

Education Watch 2022

Post-Pandemic Education

Recovery and Renewal of School Education



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First published

April 2023

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Cover design

Nitto Chandro

Photographs

<https://www.bd-journal.com>

ISBN: 978-984-35-4003-4

Layout design and printing

Agami Printing & Publishing Co.

27, Babupura, Nilkhet, Dhaka-1205, Ph: 0197-111-8243

Published by

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5/14 Humayun Road, Mohammadpur, Dhaka 1207, Bangladesh. This book has been set in Calibri.

Dedication

This is the 20th report published by the Education Watch. This report 2022 is dedicated to all our community partners, NGOs, teachers, education institutions, researchers, education officials, decision makers and well-wishers who have been part of this journey over two decades.

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Foreword

We all know that the COVID-19 pandemic has caused immense loss of human lives across the world and put us all under unprecedented challenges in various ways. The economic and social disruptions caused by the pandemic have caused major negative economic and social impacts globally. Bangladesh is no exception. Along with disruptions in other sectors, the pandemic has severely affected the country's education system, disrupting the learning process and preventing our children from attending schools for 18 months spanning two academic years.

Even after various interventions, particularly focusing on distance learning, the long closure and other effects of the pandemic led to learning losses and increased inequality. Given a declining trend in the pandemic and in view of ensuring COVID-19 vaccination of the students, educational institutions reopened fully in early 2022. Concerned ministries developed a COVID-19 response and recovery plan for the education sector to mitigate the damaging consequences. There is still more to be done to recover the learning losses of children and address other related challenges. All the opportunities to build back better must be explored for the best possible actions to be identified and undertaken.

To examine the pandemic's effects on education, two Education Watch studies (EW-2020 and EW-2021) were conducted earlier. These, at an interval of a year, looked at the status of learning and well-being of children, their families and teachers; safe reopening of schools; learning loss recovery and drawing lessons for further action. CAMPE Council and the Secretariat of Education Watch decided, considering the likely longer-term challenges, to devote Education Watch 2022 to investigating the pandemic's impacts on the teaching-learning process and ways of recovery, titled - Post-Pandemic Response: Recovery and Renewal of School Education. This 20th study of Education Watch attempted to look at the remedial and recovery plan and activities to support teachers and schools. Furthermore, this study also conducted a rapid grade-wise sample assessment at the secondary level (classes VIII and IX) to assess the learning status of the children concerned in some core competency areas.

The report presents its findings on gauging recovery and remedial status and plans; supporting teachers and schools; promoting technology and the blended approach in learning; overcoming inequality and learning gaps; findings on learning status in respect of core competencies, and some observations on TVET institutions.

It has offered a set of recommendations, focusing on understanding the consequences of the pandemic and prioritizing the issue of bringing students up to their respective grade levels within a year. It has highlighted the importance of foundational skills and the expansion of an effective blended approach. Considering the enormity of the task at hand, it can be useful, it has been suggested, to build partnerships with NGOs, local communities and civil society. Allocation of adequate resources for recovery and remedial actions is certainly called for. The study has indicated certain recovery and remedial measures which deserve purposeful and serious attention.

The findings of the study should be useful for various actors and stakeholders concerned with education, especially the responsible government authorities. We are hoping that the potential users of the study will include policymakers, government officials, administration and management of the education system and teachers. There are also messages for students, parents, academics, NGOs/CSOs associated with education, development partners, and researchers concerned, one way or another, with recovery and rebuilding of school education in Bangladesh.

Finally, I would like to thank all individuals and institutions involved, including the research team of Education Watch 2022, for their diligent efforts. I extend my heartfelt acknowledgement to CAMPE management for their longstanding support to Education Watch. I also thank the education sector officials at different levels who cooperated with us at different stages of the study. Mutual cooperation will be helpful to our children to benefit from quality education.

I hope the decision makers will find the study serving a useful purpose in the context of understanding the realities better and planning further actions more purposively to build back better.

Qazi Kholiquzzaman Ahmad

Chairperson
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Preface

Campaign for Popular Education (CAMPE) is a membership based national coalition for education in Bangladesh operating since 1990. It started its journey with only 15 member organizations and individuals and has gradually grown into a credible network of nearly a thousand NGOs, researchers, educators and other concerned civil society organizations and individuals sharing a similar vision.

CAMPE's core interventions are policy advocacy, educational research and capacity building of its members and partner organizations. It is committed to facilitating the process of sustainable and pro-poor policy frameworks, which will, in turn, enable the achievement of Sustainable Development Goals (SDGs).

CAMPE is the secretariat of the 'Education Watch Group', a civil society platform of researchers, practitioners and activists in the education sector of Bangladesh. On behalf of the Education Watch Group, CAMPE coordinates the production of an annual research-based *Education Watch Report* presenting a civil society perspective on the processes and challenges for achieving different national and international goals and targets including SDG-4. Acceptance of CAMPE as the national education coalition by its stakeholders, including government, local administration and media, is its major asset.

The disruption of education due to COVID-19 has been globally acknowledged and documented by various national and international research and reports. There were almost 40 million children in Bangladesh whose education had been severely affected, while it was 1.6 billion globally. Bangladesh government did a commendable job in vaccinating school-going children against COVID-19. After a historic long closure, the education institutions in Bangladesh resumed their regular operations, students were brought back to classrooms and teachers became busy in teaching.

It may be noted that during COVID-19 pandemic, 2 studies (EW 2020 & EW 2021) were conducted by the Education Watch Group. After the resumption of full teaching-learning processes in education institutions, CAMPE initiated the present study titled *Education Watch 2022, Post-Pandemic Education: Recovery and Renewal of School Education*. The study looked at the remedial and recovery plans and activities considered to support teachers and schools. It also conducted a rapid assessment of students at the secondary level on the core competencies of Bangla, English and Maths to gauge the extent of learning gaps that needed to be addressed.

Based on the key findings, the Education Watch Study 2022 has prepared a set of recommendations emphasizing the pandemic consequences and attention to be given to prepare the students for grade level learning following recovery plans. It has also given priority to foundational skills, subject based core competencies, blended approach and adequate resource allocation. The recommendations highly emphasized on the recovery and remedial aspects that deserve greater importance and attention than any given time. Moreover, it has recognized building partnerships of the public sector with NGOs and civil society regarding awareness campaigns at the local level to reduce the impact of the pandemic induced disruption in education.

Government of Bangladesh deserves appreciation for their multi-pronged initiatives in education during the pandemic. Required changes have been brought to the curriculum and examination processes by this time. The findings and recommendations of the Education Watch 2022 study may help the concerned ministries and departments for planning effectively to mitigate the challenges and build better.

We hope the study findings will also be useful for other education actors and stakeholders including policymakers and government officials involved in the administration and management of the education system, teachers, parents, concerned academics, NGOs/CSOs associated with education, as well as development partners.

We would like to extend our acknowledgement to the research team led by Dr. Manzoor Ahmed for its commitment and hard work in finalising this study. We want to express our sincere gratitude to the members of the Technical Expert Group of this study for their valuable contribution, from designing the study to finalization of the report. Our deepest appreciation also goes to the teachers, students, guardians, local education officials and partner NGOs who have provided spontaneous support during the survey. CAMPE team also deserves appreciation for their dedication and hard work in completing the study.

Special thanks are due to the National Curriculum and Textbook Board (NCTB), Directorates of Primary Education (DPE), Secondary and Higher Education (DSHE), Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE) for their interest and cooperation at different stages of the study.

We gratefully acknowledge the continuing interest and collaboration of the Delegation of the European Union to Bangladesh for this study.

It will be worthwhile if we put together our support for achieving SDG-4 in Bangladesh through making effective policy interventions and introducing affirmative changes in our education sector.

Rasheda K. Choudhury

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Acronyms

a2i	Access to Information
AUEO	Assistant Upazila Education Officer
AURCI	Assistant Instructor, Upazila Resource Centre
BBS	Bangladesh Bureau of Statistics
BER	Bureau of Economic Research
BDT	Bangladeshi Taka
CAMPE	Campaign for Popular Education
CES	Curriculum Effectiveness Study
CDCP	Center for Disease Control and Prevention
DPs	Development Partners
DPE	Directorate of Primary Education
FGD	Focus Group Discussion
GBV	Gender Based Violence
GEMR	Global Education Monitoring Report
GoB	Government of Bangladesh
GPE	Global Partnership for Education
GPS	Government Primary School
HSC	Higher Secondary Certificate
ICT	Information, Communication and Technology
KII	Key Informants Interview
LLS	Learning Loss Study
MoE	Ministry of Education
MoICT	Ministry of Information Communication Technology
MoPME	Ministry of Primary and Mass Education
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NGO	Non-Government Organization
NNPS	Newly Nationalized Primary School
OoSC	Out-of-School Children
PECE	Primary Education Certificate Examination
PEDP4	Fourth Primary Education Development Programme
PPS	Probability-proportional-to-size

PTA	Parent-Teacher Association
PTI	Primary Teachers' Training Institute
SDGs	Sustainable Development Goals
SEP	Stakeholder Engagement Plan
SHED	Secondary and Higher Education Division
SEDP	Secondary Education Development
SMC	School Managing Committee
SSC	Secondary School Certificate
SSRP	Safe School Reopening Plan
SWAp	Sector-Wide Approach
TMED	Technical and Madrasa Education Division
ToR	Terms of Reference
TV	Television
UAEO	Upazila Assistant Education Officer
UEO	Upazila Education Officer
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
URC	Upazila Resource Centre
URCI	Instructor, Upazila Resource Centre
USAID	United States Agency for International Development
WB	The World Bank
WFP	World Food Programme
WHO	World Health Organization

The research team

Manzoor Ahmed

Dr. Manzoor Ahmed is Professor Emeritus at BRAC University Institute of Educational Development (BRAC-IED), of which he was the founder-director. He has been the Chairperson of the Bangladesh Early Childhood Development Network (BEN) and Vice-Chairperson of CAMPE Council. He is a member of the Advisory Committee of the Yidan Prize Foundation, which awards annually the most prestigious prize in education research and education development. He was Convenor, 2003-6, of Education Watch. He was the lead researcher of several Education Watch reports, the last being *Ethics and Values in School: Capturing the Spirit of Education (2017)*.

Ahmed served for over two decades in senior positions in UNICEF as Senior Education Adviser, Associate Director of the Programme Division, and country director in China, Ethiopia and Japan. Earlier, he was a senior researcher at the International Council for Educational Development in the USA. He was engaged in pioneering research on non-formal education that led to the oft-cited book with Philip Coombs *Attacking Rural Poverty: How Non-Formal Education Can Help*, published for World Bank by Johns Hopkins University Press (1974). He is a prolific writer on education and development, educational policy, early childhood development and fighting poverty and exclusion. His recent work, co-authored with John Richards and Shahidul Islam, is *Political Economy of Education in South Asia: Fighting Poverty, Inequality and Exclusion* (the University of Toronto Press, 2022).

Md. Mostafizur Rahaman

Dr. Mostafizur Rahaman combines the academic and practitioner's perspectives in education and governance with a strong regional and international interest. His specializations include Early Childhood Development, Primary and Secondary Education, with a special focus on alternative learning pathways for ethnic minority children. He also has extensive experience in social sector governance, social accountability, public health, poverty reduction and preventing violent extremism. Dr. Rahaman is currently serving as Deputy Director and Head of Policy Advocacy and Mass Communication portfolio of CAMPE, Bangladesh. He earned MA and PhD from Rajshahi University, a Post-Graduate Governance and Public Policy degree from Dhaka University, and Development Studies from North South University. He also studied Leadership and Reform Communication at the University of Southern California, USA and Strategic Education Planning at the ICPS, UK. Dr. Rahaman has written 23 research articles in peer-reviewed journals and/or as chapters in edited books and is the author of 7 books and four monographs. He is also working for the United International University (UIU) as an Associate Professor (adjunct).

Syed Shahadat Hossain

Dr. Shahadat Hossain is a Professor of Applied Statistics at the University of Dhaka. He has a distinguished academic background, a long teaching experience, and an extensive research track record. He also has a wide-ranging consultancy experience at national and international levels. He has worked on national and sectorial statistical systems in Bangladesh, Vietnam, and Afghanistan. He contributed to developing a national indicator framework of education statistics by UNESCO and TVET MIS data systems by ILO. He also worked with the Planning commission of Bangladesh, Bangladesh Bureau of Statistics, UNICEF, UNFPA, World Bank, ADB, WHO, FAO, WFP, ILO, icddr'b, etc. He possesses robust interpersonal skills, a demonstrated leadership quality, and a great motivation to contribute to the development of education in Bangladesh.

Ghiasuddin Ahmed

Mr. Ghiasuddin Ahmed has spent over 27 years in the education sector, both in educational research and development. He is currently serving as Senior Deputy Program Manager – Policy Advocacy and Mass Communication Unit of Campaign for Popular Education (CAMPE). He has vast institutional memories of Education Watch studies, as he engaged in and closely worked on these from the beginning of 1999. In addition, he has designed and conducted a number of baseline surveys, impact evaluations, and policy research studies focusing on the Right to Education.

Mohammad Abdul Quddus

Mr. Mohammad Abdul Quddus is a development professional with more than 16-year experience in development organizations focusing on education promotion, human rights of marginalized group, mental wellbeing of adolescents & youth, tolerance education, and preventing violent extremism etc. Despite being engaged in project management, he holds a good interest in research. By this time, he has been the part of various research interventions. He has obtained graduation and post graduation in English Literature including another post graduation in Development Studies. Currently he is serving as Co-Researcher in Policy Advocacy and Mass Communication Unit of CAMPE.

Reviewers

Rasheda K. Choudhury

Rasheda K. Choudhury is a social activist and a leading policy voice of Bangladesh with more than three decades of experience of working within and outside the government. Holding a Master's Degree in English (University of Dhaka), Ms Choudhury has been serving since 1999, as the Executive Director of CAMPE Bangladesh. She is the Member-Secretary of Education Watch and Co-Founder of the Global Campaign for Education (GCE). Rasheda became an Adviser (Cabinet Minister) to the Interim Non-party Caretaker Government of Bangladesh in 2008 and performed a high-level decision-making role, particularly in the Ministries of Primary and Mass Education (MoPME), Cultural Affairs, Women and Children Affairs (MoWCA). Currently she is a member of the Panel of Experts on the Second Perspective Plan of Bangladesh (2021-2041) of Planning Commission, and Advisory Group of Education Experts formed by the Minister for Education on crucial issues related to SDG -4. She is also a member of the Population Expert Group/Committee of the General Economics Division (GED) of the Planning Commission. As an active member of Women for Women, a research and study group, she contributed to the publication of more than a dozen studies on women's issues. She was also a member of the research team of the Foundation for Research on Education Planning and Development (FREPD) and produced a number of studies on different aspects of development. Ms. Choudhury regularly writes in national newspapers and participates in debates of national and international significance relating to development issues, particularly on the right to education, gender justice and inclusive development.

Mushtaque Chowdhury

Mushtaque Chowdhury has spent over 40 years in research, education and practice, with specializations in public health, primary education, poverty reduction and the environment. Until recently, he was the Vice-Chair of BRAC. He is a Professor at Columbia University's Mailman School of Public Health and Convener of Education Watch and Bangladesh Health Watch. In the past, he also worked for Harvard University as MacArthur Fellow and the Rockefeller Foundation as Senior Adviser and acting Managing Director. Dr. Chowdhury has studied at the University of Dhaka (BA Hon's), the London School of Economics (MSc) and the London School of Hygiene and Tropical Medicine (PhD). His recent books include *Corona Tale* (AnyoProkash, 2021), *Practical Epidemiology* (Oxford University Press, 2021), *Amar Brac Jibon* (Prothoma, 2021), *Bangladesher Ponchas Bochor: Swasthykhat* Bikash (Prothoma, 2022) and *50 years of Bangladesh's Independence: Advances in Health* (UPL, 2023).

Overview

Background and objectives

The disruption caused by the COVID-19 in human lives was devastating. Like other sectors, education was hugely impacted due to the prolonged closure of education institutions across the world during the pandemic. It affected almost 1.6 billion students globally (UNESCO 2021). In response to this interruption, education researchers started to analyze the impact of the school closure on student learning loss. Outside the classroom, these losses may translate into greater long-term impacts. *For only five-month shutdown of schools globally, the learning loss could be of the value of \$10 trillion (World Bank 2020).*

Even before the COVID-19 pandemic, Bangladesh was grappling with a learning crisis characterized by poor student learning and unequal opportunities. Field data suggest that at least 3.42 million primary students and 2.50 million secondary students – a total of about 6 million school children face serious learning loss risk (PPRC and BIGD, 2021). It is likely to have reached a higher level due to the cumulative effects of the lengthy school closures and a lack of effective remote learning opportunities (World Bank, 2021) raising further the dropout rate (World Bank, 2020). Various media reports also showed increasing child labour and child marriage due to and during the pandemic.

Brief review of literature

Recent relevant studies and reports provided a backdrop for the present study and set the scene for framing the research questions. Rapid survey of CAMPE revealed serious concerns about the risk of reversal of the progress made in recent years in education and setting back the efforts on quality, equity and inclusion objectives. The findings based on stakeholder responses indicated increase of drop out in school (85% respondents) and increase of child labour that hampered education (71% respondents) and higher absenteeism and irregular school attendance (80% respondents).

Another rapid survey carried out by BRAC Education Programme during the early phase of the pandemic highlighted children's deep anxiety, fear, psychological stress and being in a state of despair and apathy. A larger and deeper consequence of the COVID-19 pandemic on education may be the consequences of the economic downturn caused by the pandemic. Such a fallout in poverty from economic crisis precipitated higher rates of child-labour, child marriage, and sexual exploitation of children. Out of the 16 million students from particularly poor families including the newly poor, it was feared that many might not come back to school ever.

Mitigating educational losses: Initiatives undertaken by the government

The first rapid response of the government when the pandemic hit the country was to close the schools and shift to the distance learning mode through electronic media, mobile phones, radio and Internet platforms. Pre-recorded lessons were delivered through these media. Online

platforms like Zoom, Google Meet and Skype were used. However, children in rural areas and from the poorest households had much less access to television, internet or computers (CAMPE, Education Watch 2020). Public examinations were postponed or cancelled at primary and secondary levels; syllabuses were shortened for the tests. Vaccination drives were undertaken to protect post-primary level children. Achieving grade-level competencies and learning outcomes, therefore, has been clearly a challenge.

Purpose of the study

The present study, under the label ‘Education Watch 2022,’ taking off from Education Watch 2020 and 2021, investigated the issues through fieldwork in a sample of schools. The overall objectives of the study were to identify, review and analyse the effects of the COVID-19 induced school closure on learning outcomes and the post-pandemic recovery and renewal measures in school education.

More specifically, the study:

1. Undertook an assessment of a sample of students to estimate the core competencies of Bangla, English and Maths at the secondary level to gauge the extent of learning gaps and the need for remedial measures;
2. Examined what remedial and recovery plan, such as rapid assessment and remedial measures, were considered and steps taken;
3. Looked into plans and activities that could support and assist teachers and schools to implement a recovery and remedial plan.

Methodology and limitations

Research methodology

The study has followed a mixed methods approach comprising qualitative and quantitative techniques. It includes collecting, reviewing, compiling, and interpreting field-level data. Key stakeholders – students, teachers, parents, education officers, and education NGOs at the local level have been interviewed on their perception of the situation. The secondary sources for the study were the existing research reports, programme reports and studies, particularly of, NCTB, UNICEF, BRAC, World Bank, and ADB. It also included the previous studies of CAMPE, especially Education Watch 2020 and 2021.

Sampling frame and respondent

A random statistically adequate sample of students, teachers, parents, education officials, and local NGO personnel representing 8 Divisions of the country were the sources of primary data. The total respondent size was 5,692. Of them, 3,821 were students from primary and secondary schools with equal numbers of boys and girls. The study also collected data from 562 teachers, 584 parents, 120 TVET instructors, 48 UEO/AUEO, 16 district-level education officials, both primary and secondary, 25 NGO officials who implemented education projects and 516 other stakeholders, i.e., SMC, local government representatives, religious leaders, health officials, journalists, and senior-level district and divisional government officials. Respondents were classified geographically into rural, peri-urban, urban and Dhaka city.

Study locations

The study included eight districts from eight divisions, 21 Upazilas (three Upazilas from each of seven districts), and two city corporations. The student and parent samples were drawn from 72 household clusters in urban, semi-urban and rural areas purposefully, considering geographical and development diversity and spread.

Ethical considerations

The research team followed CAMPE's legal and ethical standards to protect research participants. Respecting the rights and dignity of the respondents, the research team informed them about the research, assured them of confidentiality and received their consent for participation. Experience in the social survey, knowledge of the local language and sensitivity to local cultural norms were considered in selecting research team members. The study ensured the security of the participants by applying the "no harm" principles.

Significance of the study and its audience

The study examines the nature and effects of the prolonged cessation of learning for children: the current status of learning and well-being of children as well as the wellbeing of their families and teachers; safe reopening of schools; recovering learning loss and learning and applying lessons for the future from current experience to tackle preexisting problems aggravated by the pandemic.

The potential users of the study are wide-ranging as follows:

- Government policymakers;
- Government officials concerned with the administration and management of the education system;
- Students, teachers, and parents who are direct beneficiaries and involved in school operations;
- Academics concerned about the education system;
- NGOs/CSOs associated with education, national and international;
- Health professionals;
- The development partners -- national and international development organisations and UN organisations.

Limitations of the study

The study is subject to a number of limitations in respect of its scope and coverage of the education system, types of research questions, investigation methodology, and timeframe.

- The study is limited to the formal public-school education system primary to pre-tertiary and technical-vocational education (in a limited way). It excluded from its scope tertiary, the madrasa system and English medium schools following external curricula and certification. It also excludes proprietary private institutions.

- The research questions focus on the overall operations of the public school system in an emergency situation rather than various aspects of quality, inclusion and exclusion, pedagogy, and management, which are continuing concerns for educational system development.
- The research approach was to gain insight into the issues based largely on the perceptions and opinions of respondents rather than objective verification of the situation through tangible investigations. Only the learning assessment tools were an attempt to collect empirical data.
- The study's time frame was dictated by the urgency of the research problem itself – public policy questions that demanded rapid answers and the need for consistency of information and responses related to a specific timeframe. It was necessary to reach out to respondents and collect the information within a short time. The CAMPE network partners in the field assisted in communication and contacting the respondents.

The study provides a snapshot of the situation at the time of the survey. However, being the third study concerning COVID effects and response, it begins to provide a comparative perspective drawn from the earlier studies.

Findings of the study

A. Recovery and remedial status

Pandemic and learning gap recovery efforts

There was agreement among different stakeholders regarding learning gap as teachers (over 97%) and education officials (100%) overwhelmingly believed significant learning loss occurred due to school closures during the pandemic. Students did not receive any special assistance for their lessons after the reopening of school as stated by 71% students of primary schools and 75% of secondary schools. The majority of parents indicated private tutoring was arranged for their children and a small proportion relied on help from parents and older siblings.

Most of teachers and officials were positive about efforts made to bring about some change in instructional practices. More such actions were considered necessary by them including additional classes for students and testing to determine students' progress. Additional classes were organized in schools, as reported by 57.8% of primary teachers and 44.4% of secondary teachers. Over one third of teachers mentioned up to five additional lessons held per week, though the quality and effectiveness of these extra lessons could not be ascertained.

Students' coping in higher grades as schools reopened

Most of the students at primary and secondary levels said they did not have problems in understanding lessons in their new higher grade classes. The perception is likely to have been influenced by their expectations and what they were used to regarding instructional practices in classrooms. It does not necessarily mean they learned what they should have learned in the classroom, as learning assessment findings show, discussed below.

On a scale of 1-10, the teachers rated the performance of students before and after the school closures. Taking an average of the scores, according to teachers, the students were less capable in classroom by around 25% during the period (average score of 8 before the closure to about 6 after the closure). The teachers' views somewhat contrasted with those of the student's.

Students' reliance on private tutor/coaching and guidebooks

Dependency on private tutors or coaching was quite high according to the response of 85% students of classes VIII and IX which is seen across all clusters including urban and rural areas. Parents reported that around 64% of class VIII and 50% of class IX students spent Tk. 1,100 to 3,000 per month for private tutoring.

The large majority of students, 79% of primary and 82.5% of secondary level, followed commercially produced guidebooks to prepare for their lessons and exams. Parents reported spending an average of Tk. 669 at the primary level and Tk 2,065 at the secondary level for buying commercial guidebooks and notebooks in the first nine months of 2022.

Stakeholders' responses on post-pandemic situation

There was a positive picture of student's attendance in class and engagement in sports and cultural activities including parental satisfaction with school performance which was almost the same across the geographic clusters of the study. Their satisfaction does not necessarily reflect that the schools were able to support students to gain expected learning outcomes because, as seen above, students relied heavily on private coaching and commercial guidebooks.

Only 24% of teachers and parents of primary and secondary schools admitted some pressure felt by teachers and students because of extra classes with too little time for the tasks, the difficulty of the tasks, and shortage of teachers. Most of students, teachers, and education officials reported not to be too burdened by additional activities and time spent in coping with necessary recovery activities. One reason may be the reported reduction in the frequency of exams. Interestingly there was disagreement about the intensification of discrimination and disparity for disadvantaged groups due to the pandemic. To overcome the challenges in school management, both secondary and primary teachers, emphasized almost evenly on school infrastructure, recruiting more teachers and their training, and greater community engagement.

B. Supporting teachers and schools

Support for teachers

Data showed about half of the teachers mentioned that they received some orientation as school reopened whereas, in contrast, almost all officials observed that orientations were offered. To cope with the situation, most officials as well as teachers (not shown here) said that new efforts and initiatives were required on the part of the teachers. Their suggestion included three types of actions - *Teaching made "more attractive" and additional time is given to teaching; improving infrastructure and communication facilities, including the arrangement of the multimedia classroom; and recruitment and training of more teachers.*

Weakness of changes among the students

Teachers appeared not to recognize sufficiently that the students' weaknesses reflected teachers' own limitations. Teachers tended to shift the responsibilities to parents and students.

Two types of problems with students identified by 80% teachers included: Lack of attention to education (by parents/students) and families not taking enough responsibility for their children's education. The wide-ranging effects of the pandemic cannot be ignored. A teacher noted, "We never saw students behaving like this before COVID-19. Their behaviour has changed a lot. Maybe this is because of depression and loneliness with no socialising during the long-term school closure in the pandemic."

Questions were asked about teachers' income and if they could meet basic family needs. The response showed that for significant proportions of primary and secondary level teachers the ability to meet the basic family needs was reduced between 2019 and 2022. More than two-thirds of secondary teachers and more than a quarter of primary-level teachers suffered economic distress and anxiety, impairing their ability to perform their duties well.

C. Use of technology/Blended approach

While talking about tech capacity and multimedia provision, about two-thirds of both secondary and primary teachers spoke about inadequate ICT infrastructure - particularly, absence of functioning multi-media classes and computer labs. They observed that when these existed, many were not functional. As they saw it, specific actions needed were more use of ICT-based learning materials and preparing teachers for that purpose.

Around 75% and 69%, respectively, of primary and secondary teachers acknowledged receiving instructions and guidance while asked on guidance and instruction given to schools and teachers about using technology and the blended approach. Again 100% of the officials at district and sub-district levels said instruction/guidance was offered.

Difficulties faced in implementing the guidelines

Though almost two-thirds of the teachers and three-quarters of the education officials (except district primary education officers) found no particular difficulty in promoting and applying learning technology and the blended approach, some expressed concerns about extra pressure on students and teachers due to technology-based teaching-learning and lack of digital devices and appropriate digital learning materials.

Advice for students to engage with distance learning

Asked about inspiring and motivating students to engage in distance learning along with regular class, most teachers and officials agreed that such efforts were needed. Most suggested continued use of technologies introduced during the COVID school closure period, especially the Sangsad TV broadcast of lessons, use of the smartphone, and greater use of online platforms.

Devices available at home

About device availability for use of learning technology and the blended approach, mobile phones and TV sets were reported by parents to be generally available at home of both primary

and secondary school students. However, internet connectivity and availability of laptops/tablets were limited even in urban and peri-urban areas. Direct device availability to students, even when available in the family, has remained a substantial obstacle to the use of learning technology.

Parent's opinion and use of devices

About a quarter of the parents at both primary and secondary levels saw students' excessive use of mobile phones as a problem ("mobile phone addiction"). Interestingly, this means that three-quarters of parents did not see this as a significant problem. The problem of mobile phone addiction (surfing and texting) is more of an affluent society and urban problem. However, as access to technology expands for learning, the problem of inappropriate use of digital communication will spread, and decision-makers have to be alert.

D. Overcoming inequality and implementing the new curriculum

Capacity of teachers and officials to help students from disadvantaged groups

A significant portion of teachers and officials expressed that they needed in-person training to improve relevant skills to help disadvantaged students. They also wanted the training followed by regular online updating and refreshing of the skills. District-level officials also asked for other kinds of support, especially appropriate classroom with IT facilities and relevant learning content to be disseminated through IT.

Bringing the dropouts back to school

The majority of teachers considered mid-day meals at school as a most important and effective step for bringing back the dropped-out students. Other suggestions included by teachers and officials was to form activist groups, increase social safety-net coverage for poor and disadvantaged families with school-going children, make school and classroom teaching attractive to students and extra teaching support for slow learners.

Requirement to help implement the new curriculum

New curriculum- Views of teachers and education officials

Teachers and education officials are expected to be oriented, trained and prepared for implementing the new curriculum and textbooks which are in the process of being introduced starting in 2023. Data showed a mixed picture and did not present a pattern, but suggested that a systematic plan covering all of these elements would be necessary to implement effectively the new curriculum in the classroom.

Curriculum implementation and learning recovery

Teachers and officials' responses centered on two ideas while asked about methods to implement the proposed curriculum to help recover learning loss and bridge the learning gap: i) Integrated use of conventional methods and IT methods and ii) engaging students and teachers' in supportive role and group work instead of conventional teaching methods. It reflected the need for preparing schools and teachers to follow an integrated approach that blends in-person instruction and technology.

E. TVET sub-sector

Technical and Vocational Education and Training (TVET) is a great opportunity to provide young students with practical skills and knowledge in a specific trade or occupation. It is very important to adapt the courses to the present local and global market demand. The stakeholder responses recognised this need, but presented a more nuanced view of the situation. About a third (31%) of the surveyed students stated that some courses offered were more market-oriented than others, over 70% of the TVET teachers thought that the majority of the courses offered in the TVET curriculum were traditional rather than responsive to current market needs.

Enhancing teacher's preparedness for changes in technical education

The global industrial revolution is also expected to bring significant changes to the field of technical education in Bangladesh in coming years. As technology continues to evolve rapidly, teachers in the field of technical education in Bangladesh need to be prepared for these changes. The survey findings showed:

- About 56% of the teachers surveyed thought they required additional training to meet the demands of the technological changes being brought about by the Fourth Industrial Revolution.
- About 26% of the respondents felt that provisions for updated technology and equipment in institutions would be necessary.
- Among TVET teacher respondents, 22% called for digitization in the classroom, while 15% requested increased skilled staff and financial incentives for technical and vocational education teachers and students.

Challenges in conducting trade courses considering the current market demand

Conducting TVET courses in Bangladesh presents unique challenges, considering the current market demand and the economic landscape. One major challenge is keeping pace with the rapidly evolving global trade demand and staying relevant in the competitive job market. Another challenge is the limited access to resources and skilled instructors. Among the respondents from the TVET institutions –

- Two-thirds (65.9%) of the TVET instructors demanded updated technical equipment in the classroom to meet the current job market and global demand.
- Almost half (48%) of respondents highlighted the shortage of motivated students and qualified teachers in TVET institutions.
- A smaller proportion demanded more training of TVET teachers and increased teaching staff.

Suggestions for overcoming current challenges

The respondents (teachers) emphasized the following measures to deal with the challenges that the institutions face currently.

- 43% called for recruiting qualified trainers to overcome the challenges, while 36% sought support from the government, including increased financial support.
- 25% of the surveyed teachers emphasized modern laboratory facilities, while 9% believed promoting TVET through campaigns among potential trainees and employers would be needed.

For narrowing the learning gap arising from the pandemic effects, short-term recovery actions suggested by 90% teachers included additional classes, online classes, and increase in practical classes. Medium-term recovery actions suggested by over 56% teachers included additional physical/online classes; modern equipment was asked for by 17% teachers. Longer-term recovery actions suggested by around 86% teachers included additional classes/blended method classes/regular classes; modern equipment and updated curriculum.

Opinion on priority action for the overall improvement of TVET included

- 56% of respondents suggested providing sufficient training for TVET teachers.
- 42% of teachers proposed supplying sufficient ICT materials.
- 33% of teachers recommended improving the ICT skills of trainees.

F. Learning assessment at the secondary level

An assessment of student's learning performance was undertaken by administering a 90-minute test each in Bangla, English and Math. The tests were prepared by reviewing the competencies prescribed in the class 8 syllabus deliberately pitching the items at a "middle level" of difficulty and administered in the schools by the research team members randomly selecting the required number of students in each school. The scores obtained by students were transformed into letter grades by applying the prevalent practice in Bangladesh.

Student performance in assessment

Performance of students by letter grades

The overall result showed that 28.9% of class VIII students could not obtain the pass marks of 33%; this was 26.2% for class IX. Adding these percentages with those receiving a D grade (33 to 39%), it turned out that those obtaining these very low scores of below 40% added up to 36.1% of students for class VIII and 33.5% of students for class IX. The small overall difference of 2.6% points in total scores in English, Bangla and Math for the two classes on tests based on the class VIII syllabus suggests that there has been a cumulative adverse effect on student learning due to the pandemic-induced school closure.

Subjectwise performance

The subject-wise performance of class VIII students showed that 82% obtained a passing score of 33% or more in Bangla, 65% in English and 66% in Mathematics. The performance of class IX students is only marginally better than those of class VIII students. Among the class IX students, 84% passed in Bangla, 72% passed in English, and 65% in Mathematics. Girls performed marginally better than boys in the assessment. For example, among the students of class VIII, 74% of girls passed the assessment, compared to 68% for boys. Among the students of class IX, 75% of girls passed the assessment compared to 73% for boys.

District-wise learning performance

The overall performance of students in both classes showed Jashore to be on top with 90.5% pass. The performance of the students in Habiganj was the worst, with 42.9% overall pass rate, with other districts placed in-between. The analysis also showed that education level of mothers of the students made a significant positive difference regarding students' performance in learning achievement.

Conclusions and recommendations

The recommendations have been prepared by the research team, following the usual Education Watch practice, in consultation with suggestions from the technical and advisory committees of Education Watch. Drafts of the findings, provisional conclusions, and recommendations were shared with the technical and advisory committees and revised and refined through this consultation process.

Major conclusions

On recovery and remedial status and actions

1. According to various study findings, including the sample assessment of this study, there were significant learning losses and deficits in learning achievement due to the long school closure, with broader effects of the pandemic on students, teachers, and their families. The extent of loss could not be quantified precisely because there was no reliable baseline and the absence of sufficient effort and attention to measuring the losses by education authorities. The studies have, however, indicated that there are large learning gaps compared to what is expected to be learned according to subject-wise and grade-wise syllabus for school students in Bangladesh. Educationists have advocated for a comprehensive and long-term recovery plan to minimize the losses. International reports and evidence also highlight learning losses and concerns about these in low-income and middle-income countries.
2. There were divergent views and perceptions among stakeholders, particularly among students and parents on the one hand, and teachers and education officials, on the other. The divergences were seen in respect of assistance and support received by teachers and schools from the education authorities regarding recovery and remedial actions in schools.
3. Students extensively relied upon private tutoring and commercial guidebooks to cope with learning losses and gaps. Students moved to higher grades as they were allowed to progress along their grade level even though they did not participate in regular instructional activities and were thus unprepared for the higher-grade-level lessons. The huge dependency on private tutoring reflects the continued privatization and marketization of education.
4. Besides distorting teaching-learning in the classroom, relying on private tutoring and commercial guidebooks increased families' out-of-pocket costs and exacerbated the educational disparities.
5. The effect of COVID-19 was not only restricted to health and education but also extended its longstanding devastating impact on the social and economic sectors of the country by bringing negative impacts on the livelihood of marginalised groups.

It can hardly be denied that learning losses due to school closures have been substantial in Bangladesh and globally. The government has taken several initiatives to recover the learning loss, but still, the gaps are enormous. Like the other countries, efforts are needed to recover those losses to avoid negative long-term impacts on student learning progression, well-being, future earnings, and economy-wide productivity.

Support received by teachers and schools

1. There were divergent perceptions of teachers, officials, parents and NGOs about support to teachers provided in comparison to support needed. For example, teachers were divided in their views about orientation and workshops held for them to cope with the new situation after the long closure and disruption of schooling. However, the local-level officials thought the necessary steps had been taken.
2. Another divergence in views was regarding the intensification of inequality due to the pandemic effects. It stands to reason that this was the case, and available evidence from diverse sources suggests that this was so, which the NGOs asserted. However, teachers and officials did not see such a problem (beyond what was there before the pandemic), undermining any action that might have been contemplated or attempted in this regard.
3. Most teachers tended to make students and families responsible for learning problems, paying less attention to their own role. Such a denial of their role could not help increase teacher effectiveness.
4. With regard to tech-related support, specific actions needed were more use of ICT-based learning materials and preparing teachers for that purpose. This action is a high priority to make better use of tech-supported learning.
5. Both primary and secondary-level teachers suffered economic distress and anxiety, impairing their ability to perform their duties. Moreover, the situation for teachers' families has worsened due to the pandemic.

Use of learning technology and the blended approach

1. The pandemic period experience with digital technology has shown both its possibilities and pitfalls. It is obvious now that the blended approach to learning, combining in-person and virtual learning, will be the norm in the future.
2. The responses regarding the use of tech-based learning were ambivalent and needed a sufficient understanding of the challenges by the stakeholders. The broadly positive response on specific points contradicts other information about technology use and practices in schools. These likely have reflected limited expectations of stakeholders on such services in the school system.

Inequality actions

1. There is an urgent need to consider inequality issues during post-pandemic education recovery and adequately implement the revised curriculum. An overwhelming proportion of teachers and officials expressed that they needed in-person training to improve relevant skills. They also sought the training to be followed up by regular online updating of the skills.
2. The large majority of teachers saw mid-day meals at school at the primary level as the most important step that could be taken to bring back children who have dropped out of school and retain them. A program with a regular government budget, long under discussion, should be implemented without further delay.

3. The range of actions and varying emphasis on capacity building of teachers and officials, as expressed by stakeholders, did not present a pattern, but this suggests that a systematic plan that included various elements would be necessary to implement the revised curriculum in the classroom effectively. Preparing teachers and officials well to act according to the plan would be important.
4. Overall, the responses suggest the need for preparing schools and teachers to follow an integrated approach that blends in-person instruction and technology and continues this as regular professional support activities for teachers.
5. Children with special needs and in especially difficult circumstances, such as those in remote areas, and especially disadvantaged groups such as Dalits and ethnic minorities are likely to have suffered serious pandemic-related vulnerabilities; they deserve special attention in recovery and remedial strategies.

Observations on TVET post-pandemic responses

The government has strongly emphasised the development of TVET, intending to increase employability and economic growth in the country. However, the TVET sub-sector, apart from the immediate problems of learning loss and gaps due to the pandemic, faces continuing challenges, such as inadequate budgets for operating costs, facilities, and equipment and a shortage of qualified teachers. There are also concerns about teachers' readiness for these changes, as some may struggle to keep pace with the evolving technological landscape.

1. A major challenge in TVET is the need for more motivated students and qualified teachers, which can impact the quality of education. This problem is aggravated by the need for updated technical equipment and resources to keep pace in training with the rapidly evolving job market and global demand.
2. By implementing a comprehensive and flexible approach, TVET institutions in Bangladesh could help students overcome the impacts of the pandemic and succeed in their education and future careers. The survey, however, revealed somewhat conventional thinking in the responses on the part of teachers – emphasising more training, more personnel and more fund, which are necessary, but not sufficient.
3. A comprehensive and sustainable recovery plan could address the long-term impact of the pandemic on learning in TVET institutions.

Learning assessment

1. At least one-third of the students could not cope with their lessons in the classes they were placed in during the post-COVID period. Therefore, the premise that students should be promoted to the higher classes without letting them lose any school year due to the pandemic disruption or the assumption that somehow students would manage at their class level was not well-founded.
2. The study provided a magnitude of learning loss rather than a precise measure of the loss or gap between where they are and where they should be due to the absence of grade-level achievement benchmarks. However, it would be reasonable to assume, given the

moderate level of difficulty of the test, that most of the students (80% or more) should obtain letter-grade scores of A, B or C, provided that the examinations were reasonably valid and reliable, (i.e., these measured student's skills and competency adequately). The reality was that over two-thirds did not meet this expectation.

3. The present situation shows that over one-third of students fell in the disappointing categories of F or D, scoring under 40% marks. The practice of accepting a 33% score as a passing grade needs to be revised. This suggests that a student is regarded as performing adequately at grade level even if they have yet to learn two-thirds of the content of a subject specified for the grade.
4. The curriculum implementation efforts will likely work well if the fundamental problem of coping with the deficiencies preventing students from performing at grade level is addressed.

Recommendations

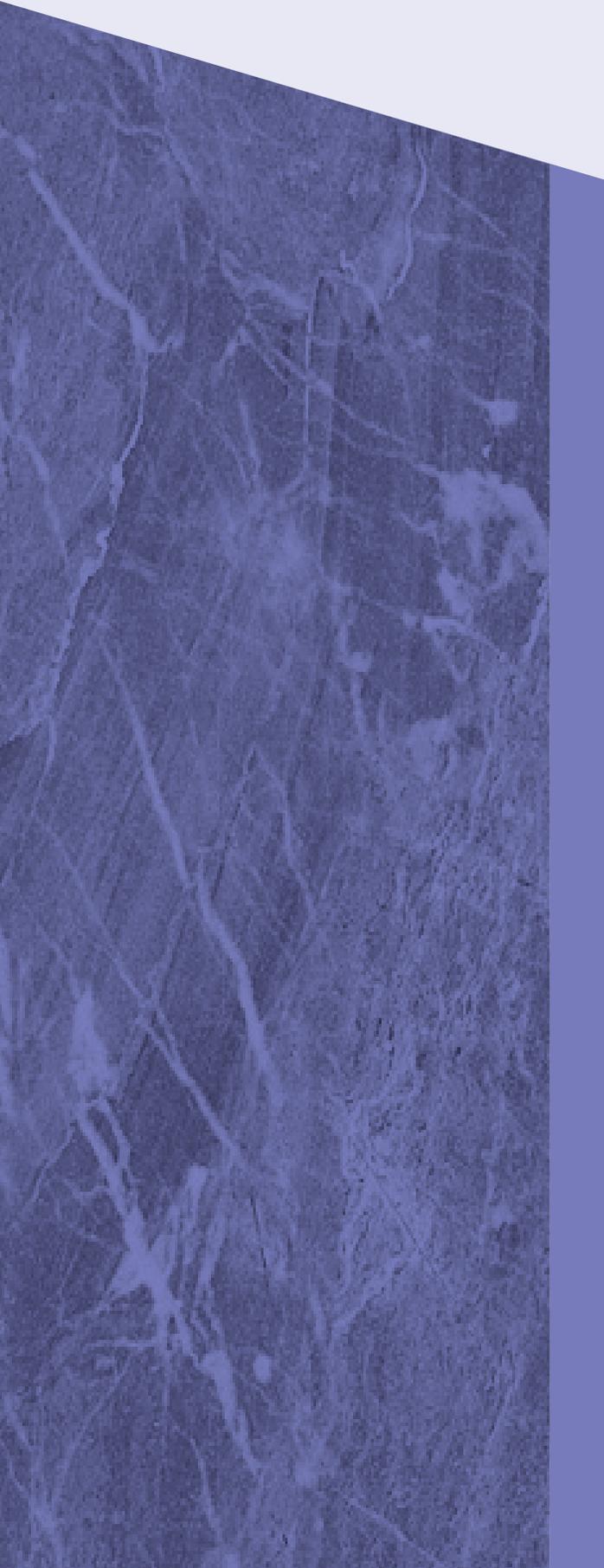
The following recommendations are offered to minimize and mitigate the learning losses of students and put them back on the learning track based on the findings and conclusions above and those of others.

1. **Pandemic consequences should not be ignored.** The education authority has taken a number of initiatives to mitigate learning loss due to the pandemic. Still, there remains a huge gap between the government's vision of education and the reality. Recently, the government introduced new curricula and textbooks. It should be noted that without mitigating the learning loss and remedial measures, the objectives of the new curriculum and the goal of 'Quality Education' cannot be achieved. The problems manifested during the closure and its aftermath have to be considered, and preexisting problems that plagued the system should be identified and objectively analysed in all reform and remedial actions.
2. **Recovering the learning loss and remedial learning.** The educational authorities should identify the actual learning loss by conducting a rigorous assessment and empirical research with a scientific sample size considering all grades of school education as well as school-based rapid assessment. At the secondary level, DSHE, MoE, NCTB and the Education Boards need to join forces to design an action plan for mitigating the learning loss and gap. Such a plan as well as the revised curriculum should emphasize fundamental Bangla, English, Mathematics and science skills as well as the teacher's skills and capability to deliver in the classroom.
3. **Bringing students up to grade level within a year should be the priority.** The authorities have decided that students will continue with normal grade progression as if no loss was suffered during the two non-functioning school years; the least that should be done now is that attention is given, to assist students and teachers in coping with the grade level lessons for which they are not prepared. As part of this effort, grade-wise and school-based recovery plan should be initiated through the following steps:

- A grade-wise rapid assessment of student status in core skills/competencies (Bangla, and Math at the primary level and Bangla, English, Math and science at the secondary level) should be undertaken.
 - Grouping students by performance level determined by the rapid assessment to bring them up to a minimum grade level competency within a year.
 - Developing simple evaluation tools to be used in each school as well as teaching guides and content for remedial lessons by groups.
 - Supporting teachers and schools to carry out the assessment and remedial learning activities; teachers need to be provided with simple and well-structured pedagogy tools for lessons in print and on-line to serve different ability groups.
4. **Develop an effective monitoring mechanism for both teachers and students.** An effective monitoring system should be developed for teachers to monitor and evaluate their students to know their learning progress and provide effective feedback. In this mechanism, AUEOs/UEOs/URCIs (for primary education) and USEO/Academic Supervisors (for secondary education) need to monitor and mentor the teachers by maintaining cooperative, collaborative and cordial relationships with them. Parents must actively participate in their children's education to ensure regular attendance and monitor their learning. Effective communication, coordination and cooperation among the parents, students, teachers, and SMC should be ensured by conducting monthly parents meeting and periodic SMC meetings.
 5. **Investing in education for further growth.** The government is committed to investing at least 20% of the national budget or 4-6% of GDP in education. But the allocation is still 10/12% of the national budget and 2% of GDP for the last two decades. The government should consider the allocation to education as an investment for future growth, not an expenditure. The allocation should be increased, aligning with the national and international commitment to the disadvantaged groups, including children with disabilities, children from remote areas and ethnic minorities, children vulnerable to child labour and early marriage, street children, and young children who need early child care and development services. All learning recovery activities should have special provisions and funding to reach these groups. Budgets should be allocated to support the institutions and teachers in coping with learning disruption and recovery actions.
 6. **Partnerships with NGOs and civil society.** To bring students from disadvantaged and low-income groups back to school and hold them there, and to prevent child labour and early marriage of girls, a programme with financial resources for raising awareness and mobilising community support should be organised in each union and Upazila level involving school management, local government bodies, NGOs and civil society. In addition, concerned forums of education, youth and women, rights bodies and NGOs should be encouraged to be engaged in this campaign at national and local levels. This broad partnership should be involved in taking necessary measures for ensuring quality, equity and inclusion in education in the light of national goals and the SDG4 agenda. The communities and NGOs,

for example, should be involved in expanding provisions for mid-day meals and psycho-social support for students to reduce inequality and bring back to school the drop-out children.

The rolling out of the new curriculum and textbooks faces various problems ranging from political dynamics, lack of coordination and effective planning, and organisational inefficiency and mismanagement. The problems will multiply, and obstacles may be insurmountable if the students, teachers and schools are not prepared by taking the measures proposed here to mitigate the existing problems.



Chapter 1 ***Background and research objectives***

- Background
- A short review of the literature
- Mitigating educational losses: Initiatives undertaken by the government
- Purpose of the study
- Research objectives
- Layout of the report

Background and research objectives

Background

The disruption caused by the COVID-19 in the human lives was devastating. Like other sectors, education was hugely impacted due to the prolonged closure of education institutions across the world during the pandemic. It affected almost 1.6 billion students globally (UNESCO 2021). This shock was more severe in low and middle-income countries (LMIC), which had longer periods of full school closures than OECD countries, and where schools and parents were less equipped and able to adapt to remote instruction (UNESCO, 2022). Income-poor households were particularly limited in their ability to use home-based learning to compensate for school closures and also were more vulnerable to severe economic and health shocks in this period (Patrinos et al., 2022). The capacity of education systems to respond to the crisis by delivering remote learning and providing support to children and families have been diverse and uneven.

In response to this interruption, education researchers started to analyze the impact of the school closure on student learning loss. Outside the classroom, these losses may translate into greater long-term impacts (Azevedo et al 2021; Hanushek and Woessmann 2020; Psacharopoulos et al 2021). A combination of school closures and the loss of family livelihoods caused by the pandemic would result in an average loss of 0.3 – 0.9 quality-adjusted years of schooling, as predicted by the World Bank simulations based on data from 157 countries.²⁰ Moreover, another estimation showed that reducing learning by one-third of a school year in grade 3 reduces later learning by a much larger amount.²¹ For only five month shutdown of schools globally, the learning loss could be of the value of \$10 trillion.²²

Bangladesh manages one of the largest education systems in the world that consists of about 40 million students, 200,000 institutions and over a million teachers in primary, secondary and tertiary levels (BANBEIS, 2021). Thousands of non-formal primary education centres and quawmi (faith-based) madrasas enrolling significant numbers of adolescents and youth are not included in the above statistics. So, the impact of disruption is expected to be huge. Even before the COVID-19 pandemic, Bangladesh was grappling with a learning crisis. Learning Poverty Brief of World Bank

²⁰ Conto, C. A., Akseer, S., Dreesen, T., Kamei, A., Mizunoya, S., Rigole, A., & Unicef. (2020). COVID-19: Effects of school closures on foundational skills and promising practices for monitoring and mitigating learning loss. UNICEF-Innocenti Working Paper, 2020-13

²¹ Kaffenberger, M. (2021). Modelling the long-run learning impact of the COVID-19 learning shock: Actions to (more than) mitigate loss. International Journal of Educational Development

²² World Bank 2020. Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates

indicated that 57% of children in Bangladesh at late primary age were not proficient in reading.²³ Moreover, it was estimated that a minimum 19% of primary & 25% of secondary students from poor household face learning loss risk. It may translate into 3.42 million primary students and 2.50 million secondary students – a total of 5.92 million school children at serious learning loss risk.²⁴ It may have reached a higher level now due to the cumulative effects of the lengthy school closures and a lack of effective remote learning opportunities.²⁵ It may follow increasing dropout rate.²⁶ Various media reports also showed increasing child labour and child marriage due to and during the pandemic.

A short review of the literature

The background above refers to some sources of information, global and national, pertinent to the pandemic situation and its educational impact. Without embarking on an extensive review of literature, we cite some recent studies and reports which have a direct bearing on the Bangladesh situation. These provide a backdrop for the present study and sets the scene for framing the research questions.

CAMPE Rapid survey. CAMPE undertook a rapid on-line survey of its member organizations who conduct education-related activities in the country and various teachers' associations of primary and secondary levels. Information was gathered between mid-April and mid-May from 115 NGOs engaged in education activities and 11 teachers' organisations and were shared in a webinar on May 19, 2020. The survey revealed serious concerns about the risk of reversal of the progress made in recent years in education and setting back the efforts on the quality, equity and inclusion objectives. The findings pointed to long-standing weaknesses in the education system which have been aggravated by the new crisis.

According to 85 percent of respondents in the study, dropout of children from school would rise. Child labour would increase hampering education of children, thought 71 percent respondents. Eighty percent felt absenteeism and irregular school attendance would rise. Seventy percent respondents found teachers of non-government schools, the vast majority at the secondary level and at least a third at the primary level, were in deep anxiety about not receiving salaries or even losing their jobs. Analysing the respondents' perception of problems and priorities, the study recommended a medium-term recovery plan with necessary budgetary support. A collaborative approach involving NGOs, local government, communities are needed, it was recommended (Ahmed, 2020c)

BRAC Rapid Survey. Another rapid survey carried out by BRAC Education Programme on a random sample of 1,938 primary and secondary level students in 16 districts during the early phase of the pandemic highlighted children's deep anxiety, fear, psychological stress and being in a state

²³ World Bank, 2019. Learning Poverty Brief – Bangladesh

²⁴ PPRC and BIGD, 2021. COVID Impact on Educational Life of Children.

²⁵ World Bank (2021). The State of the Global Education Crisis - A Path to Recovery (English): available at <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/416991638768297704/the-state-of-the-global-education-crisis-a-path-to-recovery>

⁷ World Bank 2020. Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates.

of despair and apathy. The survey found that 16% (of 31 million children in mainstream primary and secondary schools in Bangladesh) were in deep anxiety and fear about the effects of the pandemic and 18% engaged in risky behaviour, and not heeding to social distance rules. Almost a quarter (22%) of respondents reported food shortage at home. (BRAC, 2020: *Daily Janakantha*, 21 June, 2020).

Education impact of economic downturn. A larger and deeper consequence of the COVID-19 pandemic on education may be the consequences of the economic downturn caused by the pandemic. The Household Income and Expenditure Survey, 2016 showed that 23.9% (or 8.4 million) of the students' families were below the poverty line before the crisis. Considering the effects of a three-month long lockdown since March 25, 2020, it was projected that an additional 7.7 million students' families would be falling below the poverty line during the crisis, taking the total number of students' families below the poverty line to 16 million (Uddin, 2020). Such a fallout in poverty from economic crisis precipitated higher rates of child-labour, child marriage, and sexual exploitation of children. Out of the 16 million students from poor families including the newly poor, it was feared that many might not come back to school ever. The pre-crisis dropout rate was 18% at the primary stage, 37.6% at the secondary level, and 19.6% in higher secondary education according to the official education data from BANBEIS (Uddin *Ibid.*).

Multi-pronged general education impact of the pandemic. A response and recovery plan to face the impact of COVID-19 pandemic on the school system prepared by the Ministry of Primary and Mass Education (MoPME) was proposed to the Global Partnership for Education (GPE) for funding support. The situation and context of the education impact of the pandemic were summarized in this document as below.

- *Learning loss due to discontinuation:* The situation was disruptive of planned activities for the school year. Keeping children engaged in some form of learning, especially among families with less educated parents and from poverty-prone areas, was a special challenge.
- *Learning outcomes and assessment:* National Student Assessments had shown that, pre-COVID, among Grade 3 students, 62 percent did not achieve grade-relevant competencies in Mathematics. Among grade 5 students, grade-relevant competencies were achieved by only 36 percent of students in Bangla and only 24 percent of students in Mathematics. At the Grade 8 level, only 44 percent and 35 percent of students achieved grade-relevant competencies in English and Mathematics, respectively. The suspension of schooling and scheduled assessments would further affect adversely students achieving grade-level competencies.
- *Inequality in learning:* The more educated and wealthier families would be better able to sustain their children's learning at home during school closure. They were more likely to have computers and Internet connectivity, space to study, books and other learning materials. Teachers would have to deal with wider learning gaps among the less-privileged majority of their students.
- *Dropout rate and out-of-school children (OOSC):* Around seven million children and adolescents (80 percent in rural areas) aged between 6-16 years were out-of-school in 2016; 87 percent of this population were girls. The drop-out rate at primary and secondary levels would increase, especially among girls and children from disadvantaged families –

without recovery measures, leading to a spike from the pre-COVID dropout rates of around 18% at primary level and double of that at the secondary level.

- *Teacher engagement and development:* The lives of teachers were disrupted by the pandemic. Coping with the changing nature of remote learning activities and lack of learning opportunities for school teachers in using the online methods was an added challenge for addressing the anticipated increase in learning gaps among students.
- *Health and nutrition of school children:* The government-led School Feeding Program in Poverty Prone Areas was serving over 2.7 million children. School closure meant missed nutrition intakes and increased risks of malnutrition of children.
- *Gendered impact on children:* Girls were more likely to have fallen behind in their schooling than boys, especially in disadvantaged families, during the crisis. They were more likely than boys to be involved in household activities including taking care of siblings and sick relatives, and they were much less likely to have access to technology such as mobile phones. Girls were likely to be at increased risk of gender-based violence including sexual abuse and being subjected to child marriage.
- *Children in rural areas and from the poorest households:* Children in rural areas and from the poorest households in urban slums were much less likely to have access to television, Internet or computers. Only 44% and 3% of 5-11-year-old children in rural areas respectively had access to TV and a computer at home. The numbers for the same age-group for the poorest wealth quintile were 6% and 0% respectively. There was almost universal access to mobile phone but mostly had very limited internet capacity.
- *Children with disabilities:* Children with disabilities were disproportionately represented among those living in poverty and with underlying health conditions. They were likely to be excluded from distance learning programs due to lack of assistive devices, greater difficulties in using technology, and learning modalities not accessible for those with vision or hearing impairments.
- *Safety and psychosocial issues:* With the closure of schools, children were likely to be more exposed to gender-based and other types of violence at home. Stress and trauma caused by unprecedented uncertainty due to the pandemic were likely to affect the mental health of students, parents and teachers. The lack of a system of basic health checkups and for maintaining health information of school children increased risks in the post-pandemic period.
- *Uncertainty in non-formal education:* The non-formal learning centers; prevocational, vocational and technical training centers; and other non-formal mode of education and skills training were shut down – with greater loss and disruption for the disadvantaged youth.
- *Child labor and youth unemployment:* Children, especially boys, those in poor families are more likely to be under pressure to support their families' livelihoods and many would discontinue school by taking up daily labor and risk future under-employment, unemployment and poor earning (MoPME, 2020, pp. 5-7 cited in Ahmed, 2020.)

The review of the potential education consequences of COVID-19 by MoPME, as a part of its pandemic response proposal, used many of the findings and conclusions of the Education Watch studies 2020 and 2021. The anticipated harm and loss in children’s education and learning were seen in most developing countries. Global updated information has been provided in UNICEF data hub on COVID-19 and children including educational implications (<http://data.unicef.org/COVID-19-and-children/>). UN agencies, led by UNESCO, has been providing information and policy briefs on the education impact and response strategies, such as the “Secretary General’s policy brief on education during COVID-19 and beyond” (United Nations, 2020; UNESCO, 2020).

The phrase “learning loss” is frequently used in the literature to refer to student knowledge and ability losses (Pier et al., 2021). Historic data inform researchers on the level of student learning that should be expected year after year and is frequently quantified by regular testing. Learning loss is experienced when educational advancement is not occurring at the same rate as in past years (Pier et al., 2021). School closures meant students lost opportunities to learn vital cognitive, social, physical, and emotional skills. Students also tended to forget part of what they learned when they took a break from school (Cooper et al., 1996).

According to pre-pandemic estimates by World Bank, 58 percent of Bangladeshi pupils needed to attain the required reading competency by the fifth grade. According to World Bank projection, this proportion would rise to 76 percent due to prolonged school closures. The Learning Adjusted Years of Schooling (LAYS) statistic which considered the quality of learning obtained by kids in school, by age 18, children would have only six years of education in Bangladesh instead of the expected 10 to 12 years. However, a World Bank Education Global Practice simulation exercise estimated that school closures caused by COVID-19 would reduce LAYS to 5.3 years’ (Shimis et al., 2020).

Mitigating educational losses: Initiatives undertaken by the government

During the closure of education institutions in Bangladesh, the government took various initiatives. The first rapid response of the government when the pandemic hit the country was to close the schools and shift to the distance learning mode, despite many limitations. Lessons were prepared and broadcast through television. It covered TV channel classes, classes on internet, online classes including worksheets and assignments.²⁷ The Government established four working groups to develop remote learning content and roll out lessons through four platforms: Electronic Media Platform, Mobile Platform, Radio Platform and Internet Platform. Development Partners and NGOs entities worked together in each working group to produce and facilitate remote learning content to reach a maximum number of students.

The government also started pre-recorded classes through Shangshad Television Channel. This was followed later through online platforms like Zoom, Google Meet and Skype.²⁸ Moreover, 20 minutes lessons on each subject were delivered from 2 pm to 4 pm everyday through the

²⁷ Dreesen, T., Akseer, S., Brossard, M., Dewan, P., Gilardo, J. P., Kamei, A., Mizunoya, S. & Ortiz, J. S. (2020). Promising practices for equitable remote learning Emerging lessons from COVID-19 education responses in 127 countries. IRB, 2020-10.

²⁸ MoPME & MoE. (2020). COVID-19 Response and Recovery Plan: Education Sector. Government of the People’s Republic of Bangladesh.

programme ‘Ghore Boshe Shikhi’ (Learning while at Home).²⁹ But It was found that children in rural areas and from the poorest households were much less likely to have access to television, internet or computers.³⁰ Another study showed that 34.8 percent of the students had access to a smart phone, and 3 percent had access to a computer.³¹ Public examinations were postponed or cancelled at primary and secondary levels; syllabuses were shortened given the school closures. Vaccination drives were undertaken to bring post-primary level children under vaccine protection.

The government has taken a number of other initiatives to respond to the COVID-19 and education recovery. The government designed a project titled ‘Bangladesh COVID-19 School Sector Response, tackling the learning challenges posed by the pandemic, supported by the World Bank Group with the involvement of the Local Education Group (LEG). The Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) implemented the project in collaboration with the Secondary and Higher Education Division (SHED) of the Ministry of Education (MOE).

DPE introduced a plan titled ‘Accelerated Remedial Learning Plan’ developed by NCTB and instructed teachers and field-level education officials for measuring the learning gaps of students and conducting classes following that plan.³² After the loss of a whole school year, students were promoted to the next grade without ascertaining their grade-level competencies. Achieving grade-level competencies and learning outcomes has been a challenge for them despite a promising rate of school enrolment.

Schools have now reopened and are expected to follow the regular school routine. The critical question is about the quantum of the learning losses caused by the extended school closure. Is there a need to assess the student’s learning level and readiness, and what should be done to help them recover the losses through remedial action before ‘normal’ instruction can begin? In other words, should the focus now be on a time-bound learning recovery and corrective plan?

Purpose of the study

Various actors, both from the government and CSOs, have taken a number of initiatives to examine the early status and characteristics of the pandemic impact on education and attempted to anticipate the medium and longer-term consequences. Under the auspices of CAMPE, the Education Watch 2020 and 2021 examined the early status and characteristics of the pandemic impact on education and attempted to anticipate the medium and longer-term consequences. The first study was conducted in December 2020 (EW-2020), focusing on the immediate education response to COVID-19. The findings were shared with the government and other stakeholders. The

²⁹ MoPME & MoE. (2020). COVID-19 Response and Recovery Plan: Education Sector. Government of the People’s Republic of Bangladesh.

³⁰ Campaign for Popular Education 2020. Education Watch 2020 Education and COVID-19 Response: Bringing Schools and Learning Back on Track

³¹ Biswas, K., Asaduzzaman, T. M., Evans, D. K., Fehrler, S., Ramachandran, D., & Sabarwal, S. (2020). TV-Based Learning in Bangladesh.

³² <http://www.dpe.gov.bd/site/files/21a2363c-49b8-4d62-b6ec-5742f03812da/Accelerated-Remedial-Learning-Plan>

findings and recommendations, supported by other studies, influenced government measures regarding school reopening in stages. The second study (EW-2021) was conducted in December 2021 to review the effects of COVID-19 on the well-being of students, teachers, and families, classroom situations and challenges in partially reopened schools. The sample of both studies were students, parents, teachers and school officials. The present study, 'Education Watch Study 2022,' has investigated the issues deeper through fieldwork in a sample of schools. It is not a separate or isolated study but rather a continuation and follow-up of the previous studies which focuses on updating the present status and looking ahead to recovery, renewal and enhancing resilience in the system.

Research objectives

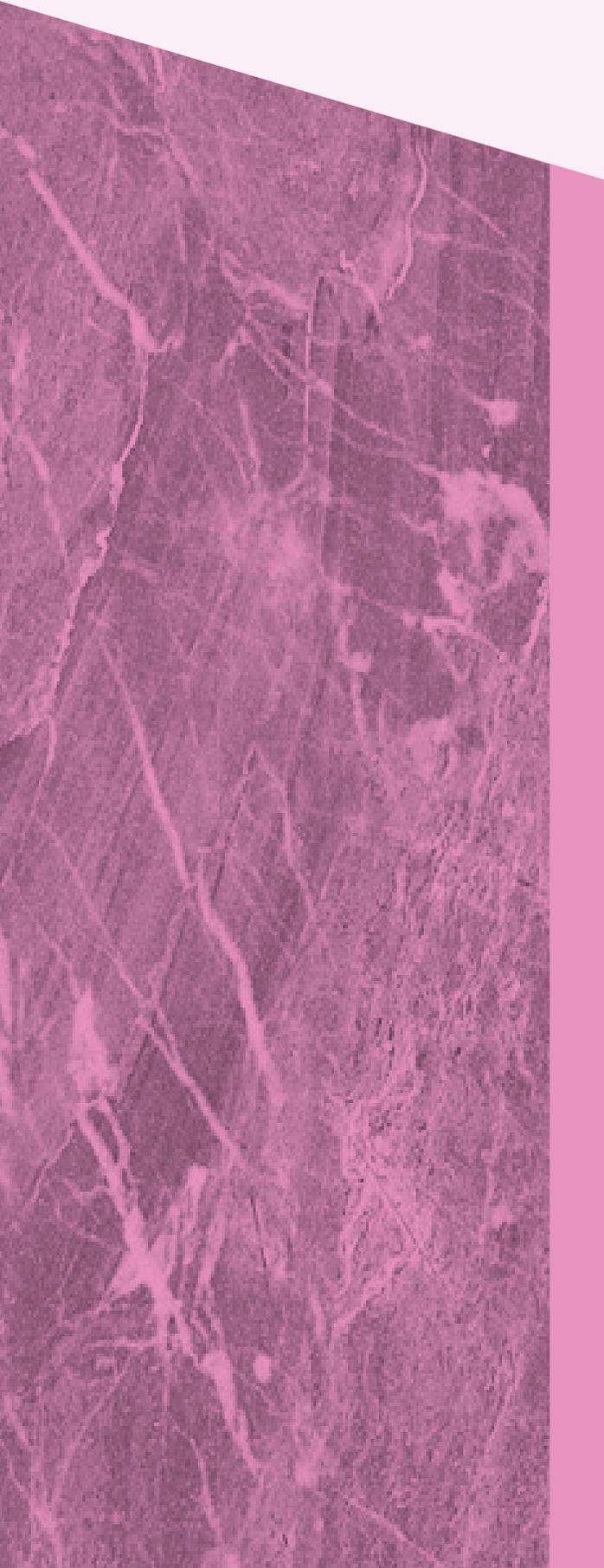
With the above background and context, the current study was undertaken by the Education Watch group. The overall objectives of the study are to identify, review and analyse the effect of the COVID-19 induced school closure on learning outcomes and post-pandemic recovery and renewal in school education.

More specifically:

1. An assessment to estimate the core competencies of Bangla, English and Maths at the secondary level to gauge the extent of learning gaps that need to be covered;
2. What remedial and recovery plan, such as rapid assessment and remedial measures, were considered and steps taken;
3. What plans and activities are in place to support and assist teachers and schools to implement a recovery and remedial plan.

Layout of the report

The report is divided into several chapters. The first is the introduction and background including a short literature review. Chapter 2 presents the methodology adopted for the study. The subsequent chapters present the findings on specific issues explored through the study including Recovery and Remedial Status and Plans, Supporting Teachers and Schools, Promoting Technology and Blended Approach; Overcoming Inequality and Learning Gap, Learning Assessment of selected Core Competencies, and Some Observations on TVET. The final chapter presents conclusion and related recommendations.



Chapter 2

Methodology and limitations

- Research methodology
- Primary data collection
- Secondary data
- Sampling frame
- Study locations
- Sample size and respondent types
- Data quality assurance and management of the study
 - *Orientation and training of Interviewers:*
 - *Tools and instruments:*
- Field work management
 - *Quality control*
 - *Data analysis*
- Technical advisory group
- Respondents' socio-demographic characteristics
- Ethical considerations
- Significance of the study and its audience
- Limitations of the study

Methodology and limitations

Research methodology

The EW Studies 2020, 2021 and 2022 are seen as linked in gathering relevant data and gauging stakeholder perceptions and expectations, given the phenomenon's continuity and the respondents' experience. The studies examined the prolonged cessation of learning for children and its impact: updated status of learning and wellbeing of children as well as the wellbeing of their families and teachers; recovering learning loss; and understanding and applying lessons for the future from current experience to tackle preexisting problems aggravated by the pandemic. A particular focus has been on enhancing the resilience of students and the school system.

The study has followed a mixed methods approach comprising of qualitative and quantitative techniques. It includes collecting, reviewing, compiling, and interpreting field-level data. Key stakeholders – students, teachers, parents, education officers, and education NGOs at the local level have been interviewed on the present situation as it existed and their perception of the post-COVID education situation. Data were collected in two phases - from a household survey and a student learning assessment. With approval from the Directorate of Secondary and Higher Education (DSHE) and the Directorate of Primary Education (DPE), research teams visited respective locations for data collection. A team comprising of final year students of the Institute of Education and Research (IER) of Dhaka University and CAMPE staff members administered the assessment tools for learning assessment. FGD, KII and small group meetings were organised to collect the views and validate the data. The household data collection was carried out following the COVID-19 safety measures. The sample size and distribution for different methods are shown in Table 2.1

Table 2.1: Methodology and categories of respondents

Method	Respondents	Number of Respondents
Survey	Students (Class 4-5 and 8-9)	1151
	Teachers	562
	Parents	584
KII	Education officials, NGOs, SMCs	321
SSI	TVET	120
FGD and small group meeting	Teachers, SMC member, NGOs	284
Learning Assessment	Student (Class 8 and 9)	2670
Total respondents interviewed		5692

Primary data collection

Face-to-face interviews: The survey followed a structured interview schedule covering the key questions which took, on an average, 40 minutes. Thirty female and male interviewers were selected and trained to record responses. The household-based interviews covered the students going to the mainstream government, government-supported schools, and private schools that follow national curriculum.

Focus group discussions: The study included 8 FGDs guided by the senior research team members following a preset guideline for discussion. On average, around 12 participants were present in each FGD.

Key Informant Interviews: Key informants have been chosen from those who have specialized information and knowledge on the COVID-19 pandemic and related education issues. To get the required information, a total of 321 KIIs were conducted from community leaders, district and Upazila-level education officials, health officials and other relevant government officials.

Semi-structured interview: Semi-structured Interviews were conducted among the TVET instructors, both government and private, local-level government officials, i.e., ADC, UNO, and head teachers.

Small group meeting: In addition to the KII, SSI and FGD, eight small group meetings were organized with the participation of local-level education officials, academic personnel, local government personnel, health officials, journalists, SMC members, and teacher union representatives.

Learning assessment: To assess the learning competencies, the study conducted a pencil-paper test for students (for assessing the subject-wise performance of the students in terms of grade-level competencies) using the NCTB curriculum. The study tested the learning status of grade VIII and grade IX level students in Bangla, English and Mathematics with some essential background information. Collected data were analysed in line with the expected learning outcomes to identify their learning loss.

Secondary data

The secondary sources for the study were the existing literature such as research reports, programme reports and studies, and reports of national academic and advocacy organizations as well as of international organizations, especially, NCTB, UNICEF, BRAC, World Bank, and ADB. We also looked at government reports and documents (published and unpublished, by relevant ministries, directorates, and agencies). The secondary data also included the previous studies of CAMPE, especially Education Watch 2020 and 2021, as indicated in references and bibliography.

Sampling frame

A random statistically adequate sample of students, teachers, parents /school committees, education officials, and local NGO personnel representing 8 Divisions of the country were the sources of primary data. The sample of respondents comprised students from primary and secondary levels at grades four and five and grades eight and nine, respectively, equally divided

by gender. Other respondents were teachers, parents, SMCs, education officials at the Upazila and district levels, local NGO personnel involved in education, and instructors/teachers of Technical and Vocational Education Institutions. The technical study group helped refine the sampling frame and the sample size.

A two-stage sample selection approach was used. In the first stage, three districts and three unions/wards from 3 Upazilas in each district were selected in each of the eight divisions considering the diversity of district development status. The second stage was the selection of a cluster of households with students and parents from each union/ward, a total of 72 clusters identified with the help and facilitation of CAMPE member organizations based on study design criteria. One criterion specified for identifying clusters was a representation of relatively better and relatively disadvantaged economic and educational levels of communities based on knowledge of the local facilitating organization. A cluster is a contiguous neighbourhood large enough to draw the required student samples. Triangulation of the various groups of respondents' information, views, and perceptions was applied. The analytical frame based on the research questions guided the construction of tools and the analysis.

Study locations

The study included eight districts from eight divisions and 21 Upazilas (three Upazilas from seven districts), two city corporations and 72 clusters considering urban, semi-urban and rural areas purposefully, considering geographical and development diversity and spread (Figure 2.1).

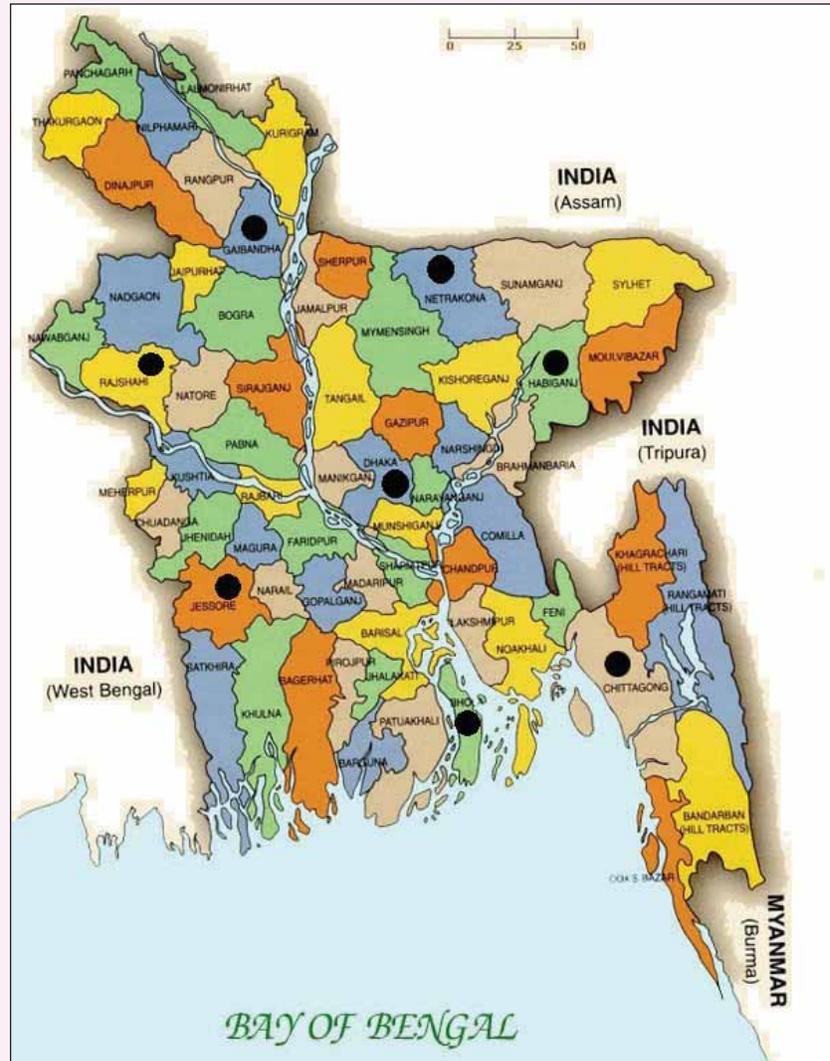


Figure 2.1 Study locations map

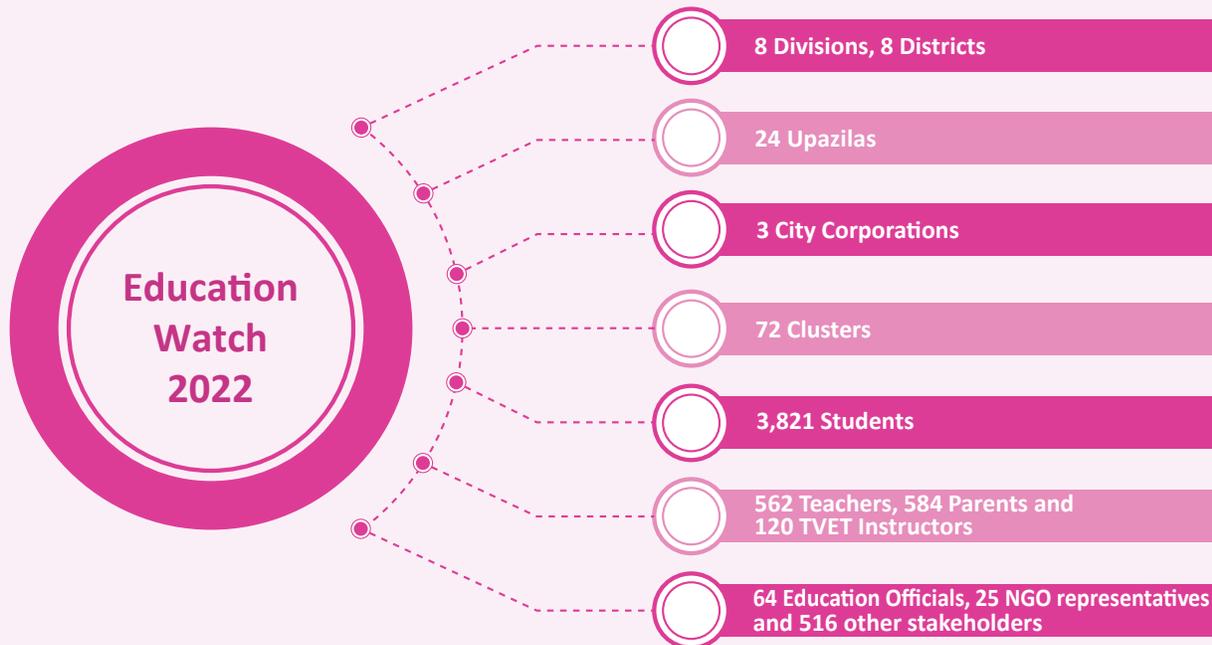
Table 2.2: Details of survey locations

SL No	Division	District	Upazilas/City Corporation	Cluster types
1	Dhaka	Dhaka	Dhaka North City Corporation	Urban Slum
			Dhaka South City Corporation	
2	Chattogram	Chattogram	Chattogram Sadar	Urban, semi-urban and rural
			Rangunia	
			Fatikchhari	
3	Khulna	Jashore	Jashore Sadar	Urban, semi-urban and rural
			Jikorgachha	
			Sharsha	
4	Barishal	Bhola	Bhola Sadar	Urban, semi-urban and rural
			Tazumuddin	
			Char Fasson	
5	Rajshahi	Rajshahi	Rajshahi Sadar	Urban, semi-urban and rural
			Godagari	
			Tanore	
6	Rangpur	Gaibandha	Gaibandha Sadar	Urban, semi-urban and rural
			Saghata	
			Fulchhari	
7	Mymensingh	Netrokona	Netrokona Sadar	Urban, semi-urban and rural
			Mohanganj	
			Khaliajuri	
8	Sylhet	Habiganj	Habiganj Sadar	Urban, semi-urban and rural
			Chunarughat	
			Bahubal	

Sample size and respondent types

The total respondent size was 5,692, as indicated in Table 2.1. Of them, 3,821 were students from primary and secondary schools with equal numbers of boys and girls. The study also collected data from 562 teachers, 584 parents, 120 TVET instructors, 48 UEO/AUEO, 16 district-level education officials, both primary and secondary, 25 NGO officials who implemented education projects and 516 other stakeholders, i.e., SMCs, local government representatives, religious leaders, health officials, journalists, senior-level district and divisional government officials.

Figure 2.2: Study sample coverage



Data quality assurance and management of the study

Orientation and training of interviewers: A team of 37 interviewers and four supervisors, all social science and IER graduates with field research experiences, both male and female, were recruited and trained. The orientation covered the areas of essential knowledge and perceptions about primary and secondary education, the COVID-19 pandemic and education losses, learning loss, the purpose and design of the study, the interview schedule content and purpose, interaction and communication with interviewees, mock interviews, do's and don'ts of field work, field supervision and monitoring, quality control and troubleshooting. The quality of the data collected was ensured through checking, rechecking, cross-checking, spot-checking, and telephone checking.

Tools and instruments: A set of data collection tools was developed and shared with the Technical Advisory Committee for approval. Before finalization, the tools were pre-tested, and revisions and refinements were made. After finalization of all tools were made digital through KoBoToolbox. The major tools were a structured survey schedule, learning assessment questions, and guidelines for FGD and KII.

Field work management: A total of 8 teams, consisting of three Research Assistants and one Supervisor, carried out the data collection and learning assessments. The local partner NGOs assisted the team in identifying and contacting the community clusters by following the research methodology. The supervisors played a key role in identifying the respondents and guiding the team accordingly.

Quality control: A protocol was developed with clear instructions for the Research Assistants and supervisors. Supervisors examined the filled interview sheets daily and spoke with interviewers about any problems. Besides, the Research Assistants also had access to supervisors and the

research team to mitigate the problems encountered, if any. The supervisor and research team members spot-checked the data on a random basis.

Data analysis: Data collection, field level checking, and supervisors' rechecking were undertaken before the data were entered into the computers. Data entry operators codified the filled-up questionnaire; then, the data were entered into the computer using data entry forms developed in MS. Excel. In cases of inaccuracy or errors, the data entry operators contacted the supervisors, if needed or the respondents, in extreme cases. One core research team member coordinated the task. For qualitative data analysis, SPSS software was used; graphs and tables were generated as needed.

Technical expert group

The Study was guided by a technical expert group comprising of senior experts, academics, researchers, NGO professionals, and development partners. The technical group guided from study design to formulating and finalizing conclusions and recommendations. The Research Team benefited greatly from the technical expert group's guidance, constructive comments, and advice. The technical group's contribution helped improve the quality of the design and analysis, the conclusions' focus, and policy-relevance of the recommendations.

Respondents' socio-demographic characteristics

The survey was conducted as per the research design as mentioned above. The figures and tables below provide breakdown of the respondents' characteristics. Respondents were classified geographically into rural, peri-urban, urban and Dhaka city.

Table 2.3: Sample students by residence and gender

Locations	Primary		Secondary		Total		Grand total
	Boys	Girls	Boys	Girls	Boys	Girls	
Rural	92	84	80	83	172	167	339
Peri-urban	84	86	83	85	167	171	338
Urban	81	82	87	84	168	166	334
Dhaka City Corporation	35	35	35	35	70	70	140
Total	292	287	285	287	577	574	1151

Table 2.4: Sample teachers by residence and gender

Locations	Primary		Secondary		Total		Grand total
	Male	Female	Male	Female	Male	Female	
Rural	29	59	49	36	78	95	173
Peri-urban	23	54	49	35	72	89	161
Urban	29	58	48	33	77	91	168
Dhaka City Corporation	5	30	10	15	15	45	60
Total	86	201	156	119	242	320	562

Table 2.5: Sample parents by residence and gender

Locations	Primary		Secondary		Total		Grand total
	Male	Female	Male	Female	Male	Female	
Rural	51	41	45	43	96	84	180
Peri-urban	39	40	46	43	85	83	168
Urban	48	52	58	58	106	110	216
Dhaka City Corporation	4	6	6	4	10	10	20
Total	142	139	155	148	297	287	584

Table 2.6: Distribution of students by monthly family income

Student level	% Under Tk. 15,000	% Tk. 15,000- <25,000	% Tk. 25,000- <35,000	% Tk. 35,000- <50,000	% Above Tk. 50,000
Primary	61.7	25.2	10.5	2.2	0.3
Secondary	47.7	26.4	15.6	7.3	3
Total	54.7	25.8	13	5	1.7

This table shows that a quarter of the students' families (25.2%) have monthly income of an average of BDT 20,000 or less, and another 10.5% have between BDT 20,000 and 35,000. At the secondary level, three-quarters of the students (74%) belonged to families with monthly income of BDT 35,000 or less. Therefore, the large majority of school students can be described as economically disadvantaged, and any out-of-pocket costs are burden some for them.

It can be seen that the purposive sample design has been followed to draw the samples of the key stakeholders in school education. The income and educational background characteristics of the students at the primary and secondary levels are likely to have consequences regarding the pandemic impact and responses to it. These would be more clearly evident from the study findings.

Ethical considerations

The research team followed CAMPE's legal and ethical standards to protect research participants. Respecting the rights and dignity of the respondents, the research team informed them about the research, assured them of confidentiality and received their consent for participation. Experience in the social survey, knowledge of the local language and sensitivity to local cultural norms were considered in selecting research team members. The study ensured the security of the participants by applying the "no harm" principles.

Significance of the study and its audience

The study examines the nature and effects of the prolonged cessation of learning for children: the current status of learning and well-being of children as well as the wellbeing of their families and teachers; safe reopening of schools; recovering learning loss and learning and applying lessons for the future from current experience to tackle preexisting problems aggravated by the pandemic.

The potential users of the study are wide-ranging as follows:

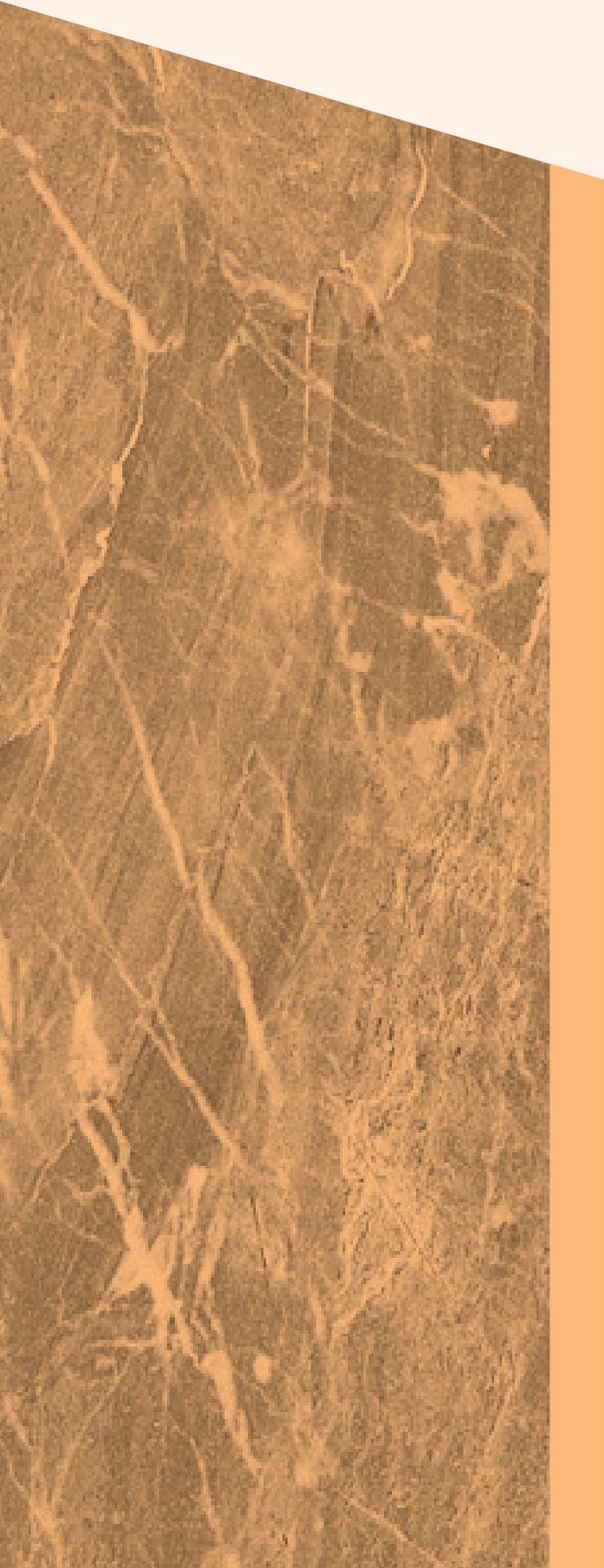
- Government policymakers;
- Government officials concerned with the administration and management of the education system;
- Students, teachers, and parents who are direct beneficiaries and involved in school operations;
- Academics concerned about the education system;
- NGOs/CSOs associated with education, national and international;
- Health professionals;
- The development partners -- national and international development organisations and UN organisations.

Limitations of the study

The study is subject to a number of limitations in respect of its scope and coverage of the education system, types of research questions, investigation methodology, and timeframe.

- The study is limited to the formal public-school education system primary to pre-tertiary and technical-vocational education (in a limited way). It excluded from its scope tertiary, the Quomi madrasa system and English medium schools following external curricula and certification. It also excludes proprietary private institutions.
- The research questions focus on the overall operations of the public school system in an emergency situation rather than various aspects of quality, inclusion and exclusion, pedagogy, and management, which are continuing concerns for educational system development.
- The research approach was to gain insight into the issues based largely on the perceptions and opinions of respondents rather than objective verification of the situation through tangible investigations. Only the learning assessment tools were an attempt to collect empirical data.
- The study's time frame was dictated by the urgency of the research problem itself – public policy questions that demanded rapid answers and the need for consistency of information and responses related to a specific timeframe. It was necessary to reach out to respondents and collect the information within a short time. The CAMPE network partners in the field assisted in communication and contacting the respondents.

The study provides a snapshot of the situation at the time of the survey. However, being the third study concerning COVID effects and response, it begins to provide a comparative perspective drawn from the earlier studies.



Chapter 3

Recovery and remedial status

- Was there a learning gap?
- Did students receive support and assistance to overcome the losses?
- Post-COVID changes in the classroom – stakeholder’s views
- Students’ coping in higher grades as schools reopened
- Teachers’ perception of student learning skills – Pre-COVID and Post-COVID
- Students’ reliance on private tutoring/ coaching and its costs
- Reliance on commercial guidebooks
- Stakeholders’ responses on post-pandemic situation

Recovery and remedial status

To gauge the educational recovery and remedial actions to overcome the likely learning losses and deficits due to the effects of the pandemic, the main questions asked were:

- Was there a learning loss due to the pandemic (perception)?
- Did students receive assistance to cope with the loss and gap in learning, and what were the sources of assistance?
- What changes were required in teaching-learning and schools when schools reopened?
- Were additional classes and teaching support arranged in secondary schools?
- How did students cope with lessons at the higher-grade levels to which students were auto-promoted when schools reopened?
- What was the teachers' perception of students' learning skills post-COVID compared to pre-COVID?
- To what extent did students rely on private tutoring/coaching?
- How much was private tuition cost?
- To what extent did students use commercial guidebooks?

The data collected with regard to these questions through the survey from different respondent groups are presented in tables and figures below.

Was there a learning gap?

Figure 3.1: Learning gap - Teachers and Education official's views

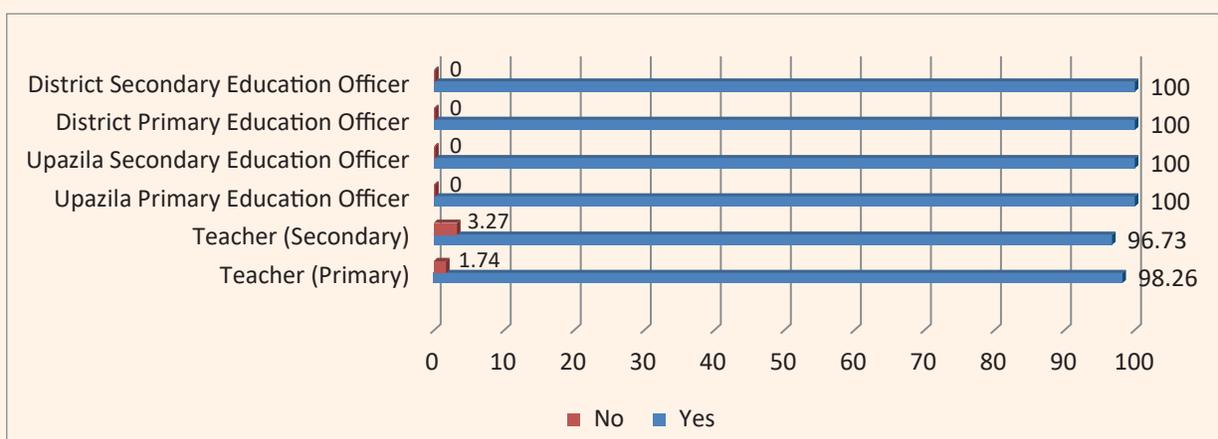


Figure 3.1 shows that the different stakeholders overwhelmingly believed that students suffered a significant learning loss due to school closures during the pandemic. One hundred percent of the education officials at district and upazila levels and over 97% of the primary and secondary school teachers expressed this view.

Did students receive support and assistance to overcome the losses?

Figure 3.2: Support and assistance received- Students' views

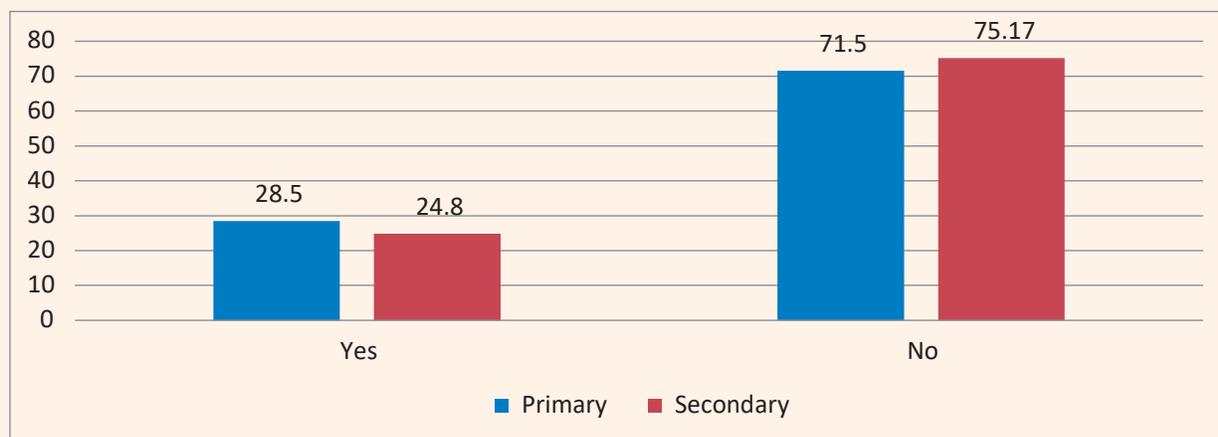


Figure 3.2 shows that almost three-quarters of the students – 71% of primary schools and 75% of secondary schools – said that they did not receive any special assistance for their lessons when schools reopened after the pandemic. The majority of parents indicated that private tutoring was arranged for their children and a small proportion relied on help from parents and older siblings.

Post-COVID changes in the classroom – stakeholder’s views

Table 3.1: Changes (and types of changes) required in the classroom- Teachers and education official’s views

Respondents	Changes required	No changes required	Type of changes required*				
			1	2	3	4	5
Teacher (Primary)	64.1	35.9	44.0	5.0	24.8	9.9	9.9
Teacher (Secondary)	63.6	36.4	53.2	4.3	27.0	5.7	5.0
Upazila Primary Education Officer	80.0	20.0	35.0	20.0	30.0	10.0	0.0
Upazila Secondary Education Officer	58.8	41.2	50.3	18.5	33.3	18.2	4.5
District Primary Education Officer	40	60	48.2	16.5	38.7	5.6	3.4
District Secondary Education Officer	66.7	33.3	52.3	18.7	22.9	11.1	8.5

- *1. Additional class/increase exam and assessment test
- 2. Increased communication with guardian/parent awareness/parent engagement
- 3. Digital classroom/multimedia classrooms

- 4. Special care or extra effort for weak students/ attractive learning process
- 5. Group study/review

Table 3.1 presents selected stakeholders' views on the required changes in classrooms when schools reopened. Most teachers and officials believed that efforts were made to bring about some change in instructional practices (except for district primary education officers). However, it can be said that these efforts were not sufficient, and more such actions were considered necessary by the stakeholders. Additional classes for students to cope with their lessons were commonly mentioned as necessary. They also said that testing was necessary as part of lessons to ascertain students' progress.

Figure 3.3: Additional classes organized in schools, as reported by teachers

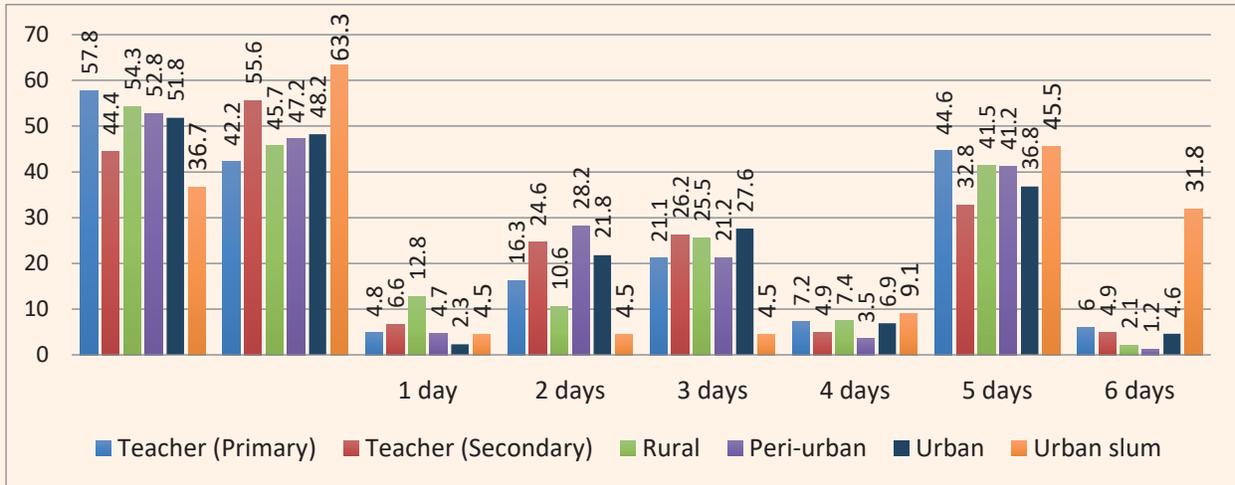
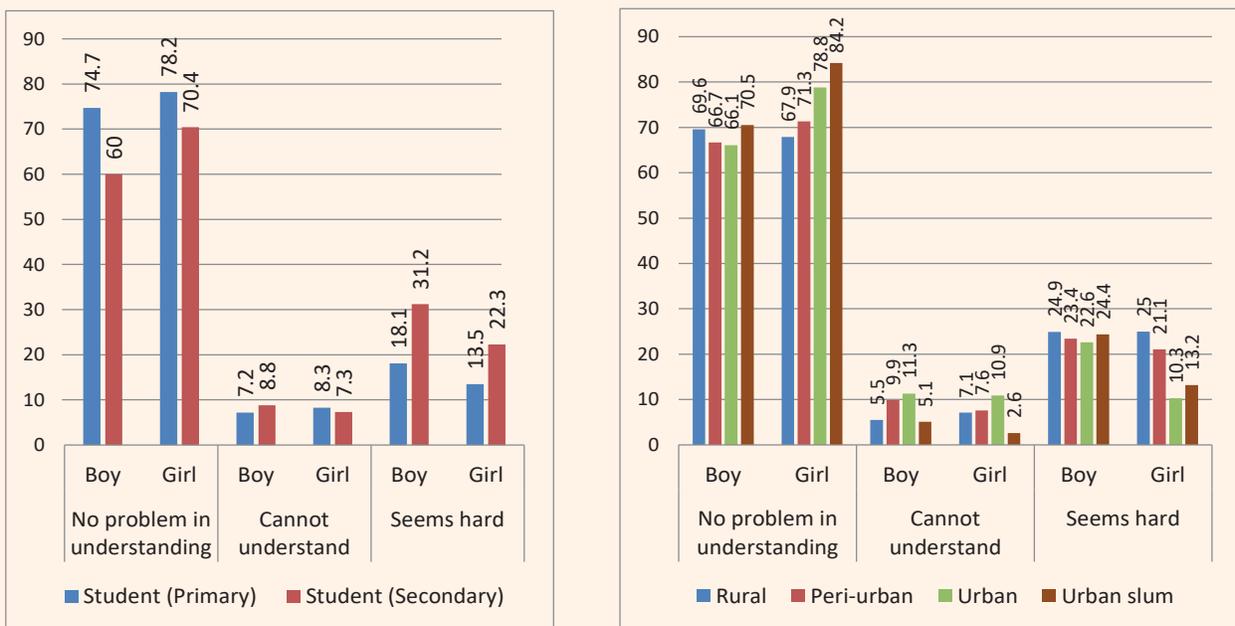


Figure 3.3 indicates that additional classes were arranged in secondary schools according to most teachers. Over a third said up to five days of additional lessons per week were held. However, the quality and effectiveness of these extra lessons could not be ascertained.

Students' coping in higher grades as schools reopened

Figure 3.4: How did the students cope in new grade?

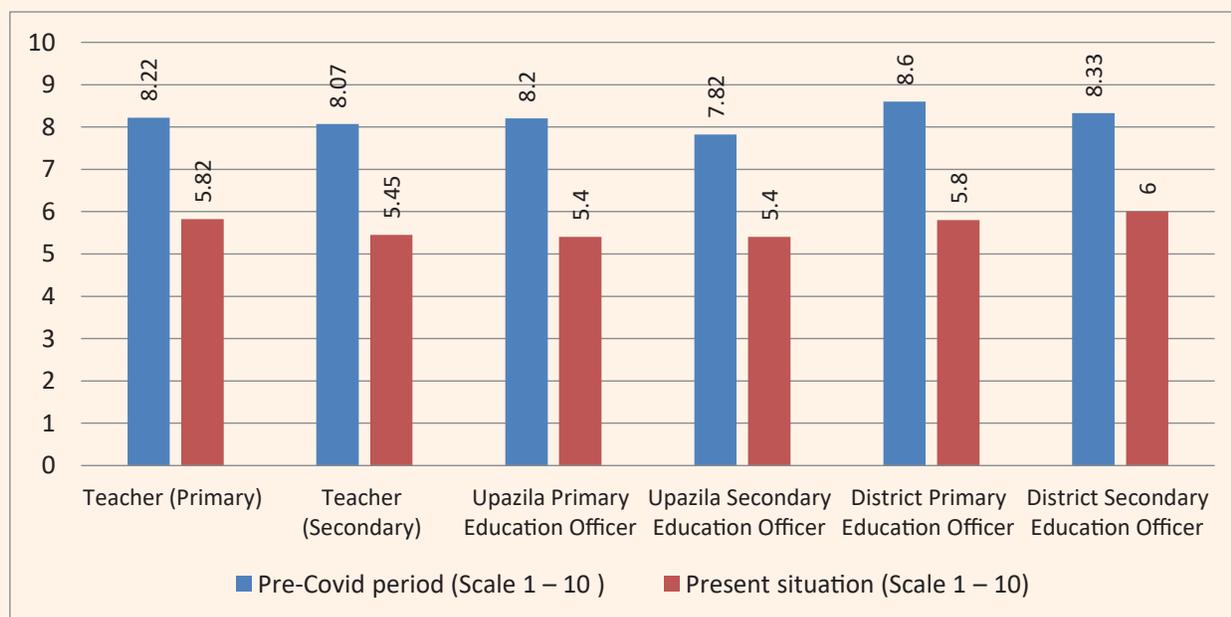


After almost two school years of closure, students were promoted to the grade level where they would be if schools were not closed. In other words, students in class 3 in March 2020 (when schools were closed) were placed in class 5 automatically in January 2022 (after schools reopened in the last quarter of 2021). The question to students was how they coped with their lessons in the new grade level without taking part in regular instruction in this intervening period.

Figure 3.4 shows that most students, about three-quarters, at primary and secondary levels, said they were fine with understanding and following lessons in their new class. There was no major geographical difference in this respect. This is a positive view expressed by students. However, this perception of students is likely to have been influenced by their expectations and what they were used to regarding instructional practices in classrooms. The student’s views do not necessarily mean they learned what they should have learned in the classroom.

Teachers’ perception of student learning skills – Pre-COVID and Post-COVID

Figure 3.5: Changes in student’s learning skills before and after closure - Teacher’s and Education Official’s views



Teachers were asked on how they viewed the performance of their students. On a scale of 1-10, the teachers rated the performance before and after the school closure. Taking an average of the scores, according to teachers, the students' loss was around 25% during the period (average score of 8 before the closure to about 6 after the closure). The teachers’ views somewhat contrasted with those of the student’s, as shown above.

Students' reliance on private tutoring/coaching and its costs

Figure 3.6: Coaching/Private tutoring resorted to by students of Classes VIII and IX

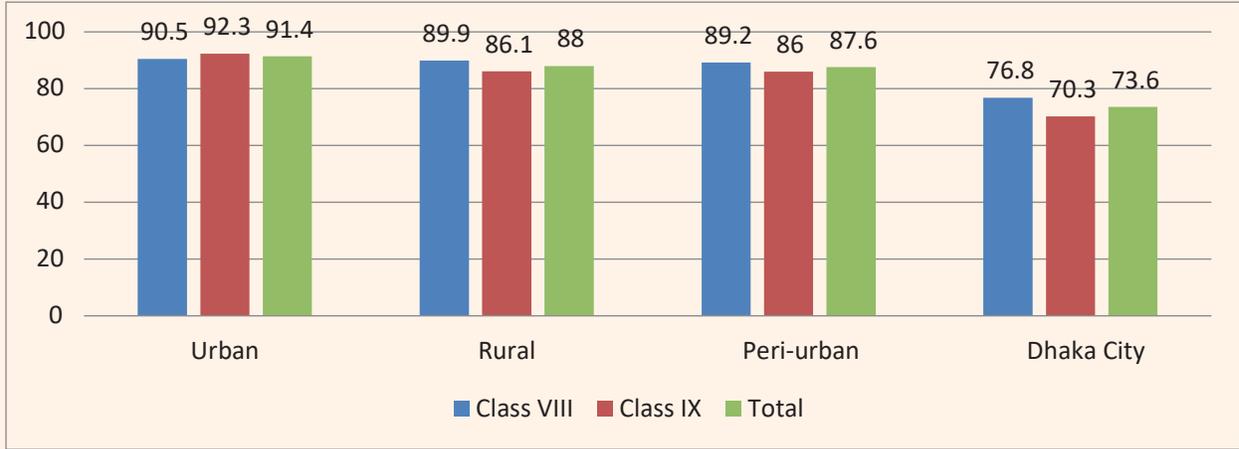


Table 3.2: Private tuition cost per month for students of Classes VIII and IX

Class level	Private tuition cost paid	% Under Tk. 1000	% Tk.1100- <Tk. 3000	% Tk.3100- <Tk. 5000	% Above <Tk. 5000
Class - VIII (Boy)	83.7	19.6	63	8.2	9.1
Class - VIII (Girl)	89.7	18.3	64.4	7.3	10
Class - IX (Boy)	83.2	17.7	51.3	10.8	20.3
Class - IX (Girl)	84.9	17.6	49.3	15.4	17.6

Figure 3.7: Family yearly expenditure for private tuition

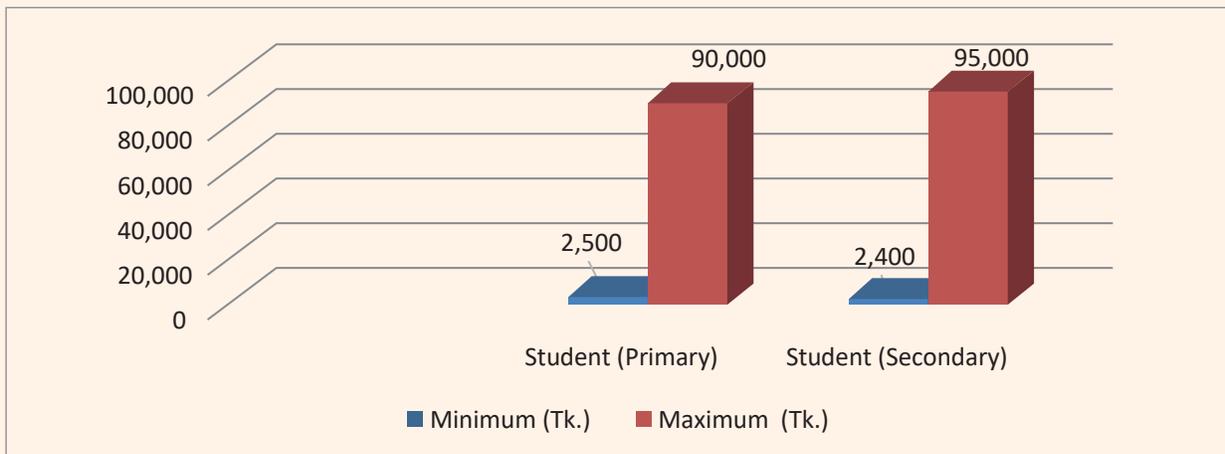


Table 3.3: Monthly income of students' families

Student level	% Under Tk. 15,000	% Tk. 15,000- <25,000	% Tk. 25,000- <35,000	% Tk. 35,000- <50,000	% Above Tk. 50,000
Primary	61.7	25.2	10.5	2.2	0.3
Secondary	47.7	26.4	15.6	7.3	3
Total	54.7	25.8	13	5	1.7

As Figure 3.6 shows, over 90% of the students of classes VIII and IX resorted to private tutors or private coaching. This is seen across the board in both urban and rural areas. It can be seen in subsequent tables and figures that around 64% of class VIII and about 50% of class IX students spent Tk 1,100 to 3,000 for private tutoring. Figure 3.7 shows that the range of expenditure for nine months, January to September in 2022, was Tk 2,400 to Tk. 95,000. Needless to mention, this is a substantial burden for families, since the majority of the families had a monthly income of under Tk 15,000 as shown above (Table 3.3).

Reliance on commercial guidebooks

Figure 3.8: Use of guidebooks and expenditures therein

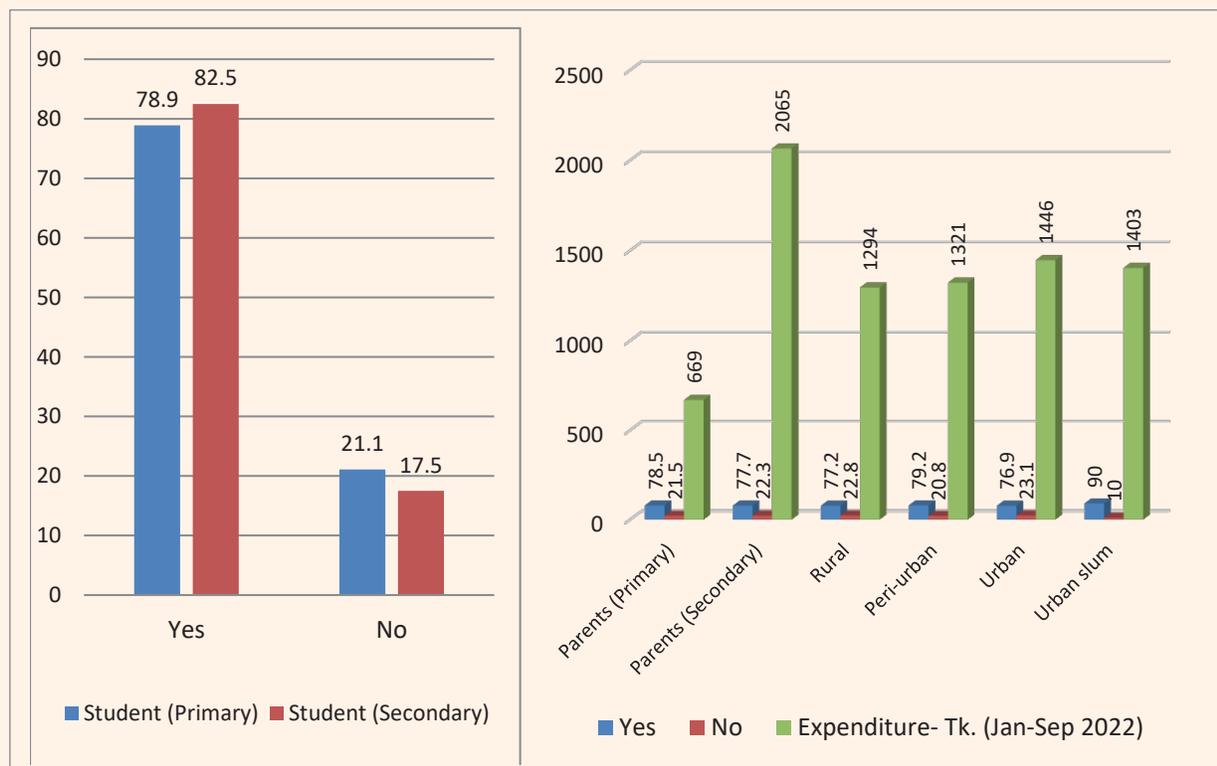


Figure 3.8 shows that 79% of primary and 82.5% of secondary students used commercially produced guidebooks to prepare their lessons and exams. In nine months of 2022, parents reported spending an average of Tk. 669 at the primary level and Tk 2,065 at the secondary level for the purpose.

Stakeholders' responses on post-pandemic situation

Table 3.4: Attendance in school

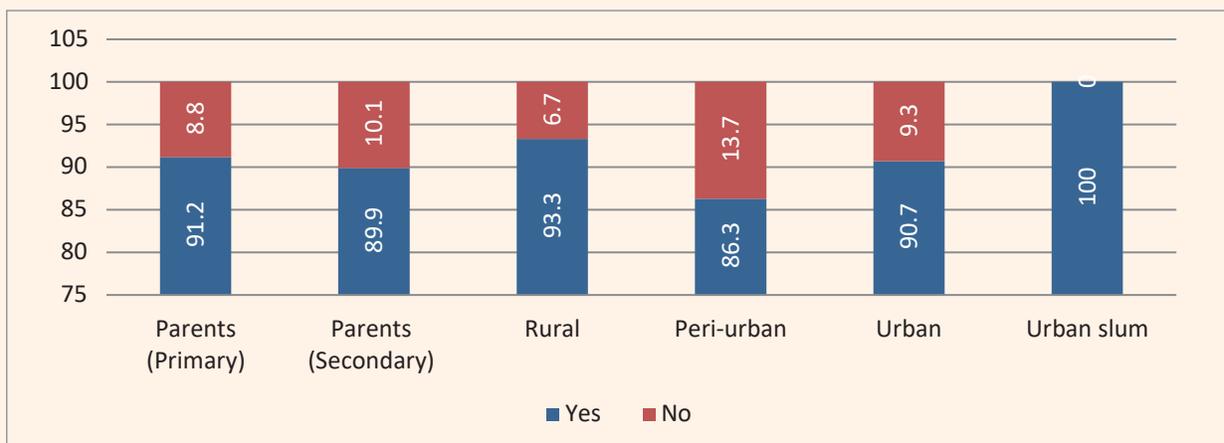
Locations	Male		Female	
	Regularly	Irregular	Regularly	Irregular
Parents (Primary)	97.2	2.8	98.1	1.9
Parents (Secondary)	96.4	3.6	94.6	5.4
Rural	96.7	3.9	95.5	4.6
Peri-urban	96.2	3.8	97.8	2.2
Urban	97	3.4	95.7	4.3
Urban slum	100	0	100	0
Total	96.8	3.2	96.4	3.6

Almost 97 percent of the students interviewed reported that they attended classes regularly when schools reopened. Table 3.5 shows a positive picture of students' engagement in sports and cultural activities. On an average, two-thirds of students reported to have participated in such activities post-pandemic, which was almost the same across the geographic clusters of the study.

Table 3.5: Student's participation in sports and cultural activities

Locations	Yes	No
Student (Primary)	72.9	27.1
Student (Secondary)	62.6	37.4
Rural	68.3	31.7
Peri-urban	62	38
Urban	69.2	30.8
Urban slum	70.8	29.2

Figure 3.9: Parental satisfaction with schools



As schools reopened, satisfaction with school performance was an important question for students, parents and teachers alike. The survey found an impressive level of satisfaction with the schools, which was similar across geographical areas (Figure 3.9). However, such results should be taken with a grain of salt. That stakeholders believe they are satisfied does not necessarily mean that the schools and teachers enable students to achieve the expected learning outcomes. If that was true, the heavy reliance on private coaching and commercial guidebooks would not have been necessary.

Table 3.6: Pressure that students and teachers felt due to learning recovery activities

Level	Yes	No	Do not know	If yes, What type of pressure they feel?				
				1	2	3	4	5
Teacher (Primary)	26.5	73.5	0	40.3	38.8	20.9	1.5	4.5
Teacher (Secondary)	28.7	71.3	0	41.2	39.7	19.1	4.4	7.4
Upazila Primary Education Officer	13.3	86.7	0	50	0	0	50	0
Upazila Secondary Education Officer	11.8	88.2	0	0	100	0	0	0
Parent (Primary)	20.2	72.1	7.7	47.6	31.2	25.7	5.7	6.8
Parent (Secondary)	27.9	61.0	11.1	39.7	45.3	20.5	7.8	1.2
District Primary Education Officer	0	100	0	0	0	0	0	100
District Secondary Education Officer	22.2	77.8	0	50	50	0	0	0

1. Additional classes/additional time spent by teachers and students
2. Students' inability to understand the lesson
3. Teacher's difficulty to teach the students
4. Less attentiveness by students
5. Shortage of teachers

Students, teachers, and education officials were not too perturbed or burdened by the additional activities and time spent in coping with necessary recovery activities. As Table 3.6 suggests, on average, 61-88% of respondents in different categories felt that the additional efforts were not burdensome. Such positive responses, however, are subject to interpretation. Were there really additional efforts and initiatives that could have burdened the teachers and students? Interestingly, about a quarter of teachers and parents (24%) of primary and secondary schools admitted that the teachers and students were burdened by extra classes – due to too little time for the tasks, the difficulty of the tasks, and shortage of teachers.

Table 3.7: Is the exam pressure lower in the post-pandemic period?

Level	Yes	No	Do not know
Parents (Primary)	70.7	19.5	9.8
Parents (Secondary)	61.3	26.1	12.5
Rural	65.0	24.4	10.6
Peri-urban	61.3	24.4	14.3
Urban	68.5	21.3	10.2
Urban slum	90.0	10.0	0.0

With the school reopening after the long closure, were there changes in instructional patterns, such as less frequent exams in school? Most parents reported a reduction in the frequency of exams, but they complained that they still had to pay exam fees.

Table 3.8: Satisfaction on health and safety management at schools

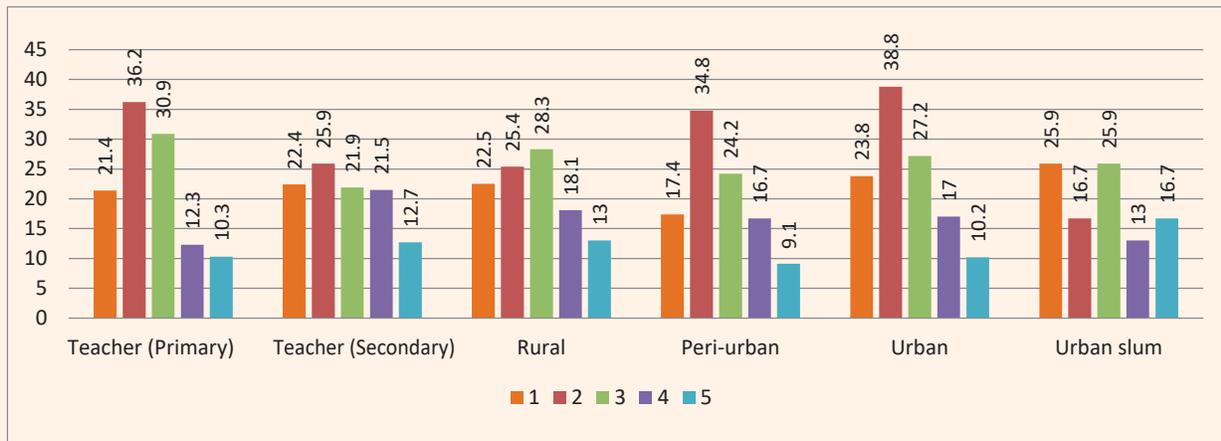
Type of respondents	Satisfied	Not Satisfied	Adequacy of budget allocation for health and safety management			
			1	2	3	4
Upazila Primary Education Officer	93.3	6.7	40.0	46.7	13.3	0.0
Upazila Secondary Education Officer	82.4	17.6	29.4	35.3	29.4	5.9
District Primary Education Officer	100.0	0.0	40.0	60.0	0.0	0.0
District Secondary Education Officer	77.8	22.2	33.3	55.6	11.1	0.0

1. Adequate
2. Not adequate

3. No allocation
4. Do not know

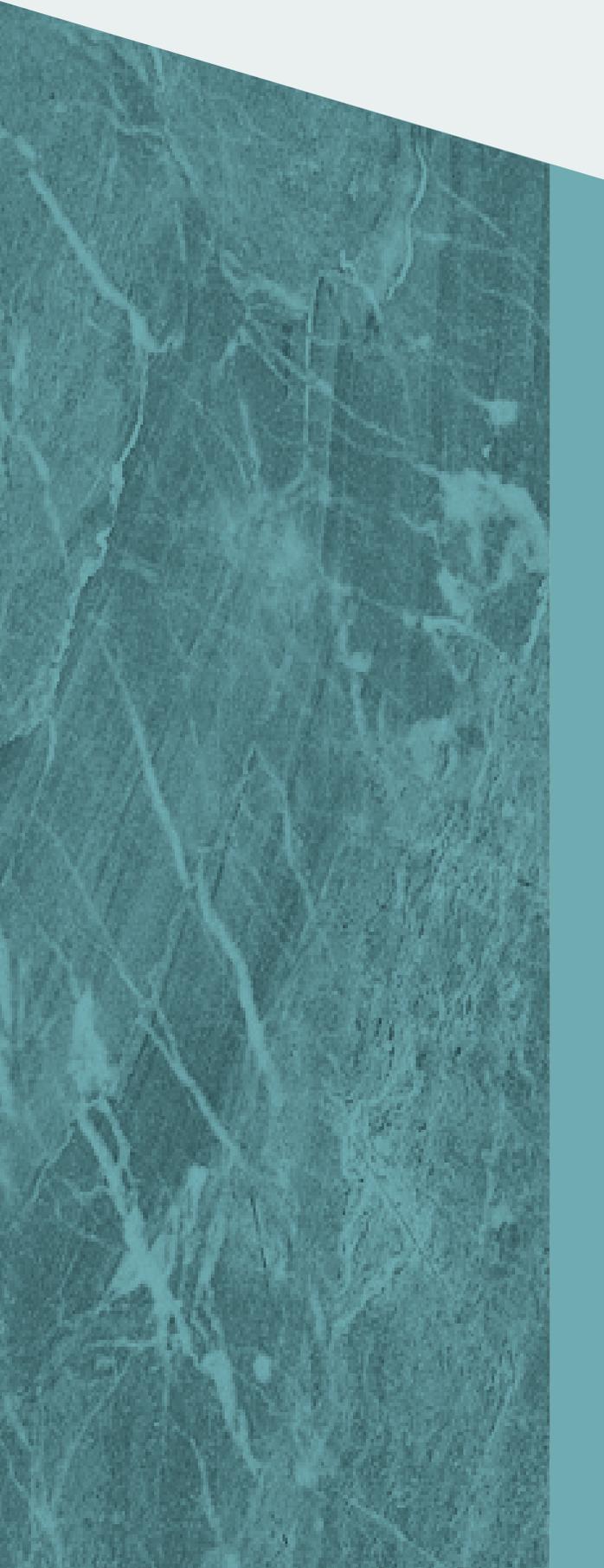
Officials (Upazila Education Officer, District Primary Education Officer, District Education Officer, and Upazila Secondary Education Officer) of both primary and secondary education were asked about health and safety management of the schools in their jurisdiction. A large majority (more than 88%) were satisfied with the measures taken by schools. However, a half considered the budget allocation for the purpose inadequate; 13% mentioned the absence of any funding for this purpose.

Figure 3.10: Suggestions to overcome challenges in school management



1. Increase community engagement
2. Develop school infrastructure
3. Teacher recruitment/Training
4. Support from government/Increased budget
5. Ensure regular instruction/class and exam routine as before like before

Teachers of primary and secondary schools were asked for their feedback on the challenges in school management. As Figure 3.10 shows, 36% of primary school teachers emphasized school infrastructure, 31% asked for recruitment of additional teachers and their training, and 21% suggested more community engagement. A smaller proportion preferred seeking financial support and increased budget from the government (12%) and continuation of regular class exams like before (10%). Among the secondary teachers, 26% emphasized school infrastructure, 22% on recruiting more teachers and their training, and 23% suggested greater community engagement. There were no major geographical differences.



Chapter 4

Supporting teachers and schools

- Teachers' and officials' perceptions about orientation as schools reopened
- Parents' and teachers' views about changes needed in teachers' work and classroom instruction
- Teachers' perception of problems and their causes
- Meeting basic needs of teachers' families
- Tech capacity and multimedia provisions to support teachers
- Perception about inequality in education by teachers and other stakeholders

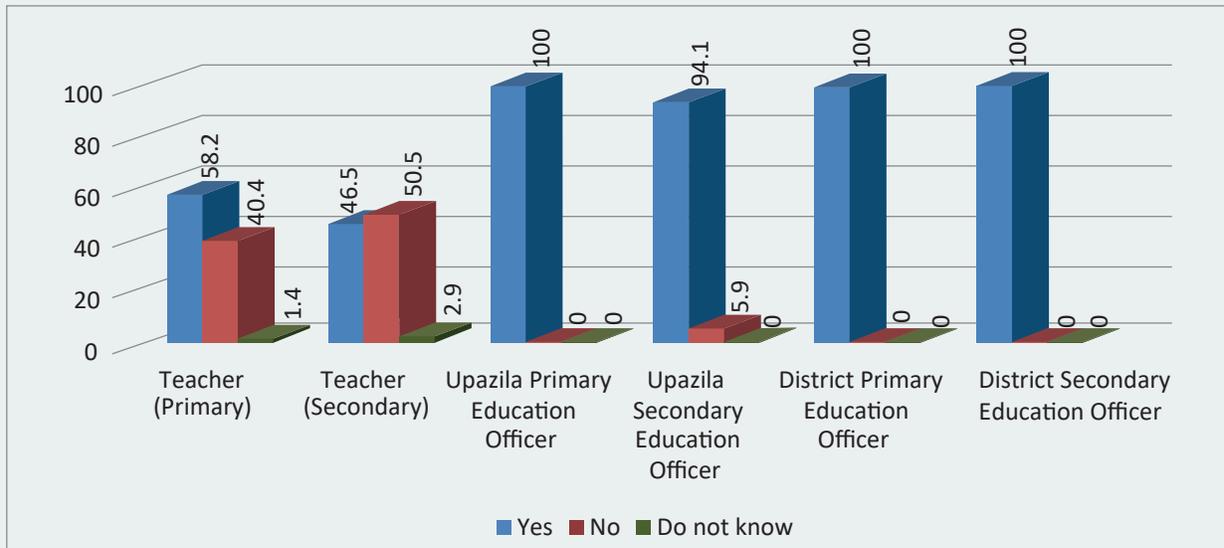
Supporting teachers and schools

Questions were asked about assistance and support received by teachers and schools post-reopening. Stakeholders' views were sought on the following:

- Views on the support received
- The need for support, as seen by various stakeholders
- Problems perceived by teachers that needed to be addressed
- Teachers' ability to meet their basic family needs
- Technology and multi-media support to apply the blended approach
- Perception about inequality and the need to address it.

Teachers' and officials' perceptions about orientation as schools reopened

Figure 4.1: Was there orientation for teachers?- Teachers and education officials' views



As figure 4.1 shows, about half of the teachers mentioned that they received the orientation which is in sharp contrast to what the officials experienced.

Instructions from the Directorate of Primary Education (DPE) comprised of the following components: Engaging in Systemic Response (to strengthen remote learning system and reach all children, including vulnerable populations) under the Bangladesh COVID-19 school Sector response project.²⁰

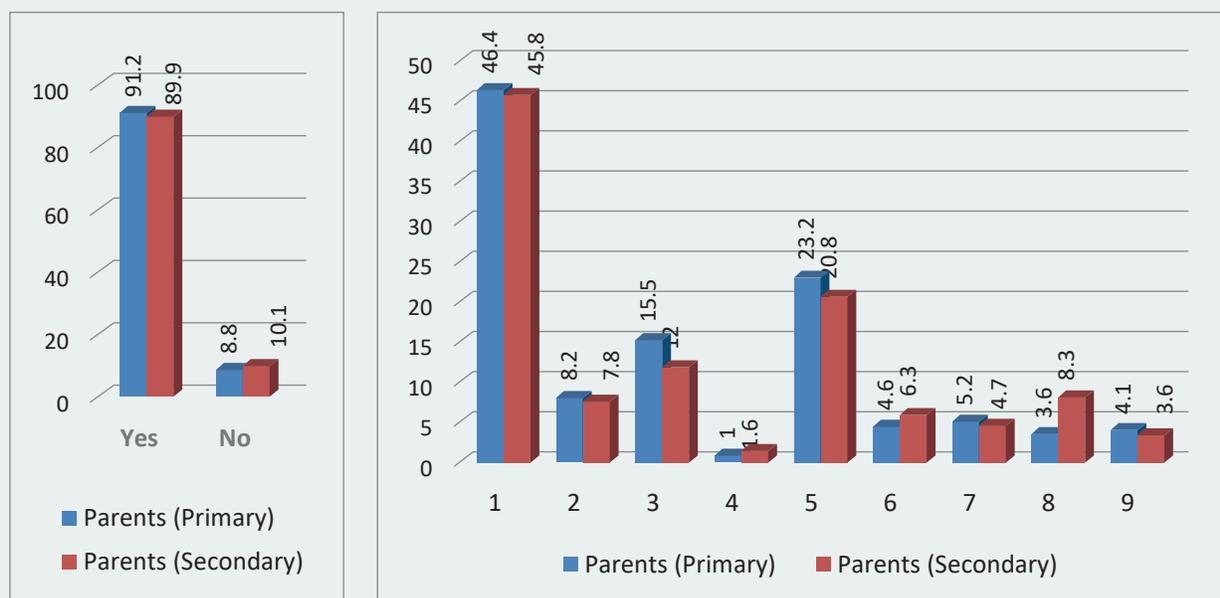
²⁰ [http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/d66a6a2f_5f78_4aef_a313_f7f3dd44da04/EMF%20\(2\).pdf](http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/d66a6a2f_5f78_4aef_a313_f7f3dd44da04/EMF%20(2).pdf)

The Directorate of Secondary and Higher Education (DSHE) also provided instructions for ensuring remote education to all the secondary students – i) Adding Upazila level students to district-level online classes, ii) Conducting online classes by school authorities using Zoom or Google Meet or Microsoft team or any other medium and making a class routine which emphasises Sangshad TV classes, and iii) online school classes as well as upazila to district level online classes.²¹

The stakeholder survey, as shown above, needed to be more specific about how the central instructions were received, how the beneficiaries understood these, and to what extent they managed to apply these in practices. In addition, the central instructions assumed a level of infrastructure capacity and institutional capability that may not exist in many institutions. Hence, systematic orientations, workshops and online updating of measures could have enhanced the effectiveness of the central instructions.

Parents’ and teachers’ views about changes needed in teachers’ work and classroom instruction

Figure 4.2: Parent’s opinion on the initiatives that should have been taken

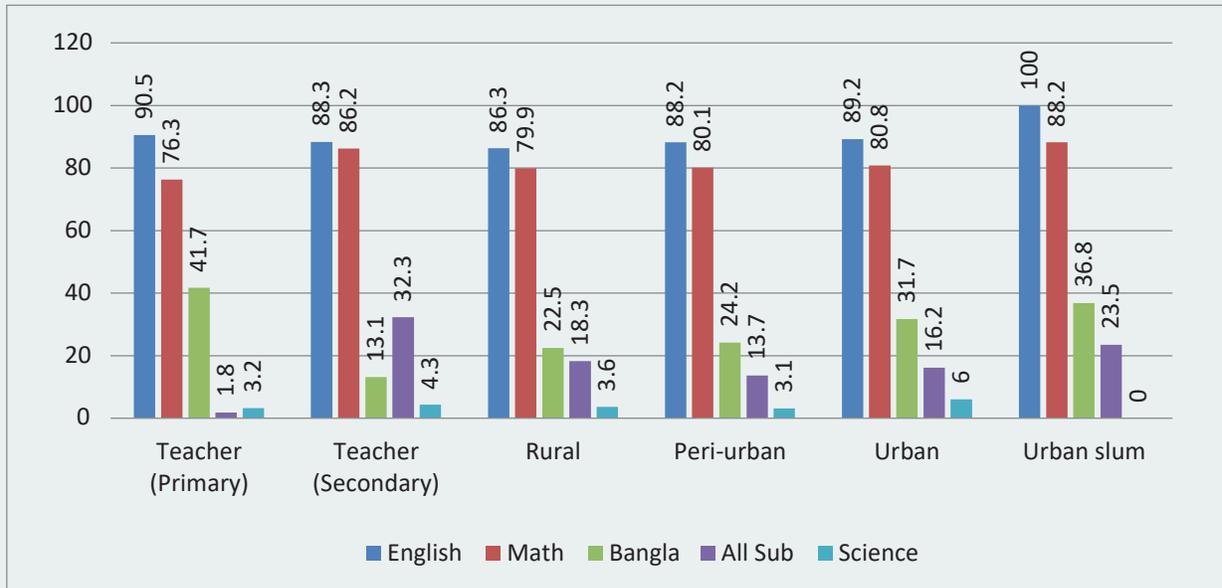


1. Teaching made more attractive and additional time given
2. Increased monitoring by authority
3. Increased infrastructure and communication facilities/Arrangement of multimedia classroom
4. Provision of stipend for all/Financial support for marginalised students
5. Recruit and train more teachers
6. Regular class and exam procedures should be kept
7. Increase awareness among the guardian
8. Arrange extra classes and extra-curriculum activities
9. Others (Mid-day meals, increased financial incentives for teachers, Paying more attention to weak students)

²¹ <https://bangladeshpost.net/posts/dshe-moves-to-connect-students-to-online-classes-61313>

Parents were asked about their views on changes needed in the classroom and what teachers could do. Almost 90% said that new efforts and initiatives were required on the part of the teachers to cope with the situation. Three types of actions were suggested in response to the open-ended question – *Teaching made “more attractive” and additional time is given to teaching; improving infrastructure and communication facilities, including the arrangement of the multimedia classroom; and recruitment and training of more teachers.*

Figure 4.3: Teachers’ views on subjects in which students were particularly weak

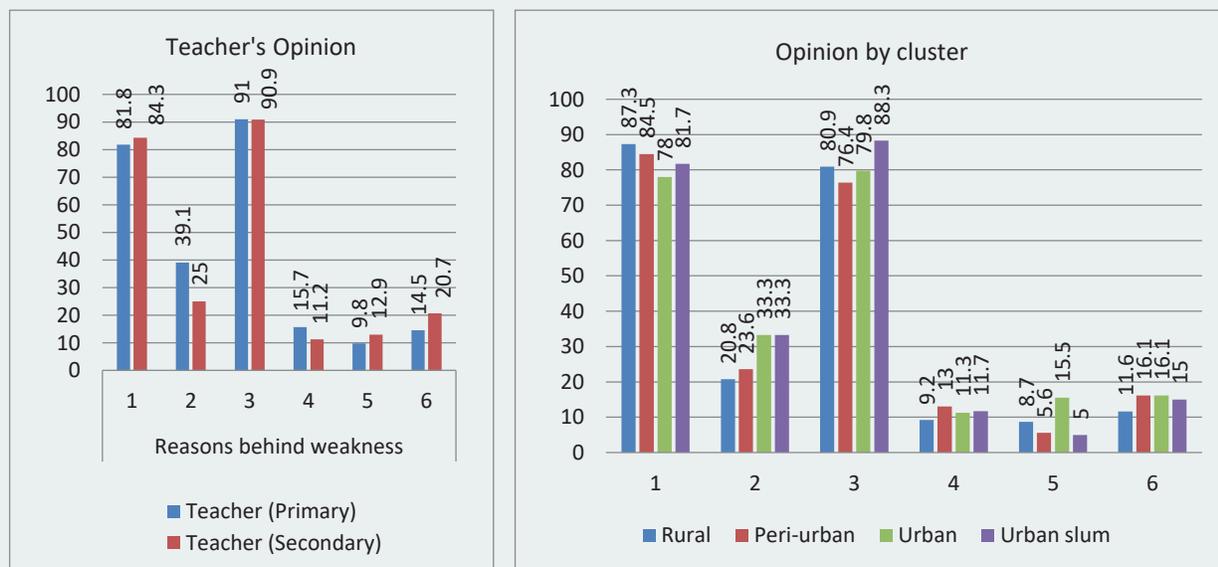


Teachers were aware of the specific weaknesses of students. They, however, appeared not to recognize sufficiently that the students’ weaknesses reflected their limitations. A media report pointed to the complex interactions of factors and multi-pronged effects of the pandemic. Newspaper “correspondents visited different schools in Dhaka and other parts of the country, speaking to children, teachers and guardians. They found close to what experts and global research agencies have warned about since school shutdowns were prolonged.” The same report commented, “The COVID-19 pandemic has kept kids away from classrooms for almost two long years and also taken away what they had learned, along with their memories.”²²

²² <https://www.tbsnews.net/bangladesh/education/here-how-students-are-loss-classrooms-after-pandemic-406866>

Teachers' perception of problems and their causes

Figure 4.4: Problem and causes – Teacher's views



1. Lack of attention to education (by parents/ students)
2. Attentive but cannot understand
3. Family does not take responsibility
4. Inadequate teaching time in class room
5. Teachers cannot provide adequate time in teaching
6. Others

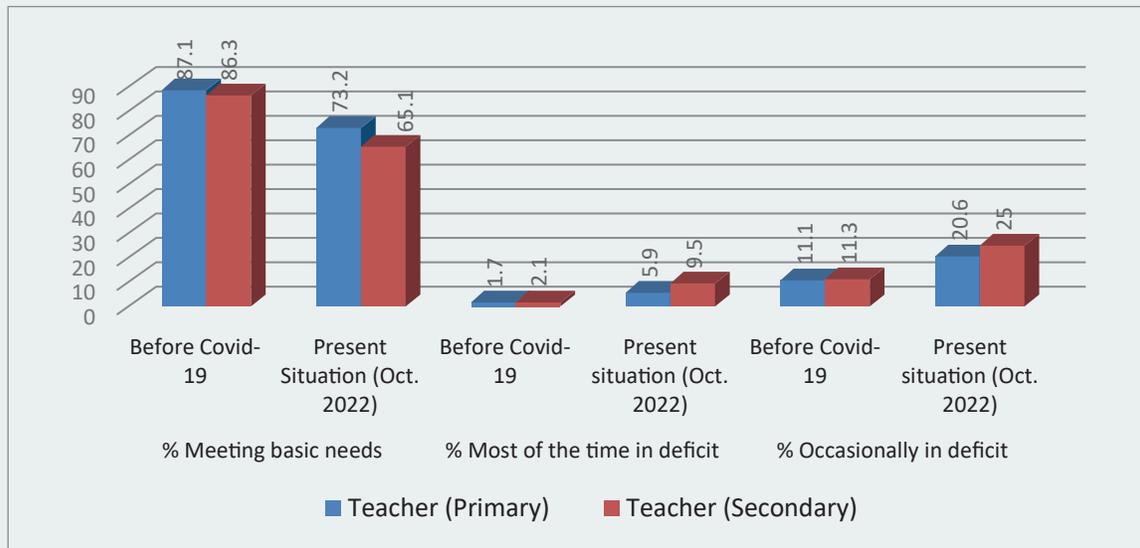
More than 80% of teachers at the primary level and over 90% at secondary level narrated problems that needed special attention as schools reopened after the long closure. Two types of problems identified by most teachers were: Lack of attention to education (by parents/students) and families not taking enough responsibility for their children’s education. Other problems mentioned by smaller numbers were – even if students paid attention, they could not understand the lessons; insufficient teaching time in classes, and teachers could not give enough time to teaching (with high teaching load and large classes).

It is significant that most teachers tend to make students and families responsible for learning problems, paying less attention to their own role. It should be noted that many teachers were acutely aware of how the 82 weeks of closure changed the classroom behaviour of students. A teacher noted, “We never saw students behaving like this before COVID-19. Their behaviour has changed a lot. Maybe this is because of depression and loneliness with no socialising during the long-term school closure in the pandemic.”²³

²³ <https://www.tbsnews.net/bangladesh/health/kids-attending-classes-anxiety-depression-510554>

Meeting basic needs of teachers' families

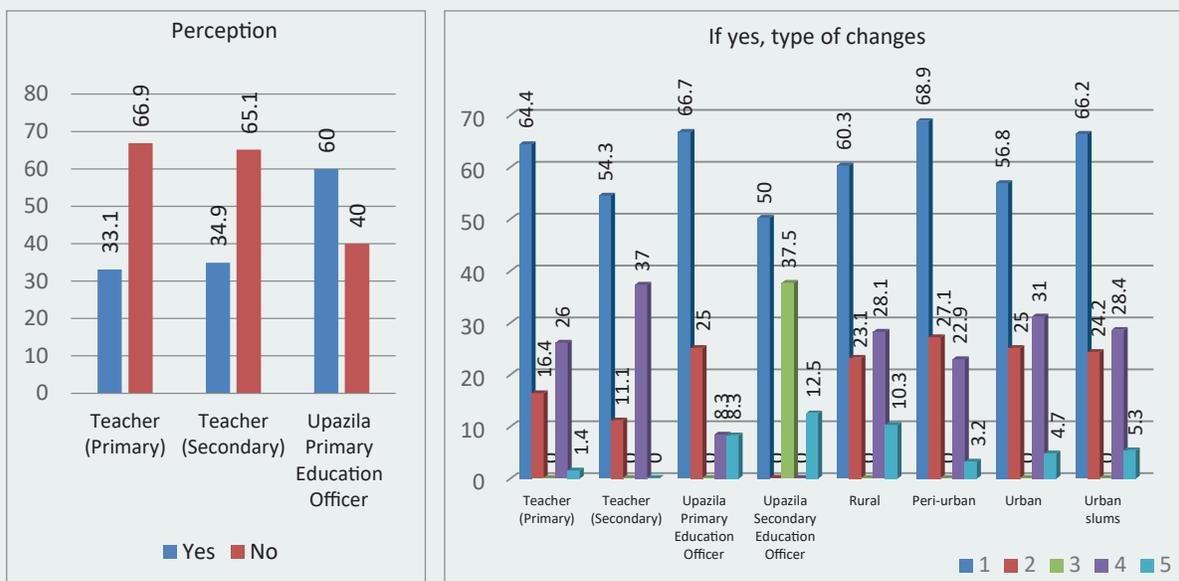
Figure 4.5: Teacher's perception of meeting basic needs (2019 and 2022)



Questions were asked about teachers' income and if they could meet basic family needs. This is compared with the same questions as was asked in a pre-COVID survey. The response showed that significant proportion of primary and secondary level teacher's ability to meeting the basic needs was reduced. More than two-thirds of secondary teachers and more than a quarter of primary-level teachers suffered economic distress and anxiety, impairing their ability to perform their duties well.

Tech capacity and multimedia provisions to support teachers

Figure 4.6: Tech capacity and multimedia provisions – Teachers and education official's views



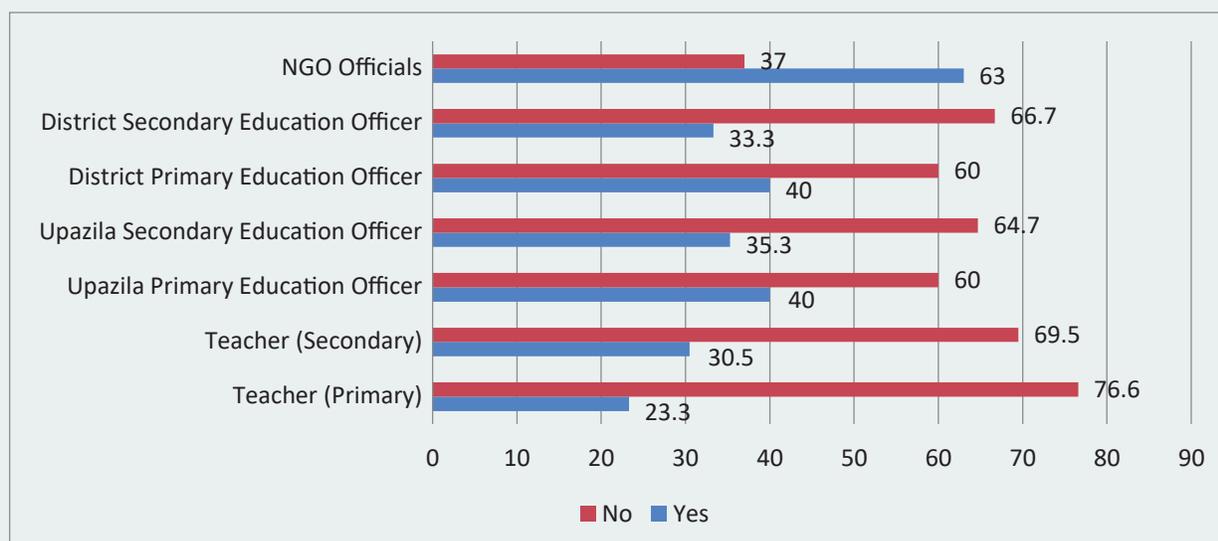
1. Multi-media classrooms/establish a computer lab
2. Additional classes
3. Online class
4. Use of ICT/attractive learning
5. Use of teaching materials/training of teachers

Figure 4.6 shows that about two-thirds of both secondary and primary teachers opined of inadequate ICT infrastructure – specifically, functioning multi-media classes and computer labs. They observed that when these existed, many were not functional. As they saw it, specific actions needed were more use of ICT-based learning materials and preparing teachers for that purpose.

The COVID-19 pandemic has changed many things in education. The Government’s quick initiatives, such as the state-run ‘Sangshad Bangladesh Television’, TV programme ‘Ghore Bose Shikhi’ (Learning from Home that delivered lessons on every subject for 20 minutes every day) and various other local initiatives to use satellite broadcasts of lessons. However, the total impact of these commendable initiatives was limited due to many ancillary and peripheral deficiencies.²⁴

Perception about inequality in education by teachers and other stakeholders

Figure 4.7: Views about disparity intensified by pandemic effects
(participation related to ethnicity, poverty, disability etc.)

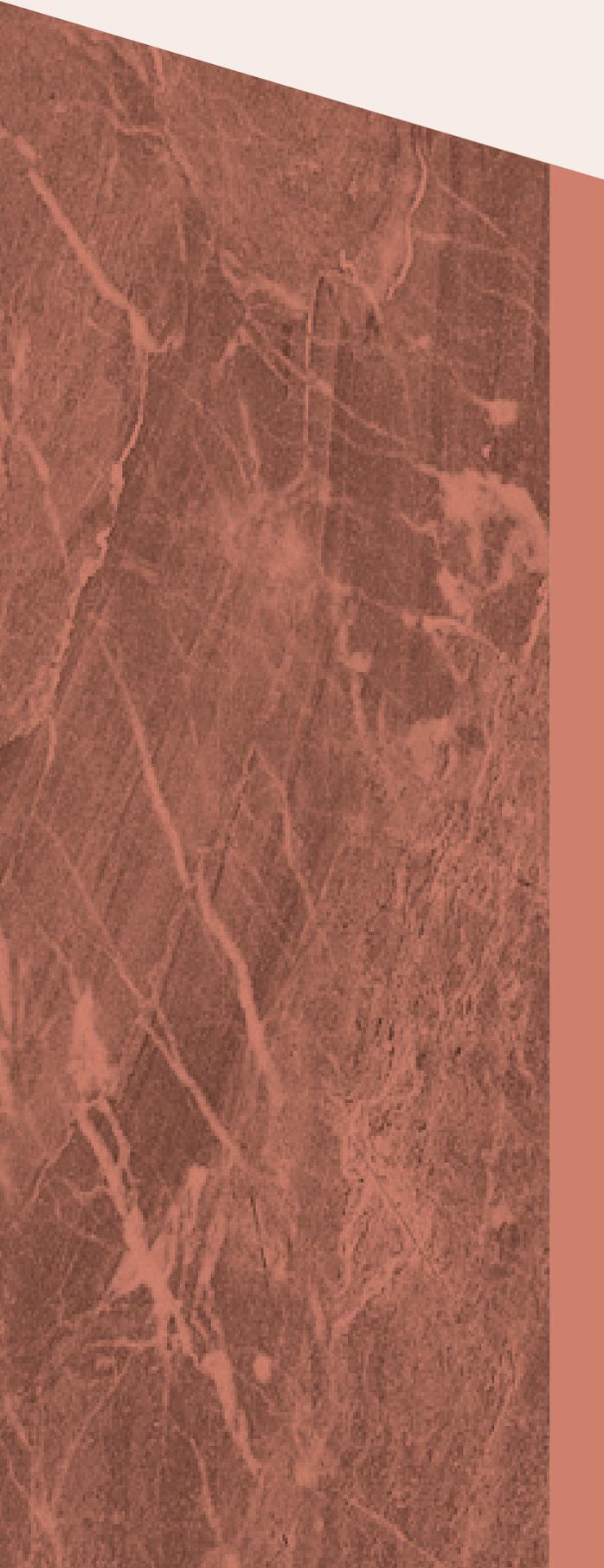


Asked whether the pandemic’s effects aggravated inequality in education for different disadvantaged groups (such as the poor, ethnic groups, and children with disabilities), the large majority of teachers and officials were of the view that pre-existing problems in this respect did not intensify due to the pandemic. The teachers and officials were inclined to echo the official narrative: there was no specific evidence that the problems became more severe due to the pandemic. In sharp contrast, the NGO representatives surveyed were definitive in indicating an intensification of the inequality in access and participation by disadvantaged groups.

Available studies and investigations show that the changed and disrupted life of many students impacted their daily life as well as their education.²⁵

²⁴ <https://www.buffalo.edu/catt/blog/catt-blog-021622.html>

²⁵ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8775812/>



Chapter 5

Use of technology/ blended approach

- Guidance and instruction provided regarding technology
- Difficulties in applying ICT and the blended approach
- Suggestions of stakeholders on improved technology and blended approach
- Device availability for the use of learning technology and the blended approach
- Mobile phone addiction

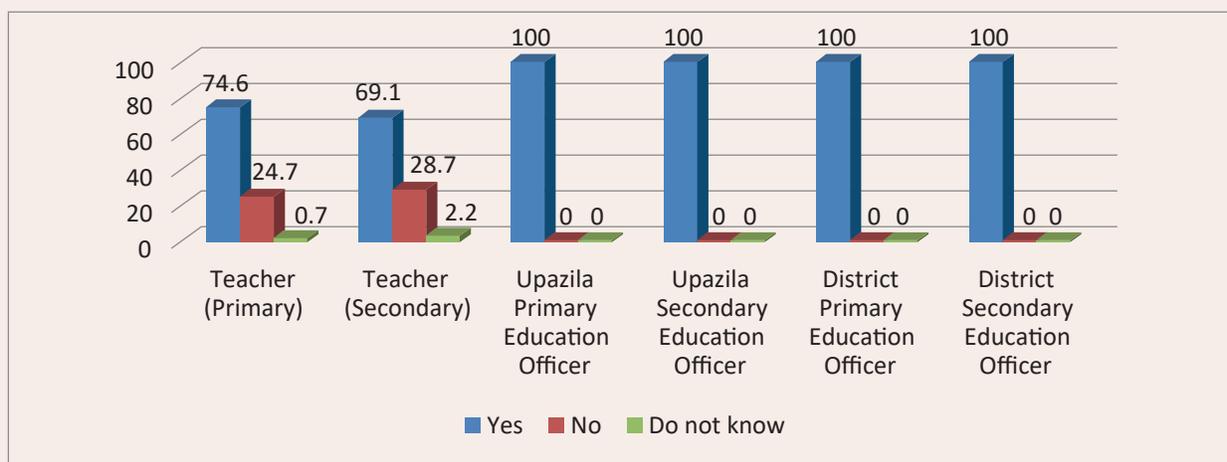
Use of technology/ blended approach

On promoting learning technology and using the blended approach, the stakeholders' survey included the following questions.

- Whether teachers were given guidance and instruction regarding the use of learning technology and the blended approach.
- Difficulties faced in applying the blended approach.
- Stakeholders' suggestions about overcoming the difficulties.
- Device availability in schools and classrooms.
- State of mobile phone addiction.

Guidance and instruction provided regarding technology

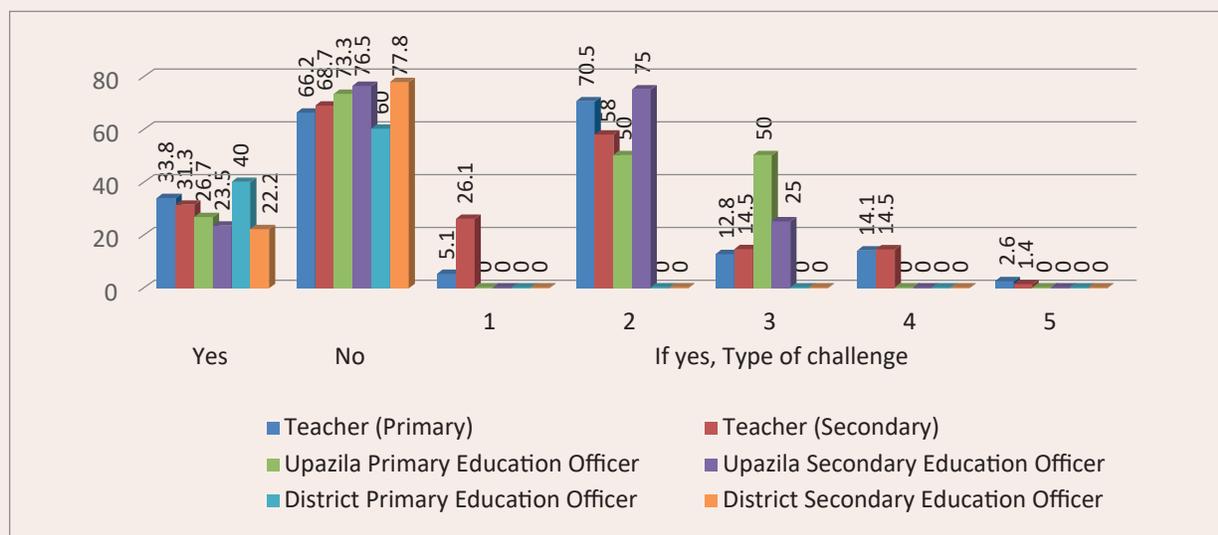
Figure 5.1: Were guideline/instruction included with distance learning methods?



Asked about guidance and instruction given to schools and teachers about using technology and the blended approach, one hundred percent of the district and sub-district education officials said such instruction was provided. However, 75% and 69%, respectively, of primary and secondary teachers acknowledged receiving such instructions and guidance. Receiving the instruction did not necessarily mean that these were effectively utilized, as the information below will show.

Difficulties in applying ICT and the blended approach

Figure 5.2: Perceptions of difficulties faced in implementing the guidelines



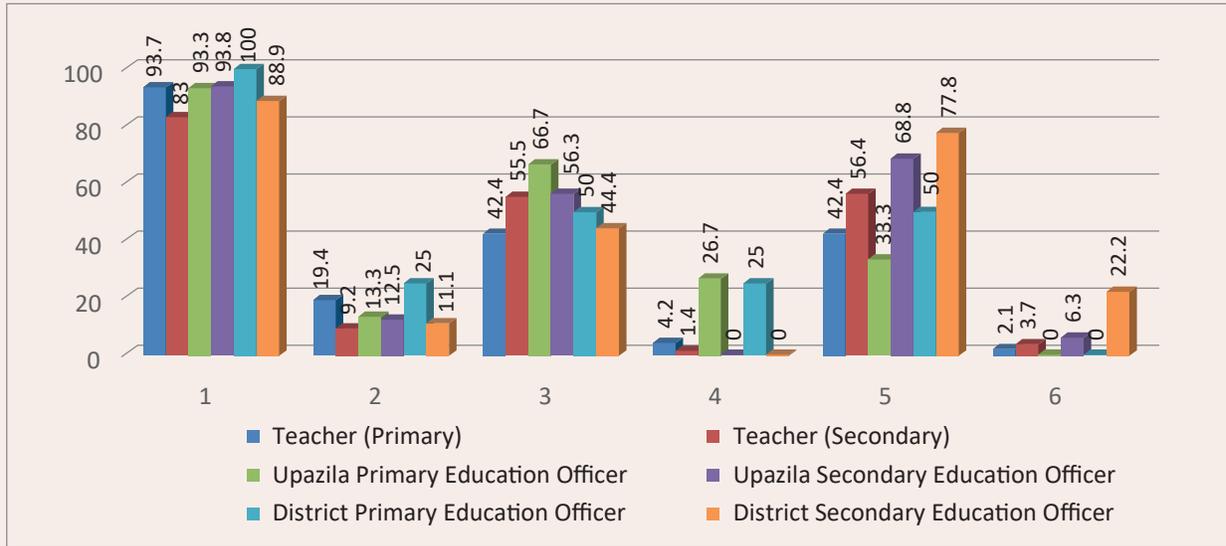
1. Inattentiveness
2. No digital device/not available ICT materials
3. Pressure on teachers and students
4. Lack of electricity and internet
5. Lack of teaching materials

Almost two-thirds of the teachers and three-quarters of the education officials (except district primary education officers) saw no special difficulty in promoting and applying learning technology and the blended approach. Those who mentioned some problems spoke about two main concerns – extra pressure on students and teachers due to technology-based teaching-learning and lack of digital devices and appropriate digital learning materials. The broadly positive response contradicts other information about technology use and practices in schools noted earlier and is likely to have reflected limited expectations of stakeholders and quality norms for such services in the school system.

Suggestions of stakeholders on improved technology and blended approach

Asked about encouraging students to engage in distance learning along with regular classroom instruction, most teachers and officials agreed that such efforts were needed. Most suggested continued use of technologies introduced during the COVID school closure period, especially the Sangsad TV broadcast of lessons, use of the smartphone, and greater use of online platforms. A smaller proportion of respondents mentioned using the radio, making materials available offline, and even using the analogue phone. The responses have been influenced by what stakeholders became familiar with during the pandemic rather than considered views about overcoming significant limitations in infrastructure, preparation of teachers, and availability of relevant Bangla language materials synchronized with the syllabus.

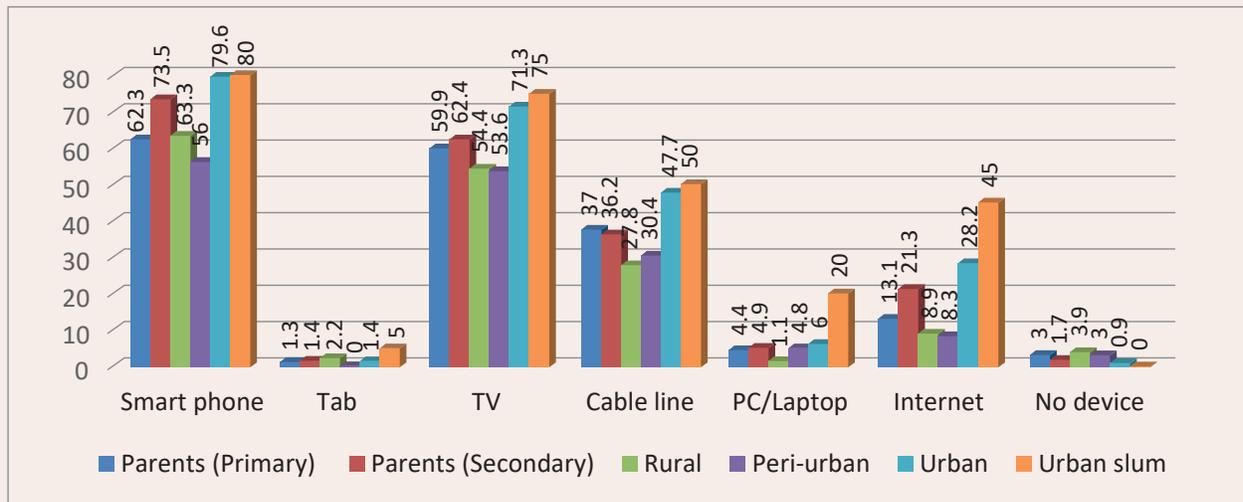
Figure 5.3: Advice for students to engage with distance learning



- 1. Sangsad TV
- 2. Radio
- 3. Smart Phone
- 4. Analog Phone
- 5. Online platform
- 6. Offline (Video, Powerpoint presentation)

Device availability for the use of learning technology and the blended approach

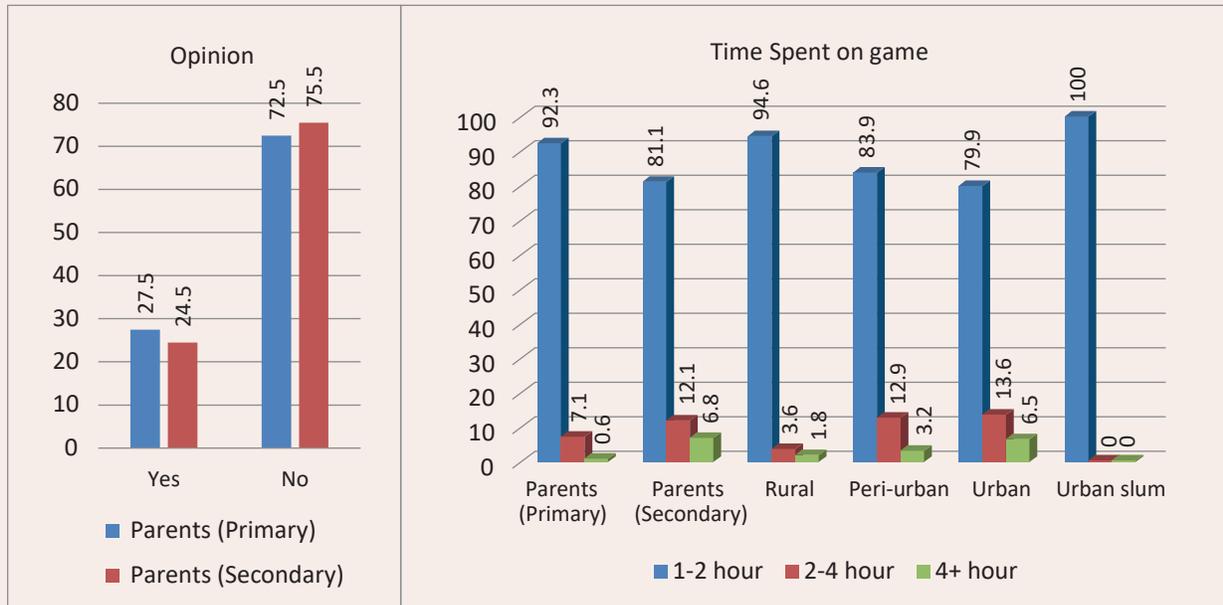
Figure 5.4: Devices available at home



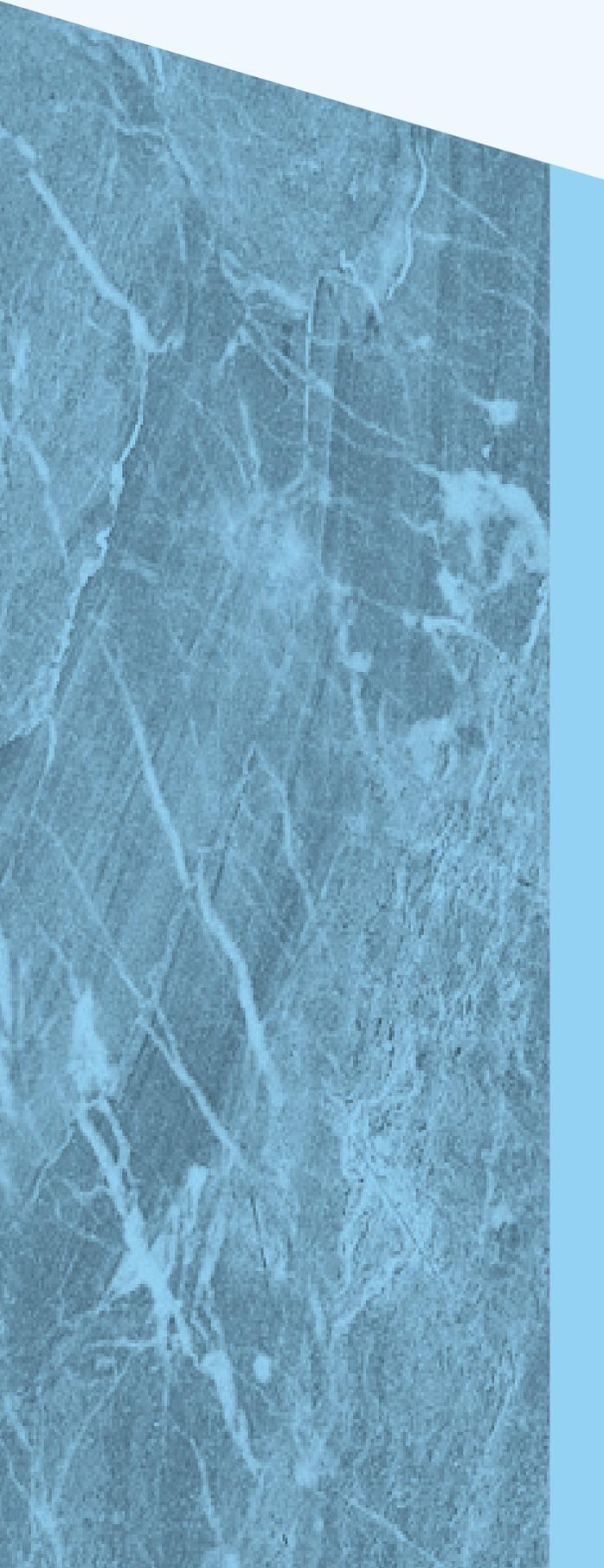
Asked about technology/blended approach and device availability, a large number of parents of both primary and secondary school students indicated widespread availability of mobile phones and TV sets at home. However, internet connectivity and availability of laptops/tablets were limited even in urban areas and peri-urban areas. Direct device availability to students, even when available in the family, has remained a substantial obstacle to the use of learning technology.

Mobile phone addiction

Figure 5.5: Parent’s opinion and use of devices



About a quarter of the parents at both primary and secondary levels saw students’ excessive use of mobile phones as a problem (“mobile phone addiction”). Interestingly, three-quarters of parents did not see this as a significant problem. The problem of mobile phone addiction (surfing and texting) is more of an affluent society and urban problem. However, as access to technology expands for learning, the problem of inappropriate use of digital communication will spread, and decision-makers have to be alert.



Chapter 6

Overcoming inequality and implementing the new curriculum

- Tech capacity of teachers and officials to help students from disadvantaged groups
- Bringing the dropouts back to school
- What teachers and officials needed to do to help implement the new curriculum
- Support needed by teachers and officials to implement the curriculum
- Curriculum implementation and learning recovery

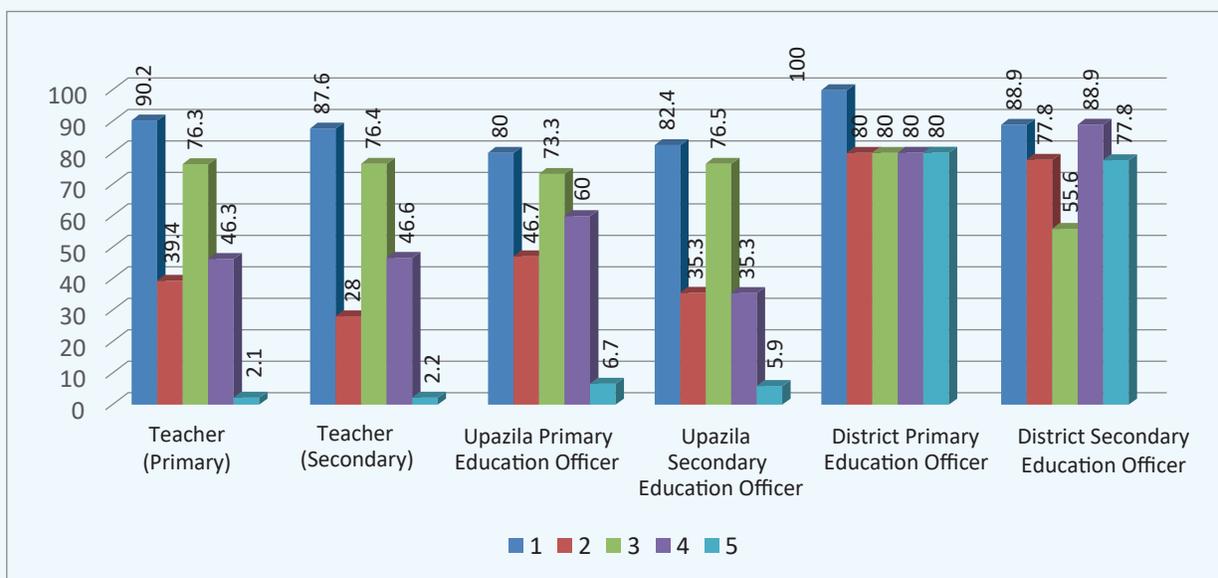
Overcoming inequality and implementing the new curriculum

Inequality in educational opportunity and participation has been a persistent problem in the system, aggravated further by the pandemic, as discussed above. The survey of stakeholders views were mooted on the following issues focusing on teachers' and education personnel's role in enhancing equal opportunities, keeping in view the implementation of the new curriculum.

- Need for tech capacity for teachers and officials to enable disadvantaged groups to participate in tech-based learning.
- Bringing dropouts back to school.
- Need for help for teachers in implementing the new curriculum.
- Need for help for education officials in implementing the new curriculum.
- Approach to implementing the recovery and bridging the learning gap plans.
- Need for a change of the school year.

Tech capacity of teachers and officials to help students from disadvantaged groups

Figure 6.1: Support needed for enhanced tech capacity of teachers to widen tech use by disadvantaged students

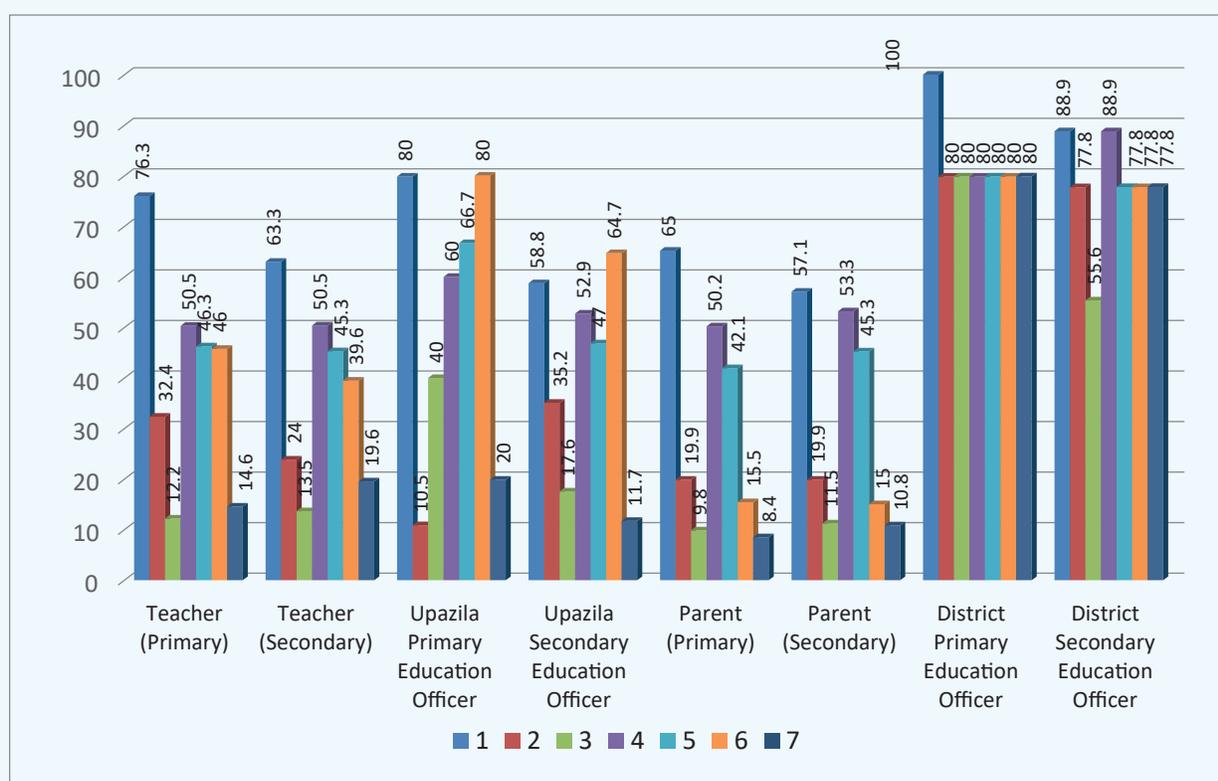


1. Training (in person)
2. Regular online update
3. Adequate teaching materials
4. Appropriate classroom (online and offline)
5. Others

Teachers and officials were asked about the kinds of the capacity building they needed to play their role in helping disadvantaged groups access tech learning and overcome the latter’s disadvantages. An overwhelming proportion of teachers and officials expressed that they needed in-person training to improve relevant skills. They also wanted the training followed by regular online updating and refreshing of the skills. District-level officials also asked for other kinds of support, especially appropriate classroom IT facilities and relevant learning content to be disseminated through IT.

Bringing the dropouts back to school

Figure 6.2: What can be done to bring the dropouts back to school – Teachers’ and Education Officials’ views



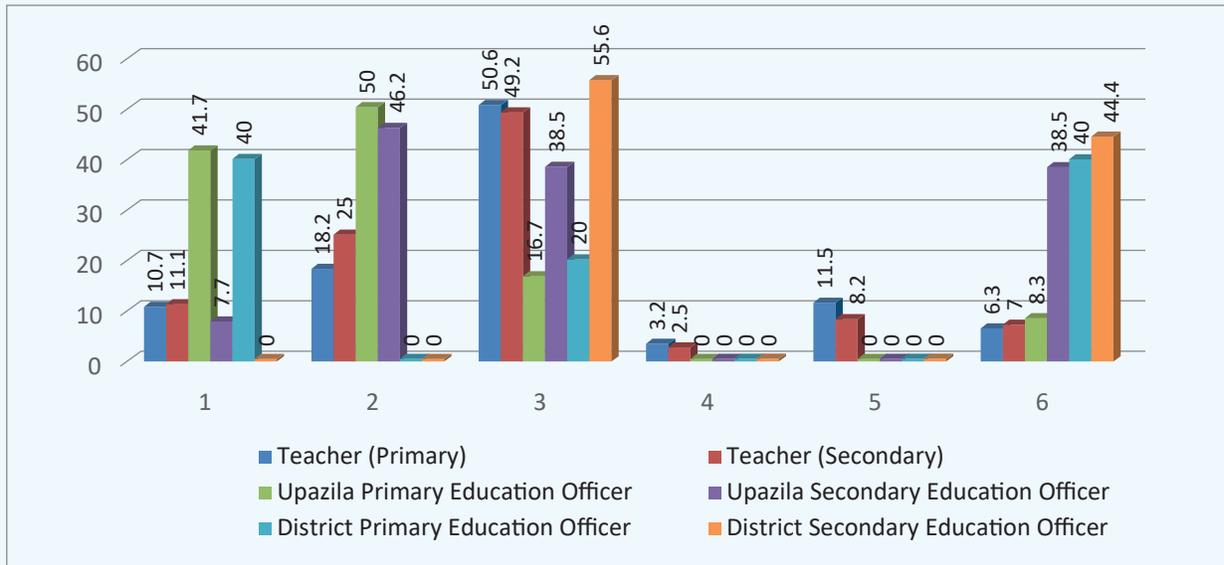
1. Mid-day meal
2. Develop activist group engaging local government representative and teachers in poverty-stricken areas
3. Develop such group in each school
4. Include poor students and families under Social Safety Net Program
5. Making school and classroom teaching interesting to students
6. Special teaching arrangement for slow learner
7. Others

The large majority of teachers saw mid-day meals at school as a most important and effective step for bringing back the dropped-out students. Another suggestion forwarded by teachers and officials was to form activist groups to engage local government representatives and teachers in poverty-stricken areas to interact with families. Others suggested increasing the scope of the

social safety net to cover poor and disadvantaged families with school-going children, making school and classroom teaching attractive to students and extra teaching support for slow learners.

What teachers and officials needed to do to help implement the new curriculum

Figure 6.3: New curriculum- Views of teachers and education officials



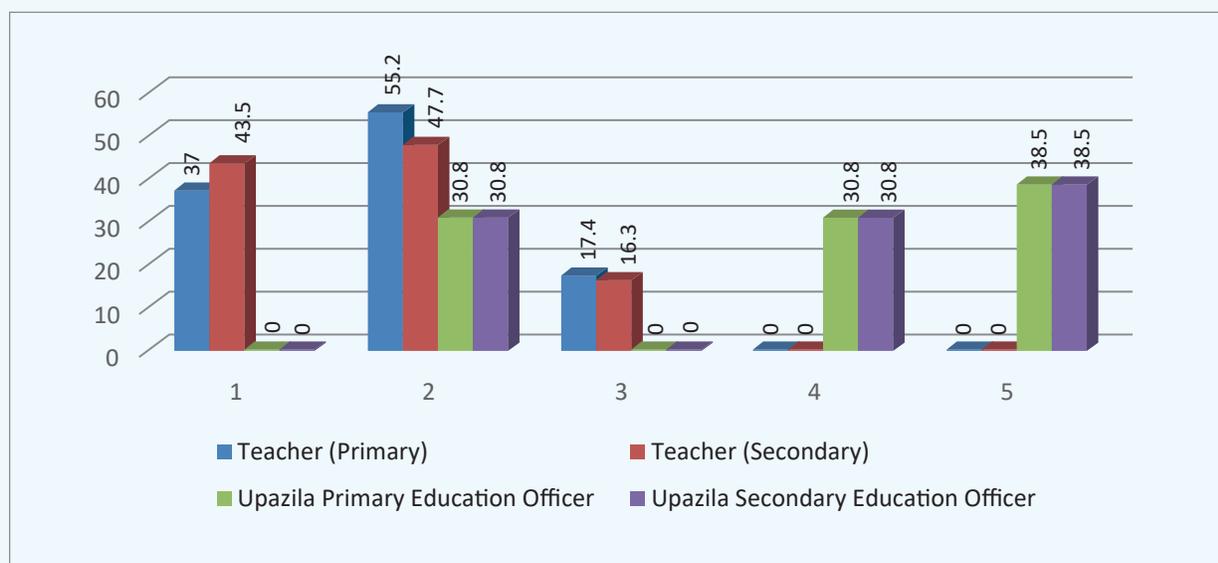
1. Regular class/Additional class
2. Taking care of students/Engagement of students
3. Capacity building of teachers/Activeness of teachers
4. Promote co-curriculum activities/use of ICT
5. Following gov't instructions
6. Emphasis on guardian's awareness

The existing school curriculum introduced in 2012 has been subject to revision. New curriculum and textbooks written based on the curriculum are being gradually introduced starting in 2022. Teachers and education officials are expected to be oriented, trained and prepared for this purpose. Questions were asked to teachers and officials about what they needed to do to implement the curriculum in the classroom.

As Figure 6.3 shows, it is a mixed picture. Emphasis on capacity building of teachers was emphasised by teachers. Promoting co-curricular activities and ICT use, following instructions given by authorities and raising awareness of parents were accorded greater importance from education officials. A section of respondents felt that continuing with what was done conventionally in the classroom would be important. The range of actions and varying emphasis on these did not present a pattern, but this suggests that a systematic plan that included all of these elements would be necessary to effectively implement the revised curriculum in the classroom. Preparing the teachers and officials well to act according to the plan would be important.

Support needed by teachers and officials to implement the curriculum

Figure 6.4: Teachers and education officials' view on type of support needed



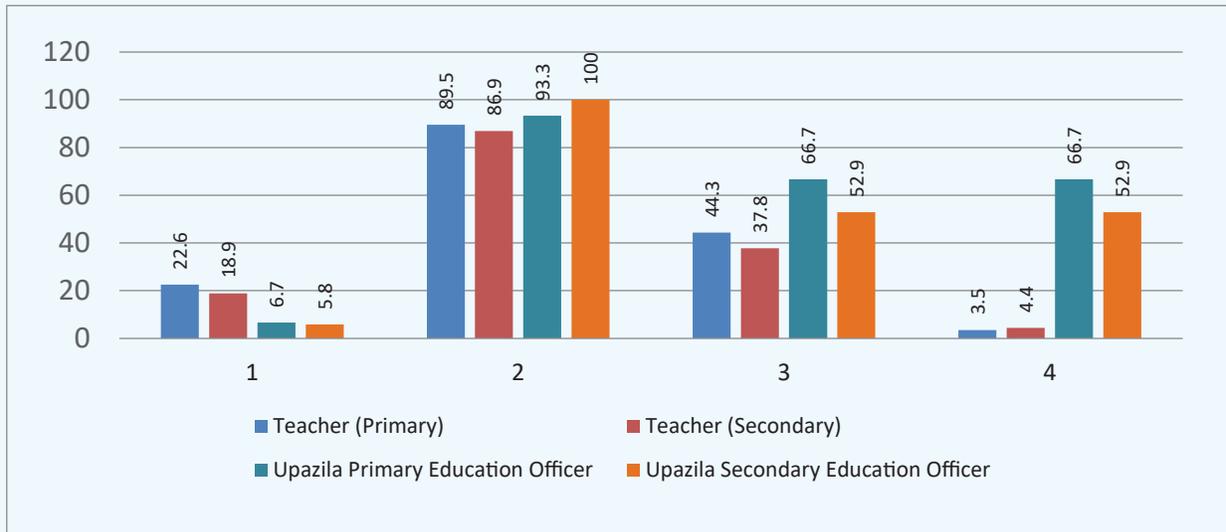
1. Capacity Building of teachers
2. Follower and monitoring
3. Financial support for teachers
4. Orientation for field level government officials
5. Arrange training programme

It can be seen from Figure 6.4 that a large majority of teachers at the primary and secondary levels emphasized the capacity building of teachers and following up these initiatives with monitoring. Smaller proportions but still a substantial majority of officials suggested a similar vein in terms of orientation and training for field-level government personnel. Additional financial support to teachers was mentioned, especially by secondary-level teachers. Overall, there is an expression of the need for capacity-building by teachers and officials. This suggests that existing capacity building, such as training and orientation, needs to be strengthened, emphasizing assessing what works and following up on what results can be demonstrated from the capacity-building activities.

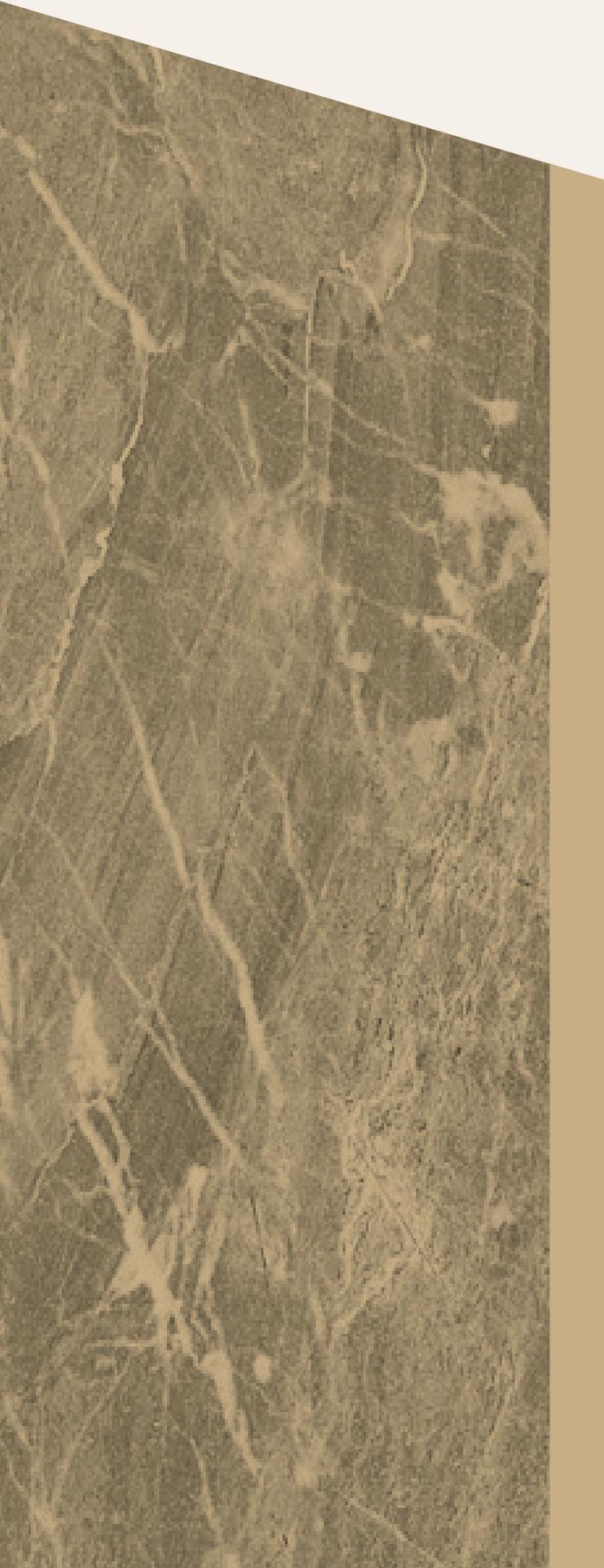
Curriculum implementation and learning recovery

The question posed was about methods to implement the proposed curriculum to help recover learning loss and bridge the learning gap. Teachers and officials' responses concentrated on two ideas: i) Integrated use of conventional methods and information technology and ii) engaging students and teachers' supportive role in group work instead of conventional teaching methods. A smaller proportion indicated that the conventional methods should continue, presumably using these more effectively in classrooms. The response suggests the need for preparing schools and teachers to follow an integrated approach that blends in-person instruction and technology. Doing this well would also support recovery and bridging the learning gap, which is necessary to successfully implement the new curriculum (Figure 6.5).

Figure 6.5: Teachers and education officials' view on curriculum and learning recovery



- 1. *Conventional teaching method*
- 2. *Integrated use of conventional method and information technology*
- 3. *Engaging students and teacher's supportive role in group work instead of conventional teaching method*
- 4. *Others*



Chapter 7

A peek into the TVET sub-sector

- Opinion about market-responsiveness of courses offered in TVET
- Enhancing teacher's preparedness for changes in technical education
- Challenges in conducting trade courses considering the current market demand
- Challenges faced by TVET institutions
- Suggestions for overcoming current challenges
- Short-term recovery plan
- Medium-term recovery actions
- Longer-term recovery actions
- Opinion on the overall improvement of TVET

A peek into the TVET sub-sector

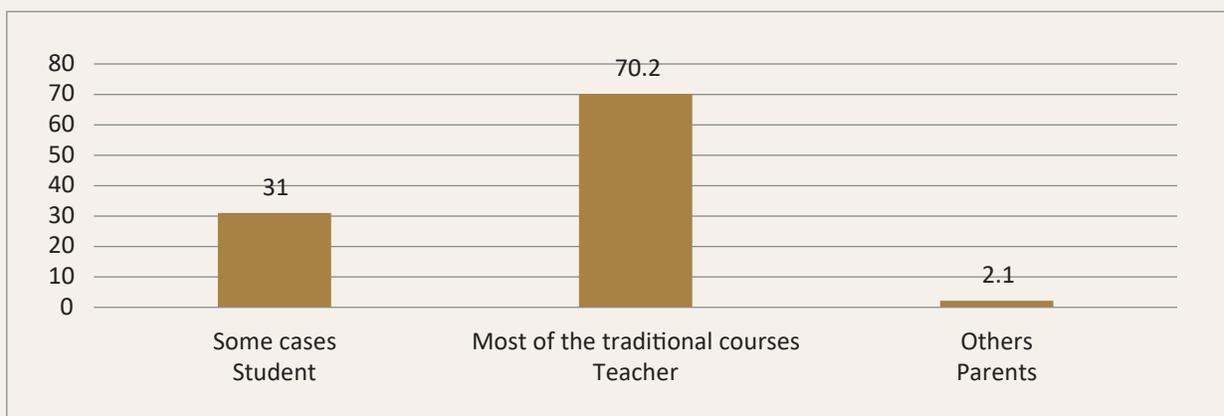
Technical and Vocational Education and Training (TVET) provides students with practical skills and knowledge in a specific trade or occupation. TVET programmes are designed to prepare students for careers in fields such as agriculture, construction, manufacturing, and information technology. The government has strongly emphasised the development of TVET to increase employability and economic growth in the country. However, the TVET sub-sector still faces challenges from the COVID-19 disruption, such as a lack of funding, inadequate facilities and equipment, and a shortage of qualified teachers. As part of the Education Watch 2022 survey, considering the importance of TVET, questions were posed to 120 TVET instructors about problems and approaches to solutions. The instructors were from 47 institutions - 25 government-run, 16 government-assisted and six private.

The issues that were discussed included:

- Perception about market-responsiveness of trade courses
- Enhancing teachers' preparedness for change
- Current challenges faced by institutions
- Suggestions for overcoming current challenges
- Actions needed for recovery and overcoming learning gaps
- Actions needed for improvement in institutions in the medium term
- Actions needed for improvement of institutions in the longer term
- Actions needed for overall TVET improvement.

Opinion about market-responsiveness of courses offered in TVET

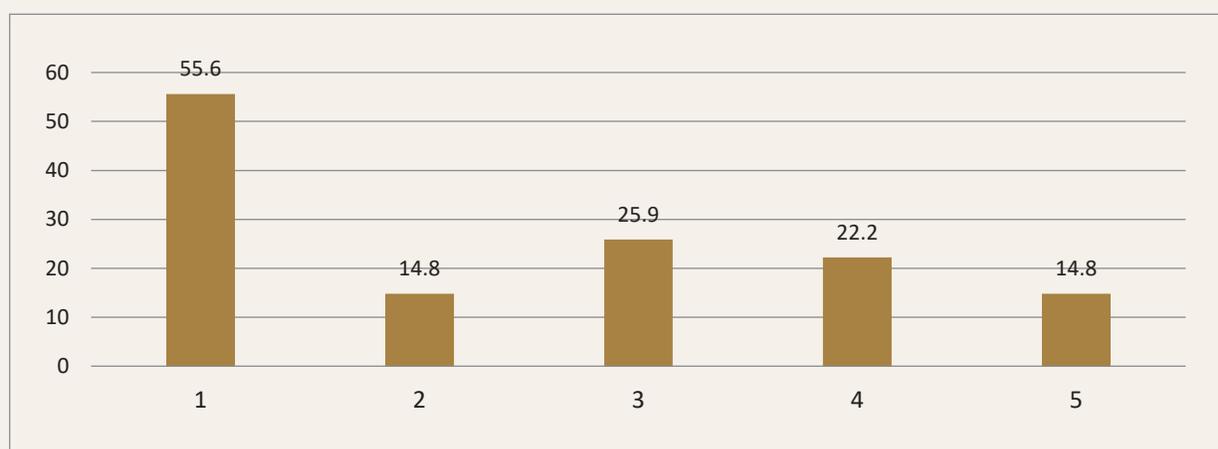
Figure 7.1: How market responsive are the TVET courses?



Attempts are being made to adapt the courses offered in TVET institutions to the present local and global market demand, by offering trade courses that align with the job market. These include courses in information technology, electrical and electronics skills, textiles, garments, and leather, as well as agriculture and food processing. However, the stakeholders are sceptical about how effectively this is being done. Figure 7.1 shows that 70% of the TVET teachers surveyed thought that the majority of the courses offered in the TVET curriculum are traditional rather than responsive to current market needs. A third (31%) of the students surveyed stated that some courses offered were more market-oriented than others.

Enhancing teacher's preparedness for changes in technical education

Figure 7.2: Teacher's preparedness for changes (TVET Teacher's view)



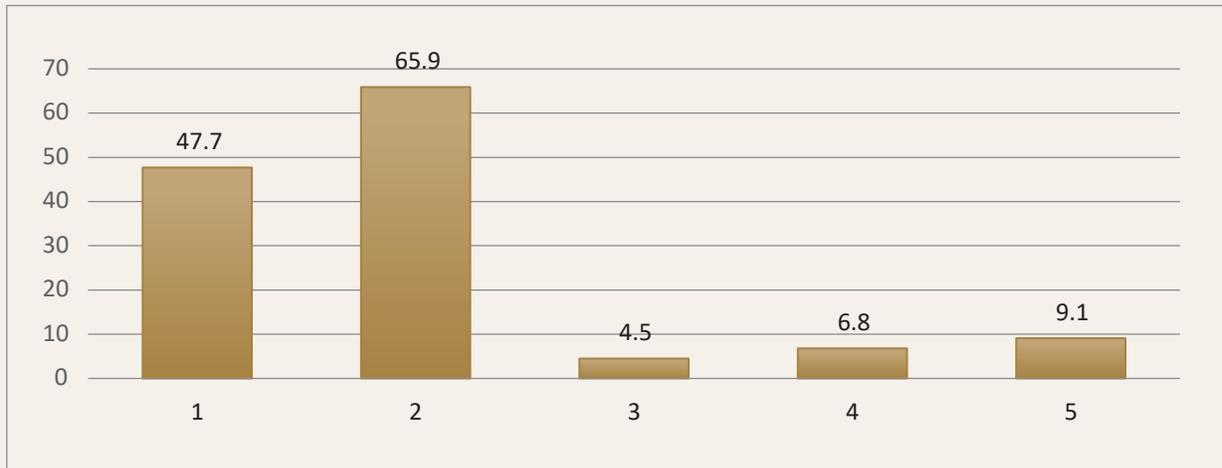
1. Need more relevant training
2. Skilled manpower and financial Support
3. Updated technology and equipment
4. Classrooms digitization
5. Infrastructure development

The global industrial revolution is also expected to bring significant changes to the field of technical education in Bangladesh over the next five years. As technology continues to evolve rapidly, teachers in the field of technical education in Bangladesh need to be prepared for these changes. This includes staying current with the latest advancements in their respective fields and understanding the impact these changes will have on their students and the job market in Bangladesh. However, there are concerns about teachers' readiness for these changes, as some may need help to keep pace with the evolving technological landscape. The survey findings show that:

- About 56% of the teachers surveyed thought they required additional training to meet the demands of the technological changes being brought about by the Fourth Industrial Revolution.
- About 26% of the respondents felt that provisions for updated technology and equipment in institutions would be necessary.
- Among TVET teacher respondents, 22% called for digitization in the classroom, while 15% requested increased skilled staff and financial incentives for technical and vocational education teachers and students.

Challenges in conducting trade courses considering the current market demand

Figure 7.3: Challenges in conducting trade courses (Teacher's view)



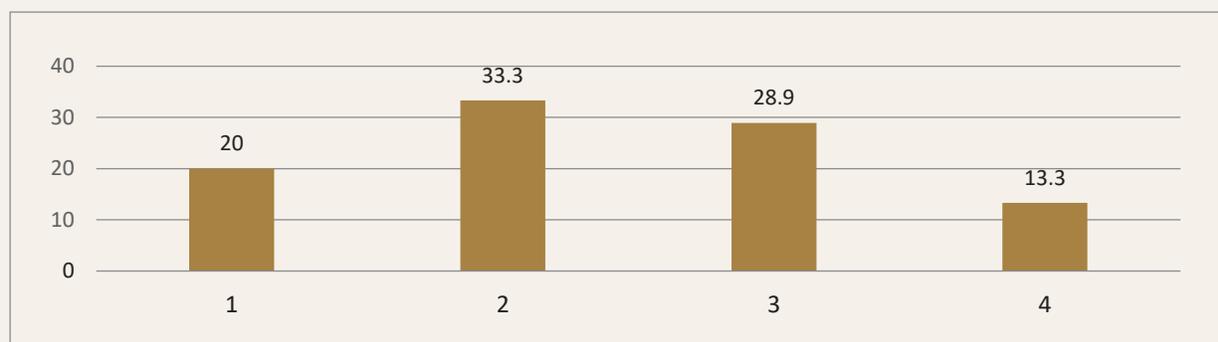
- | | |
|-------------------------------------|--|
| 1. Student and teacher shortage | 4. Training of teacher |
| 2. Need updated technical equipment | 5. Others (Challenge in job market, financial support for student, Infrastructure development) |
| 3. Teacher appointment | |

Conducting TVET courses in Bangladesh presents unique challenges, considering the current market demand and the economic landscape. One major challenge is keeping pace with the rapidly evolving global trade demand and staying relevant in the competitive job market while balancing traditional industrial production with the increasing demand for sustainable and environmentally conscious trade practices. Another challenge is the limited access to resources and skilled instructors, which can affect the quality of education provided. The COVID-19 pandemic has also impacted the economy, causing job losses and economic hardship, leading to a shift in the focus and demand for specific trade skills. Among the respondents from the TVET institutions –

- Two-thirds (65.9%) of the TVET instructors have demanded updated technical equipment in the classroom to meet the demands of the current job market and global demand.
- Almost 48% of respondents highlighted the shortage of motivated students and qualified teachers in TVET institutions.
- A smaller proportion demanded more training of TVET teachers and increased teaching staff.

Challenges faced by TVET institutions

Figure 7.4: Type of challenges/problems currently being faced by institutions (Teacher's view)



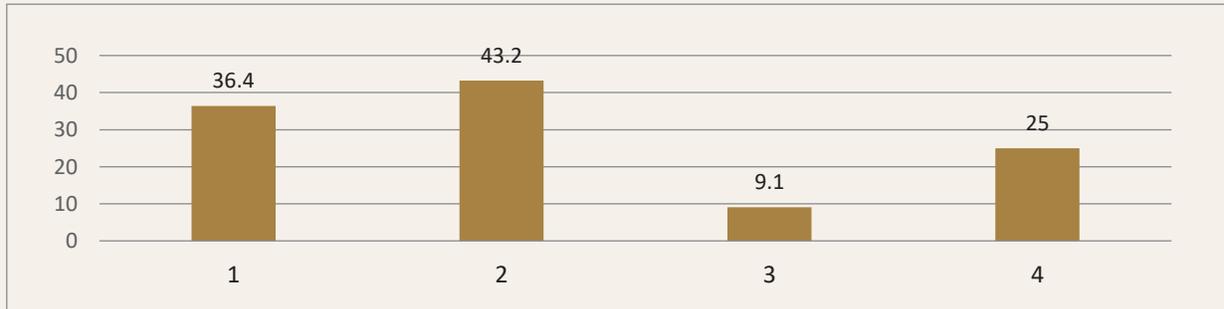
1. Allocation of budget is low
2. Teacher shortage
3. Student shortage/Low attendance
4. Shortage of staff and infrastructure
5. Shortage of technical equipment and training

Bangladesh's Technical and Vocational Education and Training (TVET) institutions need help with various challenges. A major one is the need for more students and qualified teachers, which can impact the quality of education. Another challenge is the need for updated technical equipment and resources to keep pace with the rapidly evolving job market and global demand. Additionally, many TVET institutions need more funding and infrastructure constraints, which can limit their ability to provide practical, hands-on training. Furthermore, balancing the needs of traditional trade industries with the increasing demand for sustainable and environmentally conscious trade practices can also be a challenge. According to the respondents –

- 33% of teachers from TVET institutions cited a shortage of teachers as a challenge, while 29% noted low student attendance or a shortage of students as a significant challenge.
- 20% of TVET institution teachers pointed to inadequate funding as a problem, while 13% identified technical equipment and training challenges.

Suggestions for overcoming current challenges

Figure 7.5: Suggestions to overcome present challenges by institutions (Teacher's view)



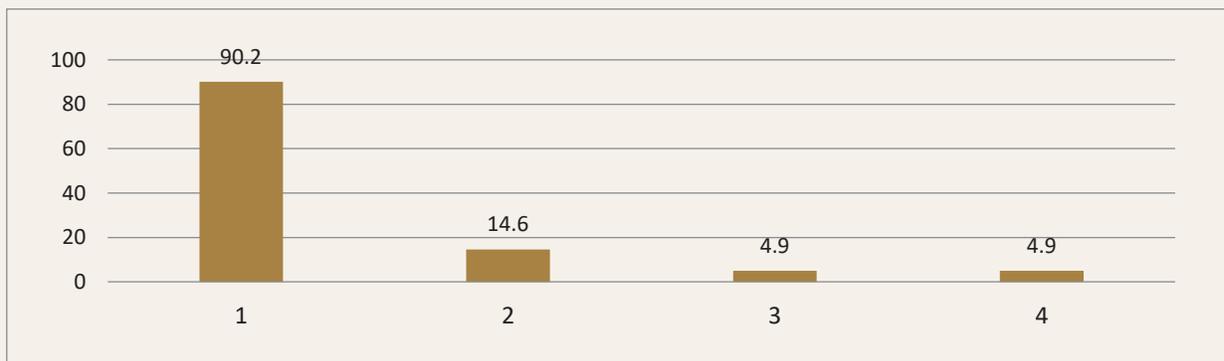
1. Need government support (financial and others)
2. Trainer recruitment
3. Increase publicity regarding TVET
4. Need modern lab

The respondents emphasized the following measures to deal with the challenges that the institutions face currently.

- 43% called for recruiting qualified trainers to overcome the challenges, while 36% sought support from the government, including increased financial support.
- 25% of the surveyed teachers emphasized modern laboratory facilities, while 9% believed promoting TVET through campaigns among potential trainees and employers would be needed.

Short-term recovery plan

Figure 7.6: Opinion on short-term recovery plan and narrowing learning gap (Teacher's view)



1. Additional class/online class/increase in practical classes
2. Holding classes and making assignments reguary
3. Shortening the syllabus
4. Training of teachers to dea with the earning oss and gap

The COVID-19 pandemic has disrupted education and created a learning gap for students in the TVET sub-sector as well. Teachers were asked about steps that could be taken as short-term measures. According to the respondents -

- 90% of surveyed teachers recommended offering additional classes, online classes, and more practical classes as part of the recovery plan to fill the learning gap.
- 15% of teachers proposed ensuring regular class attendance and assignment submissions.
- 5% of respondents suggested shortening the syllabus and providing adequate teacher training to deal with the situation.

Medium-term recovery actions

Figure 7.7: Opinion on the mid-term recovery plan for narrowing the learning gap (Teacher's view)



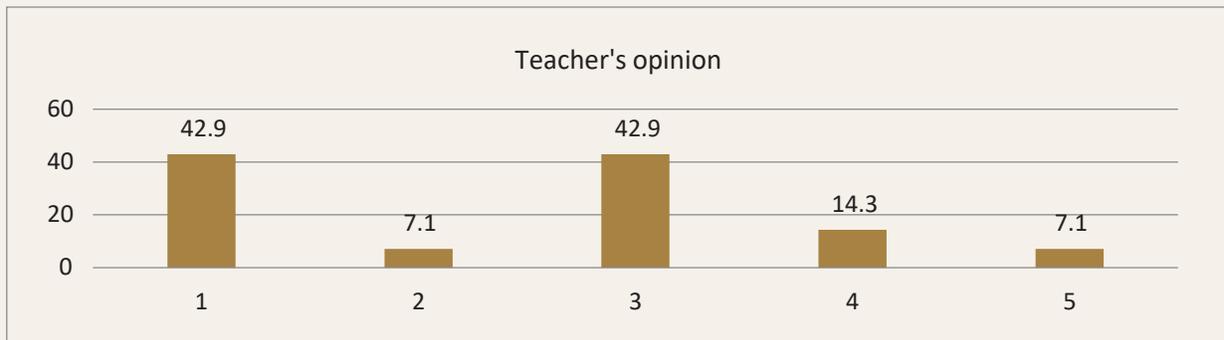
1. Additional classes/online classes
2. Following the govt. rules and instructions strictly
3. Modern equipment for training needed
4. Experienced teachers to be appointment/ Training of teachers
5. Others (Home visit, Raising parents' awareness)

To address the learning gap caused by the COVID-19 pandemic in TVET institutions, a mid-term recovery plan could aim to rebuild students' confidence, support struggling students, and get them back on track toward their goals. These could include offering targeted interventions, such as extra tutoring, skill-building sessions, and support to individual student's needs. Institutions can also provide additional resources and support to help students catch up, such as online learning platforms and personalized learning plans. By implementing a comprehensive and flexible approach, TVET institutions in Bangladesh could help students overcome the impacts of the pandemic and succeed in their education and future careers. However, the survey revealed a somewhat conventional nature of responses on the part of teachers, as noted below.

- 57% of teachers proposed offering extra classes or online classes as part of mid-term activities to recover the learning loss.
- 17% of respondents recommended providing adequate modern equipment for training, conducting home visits, and raising awareness among parents.

Longer-term recovery actions

Figure 7.8: Opinion on the long-term recovery plan to reduce the learning gap (Teacher's view)



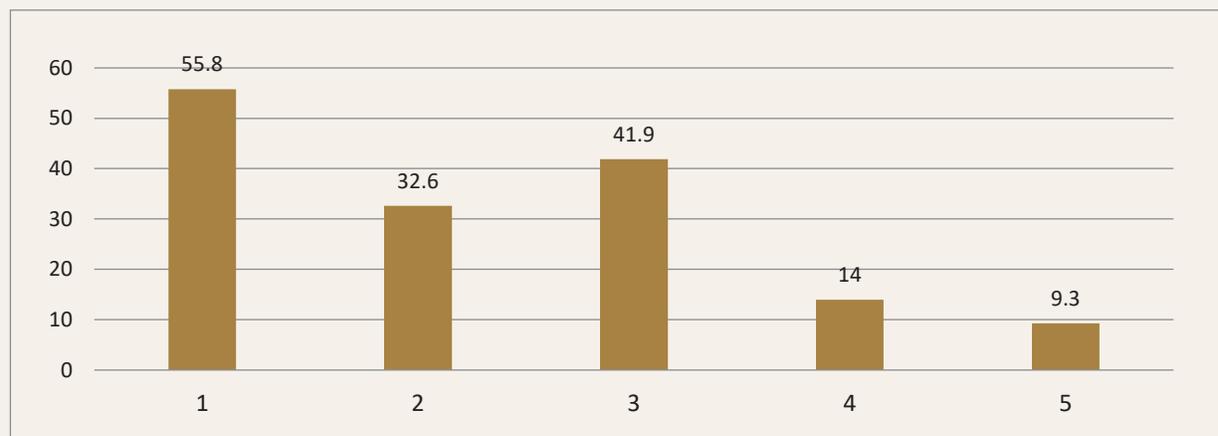
- | | |
|--|--|
| 1. Additional classes/Blended method class/
Regular class | 3. Provide modern equipment and update
curriculum |
| 2. Increase monitoring/Proper planning and
implementation | 4. Teacher appointment |
| | 5. Training of teachers |

The respondents' suggestions for longer-term recovery were similar to those for medium-term and short-term actions.

- 43% of teachers suggested continuing the use of extra or blended method classes as a long-term plan as we update the curriculum and provide new shop equipment.
- 14% of teachers recommended hiring new teachers, while 7% recommended enhancing teacher supervision, proper planning, and providing adequate teacher training.
- Teachers were thinking of conventional responses, perhaps reflecting their expectations about what might be feasible.

Opinion on the overall improvement of TVET

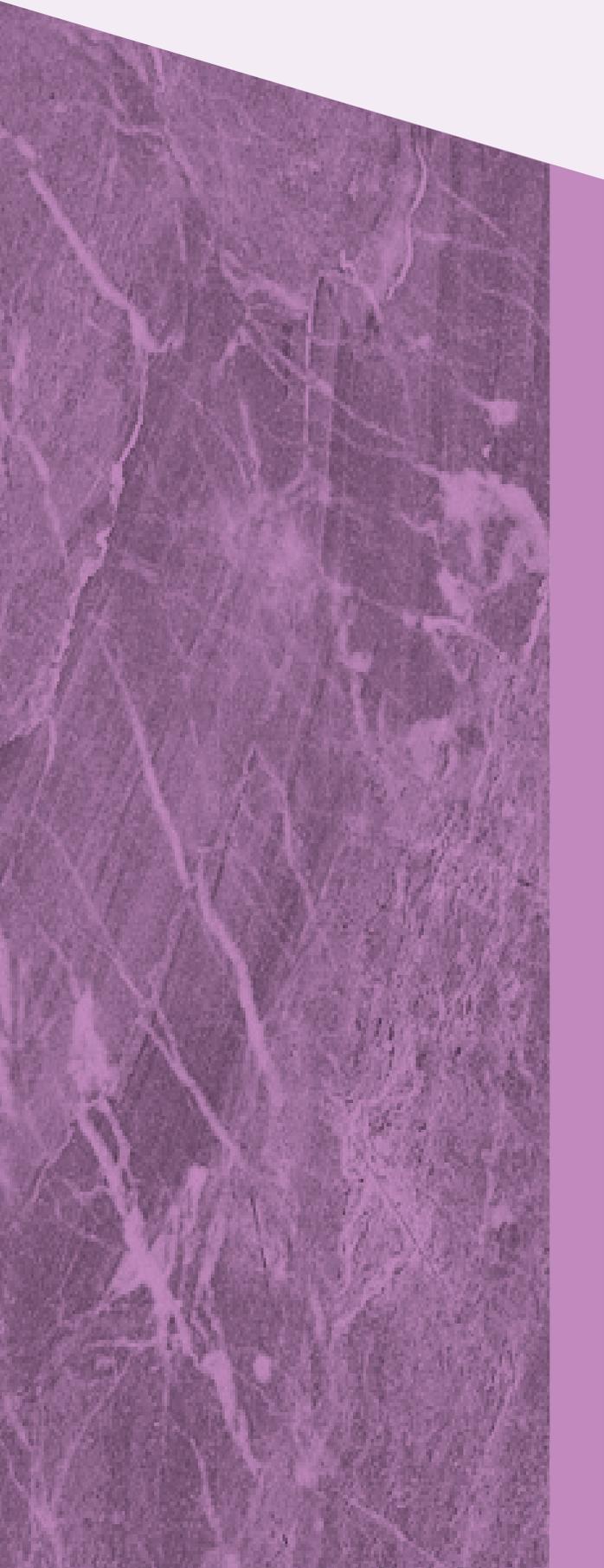
Figure 7.9: Opinion/recommendations for TVET development (Teacher's view)



- | | |
|----------------------------------|---|
| 1. Arrange training for teachers | 4. Support by the government/Emphasis on TVET |
| 2. Emphasis on ICT skill | 5. Others (Manpower, Parental awareness) |
| 3. Provide ICT equipment | |

TVET development in Bangladesh is crucial for economic growth and workforce development. Teachers as stakeholders have provided their views about it. The emphasis laid by them is primarily on better use of digital technology in training and improving the digital skills of trainees as a training goal. They also suggested better preparedness of teachers for this purpose through training for teachers. According to the survey respondents –

- 56% of respondents suggested providing sufficient training for TVET teachers.
- 42% of teachers proposed supplying sufficient ICT materials.
- 33% of teachers recommended improving the ICT skills of trainees.



Chapter 8

An assessment of learning at the secondary level

- Student performance in learning assessment
- Subject-wise performance
- District and area-wise learning performance
- Learner performance linked to mothers' education

An assessment of learning at the secondary level

Due to the pandemic, the students stayed away from the classrooms for almost two years, which brought about learning losses and created a gap between where students should be in their knowledge and skills and where they were. This has been widely recognised, and some estimates of potential losses have been indicated in some studies, though a precise measure of loss still needs to be established in Bangladesh.

A small-scale sample student learning assessment was conducted as part of the 2022 Education Watch study which contributed to our understanding of the learning loss and gap situation. The assessment involved a sample of 2,670 class VIII and class IX students evenly divided between girls and boys. They were drawn from rural, urban, and peri-urban areas in eight rural divisions and wards of Dhaka city. The students were tested on the foundational subjects of Bangla, English and Mathematics. It was a very basic test of 50 marks on each subject. The items were constructed based on essential skills and knowledge expected to be acquired according to the syllabus. It is to be noted that the same questions were used for both classes so that any cumulative effect could be determined – with the expectation that class IX students would do better on the test than those in class VIII. Students from both classes in each school were randomly chosen for the assessment.

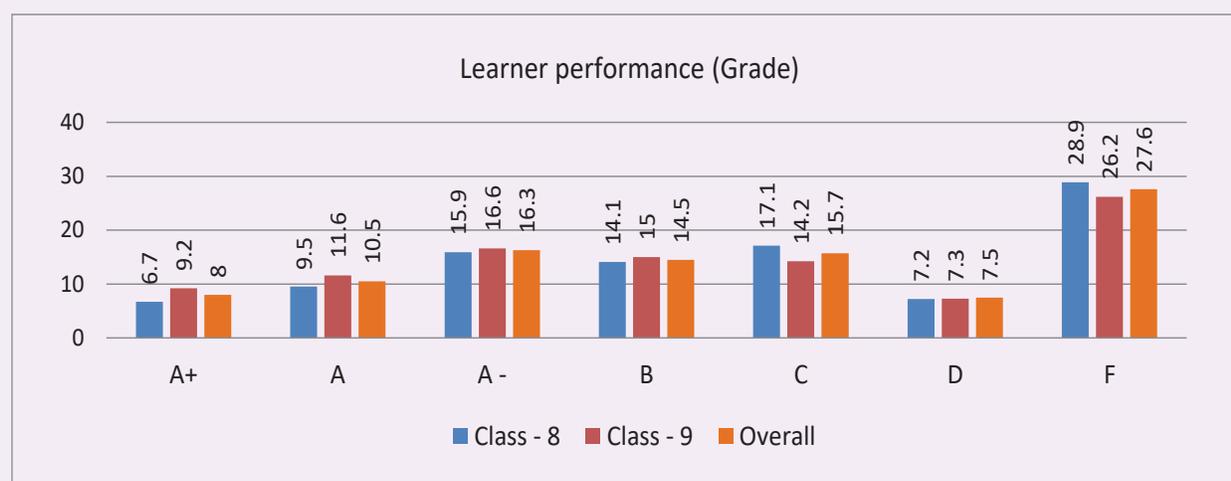
A student's performance was determined by administering a 90-minute test on Bangla, English and Math. As noted, the test items were constructed by reviewing the competencies prescribed in the class 8 syllabus. Three subject experts from Dhaka Teachers' Training College prepared the tests, deliberately pitching the items at a "middle level" of difficulty. Tests were finalized after pre-testing on students of class VIII and IX in Dhaka city schools of "average" reputation and after being further reviewed by the subject experts and the core research team.

The tests were administered in the schools by the research team members randomly selecting the required number of students in each school. The scores obtained by students were transformed into letter grades by applying the prevalent practice in Bangladesh.

Table 8.1: Distribution of students participating in the assessment by grade and area

Students	Urban		Rural		Peri-urban		Dhaka City		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class VIII	193	187	176	181	186	194	111	92	666	654
Class IX	197	205	180	180	187	199	118	84	682	668
Total	390	392	356	361	373	393	229	176	1348	1322

Student performance in learning assessment

Figure 8.1: Performance of students of class VIII and IX by letter grades obtained

The overall result of the assessment showed that 28.9% of class VIII students could not score the pass marks of 33%, and it was 26.2% for class IX. Adding these percentages with those receiving a D grade (33 to 39%), it turned out that those obtaining these very low scores of below 40% added up to 36.1% for class VIII and 33.5% for class IX. The small overall difference of 2.6 percentage points in total scores in English, Bangla and Math for the two classes on tests based on the class VIII syllabus suggests that there has been a cumulative adverse effect on students learning due to the pandemic-induced school closure.

Subject-wise performance

Table 8.2: Subject-wise student performance - class VIII and class IX

Class	Subject	Pass (33 and above Marks)	Fail (0-32 Marks)
Class VIII	Bangla	82.0	18.0
	English	65.3	34.7
	Math	66.0	34.0
	Overall	71.1	28.9
Class IX	Bangla	83.7	16.3
	English	71.7	28.3
	Math	65.9	34.1
	Overall	73.8	26.2

The subject-wise performance of class VIII students showed that 82% obtained a passing score of 33% or more in Bangla, 65% in English and 66% in Mathematics. The performance of class IX students is only marginally better than those of class VIII students. Among the class IX students, 84% passed in Bangla, 72% passed in English, and 65% in Mathematics.

These students of class VIII and IX were in class VI and VII respectively in 2020. However, in 2021 when the schools reopened in late September, they were placed respectively in classes VII and VIII; and again in January of 2022, they were automatically promoted to class VIII and IX.

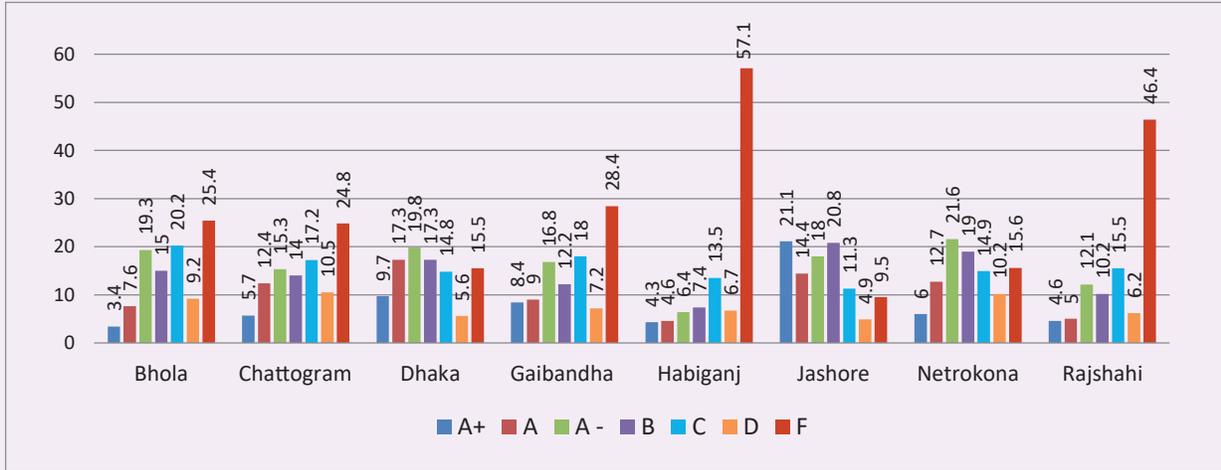
Table 8.3: Student performance by subjects and gender

Subject	Class	Student performance (percentage)													
		A+		A		A-		B		C		D		F	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
Bangla	Class VIII	5	4.1	11.4	16.4	12.3	21.9	19.6	21	20.1	11.9	10	10	21.5	14.6
	Class IX	6.5	8.1	14.7	15.4	19	19	18.5	20.8	13.4	14.9	10.8	7.5	18.1	14.5
English	Class VIII	4.8	7.3	6.1	9.6	16.2	15.6	14.8	9.2	15.3	17.9	7	6.9	35.8	33.5
	Class IX	10.8	12.2	14.7	9	12.4	18.1	14.4	16.4	12.2	10	6.3	7.7	31	25
Math	Class VIII	7.8	11.5	5	8.3	14.7	14.7	10.1	9.7	17.4	20.3	7.3	5.1	37.6	30.4
	Class IX	8.8	9.5	5.2	9.3	17.1	13.2	10.8	12.3	16.7	17.6	6.6	4.8	34.6	33.5

Girls did better in both grades than boys in the assessment. For example, among the students of class VIII, 74% of girls passed the assessment, compared to 68% for boys. Among the students of class IX, girls also showed somewhat better results than boys --75% of girls passed the assessment compared to 73% for boys.

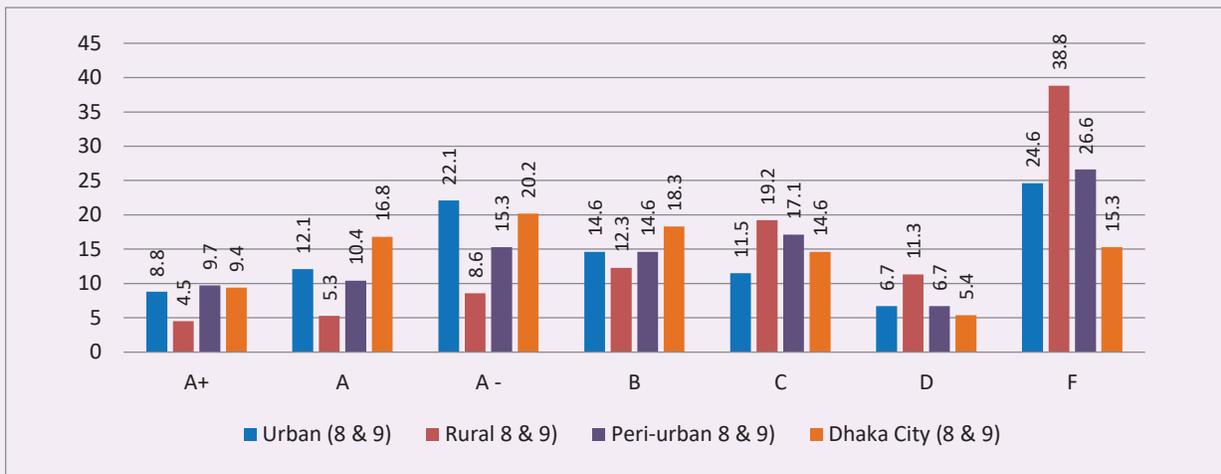
District and area-wise learning performance

Figure 8.2: Overall learner performance according to districts



The overall Performance of students in both classes revealed that Jashore came out on top with 90.5% pass. The performance of the students in Habiganj was the worst, with 42.9% overall pass rate, with other districts placed between. The study itself could not explain this wide variation, but it may be taken as a mirror of general geographical variation in school performance.

Figure 8.3: Overall clusterwise learner performance

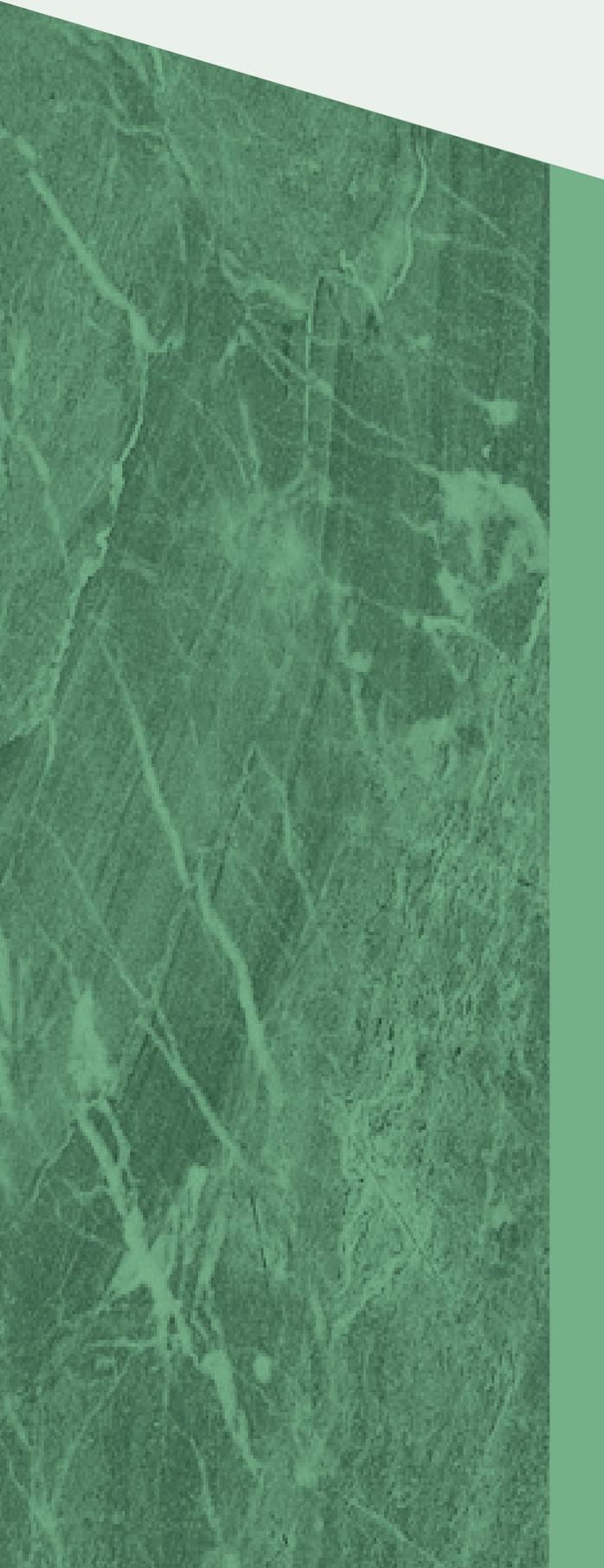


Learner performance linked to mothers' education

Table 8.4: Comparison of mother's education and learner performance

Mother's education level	Percentage	Learner performance (Grade)						
		A+	A	A -	B	C	D	F
No Education	19.2	6	10.9	13.8	13.3	13.5	8.2	34.3
Partial or completed primary education	22	5.8	8	14.8	14.5	17	9.6	30.3
Partial or completed secondary education	42.3	6.5	8.8	17.2	16.9	16.4	6.3	27.9
Completed college or university education	16.5	16.8	17.5	16.6	15	12.1	5.9	16.1
Overall		7.9	10.5	16.2	14.5	15.6	7.4	27.9

The causes or factors leading to learners' performance variation were not within the scope of the study. However, we cross-tabulated the performance with mothers' education, which was fortunately available through the interview schedule. As expected, the analysis shows that mothers' education made a significant difference regarding students' performance in learning achievement. As seen in Table 8.4, the positive difference increased with the higher levels of mothers' education.



Chapter 9

Conclusions and recommendations

Major conclusions

- On recovery and remedial status and actions
- Support received by teachers and schools
- Use of learning technology and the blended approach
- Inequality actions
- Observations on TVET post-pandemic responses
- Learning assessment

Recommendations

1. Pandemic consequences should not be ignored
2. Recovering the learning loss and remedial learning
3. Bringing students up to grade level within a year should be the priority
4. Develop an effective monitoring mechanism for both teachers and students
5. Expand further and widely the blended learning approach
6. Investing in education for further growth
7. Partnerships with NGOs and civil society

Conclusions and recommendations

UNICEF and UNESCO’s “Situation Analysis on the Effects and Responses to COVID-19 on the Education Sector in Asia” reported education of 37 million children in Bangladesh was disrupted due to school closures since the start of the COVID-19 pandemic at early 2020. In addition, UNICEF-International Telecommunication Union (ITU) report 2020- *How Many Children and Youth Have Internet Access at Home*, found that 63% of school-age children had no internet access at home globally. Fortunately, the worst aspects of the pandemic are over, but its lingering effects continue and influence the recovery and remedial measures that may be contemplated or undertaken. Schools became fully operational from the beginning of 2022, with the authorities focusing on restoring regular school routines. However, the adverse effects on learning and the loss of ground by students during the prolonged school closure and the wider impact on students, teachers, and their families cannot be ignored. The findings from the present study testify to the many-faceted effects. The conclusions derived from the findings are presented in this chapter, followed by recommendations regarding recovery and remedial steps.

The recommendations have been prepared, following the usual Education Watch practice, by the research team in consultation with suggestions from the technical and advisory committees of Education Watch. Drafts of the findings, provisional conclusions, and recommendations were shared with the technical and advisory committees and revised and refined through this consultation process.

Discussion and major conclusions

On recovery and remedial status and actions

1. According to various study findings, there was a significant learning loss and deficits in learning achievement due to the long school closure, with broader effects of the pandemic on students, teachers, and their families. The extent of loss could not be quantified precisely through this study because there is no reliable baseline and lack of sufficient effort and attention to measuring the losses by education authorities. Civil society, academics and researchers, including Education Watch reports, raised the issue through their studies and reports and helped to draw attention to this concern. An assessment of learning status of class VIII and IX students as part of this study indicates significant loss and the need for remedial action.

Various studies and reports indicated widespread learning deficits caused by the pandemic, aggravating pre-existing problems. For example, a World Bank review of low- and middle-income countries notes that the learning standard of Bangladeshi children was poor even

before the pandemic, but now over 70% of children may not attain the minimum reading proficiency at the end of primary school due to the impact of the long school closure.²⁰

A survey conducted by BIGD found that as many as 7.86 million primary and secondary school students suffered learning losses caused by the COVID-19 pandemic.²¹

The learning gap has already been significantly evident among school students in Bangladesh. Educationists opined that a comprehensive and long-term recovery plan is needed to minimize the losses. Such a plan is necessary for the losses to have a lasting impact on students needing more grade-level basic competencies and socialization.²²

International reports and evidence also highlight learning losses and concerns about these in low-income and middle-income countries. For example, according to a report from the Global Education Evidence Advisory Panel (GEEAP), school closures have caused significant and persistent damage to children's learning and well-being, the cost of which will be felt for decades.²³

Another study carried out the Brac University Institute of Education and Development (BU-IED), however, found a modest loss of 8.3% which was higher for higher classes and more in rural schools compared to urban schools (Nath 2022).

2. There were divergent views and perceptions between students and parents, on the one hand, and those of teachers and education officials, on the other. These divergences were seen in respect of assistance and support received by teachers and schools from the education authorities regarding recovery and renewal actions in education. The officers and, to some extent, teachers tended to provide an optimistic view, whereas students and parents disagreed with this position.
3. Students extensively relied upon private tutoring and commercial guidebooks to cope with learning losses and gaps. In addition, students moved to higher grades as they were allowed to progress along their grade level even though they did not participate in regular instructional activities and were thus unprepared for the higher-grade-level lessons. The students, therefore, depended on private tutoring and guidebooks to prepare for ever-present examinations in the school and the public examinations. The huge dependency on private tutoring may reflect the continued privatization and marketization of education.²⁴
4. Besides distorting teaching-learning in the classroom, relying on private tutoring and commercial guidebooks increased families' out-of-pocket costs and exacerbated the educational disparities.

²⁰ <https://www.tbsnews.net/bangladesh/education/bangladesh-face-worst-impact-learning-losses-report-383887>

²¹ <https://www.tbsnews.net/bangladesh/education/bangladesh-face-worst-impact-learning-losses-report-383887>

²² <https://www.newagebd.net/article/163132/experts-for-comprehensive-plan-to-make-up-learning-losses>

²³ <https://www.unicef.org/bangladesh/en/press-releases/learning-loss-must-be-recovered-avoid-long-term-damage-childrens-well-being-new>

²⁴ <https://www.researchgate.net/publication/355888105>

5. The effect of COVID-19 was not only restricted to health but also extended its longstanding devastating impact on the social and economic sectors of the country by bringing negative impacts on the livelihood of marginalised groups. A study jointly conducted by CPD and the Bangladesh Institute of Labour Studies (BILS) revealed that the unemployment rate increased, with 3% of the labour force losing jobs while 16.38 million people became new poor amidst the pandemic.

Based on the perception of most respondents, no additional discrimination or disparities in school access and participation suffered by disadvantaged groups due to the pandemic effects. Similarly, satisfaction was expressed by teachers and officials about health and safety management in schools and a lower frequency of examinations (weekly, monthly, quarterly, etc.) in schools (which had become a substitute for teaching). These responses were likely influenced by stakeholders' low expectations of schools and their understanding of norms about effective practices in these matters.²⁵

It can hardly be denied that learning losses due to school closures have been substantial in Bangladesh and globally. The government has taken several initiatives to recover the learning loss, but still, the gaps are enormous. Like the other countries, efforts are needed to recover those losses to avoid negative long-term impacts on student learning progression, well-being, future earnings, and economy-wide productivity. The knowledge transfer mechanism should be strengthened to properly transfer pedagogical knowledge from central to classrooms to recover lost learning and minimize gaps in learning. Young people's economic prospects are in jeopardy at this critical juncture, and students will not catch up by simply returning to classrooms. Reforms can be designed to include a new approach to teaching and learning, which requires teachers to offer new pedagogies in the classrooms.

As a media report stated, "The anxiety, depression and loneliness that children had gone through during the pandemic-caused long school closure are now welling over into classrooms, leading to disruptive behaviour, such as a lack of attention to study and engagement in bullying and violence, in many kids."²⁶

A study indicated that during the COVID-19 pandemic the prevalence of depression, anxiety, and stress among teachers in different categories was 35.4%, 43.7%, and 6.6%, respectively. The last nationwide survey in 2019 suggested that the overall prevalence of depression, anxiety, and stress among the general Bangladeshi population was 6.7%, 4.5%, and 2.1%, respectively.²⁷

Though the pandemic has subsided, it needs time to heal. So, it is common to feel stressed while giving additional time and regular classes. In this study, though most of the education officials (88%) at district and sub-district level (both primary and secondary) denied such pressure, 12% acknowledged the stress issue of students and teachers.

²⁵ <https://www.thedailystar.net/frontpage/news/16m-become-new-poor-bangladesh-2079121>.

²⁶ <https://www.tbsnews.net/bangladesh/health/kids-attending-classes-anxiety-depression-510554>.

²⁷ <https://www.frontiersin.org/articles/10.3389/fpsy.2022.938230/full>

Support received by teachers and schools

In-person classes resumed at all of the country's educational institutions after a historic long break due to COVID-19. After attending online classes for a long time, teachers and students must have felt the limitations and shortcomings of teaching.²⁸

1. There were divergent perceptions of teachers, officials, parents and NGOs about support to teachers provided in comparison to support needed. For example, teachers were divided in their views about orientation and workshops held for them to cope with the new situation after the long closure and disruption of schooling. At the same time, local-level officials thought the necessary steps had been taken. However, the intended beneficiaries, the teachers, needed clarification, which raised questions about the efficacy of whatever measures were taken.
2. Another divergence in views was regarding the intensification of inequality due to the pandemic effects. It stands to reason that this was the case, and available evidence from diverse sources suggests that this was so, which the NGOs asserted. However, teachers and officials did not see such a problem (beyond what was there before the pandemic), undermining any action that might have been contemplated or attempted in this regard.
3. Most teachers tended to make students and families responsible for learning problems, paying less attention to their own role. Such a denial of their role could not help increase teacher effectiveness.
4. With regard to tech-related support, specific actions needed were more use of ICT-based learning materials and preparing teachers for that purpose. This action is a high priority to make better use of tech-supported learning.
5. Both primary and secondary-level teachers suffered economic distress and anxiety, impairing their ability to perform their duties. Moreover, the situation for teachers' families has worsened due to the pandemic.

Use of learning technology and the blended approach

Blended learning is a contemporary educational style in which students may simultaneously participate in class both in-person and virtually. It combines in-person instruction with online activities to provide a comprehensive learning experience.²⁹

Not long ago, when technology in the classroom was considered as disruption, as the world has changed a lot, and so our country advances, technology has become an essential part of the educational process, especially when engaging students.³⁰

1. The pandemic period experience with digital technology has shown both its possibilities and pitfalls. It is obvious now that the blended approach to learning, combining in-person

²⁸ <https://thefinancialexpress.com.bd/views/for-a-complete-start-of-classes-1645888082>.

²⁹ <https://www.tbsnews.net/thoughts/many-benefits-blended-learning-approach-pandemic-era-education-346822>

³⁰ <https://study.com/blog/technology-dependency-gives-teachers-better-options-for-engaging-students.html>

and virtual learning, will be the norm in the future. There is increased awareness about the importance of technology in learning, but there is much to be done in the education system, especially in mitigating educational inequalities.

2. The responses regarding the use of tech-based learning were ambivalent and needed a sufficient understanding of the challenges of the stakeholders. The broadly positive response on specific points contradicts other information about technology use and practices in schools. These likely have reflected limited expectations of stakeholders on such services in the school system.
3. Some of the responses are likely to have been influenced by what stakeholders became familiar with during the pandemic and from their earlier experience rather than reflecting considered views about overcoming significant limitations in infrastructure, such as preparation of teachers and availability of relevant Bangla language materials synchronised with the syllabus.

Inequality actions

1. There is an urgent need to consider inequality issues during post-pandemic education recovery and adequately implement the revised curriculum. An overwhelming proportion of teachers and officials expressed that they needed in-person training to improve relevant skills. They also wanted the training to be followed up by regular online updating of the skills.
2. The large majority of teachers saw mid-day meals at school at the primary level as the most important step that could be taken to bring back children who have dropped out of school and retain them. A limited long-running project with positive outcomes led to discussions about making it a permanent program with comprehensive coverage, but this is yet to happen. During COVID and the post-COVID period, the limited program was stopped as funding ran out. A program with a regular government budget, long under discussion, should be implemented without further delay.
3. Overall, there is an expression of the need for capacity-building by teachers and officials to address inequalities. This suggests that existing capacity building, such as training and orientation, needs to be strengthened, emphasising assessing what works and following up on what results can be demonstrated. A critical view needs to be taken about how the present training/orientation worked and to what extent these made a difference in the classroom.
4. The range of actions and varying emphasis on capacity building of teachers and officials, as expressed by stakeholders, did not present a pattern, but this suggests that a systematic plan that included various elements would be necessary to implement the revised curriculum in the classroom effectively. Preparing teachers and officials well to act according to the plan would be important.
5. Overall, the responses suggest the need for preparing schools and teachers to follow an integrated approach that blends in-person instruction and technology and continues this as regular professional support activities for teachers. Doing this well would also support recovery and bridging the learning gap, which is necessary to implement the new curriculum effectively.

Observations on TVET post-pandemic responses

The government has strongly emphasised the development of TVET, intending to increase employability and economic growth in the country. However, the TVET sub-sector, apart from the immediate problems of learning loss and gaps due to the pandemic, it faces continuing challenges, such as inadequate budgets for operating costs, facilities, and equipment and a shortage of qualified teachers.

As technology continues to evolve rapidly, teachers in the field of technical education in Bangladesh need to be prepared for these changes. This includes staying current with the latest advancements in their respective fields and understanding the impact these changes will have on their students and the job market in Bangladesh. However, there are concerns about teachers' readiness for these changes, as some may struggle to keep pace with the evolving technological landscape.

1. A major challenge in TVET is the need for more motivated students and qualified teachers, which can impact the quality of education. This problem is aggravated by the need for updated technical equipment and resources to keep pace in training with the rapidly evolving job market and global demand. In addition, the funding and infrastructure constraints limit the institution's ability to provide practical, hands-on training. Furthermore, balancing the needs of traditional trades and industries with the increasing demand for sustainable and environmentally conscious trade practices is also a challenge.
2. By implementing a comprehensive and flexible approach, TVET institutions in Bangladesh could help students overcome the impacts of the pandemic and succeed in their education and future careers. The survey, however, revealed somewhat conventional thinking in the responses on the part of teachers – emphasising more training, more personnel and more fund, which are necessary, but not sufficient.
3. A comprehensive and sustainable recovery plan could address the long-term impact of the pandemic on learning in TVET institutions. This could include: (a) Developing and delivering targeted and innovative learning programmes to support struggling students. (b) Investing in technology and resources to enhance the quality of remote and online learning. (c) Building strong partnerships with industry and local communities to provide hands-on learning experiences. (d) Promoting ongoing professional development opportunities for teachers and staff. (e) Gathering and using data and evidence to continuously improve student learning experiences and outcomes.

Learning assessment

1. At least one-third of the students could not cope with their lessons in the classes they were placed in during the post-COVID period. Therefore, the premise that students should be promoted to the higher classes without letting them lose any school year due to the pandemic disruption or the assumption that somehow students would manage at their class level was not well-founded.
2. The study did not answer a quantification of the learning loss or gaps between where they are and where they should be due to the absence of grade-level achievement benchmarks.

However, it would be reasonable to assume, given the moderate level of difficulty of the test, that most of the students (80% or more) should obtain letter-grade scores of A, B or C, provided that the examinations were reasonably valid and reliable, i.e., these measured student's skills and competency adequately.

3. The present situation shows that over one-third of students fell in the disappointing categories of F or D. The practice of accepting a 33% score as a passing grade needs to be revised. This suggests that a student is regarded as performing adequately at grade level even if they have yet to learn two-thirds of the content of a subject specified for the grade.
4. The curriculum implementation efforts will likely work well if the fundamental problem of coping with the deficiencies preventing students from performing at grade level is addressed.

Recommendations

The following recommendations are offered to minimize and mitigate the learning losses of students and put them back on the learning track based on the findings and conclusions above and those of others. Education Watch 2021 examined the COVID-19 response at that point when schools had just reopened and made recommendations regarding recovery and remedial action. Unfortunately, the education authorities, focusing on returning to normal school routines, have yet to act on most of these recommendations or accept the basic premise that a major recovery effort was needed. The present study emphasizing the need for recovery and remedial actions again finds that the major earlier recommendations remain valid and relevant.

1. **Pandemic consequences should not be ignored.** The education authority has taken a number of initiatives to mitigate learning loss due to the pandemic. Still, there remains a huge gap between the government's vision of education and the reality. Recently, the government introduced new curricula and textbooks. It should be noted that without mitigating the learning loss and remedial measures, the objectives of the new curriculum and the goal of 'Quality Education' cannot be achieved. The problems manifested during the closure and its aftermath have to be considered, and preexisting problems that plagued the system should be identified and objectively analysed in all reform and remedial actions.
2. **Recovering the learning loss and remedial learning.** The educational authorities should identify the actual learning loss by conducting a rigorous assessment and empirical research with a scientific sample size considering all grades of school education as well as school-based rapid assessment. At the secondary level, DSHE, MoE, NCTB and the Education Boards need to join forces to design an action plan for mitigating the learning loss and gap. Such a plan as well as the revised curriculum should emphasize fundamental Bangla, English, Mathematics and science skills as well as the teacher's skills and capability to deliver in the classroom.
3. **Bringing students up to grade level within a year should be the priority.** The authorities have decided that students will continue with normal grade progression as if no loss was suffered during the two non-functioning school years; the least that should be done now is that attention is given, while the lessons at the respective grade level are carried out in

the school, to assist students and teachers in coping with the grade level lessons for which they are not prepared. As part of this effort, grade-wise and school-based recovery plan should be initiated through the following steps:

- A grade-wise rapid assessment of student status in core skills/competencies (Bangla, and Math at the primary level and Bangla, English, Math and science at the secondary level) should be undertaken.
 - Grouping students by performance level determined by the rapid assessment to bring them up to a minimum grade level competency within a year.
 - Developing simple evaluation tools to be used in each school as well as teaching guides and content for remedial lessons by groups.
 - Supporting teachers and schools to carry out the assessment and remedial learning activities; teachers need to be provided with simple and well-structured pedagogy tools for lessons to serve different ability groups in print and on-line.
4. **Develop an effective monitoring mechanism for both teachers and students.** An effective monitoring system should be developed for teachers to monitor and evaluate their students to know their learning progress and provide effective feedback. In this mechanism, AUEOs/UEOs/URCIs (for primary education) and USEO/Academic Supervisors (for secondary education) need to monitor and mentor the teachers by maintaining cooperative, collaborative and cordial relationships with them. Parents must actively participate in their children's education to ensure regular attendance and monitor their learning. Effective communication, coordination and cooperation among the parents, students, teachers, and SMC should be ensured by conducting monthly parents meeting and periodic SMC meetings.
 5. **Investing in education for further growth.** The government is committed to investing at least 20% of the national budget or 4-6% of GDP in education. But the allocation is still 10/12% of the national budget and 2% of GDP for the last two decades. The government should consider the allocation to education as an investment for future growth, not an expenditure. The allocation should be increased, aligning with the national and around international commitment to the disadvantaged groups, including children with disabilities, children from remote areas and ethnic minorities, children vulnerable to child labour and early marriage, street children, and young children who need early child care and development services. All learning recovery activities should have special provisions and funding to reach these groups. Budgets should be allocated to support the institutions and teachers in coping with learning disruption and recovery actions.
 6. **Partnerships with NGOs and civil society.** To bring students from disadvantaged and low-income groups back to school and hold them there, and to prevent child labour and early marriage of girls, a programme with financial resources for raising awareness and mobilising community support should be organised in each union and Upazila level involving school management, local government bodies, NGOs and civil society. In addition, concerned forums of education, youth and women, rights bodies and NGOs

should be encouraged to be engaged in this campaign at national and local levels. This broad partnership should be involved in taking necessary measures for ensuring quality, equity and inclusion in education in the light of national goals and the SDG4 agenda. The communities and NGOs, for example, should be involved in expanding provisions for mid-day meals and psycho-social support for students to reduce inequality and bring back to school the drop-out children.

The rolling out of the new curriculum and textbooks faces various problems ranging from political dynamics, lack of coordination and effective planning, and organisational inefficiency and mismanagement. The problems will multiply, and obstacles may be insurmountable if the students, teachers and schools are not prepared by taking the measures proposed here to mitigate the existing problems.

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Annexures

Annex-1: Tables not use in the report

Annexes below show additional information collected through the survey, but not presented in the main report for the sake of not cluttering the presentation and the narrative.

Anx-1.1 Who helps your child mostly in their studies? (Parental Opinion)

Level	Who helps your child						
	1	2	3	4	5	6	7
Parents (Primary)	22.9	9.4	51.5	2	10.8	2.4	1
Parents (Secondary)	10.8	6.6	65.9	1	12.2	3.1	0.3
Rural	16.7	10.6	55.6	1.1	14.4	0	1.7
Peri-urban	21.4	6	52.4	1.8	16.7	1.8	0
Urban	14.8	7.4	63.4	1.9	6	6	0.5
Urban slum	5	10	85	0	0	0	0

- | | |
|--|--------------------|
| 1. Parents | 5. Self |
| 2. Siblings | 6. Coaching center |
| 3. Private tutor/private tuition of school teacher | 7. Others |
| 4. Neighbor | |

Anx-1.2 Extra teaching/tutoring to help recovery initiative of learning gap in school? (Teacher's Opinion)

Level	Yes	No	On which subjects are extra teaching being taken?				
			1	2	3	4	5
Teacher (Primary)	55.1	44.9	70.3	89.7	83.2	2.6	7.1
Teacher (Secondary)	55.6	44.4	16	85.3	82.7	48.7	12.8
Rural	55.5	44.5	39.4	85.1	83	24.5	9.6
Peri-urban	60.2	39.8	45.3	88.4	84.2	16.8	9.5
Urban	55.4	44.6	45.1	92.3	86.8	22	8.8
Urban slum	41.7	58.3	41.9	77.4	67.7	35.5	16.1

- | | |
|----------------|----------------|
| 1. Bangla | 4. Science |
| 2. English | 5. All subject |
| 3. Mathematics | |

Anx-1.3 Opinion on the initiatives to be taken for quality improvement of education? (Parental Opinion)

Level	Parental opinions								
	1	2	3	4	5	6	7	8	9
Parents (Primary)	46.4	8.2	15.5	1	23.2	4.6	5.2	3.6	4.1
Parents (Secondary)	45.8	7.8	12	1.6	20.8	6.3	4.7	8.3	3.6
Rural	49.6	3.8	10.7	1.5	26	5.3	5.3	7.6	3.8
Peri-urban	49.1	10.7	8.9	1.8	19.6	8.9	3.6	6.3	3.6
Urban	39.1	9.8	21.8	0.8	20.3	3	6	4.5	3.8
Urban slum	60	10	0	0	20	0	0	0	10

1. Teaching with more attractive and adding time
2. Increase monitoring by authority
3. Increase infrastructure and communication facilities/Arrangement of multimedia class room
4. Provision of stipend for all/Financial support for marginalized students
5. Appointment and training of teachers
6. Regular class and exam procedure should be kept
7. Increase awareness among the guardian
8. Arrange extra class and extra-curriculum activities
9. Others (Mid-day meal, Increasing financial incentives for teachers, Pay more attention to weaker students)

Anx-1.4 Extra class or tuition arranged by school to recover learning gap (Parental Opinion)

Level	Yes	No	Do not know
Parents (Primary)	24.2	67.3	8.4
Parents (Secondary)	24.4	68.6	7
Rural	25.6	66.7	7.8
Peri-urban	21.4	69	9.5
Urban	23.6	69.4	6.9
Urban slum	45	55	0

**Anx-1.5 Additional pressure created in the family by the institutions of learning gap recovery
(Parental Opinion)**

Level	Yes	No	If yes, types of pressure or burden				
			1	2	3	4	5
Parents (Primary)	19.9	80.1	79.7	11.9	1.7	6.8	3.4
Parents (Secondary)	31	69	74.2	7.9	1.1	2.2	21.3
Rural	24.4	75.6	72.7	13.6	0	2.3	18.2
Peri-urban	30.4	69.6	84.3	11.8	0	2	7.8
Urban	24.1	75.9	71.2	3.8	3.8	7.7	17.3
Urban slums	5	95	100	0	0	0	0

1. Financial pressure is increasing/Financial crisis/
Burden of additional fees/Mental pressure is
increasing
2. Excessive study pressure/There is a lot of
pressure on studies
3. Buying nutritious food has to be reduced
4. Inattentive
5. Private tutoring and others

Anx-1.6 Satisfaction with health safety management of school? (Teacher's Opinion)

Level	Yes	No	Budget allocation for health safety management is adequate?			
			1	2	3	4
Teacher (Primary)	85.7	14.3	30.7	63.4	4.2	1.7
Teacher (Secondary)	77.5	22.5	24.7	53.8	16.7	4.7

1. Adequate allocation
2. Not adequate allocation
3. No allocation
4. Do not know

Anx-1.7 Feeling pressure in study currently? (Students Opinion)

Level	Yes		No	
	Boys	Girls	Boys	Girls
Student (Primary)	20.8	21.8	79.2	78.2
Student (Secondary)	23.2	33.4	76.8	66.6
Rural	22.7	31.5	77.3	68.5
Peri-urban	27.5	27.5	72.5	72.5
Urban	21.3	23.4	78.7	76.6
Urban slum	19.2	28.9	80.8	71.1

Anx-1.8 Changes in student's behavior at present in school/classroom? (Teacher's Opinion)

Level	Yes	No	If yes, What type of changes you observed?				
			1	2	3	4	5
Teacher (Primary)	73.9	26.1	5.1	12.8	5.1	93.3	7.2
Teacher (Secondary)	86.2	13.8	17	13.5	22.6	66.1	24.8
Rural	80.3	19.7	12.9	12.9	15.3	78.2	16.1
Peri-urban	80.1	19.9	11.8	11.8	10.9	82.4	16.8
Urban	78.6	21.4	12.2	19.8	18.3	73.3	16.8
Urban slum	81.7	18.3	5.9	0	11.8	84.3	17.6

1. Do not listen to teacher
2. Psychological pressure
3. Online addiction
4. Inattentive, less attendance and Low performance
5. Negative attitude/Started smoking/drug

Anx-1.9 Teacher's capability in meeting basic needs (By Location)

Level and location	% Meeting basic needs		% Most of the time in deficit		% Occasionally in deficit	
	Before COVID-2019 period	Present situation (Oct. 2022)	Before COVID-2019 period	Present situation (Oct. 2022)	Before COVID-2019 period	Present situation (Oct. 2022)
Rural	87.3	65.3	0.6	10.4	2.3	23.7
Urban	87	69.2	2.4	8.3	10.7	21.9
Peri-urban	85.7	67.7	1.2	7.5	13	24.8
Urban slum	86.8	82.4	1.5	0	11.8	17.6

Anx-1.10 Initiatives to continue educational activities in case of new spread of COVID-19 or any future pandemics?

Level	Opinions on teacher and education officials				
	1	2	3	4	5
Teacher – Primary	71.9	15.8	7.2	4.5	0.9
Teacher – Primary	78.5	6.3	7.8	6.3	1
Upazila Primary Education Officer	38.5	0	23.1	30.8	23.1
Upazila Secondary Education Officer	64.3		64.3	14.3	14.3
District Primary Education Officer	25	0	0	0	75
District Secondary Education Officer	83.3	0	0	0	33.4

1. Online Teaching
2. Use of ICT
3. School to be kept open
4. Ensure health safety
5. Other (Updated syllabus, Awareness of guardian, increased budget).

Anx-1.11 Changes brought in teaching-learning methods including school management considering COVID period experience?

Location	Yes	No	Type of challenges				
			1	2	3	4	5
Teacher (Primary)	64.1	35.9	44.0	5.0	24.8	9.9	9.9
Teacher (Secondary)	63.6	36.4	53.2	4.3	27.0	5.7	5.0
Upazila Primary Education Officer	80.0	20.0	35.0	20.0	30.0	10.0	0.0
Upazila Secondary Education Officer	58.8	41.2	50.3	18.5	33.3	18.2	4.5
District Primary Education Officer	40	60	48.2	16.5	38.7	5.6	3.4
District Secondary Education Officer	66.7	33.3	52.3	18.7	22.9	11.1	8.5

1. Additional class/increase exam of assessment test
2. Increased communication with guardian/parent awareness/parent engagement
3. Digital classroom/multimedia classrooms
4. Special care or extra effort for weak students/ attractive learning process
5. Group study/review

Anx-1.12 Other comments/suggestion about learning recovery

Location	Suggestions on education officials					
	1	2	3	4	5	6
Upazila Primary Education Officer	26.9	32.7	60.9	23.1	0	5.6
Upazila Secondary Education Officer	34	45.8	58.9	28.9	17.6	3.2
District Primary Education Officer	0	0	66.7	33.3	66.7	0
District Secondary Education Officer	28.6	28.6	0	14.4	28.6	14.3

1. Infrastructure development
2. Teacher appointment/Training of teachers
3. Increase stipend amount/Ensure stipend for all
4. Mid-day meal
5. Teachers and SMC should be responsible/ Increase monitoring
6. Increase ICT based learning system

Anx-1.13 Role of teacher/education institutions to successfully implement the proposed curriculum and recover the learning gap?

Level	Teacher and education official opinions					
	1	2	3	4	5	6
Teacher (Primary)	10.7	18.2	50.6	3.2	11.5	6.3
Teacher (Secondary)	11.1	25	49.2	2.5	8.2	7
Upazila Primary Education Officer	41.7	50	16.7	0	0	8.3
Upazila Secondary Education Officer	7.7	46.2	38.5	0	0	38.5

1. Regular class/Additional class
2. Taking care of students/Engagement of students
3. Capacity building of teachers/Activeness of teachers
4. Promote co-curriculum activities/use of ICT
5. Following gov't instructions
6. Emphasis on guardian's awareness

Anx-1.14 Let us know if you have any more comment/ suggestion regarding long term policy issue beyond what you have already shared.

Level	Opinion on education officials			
	1	2	3	4
Upazila Primary Education Officer	33.3	22.2	22.2	33.3
Upazila Secondary Education Officer	55.6	11.1	0	33.3

1. Made interested in education
2. Taking exam/test for evaluation
3. Parent awareness
4. Follow the instructions of the government properly, maintain compliance with hygiene rules

Anx-1.15 Education status of mothers of student participants in assessment by area

Mothers' education	Urban	Rural	Peri-urban	Dhaka city	Total
No Education	160	111	139	90	500
Partial or complete primary education	176	178	160	95	609
Partial or complete secondary education	289	340	334	141	1104
Partial or complete tertiary education	157	88	133	79	457
Total	782	717	766	405	2670

Anx-1.16 Coaching/private tuition status (area and cluster wise)

Student level	Urban		Rural		Peri-urban		Dhaka city	
	Class VIII	Class IX						
No cost for tuition purpose	9.7	8	10.1	13.9	11.1	14.8	30.5	38.1
% Under Tk. 1000	7.6	4	5.9	4.4	7.1	3.4	24.6	7.9
% Tk.1000- <Tk. 3000	59.2	49.8	73.4	62.8	61.6	47.9	33	21.8
% Tk.3100- <Tk. 5000	9.2	12.4	5.9	12.8	8.2	10.4	8.4	13.9
% Above <Tk. 5000	14.2	25.9	4.8	6.1	12.1	23.6	3.4	18.3

Anx-1.17 Student performance – in assessment (Bangla)

Class	Area	Student performance (percentage)													
		A+		A		A-		B		C		D		F	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
Class VIII	Urban	10.3	4.4	14.7	17.6	14.7	25	26.5	22.1	7.4	13.2	5.9	7.4	20.6	10.3
	Rural	0	4.9	3.5	13.1	5.3	16.4	12.3	19.7	33.3	11.5	17.5	11.5	28.1	23
	Peri-urban	3.4	0	10.2	12.9	11.9	24.2	18.6	21	23.7	14.5	10.2	12.9	22	14.5
	Dhaka city	5.7	10.7	20	28.6	20	21.4	20	21.4	17.1	3.6	5.7	7.1	11.4	7.1
Class IX	Urban	7.1	11	18.6	20.5	24.3	17.8	24.3	20.5	4.3	11	8.6	6.8	12.9	12.3
	Rural	1.6	4.8	4.9	3.2	8.2	11.1	16.4	25.4	21.3	23.8	18	9.5	29.5	22.2
	Peri-urban	8.2	8.1	11.5	12.9	23	25.8	14.8	17.7	16.4	16.1	8.2	6.5	18	12.9
	Dhaka city	10	8.7	27.5	39.1	20	26.1	12.5	17.4	12.5	0	7.5	4.3	10	4.3

Anx-1.18 Student performance - in assessment (English)

Class	Area	Student performance (percentage)													
		A+		A		A-		B		C		D		F	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
Class VIII	Urban	9.2	8.5	7.7	6.8	16.9	28.8	15.4	6.8	12.3	15.3	3.1	5.1	35.4	28.8
	Rural	0	5	1.7	3.3	8.3	8.3	5	3.3	11.7	20	11.7	13.3	61.7	46.7
	Peri-urban	1.6	5.9	6.3	8.8	12.5	11.8	20.3	14.7	23.4	17.6	7.8	5.9	28.1	35.3
	Dhaka city	10	12.9	10	29	32.5	12.9	20	12.9	12.5	19.4	5	0	10	12.9
Class IX	Urban	17.7	9.2	12.9	10.8	21	18.5	8.1	13.8	11.3	7.7	6.5	9.2	22.6	30.8
	Rural	0	5.5	8.8	3.6	5.3	14.5	15.8	20	14	9.1	8.8	12.7	47.4	34.5
	Peri-urban	7.7	15.7	23.1	8.6	9.2	20	7.7	14.3	12.3	14.3	4.6	5.7	35.4	21.4
	Dhaka city	18.4	23.3	15.8	20	15.8	23.3	18.4	20	10.5	10	5.3	0	15.8	3.3

Anx-1.19 Student performance – in assessment (Math)

Class	Area	Student performance (percentage)													
		A+		A		A-		B		C		D		F	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
Class VIII	Urban	11.7	5	5	13.3	23.3	30	3.3	8.3	13.3	11.7	6.7	3.3	36.7	28.3
	Rural	3.4	11.7	1.7	8.3	10.2	5	6.8	8.3	22	26.7	11.9	5	44.1	35
	Peri-urban	11.1	18.8	6.3	7.8	11.1	10.9	12.7	4.7	20.6	17.2	1.6	7.8	36.5	32.8
	Dhaka city	2.6	9.1	7.9	0	13.2	12.1	21.1	24.6	12.5	30.3	10.5	6	28.9	21.2
Class IX	Urban	9.2	3	6.2	9	26.2	20.9	9.2	11.9	15.4	16.4	9.2	3	24.6	35.8
	Rural	6.5	9.7	4.8	6.5	3.2	8.1	8.1	6.5	16.1	21	9.7	6.5	51.6	41.9
	Peri-urban	14.8	19.4	3.3	13.4	13.1	10.4	14.8	14.9	16.4	13.4	3.3	1.5	34.4	26.9
	Dhaka city	2.5	0	7.5	6.5	30	12.9	12.5	19.4	20	22.6	2.5	12.9	25	25.8

Anx-1.20 Distribution of TVET institutions

Sl	Type of Institution	Number of Respondent
1	Government	25
2	Semi-government	16
3	Private	6
Total		47

Annex-2: Survey Tools (Bangla)

ক্রমিক নম্বর

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২২

(সকল তথ্য কেবলমাত্র গবেষণার কাজে ব্যবহারের জন্য)

তথ্য সংগ্রহপত্র - সেট ১: শিক্ষার্থীদের জন্য

শিক্ষার্থীর নাম:বিদ্যালয়ের নাম:

লিঙ্গ: ছেলে [1] মেয়ে [2] তৃতীয় লিঙ্গ [3]

পিতার নাম:

মাতার নাম:

ঠিকানা: গ্রাম/এলাকা : উপজেলা: জেলা:

বিভাগ কোড: বরিশাল [1] চট্টগ্রাম [2] ঢাকা [3] খুলনা [4]

ময়মনসিংহ [5] রাজশাহী [6] রংপুর [7] সিলেট [8]

জেলা কোড: ভোলা [1] চট্টগ্রাম [2] ঢাকা [3] যশোর [4]

নেত্রকোণা [5] রাজশাহী [6] গাইবান্ধা [7] হবিগঞ্জ [8]

স্কুলের ধরন: প্রাথমিক [1] মাধ্যমিক [2] কারিগরি [3]

যে শ্রেণিতে পড়ে: [4] [5] [8] [9] কারিগরি [10]

অঞ্চল: শহরাঞ্চল [1] গ্রামাঞ্চল [2] শহরতলী [3] শহরের বস্তি এলাকা [4]

ক্রম নং	প্রশ্ন (অভিভাবক বা আইনগত অভিভাবক/খানা প্রধানের জন্য)			উত্তর কোড
1	মায়ের সর্বশেষ শিক্ষা			
	1 = কখনো স্কুলে যাননি 2 = উপানুষ্ঠানিক শিক্ষা কেন্দ্র থেকে পড়ালেখা করেছেন 3 = প্রাথমিক শিক্ষা শেষ করেননি 4 = প্রাথমিক শিক্ষা শেষ করেছেন 5 = মাধ্যমিক শিক্ষা শেষ করেননি	6 = মাধ্যমিক শিক্ষা শেষ করেছেন 7 = কারিগরি শিক্ষা শেষ করেছেন 8 = নন গ্রেডেড মাদ্রাসায় পড়েছেন 9 = কলেজ ও বিশ্ববিদ্যালয়ে পড়েছেন/শেষ করেছেন	10 = জানা নাই 11 = অন্যান্য (নির্দিষ্ট করে বলুন) ---- -----	
2	বাবার সর্বশেষ শিক্ষা			
	1 = কখনো স্কুলে যাননি 2 = উপানুষ্ঠানিক শিক্ষা কেন্দ্র থেকে পড়ালেখা করেছেন 3 = প্রাথমিক শিক্ষা শেষ করেননি 4 = প্রাথমিক শিক্ষা শেষ করেছেন 5 = মাধ্যমিক শিক্ষা শেষ করেননি	6 = মাধ্যমিক শিক্ষা শেষ করেছেন 7 = কারিগরি শিক্ষা শেষ করেছেন 8 = নন গ্রেডেড মাদ্রাসায় পড়েছেন 9 = কলেজ ও বিশ্ববিদ্যালয়ে পড়েছেন/শেষ করেছেন	10 = জানা নাই 11 = অন্যান্য (নির্দিষ্ট করে বলুন) ---	
3	খানা/পরিবারের মাসিক আয় (গত ৩ মাসের গড়)			
	খানা/পরিবারের সদস্য সংখ্যা (একই খানা/বাড়িতে বসবাসকারী)			
	বাবা অথবা খানা/পরিবার প্রধানের মাসিক আয় (টাকা)			
	মা-র মাসিক আয় (টাকা), যদি থাকে			
	খানা/পরিবারের অন্য সদস্যদের মাসিক আয় (একাধিক সদস্য হলে একত্রে টাকায় লিখুন)			
	খানা/পরিবারের মোট মাসিক আয় (টাকা)			

তথ্য সংগ্রহকারীদের প্রতি বিশেষ নির্দেশনা

প্রশ্নের উত্তরে প্রযোজ্য ক্ষেত্রে গোল চিহ্ন (সার্কেল) দিন বা প্রযোজ্য সংখ্যা লিখুন। প্রাথমিক পর্যায়ের শিক্ষার্থীদের জন্য মা-বাবা বা পরিবারের বয়স্ক সদস্য সঙ্গে থাকতে পারেন এবং উত্তরদানে সহায়তা করতে পারেন।

১. শিক্ষার্থীদের পড়ালেখা

১. তুমি কি নিয়মিত স্কুলে যাও? 1 নিয়মিত যাই 2 সপ্তাহে ৩/৪ দিন যাই 3 নিয়মিত যাওয়া হয় না

১.১ উত্তর না হলে, কেন স্কুলে যাও না? (GKwAK DEi nZ cti)

- 1 ইচ্ছে থাকলেও পরিবার থেকে পাঠায় না 2 পরিবারের আর্থিক সহায়তার জন্য কাজ/আয় করতে হয়
 3 বাড়ির কাজে মা-বাবাকে সাহায্য করি 4 স্কুলে যেতে ভালো লাগে না
 5 অন্য কারণ (বলুন):

১.২ তোমার কোনো সহপাঠী বা স্কুলের কোনো শিক্ষার্থী কি কাজ বা বাইরে রোজগারের জন্য স্কুল থেকে ঝরে পড়েছে?

- 1 হ্যাঁ 2 না

১.২.১ উত্তর হ্যাঁ হলে, কতজন?

১.৩ তোমার কোনো সহপাঠী বা স্কুলের কোনো শিক্ষার্থী বাল্য-বিবাহের শিকার হয়েছে? (i'agvI gva'wgK chiqi wK'v_@ i Rb") 1 হ্যাঁ 2 না

১.৩.১ উত্তর হ্যাঁ হলে, কতজন?

১.৩.২ তারা কি এখন স্কুলে আসে? 1 হ্যাঁ 2 না

১.৩.৩ উত্তর হ্যাঁ হলে কতজন স্কুলে আসে? -জন 1 নিয়মিত 2 অনিয়মিত

১.৪ স্কুলে শিক্ষকদের সহায়তা তোমার পড়ালেখার জন্য যথেষ্ট? নাকি অন্য কারো সহযোগিতা লাগে?

- 1 শিক্ষকদের সহায়তাই যথেষ্ট, কারো সহযোগিতার প্রয়োজন হয় না
 2 শিক্ষকদের বাইরেও সহযোগিতার প্রয়োজন হয়

১.৪.১ সহায়তার প্রয়োজন হলে প্রধানত কার সহযোগিতা নিয়ে থাকে? (th tKv#bv GKwU DEi)

- 1 বাবা-মা বা পরিবারের অন্য কোনো সদস্য 2 প্রাইভেট টিউটর 3 কোচিং সেন্টার
 4 স্কুলের শিক্ষকদের কাছে প্রাইভেট টিউশন 5 অন্যান্য (mjbw @Kti ej b)

১.৪.২ জানুয়ারি-সেপ্টেম্বর ২০২২ পর্যন্ত প্রাইভেট টিউটর/কোচিং সেন্টার/স্কুলের শিক্ষকদের কাছে প্রাইভেট টিউশনে মোট কত টাকা খরচ হয়েছে?

১.৪.৩ পাঠ্য বইয়ের বাইরে তুমি কি গাইড বই ব্যবহার করো? 1 হ্যাঁ 2 না

১.৪.৩.১ গত জানুয়ারি-সেপ্টেম্বর ২০২২-এর মধ্যে কত টাকা গাইড বই কিনেছো/বা গাইড বই কিনতে ব্যয় হয়েছে?

১.৫ স্কুলের পড়ালেখার পর তুমি কি খেলাধুলা বা অন্যান্য সাংস্কৃতিক কর্মকাণ্ডের সঙ্গে যুক্ত আছে?

1 হ্যাঁ 2 না

১.৫.১ উত্তর হ্যাঁ হলে, কি ধরনের কার্যক্রম?

1 ক্রিকেট/ফুটবল 2 সাংস্কৃতিক কর্মকাণ্ড 3 অন্যান্য (*mjbw`@Kti ej b*)

১.৫.২ সপ্তাহে কতদিন? 1 প্রতিদিন 2 ১-৩ দিন 3 ৩-৫ দিন

২. শিখন পুনরুদ্ধার পরিকল্পনা ও বাস্তবায়ন ব্যবস্থাপনা

২.১ করোনা-র কারণে দীর্ঘদিন স্কুল বন্ধ ছিল এবং তোমরা সরাসরি ক্লাস ছাড়াই পরবর্তী ক্লাসে উত্তীর্ণ হয়েছে। এখন নতুন ক্লাসের পাঠ তোমার কেমন লাগে? 1 কোনো সমস্যা হয় না 2 বুঝতে পারি না 3 কঠিন মনে হয়

২.১.১ সেক্ষেত্রে পাঠ বোধগম্য করার জন্য স্কুল থেকে কোনো উদ্যোগ নেওয়া হয়েছে? 1 হ্যাঁ 2 না

২.১.২ উত্তর হ্যাঁ হলে, উদ্যোগগুলো কেমন?

1 রুটিন ক্লাসের বাইরে অতিরিক্ত ক্লাস নেওয়া 2 দুর্বল শিক্ষার্থীদের জন্য পৃথকভাবে পদক্ষেপ গ্রহণ

3 হোমওয়ার্কের মাধ্যমে পূর্ববর্তী পাঠ সম্পন্ন করা 4 অন্যান্য (*mjbw`@Kti ej b*)

২.২ শিক্ষকগণ যে এসাইনমেন্ট/হোম ওয়ার্ক দেন এবং তা পর্যালোচনা করেন? 1 হ্যাঁ 2 না

২.৩ শিক্ষকগণ পাঠদানের ক্ষেত্রে দূর-শিক্ষণের সঙ্গে যুক্ত করার পরামর্শ দেন? 1 হ্যাঁ 2 না

২.৩.১ উত্তর হ্যাঁ হলে, দূর-শিক্ষণে অংশগ্রহণের জন্য কোন মাধ্যম ব্যবহার করো? (*GKmaK DEi ntZ citi*)

1 সংসদ টেলিভিশন 2 রেডিও 3 স্মার্ট ফোন 4 এনালগ ফোন 5 অন-লাইন প্ল্যাটফর্ম

২.৩.২ শিক্ষকগণ কি আগের তুলনায় বর্তমান সময়ে শিক্ষা উপকরণ (যেমন-প্রযুক্তিগত উপকরণ) বেশি ব্যবহার করেন?

1 হ্যাঁ 2 না

২.৩.৩ কী কী ধরনের উপকরণ বেশি ব্যবহার করেন?

1 ল্যাপটপ 2 মাল্টি-মিডিয়া 3 মুদ্রিত উপকরণ (ফ্লিপ চার্ট ও অন্যান্য) 4 বাস্তব উপকরণ

২.৪ শিক্ষকের পাঠদান কি তুমি ঠিকমতো বুঝতে পারো?

1 বুঝতে পারি 2 কিছু কিছু বুঝতে পারি আবার কিছু কিছু বুঝতে পারি না 3 বুঝতে পারি না

২.৪.১ শিক্ষক শ্রেণিকক্ষে আরও কোন কোন পদ্ধতি অবলম্বন করলে তোমার সুবিধা হবে? (*GKmaK DEi ntZ citi*)

1 গ্রুপভিত্তিক ক্লাস করলে

2 ক্লাসে বাস্তব উপকরণ বেশি ব্যবহার করলে

3 শ্রেণিকক্ষে তথ্যপ্রযুক্তির ব্যবহার বাড়ালে

4 অন্যান্য (*mjbw`@Kti ej b*)

২.৫ স্কুলে আগের তুলনায় এখন কি পরীক্ষা নেওয়ার সংখ্যা কমেছে? 1 হ্যাঁ 2 না

- ২.৫.১ জানুয়ারি-সেপ্টেম্বর ২০২২ পর্যন্ত কয়টি লিখিত পরীক্ষায় অংশগ্রহণ করেছেন?
- ২.৫.২ জানুয়ারি-সেপ্টেম্বর ২০২২ পর্যন্ত মোট কতটাকা 'পরীক্ষা ফি' দিতে হয়েছে? টাকা
- ২.৬ তুমি কি মোবাইল ব্যবহার করো? ১ হ্যাঁ ২ না
- ২.৬.১ উত্তর হ্যাঁ হলে, কার মোবাইল? ১ নিজের ২ বাবা ৩ মা ৪ অন্য কারো
- ২.৬.২ প্রতিদিন কতঘণ্টা মোবাইল বা অন্য ডিভাইস ব্যবহার করো?
 ১ ০-১ ঘণ্টা ২ ১ থেকে ২ ঘণ্টা ৩ ২ থেকে ৩ ঘণ্টা ৪ ৩ থেকে ৪ ঘণ্টা ৫ ৪ ঘণ্টার অধিক
- ২.৬.৩ মোবাইল ফোন প্রধানত কী কাজে ব্যবহার করো? (GKmaK DEi nZ cti)
 ১ কথা বলা ২ গেইম খেলা ৩ পড়ালেখা করা ৪ সামাজিক মাধ্যমের ব্যবহার ৫ অন্যান্য
- ২.৭ তুমি কি বর্তমানে পড়ালেখায় অতিরিক্ত চাপ মনে করো? ১ হ্যাঁ ২ না
- ২.৮ বিদ্যালয়ে/শ্রেণিকক্ষে শিক্ষকগণের ব্যবহারে তুমি কী সম্ভষ্ট?
 ১ হ্যাঁ ২ না ৩ মোটামুটি
- ২.৯ এছাড়াও এই বিষয়ের ওপর তোমার কোনো মতামত বা জিজ্ঞাস্য থাকলে বলতো পারো। (mteP 3U)
 ১.
 ২.
 ৩.

শিক্ষার্থীর সঙ্গে যোগাযোগের মোবাইল ফোন নম্বর:.....

তথ্য সংগ্রহকারীর নাম:..... আইডি নম্বর:..... তারিখ:

সুপারভাইজারের নাম: আইডি নম্বর: তারিখ:

ক্রমিক নম্বর:.....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২২

(সকল তথ্য কেবলমাত্র গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র - সেট ২: শিক্ষকের জন্য

নাম: বিদ্যালয়ের নাম:

কত বছর যাবত শিক্ষকতা করছেন বর্তমান বিদ্যালয়ে কত বছর কর্মরত আছেন লিঙ্গ: নারী 1 পুরুষ 2বিভাগ কোড: বরিশাল 1 চট্টগ্রাম 2 ঢাকা 3 খুলনা 4
ময়মনসিংহ 5 রাজশাহী 6 রংপুর 7 সিলেট 8জেলা কোড: ভোলা 1 চট্টগ্রাম 2 ঢাকা 3 যশোর 4
নেত্রকোণা 5 রাজশাহী 6 গাইবান্ধা 7 হবিগঞ্জ 8

উপজেলার নাম:

স্কুলের ধরন: প্রাথমিক স্কুল 1 মাধ্যমিক স্কুল 2 কারিগরি স্কুল/কলেজ 3অঞ্চল: শহরাঞ্চল 1 গ্রামাঞ্চল 2 শহরতলী 3 শহরের বস্তিএলাকা 4

ক্রম নং	প্রশ্ন (শিক্ষকের শিক্ষাগত যোগ্যতা)	উত্তর কোড
	সর্বোচ্চ শিক্ষাগত যোগ্যতা	
1	1 = মাধ্যমিক শিক্ষা শেষ করেছেন 2 = উচ্চ মাধ্যমিক শিক্ষা শেষ করেছেন 3 = স্নাতক শেষ করেছেন 4 = স্নাতকোত্তর শেষ করেছেন	
	পেশাগত প্রশিক্ষণ গ্রহণ	
	1 = সিইনএড/পিটিআই শেষ করেছেন 2 = ডিপিএড করেছেন/শেষ করেছেন 3 = বিএড করেছেন/শেষ করেছেন 4 = এম. এড. করেছেন/শেষ করেছেন 5 = অন্য কোনো প্রশিক্ষণ	
2	বর্তমান শিক্ষাবর্ষে (জানুয়ারি-সেপ্টেম্বর ২০২২) সময়ে কোনো প্রশিক্ষণ পেয়েছেন কি?	হ্যাঁ না
	বর্তমান শিক্ষাবর্ষে (জানুয়ারি-সেপ্টেম্বর ২০২২) নিজ বিদ্যালয়ে কত দিনের প্রশিক্ষণ পেয়েছেন?	
	বর্তমান শিক্ষাবর্ষে (জানুয়ারি-সেপ্টেম্বর ২০২২) নিজ বিদ্যালয়ের বাইরে কত দিনের প্রশিক্ষণ পেয়েছেন?	
	খানা/পরিবারের মাসিক আয় (গত ৩ মাসের গড়)	
	শিক্ষক-এর মাসিক আয় (টাকা)	
	স্ত্রী/স্বামীর মাসিক আয় (টাকা), যদি থাকে	
3	খানা/পরিবারের অন্য সদস্যদের মাসিক আয় (একাধিক সদস্য হলে একত্রে টাকায় লিখুন)	
	খানা/পরিবারের মোট মাসিক আয় (টাকা)	
	খানা/পরিবারের মোট সদস্য সংখ্যা (যারা একই বাড়িতে থাকেন)	

১. বিদ্যালয় ব্যবস্থাপনা বিষয়ক তথ্য

১.১ বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা নিয়ে আপনি কি সন্তুষ্ট? 1 হ্যাঁ 2 না

১.২ বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা খাতে বরাদ্দের পরিমাণ কি যথেষ্ট বলে মনে করেন?

1 পর্যাপ্ত পরিমাণ বরাদ্দ দেওয়া হয় 2 বাজেট বরাদ্দ পর্যাপ্ত নয় 3 এখাতে কোনো বরাদ্দ নেই 4 জানা নাই

১.৩ বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা খাতের ব্যয় কিভাবে নির্বাহ করছেন?

1 সরকারি বরাদ্দকৃত অর্থ থেকে 2 SLIP ফান্ড থেকে

3 অভিভাবকদের নিকট থেকে ফি বা অনুদান হিসেবে 4 অন্যান্য অনুদান (মুদ্রিত ফি বা অন্য)

১.৪ বর্তমানে বিদ্যালয় ব্যবস্থাপনার ক্ষেত্রে কী ধরনের চ্যালেঞ্জ মোকাবেলা করছেন? এই চ্যালেঞ্জ থেকে উত্তরণের জন্য আপনার মতামত/পরামর্শ। (mte@ 3U)

চ্যালেঞ্জসমূহ	চ্যালেঞ্জ মোকাবেলার পরামর্শ

২. শিখন পুনরুদ্ধার কার্যক্রম বিষয়ক

২.১ কোভিডকালীন শিখন গ্যাপ হয়েছে বলে মনে করেন? ১ হ্যাঁ ২ না

২.১.১ উত্তর হ্যাঁ হলে, গ্যাপ পূরণের জন্য কী কী উদ্যোগ নেওয়া হয়েছে? (mte@ 3U)

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২.১.২ উত্তর না হলে, কেন গ্যাপ হয়নি বলে মনে করছেন? (mte@ 3U)

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২.১.৩ কোভিডকালীন শিখন গ্যাপ কতটুকু পূরণ হয়েছে তা কিভাবে এ্যাসেসমেন্ট করা হয়? (mte@ 3U)

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২.২ শিখন পুনরুদ্ধার কার্যক্রমে সহায়তার জন্য স্কুল থেকে কি অতিরিক্ত পাঠদান/টিউটরিং করা হয়? ১ হ্যাঁ ২ না

২.২.১ উত্তর হ্যাঁ হলে, কী কী বিষয়ের ওপর অতিরিক্ত পাঠদান হয়?

প্রাথমিক-এর বিষয়সমূহ	মাধ্যমিক-এর বিষয়সমূহ

২.২.২ সপ্তাহে কত দিন অতিরিক্ত পাঠদান/টিউটরিং করা হয়? দিন

২.২.৩ সপ্তাহে কত ঘণ্টা অতিরিক্ত পাঠদান/টিউটরিং করা হয়? দিন

২.৩ শিক্ষার্থীদের শ্রেণিকক্ষে পাঠের পাশাপাশি কি দূর-শিক্ষণের সঙ্গে যুক্ত করার পরামর্শ দেওয়া হয়? ১ হ্যাঁ ২ না

২.৩.১ উত্তর হ্যাঁ হলে, দূর-শিক্ষণে অংশগ্রহণের জন্য কোন মাধ্যম ব্যবহার করার পরামর্শ দিয়ে থাকেন? (GKw@K DEi nZ cr#i)

- ১ সংসদ টেলিভিশন ২ রেডিও ৩ স্মার্ট ফোন ৪ এনালগ ফোন ৫ অন-লাইন প্ল্যাটফর্ম

২.৪ শিখন পুনরুদ্ধারের পদক্ষেপগুলো কি শিক্ষার্থী, শিক্ষকদের নিকট কি চাপ বা বোঝা বলে মনে করেন? 1 হ্যাঁ 2 না

২.৪.১ উত্তর হ্যাঁ হলে, কী ধরনের বোঝা মনে করেন? (মতামত 3/11)

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২.৫ আপনি কি মনে করেন 'কোভিড' পূর্ববর্তী সময়ে শিক্ষায় যেসব বৈষম্য (ভর্তির ক্ষেত্রে, ক্ষুদ্র-নৃগোষ্ঠী, দারিদ্রতা, প্রতিবন্ধী ইত্যাদি) ছিল তা এখন আরও প্রকট হয়েছে? 1 হ্যাঁ 2 না

২.৬ বাল্য-বিবাহের কারণে আপনার বিদ্যালয়ে কতজন মেয়ে শিক্ষার্থী ঝরে পড়েছে?

২.৬.১ আপনার জানা মতে, প্রাথমিকে কত শতাংশ মেয়ে শিক্ষার্থী উপবৃত্তি পাচ্ছে?

২.৬.২ আপনার জানা মতে, প্রাথমিকে কত শতাংশ ছেলে শিক্ষার্থী উপবৃত্তি পাচ্ছে?

২.৬.৩ আপনার জানা মতে, মাধ্যমিকের কত শতাংশ মেয়ে শিক্ষার্থী উপবৃত্তি পাচ্ছে?

২.৬.৪ আপনার জানা মতে, মাধ্যমিকের কত শতাংশ ছেলে শিক্ষার্থী উপবৃত্তি পাচ্ছে?

২.৭ 'কোভিড' কালীন অভিজ্ঞতা বিবেচনা করে বর্তমান সময়ে বিদ্যালয় ব্যবস্থাপনাসহ ও শিক্ষণ-শিখন পদ্ধতির কোনো পরিবর্তন এনেছেন? 1 হ্যাঁ 2 না

২.৭.১ উত্তর হ্যাঁ হলে, কী কী পরিবর্তন এনেছেন তা নিচে উল্লেখ করুন। (মতামত 3/11)

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২.৮ বর্তমান সময়ে স্কুলে/শ্রেণিকক্ষে শিক্ষার্থীদের আচরণে কোনো পরিবর্তন লক্ষ্য করছেন? 1 হ্যাঁ 2 না

২.৮.১ উত্তর হ্যাঁ হলে, কী কী পরিবর্তন লক্ষ্য করছেন? (মতামত 3/11)

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২.৯ বর্তমান সময়ে শিক্ষার্থীদের কোন কোন বিষয়ে অপেক্ষাকৃত বেশি দুর্বল বলে মনে করেন?

২.৯.১ দুর্বলতার প্রধান প্রধান কারণগুলো কী? কী? (GKwAK DEi n#Z cv#i)

- 1 পড়ালেখায় অনমনোযোগী 2 মনোযোগী তবে বুঝতে পারে না 3 পরিবার দায়িত্ব নেয় না
 4 শ্রেণিতে পাঠদানের সময় যথেষ্ট নয় 5 শিক্ষক পাঠদানে যথেষ্ট সময় দিতে পারেন না 6 অন্যান্য

২.১০ বর্তমান সময়ে প্রেক্ষিতে প্রযুক্তি নির্ভরতা বিবেচনা করে আপনার বিদ্যালয়ে শ্রেণিকক্ষ ব্যবস্থাপনায় অবকাঠামোগত কোনো পরিবর্তন এনেছেন? 1 হ্যাঁ 2 না

২.১০.১ উত্তর হ্যাঁ হলে, কী কী পরিবর্তন এনেছেন? (৩মত্রে ৩মত্রে)

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৩. শিক্ষক সহায়তা

৩.১ কিভাবে শিখন ক্ষতি পুষিয়ে নেওয়া ও পুনরুদ্ধার করা যাবে এই বিষয়ে শ্রেণিভিত্তিক ও বিষয়ভিত্তিক পাঠের নির্দেশনা/গাইডলাইন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না ৩ জানা নাই

৩.২ শিখন পুনরুদ্ধার পরিকল্পনার বিষয়গুলো সম্পর্কে অবহিত করার জন্য শিক্ষকদের কোনো কর্মশালা/ওরিয়েন্টেশন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না ৩ জানা নাই

৩.৩ শ্রেণিকক্ষে পাঠের সঙ্গে দূর-শিক্ষণের বিষয়গুলো অন্তর্ভুক্ত করার জন্য কোনো নির্দেশনা/গাইডলাইন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না ৩ জানা নাই

৩.৪ শ্রেণিকক্ষে মিশ্র পদ্ধতি (ব্লেন্ডেড) পদ্ধতি ব্যবহারে কোনো অসুবিধার সম্মুখীন হচ্ছেন? ১ হ্যাঁ ২ না

৩.৪.১ উত্তর হ্যাঁ হলে, কী ধরনের অসুবিধার সম্মুখীন হচ্ছেন? (৩মত্রে ৩মত্রে)

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৩.৫ বর্তমান প্রজন্মের শিক্ষার্থীরা পাঠ্যপুস্তকের থেকে বেশি প্রযুক্তি নির্ভর ও অগ্রগামী। বিষয়টিকে কীভাবে মূল্যায়ন করেন? ১ ভালো ২ খারাপ ৩ মতামত নেই

৩.৫.১ ভালো হলে, কেন ভালো বলে মনে করছেন? (৩মত্রে ৩মত্রে)

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৩.৫.২ খারাপ হলে, কেন খারাপ বলে মনে করছেন? (৩মত্রে ৩মত্রে)

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৩.৬ তথ্য প্রযুক্তি ও ভবিষ্যতের সঙ্গে সামঞ্জস্য রেখে শ্রেণিকক্ষে পাঠদানের ক্ষেত্রে শিক্ষকদের কী ধরনের সহায়তা দেওয়া প্রয়োজন? (৩মত্রে ৩মত্রে)

- ১ প্রশিক্ষণ (সরাসরি) ২ অন-লাইনে নিয়মিত আপডেট করা ৩ পর্যাপ্ত উপকরণ প্রদান
- ৪ উপযুক্ত শ্রেণিকক্ষ তৈরি ৫ অন্যান্য (৩মত্রে ৩মত্রে)

৩.৭ ঝরেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনা, ধরে রাখা এবং শিক্ষার্থীদের ঝরেপড়া রোধে কী ধরনের পদক্ষেপ গ্রহণ করা যেতে পারে? (GKwAK DEi nZ cvti)

- 1 মিড ডে মিল 2 স্থানীয় সরকার ও শিক্ষকদের যুক্ত করে দরিদ্র এলাকার প্রতিটি বিদ্যালয়ে কর্মীদল গঠন করা
- 3 দরিদ্র শিক্ষার্থী/পরিবারকে স্থানীয় সরকারের মাধ্যমে সামাজিক নিরাপত্তা কর্মসূচির আওতায় আনা
- 4 বিদ্যালয় ও শ্রেণিকক্ষে পাঠদান আকর্ষণীয় করে তোলা
- 5 পিছিয়ে পড়া শিক্ষার্থীদের জন্য বিশেষ পাঠদানের ব্যবস্থা করা 6 অন্যান্য (mjbw @Kti ejb)

৩.৮ 'কোভিড-১৯' পরিবর্তীত বৈশ্বিক শ্রেক্ষাপটে ২০২০ ও বর্তমান সময় বিবেচনায় আপনার পরিবারের খাদ্য, বাসস্থান, জ্বালানী, শিক্ষা ও স্বাস্থ্যসহ অন্যান্য প্রয়োজন মেটানোর জন্য আর্থিক অবস্থা সম্পর্কে নিচে তথ্য দিন। (th tKv#bv GKwU DEi)

'কোভিড-১৯' পূর্ববর্তী অবস্থায় পরিবারের আর্থিক অবস্থা		২০২২-এর বর্তমান সময়ে পরিবারের আর্থিক অবস্থা	
<input type="checkbox"/> সবসময় উদ্বৃত্ত	<input type="checkbox"/> মাঝে মাঝে ঘাটতি	<input type="checkbox"/> সবসময় উদ্বৃত্ত	<input type="checkbox"/> মাঝে মাঝে ঘাটতি
<input type="checkbox"/> মাঝে মাঝে উদ্বৃত্ত	<input type="checkbox"/> সবসময় ঘাটতি	<input type="checkbox"/> মাঝে মাঝে উদ্বৃত্ত	<input type="checkbox"/> সবসময় ঘাটতি
<input type="checkbox"/> সমান সমান	<input type="checkbox"/> অন্যান্য	<input type="checkbox"/> সমান সমান	<input type="checkbox"/> অন্যান্য

৪. নীতিগত শিক্ষণ

৪.১.১ প্রস্তাবিত নতুন শিক্ষাক্রমের সফল বাস্তবায়ন ও শিখন ঘাটতি পূরণের লক্ষ্যে অভিভাবক/পরিবারের ভূমিকা কিরূপ হতে পারে বলে আপনি মনে করেন? (mte#P 3wU)

- ১.....
- ২.....
- ৩.....

৪.১.২ প্রস্তাবিত নতুন শিক্ষাক্রমের সফল বাস্তবায়ন ও শিখন ঘাটতি পূরণের লক্ষ্যে শিক্ষক/শিক্ষাপ্রতিষ্ঠানের ভূমিকা কিরূপ হতে পারে বলে আপনি মনে করেন? (mte#P 3wU)

- ১.....
- ২.....
- ৩.....

৪.১.৩ প্রস্তাবিত নতুন শিক্ষাক্রমের সফল বাস্তবায়ন ও শিখন ঘাটতি পূরণের লক্ষ্যে শিক্ষা কর্মকর্তা/মন্ত্রণালয়ের ভূমিকা কিরূপ হতে পারে বলে আপনি মনে করেন? (mte#P 3wU)

- ১.....
- ২.....
- ৩.....

৪.২ নতুন শিক্ষাক্রমের সফল বাস্তবায়ন ও শিখন ঘাটতি কাটিয়ে ওঠার জন্য শ্রেণিকক্ষে কী ধরনের পদ্ধতি অনুসরণ করা যেতে পারে? (GKwAK DEi nZ cwi)

- 1 বর্তমানে প্রচলিত পদ্ধতি 2 প্রচলিত পদ্ধতি ও তথ্য প্রযুক্তির সমন্বিত ব্যবহার
- 3 চলমান পাঠদান পদ্ধতির পরিবর্তে গ্রুপওয়ার্কের মাধ্যমে শিক্ষার্থীদের সম্পৃক্তকরণ ও শিক্ষকের সহায়কের ভূমিকা পালন
- 4 অন্যান্য (mjbw`@Kfi ej b)

৪.৩ 'কোভিড-১৯' পূর্ববর্তী সময় ও 'কোভিড-১৯' চলাকালীন বর্তমান সময়ে শিক্ষার্থীদের শিখন দক্ষতার তুলনামূলক অবস্থা সম্পর্কে আপনার মতামত স্কেলে তুলে ধরুন। (১-১০ স্কেলে)

'কোভিড-১৯' পূর্ববর্তী সময়



বর্তমান সময়



৪.৪ ভবিষ্যতে 'কোভিড-১৯'-এর মতো কোনো মহামারী/দুর্যোগ অবস্থার সৃষ্টি হলে শিক্ষা কার্যক্রম কিভাবে চলমান রাখা যাবে এই বিষয়ে আপনার মতামত/পরামর্শ প্রদান করুন। (mfer@ 3U)

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- ২.....
- ৩.....

৪.৫ আমাদের দেশের আবহাওয়া ও সময় যথার্থ বিবেচনা এবং স্কুলে আরও বেশি সময় পাঠদানের বিষয়টি বিবেচনা করে শিক্ষা বর্ষের স্থায়ী পরিবর্তন আনা প্রয়োজন বলে মনে করেন? 1 হ্যাঁ 2 না 3 জানা নাই

৪.৬ উপরে বর্ণিত বিষয়গুলো ছাড়াও দীর্ঘ মেয়াদি কোনো নীতি নির্ধারণী ইস্যুতে আপনার মতামত/পরামর্শ থাকলে নিচে উল্লেখ করুন। (mfer@ 3U)

- ১.....
- ২.....
- ৩.....

উত্তরদাতা শিক্ষকের ফোন নম্বর:

তথ্য সংগ্রহকারীর নাম: আইডি নম্বর: তারিখ:

সুপারভাইজারের নাম: আইডি নম্বর: তারিখ:

ক্রমিক নম্বর:.....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২২

(সকল তথ্য কেবলমাত্র গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র - সেট ৩: অভিভাবকদের জন্য

অভিভাবকের নাম:

লিঙ্গ: পুরুষ 1 নারী 2

শিক্ষার্থীর নাম:

যে ক্লাসে পড়ে:

স্কুলের ধরন: প্রাথমিক 1 মাধ্যমিক 2 কারিগরি 3

শিক্ষার্থী সঙ্গে সম্পর্ক: পিতা মাতা ভাই-বোন আত্মীয়

বিভাগ কোড: বরিশাল 1 চট্টগ্রাম 2 ঢাকা 3 খুলনা 4ময়মনসিংহ 5 রাজশাহী 6 রংপুর 7 সিলেট 8জেলা কোড: ভোলা 1 চট্টগ্রাম 2 ঢাকা 3 যশোর 4নেত্রকোণা 5 রাজশাহী 6 গাইবান্ধা 7 হবিগঞ্জ 8

উপজেলা/থানার নাম: জেলা:

অঞ্চল: শহরাঞ্চল 1 গ্রামাঞ্চল 2 শহরতলী 3 শহরের বস্তিএলাকা 4

ক্রম নং	প্রশ্ন (অভিভাবক বা আইনগত অভিভাবক/খানা প্রধানের জন্য)	উত্তর কোড
1	সর্বশেষ শিক্ষা	
	1 = কখনো স্কুলে যাননি	6 = মাধ্যমিক শিক্ষা শেষ করেছেন
	2 = উপানুষ্ঠানিক শিক্ষা কেন্দ্র থেকে পড়ালেখা করেছেন	7 = কারিগরি শিক্ষা শেষ করেছেন
	3 = প্রাথমিক শিক্ষা শেষ করেননি	8 = নন হেডেড মাদ্রাসায় পড়েছেন
	4 = প্রাথমিক শিক্ষা শেষ করেছেন	9 = কলেজ ও বিশ্ববিদ্যালয়ে পড়েছেন/শেষ করেছেন
	5 = মাধ্যমিক শিক্ষা শেষ করেননি	10 = জানা নাই
		11 = অন্যান্য (নির্দিষ্ট করে বলুন)

2	প্রধান পেশা	
	1 = চাকরি	7 = রিক্সা/ভ্যান/ঠেলাগাড়ি চালক
	2 = কৃষক	8 = গার্মেন্টস কর্মী
	3 = দিনমজুর/শ্রমিক	9 = প্রবাস কর্মী
	4 = স্বনিয়োজিত ব্যবসা	10 = অনিয়মিত দিনমজুর/শ্রমিক
	5 = ড্রাইভার/পরিবহণ কর্মী	11 = গৃহিণী
	6 = বেকার	12 = গৃহকর্ম
		13 = অন্যান্য (নির্দিষ্ট করে লিখুন)

		99 = প্রযোজ্য নয়
3	খানা/পরিবারের মাসিক আয় (গত ৩ মাসের গড়)	
	বাবা-র মাসিক আয় (টাকা)	
	মা-র মাসিক আয় (টাকা) যদি থাকে	
	খানা/পরিবারের অন্য সদস্যদের মাসিক আয় (একাধিক সদস্য হলে একত্রে টাকায় লিখুন)	
	খানা/পরিবারের মোট সদস্য সংখ্যা (একই বাড়িতে থাকে)	

১. শিক্ষার্থীদের পড়ালেখা বিষয়ক

১.১ আপনার সন্তান/পোষ্য কি বর্তমানে স্কুলে যায়? 1 নিয়মিত স্কুলে যায় 2 নিয়মিত স্কুলে যায় না

১.২ আপনার সন্তান/পোষ্যের মধ্যে আগে স্কুলে যেত কিন্তু বর্তমানে স্কুলে যায় না এমন কেউ আছে? 1 হ্যাঁ 2 না

১.২.১ উত্তর হ্যাঁ হলে, স্কুলে না যাওয়ার প্রধান প্রধান কারণগুলো নিচে উল্লেখ করুন। (মতঃ 3W)

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- ২.....
- ৩.....

১.৩ আপনার সন্তান/পোষ্যের অধিকাংশ সময় পড়ালেখায় কে সাহায্য করেন? (th tkv#bv GKwU DEi)

- 1 মা-বাবা 2 ভাই-বোন 3 প্রাইভেট টিউটর 4 পাশের বাড়ি কেউ 5 নিজে নিজে পড়ে 6 অন্যান্য

১.৩.২ আপনার সন্তান/পোষ্য-র জন্য জানুয়ারি-সেপ্টেম্বর ২০২২ সময়ে টিউশন/কোচিং সেন্টারে ব্যয় হয়েছে? টাকা

১.৪ আপনার বাড়িতে কি কি ডিভাইস রয়েছে (GKwAK DEi ntZ cvti)

- 1 স্মার্ট ফোন 2 ট্যাব 3 এনালগ ফোন 4 টেলিভিশন
5 ক্যাবল লাইন 6 ইন্টারনেট 7 কোনো ডিভাইস নেই

১.৪.১ আপনার বাসায় কয়টি ডিভাইস রয়েছে? টি

১.৫ আপনার সন্তান/পোষ্য কি মোবাইল ফোন বা কম্পিউটারে গেইম (ফ্রি-ফায়ার বা অন্যান্য গেইম) খেলায় আসক্ত?

- 1 হ্যাঁ 2 না 3 জানা নাই

১.৫.১ গেইম খেলা, ফেইসবুক বা সোস্যাল মিডিয়ায় আসক্ত হলে, সে তাতে দিনে কতটা সময় কাটায়?

- 1 ১ থেকে ২ ঘণ্টা 2 ২ থেকে ৪ ঘণ্টা 3 ৪ ঘণ্টার অধিক সময়

১.৬ বর্তমান প্রজন্মের শিক্ষার্থীরা পাঠ্যপুস্তকের থেকে বেশি প্রযুক্তি নির্ভর ও এডভান্স। বিষয়টিকে কীভাবে মূল্যায়ন করেন?

- 1 ভালো 2 খারাপ 3 মতামত নেই

১.৬.১ ভালো হলে, কেন ভালো বলে মনে করছেন? (mte#P 3wU)

- ১.....
২.....
৩.....

১.৬.২ খারাপ হলে, কেন খারাপ বলে মনে করছেন? (mte#P 3wU)

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১.৭ ঝরেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনা, ধরে রাখা এবং শিক্ষার্থীদের ঝরেপড়া রোধে কী ধরনের পদক্ষেপ গ্রহণ করা যেতে পারে? (GKwAK DEi ntZ cvti)

- 1 মিড ডে স্কুল মিল 2 স্থানীয় সরকারকে সম্পৃক্তকরণের মাধ্যমে সচেতনতা বৃদ্ধি
3 এনজিওদের সম্পৃক্তকরণের মাধ্যমে সচেতনতা বৃদ্ধি 4 দরিদ্র শিক্ষার্থী/পরিবারকে স্থানীয় সরকারের মাধ্যমে সামাজিক নিরাপত্তা কর্মসূচির আওতায় আনা 5 বিদ্যালয় ও শ্রেণিকক্ষে পাঠদান শিক্ষার্থীর নিকট আকর্ষণীয় করে তোলা
6 অন্যান্য (m#p#v @Kti ej b)

১.৮ আপনার সন্তান/পোষ্যে যে বিদ্যালয়ে পড়ালেখা করে তার মান নিয়ে আপনি কি সন্তুষ্ট?

- 1 হ্যাঁ 2 না

১.৮.১ উত্তর না হলে, বিদ্যালয়ে পড়ালেখার মান উন্নয়নের জন্য কী কী উদ্যোগ নেওয়া দরকার? (মতঃ 3উ)

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৩.....

১.৯ জানুয়ারি-সেপ্টেম্বর ২০২২ পর্যন্ত আপনার সন্তান/পোষ্য-র জন্য কত টাকার গাইড বই কিনেছেন? টাকা

২. শিখন পুনরুদ্ধার বিষয়ক কার্যক্রম

২.১ পড়ালেখার ক্ষতি পূরণের জন্য স্কুল থেকে কি অতিরিক্ত কোনো পাঠদান বা টিউশনের ব্যবস্থা করা হয়েছে?

১ হ্যাঁ ২ না ৩ জানা নাই

২.১.১ উত্তর হ্যাঁ হলে, অতিরিক্ত ক্লাসের জন্য কোনো ফি দিতে হয়? ১ হ্যাঁ ২ না

২.১.২ উত্তর হ্যাঁ হলে, কত টাকা?

২.২ আগের তুলনায় এখন কি স্কুলে পরীক্ষা নেওয়ার হার এবং চাপ কমেছে? ১ হ্যাঁ ২ না ৩ জানা নাই

২.২.১ জানুয়ারি-সেপ্টেম্বর ২০২২ পর্যন্ত আপনার সন্তান/পোষ্য-র জন্য কত টাকা 'পরীক্ষা ফি' হিসেবে দিতে হয়েছে? টাকা

২.৩ শিখন ক্ষতি পূরণের জন্য যেসব পদক্ষেপ নেওয়া হয়েছে তা কি শিক্ষার্থী, শিক্ষকদের ওপর অতিরিক্ত চাপ সৃষ্টি করছে বলে মনে করেন? ১ হ্যাঁ ২ না ৩ জানা নাই

২.৪ আপনার শিশু/পোষ্যের শিখন ক্ষতি কাটিয়ে ওঠার জন্য অভিভাবক হিসেবে আপনি কি বিশেষ কোনো উদ্যোগ নিয়েছেন? ১ হ্যাঁ ২ না

২.৪.১ উত্তর হ্যাঁ হলে, আপনার পরিবার থেকে কী কী উদ্যোগ নেওয়া হয়েছে?

১ প্রাইভেট শিক্ষক নিয়োগ দিয়ে ২ মা-বাবা, ভাই-বোন অধিক সময় নিয়ে পড়ালেখায় সাহায্য করে

৩ কোচিং সেন্টারে ভর্তি করে ৪ কোনো উদ্যোগ নেওয়া হয়নি ৫ অন্যান্য (মতঃ ৩উ)

২.৫ আপনার শিশু/পোষ্যের শিখন ক্ষতি কাটিয়ে ওঠার জন্য পরিবারে কি কোনো বাড়তি চাপ সৃষ্টি করছে? ১ হ্যাঁ ২ না

২.৫.১ উত্তর হ্যাঁ হলে, কি ধরনের চাপ সৃষ্টি করছে বিস্তারিত বলুন- (মতঃ 3উ)

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২.৬ স্কুল থেকে শিক্ষার্থীদের শ্রেণিকক্ষের পাঠের সঙ্গে দূর-শিক্ষণের উপকরণগুলোর সঙ্গে যুক্ত হওয়ার জন্য কি পরামর্শ দেওয়া হয়? ১ হ্যাঁ ২ না ৩ জানা নাই

২.৭ শিখন ক্ষতি পূরণের বিষয়ে আপনার কোনো মতামত বা পরামর্শ থাকলে বলুন। (mteP 3IU)

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২.৮ শিক্ষাকে যুগোপযোগী ও বাজার ব্যবস্থার (চাকরি/উদ্যোক্তা তৈরি) সামঞ্জস্য রেখে তৈরি করতে হলে কী কী পদক্ষেপ নেওয়া যেতে পারে? (mteP 3IU)

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২.৯ 'কোভিড-১৯' পরিবর্তীত বৈশ্বিক প্রেক্ষাপটে ২০২০ ও বর্তমান সময় বিবেচনায় আপনার পরিবারের খাদ্য, বাসস্থান, জ্বালানী, শিক্ষা ও স্বাস্থ্যসহ অন্যান্য প্রয়োজন মেটানোর জন্য আর্থিক অবস্থা সম্পর্কে নিচে তথ্য দিন। (th tKivbv GKIU DEi)

'কোভিড-১৯' পূর্ববর্তী অবস্থায় পরিবারের আর্থিক অবস্থা		২০২২-এর বর্তমান সময়ে পরিবারের আর্থিক অবস্থা	
<input type="checkbox"/> সবসময় উদ্বৃত্ত	<input type="checkbox"/> মাঝে মাঝে ঘাটতি	<input type="checkbox"/> সবসময় উদ্বৃত্ত	<input type="checkbox"/> মাঝে মাঝে ঘাটতি
<input type="checkbox"/> মাঝে মাঝে উদ্বৃত্ত	<input type="checkbox"/> সবসময় ঘাটতি	<input type="checkbox"/> মাঝে মাঝে উদ্বৃত্ত	<input type="checkbox"/> সবসময় ঘাটতি
<input type="checkbox"/> সমান সমান	<input type="checkbox"/> অন্যান্য	<input type="checkbox"/> সমান সমান	<input type="checkbox"/> অন্যান্য

তথ্যপ্রদানকারী অভিভাবকের মোবাইল ফোন নম্বর: -----

তথ্য সংগ্রহকারীর নাম: আইডি নম্বর: তারিখ:

সুপারভাইজারের নাম: আইডি নম্বর: তারিখ:

ক্রমিক নম্বর:.....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২২

(সকল তথ্য কেবলমাত্র গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র - সেট ৪: উপজেলা শিক্ষা কর্মকর্তাদের জন্য

শিক্ষা কর্মকর্তার নাম:

লিঙ্গ: ১ পুরুষ ২ নারীবিভাগ কোড: বরিশাল ১ চট্টগ্রাম ২ ঢাকা ৩ খুলনা ৪ময়মনসিংহ ৫ রাজশাহী ৬ রংপুর ৭ সিলেট ৮জেলা কোড: ভোলা ১ চট্টগ্রাম ২ ঢাকা ৩ যশোর ৪নেত্রকোণা ৫ রাজশাহী ৬ গাইবান্ধা ৭ হবিগঞ্জ ৮

উপজেলা/থানার নাম: জেলা:

উপজেলা প্রাথমিক শিক্ষা কর্মকর্তা ১উপজেলা মাধ্যমিক শিক্ষা কর্মকর্তা ২

পদবি:

পদবি:

১. বিদ্যালয় ব্যবস্থাপনা বিষয়ক তথ্য

১.১ বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা নিয়ে আপনি কি সন্তুষ্ট? ১ হ্যাঁ ২ না

১.২ বিদ্যালয়ের স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা খাতে বরাদ্দের পরিমাণ কি যথেষ্ট বলে মনে করেন?

১ পর্যাপ্ত পরিমাণ বরাদ্দ দেওয়া হয় ২ বাজেট বরাদ্দ পর্যাপ্ত নয়

৩ কোনো বাজেট বরাদ্দ নেই ৪ জানা নাই

১.৩ প্রাথমিক শিক্ষা পর্যায়ে SLIP ফান্ড থেকে বিদ্যালয়ে স্বাস্থ্য সুরক্ষা খাতে ব্যয় নির্বাহ করা হলে, উপর্যুক্ত বরাদ্দ থেকে শিক্ষা উপকরণ ও অন্যান্য maintenance-এর ক্ষেত্রে এর বিরূপ প্রভাব পড়ছে বলে মনে করেন? বিস্তারিত বলুন। (mte@ 3IU)

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১.৪ বাল্য-বিবাহের কারণে আপনার কর্ম এলাকায় (উপজেলায়) কি পরিমাণ মেয়ে শিক্ষার্থী বিদ্যালয় থেকে ঝরে পড়েছে বলে আপনি মনে করেন?

১.৪.১ এইসব ঝরেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনার জন্য কী কী শর্তে উপ-বৃত্তির অর্থ অব্যাহত রাখা যেতে পারে বলে আপনি মনে করেন? (GKmak DEi nZ cti)

১ উপর্যুক্ত শিক্ষার্থীকে নিয়মিত স্কুলে আসতে হবে এবং ক্লাস করতে হবে

২ কমপক্ষে দশম শ্রেণি পর্যন্ত পড়ালেখা চালিয়ে যেতে হবে

৩ পড়ালেখা চালিয়ে যাওয়ার বিষয়ে তার অভিভাবক ও স্বামীর কাছ থেকে প্রতিশ্রুতিপত্র নেওয়া

৪ অন্যান্য (mjbw @Kti ej ty)

১.৫ আপনার কর্ম এলাকায় (উপজেলায়) কি পরিমাণ শিক্ষার্থী পরিবারের আর্থিক কারণে কাজ বা বাইরে রোজগারের জন্য স্কুল থেকে ঝরে পড়েছেন বলে মনে করেন? শতাংশ

১.৬ আপনার মতে বর্তমান সময়ে বিদ্যালয়গুলো কী ধরনের চ্যালেঞ্জ মোকাবেলা করছেন? এসব চ্যালেঞ্জ থেকে উত্তরণের জন্য আপনার মতামত/পরামর্শ। (mte@ 3IU)

চ্যালেঞ্জসমূহ	চ্যালেঞ্জ মোকাবেলার পরামর্শ

২. শিখন পুনরুদ্ধার কার্যক্রম বিষয়ক

২. কোভিডকালীন সময়ে শিখন গ্যাপ হয়েছে বলে মনে করেন? ১ হ্যাঁ ২ না

২.১ উত্তর হ্যাঁ হলে, শিখন গ্যাপ পূরণের জন্য কী কী উদ্যোগ নেওয়া হয়েছে? (মতঃ ৩৩)

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২.১.১ উত্তর না হলে, কেন শিখন গ্যাপ হয়নি বলে মনে করছেন? (মতঃ ৩৩)

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২.১.২ কোভিডকালীন শিখন গ্যাপ কতটুকু পূরণের জন্য কিভাবে এ্যাসেসমেন্ট করা হয়? (মতঃ ৩৩)

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২.২ শিক্ষার্থীদের শ্রেণিকক্ষে পাঠের পাশাপাশি কি দূর-শিক্ষণের সঙ্গে যুক্ত করার পরামর্শ দেওয়া হয়? ১ হ্যাঁ ২ না

২.২.১ উত্তর হ্যাঁ হলে, দূর-শিক্ষণে অংশগ্রহণের জন্য কোন মাধ্যম ব্যবহার করার পরামর্শ দেওয়া হয়? (GKmak DEi ntZ cti)

- ১ সংসদ টেলিভিশন ২ রেডিও ৩ স্মার্ট ফোন ৪ এনালগ ফোন ৫ অন-লাইন প্ল্যাটফর্ম
 ৬ অফলাইন (ভিডিও/পাওয়ার পয়েন্ট প্রেজেন্টেশন) ৭ অন্যান্য (mjbw @Kti ej b)

২.২.২ কোন কোন বিষয় অন-লাইনে যুক্ত করা হয়?

২.৩ শিখন পুনরুদ্ধারের পদক্ষেপগুলো কি শিক্ষার্থী, শিক্ষকদের নিকট কি চাপ বা বোঝা বলে মনে করেন? ১ হ্যাঁ ২ না

২.৩.১ উত্তর হ্যাঁ হলে, কী ধরনের বোঝা বলে মনে করেন? (মতঃ ৩৩)

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২.৪ আপনি কি মনে করেন 'কোভিড' পূর্ববর্তী সময়ে শিক্ষায় যেসব বৈষম্য (ভর্তির ক্ষেত্রে, ক্ষুদ্র-নৃগোষ্ঠী, দারিদ্রতা, প্রতিবন্ধী ইত্যাদি) ছিল তা এখন আরও প্রকট হয়েছে? ১ হ্যাঁ ২ না

২.৫ 'কোভিড' কালীন অভিজ্ঞতা বিবেচনা করে বর্তমান সময়ে বিদ্যালয় ব্যবস্থাপনাসহ ও শিক্ষণ-শিখন পদ্ধতির কোনো পরিবর্তন আনা প্রয়োজন? ১ হ্যাঁ ২ না

২.৫.১ উত্তর হ্যাঁ হলে, নিচে আপনার মতামত উল্লেখ করুন। (mte/P 3U)

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২.৬ শিখন পুনরুদ্ধার কার্যক্রম সম্পর্কে আপনার কোনো মতামত/পরামর্শ থাকলে নিচে উল্লেখ করুন (mte/P 3U)

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৩. শিক্ষক সহায়তা

৩.১ কিভাবে শিখন ক্ষতি পুষিয়ে নেওয়া ও পুনরুদ্ধার করা যাবে এই বিষয়ে শ্রেণিভিত্তিক ও বিষয়ভিত্তিক পাঠের নির্দেশনা/গাইডলাইন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না

৩.২ শিখন পুনরুদ্ধার পরিকল্পনার বিষয়গুলো সম্পর্কে অবহিত করার জন্য শিক্ষকদের কোনো কর্মশালা/ওরিয়েন্টেশন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না

৩.৩ শ্রেণিকক্ষে পাঠের সঙ্গে দূর-শিক্ষণের বিষয়গুলো অন্তর্ভুক্ত করার জন্য কোনো নির্দেশনা/গাইডলাইন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না

৩.৪ শিক্ষকগণ শ্রেণিকক্ষে মিশ্র পদ্ধতি (ব্লেন্ডেড) পদ্ধতি ব্যবহারে কোনো অসুবিধার সম্মুখীন হচ্ছেন? ১ হ্যাঁ ২ না

৩.৪.১ উত্তর হ্যাঁ হলে, কী ধরনের সমস্যার সম্মুখীন হচ্ছেন? (mte/P 3U)

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- ৩.....

৩.৫ বর্তমান প্রজন্মের শিক্ষার্থীরা পাঠ্যপুস্তকের থেকে বেশি প্রযুক্তি নির্ভর ও অগ্রসর। বিষয়টিকে কীভাবে মূল্যায়ন করেন?

- ১ ভালো ২ খারাপ ৩ মতামত নেই

৩.৫.১ ভালো হলে, কেন ভালো বলে মনে করছেন? (mte/P 3U)

- ১.....
- ২.....
- ৩.....

৩.৫.২ খারাপ হলে, কেন খারাপ বলে মনে করছেন? (মতঃ 3৩)

- ১.....
- ২.....
- ৩.....

৩.৬ তথ্য প্রযুক্তি ও ভবিষ্যতের সঙ্গে সামঞ্জস্য রেখে শ্রেণিকক্ষে পাঠদানের ক্ষেত্রে শিক্ষকদের কী ধরনের সহায়তা দেওয়া প্রয়োজন? (GK৩৩ DEİ nZ cİti)

- 1 প্রশিক্ষণ (সরাসরি) 2 অন-লাইনে নিয়মিত আপডেট করা 3 পর্যাপ্ত উপকরণ প্রদান
4 উপযুক্ত শ্রেণিকক্ষ তৈরি (অনলাইন-অফলাইন) 5 অন্যান্য (mjbw @Kti ejb)

৩.৭ ঝরেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনা, ধরে রাখা এবং শিক্ষার্থীদের ঝরেপড়া রোধে কী ধরনের পদক্ষেপ গ্রহণ করা যেতে পারে? (GK৩৩ DEİ nZ cİti)

- 1 মিড ডে স্কুল মিল 2 স্থানীয় সরকারকে সম্পৃক্তকরণের মাধ্যমে সচেতনতা বৃদ্ধি
3 এনজিওদের সম্পৃক্তকরণের মাধ্যমে সচেতনতা বৃদ্ধি 4 দরিদ্র শিক্ষার্থী/পরিবারকে স্থানীয় সরকারের মাধ্যমে সামাজিক নিরাপত্তা কর্মসূচির আওতায় আনা 5 বিদ্যালয় ও শ্রেণিকক্ষে পাঠদান শিক্ষার্থীর নিকট আকর্ষণীয় করে তোলা 6 অন্যান্য (mjbw @Kti ejb)

৩.৮ বর্তমান সময়ে প্রেক্ষিতে প্রযুক্তি নির্ভরতা বিবেচনা করে আপনার বিদ্যালয়ে শ্রেণিকক্ষ ব্যবস্থাপনায় অবকাঠামোগত কোনো পরিবর্তন এনেছেন? 1 হ্যাঁ 2 না

৩.৮.১ উত্তর হ্যাঁ হলে, কী কী পরিবর্তন এনেছেন? (মতঃ 3৩)

- ১.....
- ২.....
- ৩.....

৪. নীতিগত শিক্ষণ

৪.১ কী ধরনের পরিকল্পনা গ্রহণ করা হলে নতুন শিক্ষাক্রমের সঙ্গে সমন্বয় করে শিখন ঘাটতি উঠা সম্ভব হতে পারে? (মতঃ 3৩)

- ১.....
- ২.....
- ৩.....

৪.২ নতুন শিক্ষাক্রমের সফল বাস্তবায়ন ও শিখন ঘাটতি পূরণের লক্ষ্যে নিম্নোক্ত প্রতিষ্ঠান/ব্যক্তিদের ভূমিকা কিরূপ হতে পারে? বলে মনে করেন (মতঃ 3৩)

৪.২.১ অভিভাবক/পরিবার:

৪.২.২ শিক্ষক/শিক্ষা প্রতিষ্ঠান:

৪.২.৩ শিক্ষা কর্মকর্তা/অধিদপ্তর/মন্ত্রণালয়:

৪.৩ নতুন শিক্ষাক্রমের সফল বাস্তবায়ন ও শিখন ঘাটতি কাটিয়ে ওঠার জন্য শ্রেণিকক্ষে কী ধরনের পদ্ধতি অনুসরণ করা যেতে পারে? (GKmaK DEi ntZ cwi)

1 বর্তমানে প্রচলিত পদ্ধতি

2 প্রচলিত পদ্ধতি ও তথ্য প্রযুক্তির সমন্বিত ব্যবহার

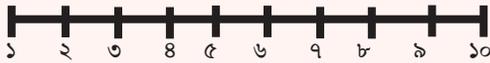
3 চলমান পাঠদান পদ্ধতির পরিবর্তে গ্রুপওয়ার্কের মাধ্যমে শিক্ষার্থীদের সম্পৃক্তকরণ ও শিক্ষকের সহায়কের ভূমিকা পালন

4 অন্যান্য (mybn' @Kti ej ty)

৪.৪ 'কোভিড-১৯' পূর্ববর্তী সময় ও 'কোভিড-১৯' চলাকালীন বর্তমান সময়ে শিক্ষার্থীদের শিখন দক্ষতার তুলনামূলক অবস্থা সম্পর্কে আপনার মতামত স্কেলে তুলে ধরুন। (১-১০ স্কেলে)

'কোভিড-১৯' পূর্ববর্তী সময়

বর্তমান সময়



৪.৫ ভবিষ্যতে 'কোভিড-১৯'-এর মতো কোনো মহামারী/দুর্যোগ অবস্থার সৃষ্টি হলে শিক্ষা কার্যক্রম কিভাবে চলমান রাখা যাবে এই বিষয়ে আপনার মতামত/পরামর্শ প্রদান করুন। (mter@ 3U)

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৪.৬ উপরে বর্ণিত বিষয়গুলো ছাড়াও দীর্ঘ মেয়াদি কোনো নীতি নির্ধারণী ইস্যুতে আপনার মতামত/পরামর্শ থাকলে বলতে পারেন। (mter@ 3U)

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৩.....

তথ্য প্রদানকারী শিক্ষা কর্মকর্তার ফোন নম্বর: -----

তথ্য সংগ্রহকারীর নাম: আইডি নম্বর: তারিখ:

সুপারভাইজারের নাম: আইডি নম্বর: তারিখ:

ক্রমিক নম্বর:.....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২২

(সকল তথ্য কেবলমাত্র গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র - সেট ৫: জেলা শিক্ষা কর্মকর্তাদের জন্য

শিক্ষা কর্মকর্তার নাম:

লিঙ্গ: 1 পুরুষ 2 নারী

বিভাগ কোড: বরিশাল 1 চট্টগ্রাম 2 ঢাকা 3 খুলনা 4
 ময়মনসিংহ 5 রাজশাহী 6 রংপুর 7 সিলেট 8

জেলা কোড: ভোলা 1 চট্টগ্রাম 2 ঢাকা 3 যশোর 4
 নেত্রকোণা 5 রাজশাহী 6 গাইবান্ধা 7 হবিগঞ্জ 8

জেলা প্রাথমিক শিক্ষা কর্মকর্তা 1 জেলা মাধ্যমিক শিক্ষা কর্মকর্তা 2

পদবি: পদবি:

১. বিদ্যালয় ব্যবস্থাপনা বিষয়ক তথ্য

- ১.১ বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা নিয়ে আপনি কি সন্তুষ্ট? ১ হ্যাঁ ২ না
- ১.২ বিদ্যালয়ের স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা খাতে বরাদ্দের পরিমাণ কি যথেষ্ট বলে মনে করেন?
- ১ পর্যাপ্ত পরিমাণ বরাদ্দ দেওয়া হয় ২ বাজেট বরাদ্দ পর্যাপ্ত নয়
- ৩ কোনো বাজেট বরাদ্দ নেই ৪ জানা নাই
- ১.৩ প্রাথমিক শিক্ষা পর্যায়ে SLIP ফান্ড থেকে ব্যয় নির্বাহ করা হলে, উপর্যুক্ত বরাদ্দ থেকে শিক্ষা উপকরণ ও অন্যান্য maintenance -এর ক্ষেত্রে বিরূপ প্রভাব পড়ছে বলে মনে করেন? বিস্তারিত বলুন। (মতঃ ৩/১১)
- ১.....
- ২.....
- ৩.....
- ১.৪ বাল্য-বিবাহের কারণে আপনার কর্ম এলাকায় (জেলায়) কি পরিমাণ মেয়ে শিক্ষার্থী বিদ্যালয় থেকে ঝরে পড়েছে বলে আপনি মনে করেন?
- ১.৪.১ এইসব ঝরেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনার জন্য কী কী শর্তে উপ-বৃত্তির অর্থ অব্যাহত রাখা যেতে পারে বলে আপনি মনে করেন? (GKmak DEi nZ ci+i)
- ১ উপর্যুক্ত শিক্ষার্থীকে নিয়মিত স্কুলে আসতে হবে এবং ক্লাস করতে হবে
- ২ কমপক্ষে দশম শ্রেণি পর্যন্ত পড়ালেখা চালিয়ে যেতে হবে
- ৩ পড়ালেখা চালিয়ে যাওয়ার বিষয়ে তার অভিভাবক ও স্বামীর কাছ থেকে প্রতিশ্রুতিপত্র নেওয়া
- ৪ অন্যান্য (mjbw`@Kti ej ly)
- ১.৫ আপনার কর্ম এলাকায় (জেলায়) কি পরিমাণ শিক্ষার্থী পরিবারের আর্থিক কারণে কাজ বা বাইরে রোজগারের জন্য স্কুল থেকে ঝরে পড়েছেন বলে মনে করেন? ----- শতাংশ
- ১.৬ আপনার মতে বর্তমান সময়ে বিদ্যালয়গুলো কী ধরনের চ্যালেঞ্জ মোকাবেলা করছেন? এই চ্যালেঞ্জ থেকে উত্তরণের জন্য আপনার মতামত/পরামর্শ। (মতঃ ৩/১১)

চ্যালেঞ্জসমূহ	চ্যালেঞ্জ মোকাবেলার পরামর্শ

২. শিখন পুনরুদ্ধার কার্যক্রম বিষয়ক

২. কোভিডকালীন সময়ে শিখন গ্যাপ হয়েছে বলে মনে করেন? ১ হ্যাঁ ২ না

২.১ উত্তর হ্যাঁ হলে, শিখন গ্যাপ পূরণের জন্য কী কী উদ্যোগ নেওয়া হয়েছে? (মতঃ ৩/১১)

- ১.....
- ২.....
- ৩.....

২.১.২ কোভিডকালীন শিখন গ্যাপ কতটুকু পূরণের জন্য কিভাবে এ্যাসেসমেন্ট করা হয়? (মতঃ ৩/১১)

- ১.....
- ২.....
- ৩.....

২.২ শিক্ষার্থীদের শ্রেণিকক্ষে পাঠের পাশাপাশি কি দূর-শিক্ষণের সঙ্গে যুক্ত করার পরামর্শ দেওয়া হয়? ১ হ্যাঁ ২ না

২.২.১ উত্তর হ্যাঁ হলে, দূর-শিক্ষণে অংশগ্রহণের জন্য কোন মাধ্যম ব্যবহার করার পরামর্শ দেওয়া হয়? (GK/maK DEi nZ ci#i)

- | | | | | | | | | | |
|----------------------------|---|----------------------------|---------------------------|----------------------------|-------------|----------------------------|-----------|----------------------------|---------------------|
| <input type="checkbox"/> ১ | সংসদ টেলিভিশন | <input type="checkbox"/> ২ | রেডিও | <input type="checkbox"/> ৩ | স্মার্ট ফোন | <input type="checkbox"/> ৪ | এনালগ ফোন | <input type="checkbox"/> ৫ | অন-লাইন প্ল্যাটফর্ম |
| <input type="checkbox"/> ৬ | অফলাইন (ভিডিও/পাওয়ার পয়েন্ট প্রেজেন্টেশন) | <input type="checkbox"/> ৭ | অন্যান্য (mjbw`@K#i ej#y) | | | | | | |

২.২.২ কোন কোন বিষয় অন-লাইনে যুক্ত করা হয়?

২.৩ শিখন পুনরুদ্ধারের পদক্ষেপগুলো কি শিক্ষার্থী, শিক্ষকদের নিকট কি চাপ বা বোঝা বলে মনে করেন? ১ হ্যাঁ ২ না

২.৩.১ উত্তর হ্যাঁ হলে, কী ধরনের বোঝা বলে মনে করেন? (মতঃ ৩/১১)

- ১.....
- ২.....
- ৩.....

২.৪ আপনি কি মনে করেন 'কোভিড' পূর্ববর্তী সময়ে শিক্ষায় যেসব বৈষম্য (ভর্তির ক্ষেত্রে, ক্ষুদ্র-নৃগোষ্ঠী, দারিদ্রতা, প্রতিবন্ধী ইত্যাদি) ছিল তা এখন আরও প্রকট হয়েছে? ১ হ্যাঁ ২ না

২.৫ 'কোভিড' কালীন অভিজ্ঞতা বিবেচনা করে বর্তমান সময়ে বিদ্যালয় ব্যবস্থাপনাসহ ও শিক্ষণ-শিখন পদ্ধতির কোনো পরিবর্তন আনা প্রয়োজন? ১ হ্যাঁ ২ না

২.৫.১ উত্তর হ্যাঁ হলে, নিচে আপনার মতামত উল্লেখ করুন। (মতঃ ৩/১১)

- ১.....
- ২.....
- ৩.....

২.৬ শিখন পুনরুদ্ধার কার্যক্রম সম্পর্কে আপনার কোনো মতামত/পরামর্শ থাকলে নিচে উল্লেখ করুন। (mte@ 3U)

১.....

২.....

৩.....

৩. শিক্ষক সহায়তা

৩.১ কিভাবে শিখন ক্ষতি পুষিয়ে নেওয়া ও পুনরুদ্ধার করা যাবে এই বিষয়ে শ্রেণিভিত্তিক ও বিষয়ভিত্তিক পাঠের নির্দেশনা/গাইডলাইন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না

৩.২ শিখন পুনরুদ্ধার পরিকল্পনার বিষয়গুলো সম্পর্কে অবহিত করার জন্য শিক্ষকদের কোনো কর্মশালা/ওরিয়েন্টেশন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না

৩.৩ শ্রেণিকক্ষে পাঠের সঙ্গে দূর-শিক্ষণের বিষয়গুলো অন্তর্ভুক্ত করার জন্য কোনো নির্দেশনা/গাইডলাইন দেওয়া হয়েছে কি? ১ হ্যাঁ ২ না

৩.৪ শিক্ষকগণ শ্রেণিকক্ষে মিশ্র পদ্ধতি (ব্লেন্ডেড) পদ্ধতি ব্যবহারে কোনো অসুবিধার সম্মুখীন হচ্ছেন? ১ হ্যাঁ ২ না

৩.৪.১ উত্তর হ্যাঁ হলে, তা সমাধানে কী কী উদ্যোগ নেওয়া হয়েছে? (mte@ 3U)

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৩.৫ বর্তমান প্রজন্মের শিক্ষার্থীরা পাঠ্যপুস্তকের থেকে বেশি প্রযুক্তি নির্ভর ও এডভান্স। বিষয়টিকে কীভাবে মূল্যায়ন করেন?

১ ভালো ২ খারাপ ৩ মতামত নেই

৩.৫.১ ভালো হলে, কেন ভালো বলে মনে করছেন? (mte@ 3U)

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৩.৫.২ খারাপ হলে, কেন খারাপ বলে মনে করছেন? (mte@ 3U)

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৩.৬ তথ্য প্রযুক্তি ও ভবিষ্যতের সঙ্গে সামঞ্জস্য রেখে শ্রেণিকক্ষে পাঠদানের ক্ষেত্রে শিক্ষকদের কী ধরনের সহায়তা দেওয়া প্রয়োজন? (GKwAK DEi nZ cti)

- 1 প্রশিক্ষণ (সরাসরি) 2 অন-লাইনে নিয়মিত আপডেট করা 3 পর্যাপ্ত উপকরণ প্রদান
4 উপযুক্ত শ্রেণিকক্ষ তৈরি (অনলাইন-অফলাইন) 5 অন্যান্য (mjw' @Kti ej b)

৩.৭ ঝরেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনা, ধরে রাখা এবং শিক্ষার্থীদের ঝরেপড়া রোধে কী ধরনের পদক্ষেপ গ্রহণ করা যেতে পারে? (GKwAK DEi nZ cti)

- 1 মিড ডে স্কুল মিল 2 স্থানীয় সরকারকে সম্পৃক্তকরণের মাধ্যমে সচেতনতা বৃদ্ধি
3 এনজিওদের সম্পৃক্তকরণের মাধ্যমে সচেতনতা বৃদ্ধি 4 দরিদ্র শিক্ষার্থী/পরিবারকে স্থানীয় সরকারের মাধ্যমে সামাজিক নিরাপত্তা কর্মসূচির আওতায় আনা 5 বিদ্যালয় ও শ্রেণিকক্ষে পাঠদান শিক্ষার্থীর নিকট আকর্ষণীয় করে তোলা 6 অন্যান্য (mjw' @Kti ej b)

৩.৮ বর্তমান সময়ে প্রেক্ষিতে প্রযুক্তি নির্ভরতা বিবেচনা করে আপনার বিদ্যালয়ে শ্রেণিকক্ষ ব্যবস্থাপনায় অবকাঠামোগত কোনো পরিবর্তন এনেছেন? 1 হ্যাঁ 2 না

৩.৮.১ উত্তর হ্যাঁ হলে, কী কী পরিবর্তন এনেছেন? (mteP 3w)

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৪. মধ্যম ও দীর্ঘমেয়াদি নীতিগত শিক্ষণ

৪.১ কী ধরনের পরিকল্পনা গ্রহণ করলে নতুন শিক্ষাক্রমের সঙ্গে সমন্বয় করে শিখন ঘাটতি উঠা সম্ভব হতে পারে? (mteP 3w)

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৪.২ নতুন শিক্ষাক্রমের সফল বাস্তবায়ন ও শিখন ঘাটতি পূরণের লক্ষ্যে নিম্নোক্ত প্রতিষ্ঠান/ব্যক্তিদের ভূমিকা কিরূপ হতে পারে? বলে মনে করেন (mteP 3w)

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৪.২.১ অভিভাবক/পরিবার:

৪.২.২ শিক্ষক/শিক্ষা প্রতিষ্ঠান:

৪.২.৩ শিক্ষা কর্মকর্তা/অধিদপ্তর/মন্ত্রণালয়:

৪.৩ নতুন শিক্ষাক্রমের সফল বাস্তবায়ন ও শিখন ঘাটতি কাটিয়ে ওঠার জন্য শ্রেণিকক্ষে কী ধরনের পদ্ধতি অনুসরণ করা যেতে পারে? (GKmaK DEi ntZ cuti)

- 1 বর্তমানে প্রচলিত পদ্ধতি 2 প্রচলিত পদ্ধতি ও তথ্য প্রযুক্তির সমন্বিত ব্যবহার
- 3 চলমান পাঠদান পদ্ধতির পরিবর্তে গ্রুপওয়ার্কের মাধ্যমে শিক্ষার্থীদের সম্পৃক্তকরণ ও শিক্ষকের সহায়কের ভূমিকা পালন
- 4 অন্যান্য (mjbw`@Kti ej by)

৪.৪ 'কোভিড-১৯' পূর্ববর্তী সময় ও 'কোভিড-১৯' চলাকালীন বর্তমান সময়ে শিক্ষার্থীদের শিখন দক্ষতার তুলনামূলক অবস্থা সম্পর্কে আপনার মতামত স্কেলে তুলে ধরুন।



৪.৫ ভবিষ্যতে 'কোভিড-১৯'-এর মতো কোনো মহামারী/দুর্যোগ অবস্থার সৃষ্টি হলে শিক্ষা কার্যক্রম কিভাবে চলমান রাখা যাবে এই বিষয়ে আপনার মতামত/পরামর্শ প্রদান করুন। (mter@ 3WU)

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৪.৬ উপরে বর্ণিত বিষয়গুলো ছাড়াও দীর্ঘ মেয়াদি কোনো নীতি নির্ধারণী ইস্যুতে আপনার মতামত/পরামর্শ থাকলে বলতে পারেন। (mter@ 3WU)

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- ৩.....

তথ্য প্রদানকারী জেলা শিক্ষা কর্মকর্তার ফোন নম্বর:-----

তথ্য সংগ্রহকারীর নাম: আইডি নম্বর: তারিখ:

সুপারভাইজারের নাম: আইডি নম্বর: তারিখ:

ক্রমিক নম্বর:.....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২২

(সকল তথ্য কেবলমাত্র গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র - সেট ৬: পার্টনার সংগঠনের জন্য

সংগঠনের নাম:

উত্তরদাতার নাম ও পদবি:

লিঙ্গ: নারী 1 পুরুষ 2

সংগঠনের ঠিকানা:

.....

ফোন: ইমেইল: ওয়েবসাইট:

বিভাগ কোড: বরিশাল 1 চট্টগ্রাম 2 ঢাকা 3 খুলনা 4ময়মনসিংহ 5 রাজশাহী 6 রংপুর 7 সিলেট 8জেলা কোড: ভোলা 1 চট্টগ্রাম 2 ঢাকা 3 যশোর 4নেত্রকোণা 5 রাজশাহী 6 গাইবান্ধা 7 হবিগঞ্জ 8

উপজেলা: জেলা:

১. স্কুল বিষয়ক বর্তমান অবস্থা

- ১.১ আপনার সংগঠন বর্তমানে কয়টি শিক্ষাকেন্দ্র পরিচালনা করে?
- ১.২ বাল্য-বিবাহের কারণে আপনাদের পরিচালিত বিদ্যালয়ে কতজন মেয়ে শিক্ষার্থী ঝরে পড়েছে?
- ১.৩ এইসব ঝরেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনার জন্য কী কী শর্তে উপ-বৃত্তির অর্থ অব্যাহত রাখা যেতে পারে বলে মনে করেন? (*GKwaK DEi nZ ciTi*)
- 1 উপর্যুক্ত শিক্ষার্থীকে নিয়মিত স্কুলে আসতে হবে এবং ক্লাস করতে হবে
 - 2 কমপক্ষে দশম শ্রেণি পর্যন্ত পড়ালেখা চালিয়ে যেতে হবে
 - 3 পড়ালেখা চালিয়ে যাওয়ার বিষয়ে তার অভিভাবক ও স্বামীর কাছ থেকে প্রতিশ্রুতিপত্র নেওয়া
 - 4 অন্যান্য (*mjbw @Kti ej ty*)
- ১.৪ আপনার কর্ম এলাকায় কি পরিমাণ শিক্ষার্থী পরিবারের আর্থিক কারণে কাজ বা বাইরে রোজগারের জন্য স্কুল থেকে ঝরে পড়েছেন বলে মনে করেন?
- ১.৫ 'কোভিড' কালীন অভিজ্ঞতা বিবেচনা করে বর্তমান সময়ে বিদ্যালয় ব্যবস্থাপনাসহ ও শিক্ষণ-শিখন পদ্ধতির কোনো পরিবর্তন এনেছেন? হ্যাঁ না
- ১.৫.১ উত্তর হ্যাঁ হলে, কী কী পরিবর্তন এনেছেন তা নিচে উল্লেখ করুন। (*mtelP 3WU*)
- ১.....
 - ২.....
 - ৩.....
- ১.৬ আপনি কি মনে করেন 'কোভিড' পূর্ববর্তী সময়ে শিক্ষায় যেসব বৈষম্য (ভর্তির ক্ষেত্রে, ক্ষুদ্র-নৃগোষ্ঠী, দারিদ্রতা, প্রতিবন্ধী ইত্যাদি) ছিল তা এখন আরও প্রকট হয়েছে? হ্যাঁ না
- ১.৬.১ আপনার মতে এইসব বৈষম্য নিরসনে কী কী উদ্যোগ নেওয়া যেতে পারে? (*mtelP 3WU*)
- ১.....
 - ২.....
 - ৩.....

২. শিখন পুনরুদ্ধার কার্যক্রম বিষয়ক

- ২.১ আপনার মতে বিদ্যালয়ে অনুপস্থিত/ঝরেপড়া শিক্ষার্থীর হার (সকল ক্লাস মিলিয়ে) কেমন?
- ২.২ এর মধ্যে সবচেয়ে বেশি ও সবচেয়ে কম কোন শ্রেণিতে?
- ২.৩ শিক্ষার্থীদের শিখন ক্ষতি পুনরুদ্ধারে সরকারের গৃহীত কার্যক্রমসমূহ পর্যাপ্ত বলে মনে করেন? হ্যাঁ না

২.৩.১ উত্তর না হলে, শিখন পুনরুদ্ধার কার্যক্রম সম্পর্কে আপনার কোনো মতামত/পরামর্শ থাকলে নিচে উল্লেখ করুন।
(মতামত 3১১)

- ১.....
- ২.....
- ৩.....

২.৪ বর্তমান সময়ে শ্রেণিতে প্রযুক্তি নির্ভরতা বিবেচনা করে আপনার বিদ্যালয়ে শ্রেণিকক্ষ ব্যবস্থাপনায় অবকাঠামোগত কোনো পরিবর্তন এনেছেন? ১ হ্যাঁ ২ না

২.৪.১ উত্তর হ্যাঁ হলে, কী কী পরিবর্তন এনেছেন? (মতামত 3১১)

- ১.....
- ২.....
- ৩.....

৩. শিক্ষক সহায়তা

৩.১ শিখন ক্ষতি পুষিয়ে নেওয়ার লক্ষ্যে শিক্ষকদের অতিরিক্ত ক্লাস/পাঠদানের জন্য কোনো আর্থিক সহায়তা বা ভাতা দেওয়া হয়? ১ হ্যাঁ ২ না

৩.২ শ্রেণিকক্ষে পাঠের সঙ্গে দূর-শিক্ষণের বিষয়গুলো অন্তর্ভুক্ত করার জন্য কোনো নির্দেশনা/গাইডলাইন দেওয়া হয়েছে কি?
 ১ হ্যাঁ ২ না

৩.৩ শিক্ষার্থীদের জন্য অতিরিক্ত ক্লাস নেওয়া ও সাপোর্ট দেওয়ার জন্য শিক্ষক সহায়ক নিয়োগ দেওয়া প্রয়োজন বলে মনে করেন? ১ হ্যাঁ ২ না

৩.৩.১ উত্তর হ্যাঁ হলে, আপনার সংগঠন পরিচালিত শিক্ষাকেন্দ্রে কতজন শিক্ষক সহায়ক নিয়োগ দিয়েছেন?

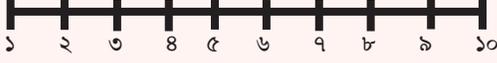
৪. নীতিগত শিক্ষণ

৪.১ ভবিষ্যতে 'কোভিড-১৯'-এর মতো কোনো মহামারী/দুর্যোগ অবস্থার সৃষ্টি হলে শিক্ষা কার্যক্রম কিভাবে চলমান রাখা যাবে এই বিষয়ে আপনার মতামত/পরামর্শ প্রদান করুন। (মতামত 3১১)

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৪.২ 'কোভিড-১৯' পূর্ববর্তী সময় ও বর্তমান সময়ে শিক্ষার্থীদের শিখন দক্ষতার তুলনামূলক অবস্থা সম্পর্কে আপনার মূল্যায়ন ক্ষেত্রে তুলে ধরুন।

'কোভিড-১৯' পূর্ববর্তী সময়



বর্তমান সময়



৪.৩ উপরে বর্ণিত বিষয়গুলো ছাড়াও দীর্ঘ মেয়াদি কোনো নীতি নির্ধারণী ইস্যুতে আপনার মতামত/পরামর্শ থাকলে নিচে উল্লেখ করুন। (মতামত 3/11)

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উত্তরদাতা এনজিও কর্মকর্তার ফোন নম্বর:

তথ্য সংগ্রহকারীর নাম: আইডি নম্বর: তারিখ:

সুপারভাইজারের নাম: আইডি নম্বর: তারিখ:

ক্রমিক নম্বর:.....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২২

(সকল তথ্য কেবলমাত্র গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র - সেট ৭: বিদ্যালয় ব্যবস্থাপনা কমিটি সদস্যের জন্য

উত্তরদাতার নাম:

বিদ্যালয় ব্যবস্থাপনা কমিটিতে পদবি:

লিঙ্গ: নারী 1 পুরুষ 2

বিদ্যালয়ের নাম:

বিভাগ কোড: বরিশাল 1 চট্টগ্রাম 2 ঢাকা 3 খুলনা 4ময়মনসিংহ 5 রাজশাহী 6 রংপুর 7 সিলেট 8জেলা কোড: ভোলা 1 চট্টগ্রাম 2 ঢাকা 3 যশোর 4নেত্রকোণা 5 রাজশাহী 6 গাইবান্ধা 7 হবিগঞ্জ 8

উপজেলার নাম:.....

স্কুলের ধরন: প্রাথমিক স্কুল 1 মাধ্যমিক স্কুল 2 কারিগরি স্কুল/কলেজ 3অঞ্চল: শহরাঞ্চল 1 গ্রামাঞ্চল 2 শহরতলী 3 শহরের বস্তিএলাকা 4

১. বিদ্যালয় ব্যবস্থাপনা বিষয়ক তথ্য

১.১ বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা নিয়ে আপনি কি সন্তুষ্ট? ১ হ্যাঁ ২ না

১.২ বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা খাতের ব্যয় কিভাবে নির্বাহ করছেন?

১ সরকারি বরাদ্দকৃত অর্থ থেকে ২ SLIP ফান্ড থেকে

৩ অভিভাবকদের নিকট থেকে ফি বা অনুদান হিসেবে ৪ অন্যান্য অনুদান (*any other source*)

১.৩ বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনা খাতে বরাদ্দের পরিমাণ কি যথেষ্ট বলে মনে করেন?

১ পর্যাপ্ত পরিমাণ বরাদ্দ দেওয়া হয় ২ বাজেট বরাদ্দ পর্যাপ্ত নয় ৩ জানা নাই

১.৪ প্রাথমিক শিক্ষা পর্যায়ে SLIP ফান্ড থেকে বিদ্যালয়ে স্বাস্থ্য সুরক্ষা ব্যবস্থাপনায় ব্যয় নির্বাহ করা হলে, উপর্যুক্ত বরাদ্দ থেকে শিক্ষা উপকরণ ও অন্যান্য maintenance-এর ক্ষেত্রে বিরূপ প্রভাব ফেলছে কি? বিস্তারিত বলুন। (*if yes, please elaborate*)

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১.৫ বর্তমান সময়ে বিদ্যালয় ব্যবস্থাপনায় কী ধরনের চ্যালেঞ্জ মোকাবেলা করছেন? এই চ্যালেঞ্জ থেকে উত্তরণের জন্য আপনার মতামত/পরামর্শ। (*if yes, please elaborate*)

চ্যালেঞ্জসমূহ	চ্যালেঞ্জ মোকাবেলার পরামর্শ

২. শিখন পুনরুদ্ধার কার্যক্রম বিষয়ক

২.১ কোভিডকালীন শিখন গ্যাপ পূরণের জন্য কি কোনো উদ্যোগ নেওয়া হয়েছে? ১ হ্যাঁ ২ না

২.১.১ উত্তর হ্যাঁ হলে, কী? কী? (*if yes, please elaborate*)

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২.২ শিখন পুনরুদ্ধার কার্যক্রমে সহায়তার জন্য স্কুল থেকে কি অতিরিক্ত পাঠদান/টিউটরিং করা হয়? ১ হ্যাঁ ২ না

২.২.১ উত্তর হ্যাঁ হলে, কী কী বিষয়ের ওপর অতিরিক্ত পাঠদান হচ্ছে?

প্রাথমিক-এর বিষয়সমূহ	মাধ্যমিক-এর বিষয়সমূহ

২.৩ আপনার বিদ্যালয়ে পড়ালেখার মান বা শিক্ষকদের পারফরমেন্স নিয়ে আপনি কি সন্তুষ্ট? ১ হ্যাঁ ২ না

২.৩.১ উত্তর না হলে, বিদ্যালয়ে পড়ালেখার মান উন্নয়নের জন্য কী কী উদ্যোগ নেওয়া দরকার? (mte@ 3U)

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২.৪ বাল্য-বিবাহের কারণে আপনার বিদ্যালয়ে কতজন মেয়ে শিক্ষার্থী বারে পড়েছে?

২.৪.১ এইসব বারেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনার জন্য কী কী শর্তে উপ-বৃত্তির অর্থ অব্যাহত রাখা যেতে পারে বলে আপনি মনে করেন? (GKmak DEi nZ cvti)

- ১ উপরোক্ত শিক্ষার্থীকে নিয়মিত স্কুলে আসতে হবে এবং ক্লাস করতে হবে
- ২ কমপক্ষে দশম শ্রেণি পর্যন্ত পড়ালেখা চালিয়ে যেতে হবে
- ৩ পড়ালেখা চালিয়ে যাওয়ার বিষয়ে তার অভিভাবক ও স্বামীর কাছ থেকে প্রতিশ্রুতিপত্র নেওয়া
- ৪ অন্যান্য (mjbn @Kti ej b)

২.৫ 'কোভিড' কালীন অভিজ্ঞতা বিবেচনা করে বর্তমান সময়ে বিদ্যালয় ব্যবস্থাপনাসহ ও শিক্ষণ-শিখন পদ্ধতির কোনো পরিবর্তন এনেছেন? ১ হ্যাঁ ২ না

২.৫.১ উত্তর হ্যাঁ হলে, কী কী পরিবর্তন এনেছেন তা নিচে উল্লেখ করুন। (mte@ 3U)

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২.৬ বর্তমান প্রজন্মের শিক্ষার্থীরা পাঠ্যপুস্তকের থেকে বেশি প্রযুক্তি নির্ভর ও এডভান্স। বিষয়টিকে কীভাবে মূল্যায়ন করেন?

- ১ ভালো
- ২ খারাপ
- ২ মতামত নেই

২.৬.১ ভালো হলে, কেন ভালো বলে মনে করছেন? (mteP 3u)

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২.৬.২ খারাপ হলে, কেন খারাপ বলে মনে করছেন? (mteP 3u)

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২.৭ প্রযুক্তি ও পাঠ্যপুস্তকে সমন্বিত ব্যবহারের মাধ্যমে শিক্ষার্থীদের কীভাবে ভবিষ্যতের জন্য প্রস্তুত করা যেতে পারে এই বিষয়ে আপনার মতামত বলুন? (mteP 3u)

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২.৮ তথ্য প্রযুক্তি ও ভবিষ্যতের সঙ্গে সামঞ্জস্য রেখে শ্রেণিকক্ষে পাঠদানের ক্ষেত্রে শিক্ষকদের কী ধরনের সহায়তা দেওয়া প্রয়োজন? (GkaK DEi nZ cti)

- 1 প্রশিক্ষণ (সরাসরি) 2 অন-লাইনে নিয়মিত আপডেট করা 3 পর্যাপ্ত উপকরণ প্রদান
- 4 উপযুক্ত শ্রেণিকক্ষ তৈরি 5 অন্যান্য (mjuw @Kti ej b)

২.৯ ঝরেপড়া শিক্ষার্থীদের স্কুলে ফিরিয়ে আনা, ধরে রাখা এবং শিক্ষার্থীদের ঝরেপড়া রোধে কী ধরনের পদক্ষেপ গ্রহণ করা যেতে পারে? (GkaK DEi nZ cti)

- 1 মিড ডে স্কুল মিল 2 স্থানীয় সরকারকে সম্পৃক্তকরণের মাধ্যমে সচেতনতা বৃদ্ধি
- 3 এনজিওদের সম্পৃক্তকরণের মাধ্যমে সচেতনতা বৃদ্ধি 4 দরিদ্র শিক্ষার্থী/পরিবারকে স্থানীয় সরকারের মাধ্যমে সামাজিক নিরাপত্তা কর্মসূচির আওতায় আনা 5 বিদ্যালয় ও শ্রেণিকক্ষে পাঠদান শিক্ষার্থীর নিকট আকর্ষণীয় করে তোলা 6 অন্যান্য (mjuw @Kti ej b)

৩. শিক্ষক সহায়তা ও অন্যান্য

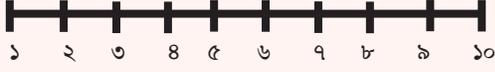
৩.১ শিখন ক্ষতি পুষিয়ে নেওয়ার লক্ষ্যে শিক্ষকদের অতিরিক্ত ক্লাস/পাঠদানের জন্য কোনো আর্থিক সহায়তা বা ভাতা দেওয়া হচ্ছে কি? 1 হ্যাঁ 2 না 3 জানা নাই

৩.২ শিক্ষার্থীদের জন্য অতিরিক্ত ক্লাস নেওয়া ও সাপোর্ট দেওয়ার জন্য শিক্ষক সহায়ক নিয়োগ দেওয়া প্রয়োজন বলে মনে করেন? 1 হ্যাঁ 2 না

৩.২.১ উত্তর হ্যাঁ হলে, আপনার বিদ্যালয়ে কতজন শিক্ষক সহায়ক নিয়োগ দেওয়া হয়েছে?

৩.৩ 'কোভিড-১৯' পূর্ববর্তী সময় ও 'কোভিড-১৯' চলাকালীন বর্তমান সময়ে শিক্ষার্থীদের শিখন দক্ষতার তুলনামূলক অবস্থা সম্পর্কে আপনার মতামত স্কেলে তুলে ধরুন।

'কোভিড-১৯' পূর্ববর্তী সময়



বর্তমান সময়



৩.৪ উপরে বর্ণিত বিষয়গুলো ছাড়াও দীর্ঘমেয়াদি কোনো নীতি নির্ধারণী ইস্যুতে আপনার মতামত/পরামর্শ থাকলে নিচে উল্লেখ করুন। (মোট 30)

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- ২.....
- ৩.....

উত্তরদাতা এসএমসি সদস্যের ফোন নম্বর:

তথ্য সংগ্রহকারীর নাম: আইডি নম্বর: তারিখ:

সুপারভাইজারের নাম: আইডি নম্বর: তারিখ:

গণসাক্ষরতা অভিযান
এডুকেশন ওয়াচ সমীক্ষা ২০২২
কারিগরি শিক্ষা কার্যক্রম (TVET) বিষয়ক প্রশ্নপত্র

উত্তরদাতার নাম:

পদবি:

প্রতিষ্ঠানের নাম:

শিক্ষা প্রতিষ্ঠানের ধরন: 1 সরকারি 2 আধা-সরকারি 3 সম্পূর্ণ বেসরকারি

১. ২০২২ শিক্ষা বছরে আপনার প্রতিষ্ঠানে শিক্ষার্থী ভর্তির হার কেমন?

1 ২০১৯-এর তুলনায় বেশি 2 ২০১৯-এর তুলনায় কম

১.১ ২০১৯-এর তুলনায় কম হলে, কত শতাংশ কম?

২. অতিমারি চলাকালে আপনার প্রতিষ্ঠানে কি লোকবল ছাটাই করতে হয়েছিল? 1 হ্যাঁ 2 না

২.১ উত্তর হ্যাঁ হলে, কোন ধরনের স্টাফ ছাটাই করতে হয়েছিল? 1 শিক্ষক 2 অন্যান্য কর্মী

৩. আপনার প্রতিষ্ঠান পরিচালনায় ব্যয় কীভাবে নির্বাহ করেন?

1 সরকারি অনুদান 2 শিক্ষার্থীদের মাসিক বেতন 3 অন্যান্য অনুদান

৪. আপনাদের প্রতিষ্ঠানের ট্রেডকোর্সগুলো কি বর্তমান মার্কেট বা বৈশ্বিক চাহিদা বিবেচনা করে তৈরি করা হয়েছে?

1 কিছু কিছু ক্ষেত্রে 2 বেশিরভাগ ট্রাডিশনাল কোর্স

৫. আপনাদের মতে বর্তমান মার্কেট বা বৈশ্বিক চাহিদা বিবেচনা করে ট্রেডকোর্স পরিচালনা করার ক্ষেত্রে প্রধান প্রতিবন্ধকতাসমূহ কী? কী? বিস্তারিত নিচে উল্লেখ করুন। (mte@ 3W)

১.....

২.....

৩.....

৬. বৈশ্বিক বা আগামী শিল্প বিপ্লব বিবেচনা করে কারিগরি শিক্ষাক্ষেত্রে আগামী পাঁচ বছর যে ধরনের পরিবর্তন আসবে তার সঙ্গে সমন্বয় করা করার জন্য আপনার প্রতিষ্ঠান ও শিক্ষকদের প্রস্তুতি সম্পর্কে বলুন। (mte@ 3W)

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৭. ২০১৯ সালে যেসব শিক্ষার্থী ভর্তি হয়েছিল তাদের মধ্যে ঝরেপড়ার হার কেমন? শতাংশ

৮. বর্তমানে প্রতিষ্ঠান পরিচালনার ক্ষেত্রে কী কী ধরনের চ্যালেঞ্জ/সমস্যা মোকাবেলা করছেন? (মত/প 3৩)

- ১.....
- ২.....
- ৩.....

৮.১ চলমান এই সকল সমস্যা থেকে উত্তোরণে আপনার পরামর্শ কী? (মত/প 3৩)

- ১.....
- ২.....
- ৩.....

৯. শিক্ষার্থীদের শিখন ক্ষতি পূরণের জন্য আপনার প্রতিষ্ঠান থেকে কী কী পরিকল্পনা নেওয়া হয়েছে?

৯.১ স্বল্প মেয়াদি পরিকল্পনা (মত/প 3৩)

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- ২.....
- ৩.....

৯.২ মধ্য মেয়াদি পরিকল্পনা (মত/প 3৩)

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- ২.....
- ৩.....

৯.৩ দীর্ঘ মেয়াদি পরিকল্পনা (মত/প 3৩)

- ১.....
- ২.....
- ৩.....

১০. TVET কে বর্তমান সময়োপযোগী ও উন্নয়নে আপনার মতামত/সুপারিশসমূহ (মত/প 3৩)

- ১.....
- ২.....
- ৩.....

উত্তরদাতার ফোন নম্বর:

তথ্য সংগ্রহকারীর নাম: আইডি নম্বর: তারিখ:

সুপারভাইজারের নাম: আইডি নম্বর: তারিখ:

Annex-3: List of field coordinators, supervisors and research assistants

List of field survey staff

SI #	Name	Designation
1	Joya Rani Sarker	Field Coordinator
2	Md. Sizul Islam	Field Coordinator

List of field supervisors and research assistants

SI #	Name	Designation
1	Md. Majibor Rahman	Supervisor
2	Md. Zahid Hossain Pavel	Supervisor
3	Md. Shaiful Hasan	Supervisor
4	Sakib Mia	Supervisor
5	Sayed Abu Al Taufique	Research Assistant
6	Meherun Nesa	Research Assistant
7	Tapan Kumar Sen	Research Assistant
8	Apple Chandra Sen	Research Assistant
9	Md. Zubaer Hosen	Research Assistant
10	Mahmuda Rifat Ridi	Research Assistant
11	Kazi Mahpara Pritom	Research Assistant
12	Shraboni Sultana	Research Assistant
13	Mst. Airyna Khatun	Research Assistant
14	Nadia Afreen	Research Assistant
15	Krishna Chandra Mitra	Research Assistant
16	Md. Anowar Hossain	Research Assistant
17	Faria	Research Assistant
18	Razzak Hossan	Research Assistant
19	Al Mamun	Research Assistant
20	Jannatul Ferdous (Tuli)	Research Assistant
21	Nipa Rani	Research Assistant
22	Mohua Khatun	Research Assistant
23	Shahriar Jaman	Research Assistant
24	Md. Raihan PK	Research Assistant

Annex- 4: List of Partner NGOs

SL No	Name
1	Rural Reconstruction Foundation (RRF) C&B Road, Karbala, Jashore Sadar Dist: Jashore
2	Ghashful House # 62, Road # 03, Block # B Chandgaon R/A, Chattogram Sadar Dist: Chattogram
3	Grameen Jano Unnayan Sangstha (GJUS) Altajer Rahman Road Char Noabad, Bhola Sadar Dist: Bhola
4	SERAA SERAA Kunja, House # 235/41, Parking Road South Katli, Netrokona Sadar Dist: Netrokona
5	Sinnomul Mohila Samity (SMS) South Dhangora, PO & Upazila: Gaibandha Sadar District: Gaibandha
6	PARIBARTAN Sultanabad, Ghoromara Rajshahi - 6206
7	ASED HABIGANJ House # 5422, Rajnagar South Judge Bari Road, Rajnagar R/A, Habiganj Sadar Dist: Habiganj

Annex-5: List of Education Watch Studies

Campaign for Popular Education (CAMPE)

List of Education Watch Studies

1999-2022

Sl #	Title	Year of Publication
1	Education Watch Report - 1999 Hope not Complacency: <i>Sate of Primary Education in Bangladesh</i>	August 1999
2	Education Watch Report - 2000 A Question of Quality: <i>State of Primary Education in Bangladesh</i>	December 2001
3	Education Watch Report - 2001 Renewed Hope Daunting Challenges: <i>State of Primary Education in Bangladesh</i>	June 2002
4	Education Watch Report - 2002 Literacy in Bangladesh: <i>Need for a New Vision</i>	June 2003
5	Education Watch Report - 2003-4 Quality with Equity: <i>The Primary Education Agenda</i>	February 2005
6	Education Watch Report - 2005 The State of Secondary Education: <i>Progress and Challenge</i>	April 2006
7	Education Watch Report - 2006 <i>Financing Primary and Secondary Education in Bangladesh</i>	December 2007
8	Education Watch Report - 2007 The State of Secondary Education: <i>Quality and Equity Challenges</i>	October 2008
9	Education Watch Report - 2008 The State of Primary Education: <i>Progress Made, Challenges Remained</i>	November 2009
10	Education Watch Report - 2009-10 Exploring Low Performance in Education: <i>The Case of Sylhet Division</i>	April 2011

SI #	Title	Year of Publication
11	Education Watch Report - 2011-12 Skills Development in Bangladesh: <i>Enhancing the Youth Skills Profile</i>	April 2013
12	Education Watch Report - 2013 New Vision Old Challenges: <i>The State of Pre-primary Education in Bangladesh</i>	May 2014
13	Education Watch Report - 2014 Whither Grade V Examination: <i>An Assessment of Primary Education Completion Examination in Bangladesh</i>	June 2015
14	Education Watch Report - 2015 Moving from MDG to SDG: <i>Accelerate Progress for Quality Primary Education</i>	December 2015
15	Education Watch - 2016 Literacy, Skills, Lifelong Learning SDG4 in Bangladesh: <i>Where Are We</i>	December 2016
16	Education Watch Report - 2017 Ethics and Values in School: <i>Capturing the Spirit of Education</i>	April 2018
17	Education Watch Report - 2018-19 Secondary School Teachers in Bangladesh: <i>In the Light of SDG4</i>	October 2019
18	Education Watch Report - 2020 Education and Covid-19 Response: <i>Bringing Schools and Learning Back on Track</i>	March 2021
19	Education Watch Report - 2021 Covid-19 Education Response: <i>To Recover and Build Better</i>	May 2022
20	Education Watch Report - 2022 Post-Pandemic Education: <i>Recovery and Renewal of School Education</i>	April 2023



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Funded by
 the European Union

Tk. 1000, US \$ 20

