

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 ALGERIA

- **Learning Poverty.** 68 percent of children in Algeria at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Algeria, 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 Algeria indicate that 67 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.

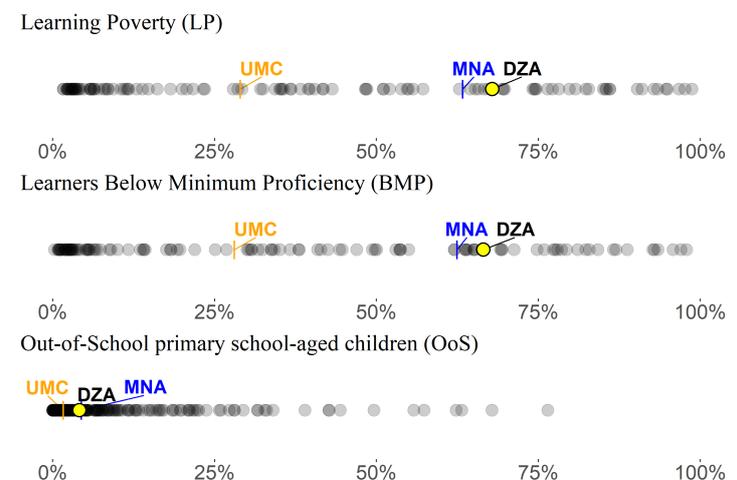
Notes: The LP number for Algeria is calculated using the Global Learning Assessment Database (GLAD) harmonization based on TIMSS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the [GLAD](#)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

BENCHMARKING ALGERIA'S LEARNING POVERTY

Learning Poverty in Algeria is **4.6 percentage points worse than** the average for the Middle East and North Africa region and **38.9 percentage points worse than** the average for upper middle income countries.

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

HOW DOES ALGERIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (3.2%)** than for girls (5.1%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (68.4%)** than girls (64.6%) in Algeria.

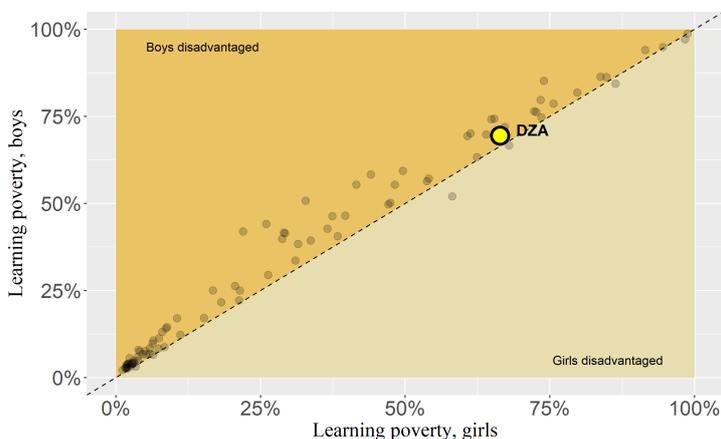
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	69.5	66.4	67.9
Below Minimum Proficiency	68.4	64.6	66.5
Out-of-School	3.2	5.1	4.1
Human Capital Index	0.5	0.55	0.52
Learning-adjusted Years of Schooling	6.4	7.3	6.8

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

Algeria: Fadila Caillaud and Kaliope Azzi-Huck

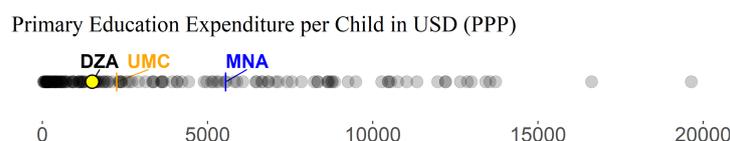
Middle East and North Africa: Laura Gregory

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Algeria is **USD 1,510 (PPP)**, which is **72.8% below** the average for the Middle East and North Africa region and **32.8% 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 Algeria is from 2003.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN ALGERIA

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

Algeria participated in the following published cross-national learning assessments in recent years: TIMSS (2007) and PISA (2015).

Algeria 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 Algeria, 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). TIMSS: Trends in International Mathematics and Science Study. PISA: Programme for International Student Assessment.

 #investinPeople

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 MOROCCO

- **Learning Poverty.** 66 percent of children in Morocco at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Morocco, 5 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Morocco indicate that 64 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

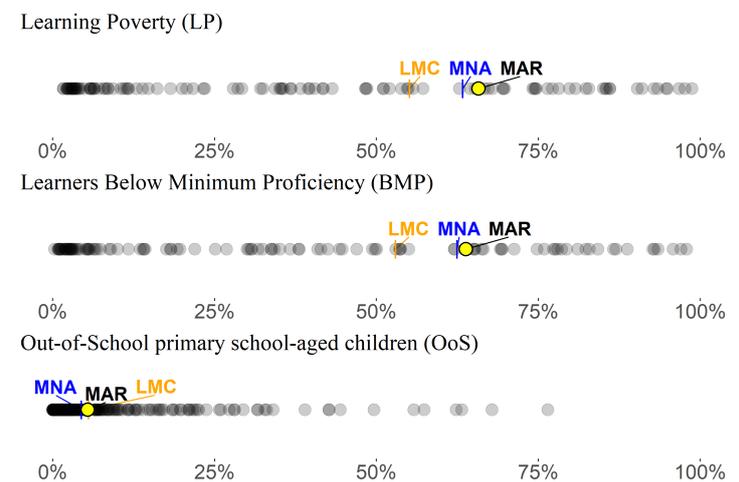
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Morocco 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 MOROCCO'S LEARNING POVERTY

Learning Poverty in Morocco is **2.5 percentage points worse than** the average for the Middle East and North Africa region and **10.7 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 Morocco; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Morocco's region and income group.

HOW DOES MOROCCO'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (5.3%)** than for girls (5.6%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (68.4%) than girls (59%) in Morocco.

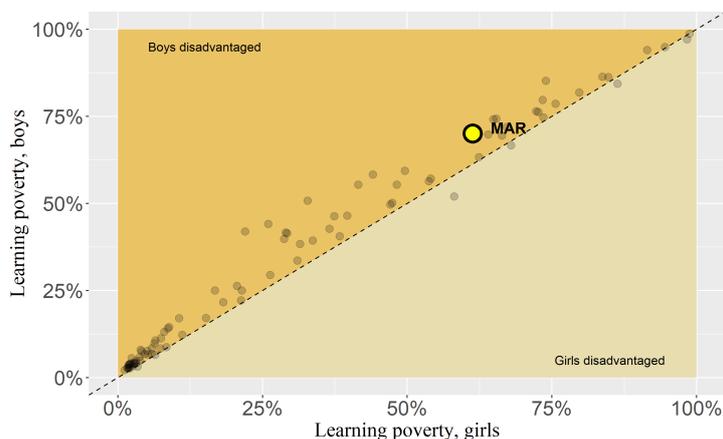
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	70.1	61.3	65.8
Below Minimum Proficiency	68.4	59	63.8
Out-of-School	5.3	5.6	5.4
Human Capital Index	0.49	0.51	0.5
Learning-adjusted Years of Schooling	6.1	6.4	6.2

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

POINT OF CONTACT

Morocco: Fadila Caillaud and Louise M. A. Mvono

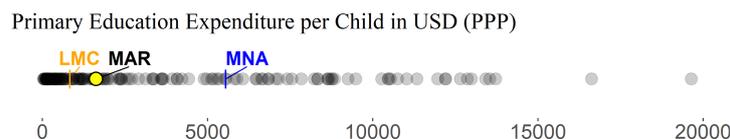
Middle East and North Africa: Laura Gregory

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Morocco is **USD 1,624 (PPP)**, which is **70.7% below** the average for the Middle East and North Africa region and **95.1% 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 Morocco is from 2013.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MOROCCO

Morocco 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.

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

According to the World Bank's 2015 LeAP diagnostic analysis of Morocco's assessment system, the country's ratings on large-scale assessment activities were **Established (3 out of 4)** on Cross-National Learning Assessment and **Emerging (2 out of 4)** on NLSA. For additional information, 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 Morocco, the preferred definition based on the EMIS data is for 2016.

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

 #investinPeople

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 MALTA

- **Learning Poverty.** 29 percent of children in Malta at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Malta, 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 Malta indicate that 27 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2016.

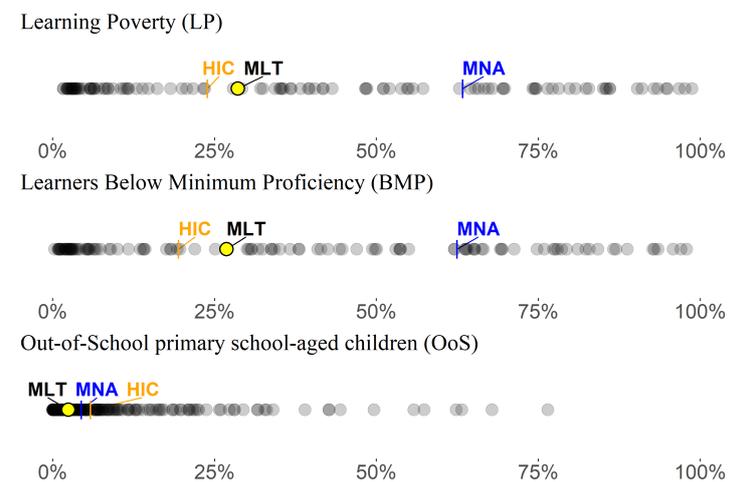
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Malta 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 MALTA'S LEARNING POVERTY

Learning Poverty in Malta is **34.7 percentage points better** than the average for the Middle East and North Africa region and **4.7 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 Malta; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Malta's region and income group.

HOW DOES MALTA'S GENDER GAP COMPARE GLOBALLY?

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

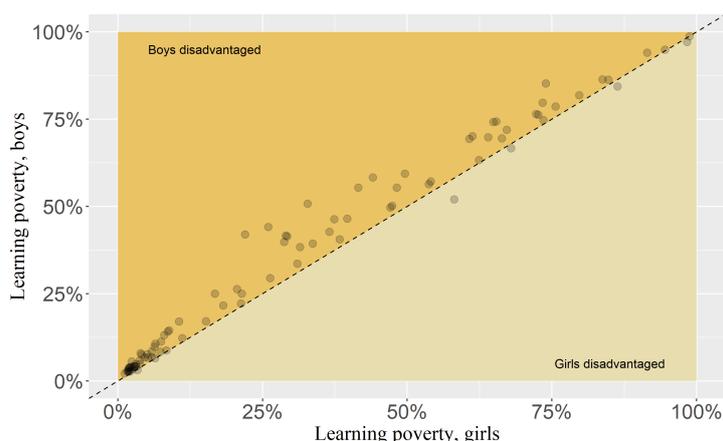
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	28.6
Below Minimum Proficiency	31	22.3	26.8
Out-of-School	NA	NA	2.4
Human Capital Index	0.68	0.73	0.7
Learning-adjusted Years of Schooling	9.7	10.5	10.1

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) No gender split in Learning Poverty is available for Malta. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

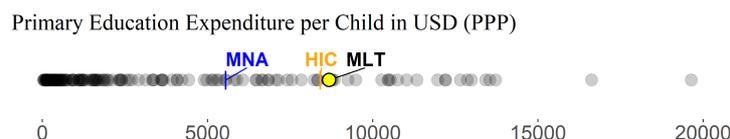
Malta: N/A

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Malta is **USD 8,682 (PPP)**, which is **56.5% above** the average for the Middle East and North Africa region and **3.2% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MALTA

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

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

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

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



#investinPeople

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 TUNISIA

- **Learning Poverty.** 65 percent of children in Tunisia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Tunisia, 0 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Tunisia indicate that 65 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2011.

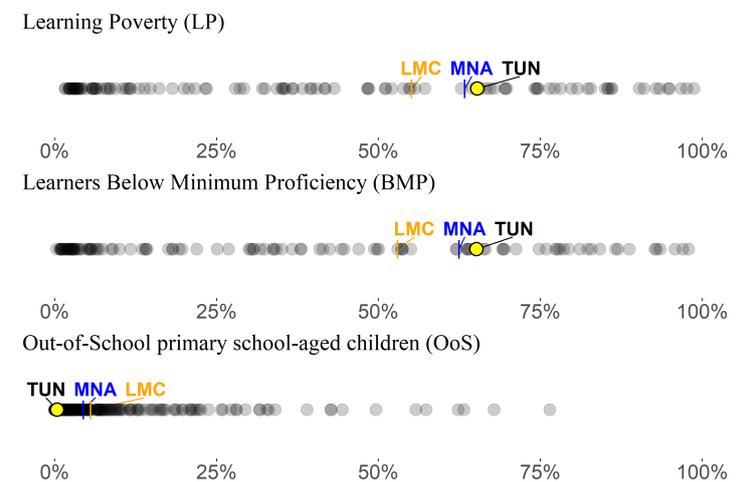
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING TUNISIA'S LEARNING POVERTY

Learning Poverty in Tunisia is **2 percentage points worse than** the average for the Middle East and North Africa region and **10.2 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 Tunisia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Tunisia's region and income group.

HOW DOES TUNISIA'S GENDER GAP COMPARE GLOBALLY?

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

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

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (69.2%) than girls (60.6%) in Tunisia.

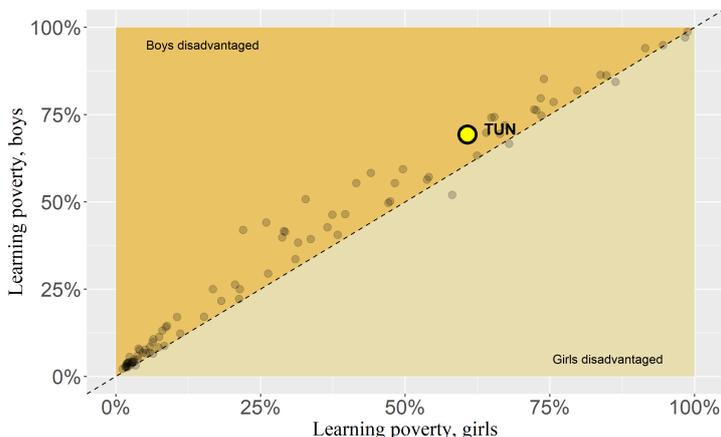
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	69.3	60.7	65.3
Below Minimum Proficiency	69.2	60.6	65.1
Out-of-School	0.4	0.4	0.4
Human Capital Index	0.49	0.53	0.51
Learning-adjusted Years of Schooling	5.9	6.7	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 Tunisia; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

Tunisia: Michael Drabble and Samira Halabi

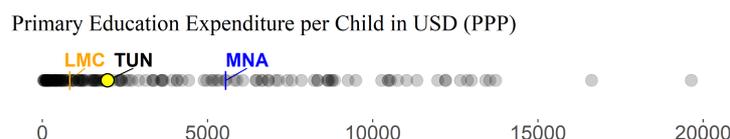
Middle East and North Africa: Laura Gregory

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Tunisia is **USD 1,971 (PPP)**, which is **64.5% below** the average for the Middle East and North Africa region and **136.9% 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 Tunisia is from 2008.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN TUNISIA

Tunisia 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.

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

According to the World Bank's 2013 LeAP diagnostic analysis of Tunisia's assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 out of 4)** on Cross-National Learning Assessment and **Emerging (2 out of 4)** on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Tunisia, the preferred definition based on the EMIS data is for 2011.

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

 #investinPeople

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 IRAN, ISLAMIC REP.

- **Learning Poverty.** 36 percent of children in Iran, Islamic Rep. at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Iran, Islamic Rep., 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 Iran, Islamic Rep. indicate that 35 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

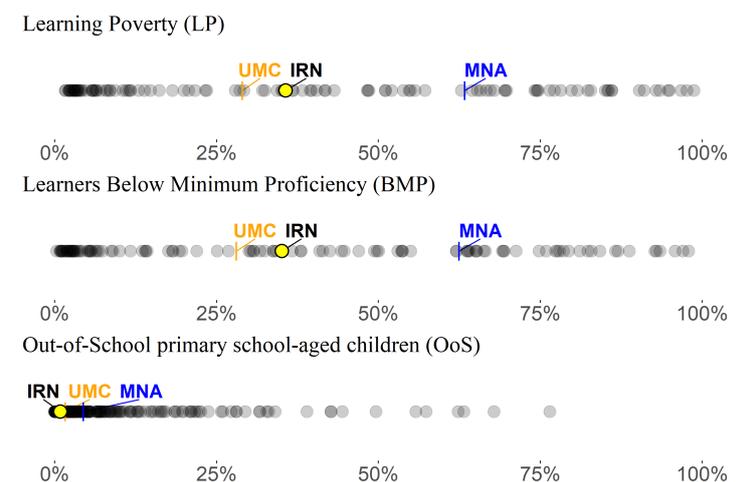
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Iran, Islamic Rep. 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 IRAN, ISLAMIC REP'S LEARNING POVERTY

Learning Poverty in Iran, Islamic Rep. is **27.6 percentage points better** than the average for the Middle East and North Africa region and **6.7 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 Iran, Islamic Rep.; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Iran, Islamic Rep.'s region and income group.

HOW DOES IRAN, ISLAMIC REP.'S GENDER GAP COMPARE GLOBALLY?

As in most countries, **Learning Poverty is higher for boys than for girls** in Iran, Islamic Rep..

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 (0.9%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (43.6%) than girls (25.4%) in Iran, Islamic Rep..

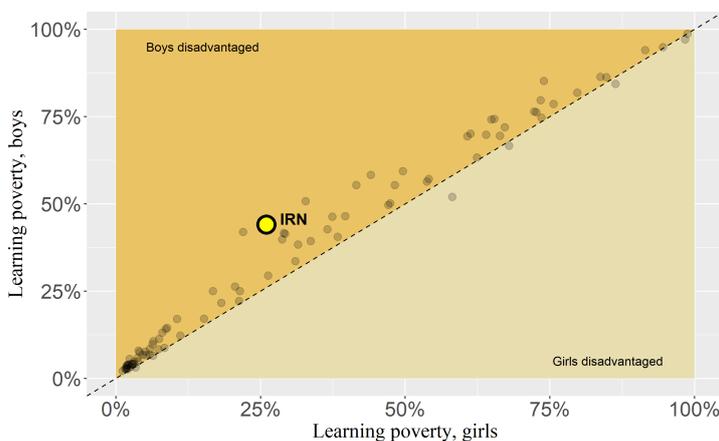
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	44.1	26	35.7
Below Minimum Proficiency	43.6	25.4	35.1
Out-of-School	0.9	0.9	0.9
Human Capital Index	0.56	0.6	0.59
Learning-adjusted Years of Schooling	7.9	8.3	8.1

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

POINT OF CONTACT

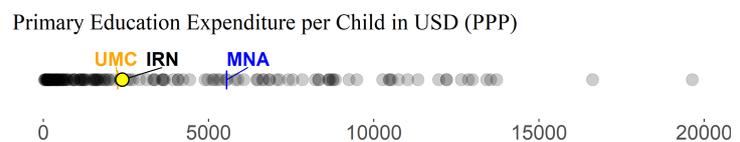
Iran, Islamic Rep.: Haneen Ismail Sayed

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Iran, Islamic Rep. is **USD 2,385 (PPP)**, which is **57% below** the average for the Middle East and North Africa region and **6.2% 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 Iran, Islamic Rep. is from 2017.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN IRAN, ISLAMIC REP.

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

Iran, Islamic Rep. participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015) and PIRLS (2001, 2011, 2016, 2006).

Iran, Islamic Rep. 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 Iran, Islamic Rep., the preferred definition based on the EMIS data is for 2016.

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

 #investinPeople

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 JORDAN

- **Learning Poverty.** 52 percent of children in Jordan at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Jordan, 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 Jordan indicate that 50 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

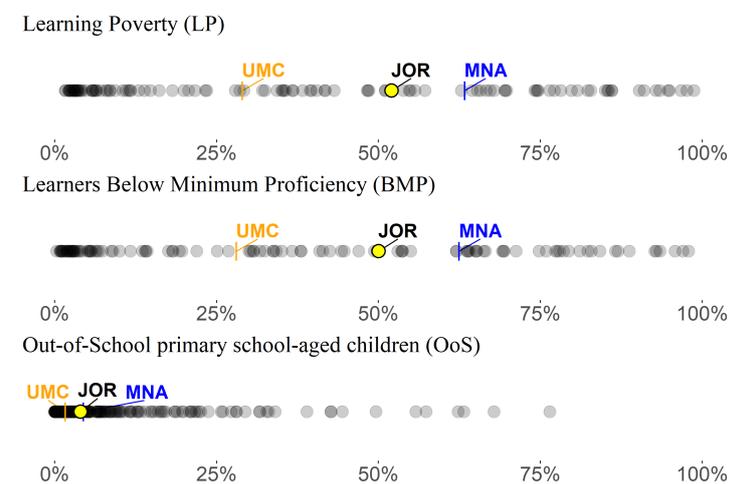
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING JORDAN'S LEARNING POVERTY

Learning Poverty in Jordan is **11.3 percentage points better** than the average for the Middle East and North Africa region and **23.1 percentage points worse** than the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES JORDAN'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (5.2%)** than for girls (2.8%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (52.8%)** than girls (46.7%) in Jordan.

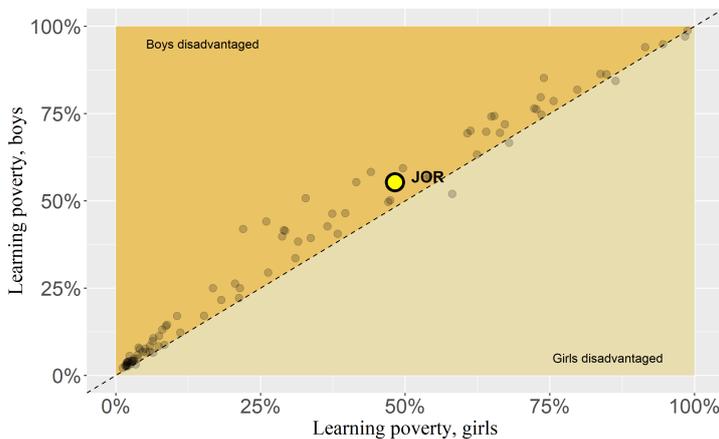
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	55.3	48.2	52
Below Minimum Proficiency	52.8	46.7	50
Out-of-School	5.2	2.8	4
Human Capital Index	0.54	0.59	0.56
Learning-adjusted Years of Schooling	7.2	8.1	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 Jordan; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

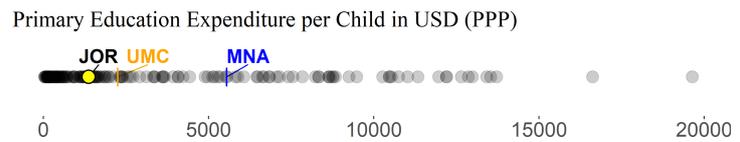
Jordan: Juan Manuel Moreno and Mohamed Yassine

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Jordan is **USD 1,372 (PPP)**, which is **75.3% below** the average for the Middle East and North Africa region and **38.9% 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 Jordan is from 2004.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN JORDAN

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

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

According to the World Bank's 2014 LeAP diagnostic analysis of Jordan's assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 out of 4)** on Cross-National Learning Assessment and **Emerging (2 out of 4)** on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Jordan, the preferred definition based on the EMIS data is for 2004.

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



#investinPeople

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 EGYPT, ARAB REP.

- **Learning Poverty.** 70 percent of children in Egypt, Arab Rep. at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Egypt, Arab Rep., 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 Egypt, Arab Rep. indicate that 69 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

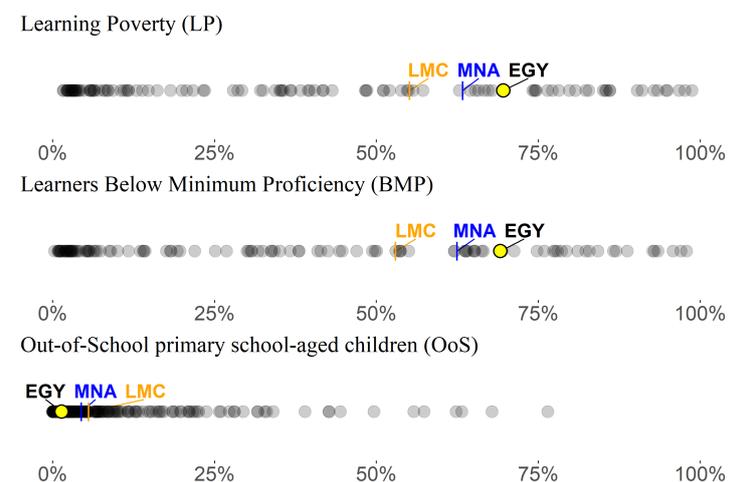
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Egypt, Arab Rep. 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 EGYPT, ARAB REP'S LEARNING POVERTY

Learning Poverty in Egypt, Arab Rep. is **6.3 percentage points worse** than the average for the Middle East and North Africa region and **14.5 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 Egypt, Arab Rep.; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Egypt, Arab Rep.'s region and income group.

HOW DOES EGYPT, ARAB REP.'S GENDER GAP COMPARE GLOBALLY?

As in most countries, **Learning Poverty is higher for boys than for girls** in Egypt, Arab Rep..

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (1.9%)** than for girls (0.8%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (73.6%)** than girls (64.6%) in Egypt, Arab Rep..

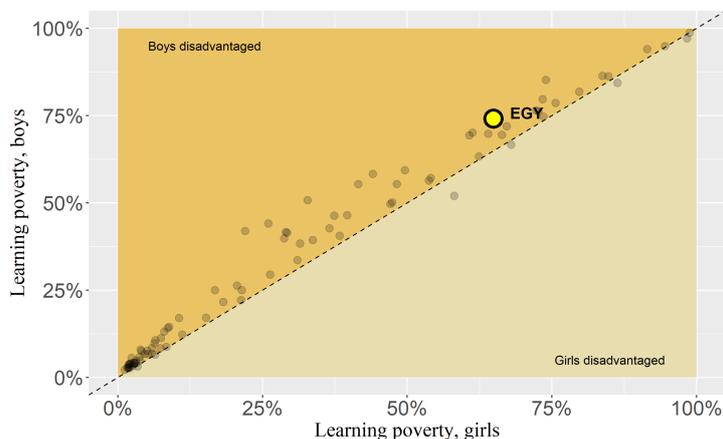
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	74.1	64.9	69.6
Below Minimum Proficiency	73.6	64.6	69.2
Out-of-School	1.9	0.8	1.4
Human Capital Index	0.47	0.5	0.49
Learning-adjusted Years of Schooling	6.1	6.6	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 Egypt, Arab Rep.; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

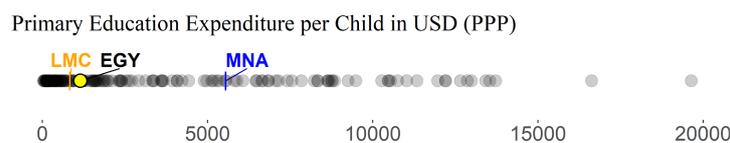
POINT OF CONTACT

Egypt, Arab Rep.: Amira Kazem and Juan Manuel Moreno
Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Egypt, Arab Rep. is **USD 1,151 (PPP)**, which is **79.2% below** the average for the Middle East and North Africa region and **38.3% 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 Egypt, Arab Rep. is from 2017.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN EGYPT, ARAB REP.

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

Egypt, Arab Rep. participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2015) and PIRLS (2016).

According to the World Bank's 2013 LeAP diagnostic analysis of Egypt, Arab Rep.'s assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 out of 4)** on Cross-National Learning Assessment and **Emerging (2 out of 4)** on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Egypt, Arab Rep., the preferred definition based on the EMIS data is for 2016.

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

 #investinPeople

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 YEMEN, REP.

- **Learning Poverty.** 95 percent of children in Yemen, Rep. at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Yemen, Rep., 19 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 Yemen, Rep. indicate that 94 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2011.

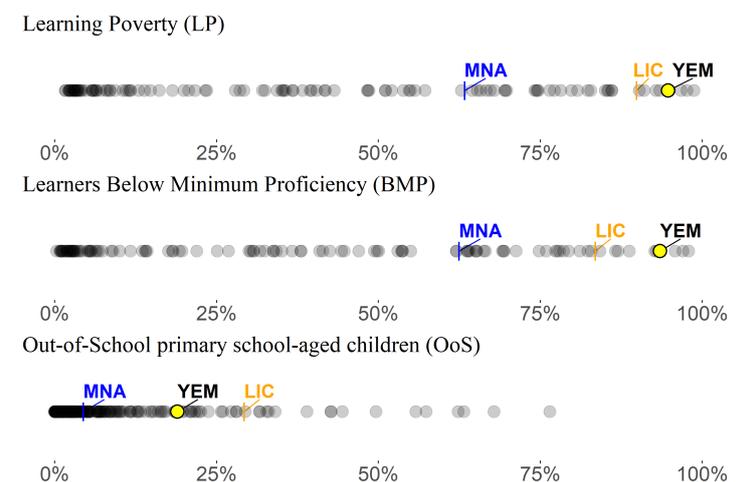
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING YEMEN, REP'S LEARNING POVERTY

Learning Poverty in Yemen, Rep. is **31.4 percentage points worse than** the average for the Middle East and North Africa region and **4.9 percentage points worse than** the average for low income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES YEMEN, REP'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (11.3%)** than for girls (26.9%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (94.2%)** than girls (92.5%) in Yemen, Rep..

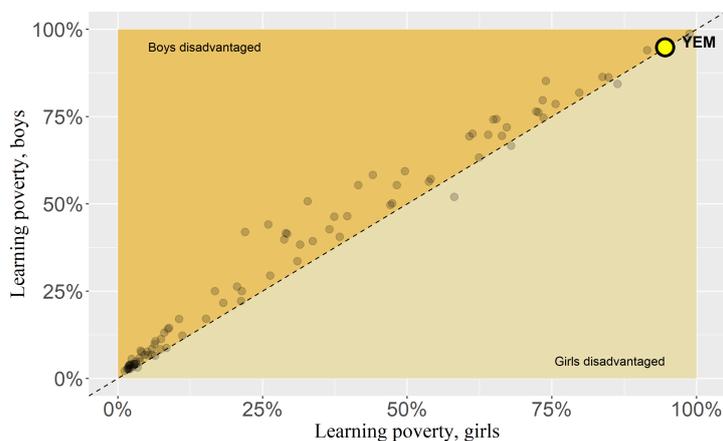
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	94.8	94.5	94.7
Below Minimum Proficiency	94.2	92.5	93.5
Out-of-School	11.3	26.9	18.9
Human Capital Index	0.37	0.36	0.37
Learning-adjusted Years of Schooling	4.5	3.8	4.1

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

POINT OF CONTACT

Yemen, Rep.: Nathalie Lahire and Samira Halabi

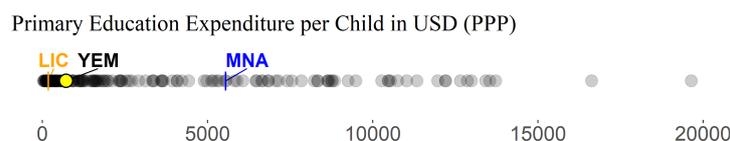
Middle East and North Africa: Laura Gregory

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.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Yemen, Rep. is **USD 714 (PPP)**, which is **87.1% below** the average for the Middle East and North Africa region and **301.1% above** the average for low 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 Yemen, Rep. is from 2011.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN YEMEN, REP.

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

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

According to the World Bank's 2013 LeAP diagnostic analysis of Yemen, Rep.'s assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 out of 4)** on Cross-National Learning Assessment and **Latent (1 out of 4)** on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Yemen, Rep., 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). TIMSS: Trends in International Mathematics and Science Study.



#investinPeople

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 UNITED ARAB EMIRATES

- **Learning Poverty.** 34 percent of children in United Arab Emirates at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In United Arab Emirates, 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 United Arab Emirates indicate that 32 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

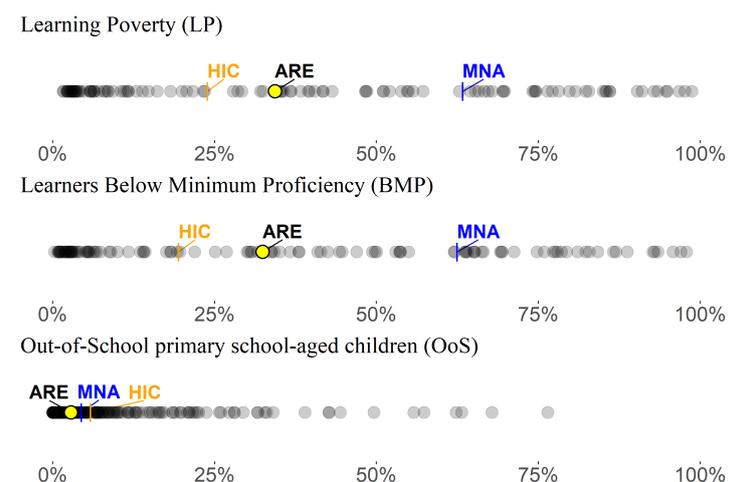
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING UNITED ARAB EMIRATES'S LEARNING POVERTY

Learning Poverty in United Arab Emirates is **29 percentage points better** than the average for the Middle East and North Africa region and **10.4 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 United Arab Emirates; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of United Arab Emirates's region and income group.

HOW DOES UNITED ARAB EMIRATES'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (2%)** than for girls (3.6%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (38.5%) than girls (26%) in United Arab Emirates.

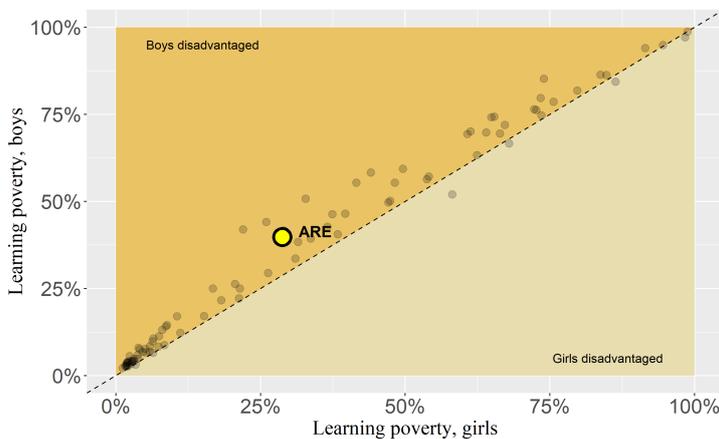
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	39.7	28.7	34.3
Below Minimum Proficiency	38.5	26	32.4
Out-of-School	2	3.6	2.8
Human Capital Index	NA	NA	0.66
Learning-adjusted Years of Schooling	NA	NA	9.5

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

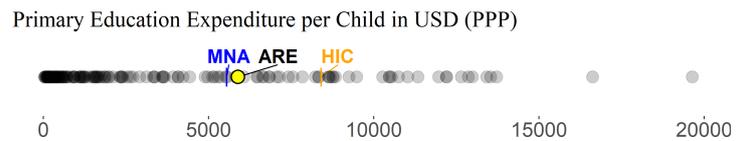
United Arab Emirates: Igor Kheyftes

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in United Arab Emirates is **USD 5,891 (PPP)**, which is **6.2% above** the average for the Middle East and North Africa region and **30% 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 United Arab Emirates is from 1998.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN UNITED ARAB EMIRATES

United Arab Emirates administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. Once this NLSA is mapped against UIS/SDG4.1.1 reporting standards it should be possible to monitor Learning Poverty with it.

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

According to the World Bank's 2013 LeAP diagnostic analysis of United Arab Emirates's assessment system, the country's ratings on large-scale assessment activities were **Established (3 out of 4)** on Cross-National Learning Assessment and **Established (3 out of 4)** on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of United Arab Emirates, the preferred definition based on the EMIS data is for 2016.

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



#investinPeople

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 BAHRAIN

- **Learning Poverty.** 32 percent of children in Bahrain at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Bahrain, 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 Bahrain indicate that 31 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

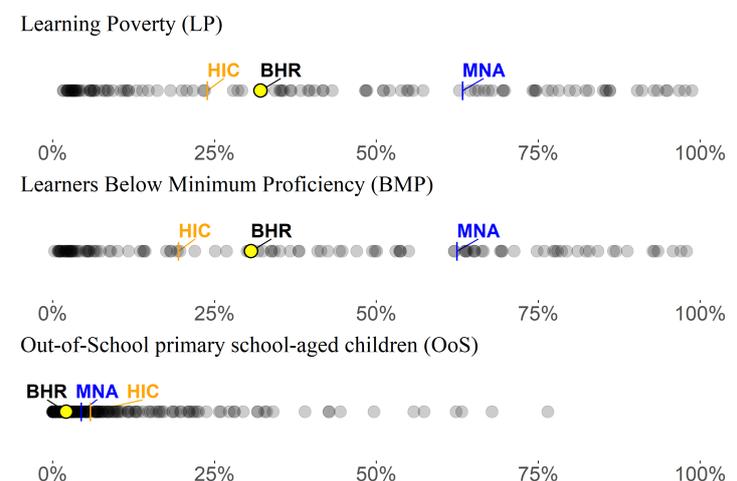
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Bahrain 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 BAHRAIN'S LEARNING POVERTY

Learning Poverty in Bahrain is **31.2 percentage points better** than the average for the Middle East and North Africa region and **8.2 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 Bahrain; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Bahrain's region and income group.

HOW DOES BAHRAIN'S GENDER GAP COMPARE GLOBALLY?

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

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 (1.2%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (40.2%) than girls (21%) in Bahrain.

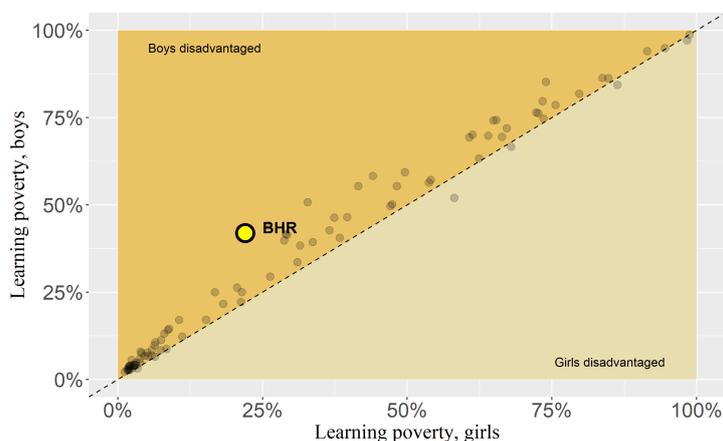
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	41.9	22	32.1
Below Minimum Proficiency	40.2	21	30.6
Out-of-School	2.9	1.2	2.1
Human Capital Index	0.64	0.7	0.67
Learning-adjusted Years of Schooling	9.1	10.1	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 Bahrain; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

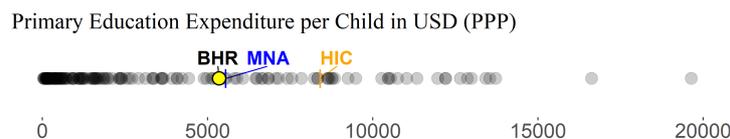
Bahrain: Jamal Al-Kibbi

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Bahrain is **USD 5,350 (PPP)**, which is **3.5% below** the average for the Middle East and North Africa region and **36.4% below** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BAHRAIN

Bahrain 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.

Bahrain participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015) and PIRLS (2016).

According to the World Bank's 2013 LeAP diagnostic analysis of Bahrain's assessment system, the country's ratings on large-scale assessment activities were **Established (3 out of 4)** on Cross-National Learning Assessment and **Established (3 out of 4)** on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Bahrain, the preferred definition based on the EMIS data is for 2016.

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

 [#investinPeople](#)

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 KUWAIT

- **Learning Poverty.** 51 percent of children in Kuwait at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Kuwait, 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 Kuwait indicate that 49 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

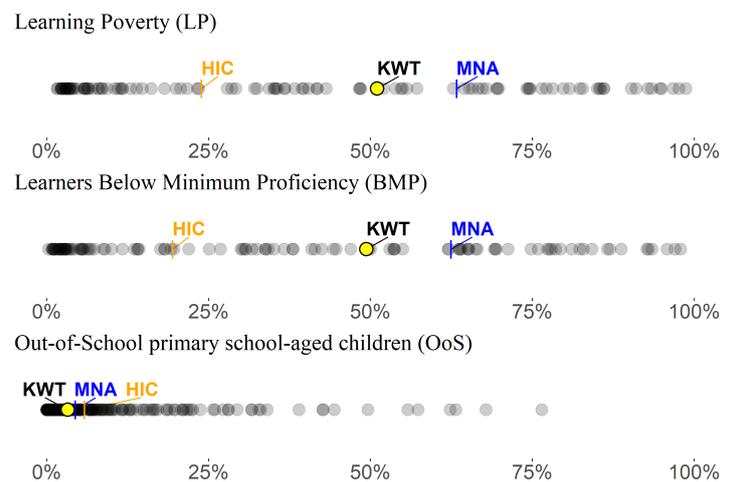
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Kuwait 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 KUWAIT'S LEARNING POVERTY

Learning Poverty in Kuwait is **12.3 percentage points better** than the average for the Middle East and North Africa region and **27.1 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 Kuwait; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Kuwait's region and income group.

HOW DOES KUWAIT'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (5%)** than for girls (1.4%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (56%)** than girls (43.3%) in Kuwait.

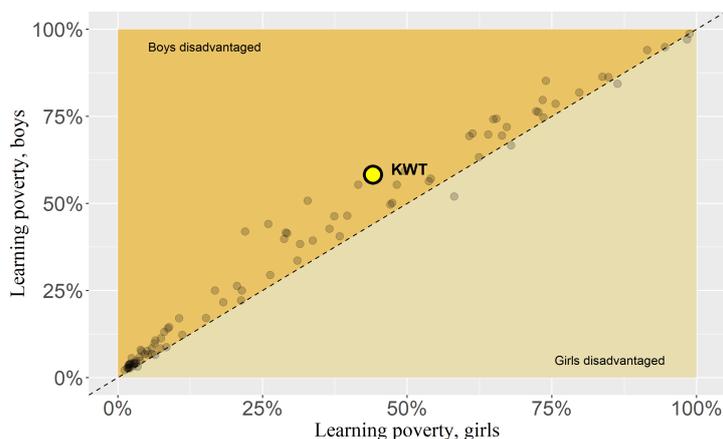
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	58.2	44.1	51
Below Minimum Proficiency	56	43.3	49.4
Out-of-School	5	1.4	3.3
Human Capital Index	0.54	0.6	0.58
Learning-adjusted Years of Schooling	7.1	8.1	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 Kuwait; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

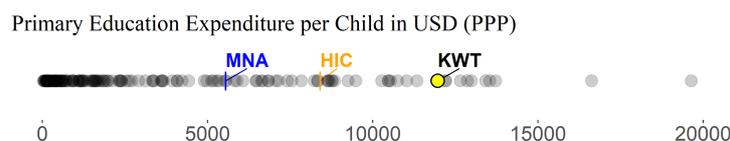
Kuwait: Laura Gregory and Hiba Ahmed

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Kuwait is **USD 11,966 (PPP)**, which is **115.7% above** the average for the Middle East and North Africa region and **42.3% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



Source: UIS and World Bank as of October 2019. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Kuwait is from 2014.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN KUWAIT

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

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

According to the World Bank's 2011 LeAP diagnostic analysis of Kuwait's assessment system, the country's ratings on large-scale assessment activities were **Emerging (2 out of 4)** on Cross-National Learning Assessment and **Latent (1 out of 4)** on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Kuwait, the preferred definition based on the EMIS data is for 2016.

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



#investinPeople

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 OMAN

- **Learning Poverty.** 42 percent of children in Oman at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Oman, 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 Oman indicate that 41 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

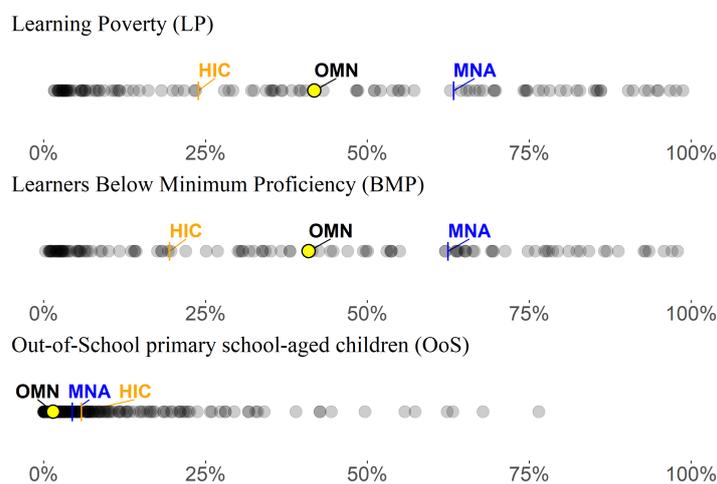
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Oman 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 OMAN'S LEARNING POVERTY

Learning Poverty in Oman is **21.5 percentage points better** than the average for the Middle East and North Africa region and **17.9 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 Oman; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Oman's region and income group.

HOW DOES OMAN'S GENDER GAP COMPARE GLOBALLY?

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

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

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (50%) than girls (31.9%) in Oman.

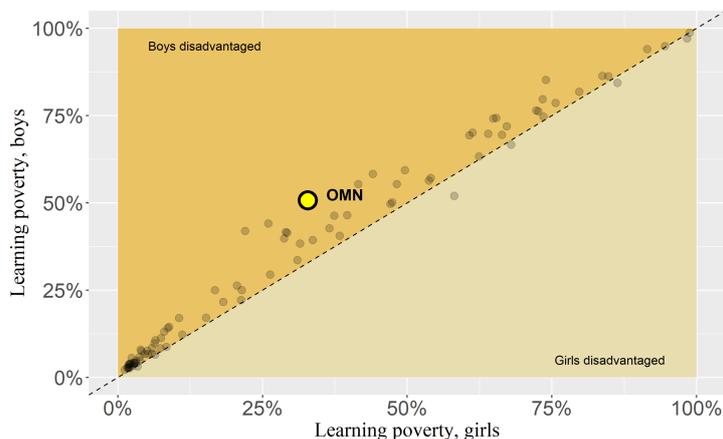
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	50.8	32.8	41.8
Below Minimum Proficiency	50	31.9	40.9
Out-of-School	1.5	1.4	1.5
Human Capital Index	0.59	0.66	0.62
Learning-adjusted Years of Schooling	8.4	9.4	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 Oman; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

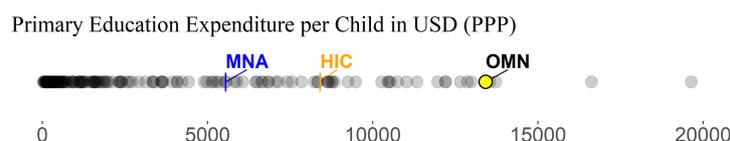
Oman: Igor Kheyftes

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Oman is **USD 13,422 (PPP)**, which is **142% above** the average for the Middle East and North Africa region and **59.6% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN OMAN

Oman 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.

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

According to the World Bank's 2013 LeAP diagnostic analysis of Oman's assessment system, the country's ratings on large-scale assessment activities were **Established (3 out of 4)** on Cross-National Learning Assessment and **Established (3 out of 4)** on NLSA. To update results, contact the LeAP team.

The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Oman, the preferred definition based on the EMIS data is for 2016.

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

 [#investinPeople](#)

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 QATAR

- **Learning Poverty.** 35 percent of children in Qatar at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Qatar, 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 Qatar indicate that 34 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

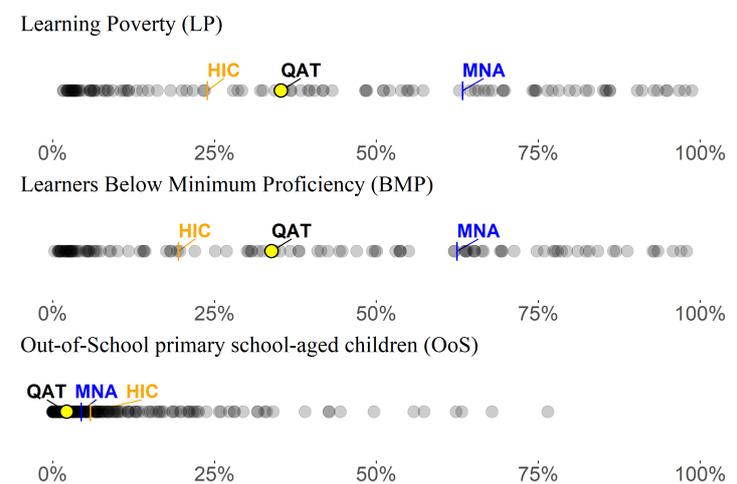
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Qatar 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 QATAR'S LEARNING POVERTY

Learning Poverty in Qatar is **28 percentage points better** than the average for the Middle East and North Africa region and **11.4 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 Qatar; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Qatar's region and income group.

HOW DOES QATAR'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (2%)** than for girls (2.4%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (40.4%) than girls (27.3%) in Qatar.

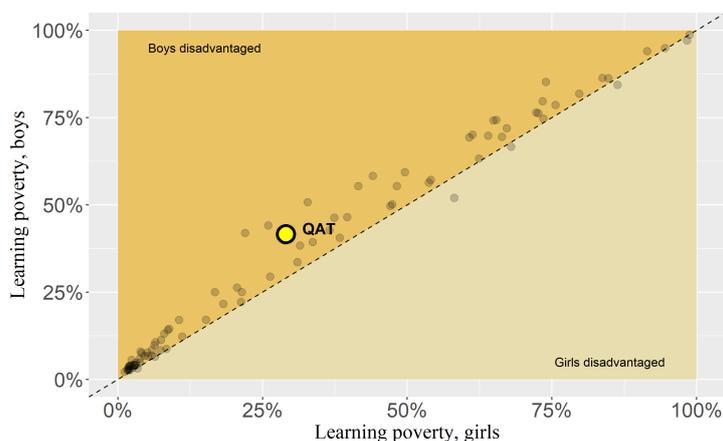
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	41.6	29	35.3
Below Minimum Proficiency	40.4	27.3	33.8
Out-of-School	2	2.4	2.2
Human Capital Index	0.59	0.65	0.62
Learning-adjusted Years of Schooling	7.9	9.1	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 Qatar; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

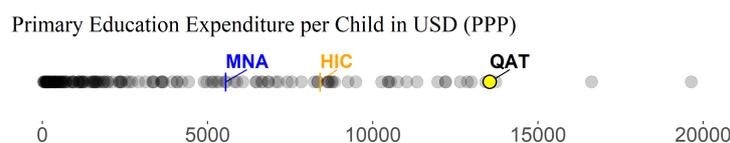
Qatar: Simon Thacker

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Qatar is **USD 13,541 (PPP)**, which is **144.1% above** the average for the Middle East and North Africa region and **61% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



Source: UIS and World Bank as of October 2019. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Qatar is from 2009.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN QATAR

Qatar 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.

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

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

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

 [#investinPeople](#)

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 SAUDI ARABIA

- **Learning Poverty.** 38 percent of children in Saudi Arabia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Saudi Arabia, 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 Saudi Arabia indicate that 37 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

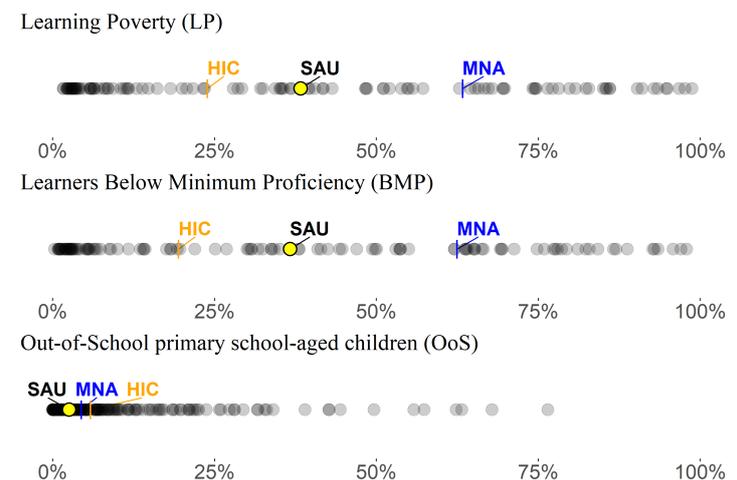
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Saudi Arabia 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 SAUDI ARABIA'S LEARNING POVERTY

Learning Poverty in Saudi Arabia is **25 percentage points better** than the average for the Middle East and North Africa region and **14.4 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 Saudi Arabia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Saudi Arabia's region and income group.

HOW DOES SAUDI ARABIA'S GENDER GAP COMPARE GLOBALLY?

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

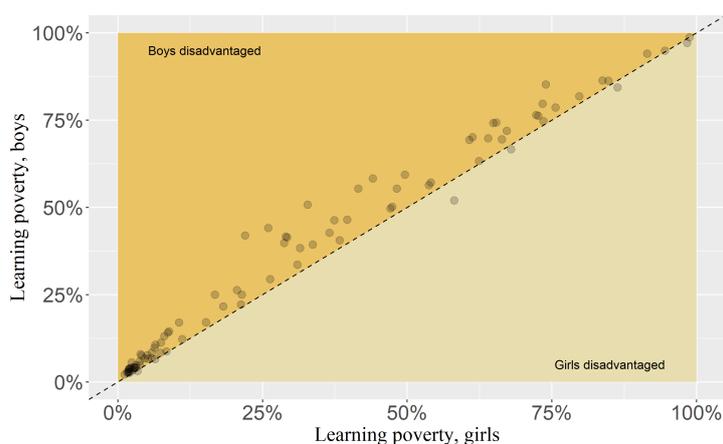
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	38.3
Below Minimum Proficiency	49.4	23	36.7
Out-of-School	NA	NA	2.5
Human Capital Index	0.56	0.61	0.58
Learning-adjusted Years of Schooling	7.7	8.6	8.1

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) No gender split in Learning Poverty is available for Saudi Arabia. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

POINT OF CONTACT

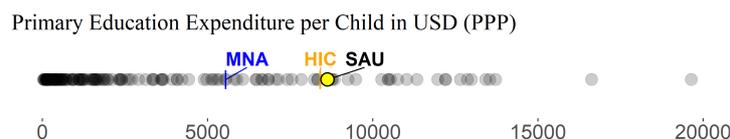
Saudi Arabia: Laura Gregory

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Saudi Arabia is **USD 8,627 (PPP)**, which is **55.5% above** the average for the Middle East and North Africa region and **2.6% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



Source: UIS and World Bank as of October 2019. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Saudi Arabia is from 2007.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN SAUDI ARABIA

Saudi Arabia 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.

Saudi Arabia participated in the following published cross-national learning assessments in recent years: TIMSS (2003, 2007, 2011, 2015) and PIRLS (2011, 2016).

Saudi Arabia 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 Saudi Arabia, the preferred definition based on the EMIS data is for 2014.

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



#investinPeople

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

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 ISRAEL

- **Learning Poverty.** 12 percent of children in Israel at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Israel, 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 Israel indicate that 9 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

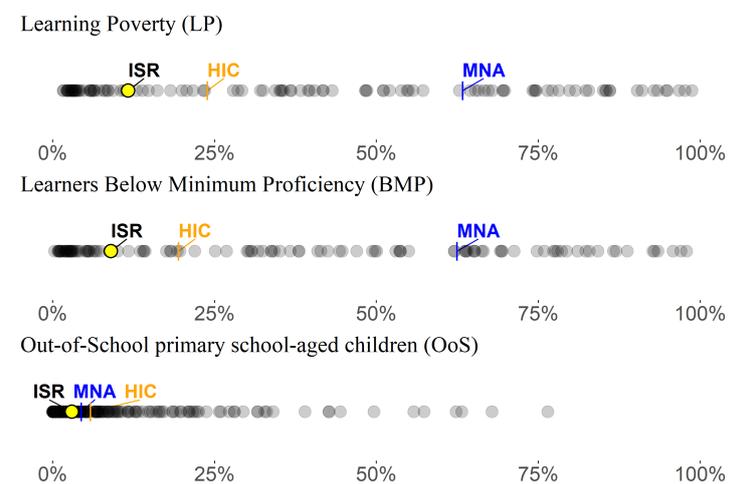
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Israel 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 ISRAEL'S LEARNING POVERTY

Learning Poverty in Israel is **51.6 percentage points better** than the average for the Middle East and North Africa region and **12.2 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 Israel; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Israel's region and income group.

HOW DOES ISRAEL'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (3.5%)** than for girls (2.4%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (11.4%) than girls (6.6%) in Israel.

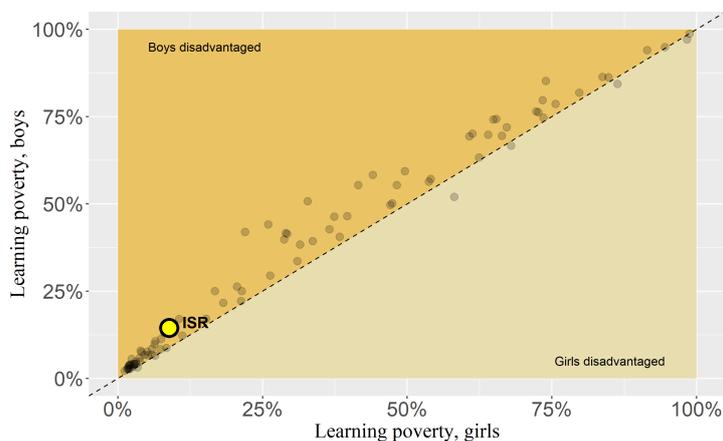
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	14.5	8.9	11.7
Below Minimum Proficiency	11.4	6.6	9
Out-of-School	3.5	2.4	2.9
Human Capital Index	NA	NA	0.76
Learning-adjusted Years of Schooling	NA	NA	11.1

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

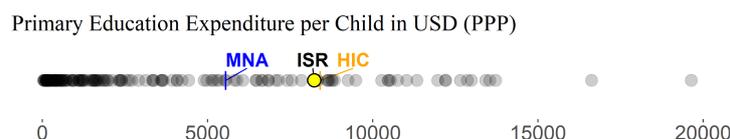
Israel: N/A

Middle East and North Africa: Laura Gregory

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Israel is **USD 8,228 (PPP)**, which is **48.3% above** the average for the Middle East and North Africa region and **2.2% below** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN ISRAEL

Israel 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.

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

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

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



#investinPeople

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.