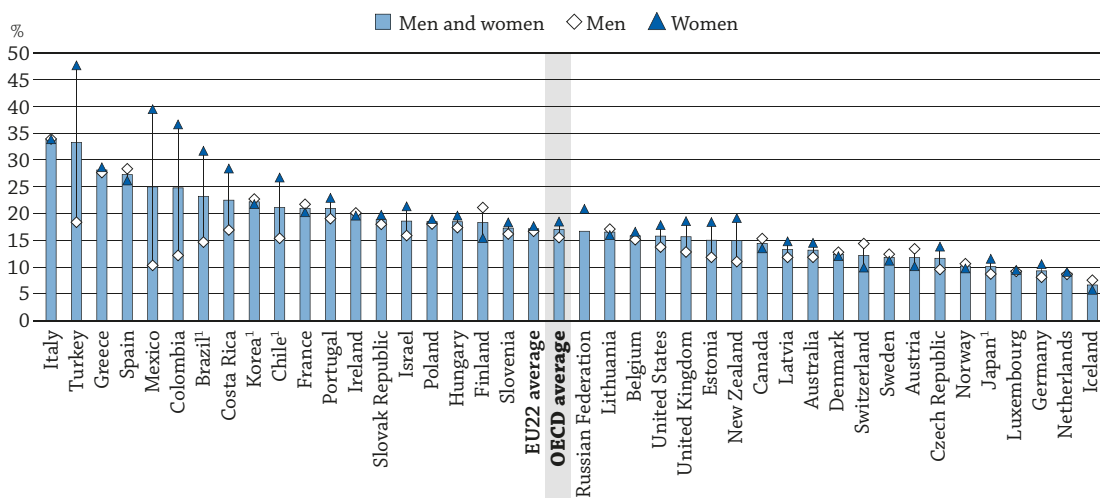


TRANSITION FROM SCHOOL TO WORK: WHERE ARE THE 15-29 YEAR-OLDS?

- On average across OECD countries, almost half of 20-24 year-olds (45%) are in education, and 38% are not in education but employed. Among 20-24 year-olds, more women than men are in education, but more men than women are employed.
- A substantial number of young people are neither employed nor in education or training (NEET) across countries. On average across OECD countries, 17.0% of 20-24 year-olds are NEETs.
- Across OECD countries, 18.5% of 20-24 year-old women are NEETs, compared to 15.5% of men in the same age group. In most countries, the inactive account for the majority of female NEETs, and the unemployed account for a larger share of male NEETs.

Figure C5.1. Percentage of NEETs among 20-24 year-olds, by gender (2015)



Note: NEET refers to young people neither employed nor in education or training.

1. Reference year differs from 2015. Refer to the source table for more details.

Countries are ranked in descending order of the percentage of 20-24 year-old NEET population of men and women.

Source: OECD. Table C5.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398636>

Context

The length and the quality of the schooling that individuals receive have an impact on their transition from education to work, as do labour market conditions and the economic environment. For example, in some countries, young people traditionally complete schooling before they look for work, while in others, education and employment are concurrent. In some countries, there is little difference between how young women and young men experience the transition from school to work, while in other countries, significant proportions of young women raise families full time after leaving the education system and do not enter the labour force. When labour market conditions are unfavourable, young people often tend to stay in education longer, because high unemployment rates drive down the opportunity costs of education.

To improve the transition from school to work, regardless of the economic climate, education systems may need to ensure that individuals have the skills required in the labour market. During recessions, public investment in education could be a sensible way to counterbalance unemployment and invest in future economic growth by building the needed skills. In addition, public investment could be directed towards potential employers, in the form of incentives to hire young people.

■ Other findings

- The mean literacy score among young NEETs is generally lower than among those who are employed. A relatively large gap in literacy proficiency between NEETs and the employed can be noted in Canada, England (United Kingdom), New Zealand, Norway and the Slovak Republic, while in some countries, such as Greece, Italy, Japan, Korea, the Russian Federation, Singapore, Slovenia and Turkey, the gap in literacy proficiency between the two groups is not significant.
- In 2015, a typical 15-year-old in an OECD country could expect to spend about 7 additional years in formal education during the subsequent 15 years of his or her life. But there are large differences among OECD and partner countries in the number of expected years in education. In Brazil, Colombia, Mexico and the Russian Federation, a typical 15-year-old can expect to spend about five more years in education, while in Denmark, it is nine more years.

■ Trends

As educational attainment is increasing beyond compulsory schooling in most OECD and partner countries (see Indicator A1), the expected number of years in formal education after compulsory schooling has increased considerably in recent years. From 2005 to 2015, on average across OECD countries, about half a year has been added to the duration of formal education between the ages of 15 and 29. Ireland and Turkey have added about two years or more, the longest extension of formal education after compulsory education in the OECD (OECD, 2016a).

Governments' efforts to improve educational attainment among their populations and recent economic situations have resulted in significant changes in participation in education and the labour market over the past decade. In 2005, an average of 40% of 20-24 year-olds in OECD countries were in education, and by 2015, that proportion had grown to 45%. During the same period, on average across OECD countries, the proportion of 20-24 year-olds not in education but employed fell from 43% to 38%. Meanwhile, the share of 20-24 year-olds who are NEETs has generally fallen back to the 2005 pre-crisis levels, from 17.2% to 17.0% in the OECD, although a few countries, including Greece, Ireland, Italy, Portugal and Spain, still have a share higher than in 2005 (Figure C5.2 and Table C5.2).

■ Note

This indicator analyses the situation of young people in transition, those who are in education, those who are employed and those who are neither employed nor in education or training. That includes not only those who do not manage to find a job (unemployed NEET), but also those who do not actively seek employment (inactive NEET). The analysis first focuses mainly on 20-24 year-olds, as cross-country differences in the duration of compulsory education do not affect international comparisons of the transition from school to work at this age. Then, drawing from the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), proficiency levels of NEETs are evaluated. Due to the sample size, the analyses focus on 16-29 year-olds instead. The indicator ends with an analysis of the number of expected years in education and at work between the ages of 15 and 29.

Analysis

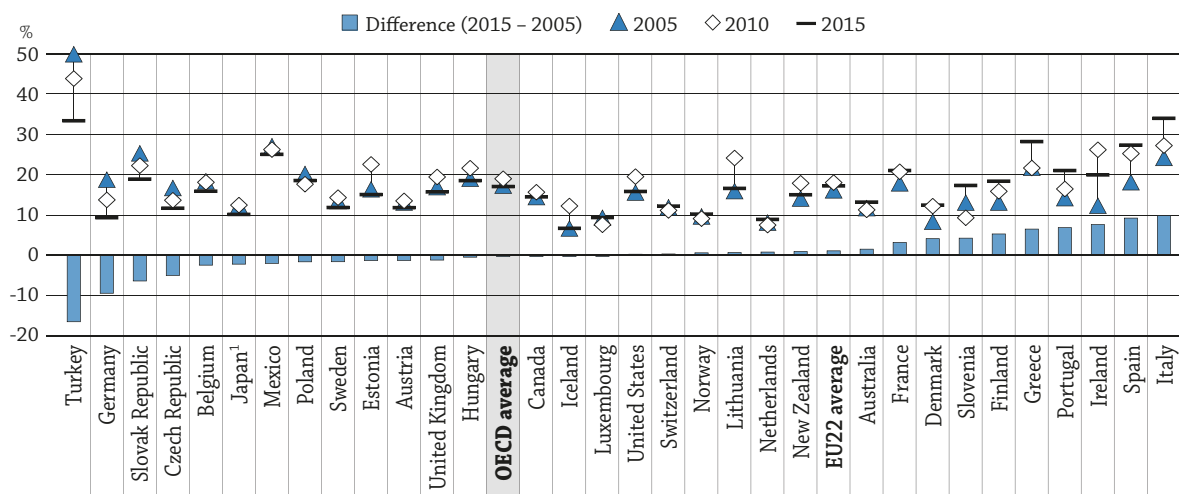
Young people in education or not and their labour market status

On average across OECD countries, the proportion of those in education among 20-24 year-olds increased from 40% in 2005 to 45% in 2015. In Austria, the Czech Republic, Germany, Greece, Ireland, the Slovak Republic, Spain, Switzerland and Turkey, participation in education has increased substantially – by more than 10 percentage points over the past decade. There are some exceptions: the share of young adults in education has decreased in Estonia, Finland, Hungary, Iceland, Lithuania, New Zealand and Poland, and the decrease is particularly large in Poland (over 14 percentage points) (Table C5.2).

In most countries, many young people who are no longer in education are employed, but the share of the employed has not gone back to the levels before the 2007-08 financial crisis. On average across the OECD, the share of 20-24 year-olds not in education but employed has decreased by about 5 percentage points, from 42.8% in 2005 to 38.2% in 2015. This reflects not only unfavourable employment prospects, but also a general trend of increased access to higher education among young adults (see Indicator C1). In Ireland and Spain, the share of the employed is over 20 percentage points lower than the 2005 level. However, some countries have not followed this general tendency. In Estonia, Hungary, Iceland, Israel, Lithuania, New Zealand and Poland, employment rates have increased among 20-24 year-olds over the past decade (Table C5.2). Employment prospects vary by educational attainment (see Indicator A5), but the likelihood of finding a job is rather high among the tertiary-educated within three years after graduation across countries (Box C5.1).

Although a large share of young people are in education or employed, a substantial number of young people across countries are neither employed nor in education or training. On average across OECD countries, almost 17.0% of 20-24 year-olds are NEETs, but the share of NEETs varies across countries. The share ranges from a high of over 30% of 20-24 year-olds in Italy and Turkey to less than 10% in Germany, Iceland, Luxembourg and the Netherlands. The share is also relatively high in Colombia, Greece, Mexico and Spain, at about 25% or more (Figure C5.1 and Table C5.2). The share of NEETs also varies across regions within countries (OECD/NCES, 2015).

Figure C5.2. Trends in the percentage of NEETs among 20-24 year-olds (2005, 2010, 2015)



Note: NEET refers to young people neither employed nor in education or training.

1. Reference year differs from 2015. Refer to the source table for more details.

Countries are ranked in ascending order of the difference in the percentage of the 20-24 year-old NEET population in 2005 and 2015.

Source: OECD, Table C5.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398649>

In many countries, the share of NEETs among 20-24 year-olds has fallen back to the pre-crisis level of 2005, and several countries have been able to reduce the number of NEETs considerably. In Turkey, almost one in two young persons was NEET in 2005, but the ratio fell to one in three in 2015. The decrease was also large in Germany, where the share of NEETs dropped by half over the last decade: in 2005, the share of NEETs (18.7%) was above

the OECD average (17.2%), but by 2015, it fell to 9.3%, well below the OECD average (17.0%). In both Turkey and Germany, the reduction is due to increased access to further education among the young. Other countries, such as the Czech Republic and the Slovak Republic, also reduced the share of NEETs considerably (Figure C5.2 and Table C5.2).

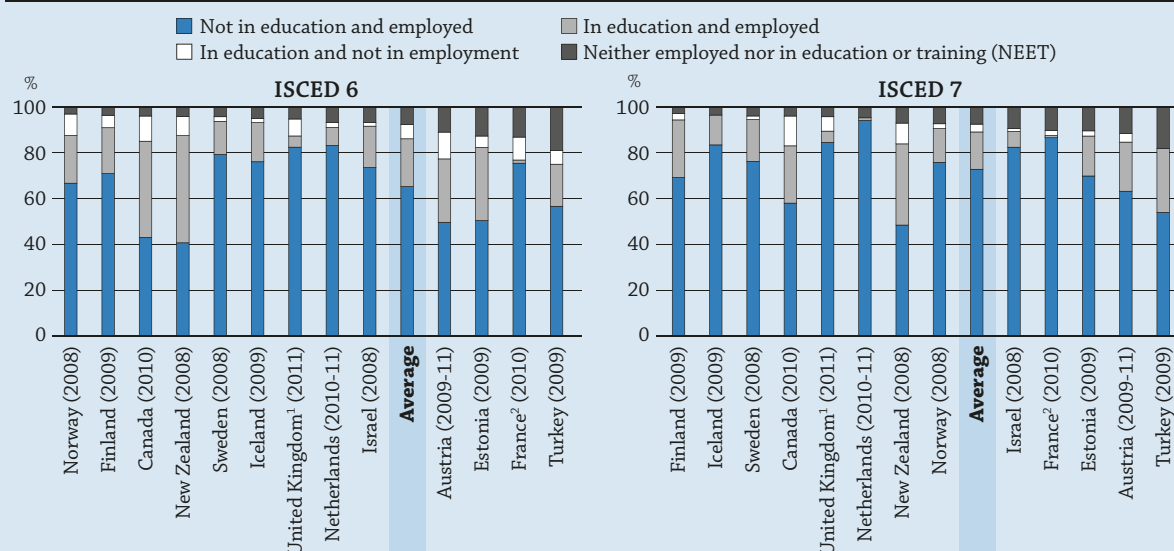
In a few countries, however, the share of NEETs is still higher than before the financial crisis. In Greece, Ireland, Italy, Portugal and Spain, all severely affected by the economic crisis, and also in Finland, the share of NEETs is more than 5 percentage points higher in 2015 than it was in 2005 (Figure C5.2). Countries affected severely by the crisis also have many long-term NEETs (OECD, 2016b). Short vocational training and internships, combined with job-search assistance and requirements, can be developed for targeted young populations to equip them with skills needed in the labour market and help them find work (OECD, 2015b). Successful programmes often also combine classroom learning and practical training with counselling and psychological support (OECD, 2016b).

Box C5.1. New data on employment transitions for young tertiary graduates

This box highlights the transition of young bachelor's or master's graduates at or near the typical age of graduation for their country, using cohort-based data, including longitudinally-linked administrative data and sample-based graduate surveys which were collected from OECD countries (see Box A6.1 for more details on data sources). These data can provide insights on the benefits of education among young people just after they complete their schooling, in particular on the transition between study and employment and how these patterns of transition vary across countries and change over time.

On average across the 13 countries with available data, three years after graduation, 86% of young adults with a bachelor's degree and 89% of those with a master's degree were employed (Figure C5.a). This is in line with high employment rates among the tertiary-educated after one and two years following the year of graduation. In many countries, over 70% of the tertiary-educated are employed one year after graduation, and the employment rate is more than 80% two years after graduation (OECD, 2015a).


Figure C5.a. Distribution of 20-29 year-olds with a bachelor's or master's degree three years after graduation in education/not in education, by work status



Notes: The year(s) in brackets relate to the year(s) the cohort of tertiary graduates left study. Data exclude graduates who left their home country. All graduates are under 30. All data are from linked administrative sources except for France and the United Kingdom where data are survey-based. 1. Data relate to full-time graduates of any age in full-time paid employment 3.5 years after graduation. 2. Data relate to all graduates who have taken a first break in their education career of at least one year.

Countries are ranked in ascending order of the percentage of young tertiary graduates neither employed nor in education or training.

Source: 2015 INES LSO Survey of Employment Outcomes of Recent Graduates.

StatLink  <http://dx.doi.org/10.1787/888933398688>

Many young tertiary graduates remain in education after completing bachelor's or master's degrees. On average across countries with available data, for those graduates who stayed in their home country, about one in four bachelor's degree holders and about one in five master's degree holders is still in education three years after completing their degree.

A large share of those in education is also working. On average across countries with available data, 21% of bachelor's degree holders and 16% of master's degree holders were in education and employed three years after obtaining their degree. The share of young adults with a bachelor's degree in education and working ranges from less than 10% in France, the Netherlands and the United Kingdom to 47% in New Zealand, and the share of those with a master's degree in education and employed ranges from 1% in France to 35% in New Zealand. Hence, cross-country patterns are relatively consistent for holders of both bachelor's degree and master's degrees.

For both bachelor's and master's graduates, three years after completing their tertiary programme, the proportion of those neither employed nor in education or training is about 8% on average across 13 countries. The proportion of NEETs among bachelor's graduates is over 10% in Austria, Estonia and France, and as high as 19% in Turkey. In these countries, the share of NEETs among master's graduates is just as high (over 10% in Austria, Estonia and France, and as high as 18% in Turkey) (Figure C5.a). In contrast, three years after graduation, in Canada, Finland and Sweden, the share of NEETs is less than 5% among both bachelor's and master's degree holders.

There are several caveats that must be considered when interpreting these findings. These data relate to different years for different countries, and the majority of these graduates left their studies in the aftermath of the global financial crisis. The reference years and differences in the impact of the global recession need to be considered when interpreting these comparisons. The data exclude those graduates who had left their country three years after graduation. This can range from 2-3% of graduates in Finland to 20-30% in New Zealand (see Box C4.1). Furthermore, differences between countries in the size and mix of those with disaggregated tertiary degrees (see Indicator A1) will also have an impact on the transition from school to work.

Young people in education or not and their labour market status by gender

Across countries, more young women tend to be in education than young men, while more young men are employed than young women. On average across OECD countries, 42% of 20-24 year-old men are in education, while the share is higher for women (48%). Japan, Korea, Mexico, the Netherlands, New Zealand and Turkey are exceptions, where the share of men in education is higher than that of women. On the other hand, the share of those in employment and not in education is higher on average among men (43%) than among women (34%) across OECD countries. Contrary to this general pattern, more women in this age group are employed than men in some countries, including Japan, Korea, the Netherlands and Switzerland (Figure C5.3 and Table C5.1).

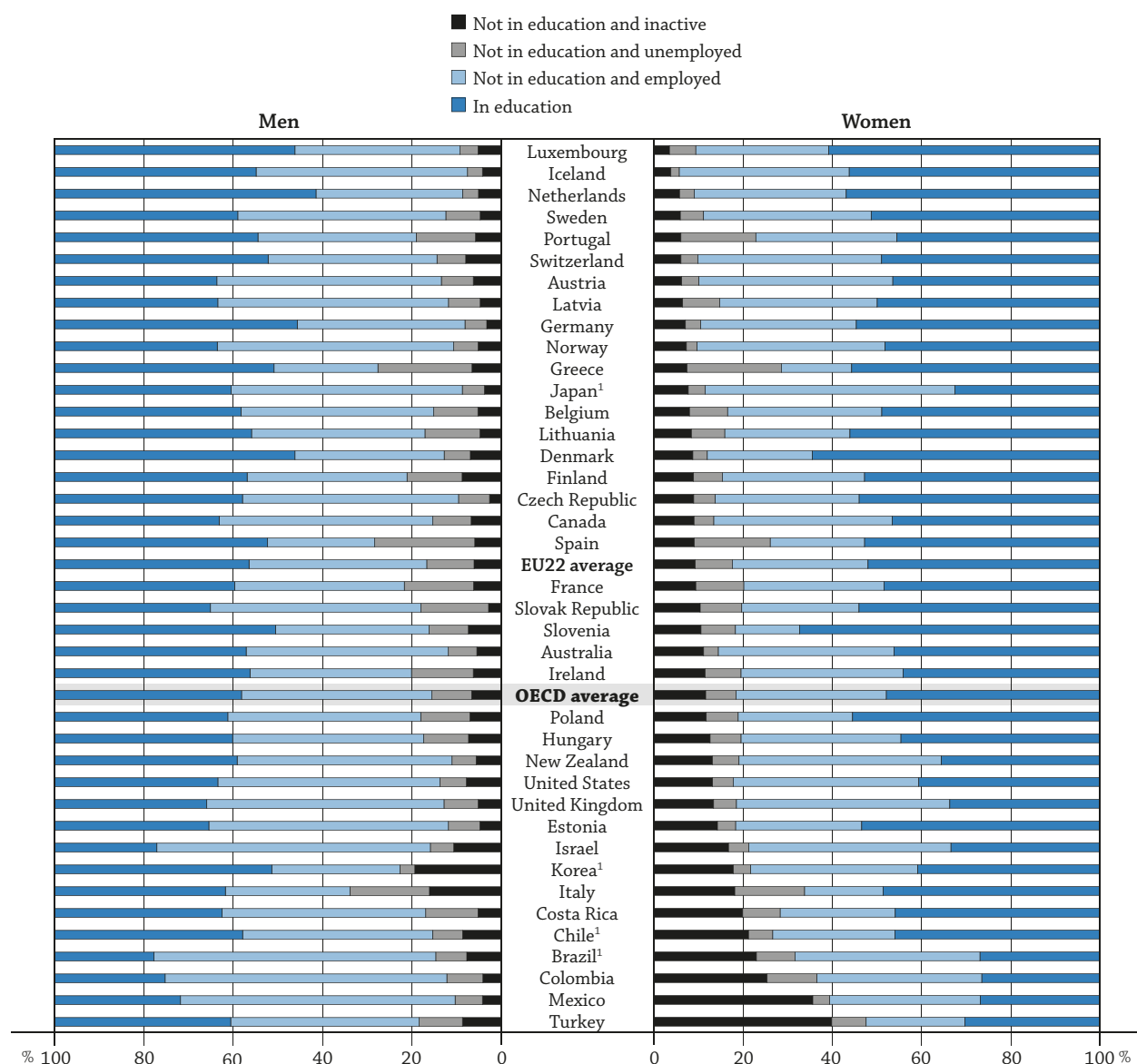
The likelihood of becoming NEET is generally higher among women than men, and in some countries, the gender gap is large. Across OECD countries, 18.5% of 20-24 year-old women are NEETs, compared to 15.5% of men in that age group. In several countries, high percentages of NEETs are associated with very high rates among women. In Brazil, Chile, Colombia, Costa Rica and Mexico, the share of NEETs is as high as over 25% for women, while it is less than 17% for men. Turkey has the highest share of NEETs among OECD countries: almost half of 20-24 year-old women are NEETs (47.6%) compared to only 18.3% of men. In Mexico, the share of NEETs among 20-24 year-olds is more than four times higher among women (40.5%) than among men (9.8%). The larger gender gap in these countries may be partially explained by traditional role-sharing between men and women, with the man as the breadwinner of the family and the woman taking care of the household and children. Other countries also have gender gaps in shares of NEETs. The share of NEETs among men is below the OECD average in Estonia (11.8%) and New Zealand (11.0%), but the share of NEETs among women is more than 1.5 times higher than that of men in both countries (18.4% in Estonia and 19.1% in New Zealand) (Figure C5.1 and Table C5.1).

In several countries, however, the gender gap in shares of NEETs is small, and in some other countries, the share of NEETs is higher among men than women. For instance, Greece, Italy and Spain are among the countries with the highest overall level of NEETs (more than 25%) in the OECD, but the gender gap is small (less than 3 percentage points).

Among countries with a higher share of NEETs among men than women, Finland and Switzerland have the largest gender difference, with the share of NEETs about 5 percentage points higher among men than among women (Figure C5.1 and Table C5.1).

In most countries, the inactive account for the majority of female NEETs, and the unemployed account for a larger share of male NEETs. On average across OECD countries, 11.7% of 20-24 year-old women are inactive and no longer in education, compared to only 6.6% of men, while the share of the unemployed and not in education is 6.8% among women, compared to 8.9% among men (Figure C5.3 and Table C5.1). Different factors contribute to being inactive and not seeking employment. The main reasons for inactivity are childcare responsibilities among women, while health and other factors are more prevalent among men (OECD, 2016b).

Figure C5.3. Distribution of 20-24 year-olds in education/not in education, by gender and work status (2015)



1. Reference year differs from 2015.

Countries are ranked in ascending order of the percentage of 20-24 year-old women not in education and inactive.

Source: OECD. Table C5.1 and OECD (2016), "Transition from school to work", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_TRANS. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398654>

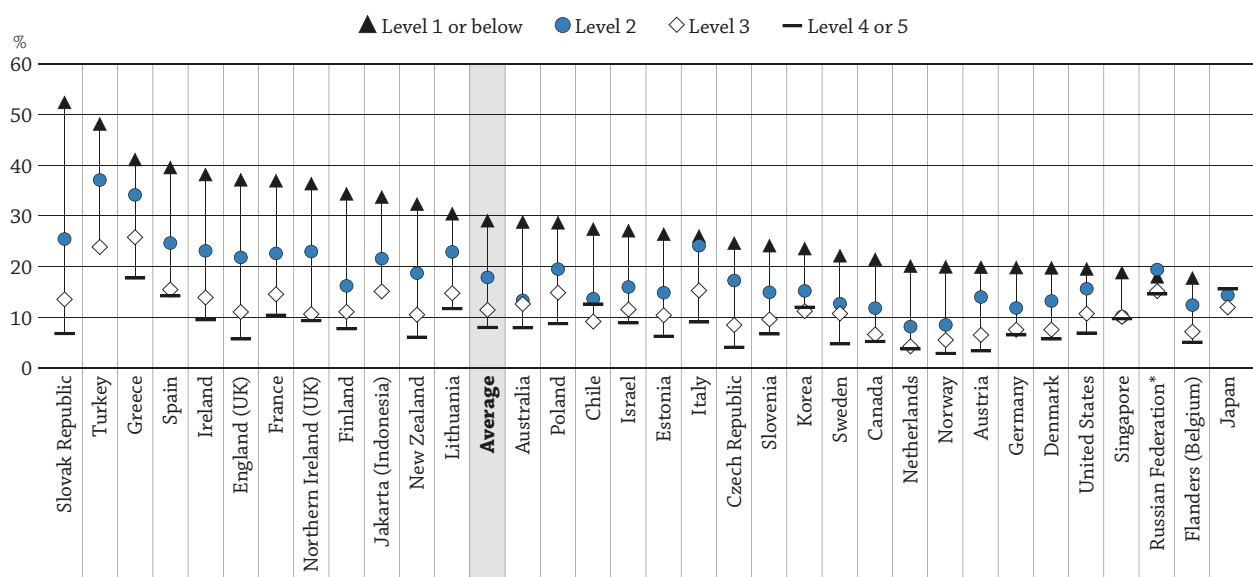
While this general pattern holds true in most countries, there are some notable exceptions. In Austria, Finland, Iceland and Portugal, the difference in the share of inactive NEETs among 20-24 year-old women and men is negligible (less than 0.5 percentage points), and the gender differences in the share of NEETs are mainly due to higher unemployment rates among men (Figure C5.3 and Table C5.1).

C5

NEETs and skill levels

Although most young NEETs have high literacy, numeracy and problem-solving skill levels (OECD, 2015b), the share of NEETs is highest among lower-skilled. Across countries and subnational entities that participated in the Survey of Adult Skills, on average, the share of NEETs is only 8% among young adults with the highest proficiency level in literacy and 11% among those with proficiency Level 3 across countries with available data. The share increases to 18% among those with proficiency Level 2 and 29% among those with the lowest proficiency level (Figure C5.4 and Table C5.3 [L] and see the *Definitions* section at the end of this indicator).

Figure C5.4. Percentage of NEETs, by literacy proficiency (2012 or 2015)
Survey of Adult Skills, 16-29 year-olds neither employed nor in education or training (NEET)



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Countries and subnational entities are ranked in descending order of the percentage of NEETs among 16-29 year-olds with literacy proficiency of Level 1 or below.

Source: OECD, Table C5.3 (L). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

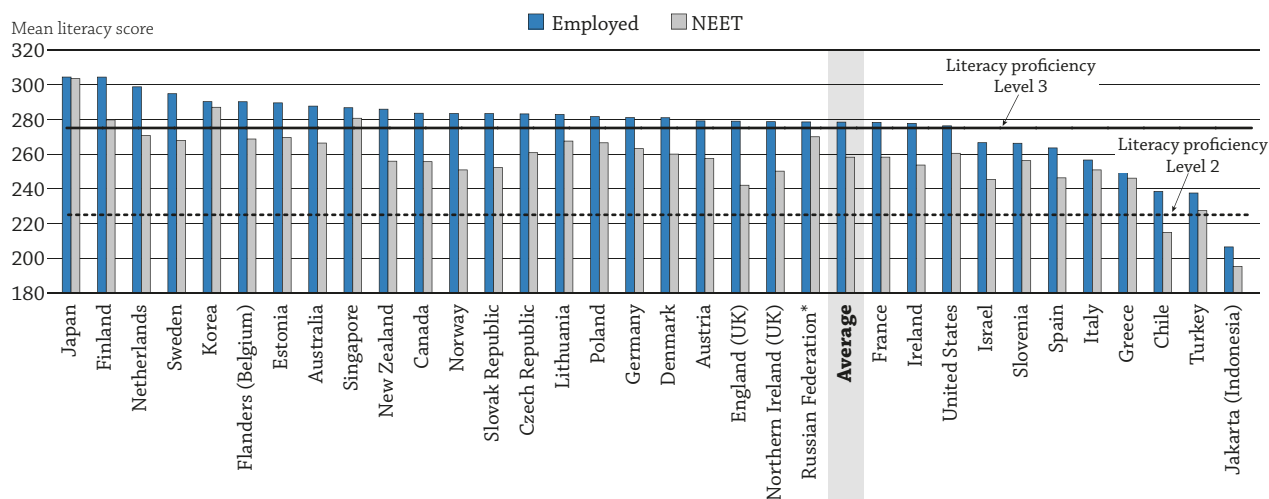
StatLink <http://dx.doi.org/10.1787/888933398664>

There are some important differences in the proportions of NEETs among proficiency levels in many countries. In some countries, such as England (United Kingdom), New Zealand and the Slovak Republic, the difference between the share of NEETs among young adults with the lowest literacy proficiency level and among those with the highest literacy proficiency level is particularly large. However, in a few countries, such as Japan, Korea and the United States, there is no statistical difference in the share of NEETs across proficiency levels.

The mean literacy score among 16-29 year-olds is generally lower for NEETs than for those who are employed. In most countries, the mean literacy score is between the lower and higher limits for literacy proficiency Level 3 among 16-29 year-olds who are employed and within the range for Level 2 among NEETs. A relatively large gap in mean literacy scores between NEETs and those who are employed can be noted in England (United Kingdom), New Zealand, Norway and the Slovak Republic (Figure C5.5 and Table C5.3a [L]). The gap in these countries suggests that bringing young adults who are not in education and not employed back to school or providing other adult learning opportunities may help to increase their employment prospects by equipping them with skills. A particular challenge for educational providers may be to identify them and reach out to them, as many may not be registered with public employment services or social institutions (OECD 2016b).

However, in some countries such as in Greece, Italy, Japan, Korea, the Russian Federation, Singapore, Slovenia and Turkey, there is no significant gap in literacy proficiency levels between NEETs and employed adults, suggesting a need for different strategies in terms of labour market insertion. In some of these countries, stagnant economic situations with high unemployment rates make it difficult for young people to find employment for an extended period, and this may explain why scores are similar for NEETs and the employed.

Figure C5.5. Mean literacy score of NEET and employed 16-29 year-olds (2012 or 2015)
Survey of Adult Skills



Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. NEET refers to young people neither employed nor in education or training.

* See note on data for the Russian Federation in the *Methodology* section.

Countries and economies are ranked in descending order in the mean literacy score of employed 16-29 year-olds.

Source: OECD, Table 5.3a (L). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398678>

Expected years in education and at work

Over the past decades, the number of years that students spend in education has increased in many countries. In 2015, a typical 15-year-old in an OECD country could expect to spend about 7 additional years in formal education during the subsequent 15 years of his or her life. During these seven years in education, he or she could expect to hold a job for two years and be unemployed or inactive for five years. Almost eight years would be spent not in education, during which he or she could expect to be employed for roughly five-and-a-half years, to be unemployed for about one year and to be out of the labour force (i.e. neither in education nor seeking work) for just over one year. On average across OECD countries, since 2005, about half a year has been added to the duration of formal education. Ireland and Turkey have added about two years or more, the longest extension of formal education after compulsory education in the OECD (OECD, 2016a).

There are large differences among countries in the expected number of years in education. In Brazil, Colombia, Mexico and the Russian Federation, a 15-year-old student could expect to spend an average of about five more years in education, while in Denmark, he or she could expect to spend an average of nine more years in education. In most countries, years spent in education are not combined with work, but in Denmark, Iceland, the Netherlands and Switzerland, young people spend an average of four years or more working while studying (OECD, 2016a).

The difference in expected years in education between women and men is less than one year in the majority of countries. On average across OECD countries, young women spend 0.4 years longer in education than young men. The difference is slightly over 1 year in Estonia, Iceland, Norway, Poland and the Slovak Republic, while in Slovenia, women spend 1.5 years longer in education than men. Contrary to this trend, the number of expected years in education is shorter among women than among men in Brazil, Chile, Germany, Ireland, Japan, Korea, Mexico, the Netherlands, New Zealand, Portugal, Switzerland and Turkey. Among these countries, Korea has the largest difference between men and women, and the number of expected years in education is 0.7 years longer for men than for women (OECD, 2016a).

Across countries, the gender difference in expected years in employment is slightly larger than that in expected years in education. On average across OECD countries, it is over one year longer among men than among women. In Colombia, Mexico and Turkey, gender differences are larger than three years. On the other hand, in Korea and Switzerland, the number of expected years at work is slightly higher among women than among men (OECD, 2016a).

Definitions

Employed individuals are those who, during the survey reference week, work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour, or have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).

Inactive individuals are those who, during the survey reference week, are neither employed nor unemployed (i.e. individuals who are not looking for a job). The number of inactive individuals is calculated by subtracting the number of active people (labour force) from the number of all working-age people.

Individuals in education are those who receive education or/and training in the regular education system during the four weeks prior to the survey.

Levels of education: In this indicator, two ISCED (International Standard Classification of Education) classifications are used: ISCED 2011 and ISCED-97.

- ISCED 2011 is used for all the analyses that are not based on the Survey of Adult Skills. For ISCED 2011, the levels of education are defined as follows: **below upper secondary** corresponds to ISCED 2011 levels 0, 1 and 2, and includes recognised qualifications from ISCED 2011 level 3 programmes, which are not considered as sufficient for ISCED 2011 level 3 completion, and without direct access to post-secondary non-tertiary education or tertiary education; **upper secondary or post-secondary non-tertiary** corresponds to ISCED 2011 levels 3 and 4; and **tertiary** corresponds to ISCED 2011 levels 5, 6, 7 and 8 (UNESCO Institute for Statistics, 2012)
- ISCED-97 is used for all analyses based on the Survey of Adult Skills. For ISCED-97, the levels of education are defined as follows: **below upper secondary** corresponds to ISCED-97 levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** corresponds to ISCED-97 levels 3A, 3B, 3C long programmes and level 4; and **tertiary** corresponds to ISCED-97 levels 5A, 5B and 6.

See the section *About the new ISCED 2011 classification*, at the beginning of this publication, for a presentation of all ISCED 2011 levels and Annex 3 for a presentation of all ISCED-97 levels.

Literacy is the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one's goals and to develop one's knowledge and potential. Literacy encompasses a range of skills from the decoding of written words and sentences to the comprehension, interpretation and evaluation of complex texts. It does not, however, involve the production of text (writing). Information on the skills of adults with low levels of proficiency is provided by an assessment of reading components that covers text vocabulary, sentence comprehension and passage fluency.

Proficiency levels for literacy are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy (Below Level 1 and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*:

- Level 1 or below: all scores below 226 points
- Level 2: scores from 226 points to less than 276 points
- Level 3: scores from 276 points to less than 326 points
- Level 4 or 5: scores from 326 points and higher.

NEET: Neither employed nor in education or training.

Unemployed individuals are those who, during the survey reference week, are without work (i.e. neither had a job nor were at work for one hour or more in paid employment or self-employment), were actively seeking employment (i.e. had taken specific steps during the four weeks prior to the reference week to seek paid employment or self-employment), and were available to start work (i.e. were available for paid employment or self-employment before the end of the two weeks following the reference week).

Work-study programmes: Work-study programmes are formal education/training programmes combining interrelated study and work periods for which the student/trainee receives earnings.

Methodology

Data on population, educational attainment and labour market status for most countries are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys by the OECD LSO (Labour Market, Economic and Social Outcomes of Learning) Network, and usually refer to the first quarter, or the average of the first three months of the calendar year. Some discrepancies may exist in the data collected. For example some countries may refer to all jobs instead of main job. Data on literacy proficiency levels and mean scores are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). See Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm) for additional information.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia excluding the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming).

References

- OECD (forthcoming), *Technical Report of the Survey of Adult Skills, Second Edition*, OECD Publishing, Paris.
- OECD (2016a), “Transition from school to work”, *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_TRANS.
- OECD (2016b), *Society at a Glance 2016: OECD Social Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264261488-en>.
- OECD (2015a), *Education at a glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.
- OECD (2015b), *OECD Skills Outlook 2015: Youth, Skills and Employability*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264234178-en>.
- OECD/NCES (2015), *Education at a Glance Subnational Supplement*, OECD / National Center for Education Statistics, <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.
- UNESCO Institute for Statistics (2012), *International Standard Classification of Education: ISCED 2011*, UIS Publishing, Montreal, www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

Indicator C5 Tables


StatLink  <http://dx.doi.org/10.1787/888933398587>

Table C5.1	Percentage of 15-29 year-olds and 20-24 year-olds in education/not in education, by work status (2015)
Table C5.2	Trends in the percentage of 15-29 year-olds and 20-24 year-olds in education/not in education, employed or not, by gender (2005 and 2015)
Table C5.3 (L)	Percentage of NEETs, by literacy proficiency (2012 or 2015)
Table C5.3a (L)	NEETs and employed mean literacy score (2012 or 2015)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table C5.1. [1/2] **Percentage of 15-29 year-olds and 20-24 year-olds in education/not in education, by work status (2015)**

		15-29 year-olds											
		Total (young men + young women)											
		In education						Not in education					Total in education and not in education
		Employed	Employed		Unemployed	Inactive	Sub-total (employed + unemployed + inactive)	Employed	NEET	NEET		Sub-total (employed + unemployed + inactive)	
Students in work-study programmes	Other employed		Unemployed	Inactive									
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)		
OECD	Australia	25.0	3.4	21.6	3.3	19.1	47.4	40.8	11.8	3.7	8.1	52.6	100.0
	Austria	18.6	7.9	10.7	1.0	27.7	47.3	42.3	10.4	4.7	5.7	52.7	100.0
	Belgium	2.9	0.3	2.6	0.5	43.8	47.2	39.0	13.8	7.4	6.4	52.8	100.0
	Canada	18.0	x(3)	18.0	2.4	23.6	44.0	42.8	13.2	5.3	7.9	56.0	100.0
	Chile ¹	7.6	x(3)	7.6	2.0	39.0	48.6	32.7	18.8	4.9	13.8	51.4	100.0
	Czech Republic	4.2	0.5	3.8	0.3	40.9	45.4	42.3	12.2	4.9	7.4	54.6	100.0
	Denmark	31.8	x(3)	31.8	2.9	25.8	60.5	29.0	10.5	4.0	6.5	39.5	100.0
	Estonia	13.9	c	13.7	1.3	31.1	46.3	40.9	12.8	3.9	8.9	53.7	100.0
	Finland	15.6	x(3)	15.6	4.7	32.9	53.2	32.5	14.3	6.4	7.9	46.8	100.0
	France	7.1	x(3)	7.1	0.7	39.7	47.5	35.3	17.2	9.7	7.5	52.5	100.0
	Germany	20.3	10.1	10.2	0.8	32.6	53.8	37.7	8.6	3.4	5.2	46.2	100.0
	Greece	2.4	a	2.4	1.8	45.0	49.3	24.6	26.1	19.4	6.8	50.7	100.0
	Hungary	1.5	a	1.5	0.1	42.5	44.1	40.0	15.9	6.2	9.7	55.9	100.0
	Iceland	35.9	a	35.9	3.7	12.9	52.4	41.4	6.2	2.2	4.0	47.6	100.0
	Ireland	7.5	a	7.5	0.8	40.5	48.7	35.1	16.2	7.8	8.4	51.3	100.0
	Israel	13.0	x(3)	13.0	1.1	29.3	43.5	42.5	14.1	3.6	10.5	56.5	100.0
	Italy	1.8	a	1.8	0.9	44.4	47.1	25.5	27.4	12.3	15.1	52.9	100.0
	Japan ²	7.3	a	7.3	0.1	35.6	42.9	47.2	9.8	3.2	6.6	57.1	100.0
	Korea ¹	5.5	a	5.5	0.5	41.7	47.7	34.3	18.0	3.0	15.1	52.3	100.0
	Latvia	6.1	a	6.1	0.5	34.0	40.7	46.4	13.0	6.4	6.6	59.3	100.0
	Luxembourg	8.2	a	8.2	2.8	41.7	52.7	38.8	8.4	5.1	3.3	47.3	100.0
	Mexico	7.5	a	7.5	0.6	28.9	37.0	41.1	21.9	3.4	18.5	63.0	100.0
	Netherlands	32.2	x(3)	32.2	4.0	19.7	55.9	35.9	8.3	3.0	5.3	44.1	100.0
	New Zealand	18.0	a	18.0	3.1	23.4	44.4	42.3	13.3	4.6	8.7	55.6	100.0
	Norway	14.8	0.4	14.3	2.3	28.5	45.6	45.3	9.2	3.1	6.0	54.4	100.0
	Poland	5.6	a	5.6	0.9	38.5	45.0	39.3	15.6	6.6	9.1	55.0	100.0
	Portugal	3.8	a	3.8	2.0	44.0	49.8	34.9	15.3	10.8	4.6	50.2	100.0
	Slovak Republic	2.0	0.2	1.8	0.2	40.5	42.7	40.1	17.2	9.0	8.2	57.3	100.0
Slovenia	11.4	x(3)	11.4	1.0	41.9	54.3	31.1	14.6	8.5	6.1	45.7	100.0	
Spain	5.0	x(3)	5.0	4.5	40.2	49.7	27.5	22.8	16.0	6.8	50.3	100.0	
Sweden	12.8	a	12.8	6.4	32.0	51.1	39.8	9.1	4.7	4.4	48.9	100.0	
Switzerland	28.5	14.9	13.6	1.2	20.2	49.9	41.8	8.3	3.9	4.4	50.1	100.0	
Turkey	10.2	a	10.2	2.2	28.3	40.6	30.6	28.8	6.3	22.5	59.4	100.0	
United Kingdom	14.0	2.9	11.1	2.3	24.8	41.0	45.2	13.7	5.0	8.8	59.0	100.0	
United States	14.4	x(3)	14.4	1.3	29.1	44.9	40.8	14.4	3.9	10.5	55.1	100.0	
	OECD average	12.4	m	11.2	1.8	33.2	47.5	37.9	14.6	6.2	8.4	52.5	100.0
	EU22 average	10.4	m	9.4	1.8	36.6	48.8	36.5	14.7	7.5	7.2	51.2	100.0
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ²	13.1	a	13.1	3.0	19.5	35.6	44.5	20.0	6.0	13.9	64.4	100.0
	China	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	11.1	a	11.1	2.3	22.3	35.7	43.3	21.0	7.2	13.8	64.3	100.0
	Costa Rica	14.3	a	14.3	4.0	29.0	47.3	32.6	20.1	6.8	13.3	52.7	100.0
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	6.8	a	6.8	0.5	41.6	48.9	37.3	13.7	7.2	6.5	51.1	100.0
	Russian Federation	c	m	c	c	32.0	33.6	52.3	14.0	5.2	8.9	66.4	100.0
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Notes: NEET refers to young people neither employed nor in education or training.

1. Year of reference 2013.

2. Year of reference 2014.

Source: OECD (2015), "Transition from school to work", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_TRANS. Japan: OECD (forthcoming), *Investing in Youth: Japan*, OECD Publishing, Paris. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933398594>

Table C5.1. [2/2] **Percentage of 15-29 year-olds and 20-24 year-olds in education/not in education, by work status (2015)**

C5

		20-24 year-olds											Total in education and not in education
		Total (young men + young women)											
		In education						Not in education					
		Employed			Unemployed	Inactive	Sub-total (employed + unemployed + inactive)	Employed	NEET			Sub-total (employed + unemployed + inactive)	
Employed	Students in work-study programmes	Other employed	NEET	Unemployed					Inactive				
(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)		
OECD	Australia	29.1	4.1	25.0	2.4	12.9	44.5	42.4	13.1	4.9	8.3	55.5	100.0
	Austria	18.5	3.3	15.2	1.1	21.8	41.4	46.9	11.7	5.5	6.2	58.6	100.0
	Belgium	3.1	0.3	2.7	0.6	41.6	45.3	38.9	15.8	9.2	6.6	54.7	100.0
	Canada	20.7	x(15)	20.7	1.8	19.1	41.6	44.0	14.4	6.6	7.8	58.4	100.0
	Chile ¹	9.9	x(15)	9.9	2.8	31.3	44.0	34.9	21.1	6.1	15.0	56.0	100.0
	Czech Republic	5.1	0.4	4.6	0.5	42.3	47.9	40.5	11.6	5.9	5.7	52.1	100.0
	Denmark	34.9	x(15)	34.9	3.0	21.2	59.1	28.5	12.4	4.6	7.8	40.9	100.0
	Estonia	16.6	c	16.5	1.7	25.3	43.6	41.4	15.0	5.6	9.4	56.4	100.0
	Finland	18.6	x(15)	18.6	5.2	24.0	47.8	33.9	18.3	9.5	8.8	52.2	100.0
	France	11.5	x(15)	11.5	1.1	31.8	44.4	34.7	20.9	13.1	7.8	55.6	100.0
	Germany	28.0	13.8	14.1	0.9	25.5	54.4	36.3	9.3	4.2	5.1	45.6	100.0
	Greece	3.9	a	3.9	3.3	45.1	52.3	19.6	28.1	21.1	7.0	47.7	100.0
	Hungary	1.7	a	1.7	0.3	40.1	42.2	39.4	18.4	8.5	9.9	57.8	100.0
	Iceland	36.1	a	36.1	2.6	11.8	50.6	42.8	6.6	2.6	4.0	49.4	100.0
	Ireland	12.4	a	12.4	0.8	30.7	43.9	36.3	19.8	11.1	8.8	56.1	100.0
	Israel	12.4	x(15)	12.4	0.9	14.7	28.1	53.4	18.6	4.9	13.7	71.9	100.0
	Italy	2.2	a	2.2	1.1	40.0	43.3	22.9	33.9	16.8	17.1	56.7	100.0
	Japan ²	12.8	a	12.8	0.2	23.0	36.0	53.9	10.1	4.4	5.7	64.0	100.0
	Korea ¹	9.8	a	9.8	0.7	33.9	44.4	33.5	22.2	3.6	18.5	55.6	100.0
	Latvia	12.6	a	12.6	0.7	29.8	43.1	43.7	13.3	7.7	5.6	56.9	100.0
	Luxembourg	10.3	a	10.3	2.7	44.2	57.2	33.4	9.3	5.0	4.4	42.8	100.0
	Mexico	8.1	a	8.1	0.8	19.6	28.4	46.3	25.3	4.6	20.7	71.6	100.0
	Netherlands	36.0	x(15)	36.0	3.3	18.5	57.7	33.5	8.8	3.4	5.4	42.3	100.0
	New Zealand	21.2	a	21.2	2.5	14.6	38.3	46.8	14.9	5.7	9.3	61.7	100.0
	Norway	18.9	0.9	18.0	1.9	21.3	42.1	47.7	10.2	4.0	6.2	57.9	100.0
	Poland	9.7	a	9.7	1.7	35.4	46.8	34.7	18.5	9.2	9.3	53.2	100.0
	Portugal	5.1	a	5.1	3.1	37.3	45.5	33.6	20.9	15.0	5.9	54.5	100.0
	Slovak Republic	2.9	0.4	2.5	c	41.0	44.2	37.0	18.8	12.3	6.5	55.8	100.0
	Slovenia	16.1	x(15)	16.1	1.5	40.9	58.5	24.3	17.2	8.3	9.0	41.5	100.0
	Spain	6.4	x(15)	6.4	6.8	37.0	50.2	22.6	27.2	19.8	7.5	49.8	100.0
	Sweden	14.2	a	14.2	6.6	25.3	46.0	42.2	11.8	6.5	5.3	54.0	100.0
	Switzerland	29.4	9.8	19.6	1.0	17.9	48.3	39.5	12.2	5.1	7.0	51.7	100.0
	Turkey	12.8	a	12.8	3.5	18.4	34.7	32.0	33.2	8.7	24.6	65.3	100.0
United Kingdom	14.7	3.2	11.6	1.8	17.3	33.8	50.5	15.6	6.4	9.2	66.2	100.0	
United States	18.4	x(15)	18.4	1.2	18.9	38.5	45.7	15.8	5.3	10.5	61.5	100.0	
OECD average	15.0	m	13.9	2.1	27.8	44.8	38.2	17.0	7.9	9.1	55.2	100.0	
EU22 average	12.9	m	12.0	2.3	32.5	47.7	35.2	17.1	9.5	7.6	52.3	100.0	
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	
	Brazil ²	13.9	a	13.9	2.2	8.4	24.5	52.3	23.2	7.8	15.4	75.5	100.0
	China	m	m	m	m	m	m	m	m	m	m	m	
	Colombia	11.8	a	11.8	2.8	10.9	25.6	49.6	24.8	9.7	15.1	74.4	100.0
	Costa Rica	18.2	a	18.2	5.4	18.0	41.5	36.0	22.5	10.1	12.3	58.5	100.0
	India	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	
	Lithuania	13.9	a	13.9	0.8	35.2	49.9	33.6	16.5	10.0	6.5	50.1	100.0
	Russian Federation	c	m	c	c	32.4	35.1	48.3	16.7	7.3	9.4	64.9	100.0
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	

Notes: NEET refers to young people neither employed nor in education or training.

1. Year of reference 2013.

2. Year of reference 2014.

Source: OECD (2015), "Transition from school to work", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_TRANS. Japan: OECD (forthcoming), *Investing in Youth: Japan*, OECD Publishing, Paris. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933398594>

Table C5.3 (L). **Percentage of NEETs, by literacy proficiency (2012 or 2015)**
Survey of Adult Skills, 16-29 year-olds

	All levels of education							
	Level 1 or below		Level 2		Level 3		Level 4 or 5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD	National entities							
Australia	29	(5.2)	13	(2.3)	13	(1.9)	8	(2.5)
Austria	20	(4.4)	14	(2.3)	6	(1.1)	3	(1.6)
Canada	21	(2.1)	12	(1.2)	7	(0.9)	5	(1.6)
Chile	27	(2.3)	14	(2.2)	9	(3.2)	13	(9.7)
Czech Republic	25	(5.3)	17	(2.5)	8	(1.5)	4	(2.4)
Denmark	20	(4.1)	13	(2.0)	8	(1.2)	6	(2.3)
Estonia	26	(3.9)	15	(1.7)	10	(1.1)	6	(1.7)
Finland	34	(6.4)	16	(2.8)	11	(1.4)	8	(1.6)
France	37	(3.5)	23	(1.9)	15	(1.4)	10	(3.0)
Germany	20	(4.0)	12	(1.8)	8	(1.3)	7	(1.9)
Greece	41	(4.1)	34	(2.7)	26	(3.7)	18	(7.5)
Ireland	38	(5.1)	23	(2.3)	14	(1.8)	10	(3.0)
Israel	27	(2.4)	16	(1.6)	12	(1.5)	9	(2.6)
Italy	26	(3.9)	24	(2.9)	15	(2.2)	9	(7.3)
Japan	c	c	14	(3.0)	12	(1.5)	16	(2.5)
Korea	24	(7.4)	15	(2.7)	11	(1.4)	12	(3.1)
Netherlands	20	(5.8)	8	(2.2)	4	(1.0)	4	(1.5)
New Zealand	32	(4.0)	19	(2.0)	10	(1.3)	6	(1.8)
Norway	20	(4.3)	8	(1.8)	5	(1.1)	3	(1.7)
Poland	29	(3.3)	19	(1.4)	15	(1.3)	9	(1.9)
Slovak Republic	52	(4.7)	25	(2.1)	14	(1.4)	7	(3.3)
Slovenia	24	(3.5)	15	(1.8)	10	(1.5)	7	(2.8)
Spain	40	(3.7)	25	(2.1)	15	(2.2)	14	(5.0)
Sweden	22	(4.4)	13	(2.6)	11	(1.6)	5	(1.7)
Turkey	48	(3.0)	37	(2.3)	24	(4.3)	c	c
United States	20	(4.3)	16	(2.0)	11	(1.9)	7	(2.5)
	Subnational entities							
Flanders (Belgium)	18	(4.2)	12	(2.2)	7	(1.1)	5	(1.8)
England (UK)	37	(3.9)	22	(2.7)	11	(1.7)	6	(2.2)
Northern Ireland (UK)	36	(6.0)	23	(3.1)	11	(2.4)	9	(5.2)
Average	29	(0.8)	18	(0.4)	11	(0.4)	8	(0.7)
Partners								
Jakarta (Indonesia)	34	(1.6)	22	(2.0)	15	(4.8)	c	c
Lithuania	30	(6.3)	23	(2.4)	15	(2.1)	12	(4.6)
Russian Federation*	18	(4.5)	19	(2.3)	15	(2.2)	15	(4.0)
Singapore	19	(4.3)	10	(1.6)	10	(1.2)	10	(2.4)

Notes: NEET refers to young people neither employed nor in education or training. Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933398610>

Table C5.3a (L). **NEETs and employed mean literacy score (2012 or 2015)**

Survey of Adult Skills, 16-29 year-olds


	NEET		Employed	
	Mean (1)	S.E. (2)	Mean (3)	S.E. (4)
OECD				
National entities				
Australia	266	(5.4)	288	(1.8)
Austria	257	(4.1)	279	(1.5)
Canada	256	(3.3)	283	(1.1)
Chile	215	(4.4)	238	(2.7)
Czech Republic	261	(4.7)	283	(2.4)
Denmark	260	(4.7)	281	(1.5)
Estonia	270	(3.0)	289	(1.5)
Finland	280	(4.6)	304	(2.3)
France	258	(2.7)	278	(1.7)
Germany	263	(4.0)	281	(2.0)
Greece	246	(3.5)	253	(3.4)
Ireland	254	(3.2)	278	(2.1)
Israel	245	(3.6)	267	(1.9)
Italy	251	(3.5)	257	(3.9)
Japan	303	(4.3)	304	(1.8)
Korea	287	(2.8)	290	(1.7)
Netherlands	271	(6.8)	299	(1.4)
New Zealand	256	(3.7)	286	(1.8)
Norway	251	(5.9)	283	(1.5)
Poland	266	(2.4)	282	(1.5)
Slovak Republic	252	(3.0)	283	(2.0)
Slovenia	256	(3.9)	266	(2.4)
Spain	246	(3.1)	264	(2.1)
Sweden	268	(4.6)	295	(1.9)
Turkey	227	(3.5)	238	(3.3)
United States	260	(4.2)	276	(2.1)
Subnational entities				
Flanders (Belgium)	269	(4.8)	290	(2.2)
England (UK)	242	(3.5)	279	(2.4)
Northern Ireland (UK)	250	(5.2)	279	(2.8)
Average	258	(0.8)	278	(0.4)
Partners				
Jakarta (Indonesia)	195	(2.5)	207	(2.1)
Lithuania	267	(3.4)	283	(2.5)
Russian Federation*	270	(4.2)	278	(2.5)
Singapore	281	(3.6)	287	(1.6)

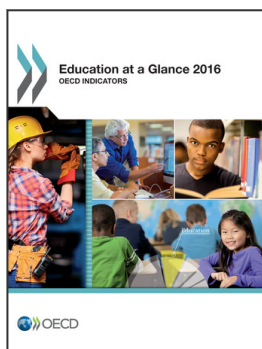
Note: NEET refers to young people neither employed nor in education or training. Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

StatLink  <http://dx.doi.org/10.1787/888933398626>



From:
Education at a Glance 2016
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2016-en>

Please cite this chapter as:

OECD (2016), "Indicator C5 Transition from School to Work: Where are the 15-29 Year-Olds?", in *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2016-27-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.