

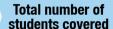


Impact of COVID-19 on education in Bangladesh

A rapid assessment

COVID19 and education: what are we learning?

The study aims to tease out the learnings of students. educators, and parents as they navigate the uncharted.





1,938

Female: 51% Male: 49%



Primary students: 50% Secondary

students: 50%



8% students from ethnic minorities



4% Students with disabilities

73%

Students living in rural areas



27% Students living in urban areas

Bangla medium students: 87%

Madrasa students: 13%

Districts covered: 16 (two from each division)

KEY FINDINGS

Fear and anxiety



Nearly one in every six (16%) learners expressed anxiety, among children with disability, one in every three children was jittery.

34% of these panicked students have become cranky.



28% stopped studying and/or playing.



25% felt hesitant to speak to outsiders.



showed symptoms of monophobia.



28% have showed symptoms of scopophobia.

Children with disabilities (29%), female students (17%), secondary school students (17%), those living in rural areas (17%) and madrasa students (17%) were found more in fear.



Child abuse during lockdown

3% of the surveyed students were survivors of abuse during lockdown. The number is higher among students with disabilities (16%), compared to urban (5%), madrasa (5%), and primary school students (4%).



KEY FINDINGS

Time spent on household chores or just doing nothing



55% were engaged in household chores.



were found mostly idle.



19% were found to increase thier screen time.



18% spent their time in creative activities or pursuing hobbies.

Learning at stake



13% students were found less interested in studying which is higher for the students with disabilities (23%), secondary school students (14%) and the students living in rural areas (14%).



14% stopped studying completely. 58% spent some time learning, while the rest 28% reported fully engaged in their studies.

Online education left a lot of them behind





- **56**% students did not participate in the distant learning process (Sangsad TV/online classes).
- Lower participation is evident among students from ethnic minorities (75%), madrasa (68%), students with disabilities (61%) and those living in rural areas (60%).
- Technological constraints mainly resulted in limited participation (for almost **71%**).



MAJOR RECOMMENDATIONS



Introducing mobile apps and archived videos might help students with logistical constraints to learn at self-pace.



Introduce a hotline number to report issues like abuse, food shortages, stipend, etc. Ministry of Education should directly monitor and take necessary actions regarding complaints.



Allocate separate budget for schools' infrastructural improvement and teachers training to continue distant teaching—learning processes in future crisis situations