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Learning Poverty Updates and Revisions

What's New?

July 2021

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Abstract

The July 2021 release of learning poverty estimates involves several changes to the data underlying the country-level learning poverty figures. This document provides details of the key changes made. Some country-level estimates have changed or become available for the first time due to new data from recent assessments: TIMSS 2019, PASEC 2019, and SEA-PLM 2019. In cases where new assessment data call for a change to the learning poverty estimates, the corresponding enrollment data used for learning poverty calculations have also been updated so that the enrollment year is as close as possible to the assessment year, depending on data availability. In the latest release, country-level estimates of learning poverty are available for 120 countries.

Acknowledgments

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Introduction

The release of new learning assessment results, TIMSS 2019, SEA-PLM 2019, and PASEC 2019, offers more recent learning data and calls for changes to the learning poverty numbers. Significant changes are seen in some country-level estimates where international and regional learning assessments replace national ones. The learning poverty estimates have been updated and revised for the first time in July 2021 since the initial launch of the measure in October 2019 by the World Bank and UNESCO.

This note only covers the changes to country-level estimates of learning poverty, and does not include changes to the regional and global estimates, which are planned for Fall 2021, and will include the forthcoming LLECE 2019 results and results for a number of countries that are currently participating in policy linking workshops to enable usage of national assessments to report against SDG 4.1.1. The process for changing country-level estimates is decoupled from the process for changing global and regional estimates, as they have different protocols and timelines:

- *Country-level updates or revisions** can be done biannually during March and September.
- *Global or regional revisions* can be done once a year by September. This is an opportunity to change previously published aggregates reflecting changes in income group classification, revisions of the underlying school enrollment data, or any validated requests to revise national learning deprivation estimates.
- *Global or regional updates* are done every two years in September. We need a minimum number of new assessments to update a global/regional number.

***Update** refers to a new number for a country-year with no previous data, and **revision** refers to a new number for a country-year with previous data.

The following sections provide a comprehensive overview of the latest **country-level learning poverty estimates** and flags significant changes for all countries (Part I and Part II) that have a prior or new learning poverty estimate. Changes to the country-level estimates are reflected in the latest two-pager country briefs, which can be accessed here. In October 2019, country-level estimates were produced for 114 countries, and the estimates for 62 low- and middle-income countries were used to calculate the global and regional estimates (World Bank, 2019). In July 2021, country-level estimates are produced for 120 countries.

Note that the country-level briefs contain learning poverty estimates for all countries with any available assessment data that can be used to calculate learning poverty, regardless of assessment year and whether it falls inside the new reporting window. Therefore, country numbers that were previously included in the October 2019 release and are not revised or updated in the current round will continue to be available in the country-level database. However, the Fall 2021 global and regional update will only use assessment data for countries that fall inside the new reporting window, anchored around 2017 instead of 2015, to calculate the aggregated regional and global estimates.

How is learning poverty measured?

The **learning poverty** (LP) indicator combines the share of primary-aged children out-of-school who are **schooling deprived** (SD), and the share of pupils below a minimum proficiency in reading, who are

learning deprived (LD). By combining schooling and learning, the indicator brings into focus both "more schooling", which by itself serves a variety of critical functions, as well as "better learning" which is important to ensure that time spent in school translates into acquisition of skills and capabilities.

$$LP = SD + [(1 - SD) * LD]$$

where LP is Learning Poverty; LD, Learning Deprivation, is the share of children at the end of primary below minimum proficiency, as defined by the Global Alliance to Monitor Learning (GAML) in the context of the SDG 4.1.1b monitoring; SD, Schooling Deprivation, is the share of primary-aged children who are out-of-school, and is linked to SDG 4.1.4.

New assessment programs used to measure learning deprivation

Data for three international and regional assessments were released in December 2020. This new learning data has enabled updates and revisions to some country-level learning poverty estimates. The new assessments are:

TIMSS 2019

TIMSS 2019 is an international assessment covering 64 countries and 8 benchmarking systems in multiple regions across the world (TIMSS 2019). The 2015 round covered 57 countries (TIMSS 2015). TIMSS tests children in mathematics and science in grades 4 and 8. We use results for grade 4 science for calculating learning poverty measures.[1] The field work for the assessment started in 2018 and ended in 2019 (IEA 2019). We use TIMSS 2019 results for calculating learning poverty measures for 10 countries in the latest release that do not have an international (for example, PIRLS, which is generally prioritized for calculating learning poverty when available) or regional assessment in reading: Albania, Armenia, Croatia, Cyprus, Japan, Korea Rep, Montenegro, North Macedonia, Serbia, and Turkey.

SEA-PLM 2019

SEA-PLM 2019 is a regional assessment covering 6 countries in Southeast Asia. It tests children in the subjects of reading, writing, mathematics, and global citizenship in grade 5 (SEA-PLM and SEAMEO 2019). We use results for grade 5 reading for calculating learning poverty measures. The field work for the assessment started in 2019 and ended in 2019 (SEA-PLM 2019). The first round of the assessment done in 2019 is used for the learning poverty update. We use SEA-PLM 2019 results for calculating learning poverty measures for 6 countries in the latest release: Cambodia, Lao PDR, Malaysia, Myanmar, Philippines, and Vietnam.

PASEC 2019

PASEC 2019 is a regional assessment covering 14 countries in Sub-Saharan Africa. The 2014 round covered 10 countries (Confemen 2014). PASEC tests children in the subjects of language, mathematics, and reading in grades 2 and 6 (Confemen 2019). We use results for grade 6 reading for calculating learning poverty measures. The field work for the assessment started in 2018 and ended in 2019 (PASEC 2019). We use PASEC 2019 results for calculating learning poverty measures for 14 countries in the latest release: Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo Dem Rep, Congo Rep, Cote d'Ivoire, Gabon, Guinea, Madagascar, Niger, Senegal, and Togo.

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[1] The only exception is Jordan where we use TIMSS math instead due to the unavailability of TIMSS science.

Additionally, more recent national learning assessment data is available for some countries, such as Bangladesh.

In case a country has multiple assessments, the following hierarchy is followed for choosing an assessment:

Table 1. Hierarchy for selecting among multiple assessments in each country

Priority rank 1	**International assessment in reading** For example, global assessments such as PIRLS, or regional assessments such as LLECE, PASEC, or SEA-PLM with reading results
Priority rank 2	**International assessment in a subject other than reading** For example, TIMSS results for science
Priority rank 3	**National learning assessment (interim reporting)**

Notes: (1) In addition to the assessment hierarchy, the "reporting window" also determines what assessment is used for a country. For example, under the new reporting window of 2013-2021 centered around 2017, TIMSS 2015 is prioritized over PIRLS 2011 for Indonesia and Croatia in the latest release because PIRLS 2011 falls outside the reporting window. (2) The use of national learning assessment is a temporary measure in the absence of a regional or international assessment. (3) Despite the availability of TIMSS 2019 data for Pakistan, reading data from the national learning assessment 2014 is used to calculate learning poverty in the new release due to on-going efforts to potentially include the 2019 national learning assessment in a [policy linking](#) exercise, which would enable reporting on SDG 4.1.1, and inform the learning deprivation dimension.

Changes to learning poverty, learning deprivation, and schooling deprivation estimates at the country level

This section provides a country-by-country overview of changes to the learning poverty, learning deprivation, and schooling deprivation estimates in light of new assessment data.

East Asia & Pacific

Addition of new assessment data

The learning poverty estimates for the following countries have been computed for the first time due to the availability of new assessment data.

Lao PDR

Lao PDR did not have a prior country-level estimate for learning poverty. In the new country-level update, SEA-PLM 2019 data for reading is used to compute an estimate for learning poverty. Enrollment data for 2017 is used. The new release contains gender disaggregated learning poverty estimates.

Myanmar

Myanmar did not have a prior country-level estimate for learning poverty. In the new country-level update, SEA-PLM 2019 data for reading is used to compute an estimate for learning poverty. Enrollment data for 2017 is used. The new release does not contain gender disaggregated learning poverty estimates due to missing gender disaggregated enrollment data.

Replacement of prior assessment data

The learning poverty estimates for the following countries have changed compared to the estimates in the October 2019 release due to the availability of new assessment data.

Cambodia (with different assessment)

Cambodia had a prior country-level estimate for learning poverty using national learning assessment data 2013 for reading. There is new data for Cambodia from SEA-PLM 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 instead of 2012 is used. The new release contains gender disaggregated learning poverty estimates, unlike the previous release.

Indonesia (with different assessment)

Indonesia had a prior country-level estimate for learning poverty using PIRLS 2011 data for reading. There is more recent (not new) data for Indonesia from TIMSS 2015 for science, which was not used previously. The more recent data is used for the new country-level learning poverty estimates. Enrollment data for 2014 instead of 2011 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Japan (with same assessment)

Japan had a prior country-level estimate for learning poverty using TIMSS 2015 for science. There is new data for Japan from TIMSS 2019 for science. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2016 instead of 2015 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Korea, Rep. (with same assessment)

Korea, Rep. had a prior country-level estimate for learning poverty using TIMSS 2015 for science. There is new data for Korea, Rep. from TIMSS 2019 for science. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2016 instead of 2015 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Malaysia (with different assessment)

Malaysia had a prior country-level estimate for learning poverty using national learning assessment data 2017 for reading. There is new data for Malaysia from SEA-PLM 2019 for reading. Enrollment data for 2017 is used, as in the previous release. This new data is used for the new country-level learning poverty estimates. The new release contains gender disaggregated learning poverty estimates, unlike the previous release.

Philippines (with different assessment)

Philippines had a prior country-level estimate for learning poverty using TIMSS 2003 data for science. There is new data for the Philippines from SEA-PLM 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2016 instead of

2003 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Vietnam (with different assessment)

Vietnam had a prior country-level estimate for learning poverty using national learning assessment data 2011 for reading. There is new data for Vietnam from SEA-PLM 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2013 instead of 2011 is used. The new release does not contain gender disaggregated learning poverty estimates due to missing gender disaggregated enrollment data, as in the previous release.

No changes to assessment data

The learning poverty estimates for the following countries have not changed, as they continue to be calculated using the same round of the same assessment, as done in the October 2019 release.

Australia (same round of same assessment)

Australia will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

China (same round of same assessment)

China will use national learning assessment data 2016 for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

Hong Kong SAR (same round of same assessment)

Hong Kong SAR will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Macao SAR, China (same round of same assessment)

Macao SAR, China will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Mongolia (same round of same assessment)

Mongolia will use TIMSS 2007 data for science for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment

data for 2007 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

New Zealand (same round of same assessment)

New Zealand will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Singapore (same round of same assessment)

Singapore will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Thailand (same round of same assessment)

Thailand will use TIMSS 2011 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2009 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Europe & Central Asia

Addition of new assessment data
The learning poverty estimates for the following countries have been computed for the first time due to the availability of new assessment data.

Albania

Albania did not have a prior country-level estimate for learning poverty. In the new country-level update, TIMSS 2019 data for science is used to compute an estimate for learning poverty. Enrollment data for 2017 is used. The new release contains gender disaggregated learning poverty estimates.

Montenegro

Montenegro did not have a prior country-level estimate for learning poverty. In the new country-level update, TIMSS 2019 data for science is used to compute an estimate for learning poverty. Enrollment data for 2017 is used. The new release contains gender disaggregated learning poverty estimates.

Replacement of prior assessment data
The learning poverty estimates for the following countries have changed compared to the estimates in the October 2019 release due to the availability of new assessment data.

Armenia (with same assessment)

Armenia had a prior country-level estimate for learning poverty using TIMSS 2015 for science. There is new data for Armenia from TIMSS 2019 for science. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 instead of 2015 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Croatia (with different assessment)

Croatia had a prior country-level estimate for learning poverty using PIRLS 2011 for reading. There is new data for Croatia from TIMSS 2019 for science. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2016 instead of 2011 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Cyprus (new round of same assessment)

Cyprus had a prior country-level estimate for learning poverty using TIMSS 2015 for science. There is new data for Cyprus from TIMSS 2019 for science. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2015 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

N. Macedonia (with different assessment)

N. Macedonia had a prior country-level estimate for learning poverty using PIRLS 2006 data for reading. In the new country-level update, TIMSS 2019 data for science is used to compute an estimate for learning poverty. Enrollment data for 2015 instead of 2006 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Serbia (with same assessment)

Serbia had a prior country-level estimate for learning poverty using TIMSS 2015 for science. There is new data for Serbia from TIMSS 2019 for science. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 instead of 2015 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Turkey (with same assessment)

Turkey had a prior country-level estimate for learning poverty using TIMSS 2015 for science. There is new data for Turkey from TIMSS 2019 for science. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2016 instead of 2015 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

No changes to assessment data

The learning poverty estimates for the following countries have not changed, as they continue to be calculated using the same round of the same assessment, as done in the October 2019 release.

Austria (same round of same assessment)

Austria will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Azerbaijan (same round of same assessment)

Azerbaijan will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Belgium (same round of same assessment)

Belgium will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Bulgaria (same round of same assessment)

Bulgaria will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Czech Republic (same round of same assessment)

Czech Republic will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Denmark (same round of same assessment)

Denmark will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Finland (same round of same assessment)

Finland will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

France (same round of same assessment)

France will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Georgia (same round of same assessment)

Georgia will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Germany (same round of same assessment)

Germany will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Greece (same round of same assessment)

Greece will use PIRLS 2001 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2001 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Hungary (same round of same assessment)

Hungary will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Iceland (same round of same assessment)

Iceland will use PIRLS 2006 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2006 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Ireland (same round of same assessment)

Ireland will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Italy (same round of same assessment)

Italy will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment

data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Kosovo (no learning poverty estimate)

Kosovo has no learning poverty estimate in the current or previous release. While Kosovo participated in TIMSS 2019, there is no learning poverty estimate due to missing enrollment data. The new release does not contain gender disaggregated learning poverty estimates due to missing gender disaggregated enrollment data, as in the previous release.

Kazakhstan (same round of same assessment)

Kazakhstan will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Kyrgyz Republic (same round of same assessment)

Kazakhstan will use national learning assessment 2014 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2014 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

Latvia (same round of same assessment)

Latvia will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Lithuania (same round of same assessment)

Lithuania will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Luxembourg (same round of same assessment)

Luxembourg will use PIRLS 2006 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2006 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Moldova (same round of same assessment)

Moldova will use PIRLS 2006 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2006 is used, as in the previous release. The new release does not contain gender

disaggregated learning poverty estimates due to missing gender disaggregated enrollment data, as in the previous release.

Netherlands (same round of same assessment)

Netherlands will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 1997 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Norway (same round of same assessment)

Norway will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Poland (same round of same assessment)

Poland will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Portugal (same round of same assessment)

Portugal will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Romania (same round of same assessment)

Romania will use PIRLS 2011 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2011 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Russian Federation (same round of same assessment)

Russian Federation will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Slovak Republic (same round of same assessment)

Slovak Republic will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Slovenia (same round of same assessment)

Slovenia will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Spain (same round of same assessment)

Spain will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Sweden (same round of same assessment)

Sweden will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Ukraine (same round of same assessment)

Ukraine will use TIMSS 2007 data for science for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2007 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

United Kingdom (same round of same assessment)

United Kingdom will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Latin America & the Caribbean

Addition of new assessment data

The learning poverty estimates for the following countries have been computed for the first time due to the availability of new assessment data.

NA

Replacement of prior assessment data

The learning poverty estimates for the following countries have changed compared to the estimates in the October 2019 release due to the availability of new assessment data.

NA

No changes to assessment data

The learning poverty estimates for the following countries have not changed, as they continue to be calculated using the same round of the same assessment, as done in the October 2019 release.

Argentina (same round of same assessment)

Argentina will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Belize (same round of same assessment)

Belize will use PIRLS 2001 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2001 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Brazil (same round of same assessment)

Brazil will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Chile (same round of same assessment)

Chile will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Colombia (same round of same assessment)

Colombia will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Costa Rica (same round of same assessment)

Costa Rica will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2006 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Dominican Republic (same round of same assessment)

Dominican Republic will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Ecuador (same round of same assessment)

Ecuador will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

El Salvador (same round of same assessment)

El Salvador will use TIMSS 2007 data for science for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2007 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Guatemala (same round of same assessment)

Guatemala will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Honduras (same round of same assessment)

Honduras will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Mexico (same round of same assessment)

Mexico will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Nicaragua (same round of same assessment)

Nicaragua will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2010 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Panama (same round of same assessment)

Panama will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment

data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Paraguay (same round of same assessment)

Paraguay will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2012 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Peru (same round of same assessment)

Peru will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Trinidad and Tobago (same round of same assessment)

Trinidad and Tobago will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2010 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Uruguay (same round of same assessment)

Uruguay will use LLECE 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Middle East & North Africa
Addition of new assessment data
The learning poverty estimates for the following countries have been computed for the first time due to the availability of new assessment data.

NA

Replacement of prior assessment data
The learning poverty estimates for the following countries have changed compared to the estimates in the October 2019 release due to the availability of new assessment data.

NA

No changes to assessment data
The learning poverty estimates for the following countries have not changed, as they continue to be calculated using the same round of the same assessment, as done in the October 2019 release.

Algeria (same round of same assessment)

Algeria will use TIMSS 2007 data for science for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2007 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Bahrain (same round of same assessment)

Bahrain will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Egypt, Arab Rep. (same round of same assessment)

Egypt, Arab Rep. will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Iran, Islamic Rep. (same round of same assessment)

Iran, Islamic Rep. will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Israel (same round of same assessment)

Israel will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Jordan (same round of same assessment)

Jordan will use TIMSS 2015 data for math for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2004 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Kuwait (same round of same assessment)

Kuwait will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Malta (same round of same assessment)

Malta will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to missing gender disaggregated enrollment data, as in the previous release.

Morocco (same round of same assessment)

Morocco will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Oman (same round of same assessment)

Oman will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Qatar (same round of same assessment)

Qatar will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Saudi Arabia (same round of same assessment)

Saudi Arabia will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2014 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to missing gender disaggregated enrollment data, as in the previous release.

Tunisia (same round of same assessment)

Tunisia will use TIMSS 2011 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2011 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Yemen (same round of same assessment)

Yemen will use TIMSS 2011 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2010 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

United Arab Emirates (same round of same assessment)

United Arab Emirates will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

South Asia

Addition of new assessment data

The learning poverty estimates for the following countries have been computed for the first time due to the availability of new assessment data.

NA

Replacement of prior assessment data

The learning poverty estimates for the following countries have changed compared to the estimates in the October 2019 release due to the availability of new assessment data.

Bangladesh (with same assessment)

Bangladesh had a prior country-level estimate for learning poverty using national learning assessment 2015 for reading. There is new data for Bangladesh from national learning assessment 2017 for reading.[2] This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

No changes to assessment data

The learning poverty estimates for the following countries have not changed, as they continue to be calculated using the same round of the same assessment, as done in the October 2019 release.[3]

Afghanistan (same round of same assessment)

Afghanistan will use national learning assessment 2013 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2017 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to lack of microdata or availability of relevant information in assessment reports, and due to missing gender disaggregated enrollment data, as in the previous release.

India (same round of same assessment)

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[2] While the 2015 and 2017 tests were put on a common scale by using a methodology linking test items, the comparability of the 2017 national learning assessment may be affected by the fact that the test administration was carried out in January 2018 instead of November 2017 (Directorate of Primary Education, 2018).

[3] The only exception in India where we use the same assessment results as used in the October 2019 results, but learning poverty estimate has changed due to a change in the enrollment data.

India will use national learning assessment 2017 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2017 instead of 2013 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Pakistan (same round of same assessment)

Pakistan will use national learning assessment 2014 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2014 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, unlike the previous release.

Sri Lanka (same round of same assessment)

Sri Lanka will use national learning assessment 2015 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2015 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

Sub-Saharan Africa
Addition of new assessment data
The learning poverty estimates for the following countries have been computed for the first time due to the availability of new assessment data.

Guinea

Guinea did not have a prior country-level estimate for learning poverty. In the new country-level update, PASEC 2019 data for reading is used to compute an estimate for learning poverty. Enrollment data for 2016 is used. The new release contains gender disaggregated learning poverty estimates.

Replacement of prior assessment data
The learning poverty estimates for the following countries have changed compared to the estimates in the October 2019 release due to the availability of new assessment data.

Benin (with same assessment)

Benin had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Benin from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 instead of 2014 is used. The new release does not contain gender disaggregated learning poverty estimates due to missing gender disaggregated enrollment data, as in the previous release.

Burkina Faso (with same assessment)

Burkina Faso had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Burkina Faso from PASEC 2019 for reading. This new data is used

for the new country-level learning poverty estimates. Enrollment data for 2017 instead of 2014 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Burundi (with same assessment)

Burundi had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Burundi from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Cameroon (with same assessment)

Cameroon had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Cameroon from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 instead of 2014 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Chad (with same assessment)

Chad had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Chad from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2016 instead of 2013 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Congo, D.R. (with same assessment)

Congo, D.R. had a prior country-level estimate for learning poverty using PASEC 2010 for reading. There is new data for Congo, D.R. from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 1999 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, unlike the previous release.

Congo, Rep. (with same assessment)

Congo, Rep. had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Congo, Rep. from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2012 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Cote d'Ivoire (with same assessment)

Cote d'Ivoire had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Cote d'Ivoire from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2014 is used, as in the

previous release. The new release does not contain gender disaggregated learning poverty estimates due to missing gender disaggregated enrollment data, as in the previous release.

Gabon (with same assessment)

Gabon had a prior country-level estimate for learning poverty using PASEC 2006 data for reading. There is new data for Cote d'Ivoire from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 1997 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, unlike the previous release.

Madagascar (with different assessment)

Madagascar had a prior country-level estimate for learning poverty using PASEC 2015 for reading. There is new data for Madagascar from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2003 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, unlike the previous release.

Niger (with same assessment)

Niger had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Niger from PASEC 2019 for reading. This new data is used for the new country-level poverty estimates. Enrollment data for 2017 instead of 2014 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Senegal (with same assessment)

Senegal had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Senegal from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 instead of 2014 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Togo (with same assessment)

Togo had a prior country-level estimate for learning poverty using PASEC 2014 for reading. There is new data for Togo from PASEC 2019 for reading. This new data is used for the new country-level learning poverty estimates. Enrollment data for 2017 instead of 2014 is used. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

No changes to assessment data

The learning poverty estimates for the following countries have not changed, as they continue to be calculated using the same round of the same assessment, as done in the October 2019 release.

Botswana

Botswana will use PIRLS 2011 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2012 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Comoros (same round of same assessment)

Comoros will use PASEC 2008 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2007 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

Ethiopia (same round of same assessment)

Ethiopia will use national learning assessment 2015 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2015 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

Mali (same round of same assessment)

Mali will use PASEC 2012 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2012 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Mauritania (same round of same assessment)

Mauritania will use PASEC 2004 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2004 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty   estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

Mauritius (same round of same assessment)

Mauritius will use PASEC 2006 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2006 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty   estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

South Africa (same round of same assessment)

South Africa will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2015 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Uganda (same round of same assessment)

Uganda will use national learning assessment 2014 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2013 is used, as in the previous release. The new release does not contain gender disaggregated learning poverty estimates due to lack of microdata or availability of relevant information in assessment reports, as in the previous release.

North America

Addition of new assessment data
The learning poverty estimates for the following countries have been computed for the first time due to the availability of new assessment data.

NA

Replacement of prior assessment data
The learning poverty estimates for the following countries have changed compared to the estimates in the October 2019 release due to the availability of new assessment data.

NA

No changes
The learning poverty estimates for the following countries have not changed, as they continue to be calculated using the same round of the same assessment, as done in the October 2019 release.

Canada (same round of same assessment)

Canada will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

USA (same round of same assessment)

USA will use PIRLS 2016 data for reading for the new learning poverty estimates. The same results were used to calculate learning poverty estimates in the previous release. Enrollment data for 2016 is used, as in the previous release. The new release contains gender disaggregated learning poverty estimates, as in the previous release.

Additional details
This section provides further information about changes to the learning poverty estimates.

Data on school participation used to measure schooling deprivation

The out-of-school adjustment in learning poverty relies on enrollment data. Our preferred definition is the adjusted net primary enrollment as reported by the UNESCO Institute for Statistics (UIS). This data

relies both on the population census and the EMIS (Education Management Information System). We use the same year of school participation as the preferred learning assessment for each country, depending on availability, which means enrollment data for countries with new assessments may have been updated in the calculation of their learning poverty estimate. Details of these updates related to the enrollment year can be found in the earlier section, and in the accompanying data base and learning poverty country briefs.

In the case of India, the total net enrollment rate for 2017 from India's National Institute of Educational Planning and Administration and verified by the government of India is used in the latest release for the out-of-school adjustment in the learning poverty calculation, even though there are no changes to the assessment data. Previously, adjusted net primary enrollment, as reported by UIS for 2013, was used to calculate India's learning poverty estimates.

Estimating learning scores from microdata

Score estimates from raw assessment data are computed using the *repest* command in Stata as documented by Francesco Avvisati and François Keslair (2014) in the new release. In the old release, score estimates are computed using *pv* command as documented by Kevin Macdonald (2008). This shift in methodology makes negligible difference to the scores calculated.

Country-level estimates of learning poverty, learning deprivation, and schooling deprivation.

Table 1 provides a summary of the country-level changes in learning poverty. The highlighted rows indicate countries where the learning poverty estimates have changed due to inclusion of new assessment data. It is important to be careful when comparing changes in learning poverty estimates over time, as the estimates will not be comparable for countries where different assessments are used to calculate the estimates across the two rounds. Note that in the latest accompanying data base for learning poverty, we only includes estimates for each country that are temporally comparable. As a result, prior results from different assessments that are not temporally comparable to the current estimates are removed. For example, in countries in East Asia that switched from national learning assessments to SEA-PLM 2019, only the SEA-PLM results are available because the national learning assessments are not temporally comparable to the regional assessment and were only used for interim reporting. Others countries, such as Croatia, N. Macedonia, and Indonesia, switched from PIRLS to TIMSS, in which case the TIMSS results are shown for reasons related to temporal comparability.

Table 1. Comparison of country-level learning poverty estimates across the July 2021 and October 2019 releases

Country	July 2021 release						October 2019 release					
	LP estimate	LD estimate	SD estimate	Assess-ment used	Assess-ment year	Enroll-ment year	LP estimate	LD estimate	SD estimate	Assess-ment used	Assess-ment year	Enroll-ment year
Afghanistan	93.4	87.0	49.6	NLA	2013	2016	93.4	87.0	49.6	NLA	2013	2016
Albania	16.5	14.0	2.9	TIMSS	2019	2017			4.4	None		2015
Algeria	67.9	66.5	4.1	TIMSS	2007	2007	67.9	66.5	4.1	TIMSS	2007	2007
American Samoa				None						None		

Andorra				None						None		
Angola			22.5	None		2011			22.5	None		2011
Antigua and Barbuda			17.5	None		2017			18.5	None		2015
Argentina	53.9	53.6	0.6	LLECE	2013	2013	53.9	53.6	0.6	LLECE	2013	2013
Armenia	26.1	20.0	7.6	TIMSS	2019	2017	35.0	30.0	7.2	TIMSS	2015	2015
Aruba			0.7	None		2014			0.7	None		2014
Australia	8.6	5.5	3.2	PIRLS	2016	2016	8.6	5.5	3.2	PIRLS	2016	2016
Austria	2.4	2.4	0.0	PIRLS	2016	2016	2.4	2.4	0.0	PIRLS	2016	2016
Azerbaijan	23.3	19.2	5.0	PIRLS	2016	2016	23.3	19.2	5.0	PIRLS	2016	2016
Bahamas, The			11.6	None		2016			11.6	None		2016
Bahrain	32.1	30.6	2.1	PIRLS	2016	2016	32.1	30.6	2.1	PIRLS	2016	2016
Bangladesh	58.1	56.0	4.9	NLA	2017	2017	57.2	55.0	4.9	NLA	2015	2017
Barbados			9.6	None		2017			7.5	None		2015
Belarus			4.0	None		2017			5.4	None		2015
Belgium	6.4	5.1	1.3	PIRLS	2016	2016	6.4	5.1	1.3	PIRLS	2016	2016
Belize	76.4	74.8	6.5	PIRLS	2001	2001	76.4	74.8	6.5	PIRLS	2001	2001
Benin	55.8	54.5	3.0	PASEC	2019	2017	78.2	77.3	3.6	PASEC	2014	2014
Bermuda			16.5	None		2012			16.5	None		2012
Bhutan			18.1	None		2017			15.4	None		2015
Bolivia			7.5	None		2017			10.1	None		2015
Bosnia and Herzegovina		22		TIMSS	2019					None		
Botswana	48.3	44.3	7.2	PIRLS	2011	2012	48.3	44.3	7.2	PIRLS	2011	2012
Brazil	48.4	46.9	2.7	LLECE	2013	2013	48.4	46.9	2.7	LLECE	2013	2013
British Virgin Islands			3.6	None		2016			1.0	None		2015
Brunei Darussalam			3.6	None		2017			3.7	None		2015
Bulgaria	11.7	5.2	6.8	PIRLS	2016	2016	11.7	5.2	6.8	PIRLS	2016	2016
Burkina Faso	74.6	67.0	23.0	PASEC	2019	2017	85.4	78.6	31.7	PASEC	2014	2014
Burundi	95.6	95.5	2.7	PASEC	2019	2017	92.9	92.7	2.7	PASEC	2014	2017
Cabo Verde			13.7	None		2017			13.0	None		2015
Cambodia	90.0	89.0	9.4	SEA-PLM	2019	2017	51.1	49.8	2.6	NLA	2013	2012
Cameroon	71.2	69.8	4.8	PASEC	2019	2017	77.2	75.9	5.2	PASEC	2014	2014
Canada	4.3	4.3	0.0	PIRLS	2016	2016	4.3	4.3	0.0	PIRLS	2016	2016
Cayman Islands				None						None		
Central African Republic			31.6	None		2012			31.6	None		2012
Chad	94.3	92.4	25.5	PASEC	2019	2016	97.7	97.0	21.1	PASEC	2014	2013
Channel Islands				None						None		
Chile	36.8	30.3	9.3	LLECE	2013	2013	36.8	30.3	9.3	LLECE	2013	2013
China	18.2	18.2	0.0	NLA	2016	2016	18.2	18.2	0.0	NLA	2016	2016

Country												
Colombia	48.6	44.7	6.9	LLECE	2013	2013	48.6	44.7	6.9	LLECE	2013	2013
Comoros	86.0	82.3	20.8	PASEC	2008	2007	86.0	82.3	20.8	PASEC	2008	2007
Congo, Dem. Rep.	96.6	90.8	63.2	PASEC	2019	1999	86.0	62.0	63.2	PASEC	2010	1999
Congo, Rep.	70.7	66.4	12.8	PASEC	2019	2012	85.1	82.9	12.8	PASEC	2014	2012
Costa Rica	32.5	31.7	1.1	LLECE	2013	2006	32.5	31.7	1.1	LLECE	2013	2006
Cote d'Ivoire	82.6	78.0	21.1	PASEC	2019	2014	82.3	77.6	21.1	PASEC	2014	2014
Croatia	4.3	2.0	2.4	TIMSS	2019	2016	4.0	1.0	3.0	PIRLS	2011	2011
Cuba												
Curacao			0.0	None		2013			0.0	None		2013
Cyprus	10.0	8.0	2.2	TIMSS	2019	2015	16.2	14.3	2.2	TIMSS	2015	2015
Czech Republic	3.0	3.0	0.0	PIRLS	2016	2016	3.0	3.0	0.0	PIRLS	2016	2016
Denmark	3.6	2.6	1.0	PIRLS	2016	2016	3.6	2.6	1.0	PIRLS	2016	2016
Djibouti			44.9	None		2017			44.4	None		2015
Dominica			1.8	None		2016			1.8	None		2016
Dominican Republic	80.7	79.4	6.6	LLECE	2013	2013	80.7	79.4	6.6	LLECE	2013	2013
Ecuador	62.8	62.1	1.9	LLECE	2013	2013	62.8	62.1	1.9	LLECE	2013	2013
Egypt, Arab Rep.	69.6	69.2	1.4	PIRLS	2016	2016	69.6	69.2	1.4	PIRLS	2016	2016
El Salvador	55.0	53.0	4.2	TIMSS	2007	2007	55.0	53.0	4.2	TIMSS	2007	2007
Equatorial Guinea			55.8	None		2015			55.8	None		2015
Eritrea			62.3	None		2017			57.4	None		2015
Estonia			6.3	None		2016			6.4	None		2015
Eswatini			24.1	None		2016			23.7	None		2015
Ethiopia	90.3	88.7	14.0	NLA	2015	2015	90.3	88.7	14.0	NLA	2015	2015
Faroe Islands				None						None		
Fiji			0.1	None		2016			2.0	None		2015
Finland	2.6	1.7	0.9	PIRLS	2016	2016	2.6	1.7	0.9	PIRLS	2016	2016
France	7.1	6.3	0.9	PIRLS	2016	2016	7.1	6.3	0.9	PIRLS	2016	2016
French Polynesia			0.6	None		1996			0.6	None		1996
Gabon	30.4	23.7	8.7	PASEC	2019	1997	36.8	30.8	8.7	PASEC	2006	1997
Gambia, The			21.4	None		2017			26.0	None		2015
Georgia	13.8	13.5	0.4	PIRLS	2016	2016	13.8	13.5	0.4	PIRLS	2016	2016
Germany	5.7	5.5	0.2	PIRLS	2016	2016	5.7	5.5	0.2	PIRLS	2016	2016
Ghana			14.9	None		2017			9.9	None		2015
Gibraltar				None						None		
Greece	10.6	5.5	5.4	PIRLS	2001	2001	10.6	5.5	5.4	PIRLS	2001	2001
Greenland				None						None		
Grenada			3.2	None		2016			2.2	None		2015
Guam				None						None		
Guatemala	67.3	63.6	10.1	LLECE	2013	2013	67.3	63.6	10.1	LLECE	2013	2013
Guinea	82.5	77.8	21.1	PASEC	2019	2016			19.7	None		2014

Guinea-Bissau			28.1	None		2010			28.1	None		2010
Guyana			4.4	None		2012			4.4	None		2012
Haiti			42.7	None		1997			42.7	None		1997
Honduras	74.7	69.4	17.1	LLECE	2013	2013	74.7	69.4	17.1	LLECE	2013	2013
Hong Kong SAR, China	3.2	1.4	1.9	PIRLS	2016	2016	3.2	1.4	1.9	PIRLS	2016	2016
Hungary	5.9	2.9	3.1	PIRLS	2016	2016	5.9	2.9	3.1	PIRLS	2016	2016
Iceland	9.3	6.8	2.7	PIRLS	2006	2006	9.3	6.8	2.7	PIRLS	2006	2006
India	56.1	53.7	5.1	NLA	2017	2017	54.8	53.7	2.3	NLA	2017	2013
Indonesia	53.4	49.4	8.0	TIMSS	2015	2014	35.4	33.8	2.4	PIRLS	2011	2011
Iran, Islamic Rep.	35.7	35.1	0.9	PIRLS	2016	2016	35.7	35.1	0.9	PIRLS	2016	2016
Iraq			7.7	None		2007			7.7	None		2007
Ireland	2.3	2.3	0.0	PIRLS	2016	2016	2.3	2.3	0.0	PIRLS	2016	2016
Isle of Man				None						None		
Israel	11.7	9.0	2.9	PIRLS	2016	2016	11.7	9.0	2.9	PIRLS	2016	2016
Italy	3.5	2.1	1.4	PIRLS	2016	2016	3.5	2.1	1.4	PIRLS	2016	2016
Jamaica			7.7	None		2004			7.7	None		2004
Japan	3.7	2.0	1.8	TIMSS	2019	2016	2.2	1.0	1.2	TIMSS	2015	2015
Jordan	52.0	50.0	4.0	TIMSS	2015	2004	52.0	50.0	4.0	TIMSS	2015	2004
Kazakhstan	2.2	1.9	0.3	PIRLS	2016	2016	2.2	1.9	0.3	PIRLS	2016	2016
Kenya			16.9	None		2012			16.9	None		2012
Kiribati			3.5	None		2017			3.1	None		2015
Korea, Dem. People's Rep.			3.4	None		2009			3.4	None		2009
Korea, Rep.	4.4	1.0	3.5	TIMSS	2019	2016	3.0	0.3	2.7	TIMSS	2015	2015
Kosovo		41.0		TIMSS	2019					None		
Kuwait	51.0	49.4	3.3	PIRLS	2016	2016	51.0	49.4	3.3	PIRLS	2016	2016
Kyrgyz Republic	64.5	63.8	1.9	NLA	2014	2014	64.5	63.8	1.9	NLA	2014	2014
Lao PDR	98.1	98.0	6.7	SEA-PLM	2019	2017			4.4	None	2015	2015
Latvia	4.0	0.8	3.2	PIRLS	2016	2016	4.0	0.8	3.2	PIRLS	2016	2016
Lebanon			11.5	None		2017			16.4	None		2015
Lesotho			18.4	None		2017			19.9	None		2015
Liberia			63.2	None		2016			62.3	None		2015
Libya			0.0	None		2006			0.0	None		2006
Liechtenstein			0.7	None		2016			0.2	None		2015
Lithuania	3.0	2.7	0.3	PIRLS	2016	2016	3.0	2.7	0.3	PIRLS	2016	2016
Luxembourg	3.0	1.2	1.7	PIRLS	2006	2006	3.0	1.2	1.7	PIRLS	2006	2006
Macao SAR, China	3.7	2.4	1.3	PIRLS	2016	2016	3.7	2.4	1.3	PIRLS	2016	2016
Madagascar	95.1	93.7	21.9	PASEC	2019	2003	96.7	95.8	21.9	PASEC	2015	2003
Malawi			3.2	None		2009			3.2	None		2009

Malaysia	42.8	42.0	1.4	SEA-PLM	2019	2017	12.9	11.7	1.4	NLA	2017	2017
Maldives			0.5	None		2017			3.5	None		2015
Mali	90.5	85.7	33.0	PASEC	2012	2012	90.5	85.7	33.0	PASEC	2012	2012
Malta	28.6	26.8	2.4	PIRLS	2016	2016	28.6	26.8	2.4	PIRLS	2016	2016
Marshall Islands			21.5	None		2016			21.6	None		2015
Mauritania	94.9	92.9	28.1	PASEC	2004	2004	94.9	92.9	28.1	PASEC	2004	2004
Mauritius	40.5	38.0	4.0	PASEC	2006	2006	40.5	38.0	4.0	PASEC	2006	2006
Mexico	43.2	42.5	1.2	LLECE	2013	2013	43.2	42.5	1.2	LLECE	2013	2013
Micronesia, Fed. Sts.			16.0	None		2015			16.0	None		2015
Moldova	11.0	8.7	2.5	PIRLS	2006	2006	11.0	8.7	2.5	PIRLS	2006	2006
Monaco				None						None		
Mongolia	39.5	38.1	2.3	TIMSS	2007	2007	39.5	38.1	2.3	TIMSS	2007	2007
Montenegro	27.8	25.0	3.7	TIMSS	2019	2017			5.2	None	2015	2015
Morocco	65.8	63.8	5.4	PIRLS	2016	2016	65.8	63.8	5.4	PIRLS	2016	2016
Mozambique			12.5	None		2017			10.4	None		2015
Myanmar	89.3	89.0	2.3	SEA-PLM	2019	2017			3.8	None	2015	2014
Namibia			2.2	None		2017			9.4	None		2013
Nauru			15.6	None		2016			12.7	None		2014
Nepal			5.2	None		2017			3.2	None		2015
Netherlands	1.6	1.3	0.3	PIRLS	2016	1997	1.6	1.3	0.3	PIRLS	2016	1997
New Caledonia				None						None		
New Zealand	11.4	10.0	1.5	PIRLS	2016	2016	11.4	10.0	1.5	PIRLS	2016	2016
Nicaragua	69.8	69.3	1.6	LLECE	2013	2010	69.8	69.3	1.6	LLECE	2013	2010
Niger	90.4	85.6	33.2	PASEC	2019	2017	98.7	97.9	38.9	PASEC	2014	2014
Nigeria			34.1	None		2010			34.1	None		2010
North Macedonia	43.1	38.0	8.3	TIMSS	2019	2015	39.7	34.2	8.3	PIRLS	2006	2006
Northern Mariana Islands				None						None		
Norway	6.0	5.8	0.2	PIRLS	2016	2016	6.0	5.8	0.2	PIRLS	2016	2016
Oman	41.8	40.9	1.5	PIRLS	2016	2016	41.8	40.9	1.5	PIRLS	2016	2016
Pakistan	74.5	65.0	27.3	NLA	2014	2014	74.5	65.0	27.3	NLA	2014	2014
Palau			0.6	None		2014			0.6	None		2014
Panama	66.6	64.1	7.1	LLECE	2013	2013	66.6	64.1	7.1	LLECE	2013	2013
Papua New Guinea			22.3	None		2016			22.3	None		2016
Paraguay	74.4	71.3	10.8	LLECE	2013	2012	74.4	71.3	10.8	LLECE	2013	2012
Peru	55.7	53.7	4.2	LLECE	2013	2013	55.7	53.7	4.2	LLECE	2013	2013
Philippines	90.5	90.0	4.5	SEA-PLM	2019	2016	69.5	66.3	9.6	TIMSS	2003	2003
Poland	6.3	2.0	4.4	PIRLS	2016	2016	6.3	2.0	4.4	PIRLS	2016	2016
Portugal	6.5	3.0	3.6	PIRLS	2016	2016	6.5	3.0	3.6	PIRLS	2016	2016

Country												
Puerto Rico			24.0	None		2016			18.5	None		2015
Qatar	35.3	33.8	2.2	PIRLS	2016	2016	35.3	33.8	2.2	PIRLS	2016	2016
Romania	20.0	14.1	6.9	PIRLS	2011	2011	20.0	14.1	6.9	PIRLS	2011	2011
Russian Federation	3.3	0.9	2.4	PIRLS	2016	2016	3.3	0.9	2.4	PIRLS	2016	2016
Rwanda			6.1	None		2017			4.1	None		2016
Samoa			3.8	None		2017			2.7	None		2015
San Marino			6.9	None		2012			6.9	None		2012
Sao Tome and Principe			3.0	None		2017			8.6	None		2015
Saudi Arabia	38 .3	36.7	2.5	PIRLS	2016	2014	38.3	36.7	2.5	PIRLS	2016	2014
Senegal	69.1	58.9	24.8	PASEC	2019	2017	74.1	65.2	25.7	PASEC	2014	2014
Serbia	9.3	8.0	1.4	TIMSS	2019	2017	8.1	7.4	0.8	TIMSS	2015	2015
Seychelles			4.5	None		2005			4.5	None		2005
Sierra Leone			0.8	None		2016			5.0	None		2015
Singapore	2.8	2.7	0.1	PIRLS	2016	2016	2.8	2.7	0.1	PIRLS	2016	2016
Sint Maarten (Dutch part)				None						None		
Slovak Republic	8.5	6.6	2.1	PIRLS	2016	2016	8.5	6.6	2.1	PIRLS	2016	2016
Slovenia	5.8	3.7	2.2	PIRLS	2016	2016	5.8	3.7	2.2	PIRLS	2016	2016
Solomon Islands			30.5	None		2017			29.4	None		2015
Somalia			76.5	None		2007			76.5	None		2007
South Africa	79.8	77.9	8.4	PIRLS	2016	2015	79.8	77.9	8.4	PIRLS	2016	2015
South Sudan			67.8	None		2015			67.8	None		2015
Spain	4.9	3.4	1.5	PIRLS	2016	2016	4.9	3.4	1.5	PIRLS	2016	2016
Sri Lanka	14.8	14.0	0.9	NLA	2015	2015	14.8	14.0	0.9	NLA	2015	2015
St. Kitts and Nevis				None						None		
St. Lucia			5.5	None		2007			5.5	None		2007
St. Martin (French part)				None						None		
St. Vincent and the Grenadines			1.7	None		2017			1.2	None		2015
Sudan			37.9	None		2017			42.7	None		2015
Suriname			9.8	None		2017			6.6	None		2015
Sweden	2.3	1.9	0.4	PIRLS	2016	2016	2.3	1.9	0.4	PIRLS	2016	2016
Switzerland			0.2	None		2016			0.4	None		2015
Syrian Arab Republic			32.8	None		2013			32.8	None		2013
Tajikistan			1.5	None		2017			4.9	None		2015
Tanzania			6.6	None		2007			6.6	None		2007
Thailand	23.5	21.9	2.0	TIMSS	2011	2009	23.5	21.9	2.0	TIMSS	2011	2009
Timor-Leste			19.2	None		2017			15.0	None		2015
Togo	82.2	80.6	8.4	PASEC	2019	2017	85.6	84.2	8.5	PASEC	2014	2014
Tonga			0.1	None		2015			0.1	None		2015

Country												
Trinidad and Tobago	20.7	19.7	1.3	PIRLS	2016	2010	20.7	19.7	1.3	PIRLS	2016	2010
Tunisia	65.3	65.1	0.4	TIMSS	2011	2011	65.3	65.1	0.4	TIMSS	2011	2011
Turkey	15.0	10.0	5.6	TIMSS	2019	2016	21.7	17.6	5.0	TIMSS	2015	2015
Turkmenistan			11.6	None		2014			11.6	None		2014
Turks and Caicos Islands				None						None		
Tuvalu			2.5	None		2016			0.3	None		2014
Uganda	82.8	81.1	9.0	NLA	2014	2013	82.8	81.1	9.0	NLA	2014	2013
Ukraine	27.9	18.3	11.8	TIMSS	2007	2007	27.9	18.3	11.8	TIMSS	2007	2007
United Arab Emirates	34.3	32.4	2.8	PIRLS	2016	2016	34.3	32.4	2.8	PIRLS	2016	2016
United Kingdom	3.4	3.2	0.2	PIRLS	2016	2016	3.4	3.2	0.2	PIRLS	2016	2016
United States	7.9	3.9	4.1	PIRLS	2016	2016	7.9	3.9	4.1	PIRLS	2016	2016
Uruguay	41.7	41.4	0.5	LLECE	2013	2013	41.7	41.4	0.5	LLECE	2013	2013
Uzbekistan			1.5	None		2017			2.9	None		2015
Vanuatu			13.3	None		2015			13.3	None		2015
Venezuela, RB			13.8	None		2017			8.0	None		2015
Vietnam	19.6	18.0	1.9	SEA-PLM	2019	2013	1.7	1.1	0.6	NLA	2011	2011
Virgin Islands (U.S.)			0.0	None		1993			0.0	None		1993
West Bank and Gaza			6.1	None		2017			7.7	None		2015
Yemen, Rep.	94.7	93.5	18.9	TIMSS	2011	2010	94.7	93.5	18.9	TIMSS	2011	2010
Zambia			14.0	None		2017			12.1	None		2013
Zimbabwe			14.8	None		2013			14.8	None		2013

Note: See [accompanying data base](#) for detailed data on learning poverty, learning deprivation, and schooling deprivation, including gender disaggregated estimates where available.

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