



MODELLING OF LEARNING IMPROVEMENT
IN PRIMARY SCHOOLS IN COX'S BAZAR THROUGH
STRENGTHENING OF TEACHING-LEARNING,
SCHOOL GOVERNANCE & COMMUNITY ENGAGEMENT

Cox's bazar | 1 Oct 2020 - 31 Mar 2022



Bangladesh is climbing up the human development index, and poverty is in the decline. However, the country is still addressing several challenges. Although a near-universal net enrolment has been achieved in the Primary education level, the quality of education in Bangladesh remains low:

The 'National Student's Assessment (NSA) 2017' for Grades 3 and 5 that cover Bangla and Math states that the combined mean score of Cox's Bazar (233 points) is the lowest in Chittagong Division (267 points) and also far below the national average (274 points). Moreover, nearly 20% of children drop out of primary school, and resource materials that appeal to early-Grade learners are either inadequate or absent (ASPR 2017).

Funded by UNICEF, the project titled 'Modelling of learning improvement in the Primary schools in Cox's Bazar through strengthening of teaching-learning, school governance and community engagement' stems from this context.

In Cox's Bazar, the project expects to contribute to achieving GoB's 'Primary Education Development Program' (PEDP4) objective: provide quality education to all of the children from Pre-Primary to Grade 5 through an efficient, inclusive and equitable education in line with the SDG4 and SDG5.

To be implemented in partnership with the Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MoPME), and UNICEF, the project will develop institutional capacities to scale-up learning. Aligned with the major components of PEDP4, it will help strengthen and empower existing academic monitoring, supervision and support structure besides boosting Continuous Professional Development (CPD) system for teachers, school leaders and education administrators who would access as well as practice evidence-based resources on mentoring, improved governance and community engagement. The project's targets are:





100,847 CHILDREN



PRE-PRIMARY -- GRADE 5



346 PRIMARY SCHOOLS



2,539 CLASSROOM LIBRARIES



488,914 COPIES OF 135 STORYBOOKS



2,146 PRIMARY-SCHOOL TEACHERS



2,422 SMC MEMBERS



20 GOVERNMENT OFFICIALS

The project will be implemented in collaboration with the Directorate of Primary Education (DPE), the National Curriculum and Textbook Board (NCTB), the National Academy for Primary Education (NAPE) and the Ministry of Primary and Mass Education (MoPME) at the national level, and DPEO, UEO, URC and PTI at the sub-national level.

The objectives of the project are to –

- increase learning outcomes of students with special attention to girls
- ensure children's acquisition of reading and writing skills for growth
- strengthen the existing supportive supervision & academic leadership
- ensure gender responsiveness and inclusive norms in 346 schools
- facilitate effective community participation in school governance

In achieving the objectives, the project will provide supplementary teaching-learning materials that are gender-responsive and inclusive, set-up classroom corner library to further reading opportunity, extend training to early-Grade teachers to foster gender responsive, child-centered, interactive teaching/learning practices, and deliver training on children's library and improved pedagogic practice for head teacher and other teachers. The capacity building initiatives will also include training for the District and sub-District level GoB officials as well as the head teachers on supportive academic supervision, school governance, and community engagement.

Since 2018, Room to Read Bangladesh has been implementing another literacy-focused project in 135 Government Primary Schools (GPS) in Kutubdia and Ukhiya sub-districts of Cox's Bazar. Increase of investment in the host community made possible through UNICEF funding will help cover 346 more GPS in Chakaria, Pekua, Ramu and Teknaf sub-districts. This is besides a second initiative with UNICEF targeting the children of the refugee community, which delivers reading materials to help children with their language transition.

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