

SEMINAR PAPER

ON

**An Evaluation on Upazila ICT Training and Resource Centre for
Education(UITRCE) Project: A Case Study of Savar Upazila.**

SUBMITTED TO

Dr. Md Mohosin Ali

Director (international programme)

&

Module Director (module-2)

Submitted by –

S. M. Mustafizur Rahman (6862)

Deputy Secretary

129th ACAD COURSE

ROLL NO-105



129th Advanced Course on Administration and Development
Bangladesh Public Administration Training Centre Savar, Dhaka
07 September 2020

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Abstract

The results of this study might be helpful in policy making and project implementation related to ICT-based training for primary and post primary level teachers. The education system of Bangladesh is broadly divided into three stages. These are primary, secondary and higher education. To meet up the demand of education of the country, the government has the highest responsibility. The government of Bangladesh is trying to play her role since its inception. Doing her duty, many methods and techniques of providing education have been using. In the modern age of 21st century, Information Communication Technology (ICT) is one of the latest techniques around the world including Bangladesh to use in the field of education. It is said that the present time is the blessing of ICT. Teachers are the pillars of nation building. It is they who bring out the potentials hidden in every child. Like other countries in the world it is natural for Bangladesh to aspire for quality education to be imparted to each and every child. Quality education, among other things, depends heavily on trained teachers. Truly speaking, quality education and trained teachers are complementing to each other.

Key words: ICT, training, education. teacher

CHAPTER-1 : INTRODUCTION

1.1 BACKGROUND :

Upazila ICT Training and Resources Center for Education (UITRCE) Project has been initiated and implemented to strengthen Bangladesh Bureau of Educational Information and Statistics (BANBEIS) by establishing Upazila ICT Training and Resource Centre for Education. Development of a Digital Multimedia Centre in BANBEIS is also a focus in this project. It is clear that education policy makers of Bangladesh are moving towards the decision that ICTs can indeed raise the quality and reach of education in the country rapidly and cost-effectively. To spread ICT education in the country at the grass root level and to establish e-learning system, it is essential to train all teachers in computer applications at the primary, secondary and higher secondary level within short span of time. Establishing ICT Training and Resource Centre at Upazila level is a step to train all primary and post-primary level teachers in computer application.

125 Upazila had been selected for establishing ICT Training and Resource Centers including construction of building and ICT infrastructure in the premises of Upazila complex. The ICT Training and Resource Centers utilized for ICT training for teachers, access to information by the students, teachers and citizen and Local EMIS Data center. Few important objectives of the project are stated as follows:

1. To construct two storied building with four storied foundation for ICT Training and Resource centre for Education in 125 Upazilas in the premises of Upazila complex and ;
2. To establish a full-fledged ICT Training lab with all facilities including computer, server, networking, generator and Internet connection including a local cyber center in 125 Upazila of 64 districts.
3. To speed up the ICT education to the teachers of primary and post-primary level institutions' in the grass root level.

1.2 PROBLEM STATEMENT

The SavarUITRCE was established in 2016. No study has been done on whether there are any problems in receiving training from here after its launch. It is necessary to know if there are any problems at present. The issue needs to be verified or studied to determine what to do to fix the problem

1.3 OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

- A) To examine the effectiveness of this center for providing ICT training for primary and post-primary level teachers of SavarUpazila;
- B) To suggest measures for ensuring easy access for the teachers working in the grass root level to get proper training in the center

1.4 RESEARCH QUESTIONS

The research questions identified in line with objectives are as follows.

- 1) What is the status of training for local teacher in this center?
- 2) What are the problems of this center to provide training?

1.5 RATIONALE OF THE STUDY

Now in Twenty First century, technology has changed the basic definition of traditional procedures of teaching and learning. To spread ICT education in the country at the grass root level and to establish e-learning system it is essential to train all teachers in computer applications at the primary, secondary and higher secondary level within short span of time. BANBEIS has established ICT Training and Resource Centers in 125 Upazila including

construction of building and ICT infrastructure in the premises of Upazila complex in first phase and gradually cover the whole country in near future. The study will help to assess the effectiveness of this center as ICT training provider at Upazila level and find out if there is any shortcoming/limitation in providing training program.

1.6 ORGANIZATION OF SEMINAR PAPER

This seminar paper has five chapters. The first chapter includes Introduction which covers Background, Problem statement, Objectives of the study, Research questions, Rationale of the study and Organization of the report. Second chapter deals with the Literature Review of the study. Third chapter described Methodology which covers the methods, tools and techniques of data collection, data processing and data analysis. Chapter four deals with the analysis of primary and secondary data collected from various sources which covered the Results and discussion. Finally, chapter five covered Conclusions based on results and findings & important recommendations.

CHAPTER-2 : LITERATURE REVIEW

ICT include the whole range of technologies designed to access, process and transmit information in regard to text, sound, data and pictures. ICT encompass the full range from traditional widely used devices such as radios, telephones or televisions to more sophisticated tools like computers or the Internet. Except many other applications, ICT is considered both as an instrument of citizen empowerment and public sector reform (S.M. Sanaul Haque, 2005).

ICT has been recognized as an integrated system of radical change and strategic tools that supports and simplifies governance to improve some criteria like easy access to information, participation of citizens, efficiency, prompt service delivery, reduce corruption, transference and accountability to reform and provide dynamism in the public sector. Similarly improve the communication with the others government organizations, business organization as well as public (S.M. Sanaul Haque, 2005).

Education has lived in tension between two functions: education as a matter of assuring continuity and as a matter of fostering change and creativity (Haddad &Draxler 2002). ICT brings a new set of pressure and challenges by these developments. Researcher on ICT Education found that although teachers are gradually starting to integrate ICT into their teaching strategies, remarkable differences are noted how ICT is integrated in the classroom (e.g. Tondeur et al. 2008b). Some teachers are naturally motivated using ICT in educational practice, while others do not share this affinity.

Bangladesh Bureau of Educational Information and Statistics conducted a study on Impact and Status of ICT Training for School Teacher and recommend that all secondary school level teachers should have ICT training. Education ministry can take initiatives arranging training programs for the secondary school teachers through its existing projects. It also recommends that focuses of training might be given to their basic ICT skills and its application in classroom irrespective of subjects. The most relevant and necessary aspects should be come first and then the supplementary components would come. Motivational development of teachers should be considered in the time of designing training programs.

ICTs are playing an important role in the learning process, it is a powerful instrument for expanding educational access and improving skills and knowledge. The ability to connect personal computer to local area network (LAN) system and the internet makes remote information access and knowledge sharing possible. In my country, ICT usages in educational institutions are mostly computer use in administrative and personal purposed like word processing and data storage, internet browsing etc.

The present time can be treated as blessing or a gift of ICT. All the sectors of a country like, health, business, agriculture, education, industry, transport, travel etc. cannot work properly with expected outputs without using technology. Many applications are now being utilized in all those sectors. Bangladesh is also on the track of utilizing those application.

Bangladesh adopted the National Information and Communication Technology (ICT) Policy in 2009 and the government has been trying to implement it for some specific purposes. In the vision of the policy, it is said that this policy aims at building an ICT-driven nation comprising of knowledge-based society. In view of this, a country-wide ICT-infrastructure is expected to ensure access to information by every citizen to facilitate empowerment of people and enhance democratic values and norms for sustainable economic development by using the infrastructure for human resources development, e-governance, e-commerce, banking, public utility services and all sorts of online ICT-enabled services.

In the section of training and human resources development of the policy, it is clearly identified that widespread introduction of ICT education in public and private educational institutions is a prerequisite for producing skilled ICT manpower. Facilities need to be built to promote ICT training and computer-aided training at all levels of education including Primary Schools and Madrasahs. Apart from this, there is also recognized that universities, technical institutions and colleges, both in the public and private sectors, would be strengthened to produce ICT graduates in four-year Computer Science and/or Engineering courses.

Therefore, it is clear that without proper education on ICT and ICT applications, it is impossible to implement the government policy. It can be successfully done when grass root level teacher get ICT training properly.

CHAPTER-3 :METHODOLOGY

Present research is an exploratory one using qualitative data. It is descriptive and empirical in nature. Multiple research techniques, procedures and methods were followed in respect of collection, processing, presentation and analysis of data on various aspects that are required by the study. To attain the research-objectives, following techniques and methods were adopted:

3.1 Sources of Data : Both primary and secondary sources were used to collect necessary data to conduct the study. Primary data were collected through interview and focus group discussion while secondary sources of data were both published and unpublished documents and literatures. Internet was a great source, by the way.

3.2 Primary data : Primary data was collected from three groups of people by interview. viz. a) BANBIES officials b) UTRCE Officials and c) teachers

For this purpose, questions were prepared for interviewing those people (Annex.-1)

Field based primary data was required for this research. In this regard, a part of the primary data was collected from 12 teachers working in the various educational institution of savar Upazila .3 officials of savar UTRCE and one project official.

3.3Secondary Data : To conduct the study, relevant secondary data were collected from the BANBIES office and their publication and websites.

3.4 Study Area : The study area was Savar Upazila of Dhaka division. Most of the qualitative data were collected fromSavar Upazilaby interviewing UTRCE master trainer and teacher of Secondary level educational institution of those area.

3.5 Limitation of the Study : This study were conducted within a short period time due to limited time span and limited resources. In this study only one Upazila were selected for primary data collection. It would be more representative if more district and Upazila were selected for primary data collection.

CHAPTER-4 : RESULTS AND DISCUSSION

In this chapter, collected primary and secondary data have been presented and analyzed systematically in alignment with the objectives, research questions and analytical framework.

QUALITATIVE DATA ANALYSIS

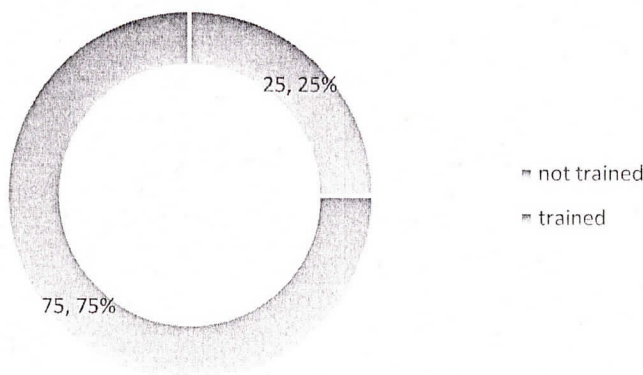
Interview with teachers

To explore the real performance of UITRCE of savar, to assess their impacts and to identify the existing problems and their way out and future prospects, As said earlier, 12 persons of different educational institute of savar Upazila were interviewed following 12 questions.

4.1 The first question i.e. question no.1 was regarding getting training or service from the center they had. If we summarize the answers we get the following results :

- a) 9 of them replied that they had received training from the center.
- b) 3 of them answered that they didn't get training.

Training status of respondants



4.2 The second question was regarding training provided by the center and about the beneficiaries of UITRCE. If we sum up the answers we get the following results :

Basic ICT and Hardware maintenance and troubleshooting training was conducted by the center and teachers of secondary school, madrasa and colleges are the beneficiaries of this center.

4.3 The third question was regarding training facilities of both government and registered primary school teacher in this UTRCE. If we sum up the answers we get the following results:

To date, no primary teacher has received any training from this center. After the completion of the training of secondary teachers of Savar and Dhamraiupazilas, the teachers of primary schools will get the opportunity of training.

4.4 training facilities for students were asked in question no, 4. If we sum up the answers we get the following results:

At the moment there is no opportunity for the students to receive any training from the center.

4.5 Fifth questions was that “What kind of training facilities exist” ?

Most of them answered that basic ICT training was given. Laptop, multimedia were used during training.

4.6 Internet facilities, continuous electricity and operation of cyber center.(Question no. 6)

- a) All of them gave positive answer about getting internet facilities and continuous electricity supply.
- b) 9 of them said that cyber center is in operation whereas 3 persons answered that it is not in operation.

4.7 What kind of role does the center play in training the local people?What is the role of the center since its establishment? (Question no. 7,8)

- a. There is not much opportunity for the public at the moment, but if the cyber center was open, there would be some opportunity to use it.
- b. The center is contributing through ICT training of secondary and madrasa level teachers

4.8 What new training facilities need to be introduced?(Question no. 9)

- a. If opportunities for web development, content creation training are created, there will be opportunities for outsourcing
- b. Ongoing training activities should be kept running continuously. The number of trainings needs to be increased.

4.9 Does the center have enough trainers?(Question no. 10)

Almost everyone thinks that the number of trainers is enough.

4.10 Is there any problem in the center in providing training or services? How to overcome this situation?(Question no. 11)

- a. Since the trainers are all teachers of different institutions, it is difficult to work for them as the training schedule of the center is at the same time as the class schedule.
- b. There is a problem with internet speed in the lab.

4.11 Your opinion on the management of the center or quality development as a service recipient(Question no. 12)

- a. The position of Assistant Programmer requires a permanent officer
- b. It is necessary to monitor the activities of the trainees after receiving the training
- c. The service recipients need to be represented in the center management committee

4.12 Focus group discussion with UTRCE officials

Three UTRCE officials of Savar Upazila were interviewed to know about the current situation. We learned that this center was started on March 2, 2016. The total number of secondary schools is 119. Of these, 68 schools, 32 colleges, 12 madrasas and 7 vocational and technical institutions. About 1104 numbers teachers are trained in 46 batch. 1008 teachers received basic training and 966 hardware trainings. Adjacent Dhamrai Upazila teachers will receive training from this center. This center has an assistant programmer, a computer operator and a lab assistant. They are in revenue setup. A security guard and a cleaner are also employed as outsourcing personnel.

The center has a laboratory with 25 computers and projector facilities. There is also a cyber center with 5 computers. The trainees enjoy the benefits free of cost. 8 master trainers are providing training in this center, among them 6 are for basic training and 2 for hardware training. All master trainer are teacher from different educational institution. They received 30 days of training from BANBIES head office. Master Trainer get tk 450 / - per hour for providing training. The trainees will also get tk 4700 for 15 days training from this center.



Figure: discussion with teachers and UTRCE officials

4.15 Discussion with head teacher

The headmaster of Savar Girls High School said his institution has 1300 students and 40 teachers. 35 teachers have already received training from UTRCE. His school has a lab with 25 computers that has been set up with the help of KOICA.

The headmaster of Jafar Bepari High School said his school has 26 teachers and 1,100 students. All teachers have received ICT training. There are four laptops and a projector but no computer lab in the school. Students are trained by placing projectors in a room of the school.

CHAPTER-5 : FINDINGS, RECOMMENDATION& CONCLUSIONS

5.1 FINDINGS :

From the analysis of interview of teachers of different institute and officials of Savar UTIRCE, the study findings are as follow:

- This center is providing basic ICT training to the secondary level teachers. Since its inception 46 batches training has been conducted from this center.
- Each trainee receives 4 hours of training per day for 15 days.
- Almost 50 % teacher of those are trained by this time.
- After the completion of the training of secondary teachers of Savar and Dhamrai upazilas, the teachers of primary schools will get the opportunity of training.
- This center does not have training facilities for students.
- Trainers come from different school. They need to adjust their training schedule with their class schedule.
- Many schools do not have ICT labs with adequate computer and other equipment facilities.
- This center has adequate logistic but required full time trainer to run its operation smoothly.
- The cyber center is not yet fully operational. Trainee teachers use the cyber center during training.
- The position of Assistant Programmer is vacant. Narayanganj's assistant programmer is currently in charge of the center.

5.2 RECOMMENDATIONS

Analyzing critically the existing situation of ICT training prevailing in savar UTRCE, some recommendations have been made. These are as follows:

- Full time trainer is required to provide smooth training
- Regular Asst. programmer need to be appointed instead of additional charge officer.
- Number of training need to be increased.
- to monitor the activities of the trainees after receiving the training
- The focuses of ICT training might be given to teacher's basic ICT skills and its application in classrooms irrespective of subjects.
- Opportunity should be created for the students to learn computers at this center.
- Cyber center can be operated for local people by charging a nominal fee
- Continuous high-speed internet facilities need to installed.
- Establishment of ICT lab in all the schools with full equipment
- Internet facilities should be ensured in every school by the authority so that all students will be able to get the internet access to learn more.

5.3 CONCLUSION

This study has depicted an outline of present status of UTRCE of Savar Upazila. The findings of the study revealed that the overall performance of this center is partially satisfactory and need further improvement. Introduction of new module, change in prevailing time schedule. Engagement of fulltime trainer is required to provide training operation smoothly. If we can mitigate these problems properly and address the challenges effectively this resources center will be sustainable.

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(UITRCE) Project; A case study of Savar Upazila.

Study questionnaires

সাক্ষাতকারীর/কর্মকর্তার নাম:

পদবী ও কর্মস্থল:

১. আপনি কি কেন্দ্রটি থেকে প্রশিক্ষন/ কোন সেবা গ্রহন করেছেন? কি ধরনের প্রশিক্ষন/সেবা গ্রহন করেছেন?
২. কেন্দ্রটিতে কি ধরনের প্রশিক্ষন/সেবা প্রদান করা হয়? কারা প্রশিক্ষন গ্রহন করেন?
৩. প্রাইমারী স্কুলের শিক্ষকগন (সরকারি ও রেজিস্টার্ড) কি প্রশিক্ষন নেন?
৪. কেন্দ্রটিতে কি ছাত্রছাত্রীদের কি প্রশিক্ষনের সুযোগ আছে?
৫. কি ধরনের প্রশিক্ষন সুবিধাদি বিদ্যমান আছে?
৬. ইন্টারনেট সুবিধা আছে কি? নিরবিচ্ছিন্ন ইলেকট্রনিক্সিটি সুবিধা পাওয়া যায় কি?সাইবার সেন্টার কি চালু হয়েছে?
৭. স্থানীয় জনসাধারণের কম্পিউটার প্রশিক্ষনে কেন্দ্রটি কি ভূমিকা রাখে ?
৮. প্রতিষ্ঠার পর থেকে কতটুকু ভূমিকা রাখতে পেরেছে?
৯. নতুন করে কি ধরনের প্রশিক্ষন সুবিধা চালু করা প্রয়োজন বলে আপনি মনে করেন?
১০. যথেষ্ট সংখক প্রশিক্ষক কি আছেন?
- ১১ সেবা প্রদানের ক্ষেত্রে কেন্দ্রটিতে কোন সমস্যা আছে কি? এ অবস্থা হতে উত্তরণে কি করা উচিত বলে আপনি মনে করেন?
১২. কেন্দ্রটির পরিচালনায়/মান উন্নয়নেআপনার মতামত/সুপারিশ (যদি থাকে):

