Cameroon

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 CAMEROON

- **Learning Poverty**. 77 percent of children in Cameroon at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Cameroon, 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 Cameroon indicate that 76 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

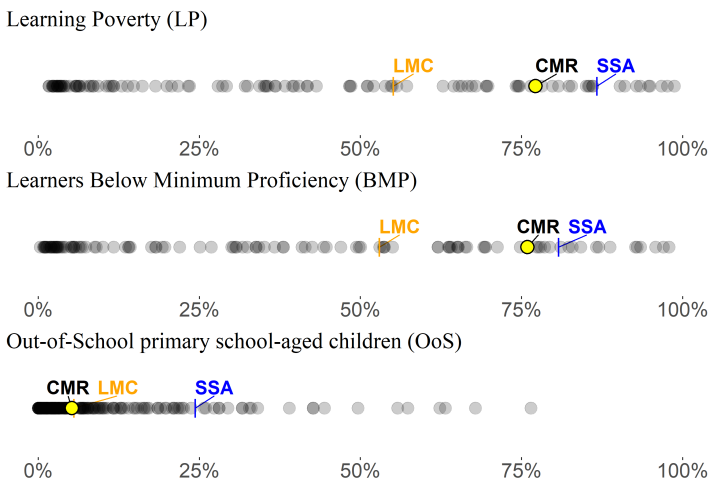
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Cameroon is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING CAMEROON'S LEARNING POVERTY

Learning Poverty in Cameroon is **9.5 percentage points better than** the average for the Sub-Saharan Africa region and **22.1 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 Cameroon; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Cameroon's region and income group.

Cameroon

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HOW DOES CAMEROON'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys** (0.5%) than for girls (10%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (78.4%) than girls (72.9%) in Cameroon.

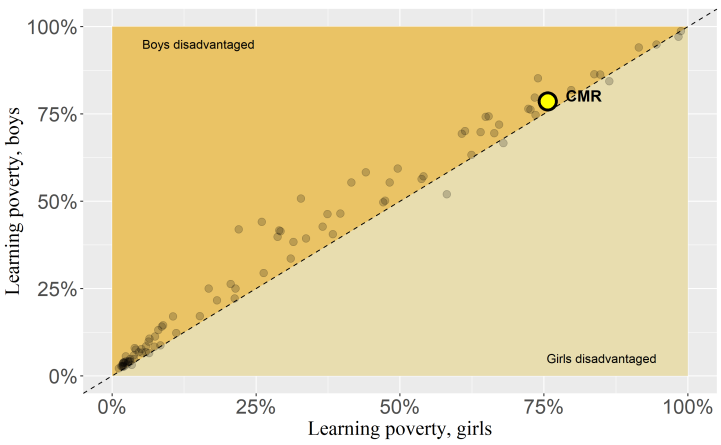
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	78.5	75.6	77.2
Below Minimum Proficiency	78.4	72.9	75.9
Out-of-School	0.5	10	5.2
Human Capital Index	0.4	0.39	0.39
Learning-adjusted Years of Schooling	5.7	5.3	5.5

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

POINT OF CONTACT

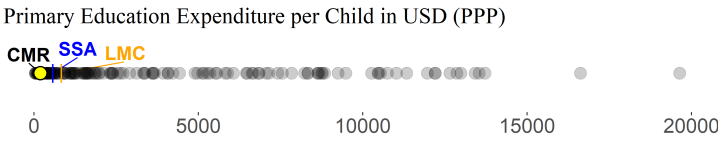
Cameroon: Vincent Perrot and Harisoa Danielle Rasolonjatovo

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Cameroon is **USD 196 (PPP)**, which is **65.3% below** the average for the Sub-Saharan Africa region and **76.4% 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 Cameroon is from 2013.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CAMEROON

Cameroon administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Cameroon participated in the following published cross-national learning assessments in recent years: PASEC (2004, 2014).

Cameroon 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 Cameroon, 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). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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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.

Gabon

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.

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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 GABON

- **Learning Poverty**. 37 percent of children in Gabon at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Gabon, 9 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 Gabon indicate that 31 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2006.

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.

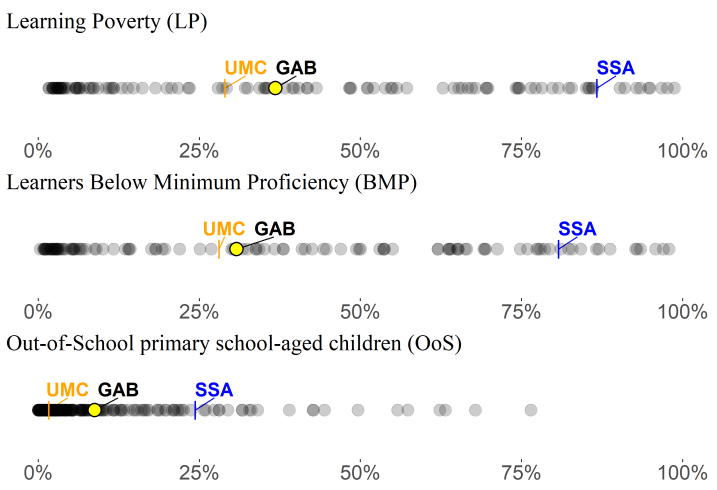
Notes: The LP number for Gabon is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING GABON'S LEARNING POVERTY

Learning Poverty in Gabon is **49.9 percentage points better than** the average for the Sub-Saharan Africa region and **7.8 percentage points worse than** the average for upper middle income countries.

The latest available Learning Poverty data for Gabon is produced using assessment data from 2006. This data is considered too old to be included in the latest Global and Regional Aggregates and any benchmark should be interpreted as an illustration.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

Gabon

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HOW DOES GABON'S GENDER GAP COMPARE GLOBALLY?

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

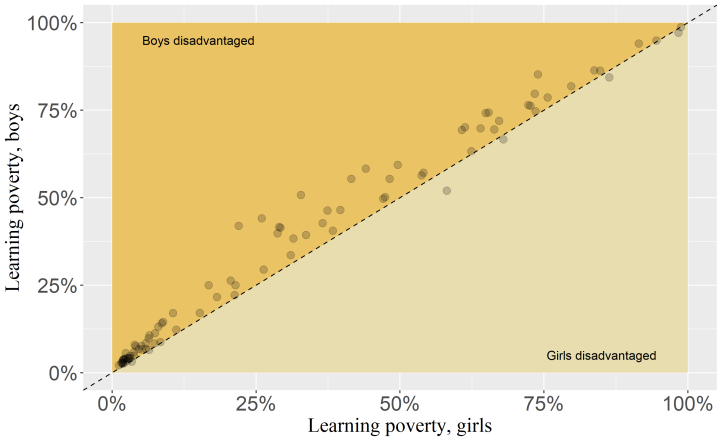
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	36.8
Below Minimum Proficiency	NA	NA	30.8
Out-of-School	8.6	8.9	8.7
Human Capital Index	0.44	0.47	0.45
Learning-adjusted Years of Schooling	5.8	6.2	6

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 Gabon. 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

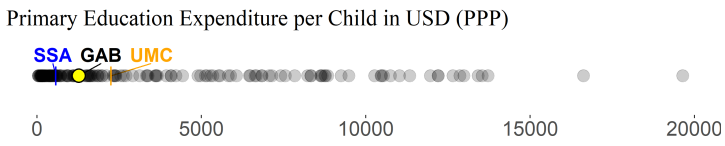
Gabon: Harisoa Rasolonjatovo Andriamihamina and Vincent Perrot

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Gabon is **USD 1,267 (PPP)**, which is **124% above** the average for the Sub-Saharan Africa region and **43.6% 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 Gabon is from 2014.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN GABON

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

Gabon participated in the following published cross-national learning assessments in recent years: PASEC (2006).

Gabon 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 Gabon, the preferred definition based on the EMIS data is for 1997.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Burundi

Learning Poverty Brief

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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 BURUNDI

- **Learning Poverty**. 93 percent of children in Burundi at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School**. In Burundi, 3 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 Burundi indicate that 93 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

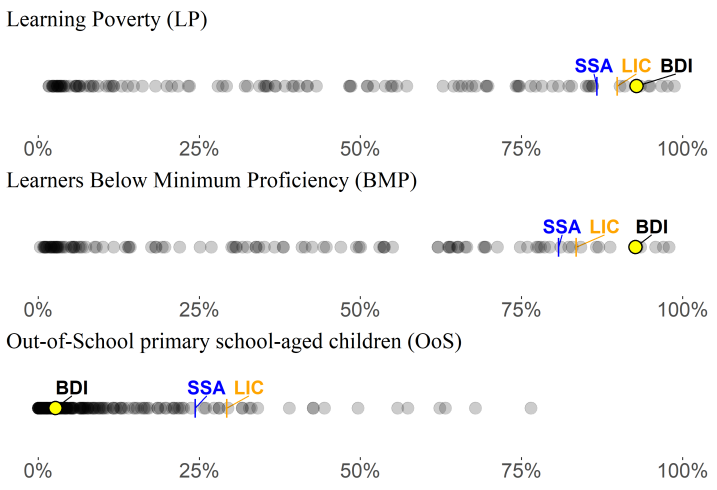
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Burundi is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING BURUNDI'S LEARNING POVERTY

Learning Poverty in Burundi is **6.2 percentage points worse than** the average for the Sub-Saharan Africa region and **3 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 Burundi; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Burundi's region and income group.

Burundi

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HOW DOES BURUNDI'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys** (3.6%) than for girls (1.7%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (93.8%) than girls (91.3%) in Burundi.

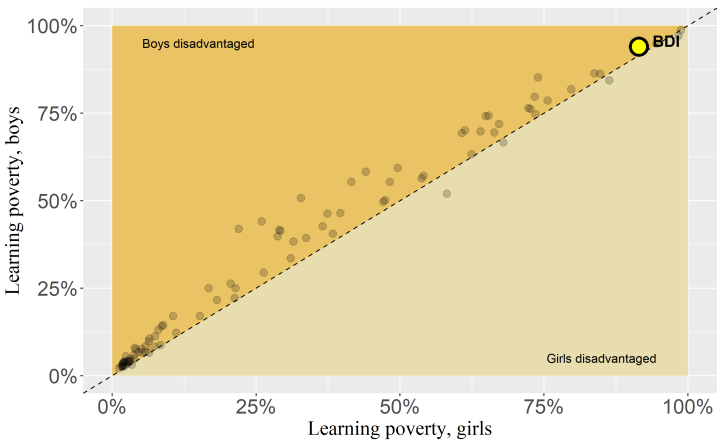
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	94	91.5	92.9
Below Minimum Proficiency	93.8	91.3	92.7
Out-of-School	3.6	1.7	2.7
Human Capital Index	0.37	0.39	0.38
Learning-adjusted Years of Schooling	5.1	5.1	5.1

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 Burundi; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

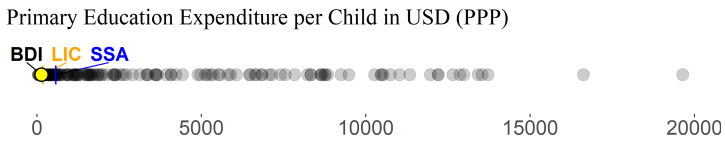
Burundi: Tanya June Savrimootoo, Quynh Nguyen and Amina Denboba

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Burundi is **USD 141 (PPP)**, which is **75.1% below** the average for the Sub-Saharan Africa region and **21% below** 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 Burundi is from 2013.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BURUNDI

Burundi administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Burundi participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2014).

Burundi 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 Burundi, 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). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Congo, Dem. Rep.

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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 CONGO, DEM. REP.

- **Learning Poverty**. 86 percent of children in Congo, Dem. Rep. at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Congo, Dem. Rep., 63 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 Congo, Dem. Rep. indicate that 62 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2010.

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.

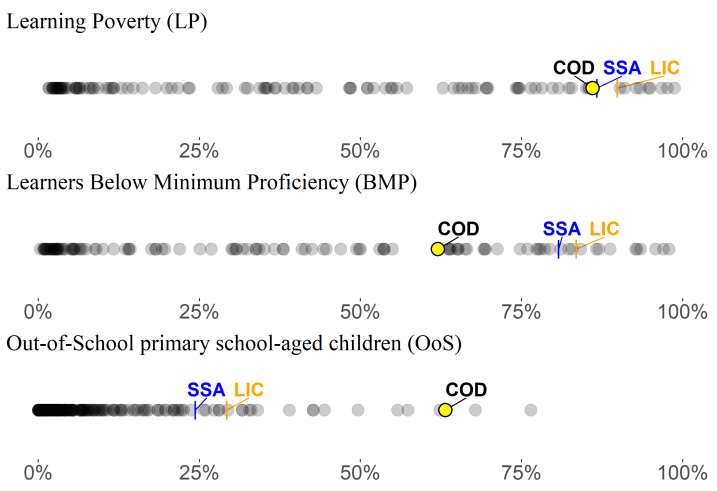
Notes: The LP number for Congo, Dem. Rep. is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING CONGO, DEM. REP.'S LEARNING POVERTY

Learning Poverty in Congo, Dem. Rep. is **0.7 percentage points better than** the average for the Sub-Saharan Africa region and **3.9 percentage points better than** the average for low income countries.

The latest available Learning Poverty data for Congo, Dem. Rep. is produced using assessment data from 2010. This data is considered too old to be included in the latest Global and Regional Aggregates and any benchmark should be interpreted as an illustration.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

Congo, Dem. Rep.

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HOW DOES CONGO, DEM. REP.'S GENDER GAP COMPARE GLOBALLY?

In Congo, Dem. Rep., lack of data prevents comparisons of Learning Poverty for boys and girls.

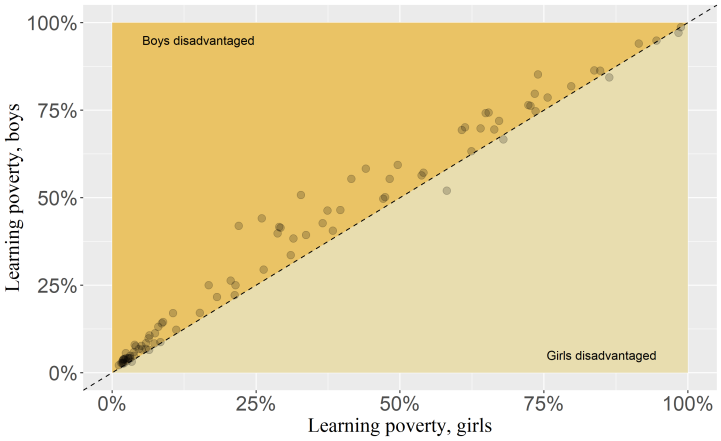
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	86
Below Minimum Proficiency	NA	NA	62
Out-of-School	62.3	64.1	63.2
Human Capital Index	0.37	0.37	0.37
Learning-adjusted Years of Schooling	4.9	4.5	4.7

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 Congo, Dem. Rep.. 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

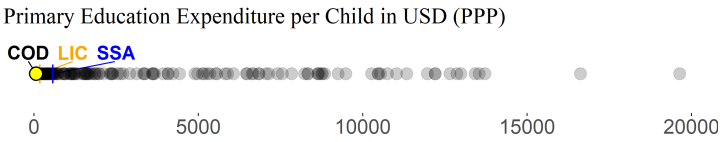
Congo, Dem. Rep.: Sherezad Latif and Waly Wane

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Congo, Dem. Rep. is **USD 61 (PPP)**, which is **89.2% below** the average for the Sub-Saharan Africa region and **65.6% below** 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 Congo, Dem. Rep. is from 2013.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CONGO, DEM. REP.

Congo, Dem. Rep. administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Congo, Dem. Rep. participated in the following published cross-national learning assessments in recent years: PASEC (2010).

According to the World Bank's 2014 LeAP diagnostic analysis of Congo, Dem. Rep.'s assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 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 Congo, Dem. Rep., the preferred definition based on the EMIS data is for 1999.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Congo, Rep.

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 CONGO, REP.

- **Learning Poverty.** 85 percent of children in Congo, Rep. at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Congo, Rep., 13 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 Congo, Rep. indicate that 83 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

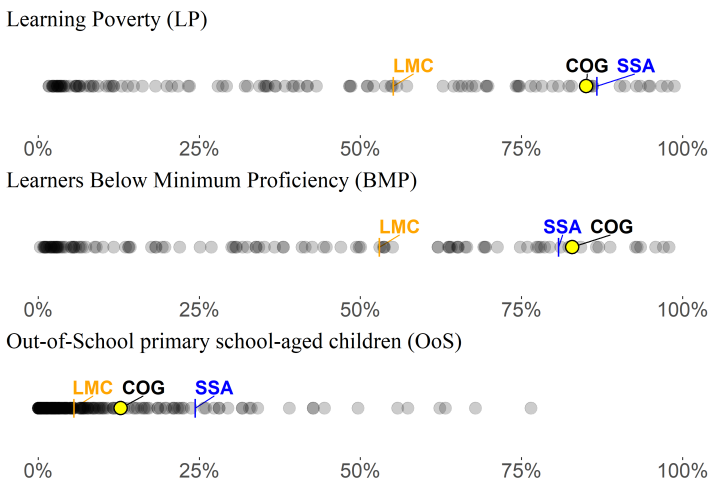
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Congo, Rep. is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING CONGO, REP.'S LEARNING POVERTY

Learning Poverty in Congo, Rep. is **1.6 percentage points better than** the average for the Sub-Saharan Africa region and **30 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 Congo, Rep.; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Congo, Rep.'s region and income group.

Congo, Rep.

Learning Poverty Brief

October 2019

HOW DOES CONGO, REP.'S GENDER GAP COMPARE GLOBALLY?

As in most countries, **Learning Poverty is higher for boys than for girls** in Congo, Rep..

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys** (16.4%) than for girls (9.1%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (83.6%) than girls (82.1%) in Congo, Rep..

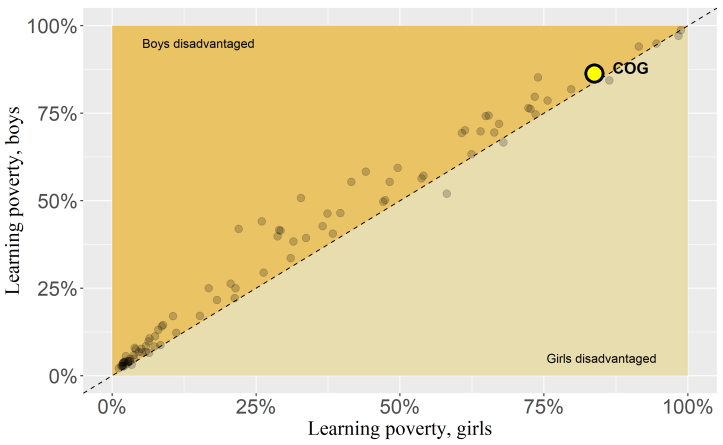
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	86.3	83.8	85.1
Below Minimum Proficiency	83.6	82.1	82.9
Out-of-School	16.4	9.1	12.8
Human Capital Index	0.39	0.41	0.42
Learning-adjusted Years of Schooling	5.1	5.3	5.2

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 Congo, Rep.; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

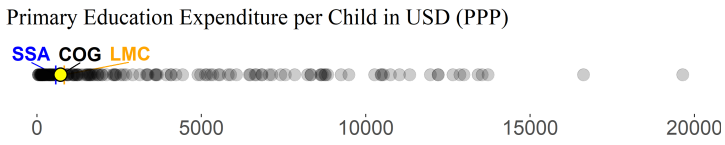
Congo, Rep.: Waly Wane and Karine Pezzani

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Congo, Rep. is **USD 717 (PPP)**, which is **26.8% above** the average for the Sub-Saharan Africa region and **13.8% 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 Congo, Rep. is from 2010.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CONGO, REP.

Congo, Rep. administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Congo, Rep. participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2007, 2014).

Congo, Rep. 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 Congo, Rep., the preferred definition based on the EMIS data is for 2012.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Uganda

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.

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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.

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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 UGANDA

- **Learning Poverty**. 83 percent of children in Uganda at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School**. In Uganda, 9 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 Uganda indicate that 81 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

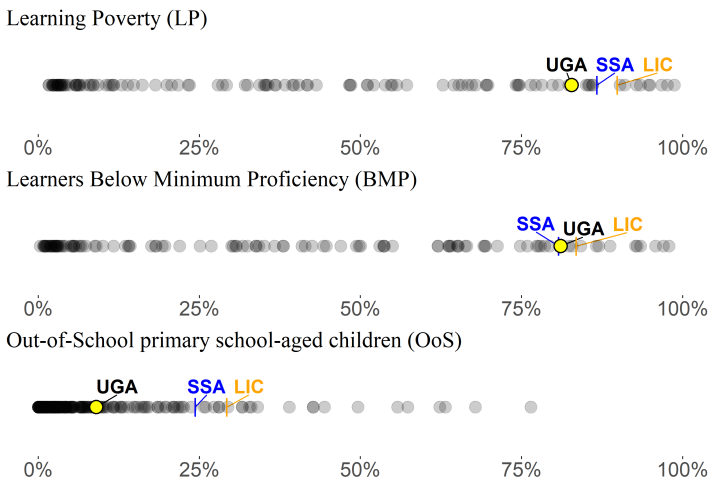
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING UGANDA'S LEARNING POVERTY

Learning Poverty in Uganda is **3.9 percentage points better than** the average for the Sub-Saharan Africa region and **7.1 percentage points better 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 Uganda; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Uganda's region and income group.

Uganda

Learning Poverty Brief

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HOW DOES UGANDA'S GENDER GAP COMPARE GLOBALLY?

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

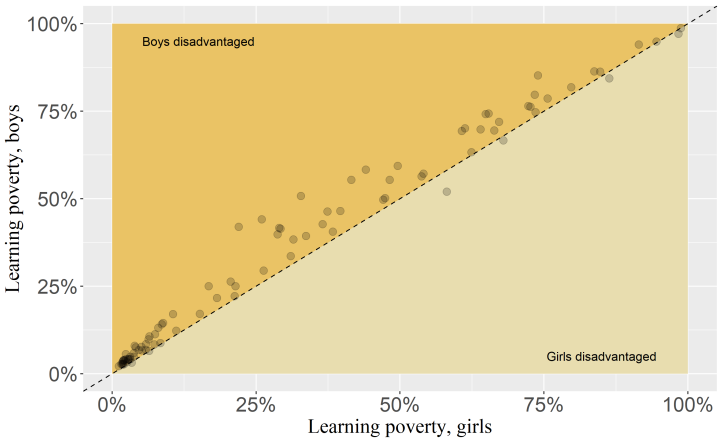
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	82.8
Below Minimum Proficiency	NA	NA	81.1
Out-of-School	10.4	7.6	9
Human Capital Index	NA	NA	0.38
Learning-adjusted Years of Schooling	NA	NA	4.4

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 Uganda. 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

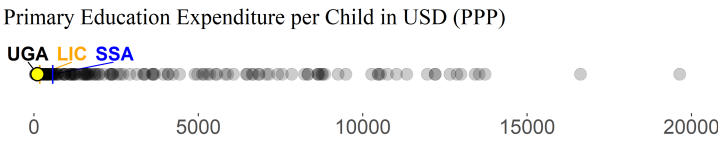
Uganda: Kirill Vaseliev, Hongyu Yang and Angela Demas

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Uganda is **USD 105 (PPP)**, which is **81.5% below** the average for the Sub-Saharan Africa region and **41.1% below** 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 Uganda is from 2014.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN UGANDA

Uganda 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.

Uganda participated in the following published cross-national learning assessments in recent years: SACMEQ (2000, 2007).

According to the World Bank's 2012 LeAP diagnostic analysis of Uganda's assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 out of 4)** on Cross-National Learning Assessment and **Established (3 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 Uganda, 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). SACMEQ: The Southern and Eastern Africa Consortium for Monitoring Educational Quality.

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Ethiopia

Learning Poverty Brief

October 2019

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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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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 ETHIOPIA

- **Learning Poverty**. 90 percent of children in Ethiopia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School**. In Ethiopia, 14 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 Ethiopia indicate that 89 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

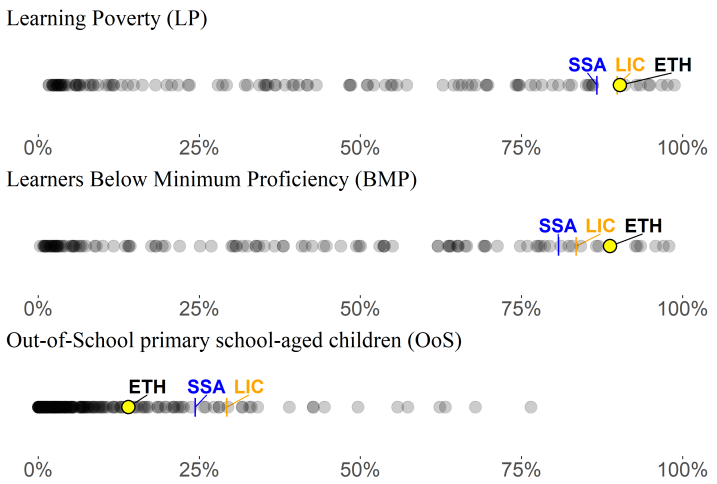
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Ethiopia 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 Ethiopia, this limits the current analytical possibilities for this country For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING ETHIOPIA'S LEARNING POVERTY

Learning Poverty in Ethiopia is **3.6 percentage points worse than** the average for the Sub-Saharan Africa region and **0.4 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 Ethiopia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Ethiopia's region and income group.

Ethiopia

Learning Poverty Brief

October 2019

HOW DOES ETHIOPIA'S GENDER GAP COMPARE GLOBALLY?

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

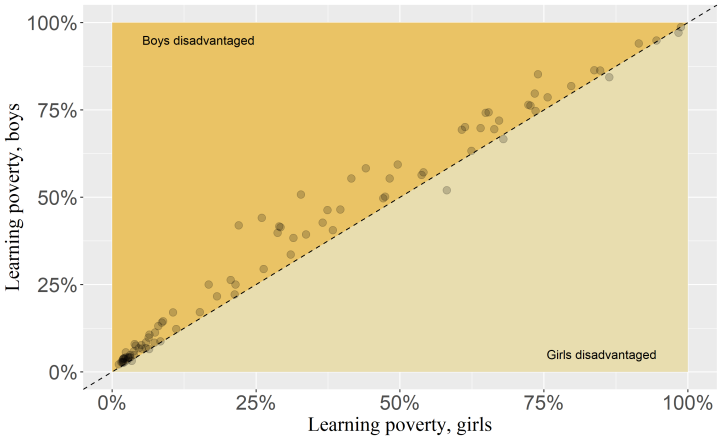
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	90.3
Below Minimum Proficiency	NA	NA	88.7
Out-of-School	10.9	17.2	14
Human Capital Index	0.38	0.39	0.38
Learning-adjusted Years of Schooling	4.7	4.3	4.5

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 Ethiopia. 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

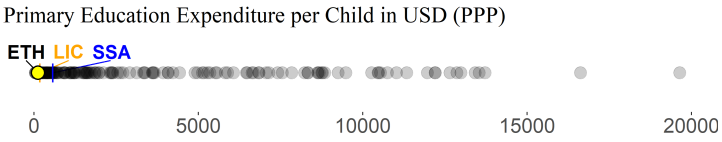
Ethiopia: Girma Woldetsadik, Hiroshi Saeki, Anna Olefir and Salman Asim

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Ethiopia is **USD 121 (PPP)**, which is **78.6% below** the average for the Sub-Saharan Africa region and **32.1% below** 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 Ethiopia is from 2015.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN ETHIOPIA

Ethiopia 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.

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

According to the World Bank's 2009 LeAP diagnostic analysis of Ethiopia'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 Ethiopia, 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).

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Mauritania

Learning Poverty Brief

October 2019

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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 MAURITANIA

- **Learning Poverty**. 95 percent of children in Mauritania at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School**. In Mauritania, 28 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 Mauritania indicate that 93 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2004.

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.

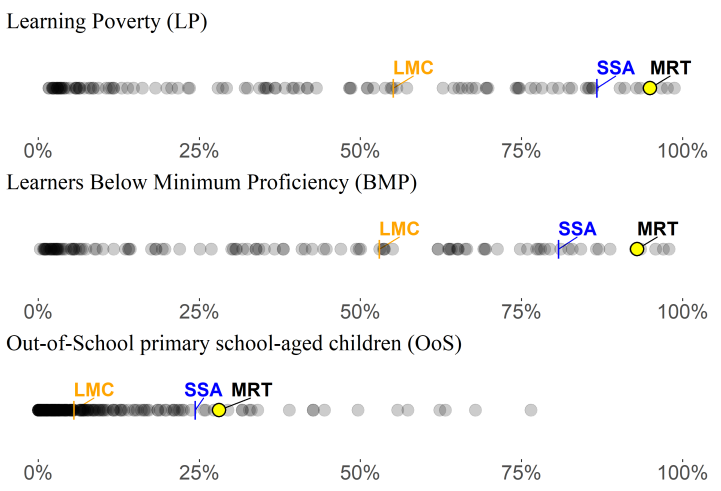
Notes: The LP number for Mauritania is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING MAURITANIA'S LEARNING POVERTY

Learning Poverty in Mauritania is **8.2 percentage points worse than** the average for the Sub-Saharan Africa region and **39.8 percentage points worse than** the average for lower middle income countries.

The latest available Learning Poverty data for Mauritania is produced using assessment data from 2004. This data is considered too old to be included in the latest Global and Regional Aggregates and any benchmark should be interpreted as an illustration.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

Mauritania

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HOW DOES MAURITANIA'S GENDER GAP COMPARE GLOBALLY?

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

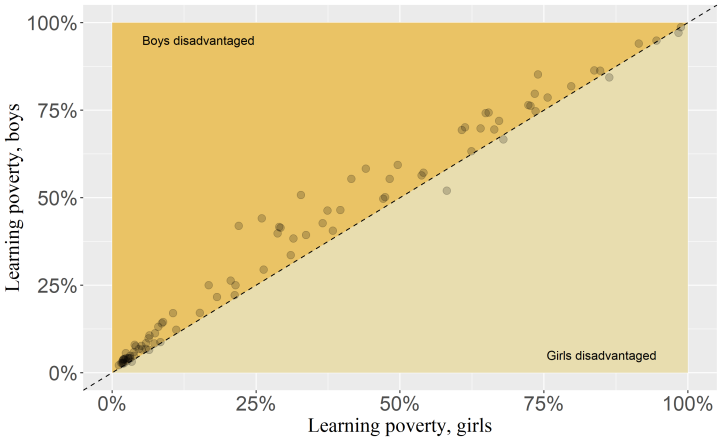
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	94.9
Below Minimum Proficiency	NA	NA	92.9
Out-of-School	28.4	27.7	28.1
Human Capital Index	0.34	0.36	0.35
Learning-adjusted Years of Schooling	3.3	3.5	3.4

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 Mauritania. 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

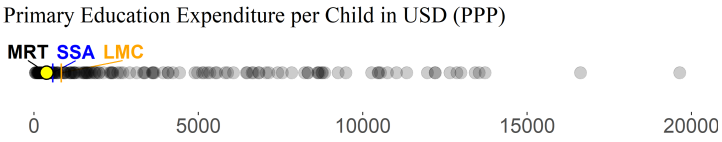
Mauritania: Waly Wane

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Mauritania is **USD 380 (PPP)**, which is **32.8% below** the average for the Sub-Saharan Africa region and **54.3% 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 Mauritania is from 2016.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MAURITANIA

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

Mauritania participated in the following published cross-national learning assessments in recent years: PASEC (2004).

According to the World Bank's 2013 LeAP diagnostic analysis of Mauritania's assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 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 Mauritania, the preferred definition based on the EMIS data is for 2004.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Senegal

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 SENEGAL

- **Learning Poverty**. 74 percent of children in Senegal at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School**. In Senegal, 26 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 Senegal indicate that 65 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

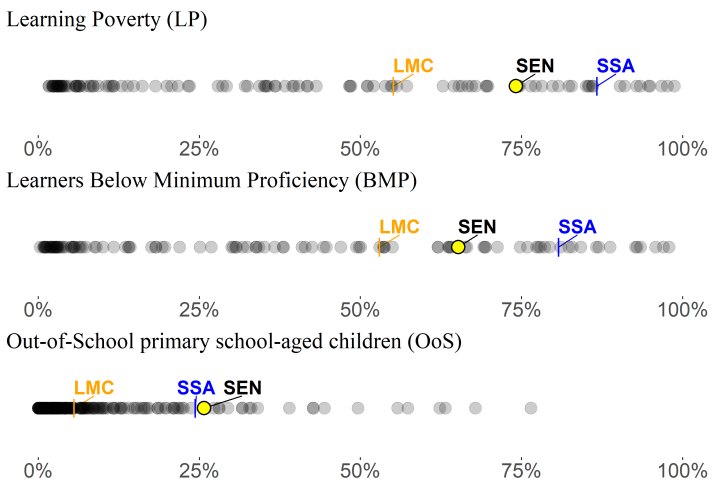
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Senegal is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING SENEGAL'S LEARNING POVERTY

Learning Poverty in Senegal is **12.6 percentage points better than** the average for the Sub-Saharan Africa region and **19 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 Senegal; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Senegal's region and income group.

Senegal

Learning Poverty Brief

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HOW DOES SENEGAL'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys** (28.8%) than for girls (22.6%).

And second **boys are more likely to achieve minimum proficiency** at the end of primary school (64.4%) than girls (65.8%) in Senegal.

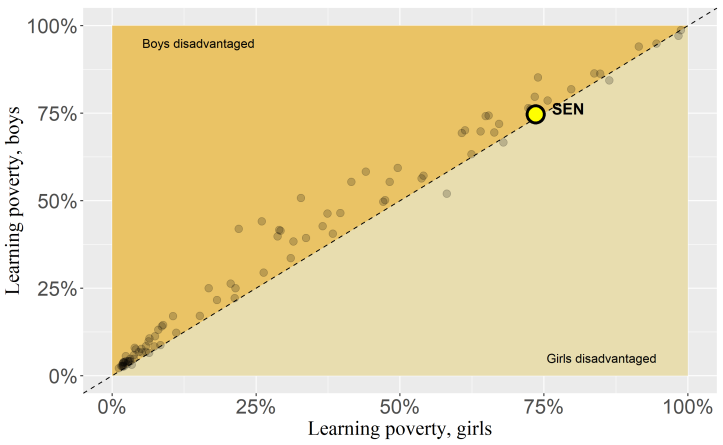
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	74.7	73.5	74.1
Below Minimum Proficiency	64.4	65.8	65.2
Out-of-School	28.8	22.6	25.7
Human Capital Index	0.41	0.43	0.42
Learning-adjusted Years of Schooling	4.7	4.8	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) - Large circle represents Senegal; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

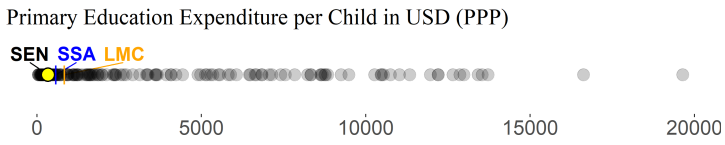
Senegal: Wedoud Kamil, Amanda Devercelli and Moustapha Lo

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Senegal is **USD 335 (PPP)**, which is **40.8% below** the average for the Sub-Saharan Africa region and **59.7% 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 Senegal is from 2016.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN SENEGAL

Senegal administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Senegal participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2007, 2014).

Senegal 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 Senegal, 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). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Benin

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 BENIN

- **Learning Poverty**. 78 percent of children in Benin at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Benin, 4 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 Benin indicate that 77 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

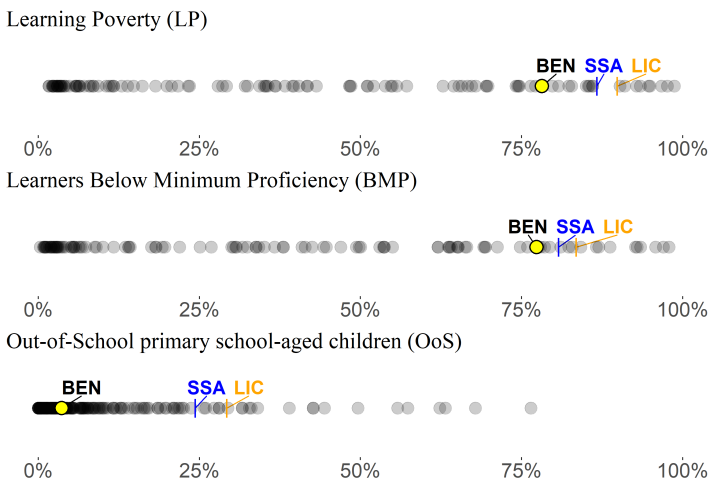
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Benin is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING BENIN'S LEARNING POVERTY

Learning Poverty in Benin is **8.5 percentage points better than** the average for the Sub-Saharan Africa region and **11.7 percentage points better 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 Benin; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Benin's region and income group.

Benin

Learning Poverty Brief

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HOW DOES BENIN'S GENDER GAP COMPARE GLOBALLY?

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

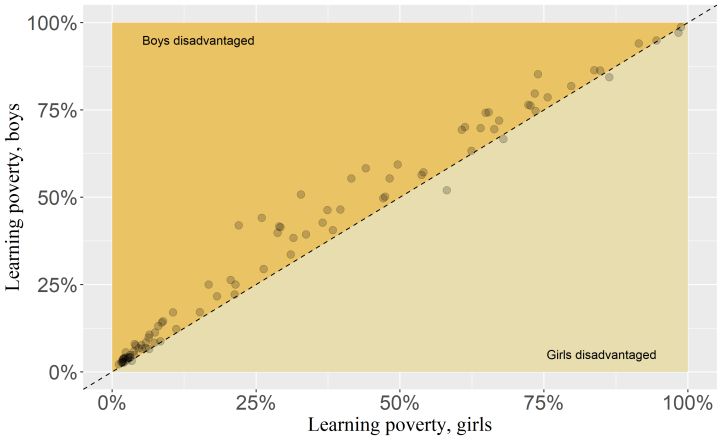
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	78.2
Below Minimum Proficiency	75.1	79.3	77.3
Out-of-School	NA	NA	3.6
Human Capital Index	0.41	0.4	0.41
Learning-adjusted Years of Schooling	6	5.4	5.7

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 Benin. 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

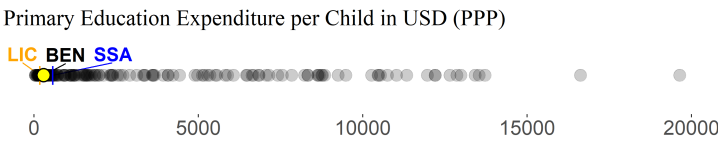
Benin: Hyacinthe Gbaye and Ryoko Tomita

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Benin is **USD 291 (PPP)**, which is **48.6% below** the average for the Sub-Saharan Africa region and **63.6% 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 Benin is from 2015.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BENIN

Benin administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Benin participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2005, 2014).

Benin 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 Benin, 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). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Cote d'Ivoire

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.

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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 COTE D'IVOIRE

- **Learning Poverty**. 82 percent of children in Cote d'Ivoire at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Cote d'Ivoire, 21 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 Cote d'Ivoire indicate that 78 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

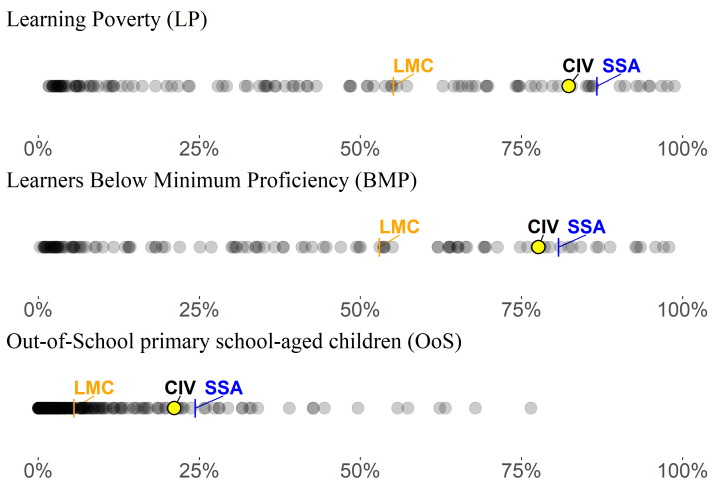
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Cote d'Ivoire is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING COTE D'IVOIRE'S LEARNING POVERTY

Learning Poverty in Cote d'Ivoire is **4.3 percentage points better than** the average for the Sub-Saharan Africa region and **27.3 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 Cote d'Ivoire; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Cote d'Ivoire's region and income group.

Cote d'Ivoire

Learning Poverty Brief

October 2019

HOW DOES COTE D'IVOIRE'S GENDER GAP COMPARE GLOBALLY?

In Cote d'Ivoire, lack of data prevents comparisons of Learning Poverty for boys and girls.

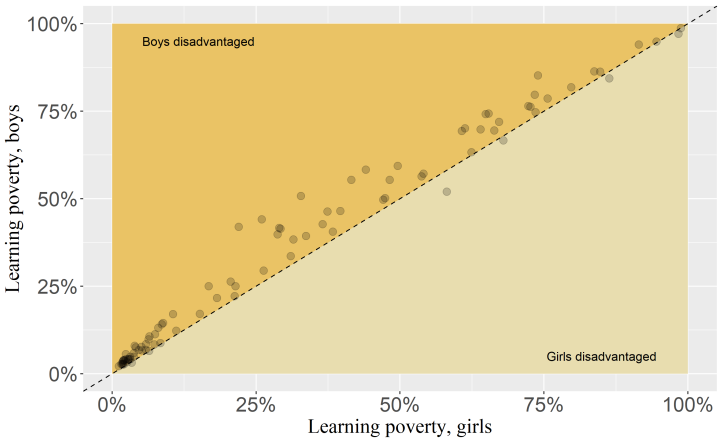
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	82.3
Below Minimum Proficiency	79.2	75.8	77.6
Out-of-School	NA	NA	21.1
Human Capital Index	0.32	0.32	0.35
Learning-adjusted Years of Schooling	4.5	3.9	4.2

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 Cote d'Ivoire. 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

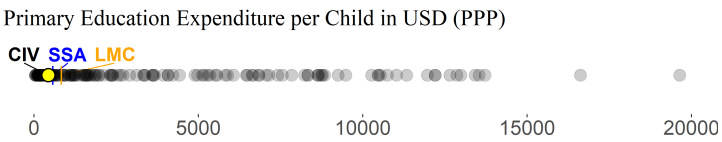
Cote d'Ivoire: Patrick Philippe Ramanantoanina

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Cote d'Ivoire is **USD 440 (PPP)**, which is **22.2% below** the average for the Sub-Saharan Africa region and **47.1% 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 Cote d'Ivoire is from 2015.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN COTE D'IVOIRE

Cote d'Ivoire administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Cote d'Ivoire participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2008, 2014).

Cote d'Ivoire 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 Cote d'Ivoire, 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). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Togo

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 TOGO

- **Learning Poverty**. 86 percent of children in Togo at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Togo, 9 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 Togo indicate that 84 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

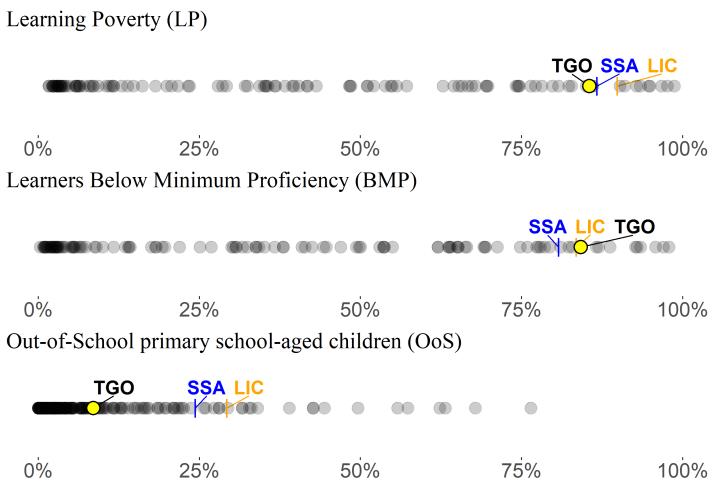
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Togo is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING TOGO'S LEARNING POVERTY

Learning Poverty in Togo is **1.1 percentage points better than** the average for the Sub-Saharan Africa region and **4.3 percentage points better 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 Togo; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Togo's region and income group.

Togo

Learning Poverty Brief

October 2019

HOW DOES TOGO'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys** (5.4%) than for girls (11.7%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (85.5%) than girls (82.7%) in Togo.

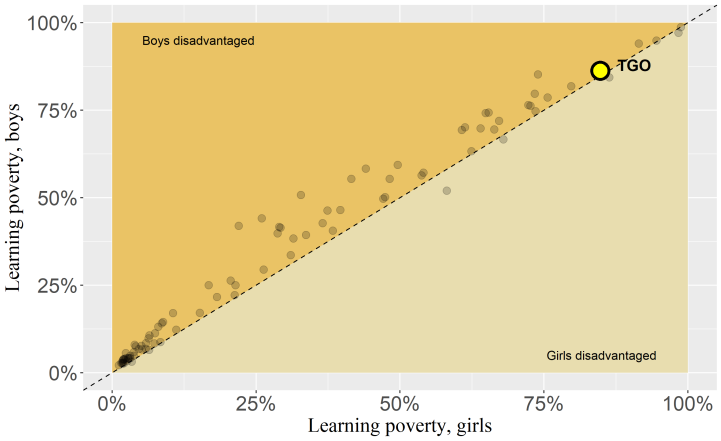
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	86.2	84.8	85.6
Below Minimum Proficiency	85.5	82.7	84.2
Out-of-School	5.4	11.7	8.5
Human Capital Index	0.42	0.41	0.41
Learning-adjusted Years of Schooling	5.8	5.2	5.6

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 Togo; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

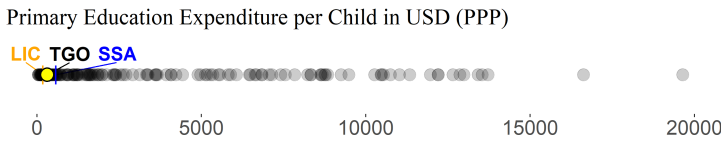
Togo: Mouhamadou Moustapha Lo

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Togo is **USD 306 (PPP)**, which is **46% below** the average for the Sub-Saharan Africa region and **71.7% 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 Togo is from 2016.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN TOGO

Togo administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Togo participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2001, 2010, 2014).

Togo 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 Togo, 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). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Botswana

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 BOTSWANA

- **Learning Poverty**. 48 percent of children in Botswana at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School**. In Botswana, 7 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 Botswana indicate that 44 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2011.

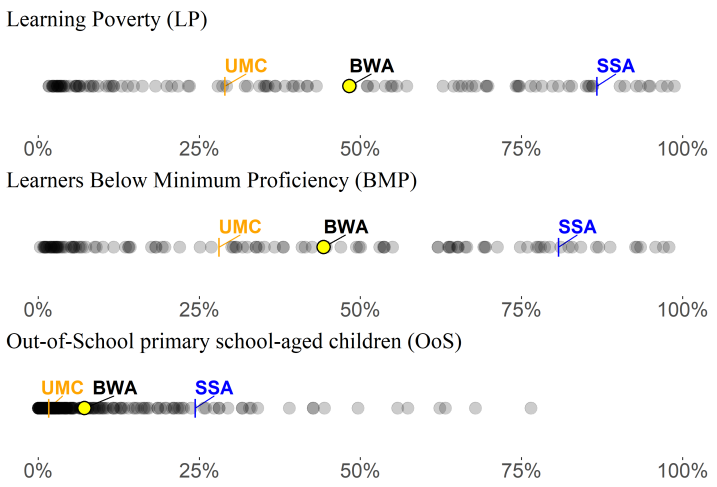
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Botswana is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PIRLS and the MPL threshold used was level Low (400 points). For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING BOTSWANA'S LEARNING POVERTY

Learning Poverty in Botswana is **38.4 percentage points better than** the average for the Sub-Saharan Africa region and **19.3 percentage points worse 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 Botswana; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Botswana's region and income group.

Botswana

Learning Poverty Brief

October 2019

HOW DOES BOTSWANA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys** (7.8%) than for girls (6.5%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (51.5%) than girls (37.5%) in Botswana.

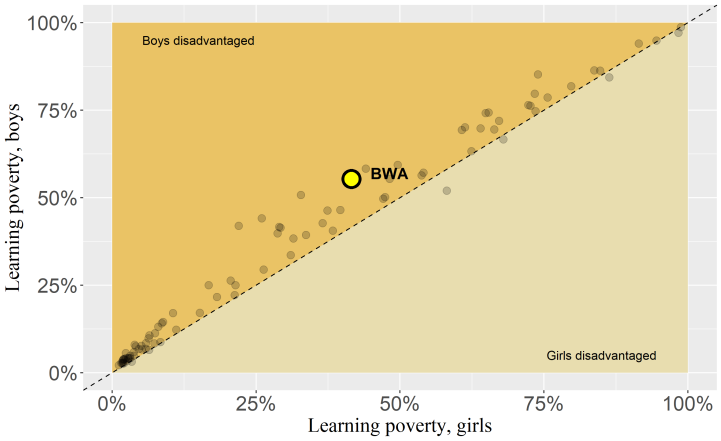
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	55.3	41.6	48.3
Below Minimum Proficiency	51.5	37.5	44.3
Out-of-School	7.8	6.5	7.2
Human Capital Index	0.39	0.45	0.42
Learning-adjusted Years of Schooling	4.9	5.7	5.3

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

POINT OF CONTACT

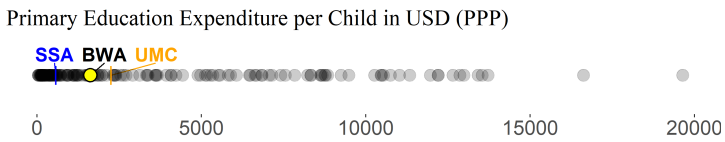
Botswana: Yoko Nagashima and Nalin Jena

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Botswana is **USD 1,620 (PPP)**, which is **186.3% above** the average for the Sub-Saharan Africa region and **27.9% 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 Botswana is from 2009.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BOTSWANA

Botswana administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Botswana participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2011) and SACMEQ (2000, 2007).

Botswana 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 Botswana, the preferred definition based on the EMIS data is for 2012.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. SACMEQ: The Southern and Eastern Africa Consortium for Monitoring Educational Quality.

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South Africa

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 SOUTH AFRICA

- **Learning Poverty**. 80 percent of children in South Africa at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In South Africa, 8 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 South Africa indicate that 78 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

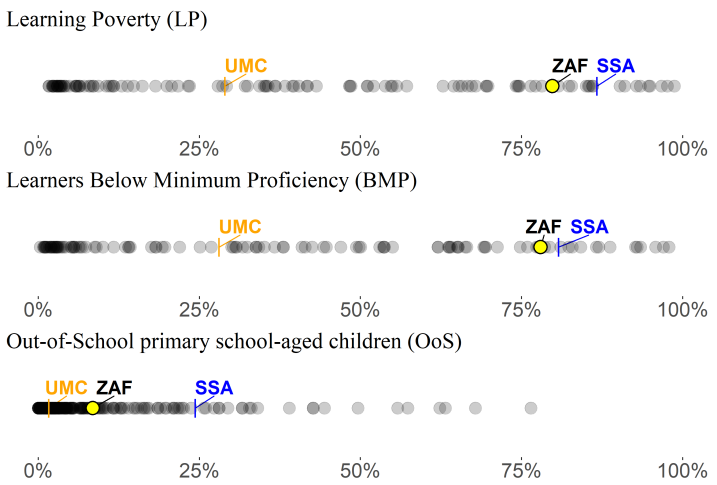
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for South Africa is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PIRLS and the MPL threshold used was level Low (400 points). For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING SOUTH AFRICA'S LEARNING POVERTY

Learning Poverty in South Africa is **6.9 percentage points better than** the average for the Sub-Saharan Africa region and **50.9 percentage points worse 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 South Africa; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of South Africa's region and income group.

South Africa

Learning Poverty Brief

October 2019

HOW DOES SOUTH AFRICA'S GENDER GAP COMPARE GLOBALLY?

As in most countries, **Learning Poverty is higher for boys than for girls** in South Africa.

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys** (8.7%) than for girls (8.2%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (83.8%) than girls (71.6%) in South Africa.

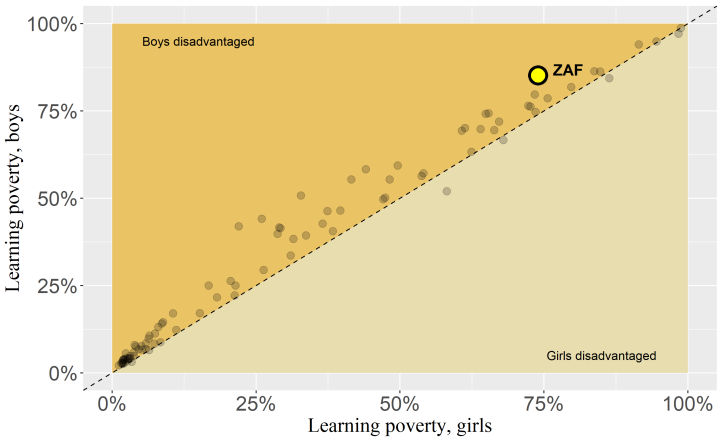
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	85.2	74	79.8
Below Minimum Proficiency	83.8	71.6	77.9
Out-of-School	8.7	8.2	8.4
Human Capital Index	0.36	0.41	0.41
Learning-adjusted Years of Schooling	4.9	5.3	5.1

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 South Africa; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

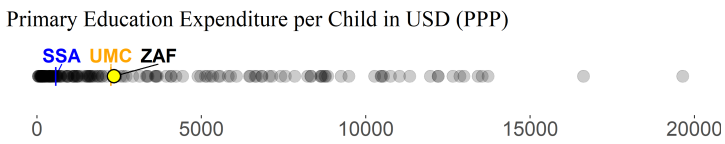
South Africa: Elizabeth Ninan and Yoko Nagashima

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in South Africa is **USD 2,339 (PPP)**, which is **313.4% above** the average for the Sub-Saharan Africa region and **4.1% above** 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 South Africa is from 2017.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN SOUTH AFRICA

South Africa administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

South Africa participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2011, 2015), PIRLS (2011, 2016, 2006) and SACMEQ (2000, 2007).

South Africa 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 South Africa, 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). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. SACMEQ: The Southern and Eastern Africa Consortium for Monitoring Educational Quality.

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Comoros

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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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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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 COMOROS

- **Learning Poverty**. 86 percent of children in Comoros at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Comoros, 21 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 Comoros indicate that 82 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2008.

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.

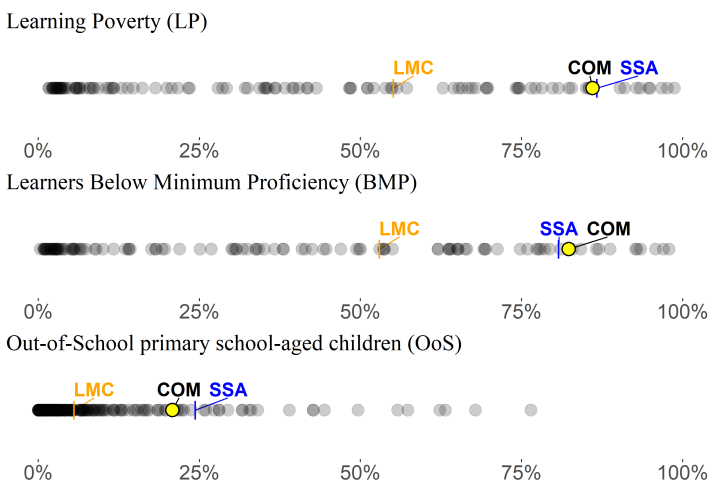
Notes: The LP number for Comoros is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING COMOROS'S LEARNING POVERTY

Learning Poverty in Comoros is **0.7 percentage points better than** the average for the Sub-Saharan Africa region and **30.9 percentage points worse than** the average for lower middle income countries.

The latest available Learning Poverty data for Comoros is produced using assessment data from 2008. This data is considered too old to be included in the latest Global and Regional Aggregates and any benchmark should be interpreted as an illustration.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

Comoros

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HOW DOES COMOROS'S GENDER GAP COMPARE GLOBALLY?

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

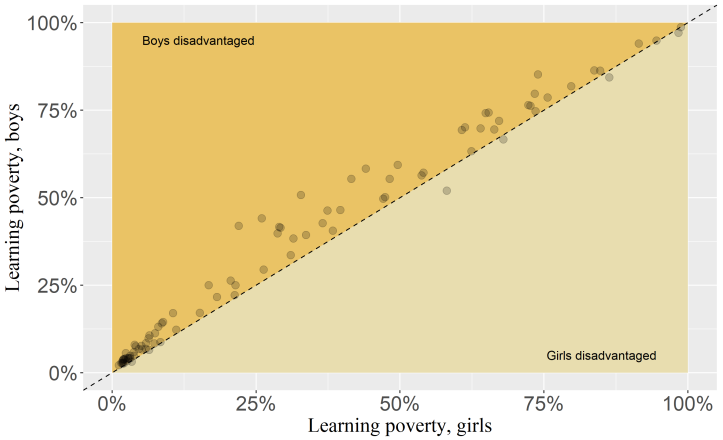
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	86
Below Minimum Proficiency	NA	NA	82.3
Out-of-School	18	23.7	20.8
Human Capital Index	0.41	0.41	0.41
Learning-adjusted Years of Schooling	*5.5*	*5.1*	*5.3*

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 Comoros. 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

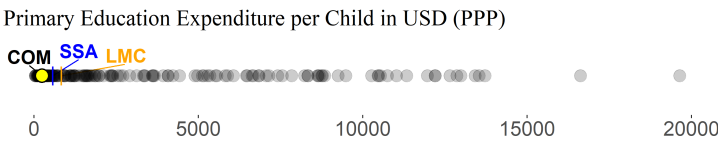
Comoros: N/A

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Comoros is **USD 240 (PPP)**, which is **57.6% below** the average for the Sub-Saharan Africa region and **71.2% 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 Comoros is from 2015.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN COMOROS

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

Comoros participated in the following published cross-national learning assessments in recent years: PASEC (2008).

Comoros 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 Comoros, the preferred definition based on the EMIS data is for 2007.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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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.

Madagascar

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 MADAGASCAR

- **Learning Poverty**. 97 percent of children in Madagascar at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School**. In Madagascar, 22 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 Madagascar indicate that 96 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2015.

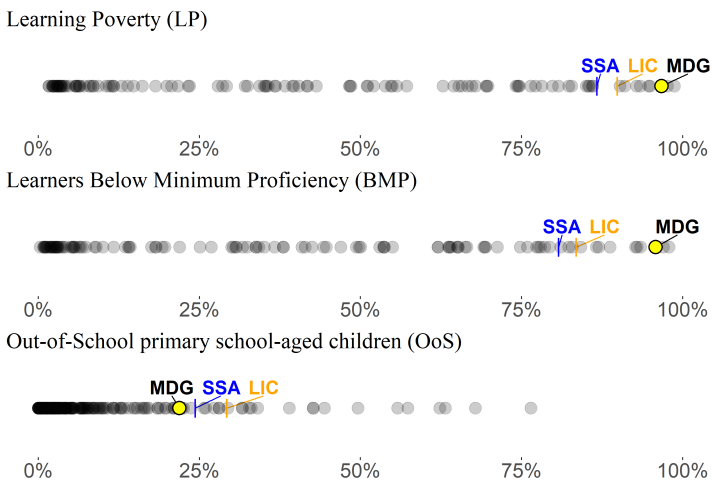
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Madagascar is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING MADAGASCAR'S LEARNING POVERTY

Learning Poverty in Madagascar is **10 percentage points worse than** the average for the Sub-Saharan Africa region and **6.8 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 Madagascar; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Madagascar's region and income group.

Madagascar

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HOW DOES MADAGASCAR'S GENDER GAP COMPARE GLOBALLY?

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

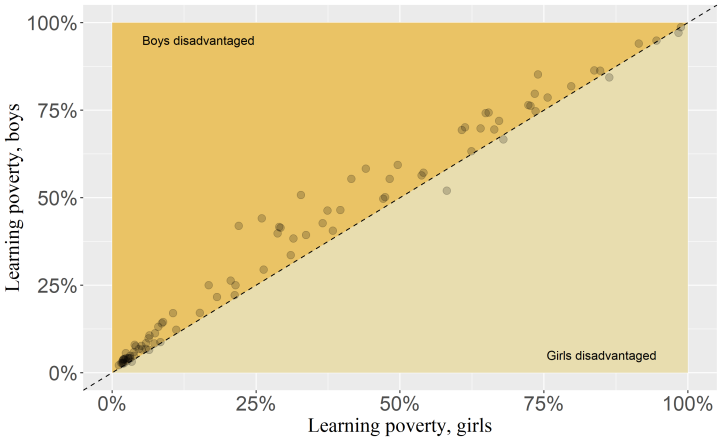
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	96.7
Below Minimum Proficiency	NA	NA	95.8
Out-of-School	22	21.8	21.9
Human Capital Index	0.37	0.39	0.37
Learning-adjusted Years of Schooling	4.1	4.3	4.2

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 Madagascar. 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

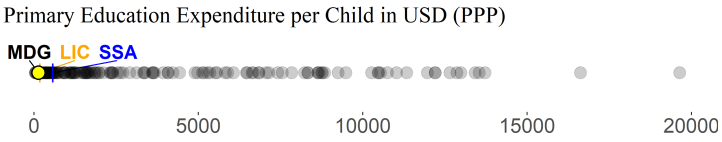
Madagascar: Rary Adria Rakotoarivony and Anna Olefir

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Madagascar is **USD 140 (PPP)**, which is **75.3% below** the average for the Sub-Saharan Africa region and **21.5% below** 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 Madagascar is from 2012.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MADAGASCAR

Madagascar administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Madagascar participated in the following published cross-national learning assessments in recent years: PASEC (2015).

Madagascar 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 Madagascar, the preferred definition based on the EMIS data is for 2003.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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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.

Mauritius

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 MAURITIUS

- **Learning Poverty**. 40 percent of children in Mauritius at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School**. In Mauritius, 4 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 Mauritius indicate that 38 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2006.

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.

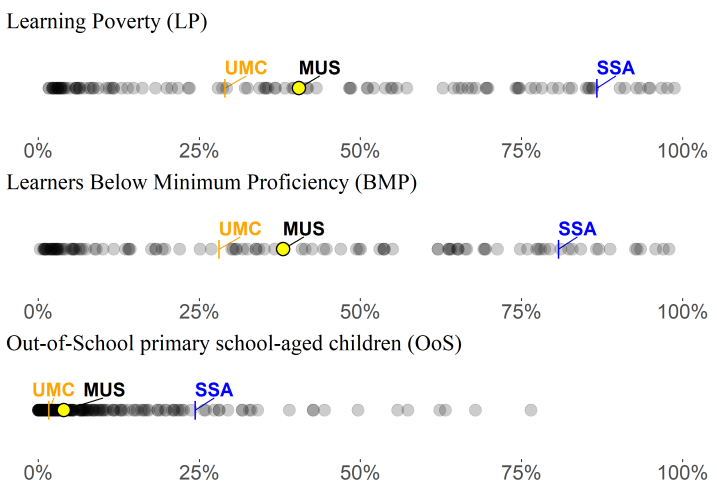
Notes: The LP number for Mauritius is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING MAURITIUS'S LEARNING POVERTY

Learning Poverty in Mauritius is **46.2 percentage points better than** the average for the Sub-Saharan Africa region and **11.5 percentage points worse than** the average for upper middle income countries.

The latest available Learning Poverty data for Mauritius is produced using assessment data from 2006. This data is considered too old to be included in the latest Global and Regional Aggregates and any benchmark should be interpreted as an illustration.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

Mauritius

Learning Poverty Brief

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HOW DOES MAURITIUS'S GENDER GAP COMPARE GLOBALLY?

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

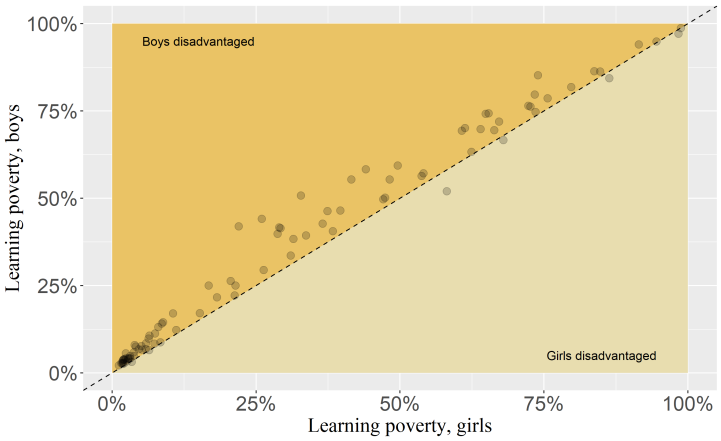
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	40.5
Below Minimum Proficiency	NA	NA	38
Out-of-School	4.6	3.3	4
Human Capital Index	NA	NA	0.63
Learning-adjusted Years of Schooling	NA	NA	9.5

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 Mauritius. 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

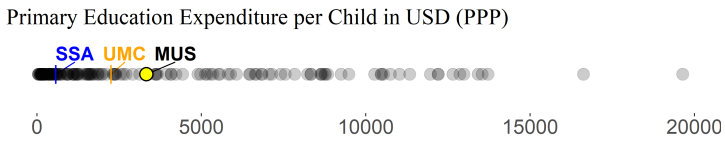
Mauritius: Lianqin Wang

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Mauritius is **USD 3,329 (PPP)**, which is **488.4% above** the average for the Sub-Saharan Africa region and **48.2% above** 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 Mauritius is from 2017.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MAURITIUS

Mauritius administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Mauritius participated in the following published cross-national learning assessments in recent years: PASEC (2006), SACMEQ (1995, 2000, 2007) and PISA (2009).

Mauritius 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 Mauritius, the preferred definition based on the EMIS data is for 2006.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen. SACMEQ: The Southern and Eastern Africa Consortium for Monitoring Educational Quality. PISA: Programme for International Student Assessment.

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Burkina Faso

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 BURKINA FASO

- **Learning Poverty**. 85 percent of children in Burkina Faso at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Burkina Faso, 32 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 Burkina Faso indicate that 79 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

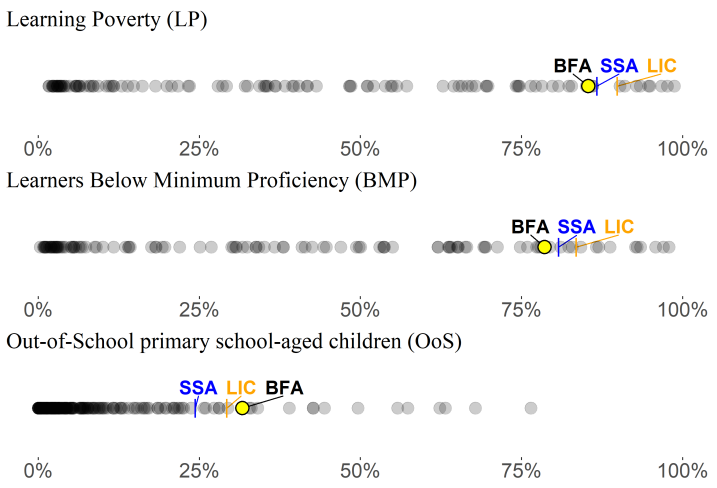
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Burkina Faso is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING BURKINA FASO'S LEARNING POVERTY

Learning Poverty in Burkina Faso is **1.3 percentage points better than** the average for the Sub-Saharan Africa region and **4.5 percentage points better 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 Burkina Faso; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Burkina Faso's region and income group.

Burkina Faso

Learning Poverty Brief

October 2019

HOW DOES BURKINA FASO'S GENDER GAP COMPARE GLOBALLY?

In contrary to most countries, **Learning Poverty is lower for boys than for girls** in Burkina Faso.

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys** (30.4%) than for girls (33%).

And second **boys are more likely to achieve minimum proficiency** at the end of primary school (77.5%) than girls (79.6%) in Burkina Faso.

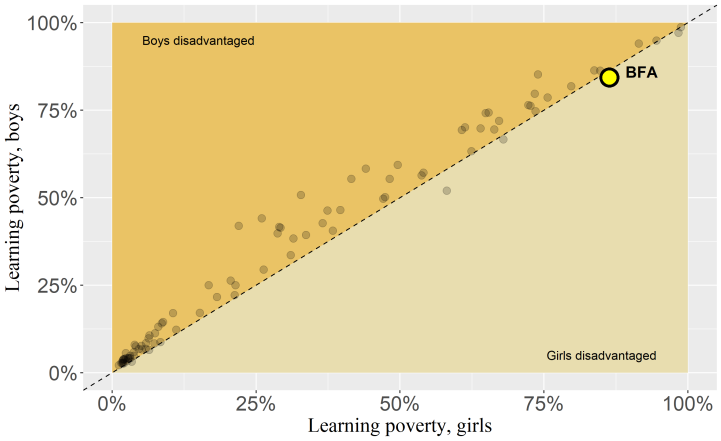
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	84.3	86.4	85.4
Below Minimum Proficiency	77.5	79.6	78.6
Out-of-School	30.4	33	31.7
Human Capital Index	0.35	0.36	0.37
Learning-adjusted Years of Schooling	4.3	4.1	4.2

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 Burkina Faso; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

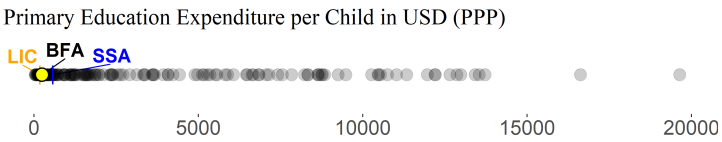
Burkina Faso: Wedoud Kamil, Adama Ouedraogo and Boubakar Lompo

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Burkina Faso is **USD 245 (PPP)**, which is **56.6% below** the average for the Sub-Saharan Africa region and **37.9% 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 Burkina Faso is from 2015.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BURKINA FASO

Burkina Faso administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Burkina Faso participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2007, 2014).

Burkina Faso 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 Burkina Faso, 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). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Mali

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 MALI

- **Learning Poverty.** 91 percent of children in Mali at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Mali, 33 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 Mali indicate that 87 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2012.

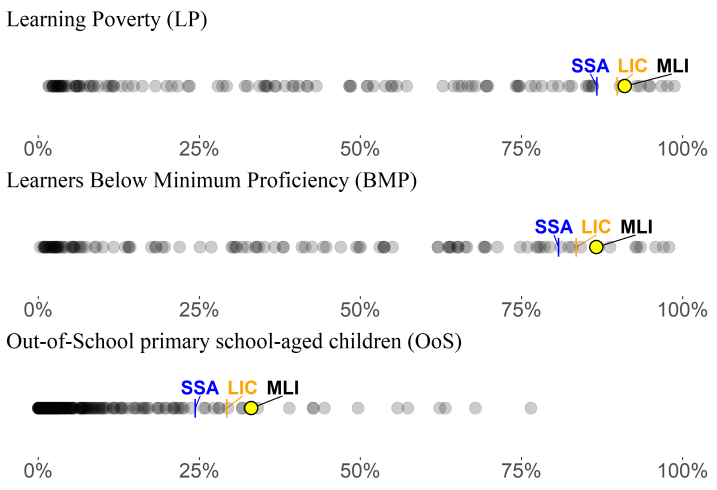
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Mali is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING MALI'S LEARNING POVERTY

Learning Poverty in Mali is **4.3 percentage points worse than** the average for the Sub-Saharan Africa region and **1.2 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 Mali; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Mali's region and income group.

Mali

Learning Poverty Brief

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HOW DOES MALI'S GENDER GAP COMPARE GLOBALLY?

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

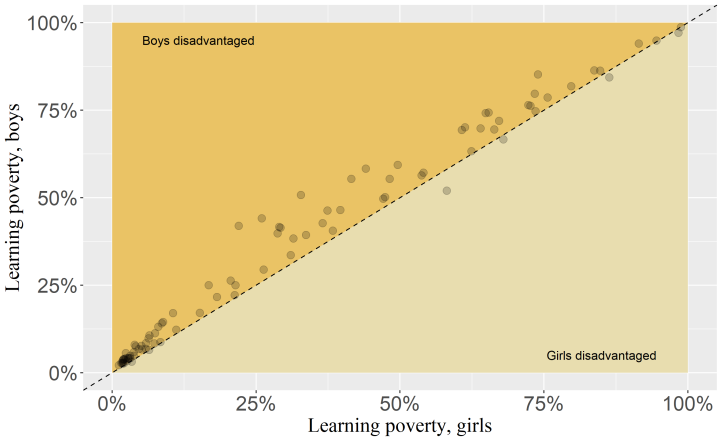
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	91
Below Minimum Proficiency	NA	NA	86.6
Out-of-School	28.4	37.8	33
Human Capital Index	0.32	0.32	0.32
Learning-adjusted Years of Schooling	3	2.5	2.7

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 Mali. 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

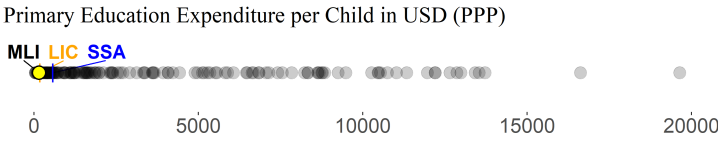
Mali: Adama Ouedraogo

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Mali is **USD 153 (PPP)**, which is **73% below** the average for the Sub-Saharan Africa region and **14% below** 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 Mali is from 2016.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MALI

Mali administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Mali participated in the following published cross-national learning assessments in recent years: PASEC (2002, 2011).

Mali 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 Mali, the preferred definition based on the EMIS data is for 2012.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

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Niger

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 NIGER

- **Learning Poverty**. 99 percent of children in Niger at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Niger, 39 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 Niger indicate that 98 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

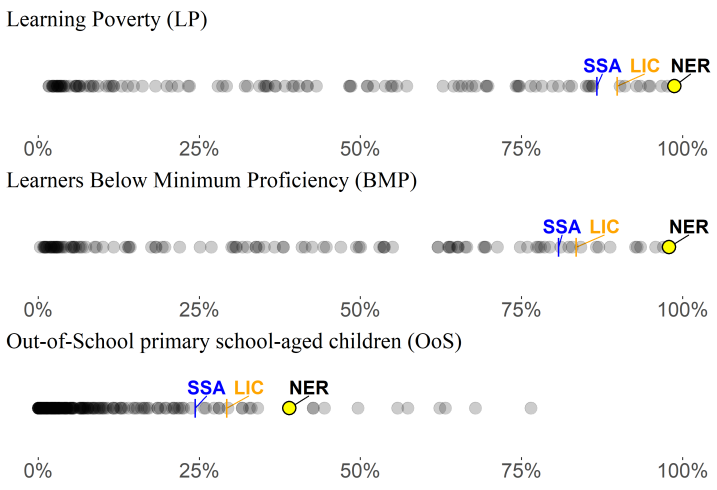
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Niger is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING NIGER'S LEARNING POVERTY

Learning Poverty in Niger is **12 percentage points worse than** the average for the Sub-Saharan Africa region and **8.8 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 Niger; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Niger's region and income group.

Niger

Learning Poverty Brief

October 2019

HOW DOES NIGER'S GENDER GAP COMPARE GLOBALLY?

In contrary to most countries, **Learning Poverty is lower for boys than for girls** in Niger.

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys** (34.2%) than for girls (43.9%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (98%) than girls (97.8%) in Niger.

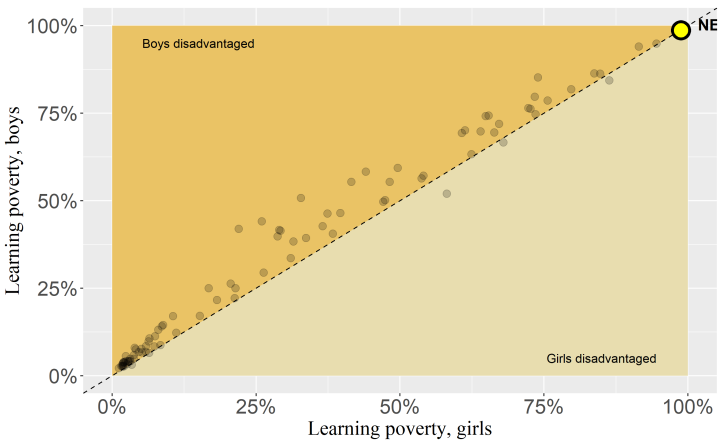
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	98.7	98.8	98.7
Below Minimum Proficiency	98	97.8	97.9
Out-of-School	34.2	43.9	38.9
Human Capital Index	0.32	0.31	0.32
Learning-adjusted Years of Schooling	2.9	2.3	2.6

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

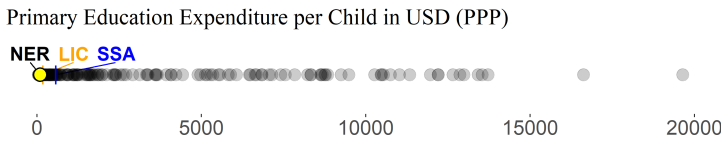


Source: UIS and World Bank as of October 2019. *Notes:* (1) - Large circle represents Niger; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Niger is **USD 99 (PPP)**, which is **82.5% below** the average for the Sub-Saharan Africa region and **44.3% below** 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 Niger is from 2017.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN NIGER

Niger administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Niger participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2002, 2014).

Niger 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 Niger, 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). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

POINT OF CONTACT

Niger: Pamela Mulet

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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Chad

Learning Poverty Brief

October 2019

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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 CHAD

- **Learning Poverty**. 98 percent of children in Chad at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Chad, 21 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 Chad indicate that 97 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

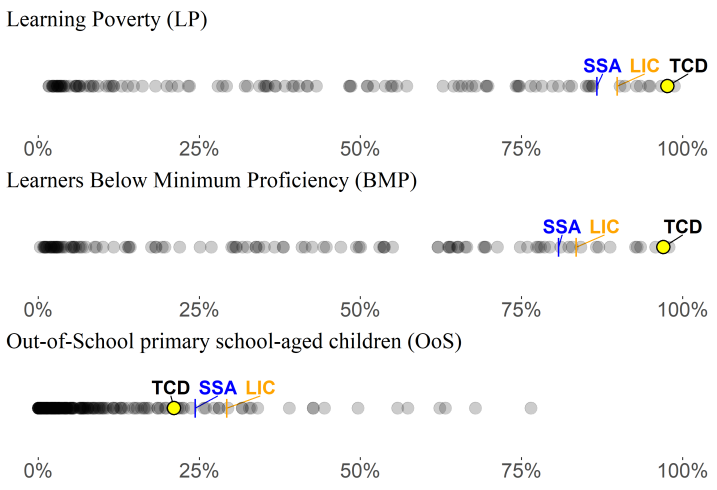
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Chad is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING CHAD'S LEARNING POVERTY

Learning Poverty in Chad is **11 percentage points worse than** the average for the Sub-Saharan Africa region and **7.8 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 Chad; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Chad's region and income group.

Chad

Learning Poverty Brief

October 2019

HOW DOES CHAD'S GENDER GAP COMPARE GLOBALLY?

In contrary to most countries, **Learning Poverty is lower for boys than for girls** in Chad.

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys** (10.8%) than for girls (31.5%).

And second **boys are more likely to achieve minimum proficiency** at the end of primary school (96.7%) than girls (97.6%) in Chad.

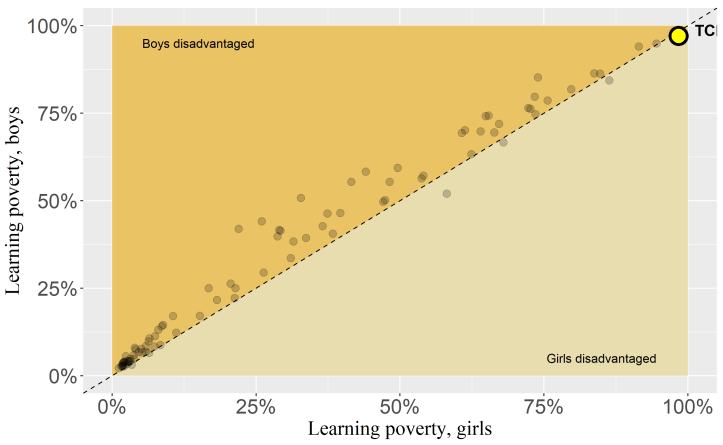
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	97.1	98.3	97.7
Below Minimum Proficiency	96.7	97.6	97
Out-of-School	10.8	31.5	21.1
Human Capital Index	0.3	0.29	0.29
Learning-adjusted Years of Schooling	3	2.2	2.6

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 Chad; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

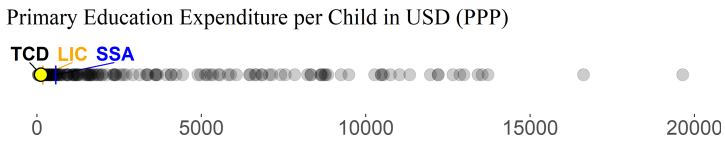
Chad: Waly Wane

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Chad is **USD 124 (PPP)**, which is **78.1% below** the average for the Sub-Saharan Africa region and **30.2% below** 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 Chad is from 2012.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CHAD

Chad administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

Chad participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2004, 2010, 2014).

Chad 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 Chad, the preferred definition based on the EMIS data is for 2013.

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