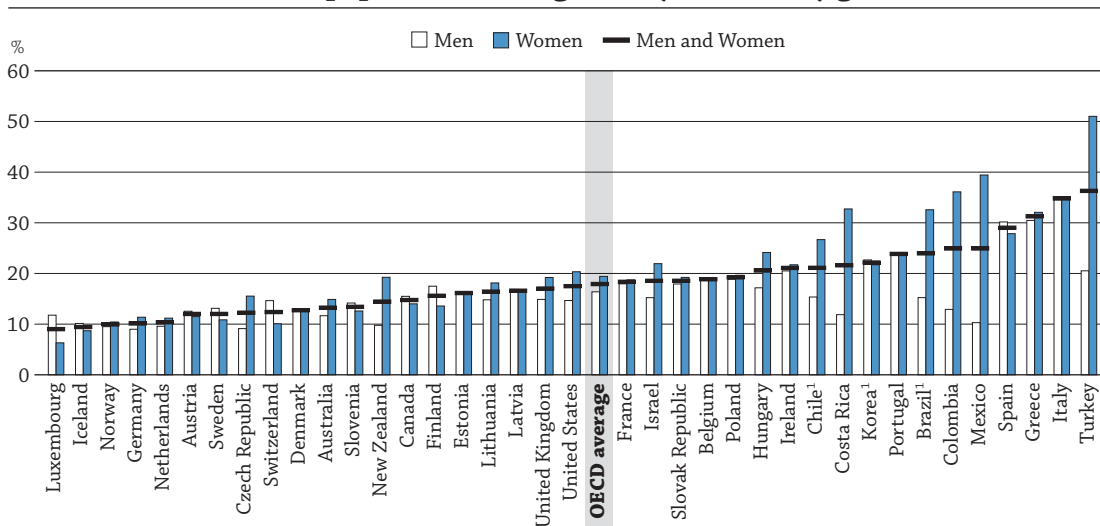


TRANSITION FROM SCHOOL TO WORK: WHERE ARE THE 15-29 YEAR-OLDS?

- The percentage of 20-24 year-olds not in education ranges from less than 40% in Denmark and Slovenia to over 70% in Brazil, Colombia, Israel and Mexico.
- On average across OECD countries, 18% of 20-24 year-olds are neither employed nor in education or training (NEET).
- Countries in which a large share of 15-29 year-olds are employed and study at the same time usually show small proportions of students who work 35 hours or more per week. In the Czech Republic, Denmark, Iceland, the Netherlands and Norway, more than 25% of adults study and work the same time, but less than 30% of them work 35 or more hours per week.

Chart C5.1. NEET population among 20-24 year-olds, by gender (2014)



Note: NEET refer to young people neither in employment nor in education or training

1. Brazil, Chile, Korea: Year of reference 2013.

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

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

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Context

The length and the quality of the schooling that individuals receive have an impact on students' transition from education to work, as do labour market conditions, the economic environment and demographics. For example, in some countries, young people traditionally complete schooling before they look for work; in others, education and employment are concurrent. In some countries, there is little difference between how young women and men experience their transitions 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.

The ageing of the population in OECD countries should favour employment among young people as, theoretically, when older people leave the labour market their jobs are made available to the young. However, during recessionary periods, fewer job vacancies make the transition from school to work substantially more difficult for young people, as those with more work experience are favoured over new entrants into the labour market. 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. At the same time, most countries are adopting policies that raise the age of retirement. Delaying retirement slows job rotation, which tends to lead to a decrease in job vacancies. This may account for differences in the number of young people (entrants) and older people (leavers) in the labour market.

To improve the transition from school to work, regardless of the economic climate, education systems should aim to ensure that individuals have the skills that are needed 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

- On average across OECD countries, 48% of 15-29 year-olds were in education in 2014. Of the remaining 52%, 36% held a job, 7% were unemployed, and 9% were outside of the labour force.
- Women are more often neither in employment nor in education or training (NEET) than men. Among 20-24 year-olds, 19.4% of women and 16.4% of men were NEET in 2014, on average across OECD countries. In Mexico and Turkey, the gender difference in the shares of 20-24 year-olds who were NEET was around 30 percentage points.
- Across OECD countries, and among all young people who are employed and no longer in school, men are more likely to find a full-time job than women. On average, 82% of young men work full time compared with 67% of young women.

■ Trends

Most countries have encouraged students to continue their studies beyond compulsory schooling. As a result, the average number of years of formal education expected after compulsory schooling has increased considerably. On average across OECD countries, since 2000, about one year has been added to the duration of formal education; in the Czech Republic, the Netherlands, the Slovak Republic and Turkey, two years or more have been added (Table C5.1b, available on line).

Governments' efforts to improve educational attainment among their populations have resulted in significant changes in participation in education over the years. In 2000, an average of 35% of 20-24 year-olds in OECD countries were in education; by 2014, that proportion had grown to 46% (Table C5.2b, available on line).

During the same period, the proportion of 20-24 year-olds not in education but employed fell from 42% to 36%. While the percentage of individuals in education increased steadily between 2000 and 2014, trends in the proportion of 20-24 year-olds who were neither in employment nor in education or training (NEET) remained stable at around 17-19% between 2000 and 2014 (Table C5.2b, available on line).

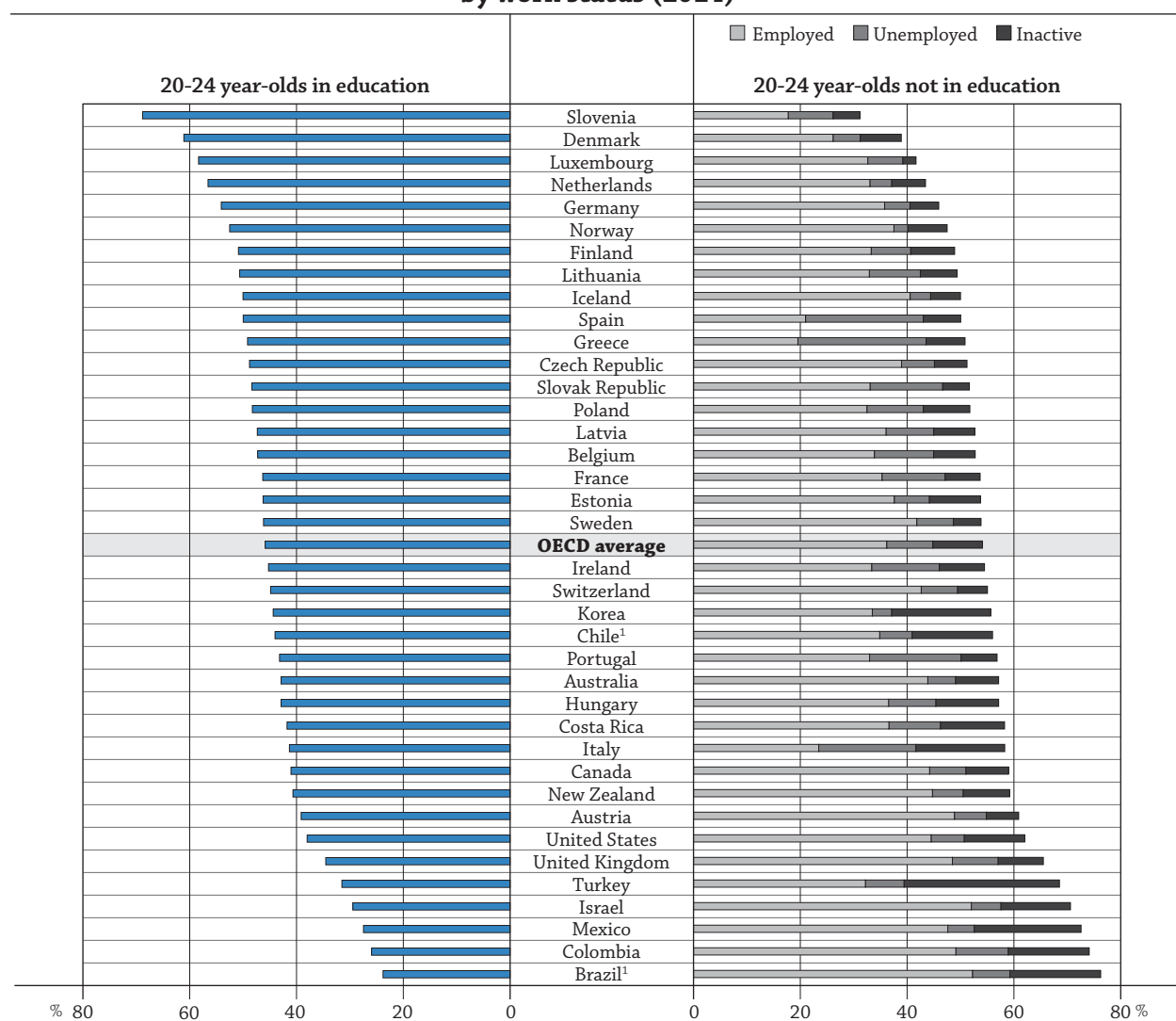
Analysis

Young people in education or not, and their labour market status

Young people tend to make the transition from education to the labour market between the ages of 15 and 29. As expected, the older individuals in this age band are less likely to be enrolled in educational institutions than the younger individuals. In 2014, on average across OECD countries, 86% of 15-19 year-olds, 46% of 20-24 year-olds and 17% of 25-29 year-olds were in education. In some countries, relatively large shares young people study and work at the same time. For example, in Australia, Denmark, Germany, Iceland, the Netherlands, Norway and Switzerland, more than one in four 20-24 year-olds study and work concurrently (Table C5.2a).

Among those who were not in education in 2014 (i.e. 14% of 15-19 year-olds, 54% of 20-24 year-olds and 83% of 25-29 year-olds), what was their status in the labour market? Chart C5.2 shows that, on average, among all 20-24 year-olds, 36% were not in education and employed, about 9% were not in education and unemployed, and 9% were not in education and inactive (i.e. not employed and not looking for a job). The percentage of 20-24 year-olds not in education ranged from less than 40% in Denmark and Slovenia to over 70% in Brazil, Colombia, Israel and Mexico (Table C5.2a).

Chart C5.2. Percentage of 20-24 year-olds in education/not in education, by work status (2014)



1. Brazil, Chile: Year of reference 2013.

Countries are ranked in ascending order of the percentage of 20-24 year-olds not in education.

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

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Participation in education and the labour market also differs according to educational attainment. Those who have completed tertiary education (which represents the highest level of education) and are no longer in education are usually employed, whereas individuals who are not in education and who did not complete upper secondary education are distributed almost evenly among employment, unemployment or inactivity. In Mexico and Turkey, less than 40% of 15-29 year-olds with only lower secondary education who did not complete upper secondary education are still in school. In the Czech Republic, Denmark, Finland, Lithuania, Luxembourg, Poland, the Slovak Republic, Slovenia, Sweden and Switzerland, 80% or more of young people who did not finish upper secondary education are still in school (Table C5.3a).

Young people who are neither in employment nor in education or training (NEET)

Unemployment and employment rates are useful indicators of how people engage in the labour market. Young individuals are particularly likely to delay their entry into the labour market or drop out of the labour force and become inactive. While increasing numbers of young people tend to stay in education beyond the age of compulsory schooling without being active in the labour market, it would be inappropriate to consider them as a high-risk group. Consequently, the proportion of young people who are neither in employment nor in education or training (NEET) is a better measure of the difficulties young people face when they are searching for a job, as it includes not only those who do not manage to find a job (unemployed) but also those who do not actively seek employment (inactive).

On average across OECD countries in 2014, 15.5% of 15-29 year-olds, 7.2% of 15-19 year-olds, 17.9% of 20-24 year-olds and 20.5% of 25-29 year-olds were NEET (Table C5.2a).

The most important ages to study when analysing the NEET population are 20-24 year-olds. At this age, compulsory education does not affect the proportion of inactive or unemployed. However, when analysing the proportion of NEET, it is important to remember that a significant proportion of 20-24 year-olds are continuing their studies after compulsory education.

In 2014, Greece, Italy and Turkey were the only countries where more than 30% of 20-24 year-olds were NEET. Turkey has the highest proportion of NEET, but it is also the only country among these three to show a decrease in the percentage of NEET between 2005 and 2014, from 49.7% in 2005 to 36.3% in 2014 (Table C5.2b, available on line).

Germany's share of 20-24 year-old NEET (18.7%) was above the OECD average (17.4%) in 2005, but by 2014, that share fell back to 10.1%, well below the OECD average of 17.9%. In fact, the proportion of 20-24 year-old NEET in Germany is one of the smallest among OECD countries along with those in Iceland (9.4%), Luxembourg (9.0%), the Netherlands (10.4%) and Norway (10.0%) (Table C5.2a).

Women are more often NEET than men. Some 16.4% of 20-24 year-old men were NEET in 2014 compared with 19.4% of women that age, on average across OECD countries. In Mexico and Turkey, the gender difference in the shares of 20-24 year-olds who were NEET in 2014 is around 30 percentage points. The greatest difference in favour of women is observed in Luxembourg, where 6.3% of women but 11.8% of men were NEET. Chart C5.1 shows that there is no direct association between a country's overall proportion of NEET and the gender gap in shares of NEET. In Italy and Turkey, more than 30% of 20-24 year-olds were NEET; but while the gender gap among NEET of those ages is large in Turkey, it is almost non-existent in Italy (Table C5.2a).

Working hours

The extent to which 15-29 year-olds participate in the labour market not only varies in terms of employment, but it also varies in intensity of work. As the transition between school and work will most likely occur during this period in a young person's life, work intensity should be analysed separately between students and non-students. The latter are largely young people who recently finished their education and are available to work full time, while students have to divide their time between work and school. The participation levels between these two groups are therefore very different. Students show lower levels of employment and fewer hours worked, while non-students show higher employment rates and dedicate more hours to work.

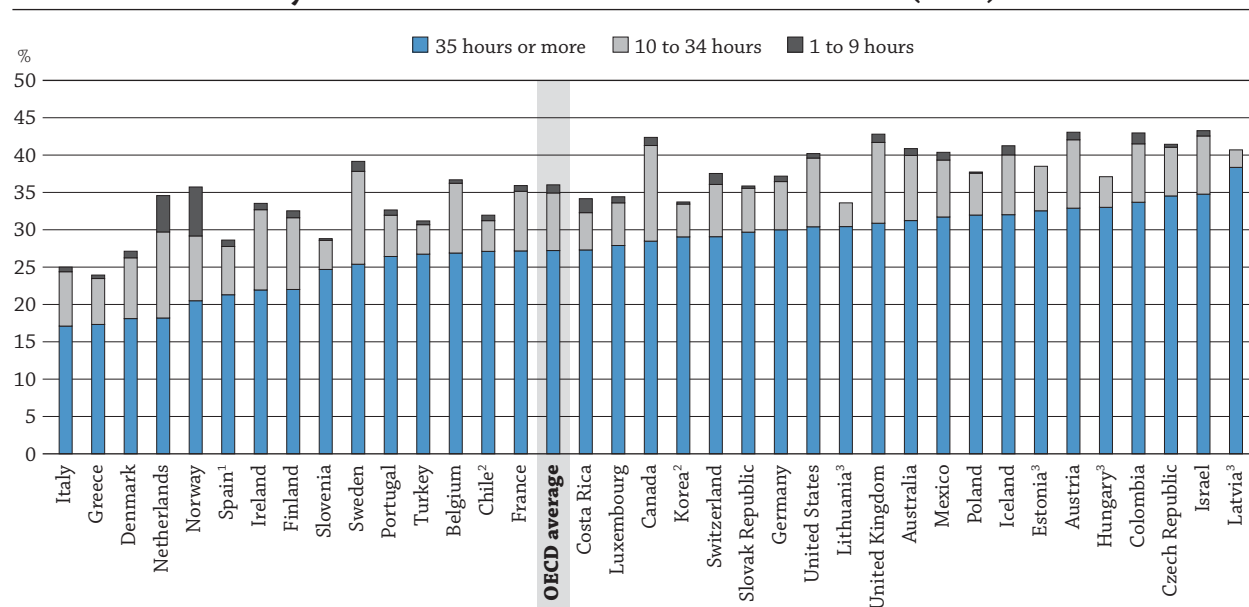
Working and studying at the same time: Finding a good balance

The varying levels of employment among 15-29 year-old students can be explained by cultural, economic or social differences across countries. For instance, in some countries, students may wait until they finish their studies before looking for a job, while in other countries, young people may be more inclined to work during their studies to gain some experience on the labour market or to finance their studies (and/or other expenses). In the latter case, when work and education/learning are pursued simultaneously, it becomes important to consider how much time students are devoting to work to determine whether those working hours are becoming an obstacle to education.

While there is no clear international recommendation for the appropriate number of hours a student should work, studies have shown that the skills and the work experience students gain in the labour market can be beneficial for both the academic and the professional spheres. The combination of work and study can provide students with the opportunity to try different jobs before fully entering the world of work. Employment can help students to gain financial independence from their parents, develop a sense of responsibility, enhance self-accomplishment and social integration, and develop knowledge and skills that will help them find work after their studies (Dundes and Marx, 2006; Murier, 2006; OECD, 2010).

Countries in which a large share of 15-29 year-olds are employed and study at the same time usually show small proportions of students working 35 hours or more per week. In the Czech Republic, Denmark, the Netherlands, Norway and Sweden, more than 25% of young adults study and work the same time, but less than 30% of them work 35 or more hours per week. The picture in Austria and Germany is different because of the prevalence of work-study programmes. In these two countries, about one in five young adults studied and worked at the same time in 2014, and about one in two of them worked 35 hours per week or more. Thus, in a number of countries, the large proportion of students working long hours is part of an arrangement between school and future employers. By contrast, in countries where less than 10% of young adults study and work simultaneously, about 50% of students work full time, on average (Table C5.4b).

Chart C5.3. Percentage of 15-29 not in education, by number of hours worked in a reference week (2014)



Note: Hours worked represent the actual number of hours worked per week, including overtime. When actual hours worked per week were equal to zero, the usual hours worked were used instead. When a country could not provide the actual number of hours worked per week, the usual hours worked were used.

1. Spain: Data refer to 16-29 year-olds.

2. Chile, Korea: Year of reference 2013.

3. Estonia, Hungary, Latvia and Lithuania: Category "1 to 9 hours" is not shown because there are too few observations to provide reliable estimates. Countries are ranked in ascending order of the percentage of 15-29 year-olds not in education and working 35 hours or more in a reference week.

Source: OECD. Tables C5.4b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

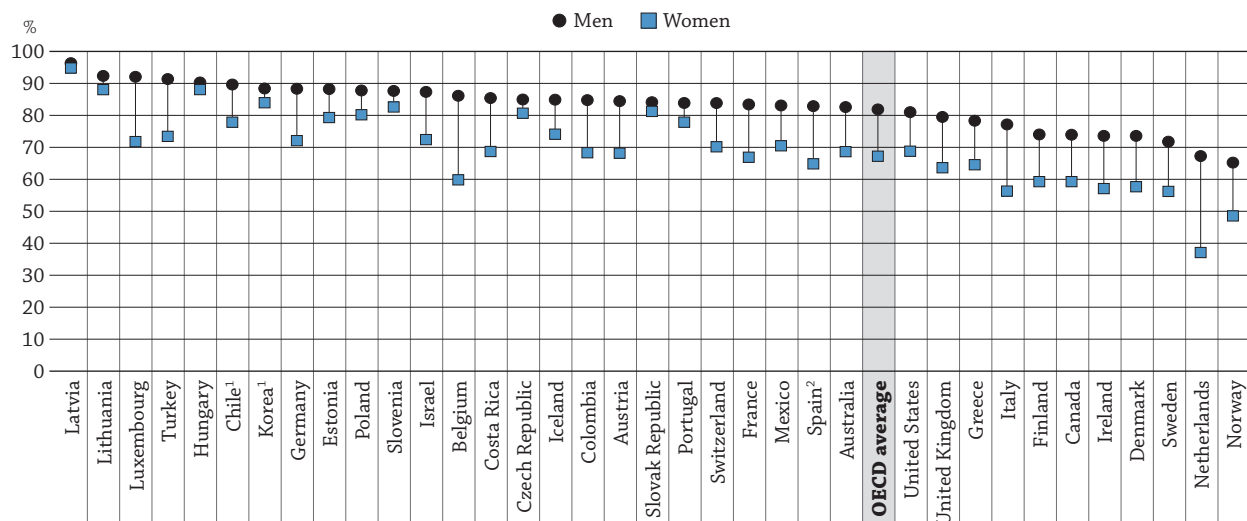
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Seeking a full-time job when leaving school

Across OECD countries, one in three 15-29 year-olds is no longer in education, but is employed. Chart C5.3 shows that most young people who are working take up a full-time job after finishing their studies. In some countries, such as the Netherlands and Norway, there are significant proportions of 15-29 year-olds who are not in education but are employed and working less than 35 hours per week (47% and 43%, respectively). Young people who work part time without being in education do so for different reasons. Some may decide to work part time to accommodate family-related tasks, such as taking care of children or other family members; others may want to work full time but are unable to find a position (Table C5.4b).

Chart C5.4 shows that across OECD countries, among all young people who are employed and no longer in education, men are more likely to find a full-time job than women. On average, 82% of young men work full time compared with 67% of young women. The largest gender gaps – more than 20 percentage points – are found in Belgium, Italy, Luxembourg and the Netherlands. For example, in the Netherlands, among all employed people who are no longer in education, 67% of men work full time compared to 37% of women. The smallest gender gap, less than 5 percentage points, is observed in the Czech Republic, Hungary, Korea, Latvia, Lithuania and the Slovak Republic (Table C5.4b).

Chart C5.4. Percentage of 15-29 year-olds who work 35 hours or more per week among all employed young adults not in education, by gender (2014)



Note: Hours worked represent the actual number of hours worked per week, including overtime. When actual hours worked per week were equal to zero, the usual hours worked were used instead. When a country could not provide the actual number of hours worked per week, the usual hours worked were used.

1. Chile, Korea: Year of reference 2013.

2. Spain: Data refer to 16-29 year-olds.

Countries are ranked in descending order of the percentage of 15-29 year-old men not in education and working 35 hours or more in a reference week.

Source: OECD, Tables C5.4b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284323>

Expected years in education

In 2014, 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/she could expect to hold a job for two years (including work-study programmes) and be unemployed or inactive for 5 years. Then, almost eight years will be spent not in education, during which he/she could expect to be employed for roughly five and a half years, to be unemployed for just over one year, and to be out of the labour force – that is, neither in education nor seeking work – for just over one year. There are large differences among countries: in Brazil, Colombia, Mexico and Turkey, a 15-year-old student could expect to spend an average of about five more years in education, while in Denmark and Slovenia, he or she could expect to spend an average of nine more years in education (Table C5.1a, available on line).

In most countries, years spent in education are normally not combined with work; the only exceptions are Denmark, Iceland, the Netherlands and Switzerland, where young people spend an average of four years or more working (including work-study programmes) while studying. On average across OECD countries, students spend nearly two out of seven years in education working while studying (Table C5.1a, available on line).

There are no large gender differences in expected years in education, but women tend to spend more time in education than men, except in Austria, Chile, Colombia, France, Germany, Israel, Japan, Luxembourg, the Netherlands, New Zealand, Norway, Portugal, Switzerland and the United Kingdom where the number of expected years in education for men and women are similar. In Korea and Turkey, the number of expected years in education is higher for men than for women. In some other countries, gender differences in employment among those who have left education are large. For example, in Mexico and Turkey, men work over three years more than women (Table C5.1a, available on line).

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.).

Hours worked are the number of hours actually worked, defined as the sum of all periods spent on direct and ancillary activities to produce goods and services. The number of hours actually worked covers all hours including extra hours regardless of whether they were paid or not. The reference period for the actual work would be the week of reference. Data on usual number of hours worked were used in the cases where the number of actual hours worked could not be collected.

Inactive individuals are those who are, during the survey's reference week, 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.

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

When it is specified that ISCED 2011 is used, the levels of education are defined as: **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).

When it is specified that ISCED-97 is used, the levels of education are defined as: **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 in 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.

NEET: Neither in employment nor in education or training.

Unemployed individuals are those who are, during the survey reference week, without work (i.e. neither had a job nor were at work for one hour or more in paid employment or self-employment), 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 currently 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).

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. See Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm) for additional information.

For Israel, the proportion of NEETs in 2013 is not comparable with data from 2011 and previous years. Conscripts into the army are considered to be employed in 2013, as opposed to 2011 and the previous year, when they were counted as not in the labour force.

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.

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Indicator C5 Tables

StatLink  <http://dx.doi.org/10.1787/888933285971>

WEB	Table C5.1a	Expected years in education/not in education from age 15 through 29, by work status and gender (2014)
WEB	Table C5.1b	Trends in expected years in education/not in education from age 15 through 29, by gender (2000, 2005, 2010 and 2014)
	Table C5.2a	Percentage of 15-29 year-olds in education/not in education, by work status, age group and gender (2014)
WEB	Table C5.2b	Trends in the percentage of 15-29 year-olds in education/not in education, employed or not, by age group and gender (2000, 2005, 2010 and 2014)
	Table C5.3a	Percentage of 15-29 year-olds in education/not in education, by educational attainment, work status and gender (2014)
WEB	Table C5.3b	Trends in the percentage of 15-29 year-olds in education/not in education, employed or not, by educational attainment and gender (2006, 2010 and 2014)
	Table C5.4a	Percentage of 15-29 year-olds in education/not in education, by number of hours worked and age group (2014)
	Table C5.4b	Percentage of 15-29 year-olds in education/not in education, by number of hours worked and gender (2014)

Table C5.2a. [1/2] **Percentage of 15-29 year-olds in education/not in education, by work status, age group and gender (2014)**

		20-24 year-olds											
		Young men											
		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 ¹	Other employed						Unemployed	Inactive		
(85)	(86)		(87)	(88)						(89)	(90)		
OECD	Australia	24.2	7.2	17.0	2.8	15.0	41.9	46.4	11.7	6.2	5.4	58.1	100
	Austria	15.9	3.5	12.4	1.8	19.3	37.0	50.4	12.5	7.1	5.4	63.0	100
	Belgium	3.8	c	2.6	c	39.4	43.9	37.3	18.8	12.9	5.9	56.1	100
	Canada	15.7	x(87)	15.7	1.5	19.4	36.6	47.9	15.5	8.6	6.8	63.4	100
	Chile ²	10.7	x(87)	10.7	2.2	29.2	42.1	42.6	15.4	6.7	8.6	57.9	100
	Czech Republic	10.3	6.7	3.6	c	31.8	42.6	48.3	9.1	6.9	2.2	57.4	100
	Denmark	31.8	x(87)	31.8	4.9	21.3	58.0	29.2	12.8	5.6	7.2	42.0	100
	Estonia	12.6	x(87)	12.6	c	26.6	40.8	43.3	16.0	9.0	7.0	59.2	100
	Finland	14.2	x(87)	14.2	4.9	25.5	44.6	37.8	17.5	10.5	7.0	55.3	100
	France	12.4	x(87)	12.4	1.0	31.1	44.5	37.5	18.0	13.5	4.5	55.5	100
	Germany	26.6	15.3	11.4	0.9	25.7	53.2	37.8	9.0	5.4	3.6	46.8	100
	Greece	2.6	a	2.6	2.4	41.1	46.1	23.4	30.5	24.1	6.3	53.9	100
	Hungary	2.2	a	2.2	c	37.1	39.8	43.1	17.2	9.1	8.1	60.2	100
	Iceland	30.9	a	30.9	c	13.3	47.2	42.7	10.1	5.5	4.6	52.8	100
	Ireland	12.5	a	12.5	2.0 ^r	31.5	46.0	33.2	20.5	15.4	5.1	53.7	100
	Israel	8.4	x(87)	8.4	1.2	15.8	25.4	59.4	15.2	5.7	9.5	74.6	100
	Italy	1.7	a	1.7	1.3	34.0	37.0	28.0	34.6	20.0	14.6	62.5	100
	Japan	m	m	m	m	m	m	m	m	m	m	m	m
	Korea ²	9.4	a	9.4	0.7	38.5	48.6	28.7	22.7	3.3	19.3	51.4	100
	Luxembourg	3.7 ^r	a	3.7 ^r	c	53.3	57.7	30.6	11.8	11.0	c	42.3	100
	Mexico	9.2	a	9.2	0.8	18.1	28.1	61.6	10.3	6.1	4.2	71.9	100
	Netherlands	34.9	x(87)	34.9	3.6	18.4	56.8	33.6	9.6	3.9	5.6	43.2	100
	New Zealand	20.2	a	20.2	1.4	19.6	41.2	48.8	9.8	5.5	4.2	58.5	100
	Norway	30.5	19.5	10.9	1.6	19.3	51.4	39.1	9.5	3.3	6.2	48.6	100
	Poland	9.4	a	9.4	1.7	29.0	40.1	41.0	18.9	12.1	6.7	59.9	100
	Portugal	4.3	a	4.3	3.1	34.8	42.2	34.1	23.7	17.4	6.3	57.8	100
	Slovak Republic	1.9	c	c	c	37.1	39.8	42.3	17.9	16.7	1.2 ^r	60.2	100
Slovenia	13.5	x(87)	13.5	3.2 ^r	43.8	60.5	25.3	14.2	9.3	4.8 ^r	39.5	100	
Spain	4.8	x(87)	4.8	8.0	34.2	46.9	22.9	30.2	24.1	6.1	53.1	100	
Sweden	9.9	a	9.9	7.4	23.7	41.0	45.8	13.1	8.4	4.7	59.0	100	
Switzerland	24.1	10.2	13.9	c	16.7	42.0	43.1	14.6	8.6	6.0	57.7	100	
Turkey	17.1	a	17.1	2.9	16.8	36.8	42.7	20.5	9.5	11.1	63.2	100	
United Kingdom	14.1	3.8	10.3	2.0	18.5	34.6	50.5	14.9	10.6	4.2	65.4	100	
United States	16.7	x(87)	16.7	1.1	18.8	36.6	48.7	14.7	6.2	8.4	63.4	100	
OECD average (excluding Japan)		13.9	m	12.2	2.6	27.2	43.4	40.2	16.3	10.0	6.6	56.5	100
EU21 average		11.6	m	10.5	3.2	31.3	45.4	36.9	17.6	12.0	5.8	54.6	100
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ²	13.6	a	13.6	1.7	6.2	21.6	63.2	15.2	6.3	9.0	78.4	100
	China	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	12.1	a	12.1	2.7	10.0	24.7	62.4	12.9	8.6	4.3	75.3	100
	Costa Rica	21.8	a	21.8	6.1	11.1	39.0	49.1	11.9	9.2	2.7	61.0	100
	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
	Latvia	17.0	a	17.0	3.0 ^r	22.4	42.4	40.8	16.9	10.7	6.1	57.6	100
	Lithuania	12.1	a	c	c	32.0	46.0	39.2	14.8	10.1	c	54.0	100
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
	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

Notes: NEET refer to young people neither in employment nor in education or training. Columns showing data for total population and/or other age groups are available for consultation on line (see *StatLink* below).

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. Brazil, Chile, Korea: Data for 2014 refer to year 2013.

Source: OECD. Latvia, 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/10.1787/888933285989>

Table C5.2a. [2/2] **Percentage of 15-29 year-olds in education/not in education, by work status, age group and gender (2014)**

		20-24 year-olds											
		Young women											
		In education					Not in education					Total in education and not in education (108)	
		Employed			Unemployed (100)	Inactive (101)	Sub-total (employed + unemployed + inactive) (102)	Employed (103)	NEET				
		Students in work-study programmes ¹ (98)	Other employed (99)	NEET (104)					Unemployed (105)	Inactive (106)	Sub-total (employed + unemployed + inactive) (107)		
		(97)	(98)	(99)	(100)	(101)	(102)	(103)	(104)	(105)	(106)		(107)
OECD	Australia	27.5	0.5r	27.0	2.9	13.6	43.9	41.2	14.9	4.1	10.7	56.1	100
	Austria	16.8	2.9	13.9	2.5	21.9	41.3	47.3	11.5	4.8	6.7	58.7	100
	Belgium	4.9	c	3.8	1.5	44.4	50.8	30.4	18.9	9.2	9.6	49.2	100
	Canada	24.4	x(99)	24.4	1.9	19.4	45.7	40.3	14.0	4.9	9.1	54.3	100
	Chile ²	9.2	x(99)	9.2	3.4	33.3	46.0	27.4	26.7	5.4	21.2	54.0	100
	Czech Republic	10.1	4.9	5.2	c	44.6	55.3	29.2	15.5	5.4	10.1	44.7	100
	Denmark	35.0	x(99)	35.0	4.0	25.3	64.3	23.1	12.7	4.5	8.2	35.7	100
	Estonia	20.0	x(99)	20.0	c	31.0	52.2	31.5	16.3	3.9	12.4	47.8	100
	Finland	25.6	x(99)	25.6	4.9	27.1	57.6	28.4	13.6	4.1	9.5	42.0	100
	France	10.3	x(99)	10.3	1.2	36.7	48.2	33.1	18.7	10.1	8.6	51.8	100
	Germany	28.5	13.3	15.2	0.7	25.9	55.0	33.6	11.4	4.0	7.3	45.0	100
	Greece	2.4	a	2.4	2.6	47.2	52.2	15.7	32.1	23.8	8.2	47.8	100
	Hungary	2.6	a	2.6	c	43.0	46.2	29.7	24.1	8.6	15.5	53.8	100
	Iceland	39.4	a	39.4	c	11.8	53.0	38.4	8.7	c	6.6	47.0	100
	Ireland	12.0	a	12.0	1.6 ^r	31.0	44.5	33.5	21.7	9.7	12.0	55.2	100
	Israel	16.6	x(99)	16.6	1.4	15.6	33.6	44.5	21.9	5.4	16.6	66.4	100
	Italy	2.5	a	2.5	1.4	42.0	45.9	18.7	35.1	16.3	18.8	53.7	100
	Japan	m	m	m	m	m	m	m	m	m	m	m	m
	Korea ²	10.1	a	10.1	0.8	29.9	40.8	37.5	21.7	3.9	17.8	59.2	100
	Luxembourg	11.4	a	11.4	3.9 ^r	43.7	59.0	34.7	6.3 ^r	c	4.1 ^r	41.0	100
	Mexico	6.6	a	6.6	0.9	19.4	26.8	33.8	39.4	3.8	35.7	73.2	100
	Netherlands	33.8	x(99)	33.8	4.1	18.5	56.4	32.5	11.2	4.2	7.0	43.6	100
	New Zealand	20.1	a	20.1	2.9	17.2	40.1	40.6	19.2	6.0	13.2	59.8	100
	Norway	31.1	8.2	22.9	1.7	21.0	53.7	35.8	10.4	1.8	8.6	46.3	100
	Poland	12.9	a	12.9	3.0	41.1	57.0	23.4	19.6	8.8	10.8	43.0	100
	Portugal	4.6	a	4.6	4.2	35.3	44.2	31.8	24.1	16.9	7.2	55.8	100
	Slovak Republic	3.1	c	c	c	53.5	57.4	23.4	19.2	10.3	8.9	42.6	100
Slovenia	22.5	x(99)	22.5	2.7 ^r	52.7	77.9	9.5	12.6	7.3 ^r	5.3 ^r	22.1	100	
Spain	7.4	x(99)	7.4	8.7	37.0	53.1	19.0	27.9	19.9	7.9	46.9	100	
Sweden	16.6	a	16.6	7.1	27.8	51.6	37.6	10.8	5.2	5.6	48.4	100	
Switzerland	27.5	7.4	20.0	2.7	17.7	47.8	42.1	10.1	5.0	5.1	52.2	100	
Turkey	7.0	a	7.0	2.1	17.5	26.6	22.4	51.0	5.1	45.9	73.4	100	
United Kingdom	15.1	1.9	13.2	1.6	17.8	34.5	46.3	19.2	6.5	12.7	65.5	100	
United States	21.7	x(99)	21.7	1.2	16.6	39.4	40.2	20.3	6.2	14.2	60.6	100	
OECD average (excluding Japan)		16.3	m	15.5	2.8	29.7	48.5	32.0	19.4	7.6	12.2	51.4	100
EU21 average		14.2	m	13.5	3.3	35.6	52.6	29.2	18.2	9.2	9.4	47.4	100
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ²	14.0	a	m	2.2	9.8	26.0	41.4	32.6	7.7	24.9	74.0	100
	China	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	11.8	a	m	3.2	12.0	27.1	36.8	36.1	10.9	25.2	72.9	100
	Costa Rica	16.7	a	m	8.4	19.9	45.0	22.3	32.7	10.1	22.6	55.0	100
	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
	Latvia	14.6	a	m	c	36.7	52.5	31.2	16.3	7.0	9.3	47.5	100
	Lithuania	13.3	a	c	c	40.1	55.7	26.2	18.1	8.9	9.2	44.3	100
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
	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 refer to young people neither in employment nor in education or training. Columns showing data for total population and/or other age groups are available for consultation on line (see *StatLink* below).

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. Brazil, Chile, Korea: Data for 2014 refer to year 2013.

Source: OECD. Latvia, 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/10.1787/888933285989>

Table C5.3a. **Percentage of 15-29 year-olds in education/not in education, by educational attainment, work status and gender (2014)**

		Tertiary											
		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 ¹	Other employed		Unemployed	Inactive									
(73)	(74)	(75)	(76)	(77)	(78)	(79)	(80)	(81)	(82)	(83)	(84)		
OECD	Australia	15.2	c	15.0	1.4	8.7	25.3	66.1	8.6	2.5	6.1	74.7	100
	Austria	20.8	c	20.5	2.4	15.0	38.2	55.9	5.9	3.1	2.9	61.8	100
	Belgium	5.5	c	5.2	c	16.0	22.2	68.3	9.5	6.0	3.5	77.8	100
	Canada	13.4	x(75)	13.4	1.0	9.8	24.2	65.0	10.8	5.2	5.6	75.8	100
	Chile ²	5.8	a	5.8	1.0	7.0	13.8	68.2	18.0	8.6	9.4	86.2	100
	Czech Republic	11.0	m	10.9	c	20.0	31.8	56.4	11.8	4.4	7.4	68.2	100
	Denmark	27.4	x(75)	27.4	2.4 ^r	9.6	39.4	49.3	11.3	7.6	3.6	60.6	100
	Estonia	16.6	x(75)	16.6	c	8.2	26.3	60.0	13.7	4.8	8.9	73.7	100
	Finland	17.7	x(75)	17.7	1.8 ^r	6.9	26.4	60.4	13.2	5.6	7.5	73.6	100
	France	10.6	x(75)	10.6	0.5	16.2	27.4	60.9	11.7	8.1	3.6	72.6	100
	Germany	14.5	1.1	13.3	1.3	9.7	25.5	68.9	5.6	2.3	3.2	74.5	100
	Greece	2.2	a	2.2	1.5 ^r	5.4	9.1	50.6	40.3	35.8	4.5	90.9	100
	Hungary	3.6	a	3.6	c	9.8	13.7	71.8	14.5	5.7	8.8	86.3	100
	Iceland	14.8	a	14.8	c	c	21.6	73.1	c	c	c	78.4	100
	Ireland	7.7	a	7.7	1.2 ^r	11.7	20.7	67.4	11.9	7.4	4.5	79.3	100
	Israel	15.2	x(75)	15.2	0.7	4.2	20.0	67.6	12.3	5.3	7.1	80.0	100
	Italy	4.5	a	4.5	1.7	29.4	35.5	34.5	29.2	14.0	15.2	63.7	100
	Japan	m	m	m	m	m	m	m	m	m	m	m	m
	Korea ²	1.4	a	1.4	0.0	1.6	3.0	72.2	24.8	5.8	18.9	97.0	100
	Luxembourg	11.5	a	11.5	m	19.9	31.3	59.5	9.1	7.3	c	68.7	100
	Mexico	8.0	a	8.0	0.7	12.1	20.7	63.0	16.2	7.4	8.8	79.3	100
	Netherlands	21.4	x(75)	21.4	1.6	8.7	31.7	62.4	5.9	3.1	2.9	68.3	100
	New Zealand	12.8	a	12.8	0.7	6.9	20.4	70.9	8.7	3.8	4.9	79.6	100
	Norway	12.3	m	12.3	0.8	13.0	26.2	68.5	5.2	2.4	2.8	73.8	100
	Poland	10.6	a	10.6	1.6	12.2	24.5	63.0	12.5	7.1	5.4	75.5	100
	Portugal	8.8	a	8.8	3.1	18.1	30.0	51.8	18.1	13.9	4.2	70.0	100
	Slovak Republic	4.5	c	c	c	26.8	31.6	52.3	16.1	9.1	7.0	68.4	100
Slovenia	17.2	x(75)	17.2	4.0 ^r	12.4	33.6	50.5	15.9	11.6	4.3 ^r	66.4	100	
Spain ³	10.9	x(75)	10.9	7.4	14.3	32.6	46.7	20.7	16.7	4.0	67.4	100	
Sweden	17.7	a	17.7	4.4	17.3	39.5	55.0	5.5	3.0	2.5	60.5	100	
Switzerland	15.8	c	15.3	1.2	7.6	24.7	67.8	7.2	4.3	3.0	75.1	100	
Turkey	18.9	a	18.9	3.1	6.2	28.2	46.3	25.6	10.2	15.4	71.8	100	
United Kingdom	11.8	0.9	10.8	1.3	8.9	21.9	69.8	8.3	4.1	4.2	78.1	100	
United States	13.6	x(75)	13.6	0.4	8.4	22.4	66.5	11.1	3.7	7.4	77.6	100	
OECD average (excluding Japan)		12.2	m	12.4	1.8	11.9	25.6	60.9	13.7	7.5	6.4	74.4	100
EU21 average		12.2	m	12.5	2.4	14.1	28.2	57.9	13.8	8.6	5.4	71.7	100
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ²	3.1	a	3.1	0.3	1.2	4.7	82.1	13.3	5.6	7.7	95.3	100
	China	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	15.5	a	15.5	2.5	4.2	22.3	61.2	16.5	10.7	5.9	77.7	100
	Costa Rica	28.7	a	29.0	7.0	6.7	42.4	47.8	9.8	7.5	2.3	57.6	100
	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
	Latvia	12.3	a	12.3	c	4.7	17.8	69.8	12.4	3.4 ^r	9.0	82.2	100
	Lithuania	c	a	c	c	c	9.1	78.9	12.0	7.0	c	90.9	100
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
	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

Notes: NEET refer to young people neither in employment nor in education or training. Data refer to ISCED 2011. In Brazil data refer to ISCED-97. See the description of the levels of education in the *Definitions* section. Columns showing data broken down by gender and/or other educational attainment groups are available for consultation on line (see *StatLink* below).

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. Brazil, Chile, Korea: Data for 2014 refer to year 2013.

3. Spain: Data refer to 16-29 year-olds.

Source: OECD. Latvia, 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/10.1787/888933285997>

Table C5.4a. **Percentage of 15-29 year-olds in education/not in education, by number of hours worked and age group (2014)**

	20-24 year-olds													
	In education							Not in education						
	Employed - Number of hours worked per week					Employed	Unemployed or inactive	Employed - Number of hours worked per week					Employed	Unemployed or inactive
	1-9	10-19	20-34	35+	Unknown			1-9	10-19	20-34	35+	Unknown		
	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
OECD														
Australia	3.6	x(17)	14.0 ^d	8.2	0.0	25.8	17.1	1.2	x(24)	10.7 ^d	31.9	0.0	43.8	13.2
Austria	3.9	4.2	2.7	5.5	16.4	16.4	22.8	0.8	1.2	7.6	39.3	0.0	48.8	12.0
Belgium	1.3	c	0.8	1.2	c	4.3	43.0	c	2.2	7.5	23.8	c	33.9	18.9
Canada	4.4	8.3	5.2	2.2	0.0	20.0	21.0	1.2	3.1	12.5	27.4	0.0	44.2	14.8
Chile ¹	1.1	1.1	1.9	5.6	0.3	9.9	34.1	0.7	1.3	3.1	29.1	0.7	34.9	21.1
Czech Republic	c	0.8	1.8	1.9	5.3	10.2	38.6	c	0.9	5.0	32.6	c	38.9	12.3
Denmark	12.4	8.9	3.3	8.6	c	33.4	27.7	1.5	2.5	6.4	15.7	0.0	26.1	12.7
Estonia	c	1.5	7.1	5.9	c	16.2	30.1	c	c	4.2	29.8	2.4	37.6	16.1
Finland	5.5	5.7	4.7	3.4	c	19.7	31.2	1.3	2.2	8.5	21.1	c	33.3	15.6
France	1.4	2.0	1.5	6.4	0.1	11.3	35.0	0.9	1.9	6.6	25.8	0.1	35.3	18.3
Germany	4.4	3.8	2.1	17.2	0.0	27.5	26.6	0.6	1.7	3.9	29.6	0.0	35.8	10.1
Greece	c	0.5 ^r	0.9 ^r	1.1	0.0	2.5	46.7	0.4 ^r	1.1	4.7	13.4	0.0	19.5	31.3
Hungary	c	c	1.0	1.0	c	2.4	40.5	c	c	3.6	32.1	c	36.5	20.6
Iceland	7.4	9.2	7.0	11.4	0.0	35.1	14.9	c	c	5.2	32.8	0.0	40.5	9.4
Ireland	1.9	4.9	2.8	2.6	c	12.2	33.0	0.9 ^r	2.3	9.2	20.7	c	33.4	21.1
Israel	1.9	2.7	4.6	3.3	0.0	12.4	17.0	0.9	2.3	7.7	41.1	0.0	52.0	18.5
Italy	0.4	0.4	0.7	0.5	c	2.1	39.3	0.6	1.2	6.1	15.3	0.3	23.4	34.8
Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Korea ¹	1.6	x(17)	5.2 ^d	2.9	0.0	9.8	34.6	0.4	x(24)	4.8 ^d	28.0	0.3	33.5	22.2
Luxembourg	c	c	2.2 ^r	3.7	c	7.6	50.8	c	3.3 ^r	4.1	21.9	1.9 ^r	32.6	9.0
Mexico	0.7	1.1	2.0	3.9	0.2	7.9	19.6	1.0	2.5	5.8	37.2	1.0	47.6	24.9
Netherlands	14.3	8.0	6.3	4.8	0.9	34.3	22.3	4.4	2.6	9.1	15.8	1.1	33.0	10.4
New Zealand	x(19)	x(19)	x(19)	x(19)	20.1 ^d	20.1	20.5	x(26)	x(26)	x(26)	x(26)	44.7 ^d	44.7	14.4
Norway	9.9	5.8	5.0	7.9	0.0	30.8	21.7	6.2	3.0	7.4	21.0	0.0	37.5	10.0
Poland	0.3	0.7	2.9	7.3	0.0	11.1	37.2	0.0	0.7	4.1	27.6	0.0	32.5	19.2
Portugal	c	c	0.8	1.8	c	4.4	38.8	c	1.8	4.6	24.3	1.5	32.9	23.9
Slovak Republic	0.0	c	0.7 ^r	1.2	0.0	2.5	45.9	c	1.2	4.2	27.2	c	33.1	18.6
Slovenia	2.3 ^r	3.2 ^r	7.2	5.0	0.0	17.8	51.1	c	1.2 ^r	1.5 ^r	15.0	0.0	17.7	13.4
Spain	1.2	x(17)	3.1 ^d	1.7	0.0	6.1	43.9	0.9	x(24)	5.7 ^d	14.4	0.0	21.0	29.0
Sweden	4.8	3.5	2.9	1.9	c	13.2	33.0	1.7	3.3	11.7 ^d	25.0	c	41.8	12.0
Switzerland	4.6	3.1	3.4	4.2	10.5	25.7	19.1	0.9	0.9	5.5	30.7	4.5	42.6	12.4
Turkey	0.2	0.6	1.0	10.0	0.0	11.8	19.7	0.4	1.6	2.5	27.7	0.0	32.2	36.3
United Kingdom	2.2	3.9	2.7	4.7	1.2	14.6	19.9	1.2	4.2	8.1	33.4	1.5	48.4	17.0
United States	1.6	4.3	7.9	5.3	0.1	19.2	18.9	0.7	2.0	9.2	32.6	0.0	44.5	17.5
OECD average (excluding Japan)	3.6	3.7	3.6	4.8	2.4	15.1	30.8	1.3	2.0	6.3	26.4	2.3	36.2	17.9
EU21 average	3.8	3.5	2.8	4.2	2.2	12.9	36.1	1.2	2.0	6.0	24.0	0.6	33.1	17.9
Partners														
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ¹	x(19)	x(19)	x(19)	x(19)	13.8 ^d	13.8	10.0	x(26)	x(26)	x(26)	x(26)	52.2 ^d	52.2	24.0
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	1.1	1.3	2.3	7.3	0.0	11.9	14.0	1.6	2.5	6.2	38.8	0.0	49.1	24.9
Costa Rica	1.4	1.5	2.1	14.4	0.0	19.4	22.4	1.9	2.0	2.9	29.8	0.0	36.6	21.6
India	m	m	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	m	m
Latvia	c	c	5.2	10.0	0.0	15.8	31.5	0.0	c	1.3 ^r	33.2	c	36.1	16.6
Lithuania	c	c	4.1	8.1	c	12.7	38.0	c	c	c	28.9	c	32.9	16.4
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	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	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Hours worked represent the actual number of hours worked per week, including overtime. When actual hours worked per week were equal to zero, the usual hours worked were used instead. When a country could not provide the actual number of hours worked per week, the usual hours worked were used. Columns showing data for other age groups are available for consultation on line (see StatLink below).

1. Brazil, Chile, Korea: Data for 2014 refer to year 2013.

Source: OECD, Latvia, 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/10.1787/888933286000>

Table C5.4b. **Percentage of 15-29 year-olds in education/not in education, by number of hours worked and gender (2014)**

		Total (young men + young women)													
		In education							Not in education						
		Employed - Number of hours worked per week					Employed	Unemployed or inactive	Employed - Number of hours worked per week					Employed	Unemployed or inactive
		1-9	10-19	20-34	35+	Unknown			1-9	10-19	20-34	35+	Unknown		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)		
OECD	Australia	5.5	x(3)	10.6 ^d	7.3	0.0	23.5	23.0	0.9	x(10)	8.7 ^d	31.2	0.0	40.9	12.6
	Austria	3.3	2.6	2.7	9.2	0.0	17.9	27.5	1.0	1.8	7.4	32.9	0.0	43.1	11.6
	Belgium	0.9	c	0.8	1.3	0.5	3.8	44.3	0.5	2.1	7.2	26.9	c	36.9	15.0
	Canada	5.1	7.1	3.6	1.8	0.0	17.6	26.6	1.1	2.6	10.2	28.5	0.0	42.4	13.4
	Chile ¹	0.7	0.8	1.4	4.6	0.2	7.6	41.0	0.7	1.1	3.0	27.1	0.7	32.7	18.8
	Czech Republic	0.2	0.6	1.4	2.0	21.3	25.5	20.5	0.4	0.9	5.6	34.5	c	41.5	12.5
	Denmark	13.5	8.1	2.2	6.2	c	30.0	32.1	0.9	1.9	6.2	18.1	0.0	27.1	10.7
	Estonia	0.7	1.2	3.7	5.3	c	11.1	34.2	c	1.3	4.7	32.5	1.2	40.1	14.6
	Finland	4.7	3.7	3.1	3.9	0.3 ^r	15.7	38.6	0.9	1.9	7.7	22.0	c	32.6	12.9
	France	0.8	1.0	0.9	4.5	0.0	7.2	40.5	0.8	1.7	6.2	27.2	0.0	36.0	16.3
	Germany	3.5	2.6	1.8	12.4	0.0	20.3	33.4	0.7	1.7	4.7	30.0	0.0	37.2	9.2
	Greece	c	0.3 ^r	0.6	1.0	0.0	1.8	45.9	0.5	1.2	4.9	17.3	0.0	23.9	28.3
	Hungary	c	c	0.5	1.0	c	1.7	43.4	c	0.5	3.6	33.0	c	37.4	17.5
	Iceland	7.7	7.7	6.3	9.9	0.0	31.6	18.4	1.2	2.3	5.7	32.0	0.0	41.2	8.8
	Ireland	1.5	2.5	1.7	1.7	c	7.5	40.4	0.8	2.4	8.3	21.9	0.4	34.0	18.0
	Israel	2.2	2.5	4.1	3.9	0.0	12.6	30.2	0.7	1.9	5.9	34.8	0.0	43.3	13.8
	Italy	0.2	0.3	0.6	0.6	0.0	1.8	44.9	0.6	1.3	5.9	17.1	0.3	25.3	27.6
	Japan ²	x(5)	x(5)	x(5)	x(5)	10.8 ^d	10.8	53.5	x(12)	x(12)	x(12)	x(12)	29.2 ^d	29.2	6.6
	Korea ¹	0.7	x(3)	2.9 ^d	1.8	0.0	5.5	42.2	0.3	x(10)	4.4 ^d	29.0	0.5	34.3	18.0
	Luxembourg	1.5	0.7 ^r	1.9	2.9	0.7 ^r	7.6	48.0	0.8 ^r	1.2	4.5	27.9	1.8	36.2	8.2
	Mexico	1.0	1.4	1.9	3.1	0.2	7.5	28.7	1.0	2.2	5.4	31.7	1.0	41.4	22.4
	Netherlands	14.4	6.5	4.7	3.9	1.2	30.7	24.5	4.9	2.4	9.1	18.2	1.0	35.5	9.2
	New Zealand	x(5)	x(5)	x(5)	x(5)	16.6 ^d	16.6	28.5	x(12)	x(12)	x(12)	x(12)	41.8 ^d	41.8	12.9
	Norway	10.0	4.4	3.6	6.4	0.0	25.8	30.0	6.6	2.4	6.3	20.5	0.0	35.7	8.5
	Poland	0.1	0.5	1.5	4.3	0.0	6.5	39.9	0.2	0.8	4.8	32.0	0.0	37.7	15.8
	Portugal	0.5	0.3	0.7	1.7	0.3	3.6	44.4	0.7	1.3	4.2	26.4	1.7	34.3	17.7
	Slovak Republic	0.0	0.3	0.5	1.1	0.0	2.0	43.1	0.3	1.3	4.6	29.7	0.3	36.2	18.7
Slovenia	1.5	1.8	3.5	5.6	0.0	12.3	45.2	0.2 ^r	0.9 ^r	3.0	24.7	0.0	28.8	13.7	
Spain ³	0.8	x(3)	2.2 ^d	2.2	0.0	5.1	40.4	0.9	x(10)	6.5 ^d	21.3	0.0	28.6	25.8	
Sweden	4.6	2.7	2.3	2.2	c	11.9	39.4	1.3	2.6	9.8	25.4	0.1 ^r	39.3	9.4	
Switzerland	3.3	1.9	2.4	3.4	16.2	27.2	21.7	1.5	1.8	5.2	29.1	3.6	41.2	9.9	
Turkey	0.2	0.6	1.4	7.1	0.0	9.2	28.0	0.5	1.3	2.6	26.7	0.0	31.2	31.6	
United Kingdom	3.0	3.1	2.1	4.1	1.1	13.3	28.2	1.1	3.6	7.2	30.9	1.3	44.1	14.4	
United States	1.7	3.7	5.4	3.8	0.1	14.6	30.1	0.6	1.6	7.6	30.4	0.0	40.3	15.0	
OECD average (excluding Japan)		3.1	2.5	2.6	4.1	2.1	13.2	34.8	1.1	1.7	6.0	27.2	1.9	36.4	15.5
EU21 average		2.9	2.1	1.9	3.7	1.6	11.3	38.1	0.9	1.6	6.0	26.2	0.5	35.0	15.6
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Brazil ¹	x(5)	x(5)	x(5)	x(5)	13.0 ^d	13.0	22.7	x(12)	x(12)	x(12)	x(12)	44.0 ^d	44.0	20.3
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Colombia	1.3	1.6	2.1	5.8	0.0	10.9	24.7	1.5	2.3	5.5	33.7	0.0	43.0	21.4
	Costa Rica	1.1	1.4	2.0	10.8	0.0	15.3	31.7	1.9	1.7	3.3	27.3	0.0	34.2	18.8
	India	m	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	m	
	Latvia	c	c	2.0	6.5	0.0	8.9	35.2	0.0	0.6 ^r	1.7	38.4	0.6 ^r	41.3	14.5
	Lithuania	c	c	2.0	4.7	c	7.0	44.0	c	c	3.2	30.4	c	34.8	14.2
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Saudi Arabia	m	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	m	
	G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Hours worked represent the actual number of hours worked per week, including overtime. When actual hours worked per week were equal to zero, the usual hours worked were used instead. When a country could not provide the actual number of hours worked per week, the usual hours worked were used. Columns showing data broken down by gender are available for consultation on line (see *StatLink* below).


1. Brazil, Chile, Korea: Data for 2014 refer to year 2013.

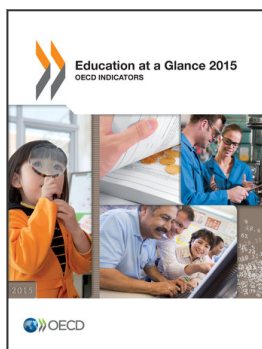
2. Japan: Data for 15-29 year-olds refer to 15-24 year-olds.

3. Spain: Data for 15-29 year-olds refer to 16-19 year-olds.

Source: OECD, Latvia, Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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