



Photo Credit: Zehad-Al-Mehedi

# **Partnership for Research on Progress and Resilience in Education (PREPARE): Round 1 Policy Brief**

**Marjan Hossain**

**Md. Johirul Islam**

**Khandker Wahedur Rahman**

**Shaila Ahmed**

## Introduction

The education system in Bangladesh is highly susceptible to shocks, particularly affecting children in climate-vulnerable regions. These children face direct consequences such as the destruction or severe damage of school infrastructure during major calamities, as well as indirect consequences such as economic strain on their households, loss of livelihoods, and inadequate nutritional support (Ahsanuzzaman & Islam, 2020; Das, 2010). With schools being closed for 18 consecutive months, the COVID-19 pandemic only worsened the negative effects on children's education and learning progression (UNICEF & UNESCO, 2021).

Even before the pandemic, Bangladeshi children had poor educational outcomes (BRAC-IID, 2015; DSHE, 2015; Ministry of Primary and Mass Education (MoPME), 2017; UNICEF & BBS, 2020). The prolonged disengagement from learning during the pandemic further raised concerns about learning gaps or even learning loss. Unfortunately, there is limited data on children's learning status (foundational and grade-level) for both pre- and post-pandemic periods, with most assessments conducted solely within schools (only foundational tests were done at household levels) (BRAC-IID, 2015; UNICEF & BBS, 2020, 2023). Data on children's learning outcomes for the period of school closures are even scarcer.

While standardized foundational tests are not a substitute for formal examinations or more comprehensive tests conducted in schools, they can indicate areas where children may be academically weak (having possible learning gaps) and in need of additional support to reach their grade-level potential. Moreover, foundational tests are adaptable for remote phone testing (Angrist et al., 2020; Crawford et al., 2023; Rodriguez-Segura & Schueler, 2022; Sobers et al., 2021), making them a viable means for measuring learning outcomes remotely.

To assess the current state of foundational literacy (Bangla and English) and numeracy among children aged 5–18 years, we recently conducted a study utilizing the Annual Status of Education Report (ASER) tool, adapted for Bangladesh, over the phone. Although we lacked pre-pandemic data to corroborate the impact of COVID-19 on their learning outcomes, our objective was to observe the effects of COVID-19 on their enrollment status and its association with their learning outcomes. Additionally, we aimed to examine the impact of shocks (measured by the frequency of exposure to natural disasters) on their learning levels.

Funded by the Malala Fund and the Bill & Melinda Gates Foundation, this study was conducted as part of the Partnership for Research on Progress and Resilience in Education (PREPARE) project, a

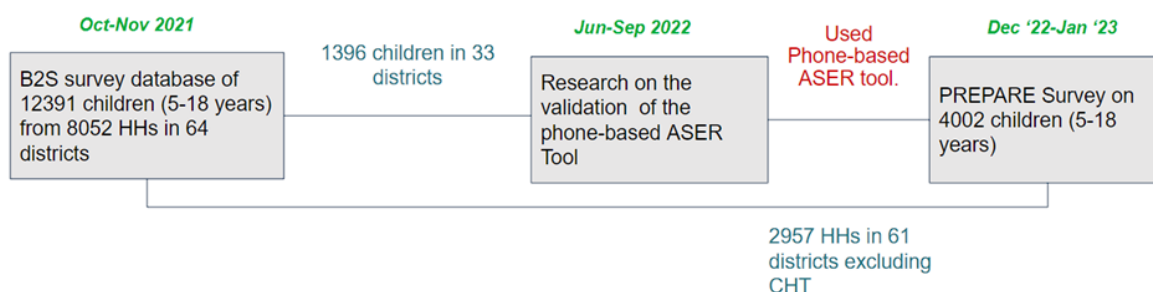
collaboration between the Center for Global Development (CGD) and the BRAC Institute of Governance and Development (BIGD), Brac University.

This policy brief presents some of the key findings from the first round of the PREPARE survey, conducted between December 2022 and January 2023. It also highlights recommendations and suggestions resulting from stakeholder engagement, sharing the preliminary findings.

## Sample and Methods

The sample used in this study was drawn from the Back to School (B2S) survey,<sup>1</sup> a nationally representative household survey conducted in October 2021 on 8,052 households (12,391 children). We randomly selected and surveyed a subsample of 3,000 households (4,103 children) from 61 districts (excluding the Chittagong Hill Tracts [CHT] districts of Bandarban, Rangamati, and Khagrachhari) across eight divisions. Since our analysis was restricted to children between the ages of 5 and 18, our findings are based on the responses of 2,957 households with 4,002 children who were within this age range. Figure 1 provides an overview of the survey timelines, while the [appendix](#) contains additional details regarding the survey instrument (Section A.1) and sample characteristics (Section A.2).

**Figure 1: Survey Timelines**



## Key Findings

### Enrollment is higher for younger children and girls.

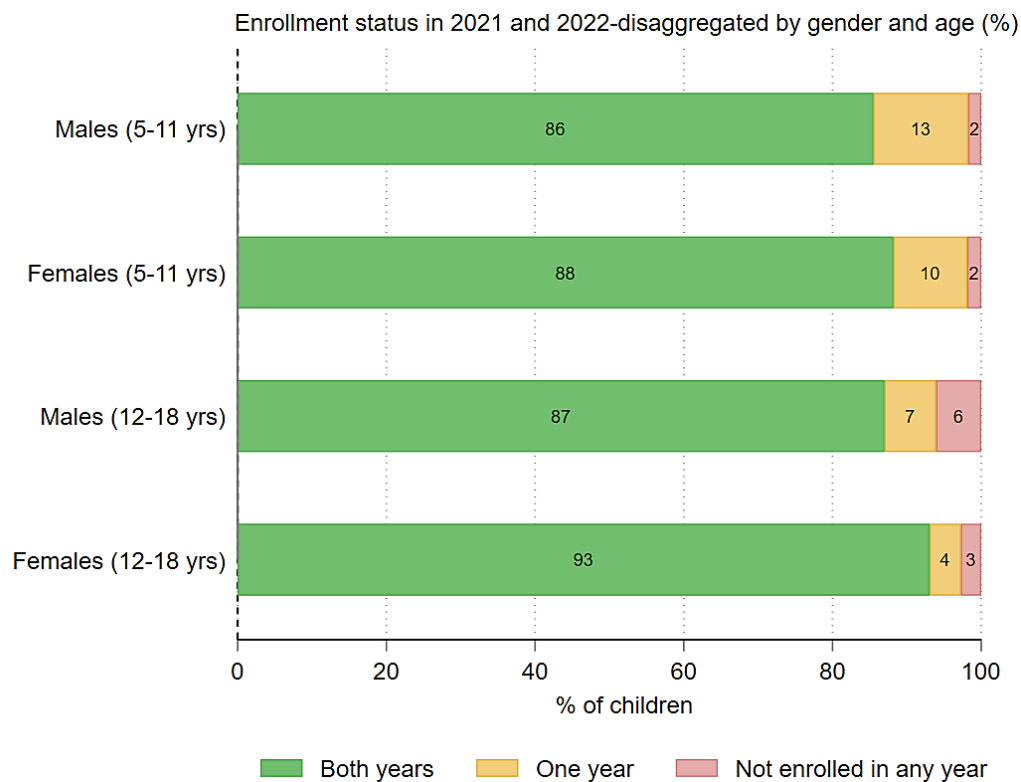
In 2022, nearly all (95%) of the children in our sample were enrolled in educational institutions.

However, enrollment rates were relatively higher among younger children (5–11 years) compared to

<sup>1</sup> BIGD administered this survey after the resumption of classes following an 18-month school closure caused by COVID-19. The primary objective was to assess the changes in student enrollment, attendance, and learning engagement during this period. The survey encompassed 330 primary sampling units (PSUs) distributed across all 64 districts and eight divisions of Bangladesh.

older ones (12–18 years) (Figure B1). Moreover, gender-desegregated analysis of reported enrollments for 2022 and 2021 reveals that boys received fewer years of schooling compared to a larger proportion of girls who reported enrollment in both years. This trend holds true for both young and adolescent males, with a higher proportion of adolescent males not enrolled in any year compared to their peers (Figure 2).

**Figure 2: Enrollment Status of Children (2021–2022), Disaggregated by Gender and Age (%)**



*Note:* Total sample: 4,002; Males: 1,956; Females: 2,046; Males (5–11 yrs): 918; Females (5–11 yrs): 907; Males (12–18 yrs): 1,038; Females (12–18 yrs): 1,139. Enrollment status for 2021 is based on the Back to School (B2S) survey. “Both years” of enrollment refers to enrollment in both 2021 and 2022, “one year” refers to enrollment in either 2021 or 2022 but not both years, and “not enrolled in any year” refers to children not reporting enrollment in any of the two years. Percentages may not add up to 100 due to rounding.

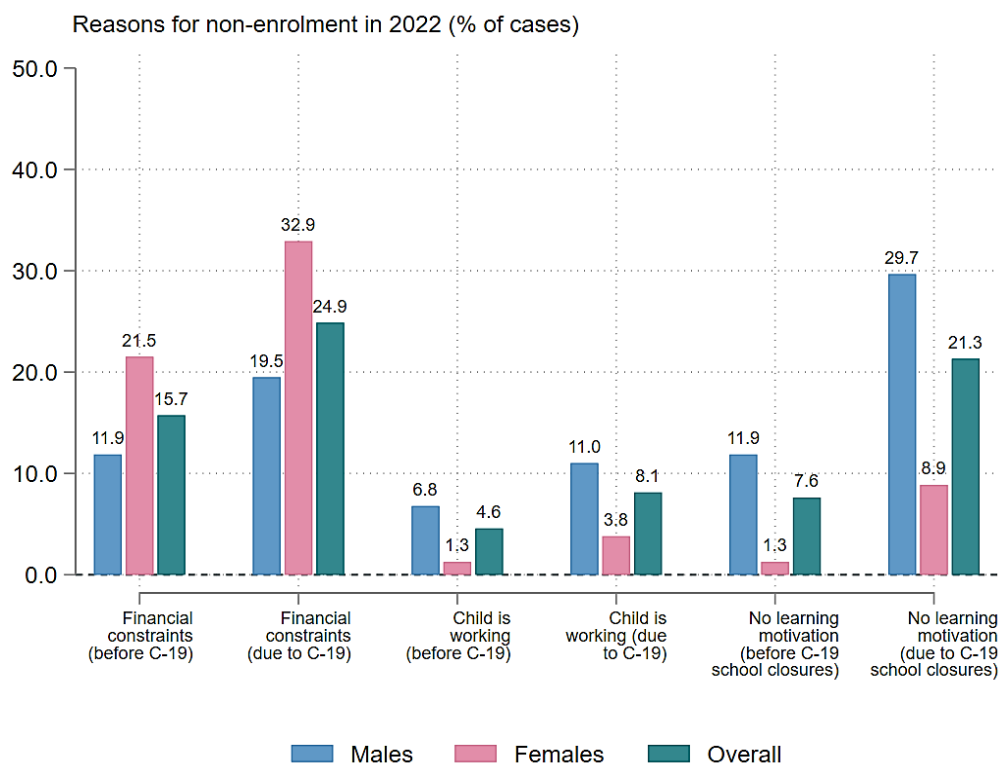
**Non-enrolment is associated with children’s reduced learning motivation and the economic capacity of households.**

Among those who did not remain enrolled in 2022, the primary reasons cited were the inability of households to sustain educational expenses (26%) and a self-reported lack of motivation due to extended school closures (21.5%) (Figure 3). Financial constraints were already a significant factor before COVID-19, but the pandemic has seemingly worsened students’ economic capacities, particularly affecting girls more than boys. Conversely, compared to girls, over 3.5 times higher proportion of boys reported losing motivation to study due to prolonged school closures. These findings, depicted in Figure 2 and Figure 3, align with evidence gathered in 2020 and 2021, which

indicated that children were losing motivation to continue their education, with boys being more affected than girls (Hossain & Rahman, 2021).

The documented effects of COVID-19 on households during the lockdowns revealed reduced food consumption, depleted savings, and increased borrowing to meet basic needs, leading many families into debt (Biswas et al., 2020; Raha et al., 2021; UNICEF & UNESCO, 2021). This suggests that inadequate financial recovery from the impact of the COVID-19 shock can have adverse effects on children’s educational prospects, as it diminishes household affordability and learning motivations.

**Figure 3: Major Reasons Cited for Children Not Being Enrolled in An Educational Institution in 2022**



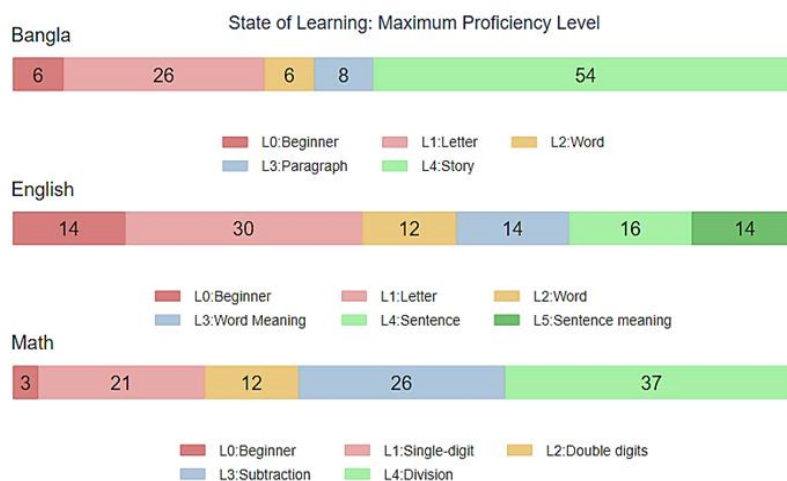
Note: Number of valid cases: 197. This question allowed for multiple responses; hence, percentages will not aggregate to 100.

**A larger share of children has better foundational Bangla literacy skills compared to English and Mathematics. Girls and older children perform better.**

Figures 4 and 5 exhibit, respectively, the foundational learning levels of children based on the overall sample, age group, and gender. In terms of literacy skills, a higher proportion of children (54%) demonstrate level 4 or higher (level 5) proficiency in Bangla (i.e., reading a short story) compared to

English (understanding a short English sentence<sup>2</sup>) (14%) and Mathematics (performing a simple division) (37%) (Figure 4).

**Figure 4: Maximum Proficiency Levels in Bangla, English, and Mathematics**

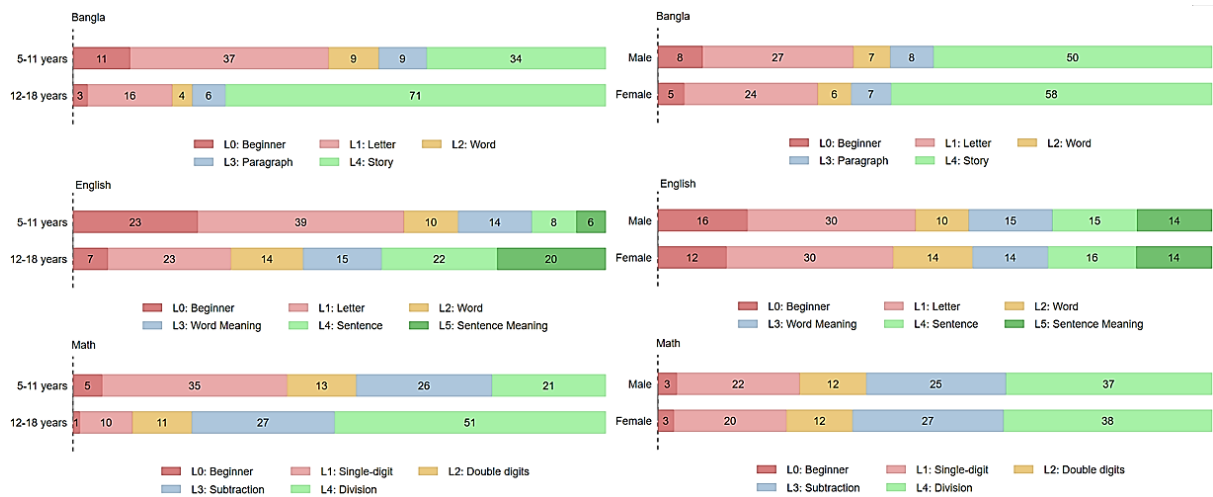


*Note:* Number of children: 4,002. The maximum proficiency graphs show the proportion of children at their highest level of foundational competency in a specific subject module. For example, if a child can accurately read letters but not words, they are considered proficient at the maximum level for reading letters. Due to rounding to the nearest whole number, some percentages may not add up to 100.

When disaggregated by age, the trend persists, with older children performing better across all three subject modules as expected. However, despite improvement, the performance of older children is still concerning. As mentioned earlier, the ASER test solely assesses foundational skills, and yet a significant number of older children lack these skills. For instance, 80% of children aged 12–18 struggle to comprehend a basic English sentence, and 49% are unable to perform a grade 4-level division. While performance in English is similar among boys and girls, more girls exhibit proficiency in reading a short Bangla story and correctly solving division problems (Figure 5).

<sup>2</sup> The progression of levels for the ASER English module differs from Bangla and Mathematics. While level 4 is the highest for Bangla and Mathematics, level 5 is the highest for English. At level 4 in English, children can only read short sentences, whereas at level 5, they can also comprehend their meanings. Children in these two levels have distinct foundational skills, as reading a sentence focuses predominantly on word recognition and pronunciation, whereas understanding it requires vocabulary integration and inference of the sentence’s overall meaning.

**Figure 5: Age-Disaggregated Maximum Proficiency Levels in Bangla, English, and Mathematics**



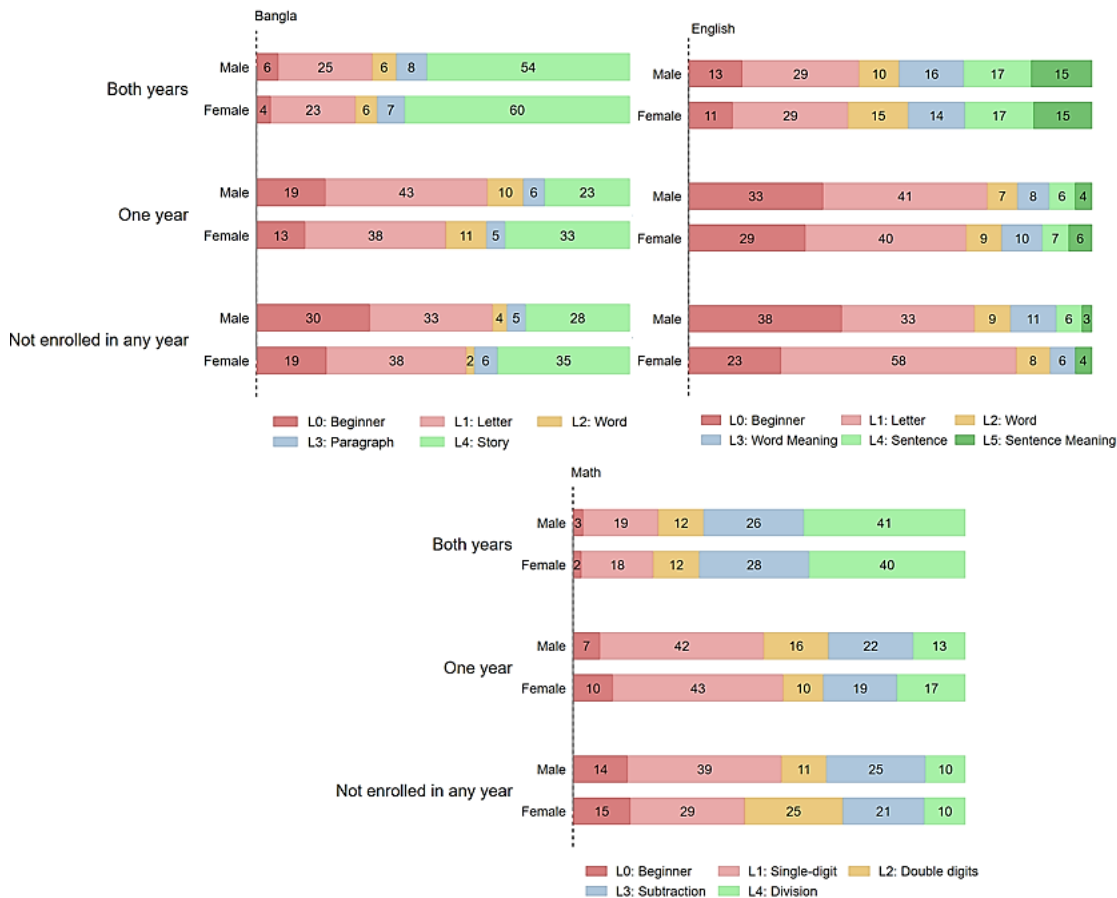
Note: Number of children: 4,002; Number of 5–11-year-olds: 1,825; Number of 12–18-year-olds: 2,177; Number of males: 1,956; Number of females: 2,046. The maximum proficiency graphs display the proportion of children at their highest level of foundational competency in a specific subject module. Due to rounding to the nearest whole number, some percentages may not add up to 100.

### Enrollment is correlated with better foundational learning outcomes.

Continuous enrollment, reported for both 2021 and 2022, shows a positive association with improved literacy (in both Bangla and English) and numeracy skills (Figure 6). Nearly three times as many students with two years of post-pandemic continuous schooling (reportedly enrolled in both 2021 and 2022) demonstrate higher proficiency levels in all subjects compared to those with only one year of schooling (reportedly enrolled in either 2021 or 2022, but not both years).

Children who were not enrolled in either 2021 or 2022 appear to have still retained some foundational skills in all three subjects, with more children able to read a Bangla short story (more girls than boys) than comprehend English sentences and solve division problems.

**Figure 6: Maximum Proficiency Levels in Bangla, English, and Mathematics, Disaggregated by Students' Gender and Enrollment Period**



*Note:* Number of males enrolled for both years: 1,688; Number of males enrolled for one year: 189; Number of males not enrolled in any year: 79; Number of females enrolled for both years: 1,860; Number of females enrolled for one year: 138; Number of females did not enrol in any year: 48. The maximum proficiency graphs illustrate the proportion of children at their highest level of foundational competency in a specific subject module. “Both years” refers to being enrolled in both 2021 and 2022, while “one year” refers to being enrolled in either 2021 or 2022. Due to rounding to the nearest whole number, some percentages may not add up to 100.

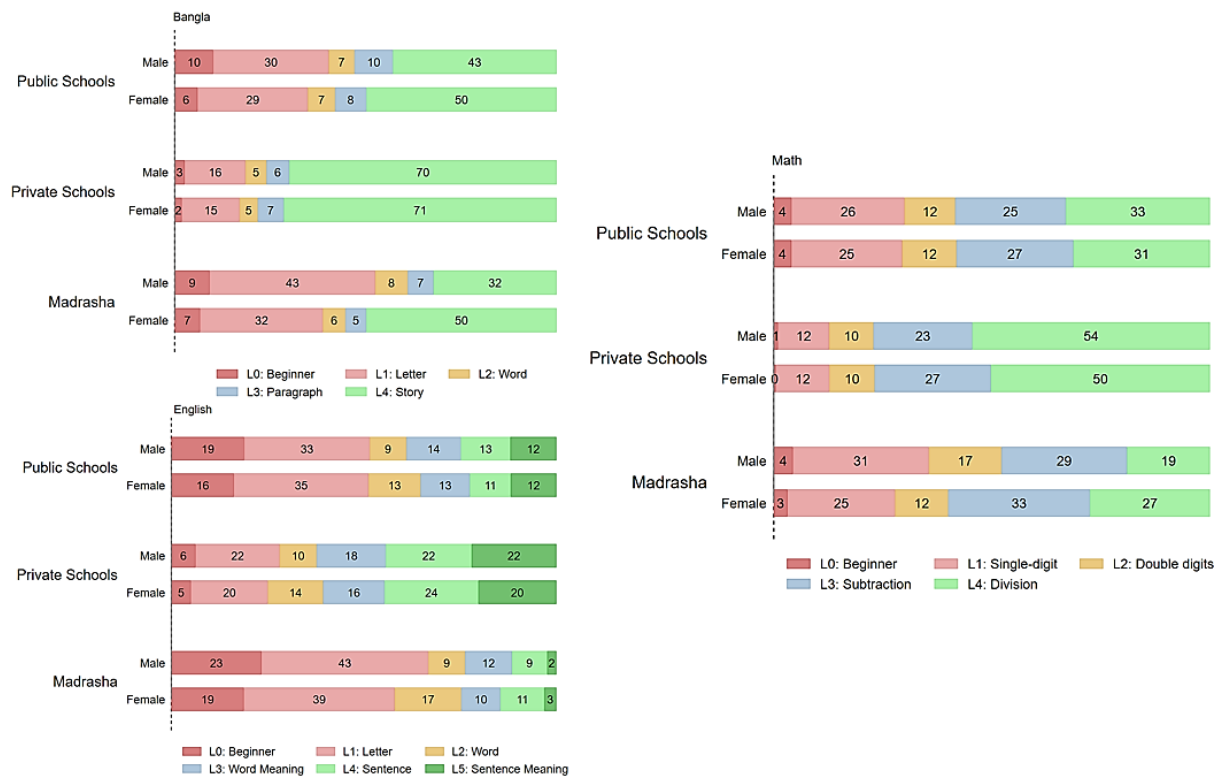
**Students from private schools demonstrate advanced foundational skills.**

As Figure 7 highlights, a higher percentage of students enrolled in private schools have acquired basic literacy (in both Bangla and English) and numeracy skills compared to their counterparts. However, even among private school students, nearly 78% struggle to comprehend a simple English sentence, and almost half of them cannot accurately solve a Class 4-level division problem.

Furthermore, our findings indicate that female students attending madrasas are more proficient in foundational tests for Bangla and Mathematics compared to their male peers. However, when compared to girls attending other types of schools, this advantage dissipates.



**Figure 7: Maximum Proficiency Levels in Bangla, English, and Mathematics, Disaggregated by Students' Gender and School Type**

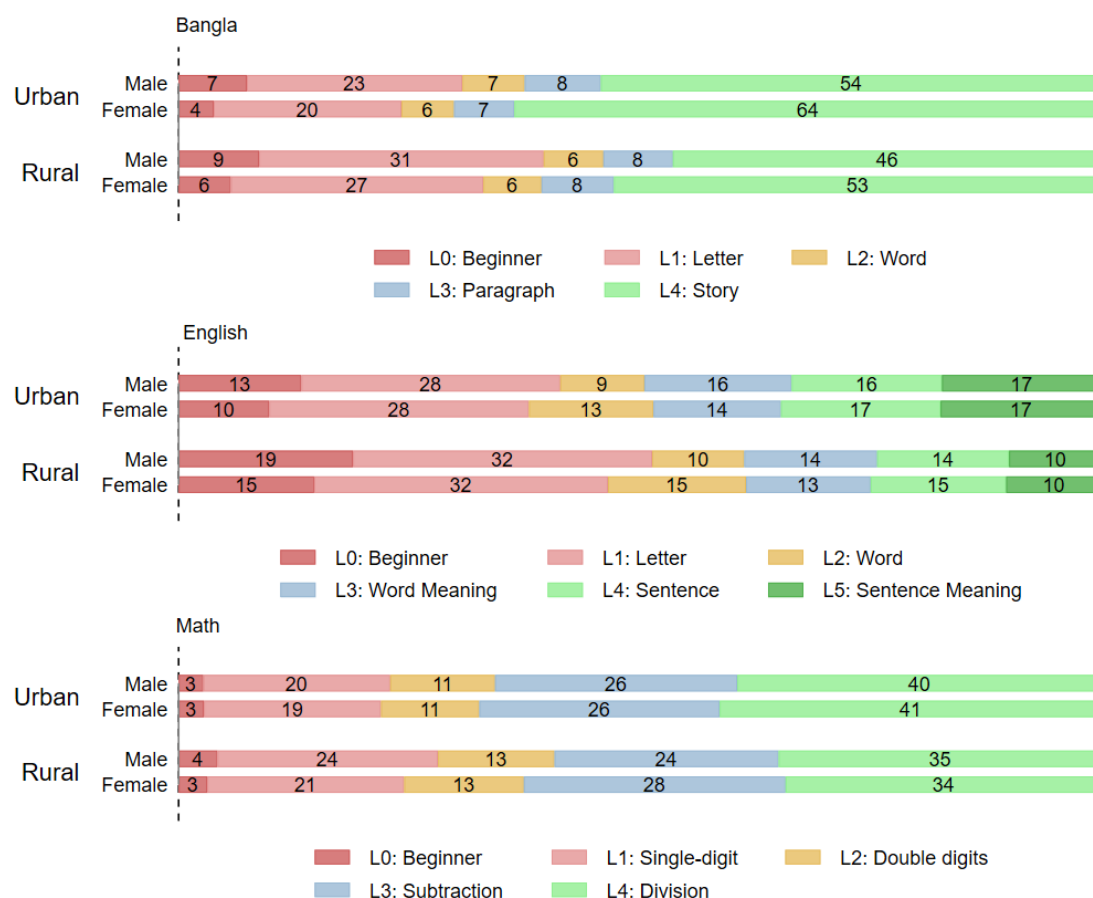


Note: Total number of enrolled children: 3,744, excluding those who are not currently enrolled and enrolled in non-governmental organization (NGO)-run schools, vocational, and semi-public schools. Public schools: 1,689; Private schools: 1,505; Madrasas: 550; Public school males: 803; Public school females: 886; Private school males: 700; Private school females: 805; Madrasa males: 295; Madrasa females: 255.

**We cannot determine whether COVID-19 has exacerbated the urban-rural divide in children's learning outcomes.**

Figure 8 illustrates that a greater proportion of urban compared to rural children are capable of comprehending basic English sentences and accurately solving division problems. A previous national evaluation, assessing students' performance in Bangla and Mathematics in Grades 3 and 5, found that rural students performed better in Mathematics while urban students performed better in Bangla (MoPME, 2017) (Figure B2). Although the data from that evaluation is not directly comparable to our data and does not consistently indicate an urban-rural divide, findings from Hossain and Rahman (2021) suggest that the COVID-19 pandemic may create or worsen an urban and rural divide, given the varying degrees of learning support and engagement provided during school closures. Once classes resumed, it was expected that urban students would outperform their rural counterparts. Our findings align with this expectation, showing that urban students perform consistently better than rural students after the pandemic. Despite indications of the pandemic's effect on creating or widening regional learning disparities, we cannot draw any conclusions without comparable pre-pandemic data for our study. However, conducting a follow-up survey will at least allow us to determine how their performance improves by region as a result of continued education.

**Figure 8: Maximum Proficiency Levels in English and Mathematics, Disaggregated by Students' Gender and Region**



Note: Total number of children: 4,002; Urban: 1,883; Rural: 2,119; Urban male: 934; Urban female: 949; Rural male: 1,022; Rural female: 1,097.

### Major catastrophes are associated with diminished educational outcomes and prospects for children.

We determined the occurrence of natural disasters and their correlation with household welfare outcomes using the following approach. First, we inquired the household head or the child's parent about the frequency of their exposure to natural disasters<sup>3</sup> in the past year. We also inquired about the consequences that each type of catastrophe had on their household. Based on the responses gathered from households,<sup>4</sup> we then categorized children into two main groups: those who had experienced at least one natural disaster in the past year and those who had not been exposed to

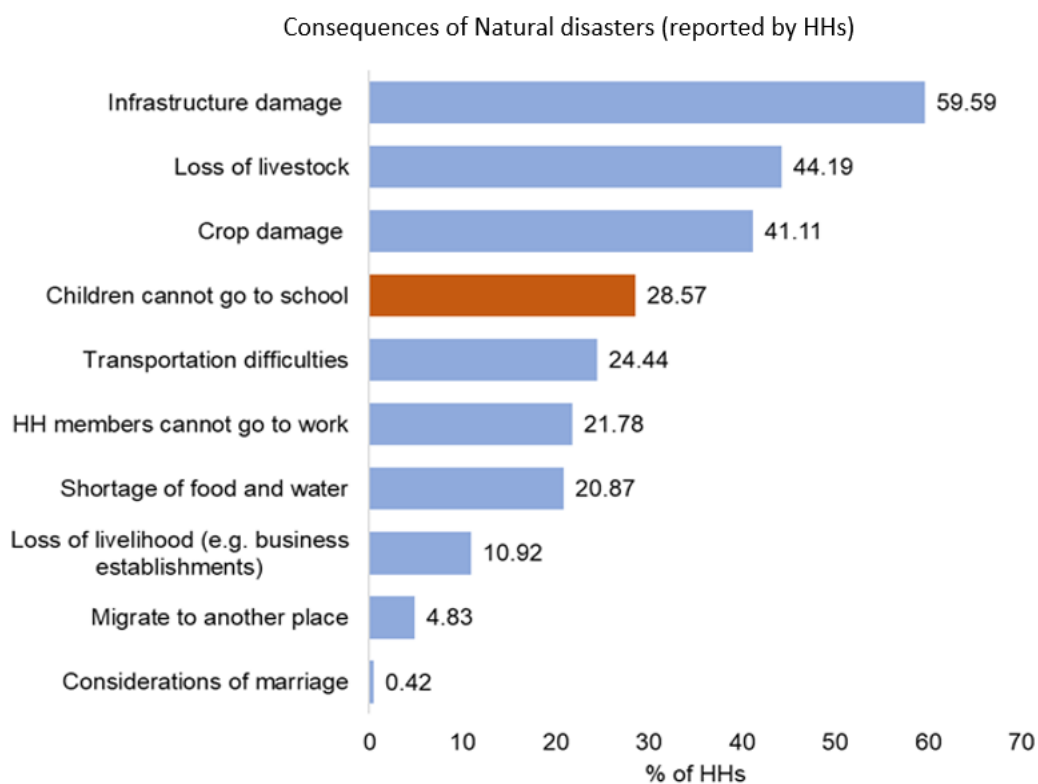
<sup>3</sup> The options included flood, cyclone, hurricane, storm, erosion, drought, earthquake, and landslide.

<sup>4</sup> The total number of climate module participants is less than the total number of survey participants. The climate module was administered following the household and test modules, and some respondents refused to provide additional information regarding their experiences with natural disasters. Time and budgetary constraints prevented us from following up on these respondents.

any catastrophic event. Approximately 65% of the children in our sample did not encounter any natural disasters during the past year.

Households that reported exposure to such disasters primarily suffered from infrastructure damage, loss of livelihood, agricultural assets, and non-agricultural assets (Figure 9). We noted that 29% of these households were unable to send their children to school during or after a major disaster. However, this figure may underestimate the true impact, as the consequences of such shocks on a household’s means of subsistence and shelter are likely to have long-term adverse effects on children’s schooling and educational prospects.

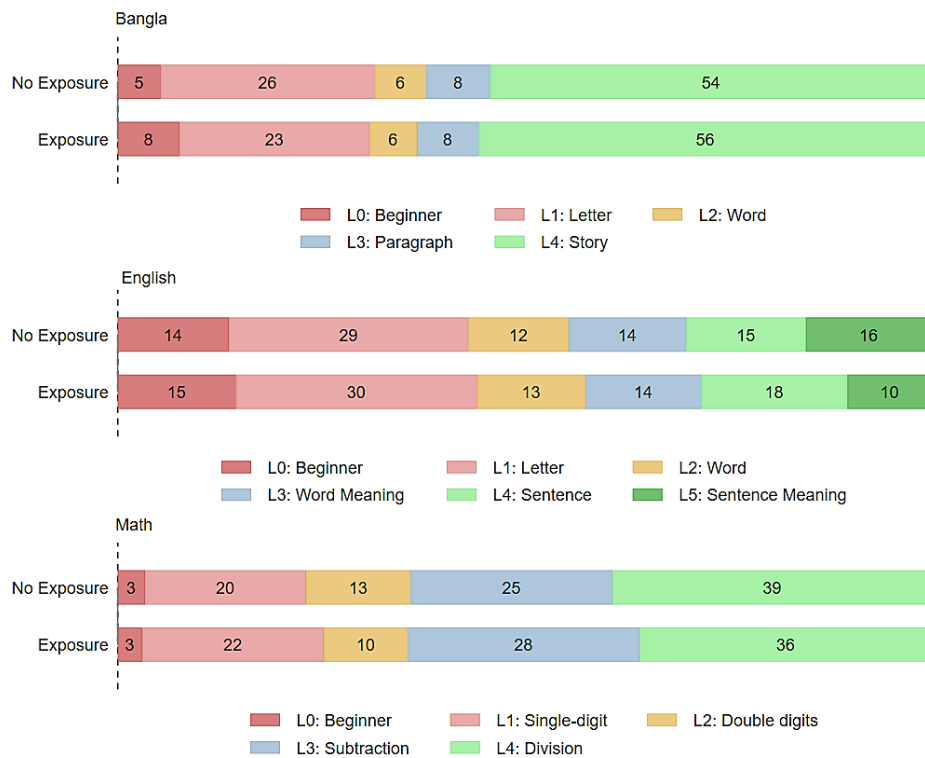
**Figure 9: Reported Consequences of Natural Disasters**



*Note:* Total number of households that responded: 1,460. Consequences are depicted for respondents who reported experiencing any one natural disaster within their area in the past year. As this question coded multiple responses, percentages will not aggregate to 100.

Children residing in areas where natural disasters occurred in the past year seem to have learning gaps compared to their unexposed peers. A greater proportion of children who did not face any natural disasters can solve simple division problems and read and comprehend introductory English sentences compared to their affected counterparts. This suggests that the consequences of such shocks on a family are associated not only with reduced educational prospects for children but also with their foundational learning outcomes (Figure 10).

**Figure 10: Maximum Proficiency Levels in English and Mathematics, Disaggregated by Students' Exposure to Natural Disasters**



Note: Total number of children: 2,875; Number of children with no exposure: 1,876; Number of children with exposure: 999.

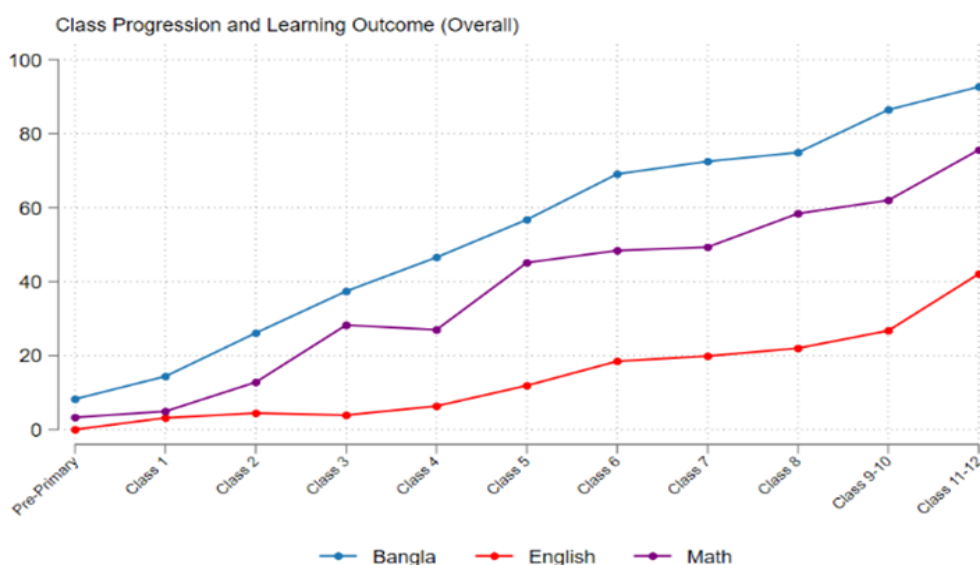
**Are there any foundational learning gaps and do they persist as a child progresses to a higher class?**

Considering the ASER benchmarks, children are expected to reach certain levels of proficiency in different subjects at specific grade levels. For example, by Grade 2, children should be able to read a brief Bangla paragraph and story, and by Grade 4, they should be able to solve division problems (Mutum, A. and Banerjee, 2015). In Figure 11, we graphically represent the proportion of children who can read a short Bangla story (Level 4 Bangla literacy), understand English sentences (Level 5 English literacy), and solve divisions (Level 4 numeracy) relative to their current grade levels. By using the highest foundational level as a marker, we can obtain an indication of any subject-specific learning gaps that may persist as students progress through the grades.

It is worth noting that students are required to take board exams such as the Secondary School Certificate (SSC) after Grade 10 and the Higher Secondary Certificate (HSC) after Grade 12, which may explain the increase in the proportion of students with advanced foundational numeracy skills in those grades. However, when considering the grade-level thresholds set by ASER, it is evident that learning gaps persist in all three subjects as students progress to higher levels of education, particularly in English and Mathematics. Even though a larger share of higher-grade students

possesses foundational skills as per ASER benchmarks, almost 60% of 11–12 grade students cannot solve a grade-4 division problem, and over 20% struggle to understand a simple English sentence.

**Figure 11:** State of Foundational Learning Outcomes in Bangla, English, and Mathematics



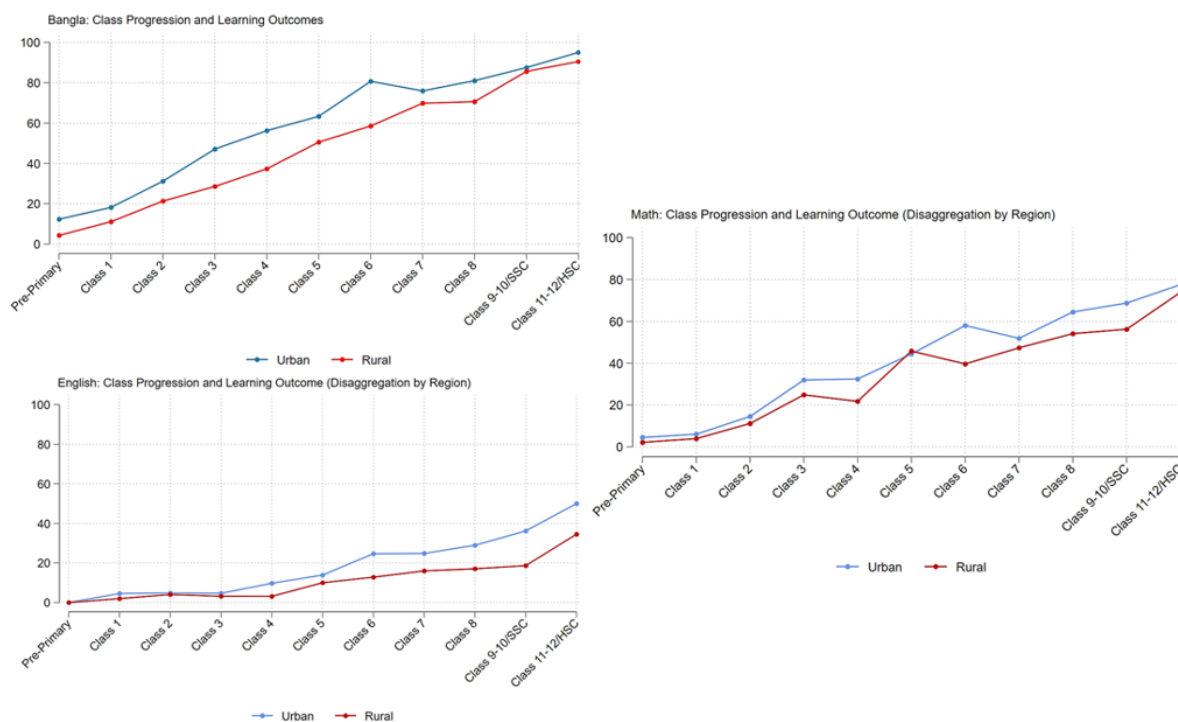
Note: Total number of children: 3,688; Pre-primary: 182; Class 1: 285; Class 2: 383; Class 3: 361; Class 4: 378; Class 5: 370; Class 6: 314; Class 7: 302; Class 8: 291; Class 9–10: 658; Class 11–12: 164.

We further analyze these trends for each subject across regions (rural vs. urban) in Figure 12 and by exposure to shocks (exposure to natural disasters vs. no exposure) in Figure 13.

Across all three subjects, rural students consistently underperform compared to their urban peers, and this discrepancy becomes more prominent as children get older. A significantly higher proportion of children from urban regions can read a short Bangla story, comprehend basic English sentences, and perform simple division problems compared to rural children<sup>5</sup> (Table B1). For both student groups, Mathematics appears to have a more erratic learning progress trend than English, which shows a shallower or flatter curve with grade progression. Nevertheless, while older rural children can eventually catch up to their urban peers in numeracy skills (as observed by the converging student proportions with the same core competency in Mathematics), the same cannot be said for English literacy skills. This suggests that the learning gap in English may persist into adulthood for rural children. These findings indicate that children in urban areas have a better grasp of the English language, which may give them an advantage when enrolling in postsecondary institutions or pursuing higher degrees abroad.

<sup>5</sup> The difference in proportions is statistically significant at a 1% level for all three subject outcomes.

**Figure 12: State of Foundational Learning Outcomes in Bangla, English, and Mathematics, Disaggregated by Region**



*Note:* Overall number of children enrolled: 3,805. This graph excludes students enrolled in religious and vocational education who were not classified by grade level. Total number of children depicted in the graph: 3,688; Pre-primary: 182; Class 1: 285; Class 2: 383; Class 3: 361; Class 4: 378; Class 5: 370; Class 6: 314; Class 7: 302; Class 8: 291; Class 9–10/SSC: 658; Class 11–12/HSC: 164.

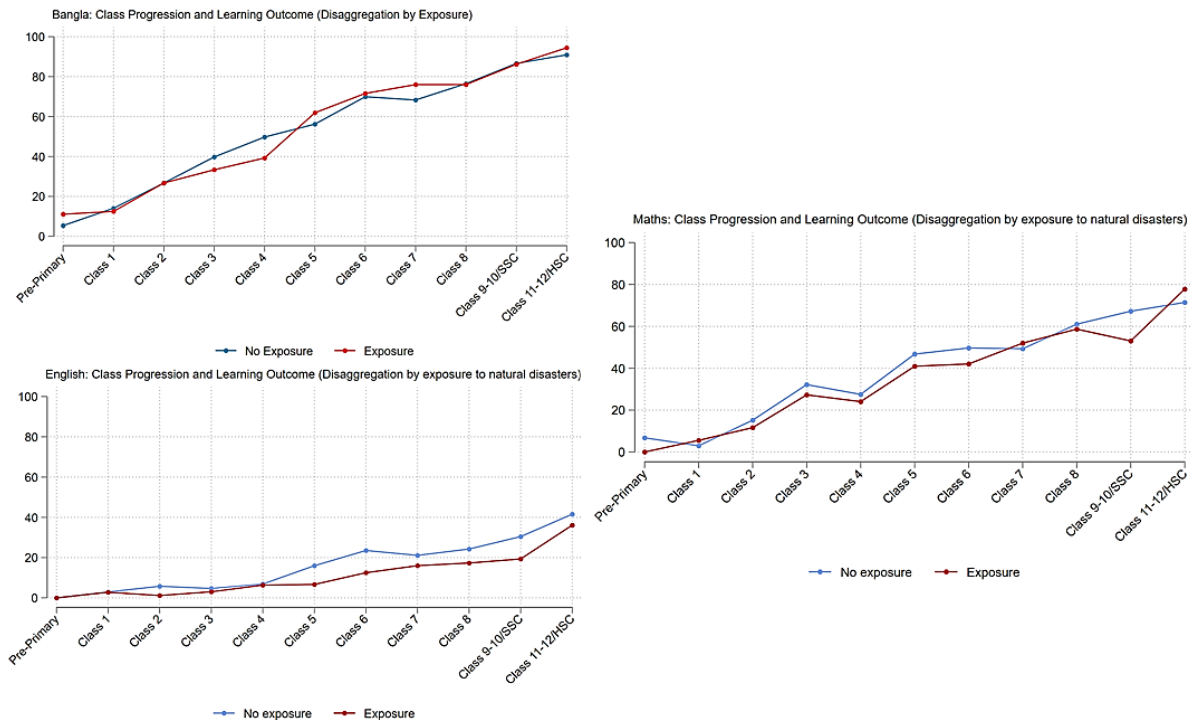
Children living in climate-vulnerable regions typically attend school for fewer years compared to their peers in other regions. Monsoon seasons can lead to inundation of roadways and schools in low-lying areas (*chars/haors-wetlands*), often making it difficult for [teachers](#) and students to attend [class regularly](#), and in [extreme](#) cases, schools may remain [closed](#) for months. These challenges are only compounded by the immediate effects of a catastrophe on households, as [evidenced](#) by the recent devastating floods in the north-eastern region of Bangladesh, which left millions displaced and homeless.

While our data only covers exposure to disasters in the past year, we find that children who have experienced shocks have difficulty retaining their foundational skills as they progress through grade levels, especially in English and Mathematics; the difference is statistically significant<sup>6</sup> between children who have not been exposed to disasters in the last year and those who have (Table B1). This aligns with previous evidence from early 2022 showing that children in climate-vulnerable regions, particularly *chars*, performed relatively worse in [English and Mathematics compared to Bangla](#). Ensuring learning recovery for children in these areas remains a major concern, as the combined

<sup>6</sup> At the 1% and 10% levels, respectively, for English and Mathematics.

impact of diminished household welfare and limited education access is likely to place them at a learning disadvantage compared to their less affected peers.

**Figure 13:** State of Foundational Learning Outcomes in Bangla, English, and Mathematics, Disaggregated by Students’ Exposure to Natural Disasters in 2022



Note: Total number of children depicted in this graph: 2,668; Pre-primary: 110; Class 1: 207; Class 2: 277; Class 3: 270; Class 4: 268; Class 5: 274; Class 6: 241; Class 7: 217; Class 8: 211; Class 9–10/SSC: 480; Class 11–12/HSC: 113. This graph excludes students enrolled in religious and vocational education who were not classified by grade level.

## Policy Lessons and Recommendations

Bangladesh was already facing a learning crisis even before the COVID-19 outbreak. Findings from a recent [study](#) indicate that at present, children’s performance on grade-level assessments is relatively worse compared to pre-pandemic cohorts, suggesting the negative impact of pandemic-induced school closures on learning outcomes. Moreover, a sizeable proportion of [third- and fourth-graders are unable to recognize basic Bangla letters and numbers](#), which is alarming given that these are foundational skills that should have been acquired by that age. Our study reveals that a larger share of older and higher-grade children lack basic foundational skills, indicating that these gaps may persist as children progress to higher grade levels. This emphasizes the urgent need for comprehensive education quality reforms to accelerate children’s post-pandemic learning recovery.

English proficiency is a particular area of concern for Bangladeshi children across all grade levels. Given that English is the primary language of instruction in many Bangladeshi universities and that

many jobs require rudimentary English literacy skills, it is crucial for children to acquire these skills to succeed in tertiary education and secure higher-paying jobs.

Various shocks, including natural disasters, poverty shocks, and the pandemic, have an impact on children's enrollment in educational institutions. In the absence of high-frequency data on children's enrollment and attendance, this study suggests that even annual changes in enrollment can affect their learning. This highlights the need to build more resilient education systems that can withstand and recover from such shocks.

Although we lack comparable information on learning outcomes prior to COVID-19, the findings gained by our study provide us with some form of directional evidence for future education policy in the aftermath of severe shocks.



## References:

- Ahsanuzzaman, & Islam, M. Q. (2020). Children's vulnerability to natural disasters: Evidence from natural experiments in Bangladesh. *World Development Perspectives*, 19, 100228. <https://doi.org/10.1016/j.wdp.2020.100228>
- Angrist, N., Bergman, P., & Matsheng, M. (2020). School's Out: Experimental Evidence on Limiting Learning Loss Using "Low-Tech" in a Pandemic. In *NBER Working Papers* (No. 28205; NBER Working Papers). National Bureau of Economic Research, Inc. <https://ideas.repec.org/p/nbr/nberwo/28205.html>
- Biswas, S. C., Karim, S., & Rashid, S. F. (2020). Should we care: A qualitative exploration of the factors that influence the decision of early marriage among young men in urban slums of Bangladesh. *BMJ Open*, 10(10), e039195. <https://doi.org/10.1136/bmjopen-2020-039195>
- BRAC-IID. (2015). Basic competencies low among primary students. *IID*. [http://iidbd.org/wp-content/uploads/2015/09/iid-brief-report-basic\\_learning.pdf](http://iidbd.org/wp-content/uploads/2015/09/iid-brief-report-basic_learning.pdf)
- Crawford, L., Evans, D. K., Hares, S., & Sandefur, J. (2023). Live tutoring calls did not improve learning during the COVID-19 pandemic in Sierra Leone. *Journal of Development Economics*, 103114. <https://doi.org/10.1016/j.jdeveco.2023.103114>
- Das, P. K. (2010). *Climate change and Education Bangladesh* (p. 86). UK AID. [https://www.preventionweb.net/files/16355\\_climatechangeedbangladesh.pdf](https://www.preventionweb.net/files/16355_climatechangeedbangladesh.pdf)
- DSHE. (2015). *Learning Assessment of Secondary Institutions (LASI)*. Monitoring and Evaluation Wing. Ministry of Education. Government of the People's Republic of Bangladesh.
- Hossain, M., & Rahman, K. W. (2021). *The Impact of COVID-19 on the Education of Primary and Secondary School Children in Bangladesh* (p. 53) [Scoping Paper]. BRAC Institute of Governance and Development (BIGD). [https://bigd.bracu.ac.bd/wp-content/uploads/2022/04/Revised\\_7.08\\_Clear\\_Scoping\\_The-Impact-of-COVID-19-on-the-Education-of-Primary-and-Secondary-School-Children-in-Bangladesh.pdf](https://bigd.bracu.ac.bd/wp-content/uploads/2022/04/Revised_7.08_Clear_Scoping_The-Impact-of-COVID-19-on-the-Education-of-Primary-and-Secondary-School-Children-in-Bangladesh.pdf)
- Ministry of Primary and Mass Education (MoPME). (2017). *The National Student Assessment (2017)*. Monitoring and Evaluation Division, Directorate of Primary Education, Government of the People's Republic of Bangladesh.
- Mutum, A. and Banerjee, A. (2015). *ASER Assessment and Survey Framework*. ASER Centre.
- Raha, S. A., Rana, Md. S., Mamun, S. A., Anik, M. H., Roy, P., Alam, F., & Sultan, M. (2021, March 5). *Revisiting the impact of covid-19 on adolescents in urban slums in Dhaka, Bangladesh: Round 2*. GAGE. <https://www.gage.odi.org/publication/revisiting-the-impact-of-covid-19-on-adolescents-in-urban-slums-in-dhaka-bangladesh-round-2/>
- Rodriguez-Segura, D., & Schueler, B. E. (2022). Can learning be measured by phone? Evidence from Kenya. *Economics of Education Review*, 90, 102309. <https://doi.org/10.1016/j.econedurev.2022.102309>
- Sobers, S.-M., Anicet, K. N. N., Tanoh, F., Akpe, Y. H., Ball, M.-C., & Jasińska, K. K. (2021). *Is a Phone-Based Language and Literacy Assessment a Reliable and Valid Measure of Children's Reading Skills in Low-Resource Settings?* EdArXiv. <https://doi.org/10.35542/osf.io/ytnv4>
- UNICEF & BBS. (2020). *Bangladesh Education Fact sheets, 2020: Analysis for learning and equity using Bangladesh MICS,2019*. UNICEF.
- UNICEF & BBS. (2023). *Survey on Children's Education in Bangladesh*. UNICEF. <https://www.unicef.org/bangladesh/en/reports/survey-childrens-education-bangladesh-2021>
- UNICEF & UNESCO. (2021). *Bangladesh Case Study Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia* (p. 64). [https://www.unicef.org/rosa/media/16481/file/Bangladesh Case Study.pdf](https://www.unicef.org/rosa/media/16481/file/Bangladesh%20Case%20Study.pdf)