Afghanistan

Learning Poverty Brief

October 2019

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.

For more information on the Human Capital Project, please visit **www.worldbank.org/humancapitalproject**

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.

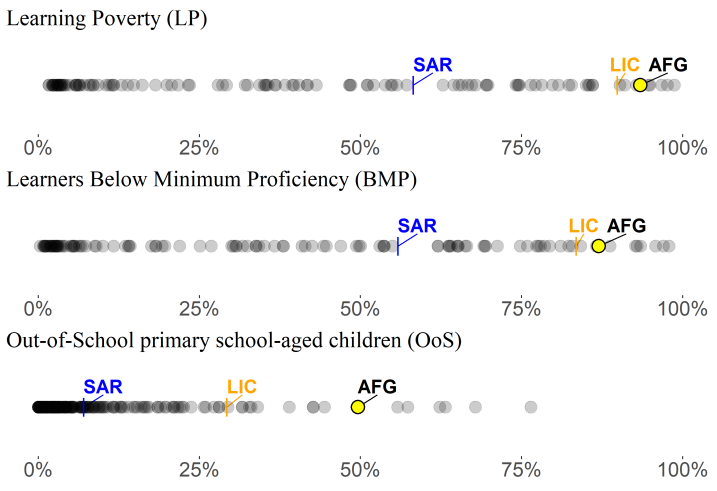
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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) guidelilnes 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: 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.

Afghanistan

Learning Poverty Brief

October 2019

HOW DOES AFGHANISTAN'S GENDER GAP COMPARE GLOBALLY?

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

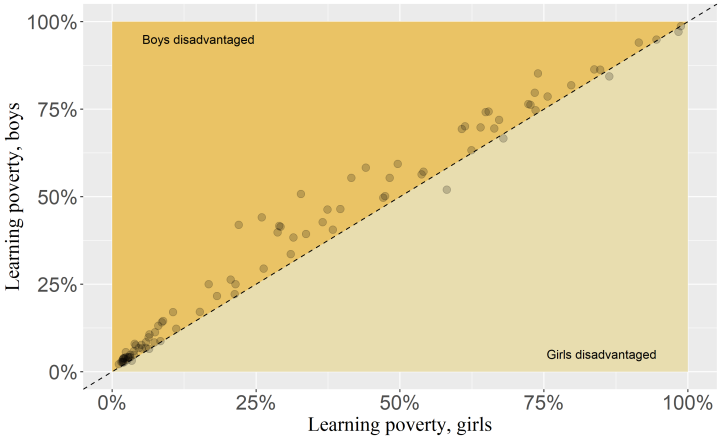
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	93.4
Below Minimum Proficiency	NA	NA	87
Out-of-School	NA	NA	49.6
Human Capital Index	0.4	0.36	0.39
Learning-adjusted Years of Schooling	5.3	3.8	4.9

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. *Notes:* (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.

POINT OF CONTACT

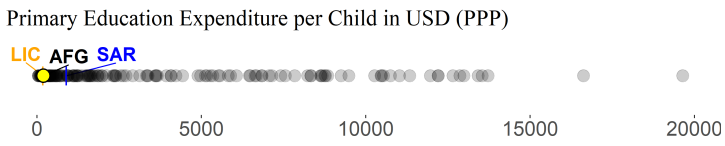
Afghanistan: Tsuyoshi Fukao and Harsha Aturupane

South Asia: Koen Martijn Geven

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).

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Bangladesh

Learning Poverty Brief

October 2019

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.

For more information on the Human Capital Project, please visit **www.worldbank.org/humancapitalproject**

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 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.

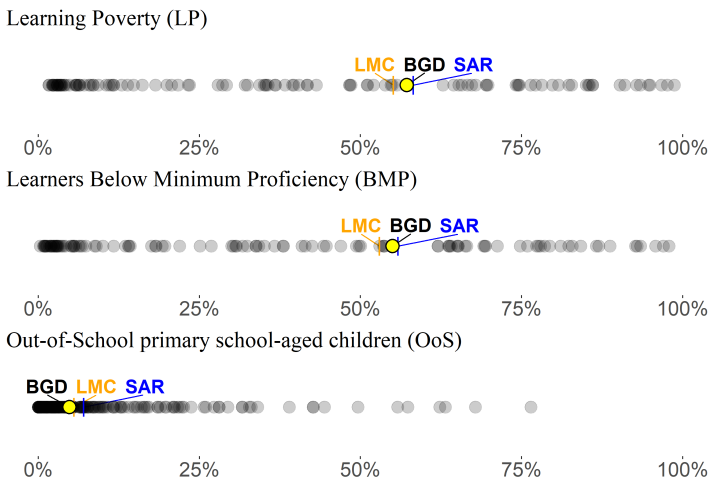
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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) guidelilnes 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.

Bangladesh

Learning Poverty Brief

October 2019

HOW DOES BANGLADESH'S GENDER GAP COMPARE GLOBALLY?

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

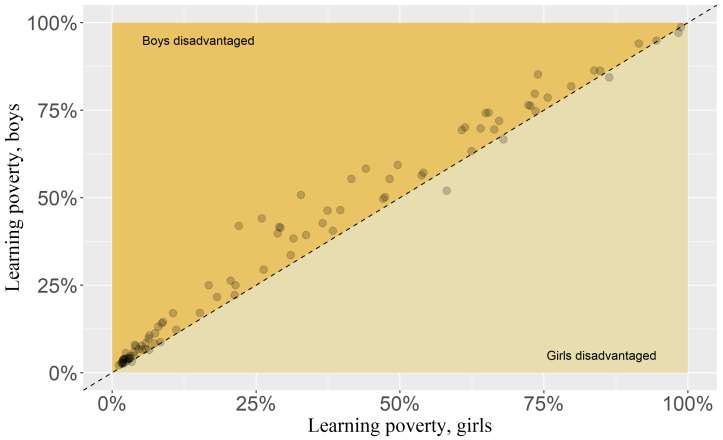
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	*57.2*
Below Minimum Proficiency	NA	NA	*55*
Out-of-School	7.9	1.7	4.9
Human Capital Index	0.46	0.49	0.48
Learning-adjusted Years of Schooling	6.2	6.7	6.5

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. *Notes:* (1) No gender split in Learning Poverty is available for Bangladesh. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

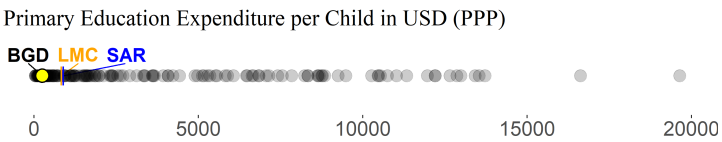
Bangladesh: Shwetlena Sabarwal and Saurav Dev Bhatta

South Asia: Koen Martijn Geven

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.

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 Bangladesh is from 2012.

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).

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India

Learning Poverty Brief

October 2019

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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.

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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 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.

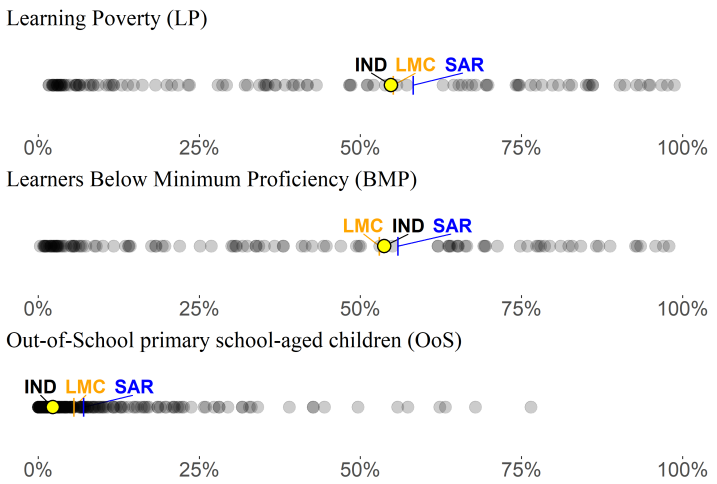
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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) guidelilnes 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.

Figure 1. Learning Poverty and components



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.

India

Learning Poverty Brief

October 2019

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.

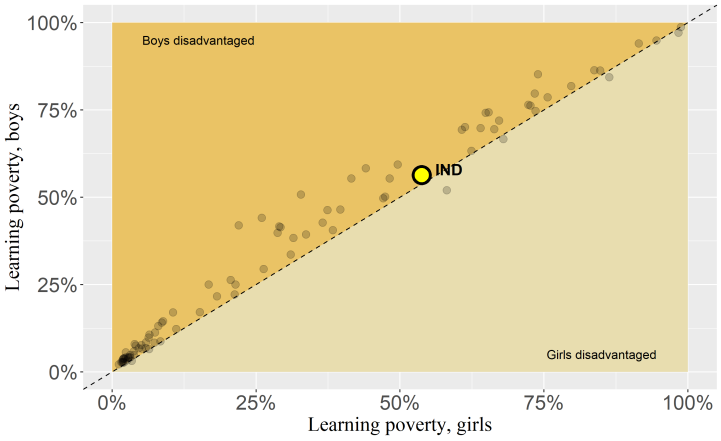
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	56.3	53.7	54.8
Below Minimum Proficiency	55	53	53.7
Out-of-School	2.9	1.6	2.3
Human Capital Index	0.43	0.45	0.44
Learning-adjusted Years of Schooling	5.6	5.9	5.8

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. *Notes:* (1) - Large circle represents India; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

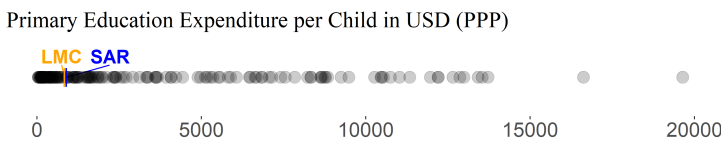
India: Shabnam Sinha and Francisco Marmolejo

South Asia: Koen Martijn Geven

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.

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 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.

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

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Pakistan

Learning Poverty Brief

October 2019

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WHAT IS LEARNING POVERTY?

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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.

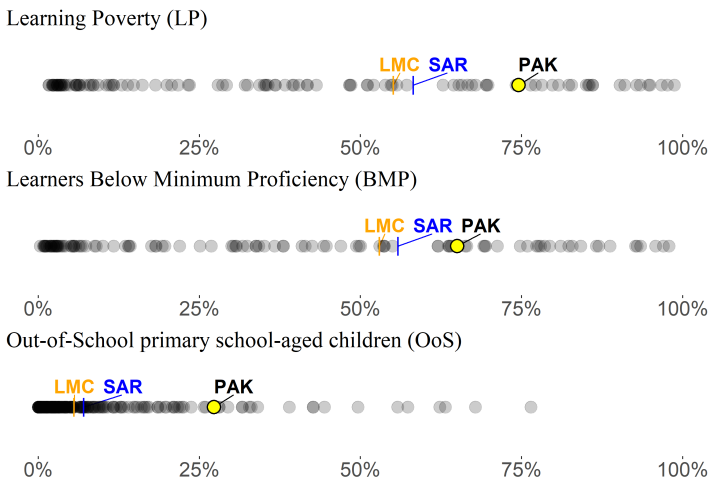
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Pakistan 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) guidelilnes has been produced for Pakistan, this limits the current analytical possibilities for this country For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

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



Source: UIS and World Bank as of October 2019.

Notes: (1) Large circle represents Pakistan; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Pakistan's region and income group.

Pakistan

Learning Poverty Brief

October 2019

HOW DOES PAKISTAN'S GENDER GAP COMPARE GLOBALLY?

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

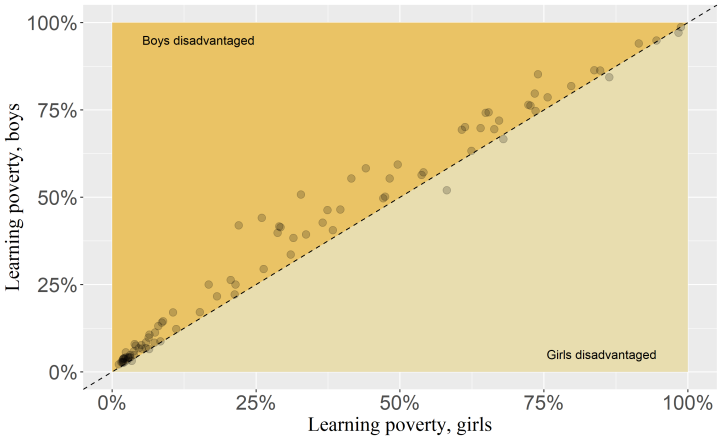
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	74.5
Below Minimum Proficiency	NA	NA	65
Out-of-School	21.7	33.3	27.3
Human Capital Index	0.39	0.38	0.39
Learning-adjusted Years of Schooling	5.1	4.4	4.8

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. *Notes:* (1) No gender split in Learning Poverty is available for Pakistan. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

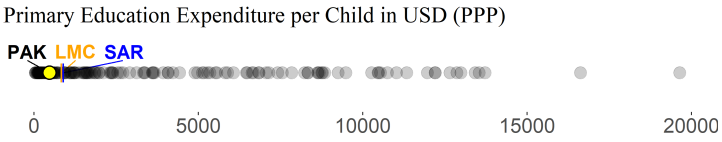
Pakistan: Tazeen Fasih and Juan Baron

South Asia: Koen Martijn Geven

PRIMARY EDUCATION EXPENDITURE

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 SCHOOLING 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).

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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.

Sri Lanka

Learning Poverty Brief

October 2019

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.

For more information on the Human Capital Project, please visit **www.worldbank.org/humancapitalproject**

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 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.

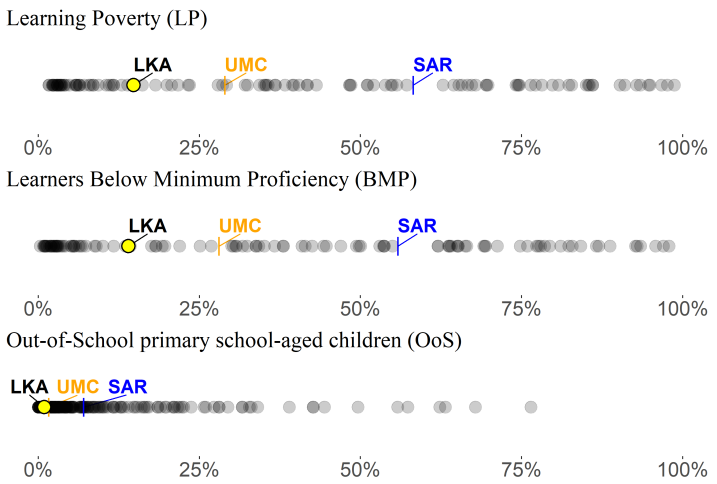
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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) guidelilnes 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.

Sri Lanka

Learning Poverty Brief

October 2019

HOW DOES SRI LANKA'S GENDER GAP COMPARE GLOBALLY?

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

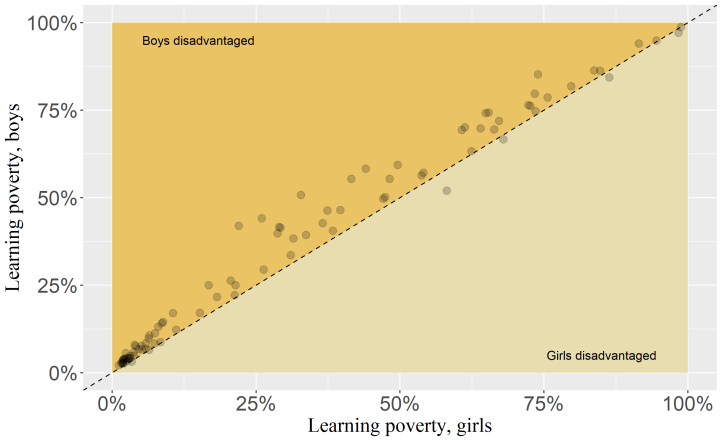
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	14.8
Below Minimum Proficiency	NA	NA	14
Out-of-School	0.9	0.9	0.9
Human Capital Index	NA	NA	0.58
Learning-adjusted Years of Schooling	NA	NA	8.3

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. *Notes:* (1) No gender split in Learning Poverty is available for Sri Lanka. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

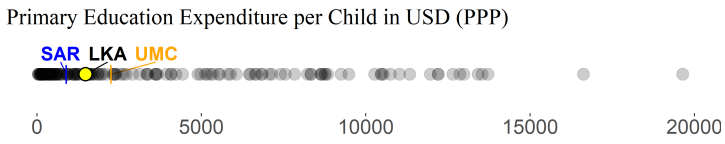
Sri Lanka: Harsha Aturupane and Shobhana Sosale

South Asia: Koen Martijn Geven

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



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 Sri Lanka is from 2017.

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.

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