

A brief data note to the World Inequality Database on Education

This brief data note provides some basic information on the database: indicator definitions; data sources; and wealth definitions.

Indicator definitions

(a) Access and completion indicators

- Pre-primary education attendance

Percentage of 3 to 4 year olds attending any type of pre–primary education programme.

- Never been to school

Percentage of children aged 3-6 years above primary school entrance age who have never been to school.

- Over-age primary school attendance

Percentage of children in primary school who are at least two years older than the official age for grade.

- Out-of-school children

Percentage of children of primary school age who are not in school.

- Primary completion rate

Percentage of (i) children and young people aged 3-5 years above primary school graduation age and (ii) young people aged 15-24 years, who have completed primary school.

- Transition rate to lower secondary school

Number of young people attending the first grade of lower secondary school as a percentage of those attending the final grade of primary school.

- Out-of-school adolescents

Percentage of adolescents of lower secondary school age who are not in school.

- Lower secondary completion rate

Percentage of (i) young people aged 3-5 years above lower secondary school graduation age and (ii) young people aged 15-24 years, who have completed lower secondary school.

- Transition rate to upper secondary school

Number of young people attending the first grade of upper secondary school as a percentage of those attending the final grade of lower secondary school.

- Out-of-school youth

Percentage of youth of upper secondary school age who are not in school.

- Upper secondary completion rate

Percentage of (i) young people aged 3-5 years above upper secondary school graduation age and (ii) people aged 20-29 years, who have completed upper secondary school.

- Tertiary completion rate

Percentage of people aged 25-29 years, who have completed at least four years of higher education.

- Less than 2 years of schooling

Percentage of the population living in extreme education poverty: with less than two years of education for the age group 20-24 years.

- Less than 4 years of schooling

Percentage of the population living in education poverty: with less than four years of education for the age group 20-24 years.

- Mean years of education

Average number of years of schooling attained for the age group 20–24 years.

(b) Learning indicators

- Youth literacy rate

Percentage of young people aged 15-24 who can read a simple sentence

- Learning achievement in reading / mathematics / science

Percentage of children taking part in a reading / mathematics / science assessment passing four proficiency levels of increasing difficulty

The following benchmarks by survey subject have been used to classify learning proficiency levels to four levels from lowest (1) to highest (4).

Mathematics			Reading			Science		
Level	Bound	Definition	Level	Bound	Definition	Level	Bound	Definition
ASER								
1		At least number 1-9	1		At least letter			
2		At least number 10-99	2		At least word			
3		At least subtraction	3		At least paragraph			
4		At least division	4		At least story			
PIRLS								
			1	>=400	Low benchmark			
			2	>=475	Intermediate benchmark			
			3	>=550	High benchmark			
			4	>=625	Advanced benchmark			
PISA								
1	>=358		1	>=335		1	>=335	
2	>=420		2	>=407		2	>=409	
3	>=482		3	>=480		3	>=484	
4	>=545		4	>=553		4	>=559	
SACMEQ								
1	>=3	At least basic numeracy	1	>=3	At least basic reading			
2	>=4	At least beginning numeracy	2	>=4	At least reading for meaning			
3	>=5	At least competent numeracy	3	>=5	At least interpretive reading			
4	>=6	At least mathematically skilled	4	>=6	At least inferential reading			
LLECE (SERCE)								
1	>=B		1	>=B		1	>=B	
2	>=C		2	>=C		2	>=C	
3	>=D		3	>=D		3	>=D	
4	>=E		4	>=E		4	>=E	
LLECE (TERCE)								
1	>=I		1	>=I		1	>=I	
2	>=II		2	>=II		2	>=II	
3	>=III		3	>=III		3	>=III	
4	>=IV		4	>=IV		4	>=IV	
TIMSS								
1	>=400					1	>=400	
2	>=475					2	>=475	
3	>=550					3	>=550	
4	>=625					4	>=625	
UWEZO								
1		At least counting	1		At least letter			
2		At least numbers	2		At least word			
3		At least subtraction	3		At least paragraph			
4		At least division	4		At least story			

Data sources

The following data sources have been used:

(a) For access and completion indicators – and the youth literacy rate:

International household survey programmes:

- DHS Demographic and Health Survey
- EU-SILC European Union Statistics on Income and Living Conditions
- MICS Multiple Indicators Cluster Survey

National household surveys:

- CASEN Encuesta de Caracterización Socioeconómica Nacional (Chile)
- CFPS China Family Panel Studies
- CPS-ASEC Current Population Survey - Annual Social and Economic Supplement (United States)*
- EMNV Encuesta Nacional de Hogares sobre Medicion del Nivel de Vida (Nicaragua)
- ENCOVI Encuesta Nacional de Condiciones de Vida (Guatemala)
- ENEMDU Encuesta Nacional de Empleo, Desempleo y Subempleo (Ecuador)
- ENIGH Encuesta Nacional de Ingresos y Gastos de los Hogares (Mexico)
- EPH Encuesta Permanente de Hogares (Argentina)
- GHS General Household Survey (South Africa)
- HDS Human Development Survey (India)
- HES Household Expenditure Survey (Israel)*
- HES-SIH Household Expenditure Survey – Survey of Income and Housing (Australia)*
- HYS Household and Youth Survey (Morocco)
- IHS Integrated Household Survey (Georgia)*
- PNAD Pesquisa Nacional por Amostra de Domicílios (Brazil)
- RLMS-HSE Russia Longitudinal Monitoring Survey – Higher School of Economics*
- SLID Survey of Labour and Income Dynamics*

* Access to these studies has been possible through the Luxembourg Income Study cross-national data centre.

(b) For learning indicators:

- ASER Annual Status of Education Report (India and Pakistan)
- LLECE Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (SERCE/TERCE)
- PIRLS Progress in International Reading Literacy Study
- PISA Programme for International Student Assessment
- SACMEQ Southern and Eastern Africa Consortium for Monitoring Educational Quality
- TIMSS Trends in International Mathematics and Science Study
- UWEZO (citizen led-assessment learning achievement survey) (Kenya, Tanzania and Uganda)

Wealth definitions

All indicators are broken down by a measure of household socioeconomic status, which – for brevity – is referred to as ‘wealth’. Broadly speaking, this is either an index based on housing characteristics and other household assets or a measure of household per capita income/consumption. Households are classified into five groups from the lowest to the highest value of the index or per capita income/consumption. The source of the wealth by survey is described below.

- DHS: index based on housing characteristics and assets
- EU-SILC: disposable income
- MICS: index based on housing characteristics and assets

- CASEN (Chile): index based on housing characteristics
- China Family Panel Studies: adjusted net family income
- CPS-ASEC (United States): disposable income
- EMNV (Nicaragua): index based on housing characteristics
- ENCOVI (Guatemala): index based on housing characteristics
- ENEMDU (Ecuador): income
- ENIGH (Mexico): index based on housing characteristics and assets
- EPH (Argentina): index based on housing characteristics
- GHS (South Africa): index based on housing characteristics and assets
- HDS (India): income
- HES (Israel): disposable income
- HES-SIH (Australia): disposable income
- HYS (Morocco): index based on housing characteristics and assets
- IHS (Georgia): disposable income
- PNAD (Brazil): index based on housing characteristics and assets
- RLME-HSE (Russian Federation): disposable income
- SLID (Canada): disposable income

- ASER Annual Status of Education Report (India and Pakistan):
index based on housing characteristics, assets, and maternal education
- LLECE Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (SERCE/TERCE):
index based on housing characteristics, assets, and parental education
- PIRLS Progress in International Reading Literacy Study:
index based on computer, study desk and books at home; and parental education and occupation
- PISA Programme for International Student Assessment:
= Economic, social and cultural status index
- SACMEQ Southern and Eastern Africa Consortium for Monitoring Educational Quality
= Pupil socio-economic status index
- TIMSS Trends in International Mathematics and Science Study:
index based on computer, study desk and books at home; and parental education
- UWEZO (citizen led-assessment learning achievement survey) (Kenya, Tanzania and Uganda):
index based on housing characteristics, assets, and maternal education