NGO Resilience: Sustaining Education in Underprivileged Primary Schools Amidst the COVID-19 Pandemic in Bangladesh

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Abstract. *During the outbreak of COVID-19, all schools and universities in Bangladesh as well as around the globe were closed. For this reason, a large proportion of the disadvantaged students absented themselves from school. This study aims to gain insight into the actual state of underprivileged primary schools in Dhaka that are run by NGOs. Fundamentally, the study looked at how schools are adapting to change and what methods they are using for students interested in continuing their education. Results from qualitative research such as in-depth interviews with participants and FGDs are presented. According to the study, although they were forced to temporarily turn away from their education because of the pandemic, children in underprivileged institutions persevered with their schooling. The pandemic overall brought a massive hurdle to daily life, but people have gotten used to it. It seemed that when the schools closed low-income children would be hard hit. In reality, however, it wasn't nearly as bad as people feared. The study's findings would be extremely useful for gaining a deeper comprehension of the schools' initiatives and motivations amidst the pandemic.*

Keywords: *COVID-19, Pandemic, Primary education, Underprivileged children, NGO, Bangladesh*

INTRODUCTION

Across the globe, the coronavirus pandemic has impeded the operation of virtually every sector of humanity. Despite Bangladesh's efforts to adjust to the new norm and liberalize various sectors, educational establishments have been closed since March 17th, with the government periodically extending the closure period. Never before has nine out of ten students worldwide been absent from school (UNESCO, 2020).

There was a decline in people's income, a deterioration in their physical and mental health, and widespread panic and anxiety regarding the coronavirus. Amidst such circumstances, wherein the foremost concern of marginalized individuals was sustenance, education continued to be regarded as a last- resort (Sarker, 2022). Moreover, the educational disparity was exacerbated by the crisis in Bangladesh. A significant proportion of the 1.7 million primary school students in Bangladesh were enrolled in institutions operated by non-governmental organizations (NGOs) that were afflicted with poverty (Hasan, 2020).

In a society where education is frequently regarded as a means to a more promising future, there exists a substantial disparity in the availability of high-quality education, especially for children hailing from underprivileged homes (Burde et al., 2015; Kretzer, 2020). This disparity can sustain recurring patterns of poverty and inequality. Nevertheless, the constant endeavors of non-governmental organizations (NGOs) dedicated to education are significantly contributing to diminishing this gap (Krishna, 2023).

A multifaceted strategy that included both the broadcasting of classes on "Shangshad Bangladesh TV" and the uploading of video classes to YouTube channels specifically designed for primary school students (Obaidullah, 2023). Additionally, the Directorate of Primary Education (DPE) created a portal containing every video so that pupils could view it at their convenience. Additionally, out of a sense of accountability, a number of instructors were conducting live classes or creating videos, either individually or in groups. Students and instructors were required to have functional knowledge, an Internet connection, and a smartphone, laptop, or tablet in order to attend the classes (Abbas, 2020). However, due to the preponderance of students from low socioeconomic circumstances attending disadvantaged institutions, the majority of them lacked convenient access to digital technologies. Consequently, an interruption occurred in the ongoing pursuit of their education, potentially with far-reaching consequences in forthcoming times (Karataş & Tuncer, 2020).

The lengthy school closures and the comparatively precarious financial circumstances of families have an impact on the ability of students to continue their education amidst the pandemic (Setterste et al., 2020). English medium schools have begun offering online courses; well-informed parents are attempting to monitor their children's learning at home; however, the greatest obstacle is that disadvantaged schools and their students lack access to digital technologies and their parents lack the expertise to provide guidance (Uddin, 2020). Even though the government had arranged for "Shangshad Bangladesh TV" to provide television classes, primary schools, particularly those operated by underprivileged NGOs, were significantly threatened with the cessation of instruction.

The primary objective of this research is to comprehensively investigate and analyze the resilience mechanism adopted by non-governmental organizations (NGOs) in sustaining education within underprivileged primary schools amidst the challenges posed by the COVID-19 pandemic in Bangladesh (Obaidullah, 2023; Velempini et al., 2022). To achieve its general objective, it also covers the following special objectives: (1) To explore the Methods of instruction and learning during School Closures, (2) To assess The school's initiative and response to the pandemic, (3) To examine the impact of the pandemic on the psychological well-being, motivation, and learning capacities of underprivileged primary school students, (4) To explore the long-term educational recovery plans developed by NGOs and schools to address learning gaps and ensure smooth reintegration of students into traditional classrooms.

LITERATURE REVIEW

Education for the underprivileged children: A Fundamental Right

Education is not just a privilege, but also an essential entitlement for every child. Unfortunately, a significant number of youngsters around the globe are deprived of this fundamental entitlement as a result of their economic conditions (Anderson, 2007). These youngsters encounter several obstacles, such as insufficient finances, inadequate facilities, and restricted availability of high-quality educators. NGOs educated to education acknowledge these obstacles and have assumed the responsibility of ensuring that education is accessible to all children irrespective of their socioeconomic status gap (Krishna, 2023).

Impact of the COVID-19 pandemic on Education

On March 11, 2020, the World Health Organization (WHO) officially declared COVID-19 as a pandemic. Amidst the unprecedented global situation, temporary school closures were declared by the majority of nations, affecting a staggering 1.6 billion children and adolescents (Micks & Mcllwaine, 2020). A total of 17.3 million students, spanning grades 1 to 5, were enrolled in primary schools in Bangladesh at the time of the closures (Ministry of Primary and Mass Education, 2018; Hasan, 2020). Consequently, the pandemic caused significant disruptions to the education of a considerable number of students (Uddin, 2020).

Prior to the unprecedented school closures that the entire world experienced simultaneously, an astounding five million children were absent from school due to the Ebola

outbreak (Fisher et al., 2018). Indeed, vulnerable children, especially those hailing from economically disadvantaged households, were disproportionately affected by school closures and the aftermath of infectious diseases, especially female children (Hallgarten, 2020; Sarker, 2023). In a similar fashion, indigent and disadvantaged families experienced severe repercussions on their income, food security, and way of life as a result of COVID-19; some were forced to the verge of food insecurity, unable to afford even three meals per day (UNICEF, 2020). 76% of survey respondents reported a precipitous decline in average household incomes immediately following the implementation of lockdowns in urban areas, the decline was even more pronounced at 79% (BRAC, 2020). Furthermore, worldwide children experienced mental and physical health issues as a result of the confinement and isolation measures implemented in response to the COVID-19 pandemic (Capurso et al., 2020).

Opportunity of Distance learning in Bangladesh

Notwithstanding the challenges encountered throughout the pandemic, nations implemented strategies to enable students to continue their education remotely (Oliveira et al., 2021). The specific approaches taken varied by country and depend on the availability and context-specific resources, but some include the use of mobile applications, television, and the internet (Micks & Mcllwaine, 2020). The National Education Policy of 2010 stipulates that it is the duty of the government of Bangladesh to guarantee primary education for every child in the nation. "Ghore Bose Shikhi" (Learning from Home) classes commenced transmission by the Directorate of Primary Education on state-owned "Shangshad Bangladesh Television" on 7 April 2020 (Ministry of Primary and Mass Education & Ministry of Education, 2020). MoPME and MoE developed radio and mobile-based distance learning programs with the assistance of "Aspire to Innovate" (a2i) of the Ministry of Information and Communication Technology and development partners, given that 95% of the population possesses a mobile phone (Bell et al., 2021; Ropum et al., 2023).

Educators and educational professionals are also exerting effort at the local level to ensure that students continue their education. To continue educating their disadvantaged students, boat schools in Bangladesh, for instance, modified, rescheduled, and organized classes in small groups during various time periods (Obaidullah, 2023; Touhid, 2021). In contrast, in Dhaka, a limited number of schools that provide education to the underprivileged were unable to cover their operational expenses, including rent, as a result of the blockade and subsequent closure of schools. In an effort to repay a four-month debt, the school's founder considered selling study materials and furniture. Similarly, teachers supplemented their income during school closures by selling produce in the street (BBC News Bangla, 2020).

Challenges of underprivileged family

Before the coronavirus epidemic, low- and middle-income nations struggled to ensure that most students had basic reading abilities by the end of primary school; today the school shutdown has had the greatest influence on students' learning. COVID-19 has shifted teaching-learning to distant learning utilizing technology. Despite the Bangladesh government's efforts, only 50.6% of houses have TV, compared to 43.9% in rural areas (Bangladesh Bureau of Statistics, 2019). Technology has historically influenced education, and new technology launches a new age (Blates, 2015). After the World Bank and UNESCO promoted television for education in the 1970s, it became clear that energy, access, and other obstacles prevented widespread usage (Matasci, 2020). Blates (2015) recommended government and educational professionals to employ broadcasting or communicative technologies to enhance teaching and learning.

Conceptual Framework

The COVID-19 pandemic has necessitated the exploration of alternative pedagogical approaches to ensure students' uninterrupted access to education. Digital technologies are undeniably exerting a significant influence on students' educational experiences. Nevertheless, primary students find it extremely challenging to persist in their studies when regular guidance

and in-person instruction are absent. In addition, additional factors exacerbate the issue when it pertains to disadvantaged students. Bates (2015) enumerates in his book "*Teaching in a digital Age: Guidelines for designing teaching and learning*" various elements that are pertinent to students' learning, including but not limited to digital technology, suitable media, effective pedagogy, and support from both parents and teachers. Consequently, how is the COVID-19 pandemic affecting the academic performance of students attending underprivileged primary schools operated by NGOs? The response will establish the conceptual basis of this study.
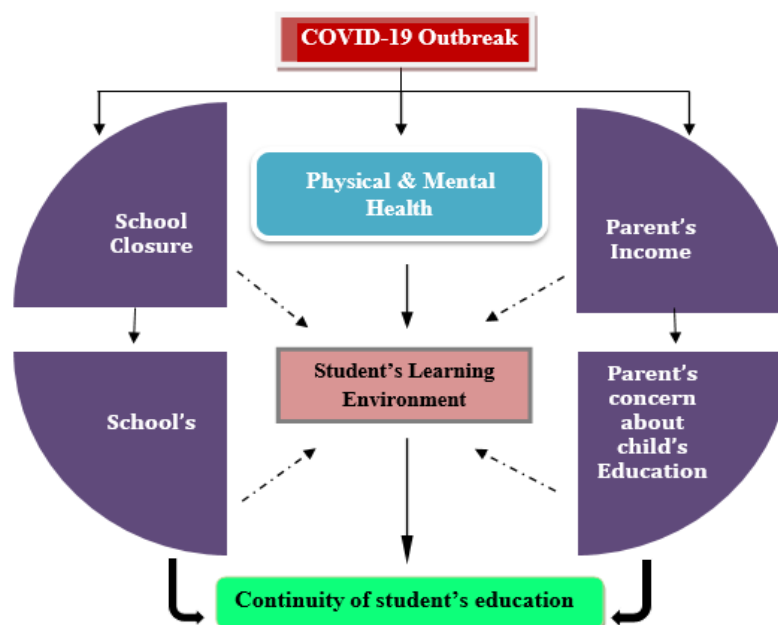

Figure1. Conceptual Framework

As depicted in the figure, the pandemic's impact on education splits into three distinct categories. Schools were closed; students, teachers, and the general public were in a state of panic, which negatively impacted their physical and mental health; the closure also reduced the income of parents. As the schools continued to be closed, various institutions implemented distinct strategies to assist their students. Conversely, when parents encountered a substantial decline in their earnings, their priorities shifted. Priorities shifted from the education of children to securing a livelihood. Ultimately, each component directly influences the learning environment of the student. The continuity of education during the pandemic is determined by the learning environment, which is connected to their initiatives, physical and mental health, parental income, and concerns.

METHODS

The present study was carried out in Dhaka, the capital city of Bangladesh, which is also home to the largest proportion of underprivileged schools. To assist underprivileged schools, various NGOs operate the responding schools.

Table 1. Selected Schools and Areas of the Study

Name of School	Area	Type of Research Methods	Number of Respondents
Save The Tomorrow School (Mirpur Campus)	Mirpur	➲Interview (In-person and Telephone)	Teacher: 02 Student: 50 Professional: 02 Parent: 02
Mohila Samity Primary School	Moghbazar		
Notun Kuri School	Khilgaon	➲ Focus Group Discussion (FGD)	*Total: 56

Information was obtained firsthand from four distinct groups of participants. The research was carried out by educators, students, parents, and professionals in the field of education. Participants came from three distinct underprivileged primary schools in Dhaka that were operated by NGOs. Two educational professionals, two instructors, and two parents were interviewed via telephone for the purpose of data collection (one educational professional was interviewed in person). One educator answered questions during an online interview. The students participating in the FGD were chosen from grades 3 and 4 in accordance with the institutions' group attendance policies. There were fourteen participants in the two FGD discussion. An interview with one male and one female parent was conducted via telephone. One of them was a housewife who also offered part-time homemaking services. Another participant was day labor. Purposive sampling method is being used to get the viewpoint of the respondents.

The information has been evaluated via content analysis. Content analysis, also known as "conversational analysis," is a method that enables the classification of participant opinions according to recurring themes. The interviews were recorded with the explicit consent of the participants. Concurrently, pertinent notes were taken throughout the interviews. Based on the interview notes and records, data were translated and translated into text. Repeatedly reviewing the transcribed data facilitated the identification of few recurring themes. Each participant's transcribed speech was color-coded in accordance with the themes to facilitate identification. Following a rigorous examination of the data, the information is ultimately presented in the form of categorized themes.

In addition to presenting data in a manner that reflects the views of the majority of respondents, exceptional and non-standard information has been accorded equal weight. The findings of the results section are paraphrased according to the participants' opinions, with only a few instances employing direct quotations to enhance the credibility of the content. Furthermore, in order to enhance comprehension of the participant's insight, quotations were composed in Bangla case with English letters.

RESULTS AND DISCUSSION

The study employed a mixed- method methodology, combined with quantitative and qualitative methodology in order to ascertain the outcomes. Through a structured questionnaire analysis from the perspectives of the students and FGD with 'Students' and in-depth interviews with 'Educational professionals,' 'Teachers,' and 'Parents,' this chapter presents the findings gathered in an effort to answer the research questions. As per the directive of the government of Bangladesh, educational establishments were obligated to remain closed starting from March 17th. The closure period officially commenced in April. This unprecedented situation was overwhelming for every student in the nation, but it worsened in particular for the students attending underprivileged schools operated by NGOs. Preceding this, their socioeconomic status placed them in an already precarious position. Due to the fact that the closure created a genuine budgetary emergency, education was relegated to a lower priority. While various schools exhibited diverse reactions to the situation, a significant number of institutions realigned their focus towards guaranteeing sustenance and protection for the students and their families. Early on in the pandemic, it was difficult for educational professionals to comprehend the situation, but as time passed, they made every effort to adjust. Students' education and ability to continue their studies have been severely impacted by the lengthy closure.
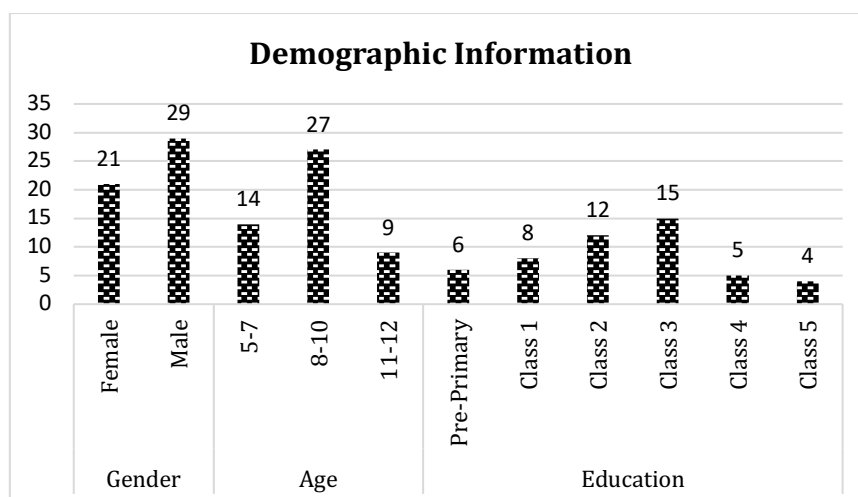
Figure 2. Demographic Information of the Students

Table 1. Analysis of the Structured Questionnaire for the Students.

Particulars	Answers	Total
Do you have access to a reliable internet connection for educational purposes?	Yes= 17 No=33	50
What devices do you have access to for online learning?	Smartphone = 22 Television = 16 None = 12	50
How often do you encounter technical issues hindering your participation in online classes?	Occasionally = 12 Frequently = 22 Always = 16	50
Have you participated in any educational initiatives facilitated by NGOs during the COVID-19 pandemic?	Yes = 27 No = 23	50
How effective do you perceive the educational initiatives provided by NGOs in sustaining primary education during the pandemic?	Effective = 24 Neutral = 18 Ineffective = 8	50

The above Table represents that, 34% of students have internet access for education, while 66% do not have.

Devices for online learning, 44% of students have smartphones, 32% have televisions, and 24% do not have any devices for online learning. Technical issues in online classes, 24% of students occasionally encounter technical issues, 44% frequently encounter technical issues, and 32% always encounter technical issues. Participation in NGO educational initiatives during COVID-19, 54% of students participated in NGO educational initiatives, while 46% did not. Effectiveness of NGO initiatives, 48% of students found the initiatives effective, 36% had a neutral opinion, and 16% found them ineffective.

The responses of participants to the interviews and focus group discussions are analyzed critically in order to classify the data into four main themes. (1) Methods of instruction and learning; (2) The school's initiative and response to the pandemic; (3) The students' learning environment; (4) The post-pandemic plan.

Methods of instruction and learning

There existed a multitude of initiatives aimed at promoting student learning, ranging from individual instructors to organizations. As the start of the academic year remained uncertain,

students engaged in home study. Primary education stakeholders held the belief that the government might reopen the schools by the end of the year. It would then become challenging to cover the curriculum. In an effort to proactively address the situation, educational institutions implemented life skill training, online courses, and offline physical classes.

Online Classes

The majority of students lack consistent internet access, and even when they do, the quality of connectivity is inadequate. Nevertheless, an instructor assumed responsibility and proactively attempted the online course. A teacher at an underprivileged school, Johura Begum, asserted that,

> *"As soon as the pandemic broke out, I initiated communication with my fifth-grade students. In the beginning, I instructed them to maintain a secure environment and remain at home. I was concerned about the PECE in addition to the students in my capacity as a class teacher. Even though they had classes for less than four months, I retained contact with them. There are eight students in my class. Six of them, fortunately, possess devices with internet access. I began attending courses online in June."* (Interview# 2, Teacher-2)

Attending classes online, however, was extremely difficult due to network issues and expense. Rasel Mia, one of the parents, stated that,

> *".... During the start of the lockdown, everything was shuttered, rendering us unable to commute to our workplaces. That was a really challenging period. Today, I have access to sustenance, but there was uncertainty regarding my ability to provide food for my children tomorrow. During this period, how can I financially manage the cost of mobile data required for online classes"* (Interview# 4, Parent-1)

Offline Classes

One of the obstacles encountered by disadvantaged students is the scarcity of educational mentors within their households. During the period of school closure and the implementation of safety and health measures, students were unable to seek assistance from any individuals. As stated by Ashikur Rahman:

> *"We instructed students to continue their studies at homes, while 'Shangshad TV' consistently broadcasted educational classes, which we encouraged them to watch. However, in actuality, the majority of students began to lose interest in their studies. Children found it challenging to adjust to the significant shift and maintain focus on their classes. Parents also requested to repeatedly enroll their children in the same classes. Consequently, beginning in July when there was a slight improvement in the situation, we started attending courses on a triweekly basis. We started our preparations for the Primary Education Completion Examination (PECE) in the fifth grade. Subsequently, we incorporated students from the third and fourth classes. To uphold health safety protocols, we implemented a system of grouping kids and restricted class sizes to a maximum of 10/12 students in order to adhere to social distancing guidelines. Furthermore, it was compulsory to wear a mask and sanitize hands before to entering the classroom."* (Interview# 1, Educational professional -1)

According to Teacher Mst. Suraiya:

> *"Our primary concern was PECE, which began in fifth grade. However, upon instructing that PECE had been cancelled, our primary concern was for fourth grade, as they will be seated for PECE the following year. We are currently enrolled in grades 3 and 4. Many parents requested, but due to their young ages, we do not offer pre-primary 1, and 2 classes."* (Interview# 3, Teacher-1)

The school's initiative and response to the pandemic

Co-Founder of Save the Tomorrow School, Ashikur Rahman, has described the initial scenario of the global epidemic. Each and every school was closed when the school closure began. Social distancing and health safety had been of the utmost importance to educators, students, parents, and other stakeholders in the field of education. Children used to remain indoors, individuals were barred from venturing outdoors, and the general populace was in a state of mass hysteria. Few institutions fully adjusted to the circumstance within one to two months. Educational institutions proactively engaged in dialogue with pupils and their families. As soon as the closure was implemented, a significant number of individuals lost their employment. The majority of students' families experienced a substantial reduction in income as a result of the salary decline. Consequently, during that period, students and their families prioritized health, nutritional security, and safety (Interview #1, Educational professional- 1).

Distribution of Relief

"Schools distributed relief to the families of every student from the beginning of the lockdown, with the assistance of various organizations and donors. The items included in the package were soybean oil, rice, lentil, soap, salt, and potatoes. Twice in April and May, relief was distributed. Everyone was cautious and social distance was appropriately maintained during the distribution of the relief supplies. (Interview# 2, Teacher-1).

Several organizations, motivated by compassion and concern for the welfare of humanity, have operated in concert with various community members, groups, and individuals throughout the pandemic. An equivalent number of institutions demonstrated proactive measures to assist their disadvantaged students. Nonetheless, an alternative perspective also exists. Certain schools were unable to or refrained from organizing any form of assistance or consolation for their students or their families.

Mehrin Sultana, Teacher of a disadvantaged school stated:

"We observed no initiative whatsoever from our school amidst the pandemic. Many parents of our students have lost jobs, can't go out for work. In addition, the unpredictability of returning to normalcy has exacerbated their predicament. However, our school was unable to provide them with anything. Students used to contact us for safety advice when they called. We also called them and inquired about their families; however, due to financial constraints, this was not always feasible for every teacher on a regular basis." (Interview# 3, Teacher-1)

Pattern of Communication with Students

The interruption of regular communication between teachers and students ensued immediately following the closure of schools. On occasion, teachers who resided in the same community encountered a small number of pupils while they were outdoors. The extension of the seclusion period resulted in a wider hiatus in communication. Schools were therefore compelled to establish communication channels with students and their families. Fahim, a student of class-3 stated that:

"At first glance, the school closure resembled a vacation. Playing considerably more than I did previously was enjoyable. Sir/ Madam called us and asked us to study at home. Whenever we encountered one another outside, Madam would inquire about our family and advise us to stay at home while washing our hands frequently." (FGD notes# 1, Students).

Communication among schools, students, and their families improved when schools commenced the distribution of relief supplies. Few students and their families, in contrast, had returned to their hometowns, and even fewer could be reached via mobile phone. Therefore, it was impossible for them to communicate. According to Junayed:

"By the grace of the Almighty, we have been able to provide the utmost monthly support for our students. Thus, we maintain consistent contact with their families. Many students may

drop out if we do not provide for their needs, as they may be required to labor to earn a living and support their families. "While a small number of students were inaccessible due to disconnected phones or travel to their hometowns, the majority of the community remained in contact with us." (Interview# 2, Educational professional -2).

The students' learning environment

An in-depth analysis of the information gathered from each participant group revealed that the view that the pandemic has created an unfavorable environment for student learning is nearly universal. Furthermore, in addition to the closure of the school, numerous other factors contributed to the students' educational disengagement, which can be broadly classified into two subthemes.

Household Earnings and Migration

Parental income reduction was an unforgiving fact during the closure and first three-quarters of the pandemic. According to a housewife Morjina Khatun:

".... My husband operates a CNG." Prior to the closure, nobody would emerge, and he would wander aimlessly without any passengers. There have been many days in which he has been unable to earn even a single penny. We had to starve…… (Participant's sobbing)" (Interview#5, Parent-2).

Some families found the situation intolerable. Those who had previously considered migrating from the village; the pandemic was the final impetus for that to occur. Ashikur Rahman stated:

"……A limited number of families of our students moved permanently to their place of origin in order to alleviate the financial burden of housing rent and other expenditures in Dhaka. As a consequence, students stopped communicating with us, and our future prospects for their re-admission into the school remain uncertain." (Interview# 1, Educational professional -1).

Mental & Physical Health

The pervasive ramifications of COVID-19 have a profound effect on nearly everyone, both in terms of physical health and emotional well-being. Adapting to the new normal was particularly challenging for the youngsters. Lamiya, a student from FGD, stated that:

"The coronavirus is extremely dangerous; we were unable to leave the house when the lockdown was imposed. Even if we went, parents used to scream for that. We sanitized our hands immediately after touching anything. Despite studying at home, we were unable to concentrate. We are completely unfavorable of that situation." (FGD notes# 1, Students).

A fourth-grade student named Shipon provided another opinion:

"Once I got cold, everybody became scared. Many people avoided getting too near to me. Despite my understanding of the social distancing, that period was depressing. The situation has significantly improved at present, and we are once again permitted to attend school." (FGD notes# 2, Students).

The post-pandemic plan

Starting in March, schools have been shuttered, resulting in pupils being deprived of formal education. Despite several challenges, the continuity of children's education was not sustained for an extended period. Undoubtedly, throughout the first two-thirds of the months, the pupils experienced a period of learning deficit. However, over time, kids began opting for private tutoring, schools began offering additional programs, students enrolled in online courses, and they also received instruction in life skills. The progress of education in poor schools managed by NGOs is neither stagnant nor proceeding seamlessly. According to participants, there was a halt in schooling, but it may not have been as apparent as it seemed. Ashikur stated that:

"Amidst this state of uncertainty, we do not believe that adhering to a specific plan would be advantageous. We shall instead observe and make decisions based on the exigencies of the situation. However, after the resumption of classes, our principal objective is going to mitigate the learning gap to the maximum extent possible." (Interview# 1, Educational professional -1).

Students and teachers have to endure the utmost strain in the post-pandemic era. As per the statement of Mst. Suraiya, a teacher:

"It would be really difficult to cover up the syllabus when school will reopen. Teachers and students must exert considerable effort. We are prepared mentally for the additional task. My initial strategy is to address the most critical subjects that will be revisited in the following lessons, followed by the rest of the content." (Interview# 2, Teacher-2).

CONCLUSION

Underprivileged schools are currently experiencing significant challenges as a result of the COVID-19 epidemic. While there was no coordinated effort, each school made an attempt to address the problem based on their own capacity, but occasionally some schools went against government directives. The discovery demonstrates the schools' effective communication and support for their kids, ensuring their academic success and fostering a conducive learning environment for the youngsters. The findings effectively fulfil the research's objective. Furthermore, the research facilitated a novel perspective on the school system and enhanced comprehension of the alterations. Although individuals are adapting to the current changes and challenges, there is a universal desire for a rapid recovery of the environment. While NGOs have made substantial progress in eliminating the educational disparity for underprivileged children, there are still obstacles that need to be addressed. These organizations encounter challenges such as ensuring their financial stability, expanding their operations, and maintaining ongoing lobbying efforts. Nevertheless, NGOs' commitment and inventive strategies offer a positive outlook for the education of underprivileged children. In order to effectively address any unforeseen challenges in the future and improve our response to the post pandemic, the research suggests a few recommendations. (1) Advocate for increased government funding for primary education, particularly in underprivileged communities; (2) Urge the development and implementation of national-level policies that support NGO involvement in education during crisis situations; (3) Push for the integration of digital literacy and remote learning infrastructure in national education strategies; (4) Develop and implement culturally sensitive awareness campaigns on the importance of education, particularly during pandemics; (5) Expand access to affordable internet and digital devices for students and teachers in underprivileged communities; (6) Foster strong partnerships between NGOs, government agencies, private sector entities, and international organizations; (7) Encourage knowledge sharing and best practice exchange among NGOs working in education, particularly those with experience in crisis response; (8) Promote collaboration between NGOs and local communities to develop context-specific solutions that address the unique needs and challenges of each underprivileged school. By incorporating these recommendations and advocating for their implementation, the research article can contribute to building a more resilient and equitable education system for all unprivileged children in Bangladesh, even in the face of future challenges.

Conflict Of Interest

There is no perceived, potential, or actual conflict of interest exists.

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