**Available Indicators**

**07 Expenditures**

**Expenditure on primary as % of government expenditure on education (%)**

Expenditure on education by level of education, expressed as a percentage of total general government expenditure on education. Divide government expenditure on a given level of education (ex. primary, secondary) by total government expenditure on education (all levels combined), and multiply by 100. A high percentage of government expenditure on education spent on a given level denotes a high priority given to that level compared to others. When interpreting this indicator, one should take into account enrolment at that level, and the relative costs per student between different levels of education. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

**Expenditure on secondary as % of government expenditure on education (%)**

Expenditure on education by level of education, expressed as a percentage of total general government expenditure on education. Divide government expenditure on a given level of education (ex. primary, secondary) by total government expenditure on education (all levels combined), and multiply by 100. A high percentage of government expenditure on education spent on a given level denotes a high priority given to that level compared to others. When interpreting this indicator, one should take into account enrolment at that level, and the relative costs per student between different levels of education. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

**Expenditure on secondary as % of total government expenditure (%)**

Total general (local, regional and central) government expenditure on secondary education (current, capital, and transfers), expressed as a percentage of total general government expenditure on all sectors (including health, education, social services, etc.). It includes expenditure funded by transfers from international sources to government. Divide total government expenditure for a given level of education (ex. primary, secondary, or all levels combined) by total general government expenditure (all sectors), and multiply by 100. A higher percentage of government expenditure on education shows a high government priority for education relative to other public investments. When interpreting this indicator however, one should keep in mind that some governments have more (or less) means and therefore larger (or smaller) overall budgets, and that countries with younger populations may spend more on education in relation to other sector such as health or social security, and vice-versa. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

**Expenditure on tertiary as % of government expenditure on education (%)**

Expenditure on education by level of education, expressed as a percentage of total general government expenditure on education. Divide government expenditure on a given level of education (ex. primary, secondary) by total government expenditure on education (all levels combined), and multiply by 100. A high percentage of government expenditure on education spent on a given level denotes a high priority given to that level compared to others. When interpreting this indicator, one should take into account enrolment at that level, and the relative costs per student between different levels of education. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

**Expenditure on education as % of total government expenditure (%)**

Total general (local, regional and central) government expenditure on education (current, capital, and transfers), expressed as a percentage of total general government expenditure on all sectors (including health, education, social services, etc.). It includes expenditure funded by transfers from international sources to government. Public education expenditure includes spending by local/municipal, regional and national governments (excluding household contributions) on educational institutions (both public and private), education administration, and subsidies for private entities (students/households and other privates entities). In some instances data on total public expenditure on education refers only to the ministry of education and can exclude other ministries that spend a part of their budget on educational activities. The indicator is calculated by dividing total public expenditure on education incurred by all government agencies/departments by the total government expenditure and multiplying by 100. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

**Government expenditure on education as % of GDP (%)**

Total general (local, regional and central) government expenditure on education (current, capital, and transfers), expressed as a percentage of GDP. It includes expenditure funded by transfers from international sources to government. Divide total government expenditure for a given level of education (ex. primary, secondary, or all levels combined) by the GDP, and multiply by 100. A higher percentage of GDP spent on education shows a higher government priority for education, but also a higher capacity of the government to raise revenues for public spending, in relation to the size of the country's economy. When interpreting this indicator however, one should keep in mind in some countries, the private sector and/or households may fund a higher proportion of total funding for education, thus making government expenditure appear lower than in other countries. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

**GNI per capita, Atlas method (current US$)**

GNI per capita (formerly GNP per capita) is the gross national income, converted to U.S. dollars using the World Bank Atlas method, divided by the midyear population. GNI is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. GNI, calculated in national currency, is usually converted to U.S. dollars at official exchange rates for comparisons across economies, although an alternative rate is used when the official exchange rate is judged to diverge by an exceptionally large margin from the rate actually applied in international transactions. To smooth fluctuations in prices and exchange rates, a special Atlas method of conversion is used by the World Bank. This applies a conversion factor that averages the exchange rate for a given year and the two preceding years, adjusted for differences in rates of inflation between the country, and through 2000, the G-5 countries (France, Germany, Japan, the United Kingdom, and the United States). From 2001, these countries include the Euro area, Japan, the United Kingdom, and the United States.

World Bank national accounts data, and OECD National Accounts data files.

**08 Literacy**

**Adult literacy rate, population 15+ years, both sexes (%)**

Percentage of the population age 15 and above who can, with understanding, read and write a short, simple statement on their everyday life. Generally, ‘literacy’ also encompasses ‘numeracy’, the ability to make simple arithmetic calculations. This indicator is calculated by dividing the number of literates aged 15 years and over by the corresponding age group population and multiplying the result by 100.

**Youth literacy rate, population 15-24 years, both sexes (%)**

Number of people age 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, ‘literacy’ also encompasses ‘numeracy’, the ability to make simple arithmetic calculations. Divide the number of people aged 15 to 24 years who are literate by the total population in the same age group and multiply the result by 100.

**09 Learning Outcomes**

**PIAAC: Adults by proficiency level in problem solving in technology-rich environments (%). Below Level 1**

Percentage of adults scoring below 241 points on the 0 to 500 point scale. Tasks are based on well-defined problems involving the use of only one function within a generic interface to meet one explicit criterion without any categorical or inferential reasoning, or transforming of information. Few steps are required and no sub-goal has to be generated. The target population for the survey was the non-institutionalized population, aged 16-65 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Adults by proficiency level in problem solving in technology-rich environments (%). Failed the ICT Core Test**

Adults in this category had prior computer experience but failed the ICT core test, which assesses basic ICT skills, such as the capacity to use a mouse or scroll through a web page, needed to take the computer-based assessment. Therefore, they did not take part in the computer-based assessment, but took the paper-based version of the assessment, which does not include the problem solving in technology-rich environment domain. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Adults by proficiency level in problem solving in technology-rich environments (%). Level 1**

Percentage of adults scoring 241 to less than 291 points on the 0 to 500 point scale. At this level, tasks typically require the use of widely available and familiar technology applications, such as e-mail software or a web browser. There is little or no navigation required to access the information or commands required to solve the problem. The tasks involve few steps and a minimal number of operators. Only simple forms of reasoning, such as assigning items to categories, are required; there is no need to contrast or integrate information. The target population for the survey was the non-institutionalized population, aged 16-65 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Adults by proficiency level in problem solving in technology-rich environments (%). Level 2**

Percentage of adults scoring 291 to less than 341 points on the 0 to 500 point scale. At this level, tasks typically require the use of both generic and more specific technology applications. For instance, the respondent may have to make use of a novel online form. Some navigation across pages and applications is required to solve the problem. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, though the criteria to be met are explicit. There are higher monitoring demands. Some unexpected outcomes or impasses may appear. The task may require evaluating the relevance of a set of items to discard distractors. Some integration and inferential reasoning may be needed. The target population for the survey was the non-institutionalized population, aged 16-65 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Adults by proficiency level in problem solving in technology-rich environments (%). Level 3**

Percentage of adults scoring equal to or higher than 341 points on the 0 to 500 point scale. At this level, tasks typically require the use of both generic and more specific technology applications. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g. a sort function) is required to make progress towards the solution. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, and the criteria to be met may or may not be explicit. There are typically high monitoring demands. Unexpected outcomes and impasses are likely to occur. The task may require evaluating the relevance and reliability of information in order to discard distractors. Integration and inferential reasoning may be needed to a large extent. The target population for the survey was the non-institutionalized population, aged 16-65 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Adults by proficiency level in problem solving in technology-rich environments (%). No computer experience**

Adults in this category reported having no prior computer experience; therefore, they did not take part in the computer-based assessment but took the paper-based version of the assessment, which does not include the problem solving in technology-rich environment domain. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Adults by proficiency level in problem solving in technology-rich environments (%). Opted out of computer-based assessment**

Adults in this category opted to take the paper-based assessment without first taking the ICT core assessment, even if they reported some prior experience with computers. They also did not take part in the computer-based assessment, but took the paper-based version of the assessment, which does not include the problem solving in technology-rich environment domain. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Distribution of Adult Problem Solving in Technology-Rich Environments Scores: 10th Percentile Score**

The 10th percentile score is the score below which 10 percent of adults (age 16 to 65) scored. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Distribution of Adult Problem Solving in Technology-Rich Environments Scores: 25th Percentile Score**

The 25th percentile score is the score below which 25 percent of adults (age 16 to 65) scored. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Distribution of Adult Problem Solving in Technology-Rich Environments Scores: 50th Percentile Score**

The 50th percentile score is the score below which 50 percent of adults (age 16 to 65) scored. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Distribution of Adult Problem Solving in Technology-Rich Environments Scores: 5th Percentile Score**

The 5th percentile score is the score below which 5 percent of adults (age 16 to 65) scored. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Distribution of Adult Problem Solving in Technology-Rich Environments Scores: 75th Percentile Score**

The 75th percentile score is the score below which 75 percent of adults (age 16 to 65) scored. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Distribution of Adult Problem Solving in Technology-Rich Environments Scores: 90th Percentile Score**

The 90th percentile score is the score below which 90 percent of adults (age 16 to 65) scored. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Distribution of Adult Problem Solving in Technology-Rich Environments Scores: 95th Percentile Score**

The 95th percentile score is the score below which 90 percent of adults (age 16 to 65) scored. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Young adults by proficiency level in problem solving in technology-rich environments (%). Below Level 1**

Percentage of young (age 16-24) adults scoring below 241 points on the 0 to 500 point scale. Tasks are based on well-defined problems involving the use of only one function within a generic interface to meet one explicit criterion without any categorical or inferential reasoning, or transforming of information. Few steps are required and no sub-goal has to be generated. The target population was the non-institutionalized population, aged 16-24 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Young adults by proficiency level in problem solving in technology-rich environments (%). Level 1**

Percentage of young (age 16-24) adults scoring 241 to less than 291 points on the 0 to 500 point scale. At this level, tasks typically require the use of widely available and familiar technology applications, such as e-mail software or a web browser. There is little or no navigation required to access the information or commands required to solve the problem. The tasks involve few steps and a minimal number of operators. Only simple forms of reasoning, such as assigning items to categories, are required; there is no need to contrast or integrate information. The target population was the non-institutionalized population, aged 16-24 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Young adults by proficiency level in problem solving in technology-rich environments (%). Level 2**

Percentage of young (age 16-24) adults scoring 291 to less than 341 points on the 0 to 500 point scale. At this level, tasks typically require the use of both generic and more specific technology applications. For instance, the respondent may have to make use of a novel online form. Some navigation across pages and applications is required to solve the problem. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, though the criteria to be met are explicit. There are higher monitoring demands. Some unexpected outcomes or impasses may appear. The task may require evaluating the relevance of a set of items to discard distractors. Some integration and inferential reasoning may be needed. The target population was the non-institutionalized population, aged 16-24 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**PIAAC: Young adults by proficiency level in problem solving in technology-rich environments (%). Level 3**

Percentage of young (age 16-24) adults scoring equal to or higher than 341 points on the 0 to 500 point scale. At this level, tasks typically require the use of both generic and more specific technology applications. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g. a sort function) is required to make progress towards the solution. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, and the criteria to be met may or may not be explicit. There are typically high monitoring demands. Unexpected outcomes and impasses are likely to occur. The task may require evaluating the relevance and reliability of information in order to discard distractors. Integration and inferential reasoning may be needed to a large extent. The target population was the non-institutionalized population, aged 16-24 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status. For more information, consult the OECD PIAAC website: http://www.oecd.org/site/piaac/

**10 Attainment**

**Barro-Lee: Percentage of population age 15+ with secondary schooling. Total (Incomplete and Completed Secondary)**

Percentage of population age 15+ with secondary schooling. Total (Incomplete and Completed Secondary)

**Barro-Lee: Percentage of population age 15+ with tertiary schooling. Total (Incomplete and Completed Tertiary)**

Percentage of population age 15+ with tertiary schooling. Total (Incomplete and Completed Tertiary)

**Barro-Lee: Population in thousands, age 15+, total**

Population in thousands, age 15+, total is the total population over age 15 in thousands estimated by Barro-Lee.

**Barro-Lee: Population in thousands, age 15-19, total**

Population in thousands, age 15-19, total is the total population of 15-19 year olds in thousands estimated by Barro-Lee.

**Barro-Lee: Population in thousands, age 20-24, total**

Population in thousands, age 20-24, total is the total population of 20-24 year olds in thousands estimated by Barro-Lee.

**Barro-Lee: Population in thousands, age 25-29, total**

Population in thousands, age 25-29, total is the total population of 25-29 year olds in thousands estimated by Barro-Lee.

**12 Population**

**Population growth (annual %)**

Annual population growth rate for year t is the exponential rate of growth of midyear population from year t-1 to t, expressed as a percentage . Population is based on the de facto definition of population, which counts all residents regardless of legal status or citizenship.

**Population of the official entrance age to secondary general education, both sexes (number)**

Population of the age-group theoretically corresponding to secondary general education as indicated by theoretical entrance age and duration.

**Population, ages 15-24, total**

Population, ages 15-24, total is the total population age 15-24.

**Population, total**

Total population is based on the de facto definition of population, which counts all residents regardless of legal status or citizenship. The values shown are midyear estimates.

**13 Labor**

**Labor force, total**

Labor force comprises people ages 15 and older who supply labor for the production of goods and services during a specified period. It includes people who are currently employed and people who are unemployed but seeking work as well as first-time job-seekers. Not everyone who works is included, however. Unpaid workers, family workers, and students are often omitted, and some countries do not count members of the armed forces. Labor force size tends to vary during the year as seasonal workers enter and leave.

**Unemployment, total (% of total labor force) (modeled ILO estimate)**

Unemployment refers to the share of the labor force that is without work but available for and seeking employment.

**14 Background**

**GDP per capita (current US$)**

GDP per capita is gross domestic product divided by midyear population. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in current U.S. dollars.

**Human Capital Index (HCI) Score: Total (Scale 0-1)**

The HCI calculates the contributions of health and education to worker productivity. The final index score ranges from zero to one and measures the productivity as a future worker of child born today relative to the benchmark of full health and complete education.

**Internet users (per 100 people)**

Internet users are individuals who have used the Internet (from any location) in the last 3 months. The Internet can be used via a computer, mobile phone, personal digital assistant, games machine, digital TV etc.

**Personal computers (per 100 people)**

Personal computers are self-contained computers designed to be used by a single individual.

**16 SABER**

**SABER: (Engaging the Private Sector) Policy Goal 1 Lever 1: Teacher standards**

Data Interpretation: 1=Latent; 2=Emerging; 3=Established; 4=Advanced. For additional information, visit the SABER: (website: http://saber.worldbank.org/index.cfm

**SABER: (Engaging the Private Sector) Policy Goal 1 Lever 3: Teacher salaries**

Data Interpretation: 1=Latent; 2=Emerging; 3=Established; 4=Advanced. For additional information, visit the SABER: (website: http://saber.worldbank.org/index.cfm

**SABER: (Engaging the Private Sector) Policy Goal 4 Lever 4: Market entry**

Data Interpretation: 1=Latent; 2=Emerging; 3=Established; 4=Advanced. For additional information, visit the SABER: (website: http://saber.worldbank.org/index.cfm

**SABER: (Engaging the Private Sector) Policy Goal 4: Promoting diversity of supply**

Data Interpretation: 1=Latent; 2=Emerging; 3=Established; 4=Advanced. For additional information, visit the SABER: (website: http://saber.worldbank.org/index.cfm

**SABER: (Engaging the Private Sector, Government funded) Policy Goal 5 Lever 3: Teacher salaries**

Data Interpretation: 1=Latent; 2=Emerging; 3=Established; 4=Advanced. For additional information, visit the SABER: (website: http://saber.worldbank.org/index.cfm

**SABER: (School Finance) Policy Goal 1 Lever 1: Are there policies and systems set up to provide basic educational inputs to all?**

Data Interpretation: 1=Latent; 2=Emerging; 3=Established; 4=Advanced. For additional information, visit the SABER: (website: http://saber.worldbank.org/index.cfm