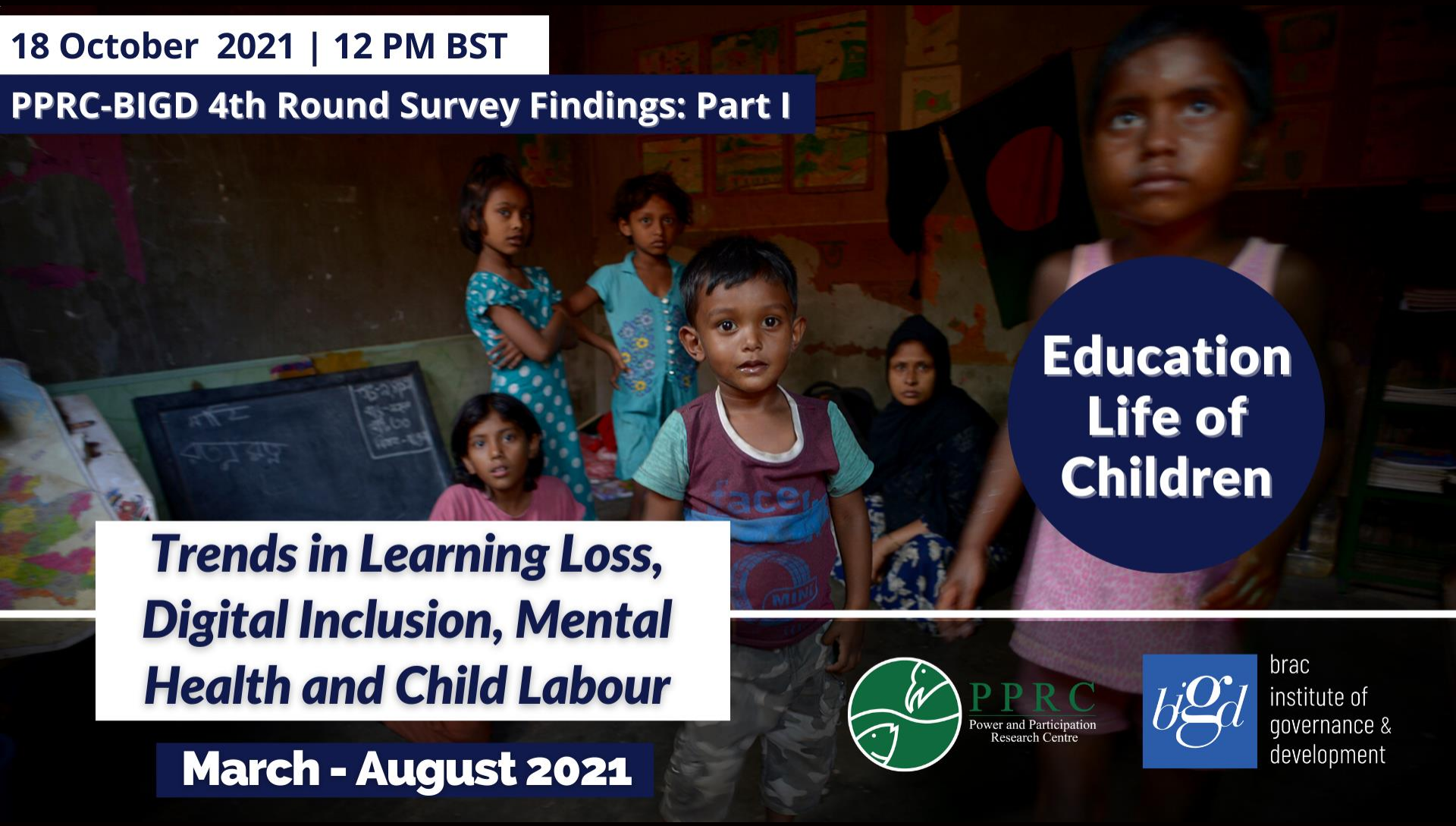
18 October 2021 | 12 PM BST
PPRC-BIGD 4th Round Survey Findings: Part I
Education Life of Children
Trends in Learning Loss, Digital Inclusion, Mental Health and Child Labour
March - August 2021
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Team Members

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Presentation Structure

1. Survey Details
2. Attitude to School Re-opening
3. Learning Loss
4. Digital Inclusion
5. Mental Health
6. Child Labour
7. Policy Messages

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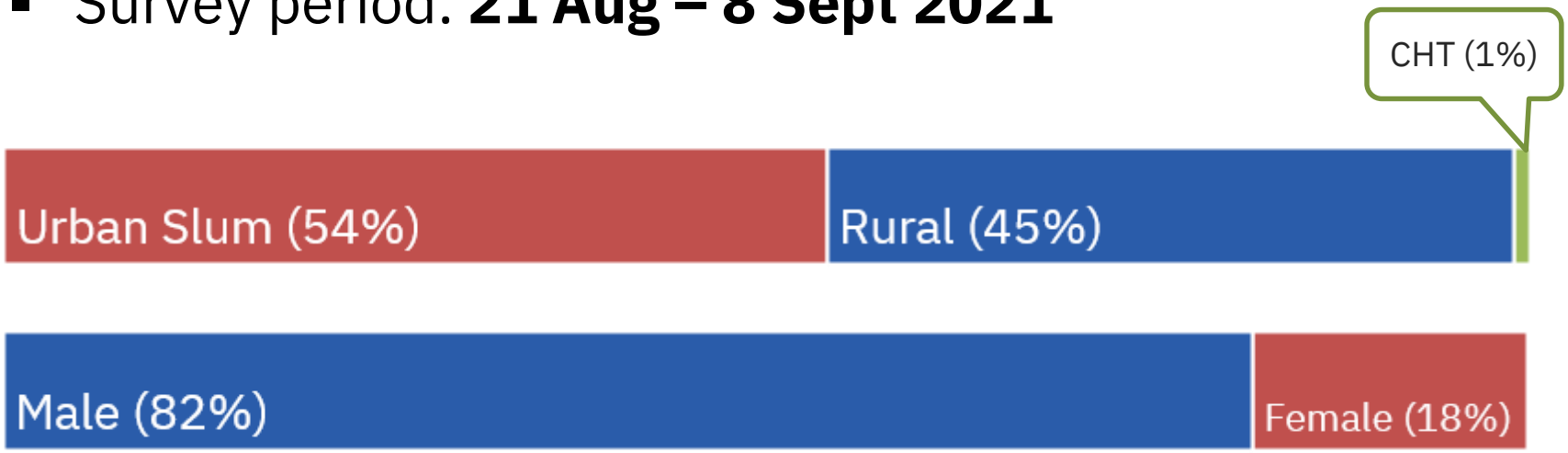
The Survey

- 4th Round Sample size: **4872** (80% of 3rd round panel)
- Survey period: **21 Aug – 8 Sept 2021**



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Sample Distribution of Students

Sample Distribution	% of HHs	Number
Have primary school-going boys	31	1510
Have primary school-going girls	31	1,493
Have secondary school-going boys	23	1112
Have secondary school-going girls	26	1,266
Have at least one school-going child	77	3,742

Attitude About School Re-opening

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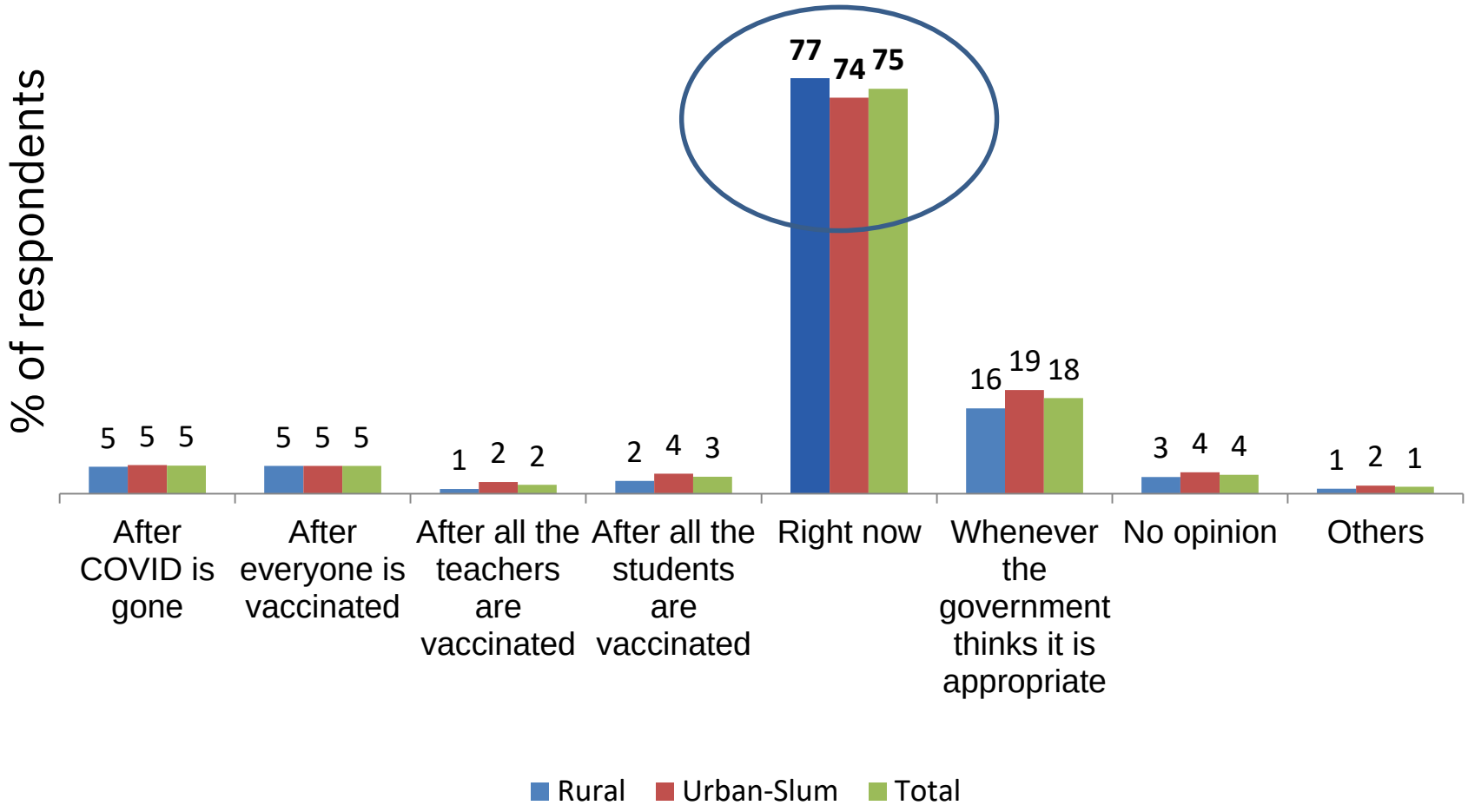
~75% Said That School/College Should Open Right Now



Learning Loss

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Children in Learning Loss Risk

Children who are

- Not studying at all
- Or only having unsupervised self-study
- Or irregularly studying in current mode of study

Are in learning loss risk

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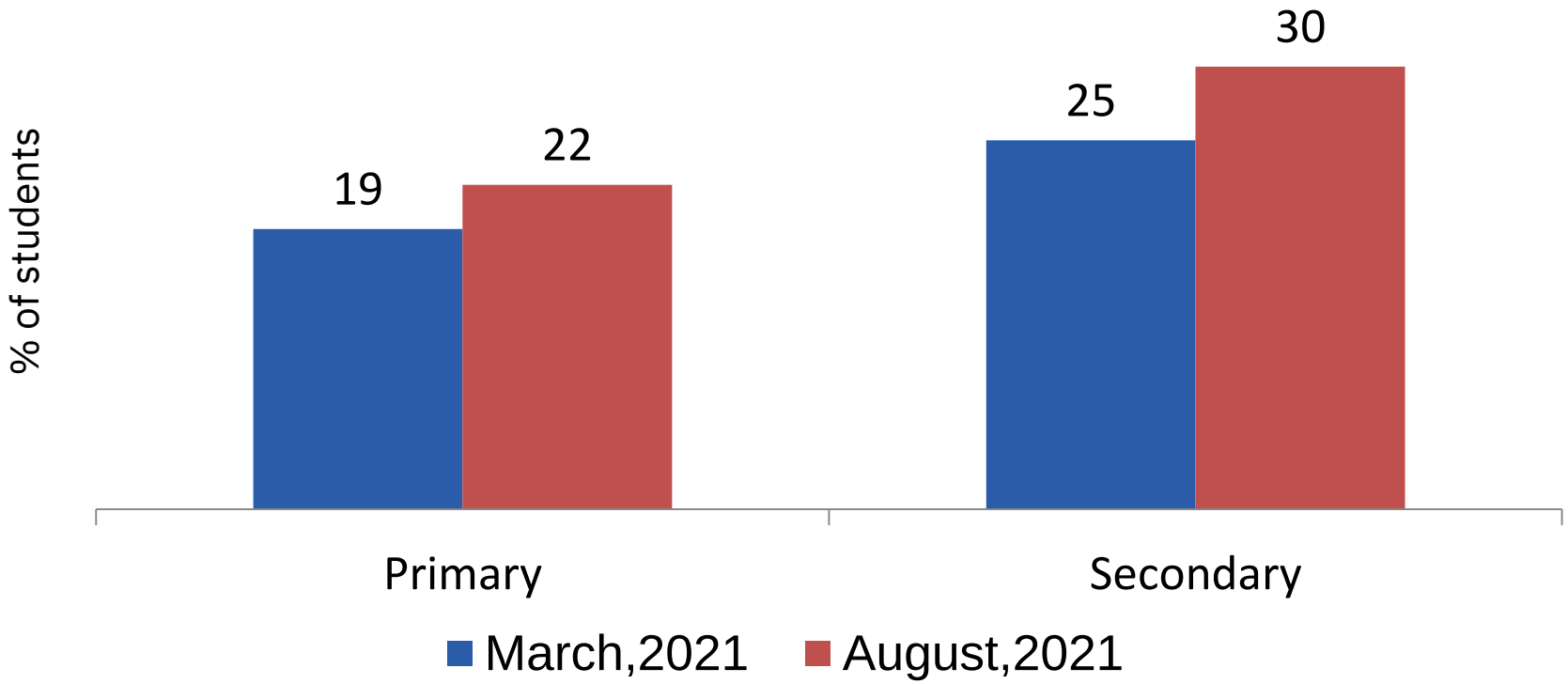
Trend in Risk of Learning Loss

March to August 2021



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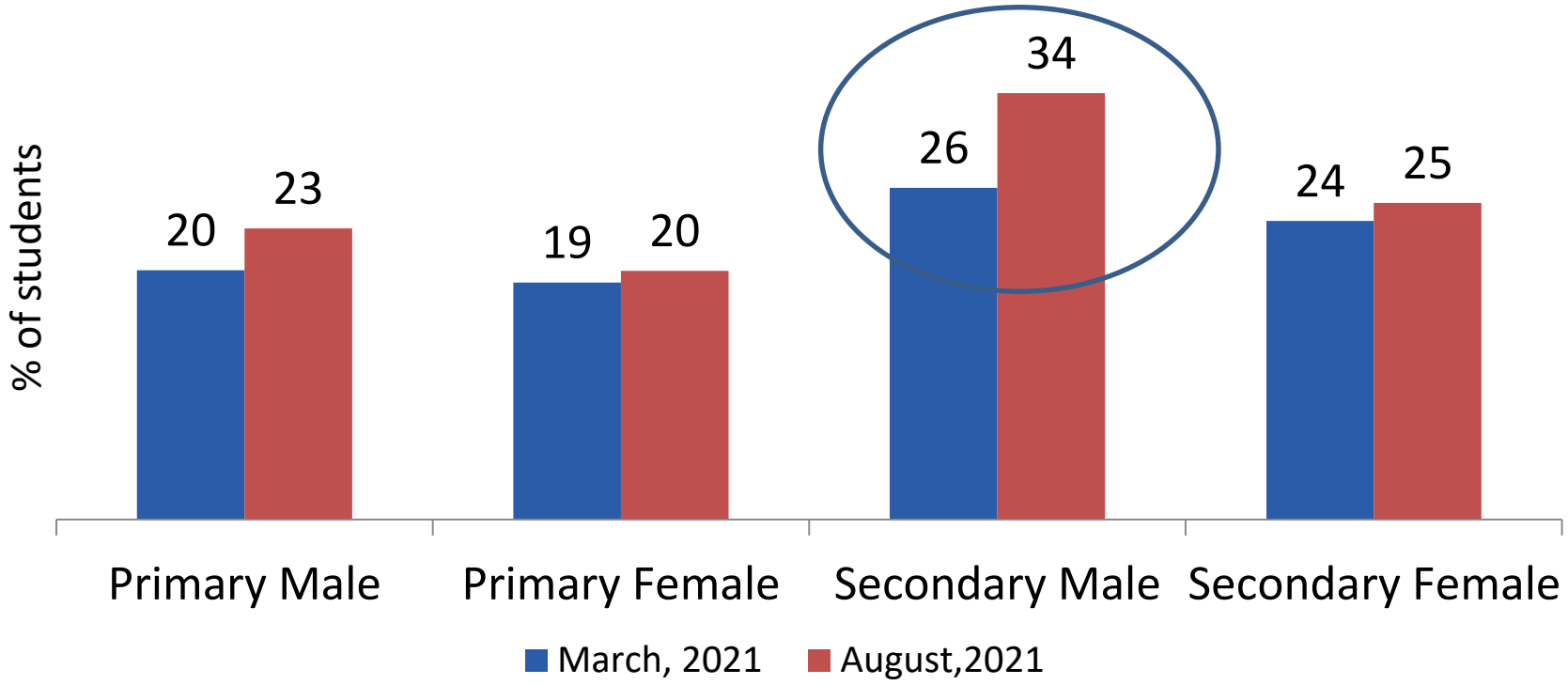
Trend in Risk of Learning Loss: Gender Disaggregation



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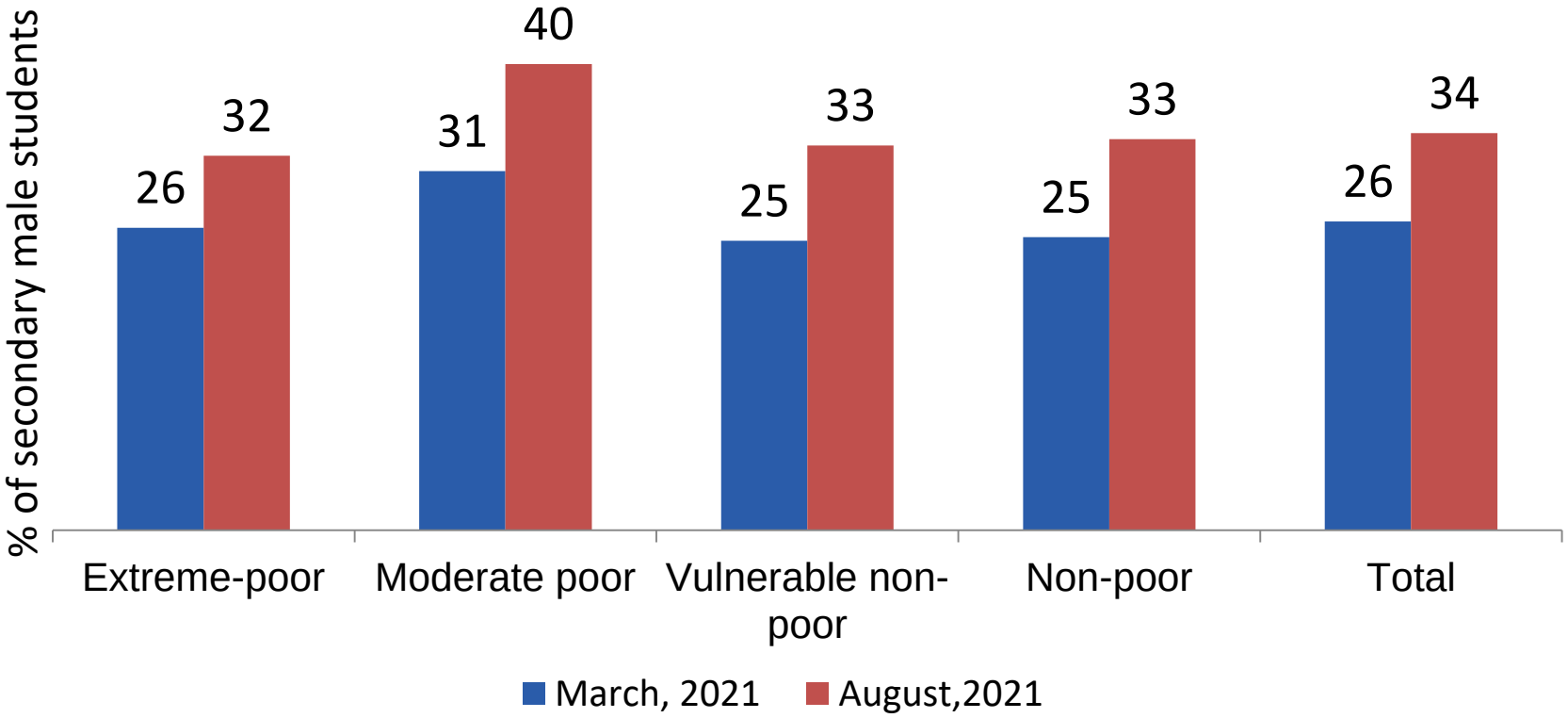
Trend in Risk of Learning Loss of Secondary Male Students by Poverty Status



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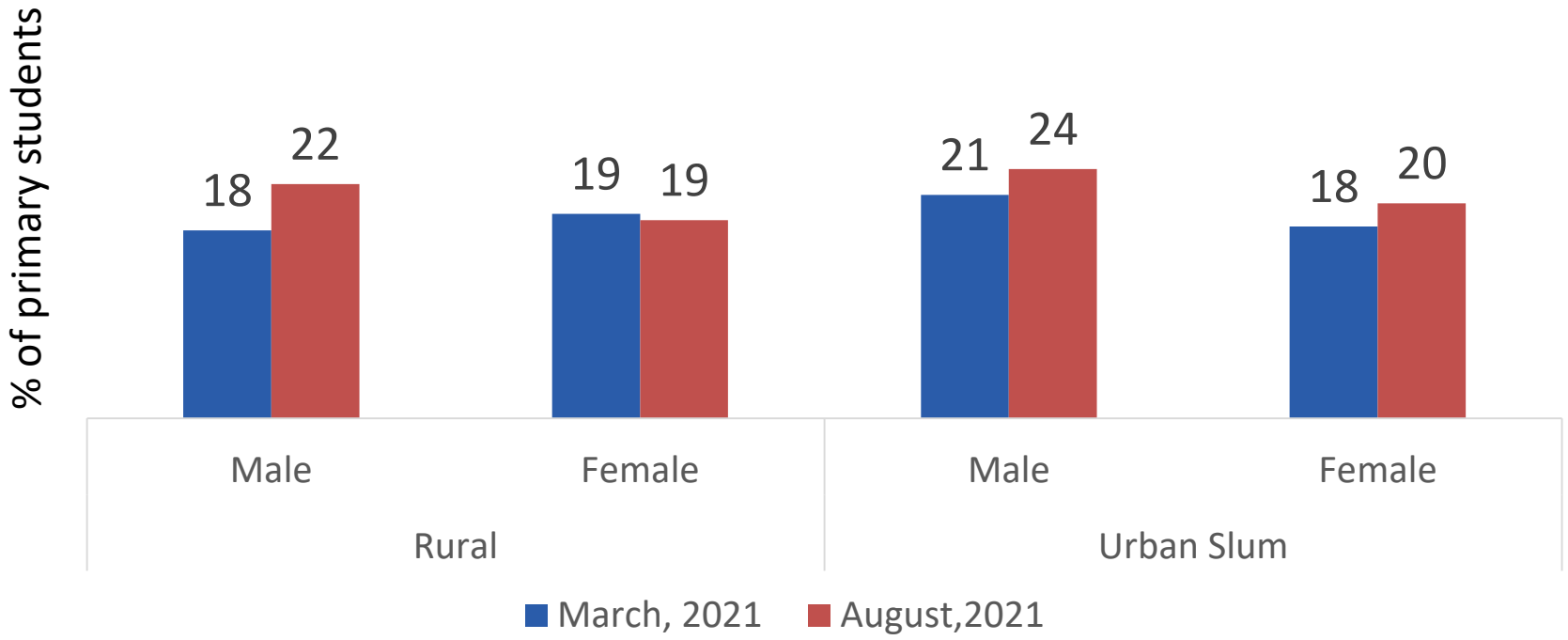
Trend in Risk of Learning Loss, Primary: Rural-Urban Disaggregation



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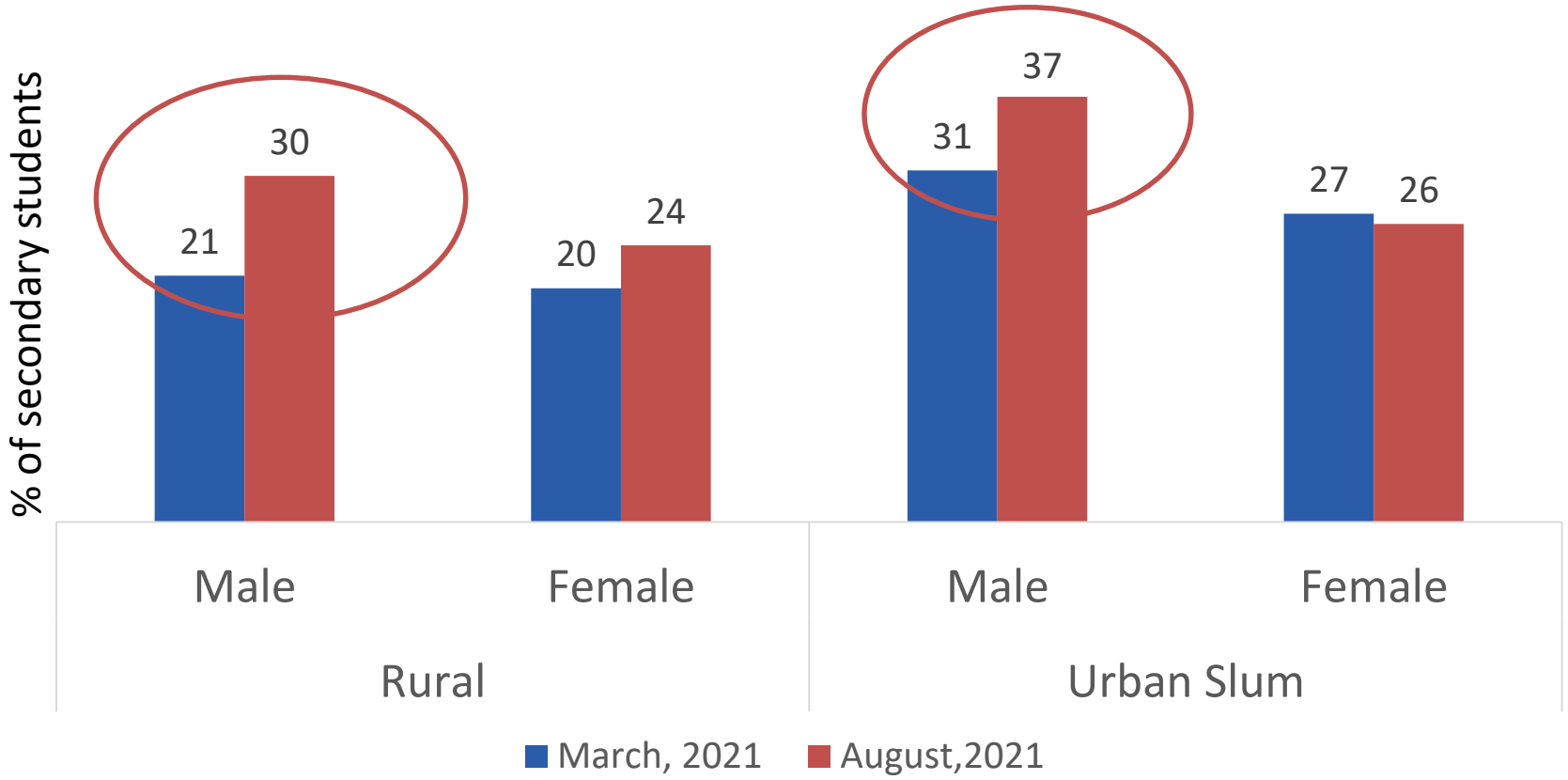
Trend in Risk of Learning Loss, Secondary: Rural-Urban Disaggregation



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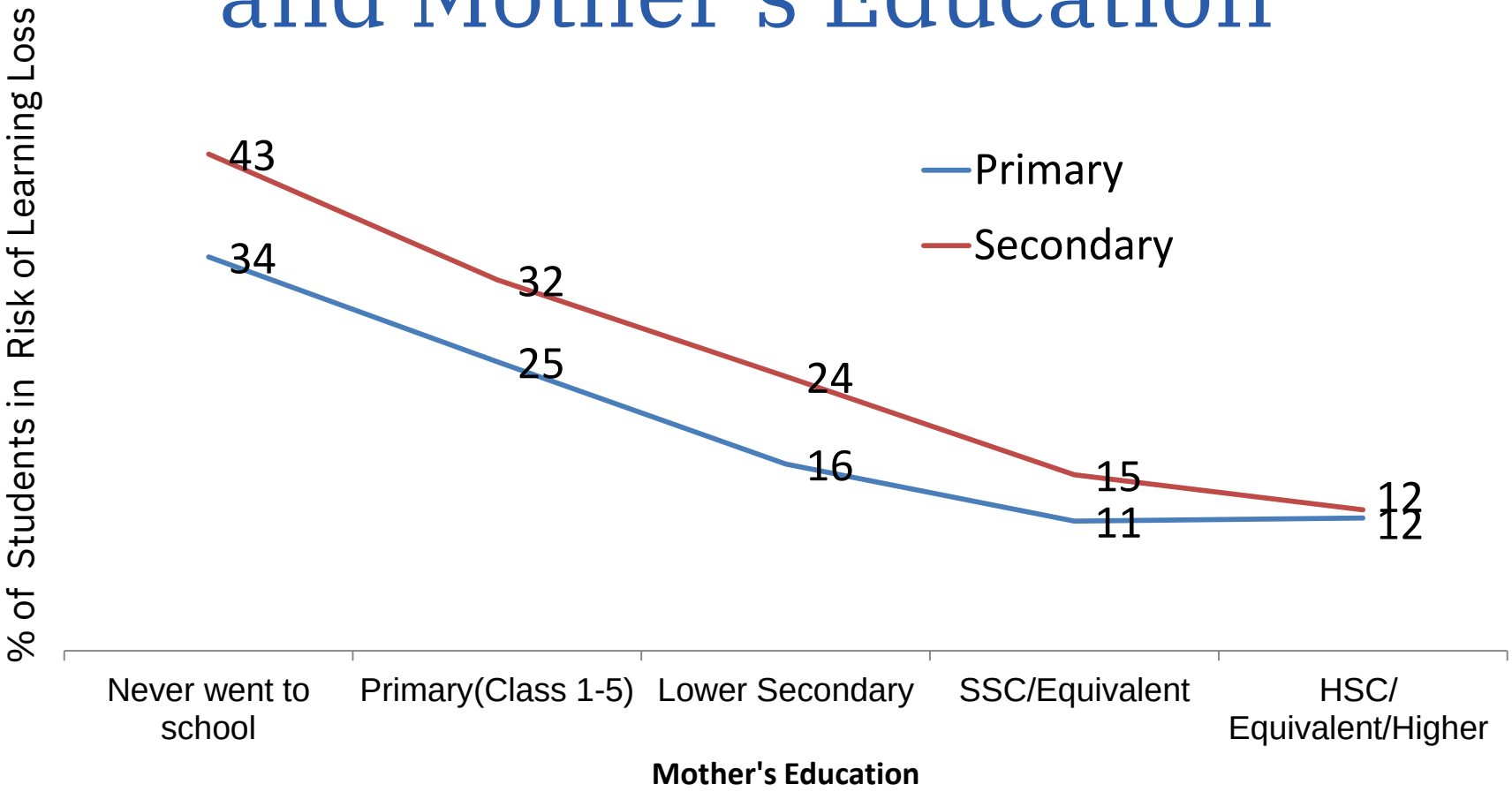
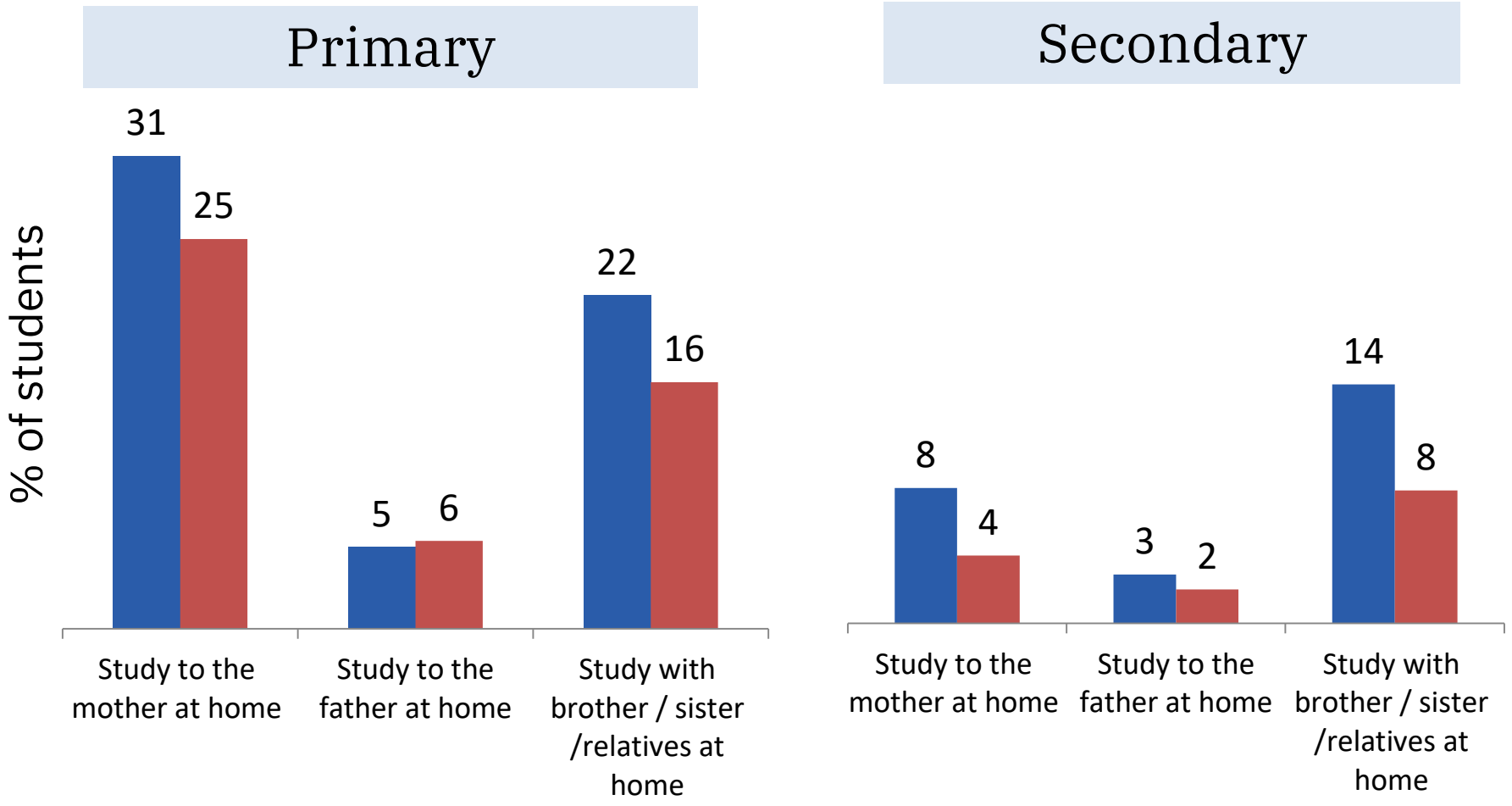
Risk of Learning Loss of Students and Mother's Education



Role of Family Support



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Digital Inclusion for Remote/Off-school Learning

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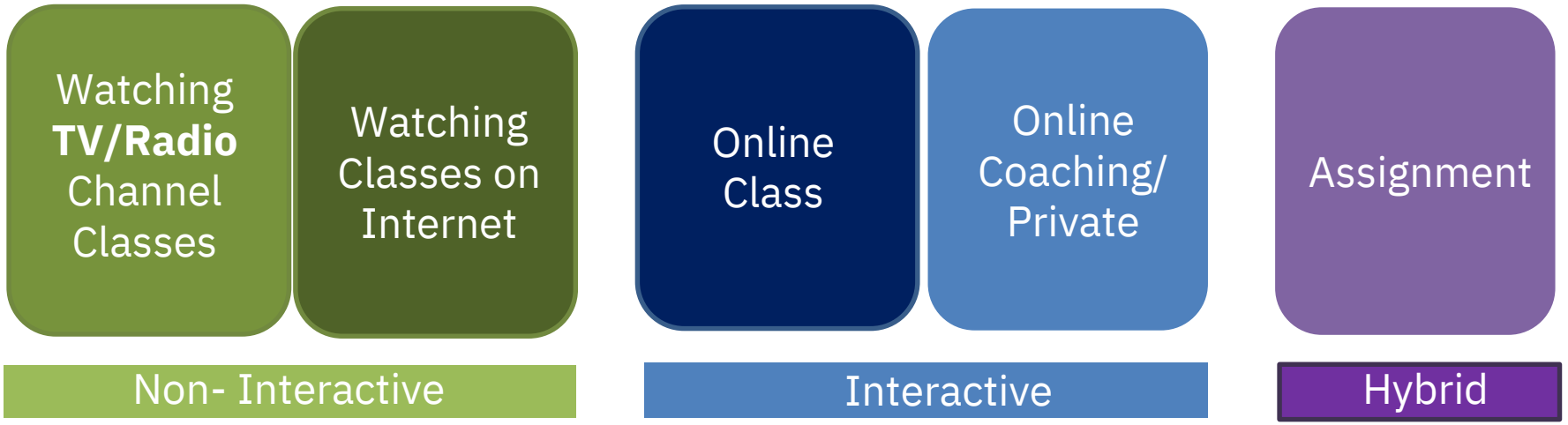
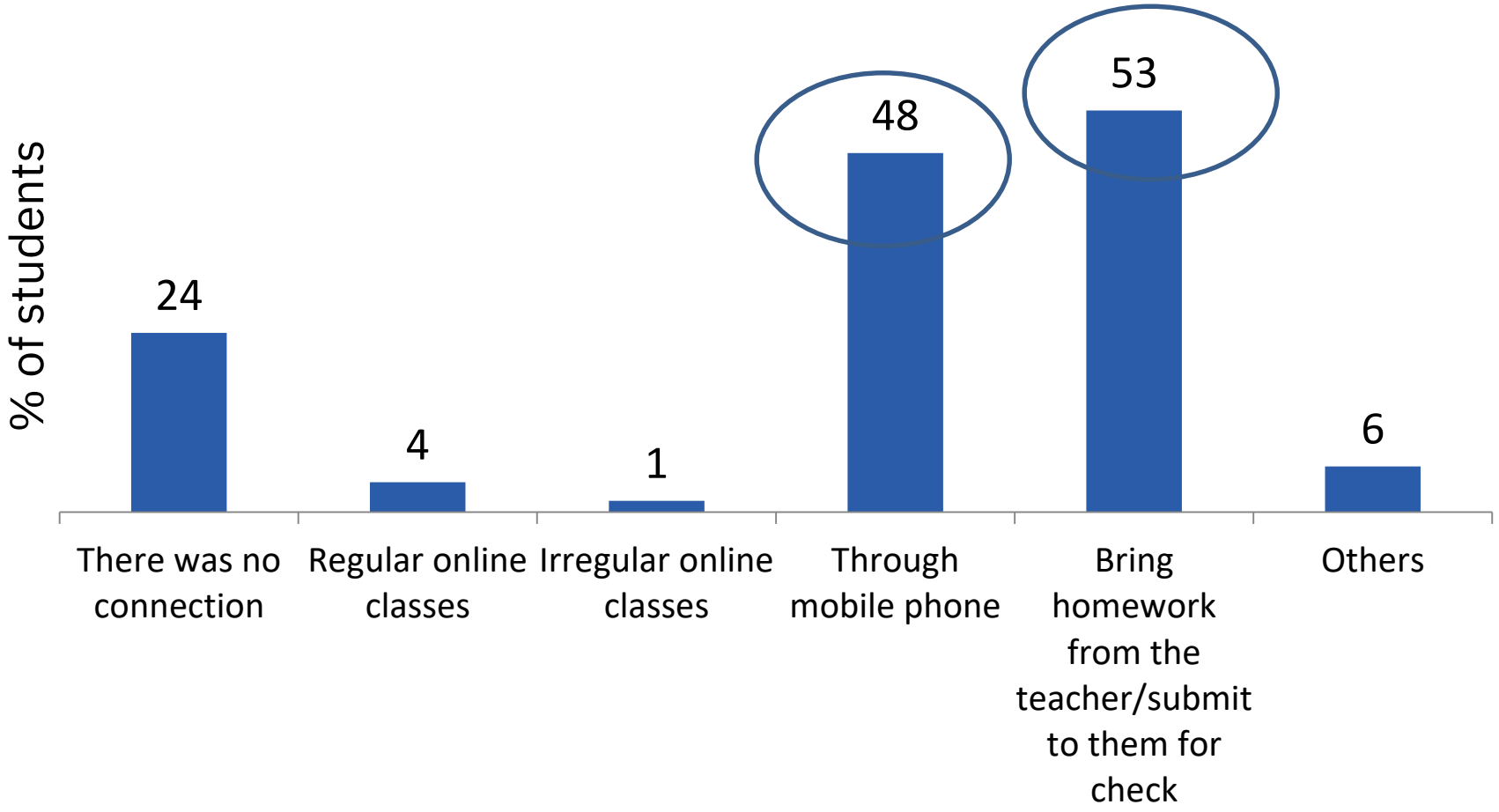
Remote/ Off-School Learning



Connection With School During School Closure



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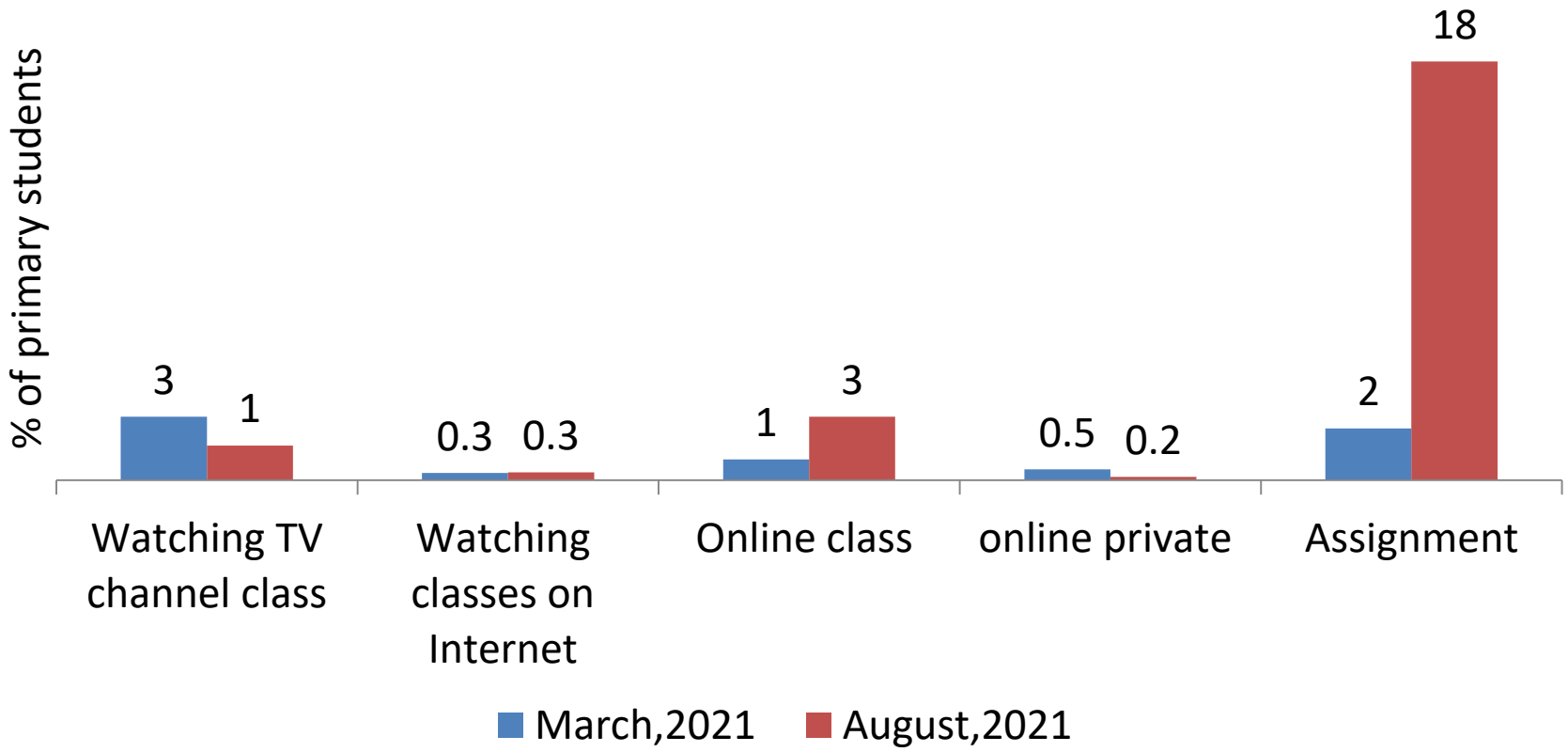
Connection With School During School Closure: Primary Students



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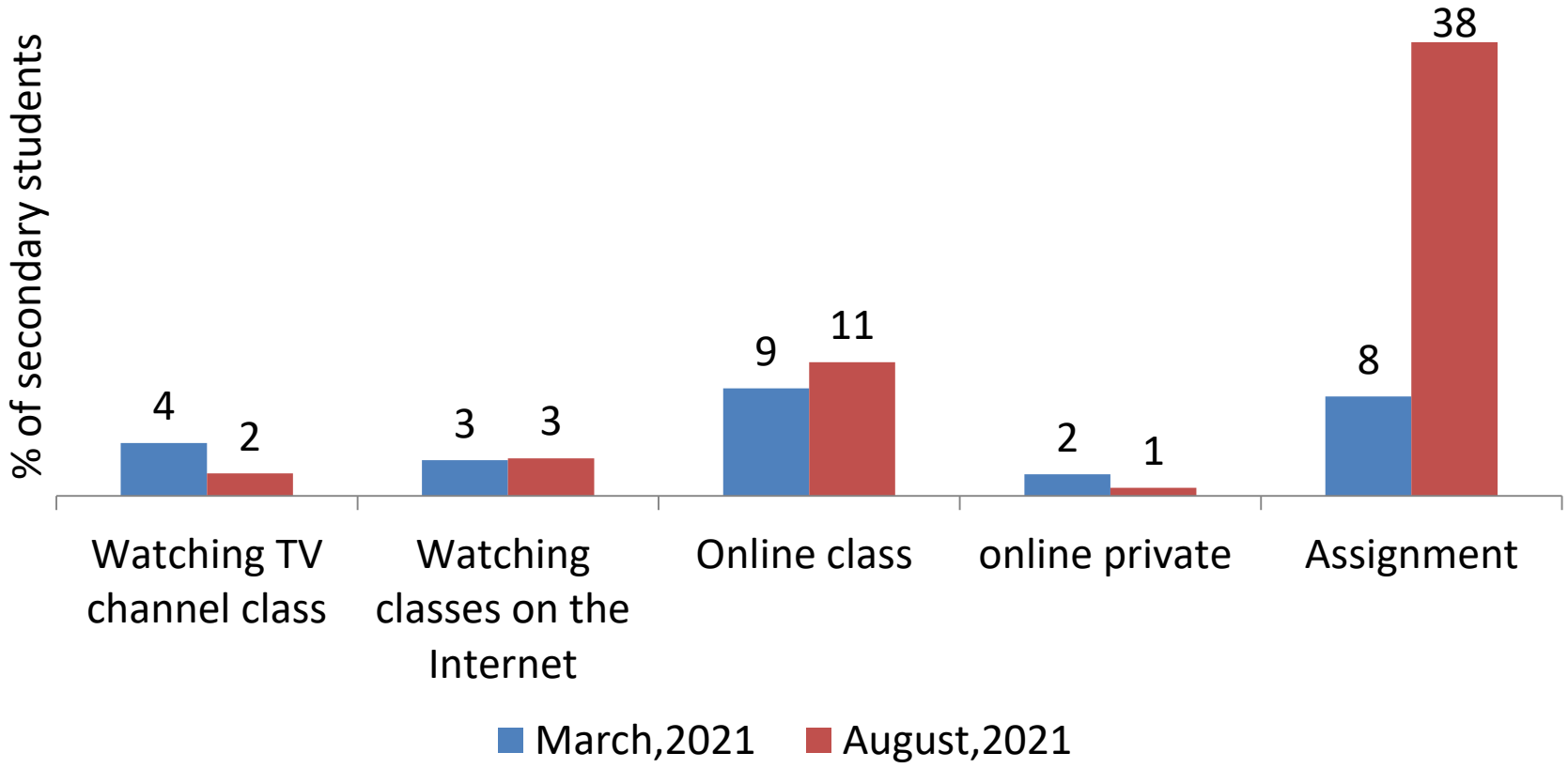
Connection With School During School Closure: Secondary Students



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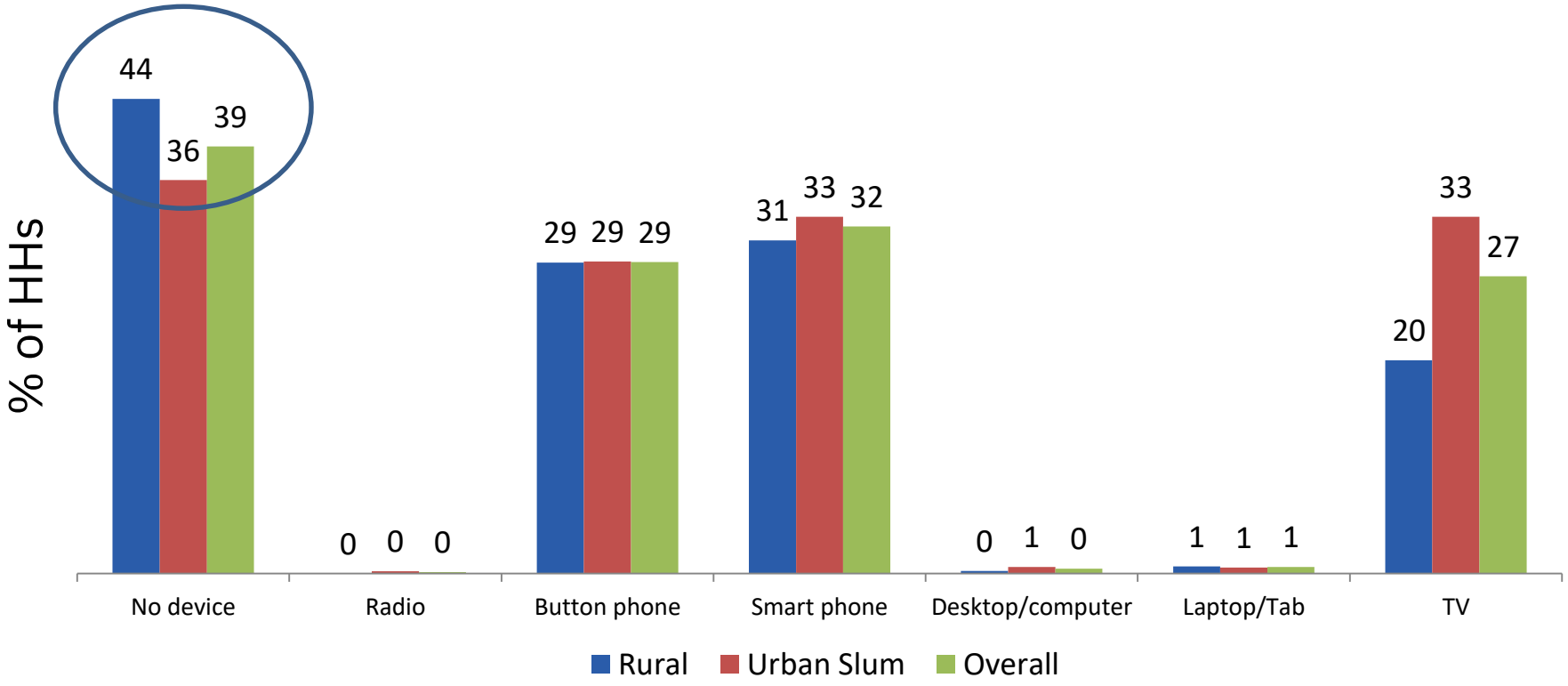
Device Availability in the HHs for Study Purpose: ~40% Households Have No Device



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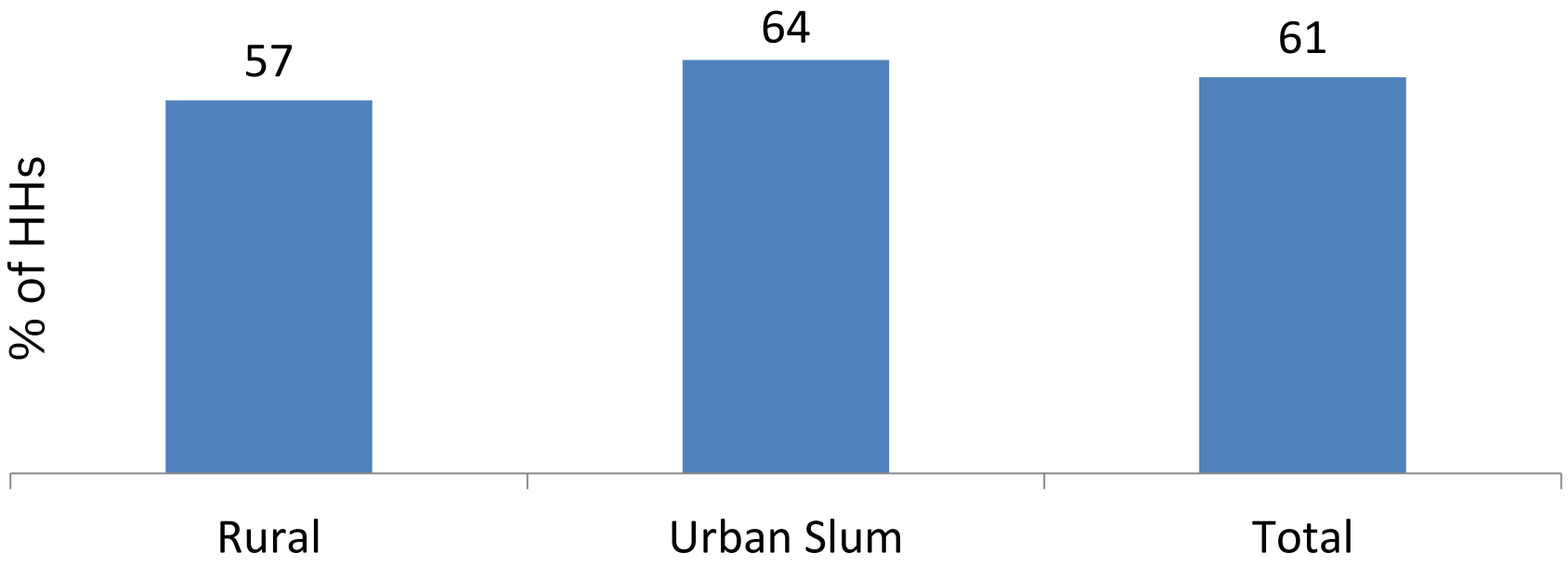
% of HHs Have at Least One Device That Can Be Used for Study Purpose



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Impact on Mental Health

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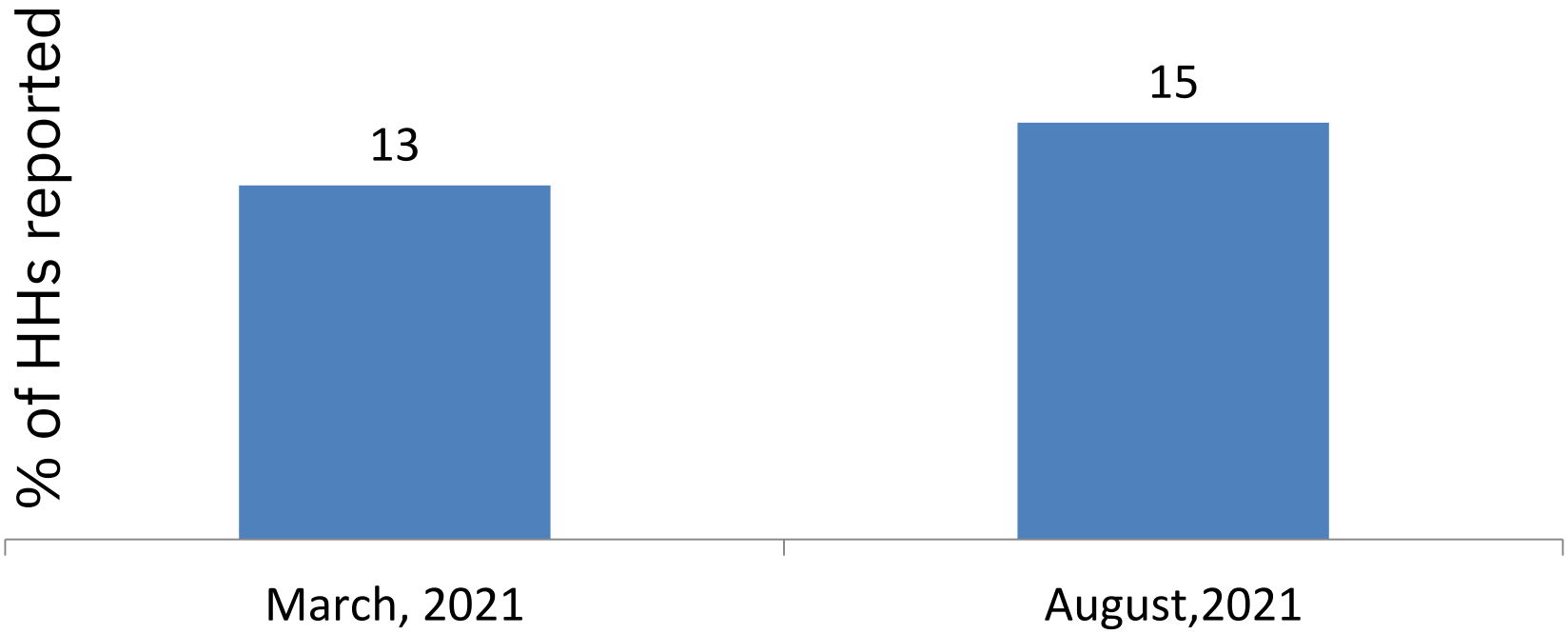
School/ College Students (10-20 years) Suffered From Mental Stress Since COVID-19, Reported by HHs



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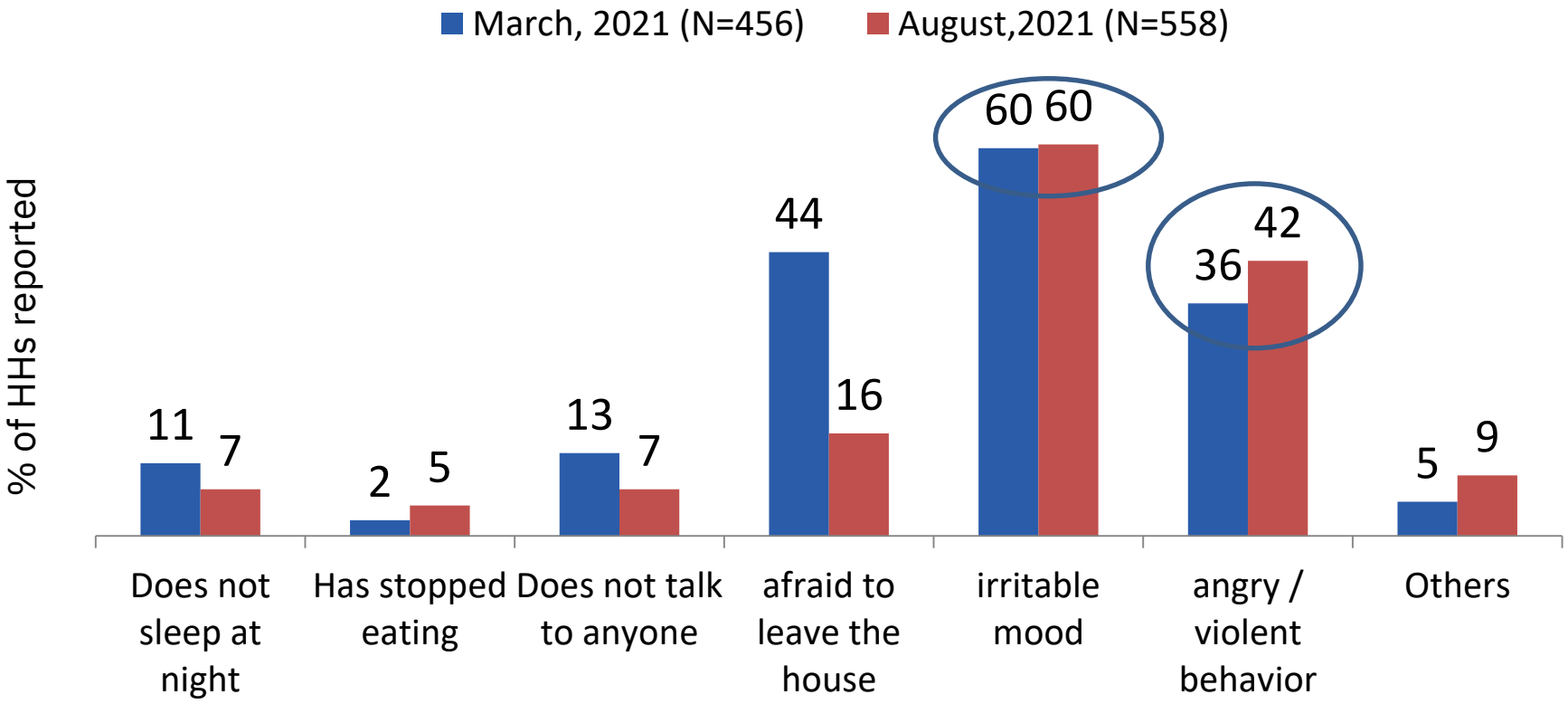
Types of Mental Stress of School/ College Students (10-20 years)



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Impact on Child Labour

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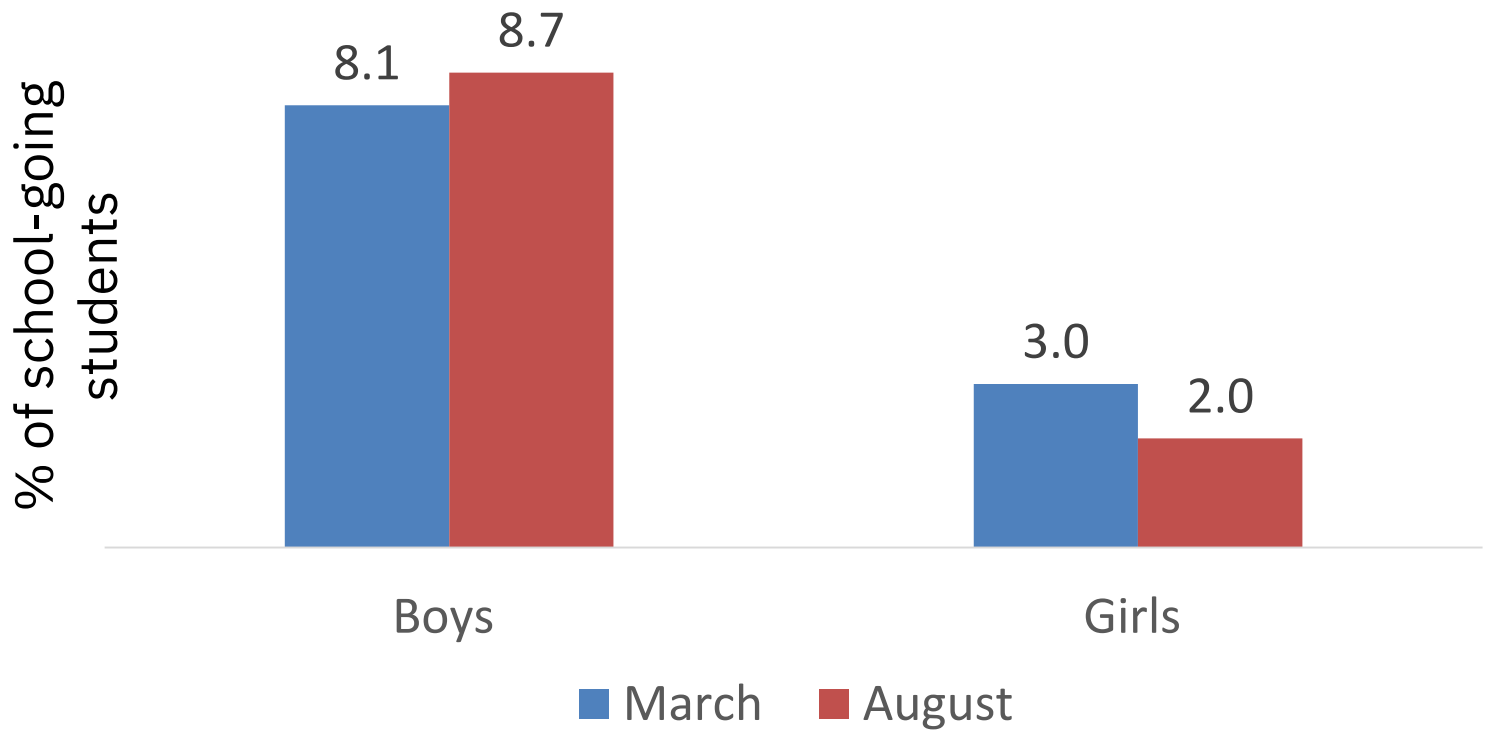
School-Going Students Engaged in IGA



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Policy Lessons and Recommendations

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Policy Lesson

School-opening necessary but not sufficient to overcome accumulated learning loss

Recommendations

- Supplementary remedial program for learning loss recovery essential for both primary and secondary levels.
- Such remedial programs must be off-school hours.
- Primary-level remedial program can be form of publicly-funded Community Learning Centres. Leverage NGO experience non-formal education.
- Learning loss most severe for boys at secondary level. Well-designed remedial program on this is a priority to arrest child labour trend.

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Policy Lesson

School-closure experience has had both social and economic impact on children

- Mental health
- Child labour

Recommendations

Psycho-social support

- New challenge is how to integrate psycho-social support to students to offset mental health problems caused by prolonged school closure.
- Civil society should convene an urgent national dialogue to explore various dimensions of the issue and develop recommendations for the government and identify priority actions.
- Government should establish a task force on the matter.

Economic support

- Expand secondary stipend program to boys.
- Expand free distribution of education-supporting digital devices to poorer students.

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Policy Lesson

- A positive development during school closure needs innovations, even if limited, in off-school hybrid learning through assignment. However, assignment experience remained largely non-interactive.
- Though government recommended use of four remote technological platforms – TV, phone, radio and social media – as far back as May, 2020, these have largely remained non-interactive and have not engaged sufficient student interest.

Recommendations

- Phased action plan to overcome identified gaps and ensure digitally inclusive education
- National dialogue of teachers to assess potential of pedagogic innovations during school closure

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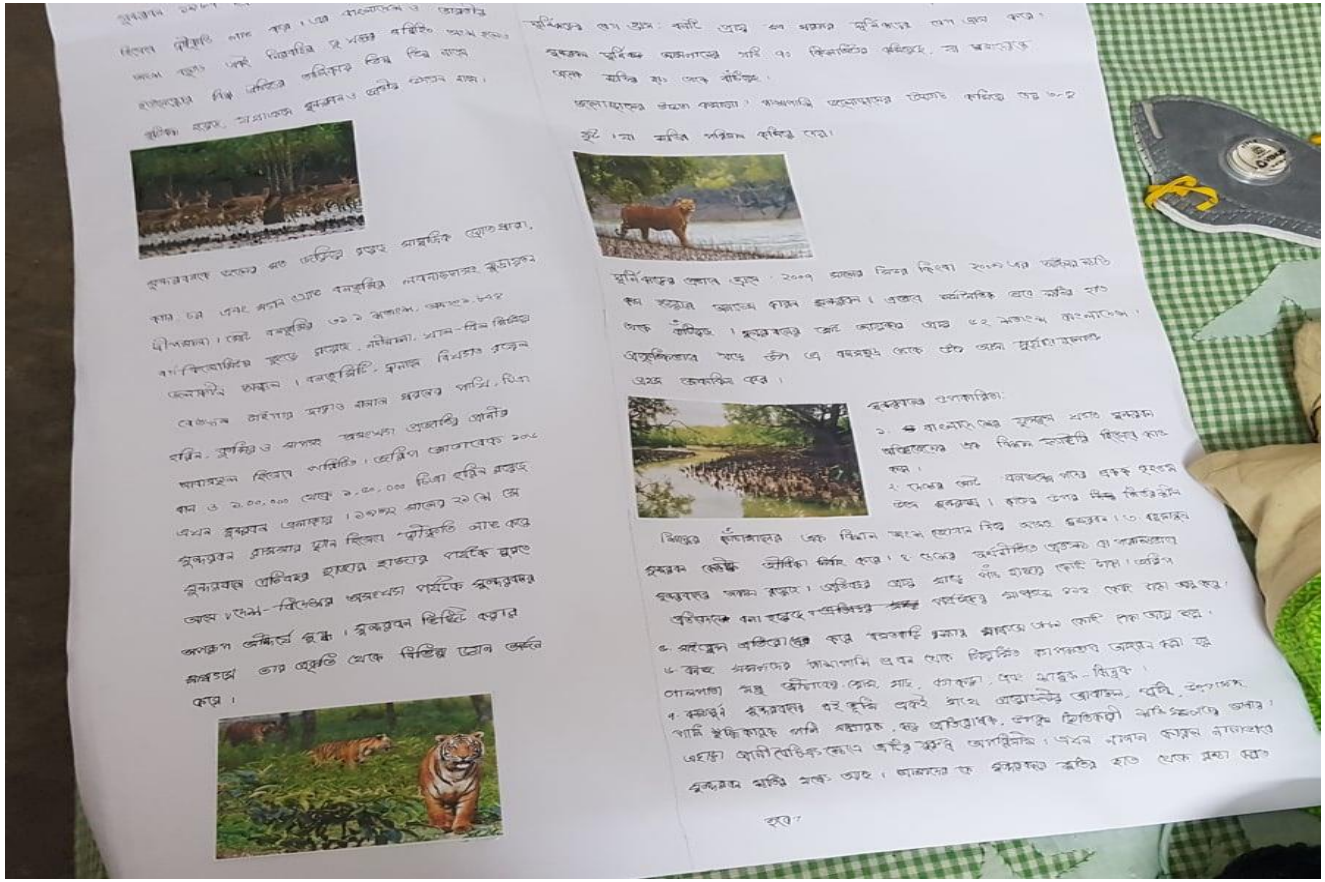
Safwan's Story

Reality Check on Assignment Experience



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Safwan's Story

Reality Check on Assignment Experience

Safwan was in Class V in 2020. He had admitted just that year in a Government Boys' High School in Dhaka. **He had a few classes before the closing.**

In June 2020, his mother got a **mobile message to follow a Facebook** link of the school for Safwan's class lessons. Visiting the link, she saw that there were lesson plans for students of grades six to ten. From then on, Safwan has been **doing his "Assignments" as instructed from teachers on Facebook.** On Mathematics, he is asked to do some arithmetic, geometry, etc. by the relevant teacher. At the same time**, online classes started for 6 days, 40 minutes a day**. This has **compelled his parents to buy a laptop** for him.

During the COVID holidays, Safwan's **mother submitted his assignments every week** and she put the papers in a box assigned for each class. Later at the end of the year, Safwan learned that **he got auto-promotion to class six.**

The interesting part of this "interactive and accessible" lesson-learning is that **Safwan and his friends did not receive any feedback from their teachers on their assignments submitted throughout the year.**

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