as it is the beginning of anew school year** and he Head Teachers have a lot to attend and the rate of observation of lessons could drop. The impact could be better seen if a set of schoosl from the non- mentoring and monitoring districts is assessed.

Teaccher Completion of Self Reflection Formats:

The number of Reflection Forms Completed by the teachers is another important aspect to examine. In October only 17% out of 223 Teachers in the 26 Schools filled the Self Reflection Format (SRF). **Figure 5** illustrates that the percentage of completion of the Self Reflection formats increased from 17% to percentage 58% out of 354 teachers by December 2016.

Figure 5: Percentage (%) of Teachers Filled Self Reflection Formats in October, November and December 2016

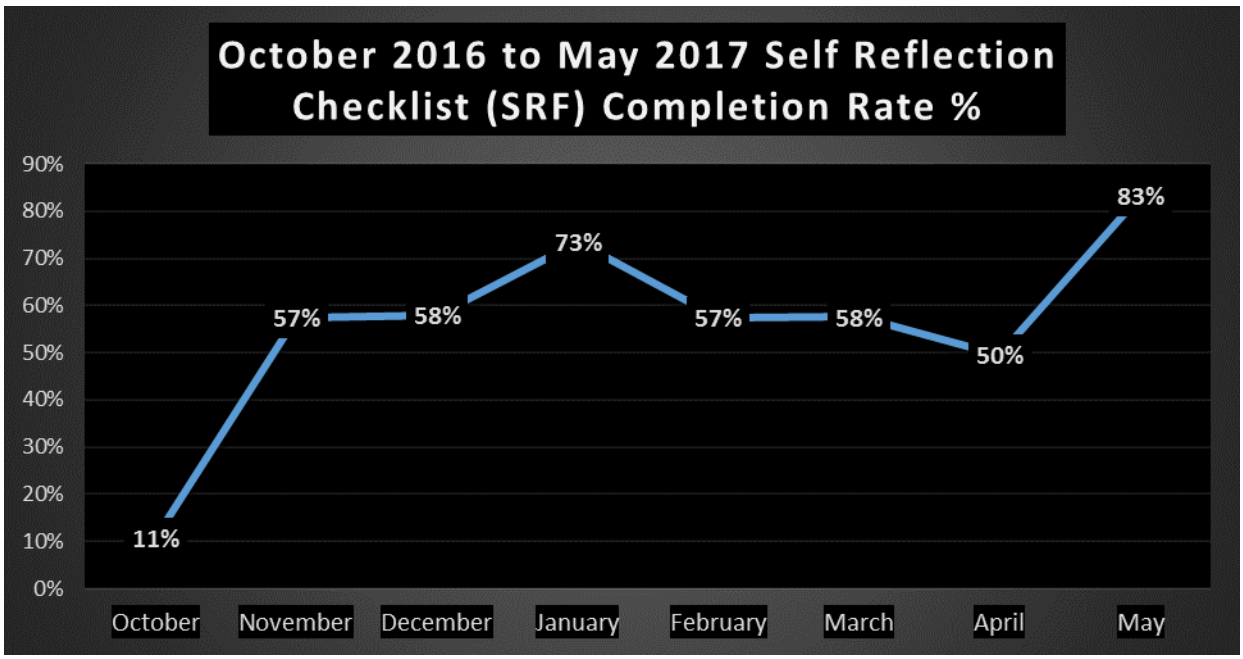


The School level change is more visible over the period of Mentoring and Monitoring of the Needs Based Sub-Cluster Training from October to May 2017. The **Table 3**provides the number of teachers in the schools mentored and monitored by the Consultants, the Number of teachers submitted their Self-Reflection Formats to the Head Teachers after completion and the relative percentage of the submitted number. The rate increased from 11% in October 2016 to 83% in May 2017. However, it is necessary to state that in May there were a larger number of school the Consultant re-visiting for the assessment of Impact of the Mentoring and Monitoring and the high rate of 83% is obviously illustrates the impact of Mentoring and Monitoring by the Consultants, whereas the actual rate across the 30 districts monitored may have increased from 17% to 58% (more a conservative reading) leaving in par with month of March 2017. The data in **Table 3** is further illustrated in the graph on **Figure 6**.

Table 3: October 2016 to May 2017 the Rate of Submission of Self Reflection Formats by the Teachers of the Schools Mentored and Monitored by the Consultants

Month	SRF Submission Rate %	SRF Submission Number	Number of Teachers
October	11%	37	346
November	57%	203	354
December	58%	205	354
January	73%	133	181
February	57%	209	364
March	58%	228	396
April	50%	128	258
May	83%	174	209

Figure 6: October 2016 to May 2017 Self Reflection Checklist (SRF) Completion Rate %



Fortnightly Meetings (FNM) by the Head Teacher:

The teacher filled SRF and Head Teacher Observed Lesson notes come to discussion to identify Training Needs at the Fortnightly Meeting at schools. This is an important discussion meeting where Head teacher and teachers should openly, frankly and seriously discuss and find where the gaps are and what further in-service training is needed for the holistic development of the teacher.

The **Figure 1** illustrated that only 18 FNM were held in the 26 schools in October that the Mentoring and Monitoring Consultants visited. Eight (8) of the 26 schools did not have the FN meeting. Many teachers never filled the reflection format and many Head Teachers did not observe lessons. The obvious was that there was no material for discussion at the FNM. This situation had visible change in the first quarter and is illustrated in **Figure 2** that from 18 meetings to by November and December the numbers increased to 36 meetings.

The **Table 4** presents the data obtained on the Fortnightly Meetings from the schools visited by the Consultants for Mentoring and Monitoring of NBST interventions.

Table 4: Impact of Consultants Mentoring and Monitoring of NBST on the Number of Fortnightly Meetings at School

Month	Number of Meetings	Number of Schools	FNM	Expected Over Actual
October	18	26	69%	35%
November	32	40	80%	40%
December	39	40	98%	49%
January 2017	26	26	100%	50%
February	42	42	100%	50%
March	44	44	100%	50%
April	32	32	100%	50%
May	23	23	100%	50%

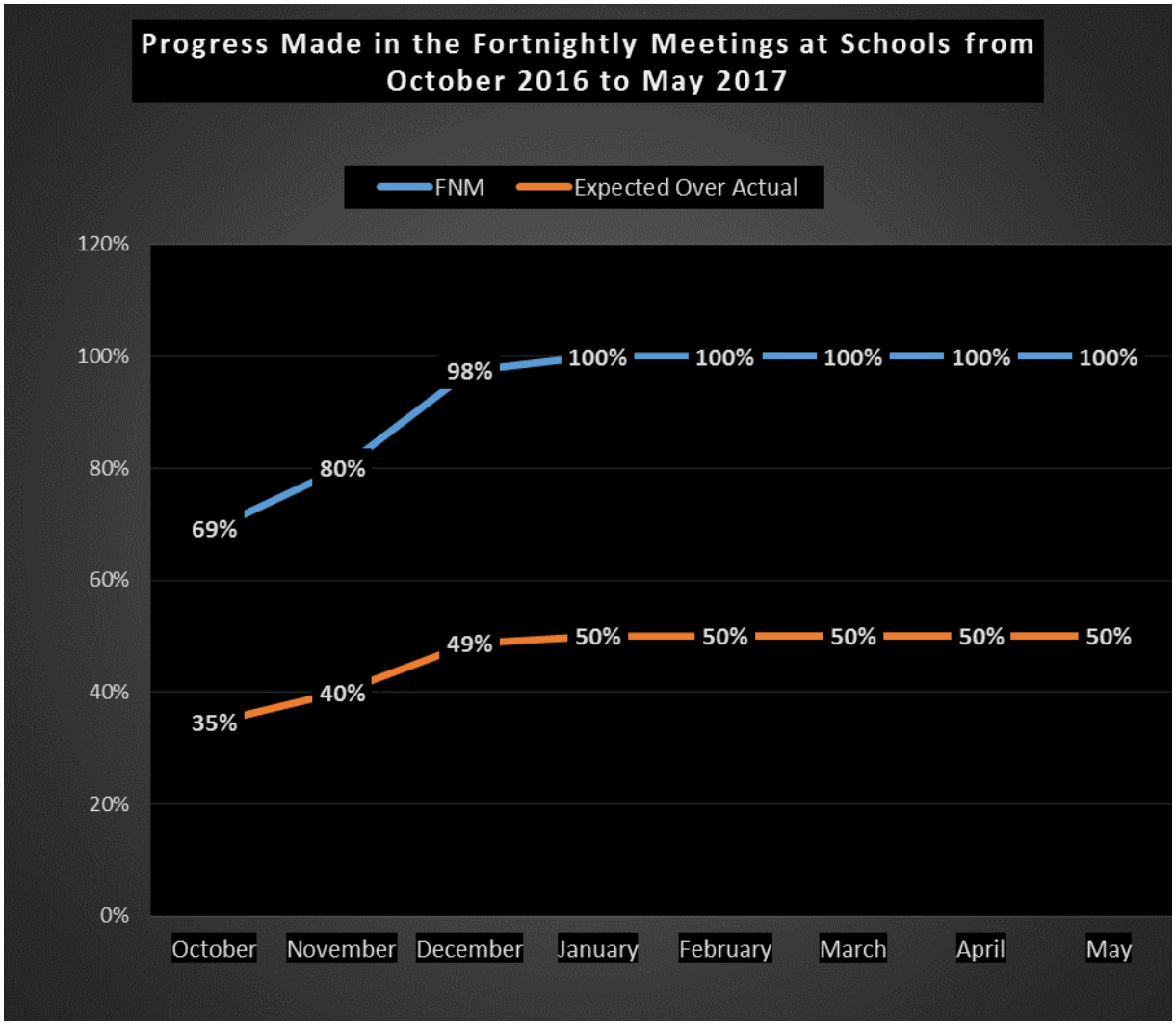
The **Table 4** presents two scenarios here. The column headed FNM indicates whether the school had the fortnightly meeting. The Column headed as "Expected over the Actual' where every school is expected to have 02 meetings a months, every other Thursday. However, the data shows that there was no school having 02 meetings and all schools hold only one FNM. Therefore the rate of having meetings is 100% when it comes to having "a FNM meeting" or a 'Monthly Meeting" and performance is 50% when compared with the 'Expected number of Meetings'. The following **Figure 7** illustrates these two scenarios.

Here,

$$\%\ of\ FNM = \frac{No\ of\ Meetings}{No\ of\ School} \times 100$$

$$\%\ of\ Expected\ Over\ Actual = \frac{No\ of\ Meetings}{Expected\ No\ of\ Meetings\ (\ School \times 2)} \times 100$$

Figure 7: Progress Made in the Fortnightly Meetings at Schools from October 2016 to May 2017



School Level Reactions to FNM:

Although the Consultants advocated and advised the teacher and the Head teachers to have two meetings as per the NBST Guide Book, the opinion of the Head Teachers is that there is no space for the school to have two meetings. The reasons given are:

- There are Directorate assigned five activities for Thursday in every month. Therefore, only one meeting is possible to have.
- Many of the Head Teachers and Teachers also expressed that there is no substance to discuss every two weeks in a meeting.
- Often taking time for such meetings is difficult on a Thursday after long hours of working six days a week.
- Head Teachers and Teachers also suggested to have it on another weekday than on a Thursday.

The discussions with the AUEOs and UEOs also tend to endorse that one fortnightly Meeting is sufficient.

Visible Change on NBST School Level Performance

The Consultants in its filed work revisited a set of 23 schools to assess the change (Short-term) impact of the Mentoring and Monitoring of NBST.

Teachers Submission of Self-Reflection Forms:

Table 5 presents the number of Self Reflection Formats filled and submitted to the Head Teacher in the First Quarter (2016) and in May of the Third Quarter (2017).The analysis here is presents the 29 Schools data to examine the change as there were 05 school those also were revisited outside the 24 schools.

Table 5: The Names of School Visited in First Quarter and Revisited in May 2017 Number of Teacher Reflection Forms Submitted to Head Teacher and Taken for Discussion at FNM in the Two Quarters

#	GP SCHOOL	FIRST QUARTER	3RD QUARTER
1	Rupatoli GPS	6	7
2	Azalia GPS	6	8
3	Dhakolhati GPS	4	9
4	Julgoan GPS	4	6
5	Ishaq GPS	9	7
6	Burichong Model GPS	0	0
7	Islampur GPS	1	1
8	88, Manikgonj GPS	0	0
9	Azimpur GPS	0	0
10	Boarder guard GPS	0	9
11	Fulbaria Model GPS	0	13
12	Durgakumar Pathshala GPS	5	6
13	Syed Kutub GPS	2	8
14	Poniout GPS	0	9
15	Kharampur GPS	9	11
16	Nunarbil Model GPS	7	6
17	Kalagata GPS	5	7

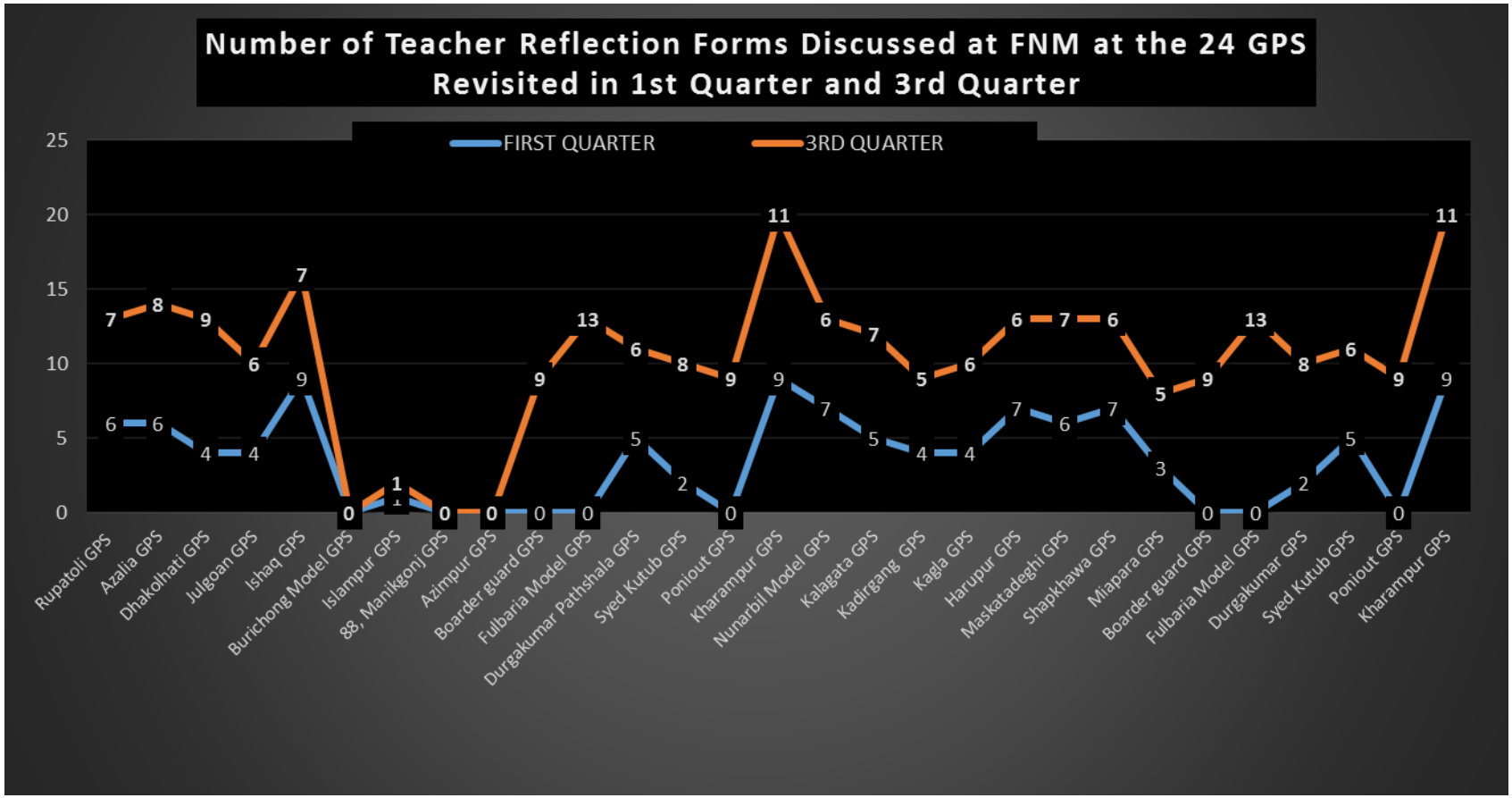
#	GP SCHOOL	FIRST QUARTER	3RD QUARTER
18	Kadirgang GPS	4	5
19	Kagla GPS	4	6
20	Harupur GPS	7	6
21	Maskatadeghi GPS	6	7
22	Shapkhawa GPS	7	6
23	Miapara GPS	3	5
24	Boarder guard GPS	0	9
25	Fulbaria Model GPS	0	13
26	Durgakumar GPS	2	8
27	Syed Kutub GPS	5	6
28	Poniout GPS	0	9
29	Kharampur GPS	9	11

Figure 8 illustrates the data in Table 5 for a holistic view of the information. Except in three schools, #6, #8 & #9 all other 26 schools show a positive change and some schools show a remarkable change.

This provides strong evidence in support of a visible change brought about by the 'Mentoring and Monitoring of the Needs Based Sub-cluster Training' by the consulting arrangement.

The change that was seen in Quarter One, from October to December 2017, and illustrated in **Figure 5** and the illustration of the general trend from October 2016 to May 2017 in **Figure 6** are further confirmed by the data in **Table 5 and Figure 8.**

Figure 8: Number of Teacher Reflection Forms Discussed at FNM at the 24 GPS Revisited in 1st Quarter and 3rd Quarter



Head Teacher Observation of Lessons:

The **Table 6** presents data on the Number of Lessons Head Teacher Observed in the First Quarter and the 3rd Quarter in the Revisited 24 Schools.

Table 6: The Names of School Visited in First Quarter and Revisited in May 2017 Number of Lessons Observed by the Head Teacher and In the Two Quarters

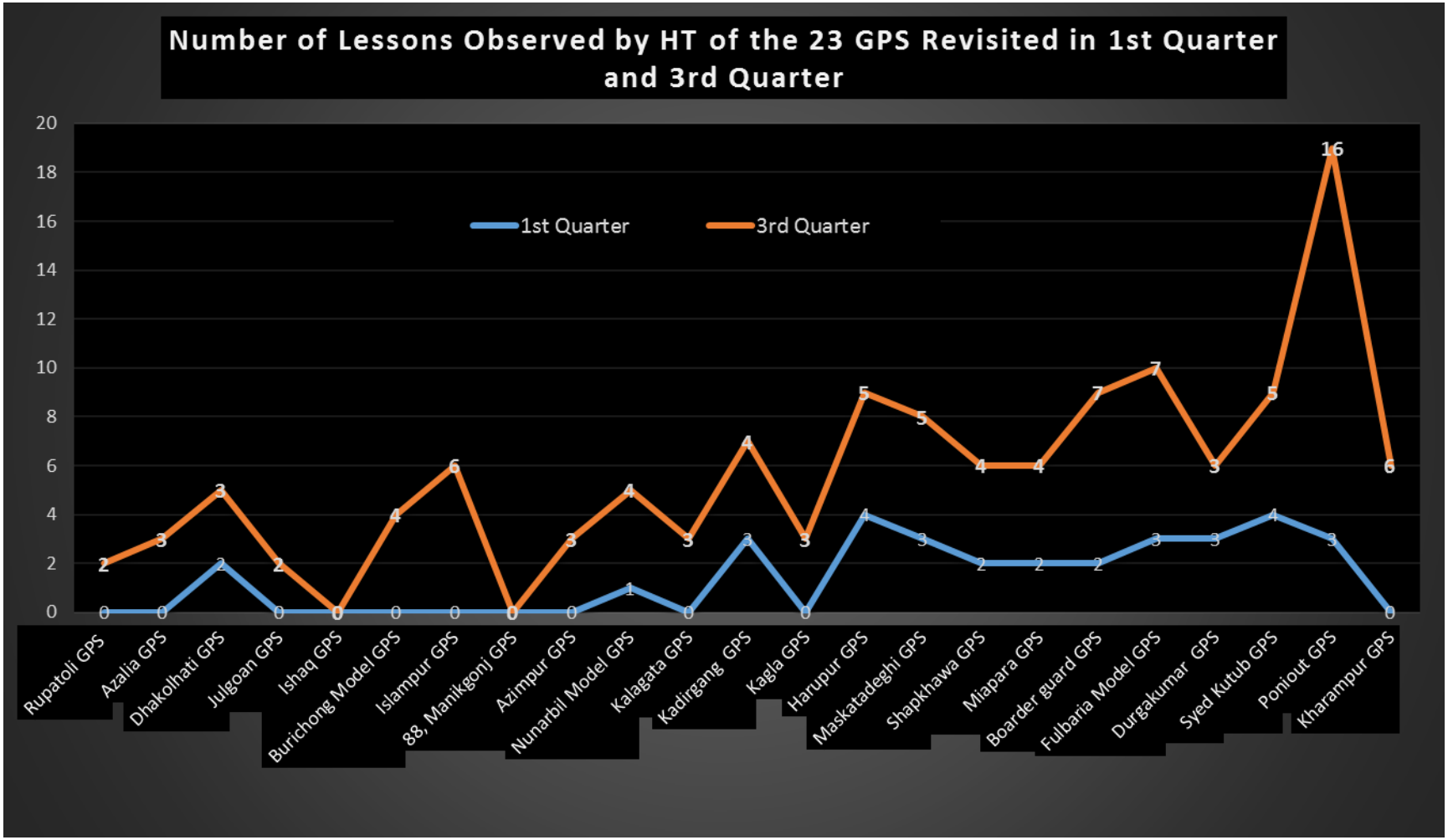
#	Schools	1st Quarter	3rd Quarter
1	Rupatoli GPS	0	2
2	Azalia GPS	0	3
3	Dhakolhati GPS	2	3
4	Julgoan GPS	0	2
5	Ishaq GPS	0	0
6	Burichong Model GPS	0	4
7	Islampur GPS	0	6
8	88, Manikgonj GPS	0	0
9	Azimpur GPS	0	3
10	Nunarbil Model GPS	1	4
11	Kalagata GPS	0	3
12	Kadirgang GPS	3	4
13	Kagla GPS	0	3
14	Harupur GPS	4	5
15	Maskatadeghi GPS	3	5
16	Shapkhawa GPS	2	4
17	Miapara GPS	2	4
18	Boarder guard GPS	2	7
19	Fulbaria Model GPS	3	7
20	Durgakumar GPS	3	3
21	Syed Kutub GPS	4	5
22	Poniout GPS	3	16
23	Kharampur GPS	0	6

Here the number of schools is only 23 as the data collected from 06 schools seems are not reliable to be included.

The Data in **Table 6** is illustrated for a holistic view of the analysis. The **Figure 9** presents the illustrative graph of the revisited schools data on the number of lessons head teachers have observed then (1st Quarter) and now (3rd Quarter).

The illustration and data shows except in 02 Schools (#5 & #8 in Table 6) there is visible positive change in Head teacher observation of lessons.

Figure 9: Number of Lessons Observed by HT of the 23 GPS Revisited in 1st Quarter and 3rd Quarter



The schools where no change has happened needs to be examined by the Directorate as there maybe reasons for such situations. This has happened in the same district. Maybe the higher officials also would have not responded to the Consultant's advice and mentoring. It could also be that the Consultant's interventions would also have been weak to motivate the Head Teacher and teachers.

Fortnightly Meetings and the Identification of Training Needs:

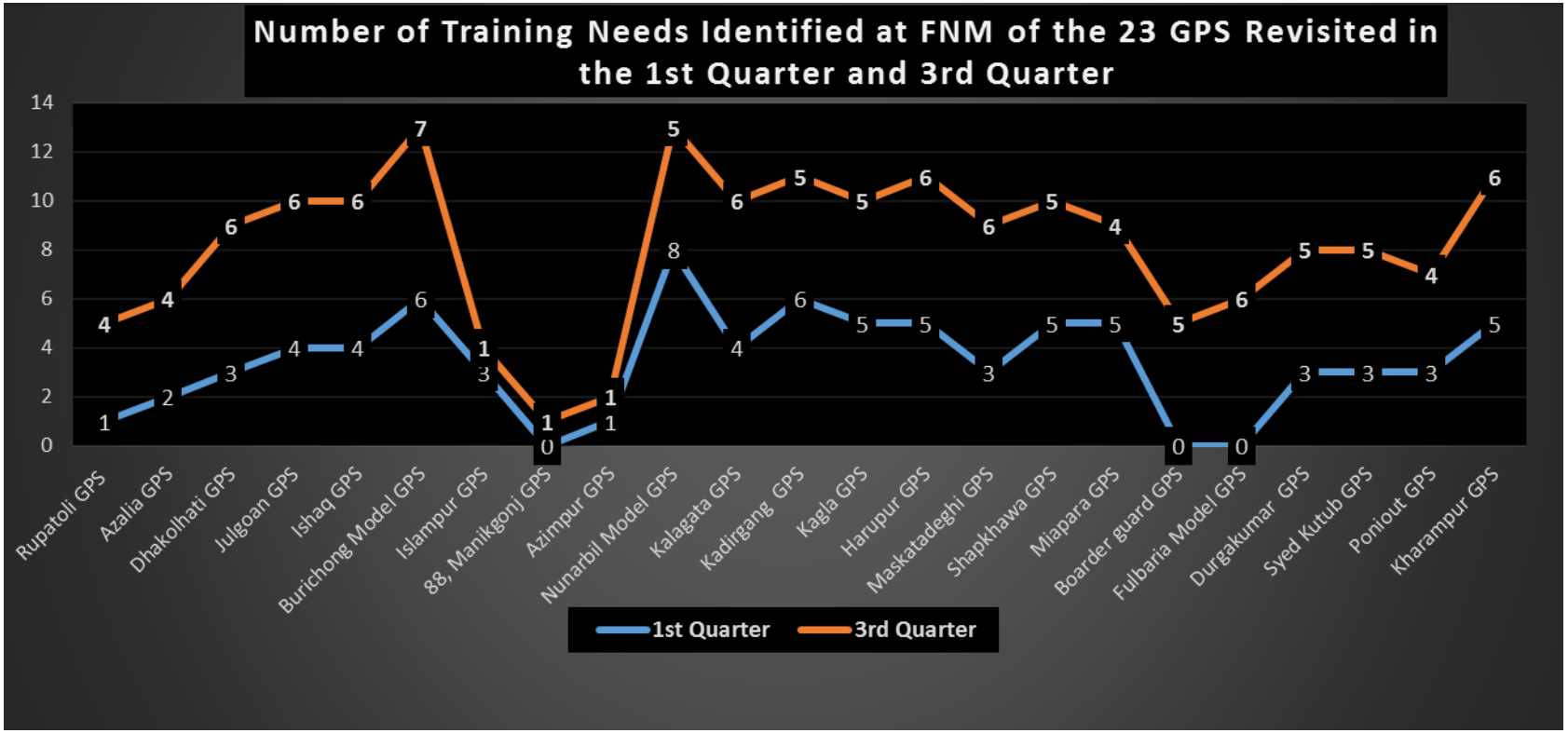
The **Table7** presents the Training Needs Identified at the Fortnightly Meetings at the revisited schools in the 1st Quarter and the 3rd Quarter.

Table 7: The Names of School Visited in First Quarter and Revisited in May 2017 Number of Training Needs Identified at the Fortnightly Meeting in the 1st Quarter and the 3rd Quarter of Revisited 23 Schools

#	School	1st Quarter	3rd Quarter
1	Rupatoli GPS	1	4
2	Azalia GPS	2	4
3	Dhakolhati GPS	3	6
4	Julgoan GPS	4	6
5	Ishaq GPS	4	6
6	Burichong Model GPS	6	7
7	Islampur GPS	3	1
8	88, Manikgonj GPS	0	1
9	Azimpur GPS	1	1
10	Nunarbil Model GPS	8	5
11	Kalagata GPS	4	6
12	Kadirgang GPS	6	5
13	Kagla GPS	5	5
14	Harupur GPS	5	6
15	Maskatadeghi GPS	3	6
16	Shapkhawa GPS	5	5
17	Miapara GPS	5	4
19	Boarder guard GPS	0	5
20	Fulbaria Model GPS	0	6
21	Durgakumar GPS	3	5
22	Syed Kutub GPS	3	5
23	Poniout GPS	3	4
24	Kharampur GPS	5	6

The Data in Table 7 shows once again except for the same two schools there is a visible positive change. The Figure 10 provides a holistic view of the analysis.

Figure 10: Number of Training Needs Identified at FNM of the 23 GPS Revisited in the 1st Quarter and 3rd Quarter



Qualitative Changes as Reported by the Consultants:

Qualitative Change in Teachers:

In the revisited schools the Consultants states that:

- The teachers are more positive than before;
- They expressed that they understand the self-reflection better now;
- Teachers demonstrated their active participation at the fortnightly meeting,
- Teachers are more willing to follow Head Teachers advise after observation of lessons;
- However, teachers expressed that two fortnightly meetings is not practical and it should be a monthly meeting.

Qualitative Changes in Head Teachers:

The Consultants provided extensive guidance, support and mentoring to the Head Teachers in their previous visit. The Consultants found visible changes in the Head Teachers way of managing NBST at school level.

- Previous visit the Head Teachers had no records of Fortnightly Meetings, or Lessons Observed in the month. However now almost all Head Teachers do keep records.
- Previously Head Teachers did not have a professional discussion with the teachers to improve their teacher competencies and now the Head Teacher take more initiative and this was also confirmed by the teachers;
- Previously Head Teachers also did not send Training Needs to AUEOs as an important input. Head Teacher does not have to send Training Needs every month, when and where such training needs are identified and important the Head Teacher is expected to send those to the AUEOs. This process is now being practiced by most of the Head Teachers of the revisited schools;
- However Head Teachers position regarding two meetings (fortnightly) is negative and all most all Head Teachers think once a month meeting is necessary.
- Head Teacher also said that the remunerations paid for NBST training is different from the other DPE trainings and it should be the same for all training activities. This was particularly stated by the Head Teacher who has also served as Trainers of NBST.

Quality of Teaching:

The Consultants assesses a set of teachers' teaching performance in May 2017, just to check whether their teaching skills have had a significant improvement due to NBST. Though this is not any systematic assessment of the quality of teaching, it gives some idea of the teaching competencies of **uninformed randomly selected set of teachers. Table 8** presents the ratings the 17 teachers got out of 100 (a percentage). Only 05 teachers out of 17 teachers got a rating just above 50%, and no one reached 60%.

Table 8: Consultants Rating of Teacher's Classroom Lesson in May 2017

#	NAME OF SCHOOL	NAME OF TEACHER	RATING %
1	28, Poniout GPS, Sadar Brahmanbaria	Nazma Khatun Chowdhury	57%
2	28, Poniout GPS, Sadar Brahmanbaria	Tahmina Begum	44%
3	Nowmohal Model GPS Sadar Mymensingh	Ismotara Bahar	41%

4	Nowmohal Model GPS Sadar Mymensingh	Tohura Akhter	19%
5	Sunampur GPS Dokhhin Shurma	Rehana Begum	16%
6	Sunampur GPS Dokhhin Shurma Sylhet	Sharna Rani	42%
7	Nunarbil Model GPS	Mst. Kohinoor Akhter	51%
8	Bandarban Sadar, Bandarban	Mst. Razia Begum	43%
9	Kadirgong GPS, Boalia, Rajshahi	Mr. Sumon Kumar Singho	50%
10	Namovadra GPS, Boalia, Rajshahi	Mst. Kamrun Nahar	42%
11	Panimaskuti GPS, Fulbari, Kurigram	Mr. Ershadul Haque	39%
12	Miapara GPS, Fulbari, Kurigram	Mr. Atikur Rahman	52%
13	Alekanda GPS Sadar, Barisal	Shaila Sultana	43%
14	Banari Para Bandar Model GPS	Khadija Begum	51%
15	Sherpur Model GPS	Snigdha Dey	51%
16	Zhinaigati Model GPS	Nilufer Yeasmin	42%
17	Tajkeratun Swarup Nagar GPS	Md Abu Taher	48%

The **Table 9** presents the Consultants Rating of the 17 teachers on important constructs of a classroom teaching situation. On certain constructs the teachers were above ¾ in the rating. However there were many constructs that the teachers were performing much below the average. Particularly the formative evaluation was weak. Many of the teachers were not relating the lesson to previous lessons or to the student's life. Many of the teachers were very poor on time management and also did not use teaching aide.

Teachers need to critically reflect on their competencies to understand that their performance.

Table 9: Average Ratings the 17 Teachers Got on a 4 Point Scale for Important Constructs in a Classroom Teaching Situation

	Constructs	Average Rating on a4 Point-Scale
1	Lesson Plan Was Available	2.88
2	Learning Outcomes Were Listed	3.18
3	Content Was Relevant	3.71
4	Content Was Adequate	3.53
5	Related Lesson to Previous Knowledge	2.65
6	Related Lesson to Child's Experiences	2.41
7	Instructional Methods Was Appropriate	2.35
8	Classroom Arrangements Were Made	3.18
9	Teacher's Voice Was Heard	3.76
10	Teacher Was Friendly And Welcoming	3.65
11	Students Participated Actively	2.94
12	Student Participation Was Created	2.88
13	Class Management Was Satisfactory	3.29
14	Formative Assessment Was Used	1.94
15	Lesson Was More Child Centered	2.94
16	Learning Outcomes Were Assessed	2.76
17	Further Learning Was Directed	1.59

18	Closing of the Lesson Was Good	2.18
19	Teacher Mannerisms Were Acceptable	3.18
20	Time Management	0.94
21	Other Observations If Any	0.94
22	Teaching Aid	0.00
23	Overall Judgment of the Lesson Was Good	2.88
24	Special Remarks	0.00
25	Constraints	0.00

The Needs Based Sub-cluster Training is a useful approach and it works well only if the teachers critically examine their skills, strengths and weaknesses and the Head Teacher's ability to motivate them for their overall professional development.

NSBT Performance at Sub-Cluster Level

AUEOs' Observation Visits to Fortnightly Meetings:

AUEO is central to the successful implementation of NBST. AUEOs as the Cluster Officer are responsible for the implementation of NBST sub-cluster-wise.

AUEOs role in NBST are:

a) Academic Supervision of Schools and NBST Activities at School level and making a minimum of 10 School Visits every month;
b) Monitor and Mentor Teachers and Head Teachers and oversee Fortnightly Meetings;
c) Collect Training Needs from the Head Teachers
d) Submit the Training Needs with a Summary Statement to the UEO for the UEOs to submit these to the URC Instructor;
e) Attend the URC Needs Analysis Meetings;
f) Participate in the URC preparation of the Resource Paper for NBST;
g) Select Trainers for NBST in the Cluster;
h) Participate in the URC Trainer Orientation Sessions for NBST and collect Resource papers;
i) Together with the Trainer prepare the Training Material and Training Venue for NBST;
j) Conduct NBST at Sub-cluster
k) Send a performance report to UEO at the completion of NBST

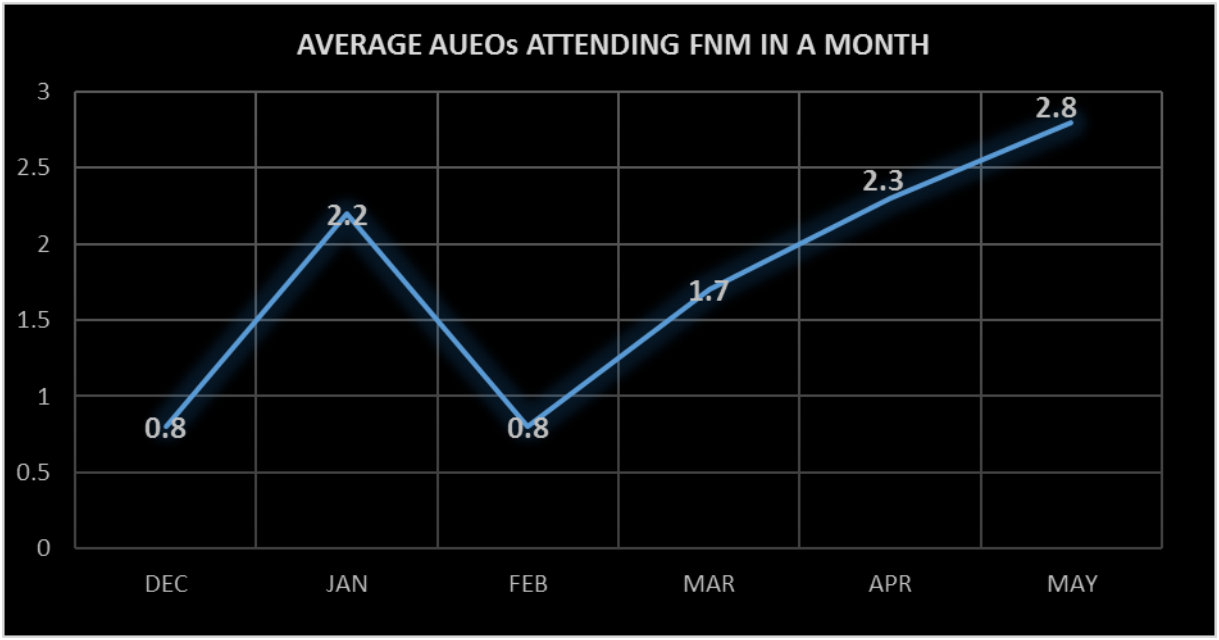
During the 08months of Mentoring and Monitoring of NBST by the Consultants, the Consultants have met with **259 AUEOs**. In the Months of October and November the Consultants recorded their verbal reporting of their visits to schools to observe Fortnightly Meetings. However, the Consultants felt the reporting is falls and **since December the 'recoded visits' were taken**.

Those numbers are presented in **Table 10** reports the number of AUEOs the Consultants interviewed and discussed and mentored from December 2016 to May 2017, and it is seen from **Figure 11** that an AUEO used to make just one Visits to (0.8) in December to observe Fortnightly Meetings; and the number of visits AUEOs now make to observe Fortnightly Meeting due to the mentoring and Monitoring by the Consultants have increased three (3 = 2.8) visits a month. This is a significant and visible change in AUEOs support to NBST.

Table 10: Average Number of Visits an AUEO Made to Observe Fortnightly Meetings at Schools from December to May 2017

MONTH	DEC	JAN	FEB	MAR	APR	MAY	AVERGAE
AVERAGE AUEOS ATTENDING FNM	0.8	2.2	0.8	1.7	2.3	2.8	1.8
NUMBER OF AUEOs	40	34	35	30	30	30	259

Figure 11: AVERAGE AUEOs ATTENDING FNM IN A MONTH



However, in February the number of visits have dropped to 0.8 (One Visit). This is the time the Consultants thinks the AUEO should have visited more schools as there was NBST in February 2017 as the Quarterly training started in March.

However, the NBST Guidebook and the Manual also does not indicate how many visits AUEOs should make to observe Fortnightly Meetings. This needs to be corrected.

AUEO and the Submission of Training Needs:

The Training Needs are to be sent by the Head Teachers to the AUEOs, not necessarily every month. Only when the FNM has indicated the training needs those demands training the Head Teacher is expected to send them. Therefore there is no one standard to measure the efficiency or the effectiveness of the supply of Training Needs to the URC.

The philosophy here is that Head Teachers and teachers will have two meetings every month to discuss classroom issues, instructional issues and to help each other to resolve such issues at school level providing in-house empowerment of the teacher and Head Teacher leading a process of in-service Teacher Development Support at school level. Wherever, the Head Teacher and Teachers feel that there are issues and concerns as training needs then they send the training needs to the AUEO.

Table 11 and Figure 12 illustrate the Head Teacher's Submission of Training Needs to AUEOs from October 2016 to May 2017

Figure 12: Head Teachers Sending of Training Needs to AUEOs October 2016 - May 2017

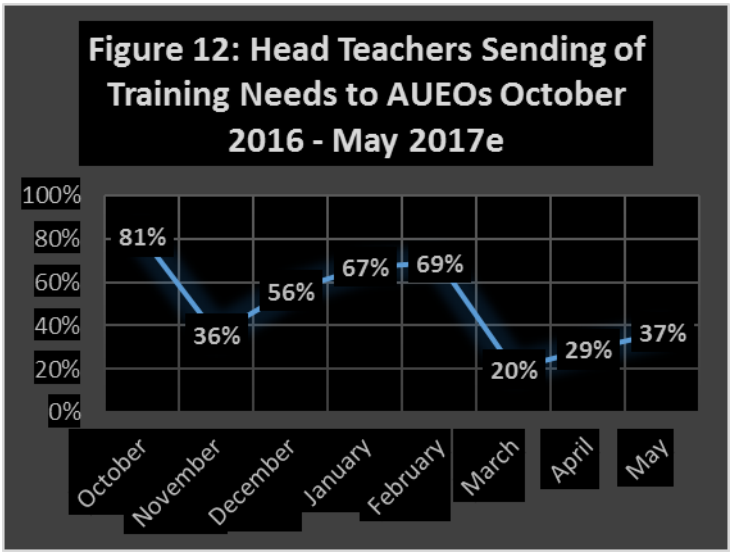


Table 11: % of HT Sent Training

% of HT Sent Training Needs to AUEOs	
October	81%
November	36%
December	56%
January	67%
February	69%
March	20%
April	29%
May	37%

There is an interesting pattern in the submission of training needs. October 81% is immediately after having NBST of the previous Quarter (July- September 2016). Then the rate of submission lowers to 6%, 9% levels as because the October- December Quarter NBST is being implemented. Then in January and February the rate of submission goes up to 67% & 69%; and NBST is implemented again in March-May Quarter and the Submission of Needs again goes down. So this is a meaningful and understandable picture that illustrates the reality quite well. However the one can also point out that the low degree of submission of Training Needs in November – December, is increased or lifted to 20% and 29% due to the new Mentoring and Monitoring intervention by the Consultants. One can expect this pattern to prevail as there is no binding for all Head Teachers to send Training Needs every month.

AUEOs Submission of Training Needs to UEOs:

AUEOs are supposed to submit training needs to the UEO with a summary. However, although the AUEOs verbally say they submit training needs to UEOs to be forwarded to URCs, in reality most of the AUEOs send Training Needs directly to the URC. UEOs also confirmed in their interviews that not always every NBST format is presented for approval. UEOs also have never questioned this practice. In the first quarter on the average 23% of the AUEOs have sent the training needs to the UEO; in the 2nd Quarter over 60% indicated that they send through the UEO, in the 3rd Quarter too reported over 60% sending through the UEOs. However, when the Consultants met with the UEOs they accepted that the AUEOs send the training needs mostly directly to URCs. It appears that UEOs like that practice than sending the papers to UEO to forward to URC.

AUEO Organizing NBST:

The Need Based Sub-Cluster Training is conducted by the AUEOs with the assistance of a Trainer selected from among the Head Teachers and teachers. The training venue and the

training is organized by the AUEO based on the briefing and the training topics identified and Resource Paper developed by the URC.

The Quality of NBST training offered at the respective venues were rated by the Consultants on different aspects.

The **Table 12** below presents the ratings given by the Consultants to the trainers attended the NBST training. The Punctuality, Trainer Attitudes and overall behavior and the rating was on a 4 point scale. Except in three locations the Trainers in general were satisfactory with a rating of "3". In general punctuality was rated high.

Training Venues:

Table 12: Consultants Rating of the Quality of the Observed Training Venues of the NBST in April 2017

Rating of 3 = Satisfactory

Venue	Punctuality	Trainer Attitude	Over All Comment
Hazrabari GPS	3	3	3
URC Delduar	3	3	2
Jauwa GPS	3	3	2
Shukur Nagor GPS	3	3	2
Banogram GPS	3	3	2
Bukara GPS	3	3	3
Protappur GPS	3	3	3
Kullabana GPS	3	3	3
Town Sultanpur GPS	3	3	3
Bortha GPS	3	3	3
Chowra Noabari GPS	3	3	3
Uzalpur GPS	4	4	3
Raipur GPS	4	2	1
Shahi Model GPS	4	4	3
Purbofulhar GPS	4	4	3
Salek GPS	4	3	3
Bakuya GPS	4	3	3
Kushla GPS	4	3	3
Junasar South para GPS	4	3	3
Dadon GPS	3	2	4
Burirhat GPS	3	2	3
Rakhal Buruz GPS	3	2	3

The **Table 13** presents the Consultants ratings of the NBST Venue. They observed 23 NBSTs and no venue was rated as very good (scale of "4") on the variables –Space, Lighting, Calmness, Material Display and Sounds. However, 12 training venues out of the 23 were satisfactory**. This indicates that in 11 NBST Venues out of the 29 venues were not suitable for the training**. Particularly, three of the 29 locations were rated unsuitable or weak. These venues the space, lighting, calmness and sounds were all weak.

Table 13: Consultants Rating of the NBST Venues in the Third Quarter (March-April 2017)

Training Venue	Space	Seating	Lighting	Calmness	Material Display	Sound
Chornikholia	3	3	3	3	3	3
Kadomtoli GPS	3	3	3	3	3	3
Boarder guard GPS	3	3	3	3	3	3
Ashugong poshchim GPS	3	3	3	3	3	3
Shahrail GPS	3	3	3	3	3	3
Panimaskuti GPS,	3	3	3	3	3	3
Hazrabari GPS	3	2	3	3	3	3
URC delduar	3	3	3	2	3	2
Jauwa GPS	3	2	3	3	2	3
Shukur Nagor GPS	2	2	3	3	2	3
Banogram GPS	2	2	3	3	2	3
Bukara GPS	2	2	3	3	2	3
Protappur GPS	2	2	3	3	2	3
Kullabana GPS	2	2	3	3	2	3
Town Sultanpur GPS	2	2	3	3	2	3
Bortha GPS	2	2	3	3	2	3
Chowra Noabari GPS	2	2	3	3	2	3
Uzalpur GPS	3	3	3	3	3	3
Raipur GPS	1	1	3	3	1	3
Shahi Model GPS	3	3	3	3	3	3
Purbofulhar GPS	3	3	3	3	1	3
Salek GPS	3	3	3	3	3	3
Bakuya GPS	3	3	3	3	3	3
Kushla GPS	3	3	3	3	3	3
Junasar South para GPS	3	3	3	3	3	3
Dadon GPS	3	3	3	3	1	1
Burirhat GPS	1	1	1	3	1	1
Rakhal Buruz GPS	1	1	1	3	3	1
Rating 4	**0**	**0**	**0**	**0**	**0**	**0**
3	**18**	**16**	**27**	**28**	**16**	**25**
2	**8**	**10**		**1**	**9**	**1**
1	**3**	**3**	**2**	**0**	**4**	**3**

Tables 14 through Table 19 presents Consultant's Rating of Quality of NBST Trainings in the 28 Training Venues on Various Important Aspects of Training.

Training Equipment:

Table 14 presents the ratings of the consultants on the basic equipment in the training Venues. In general most of the Venues had the basic equipment to a satisfactory level. There were a few Venues where the equipment was not satisfactory and needed improvements.) Seven (7) Training Venues did not use Multimedia. There was not a single venue of the 28 NBST Venues were rated as 'Very Good', however except about 7 venues basic equipment were satisfactory.

Training Material:

Table 15 presents **Quality of the Training Material** used by the trainers. Here the situation was not satisfactory, many areas needs improvements. The "Readability" of the 'Resource Papers' and 'Posters' etc. were generally satisfactory. However "Accuracy", "Usefulness in Explanations", "Utilization of Resources" and "Innovativeness" were not rated satisfactory in many venues. Those are rated as 'Need Improvements'.

The 'Resource Paper' or the 'Theme Paper' prepared by the URC Instructor has many aspects to look into. Out of the 28 NBST Venues, over 20 were rated low. Often the Resource paper has so many items included and if real any serious training is to be done the content may require a few days. Rather than trying to cover so many topics, it is better the URC and AUEOs select most demanding two topics, one for the morning Session and the other for the afternoon session. It is more advisable for them to select 'the most demanding Topic' for the more in-depth training. *A topic such as "Review reading books Bangla, English, Math of class (i),(ii),(iii) and teachers guide book."* , taken from the list of Training topics, may need a few days to make any useful understanding of the textbooks.

'**Demonstration Lessons'** was not included in many of the training venues. The Consultants had been repeatedly reminding the trainers to have demonstrations to make the teacher understand how he/she should perform. But the training as well as the NBST Guidebook does not have any instruction about it.

This was also pointed out by the URC Instructors that the Trainers need to be more serious in organizing the training.

Use of White/Black Board:

Table 16 presents the Trainer using of the White/Black Board at training. Nearly half the Trainers were Satisfactory, but another 50% of the trainers were not satisfactory and they need to improve. These are basic skills in the delivery of training and URCs could take immediate action to attend to these with the AUEOs. URC needs to make it appoint to illustrate these at the Semester Orientation of the Trainers to conduct the training.

Training Material Display:

Table 17 presents the ratings on the "Training Material Display"; these too are basic skills for any trainer. Of course Venue Facilities matters for this. However, less than 50% were rated satisfactory, and majority of the trainers need to improve on this aspects.

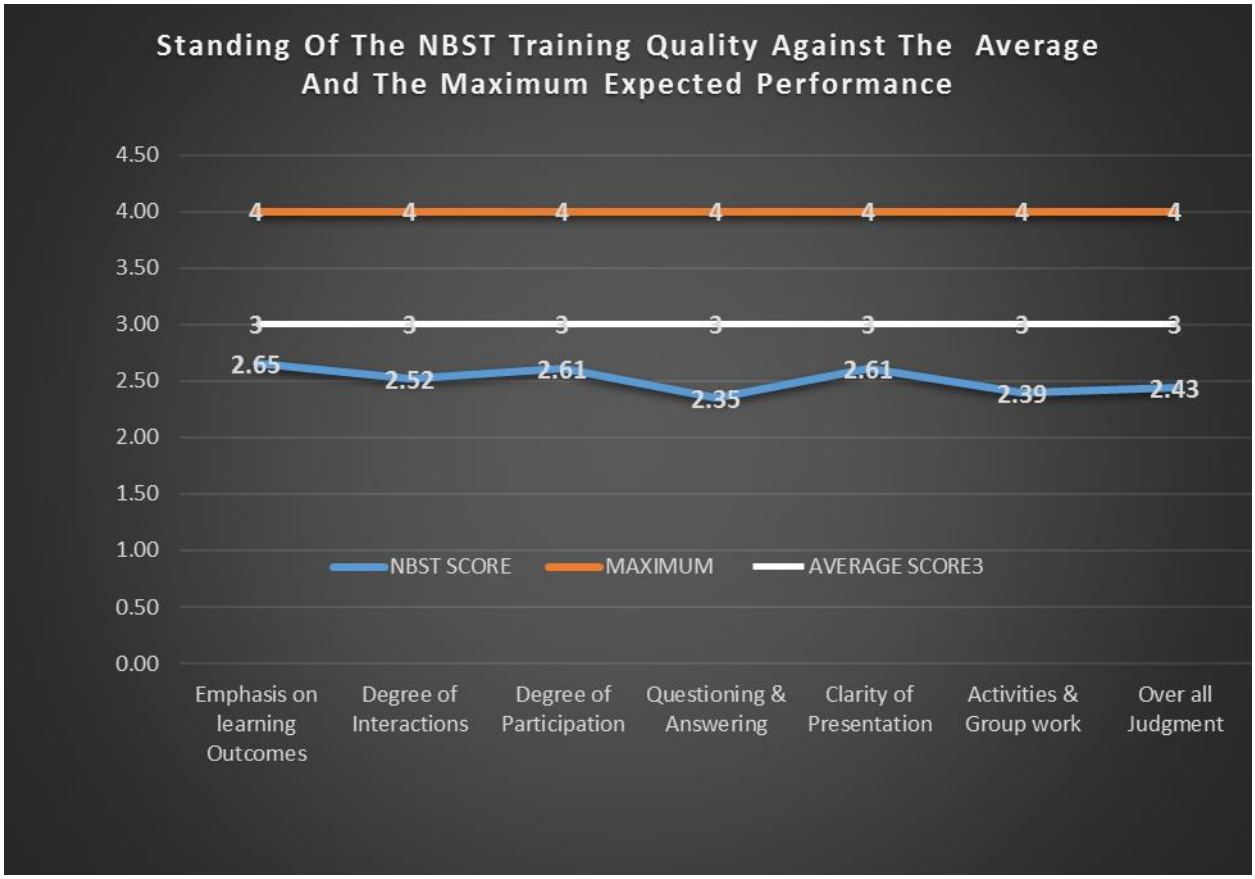
Quality of Delivery of Training:

Visible Change in Achievement of Training Outcome:

Overall ratings of the Achievement of Training Outcomes were rated by the consultants in October 2016. If this is taken as the base **Figure 12** illustrates the Quality of Training Rated by the Consultants in October 2016.

Figure 13 illustrates the challenge that the NBST Training has to reach the satisfactory Level of training. The Score **Level 4 is the expected Satisfactory Level, whereas on all rated aspects the NBST training performance is below the average mark of 3.0 points on the scale, no aspect was rated at the level of 3 or the average.**

Figure 13: Standing of the NBST Training Quality against the Average and the Maximum Expected Performance



One can see the **impact of Mentoring and Monitoring in the last round of NBST Training in April 2017 in Figures 14 -22 and Tables 18 through 28.** The Training had the training Objectives identified. Learning outcomes were assessed verbally. No feedback or training evaluation was done by any of the 20 NBSTs. The ratings were low that there is need to improve the trainers and the training. Training space and seating issues has to be resolved by the AUEO by selecting more suitable schools in the sub-cluster. URC and PTI have to work together and develop training skills of the trainers.

Table 18 presents the "Quality of Delivery of Training" at the 28 Training Venues. This is an important table to note. Therefore the data presented in the Table 18 were further illustrated with Graphical Diagrams. There were eight important aspects the delivery of training is rated. The following were the eight aspects rated by the consultants:

1. Emphasis on Expected learning Outcomes
2. Degree of Interactions
3. Degree of Participation
4. Questioning & Answering
5. Clarity of Presentation
6. Activities & Group work
7. Quality of Management of Training, and
8. Over all Judgment

Other than the Emphasis on Expected Learning Outcomes, in all other six aspects the training was rated below the average for most of the trainers.

The **Figures from 14 – 21 illustrates these situations**. **The "Orange Line"** across the graph shows the average Level of Performance and except **Figure 13** in all other graphs the ratings are below the average line indicating poor delivery of training. The NBST to be effective, and change the teachers to become better the quality of the training at NBST must improve.

Table 19 presents the Rating on the Quality of Management of NBST Training in the Venues. It is seen only in 4 of the Venues the Training Management was rated satisfactory. The **Figure 21** illustrates the data further. Out of the venues 02 were rated weak and the rest were rated as "Need Improvements". There were no venue rates as "Very Good".

The Trainee Attitudes:

Table 20 presents the Ratings on the "**Attitudes of the Trainees'** on NBST. The Consultants observing the training and the trainee's interactions have rated the attitudes on four aspects. (1) Interested in Learning (2) Asking Questions (3) Seeking Clarifications and (4) Satisfied

The Trainee interest was mostly satisfactory and high. However their participation, interaction of asking questions, clarifications were mostly low. The level of satisfaction seen in the trainees was also most rated as low.

These needs to be seriously considered by the Trainers, URC Instructors and Training managers as the impact of training depends on the quality of training.

Table 14: Consultants Rating of NBST Training on the Effectiveness of Using Basic Equipment on a four Point Scale in the 3rd Quarter - (March - April 2017)

Venue	Equipment Multimedia	Posters	Whiteboard	Markers / Pens	Display Board	Duster	Other
Chornikholia GPS	2	2	2	2	2	2	2
Kadomtoli GPS	2	2	2	2	2	2	2
Boarder guard GPS	2	2	2	2	2	2	2
Ashugong Poshchim GPS	2	2	2	2	2	2	2
Shahrail GPS	0	3	3	3	3	3	3
Panimaskuti GPS,	3	3	3	3	3	3	3
Hazrabari GPS	0	3	3	3	2	3	-

Venue	Equipment Multimedia	Posters	Whiteboard	Markers / Pens	Display Board	Duster	Other
URC Delduar	0	3	3	3	3	3	-
Jauwa GPS	0	3	0	3	2	3	-
Shukur Nagor GPS	2	3	2	3	2	3	-
Banogram GPS	0	3	2	3	3	3	-
Bukara GPS	3	3	3	3	3	3	3
Protappur GPS	3	3	3	3	3	3	3
Kullabana GPS	3	3	3	3	3	3	3
Town Sultanpur GPS	3	3	3	3	3	3	3
Bortha GPS	3	3	3	3	3	3	3
Chowra Noabari GPS	3	3	3	3	3	3	3
Uzalpur GPS	3	3	0	0	3	3	3
Raipur GPS	3	2	0	0	1	3	1
Shahi Model GPS	3	3	3	3	3	3	3
Purbofulhar GPS	0	3	3	3	3	3	2
Salek GPS	3	3	3	3	2	3	2
Bakuya GPS	3	3	2	3	2	3	2
Kushla GPS	3	3	3	3	3	3	3
Junasar South para GPS	3	3	2	3	2	3	2
Dadon GPS	3	2	2	3	2	0	0
Burirhat GPS	0	2	2	2	3	1	0
Rakhal Buruz GPS	3	2	1	2	1	2	0
0 = Not Available	**7**	**0**	**3**	**2**	**0**	**1**	**3**
1 = Unsatisfactory	**0**	**0**	**1**	**0**	**2**	**1**	**1**
2 = Need to Improve	**5**	**8**	**11**	**6**	**11**	**5**	**8**
3 = Satisfactory	**16**	**21**	**14**	**21**	**16**	**22**	**11**
4= Very Good	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Table 15: Consultants Rating of the Quality of the Training Material Used at NBST in 3rd Quarter (March - April 2017)

Venue	Readable	Accuracy	Usefulness in Explanations	Utilization of Resources	Innovative	Other
Chornikholia /Esshorgong	2	2	2	2	2	2
Kadomtoli GPS	2	2	2	2	2	2
Boarder guard GPS	2	2	2	2	2	2
Ashugong poshchim GPS	2	2	2	2	2	2
Shahrail GPS	3	3	3	3	2	2
Panimaskuti GPS, Fulbari	3	3	2	2	2	2
Hazrabari GPS	3	2	2	2	1	-
URC Delduar	2	2	2	2	2	-
Jauwa GPS	3	2	2	2	2	-
Shukur Nagor GPS	3	2	2	2	1	-
Banogram GPS	3	2	2	2	1	-
Bukara GPS	3	2	2	2	2	2
Protappur GPS	3	2	2	2	2	2
Kullabana GPS	3	2	2	2	2	2
Town Sultanpur GPS	3	2	2	2	2	2
Bortha GPS	3	2	2	2	2	2
Chowra Noabari GPS	3	2	2	2	2	2
Uzalpur GPS	3	3	3	3	2	2
Raipur GPS	2	2	2	2	2	2
Shahi Model GPS	3	3	3	3	2	2
Purbofulhar GPS	2	2	3	2	2	2
Salek GPS	3	2	2	3	2	2
Bakuya GPS	2	2	2	2	2	2
Kushla GPS	3	3	2	3	2	2
Junasar South para GPS	3	3	2	2	2	2
Dadon GPS	3	3	2	2	1	0
Burirhat GPS	2	2	2	1	1	0
Rakhal Buruz GPS	3	3	2	1	0	0
0= Unavailable	**0**	**0**	**0**	**0**	**1**	**3**
1= Weak	**0**	**0**	**0**	**2**	**6**	
2=Need Improvement	**9**	**20**	**26**	**23**	**25**	**20**
3= Satisfactory	**20**	**9**	**4**	**4**	**0**	
4= Very Good	**0**	**0**	**0**	**0**	**0**	

Table 16: Consultants Rating of the Utilization of White/Black Board by the Trainers in the 3rd Quarter (March - April 2017)

Venue	Readable	Accuracy	Management	Usefulness in Explanations	Utilized
Chornikholia	3	3	3	3	3
Kadomtoli GPS	3	3	3	3	3
Boarder guard GPS	3	3	3	3	3
Ashugong poshchim GPS	3	3	3	3	3
Shahrail GPS	3	3	3	3	3
Panimaskuti GPS, Fulbari	3	3	3	2	2
Hazrabari GPS	3	3	2	2	2
URC delduar	3	2	2	2	2
Jauwa GPS	3	2	2	2	2
Shukur Nagor GPS	3	2	2	2	2
Banogram GPS	3	2	2	2	2
Bukara GPS	2	2	3	2	2
Protappur GPS	2	2	3	2	2
Kullabana GPS	2	2	3	2	2
Town Sultanpur GPS	2	2	3	2	2
Bortha GPS	2	2	3	2	2
Chowra Noabari GPS	2	2	3	2	2
Uzalpur GPS	3	3	3	3	3
Raipur GPS	2	2	2	2	
Shahi Model GPS	3	3	3	3	3
Purbofulhar GPS	3	3	3	3	3
Salek GPS	3	3	3	2	2
Bakuya GPS	3	3	2	2	2
Kushla GPS	3	2	3	2	2
Junasar South para GPS	3	2	3	2	2
Dadon GPS					
Burirhat GPS	2	2	2	2	2
Rakhal Buruz GPS	1	1	1	1	0
1= Weak	**1**	**1**	**1**	**1**	**1**
2 =Need Improvement	**8**	**14**	**8**	**17**	**17**
3= Satisfactory	**19**	**13**	**16**	**10**	**9**
4= Very Good	**0**	**0**	**0**	**0**	**0**

Table 17: Consultants Rating of NBST Training Displays at Training Venues in the 3rd Quarter (March -April 2017)

Venues	Used Different Colors	Accuracy of using	Display	Utilized	Innovative	Other
Chornikholia	2	2	2	2	2	2
Kadomtoli GPS	2	2	2	2	2	2
Boarder guard GPS	2	2	2	2	2	2
Ashugong poshchim GPS	2	2	2	2	2	2
Shahrail GPS	2	3	3	3	2	2
Panimaskuti GPS, Fulbari	2	2	2	2	2	2
Hazrabari GPS	3	3	2	2	2	-
URC Delduar	2	1	2	2	2	-
Jauwa GPS	0	2	2	2	1	-
Shukur Nagor GPS	0	2	2	2	1	-
Banogram GPS	0	2	2	2	2	-
Bukara GPS	2	2	3	2	2	2
Protappur GPS	2	2	3	2	2	2
Kullabana GPS	2	2	3	2	2	2
Town Sultanpur GPS	2	2	3	2	2	2
Bortha GPS	2	2	3	2	2	2
Chowra Noabari GPS	2	2	3	2	2	2
Uzalpur GPS	2	3	3	3	2	2
Raipur GPS	1	1	1	1	1	1
Shahi Model GPS	2	2	2	2	2	2
Purbofulhar GPS	2	2	2	2	2	2
Salek GPS	2	2	2	2	2	2
Bakuya GPS	2	3	2	2	2	2
Kushla GPS	2	2	2	2	2	2
Junasar South para GPS	2	2	2	2	2	2
Dadon GPS	3	3	3	2	1	0
Burirhat GPS	3	2	3	2	1	0
Rakhal Buruz GPS	1	1	1	1	1	0
0= NOT AVAILABLE	**3**	**0**	**0**	**0**	**0**	**3**
1= Weak	**2**	**3**	**2**	**2**	**6**	**1**
2 =Need Improvement	**20**	**20**	**16**	**24**	**22**	**17**
3= Satisfactory	**3**	**4**	**9**	**1**	**0**	**0**
4= Very Good	**0**	**0**	**0**	**0**	**0**	**0**

Table 18: Consultants Rating of the Quality of Delivery of NBST at the Venues in the 3rd Quarter

(March - April 2017)							
Chornikholia	3	2	2	2	2	3	2
Kadomtoli GPS	3	2	2	2	2	3	2
Boarder guard GPS	3	2	2	2	2	3	2
Ashugong poshchim GPS	3	2	2	2	2	3	2
Shahrail GPS	4	4	4	4	4	4	4
Panimaskuti GPS, Fulbari	3	2	2	2	3	3	3
Hazrabari GPS	3	3	3	3	3	2	3
URC delduar	3	3	3	3	2	2	3
Jauwa GPS	3	2	2	2	3	2	3
Shukur Nagor GPS	3	2	2	2	2	2	2
Banogram GPS	3	2	2	2	2	2	2
Bukara GPS	3	2	2	2	2	3	3
Protappur GPS	3	2	2	2	2	3	3
Kullabana GPS	3	2	2	2	2	3	3
Town Sultanpur GPS	3	2	2	2	2	3	3
Bortha GPS	3	2	2	2	2	3	3
Chowra Noabari GPS	3	2	2	2	2	3	3
Uzalpur GPS	4	3	3	3	4	3	3
Raipur GPS	2	1	1	1	1	2	1
Shahi Model GPS	3	3	3	3	3	3	3
Purbofulhar GPS	3	3	3	2	3	2	3
Salek GPS	3	3	3	2	2	2	3
Bakuya GPS	3	2	2	2	3	2	2
Kushla GPS	3	2	2	2	2	3	2
Junasar South para GPS	3	2	2	2	3	2	2
Dadon GPS	4	3	3	3	2	3	3
Burirhat GPS	2	2	1	2	2	2	2
Rakhal Buruz GPS	3	2	2	1	2	2	2
0= Very Weak	**0**	**0**	**0**	**0**	**0**	**0**	**0**
1= Weak	**0**	**1**	**2**	**2**	**1**	**0**	**1**
2 =Need Improvement	**2**	**19**	**18**	**20**	**18**	**12**	**11**
3= Satisfactory	**23**	**7**	**7**	**5**	**7**	**15**	**15**
4= Very Good	**3**	**1**	**1**	**1**	**5**	**1**	**1**

Table 19: Quality of NBST Training Management in the 26 Venues in the 3rd Quarter (March-April 2017)

NBST VENUE	Rating of Management of Training	NBST VENUE	Rating of Management of Training
Chornikholia	3	Ashugong poshchim GPS	3
Kadomtoli GPS	3	Panimaskuti GPS, Fulbari	2
Boarder guard GPS	2	Shahrail GPS	2
Hazrabari GPS	3	Uzalpur GPS	2
URC delduar	3	Raipur GPS	1
Jauwa GPS	3	Shahi Model GPS	2
Shukur Nagor GPS	2	Purbofulhar GPS	2
Banogram GPS	3	Salek GPS	2
Bukara GPS	2	Bakuya GPS	2
Protappur GPS	2	Kushla GPS	2
Kullabana GPS	2	Junasar South para GPS	2
Town Sultanpur GPS	2	Dadon GPS	2
Bortha GPS	2	Burirhat GPS	1
Chowra Noabari GPS	2	Rakhal Buruz GPS	2

1 = Weak	**2**
2 = Need Improvement	**19**
3 = Satisfactory	**7**
4 = Very Good	**0**

Issue of Quality of the Delivery of NBST at Sub-Cluster:

The issue of quality of delivery of training at NBST venues is a difficult one to improve in a short time. Although training was going on at sub-cluster level for long, over 20 years, the URCs were established under PDEP-II and it was towards the end of PEDP_II URCs were in place nation-wide. It is to the first time the full URC facility was available for supporting in-service training at sub-cluster level. However, URCs seriously suffer from lack of staff and the expected service delivery is constraint by that. Similarly the AUEOs though are designated co-trainers of NBST, the AUEOs profile has changed since 1998 and today over 70% of the AUEOs do not have the professional qualification to become a trainer in educational institutions, particularly in primary education. Those who have been recruited with no teaching experience or professional qualification will be not acceptable to teachers and head teachers as mentors or trainers. The URC Instructors after recruitment received Training at NAPE and never have been up-grade their skills in any recognizable degree at any time. These issues need to be addressed by the authorities.

Also some of the training venues are not suitable for a day-long training for adult teachers. Low benches, inadequate space, lack of place and space for display of training material, no electricity supply, etc. are limiting the quality of training.

DIAGRAMS ILLUSTRATE QUALITY OF NBST TRAINING ON DIFFERENT ASPECTS

Figure 14: Quality of Delivery of NBST of 22 Venues in April on Degree of TraineeParticipation

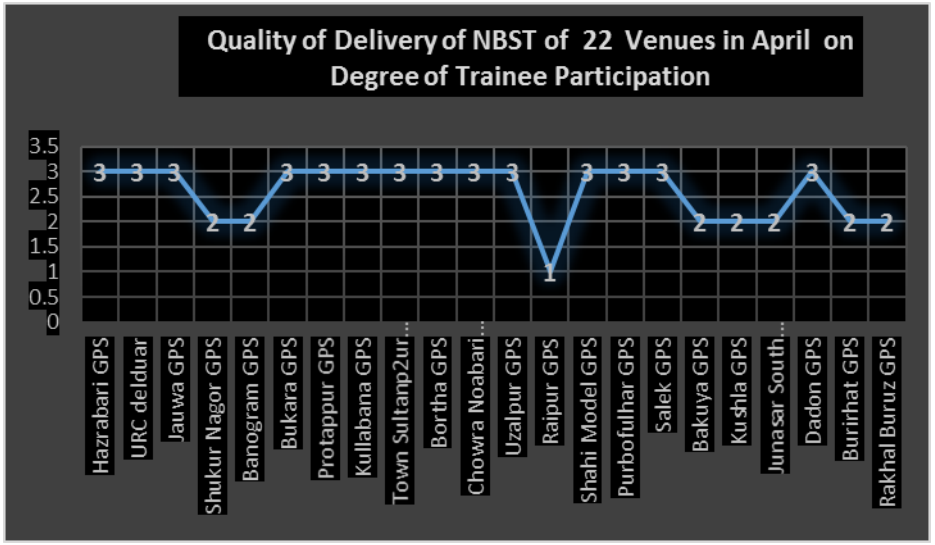


Figure 15: The Degree of Participation of Trainees in the 22 NBST Venues in April 2017

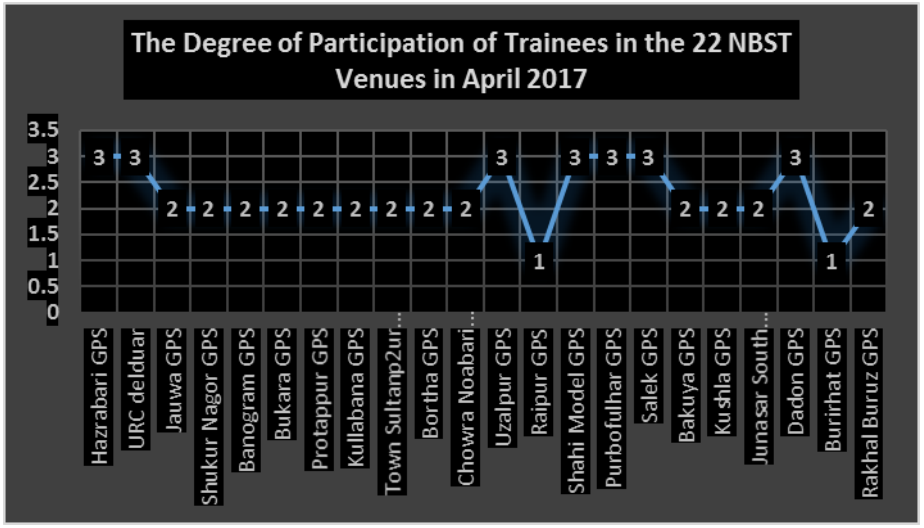


Figure 16: Activities and Group-work Quality of NBST Training at 22 Venues in April 2017

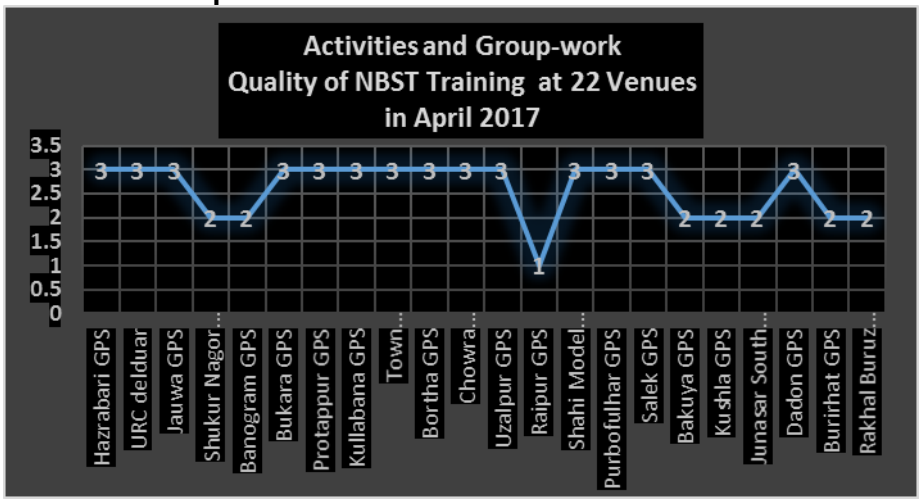
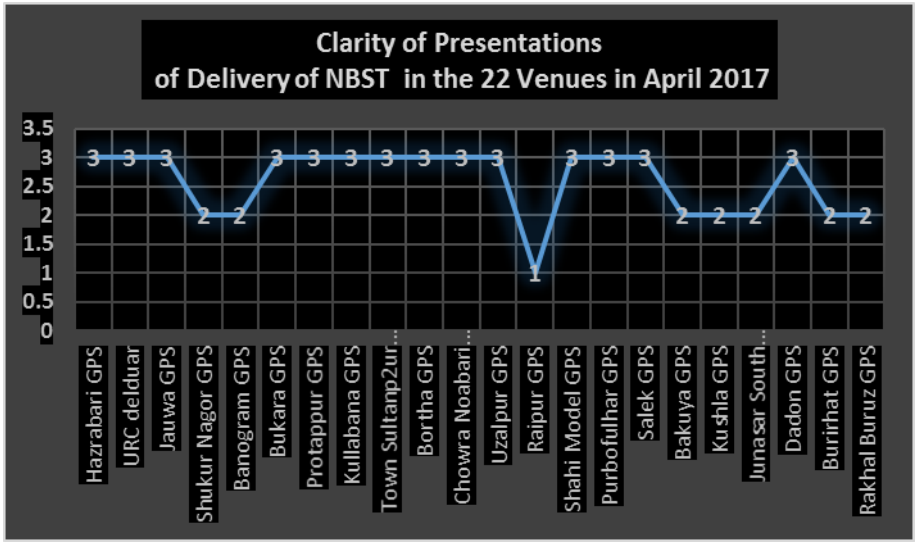


Figure 17: Clarity of Presentations of Delivery of NBST in the 22 Venues in April 2017



DIAGRAMS ILLUSTRATE QUALITY OF NBST TRAINING ON DIFFERENT ASPECTS

Figure 18: Quality of Questioning and Answering at Delivery of NBST Training in 22 Venues in April 2017

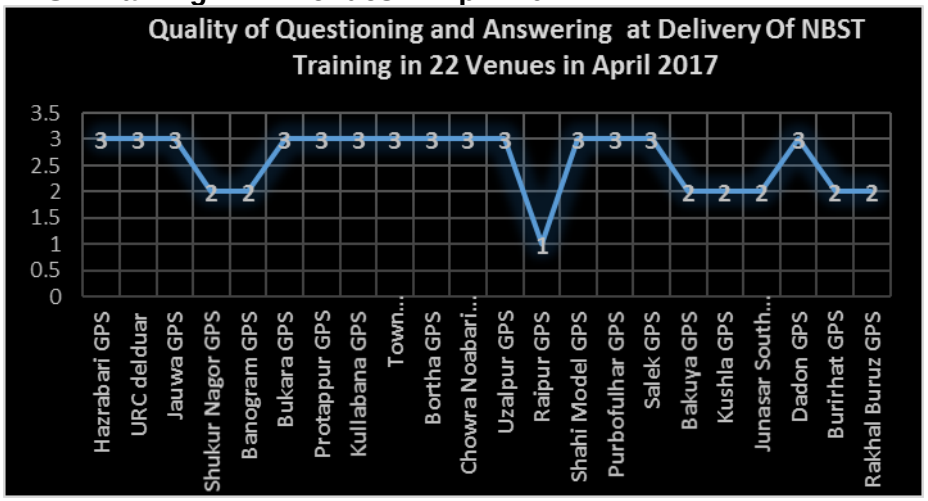


Figure 19: Quality of Training Management at the 22 NBST Venues in April 2017

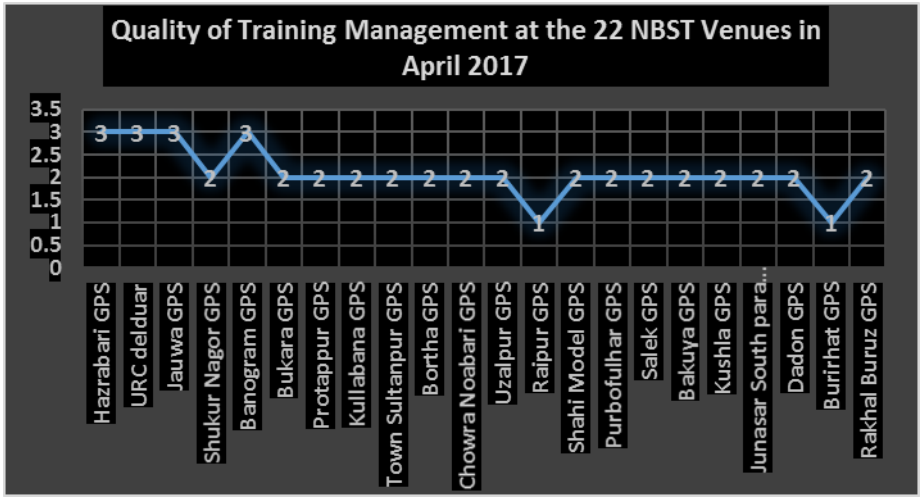


Figure 20 : Quality of Delivery of Training at 22 NBST Venues on of April 2017 Emphasis on Expected Learning Outcome

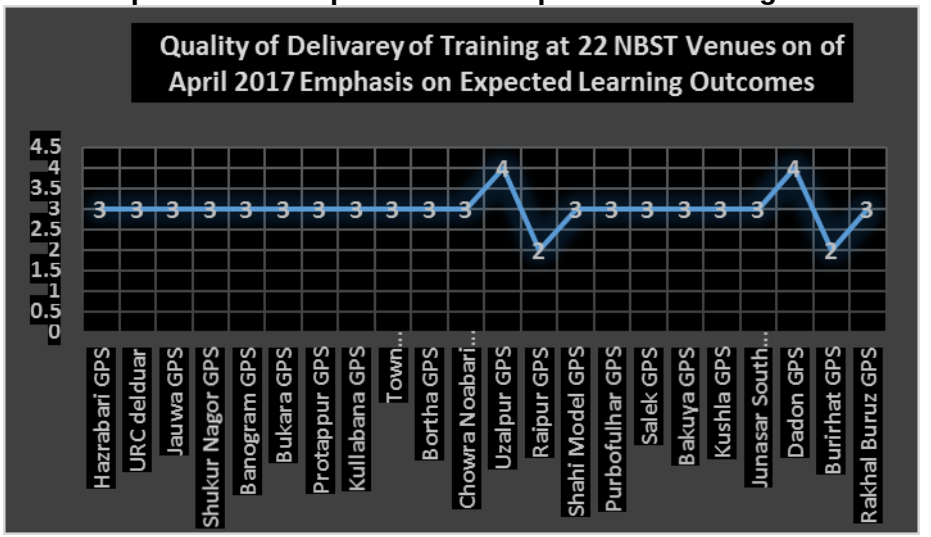
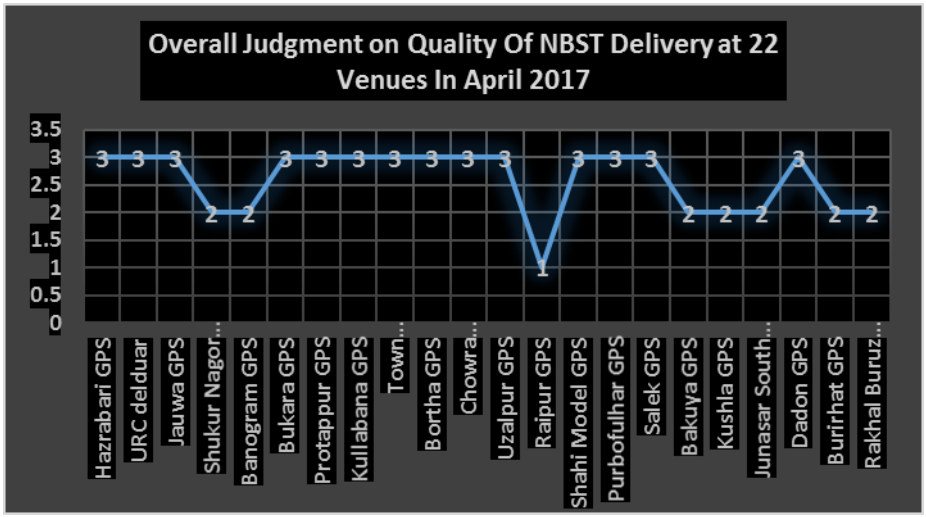


Figure 21: Overall Judgment on Quality of NBST Delivery at 22 Venues in April 2017

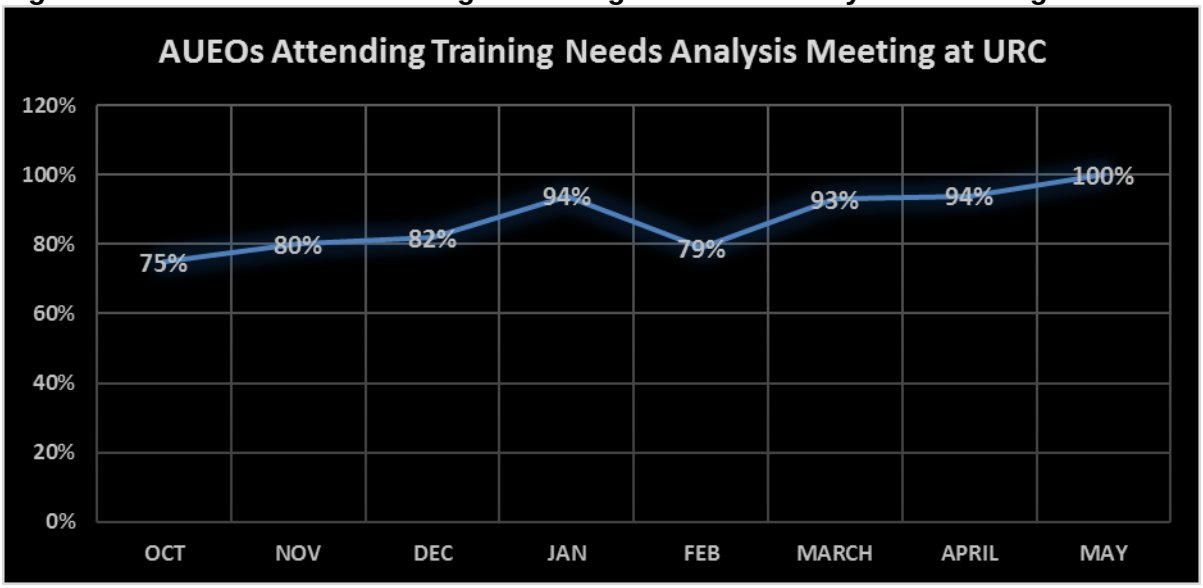


It is important to compare the **Figure 12 and the Figures 13 through 21** to witness the change that has happened over the 08 months of Mentoring and Monitoring of the implementation of NBST by the Consultants. From October 2016 to May 2017, the increased the rating on the 4 point scale from "Rating of 2" to "Rating of 3", indicates the positive short-term impact of the mentoring and monitoring by the Consultants.

Visible Increase in AUEOs Attendance of Needs Analysis Meetings:
AUEOs show full participation in the Needs Analysis meetings at the URC. It is seen from the Figure 22 the rate of attendance has visibly increased and by May 2017 from 75% (October 2016) attendance has reached 100% (May 2017) attendance. The Consultants monitoring and mentoring at all levels have made an impact on the AUEOs. This shows that the AUEOs realize the importance of identifying the right topics for NBST. The supportive detailed data is available in the three Quarterly Reports.

However, Need Analysis at URC remains a weak item that will be discussed under the URC.

Figure 22: AUEOs Attending Training Needs Analysis Meeting at URC



AUEOs and Their Professional Qualifications:
Table 20 illustrates that out of the 32 AUEOs only 07 AUEOs had professional qualifications with M.Ed. or B.Ed. degrees.; whereas amongst teachers 26% had B.Ed. or M.Ed. qualifications and over 70% had a Bachelor's or master's degree as academic qualification.

Table 20: Academic and Professional Qualifications of the AUEOs Interviewed by the Consultants in January & February 2017

Academic Qualification of AUEOs	**Number**	**Master's Degree and Professional Degree**	**Number**
Master's Degrees	66	Master's Degree and Master of Education (M.Ed.)	3
Bachelor's Degree Only	2	Master's Degree and B.Ed. Degree	6
		Bachelor's Degree and B.Ed. Degree	1
TOTAL NUMBER OF AUEOs	**68**	**Total with Professional Qualifications**	**10**

The above situation of AUEOs lacking Professional Qualifications when 26% of the Teacher having B.Ed. and M.Ed. qualifications and 65% also having CinEd qualification is a limitation for the AUEOs to observe classes and mentor teachers in effective teaching. This picture was repeatedly seen in data reported all monthly and quarterly reports.

URCs and NBST

One the average Consultants mentored and monitored URC 25 to 30 URCs in a month. During the eight months the consultants have covered 217 URCs with mentoring and monitoring visits. In the month of May there were repeat visits by the consultants. On the average in a quarter the URCs those mentored and monitored has the impact on 12,000 schools and about 400 AUEOs and over 2000 sub-clusters.

In the 1st Quarter the Consultants visited and provided mentoring and monitoring support to 86 URCs. **The 86 URCs cover 442 AUEOs Clusters and 2,019 Sub-clusters and 11,789 primary schools**. **The Table 21** respectively presents the URC coverage by the Consultant in the quarter (March, April and May 2017).

In the 2nd Quarter; January and February 2017 only, the Consultant visited 60 URCs. The Table 21 presents the coverage of the 60 URCs. In January Information could be collected only from 28 URCs as two URCs the Instructor was on leave. The 28 URC had a coverage of 325 AUEOs, 1457 Sub-clusters and 8326 schools. This is substantial number that will be affected by the Consultants visits and mentoring.

In the 3rd quarter (October –December) the Consultants have visited 71 URCs. The coverage of the 71 URCs is 532 AUEOs, 2,207 Sub-Clusters and 12,643 Schools.

The impact of monitoring and mentoring of the URC could filter down to nearly 12,000 schools in the quarter. If URCs take serious note of this factor and also the PTIs and the District Authorities, URCs could provide a bigger impact on the quality of teaching at schools. The details of each quarter's visits to all Districts, Upazilas and institutions is found in the three quarterly reports.

Table 21: The Coverage of URC and URC coverage of AUEOs, Sub-Clusters and Schools Mentored and Monitored by the Consultants

Quarter	URCs	AUEOs	Sub Clusters	Schools
Quarter 1	86	442	2,019	11,789
Quarter 2	60	325	1,457	8,326
Quarter 3	71	532	2,207	12,643
Total	**217**	**1012**	**3,483**	**32,758**

Training Needs Database:

Analysis of training needs submitted by hundreds of schools every month to URC is not possible if there is no database is made. The NBST Training is only once a quarter. The **Table 22** shows that of the visited 86 URCs 40 URCs or 48% of the URCs do not have a database. Another 20 URCs or 24% of the URCs had a database using Microsoft Word

which is not suitable to create a database. Only 33% of the URCs had either in Excel or Access.

However the NBST Guidebook also has not provided any guidelines or procedure to this effect and the Consultants advocated to URCs to formulate a database using access or excel. It is good to note that by May 2017 the number of URCs using Excel and Access.

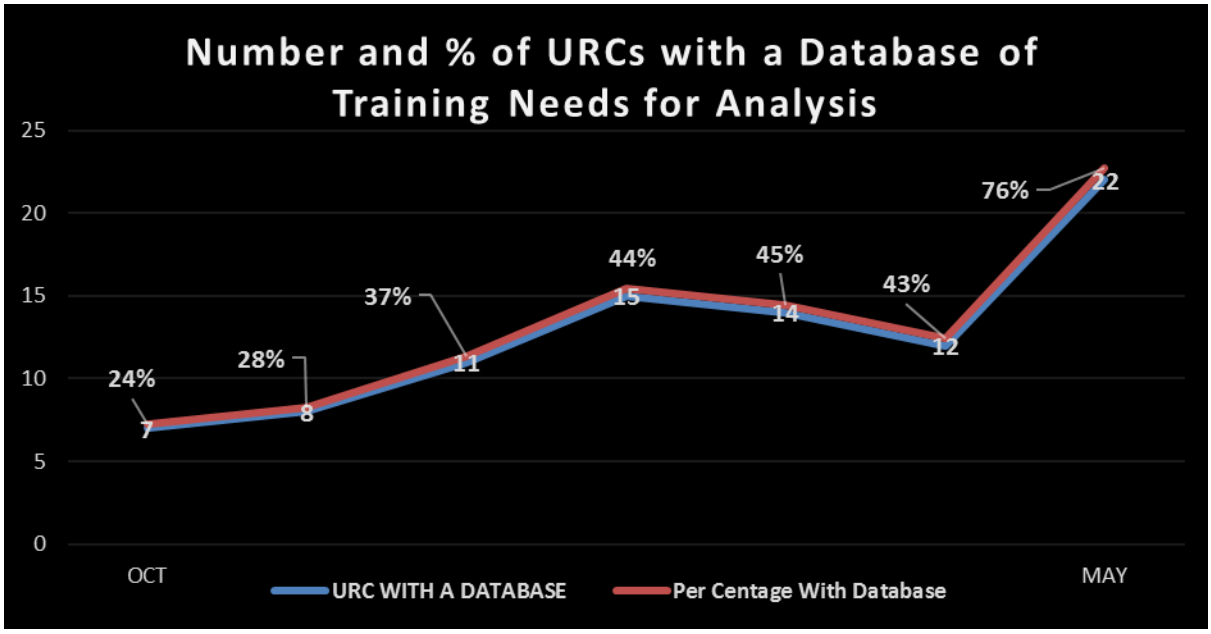
What actually happens at URC is to collect ideas of the AUEOs and select topics rather than doing a thorough analysis. This denies the total philosophy of NBST training to have a bottom up approach and to address teacher's real training needs.

Table 22: URC with a Database of Training Needs

Month	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY
%	75%	80%	82%	94%	79%	93%	94%	100%
Used Excel or Access					5		6	17
% Used Excel or Access						36%	50%	77%
# of URCs	24	32	82	32	27	28	29	30

The numbers in Table 22 are further illustrated in **Figure 23.**

Figure 23: Number and % of URCs with a Database of Training Needs for Analysis



There is a Visible Impact of the Mentoring and Monitoring of URCs. Further of the 24% or the 07 URCs in the first month of Mentoring interventions were all Word Documents and not suitable for data analysis. Consultants motivated all URCs and PTI Supers to used Excel or

Access for Database creation. As a result by **May 76% of the URCs those created a database have created with the right software.**

However it is noted the NBST Guidebook has not requested the URCs to neither have a requirement for a database or to create it in suitable software. This need to be added to the Guidebook. Without a database managing a large pool of requests is not possible.

Training Needs Submitted by Head Teachers and AUEOs:
Though a large number of schools have sent training needs, most of the training needs are similar ones from different schools. These topics were generalized and submitted in every Monthly reports and Quarterly Reports of the Consultants. However, the following List of **Topics Submitted to URCs are further generalized and presented in Table 23.**

There are 141topics categorized by the Consultants for easy of understanding. It is noted that:

- The topics are poorly presented by the Head Teachers and many of the topics do not convey the message well. This was also told by the URC Instructors. There is no guidelines given on how to write training needs;
- It is obvious that many teachers need to understand the full-primary curriculum, its learning outcomes (competencies). This was the most frequently raised topic by all schools;
- Teacher Competencies is another topic raised by many schools;
- Many of the Topics are related to the subjects in school curriculum, such as Math, Bangla, English and Science. These have to be treated differently as the need is for the subject teachers. Is NBST is the right place to offer these? Is a question to be examined;
- There are many General Teaching Methods related topics. These are high in numbers. Topics such as 'Teaching Aides", "Competency Based Assessment of Learning Outcomes", "Child Centered Teaching Methods" etc. are not only to understand but are skills to acquire. The training methods for such topics have to well conceptualized and planned.
- There are topic in the last category as 'Service Rules", Leave Rules" 'Stock management", Finance Rules" etc. needed yet should the NBST time be spent on such as mostly the Head teachers need these and the Head teacher can disseminate such.

Table 23: Topics for Training Submitted to URCs by Schools and AUEOs

Category	Topic Submitted For Training to URCs
Topics on Primary Education Competencies	
1	Teachers Competencies
2	Teacher's competency & self – reflection format
3	Learning competencies
4	Primary curriculum
5	Identify learning outcomes
6	Academic Supervision, Teacher's competency
7	Need Based Sub cluster Training
8	Competency based evaluation

9	Identify developing area of teachers
10	Special needed children teaching method and technique
Topics on Teaching Math	
11	Teaching Learning Activities & practices of addition in the class room
12	Concept of Geometry & how to Teach Geometry at primary level
13	Geometry teaching method, Geometry tools
14	Math , fraction competency
15	'Gunitok & Gunoniok'
16	How to teach addition,
17	Percentage Teaching
18	Geometric solution
19	Math problem solving
20	Decimal fraction
21	Equal & unequal fraction and competency based question on fraction.
22	Math teaching method and technique for 1-5
23	Nominator and denominator teaching method
Topics on Teaching Bangla	
24	Concept of Bangla Grammar & how to Teach Bangla Grammar at primary level
25	NCTB Curricular for class 3 Bangla
26	Lesson Plan, Bangla, Teacher output
27	Hand writing and conduct rules
28	Listening and speaking skills
29	How to Collect, Prepare & use of Teaching aids (Bangla & Math)
30	How to develop the writing skills of Bnagla.
31	Listening and speaking skills
32	Bangla Reading Skills
33	Bangla letter & use of vowel sounds
34	Communicative language
35	Bangla letter & use of vowel sounds
36	Self-reflection format, Bengali lesson plan.
37	Identify the weakness of preprimary, Writing Skill Bangla and English, Writing Proper method
Topics on Teaching English	
38	English Speaking
39	Teaching English in primary level
40	Teaching English in primary level
41	English teaching learning method
42	How to develop competency based test items in English
43	Teaching vocabulary & grammar in English
44	Important item of English text book
Topics on General Teaching Methods	
45	Concept of lesson study and implementation of lesson study
46	Preparation of lesson plan and use of teaching aides
47	Book review- 5, identify children learning outcomes
48	How to Collect, Prepare & use of Teaching aids

49	How to Collect, Prepare & use of Teaching aids
50	Making teaching aids, using and collect
51	'Bissho Porichoy' teaching and learning
52	Identification of learning out comes & use of teaching aids
53	Teaching learning method
54	Lessons Study
55	Text books & Teaching Aid
56	Creation of T.A
57	Teaching Aid
58	Preparation of lesson plan & class routine Map of School Catchment area, Annual Lesson plan, Class routine
59	Alternative teaching Learning
60	Lesson plan preparation- all subjects
61	Child centered teaching method
62	Preparation of lesson plan & class routine Map of School Catchment area, Annual Lesson plan, Class routine
63	Teaching Aid
64	Teachers responsibilities for developing etiquette and Manners
65	Child centered teaching method
66	Text books & Teaching Aid
67	Alternative teaching Learning
68	Need Based Sub cluster Training
69	Lesson plan preparation- all subjects
70	Practicing Physical education in Pri-School
71	Teaching aids and its presentation.
72	Learning outcome based group selection
73	Digital content preparation
74	Lesson related comparative teaching method
75	Social Science teaching method
76	Preparation & use of digital contents.
77	How to conduct daily assembly.
78	Low cost teaching aid presentation
79	Preparation of subject based lesson plan
80	How to develop creative works among the students
81	How to teach slow learners.
82	Clear work instruction.
83	Prepare lesson plan on regular basis
84	Group work distribution technique
85	National in Integrity strategy & music teaching.
86	Teaching Aid & Learning Materials
87	Punctual attendance- 1982, how to conduct daily assembly, review of Bangla text.
88	Attractive teaching and 100% attendance after
89	To identify training needs,
90	Daily Assembly
91	Professional development, teaching aid preparation, presentation and

	preservation
92	School environment and health management
93	Identify the learning weakness & techniques of remedies.
94	Catchment areas map preparation
95	Teaching aid preparation, presentation, preservation
96	Voice projection practice and make sentences by it
97	Large class management method and technique
98	Teaching method by art and craft in every subject
99	4 skill development by natural teaching aid for class 5
100	Large class management method and technique
102	Techniques of asking open ended questions.
103	Large class management method and technique
Topics on Inclusive Education, etc.	
104	Creation of safe environment, development of teacher -student relationship at use of board
105	Build an Ideal School
106	Inclusive Education Discipline & Responsibility
107	Making School child friendly
108	School environment and health management
109	Games
1010	Practicing Physical education in Pri School
111	Special needed children teaching method
112	How to conduct daily assembly.
113	How to teach slow learners
114	Special needed children teaching method and technique
115	How to prepare journal and how to write for newspaper
116	Teaching techniques for specials need children
Topics on Assessment	
117	Competency based Test
118	Development of competency based test items
119	Development of competency based test items
120	Competence based test item developing
121	Different Evaluation
123	Competency based evaluation
124	techniques of learning outcome based evaluation
125	Competency based test item preparation
126	Evaluation technique for class 1-5
127	Competency based test item preparation
Topics on General Practices	
128	Financial Management
129	Leave rules, etiquette and morality
130	Service Rules
131	Courtesy and rules
132	Teaching Aids
133	Safe & secure environment in class room
134	Teachers responsibilities for developing etiquette and Manners

135	How to maintain good relationship with parents
136	Positive attitude towards guardians
137	Pay home visit on regular basis.
138	Expression of opinion/Views in the newspaper/Journals
139	budget management,
140	stock register management
141	Leave rules & code of conduct of govt. employees

Training Needs, The Realistic Perspective:

In the 3rd Quarter it was reported that **4,872 schools** have sent training needs to the 86 URCs the Consultants visited. **This on the average 55 - 60 Schools sending Training Needs in a given Quarter**. This is the highest number received in the three quarters. **The number of schools sending training needs could even further go down as schools will find they have only a few newly emerging training needs**. Because the Training Needs will not come up new every month. If this is assumed so, it is an unrealistic assumption.

Table 23 needs to be taken up for discussion for realistic in-service system. NBST is no doubt has the vision to have a bottom-up approach to empower the teachers. The last 08 months of collecting information from the field bring a new dimension, likely never assumed, to be seen through data.

Can some of the Training Needs covered adequately by the sub-cluster NBST?

Topics such as "Primary Curriculum", "Primary Text Books", "Primary Learning Outcomes", "Primary Teacher Competencies", etc. are wide topics, one-day training cannot cover, and many AUEOs are incompetent to handle at NBST.

Similarly the subject specific topics for training cannot be covered by AUEOs. Subjects such as Math, English, Bangla, Assessment, demands subject specialist. The Subject Based Training is offered at URC, but cannot cover all schools and cannot mentor and monitor all teachers who are teaching these specific subjects.

*The **Table 23** Topics are for the entire period of 08 months from a pool of 220 URCs visited, in 220 Upazilas, some revisited; covering a conservative estimate of nearly 25,000 schools - (actually it is more), and minimum of over 100,000 primary school teachers. Of course this was never systematically done with such an objective; and thereby the 141 topics may have a reasonable standard error of estimate.*

Teachers demanding more training. However, the training offered over the last 30 years, in different modalities, have not increased student learning achievement, in fact the achievement levels are a worrying factor for all.

Are There Any Bottom-up Alternatives?

Amongst the AUEOs there is 17% professionally qualified AUEOs. Among teachers there are 26% professionally qualified teachers with B.Ed. and /or M.Ed. degrees. Beside them there are highly experienced primary teacher with CinEd.

There are other options at sub-cluster level to offer in-service training also mentoring and monitoring of teacher performance. Such models are available in the region and elsewhere. Perhaps more low-cost than the sub-cluster NBST model.

URC Review of Training Needs:

Reviews are Informal:

It is observed that URC Instructors together with the AUEOs and often with UEO and some trainers, though not regularly, but do review the training needs and select topics for NBST. Not having a database in suitable software and also not having a data entry operator in post (57% Data Entry Operator Posts are vacant), the selection of topics is more a result of discussion among those who are there than serious review of training needs submitted by the teachers and schools. However, most of the topics selected show relevance to the training needs submitted by the schools.

Lack of Clarity in Topics:

The other difficulty faced in the review is lack of clarity of the training needs submitted to URC. Mostly the need is stated in a few words with no clear indication of what is really needed. The topics such as "Digital Content", "English Grammar", "Math Problem Solving", "Teaching Learning Methods", etc. are listed and inadequate to decide what to offer.

Topics Are More Subjects Based:

The training needs the way these are written shows that at school level the teacher needs to subject-base support and methods of management of learning outcomes based instructional system. A frequent visiting mentor who can establish professional links with the teacher to guide. Head Teacher is the school level the best resource, yet Head Teachers may not be the best resource for subject specific issues. Neither NBST will be the answer.

URC Preparation of Resource Papers:

One of the important works of the URC is to prepare the NBST "Resource Paper" on the selected Topic/Topics. The 2nd Quarterly Report

Visible Improvement of URC Performance:

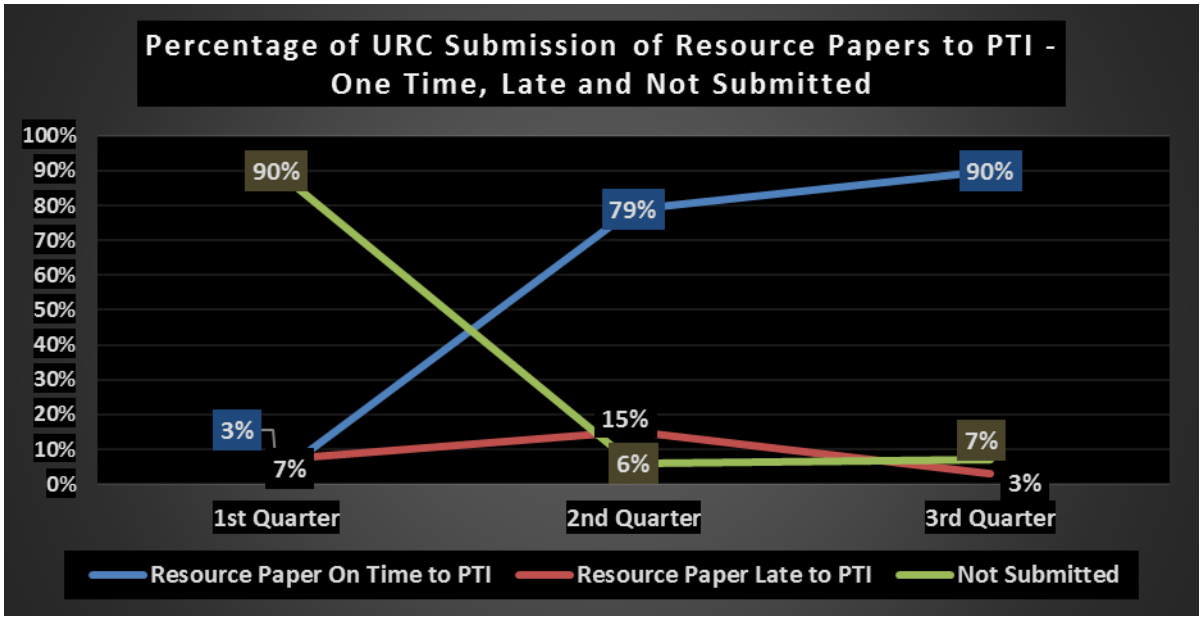
The Resource Paper has to be submitted to PTI Super for review on an agreed time frame. The following **Table 24** reports the Percentage of URCs sent the Resource Paper on Time, Late or Never. The **Figure 23** illustrates these figures further.

Table 24: URC's Submission of NBST Resource Paper to PTIs for Approval

Number of URCs=274			
Status	**1st Quarter**	**2nd Quarter**	**3rd Quarter**
Resource Paper On Time to PTI	**3%**	**79%**	**90%**
Resource Paper Late to PTI	**7%**	**15%**	**3%**
Not Submitted	**90%**	**6%**	**7%**

The **Figure 24 illustrates** that due to the Mentoring and Monitoring of NBST by the Consultants the URCs submission of Resource Paper to PTIs has increase from03% to 90%, respectively the late submissions dropped from 7% to 3%; and more impressively the non-submission rate has dropped from 90% to 7% over the 08 month period in the three quarters.

Figure 24: Percentage of URC Submission of Resource Papers to PTI - One Time, Late and Not Submitted



Lack of Depth:

The Consultants have noted that the Resource Paper prepared by the URC has no depth. Although the NBST Guidebook says to develop by a team and also the Resource Paper indicates that all AUEOs and UEO and some trainers participated in the preparation it is mostly prepared by the URC Instructor. However, the URC indicated in March all AUEOs and UEOs were involved in the development of the paper. Only 06 URCs out of the 29 in March indicated that it was prepared by the URC Instructor only.

Resource papers includes too many topics. It is not a resource paper when it includes several unrelated topics for training. School Assembly was one topic and the other topic is on Teaching Geometry. Although the Resource paper should provide illustrations and specific examples to make the teacher understand the issues and concerns, these papers provide a general write up. There are no illustrative examples.

There are no demonstration Lessons. Although the consultants keep reminding to have two demonstration lessons at NBST, the Resource Paper and the NBST Guidebook has no demonstration examples or lessons included. If this were added in the Resource Paper could have been better.

Time Allocation Inappropriate for the Topic: There are topics taken for training at NBST and some of those topics like review of Primary Math Books may need several days, but the Resource papers have set aside two hours. Most of the topics when the topic is a wide topic that demands several days or weeks taking such for a 2hrs of training adds no value.

Leaflet Based Sub-Cluster Training: Some AUEOs stated that the Resource Papers are very weak compared to the 'Leaflets' that they used under the former Sub-cluster training. This is because the Leaflets were prepared by a group of experts. The other is that many of the AUEOs are not able to add value to the resource paper at delivery as many of them have no professional knowledge of the topic in discussion. However, the Consultants made them understand that the ideology and the vision here is to get the training needs from the teachers and address them locally.

URC Instructor's Visit to NBST Venues:

URC Instructor is expected to make at least two visits to NBST Venues to observe training and also to mentor the trainers. The **Table 25** presents the number of visits by the URC Instructor to NBST Venues in the three Quarters. NBST is offered once in a quarter. In Quarter one, Visits were 1.1, meaning URC Instructors made only one visit to a venue. By the 2nd Quarter the number increased to 1.4, meaning some URC Instructors visited more than one, while majority doing only one visit. In Quarter three, the NBST is now running. By end May visits recorded is 0.65 visits and the rate will certainly go up by the time of completion of the Training.

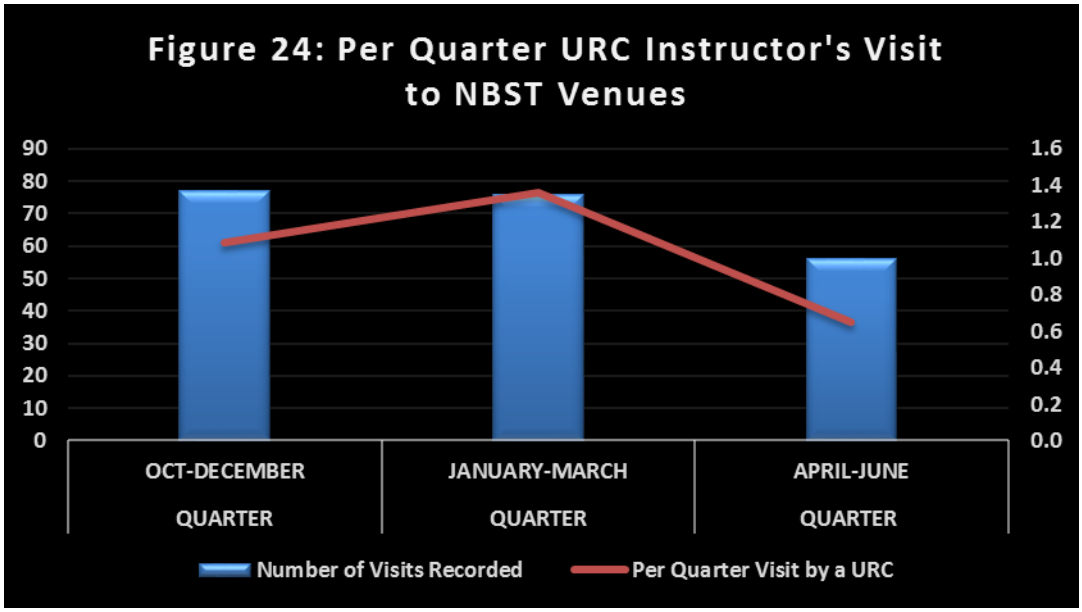
Table 25: URC Instructor's Visits to NBST Venues in the Last Three Quarters

QUARTER	OCT-DEC	JAN --MARCH	APRIL – JUNE (On-going)*
Number of Visits Recorded	77	76	56
Per Quarter Visit by a URC	1.1	1.4	0.65
# of URCs	71	56	86

(*The 3rd Quarter NBST started in end May and now continues)

The **Figure 25** Illustrates the Number of Visits made by the URC Instructors. The Consultants reports the number of visits the URC Instructor make have increased. As the data in the 3rd Quarter remaining incomplete this statement cannot be confirmed.

Figure 25: Per Quarter URC Instructor's Visit to NBST Venues



Lack of Staff at URCs:

In most of the URCs there is no Assistant Instructor and the work load is high when funds made available to URC at the same time. In the 3rd Quarter Report it was pointed out there is 4% Vacant Posts of Instructor at URC; 70% Vacant Post of Assistant Instructor, and 35% Vacant Posts of Data Entry Operators.

Fund Disbursement Issues:

Unfortunately funds released for all type of training at the same time and then URC has a full plate of work to implement and observation visits to NBST Venues becomes practically

The quality of NBST delivery at many of the venue are rated as average or need to improve. There was no NBST at any venue was rates on all aspects as 'Good". This needs to be taken into serious consideration by URCs and organize the Orientation for Trainers and AUEOs differently, may be a workshop of Training of Trainers.

difficult. Though these are known, these are never addressed by the fund disbursement authorities. Often in the last Quarter of the financial year URC cannot leave due to other training activities.

URC, Trainers and Training Orientation:

URCs have been successfully found Trainers for all NBST Venues and AUEOs have also expressed their 10% availability. This is an asset to have experience Head Teachers and teachers to serve as trainers with the AUEOs, particularly when professionally weaker AUEO has to conduct the training.

URC has always had been successfully managed the orientation for the AUEOs and Trainers before imparting NBST in the quarter. These URC sessions have had high attendance of both Trainers and AUEOs.

These orientation sessions made the Resource Paper available to the Trainers and AUEOs; also instructed how the training should be imparted.

Most of the Resource Papers were printed with low quality. The URC Instructor was stating that URC gets only Rs10, 000 annual allocation for all the papers they have to prints and this allocation is grossly insufficient for them to produce something that looks better or more professional.

Constraints and Limitations for URCs:

URCs are better placed to support NBST if URCs have the full capacity to operate. Since inception of the URCs, institution is not fully absorbed to the revenue budget. The recruitment of personnel to URCs continues a problem. The result is URCs suffer from a large number of vacant positions, and have faced with many operational difficulties.

URC Vacant Posts:

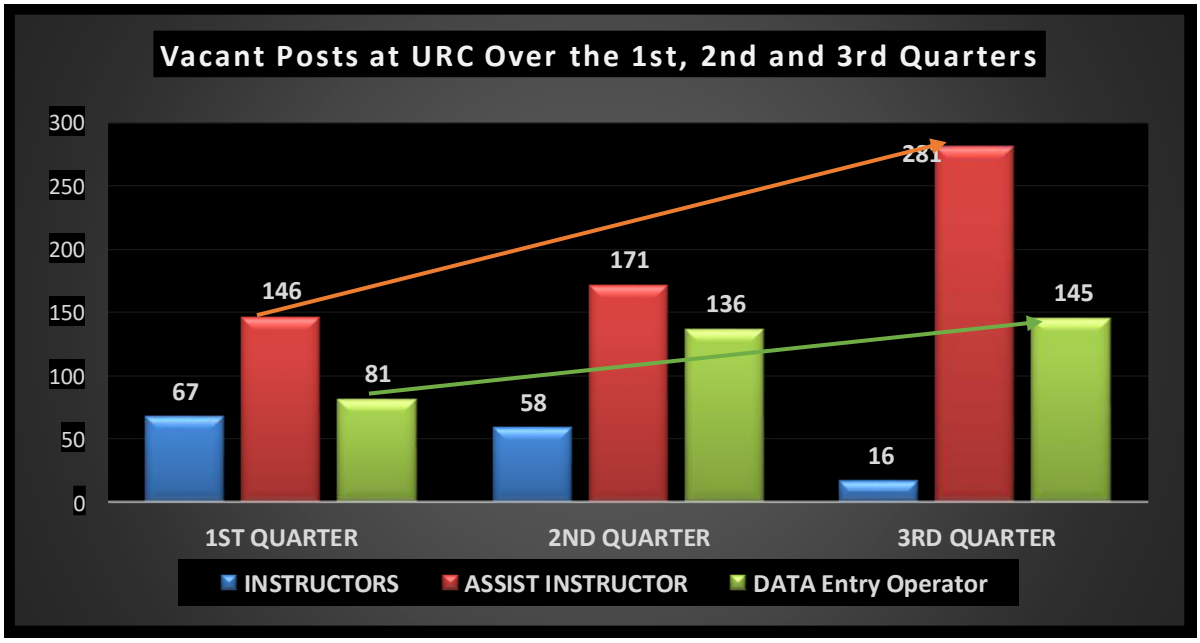
The **Table 26** presents the number of vacant posts of Instructor, Assistant Instructor and Data Entry Operator. These three posts are important for successful operation of URCs. However, the Table 26, as reported by the PTIs, there are 69% vacant posts of Assistant Instructor and 36% of Vacant Posts of Data Entry Operators. In Sunmgonj the Consultants found two URCs with no Instructor, Assistant Instructor or Data Entry Operator. In such situations, the NBST or any training program will be denied to the teachers in those Upazilas. In the same Upazila there were more AUEOs posts also vacant. Then no NBST could be managed. These are real constraints on URCs as well as the implementation of NBST with any degree of success. **Figure 26** illustrates the data in Table 26 further.

Figure 26 shows the trends in these vacant positions. The number of Vacant Posts of Assistant Instructors and Data Entry Operators are on the increase from October 2016 to May 2017.

Table 26: Number of Vacant Post at URCs Reported by the Affiliated PTIs

Period	# of URCS	INSTRUCTORS	ASSIST INSTRUCTOR	DATA Entry Operator
3RD QUARTER March – May 2017	405	16	281	145
%		**4%**	**69%**	**36%**
2ND QUARTER January- February 2017	275	58	171	136
%		**21%**	**62%**	**49%**
1ST QUARTER October – December 2016	274	67	146	81
%		**24%**	**53%**	**30%**
TOTAL OF 3 QUARTERS	954	141	598	362
%		**15%**	**63%**	**38%**

Figure 26: Vacant Posts at URC over the 1st, 2nd and 3rd Quarters as seen by the Consultants



The actual situation of URC vacancies that DPE has put the Assistant Instructors to take Charge of Instructor Position and thereby the number of vacant posts of URC Instructor in operational term is declined and Vacant Post of Assistant Instructor Post is increased. The actual picture is that there are 57% Vacancies at URC and these needs to be filled.

Budgetary Constraints:

> Enhancing the training skills and up-dating the URC Trainers on modern methods of training is much needed. They have not had any formal Trainer Training program for over 10 -12 years. Up-grading training skills in designing of Training, Use of Modern Training Methods and Techniques, Use of ICT, Digital Media and Assessment of the acquisition of skills are much needed to make NBST bring about the expected level of quality in training.

URCs report that there are regular budgetary constraints in the implementation of NBST.

- Most of the fund is disbursed without keeping to a training calendar or timeframe. This makes it difficult for URC to offer training efficiently;
- Funds also release for other URC based trainings simultaneously and then URC, having very limited staff, find it difficult to do any quality work on NBST;
- The training allowances and rates of payments are different from one training program to another under the same directorate and this makes it difficult to get full support of the trainers and teachers; and
- Lack of transport, old equipment often under repairs, frequent power failures are all adding pressure on quality of delivery of training of all programs not only NBST.

Lack of Training:

The inquiries the Consultants made of the trainings the URC Instructors have received in enhancing the quality of training; most of the URC Instructors indicated that they have not had any formal training to up-grade their training skills, material development, use of Digital media, ICT etc. The only training that many of them have received is the initial training they received at recruitment at NAPE.

Consultants Mentoring of URC Instructors

The Consultants provided technical support to URCs to improve quality of training needs analysis, quality of training material and the resource paper and the delivery of training.

a) The URC Instructors were not having a database and this was not prescribed by the NBST Guidebook. The Consultants demonstrated the difficulty of analyzing training needs manually, as they were doing. They suggested the ways of developing a database using the right software. Advised the URC Instructors to seek assistance from knowledgeable technical hands to develop a database;
b) Importance of the needs analysis is was discussed in the light of the NBST and TED Plan's vision for bottom up process and identifying the actual training needs at school level to make NBST addressing the teachers' real training needs and giving them the ownership of training to make teachers feel good about their inputs;
c) Consultants provided inputs to the URC Instructors on the preparation of the Resource Papers, Training Materials, making the production of training material more attractive. Also most of the Resource Papers were not addressing the issue with the required depth and Consultants advised how they could make the papers better by getting help from PTIs, other trainers, experienced teachers and by using internet;

d) The Consultants enlighten them with what the Consultants have found at school level and how school based fortnightly meeting should be improved. What URC could support the Head teachers to effectively utilize the Fortnightly meetings to make teachers more reflective and by observing more lessons of teachers and mentoring them as well as bring those to discussion at fortnightly meetings;
e) Experience the Consultants gathered by observing many fortnightly meetings, observing the lessons of teachers and the focus group discussions were disseminated to the AUEOs, Trainers at NBST venues, URCs mentoring, UEOs and DPEOs meetings and PTI Supers to convince them and motivate them to pay more emphasis to NBST activities by more visits to NBST venues to observe training and provide feedback.
f) The Consultants also actively observed NBST and advised the AUEOs and Trainers on the shortcomings and how to overcome those limitations and increase trainee participation.

UEOs, AUEOs and Monitoring of NBST

The UEO has a major responsibility of monitoring the NBST activities in the Upazila. AUEO being the officer who is vested with the responsibility of implementing NBST by the Directorate, UEO has a special obligation as all AUEOs are sitting in UEOs office, to see that the AUEOs are mobilized, supervised. UEO has to ensure AUEOs functions effectively and efficiently:

a. AUEOs should be asked to submit the Monthly Fortnightly Meeting Reports to UEO to send them to URCs;
b. UEOs is to attend the URC Meeting on Needs Assessment
c. UEOs have to visit NBST Venues and supervise the training

UEO Attending URC Needs Analysis Meetings:

It is clearly seen in the 3rd Quarterly Report, (See Table 27 in 3rd Quarterly Report) that only about 40% of UEOs attends the URC Meeting on Needs Assessment. The 40% who have attended the meetings are also actively participating in NBST activities.

There were 34 UEOs out of the 121 Visited in the 3rd Quarter by the Consultants reporting that UEO has never attended a URC Needs Analysis Meeting in the past three months. Despite of the mentoring and monitoring by the Consultants, some of the UEOs have not responded. The excuses the UEOs have given are that they are not informed by the URC about the meeting and they had been too busy with other important work.

UEO Sending of the Training Needs to URCs:

AUEOs are to send all reports to URC through the UEO and this is the expected procedure stated in the NBST Guidebook. However, majority of the AUEOs do not send reports through the UEOs. UEOs have not demanded that the reports are submitted to him to forward to the URCs. UEOs are the weakest link that the Consultants have observed during the 08 months of mentoring and monitoring of NBST activities in the field. Although, the number of AUEOs now submitting Training needs through UEO has increased.

UEOs Observing of NBST:

UEOs are expected to observe NBST in every quarter and monitor the program. NBST Training is implemented in a specified period of the quarter depending on the dates of making funds available for training. Table 26 (Column 3) in the Third Quarterly Report provides the number of visits made by each of the UEOs in the last three months (the 3rdquarter) in their respective Upazila. The reported data shows that, on the average UEOS have made 02 visits in the Quarter. There is no UEO who has not observed any NBST in

the last three months of the 3rd quarter – (March-May 2017). **This is a significant improvement when compares with the 2nd and 1st quarter performance of UEOs on NBST observation visits to venues**.

This visible improvement is seen when compare with the reported data in the 2nd and 1st quarter reports. In the 2nd Quarter, of the 62 UEOs the Consultants met with, it is reported that *35 UEOs (56%) have never visited a single NBST related training in the January and February months*. Twenty UEOs (20) have visited at least one FNM or NBST and **only 02 UEOs have visited two times in the three months of the 2nd Quarter** - (See Table 26 in the 2nd Quarterly Report).

The Visible Change of UEOs in the 3rd Quarter:

These were pointed out in our reports and mentoring and monitoring discussion with DPEOs and Divisional DDs and reports to the Directorate of Training at Headquarters. Although there had not been any official action taken to query the failure of the UEOs to pay due attention to NBST activities by any higher authorities; **the visible change has come because of the DPEOs taking up of NBST as a topic of discussion at the monthly meetings due to the Consultant's mentoring and monitoring visits to DPEOs every other month. Beside that the DPEOs also have mobilized ADPEOs and AMOs to observe NBST and report to DPEO.**

On the average there the Vacant Posts of AUEO ranged from 7% to 31% across the Upazilas visited by the Consultants. Some Upazilas suffer from lack of AUEOs to do academic supervision and NBST. This hinders the smooth implementation of NBST in the Upazila. UEOs has to deploy other AUEO on deputation to such places where there is no AUEO to conduct the NBST training. **In one Upazila UEO him-self has conducted the NBST training.**

In the meantime **there an exemplary case of a UEO doing the NBST training** as there was no one to be deployed on deputation to do the NBST training. If the DPEOs continue to pay the same degree of attention that many of the DPEOs in the 15 Districts have demonstrated, and mobilize the UEOs and in turn the AUEOs, NBST could yield better outcomes at school and classroom behavior of the teachers.

Vacant AUEO Positions a Serious Limitation on UEOs to Implement NBST:

It is noted there are serious limitation in the implementation of NBST due to not having the AUEOs even deputation has become not possible for the UEOs. For Instance in Kulaura Upazila of the 09 post of AUEOs 05 posts are vacant; In Sadar Chapai Nawabgonj Upazila of the 04 post 02 post are vacant; In Baufal, Patuakhali of the 05 posts 04 are vacant; in Bhedorgonj Upazila of the 04 posts 02 are vacant. Implementation of NBST seriously suffers in many such Upazilas and need to draw serious attention of the authorities.

PTIs, URCs and NBST

PTIs play an important role in the implementation of the Needs Based Sub-Cluster Training as URCs are placed for Academic Supervision directly under the PTI Super. Also the NBST Guidebook expects the PTI Super and the Assistant Super to provide assigned responsibilities to the PTIs.

a) URCs are to submit Resource Papers and Training Plans for the approval of the PTI super;

b) PTI super is expected to provide the services of an Instructor with expertise to examine the Resource papers, improve it and approve for dissemination at NBST;
c) PTI super is expected to mobilize the Assistant Super for observation of NBST and mentor and monitor NBST; PTI Super is also to hold a monthly meeting of URC Instructors for the monitoring of URC programs in general; and
d) PTI Super is also to make visits to NBST Venues to observe training to mentor and monitor NBST program.

PTI and the Quality Improvement of the Resource Papers:

The NBST Guidebook and NBST Manual state that the URC once selected the Training Needs and the Topics for training, should develop training plan and prepare the Training Material, particularly a Resource Paper/Theme Paper and to send these for the approval of the PTI Super.

Visible Change in the Submission of Resource Papers to PTI Super:

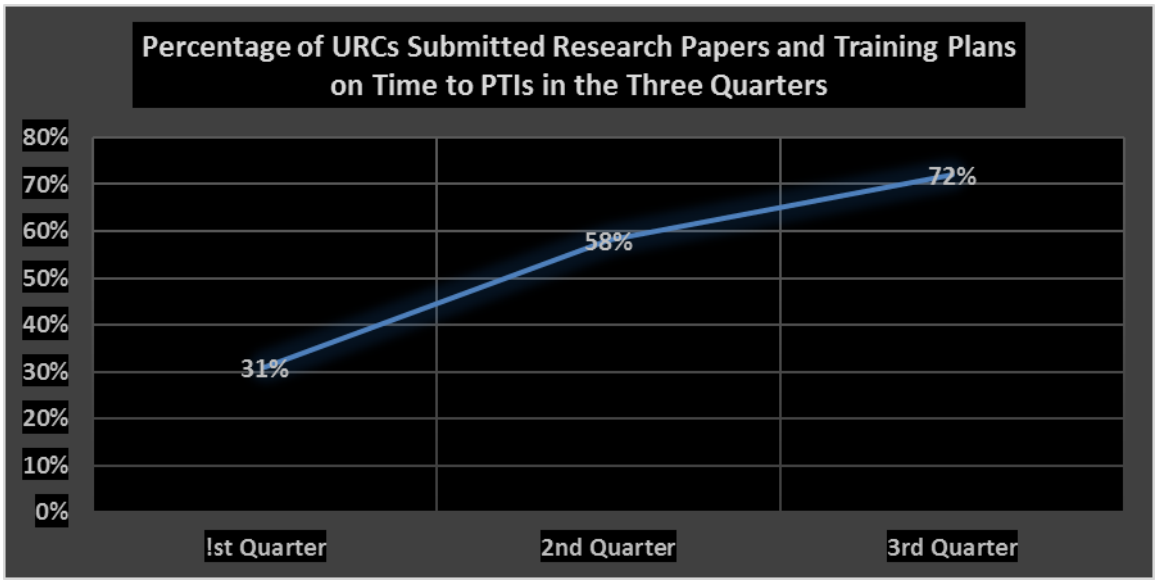
The URC Instructor should submit the paper on time for PTI to review and approve. The 3rd Quarter performance of URC Instructors' submission of papers for approval to PTI Super has remarkably improved. There were 278 URCs under the PTIs visited by the Consultants in the 3rd Quarter. Of these 278 URCs, **96% have submitted the Resource Paper on time for approval. Only 6% had delayed submissions.** (Refer Table 28, 3rd Quarterly Report on NBST). This rate is a visible change when compared with the October 2016 situation observed by the Consultants. **In October of the 13 PTIs the Consultants visited; only five (05) URCs have sent the Training Plans on time, 23 sent them late and others never submitted.**

Table 27 furnish the URCs submission of Resource Papers for PTI approval in the three Quarters (08 months) the Consultants provided the Mentoring and Monitoring Technical Services to institutionalize NBST. The **Figure 26illustrates the visible impact of Consultants Mentoring and Monitoring of NBST has brought about in URC and PTIs joint activities on NBST.**

Table 27: Rate of URC's Submission of Resource Papers to PTI for Approval from October 2016 to May 2017

	Submission		**# of PTIs**	**Submissions**		**# of URCs**	**% Submitted in the Quarter**
Month	**On Time**	**Late**		**Monthly**	**Quarterly**		
October	5	23	13	28			
November	10	8	17	18	**85**	**274**	**31%**
December	8	31	14	39			
January	115	16	15	131			
February	98	26	16	114	**245**	**142**	**58%**
March	131	15	16	146			
April	123	3	15	126	**386**	**278**	**72%**
May	110	4	14	114			

Figure 27 : Percentage of URCs Submitted Research Papers and Training Plans on Time to PTIs in the Three Quarters



PTIs Review of Resource Papers and Technical Support to URCs

The PTI Super is expected to pass on the Resource Paper to an Instructor to examine and provide improvements. However, the URCs reported that the PTIs never have provided such service to the URCs. Therefore, PTIs have failed in providing appropriate quality controls of the URC trainings.

Why PTIs Failed to Support:

The PTIs Supers report that it is not possible for the PTI to provide such review support because:

- The number submitting such papers in a given short time period is too much to manage. There are a minimum of 10 URCs per PTIs and some PTIs got 17 URCs under the PTI and the demand is too high;
- PTI has no such additional resources to be extended to URCs because of the on-going PTI trainings. PTIs also perform trainings other than the DPED. The PTIs have to deploy Instructor's to monitor their student teachers on internship. So, there is no extra staff hours to be given;
- Even to demand after hours of PTI instructor's time to review papers, there is no additional remuneration.
- There are many vacant positions at PTIs and available PTI Instructors are deputed to cover up those duties as well.

Observation and Mentoring Visits to NBST:

PTI Mentoring Visits to NBST Venues:

PTI Super and Assistant Super are to make visits to NBST Training Venues. PTI Super and PTI Assistant Super are expected to make two visits each to mentor the NBST program. The data collected in all throughout the 08 month period shows that there were 13 PTIs where not a single visit have been made to observe NBST. Other than 02 PTIs - (Mymenshing and Chapai Nowabgonj), in all of the other visited PTIs the Assistant Super has never been mobilized to visit NBST.

Many of the PTI Supers have made only one visit, whereas a few PTI Supers have made several visits. URC Instructors have also stated the URC gets no such support from the PTIs. As the number of URCs affiliated is high, over 10, visits to all URC at least once in three months is difficult. However, quality of training is a responsibility that rests more with the PTIs and it is expected that the PTI will provide sufficient technical support to the URC to improve the quality and effectiveness of NBST. This issue needs to be addressed by the authorities.

PTI Monthly Meetings and Motivating URCs on NBST:

The Consultants has been repeatedly requested the PTI Super to include NBST as one agenda item for discussion at the Monthly Meeting with the URC Instructors. The URC Instructors also confirms that the monthly meetings of the PTI Super now takes up NBST as one important item and the URC Instructors are to report on the progress of NBST activities. This has motivated the URCs to do better than before.

Consultants Mentoring Advice to PTI Supers:

The Consultants spends reasonable time with the PTI Super and offered the following advice to the PTI Super as they are more responsible for the implementation of URC activities:

- PTI super was made to understand that he/she is responsible for the in-service training in the District and all URCs are placed under PTI for the PTI super to oversee the URC activities and these needs to happen as regular duties of PTI;
- PTI Super and Assistant Super must make the expected observation for Visits to observe FNM & NBST regularly;
- Only by observing a training activity meaningful advice can be offered. There for the observing FNM and NBST is necessary;
- There is no documentation of field visits by most of the officials. It is advised the PTI Super making a Quarterly Report on NBST and sending it to the Divisional DD;
- PTI super need to discuss the progress of NBST in URC monthly meeting;
- It is important for the PTI super to Mobilize Assistant super, URC instructor to visit/monitor the NBST
- PTI could also keep active liaison with DPEO, UEO and URC on NBST and that will activate the mentoring and monitoring system;

DPEOs' Monitoring of NBST

District Primary Education Officer (DPEO) has the authority to mobilize the primary education system in the district. The failures can be avoided if the DPEO is seriously monitoring of all systems. NBST activities were not taken seriously by most of the DPEOs. However with the interventions and the regular visits to the DPEOs, DPEOs of the 16 Districts under Mentoring and Monitoring Technical Services, were visited at least three times by the Consultants and this has contributed to some visible improvement.

In the last quarter Consultants have visited 31 Districts. DPEO of most districts have mobilized the UEOs, AUEOs; also has impacted on URCs and PTIs to perform the assigned activities of NBST and also provide report to the Divisional DD as well as to the DPE Headquarters.

Visible Impact of Mentoring and Monitoring by the Consultants on DPEOs:

The **Table 28** provides DPEOs visits to observe NBST related activities in the respective Districts. The March and May columns are Re-Visits, made by the Consultants to the same Districts. It can be seen that except DPEO Sherpur, in all the other districts the DPEOs have made at least 2 visits to observe NBST in the last Quarter and on the average the DPEOs have made 4 visits. Some DPEOs have made 6- 8 visits. This visible change is due to the consultants visiting these Districts three times during the period of 08 months.

However, there are several of the 31 Districts the DPEOs have not effectively responded. These DPEOs need to be queried by the authorities of their continued negligence.

DPEOs Comments and Observations on NBST:

DPEOs made the following comments and observations and stated that:

- NBST is useful for professional development of the teachers
- Teachers are unable to identify their own needs properly
- Fortnightly meetings are not being held regularly & properly
- Lack of monitoring of NBST by field level officer is seen and this need to be strengthened

- All vacant position of UEO & AUEO , URCs must be fulfilled to ensure NBST is offered regularly
- The Trainers and Facilitator should be resourceful on the content. Some suitable arrangement need to be made to make URC's better
- There are anomalies in the rates of payments for various programs under DPE and NBST gets less. Therefore maybe some allotment from SLIP may be allocated for FNM and NBST

Table 28: DPEOs Visits to Observe NBST Activities in the 3rd Quarter and the Visits Recorded at Revisited 14 Districts

MAY	DISTRICT	VISITS	MARCH	DISTRICT	VISITS	Re Visited in 3rd Quarter	APRIL	DISTRICT	VISITS
1	Mymensingh	3	1	Mymensingh	0	**3**	1	Tangail	2
2	Sylhet	2	2	Sylhet	2	**4**	2	Sunamgonj	Transferred
3	Brahmanbaria	2	3	Brahmanbaria	3	**5**	3	Jessore	3
4	Comilla	3	4	Comilla	2	**5**	4	Shatkhira	3
5	Barisal	6	5	Barisal	2	**8**	5	Gazipur	2
6	**Sherpur**	**0**	**6**	**Sherpur**	**0**	**0**	6	Meherpur	2
7	Chapainawbabgonj	3	7	Chapai Nawabgonj	3	**6**	7	Jhalokathi	0
8	Moulvibazar	2	8	Moulvibazar	0	**2**	8	Sirajgonj	1
9	Manikgonj	2	9	Manikgonj	2	**4**	9	Thakurgaon	2
10	Rajshahi	2	10	Rajshahi	0	**2**	10	Gopalgong	0
1	Kurigram	2	11	Kurigram	0	**2**	11	Jhenidah	2
12	Shariatpur	2	12	Shariatpur	1	**3**	12	Rangpur	2
13	Chittagong	2	13	Chittagong	2	**4**	13	Gaibandha	3
14	Cox's Bazaar	1	14	Cox's bazaar	2	**3**	14	Khulna	1
15	Bandarban	2	15	Patuakhali	2				
MAY	**TOTAL**	**30**	**MARCH**	**TOTAL**	**21**	**51**	**APRIL**	**TOTAL**	**23**
	Average Visits	**2.00**			**1.4**	**3.9**		**Average Visits**	**1.6**

Divisional Deputy Director and NBST

The Consultant met with the Divisional Deputy Directors of all divisions. All Divisional DDs have visited NBST training venues to observe training. In the last Quarter the DD of Sylhet Division has observed 04 NBSTs and all other three Divisional DDs have observed two NBSTs each.

DDs Comments on NBST:

The DD's made the following comments:

- Unlike before, now not many of the AUEOs have the teaching background or a professional degree or qualification in education. Many of them are just Master's Degree holders in academic fields not relevant to education and they have never taught in a school. How can they be mentors to teachers? All AUEOs should need professional degrees (CinEd, DipEd, B-Ed or MEd);
- Though URC provides the orientation to AUEOs and Trainers this orientation is insufficient.
- URCs have minimum staff and cannot serve the upazila with such limitations.
- Many of the AUEOs do not have the subject based training or the professional skills and they cannot effectively handle NBST.
- There are budgetary issues. Allotment not sufficient. There are disparities across different rates for different trainings and these needs to address. Budget should be increased.
- URC Instructors are not skilled enough to develop quality theme papers. Some other arrangement is needed to produce higher quality resource papers.
- A team of expert may be formed in every district for developing resource papers. The PTI has to take more interest in NBST activities. The PTIs too have their own workload issues and these need to be resolved.

Review of Needs Based Sub-Cluster Training Guidebook

The Consultants reviewed the current modality of Need-based Sub-Cluster Training and all the existing manuals and guidebook.

Since the material is in Bangla the Team of National Consultants reviewed the material and identified the gaps, places where there was lack of clarity in language etc. and have made the recommendations.

These are given in **Annexure 2** in the report.

Institutionalization of a Decentralized Mentoring and Monitoring of the Need-Based Sub-Cluster Training Program

If NBST is to be institutionalized as per the TED plan, the Consultants' experience is that a stronger mechanism must be in place to ensure the NBST process happens at every level from school to URC and PTI; and the monitoring will happen actively from AUEO to DPEOs level. The usual two sides of the program. Those are

(a) The Academic Process; and
(b) The Monitoring Process.

The Academic Process:

The Academic Process begins with the Teacher with Self-Reflection of his/her Teacher Competencies. The School Head Teacher is to observe lessons as many as h/she can and provide the much important mentoring to the teachers to develop their competencies and overcome their limitations. The most important function of the Fortnightly Meeting is to have this process of sharing and discussing and enhancing of the teacher professional competencies.

Head Teacher's inputs to identify Training Needs is important. However, Head Teacher observation of lessons of each and every teacher is more needed as the in-hose mentor of the teachers. Head Teacher is the best mentor at school. If the school has experienced good teachers, the Head Teacher also could mobilize such teachers to observe lessons and also to mentor other teachers.

The Head Teacher observation is the immediate inputs for the fortnightly meeting. Moreover thee training needs are put together at the Fortnightly Meetings, the reflective process at fortnightly meeting is has the value. Therefore, Head Teacher' observations is the only input for the fortnightly meeting to interact with the teachers. Therefore, observation of a minimum number of lessons by the head Teacher is necessary.

> *It is recommended that Head Teacher must observe a minimum of 05 Lessons in a fortnight as material for the discussion of teacher competencies and the assessment of training needs. The HT observation is the immediate inputs for the fortnightly meeting.*

In this process the teachers and the Head Teacher also identify training needs. These training needs are sent to URC through the AUEO. The next most important Academic Process happens at the URC, where training need are analyzed, Topic demanded most by the teachers are taken for training, then developing resource papers, submit to PTI Super for further inputs and approval and then provide orientation of training to AUEOs and Trainers to

conduct NBST. This academic process must happen to bring about the expected outcomes in the teachers.

The process is going on in most of the URC and Schools. However these processes have not taken root or institutionalized to bring about the expected outcomes of NBST. The technical support mobilized from October 2016 to May 2017, the consultants have been able to motivate the teachers and Head Teachers, AUEOs, URC Instructors and PTI Supers. However, the process, yet not institutionalized because the degree of commitment at every level of this process is low. Moreover, the gains or the visible changes of the technical inputs by the Consultants happened only in 31 Districts, more than half the number of districts did not have this intervention. Therefore a mechanism to strengthen the academic process has to be in place across the country as NBST is now being implemented in all Districts and Upazilas.

On the other hand, the Monitoring Process by the higher authorities adds value to NBST as their continuous supervision is needed to motivate and sustain the education and training process.

Therefore, here the gaps and weaknesses of the present NBST education and training process is summarized.

Mentoring Skills for Head Teachers:
Head Teacher is the in-house Academic Supervisor and the Mentor also attend to all school management issues from student admissions, attendance, time tables, teacher deployment, maintenance, day-to-day school management, SMC and students issues etc. beside these observe teachers in classroom practice. NBST has newly added that teachers are to fill up teacher self-reflection forms twice yearly and hands over to the Head Teacher. Head Teacher combines the information in the teacher self–reflection with his/her observation of lessons; and provide mentoring to teachers, at the Fortnightly Meeting also identifies the training needs and to be submitted to AUEOs. This process is tedious for a Head Teacher. There are other factors those affects. Size of the school, number of vacant post of teachers, deputation issues, etc.

Mentoring Skills:
However, mentoring are special skills. It demands soft skills, it demands professional skills, it demands understanding the mentee as a professional who needs help to develop professional skills. Not anyone can be a mentor. Not that a mentor is accepted by every mentee. These are new developments in education; oppose to ‘Inspection and Supervision’, the old schools thoughts. Mentors should also demonstrate mastery of pedagogical and subject matter skills; must be able to demonstrate the skill to mentees; need excellent interpersonal skills; and a commitment to participate in professional development of the teacher and high degree of communication skills. These needs intermittent in-service training to Head Teachers.

Peer Mentoring Skills:
Head Teacher also motivates teachers to have feedback from one another. The peer interaction is an important thing in a school community. It is an opportunity to learn from each other. This is possible only when the leadership at school is encouraging such and teachers develop positive attitudes towards each other. Of course these are sensitive issues and needs a lot of soft skills in the Head Teacher to handle these in school community. Without these skills not all Head Teachers can be effective mentors. NBST expect the Head Teacher to be an effective mentor. It is a pre-requisite to first provide the necessary mentoring skills to the Head Teachers and this is an evident gap in NBST. Many Head

It is also recommended to extend NBST to Head Teachers. In reality there an important intervention to be introduced through the same NBST process to provide ***Head Teacher Development Program****. This is essential. Head Teacher is the other-side of the same coin, cannot even separate the two sides, the teacher and the Head Teacher. The Continuous Teacher Development through the in-house mentoring by the Head Teacher need to be linked with the Professional Development of the Head Teacher. This can be built into the same process and make it mandatory for the Head Teacher Observation of Lessons and introducing a Head Teacher Development Training every Quarterly through a similar review of Head Teachers mentoring and monitoring intervention at school and assigning further work for the next quarter.*

Teachers have the experience and qualifications, not necessarily they can be mentors. Fortnightly meetings to be mentoring sessions Head teacher has to be first prepares and NBST has to introduce Heat Teacher Training as an immediate need, if NBST to be sustained and reach its expected outcomes.

Self-Reflection by Teachers;
The expectation of the Teacher Self Reflection is to make the teacher to do a self-appraisal of his/her competence; and realize the fields where the competencies are lacking and need strengthened. A Good Teacher who is keen of developing his/her competence in teaching need to reflect on the skills daily. This is called meta-cognition, ability of the person to look back and reflect on your own performance.

Teachers who have never been train to reflect, it is a bit difficult practice. One to reflect on her/his self-need to have an open mind set. Willingness to look back, introspect, critically look at the self and performance. The usual practice is of teacher is to say the student is no good. This is not true. Often a weak student, is a result of weak interaction with the teachers and peers. A Teacher has to first develop this understanding that when evaluations show weak results that tell the story of the teachers ability as well. Learning is a mutual transaction. The Self Reflection is meta-cognition, a new concept in education, recently introduced due the constructionist theories of learning and the new Andersons' classification, Revised Bloom's Classification, of Cognitive Domain. Simply by adding it to NBST, it cannot be usefully adapted or accommodated by teachers. This needs to be understood by all implementing the NBST. Not only the teachers, but also the Head Teachers, AUEOs and all higher officers have never learn to reflect on their deeds. Why only teacher?

The Head Teachers Training need to include these aspects those were discussed here. Head teacher should have the mentoring skills as well as the skill to train the teachers to reflect, motivate them for peer mentoring, etc.

Weak Working Relationship between PTI and URC:
The URCs and the PTIs though are affiliated, yet the work relations are rather weak. The PTI Super cannot spare time due to heavy workload at PTI and Assistant Super cannot be deployed to URC or NBST work as the new DPED program and its internship supervision demands a lot of time of all PTI staff and all instructors.

Lack of Academic Capacity at PTIs & URCs:
There is very little academic capacity at PTI to provide any academic leadership in the district. Similarly the URC is a weak entity not having full staffing and facilities. URC Instructors have no special training to support NBST. The PTIs do not have subject Specialists. There are a few for some of the subjects. URC Instructor is to have an active 'Resource Pool' for different training needs, yet these are not maintained or actively utilized and there is no financial support for such activities. Therefore as training institutes to support quality improvement through NBST needs to have further inputs and capacity enhancement at URC. Therefore, there is a gap in academic capacity at URC and upazila level to support NBST. The use of 'world wide web' for learning is hardly seen at URCs or PTIs.

Large Number of Vacant Posts:
Moreover, there is large number of vacant posts at URCs and PTIs make them further weak in meeting the training demands. PTI workload and the available Instructors have very little space to help URCs in developing Resource Papers and Training material.

Anomalies in Rates of Payments for Training:
PTI Supers say that they cannot attend to quality improvement of Resource papers as there are over 10 URC affiliated to PTI and they all come at the same time. Also there is no extra remuneration for the PTI instructors for such work. Whereas, in other programs such work is paid. Therefore, they have no motivation to do any extra work.

Monitoring Process:

Weak Monitoring Mechanism:
Although the Directorate of Primary Education has a M&E system in place, its capacity and the functioning has many limitations and the field management system running for a long time but have not been efficient enough to bring about the expected degree of monitoring. The Divisional Deputy Director sends a monthly monitoring report to the DPE Headquarters. It is a collection of reports from the DPEOs and PTIs, complied by the DPEOs by collecting reports from the UEOs. These reports a never analyzed, discussed and action taken at the District or Divisional levels. When the reports are submitted to the DPE Headquarters, there is no serious follow up for the monitoring of an activity towards its expected outcomes. If monitoring at different levels from Head Teacher, AUEOs, UEOs and DPEOs properly mobilized NBST could be made effective. However, this remains weak.

Need Divisional Level Review of NBST by DDs:
There is no review mechanism in place at the Divisional Level though Divisional DD is the highest Officer of Primary Education in the division. It is important to strengthen the Divisional Directorate and have a 'Monthly Divisional Review Meeting' of the progress of Training activities with all DPEOs, PTI Supers and motivate them to pay emphasis to NBST activities and all training inputs.

Lack of Targets for Officials to Monitor FNM:
The NBST Guidebook and the Manual has to state targets. There are no targets for the AUESs, UEOs, DPEOs, PTI Super and Assistant super to observe FNM activities. The NBST Guidebook counts on the general M&E visits specified by the DPE will be utilized by the officials to observe FNM. It is necessary to make FNM related visits mandatory and direct that they could combine the FNM visits with the other monitoring visits.

Systemic Deficiencies:
Over and above these there are systemic deficiencies those hinders field level monitoring. There are a large number of vacancies of AUEOs, UEOs, ADPEOs, AMOs. There is no

equity in deployment of staff and workloads. For an example: There are AUEOs handling just three (03) sub-clusters, less than 90 Schools; while another AUEO got 18 Sub-clusters; same is true for UEOs. Some UEOs got 16 AUEOs and a large upazila; while another got only 04 AUOEs. These limits the operational capacities. Some equity in the allocation of schools to AUEOs have to be implemented.

AUEOs Lacks Professional Qualifications:
AUEOs though are given the responsibility of mentoring and monitoring of teachers and schools; and running of NBST; many of the AUEOs, over 65% do not have the professional qualifications to do the job. AUEOs do not have the classroom experience or school management experience. These are required experience if one has to provide mentoring to a practitioner. They need classroom skills, teaching skills before mentoring a teacher. If one is not qualified and cannot demonstrate to a teacher how well the topic can be taught or managed, that officer cannot be a mentor or a trainer. 70% of AUEOs do not have the pre-requisites nor the skills. They have never been teachers either. Of course there are about 35% of the AUEOs with professional qualifications and the experience of teaching is primary or secondary schools. They definitely can do the job and are acceptable to teachers.

Fund Disbursement Issues:
There are fund disbursement issues, particularly for training activities such as NBST and both URCs and PTIs and AUEOs and UEOs have to implement programs simply to utilize the funds without ensuring quality. Although there is a training Calendar, fund disbursement never follows that. Then there are over laps and have to run several different training programs at the same time. This is known to higher authorities, no solution is found. These needs to be resolved.

Anomalies in Rates of Payments;
There are anomalies in payment rates for different training programs in the directorate. These are worrying factors for trainers and teachers and repeatedly requested the Consultants to raise these concerns.

Highly Centralized Administration:
Bangladesh having a very large primary education sub-sector with over 70,000 schools and 19 million students; managing everything from the center of DPE Headquarters is a challenge. Decentralization of administration does not work well if the political system is not decentralized. However, working on a decentralized mechanism to monitor NBST and other programs at Divisional Level seems necessary.

Institutionalization of a Mentoring and Monitoring Mechanism

In the context of above discussions and the findings of the Mentoring and Monitoring of NBST over the 08 month period,

We make the following recommendation as for NBST in the shorter urn to make it work as it is and the Recommendations for the long-term for restructuring of NBST for better outcomes.

Recommendations for the Short-term

Strengthening of Academic Process:

Additions to the NBST Guidebook:

The following need to be specified in the NBST Guidebook:

1. All Teachers will fill up and submit the Self-Reflection format to the Head Teacher on March 15th and September 15th every year.
2. Head Teacher will Observe a minimum of 03 Lessons every week and assess teacher competencies on the Teacher Observation format and maintain a cumulative file for Head Teacher Observations; (Please See **Annex 3.1** A Lesson Observation Check List for Head Teachers)
3. Head Teacher need to spend some time to discuss the observed lesson with the teacher and provide individual mentoring support to the teacher. At least to let the teacher know the strengths and weaknesses and where the teacher needs to reflect more to improve quality; (See **Annex 3.2** Sources of Information for Head teachers for the Fortnightly Meeting)
4. Head Teacher must observe a lesson of every teacher in the school before the monthly/Fortnightly meeting with the teachers;
5. Head Teacher will make an analysis of observation lessons to identify the training needs as perceived by his/her observations;
6. Head Teacher will compare his / her observation notes with the Completed Self Reflection formats the respective Teachers and understand the similarities and the differences in the perceptions;
7. Head Teacher will bring the findings to discussion with the teachers at the Training Needs identification Fortnightly/Monthly meeting;
8. Identified Training Needs must be clearly written
9. Head Teacher must maintain the minutes of the Fortnightly/Monthly meetings; identified training needs, the date of submission of the training needs if submitted.

Recommendation for AUEOs to Enhance Quality of NBST:

AUEOs do conduct all NBSTs on time and URC provides support for the AUEO and the identified trainer to provide the training. However, the quality of training is found to be less than satisfactory in most of the training venues.

Therefore, it is suggested that URC provides a trainers training than an orientation session to improve the quality of training;

AUEOs should observe a minimum of 02 fortnightly meetings in a month to understand the training needs of the teachers and also to encourage the Head Teacher and Teachers to reflect on their teacher competencies;

AUEOs must send the Training Needs of the Schools to URC through the UEO;

AUEOs must spend a minimum of 04 hours in a school when they visit schools and observe at least one lessons of a teacher, examine the Head Teachers records on observation of lessons; review Fortnightly meeting records, and the identified training needs etc.;

AUEOs and Trainers should be better prepared for the training. They should spend some preparatory time and also include a demonstration lesson or two as it is needed;

NBST Training Observation Check List needs to be used by the URC for the evaluation of training and that should be given to the AUEOs and Trainers so that they know what are the critical aspects to follow in a training event;

AUEOs must use a Training Evaluation Format to assess the effectiveness of the training.

AUEO should prepare a small report on the NBST Trainings conducted by him/her in the quarter to the UEO with a copy to URC;

AUEOs must maintain records of all NBST activities for verification by the higher authorities.

Recommendation for URCs to Enhance Support to NBST

URC provides support to implement NBST, though have many limitations due to poor staffing and lack of facilities and lack of time due to other trainings at URC. However, URC need to improve the process:

- URC must ensure a database is created using excel or access for training needs and learn how to do the analysis of training needs by clustering topics, comparing one set with another and identify the most requested common needs;
- The Database has to be created with an acceptable basis. Although NBST Guidebook has not given any guidelines to have a database, the Consultants advised the URCs to create it with either excel or access software.
- More important is to set the codes for different training needs and categorize the training needs to facilitate analysis. The database could follow teacher competencies and the school subjects. So it will enable analysis along those lines.
- URC could the analysis is done early, URC Instructor can identify the topics without waiting for the funds. Submit the selected set of topics to PTI at the monthly coordination meeting for approval. Can develop the research paper and submit it to PTI much before fund is made available. URC could do advance planning for NBST. This advance planning is not there in URCs. Then when the fund is made available URC is ready to implement the training just providing the orientation or training to Trainers and AUEOs. This does not happen now;
- URC should organize a Trainers Training Sessions whenever there is time for such. There is financial constraints for such trainings. It is proposed that URC is given additional funds to conduct at least one such training every quarter;
- URC need to develop a Training Evaluation Format to assess each training that they plan. AUEO and Trainer should assess the effectiveness of training by giving the format to all trainees to indicate their ratings;
- It is also proposed that URC organize a Post-Training Analysis discussion immediately after the completion of the Quarterly NBST. The Post-Training Analysis should be a learning exercise to avoid weaknesses and improve the quality of next training;
- A report of the Post-Analysis of NBST must also be presented to the UEO and PTI Super;
- If the post of PTI Assistant Super for Extension Training is created, he/she will be also attending the Needs Analysis Meetings, Post-Training Analysis Meetings at URCs.

Recommendations for PTI, URCs to Enhance NBST

- Although PTIs and URC should have closer working relations, that does not exist in many PTIs. Both PTIs and URCs have improved in their performance due to the interventions made by the Consultants. However, PTIs do not have the time demanded by the URCs to improve quality of NBST activities.
- Unless an additional PTI Assistant Super is created and deployed for such work, nothing much can be expected.
- Only possible suggestion is that PTI has to have its monthly meetings with URCs regularly on a fixed date and pay emphasis on NBST Training.
- URC should submit all Training Needs and Selected Topics for approval by the PTI Super as soon as the training needs analysis is completed. Since most of the training

needs are similar, URC need not wait for preparation. It can do advance preparation for the next Quarter. Then PTI can set a date for the submission of the Resource paper to the PTI Super. This process can mitigate the delays and may improve the quality of the resource paper if PTI Super could deploy an Instructor to improve he paper.

- It is also proposed that a payment is made to the PTI Instructor for reviewing of the Resource paper as it is extra work for them. This may improve the quality of the resource paper;

Head Teacher Training Programs:
Head Teachers need to be the Change Agents in Teacher Professional Development. Head Teacher needs to help teachers to become reflective teachers. Head Teacher has to be trained in mentoring, and trained in 'Self Reflection', as it is another way of mentoring and bringing change. Definition of Reflective Teaching. Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes (see www.teachhub.com). Filling up of the reflective forms twice is not the issue.

It is recommended in the short run, with expert assistance a training package is developed and a cadre of Head Teachers are trained as Trainers on mentoring skills and offer at least one day training every quarter, before the NBST training at sub-cluster for teacher, so that Head Teacher can support the expected NBST process. These two training activities could run side by side.

Future Recruitments to PTIs be Subject Specialists:
PTIs in future recruitments need to be Subject Specialists who could be in-charge of school subjects such as English, Math, Bangla, Science, Social Science and Aesthetics. PTIs do have a few of the Specialists for some of the subjects, but it is important to have subject Specialist for all primary school subjects.

New Recruits to AUEO Post Need to be Professionally Qualified:
Most of the AUEOs cannot mentor teachers as they do not have the necessary professional qualifications and experience as was pointed out in the earlier sections of the report. In all future recruitment rules need to be changed, rather reverted to old practice before year1998; that the AUEOS must have a four Year B.Ed. Special degree; or a One year B.Ed. Or/and M.Ed. degree with a Bachelor's Degree as Academic qualifications with two years of teaching experience preferably in Primary Education; or a minimum of CinEd/DipEd with 10 years of teaching experience and a Bachelor's Degree as Academic qualification. If this is implemented in the next recruitment as there are another 30% with Professional qualification can be added to the AUEOs and sooner over 60% will be professionally competent to manage continuous professional teacher development interventions of NBST.

Re-Training of AUEOs with no Professional Capacity:
All AUEOs with no professional degrees need to be offered training in primary curriculum, primary textbooks, material development, pedagogy, lesson observations, etc. and practice teaching at PTIs on suitable arrangement. Also encourage them to follow a B.Ed. Degree to enhance professional qualifications.

URCs and PTIs to Offer Trainers Training to Selected NBST Trainers:
The quality of most of the NBST training is rated below satisfactory level. Though there was some improvement in the places where mentoring was done by the Consultants, in general across all districts, it is necessary that when URC selects Trainers if at least a one-day

training is offered than an orientation to training. This must include two demonstration lessons as well.

Selection of NBST Training Venues:
Many of the NBST Venues were sub-standard for training. The space, lighting, ventilation, seating and electricity were all rated below average. It is important that AUEO is provided with a Training Room in each sub-cluster in a more accessible school. This must be a priority for the next phase of PEDP.

Strengthening of Monitoring of NBST:

Monitoring needs an overall approach as the same officers from the DD (Divisional), the DPEOs, UEOs, and AUEOs being the key officers in the monitoring of the primary education sector activities. Other than the issues of filling vacancies, the Monitoring mechanism has to be in place. In this respect DPEO is the key person who really could monitor the District. In the monitoring of NBST the AUEOs and UEOs seems the weaker link that does not effectively work.

Monthly Reviews of Training:
Though all M&E activities rest with the primary sub-sector officials, there is no regular mechanism to review performance at each level. It is recommended that a process of reporting, analysis and decision making is introduced to make NBST work in the short term. The **following Table 29** presents the detail plan of action for all levels of the DPE Administration to follow in the mentoring and Monitoring of NBST. Table 29 illustrates that the Reporting will be done as follows:

- School Level by Head Teacher to the AUEO;
- Cluster level from AUEO to UEO and URC;
- Upazila Level from URC to PTI and UEO to DPEO;
- District level from PTI Super to DD (Divisional) and DPEO to Divisional Deputy Director;
- DD (Divsional to Director Training);
- Director Training to DG of DPE

This is the usual flow of information from Schools to Directorate which now happens on School Supervision reaching the Reports to Director M&E at DPE.

The Difference here is the Reporting on Mentoring & Monitoring of NBST flows to the Director Training at DPE through the same channels**.**

The proposed plan on **Table 29** identifies the following along the same flow of information:

1. The School Level - Reporting to AUEO
2. The Cluster Level - Reporting to UEO and URC
3. The Upazila Level - Analysis at URC
   - UEO Reporting to DPEO
4. The District Level - PTI Analyze and Report to DD (Division)

5. The Divisional Level- DD Sends PTI and DPEO Reports to Director Training
6. The Directorate Level - DD Reports Recommendation to DG for Decision Milking

Table 29 shows the key actors; Expected Intervention at each level; The Time Frame; the Deliverables; The Expected Process to follow; the Reporting and Analysis. Table Guides the Process of Institutionalization of NBST. The Deliverables are identified. AUEO's Reporting Format is given in Annex---. Format for the URC Instructors to Analyse is given in Annex-3.4.

The URC and PTI are the key institutions those need to work heard for the institutionalization and quality improvement in NBST.

Recommendation for UEOs to Enhance Support to NBST

- UEO has the direct responsibility to oversee the AUEOs performance on NBST. Monitoring of NBST gets stronger only if UEOs pay sufficient attention to NBST. In the 30 districts the Consultant provided technical support the UEOs performance improved, but not adequate.
- Therefore, a mechanism has to be introduced at a Monthly meeting for UEOs to review AUEOs progress on NBST activities at school level and sub-cluster level.
- In AUEOs visits to School AUEO needs to complete the attached format (see **Annex 3.3**) together with the Supervision format the Directorate has provided to them and UEOs should review these at the monthly meetings;
- UEOs also got many limitations when there are many vacant posts of AUEOs in the Upazila.
- UEOs should motivate the AUEOs to spend more time in visiting schools and providing mentoring and monitoring of teacher and Head Teachers performance.

Upazila Level Monthly Review by UEOs:
The UEOs do not monitor AUEOs and not demanding their regular reporting, naturally the AUEOs slack in their performance. Therefore, a new circular has to be issued by DG DPE that UEOs need to have a monthly review of AUEOs Training and Academic Supervision Activities and report to DD Division through the DPEOs.

Monthly Review of DPEOs to Include NBST:
The DPEOs do have a monthly meeting with UEOs and AUEOs. This is found to be very effective. DPEOs must include NBST as one of the Agenda Item and make it mandatory for all UEOs to report on NBST and AUEOs performance on academic supervision including the NBST and Fortnightly Meetings;

Recommendations for DPEO to Enhance NBST
It was observed that due to the repeat visits to DPEOs by the Consultants in the last 08 months, DPEOs support to NBST improved and also help to improved performance. DPEOs mobilized the UEOs and that had an impact. Particularly the monthly meeting of the DPEO is an effective place to address NBST. At the beginning of the consultants visits DPEOs never had NBST as an item in their agenda of the monthly meeting. It was not addressed. By May 2017, in the 31 districts all DPEOs included NBST in the monthly agenda to discuss and motivated the ADPEOs, AMOs and EOs to observe NBST and Fortnightly Meetings.

It is proposed that:

- DPEOs must request all UEOs to submit one page monthly report on the progress of NBST activities in the Upazila.
- DPEOs must include NBST in their monthly meeting agenda to discuss progress of NBST activities.

Analysis of NBST at URC Level and PTI Level:
The quality improvement of NBST largely rest with URC and PTIs. URC based on AUEOs reports need to anlalyse the School Level Information and see how NBST is practiced and implemented. This is necessary for the institutionalization of NBST. URC Identifies Training Needs from the School Level Reports; then design training, train the trainers, visit NBST venues to observe training; provide feedback and show vigilance and active mentoring and monitoring.

The Analytical Report from URC need to be further discussed and analyzed at PTI level by PTI Super and provide feedback to URC Instructor and also identify the underlying courses for shortcomings and recommend.

Table 29: Proposed Implementation Plan for Institutionalization of the Monitoring of Needs-Based Sub-cluster Training

Table 29: Implementation Plan for Institutionalization of the Monitoring of Needs-Based Sub-cluster Training							
Level	**Key Actor/s**	**Intervention**	**Time Frame**	**Deliverables**	**Propossed Methodology**	**Reporting**	**Analysis Plan**
School Level	Teachers	Teacher Reflection Forms (SRF) Completed	Twice A Year – March 15th & September 15th	Head Teacher examining the formats for better understanding	All Teachers have submitted SRF and Head Teacher having the Completed Forms in file for AUEO to examine.	AUEO to examine and send the school-wise completed AUEO Observation format to UEO to discuss at monthly UEO's Meeting of AUEOs	AUEO to prepare a monthly School-wise Report on Monitoring and Mentoring of NBST Related School Level Activities based on AUEOs Observation Visits Report to monthly UEO's Meeting of AUEOs **(AUEOs Reporting Format)**
	Head Teacher & Teachers	Practice Reflective Methods with Head Teacher	Fortnightly	Head teacher after Head Teachers (HT) Training on Reflective Teaching will mentor the teachers at school fortnightly in reflective methods	Head Teacher keeping records of HT mentoring interventions in the prescribed format to be examined by AUEO at school visits		
	Head Teacher	Head Teacher Observation of Lessons	Minimum 3 Lessons a Week	Head Teacher Mentoring of Teacher After Observing the Lessons on regular basis at least 05 lessons a week	Head Teacher keeping records of HT lessons observation and mentoring interventions in the prescribed format to be examined by AUEO at school visits		
	do	Fortnightly Meeting on reflective teaching, classroom practice of methods, management of individual differences in students, practice of formative assessment in classroom, etc.	Fortnightly	Head Teacher and the Teachers discussion and sharing of experience and mentoring of teachers in group. Head teacher could assign a teacher to lead this every fortnight to create further interest and develop professional leadership.	Head Teacher keeping minutes of the Fortnightly Meetings in the prescribed format to be examined by AUEO at school visits		
	do	Head Teacher Sending Training Needs to AUEO	After a Fortnightly Meeting if	When new or additional Training Needs are Identified	No time frame to follow		

Table 29: Implementation Plan for Institutionalization of the Monitoring of Needs-Based Sub-cluster Training							
Level	**Key Actor/s**	**Intervention**	**Time Frame**	**Deliverables**	**Propossed Methodology**	**Reporting**	**Analysis Plan**
			any training needs emerged the Head Teacher will send it to AUEO	to be sent to the AUEO			
Level	**Key Actor/s**	**Intervention**	**Time Frame**	**Deliverables**	**Propossed Methodology**	**Reporting**	
Cluster and Sub-cluster Level	**AUEO –Assistant Upazial Education Officer**	Academic Supervision of Schools	10 schools a Month as per DPE rules	Submission of School Supervision Report of Each School by the last day of the Month to UEO	AUEO is to use the Observation format in Observing Lessons and fill up Academic supervision format and NBST School Visit format *(See Questionnaires in Annex 6, 7 & 8)* Mentoring and monitoring of the process of school level continuous professional development of teacher	Reporting to UEO	UEO to request AUEO's to make a presentation on School Supervision Reports including NBST Related FNMs and Supervision by HT and Discuss Follow up Action at Monthly Meeting with AUEOs
		Monitoring and Mentoring of Teachers and Head Teacher	Monthly Spend minimum of 4hrs in a school	Submission of NBST Activity Report to URC Instructor and UEO on the Last Day of the Month	• Observe at least one lesson, • Observe at least 02 Fortnightly meeting • Discuss with teachers and Head teacher at the Fortnightly meeting	**Reporting to URC Instructor and UEO on NBST**	**• URC Instructor's to Compile AUEOs Reports and Enter Training Needs to a Database on Excel or Access**
		NBST Preparatory Work	Monthly Meeting		Attend URC Needs Analysis Meeting		
			Quarterly	All Need Based Sub-cluster Trainings are conducted Quarterly Performance Report is prepared to be submitted to URC	Attend URC Trainers Training Sessions		
			Quarterly		Prepare Training Material with the Selected Trainer		
		Offer NBST at sub-cluster Level	Quarterly NBST		Include a Demonstration Lessons in the NBST Training		
			Quarterly		Conduct the NBST Training		
			Quarterly		Evaluate the Training		

Table 29: Implementation Plan for Institutionalization of the Monitoring of Needs-Based Sub-cluster Training							
Level	**Key Actor/s**	**Intervention**	**Time Frame**	**Deliverables**	**Propossed Methodology**	**Reporting**	**Analysis Plan**
				Instructor and UEO			
			Quarterly		Prepare a Follow up Report for discussion		
URC	URC Instructor	Collection of Training Needs	Monthly Meeting	Present the Monthly Analysis of Training Needs and Proposed Training for the Quarter to PTI Super	Keep Records of Data Received	**Reporting to PTI Super at the Monthly Meeting**	**URC Instructor to Analyze the Monthly and Quarterly Reports sent by AUEO/UEO ; and Report to PTI Super for further Advise and Action PTI Super to Discuss the URC Monthly and Quarterly Reports at PTI Super's Coordination Meetings and Provide Feedback**
		Develop a Database with Excel or Access			Data Entry Operator to develop codes and enter data		
		Analyze the Training Needs and Identify the Priorities	Monthly		• Fix date for monthly needs Analysis Meeting • Use multimedia to share the needs from the database analysis at Data Analysis Meeting		
		Quarterly Review of NBST Performance with AUEOs	Quarterly	Prepare a Quarterly NBST Performance Report to Present to PTI Super	• Analysis of NBST Performance Reports submitted by the AUEOs and present to PTI Super		
UEO Office	UEO	Monthly Review of NBST Activities with AUEOs	Monthly	UEO's Monthly Meeting with AUEOs to present UEO's analysis of School Supervision Reports, NBST Reports and UEOs school visits Reports to take appropriate Action to strengthen NBST	AUEOs need to submit their observation reports and academic supervision reports to UEO; Discuss the Progress and the constraints of implementing NBST; UEO to collect report and prepare an Upazila NBST Performance report to DPEO	UEO prepare a Summary Report and present to DPEO before the DPEO's Monthly Meeting with	Send a Monthly Summary Report to DPEO one week after the AUEOs Discussion Meetings
	UEO	Make Observation visits to NBST Venues and also regular M&E visits coupled with NBST Activities	Quarterly NBST, and Monthly School Visits		Monitoring and motivating AUEOs and Head Teachers to follow procedures and Encourage the proper implementation		

Table 29: Implementation Plan for Institutionalization of the Monitoring of Needs-Based Sub-cluster Training							
Level	**Key Actor/s**	**Intervention**	**Time Frame**	**Deliverables**	**Propossed Methodology**	**Reporting**	**Analysis Plan**
						UEOs	
PTI at District Level	**PTI Super & Assistant Super**	Regular Support to URCs	Monthly	PTI Super to Prepare a Monthly Report on URC and NBST Performance after the Monthly URC Instructor's Coordination Meeting	• Have URC Coordination Meeting on a Fixed Day of the month • Fix dates for URCs to submit Training Plans • Fix the Dates for URCs to Submit Resource Topics • Fix dates for URCs to submit resource Papers • Assign PTI Instructor for review of Resource Papers	PTI Super Reporting to the Deputy Director of the Division with a Copy of the Report to the Deputy Director of PTIs at DPE	**Following the URC Instructors Reports the PTI Super Analyze the Physical Aspects, Qualitative Aspects of NBST Performance and Prepare a Report on Performance and the Necessary Action to be taken to Improve NBST Activities**
		Observation Field Visits	Monthly		• Mobilize PTI Assistant Super to visit field to observe NBST Training • PTI Super to Observe NBST Training as prescribed by the Guidebook		
District Primary Education Office	DPEO	Regular Monthly Review of Primary Sub-Sector in the District	Monthly	• DPEO to mobilize ADPEOs and Subordinate Officers to Visits NBST and Schools • Carryout Monthly Meeting with UEOs and AUEOs and include NBST as an Item in the agenda to review • DPEO prepare the Monthly Report to	• Fix the Review data and all UEOs to report on the progress of NBST as an agenda item • Deploy AUEOs to Cluster level Offices, leaving UEOs office; • Ensure UEOs adequately supervise the AUEO activities	DPEO Reporting to the Deputy Director of the Division with a Copy of the Report to the Director Training at DPE	DPEO ensures the UEOs reports and ADPEO and other DPEO's sub-ordinate Officers visit Reports are analyzed, appropriate feedback to be provided and recommendations are made to the DD Division and Director Training at DPE
	DPEO	Monitoring Visits	Monthly		• Mobilize ADPEO and AMO to do the regular NBST observation visits; • DPEO also to make the M&E visits regularly as prescribed by		

Table 29: Implementation Plan for Institutionalization of the Monitoring of Needs-Based Sub-cluster Training							
Level	**Key Actor/s**	**Intervention**	**Time Frame**	**Deliverables**	**Propossed Methodology**	**Reporting**	**Analysis Plan**
				DPE through the DD (Divisional) including NBST Performance in the District	the circular		
Division	**DD (Divisional)**	Review of Progress and Reporting to DPE Head Quarters	Quarterly	Monthly and Quarterly Reports on NBST is submitted to Director Training at DPE	• Fix a date for Quarterly review of progress of Training activities and NBST activities with PTI Supers and DPEOs;	**Reporting to the Director Training and Director M&E at DPE**	Director Training Assign DD Training to present a Summary Performance Reports on NBST Division wise at a Monthly Meeting at the Training Directorate Progress, Disbursement, Problems and Solutions are presented and approved for action. A Monthly Feedback Report to be sent to all URC with copies to DD, PTI Super, DPEOs and UEOs
		Observation Visits	Monthly		• DD (Divisional) to make observation visit and also to couple these with the observation of NBST Activities with DPEOs, UEOs, URCs and AUEOs		
			Monthly		• Report M&E Division, and Director Training on Monthly Progress of Divisional Activities		
Directorate	Director Training	Monthly Review of NBST Progress and Implementation with DD (Training) and AD (Training) take follow up steps	Monthly	• Director Training Reviews NBST Performance Monthly • Identify weaknesses and necessary action for efficiency gains • Take appropriate action and Communicate to the field level officials	• DD (Training) must liaise with M&E division and examine the reporting on Training and progress of NBST before the review meeting with the Director Training	**Reporting to the Director General of DPE**	• **DD Training Presents Monthly Analysis of the Reports Received from the Field to Director Training for Necessary Additional decisions.** • **Director Training to present decision to DG the recommendation.** • **DG takes decisions f to increase effectiveness and Efficiency of the Delivery of NBST at all level**
		Quarterly Review of NBST with Divisional Directors	Quarterly		• Review Progress and the issues to be addressed and resolved with the Divisional Directors on NBST • Report to DG of necessary support and action to resolve issues		

Immediate action to DD Divisional, if needed to the DPEOs as well. This enables institutionalize the process of NBST Training and enhance quality of NBST. PTI Super's Reports must be discussed at DD (Divisional) and take it up to the Director Training for continued action for institutionalization.

Recommendations for Divisional DDs to Enhance NBST:

- Divisional DD compiles a monthly M&E report to be sent to M&E Division of DPE. This is a routine report. However, if the Divisional DD draws attention of all DPEOs to specially report on NBST, it will help to mobilize NBST in the division. This need to be continued. It is recommended that DD Divisional call for a Quarterly meeting of DPEOs and UEOs to review progress of NBST and other primary sub-sector activities; and also a Quarterly meeting of the PTI Supers and URCs to review and monitor NBST and Training Activities. The DD Divisional should send the DD's Report to the Directorate after these reviews with DD's observations and recommendations.
- Also the M&E Division of the Directorate could forward Divisional DD's report on NBST to the Director Training for necessary follow up. This will encourage Divisional DD to pay more emphasis to NBST.
- *Divisional DD's office needs to be strengthened to support M&E of all activities of primary sub-sector. Though the DD (Divisional) is the most senior officer of DPE in the field, yet the office has limited staff to be mobilized for effective monitoring of NBST or any other primary education activities. The Divisional office need to be strengthened.*

Monthly Review of Training by Divisional DDs:

The DD (Divisional) must have an avenue to monitor all DPEOs, UEOs and AUEOs. DD Divisional must fix a date for the monthly review of all training activities and all PTI Supers, and DPEOs. If necessary the DD (Divisional) may include the UEOs and URC Instructors in a separate review meeting.

These review meeting must discuss the reports of the DPEOs and PTIs and take resolve issues and concerns at the Divisional level. The DD (Division) will send the Report of the Review with recommendations to the Directorate of M&E and Training. Further the DD (Division) should follow up his recommendations and action taken by the Directorate to address the issues and concerns.

Review of Training by the Director Training at DPE:

A monthly review of NBST and related training with the *Divisional DDs by the Director Training at least once in a Quarter would be very useful to institutionalize NBST* and see that it is being effectively monitored with the support of the DPEOs, UEOs and AUEOs. The outcome of these reviews should be the Director of Training taking steps to resolve the issues from the Headquarters to ensure better function of NBST.

Deploy AUEOs to Have Office in the Cluster:

AUEOs are sitting in UEOs office and spends very little time in schools. Spends a lot of time for their travel from UEO office to Schools. Previously, AUEOs had their office in the Union Porishad building. This gave them time to reach schools and spend more time with schools. As a result of being at the UEOs office they have got use to be away from schools and think other work assigned by UEO is more important than academic supervision, mentoring and monitoring of schools.

Therefore *it is recommended that the AUEO as the grassroots level officer and be deployed to have office at the assigned cluster, either at a school or at the Union Porishad Complex.*

AUEOs must also be officially informed that *AUEO need to spend a minimum of 4 hours in a school and perform the academic supervision, attend a fortnightly meeting, observe a class in session, s*ee that the notes of the Head Teacher's observation notes and fortnightly meeting minutes and offer advice.

Recommendations for the Longer-Term

Head Teachers Training on Reflective Methods of Teaching:

Head Teachers need to be the Change Agents in Teacher Professional Development. Head Teacher needs to help teachers to become reflective teachers. *Head Teacher has to be trained in mentoring, and trained in 'Self Reflection', as it is another way of mentoring and bringing change. Definition of Reflective Teaching. Reflective Teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes (see www.teachhub.com). **Filling up of the reflective forms twice is not the issue**. The Reflective teaching skill is the issue. Teacher "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively.". It is needed to be done daily by any practitioner to see "where am I?" in my professional and personal skills. Learning this reflective skill is the aim, not just filling up of a format.*

Therefore, the *Head Teachers training on soft skills, mentoring skills, reflection and adaptation of reflective teaching, are so important*. Without these by filling up self-reflection formats by teachers no change will happen. To bring change, need to change the Head Teacher to be catalyst, a Change Agent. Thus training has to be planned. High level trainers should train a cadre of Master Trainers and expand it to Head teachers as early as possible.

It is recommended that an 'Expert on Reflective Teaching' is brought into the process and train a cadre of Trainers, one for each District, two would be certainly better for sustainability, and train all URC Instructors and PTI Instructors, to provide the Head Teachers Training in the short time. This can be done always simultaneously. Head Teachers getting the training one month before the NBST. Head teacher will practice reflective Teaching with teachers at school and go back for the 2nd one day training before the next quarter NBST. If this is continued, in a short time as one year, the Head Teachers will have the real mentoring skills to bring change in teachers, and learning in children.

Additional Assistant Super for URCs and NBST:

The PTI needs an additional Assistant Super who could be designated for URCs and NBST and mobilized to for mentoring and monitoring of all URC related activities. The Additional Assistant Super must be given targets to cover and report to PTI super, with copies to DPEO and the DD (Divisional);

Establishing a Divisional Directorate:

Establishing Divisional Directorates seems a timely need in primary education. The number of schools, number of teachers and primary education sub-sector has expanded and grown. The administration of such a large system from the Headquarters is difficult as education is a devolved subject which needs local level solutions and resolving issues without delay. The returns of education investment are denied due to delays in decision making. Therefore, the time has come to examine how the primary school system could be directly supported at the Divisional level and/or District Level. NBST is a local solution to improve teacher development. However it is poorly monitored.

There are two subjects that matter the most in the enhancement of M&E capacity. Those are **Supervision & Training, and Resource Allocation**. All training disbursement issues, anomalies on the rates of payments; need to pay for additional services, and recruitment can be resolved at the divisional directorate.

Supervision alone cannot correct a situation. It is a tool of fact finding. The follow up is to offer training to school personnel as it deemed necessary to improve the education and learning processes. And find resources to address the resource gaps.

The Divisional administration headed by a Director has to have two wings headed by Deputy Directors: DD for Monitoring Evaluation and Training Wing and DD for Operation for Resource Utilization.

These modalities need to be worked out. And adequate degree of facilities should be allocated. The DD Training &Monitoring should be given the portfolio of monitoring in-service training, including NBST. By devolving education management at least to the level of the Division would be needed to bring more effective M&E, system to monitor training, PTIs, URCs, NBST and resource allocation to all trainings on an agreed time frame.

Education is a process that cannot be achieved by simply giving buildings, furniture, books, teachers and food or stipends. It needs to generate a process that brings the child to the center of learning by the teachers. NBST is an opportunity to generate such a process. It needs closer mentoring and Monitoring. The Divisional Directorate can get the AUEOs accountable for quality improvement. Unless the learning process is given the importance and cultivate the school culture to make school active and attractive to children and teachers school development will not be achieved. Head Teacher has to take leadership in this process.

When training needs funds, it can be mobilized from the Divisional Directorate. Keeping fund disbursement to a Training Calendar can be effectively implemented at the Divisional level.

The lack of facilities in some of the NBST Training Venues also can be better addressed if resource allocation is decentralized to divisional Directorates.

Once the Divisional Directorate is in place, all DPEOs, UEOs, & AUEOs as well as PTIs and URCs will be directly monitored by the Divisions. This may bring better results.

Re-structuring of Sub-cluster Training System

It is recommended to establish a Divisional Directorate headed by a Director with two wings headed by Deputy Directors: DD for Training, Monitoring & Evaluation; and DD for Operation for Resource Utilization. If a Post of PTI Assistant Super for Training Extension Services is created they too can be reporting to the Deputy Director for Training, Monitoring and Evaluation.

TED Plan is one of the well formulated document. NBST is a part of the TED Plan. However, NBST was not looked at from different perspectives. This small note is to just to point out some realities and to find alternatives, while NBST is being implemented.

The Leaflets based approach was top down and was running over 20 years, from 1994 to 2014. Obviously, it was not working as it was never modified so a change was much needed. No training system could go on forever, then it becomes monotonous. Participants get used to it and process get rotten and stagnate. Therefore the change was needed. NBST has new ideology. To use a bottom up approach and allow the teachers to find their training needs and get the local Upazila training institution, URC, to address the issues. Find trainers from among the experienced Head teachers and Teachers. These ideologies also empower the teacher, school and the local level institutions.

NBST was proposed over the then running Leaflets based sub-cluster training system. The structure of the sub-clusters remained the same. AUEOs are the same. Although a Trainer is identified, even in the previous leaflet based training also made use of an experienced Teacher or a Head Teacher as a Trainer with the AUEOs.

When the Training Needs Collected by the URCs in the 08 months from the 12,000 schools as pointed out and presented in **Table 23 of this report**, the Training needs were around 140 topics. If these 140 topics are really re-written and synthesized by an experienced education specialist, can likely be clustered in to three categories as:

A. General Methods of Teaching

B. Subject Specific Methods of Teaching, and
C. General Practices, Rules and Regulations

These clusters or categories are conventional, and sounds a bit inappropriate for the 21st Century learning. However, these clusters emerge from the 140 Topics because the primary education in Bangladesh is conventional. Although child centered learning is advocated for a long time, classroom based learning continues teacher centered.

In summarization of the training needs from the 08 months, from different sets of schools, what was observed is that the same or similar, set of training needs were coming from different schools month after a month. Rarely any new topic has come from any of the **40 sets of data brought for analysis – (05 Consultants x 08 Months).This was an eye opener**.

The Training Needs are identified by the teachers is within their capacity and experience, and will continue to be conventional as there is no vision beyond that in majority of teachers. This is always a limitation wherever, if needs are identified by the teachers as their thinking operates within their limits. Therefore, nothing new can be expected. If and when such participatory process is carried out by an expert who has a wider exposure, this does not happen as the expert brings in new thoughts to the process. **At a Fortnightly meeting this cannot be expected**.

If the Needs based Sub-cluster Training totally depend on the needs identified by the teachers and analyzed by URCs, one cannot expect any new training needs to come. Perhaps the needs already are expressed, maybe exhausted. **Then what would the fortnightly meeting could do?**

Regular NBST at a Higher Professional Level:

NBST is offered once a Quarter, 04 times a year. The needs already identified, maybe sufficient for another five years. These needs can be better structured and better addressed by a group of experts together with the URC Instructors. Then prepare as good resource books then made these available for the teachers to buy and offer themes based NBST training by the selected and trained trainers from the cluster at NBST at higher level. The training process could be designed to be to acquire skills, not just knowledge.

Teacher Quality Circles:

There are some of the training needs identified by the teachers, those need **active learning to enhance teacher analytical skills and make the teachers "thinking Teachers".** Topic such as primary Curriculum, Primary Text Books, Learning Outcomes; Teacher Competencies, etc. are wider topics. These need long days and weeks of work for a teacher to analyze either as individuals or as groups. These could be done in "Quality Circles" or "Workshops" run in a different modality, not by the center, but by the URC Trained Teachers or Head teachers as Trainers.

When the Head Teachers trained in mentoring skills the schools can run 'Teacher Quality Circles' these would gradually make the teachers professionals and their values, commitment will change.

Teacher In-Service Advisers:

In many countries the experienced teachers are selected as Master Teachers or as Teacher In-Service Advisers. Teacher In-Service Advisers are subject specialists and regular teachers and they are released one day a week to run a "Subject Advisory' for a group of teachers like in sub-cluster, but only the teachers teaching the subject will attend; i.e. English teachers, Math teachers, Bangla Teachers etc. They learn the subject matter and the possible methods of child centered, activity based learning.

In many countries the experienced teachers are selected as Master Teachers or Teacher In-Service Advisers. Teacher Advisers are subject specialists and regular teachers and they are released 'one day a week' to run a "Subject Advisory' for a group of teachers like in sub-cluster, but only the teachers teaching the subject will attend; i.e. English teachers, Math

teachers, Bangla teachers etc. They learn the subject matter and the methods of child centered, activity based learning.

This will demand re-structuring of sub-clusters with in the cluster.

- Pre-primary and Primary Grade 1 & 2 Teachers;
- A Sub-cluster of Math Teachers;
- A Sub-cluster of Bangla Teachers;
- A Sub-cluster of English Teachers;

It is recommended to introduce In-service Advisers for subjects and NBDST to be re-structured at cluster level to address the Training Needs identified at school level by the subject specialists who are qualified and experienced serving as In-service Advisers. It will strengthen the NBST program as the present NBST program lacks depth and not addressing the subject specific training needs of the teachers.

- A Sub-Cluster of EVS Teachers; etc.

These will be directly addressing the subject related teachers training needs with classroom issues raised at the Fortnightly Meetings. Naturally pedagogy will be offered. May also allow the teachers to reflect better. There will be more effective mentoring as the In-service Advisers mostly take demonstration lessons. Share their thoughts, observations and suggestions. Let teachers explore more. If such a system is introduced then the place of present subject-based training may also have to be re-examined. Such training will bring professional development to teachers than a general NBST program that is now offered to teachers.

Such In-service adviser with adequate professional qualification is identified and mobilized the present gap of lack of professional qualifications with AUEOs can be overcome in the short term.

This means on the day of NBST there will be In-service Advisers taking 05 different trainings, and teachers teaching the subject will attend the respective training. There will be new logistical issues to be sorted out.

The In-service Advisers could be trained further with mentoring skills, reflective teaching skills and soft skills and their training these skills will filter to teachers. Such effort will gradually make the Primary Teachers subject specialists to produce better learning outcomes in learner. Quality of primary education can aim at new heights.

The In-Service Advisory System is matter of re-structuring of the Cluster. In place of the Sub-cluster of five to six school, around 30 teachers; now there will be 30 Teachers from 30 Schools , the 30 teachers will be subject teachers, all pre-primary and Grade 1 & 2 Teachers, etc. and they will be able to develop their subject teaching skills. This will not much increase the cost as it is the same teachers in the cluster now differently organized. For an illustration if there are 30 schools and 150 Teachers, in place of the 05 sub clusters now there will be 05 Groups of 30 teachers each, maybe 06 Groups of 25 Teachers, and the new groups will be subject specific groups.

Table 30: Implementation and Monitoring Framework for Needs-Based Sub-cluster Training for Institutionalization

Level	Key Actor/s	Intervention	Time Frame	Propossed Methodology
School Level	Teachers	Teacher Reflection Forms Completed	Twice A Year – March 15th & September 15th	Head Teacher examining the formats for better understanding
	Head Teacher & Teachers	Practice Reflective Methods with Head Teacher	Fortnightly	Head teacher after Head Teachers Training on Reflective Teaching will train the teachers at school fortnightly in reflective methods
	Head Teacher	Head Teacher Observation of Lessons	Minimum 3 Lessons a Week	Head Teacher Mentoring of Teacher After Observing the Lessons
		Fortnightly Meeting on reflective teaching, classroom practice of methods, management of individual differences in students, practice of formative assessment in classroom, etc.	Fortnightly	Head Teacher and the Teachers discussion and sharing of experience and mentoring of teachers in group. Head teacher could assign a teacher to lead this every fortnight to create further interest and develop professional leadership
		Head Teacher Sending Training Needs to AUEO	After a Fortnightly Meeting if any training needs emerged the Head Teacher will send it to AUEO	No time frame to follow
Cluster and Sub-cluster Level	AUEO	Academic Supervision of Schools	10 schools a Month as per DPE rules	AUEO is to use the Observation format in Observing Lessons and fill up Academic supervision format and NBST School Visit format *(See Questionnaires in Annex 6, 7 & 8)* Mentoring and monitoring of the process of school level continuous professional development of teacher
		Monitoring and Mentoring of Teachers and Head Teacher	Monthly Spend minimum of 4hrs in a school	• Observe at least one lesson, • Observe at least 02 Fortnightly meeting • Discuss with teachers and Head teacher at the Fortnightly meeting

Level	Key Actor/s	Intervention	Time Frame	Propossed Methodology
		NBST Preparatory Work	Monthly Meeting	Attend URC Needs Analysis M
			Quarterly	Attend URC Trainers Training Sessions
			Quarterly	Prepare Training Material with the Selected Trainer
			Quarterly NBST	Include a Demonstration Lessons in the NBST Training
			Quarterly	Conduct the NBST Training
			Quarterly	Evaluate the Training
			Quarterly	Prepare a Follow up Report for discussion
URC	Instructor	Collection of Training Needs	Monthly Meeting	Keep Records of Data Received
		Develop a Database with Excel or Access		Data Entry Operator to develop codes and enter data
		Analyze the Training Needs and Identify the Priorities	Monthly	• Fix date for monthly needs Analysis Meeting • Use multimedia to share the needs from the database analysis at Data Analysis Meeting
UEO Office	UEO	Monthly Review of NBST Activities with AUEOs	Monthly	AUEOs need to submit their observation reports and academic supervision reports to UEO; Discuss the Progress and the constraints of implementing NBST; UEO to collect report and prepare an Upazila NBST Performance report to DPEO
	UEO	Make Observation visits to NBST Venues and also regular M&E visits coupled with NBST Activities	Quarterly NBST, and Monthly School Visits	Monitoring and motivating AUEOs and Head Teachers to follow procedures and Encourage the proper implementation
PTI	PTI Super & Assistant Super	Regular Support to URCs	Monthly	• Have URC Coordination Meeting on a Fixed Day of the month • Fix dates for URCs to submit Training Plans • Fix the Dates for URCs to Submit Resource Topics • Fix dates for URCs to submit resource Papers • Assign PTI Instructor for review of Resource Papers
		Observation Field Visits		• Mobilize PTI Assistant Super to visit field to observe

Level	Key Actor/s	Intervention	Time Frame	Propossed Methodology
				NBST Training • PTI Super to Observe NBST Training as prescribed by the Guidebook
District Primary Education Office	DPEO	Regular Monthly Review of Primary Sub-Sector in the District	Monthly	• Fix the Review data and all UEOs to report on the progress of NBST as an agenda item • Deploy AUEOs to Cluster level Offices, leaving UEOs office; • Ensure UEOs adequately supervise the AUEO activities
	DPEO	Monitoring Visits	Monthly	• Mobilize ADPEO and AMO to do the regular NBST observation visits; • DPEO also to make the M&E visits regularly as prescribed by the circular
Division	DD (Divisional)	Review of Progress and Reporting to DPE Head Quarters	Quarterly	• Fix a date for Quarterly review of progress of Training activities and NBST activities with PTI Supers and DPEOs;
		Observation Visits	Monthly	DD (Divisional) to make observation visit and also to couple these with the observation of NBST Activities with DPEOs, UEOs, URCs and AUEOs
			Monthly	• Report M&E Division, and Director Training on Monthly Progress of Divisional Activities
Directorate	Director Training	Monthly Review of NBST Progress and Implementation with DD (Training) and AD (Training) take follow up steps	Monthly	• DD (Training) must liaise with M&E division and examine the reporting on Training and progress of NBST before the review meeting with the Director Training
		Quarterly Review of NBST with Divisional Directors	Quarterly	• Review Progress and the issues to be addressed and resolved with the Divisional Directors on NBST • Report to DG of necessary support and action to resolve issues

Policy Brief for implementing a better Sub-cluster Training

1. Organize effective academic training for the Head teachers and Teachers

Head Teachers need to be the Change Agents in Teacher Professional Development. Head Teacher needs to help teachers to become reflective teachers. Head Teacher has to be trained in mentoring, and trained in 'Self Reflection', as it is another way of mentoring and bringing change.

With expert assistance a training package can be developed and a cadre of Head Teachers are trained as Trainers on mentoring skills and offer at least one day training every quarter, before the NBST training at sub-cluster for teacher, so that Head Teacher can support the expected NBST process. These two training activities could run side by side.

2. Refresher-Training of AUEOs with no Professional Capacity

All AUEOs with no professional degrees need to be offered training in primary curriculum, primary textbooks, material development, pedagogy, lesson observations, etc. and practice teaching at PTIs on suitable arrangement. Also encourage them to follow a B.Ed. Degree to enhance professional qualifications.

3. New Recruits to AUEO Post Need to be Professionally Qualified.

In all future recruitment rules need to be changed, rather reverted to old practice before year1998; that the AUEOS must have a four Year B.Ed. Special degree; or a One year B.Ed. Or/and M.Ed. degree with a Bachelor's Degree as Academic qualifications with two years of teaching experience preferably in Primary Education; or a minimum of CinEd/DipEd

4. Create an Assistant PTI Super Post (Extension Training) and in future recruit Subject Specialists PTI Instructor

An Assistant PTI Super Post (Extension Training) is created in all PTIs with the vested responsibility of mentoring, monitoring supporting URCs, NBST at all levels; In future Instructors recruited to PTIs must be subject specialists

5. The supervision and monitoring of education within the school

To introduce In-service Advisers for subjects and NBST to be re-structured at cluster level to address the Training Needs identified at school level by the subject specialists who are qualified and experienced serving as In-service Advisers. It will strengthen the NBST program as the present NBST program lacks depth and not addressing the subject specific training needs of the teachers;

The In-service advisers also can run "Quality Circles" for the teachers to make them "Thinking Teachers' and to enable them to address their own gaps such as the knowing the primary curriculum, textbooks, competencies, child centered instructional methods, etc.

6. The environment of the school and Training venue

It is necessary to improve the teaching environment of the school as well as standardize the NBST Training venue. It is important that AUEO is provided with a Training Room in each sub-cluster in a more accessible school. This must be a priority for the next phase of PEDP.

The challenges and the limitations of the monitoring and mentoring of NBST

The challenges and limitations of Monitoring and mentoring of NBST are as follows:

1. The time of monitoring and mentoring consultancy services was very limited considering the volume of work. According to the TOR it was scheduled to implement this activities in 64 districts over the period of 24 months. Due to delay selection of consulting firm, it was reduced from 24 months to just 10 months. Similarly the activities was also implemented in 31 districts instead of 64 districts. Still 33 districts are out of the services.
2. Difficulties to disseminate monitoring and mentoring acivities as there is a coordination gap among the officers of NBST training
3. Due to inappropriate and uncomfortable classroom environment effective impact of Need Based Sub-Cluster Training is not coming. It was a difficult for consultants to assist them in training such as an unhealthy and uncomforbale classroom.
4. Due to busy schedule of school tecahers in social duties, consultant were in difficult situation to bring them in monitoring and mentoring activities
5. As there is a weakness in reporting and record keeping of the URCs & PTIs, thus consultants face difficulties to acquire accurate field level information.
6. As there a lacking of competencies in preparing Resource Paper in some URCs, therefore consultant has to spend lots of time to mentoring this issues.
7. As the NBST Guidebook does not have any instruction about Demonstration Lessons thus consultant faces difficulties to convince them for demonstration lessons which is very effective for tecaher's learning.

Annexes

Annex 1: Consultants Performance on the Approved Quarterly Field Visit Program
Annex 2: Review of NBST Guidebook and Suggested Changes by the Consultants
Annex 3 Proposed Questionnaires for the Observation of NBST Activities
Annex 3. 1: Teacher's Lesson Observation and Rating Format for HT and AUEOs
Annex 3. 2: Sources for the Head Teacher Assessment of Training Needs
Annex 3. 3: School Fortnightly Meeting Observation Format for AUEOs
Annex 3. 4: Reporting Format of URCs on Need Based Sub-Cluster Training to PTI Super
Annex 4: Questionnaires Used in the by the Consultants for Monitoring and Mentoring
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Annex 6: Some selected photographs acquired during project implementation

Annex 1 : Consultants Performance on the Approved Quarterly Field Visit Program

Consultants Field Visit Performance in the First Quarter on the DPE Approved Program

Table 1 A: MONTH OFOCTOBER 2016

Table 1 B: MONTH OF NOVEMBER 2016

Table 1 C: MONTH OF DECEMBER 2016

Table 1 A: Month of October 2016 Field Visit Performance

October 2016: DPE Approved Field Visits Program vs. Completion of Program Visits

Consultant	**Mr. Syed Nazim Uddin**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
08.10.2016 to 13.10.2016	Tangail	Sadar	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST	09-10 October 2016	Visited UEO, URC, DPEO, PTI, Observed of a NBST & Fortnightly meeting
			Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST	11-12 October 2016	Govt. Holiday
		Madhupur	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of fortnightly meeting	13 October 2016 & back to Headquarter Dhaka 14 Oct.	Visited UEO, URC, Office Line, Interviewed with AUEU, Observed of a NBST & Fortnightly meeting
15.10.2016 to 20.10.2016	Sunamganj	Sadar	Visit to UEO & URC office, observation of a NBST	16-17 October 2016	Visited DPEO,UEO Office & Observed of a NBST & Fortnightly meeting
		Sadar & Jamalgonj	Visit to UEO & URC office & observation of a NBST	18-19 October 2016	Visited PTI, Sunamganj, URC, Jamalganj, Observed of a NBST & Fortnightly meeting at Jamalgonj
		Jamalganj	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	20 October.2016 & back to Headquarter, Dhaka 21 Oct	Visited UEO Office & Interview with AUEO Jamalgonj
22.10.2016 to 27.10.2016	Kishoregonj	Sadar	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation	23-24 October 2016	Visited URC, UEO and DPO Office, Interviewed with AUEO, Observed of a NBST & Fortnightly meeting.
		Tarail	Visit UEO, URC, 2 Primary School / NBSTObservation	25-26 October 2016	Visited UEO, URC Office, Interviewed with AUEO, Observed NBST & Fortnightly meetings.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	27 October 2016& back to Headquarter, Dhaka 28 Oct.	Observed of a NBST.
28.10.16to 31.10.16			DTCL Headquarter for Reporting	28-31 October 2016	

Consultant	**Mr. Afzal Ali**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
08.10.2016 to 13.10.2016	Meherpur	Mujibnagar	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST	09-10 October 2016	Interviewed UEO & AUEO. Sadar; Observed NBST at Model GPS, Interviewed URC Instructors
		Sadar	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST	10-11 October 2016	Interviewed DPEO, Observed NBST at …. GPS Interviewed UEO, AUEO
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of fortnightly meeting	13 October 2016 & back to Headquarter Dhaka 14 Oct.	Interviewed URC Instructor
15.10.2016 to 20.10.2016	`	Sadar	Visit to UEO & URC office, observation of a NBST	16-17 October 2016	Visited DPEO,UEO Office & Observed of a NBST & Fortnightly meeting
		Rajapur	Visit to UEO & URC office & observation of a NBST	18-19 October 2016	Visited PTI, Sunamganj, URC, Jamalganj, Observed of a NBST & Fortnightly meeting at Jamalgonj
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	20 October.2016 & back to Headquarter, Dhaka 21 Oct	Visited UEO Office & Interview with AUEO Jamalgonj
22.10.2016 to 27.10.2016	Sirajgonj	Sadar	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation	23-24 October 2016	Visited URC, UEO and DPO Office, Interviewed with AUEO, Observed of a NBST & Fortnightly meeting.
		Kamarkhanda	Visit UEO, URC, 2 Primary School / Observed NBST	25-26 October 2016	Visited UEO, URC Office, Interviewed with AUEO, Observed NBST & Fortnightly meetings.
		Kamarkhanda	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	27 October 2016& back to Headquarter, Dhaka 28 Oct.	Observed of a NBST.
28.10.16to 31.10.16			DTCL Headquarter for Reporting	28-31 October 2016	

Consultant	**Ms. Nasima**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
08.10.2016 to 13.10.2016	Jessor	Jhikorgasa	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST,FNM	08October 2016	Visit 1 UEO, 1 URC office, 1 Primary school, 1FNM
		Sadar	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, FNM	9 October 2016	Visit 1 UEO, 1 URC,1 Primary school, 1 FNM
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of fortnightly meeting	13 October 2016 & back to Headquarter Dhaka 14 Oct.	1 DPEO, 1 Super, 1UEO, 1 URC, 2 AUEO
15.10.2016 to 20.10.2016	Shatkhira	Debhata	Visit to TEO & URC office, observation of a NBST	15-16 October 2016	1 UEO, 1URC,1 AEUO, 1 FNM, 1 NBST
		sadar	Visit to UEO & URC office & observation of a NBST	17-18 October 2016	1 UEO, 1 URC, 1 AEUO, 1 NBST
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	20 October.2016 & back to Headquarter, Dhaka	1 DPEO, 1 Super
22.10.2016 to 27.10.2016	Gazipur	Kalia Koir	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation	23-24 October 2016	1 UEO, 1 URC, 1 AEUO, 1 NBST, 1 FNM
		Sadar	Visit UEO, URC, 2 Primary School / NBSTObservation	25- 26 October 2016	1 UEO, 1 URC, 1 AEUO, 1 NBST, 1 FNM
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	27 October 2016 & back to Headquarter, Dhaka 28 Oct.	1 DPEO, 1 Super
30.10.16 to 31.10.16	Dhaka		DTCL Headquarter for Reporting	30-31 October 2016	DTCL

Consultant	**Mr. Yousuf Ali**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
08.10.2016 to 13.10.2016	Jhenaidh	Sadar	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST	09-10 October 2016	Interviewed URC Instructor, UEO , PTI Super
		Kotchandpur	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST	10-11 October 2016	Interviewed DPEO, UEO, URC Instructor
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of fortnightly meeting	13 October 2016 & back to Headquarter Dhaka 14 Oct.	Met DPEO, UEOs and URC instructor, Observed NBST, Interviewed AUEO
15.10.2016 to 20.10.2016	Rajshahi	Durgapur	Visit to UEO & URC office, observation of a NBST	16-17 October 2016	Met DPEO, UEOs and URC instructor, Interviewed AUEO
		Sadar (Boalia)	Visit to UEO & URC office & observation of a NBST	18-19 October 2016	Observed NBST, Interviewed URC Instructor, AUEO, Observed FNM
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	20 October.2016 & back to Headquarter, Dhaka 21 Oct	Interviewed DD, PTI Super, Observed FNM
22.10.2016 to 27.10.2016	Patuakhali	Sadar	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation	23-24 October 2016	Met DPEO, UEOs and URC instructor, Interviewed AUEO
		Kalapara	Visit UEO, URC, 2 Primary School / NBST Observation	25-26 October 2016	Observed NBST, Interviewed URC Instructor, AUEO, Observed FNM
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	27 October 2016& back to Headquarter, Dhaka 28 Oct.	Observed FNM
28.10 to31.10.16			DTCL Headquarter for Reporting	28-31 October 2016	

Consultant	**Mr. Md Abdula Hamid**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
08.10.2016 to 13.10.2016	RANGPUR	GANGARCHARA UPAZILA	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST	08-09 October 2016	8 October 2016Observation of two GPS FNM, i.e. Boraibari and Kalkonda GPS
					9 October 2016Meeting with UEO, AUEO & URC Instructor for Filling up the Format
		RANGPUR SADAR	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST	10-11 October 2016	10 October 2016Observation of two GPS FNM, i.e. Monipur 2 No and Kellabond GPS
					11 October 2016Meeting with DD, DPEO, PTI Super, UEO Sadar, AUEO Sadar & URC Instructor for Filling up the Format
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of fortnightly meeting	13 October 2016 & back to Headquarter Dhaka 13 Oct.	12 October 2016Back to Dhaka by Air & Bus
					13 October 2016 At Residence
15.10.2016 to 20.10.2016	Gaibandha	Gaibandha Sadar	Visit to TEO & URC office, observation of a NBST	16-17 October 2016	16 October 2016Observation of two GPS FNM, i.e. Radhakrishnapur and Kishamoth Balua GPS under Gaibandha Sadar
					9 October 2016Meeting with UEO, AUEO & URC Instructor for Filling up the Format
		Polashbari, Gaibandha	Visit to UEO & URC office & observation of a NBST	18-19 October 2016	17 October 2016Observation of two GPS FNM, i.e. Merirhat & Chhoto Shimultola GPS
					18 October 2016Meeting with UEO, AUEO & URC Instructor for Filling up the Format
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	20 Octob.2016 & back to Headquarter, Dhaka 21 Oct	20 October 2016Meeting with DPEO, PTI Super for Filling up the Concerned Formats and back to Dhaka by Bus 22 October 2016Updatin all the Formats and meeting with Team Leader.

Consultant	**Mr. Md Abdula Hamid**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
22.10.2016 to 27.10.2016	Khulna		Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation	23-24 October 2016	23 October 2016 Observation NBST of two GPS i.e. Bhairabghata and Paikgacha Model and observation FNM at Maniktola GPS under Paikgacha Upazila
					24 October 2016Meeting with UEO, AUEO & URC Instructor for Filling up the Format
			Visit UEO, URC, 2 Primary School / Observed NBST	25-26 October 2016	25 October 2016Observation NBST of one GPS i.e. Mujgunni GPS and Meeting with UEO, AUEO for Filling up the Format
					26 October 2016Observation NBST of one GPS i.e. Koilahata GPS and Meeting with UEO, AUEO for Filling up the Format Meeting with AUEO & URC Instructor for Filling up the Format
					26 October 2016Meeting with DD, DPEO & PTI Super for Filling up the Concerned Formats.
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	27 October 2016 & back to Headquarter, Dhaka 28 Oct.	27 October 2016 Back to Dhaka by Air & Bus
28.10.16 to 31.10.16			DTCL Headquarter for Reporting	28-31 October 2016	Reporting

Table 1 B: Month of November 2016 Field Visit Performance

November 2016: DPE Approved Field Visits Program Vs Completion of Program Visits

Consultant	**Md Syed Nazim Uddin**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
05.11.16 to 10.11.16	Barisal	Sadar	Visit to UEO, URC office, 2 Primary School & observation of a NBST		Visited UEO & URC offices. Observed a FNM. Interviewed UEO, AUEO & URC Instructor.
		Gournadi	Visit UEO, URC, 2 Primary School		Visited UEO & URC offices. Observed a FNM. Interviewed UEO, AUEO & URC Instructor.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting		Visited DD, DPEU & PTI Super & Interviewed DD, DPEU & PTI Super.
12.11.16 to 17.11.16	Sherpur	Sadar	Visit UEO & URC office, observation of a NBST		Visited UEO & URC offices. Observed two FNM. Interviewed UEO, AUEO & URC Instructor.
		Nakla	Visit to UEO & URC office & observation of a NBST		Visited UEO & URC offices. Observed two FNM. Interviewed UEO, AUEO & URC Instructor.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting		Discussed the progress of NBST of the district with DPEO & PTI Super.
19.11.16 to 24.11.16	Chapainawadgonj	Sadar	Visit to UEO & URC office & 2 Primary School		Visited UEO & URC offices. Observed a FNM. Interviewed UEO, AUEO, PTI Super Chapainabawbgonj, DPEO & URC Instructor.
		Shibgonj	Visit to UEO & URC office & observation of a NBST		Visited UEO & URC offices. Observed a FNM. Interviewed PTI Super Dadanchak UEO, AUEO & URC Instructor.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting		Discussed the progress of NBST of the district with DPEO & PTI Super Chapainabawbgonj.
26.11.16 30.11.16			DTCL Headquarter for Reporting		Preparation of monthly report.

Consultant	**Mr Ali Afzal**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
05.11.16 to 10.11.16	Comilla	Adarsha Sadar	Visit to UEO, URC office, 2 Primary School & observation of a NBST	6--8.11.16	Visits to UEO & URC office, meeting with Supt. PTI, DPEO, UEO & URC instructor, observation of a FNM
		Burichong	Visit UEO, URC, 2 Primary School	9.11.16	Visits to UEO & URC office, meeting with UEO & URC instructor & AUEO , observation of a FNM
		Adarsha Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting	10.11.16	Visits to a GPS
12.11.16 to 17.11.16	Moulvibazar	Sadar	Visit UEO & URC office, observation of a NBST	13— 15.11.16	Visits to UEO, URC office & a GPS meeting with, DPEO, UEO , URC instructor & AUEO observation of a FNM
		Rajnagar	Visit to UEO & URC office & observation of a NBST	16.11.16	Visits to UEO, URC office & a GPS meeting with UEO , URC instructor & AUEO, observation of a FNM
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	17.11.16	Meeting with Supt. PTI,
19.11.16 to 24.11.16	Manikgonj	Sadar	Visit to UEO & URC office & 2 Primary School	20.11.16	Meeting with Supt. PTI & DPEO
		Singair	Visit to UEO & URC office & observation of a NBST	21— 22.11.16	Visits to UEO, URC office & a GPS meeting with UEO , URC instructor & an AUEO, observation of a FNM
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	23— 24.11.16	Visits to UEO, URC office & a GPS meeting with UEO , URC instructor & an AUEO, observation of a GPS
26.11.16 30.11.16			DTCL Headquarter for Reporting		Preparation of monthly reports

Consultant	**Ms Nasima Khan**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
05.11.16 to 10.11.16	Mymensingh	Haluaghat	Visit to UEO, URC office, 2 Primary School & observation of a NBST		Haluaghat Upazila visit 2 Fortnightly meeting observed, Interview with 5AUEOs,1 URC, 1UEO, PTI SUPER.
		Sadar Upazila	Visit UEO, URC, 2 Primary School		Sadar Upazila visit:2 Fortnightly meeting observed, 1URC,1UEO,5 AUEOs
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting		Meet with Nowmahal Model GPS Teachers, ADPEOs, &Interview with DPEO, Mymensingh.
12.11.16 to 17.11.16	Sylhet	Dokhin Surma			2 Fortnightly meeting observed,Interviews with 5 AUEOs,1UEO ,1URC,
		Sadar Upazila	Visit to UEO & URC office & observation of a NBST		Sadar Upazila Visit: 2 Fortnightly meeting observed, Interview with 1URC,1UEO,
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting		Interview with DD, Sylhet, DPEO, SUPER PTI Sylhet.
19.11.16 to 24.11.16	Brahmonbaria	SARAIL	Visit to UEO & URC office & 2 Primary School		Interview with PTI SUPER, Meets with PTI Instructors, 3AUEOs, 1UEO,1 URC, & 2 Fortnightly meeting observed.
		SADAR Upazila	Visit to UEO & URC office & observation of a NBST		Observed 1 Fortnightly meeting, 1UEO, 1URC, 5 AUEOs.
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting		Interview with DPEO Brahmonbaria, Meet with 30 Head Teachers
26.11.16 to30.11.16			DTCL Headquarter for Reporting		Monthly Report Preparation in DTCL, Dhaka.

Consultant	**Mr. Yousuf Ali**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks	
05.11.16 to 10.11.16	Kurigram	Sadar	Visit to UEO, URC office, 2 Primary School & observation of a NBST	6-7 Nov/16	Interviewed. DPEO. UEO URC Instructor, AUEO & PTI Super, Visited Model School
		Ulipur	Visit UEO, URC, 2 Primary School	8-9 Nov/16	Interviewed URC Instructor, UEO & AUEO, Observed fortnightly meeting
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting	10 Nov/16 back to HQ Dhaka 11 Nov/16	Observed fortnightly meeting, Met AUEO,S
12.11.16 to 17.11.16	Thakurgaon	Sadan	Visit UEO & URC office, observation of a NBST	13-14Nov/16	Met with DPEO, UEO & AUEOS Joined H/T monthly Meeting Interviewed DPEO, PTI Super UEO, AUEO & URC Instructor
		Pirgong	Visit to UEO & URC office & observation of a NBST	15-16 Nov/16	Interviewed URC Instruction UEO & AUEO, Observed fortnightly meeting, Met with AUEO,S
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	17 Nov/16 and back to HQ Dhaka 18 Nov/16	Met with URC instructors, Observed fortnightly meeting.
19.11.16 to 24.11.16	Gopalgong	Sadar	Visit to UEO & URC office & 2 Primary School	20-21 Nov/16	Met with DPEO, UEO, Interviewed DPEO, UEO, URC Instructor&, AUEO.
		Tungi Para	Visit to UEO & URC office & observation of a NBST	22-23 Nov/16	Interview PTI Super, UEO, AUEO, URC Instructor, AUEO, Observed, fortnightly Meeting
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	14 Nov/16 and back to H to Dhaka	Observed fortnightly meeting
26.11.16 to 30.11.16	Dhaka		DTCL Headquarter for Reporting	27-30 Nov/16	DTCL Head Quarter for Reporting

Consultant	**Md Abdual Hamid**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Work to be done	Remarks / Task Performing Dates	
05.11.16 to 10.11.16	Shariatpur	Jajira	Visit to UEO, URC office, 2 Primary School & observation of a NBST	06-11-16 & 07-11-16	Meeting with DPEO & UEO Jajira for filling up the Interview Format and go for observing the NBST which is held at Darikandi Govt. Pry School JajiraShariatpur
		Sadar UPZ &Jajira UPZ	Visit UEO, URC, 2 Primary School	07-11-16 & 08-11-16	Meeting with UEO (in-charge), AUEO's of SadarShariatpur UPZ for filling up the interview Format and Meeting also with PTI Superintendent for filling up the Interview Format after that go to PalongTulasharGovt. Pry School for observing an arranged Fortnightly Meeting.
		Sadar UPZ &Jajira UPZ	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting	09-11-16 & 10-11-16	Meeting with URC Inst. SadarShariatpur and Jajira for filling up the Interview Format, Go to Rudrakar Govt. Pry. School and Jajirahat Model Govt. Pry. School for observing the Fortnightly meeting and back to Dhaka Head Quarter at night.
12.11.16 to 17.11.16	Chittagong	Pahartoli	Visit UEO & URC office, observation of a NBST	13-11-16	Go to Halishahar Housing society Govt. Pry. School for observing an arranged Fortnightly meeting, then go to TRC Pahartoli and TEO Pahartoli for filling up the Interview Format.
			Visit to UEO & URC office & observation of a NBST	14-11-16	Go to HalishaharAbulia Govt... Primary. School for observing an arranged Fortnightly meeting, after that, I go to Chittagong PTI for meeting with PTI Superintendent and filling up the Interview Format.
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	15-11-16	Meeting with Mr. Harunur Rashid UEO Anowara for filling up the Interview Format It is very sorry to say that there is no URC Inst. At Anowara URC for more than a year.
				16-11-16	Go to PurbaBairagh Govt. Primary. School and ModhyaBander Govt. Primary. School for observing the arranged Fortnightly meeting and meeting with AUEO's for filling up the Interview Format.
				17-11-16	Meeting with DPEO & Patia PTI Acting Super for filling up the Interview Format & back to Dhaka Head Quarter at Night.

19.11.16 to 24.11.16			Visit to UEO & URC office & 2 Primary School	21-11-16	Go to Cox's bazar By Air reaching at Cox's bazar went to PTI for meeting with Superintendent and filling up Interview Format, after that I go to UEO Cox's bazar Sadar Office for filling up the Interview Format of UEO & AUEO's.
			Visit to UEO & URC office & observation of a NBST	22-11-16	Go to PurbaKhurulia Govt. Pry. School & West Dik Para Govt. Pry. School for observing the arranged Fortnightly meeting.
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	23-11-16	Go to Teknaf UEO for meeting with UEO, and AUEO after that I visit two Primary School Certificate Exam center after finishing the examination I talked to many teachers about NBST and FNM. All the Teachers say that they do not know about NBST and FNM. They are receiving the Sub-cluster Training not the Need based Sub-cluster Training. They are quiet unknown about Fortnightly Meeting. Fortunately, I got Div. DD Ctg at Teknaf take his Interview there and filled up the interview Format.
				24-11-16	Back to Cox's bazar for meeting with DPEO Cox's bazar for filling up the Interview Format, after that, I back to Dhaka at night by bus via Chittagong.
26.11.16 to 30.11.16			DTCL Headquarter for Reporting	26-11-16 To 30-11-16	Reporting at DTCL

Table 1C: Month of December 2016 Filed Visit Performance

DECEMBER 2016: DPE Approved Field Visits Program Vs Completion of Program Visits

Consultant	**MR. NAZIM UDDIN**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	**District**	**Upazila**	**Work to be done**	**Remarks**	
04.12.16 to 08.12.16	Tangial	Sadar	Visit to UEO, URC office, 2 Primary School & observation of a NBST	04-05 Dec. 16	Visited UEO & URC offices. Observed a FNM. Interviewed UEO, AUEO, URC Instructor, PTI Super & DPEO.
		Basail	Visit UEO, URC, 2 Primary School & observation of a NBST.	06-07 Dec. 16	Visited UEO & URC offices. Observed a FNM. Interviewed UEO, AUEO & URC Instructor.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting	08 Dec. 16	Discussed the progress of NBST with DPEO & PTI Super.
11-15 Dec 16	Sunamgonj	Sadar	Visit UEO & URC office, observation of a NBST	11-12 Dec. 16	Visited UEO & URC offices. Observed a FNM. Interviewed UEO, AUEO, URC Instructor, PTI Super & DPEO.
		Sadar		13 Dec.16	Govt. Holiday
		Dharmapasha	Visit UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	14-15 Dec.16	Visited UEO office. Observed a FNM. Interviewed UEO, AUEOs.
18.12.16 to 22.12.16	Kishorgonj	Sadar	Visit to UEO & URC office & 2 Primary School. Observation of a FNM & NBST.	18-19 Dec.16	Visited UEO & URC offices. Observed a FNM. Interviewed UEO, AUEOs, PTI Super & DPEO.
		Pakundia	Visit to UEO & URC office & observation of a FNM & NBST.	20-21 Dec.16	Visited UEO & URC offices. Observed a FNM. Interviewed UEO, AUEOs & URC Instructor Pakundia & Sadar.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	22 Dec.16	Discussed the progress of NBST of the district with DPEO & PTI Super.
26.12.16 - 31.12.16			DTCL Headquarter for Reporting		Preparation of monthly report.

Consultant	**Mr. ALI AFZAL**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	**District**	**Upazila**	**Work to be done**	**Remarks**	
03.12.16 to 08.12.16	Jhalokathi	Sadar	Visit to UEO, URC office, 2 Primary School & observation of a NBST	04.12.16	Visit to URC sadar & interview with the URC instructor.
		Nalcity	Visit UEO, URC, 2 Primary School	05.12.16	Visit to URC Nalcity & interview with the URC instructor.
		Sadar & Nalcity	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting	6.12.16 to 8.12.16	1. Visit to UEO office sadar, interview with UEO & AUEO, observation of an FNM. 2. Visit to UEO office Nalcity, interview with UEO & AUEO, observed FNM. 3.Interview with DPEO
10.12.16 to 15.12.16	Meherpur	Sadar	Visit UEO & URC office, observation of a NBST	11.12.16 12.12.16	Visits to UEO & DPEO, office & Interview with DPEO,UEO & AUEO & observation of an FNM .
		Gangni	Visit to UEO & URC office & observation of a NBST	14.12.16	Visits to UEO office & URC, interview with UEO, AUEO & URC instructor. & observation of an FNM.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	15.12.16	Visit to URC & interview with the URC instructor.
17.12.16 to 22.12.16	Sirajgonj	Shahjadpur	Visit to UEO & URC office & 2 Primary School	18.12.16 19.12.16	Visits to UEO office & URC, interview with UEO, AUEO & URC instructor. & observation of an FNM.
		Sadar	Visit to UEO & URC office & observation of a NBST	20.12.16 - 21.12.16	Visits to DPEO & UEO office & URC, interview with DPEO,UEO,AUEO & URC instructor. & observation of an FNM .
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	22.12.16	Visit to PTI & interview with Supt. PTI.
26.12.16 to 31.12.16			DTCL Headquarter for Reporting	26.12.16 to 31.12.16	Preparation of monthly reports

Consultant	**Ms. NASIMA KHAN**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	**District**	**Upazila**	**Work to be done**	**Remarks**	
05.12.16 to 10.12.16	Jessore	Bagharpara	Visit to UEO, URC office, 2 Primary School & observation of a NBST		Visited PTIinstructors, 1 UEO, 1 URC, Observed 2 fortnightly meetings, 1 NBST, met 4 AUEOs
		Sadar	Visit UEO, URC, 2 Primary School		Observed 1 fortnightly meeting, 1 NBST, Met with 1 UEO, 1 URC, 2 AUEOs
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting		Met with PTI Supr Jessore and DPEO Jessore
11.12.16 to 14.12.16	Shatkhira	Kaligong	Visit UEO & URC office, observation of a NBST		Met with 1 URC, 1 UEO, 4 AUEOs, observed 1 fortnightly meeting, 1 NBST.
		Sadar	Visit to UEO & URC office & observation of a NBST		Visited 1 URC, 1 UEO, observed 2 fortnightly meeting, and met 6 AUEOs.
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting		Met with PTI super and DPEO Shatkhira
18.12.16 to 22.12.16	Gazipur	Tongi	Visit to UEO & URC office & 2 Primary School		Observed 1 fortnightly meeting, 1 NBST, met with 1 URC, 1 UEO and 1 AUEO
		Sadar	Visit to UEO & URC office & observation of a NBST		Met with 1 URC, 1 UEO, 1 AUEO, observed 1 fortnightly meeting and 1 NBST
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting		Observed 1 fortnightly meeting, met with PTI super Gazipur
26.12.16 to 29.12.16	DTCL		DTCL Headquarter for Reporting		Monthly report and time sheet writing

Consultant	**Mr YOUSUF ALI**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	**District**	**Upazila**	**Work to be done**	**Remarks**	
03.12.16 to 08.12.16	Bandorban	Sadar	Visit to UEO, URC & 2 Primary School including classroom / observed NBST	04, Dec – 2016	• Visit Bandorban DPEO Office. • International DPEO. • Visited Bandorban Town model. • GPs, UEO Sadar office.
		Roangchori	Visit to upazila UEO, URC & 2 Primary School including classroom Performance Observation/ NBSTObservation	5-6, Dec – 2016	• Interviewed UEO (In charge) and AUEO • Interviewed URC instructor • Observed FNM at Roanchori model GPs
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instractor& Observation of fortnightly meeting	7-8, Dec – 2016 and HQ Back to Dhaka 9, Dec – 2016	• Interviewed UEO (In charge), AUEO & URC instructor • Observed FNM at Kailaghata GPs
10.12.16 to 15.12.16	Rajshahi	Sadar (Boalia)	Visit to upazila UEO, URC & 2 Primary School Observation / NBSTObservation	11-12 , Dec -2016	• Interviewed DPEO, Joined HIT meeting • Interviewed PTI super, TEO, ATEO TRC instructor
		Puthia	Visit to upazila UEO, URC & 2 Primary School including classroom Performance of the Teacher	13-14, Dec – 2016	• 13 Dec/2016 – Govt. Holiday • Interviewed UEO, AUEO, URC Instructor • Observed FNM at Suressory GPs
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor& Observation of fortnightly meeting	15 Dec, 2016 and back to HQ Dhaka 16 Dec, 2016	• Observed FNM at Kazla GPs • Interview Deputy Director Rajshahi
17.12.16 to 22.12.16	Jhenidah	Sadar	Visit to TEO, URC & 2 Primary School Observation / NBSTObservation	18-19 Dec, 2016	• Interviewed URC Sadar • UEO & AUEO Sadar • Interviewed DPEO and PTI Super
		Sahilkupa	Visit to upazila UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBSTObservation	20-21 Dec, 2016	• Interviewed URC Instructor • AUEO, UEO (In charge) • Observed FNM at Vatoi GPs
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor& Observation of fortnightly meeting	22 Dec, 2016 and back to HQ Dhaka 23 Dec, 2016	• Observed FNM at Landia GPs and NBST at Bishoikhali GPs.
24.12.16 To 31.12.16	Dhaka		DTCL Headquarter for Reporting	26-31	• DTCL head Quarter for Reporting

Consultant	**MD ABDUL HAMID**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	**District**	**Upazila**	**Work to be done**	**Remarks**	
04.12.16 to 08.12.16	Rangpur	Kawnia	Visit UEO, URC office, 2 Primary School & observation of a NBST	04/12/16	Reached at Rangpur by bus at 6 am, then I go to Kawnia UEO at 9 am for taking NBST related Interview from UEO and AUEO's and back to Rangpur Dist. Head Quarter.
		Badargonj	Visit UEO, URC, 2 Primary School	05/12/16	Go to Badargonj at 10 am, Meeting with UEO and AUEO's for filling up the NBST related Format then I went to URC for taking Instructors Interview.
			Observation of FNM	06/12/16	Go to Banupara, Shibukunthiram Govt. primary School for observing an arranged FNM, and then I go to Badargonj Model and Badargonj Ahmadia Govt. Primary School for the same purpose.
		Rangpur Dist. H/Q	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of a fortnightly meeting	07/12 to 08/12/16	Meeting with DD, DPEO & PTI Superintendent for filling up the Interview Format, and go to Sadar UEO for taking her Interview then I go to Kellabond GPS for observing FNM , later I go the bus Terminal for back to Dhaka by bus at night.
11.12.16 to 15.12.16	Gaibandha	Sadullahpur	Visit UEO & URC office, observation of a NBST	11.12.16	Go to Sadullahpur URC for taking Instructors Interview, after that go to Modonpur Govt. Primary School and Uttar Kishamat Sherpur Govt. Primary School for attending an arranged FNM, then I back to Gaibandha
			Visit to UEO & URC office & observation of a NBST	12.12.16	Go to Sadullahpur UEO Office for take an Interview of UEO and two AUEO's for filling up the Interview Format and back to DPEO Gaibandha for taking his Interview about NBST, and filling up the format.
			Meeting with the DPEO ADPEO, UEO, AUEO & URC Instructor & Observation of a fortnightly meeting	13.12.16	Go to Radhakrishnapur Govt. Primary School for holding an arranged FNM at the school filling up the Interview Format.

Consultant	**MD ABDUL HAMID**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	**District**	**Upazila**	**Work to be done**	**Remarks**	
		Sundargonj	Visit to, PTI Super, UEO & URC office & 2 Primary School	14.12.16	Go to Upazila Education Office Sundargpnj for discussing about NBST and FNM at School level holding Technics, meeting with UEO and URC Inst, and also visit their Office for filling up the Interview Format.
		Sundargonj	Observe tow GPS FNM and taking interview of two AUEO and Interview of Sadar Upazila UEO & AUEO	15.12.16	Observe FNM at Burail para Govt. Primary School and Sundargonj Model Govt. Primary School where I filled up the FNM observation Format and take an Interview of two AUEO's of Sundargonj Upazila. I back to Gaibandha Sadar Upazila for filling up the Interview format UEO and AUEO and back to Dhaka at night.
18.12.16 to 22.12.16	Khulna	Rupsha	Visit to UEO & URC office & observation of two NBST	18.12.16 & 19.12.16	Go to Rupsha Upazila for observing of two NBST filling up the Format and take Interview of UEO & AUEO. Observation of NBST Kazdia Model GPS and Hazi Abdul Waheed Govt. Primary School
		Terokhada	Meeting with UEO, AUEO & URC Instructor & Observation of two NBST	19.12.16 & 20.12.16	Go to Terokhada for observing of NBST of two GPS i.e. Patla & Terokhada Govt. Primary School and take interview of UEO, AUEO's and URC Inst. And back to Khulna Dist. H/Q.
		Khulna Sadar	DPEO, PTI Super, ADPEO, URC Inst. Rupsha, UEO & AUEO of Khulna Sadar UEO Office	21.12.16 & 22.12.16	Meeting with PTI Superintendent DPEO, UEO Sadar, URC Inst. Rupsha, & AUEO Sadar for taking their Interview and filling up their Interview Format. After that, back to Dhaka by bus at night.
26.11.16 to 30.11.16			DTCL Headquarter for Reporting		Report writing.

Consultants Field Visit Performance in the Second Quarter on the DPE Approved Program

(Please Note As per the Agreed Signed Contract the 2nd Quarter Covers Only January and February 2017)

Table-1 A: MONTH OFJANUARY 2017

Table-1 B: MONTH OF FEBRUARY 2017

TABLE 1 A: January 2017-Actual Field Performance of Consultants against the Approved Field Visit Program by the Training Division of the Directorate of Primary Education

	PROPOSED PROGRAM OF VISISTS FOR JANUARY 2017				**ACTUAL PERFORMANCE**
Date	**District**	**Upazila**	**Schedule Of Work**	**Remarks**	**Work Accomplished**
CONSULTANT: MR. NAZIM UDDIN					
1.1.17 to 5.1.17	Barisal	Babugonj	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	01/01/17 to 02/01/17	Visited UEO & URC office observation of a NBST & FNM. Interviewed DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & 2 H/T.
		Banarepara	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	03/01/17 to 04/01/17	Visited UEO & URC office. Observation of a NBST & FNM. Interviewed UEO, AUEO, URC Instructor & 2 H/T.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.	05/01/17	Visited PTI Sagordi Barisal interviewed PTI Super, Assistant Super & Back to Dhaka
7.1.17 to 12.1.17	Sherpur	Sadar	Visit to TEO & URC office, observation of a NBST	08/01/17 to 09/01/17	Visited UEO & URC office observation of a NBST & FNM. Interviewed DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & 2 H/T
		Nalitabari	Visit to UEO & URC office & observation of a NBST	10/01/17 to 11/01/17	Visited UEO & URC office observation of a NBST & FNM. Interviewed UEO, AUEO, URC Instructor & 2 H/T
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	12/01/17	Discussed the progress of NBST & a FNM of District with DPEO & PTI Super
14.1.17 to 19.1.17	Chapainawab gonj	Sadar	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	18/01/17	Visited UEO & URC office observation of a NBST & FNM. Interviewed DPEO, PTI Super, ADPEO.
		Nachol	Visit UEO, URC, 2 Primary School / NBST Observation/ FNM Observation	19/01/17	Visited UEO & URC office observation of a NBST & FNM. Interviewed two H/T.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	19/01/17	Discussed the progress of NBST & a FNM of District with DPEO & PTI Super
22.1.17 to 31.1.17	Dhaka		DTCL Headquarter for Reporting	22/01/17 to 02/02/17	Preparation of monthly & compare progress of previous report

	PROPOSED PROGRAM OF VISISTS JANUARY 2017				**ACTUAL PERFORMANCE**
Date	**District**	**Upazila**	**Schedule Of Work To Be Done**	**Remarks**	**Work Accomplished**
MS NAZIMA KHAN					
1.1.17 to 5.1.17	Mymensingh	Muktagasa	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	2-3	Meet with 2 AUEOs, 1 URC, 1 UEO. Observed 1 FNM, 1 NBST
		Fulbaria	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	4-5	Observed 1 FNM, 1 NBST and meet with 2 AUEOs, 1 URC, 1UEO
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.	6	Meet with PTI super and DPEO
7.1.17 to 12.1.17	Sylhet	Golapgong	Visit to TEO & URC office, observation of a NBST	10	Meet with DD Sylhet and DPEO, observed 1 FNM, 1 NBST, meet with UEO, URC and AUEOs
		Bishhonath	Visit to UEO & URC office & observation of a NBST	11	Observed 1 FNM, 1 NBST, meet with URC, UEO, 2 AUEOs
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	12	Meet with PTI super and back to Dhaka
14.1.17 to 19.1.17	Brahmanbaria	Sadar	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	17	Observed 1 FNM, meet with ADPEO, 1 UEO, 1 URC, 1 AUEO and 1 NBST
		Akhaura	Visit UEO, URC, 2 Primary School / NBST Observation/ FNM Observation	18	Observed 2 FNM, meet with 1 UEO, 1 URC, 1 AUEO and 2 HT
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	19	Meet with PTI super and DPEO Brahmanbaria
22.1.17 to 31.1.17	Dhaka	DTCL	DTCL Headquarter for Reporting		2 types of monthly report preparation

Annex

	PROPOSED PROGRAM OF VISISTS JANUARY 2017				ACTUAL PERFORMANCE
Date	**District**	**Upazila**	**Schedule Of Work To Be Done**	**Remarks**	**Work Accomplished**
MR ALI AFZAL					
1.1.17 to 5.1.17	Manikgonj	Saturia	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	01.01.17 to 02.01.17	Meeting with the trs of model school of Saturia Visits to UEO office & URC office & interview with UEO, AUEO &URC instructor & observation of an FNM.
		Shivaloya	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	03.01.17	Visits to UEO office & URC office & interview with UEO, AUEO &URC instructor & observation of an NBST.
		District HQ	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.	04.01.17 to 05.01.17	Interview with DPEO & PTI Supt Meeting with the trs of model school of Shivaloya
7.1.17 to 12.1.17	Moulvibazar	Kamolgonj	Visit to TEO & URC office, observation of a NBST	08.01.17	Interview with DPEO
		Srimongal	Visit to UEO & URC office & observation of a NBST	09.01.17	Visits to UEO office & URC office & interview with UEO, AUEO &URC instructor & observation of an NBST in Kamolgonj
		District HQ	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	10.01.17 to12.01.17	1.Visit to UEO office & interview with UEO & AUEO. 2. Visit to URC office & interview with URC instructor & observation of an FNM. 3.Iinterview with PTI Supt
14.1.17 to 19.1.17	Comilla	Laksam	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	15.01.17	Visits to UEO office & interview with UEO &AUEO of Sadar Dakkhin.
		Sadar Dakkhin	Visit UEO, URC, 2 Primary School / NBST Observation/ FNM Observation	16.01.17	Visits to UEO office & URC office & interview with UEO, AUEO &URC instructor & observation of an FNM in Laksam
		District HQ	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	17.01.17 to 19.01.17	1. Visit to URC office & interview with URC instructor & observation of an FNM in Sadar Dakkhin 2. Interview with DPEO 3.Iinterview with PTI Supt
22.1.17 to 31.1.17	Dhaka		DTCL Headquarter for Reporting	21.01.17 to 31.01.17	Preparation of monthly reports

	PROPOSED PROGRAM OF VISISTS JANUARY 2017				**ACTUAL PERFORMANCE**
Date	**District**	**Upazila**	**Schedule Of Work To Be Done**	**Remarks**	**Work Accomplished**
MR. YOUSUF ALI					
1.1.17 to 5.1.17	Patuakhali	Sadar	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	1-2 Jan, 2017	Interviewed PTI Super, AUEO Sharmin Akter, UEO Sadar, URC Instructor Sadar and DPEO Patuakhali, Meeting with UEO & AUEOs
		Galachipa	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	3-4 Jan,2017	Visited UEO office Galachipa. Observed NBST at Galachipa Model GPS, observed FNM at Boalia GPS, interviewed UEO, URC Instructor and AUEO Debashis Ghosh.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.	5 Jan 2017	Observed NBST at Abashik GPS, Observed FNM at Natun Bazar GPS of Sadar upazilla.
7.1.17 to 12.1.17	Kurigram	Sadar	Visit to TEO & URC office, observation of a NBST	8-9 Jan 2017	Interviewed DPEO and PTI Super Interviewed URC Instructor Sadar. Observed NBST at Nagdaho GPS Kurigram Sadar.
		Nagessory	Visit to UEO & URC office & observation of a NBST	10-11 Jan 2017	Interviewed UEO URC Instructor & AUEO Anuarul Islam Observed NBST at Nagessory Model GPS Observed FNM at Shapkhoa GPS at Nagesory
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	12 Jan, 2017	Interviewed UEO & AUEO Mr Lutfor Rahman of Sadar Upazilla Observed FNM at Kashiabari Moddhopara GPS-Kurigram Sadar.
14.1.17 to 19.1.17	Thakurgoan	Ranisankoil	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	15-16 Jan 2017	Interviewed UEO & AUEO Mr Sajjad Hossain of Ranisankail Observed NBST at Chapor GPS Interviewed URC Instructor Observed FNM at vandara GPS Razisankhali
		Baliadangi	Visit UEO, URC, 2 Primary School / NBST Observation/ FNM Observation	17-18 Jan 2017	Interviewed UEO & AUEO Mr Jahid Hossain of Baliadangi Meeting with UEO & URC Instructor Observed FNM at Baliadangi Fultala Model GPS. Interviewed PTI Super
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	19 Jan 2017	Interviewed DPEO Thakurgaon Interviewed UEO & URC instructor of Sadar Upazilla Meeting with UEO & AUEO of Sadar
22.1.17 to 31.1.17	Dhaka	DTCL	DTCL Headquarter for Reporting	22-31 January	Report Preparation

	PROPOSED PROGRAM OF VISISTS JANUARY 2017				ACTUAL PERFORMANCE
Date	**District**	**Upazila**	**Schedule Of Work**	**Remarks**	**Work Accomplished**
MD. ABDUL HAMID					
1.1.17 to 5.1.17	Shariatpur	Goshaihat	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	Jajira Upazila Repeat	01-01-2017 Go to Shariatpur by bus and reached Shariatpur at 1pm then go to DPEO Office Shariatpur for taking DPEO's Interview on NBST and filled up the Format. January 2-3 stay at Jajira upazila HQ for observation of NBST at Pachukhar Kandi Govt. Primary School, observation FNM at Laukhola Govt. Primary School, and filling up the Interview Format of UEO and AUEO'sas URC Inst. Is in Leave so I couldn't take his Interview and back to Shariatpur Dist. HQ.
		Sadar Repeat	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	Goshaihat Upazila	January 4-5 Go to Goshaihat for observing the NBST at Kodalpur - 3 Govt. Primary School, and 17 No. Daxin Ranishar Govt. Primary School. Then I meeting with UEO, AUEO's for filling up the Interview Format, and back to Shariatpur PTI for taking Interview of PTI Superintendent and URC Inst. Jajira.
		Shariatpur Dist. HQ	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.	Shariatpur Dist. HQ	January 6, 2017 Back to Dhaka.t
iv07.1.17 to 12.1.17	Chittagong	Mir-E-Sharai	Visit toUEO/ TEO & URC office, observation of a NBST	Mir-E-Sharai Upazila	January 7, at night Dhaka to Chittagong by bus. January 8-9 Go to Mir-E-Sharai upazila and observing 2 NBST i.e Golokerhat GPS and Pachim Khoierpara GPS, and Meeting with UEO,URC Inst. AUEO,s for filling up the Interview Format and back to Chittagong Div. HQ.
		Bandor Thana Chittagong	Visit to UEO/TEO & URC/ TRC office & observation of a NBST	Bandor Thana Education Office, Chittagong.	January 10-11, Go to Bandor Thana Education Office, and then I go to Azizia Govt. Primary School, B N Model Govt. Primary School for observing NBST, and go to Thana Education Office for taking Interview of TEO, ATEO, as TRC Inst. Is in Leave so, I couldn't take her Interview.
		Chittangong Div. HQ	Meeting with the DD, DPEO, PTI Super's.	Chittagong Div. HQ.	January 12, Meeting with Div. DD, DPEO, PTI Super's and filling up the Interview Format.
14.1.17 to 19.1.17	Cox's Bazar	Ramu Upazila	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	Ramu Upazila	January 15, Dhaka to Cox's Bazar by bus, and go to DPEO Office Cox's Bazar for taking the Interview of DPEO about NBST and FNM to filling up the Interview Format. January 16-17, Go to PTI Cox's Bazar for taking the Interview of PTI Super and then I go to Ramu Upazila for observing NBST at Ukhiaghona Govt. Primary School, go to Pachim Chakmarkul Govt. Primary School for observing FNM, then I Take Interview of UEO, URC Inst. And AUEO's and filling up the Interview Format and back to Cox's Bazar Dist. HQ.

	PROPOSED PROGRAM OF VISISTS JANUARY 2017				**ACTUAL PERFORMANCE**
Date	**District**	**Upazila**	**Schedule Of Work**	**Remarks**	**Work Accomplished**
		Ukhia Upazila	Visit UEO, URC, 2 Primary School / NBST Observation/ FNM Observation	Ukhia Upazila	January 18-19, go to Ukhia Upazila Education Office for taking the Interview of UEO, URC Inst., and AUEO for filling up the Interview Format, Go to Ukhia Model Govt. Primary School for observing FNM, then I go to Rumkha Govt. Primary School for observing FNM, and back to Cox's Bazar.
		Cox's Bazar Dist. HQ.	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	Cox's Bazar	January 20, Back to Dhaka by bus.
22.1.17 to 31.1.17	Dhaka	Dhaka	DTCL Headquarter for Reporting	Dhaka for Reporting	DTCL Headquarter, Gulshan – 1, Dhaka for Reporting

TABLE 1 B: FEBRUARY 2017 - Actual Field Performance of Consultants against the Approved Field Visit Program by the Training Division of the Directorate of Primary Education

Consultant	**Mr. Nazim Uddin**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS of February 2017				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.2.17 to 9.2.17	Tangail	Kalihati	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	5/2/17 to 6/2/17	Visited UEO& URC office, observed aFNM. Interviewed UEO &URC Instructor& 2 H/T. Visit two primary school & PTI Tangail.
		Ghatail	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	7/2/17 to 8/2/17	Visited UEO& URC office. Observation of aFNM. Interviewed UEO, AUEOs, URC Instructor& 2 H/T.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.	9/2/17	Exchanged Views on progress of NBST with DPEO & PTI super & back to Dhaka.
11.2.17 to 16.2.17	Sunamgonj	Dakkin Sunamgonj	Visit to UEO & URC office, observation of a NBST	12/2/17 to 13/2/17	Visited DPEO, UEO& URC office observed two FNM. Interviewed DPEO, PTI Super, UEO, AUEOs, URC Instructor& 2 H/T.
		Biswambarpur	Visit to UEO & URC office & observation of a NBST	14/2/17 to 15/2/17	Visited UEO& URC office observation of aFNM. Interviewed UEO, AUEOs, URC Instructor& 2 H/T
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	16/2/17	Discussed the progress of NBST & a FNM of District with DPEO & PTI Super
18.2.17 to 23.2.17	Kishoregonj	Hossainpur	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	19/2/17 to 20/2/17	Visited UEO& URC office, observation of aFNM. Interviewed DPEO, PTI Super, ADPEO, UEO,AUEOs & URC Instructor.
		Karimgonj	Visit UEO, URC, 2 Primary School / NBST Observation/ FNM Observation	22/2/17	Visited UEO& URC office, observation of aFNM. Interviewed UEO,AEUOs & URC Instructor. Visited two Primary School.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	23/2/17	Discussed the progress of NBST & FNM of District with DPEO & PTI Super
26.2.17 to 28.2.17	Dhaka	DTCL	DTCL Headquarter for Reporting	26/2/17 to 28/2/17	Preparation of monthly report.

Consultant	**Ms Nasima Khan**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.2.17 to 9.2.17	Jessor	Jhikorgasa	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST,FNM	Good	Meet with PTI super and ^ PTI instructors, observed 2 FNM, meet with 1 UEO, 1 URC, 1 Assistant Instructor, 4 AUEOs
		Sharsha	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, FNM	Good	Observed 1 FNM, meet with 1 UEO
		,,	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor & Observation of fortnightly meeting	Good	Observed 1 FNM meet with 1 URC 5 H/T, DPEO Jessore
11.2.17 to 16.2.17	Shatkhira	Tala	Visit to TEO & URC office, observation of a NBST	Good	Meet with PTI super, observed 2 FNM meet with UEO, URC 4 AUEOs
		Kolaroa	Visit to UEO & URC office & observation of a NBST	Good	Observed 2 FNM and meet with 2 H/T
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	Good	Meet with URC, UEO, AUEOs in Kolaroa and give them direction on NBST
18.2.17 to23.2.17	Gazipur	Kapashia	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation	Good	Visited 2 FNM, 1 UEO, URC, 2 AUEOs 1 PTI super 2 H/T
		Sripur	Visit UEO, URC, 2 Primary School / NBSTObservation	Good	Visited 2 FNM 1 UEO, 1 URC 2 AUEOs 2 H/T
			Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor & Observation of fortnightly meeting	Good	Tried to meet with DPEO and PTI instructor but they were busy
26.2.17 to 28.2.17	Dhaka	DTCL	DTCL Headquarter for Reporting	Good	Monthly report preparing and work with team leader

Consultant	**Mr Ali Afzal** **PROPOSED PROGRAM OF VISISTS**				**ACTUAL PERFORMANCE**
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.02.17 to 9.02.17	Jhalokhati	Jhalokhati Sadar	Visit to UEO, URC office, 2 Primary Schools/ observation of an NBST, observation of FNM.	05.02.17	Interview with PTI Super.
		Nalsity	Visit to UEO, URC office, 2 Primary Schools/ observation of an NBST, observation of FNM.	06.02.17	Visits to UEO and URC office, Interview with UEO, AUEO and URC instructor.
		Kathalia Nalsity	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO URC instructor.	07.02.17- 09.02.17	Visit to UEO office kathalia & interview with UEO & AUEO, observation of two FNMs. Observation of two FNMs of Nalcity.
11.02.17 To 16.02.17	Meherpur	Meherpur Sadar	Visits to UEO & URC office, interview with UEO, AUEO & URC instructor & observation of an FNM.	12.02.17- 13.02.17	Attending H.Ts' monthly meeting. Visits to UEO office & URC office & interview with an AUEO & URC instructor. Observation of two FNMs.
		Mujibnagar	Visits to UEO & URC office, interview with UEO, AUEO & URC instructor & observation of an FNM.	14.02.17	Visits to UEO and URC office, Interview with UEO, AUEO and URC instructor & Observation of an FNM.
		Meherpur Sadar	Meeting with DPEO, PTI Super & ADPEO.	15.02.17- 16.02.17	Visit to UEO office & interview with an AUEO. Interview with UEO.
18.02.17 to 23.02.17	Sirajgonj	Sirajgonj sadar Ullapara	Visits to UEO & URC office, interview with UEO, AUEO & URC instructor & observation of an FNM.	19-20.02.17	Visit to DPEO office & interview with DPEO. Visits to UEO & URC offices Ullapara & interview with UEO, AUEO & URC instructor & observation of an FNM.
		Kazipur Sirajgonj sadar	Visits to UEO & URC office, interview with UEO, AUEO & URC instructor & observation of an FNM.	22.02.17	Visit to UEO office & interview with UEO & observation of an FNM. visit to PTI & interview with PTI super
		Kazipur	Meeting with the DPEO, PTI super, ADPEO, UEO, AUEO & URC instructor	23.02.17	Visit to URC office & interview with URC instructor.

Consultant	**Mr. Yousuf Ali**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.2.17 to 9.2.17	Gopalgonj	Sadar	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	5-7 Feb/17	Meeting with AUEO,s of Sadar Gopalgonj. Internewed AUEO Mr Kalam Hossain. Interviewed URC instructor, UEO Sadar, DPEO and PTI Super. Observed FNM at Uttar Gopalgonj GPS & Bedhgram Sadar.
		Muksudpur	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	8-9 Feb/17	Meetting with AUEO,s of Muksudpur. Interviewed AUEO Mr Shekhor Ronjon Vakto. Interviewed UEO & URC instructor. Observed FNM at Nagarsundary GPS & Muksudpur GPS
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.		-
11.2.17 to 16.2.17	Jhenidah	Kaligong	Visit to TEO & URC office, observation of a NBST	12-13 Feb/17	Meting with UEO & AUEO,s of Kalaigong Upazila. Interviewed UEO, URC instructor & AUEO Mrs. Shapna Gosh. Observed FNM at Helai GPS & Srirampur GPS
		Mohespur	Visit to UEO & URC office & observation of a NBST	14-15 Feb/17	Meting with UEO, AUEO's & URC instructor. Interviewed UEO, URC instructor & AUEO Mr. Sonjoy Goshal. Observed FNM at Jalilpur Model GPS & Boichikala GPS
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	16 Feb/17	Interviewed DPEO & PTI Supper Jhenidah.
18.2.17 to 23.2.17	Bandarban	Ali Kadam	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	19.20 Feb/17	Interviewed UEO & AUEO Mr. Bashudev Kumar Sana, URC instructor, Observed FNM at Ali Kadam Model GPS & Mongching Headmanpara GPS.
		Lama	Visit UEO, URC, 2 Primary School / NBSTObservation/ FNM Observation	21-22 Feb/17	Interviewed UEO & AUEO Mr. Ashis Kumar Mohonto & URC instructor. Observed FNM at Nunarbill Model GPS.
		Sadar	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	23 Feb	Observed FNM at Charmanpara GPS of Lama Upizila. Interviewed DPEO Bandarban. Meeting with UEO & URC instructor Bandarban Sadar.
26.2.17 to 28.2.17	Dhaka	DTCL	DTCL Headquarter for Reporting	26-28 Feb/17	DTCL Head Quarter for reporting

Consultant	**MD. ABDUL HAMID**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
05.02.17 to 09.02.17	Rangpur	Gangachara UPZ.	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	05 – 06 Feb/17 visit tow GPS FNM at Grangachara and Mithapukur UPZ.	05-02-17Go to Boraibari govt. Pry School for attending an arranged FNM, where I participate the meeting with DPEO, Rangpur MD. Shahidul Islam, UEO, Gangachara MR. Atiqur Rahman was present with me; Whole day we observe the meeting and back to Rangpur Dist HQ. (REPEAT) And take interview of Divisional DD Rangpur. 06-02-17 Go to Latibpur GPS of Mithapukur UPZ. For attending an arranged FNM, where I participate with URC Inst. Mr/ MD. Ershadul Haque, Whole day we both observe the FNM and take Interview of URC Inst. MR. MD. Ershadul Haque at his Offdice and back to Rangpur Dist. HQ.
		Repeat	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	07 – 08 Feb/17 Visited one GPS of Mithapukur UPZ. And take Interview of UEO, AUEO	07 -02 – 17 I take interview of AUEO's at Mithapukur,after that I attend the FNM at Taragonj GPS, Mr Enamul Haque AUEO and MR. Kalipodo Chowhan AUEO was with me . and back to Rangpiur PTI then take Interview of Super . Mr. Khondaker MD. Iqbal Hossain 08 – 02- 17 Take Interview of UEO gangachara Mr. Atiqur Rahman, and AUEO Asaduzzaman Sarker at Rangpur DPEO .
		Rangpur	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.	Rangpur	09 – 02 -17 Go to Kolkondo GPS of Gangachara UPZ. For attending a FNM (REPEAT) at that School DPEO Rangpur Md. Shahidul Islam, UEO Mr. Atiqur Rahman, AUEO Md. Abdus Salam was with me, all of we are observe the FNM, after that I took Interview of DPEO Rangpur Md. Shahidul Islam then back to Dhaka at night.
12 – 02 -17 to 16 – 02 - 17	Gaibandha	Shaghata UPZ.	Visit UEO& URC office, observation of a NBST	Gaibandha DPEO & PTI Super	12 – 02 – 17 Go to Gaibandha DPEO for taking his Interview about NBST after that I go to Gaibandha PTI for taking Interview of super.
		Shaghata	Visit to UEO/TEO& URC/TRC office & observation of a NBST	Shaghata UPZ. Gaibandha	13 – 02 – 17 Go to Shaghata Upazila Education Office for taking Interview of UEO, AUEO, URC Inst. & Asstt. Inst at their own offices and back to Gaibandha Dist. HQ. 14 – 02 – 17 Go to Bonarpara GPS and Kalpani GPS for attending of two schools FNM. After observing the FNM I go to Shadullahpur Upazila for meetng UEO and URC Inst. & filling up the Interview format. 15 – 02 – 17 At shadullahpur Upazila I took Interview of two AUEO's and filling up the Interview Format and back to Gaibandha Dist. HQ.
		Gaibandha Dist. HQ	Meeting with the DD, DPEO, PTI Super's.	Gaibandha	16 – 02 – 17 Go to Monduar GPS under shadullahpur Upazila for attending FNM where I observe the whole time FNM UEO Golam MOstofa was with me then both we go to Mazaampur GPS under same Upazila for attending another FNM there. After observing the FNM Ibacm to Dhaka at night.

19 – 02 – 17 To 23 – 02 - 17	Khulna	Khulna HQ.	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	Khulna	19 – 02 – 17 Meeting with Div. DD and PTI Super about NBST In the meeting I took their Interview and filling up the Formats. 20 – 02 – 17 Go to Dumuria Upazila Resource Center for taking URc Inst. Interview and filling up the Interview Format then I go to Gutudia GPS under Dumuria Upzila fodr observing FNM then I back to Khulna Div. HQ.
		Khulna	Visit UEO, URC, 2 Primary School / NBSTObservation/ FNM Observation	khulna	20 – 02 – 17 At 9 A m URC Inst. Dighalia come to me & then took his Interview and filling up the Interview Format. 21 – 02 - 17 Go to Dumuria UEO for Meeting with UEO and visit UEO the I go to Dighalia Upazila for meeting with UEO and visit URC and UEO Office and Filling up the Interview Format. 22 – 02 – 17 At 9 am I took Interview of AUEO Nushroth Jhumur and filling up the Interview Format then I go to SHajiara GPS Dumuria Upazila where I observe a FNM and back to Khulna.
		Khulna	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	Dighalia	23 – 02 – 17 Go to RDN Model GPS Dighalia for observing a FNM there and then I go to Brommogati GPS for observing another FNM and filling up the FNM format, after that I back to Dhaka at night.
26 – 02 – 17 To 28 – 02 - 17	Dhaka	Dhaka	DTCL Headquarter for Reporting	Dhaka for Reporting	DTCL Headquarter, Gulshan – 1, Dhaka for Reporting

Table 1: Consultants Field Visit Performance in the Third Quarter

MONTHS OF MARCH, APRIL AND MAY 2017 - ON THE DPE APPROVED PROGRAM

Consultants Field Visit Performance in the Month of March 2017

Consultant	**MS NASIMA KHAN**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.3.17 to 9.3.17	Mymensingh	Gouripur	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	5 - 6 March/17	Meet with PTI super, 6 PTI instructors and librarian. Observed 2 FNM, meet with UEO, URC, AUEO in Gouripur
		Eshhorgong	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	7 - 8 March/17	Observed 1 NBST, 1 FNM, meet with UEO, URC and AUEOs in Eshhorgong
		-	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	9 March/17 & back to HQ Dhaka 10 March/17	Meet DPEO, ADPEO-2 in Mymensingh
11.3.17 To16.3.17	Sylhet	Dokhhin Shurma	Visit to UEO, URC & 2 Primary School Observation / NBST Observation/Observation FNM.	12 - 13 March/17	Meet with DD and DPEO Sylhet. Meet with URC, UEO, AUEOs and observed 1 FNM and 1 NBST in Dokhhin shurma
		Balagong	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	14 - 15 March/17	Observed 2 FNM, meet with UEO, URC, Head teacher and AUEO 2in Balagong
		-	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	16 March/17 & back to HQ Dhaka 17 March/17	Meet with PTI super, Assistant Super and 5 PTI instructors
18.3.17 To23.3.17	Brahman Baria	Shorail	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	19 - 20 March/17	Meet with PTI super, 6 PTI instructor, meet with UEO, URC, AUEOs, Observed 1 FNM and 1 NBST in Shorail
		Ashugong	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBSTObservation/ Observation FNM.	21 - 22 March/17	Meet with UEO, URC, AUEO, 2 Head Teachers. Observed 1 FNM, 1 NBST in Ashugong
		-	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	23 March/17 & back to HQ Dhaka 24 March/17	Meet with DPEO, ADPEO, 3 Head Teachers
26.3.17 to30.3.17	Dhaka		DTCL Headquarter for Reporting	26 - 30 March/17	Monthly report preparation

Consultant	**AFZAL** **PROPOSED PROGRAM OF VISISTS**				**ACTUAL PERFORMANCE**
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.3.17 to 9.3.17	Comilla	Sadar	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	5.3.17	Interview with DPEO
		Borura	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	6.3.17	Visits to UEO office & URC, interview with UEO, AUEO & URC instructor & observation of 2 FNMs.
		Chandona District HQ	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	7--8,3.17 9.3.17	Visits to UEO office, interview with UEO & AUEO & observation of an FNM. Visit to URC & interview with URC instructor. Interview with PTI super
11.3.17 to 16.3.17	Moulvibazar	District HQ	Visit to UEO, URC & 2 Primary School Observation / NBST Observation/Observation FNM.	12.3.17	Interview with DPEO
		Kulaura	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	13.3.17	Visits to UEO office & URC, interview with UEO, AUEO & URC instructor & observation of an FNM.
		sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	14—16,3.17	Visits to UEO office & URC, interview with UEO, AUEO & URC instructor & observation of an FNM.
18.3.17 to 23.3.17	Manikgonj	Ghior	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	19—20,3.17	Visits to UEO office & URC, interview with UEO, AUEO & URC instructor & observation of an FNM.
		District HQ	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBST Observation/ Observation FNM.	21.3.17	Interview with DPEO & Super PTI
		Singair	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	22—23.3.17	Visits to URC & interview with URC instructor Visits to UEO office interview with UEO & AUEO observation of an NBST & an FNM.
26.3.17 To 30.3.17	Dhaka		DTCL Headquarter for Reporting	26 - 30 March/17	

Consultant	**NAZIM UDDIN**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.3.17 to 9.3.17	Barisal	Sadar &Bakergonj	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	5 - 6 March/17	Visited to UEO, URC & 2 Primary School , & PTI Sagordi . Interviewed UEO, AUEO, URC Instructor & PTI Super. Observed a FNM.
		Uzirpur &Sadar	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	7 - 8 March/17	Visited to DD, DPEO, UEO, URC & 2 Primary School. Interviewed UEO, AUEO, URC Instructor & 2 HT. Observed a FNM.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	9 March/17 & back to HQ Dhaka 10 March/17	Discuss the progress of NBST with DPEO, PTI super & DD.
11.3.17 to 16.3.17	Sherpur	Sadar	Visit to UEO, URC & 2 Primary School Observation / NBST Observation/Observation FNM.	12 - 13 March/17	Visited to UEO, URC, 2 Primary School , & PTI Sherpur. . Interviewed PTI super, UEO, AUEO, URC Instructor & 2 HT. Observed a FNM.
		Sadar & Jhenaighati	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	14 - 15 March/17	Visited to UEO, URC & 2 Primary School , & DPEO office. Interviewed DPEO , UEO, AUEO, URC Instructor & 2 HT. Observed a FNM.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	16 March/17 & back to HQ Dhaka 17 March/17	Discussed the progress of NBST with DPEO & PTI super.
18.3.17 to 23.3.17	Chapainawabgonj	Sadar	Visit to UEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	19 - 20 March/17	Visited DPEO, UEO, URC, PTI & two primary school. Interviewed DPEO, PTI super, UEO, AUEO, URC Instructor. Observed a FNM.
		Gomastapur	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBSTObservation/ Observation FNM.	21 - 22 March/17	Visited UEO, URC & two primary school. Interviewed UEO, AUEO, URC Instructor. Observed a FNM.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	23 March/17 & back to HQ Dhaka 24 March/17	Exchange the progress of NBST with DPEO & PTI super.
26.3.17 to 30.3.17	Dhaka	Dhaka	DTCL Headquarter for Reporting	26 - 30 March/17	Monthly report Preparation

Consultant	**YOSUF ALI**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.3.17 to 9.3.17	Patuakhali	Dumki	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	5 - 6 March/17	Meeting with Head Teachers. Interviewed UEO, URC Instructor and AUEO Mr. AKM Al Mamun. Observed FNM at Devirchar Dumki GPS and Dumki A.K GPS.
		Baufal	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	7 - 8 March/17	Meeting with Head Teachers. Interviewed UEO, URC Instructor and AUEO Mr. Saidur Rahman.Observed FNM at Bilbilash 1 GPS and Baufal Adorsho GPS.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instractor.	9 March/17 & back to HQ Dhaka 10 March/17	Interviewed DPEO and PTI Super.
11.3.17 to 16.3.17	Rajshahi	Durgapur	Visit to UEO, URC & 2 Primary School Observation / NBSTObservation/Observation FNM.	12 - 13 March/17	Meeting with Head Teachers. Interviewed UEO, URC Instructor and AUEO Ms. Mahmuda Parvin. Observed FNM at Andua GPS and Bajakahalsi GPS. Interviewed PTI Super.
		Paba	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	14 - 15 March/17	Meeting with Head Teachers. Interviewed UEO, URC Instructor and AUEO Ms. Monira Khatun. Observed FNM at Harupur GPS and Mashkata dighi GPS
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	16 March/17 & back to HQ Dhaka 17 March/17	Interviewed DPEO and Deputy Director Rajshahi.
18.3.17 To 23.3.17	Kurigram	Chilmari	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	19 - 20 March/17	Meeting with Head teachers Interviewed UEO, URC Instructor & AUEO Mr. Abdul Hamid Sarker. Observed FNM at Jorgach GPS and Balabarihat-1 GPS.
		Fulbari	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBST Observation/ Observation FNM.	21 - 22 March/17	Meeting with Head Teachers; Interviewed UEO, URC Instructor & AUEO Mr. Shafiqul Alam; Observed FNM at Miapara GPS. Observed NBST at Panimaskuti GPS.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	23 March/17 & back to HQ Dhaka 24 March/17	Interviewed PTI super and DPEO kurigram.
26.3.17 To 30.3.17	Dhaka		DTCL Headquarter for Reporting	26 - 30 March/17	DTCL Head Quarter for reporting & Team meeting for field visit.

Consultant	**Md Abul Hamid**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
4.3.17 to 9.3.17	Shariatpur	Jajira (Repeat)	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	5 - 6 March/17	5 – 6 March go to Jajira Upazila and take Interview of UEO & AUEO Jajira about NBST & FNM, then I go to Jajira hat Model Govt. Pry School for observing an arranged FNM at School, Next day I go to Laukhola Govt. Pry. School for observing another arranged FNM there and I back to Shariatpur Dist. HQ.
		Bhedorgonj	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	7 - 8 March/17	7 – 8 March go to DPEO Shariatpur for filling up the Interview Format from DPEO Mr. Abul kalam Azad at his Office then I go to PTI Super for taking his Interview about NBST. Then I go to Bhedorgonj Upazila for filling up the Interview Format of UEO, URC Inst. & AUEO, after that I go to Daxin Mohishar GPS for observing an arranged FNM, and stay at Bhedorgonj Upazila Dakbangla.
		Bhedorgonj	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	9 March/17 & back to HQ Dhaka 10 March/17	9 March go to Goydda Board Model GPS for observing an arranged FNM there, after that go to Jajira URC for taking Inst. interview then I back to Dhaka at night.
11.3.17 to 16.3.17	Chittagong	Shitakundo	Visit to UEO, URC & 2 Primary School Observation / NBST Observation/Observation FNM.	12 – 13 March/17	12 – 13 March Go to Shitakundo Upazila of Chittangong Dist. For taking Interview of UEO, URC Inst. & AUEO, then I go to Upazila Sadar Adarsha GPS and Mahmudabad GPS for observing arranged FNM at school. Then I go to Chittagong for Night halt.
		Hathazari	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	14 - 15 March/17	14 – 15 March Filled up the Interview Format of UEO, URC Inst. AUEO about FNM & NBST, then I go to Mekhal Peshkar bari GPS and Fatepur Latif para GPS for observing FNM at School. Back to Chittagong Div. HQ.
		Chittagong	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	16 March/17 & back to HQ Dhaka 17 March/17	16 March go to Div. D D Primary Office for taking Interview of Div. DD's, DPEO Chittagong then I go PTI Patia and Chittagong PTI for filling up their Interview Format after that I back to Dhaka at night.
18.3.17 To 23.3.17	Cox's bazar	Moheshkhali	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	19 – 20 March/17	19 – 20 March go to Moheshkhali Model GPS for observing a FNM at Model School, then I go to Burmise GPS for observing another FNM at that School, after that take Interview of UEO, AUEO and then back to Cox's bazaar Dist. HQ.
		Sadar Upazila (Repeat)	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBST Observation/ Observation FNM.	21 - 22 March/17	21 – 22 March filled up the Interview Format of DPEO & PTI Super Cox's bazaar later I go for UEO, URC Inst. AUEO for filling up the Interview Format and go to West Dikpara GPS for observing arranged FNM then I back to District. HQ.
			Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	23 March/17 & back to HQ Dhaka 24 March/17	23 March go the URC for taking Interview of Instructor and filling up the Interview Format about FNM & NBST, later I go to South Khorulia GPS for observing FNM at School then I back to Dhaka at night.
26.3.17 To 30.3.17	Dhaka		DTCL Headquarter for Reporting	26 – 30 March/17	26 – 30 March Reporting at DTCL HQ. Dhaka.

Consultants Field Visit Performance in the Month of April 2017

Consultant	**MR. SYED NAZIM UDDIN**				**ACTUAL PERFORMANCE**
	Date				
	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
03.04.17 to 07.04.17	Tangail	Dhanbari	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	03-04-17 to 04-04-17	Visited UEO, URC & 2 Primary School. Interviewed UEO,AUEO & URC instructor, observed a FNM & NBST.
		Delduar	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	05-04-17 to 06.04.17	Visited UEO, URC & 2 Primary School. Interviewed UEO,AUEO & URC instructor, observed a FNM & NBST.
			Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	07.4.17	Exchanged views with super PTI & DPEO on progress of NBST & back to Dhaka.
09-04-17 to 13.04.17	Sunamgonj	Chatak	Visit to UEO, URC & 2 Primary School Observation / NBSTObservation/Observation FNM.	09.04.17	Visited UEO, URC & 2 primary School observed a FNM & NBST.
		Deerai	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	10.04.17 to 12.04.12	Visited URC & 2 Primary School. Interviewed AUEO & URC instructor, observed a FNM & NBST. Visited PTI & DPEO office. Interviewed DPEO & PTI super.
			Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	13.04.17	Exchanged views with super PTI & DPEO on progress of NBST . Back to Dhaka.
16.04.17 to 20.04.17	Kishorgonj	Sadar	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	16.04.17	Visited PTI Kishorgonj, Exchanged view on progress of NBST with PTI super, URC instructor Sadar & PTI Instructor.
		Katiadi	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBSTObservation/ Observation FNM.	17.04.17 to 18.4.17	Visited UEO, URC & 2 Primary School. Interviewed UEO,AUEO & URC instructor, observed a FNM & NBST.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	19.04.17 to 20.04.17	Visited UEO, URC office. Meting with PTI super, UEO, AUEO & URC instructor. Interviewed UEO,AUEO & URC instructor, observed a FNM & NBST.
	Dhaka		DTCL Headquarter for Reporting	23.04.17 To 30.04.17	Preparation of monthly report. Exchanged views with team leader & Team members.

Consultant	**MS. NASIMA KHAN**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
1.4.17 to6.4.17	Jessore	Ovoynagar	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	Monitoring and mentoring	Meet with PTI super, 6 PTI instructors, meet with UEO, URC, 5 AUEOs, H/T, Observed 1 FNM, 1 NBST
		Kashobpur	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	,,	Meet with UEO, URC, 5 AUEOs, 5 H/T, observed 1 FNM and 1 NBST
		-	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	,,	Meet with DPEO, ADPEO, AMO and go back to Dhaka
8.4.17 to 13.4.17	Shatkhira	Ashashuni	Visit to UEO, URC & 2 Primary School Observation / NBSTObservation/Observation FNM.	,,	Meet with UEO, URC, AUEOs, Observed 1 FNM and 1 NBST, meet with 5 H/T
		Sadar	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	,,	Observed 1 FNM, 1 NBST in Sadar, meet with UEO, URC, 3 AUEOs 5 H/T
			Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	,,	Meet with DPEO ADPEO of shatkhira
15.4.17 to 20.4.17	Gazipur	Sadar	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	,,	Meet with DPEO, ADPEO in Gazipur. Observed 1 FNM , 1 NBST meet with URC, UEO, AUEO, 8 H/T
		Kaligong	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBSTObservation/ Observation FNM.	,,	Visit 1 NBST, 1 FNM meet with UEO, URC, 4 AUEOs, 7 H/T
			Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	,,	Meet with PTI Super and 6 PTI instructors
20.4.17 to 30.4.17		DTCL	DTCL Headquarter for Reporting	,,	2 Types of report preparation

Consultant	**MR. AFZAL ALI** **PROPOSED PROGRAM OF VISISTS**				**ACTUAL PERFORMANCE**
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
1.4.17 to 6.4.17	Meherpur	sadar	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	2.4.17	Interview with DPEO Observation of an FNM & an NBST
		Gangni	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	3.4.17	Visit to UEO office interview with AUEO & Observation of an FNM & an NBST
		sadar Gangni	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	4—6,4.17	Interview with PTI super Interview with UEO Gangni Visits to UEO office & URC Sadar interview with UEO, AUEO & URC instructor.
8.4.17 to 13.4.17	Jhalokathi	District HQ	Visit to UEO, URC & 2 Primary School Observation / NBSTObservation/Observation FNM.	9.4.17	Interview with DPEO
		sadar Rajapur	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	10—11.4.17	Visits to UEO office & URC Sadar interview with UEO, AUEO & URC instructor & Observation of an FNM & an NBST Visits to UEO office & URC Rajapur Sadar interview with UEO & URC instructor& Observation of an FNM & an NBST
		sadar Rajapur	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	12—13.4.17	Interview with PTI super & AUEO sadar & observation of an FNM. Interview with AUEO Rajapur
15.4.17 to 20.4.17	Sirajgonj	Sadar	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	16.04.14	Interview with PTI super
		Belkuchi Sadar	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBSTObservation/ Observation FNM.	21.3.17	Interview with AUEO, Belkuchi & observation of an FNM. Interview with DPEO, Visit to UEO office sadar interview with UEO & AUEO & observation of an FNM.
		Belkuchi Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	19--20.4.17	Visits to UEO office & URC Belkuchi interview with UEO & URC instructor. Visit to URC, sadar Interview with URC instructor.
26.3.17 to 30.3.17	Dhaka		DTCL Headquarter for Reporting	22--30.4.14	Preparation of monthly reports.

Consultant	**MR YOUSUF ALI**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
1.4.17 To 6.4.17	Thakurgaon	Sadar	Visit UEO,URC & 2 Primary School including classroom/ NBST Observation/Observation FNM	2-3 April/17	Meeting with Head Teachers. Interviewed UEO.URC Instructor, and AUEO; Ms Momotaz Ferdousi.Observed NBST at Salek GPS. Observed FNM at Dowel GPS.
		Haripur	Visit UEO,URC & 2 Primary School including classroom/ NBST Observation/Observation FNM	4-5 April/17	Meeting with Head Teachers. Interviewed UEO.URC Instructor, and AUEO Mr Monjurul Islam. Observed NBST at Bakuya GPS. Observed FNM at Dangipara GPS/
		Sadar	Meeting with DPEO,PTI Super, ADPEO,UEO,AUEO & URC Instructor	6 April/17	Meeting with UEO and AUEOs. Interviewed DPEO & PTI Super(In charge)
8.4.17 to 13.4.17	Gopalgong	Kotalipara	Visit UEO,URC & 2 Primary School Observation/NBST Observation/Observation FNM	9-10 April/17	Meeting with Head Teachers. Interviewed UEO,URC Instructor and AUEO Sk Idnise Ali. Observed NBST at Kusla GPS. Observed FNM at Moddho Mazbani GPS.
		Kashiani	Visit UEO, URC & 2 Primary School including classroom performance of Teacher/Observation NBST.	12-13 April/17	Meeting with Head Teachers. Interviewed UEO,URC Instructor and AUEO Mr. Nabokrisno Tikadar. Observed NBSTat Jonasur Southpara GPS. Observed FNM at Barasul GPS.
		Sadar	Meeting with DPEO,PTI Super, ADPEO,UEO,AUEO & URC Instructor.	11 April/17	Meeting with Head teachers. Interviewed DPEO & PTI Super (In charge).
15.4.17 to 20.4.17	Jhenidah	Harinakundu	Visit TEO, URC & 2 Primary School Observation/NBST Observation/ Observation FNM.	16-17 April/17	Meeting with Head Teachers. Interviewed UEO(In Charge),URC Instructor and AUEO Mr Monowar Hossain. Interviewed UEO &,URC Instructor Kaligong and AUEO Ms Sapna Ghosh of Kaligong Upazila.
		Mohespur	Visit UEO, URC & 2 Primary School including classroom performance of Teacher/NBST Observation/Observation FNM.	18-19 April/17	Meeting with Head Teachers. Interviewed UEO,URC Instructor and AUEO Sonjoy Gosal. Observed FNM at Boichitala GPS,Mohespur Pouro GPS and Srirumpur GPS of Kaligong Upazila.
		. Sadar	Meeting with DPEO,PTI Super ,ADPEO,UEO,AUEO & URC Instructor	20 April/17	Meeting with Head teachers. Interviewed DPEO & PTI Super.
21.4.17 To 30.4.17	Dhaka		DTCL Headquarter for Reporting.	23-30 April/17	DTCL Headquarter for Reporting & Team meeting for field visit.

Consultant	**MR ABDUL HAMID**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
2.4.17 to 6.4.17	Rangpur	Rangpur Sadar	Visit to UEO, URC office, 2 Primary Schools / observation of a NBST, observation FNM.	02.04.17 To 03.04.17	02.04.17 Meeting with Div. DD Rangpur , DPEO, ADPEO Rangpur. 03.04.17 Meeting with PTI Super & all Instructors of Rangpur PTI.
		Pirgachha, Rangpur & Taragonj, Rangpur	Visit to UEO, URC, 2 Primary School & including classroom Performance of the Teacher/ observation of a NBST, observation FNM.	04.04.17 To 05.04.17	04.04.17 Meeting with UEO Pirgachha, URC Instructor Pirgachha & AUEO's at Pirgachha Rangpur. 05.04.17 Meeting with UEO, URC Instructor, & AUEO's of Taragonj Upazila and also observe two NBST at Taragonj Upazila and Back to Rangpur.
		Pirgachha, Rangpur	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO, URC Instructor.	06.04.17	Visit URC Pirgachha and observe of two NBST of two different GPS under Pirgachha Upazila and back to Dhaka .
9.4.17 to 13.4.17	Gaibandha	Gaibandha Dist. HQ. & Fulchhari UEO	Visit to TEO & URC office, observation of a NBST	09.04.17 To 10.04.17	09.04.17 Meeting with DPEO, ADPEO's, AMO, UEO Fulchhari & AUEO Flchhari & filling up the Interview Format. 10.04.17 Go to Syedpur GPS under Fulchhari Upazila, where I organize a meeting on NBST & FNM and also visit Syedpur Govt. Primary School, later I back to Gaibandha.
		Fulchhari,Gaibandha	Visit to UEO & URC office & observation of a NBST	11.04.17 To 12.04.17	11.04.17 Meeting with PTI Super & Instructors of PTI Gaibandha on NBST. 12.04.17 Go to URC Fulchhari for visit and filled up the Interview Format of URC Instructor & organize an FNM at Napiterhat Govt. Primary School and back to Gaibandha.
		Gobindagonj, Gaibandha	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	13.04.17	13.04.17 Go to Gobindagonj UEO meeting with UEO, URC Instructor, & AUEO's about FNM & NBST after that go to Rakhal Buruz Govt. Primary School for observing an NBST after that back to Dhaka.
14.1.17 to 19.1.17	Khulna	Khulna PTI	Visit to UEO & URC office & 2 Primary School including classroom Performance / NBST Observation/FNM Observation	16.04.17	Visit Khulna PTI and Meeting with PTI Super with Instructor of the PTI & stay at Khulna.
		Batiaghata	Visit UEO, URC, 2 Primary School / NBST Observation/ FNM Observation	17.04.17 To 18.04.17	17.04.17 Go to UEO Batiaghata where meeting with UEO, URC Inst. AUEO's and filled up the Interview Format and also visit UEO Office & URC. 18.04.17 Go to Guptamari GPS and Mohammed Nagar GPS for observing two FNM there and bsck to Khulna
		Fultola, Khulna	Meeting with the DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	19.04.17 To 20.04.17	19.04.17 Visit two GPS of two AUEO's at Fultola. 20.04.17 Visit UEO, URC Instructor Fultola and observe two FNM of two GPS at Fultola and back to Khuln to meeting with Div. DD and DPEO, ADPEO's and also AMO then back to Dhaka at Night.
22.4.17 to 31.4.17			DTCL Headquarter for Reporting		Reporting at DTCL Dhaka.

Consultants Field Visit Performance In The Month Of May 2017

Consultant	**MS NASIMA KHAN**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
5.5.17 to 11.5.17	Mymensingh	Sadar	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	6-7 may	Meet with PTI super Pti instructors in FGD meeting, observed 2 FNM, meet with URC, UEO, AUEOs and 2 H/T
		Fulbaria	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	8-9 may	Observed 1 FNM, FGD with UEO, AUEOs, URC and 4 H/T, meet with DPEO, ADPEO
			Meeting with DPEO, PTI Super, ADPEO, UEO, and AUEO & URC Instructor.	11 may	Meet with PTI super. Assistant super and instructors
13.5.17 to 18.5.17	Sylhet	Sadar	Visit to UEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	14-15 may	Meet with DD, DPEO, and ADPEO. Meet with FGD- UEO, URC, AUEO and observed 2 FNM and 2 classroom performance, 2 H/T
		Dokhhin Shurma	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	16-17 may	Meet with UEO, URC, AUEO, 2 H/T in FGD, observed 2 FNM
			Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	18 may	Meet with PTI super, 4 PTI instructor in FGD
20.5.17 to 25.5.17	Brahmanbaria	Sadar	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	21-22 may	Meet with PTI super, instructors, FGD with UEO, ADPEO, URC, AUEO, Observed 2 FNM, 2 H/T, observed 2 classroom performance
		Akhaura	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBST Observation/ Observation FNM.	23-24 may	FGD with UEO, ADPEO, 4 Head teachers, observed 2 FNM
			Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	25 may	Meet with DPEO, ADPEO
	Dhaka	DTCL	DTCL Headquarter for Reporting	26-31 may	Report writing with team leader of DTCL

Consultant	**MR. NIZAM UDDIN**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
07/05/2017 to 11/05/2017	Barisal	Sadar	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	7-8 May, 2017	Visited DD, DPEO, PTI, UEO, URC office and two primary Schools. Interviewed DD, DPEO, PTI Super, UEO, URC Instructor, AUEOs & two Head teacher. Observed a FNM.
		Banaripara	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	9 May, 2017 10 May 2017	Visited UEO, URC office and two primary Schools. Interviewed UEO, URC Instructor, AUEOs & two Head teacher. Observed a FNM. Govt. Holiday
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	11 may, 2017	Discuss the progress of NBST with DPEO & PTI Super. Back to Dhaka.
13/05/2017 to 18/05/2017	Sherpur	Sadar	Visit to UEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	14-15 may, 2017	Visited DPEO, PTI, UEO, URC office and two primary Schools. Interviewed DPEO, PTI Super, UEO, URC Instructor, AUEOs & two Head teacher. Observed a FNM.
		Zhinaigati	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	16-17 May, 2017	Visited UEO, URC office and two primary Schools. Interviewed UEO, URC Instructor, AUEOs & two Head teacher. Observed a FNM.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	18 May, 2017	Discuss the progress of NBST with DPEO & PTI Super. Back to Dhaka.
21-25 May, 2017	Chapai Nawbabgonj	Sadar	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	21-22 May, 2017	Visited DPEO, PTI, UEO, URC office and two primary Schools. Interviewed DPEO, PTI Super, UEO, URC Instructor, AUEOs & two Head teacher. Observed a FNM.
		Gomastapur	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBST Observation/ Observation FNM.	23-24 May, 2017	Visited UEO, URC office and a primary School. Interviewed UEO, URC Instructor, AUEOs & a Head teacher. Observed a FNM.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	25 May, 2017	Discuss the progress of NBST with DPEO & PTI Super. Back to Dhaka.
28-31 May, 2017	Dhaka		DTCL Headquarter for Reporting	28-31 May, 2017	Preparation of Monthly & Repeat Report.

Consultant	**MR ALI AFZAL**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
6.5.17 to 11.5.17	Comilla	Adarsha Sadar	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	7--8.5.17	Interview with Super PTI Interview with DPEO Visit to UEO office interview with UEO & AUEO & Observation of an FNM
		Burichong	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	9.5.17	Visits to URC & interview with URC instructor.
		Burichong	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instractor.	11.5.17	Visit to UEO office interview with UEO & AUEO & Observation of an FNM
13.5.17 To 18.5.17	Moulvibazar	Sadar	Visit to UEO, URC & 2 Primary School Observation / NBST Observation/Observation FNM.	14—15.5.17	Interview with Super PTI Interview with DPEO Visits to UEO office & URC & interview with UEO & URC instructor
		Kamolgonj	Visit to UEO, URC & 2 Primary School including classroom Performance of the Teacher/ Observation NBST	16.5.17	Visit to UEO office & interview with UEO. Visits to 2 primary schools of observation of an FNM & a class teaching.
		Sadar Kamo;gonj	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	17—18.05.17	Interview with an AUEO, Visit to a primary school of observation an FNM of sadar Visit to URC of kamolgonj & URC instructor & an AUEO.
20.5.17 to 25.5.17	Manikgonj	Sadar	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	21—22.5.17	Interview with DPEO, Super PTI & observation of an FNM. Visits to UEO & interview with UEO & AUEO.
		Singair	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBST Observation/ Observation FNM.	23—24.5.17	Visits to UEO office & URC Interview with UEO, AUEO & URC instructor & observation an FNM & a class teaching.
		Sadar	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	25.5.17	Visit to URC, URC & Interview with URC instructor observation a class teaching
28.5.17 to 31.5.17	Dhaka		DTCL Headquarter for Reporting	28—31.5.17	Preparation of monthly reports.

Consultant	**MR. YOUSUF ALI**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
5.5.17 To 11.5.17	Bandarban	Lama	Visit UEO,URC & 2 Primary School including classroom/ NBST Observation/Observation FNM	7-8 May/17	Interviewed URC InstructorLama. Interviewed UEO & AUEO Mr. Asis Kumar Mohajan Observed Class room teaching & FNM at Numarbial Model GPS Lama.
		Sadar	Visit UEO,URC & 2 Primary School including classroom/ NBST Observation/Observation FNM	9-10 May/17	Interviewed URC instructor, Sadar. Observed class room teaching at Town Model GPS.
		Sadar	Meeting with DPEO,PTI Super, ADPEO,UEO,AUEO & URC Instructor	11 May/17	Interviewed DPEO & Visited PTI Bandarban. Interviewed UEO & AUEO Mr. Mohammad Elias. Observed FNM at Kalaghata GPS.
13.5.17 to 18.5.17	Rajshahi	Sadar (Boalia)	Visit UEO,URC & 2 Primary School Observation/NBST Observation/Observation FNM	14-15 May/17	Interviewed TRC Instructor. Interviewed TEO & ATEO Ms. Jobeda Khanum. Observed class room teaching & FNM at Kadirgonj GPS. Observed FNM at Harupur GPS. Paba.
		Paba	Visit UEO, URC& 2 Primary School including classroom performance of Teacher/Observation NBST.	16-17 May/17	Interviewed PTI Super Rajshahi. Interviewed URC Instructor. Interviewed UEO & AUEO Ms. Monira Khatun. Observed Class room teaching and FNM at Maskatadeghi GPS. Observed FNM at Kajla GPS Sadar.
		Sadar	Meeting with DPEO,PTI Super,ADPEO,UEO,AUEO & URC Instructor.	18 May/17	Observed class room teaching at Namovadra GPS. Meeting with Head Teachers. Interviewed DD Rajshahi. Interviewed DPEO Rajshahi.
19.5.17 to 24.5.17	Kurigram	Nagessori	Visit TEO, URC & 2 Primary School Observation/NBST Observation/ Observation FNM.	21-22 May/17	Interviewed URC Instructor. Interviewed UEO & AUEO Mr. Anwarul Islam Meeting with Head Teachers. Observed class room teaching and FNM At Shapkhawa GPS.
		Fulbari	Visit UEO, URC & 2 Primary School including classroom performance of Teacher/NBST Observation/Observation FNM.	23-24 May/17	Interviewed URC Instructor. Interviewed UEO & AUEO Mr. Shofiqul Alam. Observed class room teaching at Panimashkuti GPS. Observed class room teaching and FNM at Miapara GPS.
		. Sadar	Meeting with DPEO,PTI Super ,ADPEO,UEO,AUEO & URC Instructor	25 May/17	Interviewed DPEO Kurigram. Interviewed PTI Super Kurigram.
25.5.17 To31.4.17	Dhaka		DTCL Headquarter for Reporting.	28-31 May/17	DTCL Headquarter for Reporting & Team meeting.

Consultant	**MR ABDUL HAMID**				**ACTUAL PERFORMANCE**
	PROPOSED PROGRAM OF VISISTS				
Date	District	Upazila	Schedule Of Work To Be Done	Remarks	Work Accomplished
06.05.2017 To 11.05.2017	Shariatpur	Shariatpur Sadar	Visit to UEO, URC & 2 Primary School including classroom / NBST Observation/Observation FNM	Shariatpur PTI, DPEO & Palong Tulashar Model GPS	06 – 08 May Go to Shariatpur Visit PTI, Take Super's Interview and filled up the Format, visit DPEO, Take DPEO's Interview and filled up the Format then go to Palong Tulashar Model GPS for observing FNM and one Teacher's Classroom performance.
		Bhedorgonj	Visit to UEO, URC & 2 Primary School including classroom Performance Observation/ NBST, Observation FNM	Visit UEO,URC, AUEO'S One GPS for observing FNM	09.05.2017 May, Meeting with UEO, URC Inst. AUEO at Bhedorgonj Upazila HQ and take their Interview then go to Goyddaboard Model GPS to observe FNM and one Teacher's Classroom performance.
		Shariatpur Sadar Upazila	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor.	Visit UEO, URC , AUEO	11.05.2017 May, Meeting with UEO,AUEO's and URC Inst. at Upazila Education Office to take their Interview and then back to Dhaka enroute.
14.05.2017 To 18.05.2017	Chittangong	Dhaka to Chittagong	Visit to TEO, URC & 2 Primary School Observation / NBST Observation/ Observation FNM.	Chittagong Div. Office & DPEO Chittagong.	14.05.2017 Dhaka to CTG by Air, and Meeting with Div. DD and DPEO Chittagong and filled up the Interview Format.
		Shitakunda	Visit to UEO, URC & 2 Primary School classroom Performance of the Teacher/ NBST Observation/ Observation FNM.	Meeting with UEO, AUEO's	15.05.2017 Meeting with UEO, AUEO and filled up the Interview Format and Night halt at Shitakunda.
		Miresawrai	Meeting with DPEO, PTI Super, ADPEO, UEO, AUEO & URC Instructor	Meeting with UEO, AUEO's	16.05.2017 Go to Miresawrai Upazila Eduction Office meeting with UEO, AUEO's and URC Inst. and filled up the Interview Format and back to Shitakunda.
		Shitakunda	Meeting with URC Inst.	Meeting with URC Inst.	17.05.2017 Visit URC, and Meeting with URC Inst. and filled up the Interview Format.
		Shitakunda & Miresawrai	Obsevation of two FNM and Class room performance.	Observation of FNM	18.05.2017 Go to Upazila Sadar Model GPS for observing an FNM and one teacher's classroom performance then I go to Golokerhat GPS of Miresawrai for observing an FNM and one teachers classroom performance and back to Dhaka enroute.
21.05.2017 To 25.05.2017	Cox's Bazaar	Moheshkhali	Visit UEO, URC and Two GPS	Visit Moheshkhali Model GPS	21.05.2017 Dhaka to Cox's bazaar by Air go to Moheshkhali Model GPS for observing FNM and one teacher's classroom performance.
		Moheshkhali	Visit UEO, URC	Visit UEO & URC	22.05.2017 Visit UEO & URC and meeting with them and filled up the Interview Format.

		Cox's Bazaar Dist. HQ	Visit DPEO, PTI & URC Sadar	Visit DPEO, PTI & URC Sadar	23.05.2017 Meeting with PTI Super, DPEO and URC Inst. Sadar Cox's bazaar for filling up the Interview Format.
		Cox's Bazaar Sadar Upazila	Visit UEO, AUEO	Visit UEO, AUEO	24.05.2017 Meeting with UEO, AUEO's at Upzila Education Office, visit UEO Office and filled up the Interview Format.
		Cox's Bazaar Sadar Upazila	Visit UEO, AUEO	Visit UEO, AUEO	25.05.2017 Go to South Khorulia Govt. Primary School for observing FNM and one teacher's classroom performance and back to Dhaka enroute.
27.05.2017 To 31.05.2017	Dhaka	DTCL HQ	DTCL Headquarter for Reporting	Reporting	Reporting at DTCL Dhaka.

Annex 2: Review of NBST Guidebook and Suggested Changes by the Consultants

Source: NBST Guideline for Head Teachers and Officers

Chapter and Page	What is in there	Comments of Consultants	Recommendations
6	Index	No Comments	
7-9	Background of the Sub-Cluster Training; Importance of NBST; Purpose of NBST	All these part seems okay. There is no Comments in this section	
10	Implementation Process of NBST	Before approving the resource paper and Session plans the Super need to verify them with a Subject Instructor which is not included in the guidebook. In the box no-b 'Training material' is used instead of 'Resource Paper'	"Before approving the resource paper and Session plans the PTI Super need to verify them with a Subject Instructor"(which should be included in the guidebook.) In the box no-b 'Training material' need to be replaced with 'Resource Paper and Demonstration Lessons'
11-12	To do the Steps of NBST	Box No-4 point 11How the URC Instructor will prepare Computerized Database is not Mentioned	Box No-4, Point 1- Where the Database will be prepared in 'Excel or Access' should be inserted.
		Page no-12- It is not mentioned in the guidebook how often teachers will fill up the SRF in a year	"Teachers will Fill up the SRF twice a year, every 06 months" should be mentioned clearly.
13-16	Headmaster as an academic leader, headmaster's role as an academic leader; duties and responsibilities	No comments	
17-19	Fortnightly meeting	In introduction part of page no. 17, 5 lines are written about headmaster and UEO but nothing mentioned about other officers. In page no. 18, 2nd point of AUEO's duty part, it is mentioned that he will attend some of the fortnightly meetings.	In introduction part of page no. 17, though 5 lines are written about headmaster and UEO, it is necessary to mention about AUEO and AMO; other officers. In page no. 18, 2nd point of AUEO's duty part, it should say that "AUEO must attend two fortnightly meetings a month and these visits could be

		In page no. 19, 3rd point of the URC's duty part, it is mentioned that he will provide support while attending some of the fortnightly meetings.	combined with monthly academic supervision meetings." In page no. 19, 3rd point of the URC's duty part, it is necessary to say that URC Instructor/Assistant Instructor will provide support while attending two fortnightly meetings.
20-25	Headmaster's duty on identifying needs in different sectors.	Page no. 20 on Teaching- learning activities monitoring section first point it is not specified how many times the teacher will send Self-Reflection Format.	Self-Reflection Format need to be sent 2 times in a year that should be specified.
26-28	Teacher competence	No comments	
29-31	Self-Reflection Format	Please see the attachment in page 56-59	Please see the attachment in page 56-59
40-42	Teaching- learning activities monitoring table	Which Teacher is being observed in the class that is not added	Which Teacher is being observed in the class and his designation need to be added in a Colman
43-46	Analyzing training needs	No comments	
47	Training materials collection	No comments	
48	Time table of Need- Based Sub-Cluster Training	Pre-Training evaluation and Post-Training Evaluation is missing	In Registration and previous training discussion of 9:00-9:30 am discussion session pre training evaluation matter need to be specify. In 4th session/open discussion session of 3:45-4:45 Post Training Evaluation needs to be specified
49-64	Sample information paper and session planning	Page 50- in Time-Table and Session planning Pre-Training evaluation and Post-Training Evaluation is missing There is no sample of Demonstration Class in Sample information paper and session planning	In Registration and previous training discussion of 9:00-9:30 am discussion session pre training evaluation matter need to be specify. In 4th session/open discussion session of 3:45-4:45 Post Training Evaluation needs to be specified Sample of Demonstration Class need to be specified in Sample information paper and session planning
65	Appendix	No Comment	

Bangla Version of the above table is following

Review of NBST Guidebook and Suggested Changes by the Consultants (Bangla)

Source: NBST Guideline for Head Teachers and Officers

নং	অধ্যায় ও পৃষ্ঠা	গাইড বুক এ যা আছে	কন্সাল্টেন্ট দের মন্তব্য	সুপারিশ
১	৬	সূচীপত্র	মন্তব্য নেই	মতামত নাই
২	৭-৯	সাব- ক্লাস্টার প্রশিক্ষণের প্রেক্ষাপট, চাহিদা ভিত্তিক সাব-ক্লাস্টার প্রশিক্ষনের গুরুত্ব, চাহিদা ভিত্তিক সাব-ক্লাস্টার প্রশিক্ষনের উদ্দেশ্য	মন্তব্য নেই	মতামত নাই
৩	১০	চাহিদা ভিত্তিক সাব-ক্লাস্টার প্রশিক্ষন বাস্তবায়ন প্রক্রিয়া	রিসোর্স পেপার ও সেশন প্ল্যান অনুমোদনের পূর্বে একজন বিষয় ভিত্তিক ইন্সট্রাক্টর এর সহায়তা নিয়ে পি টি আই সুপেরের তা যাচাই করা প্রয়োজন যা গাইড বুক এ উল্লেখিত নেই। বক্স ৮ এ 'রিসোর্স পেপার' শব্দটির পরিবর্তে 'প্রশিক্ষণ সামগ্রী' শব্দটি ব্যাবহৃত হয়েছে	রিসোর্স পেপার ও সেশন প্ল্যান অনুমোদনের পূর্বে একজন বিষয় ভিত্তিক ইন্সট্রাক্টর এর সহায়তা নিয়ে পি টি আই সুপারের তা যাচাই করা প্রয়োজন যা গাইড বুক এ উল্লেখিত নেই, যা উল্লেখ করা প্রয়োজন । বক্স ৮ এ 'প্রশিক্ষণ সামগ্রী' শব্দটির পরিবর্তে 'রিসোর্স পেপার' ও 'ডেমন্সট্রেশন ক্লাস' শব্দটি ব্যাবহার করা প্রয়োজন
৪	১১-১২	সাব-ক্লাস্টার প্রশিক্ষন বাস্তবায়ন প্রক্রিয়ার ধাপসমূহ ও করনীয়	বক্স নং- ৪ পয়েন্ট-১ এ ইউ আর সি ইন্সট্রাকটর কোন পদ্ধতিতে কম্পিউটারাইজড ডাটাবেজ তৈরি করবেন তা উল্লেখ নেই।	বক্স নং- ৪ পয়েন্ট-১ এ ইউ আর সি ইন্সট্রাকটর কোন পদ্ধতিতে কম্পিউটারাইজড ডাটাবেজ তৈরি করবেন যেমন এক্সেল বা এক্সেস তা উল্লেখ করা প্রয়োজন
			পৃষ্ঠা ১২ – শিক্ষক গণ বছরে কত বার স্ব – অনুচিন্তন ছক পূরণ করবেন গাইড বুক এ তা উল্লেখিত নেই।	শিক্ষক গণ বছরে দুই বার ছয় মাস অন্তঃর স্ব – অনুচিন্তন ছক পূরণ করবেন গাইড বুক এ তা উল্লেখ করা প্রয়োজন
৫	১৩-১৬	একাডেমিক লিডার হিসেবে প্রধান শিক্ষক , একাডেমিক লিডার হিসেবে	মন্তব্য নেই	মতামত নাই

নং	অধ্যায় ও পৃষ্ঠা	গাইড বুক এ যা আছে	কন্সাল্টেন্ট দের মন্তব্য	সুপারিশ
		প্রধান শিক্ষকের ভূমিকা ; দায়িত্ব ও কর্তব্য		
৬	১৭-১৯	পাক্ষিক সভা	১৭ পৃষ্ঠায় ভূমিকা অংশে ৫ম লাইনে প্রধান শিক্ষক ও উপজেলা শিক্ষা অফিসার এর কথা উল্লেখ থাকলেও অন্যান্য কর্মকর্তা দের কথা উল্লেখ নাই। ১৮ পৃষ্ঠায় সহকারী উপাজেলা শিক্ষা কর্মকর্তার করনীয় অংশে ২ নং পয়েন্টে তিনি কিছু কিছু পাক্ষিক সভায় উপস্থিত থাকবেন বলে উল্লেখ আছে। ১৯ পৃষ্ঠায় ইউ আর সি কর্মকর্তার করনীয় অংশে ৩ নং পয়েন্টে কিছু কিছু পাক্ষিক সভায় উপস্থিত থেকে সহযোগিতা দিবেন উল্লেখ আছে।	১৭ পৃষ্ঠায় ভূমিকা অংশে ৫ লাইন প্রধান শিক্ষক ও উপাজেলা শিক্ষা অফিসার এর কথা উল্লেখ থাকলেও AUEO এবং AMO সহ অন্যান্য কর্মকর্তা কথাটি উল্লেখ থাকা প্রয়োজন। ১৮ পৃষ্ঠায় সহকারী উপজেলা শিক্ষা কর্মকর্তার করনীয় অংশে ২ নং পয়েন্টে তিনি আবশ্যিক ভাবে অ্যাকাডেমিক সুপারভিশন মিটিং এর সাথে সমন্বয় করে প্রতি মাসে ২ টি পাক্ষিক সভায় উপস্থিত হবেন যা লিখা প্রয়োজন। ১৯ পৃষ্ঠায় ইউ আর সি কর্মকর্তার করনীয় অংশে ৩ নং পয়েন্টে ২ টি পাক্ষিক সভায় উপস্থিত থেকে সহযোগিতা দিবেন উল্লেখ করা প্রয়োজন। ইউ আর সি ইন্সট্রাকটর/ সহকারী ইন্সট্রাকটর এক্ষেত্রে সহায়তা পদান করবেন উল্লেখ করা প্রয়োজন।
৭	২০-২৫	চাহিদা নিরূপণের বিভিন্ন ক্ষেত্রে প্রধান শিক্ষকের করনীয়	২০ পৃষ্ঠায় শিক্ষন – শেখানো কার্যক্রম পর্যবেক্ষণের ক্ষেত্রে প্রথম পয়েন্টের শিক্ষক কতবার স্ব – অনুচিন্তন ছক প্রেরণ করবেন তা উল্লেখ নেই।	এখানে "শিক্ষকের নিকট থেকে বছরে দুইবার পূরণ করা স্ব – অনুচিন্তন ফরম সংগ্রহ" কথাটি উল্লেখ থাকতে হবে।
৮	২৬-২৮	শিক্ষা যোগ্যতা	মন্তব্য নেই	মতামত নাই
৯	২৯-৩১	শিক্ষকের স্ব – অনুচিন্তন ছক	পৃষ্ঠা ৫৬- ৫৯ দ্রষ্টব্য	পৃষ্ঠা ৫৬- ৫৯ দ্রষ্টব্য
১০	৩৩- ৩৯	প্রশিক্ষণ- চাহিদা নিরূপণে একাডেমিক তত্ত্বাবধান	মন্তব্য নেই	মতামত নাই

নং	অধ্যায় ও পৃষ্ঠা	গাইড বুক এ যা আছে	কন্সাল্টেন্ট দের মন্তব্য	সুপারিশ
১১	৪০-৪২	শিখন- শেখানো কার্যক্রম পর্যবেক্ষণ ছক ও পেশাগত রেকর্ড সংরক্ষন	৪০ পৃষ্ঠায় যে শিক্ষক দের ক্লাশ পর্যবেক্ষণ করা হবে তার নাম উল্লেখ নাই।	৪০ পৃষ্ঠায় ২য় কলামে পর্যবেক্ষিত শিক্ষকের নাম ও পদবী উল্লেখ করা প্রয়োজন।
১২	৪৩-৪৬	প্রশিক্ষণ চাহিদা নিরূপণ, বিশ্লেষণ ও তালিকা প্রণয়ন	মন্তব্য নেই	মতামত নাই
১৩	৪৭	প্রশিক্ষণ সামগ্রী প্রণয়ন / সংগ্রহের জন্য বিবেচ্য বিষয়	মন্তব্য নেই	মতামত নাই
১৪	৪৮	চাহিদা ভিত্তিক সাব-ক্লাস্টার প্রশিক্ষনের সময়সূচী	প্রাক মূল্যায়ন ও প্রশিক্ষণ উত্তর মূল্যায়ন উল্লেখ করা হয়নি।	৯:০০- ৯:৩০ রেজিস্ট্রেশন ও পূর্ব প্রশিক্ষণের উপর আলোচনায় প্রাক মূল্যায়নের বিষয় টি উল্লেখ করা প্রয়োজন ৩:৪৫-৪:৪৫ চতুর্থ অধিবেশন/ মুক্ত আলোচনা ও প্রশিক্ষণ-উত্তর মূল্যায়ন উল্লেখ করা প্রয়োজন।
১৫	৪৯-৬৪	নমুনা তথ্য পত্র ও অধিবেশন পরিকল্পনা	৫০ পৃষ্ঠায় সময়সূচী ও অধিবেশন পরিকল্পনায় প্রাক মূল্যায়ন ও প্রশিক্ষণ উত্তর মূল্যায়ন উল্লেখ করা হয়নি। নমুনা তথ্য পত্র ও অধিবেশন পরিকল্পনায় কোন ডেমন্সট্রেশন ক্লাস এর নমুনা নাই।	৫০ পৃষ্ঠায় ৯:০০- ৯:৩০ রেজিস্ট্রেশন ও পূর্ব প্রশিক্ষণের উপর আলোচনায় প্রাক মুল্লায়নের বিষয়টি উল্লেখ করা প্রয়োজন ৩:৪৫-৪:৪৫ চতুর্থ অধিবেশনঃ বিষয়, চলমান মুক্ত আলোচনা ও প্রশিক্ষণ উত্তর মূল্যায়ন উল্লেখ করা প্রয়োজন। নমুনা তথ্য পত্র ও অধিবেশন পরিকল্পনায় কোন প্রদর্শনীও পাঠের (ডেমন্সট্রেশন ক্লাস) নমুনা থাকলে ভালো হতো।
১৬	৬৫	পরিশিষ্ট	মন্তব্য নেই	মতামত নাই

সংশোধন প্রস্তাবিত - শিক্ষকের স্ব-অনুচিন্তন ছক

শিক্ষকের নামঃ

পেশাগত জ্ঞান ও উপলব্ধি

			তারিখ				তারিখ			
যোগ্যতার উপক্ষেত্র	**পারদর্শিতার সূচক (গাইড বুক এ যা আছে)**	**প্রস্তাবিত সংশোধন**	**মতামত**				**মতামত**			
			১	২	৩	৪	১	২	৩	৪
শিক্ষাক্রম সম্পর্কে ধারণা	• প্রাথমিক শিক্ষাক্রমের লক্ষ্য, উদ্দেশ্য এবং প্রান্তিক যোগ্যতা সম্পর্কে জানেন।	• প্রাথমিক শিক্ষাক্রমের লক্ষ্য, উদ্দেশ্য এবং প্রান্তিক যোগ্যতা সম্পর্কে কতটুকু জানি ।								
	• প্রান্তিক যোগ্যতার শ্রেণিভিত্তিক বিভাজনসহ কিভাবে শিখনফল হয় তা জানেন।	• প্রান্তিক যোগ্যতার শ্রেণিভিত্তিক বিভাজনসহ কিভাবে শিখনফল হয় তা কতটুকু জানি ।								
	• শিখনফলকে বিষয়বস্তুর সাথে সম্পর্কিত করতে পারেন।	• শিখনফলকে বিষয়বস্তুর সাথে সম্পর্কিত করতে পারি।								
বিষয় সম্পর্কে ধারণা	• শিক্ষার্থীর পূর্ব জ্ঞানের সাথে বিষয়বস্তুকে সংশ্লিষ্ট করেন।	• শিক্ষার্থীর পূর্ব জ্ঞানের সাথে বিষয়বস্তুকে সংশ্লিষ্ট করতে পারি ।								
	• পাঠ্যপুস্তক ছাড়াই সুস্পষ্টভাবে পাঠের বিষয়বস্তু উপস্থাপন করেন।	• পাঠ্যপুস্তক ছাড়াই সুস্পষ্টভাবে পাঠের বিষয়বস্তু উপস্থাপন করতে পারি ।								
	• বিষয়বস্তু অনুধাবনে সুপরিকল্পিত কাজ দেন।	• বিষয়বস্তু অনুধাবনে সুপরিকল্পিত কাজ দেই।								
	• উন্মুক্ত প্রশ্নের মাধ্যমে বিষয়বস্তু সম্পর্কে কৌতূহলী করে তুলেন।	• উন্মুক্ত প্রশ্নের মাধ্যমে বিষয়বস্তু সম্পর্কে কৌতূহলী করে তুলি।								
	• বিষয়বস্তু অনুধাবনে জীবন ঘনিষ্ঠ উদাহরণ প্রদান করেন।	• বিষয়বস্তু অনুধাবনে জীবন ঘনিষ্ঠ উদাহরণ প্রদান করি ।								
শিক্ষাদান সম্পর্কিত জ্ঞান	• শিখনফল অর্জনের জন্য সহায়ক শিখন-শেখানো কৌশল গ্রহণ করেন।	• শিখনফল অর্জনের জন্য সহায়ক শিখন-শেখানো কৌশল গ্রহণ করি-।								
	• এককভাবে এবং জোড়ায়/ছোট দলে কাজ করে শিখতে সহায়তা করেন।	• এককভাবে এবং জোড়ায়/ছোট দলে কাজ করে শিখতে সহায়তা করি-।								
	• বিষয়বস্তু অনুধাবনে চিন্তা করার এবং মতামত প্রকাশ করার সুযোগ সৃষ্টি করেন।	• বিষয়বস্তু অনুধাবনে চিন্তা করার এবং মতামত প্রকাশ করার সুযোগ সৃষ্টি করি-।								
	• বিষয়বস্তু সংশ্লিষ্ট পরিকল্পিত	• বিষয়বস্তু সংশ্লিষ্ট								

	কাজ দেন।	পরিকল্পিত কাজ -দেই।								
শিশু সম্পর্কে ধারণা	• শিক্ষার্থীদের জন্য সৃজনশীল কাজ করার সুযোগ সৃষ্টি করেন।	• শিক্ষার্থীদের জন্য সৃজনশীল কাজ করার সুযোগ সৃষ্টি করি-।								
	• শিক্ষার্থীদের চাহিদা ও পরাগতার মাত্রা অনুযায়ী শিখনদল তৈরি ও শিখন কৌশল প্রয়োগ করেন।	• শিক্ষার্থীদের চাহিদা ও পরাগতার মাত্রা অনুযায়ী শিখনদল তৈরি ও শিখন কৌশল প্রয়োগ করি-।								
	• বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীদের জন্য শিখন কৌশল নির্ধারণ করেন।	• বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীদের জন্য শিখন কৌশল নির্ধারণ করি-।								
	• সকলকে বলতে উৎসাহ দেন এবং সকলের কথা মনোযোগ দিয়ে শুনেন।	• সকলকে বলতে উৎসাহ দেন এবং সকলের কথা মনোযোগ দিয়ে শুনি।								
	• শিক্ষার্থীদের ভুল উত্তরে বিরক্ত না হয়ে ভুল উত্তরের কারণ অনুসন্ধান করেন।	• শিক্ষার্থীদের ভুল উত্তরে বিরক্ত না হয়ে ভুল উত্তরের কারণ অনুসন্ধান করি-।								
আইন-কানুন সম্পর্কিত ধারণা	• ছুটি বিধিসহ সরকারি কর্মচারী আচরণবিধি সম্পর্কে জানেন।	• ছুটি বিধিসহ সরকারি কর্মচারী আচরণবিধি সম্পর্কে জানি।								
	• সরকারি কর্মচারী নিয়মিত উপস্থিতি বিষয়ে বিশেষ অধ্যাদেশ সম্পর্কে জানেন।	• সরকারি কর্মচারী নিয়মিত উপস্থিতি বিষয়ে বিশেষ অধ্যাদেশ সম্পর্কে জানি।								
	• বিধি মতাবেক বিভিন্ন আর্থিক প্রাপ্তসহ অর্থ সংশ্লিষ্ট বিষয়ে সম্যক ধারণা আছে।	• বিধি মতাবেক বিভিন্ন আর্থিক প্রাপ্তসহ অর্থ সংশ্লিষ্ট বিষয়ে সম্যক ধারণা আছে।								
	• সরকারি বিভিন্ন পর্যায়ের কর্তৃপক্ষের নির্দেশনা যথারীতি মেনে চলেন।	• সরকারি বিভিন্ন পর্যায়ের কর্তৃপক্ষের নির্দেশনা যথারীতি মেনে চলি।								

পেশাগত অনুশীলন

			তারিখ				**তারিখ**			
যোগ্যতার উপক্ষেত্র	**পারদর্শিতার সূচক (গাইড বুক এ যা আছে)**	**প্রস্তাবিত সংশোধন**	**মতামত**				**মতামত**			
			১	**২**	**৩**	**৪**	**১**	**২**	**৩**	**৪**
পরিকল্পনা প্রণয়ন সম্পর্কিত	• নিয়মিত বিষয়ভিত্তিক পাঠ পরিকল্পনা প্রণয়ন করেন।	• নিয়মিত বিষয়ভিত্তিক পাঠ পরিকল্পনা প্রণয়ন করি-।								
	• সময় অনুযায়ী পাঠের শিখনফল অর্জনের লক্ষ্যে উপস্থাপনের ধাপ, শ্রেণি ব্যবস্থাপনা ও মূল্যায়ন কৌশল নির্ধারণ করেন।	• সময় অনুযায়ী পাঠের শিখনফল অর্জনের লক্ষ্যে উপস্থাপনের ধাপ, শ্রেণি ব্যবস্থাপনা ও মূল্যায়ন কৌশল নির্ধারণ করি-।								
	• শ্রেণিতে শিক্ষার্থী কেন্দ্রিক কর্মতৎপর শিখন কৌশল	• শ্রেণিতে শিক্ষার্থী কেন্দ্রিক কর্মতৎপর শিখন কৌশল								

	নির্ধারণ করেন।	নির্ধারণ করি-।								
	• শিখনে অসুবিধাগ্রস্থ ও বিশেষ চাহিদা সম্পন্নদের চিহ্নিত করে প্রতিকারমুলক শিক্ষণের ব্যবস্থা করেন।	• শিখনে অসুবিধাগ্রস্থ ও বিশেষ চাহিদা সম্পন্নদের চিহ্নিত করে প্রতিকারমুলক শিক্ষণের ব্যবস্থা করি-।								
প্রত্যাশা	• পাঠের বিষয়বস্তুর সাথে শিক্ষার্থীদের ঐতিহ্যগত ও দৈনন্দিন জীবনের অভিজ্ঞতা সমন্বয়ের ব্যবস্থা করেন।	• পাঠের বিষয়বস্তুর সাথে শিক্ষার্থীদের ঐতিহ্যগত ও দৈনন্দিন জীবনের অভিজ্ঞতা সমন্বয়ের ব্যবস্থা করি-।								
	• শিক্ষার্থীদের সামর্থ্য অনুযায়ী শ্রেণিকক্ষে পরিকল্পিত কাজ দেন।	• শিক্ষার্থীদের সামর্থ্য অনুযায়ী শ্রেণিকক্ষে পরিকল্পিত কাজ দেই।								
	• শিক্ষার্থীদের মধ্যে নতুন চাহিদা সৃষ্টি করেন।	• শিক্ষার্থীদের মধ্যে নতুন চাহিদা সৃষ্টি করি-।								
	• শিক্ষার্থীদের কাজ শ্রেণিতে প্রদর্শনের ব্যবস্থা করেন।	• শিক্ষার্থীদের কাজ শ্রেণিতে প্রদর্শনের ব্যবস্থা করি-।								
যোগাযোগ দক্ষতা	• সকল শিক্ষার্থীদের বোধগম্য শ্রবণযোগ্য স্বরে পাঠ উপস্থাপন করেন।	• সকল শিক্ষার্থীদের বোধগম্য শ্রবণযোগ্য স্বরে পাঠ উপস্থাপন করি-।								
	• শ্রেণিতে সুস্পষ্টভাবে কাজের নির্দেশনা প্রদান করেন।	• শ্রেণিতে সুস্পষ্টভাবে কাজের নির্দেশনা প্রদান করি-।								
	• পাঠ সংশ্লিষ্ট সুনির্দিষ্ট ও উন্মুক্ত প্রশ্ন করেন।	• পাঠ সংশ্লিষ্ট সুনির্দিষ্ট ও উন্মুক্ত প্রশ্ন করি-।								
	• শিক্ষার্থীদের সামর্থ্য বিবেচনা করে এবং সকল শিশুকে প্রাধান্য দিয়ে প্রশ্ন করেন।	• শিক্ষার্থীদের সামর্থ্য বিবেচনা করে এবং সকল শিশুকে প্রাধান্য দিয়ে প্রশ্ন করি-।								
	• শিক্ষার্থীদের প্রশ্ন করার সুযোগসহ সকলের কথা বলার সুযোগ সৃষ্টি করেন।	• শিক্ষার্থীদের প্রশ্ন করার সুযোগসহ সকলের কথা বলার সুযোগ সৃষ্টি করি-।								
শ্রেণীকক্ষের ব্যবস্থাপনা	• শ্রেণিতে ব্ল্যাকবোর্ডসহ সংশ্লিষ্ট অন্যান্য উপকরণের কার্যকর ব্যবহার নিশ্চিত করেন।	• শ্রেণিতে ব্ল্যাকবোর্ডসহ সংশ্লিষ্ট অন্যান্য উপকরণের কার্যকর ব্যবহার নিশ্চিত করি-।								
	• আসন বিন্যাস দলে কাজ করার উপযোগী কিনা তা নিশ্চিত করেন।	• আসন বিন্যাস দলে কাজ করার উপযোগী কিনা তা নিশ্চিত-করি-।								
	• বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীদের নিকটবর্তী স্থানে বসানোর ব্যবস্থা করেন।	• বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীদের নিকটবর্তী স্থানে বসানোর ব্যবস্থা করি ।								
	• অগ্রসর শিক্ষার্থীদের বিশেষ কাজ প্রদান করেন।	• অগ্রসর শিক্ষার্থীদের বিশেষ কাজ প্রদান করি-।								
	• শিক্ষার্থীদের ভালো কাজ ও আচরণের প্রশংসা করেন।	• শিক্ষার্থীদের ভালো কাজ ও আচরণের প্রশংসা করি-।								

	• শিক্ষার্থীদের নাম ধরে সম্বোধন করেন।	• শিক্ষার্থীদের নাম ধরে সম্বোধন করি-।								
	• সকল শিশুর প্রতি দৃষ্টি সংযোগ বজায় রেখে পাঠ উপস্থাপন করেন।	• সকল শিশুর প্রতি দৃষ্টি সংযোগ বজায় রেখে পাঠ উপস্থাপন করি-।								
উপকরণের ব্যবহার	• একক ও দলে ব্যবহারযোগ্য পাঠ সংশ্লিষ্ট সহজলভ্য ও দৃষ্টিনন্দন উপকরণ ব্যবহার করেন।	• একক ও দলে ব্যবহারযোগ্য পাঠ সংশ্লিষ্ট সহজলভ্য ও দৃষ্টিনন্দন উপকরণ ব্যবহার করি-।								
	• সকল শিক্ষার্থীর সমান সুযোগ নিশ্চিত করে উপকরণ ব্যবহার করেন।	• সকল শিক্ষার্থীর সমান সুযোগ নিশ্চিত করে উপকরণ ব্যবহার করি-।								
	• দক্ষতার সাথে ডিজিটাল কন্টেন্ট তৈরি ও ব্যবহার করেন।	• দক্ষতার সাথে ডিজিটাল কন্টেন্ট তৈরি ও ব্যবহার করি-।								
মূল্যায়ন	• শ্রেণিতে পরিকল্পনা মাফিক শিখনফল অনুসারে মূল্যায়ন কৌশল প্রয়োগ করেন।	• শ্রেণিতে পরিকল্পনা মাফিক শিখনফল অনুসারে মূল্যায়ন কৌশল প্রয়োগ করি-।								
	• মূল্যায়নের জন্য উন্মুক্ত প্রশ্ন করেন।	• মূল্যায়নের জন্য উন্মুক্ত প্রশ্ন করি-।								
	• শিক্ষার্থীদের চিন্তা করার সুযোগ সৃষ্টি করেন এবং চিন্তা করতে উৎসাহিত করেন।	• শিক্ষার্থীদের চিন্তা করার সুযোগ সৃষ্টি করেন এবং চিন্তা করতে উৎসাহিত করি-।								
	• ইতিবাচক ফিডব্যাক প্রদান করেন।	• ইতিবাচক ফিডব্যাক প্রদান করি-।								
	• শিক্ষার্থীদের ধারাবাহিক অগ্রগতির রেকর্ড (পাক্ষিক) সংরক্ষণ করেন।	• শিক্ষার্থীদের ধারাবাহিক অগ্রগতির রেকর্ড (পাক্ষিক) সংরক্ষণ করি-।								
	• মূল্যায়নের ফলাফলের উপর ভিত্তি করে শিক্ষণ পরিকল্পনা গ্রহণ করেন।	• মূল্যায়নের ফলাফলের উপর ভিত্তি করে শিক্ষণ পরিকল্পনা গ্রহণ করি-।								

পেশাগত মূল্যবোধ ও সম্পর্ক স্থাপন

			তারিখ				তারিখ			
যোগ্যতার উপক্ষেত্র	**পারদর্শিতার সূচক (গাইড বুক এ যা আছে)**	**প্রস্তাবিত সংশোধন**	**মতামত**				**মতামত**			
			১	২	৩	৪	১	২	৩	৪
সমতার প্রতি অধিকার	• প্রত্যেক শিক্ষার্থীকে ব্যক্তিগতভাবে চিনেন।	• প্রত্যেক শিক্ষার্থীকে ব্যক্তিগতভাবে চিনি।								
	• পাঠদানসহ সকল ক্ষেত্রে শিক্ষার্থীদের প্রতি সমান মনোযোগ দেন।	• পাঠদানসহ সকল ক্ষেত্রে শিক্ষার্থীদের প্রতি সমান মনোযোগ দেই।								
	• প্রত্যেকের মধ্যেই সম্ভাবনা আছে বিশ্বাস করেন।	• প্রত্যেকের মধ্যেই সম্ভাবনা আছে বিশ্বাস করি-।								

চিন্তন অনুশীলন এবং পেশাগত উন্নয়ন	• নিজের উন্নয়নের ক্ষেত্র চিহ্নিত করেন।	• নিজের উন্নয়নের ক্ষেত্র চিহ্নিত করি-।								
	• বিভিন্ন জার্নাল, পত্রিকায় পেশা বিষয়ক সুচিন্তিত মতামত প্রকাশ করেন।	• বিভিন্ন জার্নাল, পত্রিকায় পেশা বিষয়ক সুচিন্তিত মতামত প্রকাশ করি-।								
	• ইতিবাচক ফিডব্যাক গ্রহণ করেন এবং সে অনুযায়ী পদক্ষেপ গ্রহণ করেন।	• ইতিবাচক ফিডব্যাক গ্রহণ করেন এবং সে অনুযায়ী পদক্ষেপ গ্রহণ করি-।								
স্থানীয় জনগণের সাথে কাজ	• সহকর্মীদের সাথে চমৎকার সম্পর্ক বজায় রাখেন।	• সহকর্মীদের সাথে চমৎকার সম্পর্ক বজায় করি-।								
	• প্রত্যেক শিক্ষার্থীর অভিভাবকের প্রতি ইতিবাচক মনোভাব পোষণ করেন।	• প্রত্যেক শিক্ষার্থীর অভিভাবকের প্রতি ইতিবাচক মনোভাব পোষণ করি-।								
	• নিয়মিত হোম ভিজিটসহ শিক্ষার্থী সম্পর্কে অভিভাবকের সাথে আলোচনা করেন।	• নিয়মিত হোম ভিজিটসহ শিক্ষার্থী সম্পর্কে অভিভাবকের সাথে আলোচনা করি।								

মান		**মানের ব্যাখ্যা**
৪	:	খুব ভালো
৩	:	ভালো
২	:	মোটামুটি
১	:	ভালো নয়

Annex 3 Proposed Questionnaires for the Observation of NBST Activities:

These Questionnaires relates to Analysis and Monitoring. Analysis is done by URC and PTI; Monitoring has to be done by AUEO, UEO, DPEOs, DDs and DPE M&E & DPE Training. The Questionnaires has been proposed considering the field visit in different Upazilla, Need Based Sub-Cluster observation, monitoring and mentoring activities by the Consultant team and field needs. **Annex 3.1-3.4** are the proposed Questionnaires.

Annex 3. 1: Teacher's Lesson Observation and Rating Format for HT and AUEOs

Name of School: Date:

Name of Teacher: Class Lesson:

Grade Level: Subject: Number of Students:

	Constructs	Yes / No	Rating of Quality 4=Very Good 3= Good 2= Satisfactory 1= Weak
1	Lesson Plan Was Available		
2	Learning Outcomes Were Listed		
3	Content Was Relevant		
4	Content Was Adequate		
5	Related Lesson to Previous Knowledge		
6	Related Lesson to Child's Experiences		
7	Instructional Methods Was Appropriate		
8	Classroom Arrangements Were Made		
9	Teacher's Voice Was Heard		
10	Teacher Was Friendly And Welcoming		
11	Students Participated Actively		
12	Opportunities for Student Participation Created		
13	Class Management Was Satisfactory		
14	Formative Assessment Was Used		
15	Lesson Was More Child Centered		
16	Learning Outcomes Were Assessed		
17	Further Learning Was Directed		
18	Closing of the Lesson Was Good		
19	Teacher Mannerisms Were Acceptable		
20	Overall Judgment of the Lesson Was Good		
21	Time Management		
22	Use of Teaching Aid		
	Other Observations If Any		
	Name of Observer:		Date

Annex 3. 2: Sources for the Head Teacher Assessment of Training Needs

	Sources of Information	Used
1	Teachers Self Reflection Form Based Discussing with teachers	
2	Formal Observation of teaching learning activities in session	
3	Teacher's records of preparedness for the lesson (examine teachers lesson plans across all classes)	
4	Observing teacher's attitude during conduction of teaching learning activity	
5	Evaluating children's portfolio (Each child's daily workbooks, written task of everyday, hand work, specimen of project work, performance demonstration based work) etc. of Randomly selected Students	
6	Subjects the teacher is competent to teach and the subjects assigned to teach	
7	Examine teachers performance in any other subject or Grade level	
8	Examine performance e of the same students with another teacher	
9	Observe the ability of teacher to help slow learners, inclusive students, etc.	
10	Ability to encourage alternative learning	
11	Ability to use formative assessment in learning	
12	Informal note of other teacher's opinions	
13	Reviewing grade based different results	
14	Reviewing results of terminal exam	

Annex 3. 3: School Fortnightly Meeting Observation Format for AUEOs

School Fortnightly Meeting Observation Format for AUEOs

1. Name of AUEO: Arrival Time in School
2. Name and address of school: Departure Time of School

Academic Supervision Format Used ……..
Observation of Lessons Format Used …….
Mentoring of Teachers Yes/ No …….
Fortnightly Meeting Format Used …….
Discussion and Mentoring of HT Yes / No

3. Name of Head Teacher:
4. Teacher attended: Name and Qualifications

Name	Male =0 Female=1	Highest Academic qualification SSC. HSC, Bachelor's Degree Master's Degree	Highest Professional Qualification CinEd, DPED, B.Ed. M.Ed. Not Trained
HT:			

5. Number of lessons HT has observed over the last two weeks period

Name of Teacher	Subject	HT's Comments

6. How HT discussed and related observation to teacher competencies at the FNM meeting

7. List if any Training Needs Emerged?

8. AUEO's Mentoring of Teachers and HT:

9. Teachers Comments:

Signature of Head Teacher

Date:

Signature of AUEO

Date: _____

Annex 3. 4: Reporting Format of URCs on Need Based Sub-Cluster Training to PTI Super

(Provide a brief Report on the following Aspects)

Name of Observer: …….. Date of Visit: …… Name of the URC:…….

Staffing Status: (1= In Post, 0 = Vacant)

1. Instructor ☐ Assistant: Instructor ☐ Data Entry Operator ☐ Night Guard ☐
2. Name of URC Instructor/Asst. Instructor: …….
3. Number of Sub-Clusters: ……Number of School under URC……

		Number	%	Comments by URC Instructor
4.	Number of all types of schools under URC			
5.	In last month how many school sent the training needs			
6.	List the Training Needs Sent to URC by AUEO			
7.	When did the URC review the last months training needs?			
8.	Does the URC maintain a computerized data base for training needs?	1=WORD, 2= EXCEL 3=ACCESS 0=NO		
9.	How URC reviewed and analyzed the training needs?			
10.	Who are the officials attended the review meeting? :			
11.	How the training content was select?			
12.	How the resource paper and session plan was developed?	(URC Instructor=1, Assistant Instructor=2, With Several Trainers=3, Other …….. (4)		

13.	Who and who participated in the content selection and planning sessions?			
14.	Who selected the trainers for NBST in Sub-clusters?			
15.	Do you have a pool of competent Trainers for all subjects and pedagogical skills?	In Upazila?	In the Sub-cluster	
16.	When Did you send the training plan to PTI Super? When did the PTI Super Approved and Returned?	Date…….. Date…..		
17.	Did PTI Improved the Resource paper Submitted?	Yes/No		
18.	Did the URC organize the orientation/briefing session for the trainers on approved resource paper?			
19.	If yes, when and how many trainers attended the session?			
20.	How Many NBST Venues URC Instructor/ Assistant Visited in the last Quarter	Instructor	Assist Instructor	
21.	Any comments of URC Instructor regarding Need Based Sub Cluster Training.			
22.	Feedback and Mentoring provided by URC & Comments of Observer			

_____

Signature of the Observer

Date: _____

Annex 4 Questionnaires Used in the by the Consultants for Monitoring and Mentoring

The Questionnaires was submitted with the Inception Report. While working in the field the questionnaires being updated as per the field need. Please look at the Following pages for used Questionnaires/Field Format by the consultants for Monitoring and Mentoring activities.

1. School Fortnightly Meeting Observation Format

1. Name and address of school: ……
2. Date of Fortnightly meeting: ……
3. Name of Head Teacher : ……
4. Name of AUEO for concerned Sub cluster: ……

5. Teacher attended: Name and Qualifications

Name	Male/ Female	SSC / HSC/ Degree	CinEd /DPEd / Induction /None
HT:			

6. Name & Designation of field level officers if any present in the meeting:

……..

7. Number of lessons HT has observed ……...
8. Number of observation report HT discussed in the meeting: ……

9. Issues discussed based on lesson observed by HT

Subject Matter Related	Pedagogy Related	Class Management Related

10. Number of teacher present with filled in Self- Reflection format: ……..

11. List Issue rose on Self- Reflection forms in each professional Area of the format:

Professional knowledge and realization	**Professional Practice**	**Professional value and establishment of relationship**

12. Subject Based and Professional Needs identified in the present meeting.

	Subject Based	**Professional**
1		1
2		2
3		3
4		4

13. Issues addressed in the Fortnightly meeting

	Curriculum/Teaching Related	**Students/ Facilities Related**
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.

14. Has the HT sent training needs identified in the previous month to the AUEO?
If 'Yes', name the needs Identified:

A	B	C
D	E	F
G	H	I

15. Comments of HT if any

16. Comments of Teachers if any

17. Consultants Advise to HT to improve the process:

18. Consultants Interactions with Teachers and Teacher Opinions:

Signature of the Observer

Date: _____

2. Observation Format of URC
Need Based Sub-Cluster Training

1. Name of observer: ……

Date of visit: ……

2. Name of URC: …….

Name of URC Instructor/Asst. Instructor: ……

Upazila: …… District: ……..

1.	Number of all types of schools under URC	
2.	In last month how many school sent the training needs on time	
3.	How Do you get the school training needs to you from UEO: by e-mail, by post, through someone, through AUEO etc.	
4.	When did the URC review the last months training needs?	
5.	Did URC prepare the computerized data base for training needs? (Observe the database)	
6.	How URC reviewed and analyzed the training needs?	
7.	Who attended the review meeting? :	
8.	How did you select the training content?	
9.	How the resource paper and session plan was developed?	
10.	Who and who participated in the content selection and planning sessions?	
11.	How did you select the trainers?	
12.	Do you have a pool of competent Trainers for all subjects and pedagogical skills?	
13.	What were the names of the trainers?	
14.	Did you send the training content and session plans for the approval to the PTI Super?	
15.	Did the PTI Super request any of the Subject specialist Instructors to examine the content and training session plans etc.?	
16.	Did the URC organize the orientation/briefing session for the trainers on approved content and Training resource paper?	
17.	If yes, when and how many trainers attended the session	
18.	Did the URC distribute the handouts / resource papers among all concerned?	

20 Did the URC Instructor and/or Asst. Instructor have observed NBST sessions?

A- Name of sub-cluster	B- Date Observed	C- Number of Teachers attending	D- What Topic	E- Your Observations

21 Any comments of URC Instructor regarding Need Based Sub Cluster Training.

A Strengths	**B Short comings**	**C Suggestions for Improvements**

22. Consultants Advise/Comments to Improve NBST to Trainers and URC

_____

_____

_____

_____

_____

Signature of the Observer

Date: _____

3. Need Based Sub-Cluster Training Observation Format

1. Name of observer: ……

2. Training date: …… 3. Training venue: ……

Name of School: ……

Sub-cluster: ……

Cluster AUEO: ……..

Upazila: …… District: ……..

4. Training Content:
Subject Based Skills ☐ Professional ☐ Enter Code: **1** for Subject Based **2** for Professional Skills

Name of Training: ……

5. Number of participant: …… a) Target: …… b) Attended: ……

c) Causes of absence (if any): ……

6. Number of Participants present on time (punctual): ……

7. Name of Facilitators / Trainers (with designation)

(a) ……

(b)……

8. Have they received the ToT? **Yes** ☐ **No** ☐ **[**Enter Code: **1** for **Yes, 2** for **No]**

If 'Yes' When ……
Where……

9. Did the facilitator come on time: **Yes** ☐ **No** ☐ **[**Enter Code: **1** for **Yes, 2** for **No]**

10. How was the environment of the training venue (size of training room, sitting arrangement, lighting, cleanliness and calmness, etc.):

	Space	Sitting	Lighting	Calmness	Material Display	Sound
Satisfactory						
Unsatisfactory						

[Satisfactory= 3; Unsatisfactory= 1]

11. How were the Training materials /aids (Poster paper, marker, signature pen, white board, push board, push pin etc.):

	Equipment Multimedia	Posters	Whiteboard	Markers/ Pens	Display Board	Duster	Other
Satisfactory							
Need to Improve							
Unsatisfactory							

[Satisfactory= 3; Need to Improve=2; Unsatisfactory= 1]

12. Quality of training materials:

	Readable	Accuracy	Usefulness in Explanations	Utilized	Innovative	Other
Satisfactory						
Need to Improve						
Unsatisfactory						

[Satisfactory= 3; Need to Improve=2; Unsatisfactory= 1]

13. Names/Titles of distributed resource papers:

……

……

……

……

……

14. Delivery of training:

	Very Good	Good	Average	Weak	Very Weak
Emphasis on Expected learning Outcomes					
Degree of Interactions					
Degree of Participation					
Questioning& Answering					
Clarity of Presentation					
Activities & Group work					
Over all Judgement					

[Excellent=5; Very Good=4; Good=3; Need Improvement=2; Week=1]

15. Time management:

Excellent	Very Good	Good	Need Improvement	Weak
5	4	3	2	1

[Please circle the code]

16. Trainees attitude:

	High	Average	Low
Interested in Learning			
Asking Questions			
Seeking Clarifications			
Satisfied			

[Code 3= High; 2= Average; 1=Low]

17. Achievement of learning outcome of the participants:

Did Learning Outcomes assessed?	Yes ☐		No ☐	
If Yes, How?	**Test**	**Presentation**	**Verbal Questioning**	**Other**

18. Did Quality of Training Assessed by giving an evaluation format?
    Yes ☐ No ☐

[Enter Code: **1** for **Yes, 2** for **No]**

19. Comments of facilitators:

_____

_____

_____

_____

20. Comments on overall quality of the training:

_____

_____

_____

_____

21. Consultant's advised given to Facilitators /Trainers to improve the NBST Sessions in future:

_____

_____

_____

_____

4. Interview Schedule for AUEO

Name of observer: ……..

Date of visit: ……
Name of Cluster:
……..

Name of AUEO:……	Date of Joining in this Upazila:……
Upazilla:……	District: ……

1. When did the NBST start in this Upazila/ Thana? 2013-14 ☐ ; 2014-15 ☐ 2015-16 ☐

2. Did you have any orientation training on NBST? Yes ☐ No ☐

If 'Yes': When: …… Where: ……

3. Do you have a mechanism to know whether the fortnightly meetings are regularly taking place at schools?

4. Fill up the Table:

4a.Name of Sub-cluster		4b.Number of Schools		4c.Number of Schools without a Headteacher	
4.d Number of School attended a Fortnight meeting		4e. Number of HTs received NBST training		4f. Number of Vacant Posts of Assistant Teachers in the schools	
4g. How many NBSTs were organized by you in last quarter		4h. How many NBSTs were Subject Based Trainings		4i. Number of School sent the HT report on time	
4j. Month		4m How many NBSTs were on Pedagogical skills		4p Number of school the report was sent late	
4k. Month		4n In the last quarter how many NBST Reports have you send to the UEO		4q How many Teachers & HTs of your cluster serving as Trainers?	
4l. Month		4o How many HTs Reports were not prepared well		4r. Did you provide any feedback to those HTs who submitted Weak Reports	
4s. When did you get the HT's reports in the last		4t When did you send the HT Reports to the		4u. Did you attend any URC meeting to identify Training	

month		UEO in the last month		Needs	
4v When Did you attend the URC Need Analysis Meeting Last Month		4x. Were you given sufficient time to by URC to organize the NBST		4y. Did you find good Trainers from your sub-cluster	

5 What Are Your Comments andObservations?

6. How do you ensure holding of NBST?

7. How the Teacher Trainers are selected for NBST?

……

8. When did you send the NBST report to UEO in last three months?

Month 1	**Month 2**	**Month 3**	**Did you get any Feedback**

9. How do you maintain records of NBST? (Examine) – Manual, Computer

10. AUEO'S Comments on NBST

11. Consultants Advise/Comments to Improve:

Signature of the Observer

Date: _____

5. Interview Schedule for UEO

Name of observer: ……..

Date of visit: ……
Name of Sub- Cluster:
……..

Name of UEO:…….	Date of Joining in this Upazila:……
Number of Schools in Upazila:……...	Number of Head Teachers: …….
Number of Teachers:…….	
Upazilla:……	District: ……

1. When did the NBST start in this Upazila/ Thana? 2013 / 14 ☐ ; 2014/15 ☐ 2015/16
2. Did you have any orientation training on NBST? Yes ☐ No ☐

If 'Yes':
When:…… Where:……

3. Do you have a mechanism to know whether the fortnightly meetings are regularly taking place at schools?

4. How many Fortnight meeting did you visit in last three months?

Month 1	Month 2	Month 3

5. What Are Your Comments and Observations?

6. When did youreceive the training needs of the teachers of all schools from AUEOs?

Month 1, Date:	Month 2, Date:	Month 3, Date:

7. When did you send the AUEOS reports to URC:

Month 1, Date:	Month 2, Date:	Month 3, Date:

8. Did you attend the need analysis meeting atURC? Yes ☐ No ☐

If Yes :

Month 1, Date:	Month 2, Date:	Month 3, Date:

If No: Why
?.....

9. Do you have an AUEO in every cluster? Yes ☐ No ☐
10. Which Sub-clusters have Vacant Positions?

……

……

……

11. How the NBST is managed when there is no AUEO in a sub-cluster?

12. What sub-clusters did you observe /monitor NBST in the last three months?

Month	Name of Sub-cluster	Dates Attended

13. Do you evaluate the AUEOs reports on NBST before sending to the URC / DPEO ?

Month	Dates Sent	Your Comments

14. UEO'S Comments on NBST:

15. Consultants Suggestions and Comments to UEO to Improve NBST

Signature of the Observer

Date: _____

6. Interview Schedule for PTI Superintendent

Name of observer: ……...

Date of visit: ……

Name of PTI……...

Name of Superintendent:…… | Date of Joining in this PTI:……

Upazilla:…… | District: ……

Number of URC under the PTI
Number of Post : PTI …….. URC Instructor ……. Assitant Instructor …….Data Operator: …….

1. When did the NBST start in this District? ☐ 3/14 ☐ 14 / 15 ☐ 2015/16

2. Did you have any orientation training on NBST? Yes ☐ No ☐

If 'Yes':
When:…… Where:……

3. Did all URCs send Training Session Plans, Training Subjects Content from ☐ me? ☐
   Yes No
   If some URCs were late to submit which URCs were late: Name

---

Please specify the given reasons for the delay by the URCs:

4. When did you send the approved Training session plans to URCs in the last three months?

Months	Names of URCs	Dates Sent	Your Comments

5. What procedure do you follow to approve the theme papers and session plans?

……..……

……..……

……..……

……..……

6. Do you visit/ monitor NBST? If Yes when and which places did you visit in last 3 months

Month	Name of NBST Venue	Dates	Your findings

If No, Reasons for not attending:

7. Comments of PTI Super on NBSB.

Consultants Advise to PTI Super:

Signature of the Observer

Date: _____

7. Interview Schedule for DPEO

Name of observer: ……...

Date of visit: ……

Name of DPEO ……...

Date of Joining in this DPEO:……

Upazilla:…… | District: ……

Number of Upazilla: …… Number of UEO: …….

# of Sub-Clusters: # of Schols: AUEOs in Post Head Teachers in Post:

8. When did the NBST start in this District? 2013/14 ☐ 2014 / 15 ☐ 2015/16

9. Did you have any orientation training on NBST? Yes ☐ No ☐

If 'Yes':

When:…… Where:……

…

10. Do the UEOs send the training schedule to you on time?

11. Did you visit/monitor the NBST in last three months as per given target?

Month 1, Date:	Month 2, Date:	Month 3, Date:

12. What Are Your Comments andObservation?

---

13. Did your ADPEs, UEO, and AMO visited/monitored the NBST as per given target?

If 'Yes': | Where:……

When:……

14. Do the UEOs send the Observation Report to you on time? Yes ☐ No ☐

If Yes, when did you received the last report.……

15. Do you examine the reports sent to you by UEOs before sending them to DPE HQs?

Month	Dates Sent	Your Comments

16. Do you review the progress of NBST in your monthly co-ordination meeting?
Yes ☐ No ☐

If Yes, when did you reviewed last: …….

17. DPEO'S Comments on NBST:

_____

_____

_____

_____

18. Consultants Advise/Comment to DPEO to improve NBST based on Observations:

_____

_____

_____

_____

_____

Signature of the Observer

Date: _____

8. Interview Schedule for Divisional DD

Name of observer: ……...

Date of visit: ……

Division: …….

Name of DD ……...

Date of Joining in this Division:…….
Number of PTI under this Division: ……..; Number of URC under this Division: ……..

1. When did the NBST start in your Division?
   2013/14 ☐ 2014 / 15 ☐ 2015/16 ☐

2. Did you have any orientation training on NBST? Yes ☐ No ☐

If 'Yes':
When:…… Where:……

3. Do you know the Procedure followed in NBST? Yes ☐ No ☐

   At what stage of the process you get involved?

4. Have you visited any NBST sessions in the last three months?

Months	Names of NBST Venue	Dates	Your Comments
1			
2			
3			

5. If you could not attend any, Reasons for not attending:

6. Do the Mentoring & Monitoring Reports on NBST is sent to DPE HQ through your office or directly by DPEO?

7. In your opinion NBST is being implemented as planned by the DPE or there are gaps and shortcomings?

   If so, please explain:

8. Comments of Divisional DD on NBST.

9. Consultants Advise, Suggestions to Divisional DD::

Signature& Date

Annex 5: ToR

III. Appendices

APPENDIX A – TERMS OF REFERENCE

1. Background

1.1. The main objective of PEDP-3 is to ensure the quality of primary education for all children of Bangladesh through a holistic, life-long process of continuous professional development of teachers. Improving primary education based in the schools and classrooms utilizing reflective and constructivist teaching and learning enhancing professional teacher standards and student competencies leading to active, child-friendly classrooms which is deeply embedded in the local communities.

1.2. Based on this vision an initial Diploma Primary Teacher Education (DPEd) and Continuous Professional Development (CPD) training courses were developed. Many initiatives were planned and implemented by DPE under PEDP-3 where decentralized and Need-based Sub cluster Training (NBST) is one of the important components

1.3. In Bangladesh, a model of in-service training of teachers known as 'Cluster training' was introduced for primary education in 1986. However, Cluster based training modality was remodeled and introduced as "Sub-cluster Training" in 1993. The Assistant Upazila Education Officer who is the Cluster-in-charge runs the training on the basis of a leaflet developed and supplied by the Training Division of DPE. This training has contributed a lot to improve professional development of teachers and ensure learning of students.

1.4. Recently, under PEDP-3 all the trainings designed by DPE were reassessed and evaluated in a study in the name of "Teachers Development Plan and Strategy (TED Plan)". The study stated that the leaflet based Sub-cluster training does not always focus actual classroom practice; some of the Leaflets used for training are designed based on trainer centered approach and do not truly reflect teachers' immediate needs. There is little scope for meaningful discussion during the session among the teachers of the issues related to classroom deliberations, most of the deliberations where lecture-based Learning outcomes of the training was unclear; the training division could at best monitor the output and not the outcome. The SCT emerges as a **bottom up process** built entirely on **identified needs** of an individual teacher and hence be planned locally by a joint management of the HT, UEO & URC. The training process should be participatory and strictly follow Adult Learning (AL) principles (andragogy) **which** is a brain mapping or constructivist exercise linked to prior experience as described in DPEd course. SCT should be entirely a locally managed training and Training Division of DPE is entrusted with the responsibility of monitoring this training. 1.5. Keeping the above modality in mind the Training Division of DPE redesigned SCT as Need-based Sub cluster Training (NBST). A bottom up and decentralized approach adopted to identify training needs of individual teacher in a fortnightly meeting chaired by Head Teacher and attended by all teachers of a school being linked with Academic Supervision, Monitoring and Mentoring and Teacher Support Networking (TSN) concepts and processes.

1.6. The Need based Sub cluster training is planned and designed by locally assessed teacher's training needs through collaborative efforts of URC officials, Upazila Education Officers (UEO),

Assistant Upazila Education Officers and selected Head Teachers. The sub-cluster training is organized for a whole day and is attended by 25 -30 teachers from 5-6 nearby schools under one Sub-cluster.

1.7. Initially the decentralized need-based Sub-cluster Training under PEDP-3 has been implemented in 07 Upazilas as a pilot program (2012-2013) led by the URC officials with the active support of UEOs, AUEOs, Head Teachers, advanced teachers and PTI Supers. A team of 03 monitors and mentors were deployed and they provided academic support to above mentioned implementers. The Monitor and Mentor Team were constituted by retired personnel and they had long experiences under DPE/ field level training design, management and implementation. This model of Monitoring and Mentoring proved effective in the implementation of this innovative program.

1.8. Replication Plan for monitoring & mentoring

In 2014-2015 the program will be expanded in more 30 Districts. (05 persons x 06m=30man month)
In 2015-2016 the program will be expanded in more 34 Districts (05 persons x10m=50 man month)
In 2016-2017 the program will be repeated in all 64 Districts of the country. (07 person x 10m= 70man month).

2 .Objective(s) of the Assignment

As part of the Teacher Education Development (TED) Plan, the Need-based Sub-cluster Training will be replicated nationwide in phases all over the country and eventually the old Sub-cluster Training will be replaced by the new Need-based Sub-cluster Training. During this replication period, similar model of mentoring and monitoring support will be adopted by DPE to ensure the quality of implementation of the program. This type of new, decentralized and bottom up academic program needs support through supervision, mentoring and networking to make the local level implementers confident to work. An extra alertness, zeal, interest, ownership of field level- clientele group might help the implementation of the program. The firm will examine and assess the piloting implementation of Need-based Sub cluster training and its JICA model of Monitoring and Mentoring activities for further replication in the mainstream program in DPE.

3. Scope of Services, Tasks (Components) and Expected Deliverables

Given the situations above DPE will engage a Firm to accomplish the scope of work as follows:

- Supporting the field officers and head teachers in implementing Need-based Sub Cluster Training in 30 districts through monitoring and mentoring their activities.
- Acquaint the field officers and head teachers with the new training modalities as a cadre of facilitators to scale up.
- Reviewing the current modality of Need-based Sub-Cluster Training and all the existing manuals and guidelines and making recommendations to further improve them, and
- Developing a future work plan for the post PEDP3's period in order to institutionalize the new training modality firmly.

3.1 Detail Tasks:

- Team will study TED Plan, DPP and all relevant documents on Need-based Sub cluster Training concept papers, resource books, manuals, training plan, reports etc.
- Observe the Orientation Session for Head Teachers,
- Observe the Orientation Session of field level officers,
- Provide support to URC- based teachers training need analysis meeting.
- Provide support to URC-based training material development activities including printing of manuals and materials.
- Observe and supervise the need-based sub-cluster training in the schools in the respective Upazila.
- Provide advice, guidance and support to the local trainers and supervisors to hold the workshop and ensure the quality of training as per concept and design.
- Work as a training resource person (TRP) and ensured that the training is implemented according to the concept and processes.
- Monitor and mentor the Need-based sub-cluster training and sent quarterly report to The Director, Training Division through Team leader.
- The Monitoring and Mentoring Team will perfectly observe that the new Need-based Sub-cluster bringing visible changes from old Sub-cluster Training modality. The Team also evaluate the changes happening in the field level monitoring and supervision culture in order to practices the process of decentralization and capacity development of HTs and officers (training need identification, content development, organizing training and facilitating sessions) at local level,
- The Team will observe that the Need based Sub Cluster Training program widely accepted by the AUEOs, Head Teachers and Teachers at schools has been empowered by identification of their own training needs and make themselves confident as playing the role of trainers.
- The Team will observe that, through the content development & session design activities the field officers (AUEOs, URC instructors) help themselves evolving as local level expert in material development process.
- The team must observe that a sort of ownership among the key players of the activities already been seen in this process that would be a vital element of continuous professional development of teachers, supervisors and trainers in the local level. It would be observed by the team members.
- The team will observe that Need-based Sub cluster Training is really an inevitable and effective decentralized and bottom up Teacher development mechanism in Bangladesh.
- Field visit: A comprehensive work plan will be developed by the consultants and approved by the Director of Training. As per plan the consultants will visit field in every month. They will stay at District HQ/ Upazila HQ and visit Primary Educational Offices and Schools .They will conduct interview, Focus Group Discussion (FGD, and Obselve Academic Supervision with Feedback session. Fortnightly Meeting of HTs with need assessment process. Material Development workshop in URCs using relevant formats of monitoring and mentoring. The consultants have to visit all Upazilas in his /her assigned locations and time.
- The consultants will identify, describe and explain to HTs, Teachers, URC, Upazila and District level officials-(PTI Supers) and write reports.

- Context and Objectives of Need-based Sub-cluster training,
- The process of need-based sub-cluster training.
- The importance and instruction for arrangement of fortnightly meeting at school.
- The use of Teacher-Competencies and standards in academic supervision and use of observation checklist and self-reflection formats.
- The Consultants will understand the way to analyze teacher's training needs and determine the topic of sub-cluster training,
- Observe, conduct and assess the need-based sub-cluster training program.
- Write the report as per contract and as per necessity.

4. Team Composition & Qualification Requirements for the Key Experts which will be used for evaluating the Key Experts:

4.1. Qualifications and experiences of the Firm

The Firm shall have the following qualification, experience and expertise:

- Reputed Research and Survey Firm with at least 10 years of experience in designing, conducting and managing large scale monitoring and mentoring activities in the field of primary education,
- The Firm should have a capacity to provide a Team leader (International) five education specialists (National) and other manpower who are capable to carry out the work smoothly and successfully;
- Strong in-house management capacity and skills in the planning and financial management of survey and study works and proven record of achieving results;
- In-depth knowledge and understanding of primary education sector specially teacher training and teacher education in Bangladesh;
- Proven record of high quality report writing capability and capacity of bringing high level researchers on-board;
- Highest standards of organizational integrity;
- Proven ability to work in a collaborative and team environment;
- Regional and international experience in similar work would be an added advantage.
- The Firm will be responsible to finally deliver a high quality report within the agreed timeframe.

4.2. Team composition

a) Team Leader-1 (International)

- 12 years working experience in the primary education in National level (formal and non-formal) in Bangladesh, preferably in teacher training or primary teacher education related supervision, monitoring, mentoring and evaluation training activities.
- In-depth understanding of teacher education programs and entities run by Government/ Non- Government organization involving teacher education/ training, training design, program implementation, monitoring, mentoring, evaluation and networking.
- 5 years post working experiences at national level in primary education development process with at least 3 years experience as a consultant in the relevant field supported by development partners

- A Master's degree in Education or in related Subjects or MA degree in social sciences / English from a recognized University.
- Excellent English writing and speaking skills (Bangla and English for local consultant both in oral and writing.
- The team leader should have previous experience of leading and coordinating a team. The team leader is expected to lead and formulate the team (as deemed appropriate in order to deliver the task). specify the task and ensure delivery of output from each member.
- Excellent health condition to coordinate the jobs timely and properly.

B) Education Specialists 05 (National):

- A Master's degree in Education / English or MA degree in Social sciences with a degree in education from a recognized University.
- 8 years of experience in education dealing with curriculum, textbooks and pedagogical tools, teacher training materials development and program implementation conducting educational research and training.
- 8 years experience in any institution of education and training or its apex organizations which deals with primary teacher training, teacher education, monitoring and mentoring.
- Experiences in national level program implementation, monitoring, mentoring and impact assessment in the field of primary education sub-sector.
- Excellent written and oral communication skills in Bangla and English.
- High degree body fitness for extensive tour would be an important qualification.

5. Reporting Requirements and Deliverables:

The Consultant will be required to complete the following activities to accomplish the assignment:

Sl.	Reports / Deliverables	Main Contents	Due Time for Submission
1	Draft Inception Report	o Report indicating detail work plan, methodology and work schedule with reporting procedure. o Context and Objectives of Need-based Sub-cluster training. o The process of need-based sub-cluster training. o The use of Teacher-Competencies and standards in academic supervision and use of observation checklist and self-reflection formats.	Within one month after contract signing.
2	Quarterly Reports (Total 3 reports): Q1 – Q3	1. The consultant will conduct FGD / meetings/ interview with PTI Superintendents, Assistant Superintendents, PTI Instructors, DPEO, ADPEOs, URC Instructors, Assistant Instructors and UEOs/ AUEOs, HTs, Teachers and observe ACS, fortnightly meeting, meetings/ workshops in the URCs and Need-based Sub-cluster Training. 2. Each report includes outputs / findings/ proceedings from workshop and or seminar completed immediately before the report.	Within one week after the workshop or Seminar is completed. *(Q1- 07December 2016* *Q2-*

			07March2017 *Q3- 31 May 2017*
4	Draft Final Report	1. Proposed suggestions for producing a decentralized implementable Monitoring and Mentoring of Need – based Sub-Cluster Training framework for DPE. 2. Proposed suggestions will clearly state of monitoring and mentoring methodology, questionnaire, implementation plan, analysis plan.	*At least one(1) month before completion*
5	Final Report	1. The Final version of suggestions for Monitoring and Mentoring of Need –based Sub-Cluster Training framework for DPE. 2. The final report will include outputs / findings/ proceedings from workshops/ seminar and comments of DPE on the Draft final Report.	On Completion

6. Client's Input and Counterpart Personnel

- The study will be conducted under the overall guidance and supervision of the Training Director and Director General of Directorate of Primary Education.
- The Team Leader and other Consultant will work closely with Director Training and other officials of Training Division / TED Consultant and will regularly report to the Director of Training Division of DPE. The Consultant will also keep contact with Director Program of DPE.
- The DPE will provide necessary information/data and documents as well as guidance to the firm. In addition, at the local level District Primary Education Officers (DPEOs), Assistant Monitoring Officers (AMOs), Upazila/Thana Education Officers (UEO/TEO), Assistant Upazila/Thana Education Officers (AUEOs/ATEOs), Instructors and Assistant Instructors of Upazila Recourse Center and the Head Teachers of the concerned primary schools will facilitate the Firm for efficiently conducting the Monitoring and Mentoring.

7. Client will provide the following inputs, project data and reports to facilitate preparation of the Proposals: Not applicable.

8. Monitoring, review and evaluation arrangements

- The performance of the consultant's Firm will be monitored, reviewed and evaluated by Training Division, DPE.
- The Team Leader will keep Director (Training) informed about the progress of the assignment on weekly basis.

9. Total input Required (period)

- The total period of contract will be 10 months. The contract will be made initially for one year and it is further extendable on the basis of the satisfactory performance.

10. Place of Assignment:

DPE, NAPE and field offices and Schools.

Annex 6: Some selected photographs acquired during project implementation



Team Leader Monitoring the Field Work



Educationalist Ms Nasima Khan Observing Need Based Sub Cluster Training



Educationalist Mrs. Nasima Khan Monitoring Class Lesson



Educationalist Mr. Sayed Nazim Uddin Exchanging Views on NBST



Educationalist Mr. Yousuf Ali Monitoring and Mentoring in the Field



Educationalist Mr S K Ali Afzal Monitoring and Mentoring in the Field



Team Leader Monitoring the Field Work



Educationalist Ms Nasima Khan Observing Need Based Sub Cluster Training



Consultant Mr. Syed Nazim Uddin Monitoring Class Lesson



Educationalist Mr. Sayed Nazim Uddin Exchanging Views on NBST



Educationalist Mr. Yousuf Ali Monitoring and Mentoring in the Field



Educationalist Mr Abdul Hamid Group photo while Monitoring and Mentoring in the Field



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