China and Higher Education Conference #ChinaHE21 Hong Kong Session

Education and SDGs: Promoting Quality Education for All

6 December 2021   9:00am to 3:30pm

LYH308, Lau Lee Yuen Haan Amenities Building

Lingnan University, Hong Kong / ZOOM

	Date: 6 December 2021 Venue: LYH308, Lingnan University, Hong Kong ZOOM: click here ZOOM ID: 989 4163 1329 (Passcode: chinahe21)

9:00 am- 9:15 am	**Welcoming Session** **Opening Remarks – Prof. Ka Ho Mok**, Vice-President, Lingnan University, Hong Kong *Group Photos*
9:15 am- 10:30 am	**Session 1 – COVID-19 Pandemic and Quality Education: A Multi-level Perspective** **Chair: Weiyan Xiong**, Lingnan University, Hong Kong *Why do Chinese Students Pursue Postgraduate Studies in Hong Kong and Return to Mainland China for Work?* **Shuang Chen**; **Xuying Dong**; **Jinyan Qi**, Lingnan University, Hong Kong *Research on the Internationalisation Indicators of Global University Rankings: During the COVID-19 Pandemic* **Xu Li**; **Wanlin Qiu**; **Tianyang Wen**; **Dan Yang**, Lingnan University, Hong Kong *The Impact of the COVID-19 Pandemic on Liberal Arts Education in Hong Kong* **Qingyun Li Rain**; **Youliang Zhang**; **Peter Duffy**; **Kam Wing Cheung**, Lingnan University, Hong Kong *The Motivation of Studying Abroad among International Students under COVID-19: A Literature Review* **Ching Yi Cheung Cherry; Guoguo Ke; Pui Yee Siu**, Lingnan University, Hong Kong
10:30 am- 10:45 am	**Break**

10:45 am- 12:00 pm	**Session 2 – Sustainability Education and Quality Education** **Chair: Ka Ho Mok**, Lingnan University, Hong Kong

Achieving Sustainable Development Goals (SDGs): The Role of the Science Unit in Sustainability Education at a Liberal Arts University (Lingnan University)

Mark A. McGinley, Lingnan University, Hong Kong

Designing a Social Mobile Learning Environment for Sustainability Education

Pui Yun Wong Paulina, Lingnan University, Hong Kong; **Daniel Shen**, Soqqle Hong Kong Ltd.

A Study on Quality Assurance in a Liberal Arts Education: Lingnan University as a Case Study

Yousong Lun; **Yunpeng Han**; **Yanying Liu**, Lingnan University, Hong Kong

Experiences of First Generation Students in Higher Education: A Phenomenological Study in University of Education, Winneba-Ghana

Jacob Oppong Nkansah, Lingnan University, Hong Kong

12:00 pm- 12:30 pm	**Lunch**

12:30 pm- 1:45 pm	**Session 3 – Higher Education in Greater China** **Chair: Yuyang Kang**, Lingnan University, Hong Kong

International Education still Matters: Employability of Chinese Elite Double-degree Engineering Students in a Bourdieusian Analysis

Qian Huang, The University of Hong Kong, Hong Kong

Where does Personal Culture Come from? Implications of Educational Social Mobility in the Chinese Cultural Change

Francisco Olivos, Lingnan University, Hong Kong; **Peng Wang**, The Chinese University of Hong Kong, Hong Kong

Why the Library? The Role of Librarians in the Higher Education Systems of Greater China

Qianxiu Liu, Shenzhen University, China & University of Tsukuba, Japan

Transnational Higher Education and Internationalisation-at-Home: Reflections on Sino-Foreign Cooperative Universities in China

Ka Ho Mok, Lingnan University, Hong Kong; **Eva Hartmann**, University of Cambridge, United Kingdom; **Guoguo Ke**, Lingnan University, Hong Kong

1:45 pm- 2:00 pm	**Break**

2:00 pm- 3:15 pm	**Session 4 – Quality Education for All: A Multi-national Review** **Chair: Weiyan Xiong**, Lingnan University, Hong Kong *Surviving COVID-19: Experiences of Illness and Psychosocial Effects on Survivors in Zambia* **Monimala Sengupta**, Lingnan University, Hong Kong *Students' Perceptions of Virtual Reality Use in Rural-island Primary School* **Jester Daniel Jayes**; **Kennedy Yamil**, University Malaysia Sabah, Malaysia *Anatomy of the "Free Senior High School" Policy in Ghana and Policy Prescriptions* **Michael Agyemang Adarkwah**, Southwest University, China *Child Marriage and School Dropout in Bangladesh during COVID-19: Challenges for Youth Education Sustainability* **Rasel Hussain**, Lingnan University, Hong Kong

3:15 pm- 3:30 pm	**Closing Remarks** **Preview of *ChinaHE21 Conference***

Session 1 - COVID-19 Pandemic and Quality Education: A Multi-level Perspective

Chair: Weiyan Xiong, *Lingnan University*

ABSTRACT	

Why do Chinese Students Pursue Postgraduate Studies in Hong Kong and Return to Mainland China for Work?

Shuang Chen
Lingnan University

Xuying Dong
Lingnan University

Jinyan Qi
Lingnan University

In these years, more and more mainland students choose to study in Hong Kong to pursue higher degrees like master's and doctorate degrees. Recent researches show that factors would influence mainland students, such as costs, culture, duration and so on (Wong, Cheung & Yuen, 2019). Some challenges are also affecting them like language, study methods and living style. Many students choose to return to Mainland China after graduation, these students care more about the international education of universities in Hong Kong. The study focuses on the factors and challenges of mainland students coming to study in Hong Kong with the purpose of having a better understanding of students' international mobility in Mainland China. To discuss the advantages of international education in Hong Kong and give some inspiration to the internationalisation of education in Mainland China. There are limited researches focusing on graduates who return to Mainland China from Hong Kong. This preliminary research adopts a qualitative approach from which 30 mainland students that are pursuing a master's or doctorate degree or have had such studying experiences in Hong Kong through interviews in a semi-structured mode. The data collected in the interviews shows that the choice of mainland students to pursue higher degrees in Hong Kong was driven by various demands. The study finds that there are challenges that the students face. They are a) high living costs; b) complex language environment; c) low social identity in Hong Kong, and some graduates choose to return to Mainland China. Findings of this research are in the hope of providing a deep understanding of the motivations and possible influential factors for the mobility of mainland students to Hong Kong. It also puts forward suggestions for the development of internationalisation of higher education in Mainland China.

Research on the Internationalisation Indicators of Global University Rankings: During the COVID-19 Pandemic

Xu Li

Lingnan University

Wanlin Qiu

Lingnan University

Tianyang Wen

Lingnan University

Dan Yang

Lingnan University

As a result of globalisation, global university rankings have an important function to evaluate the internationalisation level of higher education institutions (HEIs). However, the global travel interruption caused by COVID-19 poses a challenge to the internationalisation of universities and the evaluation of global university rankings.

In this study, we have selected three internationally influential university rankings sites, including ARWU, THE, and QS, to examine how internationalisation indicators of university rankings were affected during the pandemic. Based on the internationalisation indicators of global university rankings, we compared and contested their definitions using the hierarchical regression model to examine their changes. We found that the current evaluation methods used in rankings have very limited definitions of internationalisation, and these indicators are difficult to reflect the true level of internationalisation. We further indicated that the epidemic has created obstacles to the internationalisation of higher education, and the contribution of internationalisation indicators to the ranking results is declining.

The Impact of the COVID-19 Pandemic on Liberal Arts Education in Hong Kong

Qingyun Li Rain

Lingnan University

Youliang Zhang

Lingnan University

Peter Duffy

Lingnan University

Kam Wing Cheung

Lingnan University

Lectures, tutorials, and other face-to-face training sessions are the main components, and online learning is used only as a supplementary pedagogy for the traditional liberal arts education in the past. Due to the COVID-19 pandemic, liberal arts educators have to change most of their teaching methodologies from face-to-face to online. Synchronous online learning lectures (facilitated by technologies such as Zoom, Microsoft Teams, Cisco Webex, Google Class, Panopto etc.), regular webinars, innovative online projects, and e-learning are implemented at Lingnan University (LU), for student self-regulated learning to engage students in the active learning environment.

To exam how the key aspects of the liberal arts education (knowledge, skills, aspiration, and behaviour) are affected by the COVID-19 pandemic, and help educators to locate the key issues and improve the teaching and learning experience in the liberal arts education, two time period First Year Student Learning Experience questionnaire survey data are analysed. The 1st time period survey was taken in July 2019 (before the COVID-19 pandemic), and the 2nd time period survey was taken in July 2020 (during the COVID-19 pandemic).

In the survey, teachers and students shared lessons, insights, and recommendations on the teaching and learning. The result of the teaching and learning survey contributes to the scholarship in this understudied field. It also provides guidance for improving the online teaching and learning in liberal arts education.

The Motivation of Studying Abroad
among International Students under COVID-19:
A Literature Review

Ching Yi Cheung Cherry

Lingnan University

Guoguo Ke

Lingnan University

Pui Yee Siu

Lingnan University

The global pandemic has dramatically impacted numerous exchange programmes and international studies in the higher education sector, and it has also brought severe disruptions to mobility worldwide. According to the UNESCO study (2021), international mobility has taken a significant hit and severely affected international students.

In the context of the COVID-19 pandemic, the interest of international students in studying abroad is varied among different countries. Recent studies from Lingnan University (2021) and IE University Mobility Research (2021) reveal Chinese and European students' interest in studying abroad has remained low in the current global scenario. Contrary, studies conducted by Zoom Abroad (Nakhate, 2021) and Leverage Edu (Stacey, 2021) have shown that a relatively higher percentage of Indian students are still keen to go abroad to pursue their higher education for a better career future. To better understand the motivation of the international students to study abroad under the pandemic, this study adopts a systematic literature review to examine and compare the factors that influence the motivation of studying abroad before and during the COVID-19. This study reviews over 100 pieces of literature regarding the motivation to study abroad among international students and finds that health, safety, and career development are the key three factors affecting students' motivation to study abroad under COVID-19. Recommendations of improving disease prevention measures and strengthening internship programmes are provided to the higher education administrators and policymakers to optimise the study abroad experiences that create additional value for students.

ABSTRACT

Achieving Sustainable Development Goals (SDGs):
The Role of the Science Unit in Sustainability Education
at a Liberal Arts University (Lingnan University)

Mark A. McGinley

Lingnan University

Former Cornell University President, Frank Rhodes, claimed that sustainability, "*the ultimate liberal art,…could provide a new foundation for the liberal arts and sciences*".   Lingnan University, a liberal arts university in Hong Kong, currently offers undergraduate degrees in three faculties (Business, Social Sciences, and Arts) but no undergraduate degrees in any traditional science field. The Science Unit, established in 2015 to provide some on-campus science expertise, attempts to add value to students' liberal arts education by using sustainability as a framework for introducing non-science students to the factual knowledge and appreciation of the process of science required for students to make informed decisions. Here I report on the Science Unit's efforts to (i) introduce all students to the UN Sustainable Development Goals and allow students to explore how science informs achievement of SDGs through a common-core course "The Process of Science" required for all undergraduate students, (ii) allow students to explore a number of SDGs through "cluster courses" offered as part of the university's general education programme, (iii) increase the scientific literacy of students so they can address SDGs in the future through the common core course and the establishment of an undergraduate minor in Environmental and Scientific Literacy, and (iv) contribute to the new undergraduate degree, Bachelor of Liberal Arts in Global Development and Sustainability. In addition, the unit has developed externally funded research and knowledge transfer programmes focusing on sustainability issues related to conservation biology and environment and human health.

Designing a Social Mobile Learning Environment for Sustainability Education

Pui Yun Wong Paulina
Lingnan University

Daniel Shen
Soqqle Hong Kong Ltd.

Studies in education for sustainability has recommended the use of community and collaborative pedagogy to allow students more opportunities to create solutions. This is also in line with recommendations by OECD to introduce more methods that enhance problem-solving in group-based environments. However, given that youths regularly use modern social networks for communication, there is a shortage of studies that introduce social networks, more specifically in video-based learning environments for sustainability topics. This is especially important when studies in social networks have suggested low participation due to low purpose. Nonetheless, one recent study in Lingnan University observed a 12.3% improvement in learning performance as students watch the content of others through a private social network environment, for which this conference discussion will be based on. We present and discuss an alternative method to incorporate social media into learning using student-generated videos, simulation and roleplaying. Students record videos and upload them into a common shared space in a private social media application, Soqqle. The simulation and roleplay, based on a game-design model, is designed for different roles, with different problem situations. In this context, students are expected to observe varying experiences to obtain an authentic learning environment. This study can help educators who are seeking new innovative teaching and learning methods such as social mobile learning to increase class engagement and knowledge building.

**A Study on Quality Assurance in a Liberal Arts Education:
Lingnan University as a Case Study**

Yousong Lun

Lingnan University

Yunpeng Han

Lingnan University

Yanying Liu

Lingnan University

This is a case study on the quality assurance of liberal Arts education. Lingnan University locates Hong Kong which is an international hub. High internationalisation makes Hong Kong be different from other Asian cities with unique pedagogical experience and Lingnan University is a liberal arts university with its unique direction in quality assurance management. This study analysed Lingnan University quality assurance system through ADRI model, which is widely used by the Hong Kong government to measure the quality of education in eight universities. Through the analysis of Lingnan University quality assurance system, it reveals that liberal art education has supported a clear orientation for teaching objectives and quality certification and the quality of teaching and learning for Lingnan University is guaranteed by a sound evaluation system. However, the proportion of evaluation and how to proceed the statistics between government and schools if they have different standards which still worth discussion. Moreover, employment rate index should be considered as the output of the evaluation index for Lingnan University. Finally, based on the analysis results, this study introduces suggestions which can provide some reference value for the quality assurance management of Lingnan University and other universities in Hong Kong.

Experiences of First Generation Students in Higher Education:
A Phenomenological Study in University of Education, Winneba-Ghana

Jacob Oppong Nkansah

Lingnan University

This study explores the experiences of First Generation Students (FGS) in Ghana's Higher Education because little studies has focused on the concept of FGS in Africa and in a developing country like Ghana. However, FGS who are defined as students whose parents did not attend and finish college face challenges which affect their resilience and success in the completion of higher education. This study aims to explore FGS experiences in the University of Education, Winneba because the university is seen as a safe haven for FGS in Ghana. The study explores the motivation of FGS to pursue higher education, examines the coping mechanisms adopted by FGS in pursuing Higher Education and analysed accessible interventional strategies existing for FGS in Ghana higher institution. Consistent with other similar studies, the study employs phenomenological design with Purposive and Snowballing sampling techniques to recruit a sample size of 15 participants from the University of Education, Winneba. The sample comprises 6 first year students, 6 final year students and 3 university officials who were engaged in one-on-one interview. A thematic analysis employing NVIVO version 12 was employed in analyzsing the data. The study findings show the importance of interventional schemes towards the persistence and success for FGS in their years of pursuing higher education. The findings imply that Ghana Education Service and Ministry of Education should partner with international funding agencies to design a student loan grant system that is affordable, interest-free and all-inclusive to ensure FGS resilience and success.

Session 3 - Higher Education in Greater China

Chair: Yuyang Kang, *Lingnan University*

ABSTRACT

International Education still Matters:
Employability of Chinese Elite Double-degree Engineering Students
in a Bourdieusian Analysis

Qian Huang

The University of Hong Kong

During the pandemic time, international education has become a controversial topic, especially in China, where a large number of students are unable to do international travel. More and more scholars and parents are wondering whether it is necessary to do international education and the value of international education. This study examines how double-degree programmes from elite Chinese universities impact engineering students' employability. The researcher conducted semi-structured interviews with 17 elite Chinese engineering students who joined double-degree programmes with US partner universities and are now in their early career in the US or China. This study aims to discuss the employability of these students from a Bourdieusian perspective. The findings include: first of all, their family 'economic capital' and 'cultural capital' allow these students being selected as programme students by their excellent English proficiency and global vision before going abroad; second, the foreign degrees earned in the US and 985 degrees from China contribute as two big 'symbolic capitals' during their job search; third, project-based learning and hands-on experience trained abroad not only triggered their enthusiasm in learning, but also improved their problem-solving skills; fourth, their skills in presenting their projects, skills in working in a multicultural group are greatly improved serving as their own 'cultural capital' and 'habitus' during career. Last but not least, their lifestyle formed abroad becomes their own 'habitus', such as being punctuated, doing gym, drinking coffee, etc. Although they encountered reverse cultural shock as returnees in China or job search unfairness as international students in the US, international education matters in helping them build a satisfactory early career path by earning a foreign degree, improving employability both in hard skills and soft skills.

Where does Personal Culture Come from?
Implications of Educational Social Mobility in the Chinese Cultural Change

Francisco Olivos
Lingnan University

Peng Wang
The Chinese University of Hong Kong

An ongoing debate in cultural sociology discusses how culture change occurs. The evidence indicates that individuals seldom update their personal culture. Instead, changes are driven by generational replacement. These findings suggest that most of the personal culture in adulthood is part of dispositions settled in early life stages during socialisation. However, college education has been suggested as one of the potential mechanisms that could lead to changes in the personal culture. Thus, people who attain higher education are more likely to update their culture. This study builds on this literature to ask whether intergenerational educational mobility can contribute to these changes. The central hypothesis is that upwardly and downwardly mobile individuals are informed by the experience of different social origins and destinations. Therefore, their personal culture is explained by both experiences, and not only early socialisation as suggested by settled dispositions theory. We test these two competing hypotheses using a large of attitudes, beliefs, self-assessments, self-perceptions, and social behaviours that were asked in the 2018 China Family Panel Survey. Since Chinese educational expansion brings intergenerational mobility into sharper relief, this case study is particularly relevant to studying education's implications for cultural change.

Why the Library?
The Role of Librarians in the Higher Education Systems of Greater China

Qianxiu Liu

Shenzhen University & University of Tsukuba

This study aims to fully understand the core values of academic libraries, as well as how reference librarians continue to innovate and adapt to new information services and user spaces in order to respond to rapidly changing user needs in the current information age. This study mainly focuses on the following three research questions: changes and development of library reference services; the current status and development of information literacy education and subject services; the role played by libraries in advancing the reform of higher education. The data was collected through 1-hour semi-structured interviews with 30 senior librarians from 30 universities in Mainland China, Hong Kong, Macao and Taiwan. The interviewees generally have five to twenty years or more of library work experience. We selected those librarians because of their long-term experience in leadership positions and diversity perspectives.

The result describes development and changes of higher education from the perspective of library, so as to understand the role of library in higher education. The librarians carry out creative and flexible services and work closely with various subject areas. One of the most important transformations is changing information services to information and knowledge services. This study understands the actual situation of strategic planning and implementation made by university libraries in the face of opportunities and challenges, and the development of reference services centred on information literacy education. At the same time, we can see the trend of educational reform and realise how libraries play their role in the reform of higher education from the perspective of library.

Transnational Higher Education and Internationalisation-at-Home:
Reflections on Sino-Foreign Cooperative Universities in China

Ka Ho Mok

Lingnan University

Eva Hartmann

University of Cambridge

Guoguo Ke

Lingnan University

Given the current COVID-19 pandemic that has restricted international student mobility and changed conventional face-to-face classes, transnational higher education (TNHE) provides an exciting opportunity for those who want to gain foreign experience but are unable to stay abroad. With this sudden transformation, the increasing role of the TNHE contributes to the internationalisation-at-home (LaH), which is characterised as an opportunity for intercultural learning between international and domestic students. Drawing upon the LaH, this paper has major objectives. Firstly, it aims to explore the opportunities that TNHE creates for intercultural and international learning. Secondly, from the geopolitics perspectives, this paper examines how TNHE is governed, particularly pertaining to the degree of autonomy and the consequences of reconciling different demands and requirements. Based on the policy and case studies, this paper presents the preliminary findings of our pilot research, which delineates transnational law by looking at how different TNHE arrangements interact with one another, along the regulations in the country of the degree-awarding institutions. We focus on the interaction between USA and UK; in-country provision regulations in Hong Kong and Mainland China, and the institution-specific arrangements that reflect the local leeway.

Chair: Weiyan Xiong, *Lingnan University*

ABSTRACT

Surviving COVID - 19: Experiences of Illness and Psychosocial Effects on Survivors in Zambia

Monimala Sengupta

Lingnan University

The COVID-19 pandemic has threatened progress towards Sustainable Development Goal (SDG) number three (SDG-3) on health and wellbeing by exerting excessive pressure on national health systems especially those of low-income countries where access to health services is highly unequal and suboptimal. The World Health Organization (WHO) acknowledges that more people have experienced stress, anxiety, and depression during the pandemic yet there is a lack of understanding of experiences of illness among people who have suffered from COVID-19 in these countries. This study examines the experiences of illness among people who have suffered from COVID-19 in Zambia, and the psychosocial effects that the disease has had on them. Inferring from 225 in-depth interviews conducted with survivors of COVID-19 across five districts in Zambia, results show that COVID-19 illness experiences among patients are linked to its psychosocial effects such as fear and anxiety of death and the disruptions of everyday life including livelihood activities. The results show that interventions dealing with COVID-19 illness must have a dual focus on both its medical and psychosocial effects. Neglecting these psychosocial effects in national responses will further compromise progress towards population health and wellbeing as articulated in SDG-3.

Students' Perceptions of Virtual Reality Use in Rural-island Primary School

Jester Daniel Jayes

University Malaysia Sabah

Kennedy Yamil

University Malaysia Sabah

This research paper provides insights into primary school students' perceptions concerning the use of virtual reality (VR) technology whether it has the potential to support and provide novel pedagogical avenues towards teaching and learning in a rural-island primary school. The purpose of this paper is to ascertain pupils' views about the application of VR within their schooling session from a pedagogical perspective and to identify potential challenges of VR. This research design adopts a qualitative research method through the utilisation of an interview session that was administered to primary school students. The results were analysed qualitatively by investigating pupils' responses and identifying the themes that surfaced. The predominant findings indicate that the majority of the pupil considered the use of VR to have useful implications for teaching and learning sessions though not all the findings were positive. Limitations of the research include the lack of overall generalisations that can be formed due to sample size and that the results were based on one specific school. This study will aid in allowing school stakeholders to reflect on whether VR is an appropriate tool to integrate within pedagogical practices. Even though several studies have explored the use of VR in various contexts, there still needs to be more research towards its potential drawbacks in a teaching and learning session for rural-island students and how to resolve them.

**Anatomy of the "Free Senior High School" Policy
in Ghana and Policy Prescriptions**

Michael Agyemang Adarkwah
Southwest University

Nelson Mandela (2003) stated that "*education is the most important tool to change the world.*" Since the declaration of the Education for All (EFA) agenda, a brainchild of the United Nations (UN) Sustainable Development Goal Four (SDG4), that seeks to provide primary education to all children and reduce adult illiteracy, formal education has gained a new impetus in many developing countries. Ghana, a developing country from the Sub-Saharan Africa, is one of the few countries to implement both free basic and secondary school education. Since 2017, Ghana has subscribed to the idea of a "free senior high school" policy for all basic school graduates. The aim of the policy is to bridge the gap of enrolment and ensure equitable access to secondary education. Although the policy hopes to ensure inclusive education, some citizens and researchers consider the policy as just a political gimmick. Since its implementation, emerging challenges such as inadequate infrastructure have hampered the objectives of the policy. The study utilised document analysis and qualitative interviews with teachers (n = 15) to identify the motivations of the policy, mode of implementation, and emerging challenges. The policy process cycle framework applied indicates that some of the heuristic stages in the policy cycle were omitted. The study concludes by drawing policy lessons from "peer countries" who have implemented "free education". It is recommended that policymakers partner with the private sector, NGOs, and international bodies, to improve learning outcomes, reduce school repetition rates, and create room for more teachers to be trained.

Child Marriage and School Dropout in Bangladesh during COVID-19: Challenges for Youth Education Sustainability

Rasel Hussain

Lingnan University

Although the international community committed to abolishing child marriage by 2030 under Sustainable Development Goal (SDG) 5.3, with the adverse impact of COVID-19 it now looks merely impossible. UNICEF stated that COVID-19 has put 10 million more girls in danger of underage marriage. Scientists warn that despite the fact that 25 million child marriages have been avoided in the previous decade, currently are in jeopardy and will be a major threat in the path of SDG's achievement. The adverse impact of the pandemic's poverty, starvation, and lack of access to school, joblessness further accelerated the school dropouts and the danger of girls becoming child brides all around the world as well as Bangladesh. Millions of teenagers have been away from school since the outbreak of the pandemic. According to literature, the majority of females marry after they stop going to school, while boys begin working to assist their families income. In the long run, these put an end to a path to fewer job opportunities, economic instability, and long-term independence, and the sustainable development of the youth force. After 543 days of closure of educational institutes in Bangladesh especially schools and colleges, the number of empty seats in the classrooms showed greater concern about dropouts. Following literature analysis from Bangladesh, this research aims to determine the influence of COVID-19 on the rising number of child marriages and school dropouts, as well as the consequences of how it poses a danger to the achievement of related sustainable development goals.