AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN CAMEROON

- **Learning Poverty.** 77 percent of children in Cameroon at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Cameroon, 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 Cameroon indicate that 76 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

BENCHMARKING CAMEROON’S LEARNING POVERTY

Learning Poverty in Cameroon is 9.5 percentage points better than the average for the Sub-Saharan Africa region and 22.1 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 Cameroon; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Cameroon’s region and income group.
HOW DOES CAMEROON’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys** (0.5%) than for girls (10%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (78.4%) than girls (72.9%) in Cameroon.

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

### Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>78.5</td>
<td>75.6</td>
<td>77.2</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>78.4</td>
<td>72.9</td>
<td>75.9</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>0.5</td>
<td>10</td>
<td>5.2</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.4</td>
<td>0.39</td>
<td>0.39</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.7</td>
<td>5.3</td>
<td>5.5</td>
</tr>
</tbody>
</table>

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

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

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

### PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Cameroon is **USD 196 (PPP)**, which is 65.3% below the average for the Sub-Saharan Africa region and 76.4% below the average for lower middle income countries.

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

**Source:** UIS and World Bank as of October 2019. **Note:** Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Cameroon is from 2013.

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

Cameroon 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.

Cameroon participated in the following published cross-national learning assessments in recent years: PASEC (2004, 2014).

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

**Notes:** The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform ([LeAP-team@worldbank.org](mailto:LeAP-team@worldbank.org)); PASEC: Programme d’Analyse des Systemes Educatifs de la Confemen.

### POINT OF CONTACT

**Cameroon:** Vincent Perrot and Harisoa Danielle Rasolontjato

**Sub-Saharan Africa:** Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN GABON

- **Learning Poverty.** 37 percent of children in Gabon at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Gabon, 9 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Gabon indicate that 31 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2006.

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

**BENCHMARKING GABON’S LEARNING POVERTY**

Learning Poverty in Gabon is **49.9 percentage points better** than the average for the Sub-Saharan Africa region and **7.8 percentage points worse** than the average for upper middle income countries.

The latest available Learning Poverty data for Gabon is produced using assessment data from 2006. This data is considered too old to be included in the latest Global and Regional Aggregates and any benchmark should be interpreted as an illustration.

Figure 1. Learning Poverty and components

Source: UIS and World Bank as of October 2019.
Note: (1) Large circle represents Gabon; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Gabon’s region and income group.
HOW DOES GABON'S GENDER GAP COMPARE GLOBALLY?

In Gabon, 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>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>36.8</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>30.8</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>8.6</td>
<td>8.9</td>
<td>8.7</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.44</td>
<td>0.47</td>
<td>0.45</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.8</td>
<td>6.2</td>
<td>6</td>
</tr>
</tbody>
</table>

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Gabon is USD 1,267 (PPP), which is 124% above the average for the Sub-Saharan Africa region and 43.6% below the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN GABON

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

Gabon participated in the following published cross-national learning assessments in recent years: PASEC (2006).

Gabon 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 Gabon, the preferred definition based on the EMIS data is for 1997.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confomen.

POINT OF CONTACT

Gabon: Harisoa Rasolonjatovo Andriamihamina and Vincent Perrot

Sub-Saharan Africa: Ryoko Tomita, Tihitna Zenebe Gebre and Natasha De Andrade Falcao

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN BURUNDI

- **Learning Poverty.** 93 percent of children in Burundi at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Burundi, 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 Burundi indicate that 93 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

Notes: The LP number for Burundi is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING BURUNDI’S LEARNING POVERTY

Learning Poverty in Burundi is 6.2 percentage points worse than the average for the Sub-Saharan Africa region and 3 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 Burundi; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Burundi’s region and income group.
HOW DOES BURUNDI’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (3.6%) than for girls (1.7%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (93.8%) than girls (91.3%) in Burundi.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>94</td>
<td>91.5</td>
<td>92.9</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>93.8</td>
<td>91.3</td>
<td>92.7</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>3.6</td>
<td>1.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.37</td>
<td>0.39</td>
<td>0.38</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
</tr>
</tbody>
</table>

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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BURUNDI

Burundi 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.

Burundi participated in the following published cross-national learning assessments in recent years: PASEC (1996, 2014).

Burundi 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 Burundi, the preferred definition based on the EMIS data is for 2017.

POINT OF CONTACT

Burundi: Tanya June Savrimootoo, Quynh Nguyen and Amiina Denboba

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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

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LEARNING POVERTY IN CONGO, DEM. REP.

- **Learning Poverty.** 86 percent of children in Congo, Dem. Rep. at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Congo, Dem. Rep., 63 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 Congo, Dem. Rep. indicate that 62 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2010.

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 Congo, Dem. Rep. is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. 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 CONGO, DEM. REP.’S LEARNING POVERTY

Learning Poverty in Congo, Dem. Rep. is 0.7 percentage points better than the average for the Sub-Saharan Africa region and 3.9 percentage points better than the average for low income countries.

The latest available Learning Poverty data for Congo, Dem. Rep. is produced using assessment data from 2010. 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 Congo, Dem. Rep.; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Congo, Dem. Rep.’s region and income group.
HOW DOES CONGO, DEM. REP.'S GENDER GAP COMPARE GLOBALLY?

In Congo, Dem. Rep., 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.

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<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>86</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>62</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>62.3</td>
<td>64.1</td>
<td>63.2</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.37</td>
<td>0.37</td>
<td>0.37</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>4.9</td>
<td>4.5</td>
<td>4.7</td>
</tr>
</tbody>
</table>

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

Figure 2. Gender Gap - Learning Poverty by Sex

Source: UIS and World Bank as of October 2019. Notes: (1) No gender split in Learning Poverty is available for Congo, Dem. Rep. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Congo, Dem. Rep. is USD 61 (PPP), which is 89.2% below the average for the Sub-Saharan Africa region and 65.6% below 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 Congo, Dem. Rep. is from 2013.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CONGO, DEM. REP.

Congo, Dem. Rep. 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.

Congo, Dem. Rep. participated in the following published cross-national learning assessments in recent years: PASEC (2010).

According to the World Bank’s 2014 LeAP diagnostic analysis of Congo, Dem. 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 Congo, Dem. Rep., the preferred definition based on the EMIS data is for 1999.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d’Analyse des Systems Educatis de la Confemen.

POINT OF CONTACT

Congo, Dem. Rep.: Sherezad Latif and Waly Wane
Sub-Saharan Africa: Ryoko Tomita, Tihitina Zenebe Gebre and Natasha De Andrade Falcao

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

\[ LP = \left[ \frac{BMP \times (1 - OoS)}{100} \right] + \left[ \frac{OoS}{100} \right] \]

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 CONGO, REP.

- **Learning Poverty.** 85 percent of children in Congo, Rep. at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Congo, Rep., 13 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 Congo, Rep. indicate that 83 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

BENCHMARKING CONGO, REP.’S LEARNING POVERTY

Learning Poverty in Congo, Rep. is 1.6 percentage points better than the average for the Sub-Saharan Africa region and 30 percentage points worse than the average for lower middle income countries.

Source: UIS and World Bank as of October 2019.

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

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (16.4%) than for girls (9.1%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (83.6%) than girls (82.1%) in Congo, Rep..

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>86.3</td>
<td>83.8</td>
<td>85.1</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>83.6</td>
<td>82.1</td>
<td>82.9</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>16.4</td>
<td>9.1</td>
<td>12.8</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.39</td>
<td>0.41</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.1</td>
<td>5.3</td>
<td>5.2</td>
</tr>
</tbody>
</table>


Figure 2. Gender Gap - Learning Poverty by Sex

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Congo, Rep. is USD 717 (PPP), which is 26.8% above the average for the Sub-Saharan Africa region and 13.8% below the average for lower middle income countries.

Figure 3. Expenditure per child in primary school age

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

Congo, Rep. 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.


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

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systemes Educatifs de la Confemen.

POINT OF CONTACT

Congo, Rep.: Waly Wane and Karine Pezzani
Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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HOW IS LEARNING POVERTY MEASURED?

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

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

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

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LEARNING POVERTY IN UGANDA

- Learning Poverty. 83 percent of children in Uganda at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- Out-of-School. In Uganda, 9 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- Below Minimum Proficiency. Large-scale learning assessments of students in Uganda indicate that 81 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

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

BENCHMARKING UGANDA’S LEARNING POVERTY

Learning Poverty in Uganda is \( 3.9 \) percentage points better than the average for the Sub-Saharan Africa region and \( 7.1 \) percentage points better 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 Uganda; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Uganda’s region and income group.
HOW DOES UGANDA’S GENDER GAP COMPARE GLOBALLY?

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

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

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<th>All</th>
</tr>
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<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>82.8</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>81.1</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>10.4</td>
<td>7.6</td>
<td>9</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>NA</td>
<td>NA</td>
<td>0.38</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>NA</td>
<td>NA</td>
<td>4.4</td>
</tr>
</tbody>
</table>

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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN UGANDA

Uganda administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. This NLSA is currently being used to report on the SDG4.1.1 and to monitor Learning Poverty.

Uganda participated in the following published cross-national learning assessments in recent years: SACMEQ (2000, 2007).

According to the World Bank’s 2012 LeAP diagnostic analysis of Uganda’s assessment system, the country’s ratings on large-scale assessment activities were Emerging (2 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 Uganda, the preferred definition based on the EMIS data is for 2013.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Uganda is USD 105 (PPP), which is 81.5% below the average for the Sub-Saharan Africa region and 41.1% below 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 Uganda is from 2014.

POINT OF CONTACT

Uganda: Kirill Vaseliev, Hongyu Yang and Angela Demas
Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN ETHIOPIA

- **Learning Poverty.** 90 percent of children in Ethiopia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Ethiopia, 14 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 Ethiopia indicate that 89 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 Ethiopia is calculated using data from NLSA and the MPL threshold used was level Proficient. No learning data harmonization following the Global Learning Assessment Database (GLAD) guidelines has been produced for Ethiopia, this limits the current analytical possibilities for this country. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING ETHIOPIA’S LEARNING POVERTY

Learning Poverty in Ethiopia is 3.6 percentage points worse than the average for the Sub-Saharan Africa region and 0.4 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 Ethiopia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Ethiopia’s region and income group.
HOW DOES ETHIOPIA’S GENDER GAP COMPARE GLOBALLY?

In Ethiopia, 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.

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<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>90.3</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>88.7</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>10.9</td>
<td>17.2</td>
<td>14.0</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.38</td>
<td>0.39</td>
<td>0.38</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>4.7</td>
<td>4.3</td>
<td>4.5</td>
</tr>
</tbody>
</table>

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Ethiopia is USD 121 (PPP), which is 78.6% below the average for the Sub-Saharan Africa region and 32.1% below 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 Ethiopia is from 2015.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN ETHIOPIA

Ethiopia administer a National Large-Scale Assessment (NLSA) at the End of Primary school, according to UIS SDG 4.1.2b monitoring. This NLSA is currently being used to report on the SDG4.1.1 and to monitor Learning Poverty.

Ethiopia did not participate in any cross-national learning assessments in recent years.

According to the World Bank’s 2009 LeAP diagnostic analysis of Ethiopia’s assessment system, the country’s ratings on large-scale assessment activities were Latent (1 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 Ethiopia, the preferred definition based on the EMIS data is for 2015.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org).

POINT OF CONTACT

Ethiopia: Girma Woldetsadik, Hiroshi Saeki, Anna Olefir and Salman Asim

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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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 MAURITANIA

- **Learning Poverty.** 95 percent of children in Mauritania at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Mauritania, 28 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 Mauritania indicate that 93 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2004.

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 Mauritania is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. 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 MAURITANIA’S LEARNING POVERTY

Learning Poverty in Mauritania is **8.2 percentage points worse than** the average for the Sub-Saharan Africa region and **39.8 percentage points worse than** the average for lower middle income countries.

The latest available Learning Poverty data for Mauritania is produced using assessment data from 2004. 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.

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

In Mauritania, 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.

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</tr>
</thead>
<tbody>
<tr>
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<td>NA</td>
<td>NA</td>
<td>94.9</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>92.9</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>28.4</td>
<td>27.7</td>
<td>28.1</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.34</td>
<td>0.36</td>
<td>0.35</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>3.3</td>
<td>3.5</td>
<td>3.4</td>
</tr>
</tbody>
</table>


Figure 2. Gender Gap - Learning Poverty by Sex

Source: UIS and World Bank as of October 2019. Note: (1) No gender split in Learning Poverty is available for Mauritania. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Mauritania is USD 380 (PPP), which is 32.8% below the average for the Sub-Saharan Africa region and 54.3% below the average for lower middle income countries.

Figure 3. Expenditure per child in primary school age

Source: UIS and World Bank as of October 2019. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Mauritania is from 2016.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MAURITANIA

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

Mauritania participated in the following published cross-national learning assessments in recent years: PASEC (2004). According to the World Bank’s 2013 LeAP diagnostic analysis of Mauritania’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 Mauritania, 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). PASEC: Programme d’Analyse des Systemes Educatifs de la Confenem.

POINT OF CONTACT

Mauritania: Waly Wane

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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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 SENEGAL

- **Learning Poverty.** 74 percent of children in Senegal at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Senegal, 26 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 Senegal indicate that 65 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

Notes: The LP number for Senegal is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING SENEGAL’S LEARNING POVERTY

Learning Poverty in Senegal is 12.6 percentage points better than the average for the Sub-Saharan Africa region and 19 percentage points worse than the average for lower middle income countries.

Figure 1. Learning Poverty and components

<table>
<thead>
<tr>
<th>Learning Poverty (LP)</th>
<th>Learners Below Minimum Proficiency (BMP)</th>
<th>Out-of-School primary school-aged children (OoS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: UIS and World Bank as of October 2019.
Notes: (1) Large circle represents Senegal; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Senegal’s region and income group.
HOW DOES SENEGAL’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (28.8%) than for girls (22.6%).

And second boys are more likely to achieve minimum proficiency at the end of primary school (64.4%) than girls (65.8%) in Senegal.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>74.7</td>
<td>73.5</td>
<td>74.1</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>64.4</td>
<td>65.8</td>
<td>65.2</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>28.8</td>
<td>22.6</td>
<td>25.7</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.41</td>
<td>0.43</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>4.7</td>
<td>4.8</td>
<td>4.8</td>
</tr>
</tbody>
</table>

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Senegal is USD 335 (PPP), which is 40.8% below the average for the Sub-Saharan Africa region and 59.7% below the average for lower middle income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN SENEGAL

Senegalese 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.


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

POINT OF CONTACT

Senegal: Wedoud Kamil, Amanda Devercelli and Moustapha Lo
Sub-Saharan Africa: RyokoTomita, Tihitina Zenebe Gebre and Natasha De Andrade Falcao

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AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN BENIN

- **Learning Poverty.** 78 percent of children in Benin at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Benin, 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 Benin indicate that 77 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

Notes: The LP number for Benin is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING BENIN’S LEARNING POVERTY

Learning Poverty in Benin is 8.5 percentage points better than the average for the Sub-Saharan Africa region and 11.7 percentage points better 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 Benin; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Benin’s region and income group.
HOW DOES BENIN'S GENDER GAP COMPARE GLOBALLY?

In Benin, 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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>78.2</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>75.1</td>
<td>79.3</td>
<td>77.3</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>NA</td>
<td>NA</td>
<td>3.6</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.41</td>
<td>0.4</td>
<td>0.41</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>6</td>
<td>5.4</td>
<td>5.7</td>
</tr>
</tbody>
</table>

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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BENIN

Benin 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.


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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Benin is USD 291 (PPP), which is 48.6% below the average for the Sub-Saharan Africa region and 63.6% 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 Benin is from 2015.

POINT OF CONTACT

Benin: Hyacinthe Gbaye and Ryoko Tomita

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

#investinPeople

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HOW IS LEARNING POVERTY MEASURED?

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LEARNING POVERTY IN COTE D’IVOIRE

- **Learning Poverty.** 82 percent of children in Cote d’Ivoire at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Cote d’Ivoire, 21 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 Cote d’Ivoire indicate that 78 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

NOTES:
The LP number for Cote d’Ivoire is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING COTE D’IVOIRE’S LEARNING POVERTY

Learning Poverty in Cote d’Ivoire is **4.3 percentage points better than** the average for the Sub-Saharan Africa region and **27.3 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 Cote d’Ivoire; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Cote d’Ivoire’s region and income group.
HOW DOES COTE D’IVOIRE’S GENDER GAP COMPARE GLOBALLY?

In Cote d’Ivoire, 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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>82.3</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>79.2</td>
<td>75.8</td>
<td>77.6</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>NA</td>
<td>NA</td>
<td>21.1</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.32</td>
<td>0.32</td>
<td>0.35</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>4.5</td>
<td>3.9</td>
<td>4.2</td>
</tr>
</tbody>
</table>

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Cote d’Ivoire is USD 440 (PPP), which is 22.2% below the average for the Sub-Saharan Africa region and 47.1% below the average for lower middle income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN COTE D’IVOIRE

Cote d’Ivoire 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.


Cote d’Ivoire 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 Cote d’Ivoire, the preferred definition based on the EMIS data is for 2014.

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

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

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LEARNING POVERTY IN TOGO

- **Learning Poverty.** 86 percent of children in Togo at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Togo, 9 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Togo indicate that 84 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

Notes: The LP number for Togo is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING TOGO’S LEARNING POVERTY

Learning Poverty in Togo is 1.1 percentage points better than the average for the Sub-Saharan Africa region and 4.3 percentage points better 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 Togo; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Togo’s region and income group.
HOW DOES TOGO’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (5.4%) than for girls (11.7%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (85.5%) than girls (82.7%) in Togo.

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

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<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>86.2</td>
<td>84.8</td>
<td>85.6</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>85.5</td>
<td>82.7</td>
<td>84.2</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>5.4</td>
<td>11.7</td>
<td>8.5</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.42</td>
<td>0.41</td>
<td>0.41</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.8</td>
<td>5.2</td>
<td>5.6</td>
</tr>
</tbody>
</table>

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

**PRIMARY EDUCATION EXPENDITURE**

Primary education expenditure per child of primary education age in Togo is USD 306 (PPP), which is 46% below the average for the Sub-Saharan Africa region and 71.7% above the average for low income countries.

**DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN TOGO**

Togo 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.


Togo 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 EMIS and the population Census. In the case of Togo, the preferred definition based on the EMIS data is for 2014.

**POINT OF CONTACT**

**Togo:** Mouhamadou Moustapha Lo

**Sub-Saharan Africa:** Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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

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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN BOTSWANA

- Learning Poverty. 48 percent of children in Botswana at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- Out-of-School. In Botswana, 7 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- Below Minimum Proficiency. Large-scale learning assessments of students in Botswana indicate that 44 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 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 Botswana 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 BOTSWANA’S LEARNING POVERTY

Learning Poverty in Botswana is \(38.4\) percentage points better than the average for the Sub-Saharan Africa region and \(19.3\) percentage points worse than the average for upper middle income countries.

Figure 1. Learning Poverty and components

Source: UIS and World Bank as of October 2019.
Notes: (1) Large circle represents Botswana; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Botswana’s region and income group.
HOW DOES BOTSWANA’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (7.8%) than for girls (6.5%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (51.5%) than girls (37.5%) in Botswana.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>55.3</td>
<td>41.6</td>
<td>48.3</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>51.5</td>
<td>37.5</td>
<td>44.3</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>7.8</td>
<td>6.5</td>
<td>7.2</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.39</td>
<td>0.45</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>4.9</td>
<td>5.7</td>
<td>5.3</td>
</tr>
</tbody>
</table>

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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BOTSWANA

Botswana 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.


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

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Botswana is USD 1,620 (PPP), which is 186.3% above the average for the Sub-Saharan Africa region and 27.9% 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 Botswana is from 2009.

POINT OF CONTACT

Botswana: Yoko Nagashima and Nalin Jena
Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN SOUTH AFRICA

- **Learning Poverty.** 80 percent of children in South Africa at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In South Africa, 8 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in South Africa indicate that 78 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 South Africa 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 SOUTH AFRICA’S LEARNING POVERTY

Learning Poverty in South Africa is 6.9 percentage points better than the average for the Sub-Saharan Africa region and 50.9 percentage points worse than the average for upper middle income countries.

Figure 1. Learning Poverty and components

Source: UIS and World Bank as of October 2019.
Notes: (1) Large circle represents South Africa; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of South Africa’s region and income group.
HOW DOES SOUTH AFRICA’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is higher for boys (8.7%) than for girls (8.2%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (83.8%) than girls (71.6%) in South Africa.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>85.2</td>
<td>74</td>
<td>79.8</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>83.8</td>
<td>71.6</td>
<td>77.9</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>8.7</td>
<td>8.2</td>
<td>8.4</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.36</td>
<td>0.41</td>
<td>0.41</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>4.9</td>
<td>5.3</td>
<td>5.1</td>
</tr>
</tbody>
</table>

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

Figure 2. Gender Gap - Learning Poverty by Sex

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in South Africa is USD 2,339 (PPP), which is 313.4% above the average for the Sub-Saharan Africa region and 4.1% above the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN SOUTH AFRICA

South Africa 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.


South Africa 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 South Africa, the preferred definition based on the EMIS data is for 2015.

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

POINT OF CONTACT

South Africa: Elizabeth Ninan and Yoko Nagashima

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN COMOROS

- Learning Poverty. 86 percent of children in Comoros at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- Out-of-School. In Comoros, 21 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 Comoros indicate that 82 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2008.

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 Comoros is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. 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 COMOROS’S LEARNING POVERTY

Learning Poverty in Comoros is 0.7 percentage points better than the average for the Sub-Saharan Africa region and 30.9 percentage points worse than the average for lower middle income countries.

The latest available Learning Poverty data for Comoros is produced using assessment data from 2008. 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 Comoros; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Comoros’s region and income group.
HOW DOES COMOROS'S GENDER GAP COMPARE GLOBALLY?

In Comoros, 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>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>86</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>82.3</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>18</td>
<td>23.7</td>
<td>20.8</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.41</td>
<td>0.41</td>
<td>0.41</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>5.5</td>
<td>5.1</td>
<td>5.3</td>
</tr>
</tbody>
</table>

Table 1. Sex Disaggregation

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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN COMOROS

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

Comoros participated in the following published cross-national learning assessments in recent years: PASEC (2008).

Comoros 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 Comoros, 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). PASEC: Programme d’Analyse des Systems Educatifs de la Confemen.

POINT OF CONTACT

Comoros: N/A

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN MADAGASCAR

- **Learning Poverty.** 97 percent of children in Madagascar at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Madagascar, 22 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 Madagascar indicate that 96 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 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.

BENCHMARKING MADAGASCAR’S LEARNING POVERTY

Learning Poverty in Madagascar is 10 percentage points worse than the average for the Sub-Saharan Africa region and 6.8 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 Madagascar; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Madagascar’s region and income group.
HOW DOES MADAGASCAR'S GENDER GAP COMPARE GLOBALLY?

In Madagascar, 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

<table>
<thead>
<tr>
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<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>96.7</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>95.8</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>22</td>
<td>21.8</td>
<td>21.9</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.37</td>
<td>0.39</td>
<td>0.37</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>4.1</td>
<td>4.3</td>
<td>4.2</td>
</tr>
</tbody>
</table>

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

Figure 2. Gender Gap - Learning Poverty by Sex

Source: UIS and World Bank as of October 2019. Note: (1) No gender split in Learning Poverty is available for Madagascar. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Madagascar is USD 140 (PPP), which is 75.8% below the average for the Sub-Saharan Africa region and 21.5% below 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 Madagascar is from 2012.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MADAGASCAR

Madagascar 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.

Madagascar participated in the following published cross-national learning assessments in recent years: PASEC (2015). Madagascar 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 Madagascar, the preferred definition based on the EMIS data is for 2003.

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d’Analyse des Systems Educatifs de la Confemen.

POINT OF CONTACT

Madagascar: Rary Adria Rakotoarivony and Anna Olefir

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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

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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN MAURITIUS

- **Learning Poverty.** 40 percent of children in Mauritius at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Mauritius, 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 Mauritius indicate that 38 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2006.

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

Notes: The LP number for Mauritius is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. 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 MAURITIUS’S LEARNING POVERTY

Learning Poverty in Mauritius is 46.2 percentage points better than the average for the Sub-Saharan Africa region and 11.5 percentage points worse than the average for upper middle-income countries.

The latest available Learning Poverty data for Mauritius is produced using assessment data from 2006. This data is considered too old to be included in the latest Global and Regional Aggregates and any benchmark should be interpreted as an illustration.

Figure 1. Learning Poverty and components

Source: UIS and World Bank as of October 2019.

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

In Mauritius, 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>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>40.5</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>38</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>4.6</td>
<td>3.3</td>
<td>4</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>NA</td>
<td>NA</td>
<td>0.63</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>NA</td>
<td>NA</td>
<td>9.5</td>
</tr>
</tbody>
</table>

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Mauritius is USD 3,329 (PPP), which is 488.4% above the average for the Sub-Saharan Africa region and 48.2% above the average for upper middle income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MAURITIUS

Mauritius 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.


Mauritius 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 Mauritius, the preferred definition based on the EMIS data is for 2006.

Note: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d’Analyse des Systèmes Éducatifs de la Confémer. SACMEQ: The Southern and Eastern Africa Consortium for Monitoring Educational Quality. PISA: Programme for International Student Assessment.

POINT OF CONTACT

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Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

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

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (30.4%) than for girls (33%).

And second boys are more likely to achieve minimum proficiency at the end of primary school (77.5%) than girls (79.6%) in Burkina Faso.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>84.3</td>
<td>86.4</td>
<td>85.4</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>77.5</td>
<td>79.6</td>
<td>78.6</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>30.4</td>
<td>33</td>
<td>31.7</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.35</td>
<td>0.36</td>
<td>0.37</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>4.3</td>
<td>4.1</td>
<td>4.2</td>
</tr>
</tbody>
</table>

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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN BURKINA FASO

Burkina Faso 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.


Burkina Faso 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 Burkina Faso, 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). PASEC: Programme d’Analyse des Systèmes Educatifs de la Conférence.

POINT OF CONTACT

Burkina Faso: Wedoud Kamil, Adama Ouedraogo and Boubakar Lompo

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN MALI

- **Learning Poverty.** 91 percent of children in Mali at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Mali, 33 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 Mali indicate that 87 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2012.

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 Mali is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING MALI’S LEARNING POVERTY

Learning Poverty in Mali is 4.3 percentage points worse than the average for the Sub-Saharan Africa region and 1.2 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 Mali; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Mali’s region and income group.
HOW DOES MALI'S GENDER GAP COMPARE GLOBALLY?

In Mali, 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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>NA</td>
<td>NA</td>
<td>91</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>NA</td>
<td>NA</td>
<td>86.6</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>28.4</td>
<td>37.8</td>
<td>33</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.32</td>
<td>0.32</td>
<td>0.32</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>3</td>
<td>2.5</td>
<td>2.7</td>
</tr>
</tbody>
</table>

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

Figure 2. Gender Gap - Learning Poverty by Sex

Source: UIS and World Bank as of October 2019. Note: (1) No gender split in Learning Poverty is available for Mali. Only countries with data displayed; and, (2) The closer a country is to the dotted line the smaller its LP gender gap.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Mali is USD 153 (PPP), which is 73% below the average for the Sub-Saharan Africa region and 14% below 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 Mali is from 2016.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MALI

Mali 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.

Mali participated in the following published cross-national learning assessments in recent years: PASEC (2002, 2011).

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

Notes: The definition of NLSA does not include National Exams; LeAP: Learning Assessment Platform (LeAP-team@worldbank.org). PASEC: Programme d'Analyse des Systems Educatifs de la Confemen.

POINT OF CONTACT

Mali: Adama Ouedraogo

Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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HOW IS LEARNING POVERTY MEASURED?

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

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

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

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LEARNING POVERTY IN NIGER

- **Learning Poverty.** 99 percent of children in Niger at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Niger, 39 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 Niger indicate that 98 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

Notes: The LP number for Niger is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING NIGER’S LEARNING POVERTY

Learning Poverty in Niger is 12 percentage points worse than the average for the Sub-Saharan Africa region and 8.8 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 Niger; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Niger’s region and income group.
HOW DOES NIGER’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (34.2%) than for girls (43.9%).

And second boys are less likely to achieve minimum proficiency at the end of primary school (98%) than girls (97.8%) in Niger.

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

Table 1. Sex Disaggregation

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>98.7</td>
<td>98.8</td>
<td>98.7</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>98</td>
<td>97.8</td>
<td>97.9</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>34.2</td>
<td>43.9</td>
<td>38.9</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.32</td>
<td>0.31</td>
<td>0.32</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>2.9</td>
<td>2.3</td>
<td>2.6</td>
</tr>
</tbody>
</table>

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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN NIGER

Niger 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.


Niger 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 Niger, 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). PASEC: Programme d’Analyse des Systems Educatifs de la Confemen.

POINT OF CONTACT

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Sub-Saharan Africa: Ryoko Tomita, Tihtina Zenebe Gebre and Natasha De Andrade Falcao

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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 CHAD

- **Learning Poverty.** 98 percent of children in Chad at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Chad, 21 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 Chad indicate that 97 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2014.

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

Notes: The LP number for Chad is calculated using the Global Learning Assessment Database (GLAD) harmonization based on PASEC and the MPL threshold used was level 4. For more details, please consult the GLAD and Learning Poverty repositories in GitHub.

BENCHMARKING CHAD’S LEARNING POVERTY

Learning Poverty in Chad is 11 percentage points worse than the average for the Sub-Saharan Africa region and 7.8 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 Chad; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Chad’s region and income group.
HOW DOES CHAD’S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of Out-of-School children is lower for boys (10.8%) than for girls (31.5%).

And second boys are more likely to achieve minimum proficiency at the end of primary school (96.7%) than girls (97.6%) in Chad.

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

<table>
<thead>
<tr>
<th>Indicators and Components</th>
<th>Boys</th>
<th>Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Poverty</td>
<td>97.1</td>
<td>98.3</td>
<td>97.7</td>
</tr>
<tr>
<td>Below Minimum Proficiency</td>
<td>96.7</td>
<td>97.6</td>
<td>97.0</td>
</tr>
<tr>
<td>Out-of-School</td>
<td>10.8</td>
<td>31.5</td>
<td>21.1</td>
</tr>
<tr>
<td>Human Capital Index</td>
<td>0.3</td>
<td>0.29</td>
<td>0.29</td>
</tr>
<tr>
<td>Learning-adjusted Years of Schooling</td>
<td>3</td>
<td>2.2</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Table 1. Sex Disaggregation

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Chad is USD 124 (PPP), which is 78.1% below the average for the Sub-Saharan Africa region and 30.2% below the average for low income countries.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CHAD

Chad 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.


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

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