

Part 2

Country Profiles

User's Guide: How Country Profiles Work

COUNTRY PROFILES: PAGE 1

1 KEY RANKS, SCORES AND INDICATORS

The first section presents each country's overall human capital score and its rank out of the 122 reviewed countries, as well as the scores and ranks for each pillar.

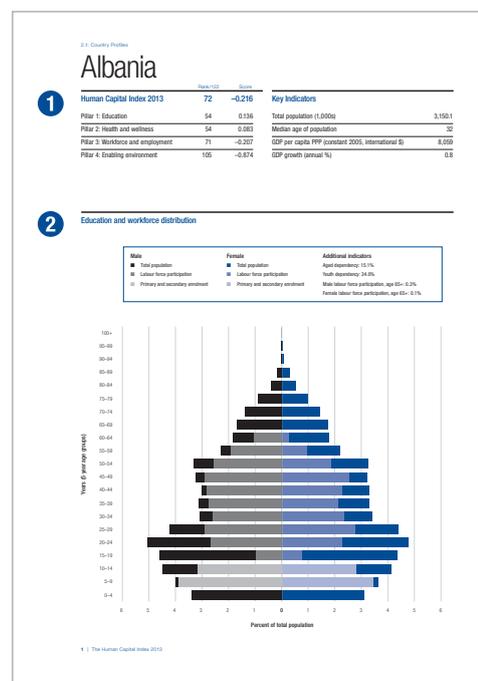
Key Indicators

- Total population (in thousands of inhabitants). Source: World Bank's *World Development Indicators* online database (accessed August 2013).
- Median age of population (in years). Source: United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects, 2010* (accessed September 2013).
- GDP per capita PPP (constant 2005 international dollars). Source: World Bank's *World Development Indicators* online database (accessed August 2013).
- GDP growth (annual percentage). Source: World Bank's *World Development Indicators* online database (accessed August 2013).

2 EDUCATION AND WORKFORCE DISTRIBUTION

The chart is a graphical representation of the age and gender structure of a country, overlaid with data on school enrolment and workforce participation.

- The 'pyramid' in the bottom half of the page presents the demographic profile of the country. The vertical axis lists each five-year cohort in the population, while the horizontal axis displays the percentage of the total population represented by each cohort. The left side of the pyramid (black bars) represents the male population and the right side represents the female (blue bars). Population data source: United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects, 2010* (accessed September 2013).
- The lighter coloured bars for the 5-9 age group indicate the proportion of these children enrolled in primary school. The distinction between female and
- The midshaded areas of the pyramid for the ten age groups between 15 and 64 represent the labour force participation for each of these age groups,



male enrolment is shown on the respective side of the pyramid—males on the left, females on the right. Although the school ages do not fully align with this age bracket in the population pyramid, it is the closest representative age group. Source: UNESCO, Institute for Statistics, provided database extraction 22 August 2013, data from 2012 or latest available data. Bars are absent from pyramids in Profiles of countries that did not provide the data.

- The lighter coloured bars for the 10-14 age group indicate the proportion of this population sector enrolled in secondary school. Similar to primary enrolment, although the school ages do not fully align with this age bracket in the population pyramid, it is the closest representative age group. Source: UNESCO, Institute for Statistics, provided database extraction 22 August 2013, data from 2012 or latest available data. Bars are absent from pyramids in Profiles of countries that did not provide the data.
- The midshaded areas of the pyramid for the ten age groups between 15 and 64 represent the labour force participation for each of these age groups,

disaggregated by gender. The midshade blue bars represent the proportion of female labour force participation for each relevant age group and the midshade black bars represent the proportion of male labour force participation for each relevant age group. Source: International Labour Organisation (ILO), *ILOStat*, 2010 or latest available data (accessed August 2013). Bars are absent from pyramids in Profiles of countries that did not provide the data.

There are instances where the labour force participation is greater than the actual population shown. This is due to differences in methodology that the ILO and the UN's population division apply when sourcing the data regarding temporary foreign labour.

Although the ILO provides labour force participation data for the over-65 age category there is no means of determining how this should be distributed between the eight age groups of the population over 65 so this data is not represented in the pyramids. However this information for both males and females is stated in the legend under "Additional indicators."

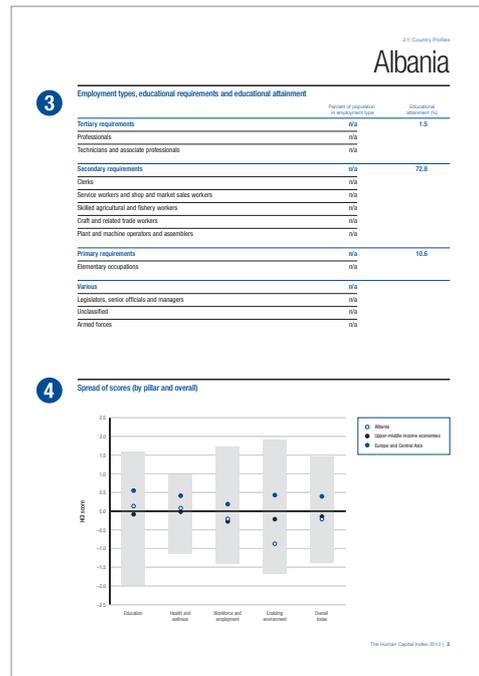
- The legend above the pyramid shows the three different shades of bars used in the chart. It also states the dependency rates for the young (below age 15) and elderly (over age 65). The youth dependency is the percentage of the population below the age of 15 in relation to the size of the working age population (age 15 to 64). The aged dependency is the percentage of the population aged 65 and over in relation to the size of the working age population (age 15 to 64).

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3 EMPLOYMENT TYPES, EDUCATIONAL REQUIREMENTS AND EDUCATIONAL ATTAINMENT

This section matches the educational attainment of a country, across different educational levels, with the occupational groups that require a specific level of education.

- Employment data is drawn from the International Labour Organisation's (ILO's) *Laborsta* online database, 2008, or latest available year (accessed July 2013). Data was taken from *Laborsta* since at the time of collecting the data, the *ILOstat* data for this variable was still being populated and limited data was available. Therefore the latest data available is for 2008.
- The ILO has linked eight of the ten major occupational groups listed below to the four international standard of classification of employment (ISCO-88) skill levels.^{1,2}



Each skill level has been referenced to the educational levels of the International Standard Classification of Education (ISCED-93) typically required for competent performance in the occupation.

Skills level 1 = Primary level education (ISCED level 1)

- Elementary occupations

Skills level 2 = Secondary level education (ISCED levels 2 and 3)

- Clerks
- Service workers and shop and market sales workers
- Skilled agricultural and fishery workers
- Craft and related trades workers
- Plant and machine operators and assemblers

Skills levels 3 & 4 = Tertiary level education (ISCED levels 5 – 7)

- Professionals
- Technicians and associate professionals

- Occupations included in the armed forces and in the legislators, senior officials and managers groups are not mapped to any skills category or education level in ISCO-88. Based on information from national sources, skills for executing tasks and duties of occupations belonging to each of these two major groups vary to such an extent that it would be impossible to link them with any of the four broad ISCO-88 skill levels.³

- For the purpose of inclusion in the Country Profiles, we have grouped together skills groups 3 and 4. The ILO presents skills categories 3 and 4 separately, aligning with ISCED levels 5 and 6 & 7 respectively. Note that for ISCO-88, level 4 is not aligned with any skills category.
- Each employment type is listed under the relevant education level, which is aligned with the skills required to perform this type of job competently. Both the Legislators, senior officials and managers and the Armed forces groups, which cannot be aligned with a specific education level, are reported under the heading “Various”. Unclassified occupations, which consist of those jobs that cannot be assigned to any of the ten listed employment types, are also listed under “Various”.
- Employment data is provided in thousands of jobs and divided by the total population age 15 and over (Source: United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects, 2010* [accessed September 2013] to provide occupations held as a percentage of this population. Numbers will not add up to 100 as the data does not report the non-working population and there are omissions in the data where the figures straddle more than one category. Due to rounding, some subtotals may not be the sum of the display.
- Data in the “Educational attainment (%)” column is sourced from UNESCO, Institute for Statistics, *Education Statistics* online database, latest year available (accessed August 2013). The data states the maximum level of education that has been reached among the population aged 25 and over and provides this as a percentage of the total population aged 25 and over. This data and the data in the “Percent of population in employment type” column are not completely aligned with the data on employment types, which is predominantly concerning the population aged 15 and over. Some countries report data for age groups other than 15 and over.
- In some instances, a country has reported data that is split across several occupational groups. For example data for the Legislators, senior officials and managers employment type may be provided as a single figure combined with data for the Professionals employment type. As only the Professionals type is aligned with a recognised skills-education classification, and we cannot estimate the number to be attributed to either grouping, then the data has been omitted. Therefore a number of countries may have reported data that is not included in the table.

- N/A is listed when a country does not report data for occupation or for educational attainment.

4 SPREAD OF SCORES BY PILLAR AND OVERALL

This section gives an overview of each country’s scores for each of the four pillars and the overall Human Capital Index, in relation to the scores of all other countries as well as the geographic region and income sub-groups to which the country belongs.

- The light grey bars represent the total spread of scores across all 122 countries in the index. The top of the grey bar indicates the pillar score of the top performing country in that pillar from the entire sample. The bottom limit of the grey bar indicates the pillar score of the bottom performing country in that pillar.
- The vertical position of the white circle indicates where the country lies in relation to all other countries in the index. The higher the vertical position the better the country’s performance in relation to other countries.
- The black circle represents the position of the average of the country’s specific income group. Income group classifications are detailed in Table A2 of the Appendix.
- The blue circle represents the position of the average of the country’s geographical group. Geographical groups are detailed in Table A1 of the Appendix.

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The first three of the four pillars’ indicators are listed in detail on this page. Each indicator lists the country’s rank (out of 122 countries), the z-score, the original data for the indicator, and the minimum and maximum values from the entire sample of 122 countries.

5 PILLARS 1–3

Pillar 1: Education

Access

Primary enrolment rate (%): Net adjusted enrolment rate, which refers to the percentage of children in the official primary school age range who are enrolled in either primary or secondary education. Source: UNESCO, Institute for Statistics, provided database extraction 22 August 2013, data from 2012 or latest available data.

Secondary enrolment rate (%): Percentage of children in the official age range for secondary school who are enrolled in secondary education. Source: UNESCO Institute for Statistics, provided database extraction 22 August 2013, data from 2012 or latest available data.

Tertiary enrolment ratio (%): Total enrolment in tertiary education (ISCED 5 and 6), regardless of age, expressed as a percentage of the total population of the five-year age group that has left secondary school. Source: UNESCO Institute for Statistics, provided database extraction 22 August 2013, data from 2012 or latest available data.

Education gender gap: Taken from the World Economic Forum's *Global Gender Gap Report 2012* and comprises the full Education subindex score (ratios: female literacy rate over male value, female net primary level enrolment over male value, female net secondary level enrolment over male value, female gross tertiary enrolment over male value); 0 = lowest score, 1 = highest score and full gender parity.

Quality

Internet access in schools: Response to the survey question, “How well does the educational system in your country meet the needs of a competitive economy? (1 = not well at all, 7 = very well)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Quality of the education system: Response to the survey question, “How well does the educational system in your country meet the needs of a competitive economy? (1 = not well at all, 7 = very well)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Quality of primary schools: Response to the survey question, “How would you assess the quality of primary schools in your country? (1 = poor, 7 = excellent — among the best in the world)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Quality of math and science education: Response to the survey question, “How would you assess the quality of math and science education in your country's schools? (1 = poor, 7 = excellent — among the best in the world)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Quality of management schools: Concerned with the quality of management and business schools in the country and is a response to the survey question, “How would you assess the quality of management or business schools in your country? (1 = poor, 7 = excellent — among the best in the world)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

5 Albania					
Pillar 1: Education					
	Rank/122	Z-Score	Country Value	Sample Mean	Standard Deviation
Access					
Primary enrolment rate (%)	50	-0.500	95	95	100
Secondary enrolment rate (%)	45	-0.177	84	84	100
Tertiary enrolment rate (%)	46	-0.177	84	84	100
Education gender gap	49	-0.500	0.989	0.945	1.000
Quality					
Internet access in schools ¹	43	-0.100	4.13	4.64	6.64
Quality of the education system ²	45	-0.177	4.05	4.59	6.58
Quality of primary education ³	44	-0.162	4.32	4.89	6.62
Quality of math & science education ⁴	46	-0.177	4.39	4.89	6.29
Quality of management schools ⁵	73	-0.254	4.10	3.20	6.09
Attainment					
Primary education attainment (% population age 25+)	50	-0.177	95	95	100
Secondary education attainment (% population age 25+)	44	-0.162	85	85	100
Tertiary education attainment (% population age 25+)	45	-0.177	84	84	100
Pillar 2: Health and Wellbeing					
	Rank/122	Z-Score	Country Value	Sample Mean	Standard Deviation
Concord					
Adult mortality (per 1,000 live births)	57	-0.282	13	2	38
Life expectancy	35	0.177	74	60	83
Sexual gender gap ⁶	110	-0.489	0.001	0.000	0.000
Health					
Stunting and wasting (% in children under 5)	46	-0.107	16.3	1.2	35.5
Unhealthy life years (% of life expectancy)	39	-0.186	14	8	36
Deafness under 60 from non-communicable diseases (% of all-cause deaths)	31	-0.319	14.9	7.3	50.8
Obesity (% of adults with BMI ≥ 30)	86	-0.271	21.1	1.1	42.8
Business impact of non-communicable diseases ⁷	1	-0.998	5.87	2.24	5.87
Business impact of communicable diseases ⁸	29	-0.813	6.29	3.13	6.50
Violence ⁹					
Stress (% of respondents) ¹⁰	95	-0.946	43	8	69
Substance use (% of respondents) ¹¹	8	1.203	4	2	37
Smoking					
Water sanitation and hygiene (% with access)	35	-0.162	94.5	31.1	100.0
Healthcare quality ¹²	46	-0.162	3.25	1.78	6.25
Healthcare accessibility ¹³	83	-0.871	3.84	2.41	6.75
Pillar 3: Workforce and Employment					
	Rank/122	Z-Score	Country Value	Sample Mean	Standard Deviation
Participation					
Labour force participation rate, age 15-64 (%)	41	-0.275	69.5	45.4	90.4
Labour force participation rate, age 25-64 (%)	42	-0.259	72.2	4.6	91.2
Economic participation gender gap ¹⁴	57	-0.186	0.005	0.010	0.000
Unemployment rate (%)	94	-0.969	14.9	6.3	30.2
Youth unemployment rate (%)	87	-0.864	27.2	1.6	49.2
Skills					
Country capacity to attract talent ¹⁵	51	-0.147	3.59	1.48	6.58
Country capacity to attract talent ¹⁶	23	-0.312	3.24	1.81	5.87
Ease of finding skilled employees ¹⁷	32	-0.194	4.10	2.13	5.89
Pay related to productivity ¹⁸	20	-0.384	4.52	2.22	5.25
Capacity for innovation ¹⁹	107	-0.809	2.87	2.31	5.84
Index of Economic Complexity ²⁰	24.4	-0.582	0.96	1.88	2.37
Firm-level technology adoption ²¹	35	-0.162	4.24	3.17	6.23
Scientific and technical journal articles (per 1,000 people)	100	-0.998	0.000	0.000	1.042
Median age of the working population	37	-0.477	37	39	42
Training					
Self-training ²²	31	-0.537	4.39	2.51	5.57
Training services ²³	100	-0.998	3.57	2.67	6.47

Attainment

Primary education attainment (% population age 25+): Percentage of the population aged 25 and over with at least a primary education (ISCED 1). This data is cumulative, which means that those with secondary education are counted in the primary education figures. Therefore, total figures across more than one category may add up to more than 100%. Source: UNESCO Institute for Statistics, *Education Statistics* online database, 2011 or latest year available (accessed August 2013).

Secondary education attainment (% population age 25+): Percentage of the population aged 25 and over with at least a secondary education (ISCED 2-6). Source: UNESCO Institute for Statistics, *Education Statistics* online database, 2011 or latest year available (accessed August 2013).

Tertiary education attainment (% population age 25+): Percentage of the population aged 25 and over with at least tertiary education (ISCED 5 and 6). Source: UNESCO Institute for Statistics, *Education Statistics* online database, 2011 or latest year available (accessed August 2013).

Pillar 2: Health and Wellness

Survival

Infant mortality (per 1,000 live births): Probability of dying between birth and age 1 per 1,000 live births.

Source: World Health Organisation, Global Health Observatory, *World Health Statistics, Mortality and Burden of Disease, Child mortality*, 2011 (accessed July 2013).

Life expectancy: Life expectancy at birth (years).

Source: World Health Organisation, Global Health Observatory, *World Health Statistics, Mortality and Global Health Estimates*, 2011 (accessed August 2013).

Survival gender gap: Taken from the World Economic Forum's *Global Gender Gap 2012* report and comprises the full Health and Survival subindex (ratios: sex ratio at birth [converted to female-over-male ratio], Female healthy life expectancy over male value; 0 = lowest score, 1 = highest score and full gender parity).

Health

Stunting and wasting (% in children under 5):

Average of the percentage of children under five years of age who are stunted (height-for-age ratio is below minus two standard deviations [moderate and severe] and minus three standard deviations [severe] from the median height-for-age ratio of the reference population) and the percentage of children under five who are wasted (weight-for-height ratio is below minus two standard deviations [moderate and severe] and minus three standard deviations [severe] from the median weight-for-height of the reference population).⁴ Source: World Health Organisation, Global Health Observatory, *World Health Statistics, Nutrition, Child malnutrition*, 2011 or latest available data (accessed July 2013).

Unhealthy life years (% of life expectancy): Number of years difference between healthy adjusted life expectancy at birth (HALE) and life expectancy at birth, as a percentage of life expectancy. Source: Healthy adjusted life expectancy, World Health Organisation data, 2007, taken from the *Global Gender Gap Report 2012*. Life expectancy, as above.

Deaths under 60 from non-communicable diseases (% of all NCD deaths): Number of deaths under age 60 from non-communicable diseases (NCD) expressed as a percentage of all NCD deaths. Source: World Health Organisation, Global Health Observatory, *World Health Statistics, Non-communicable diseases*, 2008 (accessed August 2013).

Obesity (% of adults with BMI \geq 30): Percentage of adults aged 20 and over with a body mass index of 30

or above. Source: World Health Organisation, Global Health Observatory, *World Health Statistics, Adult risk factors*, 2008 (accessed August 2013).

Business impact of non-communicable diseases is the average of five variables contained in the response to the survey question, "How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)?"

- a. Heart disease and related cardio vascular problems (1 = a serious impact, 7 = no impact at all)
- b. Cancer (1 = a serious impact, 7 = no impact at all)
- c. Mental illness (1 = a serious impact, 7 = no impact at all)
- d. Diabetes (1 = a serious impact, 7 = no impact at all)
- e. Chronic respiratory disease (1 = a serious impact, 7 = no impact at all)

Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business impact of communicable diseases: The average of three variables contained in the response to the survey question, "How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)?"

- f. HIV / AIDS (1 = a serious impact, 7 = no impact at all)
- g. Tuberculosis (1 = a serious impact, 7 = no impact at all)
- h. Malaria (1 = a serious impact, 7 = no impact at all)

Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Well-being

Stress (% of respondents): Percentage of sample population with "yes" responses to the question, "Did you experience the following feelings during a lot of the day yesterday? How about stress?". Source: Gallup, *Worldview* database, 2013 or latest available data.

Depression (% of respondents): Percentage of sample population with "yes" responses to the question, "Did you experience the following feelings during a lot of the day yesterday? How about depression?". Source: Gallup, *Worldview* database, 2011 or latest available data.

Services

Water, sanitation and hygiene: Average of “population (as a % of total population) using improved drinking water sources” and “population using improved sanitation facilities”. Source: World Health Organisation, Global Health Observatory, *World Health Statistics, Environmental Health, 2011* or latest available data (accessed August 2013).

Healthcare quality: Response to the survey question, “In your country, how would you assess the quality of healthcare (public and private) provided to ordinary citizens? (1 = extremely poor – among the worst in the world, 7 = excellent - among the best in the world)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Healthcare accessibility: Response to the survey question, “How accessible is healthcare in your country? (1 = limited — only the privileged have access, 7 = universal— all citizens have access to healthcare)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Pillar 3: Workforce and Employment

Participation

Labour force participation rate, age 15-64 (%): The labour force participation rate is a measure of the proportion of a country’s working-age population that engages actively in the labour market, either by working or looking for work.⁵ Source: ILO, *Key Indicators of the Labour Market, (KILM), 2010* (accessed September 2013).

Labour force participation rate, age 65+ (%): Source: ILO, *Key Indicators of the Labour Market, (KILM), 2010* (accessed July 2013).

Economic participation gender gap: Taken from the World Economic Forum’s *Global Gender Gap Report 2012* and comprises the full Economic Participation and Opportunity subindex score (ratios: female labour force participation over male value, estimated female earned income over male value, female legislators, senior officials, and managers over male value, female professional and technical workers over male value, wage equality between women and men for similar work [converted to male-over-female ratio]); 0 = lowest score, 1 = highest score and full gender parity.

Unemployment rate: Number of persons who are unemployed as a percentage of the total number of employed and unemployed persons (i.e. the labour force)⁶ Source: ILO, *ILOstat, 2010* or latest available data (accessed August 2013).

Youth unemployment rate: Number of unemployed youth (typically 15-24 years) divided by the youth labour force (employment + unemployment).⁷ Source: ILO, *Laborstat, 2010* or latest available data (accessed August 2013).

Talent

Country capacity to attract talent: Response to the survey question, “Does your country attract talented people from abroad? (1 = not at all, 7 = attracts the best and brightest from around the world)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Country capacity to retain talent: Response to the survey question, “Does your country retain talented people? (1 = the best and brightest leave to pursue opportunities in other countries, 7 = the best and brightest stay and pursue opportunities in the country)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Ease of finding skilled employees: Response to the survey question, “In your country, how easy is it for companies to find employees with the required skills for their business needs? (1 = extremely difficult, 7 = extremely easy)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Pay related to productivity: Response to the survey question, “To what extent is pay in your country related to productivity? (1 = not related to worker productivity, 7 = strongly related to worker productivity)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Capacity for innovation: Response to the survey question, “In your country, how do companies obtain technology? (1 = exclusively from licensing or imitating foreign companies, 7 = by conducting formal research and pioneering their own new products and processes)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Index of economic complexity: The Atlas of Economic Complexity attempts to measure the amount of productive knowledge that each country holds.⁸ Source: Hausmann, R., Hidalgo, C., et al. *The Atlas of Economic Complexity*. Cambridge: Puritan Press, 2011.⁹

Firm level technology absorption: Response to the survey question, “To what extent do businesses in your country absorb new technology? (1 = Not at all; 7 = Aggressively absorb)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Scientific and technical journal articles: Refers to the number of scientific and engineering articles published in the following fields: physics, biology, chemistry, mathematics, clinical medicine, biomedical research, engineering and technology and earth and space sciences. The total number of journal articles is divided by population to give a per 1,000 population value. Sources: World Bank, *World Development Indicators* online database, 2009, and United Nations, Department of Economic and Social Affairs, *World Population Prospects, 2009*.

Median age of the working population: Median age of the population age 15-64. Source: United Nations, Department of Economic and Social Affairs, Population Division: *World Population Prospects DEMOBASE 2010* extract, 2013.

Training

Staff training: Response to the survey question, “To what extent do companies in your country invest in training and employee development? (1 = hardly at all, 7 = to a great extent)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Training services: Response to the survey question, “In your country, to what extent are high-quality, specialized training services available? (1 = not at all available, 7 = widely available)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

The screenshot shows the 'Pillar 4: Enabling Environment' section of Albania's Country Profile. It includes a table with columns for Rank/102, Z-Score, Country Value, Sample Minimum, and Sample Maximum. Indicators listed include Mobile users per 100 people, Internet users per 100 people, Quality of domestic transport, Collaboration, Doing Business Index, State safety and protection, Intellectual property protection and property rights, Social mobility, and Additional indicators like Gender parity, Fertility rate, and various education and economic activity metrics.

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6 Pillar 4: Enabling Environment
Infrastructure

Mobile users: Number of mobile cellular telephone subscriptions (per 100 people) to a public mobile telephone service using cellular technology, which provide access to the public switched telephone network. Post-paid and prepaid subscriptions are included. The number of subscriptions per 100 people may exceed 100 because mobiles have relatively low physical infrastructure requirements and can reach remote areas in a more cost-effective way than other ICTs such as the Internet or fixed phone lines. In some places, mobile devices are the only option available and mobile phones require only basic literacy, making the barriers to entry much lower than with other ICTs.¹⁰ Source: World Bank's *World Development Indicators* online database, 2011 (accessed July 2013).

Internet users (per 100 people): Internet users are people with access to the worldwide network. Sources: World Bank's *World Development Indicators* online database, 2011 (accessed July 2013).

Quality of domestic transport: Response to the survey question, “To what extent does your national ground transport network (buses, trains, trucks, taxis, etc.) offer efficient transportation within your country? (1 = not at all, 7 = extremely well)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Collaboration

State of cluster development: Response to the survey question, “In your country, how prevalent are well-developed and deep clusters (geographic concentrations of firms, suppliers, producers of related products and services, and specialized institutions in a particular field)? (1 = non-existent, 7 = widespread in many fields)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business and University R&D collaboration: Response to the survey question, “To what extent do business and universities collaborate on research and development (R&D) in your country? (1 = do not collaborate at all, 7 = collaborate extensively)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Legal framework

Doing Business: *Doing Business Index* rankings, 2012. Source: World Bank and International Finance Corporation¹¹, (accessed August 2013).

Social safety net protection: Response to the survey question, “In your country, does a formal social safety net provide protection from economic insecurity in the event of job loss or disability? (1 = not at all, 7 = fully)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Intellectual property protection and property rights: Average of responses to the two survey questions, “In your country, how strong is the protection of intellectual property, including anti-counterfeiting measures? (1 = extremely weak, 7 = extremely strong)” and “In your country, how strong is the protection of property rights, including financial assets? (1 = extremely weak, 7 = extremely strong)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Social mobility

Social mobility: Response to the survey question, “In your country, to what extent do individuals have the opportunity to improve their economic situation through their personal efforts regardless of the socio-economic status of their parents? (1 = little opportunity exists to improve one’s economic situation, 7 = significant opportunity exists to improve one’s economic situation)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

7 Additional indicators

Demographics

Child dependency ratio (%): Ratio of population age 0 to 14 per 100 population age 15 to 64. Source: United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects 2010* (accessed September 2013).

Aged dependency ratio (%): Ratio of population age 65 and over per 100 population age 15 to 64. Source: United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects 2010* (accessed September 2013).

Fertility rate (births per woman): Basic indicator of the level of fertility, calculated by summing age-specific birth rates over all reproductive ages (15 to 49). It may be interpreted as the expected number of children a woman who survives to the end of the reproductive age span will have during her lifetime if she experiences the given age-specific rates.¹² Source: United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects 2010* (accessed September 2013).

Sex ratio at birth (female/male): Taken from the World Economic Forum’s *Global Gender Gap Report*

2012. The sex ratio at birth is converted to female-over-male ratio.

Population below age 20 (%): Population between 0 and 19 as a percentage of the total population. Source: United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects 2010* (accessed September 2013).

Population above age 60 (%): Population 60 years and over as a percentage of the total population. Source: United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects 2010* (accessed September 2013).

Education

Public spending on education (% of GDP): Total public expenditure (current and capital) on education expressed as a percentage of the Gross Domestic Product (GDP) in a given year. Source: World Bank’s *World Development Indicators* online database, 2012 (accessed August 2013).

Technical/vocational enrolment as % of total enrolment in secondary school: Technical/vocational enrolment in ISCED 2 and 3 as a percentage of total enrolment in ISCED 2 and 3. Source: UNESCO Institute of Statistics, *Education Statistics* online database, 2012 or latest available year (accessed September 2013).

Adult literacy (%): Source: UNESCO Institute of Statistics, *Education Statistics* online database, 2012 or latest available year (accessed August 2013).

Boys not in primary school (%): Out-of-school rate for children of primary school age (%), male. Source: UNESCO Institute of Statistics, *Education Statistics* online database, 2012 or latest available year (accessed August 2013).

Girls not in primary school (%): Out-of-school rate for children of primary school age (%), female. Source: UNESCO Institute of Statistics, *Education Statistics* online database, 2012 or latest available year (accessed August 2013).

Education poverty (% of children age 17-22 with less than 2-4 years schooling): Share of the population aged 17 to 22 with less than 4 years in school (the minimum needed to gain basic literacy skills), and the share of the population aged 17 to 22 with less than 2 years in school. Source: UNESCO Institute of Statistics, *Education Statistics* online database, 2007 or latest available year (accessed July 2013).

Private enrolment in primary school (% of primary):

Enrolment in private primary schools as a percentage of total enrolment in primary school. Source: UNESCO Institute of Statistics, *Education Statistics* online database, 2012 or latest available year (accessed August 2013).

Private enrolment in secondary school (% of secondary):

Enrolment in private secondary schools as a percentage of total enrolment in secondary school. Source: UNESCO Institute of Statistics, *Education Statistics* online database, 2012 or latest available year (accessed August 2013).

PIRLS (Progress in International Reading Literacy Study):

Average score for reading, grade 4. The scores are reported on a scale from 0 to 1,000 with the PIRLS scale average set at 500 (the 2001 mean) and standard deviation set at 100. Source: National Center for Education Statistics (NCES), Institute of Education Sciences, *PIRLS International Data Explorer* (data from International Association for the Evaluation of Educational Achievement, 2011).

PISA (Program for International Student Assessment) math scores:

Average score for mathematics, age 15. Scores are scaled so that the mean is 500 and standard deviation 100. Source: Organisation for Economic Cooperation and Development (OECD) and National Center for Education Statistics (NCES), Institute of Education Sciences, *PISA International Data Explorer*. Data from 2009 (accessed July 2013).

PISA (Program for International Student Assessment) reading scores:

average score for reading, age 15. Scores are scaled so that the mean is 500 and standard deviation 100. Source: Organisation for Economic Cooperation and Development (OECD) and National Center for Education Statistics (NCES), Institute of Education Sciences, *PISA International Data Explorer*. Data from 2009 (accessed July 2013).

PISA (Program for International Student Assessment) science scores:

Average score for science, age 15. Scores are scaled so that the mean is 500 and standard deviation 100. Source: Organisation for Economic Cooperation and Development (OECD) and National Center for Education Statistics (NCES), Institute of Education Sciences, *PISA International Data Explorer*. Data from 2009 (accessed July 2013).

TIMSS (Trends in International Mathematics and Science Study) 4th grade math:

Average score for mathematics, grade 4. Scores are reported on a scale of 0 to 1,000 with the TIMSS scale average set at 500 and standard deviation set at 100. Source: National Center for Education Statistics (NCES), Institute of Education Sciences, *TIMSS International Data Explorer* (data from International Association for the Evaluation of Educational Achievement, 2011).

TIMSS (Trends in International Mathematics and Science Study) 4th grade science:

Average score for science, grade 4. Scores are reported on a scale of 0 to 1,000 with the TIMSS scale average set at 500 and standard deviation set at 100. Source: National Center for Education Statistics (NCES), Institute of Education Sciences, *TIMSS International Data Explorer* (data from International Association for the Evaluation of Educational Achievement, 2011).

TIMSS (Trends in International Mathematics and Science Study) 8th grade math:

Average score for mathematics, grade 8. Scores are reported on a scale of 0 to 1,000 with the TIMSS scale average set at 500 and standard deviation set at 100. Source: National Center for Education Statistics (NCES), Institute of Education Sciences, *TIMSS International Data Explorer* (data from International Association for the Evaluation of Educational Achievement, 2011).

TIMSS (Trends in International Mathematics and Science Study) 8th grade science:

Average score for science, grade 8. Scores are reported on a scale of 0 to 1,000 with the TIMSS scale average set at 500 and standard deviation set at 100. Source: National Center for Education Statistics (NCES), Institute of Education Sciences, *TIMSS International Data Explorer* (data from International Association for the Evaluation of Educational Achievement, 2011).

Health

Prevalence of visual impairment (%): impairment is defined as presenting visual acuity prevalence of moderate, severe vision impairment and blindness (<6/18), all ages. Age-standardized (using the WHO reference population). Source: Stevens, G., White, R., et al. On behalf of the Vision Loss Expert Group. Global Prevalence of Vision Impairment and Blindness: Magnitude and Temporal Trends, 1990-2010. In *Ophthalmology*, 2013, Jul 10.

Public spending on health (% of GDP): Total health expenditure is the sum of public and private health expenditure and covers the provision of health services (preventive and curative), family planning activities, nutrition activities and emergency aid designated for health but does not include provision of water and sanitation. Source: World Bank's *World*

Development Indicators online database, 2012 (accessed August 2013).

Business impact of heart disease: Response to the survey question, “How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)? a. Heart disease and related cardiovascular problems (1 = a serious impact, 7 = no impact at all)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business impact of cancer: Response to the survey question, “How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)? b. Cancer (1 = a serious impact, 7 = no impact at all)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business impact of mental illness: Response to the survey question, “How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)? c. Mental illness (1 = a serious impact, 7 = no impact at all)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business impact of diabetes: Response to the survey question, “How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)? d. Diabetes (1 = a serious impact, 7 = no impact at all)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business impact of chronic respiratory disease: Response to the survey question, “How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)? e. Chronic respiratory disease (1 = a serious impact, 7 = no impact at all)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business impact of HIV/AIDS: Response to the survey question, “How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)? f. HIV / AIDS (1 = a serious impact, 7 = no impact at all)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business impact of tuberculosis: Response to the survey question, “How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)? g. Tuberculosis (1 = a serious impact, 7 = no impact at all)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Business impact of malaria: Response to the survey question, “How serious an impact do you consider the following diseases will have on your company in the next five years (e.g. death, disability, medical and funeral expenses, productivity and absenteeism, recruitment and training expenses, revenues)? h. Malaria (1 = a serious impact, 7 = no impact at all)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Society

Freedom in the World: Political rights as measured on a one-to-seven scale, with one representing the highest degree of freedom and seven the lowest. Source: Freedom House, *Freedom in the World 2013* (accessed August 2013).

Democracy Index (rank/165): Democracy ranking of countries. Source: The Economist Intelligence Unit, *Democracy Index 2012* (accessed August 2013).

Population living in urban area (%): Urban population refers to people living in urban areas as defined by national statistical offices. It is calculated using World Bank population estimates and urban ratios from the United Nations World Urbanization Prospects. Source: World Bank’s *World Development Indicators* online database, 2012 (accessed August 2013).

Gini Index (income): Measures the extent to which the distribution of income or consumption expenditure among individuals or households within an economy deviates from a perfectly equal distribution. A Gini Index of 0 represents perfect equality, while an Index of 100 implies perfect inequality. Source: World Bank’s

World Development Indicators online database, 2012 (accessed August 2013).

Accessibility of digital content: Response to the survey question, “In your country, how available is digital content via multiple platforms (e.g. fixed-line Internet, wireless Internet, mobile network, satellite)? (1 = not available at all, 7 = widely available)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Extent of virtual social networks use: Response to the survey question, “In your country, how widely used are virtual social networks (e.g. Facebook, Twitter, LinkedIn)? (1 = not used at all, 7 = widely used)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Workforce

Economic activity (agriculture) - % of total activity: Percentage of total employment in agriculture. Source: World Bank’s *World Development Indicators* online database, 2011 or latest data (accessed July 2013).

Economic activity (industry) - % of total activity: Percentage of total employment in industry. Source: World Bank’s *World Development Indicators* online database, 2011 or latest data (accessed July 2013).

Economic activity (services) - % of total activity: Percentage of total employment in services. Source: World Bank’s *World Development Indicators* online database, 2011 or latest data (accessed July 2013).

GDP per person employed (US\$): GDP per person employed, in constant 1990 PPP \$, is gross domestic product (GDP) divided by total employment in the economy. Purchasing power parity (PPP) GDP is GDP converted to 1990 constant international dollars using PPP rates. An international dollar has the same purchasing power over GDP that a U.S. dollar has in the United States. Source: World Bank’s *World Development Indicators* online database, 2011 or latest data (accessed August 2013).

Cooperation in labour-employer relations: Response to the survey question, “In your country, how would you characterize labour-employer relations? (1 = generally confrontational, 7 = generally cooperative)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Emigration rate of the tertiary educated (%): Emigration rate of tertiary educated to OECD countries as a percentage of total tertiary educated population. This shows the stock of emigrants aged 25 and older,

residing in an OECD country other than that in which they were born, with at least one year of tertiary education as a percentage of the population age 25 and older with tertiary education. Source: World Bank’s *World Development Indicators* online database, 2000 (accessed July 2013).

Labour force with tertiary education (%): Proportion of labour force that has a tertiary education, as a percentage of the total labour force. Source: World Bank’s *World Development Indicators* online database, 2000 (accessed July 2013).

Number of patent applications (per 1,000 people): Total patent applications (direct and PCT national phase entries) divided by population (thousands). Source: World Intellectual Property Organisation (WIPO) statistics database 2011 (accessed February 2013) and United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects: The 2012 Revision* (accessed June 2013).

Hiring and firing practices: Response to the survey question, “In your country, how would you characterize the hiring and firing of workers? (1 = heavily impeded by regulations, 7 = extremely flexible)”. Source: World Economic Forum, *Executive Opinion Survey, 2013-2014*.

Retirement age, male. Source: Mercer’s *Worldwide Benefit and Employment Guidelines 2013*. Where not available data is sourced from Organisation for Economic Cooperation and Development (OECD) “Average effective age of retirement”, 2011 (accessed August 2013).

Retirement age, female. Source: Mercer’s *Worldwide Benefit and Employment Guidelines 2013*. Where not available data is sourced from Organisation for Economic Cooperation and Development (OECD) “Average effective age of retirement”, 2011 (accessed August 2013).

Number of informal sector workers (1,000s). The data refers to non-agricultural employment; it excludes employment in agriculture, hunting, forestry and fishing activities. Source: International Labour Organisation (ILO) and Women in Informal Employment: Globalizing and Informing (WIEGO), “Women and men in the informal economy – Statistical Picture”, *Laborsta*, 2010 (accessed July 2013).

Total employed (1,000s): “Employed” comprises all persons of working age who, during a specified brief period, were in one of the following categories: a) paid employment (whether at work or with a job but not at

work); or b) self-employment (whether at work or with an enterprise but not at work). Source: *ILOStat*, 2010 or latest available data (accessed August 2013).

Total unemployed (1,000s): “Unemployed” comprises all persons of working age who were: a) without work during the reference period; i.e. were not in paid employment or self-employment; b) currently available for work; i.e. were available for paid employment or self-employment during the reference period; and c) seeking work; i.e. had taken specific steps in a specified recent period to seek paid employment or self-employment. Source: *ILOStat*, 2010 or latest available data (accessed August 2013).

Unemployed for 12 months or more as a % of total unemployment: Total number unemployed (in thousands) for more than 12 months divided by the total number of unemployed (in thousands), expressed as a percentage. Source: *ILOStat*, 2010 or latest available data (accessed August 2013).

Total youth not in education or employment (1,000s): Proportion of youth (persons between the ages of 15 and 24 years) who are not in employment and not in education or training. Source: *ILOStat*, 2010 or latest available data (accessed July 2013).

Unemployment for 12 months or more (1,000s): Total number unemployed (in thousands) for more than 12 months. Source: *ILOStat*, 2010 or latest available data (accessed August 2013).

Global Innovation Index (rank/142): Five input pillars capture elements of the national economy that enable innovative activities: (1) Institutions, (2) Human capital and research, (3) Infrastructure, (4) Market sophistication and (5) Business sophistication. Two output pillars capture actual evidence of innovation outputs: (6) Knowledge and technology outputs and (7) Creative outputs. Source: Cornell University, INSEAD and the World Intellectual Property Organization (WIPO), 2013 (accessed August 2013),

Global Talent Index (rank/60): Uses quantitative and qualitative data to measure the economic indicators, cultural contexts, trends in education, foreign direct investment (FDI), mortality, health and market fluidity that will impact the ability of talent to thrive. Source: Heidrick & Struggles and Economist Intelligence Unit (EIU), *Global Talent Index 2011* (accessed August 2013).

Quality of Labour Force (rank/60): Subindex of the Global Talent Index. Variables comprise: researchers in R&D, technicians in R&D, quality of work force,

quality of labour force, language skills of labour force and technical skills of workforce and local managers. Source: Heidrick & Struggles and Economist Intelligence Unit (EIU), *Global Talent Index 2011* (accessed August 2013).

Talent Environment (rank/60): Subindex of the Global Talent Index. Variables comprise: R&D as percentage of GDP, degree of restrictiveness of labour laws, wage regulation, protection of private property and meritocratic remuneration. Source: Heidrick & Struggles and Economist Intelligence Unit (EIU), *Global Talent Index 2011* (accessed August 2013).

IQ measure: Final IQ, (intelligence quotient) is calculated as a weighted average of scholastic achievement and IQ. Source: Lynn, R. and Vanhanen, T. *Intelligence: A Unifying Construct for the Social Sciences*. London: Ulster Institute for Social Research, 2012.

NOTES

- 1 The ILO defines skill level as “a function of the complexity and range of the tasks and duties involved” and skill specialisation as “the field of knowledge required, the tools and machinery used, the materials worked on or with, as well as the kinds of goods and services produced.”
- 2 For ISCO-88 subgroups and skills levels see: <http://www.ilo.org/public/english/bureau/stat/isco/isco88/publ3.htm>.
- 3 International Labor Organisation. <http://www.ilo.org/public/english/bureau/stat/isco/isco88/publ3.htm>
- 4 UNICEF, *Monitoring the Status of Child and Women*. http://www.childinfo.org/malnutrition_methodology.html.
- 5 International Labour Office, *Key Indicators of the Labour Market*, 7th edition. <http://kilm.ilo.org/manuscript/kilm01.asp>.
- 6 International Labour Office, *ILOStat*. http://www.ilo.org/ilostat/faces/help_home/conceptsdefinitions?_adf.ctrl-state=170uhpi2ta_138&clear=true&_afLoop=67928553669604.
- 7 International Labour Office, the Youth Employment Network. <http://www.ilo.org/public/english/employment/yen/whatwedo/projects/indicators/2.htm>.
- 8 See: http://atlas.media.mit.edu/media/atlas/pdf/HarvardMIT_AtlasOfEconomicComplexity_Part_I.pdf.
- 9 The Observatory of Economic Complexity. <http://atlas.media.mit.edu/rankings/>.
- 10 United Nations Development Programme. “Mobile Technologies and Empowerment: Enhancing human development through participation and innovation.” <http://www.undpegov.org/mgov-primer.html>.
- 11 The World Bank and International Finance Corporation. *The Doing Business Project*. <http://www.doingbusiness.org/rankings>.
- 12 *Handbook on the Collection of Fertility and Mortality Data*. New York: United Nations, 2004. http://unstats.un.org/unsd/publication/SeriesF/SeriesF_92E.pdf.

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