

# STEPSKILLS

## MEASUREMENT

# EDUCATION, SKILLS AND LABOR MARKET OUTCOMES



**Results from large-scale adult skills  
surveys in urban areas in 12 countries**

By: Viviana V. Roseth, Alexandria Valerio, Marcela Gutiérrez

© 2016 International Bank for Reconstruction and Development / The World Bank

1818 H Street NW

Washington DC 20433

Telephone: 202-473-1000

Internet: [www.worldbank.org](http://www.worldbank.org)

This work is a product of the staff of The World Bank with external contributions. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of The World Bank, its Board of Executive Directors, or the governments they represent.

The World Bank does not guarantee the accuracy of the data included in this work. The boundaries, colors, denominations, and other information shown on any map in this work do not imply any judgment on the part of The World Bank concerning the legal status of any territory or the endorsement or acceptance of such boundaries.

### **Rights and Permissions**

The material in this work is subject to copyright. Because The World Bank encourages dissemination of its knowledge, this work may be reproduced, in whole or in part, for noncommercial purposes as long as full attribution to this work is given.

Any queries on rights and licenses, including subsidiary rights, should be addressed to World Bank Publications, The World Bank Group, 1818 H Street NW, Washington, DC 20433, USA; fax: 202-522-2625; e-mail: [pubrights@worldbank.org](mailto:pubrights@worldbank.org).

Learn More: STEP Skills Measurement Program

<http://microdata.worldbank.org/index.php/catalog/step/about>

Publication design: [www.doscuatrocho.net](http://www.doscuatrocho.net)

# EDUCATION, SKILLS AND LABOR MARKET OUTCOMES

Results from large-scale adult  
skills surveys in urban areas in  
12 countries

Viviana V. Roseth  
Alexandria Valerio  
Marcela Gutiérrez



# Table of contents

Acknowledgements	07
Introduction	08
Section 1 - Skills Acquisition History	13
Section 2 - Background Conditions	33
Section 3 - Cognitive Skills	55
Section 4 - Job Relevant Skills	79
Section 5 - Socio-Emotional Skills	107
Section 6 - Labor Market Outcomes	143
Appendix 1 – Country Sample Sizes	184
Appendix 2 – Population Size, Growth Rate and Age Distribution	184
Appendix 3 – Select Country Data	185

The logo for StepSkills Measurement features the word "STEP" in a bold, sans-serif font, followed by a stylized graphic of two human figures. The larger figure is on the left, and the smaller figure is on the right, reaching up towards a small star. To the right of the figures is the word "SKILLS" in a bold, sans-serif font. Below the entire graphic is the word "MEASUREMENT" in a smaller, bold, sans-serif font.

**STEP**  **SKILLS**  
**MEASUREMENT**

# Acknowledgements

This publication was prepared by a team led by Alexandria Valerio and composed of Viviana V. Roseth and Marcela Gutierrez. The team appreciates the leadership and technical support provided by senior management in the Education Global Practice, including Claudia Costin (senior director), Amit Dar (director), Luis Benveniste (practice manager), and Harry Patrinos (practice manager). This publication benefitted from comments provided by Omar Arias, Keiko Inoue, Igor Kheyfets and Maria Laura Sanchez Puerta. Myra Murad Khan and Carla Solis Uehara provided overall data and research support. We are also thankful for the general assistance received from Lorelei Lacdao, Fahma Nur and Marie Madeleine Ndaw.

The data in this publication were gathered through the implementation of the **STEP Skills Measurement Program**, which sponsored large-scale skills surveys of adult populations residing in urban areas in 12 low- and middle-income countries. The World Bank Group's regional teams responsible for coordinating the surveys' operations in-country included Meskerem Mulatu (Armenia, Azerbaijan, Georgia and Macedonia), Dandan Chen (Armenia and Macedonia), Ana Maria Oviedo (Bolivia), Pablo Acosta (Bolivia and Colombia), Peter Darvas (Ghana), Helen Craig (Kenya), Ximena del Carpio (Lao PDR), Johannes Koettl and Indhira Santos (Macedonia FYR and Ukraine), Halil Dundar (Sri Lanka), Christian Bodewig (Vietnam), and Xiaoyan Liang (Yunnan Province, China).

The publication was designed by "Studio 248" and edited by Marc DeFrancis (DeFrancis Writing & Editing).

The publication received generous financing from the ICT and Skills Trust Fund established with the Government of Korea and from the READ Trust Fund established with the Government of Russia.

# Introduction

In recent years, skills development has become a priority among developed and developing countries alike. Having a skilled workforce has been recognized as paramount to boosting competitiveness in an increasingly global and interdependent economic environment, fostering innovation and business creation and increasing productivity. Since individuals with the right skills and knowledge are more likely to find employment, skills development can also have positive effects in reducing unemployment, raising incomes, and improving standards of living.

The World Bank Group, in its quest to end extreme poverty and promote shared prosperity, has joined efforts with countries and multilateral development partners to ensure that individuals have access to quality education and training opportunities and that employers can find the skills they need to operate. Several means have been used toward this end, including funding operations, convening policy dialogue, providing technical assistance, and conducting research and analysis.

The Skills Towards Employability and Productivity (STEP) Skills Measurement Program is part of the World Bank's portfolio of analytical products on skills. The STEP program consists of two survey instruments that collect information on the supply and demand for skills in urban areas: a household survey and an employer survey. Because it provides a set of core questionnaires and implementation materials, the STEP program not only offers information that can be used for country-level policy analysis but also builds comparable country databases on skills. STEP has been implemented in waves, the first surveys being implemented in seven countries in 2012 (Bolivia, Colombia, Ghana, Lao PDR, Ukraine, Vietnam, and the Yunnan Province in China), and the second in five countries in 2013 (Armenia, Azerbaijan, Georgia, Kenya, and Macedonia FYR). The data presented in this publication correspond to these countries.



A third wave is currently under implementation in Serbia, Kosovo, Libya, and the Philippines.

Information gathered by the STEP program makes possible a multitude of approaches to analysis. This publication, the first in a series, looks at the STEP household survey data through the lenses of educational attainment. It illustrates the similarities and differences among groups that have completed different education levels on a wide range of issues and outcomes. The second in the series will focus on gender.

This publication is organized as follows. **Section 1** analyzes the trajectory of skills acquisition: participation in early childhood education programs, educational attainment by gender, and participation in training and apprenticeship programs. **Section 2** explores background conditions associated with educational attainment, including the socioeconomic status of survey respondents at age 15, the educational attainment of their parents, their households' asset levels, their health (as expressed by the presence of chronic illness), and their overall satisfaction with life. **Sections 3 to 5** look at skill levels as reported by survey respondents. **Section 3** covers cognitive skills: writing, numeracy, and reading (which is also evaluated through a direct reading assessment). **Section 4** covers job-relevant skills, which are task-specific and which respondents possess or use on the job; and **Section 5** covers socio-emotional skills, using established metrics to measure personality and behavior. Finally, **Section 6** covers the status of survey respondents in the labor market: whether they are employed, unemployed, or inactive. For the employed, this section also includes information on respondents' opinions regarding the usefulness of their studies in their current job as well as information about those who own a business.

Each section opens with a brief explanation of relevant concepts and methodological details (gathered from the survey itself and the STEP methodology note available at the World Bank's STEP website under the title "STEP Skills Measurement Surveys: Innovative Tools for Assessing Skills."). It includes a set of figures that zoom in on the relevant characteristics for two age groups: All adults, which comprises individuals between ages 15 and 64, and Youth, which comprises ages 15 to 24. Each sub-section includes one figure that allows for a quick cross-country comparison, and a set of figures that present data by education level for each of the 12 countries that have completed the STEP Household Survey. All figures have passed a minimum threshold in terms of number of observations, and all are based on weighted data that represent the features of the population in urban areas. For those interested in exploring the data further, this publication is accompanied by: (1) an annex with select data, and (2) two datasets with approximately 50 variables segmented by both educational attainment and reading proficiency.

This publication is an effort to present unique and diverse data about people with different educational levels that can be used by those interested in education and skills development analysis and policy making. More importantly, it is an invitation to use the rich datasets collected by STEP and available at the World Bank Group's STEP Skills Measurement website:

<http://microdata.worldbank.org/index.php/catalog/step/about>







# Skills Acquisition History

This section presents information on the trajectory of skills acquisition among survey respondents. It includes data on whether respondents participated in any form of early childhood education, their educational attainment in general and by gender, and their participation in training and apprenticeship programs. This information is gathered from Module 2 (“Education”) of the STEP Household Survey. When reading the figures and data, it is important to consider the following:

- **Participation in early childhood education:** This category refers to survey respondents’ participation in some form of organized educational activity before entering primary school. The figures below show respondents’ answers to the question: “Before age 7, did you attend a... [kindergarten, creche, daycare, nursery school, Montessori]?” This is the first question in Module 2, and its wording was tailored to the levels and names used in each country.
- **Educational attainment:** In order to measure educational attainment as accurately as possible, the survey was separately adapted to fit the education system of each country. Answers to question 8 in Module 2 -- “What is the highest grade of formal education that you have completed?” -- are mapped onto the International Standard Classification of Education 1997 (ISCED 1997) for the purpose of enabling international comparisons. Based on this classification, the data presented here are grouped under four categories: (1) Primary education or less (ISCED 0 and 1); (2) Lower secondary education (ISCED 2); (3) Upper secondary education (ISCED 3); and (4) Tertiary education (ISCED 4 to 6). Please note that, similar to the figures for all adults, figures for youth show only the highest grade completed, irrespective of whether the individual is currently enrolled in a formal education program or not.
- **Participation in training:** The data on educational level provide an indication of the knowledge and skills of individuals, but they do not recognize the life-long nature of the skills acquisition process. To gain a better understanding

of each country's human capital, the STEP survey includes information on respondents' diplomas, non-formal qualifications, and participation in training activities. The figures in this section focus on training and show respondents' answers to question 36 in Module 2: "In the past 12 months, have you participated in any training courses, such as work-related training or private skills training, that lasted at least 5 days/30 hours (not part of the formal educational system)?"

- **Participation in apprenticeships:** Since on-the-job training activities are an important component of an individual's skills-acquisition history, this section includes information on whether respondents participated in apprenticeships. More specifically, the figures in this section illustrate respondents' answers to question 38 in Module 2: "Have you ever completed an apprenticeship -- that is, training for a trade in a work setting under the guidance of someone who is experienced in this kind of work?" [Further information about the nature of apprenticeships, including definitions of uncertified/informal and certified/formal, is available at the World Bank's STEP website.]

# Participation in Early Childhood Education

ALL ADULTS (AGES 15 TO 64) ■ YES ■ NO

Percent

100

80

60

40

20

0

Armenia

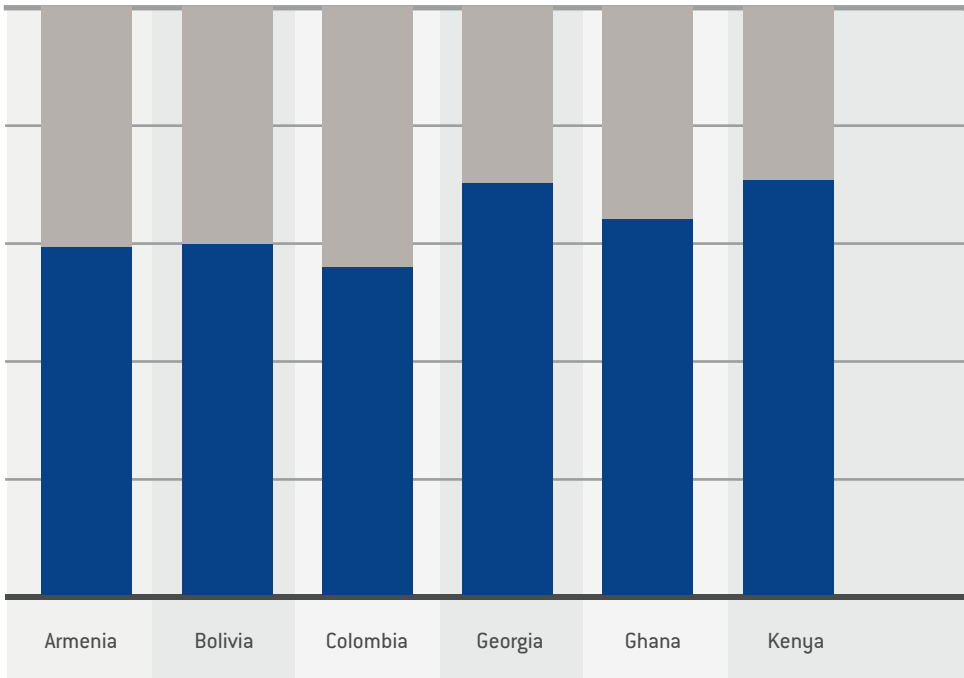
Bolivia

Colombia

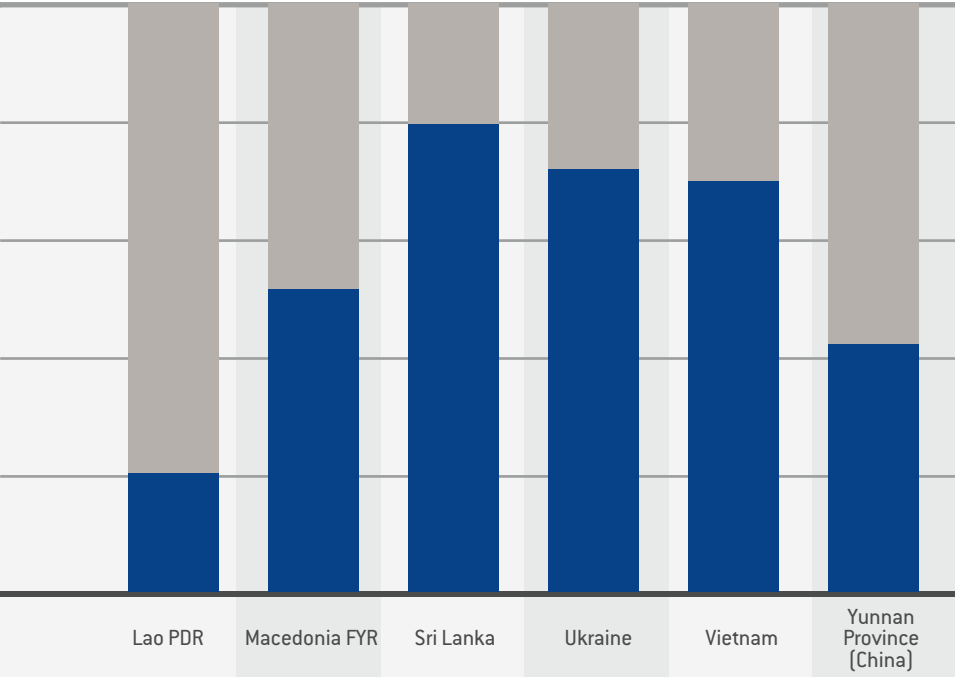
Georgia

Ghana

Kenya

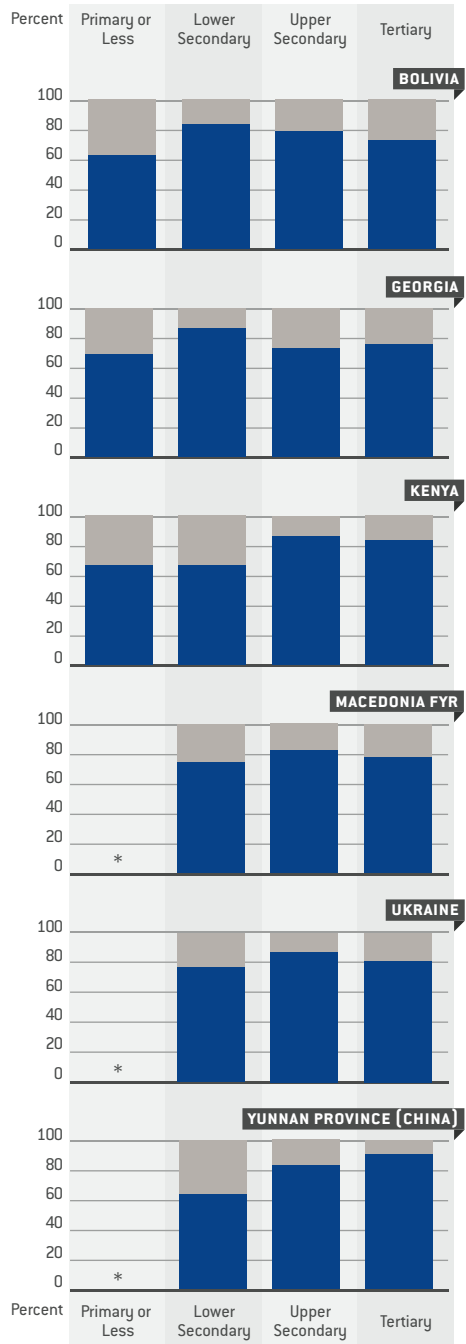
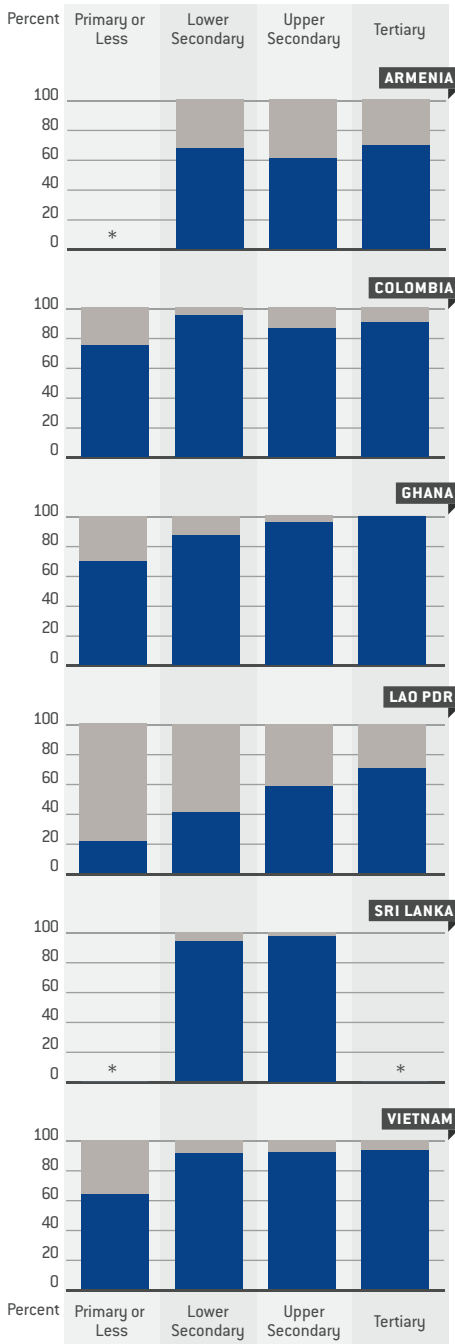






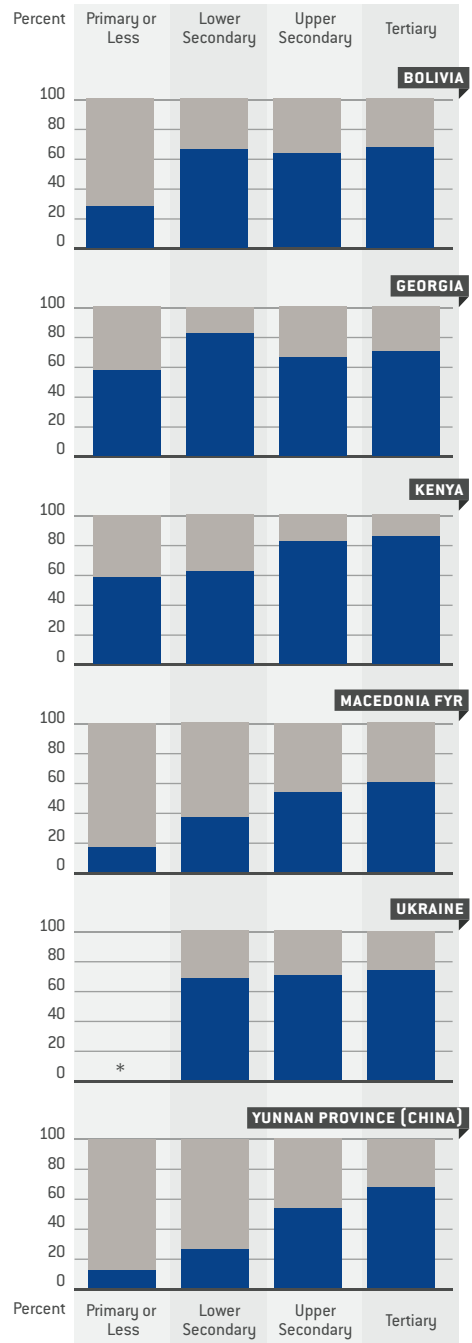
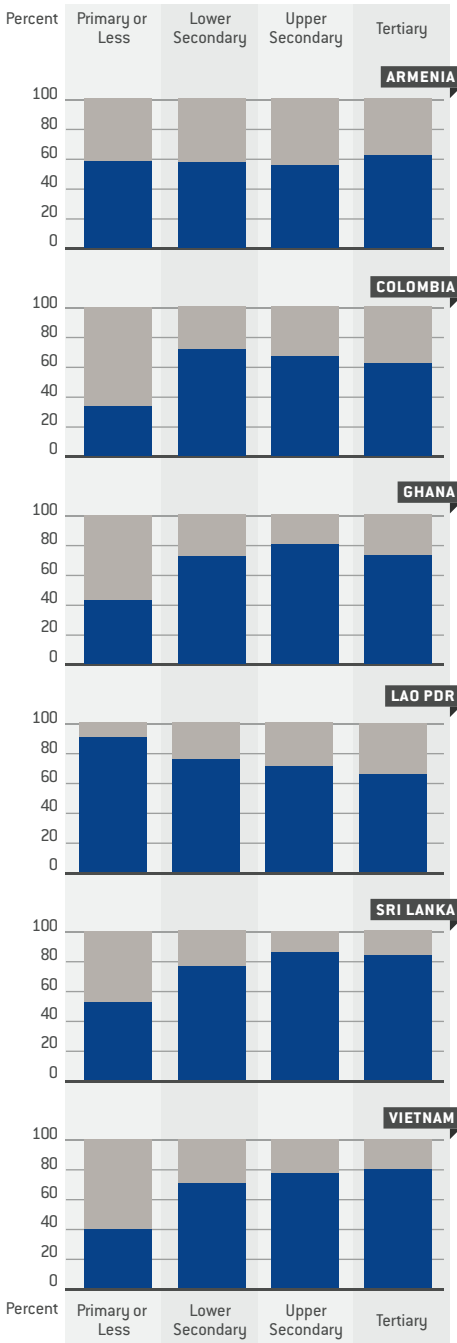
# Participation in Early Childhood Education

**YOUTH (AGES 15-24)**
■ YES

■ NO


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



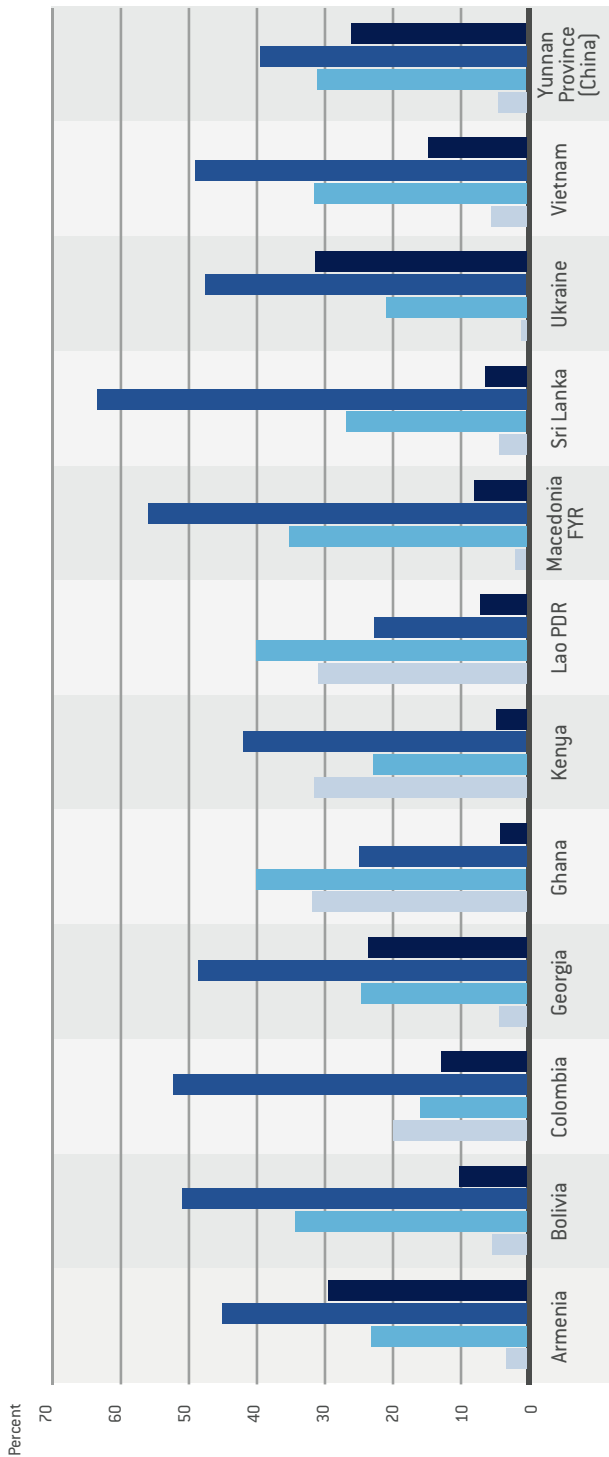
\*Available data do not surpass threshold of minimum number of observations.

## Educational Attainment

### SECTION 01 • Skills Acquisition History

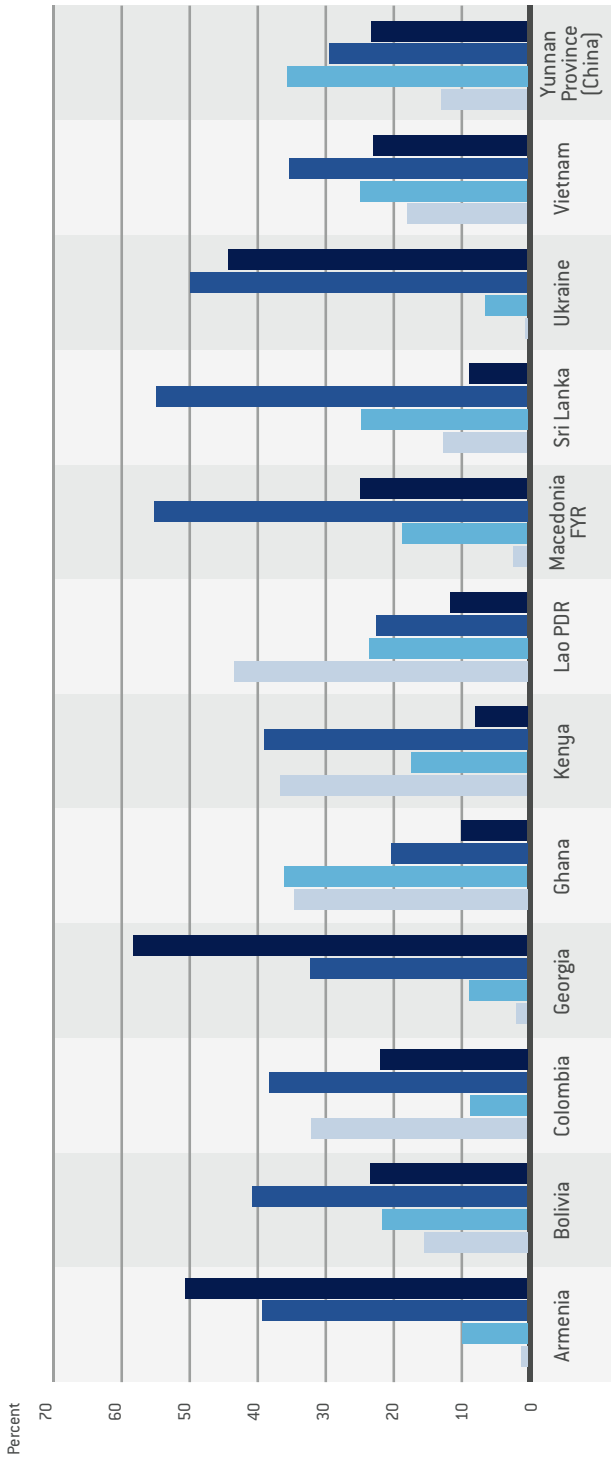
#### YOUTH (AGES 15-24)

■ PRIMARY OR LESS   ■ LOWER SECONDARY   ■ UPPER SECONDARY   ■ TERTIARY

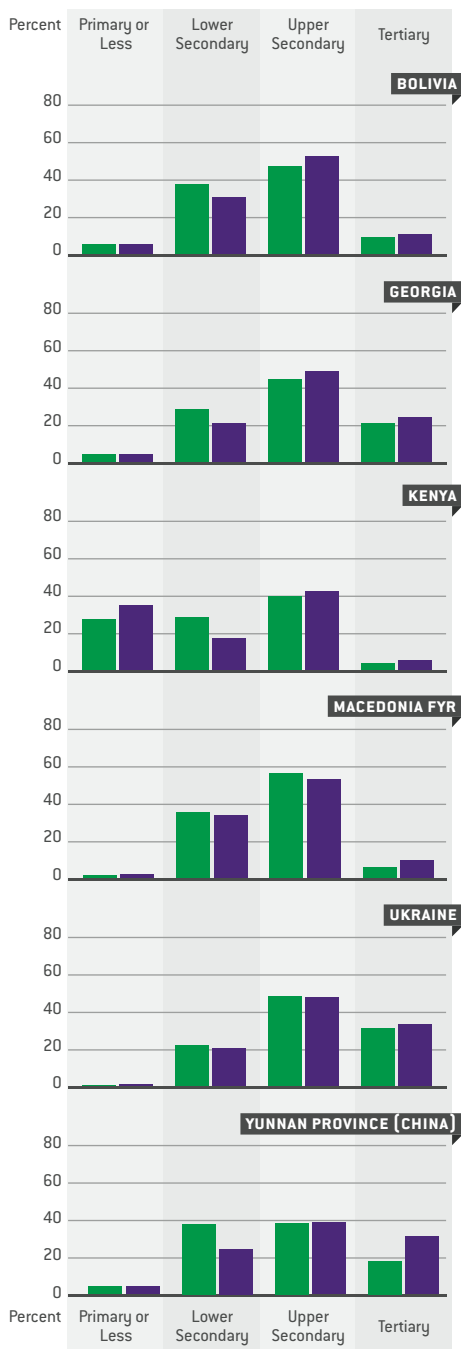
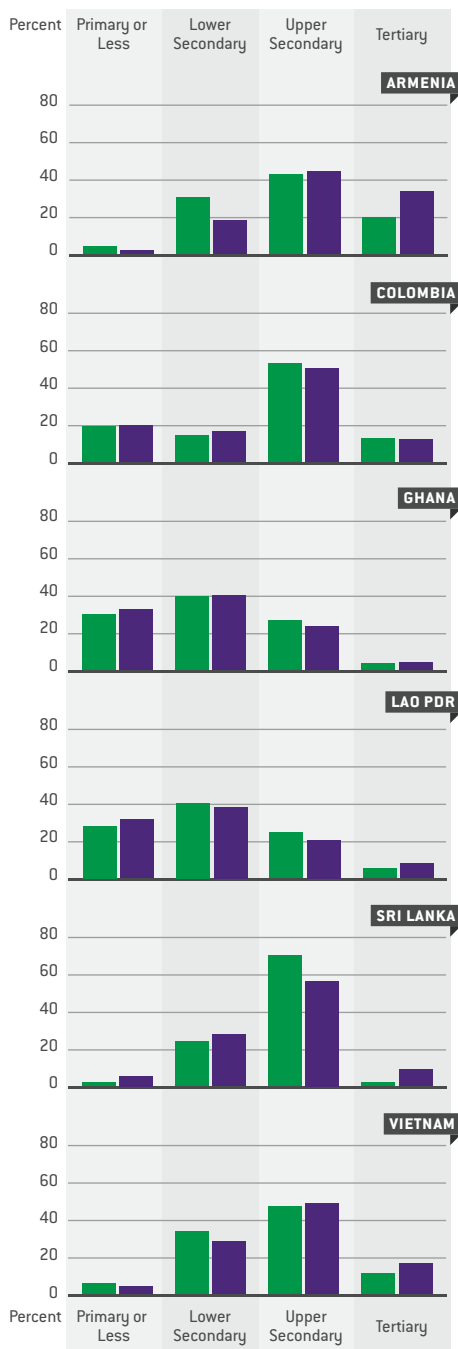


### ALL ADULTS (AGES 15 TO 64)

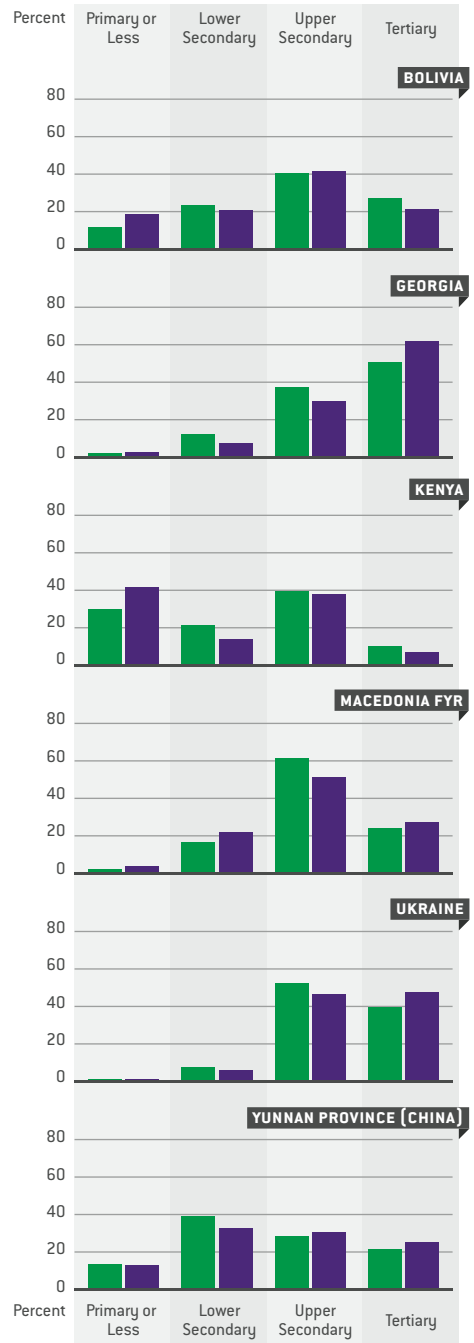
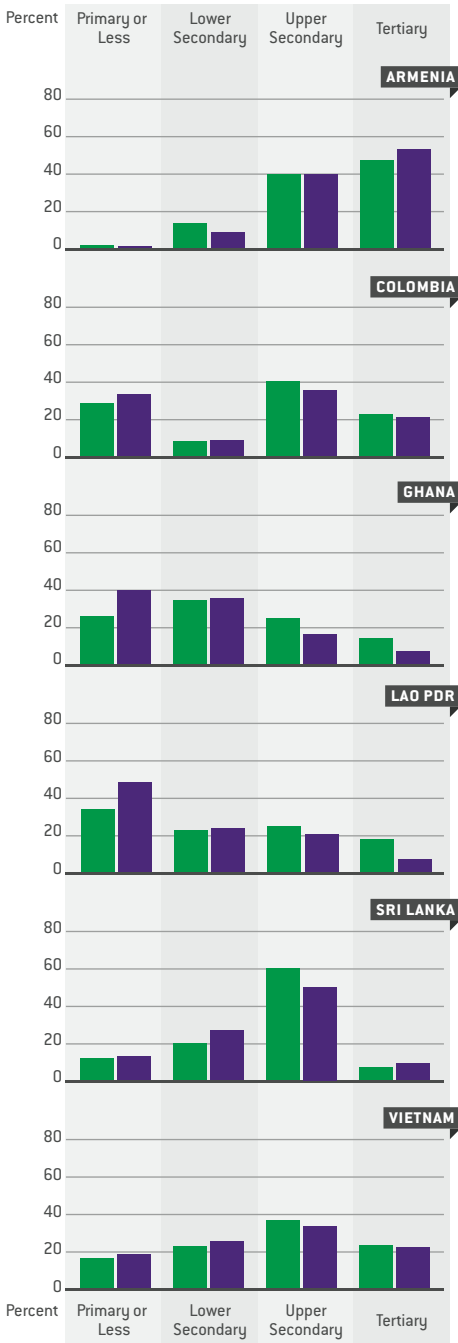
■ PRIMARY OR LESS
 ■ LOWER SECONDARY
 ■ UPPER SECONDARY
 ■ TERTIARY



YOUTH (AGES 15-24) MALE FEMALE



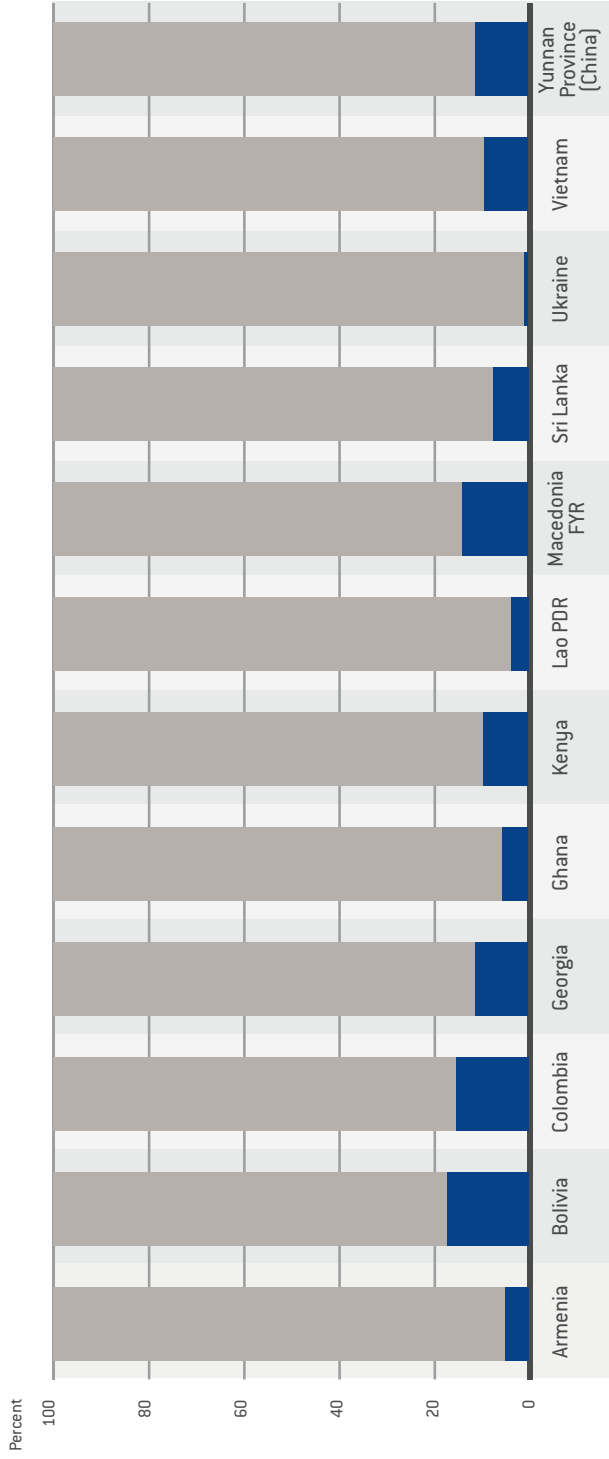
## ALL ADULTS (AGES 15 TO 64)



## Participation in Training

### SECTION 01 • Skills Acquisition History

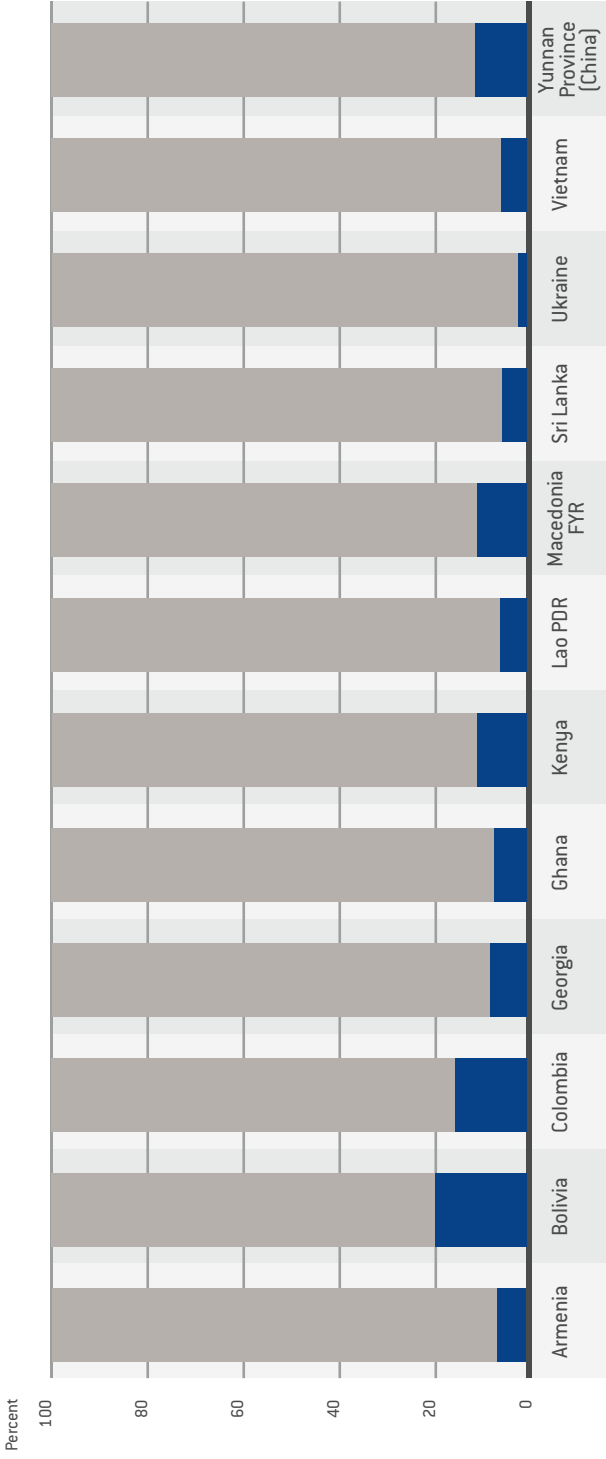
**YOUTH (AGES 15-24)** ■ YES ■ NO



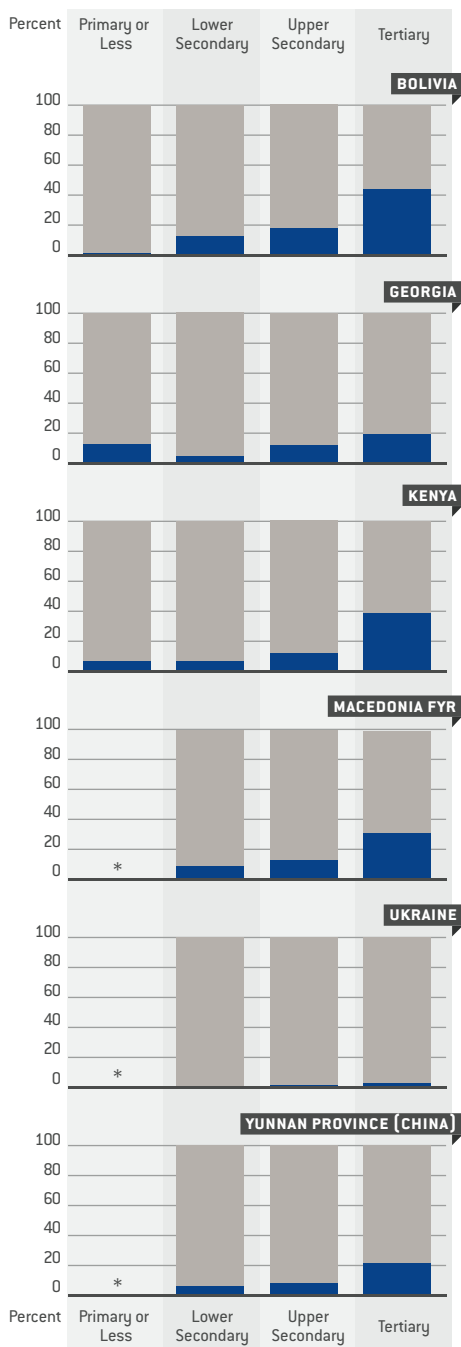
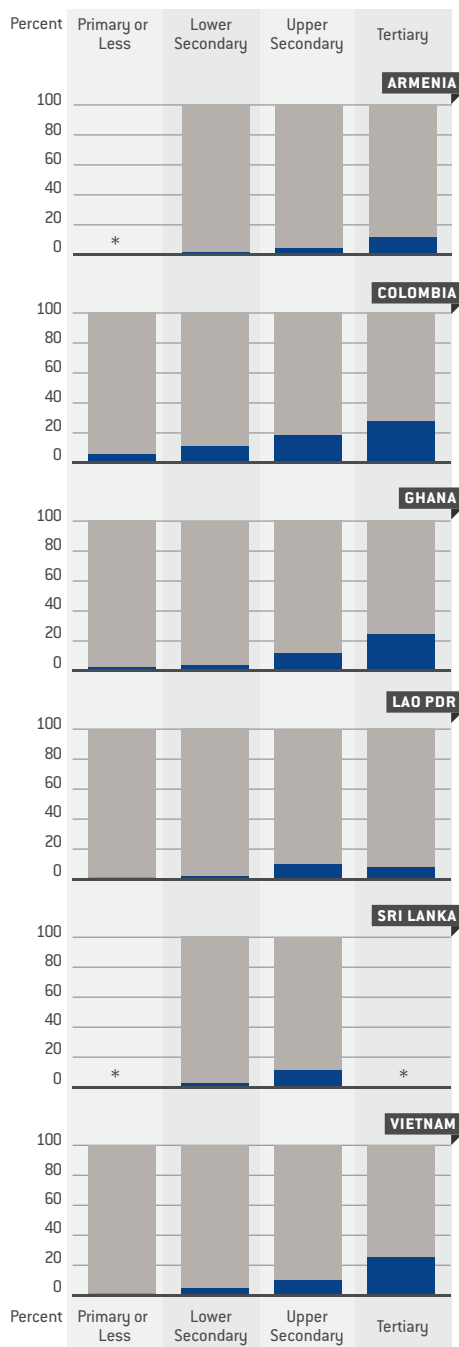


## ALL ADULTS (AGES 15 TO 64)

■ YES ■ NO

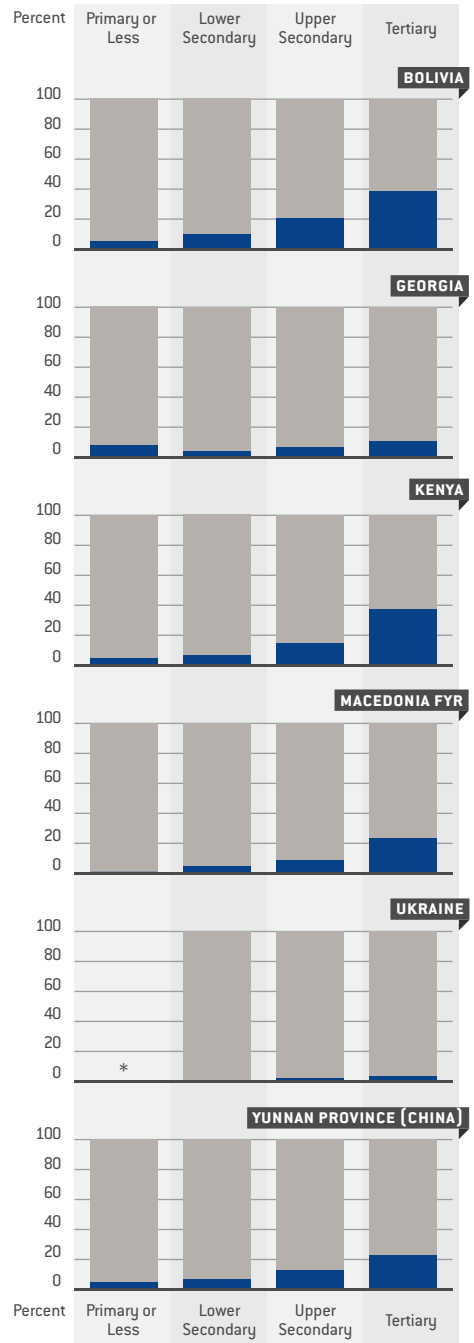
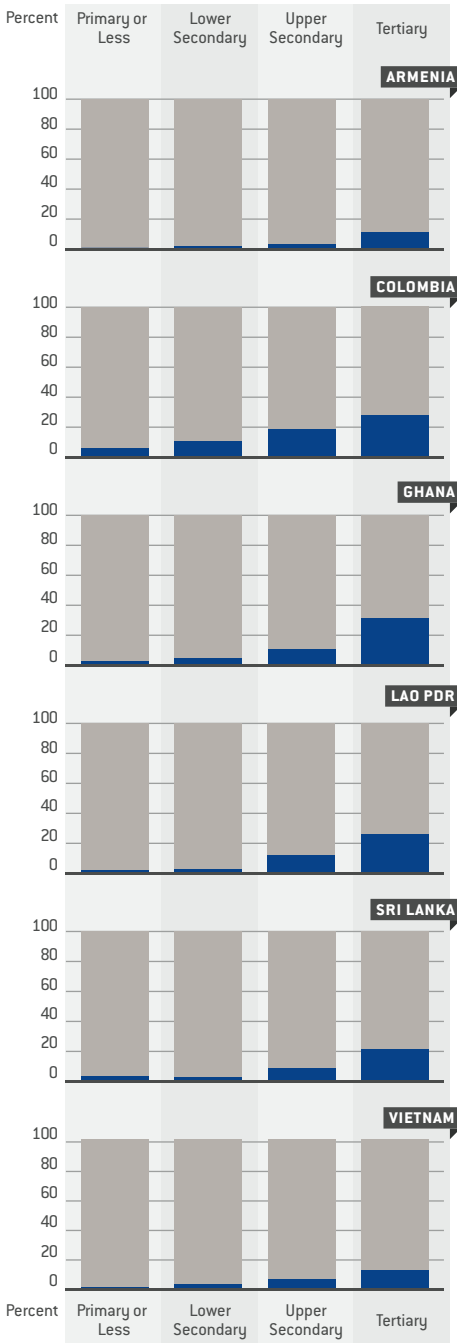


# Participation in Training

**YOUTH (AGES 15-24)**
**■ YES ■ NO**


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



\*Available data do not surpass threshold of minimum number of observations.

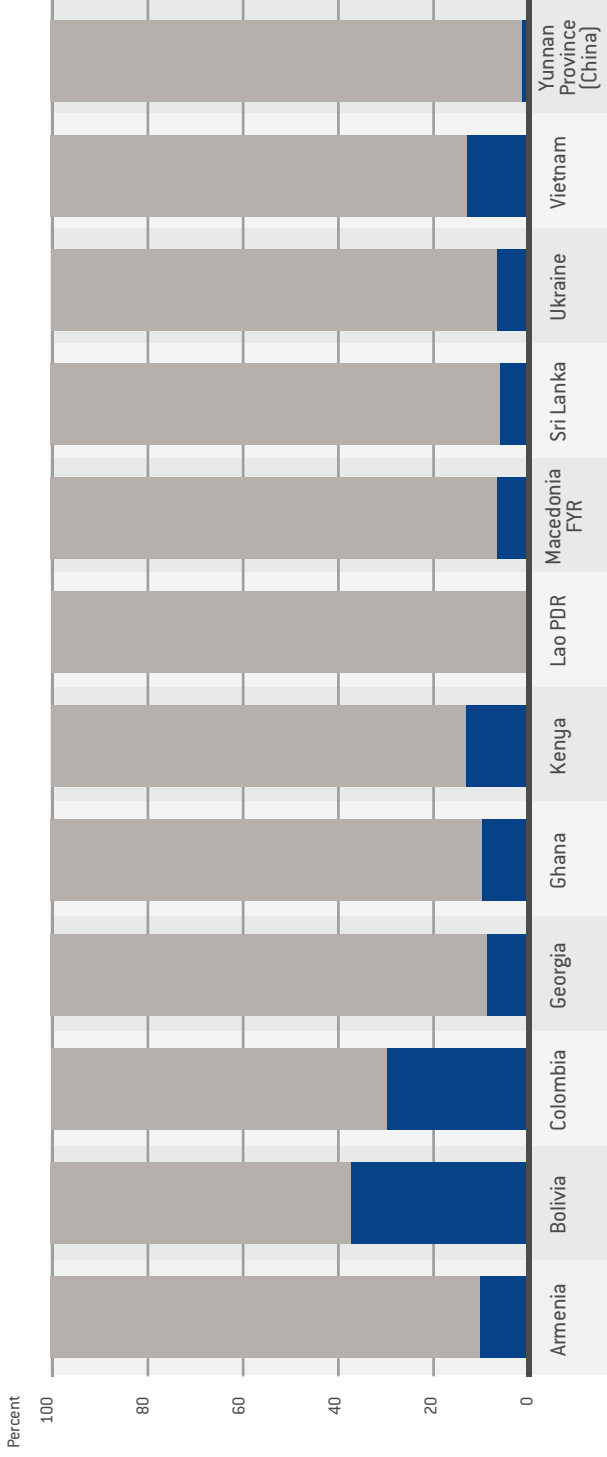
## Participation in Apprenticeships

### SECTION 01 • Skills Acquisition History

**YOUTH (AGES 15-24)**

■ YES

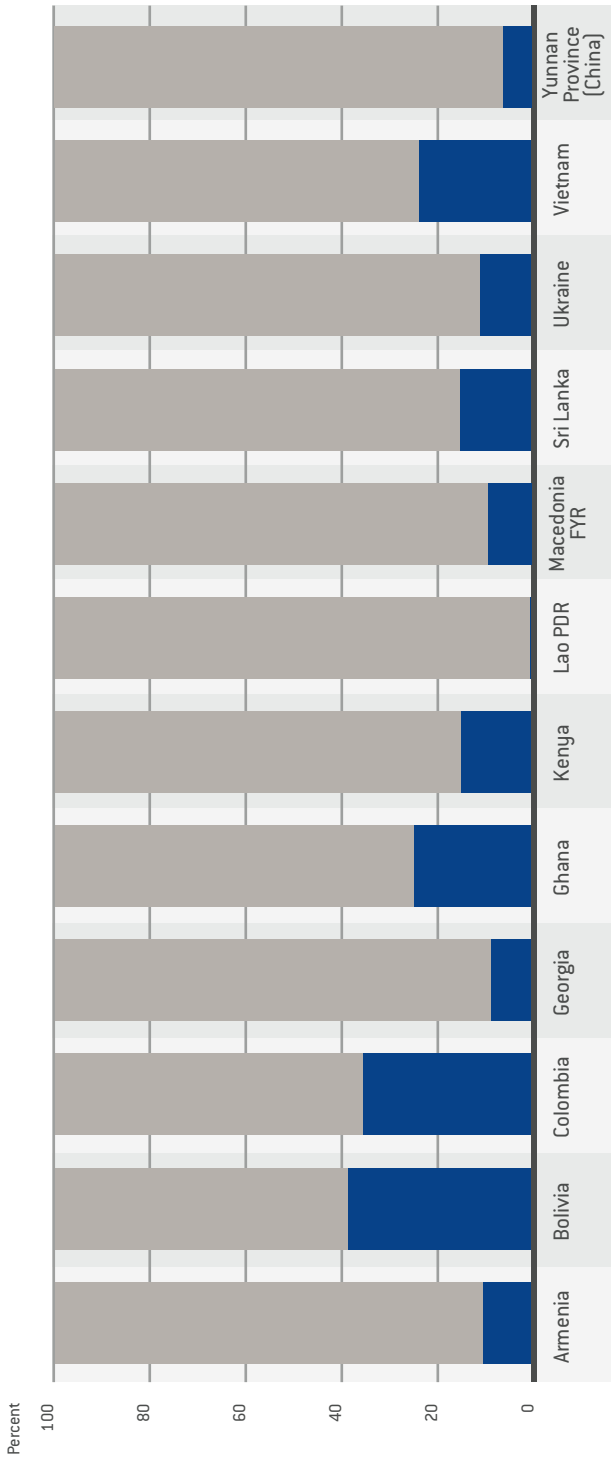
■ NO



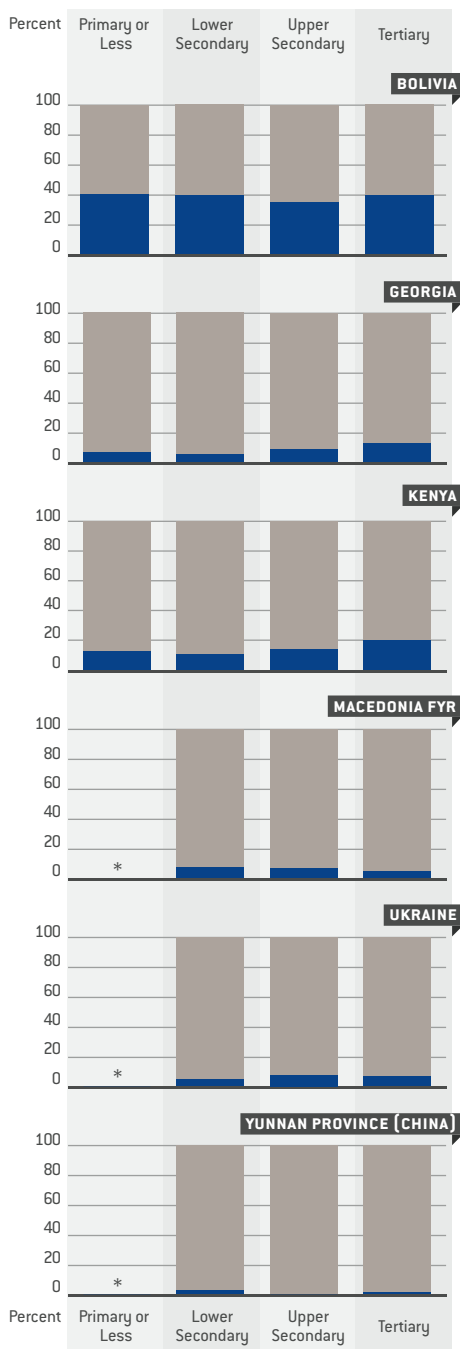
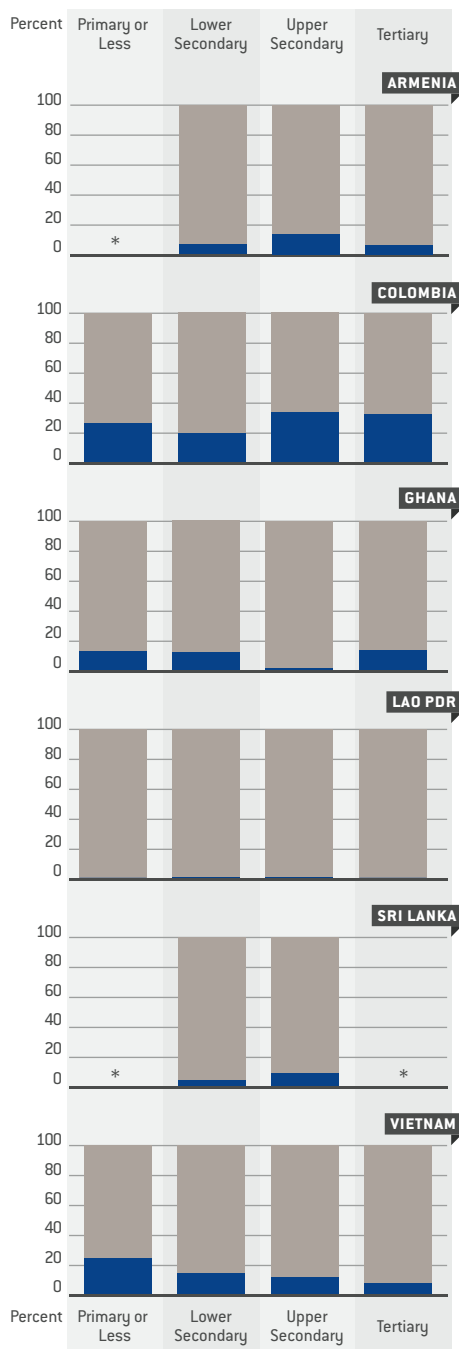
**ALL ADULTS (AGES 15 TO 64)**

■ NO

■ YES

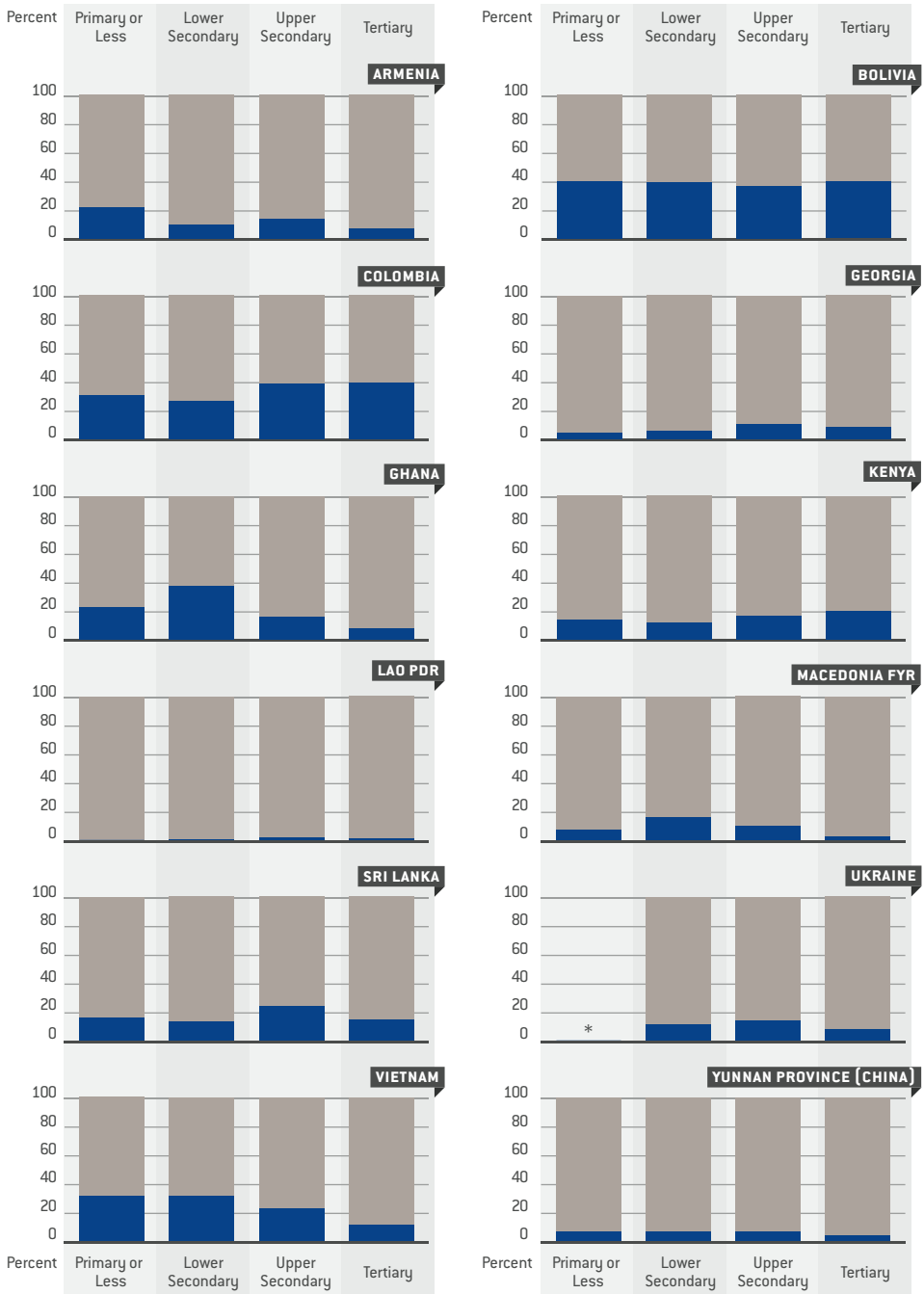


# Participation in Apprenticeships

**YOUTH (AGES 15-24)**
■ YES    ■ NO


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



\*Available data do not surpass threshold of minimum number of observations.







# Background Conditions

The process of skills acquisition is inevitably influenced by the economic and social context of individuals. This section explores some background conditions that could have an impact on the educational attainment of respondents. These include the educational attainment of their parents, their own socioeconomic status when they were school-age, and whether their status was affected by any negative shock. This section also presents the current characteristics of respondents associated with educational attainment, such as their health, their households' asset index, and their overall satisfaction with their lives. Following are some details about the information that each of these variables presents:

- **Educational attainment of parents:** It is well known that the educational attainment of parents is correlated not only with their children's educational attainment but also with their children's participation in the labor force. In Module 7 ("Language and Family"), the STEP household survey asks two questions in this regard: (1) "What is the highest education level your mother obtained?" (question 15), and (2) "What is the highest education level your father obtained?" (question 18). As in the previous section, here the information is grouped under four categories using the classification of ISCED (1997): (1) Primary education or less (ISCED 0 and 1), (2) Lower secondary education (ISCED 2), (3) Upper secondary education (ISCED 3), and (4) Tertiary education (ISCED 4 to 6).
- **Socioeconomic status at age 15:** The STEP household survey asks respondents to "Imagine a 10-step stairs where on the bottom, the FIRST step, stand the poorest people, and on the highest step, the TENTH, stand the richest. On which step do you think your family was when you were 15 years old?" (question 24 of Module 7 – "Language and Family"). The figures in this section present the answers to this question classified in three groups: low (levels 1 to 3), medium (levels 4 to 6), and high (levels 7 to 10).
- **Household shocks:** In question 25 of Module 7 ("Language and Family"), respondents are asked whether, before they reached age 15, their household's financial situation had been significantly worsened by shocks

such as the death, illness, or serious accident of a household member; a family breakup/separation/divorce; alcohol or drug problems; loss of employment, bankruptcy or loss of a family business; loss of crops, fire/drought/flood or other natural catastrophe; violence/theft; forced displacement; or others. Although the data allow specifying the type of shock faced by the household, the figures in this section show the data grouped by the number of shocks selected by the respondent.

- **Chronic illness:** Physical condition affects an individual's ability to learn and work. The STEP household survey devotes the entirety of Module 3 ("Health") to gather indicators on this topic, including height, weight, health status, and health insurance coverage. The figures in this section show respondents' answers to question 5 in this module: "Do you suffer from a chronic illness? (for example, diabetes, asthma, cancer, heart disease, high blood pressure, hepatitis)?" Further data on this topic can be found at the World Bank's STEP website.
- **Household Asset Index:** In Module 1 ("Household Level Information"), the STEP household survey collects information on dwelling characteristics and household assets in order to construct an asset index to be used as a proxy for wealth. The asset index was created on a country-by-country basis to reflect the underlying measures of welfare more accurately. Generated using factor analysis over a set of indicator variables for the different types of non-income related assets and dwelling characteristics, it allows the grouping of households into three levels: low, medium, and high. (For more details on the construction of the Household Asset Index, consult the STEP methodology note available at the World Bank's STEP website.)
- **Overall satisfaction with life:** The first question in Module 3 ("Health") in the STEP household survey asks respondents to identify their general level of satisfaction with their lives at present, using a scale from 1 to 10, where 1 corresponds with "completely dissatisfied" and 10 with "completely satisfied."

**MOTHER**    PRIMARY    SECONDARY    TERTIARY    **FATHER**    PRIMARY    SECONDARY    TERTIARY

Percent

100

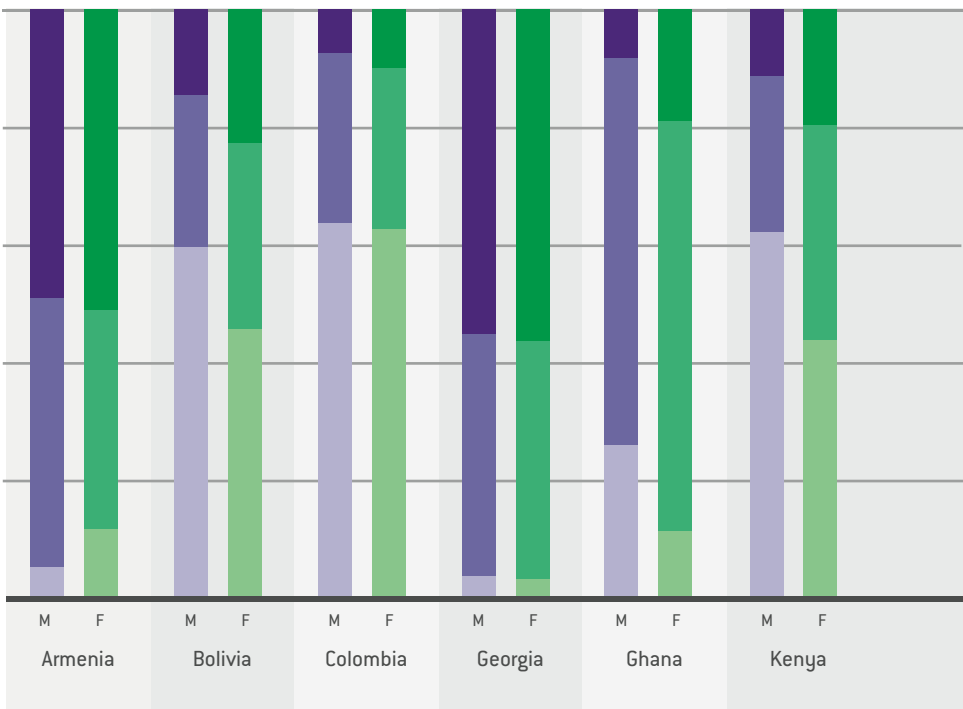
80

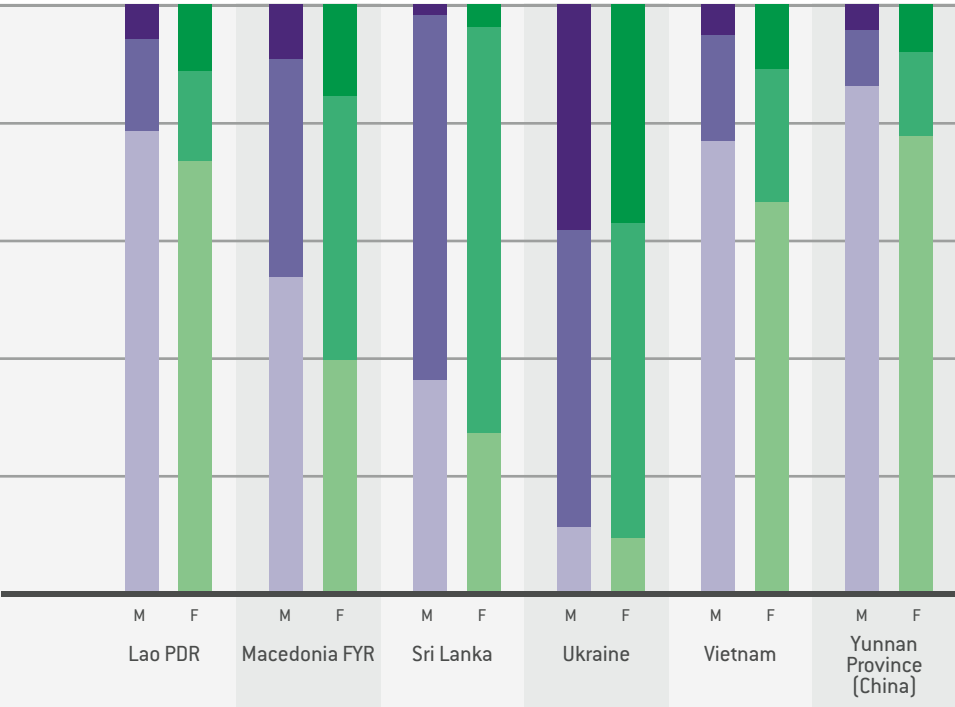
60

40

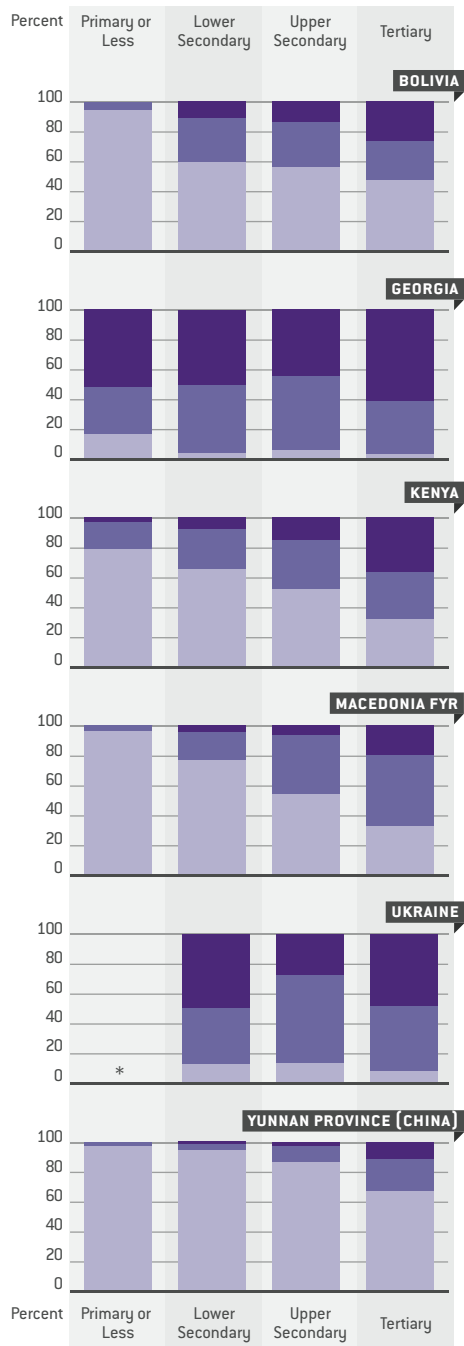
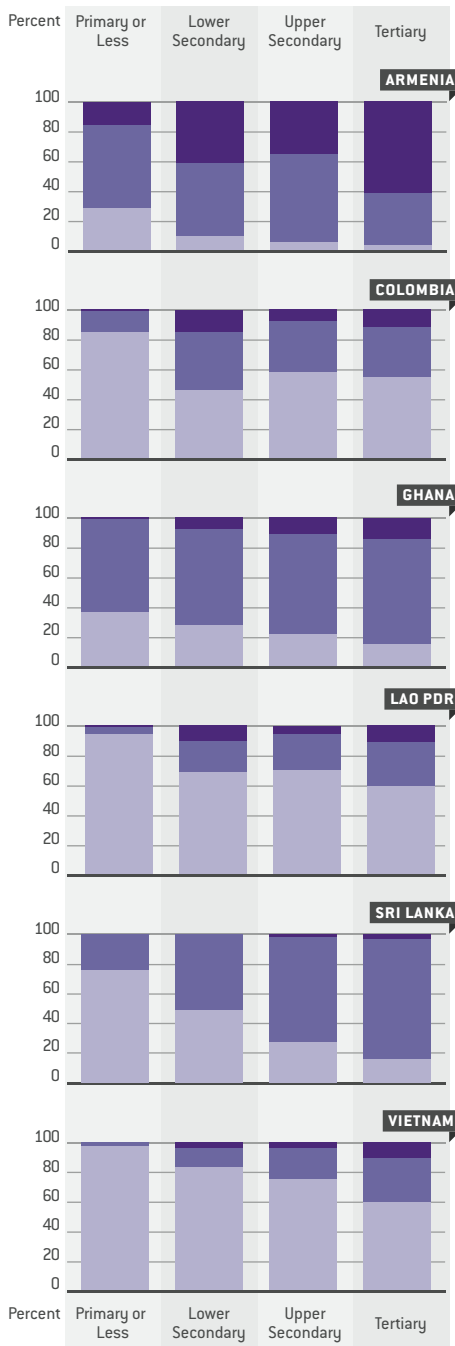
20

0



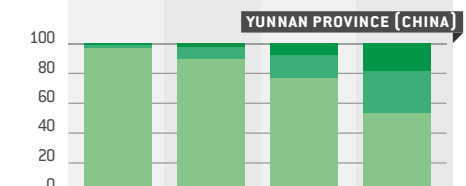
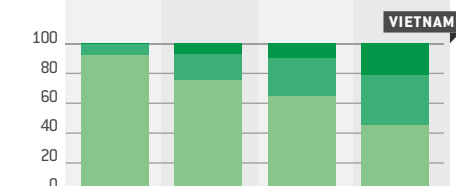
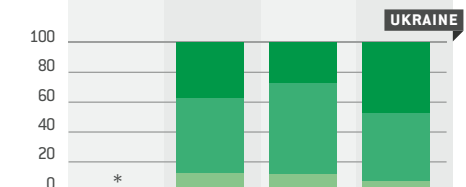
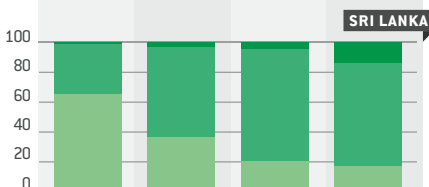
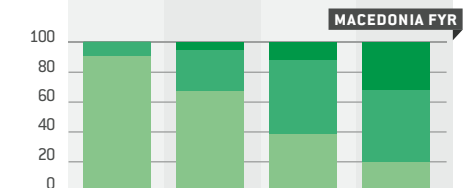
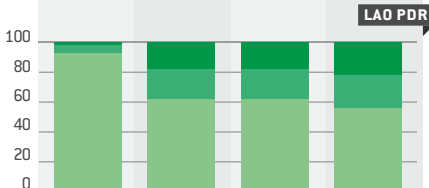
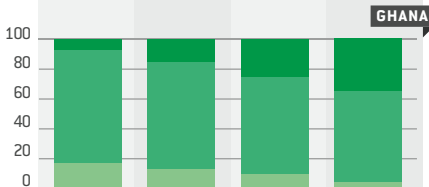
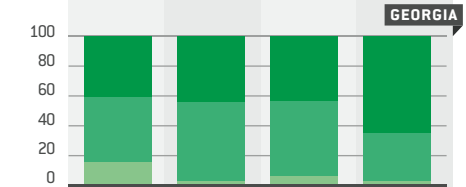
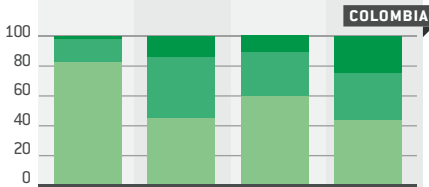
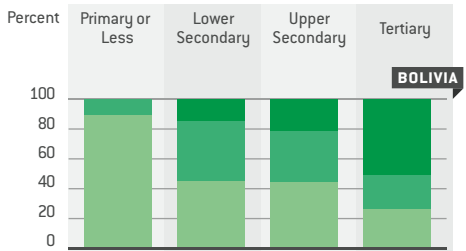
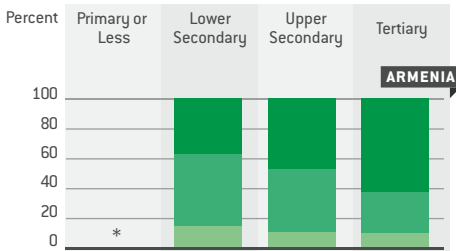


**MOTHER**    PRIMARY    SECONDARY    TERTIARY



\*Available data do not surpass threshold of minimum number of observations.  
% of adults with mothers who have achieved a given educational level.

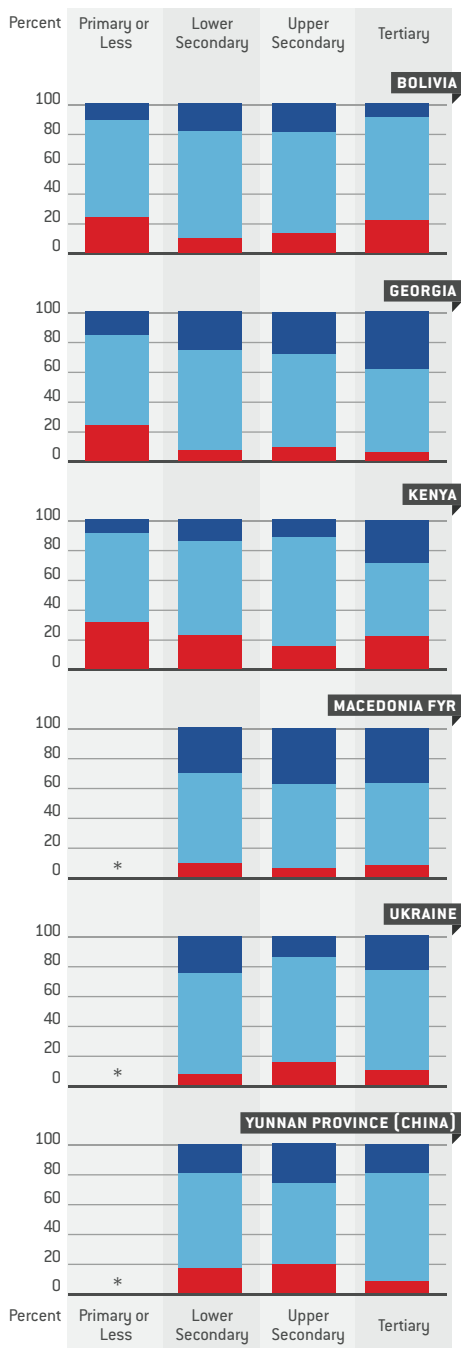
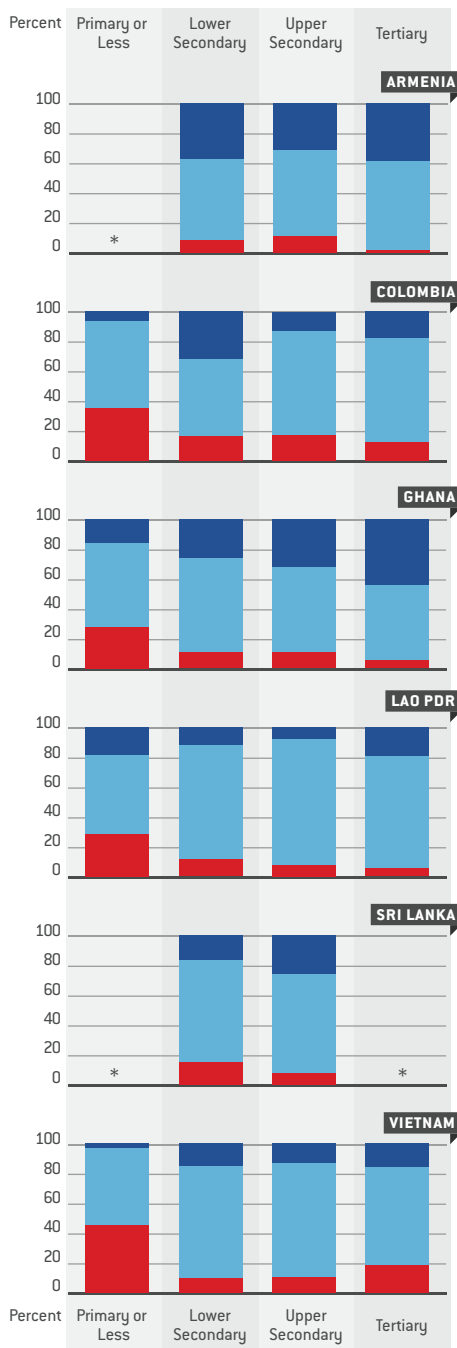
PRIMARY SECONDARY TERTIARY FATHER



\*Available data do not surpass threshold of minimum number of observations.  
% of adults with fathers who have achieved a given educational level.

# Socioeconomic Status at Age 15

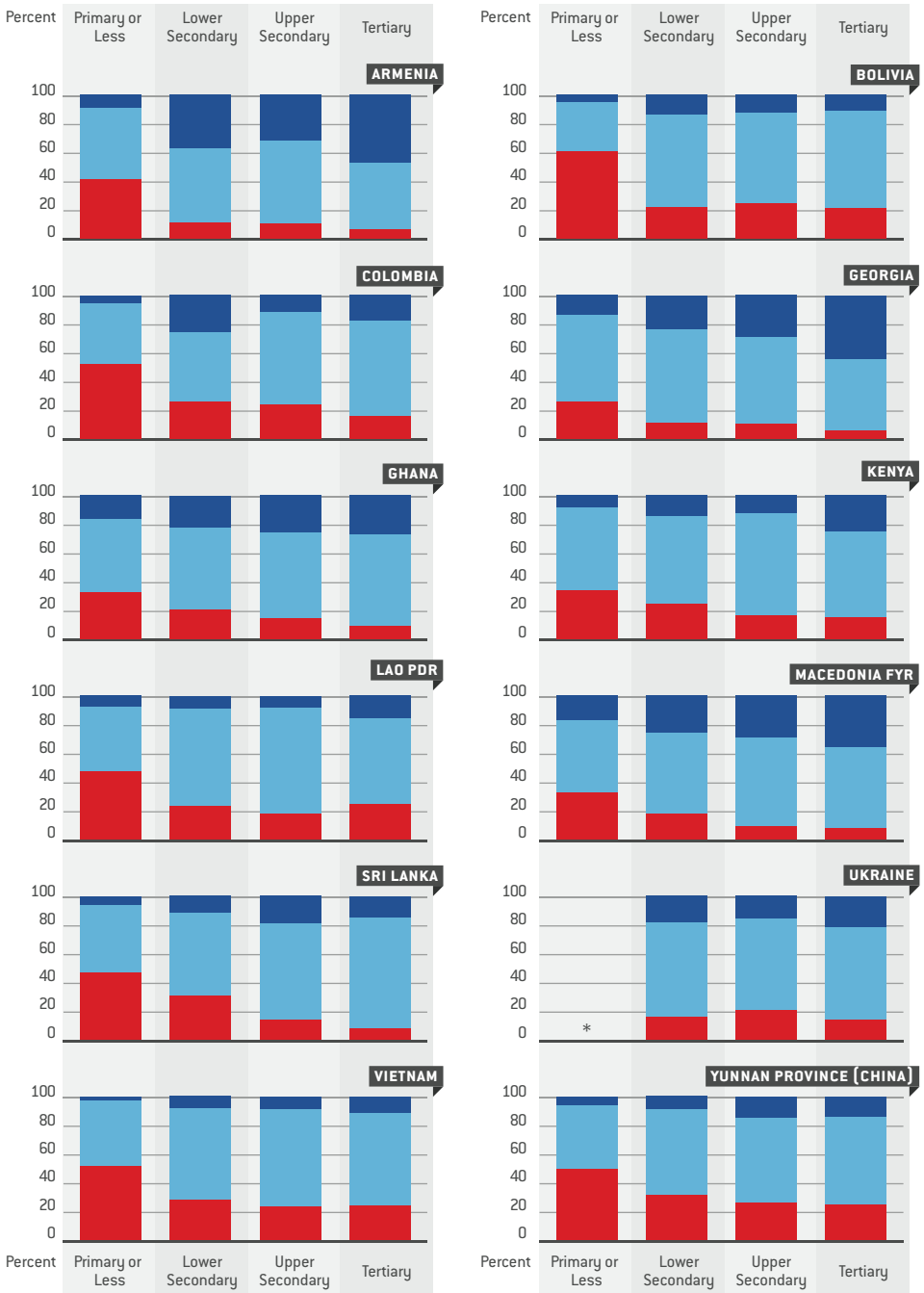
**YOUTH (AGES 15-24)** ■ HIGH SOCIOECONOMIC STATUS ■ MEDIUM SOCIOECONOMIC STATUS ■ LOW SOCIOECONOMIC STATUS



\*Available data do not surpass threshold of minimum number of observations.



## ALL ADULTS (AGES 15 TO 64)



\*Available data do not surpass threshold of minimum number of observations.

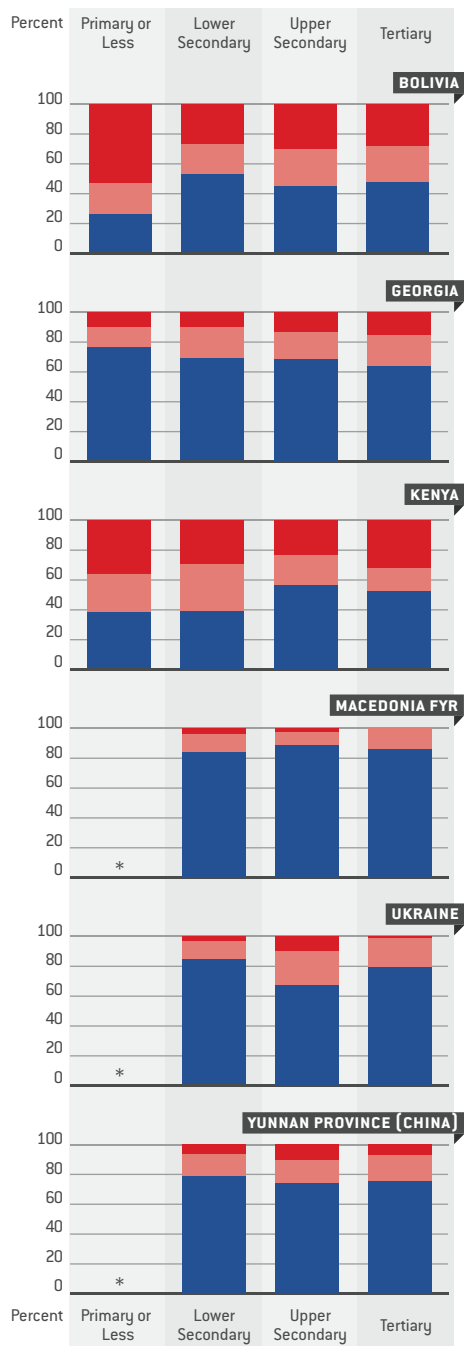
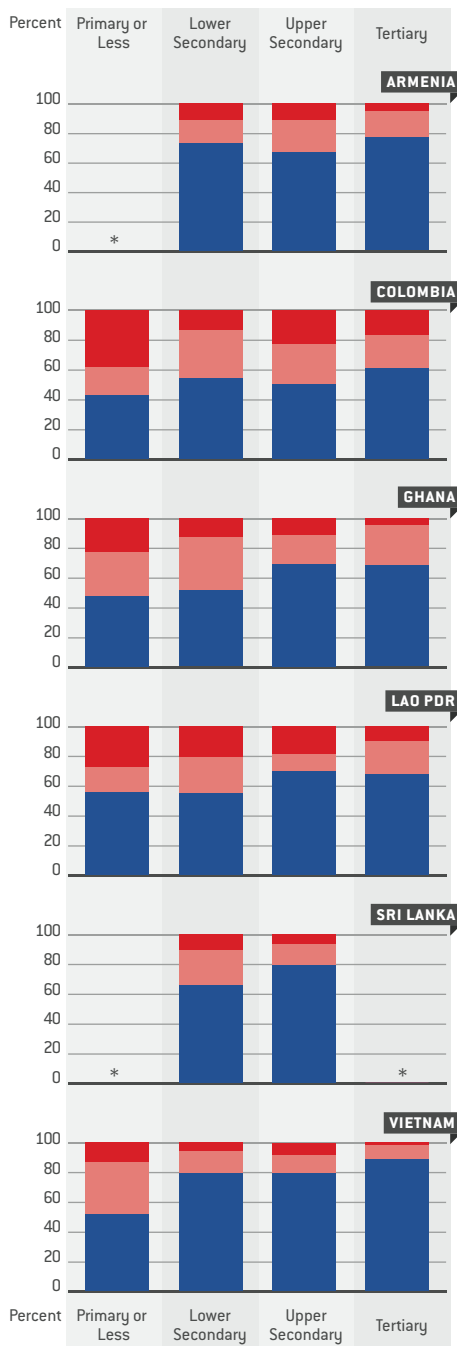
## Household Shocks before Age 15

YOUTH (AGES 15-24)

■ NO SHOCKS

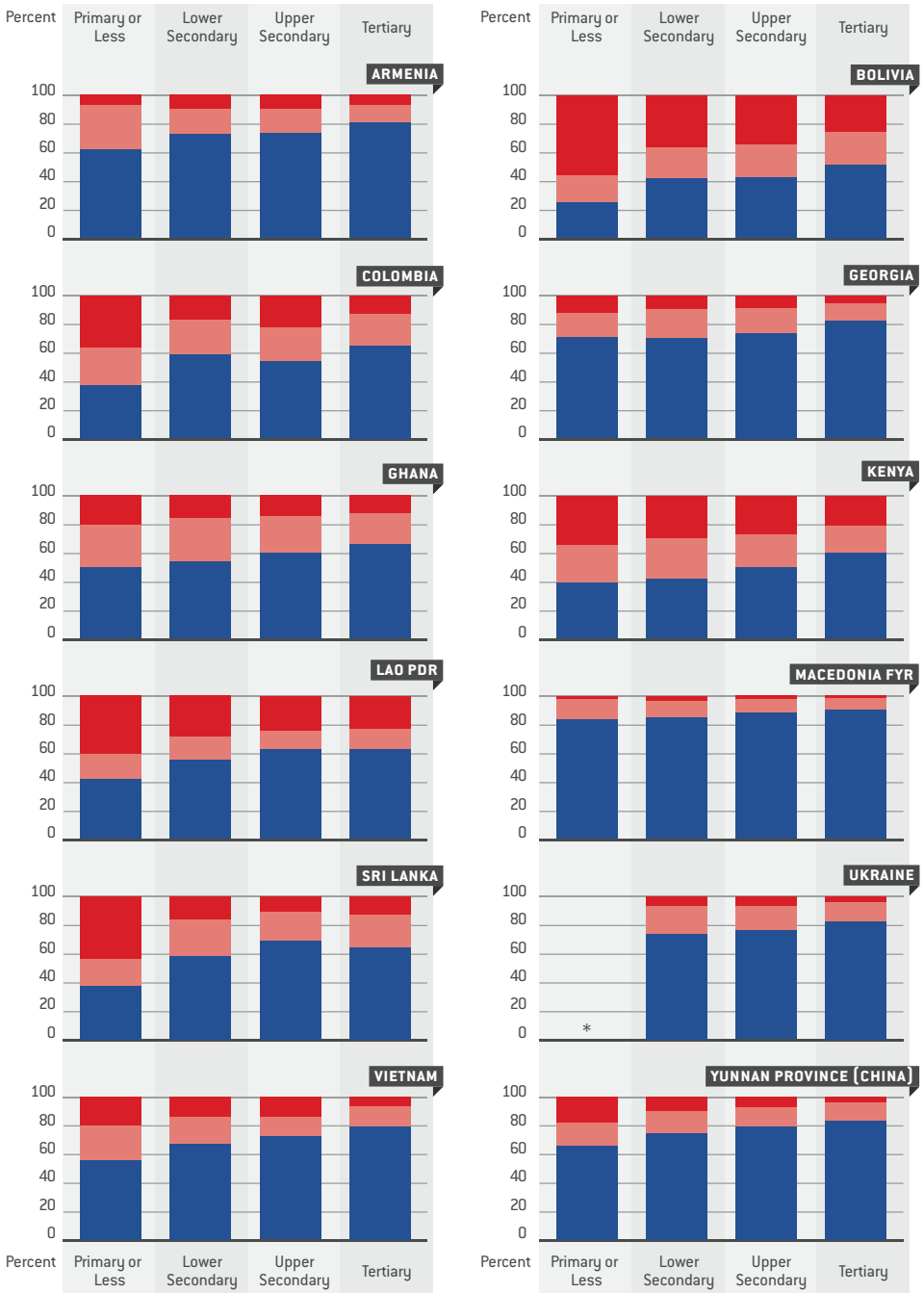
■ ONE SHOCK

■ TWO OR MORE SHOCKS



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



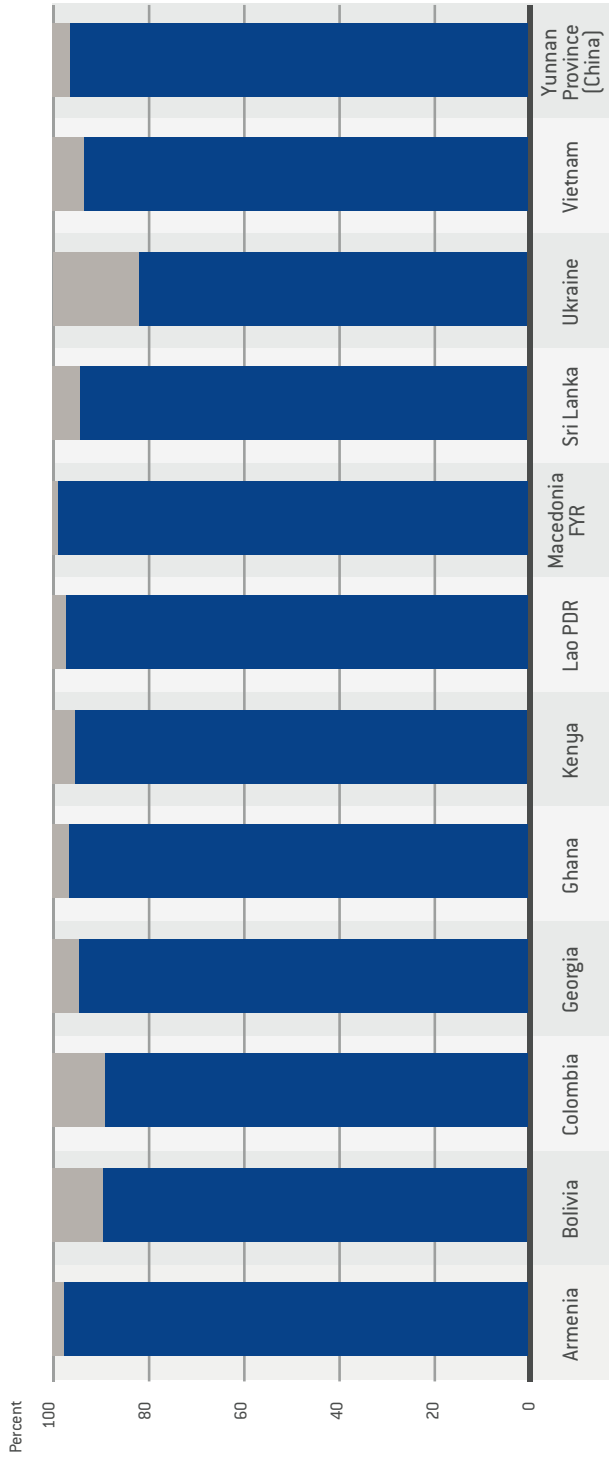
## Chronic Illness

### SECTION 02 • Background Conditions

#### YOUTH (AGES 15-24)

■ DOESN'T HAVE A CHRONIC ILLNESS

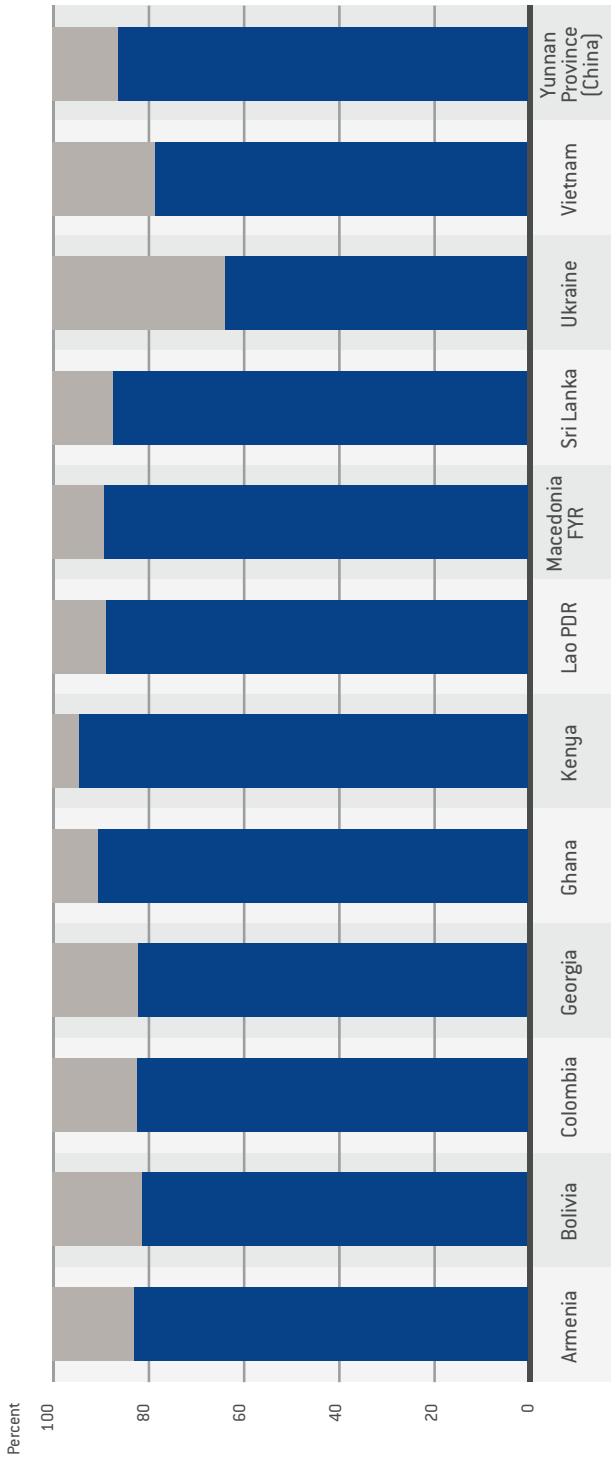
■ HAS A CHRONIC ILLNESS



### ALL ADULTS (AGES 15 TO 64)

■ DOESN'T HAVE A CHRONIC ILLNESS

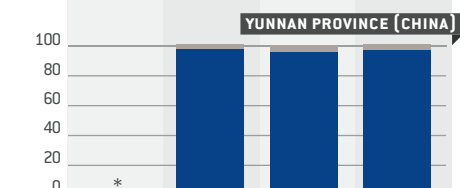
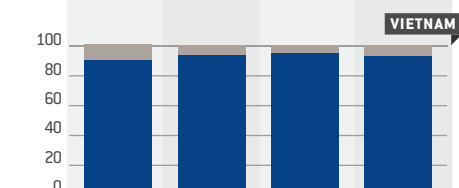
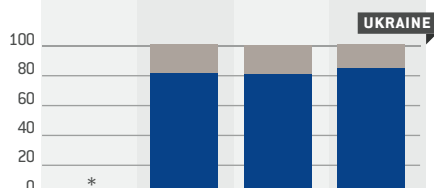
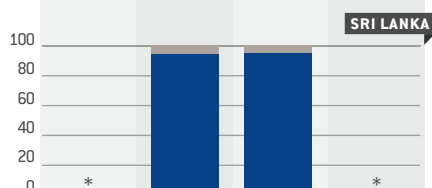
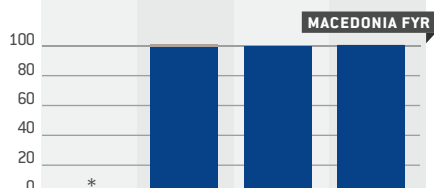
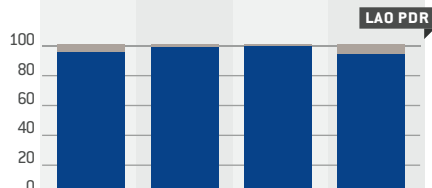
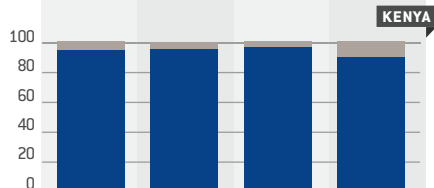
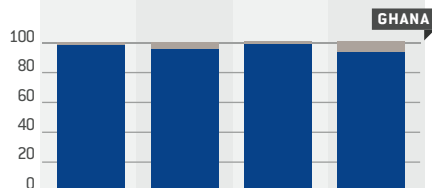
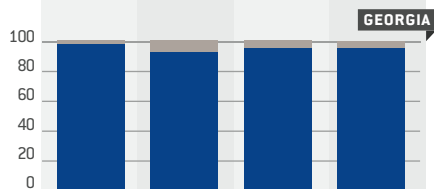
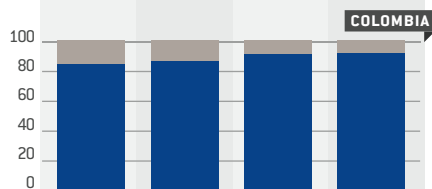
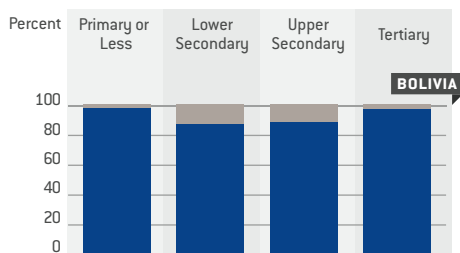
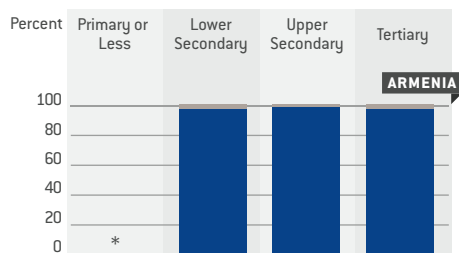
■ HAS A CHRONIC ILLNESS



YOUTH (AGES 15-24)

■ DOESN'T HAVE A CHRONIC ILLNESS

■ HAS A CHRONIC ILLNESS

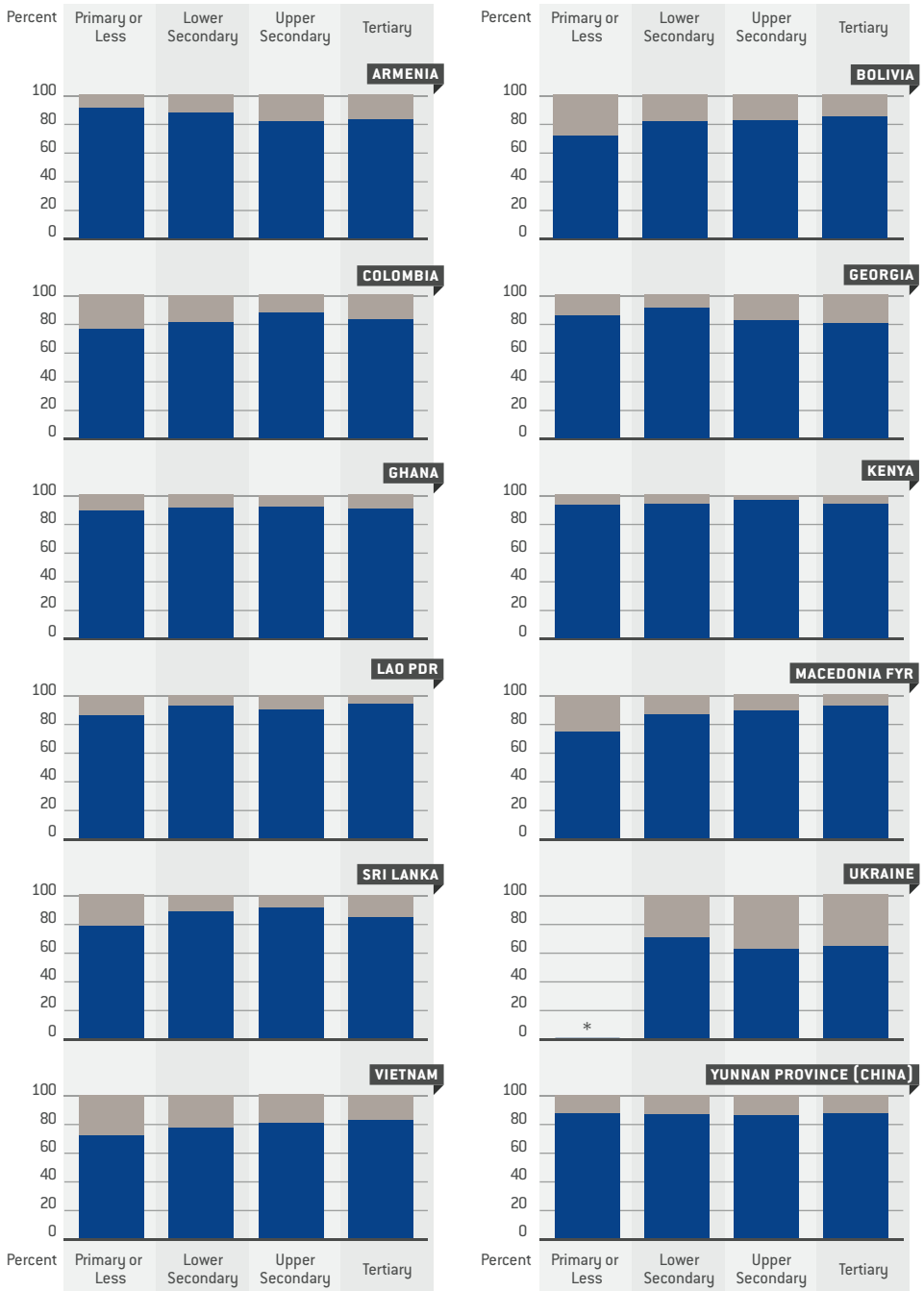


Percent Primary or Less Lower Secondary Upper Secondary Tertiary

Percent Primary or Less Lower Secondary Upper Secondary Tertiary

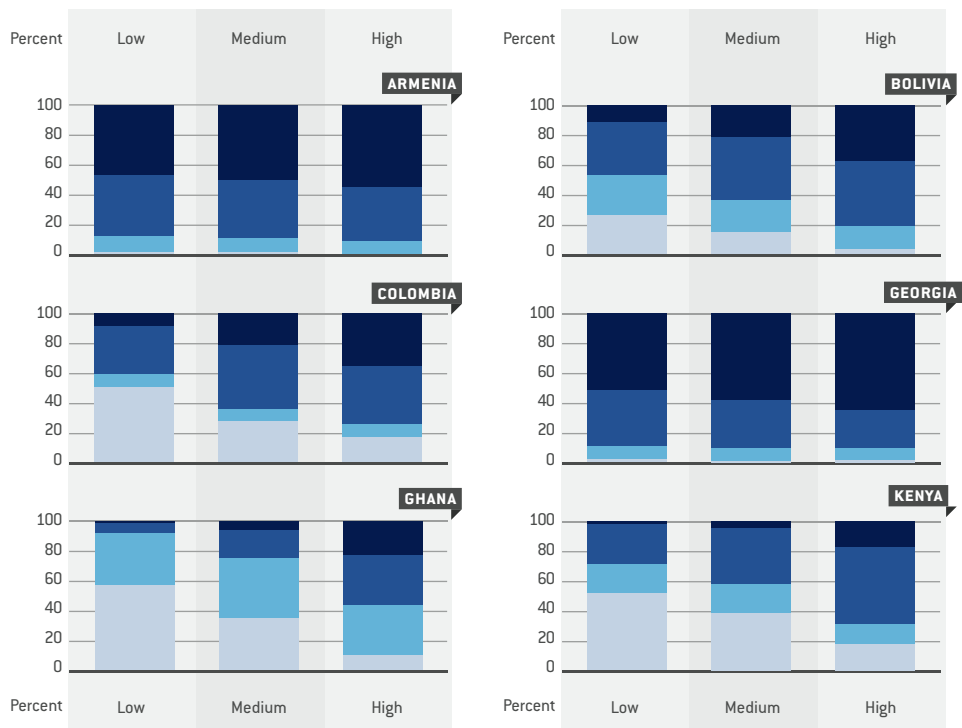
\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)

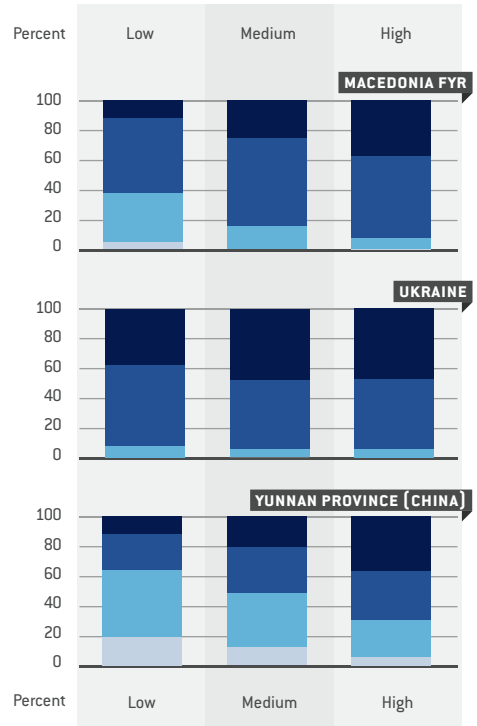
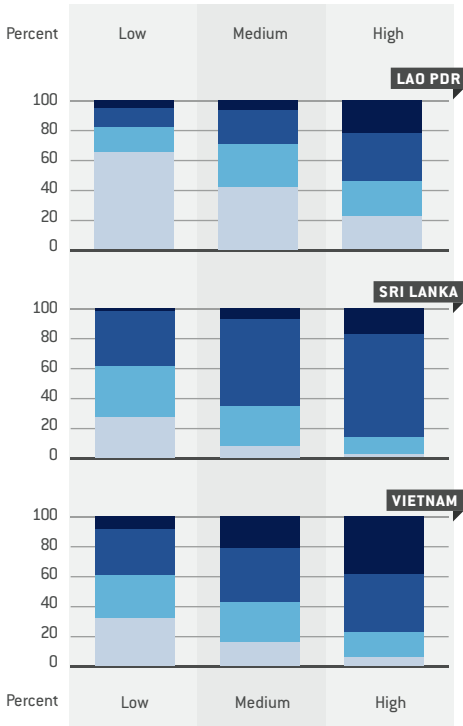


## Household Asset Index

ALL ADULTS (AGES 15 TO 64) ■ PRIMARY OR LESS ■ LOWER SECONDARY ■ UPPER SECONDARY ■ TERTIARY







## Overall Satisfaction with Life

### SECTION 02 • Background Conditions

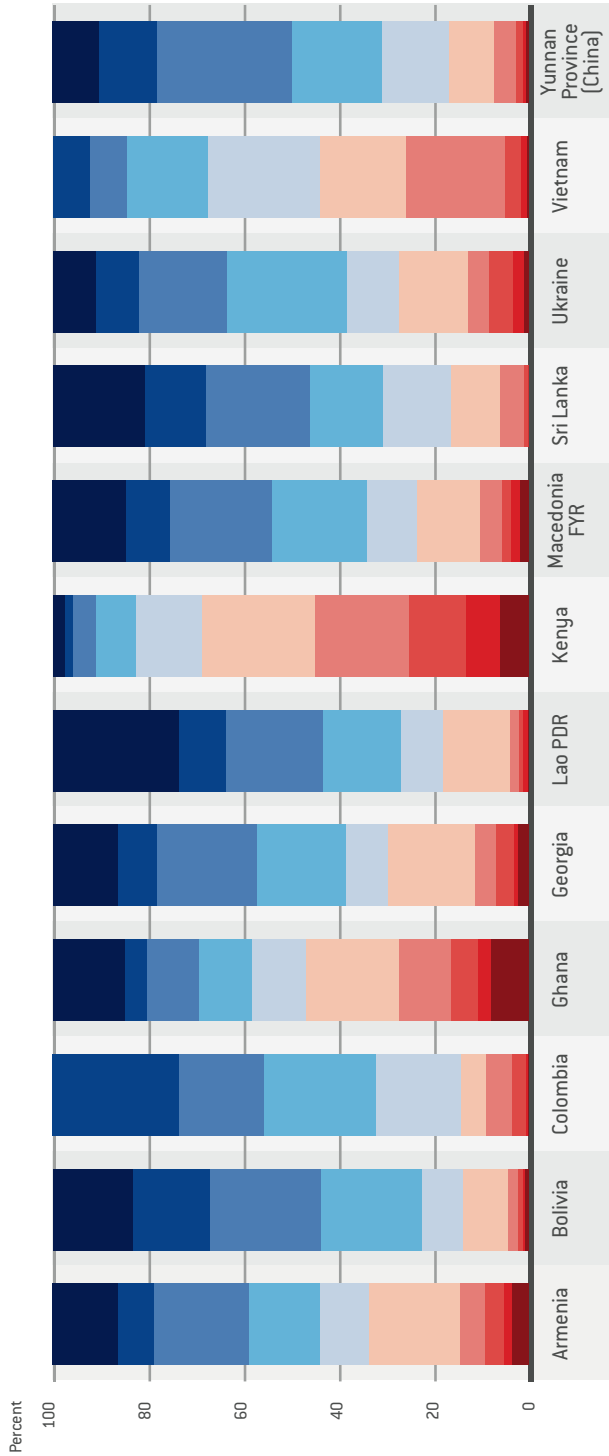
**YOUTH (AGES 15-24)**

COMPLETELY DISSATISFIED

1 2 3 4 5 6 7 8 9 10

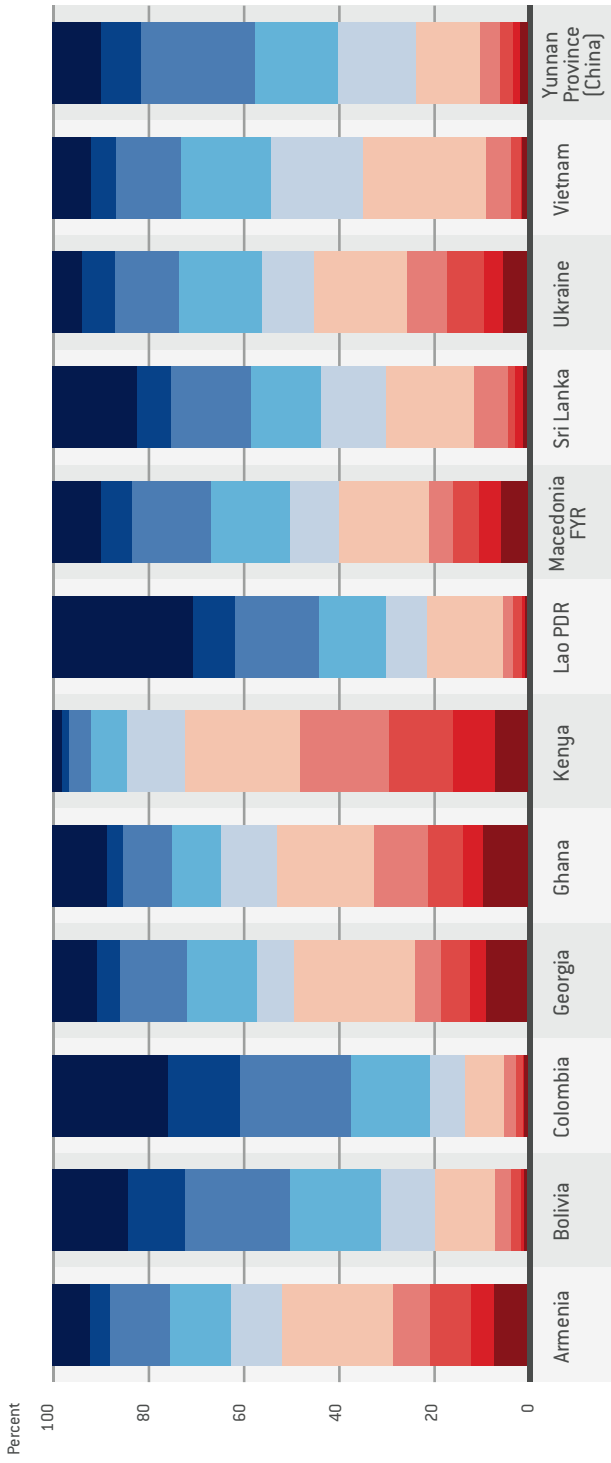
COMPLETELY SATISFIED

10 9 8 7 6 5 4 3 2 1



**ALL ADULTS (AGES 15 TO 64)** COMPLETELY DISSATISFIED COMPLETELY SATISFIED

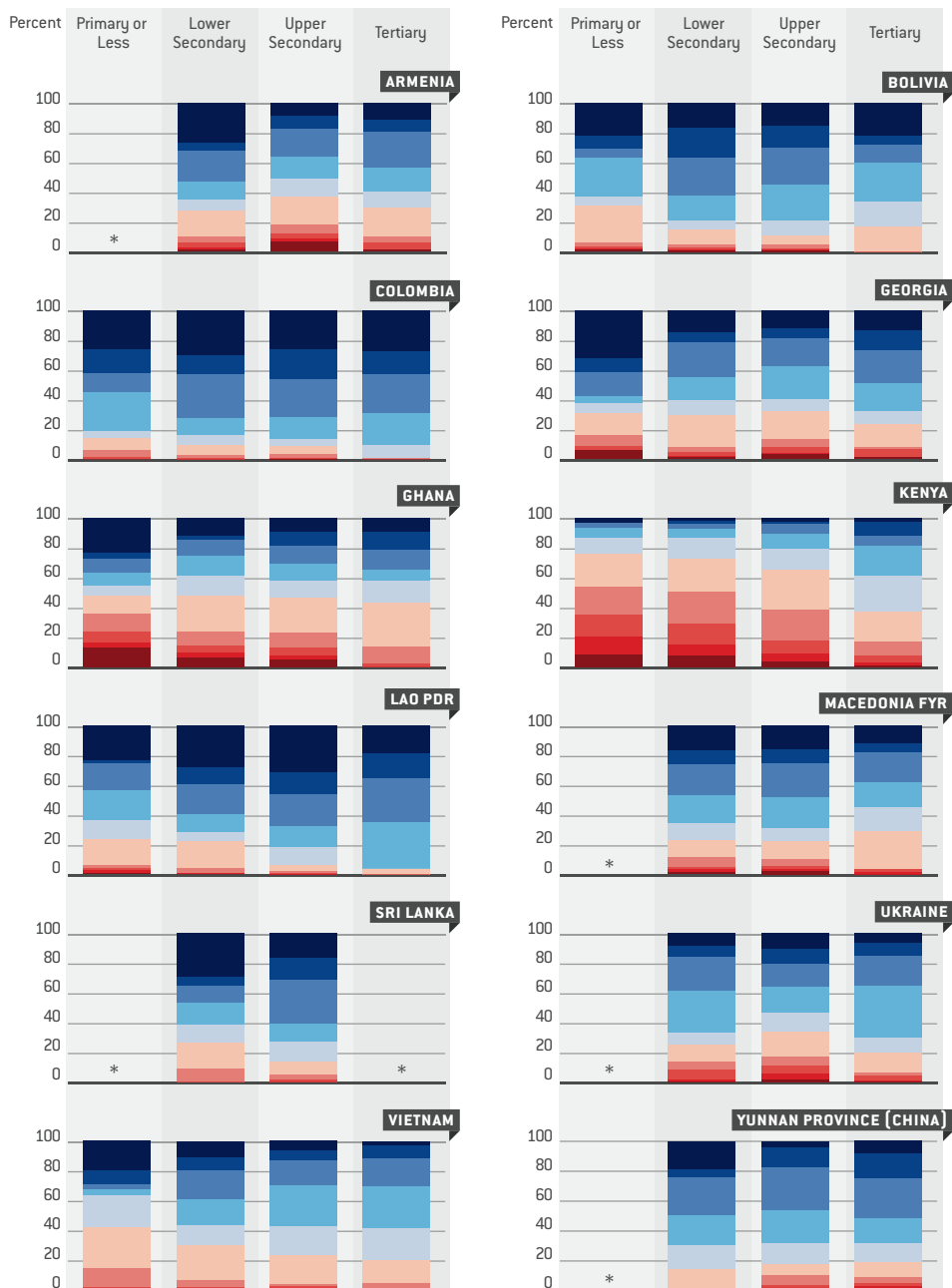
10 9 8 7 6 5 4 3 2 1



# Overall Satisfaction with Life

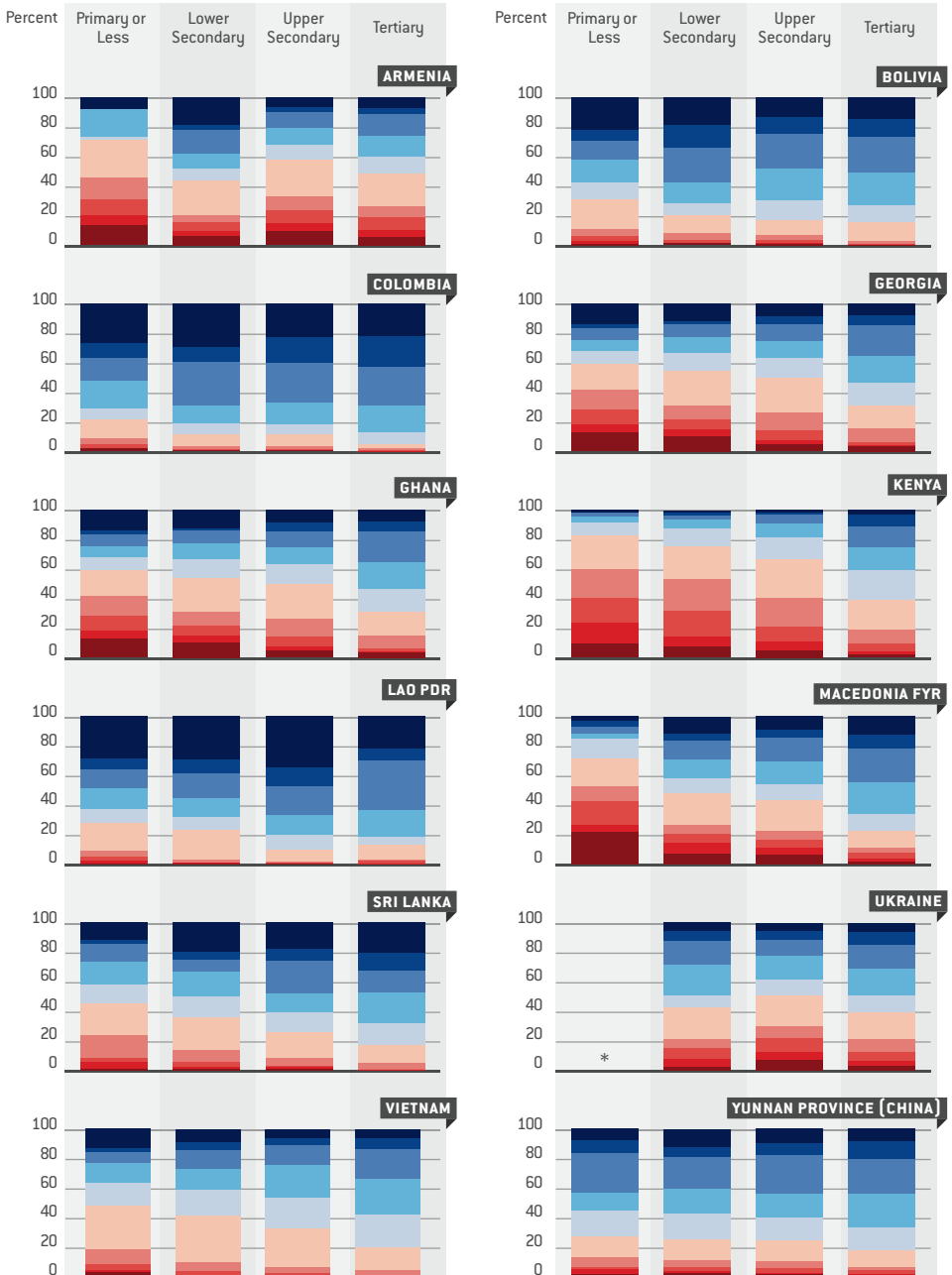
## YOUTH (AGES 15-24)

COMPLETELY DISSATISFIED ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 COMPLETELY SATISFIED



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



\*Available data do not surpass threshold of minimum number of observations.





# Cognitive Skills

The STEP household survey gathers unique data on cognitive skills, defined as the “ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought.”<sup>1</sup> The STEP household survey provides an indirect measurement of the use of reading, writing, and numeracy skills in daily life and at work. It also provides a direct measurement of reading proficiency.

## Indirect Measurement

In Module 5 (“Work Skills”), Part A (“Self-reported Literacy/Numeracy”), the STEP household survey asks respondents to report on their use of those cognitive skills, in and out of their jobs, that consist of reading, writing, or using mathematics. For each skill, a score ranging from 0 to 3 is computed to reflect the intensity or complexity of use as illustrated in the tables below. The aggregation process and reliability testing are described in the STEP Methodology Note [available at the World Bank’s STEP website].

Use of reading and writing skills	Intensity of use	Level
Does not read/write	Not used	0
Reads/writes documents of 5 pages or less	Low	1
Reads/writes documents of 6 to 25 pages	Medium	2
Reads/writes documents of more than 25 pages	High	3

Use of numeracy skills	Intensity of use	Level
Does no math	Not used	0
Measures or estimates sizes, weights, distances Calculates prices or costs. Performs any other multiplication or division	Low	1
Uses or calculates fractions, decimals or percentages.	Medium	2
Uses more advanced math such as algebra, geometry, trigonometry.	High	3

Source: G. Pierre et al., STEP Skills Measurement Surveys: Innovative Tools for Assessing Skills, Social Protection and Labor Discussion Paper no. 1421 (Washington, DC: World Bank Group, 2014).

1 From the STEP Methodology Note (page 7), which cites Neisser, Ulric, Gwyneth Boodoo, Thomas Jr Bouchard, Wade A. Boykin, Nathan Brody, Stephen J. Ceci, Diane F. Halpern, John C. Loehlin, R. Perloff, Robert J. Sternberg, and S. Urbina (1996) “Intelligence: Knowns and unknowns” (American Psychologist No. 51).

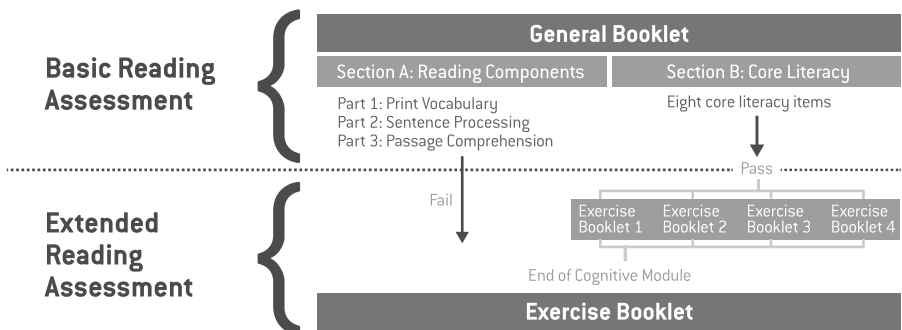


## Direct Measurement

In addition to self-reported data, this section includes the results of a direct literacy assessment designed by the Educational Testing Services (ETS). This assessment has three parts:

- Basic Reading Assessment, Section A, which evaluates foundational reading skills, including word meaning, sentence processing and passage comprehension.
- Basic Reading Assessment, Section B, which consists of a core literacy assessment with eight items that sorts the least literate from those with higher reading skill levels. Respondents with three or more correct responses are regarded as having met a minimum reading literacy threshold.
- Extended Reading Assessment, using exercise booklets, which is only administered to respondents who have passed the Basic Reading Assessment (Sections A and B). This assessment evaluates reading proficiency in more depth using a variety of materials, focusing on non-school-based items encountered in daily life. It involves tasks that require respondents to access and identify information, to integrate and interpret information, and to evaluate information by assessing the relevance, credibility, or appropriateness of the material.

The figure below outlines the structure of this direct literacy assessment:



Figures in this section show the results of the Extended Reading Assessment (that is, the results from the exercise booklets), which was conducted in eight of the 12 countries where the survey was implemented and finalized. Results from the STEP literacy assessment are presented in a proficiency scale ranging from 0 to 500, with tasks at the lower end of the scale being easier than those at the higher end. These results, centered on the reading skills of adults in the developing world, are comparable with those of adults in OECD countries, because the assessment used as its basis the Program for the International Assessment of Adult Competencies (PIACC), the International Adult Literacy Survey, and the Adult Literacy and Life Skills Survey. The scale is divided into six levels of proficiency that explain literacy knowledge and skills as follows:

#### Literacy Level 0

0 to 175

The tasks require the respondent to read brief texts on familiar topics to locate a single piece of specific information. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features. There is seldom any competing information in the text and the requested information is identical in form to information in the question or directive. While the texts can be continuous, the information can be located as if the text were non-continuous. Tasks below Level 1 do not make use of any features specific to digital texts.

#### Literacy Level 1

176 to 225

Most tasks require the respondent to read relatively short digital or print continuous, non-continuous or mixed texts to locate a single piece of information which is identical to or synonymous with the information given in the question. Some tasks may require the respondent to enter personal information into a document, in the case of some non-continuous texts. Little, if any, competing information is present. Some tasks may require simple cycling through more than one piece of information. Knowledge and skill in recognizing basic vocabulary, evaluating the meaning of sentences, and reading of paragraph text is expected.

#### Literacy Level 2

226 to 275

The complexity of text increases. Texts (digital or printed) may comprise continuous, non-continuous or mixed types. Tasks in this level require respondents to make matches between the text and information, and may require paraphrase or low-level inferences. Some competing pieces of information may be present. Some tasks require the respondent to (i) cycle through or integrate two or more pieces of information based on criteria, (ii) compare and contrast or reason about information requested in the question, or (iii) navigate within digital texts to access and identify information from various parts of a document.

**Literacy Level 3****276 to 325**

Texts are often dense or lengthy, including continuous, non-continuous, mixed or multiple pages. Understanding text and rhetorical structures becomes more central to successfully completing tasks, especially in navigation of complex digital texts. Tasks require the respondent to identify, interpret or evaluate one or more pieces of information and often require varying levels of inference. Many require the respondent construct meaning across larger chunks of text or perform multistep operations in order to formulate responses. Often tasks also demand that the respondent disregard irrelevant text content to answer accurately. Competing information is often present, but it is not more prominent than the correct information.

**Literacy Level 4****326 to 375**

Tasks at this level often require respondents to perform multiple-step operations to integrate, interpret, or synthesize information from complex or lengthy continuous, non-continuous, mixed, or multiple type texts. Complex inferences and application of background knowledge may be needed to perform successfully. Many tasks require identifying and understanding one or more specific, non-central ideas in the text in order to interpret or evaluate subtle evidence claims or persuasive discourse relationships. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent. Competing information is present and sometimes seemingly as prominent as correct information.

**Literacy Level 5****376 to 500**

At this level, tasks may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidence-based arguments. Application and evaluation of logical and conceptual models of ideas may be required to accomplish tasks. Evaluating reliability of evidentiary sources and selecting key information is frequently a key requirement. Tasks often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialized background knowledge.

*Source: World Bank and ETS, A Guide to Understanding the Literacy Assessment of the STEP Skills Measurement Survey (Washington, DC: World Bank Group, 2014).*

## Self-reported Cognitive Skills - Writing (intensity of use)

### SECTION 03 • Cognitive Skills

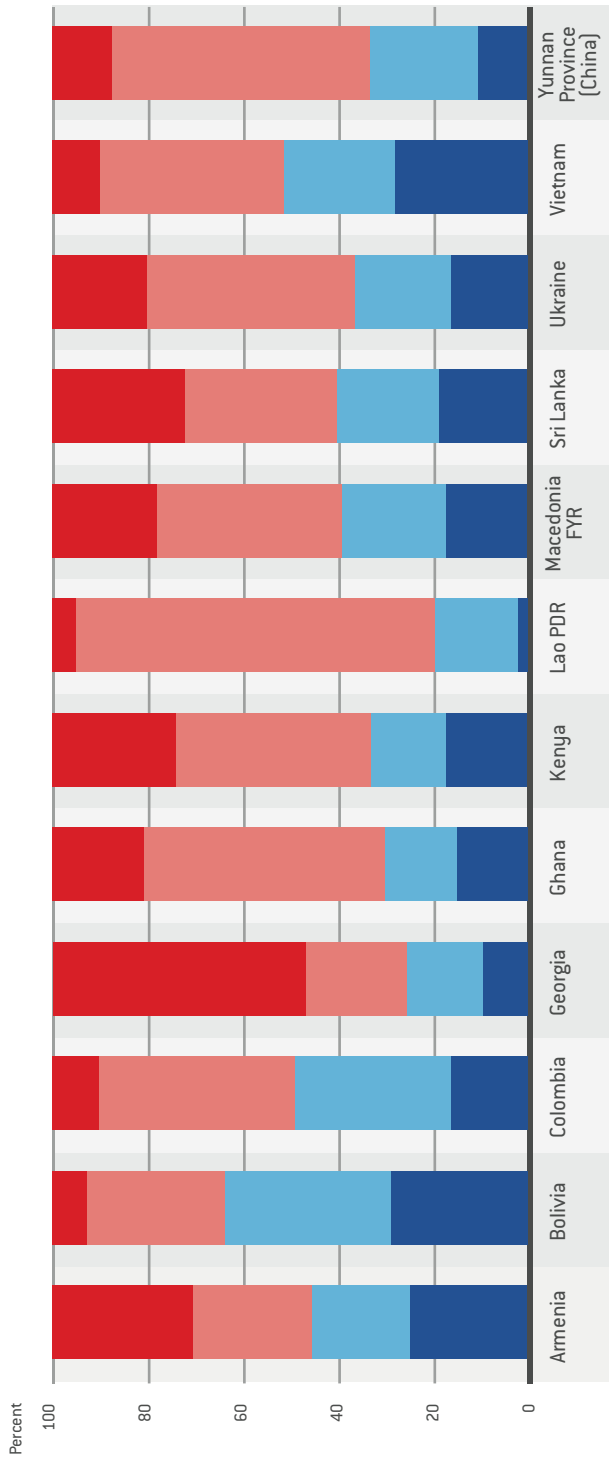
**YOUTH (AGES 15-24)**

**SKILL NOT USED**

**LOW**

**MEDIUM**

**HIGH**



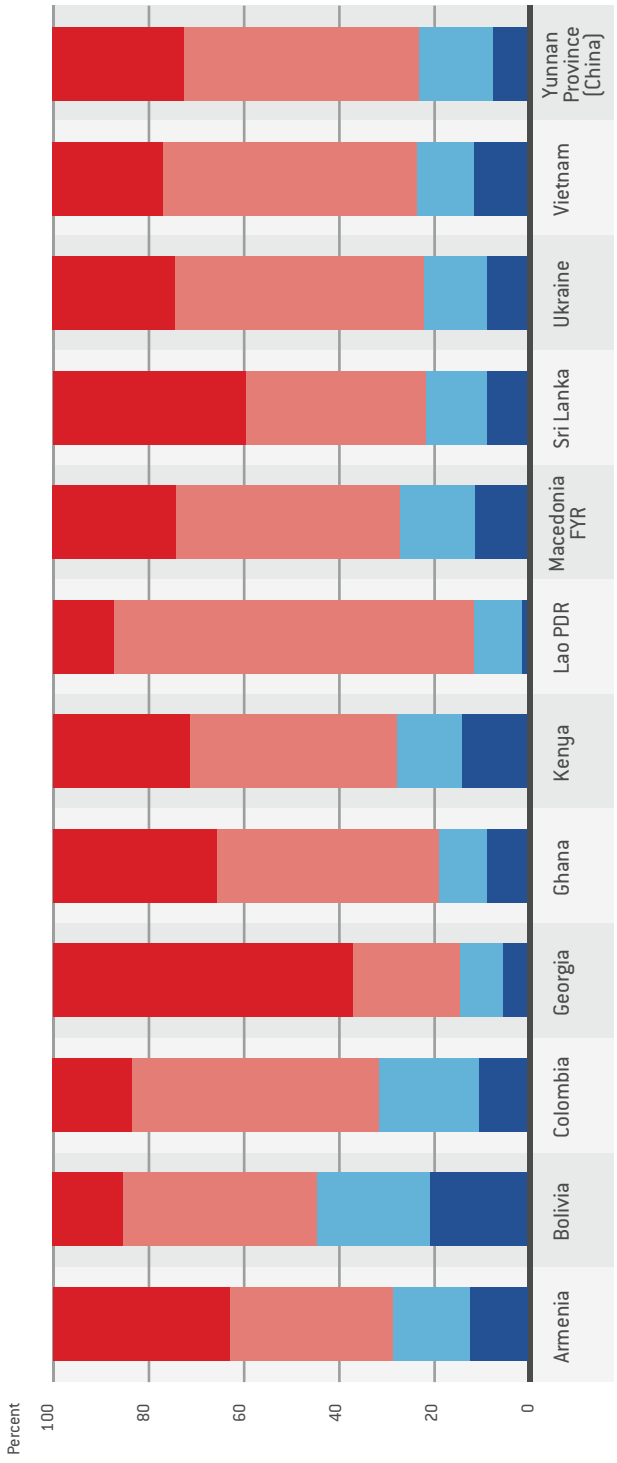
### ALL ADULTS (AGES 15 TO 64)

■ SKILL NOT USED

■ LOW

■ MEDIUM

■ HIGH

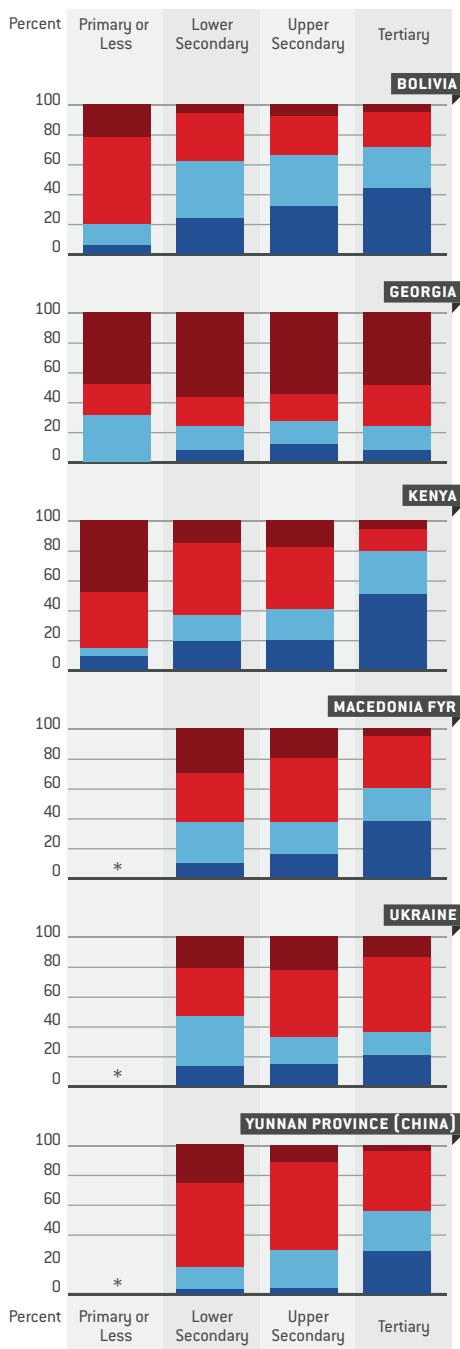
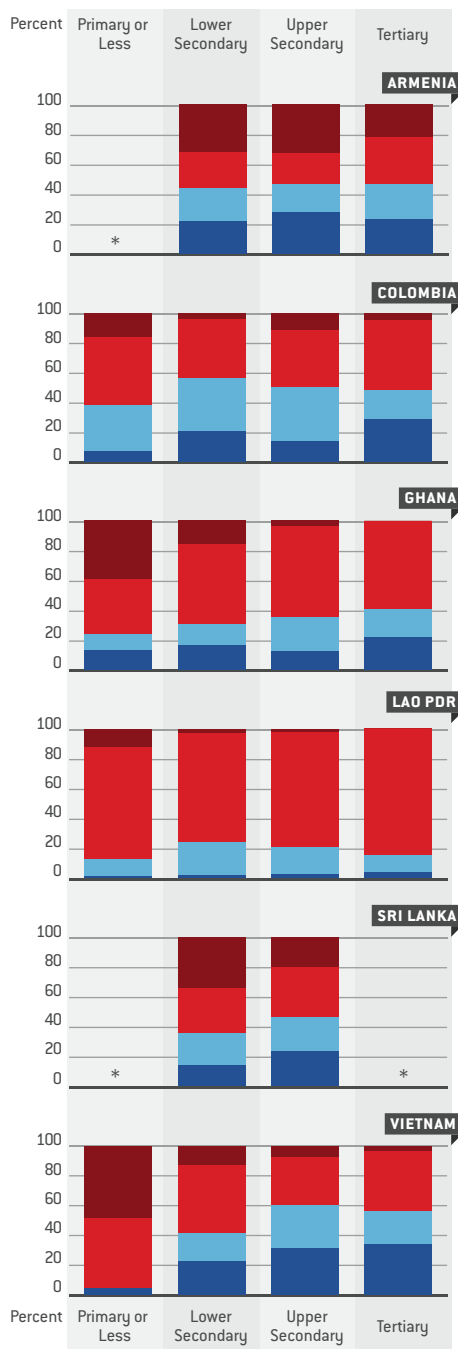


# Self-reported Cognitive Skills - Writing (intensity of use)

**YOUTH (AGES 15-24)**
■ HIGH

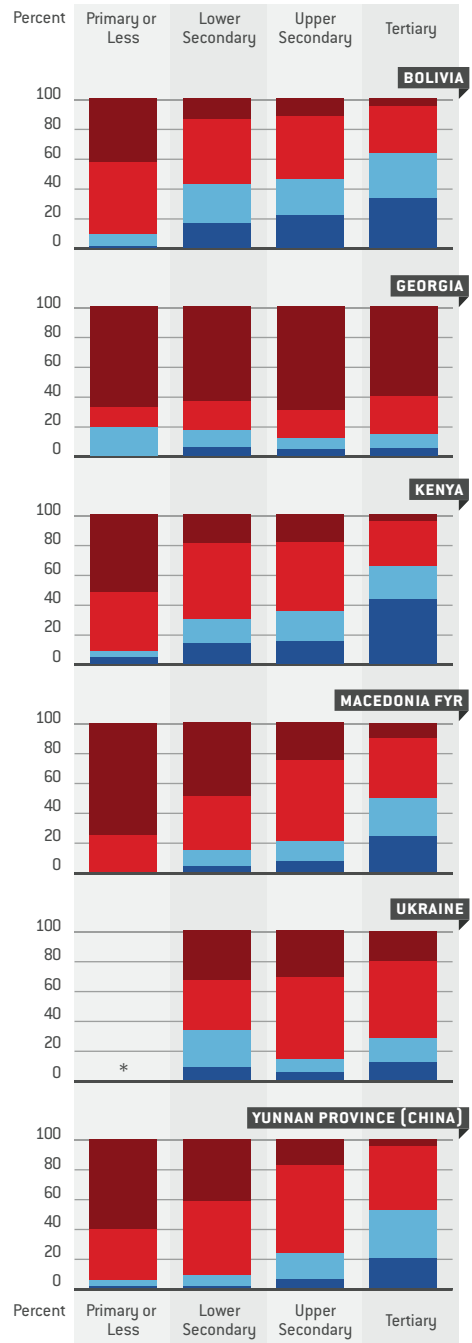
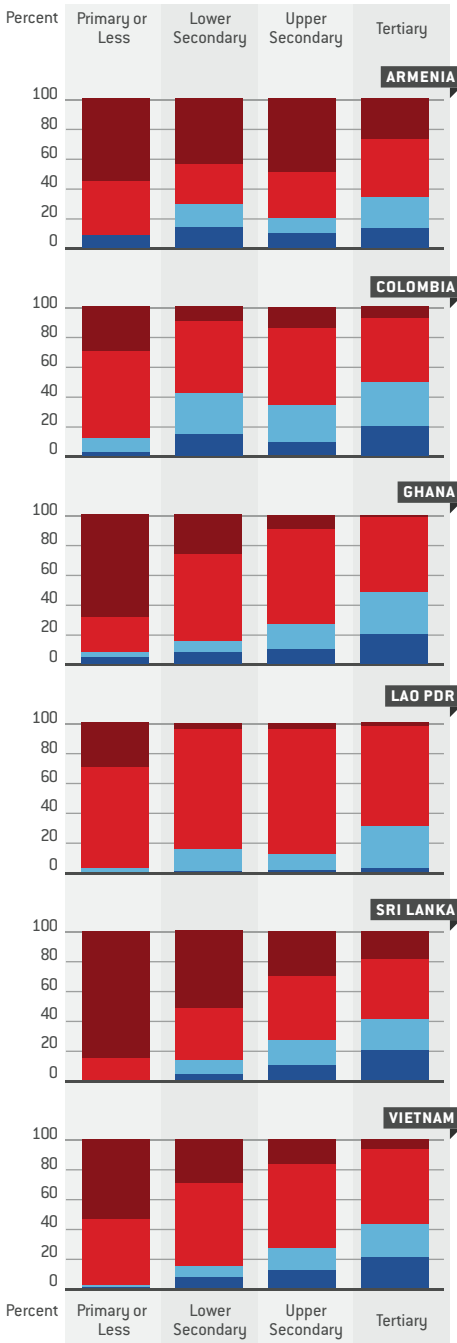
■ MEDIUM

■ LOW

■ SKILL NOT USED


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



## Self-reported Cognitive Skills - Numeracy (intensity of use)

### SECTION 03 • Cognitive Skills

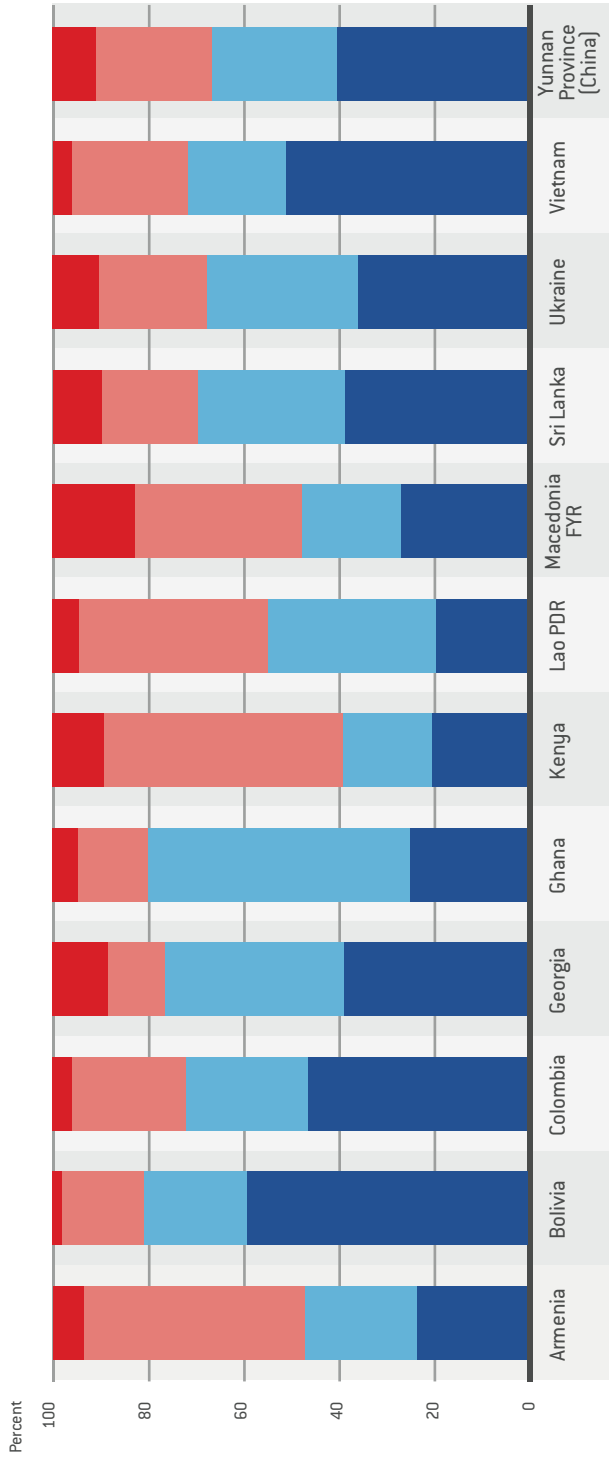
**YOUTH (AGES 15-24)**

**SKILL NOT USED**

**LOW**

**MEDIUM**

**HIGH**





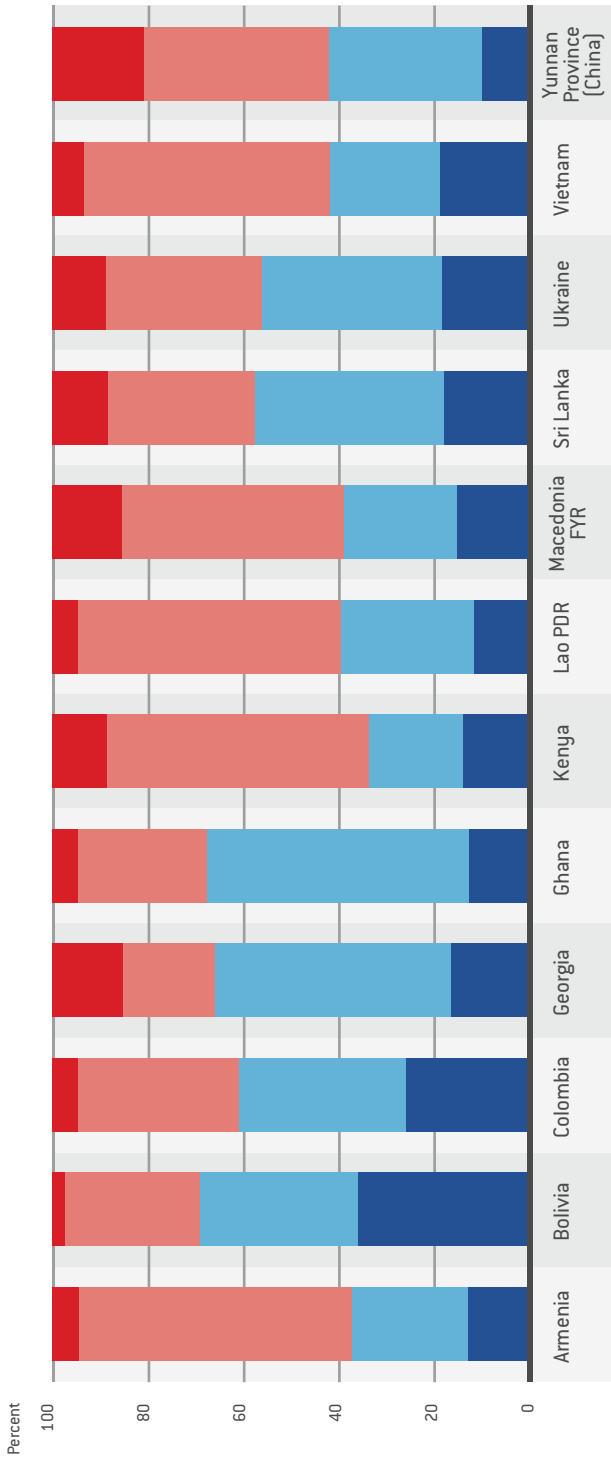
## ALL ADULTS (AGES 15 TO 64)

■ SKILL NOT USED

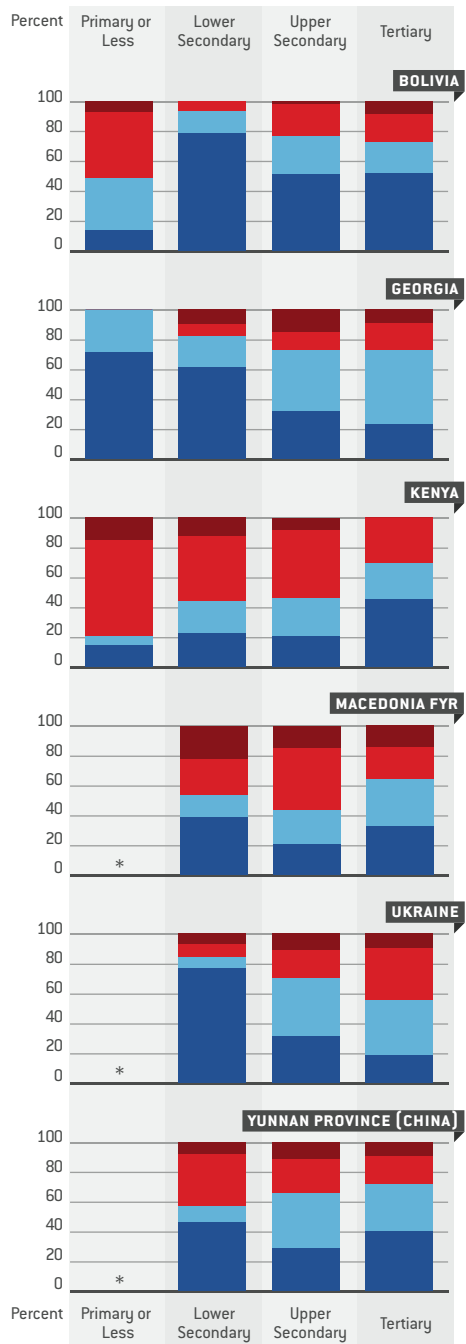
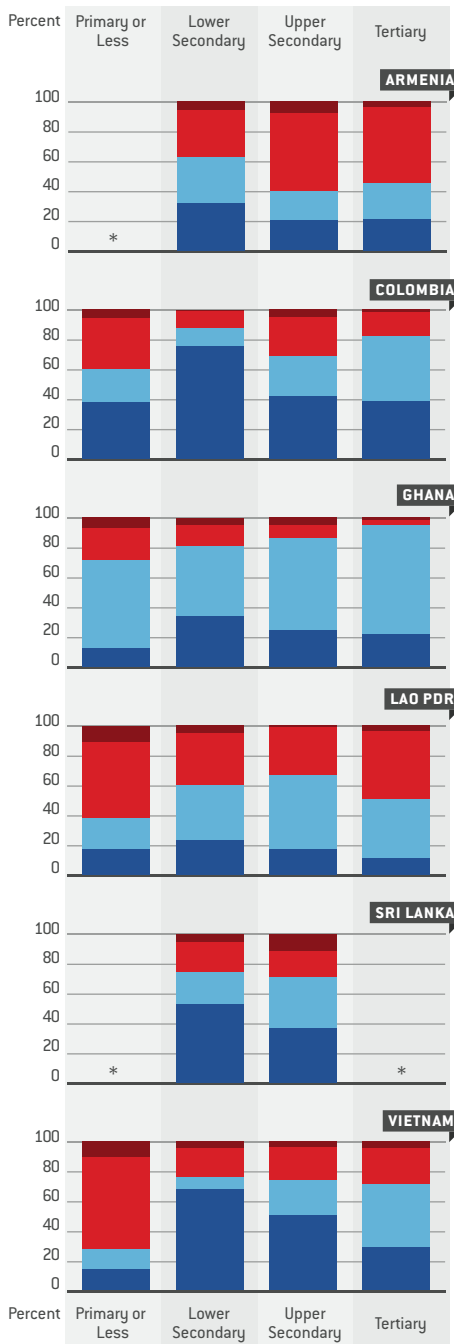
■ LOW

■ MEDIUM

■ HIGH

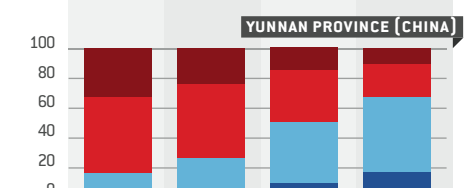
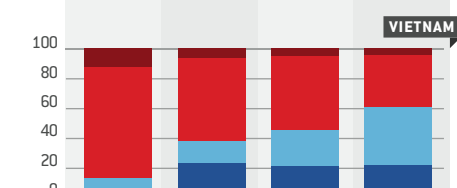
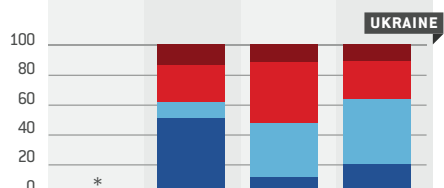
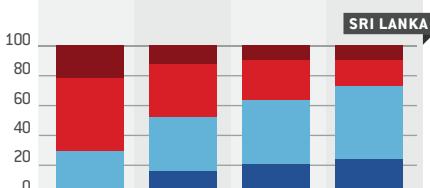
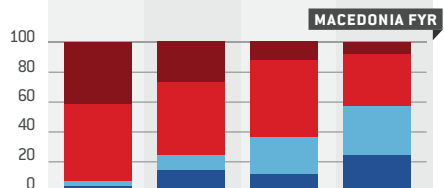
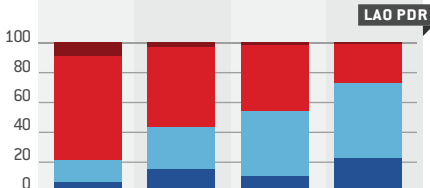
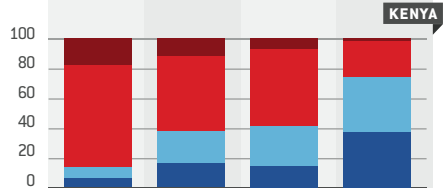
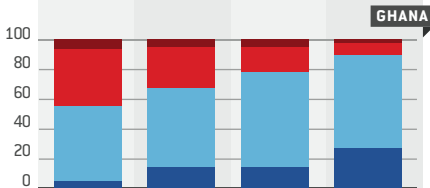
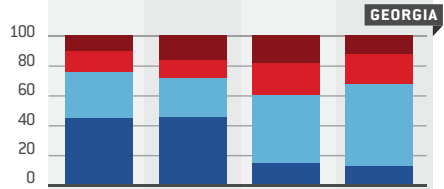
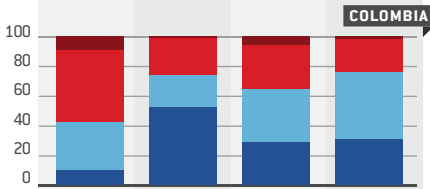
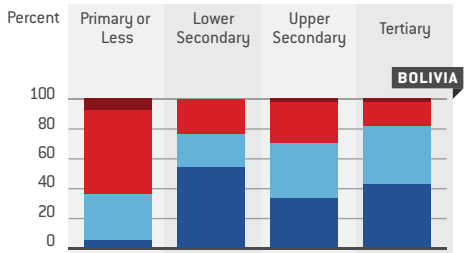
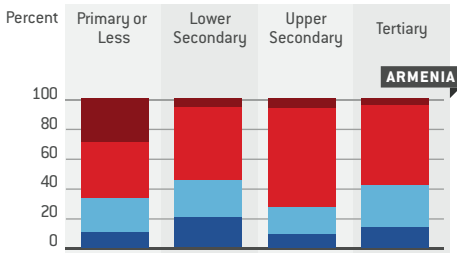


# Self-reported Cognitive Skills - Numeracy (intensity of use)

**YOUTH (AGES 15-24)**
**HIGH**
**MEDIUM**
**LOW**
**SKILL NOT USED**


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



Percent Primary or Less Lower Secondary Upper Secondary Tertiary

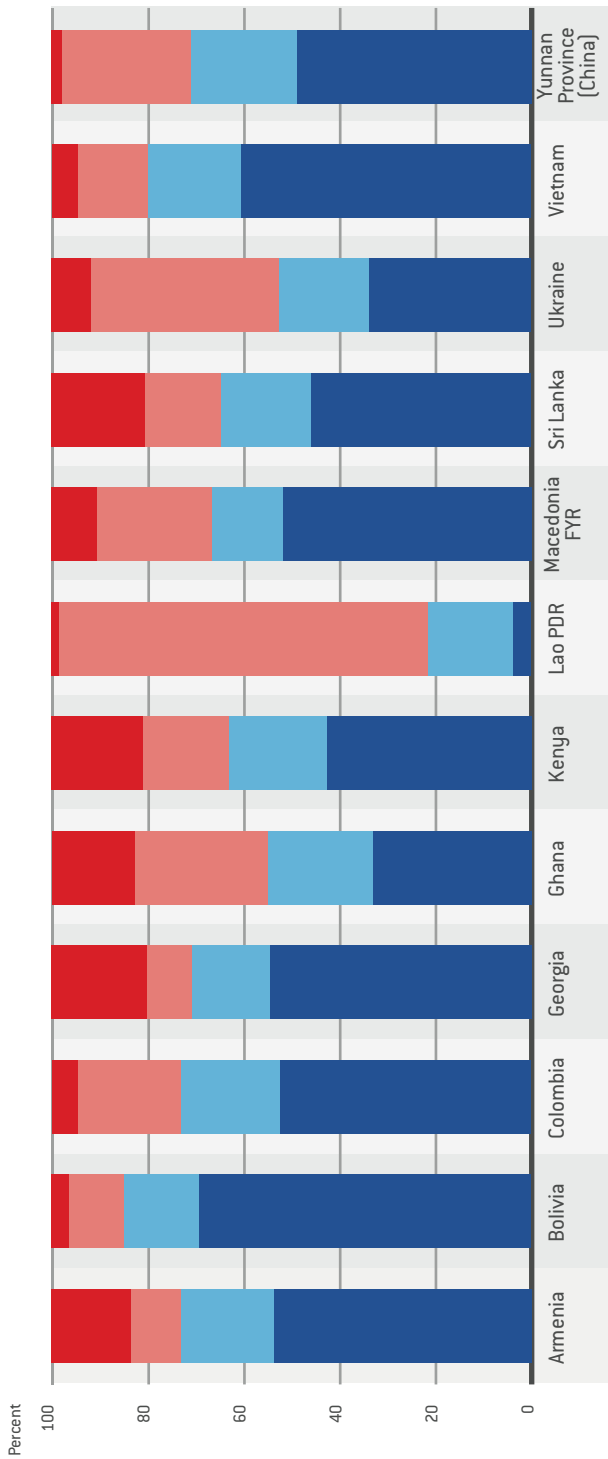
Percent Primary or Less Lower Secondary Upper Secondary Tertiary

## Self-reported Cognitive Skills - Reading (intensity of use)

### SECTION 03 • Cognitive Skills

**YOUTH (AGES 15-24)**

■ HIGH ■ MEDIUM ■ LOW ■ SKILL NOT USED



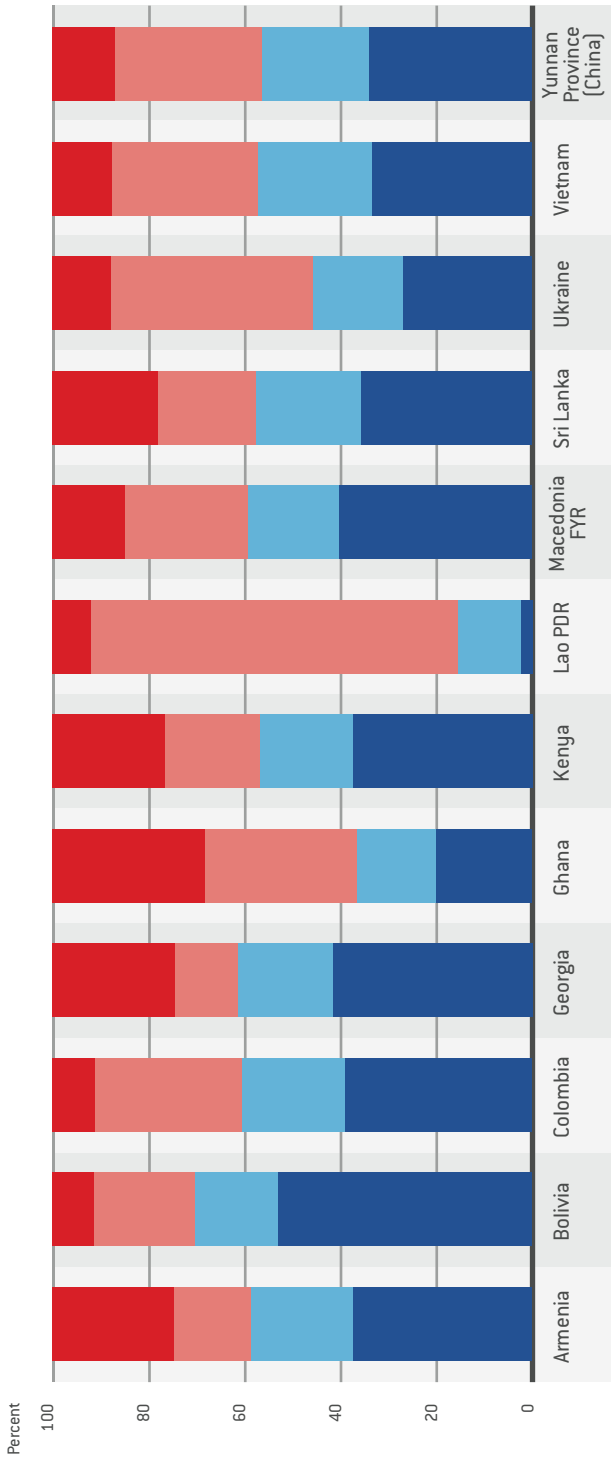
### ALL ADULTS (AGES 15 TO 64)

SKILL NOT USED

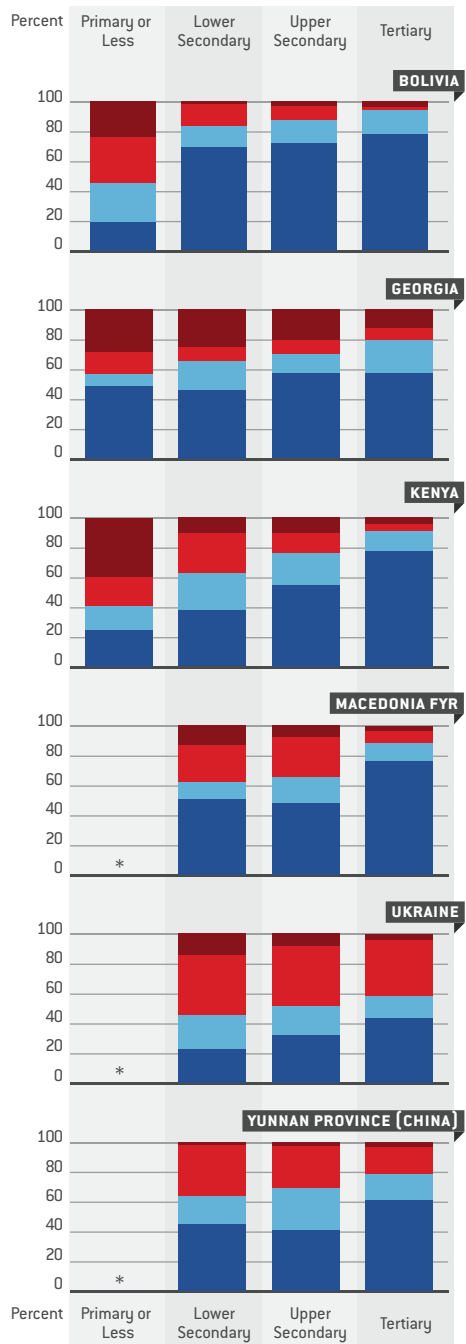
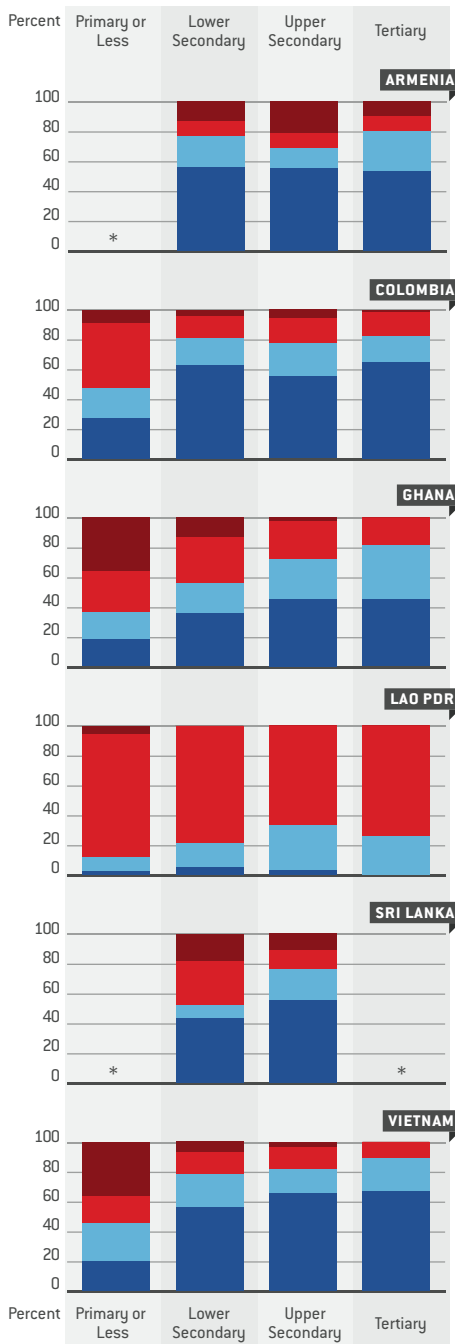
LOW

MEDIUM

HIGH

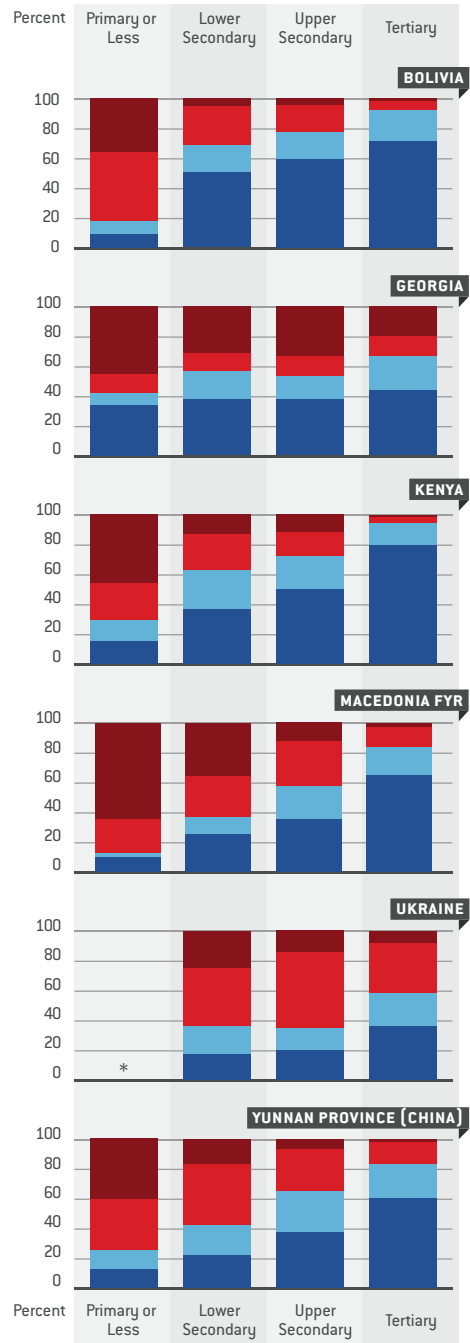
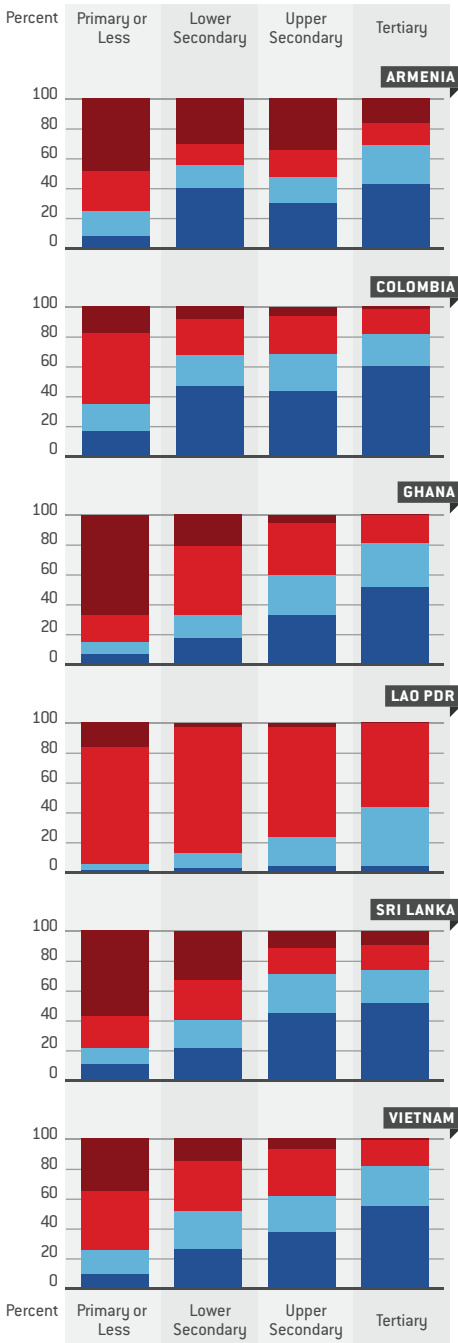


# Self-reported Cognitive Skills - Reading (intensity of use)

**YOUTH (AGES 15-24)**
**HIGH**
**MEDIUM**
**LOW**
**SKILL NOT USED**


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)

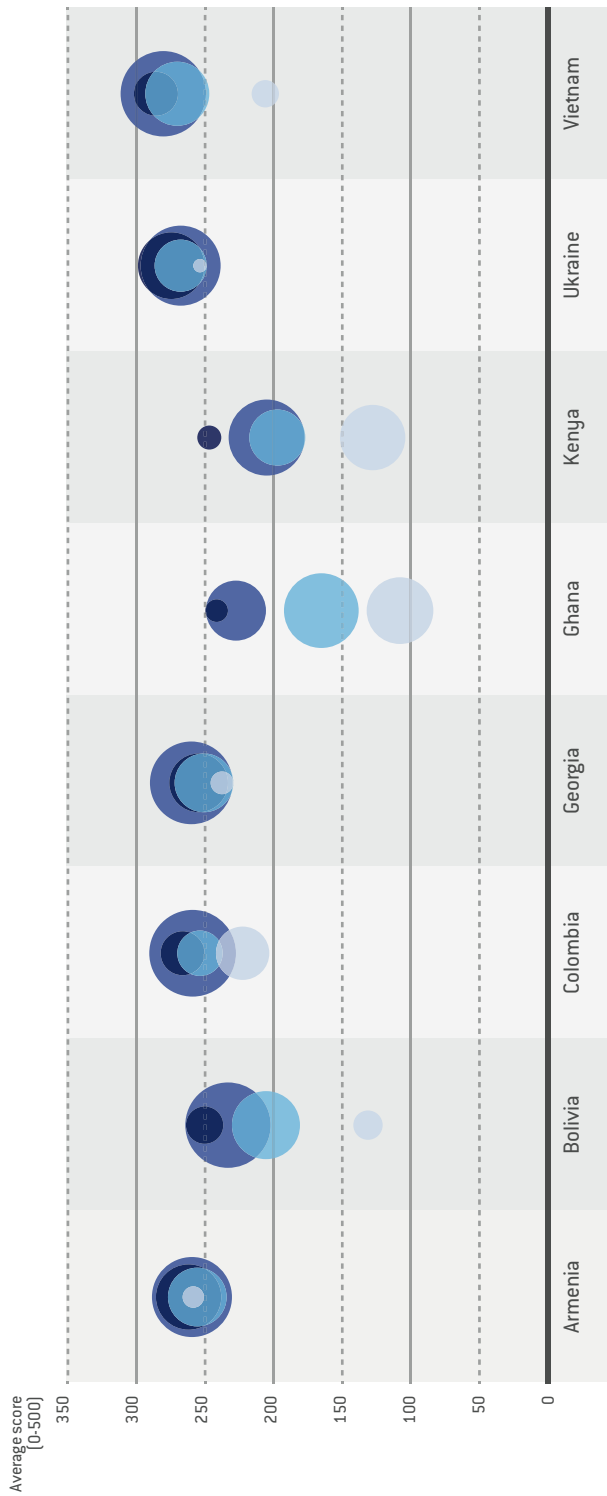


## Direct Literacy Assessment

### SECTION 03 • Cognitive Skills

#### YOUTH (AGES 15-24)

● PRIMARY OR LESS   ● LOWER SECONDARY   ● UPPER SECONDARY   ● TERTIARY



Circle size represents the proportion of individuals at each education level.



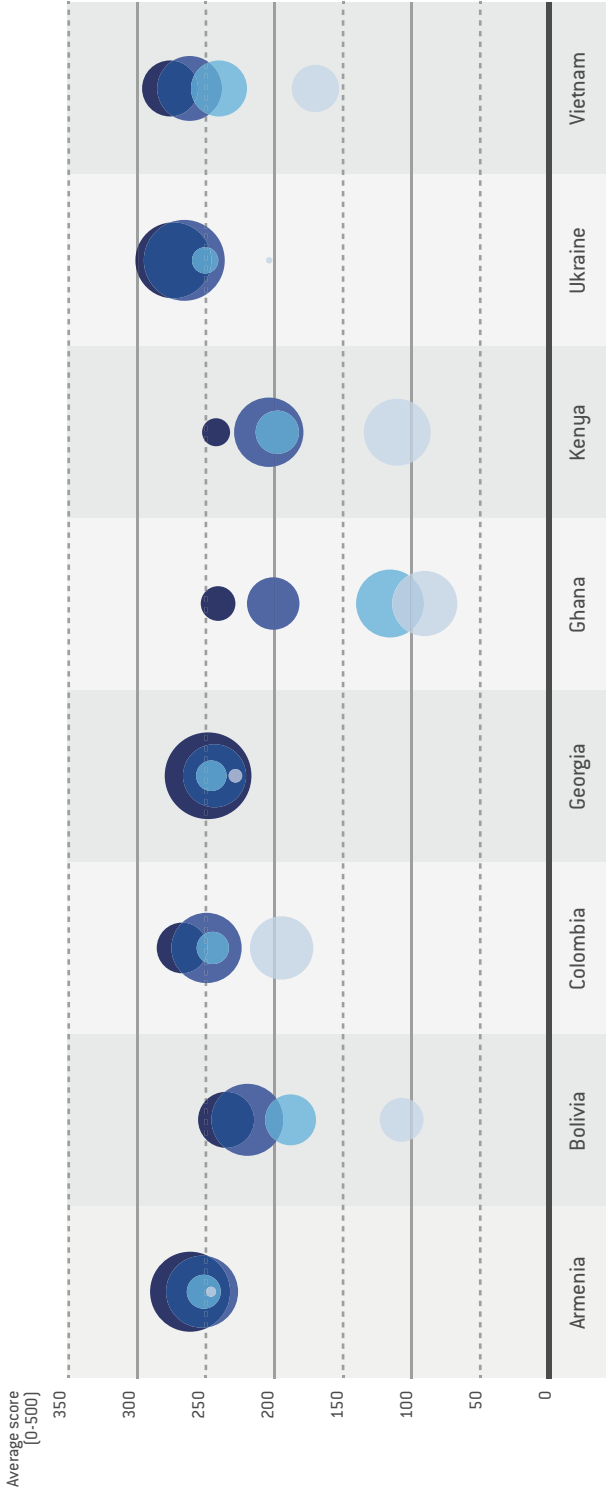
## ALL ADULTS (AGES 15 TO 64)

TERTIARY

UPPER SECONDARY

LOWER SECONDARY

PRIMARY OR LESS



Circle size represents the proportion of individuals at each education level.

## Direct Literacy Assessment

### SECTION 03 • Cognitive Skills

#### YOUTH (AGES 15-24)

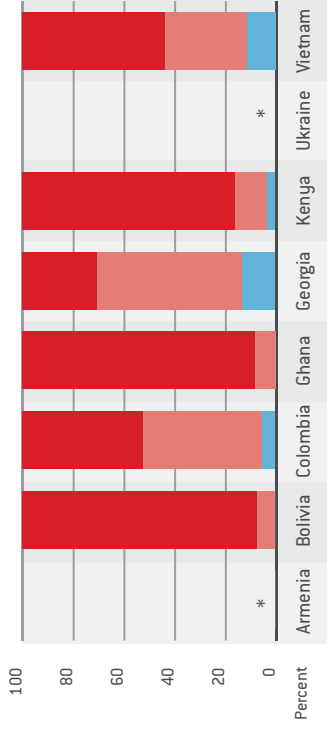
#### LITERACY LEVELS 0-1

#### LITERACY LEVEL 2

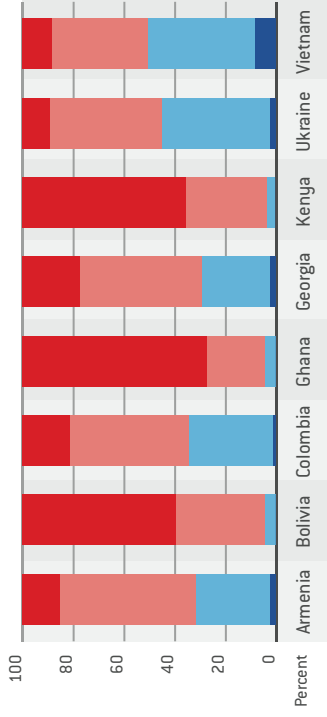
#### LITERACY LEVEL 3

#### LITERACY LEVELS 4-5

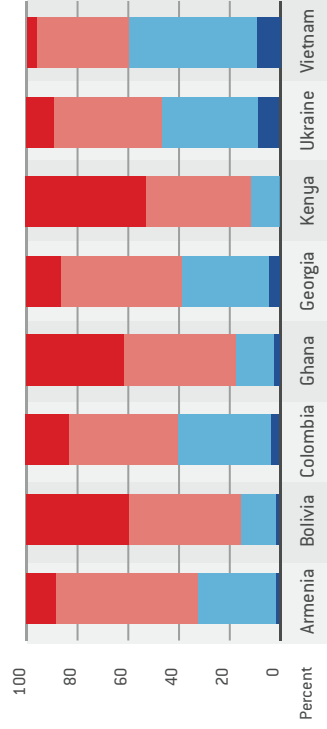
Reading assessment scores at the primary level



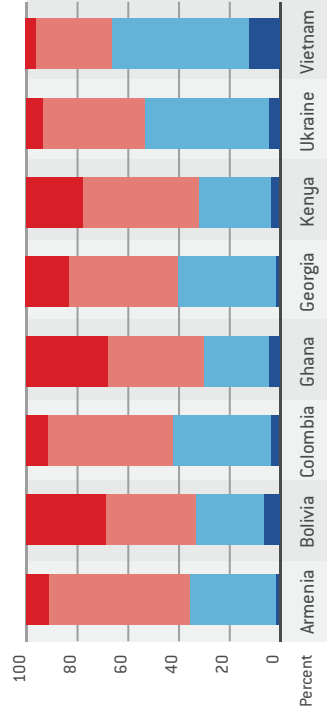
Reading assessment scores at the lower secondary level



Reading assessment scores at the upper secondary level



Reading assessment scores at the tertiary level



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)

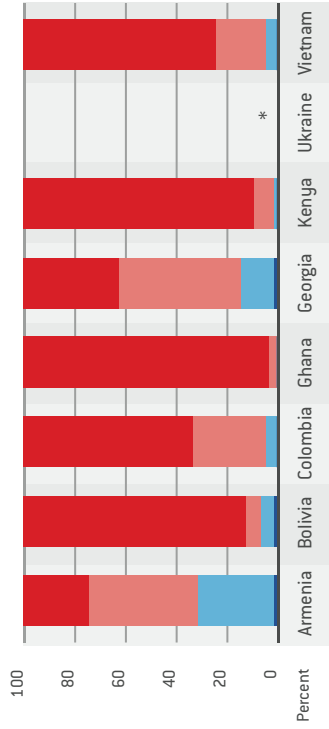
LITERACY LEVELS 0-1

LITERACY LEVEL 2

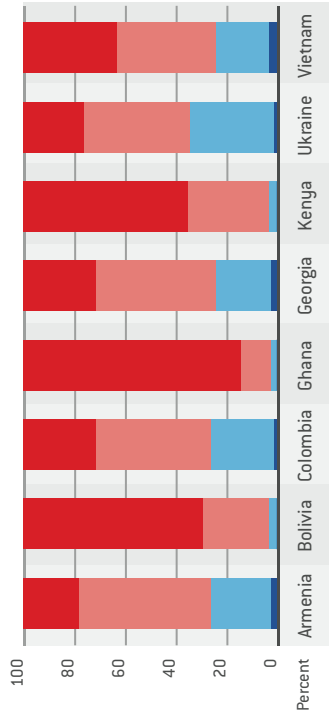
LITERACY LEVEL 3

LITERACY LEVELS 4-5

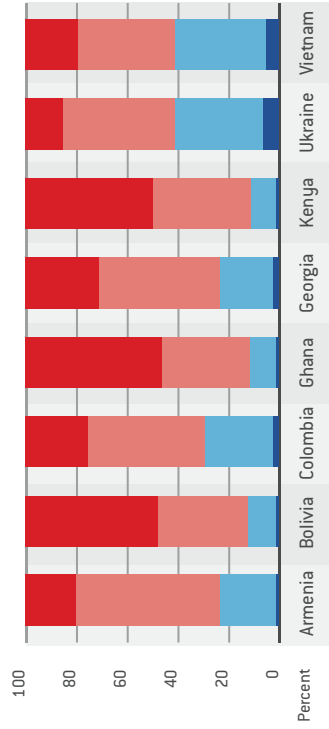
Reading assessment scores at the primary level



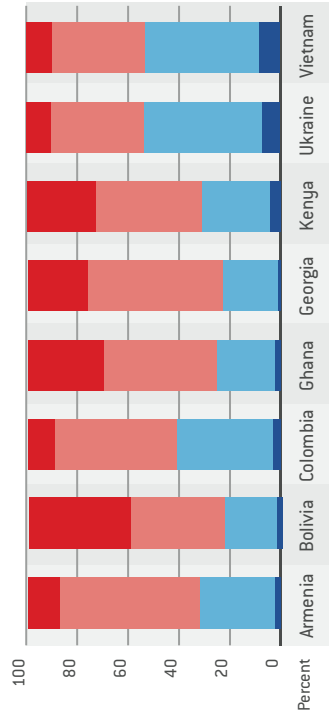
Reading assessment scores at the lower secondary level



Reading assessment scores at the upper secondary level

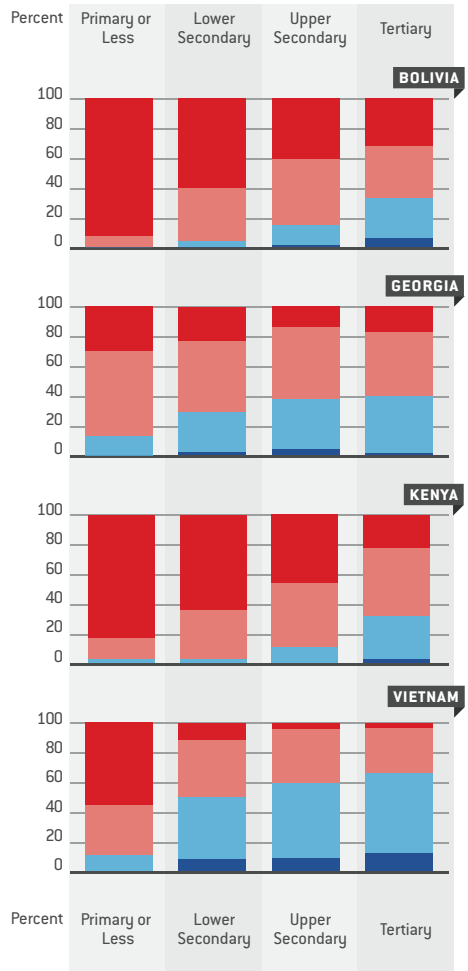
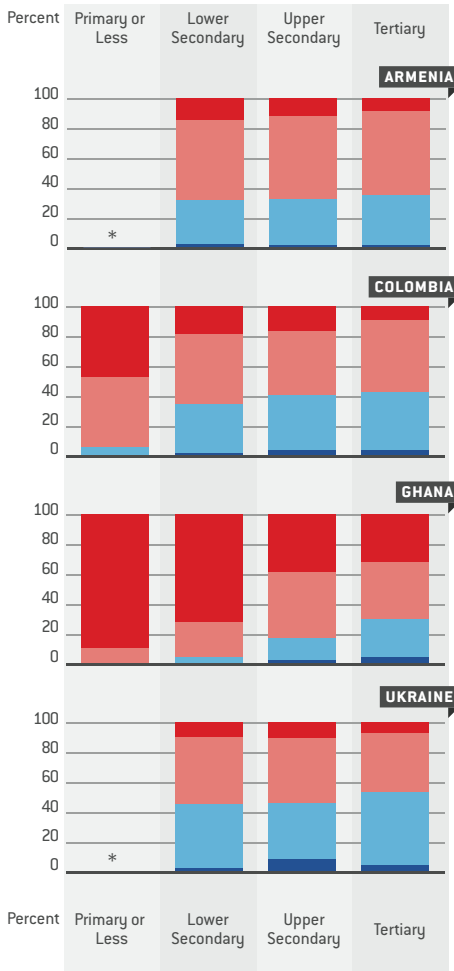


Reading assessment scores at the tertiary level

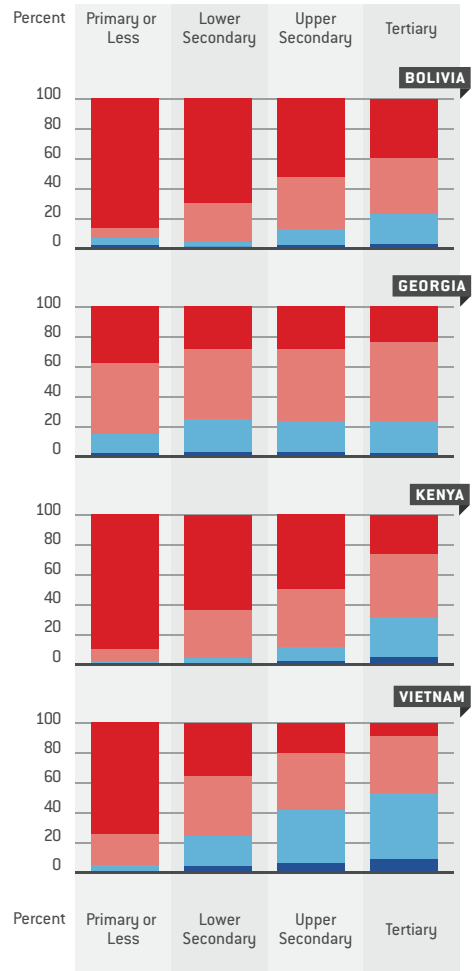
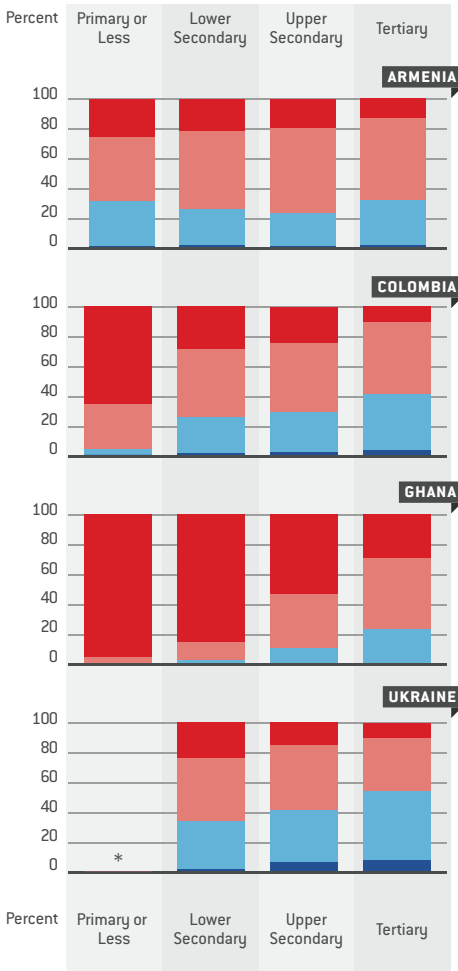


\*Available data do not surpass threshold of minimum number of observations.

**YOUTH (AGES 15-24)** ■ LITERACY LEVELS 0-1 ■ LITERACY LEVEL 2 ■ LITERACY LEVEL 3 ■ LITERACY LEVELS 4-5



## ALL ADULTS (AGES 15 TO 64)



\*Available data do not surpass threshold of minimum number of observations.





# Job Relevant Skills

Job-relevant skills are task-related and build on a combination of cognitive and socio-emotional skills. In Module 5 (“Work Skills”), Part B (“Skills at Work”), the STEP household survey asks respondents about their use of such skills on the job, including, among others, thinking and learning, computer use, supervision, contact with clients, and lifting heavy items.

For each skill, a score ranging from 0 to 3 is computed. When a respondent reports not using a given skill, the score is set at 0. For respondents who do use a given skill, intensity or complexity of use is defined (1 for low, 2 for medium, and 3 for high). The STEP Methodology Note provides more information on the selection of this particular set of skills and on the way they are assessed in the STEP household survey. Below are some examples of skills and associated scales:

### Thinking and learning - Average of two items:

**Item 1.** “Some tasks are pretty easy and can be done right away or after getting a little help from others. Other tasks require more thinking to figure out how they should be done. As part of this work, how often do you have to undertake tasks that require at least 30 minutes of thinking?”

	Intensity of Use	Level
Never	Does not use	0
Less than once per month	Low	1
Less than once a week but at least once month OR at least once a week but not every day	Medium	2
Every day	High	3

**Item 2.** “How often does (did) this work involve learning new things?”

Rarely	Does not use	0
At least every 2-3 months or at least once a month	Low	1
At least once a week	Medium	2
Every day	High	3



## Computer use:

“As part of your work do you use a computer?”

“As part of your life (outside work) have you used a computer in the past 3 months?”

	Intensity of Use	Level
Does not use a computer / almost never uses a computer	Does not use	0
Uses computer less than three times per week	Low	1
Uses computer three times or more per week	Medium	2
Uses computer every day	High	3

Source: World Bank, STEP Skills Measurement Surveys: Innovative Tools for Assessing Skills.

## Contact with people other than coworkers:

“As part of this work, do you have any contact with people other than co-workers, for example customers, clients, students, or the public?” (Scale ranges from 1 to 10, where 1 is little involvement and 10 means much of the work involves meeting or interacting with people other than co-workers)

	Intensity of Use	Level
Does not have any contact with people other than co-workers	Does not use	0
Involvement scale ranges from 1 to 4	Low	1
Involvement scale ranges from 5 to 7	Medium	2
Involvement scale ranges from 8 to 10	High	3

Source: World Bank, STEP Skills Measurement Surveys: Innovative Tools for Assessing Skills.

## Lifting heavy items:

**Item 1.** As part of this work, do you regularly have to lift or pull anything weighing at least 50 pounds [25 kilos]? Yes/No

**Item 2.** Using any number from 1 to 10 where 1 is not at all physically demanding (such as sitting at a desk answering a telephone) and 10 is extremely physically demanding (such as carrying heavy loads, construction worker, etc), what number would you use to rate how physically demanding your work is?

	Intensity of Use	Level
Does not lift heavy items	Does not use	0
Physical demand ranges from 1 to 4	Low	1
Physical demand ranges from 5 to 7	Medium	2
Physical demand ranges from 8 to 10	High	3

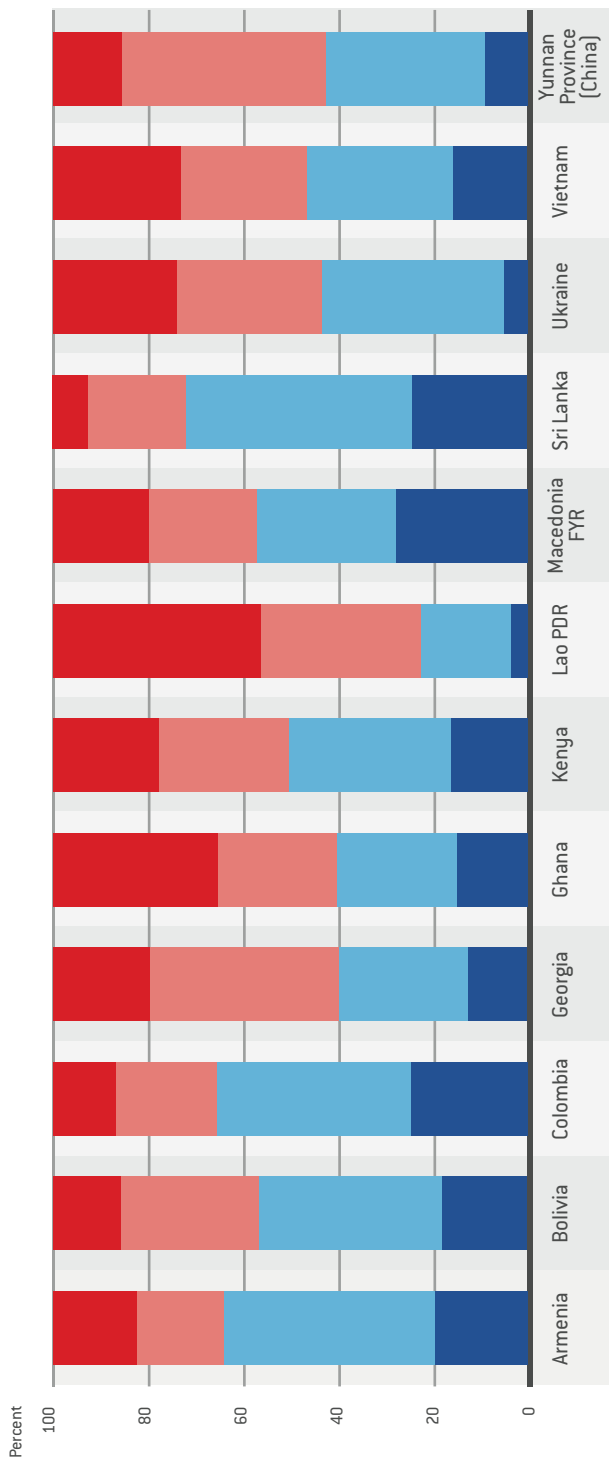
Source: World Bank, STEP Skills Measurement Surveys: Innovative Tools for Assessing Skills.

## Self-reported Frequency of Thinking and Learning New Things

### SECTION 04 • Job Relevant Skills

#### YOUTH (AGES 15-24)

■ HIGH ■ MEDIUM ■ LOW ■ SKILL NOT USED



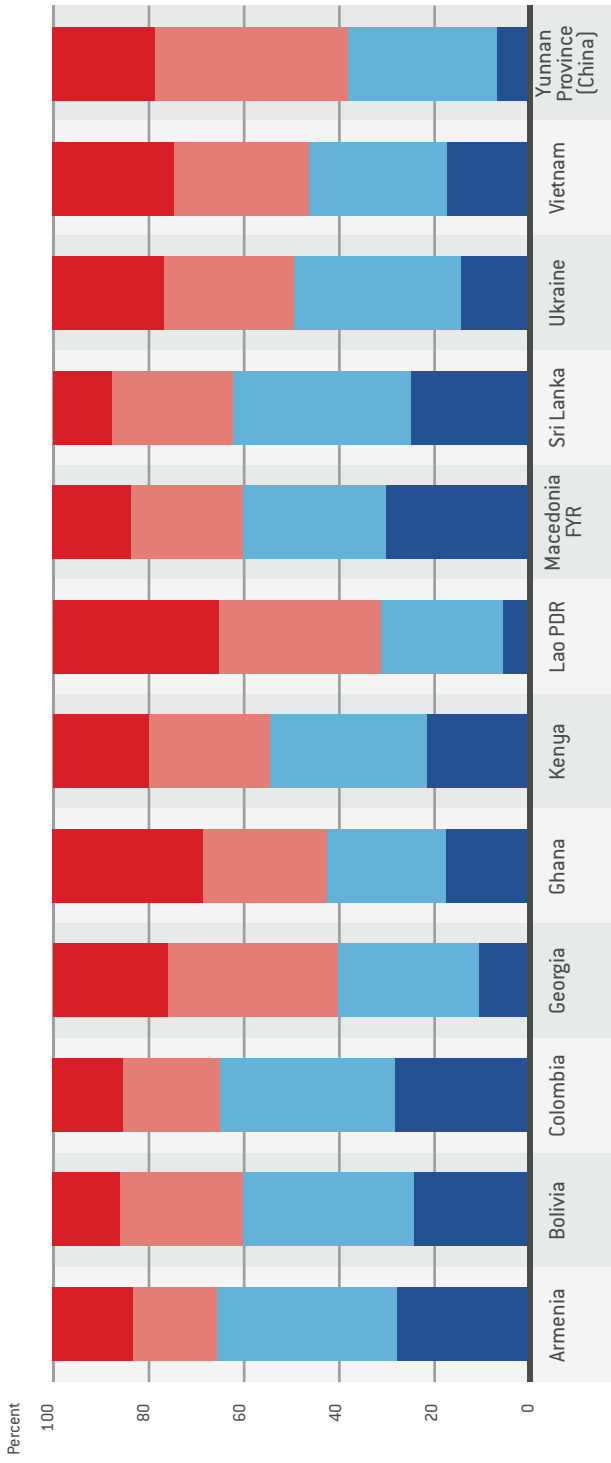
**ALL ADULTS (AGES 15 TO 64)**

**SKILL NOT USED**

**LOW**

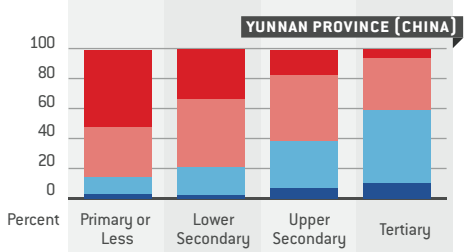
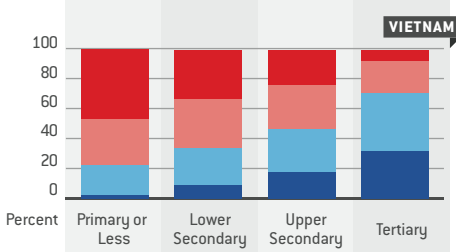
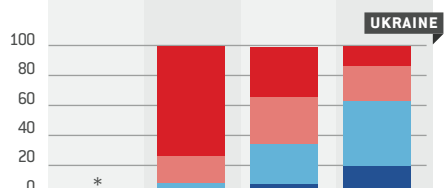
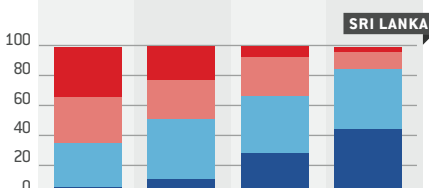
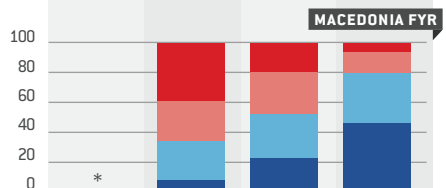
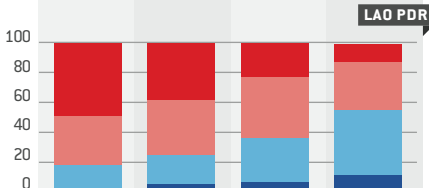
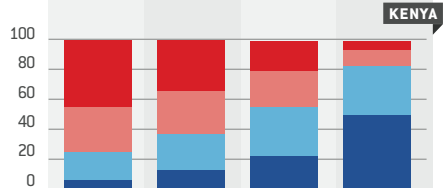
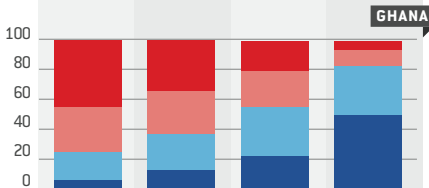
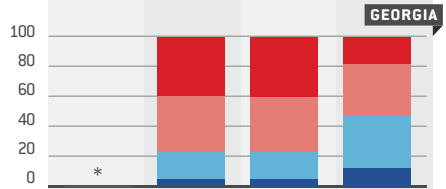
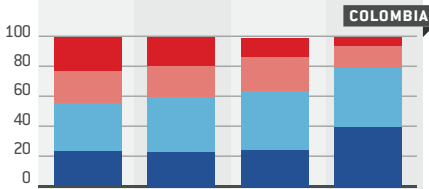
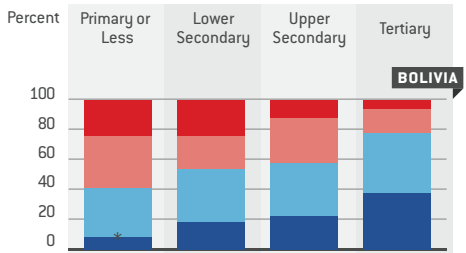
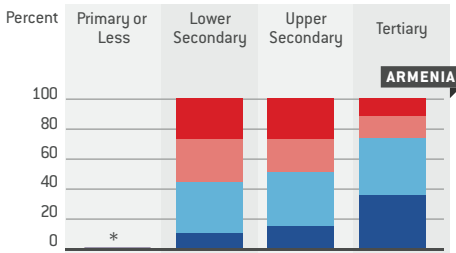
**MEDIUM**

**HIGH**





## ALL ADULTS (AGES 15 TO 64)

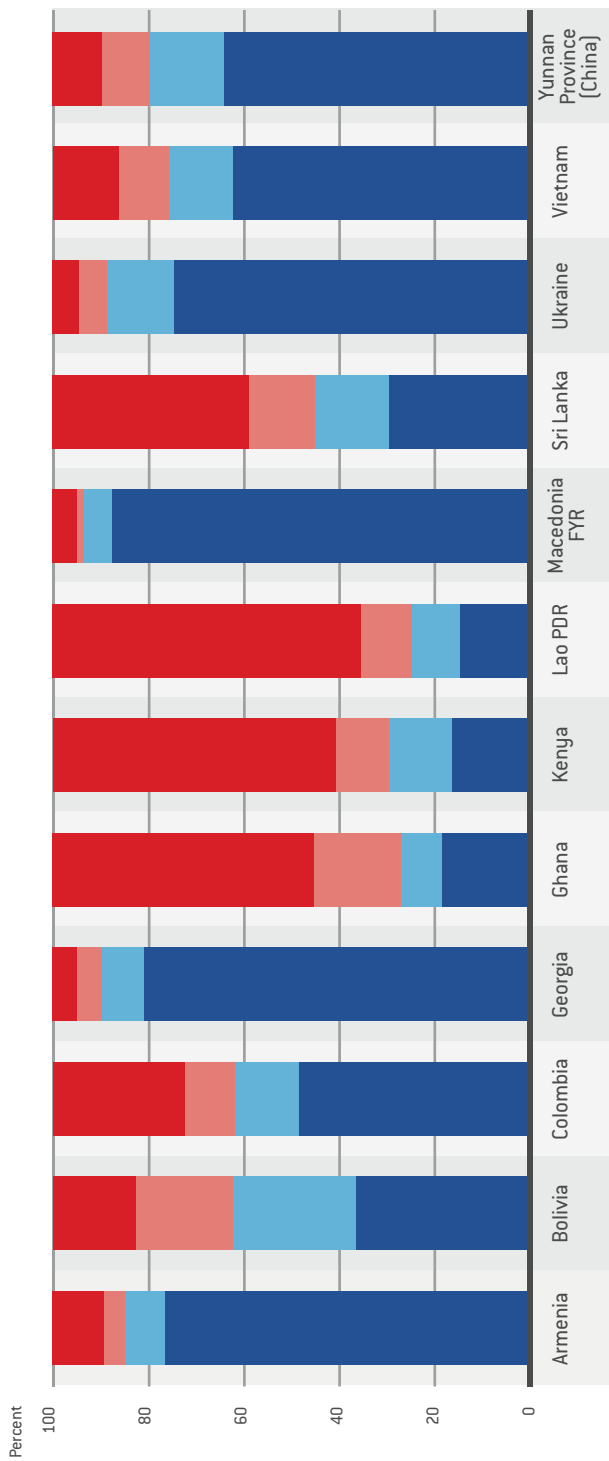


\*Available data do not surpass threshold of minimum number of observations.

## Self-reported Frequency of Overall Computer Use

### SECTION 04 • Job Relevant Skills

**YOUTH (AGES 15-24)** ■ HIGH ■ MEDIUM ■ LOW ■ SKILL NOT USED



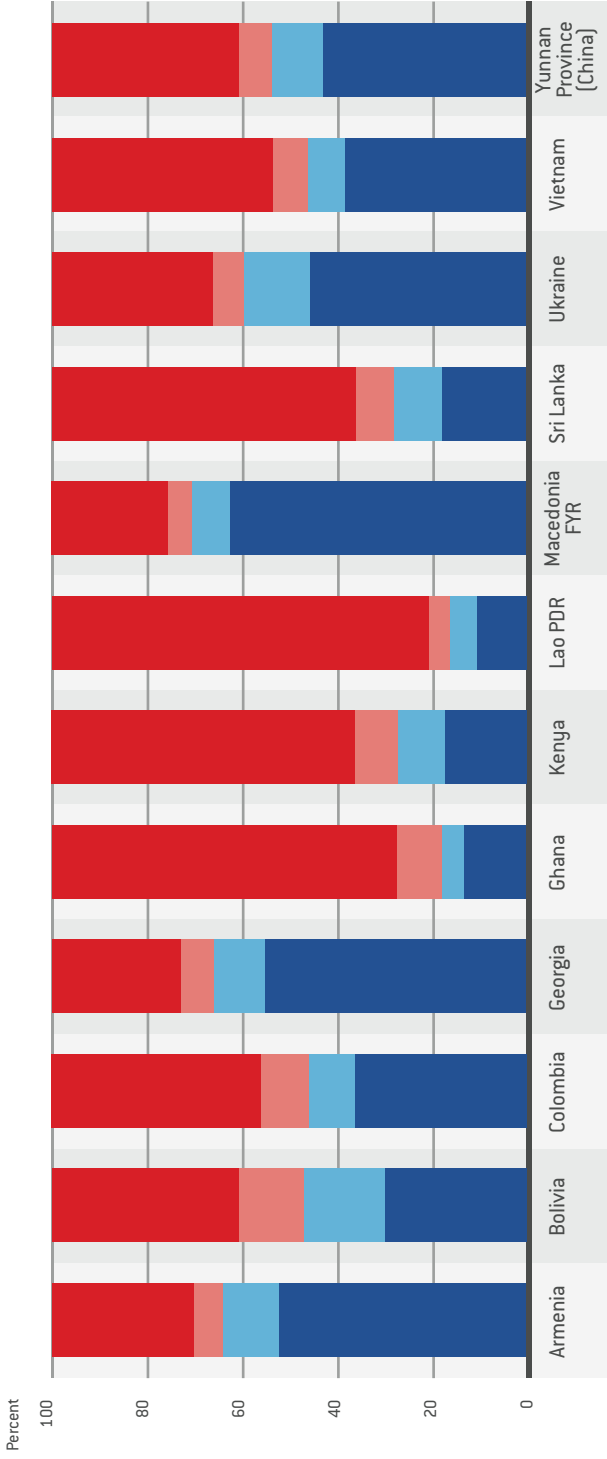
## ALL ADULTS (AGES 15 TO 64)

SKILL NOT USED

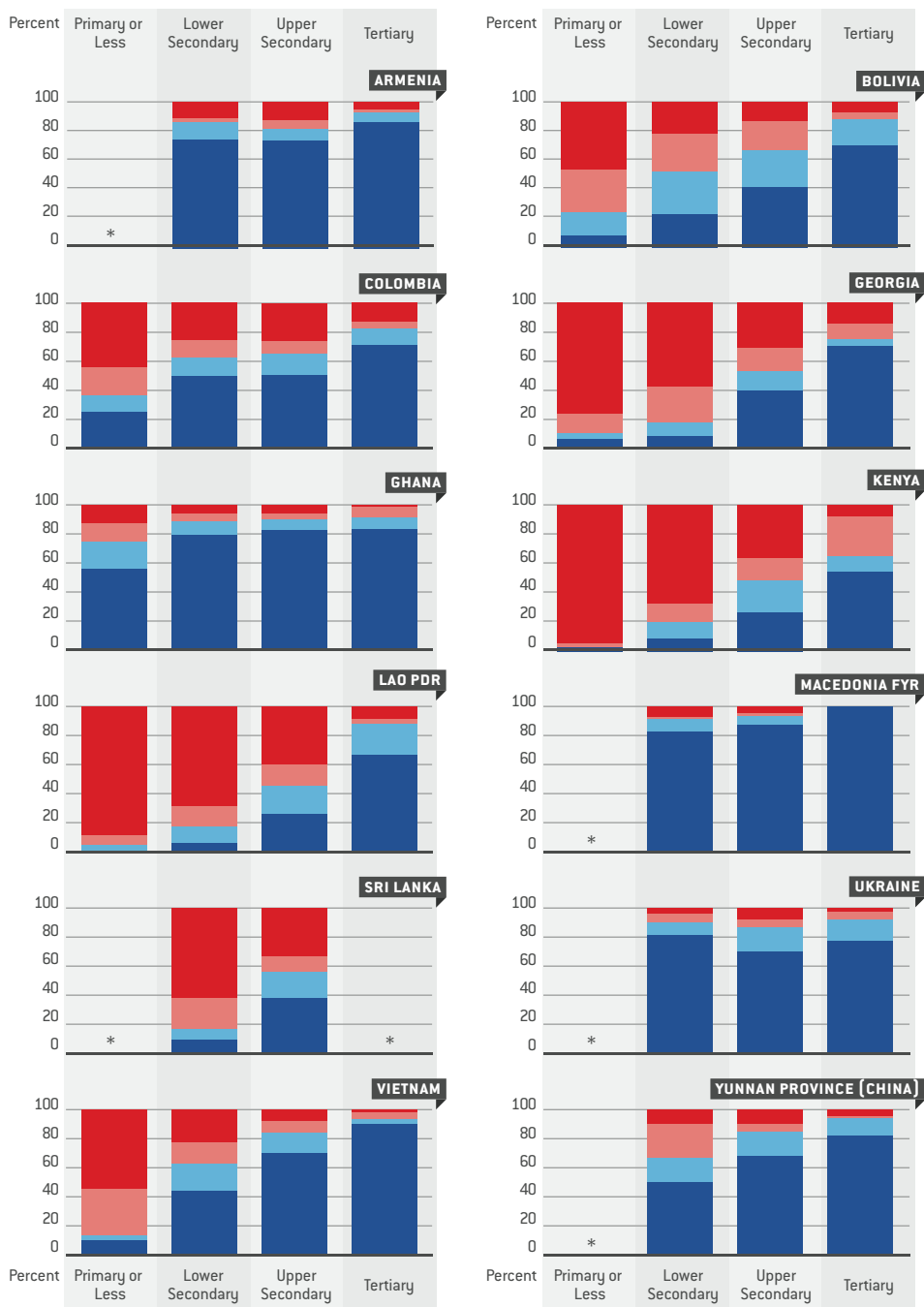
LOW

MEDIUM

HIGH

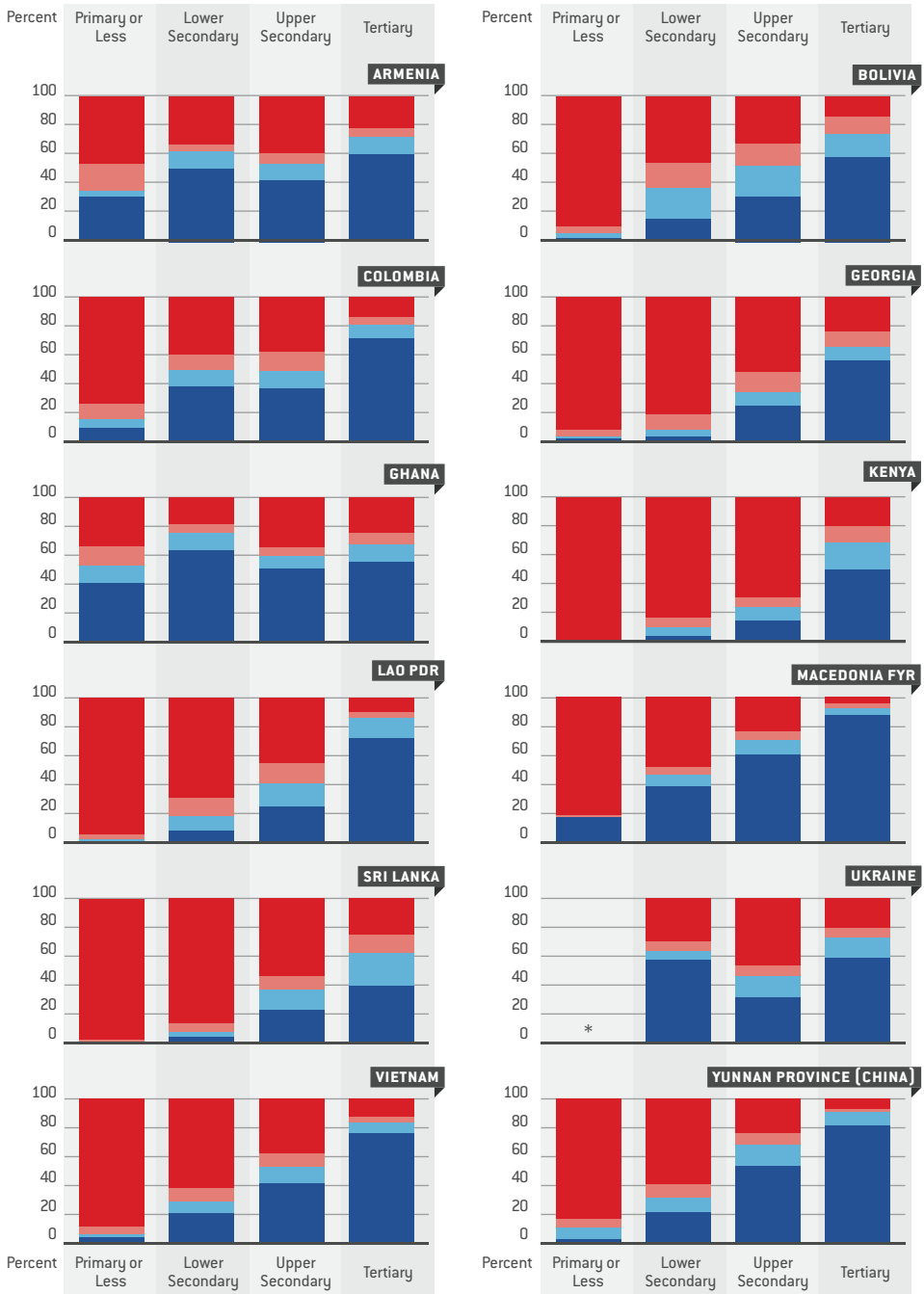


# Self-reported Frequency of Overall Computer Use

**YOUTH (AGES 15-24)**
**HIGH**
**MEDIUM**
**LOW**
**SKILL NOT USED**




## ALL ADULTS (AGES 15 TO 64)

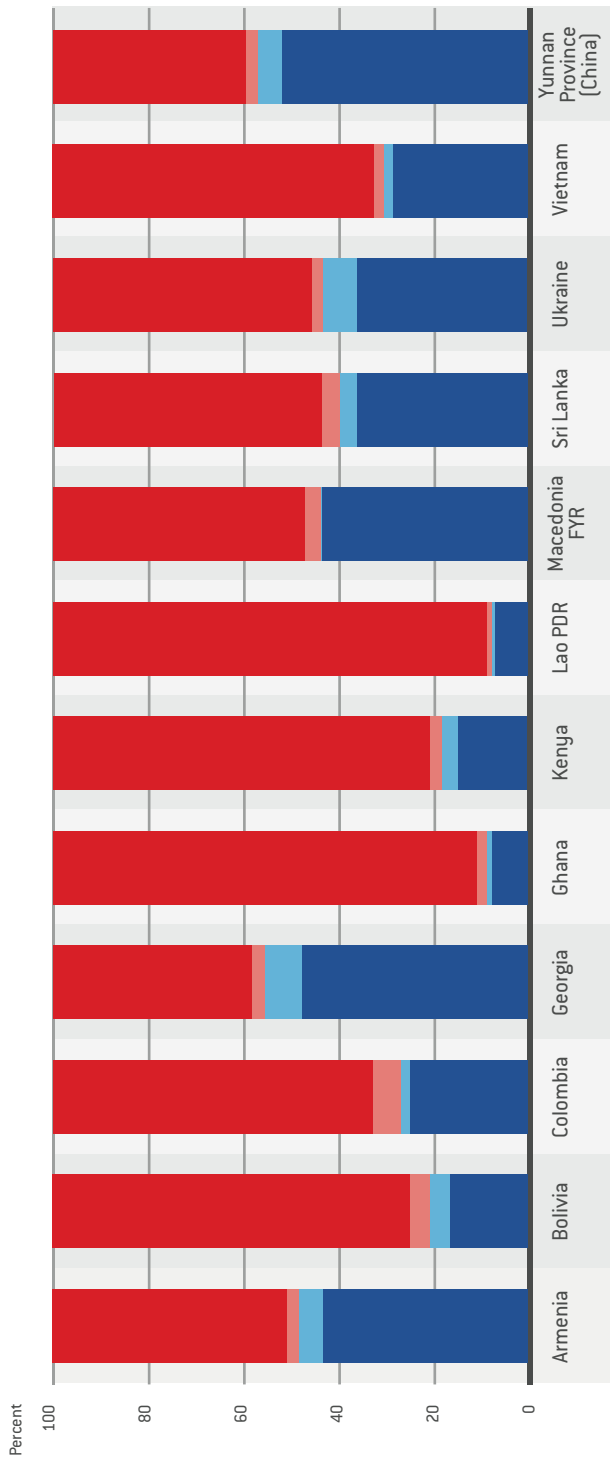


## Self-reported Frequency of Computer Use at Work

### SECTION 04 • Job Relevant Skills

**YOUTH (AGES 15-24)**

■ HIGH ■ MEDIUM ■ LOW ■ SKILL NOT USED



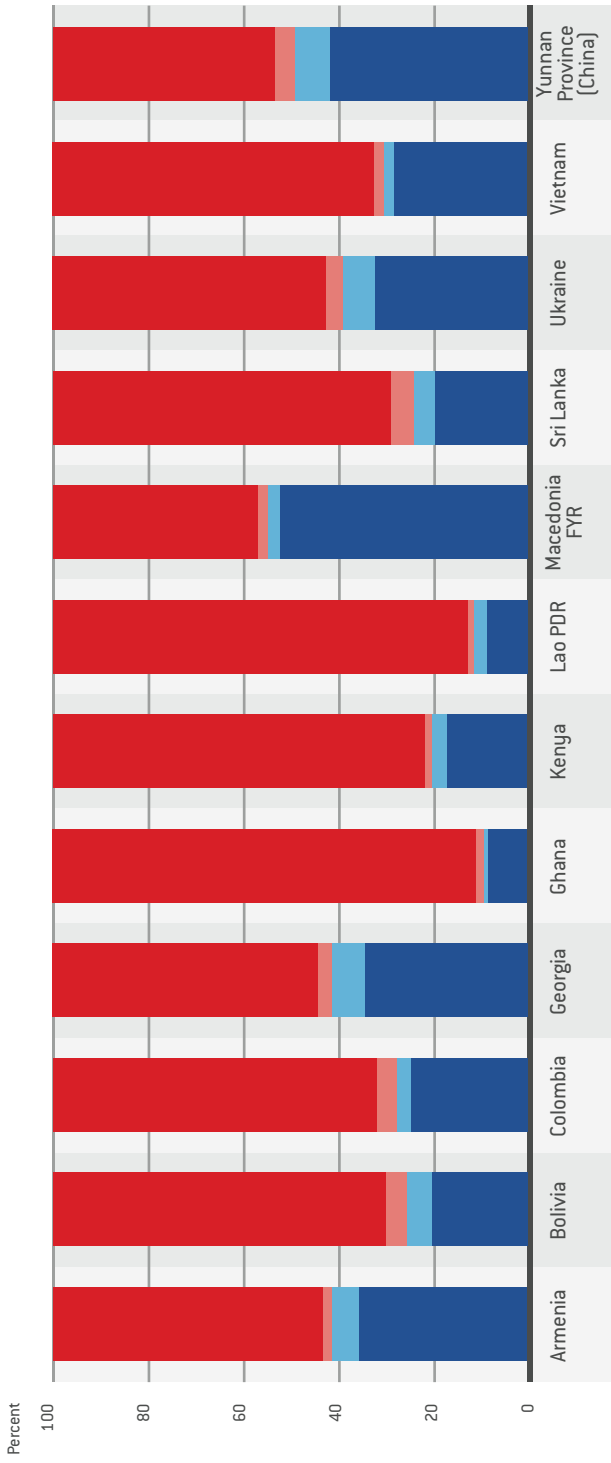
### ALL ADULTS (AGES 15 TO 64)

SKILL NOT USED

LOW

MEDIUM

HIGH

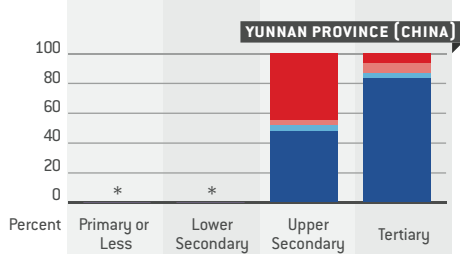
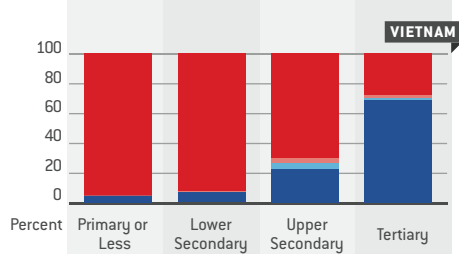
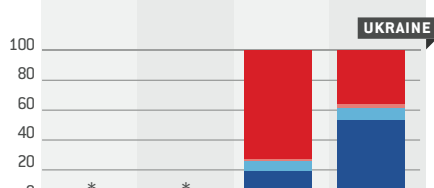
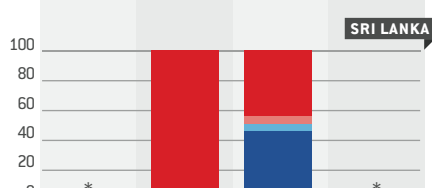
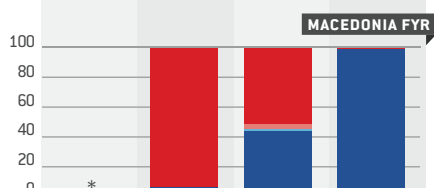
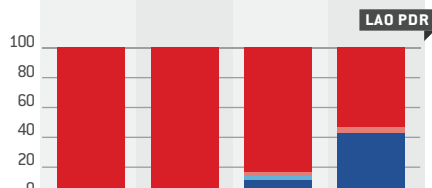
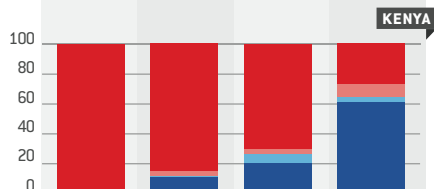
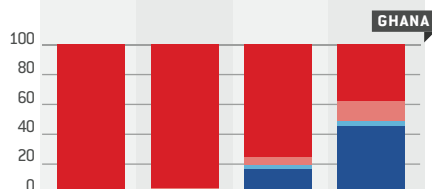
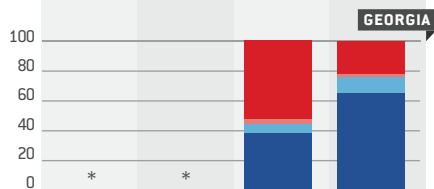
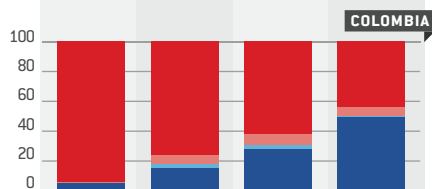


# Self-reported Frequency of Computer Use at Work

**YOUTH (AGES 15-24)**
■ HIGH

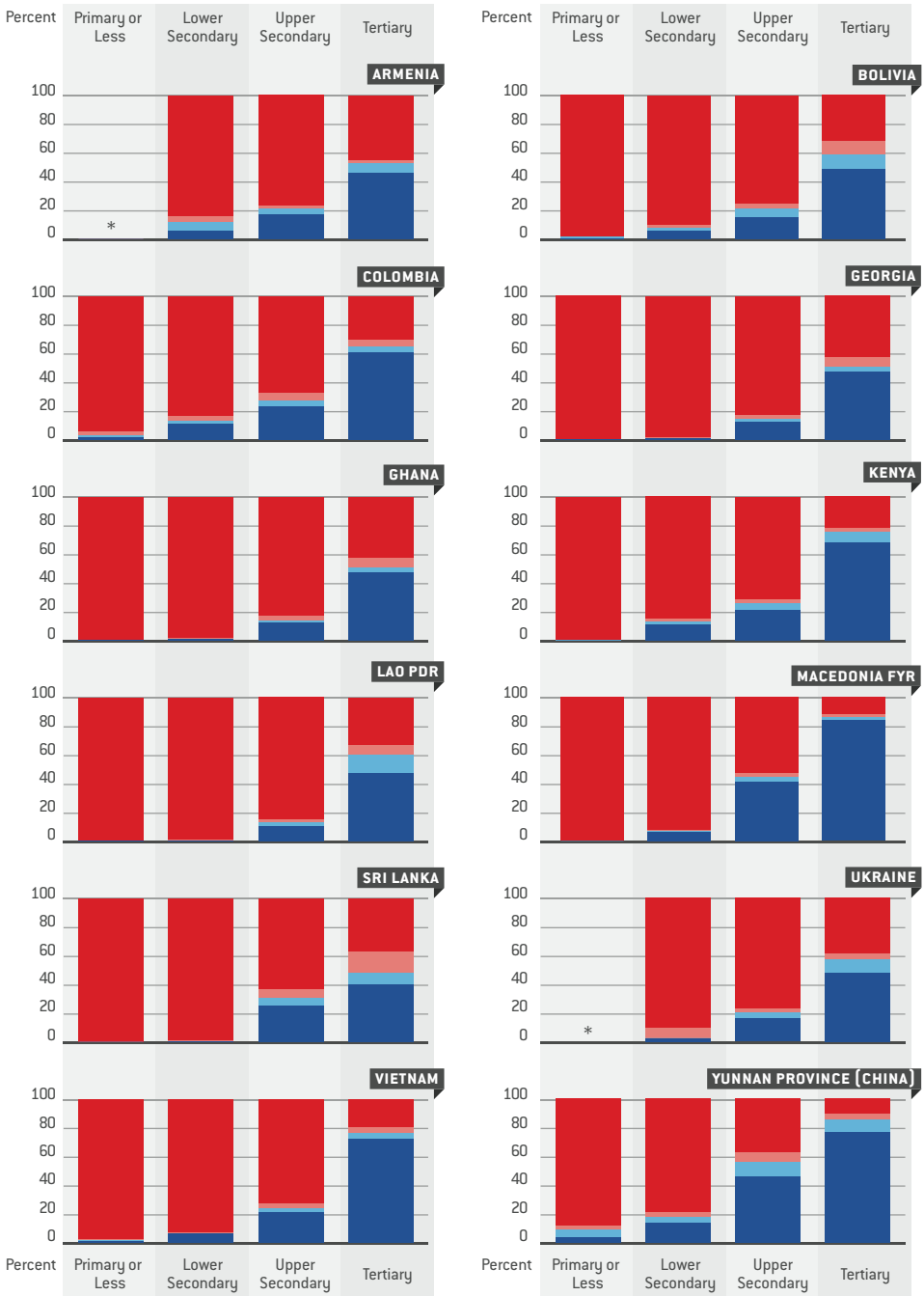
■ MEDIUM

■ LOW

■ SKILL NOT USED


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



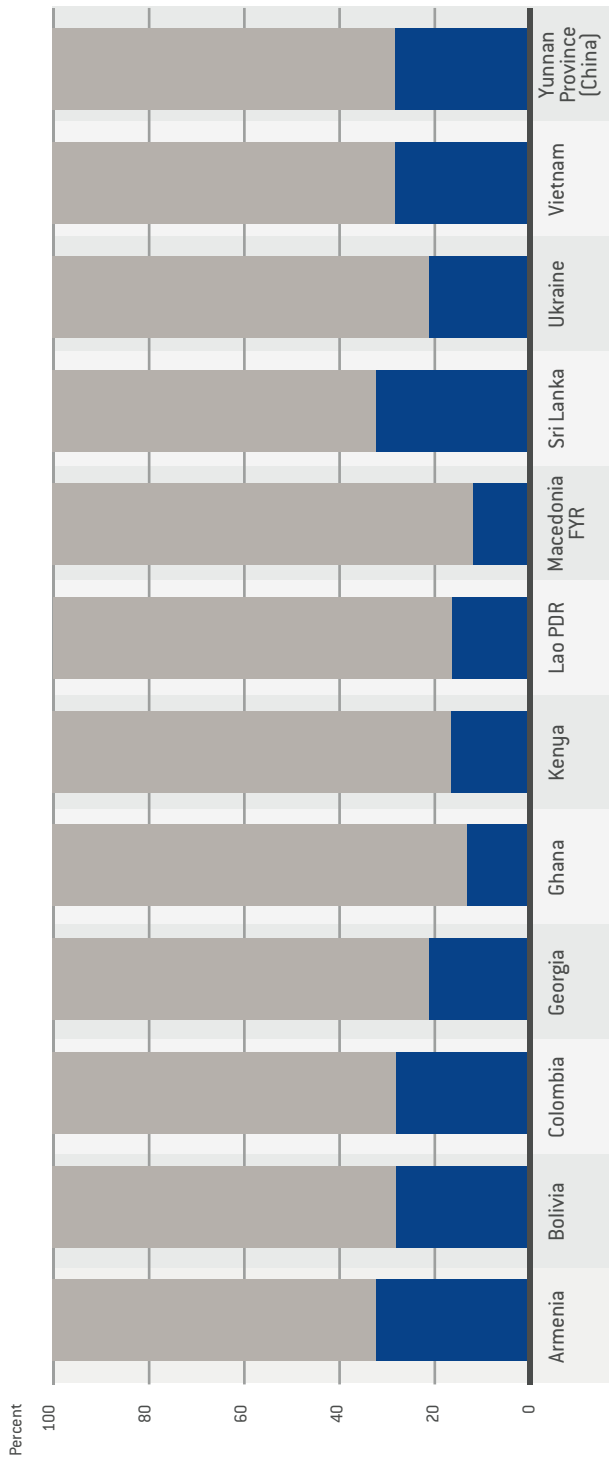
\*Available data do not surpass threshold of minimum number of observations.

## Self-reported Supervision of Others at Work

### SECTION 04 • Job Relevant Skills

**YOUTH (AGES 15-24)**

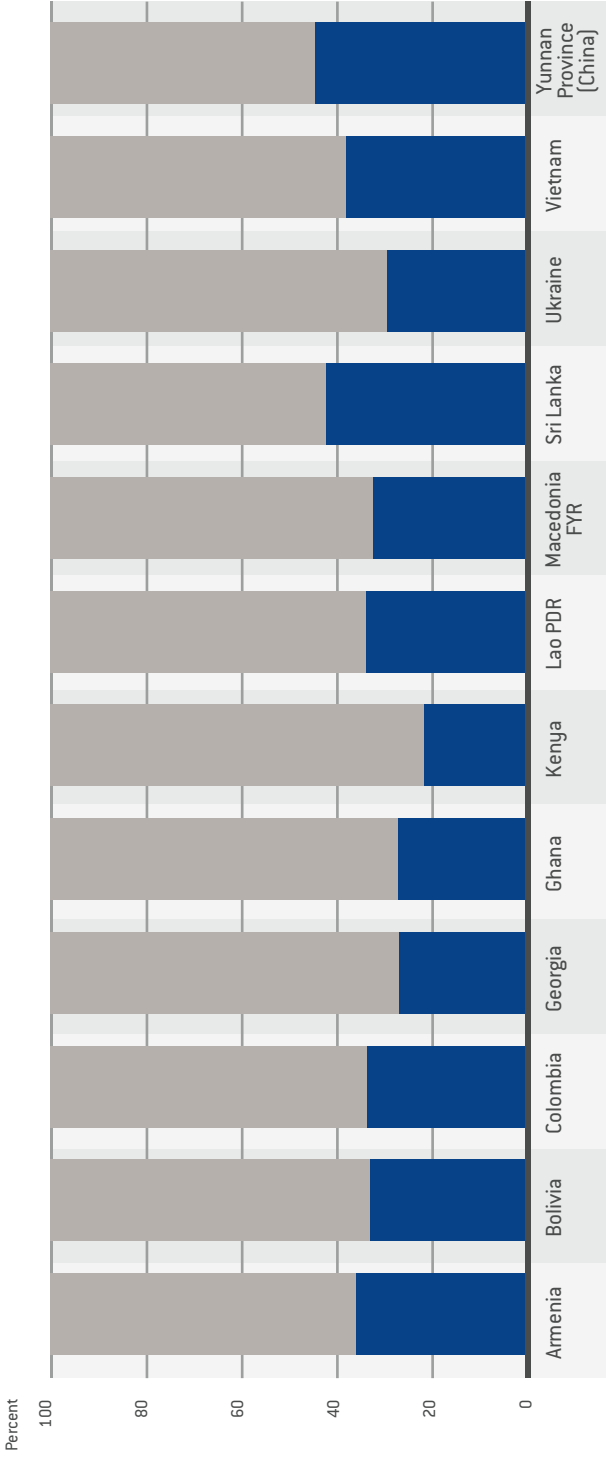
■ YES ■ NO



## ALL ADULTS (AGES 15 TO 64)

■ NO

■ YES

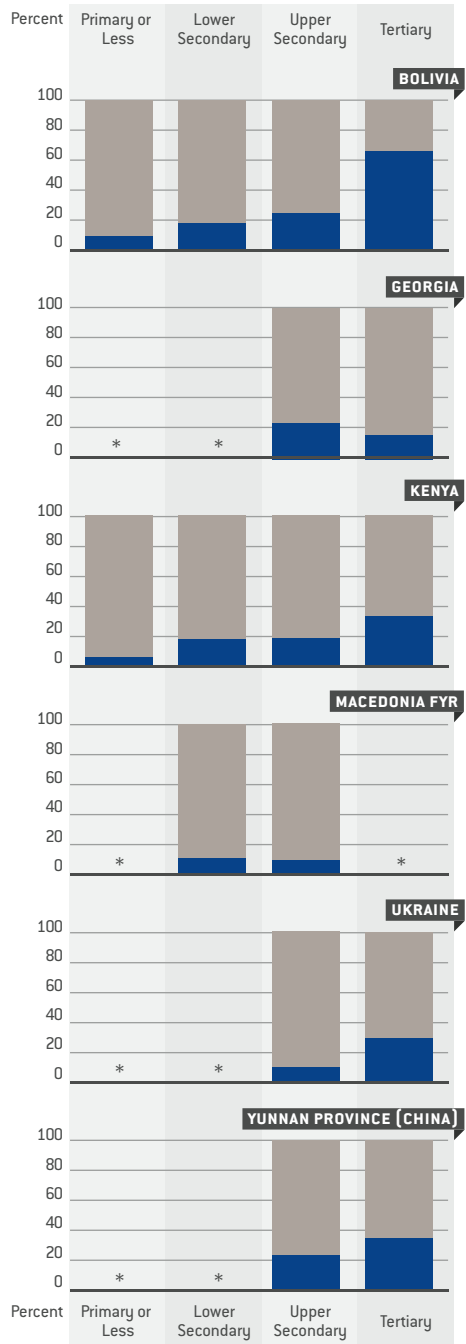
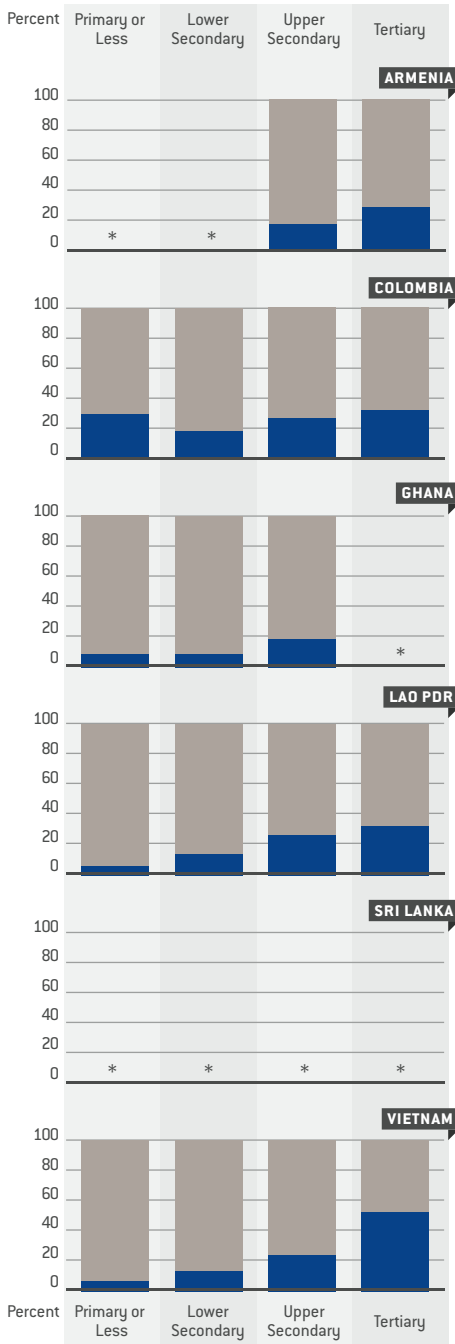


## Self-reported Supervision of Others at Work

YOUTH (AGES 15-24)

■ YES

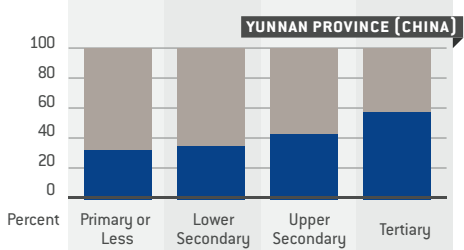
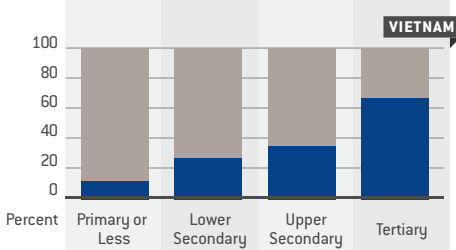
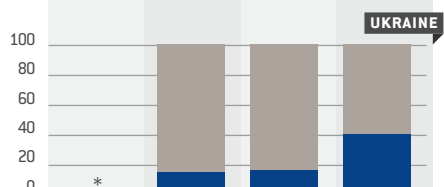
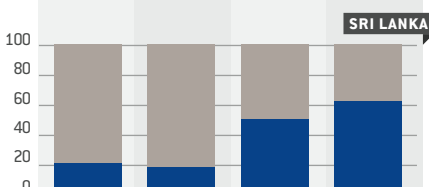
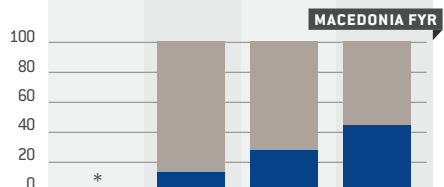
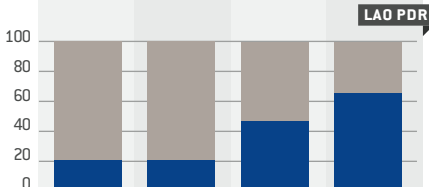
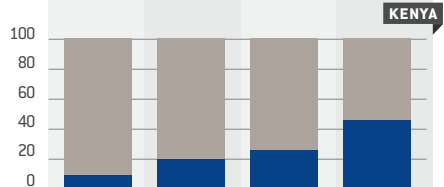
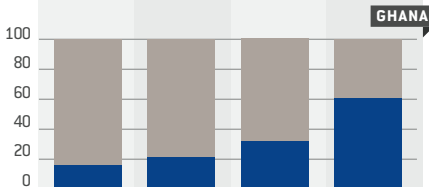
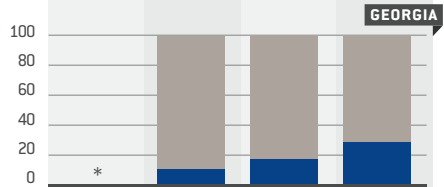
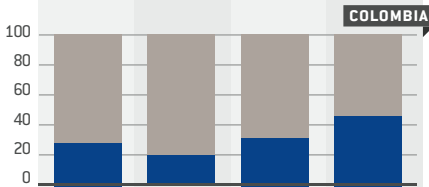
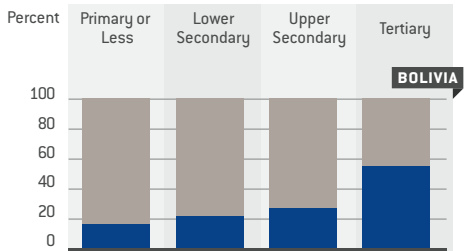
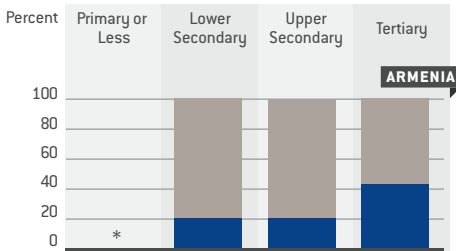
■ NO



\*Available data do not surpass threshold of minimum number of observations.



## ALL ADULTS (AGES 15 TO 64)



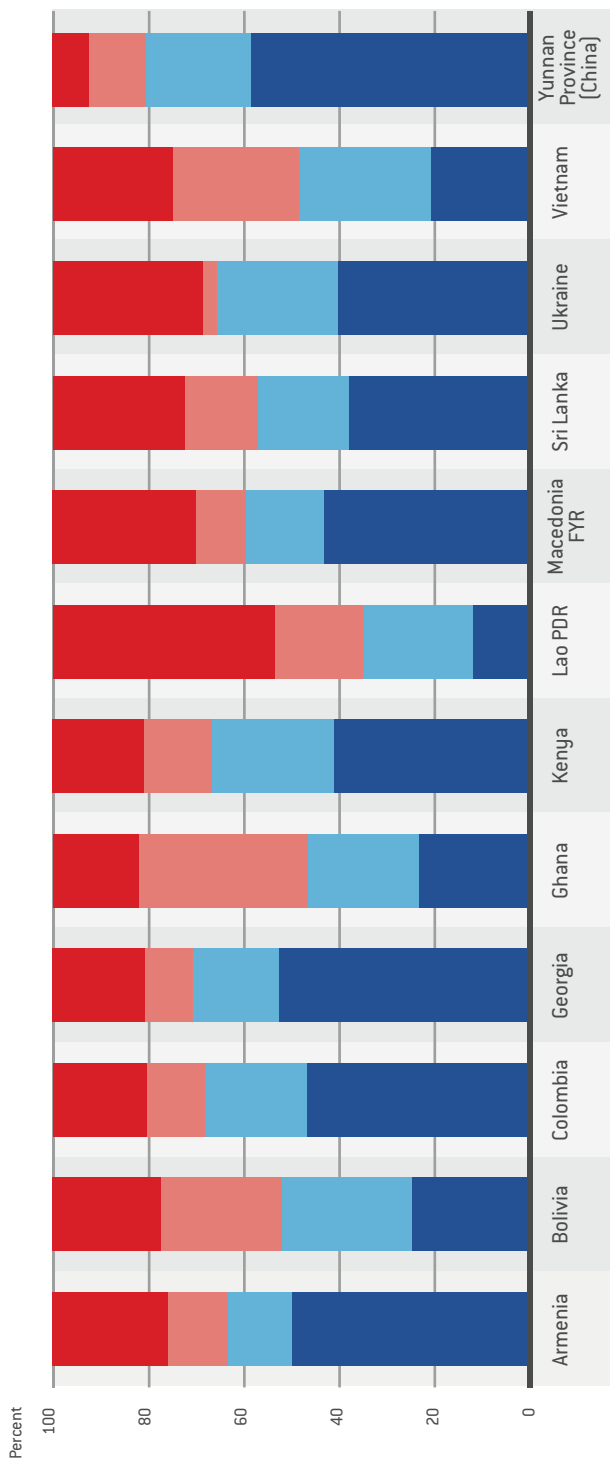
\*Available data do not surpass threshold of minimum number of observations.

## Self-reported Contact With People Other Than Coworkers

### SECTION 04 • Job Relevant Skills

**YOUTH (AGES 15-24)**

■ HIGH  
■ MEDIUM  
■ LOW  
■ SKILL NOT USED



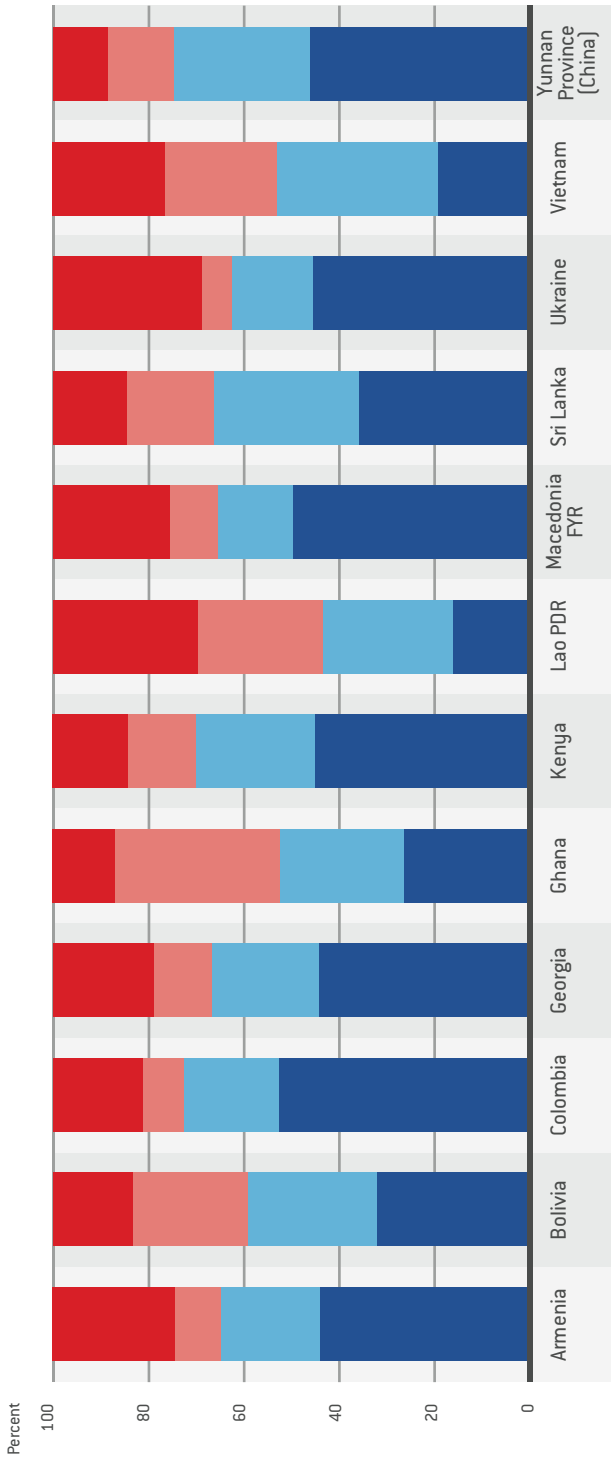
### ALL ADULTS (AGES 15 TO 64)

SKILL NOT USED

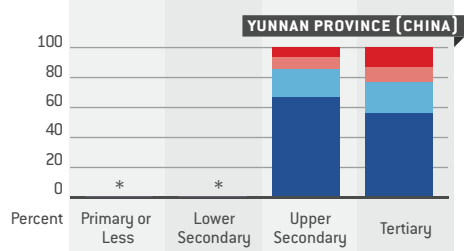
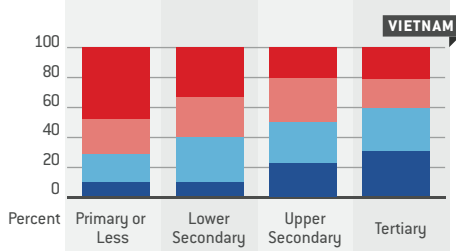
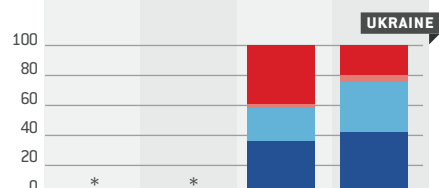
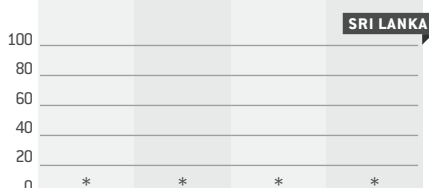
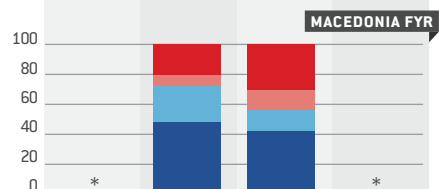
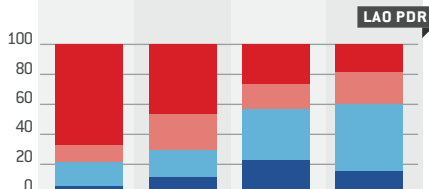
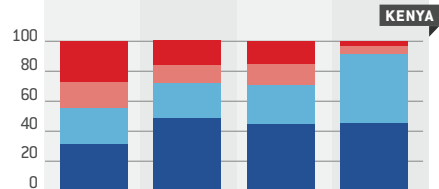
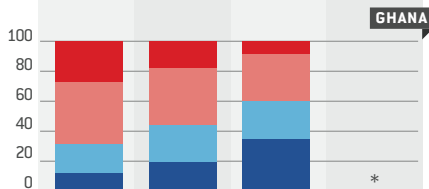
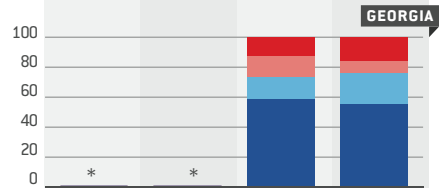
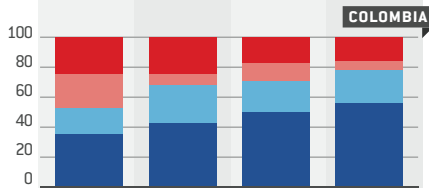
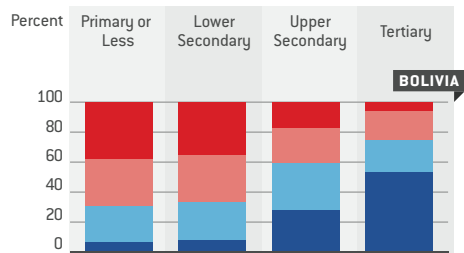
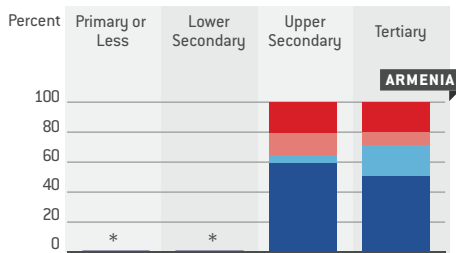
LOW

MEDIUM

HIGH

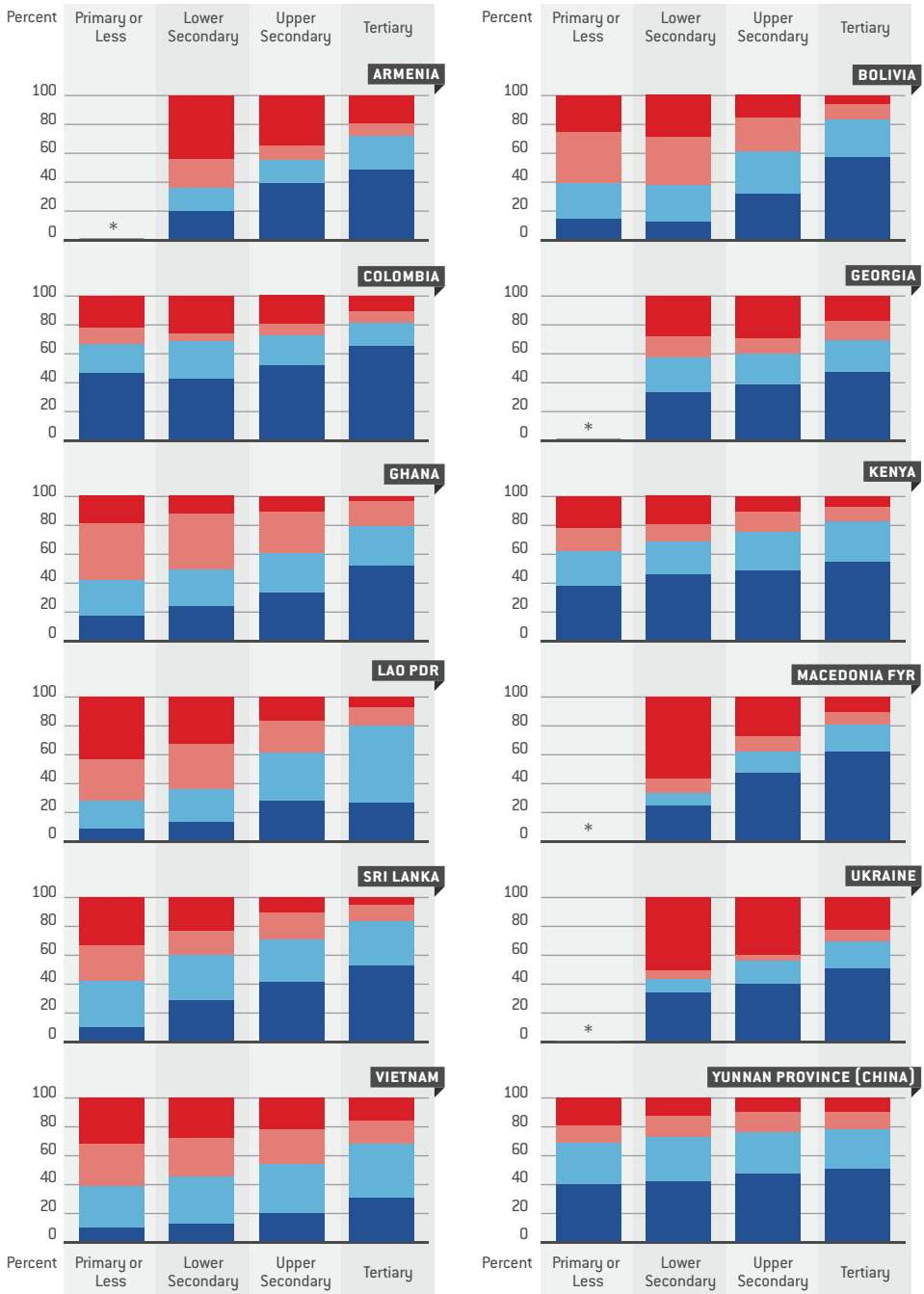


# Self-reported Contact with People Other Than Coworkers

**YOUTH (AGES 15-24)**
**HIGH**
**MEDIUM**
**LOW**
**SKILL NOT USED**


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



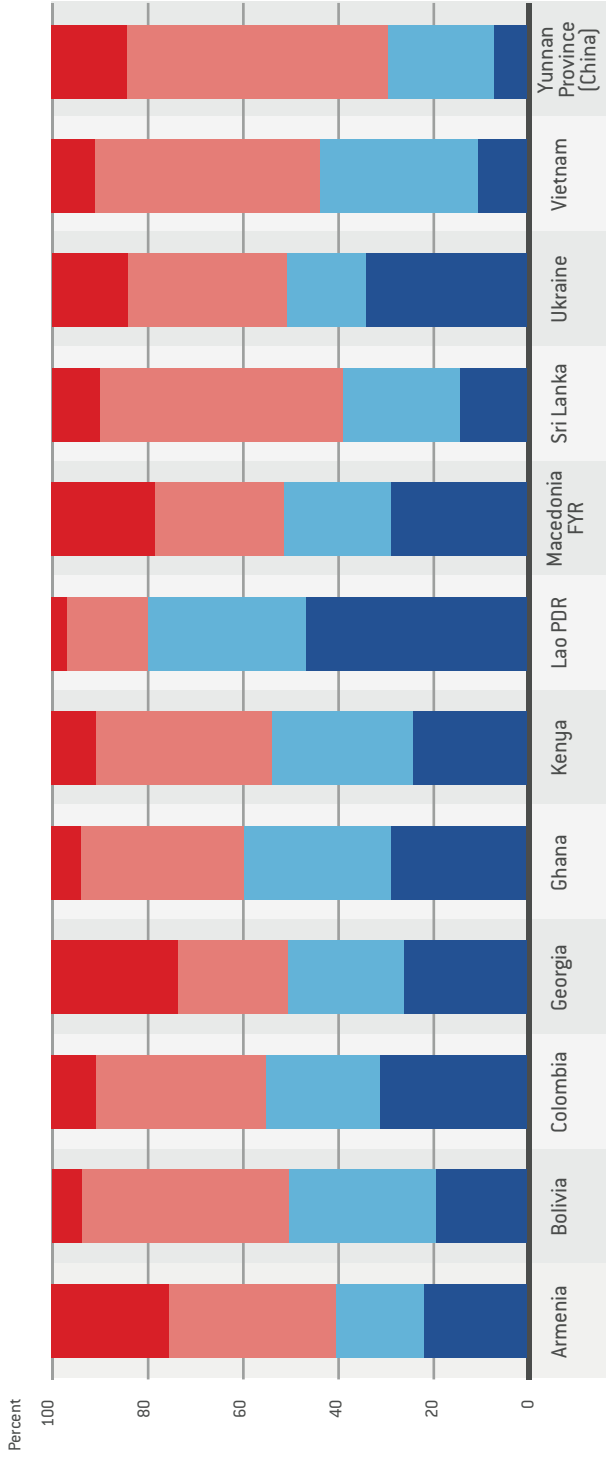
\*Available data do not surpass threshold of minimum number of observations.

## Self-reported Lifting of Heavy Items at Work

### SECTION 04 • Job Relevant Skills

**YOUTH (AGES 15-24)**

■ HIGH ■ MEDIUM ■ LOW ■ SKILL NOT USED



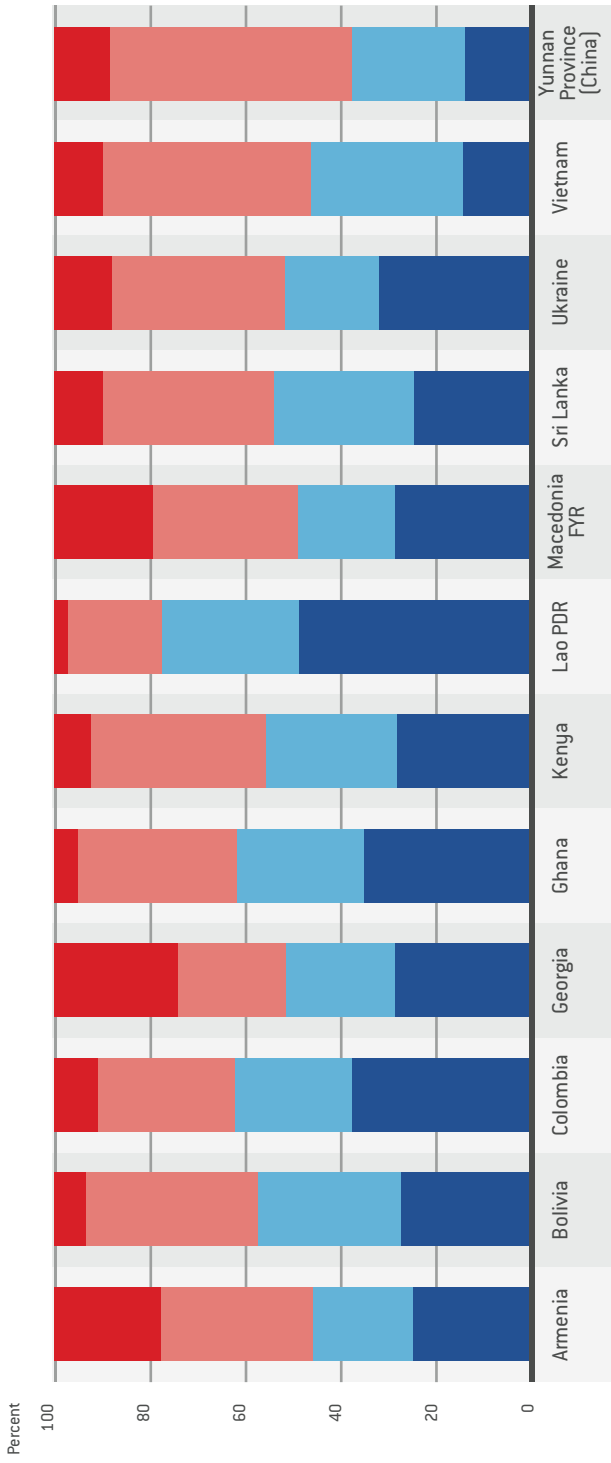
### ALL ADULTS (AGES 15 TO 64)

SKILL NOT USED

LOW

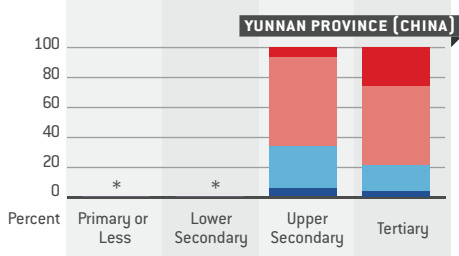
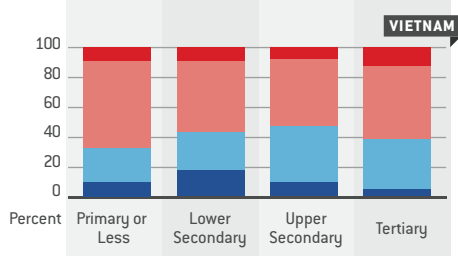
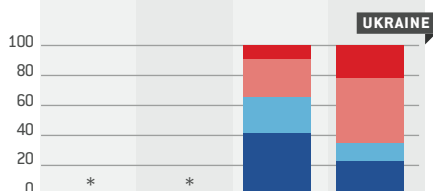
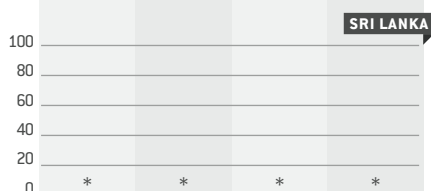
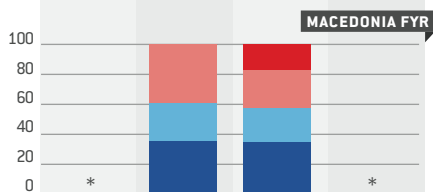
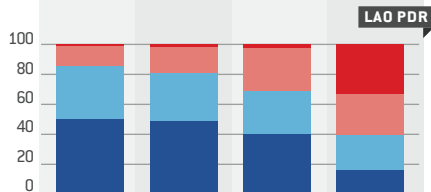
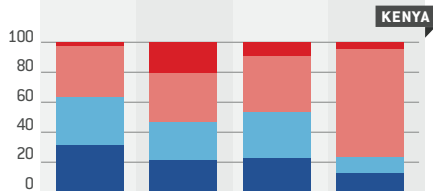
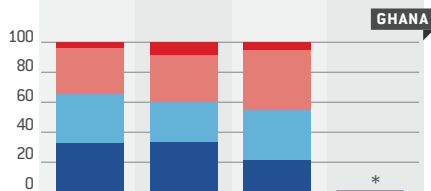
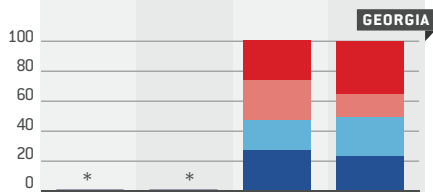
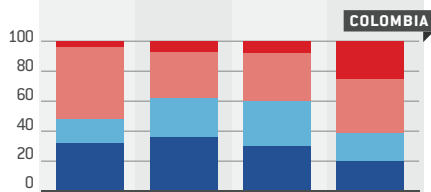
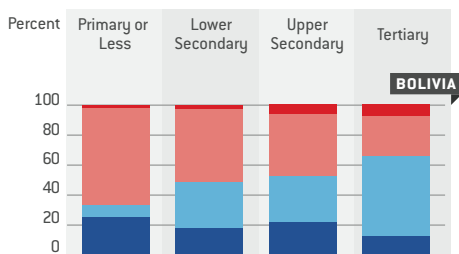
MEDIUM

HIGH



104 Self-reported Lifting of Heavy Items at Work

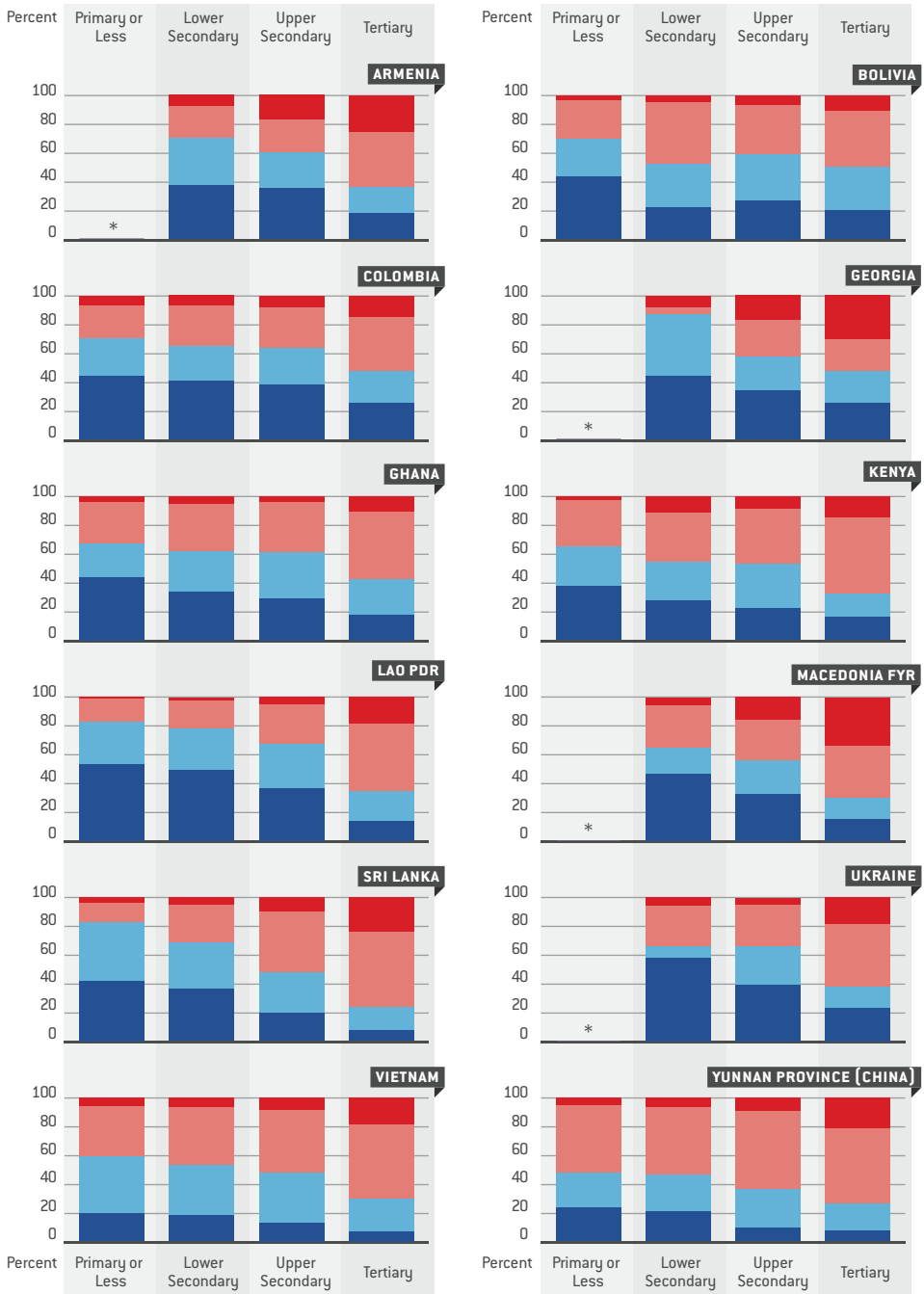
YOUTH (AGES 15-24) ■ HIGH ■ MEDIUM ■ LOW ■ SKILL NOT USED



\*Available data do not surpass threshold of minimum number of observations.



## ALL ADULTS (AGES 15 TO 64)



\*Available data do not surpass threshold of minimum number of observations.





# Socio-Emotional Skills

One of the unique and valuable features of the STEP household survey is its inclusion of a series of questions to measure socio-emotional skills. This is done in Module 6 (“Personality, Behavior and Preferences”). These skills, also referred to as soft or non-cognitive skills, relate to traits covering multiple domains—social, emotional, personality, behavioral, and attitudinal among them. The survey builds on the “Big Five” personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism (or its opposite, emotional stability). Measures of grit, which has been shown to have an impact in life outcomes, and of hostile attribution bias are also included, as well as questions pertaining to how individuals make important decisions. Information on socio-emotional skills is gathered through the 24 questions shown in the table below:

The responses to these questions are scored. For positively scored items, a score of 4 signifies “almost always,” 3 signifies “most of the time,” 2 signifies “some of the time,” and 1 signifies “almost never.” For negatively scored items (mainly in “Emotional Stability” and “Hostility Bias”) the scoring is the inverse: a score of 4 is assigned for “almost never” and a score of 1 for “almost always”. The scores assigned to each question are averages to reach a single score for each of the eight factors. Figures in this section show the average score of all respondents in each country for each factor, as well as average scores by educational attainment.

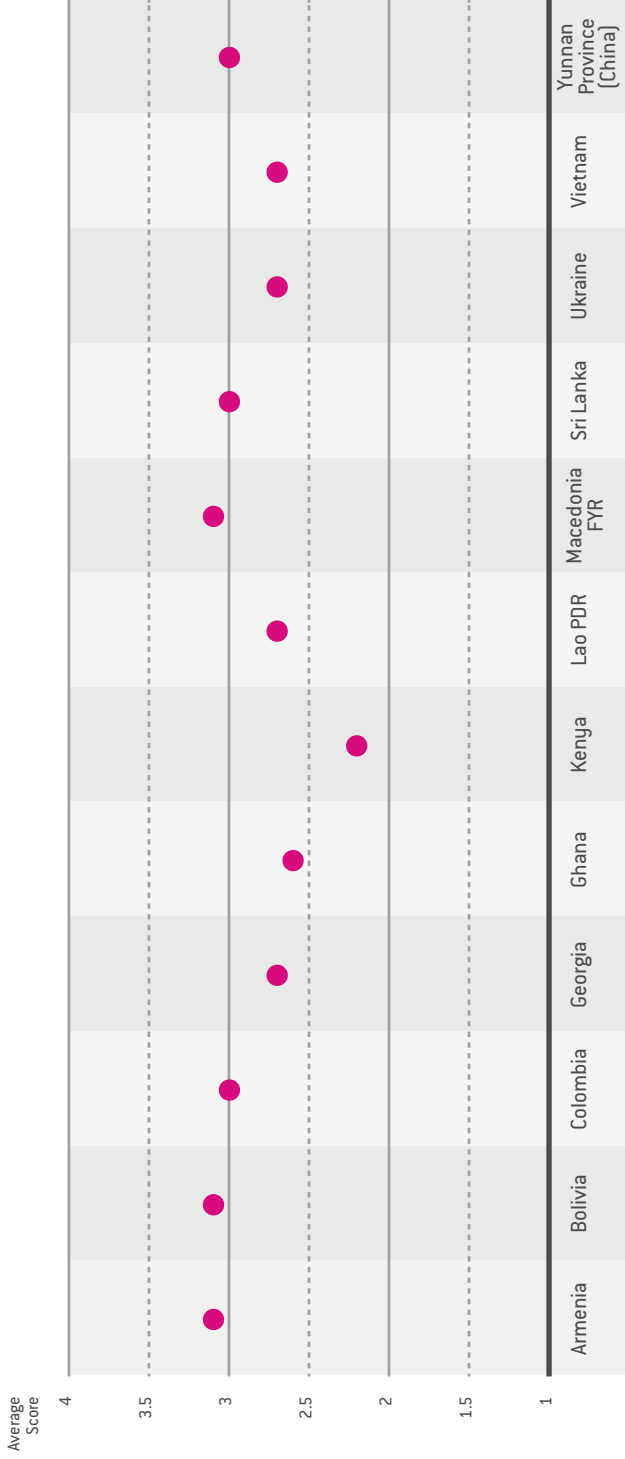
Socio-emotional skill	Items
Openness	Do you come up with ideas other people haven't thought of before? Are you very interested in learning new things? Do you enjoy beautiful things, like nature, art and music?
Conscientiousness	When doing a task, are you very careful? Do you prefer relaxation more than hard work? Do you work very well and quickly?
Extraversion	Are you talkative? Do you like to keep your opinions to yourself? Do you prefer to keep quiet when you have an opinion? Are you outgoing and sociable, for example, do you make friends very easily?
Agreeableness	Do you forgive other people easily? Are you very polite to other people? Are you generous to other people with your time or money?
Emotional Stability (Neuroticism)	Are you relaxed during stressful situations? Do you tend to worry? Do you get nervous easily?
Grit	Do you finish whatever you begin? Do you work very hard? For example, do you keep working when others stop to take a break? Do you enjoy working on things that take a very long time (at least several months) to complete?
Hostile Bias	Do people take advantage of you? Are people mean/not nice to you?
Decision-making	Do you think about how the things you do will affect you in the future? Do you think carefully before you make an important decision? Do you ask for help when you don't understand something?

Source: World Bank, STEP Skills Measurement Surveys: Innovative Tools for Assessing Skills.

## Extraversion

### SECTION 05 • Socio-Emotional Skills

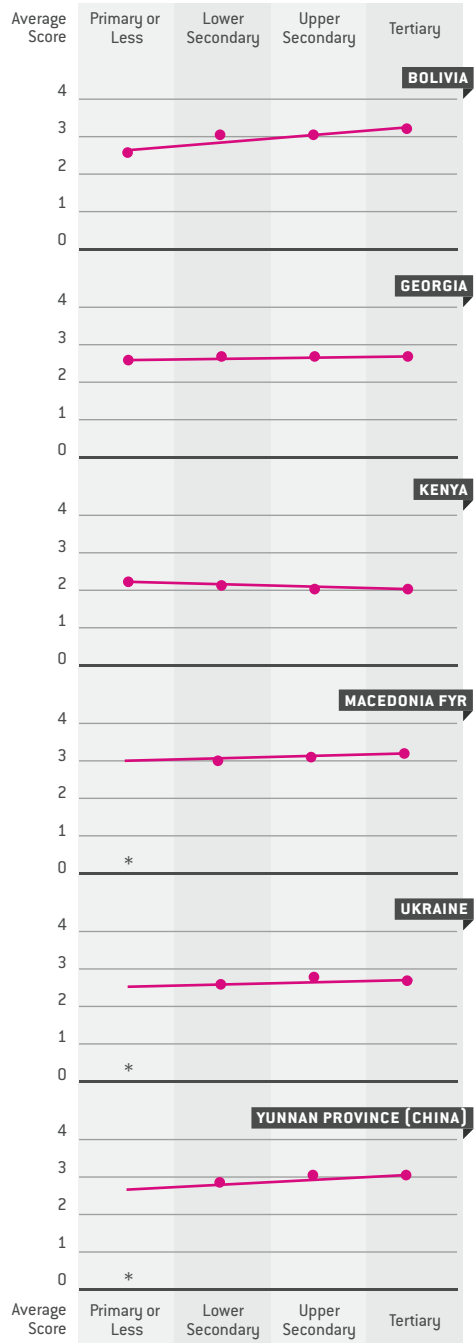
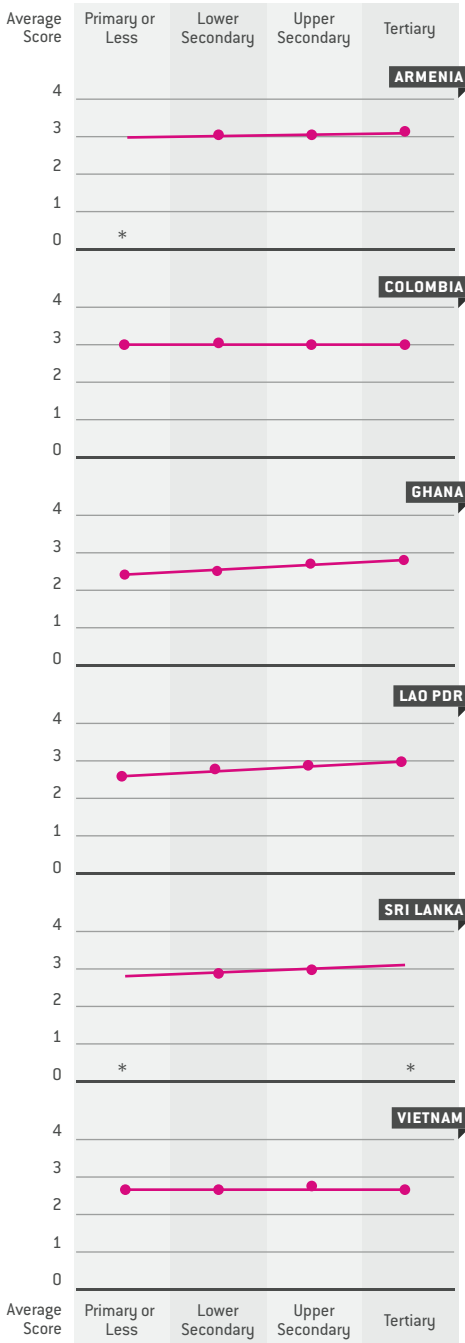
#### YOUTH (AGES 15-24)



## ALL ADULTS (AGES 15 TO 64)



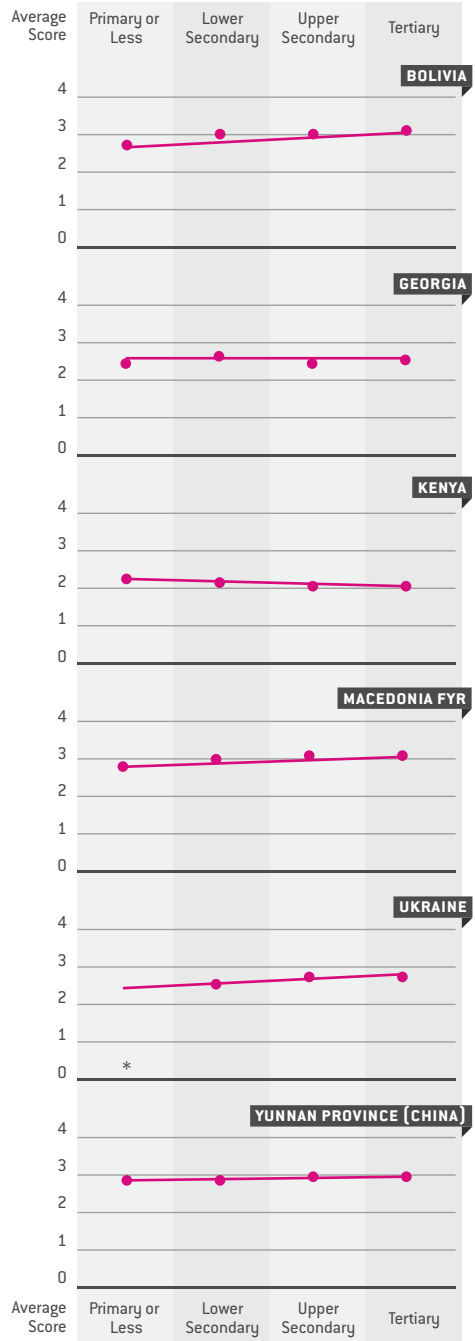
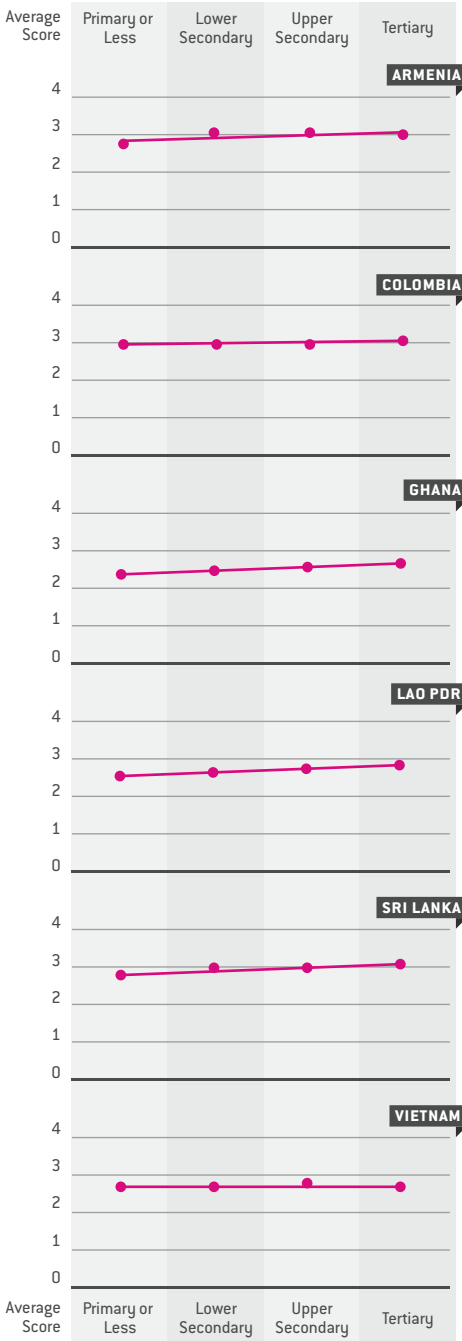
## YOUTH (AGES 15-24)



\*Available data do not surpass threshold of minimum number of observations.



## ALL ADULTS (AGES 15 TO 64)

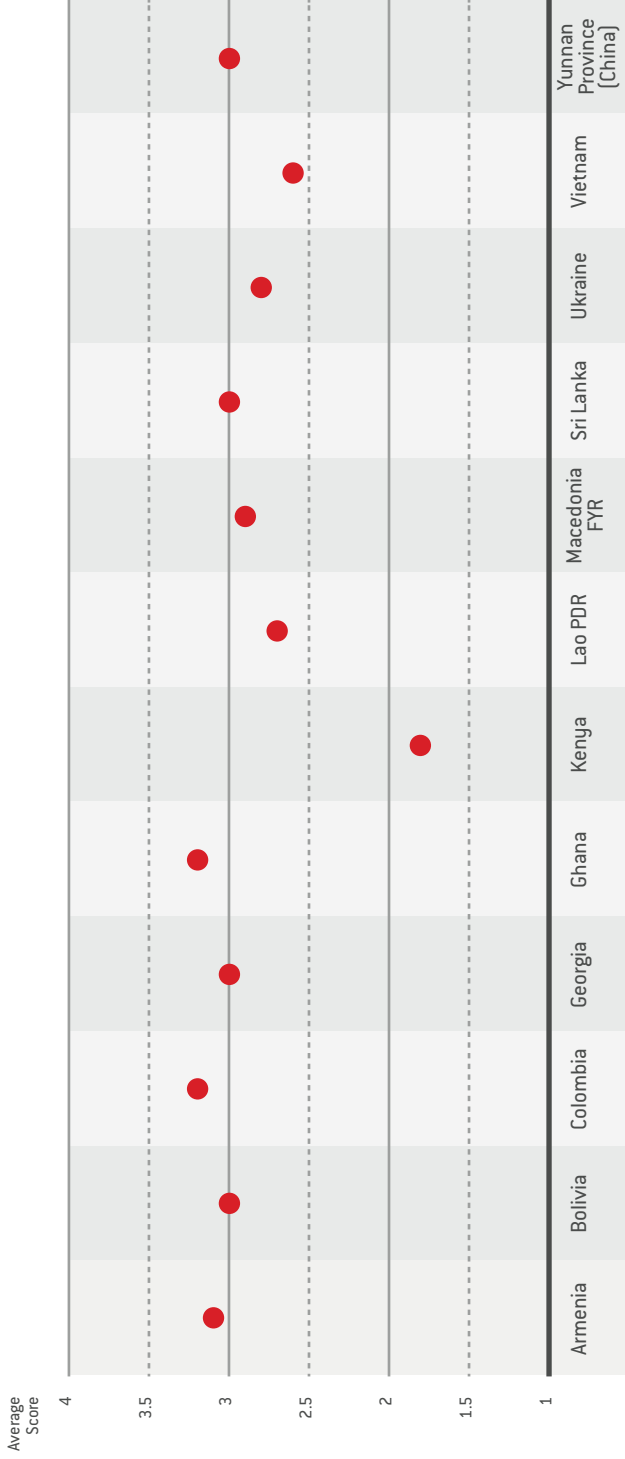


\*Available data do not surpass threshold of minimum number of observations.

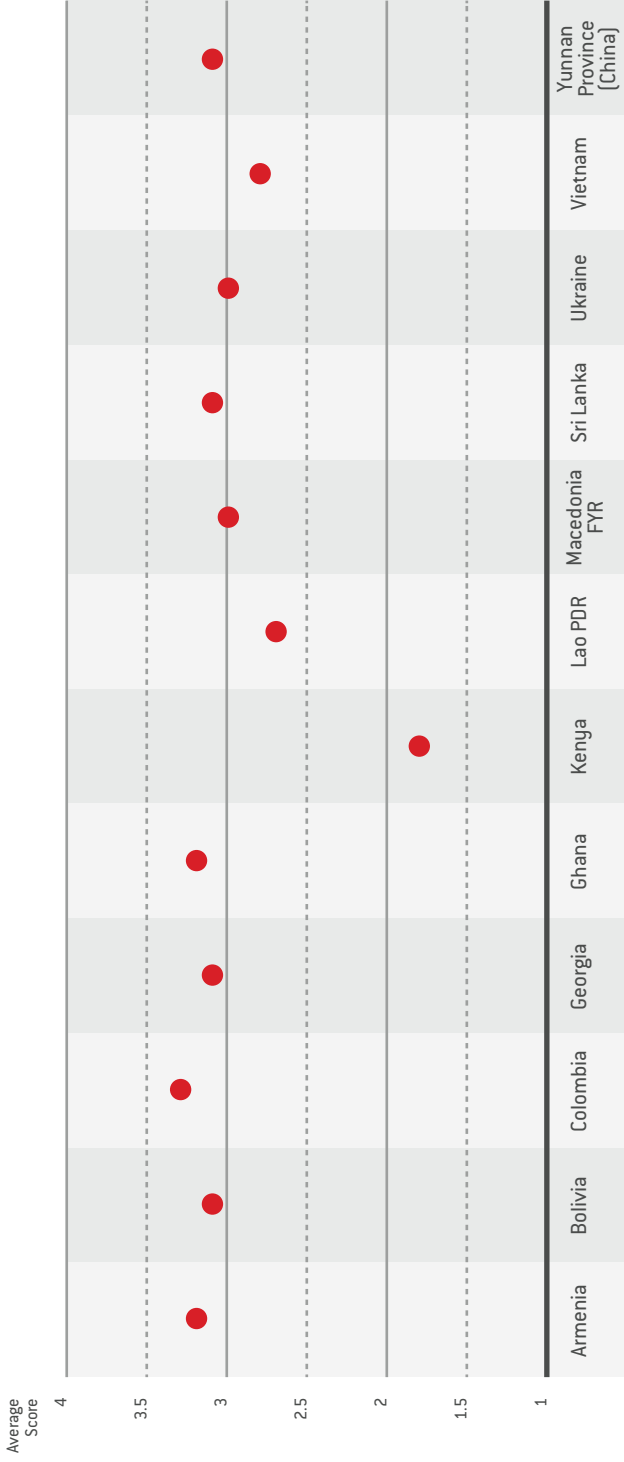
# Conscientiousness

## SECTION 05 • Socio-Emotional Skills

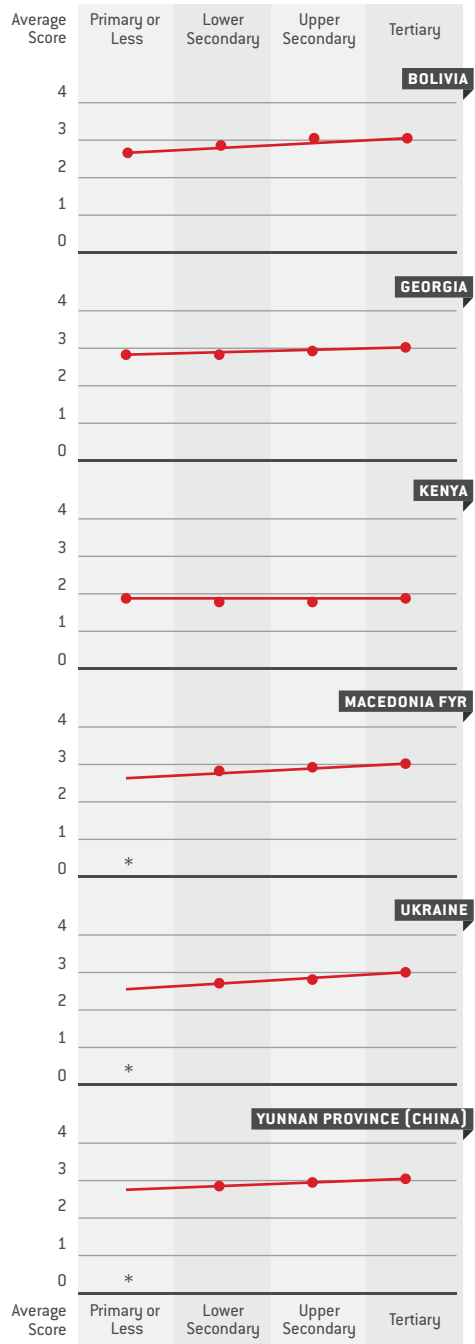
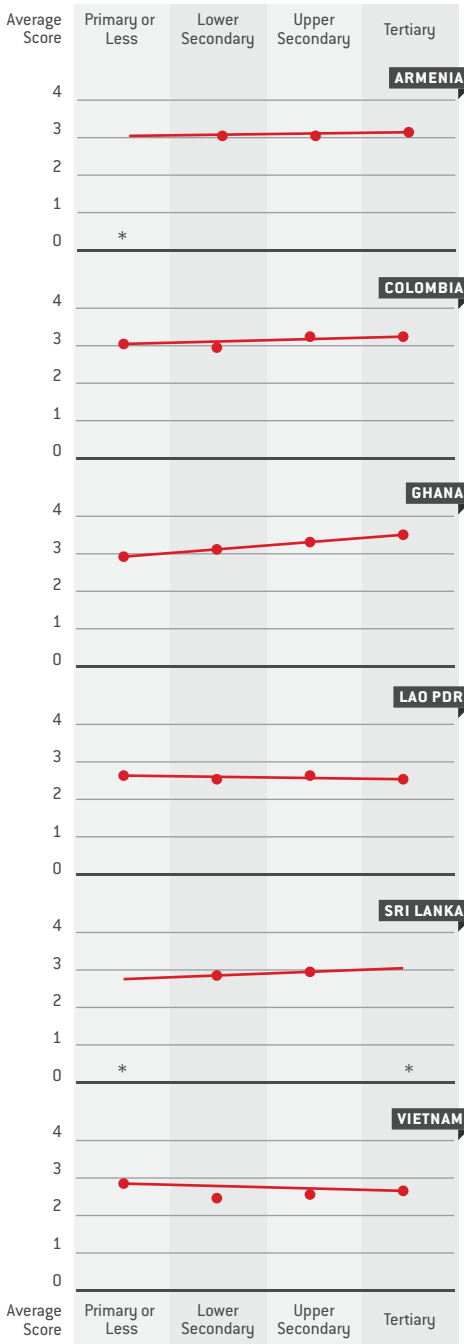
### YOUTH (AGES 15-24)



## ALL ADULTS (AGES 15 TO 64)

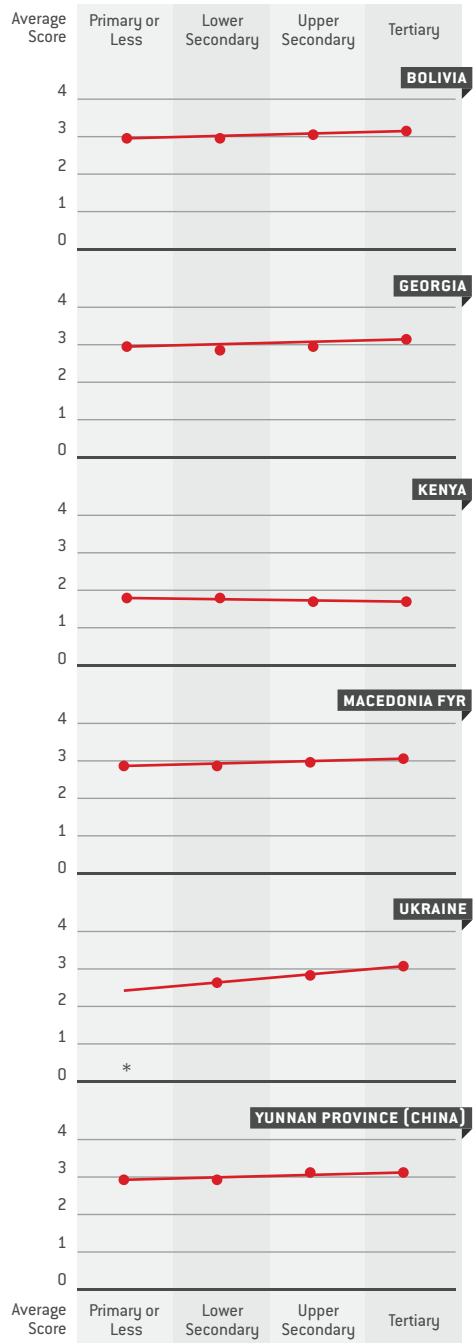
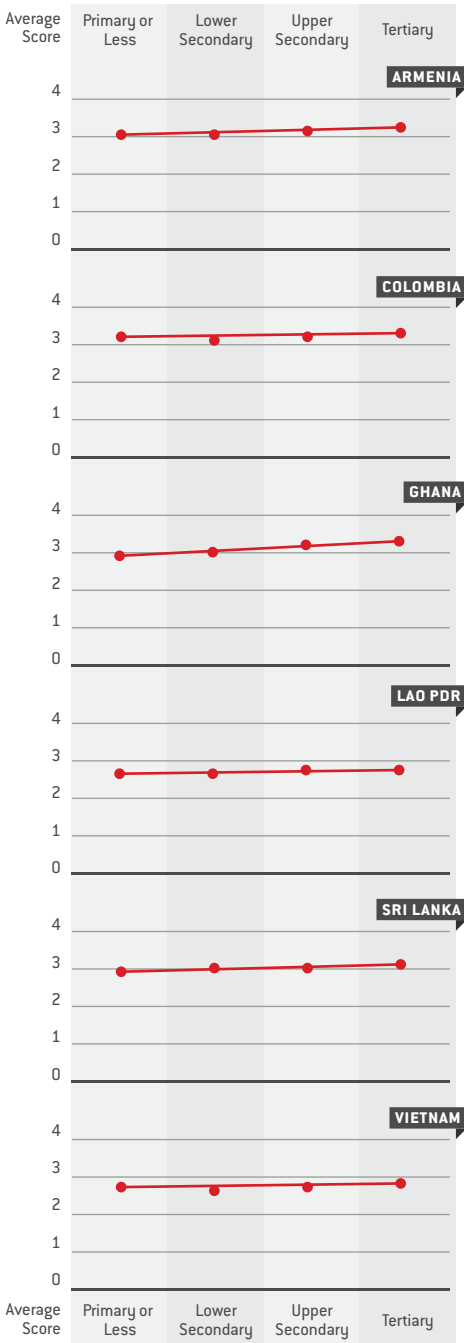


## YOUTH (AGES 15-24)



\*Available data do not surpass threshold of minimum number of observations.

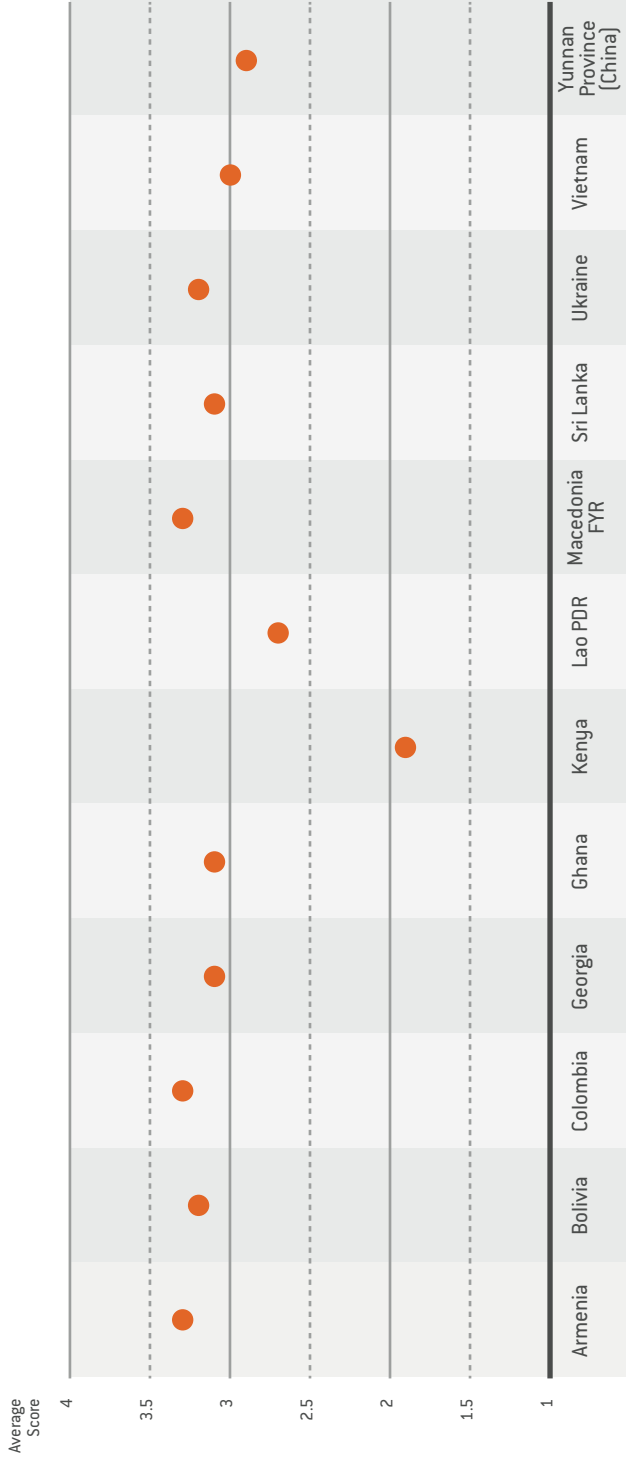
## ALL ADULTS (AGES 15 TO 64)



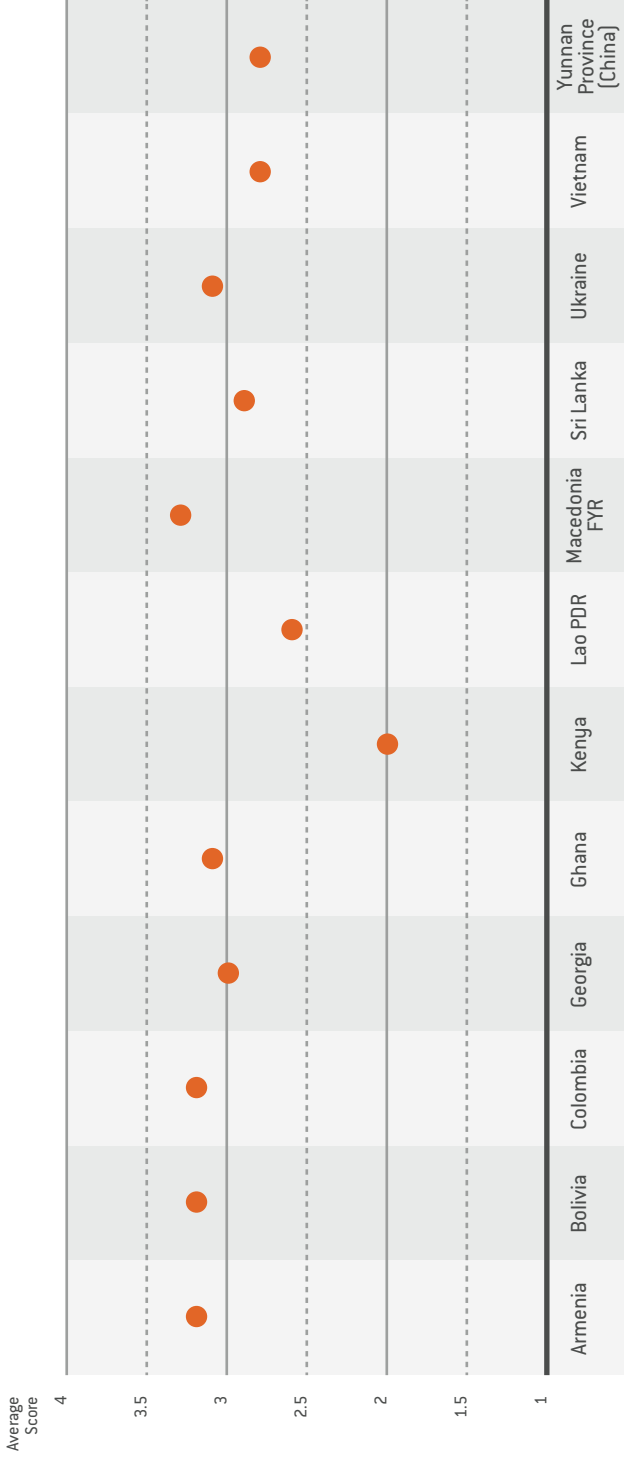
\*Available data do not surpass threshold of minimum number of observations.

## Openness

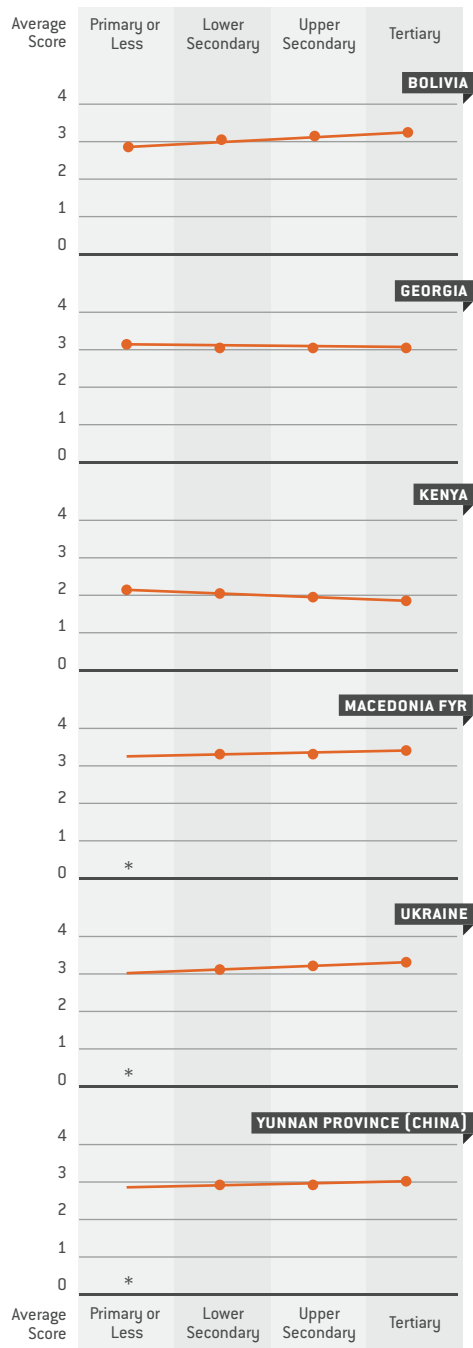
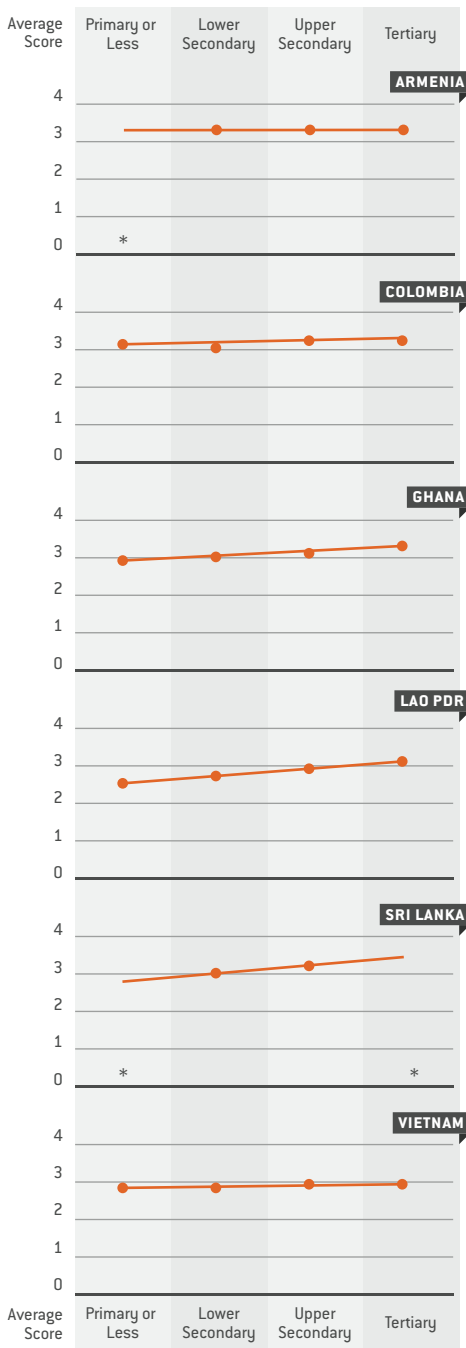
## YOUTH (AGES 15-24)



## ALL ADULTS (AGES 15 TO 64)



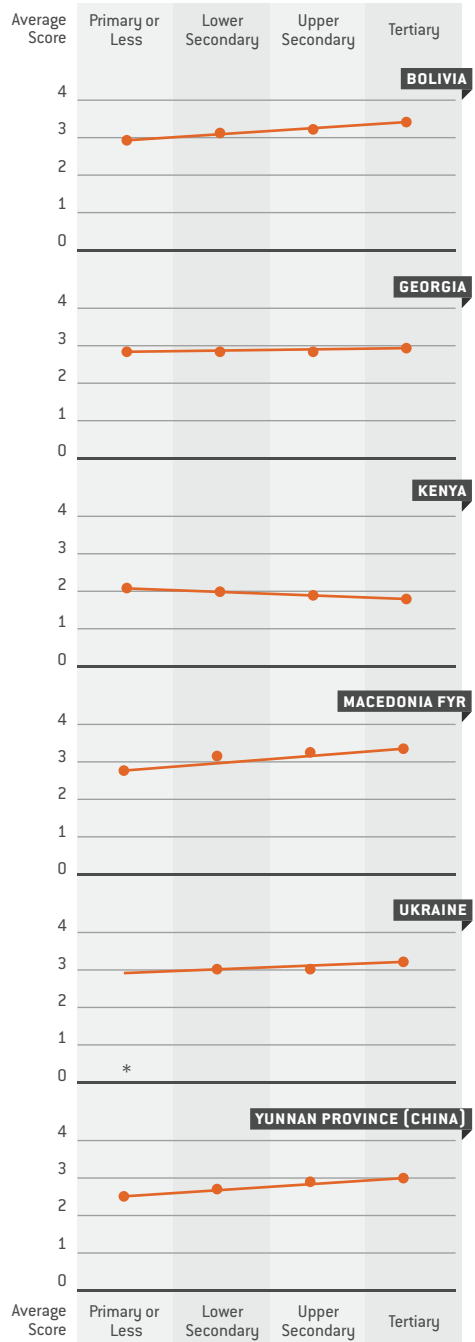
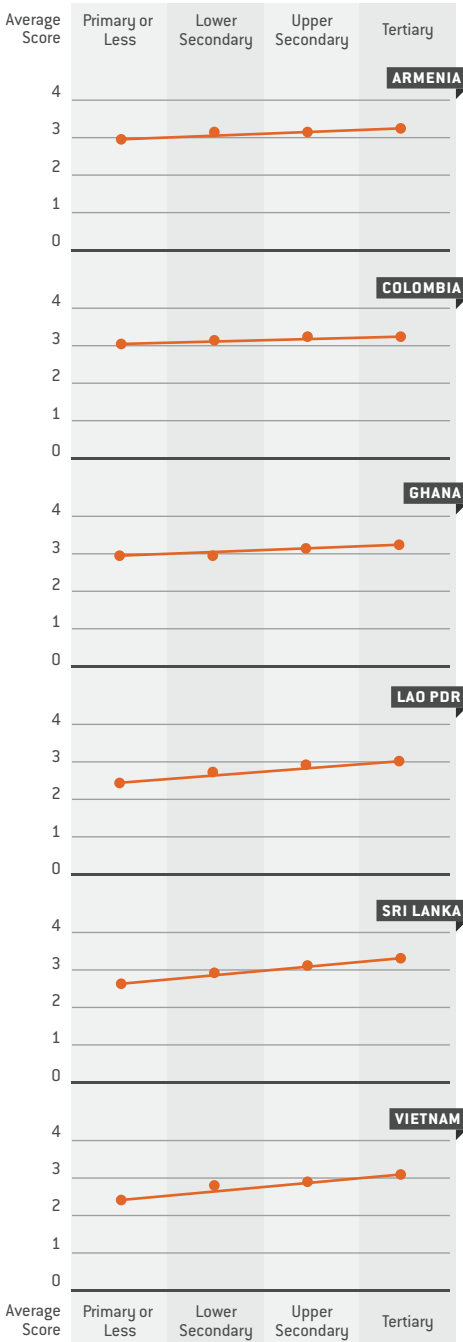
## YOUTH (AGES 15-24)



\*Available data do not surpass threshold of minimum number of observations.



## ALL ADULTS (AGES 15 TO 64)

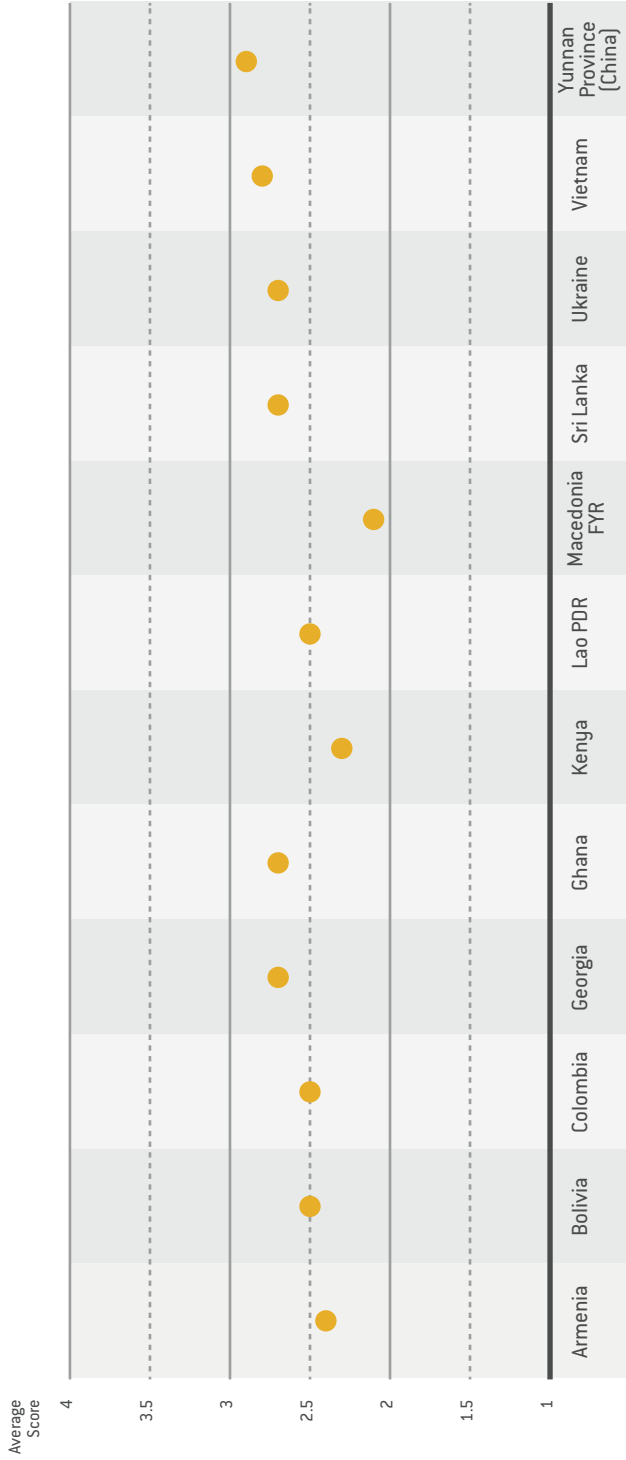


\*Available data do not surpass threshold of minimum number of observations.

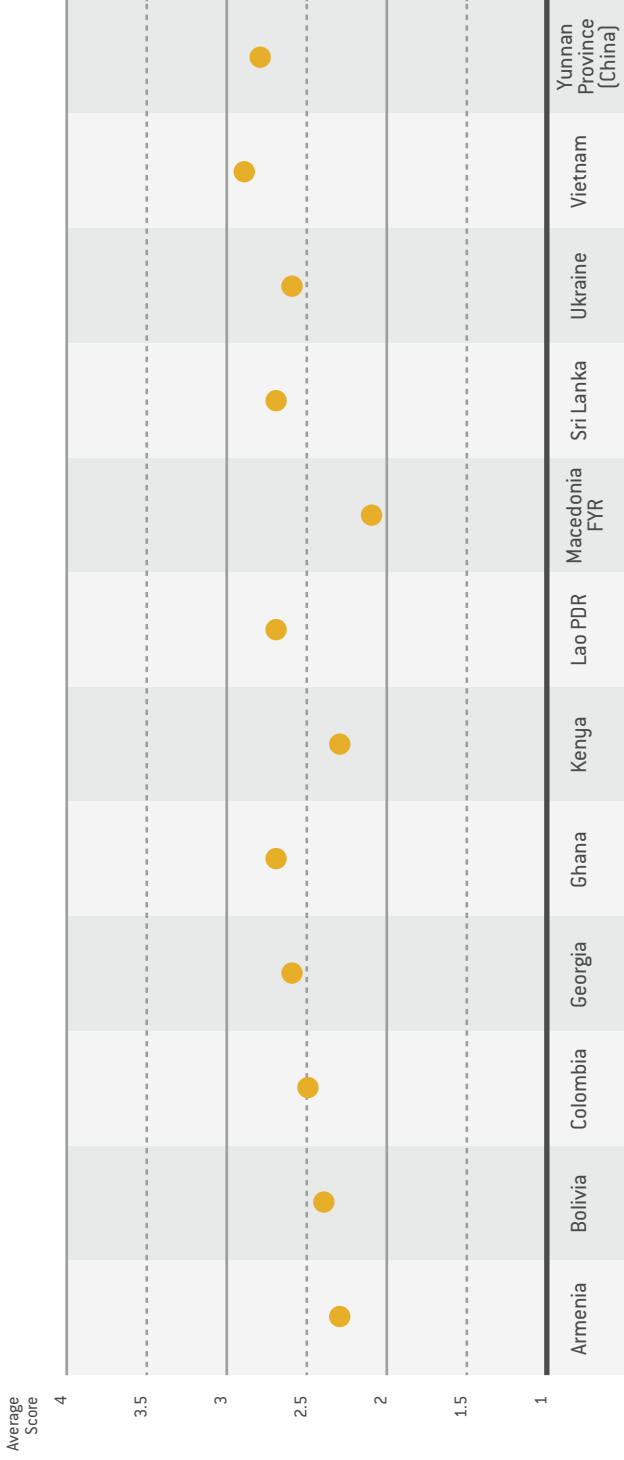
## Emotional Stability

### SECTION 05 • Socio-Emotional Skills

#### YOUTH (AGES 15-24)

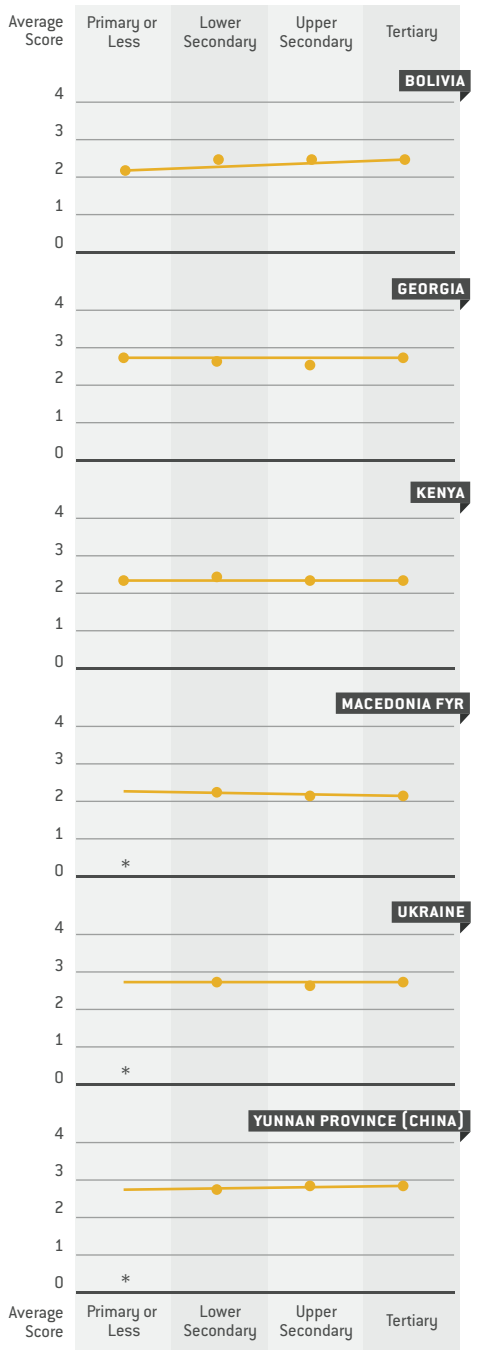
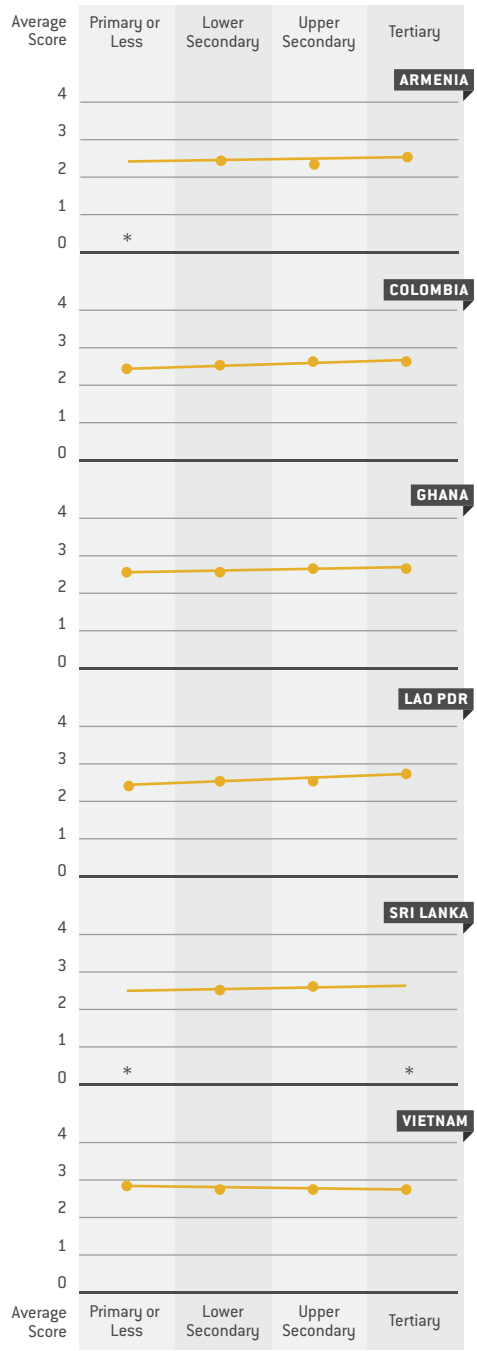


## ALL ADULTS (AGES 15 TO 64)



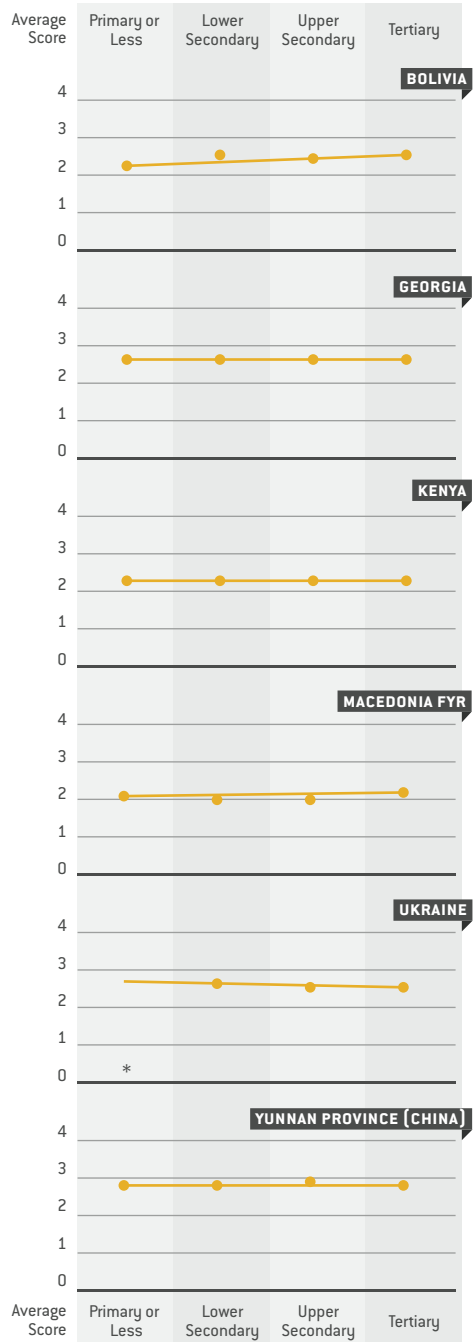
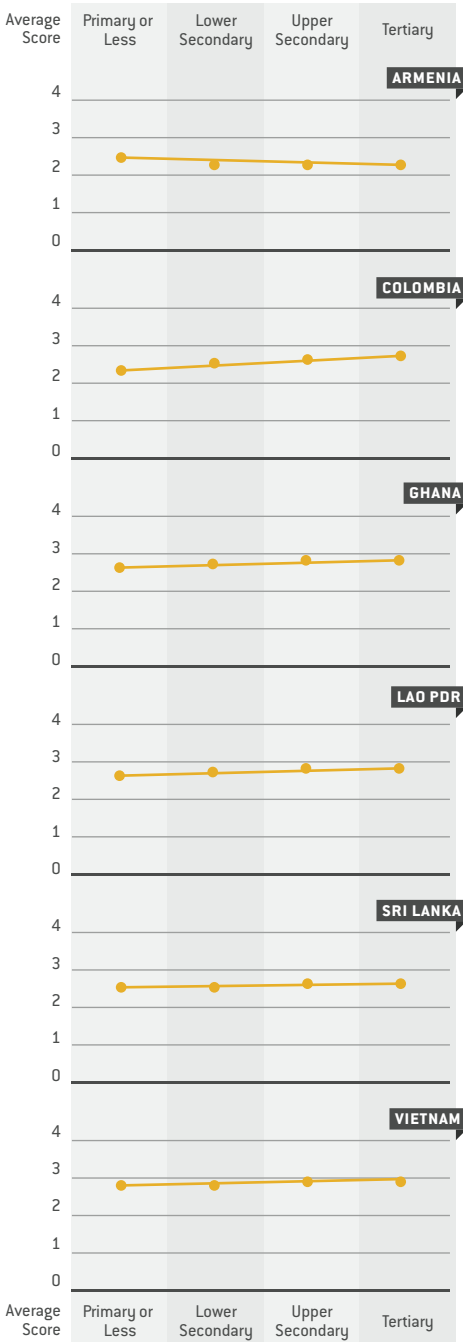
# Emotional Stability

## YOUTH (AGES 15-24)



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)

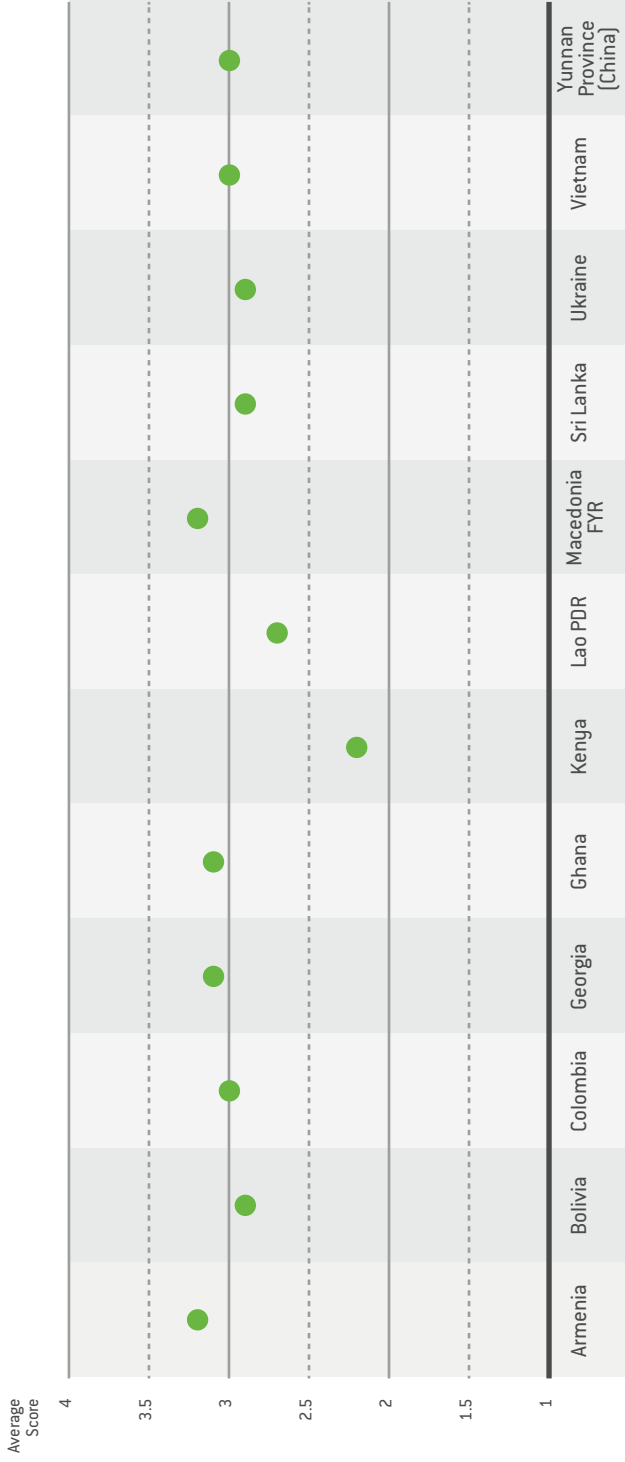


\*Available data do not surpass threshold of minimum number of observations.

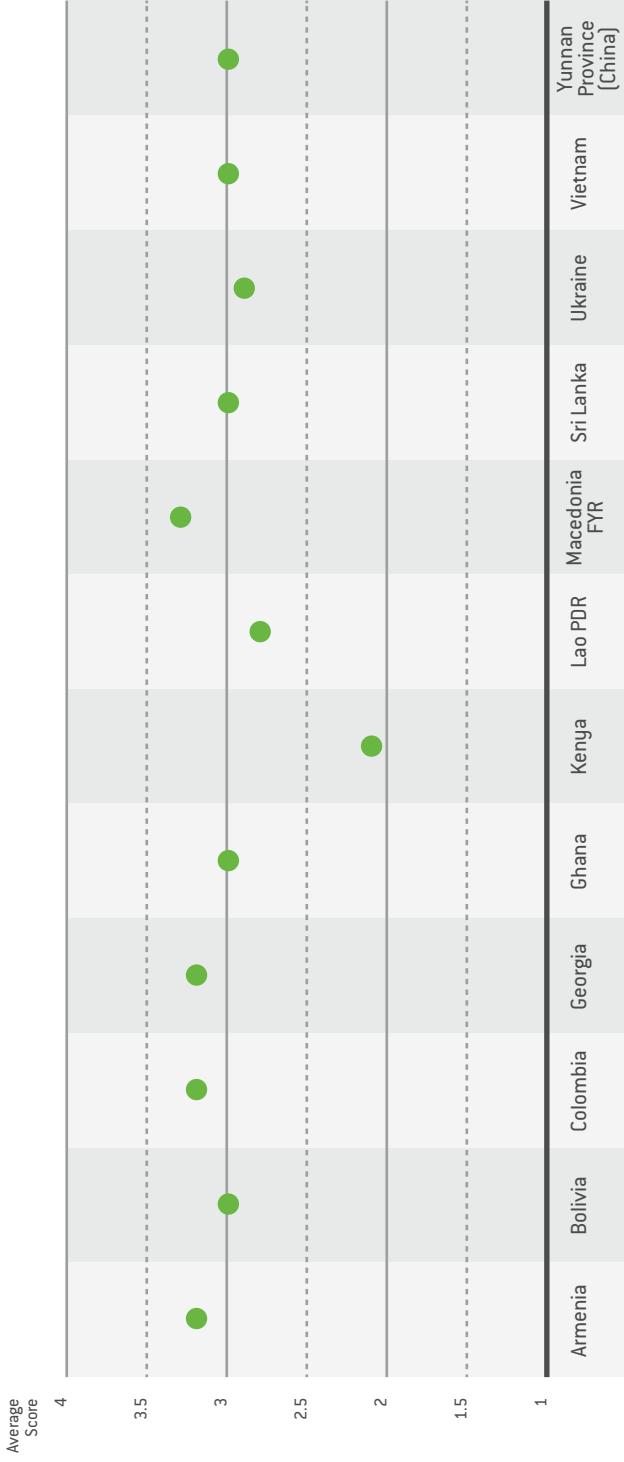
# Agreeableness

## SECTION 05 • Socio-Emotional Skills

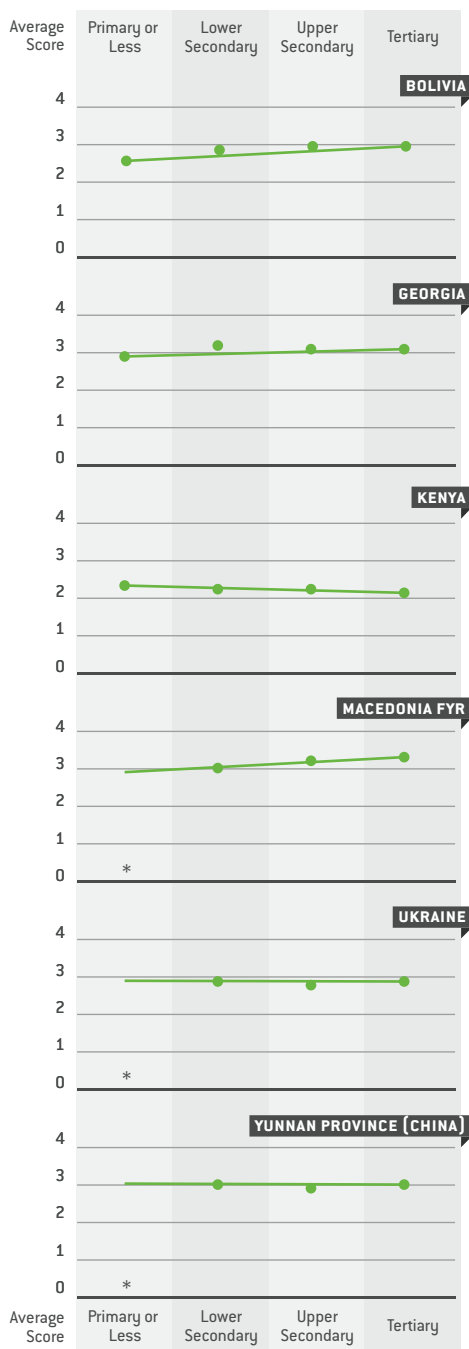
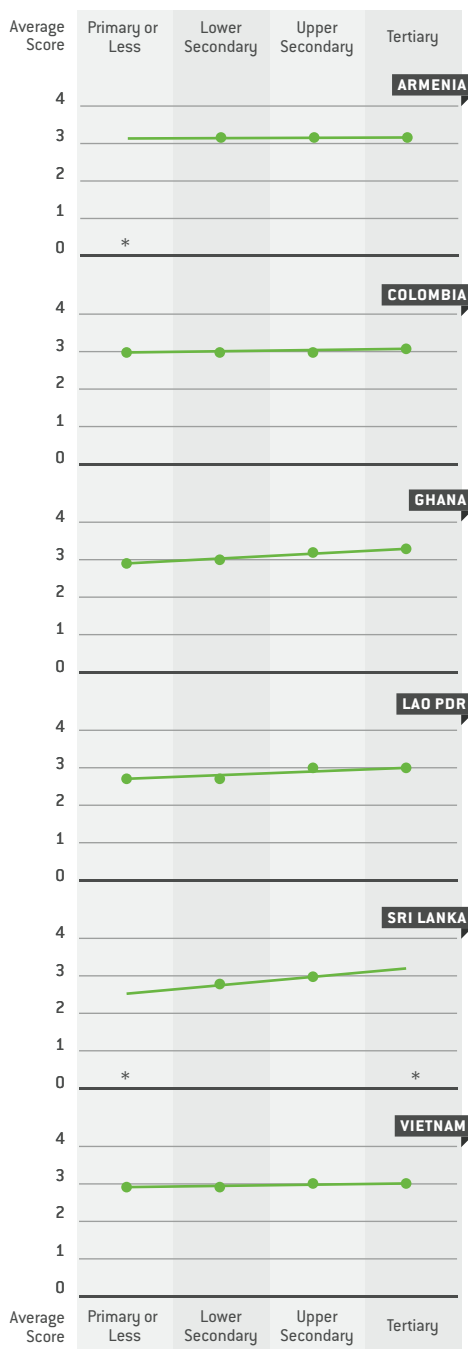
### YOUTH (AGES 15-24)



## ALL ADULTS (AGES 15 TO 64)



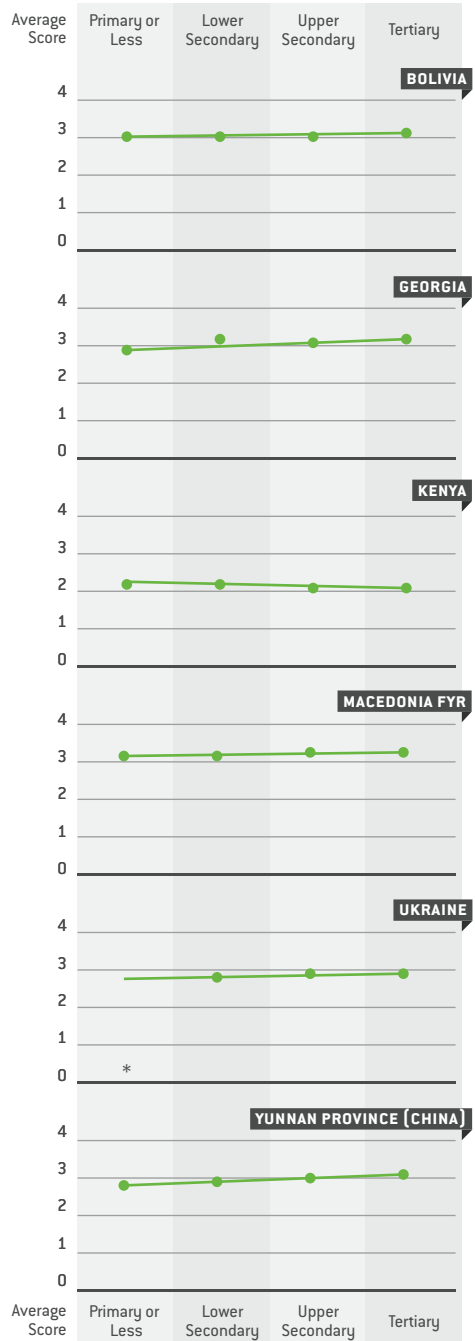
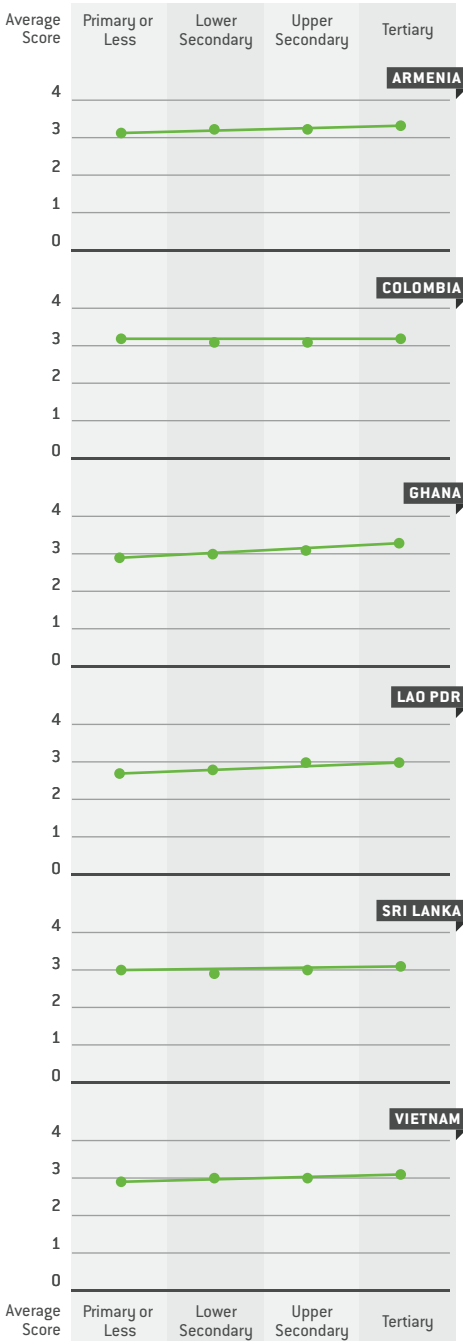
## YOUTH (AGES 15-24)



\*Available data do not surpass threshold of minimum number of observations.

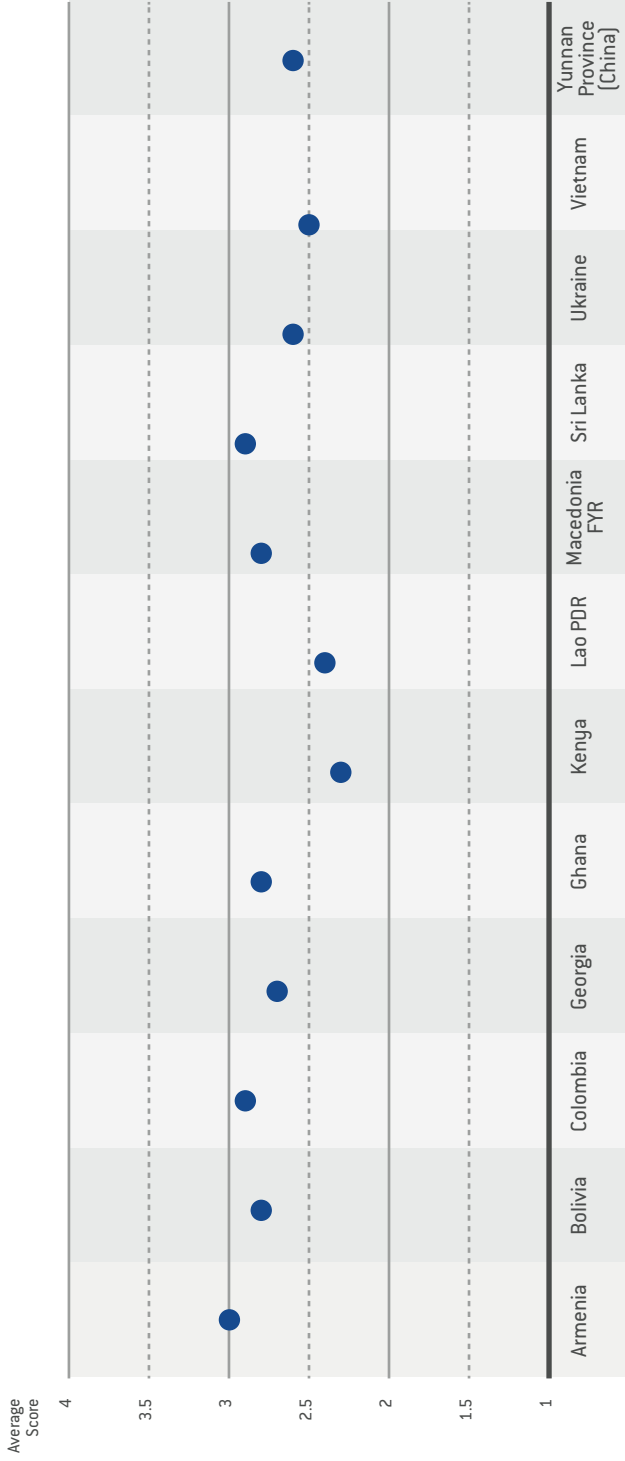


## ALL ADULTS (AGES 15 TO 64)

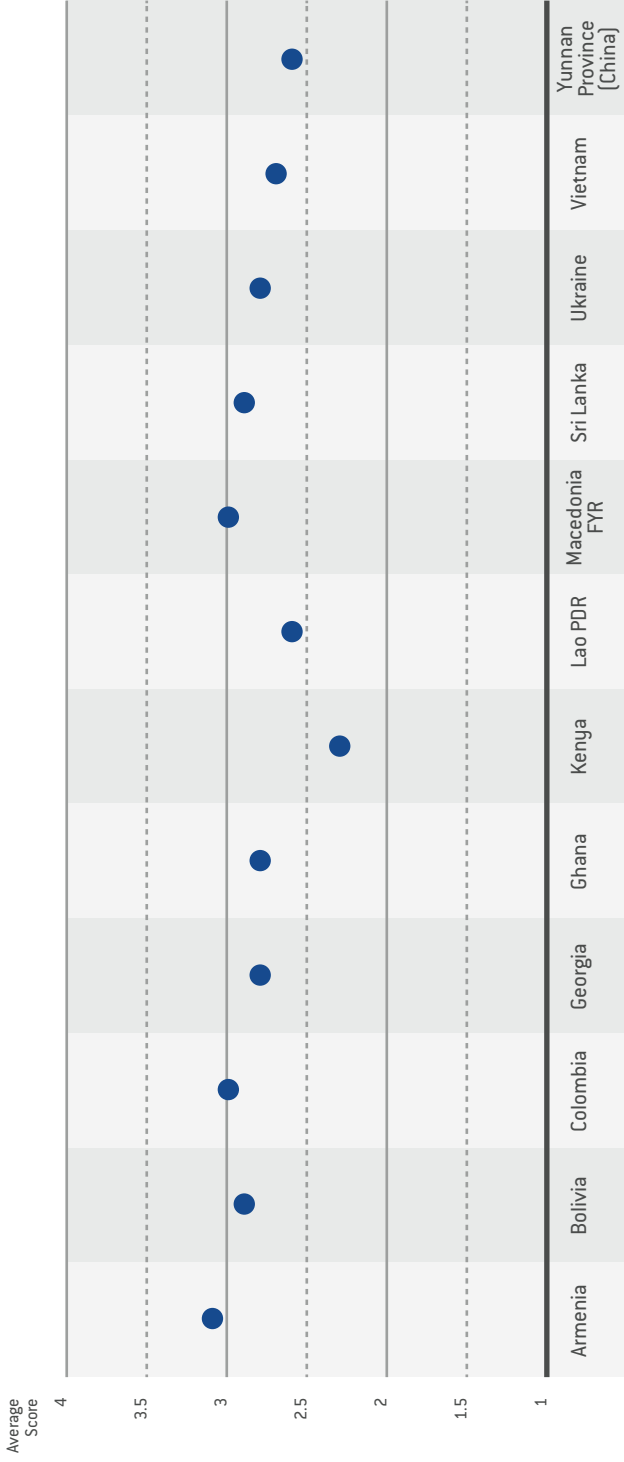


\*Available data do not surpass threshold of minimum number of observations.

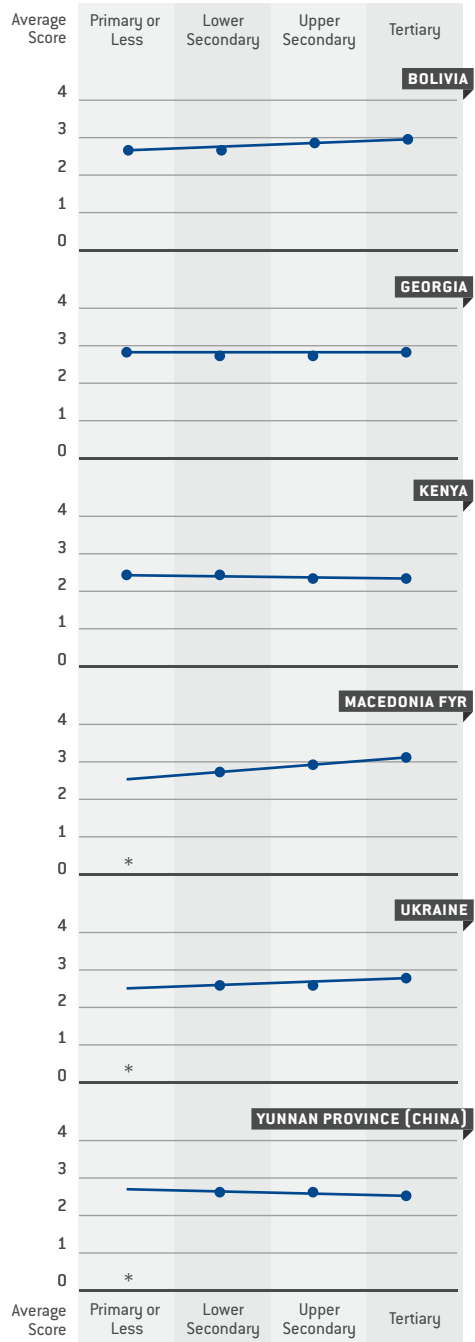
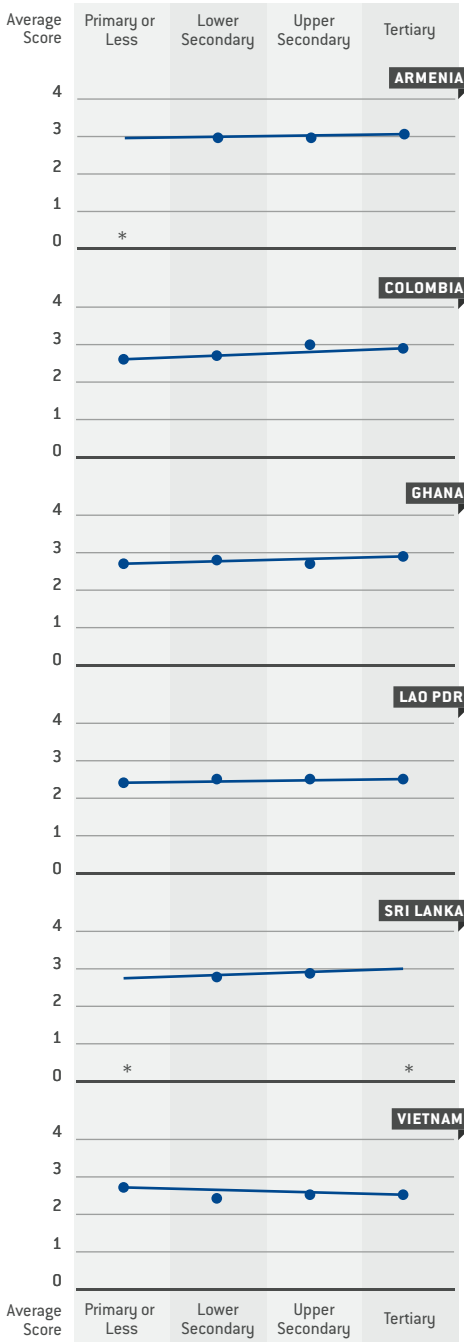
## YOUTH (AGES 15-24)



## ALL ADULTS (AGES 15 TO 64)

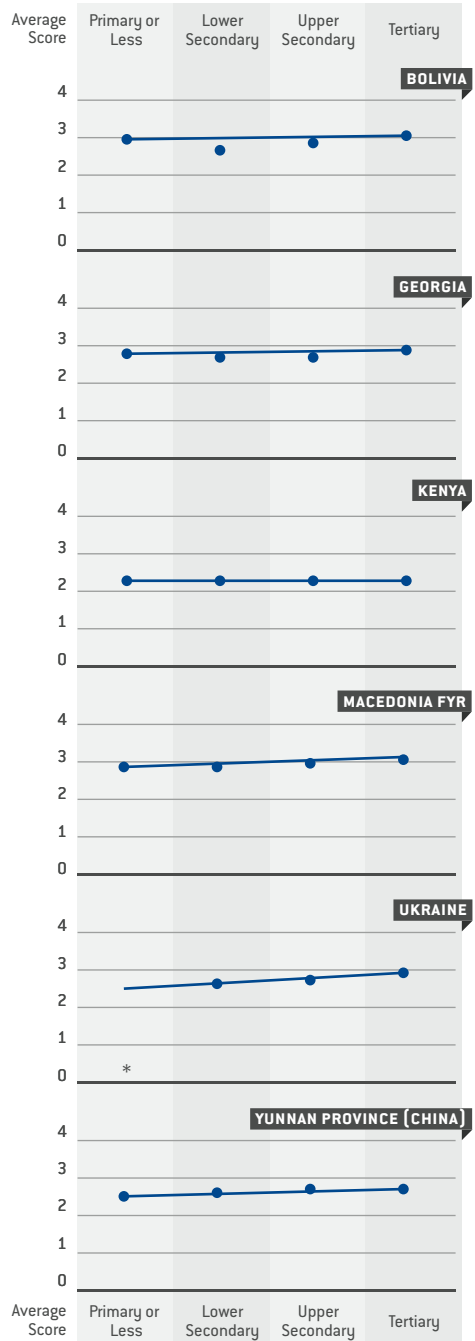
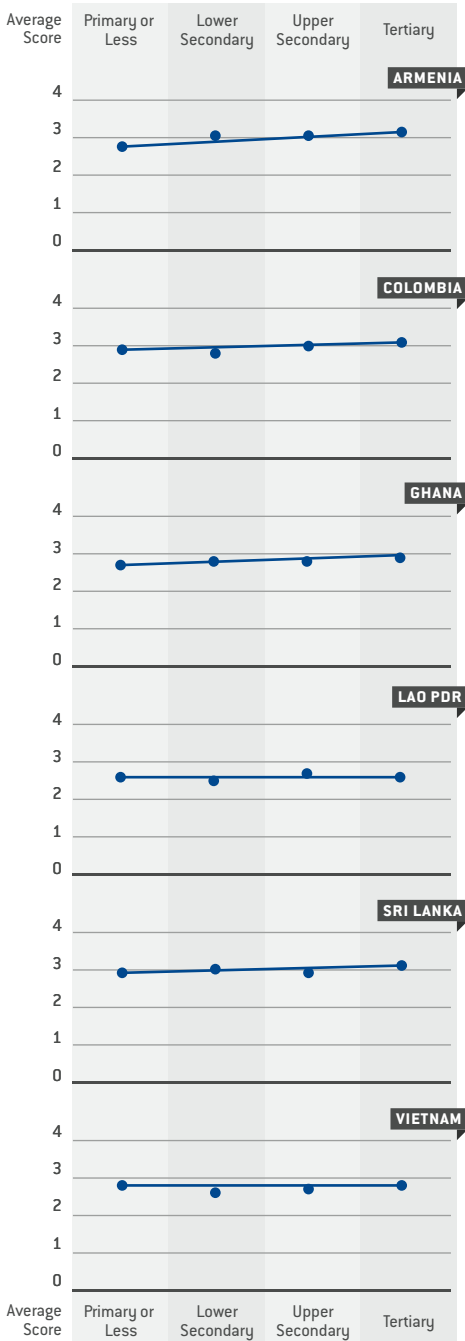


## YOUTH (AGES 15-24)



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)

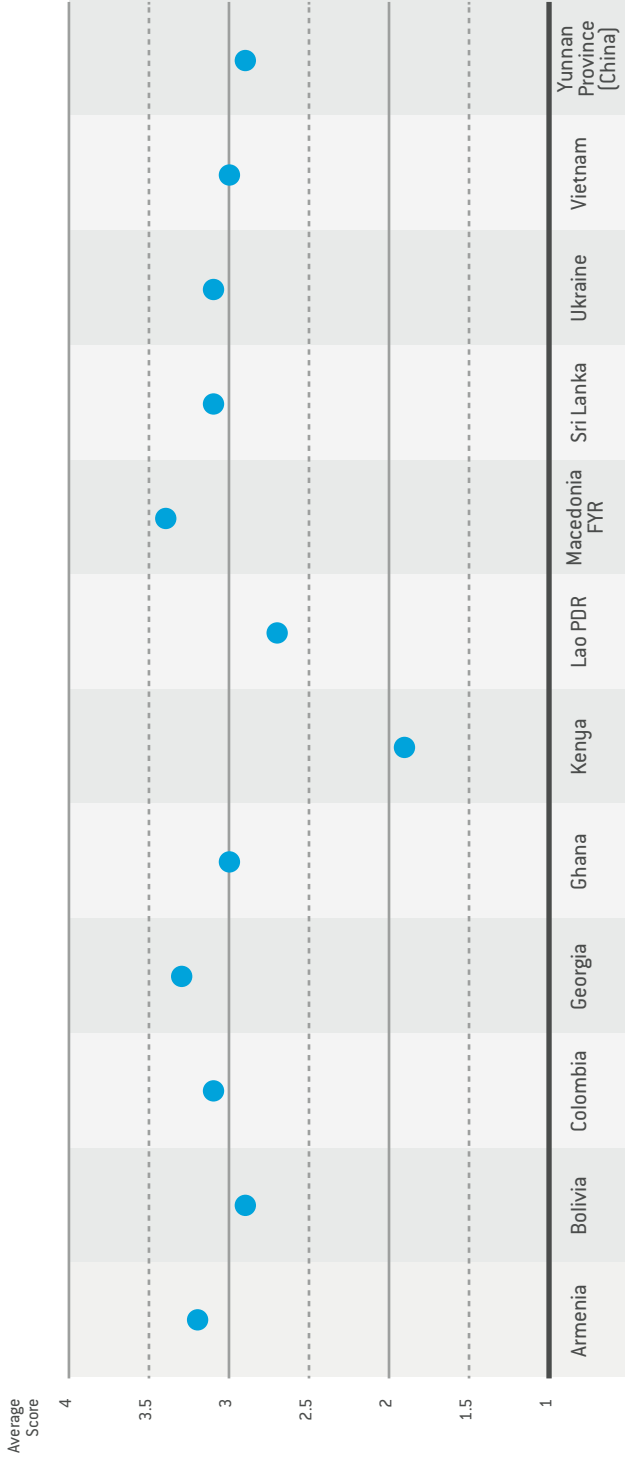


\*Available data do not surpass threshold of minimum number of observations.

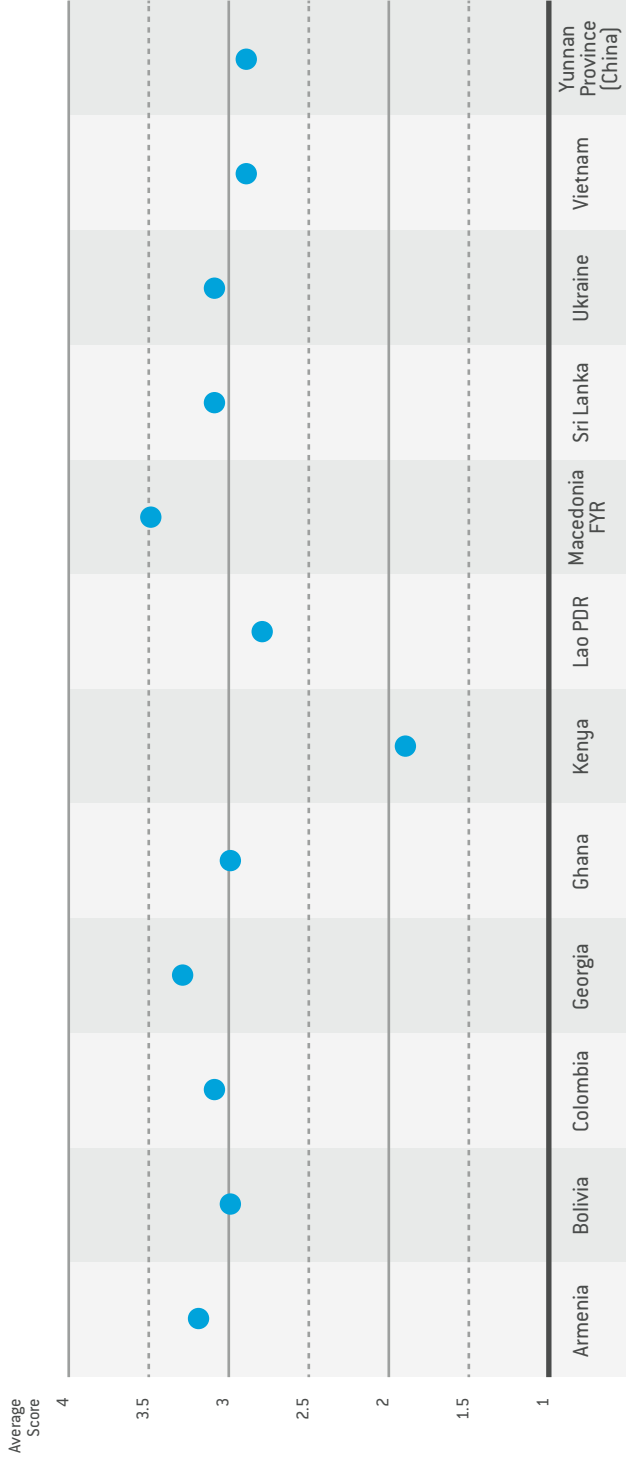
# Decision Making

## SECTION 05 • Socio-Emotional Skills

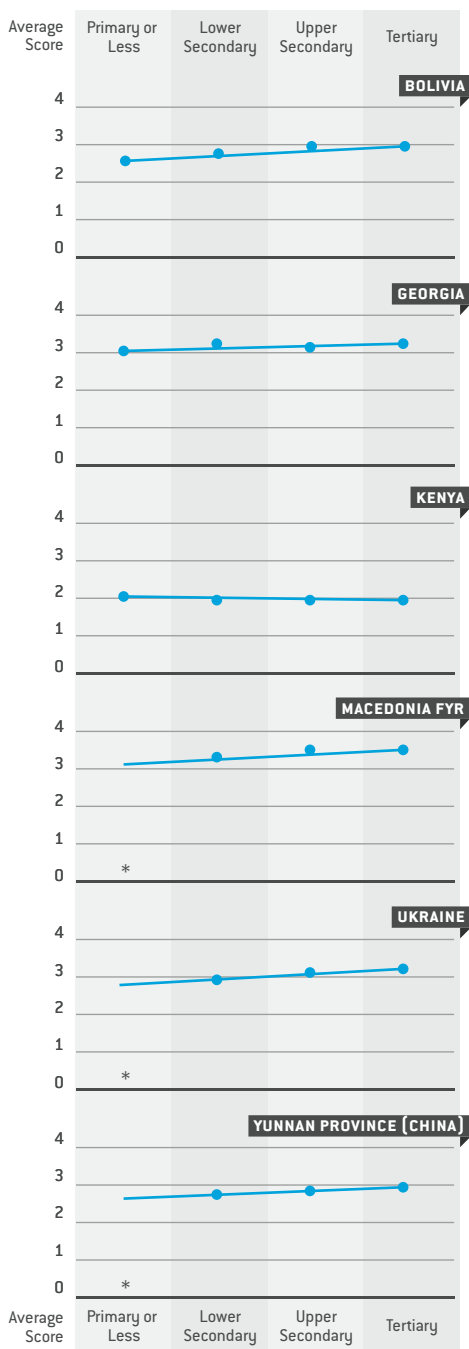
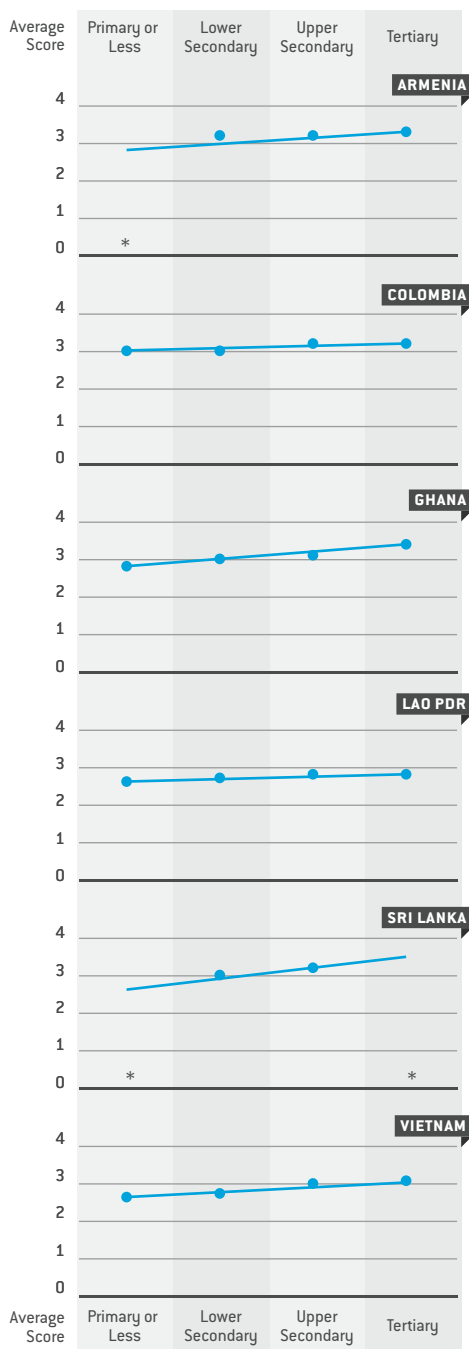
### YOUTH (AGES 15-24)



## ALL ADULTS (AGES 15 TO 64)



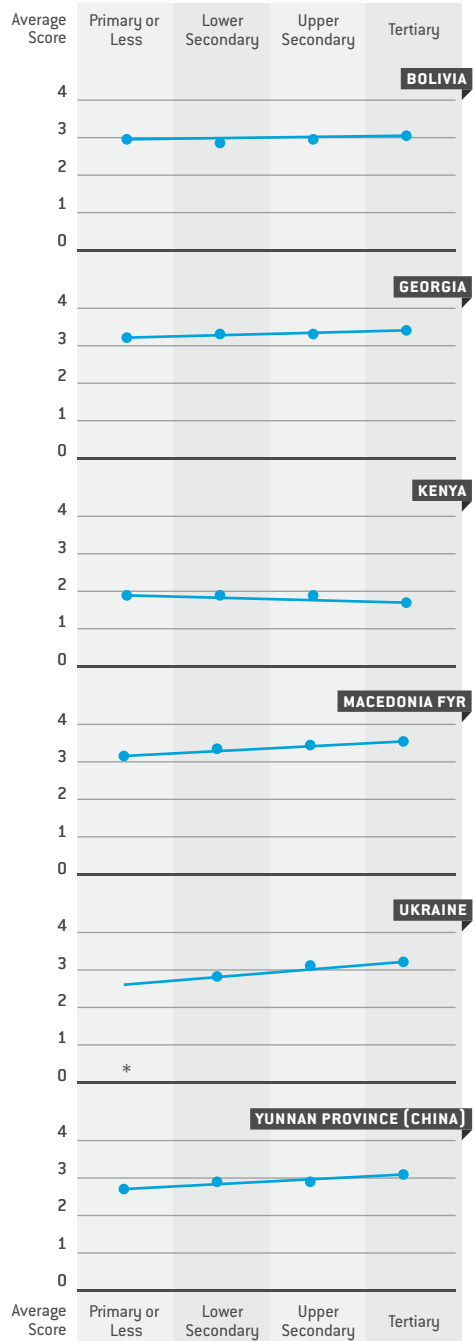
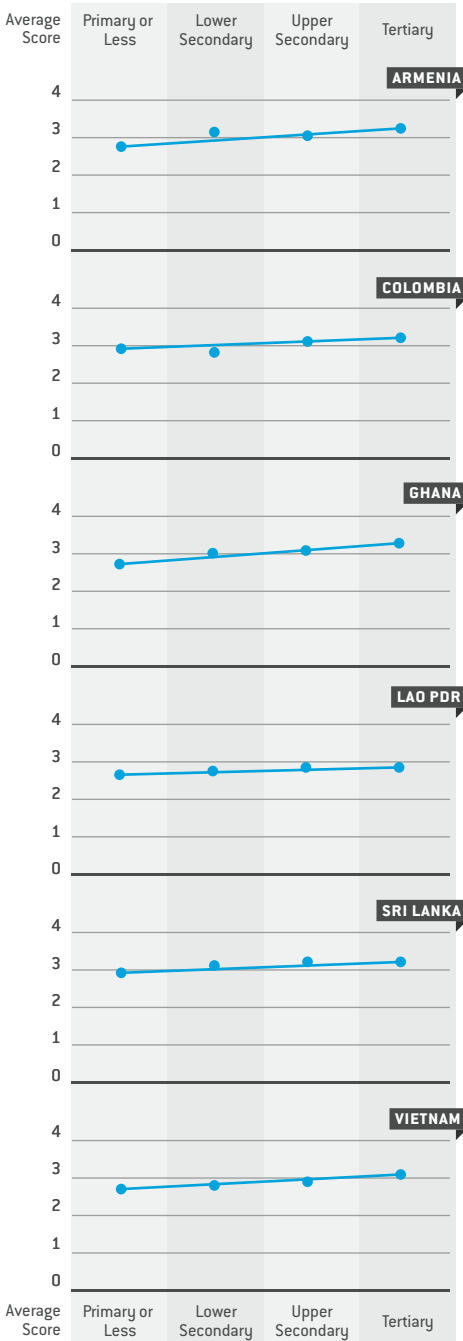
## YOUTH (AGES 15-24)



\*Available data do not surpass threshold of minimum number of observations.



## ALL ADULTS (AGES 15 TO 64)

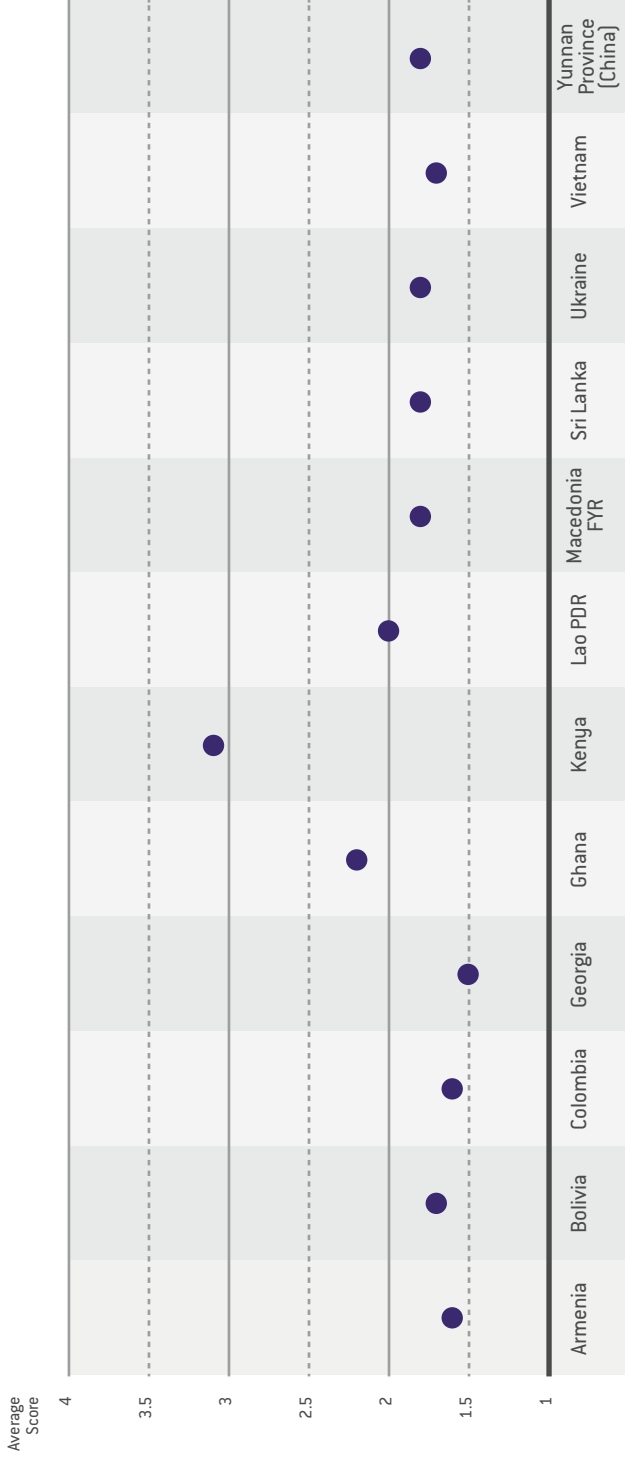


\*Available data do not surpass threshold of minimum number of observations.

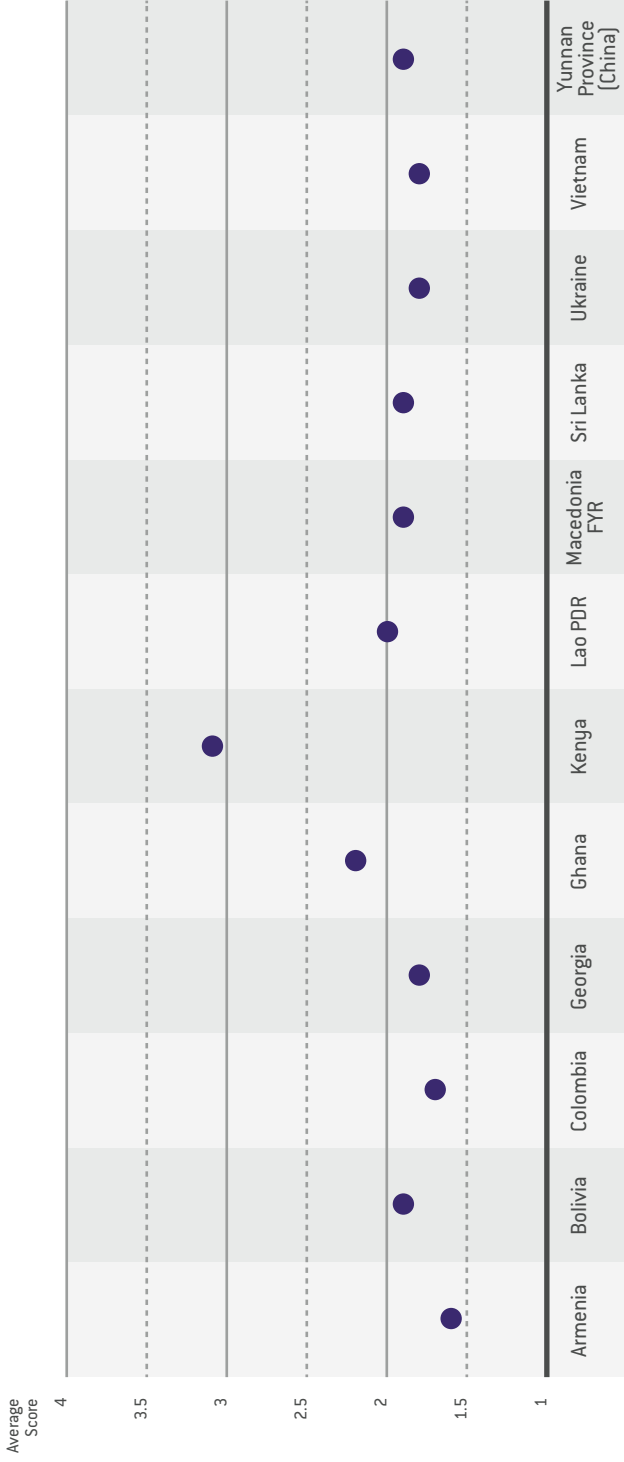
# Hostile Bias

## SECTION 05 • Socio-Emotional Skills

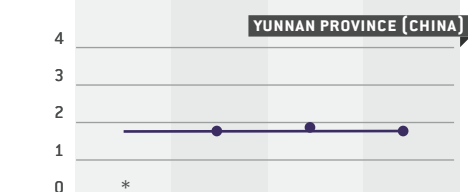
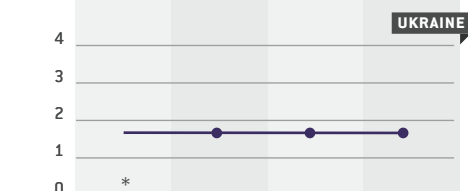
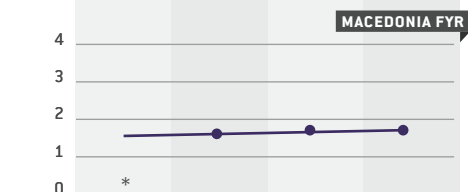
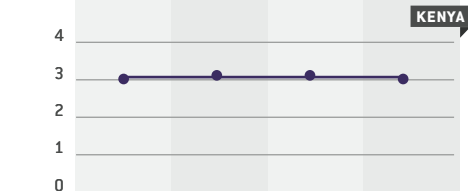
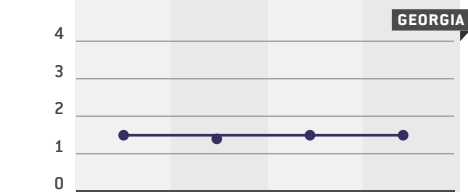
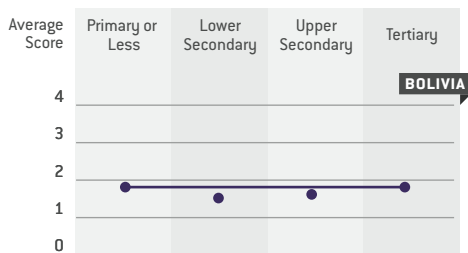
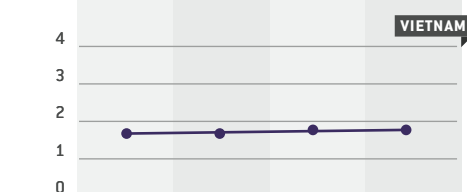
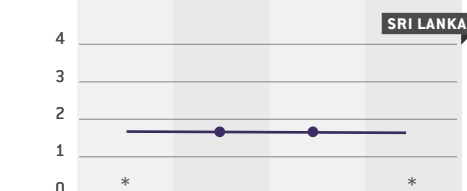
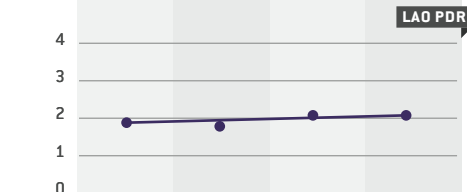
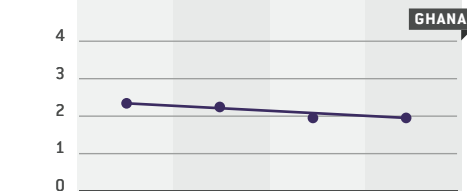
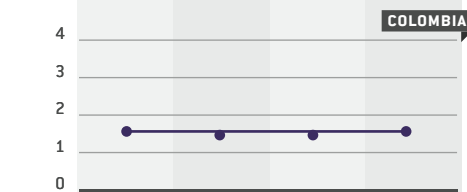
### YOUTH (AGES 15-24)



## ALL ADULTS (AGES 15 TO 64)

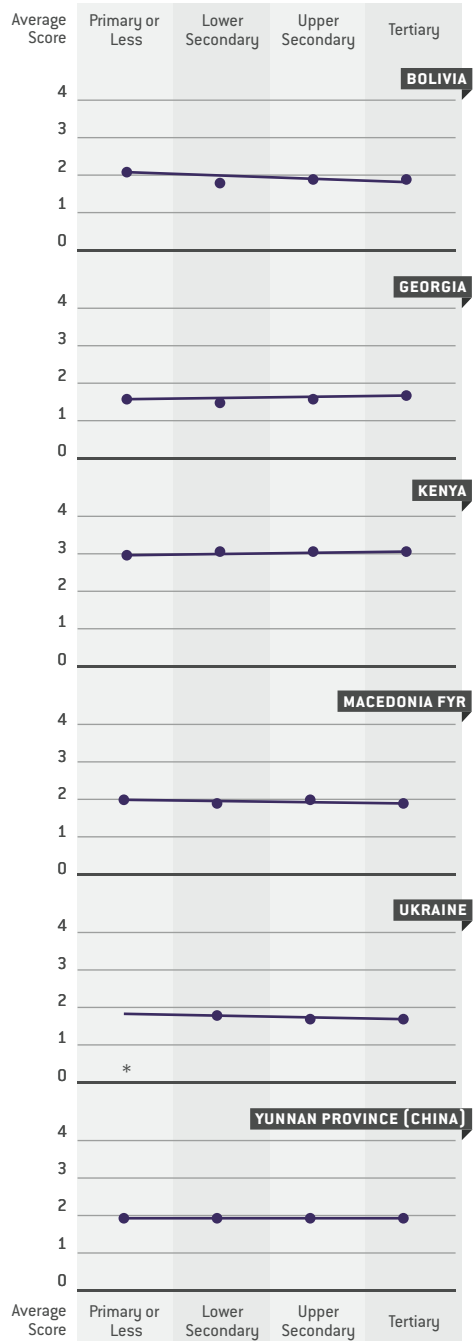
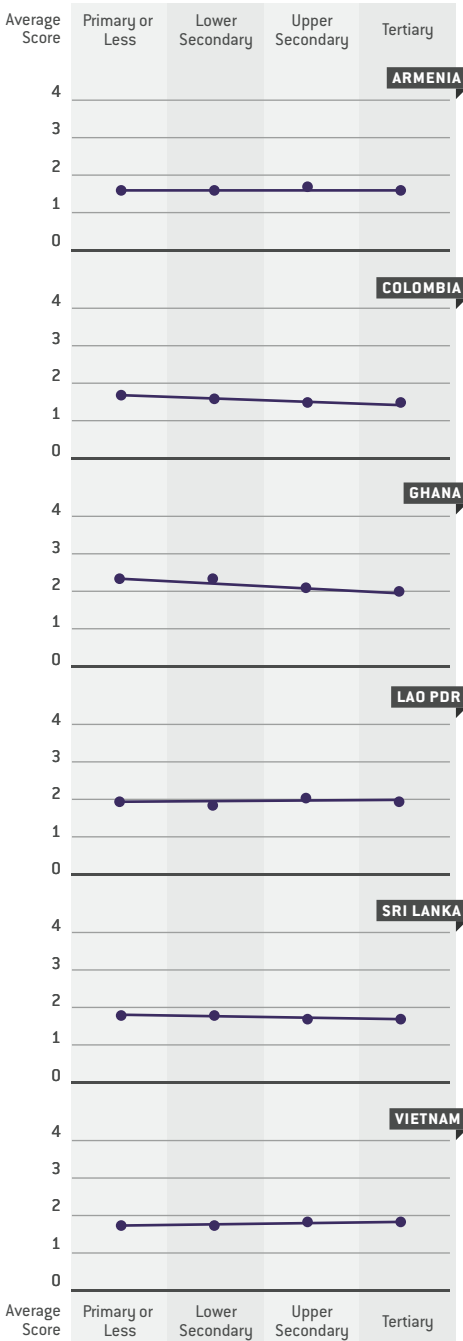


## YOUTH (AGES 15-24)



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



\*Available data do not surpass threshold of minimum number of observations.





# Labor Market Outcomes

Without a doubt, the benefits of education and training fall far beyond the ability of an individual to join the world of work. This publication has presented information on diverse aspects that can be affected by—or have an impact on—the educational level of individuals, such as their satisfaction with life, their health, and their use of cognitive skills, among many others. It is also true that the knowledge and skills that individuals gather throughout their education and training experiences have an important effect in their ability to find employment, create their own firms, and increase their incomes. This final section explores the labor market performance of survey respondents: whether they are employed, unemployed, or inactive. For those who report having worked at least one hour in the week prior to the survey, this section also includes information on their opinions regarding the usefulness of their studies for the exercise of their main occupation as well as information about those who own a business. Below are some details to guide the reading of figures and data in this section:

- **Employment status:** The STEP household survey devotes Module 4 (“Employment”), to look at the employment information of respondents. It begins by identifying those who are currently employed, that is, those who, during the seven days prior to the survey, have worked for at least an hour . . .
  - . . . for wage or salary in cash or in kind for someone who is not a member of their household
  - . . . on a farm owned or rented by themselves or a member of their household cultivating crops, caring for livestock, or in farm maintenance tasks
  - . . . for profit or family gain, in cash or in kind, on their own account, in their business or a business that belongs to someone in their household.

Those who have not worked during the seven days prior to the survey but have a long-term job from which they are temporarily absent are also considered employed.



- **Type of employment:** Using the above description of employed respondents, as well as direct questions regarding their type of employment, the survey also allows for the classification of this group into four categories: unpaid family worker, wage worker, self-employed, and employer.
- **Type of occupation:** The STEP household survey inquires about respondents' main occupations in Module 4 ("Employment"), Part C ("Main Job in Past Week"). Each answer is assigned a code and later grouped using ILO's International Standard Classification of Occupations. For a quick reference, each category comprises:

<b>Military personnel</b>	Commissioned, non-commissioned, and other officer ranks in the armed forces
<b>Highly skilled white collar</b>	- Chief executives, administrative, production, commercial and services managers, senior officials and legislators - Professionals, technicians and associate professionals across disciplines (science, health, education, business, information, legal, social, etc.)
<b>Low skilled white collar</b>	Services, sales, and clerical support workers
<b>Plant/machine Operator/assemblers</b>	Stationary plant and machine operators, assemblers, and drivers across industries (building, metal processing, handicrafts, printing, electrical, electronic, food, wood working, garment, etc.)
<b>Elementary occupations</b>	- Cleaners, helpers, food preparation assistants, street sales and service workers, refuse workers, laborers in agriculture, mining, construction, manufacturing, transportation, etc. - Craft and related trades workers across industries (construction, metal, handicrafts, printing, electrics, electronics, food processing, garment, wood treaters, etc.)
<b>Skilled agriculture work</b>	Market-oriented skilled agricultural, forestry, fishery and hunting workers

Source: International Labor Organization, "Resolution Concerning Updating the International Standard Classification of Occupations" (Geneva, Switzerland: ILO, December 6, 2007); and STEP data

- **Inactive:** The figures below show the proportion of working-age adults who stated that they were not looking for a job or trying to start a business during the four weeks prior to the survey. This information is gathered through several subsequent questions in Module 4 (“Employment”), Part A (“Labor Force Participation”). The figures in this section also show the proportion of those who are currently inactive and not participating in education or training activities, which provides a glimpse of the NEET phenomenon in the countries where the survey has been completed. There can be several underlying reasons for respondents’ decision not to participate in the labor market, and this module explores them. Some examples that the STEP household survey gathers data on include the proportion of respondents who are inactive because of health conditions, unwillingness to work, and negative perceptions of the labor market (see data available at the World Bank’s STEP website).
- **Individuals’ perception of own qualifications:** The figures in this section illustrate respondents’ perception of the relevance of their education and qualifications, regardless of their type of employment (employer, self-employed, wage worker, or unpaid family worker). More specifically, the figures show the answers to the following questions from Module 5 (“Work Skills”), Part B (“Skills at Work”): “How useful were your studies during your formal education for this work?” (question 23, referring to the respondent’s main occupation) and “What minimum level of formal education do you think would be required before someone would be able to carry out this work?” (question 24, which matches the answer with the highest grade of formal education completed by the respondent)
- **Self-employed:** Module 4 (“Employment”), Part C (“Main Job in Past Week”) of the STEP household survey gathers a range of data on self-employed individuals which, as shown in the figures below, includes information on their status, reflected in the proportion of them who work with paid employees – question 8, the size of their enterprises (in terms of the number

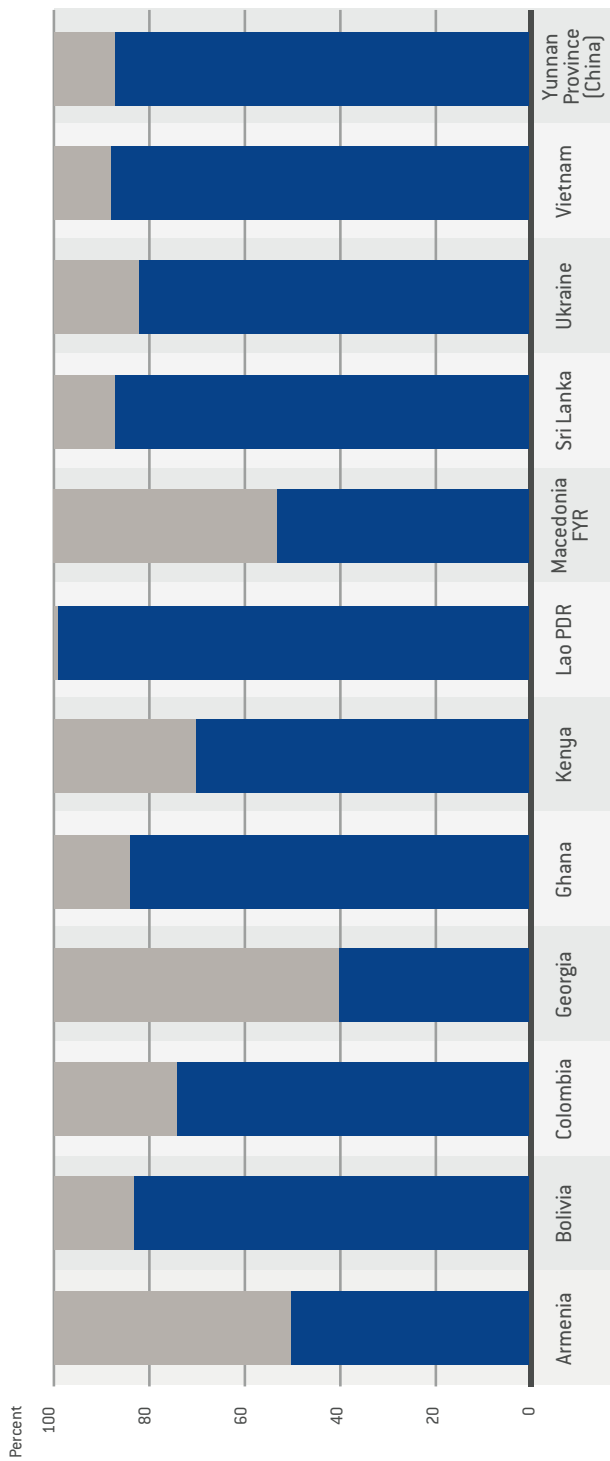
of employees – also question 8), and their perceived success (expressed in their stated intention to expand their businesses – question 10). (Further information on, for example, the net profits, the constraints to expansion, or the work history of entrepreneurs / business owners, can be found at the World Bank's STEP website.)

## Employment Status

### SECTION 06 • Labor Market Outcomes

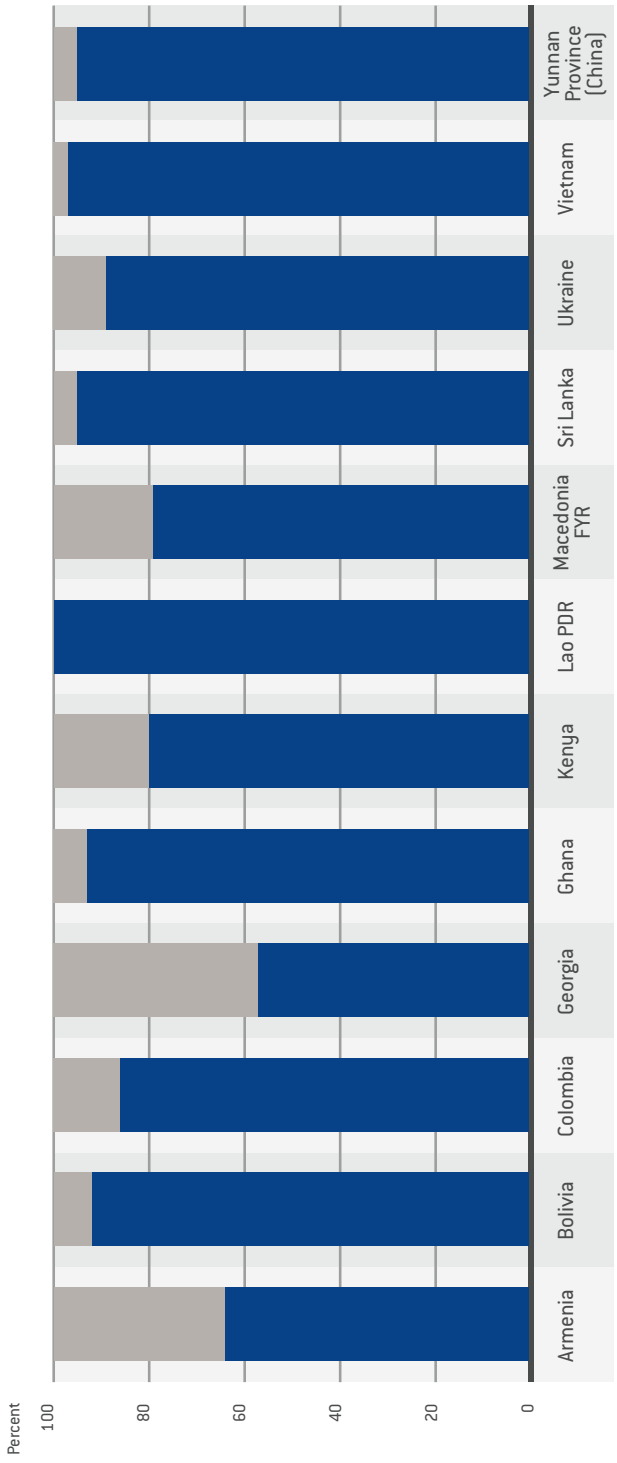
#### YOUTH (AGES 15-24)

■ EMPLOYED  
■ UNEMPLOYED



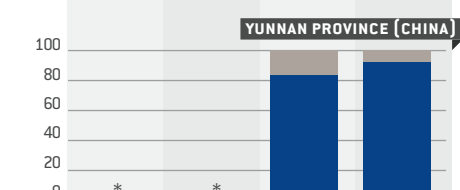
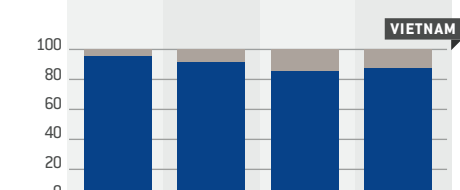
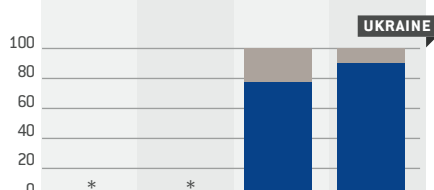
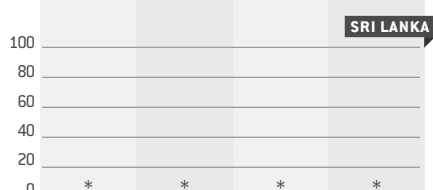
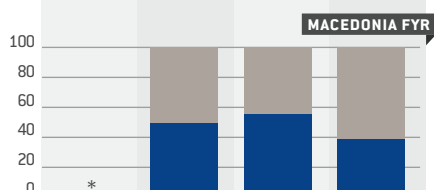
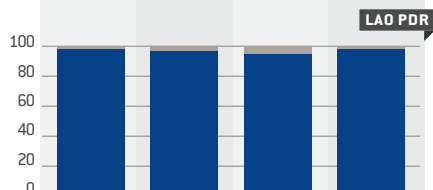
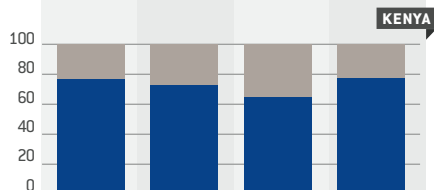
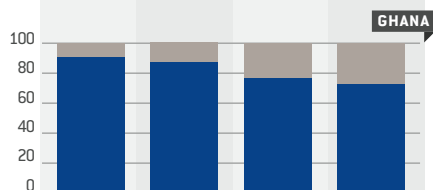
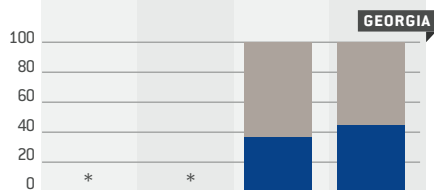
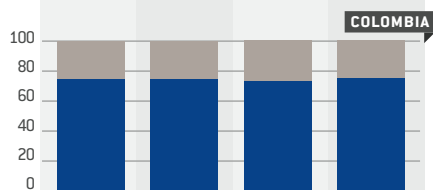
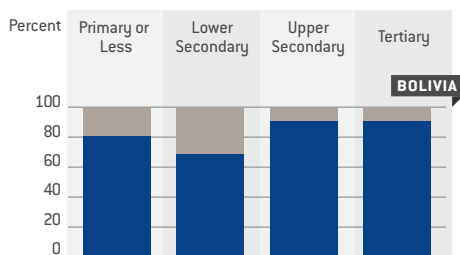
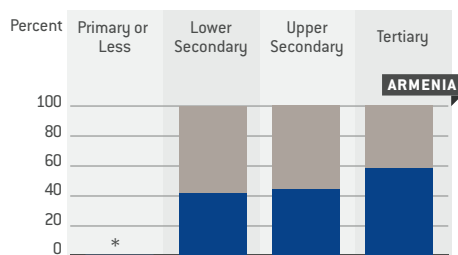
**ALL ADULTS (AGES 15 TO 64)**

■ EMPLOYED ■ UNEMPLOYED



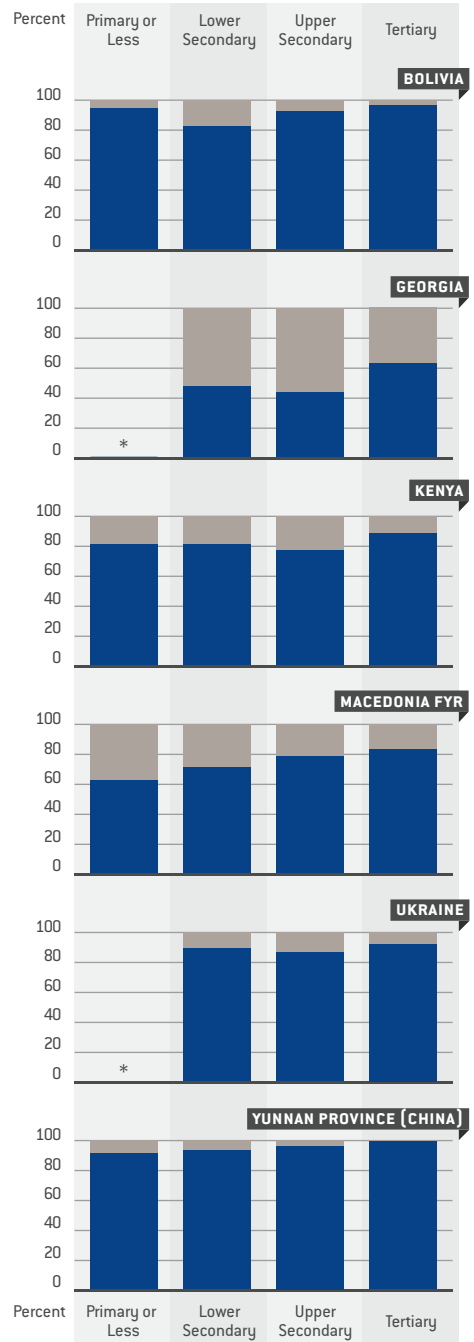
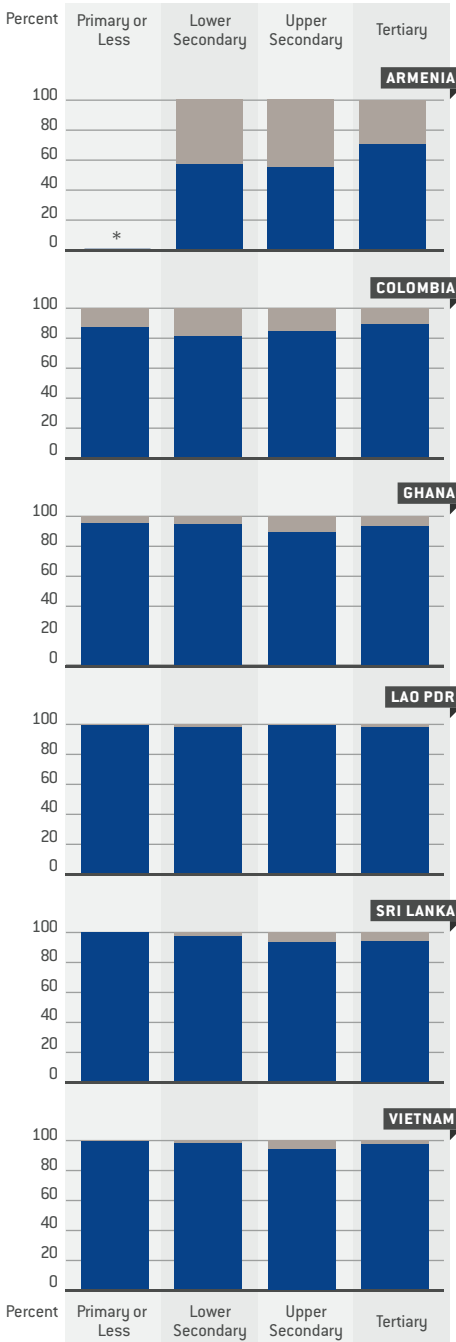
# Employment Status

**YOUTH (AGES 15-24)**
■ EMPLOYED

■ UNEMPLOYED


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



\*Available data do not surpass threshold of minimum number of observations.

# Type of Employment

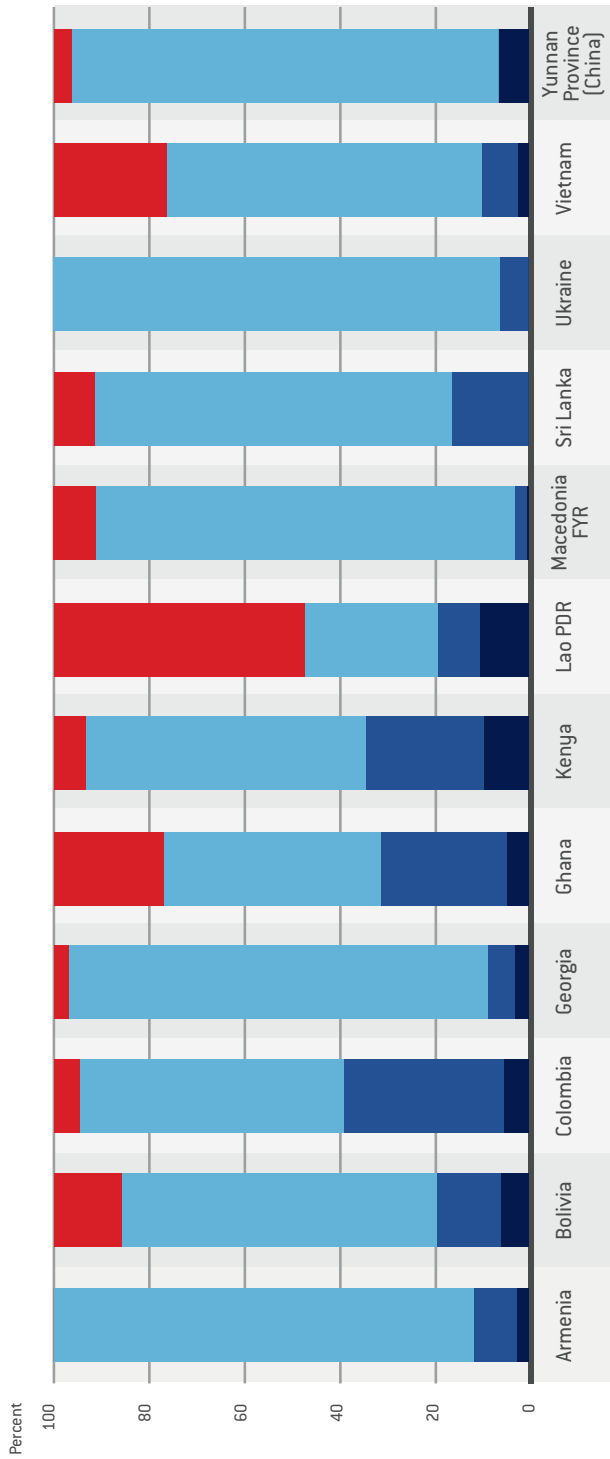
## SECTION 06 • Labor Market Outcomes

### YOUTH (AGES 15-24)

■ EMPLOYER  
 ■ SELF-EMPLOYED  
 ■ UNPAID FAMILY WORKER/OTHER

■ WAGE WORKER

■ UNPAID FAMILY WORKER/OTHER





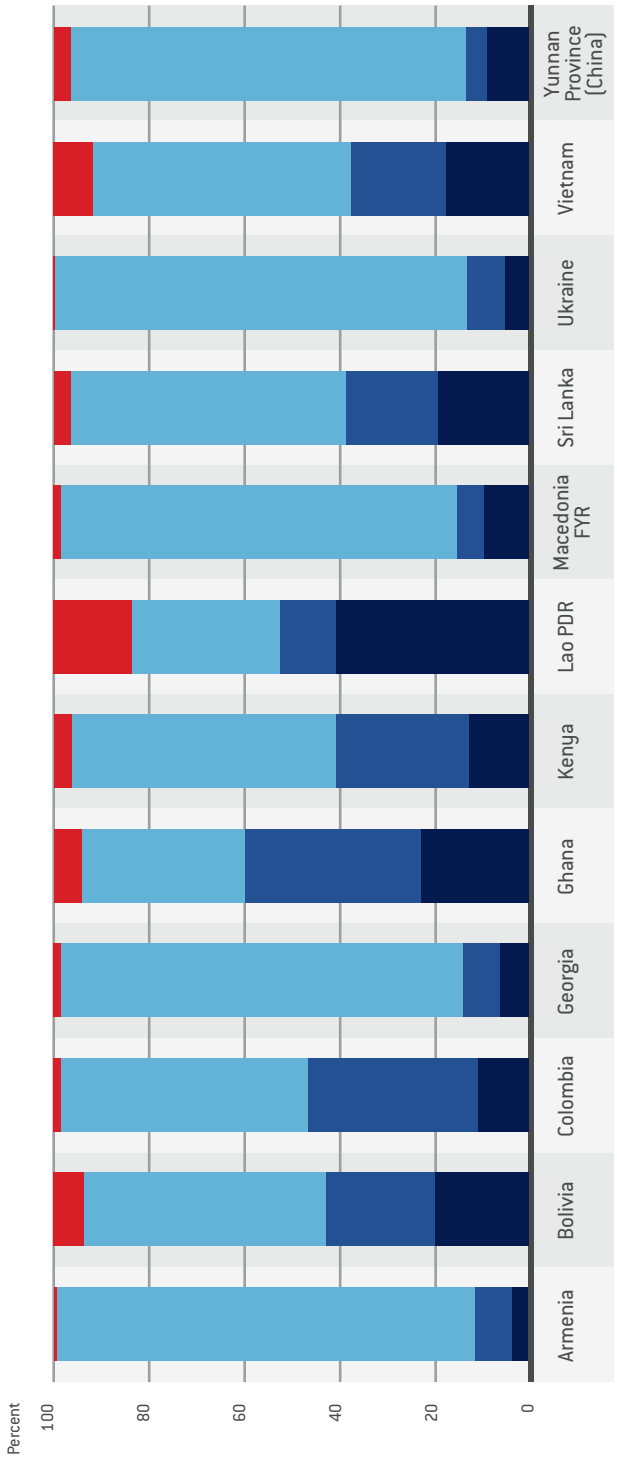
**ALL ADULTS (AGES 15 TO 64)**

UNPAID FAMILY WORKER/OTHER

WAGE WORKER

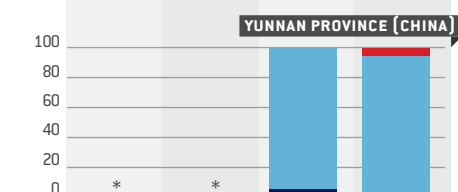
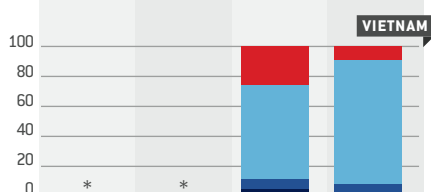
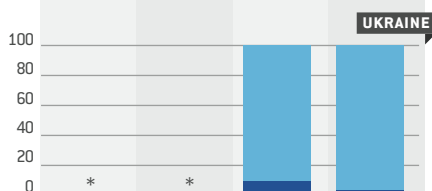
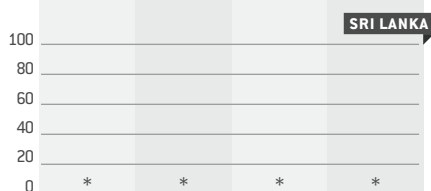
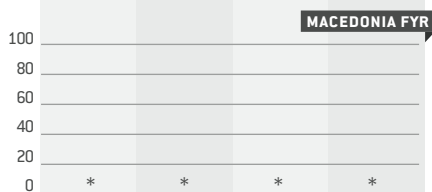
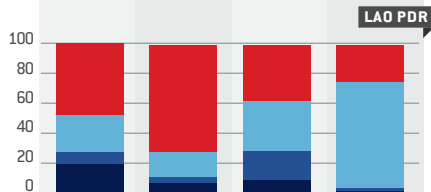
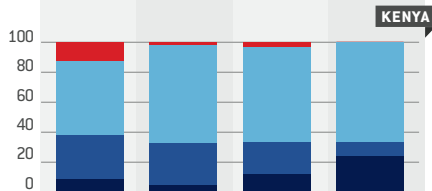
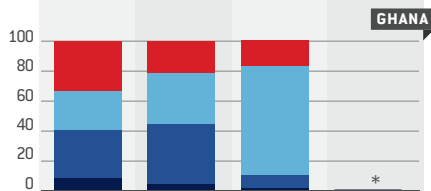
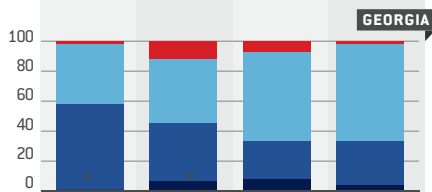
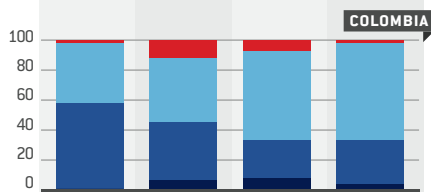
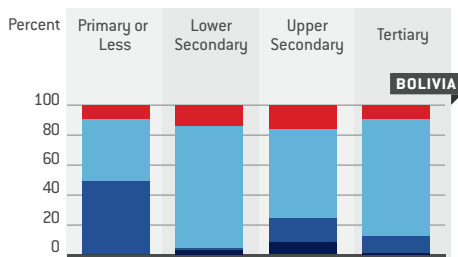
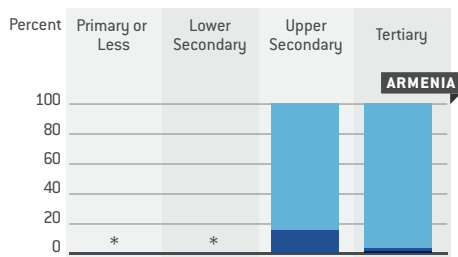
SELF-EMPLOYED

EMPLOYER



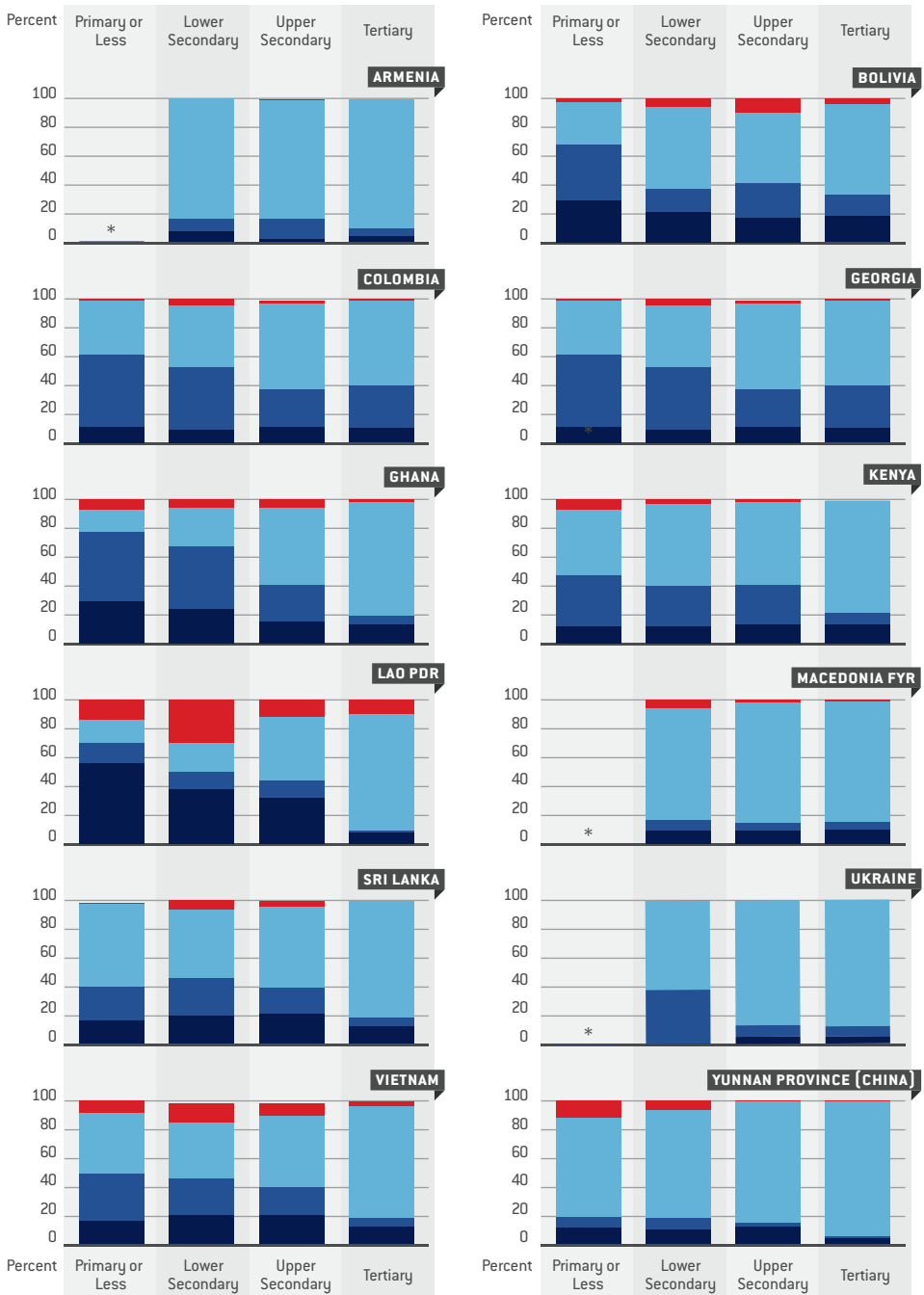
# Type of Employment

**YOUTH (AGES 15-24)** ■ EMPLOYER ■ SELF-EMPLOYED ■ WAGE WORKER ■ UNPAID FAMILY WORKER/OTHER



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



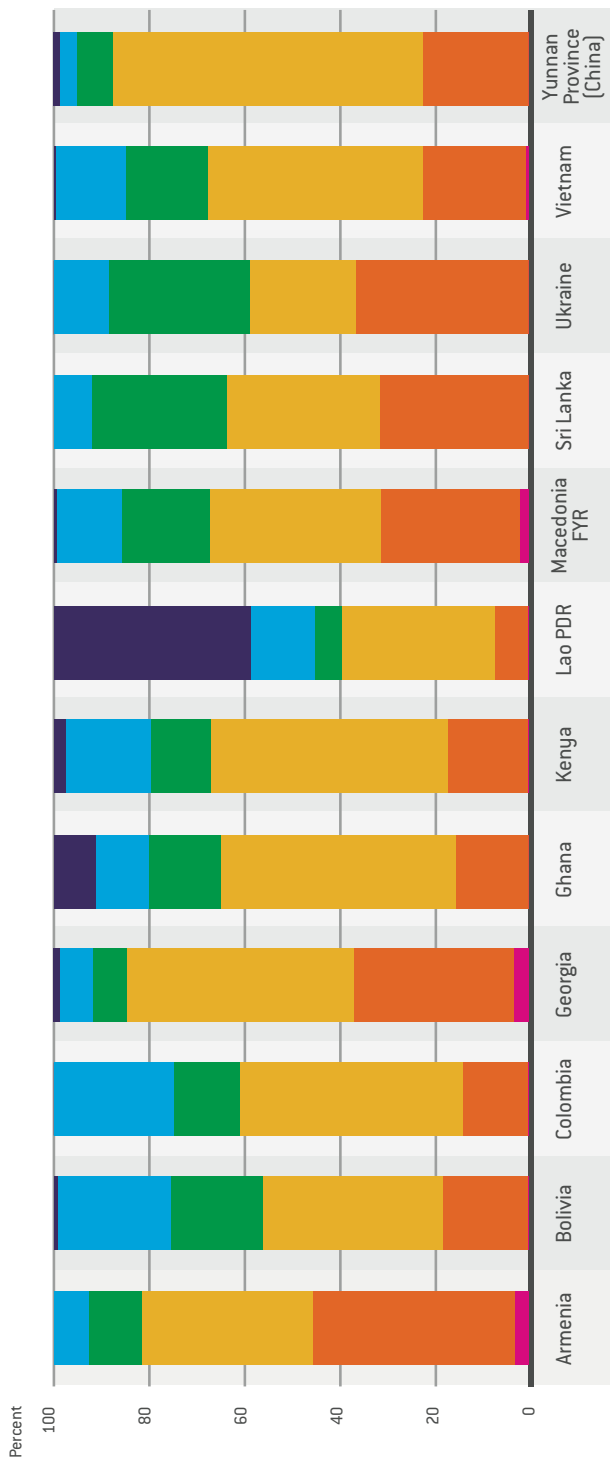
\*Available data do not surpass threshold of minimum number of observations.

# Type of Occupation

## SECTION 06 • Labor Market Outcomes

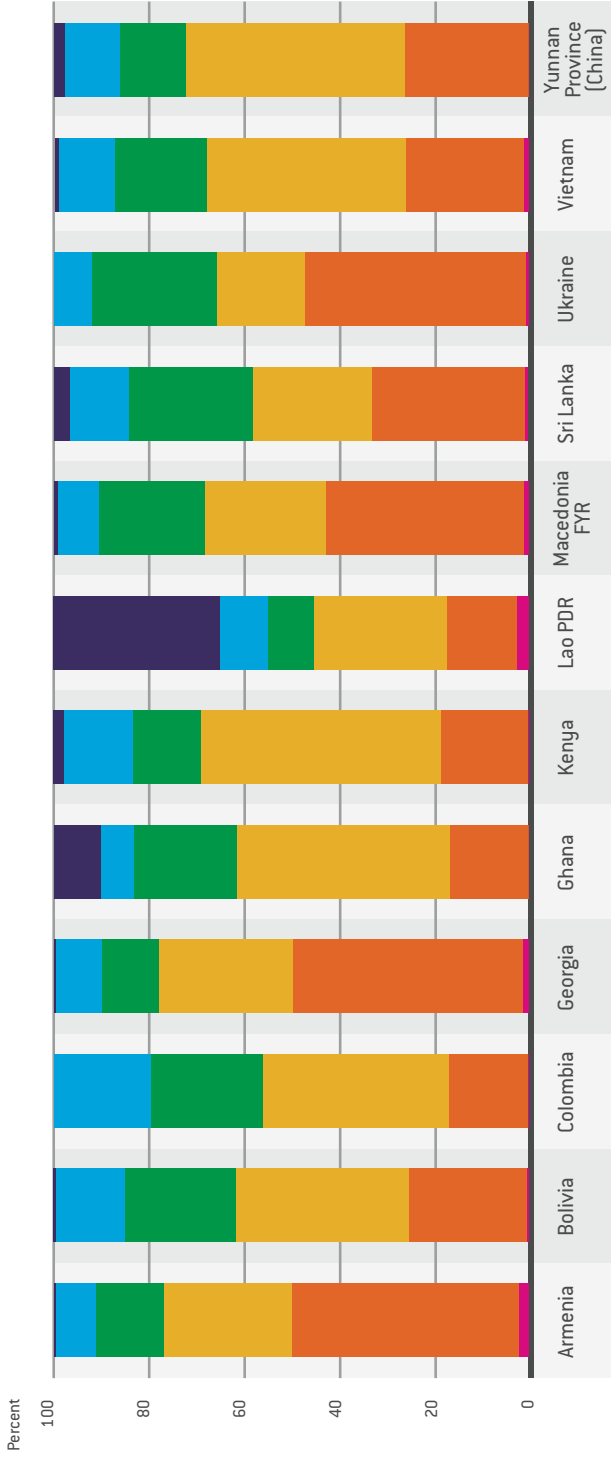
### YOUTH (AGES 15-24)

■ HIGHLY SKILLED WHITE COLLAR  
■ ELEMENTARY OCCUPATIONS  
■ PLANT/MACHINE OPERATOR/ASSEMBLERS  
■ MILITARY PERSONNEL  
■ LOW SKILLED WHITE COLLAR  
■ SKILLED AGRICULTURE WORK



## ALL ADULTS (AGES 15 TO 64)

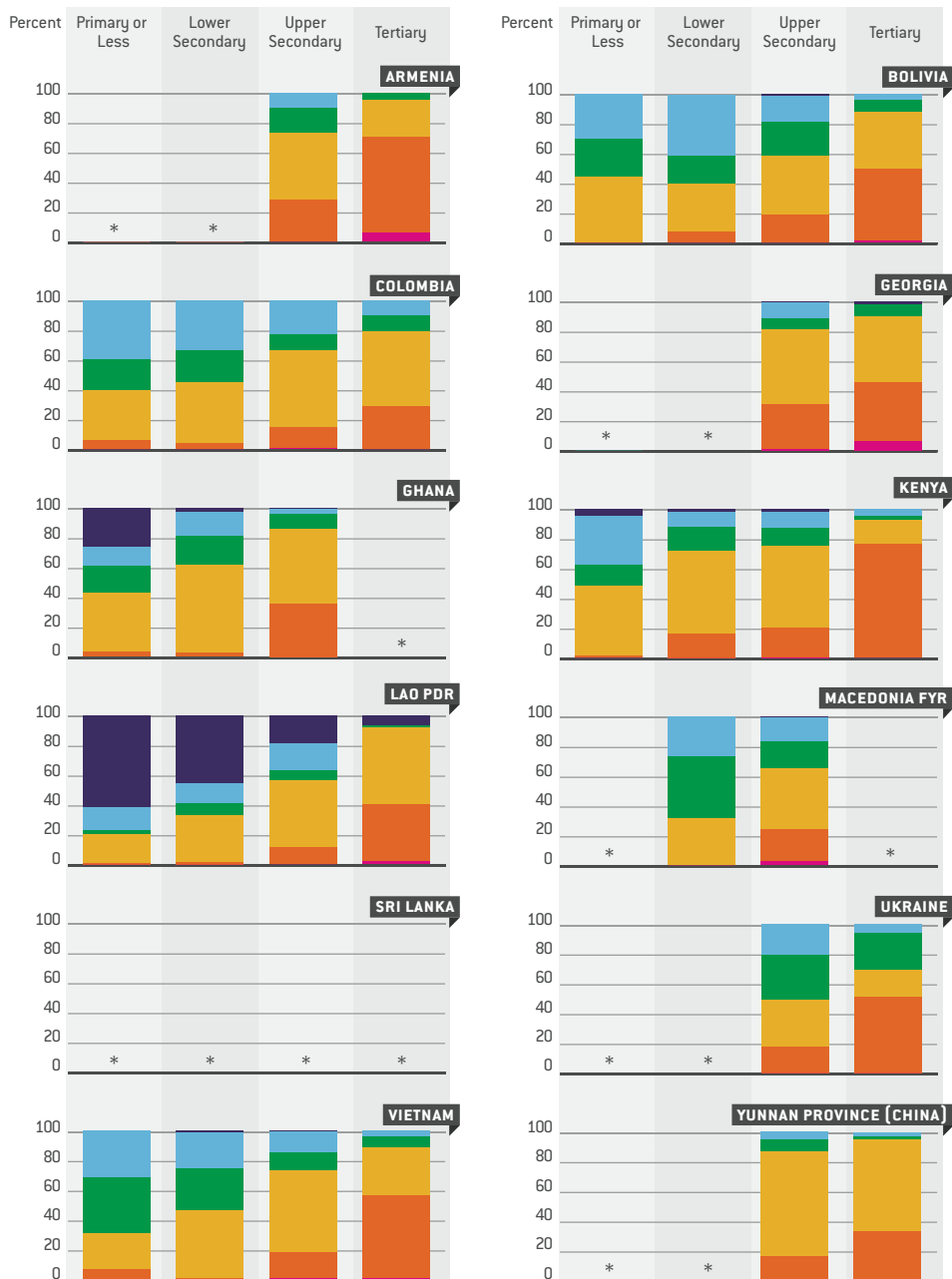
- MILITARY PERSONNEL
- PLANT/MACHINE OPERATOR/ASSEMBLERS
- HIGHLY SKILLED WHITE COLLAR
- ELEMENTARY OCCUPATIONS
- LOW SKILLED WHITE COLLAR
- SKILLED AGRICULTURE WORK



# Type of Occupation

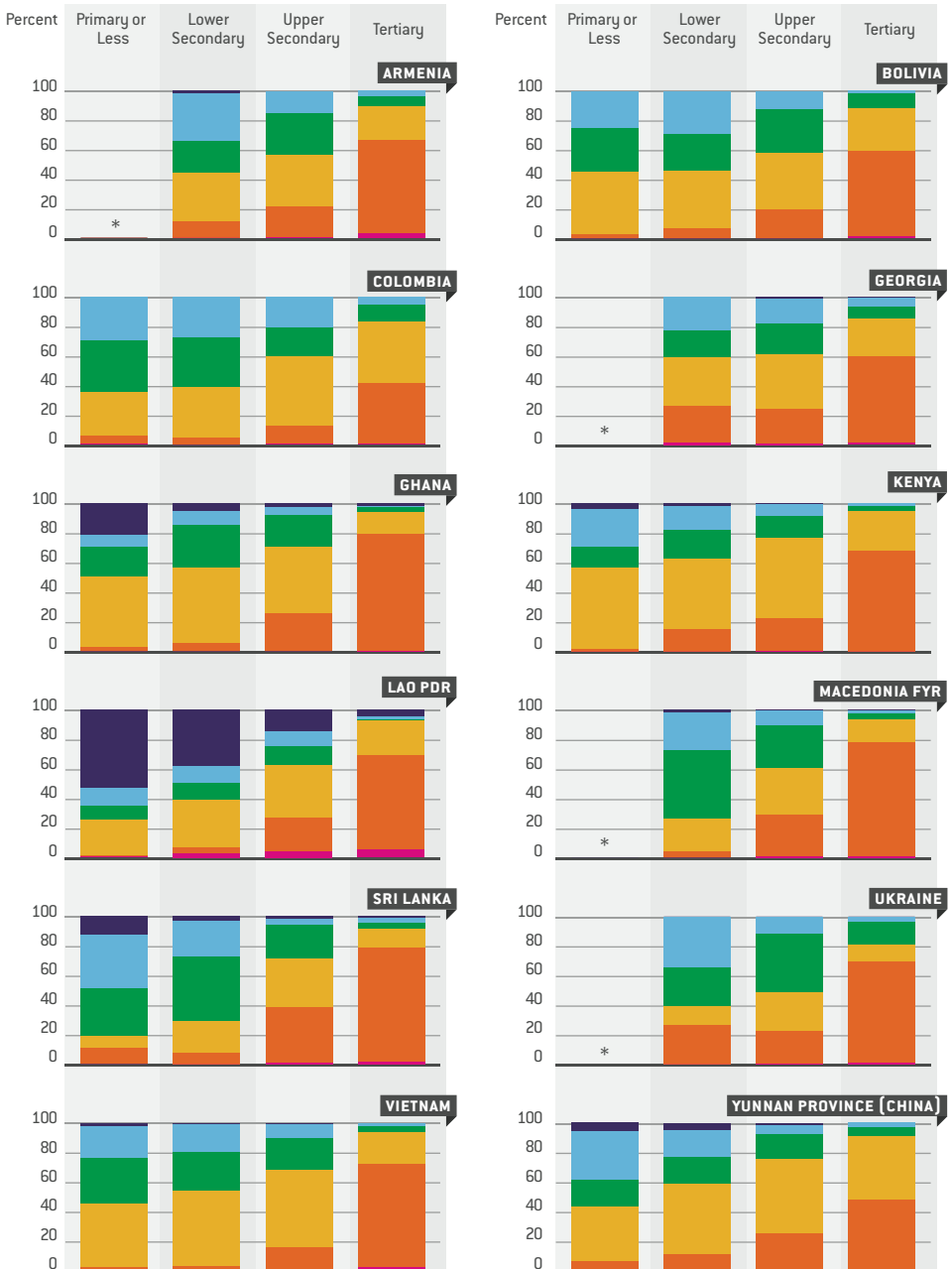
## YOUTH (AGES 15-24)

■ MILITARY PERSONNEL
 ■ HIGHLY SKILLED WHITE COLLAR
 ■ LOW SKILLED WHITE COLLAR
 ■ PLANT / MACHINE OPERATOR / ASSEMBLERS
 ■ ELEMENTARY OCCUPATIONS
 ■ SKILLED AGRICULTURE WORK



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



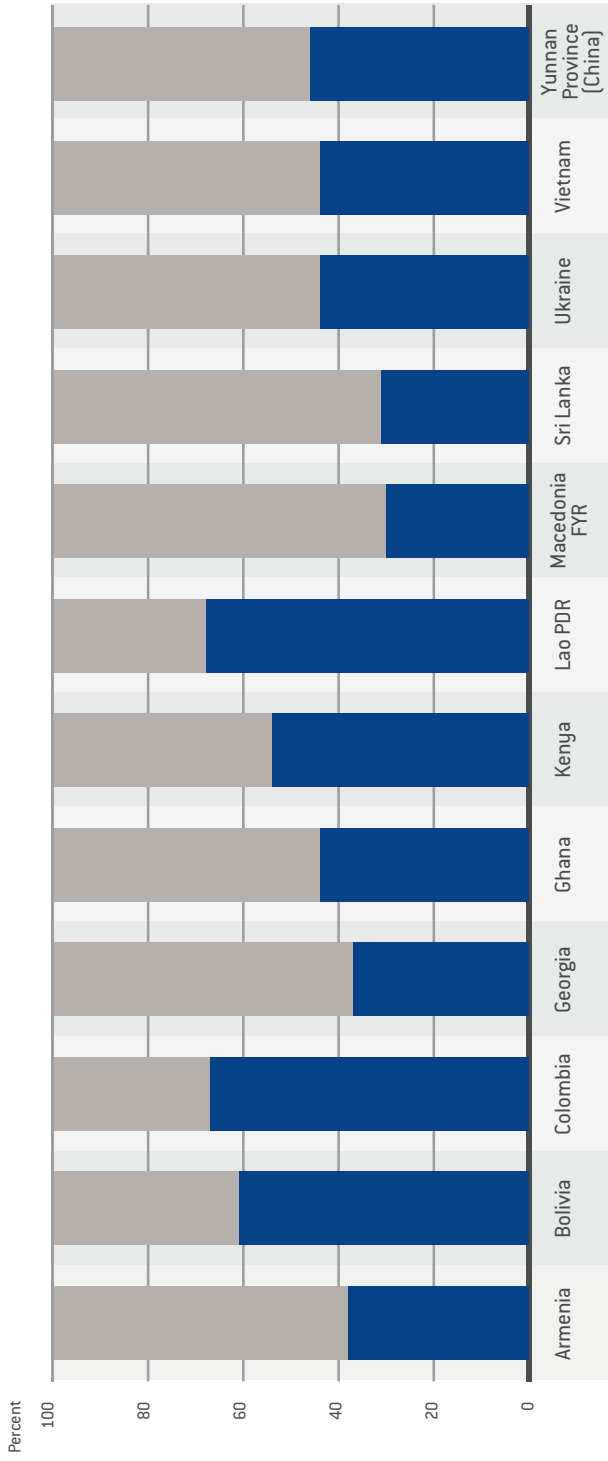
\*Available data do not surpass threshold of minimum number of observations.

## Inactive

## SECTION 06 • Labor Market Outcomes

## YOUTH (AGES 15-24)

■ NO  
■ YES

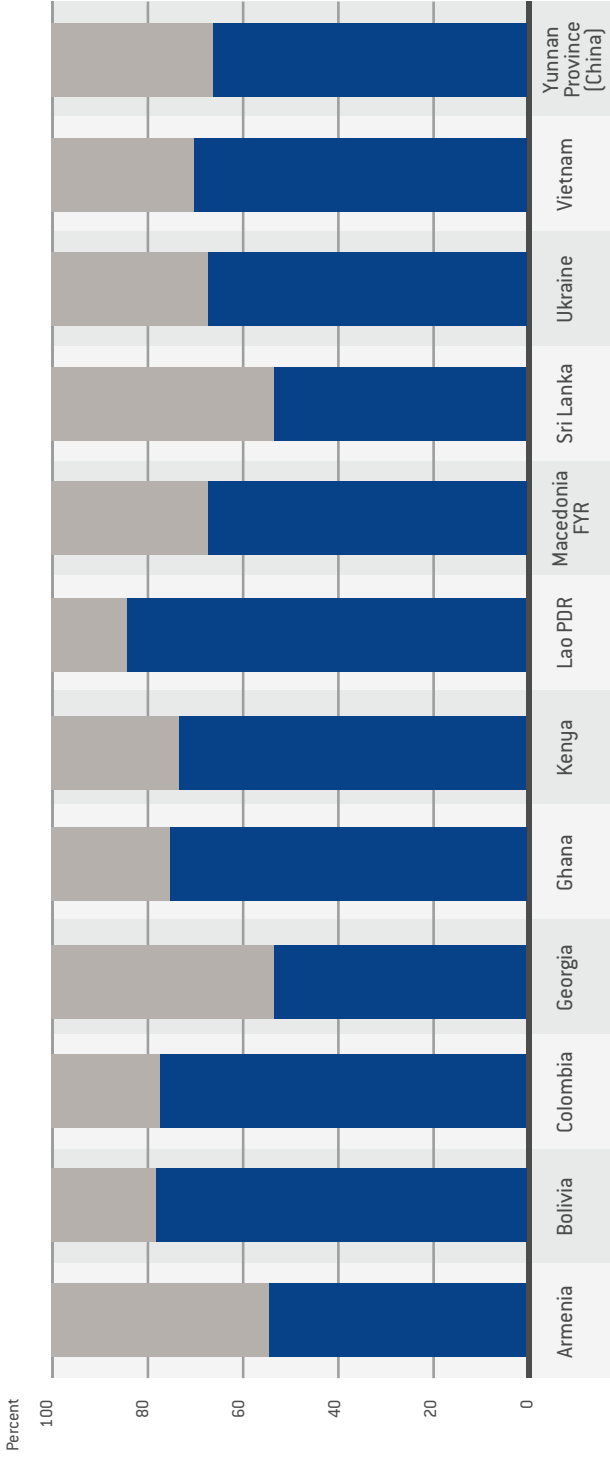




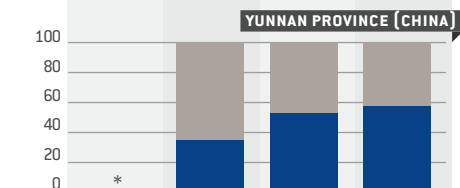
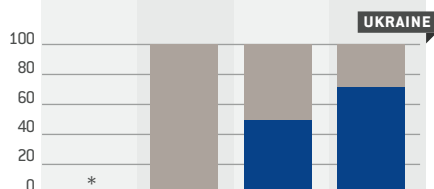
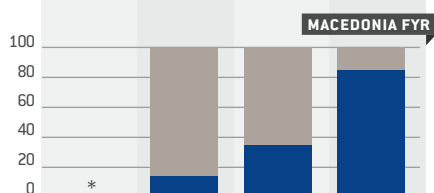
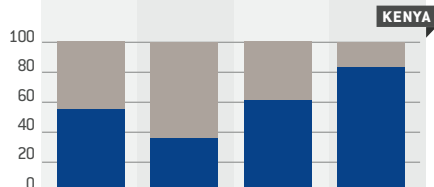
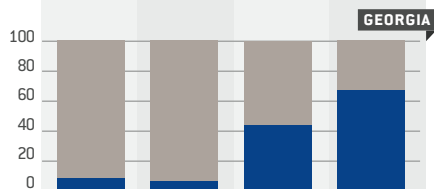
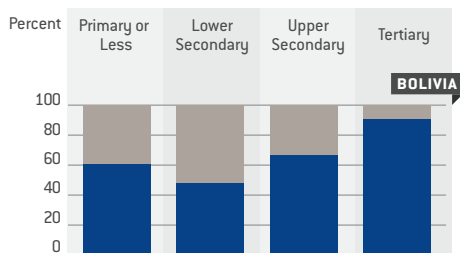
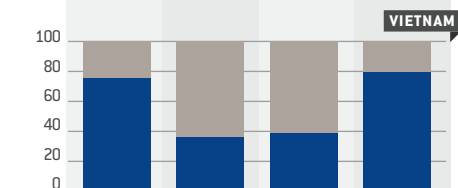
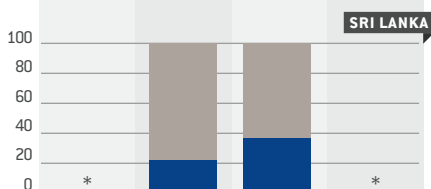
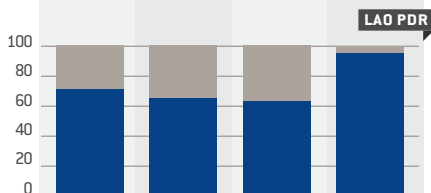
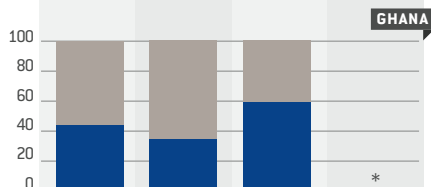
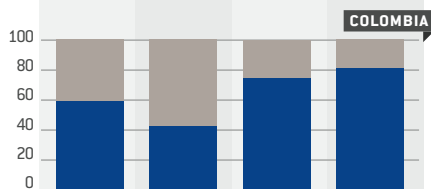
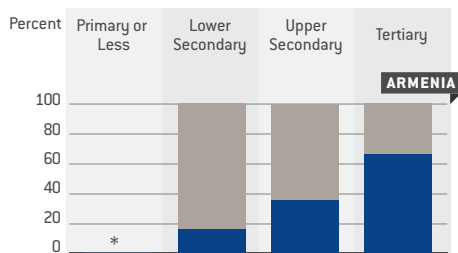
**ALL ADULTS (AGES 15 TO 64)**

■ NO

■ YES

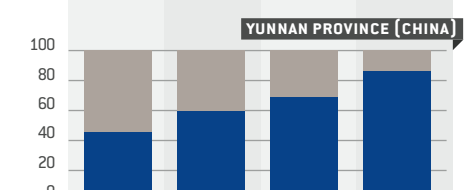
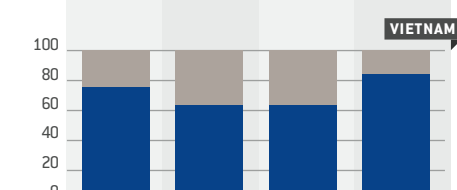
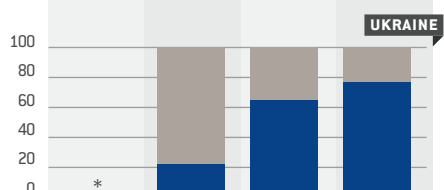
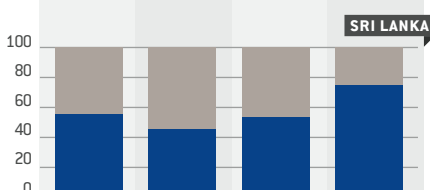
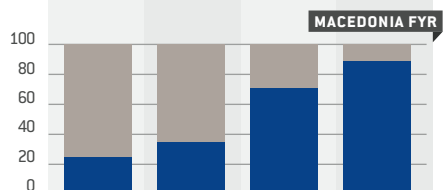
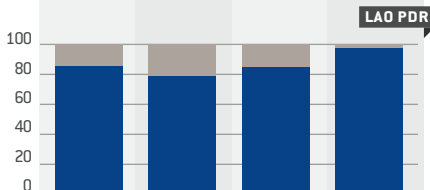
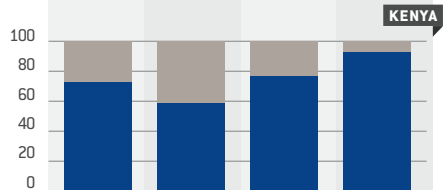
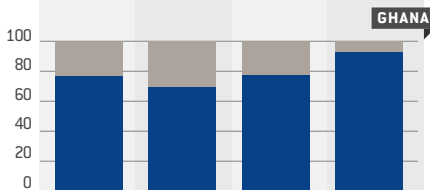
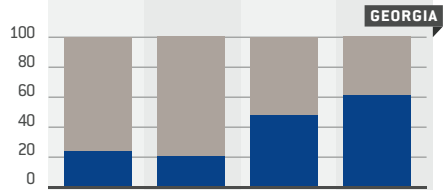
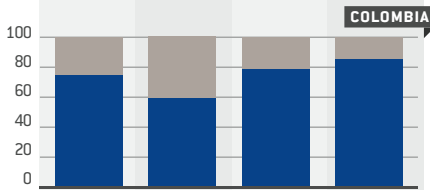
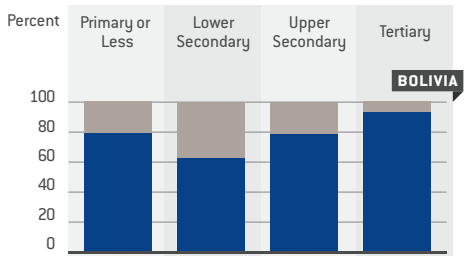
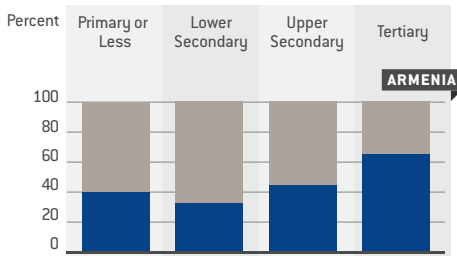


## YOUTH (AGES 15-24) ■ NO ■ YES



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



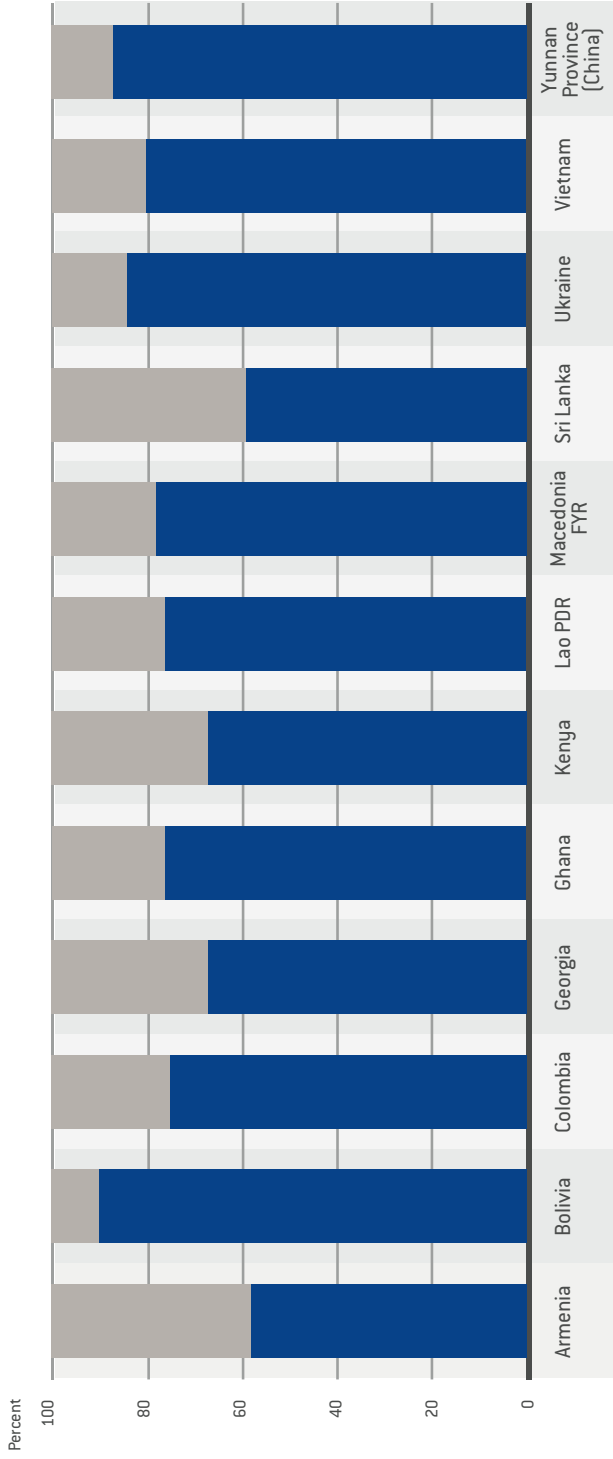
\*Available data do not surpass threshold of minimum number of observations.

## Educational Status of Inactive Population

### SECTION 06 • Labor Market Outcomes

#### YOUTH (AGES 15-24)

■ INACTIVE, IN EDUCATION  
■ INACTIVE, NOT IN EDUCATION



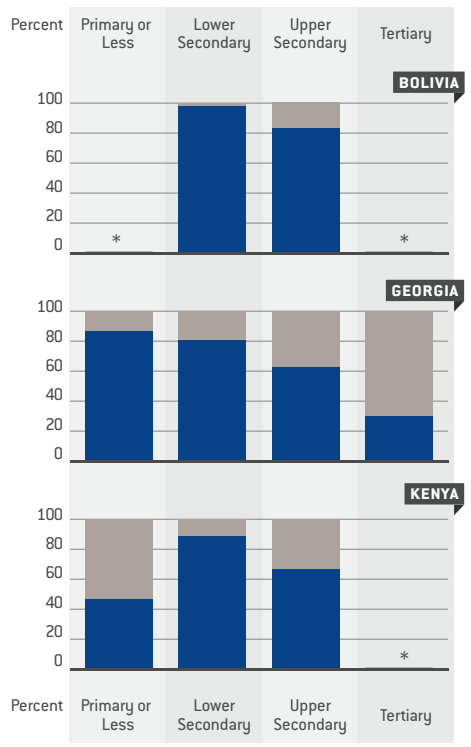
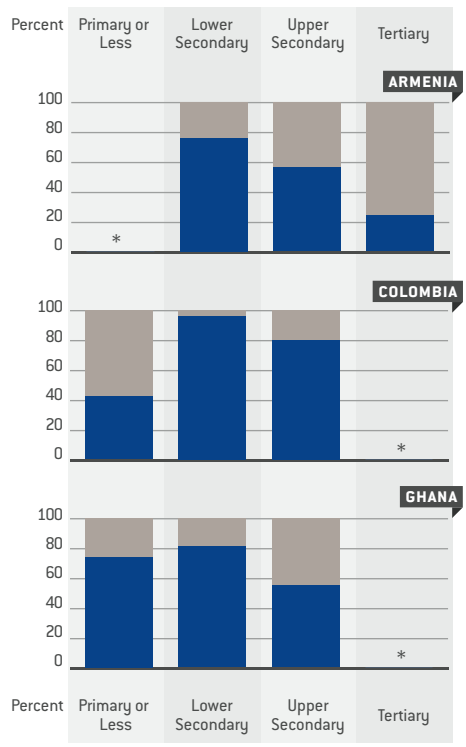


# Educational Status of Inactive Population

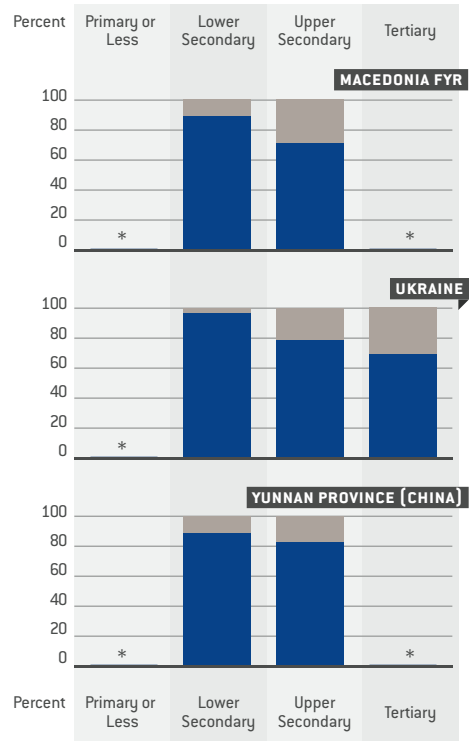
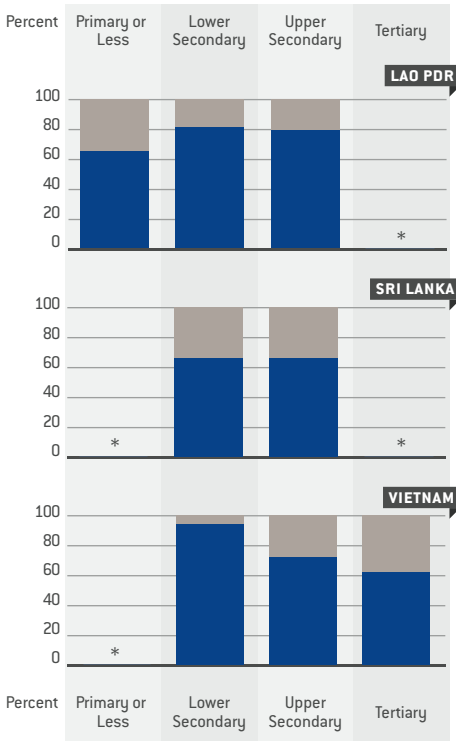
**YOUTH (AGES 15-24)**

■ **INACTIVE, IN EDUCATION**

■ **INACTIVE, NOT IN EDUCATION**



\*Available data do not surpass threshold of minimum number of observations.



\*Available data do not surpass threshold of minimum number of observations.

## Usefulness of Studies for Current Work

### SECTION 06 • Labor Market Outcomes

#### YOUTH (AGES 15-24)

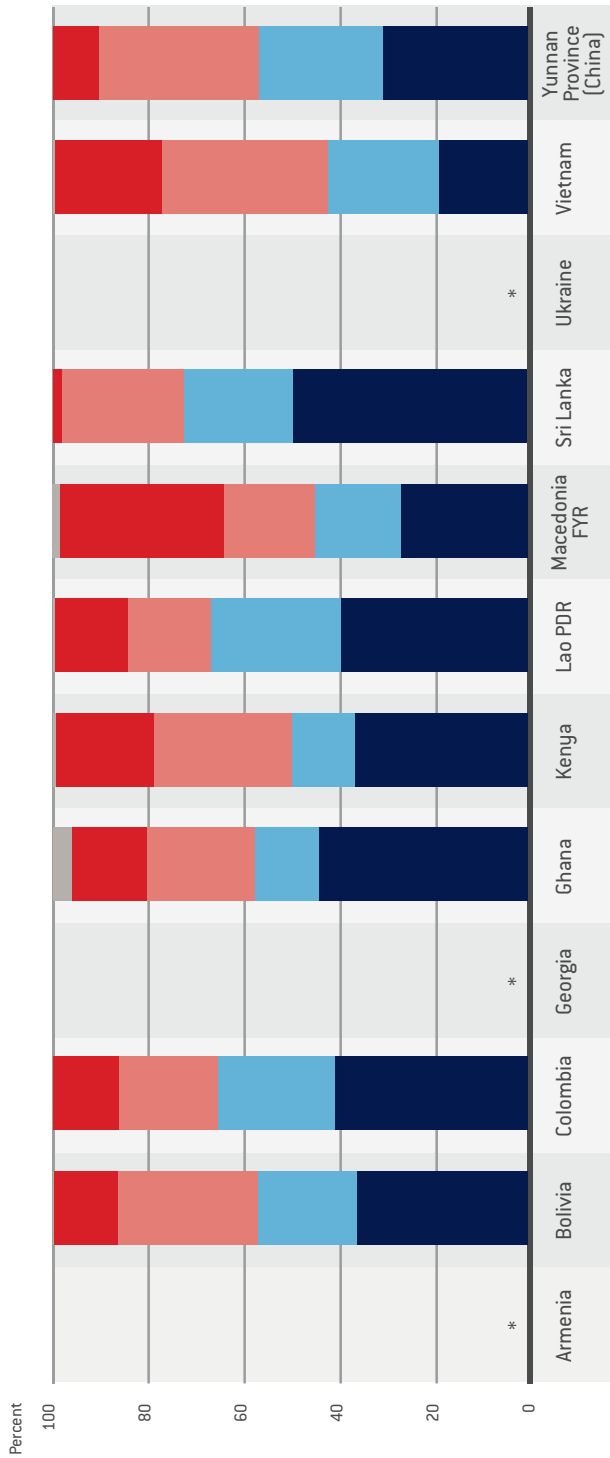
■ OTHER

■ VERY USEFUL

■ MODERATELY USEFUL

■ SOMEWHAT USEFUL

■ NOT USEFUL AT ALL

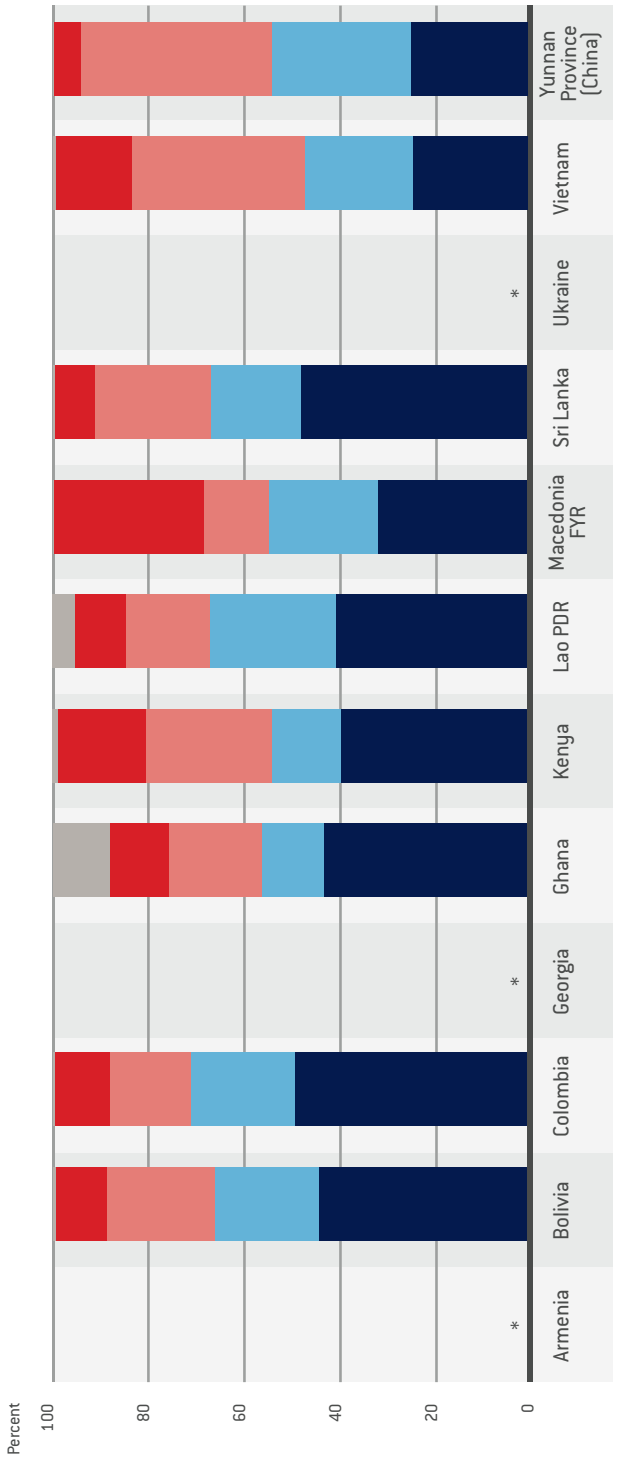


\*Available data do not surpass threshold of minimum number of observations.



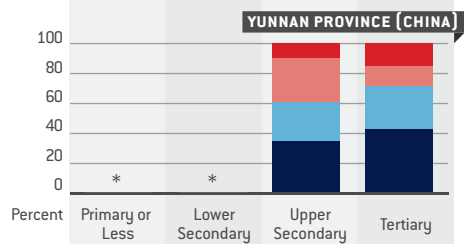
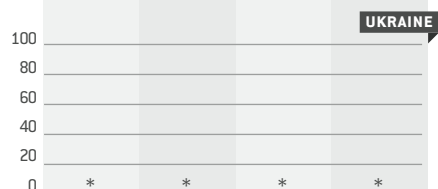
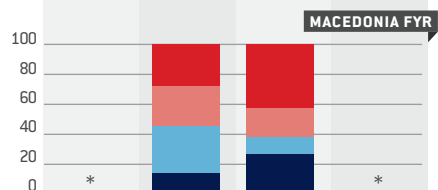
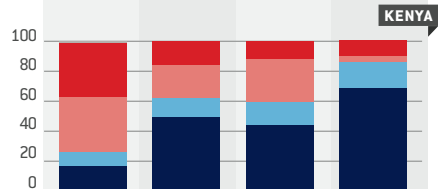
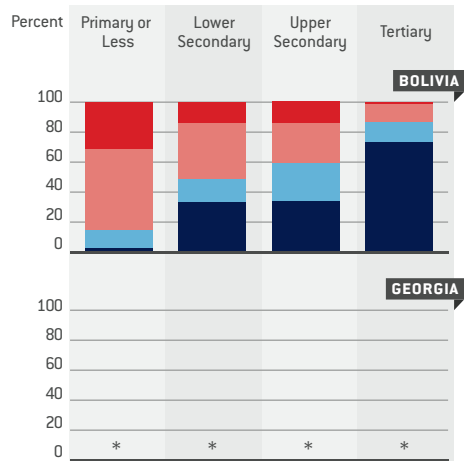
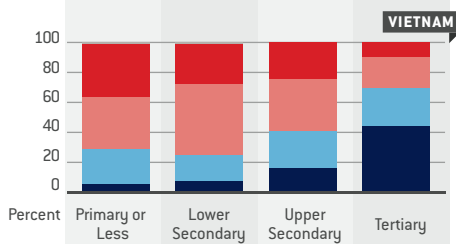
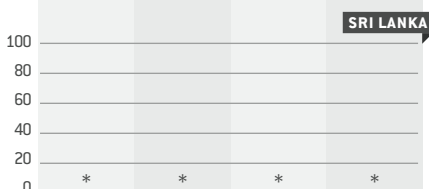
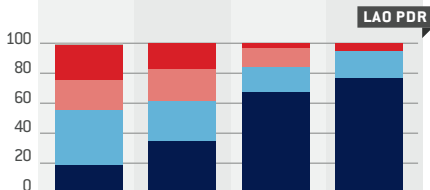
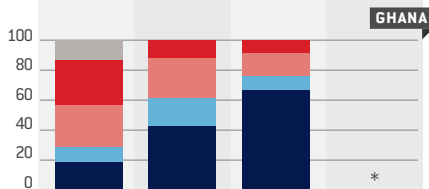
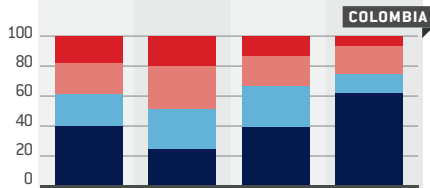
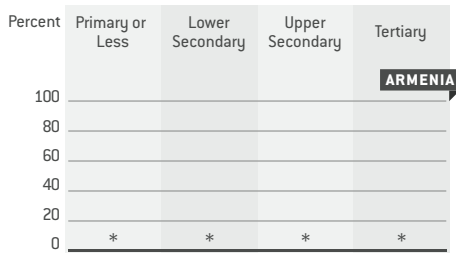
**ALL ADULTS (AGES 15 TO 64)**

■ VERY USEFUL   
 ■ MODERATELY USEFUL   
 ■ SOMEWHAT USEFUL   
 ■ NOT USEFUL AT ALL   
 ■ OTHER



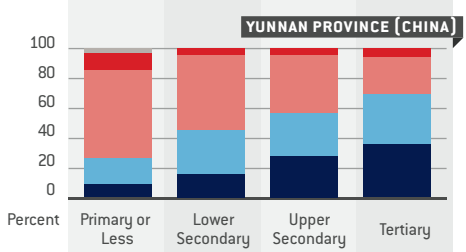
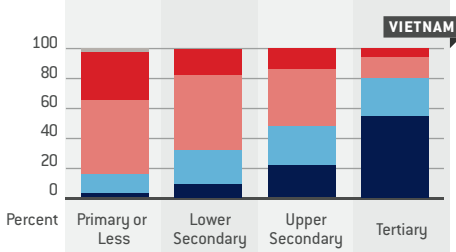
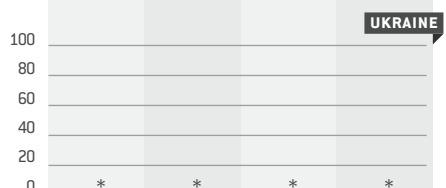
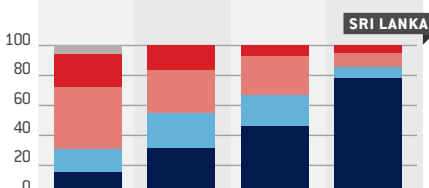
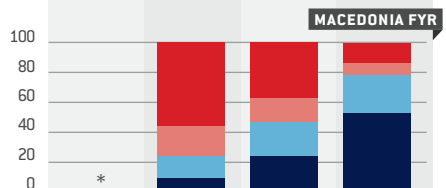
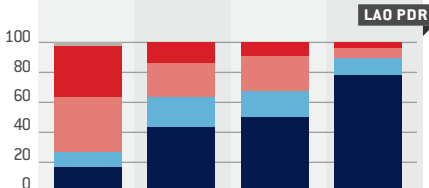
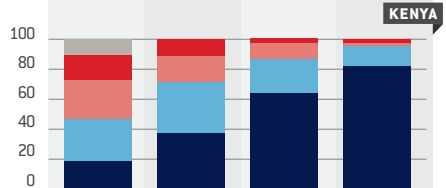
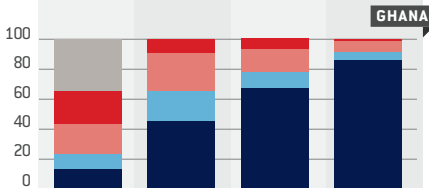
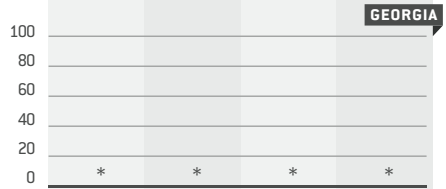
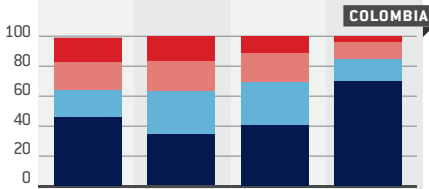
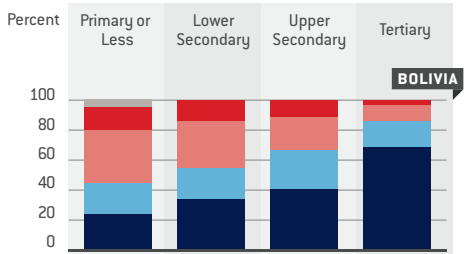
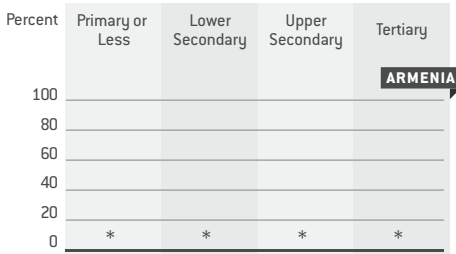
\*Available data do not surpass threshold of minimum number of observations.

## Usefulness of Studies for Current Work

**YOUTH (AGES 15-24)** ■ **VERY USEFUL** ■ **MODERATELY USEFUL** ■ **SOMEWHAT USEFUL** ■ **NOT USEFUL AT ALL** ■ **OTHER**


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)

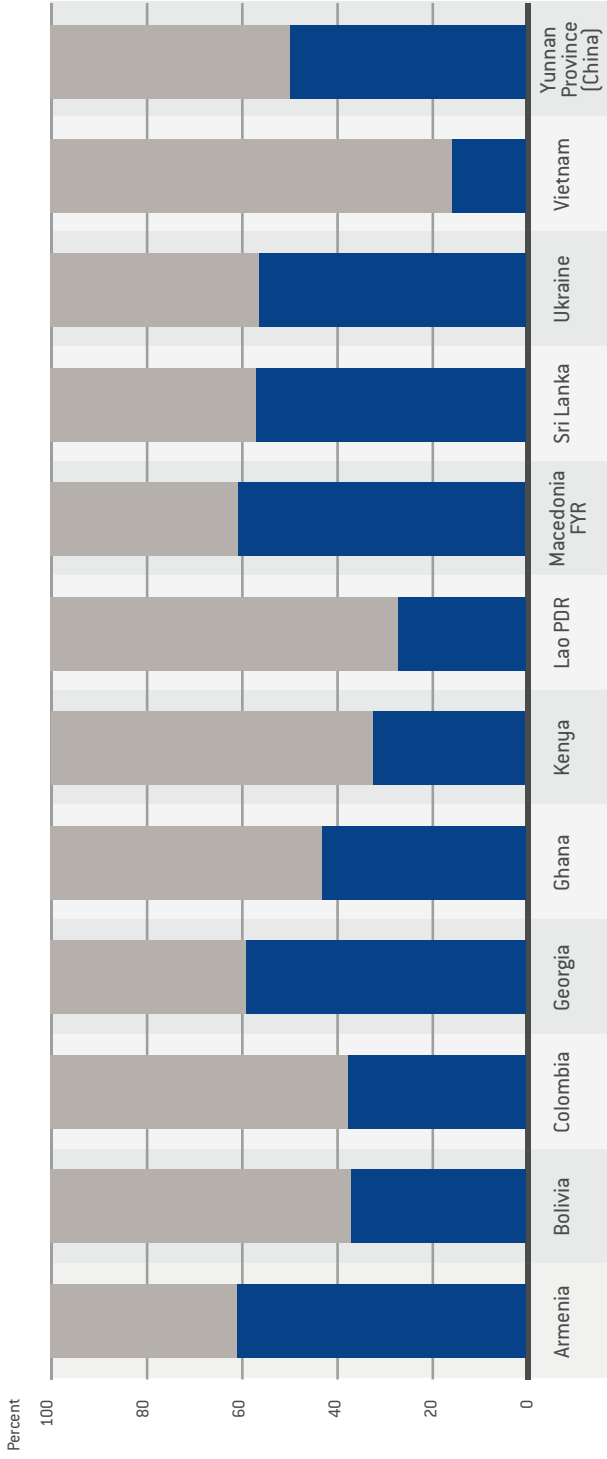


\*Available data do not surpass threshold of minimum number of observations.

## Perception of Qualifications for Current Work

### SECTION 06 • Labor Market Outcomes

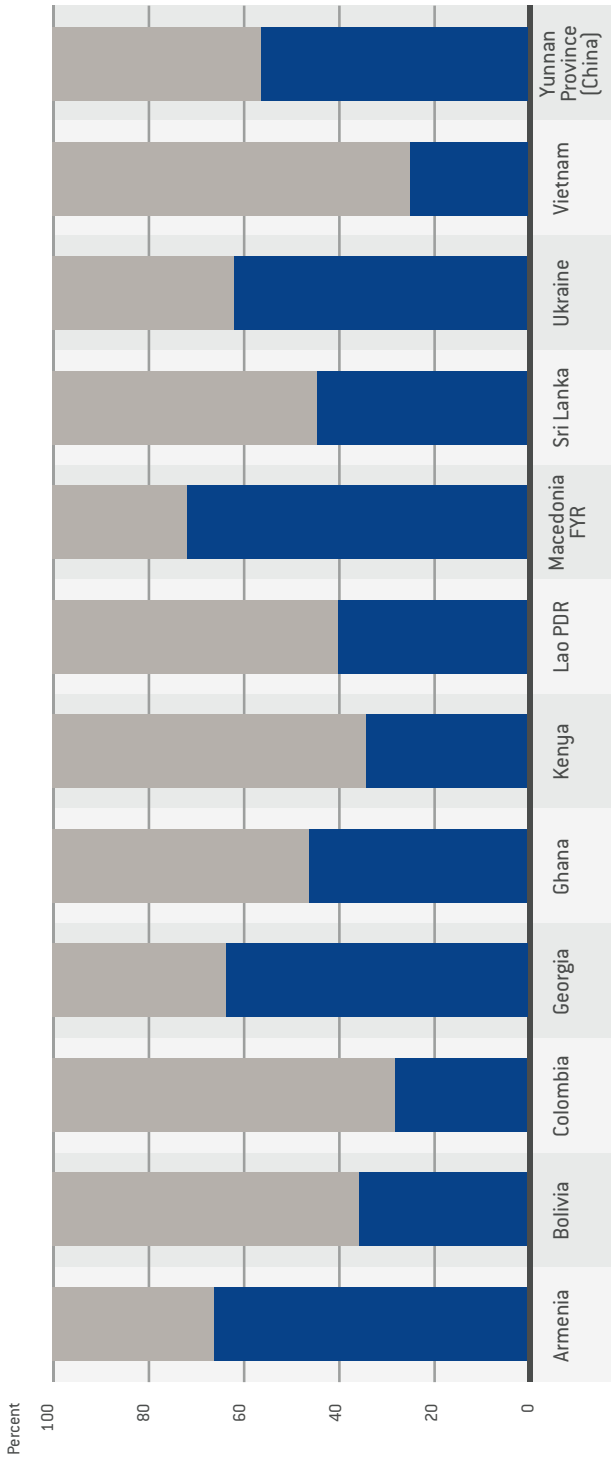
**YOUTH (AGES 15-24)** ■ DOES NOT FEEL OVER/UNDER QUALIFIED ■ FEELS OVER/UNDER QUALIFIED



**ALL ADULTS (AGES 15 TO 64)**

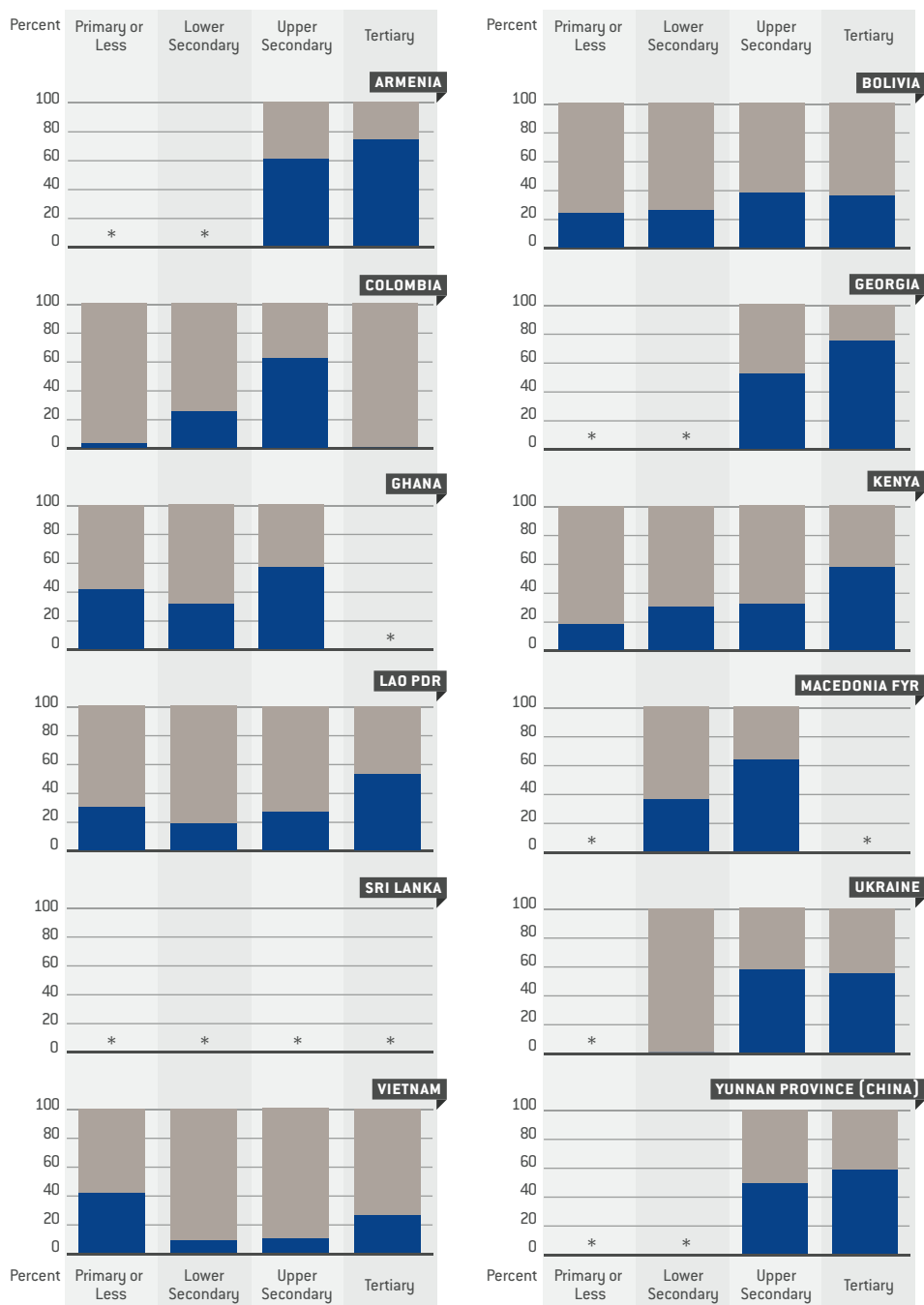
■ DOES NOT FEEL OVER/UNDER QUALIFIED

■ FEELS OVER/UNDER QUALIFIED



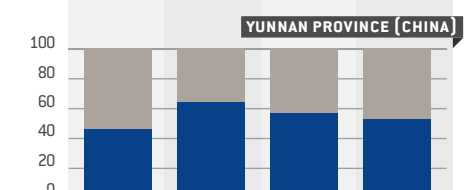
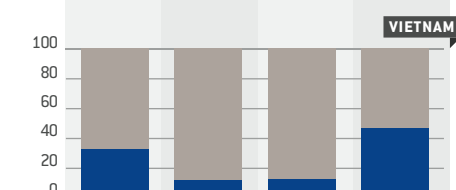
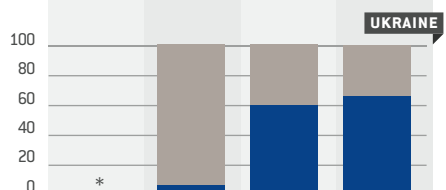
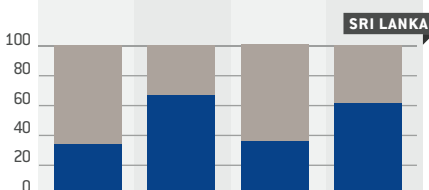
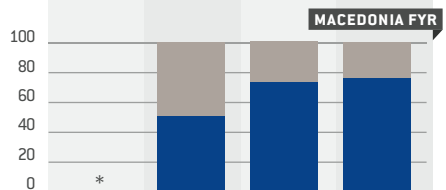
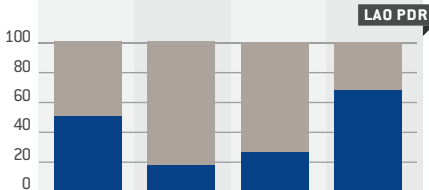
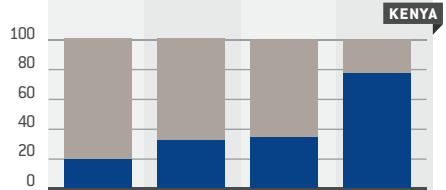
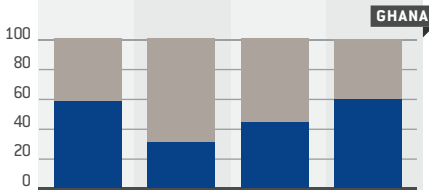
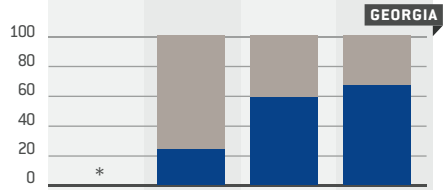
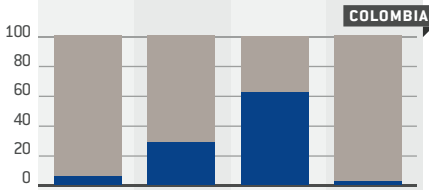
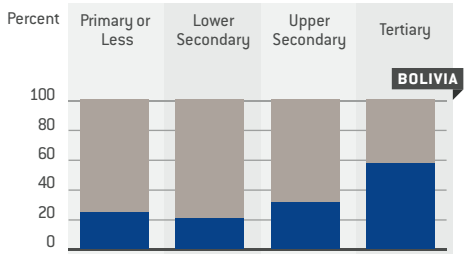
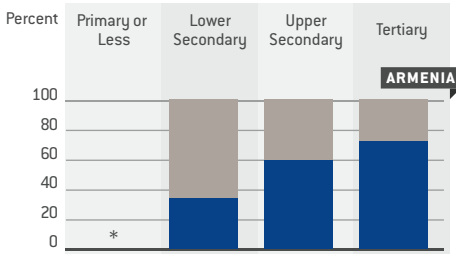
# Perception of Qualifications for Current Work

**YOUTH (AGES 15-24)**
■ DOES NOT FEEL OVER/UNDER QUALIFIED

■ FEELS OVER/UNDER QUALIFIED


\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)



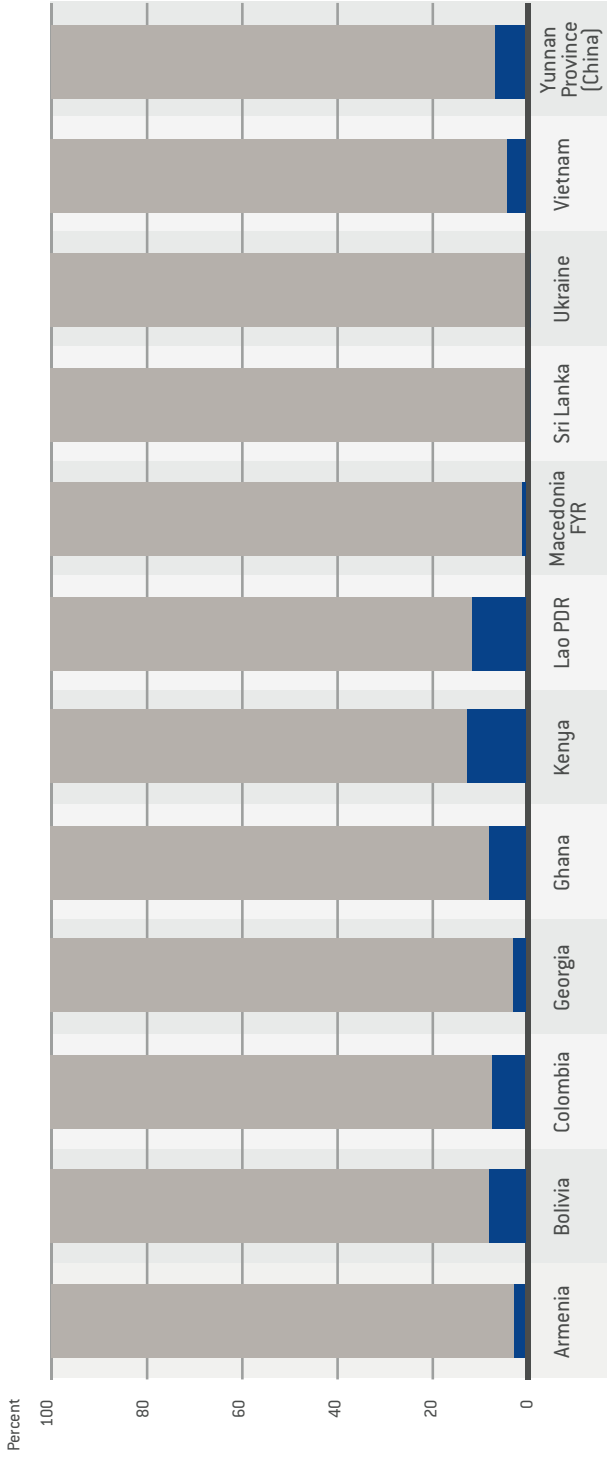
\*Available data do not surpass threshold of minimum number of observations.

## Self-employed with Paid Employees

### SECTION 06 • Labor Market Outcomes

#### YOUTH (AGES 15-24)

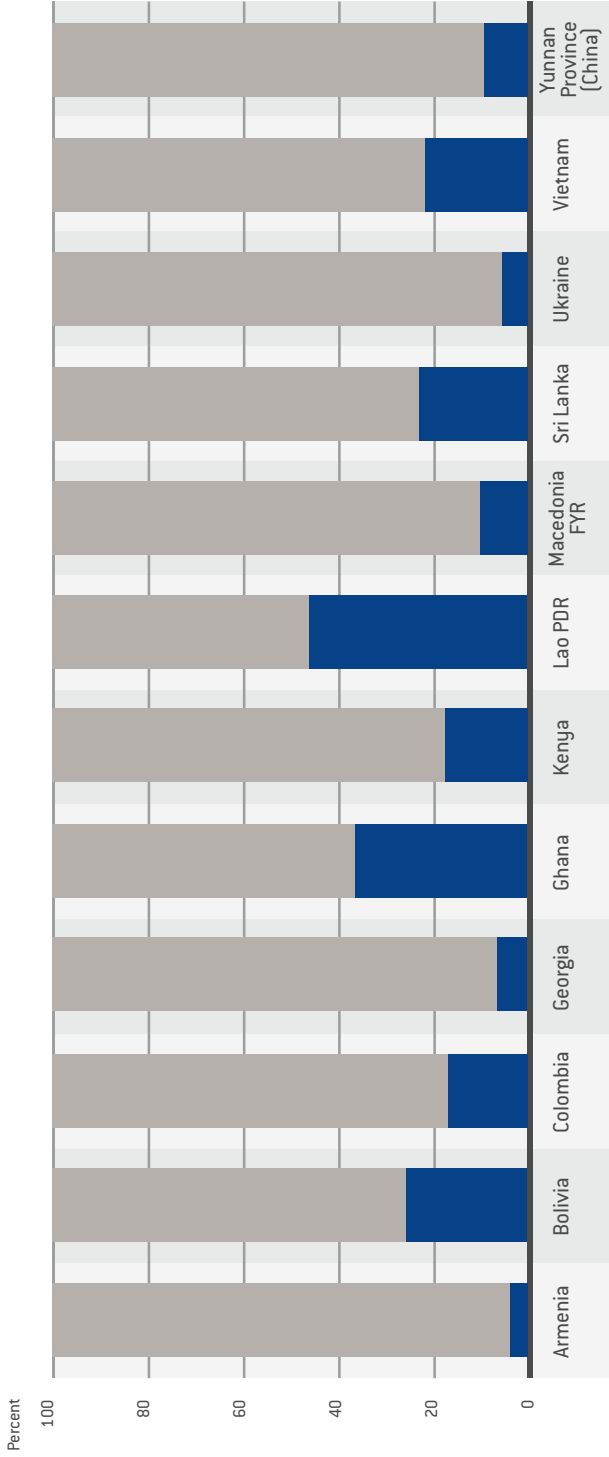
■ YES ■ NO





**ALL ADULTS (AGES 15 TO 64)**

■ YES ■ NO

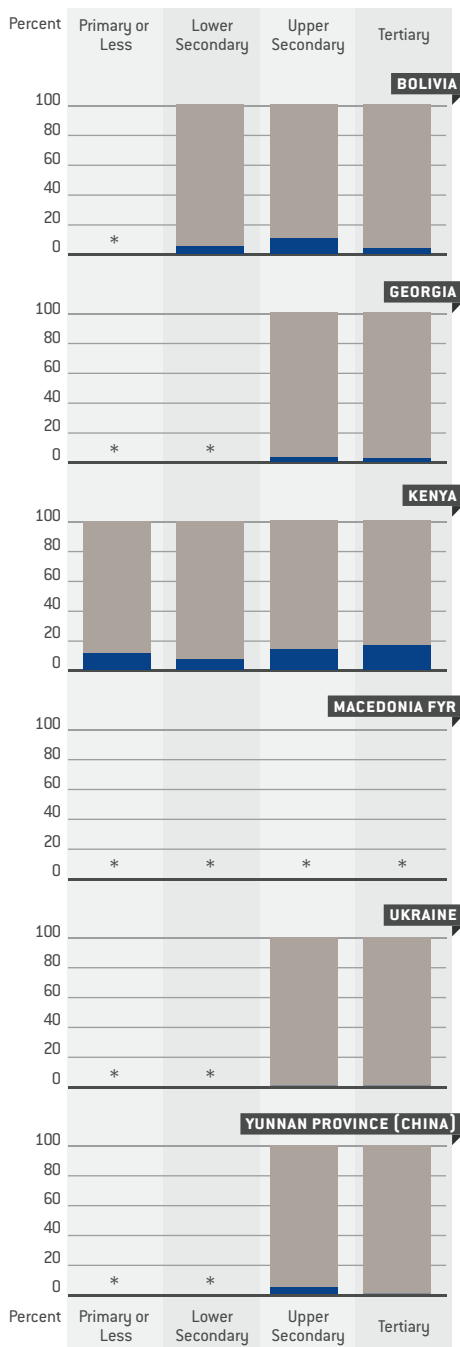
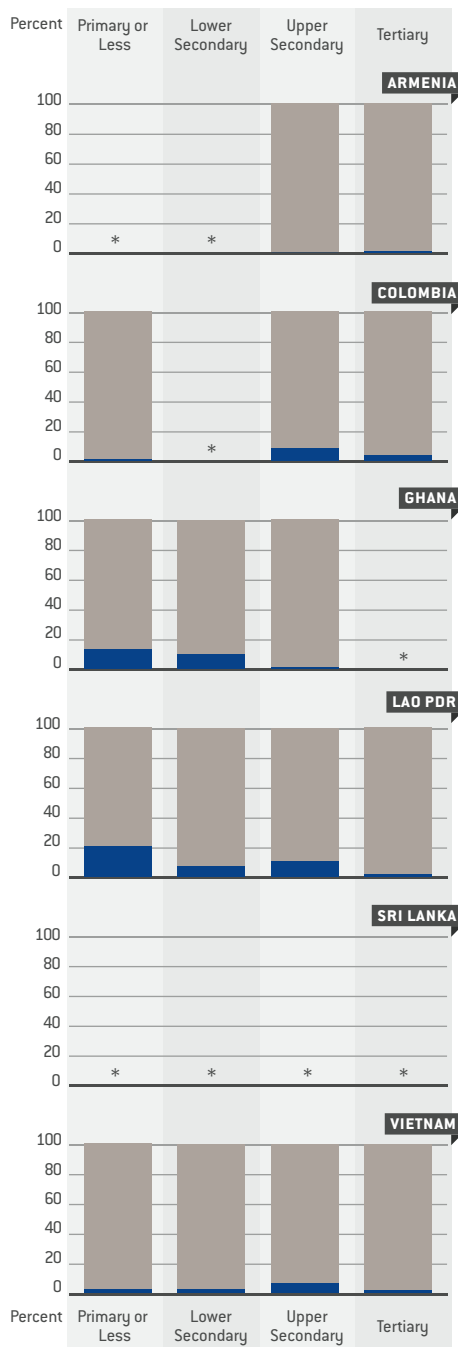


## Self-employed with Paid Employees

YOUTH (AGES 15-24)

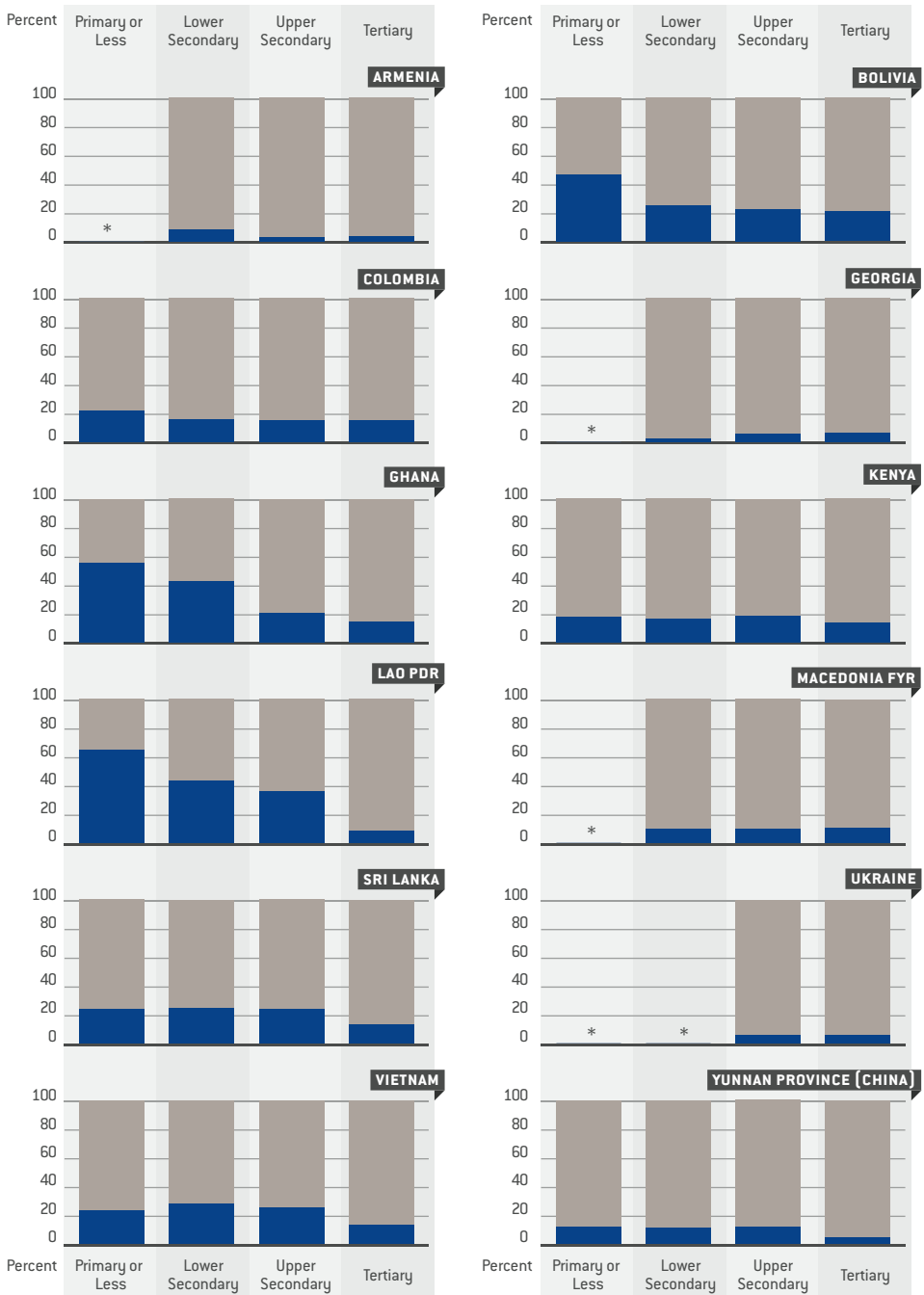
■ YES

■ NO



\*Available data do not surpass threshold of minimum number of observations.

## ALL ADULTS (AGES 15 TO 64)

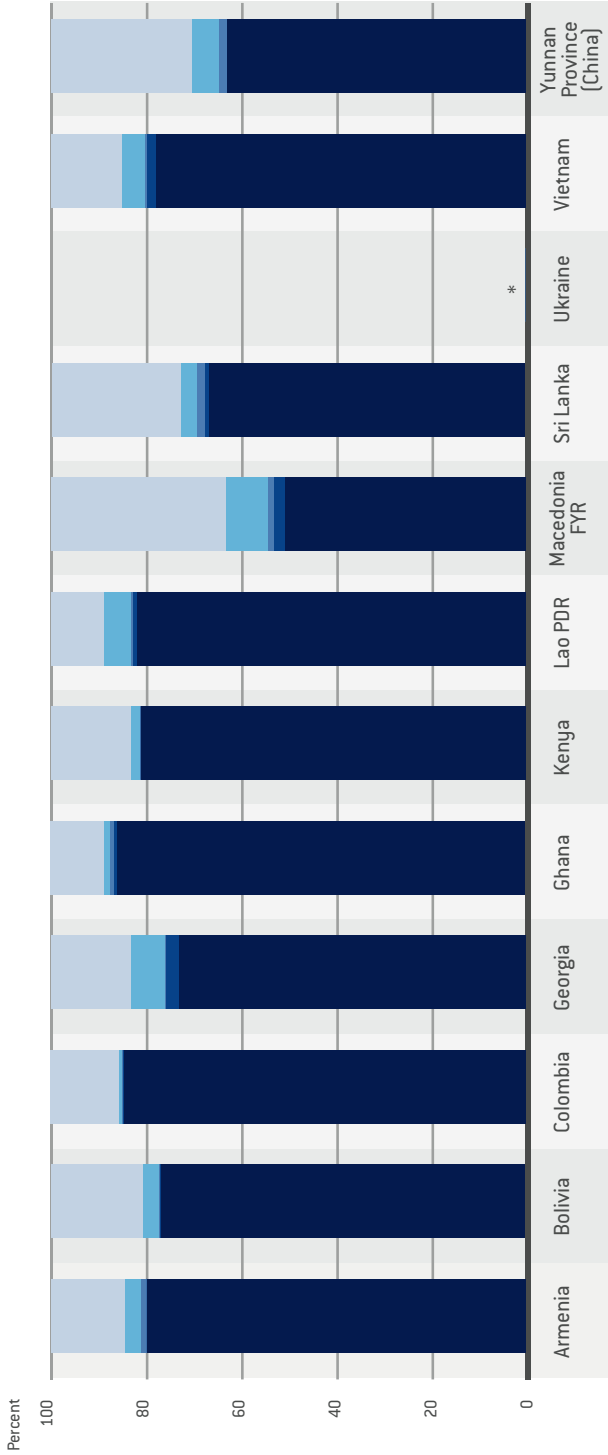


\*Available data do not surpass threshold of minimum number of observations.

# Number of Employees

## SECTION 06 • Labor Market Outcomes

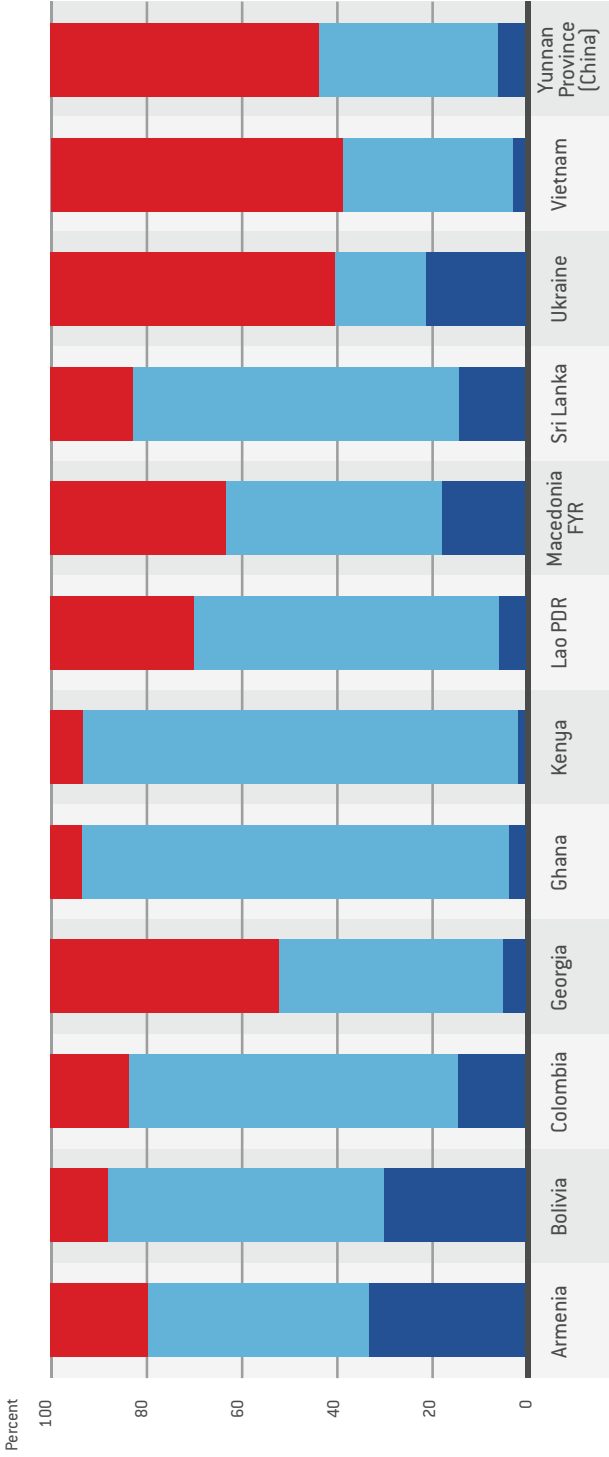
■ MY SELF ONLY  
 ■ MORE THAN 26  
 ■ 16-25  
 ■ 6-15  
 ■ 2-5



\*Available data do not surpass threshold of minimum number of observations.

# Desire to Expand Business

■ YES, NO CONSTRAINT
 ■ YES, BUT CONSTRAINT
 ■ NO



\*Available data do not surpass threshold of minimum number of observations.

**STEPSKILLS**  
MEASUREMENT



# Appendices

## Appendix 1 – Country Sample Sizes

The following table shows the sample sizes for each country where the STEP Skills Measurement household survey has been completed as of 2015, in total and separated by gender. The data for Bolivia, Colombia, Ghana, Lao PDR, Ukraine, Vietnam, and the Yunnan Province (China) in China were gathered in 2013; the data for Armenia, Azerbaijan, Georgia, Kenya and Macedonia FYR were gathered in 2014. All data used to build the figures in this publication were weighted to represent the features of the population in urban areas.

	Armenia	Bolivia	Colombia	Georgia	Ghana	Kenya
Male	847	1029	1086	980	1280	1853
Female	2145	1404	1529	2016	1707	2041
<b>Total</b>	<b>2992</b>	<b>2433</b>	<b>2615</b>	<b>2996</b>	<b>2987</b>	<b>3894</b>

	Lao PDR	Macedonia FYR	Sri Lanka	Ukraine	Vietnam	Yunnan Province (China)
Male	771	1854	466	804	1368	924
Female	1261	2155	730	1585	2037	1093
<b>Total</b>	<b>2032</b>	<b>4009</b>	<b>1196</b>	<b>2389</b>	<b>3405</b>	<b>2017</b>

## Appendix 2 – Population Size, Growth Rate and Age Distribution

The STEP Skills Measurement initiative uses core questionnaires, applies standard implementation materials and protocols, and takes deliberate measures to ensure that data are comparable across countries. However, each country's unique conditions must be taken into consideration when looking at the figures in this publication. As the data are presented for two age groups, in order to facilitate figure reading and interpretation below is a table with population data from the United Nations' Population Division.



Country	Total Population (thousands, 2012)	Average Annual Rate of Population Change (percentage, 2010-2015)	Total Population by Age Group (2010)	
			Ages 15-24	Ages 15-64
Armenia	2,978	0.36	18.6	68.9
Bolivia	10,239	1.56	19.5	59.4
Colombia	46,881	0.98	18.4	67.7
Georgia	4,139	-1.21	16.1	68.8
Ghana	25,545	2.39	20.2	57.4
Kenya	42,543	2.65	20.8	54.7
Lao PDR	6,473	1.66	23.0	59.3
Macedonia FYR	2,069	0.16	15.0	70.6
Sri Lanka	20,422	0.50	15.9	67.2
Ukraine	45,320	-0.36	13.7	70.1
Vietnam	90,336	1.12	20.0	69.8

### Appendix 3 – Select Country Data

The tables below include a small selection of the data used to produce the figures for each country. All table values are in percent unless otherwise indicated. This publication is accompanied by two datasets with approximately 50 variables seen from the perspectives of educational attainment (used in this publication) and reading proficiency. These datasets are available at: <http://documents.worldbank.org/curated/en/2014/07/19894104/step-skills-measurement-surveys-innovative-tools-assessing-skills>. Other data collected by the STEP Household Survey is also available at: <http://microdata.worldbank.org/index.php/catalog/step/about>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	68	30.6	29.7	5.5	20	44.5	27.7	27.1	11.6	17.2
Low	32	40.1	13.2	15.5	17.7	40.6	28.9	21.8	14.6	17.7
Medium	0	18.5	43	51.8	43.2	0	33.8	36.9	39.1	37.9
High	0	9.9	14	27.2	19.1	14.9	9.6	14.2	34.7	27.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100.0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	100	63.1	60.6	43.6	54.1	100	84.6	77	45.6	57.1
Low	0	14.5	2.1	1	2.9	0	4.2	1.8	1.8	1.9
Medium	0	6.3	0.7	6	3.7	0	5.3	4	6.6	5.7
High	0	16.2	36.5	49.5	39.4	0	5.8	17.3	46	35.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.9	3.1	3.1	3.2	3.1	2.9	3.1	3	3.1	3
Conscientiousness	3.1	3.1	3.1	3.2	3.1	3.1	3.1	3.2	3.3	3.2
Openness	3.2	3.3	3.3	3.3	3.3	3	3.2	3.2	3.3	3.2
Grit	2.7	3	3	3.1	3	2.8	3.1	3.1	3.2	3.1

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	0	10.6	58.9	73.2	58.8	0	33.9	59.5	72.1	65.9
Yes	100	89.4	41.1	26.8	41.2	100	66.2	40.5	27.9	34.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	36	41	44	58	50	53	57	55	70	64
No	64	59	56	42	50	47	43	45	30	36
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	43	16	34	67	38	39	32	44	66	54
Yes	57	84	66	33	62	61	68	56	34	46
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	16.5	23.0	13.5	3.6	15.7	24.1	23.9	11.8	6.1	14.3
Low	42.2	25.0	34.5	22.0	30.6	35.2	22.5	30.4	16.3	25.9
Medium	37.7	38.0	34.2	47.2	36.9	32.3	35.1	35.6	39.7	36.1
High	3.6	14.0	17.8	27.3	16.8	8.4	18.4	22.2	37.9	23.7
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100.0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	100	88.1	77.6	23.1	75.4	98.4	90.5	75.8	31.7	70.3
Low	0	1.8	5.3	7.8	4.3	0	2	3.5	10	4.4
Medium	0	1.6	3	16.7	4.1	1	2	5.5	9.4	5.2
High	0	8.5	14.1	52.4	16.3	0.6	5.5	15.2	48.9	20.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.6	3.1	3.1	3.3	3.1	2.7	3	3	3.1	3
Conscientiousness	2.7	2.9	3.1	3.1	3	3	3	3.1	3.2	3.1
Openness	2.9	3.1	3.2	3.3	3.2	2.9	3.1	3.2	3.4	3.2
Grit	2.7	2.7	2.9	3	2.8	3	2.7	2.9	3.1	2.9

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Believes is over or under qualified</b>										
No	23.7	25.6	37.7	64.3	58.7	24.2	20.3	31.3	57.6	35.3
Yes	76.3	74.4	62.3	35.7	41.3	75.8	79.7	68.7	42.4	64.7
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	78	69	90	91	92	94	82	92	96	83
No	22	31	10	9	8	6	18	8	4	17
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	61	49	67	91	61	79	62	78	93	78
Yes	39	51	33	9	39	21	38	22	7	22
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	17.7	17.1	12.6	8.2	13.4	22.4	19.1	13.4	5.5	14.8
Low	23.3	20	22.6	15.3	21.3	22	21.4	22.6	15.4	20.6
Medium	25.1	40	41.7	57.1	40.7	32.3	36.3	39.4	39.2	36.9
High	33.9	22.9	23.1	19.4	24.6	23.4	23.2	24.6	39.9	27.7
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100.0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	94.7	76.6	62.4	44.2	67.5	94.2	83.5	67.8	30.1	68.3
Low	0.9	5.9	7.4	6.4	5.9	2.7	3.1	5.2	5.2	4.3
Medium	0	2.7	2.5	0.7	1.8	1	2.4	4.1	3.6	2.9
High	4.3	14.8	27.6	48.7	24.8	2	10.9	23	61	24.5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	3	3.1	3	3	3	3	3	3	3.1	3
Conscientiousness	3.1	3	3.3	3.3	3.2	3.3	3.2	3.3	3.4	3.3
Openness	3.2	3.1	3.3	3.3	3.3	3.1	3.2	3.3	3.3	3.2
Grit	2.6	2.7	3	2.9	2.9	2.9	2.8	3	3.1	3

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	3	25.1	62.3	0	37.4	6	28.5	61.8	2.2	27.7
Yes	97	74.9	37.7	100	62.6	94	71.5	38.2	97.8	72.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	74	74	73	75	74	87	81	84	89	86
No	26	26	27	25	26	13	19	16	11	14
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	59	42	74	81	67	75	59	78	85	77
Yes	41	58	26	19	33	25	41	22	15	23
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>





## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	46.5	39.4	22.9	3.2	<b>34.7</b>	44.7	34.1	20.7	6.7	<b>31.8</b>
Low	30.8	23.7	21.8	18.8	<b>25</b>	30	29	23.8	10.5	<b>26.1</b>
Medium	19.3	25.7	27.5	44	<b>25.3</b>	19.4	23.6	32.8	32.8	<b>25.1</b>
High	3.4	11.1	27.8	34	<b>14.9</b>	6	13.3	22.7	50	<b>17</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	99.6	96.9	77.9	38.5	<b>90.1</b>	99.7	98.6	82.5	42.6	<b>89.4</b>
Low	0.4	0.7	5.1	13.1	<b>2.3</b>	0.2	0.3	3.3	6.8	<b>1.6</b>
Medium	0.0	0.3	1.7	3.5	<b>0.7</b>	0	0.2	1.9	3.5	<b>0.9</b>
High	0.0	2.1	15.3	44.9	<b>6.8</b>	0.1	0.9	12.3	47.1	<b>8.2</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.4	2.5	2.7	2.8	<b>2.6</b>	2.4	2.5	2.6	2.7	<b>2.5</b>
Conscientiousness	2.9	3.1	3.3	3.5	<b>3.2</b>	3	3.1	3.3	3.4	<b>3.2</b>
Openness	3	3.1	3.2	3.4	<b>3.1</b>	3	3	3.2	3.3	<b>3.1</b>
Grit	2.7	2.8	2.7	2.9	<b>2.8</b>	2.7	2.8	2.8	2.9	<b>2.8</b>

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	41.6	31.4	56.6	55.7	<b>42.9</b>	58	30.6	44	59.1	<b>45.9</b>
Yes	58.4	68.6	43.4	44.3	<b>57.1</b>	42	69.4	56	40.9	<b>54.1</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	90	87	76	72	<b>84</b>	95	94	89	93	<b>93</b>
No	10	13	24	28	<b>16</b>	5	6	11	7	<b>7</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	43	34	59	80	<b>44</b>	76	69	77	92	<b>75</b>
Yes	57	66	41	20	<b>56</b>	24	31	23	8	<b>25</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	0.0	32.6	29.4	7.0	<b>20.5</b>	51.4	39.3	39.8	18.3	<b>24.5</b>
Low	100.0	48.1	46.3	28.8	<b>39.7</b>	48.6	37.9	37.6	34.7	<b>35.6</b>
Medium	0.0	0.0	16.0	50.6	<b>27.4</b>	0.0	18.3	17.7	35.0	<b>29.9</b>
High	0.0	19.2	8.3	13.6	<b>12.4</b>	0.0	4.6	5.0	12.0	<b>9.9</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	100	76.9	52.5	22.4	<b>41.8</b>	100	92.9	74.9	47.4	<b>56</b>
Low	0	0	4	1.9	<b>2.9</b>	0	0	1.7	3.7	<b>3.1</b>
Medium	0	4.8	5.5	11	<b>7.7</b>	0	1.2	3.8	8.1	<b>6.8</b>
High	0	18.3	38	64.6	<b>47.5</b>	0	5.9	19.6	40.8	<b>34.2</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.6	2.7	2.7	2.7	<b>2.7</b>	2.5	2.7	2.5	2.6	<b>2.6</b>
Conscientiousness	2.9	2.9	3	3.1	<b>3</b>	3	2.9	3	3.2	<b>3.1</b>
Openness	3.2	3.1	3.1	3.1	<b>3.1</b>	3	3	3	3.1	<b>3</b>
Grit	2.8	2.7	2.7	2.8	<b>2.7</b>	2.8	2.7	2.7	2.9	<b>2.8</b>

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	0	6.2	52.1	74.6	<b>58.9</b>	15.4	23.6	58.9	66.9	<b>63.4</b>
Yes	100	93.8	47.9	25.4	<b>41.1</b>	84.6	76.4	41.1	33.1	<b>36.6</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	100	50	36	44	<b>60</b>	52	47	43	63	<b>57</b>
No	0	50	64	56	<b>40</b>	48	53	57	37	<b>43</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	8	6	43	67	<b>37</b>	22	20	47	62	<b>53</b>
Yes	92	94	57	33	<b>63</b>	78	80	53	38	<b>47</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	63.6	39.1	27.5	32.1	<b>43.9</b>	47.8	37.8	20.5	16.1	<b>35.1</b>
Low	22.3	40.1	36.8	40.6	<b>33.8</b>	30.7	37.1	38.4	33.0	<b>34.1</b>
Medium	13.0	16.5	30.1	23.6	<b>18.8</b>	19.5	19.6	34.0	41.0	<b>25.7</b>
High	1.2	4.4	5.6	3.7	<b>3.5</b>	2.1	5.4	7.2	9.8	<b>5.0</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	94.7	67.7	36.7	7.8	<b>64.9</b>	98.4	83.1	69.3	20.5	<b>79.6</b>
Low	2.4	12.1	15.3	27.5	<b>10.9</b>	0.5	6.4	6.5	11.4	<b>4.4</b>
Medium	0.2	11.2	21.5	10.6	<b>10.1</b>	0.2	6.1	9.0	18.1	<b>5.6</b>
High	2.7	9.0	26.5	54.0	<b>14.1</b>	0.9	4.3	15.2	50.1	<b>10.4</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.7	2.7	2.9	3.1	<b>2.8</b>	2.7	2.8	2.8	3.0	<b>2.8</b>
Conscientiousness	2.6	2.6	2.5	2.8	<b>2.6</b>	2.7	2.7	2.8	2.8	<b>2.7</b>
Openness	2.8	2.8	2.9	2.9	<b>2.8</b>	2.5	2.7	2.8	3.0	<b>2.7</b>
Grit	2.3	2.4	2.4	2.4	<b>2.4</b>	2.5	2.5	2.6	2.5	<b>2.5</b>

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	29.8	18.5	26.3	52.4	<b>26.8</b>	50.2	17.3	25.7	67.3	<b>39.7</b>
Yes	70.2	81.5	73.7	47.6	<b>73.2</b>	49.8	82.7	74.3	32.7	<b>60.3</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	97.5	96.2	94.0	98.0	<b>99.1</b>	99.1	98.0	98.7	97.8	<b>99.6</b>
No	2.5	3.8	6.0	2.0	<b>0.9</b>	0.9	2.0	1.3	2.2	<b>0.4</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	71.0	64.6	63.5	94.6	<b>68</b>	84.7	77.9	84.2	97.4	<b>84</b>
Yes	29.0	35.4	36.5	5.4	<b>32</b>	15.3	22.1	15.8	2.6	<b>16</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	33.5	30.1	13.9	0.0	22.3	30.9	25.3	13.5	2.5	20.3
Low	31	23.6	28.5	25.4	27.6	28.4	23.7	26.3	14	25.4
Medium	26.9	36	37.9	28.6	34	31.8	36.2	33.9	31.6	33.2
High	8.6	10.4	19.7	45.9	16.1	9	14.7	26.3	51.9	21
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	100	85.3	71.1	26.9	79.6	99.7	84.7	71.8	21.6	78.6
Low	0	3.1	3	8.5	2.4	0.1	1.9	2.2	2.6	1.4
Medium	0	1.2	6	3.8	3.5	0.2	2.4	5.1	7.9	3.2
High	0	10.3	19.9	60.7	14.5	0	11	20.9	67.9	16.8
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score [1 - 4]</b>										
Extraversion	2.3	2.2	2.1	2.1	2.2	2.3	2.2	2.1	2.1	2.2
Conscientiousness	1.9	1.8	1.8	1.9	1.8	1.8	1.8	1.7	1.7	1.8
Openness	2.1	2	1.9	1.8	1.9	2.1	2	1.9	1.8	2
Grit	2.4	2.4	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	17.5	30.2	32.1	57.6	32	19.0	32.0	33.7	76.7	33.9
Yes	82.5	69.8	67.9	42.4	68	81.0	68.0	66.3	23.3	66.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed (%)</b>										
Yes	76	73	65	77	70	81	81	78	88	80
No	24	27	35	23	30	19	19	22	12	20
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive (%)</b>										
No	55	35	61	83	54	72	58	76	92	73
Yes	45	65	39	17	46	28	42	24	8	27
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>





## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	48.3	30.7	23.2	0.0	21.5	54.8	38.0	19.3	5.6	16.5
Low	51.7	26.3	28.1	8.6	25.6	31.9	27.0	28.3	14.5	23.6
Medium	0.0	41.4	27.6	19.2	28.0	13.3	26.8	29.2	33.1	30.2
High	0.0	1.6	21.1	72.2	24.9	0.0	8.2	23.2	46.8	29.7
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	25.1	6.9	3.4	0.0	4.7	82.0	48.9	24.4	6.0	25.5
Low	0.0	1.1	2.1	0.0	1.5	1.2	5.5	5.5	3.2	4.9
Medium	0.0	8.4	5.8	0.0	6.2	0.6	7.4	9.9	5.0	8.0
High	74.9	83.6	88.7	100.0	87.6	16.2	38.2	60.2	85.8	61.6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.9	3.0	3.1	3.3	3.1	2.8	3.0	3.1	3.1	3.1
Conscientiousness	2.6	2.8	2.9	3.0	2.9	2.9	2.9	3.0	3.1	3.0
Openness	2.9	3.3	3.3	3.4	3.3	2.8	3.2	3.3	3.4	3.3
Grit	2.6	2.7	2.9	3.0	2.8	2.8	2.9	3.0	3.1	3.0

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	0.0	36.6	63.4	74.3	60.4	26.6	50.4	72.9	75.8	71.7
Yes	100.0	63.4	36.6	25.7	39.6	73.4	49.6	27.1	24.2	28.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	66	49	55	38	53	62	71	78	83	79
No	34	51	45	62	47	38	29	22	17	21
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	13	13	34	84	30	24	34	70	88	67
Yes	87	87	66	16	70	76	66	30	12	33
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	0	12.3	7.0	0	7.6	33.9	22.4	6.8	3.8	12.6
Low	0	30.2	17.2	48.3	20.5	30.8	26.7	26.8	11.6	25.4
Medium	100.0	45.0	46.3	51.7	47.8	29.3	39.9	37.7	39.8	37.4
High	0	12.5	29.4	0	24.2	5.9	11.0	28.7	44.7	24.5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	100,0	100,0	44,3	48,3	56,7	100,0	94,5	63,3	37,0	71,4
Low	0	0	5,2	0	3,8	0	0	5,9	14,5	4,9
Medium	0	0	4,7	0	3,4	0	0,7	5,7	8,5	4,3
High	0	0	45,9	51,7	36,0	0	4,9	25,1	40,0	19,4
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.3	3.0	3.0	3.2	2.9	2.7	2.9	2.9	3.0	2.9
Conscientiousness	3.2	3.1	3.1	3.0	3.1	3.1	3.1	3.1	3.2	3.1
Openness	2.8	3.1	3.2	3.5	3.2	2.6	2.9	3.1	3.3	3.0
Grit	2.3	2.9	2.9	3.1	2.9	2.9	3.0	2.9	3.2	2.9

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	0	75.1	54.6	48.3	56.7	33.1	66.0	35.4	60.8	44.1
Yes	100.0	24.9	45.4	51.7	43.3	66.9	34.0	64.6	39.2	55.9
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	100.0	88.3	87.3	68.1	87	99.7	96.7	92.8	93.8	95
No	0	11.7	12.7	31.9	13	0.3	3.3	7.2	6.2	5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	19	21	36	28	31	55	45	53	74	53
Yes	81	79	64	72	69	45	55	47	26	47
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	—	—	44.2	7.2	26.3	100	75.0	33.8	13	23.7
Low	—	—	25.2	36.0	30.4	0	17.2	31.6	23.6	27.2
Medium	—	—	27.0	50.5	38.4	0	7.8	27.1	43.4	35.3
High	—	—	3.6	6.3	4.9	0	0.0	7.4	20	13.8
<b>Total</b>	—	—	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	—	—	74.4	35.9	55.2	100	90.4	77.1	38.5	57.6
Low	—	—	1.8	3.0	2.4	0	7.2	2.5	4.6	3.7
Medium	—	—	4.8	10.1	7.4	0	0	4.3	9	6.6
High	—	—	19.0	51.0	34.9	0	2.4	16.1	48	32.1
<b>Total</b>	—	—	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.7	2.6	2.8	2.7	2.7	2.2	2.5	2.7	2.7	2.7
Conscientiousness	2.9	2.7	2.8	3.0	2.8	2.7	2.7	2.9	3.1	3.0
Openness	3.0	3.1	3.2	3.3	3.2	2.6	3.0	3.0	3.2	3.1
Grit	2.3	2.6	2.6	2.7	2.6	2.1	2.6	2.7	2.9	2.8

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	—	0	57.7	54.7	56.1	0	5.8	59.7	65.5	61.6
Yes	—	100	42.3	45.3	43.9	100	94.2	40.3	34.5	38.4
<b>Total</b>	—	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	—	0	77	90	89	100	89	86	92	82
No	—	100	23	10	11	0	11	14	8	18
<b>Total</b>	—	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	0	2	49	71	44	37	21	64	76	67
Yes	100	98	51	29	56	63	79	36	24	33
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	53.2	39.1	24.3	12.6	<b>27.3</b>	46.4	33.3	24	7.8	<b>25.7</b>
Low	34.4	36.6	25.0	17.8	<b>26.9</b>	31.5	32.7	29.6	21.2	<b>28.3</b>
Medium	12.5	18.7	33.5	41.3	<b>30.1</b>	19.8	24.9	28.9	39.2	<b>29.2</b>
High	0.0	5.6	17.2	28.3	<b>15.7</b>	2.3	9.1	17.5	31.7	<b>16.8</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	95.6	92.0	73.4	31.0	<b>69.9</b>	97.8	93.1	72.8	20.1	<b>67.7</b>
Low	0.0	1.2	4.0	1.8	<b>2.5</b>	0.8	0.2	3.1	3.4	<b>2.1</b>
Medium	0.0	0.0	3.0	1.2	<b>1.6</b>	0.2	0.3	3	4.2	<b>2.2</b>
High	4.4	6.8	19.6	65.9	<b>25.9</b>	1.3	6.4	21	72.4	<b>28</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.7	2.7	2.8	2.7	<b>2.7</b>	2.7	2.7	2.8	2.7	<b>2.7</b>
Conscientiousness	2.9	2.5	2.6	2.7	<b>2.6</b>	2.8	2.7	2.8	2.9	<b>2.8</b>
Openness	2.9	2.9	3	3	<b>3</b>	2.4	2.8	2.9	3.1	<b>2.8</b>
Grit	2.7	2.4	2.5	2.5	<b>2.5</b>	2.8	2.6	2.7	2.8	<b>2.7</b>

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	41.6	8.6	9.5	23.6	<b>14.8</b>	31.6	11	11.9	46	<b>24.7</b>
Yes	58.4	91.4	90.5	76.4	<b>85.2</b>	68.4	89	88.1	54	<b>75.3</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	95	91	85	87	<b>88</b>	99	98	94	97	<b>97</b>
No	5	9	15	13	<b>12</b>	1	2	6	3	<b>3</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	75	35	38	79	<b>44</b>	75	63	63	84	<b>70</b>
Yes	25	65	62	21	<b>56</b>	25	37	37	16	<b>30</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>





## Section 4 - Job Relevant Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Frequency of thinking and learning</b>										
Skill not used	—	19.3	15.8	4.05	<b>12.5</b>	52.2	33	17.1	6.1	<b>21.5</b>
Low	—	33.5	55.4	26.97	<b>41.6</b>	33.5	45.6	44.5	34.4	<b>40.8</b>
Medium	—	47.2	19.0	56.63	<b>37.1</b>	11.6	19	31.3	49.2	<b>31.4</b>
High	—	0.0	9.7	12.35	<b>8.8</b>	2.7	2.3	7	10.3	<b>6.2</b>
<b>Total</b>	—	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Frequency of computer use at work</b>										
Skill not used	—	88.6	45.0	6.6	<b>42.1</b>	88.5	79	37.2	11	<b>46.7</b>
Low	—	0.0	3.1	6.6	<b>3.5</b>	2.4	3.5	6.7	3.5	<b>4.3</b>
Medium	—	0.0	4.7	3.9	<b>3.4</b>	5.5	3.9	10	8.7	<b>7.3</b>
High	—	11.4	47.2	82.9	<b>51.0</b>	3.6	13.6	46.2	76.9	<b>41.6</b>
<b>Total</b>	—	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Section 5 - Socio-Emotional Skills

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Average score (1 - 4)</b>										
Extraversion	2.7	2.9	3.1	3.1	<b>3</b>	2.9	2.9	3	3	<b>3</b>
Conscientiousness	2.8	2.9	3	3.1	<b>3</b>	3	3	3.2	3.2	<b>3.1</b>
Openness	3.3	2.9	2.9	3	<b>2.9</b>	2.5	2.7	2.9	3	<b>2.8</b>
Grit	2.9	2.6	2.6	2.5	<b>2.6</b>	2.5	2.6	2.7	2.7	<b>2.6</b>

## Section 6 - Labor Market Outcomes

YOUTH AGES 15 TO 24						ALL ADULTS AGES 15 TO 64				
	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total	Primary or Less	Lower Secondary	Upper Secondary	Tertiary	Total
<b>Perception of qualifications for current work</b>										
No	—	46.2	44.9	58.0	<b>49.4</b>	45	63.3	56	52.2	<b>56.1</b>
Yes	—	53.8	55.1	42.0	<b>50.6</b>	55	36.7	44	47.8	<b>43.9</b>
<b>Total</b>	—	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Employed</b>										
Yes	—	86	83	92	<b>87</b>	91	93	96	99	<b>95</b>
No	—	14	17	8	<b>13</b>	9	7	4	1	<b>5</b>
<b>Total</b>	—	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Inactive</b>										
No	0	34	52	57	<b>46</b>	46	59	68	86	<b>66</b>
Yes	100	66	48	43	<b>54</b>	54	41	32	14	<b>34</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**STEPSKILLS**  
MEASUREMENT