Mexico

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

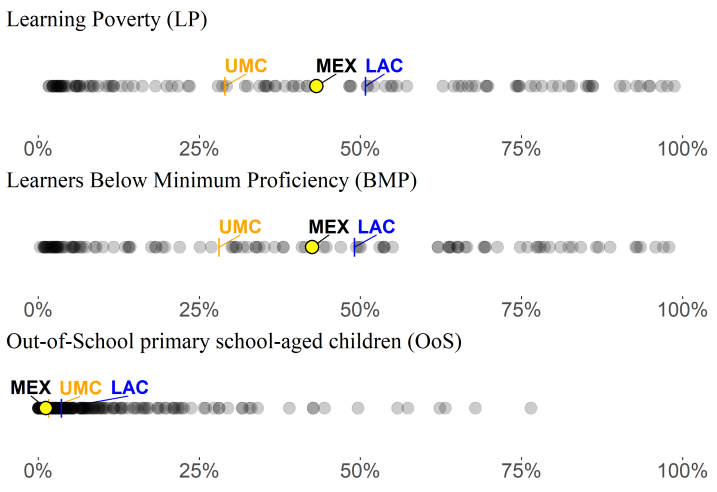
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Mexico

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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.

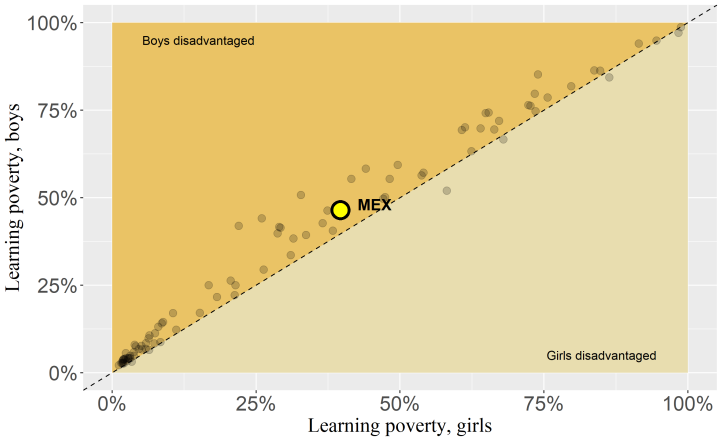
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

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

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

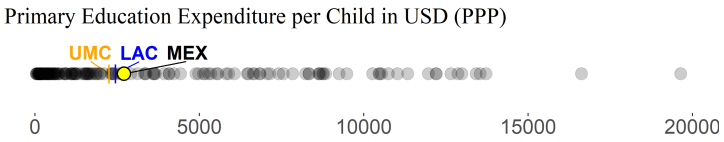
Mexico: Marcela Silveyra and Francisco Haimovich

Latin America and Caribbean: Maria Jose Vargas Mancera

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Mexico is **USD 2,709 (PPP)**, which is **10.8% above** the average for the Latin America and Caribbean region and **20.6% above** the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age



Source: UIS and World Bank as of October 2019. *Note:* Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Mexico is from 2015.

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 participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006, 2013) and PISA (2000, 2006, 2009, 2012, 2015).

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. In the case of Mexico, 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.

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Disclaimer: The numbers presented in this brief are based on global data harmonization efforts conducted by UIS and the World Bank that increase cross-country comparability of selected findings from official statistics. For that reason, the numbers discussed here may be different from official statistics reported by governments and national offices of statistics. Such differences are due to the different purposes of the statistics, which can be for global comparison or to meet national definitions.

Costa Rica

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

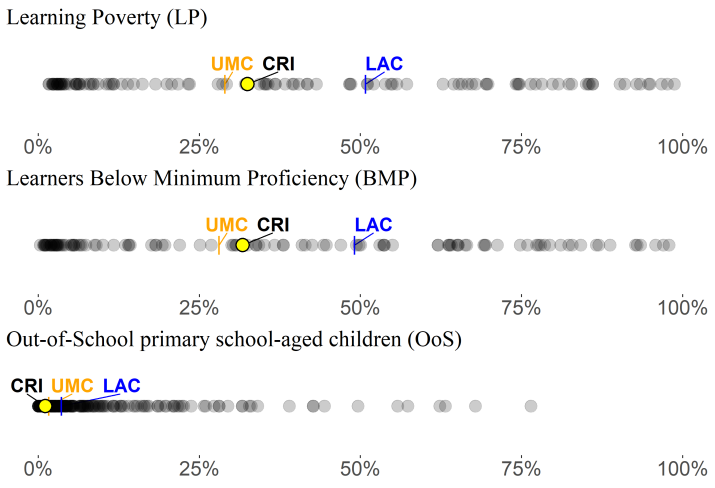
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Costa Rica

Learning Poverty Brief

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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.

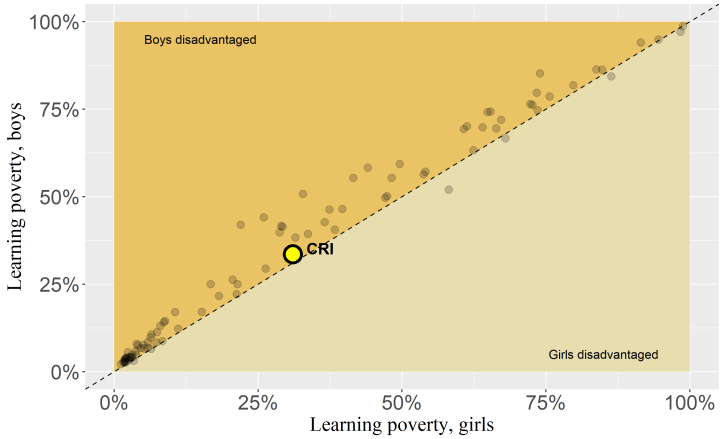
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	33.6	31	32.5
Below Minimum Proficiency	32.8	30.3	31.7
Out-of-School	1.1	1.1	1.1
Human Capital Index	0.6	0.62	0.62
Learning-adjusted Years of Schooling	8.5	8.6	8.6

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

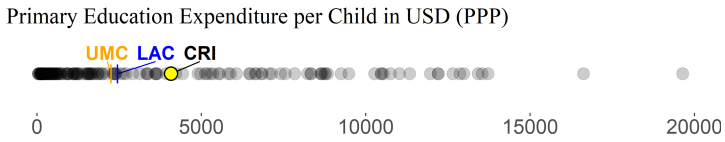
Costa Rica: Marcelo Becerra, Enrique Alasino and Renata Lemos

Latin America and Caribbean: Maria Jose Vargas Mancera

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Costa Rica is **USD 4,080 (PPP)**, which is **66.9% above** the average for the Latin America and Caribbean region and **81.6% above** the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age



Source: UIS and World Bank as of October 2019. *Note:* Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Costa Rica is from 2017.

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 participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006, 2013) and PISA (2009, 2012, 2015).

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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Guatemala

Learning Poverty Brief

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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

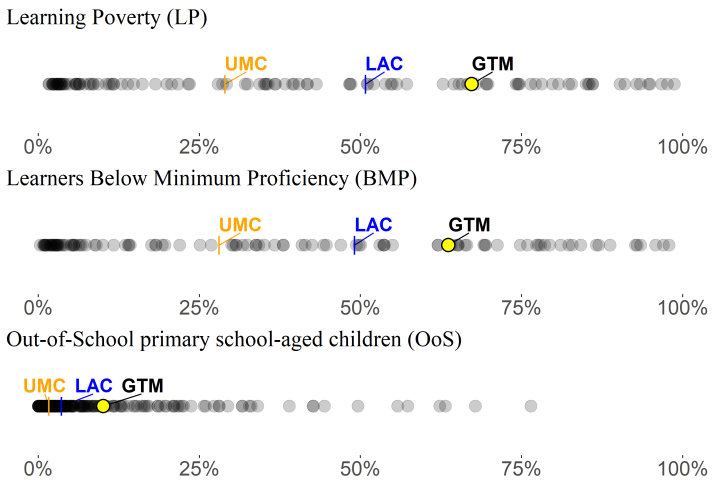
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Figure 1. Learning Poverty and components



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.

Guatemala
Learning Poverty Brief

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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.

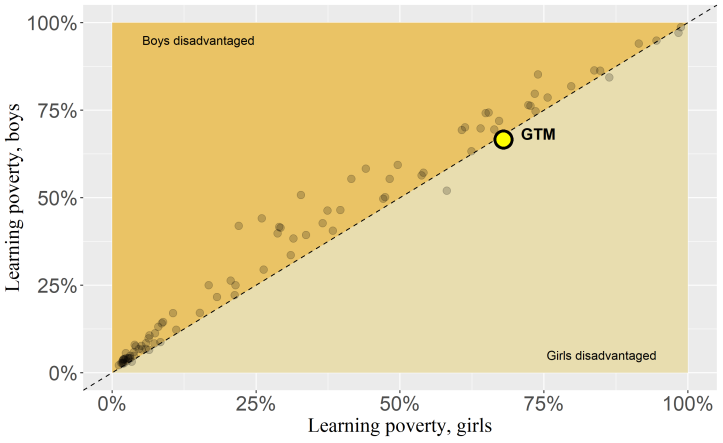
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	66.6	68	67.3
Below Minimum Proficiency	62.7	64.5	63.6
Out-of-School	10.3	9.8	10.1
Human Capital Index	0.45	0.47	0.46
Learning-adjusted Years of Schooling	6.3	6.3	6.3

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

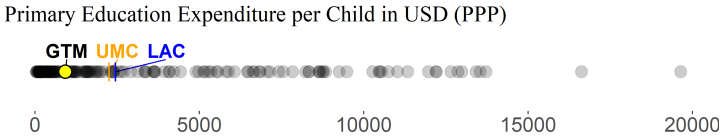
Guatemala: Enrique Alasino, Francisco Haimovich and Melissa Adelman

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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.

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Honduras

Learning Poverty Brief

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WHAT IS LEARNING POVERTY?

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HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

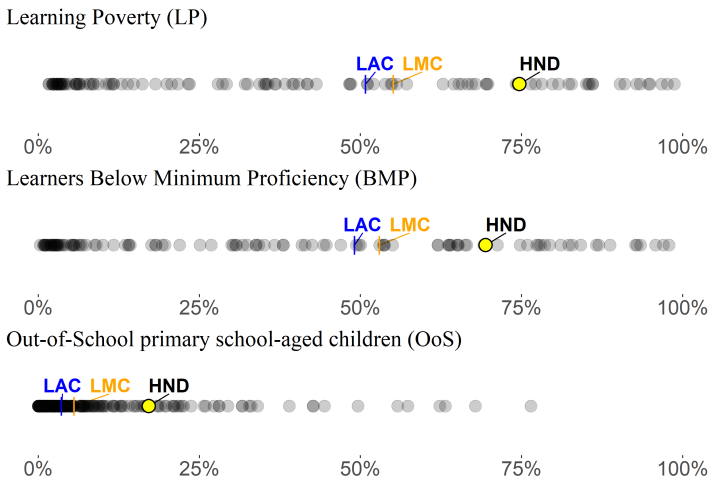
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Honduras is calculated using the Global Learning Assessment Database (GLAD) harmonization based on LLECE and the MPL threshold used 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: (1) Large circle represents Honduras; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Honduras's region and income group.

Honduras

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October 2019

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.

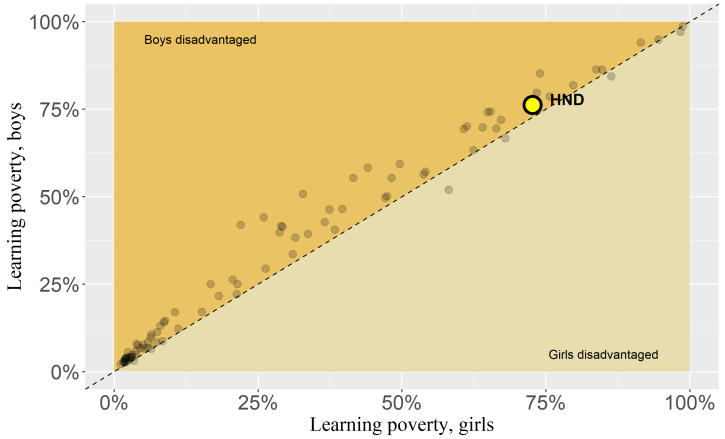
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

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

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

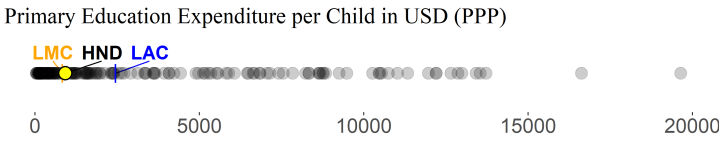
Honduras: Enrique Alasino and Alonso Sanchez

Latin America and Caribbean: Maria Jose Vargas Mancera

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. *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 Honduras is from 2013.

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.

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.

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Nicaragua

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

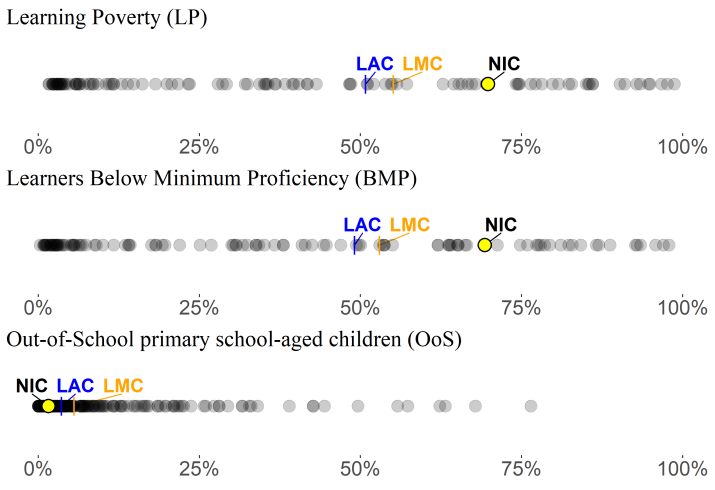
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: 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.

Nicaragua

Learning Poverty Brief

October 2019

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.

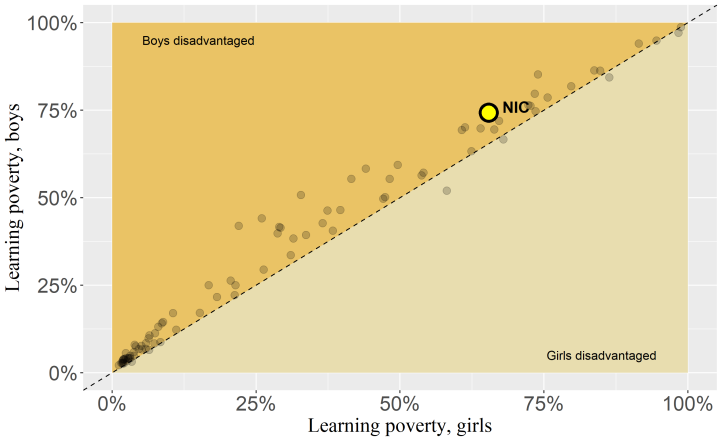
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

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

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

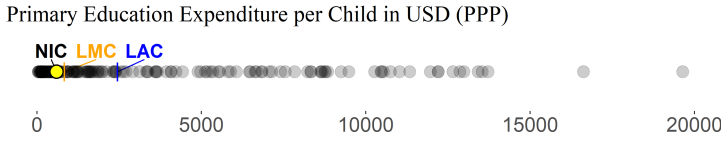
Nicaragua: Enrique Alasino and Alonso Sanchez

Latin America and Caribbean: Maria Jose Vargas Mancera

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 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 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.

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.

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Panama

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

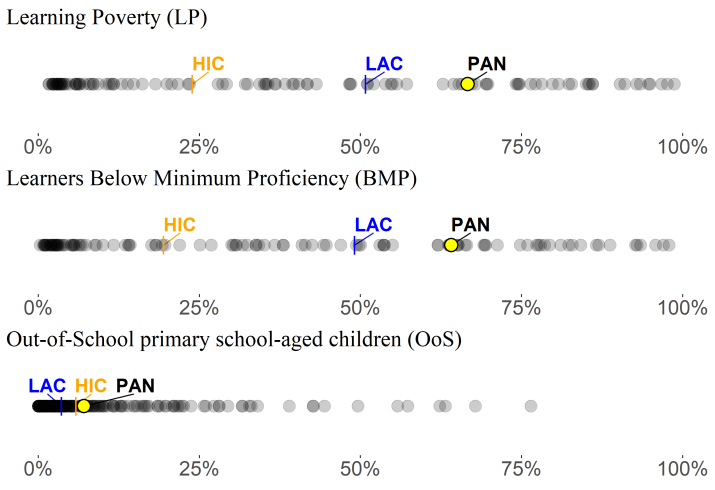
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Panama

Learning Poverty Brief

October 2019

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.

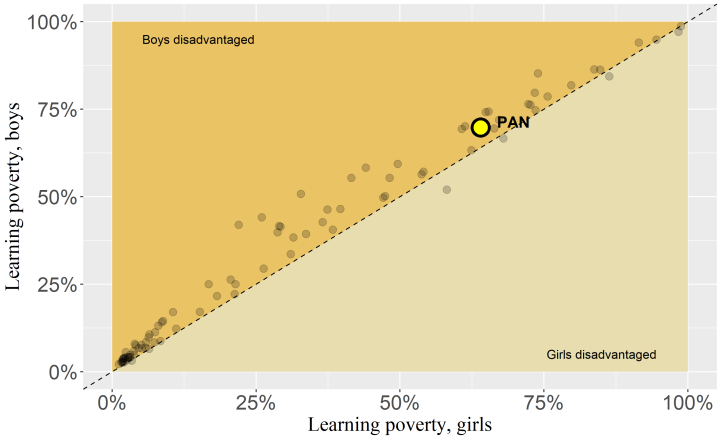
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	69.7	64	66.6
Below Minimum Proficiency	67.6	61.1	64.1
Out-of-School	6.7	7.5	7.1
Human Capital Index	0.52	0.54	0.53
Learning-adjusted Years of Schooling	7.2	7.2	7.2

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

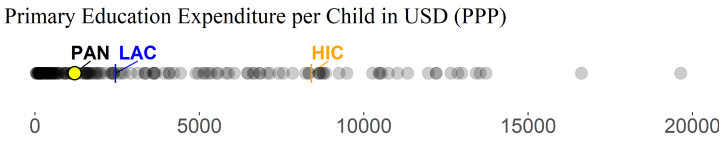
Panama: Enrique Alasino

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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 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. In the case of Panama, 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.

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El Salvador

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

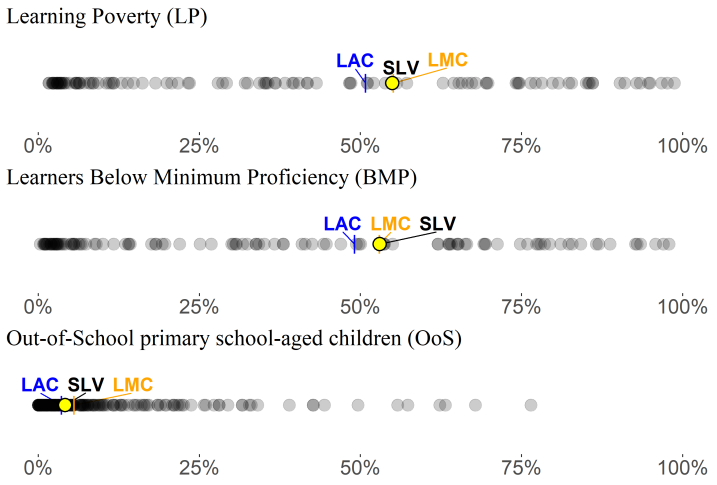
Notes: The LP number for El Salvador is calculated using the Global Learning Assessment Database (GLAD) harmonization based on TIMSS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the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



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.

El Salvador

Learning Poverty Brief

October 2019

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.

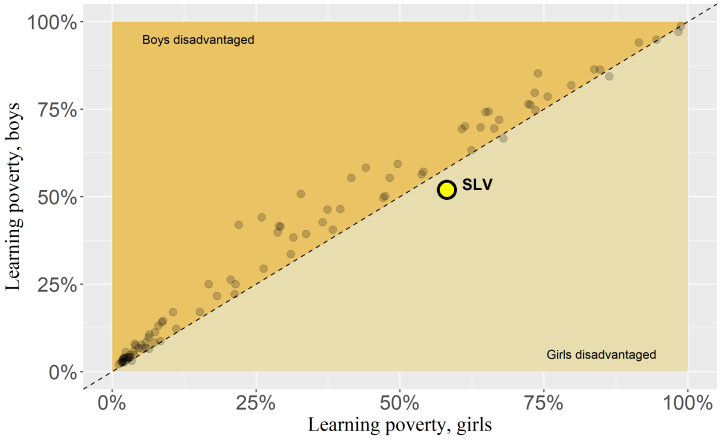
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	52	58.1	55
Below Minimum Proficiency	49.6	56.5	53
Out-of-School	4.6	3.7	4.2
Human Capital Index	0.49	0.51	0.5
Learning-adjusted Years of Schooling	6.6	6.5	6.6

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

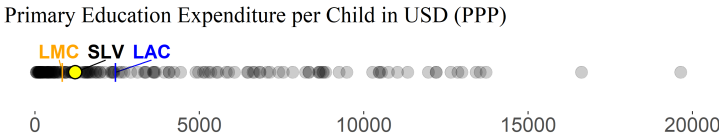
El Salvador: Enrique Alasino

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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 El Salvador is from 2017.

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 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.

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

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

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

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Belize

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

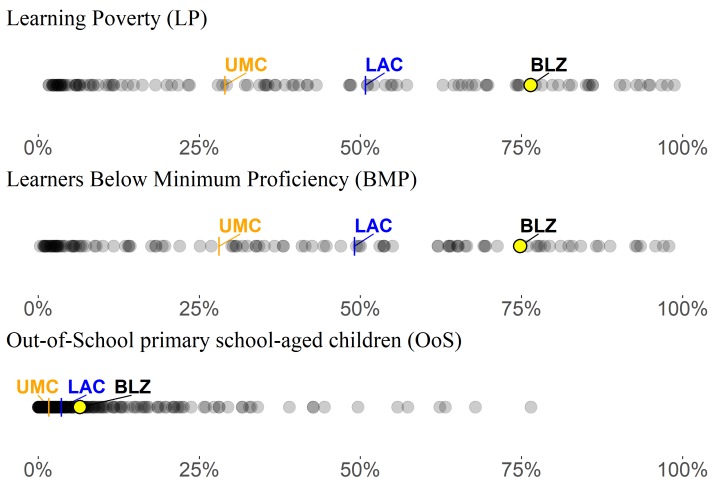
Notes: The LP number for Belize is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PIRLS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the GLAD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



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.

Belize

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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.

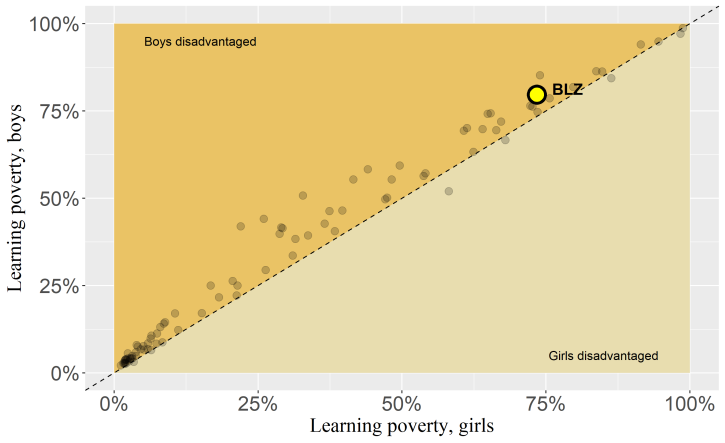
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	79.6	73.4	76.4
Below Minimum Proficiency	78.2	71.5	74.8
Out-of-School	6.3	6.7	6.5
Human Capital Index	NA	NA	NA
Learning-adjusted Years of Schooling	NA	NA	NA

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

POINT OF CONTACT

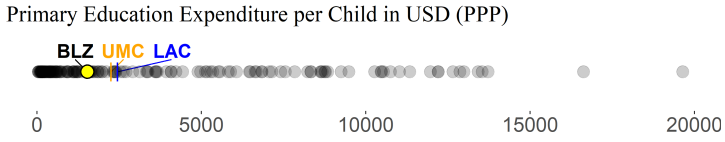
Belize: Shawn Powers

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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Disclaimer: The numbers presented in this brief are based on global data harmonization efforts conducted by UIS and the World Bank that increase cross-country comparability of selected findings from official statistics. For that reason, the numbers discussed here may be different from official statistics reported by governments and national offices of statistics. Such differences are due to the different purposes of the statistics, which can be for global comparison or to meet national definitions.

Dominican Republic

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

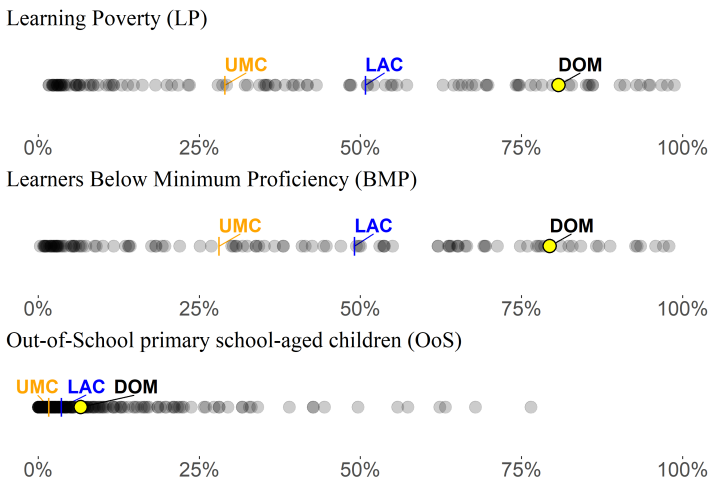
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Dominican Republic

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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.

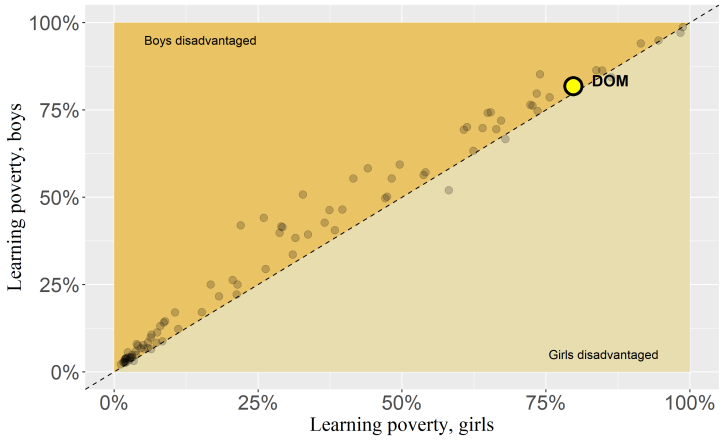
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

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

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

Figure 2. Gender Gap - Learning Poverty by Sex

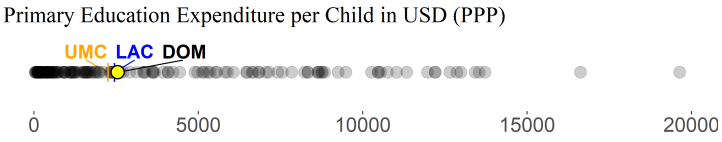


Source: UIS and World Bank as of October 2019. *Notes:* (1) - Large circle represents Dominican Republic; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in 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



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 Dominican Republic is from 2017.

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 participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006, 2013) and PISA (2015).

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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Disclaimer: The numbers presented in this brief are based on global data harmonization efforts conducted by UIS and the World Bank that increase cross-country comparability of selected findings from official statistics. For that reason, the numbers discussed here may be different from official statistics reported by governments and national offices of statistics. Such differences are due to the different purposes of the statistics, which can be for global comparison or to meet national definitions.

Trinidad and Tobago

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

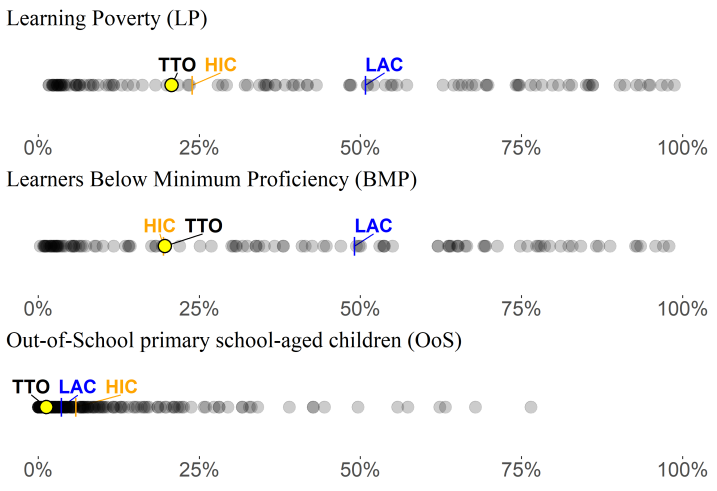
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING 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.

Trinidad and Tobago

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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.

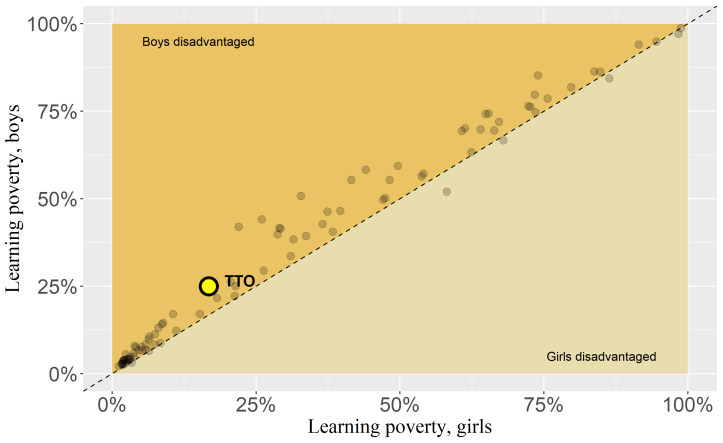
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	24.9	16.8	20.7
Below Minimum Proficiency	24.2	15.4	19.7
Out-of-School	0.9	1.6	1.3
Human Capital Index	NA	NA	0.61
Learning-adjusted Years of Schooling	NA	NA	9.1

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

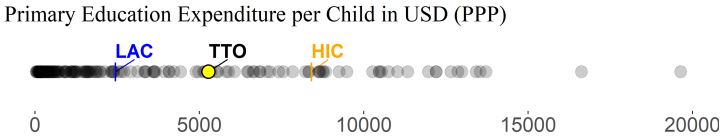
Trinidad and Tobago: Shawn Powers

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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 Trinidad and Tobago is from 2009.

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.

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Colombia

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

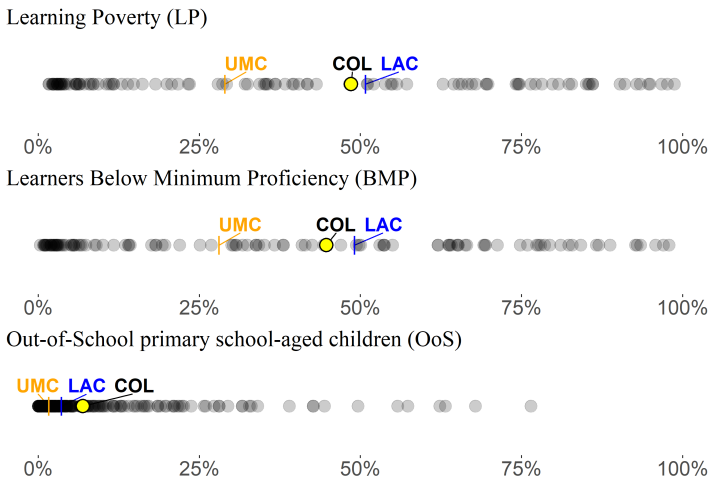
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Colombia

Learning Poverty Brief

October 2019

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.

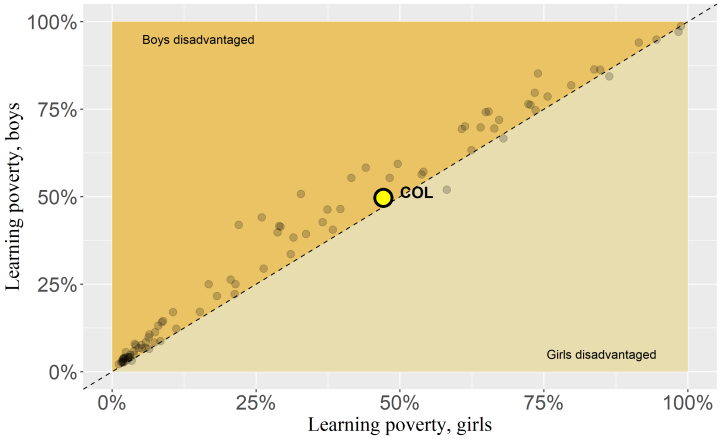
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	49.7	47.1	48.6
Below Minimum Proficiency	45.9	43.2	44.7
Out-of-School	7	6.8	6.9
Human Capital Index	0.58	0.61	0.59
Learning-adjusted Years of Schooling	8.4	8.5	8.5

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

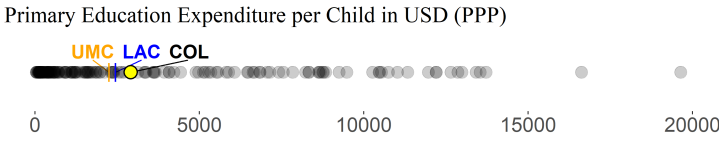
Colombia: Pedro Cerdan-Infantes and Javier Botero

Latin America and Caribbean: Maria Jose Vargas Mancera

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Colombia is **USD 2,909 (PPP)**, which is **19% above** the average for the Latin America and Caribbean region and **29.5% above** the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age



Source: UIS and World Bank as of October 2019. *Note:* Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Colombia is from 2017.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN COLOMBIA

Colombia 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.

Colombia participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006, 2013), TIMSS (2007), PIRLS (2001, 2011) and PISA (2006, 2009, 2012, 2015).

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.

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Disclaimer: The numbers presented in this brief are based on global data harmonization efforts conducted by UIS and the World Bank that increase cross-country comparability of selected findings from official statistics. For that reason, the numbers discussed here may be different from official statistics reported by governments and national offices of statistics. Such differences are due to the different purposes of the statistics, which can be for global comparison or to meet national definitions.

Brazil

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

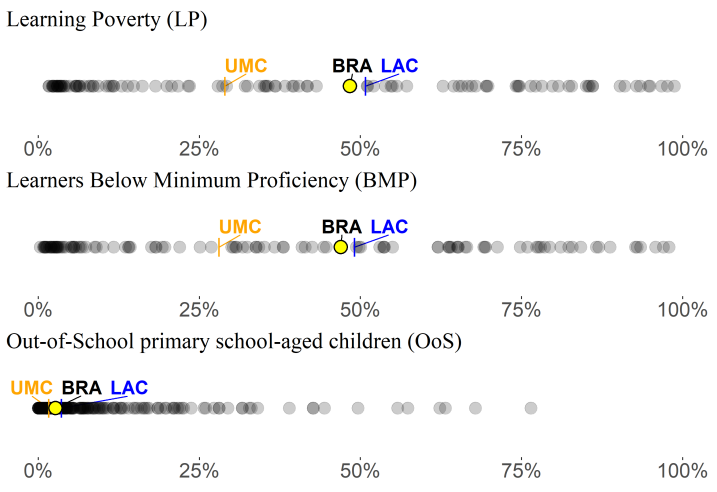
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Brazil

Learning Poverty Brief

October 2019

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.

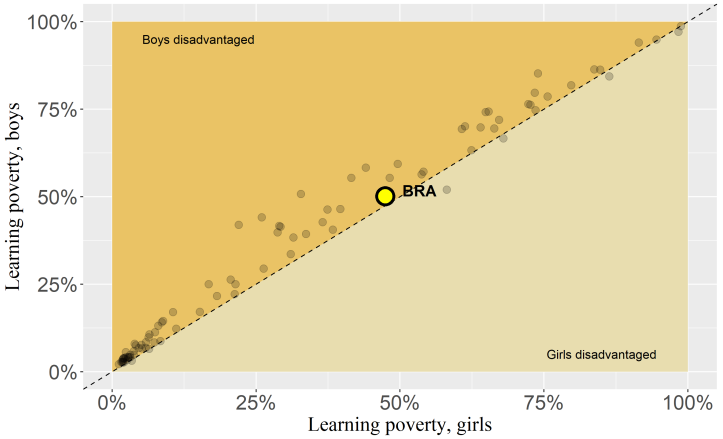
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	50.1	47.4	48.4
Below Minimum Proficiency	48.5	46.3	46.9
Out-of-School	3.2	2.2	2.7
Human Capital Index	NA	NA	0.56
Learning-adjusted Years of Schooling	NA	NA	7.6

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

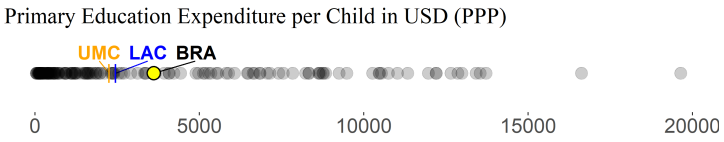
Brazil: Marcelo Becerra, Andre Loureiro and Ildo Lautharte

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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 Brazil is from 2015.

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 participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006, 2013) and PISA (2000, 2006, 2009, 2012, 2015).

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.

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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Chile

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

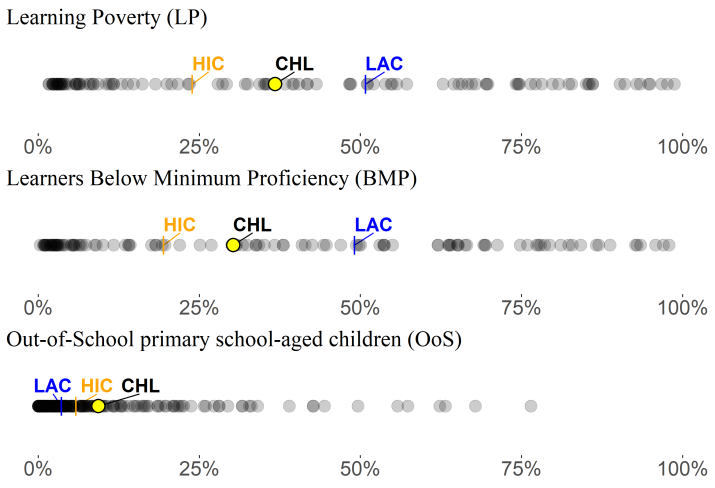
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Chile

Learning Poverty Brief

October 2019

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.

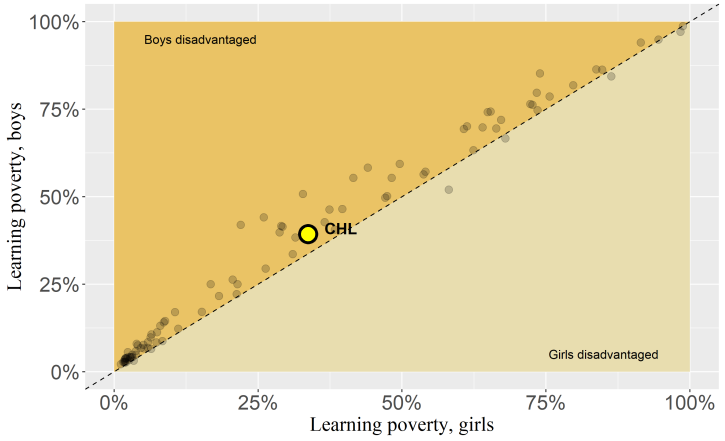
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	39.3	33.7	36.8
Below Minimum Proficiency	33	26.9	30.3
Out-of-School	9.4	9.3	9.3
Human Capital Index	0.67	0.68	0.67
Learning-adjusted Years of Schooling	9.5	9.6	9.6

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

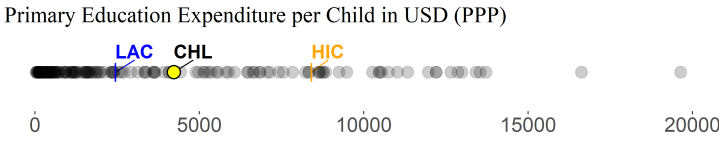
Chile: Javier Botero and Diego Angel-Urdinola

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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 participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006), TIMSS (2003, 2011, 2015), PIRLS (2016) and PISA (2000, 2006, 2009, 2012, 2015).

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.

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.

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Ecuador

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

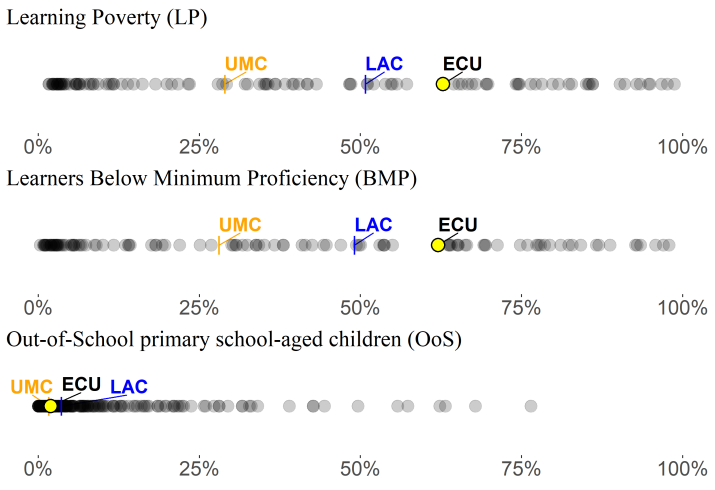
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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



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.

Ecuador

Learning Poverty Brief

October 2019

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.

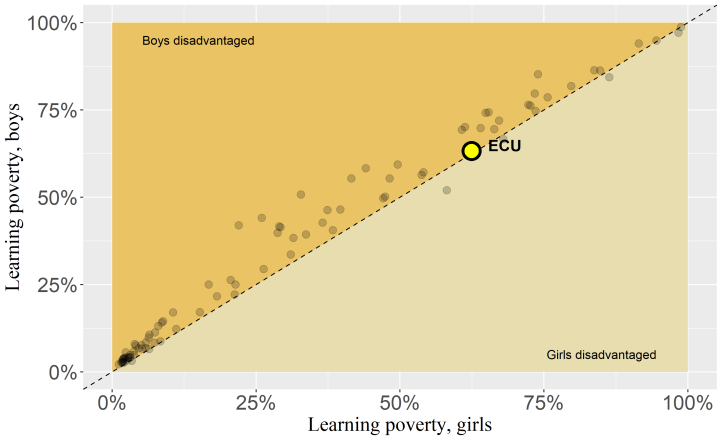
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	63.3	62.4	62.8
Below Minimum Proficiency	62.2	62.1	62.1
Out-of-School	2.9	0.9	1.9
Human Capital Index	0.59	0.62	0.6
Learning-adjusted Years of Schooling	8.7	9	8.9

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

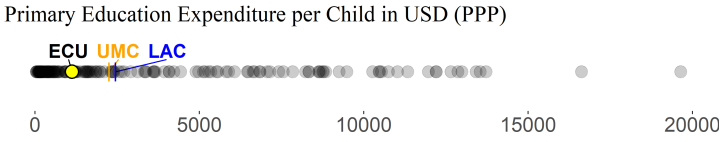
Ecuador: Marcelo Becerra, Diego Angel-Urdinola and Nelson Gutierrez

Latin America and Caribbean: Maria Jose Vargas Mancera

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Ecuador is **USD 1,122 (PPP)**, which is **54.1% below** the average for the Latin America and Caribbean region and **50.1% 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 Ecuador is from 2016.

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.

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Peru

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

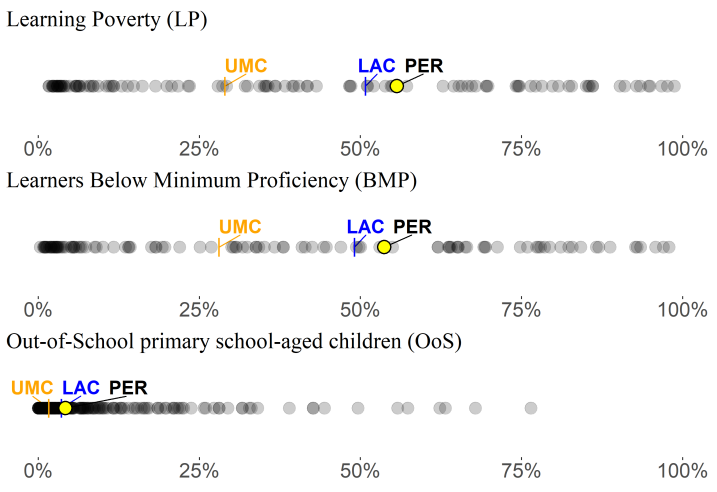
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Peru

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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.

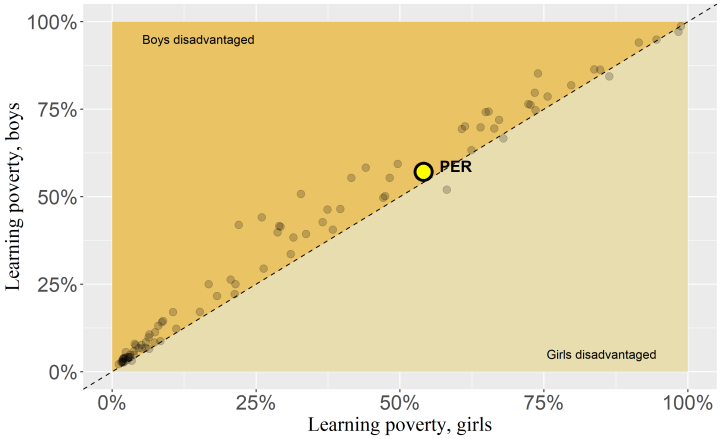
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	57.1	54.1	55.7
Below Minimum Proficiency	55.1	52.1	53.7
Out-of-School	4.4	4.1	4.2
Human Capital Index	0.56	0.59	0.59
Learning-adjusted Years of Schooling	8.3	8.3	8.3

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

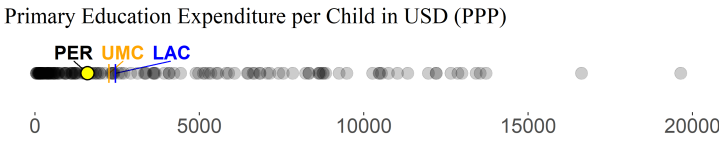
Peru: Renata Lemos, Javier Botero and Ciro Avitabile

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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 Peru is from 2017.

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 participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006, 2013) and PISA (2000, 2009, 2012, 2015).

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.

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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Disclaimer: The numbers presented in this brief are based on global data harmonization efforts conducted by UIS and the World Bank that increase cross-country comparability of selected findings from official statistics. For that reason, the numbers discussed here may be different from official statistics reported by governments and national offices of statistics. Such differences are due to the different purposes of the statistics, which can be for global comparison or to meet national definitions.

Argentina

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

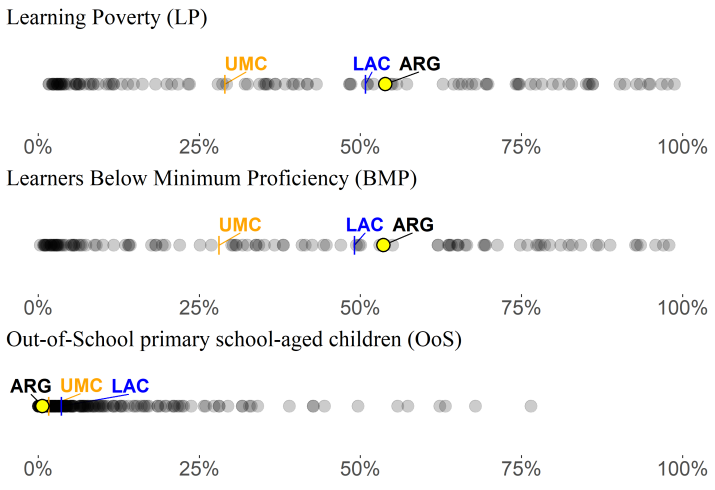
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

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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.

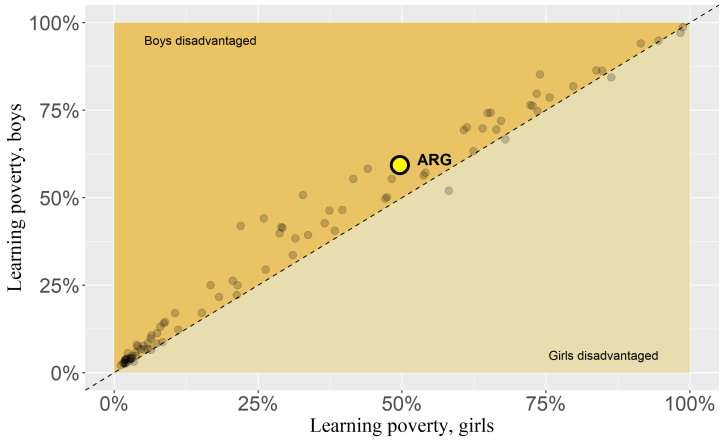
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	59.3	49.6	53.9
Below Minimum Proficiency	59.3	49	53.6
Out-of-School	0.1	1.2	0.6
Human Capital Index	0.59	0.63	0.61
Learning-adjusted Years of Schooling	8.8	9	8.9

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

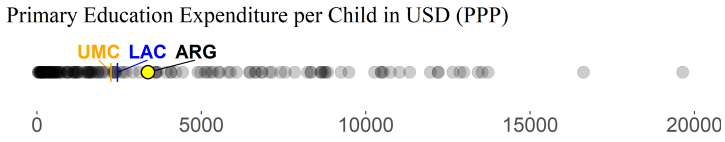
Argentina: Helena Rovner, Francisco Haimovich and Juan Diego Alonso

Latin America and Caribbean: Maria Jose Vargas Mancera

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.

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 Argentina is from 2016.

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 participated in the following published cross-national learning assessments in recent years: LLECE (1997, 2006, 2013), PIRLS (2001) and PISA (2000, 2006, 2009, 2012).

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.

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. PIRLS: Progress in International Reading Literacy Study. PISA: Programme for International Student Assessment.

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Paraguay

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

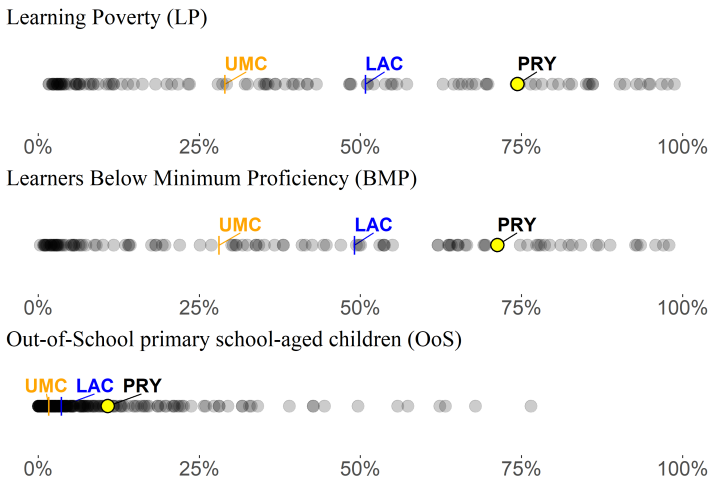
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Paraguay
Learning Poverty Brief

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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.

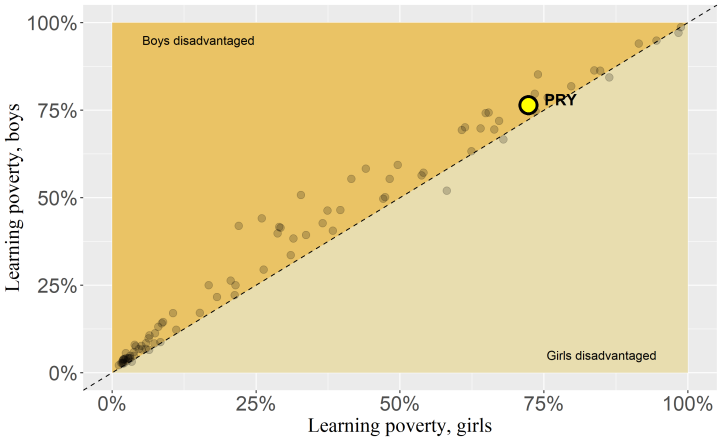
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	76.4	72.3	74.4
Below Minimum Proficiency	73.6	68.9	71.3
Out-of-School	10.7	11	10.8
Human Capital Index	0.53	0.54	0.53
Learning-adjusted Years of Schooling	7.2	7	7.1

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

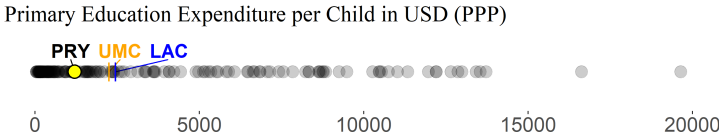
Paraguay: Juan Diego Alonso

Latin America and Caribbean: Maria Jose Vargas Mancera

PRIMARY EDUCATION EXPENDITURE

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



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 Paraguay is from 2012.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN PARAGUAY

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.

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.

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Uruguay

Learning Poverty Brief

October 2019

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN 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.

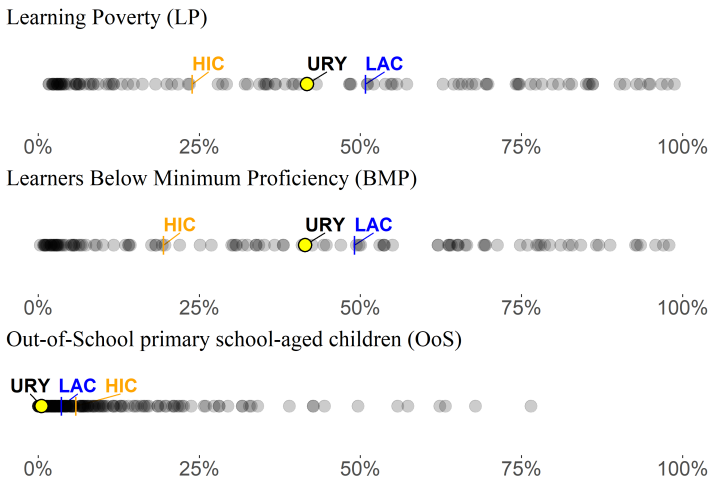
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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.

Uruguay

Learning Poverty Brief

October 2019

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.

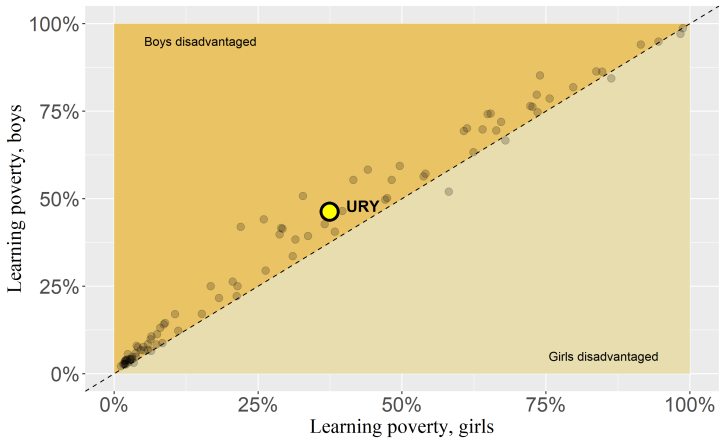
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	46.3	37.4	41.7
Below Minimum Proficiency	46.1	37	41.4
Out-of-School	0.4	0.6	0.5
Human Capital Index	NA	NA	0.6
Learning-adjusted Years of Schooling	NA	NA	8.4

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

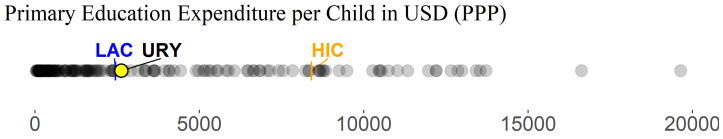
Uruguay: Francisco Haimovich and Helena Rovner

Latin America and Caribbean: Maria Jose Vargas Mancera

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 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 Uruguay is from 2011.

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 participated in the following published cross-national learning assessments in recent years: LLECE (2006, 2013) and PISA (2006, 2009, 2012, 2015).

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.

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Disclaimer: The numbers presented in this brief are based on global data harmonization efforts conducted by UIS and the World Bank that increase cross-country comparability of selected findings from official statistics. For that reason, the numbers discussed here may be different from official statistics reported by governments and national offices of statistics. Such differences are due to the different purposes of the statistics, which can be for global comparison or to meet national definitions.