



Research and Evaluation Activities

by

**Research Training and Management
International (RTMI)**

Education



Education

- **Evaluation for the End Line Evaluation for the PRIO Project Bangladesh (PRIO-19-10001: Improving education for Rohingya refugees from Myanmar living in Bangladesh) (May to August 2022)**

Client: Innovations for Poverty Action

Innovations for Poverty Action (IPA), in collaboration with Cornell University and the Peace Research Institute (PRIO) in Oslo, Norway, initiated the EducAid Project to study educational experiences in Bangladesh, aiming to gather insights for improving educational services. RTM International was contracted to conduct the endline evaluation of the project, focusing on understanding the educational needs, preferences, and expectations of Rohingya refugees. The evaluation took place in the camp and host communities of two upazilas (Ukhiya and Teknaf) in Cox's Bazar district. The target population included households with members aged 4 to 18 years living in these areas. A survey involving 1,200 households was conducted through face-to-face interviews, collecting demographic information, educational details of children, and respondents' perspectives on various issues, including gender. Household heads were prioritized for selection; if unavailable, other knowledgeable household members were chosen.

- **Comprehensive situation assessments of health professional education in Bangladesh (October 2011 to September 2012)**

Client: Rockefeller Foundation

RTM International received funding from the Rockefeller Foundation to conduct a comprehensive assessment of health professional education in Bangladesh, with a focus on MBBS, nursing, and public health courses. The study was carried out in collaboration with the Directorate of Health Services (DGHS), Ministry of Health & Family Welfare, and the James P Grant School of Public Health at BRAC University. This initiative was part of the 'Transforming Health Systems' project and included a regional consensus on health workforce education across five countries, including Bangladesh, China, India, Singapore, and Vietnam. Data collection was conducted at both national and institutional levels. National-level data were gathered from key informants on the health professional education policy committee, while institutional data were obtained through interviews with principals and departmental heads from 23 medical colleges, 28 nursing institutions, and 18 public health institutions/departments. Additionally, data were collected from final-year students and existing health professionals to assess the education system's effectiveness.

- **Third party Validation - Monitoring of Text book distribution (January to May, 2012)**

Client: World Bank

The Directorate of Primary Education, under the Ministry of Primary and Mass Education, implemented the largest-ever Primary Education Development Programme (PEDP 3) from 2011 to 2016, with assistance from various development partners. A key objective was to enhance the quality of the learning environment by ensuring timely delivery of free textbooks to eligible children. The Government of Bangladesh committed to increasing textbook distribution from 75% in 2011 to 95% by 2014. To assess the adequacy of the monitoring system for reliable information, RTM International, in cooperation with the World Bank and DPE, conducted a Third-Party Validation of textbook distribution in 2012. The survey involved interviewing around 25,000 to 30,000 primary school students from approximately 500 to 600 rural and urban schools, including head teachers. The study aimed to determine whether 85% of children received their books before January 31, 2012, and was completed in May 2012.

- **Teaching in Primary School Classrooms: Do Teachers Understand and Use Interactive Teaching**

Period: May -July 2011 **Country:** Bangladesh

Client: ACER

RTM International conducted a study on interactive teaching in primary classrooms in collaboration with the Australian Council for Educational Research (ACER). The study assessed the effectiveness of training programs provided under the Second Primary Education Development Program (PEDPII), focusing on improving classroom quality through interactive teaching techniques. Data were collected from 591 primary schools across Bangladesh, particularly in remote areas. The study evaluated the understanding and utilization of interactive teaching techniques by primary school teachers. A team of 34 field investigators, supervised by seven quality monitors, employed various data collection instruments, including school and classroom observations, teacher questionnaires, and quality monitor record sheets.

- **Study on the basic determinants of drop-out behavior in the learning centers of the BEHTRUWC (2010)**

Client: UNICEF, Bangladesh

RTM International was contracted to investigate the fundamental determinants of dropout behavior in learning centers supported by the BEHTRUWC project, aiming to identify root causes and gather community and stakeholder views on potential remedial measures. This study, funded by UNICEF, encompassed six divisional cities and focused on understanding the factors contributing to dropout rates in these learning centers.

- **Study on the basic determinants of drop-out behavior in the learning centers of BEHTRUWC (November 2009 - February 2010)**

Client: UNICEF Bangladesh office

RTM International conducted this study to investigate the basic determinants of the dropout behavior of the children attending the learning centers under the “Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) project of UNICEF. In the identification of reasons for drop-out behavior, the views of the community and other stakeholders were taken and consulted on the possible measures to arrest the drop-out rate. A total of 50 learning centers from among 384 such centers throughout the country were selected. Quantitative data was collected from secondary sources and through physical visit to the learning centers. Qualitative data was collected through interviews with dropped-out children and their parents, KIIs and FGDs with members of the Center Management Committees. In addition, case studies on dropped-out children were collected.

- **Internal quick assessment of Basic Education Program implemented for Myanmar Refugees in UNHCR camp (March 2010 – May 2010)**

Client: UNICEF Bangladesh office

RTM International conducted an internal quick assessment of the Basic Education Program in Rohingya Refugee Camps located in Cox’s Bazar. The assessment involved random visits to three schools in Nayapara camp and four schools in Kutupalong camp. Key data collection techniques included reviewing documents and reports, examining school records, conducting key informant interviews, performing in-depth interviews, and observing school sessions to gather information on attendance and other relevant factors. The assessment aimed to engage various stakeholders and observe different grade sessions to fulfill its objectives.

- **Assessment of Education programs for Myanmar Refugees** (March 2010 – May 2010)
Client: UNICEF Bangladesh office

Under a contract with UNICEF signed on October 21, 2008, RTM International aimed to enhance accessible, high-quality education services for underserved populations, particularly the Myanmar refugee community in Ukhiya and Teknaf. The 'Basic Education Program' had specific objectives: (i) to provide center-based Early Childhood Education (Playgroup and Pre-school) for 90% of children aged 4-6 years, (ii) to deliver primary education to 90% of children aged 6-10 years, and (iii) to assist 75% of families with children under three years in practicing age-appropriate interactive care at home. The program successfully engaged 7,553 children and 108 teachers across 18 schools.

- **Participatory Evaluation-Causes of Primary School Drop-Out** (Mar 2009 - Jun 2009)
Client: UNICEF Bangladesh office and Directorate of Primary Education (DPE)

RTM International conducted a participatory evaluation to identify the primary determinants and root causes of dropout behavior in primary schools. The evaluation sought to capture the views of the school community regarding remedial measures for addressing dropout issues. The study team visited 25 sites, including 17 rural and eight urban locations, focusing on areas with reported high dropout rates, low completion rates, and low literacy levels, particularly in remote and inaccessible zones.

- **Bangladesh: An Assessment of the Current Situation** (2007)
Client: Swisscontact - Katalyst

RTM International conducted a comprehensive assessment to evaluate the capacity of colleges and institutes in Bangladesh to produce nurses, medical assistants, and technicians. The study examined the quality of education and training provided at these institutions, identified challenges in expanding institutional capacity, assessed the effectiveness of health workers, and evaluated their relevance within the Bangladeshi context. This assessment was part of the Bangladesh Health Watch study, with a focus on health workforce issues for the year 2007.

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