AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

In low- and middle-income countries, the learning crisis means that deficits in education outcomes are a major contributor to human capital deficits. Shortcomings in both the quantity of schooling and especially its quality explain a large part of the distance to the frontier. Addressing these shortcomings will require a multisectoral approach.

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN MEXICO

- **Learning Poverty.** 43 percent of children in Mexico at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Mexico, 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 Mexico indicate that 42 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING MEXICO’S LEARNING POVERTY

Learning Poverty in Mexico is 7.6 percentage points better than the average for the Latin America and Caribbean region and 14.2 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 Mexico; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Mexico’s region and income group.
HOW DOES MEXICO’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (2.2%) than for girls (0.1%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (45.2%) than girls (39.6%) in Mexico.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>46.4</td>
<td>39.7</td>
<td>43.2</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>45.2</td>
<td>39.6</td>
<td>42.5</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>2.2</td>
<td>0.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.6</td>
<td>0.62</td>
<td>0.61</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>8.5</td>
<td>8.8</td>
<td>8.6</td>
</tr>
</tbody>
</table>

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.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MEXICO

Mexico 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.


Mexico 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.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org); LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion. PISA: Programme for International Student Assessment.

POINT OF CONTACT

Mexico: Marcela Silveyra and Francisco Haimovich
Latin America and Caribbean: Maria Jose Vargas Mancera

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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.

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 COSTA RICA

- **Learning Poverty.** 32 percent of children in Costa Rica at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Costa Rica, 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 Costa Rica indicate that 32 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING COSTA RICA’S LEARNING POVERTY

Learning Poverty in Costa Rica is **18.3 percentage points better than** the average for the Latin America and Caribbean region and **3.5 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 Costa Rica; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Costa Rica’s region and income group.
HOW DOES COSTA RICA’S GENDER GAP COMPARE GLOBALLY?

As in most countries, Learning Poverty is higher for boys than for girls in Costa Rica.

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (1.1%) than for girls (1.1%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (32.8%) than girls (30.3%) in Costa Rica.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>33.6</td>
<td>31</td>
<td>32.5</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>32.8</td>
<td>30.3</td>
<td>31.7</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.6</td>
<td>0.62</td>
<td>0.62</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>8.5</td>
<td>8.6</td>
<td>8.6</td>
</tr>
</tbody>
</table>

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.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN COSTA RICA

Costa Rica 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.


Costa Rica 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 Costa Rica, 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). LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion. 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 GUATEMALA

- **Learning Poverty.** 67 percent of children in Guatemala at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Guatemala, 10 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 Guatemala indicate that 64 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING GUATEMALA’S LEARNING POVERTY

Learning Poverty in Guatemala is 16.5 percentage points worse than the average for the Latin America and Caribbean region and 38.3 percentage points worse than the average for upper middle income countries.

Source: UIS and World Bank as of October 2019.

Notes: (1) Large circle represents Guatemala; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Guatemala’s region and income group.
HOW DOES GUATEMALA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (10.3%) than for girls (9.8%).

And second boys are more likely to achieve minimum proficiency at the end of primary school (62.7%) than girls (64.5%) in Guatemala.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>66.6</td>
<td>68</td>
<td>67.3</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>62.7</td>
<td>64.5</td>
<td>63.6</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>10.3</td>
<td>9.8</td>
<td>10.1</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.45</td>
<td>0.47</td>
<td>0.46</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>6.3</td>
<td>6.3</td>
<td>6.3</td>
</tr>
</tbody>
</table>

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Guatemala is USD 921 (PPP), which is 62.3% below the average for the Latin America and Caribbean region and 59% 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 Guatemala is from 2017.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN GUATEMALA

Guatemala 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.

Guatemala participated in the following published cross-national learning assessments in recent years: LLECE (2006, 2013).

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

POINT OF CONTACT

Guatemala: Enrique Alasino, Francisco Haimovich and Melissa Adelman

Latin America and Caribbean: Maria Jose Vargas Mancera

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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 \( BMP = 1 \).

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LEARNING POVERTY IN HONDURAS

- Learning Poverty. 75 percent of children in Honduras at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- Out-of-School. In Honduras, 17 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 Honduras indicate that 69 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING HONDURAS’S LEARNING POVERTY

Learning Poverty in Honduras is 23.9 percentage points worse than the average for the Latin America and Caribbean region and 19.6 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: (i) Large circle represents Honduras; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Honduras’s region and income group.
HOW DOES HONDURAS’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (17.7%) than for girls (16.5%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (71.1%) than girls (67.2%) in Honduras.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>76.2</td>
<td>72.7</td>
<td>74.7</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>71.1</td>
<td>67.2</td>
<td>69.4</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>17.7</td>
<td>16.5</td>
<td>17.1</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.48</td>
<td>0.5</td>
<td>0.49</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>6.2</td>
<td>6.5</td>
<td>6.4</td>
</tr>
</tbody>
</table>

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DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN HONDURAS

Honduras 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.

Honduras participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2013), TIMSS (2011) and PIRLS (2011). Honduras 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 Honduras, the preferred definition based on the EMIS data is for 2013.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Honduras is USD 922 (PPP), which is 62.3% below the average for the Latin America and Caribbean region and 10.8% 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. Notes: 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 Honduras is from 2013.

POINT OF CONTACT

Honduras: Enrique Alasino and Alonso Sanchez
Latin America and Caribbean: Maria Jose Vargas Mancera

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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.

\[ LP = [BMP \times (1 - \text{OoS})] + [1 \times \text{OoS}] \]

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 NICARAGUA

- **Learning Poverty.** 70 percent of children in Nicaragua at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Nicaragua, 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 Nicaragua indicate that 69 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

Note: The LP number for Nicaragua is calculated using the Global Learning Assessment Database (GLAD) harmonization based on LLECE and the MPL threshold used was level III (SERCE scale). For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING NICARAGUA'S LEARNING POVERTY

Learning Poverty in Nicaragua is 19 percentage points worse than the average for the Latin America and Caribbean region and 14.7 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 Nicaragua; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Nicaragua’s region and income group.
HOW DOES NICARAGUA'S GENDER GAP COMPARE GLOBALLY?

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

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 (0.3%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (73.5%) than girls (65.3%) in Nicaragua.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>74.2</td>
<td>65.4</td>
<td>69.8</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>73.5</td>
<td>65.3</td>
<td>69.3</td>
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<tr>
<td>Out-of-School</td>
<td>2.8</td>
<td>0.3</td>
<td>1.6</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.51</td>
<td>0.55</td>
<td>0.53</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>7.1</td>
<td>7.5</td>
<td>7.3</td>
</tr>
</tbody>
</table>

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Nicaragua is USD 594 (PPP), which is 75.7% below the average for the Latin America and Caribbean region and 28.7% below the average for lower middle income countries.

Figure 2. Gender Gap - Learning Poverty by Sex

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 Nicaragua is from 2010.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN NICARAGUA

Nicaragua 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.

Nicaragua participated in the following published cross-national learning assessments in recent years: LLECE (2006, 2013).

Nicaragua 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 Nicaragua, the preferred definition based on the EMIS data is for 2010.

Source: UIS and World Bank as of October 2019. Note: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion.

POINT OF CONTACT

Nicaragua: Enrique Alasino and Alonso Sanchez
Latin America and Caribbean: Maria Jose Vargas Mancera

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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 PANAMA

- **Learning Poverty.** 67 percent of children in Panama at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Panama, 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 Panama indicate that 64 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING PANAMA’S LEARNING POVERTY

Learning Poverty in Panama is 15.8 percentage points worse than the average for the Latin America and Caribbean region and 42.7 percentage points worse 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 Panama; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Panama’s region and income group.
HOW DOES PANAMA’S GENDER GAP COMPARE GLOBALLY?

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

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 (7.5%).

And second, boys are less likely to achieve minimum proficiency at the end of primary school (67.6%) than girls (61.1%) in Panama.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>69.7</td>
<td>64</td>
<td>66.6</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>67.6</td>
<td>61.1</td>
<td>64.1</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>6.7</td>
<td>7.5</td>
<td>7.1</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.52</td>
<td>0.54</td>
<td>0.53</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
</tr>
</tbody>
</table>

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Panama is USD 1,204 (PPP), which is 50.7% below the average for the Latin America and Caribbean region and 85.7% below the average for high income countries.

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

Table 1. Sex Disaggregation

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<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
</tr>
</tbody>
</table>

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 Panama is from 2011.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN PANAMA

Panama 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.

Panama participated in the following published cross-national learning assessments in recent years: LLECE (2006, 2013) and PISA (2009).

Panama 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.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP@worldbank.org). LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion. PISA: Programme for International Student Assessment.

POINT OF CONTACT

Panama: Enrique Alasino
Latin America and Caribbean: Maria Jose Vargas Mancera

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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 EL SALVADOR

- **Learning Poverty.** 55 percent of children in El Salvador at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In El Salvador, 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 El Salvador indicate that 53 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.

Note: The LP number for El Salvador 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 EL SALVADOR’S LEARNING POVERTY

Learning Poverty in El Salvador is 4.2 percentage points worse than the average for the Latin America and Caribbean region and 0.1 percentage points better than the average for lower middle income countries.

The latest available Learning Poverty data for El Salvador 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**

Learning Poverty (LP)

<table>
<thead>
<tr>
<th></th>
<th>LAC</th>
<th>SLV</th>
<th>LMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learners Below Minimum Proficiency (BMP)

<table>
<thead>
<tr>
<th></th>
<th>LAC</th>
<th>SLV</th>
<th>LMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Out-of-School primary school-aged children (OoS)

<table>
<thead>
<tr>
<th></th>
<th>LAC</th>
<th>SLV</th>
<th>LMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: UIS and World Bank as of October 2019.

Notes: (1) Large circle represents El Salvador; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of El Salvador’s region and income group.
HOW DOES EL SALVADOR’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (4.6%) than for girls (3.7%).

And second boys are more likely to achieve minimum proficiency at the end of primary school (49.6%) than girls (56.5%) in El Salvador.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>52</td>
<td>58.1</td>
<td>55</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>49.6</td>
<td>56.5</td>
<td>53</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>4.6</td>
<td>3.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.49</td>
<td>0.51</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>6.6</td>
<td>6.5</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Table 1. Sex Disaggregation

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in El Salvador is USD 1,222 (PPP), which is 50% below the average for the Latin America and Caribbean region and 46.8% above the average for lower middle income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN EL SALVADOR

El Salvador administer a National Large-Scale Assessment (NLSA) at the End of Primary School, according toUIS 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.

El Salvador participated in the following published cross-national learning assessments in recent years: LLECE (2006) and TIMSS (2007).

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

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POINT OF CONTACT

El Salvador: Enrique Alasino
Latin America and Caribbean: Maria Jose Vargas Mancera

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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 \( BMP = 1 \).

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LEARNING POVERTY IN BELIZE

- **Learning Poverty.** 76 percent of children in Belize at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Belize, 6 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 Belize indicate that 75 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 Belize 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 BELIZE’S LEARNING POVERTY

Learning Poverty in Belize is **25.6 percentage points worse than** the average for the Latin America and Caribbean region and **47.5 percentage points worse than** the average for upper middle income countries.

The latest available Learning Poverty data for Belize 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

Learning Poverty (LP)

<table>
<thead>
<tr>
<th>Country</th>
<th>UMC</th>
<th>LAC</th>
<th>BLZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
</tr>
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</table>

Learners Below Minimum Proficiency (BMP)

<table>
<thead>
<tr>
<th>Country</th>
<th>UMC</th>
<th>LAC</th>
<th>BLZ</th>
</tr>
</thead>
<tbody>
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Out-of-School primary school-aged children (OoS)

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<thead>
<tr>
<th>Country</th>
<th>UMC</th>
<th>LAC</th>
<th>BLZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: UIS and World Bank as of October 2019.

Notes: (1) Large circle represents Belize; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Belize’s region and income group.
HOW DOES BELIZE’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (6.3%) than for girls (6.7%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (78.2%) than girls (71.5%) in Belize.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>79.6</td>
<td>73.4</td>
<td>76.4</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>78.2</td>
<td>71.5</td>
<td>74.8</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>6.3</td>
<td>6.7</td>
<td>6.5</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>


PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Belize is USD 1,532 (PPP), which is 37.3% below the average for the Latin America and Caribbean region and 31.8% 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 Belize is from 2017.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BELIZE

Belize 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.

Belize participated in the following published cross-national learning assessments in recent years: PIRLS (2001).

Belize 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 Belize, 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). PIRLS: Progress in International Reading Literacy Study.

POINT OF CONTACT

Belize: Shawn Powers
Latin America and Caribbean: Maria Jose Vargas Mancera

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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 DOMINICAN REPUBLIC

- **Learning Poverty.** 81 percent of children in Dominican Republic at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Dominican Republic, 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 Dominican Republic indicate that 79 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING DOMINICAN REPUBLIC’S LEARNING POVERTY

Learning Poverty in Dominican Republic is **30 percentage points worse than** the average for the Latin America and Caribbean region and **51.8 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 Dominican Republic; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Dominican Republic’s region and income group.
HOW DOES DOMINICAN REPUBLIC’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (5.9%) than for girls (7.3%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (80.6%) than girls (78.1%) in Dominican Republic.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>81.8</td>
<td>79.7</td>
<td>80.7</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>80.6</td>
<td>78.1</td>
<td>79.4</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>5.9</td>
<td>7.3</td>
<td>6.6</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.48</td>
<td>0.51</td>
<td>0.49</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>6.1</td>
<td>6.5</td>
<td>6.3</td>
</tr>
</tbody>
</table>

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Dominican Republic is USD 2,540 (PPP), which is 3.9% above the average for the Latin America and Caribbean region and 13.1% above the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN DOMINICAN REPUBLIC

Dominican 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.


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

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion. PISA: Programme for International Student Assessment.

POINT OF CONTACT

Dominican Republic: Juan Baron and Melissa Adelman
Latin America and Caribbean: Maria Jose Vargas Mancera

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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.

\[ \text{LP} = [\text{BMP} \times (1 - \text{OoS})] + [1 \times \text{OoS}] \]

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

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 TRINIDAD AND TOBAGO

- Learning Poverty. 21 percent of children in Trinidad and Tobago at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- Out-of-School. In Trinidad and Tobago, 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 Trinidad and Tobago indicate that 20 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.

BENCHMARKING TRINIDAD AND TOBAGO’S LEARNING POVERTY

Learning Poverty in Trinidad and Tobago is 30.1 percentage points better than the average for the Latin America and Caribbean region and 3.2 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 Trinidad and Tobago; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Trinidad and Tobago’s region and income group.
HOW DOES TRINIDAD AND TOBAGO’S GENDER GAP COMPARE GLOBALLY?

As in most countries, Learning Poverty is higher for boys than for girls in Trinidad and Tobago.

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (0.9%) than for girls (1.6%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (24.2%) than girls (15.4%) in Trinidad and Tobago.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>24.9</td>
<td>16.8</td>
<td>20.7</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>24.2</td>
<td>15.4</td>
<td>19.7</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>0.9</td>
<td>1.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>NA</td>
<td>NA</td>
<td>0.61</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>NA</td>
<td>NA</td>
<td>9.1</td>
</tr>
</tbody>
</table>


PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Trinidad and Tobago is USD 5,277 (PPP), which is 115.9% above the average for the Latin America and Caribbean region and 37.3% below the average for high-income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN TRINIDAD AND TOBAGO

Trinidad and Tobago 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.

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

Trinidad and Tobago 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 Trinidad and Tobago, the preferred definition based on the EMIS data is for 2010.

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

POINT OF CONTACT

Trinidad and Tobago: Shawn Powers
Latin America and Caribbean: Maria Jose Vargas Mancera

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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.

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN COLOMBIA

- **Learning Poverty.** 49 percent of children in Colombia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Colombia, 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 Colombia indicate that 45 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING COLOMBIA’S LEARNING POVERTY

Learning Poverty in Colombia is **2.2 percentage points better than** the average for the Latin America and Caribbean region and **19.6 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 Colombia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Colombia’s region and income group.

Notes: The LP number for Colombia is calculated using the Global Learning Assessment Database (GLAD) harmonization based on LLECE and the MPL threshold used was level III (SERCE scale). For more details, please consult the GLAD and Learning Poverty repositories in GitHub.
HOW DOES COLOMBIA’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (7%) than for girls (6.8%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (45.9%) than girls (43.2%) in Colombia.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>49.7</td>
<td>47.1</td>
<td>48.6</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>45.9</td>
<td>43.2</td>
<td>44.7</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>7</td>
<td>6.8</td>
<td>6.9</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.58</td>
<td>0.61</td>
<td>0.59</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>8.4</td>
<td>8.5</td>
<td>8.5</td>
</tr>
</tbody>
</table>

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.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN COLOMBIA

Colombia administers 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.


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

NOTES:
- The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion. TIMSS: Trends in International Mathematics and Science Study. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

POINT OF CONTACT

Colombia: Pedro Cerdan-Infantes and Javier Botero
Latin America and Caribbean: Maria Jose Vargas Mancera

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

HOW IS LEARNING POVERTY MEASURED?

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

\[ \text{LP} = [BMP \times (1 - OoS)] + [1 \times OoS] \]

where, \( \text{LP} \) 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 BRAZIL

- **Learning Poverty.** 48 percent of children in Brazil at late primary age today are not proficient in reading, adjusted for the Out-of-School children.

- **Out-of-School.** In Brazil, 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 Brazil indicate that 47 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING BRAZIL’S LEARNING POVERTY

Learning Poverty in Brazil is **2.4 percentage points better than** the average for the Latin America and Caribbean region and **19.4 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 Brazil; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Brazil’s region and income group.
HOW DOES BRAZIL’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (3.2%) than for girls (2.2%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (48.5%) than girls (46.3%) in Brazil.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>50.1</td>
<td>47.4</td>
<td>48.4</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>48.5</td>
<td>46.3</td>
<td>46.9</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>3.2</td>
<td>2.2</td>
<td>2.7</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>NA</td>
<td>NA</td>
<td>0.56</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>NA</td>
<td>NA</td>
<td>7.6</td>
</tr>
</tbody>
</table>

Table 1. Sex Disaggregation

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Brazil is USD 3,612 (PPP), which is 47.8% above the average for the Latin America and Caribbean region and 60.8% above the average for upper middle income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BRAZIL

Brazil 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.


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

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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 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 CHILE

- **Learning Poverty.** 37 percent of children in Chile at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Chile, 9 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Chile indicate that 30 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING CHILE’S LEARNING POVERTY

Learning Poverty in Chile is 14 percentage points better than the average for the Latin America and Caribbean region and 12.9 percentage points worse 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 Chile; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Chile’s region and income group.
HOW DOES CHILE’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (9.4%) than for girls (9.3%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (33%) than girls (26.9%) in Chile.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>39.3</td>
<td>33.7</td>
<td>36.8</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>33</td>
<td>26.9</td>
<td>30.3</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>9.4</td>
<td>9.3</td>
<td>9.3</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.67</td>
<td>0.68</td>
<td>0.67</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>9.5</td>
<td>9.6</td>
<td>9.6</td>
</tr>
</tbody>
</table>

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.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CHILE

Chile 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.


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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Chile is USD 4,221 (PPP), which is 72.7% above the average for the Latin America and Caribbean region and 49.8% 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 Chile is from 2016.

DISCLAIMER

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POINT OF CONTACT

Chile: Javier Botero and Diego Angel-Urdinola
Latin America and Caribbean: Maria Jose Vargas Mancera

#investinPeople
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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 ECUADOR

- **Learning Poverty.** 63 percent of children in Ecuador at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Ecuador, 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 Ecuador indicate that 62 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING ECUADOR’S LEARNING POVERTY

Learning Poverty in Ecuador is 12 percentage points worse than the average for the Latin America and Caribbean region and 33.8 percentage points worse than the average for upper middle income countries.

Figure 1. Learning Poverty and components

\[
\begin{array}{c|c|c|c|c}
0\% & 25\% & 50\% & 75\% & 100\% \\
\hline
\text{UMC} & \text{LAC} & \text{ECU} \\
\end{array}
\]

\[
\begin{array}{c|c|c|c|c}
0\% & 25\% & 50\% & 75\% & 100\% \\
\hline
\text{UMC} & \text{LAC} & \text{ECU} \\
\end{array}
\]

Source: UIS and World Bank as of October 2019.

Notes: (1) Large circle represents Ecuador; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Ecuador’s region and income group.
HOW DOES ECUADOR’S GENDER GAP COMPARE GLOBALLY?

As in most countries, Learning Poverty is higher for boys than for girls in Ecuador. This result is a composition of two effects. First the share of Out-of-School children is higher for boys (2.9%) than for girls (0.9%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (62.2%) than girls (62.1%) in Ecuador.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>63.3</td>
<td>62.4</td>
<td>62.8</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>62.2</td>
<td>62.1</td>
<td>62.1</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>2.9</td>
<td>0.9</td>
<td>1.9</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.59</td>
<td>0.62</td>
<td>0.6</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>8.7</td>
<td>9</td>
<td>8.9</td>
</tr>
</tbody>
</table>

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.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN ECUADOR

Ecuador 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.

Ecuador participated in the following published cross-national learning assessments in recent years: LLECE (2006, 2013).

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

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion.

POINT OF CONTACT

Ecuador: Marcelo Becerra, Diego Angel-Urdinola and Nelson Gutierrez
Latin America and Caribbean: Maria Jose Vargas Mancera

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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 PERU

- **Learning Poverty.** 56 percent of children in Peru at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Peru, 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 Peru indicate that 54 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING PERU'S LEARNING POVERTY

Learning Poverty in Peru is 4.9 percentage points worse than the average for the Latin America and Caribbean region and 26.7 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 Peru; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Peru’s region and income group.
HOW DOES PERU’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (4.4%) than for girls (4.1%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (55.1%) than girls (52.1%) in Peru.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>57.1</td>
<td>54.1</td>
<td>55.7</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>55.1</td>
<td>52.1</td>
<td>53.7</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>4.4</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.56</td>
<td>0.59</td>
<td>0.59</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>8.3</td>
<td>8.3</td>
<td>8.3</td>
</tr>
</tbody>
</table>

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Peru is USD 1,600 (PPP), which is 34.5% below the average for the Latin America and Caribbean region and 28.8% below the average for upper middle income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN PERU

Peru 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.


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

POINT OF CONTACT

Peru: Renata Lemos, Javier Botero and Ciro Avitabile
Latin America and Caribbean: Maria Jose Vargas Mancera

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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 ARGENTINA

- **Learning Poverty.** 54 percent of children in Argentina at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Argentina, 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 Argentina indicate that 54 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

NOTES: The LP number for Argentina is calculated using the Global Learning Assessment Database (GLAD) harmonization based on LLECE and the MPL threshold used was level III (SERCE scale). For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING ARGENTINA’S LEARNING POVERTY

Learning Poverty in Argentina is 3.1 percentage points worse than the average for the Latin America and Caribbean region and 24.9 percentage points worse than the average for upper middle income countries.

Figure 1. Learning Poverty and components

Source: UIS and World Bank as of October 2019.

Notes: (1) Large circle represents Argentina; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Argentina’s region and income group.
HOW DOES ARGENTINA’S GENDER GAP COMPARE GLOBALLY?

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

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 (1.2%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (59.3%) than girls (49%) in Argentina.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>59.3</td>
<td>49.6</td>
<td>53.9</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>59.3</td>
<td>49</td>
<td>53.6</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>0.1</td>
<td>1.2</td>
<td>0.6</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.59</td>
<td>0.63</td>
<td>0.61</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>8.8</td>
<td>9</td>
<td>8.9</td>
</tr>
</tbody>
</table>

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Argentina is USD 3,376 (PPP), which is 38.1% above the average for the Latin America and Caribbean region and 50.3% above the average for upper middle income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN ARGENTINA

Argentina 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.


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

POINT OF CONTACT

Argentina: Helena Rovner, Francisco Haimovich and Juan Diego Alonso

Latin America and Caribbean: Maria Jose Vargas Mancera

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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

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 PARAGUAY

- **Learning Poverty.** 74 percent of children in Paraguay at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Paraguay, 11 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 Paraguay indicate that 71 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING PARAGUAY’S LEARNING POVERTY

Learning Poverty in Paraguay is 23.6 percentage points worse than the average for the Latin America and Caribbean region and 45.4 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 Paraguay; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Paraguay’s region and income group.
HOW DOES PARAGUAY’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (10.7%) than for girls (11%). And second boys are less likely to achieve minimum proficiency at the end of primary school (73.6%) than girls (68.9%) in Paraguay.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>76.4</td>
<td>72.3</td>
<td>74.4</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>73.6</td>
<td>68.9</td>
<td>71.3</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>10.7</td>
<td>11</td>
<td>10.8</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.53</td>
<td>0.54</td>
<td>0.53</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>7.2</td>
<td>7</td>
<td>7.1</td>
</tr>
</tbody>
</table>

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.

Primary education expenditure per child of primary education age in Paraguay is USD 1,208 (PPP), which is 50.6% below the average for the Latin America and Caribbean region and 46.2% below the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age

Paraguay 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.

Paraguay participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006, 2013). Paraguay 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 Paraguay, the preferred definition based on the EMIS data is for 2012.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN PARAGUAY

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

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org); LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion.

POINT OF CONTACT

Paraguay: Juan Diego Alonso
Latin America and Caribbean: Maria Jose Vargas Mancera

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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.

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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 URUGUAY

- **Learning Poverty.** 42 percent of children in Uruguay at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Uruguay, 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 Uruguay indicate that 41 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

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

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

BENCHMARKING URUGUAY’S LEARNING POVERTY

Learning Poverty in Uruguay is **9.1 percentage points better than** the average for the Latin America and Caribbean region and **17.8 percentage points worse 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 Uruguay; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Uruguay’s region and income group.
HOW DOES URUGUAY’S GENDER GAP COMPARE GLOBALLY?

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

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 (0.6%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (46.1%) than girls (37%) in Uruguay.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>46.3</td>
<td>37.4</td>
<td>41.7</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>46.1</td>
<td>37</td>
<td>41.4</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>0.4</td>
<td>0.6</td>
<td>0.5</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>NA</td>
<td>NA</td>
<td>0.6</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>NA</td>
<td>NA</td>
<td>8.4</td>
</tr>
</tbody>
</table>

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Uruguay is USD 2,624 (PPP), which is 7.3% above the average for the Latin America and Caribbean region and 68.8% below the average for high income countries.

Figure 2. Gender Gap - Learning Poverty by Sex

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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN URUGUAY

Uruguay 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.


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

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). LLECE: Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion. PISA: Programme for International Student Assessment.

POINT OF CONTACT

Uruguay: Francisco Haimovich and Helena Rovner
Latin America and Caribbean: Maria Jose Vargas Mancera

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