

Foreign, Commonwealth & Development Office

Revised Report

Impact and Sustainability of Catch-up Provision of Educate the Most Disadvantaged Children in Bangladesh (EMDC) Program

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Revised Report

IMPACT AND SUSTAINABILITY OF CATCH-UP PROVISION OF EDUCATE THE MOST DISADVANTAGED CHILDREN IN BANGLADESH (EMDC) PROGRAM

For

Foreign Commonwealth and Development Office (FCDO)

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Executive Summary

Background

The "Educate the Most Disadvantaged Children in Bangladesh (EMDC)" programme was launched to address the severe learning losses caused by the COVID-19 pandemic, which led to school closures for 82 weeks. National Survey on Children's Education in Bangladesh in 2021 found that, 81.7% could not participate in educational activities during the pandemic period. In response to this crisis, to ensure that marginalized children—especially girls and children with disabilities— are assisted in getting foundational education in literacy, numeracy, and socio-emotional skills through a combination of catch-up and accelerated learning programs, UNICEF and BRAC undertook the EMDC initiative, targeted 300,000 marginalized children. While BRAC adapted its Bridge program to offer accelerated instruction, preparing children to re-enter formal schooling after ensuring they had mastered fundamental skills, the UNICEF partnered with multiple organizations to deliver catch-up program as an early warning system to reduce dropout and continuation of learning in the formal setup and accelerated non formal primary education as an alternative learning solution to create second educational chance for out-of-school children, while also enhancing the institutional capabilities of the Bureau of Non-Formal Education as well as Directorate of Primary Education.

Objective

The overarching objective of this study is to understand the impact and sustainability of EMDC interventions, and how they have functioned as inclusive and cost-effective ways of improving the learning outcomes for marginalized children. This would help to develop a better understanding of the impact and sustainability of catch-up provisions more generally, including an assessment of learning achievement of students, levels of transition to formal education2 post completion of catch-up, ways of closing the gap between 'informal' and government education provision (in this context) and identifying opportunities to align and integrate into the government service provisions.

Methodology

To achieve the objective, the study team designed a mixed methods approach to comprehensively evaluate the EMDC program's impact and effectiveness. The study integrated secondary data analysis with quantitative surveys and qualitative interviews to provide a holistic assessment. The quantitative survey targeted children who had completed or are graduating from the EMDC programs, tracing them through records maintained by Learning Canters (LCs) to ensure accurate representation. A sample size of 1,200 respondents was determined using a standard formula for binary estimates, across the

> A SAMPLE SIZE OF 1,200 RESPONDENTS WAS DETERMINED USING A STANDARD FORMULA FOR BINARY ESTIMATES, WITH EQUAL REPRESENTATION FROM BRAC AND UNICEF PROGRAMS (600 RESPONDENTS EACH), ACROSS THE FIVE DISTRICTS WHERE BRAC AND UNICEF OPERATED. THE SAMPLE SIZE WAS DETERMINED ENSURING A CONFIDENCE LEVEL OF 95% AND A MARGIN OF ERROR OF 5%.

four (I.e., Bhola, Sherpur, Gaibandha and Sylhet) and five (i.e., Dhaka, Bandarban, Narshingdi, Brahmanbaria and Mymensingh) districts where BRAC and UNICEF operated, respectively. The sample size was determined based on a confidence level of 95% and a margin of error of 5%. The data was collected through structured tools consisting of standardized assessments and surveys that measured literacy, numeracy, socio-emotional and life skills. The sampling accounted for geographic and programmatic diversity, as the total number of samples was distributed among the different districts and the tests were also administered among the students from two different cohorts at different time slots. For qualitative insights, thirty-six focus group discussions (FGDs) were conducted, encompassing students, parents, and teachers across the five districts. Besides, twenty-two key informants' interviews

(KIIs) were held with district-level officials, education officers, and community leaders. In addition, to capture in-depth firsthand experiences, 41 individual interviews (IDIs) were conducted with program implementers, head teachers, and members of the Centre Management Committees (CMC).

Framework of Analysis

The Analysis Framework for Learning Achievement (Marzano, 2006) evaluated literacy and numeracy across four levels: Advanced (students demonstrated mastery with minimal errors and applied skills to complex tasks), Proficient (students met grade-level expectations with occasional errors), Basic (students performed below grade-level and required targeted support), and Below Basic (students exhibited significant gaps in foundational skills and required intensive intervention).

The Analysis Framework for Socio-Emotional Skill Assessment (Goodman, 1997; Stone et al., 2010) assessed socio-emotional competencies at low, moderate, and high levels. At the low level, students showed minimal difficulties and needed minimal support. At the moderate level, students experienced occasional challenges and required targeted interventions. At the high level, students faced significant emotional or behavioural challenges and required intensive support such as counselling.

The Analysis Framework for Life Skills Assessment (Kennedy et al., 2014) measured competencies in skills like collaboration, problem-solving, and conflict resolution at low, moderate, and high levels. Low-level students needed focused support, moderate-level students needed guidance to improve, and high-level students demonstrated strong skills and took leadership in various situations.

We used Organisation for Economic Cooperation (OECD) Development Assistance Criteria (DAC) relevance, coherence, effectiveness, impact, and sustainability to evaluate the programme.

Findings

Assessment of Level of Learning Achievement

Apart from evaluating the program's impact, the study has also conducted learning outcome assessments on two cohorts of students in Bangla, Mathematics, and English. Students who dropped out of first or second grade were considered cohort-1 students, and those who dropped out of third, fourth, or fifth grade were considered cohort-2 students.

Cohort	Subject	Students did well in	Students faced challenges in
Cohort - 1	Bangla	spelling, letter identification, matching words, vocabulary development, comprehension, answering, listening comprehension, and oral communication.	writing words based on images and constructing sentences from given words.
	Mathematics	counting and comparing quantities and addition, ordering numbers (ascending order), writing numbers, subtraction, division, and solving word problems involving addition.	writing numbers in words, identifying geometric shapes, ordering numbers in descending order, and multiplication.
	English	writing small letters and reading individual letters	writing names of the days of the week and reading words.

Cohort - 2	Bangla	recognising compound letters, creating sentences by matching phrases, answering basic oral questions, and word reading.	constructing sentences, picture-based sentence making, and paragraph reading.
	Mathematics	ordering numbers, determining place value, division, and drawing geometric shapes.	writing numbers to words and solving word problems using subtraction, addition, and multiplication, highlighting a need for a better understanding of real-world problem-solving scenarios.
	English	recognising time and reading letters, showing core foundational skills.	constructing sentences, word construction and rearranging words to make sentences.

These findings highlight gender-specific disparities in learning, where male learners performed better in oral expression and numerical operations, while female learners excelled in reading and structured written tasks.

Socio-Emotional and Life-Skills Assessment

The Socio-Emotional and Life-Skill Assessment of students were assessed in the study. Apart from the self-reported data from students, the teachers also rated their student's skill in socio-emotional skill and life skill. The students reported high levels of emotional problems, indicating frequent experiences of anxiety, sadness, or other emotional difficulties. Besides, students exhibited high levels of prosocial behaviour, reflecting strong positive social behaviours such as empathy, cooperation, and kindness. In addition, moderate levels of challenges were observed in conduct problems, hyperactivity, and peer problems, suggesting occasional difficulties in behaviour management, attention control, and social interactions. The teachers have reported high levels of prosocial behaviour among students. The teachers have also observed moderate challenges were observed in conduct problems, hyperactivity, and peer problems.

A STRONGER AND REGULARLY UPDATED SYSTEM IS NEEDED TO TRACK STUDENTS WHO HAVE RETURNED TO FORMAL SCHOOLING AFTER COMPLETING THE EMDC PROGRAM. HAVING ACCURATE, UP-TO-DATE INFORMATION WILL IMPROVE THE PROGRAM'S ABILITY TO EVALUATE ITS LONG-TERM EFFECTIVENESS.

In terms of Life-Skill assessment, students demonstrated high competency in understanding and following instructions, reflecting their comprehension ability and attentiveness. Besides, moderate levels of skills were observed in interacting with others, overcoming difficulties, and solving problems, taking initiative, and managing conflict. The teachers reported high competency in students' ability to understand and follow instructions. In addition, moderate levels of competency were noted in interacting with others, overcoming difficulties, and solving problems, taking initiative, and managing conflict.

Relevance of the EMDC Programme

The findings of the study have depicted a vivid picture of the EMDC programme's broader societal impact. In terms of relevance, the EMDC program was found to be highly relevant in addressing the educational needs of marginalized children in Bangladesh, particularly in the wake of the COVID-19 pandemic. By aligning closely with the formal curriculum and involving stakeholders such as local communities, parents, and government authorities, the program ensured a smooth transition back to formal schooling. Strategic placement of Learning Canters near marginalized communities enhanced accessibility, addressing barriers such as distance and socio-economic challenges. The program's diagnostic approach allowed for tailored support, meeting students at their current academic levels and addressing specific learning gaps.

STRATEGIC PLACEMENT OF LEARNING CENTRES NEAR MARGINALIZED COMMUNITIES ENHANCED ACCESSIBILITY, ADDRESSING BARRIERS SUCH AS DISTANCE AND SOCIO-ECONOMIC CHALLENGES.

Coherence of the EMDC Programme

The EMDC program demonstrated strong coherence with both national and international education strategies. It was aligned with Bangladesh's Primary Education Development Plan (PEDP) IV by addressing gaps in education for out-of-school children regarding access and quality and reducing dropout rates. Internationally, the program was aligned with the Sustainable Development Goal 4, which promotes inclusive and equitable quality education. The program's focus on gender equity and the inclusion of children with disabilities further reinforced its coherence with global development frameworks. By collaborating with UNICEF and BRAC, the program integrated well-established models like the Multi-Grade Multi-Level (MGML), Teaching @ Right Level approach, enhancing its effectiveness in reaching diverse learners.

Effectiveness of the EMDC Programme

In terms of effectiveness, the program met its primary objectives, with high transition rates of students into formal education and curriculum alignment with national standards. Teacher training played a key role, as educators received ongoing professional development in classroom management, student assessment, and child psychology, which contributed to the program's success. The accelerated curriculum allowed children to catch up on missed competencies and skills, but the socio-economic barriers faced by families, such as the need for children to engage in child labour, resulted in some dropouts after reintegration into formal schooling. Despite these challenges, the program effectively reached its target group and improved academic outcomes for marginalized children.

Impact of the EMDC Programme

Regarding impact, the EMDC program had a profound impact on both academic outcomes and socio-emotional development. Quantitative assessments showed notable improvements in literacy and numeracy, particularly in foundational skills such as letter recognition, word formation, and arithmetic operations.

NEARLY 99% OF CHILDREN WHO COMPLETED THE PROGRAM SUCCESSFULLY TRANSITIONED INTO FORMAL SCHOOLING, DEMONSTRATING THE PROGRAM'S EFFECTIVENESS IN PREPARING THEM FOR REINTEGRATION

As the study reached 1200 sample and there were two cohorts with Bangla, English and Mathematics in each of them, approximately 200 students were evaluated for each subject in each cohort. The analysis of learning levels across Bangla, Mathematics, and English for UNICEF and BRAC learners highlights both strong foundational skills. Learners demonstrated advanced proficiency in fundamental literacy and numeracy skills, such as letter recognition, word matching, basic arithmetic operations, and reading letters, reflecting a solid base for further learning. However, significant gaps exist in sentence construction, reading comprehension, vocabulary retention, numerical literacy, and problem-solving, with Writing Words Based on Images, Constructing Sentences, Word Problems, and Writing Numbers to Words emerging as key areas of concern. Gender disparities were observed, with male learners excelling in oral skills and numerical reasoning, while female learners performed better in reading and written tasks. However, both groups faced challenges in higher-order cognitive skills, such as interpreting extended texts, forming structured responses, and applying mathematical concepts in real-world contexts.

In cohort 1, in Bangla test, out of 200 students, 6% achieved all correct answers, while 94% provided

partially correct responses. No students had completely incorrect answers, indicating that the majority have a basic understanding, but few have mastered all concepts. In cohort 1 English test, out of two hundred students, 6% had all correct answers, and 94% gave partially correct answers. There were no students with no correct answers, suggesting a general grasp of mathematical concepts, though full mastery remains low. In cohort 1 math test, among 201 students, 9% answered all questions correctly, and 91% had partially correct answers. No students had completely incorrect responses, reflecting a basic proficiency in English with some gaps in comprehensive understanding.

In cohort 2 Bangla test, out of 201 students, 9% provided all correct answers, while 91% gave partially correct responses. There were no completely incorrect responses, indicating a basic level of understanding, but few have achieved complete proficiency. In cohort 2 English test, among 231 students, 11% had all correct answers, while 89% provided partially correct answers. No students had completely incorrect answers, suggesting that most students grasp fundamental concepts but only a small portion have a full command over them. In cohort 2 mathematics test of the 198 students assessed, only 1% achieved all correct answers, while 99% had partially correct responses. No students had completely incorrect answers, indicating that while many have some understanding, there is a significant need for improvement in overall proficiency.

Nearly 99% of children who completed the program successfully transitioned into formal schooling, demonstrating the program's effectiveness in preparing them for reintegration. Additionally, the program's holistic approach—integrating socio-emotional and life skills—enhanced children's confidence, peer interactions, and classroom engagement. Teachers reported positive behavioural changes, and children showed increased participation in community activities, suggesting the program's influence extended beyond academics. However, the short program duration and external pressures, such as poverty, remain challenges for sustained impact.

Sustainability of the EMDC Programme

The EMDC program serves as a transitional initiative aimed at reintegrating marginalized, out-of-school, and COVID-19-affected children into formal education systems. Its design addresses key socio-economic and geographical barriers, aligning with priorities outlined in PEDP-4, which reported 2.5 million out-of-school children, with significant representation in urban slums, the Chittagong Hill Tracts, and among children with disabilities. The program incorporates community-based interventions like BRAC's awareness campaigns and UNICEF's Court-Yard Based Learning Support (CYLS), enabling localized education solutions even during environmental disruptions like floods.

PEDP-4 highlights disparities in education access due to factors such as household wealth, parental education, and geographic challenges, which EMDC addresses through tailored initiatives. Targets under PEDP-4, including enrolling 250,000 new learners and retaining 60% in learning centres, reflect the EMDC program's goals. By bridging educational gaps and providing academic and extracurricular support, EMDC prepares students for reintegration into government primary schools while focusing on improving survival rates to grade 5. Continuous monitoring ensures sustained retention and positions the EMDC as a scalable model for addressing educational disparities.

Recommendations

The recommendations highlight key strategies to ensure the sustainability and effectiveness of the catch-up program, emphasizing the roles of the government, UNICEF, and BRAC. For the government, institutionalising the program within the National Education Policy is critical to securing long-term funding and integration, alongside promoting community ownership to enhance local engagement and support. UNICEF and BRAC are urged to strengthen sustainability efforts by fostering community-based support groups, conducting home visits, and organizing capacity-building workshops for parents and community members. Specific recommendations for improving learning outcomes include targeted interventions in literacy, numeracy, and English proficiency, such as structured workshops, customized

learning materials, and peer learning initiatives. Both organizations are advised to enhance their respective models—UNICEF's MGML approach and BRAC's Bridge Program—through adaptive tools and differentiated instructional strategies to address competency gaps and ensure students achieve grade-level proficiency. These collective efforts aim to create an inclusive and scalable framework for the programme's success.

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List of Acronyms

BBS: Bangladesh Bureau of Statistics
BNFE: Bureau of Non-Formal Education
BRAC: Building Resources Across Communities
CMC: Centre Management Committee
EMDC: Educate the Most Disadvantaged Children
FCDO: Foreign, Commonwealth & Development Office
FGD: Focus Group Discussion
GPS: Government Primary School
HT: Head Teacher
IDI: In-Depth Interview
KII: Key Informant Interview
LC: Learning Centre
MGML: Multi-Grade Multi-Level
OoSC: Out-of-School Children
PEDP: Primary Education Development Program
PST: Primary School Teacher
SMC: School Management Committee
T@RL: Teaching at the Right Level
UNICEF: United Nations International Children's Emergency Fund

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1. Introduction

1.1 Background

82 weeks (570 study days) were lost and schools in Bangladesh were closed between March 2020 and September 2021 due to the COVID-19 pandemic (The Business Standard, 2022). According to BRAC's assessment, 56% of children were not able to access any remote learning resources at that time[1], whereas the National Survey on Children's Education in Bangladesh revealed a further concerning situation of 18.7% (only 13.1% in primary school) of children had opportunities to engage in educational activities (Bangladesh Bureau of Statistics (BBS) and UNICEF, 2022).. Against this backdrop, by ensuring that marginalized children—especially girls and children with disabilities—are assisted in gaining access to education and fundamental skills, EMDC addresses COVID-19 learning loss.

Catch-Up & Accelerated Education

- 300,000 children supported by UNICEF and BRAC.
- Focus on foundational skills: literacy, numeracy, socio-emotional, and life skills

BRAC's Contribution

- Educated 140,000 children (50% girls) using a modified Bridge program.
- Delivered 4 months of foundational catch-up and 6 months of accelerated learning.

UNICEF's Contribution

- Reached 175,000 children (50% girls) through a 6-month catch-up program.
- Provided a 4-year alternative education program to 60,000 hard-to-reach children.
- Strengthened the Bureau of Non-Formal Education (BNFE) with technical assistance.

Collaborative Efforts

- UNICEF partnered with CODEC, VERC, FIVDB, JCF, and JAAGO Foundation Trust.
- BRAC implemented programs through Learning Centres (LCs).

Timeline

- BRAC: Full implementation began in June/July 2022.
- UNICEF: Programs started in August/September 2022.
- First cohort completed programs by March-May 2023.

This study was aimed to evaluate the impact and sustainability of the EMDC program.

1.2 Objectives

The study's main goal was to comprehend the effectiveness and long-term effects of EMDC interventions, as well as how it had served as inclusive and economical means of raising marginalized children's learning outcomes. The study is supposed to contribute to a better understanding of the impact and sustainability of catch-up provisions more broadly by:

- Assessing students' learning achievement
- Assessing the degree of transition to formal education after catch-up
- Enumerating strategies for bridging the gap between "informal" and government education provision, and
- Finding opportunities to align and integrate into government service provisions.

[1] From the ToR.

1.3 Key Research Questions

The study sought answers to the following key research questions.

- What is the level of learning among children who completed different catch-up and remedial programs under EMDC, where level of learning refers to foundational literacy, i.e., reading, writing, listening, and speaking, numeracy i.e., addition, subtraction, multiplication, division, socio-emotional and life-skills. The study considered learning outcomes at the end of the catch-up phase and one year after re-joining formal schools.
- What is the retention rate of students in formal schools who completed the catch-up education under different EMDC components?
- What proportion of students who completed the catch-up education program experienced dropout from formal schooling following their reintegration? What are the key reasons behind dropping out after rejoining? What is the status of dropped out children? If they are not in school, what are they doing now?
- How effective was EMDC in closing the gap between formal and non-formal education, and how can it align with and integrate within the formal education?
- How effective have been the screening and targeting processes to ensure that the most marginalized children accessed the EMDC provision?

2. Literature Review

The COVID-19 pandemic has brought about one of the largest interruptions in education globally, impacting more than 1.6 billion learners across the world (UNESCO, 2020). Prolonged school closures deprived millions of children of formal education, resulting in significant learning gaps, especially in low-income countries. In developing nations like Bangladesh, the impact of this disruption was even more severe, intensifying pre-existing educational disparities. The pandemic revealed systemic challenges, including high dropout rates and unequal access to educational resources, particularly for marginalised groups such as girls, ethnic minorities, and children with disabilities (CWDs). With schools remaining closed for over 543 days, these issues worsened (The Business Standard, 2022), pushing vulnerable children further from formal education.

The impact of school closures extended beyond the academic sphere, with far-reaching implications for students' mental and physical health. The prolonged closure of schools, combined with the loss of social interaction, routine, and access to essential services, led to heightened levels of anxiety, stress, and depression among students (Woday et al., 2020). This crisis necessitated urgent remedial measures to prevent a generation of children from losing out on the foundational education essential for their future. In developed countries, catch-up initiatives often leveraged robust digital infrastructures, enabling schools to implement hybrid learning models that combined online and in-person instruction. For example, in the United Kingdom, the government introduced the National Tutoring Programme, which provided additional tutoring support to students from disadvantaged backgrounds. This initiative aimed to address the disparities in educational attainment exacerbated by the pandemic by offering personalised learning opportunities (Education Endowment Foundation, 2021). In contrast, catch-up programmes in developing countries faced significant challenges because of the lack of digital infrastructure, limited access to educational resources, and a shortage of trained teachers. In many African and South Asian countries, governments and NGOs focused on low-tech solutions, such as radio and television broadcasts, to reach students in remote and underserved areas. For example, in Kenya, the Ministry of Education partnered with various stakeholders to roll out radio and TV lessons, supplemented by printed learning materials for students without access to electronic devices (UNICEF, 2020). Similarly, India's Pratham organisation pioneered the "Teaching at the Right Level" (TaRL) approach, a model that effectively helped students recover foundational skills, particularly in literacy and numeracy (Banerjee et al., 2016).

In Bangladesh, the pandemic not only exposed the fragility of the educational system, which was already grappling with high dropout rates, widespread illiteracy, and systemic inequities in access to education, but also illuminated the socio-economic disparities that led to the most pronounced learning losses among children from marginalised communities. These losses were most severe among girls, children with disabilities (CWDs), and those from ethnic communities, who were already disadvantaged in terms of educational access and achievement before the pandemic (BRAC, 2023). While students from more privileged backgrounds, who had access to digital infrastructure and resources, were able to continue their education through online platforms, for many students, the transition to remote learning was impossible due to the stark digital divide. According to BRAC's assessment, 56% of children were unable to access remote learning resources during this period, a figure that rises alarmingly to 81.3% according to a National Survey on Children's Education (BBS & UNICEF, 2021).

Access to technology and internet connectivity, as well as basic resources such as radios and televisions—often used in some regions to broadcast educational content—was severely limited, rendering digital learning inaccessible to a large portion of the population (Alamgir, 2020; Tiruneh, 2020). This challenge was compounded by insufficient ICT infrastructure and a shortage of trained teachers, further hindering the shift to online education. UNESCO highlighted this shortfall, reporting a significant gap in the availability of qualified educators to support digital learning in developing countries (UNESCO, 2020). The prolonged closure of schools for 82 weeks exacerbated these issues, leaving millions of students at risk of falling irreversibly behind in their education (The Business Standard, 2022). The primary challenges in implementing remedial education in Bangladesh stemmed from the country's socio-economic landscape. The digital divide made it difficult for many students to participate in any form of distance education during school closures, leading to a further widening of the educational gap between urban and rural students (Alamgir, 2020). Additionally, the heterogeneous nature of the student population, with significant variations in learning levels and needs, required a tailored approach to education that could address diverse challenges effectively.

The COVID-19 pandemic exposed significant vulnerabilities within Bangladesh's education system, especially affecting marginalised and out-of-school children (OoSC) due to prolonged school closures and a lack of remote learning infrastructure. In response, the Government of Bangladesh (GoB) initiated the Bangladesh COVID-19 School Sector Response (CSSR) Project, supported by the Global Partnership for Education (GPE) and the World Bank (World Bank, 2020). This initiative focused on immediate and systemic interventions, including establishing a multi-platform remote learning framework (via TV, radio, mobile, and internet) to support continuity for at-risk students, and implementing stringent hygiene protocols to enable safe school reopening. Additionally, CSSR funded re-enrolment campaigns, teacher training, and mental health support to mitigate learning losses and equip educators for post-pandemic challenges. CSSR also laid the groundwork for long-term resilience with low-cost learning packages, a sustainable remote learning structure, and an emergency delivery unit designed to coordinate responses with NGOs and other stakeholders. However, these efforts faced limitations in adequately reaching all OoSC, highlighting structural challenges within the existing education framework (World Bank, 2020).

Complementary initiatives, including the Primary Education Development Programme (PEDP4), aimed to provide second-chance education for one million OoSC but encountered delays due to institutional constraints and limited funding for non-formal education. The government, through partnerships with NGOs and support from UNESCO and UNICEF, bolstered service delivery by enhancing data monitoring systems and piloting remedial programmes (FCDO, 2024). NGOs, with backing from international donors like the EU, World Bank, and USAID, adapted rapidly, launching re-enrolment drives and targeted catch-up programmes for marginalised students, yet their efforts underscored the need for further coordination to fully bridge learning gaps.

The demand for a more resilient and inclusive education system in Bangladesh—capable of adapting to future crises and providing all children with equitable access to quality education—created new opportunities for further support. The Educate the Most Disadvantaged Children (EMDC) programme, funded by the Foreign Commonwealth and Development Office (FCDO), is a landmark initiative aimed at addressing the educational challenges exacerbated by the COVID-19 pandemic in Bangladesh. The EMDC programme, in collaboration with international partners such as UNICEF and BRAC, recognised this need and took steps to implement catch-up and accelerated learning programmes as part of a broader strategy to address the learning losses caused by the pandemic (FCDO Annual Report, 2023).

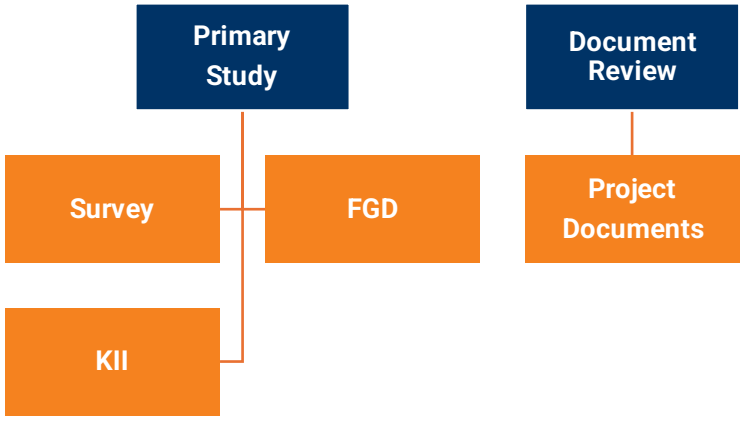
The programme was designed to accelerate learning for students who had fallen behind, with a particular emphasis on marginalised groups, including girls and children with disabilities. With a budget of £38.5 million and a timeframe of eight years, the EMDC programme was designed as a comprehensive response to the unprecedented learning crisis in Bangladesh, with a focus on the most marginalised children—particularly girls, CWDs, and children from ethnic minorities—who were disproportionately affected by the pandemic-induced school closures (FCDO Annual Report, 2023). The programme aimed to provide remedial education to over 300,000 children across the country through a combination of catch-up and accelerated learning models (FCDO Annual Report, 2023).

The implementation of the EMDC programme brought together two prominent partners, BRAC and UNICEF, each contributing their expertise in delivering non-formal education. BRAC, renowned for its work in Bangladesh's non-formal education sector, designed an accelerated learning model that combined a four-month catch-up phase with an additional six months of accelerated instruction. This model was designed to ensure that children acquired the necessary foundational skills in literacy and numeracy before transitioning back to formal schools. BRAC's approach was highly contextualised, considering the specific needs of the communities it served, particularly in rural and hard-to-reach areas (BRAC, 2023). Simultaneously, UNICEF implemented a Multi-Grade Multi-Level (MGML) approach, which is particularly effective in contexts where students have widely varying levels of prior education. This model allowed for more flexible learning environments where children could progress at their own pace, ensuring that no child was left behind. The MGML approach was complemented by community engagement initiatives that addressed socio-cultural barriers to education, such as gender biases and child marriage, which disproportionately affect girls' education in Bangladesh (FCDO Annual Report, 2023).

3. Methodology

This was a robust mixed-method study to comprehensively evaluate the impact and efficacy of the Educate the Most Disadvantaged Children (EMDC) program. The methodology incorporated secondary data analysis as well as quantitative and qualitative surveys, to ensure a thorough assessment of the program's outcomes and challenges.

Figure 1: Methodology for the study



3.1 Document Review

For the evaluation purpose, the study resorted to different project documents, i.e., annual review reports by FCDO, project summary report by BRAC and UNICEF etc. Moreover, the study team has collected the student database for assessing their admission, attendance, and retention status.

3.2 Quantitative Design

The quantitative component of the study focused on assessing the outcomes for children who completed various catch-up and remedial programs under the EMDC initiative. Given that these children had already exited the Learning Centres (LCs) by the time of the survey, respondents were traced through records maintained by the LCs. This approach ensured that the sample accurately represented the target group—children who had directly benefited from EMDC interventions.

To determine the appropriate sample size for the survey, we employed the standard formula for calculating binary estimates (i.e., proportions) from a target population:

$$n_{adj} = \frac{NZ^2pq}{Ne^2 + Z^2pq}$$

Where, n_{adj} stands for the adjusted sample size, N is total population, p is the proportion or percentage estimate expected for specific indicators, q is the proportion who do not share the characteristics (i.e., p=1-q), Z is the z-statistics for specific confidence level and e is the margin of error.

Given that multiple outcome indicators were of interest, the most conservative approach was adopted. This involved using the indicator expected to be closest to 50%, as this results in the largest sample size requirement. Since no prior estimates were available for the expected p=0.5 is used as a default assumption. This approach ensured that the sample size would be sufficient to capture a broad range of outcomes, even under the most uncertain conditions.

Using p=0.5, a confidence level of 95% (with a corresponding Z-score of 1.96), and a margin of error of 0.05 (i.e., 5 percentage points), the formula yielded a required sample size of 384 for both populations: the total population of 140,000 (in the case of BRAC) and 235,000 (in the case of UNICEF).

Since the survey did not involve multi-stage clustered sampling, no adjustments for design effect were necessary. This allowed for a straightforward calculation of the required sample size, ensuring simplicity in the sampling distribution. To further enhance representational accuracy and account for any unforeseen data collection challenges, we rounded the sample size up to four hundred for both BRAC and UNICEF Learning Centres. Multiplying by a non-response factor of 1.5 for absent students resulted in a total sample size of 1200 respondents across the two groups.

3.2.1 Sample Distribution

The distribution of the sample was structured to capture geographic and programmatic diversity across the Learning Centres. The breakdown was as follows:

Table 1: Quantitative Sample Distribution

	District 1	District 2	District 3	District 4	District 5	Total
BRAC						
	Bhola	Sherpur	Gaibandha	Sylhet		
Learning centres	5 LC	5 LC	5 LC	5 LC		20 LC
25 students per LC	125	125	125	125		500
UNICEF						
	Dhaka	Bandarban	Narshingdi	Brahmanbaria	Mymensingh	
Learning centres	6 LC	5 LC	6 LC	6 LC	5 LC	28 LC
25 students per LC	150	125	150	150	125	700
Grand Total						48 LC & 1200 students

This distribution ensured that the sample would capture regional variations in educational outcomes and socioeconomic conditions, providing a comprehensive overview of the program's impact across different contexts.

By following this robust methodology for sample size calculation, the quantitative design of the study ensured that the data collected would be statistically significant and representative of the broader target population. This approach also allowed for precise estimates of the effectiveness of the EMDC program's interventions, particularly in terms of educational outcomes and equity in access for marginalized groups, as the ratio of male and female samples was equal.

However, at an ultimate discussion before the field data collection, it was decided to include all five districts where UNICEF is working and hence Mymensingh was included in the sampling area, but the total number of samples remained unchanged balancing the number from each district internally. The exact number of samples from each district can be found in the complete dataset.

3.3 Qualitative Design

For the qualitative survey, respondents were purposefully selected to ensure a comprehensive understanding of the project's impact from multiple perspectives. Recognizing the importance of diverse viewpoints, the sampling framework was designed to include not only beneficiaries of the EMDC program but also a range of other stakeholders. The study incorporated perspectives from community leaders, who provided insights into the societal benefits of the improved catch-up situation and learning outcomes resulting from the intervention. Additionally, government officials involved in managing dropout cases were included to evaluate how the program intersected with existing governmental efforts and policies. Parents were also a crucial component of the sample, as their observations and experiences offered valuable information on the perceived improvements in their children's educational efficacy following the intervention. This approach was intended to capture a multifaceted view of the program's effectiveness and its broader societal implications.

The sampling framework was meticulously designed based on potential sources of information and guided by the principle of data saturation. Data saturation is achieved when additional data collection yields no new or unique information, signalling that the qualitative data gathering process can be concluded (Faulkner, 2017). This principle ensured that the study was both thorough and efficient, avoiding redundant data collection.

To achieve a thorough and multi-faceted evaluation of the program's impact and sustainability, the study team developed a comprehensive qualitative sample framework. This framework was structured to include a broad range of perspectives, ensuring that the study captured a 360-degree analysis of the program's effects. By integrating feedback from various stakeholders, the study aimed to deliver a nuanced and well-rounded assessment of the EMDC program's outcomes and areas for potential improvement. The following sample distribution was proposed to achieve a comprehensive analysis.

3.3.1 Focus Group Discussions (FGDs)

The qualitative survey employed Focus Group Discussions (FGDs) to capture diverse perspectives on the impact of the EMDC program. FGDs were purposefully designed to include a variety of stakeholders, specifically students, parents, and teachers. Each FGD comprised 6 to 8 participants, ensuring a manageable group size conducive to in-depth discussion and rich data collection. The sampling framework allocated one FGD per demographic group in each of the eight districts. This approach ensured that the views of male and female students, fathers, and mothers, as well as teachers, were systematically gathered. The total number of FGDs conducted across the districts amounted to thirty-six, with nine focusing on students (both male and female), nine including parents, 9 with primary school teachers, and another 9 with learning centre teachers. This configuration aimed to provide a comprehensive understanding of the program's impact from multiple vantage points, facilitating a nuanced analysis of its effectiveness and areas for improvement.

3.3.2 Key Informant Interviews (KIIs)

Key Informant Interviews (KIIs) were conducted to gain insights from individuals with specialized knowledge and direct involvement in the EMDC program. The KII framework included a range of stakeholders at both central and district/local levels. At the central level, project personnel and implementing partners were interviewed to understand the strategic and operational aspects of the program. This category consisted of four interviews with central project staff and implementing partners, as well as an additional nine interviews with district-level officials in nine districts, including Upazila education officers, and Catch-up providers. Furthermore, interviews were conducted with local community leaders in each district, such as chairpersons of para committees, to evaluate the program's local impact. The total number of KIIs conducted was thirteen. This methodological choice aimed to capture detailed and context-specific insights from key stakeholders directly engaged with or affected by the program, thus providing a comprehensive understanding of its implementation and outcomes.

3.3.3 In-Depth Interviews (IDIs)

In-Depth Interviews (IDIs) were conducted to gain a thorough understanding of individual experiences and perspectives regarding the EMDC program. The IDI methodology targeted respondents with direct involvement or significant insight into the program, including Upazila Mangers, Head teachers, and Head of Centre Management Committee (CMC). These interviews were designed to elicit detailed and personal accounts of the program's impact, challenges, and sustainability. By engaging with a diverse range of informants, the IDIs aimed to provide a comprehensive view of the program's effectiveness and areas needing refinement. This approach ensured that the qualitative analysis captured a wide array of viewpoints, contributing to a robust and holistic assessment of the program.

The Focus Group Discussions (FGDs), Key Informant Interviews (KIIs) and In-Depth Interviews (IDIs) were meticulously designed to encompass a broad spectrum of perspectives and ensure thorough data collection. The detailed framework for these FGDs, KIIs and IDIs are comprehensively outlined in the table presented in the Annex 1.

3.4 Analysis Framework for Assessments

This section presents the analysis frameworks utilized for assessing learning achievement, socio-emotional skills, and life skills. Drawing upon established models and research, it categorizes student performance into distinct levels based on competencies and purposes.

Analysis Framework for Level of Learning Achievement

(Marzano, 2006)

Scale (Achievement Level)	Competency
Advanced (80-100%)	Students exceed grade-level expectations with minimal errors, demonstrating mastery of foundational skills and their application in complex or real-world contexts.
Proficient (60-80%)	Students meet grade-level expectations with occasional errors, demonstrating a solid understanding of competencies.
Basic (50-60%)	Students perform below grade-level expectations, showing partial understanding and frequent errors, requiring targeted support to improve.
Below Basic (Below 50%)	Students fail to meet foundational competencies, showing significant learning gaps and requiring intensive remedial instruction.

Analysis Framework for Socio-Emotional Skill Assessment

(Goodman,1997; Stone et al., 2010)

Domain	Scale (Achievement Level)	Competency/Skill
Emotional Symptoms	**Low (0.00–0.49)**: Minimal emotional difficulties.	**Emotional regulation**: The ability to manage emotions, including anxiety, sadness, or mood swings.
	Moderate (0.50–1.49): Occasional emotional difficulties requiring attention.	**Emotional resilience**: The ability to handle stress, regulate mood, and respond to challenges.
	High (1.50–2.00): Significant emotional challenges.	**Emotional difficulties**: Challenges in managing emotions, leading to frequent emotional distress.
Conduct Problems	**Low (0.00–0.49)**: Minimal conduct problems.	**Behavioural control**: The ability to follow rules, manage aggression, and avoid temper outbursts.
	Moderate (0.50–1.49): Occasional behavioural difficulties requiring guidance.	**Behaviour management**: The ability to manage impulses and actions, adhere to expectations, and demonstrate self-control in challenging situations.
	High (1.50–2.00): Frequent or severe conduct problems.	**Behavioural challenges**: Persistent issues with aggression, rule-breaking, or temper control.
Hyperactivity	**Low (0.00–0.49)**: Minimal hyperactivity or attentional difficulties.	**Attention control**: The ability to focus attention, resist distractions, and regulate activity levels.
	Moderate (0.50–1.49): Some issues with attention or restlessness.	**Focus and impulse control**: The ability to manage impulsivity, maintain attention, and follow instructions effectively.
	High (1.50–2.00): Severe hyperactivity or impulsivity issues.	**Attention difficulties**: Significant challenges with impulse control, attention span, and managing restlessness.
Peer Problems	**Low (0.00–0.49)**: Strong peer relationships with minimal issues.	**Social integration**: The ability to form and maintain healthy peer relationships and engage positively with others.
	Moderate (0.50–1.49): Some challenges in peer relationships.	**Peer interaction**: The ability to engage with peers in a positive and cooperative manner, though occasional difficulties may arise.
	High (1.50–2.00): Significant difficulties in maintaining peer relationships.	**Social difficulties**: Persistent challenges in forming or maintaining relationships, affecting social integration.

Prosocial Behaviour	**Low (0.00–0.49)**: Minimal display of prosocial behaviour.	**Empathy and cooperation**: The ability to show understanding, share, and cooperate with others in group settings.
	Moderate (0.50–1.49): Occasional display of prosocial behaviour.	**Positive social behaviour**: The ability to demonstrate positive behaviours such as helping, sharing, and demonstrating concern for others' feelings.
	High (1.50–2.00): Strong prosocial behaviour.	**Well-developed prosocial skills**: Consistent demonstration of empathy, sharing, and cooperation in social contexts.

Analysis Framework for Life Skills Assessment

(*Kennedy et al., 2014*)

Domain	Scale (Achievement Level)	Competency/Skill
Interacting with Others	**Low (1.00–2.49):** Difficulty engaging with others.	Collaboration: Ability to engage effectively with peers, teachers, and diverse groups.
	Moderate (2.50–3.99): Satisfactory but inconsistent social skills.	Social engagement: Ability to communicate and collaborate, though occasionally needing encouragement.
	High (4.00–5.00): Strong and consistent social skills.	Effective communication: Consistently demonstrates positive and empathetic social behaviour.
Solving Problems	**Low (1.00–2.49):** Difficulty identifying and addressing challenges.	Problem-solving: Ability to analyse situations and generate solutions.
	Moderate (2.50–3.99): Can address challenges with support.	Guided problem-solving: Ability to solve problems with occasional support or supervision.
	High (4.00–5.00): Consistently solves problems independently.	Independent problem-solving: Ability to handle challenges confidently without external support.
Taking Initiative	**Low (1.00–2.49):** Reluctant to take independent actions.	Self-motivation: Ability to act without waiting for external prompts.
	Moderate (2.50–3.99): Occasionally takes initiative but needs encouragement.	Proactive behaviour: Willingness to start tasks or take leadership with external prompting.
	High (4.00–5.00): Consistently initiates actions and leads activities.	Leadership and self-driven action: Demonstrates initiative and leads peers effectively.
Managing Conflict	**Low (1.00–2.49):** Struggles to handle disputes or disagreements.	Conflict resolution: Ability to manage disputes calmly and constructively.

	Moderate (2.50–3.99): Resolves conflicts with guidance.	Guided conflict resolution: Ability to manage disputes with occasional external support.
	High (4.00–5.00): Resolves disputes effectively and independently.	Independent conflict resolution: Successfully manages conflicts without external intervention.
Understanding and Following Instructions	**Low (1.00–2.49):** Difficulty comprehending and following instructions.	Instruction adherence: Ability to understand and execute directions accurately.
	Moderate (2.50–3.99): Occasionally requires support to follow instructions.	Guided execution: Comprehends and follows directions with occasional clarification.
	High (4.00–5.00): Accurately and consistently follows instructions independently.	Autonomous adherence: Independently understands and follows instructions accurately.

3.5 Details of the Field team

3.5.1 Data Collection Team

The data collection strategy was meticulously formulated with two pivotal considerations: the number of samples to be surveyed, approximately 1200 from various Learning Centres (LCs), and the duration required for survey completion, estimated at three weeks or fifteen working days. Each survey was designed to last approximately one hour per respondent, as extending beyond this duration risks diminishing respondent engagement (B2B International, 2024).

To meet these requirements, sixteen enumerators, predominantly female, were deployed. Each enumerator was tasked with interviewing five respondents daily. The enumerators were organized into four teams, each comprising four members led by a supervisor. These four teams reported to a Field Manager. Concurrently, four qualitative researchers conducted in-depth qualitative interviews within the same three-week timeframe.

3.5.2 Data Quality Checking Team

The data collection process was supported by a dedicated Data Quality Checking Team, consisting of two back-checkers. This team complemented the quality checks performed by Supervisors, ensuring the reliability and accuracy of the collected data.

3.5.3 High-Frequency Data Checking Team

High-frequency data checking was primarily conducted by the Data Manager. This role was crucial in enabling the Project Manager to make informed decisions regarding the quality of data collection. The continuous oversight facilitated prompt interventions to maintain data integrity.

3.5.4 On-Field Survey Monitoring Team

An On-Field Survey Monitoring Team was established to evaluate enumerator performance through direct observation. This team adhered to a comprehensive checklist and provided essential support and guidance to ensure optimal performance. Responsibilities included overseeing data entry checks, accompaniment, and conducting spot-checks, with Supervisors and the Field Coordinator playing pivotal roles in these activities.

4. Findings

4.1 Relevance

The EMDC program is found highly relevant to addressing the educational needs of marginalized children in Bangladesh. It aligns closely with the formal curriculum, ensuring a smooth transition back to school for children. The program's participatory approach involves local communities, parents, and authorities in its design and execution, ensuring it reaches the most vulnerable children. Learning Centres are strategically placed near marginalized communities to overcome access barriers. Additionally, the EMDC program plays a crucial role in helping children recover from the educational disruptions caused by COVID-19, reigniting their passion for learning.

Alignment with the existing curriculum. The syllabus for the catch-up program, crafted in consultation with primary school teachers, ensures seamless alignment with the formal education curriculum. This collaboration ensures that the education provided at the learning centres is not an isolated intervention but a complementary extension of the formal schooling system, making the transition back to school smoother for the children. The content development team tried to ensure gender neutrality, diversity, colourfulness, messages of morality, and values while creating the drawings, illustrations, and contents of the lessons. Contents for each subject has selected according to the need of children where they can learn with fun. Taking instance from BRAC program, in Bangla, contents have been selected from 04 basic language competencies listening, speaking, reading, and writing considering the prerequisite of enrolled grade. On the other hand, in Math, contents have been selected from the basic competencies of mathematical knowledge, process and problem solving (BRAC Education Programme, 2023). Overall, the 6 months accelerated course was mostly focused on must and should learn competencies of starting grade. As the model follows NCTB curriculum and textbooks, all the contents have been selected from government textbooks. In case of UNICEF also, the catch-up programme was designed based on the nationally defined prioritized competencies, particularly foundational skills (both literacy and numeracy skills), competencies and areas of content that play a catalytic role for remediation and recovery along with primary grade level competencies[2]. The field team also found that the programme used the national curriculum and textbooks along with different supplementary materials that were used for accelerating the learning.

Stakeholder engagement. The EMDC program's foundation lies in its participatory approach, engaging local communities, parents, and authorities not just as beneficiaries but active participators to the program's design and execution. The program's relevance is underscored by its inclusivity of local knowledge to identify and reach the most marginalized children. In communities across Bangladesh, where children are often forced into labour or kept home due to economic hardship, the EMDC program has taken a proactive approach. Local people and parents were engaged in identifying children who were lagging, ensuring that those most in need were brought into the program. This grassroots involvement has been critical in addressing the unique needs of each community, as the program is tailored to the specific challenges faced by the children it serves. The parents were made aware under the EMDC program. For example, BRAC worked on awareness raising among parents and community leaders (BRAC Education Programme, 2023). In case of UNICEF led programme, the CMC members took the lead on behalf of local communities to take demonstrable actions to overcome socio-cultural and other barriers for children's continuation and completion of education. Communities have provided alternative learning spaces during monsoon, floods, flash floods. With support from communities, 40 LCs were implemented inside GPSs. Moreover, communities have provided rent free LCs (39), support for electricity connection, fans, drinking water and hand washing facilities, mats, classroom furniture. Communities also took initiative to make the LCs safe for the children[3]. Government officials from the education sector were also highly involved in this project from its initiation, as in words from one of the

[2] Concept note on Catch-up program: UNICEF
[3] Annual Review of the EMDC project, UNICEF, July 2024

Upazila Education Officers, said in the key-informant interview: “Education officers have been closely involved in the catch-up program from the start, conducting quarterly visits to learning centres to review educational materials and monitor student performance, which showed notable improvement. The program successfully enrolled the marginalized and disadvantaged children through a screening process and consultations with schoolteachers, local government members, etc.”

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Alignment with needs of the local people. Strategic placement of Learning Centres (LCs) near marginalized communities further enhances accessibility, addressing one of the primary barriers to education—distance. This thoughtful placement ensures that children who live far from schools and might otherwise be excluded due to logistical challenges are given an opportunity to learn and thrive. UNICEF’s programme was flexible enough to accommodate with local needs. For example, Bandarban is geographically of diverse nature having different ethnic minority groups where children are in a scattered manner. Hence, UNICEF produced three different modalities[4]:

- Learning Centre Based Learning Support (LCLS), a regular model of 25 children in one centre.
- Court-yard-based learning support (CYLS), at least 10 learners in a place selected by the community.
- Personalised Learning Support (PLS); Maximum 5 and minimum one learner.

In Bandarban, the unavailability of the family members and local community people despite informing them in advance specially, due to tobacco season, distance between paras, scattered/isolated nature of out of school children (OoSC), remoteness, lack of transportation, time consuming where only mode of accessibility is on foot, unstable communication, and network issues were the main challenges, where more personalized methods such as CYLS and PLS provided better access to the community.

Addressing diverse needs of participants. The EMDC program’s diagnostic approach, which categorizes students by learning level, is a testament to its relevance in addressing the diverse needs of its participants. By assessing students' learning levels and identifying their specific competencies and shortcomings, the program ensures that each child receives targeted support that directly addresses their potential areas of learning needs. Whether a student struggles with foundational literacy, numeracy, or other foundational skills, the program’s interventions are designed to meet them where they are and guide them toward academic improvement. For example, BRAC took aptitude tests before the students were enrolled in the program, goal of which was to assess the learning status of the students and identify the learning gaps so that the teacher could understand the students better, their strength and weakness, and prepare them for the next grade by properly guiding them[5]. UNICEF also assessed students using a diagnostic tool based on identified and prioritized competencies and this was compared with their current grade level to understand the gap and level[6].

Mending the educational disruptions caused by the pandemic. The program’s relevance is particularly evident by its response to the educational disruptions caused by the COVID-19 pandemic. The pandemic exacerbated existing inequalities, particularly for children who were already vulnerable due to their socio-economic status or academic struggles. As schools reopened, the EMDC program’s focus on ensuring that these children were not left behind became a critical aspect of its mission. In Gaibandha, for instance, parents recounted how the program played a pivotal role in helping their children re-engage with their studies after months of inactivity. This re-engagement was not just about school continuity but also reigniting a passion for learning that had been dampened by the pandemic.

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[4] Notes on EMDC project in Bandarban. UNICEF, June 2023
[5] Implementing the Accelerated Education Model for the BRAC EMDC Project, A Process Documentation
[6] Concept notes on Catch-up programme

Students also became worried about their future in education, as they could not catch-up after the covid ban was lifted. Some started thinking of having extra aid from private tutor or so forth, but the EMDC program fulfilled that necessity, as shared by one of the students in the FGD in Dhaka, *"I used to think having a private tutor would make everything so much easier for me. But now, I don't feel like I need one anymore."*

Overall, the EMDC program's relevance is clear in its ability to meet the diverse educational needs of marginalized, out-of-school, and children with learning difficulties in Bangladesh. By focusing on these vulnerable groups, the program not only mitigates immediate educational disparities but also lays the groundwork for more inclusive and equitable education in the long term.



Photo 1: Cohort 2 students sharing their thoughts in an FGD

4.2 Impact

The EMDC program has made a significant impact on the educational outcomes of marginalized and out-of-school children in Bangladesh. For instance, evaluations from the Program Organizers (POs) show that 99% of the students who reintegrated into formal schooling after completing the catch-up program, are continuing their studies in the respective government primary schools (GPSs). For UNICEF, this is documented in RTM and learner's profile.

Closing the learning gap. One of the program's most notable impacts is its role in closing the learning gap exacerbated by the pandemic. Many children, especially those from economically disadvantaged families, had disengaged from learning during prolonged school closures. Although this evaluation did not catch the impact of the EMDC program in a before-after approach, to pinpoint the effect of the program on reducing the learning gap, most of the respondents from different interviews shared with the researchers that the program improved the learning skills of the dropped-out or out-of-school children. One of the upazila education officers said that: "Before the intervention, most children in the targeted area struggled to read or write correctly in English or Bengali. The program began with an assessment of their learning levels, leading to the development of a tailored curriculum implemented over 4 to 6 months for Cohort-1 and Cohort-2."

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The results are also triangulated by comments from different interviewees. As one of the LCFs from Sylhet shared that: "As Learning Centre facilitators, we have noticed a significant improvement in the kids after they joined the catch-up program. A lot of them used to have trouble even recognizing the English and Bangla alphabets, but now they can write without any issues." The detailed result of the learning assessment of both cohorts 1 and 2 are given in the Annex 2 and Annex 3, respectively.

> One parent remarked during a focus group discussion, "Before the program, our children had almost forgotten how to study. The EMDC program reignited their interest in learning and brought them back on track.



Photo 2: Learning Assessment Test arranged by the evaluation team

Improving inherent qualities other than basic literacy and numeracy skills. The program not only improved the basic literacy and numeracy skills but also had impacts on some inherent qualities as well. For example, one of the primary school teachers, interviewed in the FGD in Narshingdi said that:

> “Students who participated in the catch-up education program show notable differences compared to those who did not. participants generally demonstrate better recognition of English and Bangla letters, improved reading and word formation skills, and enhanced handwriting quality.

This indicates that the EMDC program had a holistic impact on the overall learning levels of the students and made them well capacitated in every aspect.

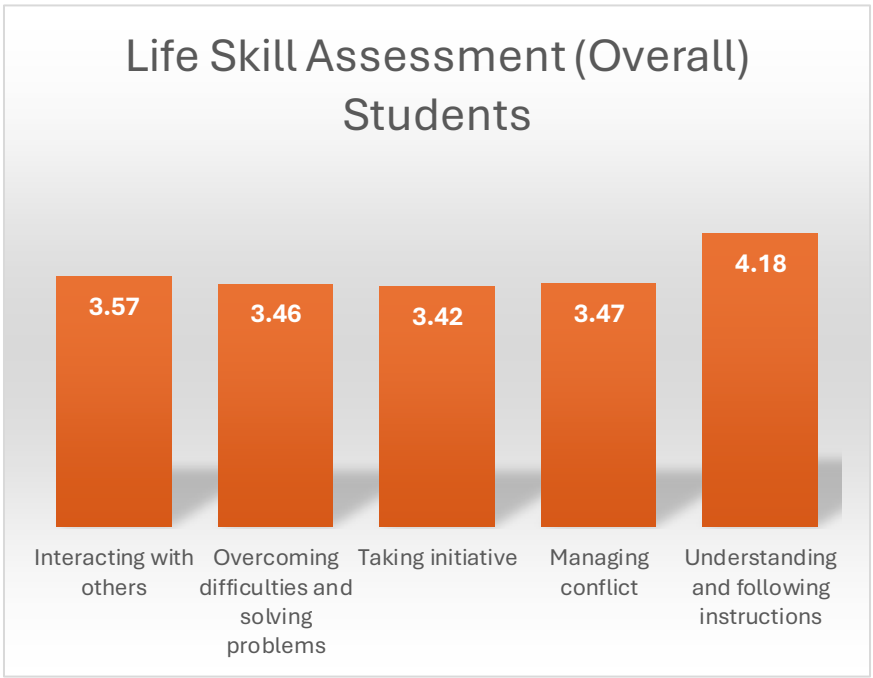
Rejoining of the students who were in fear of dropping out. EMDC’s catch-up and accelerated learning strategies were pivotal in re-engaging these students. In focus group discussions, parents from Gaibandha and other regions reported that their children, who had fallen behind, were now excelling in class due to the intensive support provided by the program. One parent remarked, *"Before this program, our child had forgotten most of their lessons. Now, they are back on track and even ahead in some subjects."*

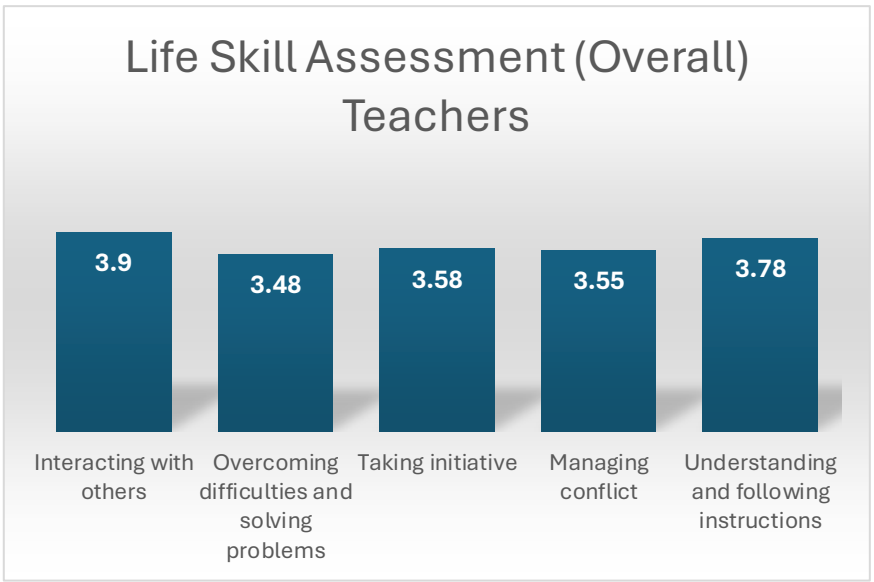
The analysis of learning levels across Bangla, Mathematics, and English for UNICEF and BRAC learners highlights both strong foundational skills and critical areas for improvement. Learners demonstrated advanced proficiency in fundamental literacy and numeracy skills, such as letter recognition, word matching, basic arithmetic operations, and reading letters, reflecting a solid base for further learning. However, significant gaps exist in sentence construction, reading comprehension, vocabulary retention, numerical literacy, and problem-solving, with Writing Words Based on Images, Constructing Sentences, Word Problems, and Writing Numbers to Words emerging as key areas of concern. Gender disparities were observed, with male learners excelling in oral skills and numerical

reasoning, while female learners performed better in reading and written tasks. However, both groups faced challenges in higher-order cognitive skills, such as interpreting extended texts, forming structured responses, and applying mathematical concepts in real-world contexts.

Impact of socio-emotional and life-skills training. Additionally, the EMDC program's holistic approach to education, which includes socio-emotional and life skills training, has had a lasting impact on the children's overall well-being. Many children reported increased self-confidence, better interpersonal skills, and a renewed interest in learning. The overall life skills data show that students demonstrate strong competence in interacting with peers (mean = 2.6) and understanding instructions (mean = 2.73), with the majority performing these tasks without help. Following instructions also have the highest mean score of 2.85, indicating that 85.2% of students can do so independently.

Figure 2: Results from the Life Skills Assessment





The findings from the life skills assessment, based on the framework by Kennedy et al. (2014), highlight significant strengths and areas for improvement among students. One of the most notable strengths is their ability to understand and follow instructions, which were rated at a high competency level. Students

demonstrated strong discipline, attentiveness, and independence in comprehending and executing directions. This reflects their preparedness to manage tasks requiring precision and self-reliance, establishing this domain as a solid foundation for further development. In contrast, other domains, such as interacting with others, solving problems, taking initiative, and managing conflict, were rated at a moderate competency level. In terms of social interaction, students displayed satisfactory skills in collaborating and communicating with peers and teachers but were inconsistent and often required encouragement. This indicates the need for structured activities such as group work, peer-led discussions, and role-playing exercises to foster collaboration and empathy, which can help improve their ability to engage with others effectively. Similarly, problem-solving skills were found to be at a moderate level. While students showed the ability to address challenges, they often relied on external support and lacked consistent independence in generating solutions. Introducing problem-based learning and providing scaffolded guidance can strengthen their critical thinking and help them transition toward independent problem-solving. The assessment also revealed moderate competency in taking initiative. Students occasionally demonstrated proactive behaviour, showing willingness to lead tasks when prompted, but struggled with consistent self-motivation and leadership. Opportunities for leadership roles, guided projects, and motivational strategies can help nurture their confidence and encourage them to take independent actions. Managing conflict was another domain requiring improvement. Students were able to resolve disputes with guidance but lacked the ability to handle conflicts independently. Teaching techniques such as active listening, empathy, and negotiation, along with role-playing scenarios, can help build their confidence and autonomy in this area.

Overall, no domains were identified at the low competency level, indicating a solid foundational skill set across all areas. However, the findings emphasise the need for targeted interventions to elevate students' competencies from moderate to elevated levels in the domains of social interaction, problem-solving, initiative-taking, and conflict management. Teachers' assessments supported these observations, reinforcing that, while students excel at following instructions, they require additional support to achieve mastery in other life skills. Addressing these areas through structured and intentional strategies will contribute to the holistic development of learners, enabling them to thrive in various social and practical contexts.

Teachers have also observed positive behavioural changes, such as improved attendance, classroom engagement, and a sense of responsibility among the children. One of the LCFs from Bhola shared the story of Arif (a pseudonym), that has been described in the Case Study.

Case Study

In the quiet coastal district of Bhola, a young boy named Arif faced challenges beyond his control. As a healthy and slightly overweight student, he had always been subjected to body shaming by his peers. Arif's early experiences in the classroom were marred by constant ridicule, which not only affected his self-esteem but also his engagement in learning. He became reluctant to attend school, often finding excuses to stay home. When he did show up, he was inattentive and disengaged.

Arif's situation was not uncommon in the rural communities of Bhola, where poverty and social stigmas can exacerbate a child's struggles. His parents, already burdened by economic hardships, could not provide the emotional support he needed to overcome the bullying. They worried that their son's education might be at risk as his grades began to decline and he lost interest in his studies.

It was around this time that Arif enrolled in a local learning centre (LC) under the Educate the Most Disadvantaged Children (EMDC) program. This program was initiated to help marginalized children catch up on missed education, especially those affected by the disruptions of the COVID-19 pandemic. One of the local community facilitators (LCF) at the centre noticed Arif's withdrawn behavior and lack of participation in class. In an effort to understand his situation better, the facilitator took time to engage with him personally, creating a supportive environment where he felt heard and valued.

The LCF worked closely with Arif over the next few months, providing extra attention and fostering a sense of belonging within the classroom. Slowly, Arif began to respond. The facilitator encouraged the other students to create a more inclusive atmosphere where differences were respected, and learning became the central focus.

As Arif's confidence grew, so did his interest in his studies. The turning point came when he stopped caring about the negative comments regarding his body. The supportive environment at the LC, combined with positive reinforcement from his facilitator and peers, helped him shift his focus from the external pressures of body image to the internal satisfaction of learning. His grades began to improve, and for the first time in months, he was excited about coming to class.

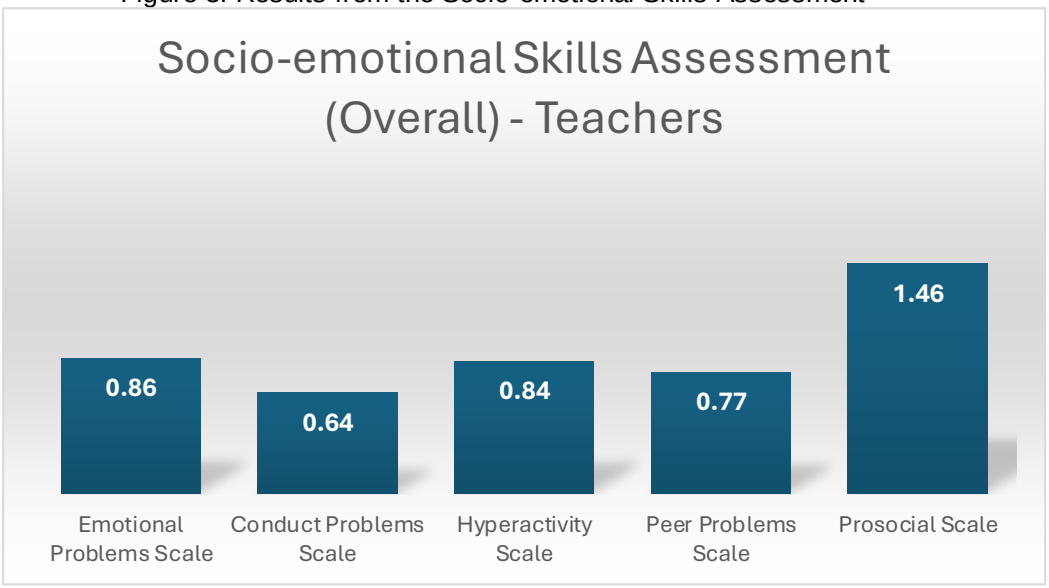
The change in Arif was profound. No longer held back by insecurities or fear of ridicule, he became one of the most attentive students in the class. His newfound confidence even spilled over into other areas of his life. He began participating in community activities, helping younger children with their studies, and dreaming of a future beyond the limitations once placed on him.

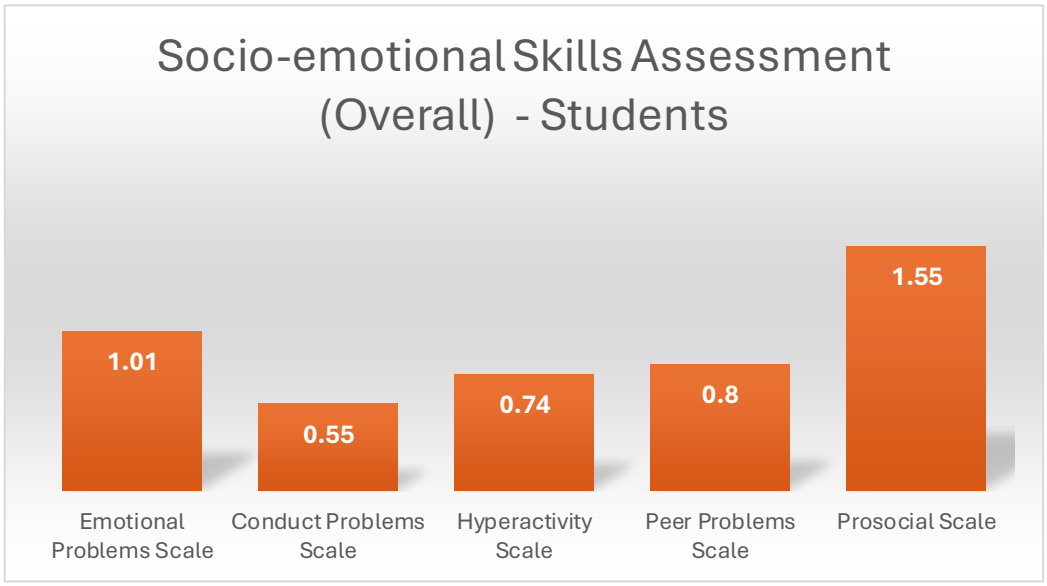
Arif's story is a testament to the power of education in transforming lives—not only academically but emotionally and socially. His experience at the Bhola Learning Centre, under the EMDC program, highlights the importance of addressing both the educational and psychological needs of marginalized children. It shows that, with the right support, children like Arif can overcome personal challenges and thrive in an environment where they feel valued and empowered.

In Bhola, the EMDC program didn't just provide Arif with the tools for academic success—it gave him the self-confidence to pursue his dreams despite the challenges he faced. His journey from a shy, bullied boy to a confident, eager learner is an inspiring example of the impact that inclusive, community-focused education can have on even the most vulnerable children.

Behavioural changes were also seen among the way the children behave in social setting. One of the parents in the FGD in Saghata said that: *"I have seen how much the kids have improved, not just in their reading and writing, but also in how they respect their elders. For example, one day I saw a child helping an elderly neighbour carry groceries home—a small thing, but it shows how they are learning to care for others. It is not just about schoolwork anymore; they are becoming more involved in the community and showing real respect for the seniors around them."* Understanding instructions is ranked highly by the teachers, with a mean score of 2.67, where 71.2% of learners can follow instructions without assistance. Communication with staff and others shows moderate competence, with mean scores of 2.55 and 2.48, suggesting that most learners can communicate effectively, although some still require assistance.

Figure 3: Results from the Socio-emotional Skills Assessment





The socio-emotional skill assessment revealed several key findings across five domains, reflecting varying levels of student competency. In the Emotional Problems domain, students demonstrated moderate challenges in managing their emotions, such as frustration and anxiety, a finding corroborated by teachers who observed occasional emotional struggles. Regarding Conduct Problems, students were reported to exhibit moderate levels of behavioural issues, including difficulty adhering to rules, with teachers also noting inconsistent behaviour management. For Hyperactivity, moderate tendencies toward restlessness and impulsivity were evident, occasionally disrupting students' focus, as highlighted

by both students and teachers. In the Peer Problems domain, students self-reported low to moderate difficulties in building and maintaining positive peer relationships, with teachers observing occasional conflicts and challenges in collaboration. However, in the Prosocial Behaviour domain, students exhibited high competency, consistently demonstrating cooperative and helping behaviours, as confirmed by teachers. The catch-up program has positively impacted students, enhancing their socio-emotional development and fostering improvements in behaviour, emotional regulation, and interpersonal skills. The detailed analysis of the socio-emotional skills and life skills assessment results are included in Annex 4 and Annex 5, respectively. The detailed analysis of the socio-emotional skills and life skills assessment results are included in Annex 4 and Annex 5, respectively.

However, while the program has had a transformative effect on many children, challenges remain. The short duration of the catch-up program, coupled with socio-economic pressures faced by many families, means that sustained impact requires further investment. One of the parents responded in the FGD that,

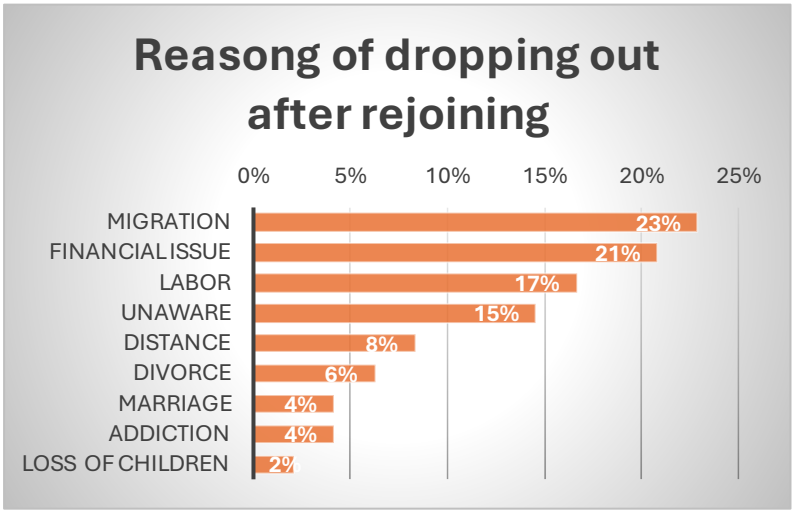
> “Most families here are extremely poor. When you don’t have enough to eat or clothes to wear, how can education be a priority? Some lost everything during the pandemic, and then again in the floods that followed. How can they possibly send their children to school?

Overall, the EMDC program’s impact is evident in the tangible academic scores made by participants, the increased engagement of marginalized children in education, and the renewed hope it has brought to communities struggling with educational inequities.

4.3 Effectiveness

While evaluating the effectiveness of the project, the study assessed the extent to which the project’s objectives have been achieved and the factors that influenced the outcomes.

Primary objectives of the project were mostly met. The project’s primary objective was to provide remedial education to marginalized and dropped-out children through catch-up and accelerated learning models, ensuring that those disproportionately affected by pandemic-related school closures can regain foundational skills in literacy and numeracy before transitioning back to formal education, and finally reintegrating them into the formal education system. The study evaluated the literacy and numeric skills of those students by some short exams and found the results to be satisfactory. Moreover, the study also collected data on the number of students entering in the EMDC program and the number of students rejoining the Government Primary School (GPS) after finishing the catch-up program, and it was found that nearly 99% of the students have joined the nearest GPS or madrasa and thus continuing their studies. Lastly, the dropping out of students after completing the EMDC program was also evaluated, to dig out the reasons behind it.



The leading factors came out to be migration (23%) of the students to different educational institutions, especially madrasas, and financial issues (21%). This financial issue or poverty is sometimes coercing the parents, and they have no other choice than engaging their children in cultivation or other types of child labour (17%). Other than these, unawareness of the parents (15%) about the significance of the regularity of the education of their children also play a significant role in dropping out of pupils after rejoining at primary schools. The study also gave efforts to find out the available information of those dropped out students, however more than half of the respondents from different interviews shared that although the system of tracking back students is in place, they do not have the updated information in many cases. The data they have shown that most of the dropped out are staying with family. Girls are supporting their family in household chores, while boys are working in the cultivation fields from time to time.

The curriculum was tailored to the needs of the beneficiaries and was aligned with the national standards. The curriculum followed in this EMDC program is an accelerated one, which was designed to educate the most disadvantaged children on strategic areas: providing catch-up education for recently dropped-out children, and accelerated education for disadvantaged out-of-school (OoSC) children. Hence, the curriculum was a bit fast paced but followed exactly the NCTB books and was designed to achieve exactly those learning outcomes. Therefore, the curriculum can be said to be tailored to the needs of marginalized and dropped-out students and perfectly aligned with the national standards. The pedagogical uniqueness of the EMDC program lies in their adaptive and context-specific approaches. Teaching at the Right Level (T@RL) groups students based on proficiency rather than age or grade, enabling incremental mastery of foundational skills, particularly in literacy and numeracy. Individual Learning Tracking allowed for personalized learning plans and continuous monitoring of progress, ensuring students receive support aligned with their specific learning gaps. Moreover, experiential learning added to the uniqueness of the EMDC program, where methods like role-playing, storytelling, and real-life problem-solving tasks created engaging learning environments that connect academic content to practical experiences.

Frequent trainings made the teachers well capacitated and effective in teaching the disadvantaged children. The teachers from both the partners, i.e., UNICEF and BRAC received basic trainings at the beginning and refresher's training from time to time, mostly monthly. The content of the training included child psychology, child development, classroom management, teaching-learning methods and techniques, active communication, and student assessment. The refreshers enabled the teachers to refresh their learnings and go back to their respective schools with enhanced capability and motivation. Overall, utilizing both in-person and technology-enabled blended methods ensured flexibility and accessibility. Remote modules, combined with in-person coaching, allowed teachers to practise and refine skills at their convenience.

The project tried reaching the most vulnerable groups effectively and mostly it succeeded. Government and community engagement were there from the beginning till the end. At first, the project team surveyed the catchment area in search of the marginalized and out-of-school children and prepare a list of required number of students. After that, the list is shared with the head teacher at the government primary schools and the head teacher verifies the list, which ensures a true picture of the locality. Teachers, along with local community members, play a crucial role in identifying students who need immediate support. Their on-ground knowledge helps to ensure no child is left behind. PRA was also used for social mapping. Therefore, the project effectively reached the most vulnerable groups, i.e., girls, ethnic minorities, children with disabilities.

Although almost all the respondents from various in-person interviews commented that the screening and targeting process followed by the EMDC program was highly effective, some of them have some suggestions that could make the system even more focused and eventually that can benefit the people with more need than others. For example, one of the LCFs in an FGD said that:

> "A lot of these kids come from poor families, so they kind of hope for some financial help from the program. For instance, one parent mentioned that their child is eager to come to the sessions, but they also wonder if there's a way to get a little support, like maybe for school supplies or even lunch money. It would make a big difference for families who are really struggling.

Some of the parents talked about reducing the age limit from 7 to 5. This was not possible from the program's capacitive point of view, but from the parent's context, this would have included some more needy students. One of the TEOs from Dhaka shared that:

> "In places like char fashion, there are a lot of kids who really need this support," said the thana education officer. "I believe we should be flexible with how many students we enrol based on what's actually needed in each area. For instance, in char fashion, there are more children who could benefit from this program, so adjusting the capacity to fit the demand would make a huge difference.

Another UEO thinks the limit of the number of the students that can be enrolled in the program should not be fixed, rather should vary based on the demographic characteristics of people from different districts. In his words:

> "I really think the LCFs should visit the kids' homes more often," said the Thana Education Officer. "I remember one student who really started improving after a few home visits. The LCF talked to the parents, and after that, they made sure the kid was doing their homework and getting to school on time. If more kids got that kind of attention, I believe it would make a big difference in their progress.

There was another crucial suggestion from another UEO that the EMDC program staffs should keep clear written documentation about their activities, so that the focus is understandable and transparency is maintained. However, during the FGD with LCFs they also commented on different challenges that they faced during the screening process. As per one of the LCFs comments: *"As LCFs, we've faced all kinds of challenges. There is a lot of superstition and stigma around the program, especially from some community and religious leaders who were not fully on board at first," shared one of the LCFs during the FGD. "Getting kids who were involved in child labour to enrol was also really tough. Many parents felt unsure about sending their children. That's why we think it would help to do more home visits and run community campaigns to spread awareness about the benefits of the program."* One of the headteachers from one of the schools suggested that the class teachers of the relevant section, from which students were taken, need to be integrated and communicated with the LCs, since they know the level of learning gap of her students precisely.

One obvious shortcoming was shared by one of the area managers of the program that: "There is a predetermined target on the number of LCs and number of children to take. Sometimes, the actual need is much higher than the determined numbers. In such cases, we cannot do anything if our target is

fulfilled. The remaining children must wait for vacancies." Finally, the students selected in this program are from poverty-ridden needy families, and hence some sort of financial aid by the program could have created more interest among the parents, and they would send their children to the classes more regularly. This suggestion came from the LCFs from Bhola in the respective FGD.



Photo 3: One of the Head Teachers being interviewed

4.4 Coherence

This section assesses how effectively the EMDC project integrates with other initiatives, policies, and strategies at local, national, and global levels. This is crucial to ensuring that the project's activities not only address the immediate needs of marginalized communities but also align with broader educational goals, development strategies, and the local context, thus enhancing its overall impact and sustainability.

Coherence with national education policies. The EMDC project is deeply integrated with Bangladesh's national education policies, notably the Primary Education Development Plan (PEDP), which is the government's flagship initiative for improving access to primary education with a particular focus on the poorest and disadvantaged (Department of Primary Education, 2018). EMDC's design and execution support the Government of Bangladesh's (GoB) objectives, particularly in addressing gaps for out-of-school children (OoSC), reducing dropout rates, and enhancing foundational literacy and numeracy. By closely aligning with the PEDP, the EMDC ensures that its interventions are not temporary or isolated but fit into a larger, systemic effort to uplift marginalized children into the formal education system. The program's coherence with national educational strategies is anchored in its collaboration with Bureau for Non-Formal Education (BNFE), ensuring that the project's accelerated learning models and catch-up programs are embedded within the broader non-formal education framework in Bangladesh. In this context, the pilot project titled "The Learning Loss Study 2022" can be referred here. To mitigate the learning loss from COVID-19, a three-month remedial education package was devised and implemented in 508 schools under four Upazilas. The package included three major subjects: Bangla, English, and Mathematics. The package intended to achieve the grade-specific foundational competencies that are necessary for a primary school student. The Teaching Learning Materials (TLM) on Bangla, English and Mathematics had been developed and delivered to the schools with support from EU and UNICEF.

Technical assistance to the non-formal education authority. Through ongoing consultations with BNFE, the EMDC ensures its curriculum, pedagogy and learning materials adhere to national educational standards, creating a smooth pathway for students transitioning from non-formal learning centres back into formal schools. For instance, the use of the national curriculum as the foundation for the EMDC's catch-up programs guarantees that children reintegrate into formal education. This strategic alignment means that the project's impact is not only felt during its operational phase but also leaves behind a structured, institutionalized approach to dealing with learning loss and dropout issues. In November 2022[7], UNICEF started to build a real-time monitoring system for BNFE. Prior to that, BNFE was doing all their validation and monitoring manually on paper or in excel for School Children Programme. Now, this digital platform will handle all the validation and monitoring in real-time. The other priorities in the Technical Assistance Plan (TAP)[8] to build BNFE capacity are (i) improving Second Chance Education (SCE)'s quality (pedagogy, assessment, materials, and HR capacity) (ii) developing a long-term vision and plan for OoSC; (iii) conducting a small-scale pilot of future SCE model for scale up, etc.

Integration with international agenda. The EMDC project operates within a wider international development agenda, particularly aligning with the UK's International Development Strategy (IDS) (UK's International Development Strategy, 2022), the FCDO Women and Girls Strategy (2022-2025) (Foreign, Commonwealth and Development Office (FCDO), 2023), and global commitments made at forums like

[7] https://riseuplabs.com/project-signing-with-unicef-to-build-real-time-monitoring-system-for-bnfe/
[8] https://iati.fcdo.gov.uk/iati_documents/D0002650.odt

the Transforming Education Summit (United Nations (UN), 2024). These frameworks emphasize the need to address learning losses caused by the COVID-19 pandemic, with a particular focus on gender equity and the inclusion of marginalized groups such as children with disabilities (CWD), and children from ethnic minorities, demonstrating its coherence with the global priorities. The program's attention to gender parity and inclusivity is closely aligned with global commitments like Sustainable Development Goal 4 (United Nations, 2024) which aims to ensure inclusive and equitable quality education for all. SDG 4.1.1a seeks for a proportion of children and young people in grades 2/3 achieving at least a minimum proficiency level in (i) reading and (ii) mathematics by 2030. By harmonizing its efforts with such global goals, EMDC amplifies its coherence and ensures that its work in Bangladesh contributes to broader international efforts aimed at reducing educational disparities, especially for vulnerable populations.

Complementing other educational initiatives. One of the standout features of the EMDC project is its ability to complement other educational initiatives, enhancing collective impact rather than duplicating efforts. Through its collaboration with BRAC and UNICEF, the project brings together deep expertise in non-formal education, child development, and community engagement. This partnership allows EMDC to leverage well-established models, such as UNICEF's Multi-Grade Multi-Level (MGML) approach, which is particularly effective in diverse learning environments where students have varying levels of prior education. BRAC's Bridge School model (BRAC Education Programme (BEP), 2024) is also a notable one where students go through a bridge course to refresh their previous learning and thus, by avoiding repetition, they save a schooling year which helps them to graduate in an expedited manner. By integrating and refining these models within the EMDC framework, the project ensures that children in remote or underserved areas receive tailored educational support that accelerates their learning. This synergy avoids redundancy and ensures that educational support reaches those who need it most, while enhancing the overall effectiveness of Bangladesh's national and non-formal education systems.

Seamless transition of OoSC students back into formal education. A key aspect of coherence in the EMDC project is its focus on integrating non-formal education interventions with Bangladesh's formal education system. The program is designed to prevent the creation of parallel education systems that could isolate marginalized children from the mainstream. By working in tandem with local schools and government bodies, EMDC ensures that the students who complete their catch-up programs seamlessly transition into formal schools, preventing the creation of a separate track for these marginalized children. This integration is critical in preventing the perpetuation of educational gaps between marginalized children and their peers. EMDC's success in reintegrating 97% of its catch-up education graduates into formal schools illustrates its effectiveness in aligning with and enhancing the formal education system. This achievement reflects the program's integration with the formal education system and highlights the importance of aligning non-formal interventions with broader national goals.

4.5 Sustainability

The EMDC program is strategically designed as a stop-gap initiative, with the primary goal of reintegrating marginalized, out-of-school, and COVID-19-affected children into the formal education system. While the program is not intended to be a permanent fixture, its success hinges on its ability to bridge the gap for these children, providing them with the academic, social, and extracurricular foundations necessary to thrive in a traditional school setting.

As per Primary Education Development Program (PEDP)-4 (2022), approximately 2.5 million children aged 8–14 years are reported to be out of school, with significant concentrations in urban slums, the Chittagong Hill Tracts, and among children with special needs. These are also of core priority areas in EMDC as well. For instance, Bandarban, one of the districts from the Chittagong Hill Tracts, has a geographically varied landscape that hosts different ethnic minority groups, leading UNICEF to offer Courtyard Based Learning Support (CYLS) where at least ten learners studied in a place selected by the community itself.

PEDP-4 pointed out that, in 2014, about 11 percent of children in this age group (8-14 years) were not enrolled in school, with higher rates among boys compared to girls, and various factors contribute to this, including geographic location, disability status, parental education, and household wealth. These socio-economic factors play a crucial role in determining whether children have access to education. These factors were well considered in designing the EMDC programme, at both BRAC and UNICEF ends. For instance, BRAC focused on increasing awareness among parents and community leaders

(BRAC Education Programme, 2023). Similarly, in the UNICEF-led initiative, Community Management Committee (CMC) members represented local communities and overcame socio-cultural and other barriers hindering children's education continuity and completion. During periods of monsoons, floods, and flash floods, communities even facilitated alternative learning spaces to ensure uninterrupted education.

Finally, to evaluate the sustainability of EMDC program, we can look at the specific targets, outlined in PEDP-4, under sub-component 2.5), aimed at addressing the issue of OOSC, as in:

- To enrol at least 250,000 new out-of-school children in learning centres through Independent Service Agencies (ISAs) and
- To ensure that at least 60% of children who enrol in learning centres remain in those centres.

In that sense, EMDC program can undoubtedly claim itself as a model or prototype in attaining these goals. The EMDC program focuses on immediate educational recovery and catch-up, ensuring that children who have fallen behind are brought up to speed with their peers. The end goal is transiting these students back into formal schools, where they can continue their education within the established system. This links with the focal area, as per PEDP-4, of improving the national survival rate to grade 5. An increase in this rate (how many students continue their education through to grade 5) is seen as a positive indicator of educational access and retention. The continuous monitoring within the EMDC model, even after the reintegration to government primary schools (GPS), ensures the retention at large.

5. Conclusion

The Educate the Most Disadvantaged Children (EMDC) program has played a crucial role in addressing the significant learning losses caused by the COVID-19 pandemic in Bangladesh. The evaluation revealed that the EMDC program not only met its enrolment and participation targets, but also had a measurable impact on learning outcomes, particularly in enhancing foundational skills and socio-emotional development. The six-month catch-up programs, followed by accelerated instruction, proved effective in preparing students for re-entry into formal schooling, with noteworthy progress observed in literacy and numeracy skills. While the EMDC program has made significant strides in mitigating COVID-19 learning loss among disadvantaged children, continued investment and attention are required to ensure that these gains are not only maintained but expanded. The lessons learned from this initiative provide a valuable roadmap for future educational recovery programs in Bangladesh and other contexts where educational inequality has been exacerbated by the pandemic.

5.1 Recommendation

5.1.1 General Recommendations for the Government

To ensure the Sustainability of the catch-up program, the government must play a pivotal role by creating an enabling environment, mobilising resources, and embedding the program within the broader national education framework. Below are some general recommendations:

1. **Institutionalise the Catch-Up Program within the National Education Policy**
Recommendation: Incorporate the catch-up program as a formal or non-formal initiative under the National Education Policy.
Justification: The sustainability of reintegration depends on consistent support from both the community and parents to ensure that children remain engaged in formal education. Findings reveal that post-program engagement is limited, leading to challenges such as dropouts or stagnation in student performance. Embedding the program within the national policy will ensure its long-term funding, integration, and scalability. Government ownership can help sustain the program across diverse geographical and socio-economic contexts.
Suggested Activities:

- Conduct policy dialogues with education stakeholders to institutionalise the catch-up program.
- Align curriculum, teacher training modules, and program objectives with national education standards.

Who Will Do the Activities: Ministry of Primary and Mass Education (MoPME) and Directorate of Primary Education (DPE).
How Much Time Will Be Needed: The activities can start immediately, but the government needs to carry out the program continuously.

2. **Promote Community Ownership of Catch-Up Programs**
Recommendation: Establish mechanisms for community participation in program implementation and monitoring, such as school management committees (SMCs) and parent-teacher associations (PTAs).
Justification: Findings reveal that post-program engagement is limited, leading to challenges such as dropouts or stagnation in student performance. Community involvement ensures local buy-in and sustainability. Parents and community leaders can provide on-the-ground support, monitor program outcomes, and address barriers to education.
Suggested Activities:

- Organize awareness campaigns to highlight the importance of catch-up programs.
- Train community leaders and parents on how to support children's education.

Who Will Do the Activities: Local government bodies and community organizations.
How Much Time Will Be Needed: The activities need to be incorporated in the government planning document in the short-term and run continuously.

5.1.2 Common Recommendations for Both UNICEF and BRAC

1) Sustainability

Recommendation: Foster community-based support groups to strengthen parental and community involvement, providing ongoing guidance and mentorship to families and students post-program.

Justification: The sustainability of reintegration depends on consistent support from both the community and parents to ensure that children remain engaged in formal education. Findings reveal that post-program engagement is limited, leading to challenges such as dropouts or stagnation in student performance.

Suggested Activities:

1. Establish Community-Based Support Groups:
   - Form parent and community support groups at the local level, involving teachers, community leaders, and program facilitators.
   - Conduct regular meetings to share students' progress and provide guidance on addressing challenges.
2. Periodic Home Visits and Check-Ins: Train facilitators and community volunteers to conduct home visits and periodic check-ins with families to ensure a supportive learning environment at home.
3. Parent Capacity-Building Workshops: Organize workshops to train parents on how to support their children's education, focusing on creating positive learning environments, encouraging regular attendance, and managing study routines.
4. Collaboration with Government Officials: Partner with local education offices to integrate post-program monitoring into broader educational frameworks, ensuring alignment with national goals and resources.

Who Will Do the Activities:

- UNICEF & BRAC Program Teams: Design & organise capacity-building workshops.
- Facilitators and Community Volunteers: Monitor students' progress, conduct home visits, and organise community meetings.

How Much Time Will Be Needed: The activities need to be incorporated in ongoing programme planning in the short-term.

2) Assessment of Level of Learning Achievement

a. Recommendation: Focused Intervention on Developing Higher-Order Competency in English (Sentence Construction, Word Formation, and Reading Comprehension)

Justification: Findings showed that students, especially those at the Basic (50-60%) and Below Basic (below 50%) competency levels, are struggling with higher-order English skills, such as sentence construction, word formation, and reading comprehension. These skills are crucial for advancing from foundational competencies (e.g., letter recognition and simple word reading) to more complex language tasks. The Proficient (60-80%) and Advanced (80-100%) competency levels are challenging for many students, as they continue to face difficulties in constructing sentences, forming words, and understanding reading passages. Targeted intervention focusing on these skills will be necessary to help students achieve higher levels of proficiency.

Suggested Activities:

Structured Language Workshops:

- Conduct workshops to teach word formation, sentence construction, and paragraph comprehension using interactive methods such as group activities, storytelling, and role-play.
- Include practice with real-life scenarios to improve functional English skills (e.g., forming sentences about daily activities).

Customized Learning Materials:

- Develop tailored worksheets, flashcards, and reading materials focused on the weak areas identified, such as constructing sentences, rearranging words, and reading paragraphs.
- Incorporate pictures and visuals to support understanding for younger learners.

Peer Learning Groups:

- Form small peer groups to encourage collaborative learning where students help each other in forming words and constructing sentences.
- Assign group leaders (more advanced learners) to facilitate discussions and practice sessions.

Teacher Training:

- Provide teachers with professional development sessions to equip them with effective strategies for teaching advanced language skills.

Monitoring and Assessment:

- Conduct monthly assessments to measure progress in word construction, sentence formation, and paragraph reading.
- Use feedback from assessments to adjust activities and materials as needed.

Who Will Do: UNICEF & BRAC Program Teams.
Time Required: The activities need to be incorporated in ongoing programme in the short-term.

b. **Recommendation:** Establish a Numeracy Enhancement Program to strengthen numerical literacy, arithmetic operations, and problem-solving skills through structured interventions.
Justification: UNICEF male learners struggled with writing numbers in words and multi-step word problems, while female learners found difficulties in multiplication and arithmetic-based problem-solving. Similarly, BRAC learners exhibited difficulties in number-word conversion, problem-solving using subtraction and addition, and multi-step calculations. Enhancing students' ability to translate numbers into words and apply mathematical operations to real-life problems will significantly improve their confidence and performance in higher-order mathematics.
Suggested Activities:

- Develop interactive exercises that help learners convert numbers into words and apply arithmetic operations in real-world contexts.
- Conduct math problem-solving workshops tailored to gender-specific challenges, ensuring differentiated instructional methods for both male and female learners.
- Introduce visual learning aids and games to help reinforce number-word association and multi-step calculations.

Who Will Do the Activities: Ministry of Education (MoE), Directorate of Primary Education (DPE), BRAC, UNICEF, and relevant education partners.
Time Required: The activities need to be incorporated in ongoing programme in the short-term.

c. **Recommendation:** Launch an English Proficiency Support Program to strengthen reading comprehension, vocabulary development, and oral communication skills through targeted strategies.
Justification: UNICEF male learners showed difficulties in reading paragraphs, constructing sentences, and answering oral questions, while female learners faced challenges in word construction and sentence rearrangement. BRAC learners, particularly males, struggled with sentence structuring and reading comprehension, while females struggled with reading fluency and vocabulary recall.
Suggested Activities:

- Implement guided reading sessions with structured comprehension exercises tailored to address gender-specific learning needs.
- Conduct oral communication practice sessions to enhance sentence structuring, word recognition, and fluency.
- Develop interactive, vocabulary-building exercises such as word construction games and sentence formation drills.

Who Will Do the Activities: Ministry of Education (MoE), Directorate of Primary Education (DPE), BRAC, UNICEF, and education NGOs.
Time Required: The activities need to be incorporated in ongoing programme in the short-term.

5.1.3 Individual Recommendation for UNICEF and BRAC: Assessment of Learning Competency

UNICEF

Recommendation: Revisit and strengthen the Multi-Grade Multi-Level (MGML) approach to address varying competency levels within classrooms. This enhancement should emphasize improving sentence construction, picture-based sentence making, paragraph reading in Bangla, writing numbers in words and identifying geometric shapes etc. in Mathematics, and writing words based on pictures, constructing sentences, answering oral questions in English, using targeted, adaptive, and inclusive strategies.

Justification:
The MGML model has been successful in meeting the diverse educational needs of students, as shown by UNICEF's program outcomes. However, advanced literacy and numeracy gaps persist, particularly in sentence construction in Bangla, solving applied mathematical problems, and achieving English reading fluency. To better support students' transition from basic to more advanced competencies, the MGML approach must be enhanced. By integrating standardized tools, instructional strategies, and differentiated learning approaches, we can ensure all students achieve grade-level competencies and foster a more inclusive learning environment that aligns with program goals.
Suggested Activity:

1. Facilitator Training and Capacity Building: Conduct advanced professional development workshops for facilitators on MGML methodologies with a focus on differentiated instruction, scaffolding, and activity-based teaching.
2. Development of MGML-Specific Tools and Materials: Develop competency cards, interactive activity sheets, and digital resources for Bangla, Mathematics, and English, designed to address both foundational and advanced skills.
3. Classroom Implementation and Monitoring:
    - Activity: Introduce MGML tools in classrooms, focusing on group work, peer learning, and individualized progress tracking.
    - Monitoring: Conduct monthly progress assessments and regular classroom observations to refine instructional practices.

Who Will Do the Activities: UNICEF Program Teams, Facilitators
Time Required: Short-term

BRAC

Recommendation: Revisit and strengthen the Bridge Program by integrating adaptive learning tools and targeted interventions to address competency gaps in Bangla (sentence construction, picture-based sentence making, paragraph reading), Mathematics (writing numbers in words, word problems using subtraction-addition), and English (forming words, recalling names of the days of the week, answering oral questions, reading words and paragraphs).
Justification:
The Bridge Program has been successful in accelerating learning for marginalized children. However, there are gaps in advanced literacy, numeracy, and English skills, which hinder students' ability to transition into formal education. To address these competency gaps, the Bridge Program should introduce adaptive learning strategies that cater to individual student needs, ensuring that students achieve grade-level competencies and are well-prepared for reintegration into formal schooling.
Suggested Activities:

1. Interactive Bridge Learning:
    - Facilitate group-based learning sessions to enhance sentence construction in Bangla and real-world problem-solving in Mathematics.
    - Use storytelling, role-playing, and vocabulary games to improve English reading fluency and comprehension.
2. Capacity Building for Facilitators:
    - Conduct specialized training sessions for Bridge Program facilitators, focusing on differentiated instruction, scaffolding techniques, and the use of adaptive learning tools.
    - Equip facilitators with the skills and knowledge to deliver tailored instruction that meets the advanced learning needs of their students.

Who Will Do the Activities: BRAC Bridge Program Teams, Facilitators.
Time Required: Short-term.

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Annexure

Annex 1: Qualitative Sampling

	KII - UEO	KII - Catchup Provider	IDI - Project Program Manager	IDI - Head Teacher	IDI - Head of CMC	FGD
UNICEF						
Bandarban						
Lama	UEO	Catch up Provider	Manager	HT	HCMC	Students, LCT
Alikadam	UEO		Manager	HT		Parents, PST
Brahmanbaria						
Nasirnagar	UEO	Catch up Provider	Manager	HT		Parents, PST
Bancharampur	UEO		Manager	HT	HCMC	Students, LCT
Narshingdi						
Sadar	UEO		Manager	HT	HCMC	Students, LCT
Raipura	UEO		Manager	HT		Parents, PST
Dhaka						
North	UEO	Catch up Provider	Manager	HT	HCMC	Students, LCT
South	UEO		Manager	HT		Parents, PST
Mymensingh						
Ishwargonj	UEO	Catch up Provider	Manager	HT	HCMC	Parents, PST
Gouripur	UEO		Manager	HT		Students, LCT
BRAC						
Sherpur						
Sherpur Sadar	UEO	Catch up Provider	Manager	HT	HCMC	Parents, PST
Jhinaigati	UEO			HT		Students, LCT
Sylhet						
Sylhet Sadar	UEO		Manager	HT		Parents, PST
Jaintapur				HT	HCMC	Students, LCT
Gaibandha						
Gaibandha Sadar	UEO		Manager	HT	HCMC	Parents, PST
Saghata	UEO		Manager	HT		Students, LCT
Bhola						
Bhola Sadar	UEO		Manager	HT	HCMC	Parents, PST
Lalmohon	UEO		Manager	HT		Students, LCT
TOTAL	**17**	**5**	**16**	**16**	**9**	**36**

Project locations on the map of Bangladesh

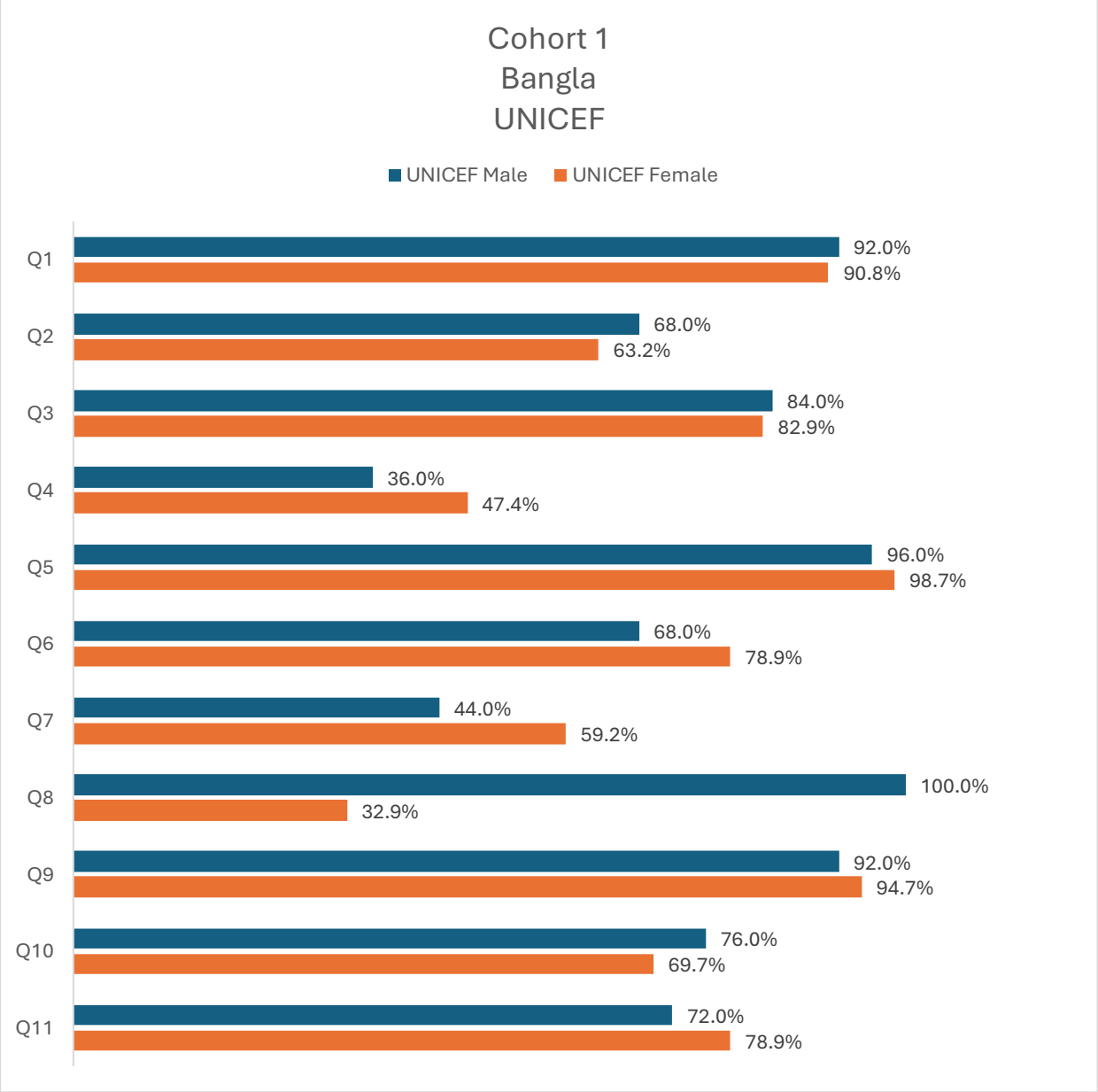


Annex 2: Detailed Results - Cohort 1

Learning Outcomes Cohort-1

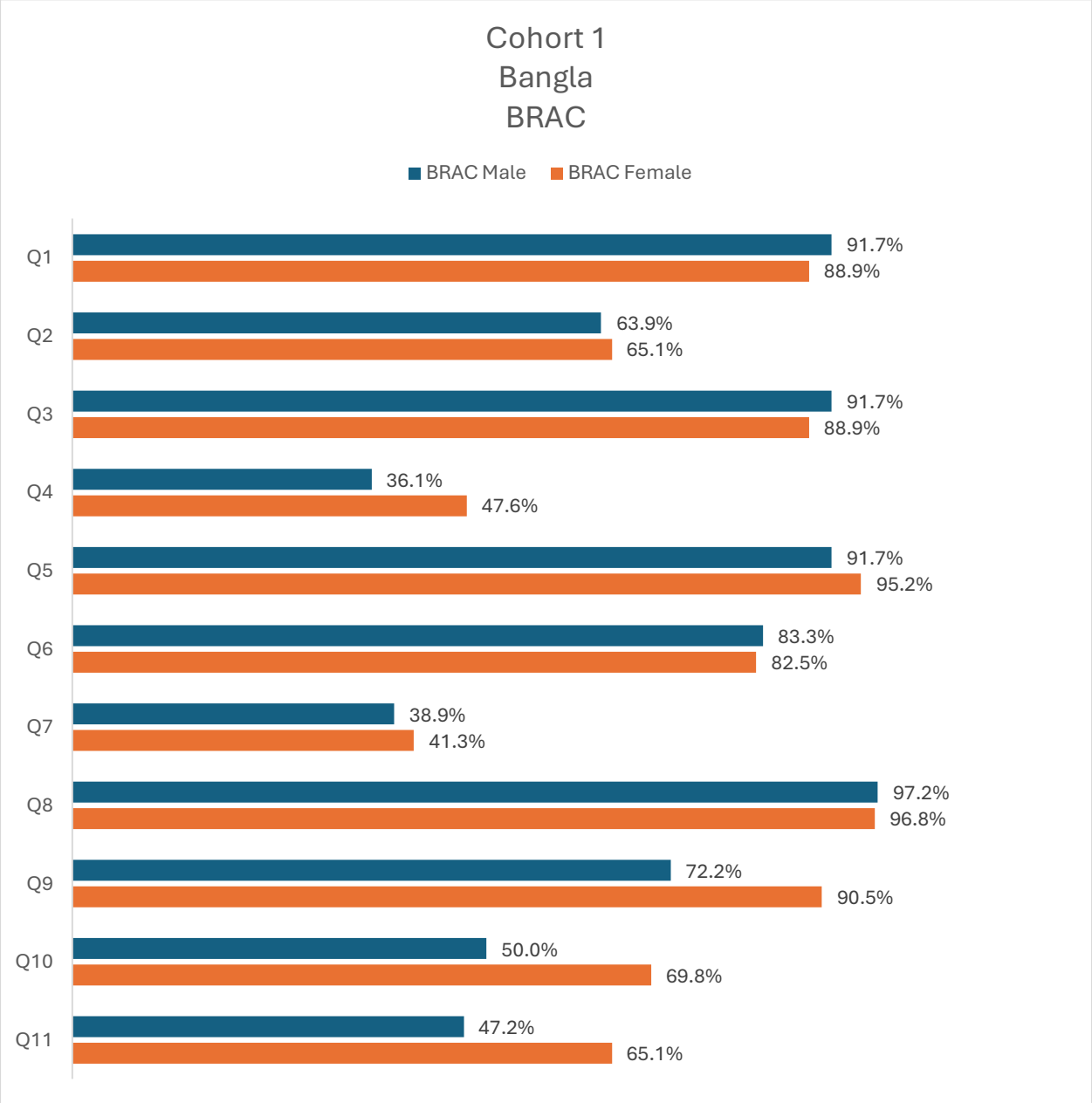
Bangla

UNICEF



	UNICEF Male Students	UNICEF Female Students
Level 1 - Advanced (80-100%)	Rearranging Letters (Q1), Breaking Down Compound Letters (Q3), Matching Words (Q5), Oral Question Answering (Q8), Reading Letters (Q9).	Rearranging Letters (Q1), Breaking Down Compound Letters (Q3), Matching Words (Q5), Reading Letters (Q9).
Level 2 - Proficient (60-80%)	Matching Letters with Symbols (Q2), Filling in Blanks to Complete Sentences (Q6), Reading Words (Q10), Reading Sentences (Q11).	Matching Letters with Symbols (Q2), Filling in Blanks to Complete Sentences (Q6), Reading Words (Q10), Reading Sentences (Q11).
Level 3 - Basic (50-60%)	None.	Constructing Sentences from Given Words (Q7).
Level 4 - Below Basic (below 50%)	Writing Words Based on Images (Q4), Constructing Sentences from Given Words (Q7).	Writing Words Based on Images (Q4), Oral Question Answering (Q8).
Area of Concern	For Writing Words Based on Images (Q4), only36% male and 47.4% female students achieved full marks, highlighting a significant area for improvement in visual recognition and vocabulary development.	

BRAC



	BRAC Male Students	BRAC Female Students
Level 1 - Advanced (80-100%)	Rearranging Letters (Q1), Breaking Down Compound Letters (Q3), Matching Words (Q5), Filling in Blanks to Complete Sentences (Q6), Oral Question Answering (Q8).	Rearranging Letters (Q1), Breaking Down Compound Letters (Q3), Matching Words (Q5), Filling in Blanks to Complete Sentences (Q6), Oral Question Answering (Q8), Reading Letters (Q9).
Level 2 - Proficient (60-80%)	Matching Letters with Symbols (Q2), Reading Letters (Q9),	Matching Letters with Symbols (Q2), Reading Words (Q10), Reading Sentences (Q11).

Level 3 - Basic (50-60%)	Reading Words (Q10)	None
Level 4 - Below Basic (below 50%)	Writing Words Based on Images (Q4), Constructing Sentences from Given Words (Q7), Reading Sentences (Q11).	Writing Words Based on Images (Q4), Constructing Sentences from Given Words (Q7).
Area of Concern	For Writing Words Based on Images (Q4), only 36.1% male and 47.6% female students achieved full marks, which highlights a critical need for improvement in visual recognition and vocabulary development.	

Summary:
The analysis of Bangla learning levels among UNICEF and BRAC learners highlights strong foundational skills in letter recognition, phonetic knowledge, and word matching. Both male and female learners demonstrated advanced proficiency (80-100%) in **Rearranging Letters, Breaking Down Compound Letters, and Matching Words**, indicating a solid grasp of basic language components. Additionally, UNICEF male learners excelled in **Oral Question Answering and Reading Letters**, while BRAC learners of both genders showed impressive performance in **Filling in Blanks to Complete Sentences and Oral Question Answering**. BRAC female learners also achieved high proficiency in **Reading Letters**.

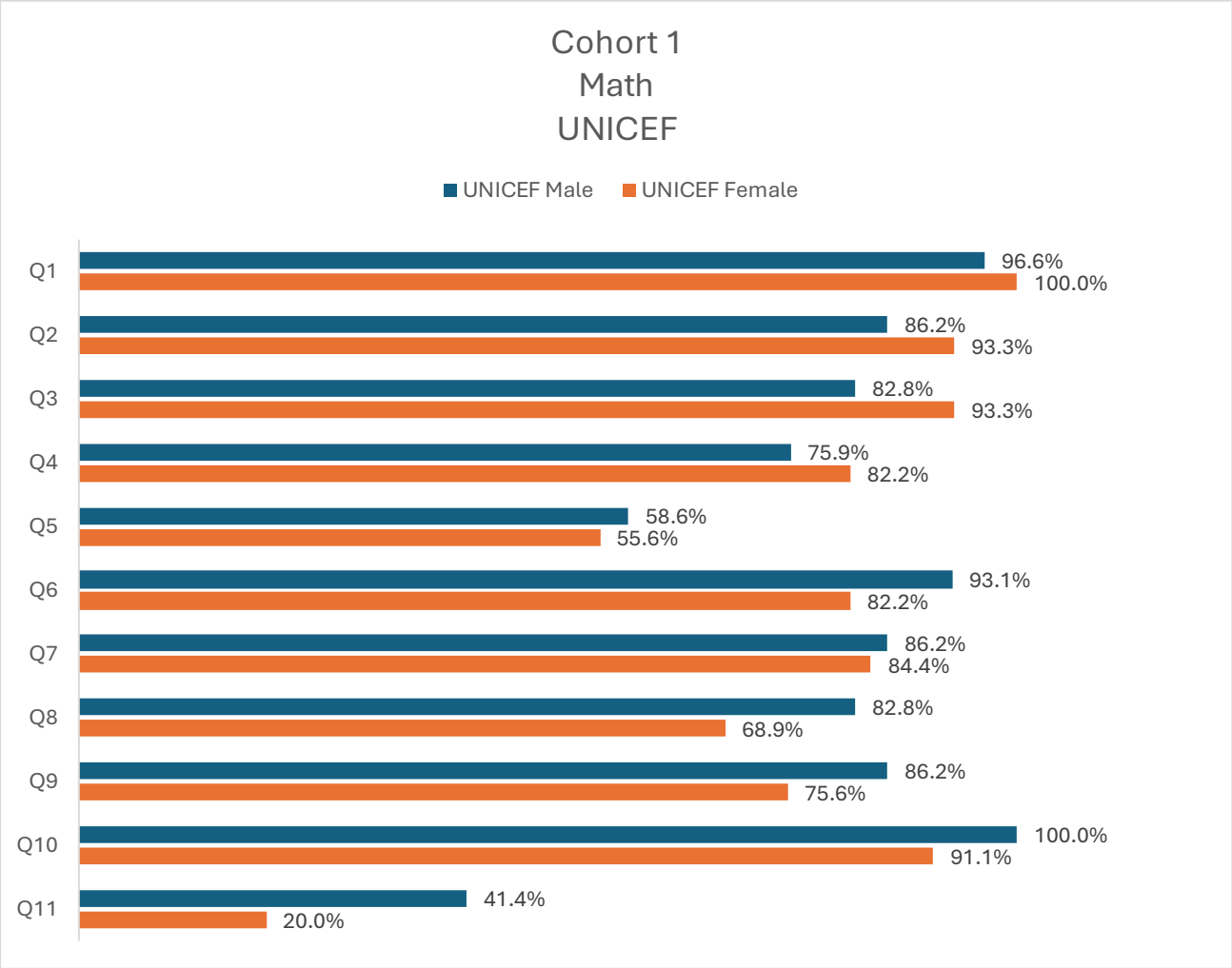
In the proficient range (60-80%), UNICEF learners of all genders showed competency in **Matching Letters with Symbols, Filling in Blanks to Complete Sentences, Reading Words, and Reading Sentences**, reflecting a good understanding of contextual word usage. BRAC male learners performed well in **Matching Letters with Symbols and Reading Letters**, while BRAC female learners excelled in **Reading Words and Reading Sentences**.

However, significant gaps were identified in **Writing Words Based on Images and Constructing Sentences from Given Words**, where learners struggled the most. UNICEF male learners showed no skills at the basic level (50-60%), while UNICEF female learners demonstrated only basic proficiency in sentence construction. BRAC male learners displayed minimal competency in **Reading Words**, but BRAC female learners had no skills in this range. The below-basic category (below 50%) revealed the most concerning trends, with both male and female learners from UNICEF and BRAC struggling in **Writing Words Based on Images and Constructing Sentences from Given Words**. Additionally, UNICEF female learners faced challenges in **Oral Question Answering**, while BRAC male learners struggled with **Reading Sentences**.

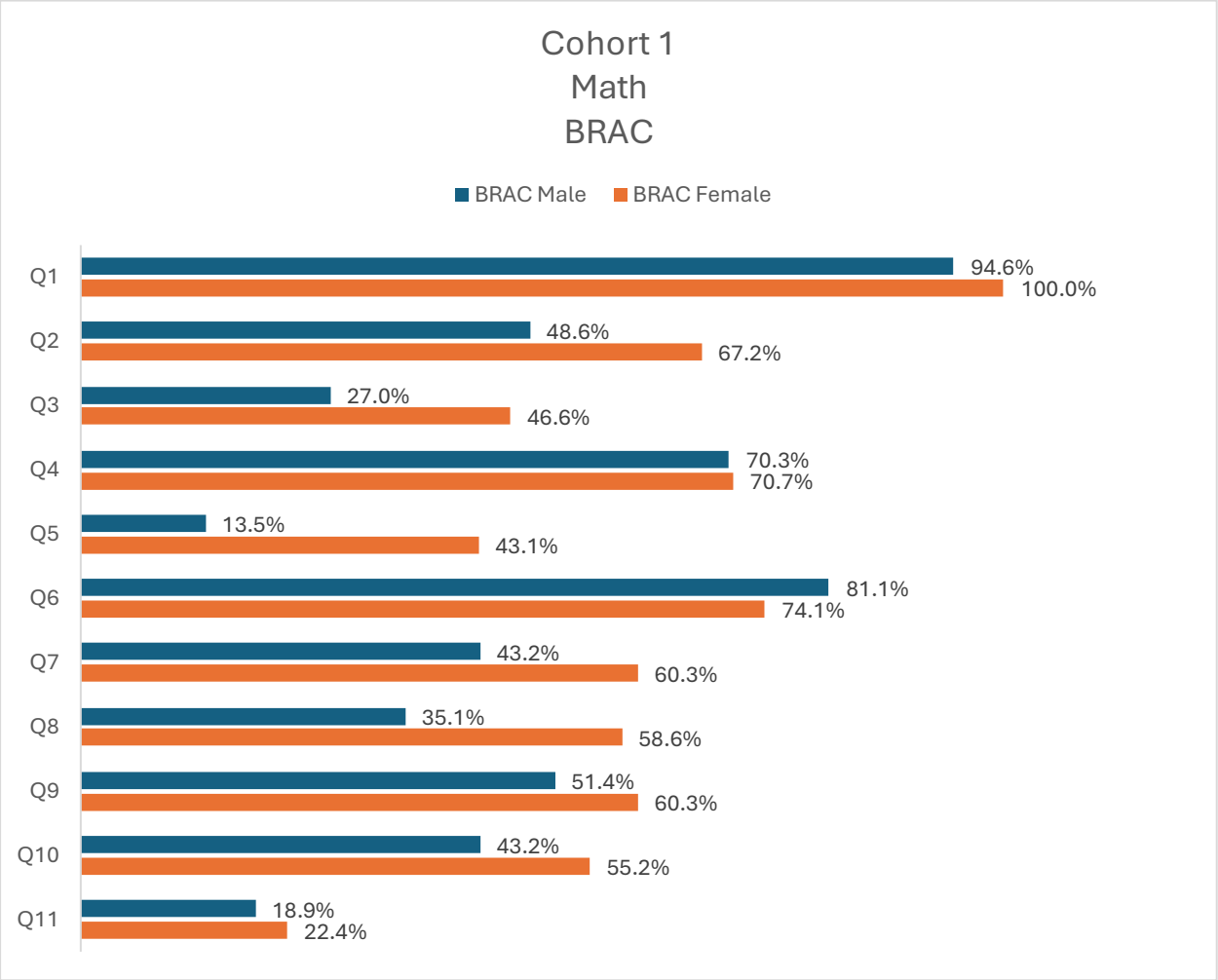
A key gender disparity was observed, where **male learners performed better in Oral Question Answering, while female learners showed stronger skills in Reading Letters and Reading Words**. The most pressing concern is **Writing Words Based on Images**, where only 36% of UNICEF male, 47.4% of UNICEF female, 36.1% of BRAC male, and 47.6% of BRAC female learners achieved full marks. This indicates an urgent need for targeted interventions in visual recognition and vocabulary development, particularly for male learners.

Overall, the data indicates that learners have successfully achieved proficiency in **letter recognition, phonetic understanding, matching words, reading letters, and filling in blanks to complete sentences**, reflecting strong foundational literacy skills. However, **writing words based on images, constructing sentences from given words, and in some cases, reading sentences and oral question answering** remain areas of concern that require focused intervention. Strengthening these weaker skills through targeted instructional strategies will be essential for improving literacy outcomes and fostering better comprehension and expressive abilities in Bangla language learning.

Mathematics



	UNICEF Male Students	UNICEF Female Students
Level 1 - Advanced (80-100%)	Counting and Comparing Quantities (Q1), Ordering Numbers (Ascending Order) (Q2), Ordering Numbers (Descending Order) (Q3), Addition (Q6), Subtraction (Q7), Division (Q9), Word Problem (Addition) (Q10), Multiplication (Q8).	Counting and Comparing Quantities (Q1), Ordering Numbers (Ascending Order) (Q2), Ordering Numbers (Descending Order) (Q3), Writing Numbers (Q4), Addition (Q6), Subtraction (Q7), Word Problem (Addition) (Q10).
Level 2 - Proficient (60-80%)	Writing Numbers (Q4).	Multiplication (Q8), Division (Q9),
Level 3 - Basic (50-60%)	Writing Numbers in Words (Q5).	Writing Numbers in Words (Q5).
Level 4 - Below Basic (below 50%)	Identifying Geometric Shapes (Q11).	Identifying Geometric Shapes (Q11).
Area of Concern	Writing Numbers in Words (Q5) and Identifying Geometric Shapes (Q11) are an area of concerns, with a sizeable portion of students scoring at the basic level, indicating challenges in recognising and understanding geometric shapes.	



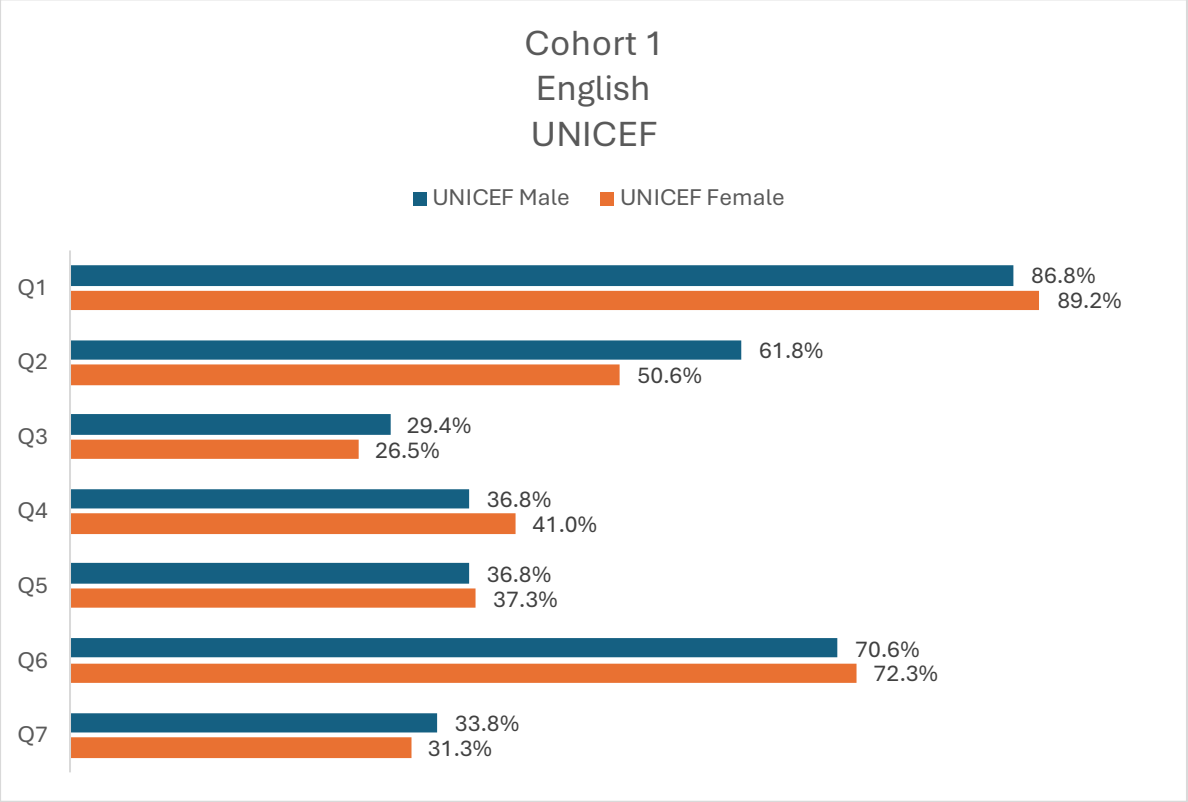
	BRAC Male	BRAC Female
Level 1 - Advanced (80-100%)	Counting and Comparing Quantities (Q1), Addition (Q6).	Counting and Comparing Quantities (Q1).
Level 2 - Proficient (60-80%)	Ordering Numbers (Ascending Order) (Q2), Writing Numbers (Q4),	Ordering Numbers (Ascending Order) (Q2), Writing Numbers (Q4), Addition (Q6), Subtraction (Q7), Division (Q9),
Level 3 - Basic (50-60%)	Subtraction (Q7), Division (Q9),	Multiplication (Q8), Word Problem (Addition) (Q10).
Level 4 - Below Basic (below 50%)	Ordering Numbers (Ascending Order) (Q2), Ordering Numbers (Descending Order) (Q3), Writing Numbers in Words (Q5), Subtraction (Q7), Multiplication (Q8), Word Problem (Addition) (Q10),	Ordering Numbers (Descending Order) (Q3), Writing Numbers in Words (Q5), Identifying Geometric Shapes (Q11).

	Identifying Geometric Shapes (Q11).	
Area of Concern	Significant concerns are observed in Ordering Numbers (Descending Order) (Q3), Writing Numbers in Words (Q5), and Identifying Geometric Shapes (Q11), where most students scored below the basic level, indicating difficulties in number operations and geometric concept recognition.	

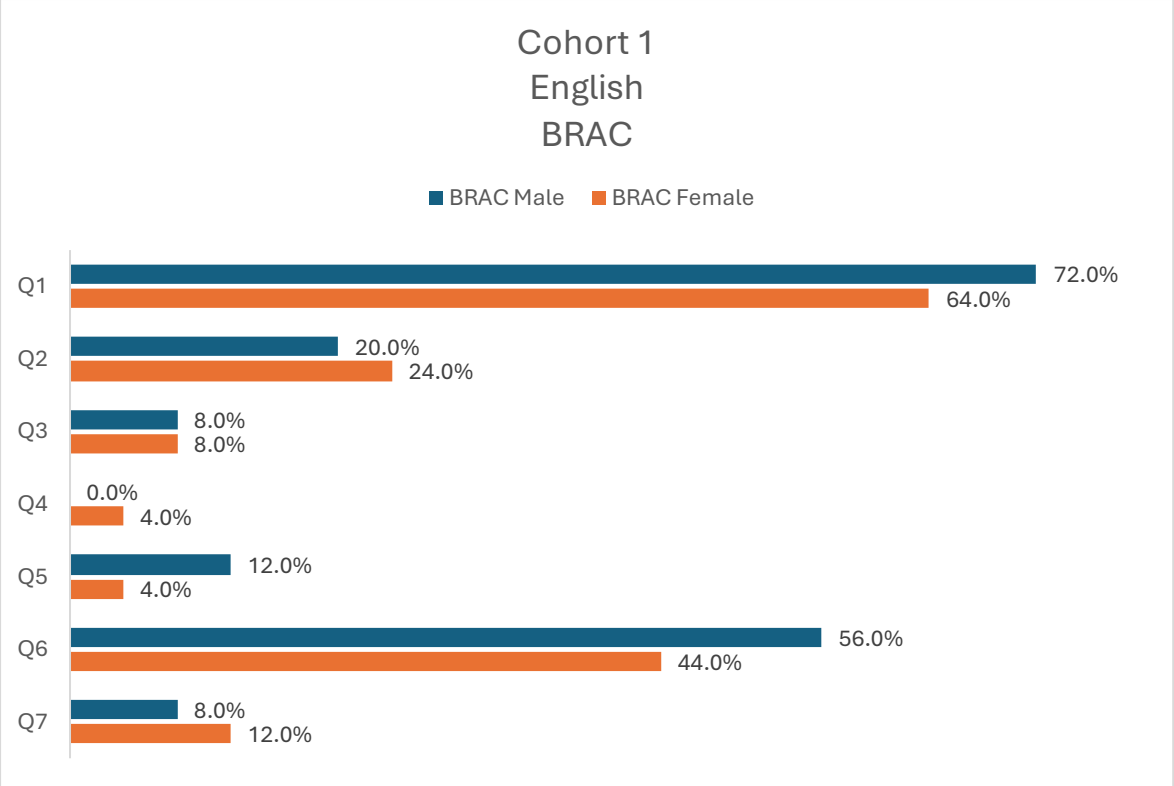
Summary:
The analysis of mathematics learning levels among learners from both UNICEF and BRAC programs highlights key areas of proficiency and challenges. Learners demonstrated strong competency in foundational numerical operations, with many achieving advanced proficiency (80-100%) in **Counting and Comparing Quantities, Ordering Numbers (Ascending Order), Addition, and Subtraction**. UNICEF male learners also excelled in **Ordering Numbers (Descending Order), Multiplication, Division, and Word Problem (Addition),** while UNICEF female learners performed well in **Writing Numbers and Word Problem (Addition)**. BRAC male learners showed advanced proficiency in **Counting and Comparing Quantities and Addition,** while BRAC female learners demonstrated strength in **Counting and Comparing Quantities**. In the proficient range (60-80%), UNICEF male learners showed competency in **Writing Numbers,** while UNICEF female learners performed well in **Multiplication and Division**. BRAC learners in this category demonstrated proficiency in **Ordering Numbers (Ascending Order) and Writing Numbers,** with BRAC female learners also showing competency in **Addition, Subtraction, and Division**. However, challenges were observed in **Writing Numbers in Words and Identifying Geometric Shapes,** where a sizeable portion of students scored at the basic or below-basic level. UNICEF learners showed only basic proficiency (50-60%) in **Writing Numbers in Words,** indicating difficulties in numerical literacy. Among BRAC learners, some demonstrated basic proficiency in **Subtraction, Division, Multiplication, and Word Problem (Addition),** suggesting gaps in their grasp of these mathematical operations. Identifying **Geometric Shapes** posed significant difficulties for both UNICEF and BRAC learners, with most scoring below the basic level. BRAC learners also struggled with **Ordering Numbers (Descending Order), Writing Numbers in Words,** and several arithmetic operations such as **Subtraction, Multiplication, and Word Problem (Addition),** indicating difficulties in number operations and geometric concept recognition, requiring targeted intervention.

Overall, both male and female learners have successfully achieved proficiency in **Counting and Comparing Quantities, Ordering Numbers (Ascending Order), Addition, and Subtraction**, demonstrating strong foundational skills in numerical operations. However, gender-specific challenges were observed in certain areas. **UNICEF male learners struggled with Writing Numbers in Words, while UNICEF female learners faced difficulties in Multiplication and Division**. **BRAC male learners showed challenges in Subtraction, Division, and Word Problem (Addition), whereas BRAC female learners encountered difficulties in Writing Numbers in Words, Ordering Numbers (Descending Order), and Identifying Geometric Shapes**. Additionally, both male and female learners from BRAC and UNICEF performed below the basic level in **Identifying Geometric Shapes**, highlighting a need for focused support in spatial reasoning and shape recognition. Addressing these gaps through targeted, gender-responsive instructional strategies will be essential for improving mathematical competency, enhancing problem-solving skills, and ensuring a more comprehensive understanding of number concepts and geometry.

English



	UNICEF Male Students	UNICEF Female Students
Level 1 - Advanced (80-100%)	Writing Small Letters (Q1),	Writing Small Letters (Q1),
Level 2 - Proficient (60-80%)	Word Formation with Given Letters (Q2), Reading Individual Letters (Q6).	Reading Individual Letters (Q6).
Level 3 - Basic (50-60%)	None.	Word Formation with Given Letters (Q2),
Level 4 - Below Basic (below 50%)	Writing Names of the Days of the Week (Q3), Writing Words Based on Pictures (Q4), Answering Simple Oral Questions (Q5), Reading Words (Q7).	Writing Names of the Days of the Week (Q3), Writing Words Based on Pictures (Q4), Answering Simple Oral Questions (Q5), Reading Words (Q7).
Area of Concern	For Writing Names of the Days of the Week (Q3), Writing Words Based on Pictures (Q4), Answering Simple Oral Questions (Q5) and Reading Words (Q7), a sizeable portion of students scored below the passing threshold, indicating that these areas require further instructional support and practice.	



	BRAC Male	BRAC Female
Level 1 - Advanced (80-100%)	None.	None.
Level 2 - Proficient (60-80%)	Writing Small Letters (Q1).	Writing Small Letters (Q1).
Level 3 - Basic (50-60%)	Reading Individual Letters (Q6).	None.
Level 4 - Below Basic (below 50%)	Word Formation with Given Letters (Q2), Writing Names of the Days of the Week (Q3), Writing Words Based on Pictures (Q4), Answering Simple Oral Questions (Q5), Reading Words (Q7).	Word Formation with Given Letters (Q2), Writing Names of the Days of the Week (Q3), Writing Words Based on Pictures (Q4), Answering Simple Oral Questions (Q5), Reading Individual Letters (Q6, Reading Words (Q7).
Area of Concern	Writing Names of the Days of the Week (Q3), Writing Words Based on Pictures (Q4), Answering Simple Oral Questions (Q5), and Reading Words (Q7) are significant areas of concern, where most students scored below the basic level, indicating challenges in retention and comprehension skills in these areas.	

Summary:

The analysis of English learning levels among learners from both UNICEF and BRAC programs highlights key areas of proficiency and challenges. Learners demonstrated strong foundational skills in English, with UNICEF students achieving advanced proficiency (80-100%) in **Writing Small Letters**, indicating a solid grasp of letter formation. In the proficient range (60-80%), **UNICEF male learners** performed well in **Word Formation with Given Letters and Reading Individual Letters**, while **UNICEF female learners** demonstrated proficiency in **Reading Individual Letters**. **BRAC learners**

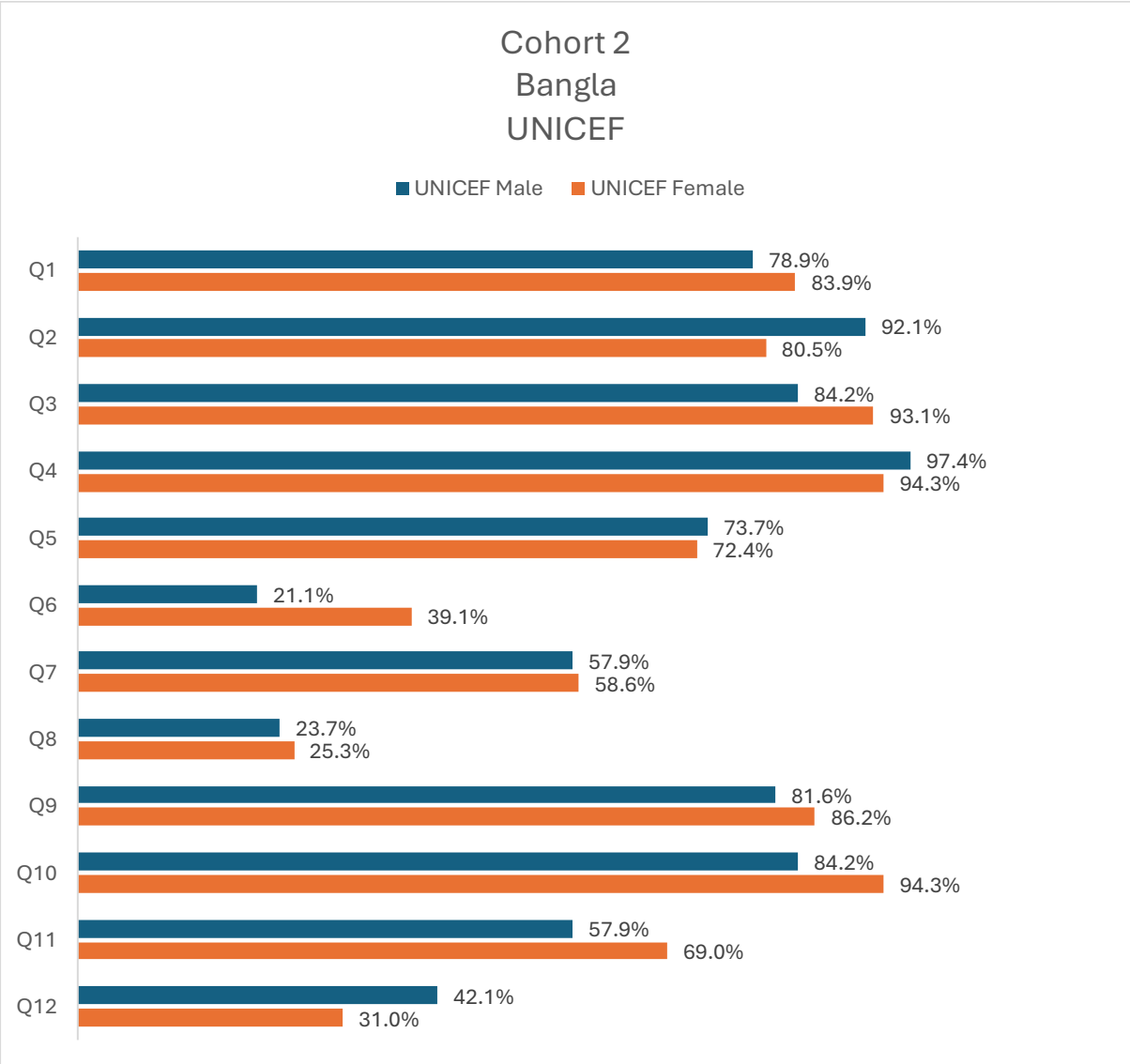
showed competency at the proficient level in **Writing Small Letters**, with **male learners** also achieving basic proficiency (50-60%) in **Reading Individual Letters**. However, significant challenges were observed in **Writing Names of the Days of the Week, Writing Words Based on Pictures, Answering Simple Oral Questions, and Reading Words**, where a substantial portion of students scored below the basic level. **UNICEF learners** struggled in these areas, indicating difficulties in **vocabulary retention, comprehension, and oral communication**. **BRAC learners** faced similar challenges, with additional difficulties in **Word Formation with Given Letters and Reading Individual Letters**, suggesting the need for further support in **word recognition and construction**. Among the most concerning areas, **Writing Names of the Days of the Week and Reading Words** posed difficulties across both groups, highlighting gaps in **word-level comprehension, retention, and vocabulary recall**. Additionally, **Writing Words Based on Pictures and Answering Simple Oral Questions** remained areas of struggle, pointing to challenges in **associating visual cues with corresponding words and developing basic conversational skills**.

Overall, learners have successfully achieved proficiency in **Writing Small Letters and Reading Individual Letters**, demonstrating strong foundational skills in letter recognition and pronunciation. However, gender-specific challenges remain. **UNICEF male learners need further support in Writing Names of the Days of the Week, Reading Words, and Answering Simple Oral Questions, while female learners require improvement in Writing Words Based on Pictures and oral communication skills.** Among BRAC learners, **males struggled more with Reading Individual Letters and Word Formation with Given Letters, whereas females showed greater difficulties in Writing Names of the Days of the Week and Reading Words.** Addressing these gaps through **targeted, gender-responsive instructional strategies** will be essential for improving **word retention, vocabulary development, and oral communication skills**, ensuring a more comprehensive understanding of the English language.

Annex 3: Detailed results - Cohort 2

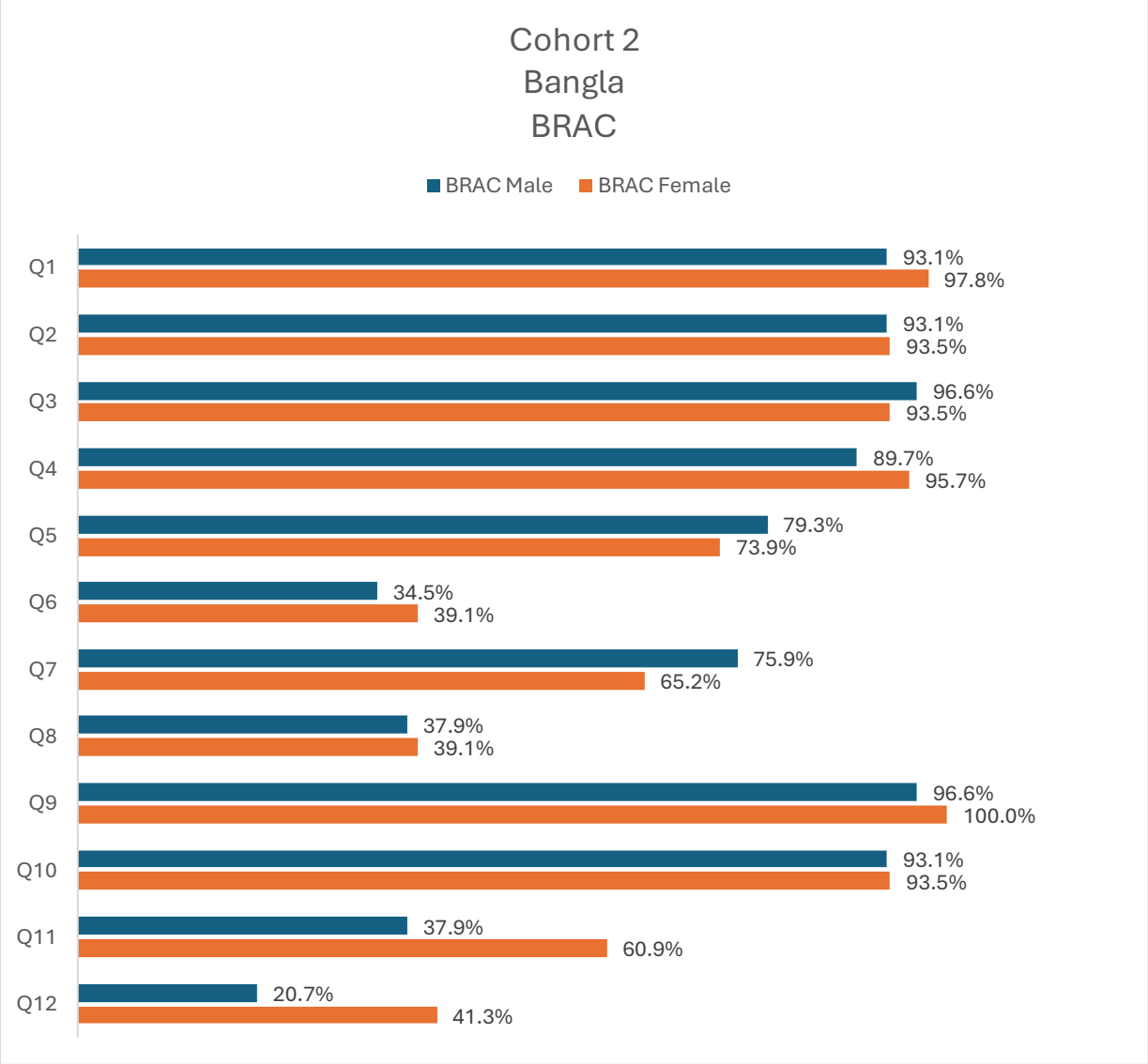
Learning Outcomes Cohort-2

Bangla



	UNICEF Male Students	UNICEF Female Students
Level 1 - Advanced (80-100%)	Matching letters with symbols (Q2), Recognising compound letters (Q3), Creating sentences by matching phrases (Q4), Answering basic oral questions (Q9), Word reading (Q10).	Rearranging letters (Q1), Matching letters with symbols (Q2), Recognising compound letters (Q3), Creating sentences by matching phrases (Q4), Answering basic oral questions (Q9), Word reading (Q10).
Level 2 - Proficient (60-80%)	Rearranging letters (Q1), Creating sentences by filling the blanks from given words (Q5).	Creating sentences by filling the blanks from given words (Q5), Sentence reading (Q11).

Level 3 - Basic (50-60%)	Paragraph-based question (Q7), Sentence reading (Q11).	Paragraph-based question (Q7).
Level 4 - Below Basic (below 50%)	Constructing sentences (Q6), Picture-based sentence making (Q8), Paragraph reading (Q12).	Constructing sentences (Q6), Picture-based sentence making (Q8), Paragraph reading (Q12).
Area of Concern	For Constructing sentences (Q6), Picture-based sentence making (Q8), and Paragraph reading (Q12), less than 50% (for both male and female) achieved full marks, suggesting a need for improvement.	



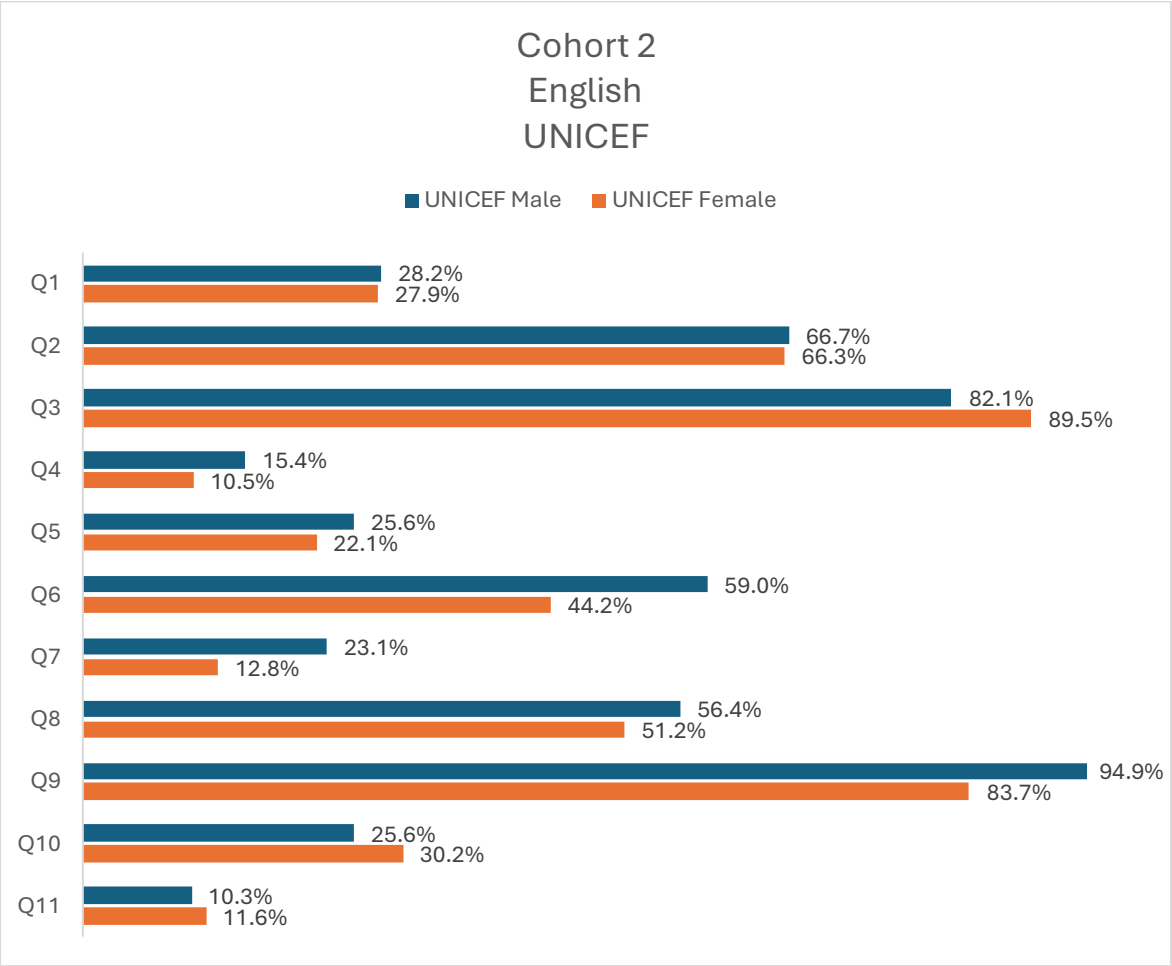
	BRAC Male Students	BRAC Female Students
Level 1 - Advanced (80-100%)	Rearranging letters (Q1), Matching letters with symbols (Q2), Recognising compound letters (Q3), Creating sentences by matching phrases (Q4), Answering basic oral questions (Q9), Word reading (Q10).	Rearranging letters (Q1), Matching letters with symbols (Q2), Recognising compound letters (Q3), Creating sentences by matching phrases (Q4), Answering basic oral questions (Q9), Word reading (Q10).
Level 2 - Proficient (60-80%)	Creating sentences by filling in the blanks from given words	Creating sentences by filling in the blanks from given words

	(Q5), Paragraph-based question (Q7).	(Q5), Paragraph-based question (Q7).and sentence reading (Q11).
Level 3 - Basic (50-60%)	None.	None.
Level 4 - Below Basic (below 50%)	Constructing sentences (Q6), Picture-based sentence making (Q8), sentence reading (Q11), Paragraph reading (Q12).	Constructing sentences (Q6), Picture-based sentence making (Q8), Paragraph reading (Q12).
Area of Concern	For Constructing sentences (Q6), Picture-based sentence making (Q8), and Paragraph reading (Q12), most of the students scored below the passing threshold, suggesting a need for improvement.	

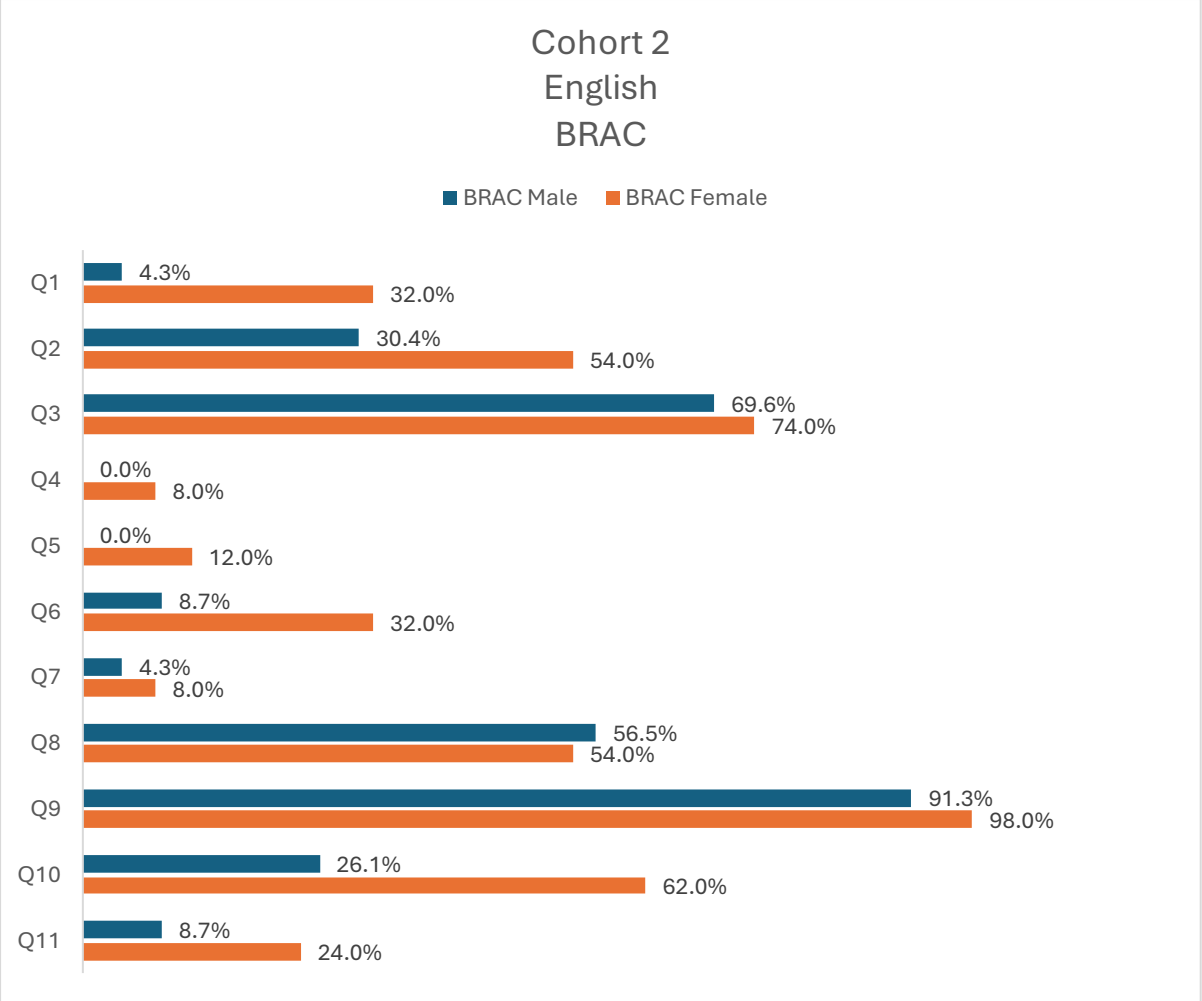
Summary:
The analysis of Bangla learning levels among learners from both UNICEF and BRAC programs highlights key areas of proficiency and challenges. Learners demonstrated strong foundational skills in the Bangla language, with many achieving advanced proficiency (80-100%) in **Recognizing Compound Letters, Matching Letters with Symbols, Creating Sentences by Matching Phrases, Answering Basic Oral Questions, and Word Reading**. **UNICEF female learners** also excelled in **Rearranging Letters**, while **BRAC learners** performed well in similar foundational tasks, reflecting a solid understanding of **letter recognition, phonetic awareness, and basic sentence formation**. In the proficient range (60-80%), learners demonstrated competency in **Creating Sentences by Filling in the Blanks from Given Words**, with **UNICEF female and BRAC learners** also showing proficiency in **Sentence Reading and Paragraph-Based Questions**. However, **UNICEF male learners** displayed only **basic proficiency (50-60%) in Paragraph-Based Questions and Sentence Reading**, indicating some difficulty in **extracting and interpreting information from structured texts**. Significant challenges were observed in **Constructing Sentences, Picture-Based Sentence Making, and Paragraph Reading**, where a substantial portion of students scored below the basic level. These difficulties suggest gaps in **sentence construction, the ability to form sentences based on visual stimuli, and overall reading comprehension**. Additionally, **BRAC female learners** struggled with **Sentence Reading**, indicating a need for further reinforcement in **reading fluency and comprehension**. Among the most concerning areas, **Constructing Sentences, Picture-Based Sentence Making, and Paragraph Reading** posed difficulties across both groups, with **less than 50% of students achieving full marks**. These results highlight struggles in **forming grammatically accurate sentences, associating visual cues with written language, and understanding extended passages**. Such gaps point to the need for **focused instructional support** to strengthen **reading comprehension and sentence construction skills**.

Overall, learners have successfully achieved proficiency in **Recognising Compound Letters, Matching Letters with Symbols, Creating Sentences by Matching Phrases, Answering Basic Oral Questions, and Word Reading**, demonstrating strong **foundational language skills**. However, gender-specific challenges remain. **UNICEF male learners require further support in Sentence Reading and Paragraph-Based Questions, while female learners need improvement in Picture-Based Sentence Making and Paragraph Reading.** Among BRAC learners, **males struggled more with Constructing Sentences and Paragraph Reading, whereas females faced greater difficulties in Sentence Reading and Picture-Based Sentence Making.** Addressing these gaps through **targeted, gender-responsive instructional interventions** will be essential for improving **sentence formation, reading comprehension, and overall Bangla literacy development**.

English



	UNICEF Male Students	UNICEF Female Students
Level 1 - Advanced (80-100%)	Recognising time (Q3), Reading letters (Q9).	Recognising time (Q3), Reading letters (Q9).
Level 2 - Proficient (60-80%)	Knowledge of the name of twelve months (Q2).	Knowledge of the name of twelve months (Q2).
Level 3 - Basic (50-60%)	Paragraph-based questions (Q6), Answering basic oral questions (Q8).	Answering basic oral questions (Q8).
Level 4 - Below Basic (below 50%)	Word construction (Q1), Constructing sentences (Q4), Rearranging words to make sentences (Q5), Constructing short composition (Q7), Reading words (Q10), Reading paragraph (Q11).	Word construction (Q1), Constructing sentences (Q4), Rearranging words to make sentences (Q5), Paragraph-based questions (Q6), Constructing short composition (Q7), Reading words (Q10), Reading paragraph (Q11).
Area of Concern	For Constructing sentences (Q4), Reading words (Q10), and Reading paragraph (Q11) most of the students scored below the passing threshold, suggesting a need for improvement.	



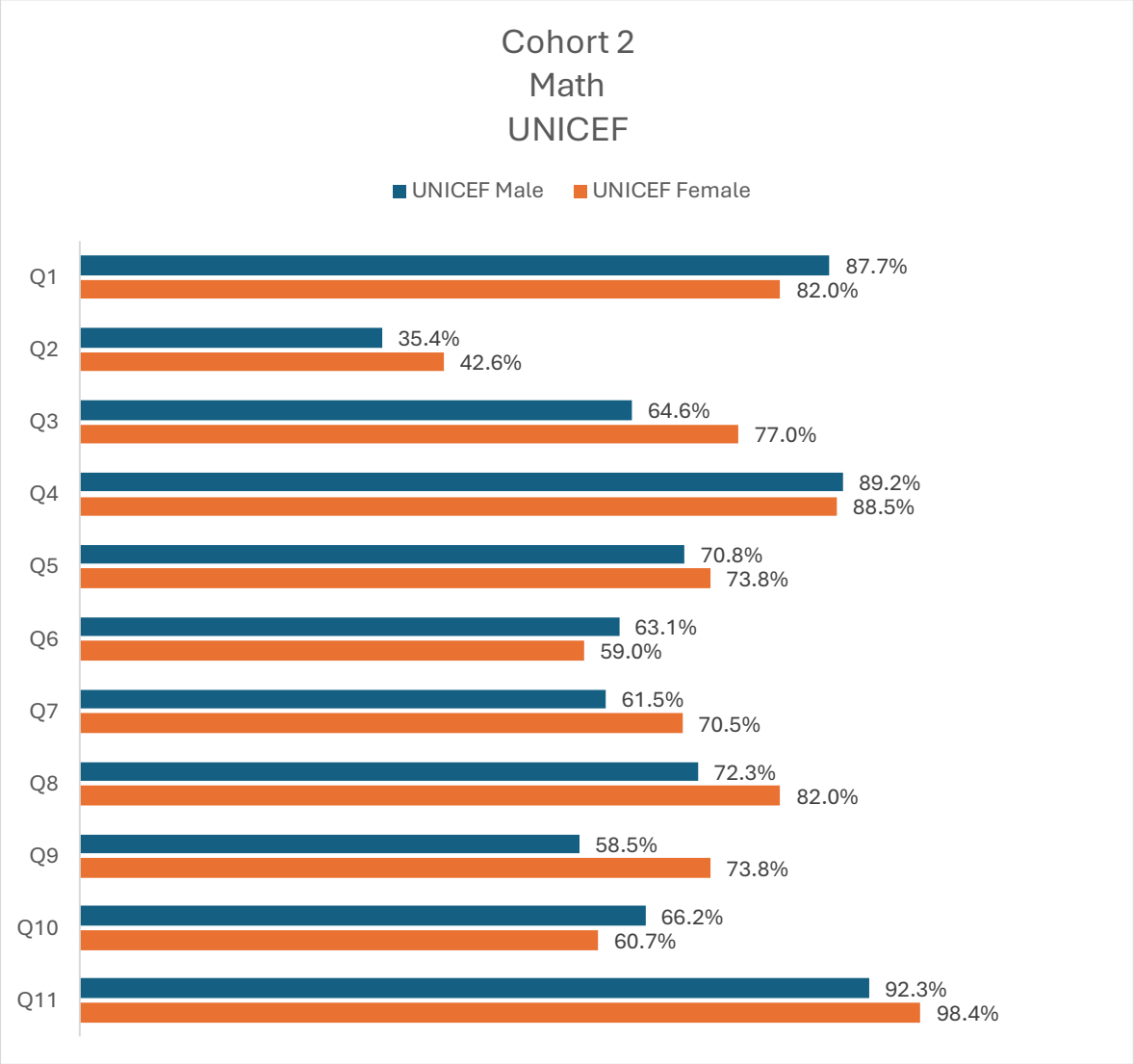
	BRAC Male Students	BRAC Female Students
Level 1 - Advanced (80-100%)	Reading letters (Q9)	Reading letters (Q9)
Level 2 - Proficient (60-80%)	Recognising time (Q3),	Recognising time (Q3), Reading words (Q10).
Level 3 - Basic (50-60%)	Answering basic oral questions (Q8).	Knowledge of the name of twelve months (Q2), Answering basic oral questions (Q8).
Level 4 - Below Basic (below 50%)	Word construction (Q1), Constructing sentences (Q4), Rearranging words to make sentences (Q5), Paragraph-based questions (Q6), Constructing short composition (Q7), Reading words (Q10), Reading paragraph (Q11).	Word construction (Q1), Constructing sentences (Q4), Rearranging words to make sentences (Q5), Paragraph-based questions (Q6), Constructing short composition (Q7), Reading paragraph (Q11).
Area of Concern	For Word construction (Q1), Constructing sentences (Q4), Rearranging words to make sentences (Q5), Constructing short composition (Q7), Reading paragraph (Q11), most of the students scored below the passing threshold, suggesting a need for improvement.	

Summary:

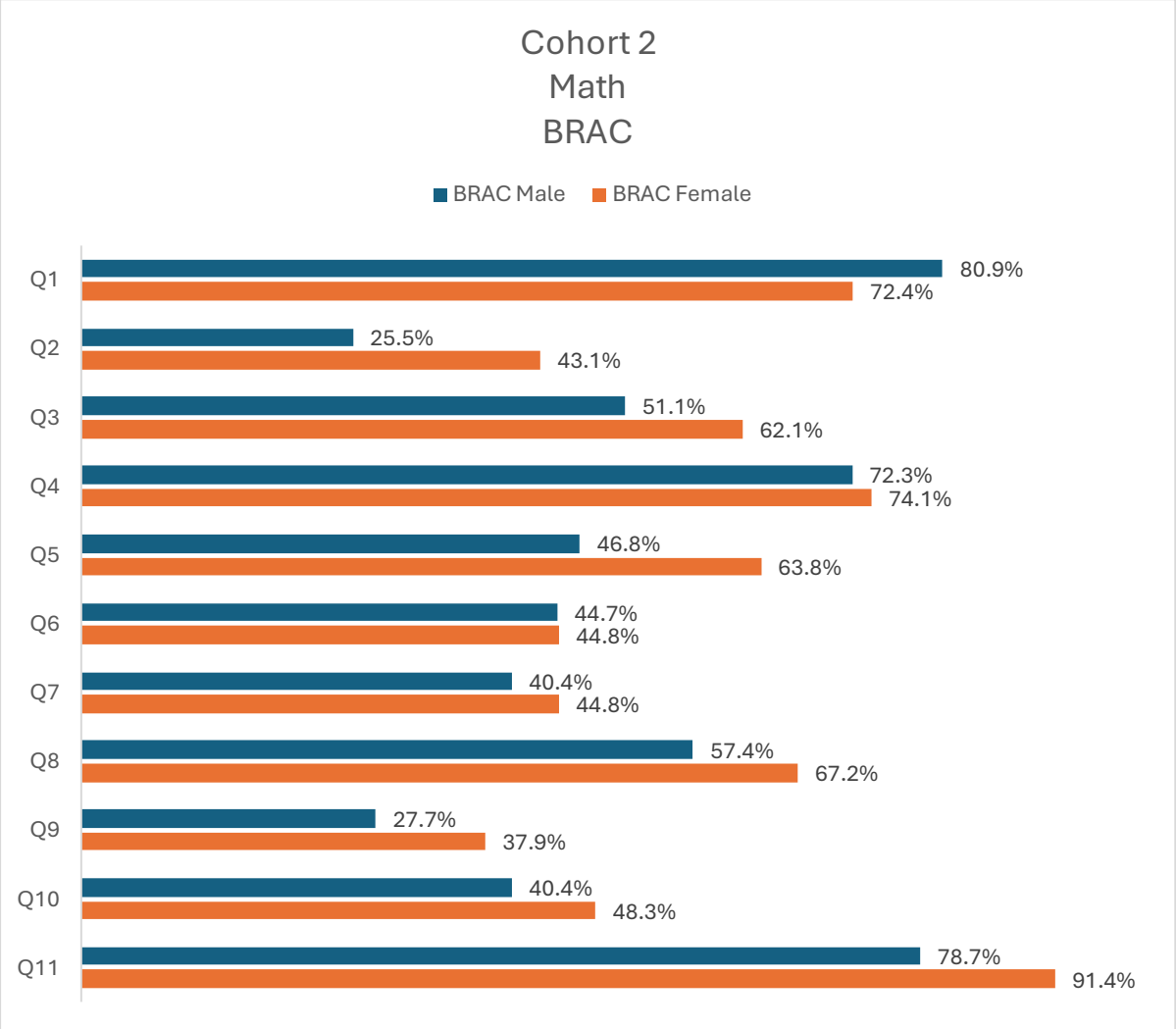
The analysis of English learning levels among learners from both UNICEF and BRAC programs highlights key areas of proficiency and challenges. Learners demonstrated strong foundational skills in English, with many achieving advanced proficiency (80-100%) in **Recognizing Time and Reading Letters**, reflecting a solid grasp of **basic reading and recognition skills**. In the proficient range (60-80%), learners displayed competency in **Knowledge of the Name of Twelve Months**, with **BRAC female learners** also performing well in **Reading Words**. **Basic proficiency (50-60%)** was observed in **Answering Basic Oral Questions**, with **BRAC female learners** also showing some competency in **Knowledge of the Name of Twelve Months**. However, **UNICEF male learners** struggled with **Paragraph-Based Questions**, indicating some challenges in **understanding and responding to text-based information**. Significant challenges were observed in **Constructing Sentences, Word Construction, Rearranging Words to Make Sentences, Constructing Short Compositions, and Reading Paragraphs**, where a substantial portion of students scored below the basic level. These difficulties suggest gaps in **higher-order language skills, including sentence formation, logical sequencing of words, and reading comprehension**. **BRAC learners** also faced struggles with **Paragraph-Based Questions**, further emphasizing the need for additional support in **text interpretation and written expression**. Among the most concerning areas, **Constructing Sentences, Reading Words, and Reading Paragraphs** posed significant difficulties for most learners, with scores falling below the passing threshold. Additionally, **Word Construction and Rearranging Words to Make Sentences** proved to be challenging, suggesting difficulties in **vocabulary application and sentence structuring, requiring targeted instructional support**.

Overall, learners have successfully achieved proficiency in **Recognizing Time and Reading Letters**, demonstrating strong **foundational literacy skills**. However, gender-specific challenges remain. **UNICEF male learners require further support in Paragraph-Based Questions, Constructing Sentences, and Reading Paragraphs, while female learners need improvement in Word Construction and Rearranging Words to Make Sentences.** Among BRAC learners, **males struggled more with Constructing Sentences and Reading Words, whereas females faced greater difficulties in Reading Paragraphs and Sentence Rearrangement.** Addressing these gaps through **focused, gender-responsive instructional interventions** will be essential for improving **sentence formation, reading comprehension, and overall English language proficiency**.

Mathematics



	UNICEF Male Students	UNICEF Female Students
Level 1 - Advanced (80-100%)	Ordering numbers (Q1), Determining place value (Q4), Drawing geometric shapes (Q11).	Ordering numbers (Q1), Determining place value (Q4), Division (Q8), Drawing geometric shapes (Q11).
Level 2 - Proficient (60-80%)	Writing words in numbers (Q3), Addition with carry (Q5), Subtraction with carry (Q6), Multiplication (two/three digit by two digit) (Q7), Division (Q8), Word problem (Using Multiplication) (Q10).	Writing words in numbers (Q3), Addition with carry (Q5), Multiplication (two/three digit by two digit) (Q7), Word problem (Using Subtraction & Addition) (Q9), Word problem (Using Multiplication) (Q10).
Level 3 - Basic (50-60%)	Word problem (Using Subtraction & Addition) (Q9).	Subtraction with carry (Q6).
Level 4 - Below Basic (below 50%)	Writing numbers to words (Q2).	Writing numbers to words (Q2).
Area of Concern	For **Writing numbers to words (Q2)**, most of students scored below the passing threshold, indicating a need for improvement in this area.	



	BRAC Male Students	BRAC Female Students
Level 1 - Advanced (80-100%)	Ordering numbers (Q1).	Drawing geometric shapes (Q11).
Level 2 - Proficient (60-80%)	Determining place value (Q4), Drawing geometric shapes (Q11).	Ordering numbers (Q1), Writing words in numbers (Q3), Addition with carry (Q5), Division (Q8).
Level 3 - Basic (50-60%)	Writing words in numbers (Q3), Division (Q8).	Division (Q8),
Level 4 - Below Basic (below 50%)	Writing numbers to words (Q2), Addition with carry (Q5), Subtraction with carry (Q6), Multiplication (two/three digit by two digit) (Q7), Word problem (Using Subtraction & Addition) (Q9), Word problem (Using Multiplication) (Q10).	Writing numbers to words (Q2), Subtraction with carry (Q6), Multiplication (two/three digit by two digit) (Q7), Word problem (Using Subtraction & Addition) (Q9), Word problem (Using Multiplication) (Q10).
Area of Concern	For Writing numbers to words (Q2) and Word problem (Using Subtraction & Addition) (Q9), most of the students scored below the passing threshold. This suggests a critical need for targeted support and instructional strategies to enhance performance in these two specific areas.	

Summary:

The analysis of mathematics learning levels among learners from both UNICEF and BRAC programs highlights key areas of proficiency and challenges. Learners demonstrated strong foundational skills in arithmetic and numerical operations, with many achieving advanced proficiency (80-100%) in **Ordering Numbers, Determining Place Value, and Drawing Geometric Shapes**. Additionally, UNICEF female learners excelled in **Division**, while BRAC male learners showed robust performance in **Ordering Numbers**, and BRAC female learners performed well in **Drawing Geometric Shapes**. In the proficient range (60-80%), learners demonstrated competency in **Writing Words in Numbers, Addition with Carry, and Word Problems Using Multiplication**, with UNICEF female learners also showing proficiency in **Word Problems Using Subtraction & Addition**. Some UNICEF male learners displayed only basic proficiency (50-60%) in **Word Problems Using Subtraction & Addition**, while UNICEF female learners had basic competency in **Subtraction with Carry**. BRAC learners at the basic level showed limited proficiency in **Writing Words in Numbers and Division**, with some BRAC female learners also struggling with **Division**. The data also highlights areas where learners faced challenges, particularly in **Writing Numbers to Words**, where a sizeable portion of students scored below the passing threshold, suggesting difficulties in converting numerical values into written form and indicating a gap in numerical literacy. Additionally, learners struggled with **Word Problems Using Subtraction & Addition and Word Problems Using Multiplication**, with many BRAC students scoring at the below-basic level in these areas. These results suggest that problem-solving skills and the ability to apply mathematical concepts in real-world scenarios require further reinforcement. Among the most concerning areas, **Writing Numbers to Words and Word Problems Using Subtraction & Addition** posed significant difficulties for both groups, with most students scoring below the passing mark. These challenges indicate a need for targeted instructional support to strengthen number-word conversion skills and enhance problem-solving abilities related to arithmetic operations. Additionally, **Subtraction with Carry, Multiplication (Two/Three-Digit by Two-Digit), and Division** were areas where BRAC learners struggled, further emphasising the need for additional support in multi-step mathematical operations.

Overall, learners have successfully achieved proficiency in **Ordering Numbers, Determining Place Value, Drawing Geometric Shapes, and Division**, demonstrating strong foundational numeracy skills. However, gender-specific challenges remain. **UNICEF male learners require further support in Word Problems Using Subtraction & Addition, Writing Numbers to Words, and Multiplication, while female learners need improvement in Subtraction with Carry and complex word problems.** Among BRAC learners, **males struggled more with Writing Numbers to Words and Word Problems Using Subtraction & Addition, whereas females faced greater difficulties in Division, Multiplication (Two/Three-Digit by Two-Digit), and Subtraction with Carry.** Addressing these gaps through **targeted, gender-responsive instructional strategies** will be essential for improving **mathematical comprehension, numerical literacy, and problem-solving skills**, ensuring a stronger grasp of multi-step arithmetic operations across all learners.

Annex 4: Detailed results – Socio-emotional skills assessment

Socio-emotional skill assessment

Student

	Overall	UNICEF	BRAC
Mean Range 0.00 - 0.49: Low	No themes fall under this level, indicating that no significant issues were reported at a critically low level for any socio-emotional skills based on the students' self-assessments.	No themes fall under this level, indicating that no significant issues were reported at a critically low level for any socio-emotional skills based on the students' self-assessments.	No themes fall under this level, indicating that no significant issues were reported at a critically low level for any socio-emotional skills based on the students' self-assessments.
Mean Range 0.50 - 1.49: Moderate	**Conduct Problems**: Moderate levels of conduct problems suggest that learners occasionally experience challenges such as trouble following rules or managing impulsive behaviours, but these issues are not widespread or severe. **Hyperactivity**: Moderate levels of hyperactivity indicate that some learners struggle with maintaining attention or controlling restlessness, pointing to minor hyperactivity-related concerns. **Peer Problems**: Moderate levels of peer problems suggest that students face occasional difficulties in establishing or maintaining friendships, indicating challenges in social interactions or a sense of social isolation.	**Emotional Problems**: Moderate levels of emotional problems suggest that some students are experiencing occasional difficulties with emotional regulation, such as feeling anxious or upset, but these challenges are not highly pervasive. **Conduct Problems**: Moderate levels of conduct problems indicate that learners may occasionally face issues related to behaviour, such as trouble adhering to rules or difficulty managing their temper, though these are not severe. **Hyperactivity**: Moderate levels of hyperactivity suggest that some students report challenges with attention control or impulsivity, which are typical indicators of	**Conduct Problems**: Moderate levels of conduct problems suggest that learners experience occasional behavioural challenges, such as difficulty following rules or managing impulsive actions, but these issues are not severe or highly prevalent. **Hyperactivity**: Moderate levels of hyperactivity indicate that some learners face minor challenges with maintaining focus or managing restlessness, suggesting mild hyperactivity-related concerns. **Peer Problems**: Moderate levels of peer problems indicate occasional difficulties in peer interactions, suggesting that some learners may struggle with forming and maintaining social connections.

		mild hyperactivity-related issues. **Peer Problems**: Moderate levels of peer problems indicate that there may be occasional difficulties in establishing and maintaining friendships, reflecting some social interaction challenges or a sense of social isolation.	
Mean Range 1.50 - 2.00: High	**Emotional Problems**: The emotional problems are in the high range, indicating that students report experiencing frequent emotional issues, such as anxiety, sadness, or other emotional difficulties. This suggests that emotional challenges are more common among learners. **Pro-social**: The Pro-social is in the high range, reflecting strong positive social behaviours such as empathy, cooperation, and kindness among students. This indicates that learners perceive themselves as being supportive and positively engaged with others.	**Pro-social**: The Pro-social is at the upper end of the moderate range, indicating that students perceive themselves as exhibiting good Pro-social behaviours, such as empathy, sharing, and cooperation. This suggests a well-developed sense of positive social interactions, though there may still be room for growth to reach a fully elevated level.	**Emotional Problems**: The emotional problems fall under the high range, indicating that students report experiencing frequent emotional challenges such as anxiety, sadness, or other emotional concerns. This suggests a higher prevalence of emotional issues compared to other themes. **Pro-social**: The Pro-social falls under the high range, indicating that learners perceive themselves as having strong positive social behaviours, such as cooperation, empathy, and kindness. This reflects a well-developed capacity for engaging positively with others and contributing to a supportive social environment.
Area of Concern	The elevated level in the **Emotional Problems** indicates that emotional difficulties are frequently reported by students, highlighting a significant	The moderate levels in the **Emotional Problems**, **Conduct Problems,** **Hyperactivity,** and **Peer Problems**	The elevated level of **Emotional Problems** indicates that students perceive themselves as frequently experiencing emotional

	area of concern. Addressing these emotional issues is essential to support the overall socio-emotional well-being of the learners.	suggest that some learners are experiencing socio-emotional challenges based on their self-reported assessments. While these issues are not at a critical level, they highlight areas where learners perceive themselves as needing support in managing emotions, behaviour, and social interactions.	challenges. This theme stands out as a concern and suggests that emotional support and strategies for managing emotions may be necessary to address this issue effectively.

Teacher

	Overall	UNICEF	BRAC
Mean Range 0.00 - 0.49: Low	No themes fall under this level, indicating that no significant issues were reported at a critically low level for any socio-emotional skills.	No themes for any socio-emotional skills fall under this level.	No themes fall under this level, indicating that no significant issues were reported at a critically low level for any socio-emotional skills.
Mean Range 0.50 - 1.49: Moderate	**Emotional Problems:** Moderate levels of emotional problems indicate that some students experience occasional challenges with emotional regulation and stability, such as mood swings or anxiety, but these issues are not highly prevalent. **Conduct Problems:** Moderate levels of conduct problems suggest that some learners display occasional behavioural issues, such as trouble following rules or difficulties with self-control, but these behaviours are not pervasive. **Hyperactivity:** Moderate levels of hyperactivity suggest that there are some concerns related to attention control or impulsive behaviour among the learners, indicating mild hyperactivity-related issues. **Peer Problems:** Moderate levels of peer problems indicate occasional difficulties in forming and maintaining peer relationships, reflecting potential issues in social interactions or establishing friendships.	**Emotional Problems**: Moderate levels of emotional issues suggest some concerns related to emotional regulation and stability. **Conduct Problems**: Moderate levels of conduct problems indicate that, while there are some behavioural challenges, they are not highly prevalent. **Hyperactivity**: Moderate levels of hyperactivity suggest that some students exhibit attention-related challenges. **Peer Problems**: Moderate levels of peer problems suggest occasional difficulties in forming or maintaining peer relationships.	**Emotional Problems**: Moderate levels of emotional problems suggest that there are some emotional challenges among learners, such as anxiety or mood-related issues, but these are not highly prevalent. **Conduct Problems**: Moderate levels of conduct problems indicate that learners occasionally display behavioural issues such as temper tantrums or rule-breaking, though these behaviours are not widespread. **Hyperactivity**: Moderate levels of hyperactivity indicate that some students have difficulties with attention control or display restlessness, suggesting mild hyperactivity concerns. **Peer Problems**: Moderate levels of peer problems suggest that there are some difficulties in peer relationships, indicating occasional challenges in social interactions or forming friendships.

Mean Range 1.50 - 2.00: High	**Pro-social:** The Pro-social falls just below the high range, indicating that learners demonstrate good Pro-social behaviours such as cooperation, empathy, and helping others. Although the score is on the upper end of the moderate level, it suggests that learners are developing positive social skills.	**Pro-social**: Elevated levels of Pro-social behaviour indicate that learners exhibit strong empathy, cooperation, and helpfulness in their interactions, reflecting a positive social skill development.	**Pro-social**: Elevated levels of Pro-social behaviour indicate that learners exhibit strong positive social behaviours, such as empathy, cooperation, and helpfulness, reflecting a well-developed sense of social responsibility and interpersonal skills.
Area of Concern	The moderate levels of Emotional Problems, Conduct Problems, Hyperactivity, and Peer Problems suggest that there are some socio-emotional challenges present among the learners. Although these issues are not severe, they should be observed and supported to prevent potential escalation and to foster a more positive socio-emotional environment.	The moderate levels in the **Emotional Problems, Conduct Problems, Hyperactivity**, and **Peer Problems** highlight potential areas that may need attention, as these themes represent aspects of socio-emotional well-being that can impact overall development if not adequately addressed.	The moderate levels in **Emotional Problems**, **Conduct Problems**, **Hyperactivity**, and **Peer Problems** suggest that these are areas where learners may face occasional challenges. While the issues are not at a critical level, they should be monitored to ensure they do not escalate or impact overall socio-emotional well-being.

Annex 5: Detailed results – Life skills assessment

Life skill assessment

Student

	Overall	UNICEF	BRAC
Mean Range 1.00 - 2.49: Low	No themes fall under this level, indicating that learners do not face significant challenges or difficulties in any of the assessed life skills areas.	No themes fall under this level, indicating that learners do not face significant challenges or difficulties in any of the assessed life skills areas.	No themes fall under this level, indicating that learners do not face significant challenges or difficulties in any of the assessed life skills areas.
Mean Range 2.50 - 3.99: Moderate	**Interacting with Others**: Moderate competency in interacting with others suggests that learners can engage in social interactions, communicate, and collaborate with peers, but they may need occasional support or encouragement to do so effectively. **Overcoming Difficulties and Solving Problems**: Moderate competency in overcoming difficulties and solving problems indicates that learners can manage and solve challenges when provided with guidance but may not consistently do so independently or with confidence. **Taking Initiative**: Moderate competency in taking initiative reflects that learners are willing to act or start activities when prompted but may not consistently demonstrate a self-driven approach or initiative without external motivation. **Managing Conflict**: Moderate competency in managing conflict suggests that learners can handle disputes or disagreements with some support but may require additional guidance to resolve conflicts effectively and independently.	**Interacting with Others**: Moderate competency in interacting with others suggests that learners can communicate and collaborate with others but may require occasional support in engaging effectively in social interactions. **Overcoming Difficulties and Solving Problems**: Moderate competency in overcoming difficulties and solving problems indicates that learners can manage and solve challenges when given some guidance but may find it difficult to handle complex problems independently. **Taking Initiative**: Moderate competency in taking initiative suggests that learners can act when encouraged, but they may not consistently do so on their own without prompting or external motivation. **Managing Conflict**: Moderate competency in managing conflict indicates that learners can handle disputes or disagreements with some assistance but	**Interacting with Others**: Moderate competency in interacting with others indicates that learners can engage in social interactions effectively but may occasionally require support to maintain communication and collaboration. **Overcoming Difficulties and Solving Problems**: Moderate competency in overcoming difficulties and solving problems suggests that learners can manage and resolving challenges when given guidance but may struggle to do so independently. **Taking Initiative**: Moderate competency in taking initiative reflects that learners can start activities or act when prompted but may not consistently demonstrate self-driven initiative without encouragement. **Managing Conflict**: Moderate competency in managing conflict

		may require additional support to fully resolve conflicts independently.	indicates that learners can handle disputes or disagreements with some assistance but may need additional guidance to fully resolve conflicts independently. **Understanding and Following Instructions**: Moderate competency in understanding and following instructions indicates that learners can comprehend and follow directions but may occasionally need clarification or support for complex instructions.
Mean Range 4.00 - 5.00: High	**Understanding and Following Instructions**: High competency in understanding and following instructions indicates that learners can independently comprehend and execute directions accurately, reflecting strong discipline, attentiveness, and the ability to follow rules and instructions without assistance.	**Understanding and Following Instructions**: High competency in understanding and following instructions indicates that learners can comprehend and execute directions independently and with ease, reflecting strong self-discipline and ability to follow rules without any need for assistance.	No themes fall under this level, indicating that while learners demonstrate satisfactory life skills, there is room for improvement to reach an elevated level of independence and mastery.
Area of Concern	The themes of **Interacting with Others**, **Overcoming Difficulties and Solving Problems**, **Taking Initiative**, and **Managing Conflict** are all at a moderate level, indicating that while learners have satisfactory competency in these areas, they have not yet achieved elevated levels of independence and mastery. Further support and development could help learners reach a higher level of performance in these life skills.	While there are no areas that fall into the "Low" level, the themes of **Interacting with Others**, **Overcoming Difficulties and Solving Problems**, **Taking Initiative**, and **Managing Conflict** show moderate competency, suggesting that while learners are performing adequately, there is room for improvement in these areas to achieve a higher level of independence and mastery.	Although no themes fall under the "Low" level, all assessed life skills — **Interacting with Others**, **Overcoming Difficulties and Solving Problems**, **Taking Initiative**, **Managing Conflict**, and **Understanding and Following Instructions** — are at the moderate level. This suggests that, while learners perform adequately, they have not yet achieved elevated levels of self-sufficiency and

			independence in these areas, indicating potential areas for further development.

Teacher

	Overall	UNICEF	BRAC
Mean Range 0.00 - 0.49: Low	No themes fall under this level, indicating that learners do not face significant challenges or difficulties in any of the assessed life skills areas.	No themes fall under this level, indicating that learners do not face significant challenges or difficulties in any of the assessed life skills areas.	No themes fall under this level, indicating that learners do not face significant challenges or difficulties in any of the assessed life skills areas.
Mean Range 0.50 - 1.49: Moderate	**Interacting with Others**: Moderate competency in interacting with others suggests that learners can communicate and collaborate effectively but may occasionally require support in social interactions. **Overcoming Difficulties and Solving Problems**: Moderate competency in overcoming difficulties and solving problems indicates that learners can manage challenges with some guidance but may not consistently solve problems independently. **Taking Initiative**: Moderate competency in taking initiative suggests that learners can start activities and acting when encouraged but may not do so consistently without prompting. **Managing Conflict**: Moderate competency in managing conflict suggests that learners can handle disputes or disagreements with assistance but may require additional guidance to resolve conflicts independently. **Understanding and Following Instructions**: Moderate competency in understanding and	**Overcoming Difficulties and Solving Problems**: Moderate competency in overcoming difficulties and solving problems indicates that learners can manage challenges with some support but may find it hard to solve problems independently. **Taking Initiative**: Moderate competency in taking initiative suggests that learners can act or start activities when encouraged but may not consistently do so on their own. **Managing Conflict**: Moderate competency in managing conflict reflects that learners can handle disputes or disagreements with assistance but may need guidance in resolving conflicts independently.	**Interacting with Others**: Moderate competency in interacting with others indicates that learners can communicate and collaborate effectively with some support but may need occasional assistance in social interactions. **Overcoming Difficulties and Solving Problems**: Moderate competency in overcoming difficulties and solving problems suggests that learners can manage and resolve challenges when provided with guidance but may struggle to do so independently. **Taking Initiative**: Moderate competency in taking initiative reflects that learners can act when encouraged but may not consistently take initiative without prompting. **Managing Conflict**: Moderate competency in managing conflict suggests that learners can handle disputes or disagreements with some help but may need additional support to resolve conflicts independently.

	following instructions indicates that learners can comprehend and follow directions but may need clarification or support at times.		**Understanding and Following Instructions**: Moderate competency in understanding and following instructions indicates that learners can comprehend and execute directions but may occasionally require clarification or guidance.
Mean Range 1.50 - 2.00: High	No themes fall under this level, indicating that learners have not yet achieved an elevated level of self-sufficiency or independence in any of the assessed life skills.	**Interacting with Others**: High competency in interacting with others indicates that learners can communicate and collaborate without assistance, showing strong social and interpersonal skills. **Understanding and Following Instructions**: High competency in understanding and following instructions suggests that learners can comprehend and execute directions independently, reflecting strong discipline and adherence to rules.	No themes fall under this level, indicating that learners have not yet reached an elevated level of self-sufficiency or independence in any of the assessed life skills areas.
Area of Concern	The moderate levels in **Interacting with Others**, **Overcoming Difficulties and Solving Problems**, **Taking Initiative**, **Managing Conflict**, and **Understanding and Following Instructions** suggest that learners possess satisfactory levels of competency in these areas but may need further development and support to achieve higher levels of independence and mastery in their life skills.	While most skills are at a moderate to high level, the moderate levels in **Overcoming Difficulties and Solving Problems**, **Taking Initiative**, and **Managing Conflict** suggest that these are areas where learners may benefit from additional support to enhance their ability to handle challenges independently and take more initiative in various situations.	The moderate levels in **Interacting with Others**, **Overcoming Difficulties and Solving Problems**, **Taking Initiative**, **Managing Conflict**, and **Understanding and Following Instructions** suggest that learners have a satisfactory level of competency in these skills but may require further support to reach higher levels of mastery and independence in life skill development.

Annex 6: Terms of Reference (ToR)

TERMS OF REFERENCE

Impact and sustainability of catch-up provision of Educate the Most Disadvantaged Children in Bangladesh (EMDC) programme
January 2024

Introduction

- The British High Commission (BHC) Dhaka and South Asia Research Hub (SARH) within the Foreign, Commonwealth and Development Office (FCDO), Government of United Kingdom are seeking a service provider to deliver a short study to assess the impact and sustainability of the catch-up provision under *Educate the Most Disadvantaged Children in Bangladesh (EMDC)* programme supported by FCDO.
- The study – more broadly – will enhance the evidence base around learning outcomes of disadvantaged children in the context of EMDC.

Background

- Schools in Bangladesh were closed for approximately 18 months, with 570 lost learning days, during the COVID-19 pandemic between March 2020 and September 2021. BRAC estimated that 56% of children were not able to access any remote learning provision during that time - with ethnic minorities, children with disabilities (CwD) and those living in rural areas being the most excluded.
- Although schools are now open, there is insufficient data on how many children dropped out of/did not return to school and the full extent of learning loss in Bangladesh. EMDC builds upon FCDO's commitment to ensure that marginalised children, particularly girls and children with disabilities, are supported to access education and learn foundational skills. EMDC is one of few programmes in Bangladesh targeting COVID-19 learning loss. It aimed to achieve this through provision of catch-up and accelerated education focussing on foundational skills (basic literacy, numeracy, socio-emotional and life skills) for 300,000 children, at least 50% girls, targeting communities with higher-than-average levels of Out of School Children (OoSC).
- EMDC was designed to support children (age 6 to 14) who had dropped out of school during the pandemic, as well as those who faced additional challenges in attending formal education (provided by the Government of Bangladesh. There are gaps in understanding and evidence on how best to support the most marginalised children to learn, especially through short-term, catch-up education interventions. EMDC was designed to fill this gap and inform various stakeholders in the education sector in Bangladesh.
- EMDC is delivered by BRAC and UNICEF. BRAC aims to reach over 140,000 children (50% girls) to provide catch-up education through an adapted version of their Bridge programme. This involves four months of catch-up education to ensure that children have mastered the basics, and six months of accelerated education provision to prepare them to re-enter formal primary school. UNICEF aims to reach over 175,000 children (50% girls) with a six-month catch-up programme, and over 60,000 hard-to-reach children (50% girls) with a four-year alternative education course. UNICEF leads the delivery of technical assistance to build the institutional capacity of BNFE.[1]
- As well as supporting increased access to education, EMDC also seeks to ensure that the education on offer is of the required quality - in congruence with FCDO priorities, and in particular, the Transforming Education Summit (TES) commitments to foundational learning, which is a key policy priority both for the UK and Bangladesh governments.

[1] BRAC directly delivers all their interventions; UNICEF engages downstream partners to deliver in the target locations. Full implementation commenced in June/July 2022 for BRAC and September 2022 for UNICEF. The first cohort for both partners completed the catch-up programme between March and May 2023.

Objectives and scope

- The overarching objective of this study is to understand the impact and sustainability of EMDC interventions, and how they have functioned as inclusive and cost-effective ways of improving the learning outcomes for marginalised children. This would help to develop a better understanding of the impact and sustainability of catch-up provisions more generally, including an assessment of learning achievement of students, levels of transition to formal education[2] post completion of catch-up, ways of closing the gap between 'informal' and government education provision (in this context) and identifying opportunities to align and integrate into the government service provisions.
- The key research questions that need to be addressed include:
  - What is the level of learning among children who completed different catch-up and remedial programmes under EMDC? (The study should consider learning outcomes at the end of the catch-up phase and one year after re-joining formal schools). [3]
  - What is the retention rate of students in formal schools who completed the catch-up education under different EMDC components?
  - What percentage of students who completed catch-up education dropped out of formal schools after going back to school? What are the key reasons behind dropping out after rejoining? What is the current status of dropped out children? (If they are not in school, what are they doing now?)
  - How effective was EMDC in closing the gap between formal and non-formal education, and how can it align with (and integrate within) formal education?
  - How effective have been the screening and targeting processes to ensure that the most marginalised children accessed the EMDC provision?

Methodology

A mixed method approach will need to be adopted for the study. While the Bidder should propose detailed methodology, the following broad steps are envisaged:

- A thorough review of primary data available with implementing partners, and creation of a baseline profile of students based on this data. The Supplier should identify parameters for creating this profile – in consultation with FCDO. These parameters should reflect the requirements of the study as mentioned above. *These should specially consider factors / indicators of vulnerability in the context of children and their socio-economic background*.
- Design of qualitative and quantitative data collection tools. addressing the scope of the study and the specific research questions These should include formats for FGDs or other participatory research tools.
- Conduct of a set of interviews and FGDs with students, teachers, parents, peers, policy stakeholders and other relevant respondents. *We do not (necessarily) expect a statistically rigorous sample for this purpose as this is not a formal evaluation of a programme. We however expect reasonable and rational (fit-for-purpose) purposive sampling and / or robust case studies addressing the needs of the study[4]. Where possible, due consideration should be given to creating a meaningful counterfactual (a comparison group) although a statistically rigorous treatment-control type design is not expected.*
- Triangulation of the results from the above with other data sources, including those drawn from relevant regional and global evidence.

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[2] In practice, this means sending back children to government primary schools after providing catch-up education in EMDC learning centres.

[3] Children are followed up for up to 12 months post transition; thus, there is continued engagement and monitoring by partners.

[4] The study team should collect data from at least 20 learning centres in 4 districts. In each case, one or more FGDs need to be conducted with relevant stakeholders. A list of learning centres and a structure for the FGDs should be finalised by the study team at the initial stage of the study - in consultation with FCDO and, implementing partners.

- Preparation of a comprehensive technical report based on analysis of data and observations from the steps above, responding to the objectives and scope of work.
- Development a set of concrete recommendations around future directions for catch-up provisions and their integration into formal systems, and appropriate monitoring tools and approaches for such programmes.
- Presentation of the findings and recommendation in a hybrid workshop in Dhaka. *The lead researchers would be expected to join the event in person.*

Recipient

The primary recipients of this study will be the British High Commission Dhaka and the South Asia Research Hub (SARH) within FCDO's Research and Evidence Directorate.

Administrative arrangement

The study would be supported through The Evidence Fund, an FCDO programme intended to support a broad spectrum of FCDO's evidence needs to inform policy and programming decisions. The expected impact of the programme is to help develop evidence-informed policies, programmes and practices which contribute to development outcomes.

In 2022, FCDO appointed PwC and Integrity as Fund Manager (FM) to oversee and manage the Evidence Fund. The Fund Manager's primary responsibility is to manage procurement competitions for research and evaluation projects, conduct due diligence assessments on prospective sub- contracted Research Pool providers, where relevant, and manage research and evaluation contracting.

Time frame and outputs

The study should be completed within 6 months of signing the contract[5]. The following outputs are expected[6]:

	Description	**Due Date** ***(T refers to the date of signing the contract)***
Deliverable 1	An inception report	T+2 weeks
Deliverable 2	A preliminary report with a plan of data collection / field work	T+ 4 weeks
Deliverable 3	A draft technical report	T+16 weeks
Deliverable 4	A final technical report	T+20 weeks
Deliverable 5	A hybrid dissemination event	T+24 weeks

Budget

The overall budget for this study should not exceed £80,000, excluding all taxes. The budget should include costs of a hybrid dissemination event.

Skills needed

Proposals will be accepted from organisations only. Individual consultants are not eligible.

The study team should collectively possess the following skills:

- Sound knowledge of the education sector, including specific contextual challenges and opportunities

[6] The deliverable schedule may be revisited at the inception phase.

- Skills and experience in generating and analysing data on out of school children and learning loss/outcome
- Excellent research skills (mixed methods)
- Proven ability to produce high quality technical papers and presentations, meeting international standards within short timeframes
- Excellent written and spoken communication skills in English and Bangla, and the ability to communicate to policy audiences in both languages
- Local presence and networks in Bangladesh and/or suitable collaboration or partnership with a Bangladesh-based organisation

Bidding

The tender documents must be sent to the e-mail address of the Evidence Fund Manager (in_evidencefund@pwc.com) by 8 February 2024. The instructions for submitting the tender and details on scoring methodology and evaluation criteria are detailed in ITT Volume 1. The ITT Volume 3 contains the application forms for submitting the organisation details and technical tender. The ITT Volume 4 provides the Pro Formas for the commercial proposal.

Duty of care

The Supplier is responsible for the safety and well-being of their personnel and relevant third parties affected by their activities under this assignment, including appropriate security arrangements where needed. The study is not expected to involve any fieldwork. Interviews should be conducted remotely in keeping with prevalent health guidelines.

General Data Protection Regulation (GDPR)

Please refer to the details of the GDPR relationship status and personal data (where applicable) for this project as detailed in Annex 1, and the standard clause 30 in section 2 of the contract.

Delivery Chain Mapping

In advance of any release of funds, the Supplier will be required to produce a 'delivery chain risk map' which should, where possible, identify all partners (funding and non-funding e.g., legal/contributions in kind) involved in the delivery of this study. *This is applicable only if the lead organisation engages downstream partners.*

Safeguarding

FCDO places utmost importance on all potential partners' ability to safeguard children, young people and vulnerable adults they work with from sexual exploitation and abuse, and their ability to protect staff and volunteers. The Supplier Code of Conduct will be included in the terms and conditions of the Contract. New compliance checking mechanisms are now in place to review supplier documentation, their approaches to legal compliance and demonstration of good practice in meeting international principles on labour and ethical employment and to provide assurance that whistleblowing systems are accessible across delivery chains. FCDO will monitor risk and mitigation plans throughout the project cycle. The commitments made by all organisations in receipt of FCDO funding need to provide spending teams with concrete assurance that the new enhanced safeguarding standards are being applied. The approach will help to promote the adoption of new standards for all organisations in the aid sector.

Ethical principles and standards

Suppliers are required to refer to ethical guidelines available at
https://www.gov.uk/government/publications/dfid-ethical-guidance-for-research-evaluation-and-

monitoring-activities. *Bidders should include a statement in their proposals, confirming that the study will comply with ethical guidelines as mentioned above. This is a mandatory requirement.*

Research for Development outputs (R4D)

FCDO requires that all final research output(s) from this funding are uploaded to Research for Development Outputs (R4D) on GOV.UK *unless they are deemed sensitive by FCDO*. By law documents published on GOV.UK must comply with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. This is so they can be used by as many people as possible, including those with disabilities. Further information on open document formats and content accessibility on GOV.UK can be accessed here https://www.gov.uk/guidance/content-design/planning-content. Uploading final output(s) to Research for Development Outputs on GOV.UK does not exclude these outputs from being uploaded to other websites or platforms and repositories.

Due Diligence

The selected Bidder will be subjected to a Due Diligence Assessment as per FCDO's procedures prior to award of the contract. Bidders should be ready to respond to FCDO's information requests for this purpose at a short notice.

Annex A: Summary Risk Assessment Matrix

Title: Impact and sustainability of catch-up provision of Educate the Most Disadvantaged Children in Bangladesh (EMDC) programme

Location: Bangladesh

Theme	FCDO Risk score
OVERALL RATING	**3**
FCDO travel advice	2
Host nation travel advice	Not Available
Transportation	3
Security	3
Civil unrest	3
Violence/crime	3
Espionage	Does not apply.
Terrorism	4
War	1
Hurricane	3
Earthquake	3
Flood	2
Medical Services	3
Nature of Project/ Intervention	2

1 Very Low risk	2 Low risk	3 Med risk	**4** **High risk**	5 Very High risk
Low		**Medium**	**High Risk**	

Annex 7: Tools

Impact and sustainability of Catch-up provision of educate the most disadvantaged children in Bangladesh (EMDC) programme

Learning Achievement Test
Cohort 1 (Grade 1 & 2)
বিষয়ঃ বাংলা
সময়ঃ ১ ঘণ্টা ৩০ মিনিট

নামঃ শ্রেণিঃ রোল/আইডিঃ

১) নিচের এলোমেলো করে দেয়া বর্ণগুলো সাজিয়ে লেখঃ

খ, ঘ, ক, গ, ঙ

২) নিচের বর্ণগুলোর সাথে চিহ্ন মিল করঃ

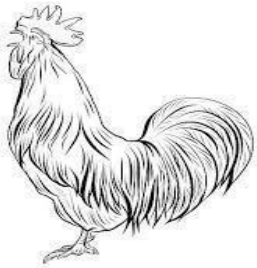
বর্ণ	চিহ্ন
আ	†
ই	v
ঊ	w
এ	~

৩) নিচের যুক্তবর্ণগুলো ভেঙে লেখঃ

ন্দ	

প্ত	

৪) নিচের ছবি দেখে পাশের খালি ঘরে শব্দ লেখঃ

৫) বাম পাশের শব্দের সাথে ডান পাশের শব্দের মিল করঃ

বই	খাই
আম	আঁকি
মাঠে	পড়ি
ছবি	খেলি

৬) খালি ঘরে উপযুক্ত শব্দ বসিয়ে বাক্য তৈরি করঃ

পাখি	বিকেল	প্রতিদিন	ফুল	অবহেলা

ক) বাগানে ..... ফোটে।

খ) আকাশে অনেক ..... উড়ছে।

গ) আমি ..... দাঁত মাজি।

৭) নিচের শব্দগুলো দিয়ে বাক্য তৈরি করে লেখঃ

বল	
দেখি	
পিঠা	

Learning Achievement Test
Cohort 1 (Grade 1 & 2)
বিষয়ঃ বাংলা

মৌখিক

৮) নিচের প্রশ্নগুলোর উত্তর দাও (শোনা ও বলা)ঃ

ক) তোমার নাম কী?

খ) তুমি কোন শ্রেণিতে পড়?

গ) তোমার পড়তে কেমন লাগে?

৯) নিচের বর্ণগুলো পড়ে শোনাও (পড়া)ঃ

ক, খ, ছ, ব, হ

১০) নিচে লেখা শব্দগুলো শোনাও (পড়া)ঃ

(১) বন

(২) ভালো

(৩) লিখি

(৪) নদী

(৫) সুন্দর

১১) নিচে লেখা বাক্যগুলো পড়ে শোনাও (পড়া)ঃ

ক) নদী ভরা জল।

খ) রাজু মাঠে খেলতে যায়।

Learning Achievement Test
Cohort 1 (Grade 1 & 2)
Subject: English
Duration: 1 hour 30 minutes

1.Write the small letters in the blanks (নিচের খালিঘরের ছোট হাতের বর্ণগুলো লেখ):

a		c	d	

m		o		q

v		x		

2. Write a word by each of the letters (নিচের বর্ণগুলো দিয়ে ইংরেজি শব্দ তৈরি করে লেখ):

Letter	Word
A	
C	
D	
N	
O	

3. Write the missing names of a week in the blanks (নিচের শূন্যস্থানে সপ্তাহের নাম লেখ):

a) Saturday b) …… c) Monday d) ……

e) Wednesday f) …… g) ……

4. Look at the images and write down the names in words (নিচের ছবিগুলো দেখ এবং এদের নাম পাশের খালিঘরে লেখ):

Learning Achievement Test
Cohort 1 (Grade 1 & 2)
Subject: English

Oral Part

5. Answer to the following questions orally (Listening & Speaking) [নিচের প্রশ্নগুলোর উত্তর দাও (শোনা ও বলা)]:

a) What is your name?
b) How old are you?
c) What class do you read?

6. Read the letters below (Reading) [নিচের বর্ণগুলো পড় (পড়া)]:

A, C, N, O, W

7. Read the words below (Reading) [নিচের শব্দগুলো পড় (পড়া)]:

Cat	Book	Play	Good	School

Learning Achievement Test

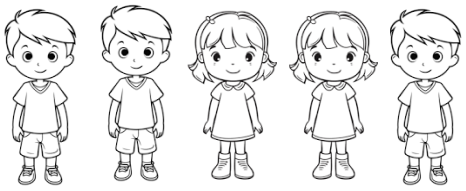
Cohort 1 (Grade 1 & 2)

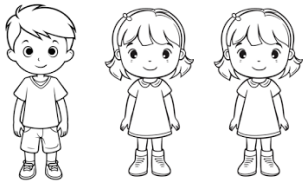
বিষয়ঃ গণিত

সময়ঃ ১ ঘণ্টা ৩০ মিনিট

১) নিচের কোন ছবিতে মানুষের সংখ্যা কম আছে? - সঠিক উত্তরে টিক ( ) চিহ্ন দাওঃ

ক) 

খ) 

গ) 

২) ছোট থেকে বড় সংখ্যা সাজাওঃ

সংখ্যা	ছোট থেকে বড়
৯, ৪, ১, ৭	
২৫, ২২, ২৯, ৩০	

৩) বড় থেকে ছোট সংখ্যা সাজাওঃ

সংখ্যা	বড় থেকে ছোট
১১, ১৫, ১২, ১৭	
৩৯, ৪০, ৩১, ৩৬	

৪) অঙ্কে লেখঃ

আট -

বাইশ -

একত্রিশ –

৫) কথায় লেখঃ

৬ -

১৯ -

২৮ –

৬) যোগ করঃ

৬	১২
+ ৪	+ ৫

৭) বিয়োগ করঃ

৯	১৮
- ৪	- ৫

৮) গুণ করঃ

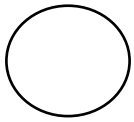
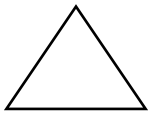
৪	২৩
× ২	× ৩

৯) ভাগ করঃ

৬ ÷ ৩ = ১৮ ÷ ৬ =

১০) বাদলের কাছে ১৪ টাকা আছে। তার মা তাকে আরো ১০ টাকা দিল। বাদলের কাছে এখন মোট কত টাকা আছে?

১১) নিচের আকৃতিগুলোর নাম ডান পাশের খালি ঘরে লেখঃ

Learning Achievement Test
Cohort 2 (Grade 3 & 4)
বিষয়ঃ বাংলা
সময়ঃ ১ ঘণ্টা ৩০ মিনিট

নামঃ **শ্রেণিঃ** **রোল/আইডিঃ**

১) নিচের এলোমেলো করে দেয়া বর্ণগুলো সাজিয়ে লেখঃ

ম, প, ভ, ব, ফ

২) নিচের বাম পাশের বর্ণগুলোর সাথে ডান পাশের চিহ্ন মিল করঃ

বর্ণ	চিহ্ন
ঈ	”
য	†v
ঋ	x
ও	¨

৩) নিচের যুক্তবর্ণগুলো ভেঙে লেখঃ

চ্ছ	
ল্প	
ণ্ট	

৪) বাম পাশের শব্দগুলোর সাথে ডান পাশের শব্দগুলোর মিল করঃ

আজ আকাশে	ঘুরতে যাব
ছুটি পেলে	শেষ করেছি
আমি কাজটি	চাঁদ উঠেছে

৫) খালি ঘরে শব্দ বসিয়ে বাক্য তৈরি করঃ

উপদেশ	পাখি	দেশে	মিথ্যা	সুন্দর	গরম	বই

ক) আমি .....পড়ি।

খ) এ বছর অনেক ..... পড়েছে।

গ) কখনো ..... কথা বলবো না।

ঘ) আমাদের ..... অনেক নদী আছে।

ঙ) বড়দের ..... মেনে চলা উচিত।

৬) নিচে উল্লেখ করা শব্দগুলো দিয়ে বাক্য তৈরি করে লেখঃ

দেখি	
শীত	
বাংলাদেশ	
বৃষ্টি	

৭) নিচের অনুচ্ছেদটি পড়ঃ

বাংলাদেশ ছয় ঋতুর দেশ। প্রথমে গ্রীষ্মের কথাই ধরা যাক। গ্রীষ্মে কী প্রচণ্ড গরম! দুপুরে যদি পথে বের হতেই হয়, তখন মাথার ওপরে ছাতা ধরে লোকে হাঁটে। গরম যতই হোক, গ্রীষ্মকে কিন্তু মধুমাস বলা হয়। এ সময় মধুর মতো মিষ্টি নানা ফল পাওয়া যায়। আম, জাম, কাঁঠাল, আনারস ও লিচু গ্রীষ্মকালের ফল।

অনুচ্ছেদ অনুযায়ী নিচের ১-৩ নাম্বার প্রশ্নের সঠিক উত্তরে টিক (✓) চিহ্ন দাওঃ

(১) বাংলাদেশে কয়টি ঋতু আছে?

ক) ৩ খ) ৪

গ) ৫ ঘ) ৬

(২) নিচের কোনটি গ্রীষ্মকালের ফল নয়?

ক) কমলা খ) জাম

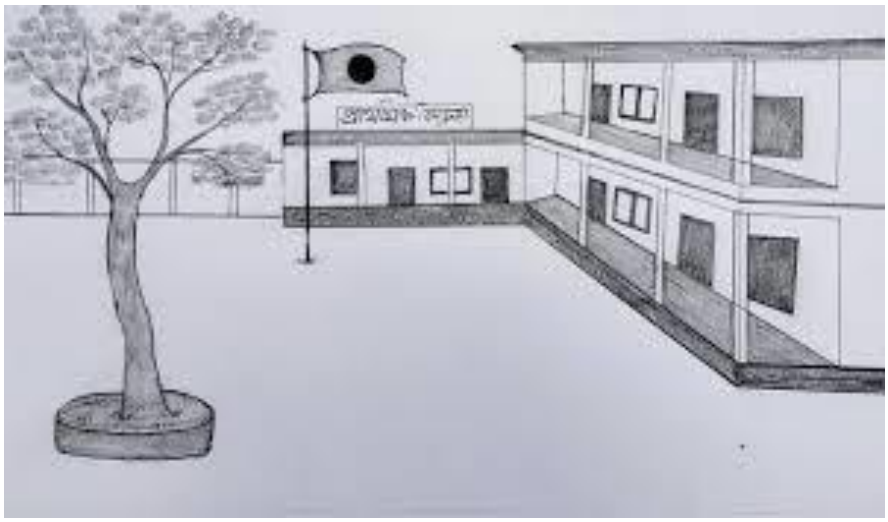
গ) আম ঘ) কাঁঠাল

(৩) গ্রীষ্মকে মধুমাস কেন বলা হয়?

ক) গ্রীষ্মে অনেক গরম থাকে খ) গ্রীষ্মে মধুর মতো মিষ্টি নানা ফল পাওয়া যায়

গ) গ্রীষ্মে মধু পাওয়া যায় ঘ) গ্রীষ্মে মধুর মতো মিষ্টি সবজি পাওয়া যায়

৮) নিচের ছবিটি সম্পর্কে পাঁচটি বাক্য লেখঃ



১)	
২)	
৩)	
৪)	
৫)	

Learning Achievement Test
Cohort 2 (Grade 3 & 4)
বিষয়ঃ বাংলা
মৌখিক

৯) নিচের প্রশ্নগুলোর উত্তর (শোনা ও বলা)ঃ

ক) তোমার নাম কী?

খ) তুমি কোন শ্রেণিতে পড়?

গ) তুমি কেমন আছো?

ঘ) তোমার এলাকা সম্পর্কে কিছু বলো।

১০) নিচের বর্ণগুলো পড়ে শোনাও (পড়া)ঃ

ক, ছ, ষ, ভ, ন

১১) নিচে লেখা শব্দগুলো পড় (পড়া)ঃ

(১) খাতা

(২) মেঘনা

(৩) লিখি

(৪) আদর্শ

(৫) বিজ্ঞান

১২) নিচের অনুচ্ছেদটি পড় (পড়া)ঃ

বাংলাদেশ ছয় ঋতুর দেশ। প্রথমে গ্রীষ্মের কথাই ধরা যাক। গ্রীষ্মে কী প্রচণ্ড গরম! দুপুরে যদি পথে বের হতেই হয়, তখন মাথার ওপরে ছাতা ধরে লোকে হাঁটে। গরম যতই হোক, গ্রীষ্মকে কিন্তু মধুমাস বলা হয়। এ সময় মধুর মতো মিষ্টি নানা ফল পাওয়া যায়। আম, জাম, কাঁঠাল, আনারস ও লিচু গ্রীষ্মকালের ফল।

Learning Achievement Test
Cohort 2 (Grade 3 & 4)
Subject: English

Duration: 1 hour 30 minutes

1. Write a word by each of the letters:

Letter	Word
B	
U	
E	
H	
X	

2. Write down the name of this month:

3. Look at the clockW .rite down the time:



It's ……..o'clock.

4. Write a sentence using each of the words:

Good	

Bird	
Play	
Sky	
Family	

5. Rearrange the words and write the sentence:

She mother is my.
He the is on writing blackboard.
you are Where going?

6. Read the following story:

On Saturday, Rima's father gives her a seed. On Sunday, Rima puts the seed in a tub. On Monday, Rima waters the seed. On Tuesday, Rima puts the tub in the sun. On Wednesday, Rima waters the seed again. On Thursday, Rima waits. On Friday, Rima sees something. There is a small plant.

Fill in the blanks with the names of the days:

a) Rima's father gives her a …….

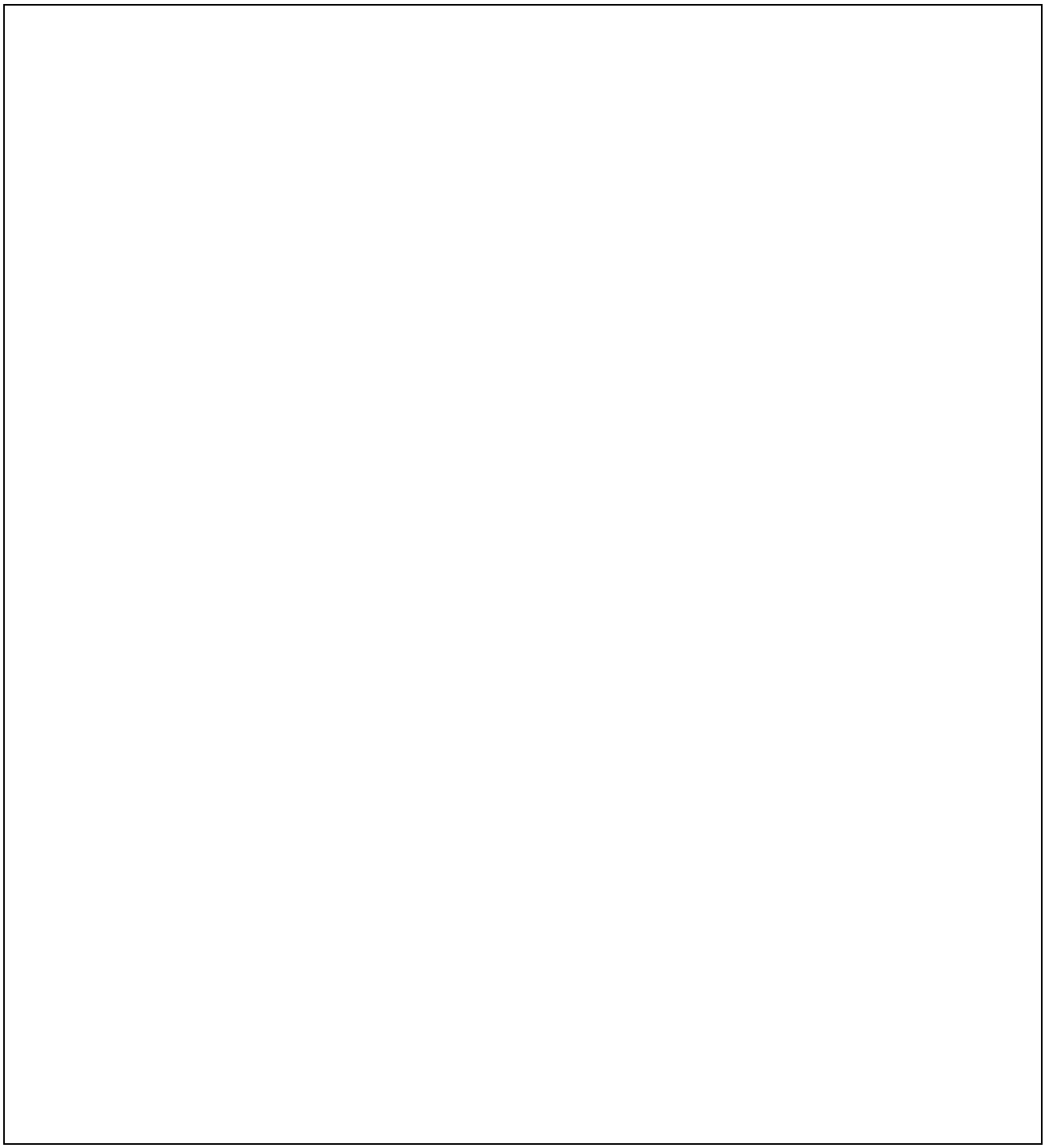
b) Rima puts the seed in a …….

Answer to the following question:

c) Rima waters the seed on-

i) Sunday ii) Monday iii) Tuesday

7. Write 5 sentences about 'Your Teacher':



Learning Achievement Test
Cohort 2 (Grade 3 & 4)
Subject: English

Oral Part

8. Answer to the following questions orally (Listening & Speaking):

a) What is your name?

b) How old are you?

c) Show me your hand. (Only listening)

9. Read the letters below (Reading):

D	**M**	**U**	**V**	**Z**

10. Read the words below (Reading):

River	Teacher	Work	Best	Football

11. Read the following story (Reading):

On Saturday, Rima's father gives her a seed. On Sunday, Rima puts the seed in a tub. On Monday, Rima waters the seed. On Tuesday, Rima puts the tub in the sun. On Wednesday, Rima waters the seed again. On Thursday, Rima waits. On Friday, Rima sees something. There is a small plant.

Learning Achievement Test
Cohort 2 (Grade 3 & 4)
বিষয়ঃ গণিত
সময়ঃ ১ ঘণ্টা ৩০ মিনিট

১। খালি ঘরে সঠিক সংখ্যা লেখঃ

আগের সংখ্যা	
	২৩
	৮৯

মাঝের সংখ্যা		
৯৭		৯৯
৩৪		৩৬

পরের সংখ্যা	
৪২	
৬৬	

২। নিচের সংখ্যাগুলো কথায় লেখঃ

১৮২ -

১৫৮৭ -

৬২৫০ –

৩। নিচের সংখ্যাগুলো অঙ্কে লেখঃ

তিনশো বারো -

একহাজার পঞ্চাশ -

সাত হাজার একশ বিশ –

৪। স্থানীয় মান নির্ণয় করঃ

	অযুত	হাজার	শতক	দশক	একক
৫৮৯					
১৫৮৩					

৯১৩২					

৫। যোগ করঃ

ক) ১২+১৭+৩৭=

খ)
$$\begin{array}{r} ২৫৬ \\ +\ ৪৯ \\ \hline \end{array}$$

৬। বিয়োগ করঃ

ক)
$$\begin{array}{r} ২৮ \\ -\ ১৫ \\ \hline \end{array}$$

খ)
$$\begin{array}{r} ৩৩৪ \\ -\ ৮৯ \\ \hline \end{array}$$

৭। গুণ করঃ

ক)
$$\begin{array}{r} ১২ \\ \times\ ১০ \\ \hline \end{array}$$

খ)
$$\begin{array}{r} ১১৮ \\ \times\ ১২ \\ \hline \end{array}$$

৮। ভাগ করঃ

ক) ২৭÷৯=

খ) ৭) ৪৩ (

৯। তোমার কাছে মোট ৪৫ টি চকলেট আছে। তুমি তোমার বন্ধু কে ২০ টি চকলেট দিয়ে দিলে। তুমি আবার দোকান থেকে ১২ টি চকলেট কিনে নিলে। তোমার কাছে এখন কয়টি চকলেট আছে?

১০। একটি কলমের প্যাকেটে ১২টি কলম আছে। ৬টি প্যাকেটে মোট কয়টি কলম হবে?

১১। একটি ত্রিভুজ এবং একটি চতুর্ভুজ আঁকঃ

ত্রিভুজ	
চতুর্ভুজ	

জীবন দক্ষতা মূল্যায়ন

শিক্ষার্থী কপি

এই প্রশ্নগুলো শিক্ষার্থীদের জীবন দক্ষতা নিরূপণের জন্য ডিজাইন করা হয়েছে। প্রতিটি প্রশ্নের জন্য, শিক্ষার্থীরা তিনটি বিকল্পের মধ্যে থেকে বেছে নিতে পারবে: "একদমই করতে পারি না", "সহায়তা নিয়ে করতে পারি", অথবা "সহায়তা ছাড়াই করতে পারি"। এই প্রশ্নাবলী শিক্ষার্থীর বিগত ছয় মাস বা বর্তমান স্কুল বছরের আচরণ এবং অনুভূতির উপর ভিত্তি করে পূরণ করতে হবে।

শিক্ষার্থীর নামঃ ..... **ছেলে/মেয়ে/তৃতীয় লিঙ্গ/প্রকাশে অনিচ্ছুক**

জন্মতারিখঃ ..... **শ্রেণিঃ .....**

	একদমই করতে পারি না	**সহায়তা নিয়ে করতে পারি**	**সহায়তা ছাড়াই করতে পারি**
অন্যদের সাথে মেলামেশা			
আমি আমার সহপাঠীদের সাথে যথাযথভাবে মিশতে পারি	□	□	□
আমি কর্মচারীদের সাথে যথাযথভাবে মিশতে পারি।	□	□	□
আমি বিপরীত লিঙ্গের কারো সাথে যথাযথভাবে মিশতে পারি।	□	□	□
আমি কার্যকরভাবে যোগাযোগ করতে পারি।	□	□	□
আমি অন্যদের প্রয়োজন ও অনুভূতির প্রতি সংবেদনশীলতা দেখাই।	□	□	□
সমস্যা সমাধান ও বাধা অতিক্রম			
আমি উদ্ভূত বাধাগুলো পার করে সমাধান খুঁজে পাই।	□	□	□
আমি যথাযথভাবে সাহায্যের জন্য জিজ্ঞাসা করি।	□	□	□
আমি সফলভাবে সমস্যা সমাধান করি।	□	□	□
উদ্যোগ গ্রহণ	□	□	□
শ্রেণিকক্ষে কেউ বলার আগেই নিজে থেকে দায়িত্ব নিয়ে কাজ সম্পন্ন করি।	□	□	□
আমি নেতৃত্ব দিতে পারি।	□	□	□
দ্বন্দ্ব পরিচালনা			
কারো সাথে মতের মিল না হলে সমস্যা সমাধানের সময় উপযুক্ত দৃঢ়তা দেখাতে পারি।	□	□	□
কারো সাথে মতের মিল না হলে সমস্যা যথাযথভাবে সমাধান করি।	□	□	□
শ্রেণিকক্ষে শৃঙ্খলা বজায় রাখি।	□	□	□
কারো সাথে মতের মিল না হলে গায়ে হাত তুলি না বা অশালীন ভাষা ব্যবহার করি না।	□	□	□
কারো সাথে মতের মিল না হলে সমস্যা সমাধান না করে পালিয়ে যাই না।	□	□	□
নির্দেশনা বুঝা ও অনুসরণ করা			
শ্রেণিকক্ষে কোনো নির্দেশনা প্রদান করলে তা বুঝতে পারি।	□	□	□
শ্রেণিকক্ষে কোনো নির্দেশনা প্রদান করা হলে তা মেনে চলি।	□	□	□
নির্দেশনা বুঝতে না পারলে তা স্পষ্টভাবে বোঝার জন্য প্রশ্ন করি।	□	□	□

শিক্ষক কপি

তোমার সাহায্যের জন্য তোমাকে অনেক ধন্যবাদ

জীবন দক্ষতা মূল্যায়ন

এই প্রশ্নগুলো শিক্ষার্থীদের জীবন দক্ষতা নিরূপণের জন্য ডিজাইন করা হয়েছে। প্রতিটি প্রশ্নের জন্য, শিক্ষার্থীরা তিনটি বিকল্পের মধ্যে থেকে বেছে নিতে পারবে: "একদমই করতে পারি না", "সহায়তা নিয়ে করতে পারি", অথবা "সহায়তা ছাড়াই করতে পারি"। এই প্রশ্নাবলী শিক্ষার্থীর বিগত ছয় মাস বা বর্তমান স্কুল বছরের আচরণ এবং অনুভূতির উপর ভিত্তি করে পূরণ করতে হবে।

শিক্ষার্থীর নামঃ ..... **ছেলে/মেয়ে/তৃতীয় লিঙ্গ/প্রকাশে অনিচ্ছুক**

জন্মতারিখঃ ..... **শ্রেণিঃ .....**

স্বাক্ষরঃ **তারিখঃ**

	একদমই করতে পারে না	সহায়তা নিয়ে করতে পারে	সহায়তা ছাড়াই করতে পারে
অন্যদের সাথে মেলামেশা	□	□	□
শিক্ষার্থী তার সহপাঠীদের সাথে যথাযথভাবে মিশতে পারে।	□	□	□
শিক্ষার্থী কর্মচারীদের সাথে যথাযথভাবে মিশতে পারে।	□	□	□
শিক্ষার্থী বিপরীত লিঙ্গের কারো সাথে যথাযথভাবে মিশতে পারে।	□	□	□
শিক্ষার্থী কার্যকরভাবে যোগাযোগ করতে পারে।	□	□	□
শিক্ষার্থী অন্যদের প্রয়োজন ও অনুভূতির প্রতি সংবেদনশীলতা দেখায়।	□	□	□
সমস্যা সমাধান ও বাধা অতিক্রম			
শিক্ষার্থী উদ্ভূত বাধাগুলো অতিক্রম করার সমাধান খুঁজে বের করতে পারে।	□	□	□
শিক্ষার্থী সাহায্যের জন্য যথাযথভাবে জিজ্ঞাসা করে।	□	□	□
শিক্ষার্থী সফলভাবে সমস্যা সমাধান করে।	□	□	□
উদ্যোগ গ্রহণ			
শ্রেণিকক্ষে কেউ বলার আগেই নিজে থেকে দায়িত্ব নিয়ে কাজ সম্পন্ন করে।	□	□	□
নিজের বয়স অনুসারে নেতৃত্ব দিতে পারে।	□	□	□
দ্বন্দ্ব পরিচালনা			
কারো সাথে মতের মিল না হলে সমস্যা সমাধানের সময় উপযুক্ত দৃঢ়তা প্রদর্শন করে।	□	□	□
কারো সাথে মতের মিল না হলে সমস্যা যথাযথভাবে সমাধান করে।	□	□	□
শ্রেণিকক্ষে শৃঙ্খলা বজায় রাখে।	□	□	□
কারো সাথে মতের মিল না হলে গায়ে হাত তোলে না বা অশালীন ভাষা ব্যবহার করে না।	□	□	□
কারো সাথে মতের মিল না হলে সমস্যা সমাধান না করে পালিয়ে যায় না।	□	□	□
নির্দেশনা বুঝা ও অনুসরণ করা			
শ্রেণিকক্ষে কোনো নির্দেশনা প্রদান করা হলে তা বুঝতে পারে।	□	□	□
শ্রেণিকক্ষে কোনো নির্দেশনা প্রদান করা হলে তা মেনে চলে।	□	□	□
নির্দেশনা বুঝতে না পারলে তা স্পষ্টভাবে বোঝার জন্য প্রশ্ন করে।	□	□	□

শিক্ষার্থী কপি

সামাজিক-আবেগিক দক্ষতা মূল্যায়ন

এই প্রশ্নগুলো শিক্ষার্থীদের সামাজিক এবং আবেগিক দক্ষতা নিরূপণের জন্য ডিজাইন করা হয়েছে। শিক্ষার্থীদের নিজস্ব অনুভূতি এবং আচরণের উপর ভিত্তি করে বিভিন্ন প্রশ্নের উত্তর দিতে হবে। প্রতিটি প্রশ্নের জন্য, শিক্ষার্থীরা তিনটি বিকল্পের মধ্যে থেকে বেছে নিতে পারবে: "একমত নয়",

"কিছুটা একমত", অথবা "একমত"। এই প্রশ্নাবলী শিক্ষার্থীর বিগত ছয় মাস বা বর্তমান স্কুল বছরের আচরণ এবং অনুভূতির উপর ভিত্তি করে পূরণ করতে হবে।

শিক্ষার্থীর নামঃ ..... **ছেলে/মেয়ে/তৃতীয় লিঙ্গ/প্রকাশে অনিচ্ছুক**

জন্মতারিখঃ ..... **শ্রেণিঃ .....**

	একমত নয়	**কিছুটা একমত**	**একমত**
আমি চেষ্টা করি অন্যরা কেমন অনুভব করছে তা বোঝার।	□	□	□
আমার জন্য দীর্ঘ সময় স্থির হয়ে থাকা কঠিন।	□	□	□
আমার প্রায়ই মাথাব্যথা বা পেট ব্যথা হয়।	□	□	□
আমি সহজেই অন্যদের সাথে আমার জিনিস (যেমন খাবার, খেলনা, পেন্সিল ইত্যাদি) ভাগাভাগি করি।	□	□	□
আমি রাগান্বিত হই বা সহজেই মেজাজ হারাই।	□	□	□
আমি অন্যদের সাথে সময় কাটানোর চেয়ে একা থাকতে পছন্দ করি।	□	□	□
আমি সাধারণত আমার বাবা-মা বা শিক্ষকদের কথা মেনে চলি।	□	□	□
আমি প্রায়ই বিভিন্ন বিষয়ে চিন্তিত থাকি/দুশ্চিন্তা করি।	□	□	□
কেউ আঘাত পেলে বা কষ্টে থাকলে আমি তাকে সাহায্য করতে পছন্দ করি।	□	□	□
আমি প্রায়ই স্থির থাকতে পারি না এবং গা-হাত-পা মোড়ামুড়ি করি।	□	□	□
আমার অন্তত একজন ভালো বন্ধু আছে।	□	□	□
আমি প্রায়ই অন্যান্য বাচ্চাদের সাথে মারামারি করি।	□	□	□
আমি প্রায়ই বিষণ্ণ, মনমরা, ও কাঁদো কাঁদো অনুভব করি।	□	□	□
বেশিরভাগ সহপাঠী আমাকে পছন্দ করে।	□	□	□
আমি সহজেই মনোযোগ হারিয়ে ফেলি এবং মনোযোগ দিতে পারি না।	□	□	□
নতুন পরিস্থিতিতে/অচেনা পরিবেশে আমি ঘাবড়ে যাই বা আত্মবিশ্বাস হারাই।	□	□	□
আমি আমার থেকে ছোট বয়সের বাচ্চাদের প্রতি সদয় থাকি।	□	□	□
আমি মাঝে মাঝে মিথ্যা বলি বা প্রতারণা করি।	□	□	□
আমাকে প্রায়ই অন্য বাচ্চারা আক্রমণ করে বা আমাকে বিরক্ত করে।	□	□	□
আমি প্রায়ই আমার বাবা-মা, শিক্ষক বা বন্ধুদের সাহায্য করার জন্য এগিয়ে যাই।	□	□	□
আমি কিছু করার আগে ভালোভাবে চিন্তা করি।	□	□	□
আমি মাঝে মাঝে এমন কিছু নেই/চুরি করি যা আমার নয়।	□	□	□
আমি আমার বয়সের বাচ্চাদের তুলনায় বড়দের সাথে ভালোভাবে মিশতে পছন্দ করি।	□	□	□
আমি সহজেই ভয় পাই বা চমকে যাই।	□	□	□
আমি কাজ শেষ না হওয়া পর্যন্ত লেগে থাকি এবং আমার মনোযোগ ধরে রাখতে পারি।	□	□	□

দয়া করে পাতা উল্টাও, অপর পৃষ্ঠায় আরও কিছু প্রশ্ন আছে

তোমার অন্য কোন মন্তব্য বা বলার বিষয় থাকলে উল্লেখ করঃ

অন্যান্য প্রশ্নঃ

সব মিলিয়ে তোমার কি মনে হয় যে, তোমার আবেগ, মনোযোগ, আচরণ, বা অন্যদের সাথে মেলামেশায় অসুবিধা আছে?

না □ হ্যাঁ, কিছুটা অসুবিধা □ হ্যাঁ, বড় অসুবিধা □ হ্যাঁ, গুরুতর অসুবিধা □

যদি তোমার উত্তর হ্যাঁ হয় তাহলে নিচের প্রশ্নগুলোর উত্তর দাওঃ

- এই অসুবিধাগুলো কত দিন ধরে আছে?

  এক মাসের কম □ ১-৫ মাস □ ৬-১২ মাস □ এক বছরের বেশি □

- এই অসুবিধাগুলো কি তোমাকে বিরক্ত করে বা কষ্ট দেয়?

  মোটেই নয় □ কিছুটা □ বেশ কিছুটা □ অনেকটা □

- এই অসুবিধাগুলো তোমার দৈনন্দিন জীবনের কোন ক্ষেত্রে কিরূপ প্রভাব ফেলছে?

  সহপাঠীদের সাথে সম্পর্ক মোটেই নয় □ কিছুটা □ বেশ কিছুটা □ অনেকটা □

  শ্রেণিকক্ষের শিক্ষা মোটেই নয় □ কিছুটা □ বেশ কিছুটা □ অনেকটা □

- এই অসুবিধাগুলো কি তোমার বা তোমার ক্লাসের ওপর কোনো বোঝা সৃষ্টি করছে?

  মোটেই নয় □ কিছুটা □ বেশ কিছুটা □ অনেকটা □

স্বাক্ষরঃ_____ তারিখঃ_____

তোমার সাহায্যের জন্য তোমাকে অনেক ধন্যবাদ

শিক্ষক কপি

সামাজিক-আবেগিক দক্ষতা মূল্যায়ন

এই প্রশ্নগুলো শিক্ষার্থীদের সামাজিক এবং আবেগিক দক্ষতা নিরূপণের জন্য ডিজাইন করা হয়েছে। শিক্ষার্থীদের নিজস্ব অনুভূতি এবং আচরণের উপর ভিত্তি করে বিভিন্ন প্রশ্নের উত্তর দিতে হবে। প্রতিটি প্রশ্নের জন্য, শিক্ষার্থীরা তিনটি বিকল্পের মধ্যে থেকে বেছে নিতে পারবে: "একমত নয়", "কিছুটা একমত", অথবা "একমত"। এই প্রশ্নাবলী শিক্ষার্থীর বিগত ছয় মাস বা বর্তমান স্কুল বছরের আচরণ এবং অনুভূতির উপর ভিত্তি করে পূরণ করতে হবে।

শিক্ষার্থীর নামঃ ..... **ছেলে/মেয়ে/তৃতীয় লিঙ্গ/প্রকাশে অনিচ্ছুক**

জন্মতারিখঃ ..... **শ্রেণিঃ .....**

	একমত নয়	কিছুটা একমত	একমত
অন্যদের অনুভূতিকে মূল্য দেয়	□	□	□
অস্থির, ছটফটে, বেশিক্ষণ চুপ করে থাকতে পারে না	□	□	□
প্রায়ই মাথাধরা, পেটব্যথা বা বমি বমি ভাবের কথা বলে	□	□	□
অন্য ছেলেমেয়েদের সাথে খাবার, খেলনা, পেন্সিল ইত্যাদি সহজেই ভাগাভাগি করে নেয়	□	□	□
প্রায়ই জেদী আচরণ করে বা গরম মেজাজ দেখায়	□	□	□
অনেকটা একা থাকে, একা একা খেলতে ভালোবাসে	□	□	□
বেশ বাধ্য, সাধারণতঃ বড়দের কথা শোনে	□	□	□
অনেক দুশ্চিন্তা করে, প্রায়ই চিন্তিত দেখায়	□	□	□
কেউ ব্যথা পেলে, মন খারাপ করলে বা অসুস্থবোধ করলে সাহায্য করে	□	□	□
সারাক্ষণ উসখুস করে বা গা-হাত মোড়ামুড়ি করে	□	□	□
অন্ততঃ একজন ভালো বন্ধু আছে	□	□	□
প্রায়ই অন্য ছেলেমেয়েদের সাথে মারামারি করে বা গায়ের জোর দেখায়	□	□	□
প্রায়ই বিষণ্ন, মনমরা ও কাঁদো কাঁদো থাকে	□	□	□
সাধারণভাবে অন্য ছেলেমেয়েরা তাকে পছন্দ করে	□	□	□
সহজেই অন্যমনস্ক হয়ে পড়ে, মনোযোগ ধরে রাখতে পারে না	□	□	□
অচেনা পরিবেশে ঘাবড়ে যায় বা আড়ষ্ট থাকে, সহজেই সাহস হারায়	□	□	□
ছোটদের প্রতি মায়া মমতা আছে	□	□	□
প্রায়ই মিথ্যে বলে বা ধাপ্পা দেয়	□	□	□
অন্য ছেলেমেয়েরা তার পেছনে লাগে বা তার ওপর গায়ের জোর দেখায়	□	□	□
অপরকে সাহায্য করতে প্রায়ই এগিয়ে যায় (বাবা-মা, শিক্ষক, অন্য ছেলেমেয়েদের)	□	□	□
ভেবে চিন্তে কাজ করে	□	□	□
বাড়ি, স্কুল বা অন্য জায়গা থেকে চুরি করে	□	□	□
ছোটদের চেয়ে বড়দের সাথে ভালো মিশতে পারে	□	□	□
অনেক ভয়, একটুতেই চমকে যায়	□	□	□
কাজ ধরলে শেষ করে, মনোযোগের পরিমাণ ভালো	□	□	□

শিক্ষক কপি

আপনার অন্য কোন মন্তব্য বা বলার বিষয় থাকলে উল্লেখ করুন-

অন্যান্য প্রশ্নঃ

সব মিলিয়ে আপনি কি মনে করেন যে, এই ছাত্র/ছাত্রীর আবেগ, মনোযোগ, আচরণ, বা অন্যদের সাথে মেলামেশায় অসুবিধা আছে?

না □ হ্যাঁ, কিছুটা অসুবিধা □ হ্যাঁ, বেশ অসুবিধা □ হ্যাঁ, গুরুতর অসুবিধা □

যদি আপনার উত্তর **হ্যাঁ** হয়, তাহলে নিচের প্রশ্নগুলোর উত্তর দিনঃ

- এই অসুবিধাগুলো কত দিন ধরে লক্ষ্য করছেন?

  এক মাসের কম □ ১-৫ মাস □ ৬-১২ মাস □ এক বছরের বেশি □

- এই অসুবিধাগুলো কি ছাত্র/ছাত্রীকে বিরক্ত করে বা কষ্ট দেয় বলে মনে হয়?

  মোটেই নয় □ কিছুটা □ বেশ কিছুটা □ অনেকটা □

- এই অসুবিধাগুলো তার দৈনন্দিন জীবনের কোন ক্ষেত্রে কিরূপ প্রভাব ফেলছে বলে আপনি মনে করেন?

  সহপাঠীদের সাথে সম্পর্ক মোটেই নয় □ কিছুটা □ বেশ কিছুটা □ অনেকটা □

  শ্রেণিকক্ষের শিক্ষা মোটেই নয় □ কিছুটা □ বেশ কিছুটা □ অনেকটা □

- এই অসুবিধাগুলো কি আপনার শ্রেণিকক্ষে বা সামগ্রিকভাবে ক্লাসের ওপর কোনো বোঝা সৃষ্টি করছে?

  মোটেই নয় □ কিছুটা □ বেশ কিছুটা □ অনেকটা □

স্বাক্ষরঃ_____ তারিখঃ_____

আপনার সাহায্যের জন্য আপনাকে অনেক ধন্যবাদ

Checklist for Program Organizer

A. Retention Rate (LCs):

Name of Learning Centre	Cohort Type	Number of Students in the catch-up Program	Number of Students Continuing in formal school	Remarks

B. Dropped out Students:

B.1. Percentage of dropped out students:

Name of Learning Centre	Cohort Type	Number of Students in the catch-up Program	Number of Students dropped out of formal school	Remarks

B.2. Reasons of student's dropped out of formal school:

Name of Learning Centre	Cohort Type	Name of the dropped-out student	Reason/s of dropped out	Remarks

B.3. Current status of dropped out children? (If they are not in school, what are they doing now?)

Name of Learning Centre	Cohort Type	Name of the dropped-out student	Current Status of dropped out children	Specific Activities they are doing

Checklist for School Head Teacher

A. Retention Rate (At Schools):

Name of School	Grade	Number of Students came from the catch-up Program (BRAC)	Number of Students dropped out of formal school	Remarks
	I			
	II			
	III			
	IV			
	V			

B. Dropped out Students:

B.1. Percentage of dropped out students:

Name of School	Grade	Number of Students came from the catch-up Program (BRAC)	Number of Students dropped out of formal school	Remarks
	I			
	II			
	III			
	IV			
	V			

B.2. Reasons of student's dropped out of formal school:

Name of School	Name of the dropped-out student	Grade	Reason/s of dropped out	Remarks

B.3. Current status of dropped out children? (If they are not in school, what are they doing now?)

Name of the school	Name of the dropped-out student	Grade	Current Status of dropped out children	Specific Activities they are doing

KII: Upazila Education Officer

1. Please tell us about your experience with the catch-up program in your Upazila?
2. What is the retention rate of students in formal schools in your upazila who have completed the catch-up education program under various components of EMDC (Education for Marginalized and Disadvantaged Children)?
3. How would you describe the regularity of attendance for students who have completed the catch-up education program compared to those who have not?
4. How attentive are the students who have completed the catch-up education program compared to their peers who have not participated in the program?
5. How are parents and communities engaged and involved in supporting students who have completed catch-up education programs and are reintegrating into formal schools?
6. What is the dropout rate among students in your upazila who completed the catch-up education program and subsequently returned to formal schools?
7. What are the reasons for dropout among students who completed the catch-up education program and then left formal schools?
8. What is the current status of students who have dropped out of formal schools after completing the catch-up education program?
9. How effective has the EMDC program been in bridging the gap between formal and non-formal education?
10. What strategies are in place to integrate the catch-up education program with formal education pathways?
11. Have there been any notable successes or best practices identified in the implementation of catch-up education programs within formal school settings? If so, can you provide examples?
12. How effective were the screening and targeting processes been in ensuring that the most marginalized children access the EMDC provision?

IDI: Upazila Manager

1. What do you think about the level of learning of students who have completed the catch-up program from your organization in your Upazila?

2. What is the retention rate of students in formal schools in your upazila who have completed the catch-up education program under various components of EMDC (Education for Marginalized and Disadvantaged Children)?
3. How would you describe the regularity of attendance for students who have completed the catch-up education program compared to those who have not?
4. How attentive are the students who have completed the catch-up education program compared to their peers who have not participated in the program?
5. What is the dropout rate among students in your upazila who completed the catch-up education program and subsequently returned to formal schools?
6. What are the reasons for dropout among students who completed the catch-up education program and then left formal schools?
7. What is the current status of students who have dropped out of formal schools after completing the catch-up education program?
8. Are there specific challenges or barriers faced by students who have completed the catch-up education program and re-entered formal schools, and what strategies do you propose to address these challenges?
9. How did you ensured that LC facilitators were adequately trained and supported to deliver effective catch-up education sessions tailored to the diverse learning needs of students?
10. How do you plan to effectively manage the operation of the targeted number of schools participating in the catch-up education program, ensuring alignment with program goals and objectives?
11. What measures did you implement to guarantee the quality and relevance of the curriculum and teaching materials utilized in the catch-up education program?
12. What proactive measures did you take to anticipate and mitigate potential challenges that may arise during the execution of the catch-up education program?
13. How do you intend to collaborate with government/local organizations to ensure the seamless implementation of the catch-up education program within your Upazila?
14. What strategies would you utilize to identify and enroll marginalized and disadvantaged children who are out of school or at risk of dropping out into the catch-up education program?
15. How effective have the screening and targeting processes been in ensuring that the most marginalized children access the EMDC provision?

FGD: Parents and Other members of the community

1. How aware were you of the catch-up education program being implemented in your community?

2. Can you share your reasons for enrolling/not enrolling your child in the catch-up education program?
3. Have you noticed any changes in your child's attitude towards learning or school since participating in the catch-up education program?
   Or have you observed any changes in the children of your neighbors or relatives who participated in the catch-up education program? If so, what changes have you noticed?
4. How do you feel the catch-up education program addresses the specific needs of marginalized children in your community?
5. Can you share any challenges or barriers your child faced in accessing formal education prior to participating in the catch-up education program?
6. How effective have the screening and targeting processes been in ensuring that the most marginalized children access the EMDC provision?
7. What suggestions or recommendations do you have for improving the reach and effectiveness of catch-up education programs in your community?

IDI: Head of CMC

1. Can you provide an overview of the role and responsibilities of the Centre Management Committee (CMC) in supporting education initiatives in the community? (For context)
2. What challenges or obstacles have the CMC encountered in implementing catch-up education programs, and how have these been addressed?
3. How are CMC members involved in the planning and implementation of catch-up education programs in the community?
4. What strategies does the CMC employ to raise awareness and mobilize community support for catch-up education programs?
5. Can you share any successful experiences or best practices where the CMC has played a significant role in promoting access to education and supporting marginalized children?
6. How does the CMC collaborate with other stakeholders, such as schools, local authorities, and non-governmental organizations (NGOs), to ensure the success and sustainability of catch-up education initiatives?
7. Are there any specific areas where the CMC requires additional support or resources to enhance its capacity in supporting catch-up education programs?

IDI: Head Teacher of Primary School

1. What is the retention rate of students in formal schools in your upazila who have completed the catch-up education program under various components of EMDC (Education for Marginalized and Disadvantaged Children)?

2. How do you think about the regularity of attendance for students who have completed the catch-up education program compared to those who have not?

3. Can you share any challenges or obstacles encountered regarding the students who completed catch-up education program and attending your school, and how have these been addressed?

4. Can you share any successful experiences or best practices in integrating catch-up education activities with the regular school curriculum and timetable?

5. How does the catch-up education program align with the broader educational goals and priorities of the school?

6. What role do you believe school leaders and administrators play in promoting the success and sustainability of catch-up education programs?

7. How does the school ensure the inclusion and participation of marginalized or vulnerable students in catch-up education activities?

FGD: Students (Cohort 2)

1. What motivated you to participate in the catch-up education program?

2. Can you share your experiences with the catch-up education sessions? What did you enjoy the most, and what challenges did you face?

3. Have you noticed any changes in your attitude towards school and learning since participating in the catch-up education program? If so, what are they?

4. What impact do you think the catch-up education program has had on your relationships with classmates and teachers in school?

5. Have you been able to apply the knowledge and skills gained from the catch-up education program in other areas of your life? If so, can you provide examples?

6. Can you share any examples of how the catch-up education program has benefited you academically or personally?

7. What impact do you think the catch-up education program has had on your relationships with classmates and teachers?

8. How do you feel the catch-up education program has helped you in your learning and educational progress?

FGD: Primary School Teacher

1. What differences, if any, do you notice between students who participated in catch-up education programs and those who did not?
2. How do you perceive the learning abilities of students who completed catch-up education programs compared to their peers?
3. Can you share any observations or experiences regarding the integration of students from catch-up education programs into regular classroom settings?
4. How regular are the students who completed catch-up education programs in attending classes compared to their peers? Have you noticed any patterns?
5. Have you noticed any changes in the attitudes or behaviors (e.g., attentiveness, activeness in the class) of students who participated in catch-up education programs? If so, what are they?
6. What challenges, if any, have you encountered in teaching students who have completed catch-up education programs, and how have you addressed them?
7. Can you share any success stories or positive outcomes you have observed among students who participated in catch-up education programs?
8. How do you adapt your teaching strategies to accommodate the diverse learning needs and backgrounds of students who have completed catch-up education programs?
9. How do you foster a supportive and inclusive classroom environment that promotes the continued success and well-being of students from catch-up education programs?
10. What additional support or resources do you feel would be beneficial in meeting the needs of students who have completed catch-up education programs and are now part of your classroom?

FGD: LC Facilitator

1. How many students who completed the catch-up education program under different EMDC components have remained in formal schools?
2. Have you observed any changes in the level of attentiveness of students who completed the catch-up education program over time?
3. How do you adapt your teaching strategies to maintain or improve the attentiveness of students who have completed catch-up education programs?
4. What percentage of students who completed catch-up education have dropped out of formal schools after returning? Can you share any example?
5. Have you identified any common factors or challenges that contribute to these dropouts?
6. How do you assess the effectiveness of the EMDC programs in closing the gap between formal and non-formal education?
7. Have you observed improvements in academic performance among students who completed the EMDC programs compared to those who did not?
8. Can you provide examples of how the EMDC programs have helped students transition smoothly into the formal education system?
9. What additional support or resources do you feel would be beneficial in meeting the needs of students who have completed catch-up education programs and are now part of formal classroom?
10. How do you ensure that the selected students truly represent the most marginalized groups?
11. Can you share any experiences or challenges encountered during the screening and targeting process?
12. What improvements, if any, do you suggest for the screening and targeting processes to better serve marginalized children?