

<b>Indicator (definition)</b>	<b>Early school leavers:</b> The indicator is defined as the percentage of the population aged 18-24 with at most lower secondary education and not in further education or training.
<b>Eurostat Unit</b>	Education, science and culture statistics
<b>Other Commission DGs</b>	DG Education and Culture DG Employment, Social Affairs and Equal Opportunities
<b>European Statistical System Working Group (WG)</b>	WG on Education and Training Statistics WG on Labour Market Statistics
<b>Date</b>	May 2010

**1. Overall assessment of accuracy and comparability** (Description of quality grades under the following link: [http://circa.europa.eu/Public/irc/dsis/structind/library?l=/general\\_information/quality\\_profiles/annex\\_enpdf/EN\\_1.0\\_&a=d](http://circa.europa.eu/Public/irc/dsis/structind/library?l=/general_information/quality_profiles/annex_enpdf/EN_1.0_&a=d))

A     
  B     
  C     
  Indicator to be developed

Data on early school leavers are collected from reliable sources applying high standards with regard to the methodology and ensuring high comparability across countries. Due to the heterogeneity of the implementation of certain concepts in the Labour Force Survey the comparability over time is restricted. Some tests are foreseen over the period 2010-2011 to improve the quality of the indicator.

### 2. Objective and relevance of the indicator:

Combating early school leaving is an integral part of the new Europe 2020 strategy which is the successor of the Lisbon strategy to enhance Europe's competitiveness. It was set a target of 10 percent or less of early school leavers by 2020. An operational objective of the renewed Sustainable Development Strategy is to ensure that at least 85% of 22 year olds should have completed upper secondary education. Education is critical to promote sustainable development. It is essential that all people have a set of basic knowledge and skills in order to fully participate in society. This is crucial in social and political life but also for smoothly entering the labour market, and will enable young people to understand and adapt to our quick-evolving societies, especially in the context of globalisation.

Reducing the number of early school-leavers is crucial in a European Union because better educational levels help employability and progress in increasing the employment rate helps to reduce poverty.

### Restriction of the indicator's relevance and other characteristics which may lead to restrictions in using it in monitoring and reporting

Students living abroad for one year or more and conscripts on compulsory military or community service are not covered by the EU Labour Force Survey, which may imply higher rates than those available at national level. This is especially relevant for CY. The results do not cover persons living in institutional households neither.

### 3. Data availability: details

( $t_1$ : earliest reference year available;  $t_2$ : latest reference year available in May 2010)

	Member States	Candidate and Acceding Countries	US and Japan	EEA-EFTA <sup>1</sup>
$t_1$	1992: BE, DK, IE, EL, ES, IT, LU, PT, UK 1993: FR 1995: AT 1996: DE, NL, FI, SE 1997: HU, RO	2000: TR 2002: HR 2006: MK	-	1996: NO, CH 1999: IS

<sup>1</sup> While being a member of the EEA, Liechtenstein has complete or partial exemptions from several statistical requirements due to its size. Thus, Liechtenstein is excluded from this overview as most of the data are missing.

	1998: EE 1999: CY 2000: LT, MT 2001: BG, SI, PL 2002: CZ, LV, SK			
t <sub>2</sub>	2008	2008	-	2008

*Comments (including information on time series):* No data available for DE, LU, AT, SE in 1998, UK 1995-1998, IE 1998-2001 and NO 1998-1999.

#### 4. Overall accuracy

High



The overall accuracy is considered as high.

The indicators stem from the European Union Labour Force Survey (LFS), a households survey based on European legislation. It is governed principally by the Council Regulation (EC) No. 577/98.

Education levels are coded according to the International Standard Classification of Education (ISCED, 1997): pre-primary, primary and lower secondary education: levels 0-2, upper secondary and post-secondary non-tertiary education: levels 3-4; tertiary education: level 5-6. The results are based on a sample of population (sampling rates vary between 0.3% and 3.3%) and are therefore subject to the usual types of errors associated with sampling techniques and interviews. Non response and proxy interviews constitute the major risks of potential bias in the results. The results do not cover persons living in institutional households and persons carrying out military service.

Restricted



(sources, errors, methodology, etc.)

#### 5. Comparability across countries

High



Restricted



Comparability across countries is achieved in the European Labour Force Survey (LFS) through various regulations ensuring harmonisation of concepts, definitions and methodologies for all EU Member States, EFTA and candidate countries.

However the results might lack comparability across countries due to the heterogeneity of the implementation of the concepts of participation in education and training in the Labour Force Survey

Comparable data not available for US and JP.

#### 6. Comparability over time

High



Restricted



The comparability over time is restricted.

A first stage of improvements in 2003 and 2004 make comparisons over time difficult and limit the comparability.

The transition into annual averages in 2000 (or later in certain countries) hampers the comparability with previous years.

#### 7. Development perspective for improving the quality of this indicator (including as far as possible an indication of the burden on Member States and respondents.)

Some tests are foreseen over the period 2010-2011 to analyse the indicator 'lifelong learning' which might have an impact on the indicator 'early school leavers'. A review of the measurement of the education attainment levels is performed in parallel. This might highlight punctual issues in few countries.

#### 8. Contribution to the coherence of the set/potential to qualify for an integrated policy analysis

Education is crucial for young people's transitions into the labour market and successful integration and participation in society. This indicator is one of those used for monitoring progress towards Lisbon objectives in the field of employment, social cohesion, education and training.

**Relevant European legislation**

Council Regulation (EC) No. 577/98 of 9 March 1998 on the organisation of a labour force sample survey in the Community (OJ No L 77/3)

REGULATION (EC) No 452/2008 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL  
of 23 April 2008 concerning the production and development of statistics on education and lifelong learning.

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