**AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT**

The Human Capital Project seeks to raise awareness and increase demand for interventions to build human capital. It aims to accelerate better and more investments in people.

In low- and middle-income countries, the learning crisis means that deficits in education outcomes are a major contributor to human capital deficits. Shortcomings in both the quantity of schooling and especially its quality explain a large part of the distance to the frontier. Addressing these shortcomings will require a multisectoral approach.

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**WHY MEASURE LEARNING POVERTY?**

All children should be able to read by age 10. As a major contributor to human capital deficits, the learning crisis undermines sustainable growth and poverty reduction. This brief summarizes some of the critical aspects of a new synthetic indicator, Learning Poverty, designed to help spotlight and galvanize action to address this crisis.

Eliminating Learning Poverty is as urgent as eliminating extreme monetary poverty, stunting, or hunger. The new data show that more than half of all children in low and middle-income countries suffer from Learning Poverty.

**WHAT IS LEARNING POVERTY?**

Learning Poverty means being unable to read and understand a short, age-appropriate text by age 10. All foundational skills are important, but we focus on reading because: (i) reading proficiency is an easily understood measure of learning; (ii) reading is a student’s gateway to learning in every other area; and, (iii) reading proficiency can serve as a proxy for foundational learning in other subjects, in the same way that the absence of child stunting is a marker of healthy early childhood development.

**HOW IS LEARNING POVERTY MEASURED?**

This indicator brings together schooling and learning. It starts with the share of children who haven’t achieved minimum reading proficiency and adjusts it by the proportion of children who are out of school.

\[
LP = [BMP \times (1 - OoS)] + [1 \times OoS]
\]

where, \(LP\) is Learning Poverty, \(BMP\) is share of children in school below minimum proficiency, \(OoS\) is the Percentage of Out-of-School children; and, in the case of \(OoS\) we assume \(BMP = 1\).

The data used to calculate Learning Poverty has been made possible thanks to the work of the Global Alliance to Monitor Learning led by the UNESCO Institute for Statistics (UIS), which established Minimum Proficiency Levels (MPLs) that enable countries to benchmark learning across different cross-national and national assessments.

**LEARNING POVERTY IN AFGHANISTAN**

- **Learning Poverty.** 93 percent of children in Afghanistan at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Afghanistan, 50 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Afghanistan indicate that 87 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2013.

For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Afghanistan is calculated using data from NLSA and the MPL threshold used was level 10. No learning data harmonization following the Global Learning Assessment Database (GLAD) guidelines has been produced for Afghanistan, this limits the current analytical possibilities for this country. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

**BENCHMARKING AFGHANISTAN’S LEARNING POVERTY**

Learning Poverty in Afghanistan is 35.2 percentage points worse than the average for the South Asia region and 3.6 percentage points worse than the average for low income countries.

![Figure 1. Learning Poverty and components](source)

Source: UIS and World Bank as of October 2019.

Notes: (1) Large circle represents Afghanistan; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Afghanistan’s region and income group.
HOW DOES AFGHANISTAN’S GENDER GAP COMPARE GLOBALLY?

In Afghanistan, lack of data prevents comparisons of Learning Poverty for boys and girls. Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

### Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>93.4</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>87</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>NA</td>
<td>NA</td>
<td>49.6</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.4</td>
<td>0.36</td>
<td>0.39</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.3</td>
<td>3.8</td>
<td>4.9</td>
</tr>
</tbody>
</table>

Source: UIS and World Bank for LP, BMP and OoS as of October 2019; EdStats/WDI for HCI and LAYS; The Full Learning Poverty database is available for download at the Development Data Hub.

Figure 2. Gender Gap - Learning Poverty by Sex

Source: UIS and World Bank as of October 2019. Note: (1) No gender split in Learning Poverty is available for Afghanistan. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Afghanistan is USD 196 (PPP), which is 78% below the average for the South Asia region and 10.2% above the average for low income countries.

Figure 3. Expenditure per child in primary school age

Source: UIS and World Bank as of October 2019. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Afghanistan is from 2017.

### DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN AFGHANISTAN

Afghanistan administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. This NLSA is currently being used to report on the SDG4.1.1 and to monitor Learning Poverty.

Afghanistan did not participate in any cross-national learning assessments in recent years.

Afghanistan has not participated in the World Bank’s LeAP diagnostic exercise to analyze its assessment system. To get started, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Afghanistan, EMIS data was too old or unreliable, and household survey was used as a proxy for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org).

### POINT OF CONTACT

**Afghanistan:** Tsuyoshi Fukao and Harsha Aturupane  
**South Asia:** Koen Martijn Geven

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In low- and middle-income countries, the learning crisis means that deficits in education outcomes are a major contributor to human capital deficits. Shortcomings in both the quantity of schooling and especially its quality explain a large part of the distance to the frontier. Addressing these shortcomings will require a multisectoral approach.

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Eliminating Learning Poverty is as urgent as eliminating extreme monetary poverty, stunting, or hunger. The new data show that more than half of all children in low and middle-income countries suffer from Learning Poverty.

WHAT IS LEARNING POVERTY?

Learning Poverty means being unable to read and understand a short, age-appropriate text by age 10. All foundational skills are important, but we focus on reading because: (i) reading proficiency is an easily understood measure of learning; (ii) reading is a student’s gateway to learning in every other area; and, (iii) reading proficiency can serve as a proxy for foundational learning in other subjects, in the same way that the absence of child stunting is a marker of healthy early childhood development.

HOW IS LEARNING POVERTY MEASURED?

This indicator brings together schooling and learning. It starts with the share of children who haven’t achieved minimum reading proficiency and adjusts it by the proportion of children who are out of school.

\[ LP = [BMP \times (1 - OoS)] + [1 \times OoS] \]

where, LP is Learning Poverty, BMP is share of children in school below minimum proficiency, OoS is the Percentage of Out-of-School children; and, in the case of OoS we assume BMP = 1.

The data used to calculate Learning Poverty has been made possible thanks to the work of the Global Alliance to Monitor Learning led by the UNESCO Institute for Statistics (UIS), which established Minimum Proficiency Levels (MPLs) that enable countries to benchmark learning across different cross-national and national assessments.

LEARNING POVERTY IN BANGLADESH

- **Learning Poverty.** 57 percent of children in Bangladesh at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Bangladesh, 5 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Bangladesh indicate that 55 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2015.

For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Bangladesh is calculated using data from NLSA and the MPL threshold used was level Proficient. No learning data harmonization following the Global Learning Assessment Database (GLAD) guidelines has been produced for Bangladesh, this limits the current analytical possibilities for this country For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING BANGLADESH’S LEARNING POVERTY

Learning Poverty in Bangladesh is 1 percentage points better than the average for the South Asia region and 2.1 percentage points worse than the average for lower middle income countries.

Figure 1. Learning Poverty and components

Source: UIS and World Bank as of October 2019.

Notes: (1) Large circle represents Bangladesh; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Bangladesh’s region and income group.
HOW DOES BANGLADESH'S GENDER GAP COMPARE GLOBALLY?

In Bangladesh, lack of data prevents comparisons of Learning Poverty for boys and girls.

Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>57.2</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>55.0</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>7.9</td>
<td>1.7</td>
<td>4.9</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.46</td>
<td>0.49</td>
<td>0.48</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>6.2</td>
<td>6.7</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Source: UIS and World Bank for LP, BMP and OoS as of October 2019. EdStats/WDI for HCI and LAYS; The Full Learning Poverty database is available for download at the Development Data Hub.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Bangladesh is USD 249 (PPP), which is 72.1% below the average for the South Asia region and 70.1% below the average for lower middle income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BANGLADESH

Bangladesh administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. This NLSA is currently being used to report on the SDG4.1.1 and to monitor Learning Poverty.

Bangladesh did not participate in any cross-national learning assessments in recent years.

Bangladesh has not participated in the World Bank’s LeAP diagnostic exercise to analyze its assessment system. To get started, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Bangladesh, the preferred definition based on the EMIS data is for 2017.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org).

POINT OF CONTACT

Bangladesh: Shwetlena Sabarwal and Saurav Dev Bhatta
South Asia: Koen Martijn Geven

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HOW IS LEARNING POVERTY MEASURED?

This indicator brings together schooling and learning. It starts with the share of children who haven’t achieved minimum reading proficiency and adjusts it by the proportion of children who are out of school.

\[ LP = [BMP \times (1 - OoS)] + [1 \times OoS] \]

where, \( LP \) is Learning Poverty, \( BMP \) is share of children in school below minimum proficiency, \( OoS \) is the Percentage of Out-of-School children; and, in the case of \( OoS \) we assume \( BMP = 1 \).

The data used to calculate Learning Poverty has been made possible thanks to the work of the Global Alliance to Monitor Learning led by the UNESCO Institute for Statistics (UIS), which established Minimum Proficiency Levels (MPLs) that enable countries to benchmark learning across different cross-national and national assessments.

LEARNING POVERTY IN INDIA

- **Learning Poverty.** 55 percent of children in India at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In India, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in India indicate that 54 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2017.

For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for India is calculated using data from NLSA and the MPL threshold used was level Intermediate. No learning data harmonization following the Global Learning Assessment Database (GLAD) guidelines has been produced for India, this limits the current analytical possibilities for this country. For more details, please consult the GLAD and Learning Poverty repositories in Github.

BENCHMARKING INDIA’S LEARNING POVERTY

Learning Poverty in India is 3.5 percentage points better than the average for the South Asia region and 0.3 percentage points better than the average for lower middle income countries.

Source: UIS and World Bank as of October 2019.
Notes: (1) Large circle represents India; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of India’s region and income group.
**HOW DOES INDIA’S GENDER GAP COMPARE GLOBALLY?**

As in most countries, Learning Poverty is higher for boys than for girls in India.

This result is a composition of two effects. First, the share of Out-of-School children is higher for boys (2.9%) than for girls (1.6%).

And second, boys are less likely to achieve minimum proficiency at the end of primary school (55%) than girls (53%) in India.

Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>56.3</td>
<td>53.7</td>
<td>54.8</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>55</td>
<td>53</td>
<td>53.7</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>2.9</td>
<td>1.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.43</td>
<td>0.45</td>
<td>0.44</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.6</td>
<td>5.9</td>
<td>5.8</td>
</tr>
</tbody>
</table>

Source: UIS and World Bank for LP, BMP and OoS as of October 2019. EdStats/WDI for HCI and LAYS; The Full Learning Poverty database is available for download at the Development Data Hub.

**PRIMARY EDUCATION EXPENDITURE**

There is no UIS comparable data on primary education expenditure per child in India so only region and income level of India is displayed.

**DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN INDIA**

India administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. This NLSA is currently being used to report on the SDG4.1.1 and to monitor Learning Poverty.

India participated in the following published cross-national learning assessments in recent years: PISA (2009).

India has not participated in the World Bank’s LeAP diagnostic exercise to analyze its assessment system. To get started, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of India, the preferred definition based on the EMIS data is for 2013.

**POINT OF CONTACT**

India: Shabnam Sinha and Francisco Marmolejo

South Asia: Koen Martijn Geven

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HOW IS LEARNING POVERTY MEASURED?

This indicator brings together schooling and learning. It starts with the share of children who haven’t achieved minimum reading proficiency and adjusts it by the proportion of children who are out of school.

\[
LP = [BMP \times (1 - OoS)] + [1 \times OoS]
\]

where, \(LP\) is Learning Poverty, \(BMP\) is share of children in school below minimum proficiency, \(OoS\) is the Percentage of Out-of-School children; and, in the case of \(OoS\) we assume \(BMP = 1\).

The data used to calculate Learning Poverty has been made possible thanks to the work of the Global Alliance to Monitor Learning led by the UNESCO Institute for Statistics (UIS), which established Minimum Proficiency Levels (MPLs) that enable countries to benchmark learning across different cross-national and national assessments.

LEARNING POVERTY IN PAKISTAN

- **Learning Poverty.** 75 percent of children in Pakistan at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Pakistan, 27 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Pakistan indicate that 65 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2014.

For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

BENCHMARKING PAKISTAN’S LEARNING POVERTY

Learning Poverty in Pakistan is 16.3 percentage points worse than the average for the South Asia region and 19.5 percentage points worse than the average for lower middle income countries.

Figure 1. Learning Poverty and components

![Learning Poverty and components](image-url)
HOW DOES PAKISTAN’S GENDER GAP COMPARE GLOBALLY?

In Pakistan, lack of data prevents comparisons of Learning Poverty for boys and girls. Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

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<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>74.5</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>65</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>21.7</td>
<td>33.3</td>
<td>27.3</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.39</td>
<td>0.38</td>
<td>0.39</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.1</td>
<td>4.4</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Source: UIS and World Bank for LP, BMP and OoS as of October 2019. EdStats/WDI for HCI and LAYS; The Full Learning Poverty database is available for download at the Development Data Hub.

Figure 2. Gender Gap - Learning Poverty by Sex

Primary education expenditure per child of primary education age in Pakistan is USD 467 (PPP), which is 47.6% below the average for the South Asia region and 43.9% below the average for lower middle income countries.

Figure 3. Expenditure per child in primary school age

Source: UIS and World Bank as of October 2019. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Pakistan is from 2016.

DATA AND DATA GAPS ON LEARNING AND SCHOOL-ING IN PAKISTAN

Pakistan administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. This NLSA is currently being used to report on the SDG4.1.1 and to monitor Learning Poverty.

Pakistan did not participate in any cross-national learning assessments in recent years.

According to the World Bank's 2012 LeAP diagnostic analysis of Pakistan’s assessment system, the country’s ratings on large-scale assessment activities were Latent (1 out of 4) on Cross-National Learning Assessment and Emerging (2 out of 4) on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Pakistan, the preferred definition based on the EMIS data is for 2014.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org).

POINT OF CONTACT

Pakistan: Tazeen Fasih and Juan Baron

South Asia: Koen Martijn Geven

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This indicator brings together schooling and learning. It starts with the share of children who haven’t achieved minimum reading proficiency and adjusts it by the proportion of children who are out of school.

\[
LP = [BMP \times (1 - OoS)] + [1 \times OoS]
\]

where, \(LP\) is Learning Poverty, \(BMP\) is share of children in school below minimum proficiency, \(OoS\) is the Percentage of Out-of-School children; and, in the case of \(OoS\) we assume \(BMP = 1\).

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LEARNING POVERTY IN SRI LANKA

- **Learning Poverty.** 15 percent of children in Sri Lanka at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Sri Lanka, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Sri Lanka indicate that 14 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Sri Lanka is calculated using data from NLSA and the MPL threshold used was level Score above 40 mark. No learning data harmonization following the Global Learning Assessment Database (GLAD) guidelines has been produced for Sri Lanka, this limits the current analytical possibilities for this country For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING SRI LANKA’S LEARNING POVERTY

Learning Poverty in Sri Lanka is **43.4 percentage points better** than the average for the South Asia region and **14.2 percentage points better** than the average for upper middle income countries.

![Figure 1. Learning Poverty and components](source: UIS and World Bank as of October 2019.)

Notes: (1) Large circle represents Sri Lanka; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Sri Lanka’s region and income group.
HOW DOES SRI LANKA'S GENDER GAP COMPARE GLOBALLY?

In Sri Lanka, lack of data prevents comparisons of Learning Poverty for boys and girls.

Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>14.8</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>14</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>NA</td>
<td>NA</td>
<td>0.58</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>NA</td>
<td>NA</td>
<td>8.3</td>
</tr>
</tbody>
</table>

Source: UIS and World Bank for LP, BMP and OoS as of October 2019. EdStats/WDI for HCI and LAYS; The Full Learning Poverty database is available for download at the Development Data Hub.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Sri Lanka is USD 1,474 (PPP), which is 65.5% above the average for the South Asia region and 34.4% below the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN SRI LANKA

Sri Lanka does not administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring.

Sri Lanka did not participate in any cross-national learning assessments in recent years.

According to the World Bank’s 2012 LeAP diagnostic analysis of Sri Lanka’s assessment system, the country’s ratings on large-scale assessment activities were Latent (1 out of 4) on Cross-National Learning Assessment and Emerging (2 out of 4) on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Sri Lanka, the preferred definition based on the EMIS data is for 2015.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org).

POINT OF CONTACT

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Disclaimer: The numbers presented in this brief are based on global data harmonization efforts conducted by UIS and the World Bank that increase cross-country comparability of selected findings from official statistics. For that reason, the numbers discussed here may be different from official statistics reported by governments and national offices of statistics. Such differences are due to the different purposes of the statistics, which can be for global comparison or to meet national definitions.