

HOW SUCCESSFUL ARE STUDENTS IN MOVING FROM EDUCATION TO WORK?

This indicator shows the number of years that young people are expected to spend in education, employment and non-employment and examines the education and employment status of young people by gender. During the past decade, young people have spent more time in initial education, delaying their entry into the world of work. Part of this additional time is spent combining work and education, a practice that is widespread in some countries. Once young people have completed their initial education, access to the labour market is often impeded by periods of unemployment or non-employment, although this situation affects males and females differently. Based on the current situation of persons between the ages of 15 and 29, this indicator gives a picture of major trends in the transition from school to work.

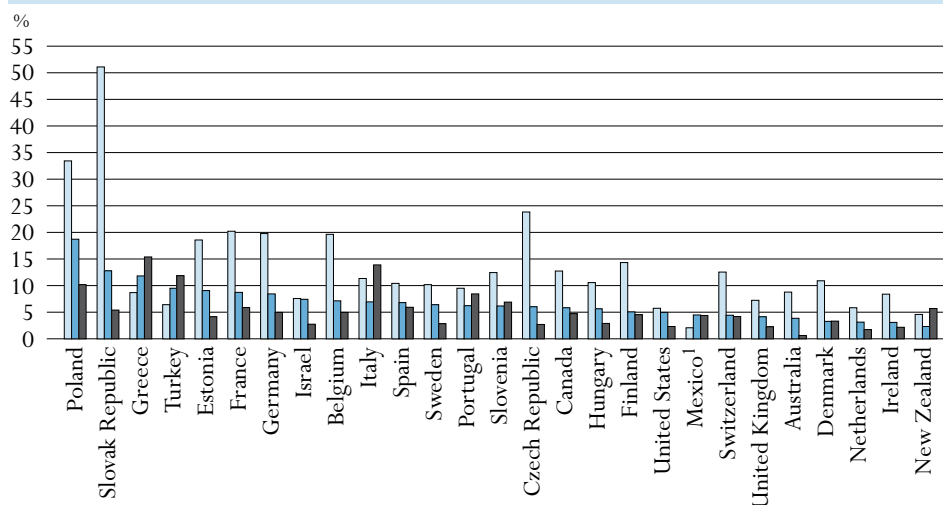
Key results

Chart C4.1. Share of 25-to-29-year-olds who are unemployed and not in education, by level of educational attainment (2005)

In this chart the height of the bars indicates the percentage of 25-to-29-year-olds not in education and unemployed, for each level of educational attainment.

- Below upper secondary education
- Upper secondary and post-secondary non-tertiary education
- Tertiary education

At the end of the transition period, when most young people have finished studying, access to employment is linked to the education level attained. Not attaining an upper secondary qualification is clearly a serious handicap. Conversely, tertiary education offers a premium for most job seekers (except in Greece, Italy and New Zealand).



1. Year of reference 2004.

Countries are ranked in descending order of the ratio of the population not in education and unemployed to the 25-to-29-year-old population having attained upper secondary and post-secondary non-tertiary education.

Source: OECD, Table C4.3. See Annex 3 for notes (www.oecd.org/edu/eq2007).

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Other highlights of this indicator

- On average across OECD countries, a young person aged 15 in 2005 can expect to continue in formal education for about 6.7 years. In 20 of the 29 OECD countries and 3 partner economies for which data are available, this period ranges from five to seven and a half years. However, the range of this figure is wide, from 3.1 years (Turkey) to a high of 8.6 years (Iceland).
- Among the younger cohort (15-to-19-year-olds) the proportion of individuals in school has increased by 4 percentage points, from 80.5 to 84.5%, between 2000 and 2005 in the OECD countries. This growth has been greatest in the Czech Republic and the Slovak Republic where increases exceed 8 percentage points during the period.
- In addition to the expected number of years spent in education, a young person aged 15 can expect to hold a job for 6.1 of the 15 years to come, to be unemployed for a total of 0.8 years and to be out of the labour market (not employed, not in education and not looking for a job) for 1.3 years on average in OECD countries.
- On average, completing upper secondary education reduces unemployment among 20-to-24-year-olds by 7.3 percentage points and that of 25-to-29-year-olds by 7.0 percentage points. Not attaining an upper secondary qualification is clearly a serious impediment to entering employment, while obtaining a tertiary qualification increases the likelihood job seekers will find employment.

Policy context

All OECD countries are experiencing rapid social and economic changes that make the transition to working life more uncertain for younger individuals. In some OECD countries, education and work largely occur consecutively, while in other OECD countries they may be concurrent. The ways in which education and work are combined can significantly affect the transition process. Of particular interest, for example, is the extent to which working (beyond the usual summer jobs for students) while studying may facilitate entry into the labour force.

The transition from education to work is a complex enterprise that not only depends on the length and quality of the schooling received but also on general labour market and economic conditions in a country. High general unemployment rates make the transition substantially more difficult and unemployment rates among those entering the labour market typically reflect this by exhibiting rates that are above those of the more experienced workforce.

General labour market conditions also influence the schooling decisions of younger individuals: in poor labour markets younger individuals tend to stay on longer in education whereas the opposite applies in good labour markets. That employment prospects influence the length and timing of schooling is rational in the sense that high unemployment rates drives down the opportunity costs of education (foregone earnings), which tend to be the most prominent component of the cost of education in most countries.

Taken together, the interaction between the education system and the labour market system makes it difficult to understand the processes of school-to-work transition, but it is nevertheless an important area where policy can make a substantial contribution towards facilitating this transition.

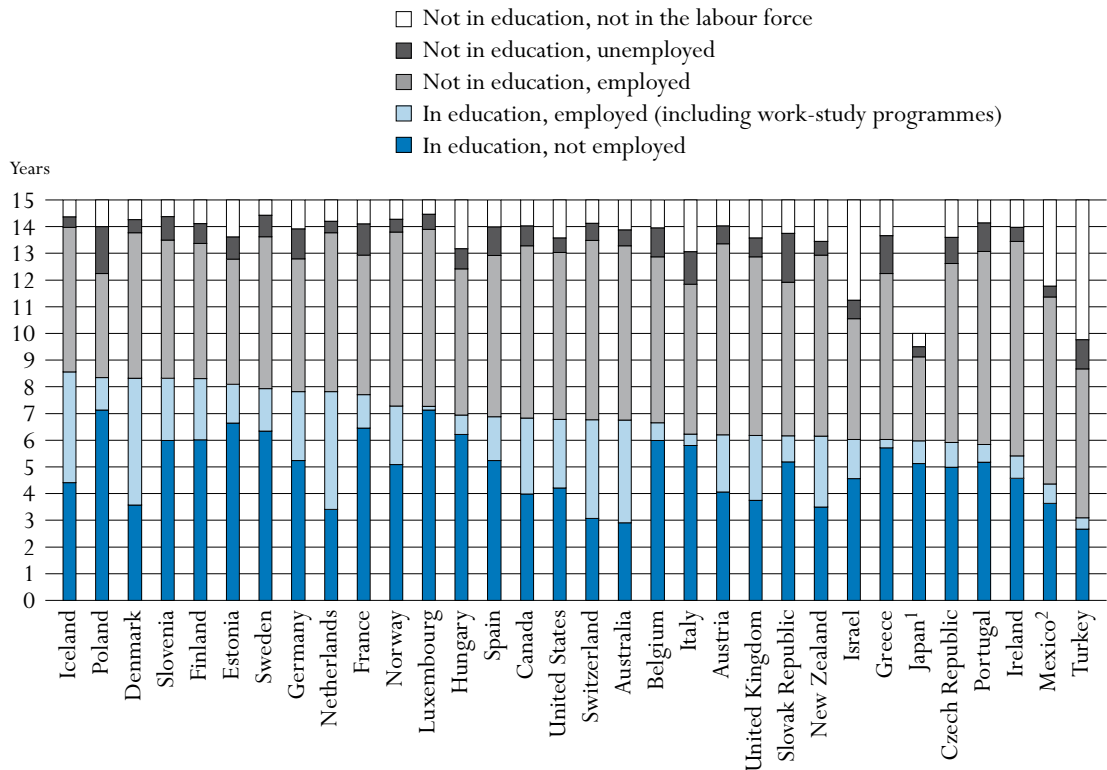
Evidence and explanations

On average, a person aged 15 in 2005 can expect to continue in education for 6.7 years (Table C4.1a). This average figure refers to all 15-year-olds, and some will evidently continue in education for a longer period while others will do so for a shorter time. In 20 of the 29 countries studied, including the partner economy Israel, a 15-year-old can expect to spend from 5.0 to 7.5 additional years in education, on average. However, a large gap separates the groups at each extreme: with Denmark, Finland, Iceland and Poland and the partner economies Estonia and Slovenia (more than eight years in education on average) on the one hand, and Mexico as well as Turkey (with less than five years on average) on the other.

In addition to the average 6.7 years spent in education, a person aged 15 can expect to hold a job for 6.1 of the 15 years to come, to be unemployed for a total of 0.8 years and to be out of the labour market for 1.3 years, neither in education nor seeking work (Table C4.1a).

The average cumulative duration of unemployment varies significantly among countries. This reflects differences in general unemployment rates in countries as well as differences in the duration of education. The cumulative average duration of unemployment is six months or less in Denmark, Iceland, Ireland, Japan, Mexico, the Netherlands, Norway and the United States but around 1.8 years in Poland and the Slovak Republic, which for these two countries is still a large improvement over unemployment figures in recent years.

Chart C4.2. Expected years in education and not in education for 15-to-29-year-olds (2005)
Number of years, by work status



1. Data refer to 15-to-24-year-olds.
 2. Year of reference 2004.

Countries are ranked in descending order of the expected years in education of the youth population.

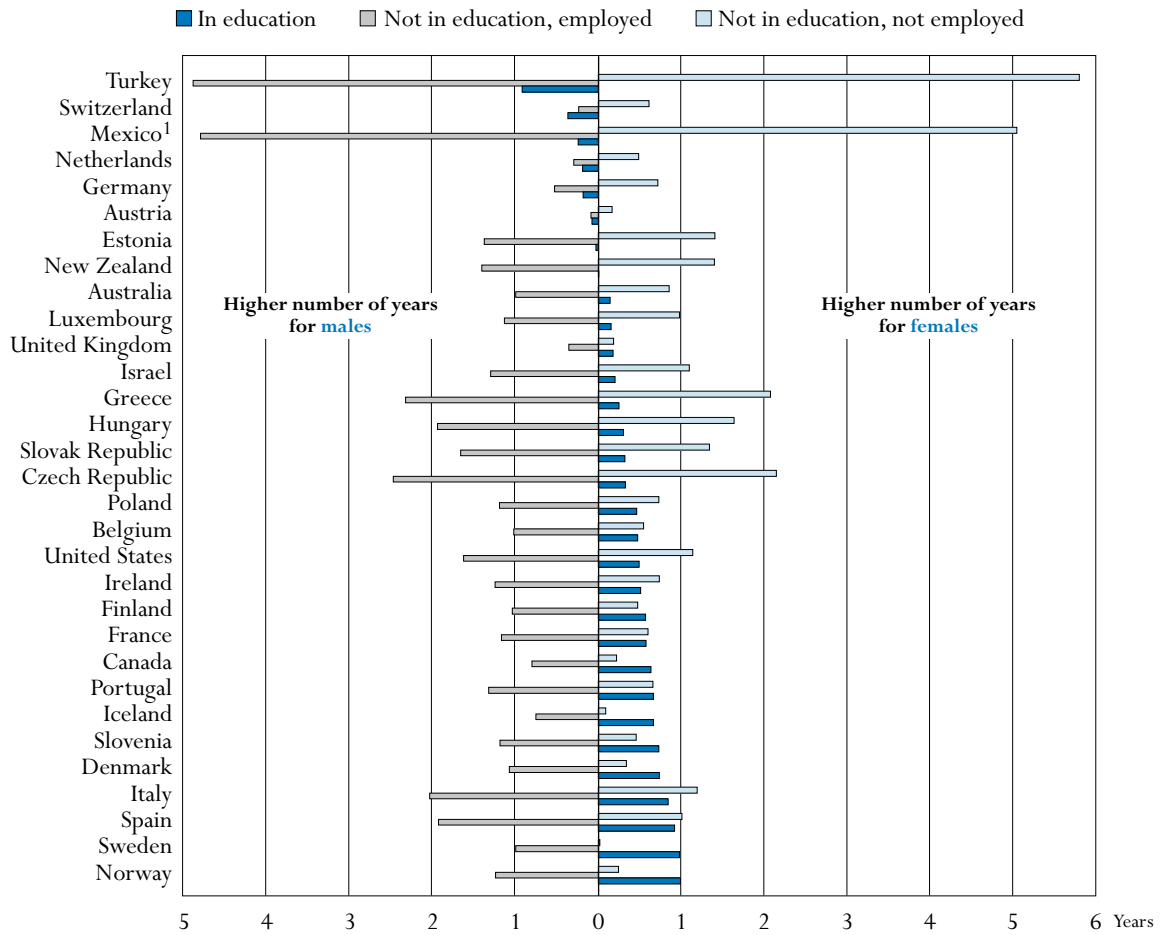
Source: OECD, Table C4.1a. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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The average overall number of expected years in education is higher for females (6.9 years compared with 6.6 for males). In all countries except Austria, Germany, Mexico, the Netherlands, Switzerland and Turkey, and the partner economy Estonia, females spend more years in education than males. In Turkey, female students can expect to receive nearly one year less of education than their male counterparts whereas in Norway, Spain and Sweden the opposite applies (Chart C4.3). However, up to age 29, males are expected to be employed to a much greater extent than females. This difference is close to one and a half years in the OECD countries and also largely reflects the fact that females are more likely to be outside both the education and labour market systems than are males (not in education, not employed and not looking for a job).

However, males and females differ very little in terms of the expected number of years in unemployment, even though expected periods of unemployment tend to be marginally longer for males. While the situation is similar for both genders in many countries, females appear to be at a particular advantage in Canada, Germany, Poland, the Slovak Republic and Turkey. Periods of unemployment for females exceed those for males in only three countries: Greece, Portugal and Spain (Table C4.1a).

Chart C4.3. Gender difference in expected years in education and not in education for 15-to-29-year-olds (2005)



1. Year of reference 2004.

Countries are ranked in descending order of the difference between females and males in expected years in education of 15-to-29-year-olds.

Source: OECD, Table C4.1a. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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Whereas young males can expect to spend 1.6 years neither in education nor in employment between the ages of 15 and 29, the average figure for females is 2.7 years. In the Czech Republic, Hungary, Mexico, New Zealand, the Slovak Republic and Turkey, there is a much stronger tendency for young females to leave the labour market and to spend time out of the educational system and not working. In some countries – Austria, Belgium, Canada, Denmark, Finland, Iceland, Japan, the Netherlands, Norway and Sweden – young males and young females do not differ by more than half a year in this measure.

Conversely, relative to males, females between the ages of 15 and 29 in all OECD countries can expect a lower duration of employment after education; this is partially a consequence of the time spent in education, but is also attributable to other factors such as time spent in childrearing (Table C4.1a).

Unemployment among young non-students

Young people represent the principal source of new skills. In most OECD countries, education policy seeks to encourage young people to complete at least upper secondary education. Since many jobs in the current labour market require ever higher general skill levels, persons with low attainment are often penalised. Differences in unemployment rates among young non-students by level of educational attainment are an indicator of the degree to which further education improves the economic opportunities of young adults.

The unemployment rate by age group is the most common measure used for describing the labour market status of young people. However, unemployment rates do not take educational circumstances into account. For instance, an unemployed young person counted in the numerator may, in some OECD countries, be enrolled in education. And the denominator may include young people in vocational training, provided they are apprenticed. Hence, if almost all young people in a particular age group are still in education, the unemployment rate will reflect only the few present in the labour market. It may therefore appear very high, particularly among the youngest cohort who have usually left the education system with particularly low qualifications.

The ratio of unemployed non-students to the total age cohort is therefore a more appropriate way to reflect the likelihood of youth unemployment (Table C4.3). This is because young people who are looking for a job while still in education are usually seeking part-time or temporary work while studying, unlike those entering the labour market after leaving school.

On average, completing upper secondary education reduces this unemployment ratio (*i.e.* unemployment among non-students as a percentage of the age cohort) among 20-to-24-year-olds by 7.3 percentage points and that of 25-to-29-year-olds by 7.1 percentage points (Table C4.3). In 18 out of 26 OECD countries with available data, the unemployment ratio among 20-to-24-year-olds not in education is equal to or less than 8% for those with upper secondary or post-secondary non-tertiary education. In the same age group, this proportion remains below 8% for those without upper secondary education in only Denmark, Mexico and Turkey. Since it has become the norm in most OECD countries to complete upper secondary education, many young persons who do not complete this level of education are much more likely to have employment difficulties during entry to the labour market. Belgium, France, Ireland, the Slovak Republic and Sweden experience the greatest differences in unemployment rates for 20-to-24-year-olds with an upper secondary level of education and those without.

At the end of the transition period, between the ages of 25 and 29, when most young people have finished studying, differences in access to employment are linked to the education level attained. Not attaining an upper secondary qualification is clearly a serious handicap. Conversely, tertiary education offers a premium for most job seekers.

In 16 OECD countries, for upper secondary graduates aged 25 to 29, the ratio of persons not in education and unemployed to the cohort population is at or above 5%. In a few OECD countries, even young people who have completed tertiary-level education are subject to considerable unemployment risk when they enter the labour market. At the tertiary level of attainment, among 20-to-24-year-olds, the ratio of unemployed non-students to the cohort population is 10% or more – and in some cases significantly more – in Greece, Portugal, the Slovak Republic and Turkey (Table C4.3). Countries that have high unemployment rates among

young tertiary educated individuals are also those countries that display high unemployment rates for tertiary educated individuals in the total population (25-to-64-year-olds).

Note that unemployment rates among young individuals largely mirrors those of the labour market in general, but some countries do better than others in terms of providing employment (avoiding unemployment) for the younger cohorts. In having a better understanding of the transition period in general and unemployment rates among the youth population in particular, Indicator A8 provides a good foundation for these types of comparisons.

Entry into the labour market after initial education

The transition from education to work occurs at different points in time in different OECD countries, depending on a range of educational and labour market characteristics. As they grow older, young people spend less time in education and more in the labour force. On average, 83.4% of 15-to-19-year-olds are in education. This average drops to 40.1% for 20-to-24-year-olds and below 14.2% for 25-to-29-year-olds (Table C4.2a). However, in many OECD countries young people begin their transition to work later, and in some cases over a longer period. This reflects not only the demand for education, but also the general state of the labour market, the length and orientation of educational programmes in relation to the labour market and the prevalence of part-time education.

Overall, older non-students are much more likely to be employed than non-students aged 15 to 19, while a higher percentage of male than female non-students are working. A significantly higher share of females than males are out of the labour force. This is particularly so for the 25-to-29-year-old age group, which is likely to reflect, in part, time spent in child-bearing and child-rearing (Tables C4.2b and C4.2c available on line at <http://dx.doi.org/10.1787/068418024204>).

Employment-to-population ratios among young adults not in education provide information on the effectiveness of transition frameworks and thus help policy makers to evaluate transition policies. In 9 out of 26 OECD countries, and in the partner economies Estonia and Slovenia in the year 2005, 90% or more of 15-to-19-year-olds are in education, which suggest that few young people have left school early. While the average of employment-to-population ratios for 20-to-24-year-olds not in education exceeds 42%, the ratios in some OECD countries such as Finland and Poland are considerably lower (Table C4.4a).

Between 2000 and 2005 in the OECD countries, the proportion of individuals in school has increased by 4 percentage points among the younger cohort (15-to-19-year-olds), and focusing on the key transition period (*i.e.* ages 20 to 24) the proportion of individuals in education has increased by 5.4%. Important changes are evident in several countries (Table C4.4) during this period. The proportion of 20-to-24-year-olds in education has risen by more than 10 percentage points in the Czech Republic, Germany, Greece, Hungary, the Netherlands, Poland and the Slovak Republic; at the same time, the proportion of 20-to-24-year-olds not employed has fallen in all of these countries, with the exception of Germany and the Netherlands. The number of individuals in employment has decreased by 5 percentage points in the OECD countries over the period, largely reflecting that more individuals choose to continue their education.

The proportion of 25-to-29-year-olds in education increased between 2000 and 2005, by 2.1 percentage points among the OECD countries, reinforcing the earlier trend of younger

individuals tending to stay on longer in education. On average, however, only 14.6% of 25-to-29-year-olds is in education, 68% are employed and an additional 18% find themselves outside the labour market and not employed. The non-employed ratio has dropped marginally in the OECD countries (from 19 to 17.9%) during this period. In Greece, Hungary, and Spain this decrease in non-employment is around 5 percentage points while 25-to-29-year-olds in Denmark and Turkey have experienced an increase of 4 percentage points. The trends also show that employment prospects play a role in decisions about when to leave the education system in that changes in non-employment are related to changes in proportion of 25-to-29-year-olds in education.

Definition and methodologies

The statistics presented here are calculated from labour force survey data on age-specific proportions of young people in each of the specified categories. These proportions are then totalled over the 15-to-29-year-old age group to yield the expected number of years spent in various states. For countries providing data from the age of 16 only, it is assumed that all 15-year-olds are in education and out of the labour force. This assumption tends to increase the average number of expected years in education compared to *Education at a Glance 2004* (OECD, 2004c).

Persons in education include those attending part-time as well as full-time, where the coverage of education should be as close as possible to that of formal education in administrative sources on enrolment. Therefore, non-formal education or educational activities of very short duration (for example, at the work place) should be excluded.

Data for this indicator are collected as part of the annual OECD Labour Force Survey (for certain European countries the data come from the annual European Labour Force Survey, see Annex 3) and usually refer to the first quarter, or the average of the first three months of the calendar year, thereby excluding summer employment. The labour force status categories shown in this section are defined according to International Labour Organisation (ILO) guidelines, with one exception. For the purposes of these indicators, persons in work-study programmes (see below) have been classified separately as being in education and employed, without reference to their ILO labour force status during the survey reference week, since they may not necessarily be in the work component of their programmes during that week and may therefore not be employed then. The category *other employed* includes individuals employed according to the ILO definition, but excludes those attending work-study programmes who are already counted as employed. Finally, the category *not in the labour force* includes individuals who are not working and who are not unemployed, *i.e.* individuals who are not looking for a job.

Work-study programmes combine work and education as parts of an integrated, formal education or training activity, such as the dual system in Germany; *apprentissage* or *formation en alternance* in France and Belgium; internship or co-operative education in Canada; and apprenticeship in Ireland. Vocational education and training take place both in school settings and working environments. Students or trainees can be paid or not, usually depending on the type of job and the course or training.

The participation rates in education and training are here estimated on the basis of self-reports collected during labour force surveys that often correspond only imprecisely with enrolments obtained from administrative sources shown elsewhere in this publication, for several reasons.

First, age may not be measured in the same way. For example, in administrative data, both enrolment and age are measured on 1 January in OECD countries in the northern hemisphere, whereas in some labour force surveys, both participation in education and age are measured in the reference week, which does not make a significant difference by comparison with the administrative measure. However, in other surveys, the age recorded is the age that will be attained at the end of the calendar year, even if the survey is conducted in the early part of the year; in this case, the rates of participation in education reflect a population that is one year younger than the specified age range. At ages when movements out of education may be significant, this affects the recorded rates of participation in education and training, which are overestimated. From last year onwards, the French data take into account the age measured in the reference week. Second, young people may be enrolled in several programmes and can sometimes be counted twice in administrative statistics but only once in a labour force survey. Moreover, not all enrolments may be captured in administrative statistics, particularly in profit-making institutions. Third, the programme classification used in self-reports in labour force surveys do not always correspond to the qualification standards used for administrative data collections.


The principle behind the estimation of expected years in education is that knowledge of the share of young adults in or out of education is used as a basis for assumptions about how long a typical individual will spend in different labour and educational states.

The unemployment-to-population and the employment-to-population ratios are calculated by dividing the total number of persons unemployed or employed by the number of persons in the population.

With respect to Table C4.4b, a break in the time series is noted for Finland. In 2004, military conscripts in Finland were not included in the data, whereas in previous years conscripts were included in the category “Not in education, not employed”.

Further references

The following additional material relevant to this indicator is available on line at:

StatLink  <http://dx.doi.org/10.1787/068418024204>

- *Expected years in education and not in education for 15-to 29-year-olds (1998-2005)*
Table C4.1b: Trends by gender
- *Percentage of the youth population in education and not in education (2005)*
Table C4.2b: Young males
Table C4.2c: Young females
- *Trends in the percentage of young population in education and not in education (1995-2005)*
Table C4.4b: Trends for young males
Table C4.4c: Trends for young females

Table C4.1a
Expected years in education and not in education for 15-to-29-year-olds (2005)
By gender and work status

		Expected years in education			Expected years not in education				
		Not employed	Employed (including work study programmes)	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	
OECD countries	Australia	Males	3.0	3.7	6.7	7.1	0.7	0.5	8.3
		Females	2.8	4.0	6.8	6.0	0.5	1.8	8.2
		M+F	2.9	3.8	6.8	6.5	0.6	1.1	8.2
	Austria	Males	3.8	2.4	6.2	7.2	0.8	0.8	8.8
		Females	4.3	1.8	6.2	7.1	0.6	1.2	8.8
		M+F	4.1	2.1	6.2	7.2	0.7	1.0	8.8
	Belgium	Males	5.8	0.6	6.4	6.7	1.2	0.7	8.6
		Females	6.2	0.7	6.9	5.7	1.0	1.4	8.1
		M+F	6.0	0.7	6.7	6.2	1.1	1.1	8.3
	Canada	Males	4.1	2.4	6.6	6.8	1.0	0.7	8.4
		Females	3.9	3.3	7.2	6.0	0.5	1.3	7.8
		M+F	4.0	2.8	6.9	6.4	0.7	1.0	8.1
	Czech Republic	Males	4.5	1.2	5.8	7.9	1.0	0.3	9.2
		Females	5.5	0.6	6.1	5.4	0.9	2.5	8.9
		M+F	5.0	0.9	5.9	6.7	1.0	1.4	9.1
	Denmark	Males	3.3	4.7	8.0	6.0	0.6	0.5	7.0
		Females	3.9	4.8	8.7	4.9	0.4	1.0	6.3
		M+F	3.6	4.7	8.3	5.4	0.5	0.7	6.7
	Finland	Males	6.0	2.0	8.0	5.6	0.8	0.6	7.0
		Females	6.0	2.6	8.6	4.5	0.7	1.2	6.4
		M+F	6.0	2.3	8.3	5.1	0.7	0.9	6.7
	France	Males	6.1	1.3	7.4	5.8	1.3	0.5	7.6
		Females	6.8	1.2	8.0	4.6	1.0	1.3	7.0
		M+F	6.5	1.3	7.7	5.2	1.2	0.9	7.3
	Germany	Males	5.2	2.7	7.9	5.2	1.3	0.5	7.1
		Females	5.3	2.4	7.7	4.7	0.9	1.7	7.3
		M+F	5.2	2.6	7.8	5.0	1.1	1.1	7.2
	Greece	Males	5.6	0.3	5.9	7.4	1.0	0.7	9.1
		Females	5.9	0.3	6.2	5.0	1.8	2.0	8.8
		M+F	5.7	0.3	6.0	6.2	1.4	1.3	9.0
	Hungary	Males	6.1	0.7	6.8	6.4	0.8	0.9	8.2
		Females	6.3	0.8	7.1	4.5	0.7	2.7	7.9
		M+F	6.2	0.7	6.9	5.5	0.8	1.8	8.1
	Iceland	Males	4.9	3.3	8.2	5.8	0.5	0.5	6.8
		Females	3.9	5.0	8.9	5.0	0.2	0.8	6.1
		M+F	4.4	4.1	8.6	5.4	0.4	0.6	6.4
	Ireland	Males	4.4	0.7	5.2	8.6	0.7	0.5	9.8
		Females	4.7	1.0	5.7	7.4	0.4	1.5	9.3
		M+F	4.6	0.8	5.4	8.0	0.5	1.0	9.6
	Italy	Males	5.5	0.4	5.8	6.6	1.2	1.4	9.2
		Females	6.2	0.5	6.6	4.6	1.2	2.6	8.4
		M+F	5.8	0.4	6.2	5.6	1.2	1.9	8.8
	Japan ¹	Males	5.4	0.9	6.2	3.0	0.4	0.3	3.8
		Females	4.9	0.8	5.7	3.3	0.3	0.7	4.3
		M+F	5.1	0.8	6.0	3.2	0.4	0.5	4.0
	Luxembourg	Males	7.0	0.2	7.2	7.1	0.5	0.1	7.8
		Females	7.3	0.1	7.3	6.1	0.6	1.0	7.7
		M+F	7.1	0.1	7.3	6.6	0.6	0.5	7.7
	Mexico ²	Males	3.5	1.0	4.5	9.5	0.5	0.6	10.5
		Females	3.7	0.5	4.2	4.7	0.3	5.7	10.8
		M+F	3.6	0.7	4.4	7.0	0.4	3.2	10.6
	Netherlands	Males	3.4	4.5	7.9	6.1	0.4	0.5	7.1
		Females	3.4	4.3	7.7	5.8	0.4	1.1	7.3
		M+F	3.4	4.4	7.8	6.0	0.4	0.8	7.2

1. Data refer to 15-to-24-year-olds.

2. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eqg2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/068418024204>

Table C4.1a (continued)
Expected years in education and not in education for 15-to-29-year-olds (2005)
By gender and work status

		Expected years in education			Expected years not in education				
		Not employed	Employed (including work study programmes)	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	
OECD countries	New Zealand	Males	3.5	2.7	6.1	7.5	0.6	0.8	8.9
		Females	3.5	2.6	6.1	6.1	0.4	2.3	8.9
		M+F	3.5	2.6	6.1	6.8	0.5	1.6	8.9
	Norway	Males	5.0	1.7	6.8	7.1	0.5	0.6	8.2
		Females	5.1	2.7	7.8	5.9	0.4	0.9	7.2
		M+F	5.1	2.2	7.3	6.5	0.5	0.7	7.7
	Poland	Males	6.8	1.3	8.1	4.5	1.9	0.5	6.9
		Females	7.5	1.1	8.6	3.3	1.6	1.6	6.4
		M+F	7.1	1.2	8.4	3.9	1.8	1.0	6.6
	Portugal	Males	4.8	0.7	5.5	7.9	0.9	0.7	9.5
		Females	5.5	0.6	6.2	6.6	1.2	1.0	8.8
		M+F	5.2	0.7	5.8	7.2	1.1	0.9	9.2
	Slovak Republic	Males	4.9	1.1	6.0	6.6	2.1	0.4	9.0
		Females	5.5	0.9	6.3	4.9	1.6	2.2	8.7
		M+F	5.2	1.0	6.2	5.7	1.8	1.3	8.8
	Spain	Males	4.8	1.6	6.4	7.0	1.0	0.6	8.6
		Females	5.7	1.7	7.3	5.1	1.1	1.5	7.7
		M+F	5.2	1.6	6.9	6.0	1.1	1.0	8.1
	Sweden	Males	6.2	1.3	7.5	6.2	0.9	0.5	7.5
		Females	6.5	1.9	8.4	5.2	0.7	0.7	6.6
		M+F	6.3	1.6	7.9	5.7	0.8	0.6	7.1
Switzerland	Males	3.1	3.9	6.9	6.8	0.6	0.6	8.1	
	Females	3.1	3.5	6.6	6.6	0.7	1.2	8.4	
	M+F	3.1	3.7	6.8	6.7	0.6	0.9	8.2	
Turkey	Males	3.0	0.6	3.5	8.0	1.5	1.9	11.5	
	Females	2.4	0.3	2.6	3.1	0.7	8.6	12.4	
	M+F	2.7	0.4	3.1	5.6	1.1	5.2	11.9	
United Kingdom	Males	3.8	2.3	6.1	7.3	0.9	0.8	8.9	
	Females	3.7	2.6	6.3	6.1	0.5	2.1	8.7	
	M+F	3.7	2.4	6.2	6.7	0.7	1.4	8.8	
United States	Males	4.2	2.3	6.5	7.1	0.6	0.8	8.5	
	Females	4.2	2.8	7.0	5.4	0.5	2.1	8.0	
	M+F	4.2	2.6	6.8	6.3	0.5	1.4	8.2	
OECD28 average	Males	4.7	1.8	6.6	6.8	0.9	0.7	8.4	
	Females	4.9	1.9	6.9	5.4	0.8	2.0	8.1	
	M+F	4.8	1.9	6.7	6.1	0.8	1.3	8.3	
EU19 average	Males	5.2	1.6	6.7	6.6	1.0	0.6	8.3	
	Females	5.6	1.6	7.2	5.3	0.9	1.6	7.8	
	M+F	5.4	1.6	6.9	6.0	1.0	1.1	8.1	
Partner economies	Estonia	Males	6.6	1.6	8.1	5.4	0.9	0.6	6.9
		Females	6.7	1.3	8.1	4.0	0.7	2.2	6.9
		M+F	6.6	1.5	8.1	4.7	0.8	1.4	6.9
	Israel	Males	4.7	1.2	5.9	4.7	0.7	3.7	9.1
		Females	4.4	1.7	6.1	4.3	0.7	3.8	8.9
		M+F	4.6	1.5	6.0	4.5	0.7	3.8	9.0
	Slovenia	Males	5.6	2.4	8.0	5.7	0.7	0.6	7.0
		Females	6.4	2.3	8.7	4.6	1.0	0.7	6.3
		M+F	6.0	2.3	8.3	5.2	0.9	0.6	6.7

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/068418024204>

Table C4.2a.
Percentage of the youth population in education and not in education (2005)

	Age group	In education				Not in education				Total in education and not in education		
		Students in work-study programmes ¹	Other employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force		Sub-total	
OECD countries	Australia	15-19	8.0	29.8	5.1	35.4	78.3	14.3	3.8	3.6	21.7	100
		20-24	5.1	22.0	1.8	10.5	39.4	49.0	4.4	7.3	60.6	100
		25-29	1.3	10.2	1.0	4.1	16.6	68.0	3.6	11.8	83.4	100
	Austria	15-19	23.8	2.0	c	57.8	84.4	8.7	4.2	2.7	15.6	100
		20-24	1.7	9.7	c	18.0	30.4	57.2	4.6	7.8	69.6	100
		25-29	c	5.9	c	5.2	12.0	74.6	4.5	8.8	88.0	100
	Belgium	15-19	1.4	2.5	0.4	85.8	90.1	3.7	1.8	4.4	9.9	100
		20-24	1.1	4.2	0.9	31.9	38.1	43.6	11.0	7.3	61.9	100
		25-29	0.8	3.4	0.9	2.4	7.4	74.9	8.4	9.3	92.6	100
	Canada	15-19	a	28.8	5.6	47.2	81.7	12.1	2.8	3.3	18.3	100
		20-24	a	20.7	1.8	19.2	41.6	45.2	6.1	7.1	58.4	100
		25-29	a	7.5	0.6	6.0	14.1	71.0	6.0	9.0	85.9	100
	Czech Republic	15-19	18.7	c	c	71.2	90.3	4.4	3.8	1.5	9.7	100
		20-24	0.7	0.7	c	34.4	35.9	47.5	8.9	7.7	64.1	100
		25-29	a	0.5	c	3.8	4.4	72.4	6.7	16.5	95.6	100
	Denmark	15-19	a	45.2	3.4	39.8	88.4	7.3	1.8	2.5	11.6	100
		20-24	a	35.1	2.6	16.7	54.4	37.2	3.8	4.5	45.6	100
		25-29	a	16.8	1.0	9.3	27.0	61.3	4.2	7.4	73.0	100
	Finland	15-19	a	10.9	5.2	74.1	90.2	4.5	2.0	3.3	9.8	100
		20-24	a	18.6	5.5	28.7	52.8	34.1	7.0	6.1	47.2	100
		25-29	a	16.1	1.8	7.8	25.7	60.3	5.8	8.2	74.3	100
	France	15-19	5.6	1.9	0.5	82.8	90.8	3.0	3.2	3.0	9.2	100
		20-24	4.9	5.3	1.2	36.0	47.4	36.1	10.6	5.9	52.6	100
		25-29	4.4	3.0	1.0	5.4	13.7	67.2	9.6	9.5	86.3	100
Germany	15-19	16.5	4.8	1.6	70.0	92.9	2.7	2.4	2.0	7.1	100	
	20-24	13.3	7.8	0.9	22.2	44.2	37.1	10.3	8.4	55.8	100	
	25-29	1.6	7.5	0.7	8.7	18.5	60.3	9.7	11.5	81.5	100	
Greece	15-19	a	1.5	c	82.5	84.5	5.7	2.8	7.0	15.5	100	
	20-24	a	3.2	c	38.3	42.6	37.3	11.8	8.3	57.4	100	
	25-29	a	1.6	c	4.8	6.8	70.2	12.0	11.0	93.2	100	
Hungary	15-19	a	c	c	90.0	90.6	3.0	1.9	4.5	9.4	100	
	20-24	a	5.4	0.9	40.3	46.6	34.5	7.1	11.8	53.4	100	
	25-29	a	7.8	c	4.9	13.1	63.0	5.7	18.2	86.9	100	
Iceland	15-19	a	31.8	5.0	49.6	86.4	10.7	c	c	13.6	100	
	20-24	a	32.0	c	19.9	53.0	37.1	c	5.4	47.0	100	
	25-29	a	18.9	c	11.7	30.9	61.5	c	5.4	69.1	100	
Ireland	15-19	a	9.6	c	72.4	82.5	13.1	2.2	2.2	17.5	100	
	20-24	a	6.8	c	20.6	27.8	60.0	4.9	7.2	72.2	100	
	25-29	a	1.2	c	3.8	5.1	81.3	3.3	10.3	94.9	100	
Italy	15-19	c	1.1	0.8	79.9	81.8	7.0	3.9	7.2	18.2	100	
	20-24	0.2	3.4	1.4	33.7	38.6	37.3	10.5	13.6	61.4	100	
	25-29	c	3.4	1.1	9.9	14.4	59.8	9.2	16.7	85.6	100	
Japan	15-24	a	8.5	0.1	51.1	59.7	31.5	3.7	5.0	40.3	100	
Luxembourg	15-19	a	c	c	91.2	93.4	4.4	c	c	6.6	100	
	20-24	a	c	c	46.4	47.4	43.3	6.1	3.2	52.6	100	
	25-29	a	c	m	8.4	8.6	81.2	4.0	6.2	91.4	100	
Mexico ²	15-19	a	7.1	0.5	47.3	54.9	28.0	2.2	14.9	45.1	100	
	20-24	a	4.7	0.4	15.2	20.3	52.3	3.2	24.2	79.7	100	
	25-29	a	1.9	0.1	2.4	4.4	65.4	2.7	27.6	95.6	100	
Netherlands	15-19	a	43.0	5.6	40.5	89.2	7.0	1.3	2.6	10.8	100	
	20-24	a	32.1	2.3	14.7	49.1	41.8	3.9	5.2	50.9	100	
	25-29	a	13.2	0.7	4.3	18.2	70.2	3.5	8.1	81.8	100	

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.

2. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eqg2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/068418024204>

Table C4.2a. (continued)
Percentage of the youth population in education and not in education (2005)

	Age group	In education					Not in education				Total in education and not in education	
		Students in work-study programmes ¹	Other employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total		
OECD countries	New Zealand	15-19	a	25.7	5.0	39.3	70.0	21.5	2.8	5.7	30.0	100
		20-24	a	16.2	2.0	14.6	32.9	50.5	3.9	12.8	67.1	100
		25-29	a	9.7	0.4	5.3	15.4	67.9	3.6	13.1	84.6	100
	Norway	15-19	m	20.4	5.2	61.9	87.4	10.1	c	c	12.6	100
		20-24	m	16.9	2.2	22.4	41.5	48.9	4.4	5.2	58.5	100
		25-29	m	6.6	c	8.4	15.7	72.0	4.1	8.1	84.3	100
	Poland	15-19	a	3.3	0.2	94.4	97.9	0.4	0.7	1.0	2.1	100
		20-24	a	11.8	7.2	43.7	62.7	17.2	14.3	5.8	37.3	100
		25-29	a	8.1	2.0	6.3	16.4	54.3	17.4	11.9	83.6	100
	Portugal	15-19	a	1.4	c	77.5	79.3	12.2	3.1	5.3	20.7	100
		20-24	a	5.5	0.7	31.2	37.4	48.4	8.8	5.3	62.6	100
		25-29	a	5.5	1.0	5.1	11.5	73.6	8.4	6.5	88.5	100
	Slovak Republic	15-19	14.9	c	c	75.4	90.4	3.3	4.8	1.5	9.6	100
		20-24	0.5	2.6	0.9	27.0	31.0	43.8	17.0	8.2	69.0	100
		25-29	c	2.3	c	3.4	6.1	64.9	14.3	14.8	93.9	100
	Spain	15-19	a	4.2	2.2	75.4	81.8	9.7	4.1	4.4	18.2	100
		20-24	a	12.9	3.9	27.6	44.3	40.2	8.9	6.6	55.7	100
		25-29	a	13.8	2.6	6.3	22.8	61.0	7.7	8.6	77.2	100
	Sweden	15-19	a	11.3	3.8	74.5	89.6	5.8	2.1	2.6	10.4	100
		20-24	a	11.1	3.1	28.2	42.5	44.1	8.7	4.7	57.5	100
		25-29	a	9.2	1.7	12.7	23.6	66.5	5.6	4.4	76.4	100
Switzerland	15-19	33.1	8.9	1.5	41.4	84.9	7.9	2.5	4.7	15.1	100	
	20-24	10.6	11.5	c	14.1	37.3	51.7	5.2	5.8	62.7	100	
	25-29	1.2	9.7	c	4.2	15.6	72.3	5.1	7.0	84.4	100	
Turkey	15-19	a	2.2	0.4	39.9	42.5	19.9	4.4	33.3	57.5	100	
	20-24	a	3.9	1.2	10.2	15.2	37.7	9.6	37.6	84.8	100	
	25-29	a	2.5	0.4	1.4	4.3	53.5	8.0	34.2	95.7	100	
United Kingdom	15-19	4.5	18.7	2.9	49.9	76.0	14.6	4.4	5.0	24.0	100	
	20-24	2.6	13.1	1.1	15.3	32.1	51.0	5.8	11.1	67.9	100	
	25-29	0.9	8.3	0.4	3.7	13.3	70.1	3.8	12.8	86.7	100	
United States	15-19	a	22.0	3.5	60.1	85.6	8.3	1.9	4.2	14.4	100	
	20-24	a	21.0	1.2	13.9	36.1	48.4	4.9	10.6	63.9	100	
	25-29	a	8.0	0.5	3.4	11.9	70.0	4.1	14.0	88.1	100	
Partner economies	OECD28 average	15-19		14.1	2.9	64.5	83.4	9.0	2.8	5.3	16.6	100
		20-24		12.5	2.1	24.8	40.1	43.3	7.6	9.1	59.9	100
		25-29		7.5	1.0	5.8	14.2	67.5	6.7	11.8	85.8	100
	EU19 average	15-19		10.8	2.4	72.9	87.6	6.3	2.8	3.5	12.4	100
		20-24		10.5	2.3	29.2	42.4	41.7	8.6	7.3	57.6	100
		25-29		7.1	1.2	6.1	14.1	67.7	7.6	10.6	85.9	100
	Estonia	15-19	a	1.4	c	90.3	92.0	2.9	2.5	2.7	8.0	100
		20-24	a	18.6	c	31.1	50.9	32.7	5.7	10.6	49.1	100
		25-29	a	9.7	c	4.3	14.2	61.8	8.8	15.2	85.8	100
Israel	15-19	a	4.0	0.7	64.3	68.9	6.3	1.8	22.9	31.1	100	
	20-24	a	11.4	1.1	15.8	28.3	31.4	7.1	33.2	71.7	100	
	25-29	a	14.4	0.7	6.3	21.4	54.3	5.1	19.2	78.6	100	
Slovenia	15-19	a	8.6	0.7	83.1	92.4	2.7	1.8	3.1	7.6	100	
	20-24	a	21.2	2.6	31.9	55.7	31.3	8.4	4.7	44.3	100	
	25-29	a	16.0	2.2	6.4	24.6	63.9	6.9	4.7	75.4	100	

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/068418024204>

Table C4.3.
Percentage of the cohort population not in education and unemployed (2005)
By level of educational attainment, age group and gender

OECD countries		Below upper secondary education			Upper secondary and post-secondary non-tertiary education			Tertiary education		All levels of education			
		15-19	20-24	25-29	15-19 ¹	20-24	25-29	20-24 ¹	25-29	15-19	20-24	25-29	15-29
Australia	Males	4.3	12.7	9.9	4.3	3.8	3.8	1.3	1.0	4.3	5.3	4.1	4.6
	Females	3.2	6.2	7.4	3.3	3.5	4.0	1.0	0.3	3.3	3.3	3.0	3.2
	M+F	3.7	9.8	8.8	3.8	3.7	3.9	1.1	0.6	3.8	4.3	3.6	3.9
Austria	Males	4.2	c	c	c	4.7	c	c	c	5.1	6.0	4.3	5.2
	Females	c	c	c	c	3.2	4.6	c	c	3.3	3.3	4.7	3.7
	M+F	3.5	9.2	c	7.3	3.9	3.7	c	c	4.2	4.6	4.5	4.4
Belgium	Males	1.2	19.0	21.3	5.3	10.8	6.6	8.3	5.5	2.1	12.2	8.9	7.8
	Females	1.5	23.7	17.6	c	8.3	7.8	6.6	4.6	1.5	10.1	7.7	6.5
	M+F	1.3	20.9	19.7	3.3	9.6	7.1	7.2	5.0	1.8	11.2	8.3	7.1
Canada	Males	2.7	18.2	14.3	4.8	8.0	6.7	4.8	5.5	3.4	8.6	7.0	6.4
	Females	1.5	7.4	10.7	3.7	3.4	4.7	2.8	4.1	2.2	3.5	4.8	3.5
	M+F	2.1	14.1	12.8	4.3	5.9	5.9	3.6	4.7	2.8	6.1	5.9	5.0
Czech Republic	Males	1.9	22.3	27.0	21.0	9.2	4.9	c	c	4.4	10.3	5.9	6.9
	Females	c	13.3	21.1	16.1	6.7	7.2	c	c	3.1	7.5	7.5	6.2
	M+F	1.5	17.9	23.8	18.7	8.0	6.0	c	2.7	3.8	8.9	6.7	6.5
Denmark	Males	1.4	10.6	14.4	c	4.0	3.2	m	c	1.6	5.5	5.0	4.0
	Females	1.5	c	c	c	c	3.4	m	3.2	2.0	2.2	3.6	2.6
	M+F	1.4	7.7	10.9	c	2.9	3.3	m	3.3	1.8	3.8	4.3	3.3
Finland	Males	c	10.1	13.7	c	7.9	5.2	c	c	2.1	8.4	5.9	5.5
	Females	c	c	c	c	4.9	4.9	c	5.1	1.7	5.7	5.8	4.4
	M+F	c	10.3	14.3	11.9	6.3	5.1	c	4.5	1.9	7.0	5.8	5.0
France	Males	3.4	23.0	22.2	6.0	9.3	8.4	7.2	6.3	4.0	11.5	10.3	8.5
	Females	2.0	22.1	17.7	3.5	8.9	9.1	5.7	5.5	2.4	9.7	8.7	6.9
	M+F	2.7	22.6	20.2	4.6	9.1	8.7	6.4	5.9	3.2	10.6	9.5	7.7
Germany	Males	2.2	16.3	24.6	6.4	11.6	10.0	9.6	5.3	2.4	12.9	11.4	8.8
	Females	2.0	11.1	15.5	6.6	6.4	6.7	9.2	4.7	2.3	7.8	7.8	6.0
	M+F	2.1	13.8	19.8	6.5	9.0	8.4	9.3	5.0	2.3	10.4	9.6	7.4
Greece	Males	c	c	c	c	7.9	7.5	c	11.7	c	8.7	8.5	6.9
	Females	c	c	c	c	12.6	16.2	31.3	18.4	3.2	15.0	15.8	12.0
	M+F	c	13.6	8.7	7.2	10.3	11.8	23.6	15.4	2.8	11.8	12.0	9.4
Hungary	Males	2.0	14.3	11.9	c	7.1	5.3	c	c	2.7	8.4	5.7	5.7
	Females	c	c	8.9	c	5.5	6.1	c	c	c	5.9	5.9	4.5
	M+F	1.4	11.1	10.6	5.0	6.3	5.7	c	2.9	1.9	7.2	5.8	5.1
Iceland	Males	c	c	c	c	c	m	m	c	c	c	c	3.6
	Females	m	c	c	m	c	m	c	c	m	c	c	c
	M+F	c	c	c	c	c	m	c	c	c	c	c	2.7
Ireland	Males	2.8	15.6	11.5	c	4.2	c	c	c	2.7	6.1	4.3	4.4
	Females	c	c	c	c	c	c	c	c	c	3.8	2.4	2.7
	M+F	2.1	13.7	8.4	c	3.5	3.1	3.8	2.2	2.2	5.0	3.4	3.6
Italy	Males	3.7	18.1	10.4	7.9	8.6	6.6	6.3	13.3	4.2	11.4	8.7	8.3
	Females	2.4	14.4	12.6	9.7	8.6	7.3	10.1	14.3	3.6	10.0	9.9	8.1
	M+F	3.1	16.6	11.3	8.9	8.6	6.9	8.6	13.9	3.9	10.7	9.3	8.2
Luxembourg	Males	c	c	c	c	c	c	c	c	c	5.8	3.7	3.7
	Females	c	c	c	c	c	c	c	c	c	6.4	4.4	3.9
	M+F	c	12.6	c	c	4.5	4.6	c	c	c	6.1	4.1	3.8
Mexico ²	Males	2.6	3.6	2.8	7.3	2.9	5.1	3.1	4.5	2.7	3.5	3.2	3.1
	Females	1.5	2.4	1.4	5.5	6.4	4.3	3.8	4.3	1.6	2.9	2.2	2.2
	M+F	2.1	3.0	2.1	6.1	5.4	4.5	3.4	4.4	2.2	3.2	2.7	2.7
Netherlands	Males	1.2	8.8	5.4	m	2.4	2.6	m	1.2	1.0	4.0	2.7	2.5
	Females	0.8	4.3	3.8	m	2.1	3.7	3.3	2.1	0.6	2.8	3.1	2.2
	M+F	1.1	8.2	5.8	1.1	2.1	3.1	2.7	1.7	1.1	3.7	3.1	2.6

1. Differences between countries in these columns in part reflect the fact that the average age of graduation varies across countries. For instance, in some countries a smaller share of 15-to-19-year-olds attain upper secondary education simply because graduation typically occurs at 19. This means that the denominator in the ratio for the reported columns will be smaller than those where graduation occurs at an earlier age.

2. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/068418024204>

Table C4.3. (continued)
Percentage of the cohort population not in education and unemployed (2005)
By level of educational attainment, age group and gender

		Below upper secondary education			Upper secondary and post-secondary non-tertiary education			Tertiary education		All levels of education				
		15-19	20-24	25-29	15-19 ¹	20-24	25-29	20-24 ¹	25-29	15-19	20-24	25-29	15-29	
OECD countries	New Zealand	Males	3.3	9.2	5.8	2.0	2.7	2.6	9.1	8.0	3.0	4.5	4.5	3.9
		Females	2.7	7.6	c	1.9	1.8	2.0	6.4	4.1	2.4	3.4	2.8	2.9
		M+F	3.0	8.4	4.6	2.0	2.3	2.3	7.5	5.7	2.7	4.0	3.7	3.4
	Norway	Males	c	c	c	c	c	c	c	c	c	5.1	4.6	3.6
		Females	c	c	c	m	c	c	c	c	c	c	c	2.7
		M+F	c	10.5	10.3	c	c	c	c	c	c	4.4	4.1	3.2
	Poland	Males	0.5	23.7	33.6	5.1	15.6	19.1	c	10.0	0.9	16.4	18.5	12.6
		Females	c	18.3	33.2	c	12.2	18.2	4.6	10.3	c	12.2	16.4	10.3
		M+F	0.3	21.6	33.4	3.8	13.9	18.7	5.9	10.2	0.6	14.3	17.5	11.5
	Portugal	Males	3.2	9.5	7.8	c	4.6	c	c	7.6	3.0	7.9	6.7	6.1
		Females	3.3	14.2	11.8	c	4.7	8.4	16.1	8.9	3.4	10.0	10.1	8.2
		M+F	3.2	11.4	9.5	c	4.7	6.2	16.6	8.4	3.2	8.9	8.4	7.1
	Slovak Republic	Males	3.0	58.1	70.3	19.4	16.8	13.1	c	5.4	5.4	20.4	15.7	14.5
		Females	3.8	29.7	33.5	19.7	11.9	12.4	17.7	5.3	6.2	13.6	12.7	11.2
		M+F	3.4	45.1	51.1	19.5	14.4	12.8	18.8	5.4	5.8	17.1	14.2	12.9
	Spain	Males	4.7	12.0	8.9	3.9	5.0	4.9	6.1	5.8	4.6	8.2	6.8	6.6
		Females	4.0	16.7	12.6	2.7	6.5	8.8	6.7	6.1	3.7	9.7	8.6	7.6
		M+F	4.3	13.9	10.4	3.2	5.7	6.8	6.4	5.9	4.1	9.0	7.7	7.1
	Sweden	Males	c	20.9	c	c	7.8	7.0	c	c	2.7	9.3	6.6	6.2
		Females	c	c	c	c	7.6	5.8	c	c	c	7.7	4.3	4.6
		M+F	c	18.5	10.2	21.7	7.7	6.4	c	2.8	2.3	8.5	5.5	5.5
Switzerland	Males	c	c	c	c	4.4	3.9	c	c	2.8	4.9	4.6	4.1	
	Females	c	c	c	c	4.0	4.9	c	c	c	5.4	5.7	4.4	
	M+F	2.2	10.2	12.5	c	4.2	4.4	c	4.2	2.5	5.1	5.1	4.3	
Turkey	Males	5.6	14.7	11.4	7.0	10.9	10.6	19.1	11.5	6.0	13.5	11.1	10.0	
	Females	1.6	2.5	2.2	6.5	8.7	7.7	20.8	12.3	2.8	6.1	4.5	4.5	
	M+F	3.7	7.6	6.4	6.8	9.9	9.5	20.0	11.8	4.5	9.6	8.0	7.3	
United Kingdom	Males	5.0	20.5	11.2	5.9	5.9	4.5	6.0	2.6	5.5	7.0	4.3	5.6	
	Females	2.1	c	c	3.3	4.7	3.8	c	2.0	2.9	4.2	3.1	3.4	
	M+F	3.6	12.0	7.2	4.6	5.3	4.1	4.0	2.3	4.2	5.6	3.7	4.5	
United States	Males	c	11.1	c	6.5	5.0	5.0	c	2.6	2.0	5.8	4.1	3.9	
	Females	c	8.8	7.2	5.5	3.7	5.0	c	2.1	1.8	4.0	4.1	3.3	
	M+F	0.8	10.1	5.8	6.0	4.4	5.0	3.0	2.3	1.9	4.9	4.1	3.6	
OECD28 average	Males	2.9	16.9	16.9	7.5	7.2	6.7	7.4	6.3	3.3	8.6	6.9	6.2	
	Females	2.2	12.7	13.6	6.8	6.4	7.0	9.7	6.2	2.7	6.8	6.5	5.3	
	M+F	2.4	13.9	13.5	7.4	6.6	6.5	8.4	5.5	2.9	7.6	6.7	5.7	
EU19 average	Males	2.7	18.9	19.6	9.0	8.0	7.3	7.2	6.8	3.2	9.5	7.6	6.8	
	Females	2.3	16.8	17.1	8.8	7.2	7.9	11.1	7.0	2.8	7.8	7.5	6.1	
	M+F	2.3	15.8	16.2	8.5	7.2	7.0	9.4	5.7	2.8	8.6	7.6	6.5	
Partner economies	Israel	Males	7.4	9.0	8.8	1.1	6.1	7.8	c	2.3	2.0	5.6	5.4	4.3
		Females	c	c	c	1.2	13.7	7.1	2.5	3.2	1.6	8.4	4.7	4.9
		M+F	6.6	8.3	7.6	1.2	9.4	7.5	2.2	2.8	1.8	7.0	5.1	4.6
Estonia	Males	c	21.9	18.8	29.3	c	8.2	m	c	3.7	5.4	9.4	6.0	
	Females	c	m	c	c	8.1	10.1	c	c	c	6.0	8.1	5.0	
	M+F	c	14.2	18.6	13.7	4.5	9.1	c	4.1	2.5	5.7	8.7	5.5	
Slovenia	Males	1.6	14.3	9.3	4.3	6.1	4.8	m	4.6	2.1	6.9	5.2	4.9	
	Females	c	13.9	18.9	4.8	9.9	7.9	c	8.1	1.4	10.2	8.4	6.9	
	M+F	1.1	14.2	12.5	4.6	8.0	6.2	c	6.9	1.8	8.5	6.8	5.9	

1. Differences between countries in these columns in part reflect the fact that the average age of graduation varies across countries. For instance, in some countries a smaller share of 15-to-19-year-olds attain upper secondary education simply because graduation typically occurs at 19. This means that the denominator in the ratio for the reported columns will be smaller than those where graduation occurs at an earlier age.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/068418024204>

Table C4.4a.
Trends in the percentage of the youth population in education and not in education (1995–2005)
By age group and work status

	Age group	1995			1998			1999			2000			2001			
		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		
		Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	
OECD countries	Australia	15-19	73.4	16.7	9.9	77.3	13.8	8.8	78.2	14.4	7.4	79.5	13.7	6.8	79.5	13.0	7.6
		20-24	27.0	56.1	16.9	32.7	51.3	16.0	34.9	50.6	14.5	35.9	50.9	13.3	36.5	49.6	13.9
		25-29	11.4	67.1	21.5	13.7	67.1	19.2	15.0	66.5	18.5	15.5	65.5	19.0	15.8	67.0	17.2
	Austria	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Belgium	15-19	86.1	3.3	10.5	85.3	3.9	10.8	89.4	3.7	6.8	89.9	3.6	6.5	89.7	4.1	6.2
		20-24	37.5	43.6	19.0	40.6	42.5	16.9	43.7	38.6	17.7	43.8	40.2	16.0	44.2	42.8	13.0
		25-29	6.8	74.2	19.0	9.3	72.4	18.2	14.4	67.7	17.9	11.8	72.5	15.7	15.0	69.5	15.5
Canada	15-19	82.9	9.5	7.6	83.0	9.6	7.5	82.3	10.4	7.3	82.1	10.7	7.2	83.0	10.7	6.3	
	20-24	36.2	46.4	17.4	39.0	44.5	16.5	39.0	46.4	14.6	37.9	47.8	14.3	38.7	46.9	14.3	
	25-29	12.1	67.0	20.9	12.6	69.2	18.2	12.3	70.5	17.2	12.4	71.5	16.2	13.2	71.3	15.6	
Czech Republic	15-19	69.8	23.7	6.5	77.1	15.8	7.2	75.6	14.8	9.7	82.1	10.0	7.9	87.0	6.2	6.8	
	20-24	13.1	67.1	19.8	17.1	64.3	18.5	19.6	59.8	20.6	19.7	60.0	20.3	23.1	58.9	18.1	
	25-29	1.1	76.1	22.9	1.8	75.1	23.1	2.4	71.7	25.9	2.4	72.1	25.6	3.0	72.1	25.0	
Denmark	15-19	88.4	8.7	3.0	90.3	7.9	1.8	85.8	10.8	3.4	89.9	7.4	2.7	86.8	9.4	3.8	
	20-24	50.0	39.3	10.7	55.0	38.0	7.0	55.8	36.6	7.6	54.8	38.6	6.6	55.3	38.1	6.6	
	25-29	29.6	59.0	11.4	34.5	57.8	7.7	35.5	56.7	7.8	36.1	56.4	7.5	32.4	60.0	7.6	
Finland	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
France	15-19	96.2	1.3	2.5	95.6	1.3	3.1	95.7	1.0	3.3	95.3	1.5	3.3	94.9	1.7	3.4	
	20-24	51.2	31.3	17.5	53.5	30.0	16.5	53.1	29.4	17.5	54.2	31.7	14.1	53.6	33.1	13.4	
	25-29	11.4	67.5	21.0	11.4	66.5	22.1	11.9	66.6	21.4	12.2	69.2	18.6	11.4	70.3	18.3	
Germany	15-19	m	m	m	m	m	m	89.5	6.0	4.5	87.4	6.8	5.7	88.5	6.4	5.1	
	20-24	m	m	m	m	m	m	34.3	49.0	16.7	34.1	49.0	16.9	35.0	48.7	16.4	
	25-29	m	m	m	m	m	m	13.6	68.2	18.1	12.7	69.8	17.5	13.5	68.5	18.0	
Greece	15-19	80.0	9.6	10.5	80.1	10.2	9.7	81.8	8.0	10.3	82.7	8.3	9.0	85.4	7.1	7.6	
	20-24	29.2	43.0	27.8	28.2	44.7	27.1	30.3	43.7	26.0	31.5	43.7	24.9	35.1	40.9	24.0	
	25-29	4.7	65.2	30.2	4.2	66.8	28.9	5.6	66.9	27.5	5.3	66.9	27.8	6.4	67.4	26.3	
Hungary	15-19	82.5	6.7	10.8	78.2	10.0	11.8	79.3	9.2	11.6	83.7	7.7	8.6	85.0	6.7	8.3	
	20-24	22.5	44.4	33.1	26.5	45.9	27.6	28.6	47.7	23.6	32.3	45.7	22.0	35.0	45.1	20.0	
	25-29	7.3	56.8	35.9	7.4	58.9	33.7	8.7	60.1	31.3	9.4	61.4	29.2	9.4	63.4	27.1	
Iceland	15-19	59.5	25.7	14.8	82.2	15.1	c	81.6	17.0	c	83.1	14.8	c	79.5	19.0	c	
	20-24	33.3	52.6	14.0	47.8	45.9	6.3	44.8	48.4	6.8	48.0	47.7	c	50.3	45.6	c	
	25-29	24.1	64.7	11.1	32.8	57.4	9.8	34.7	58.8	6.5	34.9	59.2	5.9	33.8	61.5	c	
Ireland	15-19	m	m	m	m	m	m	79.4	15.4	5.2	80.0	15.6	4.4	80.3	15.5	4.1	
	20-24	m	m	m	m	m	m	24.6	64.6	10.8	26.7	63.6	9.7	28.3	62.4	9.3	
	25-29	m	m	m	m	m	m	3.1	82.4	14.5	3.3	83.4	13.3	3.3	83.1	13.5	
Italy	15-19	m	m	m	75.4	9.5	15.2	76.9	8.3	14.8	77.1	9.8	13.1	77.6	9.8	12.6	
	20-24	m	m	m	35.8	34.1	30.1	35.6	34.5	29.9	36.0	36.5	27.5	37.0	36.9	26.1	
	25-29	m	m	m	16.5	54.1	29.4	17.7	53.4	28.9	17.0	56.1	26.9	16.4	58.0	25.6	
Japan	15-24	58.0	34.9	7.1	60.0	32.4	7.6	60.0	31.0	9.0	62.1	29.2	8.8	62.6	28.9	8.4	
Luxembourg	15-19	82.7	9.3	8.0	88.6	5.3	6.1	89.2	5.8	5.0	92.2	6.1	c	91.2	7.0	c	
	20-24	36.5	52.7	10.8	40.4	50.1	9.5	47.2	43.2	9.6	42.8	48.9	8.2	46.7	44.2	9.0	
	25-29	8.3	71.6	20.1	11.9	74.0	14.1	11.3	74.1	14.6	11.6	75.5	12.9	11.6	75.9	12.5	
Mexico	15-19	45.0	31.8	23.2	46.9	33.8	19.3	49.6	32.7	17.7	47.9	33.8	18.3	50.3	31.9	17.8	
	20-24	15.9	53.4	30.7	17.1	55.4	27.4	19.1	54.8	26.1	17.7	55.2	27.1	19.1	53.8	27.1	
	25-29	4.6	62.0	33.4	4.2	65.2	30.6	4.9	65.0	30.1	4.0	65.8	30.2	4.1	64.9	31.0	
Netherlands	15-19	m	m	m	89.7	7.6	2.7	88.2	8.9	3.0	80.6	15.7	3.7	86.5	9.9	3.6	
	20-24	m	m	m	50.5	42.0	7.5	50.7	42.5	6.7	36.5	55.2	8.2	44.2	47.8	8.0	
	25-29	m	m	m	24.4	64.9	10.7	25.0	65.2	9.8	5.0	83.0	12.1	15.3	73.7	11.0	

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/068418024204>

Table C4.4a. (continued-1)
Trends in the percentage of the youth population in education and not in education (1995-2005)
By age group and work status

	Age group	1995			1998			1999			2000			2001			
		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		
		Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	
OECD countries	New Zealand	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	15-19	m	m	m	92.1	6.0	1.9	91.9	6.4	c	92.4	5.9	c	85.8	11.1	3.0
		20-24	m	m	m	40.2	51.4	8.4	38.4	53.8	7.8	41.7	50.3	8.0	39.6	51.7	8.7
		25-29	m	m	m	14.4	76.1	9.6	17.2	74.4	8.3	17.5	72.1	10.4	13.9	75.9	10.2
	Poland	15-19	89.6	4.2	6.2	91.0	4.2	4.8	93.2	2.3	4.6	92.8	2.6	4.5	91.8	2.4	5.8
		20-24	23.7	42.5	33.8	30.8	45.3	23.9	33.1	39.7	27.2	34.9	34.3	30.8	45.2	27.7	27.1
		25-29	3.1	67.5	29.4	5.7	70.5	23.8	5.4	68.0	26.6	8.0	62.9	29.1	11.4	59.9	28.7
	Portugal	15-19	72.4	18.5	9.1	71.6	20.1	8.3	72.3	19.6	8.1	72.6	19.7	7.7	72.8	19.8	7.4
		20-24	37.8	46.6	15.6	32.4	55.7	12.0	34.9	53.2	11.9	36.5	52.6	11.0	36.3	53.3	10.4
		25-29	11.6	70.9	17.4	9.5	74.8	15.8	11.5	75.1	13.4	11.0	76.6	12.5	11.2	77.3	11.6
	Slovak Republic	15-19	70.1	14.0	15.9	69.4	12.3	18.3	69.6	10.1	20.4	67.3	6.4	26.3	67.3	6.3	26.4
		20-24	14.8	54.9	30.3	17.4	56.3	26.3	17.4	51.2	31.4	18.1	48.8	33.1	19.4	45.7	34.9
		25-29	1.6	65.5	32.9	1.1	71.6	27.2	1.6	70.2	28.2	1.3	66.9	31.8	2.3	65.0	32.7
	Spain	15-19	77.3	11.2	11.5	80.2	9.9	9.8	79.3	11.3	9.4	80.6	11.4	8.0	81.4	11.6	6.9
		20-24	40.0	34.2	25.8	44.3	35.7	20.1	43.6	38.8	17.6	44.6	40.3	15.0	45.0	40.7	14.2
		25-29	14.6	51.5	33.9	15.3	57.3	27.5	15.2	59.6	25.1	16.2	62.4	21.4	17.0	63.1	19.8
Sweden	15-19	87.4	6.9	5.6	90.9	4.3	4.7	91.5	4.9	3.7	90.6	5.8	3.6	88.4	7.3	4.3	
	20-24	38.8	43.7	17.5	42.6	44.3	13.1	43.8	45.2	11.0	42.1	47.2	10.7	41.2	48.2	10.6	
	25-29	19.9	67.0	13.2	24.9	65.0	10.0	22.5	68.1	9.5	21.9	68.9	9.2	22.7	70.0	7.2	
Switzerland	15-19	65.6	10.2	24.2	85.5	9.6	4.8	84.4	8.0	7.6	84.6	7.5	7.9	85.7	7.5	6.8	
	20-24	29.5	59.2	11.3	34.8	54.2	11.0	35.8	55.8	8.4	37.4	56.7	5.9	39.3	52.3	8.4	
	25-29	10.6	76.2	13.2	10.1	77.9	12.1	10.4	79.3	10.3	15.0	73.9	11.1	13.5	75.1	11.4	
Turkey	15-19	38.7	34.2	27.2	40.2	32.1	27.7	42.9	30.2	26.9	39.2	29.6	31.2	41.0	26.7	32.3	
	20-24	10.3	46.5	43.2	13.4	44.7	42.0	13.1	45.6	41.4	12.7	43.1	44.2	12.7	43.1	44.2	
	25-29	2.7	59.6	37.8	2.9	60.4	36.7	3.4	57.7	38.8	2.9	58.8	38.3	2.6	57.1	40.2	
United Kingdom	15-19	m	m	m	m	m	m	m	m	m	77.0	15.0	8.0	76.1	15.7	8.2	
	20-24	m	m	m	m	m	m	m	m	m	32.4	52.2	15.4	33.5	51.7	14.8	
	25-29	m	m	m	m	m	m	m	m	m	13.3	70.3	16.3	13.3	70.6	16.0	
United States	15-19	81.5	10.7	7.8	82.2	10.5	7.3	81.3	11.3	7.4	81.3	11.7	7.0	81.2	11.4	7.5	
	20-24	31.5	50.7	17.8	33.0	52.6	14.4	32.8	52.1	15.1	32.5	53.1	14.4	33.9	50.5	15.6	
	25-29	11.6	71.4	17.0	11.9	72.7	15.4	11.1	73.2	15.7	11.4	72.8	15.8	11.8	70.5	17.7	
OECD28 average	15-19				79.7	11.5	9.1	80.4	11.3	9.0	80.5	11.2	9.2	80.7	11.1	8.8	
	20-24				35.1	46.8	18.1	35.6	46.9	17.5	35.4	47.7	17.4	37.1	46.4	17.0	
	25-29				12.8	67.1	20.2	13.1	67.5	19.4	12.5	68.5	19.0	13.0	68.4	19.2	
EU19 average	15-19				83.1	8.7	8.2	83.5	8.7	7.7	83.6	9.0	7.7	84.2	8.6	7.5	
	20-24				36.8	44.9	18.3	37.3	44.9	17.9	36.5	46.4	17.1	38.7	45.1	16.2	
	25-29				12.7	66.4	20.9	12.8	67.1	20.0	11.7	69.1	19.3	12.7	68.7	18.6	
Partner economies	Estonia	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Israel	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Slovenia	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

Notes: Due to incomplete data, some averages have not been calculated.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/068418024204>

Table C4.4a. (continued-2)
Trends in the percentage of the youth population in education and not in education (1995-2005)
By age group and work status

	Age group	2002			2003			2004			2005			
		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		
		Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	
OECD countries	Australia	15-19	79.7	13.3	7.0	79.6	13.6	6.8	78.4	14.1	7.5	78.3	14.3	7.4
		20-24	38.7	48.1	13.2	39.7	47.0	13.3	39.0	48.7	12.3	39.4	49.0	11.6
		25-29	16.5	65.7	17.8	17.7	64.7	17.6	17.7	65.0	17.3	16.6	68.0	15.4
	Austria	15-19	81.5	12.1	6.3	83.6	10.7	5.6	83.3	9.3	7.3	84.4	8.7	6.9
		20-24	29.4	58.9	11.7	30.3	59.3	10.4	30.3	56.8	12.9	30.4	57.2	12.4
		25-29	10.3	77.3	12.4	12.5	75.2	12.3	13.0	72.6	14.4	12.0	74.6	13.4
	Belgium	15-19	89.6	3.6	6.8	89.1	3.8	7.1	92.1	3.1	4.9	90.1	3.7	6.2
		20-24	38.2	44.4	17.4	39.9	43.0	17.1	38.8	44.4	16.9	38.1	43.6	18.3
		25-29	5.8	77.0	17.2	8.9	72.8	18.3	6.0	74.3	19.7	7.4	74.9	17.7
	Canada	15-19	82.2	11.2	6.6	81.9	11.3	6.9	81.0	11.5	7.5	81.7	12.1	6.1
		20-24	38.8	47.2	14.0	39.0	48.0	12.9	40.2	46.7	13.0	41.6	45.2	13.2
		25-29	14.5	69.0	16.5	14.4	70.4	15.3	13.5	71.0	15.5	14.1	71.0	14.9
	Czech Republic	15-19	88.3	5.7	6.0	89.0	5.2	5.8	89.9	4.4	5.7	90.3	4.4	5.3
		20-24	25.7	56.2	18.1	28.7	53.3	18.0	32.3	49.2	18.5	35.9	47.5	16.6
		25-29	2.9	73.3	23.8	3.0	73.0	24.1	3.8	71.6	24.5	4.4	72.4	23.2
	Denmark	15-19	88.7	8.9	2.4	89.8	7.7	2.5	89.5	8.4	2.1	88.4	7.3	4.3
		20-24	55.3	37.4	7.3	52.1	36.1	11.8	54.0	34.8	11.3	54.4	37.2	8.3
		25-29	35.0	58.3	6.7	23.9	64.6	11.5	28.3	59.8	11.9	27.0	61.3	11.6
	Finland	15-19	m	m	m	88.1	5.7	6.2	88.9	5.2	5.9	90.2	4.5	5.2
		20-24	m	m	m	52.5	33.1	14.4	53.1	31.5	15.4	52.8	34.1	13.0
		25-29	m	m	m	27.2	58.7	14.1	25.7	58.8	15.5	25.7	60.3	14.0
	France	15-19	94.6	1.9	3.4	m	m	m	91.5	3.2	5.4	90.8	3.0	6.2
		20-24	53.2	32.5	14.4	m	m	m	45.2	37.2	17.6	47.4	36.1	16.5
		25-29	11.7	70.1	18.2	m	m	m	13.2	66.7	20.0	13.7	67.2	19.1
	Germany	15-19	90.1	5.2	4.7	91.2	4.1	4.7	93.4	3.0	3.6	92.9	2.7	4.4
		20-24	38.1	46.0	15.9	41.2	43.1	15.6	44.0	38.5	17.5	44.2	37.1	18.7
		25-29	16.3	66.3	17.4	17.9	63.7	18.4	17.6	62.8	19.6	18.5	60.3	21.2
Greece	15-19	86.6	7.1	6.3	84.2	6.3	9.5	83.5	6.5	10.0	84.5	5.7	9.8	
	20-24	35.6	41.8	22.6	38.4	39.9	21.7	36.3	41.9	21.8	42.6	37.3	20.1	
	25-29	5.7	68.7	25.5	7.0	68.8	24.3	5.8	68.9	25.3	6.8	70.2	23.0	
Hungary	15-19	87.5	4.5	8.0	89.7	3.5	6.8	90.4	3.4	6.2	90.6	3.0	6.4	
	20-24	36.9	42.6	20.5	40.5	39.6	19.9	43.8	37.6	18.6	46.6	34.5	18.9	
	25-29	8.6	63.1	28.3	12.6	59.9	27.5	12.9	63.2	23.9	13.1	63.0	24.0	
Iceland	15-19	80.9	14.8	c	88.5	7.6	c	85.4	11.8	c	86.4	10.7	c	
	20-24	53.8	40.1	6.2	57.1	35.1	7.8	56.1	37.5	6.4	53.0	37.1	10.0	
	25-29	36.5	58.8	c	26.8	61.7	11.5	30.2	64.0	5.8	30.9	61.5	7.6	
Ireland	15-19	81.6	13.6	4.8	81.4	13.4	5.2	79.3	10.8	9.9	82.5	13.1	4.4	
	20-24	29.0	60.2	10.8	30.3	58.3	11.3	34.6	53.2	12.2	27.8	60.0	12.2	
	25-29	3.5	81.8	14.7	4.8	80.2	14.9	12.3	73.2	14.5	5.1	81.3	13.6	
Italy	15-19	80.8	8.7	10.5	83.8	6.9	9.3	81.2	7.8	11.0	81.8	7.0	11.2	
	20-24	38.2	37.5	24.3	44.1	34.2	21.7	37.7	38.7	23.6	38.6	37.3	24.1	
	25-29	15.6	59.5	24.8	22.8	54.7	22.5	15.4	59.8	24.8	14.4	59.8	25.8	
Japan	15-24	58.6	32.0	9.5	58.4	31.7	9.8	59.1	31.7	9.2	59.7	31.5	8.8	
Luxembourg	15-19	91.3	5.7	3.0	92.2	5.7	2.1	91.4	5.5	3.2	93.4	4.4	2.2	
	20-24	47.8	45.2	7.0	46.0	45.9	8.1	49.1	40.8	10.1	47.4	43.3	9.3	
	25-29	13.9	74.5	11.6	7.6	82.2	10.2	6.1	81.5	12.4	8.6	81.2	10.3	
Mexico	15-19	53.4	29.0	17.5	54.0	28.2	17.8	54.9	28.0	17.0	m	m	m	
	20-24	20.8	52.6	26.6	19.8	52.6	27.6	20.3	52.3	27.4	m	m	m	
	25-29	4.6	64.8	30.6	4.2	64.8	31.0	4.4	65.4	30.3	m	m	m	
Netherlands	15-19	86.7	9.5	3.8	87.0	8.7	4.3	89.2	7.5	3.3	89.2	7.0	3.9	
	20-24	45.1	47.7	7.3	44.2	46.5	9.4	46.6	44.2	9.3	49.1	41.8	9.1	
	25-29	16.2	71.6	12.2	16.5	71.4	12.1	16.9	71.2	11.9	18.2	70.2	11.6	

Notes: The break in Austrian time series is due to a change in survey methodology from 2003 to 2004; the break in French time series is due to a change in methodology: age is measured in the reference week from 2004, as the participation in education.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.



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Table C4.4a. (continued-3)
Trends in the percentage of the youth population in education and not in education (1995-2005)
By age group and work status

	Age group	2002			2003			2004			2005			
		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		
		Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	
OECD countries	New Zealand	15-19	m	m	m	m	m	m	m	m	70.0	21.5	8.5	
		20-24	m	m	m	m	m	m	m	m	32.9	50.5	16.7	
		25-29	m	m	m	m	m	m	m	m	15.4	67.9	16.7	
	Norway	15-19	85.3	11.5	3.2	86.9	10.4	2.7	87.2	9.9	2.8	87.4	10.1	2.5
		20-24	38.5	51.8	9.7	38.7	50.8	10.6	40.6	49.6	9.8	41.5	48.9	9.6
		25-29	14.2	75.0	10.7	15.4	71.9	12.7	15.4	71.5	13.1	15.7	72.0	12.3
	Poland	15-19	95.9	1.0	3.1	95.6	1.1	3.3	96.5	0.9	2.6	97.9	0.4	1.7
		20-24	53.8	20.8	25.4	55.7	18.8	25.5	57.5	18.4	24.1	62.7	17.2	20.1
		25-29	14.9	53.3	31.8	17.3	52.4	30.2	15.5	53.7	30.8	16.4	54.3	29.3
	Portugal	15-19	72.4	20.3	7.3	74.8	16.4	8.8	75.1	15.1	9.8	79.3	12.2	8.4
		20-24	34.7	53.3	12.0	35.2	52.5	12.3	38.7	47.8	13.5	37.4	48.4	14.1
		25-29	10.7	77.1	12.2	11.7	73.7	14.6	11.0	75.0	14.0	11.5	73.6	14.9
	Slovak Republic	15-19	78.6	5.8	15.6	82.2	5.2	12.6	87.8	4.3	7.9	90.4	3.3	6.3
		20-24	22.1	44.0	33.9	24.0	46.4	29.6	27.5	44.7	27.8	31.0	43.8	25.2
		25-29	2.9	66.6	30.5	2.6	68.3	29.1	4.5	66.6	28.9	6.1	64.9	29.0
	Spain	15-19	81.9	11.0	7.2	82.6	10.1	7.3	82.2	10.1	7.6	81.8	9.7	8.5
		20-24	43.4	41.5	15.1	43.5	41.8	14.8	41.3	43.2	15.6	44.3	40.2	15.5
		25-29	16.1	64.2	19.8	15.4	65.0	19.5	15.3	66.2	18.5	22.8	61.0	16.2
Sweden	15-19	88.4	7.0	4.6	88.7	7.0	4.2	89.4	5.8	4.8	89.6	5.8	4.7	
	20-24	41.7	47.0	11.2	42.3	46.0	11.8	42.8	43.6	13.6	42.5	44.1	13.4	
	25-29	22.4	69.5	8.1	22.8	67.9	9.4	21.5	68.0	10.5	23.6	66.5	10.0	
Switzerland	15-19	86.2	8.0	5.8	83.6	8.4	8.0	84.9	7.9	7.2	84.9	7.9	7.2	
	20-24	38.0	52.3	9.7	35.8	51.5	12.7	37.3	51.7	11.0	37.3	51.7	11.0	
	25-29	12.7	74.7	12.6	12.2	73.6	14.2	15.6	72.3	12.1	15.6	72.3	12.1	
Turkey	15-19	42.2	24.8	32.9	45.9	21.3	32.8	43.5	21.2	35.3	42.5	19.9	37.7	
	20-24	14.1	40.6	45.3	15.8	36.5	47.8	13.0	39.1	47.8	15.2	37.7	47.1	
	25-29	3.0	56.2	40.7	3.7	53.2	43.1	3.1	54.0	42.8	4.3	53.5	42.2	
United Kingdom	15-19	75.3	16.2	8.6	76.3	14.3	9.4	74.3	16.7	9.0	76.0	14.6	9.3	
	20-24	31.0	53.7	15.3	32.6	52.1	15.3	31.1	54.1	14.8	32.1	51.0	16.8	
	25-29	13.3	70.7	16.0	15.0	68.7	16.3	14.2	69.0	16.8	13.3	70.1	16.6	
United States	15-19	82.9	10.2	7.0	m	m	m	83.9	9.2	6.9	85.6	8.3	6.1	
	20-24	35.0	48.5	16.5	m	m	m	35.2	47.9	16.9	36.1	48.4	15.5	
	25-29	12.3	70.3	17.4	m	m	m	13.0	68.7	18.4	11.9	70.0	18.1	
OECD28 average	15-19	82.0	10.4	7.7	82.8	9.5	7.9	83.3	9.1	7.9	84.5	8.3	7.3	
	20-24	37.6	45.8	16.6	38.7	44.5	16.8	39.5	43.5	17.0	40.8	43.0	16.2	
	25-29	13.1	68.4	19.1	13.8	67.3	19.0	13.8	67.2	19.0	14.6	67.5	17.9	
EU19 average	15-19	85.5	8.2	6.3	86.1	7.5	6.4	86.8	6.9	6.3	87.6	6.3	6.1	
	20-24	38.8	45.0	16.1	40.1	43.9	16.0	41.3	42.1	16.6	42.4	41.7	15.9	
	25-29	12.5	69.1	18.4	13.9	67.8	18.3	13.6	67.5	18.8	14.1	67.7	18.1	
Partner economy	Estonia	15-19	m	m	m	94.4	2.3	3.3	91.0	1.4	7.6	92.0	2.9	5.2
		20-24	m	m	m	39.7	42.3	18.0	48.6	31.9	19.5	50.9	32.7	16.3
		25-29	m	m	m	14.7	59.8	25.5	14.9	65.3	19.8	14.2	61.8	24.0
Israel	15-19	69.4	6.0	24.6	69.0	5.7	25.2	68.9	5.6	25.6	68.9	6.3	24.7	
	20-24	26.8	31.7	41.6	28.1	27.7	44.2	28.6	30.5	40.9	28.3	31.4	40.3	
	25-29	19.1	52.2	28.7	19.6	52.7	27.7	20.9	53.9	25.3	21.4	54.3	24.2	
Slovenia	15-19	m	m	m	92.8	2.4	4.8	92.2	3.5	4.3	92.4	2.7	4.9	
	20-24	m	m	m	56.8	30.2	13.0	60.9	27.9	11.2	55.7	31.3	13.0	
	25-29	m	m	m	25.3	63.1	11.5	26.6	61.8	11.5	24.6	63.9	11.5	

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eqg2007).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/068418024204>

READER'S GUIDE

Coverage of the statistics

Although a lack of data still limits the scope of the indicators in many countries, the coverage extends, in principle, to the entire national education system (within the national territory) regardless of the ownership or sponsorship of the institutions concerned and regardless of education delivery mechanisms. With one exception described below, all types of students and all age groups are meant to be included: children (including students with special needs), adults, nationals, foreigners, as well as students in open distance learning, in special education programmes or in educational programmes organised by ministries other than the Ministry of Education, provided the main aim of the programme is the educational development of the individual. However, vocational and technical training in the workplace, with the exception of combined school and work-based programmes that are explicitly deemed to be parts of the education system, is not included in the basic education expenditure and enrolment data.

Educational activities classified as “adult” or “non-regular” are covered, provided that the activities involve studies or have a subject matter content similar to “regular” education studies or that the underlying programmes lead to potential qualifications similar to corresponding regular educational programmes. Courses for adults that are primarily for general interest, personal enrichment, leisure or recreation are excluded.

Calculation of international means

For many indicators an OECD average is presented and for some an OECD total.

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD total is calculated as a weighted mean of the data values of all OECD countries for which data are available or can be estimated. It reflects the value for a given indicator when the OECD area is considered as a whole. This approach is taken for the purpose of comparing, for example, expenditure charts for individual countries with those of the entire OECD area for which valid data are available, with this area considered as a single entity.

Note that both the OECD average and the OECD total can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. In cases where a category is not applicable (code “a”) in a country or where the data value is negligible (code “n”) for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. In cases where both the numerator and the denominator of a ratio are not applicable (code “a”) for a certain country, this country is not included in the OECD average.

For financial tables using 1995 data, both the OECD average and OECD total are calculated for countries providing both 1995 and 2004 data. This allows comparison of the OECD average and OECD total over time with no distortion due to the exclusion of certain countries in the different years.

For many indicators an EU19 average is also presented. It is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated. These 19 countries are Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom.

■ **Classification of levels of education**

The classification of the levels of education is based on the revised International Standard Classification of Education (ISCED-97). The biggest change between the revised ISCED and the former ISCED (ISCED-76) is the introduction of a multi-dimensional classification framework, allowing for the alignment of the educational content of programmes using multiple classification criteria. ISCED is an instrument for compiling statistics on education internationally and distinguishes among six levels of education. The glossary available at www.oecd.org/edu/eag2007 describes in detail the ISCED levels of education, and Annex 1 shows corresponding typical graduation ages of the main educational programmes by ISCED level.

■ **Symbols for missing data**

Six symbols are employed in the tables and charts to denote missing data:

- a* Data is not applicable because the category does not apply.
- c* There are too few observations to provide reliable estimates (*i.e.* there are fewer than 3% of students for this cell or too few schools for valid inferences). However, these statistics were included in the calculation of cross-country averages.
- m* Data is not available.
- n* Magnitude is either negligible or zero.
- w* Data has been withdrawn at the request of the country concerned.
- x* Data included in another category or column of the table (*e.g.* *x*(2) means that data are included in column 2 of the table).
- ~ Average is not comparable with other levels of education.

■ **Further resources**

The website www.oecd.org/edu/eag2007 provides a rich source of information on the methods employed for the calculation of the indicators, the interpretation of the indicators in the respective national contexts and the data sources involved. The website also provides access to the data underlying the indicators as well as to a comprehensive glossary for technical terms used in this publication.

Any post-production changes to this publication are listed at www.oecd.org/edu/eag2007.

The website www.pisa.oecd.org provides information on the OECD Programme for International Student Assessment (PISA), on which many of the indicators in this publication draw.

Education at a Glance uses the OECD's StatLinks service. Below each table and chart in *Education at a Glance 2007* is a url which leads to a corresponding Excel workbook containing the underlying data for the indicator. These urls are stable and will remain unchanged over time. In addition, readers of the *Education at a Glance* e-book will be able to click directly on these links and the workbook will open in a separate window.

Codes used for territorial entities

These codes are used in certain charts. Country or territorial entity names are used in the text. Note that in the text the Flemish Community of Belgium is referred to as "Belgium (Fl.," and the French Community of Belgium as "Belgium (Fr.)."

AUS Australia	ITA Italy
AUT Austria	JPN Japan
BEL Belgium	KOR Korea
BFL Belgium (Flemish Community)	LUX Luxembourg
BFR Belgium (French Community)	MEX Mexico
BRA Brazil	NLD Netherlands
CAN Canada	NZL New Zealand
CHL Chile	NOR Norway
CZE Czech Republic	POL Poland
DNK Denmark	PRT Portugal
ENG England	RUS Russian Federation
EST Estonia	SCO Scotland
FIN Finland	SVK Slovak Republic
FRA France	SVN Slovenia
DEU Germany	ESP Spain
GRC Greece	SWE Sweden
HUN Hungary	CHE Switzerland
ISL Iceland	TUR Turkey
IRL Ireland	UKM United Kingdom
ISR Israel	USA United States

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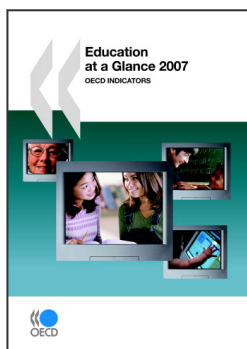
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