Education Response to COVID-19 Pandemic
Rapid Response Survey by CAMPE
Bangladesh

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Campaign for Popular Education (CAMPE)

Education Response to COVID-19 Pandemic

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Executive Summary

The COVID-19 is an unprecedented crisis that is different from the usual 'Education in Emergency.' The global and national impact of the COVID-19 includes health, education, economy, food, employment & income, safety, and mental trauma. Education and learning have been disrupted and paused. Families, students, teachers, and caregivers are all affected. Poor and marginalized (including ethnic and disabled) population are more severely affected. It is anticipated that up to 20% of families may fall below the poverty-line, joining the current 20%. There is a risk of setback and reversal of the gain achieved in education and great uncertainty about the duration and trajectory of the crisis.

The novel coronavirus pandemic is a global crisis that has affected 3.6 billion people in 215 countries in terms of life, livelihood, and education that is manifested by the economic, social, and environmental aspects of life. In response to WHO call for action, nationwide school closures have already impacted over 1.27 billion learners (72.4% of total enrolled learners) in 177 countries. Approximately 40 million children and young people are deprived of systematic learning and wellbeing due to school closure in Bangladesh.

The school closure, since 18 March 2020 due to COVID-19, has disrupted all forms of education in Bangladesh. It has one of the largest centralized education systems in the world, with 38.6 million students. Of them, 3.6 million in pre-primary; 18 million in the primary; 13 million in secondary and 4 million are in tertiary education.

According to Bangladesh Education Statistics 2018, there are 170,600 educational institutions from primary to the tertiary level, where 1.2 million teachers are deployed. Besides, there are a significant number of learners enrolled in religious education institutions (primary level Ebtedayee and higher levels of Madrasahs), non-formal education institutions, and skills development centers. The services for the migrants, particularly for the Rohingya population in camps, is also disrupted. The Government of Bangladesh has involved the stakeholders and developed education in emergency response plan considering the immediate, medium-term, and long-term priorities.

The immediate response includes communication with teachers and learners, supporting continuity of learning using television, internet, radio, and mobile phone, developing a collective plan by engaging the concerned stakeholders, including local voluntary education groups and the education community comprising government, development partners, and civil society.

As a national coalition, CAMPE has engaged itself in the process of networking, informing stakeholders, developing/generating grassroots evidence, and influencing the decision-makers. CAMPE has been networking with various organizations and has been engaged in the state-led process to address the adverse impact of COVID-19 on the most marginalized learners. It has been involved in the Education Sector Plan, LEG & Education Cluster, and other state-led and CSO-led processes – e.g., EduHub created under the Prime Minister's Office by Access to Information (A2i) team. It has also engaged with the regional and global process initiated by

APRCEM, ASPBAE, CCNGO, GAML, GCE, GPE (including CSO-2), Global Education Coalition, ILO, INEE, PRIA, SAMEO, SCI, UIS, UIL, UNESCO, UNESCAP, Unicef, 3ie, etc.

Although significant efforts have been made by the state and non-state actors, including NGOs and development partners, the most marginalized communities remain hard to reach. At the same time, the necessary attention to the most marginalized may leave out others in adversity and push them into marginalization.

As a quick response to the emerging situation, CAMPE, as a national coalition for education, has taken a rapid response survey that covered the member organizations of CAMPE and selected teachers' associations during the last week of March to the first week of May 2020. A total of 115 NGOs and 11 Teachers associations involved in primary and secondary level have responded to the survey.

The survey's salient findings were shared with the stakeholders who joined in a dialogue on the critical issues and implications of the crisis. As part of its policy advocacy, CAMPE has submitted a Memorandum/Charter of Demands to the Finance Minister and circulated an Open Appeal to the Prime Minister of Bangladesh. It has continued its lobbying with the champions for education in Government and CSOs.

The Rapid Response survey shows that about 2.8 million learners are the beneficiary of different education initiatives, including non-formal education and remedial interventions in mainstream education programs of the 115 NGOs. According to respondents of the survey, about half of their learners have been reached over the telephone about the trauma and stress the learners faced.

The challenges due to school closure include dealing with trauma and psychological challenges, learning continuity, and issues related to school reopening and catching-up with the "new normal." There is enormous learning loss due to discontinuation of education by school closure, leading to increased risk of not achieving grade-level learning outcomes and increased inequality in learning arising from household economic condition and parental ability as caregiver. Readiness for school reopening would require applying the joint guideline prepared by UNESCO, UNICEF, World Bank, and WFP for safe school reopening.

CAMPEs survey shows that the children from the most marginalized groups faced trauma/stress-related challenges, limited access to distance learning opportunities, lack of congenial learning environment at home, and lack of caregiver attention at home. Many non-literate parents and guardians are not aware of their role as caregivers to deal with trauma and facilitating learning at home. Household food security status and access to nutritious food also affected the learning ability of children.

The challenges in reopening school include increased absenteeism, irregular attendance, and engagement of children in paid or non-paid work. The opportunity cost for education may lead to increased dropouts, child labor, gender-based violence, and more out of school children. There is a likelihood of increased early marriage and early pregnancy. Children from different excluded groups like ethnic and linguistic minorities, persons with a disability, and people living in difficult

to access areas, urban slums, and urban peripheries face specific challenges related to diverse forms of exclusion. The difficult to access areas include hills, forests, islands, marshland, tea plantations, and remote locations. Food security and nutrition-related problems are common to all types of marginalization.

Teachers face their own challenges. There are issues related to the completion of syllabus/lessons on time, lack of skills to use ICT and hesitation about teaching online, alternative assessment and examinations, disconnect with learners due to social distancing, risk of losing a job or not being paid timely, particularly in the case of non-government and low-fee private schools. Information or directives about these situations have not been forthcoming.

Health and nutrition risks for school children, lack of hygiene protection, safety, and mental health issues, disruption and uncertainty about non-formal education, and increased youth unemployment are the adverse effects associated with the COVID-19 pandemic.

CAMPE recommended developing at least a three year plan (2020-23) to deal with the disruption of the academic calendar and recovering from academic loss. A flexible path to dealing with learners' mental health, completing lessons, adjusting exams and vacations, and supporting learners are proposed. School reopening needs to be handled cautiously using guidelines prepared by UNESCO, UNICEF, World Bank, and WFP.

Extra classes for students (offering incentives to teachers) and less attention to public examinations and testing [such as Primary Education Completion Examination (PECE) and Junior Secondary Certificate (JSC) examination] are recommended. The next rounds of PECE and JSC may be cancelled or held in an abridged form covering fewer key subjects such as Bangla and math. Higher levels of public exams also may be held in simplifies and abridged forms, thus avoiding a prolonged exam time-table and devoting more time to teaching.

Despite many challenges of COVID-19, it has created a space for thinking out of the box for the teaching-learning process using the distance learning mode. It can deliver condensed and remedial learning support to the students, which is also a learning opportunity for teachers with limited training on pedagogy. The initiative was taken by Access to Information (A2i) for TV and Internet-based solutions. The rapid response survey recommended continuing complementary TV-radio, internet, and mobile-based lessons, with teachers' skills development and institutional e-infrastructure development.

Increasing the scope of stipends is necessary, so are school meals, and extra school-based lessons for students as school reopens. Proper implementation of the proposed steps of the education recovery plan and the appropriate use of extra funds are critical. Effective implementation would require decentralized planning and management in each Upazila (sub-district) involving local administration and close collaboration with NGOs and CSOs.

The study emphasized the need for rethinking post-crisis 'new normal' in terms of mitigation, recovery, quality-equity focus with better use and integration of ICT. Ensuring better teacher

support and performance, reform in student assessment, and non-formal second chance are likely to do better with the active involvement of research institutions and NGOs.

The recommendations urged adequate investment of resources to make online and ICT-based learning a regular feature. ICT infrastructure, connectivity, broadband access, availability of devices such as tablets, ed-tech support, and ed-tech training for teachers are necessary for this purpose. Plans should be made for all educational institutions to become free wi-fi hotspots for students and teachers. Access to ICT devices for the most marginalized is critical too.

Protecting education gains and preventing a reversal are imperatives. The education budget needs to be raised to 15% of the national budget as part of the national recovery budget, ensuring better and targeted use of resources. The study also highlighted the interconnectedness of education interventions with other socio-economic factors and liking with the social safety-net programs. The increased allocation should go for supporting mental health, school meal, ICT for education, and pedagogical training of the teachers. During the pandemic, the cyclone Amphan has affected the southwestern part of Bangladesh, where school repair and maintenance and reconstruction have become an urgent need. The lessons learned from the agriculture sector in Bangladesh suggest that an increased allocation for action research in education and CSO monitoring of education performance in communities will pay off well.

1. Introduction and Background:

1.1. Introduction

All education institutions in Bangladesh are closed from 18 March 2020 due to the COVID-19 pandemic. Approximately 40 million children and young people are deprived of systematic learning and wellbeing as per national standards in about 176,000 formal education institutions.[1] That affects about 40 million learners in more than 176,000 education institutions across the country. Besides, there are more than 2.7 million learners from the non-formal education sub-sector are also affected, which needs emergency education response.

On 8 March 2020, the Institute of Epidemiology, Disease Control and Research (IEDCR) have reported the first case of novel coronavirus (COVID-19) in Bangladesh.[2] On 11 March 2020, the World Health Organization (WHO) has characterized COVID-19 as a pandemic.[3] The pandemic has adversely affected people's life, livelihood including rights and wellbeing. As an immediate response, the Government of Bangladesh announces school closure from 18 March 2020.[4] Later on, a general holiday (kind of soft lockdown) has been declared from 26 March 2020 by the Government of Bangladesh.[5]

Pre-COVID-19 Classroom

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[1] MoPME Concept Note for GPE funding.
[2] Press Release of IEDCR dated 08 March 2020. Retrieved from
https://www.iedcr.gov.bd/website/images/files/nCoV/2020-03-08%20CoVID%20Press%20release.pdf
[3] WHO characterizes COVID-19 as a pandemic. Retrieved from
https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen
[4] MoPME Notice. Retrieved from
https://mopme.gov.bd/sites/default/files/files/mopme.portal.gov.bd/notices/251cc10c_f8fb_4687_9c6d_d64
0b7636e3e/Sch1-102.pdf
[5] Ministry of Public Administration, Public Holiday. Retrieved from
https://mopa.gov.bd/sites/default/files/files/mopa.gov.bd/public_holiday/3754a385_2a1c_47e3_86a6_3add3
7168e8a/reg4-2020-72.PDF

Both school closure and general holidays have been extended several times to cope with the emerging situation. The entire process leads to an urgent action by the state and non-state actors to save lives, providing information, ensure food, healthcare, and access to education and looking into the livelihood issues, among others.

CAMPE, as a national coalition for education, become concerned about the protection & wellbeing and learning continuity of these learners and intended to carry out a rapid response survey on who is doing what and where particularly by the NGOs and selected teachers associations. And what could be done by CAMPE to respond to the needs of the constituency member, teachers association, and learners at large through influencing public policy and expedite the response process.

1.2. Background and Rationale

The novel coronavirus (COVID-19) pandemic is a global crisis that is increasingly affecting the education system and limiting progress towards achieving the right to education. It can be analyzed in two models, namely the clinical model and the social model.

The clinical model says, 3.6 billion people in 215 countries, has been infected by the COVID-19, and 251,446 people died as of 7 May 2020. Besides, looking through the social model has created hazards on public health, education, formal and informal economy, mobility, life, livelihood, and freedom of speech, among others.

In response to WHO advice, most governments worldwide have temporarily closed educational institutions as an attempt to contain the spread of the COVID-19 pandemic.[6] These nationwide closures are impacting over 1.27 billion learners, who are 72.4% of total enrolled learners in 177 countries as of 6 May 2020.[7] Around 63 million primary and secondary teachers worldwide are affected by school closures in 165 countries due to the Covid-19 pandemic.[8] Several other countries have implemented localized closures impacting millions of additional learners. In Bangladesh alone, due to school closure, approximately 40 million children and young people are deprived of systematic learning and wellbeing as per national standards.[9]

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[6] COVID-19 Educational Disruption and Response. Retrieved from
https://en.unesco.org/covid19/educationresponse
[7] COVID-19 Educational Disruption and Response. Retrieved from
https://en.unesco.org/covid19/educationresponse
[8] Teacher Task Force calls to support 63 million teachers touched by the COVID-19 crisis
https://en.unesco.org/news/teacher-task-force-calls-support-63-million-teachers-touched-covid-19-crisis?fbclid=IwAR1Exb3KQj1O7B4oJvT9u3zioDhisKSLQLLNx5fsmYIQCFHVH3zumfnCfnc
[9] MoPME Concept Note for GPE funding.

Pre COVID scenario

Learners enjoying at school

Although the state has made significant efforts along with NGOs and development partners, those could hardly reach the most marginalized communities. The disproportionate attention to the most marginalized may lead to further marginalization of the people in adversity. That will lead to increased health hazards, low productivity, and less employability, which is on one hand violation of the fundamental right to education, on the other hand, slow down the engine of growth.

A BRAC survey of 2,675 households in 64 districts using the network of microcredit groups, carried out between 31 March and 6 April, shows that the sample household's average monthly income has dwindled from Tk 14,599 to Tk 3,742. The bread-earners of these families include rickshaw pullers, factory workers, hotel or restaurant workers, and non-farm day labourer, many of whom have been reduced to zero. Fourteen percent of low-income families have no fund left and no job to earn any income.[10]

As part of its relief and support measures, the government has announced a plan to provide a monthly cash aid of Tk 2,000-3,000 to each of 3.4 million families. The government will send money for three months from April to their account through mobile fund transfer. Economists argue that at least ten million families need this support to survive through the crisis. Many fear that hunger, not the coronavirus, will kill them.

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[10] Managing schools, learning and student wellbeing during Covid-19. Retrieved from
https://www.thedailystar.net/opinion/news/managing-schools-learning-and-student-wellbeing-during-covid-19-1893556?browserpush=true

The lack of the right to quality, safe and inclusive education will have a direct impact on the vision 2021, vision 2041, and the Sustainable Development Goal 4 (SDG4), ensuring publicly funded quality basic education for all and lifelong learning opportunities by 2030.

The school education authorities have so far responded in two ways. They have started broadcasting via TV subject-wise lessons for primary and secondary schools, using the spare BTV channel designated for transmitting national parliament proceedings. The use of mobile phones, the internet, and radio, are in the process. Secondly, being concerned about the school calendar disruption, they have suggested some changes in the public and school-based exam schedule.

Figure 1: Four Modalities of Distance learning in Bangladesh
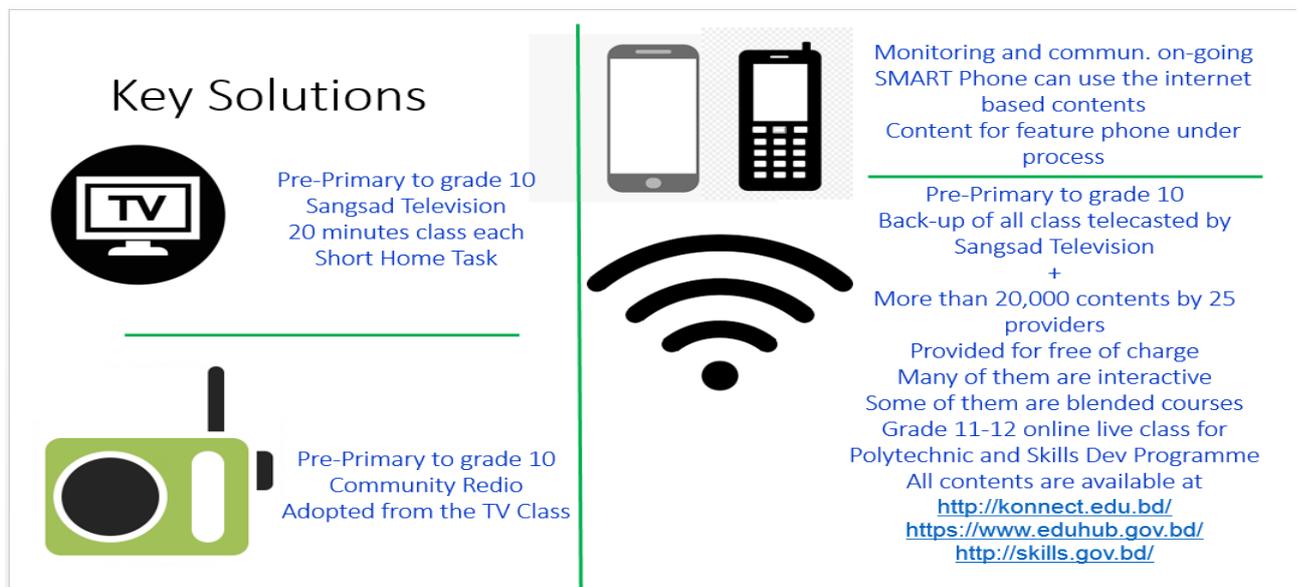
Source: Extracts from a2i, Konnect, Eduhub, and Skills Portal

Besides, there are challenges related to a. low access and digital skills -- learner, parents, and teachers; b. limited content availability; c. compatibility with curriculum and appropriate pedagogical preparation; d. ownership of device -- more by parents than students, more by boys than girls; and disparity by location and income groups --Rural and poor household have limited access to internet and ICT devise -- to the digital divide.

A new situation has emerged due to this pandemic and the state. Education planners and policymakers need to have an evidence-based decision. The learners, parents, and caregivers need guidance to reduce trauma and continue leaning habits. The school and teachers also need separate sates of the directive to cope with the emerging situation by maintaining the government directives and health safety measures.

To address the issues, CAMPE, with support from BRAC and Education OutLoud, has taken this initiative to conduct a rapid response survey. Extended support has been provided by ELCG, Education cluster, and CAMPP's member organizations, including DAM, DFID, UNESCO, and UNICEF, among others. The study tried to identify the status of NGO run education services and mainstream schools where respondent teachers associations were engaged. It

tried to collect information on who is doing what and how the national-level advocacy initiative could address the needs of the most marginalized through advocacy to include the country response plan and contribute to the coordination among the stakeholders. The output will also feed into the national process to address the needs for comprehensive national-level planning and respond to the emergency.

2. Objectives and Methodology of the Study:

This paper aims to look into the education in emergency in Bangladesh and how government, development partners, NGOs, and civil society collectively contribute to identifying the opportunities and challenges and finding a way forward. It should also ensure consistent quality and safe education for all persons affected by emergencies caused by the COVID-19 crisis.

This paper's major objective is to facilitate the consultative process to ensure consistent quality and safe education for all persons affected by COVID-19 pandemic and beyond. The specific purposes of the exercise were to explore who is doing what and where in response to COVID-19. What are the key challenges and barriers, along with the suggested way forward?

Both quantitative and qualitative methods have been used for the study. A range of literature reviews and knowledge from participating in different online discussion forums has helped understate the context, diverse options, good practices, and lessons learned. A survey questionnaire was sent to 237 NGOs and 15 teachers association representatives, of which 115 NGO and 11 teachers association representatives have responded to the question. Besides, CAMPE has organized one webinar and one stakeholder consultations with the representatives of the teachers' associations. The advisory team has met frequently to facilitate the process, have a deeper understanding of the issues, and identify policy implications and way forwards.

The study was initiated in the last week of March 2020 and completed in the first week of May 2020. Major process level milestones are as follows:

Figure 2: timeline of the study
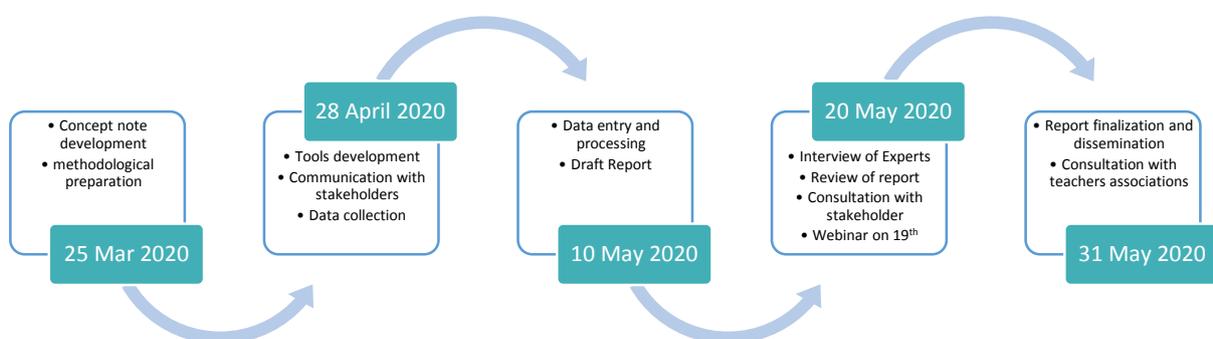
3. Stakeholders Opinions

COVID-19 pandemic is an unprecedented issue that affects our life, livelihood, and education. In making an informed decision, it is crucial to get information on "who is doing what and where" to understand ground-level realities. It will also contribute to minimizing overlapping and duplication of scarce resources and enhancing transparently and accountabilities.

The COVID-19 pandemic response needs to address the issues of the excluded children, particularly the expansion of the social safety net programs for the most marginalized. The most marginalized children are enrolling in the 'second chance' education program run by BNFE and NGOs under the non-formal primary education programs. It is critical to extending the stipend, and school meal program to all non-formal schools similar to the free book distribution to NGO run non-formal schools and participation in public exams.

Learners of Non-formal Education engaged in co-curricular activities

The Director General of the Bureau of Non-formal education says that the COVID-19 has affected about 100,000 out of school children are enrolled in the 'second chance' education. They are not able to continue their study at present. Due to the pandemic, the start for a new cohort of 250,000 students will delay.

Private education institutions are facing challenges in terms of collecting fees and paying salaries, rent of the school premises, and regular maintenance. On top of that, the government is thinking of imposing VAT on Internet and education program, which will adversely affect the learning process in terms of increasing household cost for education.

As an immediate response, the Government of Bangladesh has closed the schools from 18 March 2020. Direct after that, several initiatives have been taken by the state, for example, as remote education service, a condensed class has been initiated using the Sangsad Television. Besides, work in progress in using four distance learning platforms like Television, Radio (including FM and Community), Internet, and Mobile Phone (Both smartphone and feature phone) – says the Additional Secretary, SHED.

"The government has already increased the amount of stipends per child for primary education students by about 50 percent, which would be a great contribution to the people facing adversity,"- says the Director General of the Directorate of Primary Education.

Due to COVID-19, children are traumatized, and they need psycho-social support to learners and learning support by competent individuals and or teachers. However, half of the learners are yet to get access to television and other modes of distance learning platforms.

Children facing adversity are in the classroom was a systematic gain in education

On the one hand, the teacher's become stressed during the last three months and inadequate directives for the teachers to cope with the emerging situation. On the other hand, teachers' capacity remains underutilized, and many innovative solutions are coming in, which can be considered in future planning. Empowering teachers is critical to overcoming the challenges.

Meanwhile, the government has initiated distance learning opportunities using television and the internet. Further interventions are in process to use the Rado and mobile phone to facilitate learning. Some of the NGOs have already used mobile phones for communication and facilitate learning.
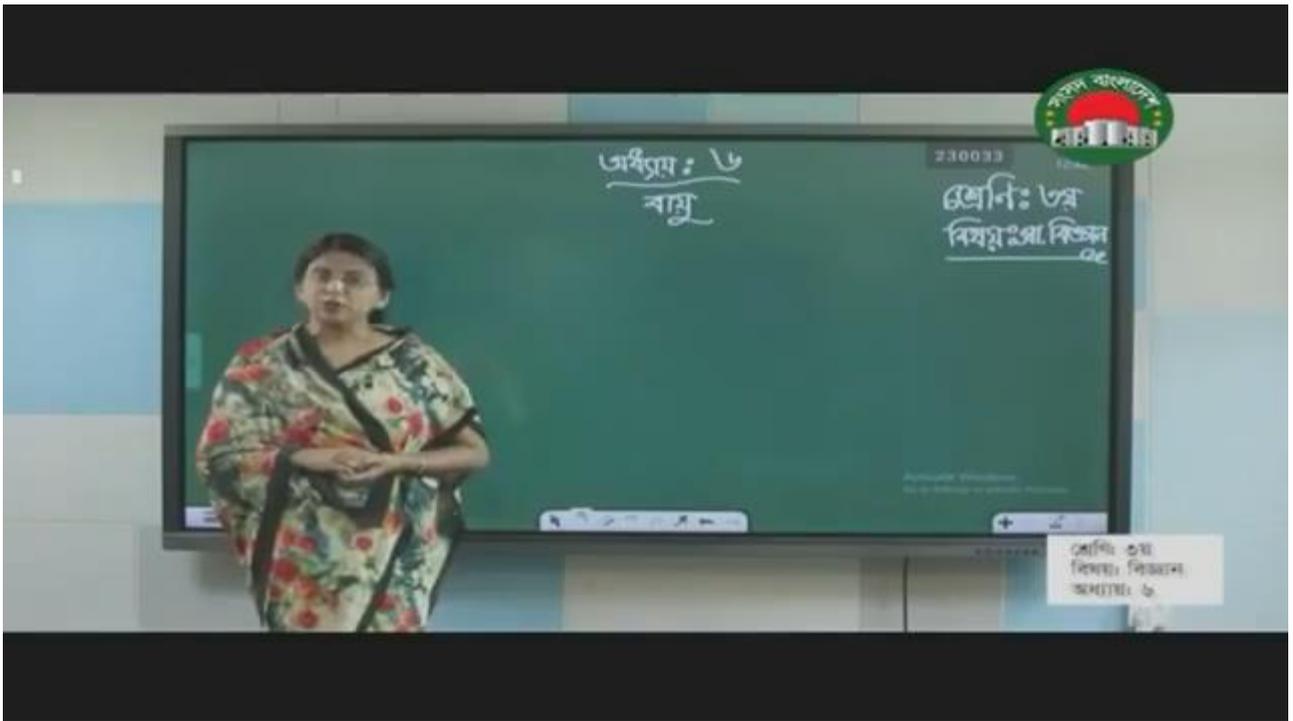
Teacher Conducing Class at Sangsad TV- Primary Level

It's an excellent initiative to continue the learning habit by using different ICT devices. But the statistics show that only 56% of the household has access to television and access to other forms of methods has much-limited access except for the mobile phone. Children facing adversity, including the girls, ethic communities and remote locations, as well as persons with disabilities, have a multi-dimensional challenge to get access to the distance learning provisions.

One Khashia Boy is speaking in public

Despite many challenges, the pandemic has opened a new window for increased and efficient use of ICG for education. There is a difference in practices in the use of ICT. Many teachers use ICT for distance learning spontaneously, while others face challenges. Thus the increased capacity building is required.
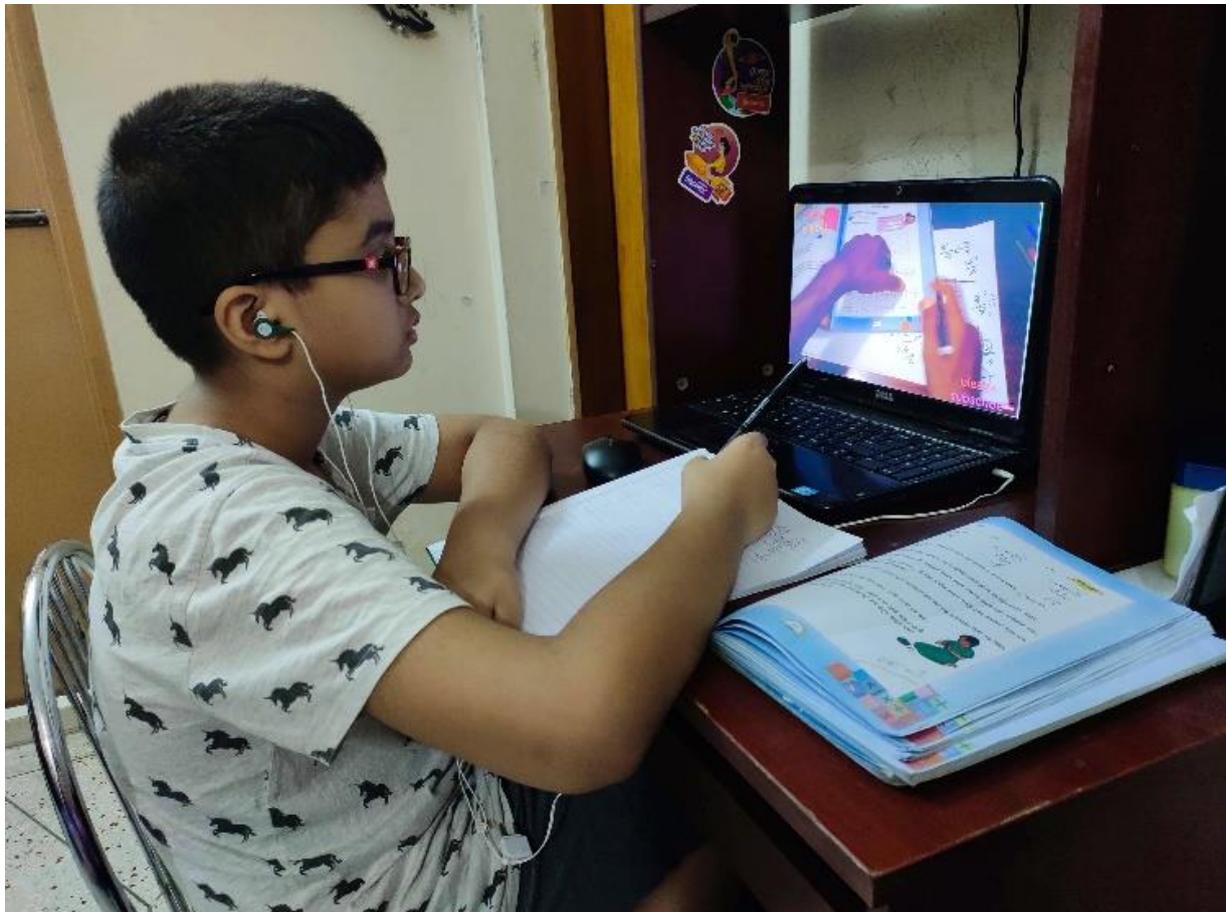
Learner attending online class at home

In addition to the regular teaching-learning process, there are several external issues which have direct implications on the education, for example, violence against girls have already started increasing, which need immediate measures to protect the girls and women on a priority basis.

It requires a systemic effort to dealing with the emergency, avoiding an ad-hoc decision during the post-pandemic. The 'new normal' back to school program needs to be strengthened and planned well ahead. The government needs to follow the standard protocol to open the school after the pandemic and have a collective plan involving the teachers before the school opening.

Maintaining the momentum of growth in education and developing a three years' education recovery plan besides the health and economic recovery plan is critical. In education response to the Corona pandemic, Government and NGOs have to work together.

Use of ICT for education and ensuring high-speed connectivity in all school and capacity building of teachers. It is critical to follow the school reopening guideline and enhance the

teachers' ability to use ICT to address the learning challenges. Besides, revisiting the curriculum and syllabus, increased attention on health education, and teachers' policy is critical to combat the pandemic.

Considerable state investment is critical for coping with disruption and return to normalcy, re-imagining the 'New Normal. It is not the time to cut back the education budget. Bangladesh should raise the share of the education budget to 15% of the national budget. Both development and recurring budgets need to increase substantially. A mechanism needs to develop for facilitating decentralized planning and management at the Upazila level involving local administration and NGOs to ensure effective use of education funding.

Crucial next steps would include strengthening networking with NGOs and engagement with the parliamentarians for enhanced political commitments. The key findings and recommendations of the survey are brought to the attention of the Prime Minister and Finance Minister and discussed with the Minister and senior officials of the Ministry of Education and Ministry of primary and Mass Education.

4. Respondents profile and significant findings

4.1. Respondents and their characteristics

A total of 115 NGOs and 11 Teachers associations have participated in the consolations. In terms of geographical distribution, the highest number of NGOs responded from the Dhaka division (25.25%) and lowest from Barisal Division (6.1%). All the teachers' association forms the Dhaka division.

Figure 3: Distribution of Respondents across Bangladesh

Rangpur
15 NGOs (13%)

Svlhet
12 NGOs (10.4%)

Rajshahi
12 NGOs (10.4%)

Dhaka
29 NGOs (25.2%)
11 Teachers Associations

Khulna
20 NGOs (17.4%)

Chittagong
10 NGOs (8.7%)
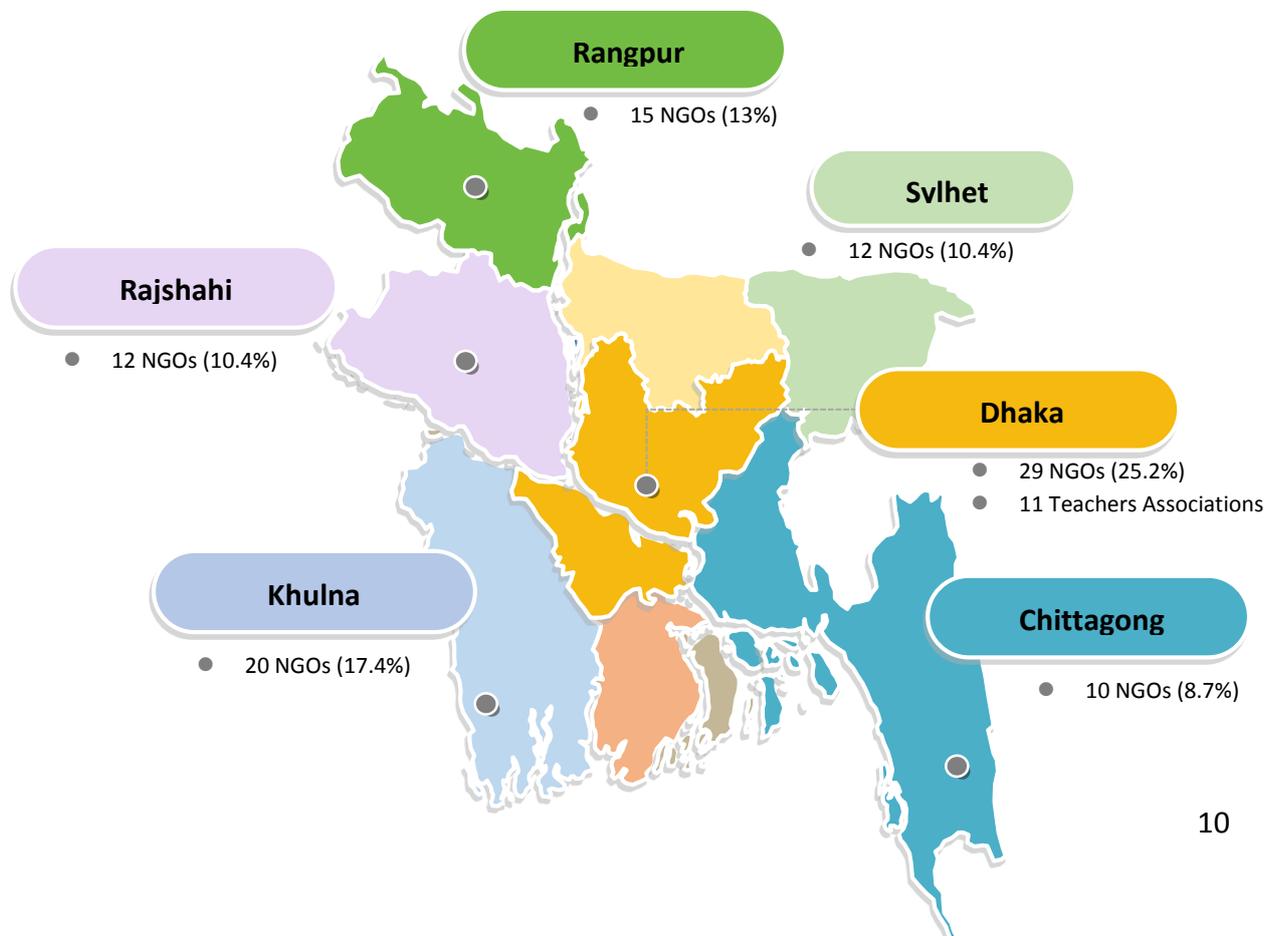
Table 1: Geographical distribution of respondents NGOs

Sl	Division	Number of NGOs	Percent
1	Barishal	7	6.1
2	Chattogram	10	8.7
3	Dhaka	29	25.2
4	Khulna	20	17.4
5	Mymensingh	10	8.7
6	Rajshahi	12	10.4
7	Rangpur	15	13.0
8	Sylhet	12	10.4
	Total	115	100

Source: Rapid Response Survey, CAMPE May 2020

Among the respondent NGOs, 56.52% worked in less than ten Upazilas that followed by 23.48% in 11-30 Upazilas. Only 5.22% of the respondent organizations have programmatic coverage for more than 150 Upazilas.

Table 2: Programmatic coverage of NGOs by Sub-districts (Upazila)

Number of Upazila	Number NGOs	Percent
1 to 10	65	56.52
11 to 30	27	23.48
31 to 50	7	6.09
51 to 150	10	8.70
150+	6	5.22
Total	115	100.00

Source: Rapid Response Survey, CAMPE May 2020

4.2. Range of programmes covered by NGOs

A review of the respondents' portfolios shows that the respondent NGOs are implementing more than 21 programs, as summarised below. It could be worthwhile to mention that each of the respondents has at least one program linking with SDG4 targets.

Sl #	Types of Activities	Number of NGOs	Percent
1.	Non-formal Education	78	67.83
2.	Health & Nutrition	76	66.09
3.	Skills Development/Training	74	64.35
4.	Women & Child development	70	60.87
5.	Income and Employment generation	69	60.00
6.	General Education	66	57.39
7.	Environment and Forestry	65	56.52
8.	Water & sanitation	63	54.78
9.	Human Rights	58	50.43
10.	Agriculture	52	45.22
11.	TVET	52	45.22
12.	Microcredit	51	44.35
13.	Emergency Relief and Rehabilitation	51	44.35
14.	Adult Literacy/lifelong learning	42	36.52
15.	Legal Aid	40	34.78
16.	Family Planning	34	29.57
17.	Housing	34	29.57
18.	Continuing Education	28	24.35
19.	Special education (for persons with disabilities)	35	30.43
20.	MLE (for Indigenous/Ethnic communities)	25	21.74
21.	Others	3	2.61

Source: Rapid Response Survey, CAMPE May 2020

4.3. Range of programs covered by the respondents NGOs

The statistics show that the NGOs have a range of education programs that include pre-primary (65.22%), Non-formal primary education (57.39%), TVET (50.43%), formal primary education (40.00%). Some organization has other programs as well as summarised below:

Table 4: Number of NGOs involved in different education program

Sl #	Name of education Program	Number of NGO`s	Percent
1.	Pre-primary	75	65.22
2.	Non-formal Primary	66	57.39
3.	TVET	58	50.43
4.	Skills Development /Training	49	42.61
5.	Formal Primary	46	40.00
6.	Adult Literacy/Lifelong Learning	35	30.43
7.	Special Education (For persons with disabilities)	24	20.87
8.	Secondary Education	14	12.17
9.	MLE (for Indigenous/ Ethnic communities)	13	11.30
10.	Others (Please specify)	11	9.57
11.	Continuing Education	9	7.83
12.	Higher Secondary Education	5	4.35
	Data received (Number of NGOs)	115	100.00

Source: Rapid Response Survey, CAMPE May 2020

4.4. Type of education activities of respondents affected by COVID-19

Based on the rapid response, it is observed that there were approximately 2.8 million learners were affected due to COVID-19 during the survey period. The highest number of learners (1.1 million) affected were the learner of the formal primary education programs run by NGOs, or they have extended support to government primary schools. That followed by pre-primary education learners of 0.6 million and non-formal primary education 0.4 million as summarised in table 1 below:

Table 5: summary of institutions/centres and learners affected by COVID-19

Sl	Name of education Program	Number of Schools/ Centers				Number of Students		
		Centre (Female)	Centre (Male)	Co-education	Total	Total	Girls	Proportion of girls
1	Pre-primary			14,595	14,595	628,451	331,059	52.68%
2	Formal Primary			5,982	5,982	1,109,556	566,100	51.02%
3	Non-formal Primary			15,597	15,597	404,799	213,679	52.79%
4	Special Education (For persons with disabilities)	54	54	289	397	11,448	5,289	46.20%
5	MLE (for Indigenous/Ethnic communities)	3	2	1,665	1,670	40,415	20,628	51.04%
6	Adult Literacy/Lifelong Learning	5,064	5,035	163	10,262	315,774	179,425	56.82%
7	TVET	103	18	188	309	14,509	8,109	55.89%

8	Skills Development /Training	688	186	169	1,043	89,333	66,385	74.31%
9	Continuing Education	8	4	1,231	1,243	44,579	42,853	96.13%
10	Secondary Education	5	33	192	230	78,604	39,029	49.65%
11	Higher Secondary Education	2	3	3	8	5,348	4,842	90.54%
12	Others (Please specify)	51	2	292	345	9,250	6,462	69.86%
	Total	5,978	5,337	40,366	51,681	2,752,066	1,483,860	

Source: Rapid Response Survey, CAMPE May 2020

4.5. Emergency Education Response by NGOs on COVID-19

In compliance with the government directives, all NGOs have closed their face to face education interventions. However, some NGOs have identified supplementary interventions to raise awareness of the protection issues and help learners continue their learning habits.

In response to adopting an alternative method for providing education to continue learning for children and adolescents, out of 115 respondents, 64 (55.7%) NGOs have taken specialized interventions, and 51 (44.3%) NGOs are yet to make any COVID-19 specific education interventions. Three manor interventions include telephonic follow-up with students and parents/caregivers, supplementary reading materials, and campaign through local cable networks:

Figure 4: Key education in emergency response by the NGOs
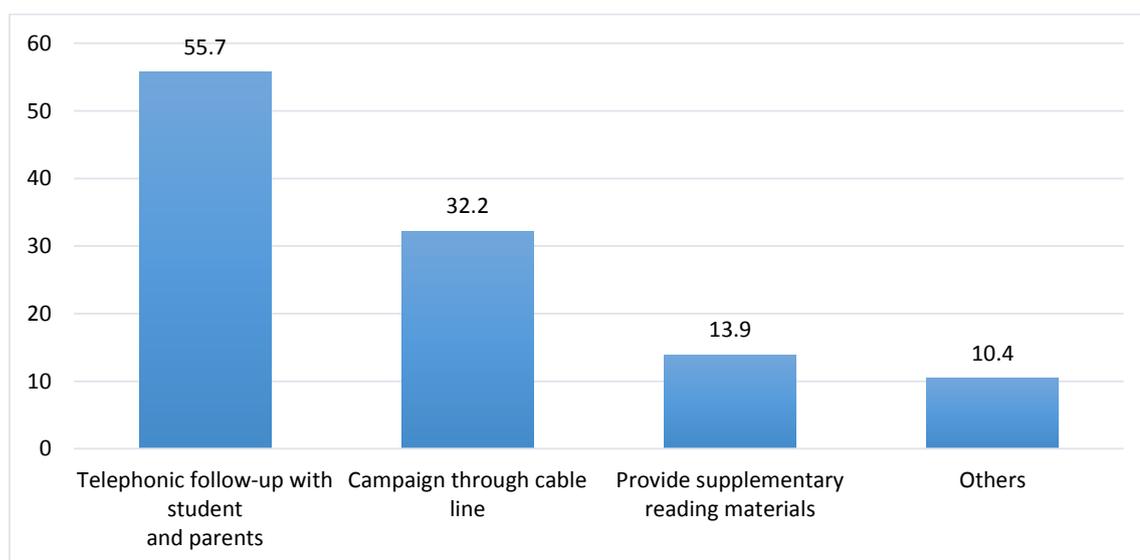
Source: Rapid Response Survey, CAMPE May 2020

In contrast, in response to the question of whether they have taken any measure to aware students, teachers, parents, and other relevant stakeholders to protect themselves from COVID-19, out of 115 respondents, 91 (79.1%) says yes and rest 24 (44.3%) says no. About 68.7% of the respondents are engaged in awareness-raising for general mass on COVID-19, and 66.1% has specific awareness-raising program for students and parents on COVID-19 awareness-raising. Significant interventions are as follows:

Figure 5: Major interventions on COVID-19 awareness raising
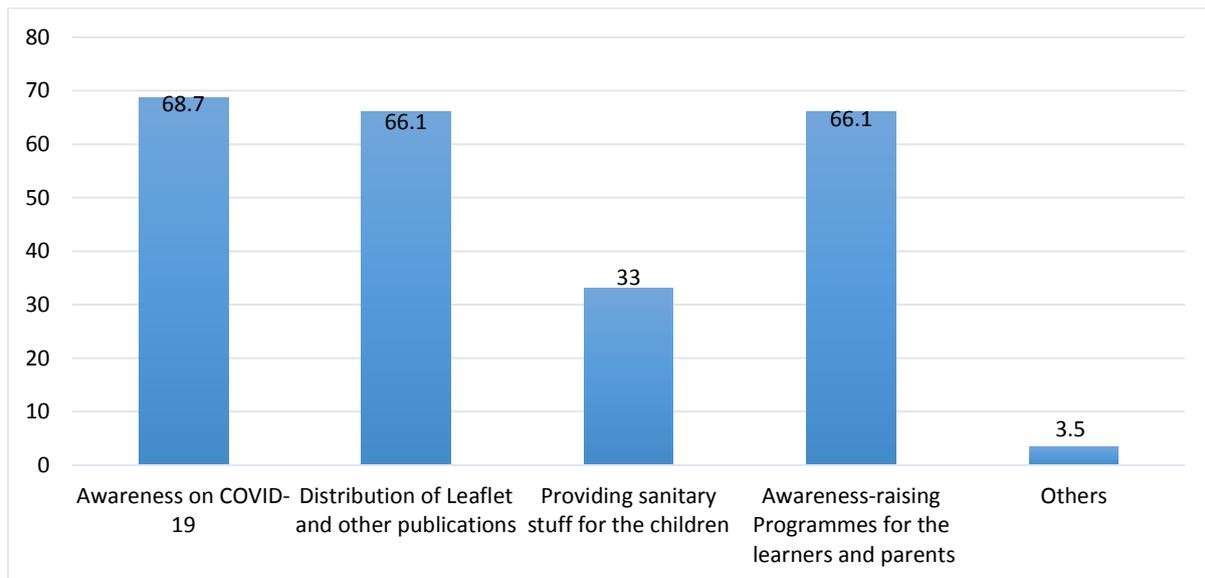
Source: Rapid Response Survey, CAMPE May 2020

4.6. Challenges identified by respondents arising from the pandemic in respect of educational activities affecting students, teachers, parents, and community

Due to COVID-19, Primary schools have lost 436 classes until 19 April 2020. The ten most serious challenges identified by respondents arising from the pandemic in respect of educational activities affecting students and teachers include inadequate protection of learners, loss of contact hours, risk of being dropouts, teachers' employment status in a non-government and private education institution, completion of syllabus, coping with new technology among others. The respondents have come-up with some diverse challenges that included being faced by the learners, teachers, people living in rural/urban areas, and men/women, including the health hazards.

According to the respondents' perception, the major challenge that might be faced include, learning loss, raising absenteeism and irregular school attendance, increased child labor, increased dropouts, increased violence against children that result in early marriage and early pregnancy, among others. An increased anxiousness of teachers about not receiving salaries or even losing their job in private schools will also affect learning and equity.

Awareness-raising campaign of NFE learner for fighting against child labourer

Table 6: Challenges to be faced by the learners when the school will resume after the ongoing crisis

SI	Types of challenges	Number	Percent
1.	Learners lagging due to lack of household support (particularly the 1st generation learners)	77	67
2.	Increase dropouts	97	84.3
3.	Reduce/irregular attendance in school	92	80
4.	Malnutrition and its impact on learning ability	83	72.2
5.	Increase in child labor to support the family income	82	71.3
6.	Increase in early marriage	67	58.3
7.	Parents may reluctant to send the children due to household cost for education	66	57.4
8.	Early pregnancy	34	29.6
9.	students are disappointed	20	17.4
10.	students may unwilling to go to school	18	15.7

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

The challenges of parents include providing adequate space for the children and perform the caregivers' role. At the teacher's end, significant challenges include losing salary and job (particularly private education institutions), fewer or engagement in the teaching-learning process due to lockdown, and inadequate knowledge on the use of ICT for education.

Learners reading book with help of their parents

৩.৫ পরমাণুর ভেতরের কণা

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অধ্যায়: ৩য়
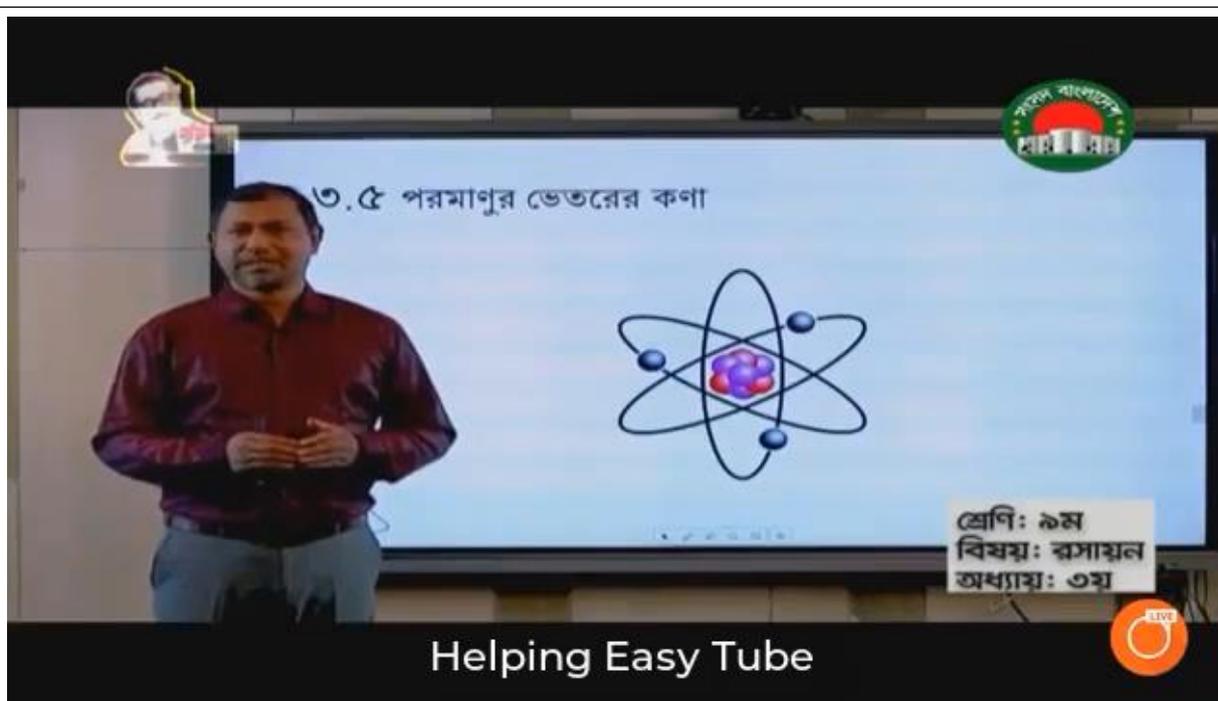
Helping Easy Tube

Teacher Conducing Class at Sangsad TV- Secondary Level

Table 7: Challenges a teacher may face if the current situation prolongs

SI	Types of challenges	Number	Percent
1.	The syllabus may not covere on time	101	87.8
2.	Due to a lack of expertise among many teachers in the use of ICT, reluctance to manage online systems	83	72.2
3.	May not receive the salary on time	80	69.6
4.	The threat of being jobless (among Non-Govt./ private teachers)	80	69.6
5.	Will Decrease higher education rate	17	14.8

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

Many rural schools lack minimum basic infrastructure

The significant challenges in rural areas include inadequate support from the parents as a caregiver. As many of them are non-literate and cannot help children learn and acquiring foundational skills; thus, they drop out of the system. Besides, increased participation in child labor and household work, inadequate access to alternative learning modalities (like TV, Radio, Internet, Mobile Phone, etc.) to complement schools also lead to dropouts.

Table 8: Major educational challenges in rural areas

Sl	Major challenges	Number	Percent
1.	Most of the parents are illiterate they have no capacity to teach their children at home	69	60
2.	Will left behind from education	60	52.2
3.	Due to closure school students are engaged with parents at agriculture-related work, they may drop out of school	57	49.6
4.	Unable to access the alternative education	55	47.8
5.	Will Increase the dropout rate of Girls children significantly	55	47.8
6.	Significant income will consume for fulfilling basic needs like food consumption. Consequently, general treatment might hamper	48	41.7
7.	Lack of knowledge about hand wash, social distance and nutrition	39	33.9
8.	Lack of uses of ICT	38	33

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020
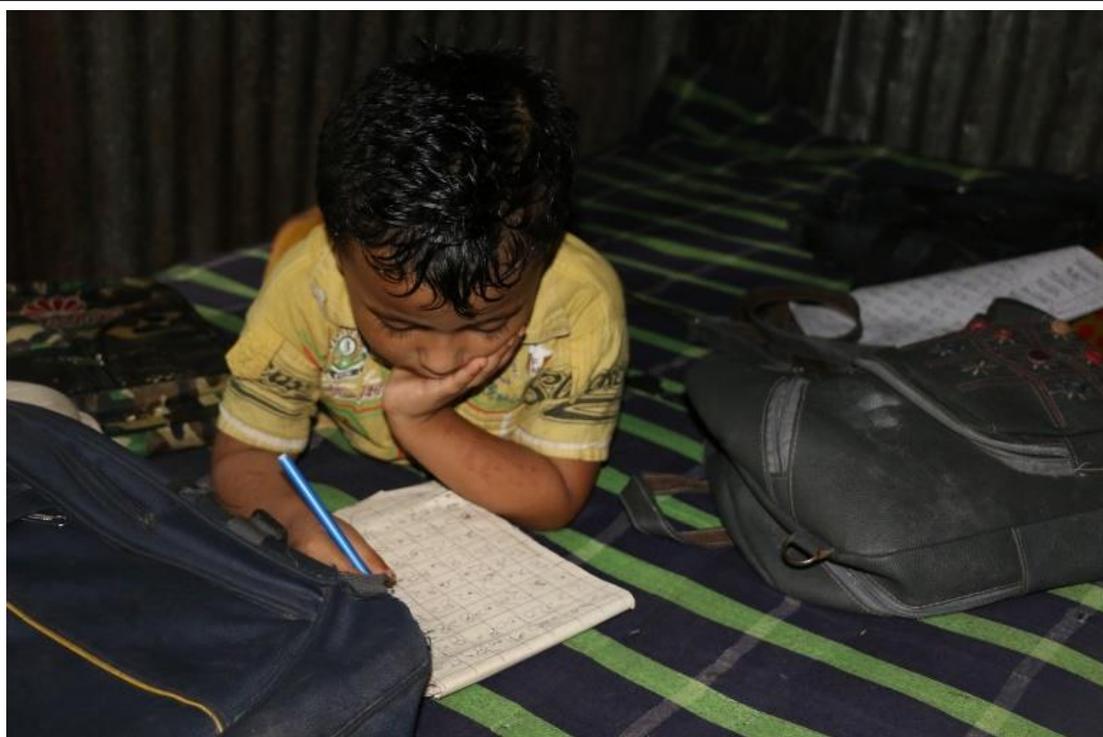
Learner reading book at home

Significant challenges in urban areas include increased pressure to fulfill the basic needs and food security over education, increased number of street children without access to education, and lack of supportive learning environment at home, particularly in the urban slums and periphery.

Table 9: Major educational challenges in urban areas

SI	Major challenges	Number	Percent
1.	They are facing problems to full fill their basic demand like- food. Education is not essential in these moments	83	72.2
2.	Street children are more suffering for food. They have no scope of education.	67	58.3
3.	There is no supportive environment for education at home.	59	51.3
4.	Will increase child labor	52	45.2
5.	Child trafficking	33	28.7
6.	Students may not feel sincere in education	22	19.1
7.	examination are facing difficulties	17	14.8

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

Other significant challenges include inadequate access to public healthcare facilities, fearful of the pandemic & traumatized, insufficient access to food and nutrition, risk of being the decline of family income, malnourished rural women and girls, higher girls drop out due to lower family income, increase of gender-based violence, and challenges of senior citizens and lack of knowledge of caregivers or parents on COVID-19. Further details of health-related problems in rural and urban areas awe showed in table 10 and 11 below:

Table 10: Health-related significant challenges in rural areas

SI	Major challenges	Number	Percent
1.	In this situation, general health support is hampering. As a result, many people are suffering from many other diseases. So the death rate will be increased for other diseases	77	67
2.	Lack of health awareness in rural areas	76	66.1
3.	Health risk will be an increase	68	59.1
4.	Female and Male both are afraid in this situation	58	50.4
5.	Lack of sufficient health materials	57	49.6
6.	Females are more sensitive	32	27.8
7.	Insufficient PPI Health worker will fall in risk. For this they will feel afraid and will unwilling to provide health support	29	25.2
8.	Will Increase Early Marriage	23	20
9.	They are no used to spend time in the house	12	10.4

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

SI	Major challenges	Number	Percent
1.	Lack of sufficient food, Malnourished	66	57.4
2.	Regular income will decrease the lead to insufficient money for healthcare services	53	46.1
3.	Panic situation	50	43.5
4.	Lac of treatment form medical and health care center	49	42.6
5.	Lack of proper knowledge about COVID-19	45	39.1
6.	Senior citizen doesn't get health support. It may reason for death	43	37.4
7.	Unwilling to support social distance	21	18.3

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

Women in rural areas may face significant challenges in terms of gender-based violence include women's and girls' abuse, malnutrition, inadequate access to labor facilities. There might be increased dropouts among the girls due to household economic challenges. Besides, they might be a victim of early marriage and early pregnancy.

Table 12: Major Challenges faced by women in rural areas

SI	Major challenges	Number	Percent
1.	Women abuse will increase, and girl child will suffer from malnourished	71	61.7
2.	Pregnant mother doesn't get health facilities-mother and baby both are in risk	62	53.9
3.	Education of girl children may stop to minimize the household costs	58	50.4
4.	Will Increase physical and mental abuse	51	44.3
5.	Child Marriage	38	33
6.	Child Abuse	22	19.1

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

Women in an urban and rural area may face some common and location-specific unique differences. The common challenges include difficulties in getting access to primary health care facilities, losing income, and facing gender-based violence. There would be more risk for urban women to meet the extreme form of gender-based violence like rape and physical assault. While the unique challenges include lack of employment opportunities and home-based violence, as shown in table 13 and 14 below:

Table 13: Major Challenges faced by women in urban settings

SI	Major challenges	Number	Percent
1.	Pregnant mother doesn't get health facilities-mother and baby both are in risk	64	55.7
2.	Will increase the unemployment of women	56	48.7
3.	Increase malnutrition	51	44.3
4.	Will Increase physical and mental abuse	50	43.5
5.	Physical asult	20	17.4
6.	Young girls becoming mothers due to early marriage	20	17.4
7.	Rape rate will be an increase	11	9.6

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

Table 14: Major challenges faced by a man from the marginalized families in rural areas

SI	Major challenges	Number	Percent
1.	Lack of treatment facility	60	52.2
2.	Lack of working scope and loosing income	48	41.7
3.	Lack sufficient food, Malnourished	45	39.1
4.	Increase jobless rate	26	22.6
5.	Frustration rate increase	17	14.8
6.	Increase home violence	12	10.6

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

Besides this, the marginalized families in the urban area will lack employment or income due to a lack of work. Consequently, they will face different challenges like lack of food security, frustration which might demonstrate through gender-based violence, as shown in table 15.

Table 15: Major challenges faced by man from the marginalized families in urban areas

SI	Major challenges	Number	Percent
1.	Lack of working scope	59	51.3
2.	Lack of treatment facility	53	46.1
3.	Less income	53	46.1
4.	Lack sufficient food, Malnourished	44	38.3
5.	Increase jobless rate	23	20
6.	Frustration rate increase	20	17.4
7.	Increase home violence	12	10.4

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

5. Recommendation and conclusions

5.1. Recommendations

5.1.1. Development of an Education Recovery plan

The su=tudy recommended for developing at a three years Education Recovery Plan (2020-23) to deal with the disruption of the academic calendar. Consider a flexible path to deal with learns mental health, completing lessons, adjusting exams and vacations, and supporting learners. Use school reopening guidelines prepared by UNESCO, UNICEF, World Bank, and WFP.

It has emphasized the proper implementation of the proposed steps of the education recovery plan and the appropriate use of extra funds. Effective implementation would require decentralized planning and management in each Upazila (sub-district) involving local administration and close collaboration with NGOs and CSOs.

It recommended extra classes (offering incentives to teachers) and less attention to public examinations and testing [such as Primary Education Completion Examination (PECE) and Junior Secondary Certificate (JSC) examination]. These may be postponed or held in an abridged form covering fewer key subjects such as Bangla and math for PECE and languages, math and science for JSC, thus completing these in a short time.

The education recovery plan should look into the short-term, medium-term, and long-term issues, including developing vision, identifying the role of the critical actor bot at the demand side and supply side. Some of the key points may include the following:

Learners looking forward to continuing education despite challenges

Figure 6: Proposed result framework for identifying key interventions

Demand-side Interventions
- Capacity enhancement of NGOs on COVId-19 Response
- Enhanced community Mobilisation
- Enhance access to information and facilitate decision-making process
- Improve feedback mechanism
- Conduct research and develop counter narratives
- Express satisfaction or dissatisfaction along with alternatives

Demand Creation

Supply-side Interventions
- Ensure coordination with stakeholder
- Collective analysis of context periodically
- Develop emergency response plan
- Ensure access and learning environment – safety net program,
- Provided appropriate support for teaching and learning - adequate suppy of ICT devise and materaials –and teaching learning process
- Support teachers and other education personnel
- Revisit safety-net programs – school meal, stipend, health service, access to assistive device
- Corporate Social Responsibility
- Technical support by the development partners
- Comply with education policy and other commitments
- Periodic review and develop new plans

Service delivery ensured

Generate service demand, acceptability and peer support

Adhered to National Education Policy and INEE Minimum Standard & follow school reopening guideline

Improved service accessibility and quality and increase education budget to 15% of the national budget

Process level change

Short-term:
- Learners protection ensured
- Learning habits continued
- Teachers preparedness
- Safety-net program strengthened
- Submission to Ministry of education, MoPME and Finance Minister
- Open Appeal to PM

Medium-term:
- Introduction of ICT-based teaching process and provie inftrustrue support
- Teachers preparedness strengthened
- Adversity factors addressed & back to school program strengthened
- Curriculum revisited and Essential learning ensured

Long-term:
- Curriculum revised and teaching learning proves revisited
- Assessment reformed
- Digital divide reduced and learning achievements enhanced

All learners including the vulnerable one gets effective access to quality education that supported by state and non-state actors

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5.1.2. Continue complementary activities

Besides, the government can consider revisiting the curriculum and syllabus to reduce stress on children. Revisit the school calendar, and take an extra class to complete the syllabus, extend the daily class schedule, and take an extra class to complete the syllabus. Extend the coverage of stipend and continue the unique course in TV and other media – also include additional TV channels.

The significant health-related recommendations include improved hygiene practices (WASH, hand wash, etc.), awareness of nutritious food, ensure health safety needs for all. Providing free health care support, including materials, enhance awareness on diesis and ensure better treatment for all learners, improve Sexual and Reproductive Health Rights status of the learners. Condition in school mainly focused on adolescents, and organize campaigns on health awareness through NGOs.

In combating violence against girls and women, massive awareness-raising campaign and leadership development programme can be linked as co-curricular activities and also connect with intervention with other ministries including the MoWCA and MoYS, among others.

5.1.3. Strengthened social safety net programmes

Increase the scope of stipends, school meals, and extra school-based lessons for students as school reopens. The survey recommended expanding the school meal's reach, stipends to students, health checks, and mentoring of students.

To improve the food and nutrition, the participants emphasized ensuring School Meals, providing food support for low-income families. Besides, raise awareness on

nutritious meals, extend the school meal coverage to non-government schools run by NGOs and local communities, or substitute it with cash transfer.

To improve access to ICT enabled infrastructure, the government and development partner should develop a separate TA linking with the social safety net programme.

Besides it is critical to continue the individual classes on TV and other media, encourage hygiene practices -WASH, hand wash, etc. and enhance awareness and supply of nutritious food. The School Meals programme needs to extend to non-profit non-government schools, including the NFE centres run by NGOs.

5.1.4. Rethink post-crisis 'new normal'

The study emphasized for rethink post-crisis 'new normal' in terms of mitigation, recovery, quality-equity focus with better use and integration of ICT. It has also considered better support to the teacher and reform student assessment, strengthen non-formal and second-chance education, involving research institutions and NGOs. In this regard, revisit the school calendar and take extra classes to compensate for lost learning time, extend daily class schedule and take additional classes to complete the syllabus. Build ICT infrastructure, capacities, connectivity, and learning content to make ICT regular feature of education using the emerging window of opportunity; involve BTRC, a2i, telecom providers, ICT companies and concerned NGOs. Engaging and supporting NGOs for quality-equity enhancing initiatives including a. Non-formal second chance programs at primary and lower secondary levels; b. ECD and preprimary education quality support, informal sector skill development and adult literacy through community learning centres and skills training centres; c. expanding opportunities for special needs (including disabled & ethnic minority) groups, and d. enhancing schools' accountability to communities.

5.1.5. Capitalize the opportunity to promote ICT based Platform for enhancing learning achievements

Despite many challenges of COVID-19, it has created a space for thinking out of the box for the teaching-learning process using distance learning mode. It delivers condensed and remedial learning support to the students, which is also a learning opportunity for teachers with limited training on pedagogy. The initiative was taken by Access to Information (A2i) on TV and Internet-based solutions. The rapid response survey recommended continuing complementary TV-radio, internet, and mobile-based lessons, with teachers' skills development & institutional e-infrastructure development.

It has urged for an adequate investment of resources to make online and ICT-based learning a regular feature in schools. It requires ICT infrastructure, connectivity, broadband access, availability of devices such as tablets, ed-tech support, and ed-tech training for teachers are necessary for this purpose. Plans should be made for all educational institutions to become free wi-fi hotspots for students and teachers. Access to ICT devices for the most marginalized is critical too.

All types of education institution should turn into free wi-fi hotspots --building ICT application and capabilities to make these regular features in all schools for promoting alternative teaching-learning pathways. Continue complementary TV-radio, Internet and mobile-based lessons, with Teachers skills development & Institutional e-infrastructure development. Also prepare a costed pan for building ICT application and capabilities to make these regular features in all schools and provide incentives for teachers to offer school-based extra tutoring and mentoring of students.

5.1.6. Protecting and enhancing the education budget

Protect education gain and prevent reversal, education budget needs to be raised to 15% of the national budget as part of the national recovery budget, ensuring better and targeted use of resources. The study has also highlighted the interconnectedness of education interventions with other socio-economic factors and liking with the social safety-net programs. The increased allocation should go for supporting mental health, school meal, ICT for education, and pedagogical training of the teachers. During the pandemic, the cyclone Amphan has affected the southwestern part of Bangladesh, where school repair and maintenance and reconstruction are also an issue. Based on the lessons learned from the agriculture sector in Bangladesh, an increased allocation will require for action research in education and CSO monitoring.

5.1.7. Recommendation for International NGOs and development partners regarding education response for coronavirus pandemic

The respondents form the NGOs demanded that the international NGOs and development partner should emphasis on localization of the COVID-19 responses. They have also tried to draw the attention of them to increased financial aid and technical assistance to education and health sectors. Ensure relief for the current situation and post COVID-19 status, extend support to the Government and NGOs, provide accommodation support for the homeless people, promote back to school programs, and increase investment in the education sector.

5.1.8. Recommendation for National NGOs regarding education response for coronavirus pandemic

The local and national NGOs should sharpen focus on providing service delivery aligned with the INEE and Joint recommendations of UNESCO, UNICEF, WB, and WFP. Promote innovations in education and demonstrate efficient use of ICT in the teaching-learning process.

It is also critical to strengthen the back to school programme so that no one is left behind, raise awareness across the community and demonstrate good heal and hygiene practices in the school. Also, provide support for particular intervention at non-formal education centres/TVET/Skills development and training centres, etc.

5.1.9. Recommendation for Private sector regarding education response for coronavirus pandemic

The respondents urge the private sector to be involved in the education in emergency programs in terms of increased supply of food in the non-formal schools, increased support to the stipend program, and relief distribution, among others. Significant recommendations for national NGOs include continuing campaigns, relief distribution, and health support. Provide free educational materials, support for particular intervention at non-formal education centres/TVET/Skills development and training centres, etc.

5.1.10. Recommendation for CAMPE as a citizen's education advocacy platform

The respondents intend to see that CAMPE plays a strong advocacy role with governments and development partners on policy-related issues, particularly at the national, regional, and global levels. Besides, it will collect information from different stakeholders and use for educational advocacy, strengthening advocacy with the government for allocating resources to grassroots NGOs under the Annual

Development Program (ADP). CAMPE should extend support to member and partner NGOs, particularly the small one, for increasing linkage and resource mobilization for education programs.

In response to COVID-19, CAMPE should integrate health awareness programs with education campaigns. Coordinate with NGOs to address marginalization issues in education, e.g., back to school program, second-chance education, multi-lingual education, youth development, etc. and provide capacity-building support to NGOs.

5.2. End Notes

There is an urgent need for immediate and concerted actions at the community to the national level to increase mutual trust, share information and experience, ensure that the education in emergency programs serves the most marginalized in rights-based perspectives. Besides, this extends more inclusive health care services and livelihood options for the most marginalized. Building confidence in the citizens to fight against the virus, access to inclusive quality education, and prepare them for the 'new normal' will contribute to the overall COVID-19 response to a resilient society.

It seems that until the innovation of a vaccine and reaching to Bangladesh community, COVID-19 will continue, which demand continuous effort and the periodic review and collective planning to protect the rights of the most marginalized and finding a transformative way of life through context-specific learning and safe livelihood.

6. Appendix

Annex -1: Tables related to the recommendations

Table 16:Recommendations to address the learning loss and reduce stress of the learners

Sl. No.	Recommended action	Responsible Agency	Number of Respondents	Proportion of respondents
1	Revisit and reduce curriculum and syllabus to reduce stress on children	NCTB, MoMPE, MoE	77	67%
2	Revisit the school calendar and take an extra class to complete the syllabus	DPE, DSHE, TMED, DME	70	60.9%
3	Extend daily class schedule and take an extra class to complete the syllabus	DPE, DSHE, TMED, DME	70	60.9%
4	Extend the coverage of stipend	MoE	39	33.9%
5	Continue the particular class in TV and other media – also include additional channels	MoPME, MOE	30	26.1%

Source: Rapid Response Survey, CAMPE May 2020

Table 17: Recommended health safety measures

Sl. No.	Recommended action	Responsible Agency	Number of Respondents	Proportion of respondents
1	Improved hygiene practices (WASH, hand wash, etc,)	School authority, supported by stakeholders	104	90.4%
2	Awareness of nutritious food	Ministry supported by concerned agency and stakeholders	96	83.5%
3	Ensure health safety need for all	Minstry of health	73	63.5
4	Providing free health care support including materials		69	60
5	Enhance awareness on diesis and ensure better treatment for all learners	Upazila Health Office	65	56.5%
6	Improve Sexual and Reproductive Health condition in school particularly focused on adolescents	School authority, supported by stakeholders	63	54.8
7	Organize Campaigning program on health awareness through NGOs		58	50.4

Source: Rapid Response Survey, CAMPE May 2020

Besides, about 30 respondents (26.1%) have recommended allocating a special budget for school level health interventions.

Table 18: Recommendations for food safety and nutrition

Sl. No.	Recommended action	Responsible Agency	Number of Respondents	Proportion of respondents
1.	Ensure School Meals		92	80%
2.	Provide food support for poor families and raise awareness on nutritious meals		49	42.6%
3.	Extend coverage of the school meal to non-government schools run by NGOs and local communities or substitute by cash transfer		45	39.1%

Source: Rapid Response Survey, CAMPE May 2020

Table 19: Recommendations for INGO and Development partners

Sl	Recommendations	Number	Percent
1	Financial aid	84	73
2	Technical Assistance to Education and Health sector	81	70.4
4	Ensure relief for current situation and post covid-19	66	57.4
6	Extend support to the Government and NGOs	60	52.2
3	Providing accommodation support for the homeless people	51	44.3
5	Promote back to school programs	39	52.2
8	Increased investment in education sector	38	33

Source: Rapid Response Survey, CAMPE May 2020

Table 20: Recommendations for National NGOs

Recommended Actions	Agency (ies) that should play main role	Number of respondents	% of respondents
Continue campaigning	NGO	90	78.3
Relief Distribution	NGO	82	71.3
Health support	NGO	74	64.3
Provide free educational materials	NGO	58	50.4
Provide support for special intervention at non-formal education centers/TVET/Skills development and training centers etc.	NGO	49	42.6

Note: Action items selected from open-ended suggestions from respondents.

Source: Rapid Response Survey, CAMPE May 2020

Table 21: Recommendations for Private sectors

Sl. No.	Recommended Actions	Agency (ies) that should play main role	Number of respondents	% of respondents
1	Increased supply of food to ensure food security of the learners	Private sector	87	75.7
2	Increase support to the stipend program	Private sector	61	53
3	Relief Distribution to margnianised household to address the out of school factors	Private sector	54	47

Source: Rapid Response Survey, CAMPE May 2020

Table 22: Recommendations for CAMPE

Sl. No.	Recommended action	Number of respondents	% of Respondents
1	Advocacy with governments and partners	98	85.2
2	Advocacy for implementation of NGOs activities on a specific budget	94	81.7
3	Collect information from various stakeholders to inform the government and advocacy for the next steps	86	74.8
4	Work for the government grants to increase the allocation to non-governmental organizations	74	64.3
5	Coordinate with NGOs and take steps to address area-based problems	66	57.4
6	Support partner NGOs to implement advocacy and awareness-raising activities for education and health	66	57.4
7	Linkage of member organizations to donors	49	42.6
8	Provide capacity-building support for partner organizations to received donor fund	47	40.9
9	Conduct research activities	4	3.5

Total respondent – 115

Source: Rapid Response Survey, CAMPE May 2020

Annex -2: Minimum Standard

The Interagency Cooperation Group on Education in Emergency (INEE) has taken the initiative to engage with relevant actors to respond to the emergency and compliance with the minimum standard of education in emergencies. These standards are community participation, coordination and analysis, access and learning environment, teaching and learning, teachers and other education personnel, and education policy.[11]

Figure 7: INEE Minimum Standards Domains

Source: INEE, 2020

The community participation, coordination, and analysis are considered as the foundational domain of the standards that dealt with the issues related to community participation, resources, assessment, response strategies, monitoring, evaluation, which are the basis for other standards.

Access and learning environment domain refers to standards focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water, and sanitation, nutrition, and shelter, that enhance security, safety, and physical, cognitive, and psychological wellbeing.

Teaching and learning domain refers to the standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.

Teachers and other education personnel domains focused on standards cover the administration and management of human resources in education. The standards include recruitment and selection, conditions of service, and supervision, and support.

The education policy domain focused on standards focus on policy formulation and enactment, planning, and implementation.

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[11] INEE Minimum Standards. Retrieved from https://inee.org/standards

Annex -3: Global and Regional Initiatives

INEE: As the COVID-19 situation is quite different compared to the part emergency responses, INEE has also published a technical note as a living document that focused on (i) take care of yourself, (ii) coordinate your work, (iii) analyze the context, (iv) develop your activity plan, and (v) review progress and quality.[12]

Figure 8: Phases of COVID-19 pandemic response in education

Source: INEE, 2020

GPE: Global Partnership for Education announces US$8.8 million in funding to UNICEF with COVID-19 response, which will be immediately available for the Government through UNICEF. It has approved US$250 million to help up to 67 developing countries mitigate the immediate and long-term disruptions to education caused by the COVID-19 pandemic GPE has also joined the Global Education Coalition for COVID-19 Response.

According to Global Partnership for Education (GPE), 63 partner countries experienced school closures that lead to 272 million children out of school, and 12 million teachers are affected in these countries, including Bangladesh, as of 6 May 2020.[13] GPE has announced a USD 250 million accelerated grant for COVID-19 response against which, as of May 6, 2 grants have been approved for US$20 million, and 14 proposals totalling US$152.4 million are under review. 36 additional countries have expressed their intention to apply for a COVID-19 accelerated grant before the end of May for a total of US$361.6 million.[14]

UN ESCAP: The Economic and Social Commission for Asia and the Pacific (ESCAP) has developed a public information and advocacy document that focuses on three dimensions, namely economic, social, and environmental.[15] As part of the innovation for enhanced resilience, it recognized that the COVID-19 had placed pressure on employers and educational institutions to innovate for enabling remote learning and working. These changes to software, business processes, and employee behavior could be leveraged after the pandemic for two major benefits. The first is to reduce unnecessary travel and transport, which will reduce

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[12] Technical Note on Education During the COVID-19 Pandemic, Version 1, APRIL 2020. Retrieved from https://inee.org/system/files/resources/INEE%20Technical%20Note%20on%20COVID-19%20EN%202020-04-23.pdf

[13] GPE and the COVID-19 (coronavirus) pandemic. Retrieved from https://www.globalpartnership.org/gpe-and-covid-19-pandemic

[14] GPE and the COVID-19 (coronavirus) pandemic. Retrieved from https://www.globalpartnership.org/gpe-and-covid-19-pandemic

[15] The Impact and Policy Responses for COVID-19 in Asia and the Pacific. Retrieved from https://www.unescap.org/sites/default/files/COVID19%20_Report_ESCAP_Presentation.pdf

energy consumption, congestion, and air pollution; second, to enhance the resilience of the region to cope with future pandemics.[16]

In short, the slight environmental improvement may be a one-time wonder, offset by a return to the status quo with no lasting impact on sustainability unless there is a strong political will. The outbreak has also raised opportunities to advance on other technology-based solutions such as telemedicine and Tele-education, in particular in support of landlocked and least developed countries. The need for technological development raises the need for stronger regional cooperation and collaboration.

Teachers' Task Force: The teachers' Taskforce is lead and facilitated by UNESCO and has called for action to the government, education provider, development parent, and civil society community to (i) reserve employment and wages, (ii) prioritize teachers' and learners; health, safety, and wellbeing (iii) include teachers in developing COVID-19 education responses, (iv) provide adequate professional support and training, (v) put equity at the heart of education responses, and (vi) include teachers in aid responses.[17]

GCE: The Global Campaign for Education (GCE) call for Don't let our children down, Urgent Action Required to curb learning disruption.[18] It call for "*Governments and civil society concerted efforts that mobilize resources, and expertise to address the impact of COVID-19 on education is urgently required. This process should include developing long term strategies to address the needs of education in emergencies"*. It has also added that *"All GCE members around the world, INGOs, regional networks and national education coalitions, stand in solidarity to those affected by the COVID-19 pandemic. GCE reaffirms its willingness to work in close collaboration with governments and world leaders to find appropriate solutions and mitigating measures to ensure the right to education throughout these challenging times."*

GCE's key action points for government and donors to: (i) prioritize education in the first phase of all emergency responses with immediate effect, and to Include education in their COVID-19 response policies; (ii) dedicate appropriate resources, financial and technical, to ensure the right to free, quality public education for all is maintained during the COVID-19 crisis; (iii) increase funding and support to education in crises to a minimum of 4.2% of emergency assistance in line with its needs; and (iv) minimize the pressure on teachers, schools and school systems that remain open or volunteer to offer extra support.

UNESCO: UNESCO is providing key education statistics as part of the COVID-19 Educational Disruption and Response.[19] How different groups are affecting defiantly and how are countries were addressing the Covid-19 challenges in education. It has provided a snapshot of policy measures is a useful resource to get a sense of what other countries are doing. It can

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[16] The Impact and Policy Responses for COVID-19 in Asia and the Pacific. Retrieved from
https://www.unescap.org/sites/default/files/COVID%20_Report_ESCAP.pdf
[17] Teacher Task Force calls to support 63 million teachers touched by the COVID-19 crisis. Retrieved from
https://en.unesco.org/news/teacher-task-force-calls-support-63-million-teachers-touched-covid-19-crisis?fbclid=IwAR1Exb3KQj1O7B4oJvT9u3zioDhisKSLQLLNx5fsmYIQCFHVH3zumfnCfnc
[18] Urgent action required to curb learning disruption. Retrieved from
https://www.campaignforeducation.org/en/2020/03/18/coronavirus-dont-let-our-children-down/
[19] https://en.unesco.org/covid19/educationresponse

be a reference for the governments and civil society actors to advocate for replicating good and replicable practices. It has hosted a global education coalition involving the major actors in education in March 2020, which is expected to play a critical role in COVID-19 response.[20]

UNESCO is providing the key guidelines for the Distance Learning Solution, including the list of educational applications, platforms, and resources below aim to help parents, teachers, schools, and school administrators facilitate student learning and provide social care and interaction during periods of school closure. Most of the solutions curated are free, and many cater to multiple languages. While these solutions do not carry UNESCO's explicit endorsement, they tend to have a wide reach, a strong user-base, and evidence of impact. They are categorized based on distance learning needs, but most of them offer functionalities across multiple categories.[21]

The Handbook on Facilitating Flexible Learning During Educational Disruption is a unique intervention. The Handbook describes several flexible online learning strategies implemented in China under the Chinese Ministry of Education Initiative Disrupted classes, Undisrupted Learning which ensured flexible online learning to over 270 million students from their homes.[22]

Centre on Developing Child: The Centre on Developing Child of Harvard University has emphasized on the stress, resilience, and the role of science in responding to the coronavirus pandemic.[23] It highlights that the stresses of caregiving (for children as well as for adults at higher risk) are rising everyone. For the millions of families already struggling with low-wage work, lack of affordable childcare, and meeting their family's basic needs from paycheck to paycheck, the stresses increase exponentially. Unstable housing, food insecurity, social isolation, limited access to medical care, the burdens of racism, and fears related to immigration status are added. The toxic overload of adversities can also lead to increased rates of substance abuse, family violence, and untreated mental health problems.

They reflect that acting on the best available and most credible scientific knowledge has never been more essential. Yet, science by itself does not have all the answers—it emphasizes supportive relationships and social distancing as critical priorities. Prolonged physical separation is necessary to slow down a pandemic; responsive social interaction is essential for strengthening resilience in the face of adversity.

Rigorous scientific thinking, on-the-ground expertise, and the lived experiences of a wide diversity of people and communities. As we pull out all the stops to prevent broader infection, we must also remain vigilant in caring proactively for those who are especially vulnerable to the threat and consequences of social isolation.

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[20] https://gemreportunesco.wordpress.com/2020/03/24/how-are-countries-addressing-the-covid-19-challenges-in-education-a-snapshot-of-policy-measures/

[21] https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures/solutions

[22] https://iite.unesco.org/news/handbook-on-facilitating-flexible-learning-during-educational-disruption/

[23] https://developingchild.harvard.edu/stress-resilience-and-the-role-of-science-responding-to-the-coronavirus-pandemic/

World Economic Forum: The World Economic Forum has emphasized on three key issues that include (i) coronavirus-related disruption can give educators time to rethink the sector; (ii) technology has stepped into the breach, and will continue to play a key role in educating future generations; and (iii) in a world where knowledge is a mouse-click away, the role of the educator must change too. It has recommended four ways COVID-19 could change how we educate future generations. Those are (i) Educating citizens in an interconnected world; (ii) Redefining the role of the educator; (iii) Teaching life skills needed for the future; (iv) Unlocking technology to deliver education. In redefined the role of educators, the World Economic Forum has emphasized 21st-century skills, particularly resilience, flexibility and adaptability, emotional intelligence, continuous learning, entrepreneurship skills, creativity, and critical thinking.

Unicef: Globally Unicef is concern about the protection of children, parents, and other professionals to ensure safety and save lives from the pandemic by raising awareness on COVID-19 and ways to protect. It is coordinating the GPE additional grants to accelerate the learning. It is also creating some BCC/IEC materials and helping people to save lives and reduce risks that include (i) children living on the streets have few safe places to go during the COVID-19 lockdowns.[24] With 116 million expected births in the approximately nine months since the COVID pandemic was recognized, UNICEF calls on governments and donors to maintain life-saving services for pregnant women, and newborns,[25] (What you need to know about the virus to protect you and your family,[26] (iv) protect yourself and your children,[27] v) guidelines for Journalists and Media Professionals[28], and (vi) tips to protect yourself and others,[29]etc.

In addition to above, bilateral and multilateral agencies including the Asian development bank, Department for International Development - GOV.UK (DFID), Department of Foreign Affairs and Trade – Australia (DFAT), Japan International Cooperation Agency (JICA), global affairs Canada, the Swiss Agency for development and Cooperation (SDC), world bank, and other are planning for extending support to the education sector.

Annex-4: National Initiatives

At the national level, the Government of Bangladesh is leading education in emergency program. The Local Consultative Group (ELCG), Education Cluster, and the Needs Assessment

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[24] For many in Bangladesh, staying home isn't an option. Retrieved from
https://www.unicef.org/bangladesh/en/stories/many-bangladesh-staying-home-isnt-option
[25] Pregnant mothers and babies born during COVID-19 pandemic threatened by strained health systems and disruptions in services. Retrieved from https://www.unicef.org/bangladesh/en/press-releases/pregnant-mothers-and-babies-born-during-covid-19-pandemic-threatened-strained-health
[26] Coronavirus disease (COVID-19). Retrieved from https://www.unicef.org/bangladesh/en/coronavirus-disease-covid-19
[27] Coronavirus disease (COVID-19): What parents should know. Retrieved from
https://www.unicef.org/stories/novel-coronavirus-outbreak-what-parents-should-know
[28] Reporting on Covid-19: Guidelines for Journalists and Media Professionals. Retrieved from
https://www.unicef.org/bangladesh/en/reports/reporting-covid-19
[29] Coronavirus disease (COVID-19). Retrieved from
https://www.unicef.org/bangladesh/en/stories/coronavirus-disease-covid

Working group (NAWG) have provided necessary support in data gathering and assisting in developing the program.

In response to COVID-19, the protection of the children and continue their learning habits is the key. The school has been closed since 18 March 2020. Later on, the government has initiated a condensed course using the distance learning modalities using Sangsad Television from 5 April 2020.[30]

The Ministry of Primary and Mass Education (MoPME), Ministry of Education (MoE) through Secondary and Higher Education Division (SHED), and Technical and Madrasah Education Division have initiated an internal process to support education in emergency programs.

UNICEF, as the current co-chair of the education local consultative group (ELCG), also known as the local education group (LEG), is playing a critical role in coordinating among the stakeholders, including concerned government officials, representatives of the development partners and civil society.

ELCG, Education Cluster, and A2i made a significant contribution to developing an emergency response plan as well as introducing the distance learning program. The leadership belongs to MoPME, SHED, TMED, and ICT division for using TV, radio, internet, and mobiles phone, the inclusion of general education at the primary and secondary level, technical education, madrasah education, and the second chance education among outer. These institutions have also facilitated the process of applying for the GPE Accelerated fund to respond to the COVID-19 pandemic issue in education in Bangladesh.

Different institutions and NGOs involved in emergency response in education from their organization also contributed to the state-run initiatives. Some major actors include BRAC, CAMPE, DAM, Teach for Bangladesh, Orangebd, Agami Foundation, Khan Academy, British Council, 10 Minutes School, Mukto Path, Shikkhok Batayan, Friendship Education, among others.

Annex -5: CAMPEs Initiatives

As a national coalition, CAMPE has engaged in the process in terms of networking, informing stakeholders, developing/generating grassroots evidence, and influencing the decision-makers. In terms of networking with organizations and engaged in the state-led process, CAMPE has been involved in the Education Sector Plan, LEG & Education Cluster. Other state-led and CSO-led processes – e.g., EduHub created under the Prime Minister's Office by Access to Information (A2i) team, BRAC, CPD, University of Dhaka, Teach For Bangladesh, NextGenEdu, and different media, among others. It has also engaged with the regional and global process initiated by APRCEM, ASPBAE, CCNGO, GAML, GCE, GPE (including CSO-2), Global Education Coalition, ILO, INEE, PRIA, SAMEO, SCI, UIS, UIL, UNESCO, UNESCAP, Unicef, 3ie, etc.

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[30] Sangsad Bangladesh Television Live Class Routine. Retrieved from https://bdresults24.com/sangsad-bangladesh-television-live-class-routine/

Coordination is the key to addressing the issues and ensuring the protection of children, providing them support for improving mental health and psychological support, and addressing the health, hygiene, WASH, and nutrition needs to save lives and keep their morale up to reduce the virus spreading. Simultaneously, they continue their learning habits through organized support by providing key educational resources, including distance learning and guiding the school, teachers, parents, and caregivers to help them learn with the resources available in the house.

Providing child-friendly resources, increased focus on early childhood education, pre-primary, secondary, and higher secondary education, including the general education, Madrasah education, TVET, and English medium/version education, fulfill the national commitment achieving the SDG4 is critical. Learners' connectivity through online and offline measures, providing key education resources, and accelerated education is critical to addressing the children's learning needs.

On recovery of the pandemic, the new normal after the school opening will be quite different, particularly for the poverty factors. It is anticipated there will be increased absenteeism and dropouts, early marriage and pregnancy of girls, and other forms of sexual harassment on the way and inside the schools are some of the anticipated challenges.

It is critical to reaching the most disadvantaged like girls, persons with disabilities, ethnic minority communities, people living in inaccessible and remote communities, and taking inclusive masers through policy and practice change. Until now, major initiatives are taken to serve mainstream education through television. As only 56.9% household has access to television, a general conclusion can be drawn that about half of the total children are missing out from the education in emergency programs. Besides, the non-formal education provided by the NGOs is deprived of the emergency education response as well.

In the new normal, teaching and educating will be quite different across the globe. Despite many challenges, the innovative approaches initiated during the COVID-19 will continue, particularly increased use of ICT, which needs special attention to reduce the digital divide.

Effective monitoring, both process and result level, and evaluation of the interventions will lead to enhance the efficiency and effectiveness of the education system. Integrating those lessons in a medium-term and long-term response plan may help in reducing the inequality through transforming the education system and towards Leaving No One Behind.

However, CAMPE observed that there is inadequate grassroots information on the impact of COVID-19 on education. Thus, they have taken this initiative to conduct a rapid response survey on the member organization and teachers association engaged with CAMPE. To take stock on who is doing what and where the key concerns of civil society are for ensuring protection and continuing education of the most marginalized. BRAC and Education OouLoud have provided key resources for this initiative. Council Members organization and affiliate members and partners, teachers association, and ELCG members have provided moral and knowledge-based support to the initiative and encouraged for considering it as part of a series of interventions.

Annex 6: Stakeholders Opinions

Rasheda K. Choudhury, Executive Director of CAMPE, said that CAMPE initiated a "Rapid Response Survey" in early April 2020 designed to update information on "who is doing what and where" to understand ground-level realities and minimize overlapping and duplication of scarce resources. She hoped that the findings of the survey would be useful for concerned government agencies, development partners, and NGOs in planning and implementing their ongoing and Post COVID-19 response, particularly in the education sector more transparently and effectively.

Ms. Aroma Datta, MP, urged that the findings and recommendations of the survey be brought to the attention of the Prime Minister and discussed with the Minister of Education. She emphasis on networking with NGOs and engagement with the parliamentarians for enhanced political commitments.

Md. Nazmul Haque Khan, Additional Secretary, Secondary & Higher Education Division, Ministry of Education, informed that the Government of Bangladesh had closed the schools from 18 March 2020. Immediate after that, as remote education service, a condensed class has been initiated using the Sangsad Television. Besides, work in progress in using four distance learning platforms like Television, Radio (including FM and Community), Internet, and Mobile Phones (Both smartphone and feature phone).

Md. Fashiullah, Director General, Directorate of Primary Education, said that the study was timely, and its findings would be necessary for planning post-pandemic education recovery steps. He noted that the government has already increased the amount of stipends for primary education students by about 50 per cent.

Tapan Kumar Ghosh, Director General, Bureau of Non-Formal Education, said the study was instrumental in understanding the current situation and its implications. He said that 100,000 out of school students in a "second chance" program are not able to continue their study at present, and the start for a new cohort of 250,000 students is delayed.

Shaheen Anam, Executive Director, Manusher Janno Foundation said that we are observing the violence against girls have already started increasing, we need immediate measures to protect the girls and women on a priority basis.

Nor Shirin Md Mokhtar, Chief of Education at UNICEF and co-chair of Education Consultative Group of Development Partners and the Government said that in education response to Corona pandemic, Government and NGOs have to work together.

Dr. Kkandoker Golam Moazzem, Research Director of Center for Policy Dialogue, said that this is not the time to cut back education budget. He supported the recommendation of raising education share of the new national budget to 15% to increase both development and recurring budgets. He also urged decentralized planning and management at Upazila level involving local administration and NGOs to ensure effective use of the education funding.

Dr. Safiqul Islam, The COVID-19 pandemic response, needs to address the issues of the excluded children, particularly the expansion of the social safety net programs for the most marginalized. These children are enrolling in the second chance education program run by

BNFE and NGOs. It is critical to extending the stipend, and school meal program to all non-formal schools similar to the free book distribution to NGO run non-formal schools and participation in public exams.

Principal Qalzi Faruque Ahmed, the Government, needs to follow the standard protocol to open the school after the pandemic. The government should have a collective plan involving the teachers before the school opening. He emphasized on the use of ICT for education and ensuring high-speed connectivity in all school and capacity building of teachers. He has also expressed concern about the consideration of imposing VAT on Internet and education program.

Mr. Mohammad Ali, the teacher's become stressed during the last three months and inadequate directives for the teachers to cope with the emerging situation.

Abu Sayeed Bhuyian. There is a difference of practices in the use of ICT; many teachers use ICT for distance learning spontaneously while others face challenges; the increased capacity building is required. Besides, revisiting the curriculum and syllabus, increased attention on health education, and teachers' policy is critical to combat the pandemic.

Mohammad Jahangir Hossain, a systemic effort is required for dealing with the emergency, avoiding an ad-hoc decision, during the post-pandemic new normal back to school program needs to be strengthened and planned well ahead.

Mahmuda Khanom, The COVID-19 pandemic, is an unprecedented issue that affects our life, livelihood, and education. Teachers' capacity remains underutilized, and many innovative solutions are coming in based on innovations and good practices. Empowering teachers is critical to overcoming the challenges**.**

Dr. Manzoor Ahmed, Professor Emeritus BRAC University, Vice-Chair of CAMPE, emphasized maintaining the momentum of growth in education and developing a 2-3 years' education recovery plan besides the health and economic recovery plans. It is critical to follow the school reopening guideline and enhance the teachers' ability to use ICT to address the learning challenges. Allocating at least 15% of the national budget for education is critical for coping with disruption and return to normalcy, re-imagining the 'New Normal.'

As the next steps, CAMPE agreed to continue the discussion and collect evidence in a regular intervention and prepare a memorandum to the Finance Minister that was followed by an Open Appeal to the Prime Minister. Besides these, CAMPE will continue the advocacy initiative and contribute to the state effort as Civil Society and protect the right to education.

The End

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