



Assessing the quality of early learning environments in rural Government pre-primary classrooms in Bangladesh

Presented by
Mohammad Abdul Awal Miah
Research Investigator, icddr,b



Organizational Overview, icddr,b

- ❑ **2022:** icddr,b Act 2022, passed by the Parliament of Bangladesh
- ❑ **2016:** UN Secretary-General Ban Ki-moon endorses icddr,b
- ❑ **2005:** Independence Day Award, Bangladesh's most prestigious award
- ❑ **2001:** Gates Award for Global Health for development of Oral Rehydration Solution (ORS)
- ❑ **1978:** Became the International Centre for Diarrhoeal Disease Research, Bangladesh
- ❑ **1968:** First successful trials of ORS result published in *The Lancet*
- ❑ **1962:** Dhaka Hospital established
- ❑ **1960:** Launches as SEATO Cholera Research Laboratory (CRL)

Key areas of intervention from icddr,b's Child Development Unit

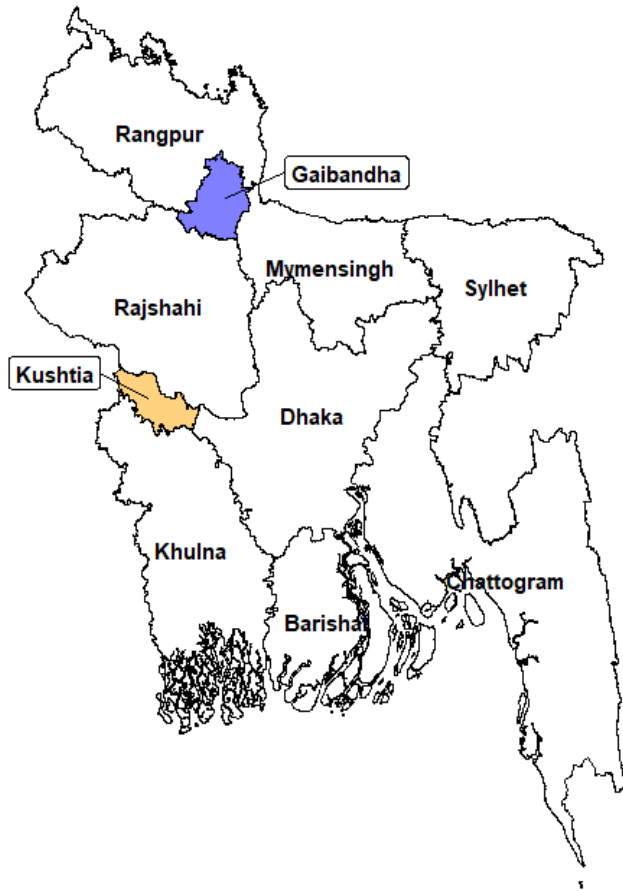
- ❑ Upscaling ECD intervention through government health system
- ❑ Reducing burden of anemia to improve children's development
- ❑ Parents training and supporting children's preschool transition
- ❑ Capacity strengthening on disability-inclusive teaching-learning
- ❑ Establishing quality day-care in ready-made garment factories
- ❑ Development/validation/adaptation of assessment tools

Focus and Thematic Areas : Inclusive and Quality Education



Geographical Coverage

EN-REACH Geographical Coverage



Kushtia



Gaibandha

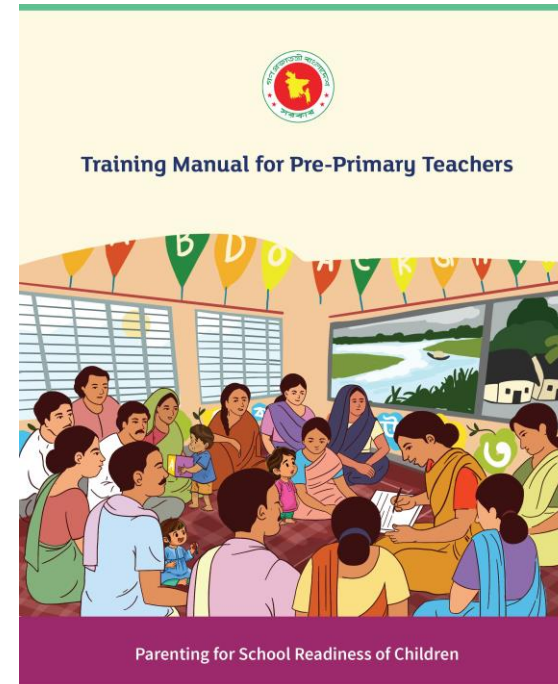
Major Ongoing Initiatives

- Co-develop a parenting manual for pre-primary teachers
- Co-develop a disability inclusive training manual for pre-primary teacher
- Conduct community awareness session using IEC materials
- Conduct TOT through a cascade model
- Implementation of child-parent-teacher triad intervention

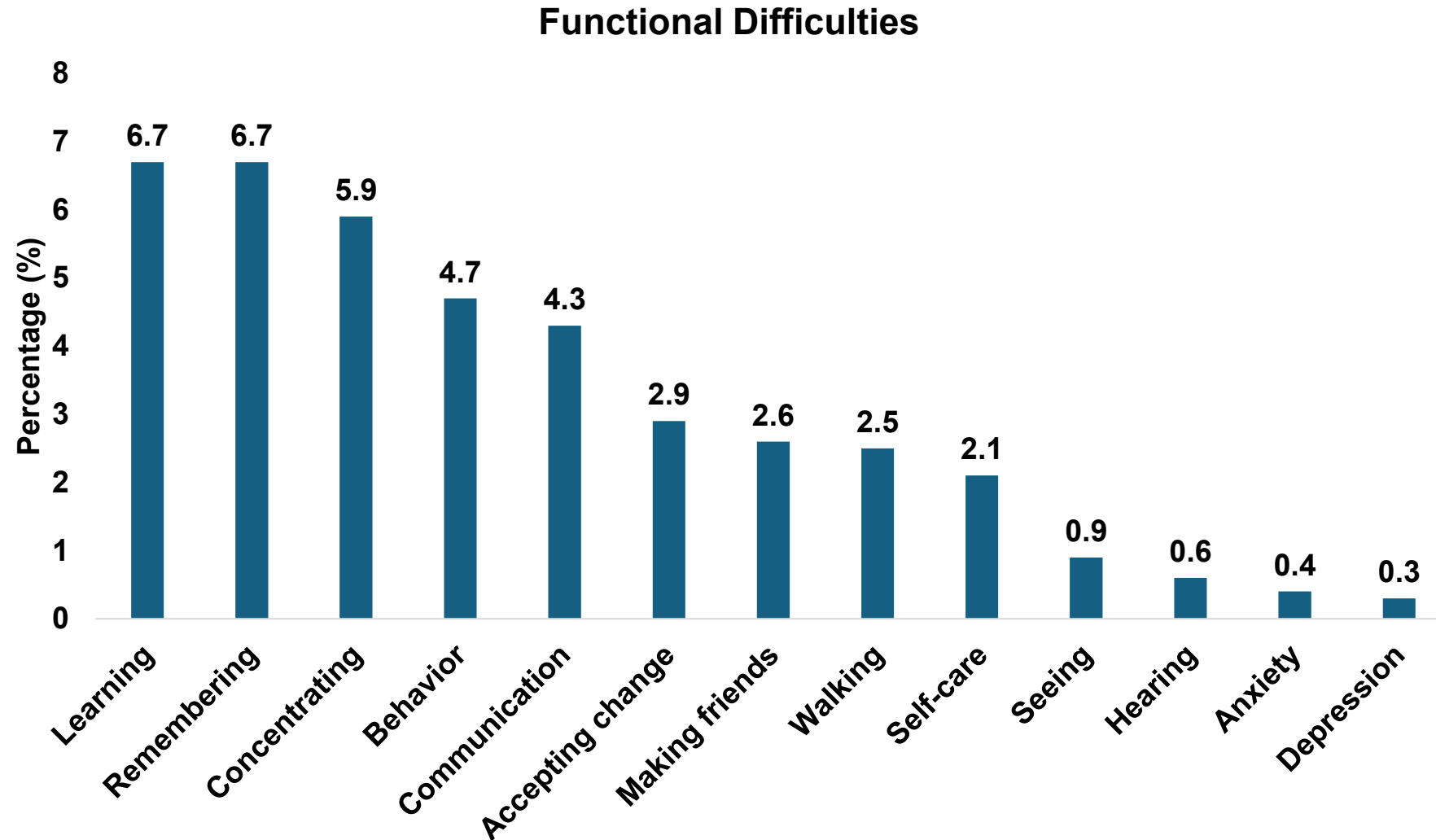


Key Achievement

The Directorate of Primary Education officially recognized and endorsed the two co-developed manuals, acknowledging their alignment with government policies and operations



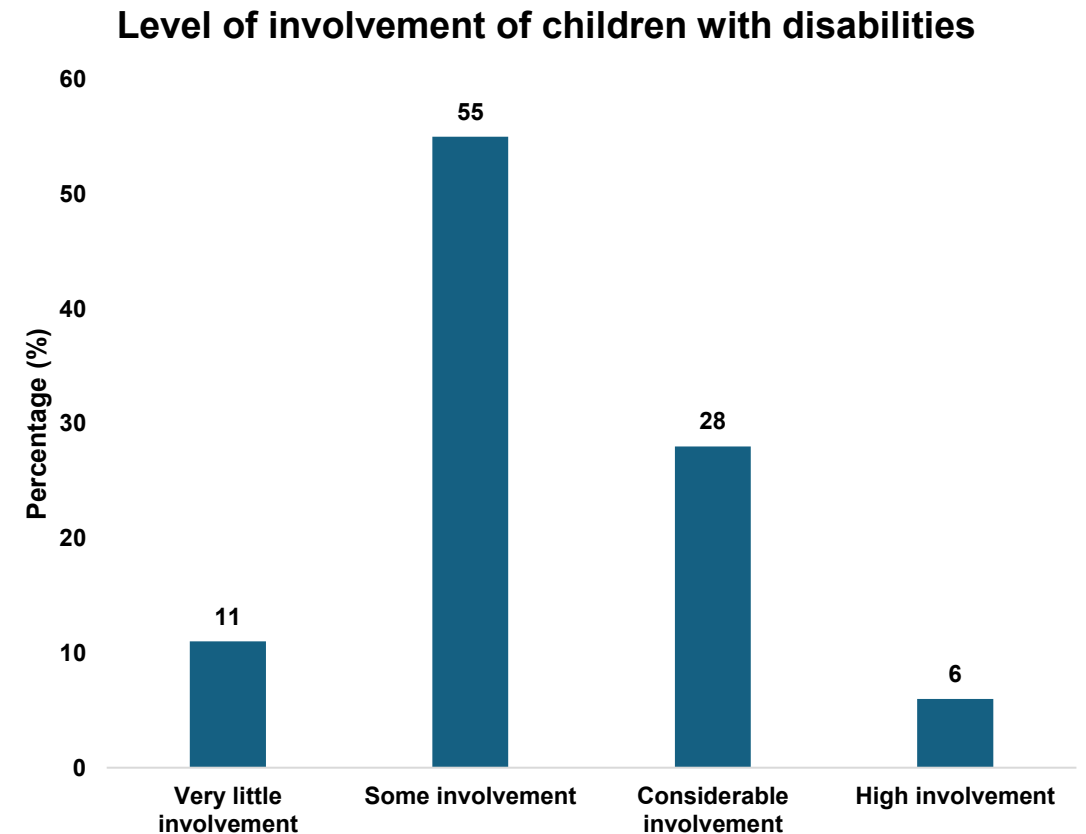
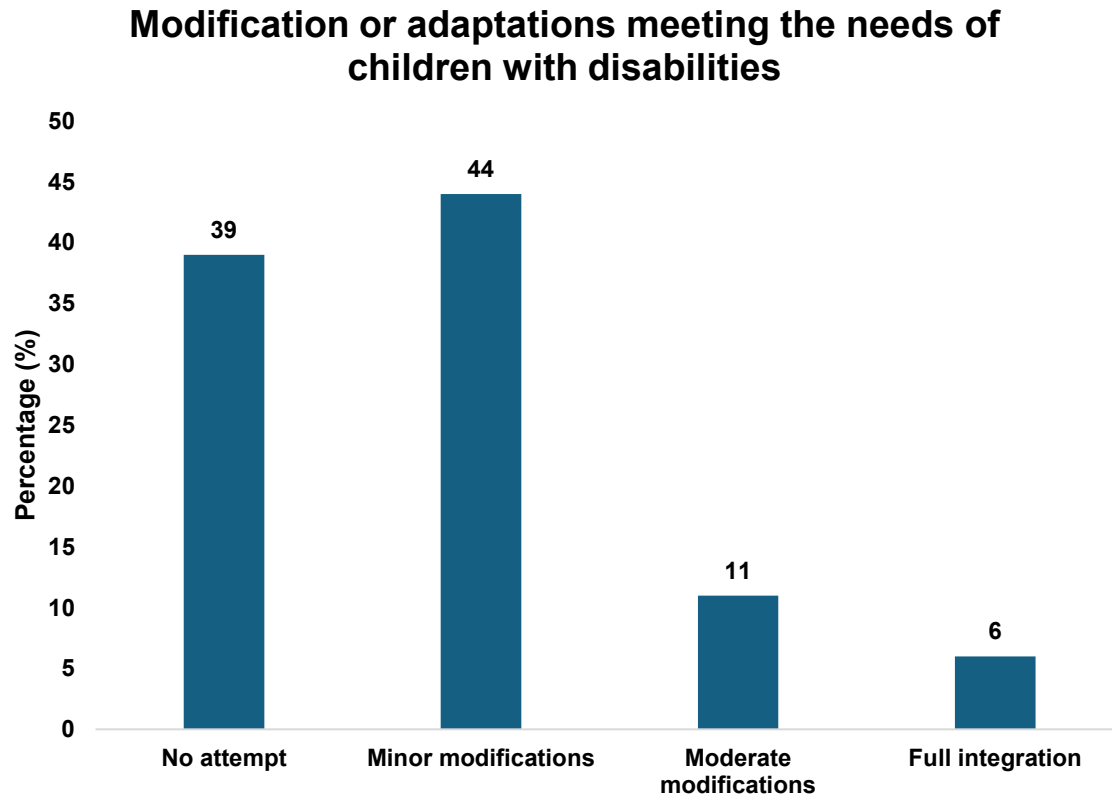
Baseline findings: Percentage of functional difficulties



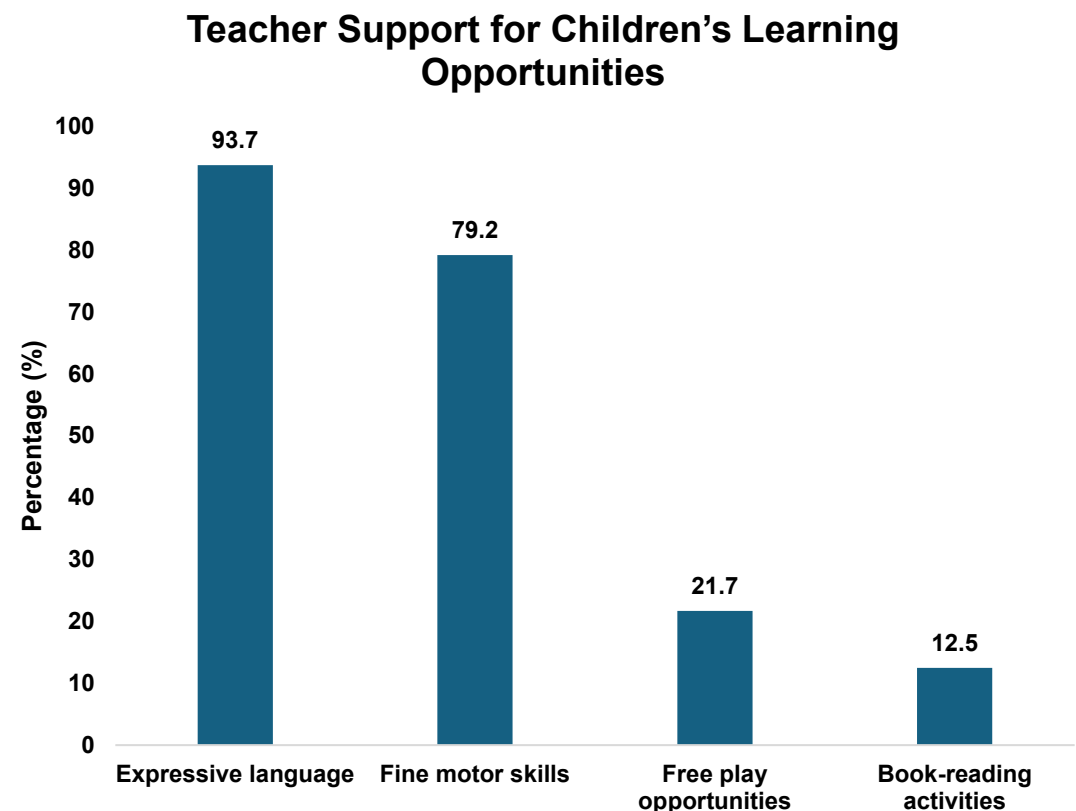
Baseline findings: Disability-inclusive practices

- Children with disabilities were under-integrated; only 37.5% classrooms had a special child present.
- Most school teachers had basic (60.4%), while very few received child protection (6.3%), and inclusive education (20.8%) training.

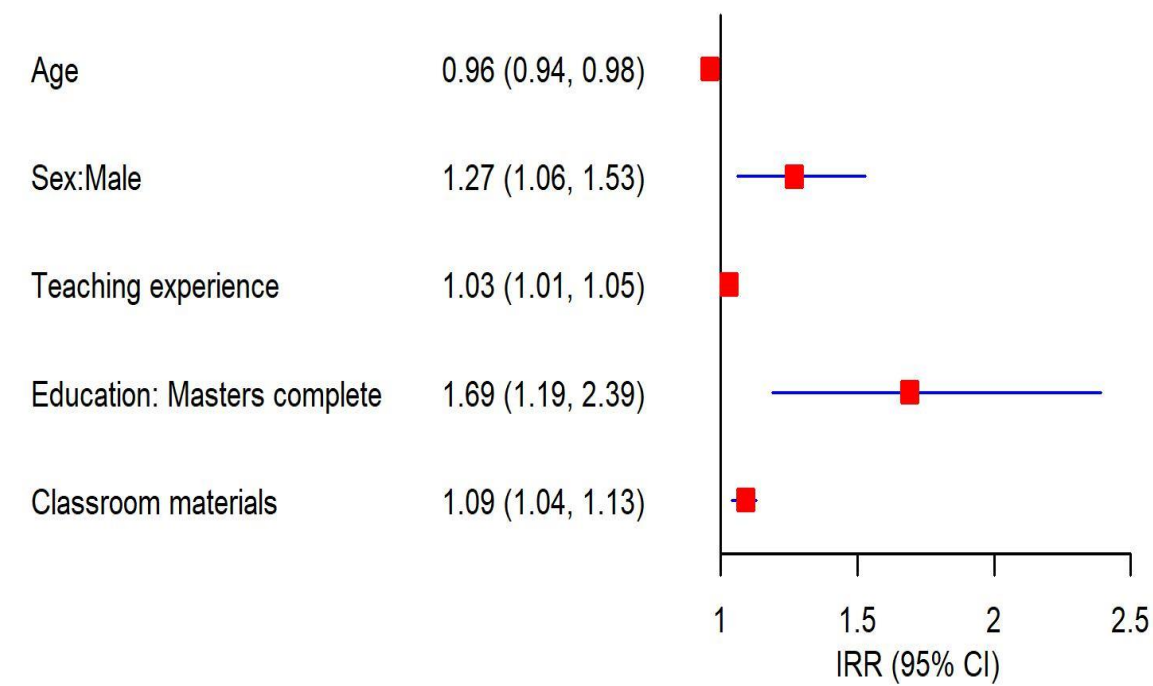
Inclusive practices



Baseline Findings: Learning activities and associated factors



Limited use of positive behavioral techniques:
only 8.3% of teachers used positive verbal redirection.



Forest Plot: Teacher and Classroom Factors Associated with Learning Activity Scores (Poisson Regression)

Lessons Learned and Challenges

Lessons learned

- Community sensitization increased enrolment of children with disability in PPE
- Teachers are willing to use this child-parent-teacher triad early intervention model.
- Stakeholders ownership was achieved by involving them from the beginning to implementation

Challenges

Resource Gaps

- Limited number of trained teachers and lack of assistants for schools where there are children with disability present
- Impoverished families are unable to bring their child with disabilities to the school
- Lack of sufficient materials and infra structure to integrate disability inclusive PPE program

Stigma: Children with disabilities are still stigmatized in the community by their own family as well as others in the community

Referral system: Referral systems between the education, health, and social welfare and other sectors are weak, particularly in rural areas.

Collaboration and Partnership

International Partners	National Partners
Research implementing partner: • Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania • Golden Community (GC), Nepal Technical partner: • London School of Hygiene and Tropical Medicine (LSHTM) • University of Glasgow	• Directorate of Primary Education(DPE) • District Primary Education Office(DPEO) – Kushtia and Gaibandha) • Organization of Persons with Disability(OPD)

Way Forward

- Scale up the EN-REACH child–parent–teacher triad model across diverse regions to advance inclusive school-readiness outcomes.
- Strengthen early identification and support mechanisms to ensure timely referral, engagement, and inclusion of children with disabilities in PPE classrooms.
- Invest in ongoing teacher capacity-building to enhance rich learning delivery and ensure meaningful inclusion of children with disabilities.
- Expand access to quality play materials with priority for resource-constrained PPE centers.

Thank you and welcome questions

Appreciation to teachers mothers, families and children who have participated, who without, this work would not be possible

- ❖ Directorate of Primary Education, Ministry of Primary and Mass Education in Bangladesh
- ❖ This research project is made possible by GPE KIX, in partnership with Canada's International Development Research Centre (IDRC)

icddr,b thanks its core donors
for their on-going support



Government of the People's
Republic of Bangladesh

Canada