

AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN CHINA

- **Learning Poverty.** 18 percent of children in China at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In China, 0 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in China indicate that 18 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

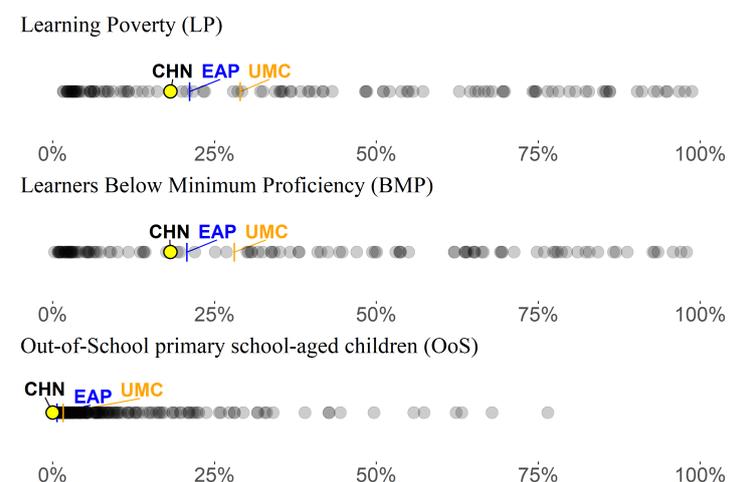
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING CHINA'S LEARNING POVERTY

Learning Poverty in China is **3 percentage points better** than the average for the East Asia and Pacific region and **10.8 percentage points better** than the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES CHINA'S GENDER GAP COMPARE GLOBALLY?

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

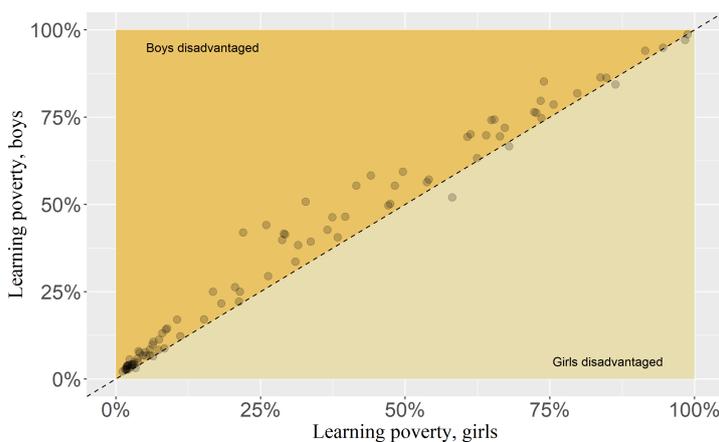
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	18.2
Below Minimum Proficiency	NA	NA	18.2
Out-of-School	0	0	0
Human Capital Index	0.66	0.67	0.67
Learning-adjusted Years of Schooling	9.6	9.7	9.7

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

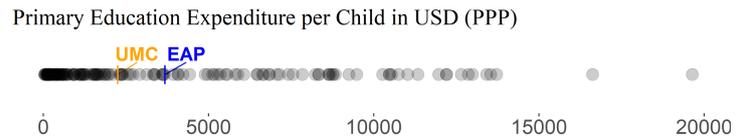
China: Liping Xiao

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

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

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CHINA

China 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.

China participated in the following published cross-national learning assessments in recent years: PISA (2012, 2015).

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

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



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WHY MEASURE LEARNING POVERTY?

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN KOREA, REP.

- **Learning Poverty.** 3 percent of children in Korea, Rep. at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Korea, Rep., 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 Korea, Rep. indicate that 0 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

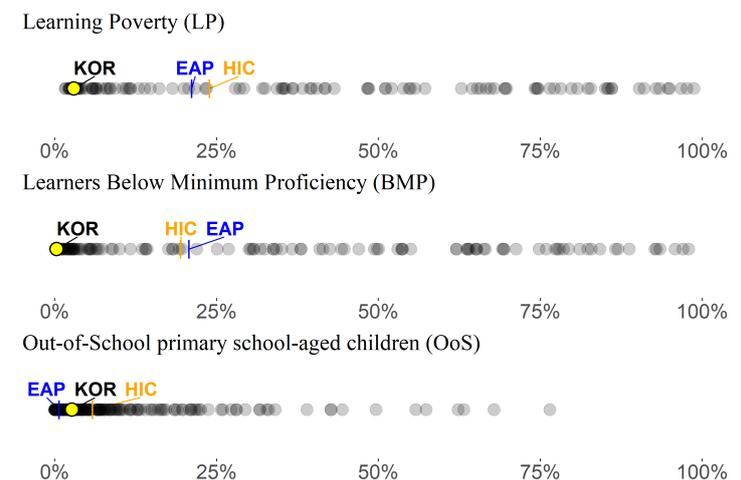
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING KOREA, REP'S LEARNING POVERTY

Learning Poverty in Korea, Rep. is **18.2 percentage points better** than the average for the East Asia and Pacific region and **20.9 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

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

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (3%)** than for girls (2.3%).

And second **boys are more likely to achieve minimum proficiency at the end of primary school (0.3%)** than girls (0.3%) in Korea, Rep..

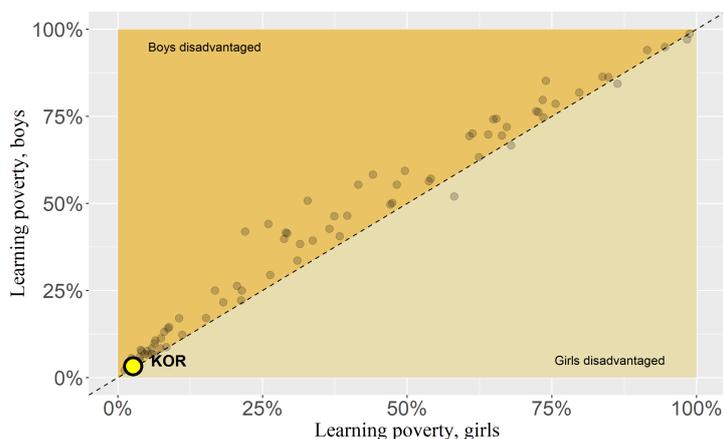
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	3.3	2.6	3
Below Minimum Proficiency	0.3	0.3	0.3
Out-of-School	3	2.3	2.7
Human Capital Index	0.81	0.85	0.85
Learning-adjusted Years of Schooling	12.1	12.3	12.2

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

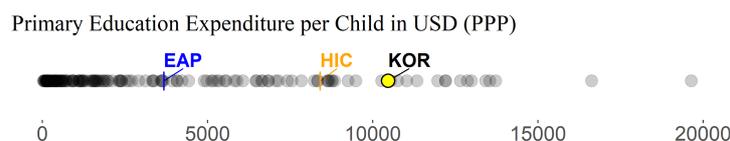
Korea, Rep.: Hayeon Kim

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Korea, Rep. is **USD 10,466 (PPP)**, which is **184.8% above** the average for the East Asia and Pacific region and **24.4% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

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

Korea, 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.

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

Korea, 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 Korea, Rep., 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. PISA: Programme for International Student Assessment.



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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN MONGOLIA

- **Learning Poverty.** 39 percent of children in Mongolia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Mongolia, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Mongolia indicate that 38 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2007.

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

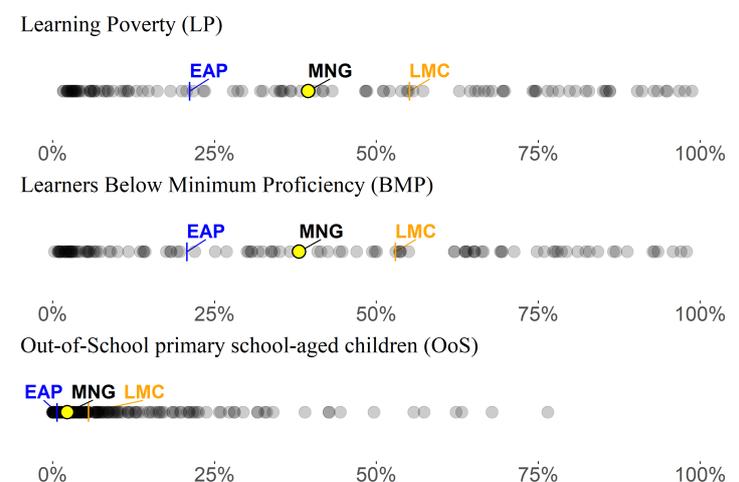
Notes: The LP number for Mongolia is calculated using the Global Learning Assessment Database (GLAD) harmonization based on TIMSS and the MPL threshold used was level Low (400 points). The LP numbers are too old to be included in Global and Regional aggregates. For more details, please consult the [GLAD](#)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

BENCHMARKING MONGOLIA'S LEARNING POVERTY

Learning Poverty in Mongolia is **18.3 percentage points worse than** the average for the East Asia and Pacific region and **15.6 percentage points better than** the average for lower middle income countries.

The latest available Learning Poverty data for Mongolia is produced using assessment data from 2007. This data is considered too old to be included in the latest Global and Regional Aggregates and any benchmark should be interpreted as an illustration.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES MONGOLIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (2.4%)** than for girls (2.1%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (39.1%)** than girls (37%) in Mongolia.

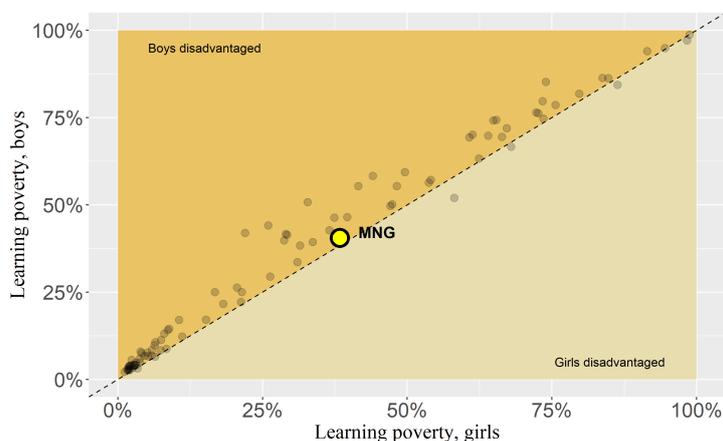
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	40.5	38.3	39.5
Below Minimum Proficiency	39.1	37	38.1
Out-of-School	2.4	2.1	2.3
Human Capital Index	NA	NA	0.63
Learning-adjusted Years of Schooling	NA	NA	9.4

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

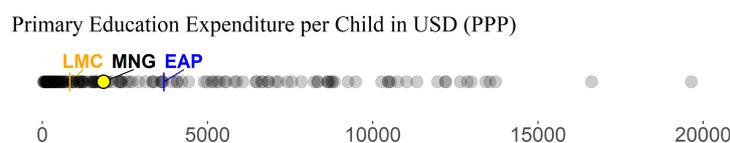
Mongolia: Deborah Mikesell

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Mongolia is **USD 1,850 (PPP)**, which is **49.7% below** the average for the East Asia and Pacific region and **122.3% above** the average for lower middle income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MONGOLIA

Mongolia 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.

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

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

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

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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.

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 INDONESIA

- **Learning Poverty.** 35 percent of children in Indonesia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Indonesia, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Indonesia indicate that 34 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2011.

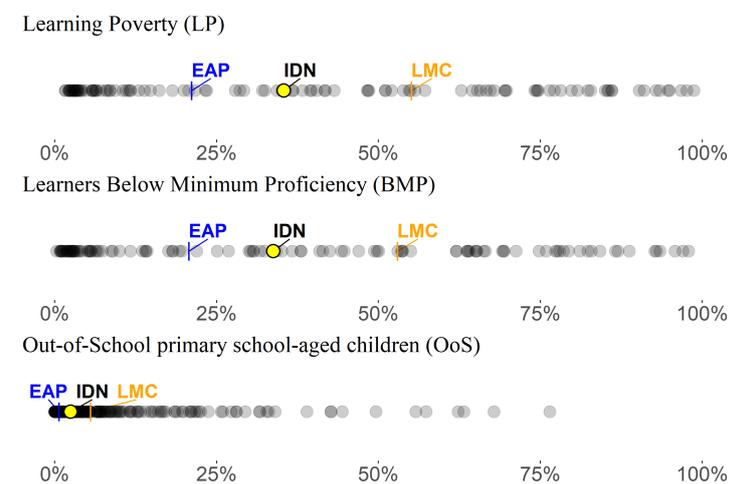
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Indonesia 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 INDONESIA'S LEARNING POVERTY

Learning Poverty in Indonesia is **14.2 percentage points worse than the average for the East Asia and Pacific region** and **19.7 percentage points better 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 Indonesia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Indonesia's region and income group.

HOW DOES INDONESIA'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys** (4.6%) than for girls (0.2%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (38.6%) than girls (29.1%) in Indonesia.

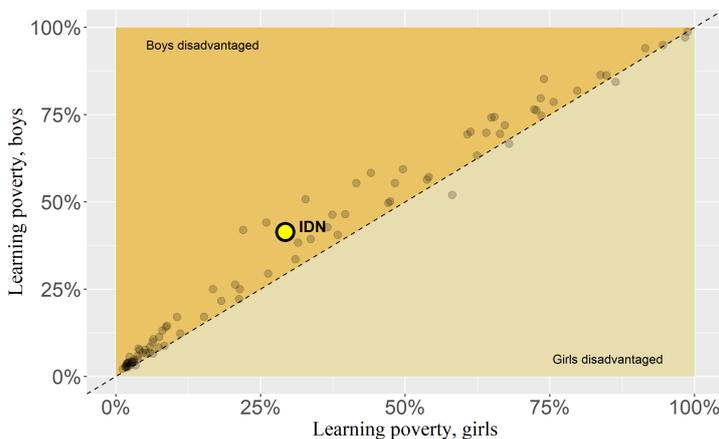
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	41.4	29.3	35.4
Below Minimum Proficiency	38.6	29.1	33.8
Out-of-School	4.6	0.2	2.4
Human Capital Index	0.52	0.55	0.54
Learning-adjusted Years of Schooling	7.8	8.1	7.9

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

Indonesia: Noah Yarrow

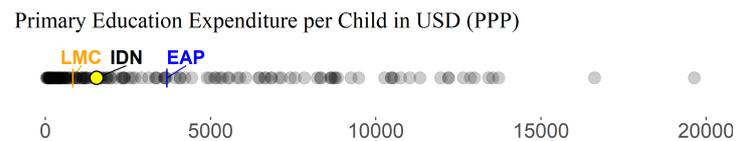
East Asia and Pacific: Ning Fu

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PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Indonesia is **USD 1,545 (PPP)**, which is **58% below** the average for the East Asia and Pacific region and **85.6% above** the average for lower middle income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN INDONESIA

Indonesia 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.

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

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

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

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AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

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 CAMBODIA

- **Learning Poverty.** 51 percent of children in Cambodia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Cambodia, 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 Cambodia indicate that 50 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2013.

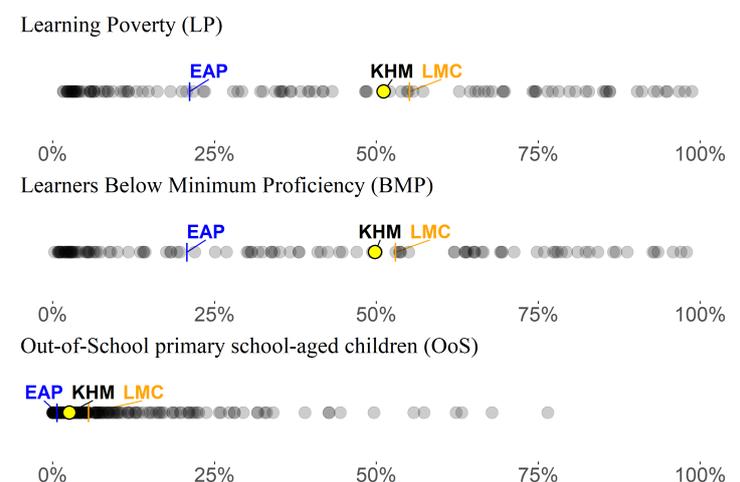
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Cambodia is calculated using data from NLSA and the MPL threshold used was level Proficient (level 3). No learning data harmonization following the Global Learning Assessment Database (GLAD) guidelines has been produced for Cambodia, this limits the current analytical possibilities for this country. For more details, please consult the [GLAD](#) and [Learning Poverty](#) repositories in GitHub.

BENCHMARKING CAMBODIA'S LEARNING POVERTY

Learning Poverty in Cambodia is **29.9 percentage points worse than the average for the East Asia and Pacific region** and **4 percentage points better 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 Cambodia; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Cambodia's region and income group.

HOW DOES CAMBODIA'S GENDER GAP COMPARE GLOBALLY?

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

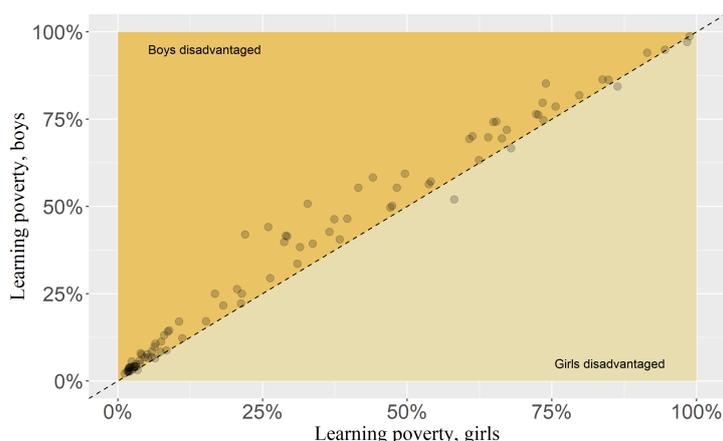
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	51.1
Below Minimum Proficiency	NA	NA	49.8
Out-of-School	0.3	4.9	2.6
Human Capital Index	NA	NA	0.49
Learning-adjusted Years of Schooling	NA	NA	6.9

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

Cambodia: Simeth Beng

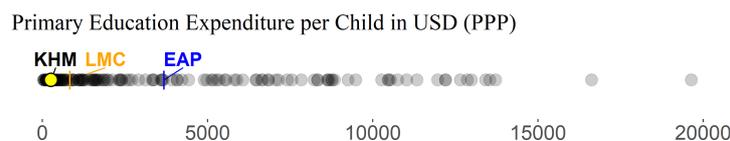
East Asia and Pacific: Ning Fu

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

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Cambodia is **USD 261 (PPP)**, which is **92.9% below** the average for the East Asia and Pacific region and **68.6% 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 Cambodia is from 2014.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN CAMBODIA

Cambodia 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.

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

Cambodia 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 Cambodia, 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).



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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.

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 AUSTRALIA

- **Learning Poverty.** 9 percent of children in Australia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Australia, 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 Australia indicate that 6 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

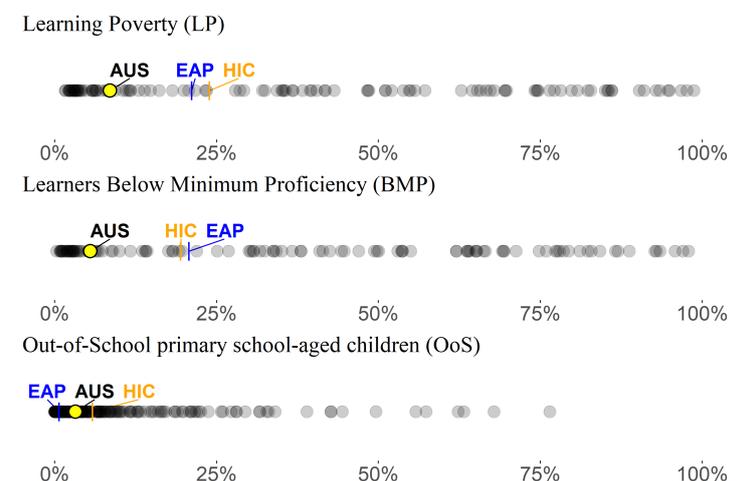
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Australia 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 AUSTRALIA'S LEARNING POVERTY

Learning Poverty in Australia is **12.6 percentage points better** than the average for the East Asia and Pacific region and **15.3 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES AUSTRALIA'S GENDER GAP COMPARE GLOBALLY?

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

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 (2.8%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (7.3%) than girls (3.8%) in Australia.

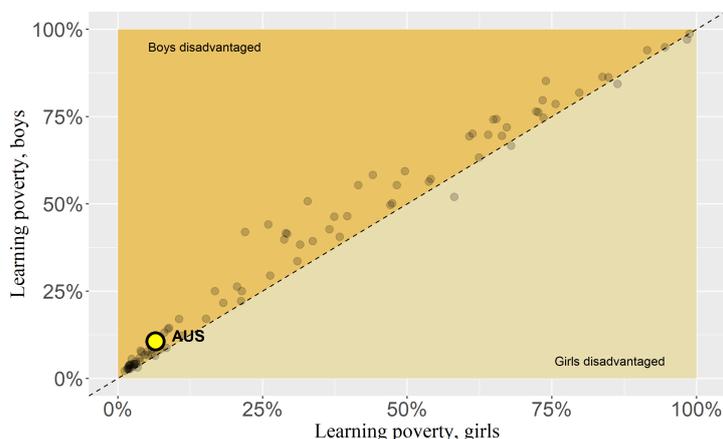
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	10.6	6.5	8.6
Below Minimum Proficiency	7.3	3.8	5.5
Out-of-School	3.6	2.8	3.2
Human Capital Index	0.78	0.81	0.8
Learning-adjusted Years of Schooling	11.4	11.7	11.6

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

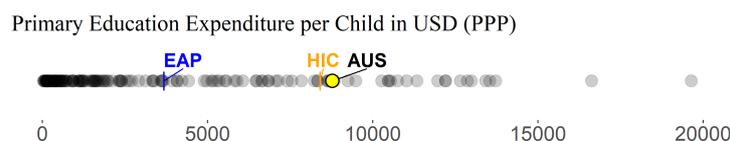
Australia: Andrew Ragatz

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Australia is **USD 8,776 (PPP)**, which is **138.8% above** the average for the East Asia and Pacific region and **4.3% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN AUSTRALIA

Australia 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.

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

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

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



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AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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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 NEW ZEALAND

- **Learning Poverty.** 11 percent of children in New Zealand at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In New Zealand, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in New Zealand indicate that 10 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2016.

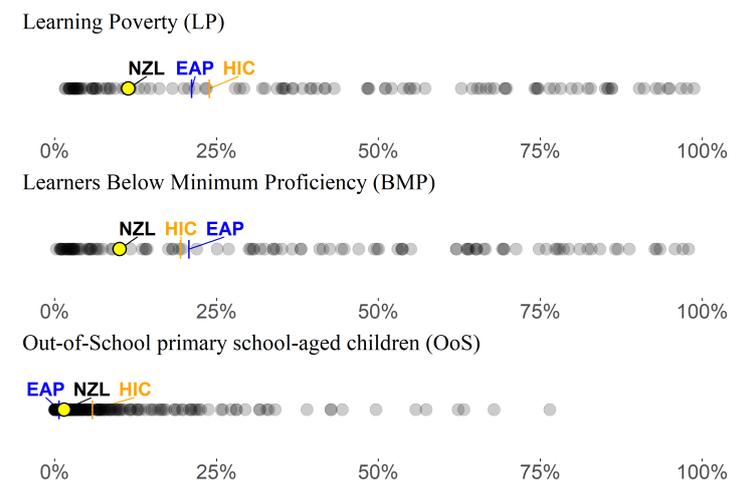
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for New Zealand 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 NEW ZEALAND'S LEARNING POVERTY

Learning Poverty in New Zealand is **9.8 percentage points better** than the average for the East Asia and Pacific region and **12.5 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES NEW ZEALAND'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (1.8%)** than for girls (1.1%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (12.4%) than girls (7.6%) in New Zealand.

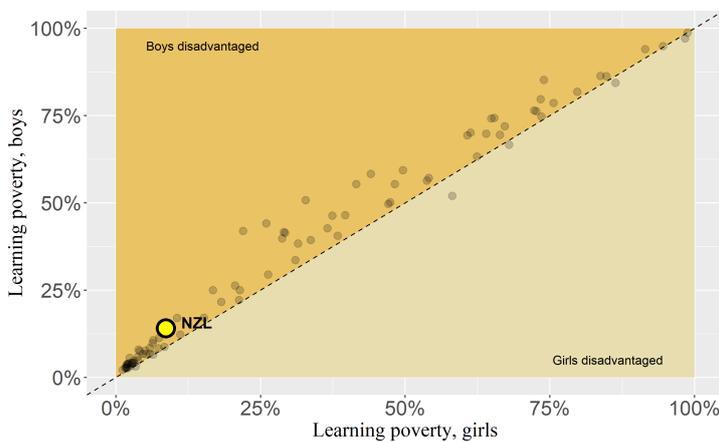
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	14.1	8.6	11.4
Below Minimum Proficiency	12.4	7.6	10
Out-of-School	1.8	1.1	1.5
Human Capital Index	0.75	0.79	0.77
Learning-adjusted Years of Schooling	11.1	11.4	11.2

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

New Zealand: N/A

East Asia and Pacific: Ning Fu

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PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in New Zealand is **USD 7,063 (PPP)**, which is **92.2% above** the average for the East Asia and Pacific region and **16% below** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN NEW ZEALAND

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

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

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

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

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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 MALAYSIA

- **Learning Poverty.** 13 percent of children in Malaysia at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Malaysia, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Malaysia indicate that 12 percent do not achieve the MPL at the end of primary school, proxied by data from grade 6 in 2017.

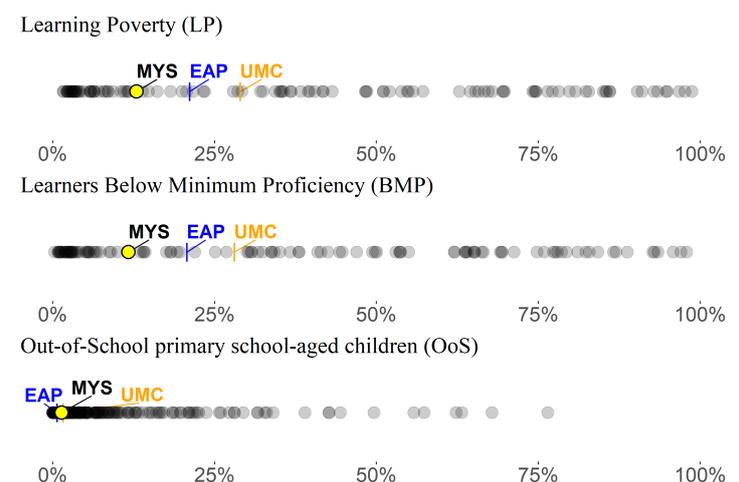
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING MALAYSIA'S LEARNING POVERTY

Learning Poverty in Malaysia is **8.2 percentage points better** than the average for the East Asia and Pacific region and **16 percentage points better** than the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES MALAYSIA'S GENDER GAP COMPARE GLOBALLY?

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

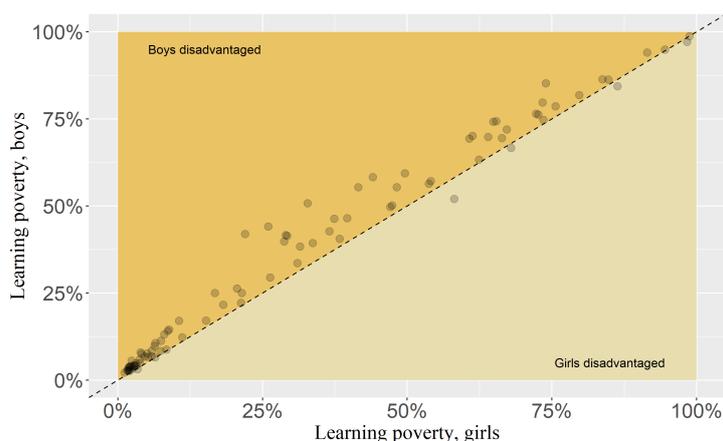
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	12.9
Below Minimum Proficiency	NA	NA	11.7
Out-of-School	1.6	1.2	1.4
Human Capital Index	0.6	0.64	0.62
Learning-adjusted Years of Schooling	8.9	9.4	9.1

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

Malaysia: Sachiko Kataoka

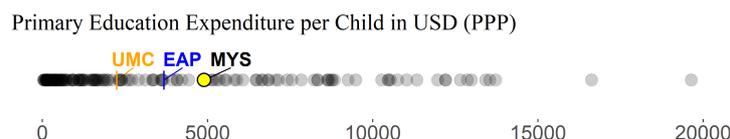
East Asia and Pacific: Ning Fu

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PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Malaysia is **USD 4,893 (PPP)**, which is **33.1% above** the average for the East Asia and Pacific region and **117.9% above** the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MALAYSIA

Malaysia 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.

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

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

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



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AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN THAILAND

- **Learning Poverty.** 23 percent of children in Thailand at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Thailand, 2 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Thailand indicate that 22 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2011.

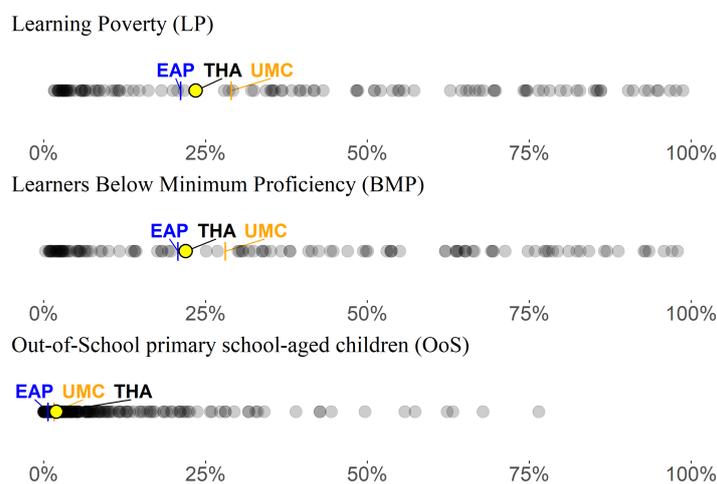
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING THAILAND'S LEARNING POVERTY

Learning Poverty in Thailand is **2.3 percentage points worse than** the average for the East Asia and Pacific region and **5.5 percentage points better than** the average for upper middle income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES THAILAND'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (1.8%)** than for girls (2.2%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (25%) than girls (18.8%) in Thailand.

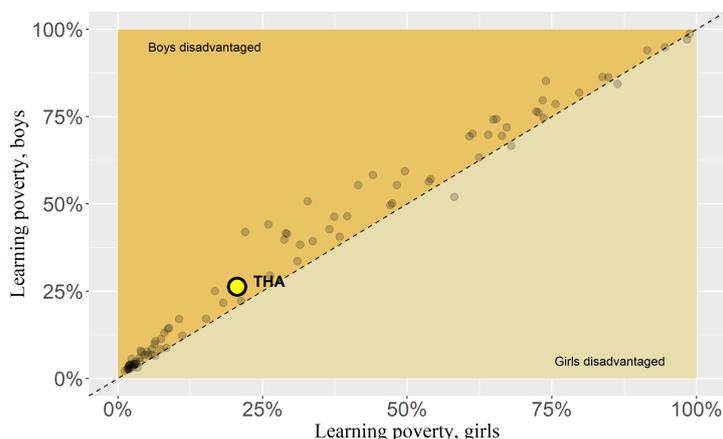
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	26.3	20.6	23.5
Below Minimum Proficiency	25	18.8	21.9
Out-of-School	1.8	2.2	2
Human Capital Index	0.59	0.61	0.6
Learning-adjusted Years of Schooling	8.6	8.6	8.6

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

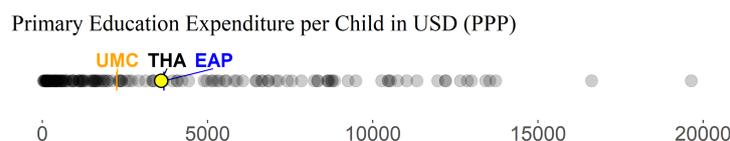
Thailand: Dilaka Lathapipat

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Thailand is **USD 3,596 (PPP)**, which is **2.1% below** the average for the East Asia and Pacific region and **60.1% above** the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN THAILAND

Thailand 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.

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

Thailand 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 Thailand, the preferred definition based on the EMIS data is for 2009.

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



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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 VIETNAM

- **Learning Poverty.** 2 percent of children in Vietnam at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Vietnam, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Vietnam indicate that 1 percent do not achieve the MPL at the end of primary school, proxied by data from grade 5 in 2011.

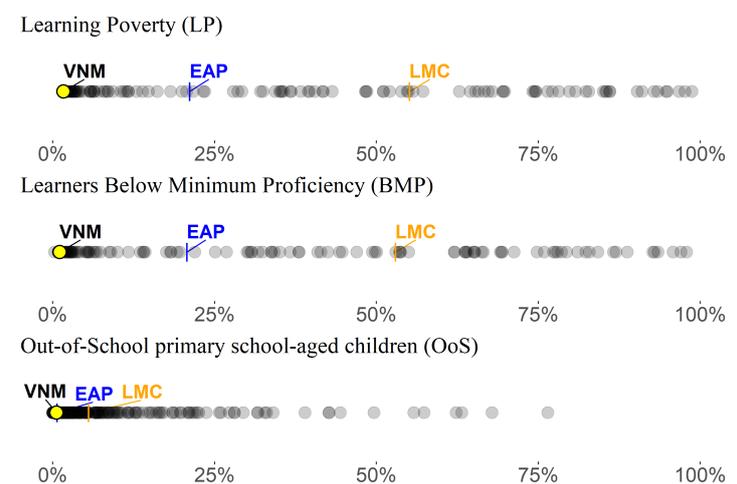
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING VIETNAM'S LEARNING POVERTY

Learning Poverty in Vietnam is **19.5 percentage points better** than the average for the East Asia and Pacific region and **53.4 percentage points better** 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 Vietnam; (2) Small circles represent other countries; and, (3) Vertical lines reflect the averages of Vietnam's region and income group.

HOW DOES VIETNAM'S GENDER GAP COMPARE GLOBALLY?

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

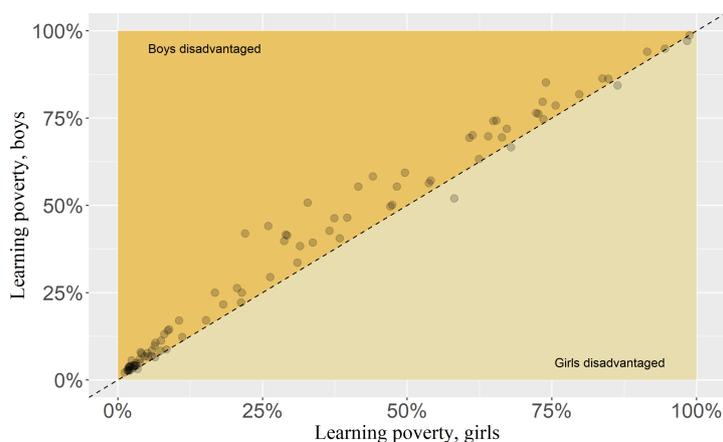
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	NA	NA	1.7
Below Minimum Proficiency	NA	NA	1.1
Out-of-School	0.6	0.6	0.6
Human Capital Index	NA	NA	0.67
Learning-adjusted Years of Schooling	NA	NA	10.2

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

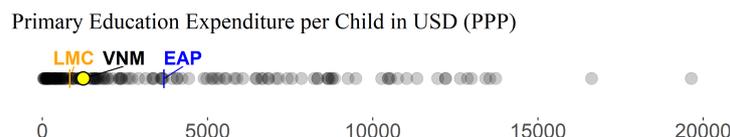
Vietnam: Dilip Parajuli

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Vietnam is **USD 1,240 (PPP)**, which is **66.3% below** the average for the East Asia and Pacific region and **49% above** the average for lower middle income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN VIETNAM

Vietnam 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.

Vietnam participated in the following published cross-national learning assessments in recent years: PISA (2012, 2015).

According to the World Bank's 2009 LeAP diagnostic analysis of Vietnam'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 Vietnam, the preferred definition based on the EMIS data is for 2011.

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



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WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN SINGAPORE

- **Learning Poverty.** 3 percent of children in Singapore at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Singapore, 0 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Singapore indicate that 3 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2016.

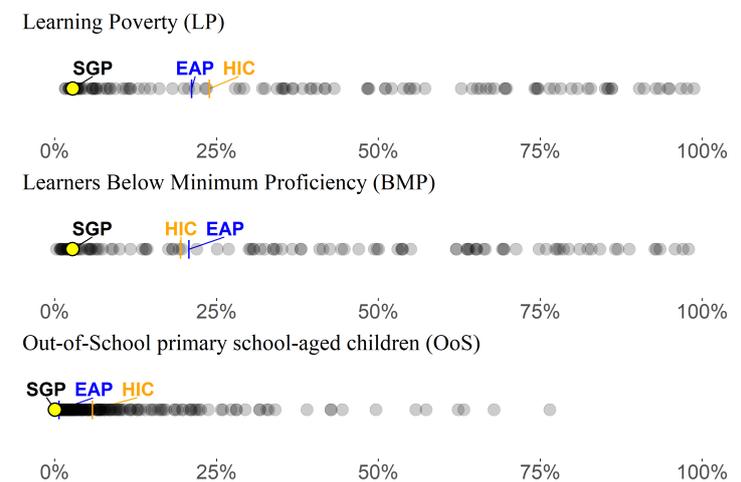
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Singapore 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 SINGAPORE'S LEARNING POVERTY

Learning Poverty in Singapore is **18.4 percentage points better** than the average for the East Asia and Pacific region and **21.1 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES SINGAPORE'S GENDER GAP COMPARE GLOBALLY?

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

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

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (3.6%) than girls (1.9%) in Singapore.

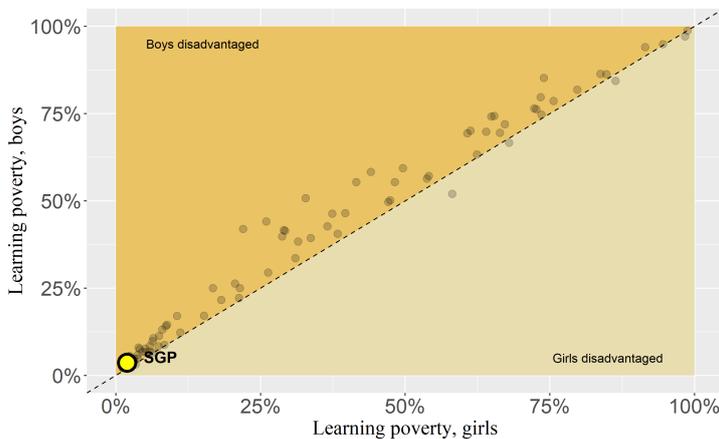
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	3.7	1.9	2.8
Below Minimum Proficiency	3.6	1.9	2.7
Out-of-School	0.1	0.1	0.1
Human Capital Index	0.87	0.9	0.88
Learning-adjusted Years of Schooling	12.8	13	12.9

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

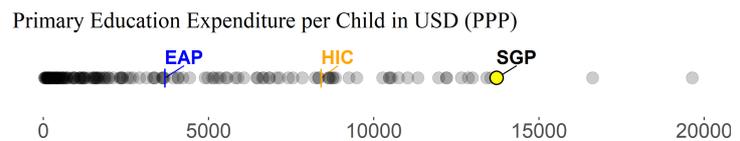
Singapore: N/A

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Singapore is **USD 13,717 (PPP)**, which is **273.2% above** the average for the East Asia and Pacific region and **63.1% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN SINGAPORE

Singapore 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.

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

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

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

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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 HONG KONG SAR, CHINA

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

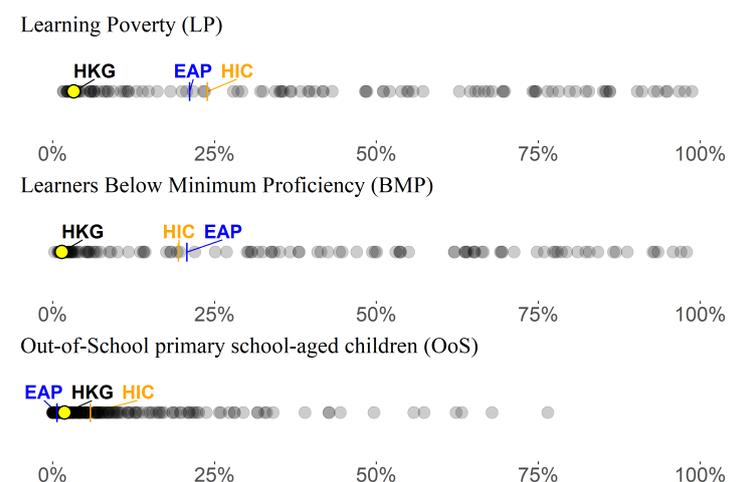
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Hong Kong SAR, China 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 HONG KONG SAR, CHINA'S LEARNING POVERTY

Learning Poverty in Hong Kong SAR, China is **17.9 percentage points better** than the average for the East Asia and Pacific region and **20.7 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES HONG KONG SAR, CHINA'S GENDER GAP COMPARE GLOBALLY?

In contrary to most countries, **Learning Poverty is lower for boys than for girls** in Hong Kong SAR, China.

This result is a composition of two effects. First the share of **Out-of-School children is lower for boys (1.1%)** than for girls (2.6%).

And second **boys are less likely to achieve minimum proficiency** at the end of primary school (2%) than girls (0.8%) in Hong Kong SAR, China.

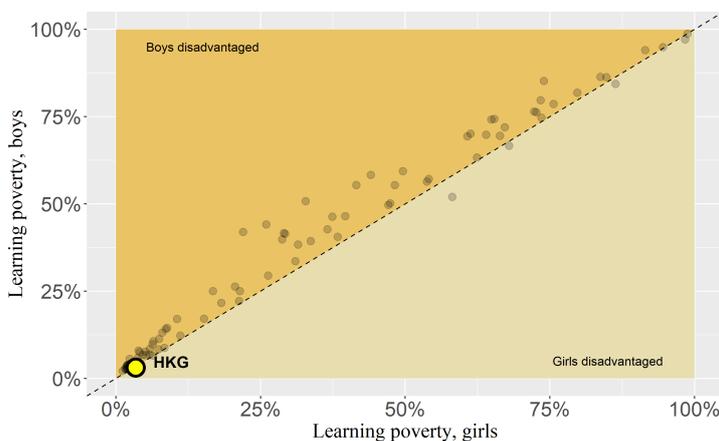
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	3.1	3.4	3.2
Below Minimum Proficiency	2	0.8	1.4
Out-of-School	1.1	2.6	1.9
Human Capital Index	0.81	0.83	0.82
Learning-adjusted Years of Schooling	12	12.1	12.1

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

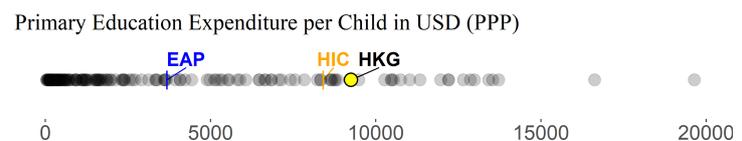
Hong Kong SAR, China: N/A

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Hong Kong SAR, China is **USD 9,248 (PPP)**, which is **151.6% above** the average for the East Asia and Pacific region and **10% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN HONG KONG SAR, CHINA

Hong Kong SAR, China 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.

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

Hong Kong SAR, China 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 Hong Kong SAR, China, the preferred definition based on the EMIS data is for 2016.

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

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AN EARLY-WARNING INDICATOR FOR THE HUMAN CAPITAL PROJECT

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

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

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

WHY MEASURE LEARNING POVERTY?

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

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

WHAT IS LEARNING POVERTY?

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

HOW IS LEARNING POVERTY MEASURED?

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

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

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

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

LEARNING POVERTY IN JAPAN

- **Learning Poverty.** 2 percent of children in Japan at late primary age today are not proficient in reading, adjusted for the Out-of-School children.
- **Out-of-School.** In Japan, 1 percent of primary school-aged children are not enrolled in school. These children are excluded from learning in school.
- **Below Minimum Proficiency.** Large-scale learning assessments of students in Japan indicate that 1 percent do not achieve the MPL at the end of primary school, proxied by data from grade 4 in 2015.

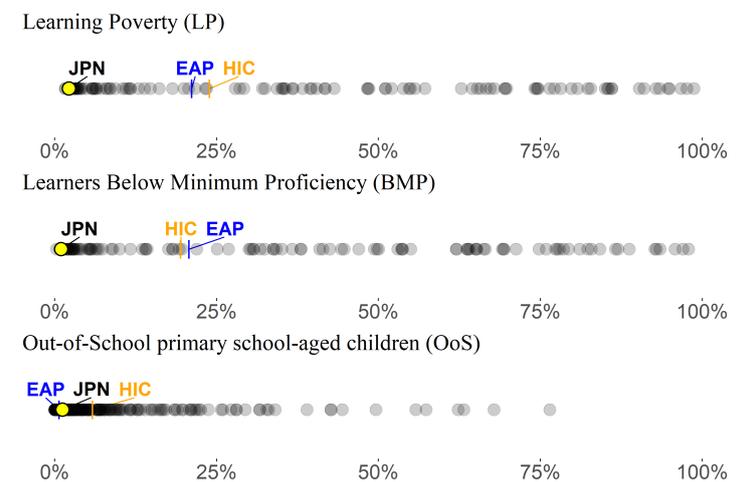
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

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

BENCHMARKING JAPAN'S LEARNING POVERTY

Learning Poverty in Japan is **19 percentage points better** than the average for the East Asia and Pacific region and **21.7 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES JAPAN'S GENDER GAP COMPARE GLOBALLY?

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

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (1.4%)** than for girls (1%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (1.2%)** than girls (0.8%) in Japan.

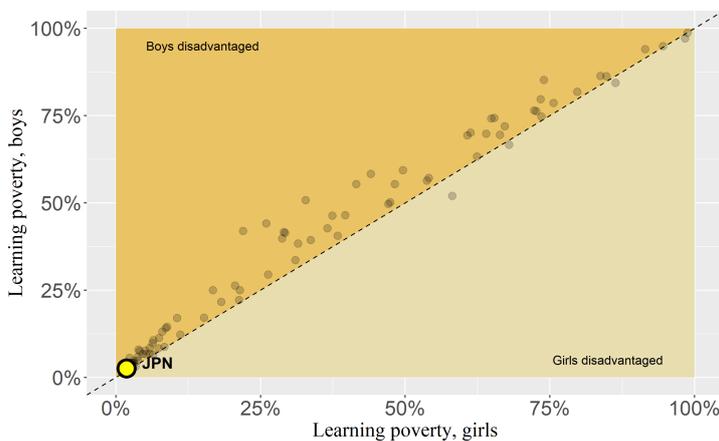
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	2.5	1.9	2.2
Below Minimum Proficiency	1.2	0.8	1
Out-of-School	1.4	1	1.2
Human Capital Index	NA	NA	0.84
Learning-adjusted Years of Schooling	NA	NA	12.3

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

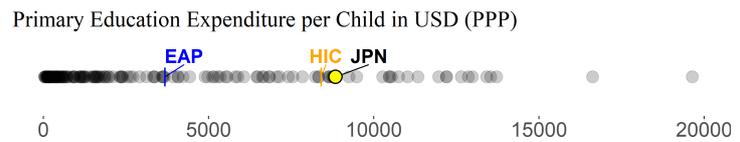
Japan: N/A

East Asia and Pacific: Ning Fu

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Japan is **USD 8,839 (PPP)**, which is **140.5% above** the average for the East Asia and Pacific region and **5.1% above** the average for high income countries.

Figure 3. Expenditure per child in primary school age



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

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN JAPAN

Japan 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.

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

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The Out-of-School adjustment in our Learning Poverty indicator relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by UIS. This data relies both on the population Census and the EMIS. In the case of Japan, 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. PISA: Programme for International Student Assessment.

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HOW IS LEARNING POVERTY MEASURED?

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

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

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

LEARNING POVERTY IN MACAO SAR, CHINA

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

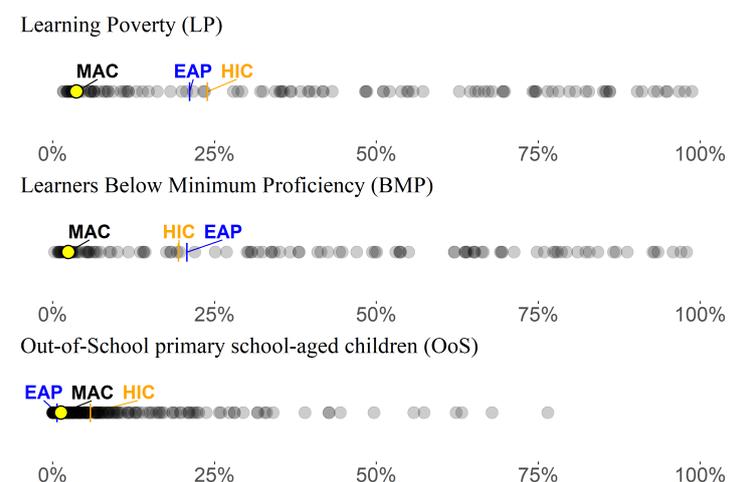
For countries with a very low Out-of-School population, the share of children Below Minimum Proficiency will be very close to the reported Learning Poverty.

Notes: The LP number for Macao SAR, China 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 MACAO SAR, CHINA'S LEARNING POVERTY

Learning Poverty in Macao SAR, China is **17.5 percentage points better** than the average for the East Asia and Pacific region and **20.2 percentage points better** than the average for high income countries.

Figure 1. Learning Poverty and components



Source: UIS and World Bank as of October 2019.

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

HOW DOES MACAO SAR, CHINA'S GENDER GAP COMPARE GLOBALLY?

As in most countries, **Learning Poverty is higher for boys than for girls** in Macao SAR, China.

This result is a composition of two effects. First the share of **Out-of-School children is higher for boys (1.6%)** than for girls (1%).

And second **boys are less likely to achieve minimum proficiency at the end of primary school (2.6%)** than girls (2.2%) in Macao SAR, China.

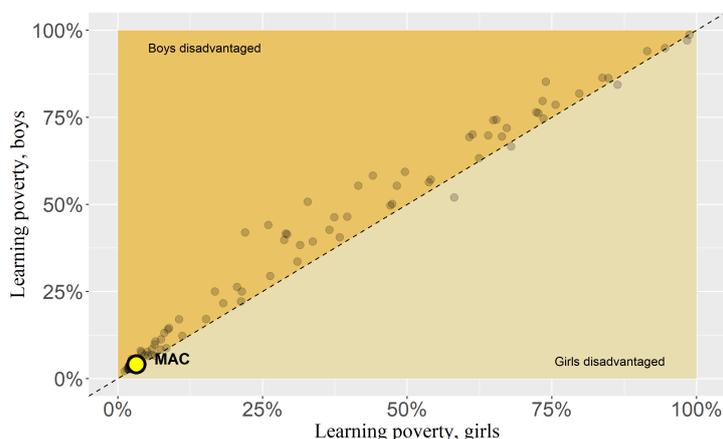
Table 1 shows sex disaggregation for Learning Poverty and HCI education components whenever available.

Table 1. Sex Disaggregation

Indicators and Components	Boys	Girls	All
Learning Poverty	4.1	3.2	3.7
Below Minimum Proficiency	2.6	2.2	2.4
Out-of-School	1.6	1	1.3
Human Capital Index	0.73	0.79	0.76
Learning-adjusted Years of Schooling	10.7	11.3	11

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

Figure 2. Gender Gap - Learning Poverty by Sex



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

POINT OF CONTACT

Macao SAR, China: N/A

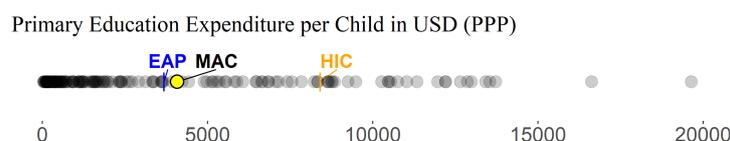
East Asia and Pacific: Ning Fu

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PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Macao SAR, China is **USD 4,080 (PPP)**, which is **11% above** the average for the East Asia and Pacific region and **51.5% below** the average for high income countries.

Figure 3. Expenditure per child in primary school age



Source: UIS and World Bank as of October 2019. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Macao SAR, China is from 2003.

DATA AND DATA GAPS ON LEARNING AND SCHOOLING IN MACAO SAR, CHINA

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

Macao SAR, China participated in the following published cross-national learning assessments in recent years: PIRLS (2016) and PISA (2006, 2009, 2012, 2015).

Macao SAR, China 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 Macao SAR, China, the preferred definition based on the EMIS data is for 2016.

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