Narnia *Learning Poverty Brief*

Learning Poverty: A World Bank-UIS Indicator to Highlight the Learning Crisis

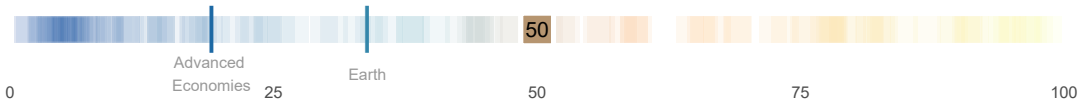
All children should be able to read by age 10. Reading is a gateway for learning as a child progresses through school. Inability to read constrains further opportunities for learning. It is also critical for foundational learning in other subjects. In low- and middle-income countries, more than half the children cannot read and understand a simple story by the end of primary school. This learning crisis threatens countries' efforts to build human capital and achieve the Sustainable Development Goals (SDGs), undermining sustainable growth and poverty reduction.

Tackling the learning crisis in the foreseeable future requires rapid progress at an unseen scale. To galvanize action, we introduced the concept of Learning Poverty (LP). It is crucial for the World Bank and countries to aim to fully eliminate learning poverty.

Learning Poverty in Narnia

Learning Poverty: 50 percent of children in Narnia at late primary age today are not proficient in reading, adjusted for the out-of-school children. This is lower than Ettinsmoor and higher than the average of other advanced economies.

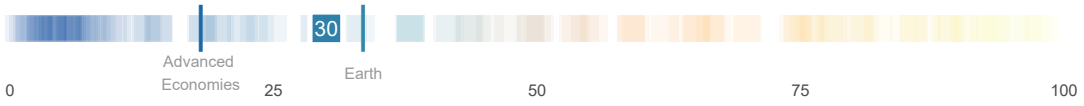
Figure 1a. Learning Poverty and its components



Source: UIS and World Bank as of November 2023. Notes: (1) Highlighted squares represent country and vertical lines denote its benchmarks. (2) Faced colors represent other countries. Squares are colored by country ranking in the measure. (3) For countries with very low Schooling Deprivation, the share of children with Learning Deprivation will be very close to the reported learning poverty.(4) All benchmark comparisons are unweighted.

Learning Deprivation: The most recent large scale learning assessments collected in Narnia indicate that 30 percent of students do not achieve the Minimum Proficiency Level (MPL) at the end of primary school, proxied by data from grade 6 in 2022.

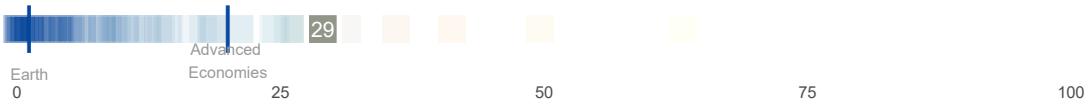
Figure 1b. Learning Deprivation and its components



Source: UIS and World Bank as of November 2023. Notes: (1) Highlighted squares represent country and vertical lines denote its benchmarks. (2) Faded colors represent other countries. Squares are colored by country ranking in the measure. (3) All benchmark comparisons are unweighted.

Schooling Deprivation: In Narnia, 29 percent of primary-aged children are not enrolled in school. Children who are out of school are regarded as being below the minimum proficiency level.

Figure 1c. Schooling Deprivation and its components



Source: UIS and World Bank as of November 2023. Notes: (1) Highlighted squares represent country and vertical lines denote its benchmarks. (2) Faded colors represent other countries. Squares are colored by country ranking in the measure. (3) All benchmark comparisons are unweighted.

How does Narnia's Gender Gap Compare Globally?

More boys are learning poor compared to girls, due to lower reading proficiency. Table 1 shows Learning Poverty and Human Capital Index (HCI) education components by sex when available.

Table 1. Sex Disaggregation

	Boys	Girls	All
Learning Poverty	52	48	50
Learning Deprivation	32	28	30
Schooling Deprivation	29	29	29
Human Capital Index	0.63	0.57	0.6
Learning Adjusted Years of Schooling	7.7	7.9	7.8

Source: UIS and World Bank for LP, LD, and SD as of November 2023. EdStats/World Development Indicators for HCI and LAYS. The full Learning Poverty database is available for download at Development Data Hub.

Narnia *Learning Poverty Brief*

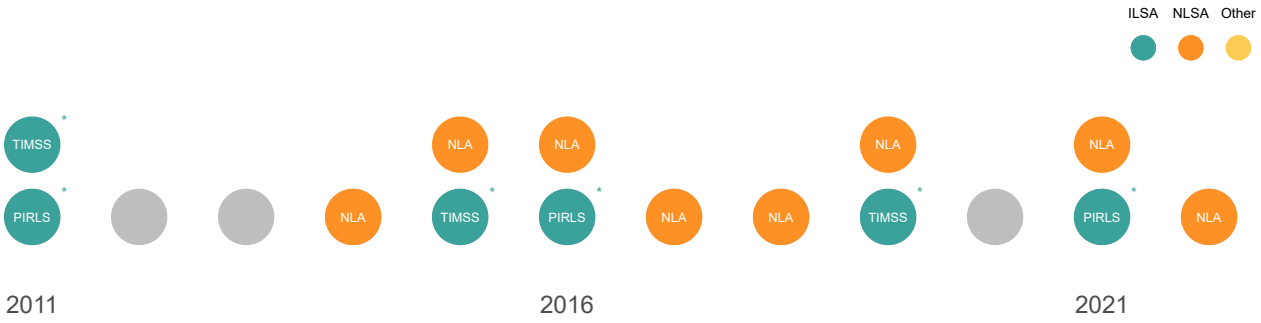
Data to Estimate Learning Deprivation

The Learning Deprivation component of Learning Poverty is estimated using data from regional or international large-scale learning assessments that are mapped to the Global Proficiency Framework (GPF). Narnia did not participate in any International Assessments in recent years. The data from the 2022 national assessment is used to estimate the Learning Deprivation presented in this brief for Narnia.

Narnia also administers a National Large-Scale Assessment (NLSA) at the end of primary school. This NLSA is currently being used for interim reporting on SDG 4.1.1 and to monitor Learning Poverty.

Assessment of student learning outcomes are led by the Bureau of Narnian Euducation.

Figure 2. Years of Assessment Participation



Notes: (1) The definition of NLSA does not include National Exams (2) NLSA stands for any National Learning Assessment. (3) ILSA represents any international or regional large-scale learning assessment, such as PIRLS, TIMSS, LLECE, SEA-PLM, or PASEC. (4) Other represents any other learning assessment initiatives, including AMPLs. (5) Asteriks (*), if any, denote learning assessments that are aligned with Global Proficiency Framework (GPF). NLAs with asteriks participated in policy linking. (6) Countries that have conducted an NLSAs are not reported for Learning Poverty if not GPF aligned.

Data to Estimate Schooling Deprivation

The Schooling Deprivation component of Learning Poverty is estimated using enrollment data compiled by UNESCO Institute for Statistics.

Our preferred definition is the Total Net Enrollment Rate (TNER) as reported by UIS. This data relies both on the population census and the country's administrative records or Education Management Information System (EMIS). We use enrollment data for the year closest to the assessment year.

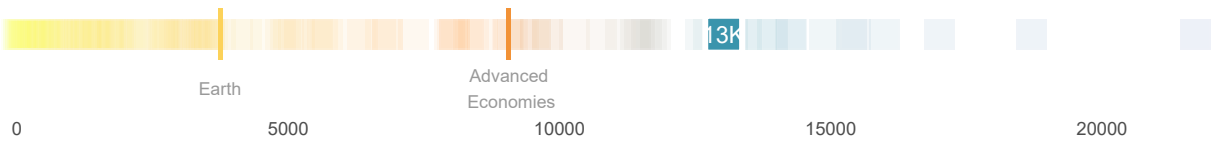
In the case of Narnia, TNER is based on 2022 EMIS data.

Notes: Learning Poverty release from 2022 and prior preferred adjusted net primary enrollment rate (ANER).

Primary Education Expenditure

Primary education expenditure per child of primary education age is **USD 13,000 (PPP)**.

Figure 3. Expenditure per child of primary school age (constant PPP$, millions).



Source: UIS and World Bank as of November 2023. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age.

Narnia

Learning Poverty Brief

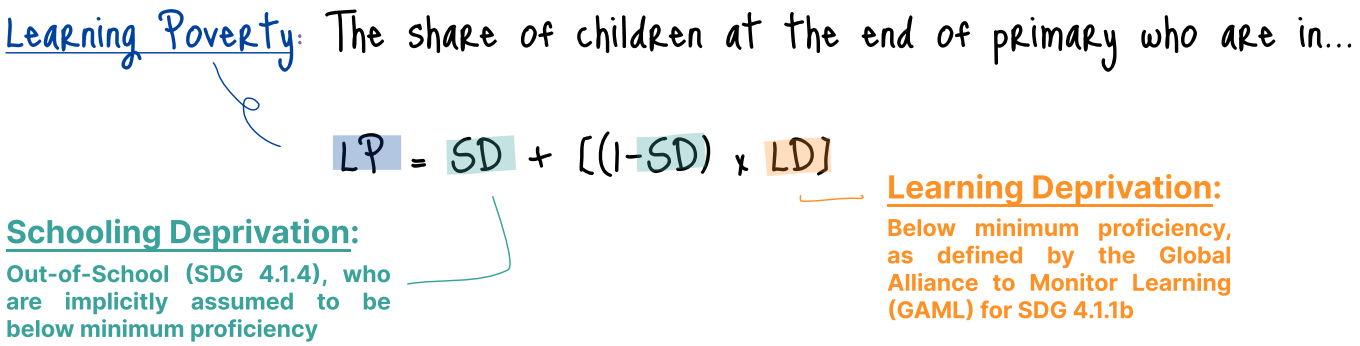
What is Learning Poverty?

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.

The indicator allows us to illustrate progress toward SDG 4's broader goal to ensure inclusive and equitable quality education for all. It particularly highlights progress toward **SDG 4.1.1b**, which specifies that all children at end of primary reach at least a minimum proficiency (MPL) in reading.

How is Learning Poverty Measured?

The indicator combines the share of primary-aged children who are Out of School (Schooling Deprived, SD), and the share of pupils below minimum reading proficiency (Learning Deprived, LD). By combining schooling and learning, the indicator brings into focus both "more schooling", which by itself serves a variety of critical functions, and "better learning", which is important to ensure that time spent in school translates to acquisitions of skills and capabilities.



How is the Indicator Processed?

Learning Deprivation is estimated using international, regional, and national large-scale learning assessment data that are aligned with the Global Proficiency Framework (GPF). Comparability across countries is possible due to data harmonization efforts by the Global Alliance to Monitor Learning (GAML), led by the UNESCO Institute of Statistics (UIS), and other partners (including the World Bank) to increase cross-country comparability of learning data. The GAML established minimum proficiency levels that enable countries to benchmark learning across cross-national and national learning assessments. Therefore, for countries where national learning assesments are used, the numbers reported may differ from official statistics reported by governments. Such differences are due to their different purposes, which can be for global comparison or meeting national definitions.

Schooling Deprivation is calculated using the highest quality enrollment data that are globally available and comparable. The enrollment data are downloaded from the UNESCO UIS Database for SDG 4.

The methodological approach to calculate Learning Poverty and its two components is updated annually in the (hyperlink) Learning Poverty technical notes. The notes highlight country-level changes in estimates and underlying data as well as the hierarchy of data selection.

Country level estimates are available both in the Global Learning Poverty Database and in the Learning Poverty Country Briefs page. The code used to generate these estimates can be replicated by accessing the GitHub Repository.

Despite a wide recognition of the importance of measuring learning outcomes, many countries remain unable to monitor this key indicator of quality of their education systems because they do not collect regular and reliable measures of learning. This is both the challenge for countries, who don't know whether their children are on track with global minimal goals for children's development, as well as for the global community which won't know whether the SDG goals are being met.

This brief is produced by the World Bank's EduAnalytics team, who aims to provide timely access to high quality education data, tools, and analytics that can be used to measure, monitor, and understand the education sector across regions.