School Education in Bangladesh
Post-Pandemic Resilience and Sustainability

www.campebd.org

Education Watch 2023

School Education in Bangladesh
Post-Pandamic Resilience and Sustainability

www.campebd.org

Education Watch 2023

School Education in Bangladesh
Post-Pandamic Resilience and Sustainability

Education Watch 2023

School Education in Bangladesh
Post-Pandamic Resilience and Sustainability

Research Team

Manzoor Ahmed
Syed Shahadat Hossain
Mostafizur Rahaman
Ahsan Habib
Ghiasuddin Ahmed
Mohammad Nure Alam
Abdul Quddus

Reviewers

A. Mushtaque R. Chowdhury
Rasheda K. Choudhury

Cover design

Nitto Chandro

Photographs

CAMPE

Disclaimer

The Covid-19 Learning, Evidence and Research Programme (CLEAR) cannot be held responsible for errors, omissions or any consequences arising from the use of information contained here. Any views and opinions expressed do not necessarily reflect those of FCDO, CLEAR or any other contributing organisation.

Dedication

This 21st research report (Education Watch 2023) is dedicated to our valiant freedom fighters of 1971, whose bravery and sacrifice continue to inspire us in our mission of generating knowledge and advancing education for our people.

CONTENTS

Chapter 10
Conclusions and policy recommendations

Annex 1: Additional tables and figures 135

Foreword

The prolonged closure of schools in Bangladesh during the Covid-19 pandemic led to numerous challenges aggravating already existing low quality and equity deficits in the education sector. These challenges included limited student-teacher interaction, and exacerbation of socioeconomic issues. The consequences of promoting students not meeting grade-level standards were profound, intensifying learning challenges, dropout rates, and resilience issues. Vulnerable children faced the ominous risk of permanent disengagement from education, falling prey to child marriage, or being entangled in child labour. These developments had far-reaching effects, impacting a massive number of children and worsening learning gaps. Estimates point to a significant learning poverty, attributed to long school closures and ineffective remote learning facilities introduced by the Government. Given that a family is on average, responsible for covering two-thirds of their children's educational costs, families grappled with escalating inflation and related financial challenges. Urgent and comprehensive measures, designed on the basis of proper assessment of realities on the ground, have become imperative to overcome these multifaceted challenges.

It is my pleasure to introduce the 21st Research Initiative of the Education Watch Group titled "School Education in Bangladesh: Post-Pandemic Resilience and Sustainability", published by Campaign for Popular Education, which serves as the secretariat of the Education Watch Group on behalf of the non-state education community in Bangladesh.

This field data-based report, examined through the lens of the post-pandemic landscape, has tried to shed light on critical aspects, such as the situation of out-of-school children, strategies for re-enrolling dropouts, students' coping mechanisms, economic burden on families for children's education, challenges faced by teachers, technology-related learning losses, and the path to recovery. Additionally, it has explored the perspectives of education officials and presented empirical evidence gathered from classrooms and school observations.

Anticipating that the findings of the study will be invaluable for various stakeholders in the education sector, particularly government authorities tasked with oversight, we envision substantial benefits emanating from these findings to be available for a broad spectrum of stakeholders. Policymakers, government officials concerned, education administrators, and teachers stand to gain significantly. Equally, the study has provided valuable insights for students, parents, academics, NGOs/CSOs and other stakeholders involved in educational initiatives, development partners, and researchers with an interest in promoting education in Bangladesh.

I express my gratitude to all individuals and institutions, both at government and non-government levels, involved in this endeavor. It is my firm belief that through cooperative efforts, we have the potential to ensure that our children receive quality education. The unwavering dedication demonstrated by the Education Watch 2023 research team deserves appreciation. Special thanks are due to the management of CAMPE for their continuing support to Education Watch.

I hope decision-maker will find the study useful, particularly in terms of an enhanced understanding of realities and guidance to strategic actions in support of school education in Bangladesh.

I believe the release of the 21st research report (Education Watch 2023) stands as a significant achievement, representing a dedication to promotion of quality education, pursuit of knowledge, enhancing expertise, and a continuous commitment to contributing in general to the advancement of education in the country.

Qazi Kholiquzzaman Ahmad

Chairperson
Education Watch

Preface

Campaign for Popular Education (CAMPE), the national platform of non-state education community, has been trying to help all stakeholders in achieving "Education for All" in Bangladesh since it started its journey in 1990. Over the years, CAMPE has evolved into a credible network comprising nearly a thousand NGOs/CSOs, researchers, educators and other stakeholders who share a common vision. Its recognition as the national education coalition by key stakeholders including the government, local administration and media stands as a testament to its credibility and strength. CAMPE has always been actively engaged in key interventions such as policy advocacy, educational research, capacity enhancement of its members and partner organizations as well as campaigning for right to education for all. This commitment is aligned with the overarching goal of contributing to achieving the Sustainable Development Goals (SDGs), specifically focusing on influencing policy and inspiring change through education.

As the Secretariat of the 'Education Watch Group,' a civil society platform of researchers, practitioners and activists in Bangladesh's education sector, CAMPE plays a crucial role in producing an annual research-driven "Education Watch" Report. This report offers a civil society perspective on processes and obstacles related to various national and international goals and commitments including SDG-4.

CAMPE is happy to announce the publication of its 21st Education Watch Report titled "School Education in Bangladesh: Post-Pandemic Resilience and Sustainability". This 2023 Study has diligently examined the consequences of the prolonged closure of schools in the country during the pandemic. It has highlighted the risks faced by children, such as permanent disengagement from education, challenges like child marriage and child labour, learning difficulties, dropouts, resilience issues and escalating financial hardships due to increased private/out of pocket expenses for education.

Education Watch 2023 study has employed both qualitative and quantitative methodologies to track primary and secondary students for examining their current situation. It has also investigated the varied types of personal expenditures for primary and secondary education. Additionally, the report has tried to assess plans and initiatives by Government for recovery and remedial measures and advancements made in adopting a 'blended' approach. The study has also scrutinized teacher-student dynamic, exploring challenges and adjustments in the teaching and learning processes. These analyses collectively aim to provide valuable insights into the educational landscape, facilitating informed decision-making and effective interventions for policymakers.

Based on key findings, this research has produced a set of recommendations emphasizing the need for bringing back dropouts and excluded students, addressing post-pandemic learning challenges, providing support and incentives for teachers, improving classroom learning management and teachers' autonomy, supporting families for mitigating their economic burden, promoting ICT-based learning and a blended approach, and enabling policies and actions at the national level.

Government of Bangladesh has done a commendable job in education, particularly in the implementation of a recently introduced forward-looking reformed curriculum. The findings and recommendations stemming from this research hold significant importance for implementation of this curriculum particularly for the relevant ministries and departments, providing a foundation for strategic planning, overcoming challenges, and driving progress.

We sincerely hope that the study findings will prove beneficial to different stakeholders in education including policymakers and government officials engaged in the administration and management of our education system, teachers, parents, academics, and non-governmental organizations (NGOs/CSOs) associated with education. Additionally, it is expected to draw attention of our development partners who have already demonstrated their commitment to help Bangladesh in achieving the targets of SDG-4.

Our sincere appreciation goes to the "Research Team" led by Dr. Manzoor Ahmed for their steadfast dedication and to the "Technical Advisory Group" for their valuable contribution. We acknowledge the support from teachers, students, guardians, local administration, education officials, and collaborating NGOs during the survey and workshops held at the local level. We would like to recognize the pragmatic guidance and support received from the Directorate of Primary Education (DPE), Directorate of Secondary and Higher Education (DSHE), National Curriculum and Textbook Board (NCTB), Ministry of Primary and Mass Education (MoPME) and Ministry of Education (MoE).

Our sincere appreciation goes to the Institute of Development Studies (IDS), UK and the Foreign, Commonwealth, and Development Office (FCDO) of the British Government for their continuing support and collaboration.

We invite all concerned to explore the comprehensive insights provided in this report with the hope that it sparks meaningful conversations and serves as a catalyst for positive transformation in the education sector.

Rasheda K Choudhury
Executive Director
Campaign for Popular Education (CAMPE)
&
Member Secretary, Education Watch Group

List of tables and figures

Figures page

Acronyms

a2i	Access to Information
AUEO	Assistant Upazila Education Officer
AURCI	Assistant Instructor, Upazila Resource Center
BBS	Bangladesh Bureau of Statistics
BDT	Bangladeshi Taka
CAMPE	Campaign for Popular Education
CDCP	Center for Disease Control and Prevention
DPs	Development Partners
DPE	Directorate of Primary Education
EDP	Education Development Partners
ELCG	Education Local Consultative Groups
FGD	Focus Group Discussion
GBV	Gender Based Violence
GDP	Gross Domestic Product
GEMR	Global Education Monitoring Report
GoB	Government of Bangladesh
GPE	Global Partnership for Education
GPS	Government Primary School
ICT	Information, Communication and Technology
KII	Key Informants Interview
MoE	Ministry of Education
MoICT	Ministry of Information Communication Technology
MoPME	Ministry of Primary and Mass Education
NAP	National Academy for Primary Education
NCTB	National Curriculum and Text Book Board
NGO	Non-Government Organization
NNPS	Newly Nationalized Primary School
OoSC	Out-of-School Children
PEDP	Primary Education Development Programme
PEDP4	Fourth Primary Education Development Programme
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 Programme
SMC	School Management Committee
SOP	Standard Operating Procedures
SSRP	Safe School Re-Opening Plan
SWAp	Sector-Wide Approach
TMED	Technical and Madrasa Education Division
UEO	Upazila Education Officer
URC	Upazila Resource Centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNO	Upazila Nirbahi Officer
WBG	The World Bank Group
WFP	World Food Programme
WHO	World Health Organization
TA	Technical Assistance
UNDP	United Nations Development Programme
WASH	Water, Sanitation and Hygiene

The contributors

Advisory board

Dr. Qazi Kholiquzzaman Ahmad
Former Chairman
Palli Karma-Sahayak Foundation
& Chairperson, Education Watch

Prof. Dr. Kazi Saleh Ahmed
Former Vice Chancellor
Jahangirnagar University

Dr. Manzoor Ahmed
Professor Emeritus
BRAC University

Prof. Shafi Ahmed
Former Professor
Jahangirnagar University

Kazi Rafiqul Alam
Chairperson, CAMPE & President
Dhaka Ahsania Mission (DAM)

Prof. S. M. Nurul Alam
Adjunct Professor of Development Studies,
NSU & IUB and Retired Professor of
Anthropology Jahangirnagar University

Dr. Syed Saad Andaleeb
Former Vice Chancellor
BRAC University

Dr. Mohammad Niaz Asadullah
Professor of Development Economics
University of Malaya, Malaysia

Dr. M. Asaduzzaman
Former Professorial Fellow
Bangladesh Institute of Development Studies (BIDS)

Prof. Abdul Bayes
Former Vice Chancellor
Jahangirnagar University

Rasheda K. Choudhury
Executive Director
Campaign for Popular Education (CAMPE)
(Member Secretary, Education Watch)

Dr. A. Mushtaque R. Chowdhury
Convenor, Education Watch &
Founding Dean, James P. Grant School of
Public Health, BRAC University

Mahbub Elahi Chowdhury PhD
Scientist and Acting Head
Universal Health Coverage, Health System and
Population Studies Division, ICDDR,B

Subrata S. Dhar
Senior Education Specialist
The Global Partnership for Education (GPE)

Dr. Mohammed Farashuddin
President
Board of Trustee, East West University

Jyoti F. Gomes
Director, St. Joseph Higher Secondary School
& Advisor, CAMPE

Shaymol Kanti Ghosh
Former Secretary, Ministry of Agriculture &
Former Director General
Directorate of Primary Education

Md. Abdul Hamid
Country Director
Education and Development Foundation (Educo)

Shamse Ara Hasan
Director Education
Gonoshahajjo Sangstha (GSS)

Zaki Hasan
Former Country Director
Nutrition International

Md. Amir Hossain
Former Director General
Bangladesh Bureau of Statistics (BBS)

Prof. Dr. Syed Shahadat Hossain
Director
Research Coordination and Monitoring Cell
University of Dhaka

Dr. M. Anwarul Huque
Former Director General
National Academy for Educational Management

Dr. Muhammad Ibrahim
Chairman
Centre for Mass Education in Science (CMES)

Roushan Jahan
Former President
Women for Women

Dr. Ahmed-Al-Kabir
Chairman
RTM International

Md. Humayun Kabir
Vice-President
Bangladesh Enterprise Institute

Prof. Mahfuza Khanam
President, Asiatic Society of Bangladesh &
President, World Federation of Teachers Union

Dr. Fahmida Khatun
Executive Director
Centre for Policy Dialogue (CPD)

Prof. Dr. Barkat-e-Khuda
Former Professor, Department of Economics
University of Dhaka

Md. Mohsin
Additional Secretary
Technical and Madrasah Education Division

**Prof. Dr. Shikder Monwar Morshed
(Shourav Shikder)**
Department of Linguistics, University of Dhaka

Dr. Muhammad Musa
Former Executive Director
BRAC

Dr. Mustafa K. Mujeri
Executive Director
Institute of Inclusive Finance and Development (INM)

Dr. K A S Murshid
Former Director General
Bangladesh Institute of Development Studies (BIDS)

Prof. Dr. A.K. M. Nurun Nabi
Department of Population Science
University of Dhaka

Jowshan Ara Rahman
Former Chief, Program Planning Section
UNICEF, Bangladesh

Kazi Fazlur Rahman
Former Advisor
Caretaker Government

Prof. Mustafizur Rahman
Distinguished Fellow
Centre Policy Dialogue (CPD)

A. N. Rasheda
Editor
Shikkhabarta

Taleya Rehman
Executive Director
Democracy Watch

Mr. Asif Saleh
Executive Director
BRAC

Dr. Binayak Sen
Director General
Bangladesh Institute of Development Studies (BIDS)

Prof. Rehman Sobhan
Chairman
Centre for Policy Dialogue (CPD)

Dr. Nitai Chandra Sutradhar
Former Vice Chancellor
University of Textile Engineering & Technology

Sheldon Yett
Representative
Unicef Bangladesh

Working Group

Chowdhury Mufad Ahmed
Senior Education Advisor, UNICEF Bangladesh
& Former Additional Secretary
Ministry of Education

Ghiasuddin Ahmed
Senior Deputy Programme Manager
Campaign for Popular Education (CAMPE)

Jasim Uddin Ahmed
Former Principal
Europa International School, Dhaka

Principal Quazi Faruque Ahmed
Chief Coordinator
National Front of Teachers and Employees (NFTE)

Romij Ahmed
Consultant
World Bank

Tahsinah Ahmed
Executive Director
Bangladesh Youth Leadership Centre (BYLC)

Dr. Mohammad Tariq Ahsan
Professor, Institute of Education and Research
(IER), University of Dhaka

Mahmuda Akhter
Executive Director
Institute of Child and Human Development (ICHD)

Shereen Akhter
Programme Officer
UNESCO Bangladesh

Prof. Syeda Tahmina Akhter
Former Director, Institute of Education and
Research (IER), University of Dhaka

Md. Murshid Aktar
Research Officer
National Curriculum and Textbook Board (NCTB)

ABM Khorshed Alam
Chief Executive Officer
National Skill Development Council (NSDC)

Md. Fashiullah
Former Director General
Directorate of Primary Education (DPE)

Khandaker Jahurul Alam
Executive Director
Center for Services and Information on Disability (CSID)

Dr. Mahmudul Alam
Head, Department of Governance Studies
Northern University of Bangladesh

Prof. Md. Shafiul Alam
Former Director, BANBEIS

Khondoker Shakhawat Ali
Research Fellow
Power and Participation Research Centre (PPRC)

Prof. Muhammad Ali
Former Member, Curriculum
National Curriculum and Textbook Board (NCTB)

Prof. Dr. AQM Shafiul Azam
Director, Planning & Development Wing
(DSHE, MoE) Ministry of Education

Dr. Anwara Begum
Senior Research Fellow
Bangladesh Institute of Development Studies (BIDS)

Prof. Hannana Begum
Vice President, Bangladesh Economic
Association & Former Chairman
National Curriculum and Text Book Board (NCTB)

Dr. Mosammath Fahamida Begum
Assistant Director
Bureau of Non-formal Education (BNFE)

Jibon K Chowdhury
Former CEO
National Skills Development Council (NSDC)

Hari Pada Das
Senior Skills Development Specialist
International Labour Organization (ILO)

S A Hasan Al Farooque
Head of Humanitarian Programme
Christian Aid

Dr. Md. Ahsan Habib
Professor, Institute of Education and Research
(IER), University of Dhaka

Dr. Md. Abdul Halim
Director, Institute of Education and Research
(IER), University of Dhaka

Prof. M Nazmul Haq
Honorary Professor, IER
University of Dhaka

K M Enamul Hoque
Capacity Support & Advocacy Advisor
Asia South Pacific Association for Basic & Adult
Education (ASPBAE)

Dr. M. Shamsul Hoque
Former ELT Advisor
Bangladesh Open University

Iqbal Hossain
Education Specialist
UNICEF Bangladesh

Md. Altaf Hossain
Research Fellow, BIED
BRAC University

Md. Mofazzal Hossain
Former Systems Manager
Bangladesh Bureau of Educational Information
& Statistics (BANBEIS)

Md. Alamgir Hossen
Project Director, SVRS in Digital Platform
Bangladesh Bureau of Statistics (BBS)

Prof. Md. Riazul Islam
Former Member
National Curriculum and Textbook Board (NCTB)

Dr. Mohammad Mainul Islam
Associate Professor, Dept. of Population
Science, University of Dhaka

Professor Nazrul Islam
Chairman
Centre for Urban Studies (CUS)

Dr. Safiqul Islam
Former Director
BRAC Education Program (BEP)

Humayun Kabir
National Consultant, UNICEF Dhaka
Former Deputy Director
Directorate of Primary Education (DPE)

Jasim Uddin Kabir
Senior Manager, Resilience
Bangladesh Red Crescent Society

Nurul Islam Khan
Former Official, UNHCR

Md. Habibur Rahman
Director General
Bangladesh Bureau of Educational Information
& Statistics (BANBEIS)

Prof. Dr. Siddiqur Rahman
Former Professor, IER, University of Dhaka

Goutam Roy
Assistant Professor, Institute of Education and
Research (IER), Rajshahi University

Dr. Zia-Us-Sabur
Former Official, BRAC Education Programme
BRAC University

Dr. Safi Rahman Khan
Director, Education & Skill Development and
Migration, BRAC

Talat Mahmud
Programme Manager
Sesame Workshop Bangladesh

Shumon Sengupta
Country Director
Save the Children International

Dr. Erum Mariam
Director
BRAC Institute of Educational Development (BIED)

Dr. Imran Matin
Director
BRAC Institute of Governance and Development

Dr. Ahmadullah Mia
Pro-Vice Chancellor
University of Development Alternatives

Mohammad Mohsin
Former Education Manager (Early Learning)
UNICEF-Bangladesh

Dr. Md. Golum Mostafa
Former Advisor, Early Childhood Development
Aga Khan Foundation, Bangladesh

Samir Ranjan Nath
Programme Head, BRAC Institute of Educational
Development (BRAC IED), BRAC University

Br. Leo James Pereira CSC
Principal
St. Gregory's High School and College, Dhaka

Md. Quamruzzaman
Director
National Skills Development Authority (NSDA)

Fazle Rabbani
Regional Manager-East & Southern Africa
Global Partnership for Education (GPE)

Abdur Rafique
National Professional Consultant
International Labor Organization (ILO)

Dr. Mostafizur Rahaman
Deputy Director
Campaign for Popular Education (CAMPE)

Dr. M Ehsanur Rahman
Former Executive Director
Dhaka Ahsania Mission (DAM)

Afzal Hossain Sarwar
E- Learning Specialist
Access to Information (a2i) Programme

Musharraf Hossain Tansen
Country Director
Muslim Hands International- Bangladesh

Mohammad Muntasim Tanvir
International Policy Manager
Global Partnership for Education (GPE)

Kazi Raihan Zamil
Publication Administration
Notre Dame University

Technical Expert Team

Dr. Mohammad Tariq Ahsan
Professor
Institute of Education and Research (IER)
University of Dhaka

Murshid Aktar
Research Officer
National Curriculum and Textbook Board (NCTB)

Prof. S. M. Nurul Alam
Adjunct Professor of Development Studies
North South University

Prof. Dr. AQM Shafiul Azam
Director, Planning & Development Wing
(DSHE, MoE) Ministry of Education

Monsur Ahmed Choudhuri
Disability Rights Campaigner

Rasheda K. Choudhury
Executive Director
Campaign for Popular Education (CAMPE)
(Member Secretary, Education Watch)

Dr. A. Mushtaque R. Chowdhury
Convenor, Education Watch &
Founding Dean, James P. Grant School of
Public Health, BRAC University

Dr. Uttaam Kumar Das
Additional Director General
Directorate of Primary Education (DPE)

Shyamal Kanti Ghosh
Former Secretary (MoA) & Former DG, DPE
Ministry of Agriculture of Bangladesh (MoA)

K M Enamul Hoque
Capacity Support & Advocacy Advisor
Asia South Pacific Association for Basic & Adult
Education (ASPBAE)

Iqbal Hossain
Education Specialist
UNICEF Bangladesh

Dr. Hamidul Huq
Professor and Director, Dean, School of
Humanities and Social Sciences, UIU
Institute of Development Studies and
Sustainability (IDSS)

Dr. Safiqul Islam
Former Director
BRAC Education Program

Humayun Kabir
Former Deputy Director
Directorate of Primary Education (DPE)

Dr. Fahmida Khatun
Executive Director
Centre for Policy Dialogue (CPD)

Mohammad Golam Kibria
Education Adviser and Deputy Team Leader
Human Capital Team
British High Commission

Fazle Rabbani
Regional Manager- East & Southern Africa
Global Partnership for Education (GPE)

Dr. M. Ehsanur Rahman
Former Executive Director
Dhaka Ahsania Mission (DAM)

Fahmida Shabnam
Team Leader
Human Capital Team
British High Commission, Bangladesh

Nadia Rashid
Programme Manager, Education and Human
Development Team
Delegation of the European Union (EU)

The research team

Manzoor Ahmed

Dr. 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 adviser to the CAMPE Council. He was Convener, 2003-6, of Education Watch. He has been the lead researcher of several recent Education Watch reports. He is an Associate Editor of the *International Journal of Educational Development.*

Ahmed began his education work as a faculty at the Institute of Education and Research, Dhaka University. He 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, education policy, early childhood development and fighting poverty and exclusion. His recent works, co-authored with John Richards and Shahidul Islam, *is Political Economy of Education in South Asia: Fighting Poverty, Inequality and Exclusion* (University of Toronto Press, 2022) and *Ekush Shotoke Bangladesh: Shikkhar Rupantor* (Bangladesh in the 21st Century: Transforming Education, in Bangla, Prothoma, 2023).

Syed Shahadat Hossain

Syed Shahadat Hossain has been a Professor of Applied Statistics at the University of Dhaka since April 2004, beginning his academic journey as a Lecturer in 1990. Currently, he is the Director of the Dhaka University Research Coordination and Monitoring Cell (DURCMC), and previously was the Director of the Institute of Statistical Research and Training (ISRT) from January 2002 to January 2005. Beyond University of Dhaka, he has taught at Deakin University, Australia, from 2000 to 2002, and at institutions like East West University, BRAC University, and Bangladesh University of Professionals. He earned his Ph.D. in Statistics degree from Deakin University, Australia and has been acknowledged for innovations in environmental sampling, data analysis, and experimental design. He is actively engaged in collaborations with government and reputed non-government organizations, solving real-world challenges. He has worked on national and sectorial statistical systems in Bangladesh, Vietnam, and Afghanistan. He is an education advocate committed to curriculum development, interdisciplinary teaching and education research.

Md. Mostafizur Rahaman

Md. Mostafizur Rahaman is a distinguished academic and practitioner in the fields of education and governance, with a keen interest in regional and international contexts. His expertise encompasses Early Childhood Development, Primary and Secondary Education, and he is particularly renowned for his work in crafting alternative learning pathways tailored to ethnic minority children. Additionally, he possesses extensive proficiency in social sector governance, social accountability, public health, poverty reduction, and counteracting violent extremism. Currently serving as Deputy Director at CAMPE, Bangladesh, overseeing Policy Advocacy and Mass Communication, Dr. Rahaman plays a pivotal role in shaping educational policies and fostering effective communication strategies. His academic journey boasts remarkable achievements, including MA and PhD from Rajshahi University, a Post-Graduate degree in Governance and Public Policy from Dhaka University, and a Master's in Development Studies from North South University. Dr. Rahaman has furthered his expertise through specialized programs like Leadership and Reform Communication from the University of Southern California, USA, and Strategic Education Planning from ICPS, UK. His scholarly contributions are significant, with 23 research articles and numerous book chapters published in peer-reviewed journals. As the author of 8 books and four monographs, he exhibits a steadfast commitment to advancing knowledge in his areas of expertise. In addition to his role at CAMPE, Dr. Rahaman serves as an adjunct Professor at a prominent private university in Bangladesh, where he continues to inspire and educate future generations.

Ahsan Habib

Dr. Md. Ahsan Habib is a professor at the Institute of Education and Research (IER) of the University of Dhaka. He has been working as a faculty member at the University of Dhaka since 2005. He received his doctoral degree from the faculty of education at Monash University, Melbourne. He has a wide range of research interests, including student well-being, learning and assessment, teacher training, inclusive and disability studies, and project evaluation studies. Several of his research papers and book chapters have been published by national and international publishers. Dr. Habib has been a research lead and consultant on several international and national projects, including those with USAID, the World Bank, UNICEF, and the Government of Bangladesh. Md. Habib is the program secretary of the Bangladesh Psychometric Society (BPS) and a member of the International School Psychology Association (ISPA). He was awarded the Monash Postgraduate Publication Award PPA-2015, the International Postgraduate Research Scholarship, the European Union Erasmus Mundus 2008-2009, and the Chinese Government Scholarship 2002-2003.

Ghiasuddin Ahmed

Mr. 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 Nure Alam

With over nineteen years of extensive research experience, particularly in governance and development, both domestically and internationally, he has cultivated a wealth of expertise. His professional journey encompasses roles in various national and international organizations. His repertoire includes proficiency in social research, conducting national household surveys, contributing to national integrity institutions, conducting diagnostic studies (utilizing mixed-method approaches), and engaging in policy research and advocacy. His contributions extend beyond mere research, as evidenced by numerous journal publications, research reports, and policy briefs aimed at fostering local, national, and international policy changes. Currently, he holds the position of Research Fellow – Research and Policy at Transparency International Bangladesh (TIB). His academic credentials include a Master of Public Affairs in Governance and Public Policy, as well as a Master of Social Science in Sociology. Moreover, he is an alumnus of the South-South Exchange fellowship program, supported by NOREC, Norway. Additionally, he enriched his experience during a thirteen-month tenure as an Exchange Fellow–Research at Transparency International Sri Lanka.

Mohammad Abdul Quddus

Mr. Mohammad Abdul Quddus claims a rich background as a development professional, amassing over 17 years of project management in the realm of education. His focus spans a wide array of important areas, including promotion of education, education financing, human rights of marginalized groups, enhancing well-being of adolescents and youth, fostering tolerance education, and preventing violent extremism. Throughout his career, he has contributed to a multitude of projects implemented at both local and national levels. Beyond his remarkable achievements in project management, he demonstrates a deep interest in research endeavors. He has actively contributed to various research and evaluation initiatives including Education Watch 2022, playing a pivotal role in projects. His academic background is equally impressive, having earned degrees in English Literature at both undergraduate and postgraduate levels, alongside a postgraduate degree in Development Studies. Presently, he occupies the role of Co-Researcher at CAMPE, where he continues to make significant contributions to the field of research and organization.

Reviewers

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 Visiting Scholar at the Notre Dame University in Indiana, USA. He is the Convener of the Education Watch and the 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: Swasthykhater* Bikash (Prothoma, 2022) and *50 years of Bangladesh's Independence: Advances in Health* (UPL, 2023).

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 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 associated with the production of a number of studies on different aspects of education and 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.

Overview

A. Introduction and study background

A1. Introduction

The repercussions stemming from the 2020-21 pandemic have been multifaceted, exacerbating pre-existing vulnerabilities and amplifying the challenges faced in education. The confluence of low resilience to shocks, coupled with already subpar learning outcomes and heightened dropout rates, has created a complex scenario. Particularly at risk are the vulnerable children, especially those deprived of access to remote learning opportunities. This faces the looming threat of permanent disengagement from formal education, with some at risk of being coerced into child marriage or child labor.

The closure of schools in Bangladesh from March 2020 to September 2021, followed by another closure in February 2022, disrupted the education of approximately 37 million schoolchildren. Moreover, this cessation of schooling has further widened existing disparities in basic literacy and numeracy skills, as documented by UNICEF (2021).

Estimates from the World Bank, UNICEF, and UNESCO suggest that the fallout from the pandemic may have inflated the learning poverty rate, defined as the proportion of 10-14-year-olds lacking functional reading and counting skills, to around 70% in low- and middle-income countries. A study conducted by the Bangladesh Examination Development Unit (BEDU) of the Dhaka Education Board revealed significant learning gaps among class-8 students, with 80% exhibiting deficiencies in Bangla, the primary language of instruction, alongside 76% in English and 69% in Mathematics. A parallel study by the National Curriculum and Textbook Board (NCTB) echoed similar findings for students in lower grades.

Further analysis from the Education Watch 2022 study highlighted alarming statistics, with nearly 28.9% of sampled class VIII students and 26.2% of class IX students failing to achieve the passing mark of 33 out of 100 in assessments aligned with the class VIII syllabus. When factoring in those receiving D grades (scoring between 33 and 39 marks), the cumulative percentage of students performing below 40 amounted to 36.1% for class VIII and 33.5% for class IX. Additionally, the study underscored a prevalent dependence on private tutors or coaching, with 85% of class VIII and IX students seeking supplemental instruction.

The digital schism in Bangladesh has emerged as a critical concern, exacerbating existing socio-economic disparities. Studies have underscored how the absence of digital devices, reliable internet connectivity, and adequate digital literacy skills has further marginalized certain communities, perpetuating educational inequalities.

A comprehensive examination of these issues is imperative, encompassing inequality, student attendance, dropout rates, and the underlying determinants, including heightened out-of-pocket

expenditures for education. Moreover, it is crucial to delve into the ramifications of the pandemic and subsequent challenges for educators, exploring their efforts in navigating the educational crisis alongside their personal struggles in coping with prolonged disruptions and learning setbacks.

A2. The Education Watch

The Education Watch is a civil society initiative established to monitor progress in education. The Campaign for Popular Education (CAMPE), a national coalition of NGOs, researchers, educators, and other civil society organizations in Bangladesh, serves as the secretariat of the Education Watch Group. Since 1999, this coalition has already published a series of 20 research-based Education Watch reports, with recent editions focusing on the immediate response to the pandemic and the ensuing short- and medium-term recovery endeavors. This is the 21st report of Education Watch. List of other titles in this series is available in Annex.

A3. Study objectives

The present study was conducted to ascertain the dropout rates among selected cohorts during the period spanning 2020 to 2022. The aim was to track these cohorts to discern their current educational status, analyze family-level expenditure on education, and assess the methods employed to address learning gaps. This analysis draws upon survey data supplemented by information gathered from secondary sources. The specific objectives of the study are delineated below:

1. Trace cohorts of sample students enrolled in 2020 at grades II, III, VI and their 2022 status; and examine their transition to the next level.
2. Explore out of pocket family expenditure burden for primary and secondary education.
3. Examine post-pandemic plans and activities for recovery and remedy, including progress towards a 'blended' approach while coping with teaching-and-learning challenges.

A4. Layout of the report

The report is divided into ten chapters. Beginning with the introduction and background, which incorporates a concise literature review, chapter 2 delineates the methodology used in the study. Subsequent chapters (three through nine) expound upon the findings pertaining to various facets investigated in the study, encompassing dropout rates, out-of-pocket expenditures, recovery and remedial learning status, the blended learning approach, as well as issues of inequality and learning gaps. The final chapter presents conclusions derived from the findings and offers recommendations concerning policy and action priorities.

B. Data sources and methodology

Data for the study were gathered from households and schools, encompassing both primary and secondary educational institutions. The respondents included primary and secondary-level students, teachers, parents, government officials, and members of civil society. A total of 7,225 respondents representing various categories of subjects were interviewed. In addition, 128 schools in eight districts were visited and their classrooms observed.

C. Findings and conclusions

Drawing upon the analysis of data and findings detailed in chapters 3 to 9 of the report, the principal conclusions are outlined below. Subsequently, recommendations are provided concerning policy and action priorities aimed at addressing the challenges in post-pandemic basic education.

C1. Where the students are

The findings at the primary level reveal that, on average, 95.5% of the cohort of students who were in school in 2020 were enrolled (as reported by parents) in the 2023 academic year, with girls outperforming boys. The percentage of boys who were out of school was higher (7%) compared to girls (1.9%), resulting in an average of 4.5%. At the secondary level, *6% of both boys and girls who were in school at the onset of the pandemic in 2020 were no longer enrolled in any school by 2023*.

Dropout – It is important to note that the dropout estimates of 4.5% and 6% for primary and secondary levels pertain to the student cohorts of 2020 for grades II and VI who were not in school in 2023 rather than the total dropout rate for primary and secondary levels.

The cumulative dropout for the 2020 cohort of grades II and VI over three school years, as reported in this study, is likely influenced by the effects of the pandemic. Reasons cited by parents for dropout include the low-income level of families, exacerbated by the pandemic, out-of-pocket costs for schooling, prolonged school closures, and poor instruction in schools.

Transition – of those who were in grade V of primary education (excluding the 4.5% dropout), 70% transitioned to regular government-assisted and government secondary schools. Approximately 21% were enrolled in private schools known as kindergartens or schools run by NGOs. Notably, non-government and private school enrollment rose significantly to 35% in city corporation areas compared to rural and other urban areas. Approximately 3% of parents chose to send their children to madrasahs (both Quaumi or non-government religious schools and Aliya or government-assisted madrasas), while just over 3% transitioned to technical and vocational schools.

A small but noticeable trend of shifting to madrasahs was observed out of both primary and secondary school 2020 cohorts. Notably, the move from the primary level (6.4%) to madrasas was significantly higher than that from the secondary level. Normally, students enrolled in the mainstream secular schools continued in these schools. Asked about reasons for choosing madrasas for their children over secular schools, almost two-thirds of parents mentioned religious reasons as a major consideration, while a fifth said proximity to home was the reason or because madrasas remained open during the pandemic and mainstream schools were closed.

Bringing the dropouts back – regarding efforts to bring dropouts back to school, the majority of respondents, 57% at the primary level and 79% at the secondary level, expressed disinterest in returning. However, some indicated they would consider replacing if financial support were available and if their families' awareness and willingness to support increased. A smaller proportion suggested offering mid-day meals and educational materials as incentives.

Furthermore, data regarding the activities of out-of-school children revealed that 41% of primary-age children and 49% at the secondary level were engaged in work or child labor. Additionally,

over half of the out-of-school children at both levels were forced into child marriages, while a small proportion reported engagement in household activities and idleness.

Key Conclusions: Where the students are

- 4.5% of the grade 2 student cohort in 2020 and 6% of the grade 6 student cohort were no longer enrolled in school by 2023. Contributing factors, at least in part, included the effects of the pandemic on schooling and the livelihoods of children's families.

- Of the primary completers, 70% transitioned to mainstream government-assisted secondary schools, 21% enrolled in private "kindergarten" or other private schools, approximately 3% pursued vocational-technical education, another 3% transferred to madrasas, and 3% repeated the primary grade. The observed trend of choosing madrasas may have been influenced by the pandemic-induced impacts on families.

- Dropout students expressed reluctance to return to school unless they received financial support and their families became more responsive to their needs, thereby addressing the underlying conditions that led to dropout. The prevalence of child labor among dropout students, as well as the high incidence of forced child marriages among girls, underscores the challenges faced by these children in re-engaging with education.

C2. How students coped with the learning challenges

The findings indicate that more than half of the students at both primary and secondary levels expressed positive sentiments regarding their post-pandemic classroom experiences. However, nearly half of the students reported encountering difficulties in understanding lessons, with a smaller percentage indicating a complete lack of comprehension. It's noteworthy that students often hesitate to voice negative opinions about teaching or their own abilities, making the admission of difficulties in lesson comprehension particularly concerning.

A significant majority of students expressed a desire for increased classroom time and more detailed explanations of lessons. They also emphasized the need for interactive teaching methods, the integration of ICT-based learning, and opportunities for peer-to-peer learning. Furthermore, over three-quarters of students at both primary and secondary levels were found to engage private tutors, as reported by parents and students, indicating a widespread reliance on supplementary educational support. Additionally, there was almost universal dependence on commercial guidebooks among students.

Key Conclusions: Coping with learning challenges

- Just over half of the students, 56.5% at the primary level and 52.6% at the secondary level, expressed a positive view of their new classroom experiences after the pandemic. However, nearly half of them experienced difficulty following and keeping up with lessons.

- A significant majority of students, comprising 69% at the primary level and 63% at the secondary level, expressed a desire for more classroom time and detailed explanations of lessons. More than half of the students also indicated a need for additional time to ask

questions, opportunities for group work and peer learning, and the incorporation of ICT-assisted learning methods.

-   Over three-quarters of students at both primary and secondary levels relied on private tutors or attended coaching centers, as reported by both parents and students.

-   Just over half of the students received study assistance from family members, including parents, highlighting the disadvantage faced by students with non-educated parents.

-   There was a notable reliance on guidebooks as compensation for inadequate classroom instruction. The majority of students, comprising 92% at the primary level and 93% at the secondary level, reported dependence on commercial guidebooks. Additionally, approximately 41% of primary students and over 58% of secondary students reported having internet access, primarily through smartphones. However, this access does not necessarily reflect the quality of connectivity or the actual usage. Furthermore, only a small proportion, comprising 8% of primary students and 17% of secondary students, mentioned using the internet for school-related work or learning purposes.

C3. Technology, ICT and teachers' skills

As reported by teachers, a majority of schools, both at the primary and secondary levels, are equipped with internet connections and multimedia facilities. However, they also noted insufficient maintenance provisions and budgetary constraints, hindering the effective utilization of these facilities for teaching and learning purposes. Notably, there exists a disparity in the provision of multimedia facilities and internet connectivity between urban and rural areas, as well as between primary and secondary schools, with rural areas and primary schools being disproportionately affected.

Furthermore, a large majority of teachers, encompassing around two-thirds at both primary and secondary levels, expressed uncertainty regarding the concept of the "blended approach." They highlighted the need for a wide range of support, particularly in-person training, and emphasized the importance of better-equipping classrooms with amenities such as electricity, adequate space, and ventilation.

Teachers also identified various negative impacts of the COVID-19 pandemic on schools, which created new challenges for them. These included technology issues, resource constraints, and personal factors affecting their teaching responsibilities. While teachers acknowledged guidance and initiatives from central authorities and schools, they expressed uncertainty regarding the effectiveness of these measures and called for additional support.

It is noteworthy that the support needs expressed by teachers pertain to activities and resources that are partially provided by education authorities or through schools' own initiatives. However, the demands for support in these areas suggest that the assistance provided thus far has been insufficient, and the quality and consistency of such support may have been lacking. This underscores the necessity for substantial improvements in the current support mechanisms. Furthermore, it is pertinent to highlight that innovative ideas, such as forging closer partnerships with NGOs, community organizations, professional teacher bodies, or the private sector, have not been mentioned by teachers.

In conclusion, the COVID-19 pandemic has posed significant challenges to the teaching and learning process. The negative impacts reported by teachers underscore the need for comprehensive strategies to address these challenges and facilitate the success of both students and teachers.

Key Conclusions: Teachers, technology, ICT, and teachers' ICT skills

- Around 77% of primary schools reported having internet access, slightly lower than the 79% reported in the Annual Primary Sector Census (APSC) 2022 report. Similarly, 82% of primary schools have access to multimedia facilities, compared to the APSC's higher figure of 91% with computer access.

- Further investigation into the availability and utilization of facilities revealed that three-quarters of primary schools and 87% of secondary schools reported having multimedia classrooms (one or two in a school).

- A minority of primary and secondary teachers (33% and 47% respectively) expressed satisfaction with the maintenance and operation of multimedia facilities. Concerning connectivity budget, two-thirds of primary teachers and 43% of secondary teachers considered it to be "inadequate".

- Inadequate budget allocation for internet connectivity may impede schools' ability to provide online resources, access educational content, and support digital learning initiatives. The data suggests that schools in rural areas face challenges with internet budget allocation, indicating a lack of allocation for this purpose.

- Approximately two-thirds of teachers at both primary and secondary levels admitted to not having a clear understanding of the "blended approach". This remained the case despite teachers reporting having received training on basic computer operation, content creation, use of multimedia devices, and conducting online lessons.

- The majority of teachers (over 95% at both primary and secondary levels and across geographical regions) demanded more in-person training. Approximately 90% emphasized the need for adequate ICT-based learning content, while around three-quarters of teachers stressed the importance of properly preparing and equipping the classroom. Moreover, more than half (ranging from 41% to 62% across levels of education and geographical regions) sought regular online updates of methods and materials.

C4. Teachers' perception of post-pandemic effects on schools and students

The most frequently cited negative impacts of the pandemic disruption and its aftermath were noted and recorded. The main conclusions in this respect are mentioned below.

Key Conclusions: Teachers' perception of post-pandemic effects on schools and challenges

- Learning deficits and knowledge gaps emerged as significant issues resulting from the transition to remote learning, leading to disparities in learning outcomes among students. Many students struggled to keep pace with the curriculum, while reduced engagement and motivation in the classroom were commonly reported.

- Additionally, concerns were raised about digital distractions and mobile phone addiction among students, alongside behavioral changes and emotional well-being issues. Low attendance rates suggested challenges in ensuring consistent student participation in post-pandemic in-person classes, with some teachers expressing apprehension about a potential increase in dropout rates.

- Teachers themselves encountered a myriad of challenges, including managing technology issues, navigating resource limitations, and contending with personal factors, such as restrictive routine of 35 to 40 minutes of lessons for all subjects and classes throughout the year. Roughly half of the teachers at primary and secondary levels identified the inflexible rules as problematic, while others, accustomed to the fixed routine and centralized management, perceived little or no issue with it.

C5. Family costs for children's education

Overall, out of approximately 44 million students (excluding the Qawmi Madrasah stream) in 2021, 42% attended institutions fully supported by the state, 38% were enrolled in non-government institutions assisted by the state, and 20% were served by private institutions without state support. However, even in state institutions, there is a significant contribution from non-government sources, primarily in the form of household expenditures for children's education (as cited in Brac Institute of Educational Development's report on Non-State Actors in Education: Exploring State/Non-state Collaboration in Bangladesh, commissioned for the 2022 Global Education Monitoring Report, South Asia - Non-state actors in education).

The current trend of escalating inflation has further exacerbated the costs associated with education, encompassing formal and informal fees, private tutoring, transportation, educational materials, and stationery.

Key Conclusions: Family costs for a child's education and what families can afford

- The average annual family cost of education for a primary school student in Bangladesh during the period of January-December 2022 was BDT 13,882, with some variation observed between rural and urban areas. For a secondary-level child in 2022, the out-of-pocket family cost amounted to BDT 27,340. The primary cost components at both levels included expenses related to private tutoring and the purchase of commercial guidebooks and notebooks.

- Family expenditures for the first six months of 2023 showed a significant increase compared to 2022, rising by 25% for primary level education and 51% for secondary level education on an annual basis, due mainly to inflations.

- Approximately 41% of parents at the primary level and 17% of parents at the secondary level reported that the most they could afford to spend per child was no more than BDT 2000 per year, significantly lower than the average costs incurred in both 2022 and 2023.

- Poverty emerges as a leading cause of dropout, underscoring the fact that children engaged in child labor often contribute to their families' income. Addressing the root causes of dropout and fostering effective participation in schooling necessitates making education of acceptable quality financially affordable for parents.

C6. Education Officers' perceptions of challenges and actions taken

In a highly centralized management structure for the school system, the role of education officers at the district and upazila levels is crucial. These officers play a key role in disseminating policies and decisions to schools and teachers, as well as in providing assistance and supervision for the implementation of policies and regulations.

Span of responsibility varies significantly among education officers. The number of schools under the purview of an Upazila Education Officer (UEO) ranged from a minimum of 38 to a maximum of 285 primary schools (beyond city corporation areas) and from a minimum of 9 to a maximum of 104 secondary schools. This wide range of responsibilities highlights the challenges UEOs face in managing tasks related to effectively assisting teachers and schools.

District and Upazila primary education officers echoed many of the challenges identified by teachers, particularly in implementing ICT-based blended methods and bridging learning gaps. They also highlighted concerns about the nature of central guidelines in this regard and how these guidelines were being implemented in schools. However, it is noteworthy that a third of primary education officers and 45% of secondary education officers opted not to express any views on the question.

The district and upazila education officials identified the following problems:

- Training insufficiency: Inadequate training of teachers in utilizing blended learning methods.
- Materials insufficiency: Shortage of materials necessary for implementing blended learning.
- Classroom space constraints: Lack of appropriate classroom space hindering the effective implementation of blended learning initiatives.
- Power shortage: Reports of electricity-related issues were made by 9% of officials.
- Understanding challenges: More than a quarter admitted to lacking a proper understanding of the challenges associated with using ICT-based blended education.

Key Conclusions: Official's views about actions to bridge learning gaps

- The most frequently mentioned action deemed important as a remedial step was to involve parents by organizing parents' meetings. Approximately a third (31.3%) of officials highlighted the provision of additional classes as an initiative aiding students in catching up on missed content and receiving additional support. However, 12% of primary level officials and nearly double of that proportion at the secondary level were unable to recall the major guideline points and action priorities.
- Officials, particularly at the upazila level, observed various negative changes among students, including lack of concentration in class, poor study habits, and strained interactions with peers. They attributed these changes to the mental health effects of COVID-19 isolation and disruption of social life.
- Regarding the implementation of key guideline points to bridge learning gaps, about half of the officers believed that implementation was carried out properly. This situation reflects a judgment of whether the glass is half-full or half-empty.

- When questioned about general instructions from the central level regarding bridging learning gaps and recovery measures, previously mentioned actions were cited. Interestingly, 25% of district primary education officers could not specifically recall the points considered as general central guidelines. At the secondary level, 40% of district secondary education officers either refrained from commenting or could not recall specific points.

C7. Empirical evidence from school and classroom visits

Classroom physical condition

- Around half of the primary school classrooms observed were rated as 'good' in terms of their condition, while the percentage rose to 57% in secondary schools based on some basic criteria of adequacy and safety, including factors such as ventilation, natural light, overall cleanliness, seating capacity for enrolled students, and safety considerations.

- The adequacy of classroom furniture, defined primarily by the seating capacity to accommodate enrolled students, was evaluated. Observers noted that approximately 90% of primary and secondary schools provided long benches and desks capable of seating four or five students in a row, all facing in one direction.

Classroom learning management

- The majority of primary schools (69%) were observed to have a good level of communication between teachers and students, with 26% falling into the fairly good category. Similarly, more than two-thirds (67%) of secondary schools demonstrated good communication between teachers and students, while one-fifth (21%) fell into the fairly good category. Approximately half of the primary and secondary school classes observed (46% and 51% respectively) were noted for practicing what may be described as 'good lesson management' by teachers.

- Around 28% of primary and 33% of secondary school classes were observed to utilize various supplementary learning materials, while a quarter of primary and 30% of secondary schools did not utilize any supplementary learning aids in the classroom.

- The presence of an ICT system (including a multimedia projector, internet access, and projection screen) was observed in the classrooms of only 11% of primary schools visited, whereas one-fourth (25.4%) of secondary schools had ICT and related materials available. Notably, these resources were more prevalent in urban areas (22.2%) and City Corporation areas (20.8%), while rural schools (13.6%) were observed to lag behind.

School buildings

- Just under three-quarters (73%) of primary schools possess a building. Among the remaining schools, some have a building along with a tin-roofed shed to accommodate all students, while others solely rely on sheds for all classrooms.

- Approximately 58% of secondary schools have a dedicated building, while the remaining schools generally consist of a combination of buildings and sheds.

- Boundary walls were found to be present in 58% of primary schools and 73% of secondary schools. Urban areas and cities exhibited higher rates of boundary wall existence.

- Less than half of primary schools (45%) and two-thirds (67%) of secondary schools provided accessible facilities for physically challenged individuals. Among those schools with such facilities, only a minority (28% of primary and 45% of secondary schools) have made arrangements to assist people with disabilities in participating in school activities.

Water, Sanitation and hygiene in schools

- Wash blocks were observed in at least three-quarters of schools at both primary and secondary levels. Urban areas and cities exhibited a higher prevalence of washblocks compared to rural areas.

Playgrounds and open space

- Overall, a large majority of schools at the primary level (nearly 72%) and secondary level (nearly 88%) are equipped with a playground or open space. However, in City Corporations, only 58% had this facility compared to 89% in rural areas. Even in rural areas, more than 10% of schools did not have an open space or playground within their premises. Additionally, in some cases where open space or grounds existed, they were not suitable for children to play.

- It was observed that approximately 58% of primary schools and 69% of secondary schools provided sports materials for their students. Urban schools exhibited a higher prevalence of sports materials provision compared to the other two clusters.

Laboratory and library

- Separate science laboratories are not expected in primary schools, but they are considered essential in secondary schools. Among the schools visited, just over two-thirds (67.2%) of secondary schools were found to have a laboratory. However, only 28% of rural high schools have a laboratory facility, which usually consists of one room equipped with science experiment and study materials.

- Only a third of primary schools had a library, which typically comprises one or two shelves or cabinets where books are stored for student borrowing. In contrast, over 80% of secondary schools have a library, mostly consisting of a few cabinets or shelves rather than a separate room with reading and browsing facilities. Cities tend to offer more library facilities compared to rural and other urban areas.

Other observations

School uniform: Primary schools typically require students to wear a school uniform. However, observations show that in two-thirds of the primary schools visited, all students adhere to this requirement. In 30% of schools, the majority of students wear uniforms, while in the remaining schools, the rule is not enforced, and most children do not wear the uniform. At the secondary level, almost 60% of schools have all students wearing uniforms, while in a third of the schools, the majority do, and in the rest, the use of uniform by students appears to be optional.

School meal: School meals have been provided in a small proportion of government primary schools. While the government has agreed in principle to expand this provision to all primary schools, implementation has not yet begun. Among the schools visited, nearly 5% of primary schools and 8% of secondary schools had a mid-day meal program, initiated by the schools themselves.

Sticks in classroom teachers' hands: Although physical punishment of students by teachers is prohibited by law, observations reveal that in 9% of primary schools and 16% of secondary schools, some teachers carry sticks into the classroom. While no actual use of the stick for punishing students was observed, these instances suggest that old attitudes and habits regarding discipline in the classroom persist.

Assembly to begin the school day: The school day typically begins with students and teachers gathering in an assembly, where various activities take place, such as a brief physical training routine, singing of the national anthem, delivering a short inspirational speech, or making important announcements. It was noted that around 97% of primary and secondary schools regularly conduct such assemblies, a practice observed across geographical regions.

Key conclusions from empirical observations of schools and classrooms

- Less than 10% of schools provided face-to-face seating arrangements with movable chairs and desks, allowing flexibility for group work. While some attention is given to classroom décor in primary schools, such as educational charts and pictures on the wall, this aspect receives little focus in secondary schools.

- A negligible proportion (1.5%) of primary schools equipped with multimedia equipment used ICT in the classroom. Similarly, only 11% of secondary schools used ICT equipment to some extent. This indicates a significant gap between the reported availability of facilities and their actual use on the ground.

- Applying modest criteria, it was found that a quarter of primary schools and just over half of secondary schools had inadequate buildings. Additionally, less than half of primary schools and over a quarter of secondary schools lacked boundary walls. Access facilities for people with physical disabilities were provided in less than half of primary schools and two-thirds of secondary schools.

- The functionality of WASH (Water, Sanitation, and Hygiene) blocks was generally high, with over 95% of blocks functioning properly. However, issues were observed regarding separate toilets for girls in about a quarter of primary schools.

- A quarter of primary schools and 12% of secondary schools did not have a playground. Even in schools with playgrounds or open spaces, many lacked usable facilities and sports materials.

- The majority of primary schools lacked a library or provision for storing and distributing reading materials, with a similar situation observed in 20% of secondary schools. Additionally, almost three-quarters of rural high schools lacked a science laboratory.

- There is a noticeable geographical disparity in school facilities, with urban and city corporation areas generally faring better. However, about one in eight schools in rural areas require significant improvement to ensure they provide safe and conducive learning environments. Improving facilities to make them accessible to children with physical disabilities remains a significant challenge.

D. Recommendations

Recommendations regarding policies and strategies to overcome the post-pandemic consequences on children's learning and to move forward with recovery and renewal are provided below. These are based on the findings and conclusions from the analysis of the multiple learning challenges presented above. These relate to seven major themes discussed in the findings and the conclusions presented above.

- Not letting children giving up on their education – bringing back the dropouts and the excluded;
- Helping students coeg with post-pandemic learning challenges;
- Supporting and offering incentives for teachers;
- Lesson and time management in class and teachers' autonomy;
- Mitigating the education cost burden of families;
- Initiating ICT-based learning and the blended approach; and finally,
- National level enabling measures to create conditions for implementing other measures.

Recommendation 1: Addressing dropout and exclusion

The global pandemic and its aftermath have starkly highlighted existing educational disparities, leading to the exclusion of a significant number of underprivileged children from accessing schooling. To confront this challenge and foster inclusivity in basic education, it is imperative to implement comprehensive policy and strategic interventions. The primary objective should be to identify and mitigate the specific circumstances and root causes of dropout among these vulnerable populations. This endeavor should encompass the following key elements:

- *Financial support:* Extend stipends and targeted financial assistance to mitigate the economic barriers preventing children from re-engaging with education.
- *Eliminate discrimination:* Eradicate provisions that discriminate against married girls from accessing stipends, thereby ensuring equitable access to educational support for all.
- *Academic assistance:* Offer additional academic support to returning students, leveraging the assistance of local volunteer teachers to complement regular teaching staff and address learning gaps.
- *Parental engagement:* Establish effective communication channels with parents to cultivate their involvement and support in their children's educational journey, fostering a conducive home-learning environment.
- *NGO partnerships:* Forge strategic partnerships with local education-focused non-governmental organizations (NsOs) to mobilize resources and support for diverse educational initiatives aimed at addressing dropouts.
- *Local planning:* Develop comprehensive plans at the upazila and school levels, fostering collaboration with education NGOs, local government entities, school committees, and teachers' organizations. This collaborative approach will enable the assessment of the situation and the design ntervention strategies aligned with local needs and contexts.

- *Resource allocation:* Ensure the allocation of adequate budgets and resources to schools and upazila levels, including provisions for partnering with education NGOs. This will facilitate the effective implementation of intervention programs aimed at addressing dropout and exclusion, ensuring equitable access to quality education for all children.

Recommendation 2. Meeting post-pandemic learning challenges

The persistent repercussions of the pandemic and subsequent disruptions to life, the economy, and education continue to loom large and must not be underestimated. It is crucial that policies and actions are devised and executed at the central, local, and school levels to address learning gaps and implement recovery measures effectively. Key elements of this strategy should encompass:

- *Assessment of learning gaps*: A thorough evaluation of students' learning lags should be conducted, comparing their current proficiency levels against established benchmarks for grade-level competence in core subjects such as Bangla and Math at the primary level, and including Science and English at the secondary level.

- *Tailored support for students*: Students should be provided with appropriate support based on the severity of their learning gaps, with interventions including additional classes and targeted assistance.

- *Development of assessment tools*: A user-friendly tool for assessing grade-level learning gaps in core competencies should be developed. Selected teachers from schools should receive training on utilizing this tool effectively and organizing remedial learning sessions.

- *Engagement of volunteer teachers*: To bolster the teaching-learning capacity of schools, local volunteer teachers should be enlisted in collaboration with education-focused NGOs.

- *Allocation of budgets and resources*: Adequate budgets and resources must be allocated to schools, with additional provisions to support initiatives aimed at reintegrating dropout students into the educational system.

- *Integration of ICT-based learning*: ICT-based learning methodologies should be leveraged to enhance teachers' skills and facilitate the learning process for students as part of the broader learning recovery and renewal efforts.

Recommendation 3. Providing support and incentives for teachers

Workload and adequacy of the number of teachers should be assessed and the policy adopted for compensating teacher shortages, providing incetives for extra work and engagement of volunteer teachers as required. The specific steps may include:

- *Evaluation of teacher roles and workload:* Teachers' responsibilities and workloads should be evaluated in light of various recovery and remedial activities, such as reintegration of dropouts, addressing learning gaps, and engaging with parents.

- *Financial incentives:* Teachers should be offered financial incentives for undertaking additional tasks such as conducting extra classes, maintaining communication with parents, making home visits, and participating in additional training and orientation programs.

- *Engagement of local volunteers:* Local volunteers can be enlisted to support teachers in their supplementary activities. This could involve selecting, orienting, and supervising

volunteers in collaboration with local NGOs, thereby enhancing teachers' capacity to fulfill their roles effectively.

Recommendation 4: Enhancing classroom learning management and teacher autonomy

Effective classroom learning management and empowering teachers with autonomy are crucial factors in addressing dropout rates and overcoming ongoing learning challenges. Attention must be directed towards addressing longstanding pedagogical issues within the school system, including teacher skills, motivation, professional development, and classroom conditions conducive to effective teaching. An example of the top-down, highly centralized school management approach is the inflexible class routine of 35-40 minute lessons, which restricts variation and hampers effective teaching and learning, particularly in activities such as group learning and project work, essential components of experiential learning emphasized in the new curriculum.

-   *Flexible time and lesson management:* A shift towards flexible time management and lesson planning in classrooms is necessary to promote effective teaching and active student engagement. Departing from rigid, centrally prescribed time slots will allow for more dynamic and interactive teaching-learning experiences.

-   *Teacher autonomy:* Teachers must be provided with orientation and support to exercise autonomy in the classroom, facilitating effective learning and student engagement. Empowering teachers to make instructional decisions tailored to their students' needs will enhance the overall quality of education delivery.

Recommendation 5: Supporting families and alleviating financial burdens

The escalating costs associated with private tutoring, coaching services, commercial guidebooks, and various school fees have significantly strained families, exacerbating disparities and exclusion in educational opportunities. To address these challenges and alleviate the economic burden on families, targeted measures must be implemented while promoting equitable access to education including:

-   *Monitoring and guidance*: Implementing monitoring mechanisms to ensure classroom activities effectively reduce the need for private tutoring and guidebook reliance. Collaborating with parents and teachers to steer students away from memorization-based learning towards more comprehensive understanding.

-   *Additional support for lagging students*: Providing extra lessons and personalized assistance for students who are falling behind in their studies, ensuring they receive the necessary support to succeed.

-   *Fee regulation*: Enforcing regulations to control and eliminate both formal and informal fees charged by schools, thereby easing the financial burden on families and fostering greater accessibility to education.

-   *Expansion of school meal programs*: Introducing and expanding school meal programs in primary schools, and offering subsidized, nutritious meals at the secondary level with support from public budgets. This initiative aims to address food insecurity among students and promote their physical and cognitive well-being.

Recommendation 6: Advancing ICT-based learning and implementing the blended approach

Significant investments have been made in ICT-based learning and multimedia devices, with distance learning emerging as a vital tool for maintaining student engagement during the pandemic-induced school closures. Experience has shown that the blended approach, which seamlessly integrates both distance and in-person modes of learning with teachers serving as mediators between learners and technology, yields superior outcomes and helps bridge the digital divide. However, the anticipated results from these investments in technology and training have yet to materialize fully. To effectively expand the blended approach, the following measures are imperative:

- *Increased investment*: There is a need for larger investments in expanding the blended learning approach, encompassing connectivity, hardware, digital learning content, maintenance, technical support, and comprehensive teacher preparation and support as facilitators between technology and learners.

- *Coordinated planning and implementation*: Rather than the current disjointed and fragmented approach to integrating digital technology in education, there is a necessity for cohesive planning and implementation strategies. This involves integrating hands-on teacher preparation with digital content aligned with the curriculum, alongside provisions for connectivity, appropriate hardware, and technical support for system maintenance. This coordinated approach is crucial for achieving improved learning outcomes.

Recommendation 7: Facilitating national-level policies and actions

The recommendations outlined above for actions at the school, community, and local levels, involving various stakeholders can be effectively implemented within a supportive framework of national-level policies and conducive conditions set by decisions at the highest level of governance. These policies and actions must receive political endorsement at the highest echelons of leadership. Key measures include:

- *Increased public budgetary support*: It is imperative to allocate larger public budgetary support to enable schools to cover the costs of additional activities and alleviate the economic burden on disadvantaged families. Reversing the declining trend in real terms of available public education resources is essential, ensuring that resources are distributed to schools based on their enrollment size.

- *Promoting teacher autonomy*: National-level policy decisions should promote greater teacher autonomy and flexibility within the classroom, allowing educators to manage lessons and learning time effectively while adhering to the curriculum framework. Schools and teachers demonstrating superior outcomes should be empowered with increased authority and responsibility.

- *Fostering partnerships*: National policies and the mindset of policymakers and decision-makers must evolve to facilitate and encourage partnerships between the government and non-state actors, particularly education-focused NGOs. Collaboration between these entities can drive the implementation of collaborative activities outlined in these recommendations.

- *Prioritizing digital initiatives*: Within the overarching policy framework of "Digital Bangladesh" and "Smart Bangladesh," priority should be given to expanding connectivity, hardware accessibility, digital content, ICT-based learning, and the blended approach, with a focus on efficacy and outcomes. Measures may include establishing free Wi-Fi hotspots in educational institutions, providing subsidized devices and Internet connections for students, and fostering collaboration with private sector technology and digital service providers to promote widespread adoption of ICT-based learning.

In conclusion, enabling national-level policies and actions is essential for the successful implementation of the recommended strategies at various levels of the education system. By allocating adequate resources, promoting teacher autonomy, fostering partnerships, and prioritizing digital initiatives, we can create an enabling environment conducive to achieving educational equity, excellence, and innovation.

Chapter **1**
Introduction

- Study objectives
- Literature review
- Layout of the report

Indroduction

Bangladesh, a densely populated country in South Asia, has a rich history and a dynamic culture that extends over millennia. Various historical, social, and political factors have shaped its education system. The education system of Bangladesh is a multifaceted structure that plays a pivotal role in the nation's socio-economic development. Comprising primary, secondary, and tertiary levels, it has witnessed substantial growth and evolution in recent decades. Despite challenges in access and quality, the government's commitment to education, evidenced by initiatives like stipends and free textbooks, has expanded educational opportunities, particularly at the primary level. Furthermore, the country has made strides in achieving gender parity, reflecting its commitment to inclusivity. However, the system grapples with disparities in educational quality, high dropout rates at the secondary level, and infrastructure limitations, particularly in rural areas.

Bangladesh has celebrated its fifth decade of independence by setting the goal to be a developed country by 2041. The education system of Bangladesh is large, comprising some 150,000 institutions, 40 million students and more than one million teachers. Primary and secondary level institutions naturally form the bulk of the system, with approximately 19 million students in primary education and twelve million at the secondary level (including government-recognized madrasahs). Basic education development in the country is guided by the Compulsory Primary Education Act 1990, the EFA National Plan of Action (NPA) I and II, the National Non-Formal Education Policy 2006, National Education Policy 2010, the National Skills Development Policy 2011, the Eighth Five-Year Plan and the Vision 2041, a perspective Plan. Various initiatives in basic education like Primary Education Development Program (PEDP) 1, PEDP2 and P0EDP3 were implemented, and PEDP4 has been under implementation to fulfil the relevant SDG4 Goals and targets, at least at the primary level.

Over the past decades, remarkable progress has been made in Bangladesh's education system (both primary and primary) of enrolment, attaining gender parity and making education horizontally accessible to all. Bangladesh Education Statistics 2022 showed GER 110.48% and NER 97.56% in primary education, with 13.95% dropout. It also showed GER 76.10%, NER 73.76% with 35.98% dropout in secondary education. Quality is at the heart of education, and what takes place in classrooms and in the learning environment is critical to the future well-being of children, young people and adults.

It is generally agreed that the conventional ways in the educational system will no longer be relevant in the COVID-19-driven new normal. Thus, blended education integrating technology is seen as a key element in Bangladesh's path to attain quality education, skills, and human resource development to face new challenges. A total of 13 ministries under the leadership of the Ministry of Education are working on the Blended Education and Skills Master Plan.

The government has developed a new curriculum keeping in view the skills and capabilities on demand in the national economy and the international markets. Education from primary to higher secondary level will undergo a significant shift. According to the plan, the new curriculum for classes I, II, and VI, VII has been implemented from 2023 and is to be introduced in all classes by 2026.

Despite the efforts to improve, the quality of education remains a concern. Many schools need proper infrastructure, qualified teachers, and necessary teaching materials. Though the enrollment rates have increased, ensuring universal and inclusive access to education remains a challenge, especially in remote and disadvantaged areas. Major barriers such as poverty, patriarchal norms, and lack of transportation in many parts of the country hinder children's access to schooling.

The COVID-19 pandemic has significantly impacted education systems worldwide, resulting in school closures and disrupting the education of millions of children. Bangladesh was no exception, with one of the longest school closures of 18 months. It can be argued that learning loss is a phenomenon that occurred even before the pandemic. However, the pandemic exacerbated the degree of learning loss, given that schools were closed and most learners could not continue learning virtually.

The impact of pandemic consequences has been multi-faceted -- with low resilience to shock added to already low learning outcomes and high dropout rates. The most vulnerable children, especially those unable to access remote learning, were at risk of not returning to the classroom and even being forced into child marriage or child labour. School closures in Bangladesh from March 2020 to September 2021 and again in February 2022 have disrupted the education of around 37 million children. The cessation of schooling also exacerbated worrying gaps in basic literacy and numeracy skills that existed before the pandemic (UNICEF, 2021). The students affected by COVID-19 included children from ethnic communities, who are disadvantaged in various ways. A UNICEF 2021 report mentioned that about '56 per cent of students were not participating in online lessons or Sangsad TV, which was 'more evident among the students of ethnic minorities (75 per cent).'

World Bank, UNICEF and UNESCO estimated that the learning poverty rate may have reached 70 percent in low- and middle-income countries, "given the long school closures and the ineffectiveness of remote learning to ensure full learning continuity during school closures." There has been limited evidence available on the extent of learning loss due to the pandemic. A government study by the Bangladesh Examination Development Unit (BEDU) under Dhaka Education Board showed that 80 percent of class-8 students suffered significant learning losses in Bangla, the first language of most students, compared to expected grade level competency. In comparison, about 76 percent students in the same class had suffered losses in English and 69 percent in Mathematics.

According to a recent study by NCTB, school closure due to COVID-19 had a substantial learning loss to primary students, and class-V students were the worst affected among them. The average English learning rate for the class-V students came down to 36% after the closure, while it was about 49% before the closure in comparison to expected grade level benchmarks. There was a significant change in the average learning rate of students in the same class between 2019 (68.03%) and 2022 (51.60%) in the subject of Bangladesh and Global Studies (social studies).

The study mentioned that about 48% of class-V students with a severe and moderate learning gap in Bangla, 61% in English, 59% in mathematics, 54% in science and 60% in Bangladesh and Global Studies. For class-IV students, it said that around 60% experience the same learning gap in Bangla, 62% in English, 59% in mathematics, 56% in science and 64% in Bangladesh and Global Studies. About 64% of class-III students went through severe and moderate gaps in Bangla, 63% in English and mathematics and 58% in science and Bangladesh and Global Studies.

In the study of Education Watch 2022 conducted by Campaign for Popular Education (CAMPE), the overall result showed that 28.9% of class VIII students could not obtain the pass mark of 33 out of 100, while it was 26.2% for class IX. Adding these percentages with those receiving D grades (33 – 39 marks), 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. This same study also showed a high dependency on private tutors or coaching -- 85% in the case of class VIII and IX students.

The digital divide in Bangladesh, as noted, became a critical issue during the pandemic, exacerbating existing socio-economic disparities. Different studies show that the lack of access to digital devices, reliable internet connectivity, and digital literacy contributed to educational inequalities, particularly affecting marginalized communities. The disparities in the quality of remote learning experiences are highlighted, emphasizing their impact on students from economically disadvantaged backgrounds. Factors such as economic pressures, challenges in adapting to remote learning, and the loss of a supportive learning environment are analyzed to comprehend the root causes of the dropout, which is a precursor of low learning outcome in Bangladesh. The struggles faced by students who had to work to support their families and the impact on motivation without the usual support and encouragement are explored.

The media reported referring to the UNESCO 2021/2 Global Education Monitoring Report, that "the average expenditure on education increased by a staggering 80% in real terms." The same report added, "Around 7% of families in Bangladesh have to borrow to send their children to school." Others noted that around two-thirds of the total cost of education is covered by households in Bangladesh, which is corroborated by GEM report that mentioned 71% of education expenditure being borne by families.

It is clearly necessary to look deeper at the issues of inequality, student attendance, dropout, and its causes, including the increased out-of-pocket expenditure for children's education. Along with the impact on students, it is also necessary to probe the impact of the pandemic and the post-pandemic challenges for teachers – how they have managed the educational crisis as well as their personal situation, coping with teaching and learning burdens after the long education gap and learning losses.

Campaign for Popular Education (CAMPE) is a national coalition of NGOs, researchers, educators and other CSOs working in education in Bangladesh. CAMPE is committed to facilitating the process of sustainable and pro-poor policy frameworks, which will, in turn, enable the achievement of SDGs with a special focus on SDG-4. CAMPE works closely with the government, policymakers, DPOs, and other national and global actors. CAMPE is the secretariat of the Education Watch Group - a civil society platform of researchers, practitioners, and activists in Bangladesh's education sector. On behalf of the Education Watch Group, CAMPE coordinates the production of the annual research-based 'Education Watch Report', presenting a civil society perspective on the progress

and challenges for achieving different national and international goals and targets, including SDG-4. A total of 20 study reports under the Education Watch series have been published so far. The reports mainly reviewed data obtained from national and field levels on various aspects related to literacy, primary, secondary technical, ethics and values education. The Education Watch Group, has conducted a series of studies in the name of Education Watch 2020, Education Watch 2021 and Education Watch 2022. The studies generated evidence mainly focusing on the immediate education response and the short-term and medium-term recovery plan.

Research objectives

The study was conducted to determine the drop-out situation of some selected cohorts between 2020 and 2022, tracking them to identify their present status; family-level expenditure for education; coping with the learning gaps drawing on survey data complemented by secondary sources. The objectives have been specified as follows.

1. Trace sample students' cohort enrolled in 2020 at grades II, III, and VI and their 2022 status; and examine students' transition to the next level

2. Explore out-of-pocket family expenditure burden for primary and secondary education.

3. Examine post-pandemic plans and activities for recovery and remedial including progress towards a 'blended' approach and coping with teaching-and-learning challenges.

Literature review

The preceding background encompasses relevant global and national information regarding the pandemic's educational impact. In the literature review, we briefly highlight key findings from recent studies and reports directly related to the situation in Bangladesh. These insights serve as a foundation for our current study and frame the research questions.

1. CAMPE rapid survey

- CAMPE conducted a rapid online survey involving 115 NGOs and 11 teachers' organizations.
- Findings revealed concerns about potential setbacks in education quality, equity, and inclusion objectives.
- Dropout rates were predicted to rise by 85%, child labor to increase (71%), and absenteeism to escalate (80%).
- Recommendations included a medium-term recovery plan with necessary budgetary support and a collaborative approach.

2. BRAC rapid survey

- BRAC's survey on a random sample of 1,938 students in 16 districts highlighted deep anxiety and fear among children.
- 16% of students expressed anxiety, and 18% engaged in risky behavior.
- Almost a quarter reported food shortages at home.

3. **Education impact of economic downturn**

   - The pandemic's economic downturn may exacerbate consequences on education.

   - Before the crisis, 23.9% of students' families were below the poverty line.

   - The lockdown could potentially push 7.7 million additional families below the poverty line, affecting child labor, child marriage, and sexual exploitation.

   - Pre-crisis dropout rates were 18% at the primary stage, 37.6% at the secondary level, and 19.6% in higher secondary education.

4. **Multi-pronged general education impact**

   - The Ministry of Primary and Mass Education proposed a response and recovery plan to the Global Partnership for Education.

   - This plan notes the broad-ranging impact of the Covid-19 pandemic on the school system and actions needed.

5. **Covid-19's education consequences**

   - The Ministry of Primary and Mass Education anticipated learning loss, inequality, increased dropout rates, and challenges in non-formal education.

   - Child labor, youth unemployment, safety, psychosocial issues, and uncertainty in non-formal education were also highlighted.

6. **Impact on student learning**

   - School closures since March have affected nearly 38 million students in Bangladesh, causing learning loss.

   - Virtual classes were less effective, especially in high-poverty schools, exacerbating educational inequities.

   - Access to alternative learning approaches is limited, with potential setbacks in reading competency.

7. **World Bank study**

   - Access to radios, computers, and televisions is limited, particularly among the poorest families.

   - The Learning Adjusted Years of Schooling (LAYS) may decrease due to COVID-19-related school closures.

8. **BRAC study on student challenges**

   - A BRAC study reveals challenges such as lack of direction, food poverty, unsupportive families, and mental health issues among students.

The above studies collectively portray a complex educational landscape, emphasizing the need for targeted interventions to mitigate the pandemic's impact on various aspects of education in Bangladesh.

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 (three to nine) present the findings on specific issues explored through the study, including dropout, out-of-pocket-expenditure, recovery and remedial learning status, blended learning approach, inequality and learning gap. The final chapter present conclusions based on findings and related recommendations for policy and action priorities.

- 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
- Ethics and safeguarding
- Limitations of the study

Methodology and limitations

The Education Watch Study 2023 has examined the prolonged cessation of learning for children and its impact: updated status of dropout, learning loss, status of blended learning approach, out-pocket-expenditures and understanding and applying 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 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- were interviewed on the present situation as it existed and their perception of the post-COVID education situation. The nationwide sampling allowed the coverage of administrative and geographical diversity considering the rural and urban areas, including char, haor, tea garden, low-lying areas, slums, and ethnicity.

Data were collected from households and schools, both primary school and secondary schools. 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 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. Primary and secondary-level students, teachers, parents, government officials, and civil society members will be the respondents.

Study the full Register Books of 3 classes in 128 Schools → In each class of each School, randomly choose 2 drop outs and 2 continuing students → Collect secondary data for assessing learning challenges for the selected continuing students → Trace HH of the selected drop out students and administer generic learning challenges questionnaire / Trace HH of the selected continuing students and administer generic learning challenges questionnaire → Administer Oop ex questionnaire for every continuing students' gurdian

Table 2.1: Methodology and categories of respondent's

Method	Respondents	Number of Respondents
Survey	Students (Primary level)	995
	Students (Secondary level)	1,082
	Teachers (Primary)	195
	Teachers (Secondary)	320
	Parents (Primary)	1,194
	Parents (Secondary)	1,935
	Education officials	96
SSI	TVET Instructors, ADC (General/Education), UNO, and Head Teachers	51
KII	Senior-level Education officials, NGOs, SMCs	109
FGD and Small Group Meetings/Divisional Workshops	Teachers, SMC member, NGOs, Gov't education officials, local government and NGOs representatives	1,248
Total respondents interviewed		**7,225**

Primary data collection

Student tracking: The research methodology adopted for student tracking aims to discern the impact of COVID-19 on students' living situations, specifically focusing on factors such as dropout rates, child marriages, and instances of forced child labor. Employing a mixed-methods approach, the study has tracked 100% of students following the attendance/admission register of grades III and VI of the 2020 education calendar year. A short, structured questionnaire was developed to collect data using the student tracking methodology, and a total of 32 schools (16 government primary and 16 secondary schools) were selected, considering urban, rural, and other geographical diversities from 16 districts.

Face-to-face interviews: The survey followed a structured interview schedule covering the key questions, which took, on average, 35 minutes. Thirty-six 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, private schools that follow the national curriculum and students who dropped out during the COVID-19 pandemic.

Focus group discussions: The study included 16 FGDs guided by the senior research team members following a preset guideline for discussion. On average, around 13 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 109 KIIs were conducted with community leaders, district and upazila-level education officials, and health officials. Other interviews were conducted among

the TVET instructors, ADC General/Education, UNO, and head teachers using semi-structured questionnaires.

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.

Secondary data

The secondary sources for the study were the existing literature such as research reports, program reports and studies, and reports of national academic and advocacy organizations and 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, 2021 and 2022, as indicated in references and bibliography.

Sampling frame

A randomly selected, statistically representative sample of participants, including students, teachers, parents/school committees, education officials, and local NGO personnel from all 8 Divisions of the country, served as the primary data sources. The respondent sample encompassed students from both primary and secondary levels.

Six distinct tools were developed for the purpose of quantitative data collection. These tools were designed to address various aspects, such as student tracking, the reasons for dropout, post-pandemic challenges faced by students, measurement of out-of-pocket expenditure, remedial plans, progress made towards a 'blended' approach, and the teacher-student dynamics during the process of coping with teaching and learning after an extended hiatus.

The student tracking data was gathered from primary and secondary students enrolled in grades III and VI in the year 2020. Information pertaining to dropout rates and post-pandemic challenges faced by current students was collected from grades IV and V in government primary schools, as well as grades VIII and IX in secondary schools. To conduct the student tracking, 32 schools (comprising 16 primary and 16 secondary schools) were strategically chosen, taking into account the urban and rural contexts across 16 districts. A comprehensive household survey covered 100% of students. The household expenditure mapping methodology was employed to quantify the out-of-pocket expenditure. Other respondents were teachers, parents, SMCs, education officials at the upazila and district levels, local NGO personnel involved in education, etc. The technical study group helped refine the sampling frame and the sample size.

A two-stage sample selection approach was employed for the study. In the initial stage, two upazilas were randomly chosen, and from each upazila, four schools (comprising two primary and two secondary schools) were selected through a lottery process. The second stage involved the selection of urban and rural school clusters, along with sample students and other respondents. With guidance from CAMPE member organizations and adherence to study design criteria, a total of 57 clusters were identified. One criterion focused on ensuring representation from communities with varying economic and educational levels, as determined by the local facilitating organization's

knowledge. A cluster, defined as a contiguous neighborhood with sufficient size to accommodate the required student samples, served as the unit of selection. To enhance the robustness of the findings, triangulation was applied, integrating information, views, and perceptions from diverse respondent groups. The construction of tools and the subsequent analysis were guided by the research questions within the established analytical framework.

Study locations

The research encompassed eight districts, each representing one of the eight divisions, involving a total of 32 upazilas (with two selected from each district). Additionally, the study incorporated five city corporations and 57 clusters, intentionally considering both urban and rural areas. This deliberate selection took into account geographical and developmental diversity, ensuring a comprehensive and representative coverage across the study's scope.
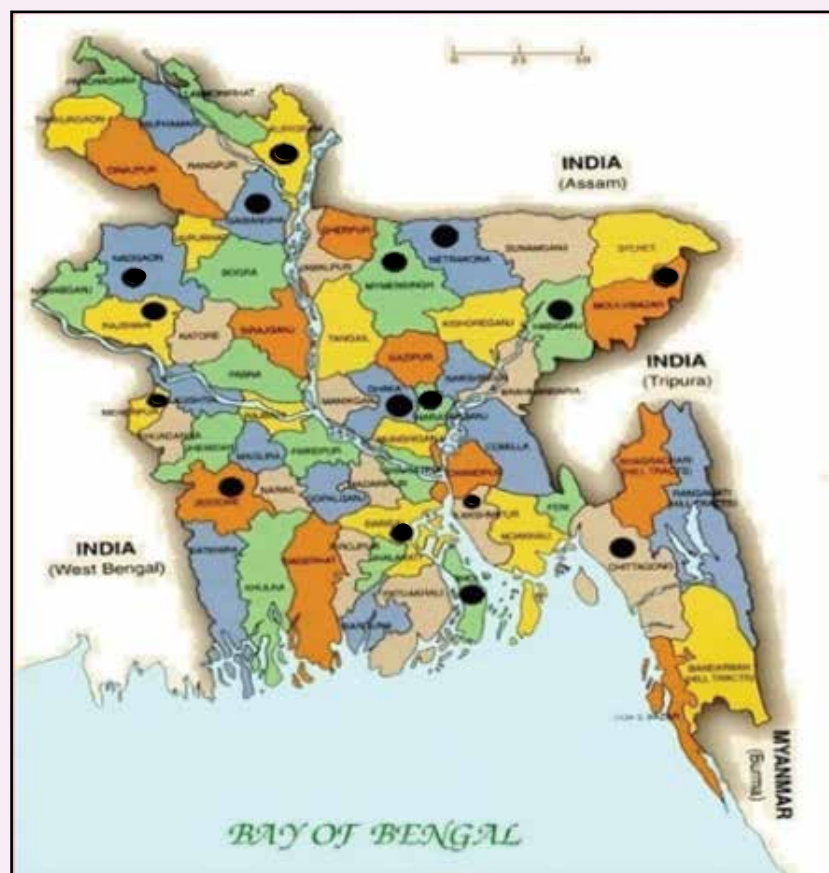
Figure 2.1 Study locations map

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/City Corporation
			Dhaka South City Corporation	
		Narayanganj	Narayanganj City Corporation	
2	Chattogram	Chattogram	Chattogram City Corporation	Urban Slum/City Corporation and rural
			Rangunia	
		Laxmipur	Sadar	
			Ramganj	

SL No	Division	District	Upazilas/City Corporation	Cluster types
3	Khulna	Jashore	Jashore Sadar	Urban and rural
			Jikorgachha	
		Meherpur	Meherpur Sadar	
			Mujibnagar	
4	Barishal	Barisal	Barisal Sadar	Urban and rural
			Bakerganj	
		Bhola	Bhola Sadar	
			Char Fashon	
5	Rajshahi	Rajshahi	Rajshahi City Corporation	Urban Slum/City Corporation and rural
			Tanore	
		Naogaon	Niamotpur	
			Badalgachhi	
6	Rangpur	Gaibandha	Gaibandha Sadar	Urban and rural
			Saghata	
		Kurigram	Kurigram	
			Rajibpur	
7	Mymensingh	Mymensingh	Mymensingh Sadar	Urban and rural
			Haluaghat	
		Netrokona	Netrokona Sadar	
			Khaliajuri	
8	Sylhet	Habiganj	Habiganj Sadar	Urban and rural
			Chunarughat	
		Moulvibazar	Moulvibazar Sadar	
			Srimangol Upazila	

Sample size and respondent types

The total number of participants in the study amounted to 7,225, as outlined in Table 2.1. Within this cohort, 2,077 individuals were students from both primary and secondary schools, with an equal distribution of boys and girls. The research also gathered information from 515 teachers, 3,129 parents, and 96 education officials, including UEO/AUEO and district-level education officials for both primary and secondary levels. Additionally, data was collected from 51 TVET instructors, ADC (General/Education), UNO, Head Teachers, and 109 senior-level education officials, NGOs, and SMCs. Furthermore, the study involved 1,248 other stakeholders, comprising SMCs, local government representatives, religious leaders, health officials, journalists, as well as senior-level district and divisional government officials through FGD, small group meetings and divisional workshops.

Figure 2.2: Study sample coverage
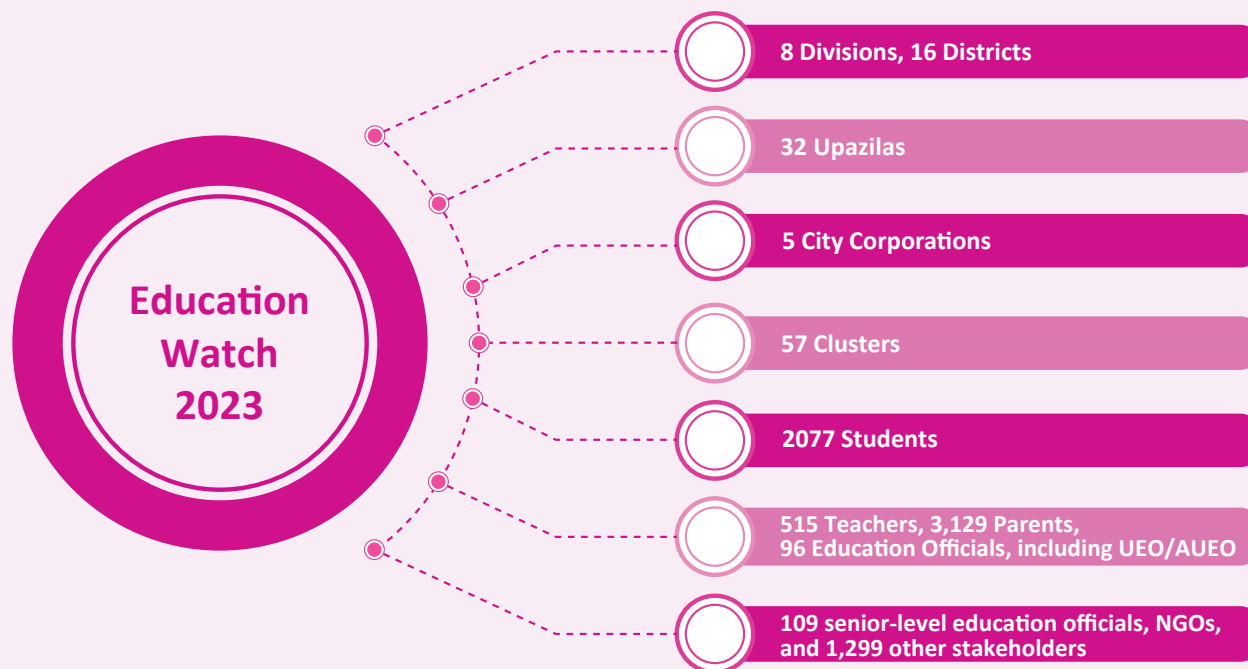
Education Watch 2023

- 8 Divisions, 16 Districts
- 32 Upazilas
- 5 City Corporations
- 57 Clusters
- 2077 Students
- 515 Teachers, 3,129 Parents, 96 Education Officials, including UEO/AUEO
- 109 senior-level education officials, NGOs, and 1,299 other stakeholders

Data quality assurance and management of the study

Orientation and training of interviewers: A team of 32 interviewers and eight supervisors were selected for their qualifications in social science and IER, along with prior field research experience. The team consisted of both male and female members. Comprehensive training was provided, covering essential knowledge and perceptions related to primary and secondary education, dropout issues, teaching and learning dynamics, out-of-pocket expenditure, teacher professional development, blended learning, ICT education, and the impact of the COVID-19 pandemic on education, including learning loss. The training also focused on the study's purpose and design, content and purpose of the interview schedule, effective interaction and communication with interviewees, mock interviews, and guidelines for fieldwork, supervision and monitoring procedures, maintaining quality control, and addressing troubleshooting scenarios. The collected data's quality was ensured through thorough checks, rechecks, cross-checks, spot-checks, and telephone verification as part of the verification process (detailed below).

Tools and instruments: A set of data collection tools was formulated and submitted to the Technical Advisory Committee for approval. Prior to their finalization, these tools underwent a pre-testing phase, during which feedback was gathered and revisions and refinements were implemented. The principal tools included a structured survey schedule, questions for assessing learning, and guidelines for conducting focus group discussions (FGD) and key informant interviews (KII).

Field work management: Eight teams, each comprising four Research Assistants and one Supervisor, were responsible for conducting data collection and learning assessments. The local partner NGOs played a crucial role in supporting the teams by assisting in the identification and contact of community clusters, in accordance with the research methodology. The Supervisors played a key role in identifying respondents and guiding the teams throughout the process.

Quality control: A protocol was established with explicit instructions for both Research Assistants and supervisors. Supervisors diligently reviewed the completed interview sheets on a daily basis and engaged in discussions with interviewers to address any issues that arose. Additionally, research assistants had continuous access to both supervisors and the broader research team for prompt resolution of problems they encountered. To ensure data quality, supervisors and research team members conducted random spot-checks on the collected data.

Data analysis: Prior to data entry into computers, thorough processes of data collection, field-level checking, and supervisors' rechecking were carried out. Data entry operators codified the filled-up questionnaires, and the data were subsequently entered into the computer using specially developed data entry forms in MS Excel. In instances of inaccuracies or errors, data entry operators communicated with supervisors or, in extreme cases, directly with respondents for clarification. A core research team member coordinated this task. For qualitative data analysis, SPSS software was utilized, and graphs and tables were generated as required.

Technical advisory group

The study was overseen by a technical expert group consisting of senior experts, academics, researchers, NGO professionals, and development partners. This technical group played a guiding role throughout the study, providing assistance from the initial design phase to the formulation and finalization of conclusions and recommendations. The Research Team significantly benefited from the technical expert group's insightful guidance, constructive comments, and valuable advice. The contributions of the technical group were instrumental in enhancing the overall quality of the study, including improvements in the design and analysis, sharpening the focus of conclusions, and enhancing the policy relevance of the recommendations.

Ethics and safeguarding

In the execution of this research survey, we accorded utmost priority to ethical considerations and implemented safeguarding measures to ensure the integrity and well-being of all participants. Before their involvement, we provided clear and comprehensive information about the study's purpose, procedures, and potential implications, obtaining informed consent. Striking a balance between transparency and confidentiality, we treated all collected data with the utmost discretion, either anonymizing or coding identifiers to preserve participant privacy. We implemented robust measures to secure the data, utilizing encrypted transmission protocols and secure storage systems. The research design adhered to ethical principles of beneficence and non-maleficence, aiming to contribute positively to education while minimizing potential harm. Vulnerable groups, particularly children, were safeguarded, and participants were consistently reminded of their right to withdraw from the study without consequence. The study underwent a thorough ethical review, marked by transparency and accountability, ensuring the credibility and reliability of insights garnered.

The study prioritized the security of participants, emphasizing principles that aimed to avoid harm. It respected the diversity of the participants, and for safeguarding information, the research team adhered to standard data and information protection protocols, using them exclusively for the research and project. Respondents were appropriately informed about their consent for participation, and the confidentiality of respondents' personal information was ensured.

In addressing potential concerns related to data protection and the security of research participants, CAMPE upheld research ethics, following its internal and legal ethical standards under data protection practices. Additionally, approval for ethical review was sought from the Institute of Health Economics (IHE) under the University of Dhaka.

Limitation of the study

While conducting this research, several challenges were encountered that influenced the scope and execution of the study. One notable obstacle was the difficulty in reaching respondents in hard-to-reach areas, hindering the representation of certain geographical pockets. The displacement of respondents due to the impact of COVID-19 presented another significant challenge, particularly in the city corporations and other large cities disrupting the planned data collection process.

Government holidays and the closure of schools during the summer vacation and Durga Puja further limited timely access to participants, impacting the overall schedule of the study. These temporal factors created windows of unavailability, affecting the ability to gather data during specific periods, which took a long time that we did not expect. In some instances, non-cooperative behavior from teachers and education officials presented a hurdle, influencing the depth and quality of information obtained. This non-cooperation, whether due to time constraints or other reasons, limited the completeness of insights that could have been gleaned from these key stakeholders.

Despite these limitations, concerted efforts were made to mitigate their impact, employing flexible scheduling, alternative communication methods, and thorough planning to optimize data collection within the constraints imposed by these challenges. It is important to acknowledge these limitations to provide a nuanced understanding of the study's context and constraints

Respondent demographics, children's schooling status and dropout

- ■ Respondent demographics
- ■ Where the students are
  - *Enrolled and out-of-school children*
  - Transition from primary to secondary
- ■ Student dropout
  - *Dropout by grade level and reasons for dropout*
- ■ Bringing dropouts back to school
- ■ What out-of-school children do

Respondent demographics, children's schooling status and dropouts

This chapter presents data regarding the study participants selected in accordance with the sample frame, including their categories, numbers, and geographical distribution. Additionally, it offers insights into the schooling status of student respondents, distinguishing between those currently enrolled in school and those who have dropped out.

Respondent demographics

The data for this study were collected from sixteen districts across eight administrative divisions in Bangladesh, namely Dhaka, Chattogram, Rajshahi, Khulna, Barishal, Sylhet, Rangpur, and Mymensingh. The comprehensive sample comprised 7,225 respondents, representing a diverse range of educational stakeholders. These included primary and secondary students, teachers at both levels, parents of primary and secondary students, and education officials. Additionally, qualitative inquiry methods such as Focus Group Discussions (FGDs), workshops, and Key Informant Interviews (KIIs) involved various participants, as outlined in Table 3.1.

During the data collection period (July to September 2023), student participants were enrolled in classes 6 and 9. It's noteworthy that these students were in class 3 and class 6, respectively, at the onset of the COVID-19 pandemic in the 2020 school year. The distribution of these students was balanced between boys and girls, and they hailed from diverse backgrounds, including rural, urban, and economically disadvantaged city corporation neighborhoods.

Table 3.1: Respondents by administrative division

Respondent	Dhaka	Chattogram	Rajshahi	Khulna	Barishal	Sylhet	Rangpur	Mymensingh	Total
Student (Primary)	109	193	109	78	188	98	141	79	995
Student (Secondary)	132	161	114	121	146	130	169	109	1,082
Teacher (Primary)	24	24	24	24	25	24	25	25	195
Teacher (Secondary)	40	40	40	40	40	40	40	40	320
Parents (Primary)	188	147	135	124	204	139	138	119	1,194
Parents (Secondary)	202	254	208	157	344	245	277	248	1,935
Education Officials	12	12	12	12	12	12	12	12	96
SSI	9	6	6	6	6	6	6	6	51
KII	32	11	11	11	11	11	11	11	109
FGD, Group Meetings, Divisional Workshops	156	156	156	156	156	156	156	156	1,248
Total	**904**	**1004**	**815**	**729**	**1132**	**861**	**975**	**805**	**7,225**

Participants were classified into three distinct groups based on the geographical characteristics of their habitation: rural, urban (excluding large cities), and city corporation. The urban category included district, sub-district, and municipality headquarters, while large cities designated as city corporations formed a separate category. The remaining areas were categorized as rural. The allocation of numbers from each category was adjusted to mirror the respective proportions within the country's population, as outlined in Table 3.2.

Table 3.2: Respondents by geographic region

Type of Respondent	Urban		Rural		City Corp.		Total
	M	F	M	F	M	F	
Student (Primary)	159	126	308	210	104	88	995
Student (Secondary)	163	169	264	280	122	84	1,082
Teacher (Primary)	19	42	30	67	2	35	195
Teacher (Secondary)	62	35	114	49	37	23	320
Parents (Primary)	103	282	162	392	109	146	1,194
Parents (Secondary)	327	301	481	440	247	139	1935
Education Officials	23	44	0	0	12	17	96
SSI	7	8	7	5	13	11	51
KII	19	18	19	14	18	21	109
FGD, Group Meetings, Divisional Workshops	385	205	157	95	211	195	1,248
Total	**1267**	**1230**	**1542**	**1552**	**875**	**759**	**7225**

Where the students are

Enrolled and out-of-school children

Given the prolonged disruption caused by the COVID-19 pandemic and its subsequent impact on education, this study aimed to assess parents' perceptions regarding their children's current school enrollment status. Specifically, the survey targeted parents of students who were in grade 3 and grade 6 during the academic year 2020, with the expectation that they would be in grade 6 and grade 9, respectively, by 2023. A total of 2,101 parents participated in the survey, comprising 729 from 16 primary schools and 1,372 from 16 secondary schools spread across 16 districts within 8 divisions.

Findings at the primary level indicate that, on average, 95.55% of the student cohort who were enrolled in school in 2020 are currently enrolled, as reported by their parents, with girls exhibiting higher enrollment rates compared to boys. Notably, the percentage of boys not attending school is significantly higher (7%) compared to girls (1.9%), reflecting a reverse gender disparity. Furthermore, *the data show that 4.5% of primary students and 6% of secondary students who were attending school at the onset of the pandemic in 2020 are currently not enrolled in any type of educational institution as of 2022*.

Figure 3.1: School enrolment status of cohort of children 2020-22
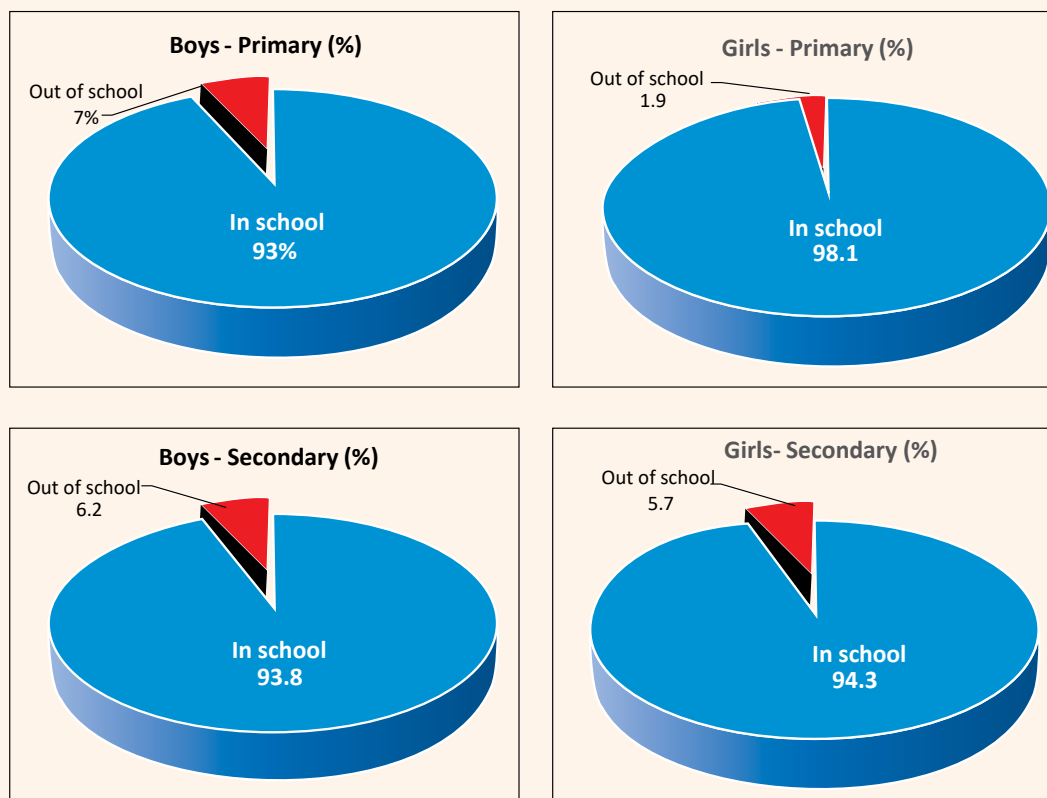
At the secondary level, parents report that 94% of students are currently enrolled in schools. A slightly higher percentage of boys (6.2%) are not attending school compared to girls (5.7%). Although the gender gap is narrower than at the primary level, the overall dropout rate is higher.

It is important to note that the dropout estimates pertain to the student cohort of 2020 for grades 3 and 6 who were not in school in 2022, rather than the total dropout rate for primary and secondary levels, which are significantly higher according to BANBEIS reports. The cumulative dropout rate over two years, as reported in this study, is likely influenced by the effects of the pandemic, as indicated by the reasons for dropout cited by parents.

Transition from primary to secondary

The analysis revealed that approximately 70% of the 2020 cohort of primary level children have transitioned to regular secondary schools. Around 21% are enrolled in schools operated by NGOs or private institutions referred to as kindergartens, some of which provide education up to the secondary level. Notably, this percentage notably increases to 35.4% in city corporation areas compared to the Urban and Rural clusters.

Approximately 3% of parents in rural areas opted to send their children to madrasahs, including Quaumi or non-government religious schools, and Aliya (government-assisted madrasas). Additionally, slightly over 3% of children either remained at the same primary school or transferred to another government primary school due to their inability to progress to high school (see Table 3.2).

Figure 3.2: Transition of 2020 primary cohort to secondary level
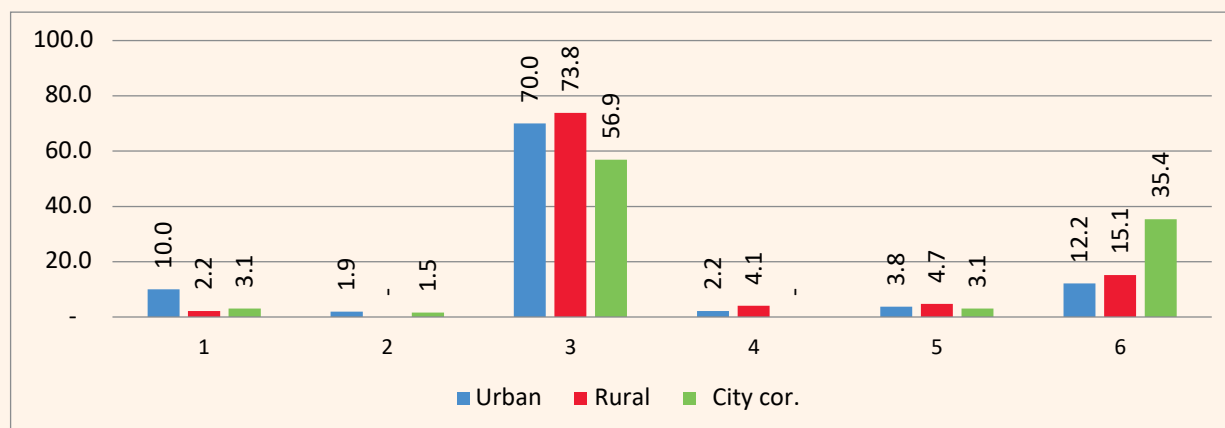
1. *Previous school*
2. *Other govt. primary school*
3. *Government/MPO affiliated secondary school*
4. *Quaumi madrasa*
5. *Aliya madrasa/Dakhil madrasa*
6. *Others (Technical school, NGO school, KG school, etc.)*

Interviews conducted with parents of grade 6 students from the 2020 class revealed that a significant majority, over 95%, have their children enrolled in high schools, either at the previous institution or another school. A smaller proportion, compared to the primary level cohort (1.7%), of students from rural and city slum areas opted for madrasahs. Additionally, slightly over 3% of students transitioned to technical and vocational schools, with a higher proportion observed in urban and city slum areas compared to rural areas (see Figure 3.3).

Figure 3.3: Cohort of 2020 class 6 secondary students' enrolment status in 2022
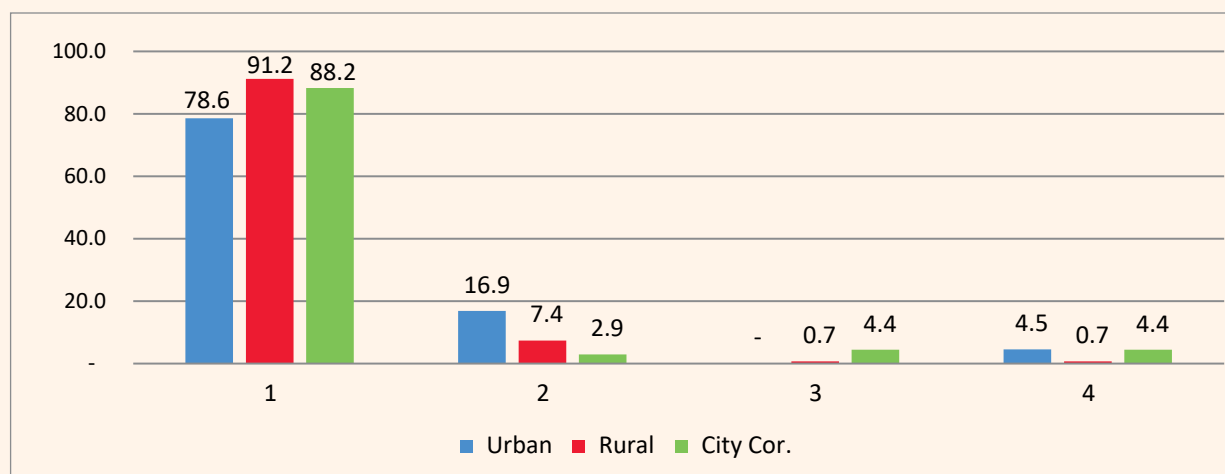
1. *Previous school*
2. *Government/MPO affiliated secondary school*
3. *Aliya madrasa/Dakhil madrasa*
4. *Others (Technical school, vocational school, etc.)*

A minor yet discernible trend of transitioning to madrasahs was observed among both the primary and secondary school cohorts of 2020. Remarkably, the shift from the primary level (6.4%) to madrasahs was notably higher than that from the secondary level. When asked about the reasons for selecting madrasahs for their children, almost two-thirds of parents cited religious considerations as a major factor, while a fifth mentioned proximity to home. A similar proportion indicated that they opted for madrasahs because, during the pandemic, madrasahs remained operational while mainstream schools were closed (data not included in this report).

Student dropout

The closure of educational institutions during the pandemic in Bangladesh disrupted conventional learning methods, posing numerous challenges for students, teachers, and educational systems. This study investigates the phenomenon of dropout at both primary and secondary levels, focusing on various factors influencing this issue. Data were collected from a total *of 1,051 children, including 482 (314 boys, 168 girls) at the primary level and 569 (293 boys, 276 girls)* at the secondary level from the 2020 cohort across 16 districts spanning 8 divisions of the country. It is important to note, as detailed in section 3.2 above, that of the student cohort of 2020, the overall proportions not attending school were 4.5% at the primary level and 6% at the secondary level. The data and discussion regarding dropout pertain to these children who have discontinued their education.

Dropout by grade level and reasons for dropout

The study surveyed students who dropped out during and after the pandemic, investigating the grade in which they ceased their education.

- At the primary level, the highest dropout rates were observed in grades 4 and 3, with approximately 36.5% and 33% of students discontinuing their education, respectively. Additionally, 22.26% of students dropped out in grade 5, while 8.2% left school during grade 2.

- At the secondary level, the most significant dropout occurred in grade 8, with 37.26% of students discontinuing their studies. Grade 7 had a dropout rate of 22.13%, and grade 6 had a more modest dropout rate of 7.13%. While dropout rates varied by grade, the average dropout rate remained relatively consistent across all three clusters, hovering around 25% (see Figure 3.4).

Figure 3.4: At what grade did students dropout
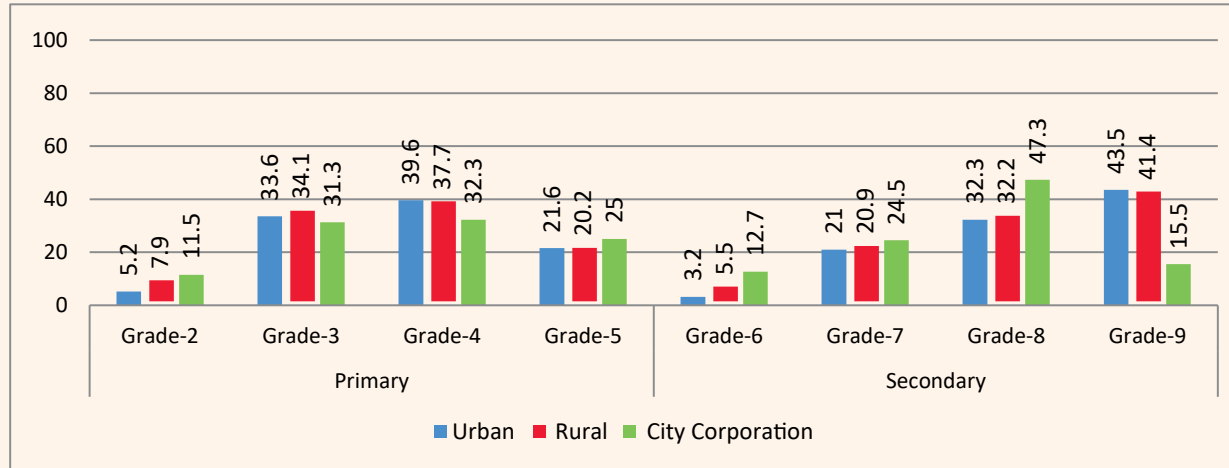
The study delved into the reasons behind dropout as reported by students. The gathered views were analyzed for both primary and secondary levels, examining differences among geographical clusters and the eight administrative divisions (refer to Figures 3.5a, 3.5b, and 3.5c). The key findings, as depicted in the figures, are summarized below

- A significant percentage of both boys and girls (76.6% at the primary level and 59.8% at the secondary level) cited financial hardships as the primary reason for their dropout. This issue was prevalent across all divisions.

- Following economic reasons, students' reluctance to continue their schooling emerged as the second most important factor leading to dropout. This indicates a negative school experience, potentially influenced by the treatment received from teachers or peers, and the overall learning environment.

- The extended closure of schools during the COVID-19 pandemic further exacerbated dropout rates, with a relatively higher prevalence observed in the Dhaka division (46%). Overall, this issue was reported as a contributing factor by approximately a quarter of the students who dropped out.

- Engagement in income-generating activities or child labor was identified as a reason for dropout by 13.7% of primary level and 21.1% of secondary level students. This trend was particularly notable in the Dhaka and Mymensingh divisions (34.5%). Additionally, the responsibility of assisting with household chores contributed to dropout, with 20.7% of primary level and 10.2% of secondary level students citing this factor.

- Early marriage emerged as a significant factor leading to the dropout of female students, especially at the secondary level. This issue was acknowledged by 3.9% of primary level and 39.2% of secondary level female students.

- Related to early marriage is the reluctance of families to support girls' education, which was cited as a contributing factor to girls' dropout, particularly prominent in certain areas like the Mymensingh division.

- Additionally, other circumstances such as school timetables, distance to school, inadequate transportation, language barriers, safety concerns during travel to school, and disabilities were mentioned as.

Figure 3.5a: Reasons behind school dropout - Students' views
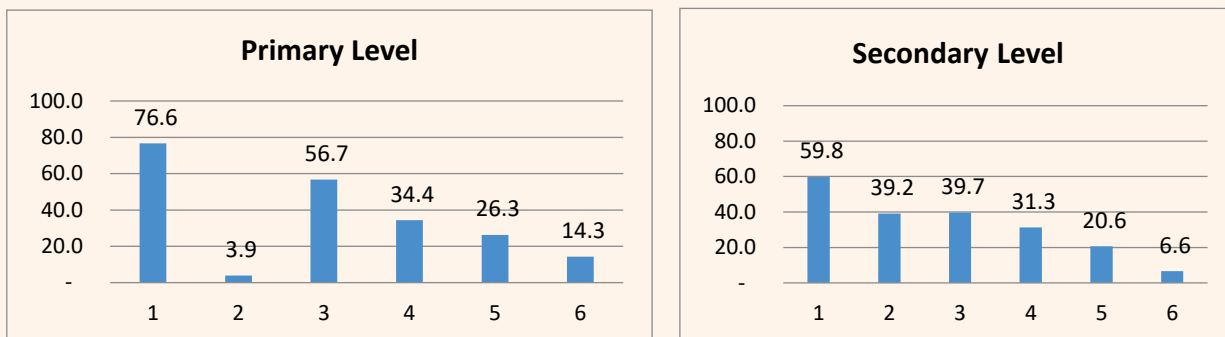
Primary Level

Secondary Level

1. Poverty,
2. Child marriage,
3. Student reluctance in education/ Reluctance in girl's education,
4. Helping with housework/Involvement in family income-generating work/child labor,
5. Closure of schools due to pandemic,
6. Others (School timetable, School distance, Poor transportation system, Language problems, Insecurity in travelling to school, etc.)

Figure 3.5b: Reasons behind school dropout by Division - students' views
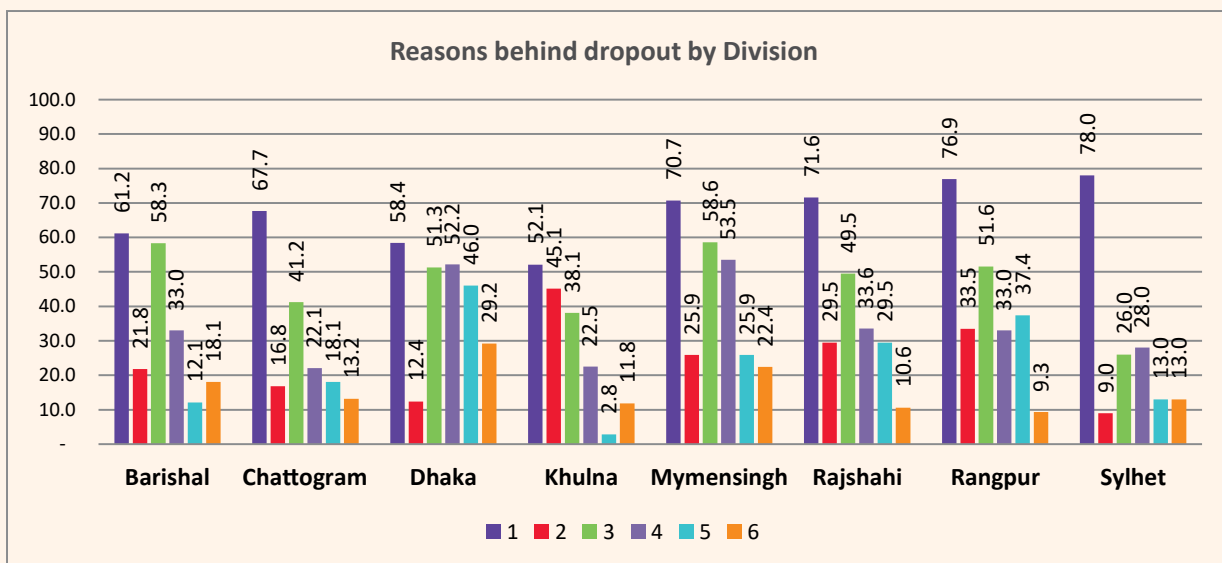
Reasons behind dropout by Division

1. Poverty
2. Child marriage,
3. Student reluctance in education/ Reluctance in girl's education,
4. Helping with housework/Involvement in family income-generating work/child labor,
5. Closure of schools due to pandemic,
6. Others (School timetable, School distance, Poor transportation system, Language problems, Insecurity in travelling to school, etc.)

Figure 3.5c: Reasons behind school dropout by geographical cluster - students' views
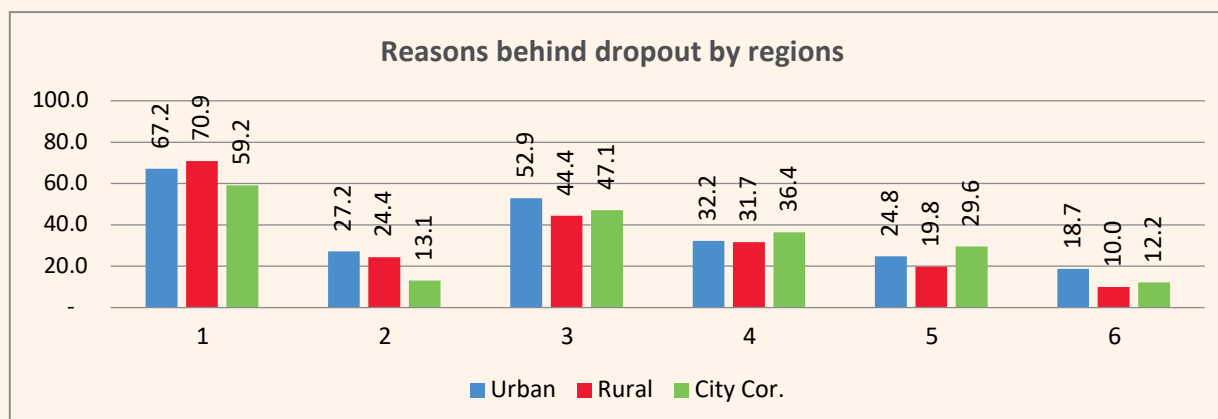
Reasons behind dropout by regions

Legend: ■ Urban ■ Rural ■ City Cor.

1. *Poverty,*
2. *Child marriage,*
3. *Student reluctance in education/ Reluctance in girl's education,*
4. *Helping with housework/Involvement in family income-generating work/child labor,*
5. *Closure of schools due to pandemic,*
6. *Others (School timetable, School distance, Poor transportation system, Language problems, Insecurity in travelling to school, etc.)*

The primary reason for school dropout, as previously highlighted, is poverty. Data regarding the family income of dropout children support this assertion. Nearly 90% of primary level dropouts in urban areas came from families with an income below Tk 15,000. Similarly, at the secondary level, almost two-thirds of dropout families had a similarly low income (see Table 3.3). On average, 67.6% of respondents at both primary and secondary levels reported a monthly family income below BDT 15,000.

Table 3.3: Family income of the dropout children

Income	Primary			Secondary		
	Urban	Rural	City Cor.	Urban	Rural	City Cor.
Under Tk. 15,000	89.6	83.3	79.2	51.6	62.3	40
Tk. 15,000- <25,000	9	15.5	16.7	36	29.3	46.4
Tk. 25,000- <35,000	1.5	0.8	4.2	10.2	8.1	7.3
Tk. 35,000- 50,000	0	0.4	0	2.2	0.4	6.4

The analysis above underscores that poverty plays a significant role in school dropout rates. However, it's important to note that dropout is not solely attributed to one factor but rather influenced by a combination of factors. While the direct number of dropouts may seem small, the underlying factors negatively impact the teaching-learning environment, affecting all students to varying extents and ultimately leading some to leave school. These dropout-inducing factors predated the pandemic but were exacerbated by the multifaceted effects of the pandemic.

Poverty emerges as a prominent cause of dropout, as children engaged in child labor often contribute to their families' income, which is crucial for their survival. Their monthly earnings vary, with 67% at the primary level and 26.1% at the secondary level reporting earnings between BDT 2000 and 5000. Additionally, 26.8% at the primary and nearly 34% at the secondary level reported incomes ranging from BDT 5001 to 8000. Furthermore, 6.2% at the primary and 40% at the secondary level indicated earnings exceeding BDT 8000. These earnings constitute a significant portion of the monthly household income for impoverished families (refer to Figure 3.6).

Figure 3.6: Monthly earning of working children
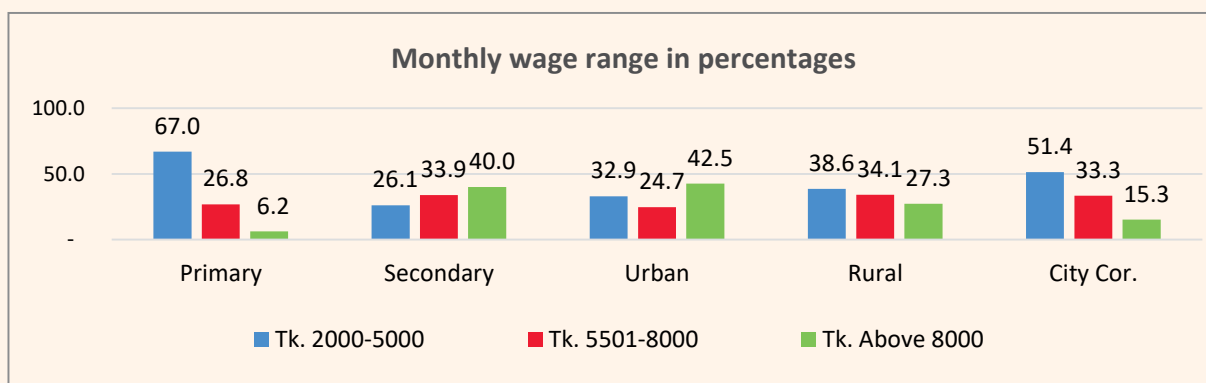
Bringing dropouts back to school

The dropout students were surveyed regarding their interest in returning to school and the potential measures that could encourage their reenrollment. The results indicate that the majority, comprising 57.1% of respondents at the primary level and an overwhelming 78.7% at the secondary level, expressed no interest in returning to school. Among the minority who expressed willingness to return, 77.3% cited financial support as a motivating factor, while a smaller proportion (21.1%) emphasized the importance of family awareness and support. An even smaller percentage (4.5% at the primary level and 2.1% at the secondary level) suggested the provision of mid-day meals and educational materials as incentives (see Figure 3.7).

Figure 3.7: Dropout children's interest in returning to school and possible initiatives
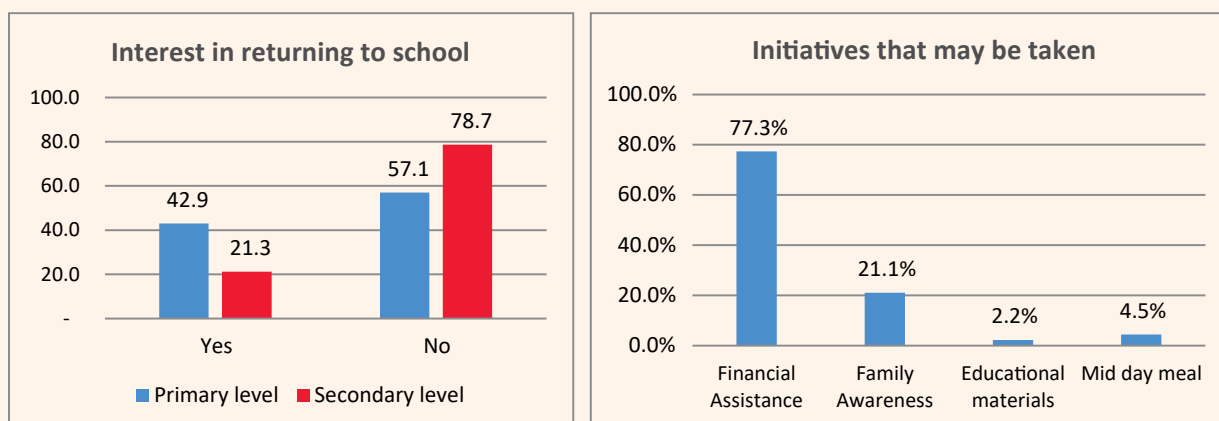
What out-of-school children do

The study provides insights into the current status of out-of-school children at both the primary and secondary levels, emphasizing their current engagement in various activities. The activities in which they are involved and their occupation are detailed in Table 3.4, as reported by parents.

Table 3.4: Type of engagement of out-of-school children

School type	Present engagement of out of school children (Percentages)				
	1	**2**	**3**	**4**	**5**
Primary	19.7	3.7	29.5	44	5.1
Secondary	30.4	39.2	14.4	15.3	0.7

1. *Engage child labour*
2. *Child marriage*
3. *Help with household work*
4. *Nothing to do*
5. *Others*

At the primary level

- Approximately 20% of out-of-school children are involved in child labor.
- 3.7% of respondents (10.7% of girls) have experienced child marriage.
- A significant portion (29.5%) contribute to household chores.
- A substantial majority (44%) spend their time idle.

At the secondary level

- Nearly a quarter (30.4%) of out-of-school children are involved in child labor.
- A significant portion (39.2%) of out-of-school respondents (with 79.35% of them being girls) have experienced forced child marriage.
- Approximately one in seven (14.4%) children assist with household chores.
- Nearly one in six (15.3%) children are not engaged in any activities.

The data indicates that a significant proportion of out-of-school children, both at the primary and secondary levels, are involved in child labor and have experienced forced child marriage (specifically girls). There is a higher percentage of out-of-school children from the secondary level engaged in child labor compared to those at the primary level. Additionally, a substantial portion of out-of-school children at both levels remain idle, while a relatively small percentage are assisting with household chores. A deeper understanding of the activities, attitudes, and expectations of adolescent out-of-school children would be beneficial in addressing their situation.

Chapter *4*

Coping with post-pandemic school challenges

- ■ Students' views about their classroom experience
- ■ Student views about teachers' classroom instruction
- ■ Family support – reliance on private tutors and guidebooks and limited on-line
- ■ Internet access for students'
- ■ Student time use at home

Coping with post-pandemic challenges

The significant impact of the COVID-19 pandemic on Bangladesh's education system, akin to many other countries, is widely acknowledged. Bangladesh notably experienced one of the lengthiest periods of school closures globally, totaling 543 days, while the average duration of closures in South Asia was 273 days. Despite the government's extensive efforts during this prolonged hiatus, many students had limited or no interaction with their educators. To explore the challenges encountered and the coping mechanisms adopted by students, structured interviews based on a questionnaire were conducted with 1,026 students randomly selected from current grades IV and V, as well as grades VIII and IX. The sample was equally divided by gender and included representation from rural, urban, and city slum areas.

Students' views about their classroom experience

The findings unveiled that just over half of the students, comprising 56.5% at the primary level and 52.6% at the secondary level, conveyed a positive perception of their new classroom experiences post-pandemic. However, a noteworthy proportion of students, accounting for 40% of primary and 46.4% of secondary students, reported challenges in comprehending lessons. A smaller percentage, representing 3.5% at the primary and 1% at the secondary level, indicated a complete lack of understanding. These findings demonstrate a consistency in proportion across geographic clusters.

It's essential to interpret the limitations and nuances of the opinions expressed by students regarding their classroom experience with caution, acknowledging the inherent characteristics and limitations of such viewpoints. School students often hesitate to voice negative opinions about teaching in the classroom or their own abilities. The fact that approximately half of the students admitted to difficulties in following lessons must be viewed as a concern. This concern is further supported by the data provided below (refer to Figure 4.1).

Figure 4.1: Student's perception on teaching in the post-pandemic classroom
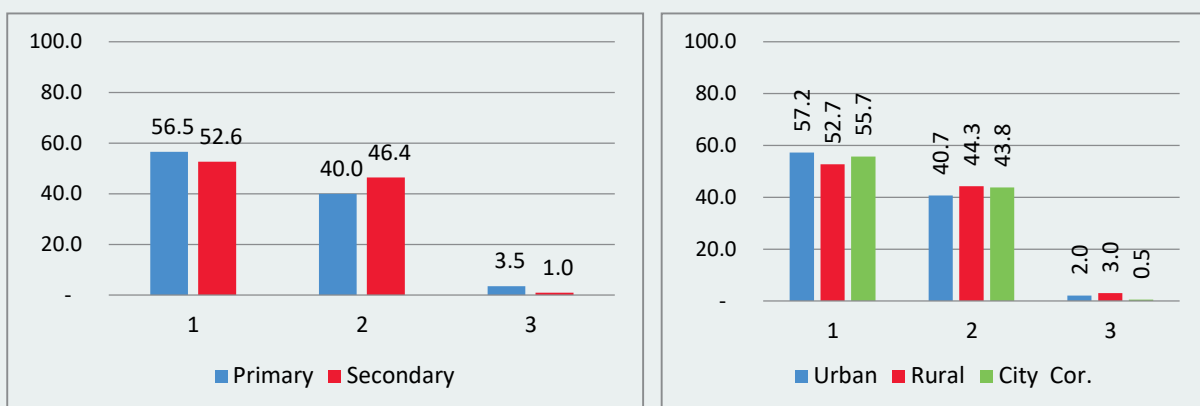
1. *Can understand well, 2. Can understand some, 3. Most of the cases can't understand*

A significant number of students at both primary and secondary levels have expressed a desire for varied teaching methodologies to enhance their comprehension. This underscores the importance of adapting instruction to accommodate the diverse learning needs of students.

- A substantial majority of students, comprising 68.8% at the primary level and 63% at the secondary level, have requested additional classroom time and more detailed explanations of lessons.

- There is also a desire for interactive learning opportunities, with 59.6% of primary and 58.1% of secondary students expressing a wish for opportunities to ask questions and participate in classroom discussions.

- Furthermore, 44.6% of primary and 52% of secondary students have shown interest in utilizing Internet and multimedia resources in the classroom.

- Collaborative group learning opportunities are also sought after, with 38.2% of primary and 49.9% of secondary students expressing interest in this approach. This reflects a growing recognition of the benefits of peer-to-peer learning and collaborative problem-solving in enhancing understanding.

The findings revealed no significant difference in proportions across the various geographic clusters, indicating that these preferences for diverse teaching styles are consistent across different regions (refer to Figure 4.2).

Figure 4.2: Teaching style preferred by students for better understanding
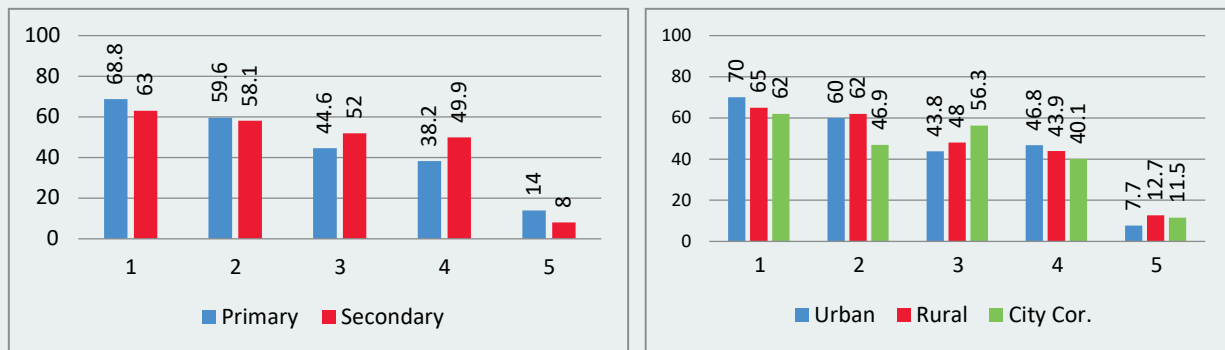
1. Spending more time in the classroom and explaining lessons
2. More opportunity for questioning and discussion in the classroom
3. Using internet and multimedia in the classroom
4. Opportunity to work on the lesson as a group
5. Other (specify).

Student views about teachers' classroom instruction

A majority of the respondents, with an overwhelming 83.4% of primary students and 85.4% of secondary students, expressed appreciation for their teachers' dedication to teaching. This acknowledgment underscores the positive influence that teachers have on their students' lives and their commitment to creating a supportive learning atmosphere. Despite this generally positive sentiment, approximately 15% of students at both primary and secondary levels held a skeptical view regarding their teachers' sincerity (refer to Figure 4.3).

Figure 4.3: Student views about teachers' attitude in classroom
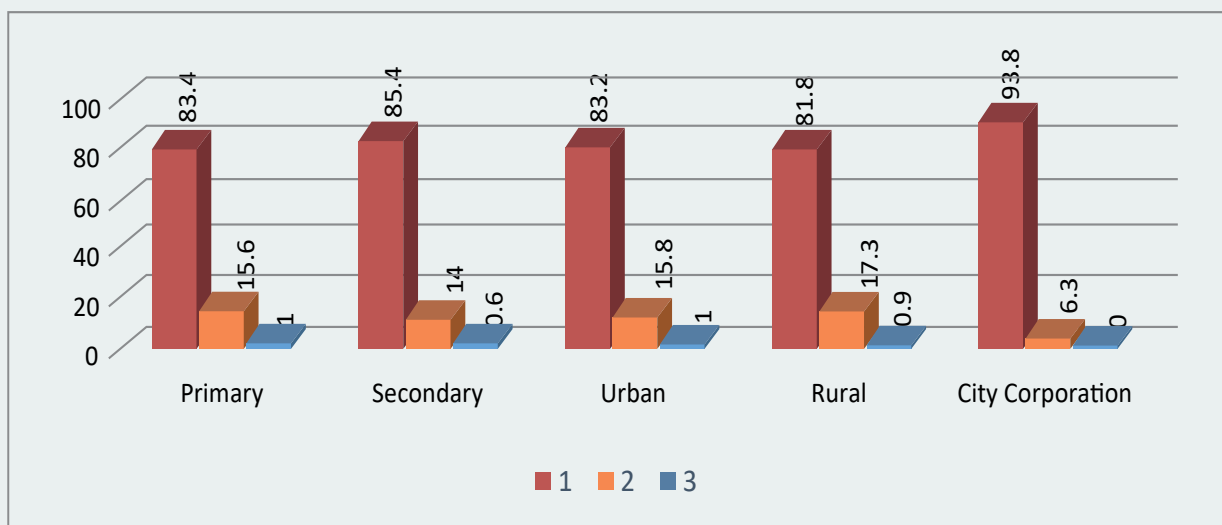
1. *Teachers teach with sincerity*
2. *Sometimes lacking in sincerity*
3. *Most of the time lacking in sincerity*

Family support – Reliance on private tutors and guidebooks and limited on-line

Due to the prolonged closure of educational institutions amid the COVID-19 pandemic, students in Bangladesh were promoted to the next grade without acquiring the requisite grade-level skills, as reported by Education Watch 2022. These school closures affected an estimated 37 million children and exacerbated pre-existing disparities in foundational literacy and numeracy skills, as noted by UNICEF in 2021. Several studies, including those conducted by NCTB, BEDU, Education Watch, and BIGD, have also highlighted the learning setbacks experienced by students due to the pandemic, potentially leading to lasting negative effects.

Families played a crucial role in supporting their children's education during the pandemic. When asked about the actions their families had taken to address their learning setbacks, students revealed various initiatives (refer to Figure 4.4):

-   Almost three-quarters of students, totaling 73.3% at both primary and secondary levels, were found to engage private tutors.
-   Roughly 17% of students received support from coaching centers.
-   Family members, including parents, played a supportive role for a substantial proportion of students, approximately 53%.
-   An insignificant number of grade repetitions were reported – the norm was to allow children to progress without any loss of the academic year, regardless of whether students acquired the necessary knowledge and skills.

51

Figure 4.4: Initiatives taken by the school and family to recover the learning loss
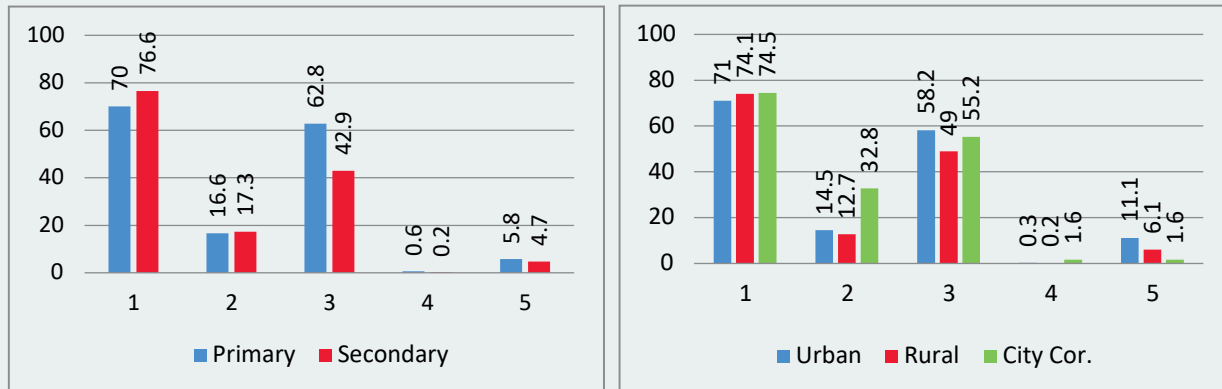
1. *Recruit of private teacher*
2. *Admission to batch/coaching centre*
3. *Support from parents or other family member*
4. *Repetition the same class*
5. *No initiative has been taken*

The study identified a widespread reliance on guidebooks as a compensation for inadequate classroom instruction. According to students, 92% of primary students and 93% of secondary students depended on commercial guidebooks, which are aggressively marketed with incentives offered to schools and teachers to encourage students to purchase them. This practice remains consistent across various geographical clusters. Guidebooks, instead of being an optional aid for students, have become an essential tool for both students and teachers as a substitute for classroom teaching (see Figure 4.5).

Figure 4.5: Dependency on guide books
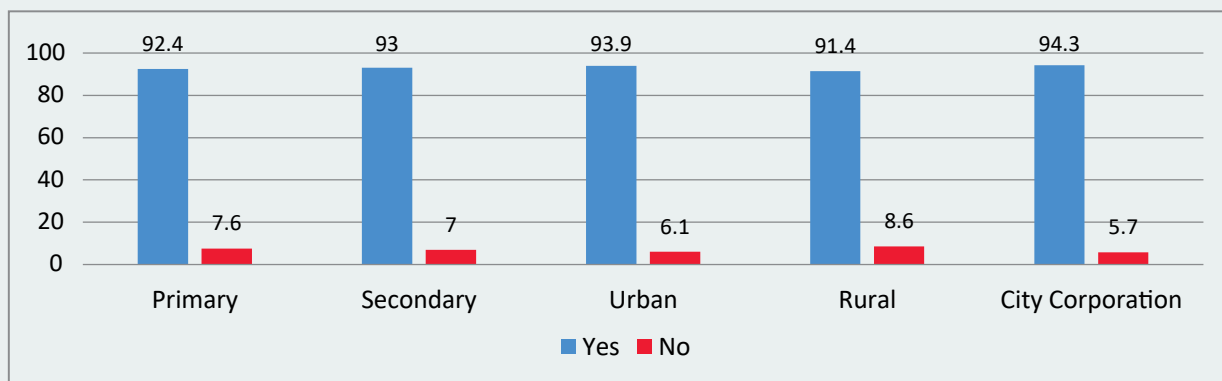
Internet access for students

According to data from the Bangladesh Telecommunication Regulatory Commission (BTRC) as of August 2023, Bangladesh has a substantial internet user base, comprising over 131.94 million individuals, including both mobile internet subscribers and broadband users. The findings revealed that slightly above 41% of primary students reported having internet access at home, while this figure rises to just over 58% for secondary students. However, the access data, while significant, do not indicate the quality of connectivity or the actual level of use. This underscores the challenges in bridging the digital divide, particularly in rural areas where internet infrastructure is underdeveloped.

Notably, internet access is higher in cities. However, regarding the use of the internet for educational purposes, only 24% of primary students and slightly over 46% of secondary students reported making use of this resource. Again, these numbers do not indicate the level of meaningful use necessary to achieve learning outcomes. Students in rural areas significantly lag behind their counterparts in other geographic clusters (refer to Figure 4.3).

Table 4. 1: Access and use of internet/online/digital materials at home

School type & Region	Access (%)		Use for studies (%)	
	Yes	No	Yes	No
Primary	41.1	58.9	23.8	76.2
Secondary	58.5	41.5	46.2	53.8
Urban	47.8	52.2	40.7	59.3
Rural	40.2	59.8	26.8	73.2
City Corporation	79.7	20.3	49	51

Student time use at home

The survey delved into students' activities outside their regular school hours. During interviews, they provided a list of activities they engaged in. It was common for children and adolescents to prioritize their dedication to educational pursuits, with approximately 95% of primary students and 93% of secondary students mentioning their commitment to studying at home. Additionally, 71% of primary students and 76% of secondary students sought support from private tutors, while roughly 15% of primary students and 13% of secondary students attended coaching centers. This pattern is more or less consistent across gender and all three geographical clusters (refer to Figure 4.6a).

A low level of engagement in online study was reported, with only 8% of primary students and 17% of secondary students mentioning the use of this mode of learning. There was no significant difference across geography.

Figure 4.6a: Student Engagement in study at home
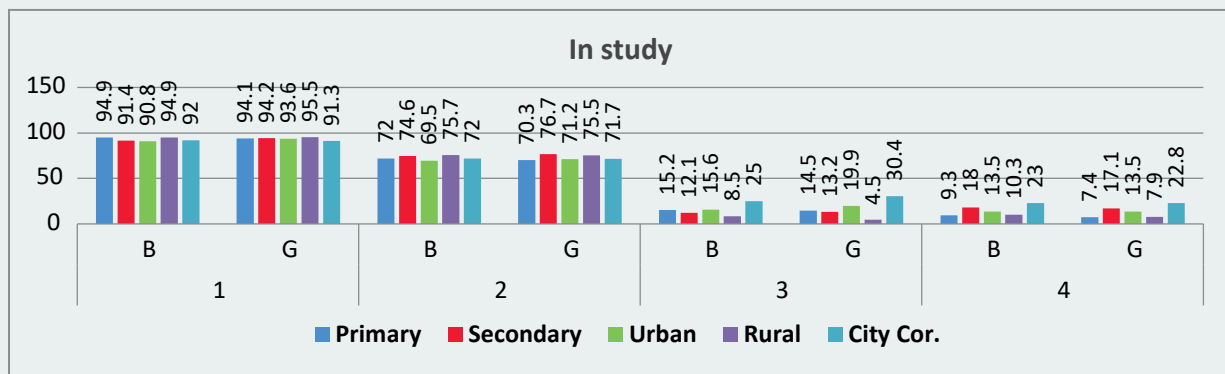
1. Study regularly at home
2. Study with a private tutor
3. Go to coaching centre
4. Try to study online

The findings also indicated that a significant majority of boys, comprising around 87% at both primary and secondary levels, engaged in activities outside the home, including sports and games. In contrast, while roughly 62% of girls at the primary level participated in outdoor activities, including sports, girls at the secondary level faced a lack of opportunities for field-based sports. A similar pattern was observed across all three geographical clusters, indicating a common cultural norm discouraging older girls' engagement in such activities.

The data reveals that girls (55%) exhibit a higher tendency to watch television compared to boys (50%), both at the primary and secondary levels. However, when it comes to engaging in gaming or watching videos on mobile phones, girls, at 21%, significantly lag behind boys, both at the primary and secondary levels, who have a higher engagement in these activities at 35% (refer to Figure 4.6b).

Figure 4.6b: Student engagement at home in activities other than study
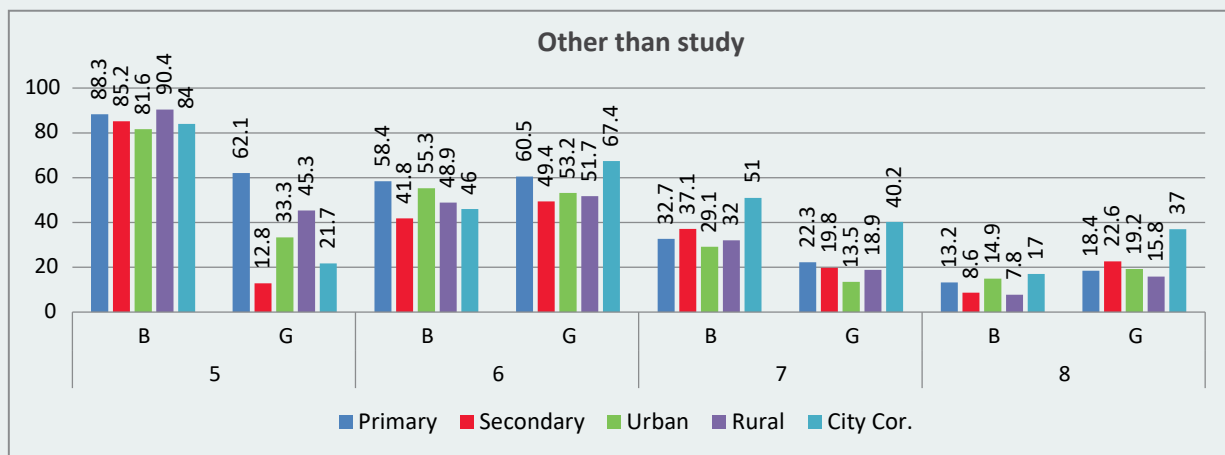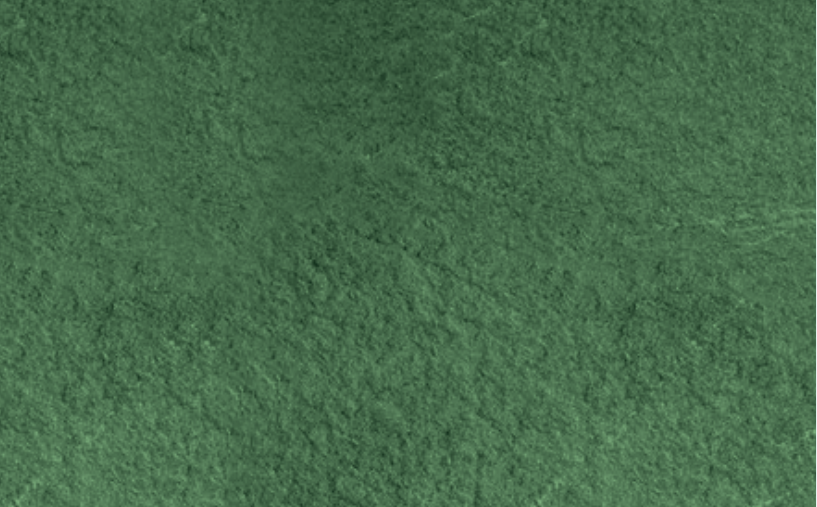
5. *Play sports in the field*
6. *Watch TV*
7. *Play games/watch videos on mobile*
8. *Other's (Nothing to do)*

Chapter *5*
Family economic burden for children's education

- Overall family expenditure per year for primary and secondary education
- Parents' estimates of affordable and acceptable family costs for school education

Economic burden for children's education

In Bangladesh, approximately 71% of overall education costs are borne by families, as estimated by the UNESCO 2021/2022 Global Education Monitoring Report. Although compulsory and free primary education up to grade 5 was introduced as far back as 1990, it has yet to become fully compulsory and remains hardly free. While there is no monthly tuition fee in government primary schools, parents are burdened with various officially permitted and informally required fees for examinations, sports, school activities, and special contributions. Moreover, nearly a third of primary level students are enrolled in non-government fee-charging private schools. A significant expense for families in both government and non-government schools is the cost of private tutoring, which has become a common practice and is considered essential by parents concerned about their children's education. At the secondary level beyond grade 5, most schools are government-assisted and have the freedom to charge fees for the services they provide.

Overall, out of approximately 44 million students (excluding the Qawmi Madrasah stream) in 2021, 42% attend institutions fully supported by the state, 38% go to non-government institutions assisted by the state, and 20% are served by private institutions without state support. However, even in state institutions, there are high non-government contributions, mainly in the form of household expenditures for children's education (BRAC Institute of Educational Development, "Non-State Actors in Education: Exploring State/Non-state Collaboration in Bangladesh," a paper commissioned for the 2022 Global Education Monitoring Report, South Asia - Non-state actors in education, 2022).

The current trend of escalating inflation has further increased the costs associated with education, including formal and informal fees, private tutoring, transportation, education materials, and stationery. The present study examined the situation of family expenses for children's education, particularly in the context of educational setbacks induced by the pandemic and related factors. A sample of 1,028 parents of grade 5 and grade 9 students responded to a structured questionnaire. Both male and female parents answered questions about education-related expenses for their children in primary and secondary schools.

Data were collected on:

- Family expenditure for a child's education at the primary and secondary levels for the calendar year 2022 (which coincides with the school year in Bangladesh) and for January-June in 2023.
- Parents' estimate of affordable/acceptable levels of family expenditure at the primary and secondary levels.
- Expenses for guidebooks for class 5 and class 9 students.
- Expenses for private tutoring and/or coaching centers for class 5 and class 9 students.

The assumption is that these expenses represent the major family expenses incurred for school education and provide a fair picture of the family economic burden for education.

Overall family expenditure per year for primary and secondary education

The average annual family cost of education for a primary school student in Bangladesh during the period of January-December 2022 was BDT 13,882. This cost varied across different areas, with the lowest expenditure incurred in rural areas (BDT 10,637) and the highest in urban areas (BDT 18,132).

Major cost items included (refer to Table 5.1a):

- **Private tutors/coaching centers cost:** The highest expenditure was observed for private tutors or coaching centers, amounting to BDT 7,868.

- **Education support cost:** Education support, which includes the purchase of guidebooks and other supplementary materials, accounted for BDT 2,963.

- **School commute and meals cost:** The cost associated with school travel and meals was the third highest, reaching BDT 2,655.

- **Education materials cost:** Education materials, such as textbooks, stationery, and uniforms, added BDT 2,147 to the overall expenditure.

- **School-related cost:** These are direct payments to the school as fees for exams, activities, and other institutional expenses, which amounted to BDT 174.

- **Extracurricular activities cost:** The average extracurricular activities cost was BDT (data not provided).

To track changes in family costs between 2022 and 2023, the expenses incurred by families in the first six months of 2023 were collected and compared with the costs from the previous year. Based on data collected from the same parents regarding expenses during the first six months of 2023, the average half-year cost is reported to be BDT 8,647, equivalent to 62% of the expenditures incurred in the previous full year (refer to Table 5.1b).

- **School-related cost:** Direct payments to the school - BDT 413.

- **Private/coaching center cost:** Expenses for private tutors or coaching centers - BDT 4,556.

- **Education support cost:** Costs related to guidebooks, etc. - BDT 1,960.

- **Education materials cost:** Expenses for stationery, textbooks, etc. - BDT 1,836.

- **School commute and meal cost:** Expenditure on school travel and meals - BDT 1,438.

- Extracurricular activities cost: Cost associated with extracurricular activities - BDT 37.

On each of these items, the costs incurred for the first half of 2023 were significantly higher than half of the annual cost for 2022.

Table 5.1a: Primary education related expenditure of families for the period of January-December 2022

Primary School Level	Average cost (January-December 2022) for major items						
	1	2	3	4	5	6	Overall
Urban	154	11,850	3,776	2,639	3,355	18	18,132
Rural	194	5,240	2,363	1,867	2,116	30	10,637
City Corporation	161	9,547	3,221	2,081	2,954	120	15,668
Overall	174	7,868	2,963	2,147	2,655	45	13,882

Table 5.1b: Education related expenditure for the period of January-June 2023

Primary School Level	Average cost (January-June 2023, major cost items)						
	1	2	3	4	5	6	Overall
Urban	687	6,396	2,351	2,034	1,814	20	11,059
Rural	194	2,999	1,653	1,631	1,204	14	6,586
City Corporation	153	5,780	2,158	2,019	1,446	120	10,254
Overall	413	4,556	1,960	1,836	1,438	37	8,647

1. School related direct cost
2. Private tutor/coaching center cost
3. Education support cost (guidebooks, notebooks, textbooks, etc)
4. Education materials cost (stationeries, projects, etc)
5. School commute and meal cost
6. Extracurricular activities cost

The findings emphasize that despite the government's commitment to providing compulsory and free primary education, families continue to bear a significant financial burden. This situation may have been exacerbated by the learning setbacks induced by the pandemic and the increased economic pressures on families.

At the secondary level, the financial challenges observed at the primary level are even more pronounced, as there is no official mandate for free and compulsory education. The overall average family expenditure per student for January-December 2022 is reported as BDT 27,340.

- **School-related cost:** Direct expenses related to school activities amount to BDT 3,488.
- **Private/coaching center cost:** The highest financial burden is associated with private tutors or coaching centers, totalling BDT 12,204.
- **Education support cost:** Expenditure on education support, including guidebook purchases, amounts to BDT 5,985.
- **Education materials cost:** The cost of education materials, stationery, etc., is BDT 2,710.
- **School commute and meal cost:** The expenses related to school travel and meals total BDT 3,912.
- **Extracurricular activities cost:** This is recorded as BDT 63 (refer to Table 5.2a).

The analysis reveals significant variations across geographical clusters, with the highest overall expenses reported in City Corporation areas (BDT 35,562) and the lowest in rural areas (BDT 22,909). The expenditures during the first half of 2023 provide a comparative view of the trend in family costs for secondary school education. The average six-month cost per student, totalling BDT 20,712, constitutes a notable increase from the previous year, with the half-year cost representing 83% of the annual costs incurred in 2022. The breakdown is given below:

- **School-related direct cost:** School fees, exam fees, and related costs amount to BDT 2,590.

- **Private/coaching center cost:** BDT 8,599.

- **Education support cost:** The second-highest expense is BDT 5,829, attributed to education support, particularly guidebook purchases.

- **Education materials cost:** The cost associated with education materials is BDT 2,483.

- **School commute and meal cost:** An additional BDT 2,418 is spent on school commute and meals.

- **Extracurricular activities cost:** The lowest recorded expense, BDT 66, suggests a relatively lower emphasis on extracurricular activities (refer to Table 5.2b).

The analysis underscores regional disparities, with the city corporation area incurring the highest education expenditures, while rural areas reflect the lowest costs. The trend for 2022 and 2023 suggests a substantial increase in family economic burdens over time.

Table 5.2a: Secondary education family expenditure for January-December 2022

Secondary School Level	Average per student cost (January-December 2022, major items)						
	1	2	3	4	5	6	Overall
Urban	3,943	14,220	6,238	3,133	3,971	71	30,141
Rural	2,209	9,318	5,504	2,457	3,992	48	22,909
City Corporation	6,389	17,560	6,963	2,797	3,595	77	35,562
Overall	3,488	12,204	5,985	2,710	3,912	63	27,340

Table 5.2b: Average secondary education family expenditure for January-June 2023

Secondary School Level	Average cost (January-June 2023, major items)						
	1	2	3	4	5	6	Overall
Urban	3,133	10,525	5,915	2,692	2,520	63	22,842
Rural	1,604	6,039	5,408	2,127	2,464	63	16,791
City Corporation	4,538	12,895	6,883	3,177	2,137	77	28,507
Overall	2,590	8,599	5,829	2,483	2,418	66	20,712

1. *School related cost*
2. *Private/coaching center cost*
3. *Education support cost*

4. *Education materials cost*
5. *School commute and meal cost*
6. *Extracurricular activities cost*

Parents' estimates of affordable and acceptable family costs for school education

The study inquired parents' estimation of affordable and acceptable monthly educational expenses for children in primary and secondary schools. It was assumed that an approximation of this amount could be derived by asking parents how much they would be willing to spend for a child enrolled in class 5 and class 9 child respectively. The findings illuminated the varied financial considerations and priorities among parents.

In primary education, 41% of families lacked the ability to spend less than BDT 2000 per month on their children but expressed willingness to do so if they had the capacity. 35.7% of parents were willing to allocate between BDT 2,100 and BDT 4,000 per month, while a notable 20% of parents expressed readiness to invest between BDT 4,100 to BDT 7,000 towards their child's schooling.

In secondary education, approximately 17% of parents aspired to limit expenses below BDT 2,000 per child per month for school education despite lacking the capacity to do so. Meanwhile, 26.4% of parents indicated their intention to spend between BDT 2,100 and BDT 4,000 per month per child, and nearly one-third of parents (around 30%) were willing to allocate BDT 4,100 to BDT 7,000 for their child's schooling per month.

The average monthly education cost for a primary school student from January to December 2022 stood at BDT 1,165 (family cost), marking a 25% increase in the first half (January – June) of 2023, with the average monthly cost rising to 1,441. Meanwhile, at the secondary level, the average family cost per student per month in the year 2022 was BDT 2,278, demonstrating a 51% surge in the first half (January – June) of 2023, with the average monthly cost reaching 3,452. These estimations reflected significant increases, which might be attributed to factors such as inflation and market fluctuations. This cost varied across different areas, with the lowest expenditure incurred in rural areas and the highest in urban areas.

A comparison of average family income reported by BBS in 2022 with schooling expenditure for families underscores the financial burden for parents of school-going children. Household Income and Expenditure Survey for 2022 indicated the average household monthly income of BDT 32,422 (BBS, Household Income and Expenditure Survey, 2022). It should be noted that with a high level of income disparity (with a Gini coefficient of 49.9% in 2022, according to BBS), the income of the majority of families falls below the average, with about 15% of families struggling to make ends meet below the poverty line. The year-on-year inflation rate of over 9% has raised the burden further, as seen from the higher family expenditures in the first six months of 2023. If a family had more than one child in school, the family's choice would be to spend an unaffordable portion of the family income for children's education or to deny them educational opportunities.

The implications of inflation and market price hikes profoundly impacted education for mass learners in Bangladesh. As prices escalated, families across the socio-economic spectrum found it increasingly difficult to afford essential educational expenses. For mass learners, predominantly hailing from lower-income backgrounds, the strain was particularly pronounced. Many families were forced to make difficult choices, often sacrificing educational resources to meet basic needs such as food and shelter. Consequently, students might experience disruptions in their schooling, ranging from irregular attendance to dropout rates. Moreover, the psychological stress stemming from financial instability could adversely affect learners' academic performance and overall well-

being. As such, inflation and market price hikes perpetuated the cycle of poverty by limiting educational opportunities for mass learners in Bangladesh, worsening existing inequalities and hindering socio-economic advancement.

*Chapter **6***

Teachers, technology and learning loss and recovery challenges

- ■ Technology facilities in school and their use
- ■ Teachers' understanding of technology and skills in its use

Teachers, technology and learning loss and recovery challenges

Teachers are the key actors, next to the role of students themselves, in making the learning system function and realizing the intended learning outcomes with equity and inclusion. The disruptions caused by the pandemic have necessitated a reliance on ICT-based teaching and learning, along with related measures to address the impacts of prolonged school closures and respond to the needs of learning loss and recovery. This section presents the findings from inquiries into teachers' perspectives on ICT facilities in schools, their utilization and maintenance, as well as the preparation and support provided to teachers. Additionally, teachers' reflections on past events and potential future actions were explored. A total of 515 teachers participated in the study, comprising 195 from primary schools (51 male and 144 female) and 320 from secondary schools (213 male and 107 female), representing rural, urban, and large city neighborhoods. The gender distribution of the sample approximately mirrors that of teachers at the primary and secondary levels. Data were collected through the administration of a structured questionnaire, allowing for some open-ended responses. Information gathered and analysed included and reported below in tables and graphs include:

A. Technology facilities in school and their use

- ICT availability in schools
- Multimedia facilities use and maintenance

B. Teachers' understanding, skills and capacity building

- Blended approach – its understanding and use
- Teachers' views on ICT-based education
- Training and support for teachers provided
- Support needed as perceived by teachers
- Support demanded by teachers

C. What was done and could be done

- Teachers' views on uniform class routine and time management
- Teachers adaptive actions to learning loss and recovery after the long closure
- Negative effects on teaching-learning of the long closure
- Initiatives taken by schools to cope with loss and recovery needs
- Perception of teachers about what was done and what could be done

Technology facilities in school and their use

Internet access and multimedia resources offer teachers a broader array of tools and techniques to enhance the engagement, interactivity, and effectiveness of their lessons. Internet connectivity grants students access to a vast repository of information and resources beyond traditional textbooks. In today's technology-driven world, digital literacy skills are essential for success in both education and the workforce. Government-led education development initiatives, spanning primary and secondary levels, have invested in the installation of multimedia facilities such as projectors and laptop computers, and have facilitated the expansion of internet connectivity for primary and secondary schools. The study collected data regarding the Wi-Fi connection status and availability of multimedia resources in schools (refer to Figure 6.1).

Figure 6.1: Internet/Wi-Fi connection and multimedia status in schools
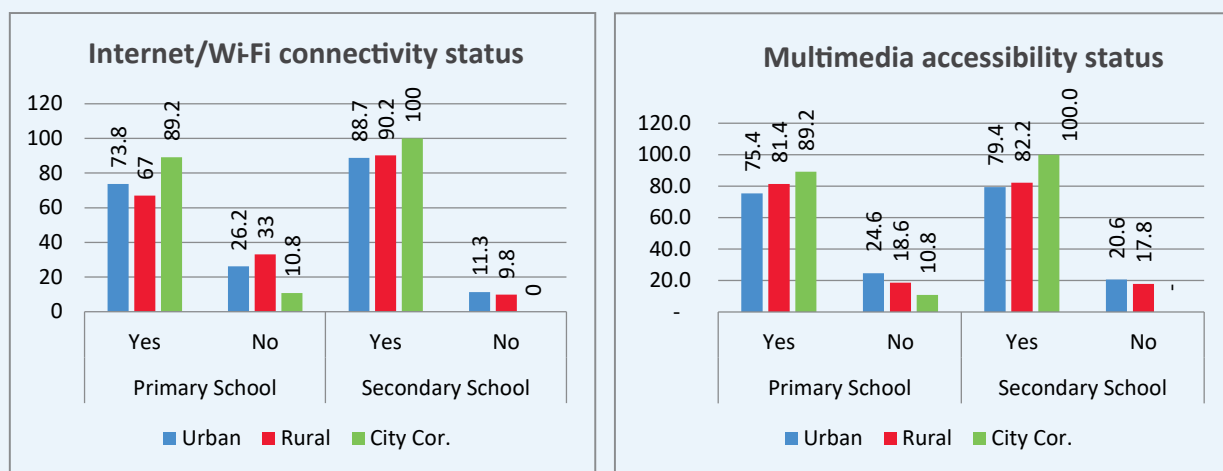
At the primary school

Our sample survey regarding ICT infrastructure in primary schools closely aligns with the findings of the APSC 2022 report. Approximately 76.6% of primary schools, averaged across the three clusters, have internet access, which is slightly lower than the 79.08% reported in the APSC 2022. Similarly, 82% of primary schools, across the three clusters, have access to multimedia facilities, compared to the APSC's higher figure of 91.22% with computer access. Notably, primary schools within city corporation areas exhibit higher levels of internet connectivity and multimedia accessibility compared to those in other clusters (DPE, Annual Primary Sector Census (APSC) 2022 report).

At the secondary schools

Secondary schools boast a more robust ICT infrastructure. The study revealed higher average internet connectivity (93%) and multimedia resource availability (87%) in secondary schools across the three clusters. Schools within city corporation areas tend to have more extensive ICT facilities compared to schools in other clusters. According to a BANBEIS 2022 report, multimedia resources are available in 85% of secondary schools nationwide, slightly lower than the findings from our sample.

The findings suggest, as anticipated, that secondary schools generally possess superior ICT infrastructure compared to primary schools, and there are variations in ICT infrastructure across primary and secondary schools nationwide. Typically, city corporation areas have better access to technology than other regions. However, the presence of hardware and facilities is a necessary condition but not sufficient to ensure actual utilization and derive learning benefits from the facilities.

Further examination into the availability and usage of facilities revealed that three-quarters of primary schools and 87% of secondary schools reported having integrated multimedia classrooms into their infrastructure. The majority, comprising 74% of primary schools and 73% of secondary schools, had only one classroom (in some cases, two at the secondary level) equipped with facilities, typically including a projector, screen, and laptop. Additionally, only 12% of secondary schools had three or more multimedia classrooms. When asked about the actual usage of multimedia facilities in teaching, considering the limited facilities requiring special arrangements for organizing such lessons, more than 87% of teachers, on average, reported including the use of multimedia facilities in their lesson planning (see Table 6.1).

Table 6.1: Number of multimedia classrooms and multimedia-based lessons

School type & Region	Number of multimedia classroom (% of mention)								Conduct multimedia based lessons (%)	
	0		1-2		3-4		4+			
	Pri.	Sec.	Pri.	Sec.	Pri.	Sec.	Pri.	Sec.	Yes	No
Urban	17.4	14.3	78.3	76.6	4.3	9.1	0	0	81.3	18.7
Rural	31.6	24.6	68.4	59.7	0	10.4	0	5.2	88.7	11.3
City Cor.	24.2	0	75.8	83.3	0	16.7	0	0	92.5	7.5

The existence of multimedia classrooms in both primary and secondary schools represents significant progress. However, the effectiveness of these facilities and their utilization to achieve learning outcomes present challenges, as discussed below.

Inquiries regarding the maintenance status of multimedia equipment and budgets for internet connectivity revealed that a minority of primary and secondary teachers (33% and 47% respectively) expressed satisfaction with the maintenance and operation of multimedia facilities. The majority held opinions ranging from 'not good' to 'fairly good.' Concerning connectivity budgets, two-thirds of primary teachers and 43% of secondary teachers viewed them as inadequate (see Figure 6.2). Overall, there was a disparity in the provision of multimedia facilities and internet connectivity between urban and rural areas, as well as between primary and secondary schools, which had a negative impact on rural areas and primary schools.

Figure 6.2: Status of multimedia maintenance and internet budget allocation in school
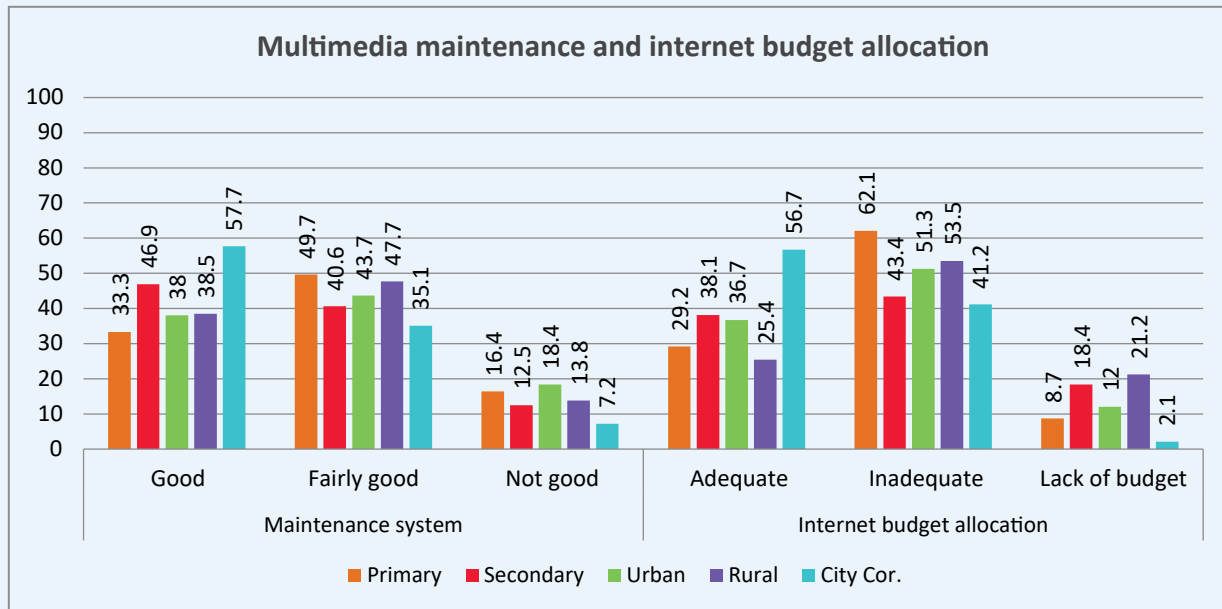
Insufficient budget allocation for internet connectivity may impede schools' ability to offer online resources, access educational content, and support digital learning initiatives. The data underscores the challenges encountered by schools in rural areas regarding budget allocation for internet connectivity, indicating a lack of funding earmarked for this purpose.

Teachers' understanding of technology and skills in its use

During the pandemic, ICT, particularly distance mode teaching, was widely utilized with varying degrees of success. A significant lesson learned from this experience is that better outcomes are achieved when technology is integrated with traditional face-to-face learning, known as the 'blended approach.' The teacher's role in bridging technology and learners within the teaching-learning process is essential for enhancing outcomes. This underscores the importance of teachers understanding the blended approach and acquiring the necessary skills to facilitate this process effectively.

As part of the study, teachers were surveyed about their comprehension of the blended approach. Findings revealed that approximately two-thirds of teachers at both primary and secondary levels admitted to not having a clear understanding of it. Around a quarter had some understanding of integrating or combining face-to-face and ICT-based learning for improved learning outcomes. A small percentage regarded it solely as an online learning method (see Table 6.2).

Table 6.2: Teachers' understanding of the blended approach

School type & Region	Teachers' opinion (% of mention)			
	1	2	3	4
Primary	7.2	24.1	68.7	-
Secondary	4.7	36.3	58.1	0.9
Urban	5.1	30.4	63.3	0.6
Rural	3.8	27.3	68.1	0.8
City Corporation.	10.3	45.4	44.3	-

1. *It is an online learning method*
2. *It is a combination of lecture and online*
3. *Don't know*
4. *Other (Specify)*

If teachers did not fully grasp the concept of blended learning, were they provided with training and orientation on the use of ICT in their work? What were the contents of this training? Investigation into these questions revealed that approximately half of primary and secondary level teachers in the public sector received some form of ICT training (see Figure 6.3). The data also underscores a discrepancy in ICT training rates across different clusters, with teachers in City Corporation areas showing slightly higher training rates compared to those in other clusters. While this indicates some efforts have been made to address the ICT training gap, the overall level of training remains low nationwide.

How beneficial is this training? The study delved into teachers' perspectives regarding the content of the training. It was found that there was a strong focus on basic computer skills, content creation, and the utilization of various multimedia tools among teachers at both primary and secondary levels. According to teachers, the nature of the training content was as follows:

- Over 70% of primary teachers and 75% of secondary teachers reported receiving training in basic computer operation.
- A significant portion of teachers, comprising 67% of primary teachers and 56% of secondary teachers, identified content creation as a major aspect of their ICT training. This emphasis on content creation underscores the growing recognition among teachers of the importance of developing their own digital learning materials to complement traditional teaching methods.
- Both primary and secondary teachers mentioned training related to internet usage and various multimedia elements such as animation and mobile applications.
- A notable percentage of primary teachers, accounting for 38%, reported receiving training in conducting online classes (see Figure 6.3).

Although this study did not assess the depth of knowledge among primary and secondary level teachers who received training in ICT, the content of the training indicates that the significance of ICT in education is widely acknowledged (see Figure 6.4).

Figure 6.3: Teachers' ICT t*raining*

Percentages of teacher respondents who received ICT training (% of mention)
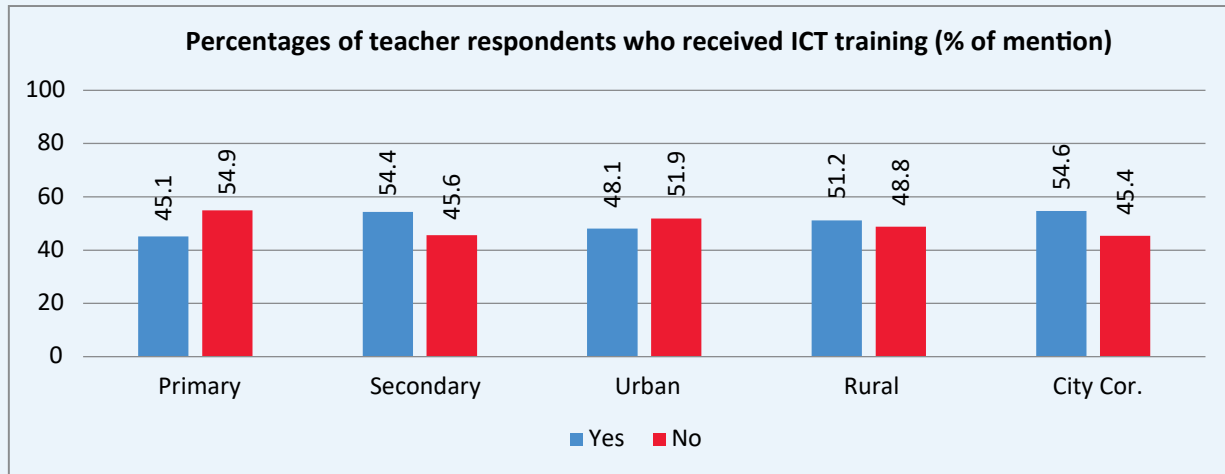
Figure 6.4: Content of ICT training for Teachers
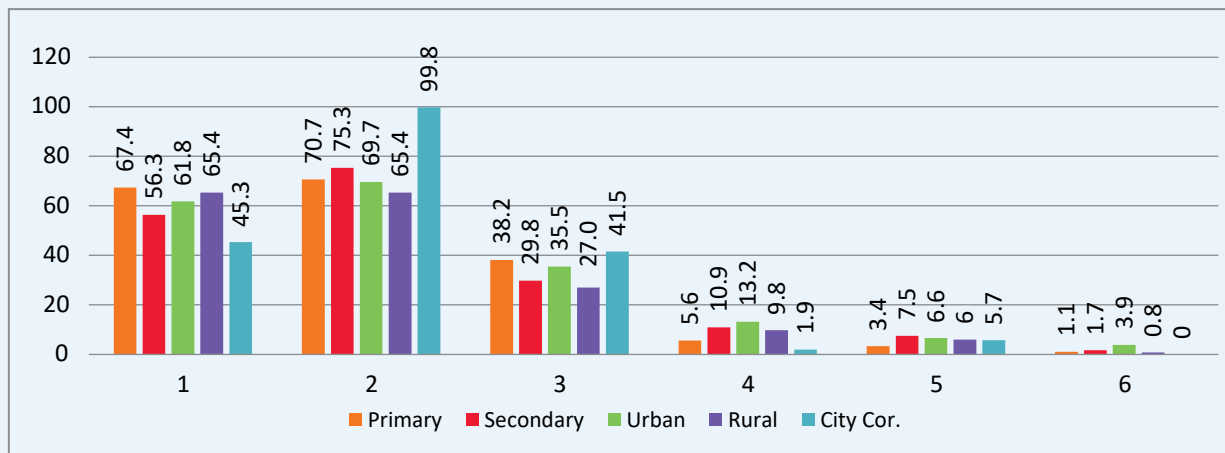
1. Content creation
2. Basic computer operation
3. ICT basic

4. Conducting online class
5. Internet uses
6. Others (Animation, mobile apps, etc.)

Teachers were surveyed regarding their opinions on ICT-based instruction offered in primary and secondary schools. The majority of teachers at both primary (80%) and secondary (86%) levels expressed a positive perception of ICT-based education, deeming it to be "good." A small percentage of teachers regarded ICT-supported instruction as "fairly good." Notably, urban teachers exhibited a more favorable view of technology-assisted education compared to their rural counterparts, reflecting differences in infrastructure and facilities, as discussed earlier (refer to Figure 6.5).

While the overall sentiment toward available resources was predominantly positive, teachers' perspectives shifted when asked about the support and assistance necessary to enhance ICT-assisted education. A significant proportion of teachers at both primary and secondary levels expressed a need for a wide range of support and assistance (see Table 6.3).

Figure 6.5: Teachers' views on ICT-based (online, digital) education for students

Teacher perception about ICT-assisted education
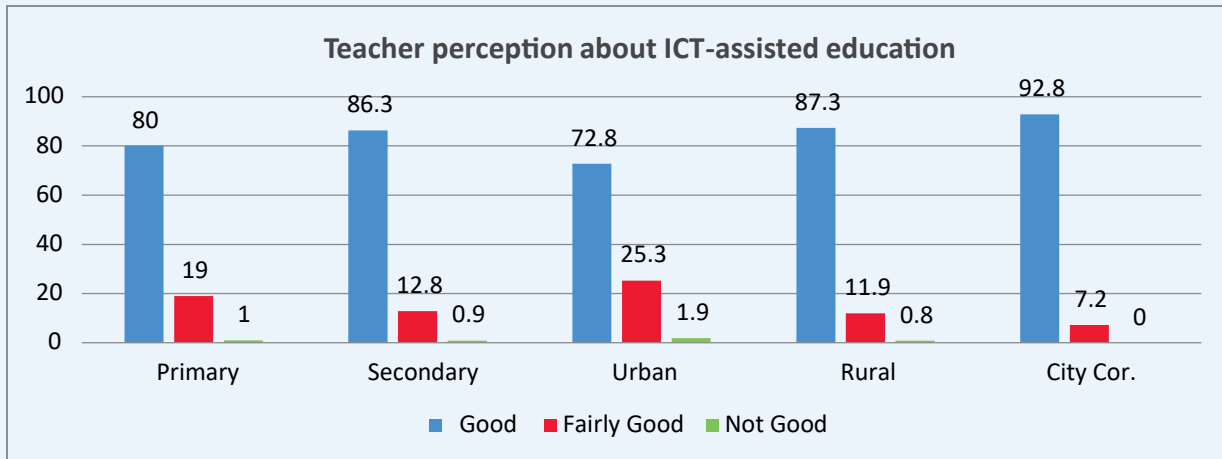
Table 6.3: Support needed to improve technology-assisted classroom teaching

School type & Region	Teachers' views about support needed (% of mention)				
	1	**2**	**3**	**4**	**5**
Primary	95.9	54.1	88.8	70.9	6.1
Secondary	96.9	55	94.1	72.8	9.4
Urban	96.8	41.1	92.4	75.3	5.7
Rural	96.5	61.9	92.3	66.9	6.9
City Cor.	95.9	57.7	90.7	81.4	15.5

1. *Training (Face to face)*
2. *Regularly updated on-line*
3. *Providing adequate ICT-based content*
4. *Properly equipped classroom*
5. *Other*

The study revealed that over 95% of teachers, spanning both primary and secondary levels and geographical locations, expressed a requirement for in-person training. Approximately 90% of teachers highlighted the importance of having sufficient ICT-based learning materials. Additionally, around three quarters of teachers emphasized the significance of adequately preparing and equipping classrooms with essentials such as electricity, space, and ventilation to foster a conducive physical environment. More than half of the teachers (ranging from 41% to 62% across different educational levels and geographic regions) expressed a desire for regular online updates on methods and materials.

71

The strong consensus among teachers regarding the need for various forms of support indicates their interest in and positive perception of technology-assisted instruction. However, it also suggests a considerable room for improvement in the current state of affairs, as perceived by the teachers themselves.

Chapter 7

What was done or could have been done

- Negative impact on teaching/ learning process after the long break
- Class routine and time management
- Teachers' ambivalence about what happened and could have happened
  - Learning *gap recovery achieved*
  - *Primary leve*l
  - Secondary level
- Teachers' perception of support needed

What was done or could have been done

The recent Education Watch reports of 2021 and 2022 have aimed to assess the disruption and damage caused by the pandemic to the education of children in Bangladesh. These reports delve into the effects, impacts, and measures for remediation and recovery. With schooling resuming and an academic year passing in 2022 and part of 2023, there has been an opportunity for retrospective analysis to reconsider how issues were perceived, the policy responses implemented, their effectiveness, and potential alternative approaches.

Recognizing teachers as pivotal figures directly engaging with and influencing students on the ground, this study sought their perspectives. Teachers were asked to elucidate their views on key concerns, actions taken or not taken, and suggestions for improvement from their standpoint.

Specifically, teachers were asked to give their assessment of:
- The negative impact of the long closure on teaching learning,
- Their own trials and tribulations in adapting to the 'new normal' after the long closure,
- Their views on the uniform class routine of 40-minute lessons that symbolized a top-down education management.

Teachers also expressed their views about:
- The extent of recovery on the part of students that may have happened,
- Initiatives taken by schools as remedial and recovery measures,
- What else could have been done at the school level, and
- What general support and encouragement teachers looked for to cope with unprecedented challenges.

Negative impact on teaching/learning process after the long break

International research has demonstrated that the school closures induced by the COVID-19 pandemic have had a significant adverse impact not only on the teaching and learning processes in primary and secondary schools but also on students' mental and emotional well-being. Students have exhibited decreased engagement and motivation, resulting in learning setbacks and diminished focus in classrooms. The increased reliance on technology has worsened digital distractions, and various behavioral changes and concerns regarding emotional well-being have surfaced (Mazrekaj, Deni, & De Witte, Kristof, 2023, "The Impact of School Closures on Learning and Mental Health of Children: Lessons from the COVID-19 Pandemic," Perspectives on Psychological Sciences, 2023).

Table 7.1 below summarizes the perspectives of primary and secondary teachers regarding the adverse effects of the COVID-19 pandemic on the teaching and learning process. The responses underscore the multifaceted challenges confronted by both educators and students.

- **Reduced engagement and motivation:** The most commonly cited negative impact, reported by 46.4% of teachers, is a decline in students' engagement and motivation in their studies. Teachers have observed a general sense of complacency and lack of enthusiasm among students, which could impede their long-term academic progress.

- **Learning deficits and knowledge gaps**: Approximately 32% of teachers have identified learning deficits among students. The transition to remote learning and the associated challenges may have resulted in disparities in learning outcomes, with some students struggling to keep pace with the curriculum. Addressing these learning gaps is crucial to ensure that all students possess the necessary foundation for ongoing academic success.

- **Digital distractions and mobile phone addiction**: Mobile phone addiction, cited by 20.35% of teachers as a negative impact, correlates with the broader issue of digital distractions during remote learning. The increased reliance on technology for education has also introduced challenges related to digital distractions, with students often becoming distracted by mobile phones and other devices. This can impede their ability to concentrate on their studies and actively participate in online classes.

- **Behavioral changes and emotional well-being:** The pandemic's effects on students' social and emotional well-being may have contributed to shifts in their behavior, potentially impacting classroom dynamics and the learning environment. Approximately 19% of teachers have reported observing changes in students' behavior.

- **Attendance issues and dropouts:** Low attendance was mentioned by approximately 16% of teachers, reflecting the difficulties of ensuring consistent student participation in in-person classes following the pandemic. Additionally, 9.1% of teachers expressed concerns about an increase in dropouts. The socioeconomic impact of the pandemic and disruptions to education may have exacerbated factors leading to dropouts, such as financial hardship or a lack of access to resources.

Table 7.1: Negative impact on student behavior of the long closure

School type & Region	Teachers' opinion											
	1	2	3	4	5	6	7	8	9	10	11	12
Primary	50.3	39.1	21.3	17.8	10.7	3	10.7	1.2	4.1	0	1.8	0
Secondary	42.5	24.7	10.3	20.3	30	1.3	7.5	2.5	1.9	2.2	1.6	13.8
Urban	36.1	32.3	9.5	18.4	22.2	1.3	3.8	1.9	2.5	1.3	1.3	14.6
Rural	40.8	28.5	13.1	16.2	17.7	1.9	10	1.5	1.5	1.2	1.9	13.8
City Cor.	65.9	19.5	0	12.2	39	0	2.4	0	0	0	0	0

1. *Students inattentive to lessons*
2. *Learning deficits of students*
3. *Low class attendance*
4. *Behavioral problems of students observed*
5. *Mobile/smartphone addiction*
6. *Ignorance and insensitivity of parents*
7. *Increased dropout*
8. *Increased drug addiction*
9. *Involvement in child labour/earning activities*
10. *Increased child marriage*
11. *Problems due to destruction and lack of upkeep of school furniture and facilities*
12. *No effect*

To sum up, the COVID-19 pandemic has posed substantial challenges to the teaching and learning process. The negative impacts identified by teachers underscore the necessity for comprehensive strategies to tackle these challenges and guarantee the ongoing success of all students.

In addition to students, teachers encountered a variety of challenges in the aftermath of the pandemic, including technology issues, resource constraints, and personal factors influencing their teaching experience. Teachers' perspectives, categorized by school type and region, provide insights into the obstacles faced during the transition (see Table 7.2).

- Nearly one-third of teachers at both primary and secondary levels reported difficulties in capturing students' focus on their studies.

- Approximately 27% of teachers expressed concerns about ensuring student attendance in school, especially those transitioning from remote or hybrid learning to in-person classes.

- About 16% of teachers reported challenges related to changes in student behavior. These changes could be attributed to the pandemic's impact on students' social and emotional well-being, thus influencing classroom dynamics and the learning environment.

- Roughly 12% of teachers mentioned encountering difficulties in explaining lessons to students. This may be associated with the necessity for revised teaching strategies, particularly when addressing content that students may have missed or forgotten during the interruption.

- Over a quarter, specifically 27% of teachers, reported encountering "other" types of problems. This category encompassed a broad range, including technology issues, resource limitations, or personal factors affecting their teaching experience.

Table 7.2: Teachers' difficulties in adapting to the aftermath of the long break

School type & Region	Teachers' opinion							
	1	2	3	4	5	6	7	8
Primary	43.4	33.7	18.4	15.3	9.2	2.6	9.2	13.8
Secondary	20.9	20.3	11.3	17.2	11.9	1.6	9.1	40.1
Urban	20.9	20.3	9.5	21.5	9.5	6	8.9	41.2
Rural	22.7	18.8	13.8	10	13.8	1.9	8.5	44
City Cor.	21.6	21.6	7.2	14.4	10.3	3.1	7.2	38.1

1. *Teachers hard work to get students focused on their studies*
2. *Ensuring student attendance in the classroom*
3. *Shortage of classrooms and teachers*
4. *Coping with increased student behavior issues*
5. *Difficulties in reaching and communicating with students*
6. *Coping with damage and degradation of school facilities and furniture*
7. *Increased workload*
8. *Others*

Class routine and time management

In Bangladesh schools, a highly centralized and top-down management structure and practice restrict teachers' and schools' autonomy and professional discretion in managing teaching and learning. A notable example is the standardized class routine, which mandates 35 to 40 minutes of lessons for all subjects and classes throughout the year as prescribed by central authorities in the school curriculum and detailed syllabus. Schools or teachers have limited flexibility to rearrange classes for conducting project activities or group work, even if the total allocated time for a subject for the academic year remains consistent.

Teachers have become accustomed to this uniform class routine and centralized management, rarely being granted the opportunity to exercise flexibility and creativity in managing optimal instruction time or responding to students' needs or the nature of the learning activity. Approximately half of the teachers at primary and secondary levels identified the rigid rules as a problem, while others perceived little or no issue (refer to Table 7.3).

Table 7.3: Teachers' views on present fixed and rigid class routine

School type & Region	Teachers' opinion		
	1	2	3
Primary	37.4	10.8	51.8
Secondary	56.3	12.2	31.6
Urban	53.3	18.4	28.5
Rural	47.3	8.8	43.8
City Corporation	47.4	8.2	44.3

1. *Time allotted is not enough*
2. *Time allotted is a major obstacle to effective teaching*
3. *Allocate timing is not a problem*

The breakdown of teacher's responses is noted below.

- Among primary school teachers, 37.4% believe that the allotted time is insufficient, with 10.8% considering it a significant obstacle to effective teaching, while 51.8% do not identify any problem.

- For secondary school teachers, 56.3% perceive the allocated time as inadequate, with 12.2% regarding it as a major hindrance, and 31.6% not encountering any issue.

- Urban teachers' perspectives reveal that 53.3% find the time insufficient, 18.4% consider it a major obstacle, and 28.5% have no concerns.

- Rural teachers indicate that 47.3% deem the time inadequate, with 8.8% seeing it as a major obstacle, while 43.8% do not encounter any problem.

- In City Corporation areas, 47.4% of teachers believe the time is insufficient, 8.2% consider it a major obstacle, and 44.3% do not identify any issue.

- Approximately 42% of teachers, on average, do not encounter any problems with the current duration, suggesting that they perceive 40 minutes as sufficient for effective teaching and learning. However, the majority (47%) feels that the duration is inadequate, with a smaller percentage (11.5%) viewing it as a major obstacle to effective teaching.

The geographic distribution of opinions suggests consistency across various regions. It is noteworthy that the new school curriculum, which emphasizes 'experiential learning,' project-based activities, and group work, could encounter obstacles in its implementation due to inflexible management of instruction time.

Teachers' ambivalence about what happened and could have happened

Teachers in the classroom, actively involved with their students, embody the essence of the educational process for children. Despite policies, regulations, and directives from higher authorities, teachers exert their utmost effort to sustain schools during emergencies or their aftermath. Acknowledging the pivotal role of teachers, this study sought their perspectives on the extent of learning recovery following the disruptive consequences of the pandemic. Additionally, teachers were asked about the initiatives undertaken by schools to address the persistent learning deficits in the post-COVID period.

Learning gap recovery assessment

Teachers were surveyed regarding their perceptions of the recovery of pandemic-induced learning loss during the academic year of 2022 following the reopening of schools. Responses from both primary and secondary school teachers were articulated as their estimates of recovered deficits, expressed as percentages of where students would typically be under normal school operations.

Primary level

Nearly half (46%) of primary school teachers believed that 51-70% of the learning gap had been addressed. A third (33%) expressed more optimism, suggesting that 71-90% of losses had been recovered. One-fifth of the teachers indicated that 31-50% recovery had occurred. Overall, teachers' subjective estimates indicate that learning loss, manifested as a gap in learning level compared to where students should be after one academic year of post-pandemic school operations, remains a significant challenge. However, progress of varying degrees has been observed for most students (refer to Figure 7.1).

Secondary level

Similar to the primary level, 41% of secondary teachers estimated 51-70% recovery, while 30% believed it was 71-90%, and a minority of 23% estimated the recovery to be 31-50%. As observed at the primary level, gains have been made, but a significant learning gap persists for the majority of students one year after schools reopened. The pattern remained largely consistent across geographical regions (see Figure 8.1).

Figure 7.1: Learning gap recovery
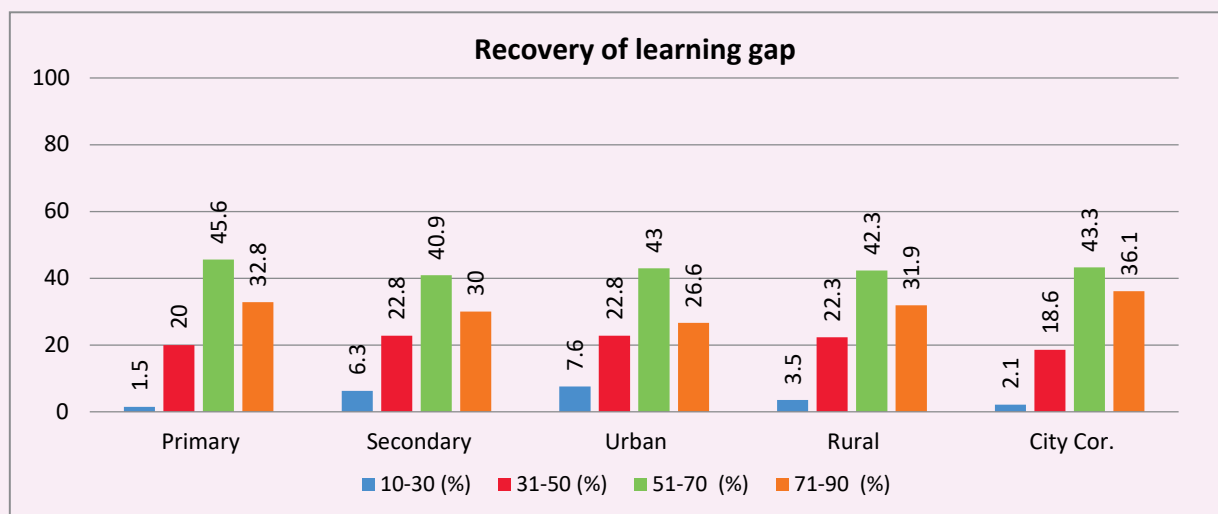
It is important to note that the estimates provided are not derived from an objective assessment of students' learning outcomes against reliable benchmarks. Nevertheless, the subjective estimates provided by teachers are valuable in assessing the extent of the challenges associated with coping with recovery and remedial efforts.

School initiatives to address loss and recovery challenges

Teachers were surveyed regarding their opinions on school initiatives, whether in response to directives from education authorities or independently, to address learning loss and achieve recovery in students' learning levels.

The table presents a summary of initiatives taken by primary and secondary schools to combat learning loss resulting from the COVID-19 pandemic. It offers insights into the strategies adopted by schools to mitigate the pandemic's impact on students' education. The categories of responses have been derived from answers provided to open-ended questions (see Table 7.4).

- **Additional classes and extended instructional time**: The most common initiative, cited by 47% of teachers, involves offering additional classes. These extra sessions provide students with increased opportunities to review and practice concepts, potentially reducing learning gaps and enhancing overall comprehension.

- **Parent involvement and home visits**: More than a third of teachers, specifically 36.4%, indicated that they organized gatherings involving parents or mothers. Additionally, 24.25% of teachers mentioned conducting home visits, demonstrating a commitment to connect with students in their home environments personally.

- **Online classes, assignments, and personalized support**: Around a quarter of teachers, 24.1%, implemented online classes, while a significant portion, 17.7%, utilized homework assignments as a means of engaging students and providing educational activities. Furthermore, a smaller percentage, 10.8%, reported offering personalized support by identifying weak students and providing targeted assistance to those in need.

Table 7.4: Initiatives taken by the school to address learning loss during pandemic and its aftermath

School type & Region	Teachers' responses about initiatives taken by schools										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Primary	45.9	6.6	37.8	12.8	17.9	2	17.9	26	1	1.5	5.6
Secondary	48.4	4.7	35	8.8	17.5	7.2	30.3	22.5	2.5	1.6	2.8
Urban	49.4	1.9	31.6	14.6	18.4	5.7	22.2	26.6	3.2	1.9	2.5
Rural	42.7	7.7	37.3	8.1	11.2	2.3	20.8	22.7	1.5	1.9	6.2
City Cor.	56.7	5.2	40.2	9.3	34	12.4	43.3	22.7	1	0	0

1. *Arranged additional classes*
2. *Tests given to students on lessons and worksheets distributed*
3. *Organized parent/mother gatherings*
4. *Special care given by identifying weak students*
5. *Homework assignments given attention*
6. *Counselling sessions held for students*
7. *Online classes continued*
8. *Home visits made*
9. *More extra-curricular activities and sports held*
10. *Fees exempted or financial support provided*
11. *No initiative*

The data underscore the dedication and adaptability of teachers in addressing the challenges brought about by the pandemic. Furthermore, it reveals that schools in City Corporation areas were more proactive in implementing initiatives for learning recovery compared to those in rural and urban areas. The range of initiatives utilized, the such as involving parents, conducting home visits, and offering personalized support for struggling students, emphasizes the need for a multifaceted approach to tackle learning loss comprehensively.

Teachers' perception of support needed

Teachers provided their perspectives on the support needed to address the challenges they encountered in managing post-pandemic recovery efforts. The table below (Table 7.5) summarizes teachers' suggestions for addressing the difficulties they face, particularly in light of COVID-19-induced changes. These recommendations are valuable for educational stakeholders and policymakers in shaping strategies to improve the teaching-learning environment. The items have been compiled from responses to an open-ended question.

- **Training for teachers:** The most prevalent recommendation, supported by over 40% of teachers at both primary and secondary levels, underscores the importance of comprehensive teacher training. This reflects teachers' acknowledgment of the necessity for ongoing professional development to acquire the skills and knowledge essential for effective teaching.

- **Parental awareness and involvement:** A third of teachers emphasize the significance of parental awareness and involvement in their children's education. Engaging parents and providing them with sufficient information about their child's learning process can cultivate a supportive home learning environment.

- **Material support for digitized classes:** More than a quarter, 27% of teachers advocate for providing adequate material support to facilitate ICT use and digitized classes. This includes access to digital resources such as devices, software, and engaging digital content to enhance the quality of education.

- **Addressing teacher staffing and incentives:** Nearly 11% of teachers recommend addressing teacher staffing shortages and providing incentives to attract and retain qualified teachers. This suggests that some teachers may be facing challenges due to increased workload or inadequate staffing.

- **Enhancing student engagement:** Approximately 10% of teachers emphasize the importance of strategies to capture and sustain student attention. This underscores the need for engaging teaching methods and well-designed learning content that actively involve students in the learning process.

Table 7.5: Teachers' views about support needed to overcome loss and recovery challenges

School type & Region	Teachers' opinion about support needed										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Primary	35.4	1.5	35.4	29.2	12.3	10.8	9.2	0	3.1	6.2	6.2
Secondary	30.9	3.6	47.3	25.5	7.3	10.9	6.4	2.7	2.7	4.5	7.3
Urban	32	0	52	36	8	10	10	2	4	6	6
Rural	22.9	4.8	41	24.1	10.8	8.4	4.8	2.4	2.4	4.8	9.6
City Cor.	53.7	2.4	34.1	22	7.3	17.1	9.8	0	2.4	4.9	2.4

1. *Parents need to be made more aware*
2. *Financial support to students*
3. *Training of teachers*
4. *Providing the materials needed to use ICT in class*
5. *Enhancing students' attention to study*
6. *Need for more teachers and better incentives for them*
7. *Increased co-curricular activities*
8. *Need to adopt short term and long term strategy*
9. *Stronger school monitoring and supervision*
10. *Arranging extra classes for students*
11. *Others*

It is noteworthy that the support needs expressed by teachers pertain to activities and resources that, to some extent, are being provided by education authorities or through schools' own initiatives, as demonstrated above in this section and in previous sections. References have been made to ICT support, multimedia facilities, and teacher training, among others. The requests for support from teachers in these areas suggest that the assistance provided thus far may not have been adequate, and the quality and consistency of such support may also have been insufficient.

Additionally, it is notable that the types of support requested align with the existing pattern of support from education authorities. Notably, innovative ideas, such as closer partnerships with NGOs, community organizations, parents, professional teacher bodies, or the private sector, have not been mentioned.

Education officers' perspective

- ■ Upazila education officers' views
  - *- Span of responsibility*
  - *- Support for ICT-based learning and the blended approach*
  - - Challenges in implementing ICT/blended learning as seen by Upazila education officers
  - - Student behavior in the pandemic aftermath
  - - General guideline to schools to bridge learning gap and its implementation
- ■ District education officers' views
  - - Views about guideline on ICT-based blended approach
  - - Central instruction to bridge the learning gaps

Education officers' perspectives

In a centralized education management structure, education officers at the district and sub-district (upazila) levels for primary and secondary education hold pivotal roles in supervising and guiding schools and teachers. The success of implementing system-level policies and decisions, as well as actions in specific situations such as responses to the pandemic and post-pandemic circumstances, largely depends on the understanding and efforts of district and upazila officials to support and assist schools and teachers within their respective jurisdictions. Upazila education officers are directly in contact with teachers and schools, whereas district-level officers supervise the upazila officers and have broader administrative responsibilities. The sample of respondents included a total of 64 upazila officers (primary and secondary) and 32 district officers (primary and secondary) from 16 districts.

Upazila education officers' views

Information was collected from upazila primary and secondary education officers regarding their scope of responsibility, their perspectives on efforts to introduce and utilize ICT-based learning in conjunction with classroom instruction (the blended approach), the impact of the pandemic on student behavior and learning, the existence of government guidelines for learning recovery, and how these guidelines were implemented in schools.

Span of responsibility

The number of schools overseen by UEOs varied significantly, ranging from a minimum of 38 to 285 primary schools (outside city corporation areas) and from a minimum of 9 to 104 secondary schools. This wide range indicates substantial differences in the workload of UEOs, posing potential challenges in managing their responsibilities.

At the primary level, the following observations were made:

- 6% of UEOs are responsible for supervising 9-30 schools.
- 12% of UEOs oversee 31-50 schools.
- 39% of UEOs supervise schools numbering between 101 and 150.
- 9% of UEOs have a workload of 151-200 schools.
- 24% of UEOs oversee more than 200 schools (see Figure 9.1).

It is evident that the majority of UEOs are tasked with overseeing a large number of primary schools, potentially impacting the quality of supervision and support they can provide to each school.

Figure 8.1: Number of schools supervised by each upazila primary and secondary education officer
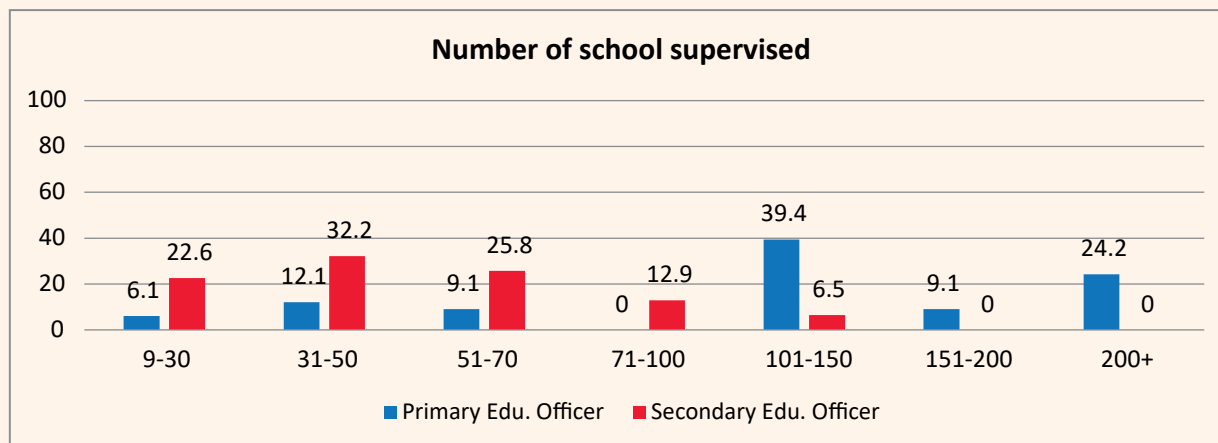
At the secondary level, the data indicate that:

- 23% of UEOs are responsible for supervising 9-30 schools.
- 32% of UEOs oversee 31-50 schools.
- 26% of UEOs manage 51-70 schools.
- 13% of UEOs have a workload of 71-100 schools.
- 7% of UEOs are overseeing 101-150 schools (see Figure 8.1).

The span of responsibility is somewhat smaller for upazila secondary education officers compared to their primary-level counterparts, but it is still too large for most officials to conduct effective supervision and support.

Support for ICT-based learning and the blended approach

As previously discussed, primary and secondary schools have benefited from investments in ICT-based learning and multimedia facilities. Inquiries were made regarding guidelines concerning ICT-assisted learning and the blended approach, how these guidelines were adhered to, and the budget and maintenance of ICT provisions.

Regarding the existence of official guidelines for the use of ICT and the blended approach, the query posed to upazila officers yielded a mixed response. Approximately half of the officers, both at the primary and secondary levels, indicated that guidelines did exist (refer to Figure 8.2). If half of the officers were unaware of the guidelines, this suggests that even if the guidelines did exist, they were not taken seriously and are likely to have little impact on the application of ICT or the blended approach.

Figure 8.2: Did guidelines exist for teachers on using blended methods in the classroom
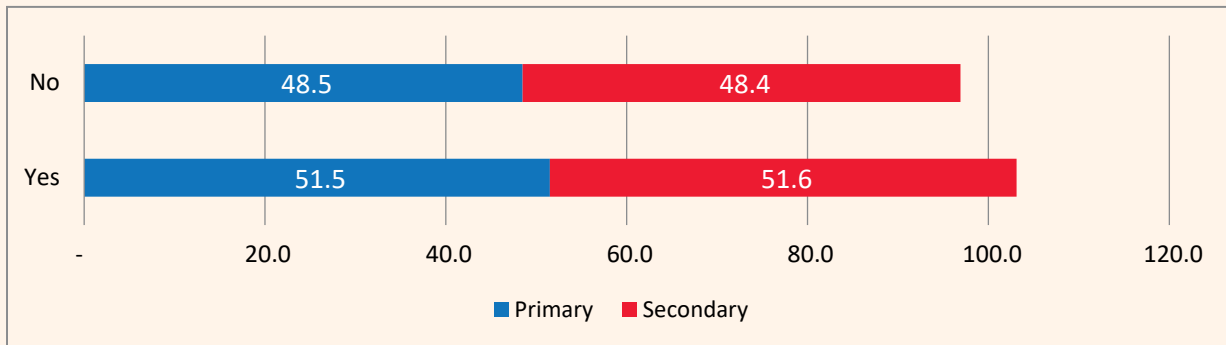
Challenges in implementing ICT/blended learning as seen by upazila education officer

Upazila primary education officers were questioned about their perspectives on the challenges encountered in implementing ICT-based blended methods, highlighting various limitations as outlined below.

- **Insufficient training:** The most prevalent challenge, identified by a third of the officials, is the inadequate training of teachers in utilizing blended methods effectively.

- **Material shortages:** Approximately a quarter of officials expressed concerns regarding the inadequacy of materials necessary for implementing blended learning approaches.

- **Classroom space constraints:** About 15% of officials pinpointed a lack of suitable classroom space as a significant challenge. Sufficient infrastructure is vital for the successful implementation of blended learning initiatives.

- **Electricity shortages:** Electricity-related issues were reported by approximately 9% of officials.

- **Understanding challenges:** More than a quarter, or 27%, acknowledged a lack of proper understanding of the challenges associated with implementing ICT-based blended education (refer to Table 8.1).

Table 8.1: Challenges of using blended methods in the primary school classroom

Respondent: Upazila Primary Education Officers	Primary Education officials' opinion						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Primary Education Level	24.2	33.3	15.2	9.1	15.2	27.3	33.3

1. *Not enough materials*
2. *Not enough training*
3. *Lack of adequate classrooms*
4. *Electricity problem*
5. *Absence of the student*
6. *Not a proper idea*
7. *No comment*

Table 8.2: Challenges of using blended methods in the secondary school classroom

Respondent: Upazila Secondary Education Officers	Secondary Education officials' opinion						
	1	2	3	4	5	6	7
Secondary Education Level	29.0	29.0	9.7	9.1	6.5	9.7	45.2

1. Not enough materials
2. Not enough training
3. Lack of adequate classrooms
4. Electricity problem
5. Not everyone has a device
6. Not a proper idea
7. No comment

Upazila secondary education officers mentioned similar limitations to those in primary schools (refer to Table 8.2).

It is noteworthy that a third of primary education officers and 45% of secondary education officers opted not to express any views on the question. This suggests that the question is not a high priority on the officers' agenda of work and may not be a top priority in the education authorities' policy and planning. As previously demonstrated in describing teachers' responses to ICT-based learning and challenges, while some investments have been made in hardware and training, there is still a long way to go before ICT-based learning, and technology integration into classroom instruction is effectively mainstreamed into the teaching-learning process.

Student behavior in the pandemic aftermath

The upazila education officers were asked to provide their observations regarding student behavior, specifically focusing on the effects on students' concentration in study, participation in classwork, and interactions with teachers and classmates in the post-COVID period (refer to Figure 8.3).

Figure 8.3: Upazila education officers on change in student behavior
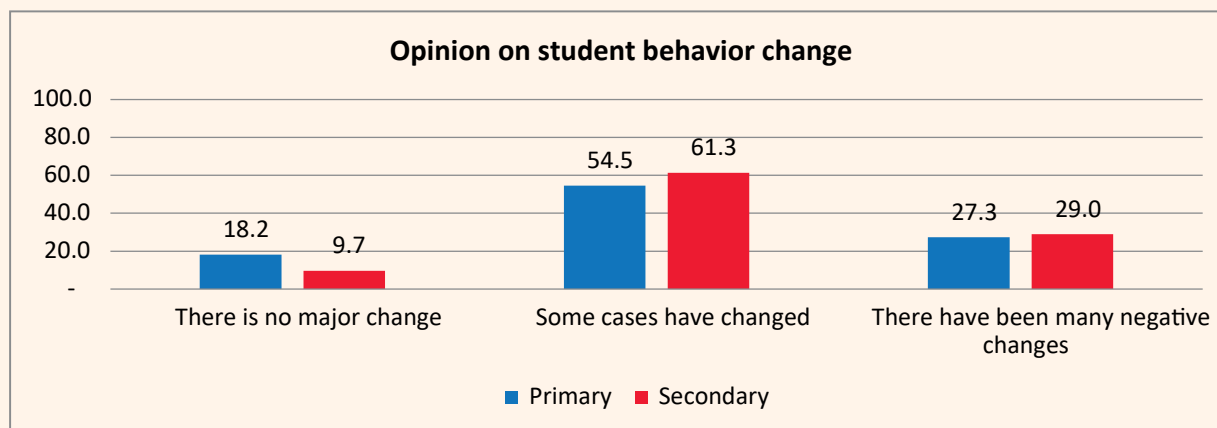
At the primary level, 18% of officials noted no significant change among the students. However, over half (54.5%) reported 'altered' student behavior during class by a noticeable proportion

of students. Additionally, more than a quarter (27%) of primary-level officials stated that they observed various significant negative changes, such as a lack of concentration in class, poor attention to studies, and unfriendly interactions with peers. These changes were attributed to the effects of COVID-19 isolation and disruptions to social life on students' mental health.

At the secondary level, approximately 10% of officials observed no major change among the students, while a larger proportion (61%) than at the primary level reported changes in the classroom behavior of a significant number of students. Similarly, a higher proportion of officers (29%) than at the primary level stated that they noticed pronounced negative behaviors among many students, including a lack of willingness to communicate with teachers.

Although the education officers did not provide quantified estimates of their observations due to the absence of any study on the problem, their empirical observations indicate negative mental and emotional health consequences for students resulting from the pandemic-induced disruptions to education and social life. These consequences likely affect learning recovery and the return to a normal pattern. The officers' views specifically on the effects on the teaching-learning process were also investigated, as reported below (refer to Table 8.3).

Table 8.3: Negative impact on the teaching learning process after the long closure

Respondent: Upazila Education Officials	Upazila Education officials' opinion on impact							
	1	2	3	4	5	6	7	8
Primary Education Officer	54.5	33.3	39.4	18.2	15.2	0	0	15.2
Secondary Education Officer	25.8	22.6	38.7	32.3	25.8	3.2	3.2	22.6

1. *Inattentive to studies*
2. *Reluctance to come to school*
3. *Falling behind in learning*
4. *Negative change in student behavior*

5. *Smartphone addiction*
6. *Increase in child marriage incidence*
7. *Difficulties in using blended methods*
8. *No effect*

The most serious negative effects attributable, at least in part, to students' mental and emotional health and well-being at the primary level were their lack of attention to studies, reluctance to attend school, and falling behind in learning. According to education officers, falling behind in studies was the most frequently mentioned issue at the secondary level, seemingly associated with smartphone addiction, negative social interactions, and reluctance to attend classes. It is noteworthy that 15% of primary education officers and 23% of secondary education officers did not observe negative consequences for the teaching-learning process.

General guidelines to schools to bridge the learning gap and its implementation

A significant responsibility of education officers at the upazila and district levels is to communicate government policies and directives to schools and teachers and facilitate the implementation of these guidelines. The officers were queried about their perspectives on the key contents of the guidelines concerning post-pandemic actions and the extent to which these guidelines have been implemented in schools.

Table 8.4: Education officers' priority to government guideline items to bridge the learning gap

Respondent	Upazila education officials opinion about guideline key items						
	1	2	3	4	5	6	7
Primary Education Officer	63.6	78.8	30.3	6.1	9.1	0	12.1
Secondary Education Officer	48.4	83.9	32.3	6.5	3.2	3.2	22.6

1. Teach by identifying weak students and difficult subjects
2. Organise parents' meeting
3. Hold additional classes
4. Prepare and distribute worksheets for students (for exercise)
5. Arrange lessons online beyond classroom instruction
6. Group work
7. Can't recall priorities in the guideline

The most frequently mentioned initiative, highlighted by 81% of Upazila Education Officers, is involving parents in the school's efforts by organizing parents' meetings. Approximately 56% of officials indicated that instructions included identifying weak students and providing targeted teaching to address their specific needs. About a third (31.3%) of officials mentioned the provision of additional classes as an initiative that helped students catch up on missed content and receive additional support. Notably, 12% of primary-level officials and nearly double that proportion at the secondary level could not recall the major guideline points and action priorities (refer to Table 8.3).

Analyzing the perceptions of Upazila Education Officers (UEOs) at both primary and secondary levels regarding the implementation of key guideline points to bridge the learning gap, it is evident that about half of the officers believed implementation was carried out properly. The remaining officers felt that the implementation measures could be stronger.

At the primary level

- 48.5% of UEOs reported proper implementation of the guidelines/instructions by primary level teachers.
- 51.5% of UEOs reported a moderate level of implementation at the primary level.

At the secondary level

- Nearly 42% of UEOs reported proper implementation of the guidelines/instructions by secondary level teachers.
- 58% of UEOs reported a moderate level of implementation at the secondary level (Figure 8.4).

Figure 8.4: Level of implementation of government guidelines at schools on learning gap
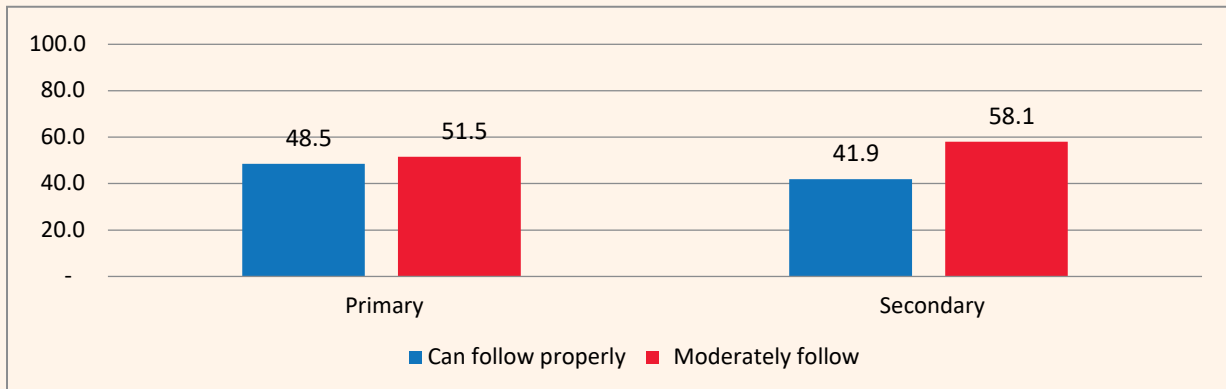
It is worth-noting that a relatively positive assessment is not unexpected from officials who have the job of communicating the guidelines to schools and overseeing their implementation.

District education officers' views

District education officers from eight districts participated as respondents in the study. They hold higher-level management and leadership roles to guide upazila officers in supervising and assisting schools within their respective jurisdictions. The district officers were queried about their assessment of instructions provided to schools for ICT-based blended learning, the challenges encountered by teachers in performing their duties in the aftermath of the pandemic, the support offered to schools and teachers to address these challenges, the instructions provided regarding bridging the learning gap, and the capacity of schools to act according to the instructions.

Views about guideline on ICT-based blended approach

Views on Guidelines for ICT-Based Blended Approach Regarding whether formal instructions or guidelines were provided to schools on the use of an ICT-based blended approach, the officers were divided in their views, similar to the case of upazila officers. They were asked to indicate the key items that might be included in such guidelines. Responses included the use of multimedia, online classes, and appropriate learning content. However, the question of blending and merging classroom instruction with ICT-based learning was not mentioned among the identified items (refer to Table 8.5).

Responses about the difficulties faced by teachers in the aftermath of the pandemic indicated that coping with students' lack of attention and concentration on studies was a major concern at both the primary and secondary levels. However, some of the district officers did not perceive any significant issues (refer to Table 8.6).

Table 8.5: Instruction for using blended methods in the classroom

Respondent	Yes (%)	No (%)	Preferred content of instruction				
			1	**2**	**3**	**4**	**5**
District Primary Education Officer	56.3	43.8	33.3	22.2	22.2	33.3	11.1
District Secondary Education Officer	37.5	62.5	50	33.3	16.7	33.3	0

1. *Use of multimedia*
2. *Training for teachers*
3. *Conducting online class*

4. *Use of appropriate materials*
5. *Others*

Table 8.6: Difficulties faced by teachers in the pandemic aftermath

Respondent	Education officials opinion			
	1	**2**	**3**	**4**
District Primary Education Officer	50	37.5	25	25
District Secondary Education Officer	62.5	6.3	25	37.5

1. *Less attention of students*
2. *Absenteeism*

3. *Others*
4. *No problem*

District-level primary education offices were tasked with providing support to address the challenges faced by teachers in coping with post-pandemic learning difficulties. Approximately 38% of District Primary Education Officers mentioned providing training for teachers, instructions for increased communication with parents/home visits, and other forms of support, while 19% stated that no special support was provided.

For District Secondary Education Officers, over half (56%) mentioned providing training for teachers, 37.5% mentioned other forms of support, and 18.8% mentioned instructions for increased communication with parents/home visits, while 12.5% stated that no support was provided. However, merely checking the box indicating that certain supports were provided does not provide insight into the quantity, quality, and effectiveness of the support provided. Additionally, when some respondents cannot recall if any support was provided, it raises questions about the efficacy of whatever support was indeed provided (refer to Table 8.7).

Table 8.7: Mention of support provided to overcome the learning recovery problems

Respondent	District Education officials opinion			
	1	**2**	**3**	**4**
District Primary Education Officer	37.5	37.5	37.5	18.8
District Secondary Education Officer	56.3	18.8	37.5	12.5

1. *Training for teachers*
2. *More communication with parents/home visit*
3. *Others (monetary compensation, online class, use of ICT, less stress)*

4. *No support provided*

Central instruction to bridge the learning gaps

What were the instructions or guidelines, if any, from the central level, education directorate, or curriculum authorities for bridging the learning gap, according to district officials?

Regarding the instructions/guidelines for the recovery of learning loss, 25% of District Primary Education Officers mentioned extra classes, and 12.5% noted home visits, the use of assignments/ worksheets, and parental engagement. However, 25% of District Primary Education Officers could not specifically recall the initiatives. At the secondary level, items noted included home visits, extra classes, the use of assignments/worksheets, parental engagement, and ra eview of previous lessons. Additionally, a large proportion, 40%, either did not wish to comment or could not recall specific points (refer to Table 8.8).

Table 8.8: Instruction/guideline for bridging the learning gap

Educational level	Key contents of instruction					
	1	**2**	**3**	**4**	**5**	**6**
District Primary Education Officer	12.5	25	12.5	12.5	0	25
District Secondary Education Officer	13.3	13.3	13.3	13.3	13.3	40

1. *Home visit*
2. *Extra-class*
3. *Use of assignment /worksheet*

4. *Parents' engagement*
5. *Review of previous lesson*
6. *Could not remember/ No comment*

District education officers were asked to give their assessment of the level of execution and capacity to execute at schools.

Figure 8.5: Level of execution and capacity to execute guideline/instruction in schools
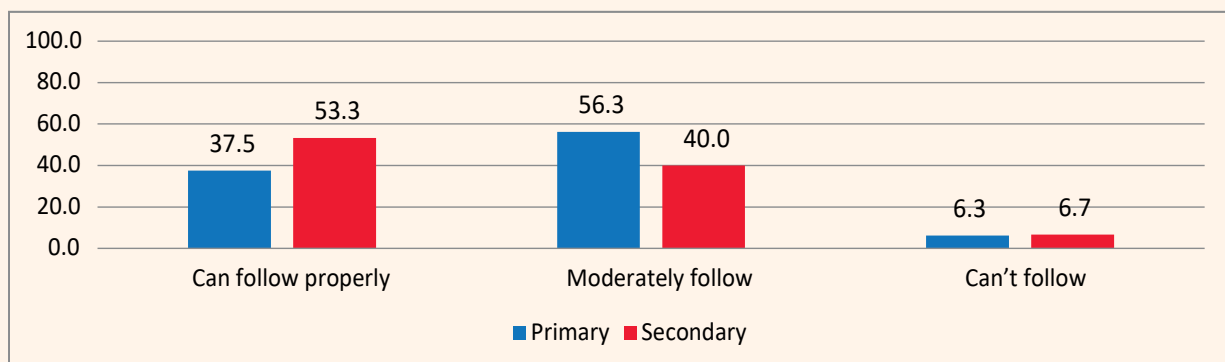
A majority (56%) of District Primary Education Officers perceived that the execution of guidelines/ instructions was at a 'moderate' level. A smaller proportion (37.5%) considered that the execution was undertaken properly. Among secondary education officers, just over half (53%) perceived the implementation of guidelines/instructions to be proper. The remainder thought the execution was only at a 'moderate' level or that the schools could not follow the instructions (refer to Figure 8.5).

It appears that more district-level officers than upazila officers (who are more directly engaged with schools and teachers) believed that the implementation of guidelines was done properly. However, the crucial point to note is that overall, about half of the education officials expressed the view that there were problems and deficiencies in carrying out the guidelines at the school level. Significantly, a large proportion of district officials for primary and secondary education (25% and 40%, respectively) could not recall the key points of the guidelines or did not wish to comment. These proportions at the upazila level for primary and secondary education were 12.5% and 25%, respectively.

Chapter *9*

Empirical evidence – classroom and school observation

- Classroom physical condition
- Teacher-student communication and managing lessons by teachers'
  - *Primary level*
  - *Secondary level*
- ICT uses in classroom
- School observation
  - *Physical infrastructure*
  - *Primary schools*
  - *Secondary schools*
- Sanitation, toilets and water supply
- Playground, open space, gardens
- Science laboratory and library in school
- Other observations
  - *School uniform*
  - *School meal*
  - *Sticks in teachers' hands*
  - *Assembly to begin the school day*

Empirical evidence - Classroom and school observation

The primary data collected for this study was based on surveys conducted with various stakeholders, including students, teachers, parents, and education officials, to assess the post-pandemic situation in schooling. The perspectives provided by these stakeholders have offered valuable insights, as presented earlier. In addition to the surveys, the study methodology included visits and observations of a sample of classrooms and schools.

Pairs of research team members visited a total of 68 primary schools and 68 secondary schools selected randomly and through a lottery system. These schools were chosen to represent primary and secondary educational institutions across eight districts, encompassing rural, urban, and city corporation neighborhoods. This selection process aimed to approximate the overall distribution of schools in the country.

During these classroom observations, a predefined checklist was utilized. This checklist focused on assessing the physical condition and seating arrangements within classrooms, observing communication and interaction between students and teachers, and evaluating the management of instruction within the classroom setting.

Classroom physical condition

Figure 9.1: Physical condition and cleanliness of the classroom
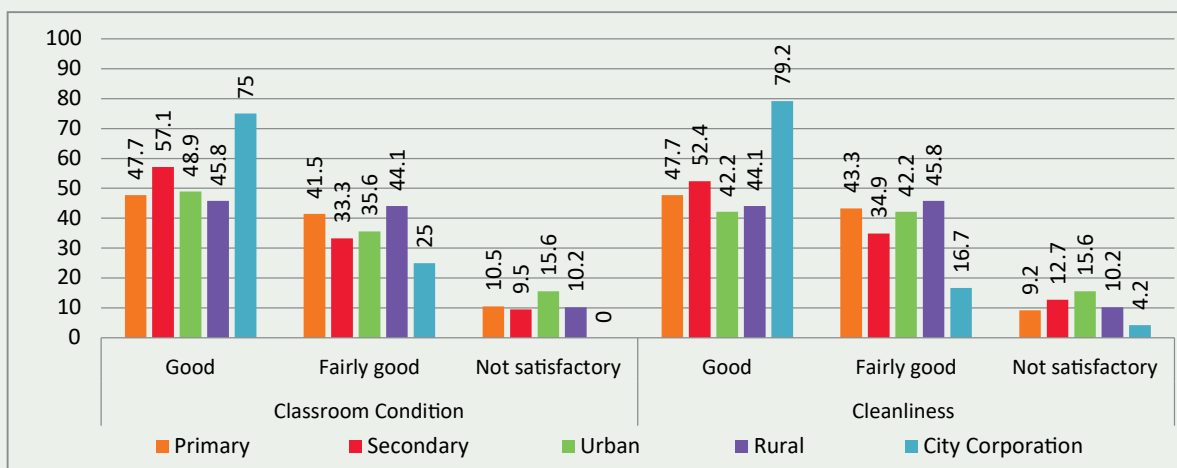
In approximately half of the primary schools observed, the classroom conditions were deemed good, while they were rated as 'fairly good' in 41.5% of the schools. However, the study team observers found that the classrooms in 10% of the schools were not satisfactory. Similarly, at the

secondary level, the condition of classrooms mirrored that of primary schools, with 57% rated as 'good,' 33% as 'fairly good,' and 10% deemed unsatisfactory.

In evaluating the condition of classrooms, the study team utilized basic criteria focusing on adequacy and safety. Factors such as ventilation, natural light, overall cleanliness, seating capacity for enrolled students, and safety measures were taken into consideration.

Figure 9.2: Classroom decor and furniture
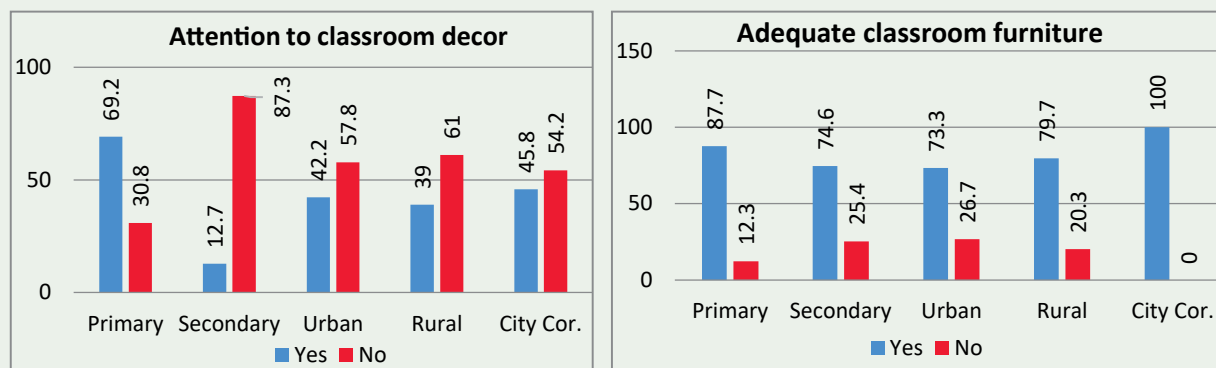
The adequacy of classroom furniture was primarily determined by whether there was enough seating to accommodate all enrolled students. Observers noted that approximately 90% of both primary and secondary schools provided long benches and desks capable of seating four or five students in a row, all facing in one direction. Less than 10% of schools allowed for face-to-face seating arrangements, which offer more flexibility for group work.

Additionally, it was observed that some attention was given to classroom decor, such as educational charts and pictures on the walls, at the primary level. However, secondary schools tended to pay little attention to such 'niceties.'

Teacher-student communication and managing lessons by teachers

Figure 9.3: Teacher-student communication in classroom
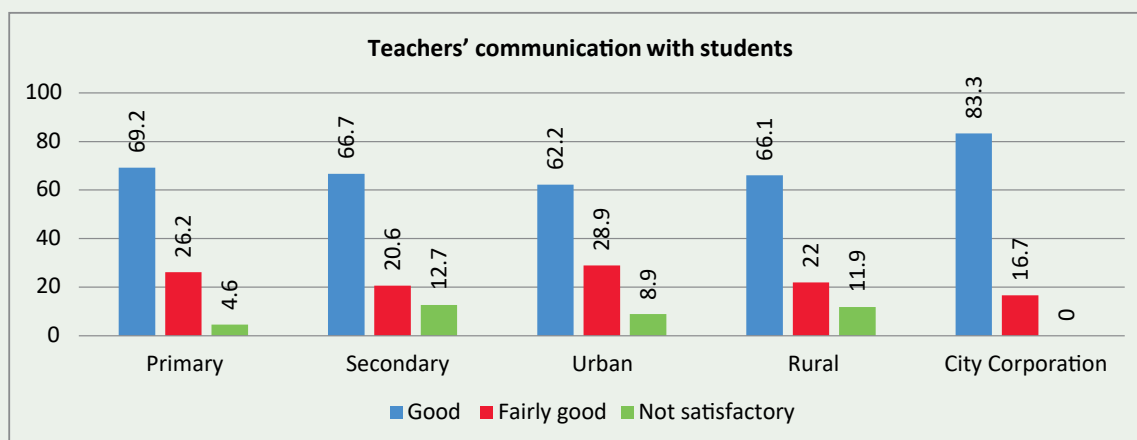
The classroom observations conducted by the study team provided insights into teacher-student communication in both primary and secondary schools, categorized as good, fairly good, or not satisfactory. It is important to note that one class was observed in each school (refer to Figure 9.3).

Primary level

Most primary schools (69%) were observed to have good communication between teachers and students, while 26% fell into the fairly good category. Observers noted opportunities for students to ask questions, with teachers encouraging such interaction, albeit within the constraints of the fixed lesson duration of 35-40 minutes. Only 5% of primary schools were categorised as not satisfactory.

Secondary level

Similarly, at the secondary level, more than two-thirds (67%) of schools demonstrated good communication between teachers and students, while one-fifth (21%) fell into the fairly good category. However, 13% of secondary schools were rated as not having satisfactory teacher-student communication by the study team observers.

Challenges

Nearly 9% of schools in urban areas and around 12% in rural areas faced major challenges (not satisfactory level) ineffective communication between teachers and students.

Classroom management

Observers delved deeper into classroom management of instruction beyond general teacher-student interaction. This practice involves controlling the pace and timing of activities, signaling transitions between stages of the lesson, adjusting the classroom layout to support learning, responding to unexpected events, utilizing resources effectively, giving instructions clearly, and checking to understand. The study found that around half of primary and secondary school classes observed (46% and 51% respectively) demonstrated what may be described as 'good lesson management' by teachers. The remaining proportions of classes faced varying lesson management challenges that impaired effective instruction (refer to Figure 9.4).

Use of Supplementary Learning Materials: Approximately 28% of primary and 33% of secondary school classes were observed to use various supplementary learning materials. The majority, around 48% of primary and 36.5% of secondary schools, fell into the fairly good category. However, a quarter of primary and 30% of secondary schools did not utilize any supplementary learning aids in the classroom. The remainder of the classes occasionally used such aids in a limited manner. Larger city schools were found to be more advanced in using learning aids compared to rural and small-town schools (refer to Figure 9.4).

Figure 9.4: Lesson management by teachers and use of learning materials
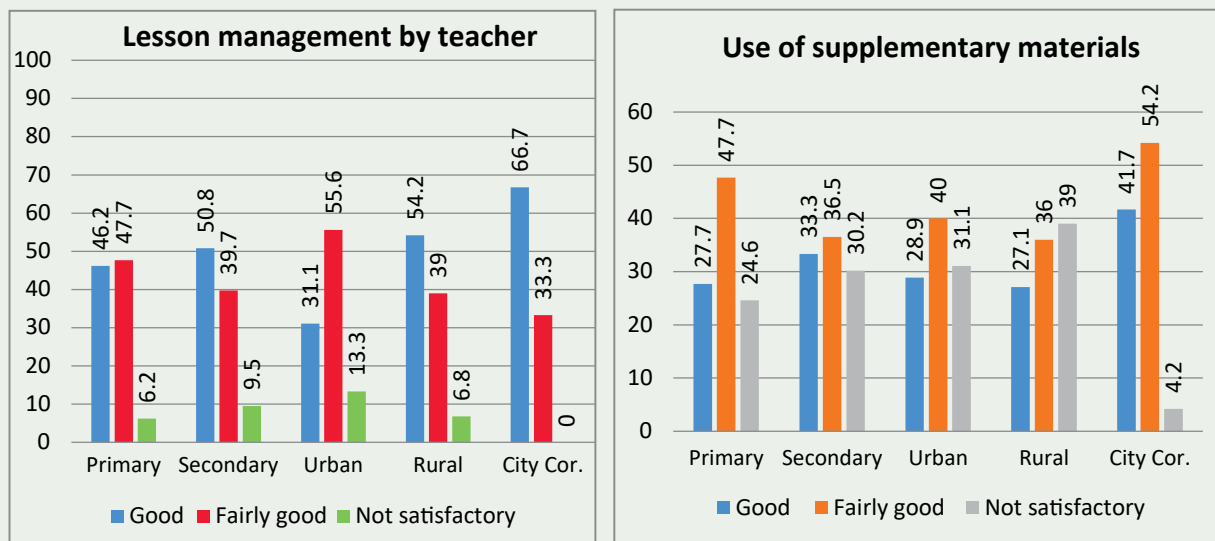
ICT uses in classroom

Teachers' views about availability and use of ICT facilities and use were presented earlier. Study team observers attempted to examine empirically the situation in the classroom.

Figure 9.5: ICT system availability and use in the classroom
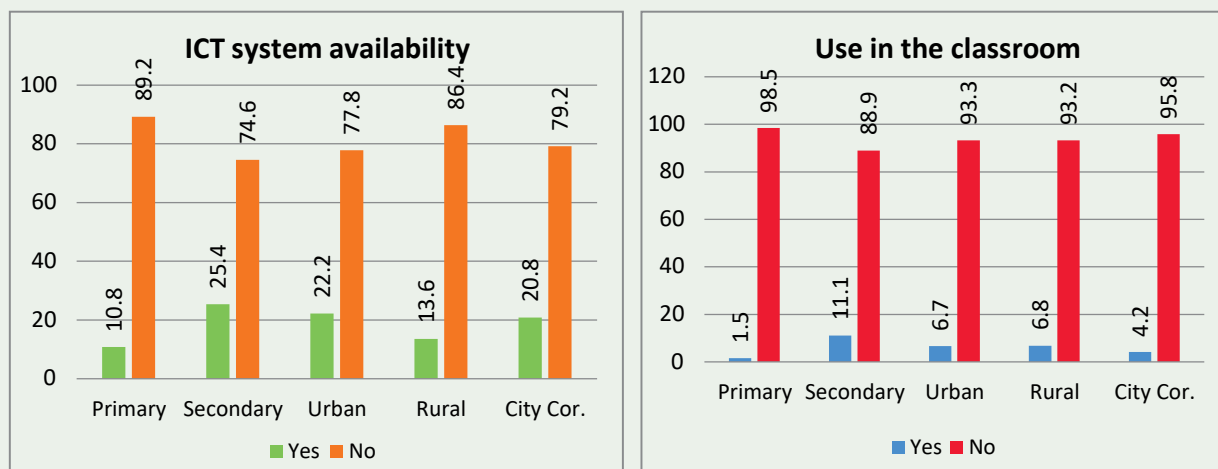
In the classrooms visited, the presence of ICT systems (including multimedia projectors, internet access, and projection screens) was observed to be limited. Only 11% of primary schools had these ICT facilities, whereas a quarter (25.4%) of secondary schools were equipped with such materials. The availability of ICT resources was more common in urban areas (22.2%) and City Corporation areas (20.8%), while rural schools (13.6%) lagged behind (refer to Figure 9.5).

Among the primary schools with ICT-equipped classrooms, a very small proportion (1.5%) was observed utilizing ICT in their teaching practices. In contrast, 11% of secondary schools were observed to use ICT equipment to some extent during classroom instruction. These observations on the ground indicate a significantly lower availability and utilization of ICT facilities than what was reported by teachers, as previously presented.

School observation

In addition to observing classroom conditions and practices, the study team observers assessed the overall physical and learning infrastructure and environment in the schools they visited. They examined the structural condition of the buildings, the hygiene, sanitation, and water supply facilities, and the premises, including playgrounds, laboratories, and libraries, and determined whether an overall learning-friendly and child-friendly physical space was present.

Physical infrastructure

Figure 9.6: Physical infrastructure and structural condition of the school
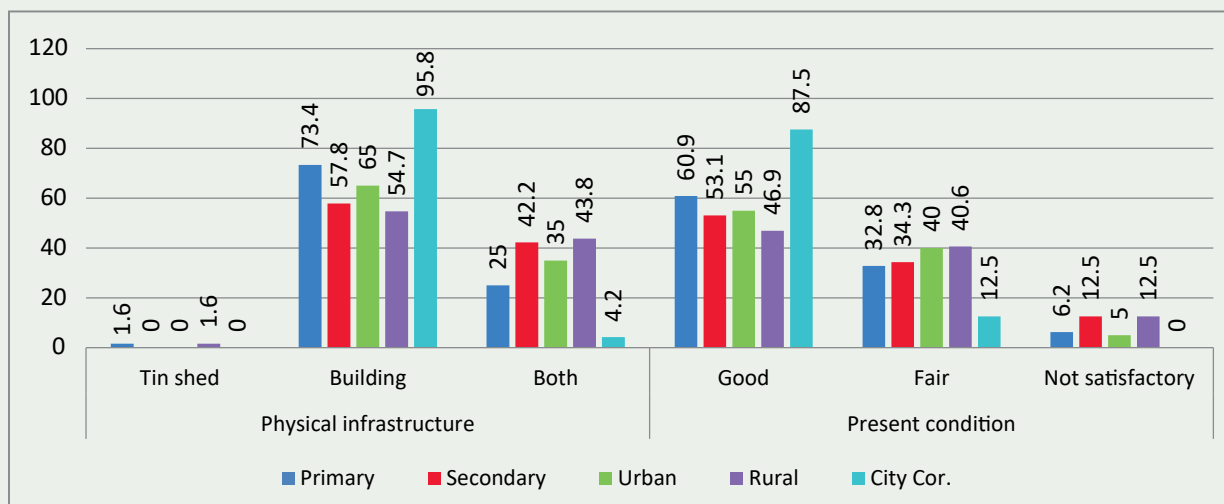
The findings offer a general overview of the infrastructure and quality of primary and secondary schools across rural, urban, and city corporation areas of the country (refer to Figure 10.6).

Primary schools

- Approximately three-quarters (73%) of primary schools possess a building. Among the remaining schools, some have a building alongside a tin-roofed shed to accommodate all students, while others solely rely on sheds for classrooms.

- Nearly 94% of primary schools are classified as either good or fair, with just over 6% falling into the category of not satisfactory regarding safe and adequate space for students and teachers.

Secondary schools

- Around 58% of secondary schools have a building, while the rest generally utilize a combination of buildings and sheds.

- About 87% of secondary schools are rated as either good or fair. However, one in eight schools (12.5%) is deemed unsatisfactory in terms of providing safe and adequate space for students and teachers.

The presence of a boundary wall around the school premises is considered crucial for safeguarding the school premises and assets, preserving its integrity, and ensuring the safety and security of children. It was noted that 58% of primary schools and 73% of secondary schools visited had boundary walls. Urban areas and cities showed higher rates of boundary wall implementation. The absence of a boundary wall in nearly half of primary schools and a quarter of high schools indicates insufficient investment in educational infrastructure (refer to Figure 9.7).

Figure 9.7: Boundary walls in schools
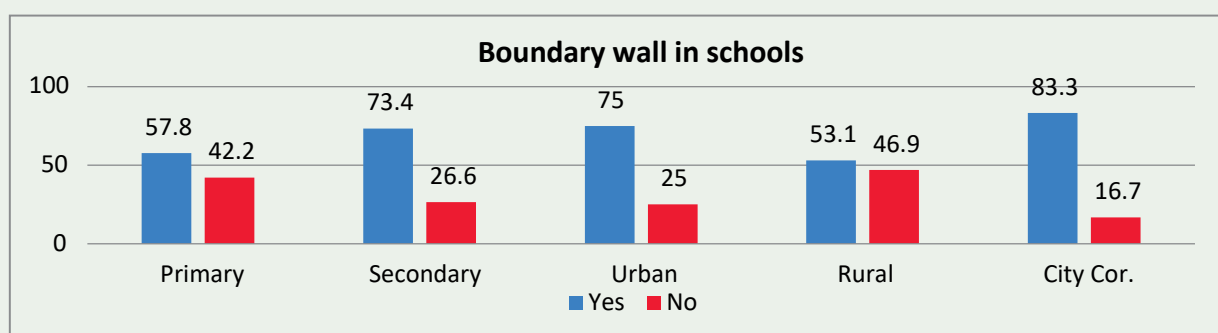
An essential consideration is the accessibility of physically disabled individuals to school buildings and classrooms. According to observations made by the study team, less than half of primary schools (45%) and two-thirds (67%) of secondary schools offer accessible facilities. Among schools with such amenities, only a minority (28% primary and 45% secondary) have made provisions to assist individuals with disabilities in participating in school activities (refer to Table 9.1).

Table 9.1: School accessibility of students with disabilities

School type & Region	Yes	No	If yes, special arrangements for this student	
			Yes	No
Primary	45.3	54.7	28.1	71.9
Secondary	67.2	32.8	45.3	54.7
Urban	72.5	27.5	40	60
Rural	50	50	32.8	67.2
City Corporation	45.8	54.2	41.7	58.3

The tables and figures presented above clearly depict a geographical disparity in terms of school facilities. Though there are exceptions, primary and secondary schools in urban and city corporation areas generally perform better. Approximately 95% of both primary and secondary schools in urban areas are classified as good or fair according to the basic criteria used for evaluation. However, in rural areas, one in eight schools requires significant improvement to

ensure they provide a safe and conducive learning environment. Additionally, there remains a considerable distance to cover in making facilities accessible to children with physical disabilities.

Sanitation, toilets and water supply

Adequate sanitation, toilets and water supply are basic essential facilities in a school. The study team looked into the availability and condition of these basic requirements.

Table 9.2: Availability of WASH block in school

School type & Region	Yes	No	If yes, present condition	
			Functional	Out of order
Primary	75	25	95.8	4.2
Secondary	87.5	12.5	100	0
Urban	85	15	97.1	2.9
Rural	75	25	100	0
City Cor.	91.7	8.3	95.5	4.5

A WASH (Water, Sanitation, and Hygiene) block denotes the provision of flush toilets for both boys and girls, water taps, and a clean water supply integrated as a physical infrastructure. It was noted that at least three-quarters of schools at both primary and secondary levels were equipped with WASH blocks. Urban areas and cities exhibited a higher prevalence of such facilities compared to rural areas, as shown in Table 9.2. The functionality of WASH blocks was observed to be high, with over 95% of them operating effectively. However, issues were identified concerning the availability of separate toilets for girls, with approximately a quarter of primary schools encountering this challenge.

Playground, open space, gardens

Sports and playgrounds as well as gardens and open space are essential features of a school offering a child- friendly learning environment. Observers looked into these aspects in schools visited (refer to Table 10.3).

Table 9.3: Availability of playground and open space in school

School type & Region	Yes	No	If yes, Is it useable	
			Yes	No
Primary	71.9	28.1	95.7	4.3
Secondary	87.5	12.5	96.4	3.6
Urban	77.5	22.5	96.8	3.2
Rural	89.1	10.9	94.7	5.3
City Corporation	58.3	41.7	100	0

Overall, the majority of schools at the primary level (approximately 72%) and secondary level (nearly 88%) possess a playground or open space. However, in City Corporations, only 58% of schools had this facility compared to 89% in rural areas. It is concerning that even in rural areas, more than 10% of schools did not have an open space or playground within their premises. In some instances, the available open space or ground, when present, was not suitable for children to play.

A school garden can offer a means of bringing children out of the classroom into the outdoors for hands-on learning experiences. It was observed that about one-third of both primary and secondary schools provided this opportunity to students, even in rural areas (not depicted in the figure).

Even in schools with playgrounds, were there supplies of sports materials for students? It was observed that approximately 58% of primary schools and 69% of secondary schools provided sports materials for their students. Urban schools are leading in this aspect compared to the other two clusters (refer to Figure 9.8).

Figure 9.8: Availability of sports material for students
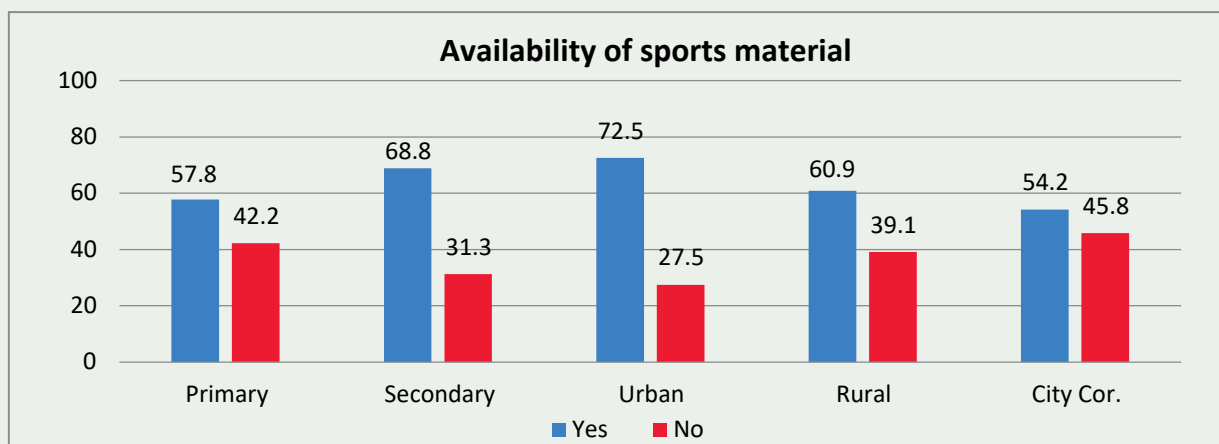
Science laboratory and library in school

Separate science laboratories are not typically expected to be present in primary schools, but they are considered essential in secondary schools. In the schools visited, just over two-thirds (67.2%) had a laboratory. However, only 28% of rural high schools were equipped with laboratory facilities, which usually consist of one room furnished with science experiment and study materials (refer to Table 9.4).

Only a third of primary schools had a library, typically comprising one or two shelves or cabinets where books are stored for student borrowing. At the secondary level, over 80% have a library, often consisting of a few cabinets or shelves rather than a separate room with reading and browsing facilities. Cities are ahead in offering library facilities compared to rural and other urban areas (refer to Table 9.5).

Table 9.4: Availability of science laboratory in school

School type & Region	Yes	No	If yes, present condition	
			Functional	**Out of order**
Primary	0	100	0	0
Secondary	67.2	32.8	95.3	4.7
Urban	32.5	67.5	92.3	7.7
Rural	28.1	71.9	94.4	5.6
City Corporation	50	50	100	0

Table 9.5: Availability of library in school

School type & Region	Yes	No	If yes, do students use it	
			Yes	**No**
Primary	32.8	67.2	81	19
Secondary	81.3	18.8	98.1	1.9
Urban	60	40	95.8	4.2
Rural	50	50	93.8	6.3
City Corporation	70.8	29.2	88.2	11.8

Other observations

A few other observations of the study team from their school visits may be noted which have a bearing on students' effective engagement in learning.

School uniform: in the schools visited, nearly all primary schools require students to wear a school uniform. However, observations revealed that in two-thirds of primary schools, all students complied with the uniform policy. In 30% of schools, the majority wore uniforms, while in the remaining schools, adherence to the rule was not enforced, and most children did not wear the uniform. At the secondary level, in almost 60% of schools, all students wore the uniform, while the majority did so in a third of the schools. In the remaining schools, the use of uniforms by students appeared to be optional.

School meal: School meals have been offered as part of a development project in a small proportion of government primary schools. While the government has agreed in principle to expand the provision to all primary schools, implementation has not yet begun. In the schools visited, it was found that nearly 5% of primary schools and 8% of secondary schools have a mid-day meal program, initiated by the schools themselves. The meal program is supported by contributions from parents through arrangements made by each school.

Sticks in classroom teachers' hands: Although, physical punishment of students by teachers is prohibited by law, in 9% of primary schools and 16% of secondary schools, some teachers were

observed to be carrying sticks to the classroom. Actual use of the stick for punishing students was not observed, but the old attitudes and habits about discipline in classroom still persist.

Assembly to begin the school day: Beginning the school day with students and teachers gathering in an assembly where often a brief physical training routine is carried out, the national anthem is sung, a short inspirational speech is delivered or an important announcement of common interest is made. It was observed that around 97% of primary and secondary schools regularly practiced the assembly. The practice was observed across geographical regions

In order to ensure quality education for all, rigorous efforts need to be taken considering the level of learning across multiple students, the quality of teaching-learning methods, the quality of educational content and resources, the quality of assessments, the quality of teacher professional development, use of digital literacy, the quality of inclusive infrastructure, greater access and of course, adequate allocation.

Bangladesh has experienced significant socio-economic achievement over the years, followed by various national milestones and development goals. Several key factors have shaped the country's progress, challenges, and vision for the future. In the wake of unprecedented global challenges posed by the COVID-19 pandemic, education has emerged as a crucial pillar of resilience and sustainability in a rapidly changing world. The Education Watch Study 2023 delves into the transformative journey of education post-pandemic, spotlighting the innovative strategies and enduring lessons that have shaped the sector. As nations worldwide grappled with disruptions, lockdowns, and uncertainties, the education landscape underwent a profound metamorphosis. This study sheds light on how educators, policymakers, and learners have adapted, evolved, and reimagined education to foster resilience and sustainability in the face of unforeseen crises. In this era of flux, where digitalization, social equity, and environmental awareness converge, the 2023 Education Watch Study explores the ways in which education has become a beacon of hope and a catalyst for building a more resilient and sustainable future.

The COVID-19 pandemic has also accelerated the adoption of digital technology in education. As Bangladesh continues its journey towards an educated and skilled workforce, the education system remains critical in shaping its future.

Chapter **10**
Conclusions and policy recommendations

- Conclusions
- Where the students are
  - *Dropout*
  - *Transition*
  - *Bringing the dropped out students back*
- Key conclusions: Where the students are
  - *How students coped with the learning challenges*
- Key conclusions: How students coped with learning challenges
  - *Technology, ICT, teachers' skills*
- Key conclusions: Teachers, technology, ICT, teachers' ICT skills
- Key conclusions: Teachers' perception of post-pandemic effects on schools and challenges
  - Family costs for children's education
- Key conclusions: Family costs for child's education and what families can afford
- Education officers' perceptions of challenges and actions taken
  - *Span of responsibility*
  - *Challenges in implementing ICT/blended learning*
  - *Official's views about actions to bridge learning gaps*
- Empirical evidence from school and classroom visits
  - *Classroom physical condition*
  - *Classroom learning management*
  - *School infrastructure*
  - *Water, sanitation and hygiene in schools*
  - *Playgrounds and open space*
  - *Laboratory and library*
  - *Other observations*

Conclusions and policy recommendations

The COVID-19 pandemic presented unprecedented challenges to Bangladesh's education system. In response, there was a strong emphasis on resilience, adaptability, and innovation, as the education sector swiftly transitioned to remote learning despite obstacles such as the digital divide. Initiatives like "Amar Ghore Amar School" (My Home My School) provided televised lessons, addressing the lack of online access. To ensure the resilience of the education system, there is a pressing need for continued investment in technology, extending internet access, and providing affordable devices, particularly for marginalized communities.

During the recovery phase, it is imperative to redefine the curriculum, placing emphasis on critical skills for the 21st century and prioritizing vocational and technical education. The mental and emotional well-being of students and educators must be a focal point, with the incorporation of social and emotional learning. Collaboration among stakeholders – including government, NGOs, educators, parents, and the private sector – is essential for crafting a comprehensive and sustainable education response. As Bangladesh transitions from crisis management to recovery, there lies an opportunity to transform the education system, making it more inclusive, adaptable, and forward-looking, ultimately better serving the needs of its citizens in the post-pandemic era.

Based on the data analysis and findings presented in chapters 3 to 9, the following key conclusions emerge. These conclusions are followed by recommendations regarding policy and action priorities to address post-pandemic challenges in basic education.

Conclusions

Where the students are

The findings at the primary level indicate that, on average, 95.5% of the cohort of students who were in school in 2020 were enrolled (as reported by parents) in the 2023 academic year, with girls exhibiting better enrollment rates than boys. The percentage of boys out of school was higher (7%) compared to girls (1.9%), resulting in a total average of 4.5%. At the secondary level, 6% of both boys and girls who were in school at the onset of the pandemic in 2020 were no longer enrolled in any school by 2023.

Dropout

It's important to clarify that the dropout estimates of 4.5% and 6% for primary and secondary levels respectively pertain to the student cohort of 2020 for grades 2 and 6 who were not enrolled in school in 2023, rather than representing the total dropout rates for primary and secondary levels. Total dropout rates were reported as 14.15% in 2021 at the primary level, 36% for secondary level

(grades 6-10), and 22.7% at the higher secondary level (grades 11-12) as documented by BANBEIS and the Directorate of Primary Education (DPE), according to sources such as the DPE Primary Education School Census, 2022 and BANBEIS Bangladesh Education Statistics 2022.

The cumulative dropout for the 2020 cohort of grade 2 and grade 6 over three school years, as reported in this study, is likely influenced by the effects of the pandemic, as indicated by the reasons for dropout cited by parents. These reasons include the low income level of families, exacerbated by the pandemic, out-of-pocket costs for schooling, the prolonged closure of schools, and inadequate instruction in schools.

Transition

Of the students who were in grade 5 of primary education (excluding the 4.5% dropout), 70% transitioned to regular government-assisted and government secondary schools. Approximately 21% were enrolled in private schools, known as kindergartens (some of which offer primary and secondary level schooling), and schools run by NGOs. Notably, this percentage of non-government and private school enrollment rises significantly to 35% in the city corporation area, contrasting with rural and other urban areas. Approximately 3% of parents chose to send their children to madrasahs (both Quaumi or non-government religious schools and Aliya or government-assisted madrasas). Just over 3% of the students transitioned to technical and vocational schools, with a higher proportion in urban and city slum areas than in rural areas. Additionally, a little over 3% of children remained at the same primary school or transferred to another government primary school, not certified to be completing grade 5.

A small but noticeable trend of shifting to madrasahs was observed from both primary and secondary school 2020 cohorts. Notably, the move from the primary level (6.4%) to madrasas was significantly higher than that from the secondary level. Typically, students enrolled in mainstream secular schools continued in these schools. When asked about reasons for choosing madrasas for their children, almost two-thirds of parents mentioned religious reasons as a major consideration, while a fifth cited proximity to home or because madrasas remained open during the pandemic while mainstream schools were closed.

Bringing the dropouts back

Can the dropouts be brought back to school? The majority, 57%, of the respondents at the primary level and an overwhelming 79% at the secondary level expressed no interest in returning to school. Among the minority who expressed willingness to return, it was conditional upon the availability of financial support and an increase in their families' awareness and willingness to support their education. A smaller proportion suggested offering mid-day meals and educational materials as incentives (Figure 3.8).

What did the out-of-school children do? Forty-one percent of primary-age children and 49% at the secondary level reported being engaged in work or child labor. Additionally, over half of the out-of-school children at both primary and high school levels were forced into child marriages. A small proportion reported engaging in household activities, while others stated that they were mostly idle.

Key Conclusions: Where the students are

- 4.5% of the grade two cohort in 2020 and 6% of the grade six cohort were no longer enrolled in school by 2023. These dropout rates can be attributed, at least in part, to the effects of the pandemic on schooling and the socioeconomic circumstances of the students' families.

- Of the primary completers, 70% transitioned to mainstream government-assisted secondary schools, 21% enrolled in private "kindergarten" schools or other private institutions, approximately 3% enrolled in vocational-technical schools, another 3% transferred to madrasas, and 3% repeated the primary grade. The choice of madrasas may reflect a trend influenced by the pandemic's impact on families.

- Dropout students expressed reluctance to return to school unless they received financial support and their families became more aware of their priorities and were able to support them, thereby addressing the conditions that led to their dropout. The fact that a majority of dropout students were engaged in child labor and a significant number of girls were forced into child marriage lends support to their reasons for leaving school.

How students coped with the learning challenges

The findings revealed that more than half of the students at both the primary and secondary levels expressed positive sentiments regarding their classroom experiences post-pandemic. However, nearly half reported encountering difficulties in understanding lessons, with a smaller percentage indicating a complete lack of comprehension. It is common for students to be hesitant in expressing negative views about teaching or their own abilities. Nevertheless, the fact that about half of the students admitted to having difficulties in following lessons is a matter of concern.

A significant majority of students expressed a desire for more classroom time and detailed explanations of lessons. They also expressed a need for more interactive teaching methods, the incorporation of ICT-based learning, and opportunities for peer-to-peer learning. Nearly three-quarters of students at both levels reported engaging private tutors, as reported by both parents and students. Additionally, there was widespread reliance on commercial guidebooks among the student population.

Key conclusions: How students coped with learning challenges

- Just over half of the students, 56.5% at the primary level and 52.6% at the secondary level, expressed positive views regarding their new classroom experiences post-pandemic. However, close to half reported difficulties in following and keeping up with lessons.

- A significant majority of students, comprising 69% of primary students and 63% of secondary students, expressed a desire for more classroom time and detailed explanations of lessons. Additionally, more than half expressed a need for increased opportunities to ask teachers questions, engage in group work and peer learning, and utilize ICT-assisted learning.

- Almost three-quarters of students at both primary and secondary levels relied on private tutors or attended coaching centers, as reported by both parents and students.

- Just over half of the students received study assistance from family members, including parents, indicating that educated families had a particular advantage in this aspect.

- There was a notable reliance on guidebooks to compensate for poor classroom instruction. A large majority of students, comprising 92% of primary students and 93% of secondary students, depended on commercial guidebooks.

- Just over 41% of primary students and over 58% of secondary students reported having internet access, primarily through smartphones. However, the access data does not provide insights into the quality of connectivity or the actual level of usage. Only a small proportion, comprising 8% of primary students and 17% of secondary students, mentioned utilizing this mode of learning.

Technology, ICT, teachers' skills

A significant majority of schools at both primary and secondary levels reported having internet connections and multimedia facilities, according to teachers' reports. However, teachers also noted inadequate provisions for maintenance and budget, which hindered the actual utilization of these facilities in teaching and learning. Overall, there was a disparity in the provision of multimedia facilities and internet connectivity between urban and rural areas and between primary and secondary schools, adversely affecting rural areas and primary schools in particular.

Furthermore, a large majority of teachers at both primary and secondary levels, approximately two-thirds, admitted to not having a clear understanding of the "blended approach." They expressed the need for a wide range of support and assistance, especially in the form of in-person training. Additionally, around three-quarters of teachers emphasized the importance of better preparation and equipping of classrooms, including provisions for electricity, space, and ventilation.

Teachers perceived various negative impacts of the COVID-19 pandemic on schools, creating new challenges in the teaching and learning process. They themselves faced a wide range of challenges, such as technology issues, resource limitations, or personal factors affecting their teaching experience. Although teachers mentioned guidance and instructions from the central level and initiatives at the school level, they were unsure of their effectiveness and called for various additional supports.

It is worth noting that the support needs expressed by teachers relate to activities and resources that are being provided to some extent by education authorities or through schools' own initiatives. However, the demands for support in these areas suggest that the support and assistance provided so far have been insufficient, and the quality and consistency of such support may have been inadequate. All of these factors indicate a need for substantial improvement in the existing support structures. Additionally, it is noteworthy that the kinds of support requested are within the existing pattern of support from the education authorities. Innovative ideas, such as closer partnerships with NGOs, community organizations, professional teacher bodies, or the private sector, have not been mentioned.

In summary, the COVID-19 pandemic has presented significant challenges to the teaching and learning process. The negative impacts observed by teachers underscore the need for multifaceted strategies to address these challenges and ensure the continued success of all students.

Key conclusions: Teachers, technology, ICT, teachers' ICT skills

- Approximately 77% of primary schools report having internet access, slightly lower than the 79% reported in the APSC 2022. Similarly, 82% of primary schools have access to multimedia facilities, compared to the APSC's higher figure of 91%, which includes computer access. (See DPE, Annual Primary Sector Census (APSC) 2022 report).

- Further investigation into the availability and utilization of facilities revealed that three-quarters of primary schools and 87% of secondary schools reported having multimedia classrooms.

- A minority of primary and secondary teachers (33% and 47% respectively) expressed satisfaction with the maintenance and operation of the multimedia facilities. Regarding connectivity budget, two-thirds of primary teachers and 43% of secondary teachers considered it to be "inadequate" (Figure 6.2).

- Inadequate budget allocation for the internet may hinder schools' ability to provide online resources, access educational content, and support digital learning initiatives. The data highlights challenges faced by rural schools with internet budget allocation, suggesting a lack of allocation for this purpose.

- A large majority of teachers, both at primary and secondary levels, around two-thirds, admitted they did not have a clear idea about the "blended approach" (Table 6.2). This was despite teachers reporting training on basic computer operation, content creation, use of multimedia devices, and conducting online lessons.

- Most teachers (over 95% at both primary and secondary levels and across geographical regions) desired more in-person training; around 90% emphasized having adequate ICT-based learning content; approximately three-quarters of teachers stressed the importance of properly preparing and equipping the classroom; and more than half (ranging from 41% to 62% across levels of education and geographical regions) sought regular online updates of methods and materials.

Teachers' perception of post-pandemic effects on schools and students

The most frequently cited negative impacts of the pandemic disruption and its aftermath are noted below.

Key conclusions: Teachers' perception of post-pandemic effects on schools and challenges

- **Reduced engagement and motivation of students in class room**

- L**earning deficits and knowledge gaps.** The transition to remote learning and the associated challenges created disparities in learning outcomes, with some students struggling to keep up with the curriculum.

- Other problems noted were **Digital distractions and mobile phone addiction of students, and problems of behavioral changes and emotional well-being noticed among students.** Low attendance in school indicated challenges of ensuring consistent student participation

in in-person classes after the pandemic. Some teachers expressed concerns about an increase in dropouts.

- Teachers themselves faced a wide range of challenges, such as handling technology issues, resource limitations, or personal factors, such as centralized and top-down management limiting teachers' initiatives.

- The uniform class-routine of 35 to 40 minutes of lessons for all subjects and classes throughout the year as prescribed by the central authorities in the school curriculum and the detailed syllabus restricts the possibilities of group-work, projects and optimizing teachers' and students' learning time. Roughly half of the teachers at primary and secondary levels considered the rigid rules a problem; others, accustomed to the fixed routine and centralized management, saw little or no problem in it (Table 7.3).

Family costs for children's education

Overall, out of approximately 44 million students (excluding the Qawmi Madrasah stream) in 2021, 42% attend institutions fully supported by the state, 38% go to non-government institutions assisted by the state, and 20% are served by private institutions without support from the state. However, even in state institutions, there is a high non-government contribution, mainly in the form of household expenditures for children's education (Brac Institute of Educational Development, "Non-State Actors in Education: Exploring State/Non-state Collaboration in Bangladesh," Paper commissioned for the 2022 Global Education Monitoring Report, South Asia - Non-state actors in education, 2022).

The current trend of escalating inflation has further raised the costs associated with education, including formal and informal fees, private tutoring, transportation, educational materials, and stationery.

Key conclusions: Family costs for child's education and what families can afford

- The average annual family cost of education for a primary school student in Bangladesh during the period of January-December 2022 was BDT 13,882 with some rural-urban variation. The out-of-pocket family cost for a secondary level child in 2022 was BDT27, 340. The major cost item at both level is private tutoring and purchase of commercial guidebooks and notebooks.

- Family expenditures for the first six months of 2023 escalated on annual basis by 25% from 2022 at primary level and by 51% for secondary level.

- Approximately 41% of parents at primary level and 17% parents at secondary level said most they could afford per child no more than BDT 2000 per year, much less than the average costs incurred in 2022 and 2023.

- Poverty as a dropout cause highlights that children involved in child labor contribute to their families through their earnings. Removing the causes of dropout and effective participation in schooling would require making schooling of acceptable quality affordable for parents. (Figure 3.7).

Education officers' perceptions of challenges and actions taken

In a highly centralized management structure for the school system, the role of education officers at the district and upazila levels is important. They are responsible for conveying policies and decisions to schools and teachers, as well as assisting and supervising the application of policies and regulations.

Span of responsibility

The number of schools overseen by UEOs varied significantly, ranging from a minimum of 38 to a maximum of 285 primary schools (outside city corporation areas), and from a minimum of 9 to a maximum of 104 secondary schools. This wide range of responsibilities for UEOs highlights the challenges they face in managing tasks related to assisting teachers and schools.

District and Upazila primary education officers echoed many of the challenges identified by teachers, particularly in implementing ICT-based blended methods and bridging learning gaps. They emphasized the nature of central guidelines in this regard and how these guidelines were implemented in schools. Upazila officers, who are closer to schools and teachers, shared similar perceptions to those of teachers. Meanwhile, district-level officers, who have overall supervision responsibilities and guide the upazila personnel, generally had a more positive view of the efforts made and guidelines provided. However, a larger number of district officers than upazila officers were either unwilling to respond to study team queries or had no opinion on these matters.

Challenges in implementing ICT/blended learning

- *Insufficient training:* Teachers lack adequate training in utilizing blended methods effectively.

- *Material shortages:* There is a lack of necessary materials for implementing blended learning.

- *Classroom space limitations:* Inadequate classroom space hinders the successful implementation of blended learning initiatives.

- Electricity Shortage: 9% of officials reported issues related to electricity shortages.

- *Understanding challenges:* More than a quarter of officials admitted to lacking a proper understanding of the challenges associated with using ICT-based blended education.

Official's views about actions to bridge learning gaps

- The most commonly suggested remedial action considered crucial was involving parents by organizing parent meetings at schools. Approximately one-third (31.3%) of officials highlighted the importance of providing additional classes to help students catch up on missed content and receive extra support. However, 12% of primary-level officials and nearly double that proportion at the secondary level couldn't recall the major guideline points and action priorities (See Table 8.3).

- Officials, particularly at the upazila level, noticed various negative changes among students, such as decreased concentration in class, diminished attention to studies, and unfriendly interactions with peers. They attributed these changes to the mental health effects of COVID-19 isolation and disruptions to social life.

- Analyzing the perceptions of Upazila Education Officers (UEOs) at both primary and secondary levels regarding the implementation of key guideline points to bridge learning gaps, about half of the officers believed the implementation was carried out properly. This situation reflects a scenario of judging whether the glass is half-full or half-empty.

- When asked about general instructions from the central level regarding bridging learning gaps and implementing recovery measures, actions mentioned earlier were reiterated. Interestingly, 25% of district primary education officers couldn't specifically recall the points considered as general central guidelines. At the secondary level, 40% of district secondary education officers either declined to comment or couldn't recall specific points (See Table 8.8).

Empirical evidence from school and classroom visits

Classroom physical condition

- Classroom conditions were deemed 'good' in approximately half of the primary school classrooms observed, while the figure rose to 57% in secondary schools based on basic criteria. The assessment of classroom conditions relied on minimal or basic criteria for adequacy and safety, including ventilation, natural light, general cleanliness, seating capacity for enrolled students, and safety considerations.

- The adequacy of classroom furniture, primarily seating capacity to accommodate enrolled students, was examined. Observers noted that around 90% of primary and secondary schools provided long benches and desks seating four or five students in a row, all facing in one direction. Less than 10% of schools allowed for a face-to-face sitting arrangement, which permits flexibility for group work. Some attention was given to classroom décor, such as educational charts and pictures on the wall, at the primary level, whereas secondary schools paid little attention to such 'niceties'.

Classroom learning management

- The majority of primary schools (69%) demonstrated a good level of communication between teachers and students, while 26% fell into the fairly good category. Similarly, more than two-thirds (67%) of secondary schools exhibited good communication between teachers and students, with one-fifth (21%) categorized as fairly good. The study also noted that around half of the primary and secondary school classes observed (46% and 51% respectively) displayed what may be described as 'good lesson management' by teachers.

- Approximately 28% of primary and 33% of secondary school classes were observed to utilize various supplementary learning materials. However, a quarter of primary and 30% of secondary schools did not use any supplementary learning aids in the classroom.

- The presence of an ICT system (including multimedia projector, internet, and projection screen) was noted in only 11% of the primary schools visited, while one-fourth (25.4%) of secondary schools had ICT and related materials available. These resources were more prevalent in urban (22.2%) and City Corporation areas (20.8%), while rural schools (13.6%)

were lagging behind. However, out of the primary schools with equipped classrooms, a very negligible proportion (1.5%) was observed utilizing ICT in the classroom. Similarly, only 11% of secondary schools were observed using ICT equipment to some extent in the classroom. These findings indicate a significant gap between reported availability of facilities and their actual utilization on the ground, as reported by teachers earlier.

School infrastructure

- Just under three quarters (73%) of primary schools have a building – of the remainder some have a building and a tin-roofed shed to accommodate all students or only sheds for all classrooms.

- Around 58% of secondary schools have a building; the remainder generally have a combination of buildings and sheds.

- Boundary walls existed in 58% primary and 73.% of secondary schools. Urban areas and cities were ahead in this respect (Figure 9.7).

- Less than half of primary schools (45%) and two-thirds (67%) of secondary schools provided accessible facilities for people with physical disabilities. Where such facilities existed, a minority of schools (28% primary and 45% secondary) made arrangements to assist people with disabilities to participate in school activities (Table 9.1)

Water, sanitation and hygiene in schools

- At least three quarters of schools at both levels were observed to have wash blocks. Urban areas and cities had an advantage over rural areas in this respect (Table 9.2). The functionality of WASH blocks was observed to be high with over 95% functioning. Problems were observed regarding separate toilets for girls in about a quarter of primary schools.

Playgrounds and open space

- Overall, majority of the schools at primary (nearly 72%) and secondary level (nearly 88%) have play ground or open space. However, in City Corporation only 58% had this facility compared to 89% in rural areas, though even in rural areas more than 10% of schools did not have an open space or playground within the premises. In some cases, such open space or ground, when it existed, were not suitable for children to play.

- Even if there was a playground, were there supplies of sports material for students? It was observed that approximately 58% of primary schools and 69% of secondary schools provided sports materials for their students. Urban schools are ahead in this respect of the other two clusters (Figure 10.4).

Laboratory and library

- Separate science laboratories are not expected to exist in primary schools, but these are considered essential in secondary schools. In the schools visited, just over two-thirds (67.2%) of secondary schools have a laboratory. However, only 28% of rural high schools have a laboratory facility – which is usually one room equipped with science experiment and study materials (Table 9.4).

- Only a third of the primary schools had a library which consists of one or two shelves or cabinets where books are stored which can be borrowed by students. At the secondary level, over 80% have a library – mostly a few cabinets or shelves rather than a separate room with reading and browsing facilities. Cities are ahead in offering library facilities than rural and other urban areas (Table 9.5).

Other observations

School uniform. Primary schools require students to put on school uniform. However, it was observed that in two thirds of primary schools visited, all students put on the uniform. In 30% of schools, the majority wore uniforms, and in the remainder, the rule was not enforced and most children did not have the uniform. At the secondary level, in almost 60% schools, all students put on the uniform, the majority had it in a third of the school, and in the remaining schools use of uniform by students seemed to be optional.

School meal. School meals have been offered as part of a development project in a small proportion of the government primary schools. The plan for expanding the provision to all primary schools has been agreed in principle by the government, but the implementation has not begun. In the schools visited, it was found that nearly 5% primary school and 8% secondary schools have a mid-day meal program, undertaken by the schools at their own initiative.

Sticks in classroom teachers' hands. Although, physical punishment of students by teachers is prohibited by law, in 9% of primary schools and 16% of secondary schools, some teachers were observed to be carrying sticks to the classroom. Actual use of the stick for punishing students was not observed, but the old attitudes and habits about discipline in classroom still persist.

Assembly to begin the school day. Beginning the school day with students and teachers gathering in an assembly where often a brief physical training routine is carried out, the national anthem is sung, a short inspirational speech is delivered or an important announcement of common interest is made. It was observed that around 97% of primary and secondary schools regularly practiced the assembly. The practice was observed across geographical regions

It is evident that a geographical disparity prevails in respect of school facilities. Both primary and secondary schools in urban and city corporation areas fare better, though there are exceptions. About 95% of both primary and secondary schools in urban areas fall into the good and fair category by the minimal criteria applied for rating. In rural areas, one in eight schools is considered to be in need of major improvement to make them safe and friendly space for learning. There is a long a way to go to make facilities accessible to children with physical disabilities.

Recommendations

Recommendations regarding policies and strategies to overcome the post-pandemic consequences on children's learning and to move forward with recovery and renewal are provided below. These are based on the findings and conclusions from the analysis of the multiple learning challenges presented above. These relate to seven major themes discussed in the findings and the conclusions presented above.

- Not letting children giving up on their education – bringing back the dropouts and the excluded;
- Helping students coeg with post-pandemic learning challenges;
- Supporting and offering incentives for teachers;
- Lesson and time management in class and teachers' autonomy;
- Mitigating the education cost burden of families;
- Initiating ICT-based learning and the blended approach; and finally,
- National level enabling measures to create conditions for implementing other measures.

Recommendation 1: Addressing dropout and exclusion

The global pandemic and its aftermath have starkly highlighted existing educational disparities, leading to the exclusion of a significant number of underprivileged children from accessing schooling. To confront this challenge and foster inclusivity in basic education, it is imperative to implement comprehensive policy and strategic interventions. The primary objective should be to identify and mitigate the specific circumstances and root causes of dropout among these vulnerable populations. This endeavor should encompass the following key elements:

- *Financial support:* Extend stipends and targeted financial assistance to mitigate the economic barriers preventing children from re-engaging with education.
- *Eliminate discrimination:* Eradicate provisions that discriminate against married girls from accessing stipends, thereby ensuring equitable access to educational support for all.
- *Academic assistance:* Offer additional academic support to returning students, leveraging the assistance of local volunteer teachers to complement regular teaching staff and address learning gaps.
- *Parental engagement:* Establish effective communication channels with parents to cultivate their involvement and support in their children's educational journey, fostering a conducive home-learning environment.
- *NGO partnerships:* Forge strategic partnerships with local education-focused non-governmental organizations (NGOs) to mobilize resources and support for diverse educational initiatives aimed at addressing dropout rates.
- *Local planning:* Develop comprehensive plans at the upazila and school levels, fostering collaboration with education NGOs, local government entities, school committees, and teachers' organizations. This collaborative approach will enable the assessment of the situation and the designdesignintervention strategies aligned with local needs and contexts.
- *Resource allocation:* Ensure the allocation of adequate budgets and resources to schools and upazila levels, including provisions for partnering with education NGOs. This will facilitate the effective implementation of intervention programs aimed at addressing dropout and exclusion, ensuring equitable access to quality education for all children.

Recommendation 2. Meeting post-pandemic learning challenges

The persistent repercussions of the pandemic and subsequent disruptions to life, the economy, and education continue to loom large and must not be underestimated. It is crucial that policies and actions are devised and executed at the central, local, and school levels to address learning gaps and implement recovery measures effectively. Key elements of this strategy should encompass:

- ***Assessment of learning gaps***: A thorough evaluation of students' learning lags should be conducted, comparing their current proficiency levels against established benchmarks for grade-level competence in core subjects such as Bangla and Math at the primary level, and including Science and English at the secondary level.

- ***Tailored support for students***: Students should be provided with appropriate support based on the severity of their learning gaps, with interventions including additional classes and targeted assistance.

- ***Development of assessment tools***: A user-friendly tool for assessing grade-level learning gaps in core competencies should be developed. Selected teachers from schools should receive training on utilizing this tool effectively and organizing remedial learning sessions.

- ***Engagement of volunteer teachers***: To bolster the teaching-learning capacity of schools, local volunteer teachers should be enlisted in collaboration with education-focused NGOs.

- ***Allocation of budgets and resources***: Adequate budgets and resources must be allocated to schools, with additional provisions to support initiatives aimed at reintegrating dropout students into the educational system.

- ***Integration of ICT-based learning***: ICT-based learning methodologies should be leveraged to enhance teachers' skills and facilitate the learning process for students as part of the broader learning recovery and renewal efforts.

Recommendation 3. Providing support and incentives for teachers

Workload and adequacy of the number of teachers should be assessed and the policy adopted for compensating teacher shortages, providing incetives for extra work and assisting teachers with the employment of volunteer teachers as required. The specific steps may include:

- ***Evaluation of teacher roles and workload:*** Teachers' responsibilities and workloads should be evaluated in light of various recovery and remedial activities, such as reintegration of dropouts, addressing learning gaps, and engaging with parents.

- ***Financial incentives:*** Teachers should be offered financial incentives for undertaking additional tasks such as conducting extra classes, maintaining communication with parents, making home visits, and participating in additional training and orientation programs.

- ***Engagement of local volunteers:*** Local volunteers can be enlisted to support teachers in their supplementary activities. This could involve selecting, orienting, and supervising volunteers in collaboration with local NGOs, thereby enhancing teachers' capacity to fulfill their roles effectively.

Recommendation 4: Enhancing classroom learning management and teacher autonomy

Effective classroom learning management and empowering teachers with autonomy are crucial factors in addressing dropout rates and overcoming ongoing learning challenges. Attention must be directed towards addressing longstanding pedagogical issues within the school system, including teacher skills, motivation, professional development, and classroom conditions conducive to effective teaching. An example of the top-down, highly centralized school management approach is the inflexible class routine of 35-40 minute lessons, which restricts variation and hampers effective teaching and learning, particularly in activities such as group learning and project work, essential components of experiential learning emphasized in the new curriculum.

- *Flexible time and lesson management:* A shift towards flexible time management and lesson planning in classrooms is necessary to promote effective teaching and active student engagement. Departing from rigid, centrally prescribed time slots will allow for more dynamic and interactive teaching-learning experiences.

- *Teacher autonomy:* Teachers must be provided with orientation and support to exercise autonomy in the classroom, facilitating effective learning and student engagement. Empowering teachers to make instructional decisions tailored to their students' needs will enhance the overall quality of education delivery.

Recommendation 5: Supporting families and alleviating economic burdens

The escalating costs associated with private tutoring, coaching services, commercial guidebooks, and various school fees havesignificantly strainedn families, exacerbating disparities and exclusion in educational opportunities. To address these challenges and alleviate the economic burden on families, while ptargeted measures must be implemented while promoting equitable access to education steps include:

- *Monitoring and guidance*: Implementing monitoring mechanisms to ensure classroom activities effectively reduce the need for private tutoring and guidebook reliance. Collaborating with parents and teachers to steer students away from memorization-based learning towards more comprehensive understanding.

- *Additional support for lagging students*: Providing extra lessons and personalized assistance for students who are falling behind in their studies, ensuring they receive the necessary support to succeed.

- *Fee regulation*: Enforcing regulations to control and eliminate both formal and informal fees charged by schools, thereby easing the financial burden on families and fostering greater accessibility to education.

- *Expansion of school meal programs*: Introducing and expanding school meal programs in primary schools, and ofering subsidized, nutritious meals at the secondary level with support from public budgets. This initiative aims to address food insecurity among students and promote their physical and cognitive well-being.

Recommendation 6: Advancing ICT-based learning and implementing the blended approach

Significant investments have been made in ICT-based learning and multimedia devices, with distance learning emerging as a vital tool for maintaining student engagement during the pandemic-induced school closures. Experience has shown that the blended approach, which seamlessly integrates both distance and in-person modes of learning with teachers serving as mediators between learners and technology, yields superior outcomes and helps bridge the digital divide. However, the anticipated results from these investments in technology and training have yet to materialize fully. To effectively expand the blended approach, the following measures are imperative:

- *Increased investment*: There is a need for larger investments in expanding the blended learning approach, encompassing connectivity, hardware, digital learning content, maintenance, technical support, and comprehensive teacher preparation and support as facilitators between technology and learners.

- *Coordinated planning and implementation*: Rather than the current disjointed and fragmented approach to integrating digital technology in education, there is a necessity for cohesive planning and implementation strategies. This involves integrating hands-on teacher preparation with digital content aligned with the curriculum, alongside provisions for connectivity, appropriate hardware, and technical support for system maintenance. This coordinated approach is crucial for achieving improved learning outcomes.

Recommendation 7: Facilitating national-level policies and actions

The recommendations outlined above for actions at the school, community, and local levels, involving various stakeholders, can be effectively implemented within a supportive framework of national-level policies and conducive conditions set by decisions at the highest level of governance. These policies and actions must receive political endorsement at the highest echelons of leadership. Key measures include:

- *Increased public budgetary support*: It is imperative to allocate larger public budgetary support to enable schools to cover the costs of additional activities and alleviate the economic burden on disadvantaged families. Reversing the declining trend in real terms of available public education resources is essential, ensuring that resources are distributed to schools based on their enrollment size.

- *Promoting teacher autonomy*: National-level policy decisions should promote greater teacher autonomy and flexibility within the classroom, allowing educators to manage lessons and learning time effectively while adhering to the curriculum framework. Schools and teachers demonstrating superior outcomes should be empowered with increased authority and responsibility.

- *Fostering partnerships*: National policies and the mindset of policymakers and decision-makers must evolve to facilitate and encourage partnerships between the government and non-state actors, particularly education-focused NGOs. Collaboration between these entities can drive the implementation of collaborative activities outlined in these recommendations.

- ***Prioritizing digital initiatives***: Within the overarching policy framework of "Digital Bangladesh" and "Smart Bangladesh," priority should be given to expanding connectivity, hardware accessibility, digital content, ICT-based learning, and the blended approach, with a focus on efficacy and outcomes. Measures may include establishing free Wi-Fi hotspots in educational institutions, providing subsidized devices and Internet connections for students, and fostering collaboration with private sector technology and digital service providers to promote widespread adoption of ICT-based learning.

In conclusion, enabling national-level policies and actions is essential for the successful implementation of the recommended strategies at various levels of the education system. By allocating adequate resources, promoting teacher autonomy, fostering partnerships, and prioritizing digital initiatives, we can create an enabling environment conducive to achieving educational equity, excellence, and innovation.

References

References

1. Ahmed, M. (2022). "500 days of school closure: Averting a generational catastrophe*,*" *Daily Star*, 6 May 2022.

2. Banerjee, Abhijit (2022)." Learning losses due to school closure are big global threats*,*" *New Indian Express*, 8 February 2022.}

3. Ahmed, M. (2020). "Education Response to Covid-19 in Bangladesh – A Missing Opportunity?" *Bangladesh Education Journal*, 19:1(dated June 2019, actually published in June 2020).

4. ADB (2021) Bangladesh PEDP4 Education Technologies Review: Focus on Remote Learning (Drfat), January, 2021

5. ADB. 2021. *Learning and earning losses from COVID-19 school closures in developing Asia: Special Topic of the Asian Development Outlook 2021*. Asian Development Bank. Learning and Earning Losses from COVID-19 School Closures in Developing Asia (adb.org)

6. AEWG. 2020. *COVID-19: Pathways for the Return to Learning*. Geneva, United Nations High Commissioner for Refugees, Accelerated Education Working Group. https://inee.org/system/files/resources/AEWG_COVID19_Pathways%20for%20the%20Return% 20to%20Learning-screen_1.pdf

7. AEWG. n.d. *Key Programme Definitions*. Geneva, United Nations High Commissioner for Refugees, Accelerated Education Working Group. https://inee.org/system/files/resources/AEWG_Key_Programme_Definitions-screen.pdf

8. Ahmed Hossain, Juwel Rana, Md. Shadly Arefin, and Gias Ahsan. Report i: Weekly situation analysis of covid-19 in Bangladesh, available at: https://www.researchgate.net/publication/340476880_Report_II_Weekly_Situation_Analysis_of_COVID-19_in_Bangladesh/link/5e92a61b4585150839d63ee4/download

9. Angrist, N. 2022. What the Pandemic Taught Educators: Creative Remote Education Can Make Up for Learning Lost During School Disruptions. *Finance & Development*. June. https:// www.imf.org/en/Publications/fandd/issues/2022/06/what- the-pandemic-taught-educators-angrist.

10. Angrist, N., P. Bergman, and M. Matsheng. 2022. Experimental Evidence on Learning Using Low-Tech when School is Out. *Nature Human Behaviour*. 13 June. https://doi.org/10.1038/ s41562-022-01381-z.

11. Angrist, N., S. Djankov, P. K. Goldberg, and H. A. Patrinos. 2021. Measuring Human Capital Using Global Learning Data. *Nature*. 592. pp. 403–408.

12. ASER Centre. 2022. *Status of Learning During the Pandemic: Evidence from 3 States in 2021*. New Delhi. http://www.asercentre.org/Keywords/p/407.html.

13. ASER-Pakistan Secretariat. 2014. *Annual Status of Education Report (ASER) Pakistan. National (Rural)*. Lahore.

14. _____ . 2016. *Annual Status of Education Report (ASER) Pakistan. National (Rural)*. Lahore.

15. _____ . 2018. *Annual Status of Education Report (ASER) Pakistan. National (Rural)*. Lahore.

16.   _____ . 2019. *Annual Status of Education Report (ASER) Pakistan. National (Rural)*. Lahore.

17.   _____ . 2021. *Annual Status of Education Report (ASER) Pakistan. National (Rural)*. Lahore.

18.   Asian Development Bank. 2022. *Falling Further Behind: The Cost of COVID-19 School Closures by Gender and Wealth*. Asian Development Outlook 2022 Special Topic. Manila.

19.   Asian Development Bank, 'Impact of COVID-19 on Primary School Students in Disadvantaged Areas of Bangladesh' February 2021.

20.   Azevedo, João Pedro. (2020). Learning Poverty: Measures and Simulations. Policy Research Working Paper no. WPS 9446. Washington, D.C.: World Bank Group. http://documents.worldbank.org/curated/en/232501603286799234/Learning-Poverty-Measuresand-Simulations]

21.   [Azevedo, João Pedro. (2020). Learning Poverty: Measures and Simulations. Policy Research Working Paper no. WPS 9446. Washington, D.C.: World Bank Group. http://documents.worldbank.org/curated/en/232501603286799234/Learning-Poverty-Measuresand-Simulations]

22.   [BANBEIS. (2021). Bangladesh Education Statistics 2020, Dhaka: BANBEIS, Ministry of Education, Government of the People's Republic of Bangladesh

23.   Banerjee, Abhijit (2022)."Learning losses due to school closure are big global threats,*" New Indian Express*, 8 February, 2022.}

24.   Basu, P.L. Age composition of population and Covid-19, available at: https://www.wider.unu.edu/publication/age-composition- population-and-covid-19

25.   bdnews24.com. Bangladesh Govt extends shutdown of schools to Apr 9. https://bdnews24.com/bangladesh/2020/03/24/govt-extends-shutdown-of-schools-to-apr-9.

26.   BRAC (2020). "A rapid assessment: Impact of COVID-19 on Education in Bangladesh," prepared by BRAC Advocacy for Social Change and BRAC Education Programme, May 2020.

27.   BRAC Institute of Governance and Development, 'COVID-19, schooling and learning', June 2020

28.   BRAC Institute of Governance and Development Livelihoods, coping and recovery during COVID-19 August 2020

29.   Berkhout, E., M. Pradhan, Rahmawati, D. Suryadarma, and A. Swarnata. 2020. From Cheating to Learning: An Evaluation of Fraud Prevention on National Exams in Indonesia. *RISE Working Paper Series. No. 20/046.* https://doi.org/10.35489/ BSG-RISE-WP_2020/046.

30.   CAMPE, 'Education response to the COVID-19 Pandemic, rapid response survey', May 2020

31.   Carr, R. C. 2020. *The North Carolina Pre-Kindergarten Program and Remote Learning Services During the COVID-19 Pandemic: Findings from a Statewide Survey of Teachers*. https://childandfamilypolicy.duke.edu/news/survey-of-nc-pre-k-teachers-reveals-successes- and-challenges-of-the-transition-to-remote-learning-during-covid-19/

32.   CECC. 2020. Contingency Plan for Education: Recommendations Approved by the Council of Ministers of CECC. Agreement 1 of the 2nd Virtual Extraordinary Session on 30 September 2020, San Jose de Costa Rica, Central American Educational and Cultural Coordination.

33.   Cooper, H., Nye, B., Charlton, K., Lindsay, J. and Greathouse, S. 1996. The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review. *Review of Educational Research*, Vol. 66(3), pp. 227–268. https://doi.org/10.3102/00346543066003227.

34.   CRPU. 2021*a*. *CPRE Urban District Database* [Excel]. https://www.crpe.org/current-research/covid-19- school-closures.

35.   Dhaka Tribune. HSC, equivalent exams results: Higher pass rates, more GPA 5 achievers this year; 2019. [Online]. Available: https://www.dhakatribune.com/bangladesh/education/2019/07/18/hsc-equivalent-exams-results-higher-pass-rates-more-gpa-5-achievers-this-year

36.   Dhaka Tribune. Coronavirus: Educational institutions to remain closed till Eid holidays. https://www.dhakatribune.com/bangladesh/2020/04/07/coronavirus-educational-institutions-to-remain-closed-till-eid-holidays

37.   Dhaka tribune. Landlords evict students, throw away belongings amid pandemic; 2020. [Online]. Available: https://www.dhakatribune.com/bangladesh/dhaka/2020/07/02/landlords-evict-students-throw-away-belongings-amid-pandemic

38.   Dhaka Tribune. Covid-19: Educational institutions engaging in online, virtual classes; 2020. [Online]. Available: https://www.dhakatribune.com/bangladesh/education/2020/05/02/covid-19-educational-institutions-engaging-in-online-virtual-classes

39.   Edu Analytics Bangladesh Poverty Brief October 2019, World Bank Group, available at: https://thedocs.worldbank.org/en/doc/843181571223525631-0090022019/original/SASLPBRIEF.pdf

40.   Ed Tech 'hub Monitoring Distance Learning in Bangladesh', October 2020

41.   Education Board. Ministry of education; 2005-2006. [Online]. Available: http://www.educationboard.gov.bd/edb-statistics.php

42.   ESA. (2020). Education Sector Analysis (ESA) for Bangladesh, prepared for Global Partnership for Education, retrieved from: https://www.globalpartnership.org/sites/default/files/document/file/2020-10-Bangladesh-ESA.pdf

43.   Education sector plan 2020–2025. Bangladesh, available at: https://www.globalpartnership.org/content/education-sector-plan-2020-2025-bangladesh

44.   ESP. (2020). Education Sector Plan (ESP) for Bangladesh Fiscal Years 2020/21 – 2024/25 (Draft). Prepared for Global Partnership for Education. Retrieved from https://www.globalpartnership.org/sites/default/files/document/file/2020-12-Bangladesh-ESP.pdf]

45.   Gross, B., Opalka, A. and Gundapaneni, P. 2021. *U-Turn: Surge of COVID Cases Reverses Reopening Progress in America's School Districts*. Seattle, WA, Center on Reinventing Public Education.

46.   'Impact of COVID-19: Child Marriage situation of UCEP Bangladesh General School'

47.   International Day of Education: Are we doing enough to recover learning loss? Available at: https://www.thedailystar.net/views/opinion/news/learning-recovery-long-battle-we-must-keep-it-2181901

48.   Islam, S. Online education and reality in Bangladesh. https://www.observerbd.com/details.php?id=256102

49.   Keeping Bangladesh's Students Learning During the COVID-19 Pandemic, available at: https://www.worldbank.org/en/results/2021/04/18/keeping-bangladesh-s-students-learning-during-the-covid-19-pandemic

50.   Learning loss must be recovered to avoid long-term damage to children's well-being, new report says, available at: https://www.unicef.org/bangladesh/en/press-releases/learning-loss-must-be-recovered-avoid-long-term-damage-childrens-well-being-new

51.   Learning loss from Covid-19: Can a generational threat be averted? Available at:bhttps://www.thedailystar.net/recovering-covid-reinventing-our-future/blueprint-brighter-tomorrow/news/learning-loss-covid-19-2960811

52. Ministry of Primary and Mass Education (MoPME) (2020). "COVID-19 Response and Recovery Plan Education Sector." May, 2020. Dhaka.

53. MoPME and MoE, 'COVID-19 National Response and Recovery Plan', May 2020

54. MoPME, UNICEF, the World Bank with Global Partnership for Education to help children mitigate COVID-19 learning loss, available at: https://www.unicef.org/bangladesh/en/press-releases/mopme-unicef-world-bank-global-partnership-education-help-children-mitigate-covid-19

55. Nath SR. Education in Bangladesh during School Closure due to the Coronavirus (Covid-19) Pandemic, Dhaka, Brac University Institute of Education and Development, April 2022 (unpublished)

56. Needs Assessment Working Group (NAWG) Bangladesh, COVID-19: Bangladesh Multi-Sectoral Anticipatory Impact and Needs Analysis, April 2020

57. Room to Read, 'Analysis of Learning Outcomes and Identify potential areas of content to recover learning losses due to COVID-19 emergency situation, Concept note'

58. Population based on primary age (6-19-year olds) and secondary age (11-17 year olds), Bangladesh | UNESCO UIS, Data date not available, accessed on 25 January 2021

59. PPRC and BRAC, 'Livelihoods, coping and recovery during COVID-19 Findings from PPRC-BIGD second round survey', 18 August 2020

60. Razzaque A, 'Revised draft Rethinking the Social Protection Responses to COVID-19: Issues and policy priorities for Bangladesh,' June 2020

61. The Business Standard. Private university students taking online classes.

62. Save the Children, 'Impact on Children: COVID-19 Child perception survey', 2020

63. Private university students taking online classes, available at: https://tbsnews.net/coronavirus-chronicle/covid-19-bangladesh/private-university-students-taking-online-classes-64867

64. The Business Standard. Educational institutions may remain closed till September if virus does not fade: PM. https://tbsnews.net/bangladesh/education/all-educational-institutions-remain-closed-till-september-pm-74221

65. The Daily Star. Coronavirus Scare: educational institutions are closed till March 31; 2020. [Online]. Available: https://www.thedailystar.net/back-page/news/coronavirus-scare-all-educational-institutions-shut-till-march-31-1881658

66. The Daily Star. Mobile internet slowest in Bangladesh among 42 countries; 2020. [Online]. Available: https://www.thedailystar.net/busi ness/news/mobile-internet-slowest- bangladesh-among-42-countries-1892761

67. The Daily Star. Public Universities: Session jams loom large. https://www.thedailystar.net/frontpage/news/public- universities-session-jams-loom-large-1895887.

68. The Daily Star. Coaching centres open, defying govt directive. https://www.thedailystar.net/city/news/coaching-centres-open-defying-govt-directive 1882801.

69. The Daily Star. Educational Institutions: Shutdown not in consideration yet. https://www.thedailystar.net/frontpage/news/educational-institutions-shutdown-not-consideration-yet-1878151.

70. The Daily Star. Coronavirus Prevention: How prepared are schools? https://www.thedailystar.net/frontpage/news/coronavirus-prevention-how-prepared-are-schools-1879912.

71. The Daily Star. Primary students' TV classes go on air Thursday. https://www.thedailystar.net/city/n. ews/primary-students-tv-classes-go-air-thursday-1889911

72. The Daily Star. Coronavirus: HSC, equivalent exams postponed. https://www.thedailystar.net/hsc-exam-2020-postponed-due-to-coronavirus-fears-in-bangladesh-1884304.

73. The Daily Star. Budget for coronavirus-battered education sector unchanged. https://www.thedailystar.net/bangladesh-budget-2020-21-for-education-sector-unchanged-1912649.

74. The Economic Times. Coronavirus detected in Wuhan in late December: China; 2020. [Online]. Available: https://economictimes.indiatimes.com/news/international/world-news/coronavirus-detected-in-wuhan-in-late-december-china/articleshow/75028126.cms

75. The Financial Express. Primary students to get televised lessons through Sangsad TV; 2020. [Online]. Available: https://thefinancialexpress.com.bd/education/primary-students-to-get-televised-lessons-through-sangsad-tv-1585565233

76. The Financial Express. Primary school students to get televised lessons from Tuesday. https://thefinancialexpress.com.bd/education/primary-school-students-to-get-televised-lessons-from-tuesday- 1586091940.

77. Uddin, M. (2020). "How would the Covid-19 Pandemic affect the education sector in Bangladesh?" *SANEM Newsletter Thinking Aloud.* Vol.7, No. 1, June 2020 http://sanemnet.org/thinking-aloud-volume-vii-issue-1-june-1-2020/

78. UGC. University grants commission of Bangladesh; 2019 - 2020. [Online]. Available: http://www.ugc-universities.gov.bd/public-universities

79. UIS database: http://data.uis.unesco.org/, accessed on 17 January 202

80. UNESCO. 2020*a*. *COVID-19 response – Remediation: Helping students catch up on lost learning, with a focus on closing equity gaps* [Spring/Summer 2020: Draft document as per 2 July 2020]. Paris, UNESCO. https://en.unesco.org/sites/default/files/unesco-covid-19-response-toolkit-remediation.pdf.

81. UNESCO and Global Education Monitoring Report. 2021. Keeping girls in the picture during and after the COVID-19 crisis. The latest facts on gender equality in education. https://unesdoc.unesco.org/ark:/48223/pf0000375707.

82. UNESCO and SADC. 2021. Member States Education Sector Response to COVID-19. Harare/Gaborone, UNESCO/Southern African Development Community.

83. UNESCO, UNICEF and World Bank. 2020. Survey on National Education Responses to COVID-19 School Closures, round 2. Paris, New York, Washington DC, UNESCO, UNICEF, World Bank. http://tcg.uis.unesco.org/survey-education-covid-school-closures/.

84. UNESCO, UNICEF, World Bank and World Food Programme. 2020. Framework for reopening schools (April 2020). https://unesdoc.unesco.org/ark:/48223/pf0000373348.

85. UNESCO, UNICEF, Plan International, UNGEI and Malala Fund. 2020. Building back equal. Girls back to school guide. Paris, UNESCO.

86. United Nations Bangladesh Immediate socio-economic response to COVID-19', August 2020

87. UNESCO, UNICEF and World Bank (2021). The State of the Global Education Crisis: A path to recovery. Co-publication of World Bank, UNESCO and UNICEF.

88. UNESCO, 2020. "Covid-19 educational disruption and response." https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures p.63

89.   [UNESCO, UNICEF and World Bank (2021). The State of the Global Education Crisis: A path to recovery. Co-publication of World Bank, UNESCO and UNICEF.]

90.   UNICEF (2019). Pragati Pathy, Multiple Indicators Cluster Survey 2019, Survey Findings Report. December 2019. Dhaka.

91.   UNICEF/UNESCO 'In-Person Schooling and COVID-19 Transmission: A Review of the Evidence on Transmission," 10 December 2020

92.   UNICEF, 'Remote Learning Response Bangladesh Experiences', 2020

93.   United Bations (2020). Secretary general's Policy Brief on Education and Covid-19 and beyond. https://neqmap.bangkok.unesco.org/wp-content/uploads/2020/08/SG-Policy-brief-COVID-19-and-Education-August-2020.pdf

94.   UN News. Startling disparities in digital learning emerge as COVID-19 spreads: UN education agency; 2020. [Online]. Available: https://news.un.org/en/story/202 0/04/1062232

95.   United News of Bangladesh. All educational institutions to remain closed till March 31: Dipu Moni. https://unb.com.bd/category./Bangladesh/coronavirus-bangladesh-shuts-down-educational-institutions/47157.

96.   USAID. EDUCATION; 2020. [Online]; Available: http://www.usaid.gov/bangladesh/education

97.   World Vision, 'COVID-19 Aftershocks: A Perfect Storm', May 2020

98.   World Bank (2020), Ending Learning Poverty: What will it take? Washington D.C.: World Bank

99.   World Bank (2020), Ending Learning Poverty: What will it take? Washington D.C.: World Bank.

Annexures

Annex- 1.1 Time or year education stopped
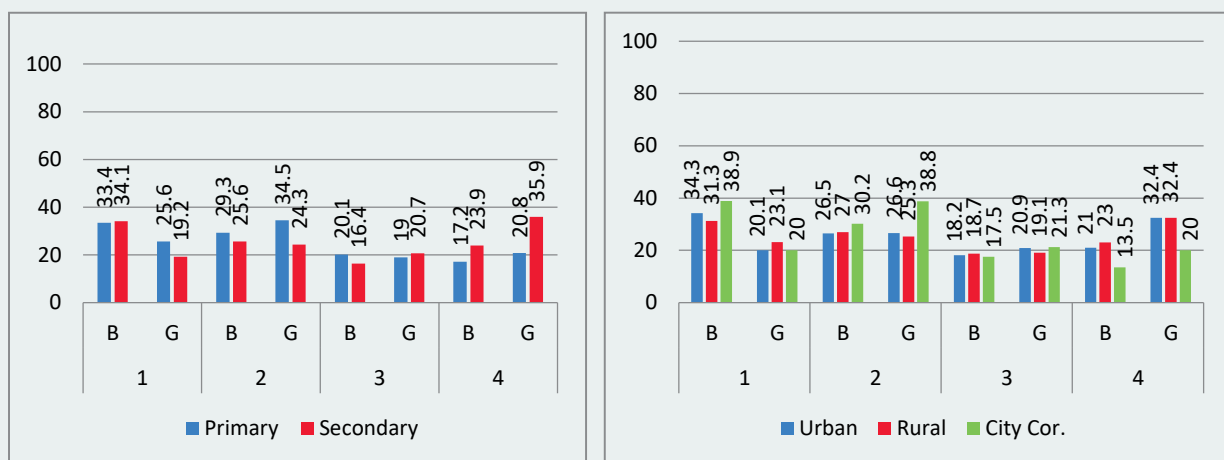
1. Post-Covid school after school opening (September 2021)
2. January 2022

3. June 2022
4. January 2023

Annex-1.2 Education related expenditure for the period of January-December 2022

Division	Average cost (January-December 2022)						
	1	2	3	4	5	6	Overall
Barishal	3,126	15,545	5,088	2,818	4,663	94	27,516
Chattogram	3,543	15,973	4,481	3,170	5,374	44	28,519
Dhaka	5,685	14,223	4,621	2,090	2,393	95	23,846
Khulna	2,193	7,583	4,091	2,480	2,872	68	17,312
Mymensingh	3,128	5,568	3,007	1,843	1,624	62	12,953
Rajshahi	1,569	7,032	4,258	1,951	2,988	-	16,432
Rangpur	1,387	6,822	3,996	1,784	2,533	-	14,947
Sylhet	3,204	9,492	6,261	3,212	3,754	49	23,076

1. School related cost
2. Private/coaching center cost
3. Education support cost

4. Education materials cost
5. School commute and meal cost
6. Extracurricular activities cost

Annex-1.3 Education related expenditure for the period of January-December 2023

Division	Average cost (January-June 2023)						
	1	2	3	4	5	6	Overall
Barishal	2,777	10,375	4,356	2,093	2,689	135	19,147
Chattogram	2,868	10,388	4,507	3,284	3,227	45	21,640
Dhaka	4,107	9,872	4,264	2,441	1,280	95	18,795
Khulna	1,639	5,687	3,034	1,837	1,689	62	12,099
Mymensingh	2,599	3,184	2,717	1,538	918	44	8,753
Rajshahi	1,195	3,967	3,811	1,199	1,658	400	10,305
Rangpur	1,184	4,106	3,312	1,395	1,314	-	9,714
Sylhet	2,414	5,756	5,213	2,839	2,575	46	16,730

1. School related cost
2. Private/coaching center cost
3. Education support cost

4. Education materials cost
5. School commute and meal cost
6. Extracurricular activities cost

Annex- 1.4 Expenditure on guidebook purpose for grade – 5 & Grade – 9
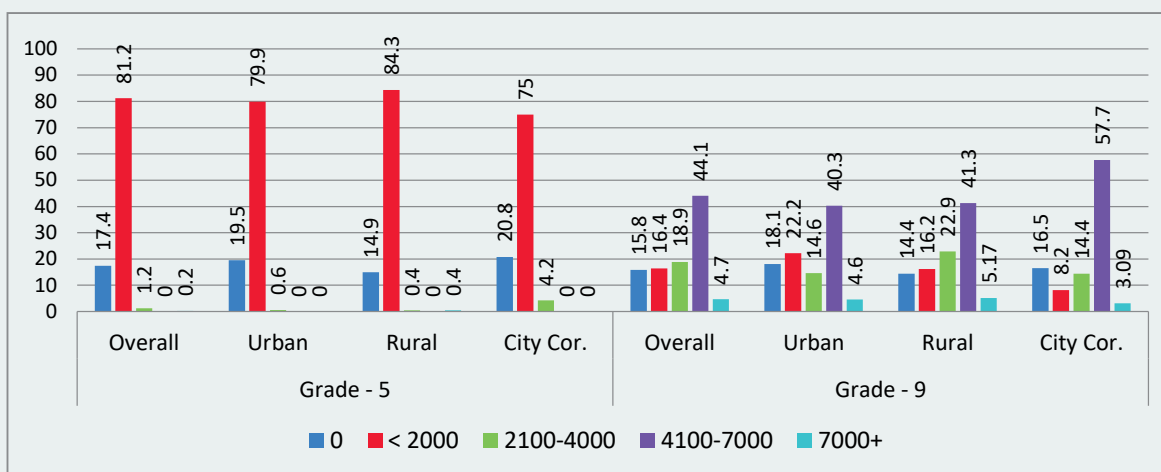
Annex-1.5 Expenditure on private tuition/coaching centre for grade - 5 for the period of Jan-June 2023
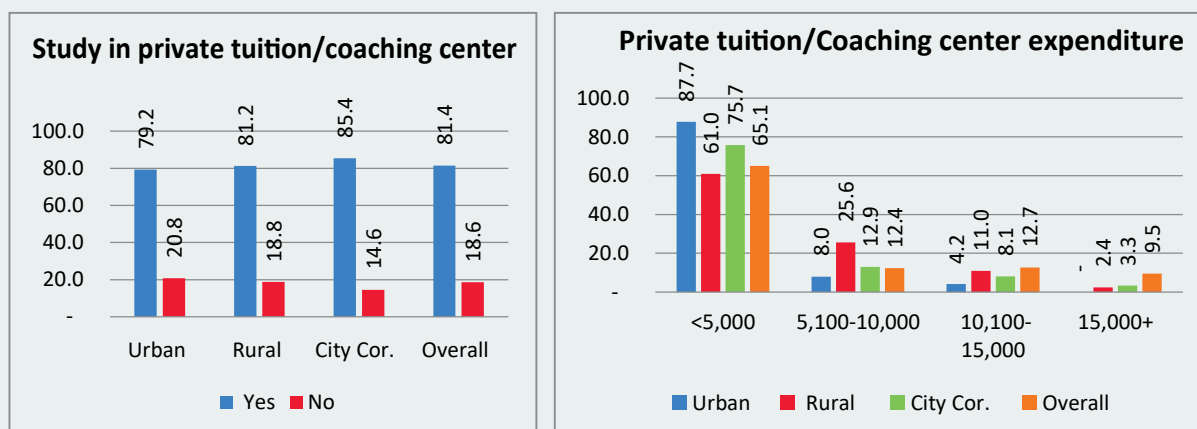
Annex-1.6 Expenditure on private tuition/coaching centre for grade - 9 for the period of Jan-June 2023

Study in private tuition/coaching center

Private tuition/Coaching center expenditure
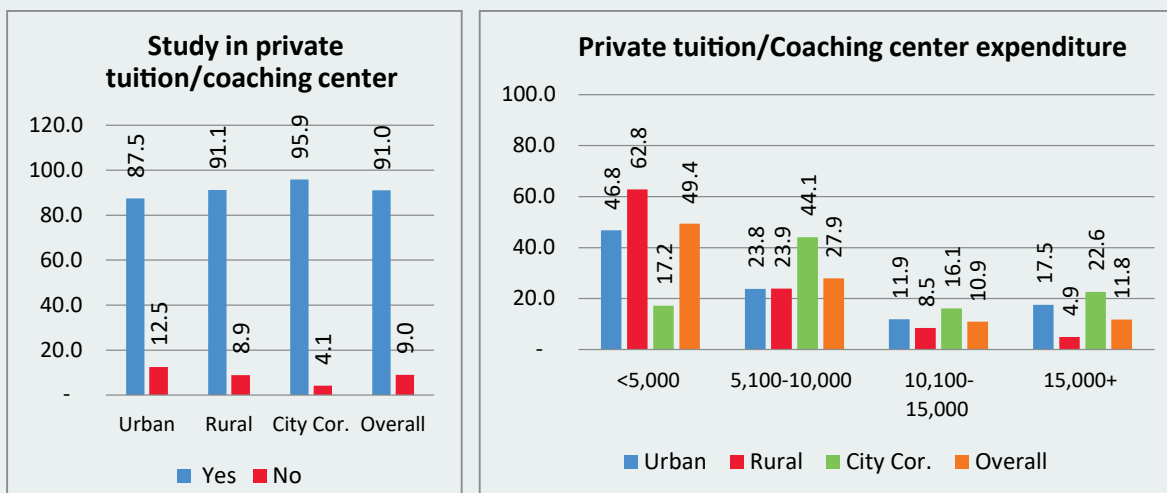
Annex-1.7 Number of multimedia classes taken per week

School type & Region	Number of classes per week							
	0-1		2-10		11-20		21+	
	Pri.	Sec.	Pri.	Sec.	Pri.	Sec.	Pri.	Sec.
Urban	20.6	13.6	70.6	72.7	8.8	10.6	0	3
Rural	29	1.7	70	69.2	1.4	25.8	-	3.3
City Corporation	11.5	0	85.6	26.7	3.8	25.0	0	48

Annex-1.8 Other initiatives to address learning loss

School type & Region	Teachers' opinion										
	1	2	3	4	5	6	7	8	9	10	11
Primary	24.0	18.9	11.7	10.7	8.2	2.6	9.2	2	3.6	13.8	10.2
Secondary	20.9	20.3	11.3	11.9	7.8	1.6	4.1	4.1	4.7	4.4	11.9
Urban	20.9	20.3	9.5	9.5	7	2.5	3.2	0	7	5.7	10.1
Rural	22.7	18.8	13.8	13.1	5.4	1.5	7.3	3.1	3.1	8.5	12.7
City Cor.	21.6	21.6	7.2	10.3	16.5	2.1	7.2	9.3	3.1	10.3	9.3

1. Raising awareness among parents
2. Arranging extra classes
3. Introducing multimedia-based classrooms
4. Arrange for teacher recruitment and training
5. Provide supplementary educational materials
6. Improving school infrastructure
7. Taking special care in identifying weak students
8. Providing financial assistance to economically insolvent students
9. Ensuring adequate number of digital classrooms
10. Arrange mid-day meal
11. No comments

Annex- 1.9 Opinion on internet, multimedia and technology based teaching and learning and budget allocation for this purpose

Upazila Education Officials Opinion / **Budget allocation for internet**
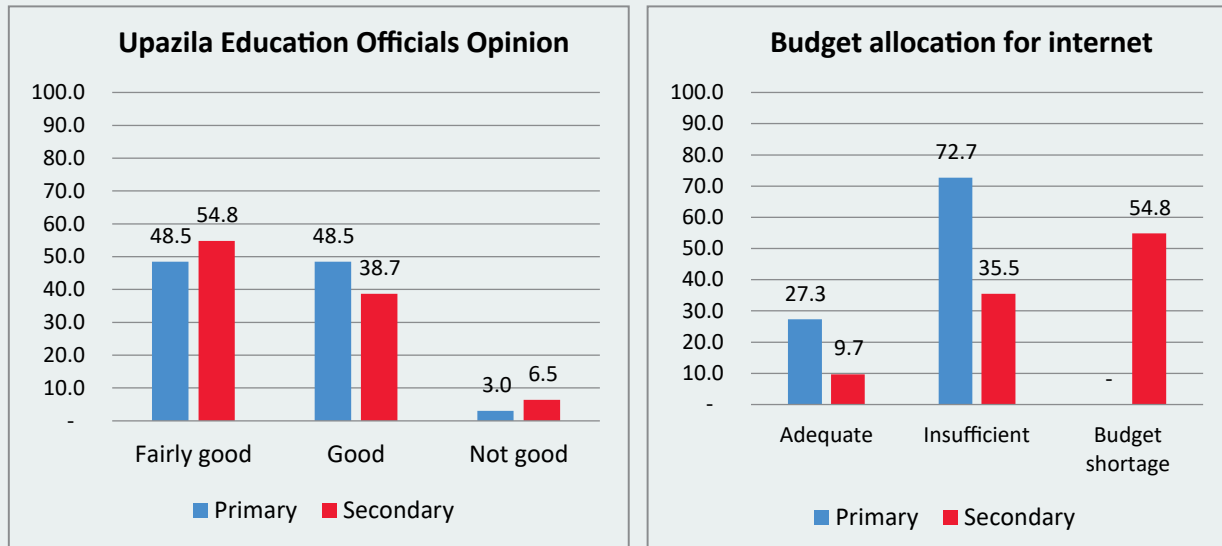
Annex-1.10 Initiatives taken to mitigate the learning loss

Respondent	Education officials opinion								
	1	2	3	4	5	6	7	8	9
Primary Education Officer	21.2	6.1	30.3	66.7	42.4	15.2	9.1	30.3	6.1
Secondary Education Officer	12.9	16.1	16.1	51.6	25.8	22.6	6.5	48.4	6.5

1. Syllabus has been shortened
2. Training provided to teachers
3. Special attention is given to weaker students
4. Additional classes are arranged
5. Conduct parent assembly and mother gathering
6. Arrange blended classes
7. Home visits have been extended
8. Monitoring has been increased in schools
9. Proper attendance at school and classes is ensured

Annex-1.11 Recovery of learning gap

Recovery of learning gap
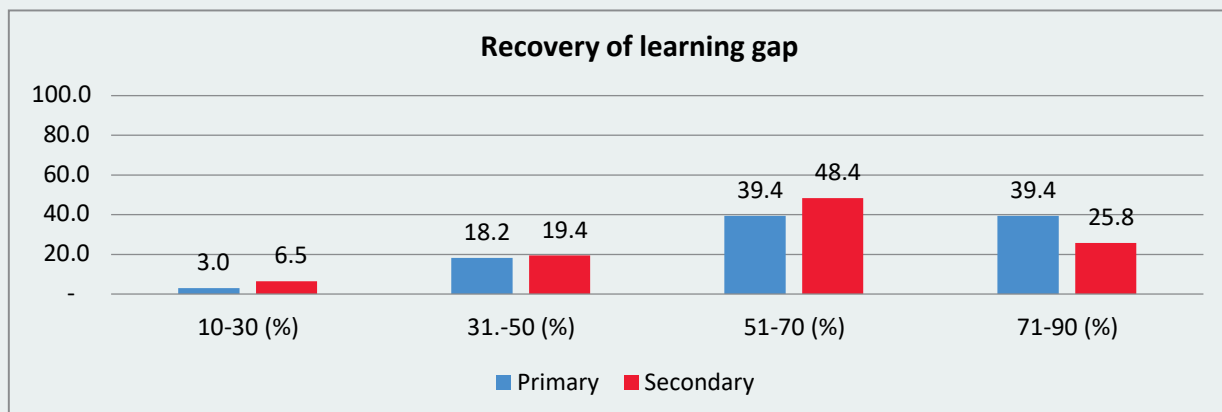
*Annex- 1.12 Government guidelines provided to fill learning gap and Teachers'
ability to follow them in the classroom*

Respondent	Education officials opinion						
	1	2	3	4	5	6	7
Primary Education Officer	63.6	78.8	30.3	6.1	9.1	0	12.1
Secondary Education Officer	48.4	83.9	32.3	6.5	3.2	3.2	22.6

1. Teach accordingly by identifying weak students and weak subjects
2. Parent meeting has been organized
3. Instruction was provided for additional classes
4. Instructions for creating the worksheet
5. Classes are arranged online
6. Group work
7. Can't remember

Annex- 1.13 Government guidelines followed by teacher on learning gap
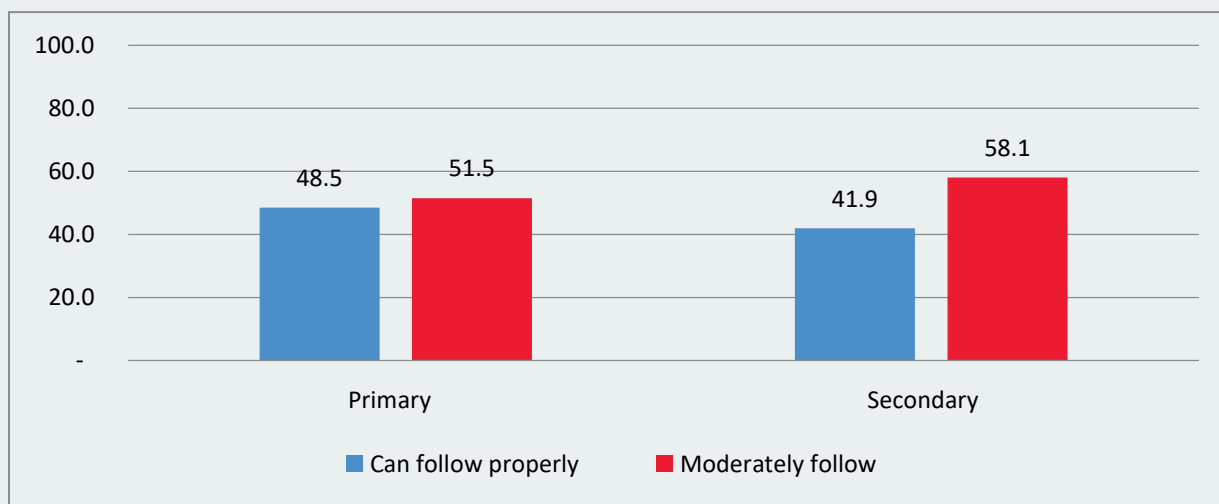
Annex-1.14 Type of officials who received training on using blended methods in classroom

Respondent	District education officials opinions				
	Upazila Education Officer	Head Teacher	Other Teacher	Other Officers	No one got it
District Primary Education Officer	68.8	62.5	62.5	31.3	31.3
District Secondary Education Officer	37.5	56.3	56.3	25.43.8	0

Annex- 1.15 Initiatives to bring the drop out students back to school?

Respondent	Types of initiatives				
	1	2	3	4	5
District Primary Education Officer	50	56.3	31.3	18.8	0
District Secondary Education Officer	50	37	31.3	18.8	31.3

1. Communication with parents/guardians for their awareness
2. Home visit
3. Mother/guardian's gathering
4. Commitment of providing stipend/additional class
5. Others

Annex- 1.16 Difficulties faced by teachers due to long breaks

Respondent	Education officials opinion			
	1	2	3	4
District Primary Education Officer	50	37.5	25	25
District Secondary Education Officer	62.5	6.3	25	37.5

1. Less attention of students
2. Absenteeism
3. Others
4. No problem

Annex-1.17 Instruction for using blended methods in the classroom

Respondent	Yes (%)	No (%)	If yes, types of instruction				
			1	2	3	4	5
District Primary Education Officer	81.25	18.75	23.1	23.1	7.7	30.8	23.1
District Secondary Education Officer	81.25	18.75	38.5	7.7	7.7	30.8	30.8

1. Normal assessment
2. Continuous assessment
3. Assignment
4. Short test
5. Others

Annex-1.18 Recovery of learning gap at present

Recovery of learning gap

District Primary Education Officer / District Secondary Secondary Officer
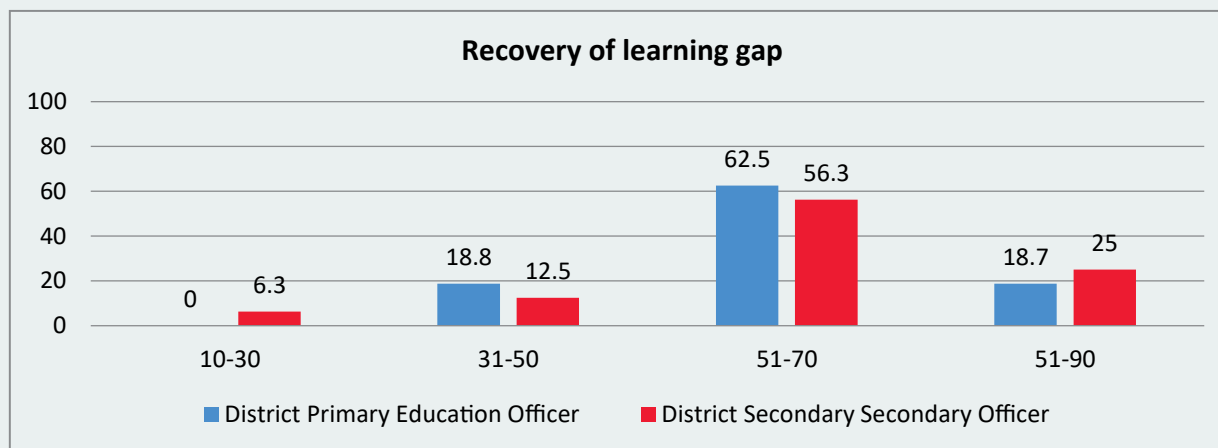
Annex- 1.19 Negative impact on teaching/learning process after long break

Educational level	Types of instructions				
	1	2	3	4	5
District Primary Education Officer	37.5	43.8	37.5	31.3	6.3
District Secondary Education Officer	37.5	31.3	37.5	43.8	12.5

1. *Inattentiveness of students*
2. *Absenteeism*
3. *Learning loss*
4. *Mobile phone addiction*
5. *No such issue*

Annex- 1.20 Initiatives taken by the school to address the learning loss during Covid

Educational level	Types of instructions			
	1	2	3	4
District Primary Education Officer	50	25	50	18.8
District Secondary Education Officer	62.5	18.8	25	15.5

1. *Communication with parents*
2. *Identification of weak subjects*
3. *Additional class*
4. *Review of previous lesson*

Annex-1.21 Ventilation system and classroom capacity
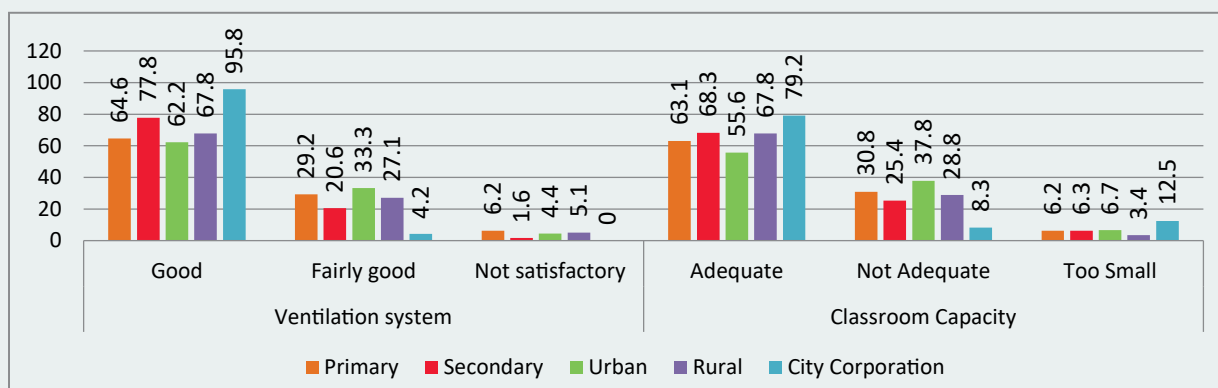
Annex-1.22 Student sitting arrangement in the classroom
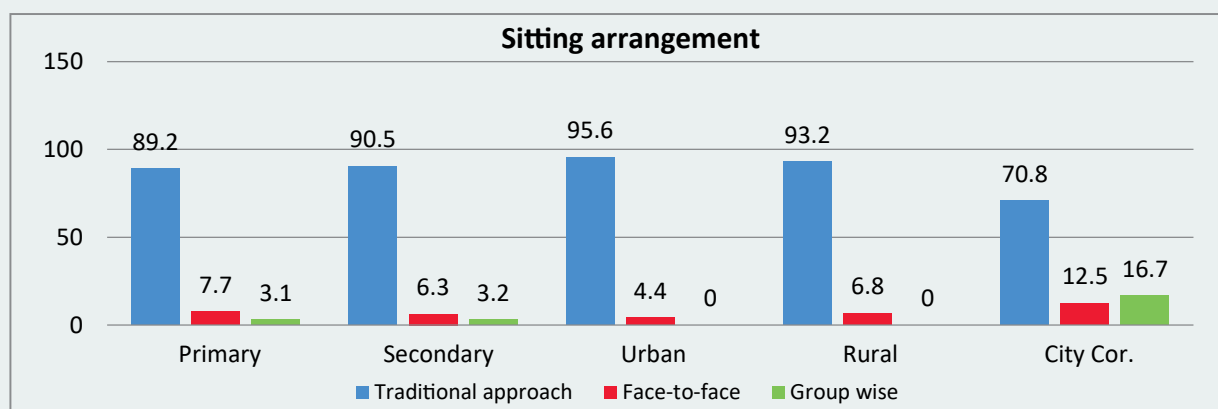
Annex-1.23 Student participation in lessons and checking of lesson

School type & Region	Student participation in lessons			Checking of lesson	
	Good	Fairly good	Not satisfactory	Yes	No
Primary	58.5	40	1.5	90.8	9.2
Secondary	46	36.5	17.5	81	19
Urban	48.9	33.3	17.8	82.2	17.8
Rural	41.1	49.2	6.8	84.7	15.3
City Corporation	79.2	20.8	0	95.8	4.2

Annex-1.24 Question delivery in classroom and lesson enjoyable to the students

School type & Region	Question delivery in classroom			Lesson enjoyable to the students	
	Selected	Overall	Both	Yes	No
Primary	36.9	12.3	50.8	93.8	6.2
Secondary	41.3	27.0	3.7	79.4	20.6
Urban	35.6	15.6	48.9	75.6	24.4
Rural	37.3	23.7	39.0	91.5	8.5
City Corporation	50.0	16.7	33.3	95.8	4.2

Annex-1.25 Student activeness in the classroom and student abilities to respond to the teacher's instruction
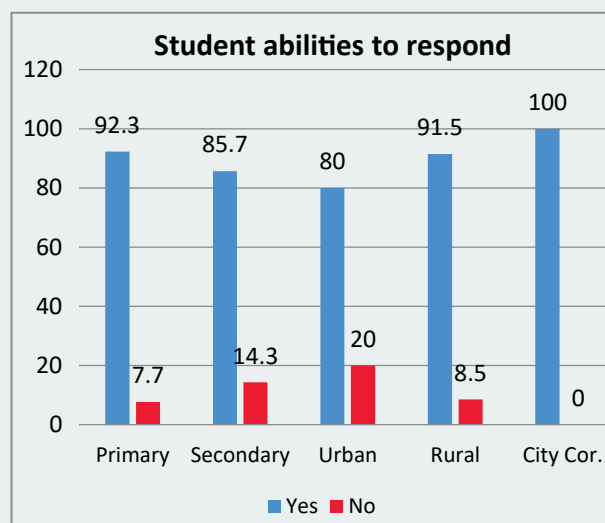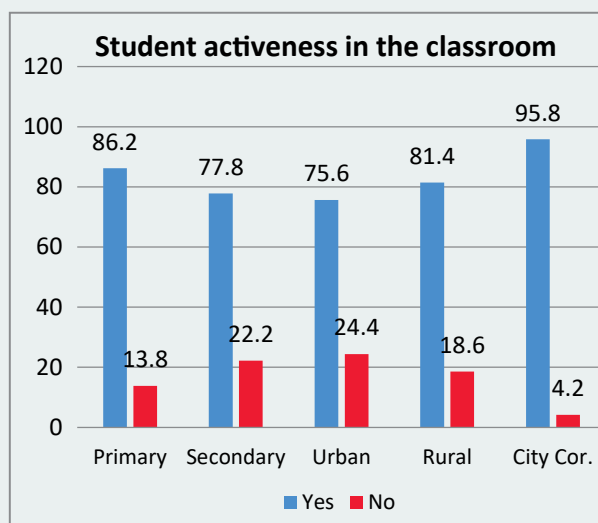
Annex- 1.26 Overall cleanliness of school

Overall cleanliness
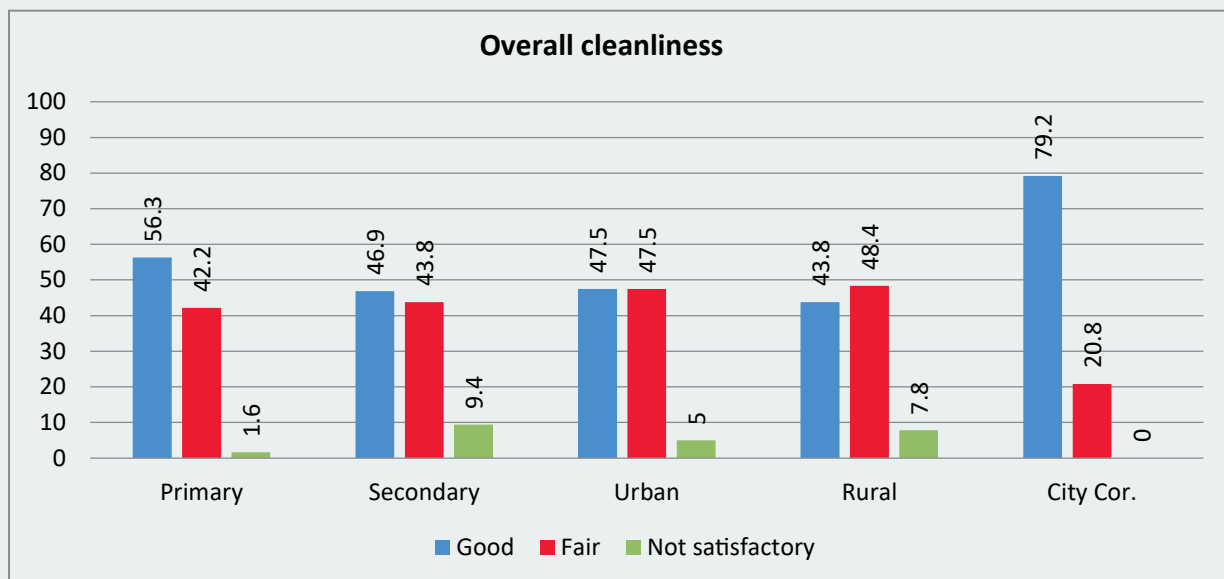
Annex- 1.27 Availability of digital devices (laptops/computers) in school

School type & Region	Yes	No	If yes, present condition	
			Functional	Out of order
Primary	96.9	3.1	90.3	9.7
Secondary	93.8	6.3	90	10
Urban	92.5	7.5	94.6	5.4
Rural	95.3	4.7	83.6	16.4
City Corporation	100	0	100	0

Annex- 1.28 Availability of projectors, screens in school

School type & Region	Yes	No	If yes, present condition	
			Functional	Out of order
Primary	89.1	10.9	73.7	26.3
Secondary	84.4	15.6	87	13
Urban	85	15	76.5	23.5
Rural	82.8	17.2	79.2	20.8
City Corporation	100	0	100	0

Annex- 1.29 Availability of digital screen in school

School type & Region	Yes	No	If yes, present condition	
			Functional	Out of order
Primary	37.5	62.5	75	25
Secondary	29.7	70.3	89.5	10.5
Urban	32.5	67.5	76.9	23.1
Rural	26.6	73.4	82.4	17.6
City Corporation	54.2	45.8	84.6	15.4

Annex- 1.30 Availability of garden in school
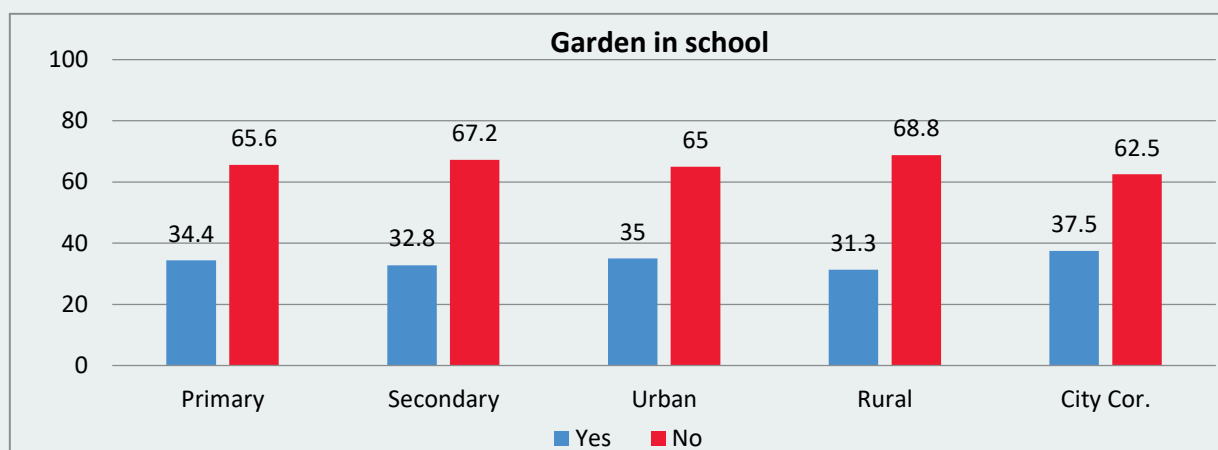
Annex- 1.31 Availability of toilet facilities for student

School type & Region	Yes	No	If yes, present condition	
			Functional	Out of order
Primary	100	0	96.9	3.1
Secondary	100	0	95.3	4.7
Urban	100	0	95	5
Rural	100	0	95.3	4.7
City Corporation	100	0	100	0

Annex-1.32 Availability of separate toilet facility for girl student

School type & Region	Yes	No	If yes, present condition	
			Usable	Unusable
Primary	78.1	21.9	92	8
Secondary	96.9	3.1	88.7	11.3
Urban	92.5	7.5	86.5	13.5
Rural	85.9	14.1	89.1	10.9
City Corporation	83.3	16.7	100	0

Annex-1.33 Availability of sports material for student
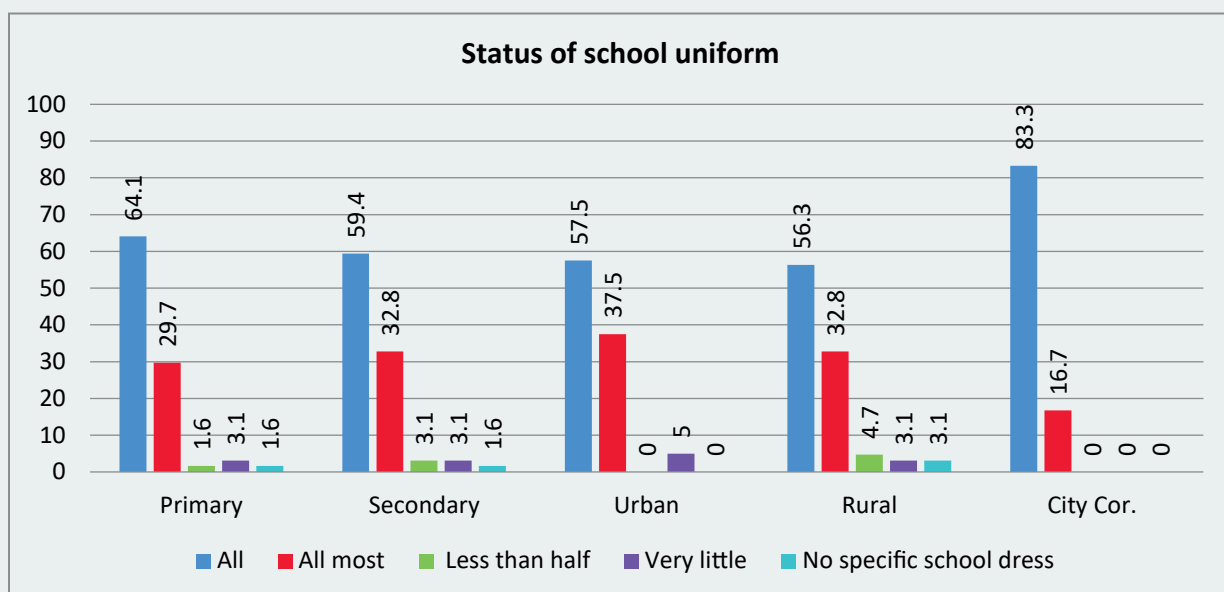
Annex- 1.34 Status of school uniform use
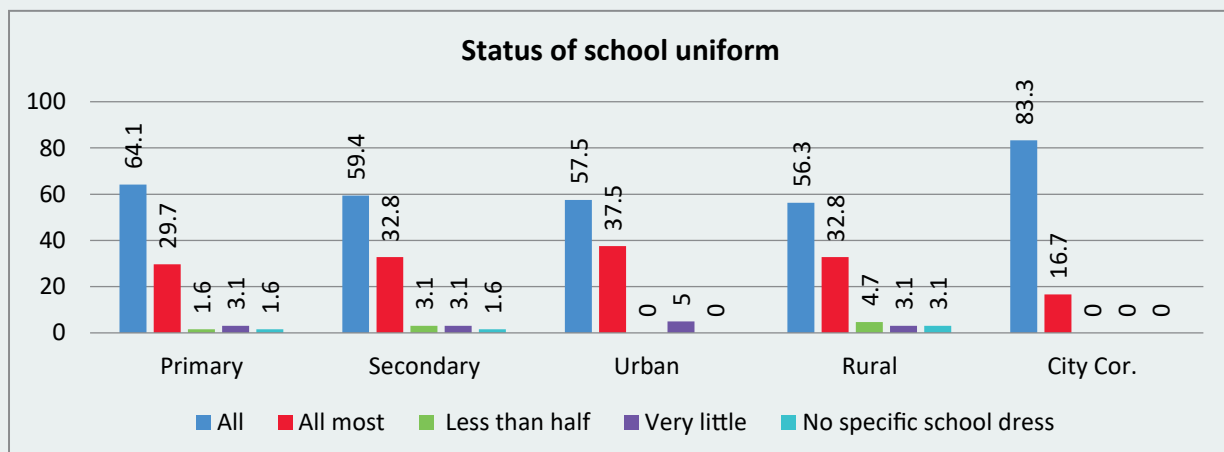
Annex- 1.35 Mid-day meal/tiffin provided by the school

Mid-day meal/tiffin provided by the school

	Primary	Secondary	Urban	Rural	City Cor.
Yes	4.7	7.8	7.5	1.6	16.7
No	95.3	92.2	92.5	98.4	83.3
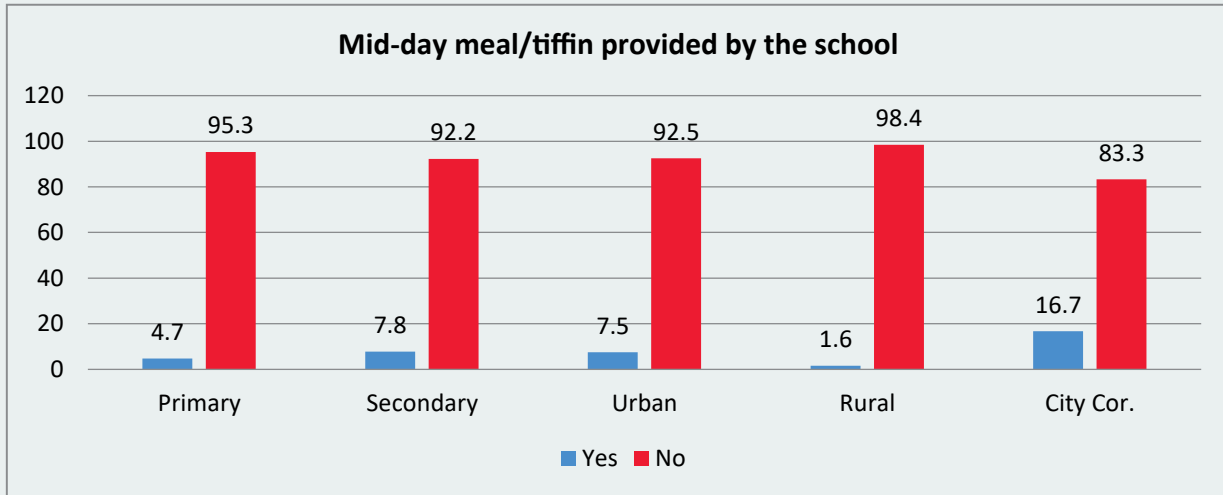
Annex- 1.36 Stick carried by teacher in classroom

Stick carried by teacher in classroom

	Primary	Secondary	Urban	Rural	City Cor.
Yes	9.4	15.6	12.5	14.1	8.3
No	90.6	84.4	87.5	85.4	91.7
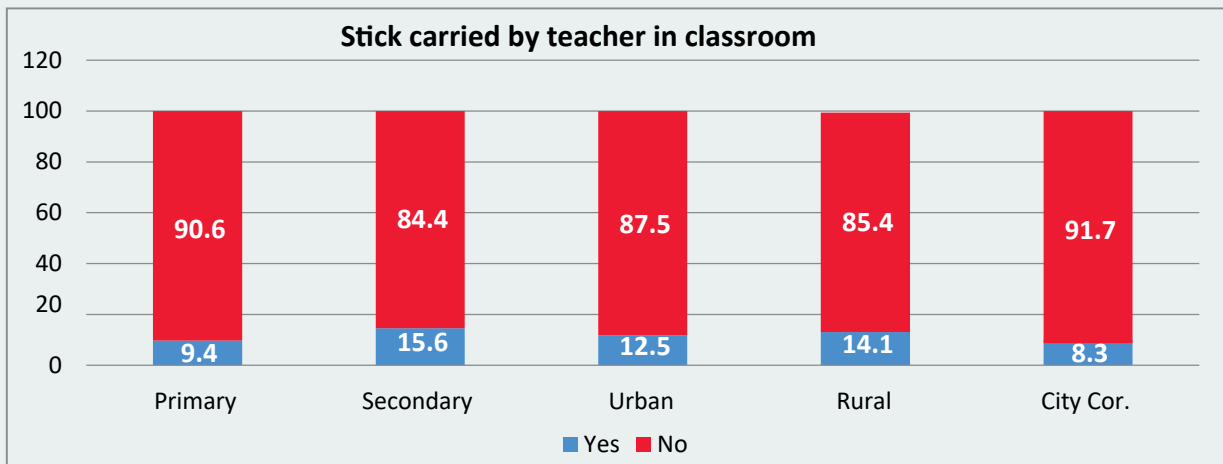
Annex- 1.37 Regular practice of assembly in school

Regular practice of assembly

	Yes	No
City Cor.	95.8	4.2
Rural	96.9	3.1
Urban	97.5	2.5
Secondary	96.9	3.1
Primary	96.9	3.1
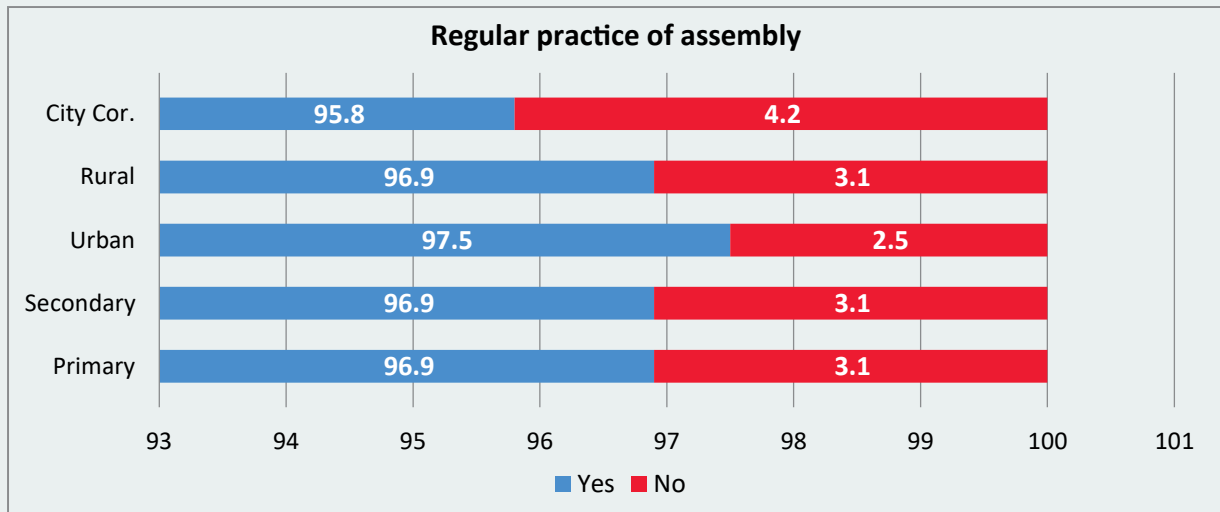
Annex – 2: Survey Tools (Bangla)

ক্রমিক নম্বর ....

গণসাক্ষরতা অভিযান
এডুকেশন ওয়াচ ২০২৩

> উত্তরদাতার সকল তথ্যের গোপনীয়তা রক্ষা করা হবে। প্রদত্ত তথ্য শুধু গবেষণার কাজে ব্যবহার করা হবে, কারো নাম বা প্রতিষ্ঠানের নাম উল্লেখ করা হবে না।

প্রশ্নপত্র সেট ১: শিক্ষার্থী ট্র্যাকিং (২০২০ সালে ৩য় ও ৬ষ্ঠ শ্রেণিতে ভর্তিকৃত শিক্ষার্থীর অভিভাবক)

অভিভাবকদের জন্য

অভিভাবকের নাম: ....   লিঙ্গ: পুরুষ ১   নারী ২

শিক্ষার্থীর নাম: ....   লিঙ্গ: পুরুষ ১   নারী ২

ঠিকানা: ....

বিভাগ কোড: বরিশাল ১   চট্টগ্রাম ২   ঢাকা ৩   খুলনা ৪   ময়মনসিংহ ৫

রাজশাহী ৬   রংপুর ৭   সিলেট ৮

জেলা কোড: বরিশাল ১   ভোলা ২   চট্টগ্রাম ৩   ঢাকা ৪   নারায়ণগঞ্জ ৫

লক্ষ্মীপুর ৬   যশোর ৭   মেহেরপুর ৮   ময়মনসিংহ ৯   নেত্রকোণা ১০

রাজশাহী ১১   নওগাঁ ১২   কুড়িগ্রাম ১৩   গাইবান্ধা ১৪   হবিগঞ্জ ১৫   মৌলভীবাজার ১৬

উপজেলা কোড: বরিশাল সদর ১   বাকেরগঞ্জ ২   ভোলা সদর ৩   চর-ফ্যাশন ৪

চট্টগ্রাম সি:ক: ৫   ঢাকা উ:সি:ক: ৬   ঢাকা দ:সি:ক: ৭   নারায়ণগঞ্জ সি:ক: ৮   লক্ষ্মীপুর সদর ৯

রামগঞ্জ ১০   যশোর সদর ১১   ঝিকরগাছা ১২   মেহেরপুর সদর ১৩   মুজিবনগর ১৪

ময়মনসিংহ সদর ১৫   হালুয়াঘাট ১৬   নেত্রকোণা সদর ১৭   খালিয়াজুরী ১৮   রাজশাহী সি:ক: ১৯

তানোর ২০   বদলগাছি ২১   নিয়ামতপুর ২২   কুড়িগ্রাম সদর ২৩   রাজিবপুর ২৪

গাইবান্ধা সদর ২৫   ফুলছড়ি ২৬   হবিগঞ্জ সদর ২৭   চুনারুঘাট ২৮   মৌলভীবাজার সদর ২৯

শ্রীমঙ্গল ৩০   রাঙ্গুনিয়া ৩১

স্কুলের ধরন: প্রাথমিক ১   মাধ্যমিক ২

শিক্ষার্থী বর্তমানে যে শ্রেণিতে পড়ে : ☐ ☐ ☐

অঞ্চল: সমতল ভূমি ১   চর এলাকা ২   হাওড় এলাকা ৩

উপকূলীয় এলাকা ৪   চা বাগান এলাকা ৫

আদিবাসী অধ্যুষিত এলাকা ৬   শহরের বস্তি এলাকা ৭

শহর এলাকা ১

গ্রামীণ এলাকা ২

শহরের বস্তি এলাকা ৩

১. শিক্ষার্থীদের লেখাপড়া বিষয়ক

১. আপনার পোষ্য কি বর্তমানে স্কুলে/ কলেজে যায়? ☐1 হ্যাঁ ☐2 না

প্রশ্ন ১ এর উত্তর 'না' হলে প্রশ্ন ২ এ চলে যান।

১.১ উত্তর হ্যাঁ হলে, ☐1 নিয়মিত ☐2 অনিয়মিত

১.২ উত্তর হ্যাঁ হলে, কোন শিক্ষাপ্রতিষ্ঠানে যায়?

☐1 ২০২০ সালে যে স্কুলে পড়তো সেখানে ☐2 অন্য কোনো সরকারি প্রাথমিক বিদ্যালয়ে ☐3 সরকারি/ এমপিওভুক্ত মাধ্যমিক বিদ্যালয়ে ☐4 কলেজে ☐5 কওমি মাদ্রাসায় ☐6 আলিয়া মাদ্রাসায়

☐7 অন্যকোনো প্রাথমিক/বেসরকারি মাধ্যমিক বিদ্যালয়ে ☐7 অন্যান্য (সুনির্দিষ্ট করে লিখুন)

১.৩ মাদ্রাসায় স্থানান্তরিত হওয়ার কারণ কী?

☐1 করোনাকালে খোলা ছিল ☐2 খরচ কম অথবা বিনা বেতনে পড়ালেখা হয় ☐3 বাসার কাছে

☐4 পরিবারের ইচ্ছায় (ধর্মীয় কারণে) ☐5 অন্যান্য (সুনির্দিষ্ট করে লিখুন)

প্রশ্ন ১ এর উত্তর 'না' হলে,

২. শিক্ষার্থী বর্তমানে কী করে?

☐1 অর্থের বিনিময়ে শিশুশ্রমে যুক্ত ☐2 বিয়ে হয়ে গেছে ☐3 ঘরের কাজে সাহায্য করে

☐4 কিছুই করে না ☐5 অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৩. আপনার খানার আর কোনো শিশু ২০২০ সালে স্কুলে পড়ালেখা করত এবং তারা বর্তমানে পড়ালেখা চালিয়ে যাচ্ছে?

☐1 হ্যাঁ ☐2 না

৪. খানার সদস্য সংখ্যা: ☐

৫. খানার মাসিক আয় (সকল সদস্যের মোট আয়): ☐ টাকা

অভিভাবকের ফোন নম্বর: ....

তথ্য সংগ্রহকারীর নাম: অভিভাবকের নাম: সুপারভাইজারের নাম:

তারিখ: তারিখ: তারিখ:

ক্রমিক নম্বর ....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২৩

> উত্তরদাতার সকল তথ্যের গোপনীয়তা রক্ষা করা হবে। প্রদত্ত তথ্য শুধু গবেষণার কাজে ব্যবহার করা হবে, কারো নাম বা প্রতিষ্ঠানের নাম উল্লেখ করা হবে না।

প্রশ্নপত্র সেট ২: বিদ্যালয়ে অধ্যয়নরত শিক্ষার্থীর তথ্য (বর্তমানে ৫ম ও ৯ম শ্রেণিতে অধ্যয়নরত শিক্ষার্থী)

শিক্ষার্থীদের জন্য

অভিভাবকের নাম: .... লিঙ্গ: পুরুষ | 1 | নারী | 2 |

শিক্ষার্থীর নাম: .... লিঙ্গ: পুরুষ | 1 | নারী | 2 |

ঠিকানা: ....

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

জেলা কোড: বরিশাল | 1 | ভোলা | 2 | চট্টগ্রাম | 3 | ঢাকা | 4 | নারায়ণগঞ্জ | 5 |
লক্ষ্মীপুর | 6 | যশোর | 7 | মেহেরপুর | 8 | ময়মনসিংহ | 9 | নেত্রকোণা | 10 |
রাজশাহী | 11 | নওগাঁ | 12 | কুড়িগ্রাম | 13 | গাইবান্ধা | 14 | হবিগঞ্জ | 15 | মৌলভীবাজার | 16 |

উপজেলা কোড: বরিশাল সদর | 1 | বাকেরগঞ্জ | 2 | ভোলা সদর | 3 | চর-ফ্যাশন | 4 |
চট্টগ্রাম সি:ক: | 5 | ঢাকা উ:সি:ক: | 6 | ঢাকা দ:সি:ক: | 7 | নারায়ণগঞ্জ সি:ক: | 8 | লক্ষ্মীপুর সদর | 9 |
রামগঞ্জ | 10 | যশোর সদর | 11 | ঝিকরগাছা | 12 | মেহেরপুর সদর | 13 | মুজিবনগর | 14 |
ময়মনসিংহ সদর | 15 | হালুয়াঘাট | 16 | নেত্রকোণা সদর | 17 | খালিয়াজুরী | 18 | রাজশাহী সি:ক: | 19 |
তানোর | 20 | বদলগাছি | 21 | নিয়ামতপুর | 22 | কুড়িগ্রাম সদর | 23 | রাজিবপুর | 24 |
গাইবান্ধা সদর | 25 | ফুলছড়ি | 26 | হবিগঞ্জ সদর | 27 | চুনারুঘাট | 28 | মৌলভীবাজার সদর | 29 |
শ্রীমঙ্গল | 30 | রাঙ্গুনিয়া | 31 |

স্কুলের ধরন: প্রাথমিক | 1 | মাধ্যমিক | 2 |

শিক্ষার্থী বর্তমানে যে শ্রেণিতে পড়ে : | | | | | |

অঞ্চল: সমতল ভূমি | 1 | চর এলাকা | 2 | হাওড় এলাকা | 3 |
উপকূলীয় এলাকা | 4 | চা বাগান এলাকা | 5 |
আদিবাসী অধ্যুষিত এলাকা | 6 | শহরের বস্তি এলাকা | 7 |

শহর এলাকা | 1 |
গ্রামীণ এলাকা | 2 |
শহরের বস্তি এলাকা | 3 |

২. শিক্ষার্থীদের পড়ালেখা বিষয়ক

১. গত এক মাসে তুমি কতদিন স্কুলে যাওনি? ⬜ দিন

২. করোনা-র কারণে দীর্ঘদিন স্কুল বন্ধ ছিল। এখন নতুন ক্লাসের পাঠদান তোমার কেমন লাগে?

    1️⃣ ভালোভাবে বুঝতে পারি   2️⃣ কিছু বুঝতে পারি, কিছু বুঝতে পারি না   3️⃣ বেশিরভাগ ক্ষেত্রে বুঝতে পারি না

৩. নতুন ক্লাসের কোন কোন বিষয় তোমার কাছে কঠিন মনে হয়? ⬜

৪. শিক্ষকগণ ক্লাসে কিভাবে পাঠদানদান করলে বুঝতে সুবিধা হবে? (একাধিক উত্তর হতে পারে)

    1️⃣ শ্রেণিকক্ষে আরও বেশি সময় নিয়ে পাঠ ব্যাখ্যা করলে

    2️⃣ শ্রেণিকক্ষে প্রশ্ন করার ও আলোচনার সুযোগ থাকলে

    3️⃣ শ্রেণিকক্ষে ইন্টারনেট ও মাল্টিমিডিয়া ব্যবহার করলে

    4️⃣ দল হিসেবে পাঠের বিষয়ে কাজ করার সুযোগ থাকলে

    5️⃣ অন্যান্য

৫. শ্রেণিকক্ষে শিক্ষকদের পাঠদান তোমার কেমন লাগে?

    1️⃣ আন্তরিকভাবে যত্ন নিয়ে পড়ান

    2️⃣ মাঝে মাঝে আন্তরিকতা ও যত্নের অভাব দেখা যায়

    3️⃣ অধিকাংশ সময় আন্তরিকতা ও যত্নের অভাব দেখা যায়

    4️⃣ অন্যান্য

৬. পড়ালেখার ক্ষতি পুষিয়ে নেওয়ার জন্য স্কুলের পাশাপাশি পরিবার থেকে কি কি উদ্যোগ নেওয়া হয়েছে? *(একাধিক উত্তর হতে পারে)*

    1️⃣ প্রাইভেট শিক্ষক নিয়োগ

    2️⃣ ব্যাচ/কোচিং সেন্টারে ভর্তি

    3️⃣ বাড়িতে বাবা-মা, ভাই-বোন কর্তৃক সহায়তা

    4️⃣ একই শ্রেণিতে থাকা

    5️⃣ কোনো উদ্যোগ নেওয়া হয়নি

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

৮. বাড়িতে ইন্টারনেট ব্যবহার করার সুযোগ রয়েছে?   1️⃣ হ্যাঁ   2️⃣ না

৯. পড়ালেখার জন্য তুমি বাড়িতে ইন্টারনেট/অনলাইন/ডিজিটাল উপকরণ ব্যবহার করো?   1️⃣ হ্যাঁ   2️⃣ না

১০. স্কুল সময়ের বাইরে বাকী সময় বাড়িতে তুমি কি করে থাকো? (একাধিক উত্তর হতে পারে)

    1️⃣ বাড়িতে নিয়মিত পড়ালেখা করি

    2️⃣ প্রাইভেট শিক্ষকের কাছে পড়ি

    3️⃣ কোচিং সেন্টারে পড়তে যাই

    4️⃣ অনলাইনে লেখাপড়ার চেষ্টা করি

    5️⃣ মাঠে খেলাধুলা করি

6	টিভি দেখি
7	মোবাইলে গেম খেলি/ভিডিও দেখি
8	কিছুই করি না
9	অন্যান্য

শিক্ষার্থীর ফোন নম্বর (যদি থাকে): ....

তথ্য সংগ্রহকারীর নাম ও স্বাক্ষর: তারিখ:

সুপারভাইজারের নাম ও স্বাক্ষর: তারিখ:

ক্রমিক নম্বর ....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২৩

> উত্তরদাতার সকল তথ্যের গোপনীয়তা রক্ষা করা হবে। প্রদত্ত তথ্য শুধু গবেষণার কাজে ব্যবহার করা হবে, কারো নাম বা প্রতিষ্ঠানের নাম উল্লেখ করা হবে না।

প্রশ্নপত্র সেট ৩: শিক্ষার্থী ট্র্যাকিং (ঝরেপড়া) [২০২০ সালে ২য় ও ৬ষ্ঠ শ্রেণিতে পড়তো এমন শিক্ষার্থী]

শিক্ষার্থীদের জন্য

অভিভাবকের নাম: .... লিঙ্গ: পুরুষ ⬜1   নারী ⬜2

শিক্ষার্থীর নাম: .... লিঙ্গ: পুরুষ ⬜1   নারী ⬜2

ঠিকানা: ....

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

জেলা কোড: বরিশাল ⬜1   ভোলা ⬜2   চট্টগ্রাম ⬜3   ঢাকা ⬜4   নারায়ণগঞ্জ ⬜5
লক্ষ্মীপুর ⬜6   যশোর ⬜7   মেহেরপুর ⬜8   ময়মনসিংহ ⬜9   নেত্রকোণা ⬜10
রাজশাহী ⬜11   নওগাঁ ⬜12   কুড়িগ্রাম ⬜13   গাইবান্ধা ⬜14   হবিগঞ্জ ⬜15   মৌলভীবাজার ⬜16

উপজেলা কোড: বরিশাল সদর ⬜1   বাকেরগঞ্জ ⬜2   ভোলা সদর ⬜3   চর-ফ্যাশন ⬜4
চট্টগ্রাম সি:ক: ⬜5   ঢাকা উ:সি:ক: ⬜6   ঢাকা দ:সি:ক: ⬜7   নারায়ণগঞ্জ সি:ক: ⬜8   লক্ষ্মীপুর সদর ⬜9
রামগঞ্জ ⬜10   যশোর সদর ⬜11   ঝিকরগাছা ⬜12   মেহেরপুর সদর ⬜13   মুজিবনগর ⬜14
ময়মনসিংহ সদর ⬜15   হালুয়াঘাট ⬜16   নেত্রকোণা সদর ⬜17   খালিয়াজুরী ⬜18   রাজশাহী সি:ক: ⬜19
তানোর ⬜20   বদলগাছি ⬜21   নিয়ামতপুর ⬜22   কুড়িগ্রাম সদর ⬜23   রাজিবপুর ⬜24
গাইবান্ধা সদর ⬜25   ফুলছড়ি ⬜26   হবিগঞ্জ সদর ⬜27   চুনারুঘাট ⬜28   মৌলভীবাজার সদর ⬜29
শ্রীমঙ্গল ⬜30   রাঙ্গুনিয়া ⬜31

স্কুলের ধরন: প্রাথমিক ⬜1   মাধ্যমিক ⬜2

শিক্ষার্থী বর্তমানে যে শ্রেণিতে পড়ে: ⬜ ⬜ ⬜

অঞ্চল: সমতল ভূমি ⬜1   চর এলাকা ⬜2   হাওড় এলাকা ⬜3
উপকূলীয় এলাকা ⬜4   চা বাগান এলাকা ⬜5
আদিবাসী অধ্যুষিত এলাকা ⬜6   শহরের বস্তি এলাকা ⬜7

শহর এলাকা ⬜1
গ্রামীণ এলাকা ⬜2
শহরের বস্তি এলাকা ⬜3

৩. ঝরেপড়া শিক্ষার্থী বিষয়ক তথ্য

১. তোমার স্কুলে না যাওয়া বা পড়ালেখা বন্ধ হওয়ার কারণ কি? *(একাধিক উত্তর হতে পারে)*

| 1 | দরিদ্রতা | 2 | বাল্যবিবাহ | 3 | শিক্ষার্থীর পড়ালেখায় অনিহা | 4 | মেয়ে শিশুকে শিক্ষা না দেওয়ার প্রবণতা |

| 5 | বিদ্যালয়ের সময়সূচি | 6 | বিদ্যালয়ের দূরত্ব | 7 | অনুন্নত যাতায়াত ব্যবস্থা | 8 | পরিবারের/ঘরের কাজে সাহায্য করা | 9 | পরিবারের আয়মূলক কাজে/শিশুশ্রমে যুক্ত হওয়া | 10 | ভাষার সমস্যা | 11 | যাতায়াতে নিরাপত্তাহীনতা | 12 | অন্যান্য *(সুনির্দিষ্ট করে বলো)*

২. কোনে সময় বা সাল থেকে তোমার স্কুলে যাওয়া বন্ধ রয়েছে?

| 1 | কোভিড পরবর্তী স্কুল স্কুল খোলার পর (সেপ্টেম্বর ২০২১) | 2 | জানুয়ারি ২০২২ | 3 | জুন ২০২২ |
| 4 | জানুয়ারি ২০২৩ |

৩. তুমি বর্তমানে কি করো? ....

৪. আয়মূলক কাজ/শিশুশ্রমে যুক্ত থাকলে দৈনিক কত ঘণ্টা কাজ করো?   ঘণ্টা [   ]

৫. পারিশ্রমিক/মজুরি হিসেবে মাসে তুমি কত টাকা আয় করো? [   ] টাকা

৬. তুমি কি স্কুলে ফিরতে আগ্রহী? | 1 | হ্যাঁ | 2 | না

৬.১ উত্তর হ্যাঁ হলে, এ জন্য কী ধরনের ব্যবস্থা নেওয়া প্রয়োজন বলে তুমি মনে করো? *(সর্বোচ্চ ৩টি)*

    ১. ....

    ২. ....

    ৩. ....

৭. খানার সদস্য সংখ্যা : [   ]

৮. অভিভাবকের পেশা: [   ]

৯. খানার মাসিক আয় কত? (খানার সকল সদস্যের মোট আয়): [   ] টাকা

অভিভাবকের ফোন নম্বর: ....

তথ্য সংগ্রহকারীর নাম: অভিভাবকের নাম: সুপারভাইজারের নাম:

তারিখ: তারিখ: তারিখ:

ক্রমিক নম্বর ....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২৩

উত্তরদাতার সকল তথ্যের গোপনীয়তা রক্ষা করা হবে। প্রদত্ত তথ্য শুধু গবেষণার কাজে ব্যবহার করা হবে, কারো নাম বা প্রতিষ্ঠানের নাম উল্লেখ করা হবে না।

প্রশ্নপত্র সেট-৪: শিক্ষাখাতে পারিবারিক ব্যয়

অভিভাবকের জন্য

অভিভাবকের নাম: .... লিঙ্গ: পুরুষ ☐ 1 নারী ☐ 2

পিতা/স্বামীর 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: বরিশাল ☐ 1 ভোলা ☐ 2 চট্টগ্রাম ☐ 3 ঢাকা ☐ 4 নারায়ণগঞ্জ ☐ 5

লক্ষ্মীপুর ☐ 6 যশোর ☐ 7 মেহেরপুর ☐ 8 ময়মনসিংহ ☐ 9 নেত্রকোণা ☐ 10

রাজশাহী ☐ 11 নওগাঁ ☐ 12 কুড়িগ্রাম ☐ 13 গাইবান্ধা ☐ 14 হবিগঞ্জ ☐ 15 মৌলভীবাজার ☐ 16

উপজেলা কোড: বরিশাল সদর ☐ 1 বাকেরগঞ্জ ☐ 2 ভোলা সদর ☐ 3 চর-ফ্যাশন ☐ 4

চট্টগ্রাম সি:ক: ☐ 5 ঢাকা উ:সি:ক: ☐ 6 ঢাকা দ:সি:ক: ☐ 7 নারায়ণগঞ্জ সি:ক: ☐ 8 লক্ষ্মীপুর সদর ☐ 9

রামগঞ্জ ☐ 10 যশোর সদর ☐ 11 ঝিকরগাছা ☐ 12 মেহেরপুর সদর ☐ 13 মুজিবনগর ☐ 14

ময়মনসিংহ সদর ☐ 15 হালুয়াঘাট ☐ 16 নেত্রকোণা সদর ☐ 17 খালিয়াজুরী ☐ 18 রাজশাহী সি:ক: ☐ 19

তানোর ☐ 20 বদলগাছি ☐ 21 নিয়ামতপুর ☐ 22 কুড়িগ্রাম সদর ☐ 23 রাজিবপুর ☐ 24

গাইবান্ধা সদর ☐ 25 ফুলছড়ি ☐ 26 হবিগঞ্জ সদর ☐ 27 চুনারুঘাট ☐ 28 মৌলভীবাজার সদর ☐ 29

শ্রীমঙ্গল ☐ 30 রাঙ্গুনিয়া ☐ 31

স্কুলের ধরন: প্রাথমিক ☐ 1 মাধ্যমিক ☐ 2

শিক্ষার্থী বর্তমানে যে শ্রেণিতে পড়ে : ☐ ☐ ☐

অঞ্চল: সমতল ভূমি ☐ 1 চর এলাকা ☐ 2 হাওড় এলাকা ☐ 3

উপকূলীয় এলাকা ☐ 4 চা বাগান এলাকা ☐ 5

আদিবাসী অধ্যুষিত এলাকা ☐ 6 শহরের বস্তি এলাকা ☐ 7

এলাকা

শহর এলাকা ☐ 1

গ্রামীণ এলাকা ☐ 2

শহরের বস্তি এলাকা ☐ 3

১. খানার সদস্য সংখ্যাঃ

ক্রম	নারী	পুরুষ	মোট
প্রাপ্ত বয়স্ক			
শিশু			
মোট			

২. খানা প্রধানের পেশাঃ

১) চাকরি ২) কৃষি ৩) দিনমজুর/ শ্রমিক ৪) স্ব-নিয়োজিত ব্যবসা ৫) ড্রাইভার/ পরিবহন কর্মী ৬) রিকশা/ ভ্যান/ঠেলাগাড়ি চালক ৭) গার্মেন্টস কর্মী ৮) প্রবাস কর্মী ৯) অনিয়মিত দিনমজুর/শ্রমিক ১০) গৃহকর্মী ১১) গৃহিণী ১২) বেকার ১৩) অন্যান্য

৩. খানার মোট মাসিক আয় (পরিবারে যে কয়জন সদস্য আয় করেন তাদের মোট আয় লিখুন) [＿＿＿＿＿] টাকা

৪. শিক্ষাখাতে ব্যয় – বিস্তারিত (প্রাথমিক ও মাধ্যমিক পর্যায়ের শিক্ষার্থী প্রতি ব্যয়)

ক্রম	ব্যয়ের খাত	জানুয়ারি-ডিসেম্বর ২০২২	জানুয়ারি-মে ২০২৩
	বেতন		
	ভর্তি ও সেশন ফি		
	পরীক্ষার ফি		
	অন্যান্য ফি		
	বিদ্যালয়ে অনুপস্থিতিজনিত জরিমানা		
	কো-কারিকুলাম কার্যক্রম (স্কাউটিং, গান, আবৃত্তি, ইত্যাদি)		
	বিভিন্ন দিবস উদযাপন		
	প্রাইভেট পড়া		
	কোচিং সেন্টার ফি		
	পাঠ্যবই ক্রয়		
	গাইডবই ক্রয়		
	খাতা, কলম, পেন্সিল, রাবার, ক্যালকুলেটর ও জ্যামিতি বক্স ক্রয়		
	স্কুল ব্যাগ, টিফিন বক্স ও ছাতা		
	স্কুলের পোষাক ও জুতা		
	যাতায়াত (স্কুলে, প্রাইভেট পড়া ও কোচিং সেন্টার যাওয়া আসা)		
	টিফিন খরচ		
	বিনোদনমূলক খরচ		
	ইন্টারনেট বিল/মোবাইল ডাটা ক্রয়		
	ফটোকপি		
	খেলাধুলা		
	অন্যান্য (বিস্তারিত বলুন)		
মোট			

৫. আপনি আপনার সন্তানের শিক্ষার জন্য সামর্থ অনুযায়ী মাসে কত টাকা পর্যন্ত ব্যয় করতে আগ্রহী আছেন?

৬. গত জানুয়ারি-মে ২০২৩-এর মধ্যে কত টাকার গাইডবই কেনা হয়েছে?

৭. জানুয়ারি-মে ২০২৩ পর্যন্ত প্রাইভেট টিউটর/ কোচিং সেন্টার/স্কুলের শিক্ষকদের কাছে প্রাইভেট টিউশনে মোট কত
টাকা ব্যয় হয়েছে? 　　　　　　　　　 টাকা

তথ্য সংগ্রহকারীর নাম ও স্বাক্ষর:　　　　অভিভাবকের নাম ও স্বাক্ষর:　　　　সুপারভাইজারের নাম ও স্বাক্ষর:

তারিখ:　　　　　　　　　　　তারিখ:　　　　　　　　　তারিখ:

ক্রমিক নম্বর ....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২৩

উত্তরদাতার সকল তথ্যের গোপনীয়তা রক্ষা করা হবে। প্রদত্ত তথ্য শুধু গবেষণার কাজে ব্যবহার করা হবে, কারো নাম বা প্রতিষ্ঠানের নাম উল্লেখ করা হবে না।

প্রশ্নপত্র সেট ৫- প্রাথমিক ও মাধ্যমিক বিদ্যালয়ের শিক্ষকদের জন্য

অভিভাবকের জন্য

শিক্ষকের নাম: .... লিঙ্গ: পুরুষ ☐ 1 নারী ☐ 2

বিদ্যালয়ের নাম: ....

ঠিকানা: ....

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

জেলা কোড: বরিশাল ☐ 1 ভোলা ☐ 2 চট্টগ্রাম ☐ 3 ঢাকা ☐ 4 নারায়ণগঞ্জ ☐ 5
লক্ষ্মীপুর ☐ 6 যশোর ☐ 7 মেহেরপুর ☐ 8 ময়মনসিংহ ☐ 9 নেত্রকোণা ☐ 10
রাজশাহী ☐ 11 নওগাঁ ☐ 12 কুড়িগ্রাম ☐ 13 গাইবান্ধা ☐ 14 হবিগঞ্জ ☐ 15 মৌলভীবাজার ☐ 16

উপজেলা কোড: বরিশাল সদর ☐ 1 বাকেরগঞ্জ ☐ 2 ভোলা সদর ☐ 3 চর-ফ্যাশন ☐ 4
চট্টগ্রাম সি:ক: ☐ 5 ঢাকা উ:সি:ক: ☐ 6 ঢাকা দ:সি:ক: ☐ 7 নারায়ণগঞ্জ সি:ক: ☐ 8 লক্ষ্মীপুর সদর ☐ 9
রামগঞ্জ ☐ 10 যশোর সদর ☐ 11 ঝিকরগাছা ☐ 12 মেহেরপুর সদর ☐ 13 মুজিবনগর ☐ 14
ময়মনসিংহ সদর ☐ 15 হালুয়াঘাট ☐ 16 নেত্রকোণা সদর ☐ 17 খালিয়াজুরী ☐ 18 রাজশাহী সি:ক: ☐ 19
তানোর ☐ 20 বদলগাছি ☐ 21 নিয়ামতপুর ☐ 22 কুড়িগ্রাম সদর ☐ 23 রাজিবপুর ☐ 24
গাইবান্ধা সদর ☐ 25 ফুলছড়ি ☐ 26 হবিগঞ্জ সদর ☐ 27 চুনারুঘাট ☐ 28 মৌলভীবাজার সদর ☐ 29
শ্রীমঙ্গল ☐ 30 রাঙ্গুনিয়া ☐ 31

স্কুলের ধরন: প্রাথমিক ☐ 1 মাধ্যমিক ☐ 2

অঞ্চল: সমতল ভূমি ☐ 1 চর এলাকা ☐ 2 হাওড় এলাকা ☐ 3
উপকূলীয় এলাকা ☐ 4 চা বাগান এলাকা ☐ 5
আদিবাসী অধ্যুষিত এলাকা ☐ 6 শহরের বস্তি এলাকা ☐ 7

এলাকা
শহর এলাকা ☐ 1
গ্রামীণ এলাকা ☐ 2
শহরের বস্তি এলাকা ☐ 3

১. ব্লেন্ডেড লার্নিং

১.১ আপনার স্কুলে কি ইন্টারনেট/ওয়াইফাই সংযোগ রয়েছে? ☐1 হ্যাঁ ☐2 না

১.২ আপনার স্কুলে কি শ্রেণিকক্ষে আইসিটি'র মাধ্যমে পাঠদানের জন্য মালটিমিডিয়া আছে? ☐1 হ্যাঁ ☐2 না

হ্যাঁ হলে, কয়টি ☐

১.২.১ আপনার স্কুলে মোট কয়টি মাল্টিমিডিয়া ক্লাসরুম আছে? ☐

১.৩ আপনার স্কুলে দিনে কয়টি মালটিমিডিয়া নির্ভর ক্লাস হয়? ☐1 হ্যাঁ ☐2 না

১.৩.১ আপনার স্কুলে সপ্তাহে কয়টি মালটিমিডিয়া নির্ভর ক্লাস হয়? ☐

১.৩.২ কোন কোন শ্রেণির মাল্টিমিডিয়া ক্লাস হয়? ☐

১.৪ আপনি কি Blended learning বা মিশ্র পদ্ধতি সম্পর্কে আপনার ধারণা কি? *(একাধিক উত্তর হতে পারে)*

☐1 এটি একটি লেকচার পদ্ধতি ☐2 এটি একটি অনলাইন শিক্ষা পদ্ধতি ☐3 এটি লেকচার ও অনলাইন এর সমন্বিত ☐4 শিক্ষা পদ্ধতি ☐5 অবগত নই ☐6 অন্যান্য (বিস্তারিত বলুন)...

১.৪.১ আপনি কি Blended learning বিষয়ে কোনো প্রশিক্ষণ পেয়েছেন? ☐1 হ্যাঁ ☐2 না

১.৪.২ প্রশিক্ষণলব্ধ জ্ঞান/দক্ষতা আপনি কি অন্য শিক্ষকদের সঙ্গে শেয়ার করেছেন? ☐1 হ্যাঁ ☐2 না

১.৪.৩ প্রশিক্ষণলব্ধ জ্ঞান/দক্ষতা আপনি শ্রেণিকক্ষে ব্যবহার করছেন কি? ☐1 হ্যাঁ ☐2 না

১.৪.৩.১ উত্তর হ্যাঁ হলে, কিভাবে? *(একাধিক উত্তর হতে পারে)*

☐1 কন্টেন্ট ডাউনলোড করে ☐2 ভিডিও দেখিয়ে ☐3 ডিজিটাল কন্টেন্ট তৈরি করে

☐4 পাওয়ার পয়েন্ট উপস্থাপন ☐5 ইউটিউব ব্যবহার ☐6 অনলাইন পাঠদান ☐7 অন্যান্য

১.৪.৪ এই জ্ঞান/দক্ষতা ব্যবহারের ক্ষেত্রে আপনি কী ধরনের সমস্যার সম্মুখীন হচ্ছেন? (সর্বোচ্চ ৩টি)

১...

২...

৩...

১.৪.৫ আপনি কি ICT learning বিষয়ক কোনো প্রশিক্ষণ পেয়েছিলন? ☐1 হ্যাঁ ☐2 না

১.৪.৬ ICT learning বিষয়ক প্রশিক্ষণে কী কী বিষয়ের ওপর আলোচনা করা হয়েছে?

১...

২...

৩...

১.৫ বিদ্যালয়ে মালটিমিডিয়া চালু রাখা ও রক্ষণাবেক্ষণ ব্যবস্থা কেমন? *(একটি উত্তর নির্বাচন করুন)*

☐1 যথেষ্ট ভালো ☐2 মোটামুটি ভালো ☐3 মোটেই ভালো নয়

১.৫.১ ইন্টারনেট চালু রাখার ব্যয় বরাদ্দ কেমন? *(একটি উত্তর নির্বাচন করুন)*

| 1 | পর্যাপ্ত অর্থের বরাদ্দ রয়েছে | 2 | পর্যাপ্ত বরাদ্দ নেই | 3 | বাজেটের অভাব সবচেয়ে বড় বাধা |

১.৬ শ্রেণিকক্ষে পাঠদানে মিশ্র (ব্লেন্ডেড) পদ্ধতি ব্যবহারের জন্য কোনো নির্দেশনা দেওয়া হয়েছে কি?

| 1 | হ্যাঁ | 2 | না |

১.৭ শিক্ষার্থীদের জন্য আইসিটি-ভিত্তিক (অনলাইন, ডিজিটাল) শিক্ষাকে আপনি কিভাবে দেখেন? *(একটি উত্তর নির্বাচন করুন)*

| 1 | ভালো | 2 | মোটামুটি ভালো | 3 | ভালো নয় |

১.৮ তথ্য প্রযুক্তি ও ভবিষ্যতের সঙ্গে সামঞ্জস্য রেখে শ্রেণিকক্ষে পাঠদানের ক্ষেত্রে শিক্ষকদের কী ধরনের সহায়তা দেওয়া প্রয়োজন? *(একাধিক উত্তর হতে পারে)*

| 1 | প্রশিক্ষণ (সরাসরি) | 2 | অন-লাইনে নিয়মিত আপডেট করা | 3 | পর্যাপ্ত উপকরণ প্রদান |

| 4 | উপযুক্ত শ্রেণিকক্ষ তৈরি | 5 | অন্যান্য (সুনির্দিষ্ট করে বলুন) |

১.৯ বর্তমানে নির্দিষ্ট ক্লাসের সময়সীমা ৩৫-৪০ মিনিট সম্পর্কে আপনার মতামত। *(একটি উত্তর নির্বাচন করুন)*

| 1 | নির্দিষ্ট সময় পর্যাপ্ত নয় | 2 | বেঁধে দেওয়া সময় কার্যকর পাঠদানে বড় বাধা |

| 3 | বেঁধে দেওয়া সময় কোনো সমস্যা নয় |

২. শিক্ষক শিক্ষার্থীদের অবস্থা

২.১ আপনার বিদ্যালয়ে শিক্ষার্থী সংখ্যা: ২০২০ সালে: [--------- জন]   ২০২৩ সালে [--------- জন]

২.২ কোভিড পরবর্তী সময়ে শ্রেণিকক্ষে শিক্ষার্থীদের মধ্যে নিম্নলিখিত বিষয়ে কী পরিবর্তন লক্ষ্য করেছেন?

পড়ালেখায় মনোযোগ	
শ্রেণিকক্ষে অংশগ্রহণ	
শিক্ষক ও অন্য শিক্ষার্থীদের সঙ্গে যোগাযোগ	

২.২.১ শিক্ষার্থীদের উপর্যুক্ত পরিবর্তন সম্পর্কে আপনার কোনো মতামত/পরামর্শ। *(সর্বোচ্চ ৩টি)*

১...

২...

৩..

২.৩ দীর্ঘ বিরতির কারণে পরিবর্তিত পরিস্থিতির সঙ্গে খাপ খাওয়াতে শিক্ষক হিসেবে আপনার নিজের কি ধরনের সমস্যা হচ্ছে?

| 1 | হ্যাঁ | 2 | না |

২.৩.১   উত্তর হ্যাঁ হলে, কী ধরনের সমস্যা হচ্ছে? *(সর্বোচ্চ ৩টি)*

১...

২...

৩...

২.৪   উপর্যুক্ত সমস্যা থেকে উত্তরণের জন্য শিক্ষকদের কী সহায়তা দেওয়া প্রয়োজন বলে আপনি মনে করেন? *(সর্বোচ্চ ৩টি)*

১...

২...

৩...

৩. শিখন পুনরুদ্ধার

৩.১   কোভিডকালীন দীর্ঘ বিরতি বর্তমানে পাঠদান/ শিক্ষা কার্যক্রম বাস্তবায়নে কী ধরনের নেতিবাচক প্রভাব ফেলছে? (সর্বোচ্চ ৩টি)

১...

২...

৩...

৩.২   কোভিডকালীন শিখন ঘাটতি পূরণের জন্য বিদ্যালয় থেকে কী কী উদ্যোগ নেওয়া হয়েছে? (সর্বোচ্চ ৩টি)

১...

২...

৩...

৩.৩   আরো কী কী উদ্যোগ নেওয়া যেতে পারে বলে আপনি মনে করেন? (সর্বোচ্চ ৩টি)

১...

২...

৩...

৩.৪   বর্তমান সময়ে কোভিডজনিত কারণে সৃষ্ট শিখন ঘাটতি কতটুকু পূরণ হয়েছে বলে আপনি মনে করেন?

১   ২   ৩   ৪   ৫   ৬   ৭   ৮   ৯   ১০   সবচেয়ে কম ১ এবং সবচেয়ে বেশি ১০ নম্বর
হিসেবে বিবেচনা করে নম্বর দিন

উত্তরদাতা শিক্ষকের ফোন নম্বর: .... ই-মেইল: ....

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

সুপারভাইজারের নাম: .... আইডি নম্বর: .... তারিখ: ....

ক্রমিক নম্বর ....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২৩

> উত্তরদাতার সকল তথ্যের গোপনীয়তা রক্ষা করা হবে। প্রদত্ত তথ্য শুধু গবেষণার কাজে ব্যবহার করা হবে, কারো নাম বা প্রতিষ্ঠানের নাম উল্লেখ করা হবে না।

প্রশ্নপত্র সেট ৬- উপজেলা শিক্ষা কর্মকর্তা

শিক্ষা কর্মকর্তার নাম : .... লিঙ্গ: পুরুষ ☐ 1 নারী ☐ 2

পদবি: উপজেলা প্রাথমিক শিক্ষা কর্মকর্তা ☐ 1   উপজেলা মাধ্যমিক শিক্ষা কর্মকর্তা ☐ 2

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

জেলা কোড: বরিশাল ☐ 1 ভোলা ☐ 2 চট্টগ্রাম ☐ 3 ঢাকা ☐ 4 নারায়ণগঞ্জ ☐ 5
লক্ষ্মীপুর ☐ 6 যশোর ☐ 7 মেহেরপুর ☐ 8 ময়মনসিংহ ☐ 9 নেত্রকোণা ☐ 10
রাজশাহী ☐ 11 নওগাঁ ☐ 12 কুড়িগ্রাম ☐ 13 গাইবান্ধা ☐ 14 হবিগঞ্জ ☐ 15
মৌলভীবাজার ☐ 16

উপজেলা কোড: বরিশাল সদর ☐ 1 বাকেরগঞ্জ ☐ 2 ভোলা সদর ☐ 3 চর-ফ্যাশন ☐ 4
চট্টগ্রাম সি:ক: ☐ 5 ঢাকা উ:সি:ক: ☐ 6 ঢাকা দ:সি:ক: ☐ 7 নারায়ণগঞ্জ সি:ক: ☐ 8 লক্ষ্মীপুর সদর ☐ 9
রামগঞ্জ ☐ 10 যশোর সদর ☐ 11 ঝিকরগাছা ☐ 12 মেহেরপুর সদর ☐ 13 মুজিবনগর ☐ 14
ময়মনসিংহ সদর ☐ 15 হালুয়াঘাট ☐ 16 নেত্রকোণা সদর ☐ 17 খালিয়াজুরী ☐ 18 রাজশাহী সি:ক: ☐ 19
তানোর ☐ 20 বদলগাছি ☐ 21 নিয়ামতপুর ☐ 22 কুড়িগ্রাম সদর ☐ 23 রাজিবপুর ☐ 24
গাইবান্ধা সদর ☐ 25 ফুলছড়ি ☐ 26 হবিগঞ্জ সদর ☐ 27 চুনারুঘাট ☐ 28 মৌলভীবাজার সদর ☐ 29
শ্রীমঙ্গল ☐ 30 রাঙ্গুনিয়া ☐ 31

অঞ্চল: সমতল ভূমি ☐ 1 চর এলাকা ☐ 2 হাওড় এলাকা ☐ 3
উপকূলীয় এলাকা ☐ 4 চা বাগান এলাকা ☐ 5
আদিবাসী অধ্যুষিত এলাকা ☐ 6 শহরের বস্তি এলাকা ☐ 7

এলাকা
শহর এলাকা ☐ 1
গ্রামীণ এলাকা ☐ 2
শহরের বস্তি এলাকা ☐ 3

১. ব্লেন্ডেড লার্নিং

১.১ আপনার তত্ত্বাবধানে কতগুলো বিদ্যালয় রয়েছে? ☐

১.১.১ উপর্যুক্ত বিদ্যালয়ে কতজন শিক্ষার্থী রয়েছে?

১.২ এর মধ্যে কতগুলো বিদ্যালয়ে মাল্টিমিডিয়া ও ইন্টারনেট/ওয়াইফাই সংযোগ রয়েছে? ☐

১.৩ কতগুলো বিদ্যালয়ে মাল্টিমিডিয়া নির্ভর ক্লাস হয়? ☐

১.৪ শ্রেণিকক্ষে মিশ্র (ব্লেন্ডেড) পদ্ধতি ব্যবহার করার ওপর শিক্ষকদের কোনো গাইডলাইন/নির্দেশিকা দেওয়া হয়েছে কি?

☐ ১ হ্যাঁ ☐ ২ না

১.৪.১ শ্রেণিকক্ষে মিশ্র (ব্লেন্ডেড) পদ্ধতি ব্যবহার বিষয়ে কতগুলো বিদ্যালয়ের শিক্ষক প্রশিক্ষণ পেয়েছেন?

☐ ১ বিদ্যালয় সংখ্যা ☐ ২ শিক্ষক সংখ্যা

১.৪.২ আপনার কর্ম এলাকার কত সংখ্যক বিদ্যালয়ে মিশ্র (ব্লেন্ডেড) পদ্ধতি ব্যবহার করা হয়? ☐

১.৫ শ্রেণিকক্ষে ব্লেন্ডেড পদ্ধতি ব্যবহারের চ্যালেঞ্জসমূহ কী কী (সর্বোচ্চ ৩টি)

১...

২...

৩...

১.৬ ইন্টারনেট, মাল্টিমিডিয়া ও প্রযুক্তি নির্ভর শিক্ষণ-শিখন সম্পর্কে আপনার মতামত। *(একটি উত্তর নির্বাচন করুন)*

☐ ১ যথেষ্ট ভালো ☐ ২ মোটামুটি ভালো ☐ ৩ মোটেই ভালো নয়

১.৭ ইন্টারনেট চালু রাখার ব্যয় বরাদ্দ কেমন? *(একটি উত্তর নির্বাচন করুন)*

☐ ১ পর্যাপ্ত অর্থের বরাদ্দ রয়েছে ☐ ২ পর্যাপ্ত বরাদ্দ নেই ☐ ৩ বাজেটের অভাব সবচেয়ে বড় বাধা

২. শিক্ষক শিক্ষার্থীদের অবস্থা

২.১ আপনার উপজেলায় কোভিডকালীন কতজন শিক্ষার্থী ঝরে পড়েছে?

২০২০ সালে ☐ --------- জন

২০২১ সালে ☐ --------- জন

২০২২ সালে ☐ --------- জন

২.২ কোভিড পরবর্তী সময়ে বিদ্যালয়ে শিক্ষার্থীদের উপস্থিতি, শ্রেণিকক্ষে মনোযোগ, আচরণ, শ্রেণিকক্ষে মনোযোগের অভাব, শ্রেণির কাজে অংশগ্রহণে সমস্যা এবং শিক্ষক ও শিক্ষার্থীদের সঙ্গে আচরণ-এই বিষয়ে আপনার মতামত। *(একটি উত্তর নির্বাচন করুন)*

☐ ১ বিশেষ কোনো পরিবর্তন হয়নি ☐ ২ কিছু কিছু ক্ষেত্রে পরিবর্তন হয়েছে ☐ ৩ অনেক বেশি নেতিবাচক পরিবর্তন হয়েছে

২.২.১   একজন শিক্ষক হিসেবে শিক্ষার্থীদের এই সমস্যাগুলোকে আপনি কীভাবে দেখেন? (সর্বোচ্চ ৩টি)

১..

২..

৩..

২.৩   দীর্ঘ বিরতির কারণে পরিবর্তিত পরিস্থিতির সঙ্গে খাপ খাওয়াতে শিক্ষক হিসেবে আপনার নিজের কোনো সমস্যা হচ্ছে?

| 1 | হ্যাঁ | 2 | না |

২.৩.১   পরিবর্তীত পরিস্থিতির সঙ্গে খাপ খাওয়াতে আপনার কী কী সমস্যা হচ্ছে? (সর্বোচ্চ ৩টি)

১..

২..

৩..

২.৪   উপর্যুক্ত সমস্যা থেকে উত্তরণের জন্য শিক্ষকদের কী সহায়তা দেওয়া প্রয়োজন বলে আপনি মনে করেন? *(সর্বোচ্চ ৩টি)*

১..

২..

৩..

৩. শিখন পুনরুদ্ধার

৩.১   কোভিডকালীন দীর্ঘ বিরতি বর্তমানে পাঠদান, শিক্ষা কার্যক্রম বাস্তবায়নে কি কি নেতিবাচক প্রভাব ফেলছে?

১..

২..

৩..

৩.২ শিখন ঘাটতি পূরণের জন্য বর্তমানে উপজেলা শিক্ষা অফিস থেকে কী কী উদ্যোগ নেওয়া হয়েছে? *(সর্বোচ্চ ৩টি)*

১..

২..

৩..

৩.৩   বর্তমান সময়ে কোভিডজনিত কারণে সৃষ্ট শিখন ঘাটতি কতটুকু পূরণ হয়েছে বলে আপনি মনে করেন?

১   ২   ৩   ৪   ৫   ৬   ৭   ৮   ৯   ১০   সবচেয়ে কম ১ এবং সবচেয়ে বেশি ১০
নম্বর হিসেবে বিবেচনা করে নম্বর দিন

৩.৩ শিখন ঘাটতি পূরণ ও পুনরুদ্ধার বিষয়ে কী কী ধরনের সরকারি নির্দেশনা/গাইডলাইন প্রদান করা হয়েছে এবং তা শিক্ষকগণ শ্রেণিকক্ষে কতটুকু অনুসরণ করতে পারছেন?

নির্দেশনা/গাইডলাইন এর ধরন	কিভাবে অনুসরণ করছেন
1.	ভালোভাবে অনুসরণ পারছেন
	মোটামুটিভাবে অনুসরণ পারছেন
	অনুসরণ করতে পারছেন না
2.	ভালোভাবে অনুসরণ পারছেন
	মোটামুটিভাবে অনুসরণ পারছেন
	অনুসরণ করতে পারছেন না
3.	ভালোভাবে অনুসরণ পারছেন
	মোটামুটিভাবে অনুসরণ পারছেন
	অনুসরণ করতে পারছেন না

উত্তরদাতা শিক্ষা কর্মকর্তার ফোন নম্বর: .... ই-মেইল:..

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

সুপারভাইজারের নাম: .... আইডি নম্বর: .... তারিখ: ....

ক্রমিক নম্বর ....

গণসাক্ষরতা অভিযান
এডুকেশন ওয়াচ ২০২৩

> উত্তরদাতার সকল তথ্যের গোপনীয়তা রক্ষা করা হবে। প্রদত্ত তথ্য শুধু গবেষণার কাজে ব্যবহার করা হবে, কারো নাম বা প্রতিষ্ঠানের নাম উল্লেখ করা হবে না।

প্রশ্নপত্র সেট ৭- জেলা শিক্ষা কর্মকর্তা

শিক্ষা কর্মকর্তার নাম : .... লিঙ্গ: পুরুষ ☐1 নারী ☐2

পদবি: জেলা প্রাথমিক শিক্ষা কর্মকর্তা ☐1   জেলা মাধ্যমিক শিক্ষা কর্মকর্তা ☐2

বিভাগ কোড: বরিশাল ☐1 চট্টগ্রাম ☐2 ঢাকা ☐3 খুলনা ☐4

ময়মনসিংহ ☐5 রাজশাহী ☐6 রংপুর ☐7 সিলেট ☐8

জেলা কোড: বরিশাল ☐1 ভোলা ☐2 চট্টগ্রাম ☐3 ঢাকা ☐4 নারায়ণগঞ্জ ☐5

লক্ষ্মীপুর ☐6 যশোর ☐7 মেহেরপুর ☐8 ময়মনসিংহ ☐9 নেত্রকোণা ☐10

রাজশাহী ☐11 নওগাঁ ☐12 কুড়িগ্রাম ☐13 গাইবান্ধা ☐14 হবিগঞ্জ ☐15

মৌলভীবাজার ☐16

১. ব্লেন্ডেড লার্নিং

১.১ এই জেলায় আপনার তত্ত্বাবধানে কতগুলো বিদ্যালয় রয়েছে?

১.১.১ আপনার তত্ত্বাবধানে কতজন কতজন শিক্ষক রয়েছেন?

১.২ শ্রেণিকক্ষে Blended learning পদ্ধতি ব্যবহার করার জন্য সরকারি কোনো নির্দেশনা আছে কি?

  1 হ্যাঁ   2 না

১.২.১ উত্তর হ্যাঁ হলে, কী ধরনের নির্দেশনা রয়েছে? (সর্বোচ্চ ৩টি)

   ১..

   ২..

   ৩..

১.৩ Blended Education চালু করার জন্য কী কী উদ্যোগ নেওয়া হয়েছে? (একাধিক উত্তর হতে পারে)

  1 প্রশিক্ষণ (সরাসরি)   2 অন-লাইনে নিয়মিত আপডেট করা   3 পর্যাপ্ত উপকরণ প্রদান

  4 উপযুক্ত শ্রেণিকক্ষ তৈরি   5 অন্যান্য (সুনির্দিষ্ট করে বলুন)

১.৪ শ্রেণিকক্ষে মিশ্র পদ্ধতি (ব্লেন্ডেড) ব্যবহার বিষয়ে আপনার কর্মএলাকায় কারা প্রশিক্ষণ পেয়েছে? *(একাধিক উত্তর হতে পারে)*

  1 উপজেলা শিক্ষা কর্মকর্তা   2 প্রধান শিক্ষক   3 অন্যান্য শিক্ষক   4 অন্যান্য কর্মকর্তা   5 কেউ পায় নি

১.৫ আপনার জেলার কতগুলো শিক্ষা প্রতিষ্ঠান Blended Education চালুর জন্য প্রস্তুত আছে বলে মনে করেন?

২. শিক্ষক শিক্ষার্থীদের অবস্থা

২.১ আপনার জেলায় কোভিডকালীন কতজন শিক্ষার্থী ঝরে পড়েছে?

   ২০২০ সালে --------- জন

   ২০২১ সালে --------- জন

   ২০২২ সালে --------- জন

২.১.১ তাদের স্কুলে ফিরিয়ে আনতে কি কোনো পদক্ষেপ নেওয়া হয়েছে?   1 হ্যাঁ   2 না

২.১.২ হ্যাঁ হলে, কী কী পদক্ষেপ নেয়া হয়েছে?

   ১..

   ২..

   ৩..

২.২ আপনার কর্মএলাকার উপজেলা শিক্ষা কর্মকর্তা/অন্যান্যরা শ্রেণিকক্ষে শিক্ষার্থীদের নিম্নলিখিত পরিবর্তন সম্পর্কে কি রিপোর্ট করেছেন?

শ্রেণিকক্ষে আচরণ	
পড়ালেখায় মনোযোগ	
শ্রেণিকক্ষে অংশগ্রহণ	
শিক্ষক ও অন্য শিক্ষার্থীর সঙ্গে যোগাযোগ	

২.৩ দীর্ঘ বিরতির কারণে বর্তমানে শিক্ষকগণ কী কী সমস্যা মোকাবেলা করছেন? (সর্বোচ্চ ৩টি)

১...

২...

৩...

২.৪ উপর্যুক্ত সমস্যা থেকে উত্তরণের জন্য শিক্ষকদের কী ধরনের সহায়তা দেওয়া প্রয়োজন? (সর্বোচ্চ ৩টি)

১...

২...

৩...

৩. শিখন পুনরুদ্ধার

৩.১ শিখন ঘাটতি পূরণ ও পুনরুদ্ধার বিষয়ে কী কী ধরনের সরকারি নির্দেশনা/গাইডলাইন প্রদান করা হয়েছে এবং তা শিক্ষকগণ শ্রেণিকক্ষে কতটুকু অনুসরণ করতে পারছেন?

নির্দেশনা/গাইডলাইন এর ধরন	কিভাবে অনুসরণ করছেন
1.	ভালোভাবে অনুসরণ পারছেন
	মোটামুটিভাবে অনুসরণ পারছেন
	অনুসরণ করতে পারছেন না
2.	ভালোভাবে অনুসরণ পারছেন
	মোটামুটিভাবে অনুসরণ পারছেন
	অনুসরণ করতে পারছেন না
3.	ভালোভাবে অনুসরণ পারছেন
	মোটামুটিভাবে অনুসরণ পারছেন
	অনুসরণ করতে পারছেন না

৩.২ কোভিডকালীন শিখন ঘাটতি কতটুকু পূরণ হয়েছে তা কি মূল্যায়ন করা হয়? ☐1 হ্যাঁ ☐2 না

৩.২.১ উত্তর হ্যাঁ হলে, কীভাবে মূল্যায়ন করা হয়? *(সর্বোচ্চ ৩টি)*

১..

২..

৩..

৩.৩ বর্তমান সময়ে কোভিডজনিত কারণে সৃষ্ট শিখন ঘাটতি কতটুকু পূরণ হয়েছে বলে আপনি মনে করেন?

| ১ | ২ | ৩ | ৪ | ৫ | ৬ | ৭ | ৮ | ৯ | ১০ |

সবচেয়ে কম ১ এবং সবচেয়ে বেশি ১০ নম্বর হিসেবে বিবেচনা করে নম্বর দিন

৩.৪ কোভিডকালীন দীর্ঘ বিরতি বর্তমানে পাঠদান, শিক্ষা কার্যক্রম বাস্তবায়নে কী কী নেতিবাচক প্রভাব ফেলছে?

১..

২..

৩..

৩.৪.১ এই প্রভাব দূর করার জন্য কী কী ব্যবস্থা নেওয়া হয়েছে? (সর্বোচ্চ ৩টি)

১..

২..

৩..

উত্তরদাতা শিক্ষা কর্মকর্তার ফোন নম্বর: .... ই-মেইল: ....

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

সুপারভাইজারের নাম: .... আইডি নম্বর: .... তারিখ: ....

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ সমীক্ষা ২০২৩

School Education in Bangladesh: Post pandemic resilience and sustainability

| প্রশ্নপত্র সেট ৮ | | শ্রেণিকক্ষ পর্যবেক্ষণ |

সনাক্তকরণ নম্বর: ....   পর্যবেক্ষণের তারিখ: ....

বিদ্যালয়ের নাম: ....

স্কুলের ধরন: 1 প্রাথমিক   2 মাধ্যমিক   বিদ্যালয় প্রতিষ্ঠার সাল:........................

গ্রাম:.. ইউনিয়ন: ....

উপজেলা:... জেলা: ....

বিভাগ কোড: বরিশাল 1   চট্টগ্রাম 2   ঢাকা 3   খুলনা 4   ময়মনসিংহ 5

     রাজশাহী 6   রংপুর 7   সিলেট 8

জেলা কোড: বরিশাল 1   ভোলা 2   চট্টগ্রাম 3   ঢাকা 4   নারায়ণগঞ্জ 5

     লক্ষীপুর 6   যশোর 7   মেহেরপুর 8   ময়মনসিংহ 9   নেত্রকোণা 10

     রাজশাহী 11   নওগাঁ 12   কুড়িগ্রাম 13   গাইবান্ধা 14   হবিগঞ্জ 15   মৌলভীবাজার 16

উপজেলা কোড: বরিশাল সদর 1   বাকেরগঞ্জ 2   ভোলা সদর 3   চর-ফ্যাশন 4

চট্টগ্রাম সি:ক: 5   ঢাকা উ:সি:ক: 6   ঢাকা দ:সি:ক: 7   নারায়ণগঞ্জ সি:ক: 8   লক্ষীপুর সদর 9

রামগঞ্জ 10   যশোর সদর 11   ঝিকরগাছা 12   মেহেরপুর সদর 13   মুজিবনগর 14

ময়মনসিংহ সদর 15   হালুয়াঘাট 16   নেত্রকোণা সদর 17   খালিয়াজুরী 18   রাজশাহী সি:ক: 19

তানোর 20   বদলগাছি 21   নিয়ামতপুর 22   কুড়িগ্রাম সদর 23   রাজিবপুর 24

গাইবান্ধা সদর 25   ফুলছড়ি 26   হবিগঞ্জ সদর 27   চুনারুঘাট 28   মৌলভীবাজার সদর 29

শ্রীমঙ্গল 30   রাঙ্গুনিয়া 31

স্কুলের ধরন: প্রাথমিক 1   মাধ্যমিক 2

অঞ্চল: সমতল ভূমি 1   চর এলাকা 2   হাওড় এলাকা 3

     উপকূলীয় এলাকা 4   চা বাগান এলাকা 5

     আদিবাসী অধ্যুষিত এলাকা 6   শহরের বস্তি এলাকা 7

এলাকা
     শহর এলাকা 1
     গ্রামীণ এলাকা 2
     শহরের বস্তি এলাকা 3

যে শ্রেণি পর্যবেক্ষণ করা হয়েছে: ....

শিক্ষকের নাম:..

বয়স:........................... লিঙ্গ:........................ শিক্ষাগত যোগ্যতা: ....

শিক্ষকের অভিজ্ঞতা (বছর):........................ ক্লাস শুরুর সময়:................. ক্লাস শেষের সময়:......................

শিক্ষকের প্রশিক্ষণ: ....

শ্রেণির শিক্ষার্থীর সংখ্যা:........................... ছেলে: .... মেয়ে: ....

আজ উপস্থিত কতজন:........................ ছেলে: .... মেয়ে: ....

১. শিক্ষার্থীদের সঙ্গে শিক্ষকের সম্ভাষণ/কুশল বিনিময় হয়েছে? হ্যাঁ ☐ 1 না ☐ 2

২. শিক্ষার্থীদের সঙ্গে শিক্ষকের যোগাযোগ (অঙ্গভঙ্গি, শিক্ষার্থীদের প্রতি আচরণ, প্রত্যেক শিক্ষার্থীকে নাম ধরে ডাকা, আই কন্ডাক্ট, ইত্যাদি) কেমন? ☐ 1 ভালো ☐ 2 মোটামুটি ☐ 3 সন্তোষজনক নয়

৩. শ্রেণিকক্ষের অবস্থা: ☐ 1 ভালো ☐ 2 মোটামুটি ☐ 3 সন্তোষজনক নয়

৪. শ্রেণিকক্ষের পরিষ্কার-পরিচ্ছন্নতা: ☐ 1 ভালো ☐ 2 মোটামুটি ☐ 3 সন্তোষজনক নয়

৫. শ্রেণিকক্ষে আলো-বাতাসের চলাচল ব্যবস্থা ☐ 1 ভালো ☐ 2 মোটামুটি ☐ 3 সন্তোষজনক নয়

৬. শ্রেণিকক্ষে ধারণক্ষমতা: ☐ 1 পর্যাপ্ত ☐ 2 পর্যাপ্ত নয় ☐ 3 খুব ছোট

৭. শ্রেণিকক্ষে মালটিমিডিয়া, প্রজেক্টর, স্ক্রিন, ডিজিটাল বোর্ড, ইন্টারনেট ব্যবহার করে পাঠদানের ব্যবস্থা-
☐ 1 আছে ☐ 2 নেই

৮. শ্রেণিকক্ষ পর্যবেক্ষণের সময় শিক্ষক শ্রেণিকক্ষে মালটিমিডিয়া, প্রজেক্টর ব্যবহার করছিলেন? ☐ 1 হ্যাঁ ☐ 2 না

৯. শ্রেণিকক্ষ কি সজ্জিত? (রঙিন পোস্টার, ছবি ইত্যাদি দিয়ে দেয়াল ও শিক্ষার্থীদের চিত্রকর্ম দিয়ে সাজানো)
☐ 1 হ্যাঁ ☐ 2 না

১০. শ্রেণিকক্ষে আসবাবপত্রের (ব্ল্যাকবোর্ড, চেয়ার, টেবিল, ময়লার ঝুড়ি, ইত্যাদি) সবাই প্রয়োজনমতো ব্যবহার করার সুযোগ রয়েছে কিনা) ☐ 1 হ্যাঁ ☐ 2 না

১১. শ্রেণিকক্ষে শিক্ষার্থীদের বসার ব্যবস্থা কেমন? ☐ 1 প্রচলিত সনাতনী পদ্ধতি ☐ 2 মুখোমুখি ☐ 3 দলভিত্তিক ☐ 4 অন্যান্য

১২. পাঠ পরিচালনার ধরন (শিক্ষার্থীদের অংশগ্রহণ, দুর্বল শিক্ষার্থীর প্রতি অধিক মনোযোগ, বিভিন্ন পদ্ধতিতে পাঠ পরিচালনার ক্ষেত্রে সকল শিক্ষার্থীদের প্রতি সমান মনোযোগ প্রদান, ইত্যাদি) কেমন?

☐ 1 ভালো ☐ 2 মোটামুটি ☐ 3 সন্তোষজনক নয়

১৩. পাঠের ধরনের ভিত্তিতে শিক্ষা-উপকরণের ব্যবহার (প্রয়োজনে শ্রেণিকক্ষের বাইরে পাঠ প্রদান)

☐ 1 ভালো ☐ 2 মোটামুটি ☐ 3 সন্তোষজনক নয়

১৪. পাঠে শিক্ষার্থীদের অংশগ্রহণ ☐1 ভালো ☐2 মোটামুটি ☐3 সন্তোষজনক নয়

১৫. শিক্ষক পাঠ যাচাই/ধারণা যাচাই/বিষয়টির ওপর প্রশ্ন করেছিলেন? ☐1 হ্যাঁ ☐2 না

১৬. প্রশ্ন করার জন্য শিক্ষক কিভাবে শিক্ষার্থী নির্বাচন করেছিলেন?

☐1 প্রথম বেঞ্চ থেকে ☐2 মাঝামাঝি বেঞ্চ থেকে ☐3 শ্রেণিকক্ষের যে কোনো স্থান থেকে

১৭. শিক্ষক কিভাবে প্রশ্ন করেছিলেন? ☐1 সকলের উদ্দেশ্যে ☐2 এককভাবে ☐3 উভয়ভাবে

১৮. শিক্ষকের পাঠ পরিচালনা শিক্ষার্থীদের কাছে আনন্দময় ছিল কিনা? হ্যাঁ না

১৯. শিক্ষার্থীরা শ্রেণিকক্ষে স্বতঃস্ফূর্ত ছিল কিনা? ☐1 হ্যাঁ ☐2 না

২০. শিক্ষার্থীরা শ্রেণিকক্ষে সক্রিয় ছিল কিনা? ☐1 হ্যাঁ ☐2 না

২১. শিক্ষার্থীরা শিক্ষকের প্রশ্নের উত্তর দিতে পেরেছিল কিনা? ☐1 হ্যাঁ ☐2 না

২২. শিক্ষার্থীরা শিক্ষকের সঙ্গে যোগাযোগে সক্ষম হচ্ছিল কিনা? ☐1 হ্যাঁ ☐2 না

২৩. পাঠের উদ্দেশ্য অনুসারে শিক্ষার্থীদের শিখনফল অর্জন করছিল কিনা ☐1 হ্যাঁ ☐2 না

তথ্যসংগ্রহকারীর নাম: ....

171

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ সমীক্ষা ২০২৩

School Education in Bangladesh: Post pandemic resilience and sustainability

| প্রশ্নপত্র সেট ৯ | বিদ্যালয় পর্যবেক্ষণ |

সনাক্তকরণ নম্বর: .... পর্যবেক্ষণের তারিখ: ....

বিদ্যালয়ের নাম: ....

বিদ্যালয়ের ধরন: | 1 | প্রাথমিক | 2 | মাধ্যমিক | 3 | এক সিফট স্কুল | 4 | দুই সিফট স্কুল

শিক্ষার্থী সংখ্যা : ছেলে: [   ] মেয়ে: [   ] মোট: [   ]

বিদ্যালয় প্রতিষ্ঠার সাল:............................

গ্রাম/মহল্লা/পাড়া:............................ ইউনিয়ন/ওয়াড: ....

উপজেলা/ থানা:............................ জেলা: ....

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

জেলা কোড: বরিশাল | 1 | ভোলা | 2 | চট্টগ্রাম | 3 | ঢাকা | 4 | নারায়ণগঞ্জ | 5 |
লক্ষ্মীপুর | 6 | যশোর | 7 | মেহেরপুর | 8 | ময়মনসিংহ | 9 | নেত্রকোণা | 10 |
রাজশাহী | 11 | নওগাঁ | 12 | কুড়িগ্রাম | 13 | গাইবান্ধা | 14 | হবিগঞ্জ | 15 | মৌলভীবাজার | 16 |

উপজেলা কোড: বরিশাল সদর | 1 | বাকেরগঞ্জ | 2 | ভোলা সদর | 3 | চর-ফ্যাশন | 4 |
চট্টগ্রাম সি:ক: | 5 | ঢাকা উ:সি:ক: | 6 | ঢাকা দ:সি:ক: | 7 | নারায়ণগঞ্জ সি:ক: | 8 | লক্ষ্মীপুর সদর | 9 |
রামগঞ্জ | 10 | যশোর সদর | 11 | ঝিকরগাছা | 12 | মেহেরপুর সদর | 13 | মুজিবনগর | 14 |
ময়মনসিংহ সদর | 15 | হালুয়াঘাট | 16 | নেত্রকোণা সদর | 17 | খালিয়াজুরী | 18 | রাজশাহী সি:ক: | 19 |
তানোর | 20 | বদলগাছি | 21 | নিয়ামতপুর | 22 | কুড়িগ্রাম সদর | 23 | রাজিবপুর | 24 |
গাইবান্ধা সদর | 25 | ফুলছড়ি | 26 | হবিগঞ্জ সদর | 27 | চুনারুঘাট | 28 | মৌলভীবাজার সদর | 29 |
শ্রীমঙ্গল | 30 | রাঙ্গুনিয়া | 31 |

স্কুলের ধরন: প্রাথমিক | 1 | মাধ্যমিক | 2 |

অঞ্চল: সমতল ভূমি | 1 | চর এলাকা | 2 | হাওড় এলাকা | 3 |
উপকূলীয় এলাকা | 4 | চা বাগান এলাকা | 5 |
আদিবাসী অধ্যুষিত এলাকা | 6 | শহরের বস্তি এলাকা | 7 |

এলাকা
শহর এলাকা | 1 |
গ্রামীণ এলাকা | 2 |
শহরের বস্তি এলাকা | 3 |

১. শিক্ষক পদের সংখ্যা ☐ কর্মরত শিক্ষক সংখ্যা ☐ শূন্য পদের সংখ্যা ☐

২. পুরুষ শিক্ষকের সংখ্যা ☐ নারী শিক্ষকের সংখ্যা ☐

৩. আজকে উপস্থিত শিক্ষকের সংখ্যা ☐

৪. বিদ্যালয়ের ভৌত অবকাঠামো ☐1 টিনের ঘর ☐2 দালান ☐3 দুটোই

৫. বিদ্যালয়ের দেয়াল/ছাদ/দরজা/জানালা/মেঝের বর্তমান অবস্থা ☐1 ভালো ☐2 মোটামুটি ☐3 সন্তোষজনক নয়

৬. বিদ্যালয়ের সার্বিক পরিষ্কার-পরিচ্ছন্নতা? ☐1 ভালো ☐2 মোটামুটি ☐3 সন্তোষজনক নয়

৭. বিদ্যালয়ের ল্যাপটপ/কম্পিউটার আছে? ☐1 আছে ☐2 নাই, থাকলে ☐3 সচল ☐4 অচল

৮. বিদ্যালয়ের প্রজেক্টর, স্ক্রিন আছে? ☐1 আছে ☐2 নাই, থাকলে ☐3 সচল ☐4 অচল

৯. বিদ্যালয়ের ডিজিটাল স্ক্রীন আছে? ☐1 আছে ☐2 নাই, থাকলে ☐3 সচল ☐4 অচল

১০. বিদ্যালয়ের ওয়াসব্লক আছে? ☐1 আছে ☐2 নাই, থাকলে ☐3 সচল ☐4 অচল

১১. বিদ্যালয়ে বাগান আছে? ☐1 হ্যাঁ ☐2 না ☐1 ☐2

১২. বিদ্যালয়ে বিজ্ঞান গবেষণাগার (ল্যাবরেটরি) আছে? ☐1 হ্যাঁ ☐2 না

উত্তর হ্যাঁ হলে, ল্যাবরেটরি থাকলে তা কি ☐1 সচল ☐2 অচল

১৩. শিক্ষার্থীদের জন্য টয়লেট ব্যবস্থা আছে? ☐1 হ্যাঁ ☐2 না

টয়লেট থাকলে, তা ☐1 ব্যবহার উপযোগী ☐2 ব্যবহার উপযোগী নয়

১৪. মেয়ে শিক্ষার্থীদের জন্য আলাদা টয়লেট ব্যবস্থা আছে? ☐1 হ্যাঁ ☐2 না

আলাদা টয়লেট থাকলে, তা ☐1 ব্যবহারর উপযোগী ☐2 ব্যবহার উপযোগী নয়

১৫. বিদ্যালয়ে শিক্ষার্থীদের জন্য পানীয় জলের ব্যবস্থা কী? ☐1 টিউবওয়েল ☐2 সাপ্লাইয়ের লাইন

☐1 কোনো ব্যবস্থা নেই ☐2 শিক্ষার্থীরা বাড়ি থেকে পানি নিয়ে আসে

১৬. বিদ্যালয়ে নিজস্ব খেলার মাঠ বা উন্মুক্ত জায়গা আছে? ☐1 হ্যাঁ ☐2 না

১৬.১ উত্তর হ্যাঁ হলে, খেলার মাঠ বা উন্মুক্ত স্থান শিক্ষার্থীদের খেলার উপযোগী ☐1 হ্যাঁ ☐2 না

১৬.২ বিদ্যালয়ে শিক্ষার্থীদের জন্য পর্যাপ্ত খেলার উপকরণ আছে? ☐1 হ্যাঁ ☐2 না

১৭. শিক্ষার্থীদের ইউনিফর্ম পরার অবস্থা - সবাই ☐1 বেশিরভাগ ☐2 অর্ধেকের কম ☐3 খুবই কম ☐4 নির্দিষ্ট ইউনিফর্ম নেই ☐5

১৮. বিদ্যালয়ের সীমানা প্রাচীর বা দেয়াল আছে? ☐1 হ্যাঁ ☐2 না

১৯. বিদ্যালয়ের প্রতিবন্ধী শিক্ষার্থী আছে? ☐1 হ্যাঁ ☐2 না

২০. প্রতিবন্ধী শিক্ষার্থীদের চলাচল ও শ্রেণিকক্ষে বসার জন্য বিশেষ ব্যবস্থা আছে ☐1 হ্যাঁ ☐2 না

২১. বিদ্যালয়ে লাইব্রেরি আছে? ☐1 হ্যাঁ ☐2 না

উত্তর হ্যাঁ হলে, লাইব্রেরি কি শিক্ষার্থীরা ব্যবহার করতে পারে? ☐1 হ্যাঁ ☐2 না

২২. বিদ্যালয়ের মিড- ডে-মিল/টিফিনের ব্যবস্থা আছে? ☐1 হ্যাঁ ☐2 না

২৩. শিক্ষক কি ক্লাসে বেত নিয়ে যান? ☐1 হ্যাঁ ☐2 না

২৪. স্কুলে এসেম্বলি হয় ☐1 হ্যাঁ ☐2 না

পর্যবেক্ষণকারীর মতামত

- এই শিক্ষাপ্রতিষ্ঠানের বিভিন্ন দিক (ভৌত অবকাঠামো, শিক্ষণ-শিখন পরিবেশ, শিক্ষক-শিক্ষার্থী সম্পর্ক, শ্রেণি কার্যক্রমে শিক্ষার্থীদের অংশগ্রহণ, শিক্ষক কর্তৃক মনিটরিং ও সুপারভিশন প্রভৃতি) বিবেচনা করে এই প্রতিষ্ঠানটির গুণগত মান সম্পর্কে আপনার সুচিন্তিত মতামত ব্যক্ত করুন।

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

List of field survey staff

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

List of field supervisor and research assistant

Sl #	Name	Designation
1	Md. Morshed Alam	Supervisor
2	Md. Shahin Howlader	Supervisor
3	Md. Salim Hossain	Supervisor
4	Shaiful Hasan	Supervisor
5	Bappi Mea	Research Assistant
6	Faria	Research Assistant
7	Farid Ahmed	Research Assistant
8	Maksudul Hasan Rabby	Research Assistant
9	Md. Alamgir	Research Assistant
10	Md. Imran Khan Pathan	Research Assistant
11	Md. Minhaz Hossain	Research Assistant
12	Meherun Nesa	Research Assistant
13	Mobashsherul Islam	Research Assistant
14	Moshraful Islam	Research Assistant
15	Mst. Afroza Khatun	Research Assistant
16	Mst. Selina Khatun	Research Assistant
17	Razzak Hossan	Research Assistant
18	Sarwar Kamal	Research Assistant
19	Sayed Abu Al Taufique	Research Assistant
20	Sazedur Abedin Santo	Research Assistant
21	Towhid Iqbal Rakib	Research Assistant

Annex – 4: List of partner NGOs supporting this study

SL No	Name
1	**ASED HABIGANJ** House # 5422, Rajnagar South Judge Bari Road, Rajnagar R/A, Habiganj Sadar District: Habiganj
2	**Barendra Development Organisation (BDO)** Vill: Dadrail, PO: Hathazari Via: Nacholl, Upazila: Niamatpur District: Naogaon
3	**Gashful** House # 62, Road # 03, Block # B Chandgoan R/A, Chattogram Sadar District: Chattogram
4	**Grameen Jano Unnayan Sangstha (GJUS)** Altajer Rahman Road Char Noabad, Bhola Sadar District: Bhola
5	**Manab Unnayan Kendra (MUK)** Hat Road, Amjuhupi Bazar, Meherpur Sadar District: Meherpur-7101
6	**PARIBARTAN** Sultanabad, Ghoromara Rajshahi - 6206
7	**Rural Reconstruction Foundation (RRF)** C&B Road, Karbala, Jashore Sadar District: Jashore
8	**SAINT Bangladesh** C&B Road, Barishal Sadar District: Barishal

9	**Seba Foundation** Vill & PO: Niz Banail Upazila: Nandail District: Mymensingh
10	**SERAA** SERAA Kunja, House # 235/41, Parking Road South Katli, Netrokona Sadar District: Netrokona
11	**Sinnomul Mohila Samity (SMS)** South Dhangora, PO & Upazila: Gaibandha Sadar District: Gaibandha
12	**Solidarity** New Town, Khalilganj, Kurigram Sadar District: Kurigram

Annex-5: List of Education Watch Studies

Campaign for Popular Education (CAMPE)
List of Education Watch Studies
1999-2023

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

Sl #	Title	Year of Publication
11	**Education Watch Report - 2011-12** Skills Development in Bangladesh: *Enhancing the Youth Skills Profile*	April 2013
12	**Education Watch Report - 2013** New Vision Old Challenges: *The State of Pre-primary Education in Bangladesh*	May 2014
13	**Education Watch Report - 2014** Whither Grade V Examination: *An Assessment of Primary Education Completion Examination in Bangladesh*	June 2015
14	**Education Watch Report - 2015** Moving from MDG to SDG: *Accelerate Progress for Quality Primary Education*	December 2015
15	**Education Watch - 2016** Literacy, Skills, Lifelong Learning SDG4 in Bangladesh: *Where Are We*	December 2016
16	**Education Watch Report - 2017** Ethics and Values in School: *Capturing the Spirit of Education*	April 2018
17	**Education Watch Report - 2018-19** Secondary School Teachers in Bangladesh: *In the Light of SDG4*	October 2019
18	**Education Watch Report - 2020** Education and Covid-19 Response: *Bringing Schools and Learning Back on Track*	March 2021
19	**Education Watch Report - 2021** Covid-19 Education Response: *To Recover and Build Better*	May 2022
20	**Education Watch Report - 2022** Post-Pandemic Education: *Recovery and Renewal of School Education*	April 2023
21	**Education Watch Report – 2023** *Post-Pandemic Resilience and Sustainability*	March 2024

Tk. 2000, US $ 30

ISBN 978-984-35-6002-5

9 789843 560025