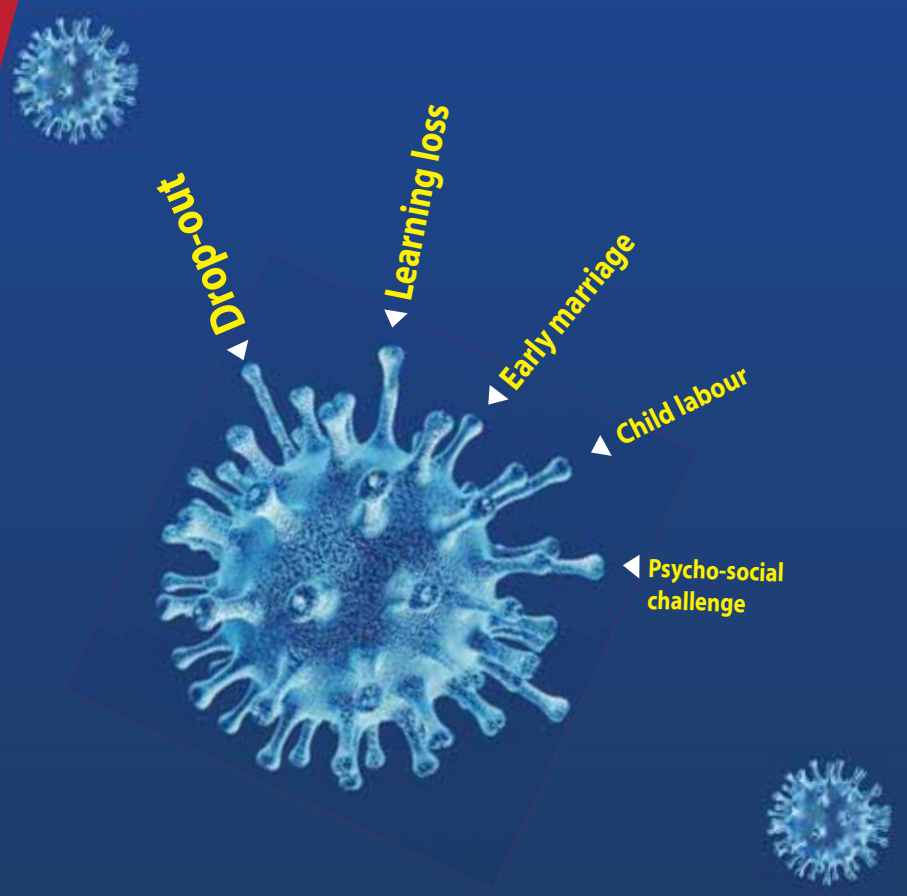
Education Watch 2020



Education and Covid-19 Response

Bringing Schools and Learning Back on Track

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Education Watch 2020

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Foreword

The effect of the COVID-19 pandemic has been devastating for the world and for Bangladesh. The negative impact on the wellbeing of people, economy and education has been deep and far-reaching. The pandemic is not over yet and how it will end or if it will ever end totally is not clear. Infact, a declining trend of infection by mid-March has reversed itself and a second wave of infections has comeback with a bang in early April. The government had already decided to extend education instition closure to 23 May, 2021. Meanwhile, the vaccine has arrived in Bangladesh. The Government led by Prime Minister Sheikh Hasina deserves the gratitude of all of us.

The Education Watch survey of stakeholders shows the wish of the principal parties – students, parents, teachers, education officials and education-related NGOs — for resuming formal education activities. The study also provides the data and evidence that should be helpful in working out an orderly, gradual and safe re-opening of schools and starting a learning recovery programme. The evidence calls for taking into account the adverse educational, social-emotional and economic effects continuing for a whole year. The study findings and recommendations are broadly in line with other studies and surveys conducted in Bangladesh and elsewhere. The decision-makers obviously have to weigh and balance the risks and gains of both reopening the schools and keeping the schools closed longer. They have done so and have reached a decision in favour of re-opening schools in late May. The scope of this study is limited to school education and it does not provide any findings or specific recommendations on tertiary education and madrasa education.

I believe the ten-poit recommendations provided by the research team will be helpful to the authorities in designing the process of reopening of schools and starting recovery of learning. The recommendations reflect a general endorsement of the Education Watch Technical Committee which reviewed and discussed drafts of the report and made suggestions.

The recommendations are derived from the findings and conclusions of the study. These are also informed by relevant national and international discourse, reviews, studies and reports. A literature review section has referred to some of these. The ten recommendations are elaboration on the six-point interim recommendation presented on 17 January, 2021. The recommendations relate to four themes – safe re-opening, learning recovery including use of distance education and enhancing teacher performance, means and mode of implementing re-opening and recovery and taking a longer-term perspective.

On re-opening schools, it is proposed that schools in non-metropolitan areas are opened first, and after a short interval to observe and assess the situation, in Metropolitan areas. Besides geographical phasing, grade-wise phasing may also be applied, starting with higher classes (10 and 12) in secondary and (4 and 5) in primary. To ensure safety and health of students and teachers: a. health and hygiene safety guidelines have to be applied, each school planning and implementing its social distance and other rules based on the official advisory in this regard and b. measures should be in place, in coordination with health authorities, for testing, tracing, isolation and treatment of students and teachers and assessing the situation in each institution and locality.

To recover a whole year of learning loss, at least a two-year plan for academic years 2021 and 2022 may be prepared to bring learners back on track – with elements covering contents, time use, pedagogy, learning assessment and teacher support. Abridged syllabus for next two years may direct instruction time and teachers' efforts to core competencies in Bangla and Math at primary; and Bangla, English, Math and

Science at Secondary, rather than all six subjects at primary and all 13 subjects at the secondary level. Time on examinations is better reduced and more time devoted to teaching and learning. Vacation time needs to be cut and schools may remain open in Ramadan with modified hours. Teachers' assistants, as appropriate, may be recruited in collaboration with NGOs (not to create expectations and demand among the assistants for being recruited later as government teachers) to cope with extra instructional time for students.

The learning recovery strategy should make use of distance education modes to the extent possible with a blended approach and with necessary measures to make it work. On-line/off-line digital/distance lessons may be "blended" with class room instruction as extra teaching resources and materials for students; teachers have to guide students to link classroom lessons and distance lessons for which teachers have to be given orientation. Student connectivity and access to devices need to be increased in a major way; digital learning should not exacerbate the existing digital divides between urban and rural areas and between the rich and the poor.

Teachers should be supported, orientated, trained and incentivised to enable and encourage them to play their critical role in making the reopening and recovery plan succeed. Subject-wise and class-wise guidelines for teachers need to be prepared and provided (e.g., on student assessment, helping laggard and special needs students, blended lessons, parents' contact, etc.); workshops may be organized for teachers on these topics and on-line assistance on teachers' portal need to be provided.

It has to be ensured that the re-opening and recovery plan does not falter in implementation. It has to be managed effectively and efficiently with accountability to achieve the desired results. The strategy for this purpose should include: a) Broad central guidelines for re-opening and recovery for primary and secondary levels allowing flexibility, phasing and adjusting to contingencies for localities and institutions. b) Formation of Upazila working groups comprising representatives from local government authorities and education sector; NGOs/civil society may be involved to support the process from their vantage points, which may also perform an independent monitoring role in consultation with appropriate authorities. c) Necessary funding support needs to be mobilized and allocated for the restart/recovery programme. d) Preparation and implementation of the guidelines and plans are best put on a fast track process.

Effective participation of civil society and community along with education NGOs may be enlisted in support of the strategy for the re-opening/recovery programme. Networks, such as CAMPE, Bangladesh Health Watch, Bangladesh ECD Network are available to draw support from in the context of the implementation process. Community Watch bodies may be formed by the government at the union level to support and help monitor local implementation of restart/recovery programme, taking cue from the pilot tried effectively by CAMPE in improving inclusion and student outcomes in primary education.

Appropriate monitoring, reporting and assessment of the complex restart and recovery programme that is participatory and leads to necessary course correction should be built into the programme design. The management and implementation approach should also provide for periodic review and acting effectively on the findings.

The longer term and a holistic view of educational development implies that: a) The pandemic response should recognize that the effects of the pandemic magnify many of the preexisting weaknesses contributing to poor learning outcome, inequality and exclusion. b) The education response should address the problems in such a way that short-term initiatives and measures, with necessary modification, can be continued so that ad hocism is avoided and the education responses are linked to the SDG4 and other relevant targets. Proposed Education Watch 2021 study will pay attention to the longer term and broader educational

development perspectives more extensively and systematically and the findings will be made available to the government for review and utilization, as appropriate.

The recommendations are interconnected and should be seen as a package. The process of restart and recovery implies responsibilities at national, local and institutional levels and for different stakeholders – government at different levels, teachers and other professionals, students, civil society and NGOs, and academics and researchers. Ideas in this regard are contained in the recommendations offered. These ideas can serve a useful purpose in the context of spelling pout action plans and coordination mechanisms.

Finally, I would like to thank all individuals and institutions concerned, particularly the research team for Education Watch 2020 and CAMPE staff for their hard work and devoted efforts. I also express my appreciation to the Technical Committee members who have willingly volunteered their time and thoughts, which have enriched the report.

Qazi Kholiquzzaman Ahmad
Chairperson
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Preface

Campaign for Popular Education (CAMPE) is an advocacy and campaign network promoting quality education and advancing SDG-4/ Education 2030 agenda in Bangladesh.

It has gradually grown into a well-known credible coalition of more than a thousand education NGOs, researchers, education rights campaigners and teacher associations sharing similar vision and mission. It is also the Secretariat of Education Watch. CAMPE, on behalf of the Education Watch group, coordinates production and dissemination of annual research-based Education Watch reports, presenting a civil society perspective on the progress and challenges of achieving different national and international goals and targets in education. Education Watch Reports are research based independent studies on specific aspects of the state of basic education in Bangladesh, which have been produced almost every year since 1999. The reports have been a credible source of analytical and objective views on education in Bangladesh and have contributed enormously to public discourse, policy development and education priority setting, bringing civil society perspectives into these dialogues.

COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion children and youth in more than 191 countries across all continents. The impact on education is likely to be most devastating in countries with already low learning outcomes, high dropout rates, and low resilience to shocks. Before the outbreak of the pandemic, the world was already dealing with a learning crisis and extended school closures may cause not only loss of learning in the short term, but also further loss in human capital and diminished economic opportunities over the long term.

In Bangladesh, education institutions have been closed since March 2020 and the whole education system has been adversely impacted. Roughly, 40 million students are out of school passing uncertain time, thoroughly confused and scared which may affect their mental health and well-being in the long run. A big number of these learners are girls and most of them are living either in geographically hard to reach areas or socio-economically disadvantaged communities where accessing education opportunities is already a struggle. Extreme poverty, economic vulnerability, socio-cultural stigma and gender disparities are already major challenges for those communities.

As a CSO platform of education, the Education Watch Group has realized the urgent concerns related to when and how children's learning may re-start and in which way learning losses may recover without aggravating pre-existing disparities further. Keeping this in view, Education Watch Group had planned to conduct the study in the greater interest of the nation as well as other countries who have been facing same socio-economic and cultural challenges.

The study has been designed to be completed in two phases as two separate Reports. The first one has emphasized the current situation related to learning scenario, well-being of learners and preparations for school re-opening. The second study will focus more on covering the learning loss, measuring and minimizing mental and physical well-being of learners and long-run preparation to face such emergencies in future. The current study has followed a mixed method research approach with phone-based interviews and reached 2,952 respondents covering students, teachers, parents, education officials, local government representatives, NGO officials, among others. Scientifically, the study has considered a national-level sample-size covering administrative structure (districts/divisions), hard to reach areas, ethnicity, gender etc.

We expect, that the learnings from this study will be useful for relevant government and non-government stakeholders and contribute to future planning in terms of school re-opening, bringing back learners in schools after a long vacation, minimising their mental trauma, improving health and wellbeing, covering learning loss, planning to operate the school in the new-normal scenario and other policy issues.

The whole exercise was a collective effort and we would like to extend our heartfelt thanks to the Research Team led by Dr. Manzoor Ahmed for its sincerity and commitment. Our deepest gratitude to the members of the Technical Expert Group for their valuable contribution at every stage from the study design to report finalization.

Our sincere appreciation also goes to the teachers, students, guardians, local education officials, partner NGOs and their concerned colleagues who provided necessary support during the survey at different stages. Special thanks to the Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MoPME), Ministry of Education (MoE) and Directorate of Secondary and Higher Education (DSHE) for their wonderful cooperation. My colleagues at CAMPE deserve special thanks for their spontaneous support and hard work.

Finally, the Education Watch Survey 2020 and publication of its report have been possible with unflinching guidance and support of UNICEF Bangladesh. We gratefully acknowledge their kind cooperation. We also thank the European Union Delegation, Bangladesh for their kind support and commitment to help CAMPE in carrying out Education Watch Study 2021.

Our collective efforts will be worthwhile if the study serves the purpose of helping millions of leaners, teachers, parents and decision makers.

Rasheda K. Choudhury
Executive Director, CAMPE
Member Secraty, Education Watch

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Acronyms

BBS	Bangladesh Bureau of Statistics
BDT	Bangladeshi Taka
CAMPE	Campaign of Popular Education
CEWG	Community Education Watch Groups
DPE	Directorate of Primary Education
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GPS	Government Primary School
HSC	Higher Secondary Certificate
ICT	Information, Communication and Technology
KII	Key Informants Interview
NNPS	Newly Nationalized Primary School
PECE	Primary Education Certificate Examination
PEDP	Primary Education Development Programme
PTA	Parent-Teacher Association
SDGs	Sustainable Development Goals
SLIP	School Learning Improvement Plan
SMC	School Managing Committee
SSC	Secondary School Certificate
UAEO	Upazila Assistant Education Officer
UEO	Upazila Education Officer
URC	Upazila Resource Centre
UNO	Upazila Nirbahi Officer

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Ghiasuddin Ahmed has spent over 26 years in education sector especially in educational research and development. He is currently serving as Senior Deputy Program Manager – Policy Advocacy and Mass Communication unit of Campaign for Popular Education (CAMPE) Bangladesh. He has vast institunational memories in Education Watch study, as he engaged and closely working since 1999. He has designed and conducted number of studies, baseline surveys, impact evulations, policy research etc. on Right to Education.

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Rasheda K. Choudhury is an educationist and social activist and a leading policy voice of Bangladesh with more than three decades of experience of working within and outside the government. Holding a Master's Degree in English (Dhaka University), Ms Choudhury has been servingsince 1999, as the Executive Director of CAMPE Bangladesh. She is the Member-Secretary of Education Watch and Co-Founder of the Global Campaign for Education (GCE). In 2008, Rasheda became an Adviser (Cabinet Minister) to the Interim Non-party Caretaker Government of Bangladesh and serving as high-level decision-making role, particularly in the Ministries of Primary and Mass Education (MoPME), Cultural Affairs, Women and Children Affairs (MoWCA). Curently she holds as Member of the Coordination Group of UNESCO's Consultative Council of NGOs, expert group member of the External Resources Division (ERD), Panel of Experts on the Second Perspective Plan of Bangladesh (2021-2041) of Planning Commission, Advisory Group Member of Education Experts formed by the Minister for Education for providing guidance to the Ministry on crucial issues related to SDG -4 of Bangladesh Government. Ms. Choudhury regularly writes in national newspapers and participates in debates of national and international significance relating to development issues particularly on the right to education, gender justice and inclusive development.

Mushtaque Chowdhury

Mushtaque Chowdhury has spent over 40 years in research, education and practice, with specializations in public health, primary education, poverty reduction and environment. Until recently, he was the Vice Chair of BRAC. He is a Professor at Columbia University's Mailman School of Public Health and Convener of Education Watch and Bangladesh Health Watch. In the past, he also worked for Harvard University as MacArthur Fellow and the Rockefeller Foundation as Senior Adviser and acting Managing Director. Dr. Chowdhury has studied at the University of Dhaka (BA Hon's), the London School of Economics (MSc) and the London School of Hygiene and Tropical Medicine (PhD).

Overview

1. Introduction

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting globally nearly 1.6 billion children and youth. In Bangladesh, over 40 million students have remained out of school for more than a year since March, 2020. The immediate and longer-term effects of the pandemic have prompted Education Watch to examine the education consequences and appropriate responses in Bangladesh. The study is intended to be an important complement, specifically from a civil society education stakeholders' point of view, to other rapid surveys, studies and government response initiatives. It needs to be mentioned that since the Education Survey findings were analysed and a hopeful scenario was anticipated by middle of March, a second wave of the pandemic hit the country which required some of the earlier premises and projections to be reevaluated. The volatility of the pandemic is an essential feature of it which has to be considered in the response strategy. The study team is of the view that the main findings and their implications for policy, as will be seen, still remain valid.

Study Approach and Questions. It was originally planned to be carried out as one study in two phases focusing on: a) the pandemic impact and immediate response, and b) efficacy of the initial response and medium- and longer-term recovery and lessons. The CAMPE Council and the EW Technical Committee decided that these could be two studies as *Education Watch 2020* and *Education Watch 2021*, maintaining the continuity of annual reports. The present study (EW2020) is concerned with the immediate impact of the pandemic and response. It relied on a survey of key stakeholders – primary and secondary level students, teachers, parents, education officials, and education NGO representatives – conducted by mobile phone between late November and early December, 2020. The study focused on the following questions:

a. The current situation about children's learning and well-being of children, teachers and families;
b. What preparation should be taken for school re-opening;
c. When and how the school should be re-opened; and
d. What the school program may look like when it re-opens.

Limitations. The study is subject to limitations in respect of its scope, coverage, research questions, methodology and time frame.

- It is limited to formal public system of school education pre-primary to pre-tertiary, excluding from its scope tertiary, technical-vocational education and the *quomi* madrasa system.
- The research questions focus on the operations of the system in an emergency situation, rather than broader aspects of quality, inclusion and exclusion, pedagogy and management.
- The research methodology has been determined by the pandemic situation excluding the possibility of field investigation and direct in-person interaction.
- The time-frame of the study was dictated by the urgency of the research problem itself – public policy questions that demanded rapid answers.

Due to the urgency of the issues and public interest, an interim report with key findings and recommendations was presented in a webinar on 17 January, 2021 with the presence of the State Minister of Primary and Mass Education, the Secretaries and Directors General and other senior officials of MoE and MoPME and the *Education Watch* community. The present report is an elaboration based on further analysis of data and recent government decisions.

2. Design, Methodology and Sampling

A purposive sample of sufficient size representing 8 Divisions of the country was the source of primary data. The sample of respondents comprised students from primary and secondary students of grades 4/5

and grades 8/9 equally divided by gender. The total respondent number was 2,952. Among them 1,709 were students from primary and secondary school, 578 teachers, 576 parents, 48 UEO/AUEO, 16 district level education officials, and 25 NGO officials involved in education.

The study selected 8 districts from eight divisions and 24 Upazilas (three Upazilas from each district including three city corporations) and 72 clusters considering urban, semi-urban and rural areas purposefully, considering geographical and development diversity. The period of the interview was from 3rd week of November to first week of December, 2020, followed by analysis and writing of the report.

3. Major findings

The survey undertaken of stakeholders – students, teachers, parents, education officials and NGO personnel - provided information and data from which findings were presented on the following topics:

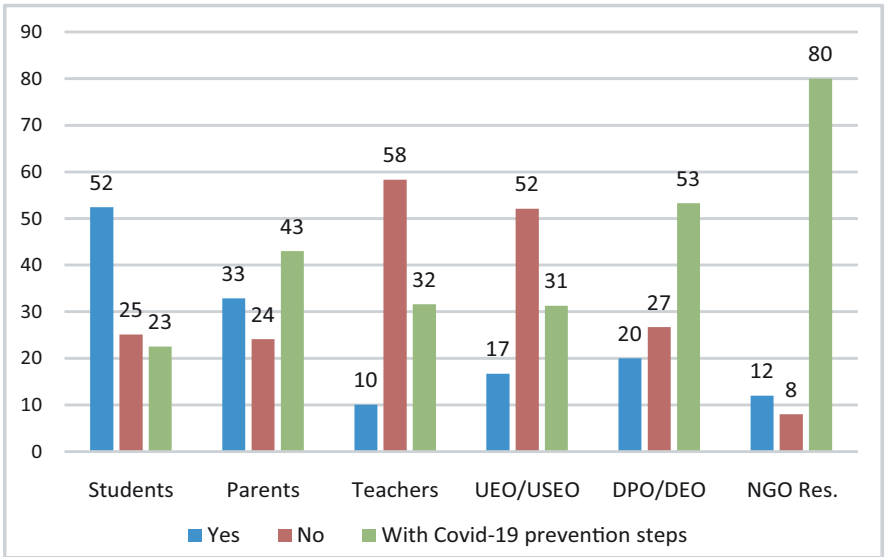
- Perception about school re-opening and safety conditions and requirements when school reopens;
- Students' participation in distance education during school shutdown;
- Students' time use during school shutdown in learning and other activities;
- Contact and communication between students and teachers during shutdown and in preparation to reopen school;
- Change in the situation of families of students and teacher in meeting basic needs;
- Anxiety, concerns and expectations of students, teachers and parents about education operations and provisions during the pandemic and as the pandemic wanes;
- Perception and expectations regarding likely education loss and support needed to recover;

A critical question for the stakeholders was when schools could re-open. Besides ascertaining the views of the respondents on this question, the findings were presented under three broad headings – a) A retrospective view – how it has been during the forced school closure; b) A prospective view – necessary steps to re-open schools, keep schools open and recover learning loss; and c) Reflections - thoughts of stakeholders from the pandemic experience about better school operations and outcomes.

3.1 The critical issue – Re-opening schools

On the question of re-opening schools, the view of stakeholders is overwhelmingly in favour of resuming school activities, albeit maintaining safety rules and cautions, as shown in Figure 0.1

Figure 0.1 Should schools re-open? Stakeholders' views on school reopening



- 75% students want to be back in class soon.
- 76% parents favor rapid school re-opening
- 73% district-level education officials and 80% CSOs favors school reopening;
- 58% teacher and 52% UEO/UAEO favor a more cautious approach and watch the pandemic situation.

After a year of school closure, and limited participation and results from distance mode alternatives, the decision makers faced a difficult dilemma. It is the same dilemma being faced in both high income and low-income countries. The second wave of the pandemic arriving in South Asia by the end of March, 2021 brings forth this dilemma even more sharply. A gradual, step by step approach and flexibility in decision-making at local and institutional level have been considered in most countries to be the appropriate response in deciding about school re-opening.

UNICEF/UNESCO review of evidence in December, 2020 indicate that: a) in-person schooling is not the main driver of infection spikes, b) children in school are not exposed to higher risks compared to when not in school, if rules are followed, c) school staff and teachers are not at a higher risk compared to the general population, and d) these findings seem valid for any 'second wave' or known mutant viruses. (UNICEF/UNESCO, 2020)

Bangladesh government authorities, Ministry of Education and the Ministry of Primary and Mass Education, have been observing the pandemic situation and have been engaged in preparing for restarting schools. At the end of March, having observed a renewed spike of Covid-19 infection in Bangladesh and in many countries, the government has decided to postpone re-opening of schools until 23 May, 2021, after the Ramadan Eid holidays.

A 39-page detailed instruction has been prepared by the Ministry of Education with UNICEF's technical support titled "Restarting educational institutions observing health and safety rules in the Covid-19 situation." (Ministry of Education, January 2021). It provides elaborate instruction on safe school operation when schools are re-opened, creating a safe learning environment, attention to equity including remedial instruction, health and psycho-social support for students, and a 'back-to-school' campaign. Detailed instructions are also in the process of being finalized for primary education.

Given the diversity of institutions, their management capacity, staffing level and resource situation, it will be a challenge to effectively follow the guidelines for many institutions. While the instructions cover many necessary aspects, it has not made specific provisions about two important elements which are crucial for successful use of the guidelines - i) financial support for complying with the instruction which cannot be met by most institutions, and ii) active involvement of local community, civil society and education-related NGOs. This involvement is necessary to help adapt national instruction to each locality and institutions, support and monitor effective implementation and generate community understanding and acceptance.

3.2 Connectivity, device access and participation of students in distance learning

An overall view of connectivity and access to devices for participation in distance learning is complex, given various modes of distance education (TV, radio, online — accessible through smartphone and laptop/tablet etc.). There is also great variability in actual access to devices and connectivity for educational purposes even when the household is listed as having connectivity, a TV and a smart phone.

Overall, the large majority (about 70%) did not or were not able to participate in distance mode education, according to our survey. Around two-thirds did not receive help from their teachers, family members or paid private tutors in study during school closure (Table 0.1). All students, at primary and secondary levels and girls and boys, spent a substantial amount of time in work, either for income or to help at home.

Overall contacts between teachers and students were limited. According to student respondents, one-third of the students were not contacted by their teacher at all in a month. On average, according to teachers' count, teacher-student conversation was for 12 minutes in a month per student. The survey suggests that

Table 0.1 Students' time use during school closure

Student Respondents	*% of students participating on not in these activities in last 2 weeks*					
	1. Distant learning		2. Received help		3. Study by on self	
	Yes	No	Yes	No	Yes	No
Primary N= 855	31.4	69.6	36.2	64.8	99.4	0.6
Secondary N= 854	33.8	66.2	39.5	61.5	99.2	0.8
Total student N= 1709	31.5	68.5	37.8	62.2	99.3	0.7

1. *Participation in distance learning*
2. *Study with private tutor or other's help*
3. *Study on own*

there was no systematic approach or plan on the part of teachers to contact students about distance lessons or discussing the content of the lessons by phone. Almost all students reported that they tried on their own to remain engaged in learning and reported to have spent about two hours a day in study. How meaningfully and satisfactorily they spent this time, as reported by themselves, could not be ascertained from the survey.

Teachers had a very high degree of connectivity and access to devices; a third of them made efforts to improve their internet skills and over 80% would like to join in training to improve their skills. The level of connectivity and device access does not necessarily mean that teachers used this advantage fully for educational purposes or to assist their students during school closure.

In the webinar on 17 January on the interim report, senior education officials mentioned that their own information received from the field indicated that both participation of students in distant learning and teachers' contact with students were higher than reported from this survey. Without disputing the official field information, it should be noted that there is often a gap between administrative information and data collected from household through independent survey.

3.3 Health and socio-emotional wellbeing of students and teachers

A relatively comforting news is that three quarters of the students (76%) said during the last six months there were no episodes of illness in the family and only about in 1% cases a family member required hospitalization. More than two-thirds reported that there was no unusual experience or change in anxiety and tension in the family during the last six months of the pandemic period. The flip-side is that for one-third of the children there was a change in the level of anxiety in the family and 15% specifically mentioned an increase in general anxiety and tension in the family. About 7% mentioned anxiety about not continuing in school or dropping out (Tables 3.15 and 3.16 in main report not shown here).

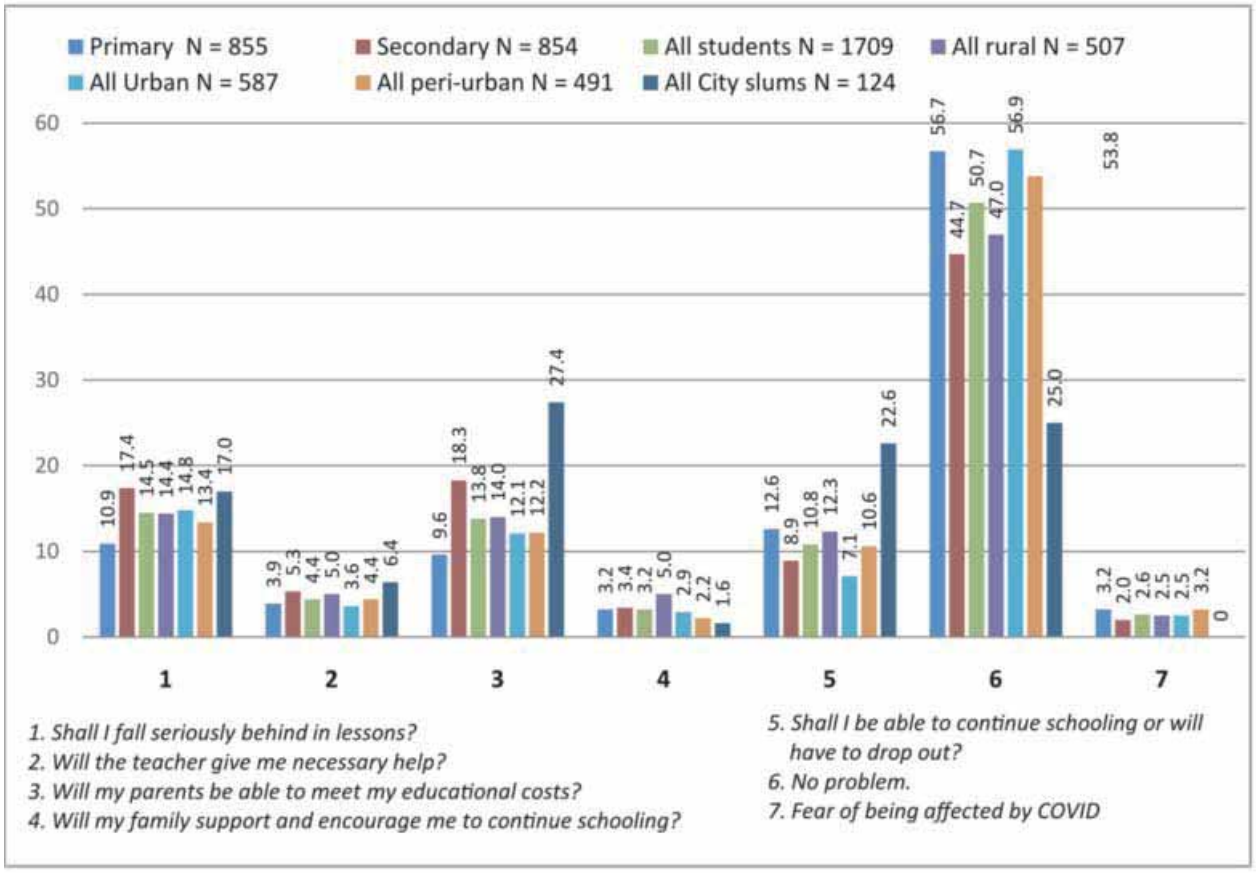
3.4 A prospective view – problems when schools re-open and steps to be taken

Students were concerned about maintaining safety measures after school re-opened. About 82% of students wanted no more than two students to be seated on a bench (normally for 4 or 5 students). Teachers also emphasized overwhelmingly (about 80%) that safety and hygiene measures in school, including washing facilities, clean toilets and adequate use of disinfectants cannot be neglected.

Assuming, safety measures would be in place, students are optimistic about the future and are not seriously concerned about problems that may arise. More than half (51%) of students were not concerned about any problem regarding their school work, when school re-opens, excepting city slum students, only 25% of whom were so optimistic. On the whole, girls expressed greater anxieties about their support from family and continuity in school. City slum girls had a higher level of concerns compared to other girls and boys (Figure 0.2).

Almost half (45%) of the students want that unfinished lessons should be completed first when schools re-open. The next priority for them (22%) is to be promoted to the new grade in the new year instead of being

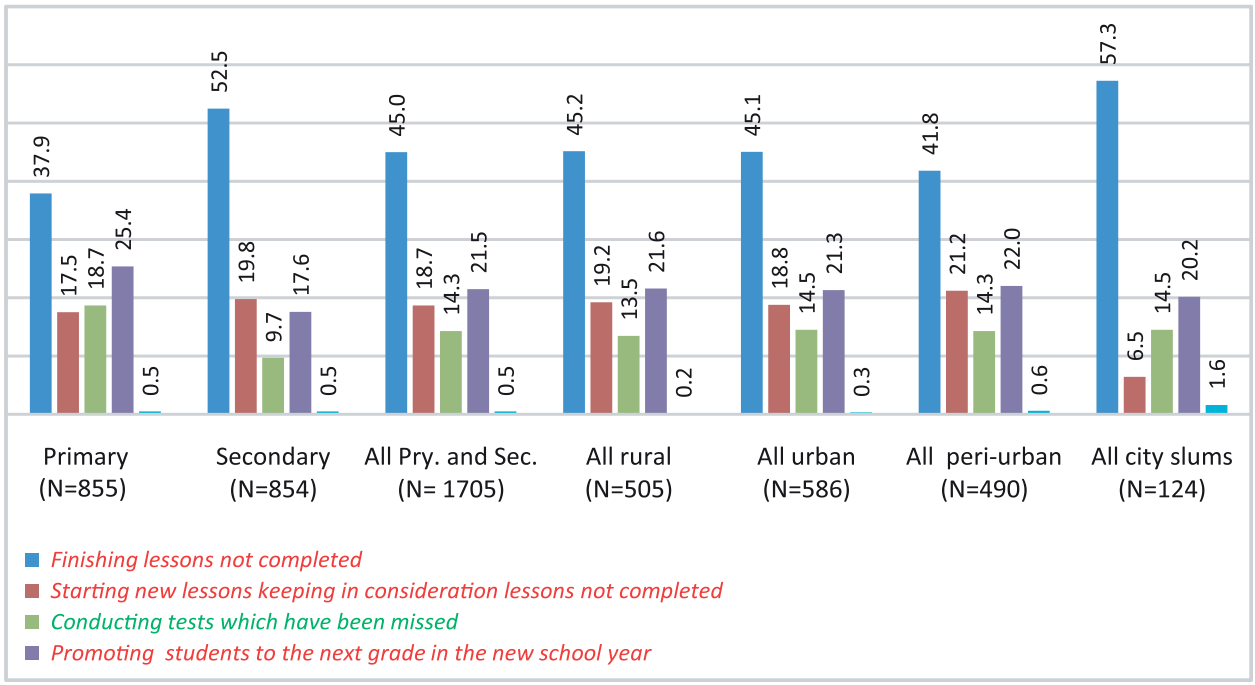
Figure 0.2 Total student anxieties when school re-opens



held back. The third priority (19%) is starting new lessons with due attention to lessons not completed, whereas 44% of the teachers want to move on to new lessons (Figures 0.3 and 0.4). City slum girls are more emphatic than students in general about completing unfinished lessons before going on to new lessons.

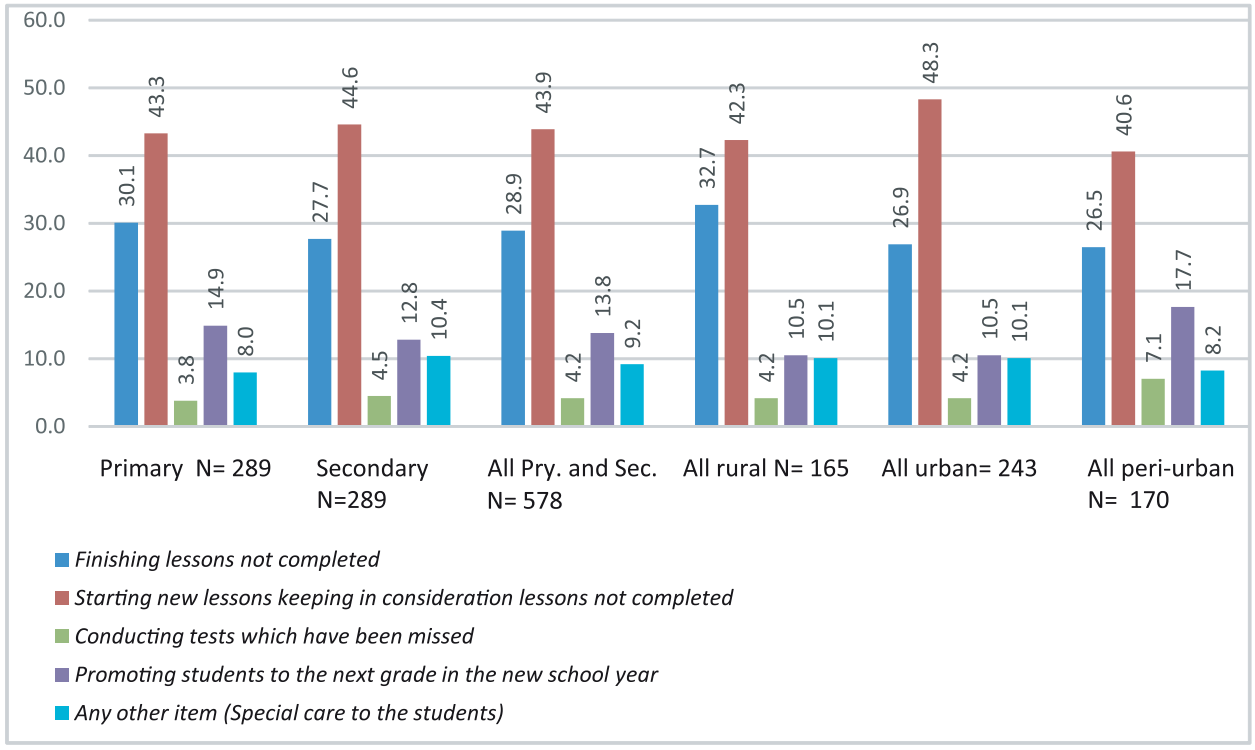
The contrast in students' and teachers' views on instructional priority on school re-opening is worth noting. Students realistically want the unfinished or incomplete lessons to be given attention before moving on to new lessons, because they would find it difficult to follow the new lessons without the pre-requite knowledge and skills. Teachers, on the other hand, are anxious to move on to new lessons and 'complete' the syllabus within a prescribed time – the common pattern in the pedagogic approach in our schools. The focus on completing the lessons in the syllabus, irrespective of whether students grasp the content,

Figure 0.3 Students' views on priority in lessons after re-opening



definitely aggravates the problem of low-performing students, especially when a year has gone by without classroom instruction.

Figure 0.4 Teachers' views on priorities in conducting school after re-opening



The learning recovery strategy has to have at least three elements – i) identifying essential competencies and knowledge that must be prioritized, e.g., Bangla and Math at the primary level and Bangla, English, Math and Science at the secondary level, rather than trying to teach the entire gamut of the school syllabus; ii) identifying pre-requisites for later lessons which should be taught first before moving on to new lessons; and iii) planning to stretch out the recovery plan for at least two academic years to compensate for the loss of almost a full year of lessons. The National Curriculum and Textbook Board (NCTB), tasked with 'syllabus shortening' for the learning recovery strategy needs, to keep these elements in view. The implication for recovery strategy is that the core competencies should receive maximum attention, rather than attempting to select content from all the subjects taught in the regular syllabus. The core competencies in literacy and numeracy, at the primary level, and additionally English and Science at the Secondary level will better prepare students for continuing their effort to compensate for their loss. Everything unfinished cannot be and not necessary to be repeated.

3.5 Stress and burdens on families to support children's education

The survey's attempt to elicit information on stress and burden on families to support their children's education provides a mixed picture – there is some incidence of direct additional financial and other burdens during school closure, but a potential deeper burden on poorer families, as school re-opens, because of the change in the poverty and income status of families that undermines their ability to meet basic family needs.

During the past year, the direct additional cost for maintaining connectivity (internet/WIFI) did not appear to be seriously burden some to families. Just over a quarter (26%) said they spent between Tk. 200 to 400 extra and another quarter (24%) spent over Tk. 400 extra per month; over a quarter (27%) did not incur any extra cost. Another 20% mentioned extra expenses, besides connectivity costs, that they had to bear.

If extra costs for connectivity and devices for students are not a major issue for families, this may mean that parents did not see significant educational value in spending extra for connectivity and devices. In the case of the poorer families, it may mean that they simply did not have the means to spend more.

Most significant was the change in status of families in meeting their basic needs between the years 2019 and 2020. About 10% of the households, due to the widespread loss of jobs and income, faced deficits

Table 0.2 Student family status in meeting basic needs 2019 and 2020

Household level and location	% Meet basic needs		% Most time in deficit		% Occasionally in deficit	
	2019	2020	2019	2020	2019	2020
Primary students N= 291	71.8	28.8	11.0	46.7	17.2	24.4
Secondary student N= 286	74.5	30.0	9.8	35.7	15.7	34.3
Rural Students N= 178	69.1	24.7	12.9	43.3	18.0	32.0
Urban Students N= 172	75.6	36.0	7.6	34.3	16.9	29.5
Peri-urban N= 160	72.5	32.5	10.6	39.4	16.9	28.2
City slums students N= 66	78.8	16.6	10.6	59.1	10.6	24.2
Total households N= 576	73.0	29.5	10.4	41.2	16.6	29.3

most of the time in 2019 in meeting their basic family needs, but the proportion increased more than four times in 2020. In the case of teachers, their families not meeting basic needs also increased four-fold from 2.1% to 8.5% (Tables 0.2 and 0.3). These data confirm other surveys and studies of adverse economic and wellbeing impact of the pandemic.

Table 0.3 Teachers' families meeting basic needs 2019 & 2020

Teachers by level and location	% Meeting basic needs		% Most of the time in deficit		% Occasionally in deficit	
	2019	2020	2019	2020	2019	2020
Primary teachers N= 289	93.1	72.6	2.1	6.6	4.8	20.8
Secondary Teachers N= 289	92.7	62.6	2.1	10.4	5.2	27.0
Rural teachers N= 165	89.7	66.7	3.0	10.9	7.3	22.4
Urban Teachers N= 243	93.3	64.7	2.1	9.7	4.6	25.6
Peri-urban Teachers N= 170	95.3	74.1	1.2	4.7	3.5	21.2
Total Teachers N= 578	92.9	67.6	2.1	8.5	5.0	23.9

The consequences of the income and basic needs status of 40% of families placing them in risk of not meeting basic needs of the family can have various negative effects on their children's education, as highlighted in the literature on the potential impact of the pandemic. Dropping out of school, more children joining child labour including hazardous work, increase in early marriage of girls are the likely consequences. Children's concentration in learning and their school performance will also be affected adversely. These situations have to be observed and monitored. The necessary support and remedial measures have to be considered as school re-opens and the learning recovery plan is carried out.

3.6 Stakeholder reflection on lessons

Reflecting on lessons for the future from the Covid-19 experience, students mentioned three points most frequently — the value of observing health and safety measures including hand washing, hand sanitizing, and maintaining social distance; the opportunity to engage in and improve practical skills, such as, cooking, handicrafts, farming, etc., and the possibility of engaging in or learning hobbies and sports. Three quarters of teachers emphasized, in the short-term, the urgency of health and safety measures. As longer-term steps, besides health and safety measures, they want priority to be given to: i) free internet and technology support ensuring ICT facility and teacher training on ICT and ii) improvement in health sector services so that these functions better for all including students and teachers.

On improving education quality, pedagogy, and inclusive education, teachers' response in order of frequency were**:** Using technology in education and ensuring online classes for all; improvement of teaching learning, teacher training, and recruiting more subject-specific teachers; ensuring equal opportunity and reducing drop-out; and ensuring education coverage for marginalized children. The district level education officials, in the medium and longer term, emphasized preparation for awareness raising, among other things. Upazila officials emphasized ensuring vaccine access and teachers and education authority working jointly to solve problems. NGO representatives suggested classroom and school management steps in a

pandemic-type emergency, similar to ones proposed by teachers and officials. NGOs also suggested they could help the government implement its plans by *helping encourage students to return to and attend school*, and *helping promote health and safety tools in schools and their effective use.* They also thought that government could work with NGOs in -- *targeting stipends and assistance to the neediest with NGO involvement.*

The stakeholders' reflections on lessons regarding early and longer-term lessons for action from the pandemic experience appear to be influenced by the immediate and urgent issues arising from an unprecedented crisis faced and the urgency of dealing with it. Hence the emphasis expressed is on health and safety measures to keep schools functioning, more effective distance mode learning assuming that the need for it is likely to continue, and keeping children engaged in learning. They have not focused particularly on the more fundamental weaknesses in the school system in the areas of improving student learning outcomes, mitigating inequalities of different kinds, and making the education system more inclusive leaving no one behind.

4. Recommendations

The recommendations are derived from the findings and conclusions of the study. These are also informed by the key messages from the extensive and relevant discourse, reviews, studies and reports at national and global level. The ten-point recommendations concern four themes – safe re-opening, learning recovery including use of distance education and enhancing teacher performance, means and mode of implementing re-opening and recovery and taking a longer-term perspective. The four components of the recommendations can be summed up as an overall strategic priority:

The risks of foregoing in-person learning vesrus resuming such learning have to be weighed in each context; the evidence from science and stakeholders' sentiments is strongly in favor of restarting schools; but the strategy must embrace safety and health measures, step-by-step approach with test-runs, genuine stakeholder involvement, and flexible learning recovery to recoup current loss and building resilience for the future. The options need not be binary – total nationwide closure or nationwide re-opening on a specific date. (Table 0.4).

The ten-point action plan is summarised in this overview. Each point is elaborated by identifying specific aub-points in Chapter 5 of this report.

4.1 Re-opening schools

With government decision to re-open schools after 23 May, the interval should be used for test-run of safe and effective re-opening on a small scale, with endorsement of the National Technical Advisory Body on Covid-19, learning lessons about balancing risks and gains of both keeping schools closed and opening them. The options are not either total nationwide closure or total nationwide re-pening at the same time.

4.2 Ensuring safety and health of students and teachers

Schools should be re-opened in phases ensuring health and safety of students and teachers, their social and emotional wellbeing, and safe sanitation and hygiene condition in schools.

4.3 Preparing a two-year recovery plan for learning loss within a longer-term perspective

To recover over a year of learning loss, at least a two-year plan for academic years 2021 and 2022 should be prepared to compensate for the loss and bring learners back on track – with elements covering content, time use, pedagogy, learning assessment and teacher support.

Table 0.4 A Ten-point Action Plan

Overall strategy: *The risks of foregoing in-person learning versus restarting such learning have to be weighed in each context; the evidence from science and stakeholders' sentiments is strongly in favor of restarting schools; but the strategy to restart must embrace safety and health measures, step-by-step approach with test-runs, genuine stakeholder involvement; and flexible learning recovery to recoup current loss and building resilience for the future. Options need not be binary -- total nationwide closure or nationwide re-opening on a specific date.*			
A. Safe Re-opening	***B. Learning Recovery***	***C. Effective Implementation***	***D. Medium/longer view***
1. Phased Reopening -Geographical – non-metro, low-incidence areas first, followed by metropolitan areas -Grade-wise – higher grades first -Time-wise – attendance intensity increased gradually -Trial reopening before going national **2. Ensuring health and safety** -Safety measures planned for condition taken in each school -Social distancing in school and classroom -Testing, tracing, treatment, isolation and continuous assessing of situation locally	**3. A two-year recovery program** -Abridged syllabus focusing on core competencies -Less exams, more learning -Cutting vacations -Teachers' assistants recruited **4. Blended distance learning** -Prepare teachers -Increase connectivity **5. Supporting teachers** -Subject/grade-wise guidelines -Workshops for teachers /online support -Incentives for teachers	**6. Flexible guidelines** -Adapted locally/in school -Upazila and school working teams - Funding support -Fast-track decisions **7. Community involved** -Use networks (CAMPE, Health Watch, BEN) -Social mobilization campaign -Community watch groups **8. Financing of plan** -Central budget support to Upazila/institutions **9. Participatory monitoring** Monitoring and aAssessment of response implementation leading to course correction	**10. Considering longer term lessons for the school system** -Short-term two-year program made part of five-year medium term and longer-term education 2030 and Vision 2041 agenda - Consider pre-existingsystem problems aggravated by pandemic which demand reforms and making learners and schools more resilient.

4.4 Using distance learning with a blended approach

The learning recovery strategy should make use of distance education modes to the extent possible with a blended approach and with necessary measures to make it work. Exploiting distance learning potentials should be an essential part of the planning for learning recovery.

4.5 Supporting teachers

*Teachers have to be supported, oriented, trained and provided incentives to enable them to play their critical role in making the re-opening and recovery plan succeed. All school teachers and staff should receive free vaccine*as *as priority.*

4.6 Managing implementation of reopening and recovery

The implementation of the re-opening and recovery plan has to be managed effectively and efficiently with accountability to achieve the desired results. Locally adaptable guidelines, upazila and school-based working groups, funding support and fast-track decision-making should be built into implementaion plan.

4.7 Involving community/NGOs to support education restart/recovery program

Effective participation of civil society and community, mediated and supported by active education NGOs, should be a part of the strategy for the re-opening/recovery program, encouraged and facilitated by the responsible government authorities.

4.8 Financing the re-opening and recovery activities

Additional adequate financial support has to be provided to institutions from public budget for the next two years to meet the costs of implementing the re-opening and recovery program. Redirecting funds from the education budget to recovery plan is justified since the pandemic has slowed regular budget spending.

4.9 Monitoring, re-porting and adapting to emerging situations

Appropriate monitoring, reporting and assessment of the complex restart and recovery program that is participatory and leads to necessary course correction should be built into the program design.

4.10 Considering longer term lessons for the school system

The short-term two-year program should be linked to and seen as part of the five-year medium term and longer-term education 2030 and Vision 2041 agenda. The education response to the pandemic has to be based on short, medium- and longer-term perspectives so that the recovery program is consistent with and supportive of the five and ten-year objectives and the vison for a developed country.

Two final points can be made about the ten-point recommendations presented here. First, they are interconnected and should be seen as a package to be used as the guide to education response to the pandemic and education development beyond the short- term actions. Secondly, the recommendations imply responsibilities at national, local and institutional levels and for different stakeholders – government at different levels, teachers and other professionals, students, civil society and NGOs, and academics and researchers. These will vary somewhat for the two major stages of school education under consideration and have to be spelled out in applying the recommendations in action plans.

Chapter 1

Background, Rationale, Objectives and Limitations

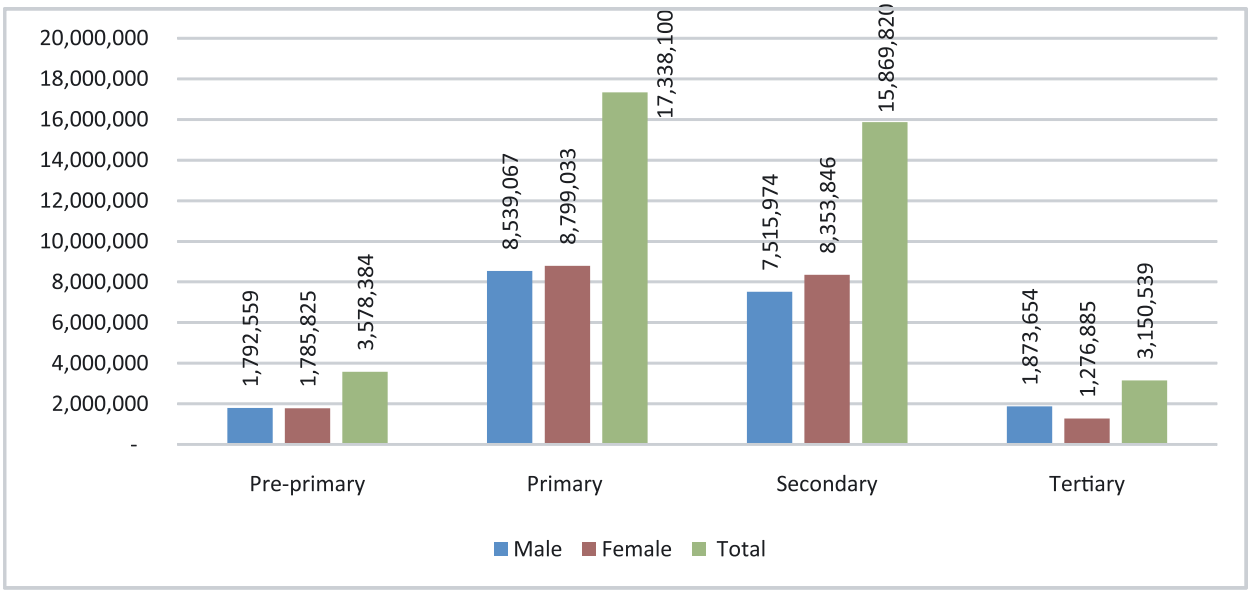
1.1 Background

The world is going through a once-in-a-century crisis due to the COVID-19 pandemic. Over 142 million people have already been infected by the virus globally and a toll of 3 million lives have been paid by the end of February, 2021.[1] Children in the less developed countries were already at a disadvantage in respect of education and other services. Their situation of poverty, economic difficulties, socio-cultural deficits and gender and other forms of disparities have made them especially vulnerable to the impact of the pandemic.

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion children and youth. Education systems worldwide was shut down taking the large majority of students away from their school routine. UNESCO reports that for over 90% of enrolled learners normal educational activities ceased due to the school closures.[2] Almost all countries temporarily closed their educational institutions to control the pandemic. Before the outbreak of the pandemic, there was already a learning crisis in the developing countries. The impact on education is likely to be most devastating in countries with already low learning outcomes, high dropout rates, and low resilience to shocks. The extended school closure is likely to cause not only loss of learning in the short term, but further loss in human capital formation and diminished economic opportunities over the long term.

In Bangladesh, nearly 40 million students are now out of school. The first corona virus patient was detected on March 8, 2020. Due to the growing numbers of Corona virus cases, the Minister of Education declared on 16 March 2020 an early vacation of all educational institutions (schools, colleges and universities) up to April 04, 2020.[3] The closure was extended several times and continues at this wring in March, 2021, because the pandemic threat has not subsided. The government started a public TV channel (normally used for Parliament sessions) in June, 2020 for providing condensed lessons along with other initiatives, such as, online teaching through internet and radio, as supplementary interventions, which served as a partial compensation for the school closure, as this study shows.

Figure 1.1 Affected learners



[1] https://coronavirus:jhu.edu/map.html
[2] https://en.unesco.org/covid19/educationresponse
[3] United News of Bangladesh. All educational institutions to remain closed till March 31: Dipu Moni. https://unb.com.bd/category./Bangladesh/coronavirus-bangladesh-shuts-down-educational-institutions/47157

The primary and secondary level learners, due to their numbers, are the most numerous among those affected educationally by the coronavirus pandemic as Figure 1.1 shows.[4] The Ministry of Education postponed the Higher Secondary school certificate examination, supposed to be held in April last year and granted the HSC credential based on their previous average public exam scores for grade 10 Secondary School Certificate (SSC) and Grade 8 Junior School Certificate (JSC) or their equivalent.

The tertiary education system, both the public and private universities and other tertiary institutions face their own problems of session jams and struggle to keep students engaged in learning through distance mode.[5] An announcement has been made by the Minster of Education on 22 February that the university classes would re-open on 24 May, 2021. The mental and emotional stress of students at all levels have been high. It is the time now for the education authorities to come forward with plans for resuming school activities safely and in an orderly manner. The authorities, students' families and society as a whole need to provide mental and moral support to children.

1.2 Rationale of the report

Education Watch is a Civil Society Platform of researchers, practitioners and activists in the education sector of Bangladesh. CAMPE, on behalf of the Education Watch Group, coordinates production of the annual research-based Education Watch report, presenting a civil society perspective on the progress and challenges for achieving in Bangladesh different national and international goals and targets including SDG-4.

Education Watch Reports are research based independent studies on specific aspects of the state of basic education in Bangladesh, which have been produced almost every year since 1999. The reports have been a credible source of analytical and objective view of education in Bangladesh and have contributed enormously to public discourse, policy development and education priority setting, bringing the civil society voice into these dialogues.

The immediate and longer-term effects of the Covid-19 pandemic point to the need for an Education Watch study to examine the education consequences and appropriate responses, both immediate and longer term. Such a study can be an important complement, specifically from a civil society education stakeholders' point of view, to other rapid surveys, studies and government responses.

1.3 Objectives and research questions

The Covid-19 pandemic has laid bare the pre-existing weaknesses of basic education (pre-primary to tertiary) in respect of access and equity, quality and relevance and governance and management. The problems that needed attention before the pandemic needs even more targeted action now. However, the urgent concern now is when and how children's learning may re-start. And in re-starting, how the losses in learning may be recovered without aggravating further pre-existing disparities. Another important question is whether the "new normal" may mark the beginning of initiatives to overcome the weaknesses of the existing system, rather than going back to business-as-usual. The normal routine of the past was not so great for the majority of students. The questions to be addressed by the proposed Education Watch study, therefore, are the following:

- What is the current situation on learning, health and well-being of students, their families and teachers as the pandemic continues?

[4] COVID-19 and Bangladesh: Socio-Economic Analysis towards the Future, available at: https://www.preprints.org/ manuscript/ 202004.0458/v1

[5] The Daily Star. Public Universities: Session jams loom large, https://www.thedailystar.net/frontpage/news/publicuniversities-session-jams-loom-large-1895887

- When and how may educational institutions re-open safely?
- What measures should be taken before re-opening schools?
- How can the learning losses because of the pandemic-induced closure be minimized and recouped before school re-opening and after?
- How can the experience and lessons of the crisis be used to make a beginning of necessary reform to overcome the weaknesses in quality, equity and inclusion in education practices?

Following the usual practice in Education Watch studies, based on analysis and findings, policy and action recommendations were expected to be offered.

1.4 Study approach

The study was initially designed to find the answer to the research questions in *two phases***.** The aim was to examine education challenges and the learning loss due to the pandemic and recovering the loss with the emergence of a *new normal* situation. In other words, it would provide, in the first phase, a picture of the learning status and education challenges during the pandemic and its aftermath. The study was also expected to provide in the second phase clues in the *new normal* conditions to tackling preexisting disparities and deficits in learning which have been exacerbated by the pandemic.

The CAMPE Council, agreeing to the suggestion of the Technical Committee of Education Watch, decided that the proposed two phases of the study could be two Education Watch Reports, for 2020 and 2021, maintaining the continuity of the annual reports. Accordingly, the 2020 Education Watch study focuses on the following questions:

a) The current situation about children's learning and well-being of children, teachers and families;
b) What preparation should be taken for school re-opening;
c) When and how the school should be re-opened; and
d) What the school program may look like when it re-opens.

The second phase of the study, planned as the 2021 Education Watch report, will look at the ways, based on the present experience, of minimizing earning losses in future pandemic/emergencies that may occur. The second phase will follow government decision and action regarding the school re-opening. The second phase will concentrate on the following issues:

a) Providing an update on the situation of the students, their families and their teacher;
b) Looking at how learning is proceeding and how students and teachers are doing in terms of teaching-learning and mental and physical well-being after school re-opening,
c) Examining the longer-term change that may be initiated in the system in respect of addressing disparities and quality of instruction as well as enhancing student and school resilience in the face of emergencies.

The two phases are not intended to be totally distinct from each other in respect of gathering relevant data and gauging stakeholder perceptions and expectations, given the continuity of the phenomenon and in the experience of the respondents. Moreover, the same geographical locations and areas will be selected for investigation, which will be a methodological strength of the study allowing assessment and comparison of change with an interval of about three months in respect of the pandemic situation and the *new normal* phenomenon.

To sum up, Education Watch 2020 examines, given the prolonged cessation of learning for children: current status of learning and wellbeing of children as well as the wellbeing of their families and teachers; safe reopening of schools; and recovering learning loss. Some attention is given to extracting lessons for the future from current experience to tackle preexisting problems aggravated by the pandemic. The 2021 report will focus more on the lessons for system reforms possibilities and opportunities. A particular emphasis will be on enhancing resilience of students and the school system.

1.5 Significance of the study and its audience

Based on the research questions, and taking into account relevant literature on global, regional and national situation and initiatives taken by the government, the study examines the perceptions and expectations of key stakeholders and attempts to identify the challenges and action priorities. The output is expected to be useful for various actors and stakeholders concerned with education and development in Bangladesh. The potential users of the study, therefore, are wide-ranging as follows:

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

1.6 Review of relevant literature

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

CAMPE Rapid survey: CAMPE undertook a rapid on-line survey of its member organizations who conducts education-related activities in the country and various teachers' associations teaching at primary and secondary levels. Information was gathered between mid-April and mid-May from 115 NGOs engaged in education activities and 11 teachers' organisations and were shared in a webinar on May 19, 2020. The survey revealed serious concerns about the risk of reversal of the progress made in recent years in education and setting back the efforts on the quality, equity and inclusion objectives.

The findings pointed to long-standing weaknesses in the education system which have been aggravated now by the crisis. Dropout of children from school would rise according to 85 percent of respondents. Child labour would increase hampering education of children, thought 71 percent respondents. Eighty percent felt absenteeism and irregular school attendance would rise. Seventy percent respondents found teachers of non-government schools, the vast majority at the secondary level and at least a third at the primary level, were in deep anxiety about not receiving salaries or even losing their job. Analysing the respondents' perception of problems and priorities, the study recommended a medium-term recovery plan and the necessary budgetary support for this plan. A collaborative approach involving NGOs, local government, and communities are needed, it was recommended (Ahmed, 2020)

BRAC Education Rapid Survey: another rapid survey carried out by BRAC Education Program, conducted on a random sample of 1,938 primary and secondary level students in 16 districts during May 4-7 highlighted children's deep anxiety, fear, psychological stress and being in a state of despair and apathy. The survey found that 16% student (of 31 million children in mainstream primary and secondary schools in Bangladesh) were in deep anxiety and fear about the effects of the pandemic and 18% engaged in risky behavior, going out without observing stay-at-home and social distance rules. Almost a quarter (22%) of respondents reported food shortage at home (BRAC, 2020, *Daily Janakantha*, 21 June, 2020).

Education Impact of Economic Downturn: a larger and deeper consequence of the COVID-19 pandemic on education may be the consequences of the economic downturn caused by the pandemic. The latest Household Income and Expenditure Survey, 2016 showed that at that time 23.9% (or 8.4 million) of the students' families were below the poverty line. Assuming a three-month long lockdown since March 25, there could be as many as 7.7 million additional students' families falling below the poverty line during this crisis, taking the total number of students' families below the poverty line to 16 million, estimated Dhaka University economist Mahtab Uddin (Uddin, 2020). Such a fallout in poverty from economic crisis can precipitate higher rates of child-labor, child marriage, and sexual exploitation of children. Out of the 16 million students from poor families including the newly poor, many may never return to school ever. The pre-crisis dropout rate was 18% at the primary stage, 37.6% at the secondary level, and 19.6% in higher secondary education according to the official education data from BANBEIS. (Uddin *Ibid.*).

Remote Learning in Primary Education. As part of a study of remote learning under PEDP4, ADB looked at the status and issues in remote learning during the Covid-induced school closure In Bangladesh. It noted that Bangladesh government took initiatives for remote education during COVID pandemic. Four educational streams- with lessons for Primary Education, Secondary and Higher Education, Madrasah, and Technical Education with pre-recorded video classes were broadcat on TV and radio.

A2I unit of the government developed a new e-learning platform to integrate all providers' content on this platform. Around 25 providers' (private, development partners, and NGOs) content were placed systematically on this platform. It was however noted that e-learning management, increasing students' use, connectivity, ICT infrastructure, internet speed, and the use costs were major problems.

All the learning contents in different learning platforms, it was found were not systematically organized and designed based on the curriculum expectations. The eLearning content was often developed poorly, and these were not produced in consistent quality and was not updated and distributed timely. There are some Bangladeshi online educational portals, such as, 10 minutes school, Onno Rokom Pathshala, and Amader School as well as the Khan Academy which provided lectures and educational content. However, the more motivated, tech-savvy and academically capable students took advantage of these resources leaving behind the majority of students.

It was concluded that: "The critical aspect of using online or digital platforms for education is how well students and parents are prepared and engaged." Students needed close guidance from teachers or other adults and peers who are experienced in using digital technologies to meet their instructional needs (ABD, 2021).

Multi-pronged education impact of the pandemic: a response and recovery plan to face the impact of Covid-19 pandemic on the school system prepared by the Ministry of Primary and Mass Education (MoPME) has been proposed to the Global Partnership for Education (GPE) for funding support. The situation and context of the education impact of the pandemic, prepared in May 2020, have been summarized in this document as noted below:

- *Learning loss due to discontinuation*: The current situation is disrupting the planned activities of the school year and may result in a complete loss of one year in the worst-case scenario. Keeping children engaged in some form of learning, especially among families with less educated parents and from poverty-prone areas, is a special challenge.
- *Learning outcomes and assessment*: National Student Assessments show that among Grade 3 students, 62 percent do not achieve grade-relevant competencies in Mathematics. Among grade 5 students, grade-relevant competencies were achieved by only 36 percent of students in Bangla and only 24 percent of students in Mathematics. At grade 8 level, only 44 percent and 35 percent of students achieved grade-relevant competencies in English and Mathematics, respectively. The suspension of schooling and scheduled assessments would affect adversely learning outcomes and the percentage of students achieving grade-level competencies.
- *Inequality in learning*: The more educated and wealthier families would be better able to sustain their children's learning at home during school closure. They are more likely to have computers and Internet connectivity, space to study, books and other learning materials. This means that when schooling restarts, disadvantaged children would find themselves further behind their peers. Teachers would have to deal with wider learning gaps among their students.
- *Dropout rate and out-of-school children (OOSC)*: Around seven million children and adolescents (80 percent in rural areas) aged between 6-16 years were out-of-school in 2016; 87 percent of this population were girls. The drop-out rate at primary and secondary levels was likely to increase, especially among girls and children from disadvantaged families – showing a spike from the current dropout rates around 18% at primary level and 35% at the secondary level.
- *Teacher engagement and development*: The lives of teachers have been disrupted by the pandemic and school closures. Coping with the changing nature of remote learning activities and lack of learning opportunities for school teachers in using the online methods was an added challenge. The nature of assessments would also be changed, requiring innovative solutions to be adapted to the current situation and address the anticipated increase in learning gaps among students. Teachers would have to be more adept to make a response plan effective.
- *Health and nutrition of school children:* The government-led School Feeding Program in Poverty Prone Areas reaches over 2.7 million children each year. School closure means that missed nutrition intakes would increase risks of malnutrition for children. There has been no system of regular basic health checkups for children before the crisis.
- *Hygiene risks:* The cleanliness and level of hygiene of the school environment would be an area of concern once schools resume. Among government primary schools of Bangladesh around 71% have wash blocks, which mainly consist of toilet facilities. Hand washing facilities with running water and soap as a means for disinfection hardly existed.
- *Gendered impact on children*: Girls are more likely to have fallen behind in their schooling than boys, especially in disadvantaged families, during the crisis. They are more likely than boys to be involved in household activities including taking care of siblings and sick relatives, and they are much less likely to have access to technology such as mobile phones. During school closure, girls were likely to be at increased risk of gender-based violence including sexual abuse and being subjected to child marriage.
- *Children in rural areas and from the poorest households*: Children in rural areas and from the poorest households were much less likely to have access to television, Internet or computers. Only 44% and 3% of 5-11-year-old children in rural areas respectively have access to TV and a computer

at home. The numbers for the same age-group for the poorest wealth quintile are 6% and 0% respectively. There is almost universal access to mobile phone – 92% of families with 5-11-year-old children – but these are likely to be with very limited internet capacity.

- *Children with disabilities*: Children with disabilities are disproportionately high among those living in poverty. They are more likely to have underlying health conditions which put them at increased risk of serious complications from the infection. They are also likely to be excluded from distance learning programs due to lack of assistive devices, greater difficulties in using technology, and learning modalities not accessible for those with vision or hearing impairments.
- *Safety and psychosocial issues*: With the closure of schools, children may be more exposed to gender-based and other types of violence at home. Stress and trauma caused by unprecedented uncertainty due to the pandemic are likely to affect the mental health of students, parents and teachers. The lack of a system of basic health checkups and for maintaining health information of school children increases risks in the post pandemic period.
- *Uncertainty in non-formal education*: The non-formal learning centers; prevocational, vocational and technical training centers; and other non-formal mode of education and skills training have been shut down – with greater loss and disruption for the disadvantaged youth. Already resource constrained non-formal education with weak institutional capacity, and limited scope of distant learning, now interrupted or disrupted, will have a negative impact on the desired outcomes for the demographic dividend.
- *Child labor and youth unemployment*: The loss or disruption of the academic year will especially affect disadvantaged youth from poor socio-economic households due to the increase in opportunity cost of education. For boys, those in poor families are more likely to be under pressure to support their families' livelihoods and may discontinue school by taking up daily labor and risk future under-employment, unemployment and poor earning (MoPME, 2020, pp. 5-7 cited in Ahmed, 2020.)

The review of the likely education consequences of Covid-19 by MoPME, as a part of its pandemic response proposal, anticipates many of the findings and conclusions of the present study. There have been other rapid surveys and studies on the impact and implications of the Covid-19 situation which have provided information and data about barriers to keeping students engaged in learning; social, emotional, health and economic effects on students and their families; and the likely consequences regarding future education operations and impact on children. We have not attempted to be exhaustive in reviewing all these materials, since these findings are broadly in line with what has been presented above.

A civil society collaboration on "Safe School re-opening" involving national and international NGOs and advocacy bodies including CAMPE, analysing recent surveys and studies, urged in its public webinar an approach for resuming school activities. The key characteristics the plan, it was advocated, should be assessing the situation, building consensus on strategy and committing to the solutions (ABC). (See Morshed, 10 February, 2021.)

Globally, the COVID-19 pandemic resulted in the largest disruption of learning in history. Schools for more than 168 million children around the world have been closed for almost an entire year, according to the new report by UNICEF and its partners — COVID-19 and School Closures: One year of education disruption (March, 2021*).* It is evident that school closures have devastating consequences for children's learning and wellbeing. The most vulnerable children are at an increased risk of never returning to the classroom, and even being forced into child marriage or child labour. As we enter the second year of the COVID-19

pandemic, the main policy conclusion from relevant studies and research is that no effort can be spared to keep schools open. It is also essential to prioritize safety and recovering learning losses in reopening plans (See UNESCO, 2021; UNESCO, UNICEF, World Bank, 2020).

UNICEF data hub on Covid-19 and children provides updated information on the global context and impact on children including educational implications. (http://data.unicef.org/covid-19-and-children/). UN agencies, led by UNESCO, has been providing information and policy briefs on the education impact and response strategies, such as the "Secretary General's policy brief on education during Covid-19 and beyond" (United Nations, 2020; UNESCO, 2020).

1.7 Limitations of the study

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

- The study is limited to formal public system of school education pre-primary to pre-tertiary, excluding from its scope tertiary, technical-vocational education and the quomi madrasa system. It also excludes proprietary private institutions. The coverage has been determined in part to keep the study manageable and because the coverage represents the bulk of the pre-tertiary education services in terms of total enrollment at the pre-tertiary stage.
- The research questions focus on the overall operations of the public-school system in an emergency situation, rather than various aspects of quality, inclusion and exclusion, pedagogy and management, which are continuing concerns for educational system development. Moreover, the investigation approach was to gain insight into the issues based on perceptions and opinion of respondents, rather than objective verification of situation through the investigation. Without undermining the value of perceptions of stakeholders in assessing a situation, its limitations have to be recognized.
- The research methodology has been determined by the pandemic situation that excluded the possibility of field level investigation and direct in-person interaction with the respondents of the study. A mobile phone-based data collection approach posed its own challenges. All efforts were made to overcome the limitations, but their influence cannot be entirely dismissed.
- The time-frame of the study was dictated by the urgency of the research problem itself – public policy questions that demanded rapid answers, as well as, the need for consistency of information and responses related to a specific time frame. It was necessary to reach out to respondents and collect the information within a short time from respondents of varying ages and maturity level. The CAMPE network partners in the field assisted in communication and contacting the respondents. The study, therefore provides a snapshot of the situation, rather than an understanding derived from a deeper and longer perspective.

In the pandemic conditions, the approach followed was necessary and unavoidable, but all efforts have been made and protocols applied to ensure data accuracy and validity following a triangulation of information derived from various categories of respondents.

1.8 Layout of the volume

The main study report comprises five chapters besides front and end materials. The first chapter contained the introduction, background and rationale, research objectives and questions, the significance of the study and its audience, its limitations and a brief review of relevant literature. These set the scene for the report.

Chapter 2 explains the design, methodology, sampling, quality assurance, and respondent characteristics. In Chapter 3, the findings of the field survey, the primary data for the study, are presented. Chapter 4 presents a discussion of the findings and underscores the significance of the main findings. Chapter 5 provides the conclusions derived from the findings and the recommendations regarding policies and action priorities. The front material contains an overview of the report as well as the preface, the foreword, the table of contents, acronyms, and the listing of the technical team and the research team. The end matter includes references and annexes containing the questionnaires used in the telephone interviews.

Chapter 2

Methodology, Sampling and Respondent Characteristics

2.1 Study design

Policy-relevant and action-oriented Education Watch Reports are characterized by extensive field work and primary data collection from national representative samples. In the present circumstances, the same approach could not be fully followed. The next best alternative was to use the distance mode – using mobile phone for interviews. This was facilitated by personal contacts through the field network of member organizations of CAMPE.

The study attempted to quantify the perceptions and views expressed by the respondents on the pandemic effects and implications among students of primary and secondary schools applying descriptive statistics analysis. These data were categorized and presented using an analytical framework derived from the study objectives and questions. These were complemented by qualitative information about relevant experiences at primary and secondary level pedagogy, community involvement and use of technology.

2.2 Descriptive statistics

Descriptive statistical data collected, analysed and presented were the following:

- Students' time use during school shutdown in learning and other activities;
- Students' participation in distance education during school shutdown;
- Health, food security and income situation of students' families and teachers;
- Anxiety, concerns and expectations of students, teachers and parents about education operations and provisions during pandemic and post-pandemic;
- Contact and communication between students and teachers during shutdown and in preparation to re-open school;
- Perception of likely education loss and support needed to recover;
- Perception about safety conditions and requirements when school re-opens;
- Perception and expectations about future measures in education in the light of the crisis experience.

The information collected were categorized for meaningful presentation assigning ordinal values where appropriate.

2.3 Sampling frame

A purposive sample of sufficient size representing 8 Divisions of the country of students, teachers, parents, education officials and local NGO personnel were the sources of primary data. The sample of respondents comprised students from primary and secondary students of grades 4/5 and grades 8/9 respectively equally divided by gender. Other respondents were teachers, parents, school administrators at the Upazila and district levels, and local NGO personnel involved in education. The study technical team helped refine the sampling frame and the sample size. The total respondent samples were anticipated to add up to at least two thousand with students as the large majority along with other stakeholders, such as teachers, parents, education officials, and NGO/civil society representatives.

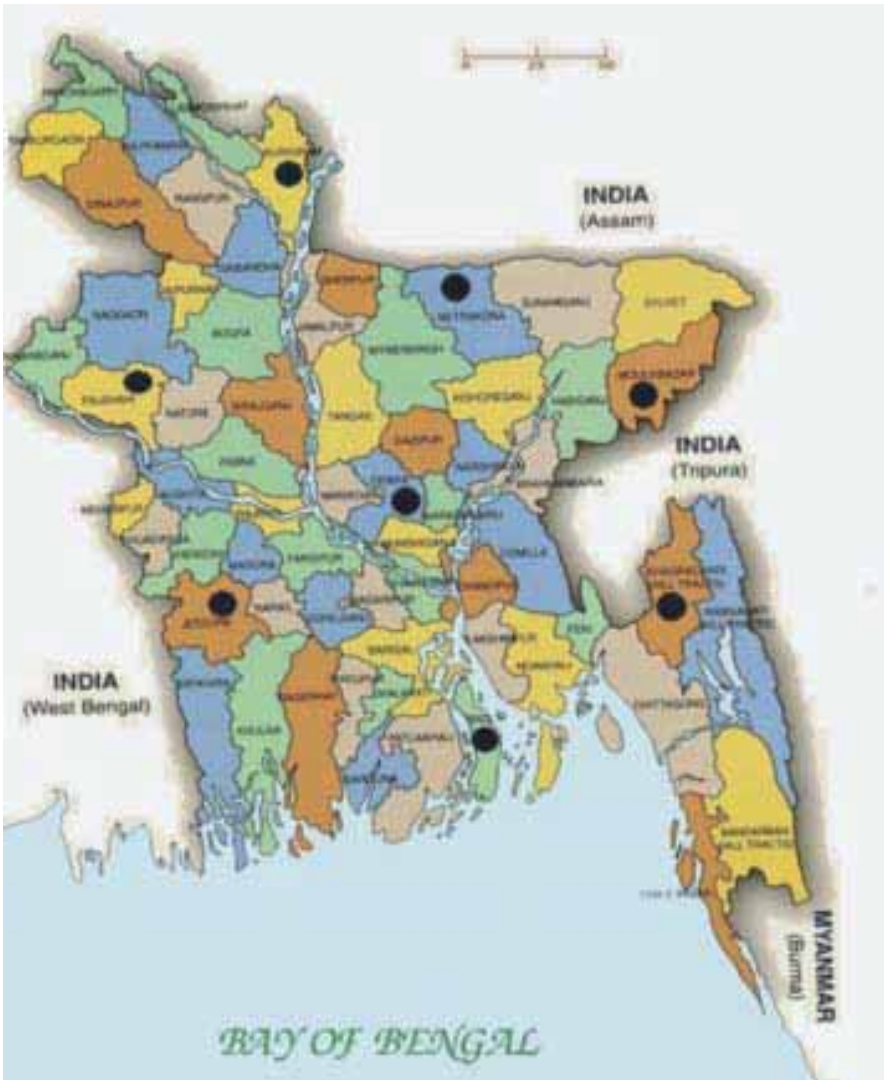
A two-stage sample selection was used. In the first stage, 3 districts and 3 unions/wards form 3 Upazilas in each district were selected in each of 8 divisions considering diversity of district development status. The second stage was the selection of a cluster of students and parents from each union/ward, a total of 72 clusters, identified with the help and facilitation of CAMPE member organizations, based on study design criteria. One criterion specified for identification of clusters was representation of relatively better and

relatively disadvantaged economic and educational levels of communities based on knowledge of the local facilitating organization. A cluster is defined as a contiguous neighborhood large enough to draw the required number of student sample. A triangulation of information, views and perceptions of the various groups of respondents was applied. The analytical frame based on the research questions guided the construction of tools and the analysis.

2.4 Study locations

The study has selected 8 districts from eight divisions and 24 Upazilas (three Upazilas from each district), including and three city corporations and 72 clusters considering urban, semi-urban and rural area purposefully, considering geographical and development diversity (Figure 2.1 and Table 2.1).

Figure 2.1 study locations



The period of this study wasNovember 2020 to February 2021. The survey of households was conducted during late November and early December 2020.

Table 2.1 Details of Survey Locations

Sl #	Division	District	Upazilas	Cluster types
1	Dhaka	Dhaka	Dhaka North City Corporation	Urban Slum
			Dhaka South City Corporation	
2	Chattogram	Khagrachhari	Khagrachhari Sadar	Urban, semi-urban and rural
			Panchhari	
			Dighinala	
3	Khulna	Jashore	Jashore Sadar	Urban, semi-urban and rural
			Jhikargachha	
			Sharsha	
4	Barishal	Bhola	Bhola Sadar	Urban, semi-urban and rural
			Tazumuddin	
			Char Fasson	
5	Rajshahi	Rajshahi	Rajshahi Sadra/City Corporation	Urban, semi-urban and rural
			Godagari	
			Tanore	
6	Rangpur	Kurigram	Kurigram Sadar	Urban, semi-urban and rural
			Chilmari	
			Rowmari	
7	Mymensingh	Netrokona	Netrokona Sadar	Urban, semi-urban and rural
			Mohangonj	
			Khaliajhuri	
8	Sylhet	Moulvibazar	Moulvibazar	Urban, semi-urban and rural
			Sreemangal	
			Rajnagar	

2.5 Sample size and respondent types

The total respondent numbers added up to 2952. Among them 1709 were students from primary and secondary school with equal numbers of boys and girls. The study collected data from 578 teachers, 576 parents, 48 UEO/AUEO, 16 district level education officials both primary and secondary and 25 NGO officials involved in implementing education projects (Figure 2.2; also see Tables 2.2 and 2.3).

Both quantitative and qualitative approaches of data collection were followed in the study. The quantitative approach attempted to quantify the extent and magnitude of education engagement and loss due to COVID 19 in primary and secondary education through the phone survey. Qualitative questions were asked and responses received from key stakeholders. The responses were compared and triangulated in interpreting the data. Data were analyzed by statistical tools and presented in tables and charts.

Figure 2.2 types of respondents

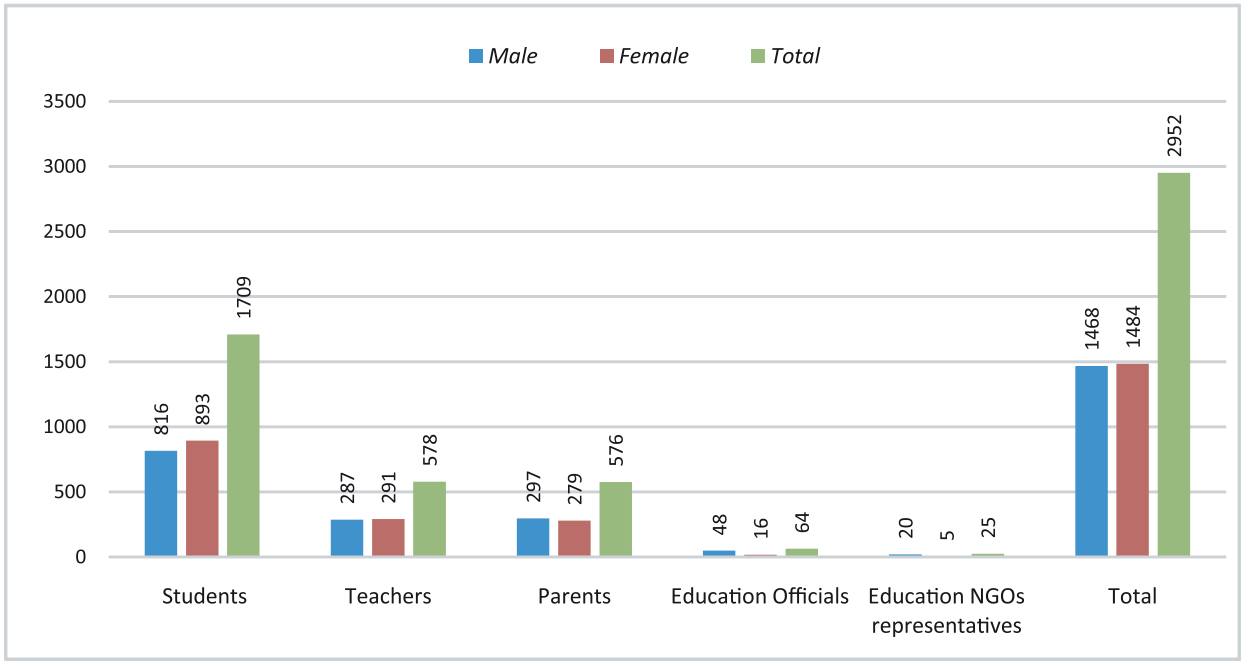


Table 2.2 Sampling frame - student respondents

Levels of students	Per cluster	Total per cluster	Total per district
Primary - Grades 4-5	Boys 6 Girls 6	6+6=12	12 x 3 Upazilas x 3 clusters = 108
Secondary - Grades 8-9	Boys 6 Girls 6	6+6=12	12 x 3Upazilas x 3 clusters = 108
Total	24	24	Total per district = 216

Note: Total student respondents targeted for study – 20 students x 72 clusters = 1440. One additional student to be identified in each category to compensate for possible phone non-response

Samples. The selected samples (students, parents and others) were contacted in advance by the local facilitators and the purpose of the study and interview procedure was explained, so that the respondents participate willingly and purposefully. The interview was conducted by a group of trained interviewers following questionnaires designed to capture the key areas of inquiry.

2.6 Questionnaires, orientation and pre-testing

A structured interview schedule serve as the guide. The schedule covered the key questions considering an average interview time of 45 minutes. A team of 20 interviewers, male and female, was selected in a competitive process and trained through two days' orientation. The orientation covered the areas of: knowledge and understanding about primary education in Bangladesh, COVID-19 pandemic situation, explanation of the questionnaires, mock interviews, feedback session on the questionnaire, do's and don'ts,

Table 2.3 Sampling frame - other respondents

Teachers	**Number per Upazila**	**Number per district**
Primary (Govt, non-govt. mainstream madrasa)	4 x 3 clusters = 12	12 x 3 Upazilas = 36
Secondary (Govt, non-govt. mainstream madrasa)	12 distributed by cluster to the extent possible	12 x 3 Upazilas = 36
Total	**24**	**72**
Parents/Guardians/School Committee		
	Number per Upazila	**Number per district**
Primary	4 x 3 clusters = 12	36
Secondary	4 x 3 clusters = 12	36
Total	24	72
Education Officials	**Number per Upazila**	**Number per district**
Primary/Secondary Upazila level	4	12
Primary/secondary District level	2	2
Total	**6**	**14**
NGO	**Number per Upazila**	**Number per district**
Education related NGOs	3	9
Total	3	9

Note: total respondents for study: Teachers – 72 x 8 districts = 576; Parents – 72 x 8 districts = 576; Education Officials – 14 x 8 districts = 112; NGO reps. – 9 x 8 districts = 72.

field supervision, monitoring strategy, quality control, financial and management issues, trouble shooting and mitigation. As an important part of the orientation, the questionnaires were pre-tested in real settings involving the trainee interviewers.

Sources of Data. Both primary and secondary sources were used to gather qualitative and quantitative data. The secondary sources are CAMPE's previous study on COVID-19, relevant study reports of other national and international organizations and government reports (published and unpublished). Primary sources of data were household survey though phone interview from students, teachers, parents and other relevant stakeholders. The household-based interview covered the students who go to mainstream government and government supported schools, but excluding private schools and Quomi madrasas.

2.7 Technical expert group

A technical expert group was formed consisting of senior experts, academics, researchers, NGO professionals, and development partners' personnel in the area of education. The technical group provided guidance both at design stage and in formulating and finalising conclusions and recommendations. The Research Team benefited greatly from the guidance, constructive comments, and advice from the technical

expert group. The technical group's contribution helped improve the quality of the design and analysis, the focus of the conclusions and the policy relevant nature of the recommendations.

2.8 Data quality control

Credible and valid data are the building blocks of research. All efforts were invested in ensuring the quality of data gathered from the field. Random checking of the questionnaire, cross checking and unannounced checks were applied to ensure data quality. Besides, the supervisors and the core team members went through all the filled-up questionnaires and talked with the enumerators to verify the filled questionnaires. Remedial steps were taken when required including going back to the respondents in some cases.

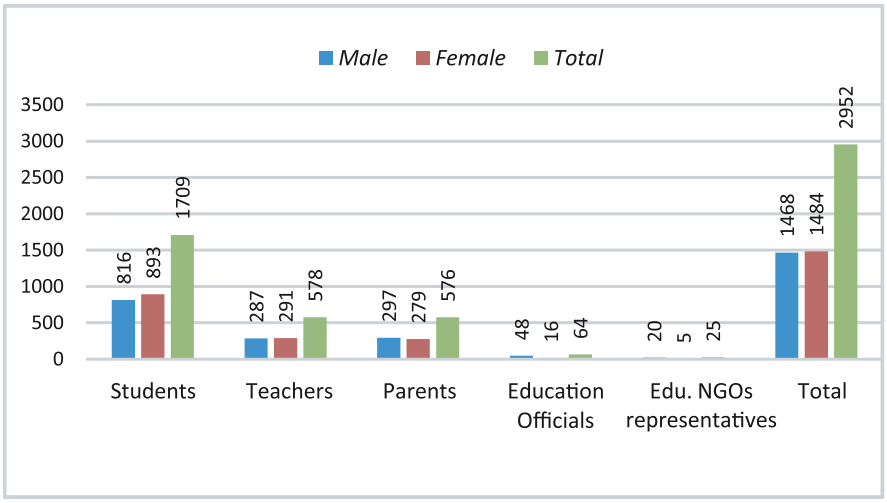
Data collection, checking at the field level, and rechecking by the supervisors were undertaken before data entry into the computers. Data entry operators codified the filled-up questionnaire; then the data were entered into computer using data entry forms developed in MS.Excel. In cases of inaccuracy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

Ethical standards were maintained by explaining the purpose of the research to participants, collecting data on the basis of consent, ensuring data anonymity, and maintaining health and other safety measures for participants and research team members including interviewers.

2.9 Survey respondents' demographic characteristics

The survey carried out according to the sample design provided information about the characteristics about the respondents. The figures and tables below provide some relevant details about the respondents.

Figure 2.3 Sampling of respondents



Total Respondents – 2,952

- Students 1,709 (from primary and secondary school, equal numbers of boys and girls);
- 578 Teachers;
- 576 parents;
- 48 UEOs/AUEOs;
- 16 district level education officials (primary and secondary);
- 25 NGO officials (those have education programs).

Figure 2.3 provides, further to information in Figure 2.2 above, gender breakdown of the major categories of respondents. Table 2.4 to 2.7 show the geographical, education level (primary and secondary) and gender distribution of students, teachers and parents.

Besides the basic demographic characteristics, Tables 2.8 and 2.9 provide two important socio-economic characteristics of the student respondents which are likely to be relevant for the present study. Table 2.8 shows that almost half of the students (47%) are reported to be from families which have up to Tk 15,000 monthly income. This income level that amounts to under USD 6 per day is below or around poverty level, depending on the number of members in the family. Table 2.9 indicates that 29% of the students have mothers who are either non-literate or who did not complete primary education. The same proportion are

Table 2.4 Students by location, level, gender

Locations	Primary		Secondary		Total		Grand total
	Boys	Girls	Boys	Girls	Boys	Girls	
Rural	127	126	123	131	250	257	507
Peri-urban	120	123	122	126	242	249	491
Urban	136	152	148	151	284	303	587
City slums	21	50	19	34	40	84	124
Total	404	451	412	442	816	893	1709

Table 2.5 Teachers by location, level, gender

Locations	Primary		Secondary		Total		Grand total
	Male	Female	Male	Female	Male	Female	
Rural	43	42	40	40	83	82	165
Peri-urban	44	38	41	47	85	85	170
Urban	52	67	66	53	118	120	238
City slums	0	3	1	1	1	4	5
Total	139	150	148	141	287	291	578

Table 2.6 Parents by location, level, gender

Locations	Primary		Secondary		Total		Grand total
	Male	Female	Male	Female	Male	Female	
Rural	41	46	48	43	89	89	178
Peri-urban	48	33	45	34	93	67	160
Urban	51	34	40	47	91	81	172
City slums	12	26	12	16	24	42	66
Total	152	139	145	140	297	279	576

Table 2.7 Respondents by division

Respondents	Dhaka	Chotto gram	Rajshahi	Khulna	Barisal	Sylhet	Rangpur	Mymen singh	Total
Primary Students	108	110	106	106	109	104	105	107	855
Secondary Students	108	105	103	99	112	115	104	108	854
Teachers	72	72	71	74	72	73	71	73	578
Parents	72	73	76	72	72	72	68	72	577
Education Officials	4	8	8	9	9	11	6	8	63
Education NGO people	3	4	3	3	3	3	3	3	25
Total	367	372	367	363	377	378	357	371	2952

Table 2.8 Students by monthly total income of family

Student by stage of educaion	% Under Tk 15,000	% Tk. 15,000 - <25,000	% TK 25,000 - <35,000	% Above TK 35,000
Primary N= 855	49.2	23.0	7.8	9.4
Secondary N= 854	56.7	23.4	9.7	10.0
Total N= 1709	47.1	30.1	11.2	11.4

Table 2.9 Students by mothers' education level

Students by stage of education	% students with mothers non-literate orwith partial primary education	% students with mothers who completed primary education or partial second. education	% students with mothers who completed Secondary education	% students with mothers who completed partial or full college education and beyond
Primary students N= 855	28.6	42.4	13.5	15.3
Secondary students N= 854	28.6	41.3	13.3	16.6
Total N= 1709	28.8	41.7	13.4	16.0

children of mothers who have completed secondary education or partial/full college education. Despite expansion of education and literacy rate in recent decades, a large proportion of school students has parents who are non-literate or have very limited education.

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

Chapter 3

Major Findings from the Stakeholders Survey

3.1 Introduction

Education Watch 2020 report focused on understanding: a) the current situation about children's learning and well-being of children, teachers and families; b) what preparation can be made now for re-opening schools; c) when and how re-opening may happen; and d) what the school program may look like when it re-opens.

The survey undertaken of stakeholders – students, teachers, parents, education officials and NGO personnel — provided information and data from which findings could be presented on the following topics:

- Perception about school re-opening and safety conditions and requirements when school re-opens;
- Students' participation in distance education during school shutdown;
- Students' time use during school shutdown in learning and other activities;
- Contact and communication between students and teachers during shutdown and in preparation to re-open school;
- Health, food security and income (basic needs) situation of the families of students and teachers;
- Anxiety, concerns and expectations of students, teachers and parents about education operations and provisions during the pandemic and as the pandemic wanes;
- Perception of likely education loss and support needed to recover;
- Perception and expectations about future measures in education in the light of the crisis experience.

These findings are presented under three broad categories:

a) A retrospective view – how it has been during the forced school closure and when schools can re-open;
b) A prospective view – necessary steps to re-open schools, keep schools open and recover learning loss; and
c) Reflections — thoughts of stakeholders from the pandemic experience about better school operations and outcomes.

Each part has been further categorized under several headings keeping in view the study objectives and questions. The tabular and graphic presentations and the explanatory narratives are provided below under these three broad categories, and headings under each category.

3.2. A retrospective view

3.2.1 Re-opening schools

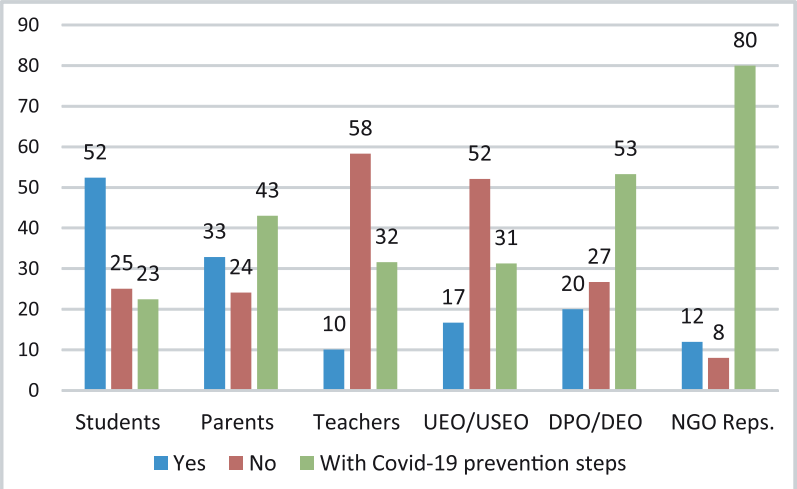
When and how schools could re-open is the critical issue that is in every one's mind. At the time of this writing (February 2021), the government is under pressure and considering re-opening schools within a short time, in stages, and ensuring health and safety conditions for students and teachers. The questions posed to the respondents (students, teachers, parents, education officials, and NGO representatives) regarding re-opening were the following:

- Considering the Corona pandemic situation, should the schools re-open now?
- Should the schools be re-opened unconditionally going back to the pre-pandemic normal routine?
- Or precautions regarding health and safety should be ensured and re-opening initiated in stages – geographically and by grade level?

The responses were as follows:

- 75% of the students want to be back in class soon — 52% without any condition, and 23% with due precautions regarding health and safety. A quarter of the students were of the view that schools should not be re-opened at this time. Presumably they are in favor of watching the pandemic situation before considering the re-opening question.
- 77% parents (33% unconditionally and 43% with precautionary measures) supported school re-opening without delay. Almost a quarter (24%) were not ready to consider re-opening at this time.
- 73% district level education officials and 80% of NGO officials were in favor of school re-opening.
- 58% teachers and 52% Upazila education officers favored a more cautious approach and wanted to consider re-opening after further assessment of the pandemic situation (See Table 3.1).

Figure 3.1 Should schools re-open? All stakeholders' views on school re-opening



- 75% students want to be back in class soon.
- 76% parents favor rapid school re-opening
- 73% district-level education officials and 80% CSOs favors school re-opening;
- 58% teacher and 52% UEO/UAEO favor a more cautious approach and watch the pandemic situation.

The breakdown of student responses by levels and geography shows overall support for school re-opening. A higher proportion of rural students were in favor of re-opening compared to their urban counterparts (Table 3.1).

Table 3.1 Student views about school re-opening

Students by education level and location	Schools should reopen (%)	Schools should re-open with precautionary measures and safety and hygiene rules (%)	Schools should not re-open until normalcy returns, (%)
Primary N= 855	60.2	19.2	20.6
Secondary N= 854	44.7	25.8	29.5
Total Students N= 1709	52.5	22.5	25.0
Rural N= 507	58.0	19.0	23.0
Urban N= 587	44.8	26.5	28.6
Peri-urban N= 491	52.5	26.1	21.4
City slums N= 124	66.1	12.1	21.8

The breakdown of teachers' responses about re-opening, which supported a more cautious approach than others are shown in Table 3.2. Only 10% of teachers were in favor of unconditional re-opening of schools, less than a third supported re-opening maintaining precautions and safety conditions. There was no major difference in teachers' views based on level of education or geography.

Table 3.2 Teachers' view about school re-opening

Teachers' by education level and location	Schools should reopen (%)	Schools should re-open with precautionary measures and safety and hygiene rules (%)	Schools should not re-open until normalcy returns (%)
Primary teachers N= 289	10.7	31.5	57.8
Secondary teachers N= 289	10.0	31.5	58.5
Rural N= 165	12.1	30.3	57.5
Urban N= 243	7.8	27.0	65.4
Peri-urban N= 170	12.3	39.4	48.2
Total teachers N= 578	10.4	31.5	58.1

In summary, the overwhelming majority of the stakeholders, especially students, were eager for resumption of in-person class room instruction. However, more than half of the teachers supported waiting and watching the pandemic circumstances. Among the education officials at the Upazila level, presumably those closer to the local condition than the district level officials, a little over half, also favored a similar wait-and-see approach.

3.2.2 Students' time use during school closure and explanation

Time use in learning and other activities

Schools remained closed since mid-March, 2020 and still remain closed in February, 2021. How the schools can be kept open safely and recovery of learning losses begun would be the major concern once school re-opens. Gaining an understanding of learning losses and problems faced by children during school closure is necessary so that appropriate approaches and measures can be taken. The survey collected information about how students used their time in learning and other activities. We examine first students' time spent in learning and educational activities, through distance mode — at home with help, and/or on their own at home.

Table 3.3 Students' time use during school closure

Student Respondents	*% of students participating on not in these activities in last 2 weeks*					
	1. Distant learning		2. Received help or not		3. Study by on self or not	
	Yes	No	Yes	No	Yes	No
Primary N= 855	31.4	69.6	36.2	64.8	99.4	0.6
Secondary N= 854	33.8	66.2	39.5	61.5	99.2	0.8
Total student N= 1709	31.5	68.5	37.8	62.2	99.3	0.7

Table 3.3 shows most children, almost 70%, were not able to or decided not to participate in distance mode learning. Lessons were introduced by education authorities through TV broadcast since early June last year which were supplemented to some extent with various initiatives through on-line instructional materials. These were seen as compensatory measures for learning losses and students remaining away from education for the prolonged period. It was important to examine how these initiatives worked in terms of students' participating in the education activities.

There were minor differences between primary and secondary level in student's participation in distance education. It is also worth noting that two-thirds of the students did not receive help for their studies during school closure either from their school teachers, private tutors (on payment), or from family members. Also significant is the information that almost all students said that they were engaged in learning activities on their own, though our survey could not ascertain how effectively or satisfactorily. However, this information is indicative of the students' interest and eagerness to remain engaged in learning.

Details of actual time spent in distance learning and other activities during school closure are shown in Tables 3.4 to 3. 8. Of those who participated in distance education, on an average, they spent 50 minutes per day in distance learning, with small variation by level and geography (Table 3.4). Two other categories of time use were interesting. Between 2 to 2.5 hours were spent on work for supplementing family income. About 1.5 hours were spent on work to help in family chores.

Table 3.4 Total students' time use pattern by types of activities and location

Students by level and location	*Average minutes per day in types of activities in last 2 weeks by categories of students*									
	1	2	3	4	5	6	7	8	9	Total
Primary	45 m.	169 m.	89 m.	84 m.	124 m.	77 m.	115 m.	124 m.	72 m.	899 m.
Second	55 m.	207 m.	92 m.	89 m.	186 m.	107 m.	99 m.	118 m.	65 m.	1018 m.
All students	50 m.	188 m.	90 m.	87 m.	171 m.	92 m.	107 m.	121 m.	69 m.	975 m.
Rural	46 m.	183 m.	97 m.	87 m.	157 m.	103 m.	113 m.	124 m.	40 m.	950 m.
Urban	55 m.	199 m.	97 m.	83 m.	149 m.	80 m.	98 m.	113 m.	16 m.	890 m.
Peri-urban	48 m.	192 m.	94 m.	79 m.	209 m.	93 m.	104 m.	119 m.	30 m.	968 m.
City slums	40 m.	136 m.	70 m.	124 m.	185 m.	101 m.	138 m.	159 m.	-	953 m.

1. *Distance learning;*
2. *Study on own;*
3. *Study with private tutor or other's help;*
4. *TV/phone screen time or read for entertainment;*
5. *Work for income;*
6. *Work at home to help family;*
7. *Spend time with friends;*
8. *Nothing in particular; and*
9. *Other*

How primary level students' time use varied by location and gender are shown in Tables 3.5 and 3.6. Female students spent less time on distance education than the boys and rural students devoted less time to distance education than urban students (except for city slums, who spent the least time). There was a one-third gap between rural girls and peri-urban boys' time spent in distance learning (38 minutes and 57 minutes respectively). The city slum girls were equally disadvantaged.

Table 3.5 Primary male students' time use pattern by types of activities and location

Students by education level and location	*Average time spent per day in types of activities in last 2 weeks by categories of male students*									
	1	2	3	4	5	6	7	8	9	Total
Primary	47 m.	169 m.	88 m.	85 m.	154 m.	74 m.	123 m.	120 m.	45 m.	905 m.
Rural	40 m.	163 m.	99 m.	84 m.	132 m.	86 m.	128 m.	130 m.	60 m.	922 m.
Urban	47 m.	181 m.	83 m.	84 m.	210 m.	61 m.	115 m.	111 m.	60 m.	952 m.
Peri-urban	57 m.	167 m.	87 m.	78 m.	-	73 m.	121 m.	119 m.	60 m.	762 m.
City slums	40 m.	133 m.	79 m.	116 m.	-	72 m.	155 m.	180 m.	-	775 m.

1. *Distance learning;*
2. *Study on own;*
3. *Study with private tutor or other's help;*
4. *TV/phone screen time or read for entertainment;*
5. *Work for income;*
6. *Work at home to help family;*
7. *Spend time with friends;*
8. *Nothing in particular; and*
9. *Other*

Table 3.6 Primary female students' time use pattern by types of activities and location

Primary level girls by location	*Average time spent per day by girl students in types of activities in last 2 weeks*									
	1	2	3	4	5	6	7	8	9	Total
Primary	44 m.	169 m.	89 m.	84 m.	105 m.	80 m.	107 m.	127 m.	68 m.	872 m.
Rural	38 m.	159 m.	98 m.	96 m.	45 m.	88.m.	118 m.	134 m.	120 m.	896 m.
Urban	44 m.	190 m.	87 m.	77 m.	126 m.	70 m.	89 m.	100 m.	68 m.	850 m.
Peri-urban	51 m.	166 m.	91 m.	74 m.	90 m.	74 m.	101 m.	126 m.	75 m.	847 m.
City slums	36 m.	136 m.	68 m.	108 m.	140 m.	103.m.	139 m	159 m.	-	890 m.

1. *Distance learning;*
2. *Study on own;*
3. *Study with private tutor or other's help;*
4. *TV/phone screen time or read for entertainment;*
5. *Work for income;*
6. *Work at home to help family;*
7. *Spend time with friends;*
8. *Nothing in particular; and*
9. *Other*

At the Secondary level (Tables 3.7 and 3.8), in contrast to primary, girls spent more time in distance learning, overall and in urban and rural areas. Secondary students spent about four hours per day on average in work either for income or to help in family. However, girls spent more time to help at home and boys spent more time in work for income. A substantial amount of time, around two hours on average per day, was described as 'doing nothing in particular'. It was the same for primary level students. Whether this idle or purposeless time indicated any mental or emotional distress is worth probing.

Table 3.7 Secondary male students' time use pattern by types of activities and location

Students byeducation level and location	*Average time spent per day in types of activities in last 2 weeks by categories of students*									
	1	2	3	4	5	6	7	8	9	Total
Secondary	53 m.	204 m.	91 m.	85 m.	220 m.	100 m.	111 m.	114 m.	80 m.	1059 m.
Rural	43 m.	196 m.	87 m.	80 m.	222 m.	116 m.	115 m.	115 m.	-	974 m.
Urban	61 m.	206 m.	89 m.	83 m.	150 m.	87 m.	106 m.	109 m.	60 m.	950 m.
Peri-urban	41 m.	221 m.	102 m.	90 m.	286 m.	104 m.	109 m.	109 m.	90 m.	1152 m.
City slums	71 m.	141 m.	79 m.	96 m.	230 m.	71 m.	130 m.	160 m.	-	978 m.

1. *Distance learning;*
2. *Study on own;*
3. *Study with private tutor or other's help;*
4. *TV/phone screen time or read for entertainment;*
5. *Work for income;*
6. *Work at home to help family;*
7. *Spend time with friends;*
8. *Nothing in particular; and*
9. *Other*

Table 3.8 Secondary female students' time use pattern by types of activities and location

Secondary level girls by location	*Average minutes spent per day in types of activities in last 2 weeks*									
	1	2	3	4	5	6	7	8	9	Total
Secondary	56 m.	209 m.	92 m.	93 m.	48 m.	113 m.	86 m.	121 m.	50 m.	868 m.
Rural	57 m.	216 m.	103 m.	86 m.	30 m.	120 m.	84 m.	111 m.	-	807 m.
Urban	63 m.	216 m.	89 m.	90 m.	120 m.	97 m.	79 m.	121 m.	60 m.	935 m.
Peri-urban	44 m.	213 m.	96 m.	77 m.	48 m.	119 m.	82 m.	121 m.	-	800 m.
City slums	25 m.	135 m.	60 m.	170 m.	-	128 m.	128 m.	156 m.	30 m.	832 m.

Note: The list of nine activities are the same as in the tables above.

3.2.3 Explanation for time use in learning

What are the reasons or factors behind the pattern of student's time use and time devoted to learning during closure? We looked at this question by collecting data regarding factors related to distance education access, help received for study at home, and students' own efforts. These data related to access and device availability for distance education. (See Tables 3.9 to 3.14 and Figures 3.4 to 3.6)

As noted earlier, about 70% did not or could not participate in distance education. When asked for reasons behind their action, it was found that, 58% did not have device connectivity or devices (or did not have access to these, even if the family had a device) to make use of these in study. Another 16.5% said they did not find the distance lessons "interesting" or "useful." Of seven possible reasons, the most cited ones were these two, which stood in the way of students participating in distance education.

Table 3.9 Reasons for not attending distance lessons

Level of students by location	*% of students expressing view*						
	1	2	3	4	5	6	7
Primary N = 540	54.6	9.4	2.4	18.5	12.6	0.7	1.7
Secondary N = 450	61.8	10.7	2.9	14.0	9.1	0.4	1.1
Total Students N = 990	57.9	10.0	2.6	16.5	11.0	0.6	1.4
Rural N = 347	68.9	7.8	2.31	10.6	9.3	0.6	0.6
Urban N = 244	47.5	12.7	3.6	20.4	12.3	-	3.3
Peri-urban N = 319	58.9	10.3	2.8	15.0	11.0	0.9	0.9
City slums N = 80	37.5	10.0	-	35.0	15.0	1.2	1.2

1. *There is no facility/device at home to attend online class?*
2. *Guardians are the user of mobile phone, it is not possible to use these in class time*
3. *Though guardians have phone but they are not economically capable enough to use data for internet*
4. *Do not like online class, do not find it helpful*
5. *Don't know about online class*
6. *Don't know how to operate smartphone (lack of digital literacy)*
7. *Have private tutor/coaching, online class is not required*

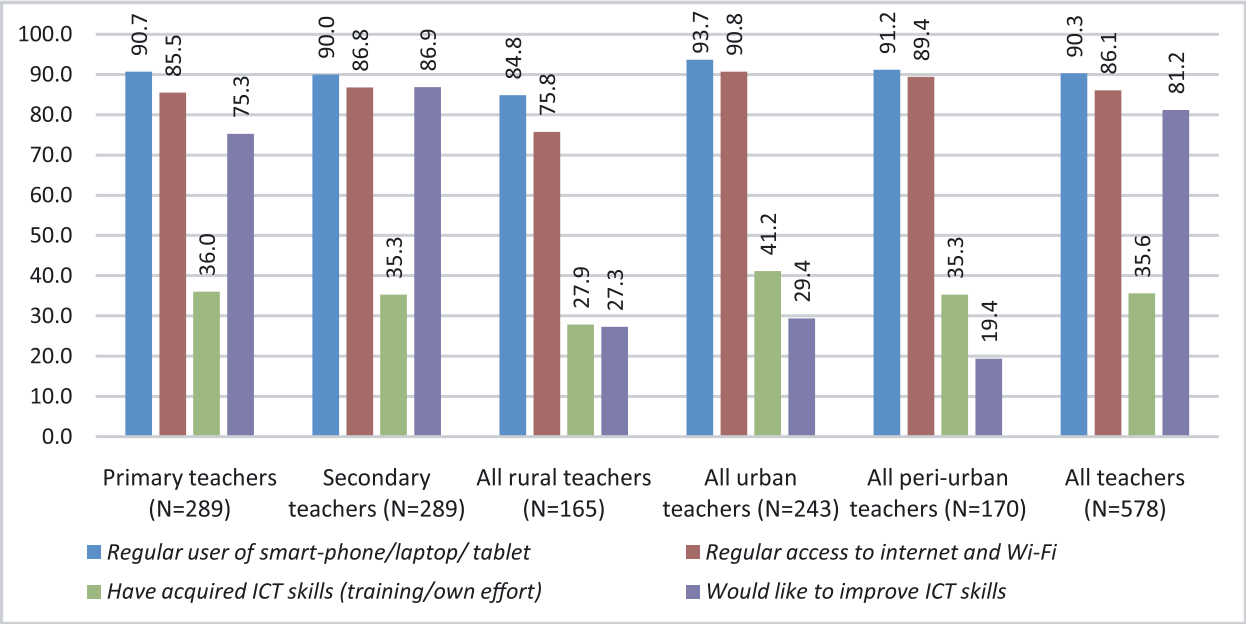
Table 3.10 Percentages of students with connectivity and device availability by level and location

Students by level and location	Internet/ Wi-fi (%)	Ord. Mobile Phone (%)	Smart phone/ Laptop/Tablet (%)	TV (%)	Radio (%)	No device/ connectivity (%)
Primary N= 855	22.6	89.0	52.0	63.0	3.2	0.6
Secondary N= 854	27.6	89.0	57.0	61.2	1.5	0.2
Total Students N= 1709	25.1	89.0	54.4	62.1	2.3	0.4
Rural N= 507	16.3	91.3	42.8	48.1	1.6	0.7
Urban N= 587	36.0	84.1	68.1	75.4	3.9	0.1
Peri-urban N= 491	18.7	90.4	47.2	55.4	4.6	0.4
City slums N= 124	35.4	96.7	65.3	79.8	0.8	-

In contrast to the connectivity situation of students, most of the teachers (around 90%) reported that they possessed or could access a smartphone, laptop or tablet and that they were regular users of internet and Wi-Fi. More than a third (36%) said that they had acquired skills in internet use with training or on their own and 81% would like to have more training to improve their skills (Figure 2.2).

An overall view of connectivity and access to devices for participation in distance learning is complex, given various modes of distance education (TV, radio, online- accessible through smartphone and laptop/tablet etc.). The key points to be noted are:

Figure 3.2 Teachers' connectivity and devices



- Among all students (including about 30% who reported to have participated in distance education), a quarter had internet/wifi connectivity, 54% reported access to smartphone and 62% had access to TV. These proportions were substantially less for rural students, as shown in Table 3.9. This overall picture of devices and connectivity, when added to students who did not find distance lessons interesting or useful, is consistent with overall non-participation in distance learning of about 70% shown earlier in Table 3.3.
- In contrast to students, most teachers have access to on-line devices and internet-wifi connectivity. At least a third of them have acquired internet use skills and over 80% would like to have more training to improve their skills. These numbers do not indicate how the connectivity was actually used for educational purposes or assisting students.

Overall student views about the characteristics of distance learning content and delivery shown in Table 3.11 is consistent with the description of distance learning by students who did not participate as expressed in Table 3.4 – "not interesting" or "not useful". Seventy percent of the students did say that the distance education content and delivery were "excellent" or "good." This has to be judged by considering that only about 42 percent reported to have connectivity/device to participate in distance education. Moreover, the students' views must have depended on what their expectations were from distance education.

How effectively and attentively students participate in distance learning or engage in study by themselves can be influenced and encouraged by help and advice students receive form their teachers or others such as parents/older siblings or private tutors. In this respect, as Figure 3.4 shows, students relied mostly on help from parents and family members, less than one in five received help from private tutors, and a small proportion, under 8 percent, had help from others, which may have included their school teacher These statistics, however, do not say anything about the value and quality of the help students received.

It appears that help from school teachers was very limited. There was no significant geographical difference in this regard. The limited contact between school teachers and their students corroborated with data

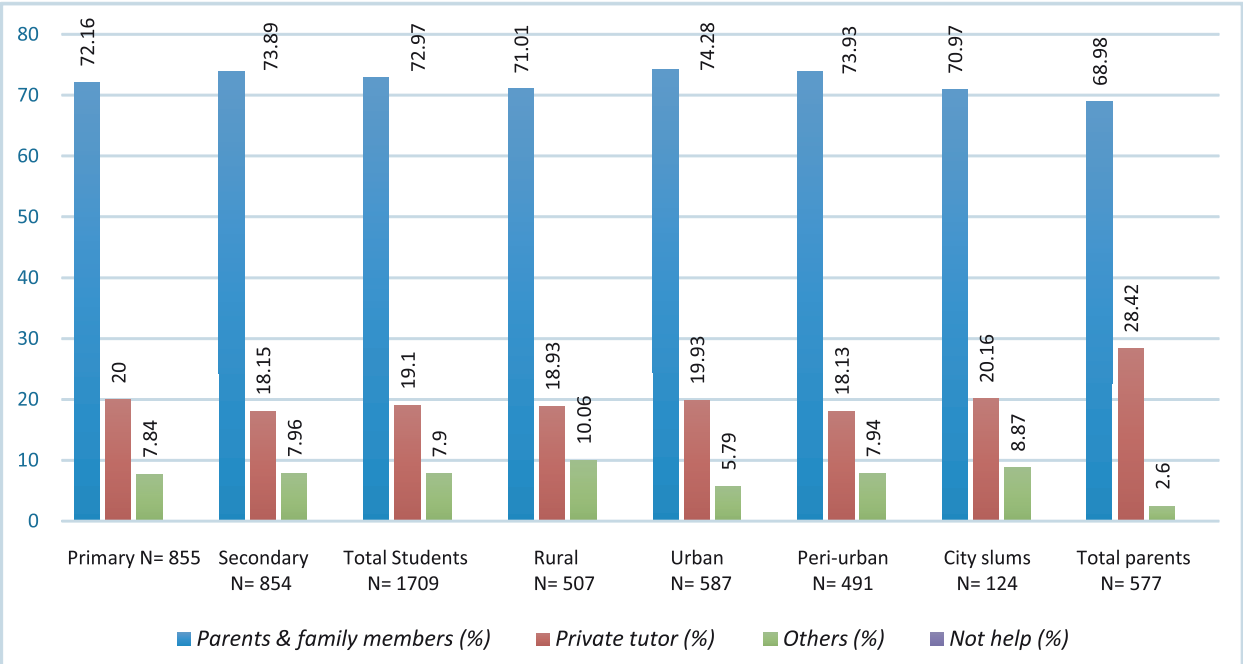
Table 3.11 Students' views on distance education content and delivery by level and location

Students by level of education and location participating in distance education	Excellent (%)	Good (%)	Fair (%)	Not very useful (%)
Primary N= 540	17.1	62.9	16.8	3.2
Secondary N= 454	9.0	53.8	29.8	7.5
Total Students N= 715	12.6	57.8	24.1	5.6
Rural N= 159	12.6	51.6	29.0	7.0
Urban N= 342	12.6	60.2	20.4	7.0
Peri-urban N= 171	11.7	60.8	25.1	2.3
City slums N= 43	16.2	48.8	30.2	4.5

about frequency, time and subject of communication between teachers and their students, shown in Tables 3.12 to 3.15. According to student respondents, during the month prior to the interview with students, one-third of the students were not contacted by their teacher at all and 29% of students were contacted one or two times. Less than a quarter had a conversation with their teachers 2 to 4 times and 14% spoke with their teacher more than 4 times in a month. Preponderantly, 85% of the time, the conversation was on general advice on lessons and school subject. Only 5% of the time it was about advice on specific school subject topics. There was no substantial difference between primary and secondary levels or by geography.

The teachers were asked about their contacts with students during school closure. On average, teachers said they contacted 70 students in a month, spending about 14 hours in total (average of 12 minutes per student). The topics of conversation, reported by teachers, were general inquiry about student wellbeing

Figure 3.4 Students receiving help and advice in study by level and location



and general advice about study. These reports by teachers are consistent with students' report of limited contacts with their teachers during school closure.

Did the teachers have opportunities to discuss problems they faced in carrying out their work with their supervisors or did they receive helpful advice? About 16% of teachers said they had no communication with their superiors. Those who had contacts reported the most frequent topics of communication were general education and school situation (34%), health and safety measures (27%) and information about distance education lessons on TV or on-line (22%), as shown in Table 3.14a.

Teachers' views about the value and effectiveness of distance education offered by TV/radio and to some extent on-line was broadly consistent with the views of students and parents (shown below). Over 70% of teachers said distance mode education was not possible or useful at present, because most students cannot

Table 3.12 Number of times students contacted by teachers by level and location in the past one month as reported by students

Students by level and location	>4 (%)	>2—4 (%)	1-2 (%)	None (%)
Primary N= 855	13.3	25.3	31.4	30.0
Secondary N= 854	13.7	23.2	26.1	37.0
Total Students N= 1709	13.7	24.0	29.0	33.4
Rural N= 507	11.2	22.0	27.4	39.2
Urban N= 587	14.9	24.3	30.0	31.0
Peri-urban N= 491	14.4	24.4	26.7	34.4
City slums N= 124	15.3	27.4	38.8	18.5
Total parents N= 577	16.1	26.7	30.1	27.0

Table 3.13 Main subject of conversation when contacted by teacher as reported by students

Students by education level and location	General inquiry (%)	General advice about lessons and school subject (%)	Advice on specific subject (%)	Providing information about school activities (%)	Others (%)
Primary N= 600	0.8	84.3	6.5	7.5	0.8
Secondary N= 535	1.7	85.4	4.1	8.2	0.6
Total Students N= 1709	1.2	84.8	5.4	7.8	0.7
Rural N= 307	1.6	84.3	5.9	6.9	1.3
Urban N= 405	1.0	82.0	6.1	10.6	0.2
Peri-urban N= 322	1.5	85.7	5.6	6.2	1.0
City slums N= 101	-	95.0	-	5.0	-

Table 3.14 Teachers communicating with students in past one month as reported by teachers

Teachers by level and location	Per teacher average number of students contacted	Per teacher average hours spent in student contact	*Conversation subject – Per teacher average frequency in one month (multiple count of students)*				
			General welfare inquiry (%)	General advice about study (%)	Subject specific advice (%)	Advice about TV/online lessons (%)	Other topics (%)
Primary level teacher N= 289	58.0	12.1	32.0	52.0	9.0	4.1	3.1
Secondary level teacher N= 289	82.1	18.3	42.0	33.1	17.3	4.6	3.3
All teacher N= 578	70.0	14.0	36.7	42.7	13.1	4.4	3.1
All rural teachers N= 165	65.2	13.7	36.3	42.4	14.5	3.6	3.0
All urban teachers N= 243	81.2	17.0	40.4	42.5	12.0	3.4	4.0
All peri-urban teachers N= 170	61.3	12.4	33.0	44.3	14.0	7.0	2.4

Table 3.14a Teacher communication with education authorities (% of teachers responding)

Teachers by level and location	*Teacher communication with authorities and most frequent topics*			
	Topic 1	Topic 2	Topic 3	No communicated with higher officer
Primary Teachers N= 289	27.7	43.2	14.5	14.5
Secondary Teachers N= 289	25.2	25.8	30.4	18.7
All Teachers N= 578	26.8	34.4	22.4	16.2
All rural teachers N= 165	27.9	30.3	22.4	19.3
All urban teachers N= 243	31.2	34.1	21.4	13.1
All peri-urban teachers N= 170	19.4	38.8	24.1	17.6

Note. Communication topics
1. Health safety issue
2. Education condition/school activities
3. Online class/assignment/Sangsad TV
4. No communicated with higher officer

Table 3.14b Teachers' views about distance/on-line education (% of respondents expressing view)

Teachers by level and location	Largely possible to carry on education by distance mode (%)	Most students cannot participate (%)	Not effective even when students participate (%)	No definite opinion (%)
Teachers primary level N= 289	21.8	62.6	15.2	0.3
Teachers Secondary level N= 289	35.3	48.4	15.9	0.3
All teacher N= 578	28.4	55.5	15.6	0.5
Rural Teachers N= 165	19.4	69.7	9.1	1.8
Urban Teachers N= 243	35.4	42.4	22.2	-
Per-urban teachers N= 170	27.0	60.6	12.3	-

participate in distance education (55%) or not useful even if students participate (16%). Slightly over a quarter (28%) thought distance mode education was "largely possible" (see Table 3.14b).

How did the parents perceive student's engagement in learning during school closure? Figure 3.5 and 3.6 shows that in parents' view, their children made the effort to keep engaged in learning. Around 80% parents thought that students studied regularly at home, except for city slums, where this proportion was reported to be 70%. However, they had an overall negative view about the effectiveness of distance education that was offered to students. More than half (57%) thought either students did not participate in distance education or it was not effective. Around 17% of parents did not have a view on this. About a quarter thought that students could overcome learning losses with the help of distance education.

Figure 3.5 Parents' view of student engagement in learning during school-closure (% respondents)

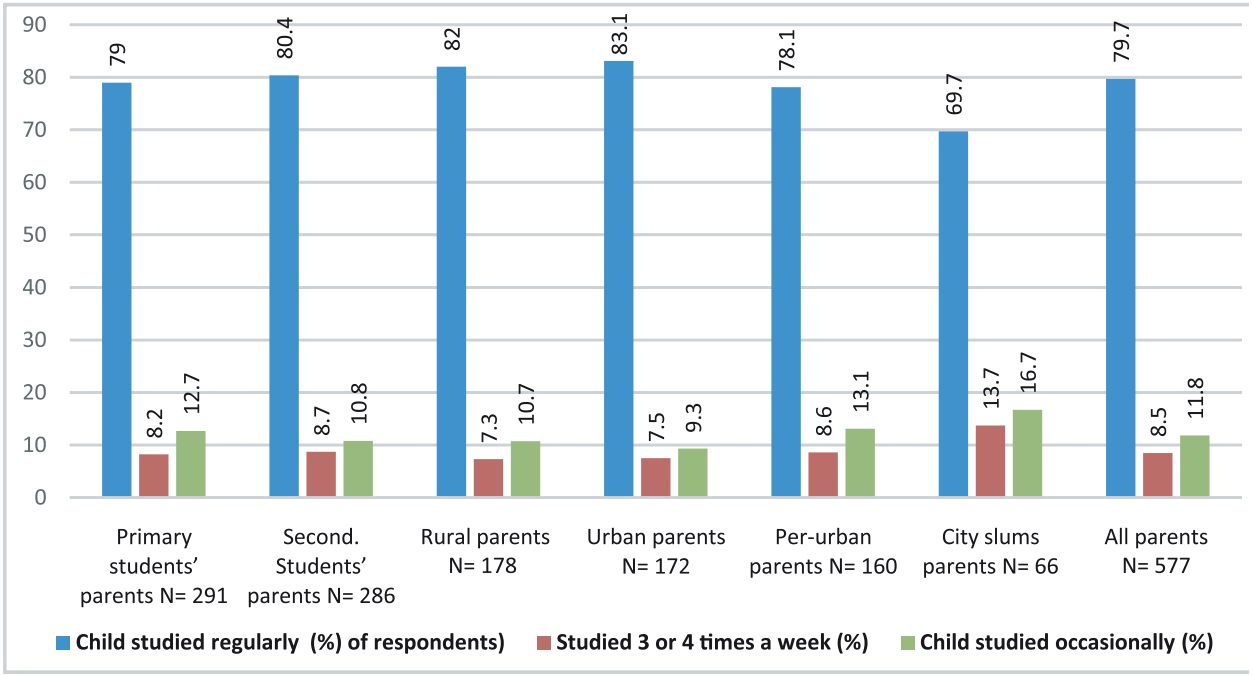
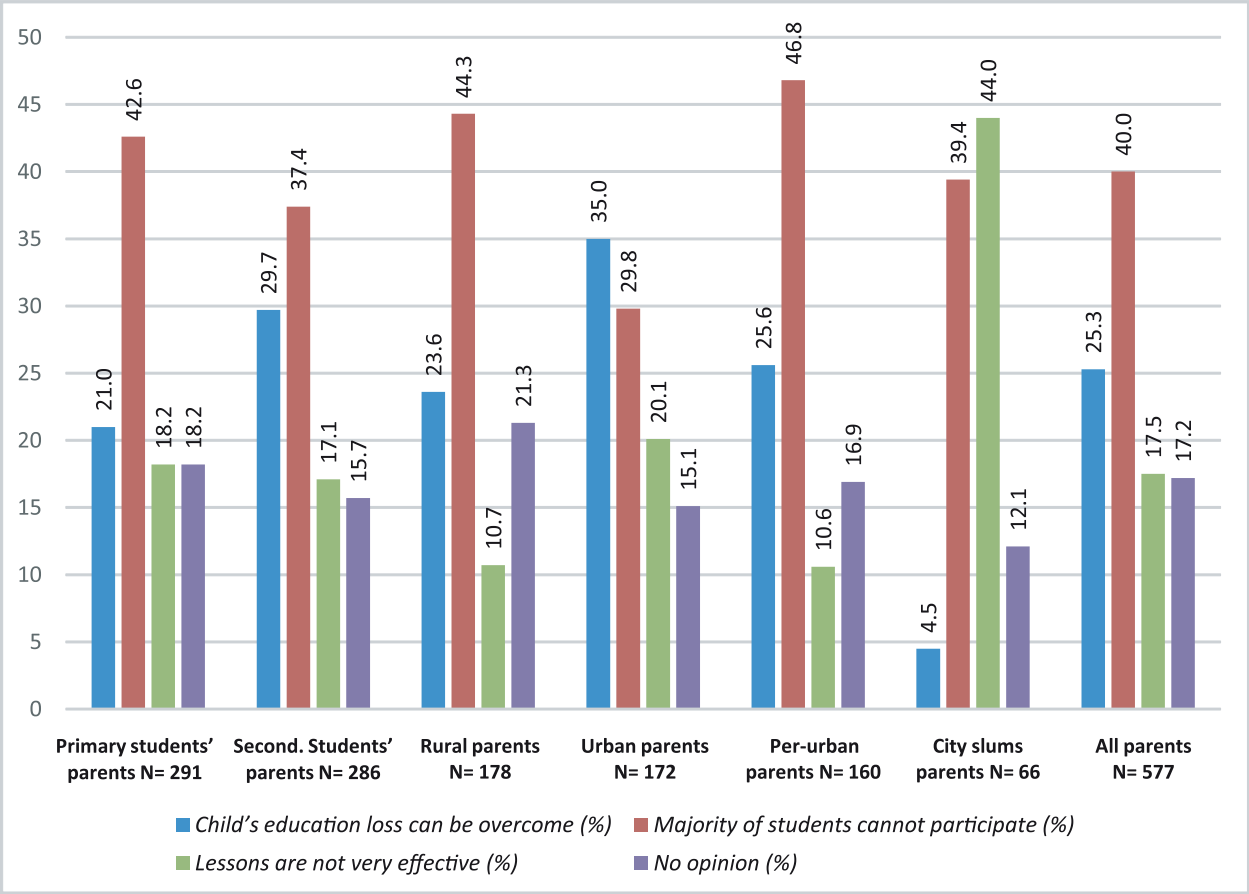


Figure 3.6 Parents' views about effectiveness of distance education (% of respondents)



To sum up the findings on time use pattern during school closure, points to be highlighted are:

- Overall, the large majority (about 70%) did not or were not able to participate in distance mode education. Around two-thirds did not receive help from their teachers, family members or paid private tutors in study during school closure. Almost all students, however, reported that they tried on their own to remain engaged in learning and reported to have spent about two hours a day in study. How meaningfully and satisfactorily they spent this time, as reported by themselves, could not be ascertained from the survey.
- Girl students at the secondary level spent more time in study, in distance mode or without than boys; it was the reverse at the primary level, boys spending more time in study than girls.
- All students, at primary and secondary levels, both girls and boys, spent a substantial amount of time in work, either for income or to help at home. At the primary level boys spent more time at work than girls; and at secondary level, it was a similar pattern. However, at this level, boys spent more time in work to supplement family income, but girls gave more time to work at home. On average, time spent in work per day, either to help at home or for income, was respectively, primary level girls - about 3 hours; primary level boys – about 4 hours, secondary level girls – just under 3 hours and secondary level boys – just under 5 hours.

- In probing the reasons or factors behind the level of student participation in distance learning, it was found that 58% of the students did not have usable connectivity and/or devices and another 16.5 % did not find the distance lessons 'interesting' or 'useful'.
- Overall contacts between teachers and students were limited. According to student respondents, one-third of the students were not contacted by their teacher at all in a month and 29% of students were contacted one or two times. About 85% of the times, such contacts were about general advice on school subjects and student welfare, rather than lesson-specific advice. On average, according to teachers' count, teacher-student conversation was for 12 minutes in a month per student.
- Around 80% of parents thought that their children made the effort to study regularly at home, except for city slums, where the proportion of parents with this view was 70%. Parents had an overall negative view about the effectiveness of distance education that was offered to students. More than half (57%) thought students did not participate in distance education and/or it was not effective. About a quarter thought that distance learning could help students overcome learning losses.
- Teachers had a very high degree of connectivity and access to devices; a third of them made efforts to improve their internet skills and over 80% would like to join in training to improve their skills. The level of connectivity and device access does not necessarily mean that teachers used this advantage fully for educational purposes or to assist their students during school closure.

3.2.4 Health and social-emotional wellbeing of students and teachers during school closure

The survey asked questions about health and safety situation of students and families at home during the pandemic induced school closure. Questions were also asked about social-emotional well-being of children

Figure 3.7 Safety and hygiene practices followed at home as reported by students

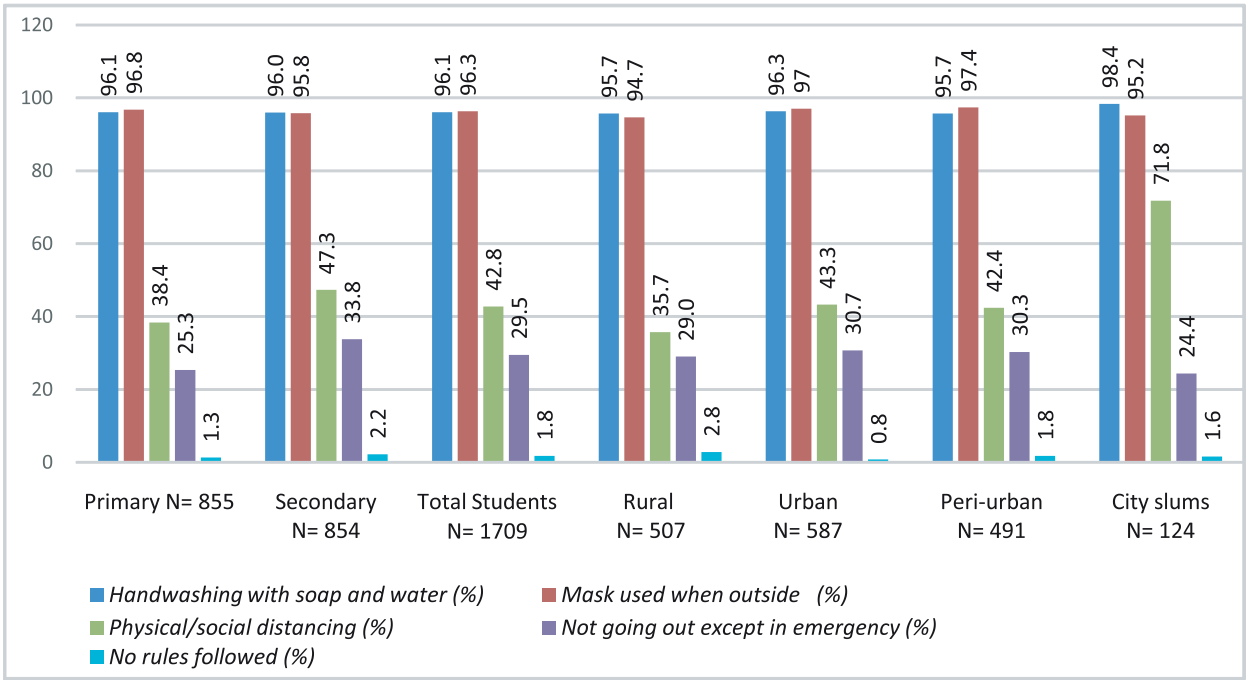


Table 3.15 Illness and treatment in student family in last six months reported by students

Students by level and location	No illness (%)	Recovered from illness without any treatment (%)	Illness treated by pharmacist (%)	Illness required doctor visit (%)	Illness required hospital admission (%)
Primary N= 855	80.2	1.3	13.1	8.8	1.2
Secondary N= 854	72.0	2.5	17.8	10.0	1.4
Total Students N= 1709	76.0	1.9	15.4	9.4	1.3
Rural N= 507	79.3	1.5	13.4	7.8	1.2
Urban N= 587	74.9	3.1	14.7	10.1	1.1
Peri-urban N= 491	76.0	1.0	16.5	10.4	0.8
City slums N= 124	68.5	0.8	23.4	8.0	1.6

at home. School closure and the disruption in normal routine forced on children and families are seen not just as an educational problem, but also a threat to social wellbeing and emotional and mental health of children.

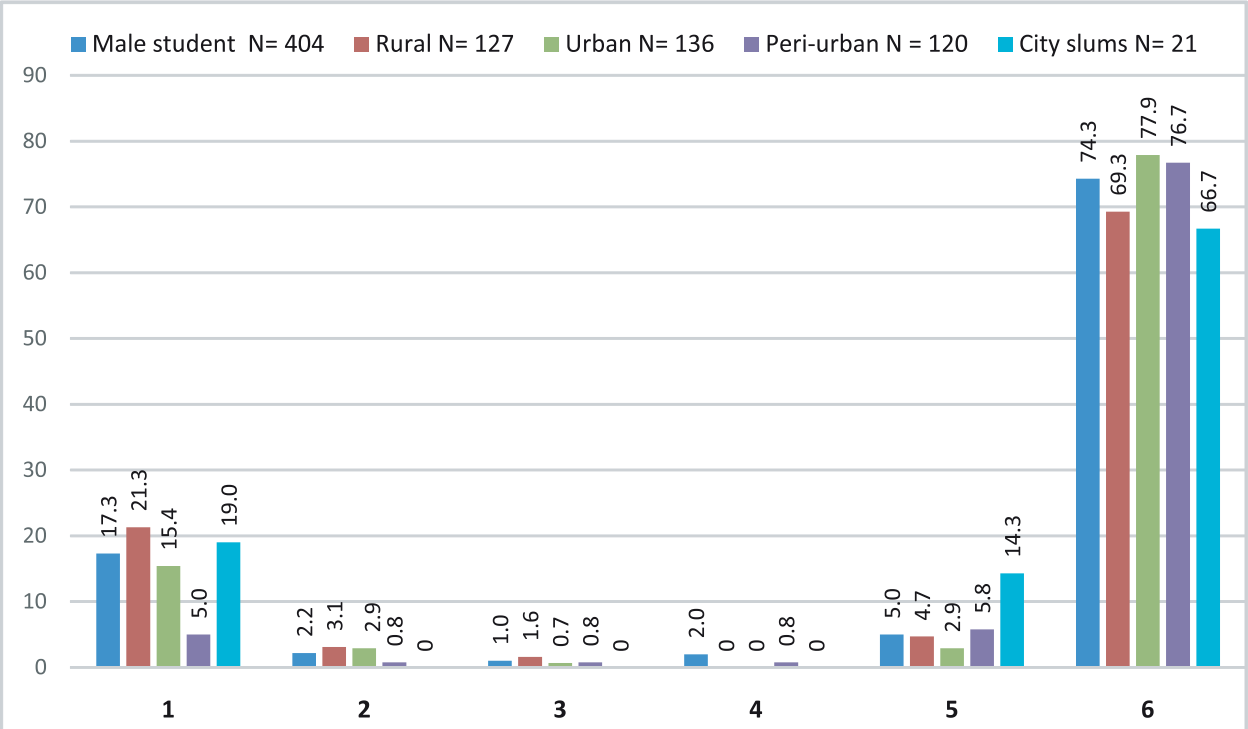
Students reported that their families were aware of the need for health protection against the Corona virus infection and over 95% reported that their families practiced handwashing with soap and water and wearing of mask when outside home. The response was similar at both primary and secondary levels and across geographical locations. About 43% responded that social distance was maintained and 30% said they did not go out except in emergency. (Figure 3.7). It is possible that students provided a response that they thought was expected, rather than what in fact prevailed.

Table 3.16 Students' views on increase in anxiety/tension in family in the last six months of school closure

Students by level and location	*% of students expressing view*					
	1	2	3	4	5	6
Primary N= 855	14.4	1.2	0.9	0.1	6.2	77.2
Secondary N= 854	15.7	4.2	4.8	0.8	7.1	67.3
All students N= 1709	14.9	2.6	2.9	0.5	6.7	72.3
All rural N= 507	16.6	4.3	3.7	0.6	7.0	67.8
All Urban N= 587	14.5	1.7	2.7	0.5	4.2	76.3
All peri-urban N= 491	14.2	1.8	2.4	0.4	6.9	74.1
All City slums N= 124	13.0	3.2	2.4	0.8	17.0	63.7

1. Increase in general anxiety/tension in the family
2. More children are involved in income-earning activities
3. Possibility of early marriage of school-going girls
4. Increase in abusive behavior/violence with children and women in family
5. Anxiety about possibility of children not continuing school/dropping out
6. No unusual problem experienced.

Figure 3.8 Primary male students' views on increase in anxiety/tension in the family during last six months of school closure



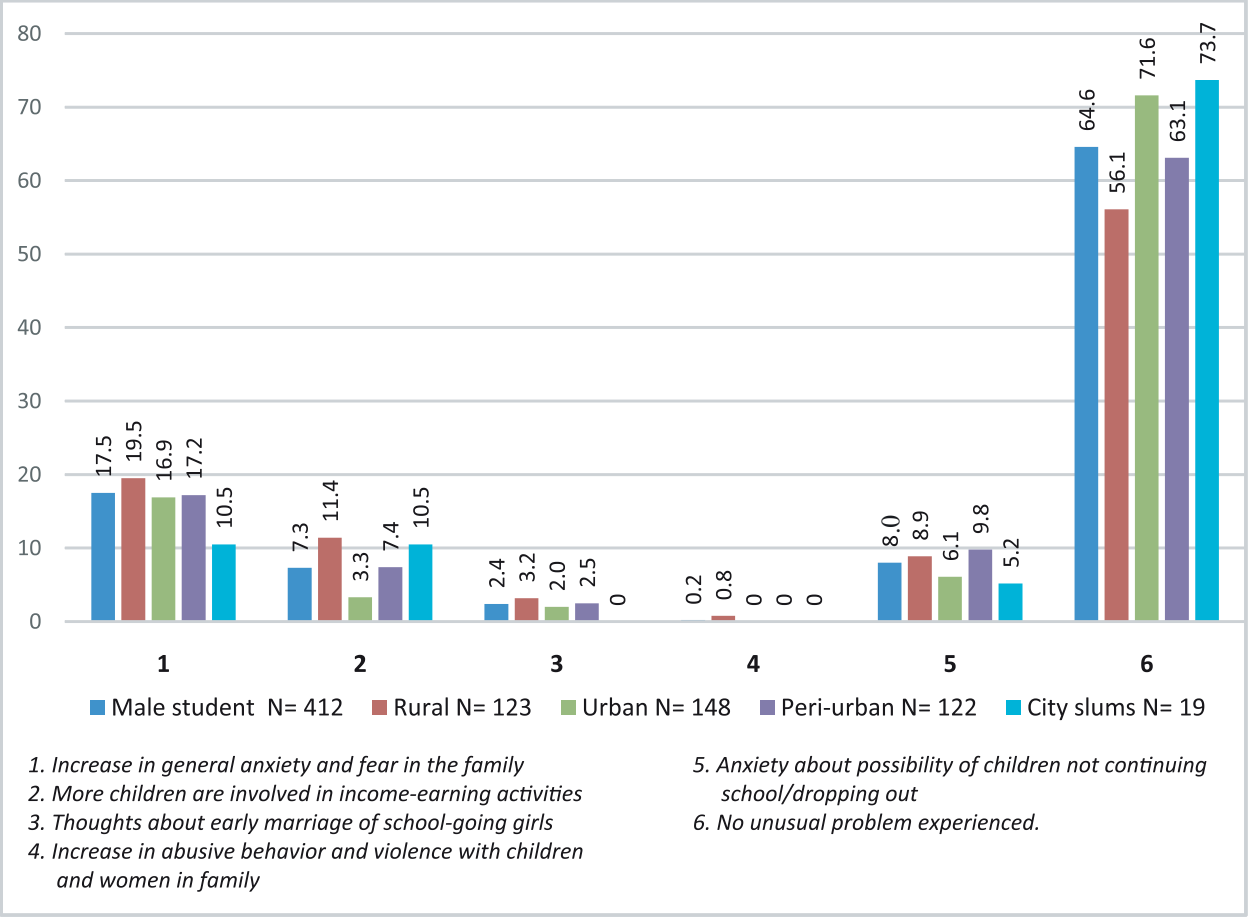
1. Increase in general anxiety and fear in the family
2. More children are involved in income-earning activities
3. Thoughts about early marriage of school-going girls
4. Increase in abusive behavior and violence with children and women in family
5. Anxiety about possibility of children not continuing school/dropping out
6. No unusual problem experienced.

Table 3.17 Primary female students' views on change in anxiety/tension in family during last six months of school closure

Primary level girls by location	*% of girl students expressing view*					
	1	2	3	4	5	6
Female student N= 451	11.8	0.2	0.9	-	7.3	79.8
Rural N= 126	13.5	-	-	-	5.6	81.0
Urban N= 152	11.2	0.7	0.7	-	4.0	83.5
Peri-urban N= 123	13.0	-	0.8	-	7.3	78.0
City slums N= 50	4.0	-	4.0	-	22.0	70.0

1. Increase in general anxiety and tension in the family
2. More children are involved in income-earning activities
3. Possibility of early marriage of school-going girls
4. Increase in abusive behavior/ violence with children and women in family
5. Anxiety about possibility of children not continuing school/dropping out
6. No unusual problem experienced.

Figure 3.9 Secondary Male students' views on change in family environment during last six months of school closure



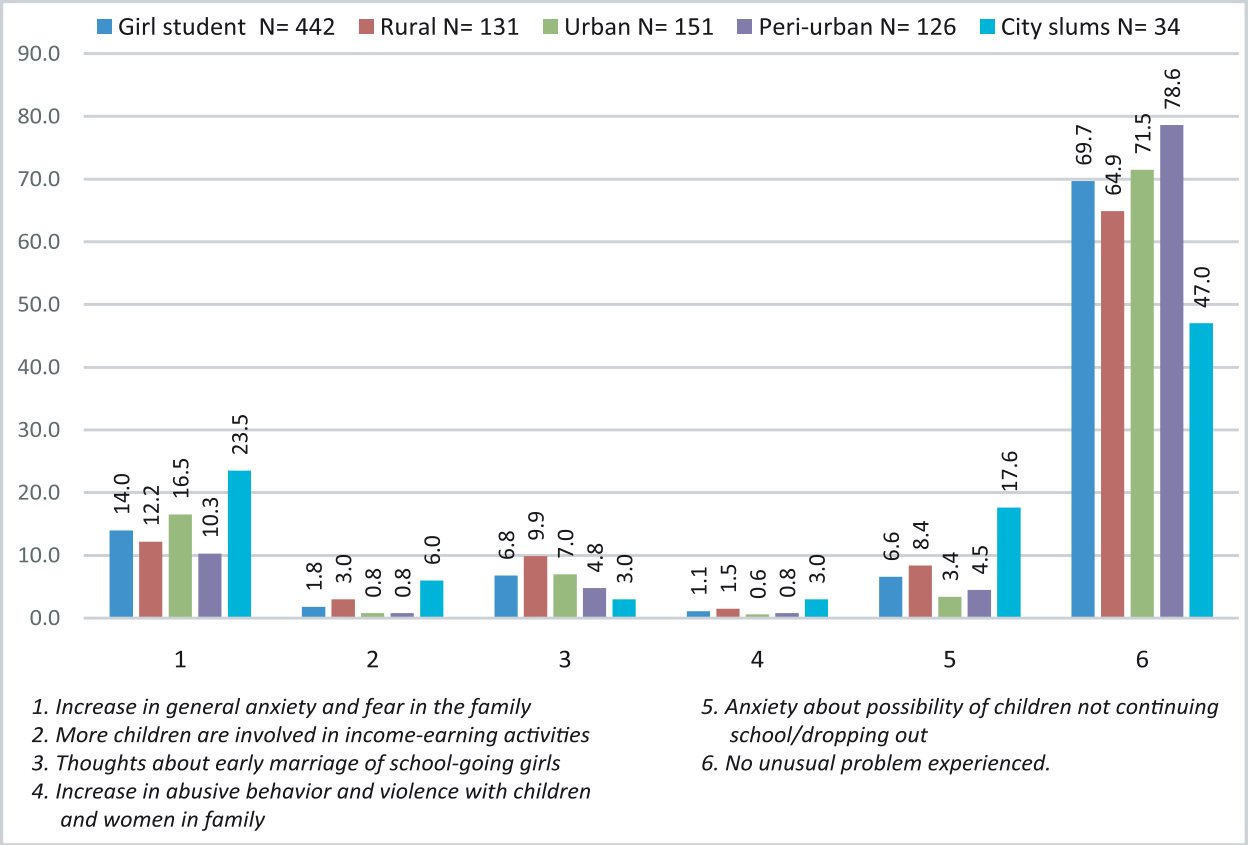
1. Increase in general anxiety and fear in the family
2. More children are involved in income-earning activities
3. Thoughts about early marriage of school-going girls
4. Increase in abusive behavior and violence with children and women in family
5. Anxiety about possibility of children not continuing school/dropping out
6. No unusual problem experienced.

When asked about illness and health problems during the last six months, 76% replied that there were no episodes of illness, and in case of illness, treatment was prescribed by a doctor or the pharmacist. Only about 1% cases required hospitalization (Table 3.15).

The survey investigated increase in anxiety, tension and abusive behavior in family during last six months of school closure. More than two-thirds reported that there was no unusual experience or change during this period. About 15% mentioned an increase in general anxiety and tension in the family. About 7% mentioned anxiety about not continuing in school or dropping out (Table 3.16). Breakdown of students' perception by level of education and geographical locations did not show major variance except for secondary level city slum girls (Figure 3.9), more of whom mentioned increase in anxiety and tension in family than other girls.

Teachers were asked about health and wellbeing status for themselves and their families. Almost a quarter (23%) mentioned an increase in mental distress and health problems. Slightly over 1% said they did not experience any unusual health problem. This implies that three quarters of teachers, besides the 23% who mentioned increased health problems and mental distress, were affected to some extent by health problems and mental anxieties (Table 3.18)

Figure 3.10 Secondary female students' views on change in anxiety/tension in family during last six months of school closure



1. Increase in general anxiety and fear in the family
2. More children are involved in income-earning activities
3. Thoughts about early marriage of school-going girls
4. Increase in abusive behavior and violence with children and women in family
5. Anxiety about possibility of children not continuing school/dropping out
6. No unusual problem experienced.

The survey sample did not capture a sufficient number of students with disabilities to report any view expressed by them. A question posed to teachers did not elicit satisfactory response. Almost two-thirds said that they had some students with disabilities, but 25% of the teachers did not make any contact with these students during school closure, but 17 percent mentioned that these students, in their view, were in difficult situation. More than half of the teachers (58%) expressed a non-committal view that the situation of students with disabilities were the same as before the pandemic (Table 3.19).

To sum up the findings on health and socio-emotional wellbeing of students and teachers during the pandemic-caused school closure, it can be said that a relatively positive picture emerges:

- Over 95% of the students reported that their families practiced handwashing with soap and water and wearing of mask when outside home. About 43% responded that social distance was maintained and 30% said they did not go out except in emergency. It is possible that students provided a response that they thought the interviewers wanted to hear.
- Three quarters of the students, 76% replied that during the last six months there were no episodes of illness in the family, and in case of illness, treatment was prescribed by a doctor or the pharmacist. Only about 1% cases required hospitalization (Table 3.15).
- More than two-thirds reported that there was no unusual experience or change in anxiety and tension in the family during the last six months of the pandemic period. About 15% mentioned an increase in general anxiety and tension in the family. About 7% mentioned anxiety about not continuing in school or dropping out (Table 3.16).

Table 3.18 Health effects in teachers' family during school closure (% of responses)

Teachers by Level and Location	Mental Distress/Illness	No Unusual Health Problem
Primary level teachers N= 289	26.4	0.3
Secondary level teachers N= 289	19.4	2.4
Rural teachers, N= 165	39.0	0.6
Urban teachers, N= 237	49.0	1.7
Peri-urban teachers N= 170	44.0	1.8
All teachers N= 578	23.0	1.4

Table 3.19 Teachers reporting support to special needs children during school closure (% of responses)

Teachers by level and location	Has students with disabilities	Type of support given		
		1	2	3
Primary level teachers	58.9	19.0	12.4	68.6
Secondary level Teachers	70.4	14.8	37.4	47.7
Rural teachers	55.7	22.7	22.8	54.4
Urban teachers	69.5	14.5	33.5	51.5
Peri-urban teachers	66.4	14.1	16.4	63.4
All teachers	64.7	16.8	25.7	57.5

Note: Type of support

1. Children with special need of poor family are in difficult situation

2. Didn't contact/don't know

3. The situation is same as before the pandemic.

- Almost a quarter of the teacher respondents (23%) mentioned an increase in mental distress and health problems.

Whether a quarter of the teachers reporting an increase in mental stress and anxiety, 15% students perceiving increased anxiety and tension in the family, and a quarter of the students' families having episodes of health issues are to be seen as satisfactory is a moot point. Comparison with pre-pandemic level in these items could help provide an answer.

3.3 A prospective view – what problems may be faced and steps taken to re-open schools and keep them open

3.3.1 Potential problems on school re-opening

Once schools re-open, what may be the concerns and worries of students? It would be important to be aware of student anxieties and allay these anxieties to keep the schools running.

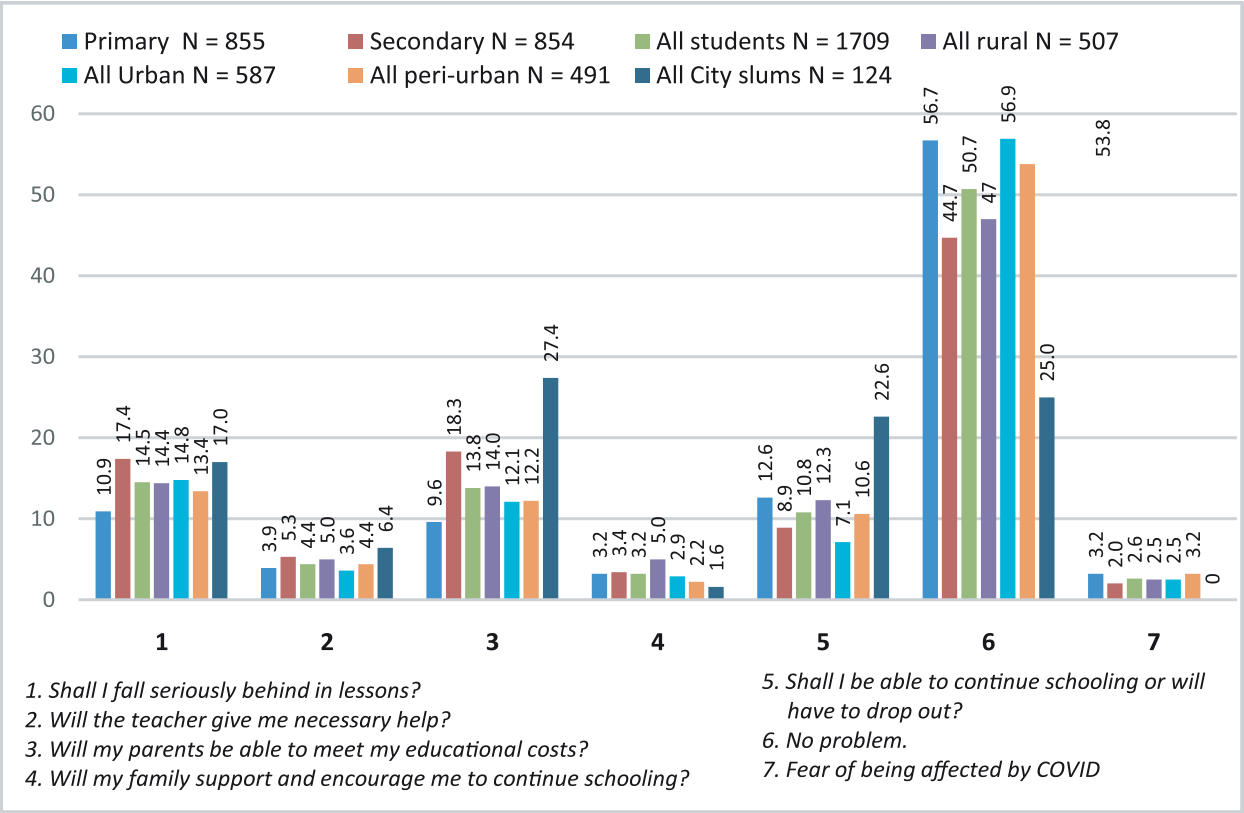
Students were given seven choices for response regarding their thoughts, when school re-opens:

1. Shall I fall seriously behind in lessons?
2. Will the teacher give me necessary help?
3. Will my parents be able to meet my educational costs?
4. Will my family support and encourage me to continue schooling?
5. Shall I be able to continue schooling or will have to drop out?
6. I do not see any problem regarding my school work.
7. I am afraid of being affected by COVID

Overall, students' responses indicated that more than half (51%) were not concerned about any problem regarding their school work. However, only 25% of city slum students expressed this optimism (Figure 3.10). Of respondents, 27% were concerned about their parents not being able to meet educational costs, 17% were anxious about falling seriously behind in lessons, and 23% afraid about having to drop out. Secondary level students generally expressed more anxieties than primary level students. There were no major differences between urban and rural students' views.

Gender differences in views expressed for primary and secondary level students (Figures 3.11 to 3.14) showed that the overall pattern was similar to all students' views, but on the whole, girls expressed greater anxieties about their support from family and continuity in school. City slum girls had a higher level of concerns compared to other girls and boys.

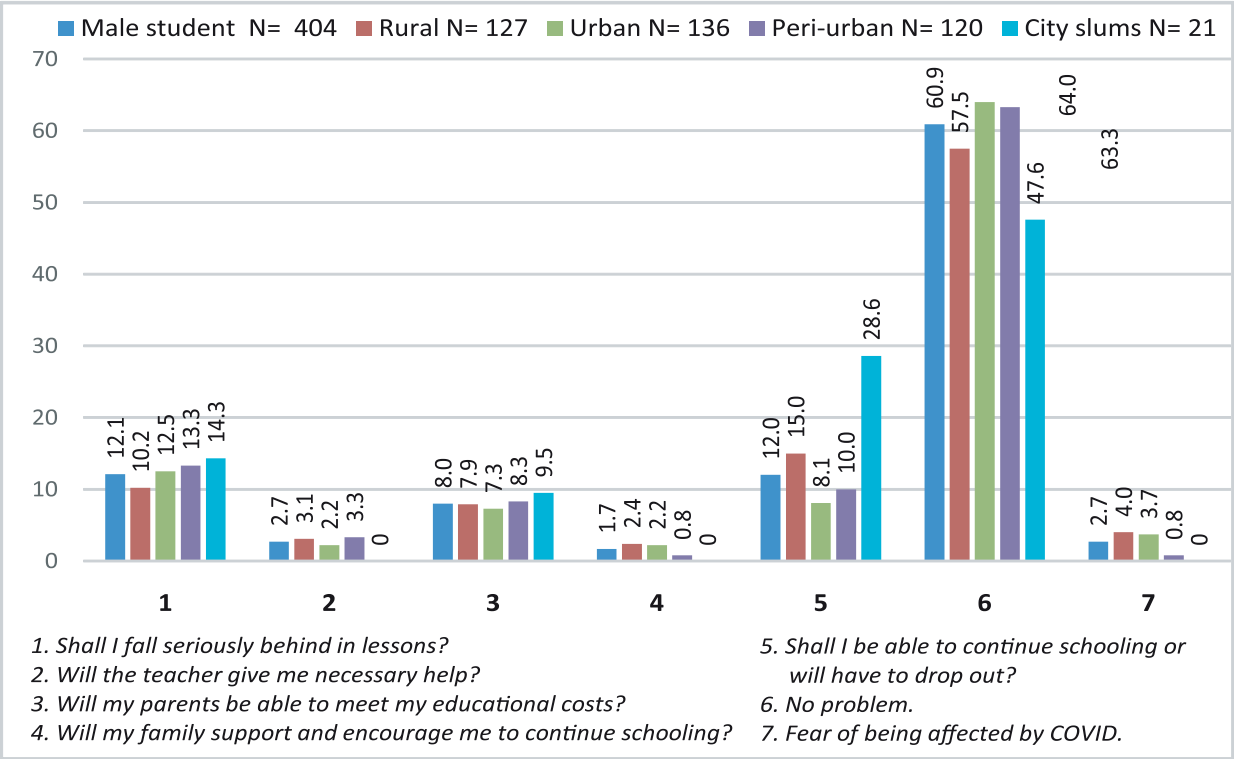
Figure 3.11 Total student anxieties when school re-opens



1. Shall I fall seriously behind in lessons?
2. Will the teacher give me necessary help?
3. Will my parents be able to meet my educational costs?
4. Will my family support and encourage me to continue schooling?
5. Shall I be able to continue schooling or will have to drop out?
6. No problem.
7. Fear of being affected by COVID

Views of other stakeholders – teachers, parents, school officials, and NGO personnel — besides students were asked on problems that may arise when school re-opens (Table 3.20). They were overall less optimistic about potential problems than students. Two categories of anticipated problems were perceived – a) students being absent from school, i.e., a proportion of students not returning to school or being often absent from class, when school re-opens; and b) consequently, an increase in dropout. About 39% of teachers, 29% of parents, 47% of district officials, and 20% of NGO personnel saw likelihood of students being absent when school re-opens. As a result, a quarter of the teachers, a third of district officials, half of Upazila officials and two-thirds of NGO representatives foresaw a higher dropout from school. Parents were more optimistic – 12% of them saw an absentee student problem and half of the parents, same as students, did not anticipate any significant problem when school re-opens.

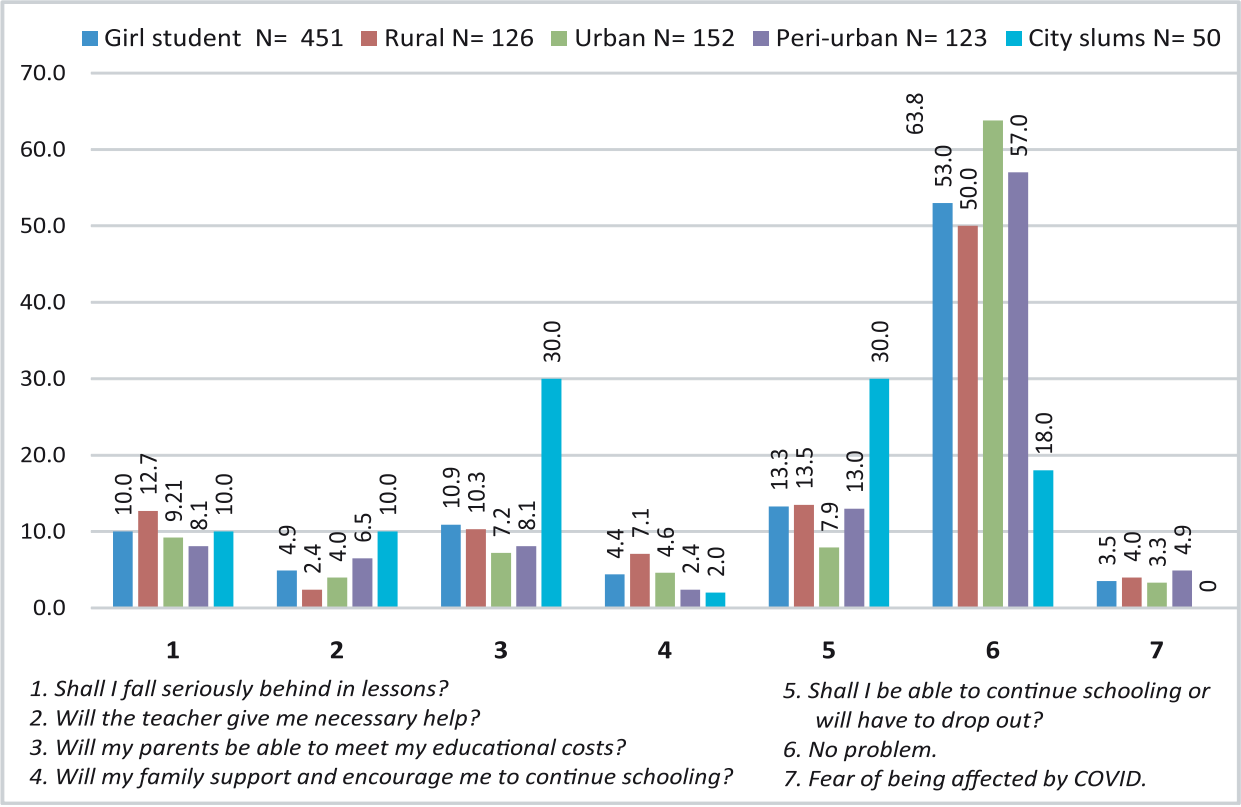
Figure 3.12 Primary male students' anxieties when school re-opens



In summing up the views of students and other stakeholders about problems that have to be given attention when school re-opens, the followings can be highlighted. (Figures 3.11-3.15 and Table 3.20).

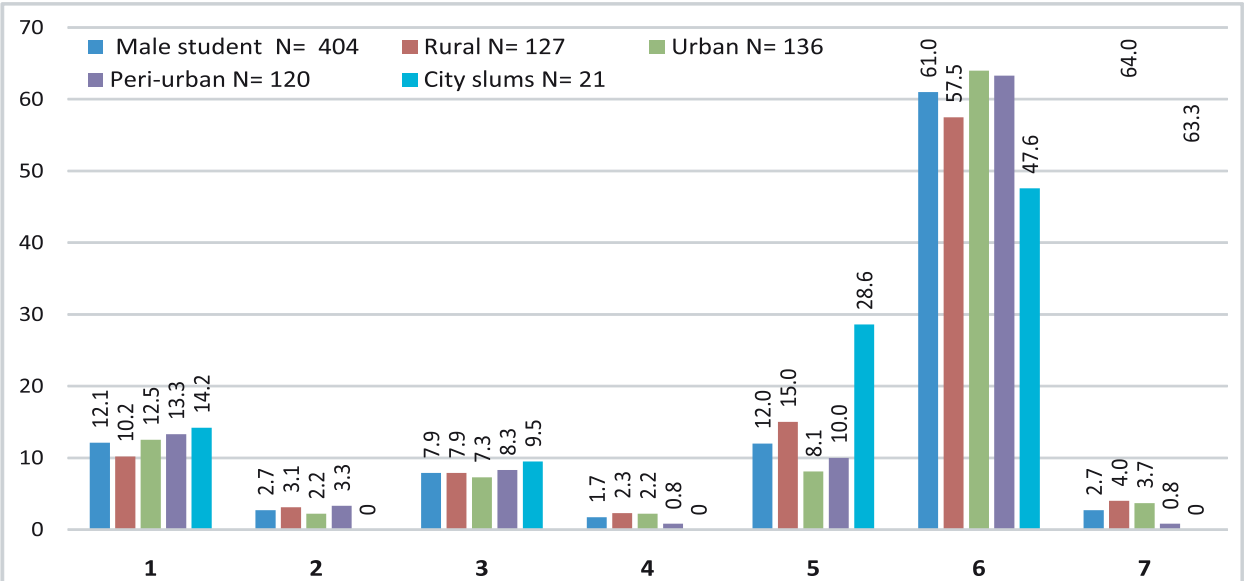
- Overall, more than half (51%) of students were not concerned about any problem regarding their school work, excepting city slum students, only 25% of them were so optimistic. Secondary level students generally expressed more anxieties than primary level students. There were no major differences between urban and rural students' views.
- The pattern of views of boys and girls were similar to all students' views, but on the whole, girls expressed greater anxieties about their support from family and continuity in school. City slum girls had a higher level of concerns compared to other girls and boys.
- Other stakeholders – teachers, school officials, and NGO personnel - were overall less optimistic

Figure 3.13 Primary female students' anxieties when school re-opens



1. Shall I fall seriously behind in lessons?
2. Will the teacher give me necessary help?
3. Will my parents be able to meet my educational costs?
4. Will my family support and encourage me to continue schooling?
5. Shall I be able to continue schooling or will have to drop out?
6. No problem.
7. Fear of being affected by COVID.

Figure 3.14 Secondary male students' anxieties when school re-opens



1. Shall I fall seriously behind in lessons?
2. Will the teacher give me necessary help?
3. Will my parents be able to meet my educational costs?
4. Will my family support and encourage me to continue schooling?
5. Shall I be able to continue schooling or will have to drop out?
6. No problem.
7. Fear of being affected by COVID

Figure 3.15 Secondary female students' anxieties when school re-opens

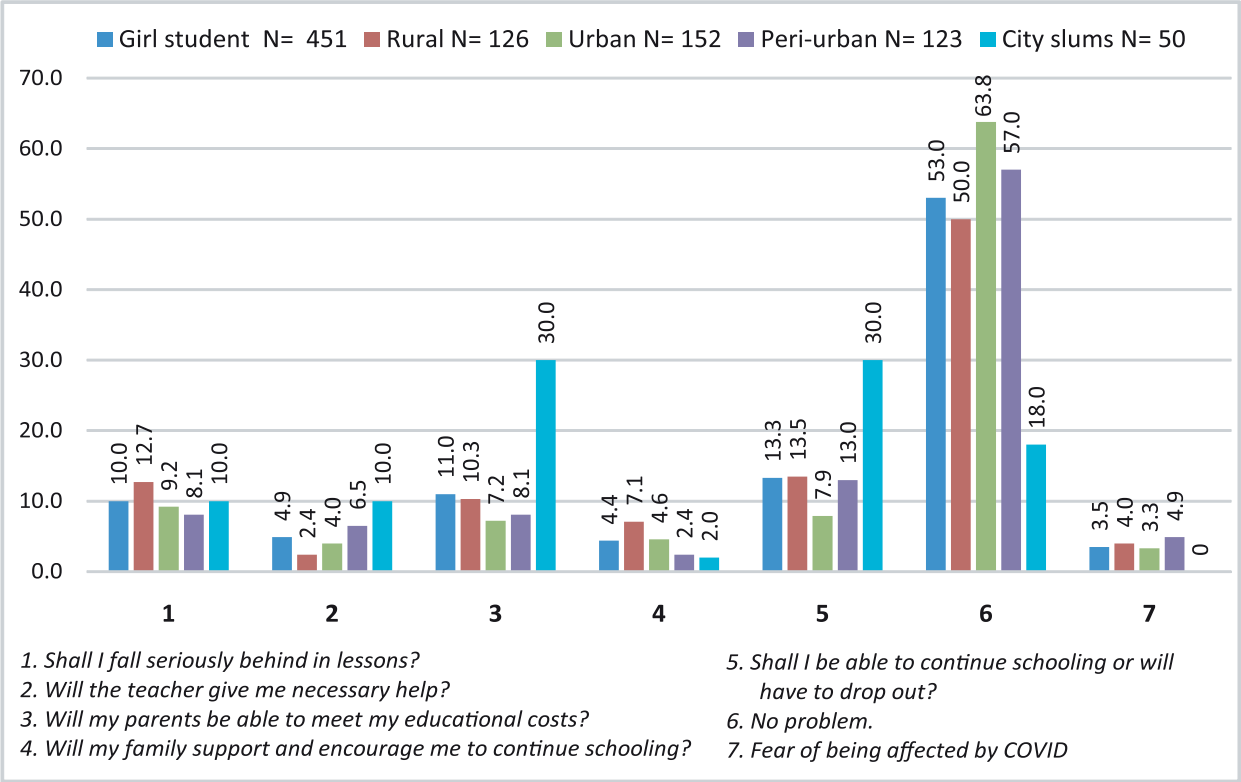


Table 3.20 Various Stakeholders' views – likely problems upon re-opening

Likely problems	Primary teachers	Secondary Teachers	All teachers	All parents	Dist. Edu. Officials	Upaz. Edu. Officials	Partner NGO Personnel
Students absent from classes	37.7	41.2	39.3	28.8	46.7	31.3	20.0
Student Dropping out	20.4	28.4	24.6	12.1	33.3	50.0	64.0
Students engaged in child labour	8.7	4.5	6.6	1.9	20.0	6.3	8.0
Girl students subjected to child marriage	2.1	5.2	3.6	1.2	-	2.1	8.0
Malnutrition of students	-	-	-	0.5	-	-	-
Other problems	7.3	6.2	6.7	5.1	-	8.3	-
No problem anticipated	23.9	14.5	19.2	50.4	-	2.1	-

about potential problems than students. Two main problems anticipated were – a) a proportion of students not returning to school or being often absent from class, and b) consequently, an increase in dropout. About 39% of teachers, 29% of parents, 47% of district officials, and 20% of NGO personnel saw likelihood of students being absent when school re-opens. Parents were more optimistic – 12% of them foresaw a dropout problem and half of the parents, same as students, did not anticipate any significant problem.

3.3.2 Steps to keep schools open and recover learning loss – stakeholders' views

Once school re-opens, they have to be kept open maintaining safety and health conditions, responding to any change in the pandemic situation at the local and national level. Schools also have to function in a way that enables students to learn and supports the measures taken to help students recover from learning losses.

Students were asked about their views on priorities in learning activities when school is re-opened. Questions were posed on dealing with unfinished lessons, starting new lessons, promoting to the next grade in the beginning of the year, and taking tests – both of those missed and new ones (Figure 3.15). Among these, most attention was given by students on completing unfinished lessons — 45% of the students wanted that unfinished lessons should be completed. The next most important item for students (22%) was about being promoted to the new grade in the new year instead of being held back. The third priority was starting new lessons with due attention to lessons not completed, suggesting a link with the first priority about unfinished lessons. They seem to be concerned about going on to new lessons without the preparation for these from previous lessons. Only 14% of the students were interested in or concerned about missed tests or taking tests. A higher proportion of secondary students expressed views along this line than primary students.

Figure 3.16 Students' views on priority in lessons after re-opening

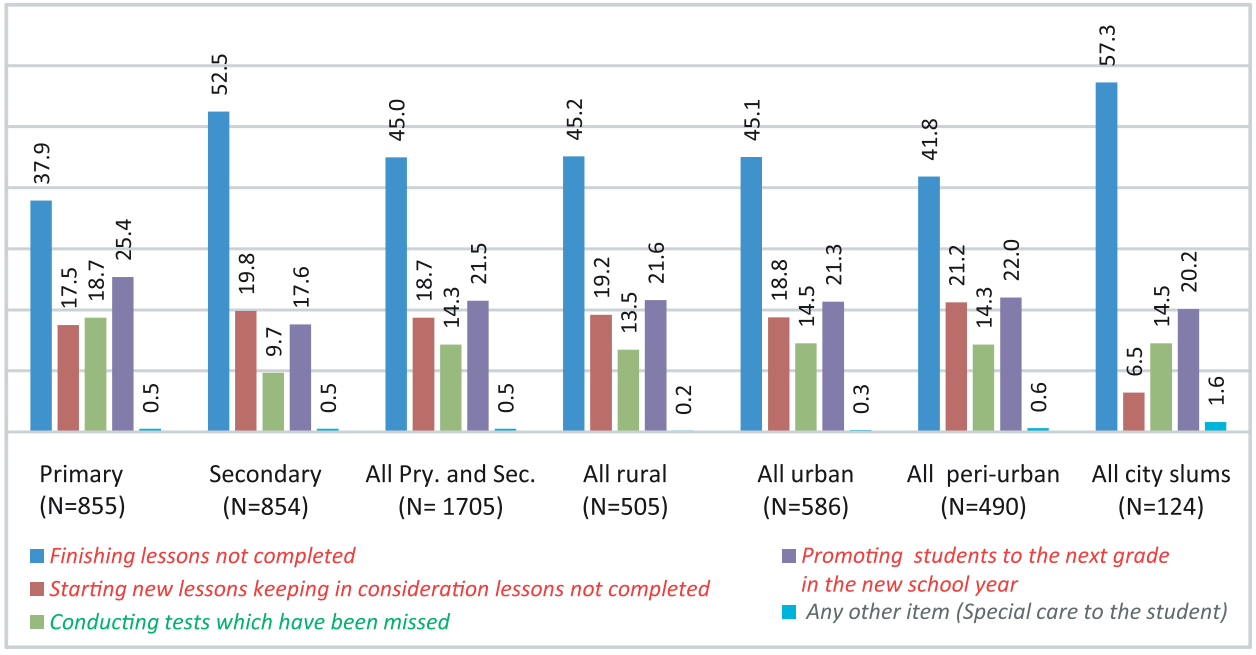


Table 3.21 Primary male students' views on conducting lessons after re-opening

Primary level boys by location	*What should be emphasized in lessons after re-opening -- % of students expressing view*			
	1	2	3	4
Primary Boys N= 404	37.4	17.6	18.8	26.2
Rural N= 127	41.0	18.1	18.9	22.0
Urban N= 136	39.7	18.3	17.6	24.2
Peri-urban N= 120	31.7	16.7	20.0	31.6
City slums N= 21	33.3	14.2	19.0	33.3

1. *Finishing lessons not completed*
2. *Starting new lessons keeping in consideration lessons not completed*
3. *Conducting tests which have been missed*
4. *Promoting students to the next grade in the new school year*

Table 3.22 Primary female students' views on conducting school after re-opening

Primary level girls by location	*What should be emphasized in lessons after re-opening -- % of students expressing view*			
	1	2	3	4
Primary Girls N= 451	38.4	17.5	18.6	24.6
Rural N= 126	37.3	18.4	17.4	27.0
Urban N= 152	36.8	18.4	18.4	25.7
Peri-urban N= 123	32.5	21.1	22.0	22.0
City slumN= 50	60.0	4.0	14.0	22.0

1. *Finishing lessons not completed*
2. *Starting new lessons keeping in consideration lessons not completed*
3. *Conducting tests which have been missed*
4. *Promoting students to the next grade in the new school year*

Tables 3.21 to 3.23 and Figure 3.16 are about gender-wise variation in primary and secondary level student responses on the questions about priority learning activities after schools re-open. At the primary level, girls and boys have similar views (Tables 3.21 and 3.22) on the questions posed, except for city slum girls who overwhelmingly (60%) indicated a priority for completing unfinished lessons. At the secondary level, girls had a more definitive views in their responses, though the direction of preferences were the same. For example, while 50.6% percent of the secondary school boys were in favor of first finishing unfinished lessons, 54.0% of the girls expressed this view. In the case of city slum girls, this proportion was 76% (Tables 3.23 and Figure 3. 16).

Students were concerned about maintaining safety measures after school re-opened. About 82% of students wanted no more than two students to be seated on a bench (normally for 4 or 5 students), though only 12% indicated a preference for school day to be conducted in multiple shifts (Table.3. 24).

Table 3.23 Secondary male students' views on conducting school after re-opening

Secondary level boys by location	*What should be emphasized in lessons after re-opening -- % of students expressing view*			
	1	2	3	4
Secondary Boys N= 404	37.4	17.6	18.8	26.2
Rural N= 127	52.1	18.1	18.9	22.0
Urban N= 136	39.7	18.3	17.7	24.2
Peri-urban N= 120	31.7	16.7	20.0	31.6
City slums N= 21	33.3	14.2	19.0	33.3

1. *Finishing lessons not completed*
2. *Starting new lessons keeping in consideration lessons not completed*
3. *Conducting tests which have been missed*
4. *Promoting students to the next grade in the new school year*

Figure 3.17 Secondary female students' views on conducting school after re-opening (%)

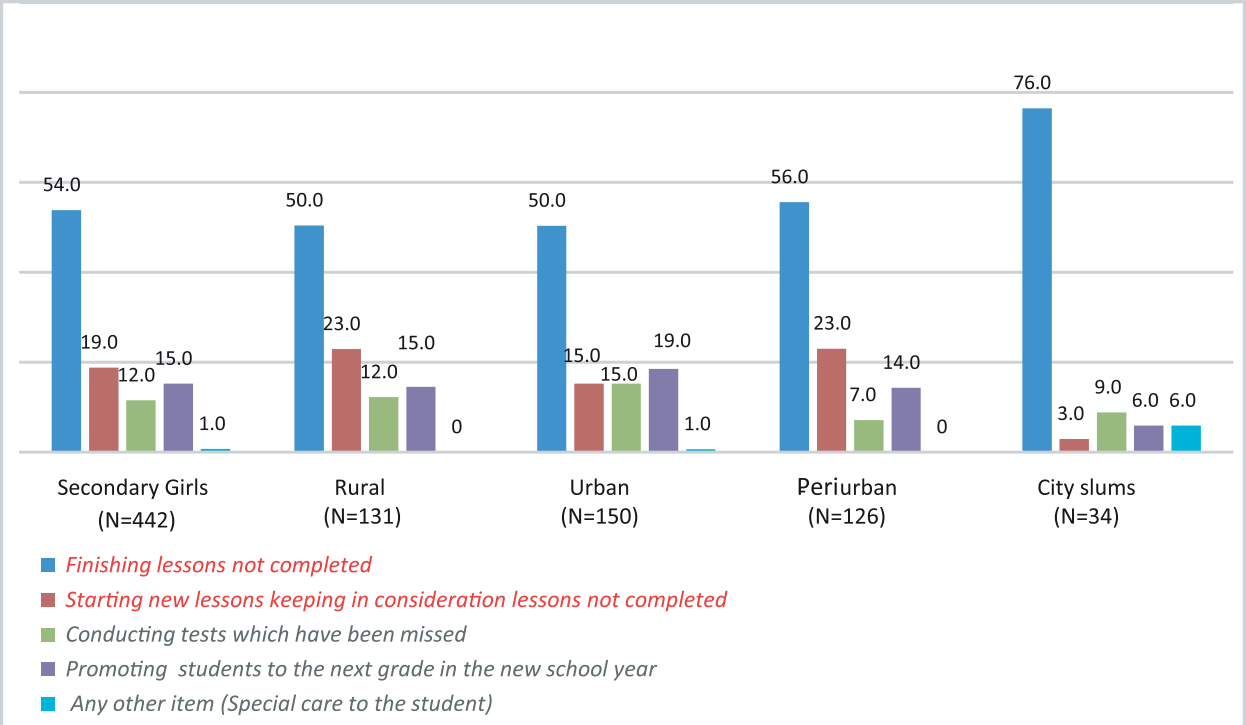


Table 3.24 Student views on measures for social/physical distancing in school

Students by level and location	More than one shift for each class (%)	Only two students seated on a bench (%)	Alternate day schooling (%)	Reduction of total school hours (%)
Primary N= 855	7.3	84.8	5.4	2.6
Secondary N= 854	13.6	79.2	4.6	2.7
Total Students N= 1709	10.5	81.9	5.0	2.6
Rural N= 507	12.6	81.6	4.0	1.8
Urban N= 587	8.0	84.3	5.2	2.3
Peri-urban N= 491	10.3	81.2	5.3	3.0
City slums N= 124	13.7	74.1	6.4	5.7

Complementing the student's responses about conducting lessons after school re-opening, teachers expressed their views on the same questions (Figure 3.18). In contrast to students, a greater proportion of teachers were in favor of moving on to new lessons (albeit with attention to what remained incomplete), whereas students were more strongly in favor of first paying attention to incomplete lessons from the previous year, as noted above.

Teachers were also asked to give their views on classroom management and school facilities management to help conduct lessons successfully and safely. Two points emphasized by teachers regarding classroom arrangements (about half of the teachers expressing a definite view) were to ensure safety and cleanliness in classrooms and classroom seating to follow social distance rules. In respect of health and hygiene measures, the teachers emphasized overwhelmingly (about 80%) safety and hygiene measures, including washing facilities, clean toilets and adequate use of disinfectants (Table 3.25).

Figure 3.18 Teachers' views on priorities in conducting school after re-opening

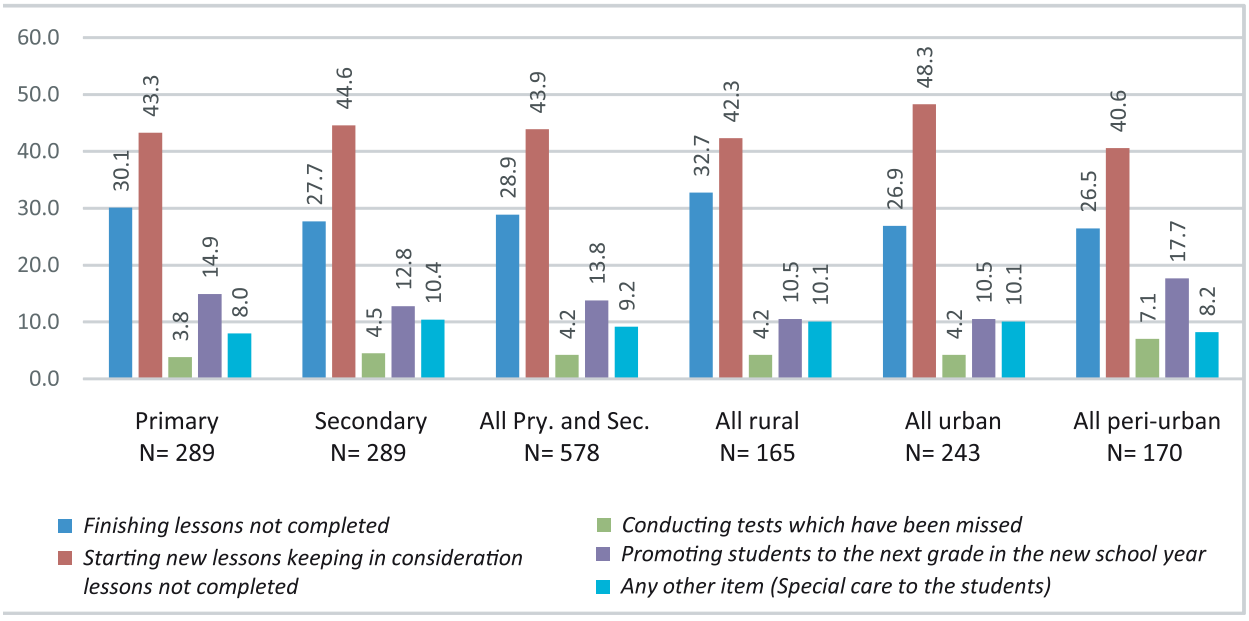


Table 3.25 Teachers on class/school management on re-opening

Teachers by Level and Location	Classroom Management			School Hygiene, Sanitation and Safety Measures		
	1	2	3	1	2	3
Primary level teachers N= 289	53.0	44.8	2.1	83.8	13.7	2.5
Secondary level teachers N= 289	47.7	50.2	2.1	77.5	17.8	4.7
All Rural teachers N= 165	50.5	48.5	0.6	78.8	17.6	3.6
All Urban teachers N= 243	47.9	47.5	4.6	78.6	16.8	4.6
All Peri-urban teachers N= 170	54.7	43.5	1.8	82.3	13.5	4.1
All teachers N= 578	50.5	46.9	2.6	79.4	16.4	4.2

Classroom Management

1. *Arranging safety/cleaning;*
2. *Changing sitting for social distance*
3. *Making shifts/taking class alternate days*

School Hygiene and Safety Measures

1. *Cleaning/Hygiene, toilets, using disinfection;*
2. *Increasing number of toilets;*
3. *Managing pure drinking water.*

To sum up, the findings about keeping school running safely and to facilitate recovery of learning loss, points to be underscored are as below:

- Students emphasized most attention to completing unfinished lessons — 45% of the students wanted that unfinished lessons should be completed. The next priority for students (22%) was about being promoted to the new grade in the new year instead of being held back. The third priority was starting new lessons with due attention to lessons not completed, suggesting a link with the first priority about unfinished lessons.
- At the primary level, girls and boys have similar views on conducting lessons on re-opening, except for city slum girls who overwhelmingly (60%) indicated a priority for completing unfinished lessons. At the secondary level girls had a more definitive views in their responses; for example, while 37% percent of the secondary school boys were in favor of first finishing unfinished lessons, 56% of the girls expressed this view. In the case of city slum girls, this proportion was 76%.
- Students were concerned about maintaining safety measures after school re-opened. About 82% of students wanted no more than two students to be seated on a bench (normally for 4 or 5 students), though only 12% indicated a preference for school day to be conducted in multiple shifts.
- In contrast to students, a greater proportion of teachers were in favor of moving on to new lessons (albeit with attention to what remained incomplete). Two points emphasized by teachers regarding classroom arrangements. Half of the teachers strongly supported ensuring safety and cleanliness in classrooms and observing social distance rules. Teachers emphasized overwhelmingly (about 80%) that safety and hygiene measures in school, including washing facilities, clean toilets and adequate use of disinfectants cannot be neglected.

Table 3.26 Additional cost to families for internet connectivity during school closure

Household location	*Additional household cost per month (% of households)*				
	Tk. 50-200	Tk. 201-400	Tk. 401-600	Tk. 600+	No extra cost
Rural families N= 19	31.6	5.26	26.3	5.3	31.6
Urban families N= 52	21.1	30.7	15.4	9.6	23.0
Peri-urban families N= 30	16.7	36.7	13.3	6.7	26.7
City slum families N= 6	33.3	-	16.6	-	50.0
Total Families – 107 out of 577	22.4	26.8	16.8	7.45	27.1

3.3.3 Economic and other burdens on students' and teachers' families due to Covid-19

The Covid-19 pandemic not only disrupted education but also affected life and livelihood of people in Bangladesh and throughout the world. Loss of job and income, the effects of Covid-19 infection and death, mental anxiety and stress subjected families of students and teachers to unprecedented stress and burdens.

The survey investigated the burdens on students' and teachers' families by asking questions on additional costs to families for internet connectivity necessary to participate in distance education; extra time, effort and cost families had to bear to assist their children's education during school closure; and change in the status of students' and teachers' families in meeting the basic needs (such as, food, shelter, health and education costs) from pre-pandemic to the pandemic period, i.e., between 2019 and 2020. Over a quarter of the families (26%) spent between Tk. 200 to 400 extra per month for internet/WIFI connectivity, almost another quarter (24%) spent over Tk. 400, and slightly under a quarter (22%) spent between Tk. 50 and 200. Over a quarter (27%) mentioned that they did not incur any extra cost (Table 3.26).

Asked about other burdens, such as time and effort and other kinds of costs besides for connectivity, about two-thirds responded that they did not face any additional cost or burden to support children's education during school closure (Table 3.27). Just over 20% mentioned extra expenses which is broadly consistent with connectivity cost of over TK 400 per month for 24% of families shown in Table 3.26. Most telling information was about the change in status of families in meeting their basic needs between the years 2019 and 2020. In 2019, 10% of the households were facing income deficits to meet their basic family needs most of the time in the year. This proportion increased more than four times in 2020. In the case of teachers, their families not meeting basic needs also increased four-fold from 2.1% to 8.5%.

In summing up the stress and burdens on families to support children's education, the following may be highlighted:

- The direct additional cost for maintaining connectivity (internet/wifi) does not appear to be burden some to families. Just over a quarter (27%) said they did not bear any extra cost, just over a quarter (26%) spent between Tk. 200 to 400; almost another quarter (24%) spent over Tk 400, and slightly under a quarter (22%) spent between Tk. 50 and 200. Over a quarter (27%) mentioned that they did not incur any extra cost.
- About two-thirds responded that they did not face any additional cost or burden to support children's education during school closure. Just over 20% mentioned extra expenses, besides connectivity costs, that they had to bear.

- Most significant was the change in status of families in meeting their basic needs between the years 2019 and 2020. While 10% of the households were facing income deficits to meet their basic family needs most of the time in 2019, this proportion rose more than four times in 2020. In the case of teachers, families not meeting basic needs also increased four-fold from 2.1% to 8.5%.

Table 3.27 Extra pressure on family/parents to support children's education during C-19 pandemic

Parents by level and location	*Problems/pressures families have faced during school closure (% responding)*				
	Extra time needed to help children (%)	Extra expense for online education (%)	Supervising children at home (%)	Ensuring device availability (%)	No special problem (%)
Primary level parents	12.7	11.1	6.3	6.3	63.5
Secondary level parents	7.4	25.9	3.7	0.9	62.0
Rural parents	5.4	29.7	2.7	5.4	56.7
Urban parents	12.1	16.1	2.6	2.6	64.1
Peri-urban parents	7.5	22.5	7.5	-	62.5
City slum parents	5.1	11.7	11.8	5.9	64.7
All parents	9.4	20.5	4.7	2.9	62.6

Table 3.28 Student family status in meeting basic needs 2019 and 2020

Household level and location	% Meeting basic needs		% Most of the time in deficit		% Occasionally in deficit	
	2019	2020	2019	2020	2019	2020
Primary students N= 291	71.8	28.8	11.0	46.7	17.2	24.4
Secondary student N= 286	74.5	30.0	9.8	35.7	15.7	34.3
Rural Students N= 178	69.1	24.7	12.9	43.3	18.0	32.0
Urban Students N= 172	75.6	36.0	7.6	34.3	16.9	29.5
Peri-urban N= 160	72.5	32.5	10.6	39.4	16.9	28.2
City slums students N= 66	78.8	16.6	10.6	59.1	10.6	24.2
Total households N= 576	73.0	29.5	10.4	41.2	16.6	29.3

3.4 Findings — Stakeholder reflection on lessons from experience

Students have lived through difficult times during the long school closure. They still face uncertainties about their schools re-opening, school routine, and about life in general. It has been the same for the teachers, parents and education officials and NGOs concerned with education. The survey asked questions about these stakeholders' reflections on the experience they have lived through, the future they anticipate, and the thoughts they have about lessons for the future.

Table 3.29 Teachers' families meeting basic needs 2019 & 2020

Teachers by level and location	% Meeting basic needs		% Most of the time in deficit		% Occasionally in deficit	
	2019	2020	2019	2020	2019	2020
Primary teachers N= 289	93.1	72.6	2.1	6.6	4.8	20.8
Secondary Teachers N= 289	92.7	62.6	2.1	10.4	5.2	27.0
Rural teachers N= 165	89.7	66.7	3.0	10.9	7.3	22.4
Urban Teachers N= 243	93.3	64.7	2.1	9.7	4.6	25.6
Peri-urban Teachers N= 170	95.3	74.1	1.2	4.7	3.5	21.2
Total Teachers N= 578	92.9	67.6	2.1	8.5	5.0	23.9

Being asked an open-ended question about general lessons students have learned from their experience, they mentioned three points most frequently: a) Importance of observing health and safety measures including hand washing, hand sanitizing, cleaning, and maintaining social distance (45% of responses); b) Opportunity to engage in and improve practical skills, such as, cooking, tailoring, handicrafts, farming, house hold work, electric work (21%), and c) Engaging in or learning hobbies and sports, such as, swimming, dance, singing, playing musical instruments, poetry recitation, acting, drawing and gardening (21%).

Asked to make suggestions about coping with potential future epidemic or pandemic situations, students again emphasized making health, hygiene and sanitation practice as part of normal behavior. They noted the importance, particularly, of two measures – a) Importance of health and safety measures, especially, hand washing, and hand sanitizing (61% of responses); and b) Maintaining social distance, isolation when sick, and avoiding crowd (21% of responses).

Teachers were also asked about their reflection on coping with the pandemic-like emergencies, and what they saw as necessary short-term and longer-term steps. An overwhelming proportion, 75%, emphasized in their response to the open-ended question the importance, in the short-term, of health and safety measures. Much smaller proportions, between 1 to 10 percent mentioned various other actions — Providing school meal at primary and secondary level, continuing online/distance education classes, providing for student health check-up, supplying essential medicines for students and teachers, and discussion (at school and local level) on pandemic and disaster management. As longer-term measures three items were mentioned – a) attention to health and safety measures (33% of responses), b) free internet and technology support ensuring ICT facility and teacher training on ICT (29%), and c) developing health sector services so that these functions better (21%). (See Tables 3.31).

In addition, teachers were asked about their thoughts on improving education quality, pedagogy, and inclusive education arising from their pandemic experience. The response to this open-ended question elicited the following responses in order of frequency: Using technology in education and ensuring online classes for all (53%), improvement of teaching-learning, teacher training, recruiting more subject-specific teachers (21%), ensuring equal opportunity, reducing drop-out, ensuring education coverage for marginalized children (16%), special attention to making lessons challenging to students (6%), and giving importance to girls' education (4%). (See Table 3.32).

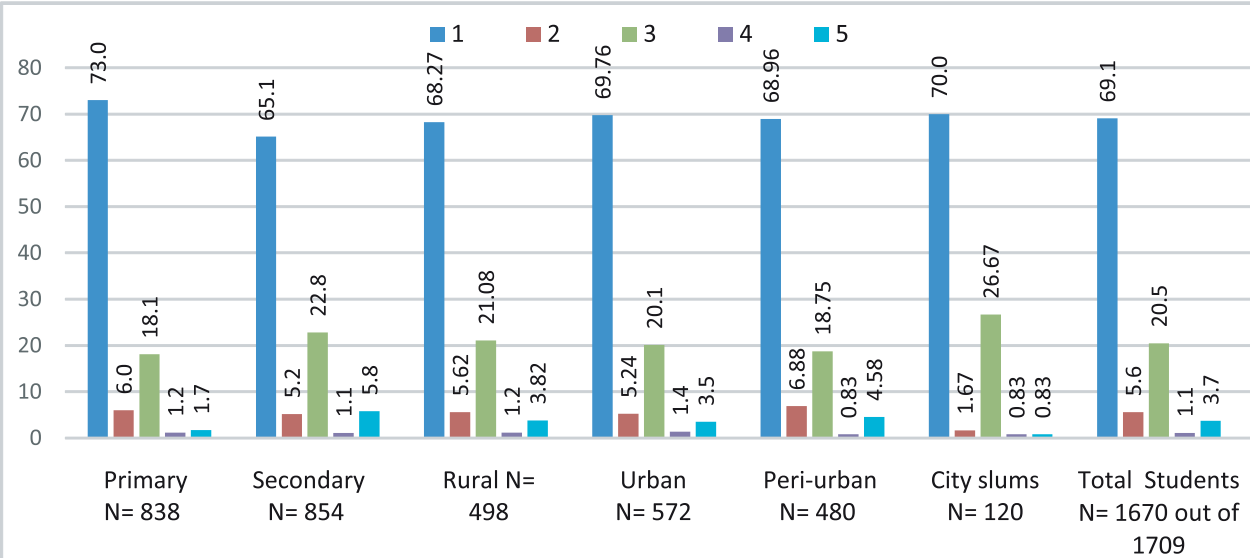
Table 3.30 Lessons learned by students from the pandemic experience

Students by level and location	*% of students expressing view*				
	1	2	3	4	5
Primary N= 632 out of 855	47.8	13.3	3.2	9.0	26.7
Secondary N= 581 out of 854	42.0	29.6	9.5	4.0	15.0
Total Students N= 1213 out of 1709	45.0	21.1	6.2	6.6	21.1
Rural N= 340	52.0	21.1	4.7	6.2	15.9
Urban N= 435	40.7	20.0	8.0	7.6	23.7
Peri-urban N= 339	48.0	20.0	5.0	5.0	21.9
City slums N= 99	29.3	29.3	7.1	9.1	25.2

Note:

1. *Observing health and safety measures including hand washing, hand sanitizing, cleaning, and /maintaining social distance*
2. *Opportunity to Engage in and improve practical skills, such as, cooking, tailoring, handicrafts, farming, house hold work, electric work*
3. *Learning and improving new skills in computer, online learning, and ICT skills*
4. *Studying the holy Quran and observing religious rites*
5. *Engaging in or learning hobbies and sports, such as, swimming, dance/song/musical instruments/poetry recitation/acting/drawing/gardening*

Figure 3.19 Students' ideas about precautions to cope with future emergencies



1. *Ensuring equal opportunity/reducing drop-out/ensuring education coverage for marginalized children*
2. *Giving importance to female education*
3. *Using technology in education/ensuring online classes for all*
4. *Improvement of teaching learning/teachers training/recruiting subject based teacher*
5. *Special attention to lesson challenging students*

Table 3.31 Teachers' reflection on coping with future emergencies

A. Short term actions

Teachers by level and location	*% of teaches expressing view*					
	1	2	3	4	5	6
Primary teachers N= 189 out of 289	79.9	1.1	10.1	2.6	5.3	1.1
Secondary Teachers N= 198 out of 289	71.2	9.1	8.6	4.5	6.1	0.5
Total N= 387 out of 578	75.5	5.2	9.3	3.6	5.7	0.8

Note:

Key reflections about coping with future pandemic and similar emergencies

1. Obeying health safety rules
2. Provide school meal for primary and secondary level
3. Continuing online class
4. Providing for basic health check-up of students
5. Supplying essential medicines
6. Discussion on pandemic issue and disaster management

B. Longer term actions

Teachers by level and location	*% of teaches expressing view*				
	1	2	3	4	5
Primary teachers N= 209 out of 289	30.1	7.7	18.2	6.7	37.3
Secondary Teachers N= 195 out of 289	36.9	11.3	24.6	7.7	19.5
Total N= 404 out of 578	33.4	9.4	21.3	7.2	28.7

Note:

Key reflections about coping with future pandemic and similar emergencies

1. Obeying health safety rules
2. Ensuring COVID test and vaccine
3. Developing health sector services
4. Mass awareness raising
5. Free internet/technology/ensuring ICT facility and teacher training on ICT

Education officials at district and Upazila levels were asked for their reflection on lessons derived from the school closure and the pandemic experience on measures to cope with future emergencies. They also provided their thoughts on broader education policy lessons related to improving quality, pedagogy and inclusion (Table 3.33A and B).

The suggestions of district officials overwhelmingly emphasized the importance of ensuring health and safety rules observance as the immediate step (69%), followed up by making short term syllabus adjustments (15%). Medium and longer term, the emphasis was on preparation for awareness raising (47%), and strategies for adopting alternative teaching-learning approaches (40%). Upazila officials emphasized awareness raising and informing people about the nature of the diseases in the short term (100%); for the longer term, the preference was for ensuring vaccine access when needed (21%) and planning to bring all students into the distance education mode (21%). However, half of the Upazila officials did not have any suggestion regarding longer term steps. (See Table 3.33 A & B)

Table 3.32 Teachers' reflection on improving education quality, pedagogy, and inclusive education from the pandemic experience

Teachers by level and location	*% of teaches expressing view*				
	1	2	3	4	5
Primary teachers N= 145 out of 289	19.3	6.9	45.5	26.9	1.4
Secondary Teachers N= 164 out of 289	12.8	0.6	60.4	15.9	10.4
All Teacher N=309 out of 578	15.9	3.6	53.4	21.0	6.1

Note:

Key reflections about improving education quality, pedagogy, inclusion

1. Ensuring equal opportunity, reducing drop-out, ensuring education coverage for marginalized children
2. Giving importance to girls' education
3. Using technology in education and ensuring online classes for all
4. Improvement of teaching learning, teacher training, recruiting more subject-specific teachers
5. Special attention to making lessons challenging to students

Table 3.33 Education officials' reflections on lessons from school closure

A. District level Primary and Secondary Education Officer's views - measures to cope with future emergencies (% of responses)

Dist. Edu. Officials	*Short-term measures % of expressing view*				*Medium and longer term % of expressing view*		
	1	2	3	4	1	2	3
District Level N= 13 out of 15	69.3	7.7	7.7	15.4	46.7	40.0	13.3

Note: Lessons on measures to cope with future emergencies

a. Short-term measures

1. Obeying health and safety rules
2. Vaccination
3. Area based decision making
4. Making short term syllabus adjustments

b. Medium and longer term

1. Being prepared for pandemic/awareness raisin
2. Being ready with alternative teaching method
3. Obeying health safety rules

B. Upazila level primary and secondary education officers' views

Upazila Education Officials	*Short-term measures % expressing view*	*Medium and longer term % expressing view*				
	1	1	2	3	4	5
Upazila level N= 34 out of 48	100	2.6	20.5	20.5	5.1	51.3

a. Short-term measures

1. Awareness raising /sharing ideas about specific diseases

b. Medium and longer term

1. *Awareness raising*
2. *Managing vaccines availability and keeping reserve money for this*
3. *Taking all students into online class coverage*
4. *Enforcing government instruction*
5. *No Comments*

Regarding policy and strategy lessons on broader quality improvement, pedagogy approaches, and inclusion, district level education officials mostly (60%) spoke in support of continuing distance/on-line instruction. Upazila officials strongly supported teachers and education authority working jointly to solve problems (38%), followed by special arrangement for students lagging behind (18%) and including health and safety issues in the curriculum (15%). (See Table 3.34)

On classroom and school management in situations of the COVID-19 pandemic type of emergencies, NGO representatives emphasized three items in order of priority — Providing health safety tools (52% of responses), distance sitting arrangement and classes in shift (28%) and cleanliness and hygiene (20%). (See Table 3.35 A.)

Table 3.34 Education official's views on measures to improve quality, pedagogy and inclusion

A. District level primary and secondary education officers expressing views

District Education Officials	*Appropriate Measures (% of responses}*			
	1	2	3	4
DistrictLevel N= 15	60.0	13.3	20.0	6.7

1. *Continuing online/distance teaching methods*
2. *Special arrangement for lagging behind student*
3. *Making alternative plan based present experience*
4. *Continuing assignment*

B. Upazila level primary and secondary education officers' views

Upazila Education Officials	*Appropriate Measures (% of responses}*					
	1	2	3	4	5	6
Upazila level N= 49	8.3	16.7	14.6	4.2	37.5	18.8

1. *Managing classroom considering number of students*
2. *Special arrangement for lagging behind student*
3. *Including health safety issue in the curriculum*
4. *Not changing curriculum frequently*
5. *Teacher and education authority to work jointly to solve problem*
6. *No comments*

NGOs were also asked about their reflection on distance education experience. A range of responses emerged from this open-ended question, in order of frequency of responses:

1. ICT training for teachers, recruiting skilled teachers, and increasing internet facility for students (32%)
2. Emphasizing co-curriculum activities (20%)
3. Making sure a joyful learning environment (16%)
4. Making holistic education plan (16%)
5. Special attention to girls and motivational course for all students (8%)
6. Increasing coordination between students and teachers (4%)
7. Special arrangement for lagging behind students (4%) (See Table 3.35 B)

Two ways NGOs could help the government implement its plans, most mentioned by NGO representatives, were – participating in activities to encourage students to return to and attend school (72%), and helping supply and effective use of health and safety tools and methods in schools (28%). (See Table 3.35 C)

Regarding how government could support and encourage NGOs, the NGO personnel brought up areas in which the Government could work with NGOs, in order of frequency of mention - *targeting stipends and assistance to the neediest with NGO involvement* (48%), *helping supply health and safety tools to schools and their proper use* (36%), *helping students with special needs (8%),* and *arranging and conducting ICT training* (8%). (See Table 3.35 D)

Table 3.35 NGO partners' reflection on lessons from school closure

A. Classroom and school management for reopening school considering COVID pandemic?

Types of Measures	*Three most frequently mentioned items and % of responses*		
	1	2	3
Steps to keep schools, classes, students and teachers safe	28.0	52.0	20.0

Classroom and school management

1. *Distance sitting arrangement/class shifting (if necessary)*
2. *Providing health and safety tools*
3. *Cleanliness and hygiene*

B. NGO Comments on improving present distance learning approaches in future

Types of Measures	*% of respondents expressing view*						
	1	2	3	4	5	6	7
Lessons for improving quality of instruction and inclusion	16.0	32.0	8.0	20.0	4.0	4.0	16.0

Note:

1. Making holistic education plan
2. ICT training for teachers/recruiting skilled teacher/increasing internet facility for students
3. Special attention to girls/motivational course for students
4. Emphasizing co-curriculum activities
5. Increasing coordination between students and teachers
6. Special arrangement for lagging behind students
7. Making sure joyful learning environment

C. How NGOs can help government in reopening schools

Types of Measures	*% of respondents expressing view*	
	1	2
What NGOs can do to help implement government plans	72.0	28.0

1. Encouraging activities for increasing student's presence in school
2. Supplying and using well health safety tools

D. What government can do to help NGO activities

Types of Measures	*% of respondents expressing view*			
	1	2	3	4
What government can do to help NGO activities	48.0	8.0	36.0	8.0

1. Targeting stipends and assistance to the neediest (with NGO involvement)

2. Helping students with special needs

3. Supplying health and safety tools to schools and their proper use

4. Arranging and conducting ICT training

To sum up, the reflections of the stakeholders — students, teachers, education officials and NGO personnel – on lessons from the Covid-19 experience for the future, the following points can be highlighted.

- Primary and secondary level students mentioned three points most frequently: a) they saw the importance of observing health and safety measures including hand washing, hand sanitizing, cleaning, and maintaining social distance (45% of responses); b) some appreciated the opportunity to engage in and improve practical skills, such as, cooking, tailoring, handicrafts, farming, house hold work, electric work (21%), and c) some recognized the value of engaging in or learning hobbies and sports, such as, swimming, dance, singing, playing musical instruments, poetry recitation, acting, drawing and gardening (21%).
- On lessons for coping with potential future epidemic or pandemic situations, students again emphasized making health, hygiene and sanitation practice part of normal behavior. They noted the importance, particularly of two measures – a) importance of health and safety measures, especially, hand washing, and hand sanitizing (61% of responses); and b) maintaining social distance, isolation when sick, and avoiding crowd.
- An overwhelming proportion of teachers, 75%, emphasized, in the short-term, the urgency of health and safety measures. As longer-term measures three items were mentioned – a) attention to health and safety measures, b) free internet and technology support ensuring ICT facility and teacher training on ICT, and c) developing health sector services so that these function better for all including students and teachers.
- On improving education quality, pedagogy, and inclusive education arising from the pandemic, teachers' response in order of frequency were**:** Using technology in education and ensuring online classes for all; improvement of teaching learning, teacher training, and recruiting more subject-specific teachers; and ensuring equal opportunity, reducing drop-out, and ensuring education coverage for marginalized children.
- The district level education officials overwhelmingly emphasized the importance of ensuring health and safety rules observance as the immediate step. In the medium and longer term, the emphasis was on preparation for awareness raising (47%), and strategies for adopting alternative teaching-learning approaches (40%). Upazila officials emphasized awareness raising and informing people about the nature of the diseases in the short term (100%); for the longer term, the preference was for ensuring vaccine access when needed (21%) and planning to bring all students into the distance education mode (21%). However, half of the Upazila officials did not have any suggestion regarding longer term steps.
- Regarding policy and strategy lessons on broader quality improvement, pedagogy approaches, and inclusion, district level education officials mostly (60%) spoke in support of continuing

distance/on-line instruction. Upazila officials strongly supported *teachers and education authority working jointly to solve problems (38%),* followed by *special arrangement for students lagging behind (18%)* and *including health and safety issues in the curriculum.*

- On classroom and school management in a pandemic-type emergency, NGO representatives emphasized three items in order of priority — *Providing health and safety tools to schools* (52% of responses), managing *distance sitting arrangement and classes in shift* (28%) and *cleanliness and hygiene measures* (20%).
- NGOs were also asked about their reflection on distance education experience. A range of NGO reflection on the distance education experience offered included - a) ICT training for teachers, recruiting skilled teachers, and increasing internet facility for students (32%); b) need to emphasize co-curricular activities (20%); promoting and creating a joyful learning environment (16%); and making a holistic education plan (16%).
- On ways NGOs could help the government implement its plans, the most mentioned items by NGO representatives were – *participating in activities to encourage students to return to and be present in school* (72%), and helping supply and use properly health and safety tools in schools (28%). Regarding how government could support and encourage NGOs, two points were underscored -- *targeting stipends and assistance to the neediest with NGO involvement* (48%)*, and helping supply health and safety tools to schools and their proper use* (36%).

Chapter 4

Significance and Implications of the key findings

The survey undertaken of stakeholders – students, teachers, parents, education officials and NGO personnel — provided information and data from which findings were presented on the following topics:

- Perception about school re-opening and safety conditions and requirements when school re-opens;
- Students' participation in distance education during school shutdown;
- Students' time use during school shutdown in learning and other activities;
- Contact and communication between students and teachers during shutdown and in preparation to re-open school;
- Change in the situation of meeting basic needs by the families of students and teachers;
- Anxiety, concerns and expectations of students, teachers and parents about education operations and provisions during the pandemic and as the pandemic wanes;
- Perception and expectations regarding likely education loss and support needed to recover;

These findings were presented in the previous chapter under three broad headings – a) A retrospective view – how it has been during the forced school closure and when it can re-open; b) A prospective view – necessary steps to re-open schools, keep schools open and recover learning loss; and c) Reflections — thoughts of stakeholders from the pandemic experience about better school operations and outcomes. The discussion of significance and implications of these findings discussed in this chapter are presented in this sequence starting with the critical issue of when and how schools may re-open, informed by the experience of the prolonged school closure.

4.1 The critical issue – Re-opening schools

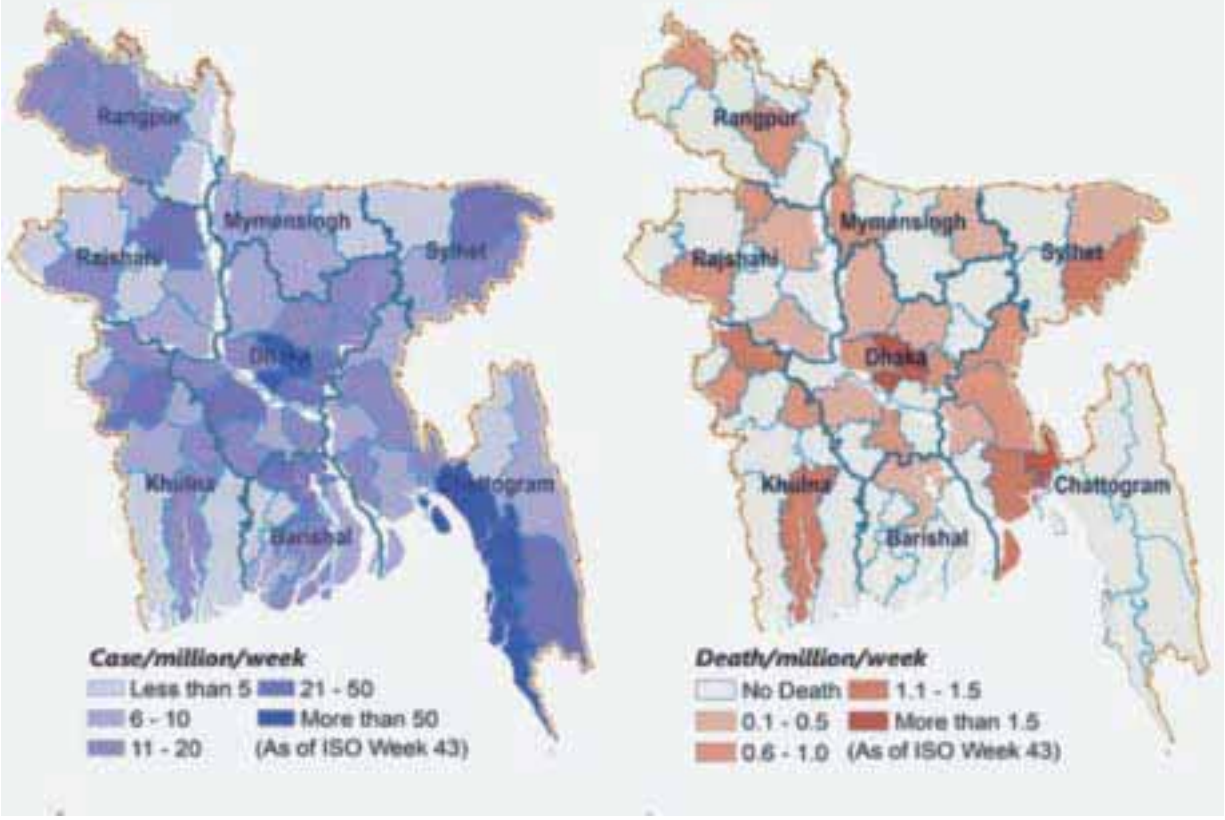
When and how schools could re-open is the critical issue that is in every one's mind. At the time of this writing (early April, 2021), the government is under pressure and considering re-opening schools within a short time, in stages, and ensuring health and safety conditions for students and teachers.

After a year of school closure, and limited participation and results from distance mode alternatives, the decision makers faced a difficult dilemma. It was the same dilemma being faced in both high income and low-income countries. Many countries, such as UK, France, Nordic countries, and developing countries such as Vietnam found it necessary to shut down for varying periods after re-opening schools. A gradual, step by step approach and flexibility in decision-making at local and institutional level have been followed in most countries in deciding about school re-opening. By early April, the scenario has become more challenging with the return of the second wave of the pandemic in Bangladesh and the neighboring countries in South Asia. The basic approach of a cautious response moving towards restaring schools, however, is being followed in the ergion.

In the South Asia region, 600 million children have been affected by the long school closure since March, 2020. From the beginning of 2021, media reports indicate that countries have taken steps for resumption of in-person schooling and most countries have partially opened schools and are edging towards full re-opening. They all require application of safety and social distance rules, but concerns remain about the capacity to follow and enforce rules.

UNICEF/UNESCO review of evidence in December, 2020, indicated that: a) In-person schooling is not a driver of infection spikes, b) children in school are not exposed to higher risks compared to when not in school, if rules are followed, c) school staff and teachers are not at a higher risk compared to the general population, and d) these findings seem valid for any 'second wave' known mutant viruses. (UNICEF/UNESCO, 2020)

Figure 4.1 Geographical distribution by district of Covid-19 cases and deaths, October 2020



Source: World Health Organisation Bangladesh, Covid-19 Mortality and Morbidity Weekly Update

Bangladesh government authorities, Ministry of Education and the Ministry of Primary and Mass Education, have been observing the pandemic situation and have been engaged in preparing for restarting schools. Such decision would be subject to government decision with the technical approval of the National Coordination Committee for Covid-19 Management

A 39-page detailed instruction has been prepared by the Ministry of Education with UNICEF's technical support titled "Restarting educational institutions observing health and safety rules in the Covid-19 situation." (Ministry of Education, January 2021). It provides elaborate instruction on safe school operation when schools are re-opened, creating a safe learning environment, attention to equity including remedial instruction, health and psycho-social support for students, and a 'back-to-school' campaign.

The instruction is to be applied to all institutions, government and non-government. It is described as a realistic plan considering the capacity of all types of institutions and their human and financial resources. It provides guidelines for assessing situations, planning various aspects of school operations, implementation steps and monitoring.

Given the diversity of institutions, their management capacity, staffing level and resource situation, it will be a challenge to effectively follow the guidelines for many institutions. While the instructions cover many necessary aspects, it has included somewhat cursorily provisions about two important elements which are crucial for successful use of the guidelines - i) financial support for complying with the instruction which

cannot be met by most institutions, and ii) active involvement of local community, civil society and education-related NGOs.

These two elements are clearly important for effective implementation of the detailed re-opening instructions. Regarding funding support, the instruction briefly mentions that each school should prepare its own budget for implementing the plan and find its own resources. In case of shortage, the Managing Committee is advised to seek local government and administration assistance. Without additional financial support from the central level, meeting the cost of health and safety measures and learning recovery initiatives will be difficult for most institutions. Community and NGO involvement is necessary to help adapt national instruction to each locality and institutions, support and monitor effective implementation and generate community understanding and acceptance.

The instruction manual mentions a public information campaign but limits planning and decision-making to the school management and officials. A problem of subject-specific teachers is likely to be aggravated with the need for remedial learning. Counselling, communication with parents, co-curricular activities, student health care, and community service projects will require extra effort and capability. Education NGOs can be helpful in these initiatives. The instruction makes no mention of NGOs. There appears to be a premise that central instruction, just because these have been issued, will be automatically implemented effectively.

The Ministry of Primary and Mass Education sent an initial directive in September, 2020 to schools through the Directorate of Primary Education to be prepared for school re-opening. More detailed instructions are in the process of being finalized for primary education. The elements that remain deficient at the secondary level are likely to be problem areas at the primary level also, unless necessary attention is given to these in the guidelines provided from the centre.

The MoE guideliene does not specifically mention geographical phasing for school re-opening plans, though infection and mortality data indicate great variations, especially between metropolitan areas and the rural areas. WHO mapping of infection and death patterns (for the second week of October, 2020) indicate that infection and deaths varied by a factor of ten or more between the lowest incidence and the highest incidence locations. (Figure 4.1).

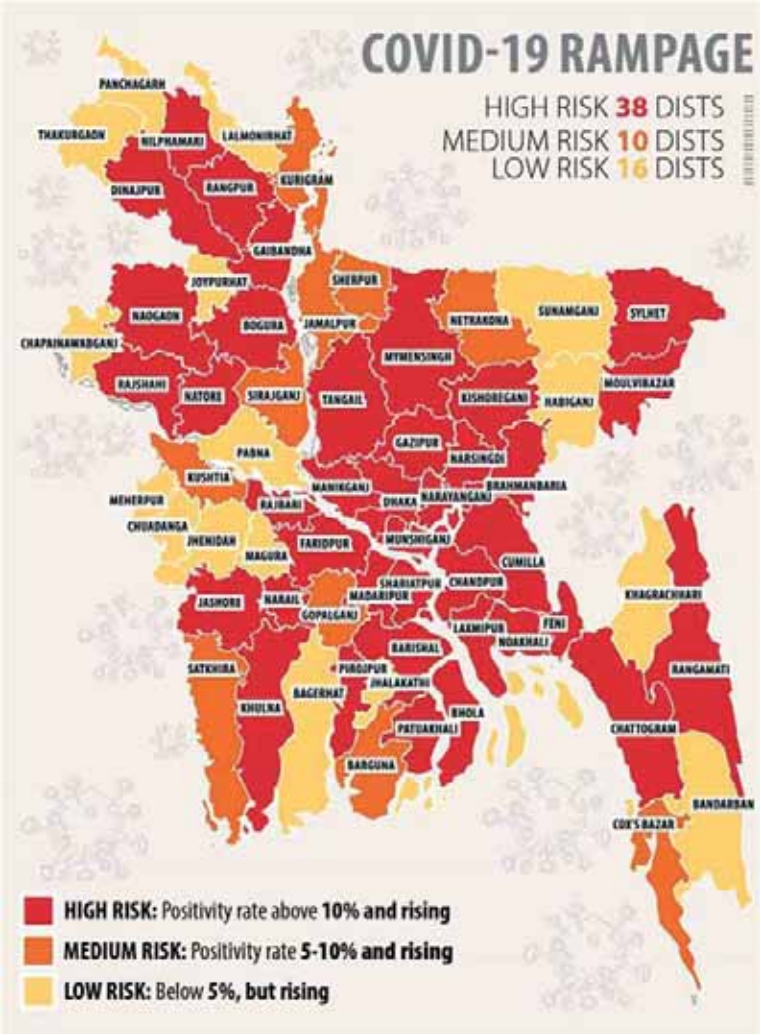
By early April, 2021, the situation became more precarious with a second wave spike of infection and deaths affecting more districts. Figure 4.2 prepared by *Daily Star* based on official data as of 6 April, 2021 shows that 38 of the 64 districts in the country have become high risk areas including extremely high risk ditricts of Dhaka, Narayanganj, Gazipur and Chottogram accounting for more than half of the country's deaths and infection (*Daily Star*. "Half the Country at Risk", 7 April, 2021).

The bottom line on school re-opening, however, still is that schools have to be re-opened safely, as early as possible, after a year of shut-down. More important, however, is to keep schools open purposefully to do what is needed to recover the learning losses of students and keep them engaged in learning. Keeping all students effectively engaged in learning was broadly a challenge before the pandemic; it is more so now. Various findings from the survey are relevant to this larger challenge discussed below.

4.2 Connectivity, device access and participation of students in distance learning

An overall view of connectivity and access to devices for participation in distance learning is complex, given various modes of distance education (TV, radio, online — accessible through various means including smartphone and laptop/tablet etc. by a small minority). There is also great variability in actual access to

Figure 4.2 Second wave effects as of 6 April, 2021



Source: Daily Star, "Half the country at high risk," 7 April 2021

devices and connectivity for educational purposes even when the household is listed as having connectivity, a TV and /or smartphone.

Overall, the large majority (about 70%) did not or were not able to participate in distance mode education. Around two-thirds did not receive help from their teachers, family members or paid private tutors in study during school closure. All students, at primary and secondary levels, girls and boys, spent a substantial amount of time in work, either for income or to help at home. Overall contacts between teachers and students were limited. According to student respondents, one-third of the students were not contacted by their teacher at all in a month. On average, according to teachers' count, teacher-student conversation was for 12 minutes in a month per student, when teachers contacted students. The survey suggests that generally there was no systematic approach or plan on the part of teachers to contact students regularly about distance lessons or discussing the content of the lessons by phone.

Almost all students reported that they tried on their own to remain engaged in learning and reported to have spent about two hours a day in study. How meaningfully and satisfactorily they spent this time, as reported by themselves, could not be ascertained from the survey.

In contrast to students, teachers had a high degree of connectivity and access to devices; a third of them made efforts to improve their internet skills and over 80% would like to join in training to improve their skills. However, the level of connectivity and device access does not necessarily mean that teachers used this advantage fully for educational purposes or to assist their students during school closure.

In presenting an interim report of this study to the government in a webinar on 17 January, when above data were presented, senior education officials mentioned that their own information received from the field indicated that both participation of students in distant learning and teachers' contact with students were much higher than reported from this survey. Without disputing the official field information, it should be noted that there is often a gap between administrative information and data collected through independent survey. Moreover, the present survey reached out directly to households and students and reflected their perception, rather than data from schools, teachers and officials. The real picture may lie somewhere in the middle, but the erseach team's view is it is closer to what is reported here.

On the whole, apart from the limited reach of distance learning in the scope of student coverage and lesson content, the main problem is that the largely one-way communication and lack of interactivity in the distance mode severely limits the effectiveness of these lessons. Distance education, even with more sophisticated on-line contents, cannot be seen as alternative to in-person teacher-student contact. An increasing role of technology-based learning is here to stay and its better and more extensive use is inevitable. However, it works for the large majority of students when it is combined with teacher-student interaction both in classroom and outside through a blended approach.

Box 4.1 Bringing children back to school in Panchagarh

Taking advantage of CAMPE's project visit, FGD's were held in the second week of January, 2021 in three unions of the Panchagarh district in northern Bangladesh. The unions were in remote, close to the international border, former enclave areas. About 120 parents who had children in primary school joined in 9 FGDs. Parents were asked if they had TV or smartphone at home, if their children participated in distance classes, whether teachers communicated (by phone or physically) with them during closure, and if schools should re-open quickly.

It was found that a third of the families (34%) possessed a TV or smartphone or both. Very few of their children (3%), however, participated in distance learning, due to various reasons – devices were not available to children, they were not informed about the timing, lessons were not found useful and so on. A quarter of the parents said they had some contact with the teacher. Parents were all strongly in favor of quick re-opening of schools. Children sat with their books at home, but the parents mostly were not able to help their children (many were non-literate) and they were concerned that the children's educational future was in jeopardy. Some parents enrolled their children in the local Quawmi madrasas which were open and this was seen as the only option for their children.

Re-opening the schools with safety and health cautions appear to be essential not to risk the children's educational future. The local education authorities and the school will have to make a special effort to bring the children back to schools and keep them there.

Contributed by Uttam Chandra Sadhu

While the potential of ICT must be promoted, in the remote areas and disadvantaged populations keeping the school functioning and bringing the children back are the most urgent task. The urgency is illustrated by the situation in a remote corner of Northern Bangladesh (Box 4.1)

4.3 Health and socio-emotional wellbeing of students and teachers

A relatively comforting news is that three quarters of the students (76%) said during the last six months there were no episodes of illness in the family and only about in 1% cases a family member required hospitalization. More than two-thirds reported that there was no unusual experience or change in anxiety and tension in the family during the last six months of the pandemic period. The flip-side is that for one-third of the children there was an adverse change in the level of anxiety in the family and 15% specifically mentioned an increase in general anxiety and tension in the family. About 7% mentioned anxiety about not continuing in school or dropping out.

In the case of teachers, almost a quarter of the teacher respondents (23%) mentioned an increase in mental distress and health problems. Whether a quarter of the teachers reporting an increase in mental stress and anxiety, 15% students perceiving increased anxiety and tension in the family, and a quarter of the students' families having episodes of health issues are to be seen as satisfactory is debatable. Comparison with pre-pandemic level in these indicators could be probed to provide a better answer.

There are examples of creative approaches both at primary and secondary level motivated by a sense of professional obligation on the part of teachers, heads of institutions, and school managing committees to try hard and do the best. These examples suggest what is possible with dedicated efforts and what may be aimed for. (See Box 4.2)

4.4 A prospective view – problems when schools re-open and steps to be taken

Students are clearly more optimistic about the future and are less concerned about problems that may arise. More than half (51%) of students were not concerned about any problem regarding their school work when school re-opens, excepting city slum students. Only 25% of the slum students were so optimistic. On the whole, girls expressed greater anxieties about their support from family and continuity in school. City slum girls had a higher level of concerns compared to other girls and boys.

Other stakeholders – teachers, school officials, and NGO personnel - were overall more concerned than students about potential problems. More of them foresaw students being often absent from class, and consequently dropping out. About 39% of teachers, 29% of parents, 47% of district officials, and 20% of NGO personnel saw likelihood of students being absent and eventually a proportion dropping out. Parents, however, were more optimistic – 12% of them foresaw a dropout problem and half of them, same as students, did not anticipate major new problems.

There was some divergence of views between students and teachers about facilitating recovery of learning loss, but had similarity of views about keeping schools running safely. Students emphasized most attention to completing unfinished lessons. A greater proportion of teachers were in favor of moving on to new lessons (albeit with attention to what remained incomplete). Both students and teachers emphasized importance of ensuring health and safety rules and maintaining social distance.

Almost half (45%) of the students want that unfinished lessons should be completed first when schools re-open. The next priority for them (22%) is to be promoted to the new grade in the new year instead of being held back. The third priority (19%) is starting new lessons with due attention to lessons not completed, whereas 44% of the teachers want to move on to new lessons. City slum girls are more emphatic than students in general about completing unfinished lessons before going on to new lessons.

Box 4.2 On-line learning and support at pre-primary level

MLE online school is a local collaborative effort of Hill District Councils, education offices, teachers and NGOs to provide learning support to children of ethnic community during Covid-19 pandemic. The NGO Zabarang initiated the online lessons when schools were shut down by forming a local committee chaired by a representative of the Hill District Council of Khagrachhari district. A total of 125 lessons were recorded and broadcast through Facebook pages for preprimary level students. At least 4,000 students from Chakma, Marma and Kokborok speaking ethnic community children attended and benefited through this joint initiative.

"A pool of trained teachers, language experts and education officials are actively involved to make effective this MLE Online School," said Rintu Kumar Chakma, the general secretary of MLE Online School and URC Instructor of Khagrachari Sadar. Mathura Bikash Tripura, Vice-President of the MLE Online School Management Committee added "it is a very good sign that the teachers familiar with smartphone are performing well in online classes."

Empowering Girls through Education (EGE) is managed by Friendship, an education NGO, and supported by Save the Children and Hempel Foundation, Denmark. Friendship is a member of the CAMPE network. The project is designed to support transition of girl students from primary to secondary level by improving the girls *competencies in Bangla, English, and Mathematics using e-contents accessed via tablets*. The project target is 8,738 girl students of grade IV and V of 120 primary schools in Kurigram and Jamalpur districts. A total of 1,020 tablets have been distributed among the children under EGE project.

Ashroy's multi-lingual education (MLE) serves pre-primary children in 2 upazilas of Naogaon district. NETZ Bangladesh supports the project partnering with German Doctors and BMZ. Its aim is to assist 800 *adivashi* (indigenous) students to continue their study. The classes have an adivashi teacher in addition to the government teacher. When schools were closed due to Covid-19, NETZ designed a programme to communicate with teachers, supervisors, parents and students through mobile phone for keeping in touch and expressing solidarity. Online orientation for the adivashi teachers were held on staying safe against Corona virus; cloth masks and sanitizers were supplied; and the adivashi teachers visited student's homes and met parents. Teachers prepared worksheets and delivered these as well as puzzles, story books and toys to students at home; drawing competitions were arranged to observe the Adivashi Day (9th August) and Victory day (16th December). Prizes were given among the winners.

Contributed by Tapan Kumar Das

Students were concerned about maintaining safety measures after school re-opened. About 82% of students wanted no more than two students to be seated on a bench (normally for 4 or 5 students). Teachers also emphasized overwhelmingly (about 80%) that safety and hygiene measures in school, including washing facilities, clean toilets and adequate use of disinfectants cannot be neglected.

The contrast in students' and teachers' views on instructional priority on school re-opening is worth noting. Students realistically want the unfinished or incomplete lessons to be given attention before moving on to new lessons, because they would find it difficult to follow the new lessons without the pre-requite knowledge and skills. Teachers, on the other hand, are anxious to move on to new lessons and 'complete' the syllabus within a prescribed time – the prevailing pattern in the pedagogic approach in our schools. The focus on completing the lessons in the syllabus, irrespective of whether students grasp the content, definitely aggravates the problem of low-performing students, when a year has gone by without classroom instruction.

Examining critically the findings, views of stakeholders, and practicalities of what is doable suggests that the learning recovery strategy has to have at least three elements – i) identifying essential competencies and knowledge that must be prioritized, e.g., Bangla and Math at the primary level and Bangla, English, Math and Science at the secondary level, rather than trying to teach the entire gamut of the school syllabus; ii) identifying pre-requisites for later lessons which should be taught first before moving on to new lessons; and iii) planning to stretch out the recovery plan for at least two academic years to compensate for the loss of a full year of lessons.

The National Curriculum and Textbook Board (NCTB), tasked with 'syllabus shortening' for the learning recovery strategy needs, to keep these elements in view. Its approach seems to be to consider the number of lesson days likely to be available in the school year after school re-opens and 'cover' as many lessons as possible in the syllabus for all subjects. It does not seem to take the approach of focusing on core competencies (such as literacy and numeracy) and the related core subjects (Bangla and Math) and use the time and effort on these, rather than trying to taech superficially all subjects, without sufficient attention to what students actually can learn.

The school level leadership of the headmaster and involvement of teachers, with orientation and practical guidance to them, can make a difference. A dedicated NGO initiative and support to engage the headmaster, teachers and the school managing committee in a dialogue about practical actions that can be taken wold make a difference. This is illustrated by a cluster of rural secondary schools described in Box 4.3

Box 4.3 Rural secondary schools' Covid-19 response

Volunteers Association for Bangladesh (VAB) has been supporting rural high school improvement for two decades. Its experience with same 30 schools in districts of Cumilla, Satkhira, Jeshore and Nilphamari during closure is instructive:

- In April 2020, a virtual meeting was held with headmasters of 12 schools and plans were discussed for *keeping in contact with students/parents and keeping students engaged in learning;*
- Plans prepared in each school included *assigning teachers to keep contact with groups of students, guiding students to TV lessons and on-line learning contents.* Already existing clubs (English, computers, debate, and sports) and class leaders in each school were used to keep peer groups active.

A virtual debate competitionin English was organized among schools, some lessons were prepared by teachers and posted on face-book, and small groups of students were invited to school for special lessons. The students in these schools no doubt benefited from the schools' and teachers' initiatives. The country director of VAB, however, cautioned that "Post-COVID education with greater use of online mode and internet use poses a grave risk for widening the learning gap between urban and rural students, between better and less than average students, and between students of well-off families and financially poorer families." He added, "There is a need for resource addition as well as qualitative change in teaching-learning, making it student-centric."

Contributed by Dr. Jasimuzzaman

4.5 Stress and burdens on families to support children's education

The survey's attempt to elicit information on stress and burden on families to support their children's education provides a mixed picture – some incidence of direct additional financial and other burdens during

school closure, but a potential deeper burden on poorer families, as school re-opens, because of the change in the poverty and income status of families during the pandemic that undermines their ability to meet basic family needs.

During the past year, the direct additional cost for maintaining connectivity (internet/WIFI) did not appear to be seriously burdensome to families. Just over a quarter (26%) said they spent between Tk. 200 to 400 extra and another quarter (24%) spent over Tk. 400 extra per month; over a quarter (27%) did not incur any extra cost. Another 20% mentioned extra expenses, besides connectivity costs, that they had to bear.

Most significant was the change in status of families in meeting their basic needs between the years 2019 and 2020. About 10% of the households, due to the widespread loss of jobs and income, faced deficits most of the time in 2019 in meeting their basic family needs, but the proportion increased more than four times to about 40% in 2020. In the case of teachers, their families not meeting basic needs also increased four-fold from 2.1% to 8.5%.

If extra cost for connectivity and devices for students are not a major issue for families, this may mean that parents did not see significant educational value in spending extra for connectivity and devices. In addition, at least in the case of the poorer families, it may mean that they simply did not have the means to spend more.

The consequences of the income and basic needs status of 40% of families placed at risk of not meeting basic needs of the family can have various negative effects on their children's education, as highlighted in the literature on the potential impact of the pandemic (see chapter 1). Dropping out of school, more children joining child labour including hazardous work, increase in early marriage of girls are the likely consequences. Increase in volence in family and abusive treatment of children and women is alos likely. Children's concentration in learning and their school performance will also be affected adversely. These situations have to be observed and monitored. The necessary support and remedial measures have to be considered as school re-opens and the learning recovery plan is carried out.

4.6 Stakeholder reflection on lessons

The respondents to the survey were invited to share their reflection on lessons for the future from the Covid-19 experience. Primary and secondary level students mentioned three points most frequently: the value of continueing health and safety measures including hand washing, hand sanitizing, and maintaining social distance; the opportunity to engage in and improve practical skills, such as, cooking, handicrafts, farming, etc.; and the possibility of engaging in or learning hobbies and sports. Three quarters of teachers also emphasized, in the short-term, the urgency of health and safety measures. As longer term steps, besides health and safety measures, they want priority to be given to- i) free internet and technology support ensuring ICT facility and teacher training on ICT; and ii) improvement in health sector services so that these function better for all including students and teachers. On improving education quality, pedagogy, and inclusive education, teachers' response in order of frequency were**:** Using technology in education and ensuring online classes for all; improvement of teaching learning, teacher training, and recruiting more subject-specific teachers; ensuring equal opportunity, reducing drop-out; and ensuring education coverage for marginalized children.

The district level education officials, in the medium and longer term, emphasized preparation for awareness raising of all cocerned, among other things. Upazila officials emphasized ensuring vaccine access and teachers and education authority working jointly to solve problems. NGO representatives supported classroom and school management steps in a pandemic-type emergency, similar to ones proposed by

teachers and officials. NGOs suggested they could help the government implement its plans by *helping encourage students to return to and attend school*, and *helping promote health and safety tools in schools and their effective use.* They also thought that government could work with NGOs in -- *targeting stipends and assistance to the neediest with NGO involvement,* and *supplying health and safety tools to schools and ensuring their proper use.*

One area where community participation can be particularly ueful is in monitoring the school's response plans and performance and promoting community's understanding and support of what school is trying to do. CAMPE's experience in supporting Community Watch is relevant in this respect (Box 4.4).

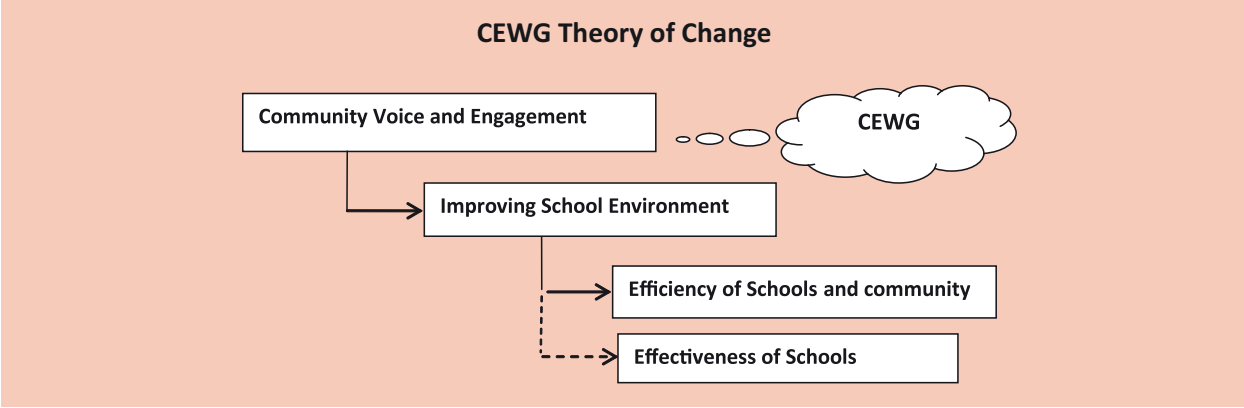
Box 4.4 Community Education Watch Group (CEWG)

Campaign for Popular Education (CAMPE) has supported the introduction and implementation of the Community Education Watch Group (CEWG) approach in 700 government primary schools in 10 districts covering more than 200,000 learners. CEWGs were formed in 37 unions for strengthening the accountability in respect of enrolment, retention and completion of primary education with quality. The aim of the initiative was to create a space for community engagement, raising voice for quality education and addressing gender disparity. The process paid attention to exclusionary practices related to gender, children with disabilities, the ethnic minority, and those living in hard to reach areas. These groups are assisted through the CEWG to raise their voice in demanding services which are supposed to be available according to policy and plans.

A CEWG is based at the Union (a cluster of villages, the lowest tier in the local government studture) level consisting of 21 members comprising social elites, teachers (retired/present), religious leaders, representatives of excluded groups (person with disability, ethnic minority, hardcore poor, religious minority etc.) with at least 30% women in the group and representing all wards of the union. The activities concern serving as a pressure and watch group to monitor the quality of the education operations. CEWG looks particularly at causes of dropout of both girls and boys, school environment (physical, learning and infrastructural), facilities and equipment, and the hygiene facilities for girls. Parents are encouraged to keep their children in school and help them complete up to the secondary education cycle. The group sensitizes the community people about their rights and livelihood development in which education is critical. The group works closely with the education service duty bearers and community and plays a bridging role between them.

The group tries to track enrolment, retention, completion of primary education by children in the community and their transition to secondary school. CEWGs expect to become Community Based Organizations (CBO) as the community's eyes, ears and voice regarding local education services, girls' empowerment, livelihood development, education and health rights and governance in a sustainable manner as the 'theory of change' graphic below shows. Sensitizing the community leading to the formation of the CEWG and it becoming a sustainable community institution require the mediating role of CAMPE and its partner NGOs at least at the initial phase. It also requires relatively modest financial support for the mediating activities.

The government's early response to the crisis and school closure was the attempt to maintain continuity of some learning activities by distance mode. Besides the *ad hoc* actions, the aim of the proposed response and recovery plan for school education was to minimize learning loss and protect vulnerable groups during the emergency and to strengthen the system for the post-pandemic phase.



The stakeholders' reflections on lessons regarding early and longer-term lessons for action from the pandemic experience appear to be influenced by the immediate and urgent issues arising from an unprecedented crisis faced and how these may be overcome. Hence the emphasis expressed is on health and safety measures to keep schools functioning, more effective distance mode learning assuming that the need for it is likely to continue, and keeping children engaged in learning. They have not focused particularly on the more fundamental weaknesses in the school system in the areas of improving student learning outcomes, mitigating inequalities of different kinds, and making the education system more inclusive leaving no one behind.

The pre-existing problems of the system have become magnified by the pandemic effects. Different aspects of these larger problems will continue to demand policy and strategy attention as education response to the pandemic is considered both immediately and in the longer term. The innovations arising from the pandemic response can continue to be relevant in the post-Covid recovery and renovation effort. (See Box 4.5)

Contributed by Md. Mostafizur Rahaman

Box 4.5 Innovative solutions as Covid-19 response

COVID-19 has become a catalyst for educational institutions worldwide to search for innovative solutions. A Bangladesh Government response was distance learning through 'Amar Ghore Amar School' (My home – my school) and 'Ghore Bose Shikhi' (Learning from home) utilizing the national parliament's Sangsad TV channel. BRAC Education Program (BEP) collaborated with the government in this initiative.

BEP noticed that broadcast classes could not reach all, especially the marginalised communities, including the great majority of BRAC school children. A distance learning approach was devised through the use of an ordinary mobile phone, targeting the primary students called *Muthophone Shikhi* (Let's learn through mobile phone), and likewise a community radio platform, targeting the pre-primary students – known as the radio school.

Muthophone Shikhi involves connecting a teacher and 3-4 students through a mobile phone. A teacher connects 3-4 children using the voice conferencing option commonly available in mobile phones. The conference call feature of the button phone has been an eye opener for the teachers, students and the parents. It showed how a small and cheap device could bring great benefits. Classes

were conducted two times a week each time for around 25 minutes and the call rate was BDT 0.55) (USD 0.005) per minute. Teachers formed groups and informed parents, shared schedules with them and requested them to help the children during class, if possible. The teachers got a weekly or a monthly allocation to their mobile wallet. Teachers were prepared with a special training session. The content was designed with a focus on three key subjects (Bangla, Math and English).

BEP found it necessary to develop an assessment tool to monitor results. A consultant from Indira Gandhi National Open University (IGNOU) in India and another from Pearson group at Oxford University assisted in developing and testing the monitoring instrument.

Takeaways: The early results were promising. Almost 200,000 children otherwise likely to be left out of education participated during the pandemic. It is a low-tech solution, not necessarily a very low cost one – but one that reaches the disadvantaged and hard to reach children. It does require the capacity for the implementing organization to be innovative and strong in management and accountability. Per student cost can be reduced when the approach is scaled up sufficiently.

The Radio School is a supplement to the national efforts to reach pre-primary children through distance learning. Classes on Radio School are conducted through the involvement of one of the household members - either mother or a sibling. The radius of community radio is around 18-20 kilometers, enabling many children in a community to participate in the classes. The one-way communication channel of the radio has been spiced up by bringing in 2-3 children in person in the live sessions. The 'Radio School' project started as a pilot in July 2020 in Moulvibazar, where *Radio Pollikontho* is run by BRAC's Community Empowerment Programme (CEP).

Planning and preparation are needed in several areas, such as use of technology, data management, content mapping, inclusion and monitoring & supervision. BEP's team reviewed the national pre-primary curriculum, selected the 'doable' content, and then prepared a package of 36 lesson scripts including language, math, environment and Covid-19 awareness adapting these for preprimary children.

Takeaways: Radio School has proven to be an effective tool that can reach a large number of children within the FM broadcast radius. Over 51,000 students of age 5 years, half of them girls, were served in the pilot phase. It has been the only means of reaching the pre-primary children during Covid-19 and can be a means of improving quality in the post-Covid era.

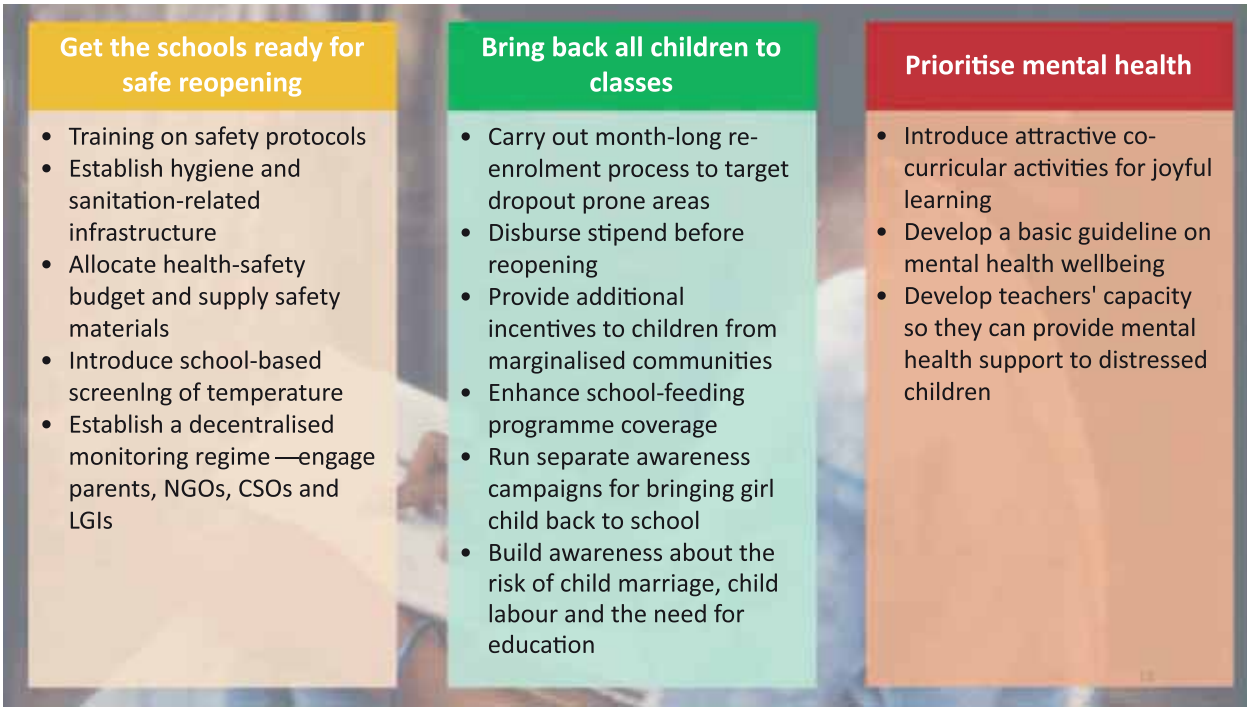
Contributed by Mohammed Safiqul Islam

A response and recovery plan to face the impact of Covid-19 pandemic on the school system was prepared by the Ministry of Primary and Mass Education (MoPME) and proposed to the Global Partnership for Education (GPE) for funding support. The situation and context of the education impact of the pandemic was summarized comprehensively in this proposal, as noted in Chapter 1 (MoPME, 2020).

The 24 months' time-frame for the three-phase response plan really comprised immediate/short-term to medium-term actions, rather than a longer-term perspective. The approach to dealing with the effects of the pandemic logically calls for a broader and longer-term scope of action and strategies as well as the specific short horizon actions proposed.

The coalition of civil society, NGOs, research institions and advocacy groups concerned about safe return of children to school — based on their review of relevant studies, surveys and reports – proritised actions in three areas (see chapter 1). These are getting the schools ready for safe re-opening, bringing back all children leaving none behind, and giving priority to mental and emotional health of children (Figure 4.3).

Figure 4.3 Priority actions for safe and learning friendly re-opening of schools



Source: Morshed, 2021.

The significance and implications of the Education Watch survey findings discussed above have led to concusions regarding re-opening of schools and learning recovery. The conclusions and the recommendations on action priorities based on findings are presnetd in the next chapter.

Chapter 5

Conclusions and Recommendations

The purpose of the study, it may be recalled, is to examine and understand the effects of the Covid-19 pandemic on the state of schooling, especially the consequence of the long shut-down of school operations and the impact on learning and well-being of children. The investigation of perception and views of key stakeholders – students, teachers, parents, education officials and NGO representatives – producing the findings from the survey, have been presented in chapter 3 and the implications of the findings have been discussed in chapter 4. The findings have answered the study questions. The ultimate objective of the study is to draw conclusions from the findings and offer recommendations based on the conclusions. The conclusions and recommendations are presented in this chapter.

The questions about when and how the schools should be re-opened has been a matter of great public interest. National authorities have been debating these questions and trying to reach decisions balancing the trade-off between risks and obligations. Because of the public policy urgency of the questions posed in the study, an interim report with main findings and recommendations on this question were presented to the State Minister of Primary and Mass Education, Secretary of the Ministry of Education, the Secretary of the Ministry of Primary and Mass Education, senior officials, and civil society representatives in a virtual meeting on 17 January, 2021. The conclusions and recommendations below are an elaboration and addition to what was presented earlier in the interim report, based on further analysis of study data and findings. They also take into condideration the changing and evolving phenomena between January and early April this year, especially the on-set of the second wave of the pandemic and the government decision to put off school re-opening until after the Eid holidays in the thrd week of May, 2021.

The on-going and live discussion and news about trends and variations among global regions in the pandemic's behavior have been kept in view. Especially relevant in this regard is the downturn in the infection rate and severity of the pandemic in the South Asian region in late 2020, followed by a return of the pandemic, in the second half of March, 2021, apparently from the spread of some new variants of the virus. This turn of events dashed the hope for a quick recovery from the pandemic and underscored its volatility. Meanwhile, the vaccination program has been launched in Bangladesh and in other counrteis in South Asia. If mass vaccination combined with other health protection and infection prevention measures can be maintained effectively, optimism about the future would be justified.

5.1 Conclusions

The main conclusions derived from the study findings are presented under the following headings related to the questions posed for the study.

1. School re-opening

It is essential to decide on and announce without delay specific plan for re-opening schools, step-by-step, in phases, with adequate safety measures to protect students, teachers and staff. Preparations have to be made, which include formulating the guidelines and instruction for institutions and local authorities, delivering these to all concerned, allowing time for institutions to plan and prepare themselves to follow the instruction and rules when schools re-open. It is also necessary to allow the stakeholders – students, parents and teachers – to prepare themselves psychologically and emotionally, with necessary information and understanding, for re-opening after the long closure. The phasing may be in terms of geography, stages of education, and grade level. The criteria for phasing need to be derived from assessment and reliable information about spread and intensity of infection as well as educational consideration; e.g., the students who have to sit for a public examination may be given priority in restarting in-person classes.

2. Ensuring safety and security of students and teachers

When school re-opens, health, safety and wellbeing of students and teachers have to be protected and the school *has to be kept open safely averting a shutdown again.*

Guidelines and rules have to be prepared and steps have to be taken to create the conditions for following the guidelines. The guidelines will contain:

a. health & safety of students & teachers,
b. hygiene/sanitation in school and classroom,
c. school and classroom social distance measures,
d. health check-up, testing for infection, isolation and tracing when needed, and treatment arrangements when needed.

The guidelines, instructions and rules have to be realistic, affordable, and within the capabilities of institutions and individuals who have to follow and implement these. The concerned people also have to understand, accept and be willing to accept and follow the instruction and rules. Steps have to betaken to disseminate and explain the guidelines. Plans have to be made and implemented to enhance the capabilities and to support capacity building of institutions and people considering what is needed to be done immediately and what is needed medium and longer term. *For this purpose, guidelines have to be adapted and adjusted for each locality and institutions. Support will be needed in meeting the additional costs for actions proposed (see below).*

3. Recovering learning loss

The difficult challenge of learning loss from the long closure and its immediate and longer-term effects have to be assessed and overcome with realistic and implementable steps.

The impact in terms of educational set-back as well as mental, emotional and social stress and harm have to be considered in the recovery plan and strategy**.** The year-long loss in education calls for examining:

a. the essential contents of the syllabus that have to be given attention;
b. a multi-year plan has to be considered;
c. who remain especially behind have to be assessed;
d. a workable pedagogic approach has to be adopted and extra effort has to be made to help the students who have fallen behind;
e. the emotional and social aspects of the loss have to be given special attention;
f. approach to assessment of students' learning and progress has to be reconsidered emphasizing efforts in learning rather than the current practice of disproportionate time and attention to testing and examinations, both public and in-school.

The recovery strategy formulated at the central level has to be a flexible and phased plan with the possibility of adaptation for circumstances in institutions. Institutions, local-level supervisors and teachers have to be supported and their skills and capabilities enhanced to carry out the recovery strategy (see below).

4. Using the potential of distance and technology-assisted learning

Distance education modes will continue to play an important role in recovering learning loss and beyond; necessary measures have to be adopted to make use of the potential of technology in learning.

Although distance learning modes have been a partial and limited compensation for school closure, the experience has helped to accelerate the adoption and use of ICT-assisted learning. More institutions, education personnel and students than ever before have attempted to be engaged and developed their skills in distance learning techniques. As part of the recovery effort and in the longer term, ICT-based learning has to be a stronger feature of pedagogy and learning than it has been so far.

Distance learning as part of the recovery strategy and further improvement of teaching-learning need to be characterized by:

a. recognizing the importance of a blended approach, rather than ICT in isolation;
b. connectivity and device availability for students and institutions;
c. teachers to be oriented and supported to adopt the blended approach, guide and assist students, and link the syllabus to on-line resources; and
d. ensuring that ICT-assisted learning does not widen the existing digital divide and disparities in educational opportunities.

5. Supporting teachers

Teachers and heads of institutions have to be supported to carry out their role in implementing the learning recovery plan.

A strategy and plan have to be prepared and implemented to support all teachers to help their students and overcome their own distress during the past year. Teacher's role will be critical in keeping the schools functioning after re-opening, implementing the recovery plan, and moving towards a future 'normal' school operation taking on-board the lessons from the pandemic experience. The heads of institutions have to provide the leadership and be committed to these objectives.

The elements for teacher support will have to include:

a. clear guidelines and instruction regarding syllabus adjustment for the recovery phase;
b. subject and grade-wise model lesson plans indicating blended teaching models and resources;
c. subject and grade-wise instruction for student assessment; and
d. workshops and online resources for teachers (on a teachers' portal) regarding the work they have to do.

Extra efforts, time and energy have to be expended by teachers and will be demanded from teachers, for which they have to be provided financial incentives. Given staffing shortage and large classes in most schools, teachers' assistants have to be employed who also have to be oriented, supported and supervised. The best approach to mobilize this assistance will be to work with NGOs which have experience and capability in innovative educational activities.

6. Managing and implementing re-opening and recovery

The plan for re-opening and recovery has to be managed and implemented effectively to achieve the results.

A good plan cannot do much good if it falters seriously in implementation. Central guidelines and instruction have to be applied locally in the thousands of individual institutions by involving local stakeholders at Upazila, community and institution level. The central plan framework for a learning recovery program has to be adapted in each Upazila and for each school by assessing the conditions. Parents and community have to understand, accept and support the plan. Upazila, being the key administrative tier of the government, can be the geographical unit for assessing the local situation and effects of the pandemic and adapting the central framework for educational response to the local conditions.

It cannot be assumed that just because the central guidelines and instruction have been issued, these will be automatically followed and effectively implemented throughout the country — for two reasons. The central national guidelines may not be appropriate and wholly relevant for each locality and institutions without adaptation; secondly, the skills, capabilities and resources are often lacking in institutions to follow the central guidelines.

An Upazila working group comprising the education officials, local government representatives, and active education NGOs can be the mechanism for guiding, planning and adapting the local response within the central framework. The Upazila working team can also guide and assist the institutions in the Upazila to make their own individual plans. It can also have a key role in monitoring local implementation of the recovery plan.

7. Involving community/civil society to support education recovery

Managing and implementing the education recovery, including short term and longer-term activities noted above, cannot succeed without effective participation of civil society and community, supported and mediated by active education NGOs.

The networks – such as, CAMPE, Bangladesh Health Watch, Bangladesh ECD Network – can be involved in local adaptation of plans, mobilizing social support and monitoring implementation. A culture of beneficiary and stakeholder participation, with accountability and transparency, need to be developed and inculcated. This is especially necessary when responsive, flexible and creative approaches are demanded by the challenging circumstances.

The community watch experience tried out by CAMPE in improving inclusion and student outcome in primary schools suggests a pattern that may be applied more widely. It calls for a change in attitudes and practices in government decision-making so that it encourages partnership and mutual complementarity of government and non-government actors.

8. Financing the re-opening and recovery activities

Additional financial support will be required from public resources for implementing the school re-opening and education recovery program.

Most institutions at primary and secondary level suffer shortage of financial resources necessary for offering quality instruction. They will be hard-pressed to comply with the health and safety regulations and carry out the extra efforts and activities anticipated for the learning recovery program.

Some Tk. 66,000 crore are in the FY2020-21 education budget, a part of which is not likely to be used for regular activities due to the pandemic. Ten percent of this amount— including at least Tk. 10 crores on average for each of 500 Upazilas and Thanas—can be distributed proportionately by student number to support primary and secondary schools to carry out their recovery plan. *Schools not covered by MPO support also should be assisted, since at least a third of the school-going students are in private schools not currently supported by the government.*

9. Monitoring, reporting and adapting to situation

The complex operations of re-opening and recovery have to be monitored, the data and information analyzed and reported, findings evaluated, and remedial actions taken so that the objectives are realized.

It is not enough to rely entirely on administrative information collected from institutions and field personnel. Independent appraisal of the key aspects of the programs should be built into the design and the arrangements made for independent monitoring and assessment.

The participatory approach suggested under items 6 and 7 above will facilitate an effective monitoring and evaluation approach, more than routine MIS, which often fails to provide relevant or reliable information, and which does not lead to corrective adjustments. The community watch approach at the local level can be a necessary element of monitoring and evaluation. The management and implementation approach will have to provide for reviewing and acting purposefully on the monitoring and evaluation findings.

10. Considering longer term lessons for the school system

The education response to the pandemic needs to have short medium- and longer-term perspectives so that the re-opening and recovery program is consistent with and leads to five and ten-year objectives and priorities in education.

The effects of the pandemic in the education system magnifies many of the critical weaknesses in respect of poor learning outcome, inequality and exclusion preexisting in the system. In the education response the problems have to be addressed in a way that prepares the ground for continuing the short-term initiatives and measures with necessary adaptation in the medium term and with a ten-year horizon. Such a perspective will help avert an ad hoc approach and link the education responses to the pandemic to the SDG4 targets which the government is committed to realize. *The second phase of the Covid-19 education response study, Education Watch 2021, will probe these questions more deeply and systematically.*

5.2 Recommendations – A ten-point action plan

The recommendations are derived from the findings and conclusions of the study. These are also informed by the key messages from the extensive and relevant discourse, reviews, studies and reports at national and global level. The ten-point recommendations concern four themes – i. safe re-opening, ii. learning recovery including use of distance education and enhancing teacher performance, iii. means and mode of implementing re-opening and recovery and iv. taking a longer-term perspective. The four components of the recommendations can be summed up as an overall strategic priority:

The risks and gains of foregoing in-person learning vesrus resuming such learning have to be weighed in each context; the evidence from science and stakeholders' sentiments is strongly in favor of restarting

schools; but the strategy must embrace safety and health measures, step-by-step approach with test-runs, genuine stakeholder involvement, and flexible learning recovery to recoup current loss and building resilience for the future. The options need not be binary – total nationwide closure or nationwide re-opening on a specific date. (Table 0.4).

Overall strategy: *The risks and gains of foregoing in-person learning versus restarting such learning have to be weighed in each context; the evidence from science and stakeholders' sentiments is strongly in favor of restarting schools; but the strategy to restart must embrace safety and health measures, step-by-step approach with test-runs, genuine stakeholder involvement; and flexible learning recovery to recoup current loss and building resilience for the future.Options need not be binary -- total nationwide closure or natiowide re-opening on a specific date.*			
A. Safe Re-opening	***B. Learning Recovery***	***C. Effective Implementation***	***D. Medium/longer view***
1. Phased Reopening -Geographical – non-metro, low-incidence areas first, followed by metropolitan areas -Grade-wise – higher grades first -Time-wise – attendance intensity increased gradually -Trial reopening before going national 2. Ensuring health and safety -Safety measures taken in each school -Social distancing in school and classroom -Testing, tracing, treatment, isolation and continuous assessing of situation locally	3. A two-year recovery program -Abridged syllabus focusing on core competencies -Less exams, more learning -Cutting vacations -Teachers' assistants recruited 4. Blended distance learning -Prepare teachers -Increase connectivity 5. Supporting teachers -Subject/grade-wise guidelines -Workshops for teachers /online -Incentives for teachers	6. Flexible guidelines -Adapted locally/in school -Upazila and school working teams - Funding support -Fast-track decisions 7. Community involved -Use networks (CAMPE, Health Watch, BEN) -Social mobilization campaign -Community watch groups 8. Financing of plan -Central budget support to Upazila/institutions 9. Participatory monitoring Monitoring and assessment of response implementation leading to course correction	10. Considering longer term lessons for the school system -Short-term two-year program made part of five-year medium term and longer-term education 2030 and Vision 2041 agenda - Consider pre-existing system problems aggravated by pandemic which demand reforms and making learners and schools more resilient.

5.2.1 Re-opening schools

With government decision to re-open schools after 23 May, the interval should be used for test-run of safe and effective re-opening on a small scale, with endorsement of the National Technical Advisory Body on Covid-19, learning lessons about balancing risks and gains of both keeping schools closed and opening them. The options are not either total nationwide closure or total nationwide re-pening at the same time.

a) Primary and secondary school level trials on asmall scale should be started in selected upazilas in each division, applying proposed recommendations of the present study.

b) Based on trial outcome, and considering the intensity of infection, schools should be re-opened first in *non-metropolitan low-incidence areas* and after a short interval (of two weeks to observe and assess theituation) in *metropolitan areas*(such as, Dhaka, Chottogram, Khulna, Rajshahi, Sylhet) assuming no worsening of the pandemic.

c) Re-opening should be *in phases* for grades, with higher classes in secondary and in primary initially; and other classes in phases which allows assessing early experience with re-opening.

5.2.2 Ensuring safety and health of students and teachers

Schools should be re-opened in phases ensuring health and safety of students and teachers, their social and emotional wellbeing, and safe sanitation and hygiene condition in schools.

a) *Safety conditions* to be fulfilled should include – wearing mask by students and teachers in school; soap and water handwashing for all; digital body temperature measuring, clean toilets and classroom benches and desks sanitized daily. The capacity to meet these conditions have to be created making sure that the supplies are available, assisting schools to adapt and make plans that are implementable in the institutions; and providing technical and financial support to each institution as needed.

b) Each school should plan for and apply *social distance in classroom and school*– such as, attendance in shifts, alternate day classes, reduced school hours or a combination of these. The objective will be to cut class size so that students can maintain social distance both inside and outside the class.

c) Measures should be in place, in coordination with health authorities in each upazila, for testing infection, tracing, isolation and treatment of students and teachers in each institution and locality.

5.2.3 Preparing a two-year recovery plan for learning loss within a longer-term perspective

To recover over a year of learning loss, at least a two-year plan for academic years 2021 and 2022 should be prepared to compensate for the loss and bring learners back on track – with elements covering content, time use, pedagogy, learning assessment and teacher support.

a) *Abridged syllabus for next two years* to recover loss with focus on key competencies — The abridged syllabus should ensure instruction time and teachers' effort for core competencies in Bangla and Math at primary; and Bangla, English, Math and Science at Secondary, rather than all six subjects at primary and 13 subjects at the secondary level.

b) *Reduced time on exams* and more time on teaching – PSC and JSC/JDC exams should not be held in 2021 and 2022 and alternatives similar to National Students Assessment (NSA) focusing on language and math competencies should be considered for the future; SSC and HSC examinations should be shorter, with fewer papers and subjects included in the public exams, and each exam completed within a week (some subjects can be combined in single papers); school-based assessment of a formative nature should be emphasized and in-school formal exams should be less frequent and shorter.

c) *Reduced vacation time* –To recover the loss, total learning time should be increased by cutting back on vacation time for the next two years (classes should be held during Ramadan, albeit in modified hours), Saturdays should be used to hold remedial classes, extra school-based tutoring for students lagging in study has to be offered.

d) *Recruiting teacher's assistants* in schools for making classes smaller for social distancing, and extra school-based tutoring and remedial classes. The temporary teaching assistants have to be selected, given orientation, supervised and supported – best done by working with education NGOs, with relevant experience and capability. CAMPE can play a facilitating role in this regard.

e) *The learning recovery plan and guidelines developed* so far by respective authorities should be reviewed and adjustments made in the light of the present recommendations.

5.2.4 Using distance learning with a blended approach

The learning recovery strategy should make use of distance education modes to the extent possible with a blended approach and with necessary measures to make it work. Distance learning potentials should be part of the planning for learning recovery. The important considerations will be:

a) *On-line/off-line digital /distance lessons should be "*blended" with class room instruction as extra teaching resources and materials for students.

b) Teachers have to guide students to link *classroom lessons and distance lessons* for which teachers have to be given orientation (see below).

c) Plans should be made and implemented to *increase student connectivity and access to devices.*

d) *At the central, local and institutional level, measures are needed* to prevent digital learning from further widening the digital divides between urban and rural areas and the rich and the poor.

5.2.5 Supporting teachers

Teachers have to be supported, oriented, trained and incentives provided to enable them to play their critical role in making the re-opening and recovery plan succeed. Steps needed are**:**

a) Along with guidelines for item 2 above, *subject-wise and class-wise guideline for teachers* should be prepared and provided (e.g., student assessment, helping laggard and special needs students, blended lessons, parents' contact, etc.); workshops should be organized on these topics and on-line assistance on teachers' portal should be provided.

b) *Teachers have to be offered incentives for* extra work and effort to implement learning recovery activities;

c) *All school teachers and staff should receive free vaccine*as a priority (as already decided by the government)**.**

5.2.6 Managing implementation of re-opening and recovery

The implementation of the re-opening and recovery plan has to be managed effectively and efficiently with accountability to achieve the desired results. Making a good plan is not enough. Nor it is to send out the central instruction and assume that this itself will ensure necessary action at the local level in the tens of thousands of institutions. Effective implementation of re-opening and recovery should include the following features:

a) *Broad guidelines* for re-opening and recovery should be prepared allowing *flexibility, phasing and adjusting to contingencies* for localities and institutions.

b) *Upazila working groups* should be formed comprising education and local govt. authorities and education NGOs/civil society to assess situation, develop work plan and monitor progress within national guidelines.

c) *Funding support* should be provided for the restart/recovery program (see below).

d) Preparation and implementation of the guidelines and plans should be put on *a fast track process,* avoiding indecision and delayed decision on essential points of plan execution.

5.2.7 Involving community/NGOs to support education restart/recovery program

Effective participation of civil society and community, mediated and supported by active education NGOs, should be a part of the strategy for the re-opening/recovery program, encouraged and facilitated by the responsible government authorities. These steps should include**:**

a) *Involving networks*– CAMPE, Bangladesh Health Watch, Bangladesh ECD Network – in identifying local NGOs and community organizations which can participate in local adaptation of plans, mobilizing public support, and monitoring implementation. This ***social capital*** should be used as such.

b) *Initiating* **a campaign** involving CSOs and NGOs for awareness and social mobilization, looking upon the education re-start/recovery plan as ***a national program, not just a government plan***.

c) **Community watch bodies** can be formed at the union level to support and monitor local implementation of restart/recovery program. Pilot tried out by CAMPE in improving inclusion and student outcome in primary education suggests a pattern that looks promising.

5.2.8 Financing the re-opening and recovery activities

Additional financial support has to be provided to institutions from the public budget for the next two years to meet the costs of implementing the re-opening and recovery program. Redirecting funds to recovery plan from the education budget would be justified on the ground that regular budget spending will slow down due to the pandemic. The approach for funding support to institutions should be based on the following principles.

a) A substantial proportion of MoPME and MoE budget for FY2020-21 (revised), should be devoted to re-opening and recovery support. Given the scale and severity of the pandemic impact, ten percent of the budget for re-opening and recovery support this year and FY2021-22 would be reasonable.

b) At least Tk. 10 crore for each of 500 Upazilas and Thanas should be distributed proportionate to student numbers to support primary and secondary schools to carry out their recovery plan. Schools not covered by MPO support also should be assisted, since at least a third of the school-going students are in private schools not currently supported by the government.

c) At the primary level, schools receiving SLIP grants, may begin their re-opening and recovery with these funds, but will need further support beyond SLIP, which, in any case, does not cover all schools.

d) The proposed Upazila working group should be involved in facilitating, approving and overseeing funding support to local institutions and monitoring its use within the overall central guidelines; CAMPE as a national education network with member organisations in all parts of the country can support the government in this process.

5.2.9 Monitoring, reporting and adapting to emerging situations

Appropriate monitoring, reporting and assessment of the complex restart and recovery program that is participatory and leads to necessary course correction should be built into the program design. Monitoring and evaluation should be characterized by:

a) The participatory approach suggested under items 6 and 7 above, needs to be more than a routine MIS, relying only on administrative data; M&E should provide relevant and credible information helpful for corrective adjustments.

b) The community watch approach involving local stakeholders for each institution can be a necessary element of monitoring and evaluation.

c) The management and implementation approach (item 6 above) should provide for reviewing and acting purposefully on the monitoring and evaluation findings supporting necessary program adjustments.

5.2.10 Considering longer term lessons for the school system

The short-term two-year program should be linked to and seen as part of the five-year medium term and longer-term education 2030 and Vision 2041 agenda. The education response to the pandemic has to be based on short, medium- and longer-term perspectives so that the recovery program is consistent with and prepares the ground for the five and ten-year objectives and vison for a developed country. The longer term and a holistic view of educational development implies that:

a) The pandemic response needs to recognize that its effects on the education system magnify many of the preexisting critical weaknesses in respect of poor learning outcome, inequality and exclusion.

b) The education response should address the problems in a way that prepares the ground for continuing the short-term initiatives and measures with necessary adaptation in the medium term and with a ten-year horizon; an ad hoc approach should be avoided and the education responses should be linked to the SDG4 targets. Attention needs to be given to build in greter resilience among schools and learners.

c) The education response to the pandemic, recovery and development beyond the pandemic, formulated so far and under consideration by the government should be critically reviewed in the light of the conclusions and recommendations of this study and the second phase EW study planned to be undertaken.

d) The second phase of the study of Covid-19 education response, Education Watch 2021, to be carried out after shool re-opening, should pay attention to the longer term and broader education development perspective more extensively and systematically.

Two final points can be made about the ten recommendations presented here. First, they are interconnected and should be seen as a package to be used as the guide to education response to the pandemic and education development beyond the short- term actions. The recommendations should not be picked as discrete items, choosing some for attention and ignoring others. Secondly, the recommendations imply responsibilities at national, local and institutional levels and for different stakeholders – government at different levels, teachers and other professionals, students, civil society and NGOs, and academics and researchers. These will vary somewhat for the two major stages of school education under consideration and have to be spelled out in applying the recommendations in action plans.

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Annex - 1

গণসাক্ষরতা অভিযান

সনাক্তকরণ নম্বর:

এডুকেশন ওয়াচ ২০২০-২১
(সকল তথ্য গবেষণার কাজে ব্যবহারের জন্য)

তথ্য সংগ্রহপত্র - সেট ১: শিক্ষার্থীর জন্য

শিক্ষার্থীর নাম: ..... বিদ্যালয়ের নাম: .....

লিঙ্গ: ছেলে [1] মেয়ে [2]

পিতার নাম: .....

মাতার নাম: .....

ঠিকানা: গ্রাম/এলাকা ....., উপজেলা ....., জেলা .....

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

জেলা কোড: ভোলা [1] খাগড়াছড়ি [2] ঢাকা [3] যশোর [4]
নেত্রকোণা [5] রাজশাহী [6] কুড়িগ্রাম [7] মৌলভীবাজার [8]

স্কুলের ধরন: প্রাইমারী স্কুল [1] মাধ্যমিক স্কুল [2]
এবতেদায়ী মাদ্রাসা [3] [4] দাখিল মাদ্রাসা
অন্যান্য [5]

[1] এক শিফট স্কুল
[2] দুই শিফট স্কুল

যে শ্রেণিতে পড়ে [ ]

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

সাক্ষাৎগ্রহণকারীর নাম: ..... আইডি নম্বর: ..... তারিখ: .....

প্রশ্নপত্রের শুদ্ধতার মান নিয়ন্ত্রকের নাম: ..... তারিখ: .....

ক্রম নং	প্রশ্ন			উত্তর কোড
1	মায়ের সর্বশেষ শিক্ষা			
	00 = কখনো স্কুলে যাননি 01 = প্রাইমারী শিক্ষা শেষ করেননি 02 = প্রাইমারী শিক্ষা শেষ করেছেন 03 = মাধ্যমিক শিক্ষা শেষ করেননি	04 = মাধ্যমিক শিক্ষা শেষ করেছেন 05 = কারিগরি শিক্ষা শেষ করেছেন 06 = নন গ্রেডেড মাদ্রাসায় পড়েছেন 07 = কলেজ ও বিশ্ববিদ্যালয় পড়েছেন/শেষ করেছেন	08 = জানা নাই 09 = অন্যান্য (নির্দিষ্ট করে বলুন) ---------- 99 = প্রযোজ্য নয়	
2	বাবার সর্বশেষ শিক্ষা			
	00 = কখনো স্কুলে যাননি 01 = প্রাইমারী শিক্ষা শেষ করেননি 02 = প্রাইমারী শিক্ষা শেষ করেছেন 03 = মাধ্যমিক শিক্ষা শেষ করেননি	04 = মাধ্যমিক শিক্ষা শেষ করেছেন 05 = কারিগরি শিক্ষা শেষ করেছেন 06 = নন গ্রেডেড মাদ্রাসায় পড়েছেন 07 = কলেজ ও বিশ্ববিদ্যালয় পড়েছেন/শেষ করেছেন	08 = জানা নাই 09 = অন্যান্য (নির্দিষ্ট করে বলুন) ..... 99 = প্রযোজ্য নয়	
3	পরিবারের মাসিক আয় (গত ৩ মাসের গড়)			
	পরিবারের সদস্য সংখ্যা (একই বাড়িতে বসবাসকারী)			
	বাবা-র মাসিক আয় (টাকা)			
	মা-র মাসিক আয় (টাকা), যদি থাকে			
	পরিবারের অন্য সদস্যদের মাসিক আয় (একাধিক সদস্য হলে একত্রে টাকায় লিখুন)			
	পরিবারের মোট মাসিক আয় (টাকা)			

অতিমারির কারণে যেহেতু মাঠ পর্যায় থেকে সরাসরি তথ্য সংগ্রহ করা সম্ভব হচ্ছে না। সেই কারণে মোবাইল ফোনে সাক্ষাৎগ্রহণকারীকে বিশেষ সর্তক থাকতে হবে। উত্তরদাতার সঙ্গে কথা বলে নিশ্চিত হতে হবে যে, তিনিই আমাদের নির্বাচিত শিক্ষার্থী। ফোনে সাক্ষাৎকার প্রদানকারীকে প্রতিটি প্রশ্ন বুঝিয়ে বলুন। একবার বুঝতে না পারলে প্রয়োজনে একাধিকবার প্রশ্নটি বুঝিয়ে বলুন । তিনি সম্পূর্ণভাবে প্রশ্নটি বুঝতে পেরেছেন তা নিশ্চিত হওয়ার পর তথ্য সংগ্রহ করুন। প্রশ্নের উত্তরে প্রযোজ্য ক্ষেত্রে গোল চিহ্ন (সার্কেল) দিন বা প্রযোজ্য সংখ্যা লিখুন। প্রাথমিক পর্যায়ের শিক্ষার্থীদের জন্য মা-বাবা বা পরিবারের বয়স্ক সদস্য সঙ্গে থাকতে পারেন এবং উত্তরদানে সহায়তা করতে পারেন।

১. করোনা অতিমারির কারণে এখন স্কুল বন্ধ। তুমি কী বাড়িতে পড়ালেখা করো? *(যে কোনো একটি উত্তর)*

[1] নিয়মিত/প্রতিদিন পড়ি [2] সপ্তাহে ৩/৪ দিন পড়ি [3] মাঝে মাঝে পড়ি
[4] পড়ালেখা হয় না [5] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

২. গত দুই সপ্তাহে মোট কতঘণ্টা পড়ালেখা করেছো?

৩. বাড়িতে পড়ালেখা করতে অধিকাংশ সময় তোমাকে কে সাহায্য করে? *(যে কোনো একটি উত্তর)*

[1] বাবা-মা [2] ভাই-বোন [3] প্রাইভেট টিউটর
[4] পাশের বাড়ির কেউ [5] নিজে নিজে [6] অন্যান্য (সুনির্দিষ্ট করে লিখুন, যেমন- ফুপু/চাচা)

৪. পড়ালেখার খোঁজখবর নেওয়ার জন্য তোমার স্কুলের কোনো শিক্ষক তোমাদের বাসায় এসেছিলেন অথবা ফোনে কথা বলেছেন? [1] হ্যা [2] না

উত্তর হ্যা হলে, কোন শিক্ষক?

[1] প্রধান শিক্ষক [2] অন্যান্য শিক্ষক (সুনির্দিষ্ট করে লিখুন)

৪. ক আলোচনার প্রধান বিষয়: *(যে কোনো একটি উত্তর)*

[1] কুশল জানা [2] পড়ালেখা নিয়ে সাধারণ পরামর্শ [3] নির্দিষ্ট বিষয় নিয়ে পরামর্শ
[4] স্কুল কার্যক্রম সম্পর্কে তথ্য দেওয়া [5] অন্যান্য

৪. খ গত এক মাসে এই রকম যোগাযোগ কত বার হয়েছে? ..... বার

৫. তোমাদের বাড়িতে নিচের কোনটি আছে? *(একাধিক উত্তর হতে পারে)*

[1] সাধারণ মোবাইল ফোন [2] স্মাট মোবাইল ফোন [3] রেডিও [4] টেলিভিশন
[5] কেবল লাইন সংযোগ [6] ইন্টারনেট সংযোগ [7] কোনোটাই নেই

৬. তুমি কী কখনো অনলাইন ক্লাসে অংশ নিয়েছো? [1] হ্যা [2] না

৬ নম্বর প্রশ্নের হ্যা হলে, ১২ ও ১৩ নম্বর বাদ দিয়ে সকল প্রশ্ন পূরণ করুন। উত্তর না হলে,সরাসরি ১২ নম্বর প্রশ্নে চলে যাবেন।

উত্তর হ্যা হলে, প্রধানত কোনটির মাধ্যমে? *(যে কোনো একটি উত্তর)*

[1] মোবাইল ফোন [2] রেডিও [3] টেলিভিশন [4] কম্পিউটার/ল্যাপটপ [5] অন্যান্য

অংশগ্রহণের ধরন? গত দুই সপ্তাহে কত বার -------- বার

প্রতিবারে গড়ে কত মিনিট -------- মিনিট

৭. তুমি অনলাইনে কোন কোন বিষয়ের ক্লাসে অংশ নিয়েছো? *(একাধিক উত্তর হতে পারে)*

[1] বাংলা [2] ইংরেজি [3] গণিত [4] বিজ্ঞান [5] ভূগোল
[6] ইতিহাস [7] পরিবেশ পরিচিতি [8] ধর্ম [9] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৮. কোন বিষয়ের ক্লাস তোমার ভালো লেগেছে? আর কোন বিষয়ের পড়া তুমি ঠিকমতো বুঝতে পারোনি? যেসব ক্লাস ভালো লেগেছে! *(একাধিক উত্তর হতে পারে)*

[1] বাংলা [2] ইংরেজি [3] গণিত [4] বিজ্ঞান [5] ভূগোল
[6] ইতিহাস [7] পরিবেশ পরিচিতি [8] ধর্ম [9] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

যেসব ক্লাস ঠিকমতো বুঝতে পারোনি? *(একাধিক উত্তর হতে পারে)*

[1] বাংলা [2] ইংরেজি [3] গণিত [4] বিজ্ঞান [5] ভূগোল
[6] ইতিহাস [7] পরিবেশ পরিচিতি [8] ধর্ম [9] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৯. অনলাইন ক্লাস করতে তোমার কেমন লাগে? *(যে কোনো একটি উত্তর হবে)*

[1] খুব ভালো [2] ভালো [3] মোটামুটি [4] ভালো লাগে না

১০. অনলাইনের মাধ্যমে ক্লাস করার জন্য তোমার অভিভাবকের মাসে অতিরিক্ত কতটাকা ব্যয় করতে হয়?

[.....টাকা] *(তিন মাসের গড়)*

১১. তোমার বাড়িতে/এলাকা থেকে অনলাইনের মাধ্যমে (মোবাইল/ডেস্কটপ/ল্যাবটপ ব্যবহার করে) ক্লাস করতে কোনো সমস্যা হয় কি? [1] হ্যা [2] না

উত্তর হ্যা হলে, কী ধরনের সমস্যা হয়? *(একাধিক উত্তর হতে পারে)*

[1] মোবাইল নেটওয়ার্ক ঠিকমতো পাওয়া যায় না [2] বিদ্যুৎ থাকে না
[3] দ্রুত ডাটার টাকা শেষ হয়ে যায়
[4] যার ডিভাইস ব্যবহার করা হয়, তিনি অনেক সময় বাড়িতে থাকেন না
[5] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

১২. তুমি কেন অনলাইনে ক্লাসে অংশ নিচ্ছো না? *(প্রধান তিনটি উত্তর বলতে হবে)*

[1] অনলাইনে ক্লাস নেওয়ার জন্য বাড়িতে কোনো সুযোগ (ডিভাইস) নেই
[2] মোবাইল ফোন অভিভাবকদের কাছে থাকে, তাই ফোন ব্যবহার করার সুযোগ নেই
[3] ফোন থাকলেও ইন্টারনেট ব্যবহার করার মতো অভিভাবকের আর্থিক সক্ষমতা নেই
[4] অনলাইন ক্লাস ভালো লাগে না তাই করি না
[5] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

১৩. এখন তুমি প্রধানত বাড়িতে কী করো? *(প্রধান তিনটি উত্তর বলতে হবে)*

[1] বাড়িতে নিজে নিজে পড়ালেখা পড়ি
[2] পড়ালেখা করি না
[3] পরিবারের আর্থিক সহায়তা/রোজগার করার জন্য কাজ করি
[4] বাবা-মার কাজে সাহায্য করি
[5] বন্ধুদের সঙ্গে সময় কাটাই
[6] গল্পের বই পড়ি, টিভি দেখে ও ফোনে সময় কাটাই
কিছুই করি না।

১৪. দৈনিক কাজের তালিকা *(সকল শিক্ষার্থীর জন্য - গত দুই সপ্তাহের কথা ভেবে দৈনিক গড় ঘণ্টা) (তোমার জন্য প্রযোজ্য বিষয়গুলো উল্লেখ করো)*

ক) অনলাইনে/দূর-শিক্ষণে পড়ালেখা [ ] ঘণ্টা,
খ) নিজে পাঠ্য বই/বিষয়ে পড়া [ ] ঘণ্টা
গ) টিউটর বা অন্যের সাহায্যে পড়া [ ] ঘণ্টা
ঘ) পাঠ্যবই ছাড়া অন্য বই পড়া [ ] ঘণ্টা
ঙ) টিভি বা অনলাইনে সময় কাটানো [ ] ঘণ্টা
চ) বাহিরের আয়ের জন্য কাজ [ ] ঘণ্টা
ছ) পরিবারের কাজে সাহায্য [ ] ঘণ্টা
জ) বন্ধুদের সঙ্গে সময় কাটানো বা খেলাধুলা [ ] ঘণ্টা
ঝ) বিশেষ কিছু না [ ] ঘণ্টা
ঞ) অন্যান্য (সুনিদিষ্ট করে বলুন) [ ] ঘণ্টা

(মোট ১৬ ঘণ্টার বেশি হবে না)

১৫. করোনাকালে তুমি ও তোমাদের বাড়ির অন্যান্য সদস্যরা নিম্নোক্ত কোন কোন নিয়মগুলো মেনে চলো।
(একাধিক উত্তর হতে পারে)

[1] সাবান বা স্যানিটাইজার দিয়ে হাত ধোওয়া
[2] মুখে মাস্ক পরা
[3] অন্যের সঙ্গে সামাজিক দূরত্ব বজায় রাখা
[4] প্রয়োজন ছাড়া ঘরের বাইরে না যাওয়া
[5] সাধারণত নিয়ম মানা হয় না

১৬. গত ছয় মাসে তোমার কোনো অসুখ হয়েছিল বা অসুস্থ হয়েছিলে? [1] হ্যা [2] না

উত্তর হ্যা হলে, অসুস্থতার জন্য পরিবার থেকে কিভাবে চিকিৎসা করানো হয়েছে? *(একাধিক উত্তর হতে পারে)*

[1] চিকিৎসকের পরামর্শ নিয়ে
[2] হাসপাতালে গিয়ে
[3] ঔষধের দোকান থেকে ঔষধ কিনে
[4] চিকিৎসা করার প্রয়োজন হয়নি
[5] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

১৭. গত ছয় মাসে পরিবারে বা আত্মীয়দের মধ্যে কেউ কি করোনায় আক্রান্ত হয়েছিল?

[1] হ্যা [2] না

১৭ক. করোনায় আক্রান্ত হয়ে তোমার পরিবার বা পরিচিত কেউ কি মৃত্যুবরণ করেছে? হ্যা [1] না [2]

১৮. স্কুলের পড়াশোনা কি এখন চালু হওয়া উচিত?

[1] হ্যা [2] না [3] নিয়ম মেনে

১৮. ক চালু হলে- *(যে কোনো একটি উত্তর হবে)*

[1] পূর্বের মতো স্বাভাবিক নিয়মে চালু
[2] শিফট করে, সময় কমিয়ে, একদিন পর পর ইত্যাদি
[3] সুরক্ষার নিয়ম মেনে- সামাজিক দূরত্ব বজায় রেখে, মাস্ক ব্যবহার ও সাবান দিয়ে হাত ধোয়ার ব্যবস্থা রেখে
[4] এলাকাভেদে সংক্রমণের মাত্রা অনুযায়ী চালু করা

১৯. স্কুল চালু হলে কোন কোন বিষয়ে গুরুত্ব দেওয়া প্রয়োজন?

(গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) যে পাঠগুলো পড়ানো হয়নি সেগুলো প্রথমে শেষ করা [ ]
খ) যা পড়ানো হয়নি তা বিবেচনায় রেখে নতুন পাঠ শুরু করা [ ]
গ) স্কুলে যে পরীক্ষা হয়নি সেই পরীক্ষাগুলো নেওয়া [ ]
ঘ) নতুন শ্রেণিতে যাওয়ার সুযোগ দেওয়া [ ]
ঙ) অন্যান্য (সুনির্দিষ্ট করে বলুন) [ ]

২০. স্কুল চালু হলে শ্রেণিকক্ষে কীভাবে সামাজিক দূরত্ব বজায় রাখা যেতে পারে?

(ক্রমিক গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) প্রতি ক্লাসের জন্য একাধিক সিফট করা [ ]
খ) প্রতি বেঞ্চে ২ জন শিক্ষার্থীর বসার ব্যবস্থা রাখা [ ]
গ) শিক্ষার্থীদের ভাগ করে একদিন অন্তর অন্তর স্কুলে আসা [ ]
ঘ) দৈনিক পাঠদানের সময় কমিয়ে এনে [ ]

২১. তোমার বা তোমাদের আত্মীয়দের মধ্যে সম্প্রতি নিম্নবর্ণিত ঝুঁকির সৃষ্টি হয়েছে কী?

(গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) পরিবারের মধ্যে উদ্বেগ ও অশান্তি বৃদ্ধি [ ]
খ) পরিবারের সাহায্যের লক্ষ্যে শিশুদের আয়মূলক কাজে সম্পৃক্ত করা [ ]
গ) শিশু ও মেয়েদের প্রতি নির্যাতন ও দুর্ব্যবহার [ ]
ঘ) মেয়ে শিশুদের বিয়ে দিয়ে দেওয়ার চিন্তা [ ]
ঙ) পড়ালেখা চালিয়ে যেতে না পারার সম্ভাবনা [ ]
চ) অন্যান্য (সুনির্দিষ্ট করে বলুন) [ ]

২২. স্কুল চালু হওয়ার পর শঙ্কা/সমস্যা? (*গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)*

ক) আমি কী পড়ালেখায় পিছিয়ে পড়বো? ☐

খ) শিক্ষকদের থেকে কী যথেষ্ট সাহায্য পাবো? ☐

গ) পরিবার কি আর্থিক সংকটে পড়বে? ☐

ঘ) পরিবার থেকে পড়ালেখার জন্য কি যথেষ্ট সাহায্য/উৎসাহ পাবো? ☐

ঙ) পড়ালেখা চালিয়ে যেতে পারবো? ☐

চ) অন্যান্য (সুনির্দিষ্ট করে বলুন) ☐

২৩. তুমি কি মনে করো, COVID-19 অতিমারির সময় নতুন কিছু শিখেছো? হ্যা ☐ 1 না ☐ 2

উত্তর হ্যা হলে, কী কী (*গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)*

ক) .....

খ) .....

গ) .....

২৪. 'কোভিড-১৯' জনিত অতিমারি থেকে সুরক্ষার জন্য তোমার পরামর্শ কী? (*গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)*

ক) .....

খ) .....

গ) .....

গণসাক্ষরতা অভিযান

সনাক্তকরণ নম্বর:

এডুকেশন ওয়াচ ২০২০-২১
(সকল তথ্য গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র – সেট ২: অভিভাবকদের জন্য

নাম: .....

লিঙ্গ: পুরুষ [1] নারী [2]

শিক্ষার্থীর নাম: .....

যে ক্লাসে পড়ে: .....

স্কুলের ধরন: প্রাইমারী স্কুল [1] মাধ্যমিক স্কুল [2]
এবতেদায়ী মাদ্রাসা [3] দাখিল মাদ্রাসা [4]
অন্যান্য [5]

[1] এক শিফট স্কুল
[2] দুই শিফট স্কুল

শিক্ষার্থীর সঙ্গে সম্পর্ক: পিতা [1] মাতা [2] ভাই-বোন [3] আত্মীয় [4]

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

জেলা কোড: ভোলা [1] খাগড়াছড়ি [2] ঢাকা [3] যশোর [4]
নেত্রকোণা [5] রাজশাহী [6] কুড়িগ্রাম [7] মৌলভীবাজার [8]

উপজেলা/থানার নাম: .....

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

সাক্ষাৎগ্রহণকারীর নাম: ..... আইডি নম্বর: ..... তারিখ: .....

প্রশ্নপত্রের শুদ্ধতার মান নিয়ন্ত্রকের নাম: ..... তারিখ: .....

ক্রম নং	প্রশ্ন			উত্তর কোড
1	সর্বশেষ শিক্ষা			
	00 = কখনো স্কুলে যাননি 01 = প্রাইমারী শিক্ষা শেষ করেননি 02 = প্রাইমারী শিক্ষা শেষ করেছেন 03 = মাধ্যমিক শিক্ষা শেষ করেননি	04 = মাধ্যমিক শিক্ষা শেষ করেছেন 05 = কারিগরি শিক্ষা শেষ করেছেন 06 = নন গ্রেডেড মাদ্রাসায় পড়েছেন 07 = কলেজ ও বিশ্ববিদ্যালয় পেড়েছেন/শেষ করেছেন	08 = জানা নাই 09 = অন্যান্য (নির্দিষ্ট করে লিখুন) --------- 99 = প্রযোজ্য নয়	
2	প্রধান পেশা			
	01 = চাকরি 02 = কৃষক 03 = দিনমজুর/ শ্রমিক 04 = স্বনিয়োজিত/ব্যবসা 05 = ড্রাইভার/পরিবহণ কর্মী 06 = বেকার 07 = ব্যবসা	08 = রিক্সা/ভ্যান/ঠেলাগাড়ি চালক 09 = গার্মেন্টস কর্মী 10 = প্রবাস কর্মী 11 = অনিয়মিত দিনমজুর/শ্রমিক 12 = গৃহিণী 13 = গৃহকর্ম	14 = অন্যান্য (নির্দিষ্ট করে লিখুন) --------- 99 = প্রযোজ্য নয়	
3	পরিবারের মাসিক আয় (৩ মাসের গড়)			
	বাবা-র মাসিক আয় (টাকা)			
	মা-র মাসিক আয় (টাকা), যদি থাকে			
	পরিবারের অন্য সদস্যদের মাসিক আয় (একাধিক সদস্য হলে একত্রে টাকায় লিখুন)			
	পরিবারের মোট মাসিক আয় (টাকা)			
	পরিবারের মোট সদস্য সংখ্যা (একই বাড়িতে থাকে)			

অতিমারির কারণে যেহেতু মাঠ পর্যায় থেকে সরাসরি তথ্য সংগ্রহ করা সম্ভব হচ্ছে না। সেই কারণে মোবাইল ফোনে সাক্ষাৎগ্রহণকারীকে বিশেষ সর্তক থাকতে হবে। উত্তরদাতার সঙ্গে কথা বলে নিশ্চিত হতে হবে যে, তিনিই আমাদের নির্বাচিত অভিভাবক। ফোনে সাক্ষাৎকার প্রদানকারীকে প্রতিটি প্রশ্ন ভালো ভাবে বুঝিয়ে বলুন। একবার বুঝতে না পারলে প্রয়োজনে একাধিকবার প্রশ্নটি বুঝিয়ে বলুন। তিনি সম্পূর্ণভাবে প্রশ্নটি বুঝতে পেরেছেন তা নিশ্চিত হওয়ার পর তথ্য সংগ্রহ করুন। প্রশ্নের উত্তরে প্রযোজ্য ক্ষেত্রে গোল চিহ্ন (সার্কেল) দিন।

১. করোনা অতিমারির কারণে এখন স্কুল বন্ধ। আপনার সন্তান/ভাই-বোন/পোষ্য কী বাড়িতে পড়ালেখা করে?
(যে কোনো একটি উত্তর)

[1] নিয়মিত/প্রতিদিন পড়ে
[2] সপ্তাহে ৩/৪ দিন পড়ে
[3] মাঝে মাঝে
[4] পড়ালেখা করে না
[5] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

২. বাড়িতে পড়ালেখা করতে প্রধানত তাকে কে সাহায্য করে? *(যে কোনো একটি উত্তর)*

[1] বাবা-মা
[2] ভাই-বোন
[3] প্রাইভেট টিউটর
[4] পাশের বাড়ির কেউ
[5] নিজে নিজে
[6] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৩. আপনার সন্তানের পড়ালেখার খোঁজখবর নেওয়ার জন্য স্কুলের কোনো শিক্ষক আপনার বাড়িতে এসেছিলেন অথবা ফোনে কথা কলেছেন? [1] হ্যা [2] না
উত্তর হ্যা হলে, গত এক মাসে কত বার [ ]

৪. আপনার বাড়িতে যোগাযোগের জন্য নিচের কোনটি আছে? *(একাধিক উত্তর হতে পারে)*

[1] মোবাইল ফোন
[2] রেডিও
[3] টেলিভিশন
[4] কেবললাইন সংযোগ
[5] ইন্টারনেট সংযোগ
[6] কোনোটাই নেই

৫. আপনি কি জানেন সরকার শিক্ষার্থীদের জন্য অনলাইন ক্লাসের ব্যবস্থা করেছে? [1] হ্যা [2] না
৫.ক) উত্তর হ্যা হলে, আপনার সন্তান/ ভাই-বোন/পোষ্য কি অনলাইনে ক্লাস করে? [1] হ্যা [2] না

৫. ক নম্বর প্রশ্নের উত্তর হ্যা হলে, ১০ নম্বর প্রশ্ন বাদ দিয়ে সকল প্রশ্ন করুন।
উত্তর না হলে, সরাসরি ১০ নম্বর প্রশ্নে চলে যাবেন।

উত্তর হ্যা হলে, আপনার সন্তান প্রধানত কোনটির মাধ্যমে অনলাইন ক্লাসে অংশ গ্রহণ করে? *(যে কোনো একটি উত্তর)*

[1] মোবাইল ফোন
[2] রেডিও
[3] টেলিভিশন
[4] অন্যান্য

৬. উত্তর মোবাইল ফোনে হয়ে থাকলে, আপনার খানায় বা পরিবারে কয়টি ফোন আছে?
মোট ফোন সংখ্যা [ ] স্মাট ফোন সংখ্যা [ ]

৭. অনলাইন ক্লাসে অংশ নেওয়ার জন্য সে কার ফোন ব্যবহার করে? *(যে কোনো একটি উত্তর)*

[1] ক্লাস করার জন্য আলাদা স্মাট ফোন আছে
[2] আলাদা ফোন নেই তবে, যার ফোন ব্যবহার করে তিনি বাড়িতে থাকলে ক্লাসে অংশ নিতে পারে
[3] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৮. আপনার সন্তান/ভাই-বোন/পোষ্য-র অনলাইন ক্লাসে অংশ নেওয়ার জন্য ইন্টারনেটের ডাটা ক্রয় বাবদ মাসে অতিরিক্ত কত টাকা ব্যয় হয়? *(গত তিন মাসের গড়)* ..... টাকা

৯. আপনার সন্তান/ভাই-বোন/পোষ্য-র দূর-শিক্ষণ/অনলাইন ক্লাসে অংশ নেওয়ার জন্য বাড়তি ব্যয় পরিবারে আর্থিক চাপ তৈরি করছে কী? *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন, ১ – সর্বাধিক গুরুত্ব)*

1	অভিভাবকদের অনেক সময় দিতে হয়
2	অনলাইন ক্লাসের জন্য বাড়তি ব্যয় হয়
3	অভিভাবকদের নিয়মিত শিক্ষার্থীদের তত্ত্বাবধান করতে হয়
4	ডিভাইস নিশ্চিত করতে হয়
5	কোনো আর্থিক সমস্যা হয় না
6	অন্যান্য (সুনির্দিষ্ট করে লিখুন)

১০. আপনার সন্তান/ভাই-বোন/পোষ্য-র অনলাইন ক্লাস বা পড়ালেখার সঙ্গে যুক্ত না থাকলে এখন সে কী করছে বা তার সময় কিভাবে কাটছে? *(একাধিক উত্তর হতে পারে)*

1 খেলাধুলা করে 2 বাড়ির কাজে বাবা-মাকে কাজে সাহায্য করে
3 আয়মূলক কাজ/শিশুশ্রমে যুক্ত হয়ে 4 কিছুই করে না 5 অন্যান্য (সুনির্দিষ্ট করে লিখুন)

১১. সরকার শিক্ষার্থীদের জন্য অনলাইনের (মোবাইল ফোন, রেডিও, টেলিভিশন, ইন্টারনেট) মাধ্যমে পড়ালেখার ব্যবস্থা করেছে সেই বিষয়ে আপনার মতামত কী? *(যে কোনো একটি উত্তর)*

1 অনলাইন ক্লাসের মাধ্যমে শিক্ষার্থীদের পড়ালেখার ক্ষতি পুষিয়ে নেওয়া যাবে
2 সুযোগ না থাকায় সকল শিক্ষার্থী অংশ নিতে পারে না 3 সুযোগ থাকলেও তেমন কার্যকর বা ফলপ্রসু নয়
4 অনলাইন ক্লাস দেখিনি, তাই কোনো মতামত নেই 5 অন্যান্য (সুনির্দিষ্ট করে লিখুন)

১২. করোনা অতিমারী শুরু হওয়ার পর আপনার ও আপনার সন্তান/ভাই-বোন/পোষ্য-র শারীরিক ও মানসিক কোনো সমস্যা লক্ষ্য করছেন কী? 1 হ্যা 2 না

উত্তর হ্যা হলে, নিচের ছকটি পুরণ করুন। *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন। ১ – সর্বাধিক গুরুত্ব)*

শারীরিক	মানসিক
১)	১)
২)	২)
৩)	৩)

১৩. আপনার পরিবারের কেউ 'কোভিড-১৯' বা করোনা ভাইরাসে সংক্রমিত হয়েছে কি? 1 হ্যা 2 না
উত্তর হ্যা হলে, কত জন? ____ কেউ করোনার কারণে মারা গিয়েছেন কি? 1 হ্যা 2 না

১৪. ২০১৯ ও ২০২০ সালে আপনার পরিবারের খাদ্য, জ্বালানী, বাসস্থান, শিক্ষা, স্বাস্থ্যসহ প্রয়োজনীয় ব্যয় বিবেচনায় আর্থিক অবস্থা সম্পর্কে নিচে তথ্য দিন। *(যে কোনো একটি উত্তর)*

২০১৯		২০২০	
☐ সবসময় উদ্বৃত্ত	☐ মাঝে মাঝে ঘাটতি	☐ সবসময় উদ্বৃত্ত	☐ মাঝে মাঝে ঘাটতি
☐ মাঝে মাঝে উদ্বৃত্ত	☐ সব সময় ঘাটতি	☐ মাঝে মাঝে উদ্বৃত্ত	☐ সবসময় ঘাটতি
☐ সমান সমান	☐ অন্যান্য	☐ সমান সমান	☐ অন্যান্য

১৫. সবদিক বিবেচনা করে আপনি কী মনে করেন স্কুল অনতিবিলম্বে খুলে দেওয়া উচিত? *(যে কোনো একটি উত্তর হবে)*

1 হ্যা 2 না 3 সুরক্ষার নিয়ম মেনে

১৬. আগামীতে নিয়মিত শিক্ষা কার্যক্রম চালু হওয়ার পর শিক্ষার্থীদের জন্য কী ধরনের সমস্যা দেখা দিতে পারে বলে আপনি মনে করেন? *(তিনটি প্রধান উত্তর নির্বাচন করুন)*

1 শিক্ষার্থীদের বিদ্যালয়ে নিয়মিত উপস্থিত না হওয়া
2 স্কুল থেকে ঝরে পড়া
3 শিশুশ্রমে যুক্ত হওয়া
4 বাল্য বিবাহের হার বেড়ে যাওয়া
5 পুষ্টিহীনতায় ভোগা
6 বিদ্যালয় ও শিক্ষকের নিকট থেকে যথেষ্ট সাহায্য না পাওয়া
7 কোনো সমস্যা হবে না
8 অন্য কোনো সমস্যা (সুনির্দিষ্ট করে লিখুন)

১৭. সরকারের নির্দেশনা অনুযায়ী স্কুল/শিক্ষাপ্রতিষ্ঠান পুনরায় খুলে দেওয়ার ক্ষেত্রে সরকার, স্কুল কর্তৃপক্ষ ও অভিভাবকদের পক্ষ থেকে কি কি উদ্যোগ নেওয়া দরকার বলে আপনি মনে করেন?

ক. সরকার *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন, ১ – সর্বাধিক গুরুত্ব)*

১) .....
২) .....
৩) .....

খ. স্কুল কর্তৃপক্ষ *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন, ১ – সর্বাধিক গুরুত্ব)*

১) .....
২) .....
৩) .....

গ. অভিভাবক *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন, ১ – সর্বাধিক গুরুত্ব)*

১) .....
২) .....
৩) .....

ঘ.সরকার ও শিক্ষা কর্তৃপক্ষ এবং স্থানীয় সরকার, শিক্ষা সংশ্লিষ্ট এনজিও ও ব্যবসা প্রতিষ্ঠানসহ সমন্বিতভাবে এলাকাভিত্তিক কী কী উদ্যোগ নেওয়া যেতে পারে? *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন, ১ – সর্বাধিক গুরুত্ব)*

১) .....
২) .....
৩) .....

১৮. অতিমারি জনিত কারণে দীর্ঘদিন স্কুল বন্ধ থাকায় শিক্ষার্থীদের পড়ালেখার যে ক্ষতি হয়েছে, তা কিভাবে পুষিয়ে নেওয়া যেতে পারে? এই বিষয়ে আপনার কোনো মতামত/পরামর্শ থাকলে বলুন। *(গুরুত্ব অনুসারে ৩টি বিষয় উল্লেখ করুন)*

১) .....
২) .....
৩) .....

১৯. অতিমারির পর পুনরায় স্কুল খোলার ক্ষেত্রে শিক্ষার্থী ও শিক্ষকদের স্বাস্থ্য ঝুঁকি বিবেচনায় রেখে শ্রেণিকক্ষ ও বিদ্যালয় ব্যবস্থাপনায় কি ধরনের পদক্ষেপ নেওয়া উচিত বলে আপনি মনে করেন? *(গুরুত্ব অনুসারে ৩টি বিষয় উল্লেখ করুন)*

১) .....
২) .....
৩) .....

২০. অতিমারী মোকাবেলায় আমাদের যে অভিজ্ঞতা হয়েছে তা শিক্ষাচর্চা, উন্নয়ন পরিকল্পনা, শিক্ষার মান, শিক্ষণ-শিখন, সাম্যতা, ইনক্লুসিভ-এর মতো বিষয়গুলোর দুর্বলতা কাটাতে বা সংস্কারের ক্ষেত্রে কিভাবে কাজে লাগাতে পারি? এই বিষয়ে আপনার কোনো মতামত/পরামর্শ থাকলে বলুন। *(গুরুত্ব অনুসারে ৩টি বিষয় উল্লেখ করুন)*

১) .....
২) .....
৩) .....

গণসাক্ষরতা অভিযান

সনাক্তকরণ নম্বর:

এডুকেশন ওয়াচ ২০২০-২১

(সকল তথ্য গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র - সেট ৩: শিক্ষকের জন্য

নাম: ..... বিদ্যালয়ের নাম: .....

কত বছর যাবত শিক্ষকতা করছেন [ ] বর্তমান বিদ্যালয়ে কতো বছর কর্মরত আছেন [ ]

লিঙ্গ: নারী [1] পুরুষ [2]

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

জেলা কোড: ভোলা [1] খাগড়াছড়ি [2] ঢাকা [3] যশোর [4]
নেত্রকোণা [5] রাজশাহী [6] কুড়িগ্রাম [7] মৌলভীবাজার [8]

উপজেলার নাম: .....

স্কুলের ধরন: প্রাইমারী স্কুল [1] মাধ্যমিক স্কুল [2] এক শিফট স্কুল [1]
এবতেদায়ী মাদ্রাসা [3] দাখিল মাদ্রাসা [4] দুই শিফট স্কুল [2]

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

সাক্ষাৎগ্রহণকারীর নাম: ..... আইডি নম্বর: ..... তারিখ: .....

প্রশ্নপত্রের শুদ্ধতার মান নিয়ন্ত্রকের নাম: ..... তারিখ: .....

ক্রম নং	প্রশ্ন			উত্তর কোড
1	সর্বোচ্চ শিক্ষাগত যোগ্যতা			
	01 = মাধ্যমিক শিক্ষা শেষ করেছেন 02 = কারিগরি শিক্ষা শেষ করেছেন	03 = উচ্চ মাধ্যমিক শিক্ষা শেষ করেছেন 04 = স্নাতক শেষ করেছেন	05 = স্নাতকোত্তর শেষ করেছেন	
2	পেশাগত প্রশিক্ষণ গ্রহণ			
	01 = সিইনএড করছেন/শেষ করেছেন	02 = বিএড করছেন/শেষ করেছেন	03 = এম. এড. করছেন/শেষ করেছেন	
	04= ডিপিএড করেছেন/শেষ করেছেন	05 = অন্য কোনো প্রশিক্ষণ		
3	পরিবারের মাসিক আয় (গত ৩ মাসের গড়)			
	শিক্ষক-এর মাসিক আয় (টাকা)			
	স্ত্রী/স্বামীর মাসিক আয় (টাকা), যদি থাকে			
	পরিবারের অন্য সদস্যদের মাসিক আয় (একাধিক সদস্য হলে একত্রে টাকায় লিখুন)			
	পরিবারের মোট মাসিক আয় (টাকা)			
	পরিবারের মোট সদস্য সংখ্যা (যারা একই বাড়িতে থাকেন)			

অতিমারির কারণে যেহেতু মাঠ পর্যায় থেকে সরাসরি তথ্য সংগ্রহ করা সম্ভব হচ্ছে না। সেই কারণে মোবাইল ফোনে সাক্ষাৎগ্রহণকারীকে বিশেষ সর্তক থাকতে হবে। উত্তরদাতার সঙ্গে কথা বলে নিশ্চিত হতে হবে যে, তিনিই আমাদের নির্বাচিত শিক্ষক। ফোনে সাক্ষাৎকার প্রদানকারীকে প্রতিটি প্রশ্ন ভালোভাবে বুঝিয়ে বলুন। একবার বুঝতে না পারলে প্রয়োজনে একাধিকবার প্রশ্নটি বুঝিয়ে বলুন। তিনি সম্পূর্ণভাবে প্রশ্নটি বুঝতে পেরেছেন তা নিশ্চিত হওয়ার পর তথ্য সংগ্রহ করুন। প্রশ্নের উত্তরে প্রযোজ্য ক্ষেত্রে গোল চিহ্ন (সার্কেল) দিন।

১. করোনা অতিমারি চলাকালে শিক্ষার্থীদের পড়ালেখার খোঁজখবর নেওয়ার জন্য আপনি/আপনার প্রতিষ্ঠানের কোনো শিক্ষক কোনো শিক্ষার্থীর সঙ্গে যোগাযোগ করেছেন কি? [1] হ্যা [2] না

উত্তর হ্যা হলে, গত এক মাসে কতজন শিক্ষার্থীর সঙ্গে যোগাযোগ করেছেন [----- জন]

১.ক গত এক মাসে এই জন্য মোট কত ঘণ্টা মোট সময় ব্যয় হয়েছে? [----- ঘণ্টা]

২. শিক্ষার্থীদের সঙ্গে কি কি বিষয়ে কথা বলেছেন?

(গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) সাধারণ কুশল বিনিময় [ ]

খ) লেখাপড়া নিয়ে সাধারণ পরামর্শ [ ]

গ) লেখাপড়ার কোনো নির্দিষ্ট বিষয় নিয়ে পরামর্শ [ ]

ঘ) অনলাইন টিভি পাঠ নিয়ে পরামর্শ [ ]

ঙ) অন্যান্য (নির্দিষ্ট করে বলুন) [ ]

৩. শিক্ষার্থীদের জন্য সরকার অনলাইনের (মোবাইল ফোন, রেডিও, টেলিভিশন, ইন্টারনেট) মাধ্যমে পড়ালেখার ব্যবস্থা করেছে সেই বিষয়ে আপনার মতামত কী? *(যে কোনো একটি উত্তর)*

[1] অনলাইন ক্লাসের মাধ্যমে শিক্ষার্থীদের পড়ালেখার ক্ষতি পুষিয়ে নেওয়া যাবে

[2] সুযোগ না থাকায় সকল শিক্ষার্থী অংশ নিতে পারছে না

[3] সুযোগ পেলেও তেমন কার্যকর বা ফলপ্রসু নয়

[4] অনলাইন ক্লাস দেখা হয়নি, তাই কোনো মতামত নেই

[5] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৪. আপনার কী স্মাটফোন/ল্যাবটপ/ট্যাব ইত্যাদি নিয়মিত ব্যবহারের সুযোগ আছে? হ্যা [1] না [2]

৫. আপনার কী ইন্টারনেট যোগাযোগের ব্যবস্থা আছে? হ্যা [1] না [2]

৬. আপনি কী ইন্টারনেট যোগাযোগ দক্ষতা বৃদ্ধির উদ্যোগ নিয়েছেন? হ্যা [1] না [2]

৬.ক উত্তর হ্যা হলে- *(একাধিক উত্তর হতে পারে)*

[1] নিজস্ব উদ্যোগে

[2] প্রাতিষ্ঠানিক উদ্যোগে

[3] অন্যান্য

৬. খ আপনি কী আইসিটি বিষয়ক দক্ষতা বৃদ্ধিমূলক প্রশিক্ষণে অংশগ্রহণ আগ্রহী? হ্যা [1] না [2]

৭. আগামীতে নিয়মিত শিক্ষা কার্যক্রম চালু হওয়ার পর শিক্ষার্থীদের জন্য কী ধরনের সমস্যা দেখা দিতে পারে বলে আপনি মনে করেন? *(গুরুত্ব অনুসারে ৩টি উত্তর, ১ - সর্বাধিক গুরুত্ব)*

[1] শিক্ষার্থীদের বিদ্যালয়ে নিয়মিত উপস্থিত না হওয়া [2] স্কুল থেকে ঝরে পড়া

[3] শিশুশ্রমে যুক্ত হওয়া [4] বাল্য বিবাহের প্রবণতা বৃদ্ধি

[5] পুষ্টিহীনতায় ভোগা [6] অন্য কোনো সমস্যা (সুনির্দিষ্ট করে লিখুন)

৮. করোনা পরিস্থিতি বিবেচনায় স্কুল এক্ষনি কি চালু করা প্রয়োজন বলে আপনি মনে করেন?

[1] হ্যা [2] না [3] নিয়ম মেনে *(যে কোনো একটি উত্তর)*

৮. খ চালু হলে- *(যে কোনো একটি উত্তর)*

[1] স্বাভাবিক নিয়মে চালু [2] শিফট করে, সীমিত পরিসরে, একদিন পরপর

[3] সুরক্ষার নিয়ম মেনে- সামাজিক দূরত্ব বজায় রেখে, মাস্ক ব্যবহার ও সাবান দিয়ে হাত ধোয়ার ব্যবস্থা রেখে

[4] এলাকাভেদে সংক্রমণের মাত্রা অনুযায়ী চালু করা

৯. স্কুল চালু হলে কোন কোন বিষয়ে গুরুত্ব দেওয়া প্রয়োজন?

(গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) যে পাঠগুলো পড়ানো হয়নি সেগুলো প্রথমে শেষ করা [ ]

খ) যা পড়ানো হয়নি তা বিবেচনায় রেখে নতুন পাঠ শুরু করা [ ]

গ) স্কুলে যে পরীক্ষা হয়নি সেই পরীক্ষাগুলো নেওয়া [ ]

ঘ) নতুন শ্রেণিতে যাওয়ার সুযোগ দেওয়া [ ]

ঙ) যেসব শিক্ষার্থীরা আছে তাদের প্রতি বিশেষ মনোযোগ দেওয়া [ ]

চ) অন্যান্য (সুনির্দিষ্ট করে বলুন) [ ]

১০. বর্তমান পরিস্থিতিতে শিক্ষকদের কী ধরনের সমস্যা মোকাবেলা করতে হচ্ছে? *(তিনটি পর্যন্ত উত্তর দেওয়া যাবে)*

[1] সময়মতো বেতন না পাওয়া [2] সংসারে আর্থিক অনটন থাকা

[3] চাকরি হারানো (বেসরকারি বিদ্যালয়ে) [4] কোনো ধরনের সমস্যা হচ্ছে না

[5] সিলেবাস শেষ করতে না পারা [6] মানসিক অবসাদে ভোগে

[7] তথ্য প্রযুক্তি ব্যবহারে যথেষ্ট দক্ষতা না থাকায় বিকল্প ব্যবস্থা পরিচালনায় অনিহা

[8] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

১১. ২০১৯ ও ২০২০ সালে আপনার পরিবারের খাদ্য, বাসস্থান, জ্বালানী, শিক্ষা ও স্বাস্থ্যসহ প্রয়োজন মেটানোর জন্য আর্থিক অবস্থা সম্পর্কে নিচে তথ্য দিন।

২০১৯ সালের পরিবারের মাসিক গড় আয়		২০২০সালের পরিবারের মাসিক গড় আয়	
[ ] সব সময় উদ্বৃত্ত	[ ] মাঝে মাঝে ঘাটতি	[ ] সব সময় উদ্বৃত্ত	[ ] মাঝে মাঝে ঘাটতি
[ ] মাঝে মাঝে উদ্বৃত্ত	[ ] সব সময় ঘাটতি	[ ] মাঝে মাঝে উদ্বৃত্ত	[ ] সব সময় ঘাটতি
[ ] সমান সমান	[ ] অন্যান্য	[ ] সমান সমান	[ ] অন্যান্য

১২. 'কোভিড-১৯' অতিমারি চলাকালে আপনারা শিক্ষা কর্তৃপক্ষের সঙ্গে যোগাযোগ করেছেন কি? হ্যা [1] না [2]

উত্তর হ্যা হলে, কী কী বিষয়ে আলোচনা হয়েছে? *(গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)*

১) .....

২) .....

৩) .....

১৩. আপনার শিক্ষাপ্রতিষ্ঠানে কোনো প্রতিবন্ধী (বিশেষ চাহিদাসম্পন্ন) শিক্ষার্থী পড়ালেখা করে? হ্যা [1] না [2]

উত্তর হ্যা হলে, তাদের বর্তমান অবস্থা কেমন? *(গুরুত্ব অনুসারে ৩টি উত্তর, ১ - সর্বাধিক গুরুত্ব)*

১) .....

২) .....

৩) .....

১৪. সরকারের নির্দেশনা অনুযায়ী স্কুল/শিক্ষাপ্রতিষ্ঠান পুনরায় খুলে দেওয়ার ক্ষেত্রে শিক্ষা প্রশাসন, স্কুল কর্তৃপক্ষ ও অভিভাবকদের কী কী উদ্যোগ নেওয়া দরকার বলে আপনি মনে করেন?

ক. সরকারের করণীয়*(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

খ. স্কুল কর্তৃপক্ষের করণীয় *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

গ. অভিভাবকদের করণীয়*(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

১৫. অতিমারী জনিত কারণে দীর্ঘদিন স্কুল বন্ধ থাকায় শিক্ষার্থীদের পড়ালেখার যে ক্ষতি হয়েছে, তা কিভাবে পুষিয়ে নেওয়া যেতে পারে? এই বিষয়ে আপনার মতামত/পরামর্শ বলুন। *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

১৬. অতিমারির পর পুনরায় স্কুল খোলার ক্ষেত্রে শিক্ষার্থী ও শিক্ষকদের স্বাস্থ্য ঝুঁকি বিবেচনায় রেখে শ্রেণিকক্ষ ও বিদ্যালয় ব্যবস্থাপনায় কী ধরনের পদক্ষেপ নেওয়া উচিত বলে আপনি মনে করেন? নিচের ছক পূরণ করুন।
(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন। ১ – সর্বাধিক গুরুত্ব)

শ্রেণিকক্ষ ব্যবস্থাপনা	পয়ঃনিষ্কাশনসহ বিদ্যালয়ে স্বাস্থ্যসুরক্ষা ব্যবস্থাপনা
১)	১)
২)	২)
৩)	৩)

১৭. অতিমারি মোকাবেলায় আমাদের যে অভিজ্ঞতা হয়েছে তা শিক্ষাচর্চা, উন্নয়ন পরিকল্পনা, শিক্ষার মান, শিক্ষণ-শিখন, সাম্যতা, ইনক্লুসিভ-এর মতো বিষয়গুলো দুর্বলতা কাটাতে বা সংস্কারের ক্ষেত্রে কিভাবে কাজে লাগাতে পারি? এই বিষয়ে আপনার কোনো মতামত/পরামর্শ থাকলে বলুন। *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

১৮. আগামীতে এই ধরনের অতিমারী মোকাবেলার জন্য জন্য কী ধরনের পরিকল্পনা নেওয়া যেতে পারে?
(গুরুত্ব অনুসারে তিনটি প্রধান বিষয় উল্লেখ করুন)

স্বল্প মেয়াদী পরিকল্পনা	দীর্ঘ মেয়াদী পরিকল্পনা
১)	১)
২)	২)
৩)	৩)

গণসাক্ষরতা অভিযান

সনাক্তকরণ নম্বর:

এডুকেশন ওয়াচ ২০২০-২১

(সকল তথ্য গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র – সেট ৪: জেলা শিক্ষা কর্মকর্তাদের জন্য

নাম: .....

ফোন নম্বর: .....

লিঙ্গ: নারী [1] পুরুষ [2]

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

জেলা কোড: ভোলা [1] খাগড়াছড়ি [2] ঢাকা [3] যশোর [4]
নেত্রকোণা [5] রাজশাহী [6] কুড়িগ্রাম [7] মৌলভীবাজার [8]

জেলা প্রাথমিক শিক্ষা কর্মকর্তা [1] জেলা মাধ্যমিক শিক্ষা কর্মকর্তা [2]
পদবি: ..... পদবি: .....

সাক্ষাৎগ্রহণকারীর নাম: ..... আইডি নম্বর: ..... তারিখ: .....

প্রশ্নপত্রের শুদ্ধতার মান নিয়ন্ত্রকের নাম: ..... তারিখ: .....

অতিমারির কারণে যেহেতু মাঠ পর্যায় থেকে সরাসরি তথ্য সংগ্রহ করা সম্ভব হচ্ছে না। সেই কারণে মোবাইল ফোনে সাক্ষাৎগ্রহণকারীকে বিশেষ সর্তক থাকতে হবে। উত্তরদাতার সঙ্গে কথা বলে নিশ্চিত হতে হবে যে, তিনিই আমাদের নির্বাচিত জেলা প্রাথমিক/মাধ্যমিক শিক্ষা কর্মকর্তা। ফোনে সাক্ষাৎকার প্রদানকারীকে প্রতিটি প্রশ্ন বুঝিয়ে বলুন। একবার বুঝতে না পারলে প্রয়োজনে একাধিকবার প্রশ্নটি বুঝিয়ে বলুন। তিনি সম্পূর্ণভাবে প্রশ্নটি বুঝতে পেরেছেন তা নিশ্চিত হওয়ার পর তথ্য সংগ্রহ করুন। প্রশ্নের উত্তরে প্রযোজ্য ক্ষেত্রে গোল চিহ্ন (সার্কেল) দিন।

১. করোনা অতিমারী চলাকালে শিক্ষার্থীদের পড়ালেখার বিষয়ে শিক্ষকদের সঙ্গে কি আলোচনা হয়েছে?

[1] হ্যা [2] না

উত্তর হ্যা হলে, কতজন শিক্ষকের সঙ্গে কথা বলেছেন? *(৩ মাসের গড়)* [ ] জন

২. আলোচনার বিষয় – শিক্ষকরা কী কী সমস্যার কথা বলেছেন? *(গুরুত্ব অনুসারে ৩টি বিষয় উল্লেখ করুন)*

ক) .....

খ) .....

গ) .....

২. খ সমস্যাগুলোর বিষয়ে আপনী কী পরামর্শ দিয়েছেন? *(ক্রমিক গুরুত্ব অনুসারে ৩টি বিষয় উল্লেখ করুন)*

ক) .....

খ) .....

গ) .....

৩. সরকার শিক্ষার্থীদের জন্য অনলাইনের (মোবাইল ফোন, রেডিও, টেলিভিশন, ইন্টারনেট) মাধ্যমে পড়ালেখার ব্যবস্থা করেছে সেই বিষয়ে আপনার মতামত কী? *(যে কোনো একটি উত্তর)*

[1] অনলাইন ক্লাসের মাধ্যমে শিক্ষার্থীদের পড়ালেখার ক্ষতি পুষিয়ে নেওয়া যাবে
[2] সুযোগ না থাকায় সকল শিক্ষার্থী অংশ নিতে পারছে না
[3] সুযোগ পেলেও তেমন কার্যকর বা ফলপ্রসু নয়
[4] অনলাইন ক্লাস দেখেনি, তাই কোনো মতামত নেই
[5] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৪. আগামীতে নিয়মিত শিক্ষা কার্যক্রম চালু হওয়ার পর শিক্ষার্থীদের জন্য কী ধরনের সমস্যা দেখা দিতে পারে বলে আপনি মনে করেন? *(তিনটি প্রধান বিষয় উল্লেখ করুন)*

[1] শিক্ষার্থীদের বিদ্যালয়ে নিয়মিত উপস্থিত না হওয়া [2] বিদ্যালয় থেকে ঝরে পড়া
[3] শিশুশ্রমে যুক্ত হওয়া [4] বাল্য বিবাহের প্রবণতা বৃদ্ধি
[5] পুষ্টিহীনতায় ভোগা [6] পাঠ পিছিয়ে থাকা শিক্ষার্থীদের যথাযথ সহায়তা না পাওয়া
[7] অন্য কোনো সমস্যা (সুনির্দিষ্ট করে লিখুন)

৫. সবদিক বিবেচনা করে আপনি কি মনে করেন স্কুল অনতিবিলম্বে খুলে দেওয়া উচিত?

[1] হ্যা [2] না [3] সুরক্ষার নিয়ম মেনে *(যে কোনো একটি উত্তর)*

৬. সরকারের নির্দেশনা অনুযায়ী স্কুল/শিক্ষাপ্রতিষ্ঠান পুনরায় খুলে দেওয়ার ক্ষেত্রে শিক্ষা প্রশাসন, স্কুল কর্তৃপক্ষ ও অভিভাবকদের কী কী উদ্যোগ নেওয়া দরকার বলে আপনি মনে করেন?

ক. সরকারের প্রধান করণীয় *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

খ. স্কুল কর্তৃপক্ষের করণীয় *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

গ. অভিভাবকদের করণীয় *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

ঘ. স্থানীয় শিক্ষা সংশ্লিষ্ট এনজিওদের করণীয় *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

ঙ. স্থানীয় সরকারের করণীয় *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....

২) .....

৩) .....

৭. বর্তমান পরিস্থিতিতে শিক্ষকদের কী ধরনের সমস্যা মোকাবেলা করতে হচ্ছে? *(তিনটি প্রধান বিষয় উল্লেখ করুন)*

1	সময়মতো বেতন না পাওয়া
2	চাকরি হারানো (বেসরকারি বিদ্যালয়ে)
3	সংসারে আর্থিক অনটন থাকা
4	সিলেবাস শেষ করতে না পারা
5	মানসিক অবসাদে ভোগা
6	তথ্য প্রযুক্তি ব্যবহারে যথেষ্ট দক্ষতা না থাকায় বিকল্প ব্যবস্থা পরিচালনায় অনিহা
7	অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৮. আপনি কী মনে 'কোভিড-১৯' জনিত অতিমারির কারণে পরিবারে/সমাজের মধ্যে নিম্নবর্ণিত ঝুঁকির সৃষ্টি হয়েছে?
(ক্রমিক গুরুত্ব অনুসারে তিনটি উদ্বৃতি ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) পরিবারের মধ্যে উদ্বেগ ও অশান্তি বৃদ্ধি ☐

খ) পরিবারের সাহায্যের লক্ষ্যে শিশুদের আয়মূলক কাজে সম্পৃক্ত করা ☐

গ) শিশু ও মেয়েদের প্রতি নির্যাতন ও দুর্ব্যবহার ☐

ঘ) মেয়ে শিশুদের বিয়ে দিয়ে দেওয়ার চিন্তা ☐

ঙ) পড়ালেখা চালিয়ে যেতে না পারার আশংকা ☐

৯. আপনি কী মনে করেন স্কুল চালু হওয়ার পর শিক্ষার্থীদের মধ্যে নিম্নেবর্ণিত শঙ্কা/উদ্বেগ দেখা দিতে পারে?
(গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) আমি কী পড়ালেখায় পিছিয়ে পড়বো? ☐
খ) শিক্ষকদের থেকে কী যথেষ্ট সাহায্য পাবো? ☐
গ) পরিবার কি আর্থিক সংকটে পড়বে? ☐
ঘ) পরিবার থেকে পড়ালেখার জন্য কি যথেষ্ট সাহায্য/উৎসাহ পাবো? ☐
ঙ) পড়ালেখা চালিয়ে যেতে পারবো? ☐
চ) অন্যান্য (সুনির্দিষ্ট করে বলুন) ☐

১০. আপনি কি মনে করেন এই জাতীয় জরুরি পরিস্থিতিতে স্থানীয়/এলাকাভিত্তিক সিদ্ধান্ত গ্রহণের সুযোগ থাকা উচিত? [1] হ্যা [2] না, উত্তর হ্যা হলে, কারণ বলুন। *(গুরুত্ব অনুসারে ১ থেকে ৩ বলতে হবে- ১ সর্বাধিক গুরুত্ব)*

১) .....
২) .....
৩) .....

১১. অতিমারি জনিত কারণে দীর্ঘদিন স্কুল বন্ধ থাকায় শিক্ষার্থীদের পড়ালেখার যে ক্ষতি হয়েছে, তা কিভাবে পুষিয়ে নেওয়া যেতে পারে? এই বিষয়ে আপনার মতামত/পরামর্শ বলুন। *(তিনটি প্রধান বিষয় উল্লেখ করুন)*

১) .....
২) .....
৩) .....

১২. অতিমারির পর পুনরায় স্কুল খোলার ক্ষেত্রে শিক্ষার্থী ও শিক্ষকদের স্বাস্থ্য ঝুঁকি বিবেচনায় রেখে শ্রেণিকক্ষ ও বিদ্যালয় ব্যবস্থাপনায় কী ধরনের পদক্ষেপ নেওয়া উচিত বলে আপনি মনে করেন? নিচের ছক পূরণ করুন। *(তিনটি প্রধান বিষয় উল্লেখ করুন)*

শ্রেণিকক্ষ ব্যবস্থাপনা	পয়ঃনিষ্কাশনসহ বিদ্যালয়ের স্বাস্থ্যসুরক্ষা ব্যবস্থাপনা
১)	১)
২)	২)
৩)	৩)
৪)	৪)

১৩. আগামীতে এই ধরনের অতিমারী মোকাবেলার জন্য জন্য কী ধরনের পরিকল্পনা নেওয়া যেতে পারে? *(ক্রমিক গুরুত্ব অনুসারে তিনটি বিষয় বলুন(১- সর্বাধিক গুরুত্ব পাবে)*

স্বল্প মেয়াদী পরিকল্পনা	দীর্ঘ মেয়াদী পরিকল্পনা
১)	১)
২)	২)
৩)	৩)

১৪. অতিমারী মোকাবেলায় আমাদের যে অভিজ্ঞতা হয়েছে তা শিক্ষাচর্চা, উন্নয়ন পরিকল্পনা, শিক্ষার মান, শিক্ষণ-শিখন, সাম্যতা, ইনক্লুসিভ-এর মতো বিষয়গুলো দুর্বলতা কাটাতে বা সংস্কারের ক্ষেত্রে কিভাবে কাজে লাগাতে পারি? এই বিষয়ে আপনার কোনো মতামত/পরামর্শ থাকলে বলুন। *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....
২) .....
৩) .....

সনাক্তকরণ নম্বর:

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২০-২১

(সকল তথ্য গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র – সেট ৫: উপজেলা শিক্ষা কর্মকর্তাদের জন্য

নাম: .....

ফোন নম্বর: .....

লিঙ্গ: নারী [1] পুরুষ [2]

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

জেলা কোড: ভোলা [1] খাগড়াছড়ি [2] ঢাকা [3] যশোর [4]
নেত্রকোণা [5] রাজশাহী [6] কুড়িগ্রাম [7] মৌলভীবাজার [8]

উপজেলার নাম: .....

উপজেলা প্রাথমিক শিক্ষা কর্মকর্তা [1] উপজেলা মাধ্যমিক শিক্ষা কর্মকর্তা [2]

পদবি: ..... পদবি: .....

সাক্ষাৎগ্রহণকারীর নাম: ..... আইডি নম্বর: ..... তারিখ: .....

প্রশ্নপত্রের শুদ্ধতার মান নিয়ন্ত্রকের নাম: ..... তারিখ: .....

অতিমারির কারণে যেহেতু মাঠ পর্যায় থেকে সরাসরি তথ্য সংগ্রহ করা সম্ভব হচ্ছে না। সেই কারণে মোবাইল ফোনে সাক্ষাৎগ্রহণকারীকে বিশেষ সর্তক থাকতে হবে। উত্তরদাতার সঙ্গে কথা বলে নিশ্চিত হতে হবে যে, তিনিই আমাদের নির্বাচিত উপজেলা প্রাথমিক/মাধ্যমিক শিক্ষা কর্মকর্তা। ফোনে সাক্ষাৎকার প্রদানকারীকে প্রতিটি প্রশ্ন বুঝিয়ে বলুন। একবার বুঝতে না পারলে প্রয়োজনে একাধিকবার প্রশ্নটি বুঝিয়ে বলুন। তিনি সম্পূর্ণভাবে প্রশ্নটি বুঝতে পেরেছেন তা নিশ্চিত হওয়ার পর তথ্য সংগ্রহ করুন। প্রশ্নের উত্তরে প্রযোজ্য ক্ষেত্রে গোল চিহ্ন (সার্কেল) দিন

১. করোনা অতিমারী চলাকালে শিক্ষার্থীদের পড়ালেখার বিষয়ে শিক্ষকদের সঙ্গে কি আলোচনা হয়েছে?

[1] হ্যা [2] না

উত্তর হ্যা হলে, প্রতি মাসে কতজন শিক্ষকের সঙ্গে কথা বলেছেন? *(৩ মাসের গড়)* ------- জন

২. আলোচনার বিষয় - শিক্ষকরা কি কি সমস্যার কথা বলেছেন? *(ক্রমিক গুরুত্ব অনুসারে ৩টি বিষয় উল্লেখ করুন)*

ক) .....

খ) .....

গ) .....

২. খ উপর্যুক্ত সমস্যাগুলোর বিষয়ে আপনি কী পরামর্শ দিয়েছেন? *(ক্রমিক গুরুত্ব অনুসারে ৩টি বিষয় উল্লেখ করুন)*

ক) .....

খ) .....

গ) .....

৩. সরকার শিক্ষার্থীদের জন্য অনলাইনের (মোবাইল ফোন, রেডিও, টেলিভিশন, ইন্টারনেট) মাধ্যমে পড়ালেখার ব্যবস্থা করেছে, সেই বিষয়ে আপনার মতামত কী? *(যে কোনো একটি উত্তর)*

[1] অনলাইন ক্লাসের মাধ্যমে শিক্ষার্থীদের পড়ালেখার ক্ষতি পুষিয়ে নেওয়া যাবে
[2] সুযোগ না থাকায় সকল শিক্ষার্থী অংশ নিতে পারছে না
[3] সুযোগ পেলেও তেমন কার্যকর বা ফলপ্রসু নয়
[4] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৪. আপনার জানা মতে আপনার উপজেলায় কত শতাংশ শিক্ষার্থীর অনলাইনের ক্লাসে সম্পৃক্ত হতে পেরেছে?

[০ থেকে ৩০%] [৩১ থেকে ৫০%] [৫১ থেকে ৬৫%] [৬৫+%]

৫. আগামীতে নিয়মিত শিক্ষা কার্যক্রম চালু হওয়ার পর শিক্ষার্থীদের জন্য কী ধরনের সমস্যা দেখা দিতে পারে বলে আপনি মনে করেন? *(গুরুত্ব অনুসারে তিনটি উত্তর হবে)*

[1] শিক্ষার্থীদের বিদ্যালয়ে নিয়মিত উপস্থিত না হওয়া [2] স্কুল থেকে ঝরে পড়া
[3] শিশুশ্রমে যুক্ত হওয়া [4] বাল্য বিবাহের প্রবণতা বৃদ্ধি
[5] পুষ্টিহীনতায় ভোগা [6] পাঠে পিছিয়ে থাকা শিক্ষার্থীদের যথাযথ সহায়তা না পাওয়া
[7] অন্য কোনো সমস্যা (সুনির্দিষ্ট করে লিখুন)

৬. সবদিক বিবেচনা করে আপনি কি মনে করেন স্কুল অনতিবিলম্বে খুলে দেওয়া উচিত?

[1] হ্যা [2] না [3] সুরক্ষার নিয়ম মেনে *(যে কোনো একটি উত্তর)*

৭. সরকারের নির্দেশনা অনুযায়ী স্কুল/শিক্ষাপ্রতিষ্ঠান খুলে দেওয়ার ক্ষেত্রে শিক্ষা প্রশাসন, স্কুল কর্তৃপক্ষ ও অভিভাবকদের কী কী উদ্যোগ নেওয়া দরকার বলে আপনি মনে করেন? *(গুরুত্ব অনুযায়ী ৩টি বিষয় উল্লেখ করুন। ১- সর্বাধিক গুরুত্ব পাবে)*

ক. শিক্ষা প্রশাসনের করণীয়*(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....
২) .....
৩) .....

খ. স্কুল কর্তৃপক্ষের করণীয়*(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....
২) .....
৩) .....

গ. অভিভাবকদের করণীয়*(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....
২) .....
৩) .....

ঘ. স্থানীয় শিক্ষা সংশ্লিষ্ট এনজিওদের করণীয় *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....
২) .....
৩) .....

ঙ. স্থানীয় সরকারের করণীয়*(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....
২) .....
৩) .....

৮. বর্তমান পরিস্থিতিতে শিক্ষকদের কী ধরনের সমস্যা মোকাবেলা করতে হচ্ছে? *(তিনটি বিষয় উল্লেখ করুন)*

1	সময়মতো বেতন না পাওয়া	2	চাকরি হারানো (বেসরকারি বিদ্যালয়ে)
3	সংসারে আর্থিক অনটন থাকা	4	সিলেবাস শেষ করতে না পারা
5	তথ্য প্রযুক্তি ব্যবহারে যথেষ্ট দক্ষতা না থাকায় বিকল্প ব্যবস্থা পরিচালনায় অনিহা		
6	মানসিক অবসাদে ভোগা	7	অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৯. অতিমারি জনিত কারণে দীর্ঘদিন স্কুল বন্ধ থাকায় শিক্ষার্থীদের পড়ালেখার যে ক্ষতি হয়েছে, তা কিভাবে পুষিয়ে নেওয়া যেতে পারে? এই বিষয়ে আপনার মতামত/পরামর্শ বলুন। *(তিনটি বিষয় উল্লেখ করুন)*

১) .....
২) .....
৩) .....

১০. অতিমারির পর পুনরায় স্কুল খোলার ক্ষেত্রে শিক্ষার্থী ও শিক্ষকদের স্বাস্থ্য ঝুঁকি বিবেচনায় রেখে শ্রেণিকক্ষ ও বিদ্যালয় ব্যবস্থাপনায় কী ধরনের পদক্ষেপ নেওয়া উচিত বলে আপনি মনে করেন? নিচের ছক পূরণ করুন। *(তিনটি বিষয় উল্লেখ করুন)*

শ্রেণিকক্ষ ব্যবস্থাপনা	পয়ঃনিষ্কাশনসহ বিদ্যালয়ের স্বাস্থ্যসুরক্ষা ব্যবস্থাপনা
১)	১)
২)	২)
৩)	৩)

১১. আপনি কী মনে করেন 'কোভিড-১৯' জনিত অতিমারীর কারণে পরিবারে/সমাজের মধ্যে নিম্নবর্ণিত ঝুঁকির সৃষ্টি হয়েছে?
(গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) পরিবারের মধ্যে উদ্বেগ ও অশান্তি বৃদ্ধি ☐
খ) পরিবারের সাহায্যের লক্ষ্যে শিশুদের আয়মূলক কাজে সম্পৃক্ত করা ☐
গ) শিশু ও মেয়েদের প্রতি নির্যাতন ও দুর্ব্যবহার ☐
ঙ) মেয়ে শিশুদের বিয়ে দিয়ে দেওয়ার চিন্তা ☐
চ) পড়ালেখা চালিয়ে যেতে না পারার আশংকা
ছ) কোনো সমস্যা তৈরি হবে না ☐
জ) অন্যান্য (সুনির্দিষ্ট ভাবে বলুন)

১২. আপনি কী মনে করেন, স্কুল চালু হওয়ার পর শিক্ষার্থীদের মধ্যে নিম্নেবর্ণিত শঙ্কা/উদ্বেগ দেখা দিতে পারে?
(গুরুত্ব অনুসারে ১ থেকে ৩ লিখতে হবে- ১ সর্বাধিক গুরুত্ব)

ক) আমি কী পড়ালেখায় পিছিয়ে পড়বো? ☐
খ) শিক্ষকদের থেকে কী যথেষ্ট সাহায্য পাবো? ☐
গ) পরিবার কি আর্থিক সংকটে পড়বে? ☐
ঘ) পরিবার থেকে পড়ালেখার জন্য কি যথেষ্ট সাহায্য/উৎসাহ পাবো? ☐
ঙ) পড়ালেখা কি চালিয়ে যেতে পারবো? ☐
চ) অন্যান্য (সুনির্দিষ্ট করে বলুন) ☐

১৩. আগামীতে এই ধরনের মহামারী মোকাবেলার জন্য জন্য কী ধরনের পরিকল্পনা নেওয়া যেতে পারে? *(৩টি বিষয় উল্লেখ করুন)*

স্বল্প মেয়াদী পরিকল্পনা	দীর্ঘ মেয়াদী পরিকল্পনা
১)	১)
২)	২)
৩)	৩)

১৪. অতিমারি মোকাবেলায় আমাদের যে অভিজ্ঞতা হয়েছে তা শিক্ষাচর্চা, উন্নয়ন পরিকল্পনা, শিক্ষার মান, শিক্ষণ-শিখন, সাম্যতা, ইনক্লুসিভ-এর মতো বিষয়গুলো দুর্বলতা কাটাতে বা সংস্কারের ক্ষেত্রে কিভাবে কাজে লাগাতে পারি? এই বিষয়ে আপনার কোনো মতামত/পরামর্শ থাকলে বলুন। *(গুরুত্ব অনুসারে তিনটি পর্যন্ত উত্তর দিন)*

১) .....
২) .....
৩) .....
৪) .....

সনাক্তকরণ নম্বর:

গণসাক্ষরতা অভিযান

এডুকেশন ওয়াচ ২০২০-২১
(সকল তথ্য গবেষণার কাজে ব্যবহারের জন্য)

প্রশ্নপত্র - সেট ৬: পার্টনার সংগঠনের জন্য

সংগঠনের নাম: .....

উত্তরদাতার নাম ও পদবি: .....

লিঙ্গ: নারী [1] পুরুষ [2]

সংগঠনের ঠিকানা: .....

.....

ফোন:..... ই-মেইল:..... ওয়েবসাইট: .....

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

জেলা কোড: ভোলা [1] খাগড়াছড়ি [2] ঢাকা [3] যশোর [4]
নেত্রকোণা [5] রাজশাহী [6] কুড়িগ্রাম [7] মৌলভীবাজার [8]

উপজেলা/থানার নাম: .....

সাক্ষাৎগ্রহণকারীর নাম: ..... আইডি নম্বর: ..... তারিখ: .....

প্রশ্নপত্রের শুদ্ধতার মান নিয়ন্ত্রকের নাম: ..... তারিখ: .....

অতিমারির কারণে যেহেতু মাঠ পর্যায় থেকে সরাসরি তথ্য সংগ্রহ করা সম্ভব হচ্ছে না। সেই কারণে মোবাইল ফোনে সাক্ষাৎগ্রহণকারীকে বিশেষ সর্তক থাকতে হবে। উত্তরদাতার কথা বলার সময় নিশ্চিত হতে হবে যে, তিনিই আমাদের নির্বাচিত সংগঠনের প্রধান নির্বাহী/তার মনোনীত প্রতিনিধি। ফোনে সাক্ষাৎকার প্রদানকারীকে প্রতিটি প্রশ্ন ভালো ভাবে বুঝিয়ে বলুন। একবার বুঝতে না পারলে প্রয়োজনে একাধিকবার বুঝিয়ে বলুন। তিনি সম্পূর্ণভাবে প্রশ্নটি বুঝতে পেরেছেন তা নিশ্চিত হওয়ার পর তথ্য সংগ্রহ করুন। প্রশ্নের উত্তরে প্রযোজ্য ক্ষেত্রে গোল চিহ্ন (সার্কেল) দিন।

১. বর্তমানে আপনার সংগঠনে শিক্ষা কার্যক্রম চালু আছে কি? [1] হ্যা [2] না
উত্তর হ্যা হলে, নিচের ছকটি পূরণ করুন

ক্রম নং	শিক্ষা কর্মসূচির নাম	কেন্দ্র/স্কুল সংখ্যা	শিক্ষার্থী সংখ্যা		
			নারী	পুরুষ	মোট
১					
২					
৩					
৪					

২. 'কোভিড-১৯' অতিমারী জনিত কারণে সকল শিক্ষাপ্রতিষ্ঠান বন্ধ থাকা অবস্থায় আপনার সংগঠনের শিক্ষা কার্যক্রমের আওতাভুক্ত শিক্ষার্থীদের পড়ালেখা সচল রাখার জন্য বিকল্প কোনো উদ্যোগ নিয়েছেন কি? [1] হ্যা [2] না
উত্তর হ্যা হলে, কী ধরনের উদ্যোগ নিয়েছেন? *(যে কোনো তিনটি উত্তর)*
১) .....
২) .....
৩) .....

৩. সরকার শিক্ষার্থীদের জন্য অনলাইনের (মোবাইল ফোন, রেডিও, টেলিভিশন, ইন্টারনেট) মাধ্যমে পড়ালেখার ব্যবস্থা করেছে - সেই বিষয়ে আপনার মতামত কী? *(একাধিক উত্তর হতে পারে)*
[1] অনলাইন ক্লাসের মাধ্যমে শিক্ষার্থীদের পড়ালেখার ক্ষতি পুষিয়ে নেওয়া যাবে
[2] সুযোগ না থাকায় সকল শিক্ষার্থী অংশ নিতে পারছে না
[3] সুযোগ পেলেও তেমন কার্যকর বা ফলপ্রসু নয়
[4] অনলাইন ক্লাস দেখেনি, তাই কোনো মতামত নেই
[5] অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৪. আগামীতে নিয়মিত শিক্ষা কার্যক্রম চালু হওয়ার পর শিক্ষার্থীদের জন্য কী ধরনের সমস্যা দেখা দিতে পারে বলে আপনি মনে করেন? *(গুরুত্ব অনুসারে ৩টি বিষয় উল্লেখ করুন)*
[1] শিক্ষার্থীদের বিদ্যালয়ে নিয়মিত উপস্থিত না হওয়া [2] স্কুল থেকে ঝরে পড়া
[3] শিশুশ্রমে যুক্ত হওয়া [4] বাল্য বিবাহের প্রবণতা বৃদ্ধি
[5] পুষ্টিহীনতায় ভোগা [6] অন্য কোনো চ্যালেঞ্জ (সুনির্দিষ্ট করে লিখুন)

৫. সবদিক বিবেচনা করে আপনি কি মনে করেন স্কুল অনতিবিলম্বে খুলে দেওয়া উচিত?
[1] হ্যা [2] না [3] সুরক্ষার নিয়ম মেনে *(যে কোনো একটি উত্তর)*

৬. সরকারের নির্দেশনা অনুযায়ী স্কুল/শিক্ষাপ্রতিষ্ঠান পুনরায় খুলে দেওয়ার ক্ষেত্রে আপনার সংগঠনের পরিচালিত শিক্ষাকেন্দ্রসমূহের ব্যবস্থাপনা কর্তৃপক্ষ ও অভিভাবকদের কী কী উদ্যোগ নেওয়া দরকার বলে আপনি মনে করেন?

ক. কেন্দ্র ব্যবস্থাপনা কর্তৃপক্ষের করণীয় *(গুরুত্ব অনুযায়ী ৩টি বিষয় উল্লেখ করুন। ১- সর্বাধিক গুরুত্ব পাবে)*

১) .....
২) .....
৩) .....

খ. অভিভাবকদের করণীয়*(গুরুত্ব অনুযায়ী ৩টি বিষয় উল্লেখ করুন। ১- সর্বাধিক গুরুত্ব পাবে)*

১) .....
২) .....
৩) .....

৭. বর্তমান পরিস্থিতিতে মূলধারা শিক্ষা ব্যবস্থার শিক্ষকদের কী ধরনের সমস্যা মোকাবেলা করতে হচ্ছে?
(গুরুত্ব অনুযায়ী ৩টি বিষয় উল্লেখ করুন))

1	সময়মতো বেতন না পাওয়া
2	চাকরি হারানো (বেসরকারি বিদ্যালয়ে)
3	সংসারে আর্থিক অনটন থাকা
4	সিলেবাস শেষ করতে না পারা
5	তথ্য প্রযুক্তি ব্যবহারে যথেষ্ট দক্ষতা না থাকায় বিকল্প ব্যবস্থা পরিচালনায় অনিহা
6	অন্যান্য (সুনির্দিষ্ট করে লিখুন)

৮. অতিমারি জনিত কারণে দীর্ঘদিন স্কুল বন্ধ থাকায় শিক্ষার্থীদের পড়ালেখার যে ক্ষতি হয়েছে, তা কিভাবে পুষিয়ে নেওয়া যেতে পারে? এই বিষয়ে আপনার মতামত/পরামর্শ বলুন। *(গুরুত্ব অনুসারে ৩টি বিষয় বলুন)*

ক) .....
খ) .....
গ) .....

৯. অতিমারির পর পুনরায় স্কুল খোলার ক্ষেত্রে শিক্ষার্থী ও শিক্ষকদের স্বাস্থ্য ঝুঁকি বিবেচনায় রেখে শ্রেণিকক্ষ ও বিদ্যালয় ব্যবস্থাপনায় কী ধরনের পদক্ষেপ নেওয়া উচিত বলে আপনি মনে করেন? *(গুরুত্ব অনুসারে ৩টি বিষয় বলুন)*

ক) .....
খ) .....
গ) .....

১০. অতিমারী মোকাবেলায় আমাদের যে অভিজ্ঞতা হয়েছে তা শিক্ষাচর্চা, উন্নয়ন পরিকল্পনা, শিক্ষার মান, শিক্ষণ-শিখন, সাম্যতা, ইনক্লুসিভ-এর মতো বিষয়গুলোর দুর্বলতা কাটাতে বা সংস্কারের ক্ষেত্রে কিভাবে কাজে লাগাতে পারি? এই বিষয়ে আপনার কোনো মতামত/পরামর্শ থাকলে বলুন। *(গুরুত্ব অনুসারে ৩টি বিষয় বলুন)*

ক) .....
খ) .....
গ) .....

১১. স্কুল আবার চালু করার ক্ষেত্রে এনজিও কমিউনিটি কীভাবে সরকারকে সহায়তা করতে পারে? এবং কোন কোন কার্যক্রমগুলো সরকারের সহযোগিতায় এনজিওগুলো ভালোভাবে পরিচালনা করতে পারে?

ক) সহায়তার ধরন*(গুরুত্ব অনুসারে ৩টি বিষয় বলুন)*

ক) .....
খ) .....
গ) .....

খ) কার্যক্রমের ধরন*(গুরুত্ব অনুসারে ৩টি বিষয় বলুন)*

ক) .....
খ) .....
গ) .....

Annex - 2

List of Supervisor & Research Assistant

SL No	Name	Designation
1	Afroza Islam	Research Assistant
2	Badal Chandra Das	Research Assistant
3	Fowzia Chowdhury	Research Assistant
4	Md. Mahade Hassan	Research Assistant
5	Md. Abul Hasnat	Research Assistant
6	Md. Belal	Research Assistant
7	Md. Hafijul Islam	Research Assistant
8	Md. Jahidul Islam	Research Assistant
9	Md. Nure Alam Hussain	Research Assistant
10	Md. Sojeb Miah	Research Assistant
11	Mehajabin Akter	Research Assistant
12	Mohammad Ibrahim Hasan	Research Assistant
13	Muhammad Rezaul Karim	Research Assistant
14	Nipa Rani	Research Assistant
15	Md. Rahat Hossain	Research Assistant
16	Sabina Yasmin	Research Assistant
17	Tania Tazrin	Research Assistant
18	Zinnat Ara Muniya	Research Assistant
19	Zobayer Hossain	Research Assistant
20	Sumon Mahamud	Supervisor
21	Md. Tarek Hasan	Supervisor

Annex - 3

List of Partner NGOs

SL No	Name
1	Rural **Reconstruction Foundation (RRF)** C&B Road, Karbala Jashore Sadar, Dist: Jashore
2	**Zabarang Kalyan Samity** Khagrapur, Khagrachhari Sadar Khagachhari- 4400
3	**Grameen Jano Unnayan Sangstha (GJUS)** Altajer Rahman Road Char Noabad, Bhola Sadar Bhola - 8300
4	**Sabalamby Unnayan Samity (SUS)** Shibganj Road, Netrokona Sadar Netrokona-2400
5	**Solidarity** New Town, Kurigram Sadar Kurigram - 5600
6	**SHAW UNNAYAN** Sultanabad, Ghoramara Rajahahi Sadar, Rajshahi - 6206
7	**MSADA** Sreemongol Moulvibazar - 3210
8	**Dushtha Shasthya Kendra (DSK)** Baitul Aman Housing Society Adabor, Mohammadpur Dhaka - 1207

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