Meeting The Challenges of The New Normal

– BANGLADESH

PRESENTED BY

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I. Country Profile (1)

Infrastructure	• Country Wide Internet Penetration and connectivity (37.6%) • Country Wide Electricity Coverage (89.4%) • Drinking water available on premises (96.9%)
Government	• Education Sector Master Plan available? Yes. Recently developed (2020) • ICT for education plan available? Yes, developed in 2013 (https://moedu.gov.bd/site/page/2859c582-aaf8-40bb-909c-57b409ead7d6/Master-plan-for-ICT-in-Education-); Progress Review Report, 2019 - https://unesdoc.unesco.org/ark:/48223/pf0000372984/PDF/372984eng.pdf.multi
Students/Caregivers	• 95.9% of Households with access to mobile phones • 5.6% of Households with computers • 50.6% of Households with access to TVs; 0.6% to Radios
Partners/Providers	• Major Telecom providers: Grameenphone, Robi, Banglalink, Airtel, Teletalk (govt owned) • EdTech providers: ICT Division (GoB), BRAC, Save the Children, JAAGO Foundation • Content providers: A2I, BRAC, Save the Children, 10 Minutes School, Light of Hope

Source: Multiple Indicator Cluster Survey (MICS), 2019, and other sources

I. Country Profile (2)

Schools/Teachers

- Number of schools

Level	Total	Public	Private
Primary	129258	84328	44930
Secondary	20660	675	19985
Higher Sec	4551	651	3900

All educational institutions have been closed since March 17, no indication yet to reopen.

- School enrolment rate by level: Primary – 97.74%; Secondary – 69.38%; Higher secondary – 33.9%
- Student-staff ratios by level and type: Primary – 1:36, Secondary – 1:42, Higher secondary – 1:34
- School computerization, teacher digital readiness: Below average

Source: BANBEIS, 2019

II. Top 3-5 Issues/Challenges in Past 5 Years
(Provide source of information if not confirmed by country)

School Level	Description of Issues (i.e. type of issues such as curriculum, pedagogy, assessment, infrastructure)	Magnified by COVID-19? How?
Primary	1. Education divide in participation, completion and learning outcomes between regions and household backgrounds 2. Poor quality in teaching-learning practices 3. Exam and rote learning-based assessment system	1. Yes. Access to remote learning and e-learning is unequal. 2. Yes. Lack of experience and facility for virtual learning 3. Likely, less time for learning.
Secondary	1. Cycle dropout rate was around 37% in 2018 2. Low skills and competencies achieved by students, and disconnect between school experience and work	1. Very likely. Learning loss, reduced motivation for learning 2. Same.
Higher Secondary	1. Cycle dropout rate was around 20% in 2018, and was higher for girls 2. High student-teacher ratios 3. Weak vocational education 4. Low access for children from disadvantaged socio-economic background	1. Possible. Prolonged disengagement from learning 2. Likely, due to complete shutdown of some private colleges 3. Likely, due to complete shutdown of some private colleges that provide TVET

III. Latest and Past Reforms and Actions

implemented to address top issues (Indicate guidance notes/policy measures developed or made available)

No.	School Level (i.e. primary, middle and high schools)	Types of Issues addressed (link to the Issue No. in section II if there is a corresponding issue)	Reforms Implemented/Year Implemented	Successes/Difficulties
1	Primary	- Low quality of curriculum - Rote learning-based exam - Lack of teachers' development	- Integrated (K12) curriculum being developed; National Curriculum for Policy Framework (NCPF), 2019 - Formative assessment in G1-G3 piloted, expected to start country-wide in 2021 - CPD framework developed (2019); teachers' professional standards being revised	Proper implementation of revised curriculum and CPD framework might be challenging.
2	Secondary	- Low quality of curriculum	- Integrated (K12) curriculum being developed; National Curriculum for Policy Framework (NCPF), 2019	- Increased enrollment from poor households due to stipend program
3	Higher Secondary	- Low quality of assessment - Low enrollment	- National Curriculum for Policy Framework (NCPF), 2019 - Introduction of 'Creative Question' approach in exam - National Evaluation of Assessment Center - Stipend program	

IV. COVID-19 Response during lockdown/school closures

| No.	School Level (i.e. primary, middle and high schools)	Efforts made to minimise learning loss during lockdown/school closures	Successes/Difficulties
1	Primary	1. TV broadcasting 2. Online learning through EduHub 3. Remote support to students by teachers and local education officials	- Quite well received, but limited access to TV - Limited access to internet - Limited
2	Secondary	1. TV broadcasting 2. Online learning through EduHub 3. Teachers' own initiatives (live class)	- Quite well received, but less interactive - Limited access to internet - Higher response from students since they can interact
3	Higher Secondary	1. TV broadcasting 2. Online learning through EduHub 3. Teachers' own initiatives (live class)	- Quite well received and effective - Limited access to internet - Higher response from students since they can interact

V. COVID-19 Recovery
Challenges with regard to learning recovery post-lockdown

No.	School Level (i.e. primary, middle and high schools)	Challenges with regard to learning recovery post-lockdown	Measures Taken (if any)
1	Primary	1. Lack of space for practicing social distancing 2. Lack of remote and e-learning facilities for practicing blended learning 3. Lack of support for teachers' development	- School re-opening guideline drafted focusing on hygiene conditions and wellbeing - Online training was piloted
2	Secondary	1. Very high TS ratio in public secondary and higher secondary institutions 2. Lack of remote and e-learning facilities for practicing blended learning 3. Lack of govt. support (most are privately managed) to cope with new normal learning environment 4. Lack of support for teachers' (professional and financial)	No concrete measure taken yet, but followings are expected: - School reopening guideline for secondary - Running several shifts - Financial support and incentives to teachers and private schools - Online training for teachers
3	Higher Secondary		

Main messages from a recent survey of primary school students during COVID-19

▶ On average, income has declined by 20% and expenditure by 13% than before school closure period

▶ Less than 3% may drop out, but 18% will have some difficulty attending school after re-opening, mostly due to financial constraints, but not for fear of COVID-19

▶ When school reopens, 95% prefers to go to school for full time

▶ More than 50% of students do not have access to either TV, radio, or PC.

▶ During lockdown, students spend on average 1.36 hours on any education related programs

▶ During lockdown, students spend 2.3 hours study at home, slightly less than before COVID-19

▶ Students are 50% less motivated than before, and majority didn't receive call from teachers, or help from household members.

▶ 38% of children/parents most concerned about falling behind in studies; getting sick mentioned by about 4%

Teachers contacting children for monitoring or guidance during lockdown

How often the teacher has contacted the children after shool closure
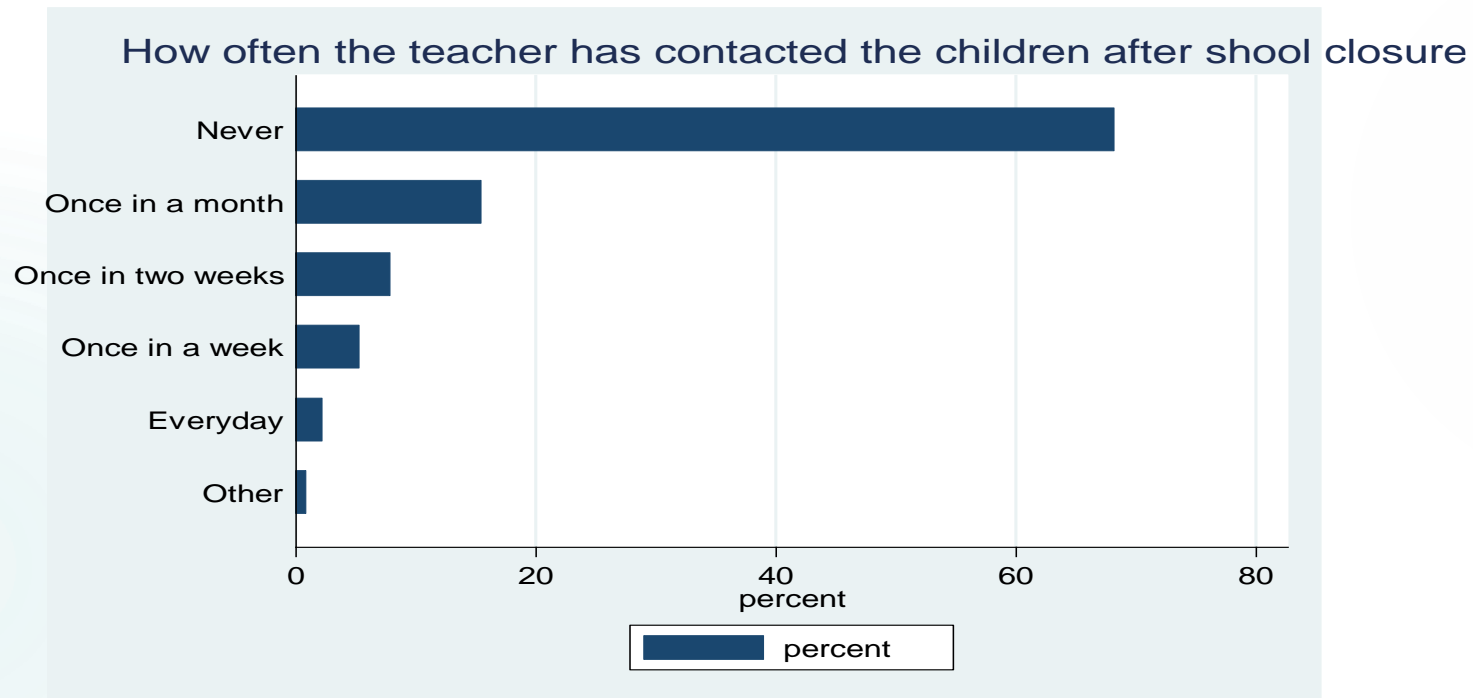
2/3 of the teachers never contacted the student; less than 10% at least once a week

2/3 over phone; 26% in person (of those that contact)

V. Brief Official statement from the government on COVID-19 response to education

- When school is reopened, GoB plans to focus on 'Recovery', mainly by minimizing learning loss and maintaining health regulations; and on 'System Resilience', by developing a regular blended learning system for both students and teachers and building a robust school health and nutrition system.

- In terms of taking decision about reopening schools, GoB has taken six factors into consideration: policy, financing, safe operations, learning, reaching the most marginalized groups and wellbeing/protection. Policy considerations and financial requirements together create the enabling environment needed to support each of the other dimensions.

- Collaboratively with the local education officials, each school will prepare school-based reopening plan to address area-wise needs.

- To bring back all children, community-based campaign and collaborative activities are expected to be carried out.

Thanks for your time

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