Learning Poverty Gaps: The importance of inequality sensitive learning measures

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A learning assessment found 75% of pupils to be reading proficient. But only 80% of children are enrolled in primary. Learning Poverty is a combined measure of schooling and learning. 80% of children are enrolled in primary. 75% of pupils are proficient. 25% of pupils are not proficient. The proficient pupils represent 60% of all children. The non-prof. pupils are 20% of all children. All OOS children are considered non-proficient. 20% are out of school (OOS). 60% proficient. 40% Learning Poor.
The SDG 4.1.1 measure has given us **focus** on learning below the Minimum Proficiency Level (MPL)

...and is very simple to communicate.
The focus on the bottom of the learning distribution can affect our understanding of the problem.

The average learning and share of student below the MPL can move in very different ways.

And the learning distribution does change specially when the share of students below the MPL increase.

THE CHALLENGE

However, at high levels of learning deprivation (or low levels of learning), SDG 4.1.1 measures might not generate the correct incentives. It fails to capture and recognize important efforts and results that countries might be obtaining at “foundational skills” And is not sensitive to initial conditions of those below the MPL. 

Source: https://www.valamis.com/hub/learning-curve
THE SOLUTION

Gap measure (learning deprivation gap) \((a = 1)\): sensitive to changes below the MPL, however, all changes below the MPL are equally important;

Gap-inequality measure (learning deprivation severity) \((a > 1)\): is both sensitive to changes below the MPL and can differentiate progress made at different points of the learning curve.

Source: https://www.valamis.com/hub/learning-curve
Countries where students are at the same level of learning deprivation, require very different levels of effort (learning gap).

Countries that require the same average effort (learning gap); have very different levels of learning inequality among students below the MPL.