

### 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](http://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 KAZAKHSTAN

- **Learning Poverty.** 2 percent of children in Kazakhstan at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Kazakhstan, 0 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 Kazakhstan indicate that 2 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

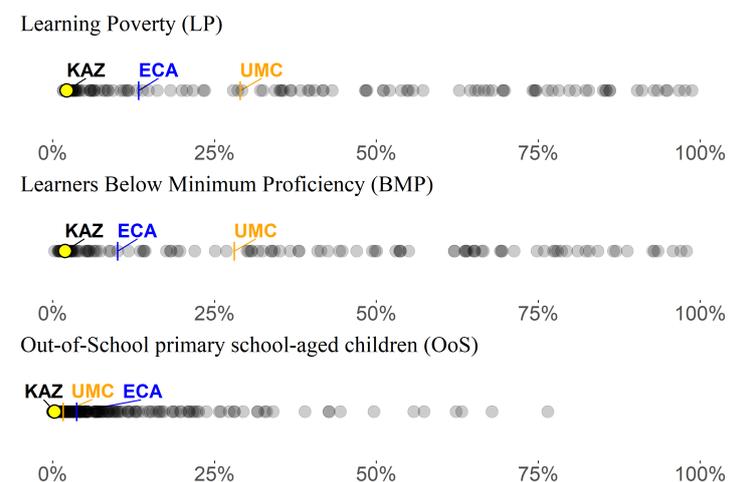
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Kazakhstan 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 KAZAKHSTAN'S LEARNING POVERTY

Learning Poverty in Kazakhstan is **11.1 percentage points better** than the average for the Europe and Central Asia region and **26.8 percentage points better** than the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES KAZAKHSTAN'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (0.5%)** than for girls (0.1%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (2.3%) than girls (1.5%) in Kazakhstan.

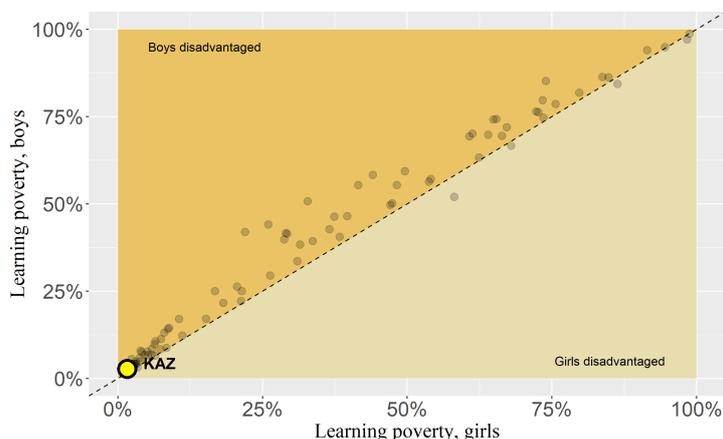
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	2.7	1.6	2.2
Below Minimum Proficiency	2.3	1.5	1.9
Out-of-School	0.5	0.1	0.3
Human Capital Index	0.71	0.78	0.75
Learning-adjusted Years of Schooling	11.3	11.7	11.5

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

### POINT OF CONTACT

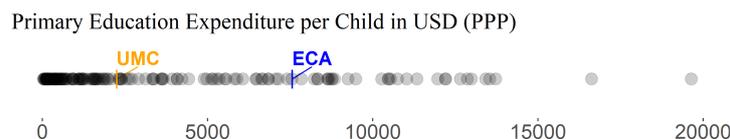
**Kazakhstan:** Alexandria Valerio

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

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

**Figure 3. Expenditure per child in primary school age**



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

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

Kazakhstan 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.

Kazakhstan participated in the following published cross-national learning assessments in recent years: TIMSS (2007, 2011, 2015), PIRLS (2016) and PISA (2009, 2012).

According to the World Bank's 2012 LeAP diagnostic analysis of Kazakhstan's assessment system, the country's ratings on large-scale assessment activities were **Established (3 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 Kazakhstan, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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.

### 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](http://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 KYRGYZ REPUBLIC

- **Learning Poverty.** 64 percent of children in Kyrgyz Republic at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Kyrgyz Republic, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Kyrgyz Republic indicate that 64 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2014.

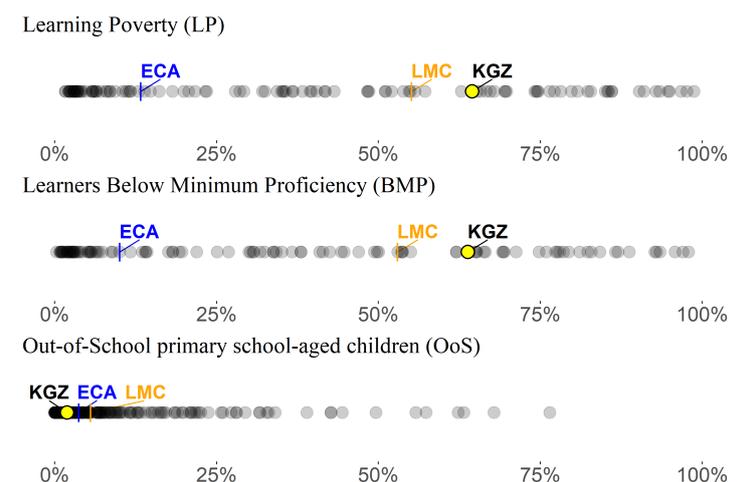
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

### BENCHMARKING KYRGYZ REPUBLIC'S LEARNING POVERTY

Learning Poverty in Kyrgyz Republic is **51.2 percentage points worse than** the average for the Europe and Central Asia region and **9.4 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 Kyrgyz Republic; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Kyrgyz Republic's region and income group.

### HOW DOES KYRGYZ REPUBLIC'S GENDER GAP COMPARE GLOBALLY?

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

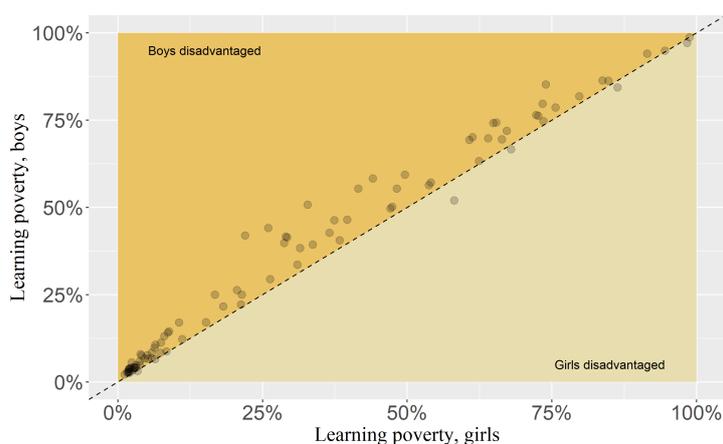
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	64.5
Below Minimum Proficiency	NA	NA	63.8
Out-of-School	1.6	2.2	1.9
Human Capital Index	0.56	0.6	0.58
Learning-adjusted Years of Schooling	8.3	8.6	8.4

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 Kyrgyz Republic. 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

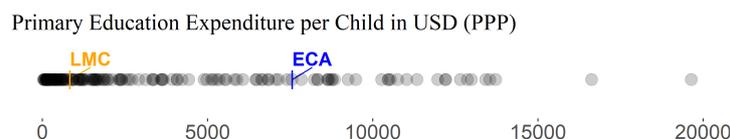
**Kyrgyz Republic:** Dingyong Hou

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

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

**Figure 3. Expenditure per child in primary school age**



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

### DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN KYRGYZ REPUBLIC

Kyrgyz Republic 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.

Kyrgyz Republic participated in the following published cross-national learning assessments in recent years: PISA (2006, 2009).

According to the World Bank's 2009 LeAP diagnostic analysis of Kyrgyz Republic'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 Kyrgyz Republic, 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](mailto:LeAP-team@worldbank.org)). PISA: Programme for International Student Assessment.



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

### WHAT IS LEARNING POVERTY?

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

### HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

### LEARNING POVERTY IN MOLDOVA

- **Learning Poverty.** 11 percent of children in Moldova at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Moldova, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Moldova indicate that 9 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 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.

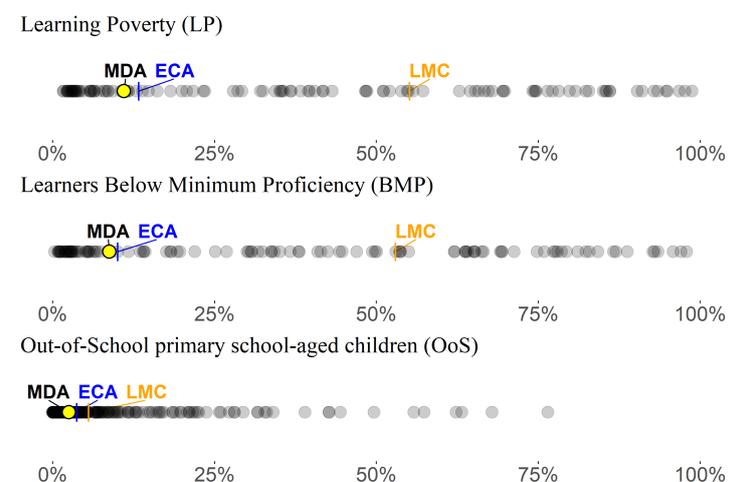
*Notes:* The LP number for Moldova is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PIRLS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the [GLAD](#) and [Learning Poverty](#) repositories in GitHub.

### BENCHMARKING MOLDOVA'S LEARNING POVERTY

Learning Poverty in Moldova is **2.3 percentage points better than** the average for the Europe and Central Asia region and **44.1 percentage points better than** the average for lower middle income countries.

The latest available Learning Poverty data for Moldova 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 Moldova; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Moldova's region and income group.

### HOW DOES MOLDOVA'S GENDER GAP COMPARE GLOBALLY?

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

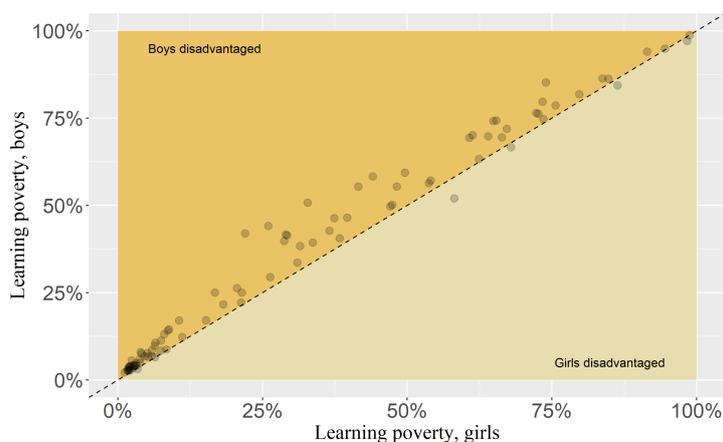
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	11
Below Minimum Proficiency	10.5	7	8.7
Out-of-School	NA	NA	2.5
Human Capital Index	0.56	0.6	0.58
Learning-adjusted Years of Schooling	8	8.4	8.2

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 Moldova. 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

**Moldova:** Janssen Teixeira

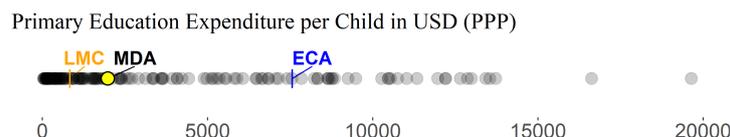
**Europe and Central Asia:** Syedah Aroob Iqbal

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### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Moldova is **USD 1,977 (PPP)**, which is **73.9% below** the average for the Europe and Central Asia region and **137.5% above** 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 Moldova is from 2017.

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

Moldova 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.

Moldova participated in the following published cross-national learning assessments in recent years: TIMSS (2003), PIRLS (2001, 2006) and PISA (2009, 2015).

Moldova 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 Moldova, 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](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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 UKRAINE

- **Learning Poverty.** 28 percent of children in Ukraine at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Ukraine, 12 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 Ukraine indicate that 18 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2007.

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.

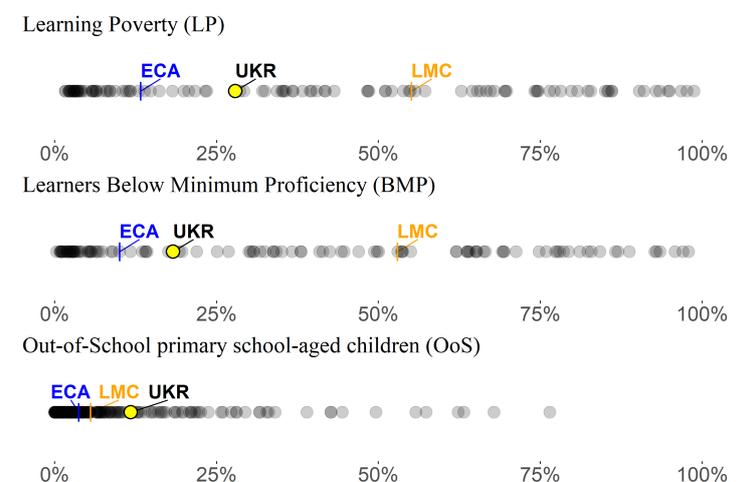
*Notes:* The LP number for Ukraine is calculated using the Global Learning Assessment Database (GLAD) harmonization based on TIMSS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the [GLAD](#) and [Learning Poverty](#) repositories in GitHub.

### BENCHMARKING UKRAINE'S LEARNING POVERTY

Learning Poverty in Ukraine is **14.6 percentage points worse than** the average for the Europe and Central Asia region and **27.2 percentage points better than** the average for lower middle income countries.

The latest available Learning Poverty data for Ukraine is produced using assessment data from 2007. 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 Ukraine; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Ukraine's region and income group.

### HOW DOES UKRAINE'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys** (11.6%) than for girls (11.9%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (20.1%) than girls (16.3%) in Ukraine.

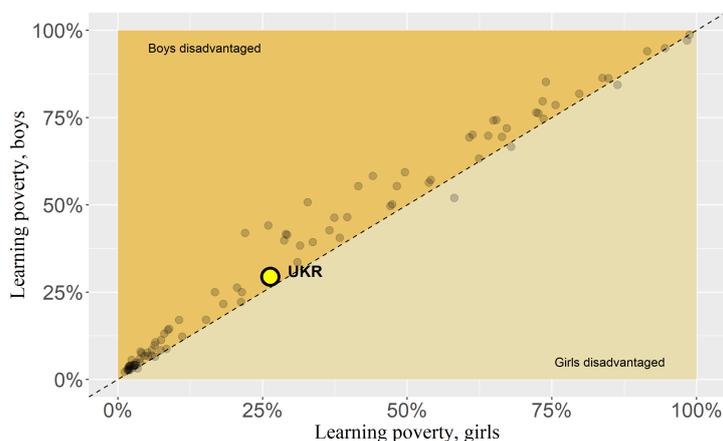
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	29.4	26.3	27.9
Below Minimum Proficiency	20.1	16.3	18.3
Out-of-School	11.6	11.9	11.8
Human Capital Index	0.61	0.69	0.65
Learning-adjusted Years of Schooling	10.2	10.2	10.2

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

### POINT OF CONTACT

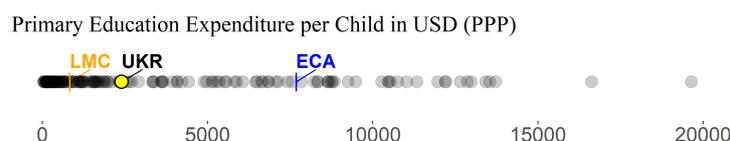
**Ukraine:** James Gresham

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Ukraine is **USD 2,401 (PPP)**, which is **68.7% below** the average for the Europe and Central Asia region and **188.4% above** 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 Ukraine is from 2014.

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

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

Ukraine participated in the following published cross-national learning assessments in recent years: TIMSS (2007, 2011).

Ukraine 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 Ukraine, 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](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study.

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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 BULGARIA

- **Learning Poverty.** 12 percent of children in Bulgaria at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Bulgaria, 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 Bulgaria indicate that 5 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

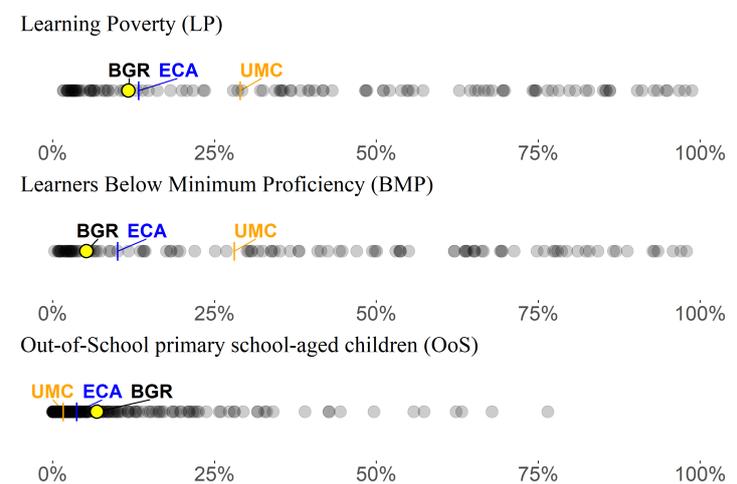
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Bulgaria 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 BULGARIA'S LEARNING POVERTY

Learning Poverty in Bulgaria is **1.6 percentage points better** than the average for the Europe and Central Asia region and **17.3 percentage points better** than the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES BULGARIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (6.7%)** than for girls (7%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (6%) than girls (4.4%) in Bulgaria.

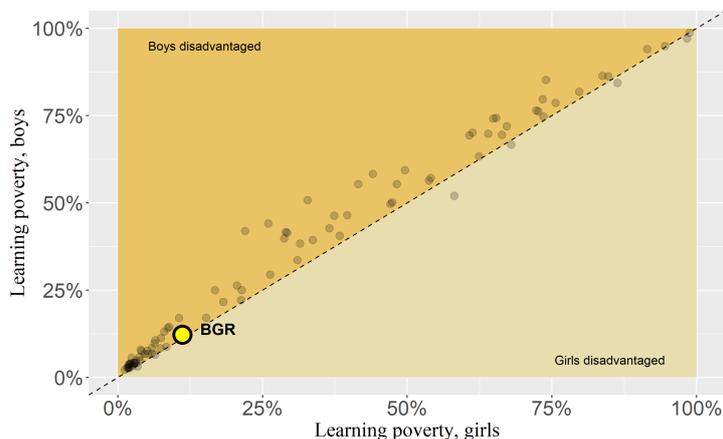
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	12.2	11.1	11.7
Below Minimum Proficiency	6	4.4	5.2
Out-of-School	6.7	7	6.8
Human Capital Index	0.65	0.71	0.68
Learning-adjusted Years of Schooling	10.2	10.4	10.3

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

### POINT OF CONTACT

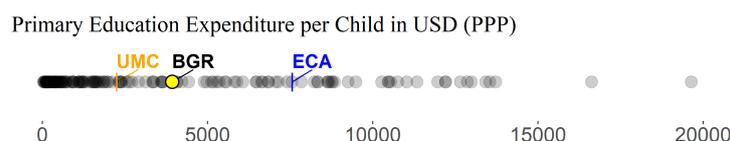
**Bulgaria:** Dessislava Kuznetsova

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Bulgaria is **USD 3,929 (PPP)**, which is **48% below** the average for the Europe and Central Asia region and **74.9% 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 Bulgaria is from 2018.

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

Bulgaria 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.

Bulgaria participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Bulgaria 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 Bulgaria, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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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 CZECH REPUBLIC

- **Learning Poverty.** 3 percent of children in Czech Republic at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Czech Republic, 0 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 Czech Republic indicate that 3 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

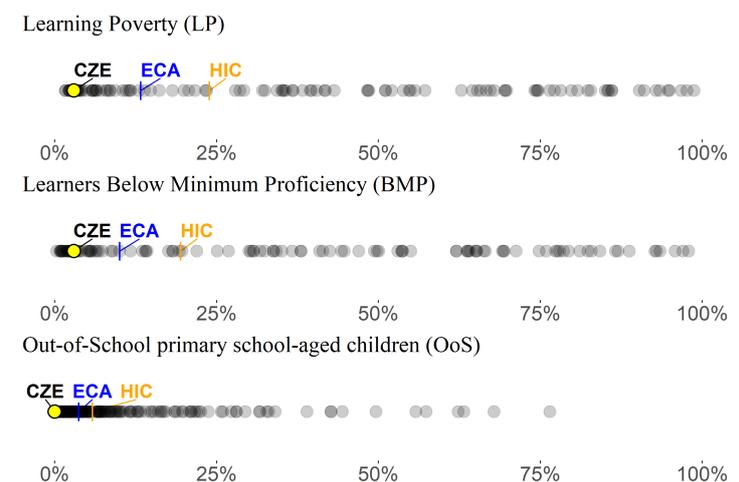
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Czech Republic 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 CZECH REPUBLIC'S LEARNING POVERTY

Learning Poverty in Czech Republic is **10.3 percentage points better** than the average for the Europe and Central Asia region and **20.9 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES CZECH REPUBLIC'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0%)** than for girls (0%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (3.9%) than girls (2%) in Czech Republic.

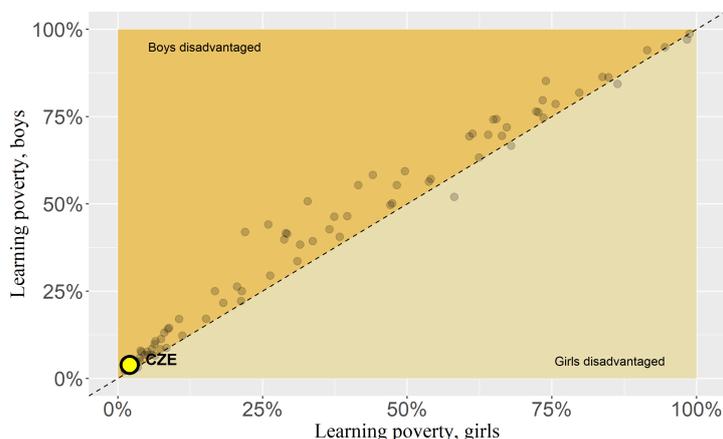
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	3.9	2	3
Below Minimum Proficiency	3.9	2	3
Out-of-School	0	0	0
Human Capital Index	0.76	0.8	0.78
Learning-adjusted Years of Schooling	11.6	11.7	11.7

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

### POINT OF CONTACT

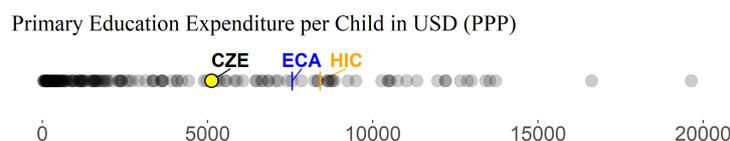
**Czech Republic:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Czech Republic is **USD 5,118 (PPP)**, which is **32.3% below** the average for the Europe and Central Asia region and **39.2% below** the average for high 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 Czech Republic is from 2015.

### DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CZECH REPUBLIC

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

Czech Republic participated in the following published cross-national learning assessments in recent years: TIMSS (2007, 2011, 2015), PIRLS (2001, 2011, 2016) and PISA (2000, 2006, 2009, 2012, 2015).

Czech Republic 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 Czech Republic, the gross enrollemnt rates also based on the EMIS data is used as a proxy measure for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### 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 CROATIA

- **Learning Poverty.** 4 percent of children in Croatia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Croatia, 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 Croatia indicate that 1 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2011.

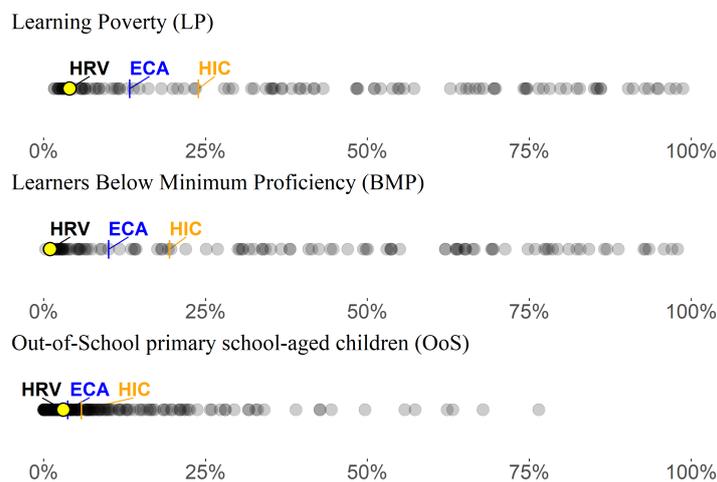
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Croatia 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 CROATIA'S LEARNING POVERTY

Learning Poverty in Croatia is **9.3 percentage points better than the average for the Europe and Central Asia region** and **19.9 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES CROATIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (4.2%)** than for girls (1.8%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (1.4%) than girls (0.6%) in Croatia.

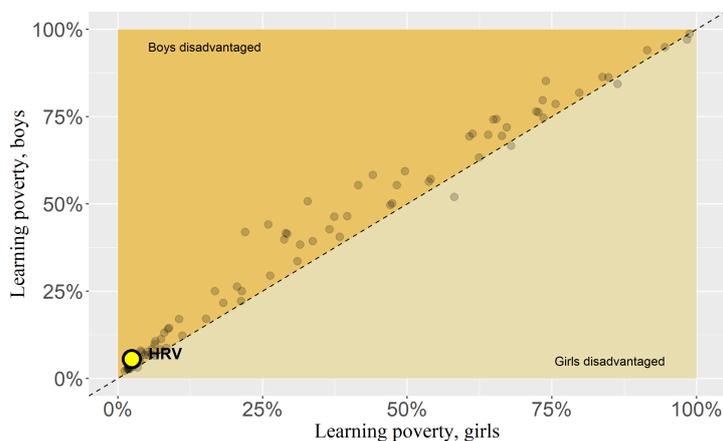
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	5.5	2.4	4
Below Minimum Proficiency	1.4	0.6	1
Out-of-School	4.2	1.8	3
Human Capital Index	0.7	0.75	0.72
Learning-adjusted Years of Schooling	10.6	10.9	10.8

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

### POINT OF CONTACT

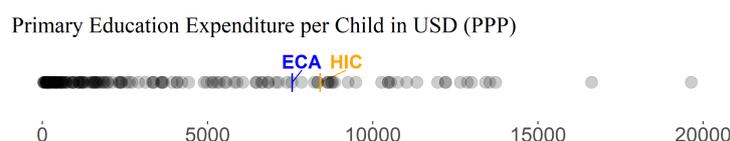
**Croatia:** Diego Ambasz

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

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

**Figure 3. Expenditure per child in primary school age**



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

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

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

Croatia participated in the following published cross-national learning assessments in recent years: TIMSS (2011, 2015), PIRLS (2011) and PISA (2006, 2009, 2012, 2015).

Croatia 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 Croatia, the preferred definition based on the EMIS data is for 2011.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### HOW IS LEARNING POVERTY MEASURED?

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

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

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### LEARNING POVERTY IN HUNGARY

- **Learning Poverty.** 6 percent of children in Hungary at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Hungary, 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 Hungary indicate that 3 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

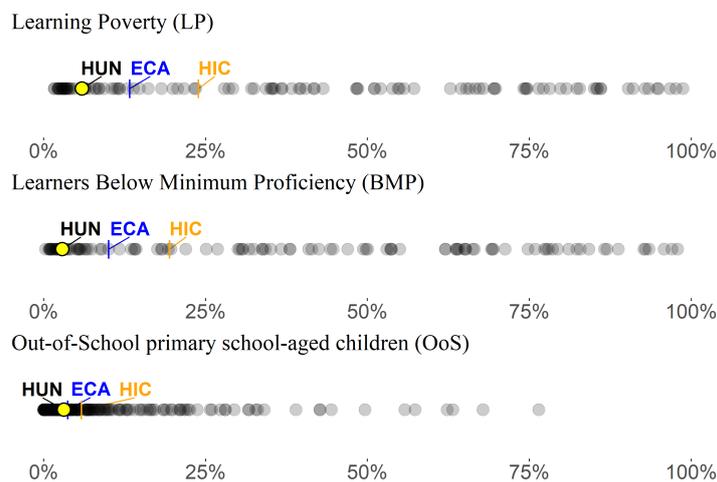
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Hungary 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 HUNGARY'S LEARNING POVERTY

Learning Poverty in Hungary is **7.4 percentage points better** than the average for the Europe and Central Asia region and **18 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES HUNGARY'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (3.3%)** than for girls (3%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (3.5%) than girls (2.3%) in Hungary.

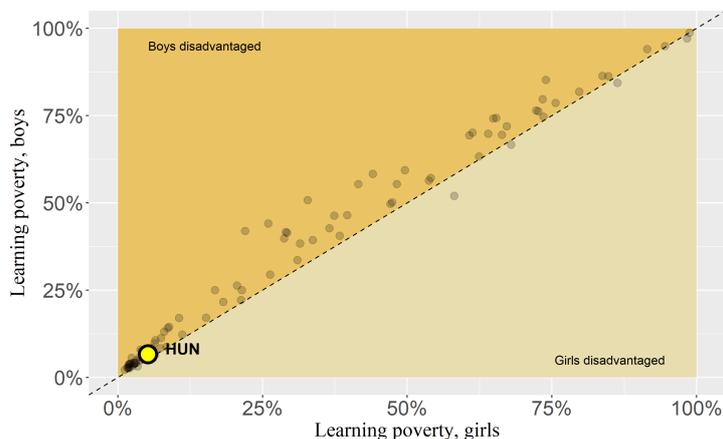
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	6.6	5.2	5.9
Below Minimum Proficiency	3.5	2.3	2.9
Out-of-School	3.3	3	3.1
Human Capital Index	0.68	0.73	0.7
Learning-adjusted Years of Schooling	10.7	10.8	10.7

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

### POINT OF CONTACT

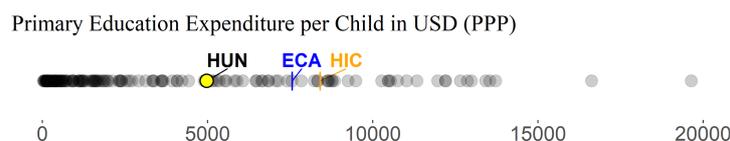
**Hungary:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Hungary is **USD 4,978 (PPP)**, which is **34.2% below** the average for the Europe and Central Asia region and **40.8% below** the average for high 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 Hungary is from 2015.

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

Hungary 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.

Hungary participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Hungary 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 Hungary, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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 LITHUANIA

- **Learning Poverty.** 3 percent of children in Lithuania at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Lithuania, 0 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 Lithuania indicate that 3 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

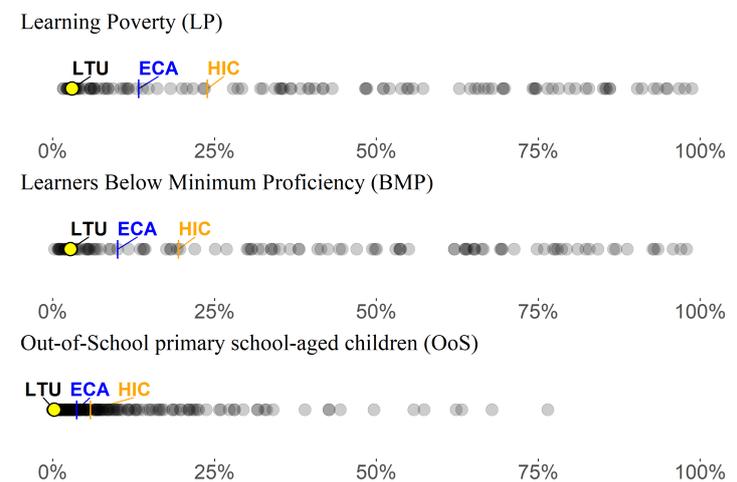
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Lithuania 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 LITHUANIA'S LEARNING POVERTY

Learning Poverty in Lithuania is **10.3 percentage points better** than the average for the Europe and Central Asia region and **20.9 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES LITHUANIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (0.4%)** than for girls (0.1%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (3.4%) than girls (2.1%) in Lithuania.

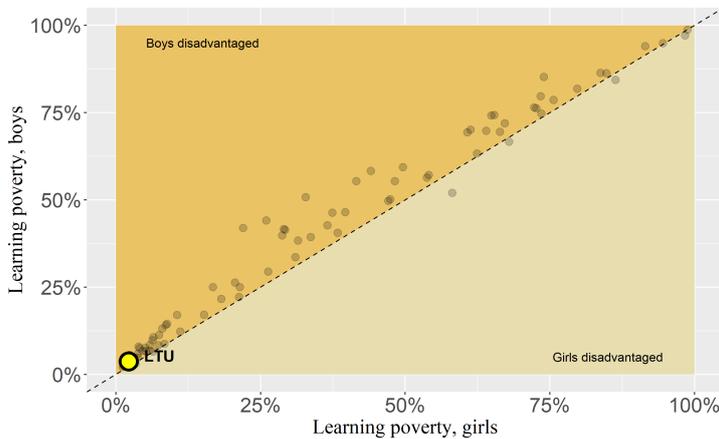
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	3.7	2.2	3
Below Minimum Proficiency	3.4	2.1	2.7
Out-of-School	0.4	0.1	0.3
Human Capital Index	0.67	0.76	0.71
Learning-adjusted Years of Schooling	11	11.3	11.2

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

### POINT OF CONTACT

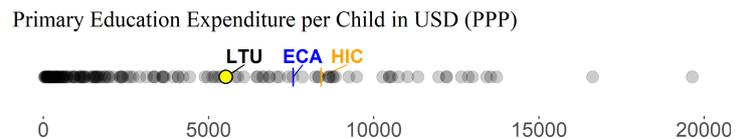
**Lithuania:** Nina Arnhold

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Lithuania is **USD 5,520 (PPP)**, which is **27% below** the average for the Europe and Central Asia region and **34.4% below** the average for high 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 Lithuania is from 2015.

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

Lithuania 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.

Lithuania participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2006, 2009, 2012, 2015).

Lithuania 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 Lithuania, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### 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 LATVIA

- **Learning Poverty.** 4 percent of children in Latvia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Latvia, 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 Latvia indicate that 1 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

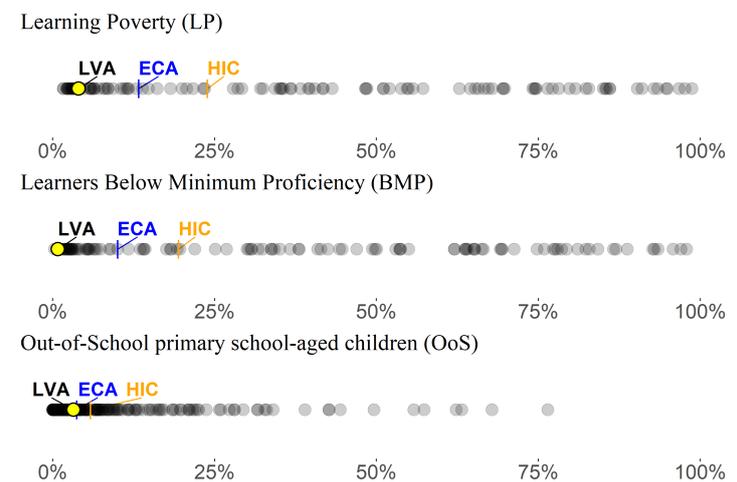
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Latvia 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 LATVIA'S LEARNING POVERTY

Learning Poverty in Latvia is **9.3 percentage points better** than the average for the Europe and Central Asia region and **19.9 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES LATVIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (3.9%)** than for girls (2.5%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (1%) than girls (0.6%) in Latvia.

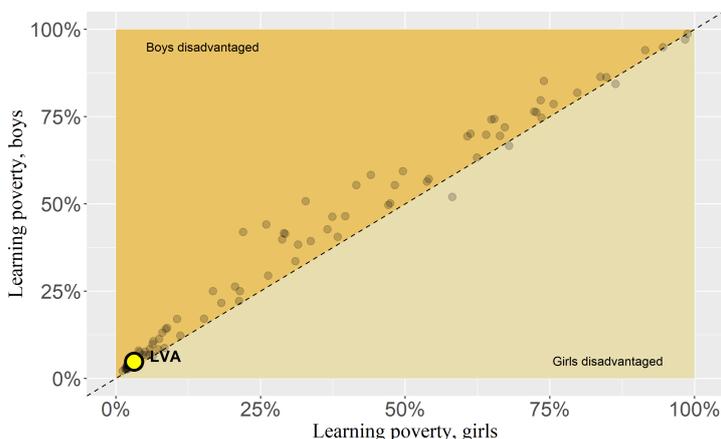
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	4.8	3.1	4
Below Minimum Proficiency	1	0.6	0.8
Out-of-School	3.9	2.5	3.2
Human Capital Index	0.68	0.77	0.72
Learning-adjusted Years of Schooling	11.1	11.5	11.3

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

### POINT OF CONTACT

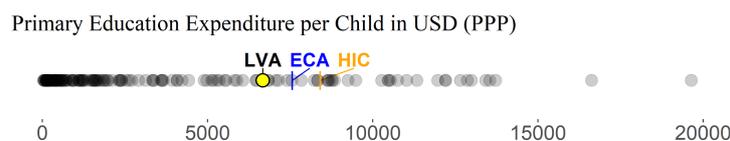
**Latvia:** Nina Arnhold

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Latvia is **USD 6,675 (PPP)**, which is **11.7% below** the average for the Europe and Central Asia region and **20.6% below** the average for high 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 Latvia is from 2015.

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

Latvia 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.

Latvia participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007), PIRLS (2001, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Latvia 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 Latvia, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### 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 POLAND

- **Learning Poverty.** 6 percent of children in Poland at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Poland, 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 Poland indicate that 2 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

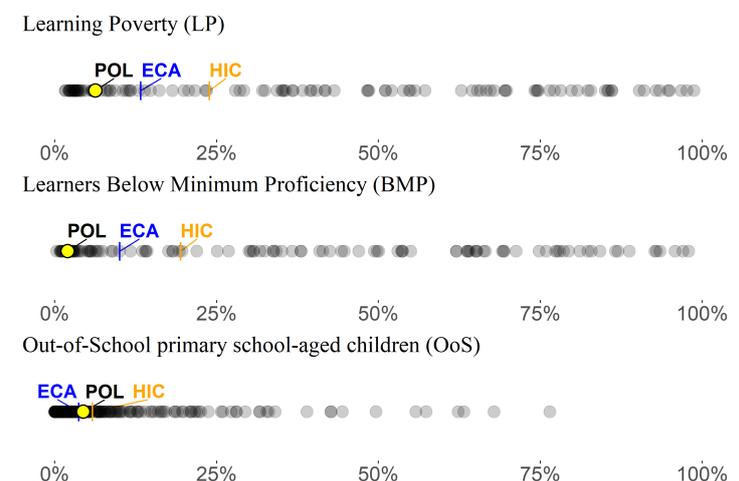
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Poland 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 POLAND'S LEARNING POVERTY

Learning Poverty in Poland is **7 percentage points better** than the average for the Europe and Central Asia region and **17.6 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES POLAND'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys** (4.5%) than for girls (4.3%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (2.4%) than girls (1.6%) in Poland.

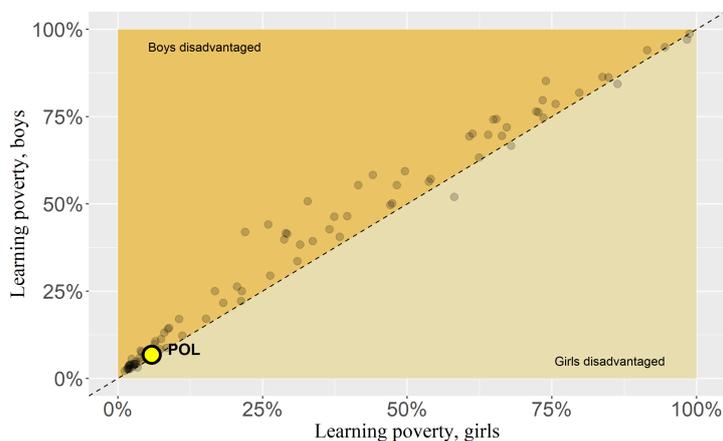
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	6.8	5.8	6.3
Below Minimum Proficiency	2.4	1.6	2
Out-of-School	4.5	4.3	4.4
Human Capital Index	0.72	0.78	0.75
Learning-adjusted Years of Schooling	11.2	11.5	11.3

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

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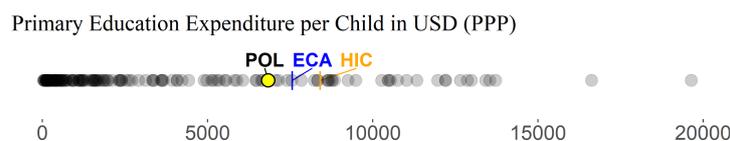
**Poland:** Nina Arnhold

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Poland is **USD 6,833 (PPP)**, which is **9.6% below** the average for the Europe and Central Asia region and **18.8% below** the average for high 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 Poland is from 2015.

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

Poland 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.

Poland participated in the following published cross-national learning assessments in recent years: TIMSS (2011, 2015), PIRLS (2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

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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 Poland, the preferred definition based on the EMIS data is for 2016.

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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 ROMANIA

- **Learning Poverty.** 20 percent of children in Romania at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Romania, 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 Romania indicate that 14 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2011.

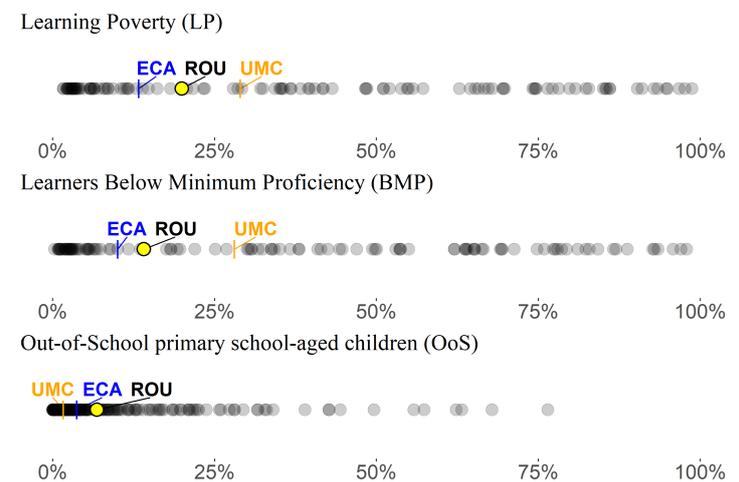
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Romania 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 ROMANIA'S LEARNING POVERTY

Learning Poverty in Romania is **6.7 percentage points worse than** the average for the Europe and Central Asia region and **9 percentage points better than** the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES ROMANIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (6.6%)** than for girls (7.1%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (16.1%)** than girls (11.9%) in Romania.

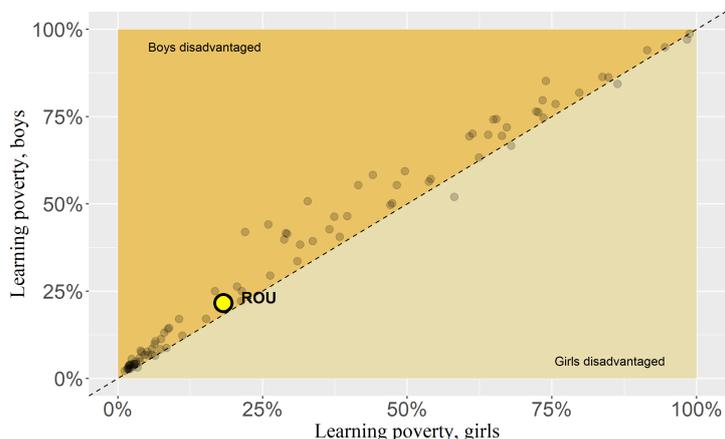
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	21.6	18.2	20
Below Minimum Proficiency	16.1	11.9	14.1
Out-of-School	6.6	7.1	6.9
Human Capital Index	0.58	0.63	0.6
Learning-adjusted Years of Schooling	8.7	8.9	8.8

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

### POINT OF CONTACT

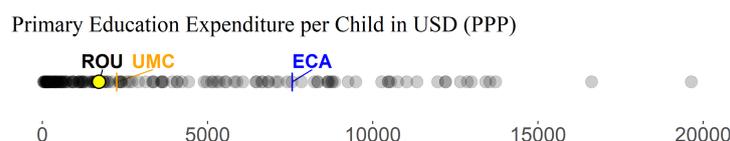
**Romania:** Mariana Doina Moarcas

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Romania is **USD 1,711 (PPP)**, which is **77.4% below** the average for the Europe and Central Asia region and **23.8% 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 Romania is from 2015.

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

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

Romania participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011), PIRLS (2001, 2011, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Romania 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 Romania, the preferred definition based on the EMIS data is for 2011.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### 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](http://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 SLOVAK REPUBLIC

- **Learning Poverty.** 9 percent of children in Slovak Republic at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Slovak Republic, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Slovak Republic indicate that 7 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

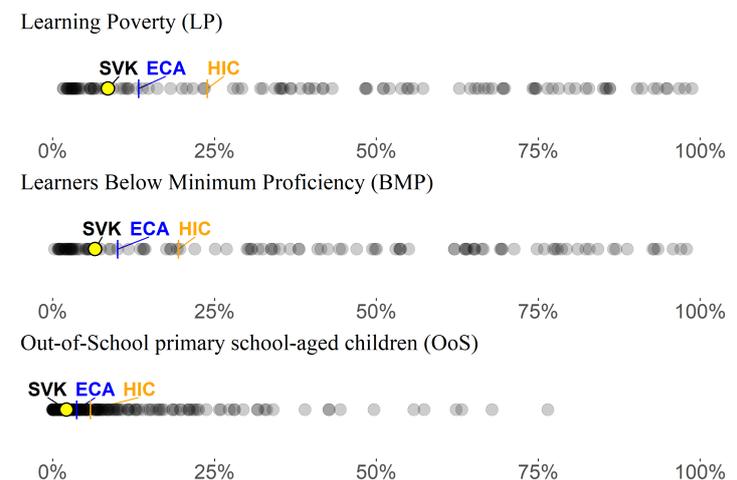
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Slovak Republic 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 SLOVAK REPUBLIC'S LEARNING POVERTY

Learning Poverty in Slovak Republic is **4.8 percentage points better than** the average for the Europe and Central Asia region and **15.4 percentage points better than** the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES SLOVAK REPUBLIC'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (1.6%)** than for girls (2.7%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (7.2%) than girls (5.9%) in Slovak Republic.

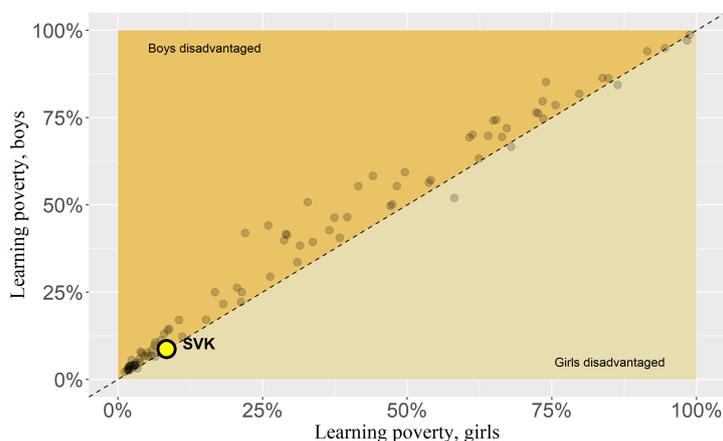
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	8.7	8.4	8.5
Below Minimum Proficiency	7.2	5.9	6.6
Out-of-School	1.6	2.7	2.1
Human Capital Index	0.67	0.72	0.69
Learning-adjusted Years of Schooling	10.3	10.4	10.4

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

### POINT OF CONTACT

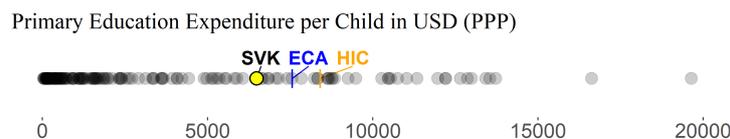
**Slovak Republic:** Husein Abdul-Hamid

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Slovak Republic is **USD 6,486 (PPP)**, which is **14.2% below** the average for the Europe and Central Asia region and **22.9% below** the average for high 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 Slovak Republic is from 2015.

### DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN SLOVAK REPUBLIC

Slovak Republic 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.

Slovak Republic participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2006, 2009, 2012, 2015).

Slovak Republic 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 Slovak Republic, the gross enrollemnt rates also based on the EMIS data is used as a proxy measure for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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### 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 SLOVENIA

- **Learning Poverty.** 6 percent of children in Slovenia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Slovenia, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Slovenia indicate that 4 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

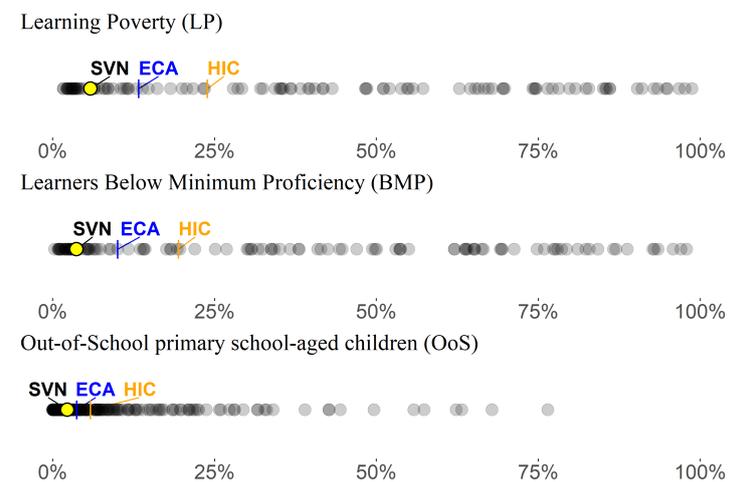
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Slovenia 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 SLOVENIA'S LEARNING POVERTY

Learning Poverty in Slovenia is **7.5 percentage points better than the average for the Europe and Central Asia region** and **18.1 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES SLOVENIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (2.8%)** than for girls (1.6%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (4.8%) than girls (2.6%) in Slovenia.

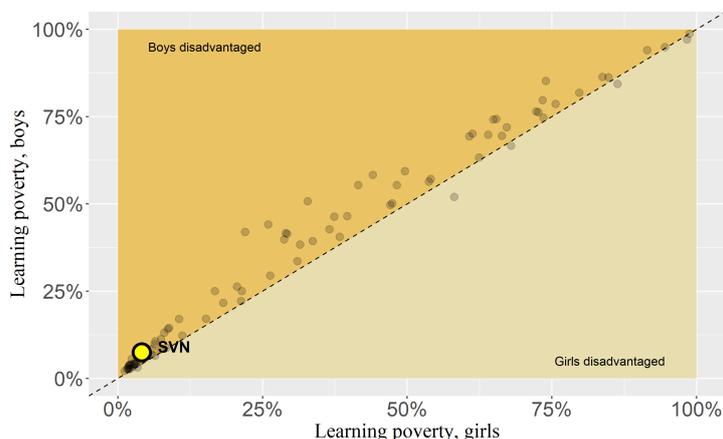
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	7.5	4.1	5.8
Below Minimum Proficiency	4.8	2.6	3.7
Out-of-School	2.8	1.6	2.2
Human Capital Index	0.77	0.81	0.79
Learning-adjusted Years of Schooling	11.5	11.8	11.6

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

### POINT OF CONTACT

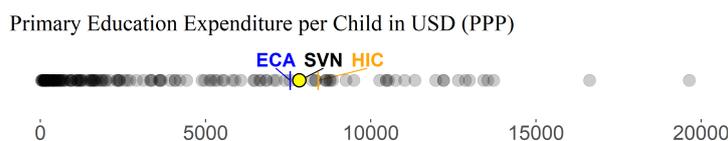
**Slovenia:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Slovenia is **USD 7,841 (PPP)**, which is **3.7% above** the average for the Europe and Central Asia region and **6.8% below** the average for high 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 Slovenia is from 2015.

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

Slovenia 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.

Slovenia participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2006, 2009, 2012, 2015).

Slovenia 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 Slovenia, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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?

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 RUSSIAN FEDERATION

- **Learning Poverty.** 3 percent of children in Russian Federation at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Russian Federation, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Russian Federation indicate that 1 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

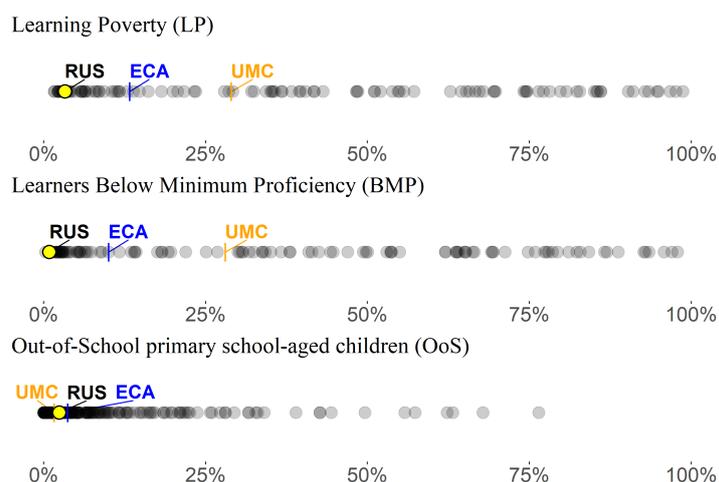
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Russian Federation 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 RUSSIAN FEDERATION'S LEARNING POVERTY

Learning Poverty in Russian Federation is **10 percentage points better** than the average for the Europe and Central Asia region and **25.7 percentage points better** than the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES RUSSIAN FEDERATION'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (3%)** than for girls (1.8%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (1.2%) than girls (0.6%) in Russian Federation.

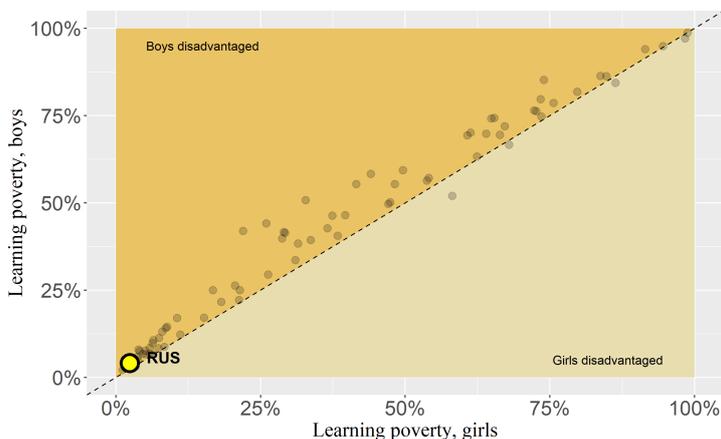
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	4.1	2.4	3.3
Below Minimum Proficiency	1.2	0.6	0.9
Out-of-School	3	1.8	2.4
Human Capital Index	0.68	0.78	0.73
Learning-adjusted Years of Schooling	11.8	12	11.9

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

**Figure 2. Gender Gap - Learning Poverty by Sex**



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

### POINT OF CONTACT

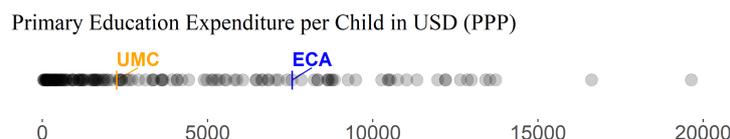
**Russian Federation:** Tigran Shmis

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

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

**Figure 3. Expenditure per child in primary school age**



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

### DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN RUSSIAN FEDERATION

Russian Federation 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.

Russian Federation participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Russian Federation 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 Russian Federation, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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

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 ARMENIA

- **Learning Poverty.** 35 percent of children in Armenia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Armenia, 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 Armenia indicate that 30 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

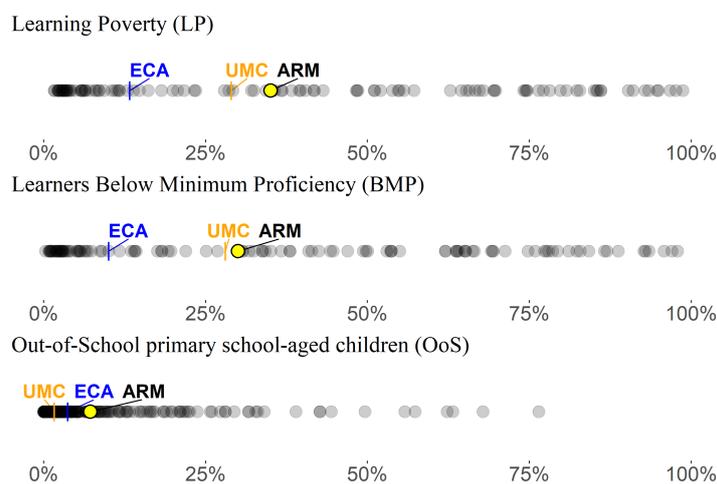
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

### BENCHMARKING ARMENIA'S LEARNING POVERTY

Learning Poverty in Armenia is **21.7 percentage points worse** than the average for the Europe and Central Asia region and **6.1 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 Armenia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Armenia's region and income group.

### HOW DOES ARMENIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (7.7%)** than for girls (6.6%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (33.2%) than girls (26.7%) in Armenia.

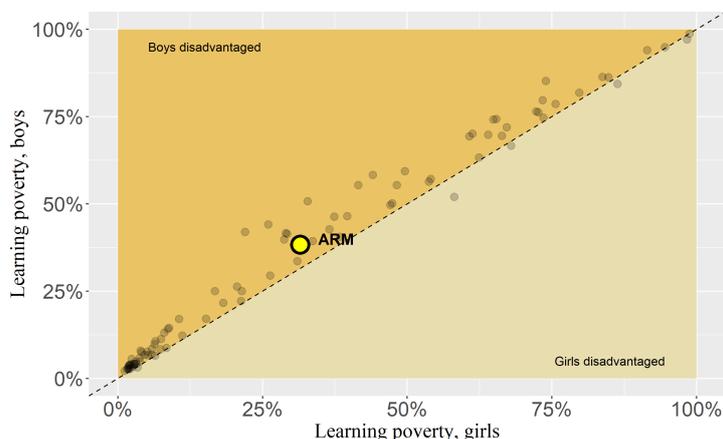
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	38.3	31.5	35
Below Minimum Proficiency	33.2	26.7	30
Out-of-School	7.7	6.6	7.2
Human Capital Index	0.55	0.59	0.57
Learning-adjusted Years of Schooling	7.7	8.1	7.9

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

**Figure 2. Gender Gap - Learning Poverty by Sex**



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

### POINT OF CONTACT

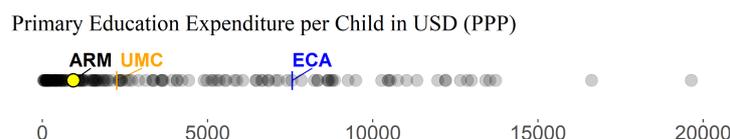
**Armenia:** Katia Herrera Sosa

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Armenia is **USD 936 (PPP)**, which is **87.6% below** the average for the Europe and Central Asia region and **58.3% 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 Armenia is from 2016.

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

Armenia 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.

Armenia participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015).

According to the World Bank's 2011 LeAP diagnostic analysis of Armenia's assessment system, the country's ratings on large-scale assessment activities were **Established (3 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 Armenia, 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](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study.



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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 AZERBAIJAN

- **Learning Poverty.** 23 percent of children in Azerbaijan at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Azerbaijan, 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 Azerbaijan indicate that 19 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

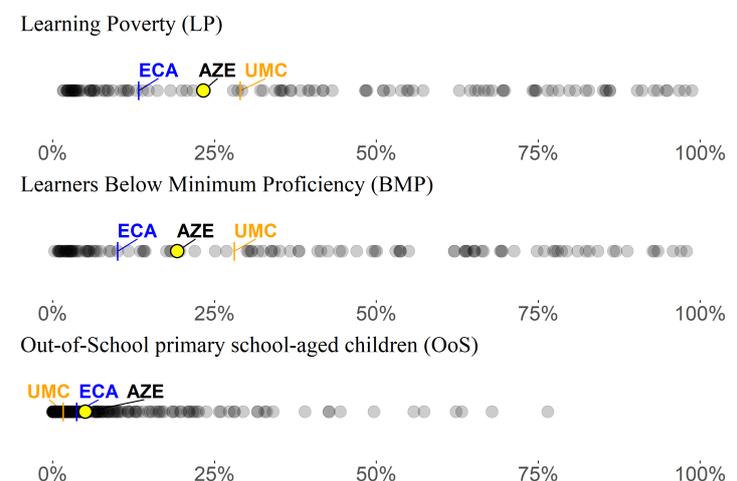
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Azerbaijan 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 AZERBAIJAN'S LEARNING POVERTY

Learning Poverty in Azerbaijan is **10 percentage points worse than** the average for the Europe and Central Asia region and **5.7 percentage points better than** the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES AZERBAIJAN'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (4.2%)** than for girls (6%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (21.7%) than girls (16.5%) in Azerbaijan.

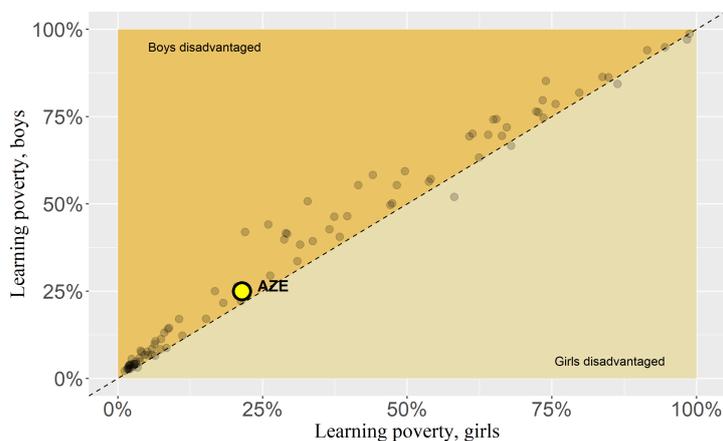
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	25	21.4	23.3
Below Minimum Proficiency	21.7	16.5	19.2
Out-of-School	4.2	6	5
Human Capital Index	NA	NA	0.6
Learning-adjusted Years of Schooling	NA	NA	8.8

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

### POINT OF CONTACT

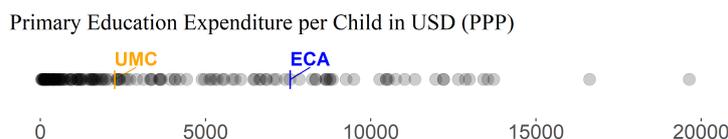
**Azerbaijan:** Katia Herrera

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

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

**Figure 3. Expenditure per child in primary school age**



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

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

Azerbaijan 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.

Azerbaijan participated in the following published cross-national learning assessments in recent years: TIMSS (2011), PIRLS (2011, 2016) and PISA (2006, 2009).

Azerbaijan 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 Azerbaijan, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### 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 GEORGIA

- **Learning Poverty.** 14 percent of children in Georgia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Georgia, 0 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 Georgia indicate that 14 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

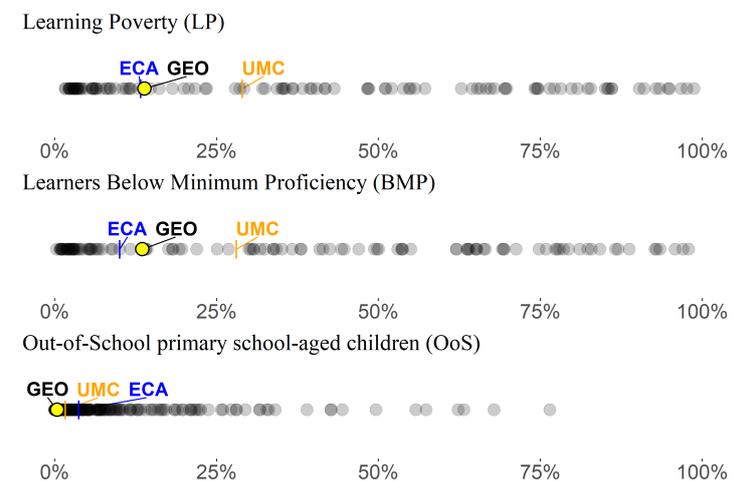
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Georgia 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 GEORGIA'S LEARNING POVERTY

Learning Poverty in Georgia is **0.6 percentage points worse than** the average for the Europe and Central Asia region and **15.1 percentage points better than** the average for upper middle income countries.

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES GEORGIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0.4%)** than for girls (0.4%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (16.7%)** than girls (10.3%) in Georgia.

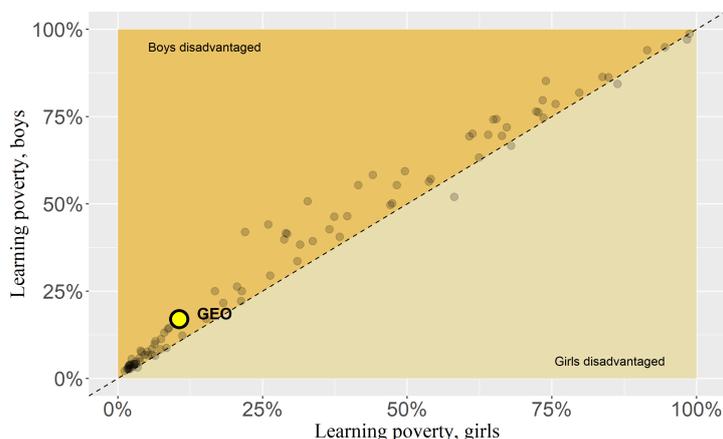
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	17	10.6	13.8
Below Minimum Proficiency	16.7	10.3	13.5
Out-of-School	0.4	0.4	0.4
Human Capital Index	0.55	0.64	0.61
Learning-adjusted Years of Schooling	8.6	9.2	8.9

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

**Figure 2. Gender Gap - Learning Poverty by Sex**



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

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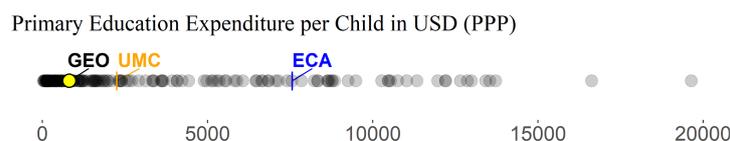
**Georgia:** Nino Kutateladze

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Georgia is **USD 813 (PPP)**, which is **89.2% below** the average for the Europe and Central Asia region and **63.8% 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 Georgia is from 2012.

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

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

Georgia participated in the following published cross-national learning assessments in recent years: TIMSS (2007, 2011, 2015), PIRLS (2011, 2016, 2006) and PISA (2009, 2015).

Georgia 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 Georgia, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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 TURKEY

- **Learning Poverty.** 22 percent of children in Turkey at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Turkey, 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 Turkey indicate that 18 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

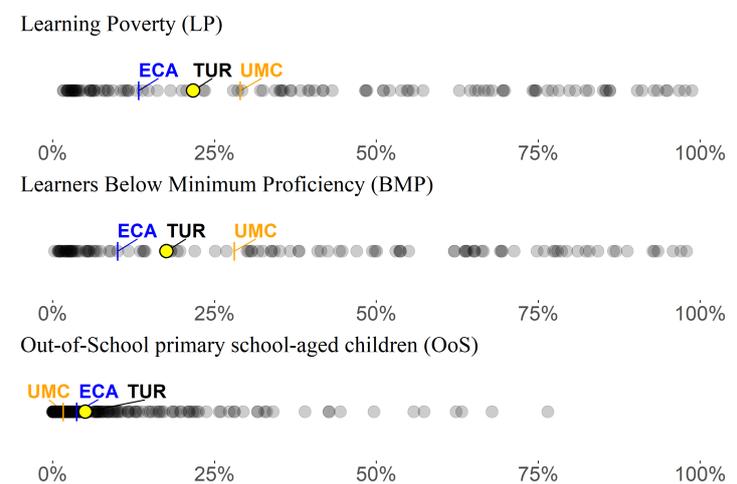
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

### BENCHMARKING TURKEY'S LEARNING POVERTY

Learning Poverty in Turkey is **8.4 percentage points worse than** the average for the Europe and Central Asia region and **7.3 percentage points better than** the average for upper middle income countries.

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES TURKEY'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (4.6%)** than for girls (5.5%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (18.4%) than girls (16.7%) in Turkey.

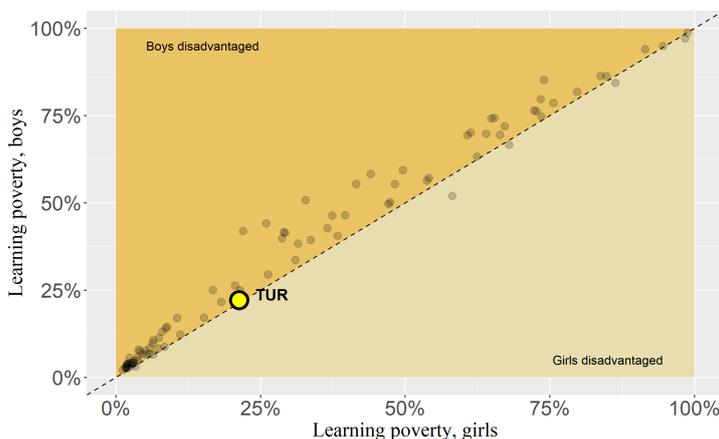
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	22.1	21.3	21.7
Below Minimum Proficiency	18.4	16.7	17.6
Out-of-School	4.6	5.5	5
Human Capital Index	0.6	0.63	0.63
Learning-adjusted Years of Schooling	8.9	8.9	8.9

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

**Figure 2. Gender Gap - Learning Poverty by Sex**



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

### POINT OF CONTACT

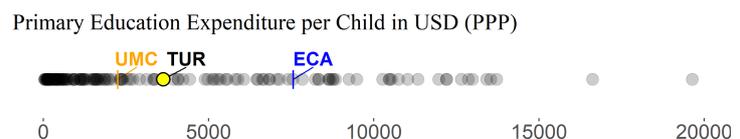
**Turkey:** Joel Reyes

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Turkey is **USD 3,632 (PPP)**, which is **52% below** the average for the Europe and Central Asia region and **61.7% 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 Turkey is from 2015.

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

Turkey 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.

Turkey participated in the following published cross-national learning assessments in recent years: TIMSS (2007, 2011, 2015), PIRLS (2001) and PISA (2006, 2009, 2012, 2015).

Turkey 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 Turkey, 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](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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

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 NORTH MACEDONIA

- **Learning Poverty.** 40 percent of children in North Macedonia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In North Macedonia, 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 North Macedonia indicate that 34 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 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.

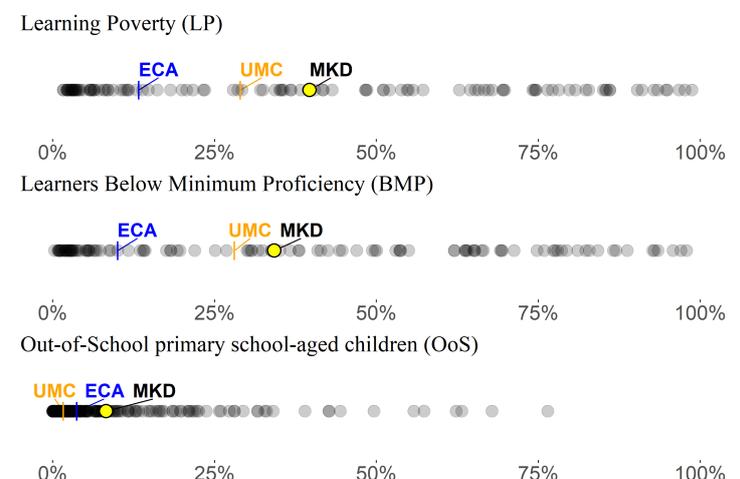
*Notes:* The LP number for North Macedonia is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PIRLS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the [GLAD](#) and [Learning Poverty](#) repositories in GitHub.

### BENCHMARKING NORTH MACEDONIA'S LEARNING POVERTY

Learning Poverty in North Macedonia is **26.4 percentage points worse than** the average for the Europe and Central Asia region and **10.7 percentage points worse than** the average for upper middle income countries.

The latest available Learning Poverty data for North Macedonia 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 North Macedonia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of North Macedonia's region and income group.

### HOW DOES NORTH MACEDONIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (7.5%)** than for girls (9.1%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (38.1%)** than girls (30.2%) in North Macedonia.

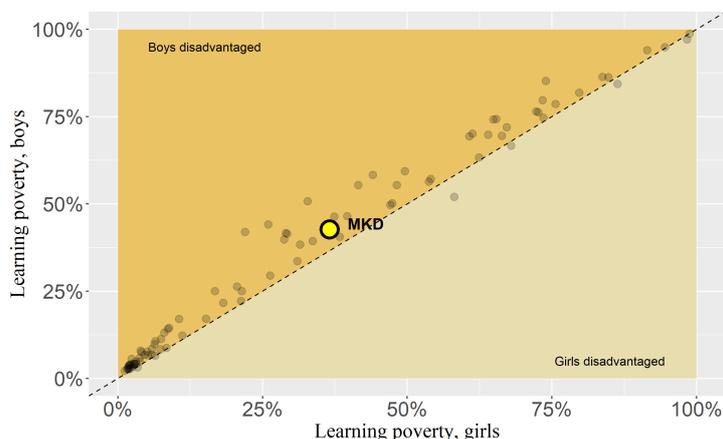
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	42.7	36.5	39.7
Below Minimum Proficiency	38.1	30.2	34.2
Out-of-School	7.5	9.1	8.3
Human Capital Index	0.52	0.55	0.53
Learning-adjusted Years of Schooling	6.7	7	6.8

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

### POINT OF CONTACT

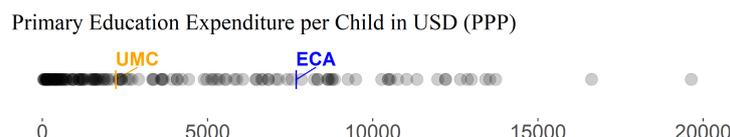
**North Macedonia:** Bojana Naceva

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

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

**Figure 3. Expenditure per child in primary school age**



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

### DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN NORTH MACEDONIA

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

North Macedonia participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2011), PIRLS (2001, 2006) and PISA (2000, 2015).

According to the World Bank's 2012 LeAP diagnostic analysis of North Macedonia's assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 out of 4)** on Cross-National Learning Assessment and **Latent (1 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 North Macedonia, 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](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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 SERBIA

- **Learning Poverty.** 8 percent of children in Serbia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Serbia, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Serbia indicate that 7 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

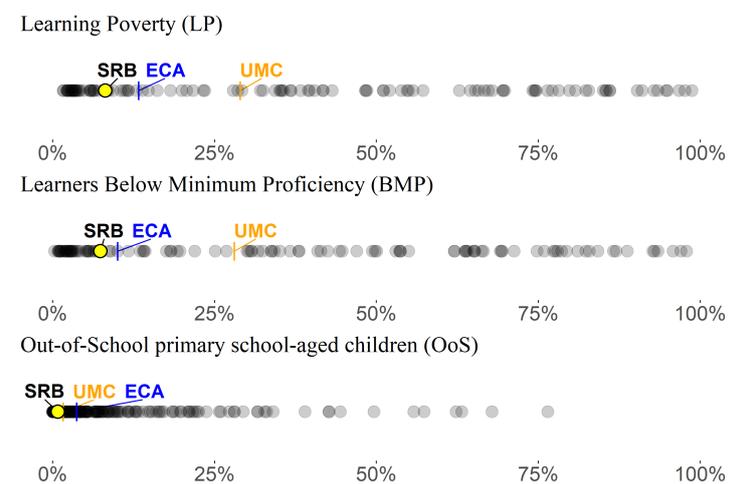
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

### BENCHMARKING SERBIA'S LEARNING POVERTY

Learning Poverty in Serbia is **5.2 percentage points better** than the average for the Europe and Central Asia region and **20.9 percentage points better** than the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES SERBIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (0.9%)** than for girls (0.7%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (9%) than girls (5.7%) in Serbia.

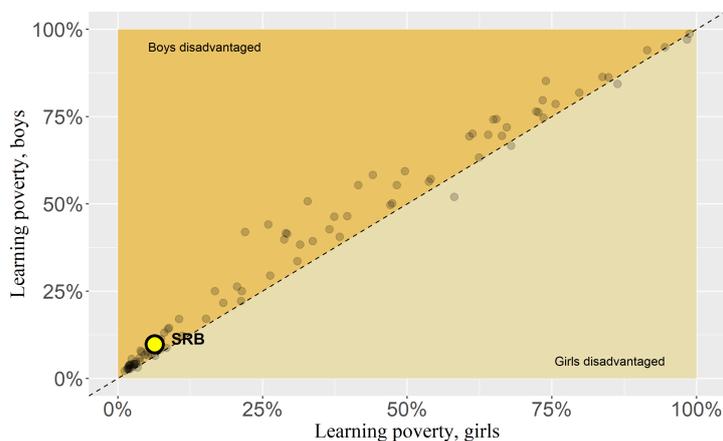
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	9.8	6.3	8.1
Below Minimum Proficiency	9	5.7	7.4
Out-of-School	0.9	0.7	0.8
Human Capital Index	0.74	0.77	0.76
Learning-adjusted Years of Schooling	11.1	11.2	11.2

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

### POINT OF CONTACT

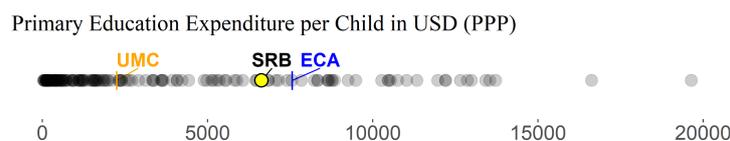
**Serbia:** Bojana Naceva

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Serbia is **USD 6,627 (PPP)**, which is **12.4% below** the average for the Europe and Central Asia region and **195% 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 Serbia is from 2015.

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

Serbia 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.

Serbia participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015) and PISA (2006, 2009, 2012).

According to the World Bank's 2012 LeAP diagnostic analysis of Serbia's assessment system, the country's ratings on large-scale assessment activities were **Established (3 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 Serbia, 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](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PISA: Programme for International Student Assessment.

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### WHY MEASURE LEARNING POVERTY?

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

### WHAT IS LEARNING POVERTY?

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

### HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

### LEARNING POVERTY IN AUSTRIA

- **Learning Poverty.** 2 percent of children in Austria at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Austria, 0 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 Austria indicate that 2 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

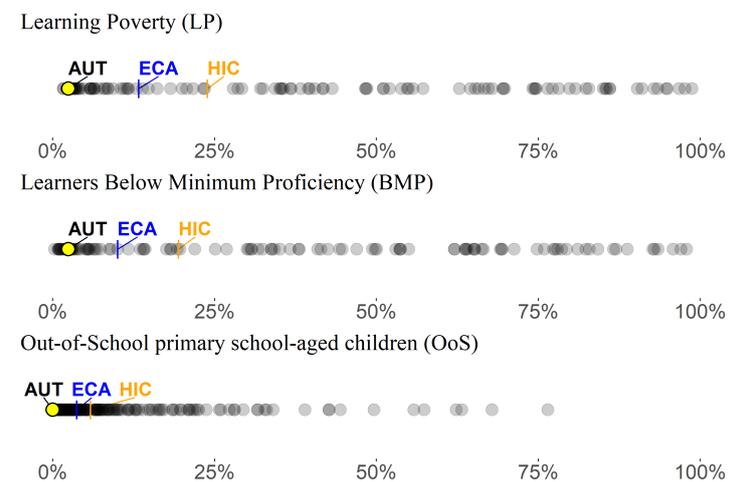
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Austria 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 AUSTRIA'S LEARNING POVERTY

Learning Poverty in Austria is **10.9 percentage points better** than the average for the Europe and Central Asia region and **21.5 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES AUSTRIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0%)** than for girls (0%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (2.9%) than girls (1.9%) in Austria.

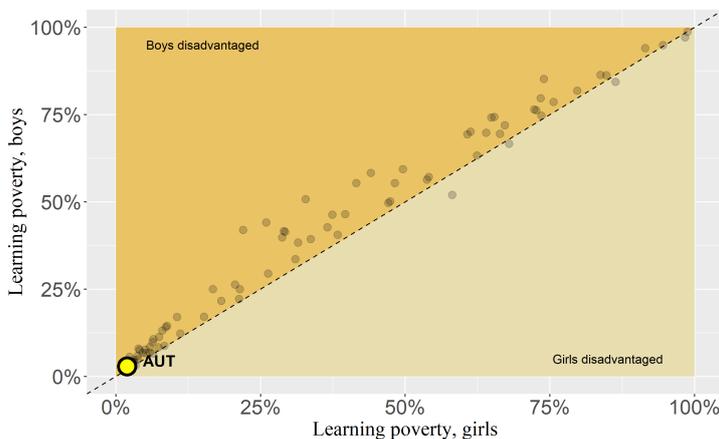
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	2.9	1.9	2.4
Below Minimum Proficiency	2.9	1.9	2.4
Out-of-School	0	0	0
Human Capital Index	0.79	0.8	0.79
Learning-adjusted Years of Schooling	11.7	11.6	11.7

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

### POINT OF CONTACT

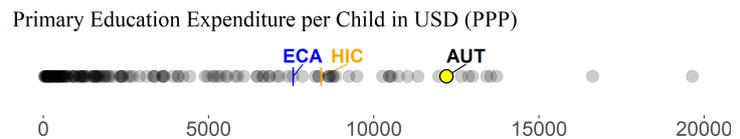
**Austria:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Austria is **USD 12,207 (PPP)**, which is **61.4% above** the average for the Europe and Central Asia region and **45.1% above** the average for high 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 Austria is from 2015.

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

Austria 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.

Austria participated in the following published cross-national learning assessments in recent years: TIMSS (2007, 2011), PIRLS (2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Austria 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 Austria, the gross enrollemnt rates also based on the EMIS data is used as a proxy measure for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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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 BELGIUM

- **Learning Poverty.** 6 percent of children in Belgium at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Belgium, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Belgium indicate that 5 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

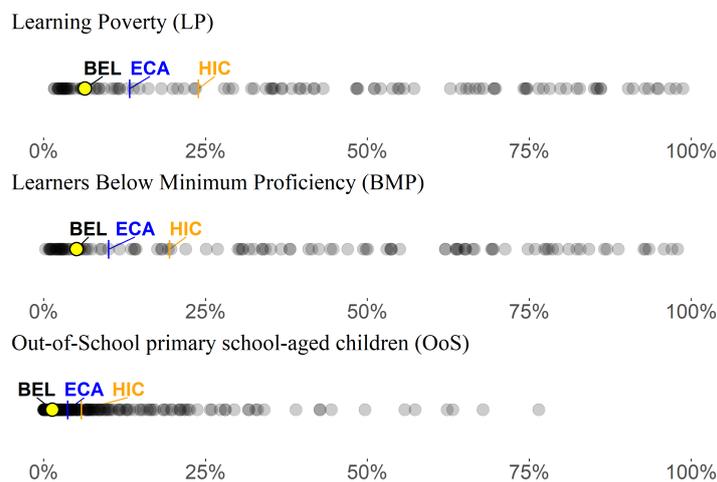
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Belgium 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 BELGIUM'S LEARNING POVERTY

Learning Poverty in Belgium is **6.9 percentage points better than the average for the Europe and Central Asia region** and **17.5 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES BELGIUM'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (1.3%)** than for girls (1.4%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (6.4%) than girls (3.8%) in Belgium.

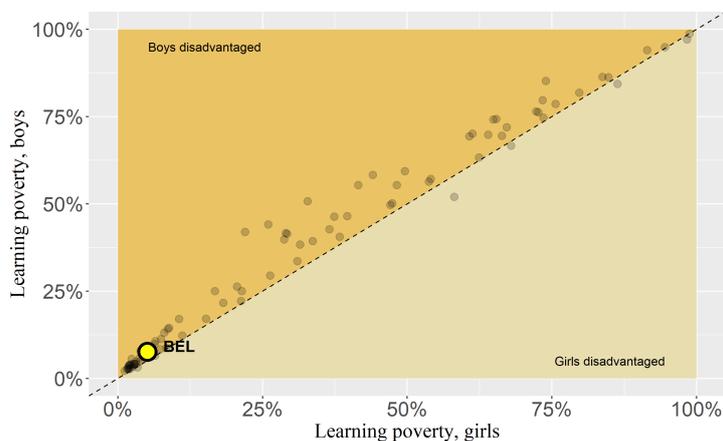
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	7.7	5.1	6.4
Below Minimum Proficiency	6.4	3.8	5.1
Out-of-School	1.3	1.4	1.3
Human Capital Index	0.75	0.77	0.76
Learning-adjusted Years of Schooling	11.2	11.1	11.1

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

### POINT OF CONTACT

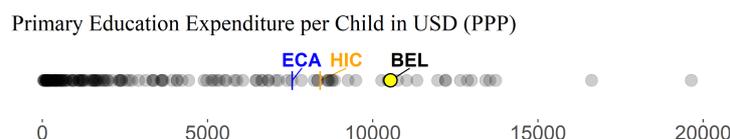
**Belgium:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Belgium is **USD 10,542 (PPP)**, which is **39.4% above** the average for the Europe and Central Asia region and **25.3% above** the average for high 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 Belgium is from 2015.

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

Belgium 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.

Belgium participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2011, 2015), PIRLS (2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Belgium 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 Belgium, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### 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](http://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 CYPRUS

- **Learning Poverty.** 16 percent of children in Cyprus at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Cyprus, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Cyprus indicate that 14 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

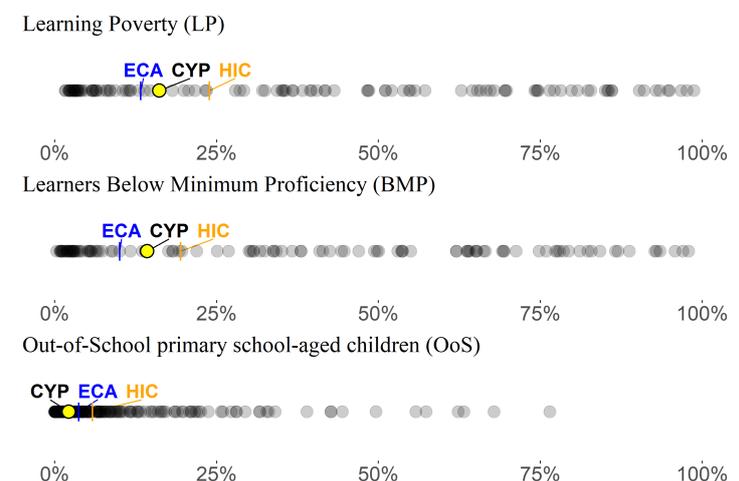
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

### BENCHMARKING CYPRUS'S LEARNING POVERTY

Learning Poverty in Cyprus is **2.9 percentage points worse than** the average for the Europe and Central Asia region and **7.7 percentage points better than** the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES CYPRUS'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (2.5%)** than for girls (1.8%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (14.9%)** than girls (13.6%) in Cyprus.

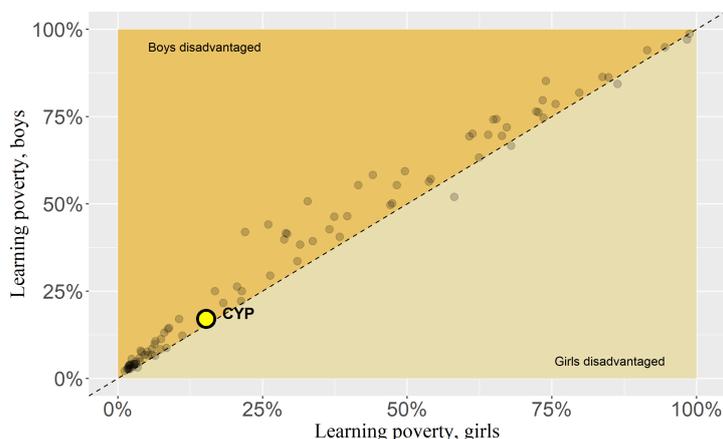
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	17	15.2	16.2
Below Minimum Proficiency	14.9	13.6	14.3
Out-of-School	2.5	1.8	2.2
Human Capital Index	0.74	0.76	0.75
Learning-adjusted Years of Schooling	10.9	10.9	10.9

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

**Figure 2. Gender Gap - Learning Poverty by Sex**



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

### POINT OF CONTACT

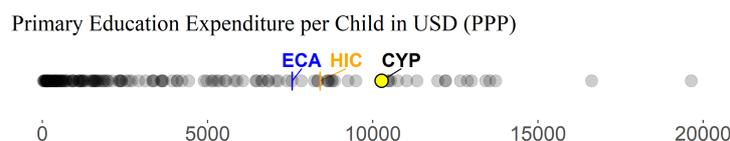
**Cyprus:** Nina Arnhold

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Cyprus is **USD 10,271 (PPP)**, which is **35.8% above** the average for the Europe and Central Asia region and **22.1% above** the average for high 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 Cyprus is from 2015.

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

Cyprus 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.

Cyprus participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2015) and PIRLS (2001).

Cyprus 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 Cyprus, 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](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study.



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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 GERMANY

- **Learning Poverty.** 6 percent of children in Germany at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Germany, 0 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 Germany indicate that 5 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

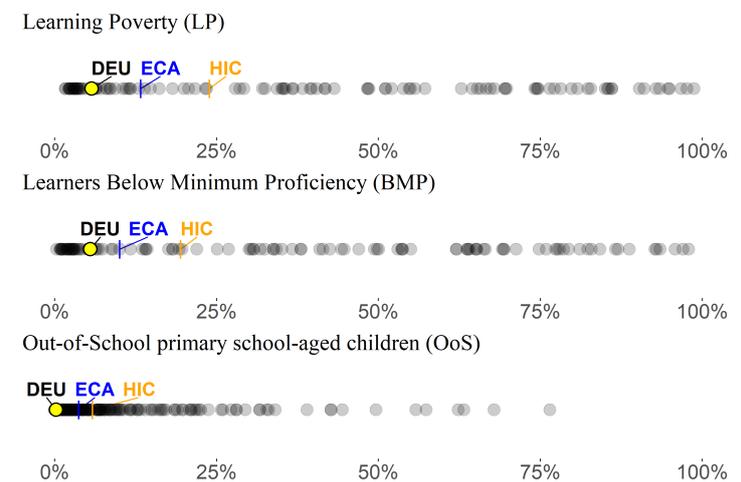
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Germany 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 GERMANY'S LEARNING POVERTY

Learning Poverty in Germany is **7.6 percentage points better than the average for the Europe and Central Asia region** and **18.2 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES GERMANY'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0.2%)** than for girls (0.2%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (6.5%) than girls (4.4%) in Germany.

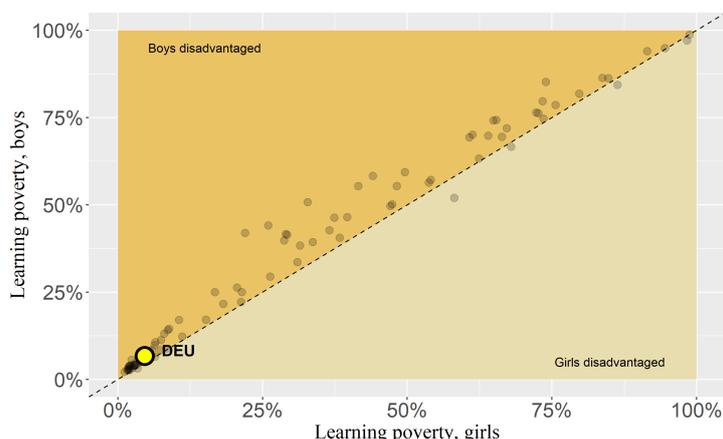
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	6.7	4.6	5.7
Below Minimum Proficiency	6.5	4.4	5.5
Out-of-School	0.2	0.2	0.2
Human Capital Index	0.78	0.8	0.8
Learning-adjusted Years of Schooling	11.7	11.7	11.7

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

### POINT OF CONTACT

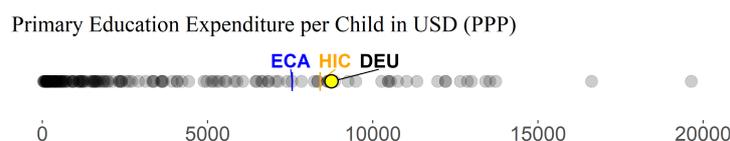
Germany: N/A

Europe and Central Asia: Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Germany is **USD 8,752 (PPP)**, which is **15.7% above** the average for the Europe and Central Asia region and **4.1% above** the average for high 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 Germany is from 2015.

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

Germany 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.

Germany participated in the following published cross-national learning assessments in recent years: TIMSS (2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Germany 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 Germany, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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

### WHAT IS LEARNING POVERTY?

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

### HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

### LEARNING POVERTY IN DENMARK

- **Learning Poverty.** 4 percent of children in Denmark at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Denmark, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Denmark indicate that 3 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

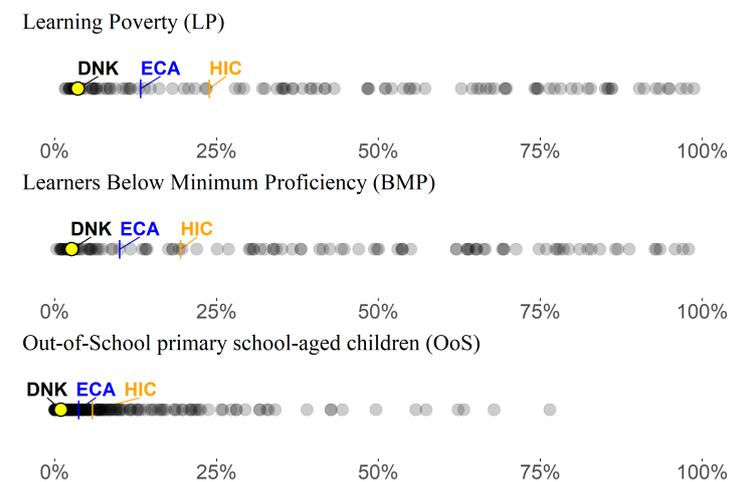
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Denmark 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 DENMARK'S LEARNING POVERTY

Learning Poverty in Denmark is **9.7 percentage points better than the average for the Europe and Central Asia region** and **20.3 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES DENMARK'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (1.3%)** than for girls (0.6%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (2.9%)** than girls (2.4%) in Denmark.

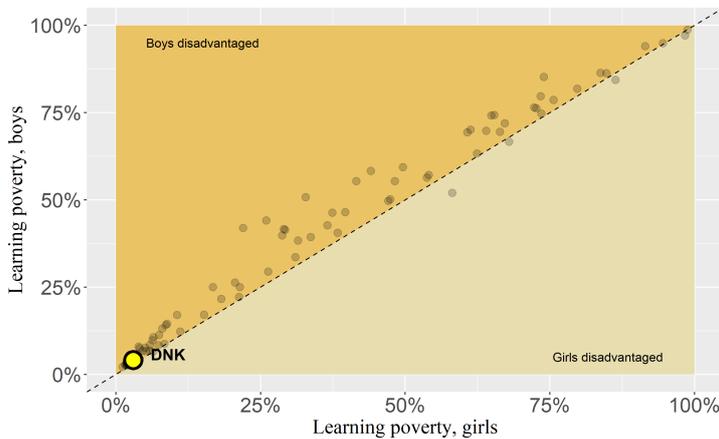
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	4.1	3	3.6
Below Minimum Proficiency	2.9	2.4	2.6
Out-of-School	1.3	0.6	1
Human Capital Index	0.76	0.79	0.77
Learning-adjusted Years of Schooling	11.3	11.5	11.4

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

### POINT OF CONTACT

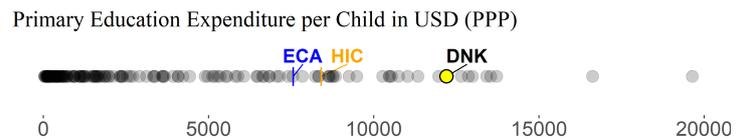
**Denmark:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Denmark is **USD 12,201 (PPP)**, which is **61.3% above** the average for the Europe and Central Asia region and **45.1% above** the average for high 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 Denmark is from 2014.

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

Denmark 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.

Denmark participated in the following published cross-national learning assessments in recent years: TIMSS (2007, 2011, 2015), PIRLS (2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Denmark 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 Denmark, the preferred definition based on the EMIS data is for 2016.

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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 SPAIN

- **Learning Poverty.** 5 percent of children in Spain at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Spain, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Spain indicate that 3 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

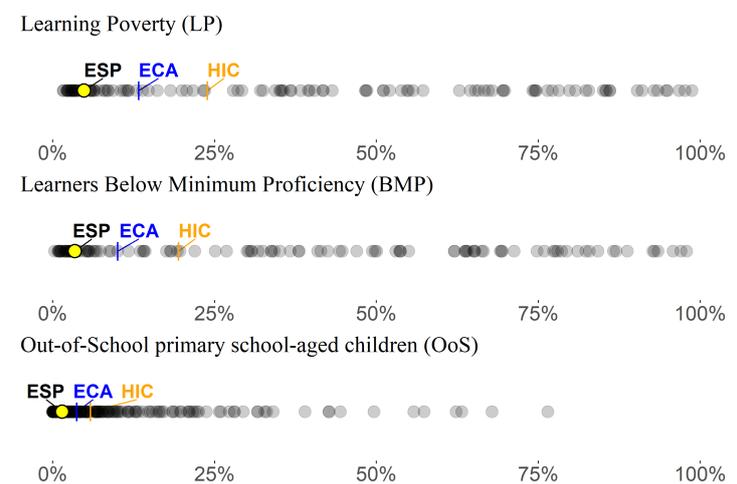
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Spain 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 SPAIN'S LEARNING POVERTY

Learning Poverty in Spain is **8.4 percentage points better** than the average for the Europe and Central Asia region and **19 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES SPAIN'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (1.5%)** than for girls (1.4%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (4.4%) than girls (2.4%) in Spain.

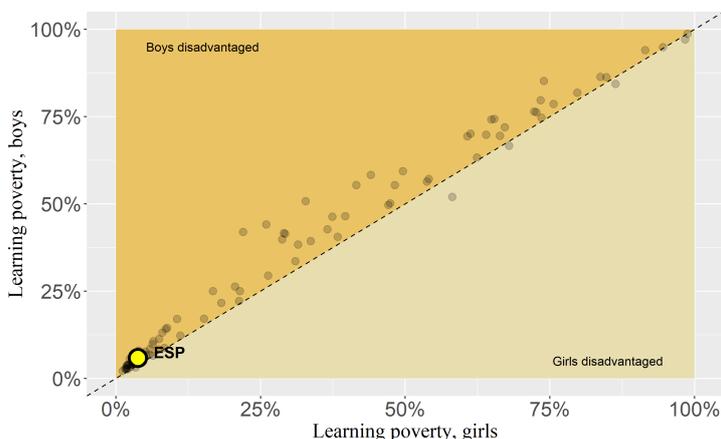
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	5.9	3.8	4.9
Below Minimum Proficiency	4.4	2.4	3.4
Out-of-School	1.5	1.4	1.5
Human Capital Index	0.73	0.76	0.74
Learning-adjusted Years of Schooling	10.7	10.9	10.8

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

### POINT OF CONTACT

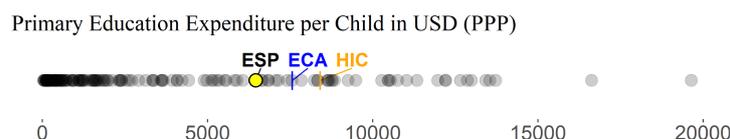
**Spain:** Nina Arnhold

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Spain is **USD 6,459 (PPP)**, which is **14.6% below** the average for the Europe and Central Asia region and **23.2% below** the average for high 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 Spain is from 2015.

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

Spain 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.

Spain participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2011, 2015), PIRLS (2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Spain 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 Spain, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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

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 FINLAND

- **Learning Poverty.** 3 percent of children in Finland at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Finland, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Finland indicate that 2 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

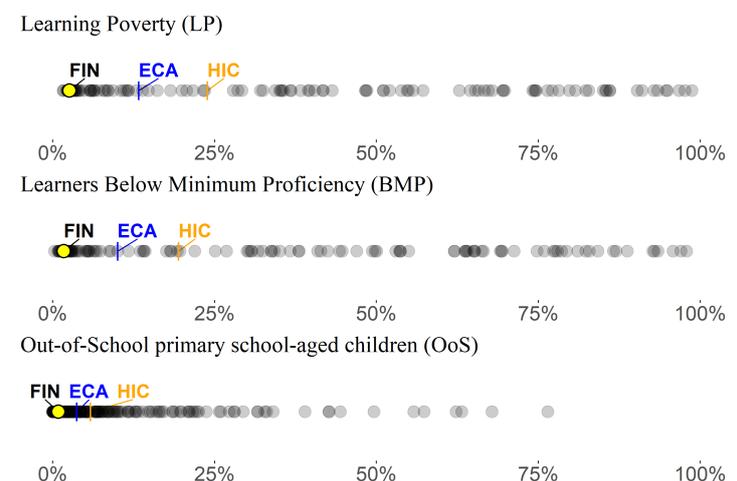
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Finland 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 FINLAND'S LEARNING POVERTY

Learning Poverty in Finland is **10.7 percentage points better than the average for the Europe and Central Asia region** and **21.3 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES FINLAND'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys** (1%) than for girls (0.8%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (2.3%) than girls (1.1%) in Finland.

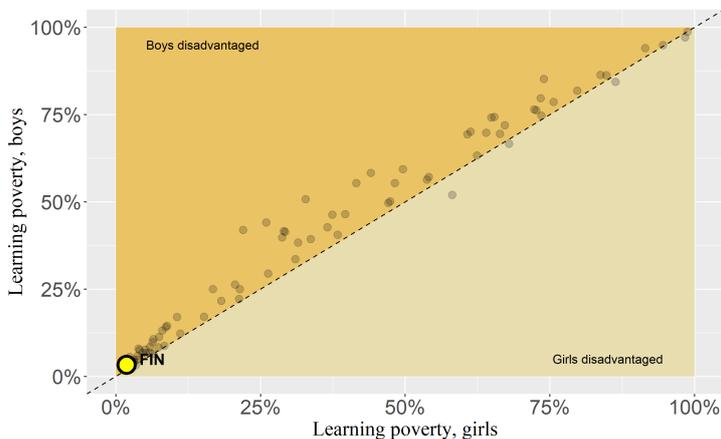
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	3.3	1.8	2.6
Below Minimum Proficiency	2.3	1.1	1.7
Out-of-School	1	0.8	0.9
Human Capital Index	0.78	0.85	0.81
Learning-adjusted Years of Schooling	11.8	12.3	12.1

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

### POINT OF CONTACT

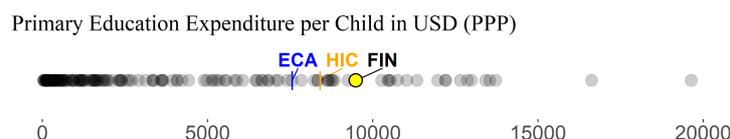
**Finland:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Finland is **USD 9,485 (PPP)**, which is **25.4% above** the average for the Europe and Central Asia region and **12.8% above** the average for high 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 Finland is from 2015.

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

Finland 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.

Finland participated in the following published cross-national learning assessments in recent years: TIMSS (2011, 2015), PIRLS (2011, 2016) and PISA (2000, 2006, 2009, 2012, 2015).

Finland 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 Finland, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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

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### WHY MEASURE LEARNING POVERTY?

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

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

### WHAT IS LEARNING POVERTY?

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

### HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

### LEARNING POVERTY IN FRANCE

- **Learning Poverty.** 7 percent of children in France at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In France, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in France indicate that 6 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

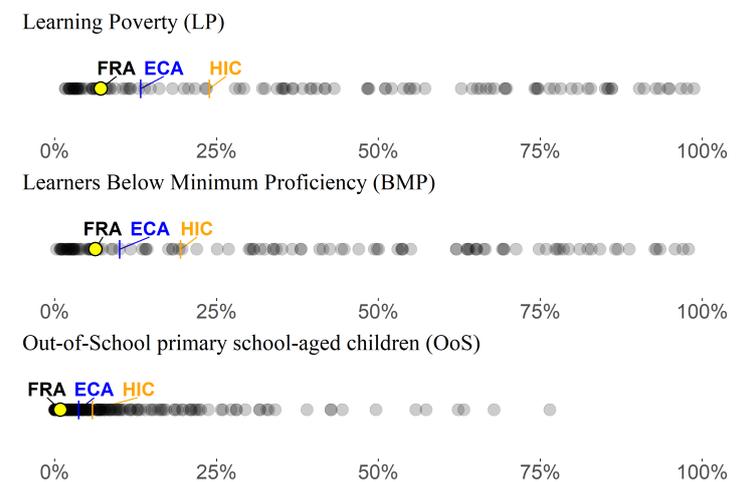
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for France 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 FRANCE'S LEARNING POVERTY

Learning Poverty in France is **6.2 percentage points better** than the average for the Europe and Central Asia region and **16.8 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES FRANCE'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (1.2%)** than for girls (0.6%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (7.3%) than girls (5.3%) in France.

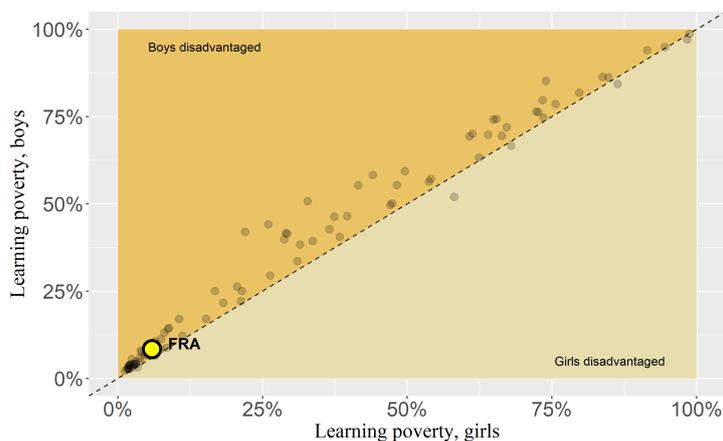
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	8.4	5.9	7.1
Below Minimum Proficiency	7.3	5.3	6.3
Out-of-School	1.2	0.6	0.9
Human Capital Index	NA	NA	0.76
Learning-adjusted Years of Schooling	NA	NA	11.3

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

### POINT OF CONTACT

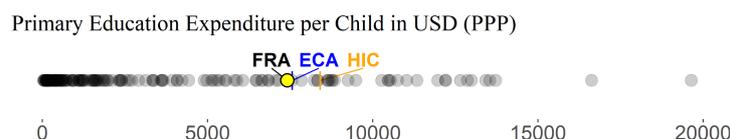
France: N/A

Europe and Central Asia: Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in France is **USD 7,412 (PPP)**, which is **2% below** the average for the Europe and Central Asia region and **11.9% below** the average for high 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 France is from 2015.

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

France 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.

France participated in the following published cross-national learning assessments in recent years: TIMSS (2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

France 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 France, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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 UNITED KINGDOM

- **Learning Poverty.** 3 percent of children in United Kingdom at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In United Kingdom, 0 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 United Kingdom indicate that 3 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

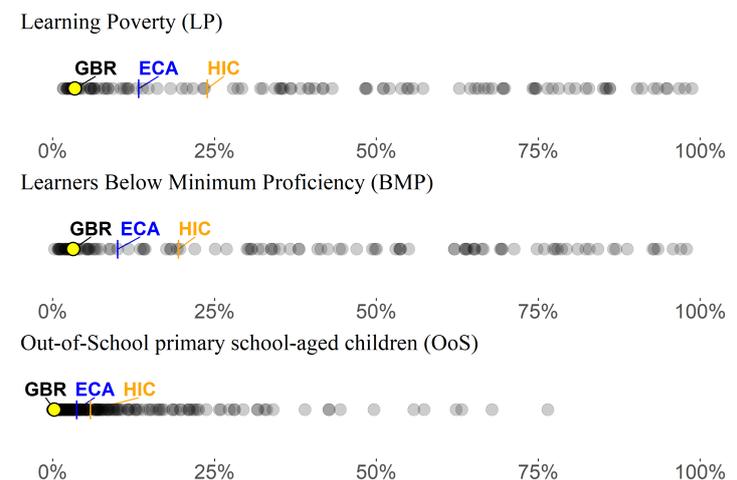
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for United Kingdom 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 UNITED KINGDOM'S LEARNING POVERTY

Learning Poverty in United Kingdom is **9.9 percentage points better** than the average for the Europe and Central Asia region and **20.5 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES UNITED KINGDOM'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0.2%)** than for girls (0.3%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (3.8%) than girls (2.5%) in United Kingdom.

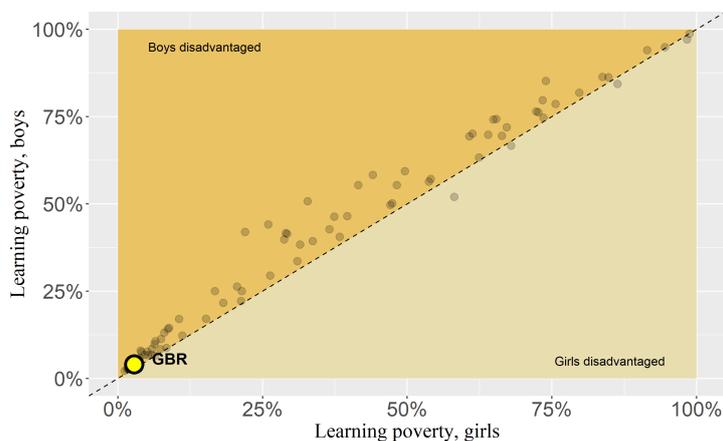
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	4	2.8	3.4
Below Minimum Proficiency	3.8	2.5	3.2
Out-of-School	0.2	0.3	0.2
Human Capital Index	0.77	0.79	0.78
Learning-adjusted Years of Schooling	11.5	11.5	11.5

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

### POINT OF CONTACT

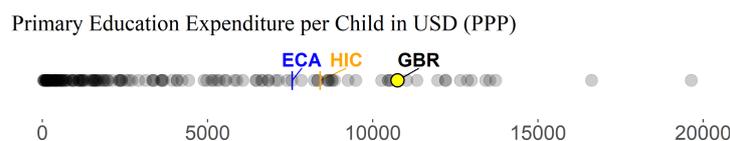
**United Kingdom:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in United Kingdom is **USD 10,754 (PPP)**, which is **42.2% above** the average for the Europe and Central Asia region and **27.9% above** the average for high 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 United Kingdom is from 2016.

### DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN UNITED KINGDOM

United Kingdom 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.

United Kingdom participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

United Kingdom 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 United Kingdom, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### 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 GREECE

- **Learning Poverty.** 11 percent of children in Greece at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Greece, 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 Greece indicate that 5 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2001.

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.

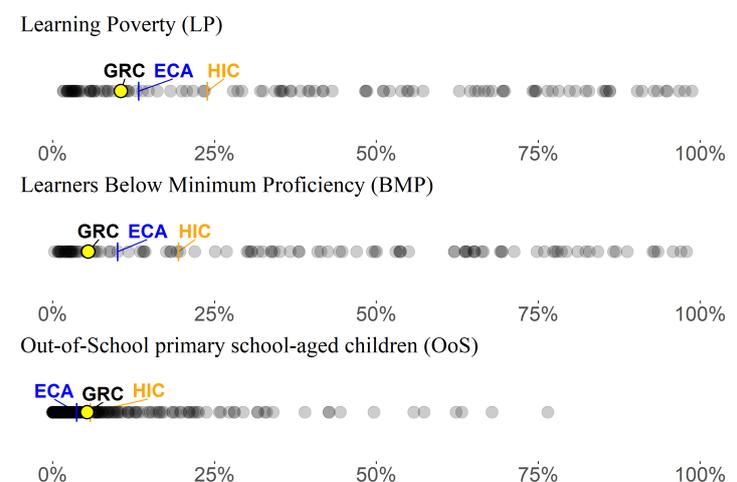
*Notes:* The LP number for Greece is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PIRLS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the [GLAD](#) and [Learning Poverty](#) repositories in GitHub.

### BENCHMARKING GREECE'S LEARNING POVERTY

Learning Poverty in Greece is **2.7 percentage points better than** the average for the Europe and Central Asia region and **13.3 percentage points better than** the average for high income countries.

The latest available Learning Poverty data for Greece is produced using assessment data from 2001. 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 Greece; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Greece's region and income group.

### HOW DOES GREECE'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (5.5%)** than for girls (5.2%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (8%)** than girls (3%) in Greece.

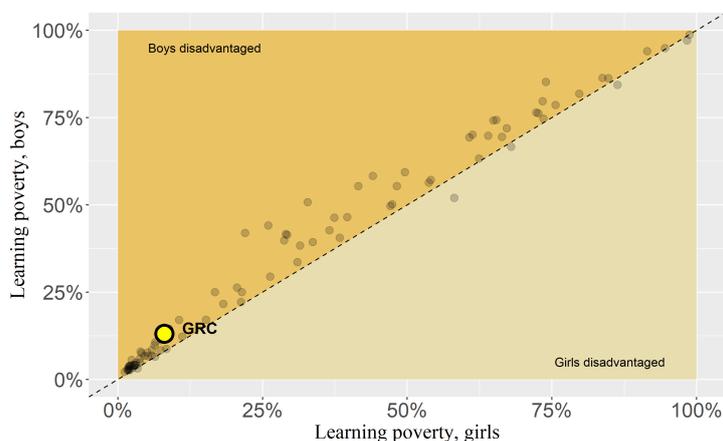
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	13	8	10.6
Below Minimum Proficiency	8	3	5.5
Out-of-School	5.5	5.2	5.4
Human Capital Index	0.66	0.69	0.68
Learning-adjusted Years of Schooling	9.5	9.8	9.8

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

### POINT OF CONTACT

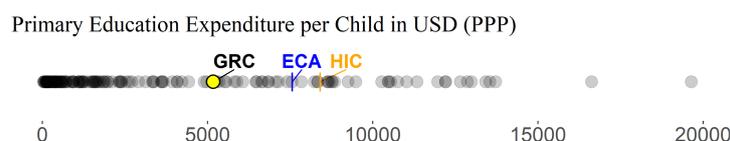
**Greece:** Katia Herrera

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Greece is **USD 5,173 (PPP)**, which is **31.6% below** the average for the Europe and Central Asia region and **38.5% below** the average for high 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 Greece is from 2015.

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

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

Greece participated in the following published cross-national learning assessments in recent years: PIRLS (2001) and PISA (2000, 2006, 2009, 2012, 2015).

Greece 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 Greece, the preferred definition based on the EMIS data is for 2001.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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 IRELAND

- **Learning Poverty.** 2 percent of children in Ireland at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Ireland, 0 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 Ireland indicate that 2 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

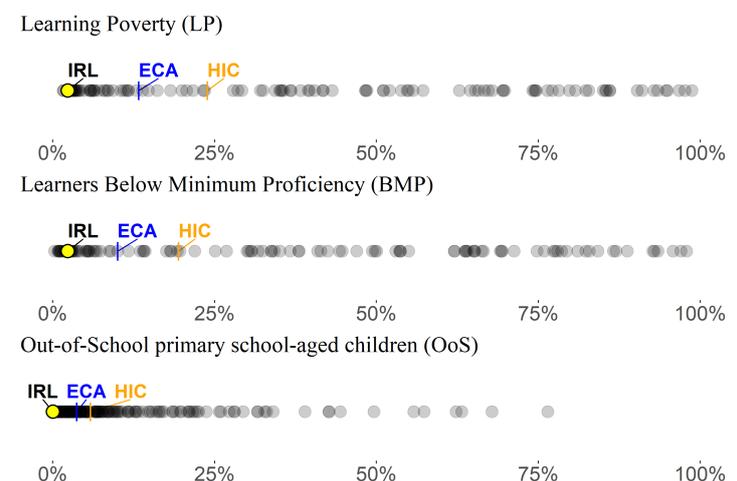
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Ireland 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 IRELAND'S LEARNING POVERTY

Learning Poverty in Ireland is **10.9 percentage points better than the average for the Europe and Central Asia region** and **21.5 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES IRELAND'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0%)** than for girls (0%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (2.6%) than girls (2%) in Ireland.

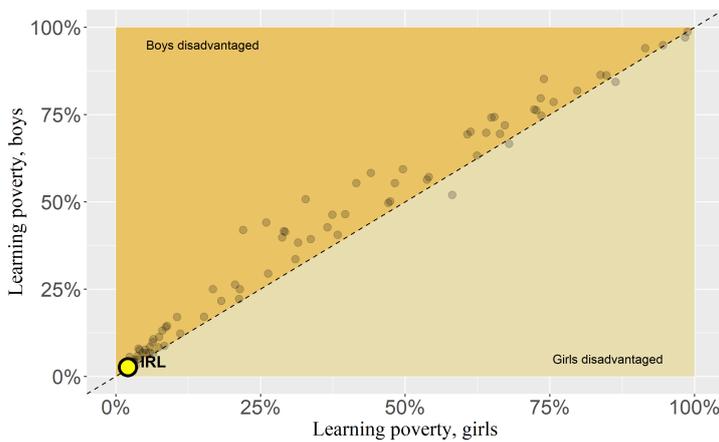
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	2.6	2.1	2.3
Below Minimum Proficiency	2.6	2	2.3
Out-of-School	0	0	0
Human Capital Index	NA	NA	0.81
Learning-adjusted Years of Schooling	NA	NA	11.8

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

### POINT OF CONTACT

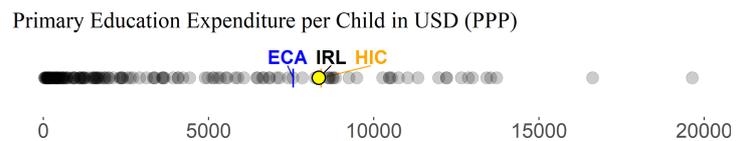
**Ireland:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Ireland is **USD 8,334 (PPP)**, which is **10.2% above** the average for the Europe and Central Asia region and **0.9% below** the average for high 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 Ireland is from 2015.

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

Ireland 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.

Ireland participated in the following published cross-national learning assessments in recent years: TIMSS (2011, 2015), PIRLS (2011, 2016) and PISA (2000, 2006, 2009, 2012, 2015).

Ireland 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 Ireland, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### WHY MEASURE LEARNING POVERTY?

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

### WHAT IS LEARNING POVERTY?

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

### HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

### LEARNING POVERTY IN ICELAND

- **Learning Poverty.** 9 percent of children in Iceland at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Iceland, 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 Iceland indicate that 7 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 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.

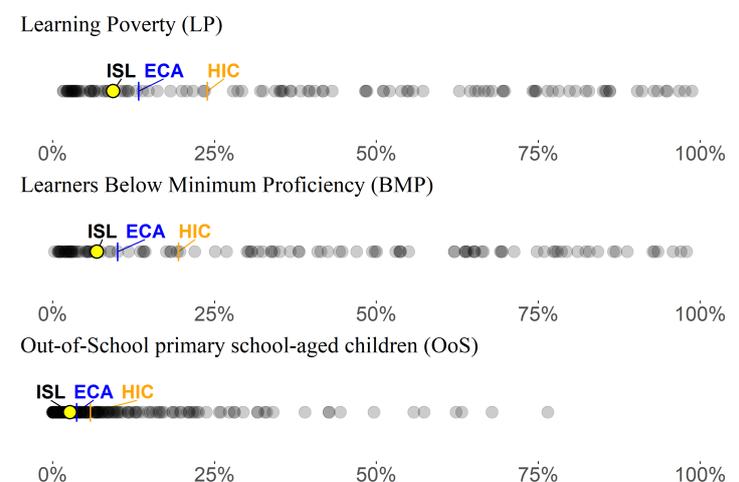
*Notes:* The LP number for Iceland is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PIRLS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the [GLAD](#) and [Learning Poverty](#) repositories in GitHub.

### BENCHMARKING ICELAND'S LEARNING POVERTY

Learning Poverty in Iceland is **4 percentage points better than** the average for the Europe and Central Asia region and **14.6 percentage points better than** the average for high income countries.

The latest available Learning Poverty data for Iceland 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 Iceland; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Iceland's region and income group.

### HOW DOES ICELAND'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (2.3%)** than for girls (3.1%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (9.2%)** than girls (4.5%) in Iceland.

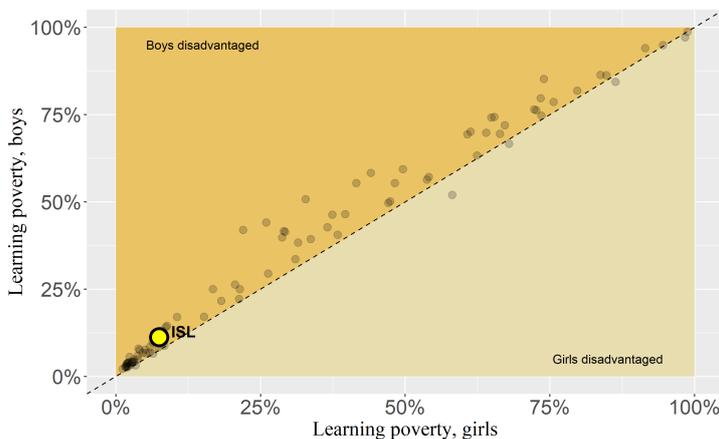
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	11.2	7.4	9.3
Below Minimum Proficiency	9.2	4.5	6.8
Out-of-School	2.3	3.1	2.7
Human Capital Index	0.72	0.76	0.74
Learning-adjusted Years of Schooling	10.4	10.9	10.7

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

### POINT OF CONTACT

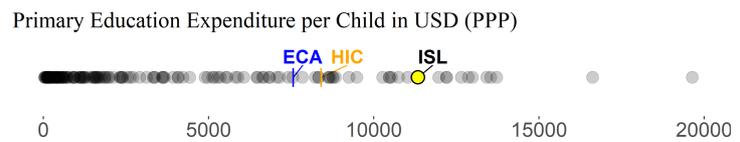
Iceland: N/A

Europe and Central Asia: Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Iceland is **USD 11,334 (PPP)**, which is **49.9% above** the average for the Europe and Central Asia region and **34.8% above** the average for high income countries.

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

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### LEARNING POVERTY IN ITALY

- **Learning Poverty.** 3 percent of children in Italy at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Italy, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Italy indicate that 2 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

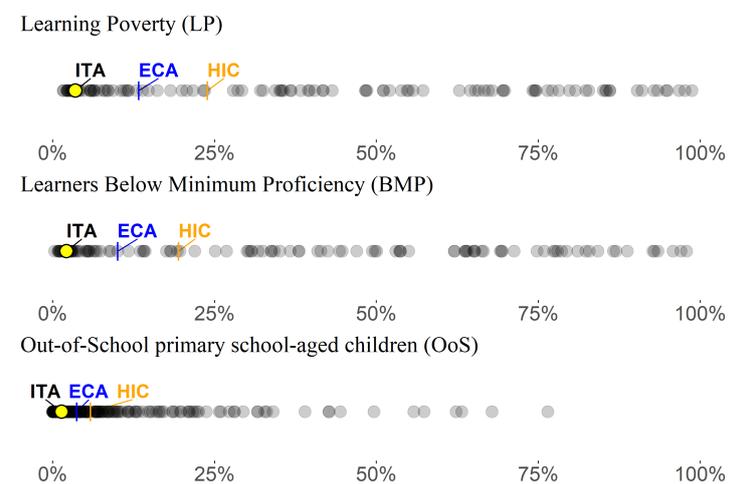
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Italy 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 ITALY'S LEARNING POVERTY

Learning Poverty in Italy is **9.8 percentage points better** than the average for the Europe and Central Asia region and **20.4 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES ITALY'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (1.2%)** than for girls (1.5%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (3%) than girls (1.3%) in Italy.

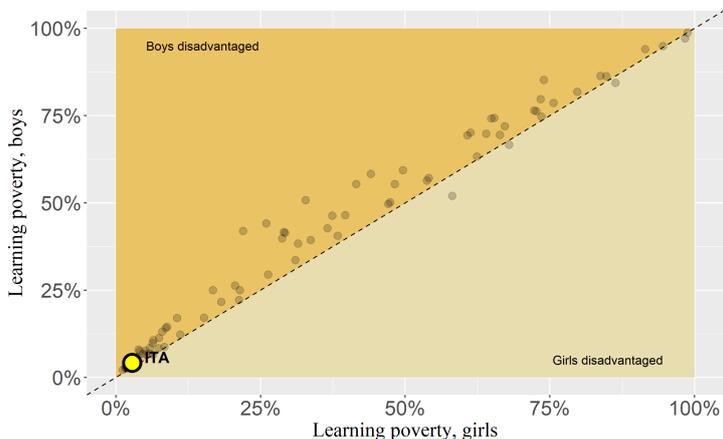
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	4.2	2.8	3.5
Below Minimum Proficiency	3	1.3	2.1
Out-of-School	1.2	1.5	1.4
Human Capital Index	0.76	0.77	0.77
Learning-adjusted Years of Schooling	11.2	11.1	11.2

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

### POINT OF CONTACT

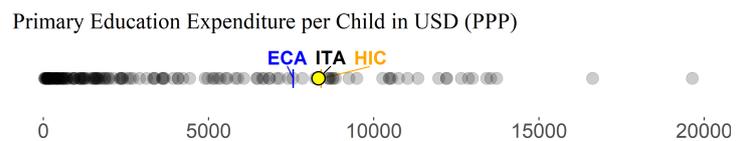
Italy: N/A

Europe and Central Asia: Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Italy is **USD 8,328 (PPP)**, which is **10.1% above** the average for the Europe and Central Asia region and **1% below** the average for high 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 Italy is from 2015.

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

Italy 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.

Italy participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Italy 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 Italy, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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### 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](http://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 LUXEMBOURG

- **Learning Poverty.** 3 percent of children in Luxembourg at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Luxembourg, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Luxembourg indicate that 1 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.

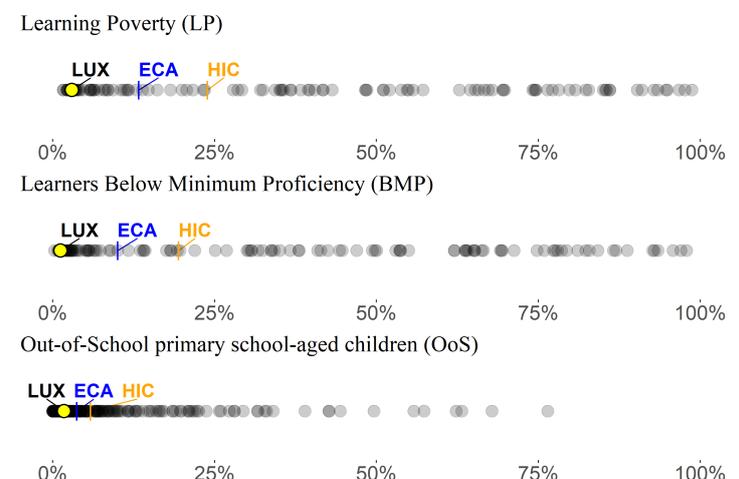
*Notes:* The LP number for Luxembourg is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PIRLS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the [GLAD](#) and [Learning Poverty](#) repositories in GitHub.

### BENCHMARKING LUXEMBOURG'S LEARNING POVERTY

Learning Poverty in Luxembourg is **10.3 percentage points better than** the average for the Europe and Central Asia region and **20.9 percentage points better than** the average for high income countries.

The latest available Learning Poverty data for Luxembourg 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 Luxembourg; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Luxembourg's region and income group.

### HOW DOES LUXEMBOURG'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (2.3%)** than for girls (1.2%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (1.6%) than girls (0.9%) in Luxembourg.

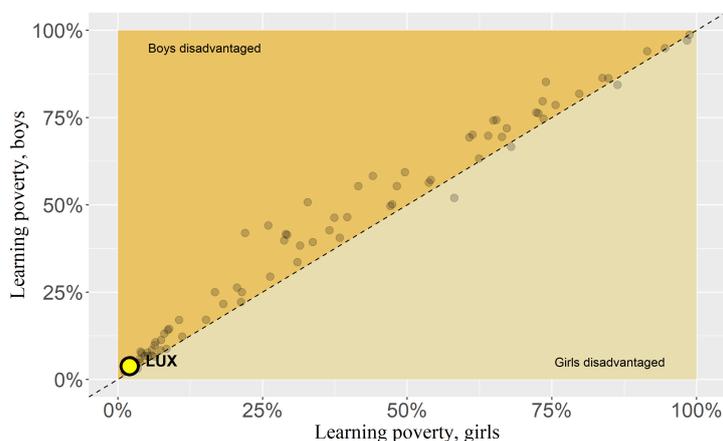
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	3.8	2	3
Below Minimum Proficiency	1.6	0.9	1.2
Out-of-School	2.3	1.2	1.7
Human Capital Index	0.68	0.71	0.69
Learning-adjusted Years of Schooling	9.8	10.1	9.9

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

**Figure 2. Gender Gap - Learning Poverty by Sex**



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

### POINT OF CONTACT

**Luxembourg:** N/A

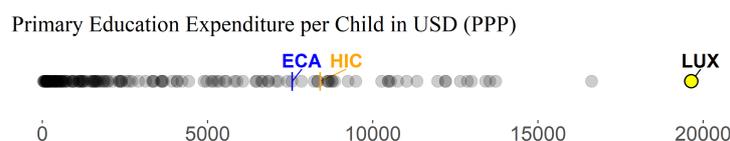
**Europe and Central Asia:** Syedah Aroob Iqbal

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### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Luxembourg is **USD 19,639 (PPP)**, which is **159.7% above** the average for the Europe and Central Asia region and **133.5% above** the average for high 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 Luxembourg is from 2015.

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

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

Luxembourg participated in the following published cross-national learning assessments in recent years: PIRLS (2006) and PISA (2000, 2006, 2009, 2012, 2015).

Luxembourg 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 Luxembourg, 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](mailto:LeAP-team@worldbank.org)). PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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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 NETHERLANDS

- **Learning Poverty.** 2 percent of children in Netherlands at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Netherlands, 0 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 Netherlands indicate that 1 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

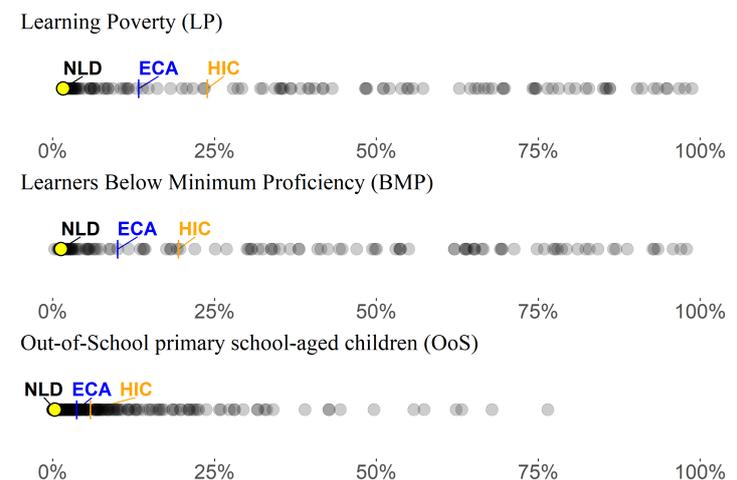
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Netherlands 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 NETHERLANDS'S LEARNING POVERTY

Learning Poverty in Netherlands is **11.6 percentage points better** than the average for the Europe and Central Asia region and **22.2 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

### HOW DOES NETHERLANDS'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0.1%)** than for girls (0.6%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (2%) than girls (0.6%) in Netherlands.

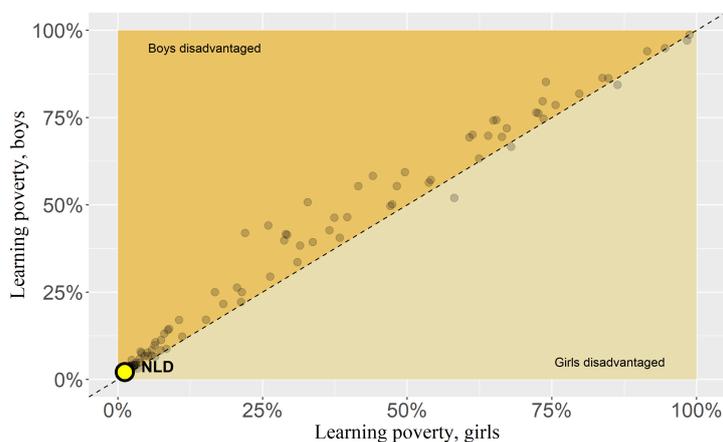
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	2.1	1.2	1.6
Below Minimum Proficiency	2	0.6	1.3
Out-of-School	0.1	0.6	0.3
Human Capital Index	0.79	0.81	0.8
Learning-adjusted Years of Schooling	11.6	11.8	11.7

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

### POINT OF CONTACT

**Netherlands:** N/A

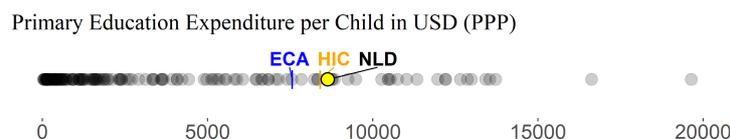
**Europe and Central Asia:** Syedah Aroob Iqbal

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### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Netherlands is **USD 8,637 (PPP)**, which is **14.2% above** the average for the Europe and Central Asia region and **2.7% above** the average for high 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 Netherlands is from 2015.

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

Netherlands 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.

Netherlands participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Netherlands 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 Netherlands, 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](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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 NORWAY

- **Learning Poverty.** 6 percent of children in Norway at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Norway, 0 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 Norway indicate that 6 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

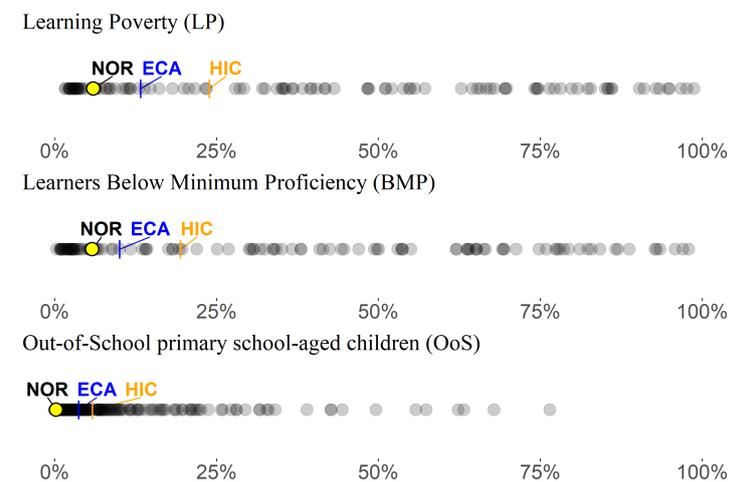
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Norway 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 NORWAY'S LEARNING POVERTY

Learning Poverty in Norway is **7.3 percentage points better than the average for the Europe and Central Asia region** and **17.9 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES NORWAY'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0.1%)** than for girls (0.3%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (7.9%) than girls (3.6%) in Norway.

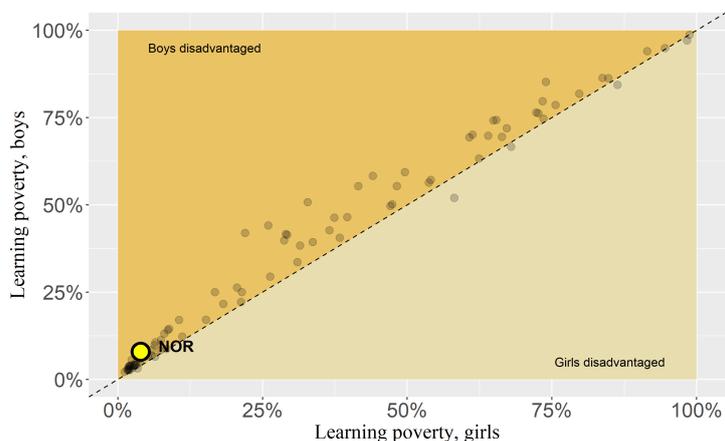
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	8	3.9	6
Below Minimum Proficiency	7.9	3.6	5.8
Out-of-School	0.1	0.3	0.2
Human Capital Index	0.76	0.79	0.77
Learning-adjusted Years of Schooling	11.1	11.4	11.2

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

### POINT OF CONTACT

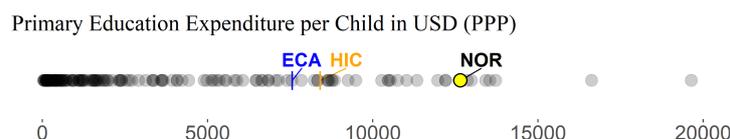
Norway: N/A

Europe and Central Asia: Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Norway is **USD 12,648 (PPP)**, which is **67.3% above** the average for the Europe and Central Asia region and **50.4% above** the average for high 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 Norway is from 2015.

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

Norway 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.

Norway participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Norway 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 Norway, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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### 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 PORTUGAL

- **Learning Poverty.** 6 percent of children in Portugal at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Portugal, 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 Portugal indicate that 3 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

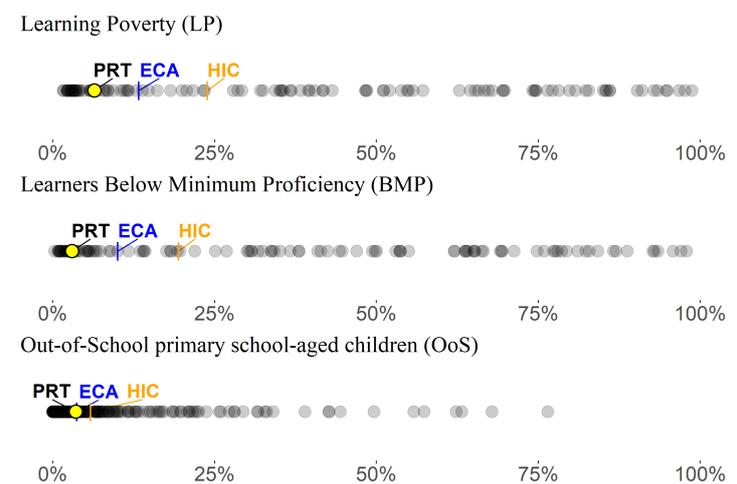
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Portugal 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 PORTUGAL'S LEARNING POVERTY

Learning Poverty in Portugal is **6.8 percentage points better than the average for the Europe and Central Asia region** and **17.4 percentage points better than the average for high income countries.**

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES PORTUGAL'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (3.3%)** than for girls (3.8%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (3.2%) than girls (2.7%) in Portugal.

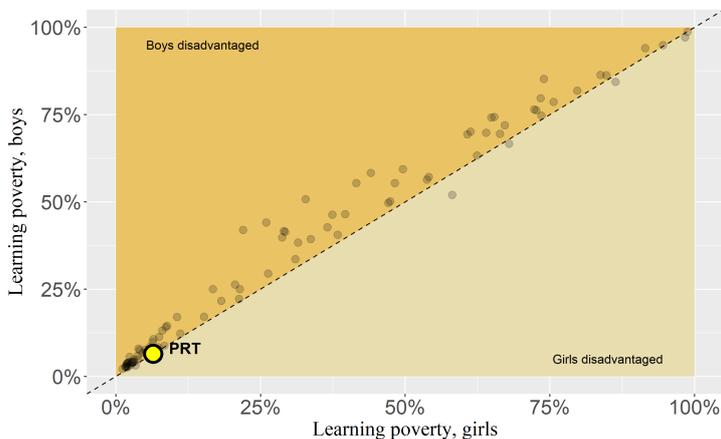
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	6.5	6.4	6.5
Below Minimum Proficiency	3.2	2.7	3
Out-of-School	3.3	3.8	3.6
Human Capital Index	0.77	0.79	0.78
Learning-adjusted Years of Schooling	11.6	11.4	11.5

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

### POINT OF CONTACT

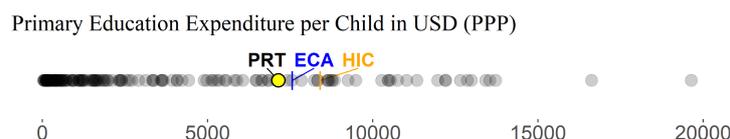
**Portugal:** N/A

**Europe and Central Asia:** Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Portugal is **USD 7,142 (PPP)**, which is **5.6% below** the average for the Europe and Central Asia region and **15.1% below** the average for high 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 Portugal is from 2015.

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

Portugal 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.

Portugal participated in the following published cross-national learning assessments in recent years: TIMSS (2011, 2015), PIRLS (2011, 2016) and PISA (2000, 2006, 2009, 2012, 2015).

Portugal 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 Portugal, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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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.

### 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](http://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 SWEDEN

- **Learning Poverty.** 2 percent of children in Sweden at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Sweden, 0 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 Sweden indicate that 2 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

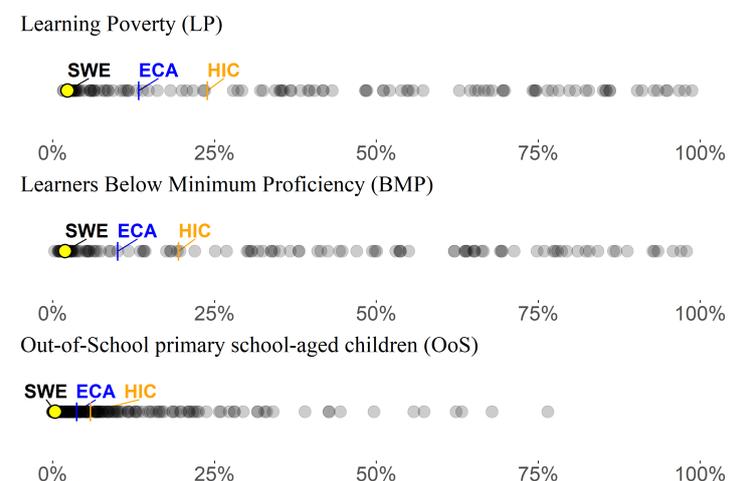
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

*Notes:* The LP number for Sweden 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 SWEDEN'S LEARNING POVERTY

Learning Poverty in Sweden is **11 percentage points better** than the average for the Europe and Central Asia region and **21.6 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



*Source:* UIS and World Bank as of October 2019.

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

### HOW DOES SWEDEN'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (0.3%) than for girls (0.5%).**

And second **boys are less likely to achieve minimum proficiency at the end of primary school (2.6%) than girls (1.3%) in Sweden.**

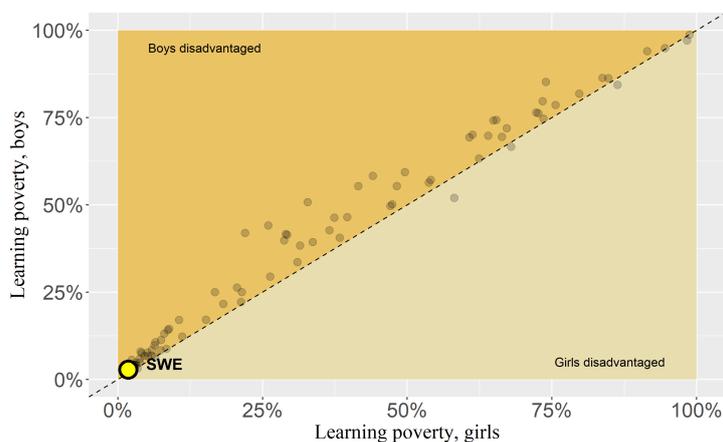
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

**Table 1. Sex Disaggregation**

Indicators and Components	Boys	Girls	All
Learning Poverty	2.8	1.8	2.3
Below Minimum Proficiency	2.6	1.3	1.9
Out-of-School	0.3	0.5	0.4
Human Capital Index	0.79	0.82	0.8
Learning-adjusted Years of Schooling	11.6	11.8	11.7

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

### POINT OF CONTACT

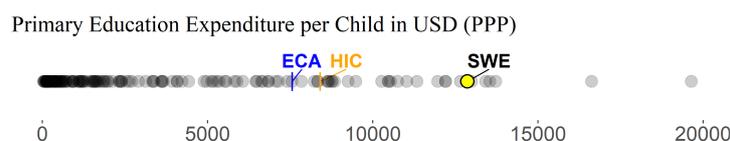
Sweden: N/A

Europe and Central Asia: Syedah Aroob Iqbal

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Sweden is **USD 12,864 (PPP)**, which is **70.1% above** the average for the Europe and Central Asia region and **53% above** the average for high 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 Sweden is from 2015.

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

Sweden 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.

Sweden participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015), PIRLS (2001, 2011, 2016, 2006) and PISA (2000, 2006, 2009, 2012, 2015).

Sweden 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 Sweden, the preferred definition based on the EMIS data is for 2016.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)). TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.



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