



# Learning Poverty Updates and Revisions

## *What's New?*

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April 2024

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## **Abstract**

The April 2024 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 learning data from recent assessments: PIRLS 2021, AMPL-b (for example, in Kenya), or policy linking of existing NLAs (for example, in Pakistan). While some of the assessments such as PIRLS 2021 were conducted during the pandemic, country-level changes are not limited to COVID-19 related learning losses. In several countries, changes in assessment data are accompanied by changes in enrollment data as well. In the April 2024 release, country-level estimates of Learning Poverty are available for 125 countries.

## **Acknowledgments**

We thank Nobuyuki Tanaka, Harry Anthony Patrinos, Diego Luna Bazaldua, Alonso Sanchez, Michael F. Crawford, Lars M. Sondergaard, Yitong Hu and Yilin Pan for helpful feedback. The findings, interpretations, and conclusions expressed in this report are entirely those of the authors. They do not necessarily represent the views of the International Bank for Reconstruction and Development/World Bank and its affiliated organizations, or those of the Executive Directors of the World Bank or the governments they represent.

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## Introduction

This note is part of the April 2024 release of the latest country-level Learning Poverty estimates. The document details country-level changes to the underlying data used to produce the April 2024 Learning Poverty release and builds on the changes documented in the technical note accompanying the 2022 global release. This is the fourth release of updated and revised country numbers since the launch of the Learning Poverty measure in October 2019 by the World Bank and UNESCO.<sup>1</sup> The current release provides Learning Poverty data for 125 countries.

The reference year of this update is 2019, which is the same as the 2022 release. The decision to use 2019 as the anchor year is driven by assessment data availability. Most international and regional assessments are carried out only every 4 to 6 years, and usually there is a lag of a couple of years before the data become available. Data collection was further affected by COVID-19 related interruptions. The reference year is primarily used to compute which country-level estimates are included in global and regional aggregates (not updated in the current release) and also serves as an anchor to determine the choice of assessment to report on Learning Poverty estimates when multiple assessments are available for a country.

Learning data gaps remain in almost half of the world. Globally, about 42% of countries (92 out of 217) do not report learning data that can be used for estimating Learning Poverty (i.e., data that comes from an internationally comparable learning assessment administered at the end of primary that took place less than 4 years before or after 2019). In Sub-Saharan Africa this is the case for about 48% of the countries. The need for reliable data measuring learning in a meaningful and temporally comparable manner is clear. The political and technical alignment to achieve this objective has never been greater. At the political level, countries, donors, and development partners have come together to sign a Commitment to Action on Foundational Learning and founded the Coalition for Foundational Learning (CFL). One of the [CFL pillars](#) aims to support countries to monitor learning progress and improve availability of learning data. To do so, partners committed to (i) collate common tools and offer a menu of options to countries to measure and report on learning; (ii) coordinate between agencies to support countries without learning data in rolling out best available resources and tools to measure progress on learning, including through joint training; (iii) support countries to use data, and share and amplify existing information on learning using available resources and tools.

The following sections provide a comprehensive overview of the latest **country-level Learning Poverty estimates** and report changes for all [Part I and Part II countries](#) that have a prior or new Learning Poverty estimate. Past and current country level estimates are available both in the [Learning Poverty Global Database](#) and in the [Learning Poverty Country Briefs](#). The summary of the current and prior releases is as follows:

- The **April 2024** release uses 2019 as its reference year and produces country-level estimates for 125 countries, and no global and regional estimates were updated.
- The **June 2022** release used 2019 as its reference year, produced country-level estimates for 122 countries, and produced global and regional estimates for the whole world (using 107 countries) and low- and middle-income countries (using 69 countries) ([World Bank, 2022](#)).
- The **July 2021** release used 2017 as its reference year, produced country-level estimates for 120 countries, and no global and regional estimates were updated ([Azevedo et al, 2021](#)).
- The **October 2019** release used 2015 as its reference year, produced country-level estimates for 114 countries, and produced global and regional estimates for the whole world (using 100 countries) and low- and middle-income countries (using 62 countries) ([World Bank, 2019](#)).

The datasets from the four releases can be accessed on [Development Data Hub](#).

Table 1: Learning Poverty Data Releases

Release Date	Number of countries with Learning Poverty estimates	Global and regional aggregates	Anchor year and reporting window*
Apr-24	125	No	2019 ( $\pm 4$ years)
Jun-22	122	Yes (107 for global and 69 for low- and middle-income)	2019 ( $\pm 4$ years)
Jul-21	120	No	2017 ( $\pm 4$ years)
Oct-19	114	Yes (100 for global and 62 for low- and middle-income)	2015 ( $\pm 4$ years)

\*The anchor year serves two functions: (i) determines which countries can be included in the global regional aggregate calculations based on whether their assessment year falls inside the reporting window, and (ii) which assessment to use for reporting on Learning Poverty for a country when making decisions between multiple assessments with different priority ranks and years.

## Methodological overview

### Defining Learning Poverty

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 the minimum proficiency level 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 as defined in the context of SDG 4.1.4.

## Data protocol and sources

### Learning Deprivation (LD)

The LD component of the Learning Poverty indicator relies on learning assessment data. This component captures the share of children at the end of primary who are below the minimum proficiency level (MPL) for reading, as defined by the Global Alliance to Monitor Learning (GAML) in the context of the SDG 4.1.1b monitoring.<sup>1</sup>

If a country has carried out multiple assessments, the assessment used to estimate LD is selected based on the following preference hierarchy:<sup>2</sup>

*Table 2: Hierarchy for selecting among multiple assessments in each country*

<b>Priority rank 1</b>	<b>International/regional assessment in reading</b> For example, global assessments such as PIRLS, or regional assessments such as LLECE, PASEC, or SEA-PLM with reading results. Where both international and regional assessments are available, regional assessments may only be preferred over international ones for temporal comparability with past country estimates or for regional comparability (for example, LLECE for LAC).
<b>Priority rank 2</b>	<b>International/regional assessment in reading that allows statistical linking with historical regional or national assessments.</b> For example, AMPL-b results for reading.
<b>Priority rank 3</b>	<b>National Learning Assessment (NLA) in reading that allows linking with historical international or regional assessments.</b> For example, NLA that have completed a statistical/policy <sup>3</sup> - or pairwise <sup>4</sup> -linking exercise.
<b>Priority rank 4</b>	<b>International assessment in a subject other than reading.</b> For example, TIMSS results for science.
<b>Priority rank 5</b>	<b>Other National Learning Assessment (interim reporting only) that may not have undergone linking exercises yet but have plans to do so.</b>

The current reporting window is 2015-2023 centered around 2019. Assessments administered within the window are preferred. For example, TIMSS 2015 and TIMSS 2019 are prioritized over PIRLS 2011 for Indonesia and Croatia respectively in the April 2024 release because PIRLS 2011 falls outside the reporting window. On an exceptional basis,

<sup>1</sup> For more details see Azevedo et al. 2021.

<sup>2</sup> This hierarchy is mostly aligned with what was used in the June 2022 release except for the addition of priority rank 3.

<sup>3</sup> <https://gaml.uis.unesco.org/policy-linking/>

<sup>4</sup> WG\_GAML-10\_Pairwise-Comparison-Method.pdf (unesco.org)



learning assessments falling outside of the reporting window are kept given the lack of a more recent assessment. This is the case for Afghanistan, Belize, Botswana, Comoros, Algeria, Greece, Iceland, Kyrgyz Republic, Lesotho, Luxembourg, Moldova, Mali, Mongolia, Mauritania, Mauritius, Romania, Thailand, Tunisia, Uganda, Ukraine and Yemen, Rep.

Data from the international assessment PIRLS 2021, Kenya's Assessment for Minimum Proficiency level (AMPL-b) 2023, and Pakistan's Policy-Linked National Learning Assessment 2021 became available since the prior release. As a result, in the April 2024 country update, the average assessment year was 2018, with a standard deviation of 4.7 years (compared to an average assessment year of 2017 with standard deviation of 1.6 in the June 2022 release). This new learning data has enabled updates to some country-level Learning Poverty estimates. The new assessments are:

### **PIRLS 2021**

The Progress in International Reading and Literacy Study (PIRLS), implemented by IEA, provides internationally comparable data on reading proficiency for Grade 4 students since 2001. PIRLS 2021 is the fifth cycle in the PIRLS assessment, with data collection having taken place between August and December 2021 for most countries, with some exceptions that were affected by COVID-19 related delays. The PIRLS 2021 data is the first release of internationally and temporally comparable learning data since the COVID-19 pandemic's unprecedented school closures. Comparisons between the 2016 and 2021 data capture changes that include but are not limited to COVID-19 related shocks to schooling and learning. The following 52 countries have updated assessment data from PIRLS 2021: Albania, Australia, Austria, Azerbaijan, Bahrain, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Egypt, Arab Rep, Finland, France, Georgia, Germany, Hong Kong SAR, China, Hungary, Iran, Islamic Rep, Israel, Italy, Jordan, Kazakhstan, Kosovo, Latvia, Lithuania, Macao SAR, China, Malta, Montenegro, Morocco, Netherlands, New Zealand, North Macedonia, Norway, Oman, Poland, Portugal, Qatar, Russian Federation, Saudi Arabia, Serbia, Singapore, Slovak Republic, Slovenia, South Africa, Spain, Sweden, Türkiye, United Arab Emirates, United Kingdom, United States and Uzbekistan.

### **AMPL-b (part of the MILO initiative)**

The MILO (Monitoring Impacts on Learning Outcomes) initiative has allowed countries to measure the impact of COVID-19 on learning while also allowing reporting against SDG 4.1.1b benchmarks through the Assessments for Minimum Proficiency Levels for SDG 4.1.1b (AMPL-b). The assessment covers six countries in Africa – Burkina Faso, Burundi, Côte d'Ivoire, Kenya, Senegal, and Zambia. The project was implemented to provide a way for countries to measure learning progress against SDG 4.1.1b prior to and during the COVID-19 pandemic. AMPL-b tests children in the subjects of reading and mathematics in grades 5-7, depending on the country. The assessment material was derived from the UIS's Global Item Bank, which is a shared repository of assessment questions for reading and math and follows closely the Global Proficiency Framework benchmarks agreed by countries and development partners as part of SDG 4.1.1 monitoring. National assessments also have the option of

integrating comparable tests in their instruments. We use AMPL-b 2023 results for calculating Learning Poverty measures for Kenya in the 2024 release.

### **National Learning Assessment (NLA) with policy-linking**

Pakistan conducted its national assessment in 2019 for grade 4 students. Pakistan's 2019 NLA was policy-linked in 2021.

### **Schooling Deprivation (SD)**

The SD component (out-of-school adjustment) of Learning Poverty relies on enrollment data reported by UNESCO Institute of Statistics (UIS) or country teams where more relevant/recent data is available, collected through the population census, household surveys, and the Education Management Information System (EMIS). The preferred indicator for SD in previous releases has been the complement of the adjusted net primary enrollment (ANER), as reported by UIS. Reporting of the ANER has since been discontinued by UIS; however, we continue to use the last available version (October 2020) of ANER as an interim measure to preserve comparability with prior releases of Learning Poverty. Enrollment data for the school year closest to the administration year of the preferred learning assessment for each country is used, depending on availability. The hierarchy for choosing enrollment data is as follows:

- Adjusted Net Enrollment Rate (ANER)
- Total Net Enrollment Rate (TNER)
- Net Enrollment Rate (NER)
- Gross Enrollment Rate (GER): If the gross enrollment rate is higher than 100%, it is adjusted to be 100%

There are some exceptions to this hierarchy. In some cases, data available at the country level from sources such as household surveys, census data, or statistical reports/yearbooks published by governments was preferred. This is the case for Afghanistan, Bangladesh, China, Cote d'Ivoire, Costa Rica, India, Japan, Macao, Moldova, Madagascar, and Kosovo. For Kosovo, UIS does not report enrollment rates and therefore country level estimates from the 2021 Annual Statistical Report (GER) are used. For China, GER estimates from UIS's October 2021 release are being used due to unavailability of ANER data.

### **Changes in Learning Poverty Due to Change in Enrollment Data**

In the April 2024 release, SD estimates based on enrollment data are updated or revised in 49 cases. Out of these, 47 cases also saw a change in assessment data whereas Cote d'Ivoire and Madagascar did not. More recent enrollment data on Cote d'Ivoire is available from the country team whereas Madagascar's enrollment source changed from ANER to country team validated data.

These changes to enrollment data shown in Table 3 primarily reflect the following:

- Countries where only enrollment year changes but enrollment definition remains the same: Australia, Austria, Azerbaijan, Belgium, Bulgaria, Bahrain, Cote d'Ivoire,

Czechia, Germany, Denmark, Egypt, Arab Rep, Finland, France, Georgia, Hong Kong SAR, China, Hungary, Ireland, Iran, Islamic Rep, Israel, Italy, Jordan, Kazakhstan, Lithuania, Latvia, Morocco, Malta, Norway, New Zealand, Oman, Pakistan, Portugal, Qatar, Russian Federation, Saudi Arabia, Singapore, Slovak Republic, Slovenia, Spain, Sweden, United Arab Emirates, United Kingdom, United States, South Africa

- Countries where enrollment data changes from ANER to country team validated data and enrollment year also changes: Bangladesh and Macao SAR, China
- Countries where enrollment data changes from ANER to country team validated data for the same enrollment year: Madagascar
- Countries where enrollment data is being used for the first time: Kenya, Uzbekistan and Kosovo. Of these, Kenya and Uzbekistan have assessment data available for the first time, hence the use of enrollment data for an LP estimate.

Details of these updates and revisions related to the enrollment data can be found in the following section, and in the accompanying database and Learning Poverty country briefs.

*Table 3: Number of countries with different types of changes in enrollment data*

2022 release vs 2024 release	
No. of countries where enrollment year changes with no changes to enrollment definition	43
No. of countries where enrollment data changes from ANER to country team validated data and enrollment year also changes	2
No. of countries where enrollment data changes from ANER to country team validated data for the same year	1
No. of countries where enrollment data is being used for the first time	3

## Country Meta Data

Table 4 highlights the type of changes between the 2022 and 2024 releases based on changes to assessment and enrollment data. The following are definitions of each change:

- **Additions** refers to new countries added for which we previously had no Learning Poverty data. The three new additions which did not have a previous Learning Poverty estimate are Kenya, Kosovo and Uzbekistan. In the case of Kosovo, a new Learning Poverty estimate is now available due to enrollment data becoming available for the first time. For Kenya, the country participated in AMPL-b whereas for Uzbekistan, the country participated in PIRLS for the first time.
- **Updates to assessment data:**
  - **Temporally Comparable Assessment Data** includes countries for which the Learning Poverty estimate was updated due to new assessment data available

from a more recent year using the same assessment as the previous release. These include the following countries: Australia, Austria, Azerbaijan, Bahrain, Bangladesh, Belgium, Bulgaria, Czechia, Denmark, Egypt, Arab Rep, Finland, France, Georgia, Germany, Hong Kong SAR, China, Hungary, Iran, Islamic Rep, Israel, Italy, Kazakhstan, Latvia, Lithuania, Macao SAR, China, Malta, Morocco, Netherlands, New Zealand, Norway, Oman, Poland, Portugal, Qatar, Russian Federation, Saudi Arabia, Singapore, Slovak Republic, Slovenia, South Africa, Spain, Sweden, United Arab Emirates, United Kingdom, United States.

- **Not Temporally Comparable Assessment Data** includes countries for which the estimate was updated due to availability of new data from a different assessment. These include the following countries: Albania, Croatia, Cyprus, Jordan, Montenegro, North Macedonia, Pakistan, Serbia and Türkiye.
- **Updates to enrollment data with no changes to assessment data:**
  - **Enrollment Indicator Update** includes countries for which there was no change to assessment data but the enrollment definition changed. This includes Madagascar where enrollment indicator changed from ANER to country team validated data – the complement of Total Net Enrollment Rate as reported by UIS.
  - **Enrollment Year Update** includes countries for which there was no change to assessment data or enrollment definition but the enrollment year changed. This is the case for Cote d’Ivoire where more recent enrollment data is available from the country team – the annual statistical report of 2019.
- **Revision of enrollment and/or assessment data:**
  - Afghanistan had a revision in its assessment and enrollment data from the same sources and years.
- **No changes** refer to countries that saw no change in Learning Poverty estimates between the 2022 and 2024 releases.
- **No data** includes countries for which we do not have a Learning Poverty estimate.

Table 4: Changes to country-level Learning Poverty estimates for 2022 vs 2024 release years

		2022 vs 2024 release						
		Updates to Assessment and Enrollment						
			Not Temporally Comparable Assessment Data	Enrollment Indicator Update	Enrollment Year Update	Revision of Enrollment /Assessment Data	No changes	No data
Number of countries	3	43	9	1	1	1	67	92

This section provides a country-by-country (organized by regions) overview of changes to the Learning Poverty, Learning Deprivation, and Schooling Deprivation estimates for the 2024 release compared to estimates from the 2022 release. This data is also available in Table 5.

## East Asia & Pacific

### Addition of new assessment data

There are no countries where Learning Poverty estimates were calculated for the first time.

### Updates to prior assessment data

The Learning Poverty estimates for the following countries have changed compared to the estimates in the previous release due to the availability of new assessment data:

#### **Australia** (same assessment, updated assessment year, updated enrollment data)

Australia had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Australia from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

#### **Hong Kong SAR, China** (same assessment, updated assessment year, updated enrollment data)

Hong Kong SAR, China had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Hong Kong SAR, China from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

#### **Macao SAR, China** (same assessment, updated assessment year, updated enrollment data)

Macao SAR, China had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Macao SAR, China from PIRLS 2021 for grade 4 reading. Enrollment data for 2022 from the economy's 2021 census report is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

#### **New Zealand** (same assessment, updated assessment year, updated enrollment data)

New Zealand had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for New Zealand from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Singapore** (same assessment, updated assessment year, updated enrollment data)

Singapore had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Singapore from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

[Updates to prior enrollment data with no changes to assessment data](#)

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of updated enrollment data.

[Revision of enrollment and/or assessment data](#)

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of revised enrollment data.

[No changes](#)

The Learning Poverty estimates for the following countries have not changed compared to the previous release:

**Cambodia** (same round of same assessment, same enrollment data)

Cambodia had a prior country-level estimate for Learning Poverty using SEA-PLM 2019 for grade 5 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**China** (same round of same assessment, same enrollment data)

China had a prior country-level estimate for Learning Poverty using national learning assessment data 2016 for grade 4 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for 2016 is used from the country team, as in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Indonesia** (same round of same assessment, same enrollment data)

Indonesia had a prior country-level estimate for Learning Poverty using TIMSS 2015 data for grade 4 science. This same data is used for the new country-level Learning

Poverty estimates. Enrollment data for ANER 2014 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Japan** (same round of same assessment, updated enrollment data)

Japan had a prior country-level estimate for Learning Poverty using TIMSS 2019 for grade 4 science. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2016 from the country team is used compared to TNER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Korea, Rep.** (same round of same assessment, same enrollment data)

Korea, Rep. had a prior country-level estimate for Learning Poverty using TIMSS 2019 for grade 4 science. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Lao PDR** (same round of same assessment, same enrollment data)

Lao PDR had a prior country-level estimate for Learning Poverty using SEA-PLM 2019 for grade 4 science. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Malaysia** (same round of same assessment, same enrollment data)

Malaysia had a prior country-level estimate for Learning Poverty using SEA-PLM 2019 for grade 5 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2015 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Mongolia** (same round of same assessment, same enrollment data)

Mongolia had a prior country-level estimate for Learning Poverty using TIMSS 2007 for grade 4 science. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2007 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Myanmar** (same round of same assessment, same enrollment data)

Myanmar had a prior country-level estimate for Learning Poverty using SEA-PLM 2019 for grade 5 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 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.

**Philippines** (same round of same assessment, same enrollment data)

Philippines had a prior country-level estimate for Learning Poverty using SEA-PLM 2019 data for grade 5 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Thailand** (same round of same assessment, same enrollment data)

Thailand had a prior country-level estimate for Learning Poverty using TIMSS 2011 for grade 4 science. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2009 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Viet Nam** (same round of same assessment, same enrollment data)

Viet Nam had a prior country-level estimate for Learning Poverty using SEA-PLM 2019 for grade 5 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2013 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

## 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:

#### **Kosovo**

Kosovo did not have a prior country-level estimate for Learning Poverty. In the new country-level update, PIRLS 2021 data for grade 4 reading is used to compute an estimate for Learning Poverty. Enrollment data for 2021 from the Annual Statistical Report (GER) is used. The new release contains gender disaggregated Learning Poverty estimates.

#### **Uzbekistan**

Uzbekistan did not have a prior country-level estimate for Learning Poverty. In the new country-level update, PIRLS 2021 data for grade 4 reading is used to compute an estimate for Learning Poverty. Enrollment data from ANER 2018 is used. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.



## Updates to prior assessment data

The Learning Poverty estimates for the following countries have changed compared to the estimates in the previous release due to the availability of new assessment data:

### **Albania** (different assessment, same enrollment data)

Albania had a prior country-level estimate for Learning Poverty using TIMSS 2019 data for grade 4 science. There is new data for Albania from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 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.

### **Austria** (same assessment, updated assessment year, updated enrollment data)

Austria had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Austria from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

### **Azerbaijan** (same assessment, updated assessment year, updated enrollment data)

Azerbaijan had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Azerbaijan from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

### **Belgium** (same assessment, updated assessment year, updated enrollment data)

Belgium had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Belgium from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

### **Bulgaria** (same assessment, updated assessment year, updated enrollment data)

Bulgaria had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Bulgaria from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

### **Croatia** (different assessment, same enrollment data)

Croatia had a prior country-level estimate for Learning Poverty using TIMSS 2019 data for grade 4 science. There is new data for Croatia from PIRLS 2021 for grade 4 reading. This new data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 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.

**Cyprus** (different assessment, same enrollment data)

Cyprus had a prior country-level estimate for Learning Poverty using TIMSS 2019 data for grade 4 science. There is new data for Cyprus from PIRLS 2021 for grade 4 reading. This new data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Czechia** (same assessment, updated assessment year, updated enrollment data)

Czechia had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Czechia from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Denmark** (same assessment, updated assessment year, updated enrollment data)

Denmark had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Denmark from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Finland** (same assessment, updated assessment year, updated enrollment data)

Finland had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Finland from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**France** (same assessment, updated assessment year, updated enrollment data)

France had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for France from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Georgia** (same assessment, updated assessment year, updated enrollment data)

Georgia had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Georgia from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Germany** (same assessment, updated assessment year, updated enrollment data)

Germany had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Germany from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Hungary** (same assessment, updated assessment year, updated enrollment data)

Hungary had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Hungary from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Ireland** (same assessment, updated assessment year, updated enrollment data)

Ireland had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Ireland from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Italy** (same assessment, updated assessment year, updated enrollment data)

Italy had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Italy from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Kazakhstan** (same assessment, updated assessment year, updated enrollment data)

Kazakhstan had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Kazakhstan from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2019 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Latvia** (same assessment, updated assessment year, updated enrollment data)

Latvia had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Latvia from PIRLS 2021 for grade 4 reading.

Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Lithuania** (same assessment, updated assessment year, updated enrollment data)

Lithuania had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Lithuania from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Montenegro** (different assessment, same enrollment data)

Montenegro had a prior country-level estimate for Learning Poverty using TIMSS 2019 data for grade 4 science. There is new data for Montenegro from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 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.

**Netherlands** (same assessment, updated assessment year, same enrollment data)

Netherlands had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Netherlands from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**North Macedonia** (different assessment, same enrollment data)

North Macedonia had a prior country-level estimate for Learning Poverty using TIMSS 2019 data for grade 4 science. There is new data for North Macedonia from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Norway** (same assessment, updated assessment year, updated enrollment data)

Norway had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Norway from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Poland** (same assessment, updated assessment year, same enrollment data)

Poland had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Poland from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Portugal** (same assessment, updated assessment year, updated enrollment data)

Portugal had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Portugal from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Russian Federation** (same assessment, updated assessment year, updated enrollment data)

Russian Federation had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Russian Federation from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Serbia** (different assessment, same enrollment data)

Serbia had a prior country-level estimate for Learning Poverty using TIMSS 2019 data for grade 4 science. There is new data for Serbia from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Slovak Republic** (same assessment, updated assessment year, updated enrollment data)

Slovak Republic had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Slovak Republic from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Slovenia** (same assessment, updated assessment year, updated enrollment data)

Slovenia had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Slovenia from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Spain** (same assessment, updated assessment year, updated enrollment data)

Spain had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Spain from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Sweden** (same assessment, updated assessment year, updated enrollment data)

Sweden had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Sweden from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Türkiye** (different assessment, same enrollment data)

Türkiye had a prior country-level estimate for Learning Poverty using TIMSS 2019 data for grade 4 science. There is new data for Türkiye from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**United Kingdom** (same assessment, updated assessment year, updated enrollment data)

United Kingdom had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for United Kingdom from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

[Updates to prior enrollment data with no changes to assessment data](#)

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of updated enrollment data.

[Revision of enrollment and/or assessment data](#)

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of revised enrollment data.

[No changes](#)

The Learning Poverty estimates for the following countries have not changed compared to the previous release:

**Armenia** (same round of same assessment, same enrollment data)

Armenia had a prior country-level estimate for Learning Poverty using TIMSS 2019 for grade 4 science. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Greece** (same round of same assessment, same enrollment data)

Greece had a prior country-level estimate for Learning Poverty using PIRLS 2001 for grade 4 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Iceland** (same round of same assessment, same enrollment data)

Iceland had a prior country-level estimate for Learning Poverty using PIRLS 2006 for grade 4 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Kyrgyz Republic** (same round of same assessment, same enrollment data)

Kyrgyz Republic had a prior country-level estimate for Learning Poverty using NLA 2014 for grade 5 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 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.

**Luxembourg** (same round of same assessment, same enrollment data)

Luxembourg had a prior country-level estimate for Learning Poverty using PIRLS 2006 for grade 4 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2006 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Moldova** (same round of same assessment, same enrollment data)

Moldova had a prior country-level estimate for Learning Poverty using PIRLS 2006 for grade 4 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for 2006 is used from the country team, as in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Romania** (same round of same assessment, same enrollment data)

Romania had a prior country-level estimate for Learning Poverty using PIRLS 2011 for grade 4 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2011 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Ukraine** (same round of same assessment, same enrollment data)

Ukraine had a prior country-level estimate for Learning Poverty using TIMSS 2007 for grade 4 science. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

## Latin America & the Caribbean

### Addition of new assessment data

There are no countries where Learning Poverty estimates were calculated for the first time.

### Updates to prior assessment data

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of updated assessment data.

### Updates to prior enrollment data with no changes to assessment data

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of updated enrollment data.

### Revision of enrollment and/or assessment data

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of revised enrollment data.

### No changes

The Learning Poverty estimates for the following countries have not changed compared to the previous release:

#### **Argentina** (same round of same assessment, same enrollment data)

Argentina had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 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.

#### **Belize** (same round of same assessment, same enrollment data)

Belize had a prior country-level estimate for Learning Poverty using PIRLS 2001 for grade 4 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2001 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

#### **Brazil** (same round of same assessment, same enrollment data)



Brazil had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 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.

**Chile** (same round of same assessment, same enrollment data)

Chile had a prior country-level estimate for Learning Poverty using TIMSS 2019 for grade 4 science. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Colombia** (same round of same assessment, same enrollment data)

Colombia had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 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.

**Costa Rica** (same round of same assessment, same enrollment data)

Costa Rica had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for 2006 from the country team 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.

**Dominican Republic** (same round of same assessment, same enrollment data)

Dominican Republic had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Ecuador** (same round of same assessment, same enrollment data)

Ecuador had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 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.

**El Salvador** (same round of same assessment, same enrollment data)

El Salvador had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 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.

**Guatemala** (same round of same assessment, same enrollment data)

Guatemala had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 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.

**Honduras** (same round of same assessment, same enrollment data)

Honduras had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 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.

**Mexico** (same round of same assessment, same enrollment data)

Mexico had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 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.

**Nicaragua** (same round of same assessment, same enrollment data)

Nicaragua had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2010 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.

**Panama** (same round of same assessment, same enrollment data)

Panama had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 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.

**Paraguay** (same round of same assessment, same enrollment data)

Paraguay had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2012 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.

**Peru** (same round of same assessment, same enrollment data)

Peru had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2018 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.

**Trinidad and Tobago** (same round of same assessment, same enrollment data)

Trinidad and Tobago had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2010 is used, as in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Uruguay** (same round of same assessment, same enrollment data)

Uruguay had a prior country-level estimate for Learning Poverty using LLECE 2019 for grade 6 reading. This same data is used for the new country-level Learning Poverty estimates. Enrollment data for ANER 2017 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.

## Middle East & North Africa

### Addition of new assessment data

There are no countries where Learning Poverty estimates were calculated for the first time.

### Updates to prior assessment data

The Learning Poverty estimates for the following countries have changed compared to the estimates in the previous release due to the availability of new assessment data:

**Bahrain** (same assessment, updated assessment year, updated enrollment data)

Bahrain had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Bahrain from PIRLS 2021 for grade 4 reading.

Enrollment data for ANER 2018 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Egypt, Arab Republic** (same assessment, updated assessment year, updated enrollment data)

Egypt, Arab Republic had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Egypt, Arab Republic from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Iran, Islamic Republic** (same assessment, updated assessment year, updated enrollment data)

Iran, Islamic Republic had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Iran, Islamic Republic from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Israel** (same assessment, updated assessment year, updated enrollment data)

Israel had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Israel from PIRLS 2021 for grade 4 reading. Enrollment data ANER 2017 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Jordan** (updated assessment, updated enrollment data)

Jordan had a prior country-level estimate for Learning Poverty using TIMSS 2015 for grade 4 science. There is new data for Jordan from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used compared to ANER 2013 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Malta** (same assessment, updated assessment year, updated enrollment data)

Malta had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Malta from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Morocco** (same assessment, updated assessment year, updated enrollment data)

Morocco had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Morocco from PIRLS 2021 for grade 4

reading. Enrollment data for ANER 2018 is used compared to ANER 2017 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Oman** (same assessment, updated assessment year, updated enrollment data)

Oman had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Oman from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used compared to ANER 2016 in the previous release. The new release does not contain gender disaggregated Learning Poverty estimates due to missing gender disaggregated enrollment data.

**Qatar** (same assessment, updated assessment year, updated enrollment data)

Qatar had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Qatar from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**Saudi Arabia** (same assessment, updated assessment year, updated enrollment data)

Saudi Arabia had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for Saudi Arabia from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2018 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

**United Arab Emirates** (same assessment, updated assessment year, updated enrollment data)

United Arab Emirates had a prior country-level estimate for Learning Poverty using PIRLS 2016 for grade 4 reading. There is new data for United Arab Emirates from PIRLS 2021 for grade 4 reading. Enrollment data for ANER 2017 is used compared to ANER 2016 in the previous release. The new release contains gender disaggregated Learning Poverty estimates.

[Updates to prior enrollment data with no changes to assessment data](#)

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of updated enrollment data.

[Revision of enrollment and/or assessment data](#)

The Learning Poverty estimates have not changed for any country compared to the estimates in the previous release due to the availability of revised enrollment data.

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