

Learning loss due to Covid-19 syndrome and its socio-economic implications

By

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Abstract

The purpose of this paper was to explore the current scenario of dropout and learning loss of school-going students of Bangladesh due to Covid-19 syndemic, and its socio-economic implications. Reflecting on the statistics shared by different organizations (e.g., the World Bank/WB), the paper examined the news coverage on this issue by leading national newspapers (e.g., the Daily Star) to understand and report the socio-economic implications of dropout and learning loss of school-going students. It is found that nearly thirty eight million learners have been affected by the syndemic. Although distant classes through Sangsad TV or online classes have started, these classes have limited appeal among the students. Moreover, it has worsened education inequality between rich and poor in Bangladesh as a huge number of students from poor families are not able to access the distance learning. A substantial number of students have already lost their motivation for education. Their time is spent in unproductive activities such as gossiping with family members, friends, and relatives and mobile phone browsing, internet and online games etc. Many students left school to help families with lost income. The WB estimated that over five million students are likely to drop out due to Covid-19 related income losses. Considering the loss of learning in terms of labour market returns, a student is likely to face a substantial reduction in yearly earnings once he enters the labour market. On the other hand, prolonged lockdowns implies higher risks for domestic violence and reduced access to education for girls. Although it is near to impossible to fill the gap created, a well-planned, supportive, and empathic collaboration between the government, schools, guardians and health experts, along with international assistance, can enable Bangladesh to minimize the impact of the syndemic (289 Words).

Authors' Bio

Dr. Kh. Atikur Rahman is an Assistant Professor in the Department of English at Bangabandhu Sheikh Mujibur Rahman Maritime University, Bangladesh. He studied his Ph.D, M.Phil, M.A. (ELT), and MPA (HRM) at the University of Dhaka. He received International Diploma in Teaching and Training from CIE, University of Cambridge, UK. He has co-authored four books, fifteen journal articles, ten conference proceedings, and two research reports. He is a reviewer of several reputed international journals. His areas of interest are English language teaching, testing, and assessment; graduate employment, higher education policy, and HRM.