

HOW DOES TERTIARY EDUCATION LEVEL INSURE PEOPLE AGAINST UNEMPLOYMENT¹?

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ABSTRACT

The main aim of this paper is to investigate the relationship between two indicators: the education and the rate of unemployment. Namely the paper finds the answer to the question, if the education (especially high level of education) insures against the unemployment. The statistical verification is implemented on data from the European Union countries.

The first parts of text describe the theoretical resource, education policy of the European Union and data, indicators and a calculation method. The next part consists from two chapters which describe the education structure and the Labour market of the European Union. Name of the first chapter is the education structure of population in the European Union and the second chapter is called Labour market of the European Union. The empirical part includes statistical verification of hypothesis, if the tertiary education level insures against the unemployment. It will be provided by the index – odds ratio, which shows probability of success or failure. The last part of the paper summarizes the whole paper and results of the calculation.

Keywords

Education Structure of Population, Labour Market, Odds Ratio, Unemployment, Risk Society

Introduction

In the present time the education is considered to be a necessary part of our lives and it is even taken as a key element of the wealth growth of nations (measured by GDP). The education is generally defined as a system of scientific and technical knowledge, intellectual and practical skills, incl. formation of moral character and interest. The education is a product of the process known as the education. In the scholar literature we can find out many definitions of education, but mostly it is characterised as ***“the process of knowledge obtaining in the form of pieces of knowledge, skills and specific***

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abilities, which are interconnected with the effort of integration of any culture and society and active contribution to its development” (Sociology Lexicon, 1996). This process goes through our lives, whereas we feel it more intensively during our childhood and adolescence.

From the sociological aspect the education is understood as a part of socialization, whereas the higher level of education is generally connected with higher walk of life and higher status. Walter Leirman says *“some people consider knowledge and education to be means that help impart values and confidence. Other people see the education as an instrument for development of rational thinking and substantial knowledge, whereas other people take education as an instrument for professional skills offer or (on the other side) for detection of snoozing abilities” (Leirman, 1996).* However, we can find critical accesses to education too. For example Ivan Illich argues, that *“students are systematically imparted to be content with teaching instead of learning, with conversion to higher level of school instead of knowledge, with report or diploma instead of knowledge and with self-confident presence instead of ability to say something new” (Illich, 2003).*

The paper isn't targeted to the generally declared positive benefits of education, but it researches education from the aspect of protection against unemployment. The main aim of this paper is assessment of the rate of protection against unemployment through the index, which compares particular European countries. Content line of the paper begins with the description of theoretical resources and political proclamations of the EU. Then the data sources and used indicators are characterized. The empirical part contains the description of the structure of education and labour market and the paper finishes with the formulation of the level of education protection against unemployment.

Theoretical background

Two conceptions became the theoretical inspiration for the paper: Becker's theory of the human capital and Beck's conception of the risk society.

Human capital belongs to micro-economics, which studies the human capital from two aspects, namely persons and firms. The human capital is defined as a set of knowledge and skills, which are managed by the person and can be rented. Worker can obtain these knowledge and skills by means of education, job practice or self experiences. The value of the human capital is established in labour market and it is the result of reciprocal influencing of labour supply and labour demand. Economists of labour market recognize three types of the human capital - acquired at home, through formal

education and in the course of working career. Many people identify higher level of education not only with higher status, but also with higher wage level, higher rate of economic activity and lower probability of unemployment. The most important economist, who analyzed the human capital, was Gary S. Becker (1980). He defines investment in the human capital as activities, which are manifested by permanent or repeated impact on financial or mental incomes. He considers the education to be an investment, which in the future will bring revenue for an individual in the form of higher incomes as a bonus of higher knowledge and skills and higher labour productivity and technological progress.

In the book *Risk society* by Ulrich Beck (1986) questions rise, if it is important to reinforce relationships between education and employment and what effect the unemployment has on the education system. According to him, the issue of unemployment has already affected areas, which were assumed to secure a job in the past. He refers to the problem of unemployment of young people, who have already known during their studies, that after graduating they will have problem to enforce themselves in labour market. Due to this many people stay at school as a way how to solve the unemployment. He also stresses that the long-term structural unemployment leads to conflict situation in the system of education and a lot of graduates have problem with the unemployment (after finishing school) too. Based on several researches in Germany, Beck says, that the graduates of several schools have nearly "closed door" for employment (generally it affects students from elementary schools or schools without any special additional education). In present time this problem falls to skilled persons too. These persons were accepted for jobs in public administration. The demand for these people declines and many of them has no chance to find a job in the private sector. For example social workers, judges, teachers, etc. belong to this group. Because of this situation many people start to educate themselves or they visit retraining programs in other areas of their previous studies.

Education policy of the European Union

The paper will study relationship between education and unemployment in the European Union. The European status in area of the education and education policy lies particularly in systematic and extend support of several countries and regions. The support is provided through the structural funds and long term European programs of supra-national cooperation. The basic objectives in education policy, which were determined by the EU, are published in the form of recommendation. Countries provide this policy through cooperation, spreading of good experiences and comparison of progression.

In the year 2002 at Barcelona's summit the main strategic manners and particular objectives of the European Union in the area of education were defined. For this occasion the goal to the year 2010 was set, namely to accomplish universal world level in education systems and expert preparation of Europe. In November 2004 a continuous bulletin about fulfillment of Lisbon's strategy was published, it was made by a group of high professionals under the management of Wim Kok. The main aim, that the EU wanted to reach by the year 2010, was to build up *"the most dynamic and competitiveness educated economy in the world, which would be able to sustainable economic growth with higher amount of qualified jobs and higher social cohesion and with respect to the environment"* (Lisbon Strategy, 2004).

The strategy states, that it is required to perform immediately the steps in following policy areas: knowledge society, internal market, business area, labour market and environmental sustainability. To increase effectiveness of measures applied within the European Union, each of the member states should act in accordance with the others. As the necessary determinants of growth, the EU considers the support and development of knowledge combined with the support of research and development, innovations and education.

Concurrently with the measures stated in the Lisbon Strategy and by the Barcelona Summit, the processes specifying the international level of action in the frame of the European Union, so-called the European territories – lifetime education, university education (bologna process), vocational training and the preparation (Copenhagen process) and the science and research.

Data, indicators and calculation method

The Analysis of the European Union countries was created on the basis of information from EUROSTAT's web sites. Data come from the Labour Force Sample Survey (LFSS) of each European country. The structure of education was defined with the help of ISCED-97 classification. ISCED means the International Standard Classification of Education and it was constructed to provide an integrated and consistent statistical framework. The classification includes seven levels of education (0-6) and these levels have inside segmentation from A to C (for example – 5A is 1st degree, medium duration). For our purposes we connected these seven levels of education and created three new indicators:

- ISCED 0_2 – includes pre-primary, primary and lower secondary level of education,
- ISCED 3_4 – includes upper and post-secondary level of education,
- ISCED 5_6 – includes tertiary education.

There will be described used indicators:

- the activity rate (**act_rt_15_64**, in %)
- the total rate of unemployment (**ur**, in %),
- the long-term employment rate (**lur**, in %),
- the education structure of population (**resp**, in %),
- the unemployment rates of total population divided by the level of education (**ure**, in %).

The activity rate is calculated as a proportion between the numbers of economically active population aged 15 to 64 and the total population of the same age group. The total rate of unemployment represents the unemployed person as a percentage of the labour force. The labour force is the total number of people employed and unemployed. Unemployed persons include all persons who are older than 17 and younger than 74 and these persons were without any work (during the reference week), available for work (were available for paid employment or self-employment before the end of two weeks following the reference week) and seek for work. The long-term rate of unemployment includes all persons unemployed more than 12 months. The education structure of population is counted as a share of population older than 15 years with the highest reached level of education and total population older than 15 years. The last indicator is the unemployment rate of the total population by level of education targets the 25 to 59 years old persons. This indicator shows the probability of being without a job, according to the level of education.

This paper deals with data, which are counted as an average during years 2001 – 2003.

Except the given indicators the paper will work with one chosen index. With the help of this index the statistical verification of the hypothesis: *How does the tertiary education insure people against unemployment?* will be provided: The name of this index is odds ratio (**OR**), it is known as the cross-product ratio (see Edwards, 1963; Tvrđík, 2003). The index is calculated as a proportion of probability of success and failure.

We calculate the index in the following way. First we made up the table with four observed cases:

		Level of education according to ISCED 97	
		5 - 6	0 - 4
Status of economic Activity	Unemployed	U_{5_6}	U_{0_4}
	Employed	E_{5_6}	E_{0_4}

The first indicator U_{5-6} means the total number of unemployed people in the tertiary level of education. The second indicator U_{0-4} shows the total number of unemployed people, who belong to pre-primary, primary, lower, upper and post secondary level of education. The third and the fourth indicators contain the total number of employed population in accordance to ISCED classification. With the help of this indicator we calculated the probability of unemployment (failure) and employment (success) according to educational status. Through the use of these probabilities the odds ratio was calculated:

$$odds_{5-6} = \frac{\text{probability of unemployment}_{5-6}}{\text{probability of employment}_{5-6}}; \quad (1)$$

$$odds_{0-4} = \frac{\text{probability of unemployment}_{0-4}}{\text{probability of employment}_{0-4}}, \quad (2)$$

$$OR = \frac{odds_{5-6}}{odds_{0-4}}. \quad (3)$$

If the **OR** index recedes from value 1, the dependency of risk of unemployment or more precisely the chance of gaining a job will grow up.

For determination of **OR** confidence interval we used the logarithmic transformation to the **b** variable. (Especially when the asymetry of **OR** values around value of 1 occurs).

$$b = \ln (OR) \quad (4)$$

The standard error of **b** variable **SE(b)** is then computed as

$$SE(b) = \sqrt{\text{var}(b)} = \sqrt{1/U_{5-6} + 1/U_{0-4} + 1/E_{5-6} + 1/E_{0-4}} \quad (5)$$

The **95 % confidence interval** for **OR** was calculated in the following way:

$$\exp[b - 1,96 \cdot SE(b)]; \quad \exp[b + 1,96 \cdot SE(b)] \quad (6)$$

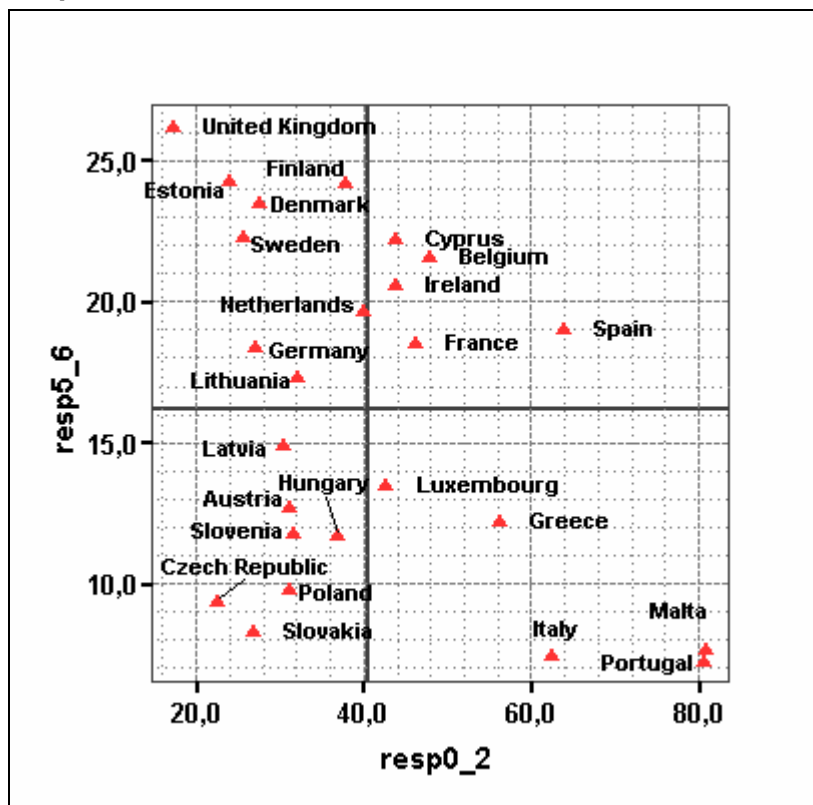
This test is asymptotic for the reason used only for the largest frequency. For detailed description of method calculation confidence interval see Goodman, 1964.

The education structure of population in the European Union

This part of paper will study the education structure of population in the European Union. Description will be provided by the education structure of population indicator, which is expressed by percentage.

Graph 1 shows the education structure of population and relations between groups ISCED 0_2 and ISCED 5_6.

Graph 1: The education structure of the EU



Note: Strong lines represent mean value of countries. France data are without oversea territory.

Sources: Eurostat, LFSS.

In case of persons older than 15 years with a very low level of education (ISCED 0_2), Malta (81 %) and Portugal (80,7 %) have the highest values. These values mean that in these countries c. 81 % people of the total population older than 15 years belong to pre-primary, primary and lower secondary education level. Higher values are in Spain (63,9 %), Italy (62,5 %) and Greece (56,3 %) too. By contrast to Italy, Portugal, Malta and Greece there is a very high value of the second indicator in Spain. Maybe it is due to the problem with classification. Belgium, Ireland and France have higher number of people, who belong to per-primary, primary and lower secondary education level too. This is caused by the flow of foreign workers with

low level of qualification. It is important to mention, that the EU tries to help on people with many problems in labour market, integrate them. For example people, who leave the school early, employees with low level of skills and so on. The lowest share of these people was recorded in United Kingdom. In this country 17,3 % people of the total population older than 15 were in the first group. In United Kingdom this group includes especially foreign workers. We can find similar values e.g. in the Czech Republic (22,7 %) and in Estonia (24 %).

The second indicator shown in graph no. 1 is the education structure of the third group (ISCED 5_6). We can find this indicator in many international comparisons. In our case the highest values were reached in United Kingdom (26,2 %) – it means, that 26,2 % people of total population older than 15 were tertiary educated during the analyzed period. Another countries with the high values are: Estonia (24,3 %), Finland (24,3 %), Denmark (23,6 %), Sweden (22,3 %) and Cyprus (22,3 %). On the other hand the lowest values of this indicator are in Portugal (7,3 %) Italy (7,5 %), Malta (7,8 %), Slovakia (8,4 %), the Czech Republic (9,5 %) and Poland (9,9 %). These countries have less than 10 % people older than 15 years (of total population) educated in the third level of education.

The last indicator to be described in this part of paper is characteristic, which shows percentage of people educated in upper- and post-secondary level of education (ISCED 3_4). The highest value is in the Czech Republic (67,9 %). So it means that nearly 70 % of people older than 15 years belong to secondary level of education except lower secondary level. High values can be found in Slovakia (64,7 %), Poland (58,9 %), Slovenia (56,6 %), United Kingdom (56,5 %) and Austria (56 %). It is different in Malta, Portugal and Spain. Values are lower than 17 % in these countries.

At the conclusion we can say, that if we compare the north and the south part of the European Union, more educated persons are in the north part. This fact is verified by data from our analysis. The reason of this event can be different education systems and cultural differences and historical development, incl. climatic effect. Northern countries are situated in harder conditions and these conditions beget higher accuracy and progress. We also can see, that nearly all the new members of the EU have very high share of people with upper- and post-secondary education level too. Along with Austria a lot of these countries were a part of Austrian monarchy and they had Teresian system of education. These countries have very advanced system of apprenticeship and secondary education. Many schools are at the same level as many bachelor studies, but through that there is perforce to change education system despite of the old system is functional and successful.

Labour market of the European Union

We will study the situation in the labour market of the EU through the use of three indicators. These indicators are the activity rate, the total unemployment rate and the total long-term unemployment rate. These indicators are shown in Appendix no. A2.

The average rate of economic activity of all described countries is 69 %, but there are large differences between particular countries. Into the group of countries with high rate of economic activity belong also: Denmark (80 %), Sweden (78 %), Netherlands (76 %), Finland (75 %) and United Kingdom (75 %). By contrast, the countries with low rate of economic activity are Malta (58 %), Hungary (60 %) and Italy (61 %). The different values are given by different function of labour markets. For example every country has another way how they solve maternity leave, retirement or how they motivate people to economic activity or inactivity.

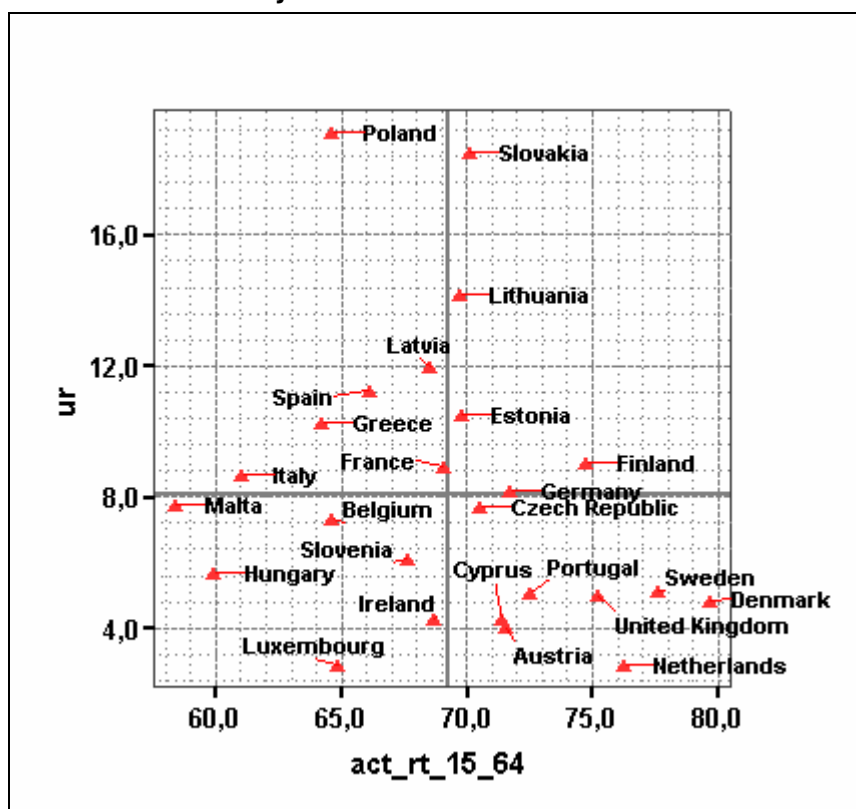
In the European Union the average rate of unemployment is 8,1 %. Like in the case of previous indicator, there are large differences between members of the EU. Very high rate of unemployment is in two new EU members, namely Poland has 19,2 % unemployment rate and Slovakia has 18,5 % unemployment rate. Both countries have large agricultural sector. Poland has large economics and its industry is concentrated into specific areas. This event causes big structural disparities and structural unemployment. These countries go through the transformation of their economics and both of them have low level of labour productivity. High rate of unemployment is in Lithuania and Latvia too. It is mainly due to their locality. They haven't economic activities except for services. Countries like Netherlands (with the functional labour market); Luxembourg (as a small specific country, which is aimed at export); Austria (with a very good immigrate policy); Cyprus (with tourism) or Ireland (as a useful economy aimed at high economics or services) haven't any problems with high rate of unemployment and value of this indicator is in these countries lower than 4,5 %.

Differences between countries are also in the rate of long-term unemployment. The values are influenced by elasticity of each labour market and active employment policy, which should help unemployed persons to enter to labour market.

The analysis approves very intensive relation between the unemployment rate and the long-term unemployment rate. Lower negative relation is between the economic active population and the long-term unemployment rate. The relation between the economic active persons and the rate of unemployment which is really small (this situation is displayed in graph no. 2). It means, that countries

with high and low activity rate also can have high and low rate of unemployment. The reason is in the different function of labour markets of particular countries and in different instruments of active and passive employment policy.

Graph 2: Relations between the total rate of unemployment and the activity rate.



Note: Strong lines represent mean value of countries. France data are without oversea territory.

Sources: Eurostat, LFSS.

Tertiary education level as a presumption of gaining a job

The main aim of this paper was to find, if the tertiary education level insures people against the unemployment. We looked for the answer to this question through the use of the odds ratio. **OR** is probability ratio of success (employment) and failure (unemployment). In the first part of the text (chapter Data, indicators and calculation method) the way of calculation was clarified. This chapter will describe results of this calculation.

The source data for the ODDS ratio is the unemployment rate for individual groups, by highest achieved education level. The data is shown in Table A3, Appendix.

The next table shows the odds ratio of the EU countries. As the methodology determines, if the **OR** value is more closely to one, the probability of unemployment of tertiary education level is higher.

Tab. 1: The index OR in EU countries

	odds5_6	odds0_4	OR	95% Confidenc Interval for OR	
				Lower Bound	Upper Bound
Austria	,016	,040	,403	,394	,411
Belgium	,033	,080	,407	,403	,411
Cyprus	,025	,039	,625	,595	,655
Czech Republic	,019	,078	,243	,239	,248
Germany	,046	,113	,407	,406	,409
Denmark	,042	,044	,948	,935	,961
Estonia	,063	,135	,464	,454	,474
Spain	,078	,118	,660	,658	,663
Finland	,042	,106	,400	,395	,405
France	,054	,089	,601	,599	,604
Greece	,071	,097	,735	,728	,742
Hungary	,013	,063	,211	,206	,215
Ireland	,020	,046	,448	,437	,458
Italy	,059	,085	,693	,689	,697
Lithuania	,063	,186	,339	,334	,344
Luxembourg	,031	,022	1,386	1,292	1,487
Latvia	,058	,147	,396	,388	,405
Malta	,012	,051	,236	,205	,272
Netherlands	,019	,025	,746	,737	,755
Poland	,057	,226	,251	,249	,252
Portugal	,036	,047	,770	,758	,782
Sweden	,029	,046	,634	,626	,642
Slovenia	,028	,061	,463	,448	,478
Slovakia	,036	,205	,175	,172	,179
United Kingdom	,022	,046	,487	,485	,490

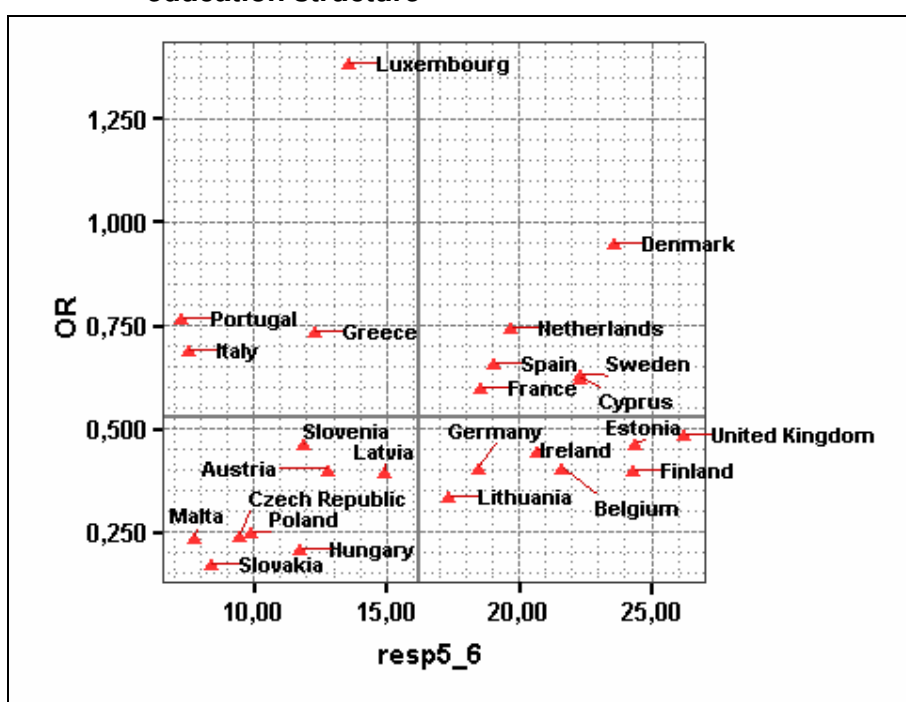
Note: The extreme values are indicated in red and blue colors.

Sources: Own caluclation.

The extreme value was measured in Luxembourg. As it has been already written, Luxembourg is a small specific country, which is aimed at export. The total rate of unemployment is 2,9 %. This level of unemployment is almost the lowest in the EU. There is higher rate of unemployment of university students than the total rate of unemployment and due to this fact the OR is higher than one.

In terms of calculation we can create two groups. The first group contains advanced economies like Denmark, Netherlands, Sweden, and France. In these countries is high number of people who belong to the tertiary level of education. The number of jobs for university students is given. Due to this fact there is an increased push to these jobs on the labour market of these countries. People compete with one another and crowd out one another. In terms of this fact we can say, that in these countries the probability of unemployment is higher. This fact verifies the results of our calculations, which are shown in the next graph.

Graph 3: The relationship between odds ratios and the education structure



Note: Strong lines represent mean value of countries. France data are without oversea territory.

Sources: Eurostat, LFSS and own calculation.

The second group includes the new members of the EU plus Austria (mostly all these countries were parts of the Austrian monarchy). Also Slovakia, the Czech Republic, Poland, Hungary, Austria, Slovenia, Latvia and Malta belong to this group. The number of tertiary group people is very small and these people can easily find a job. University students don't compete with one another so much and they don't crowd out from the labour market.

Except these two groups we can find one other group, which consists of Mediterranean countries (Portugal, Italy and Greece). In the previous part of the paper it was written, those Mediterranean

countries are very specific. These countries are interested in tourist trade and professions, which don't ask for university educated people. They have low share of people with college education, but at the same time these people have problems with finding a job. Spain should belong to this group too. But because of problem with classification (like was written in previous part), Spain is a part of the first group.

At the conclusion we can say, that with the increasing rate of people with tertiary education level decline protection of this people against the unemployment and in countries with low share of people with university students is the probability to find the job higher (the risk of possible unemployment is lower).

Conclusion

The paper tried to find the answer, if the education protects against unemployment. It was provided through the odds ratio, which shows the probability of success or failure.

The paper was divided into 6 parts: Theoretical resource; Education policy of the European Union; Data, indicators and calculation method; Education structure of population in the European Union; Labour market of the European Union and Tertiary education level as a presumption of gaining a job.

Theoretical resource was inspired with two conceptions: conception of Becker's theory of human capital and Beck's conception of the risk society. The part Education policy of the European Union shortly described the European status in area of the education and education policy. The next part determined data sources, used indicators and method of calculation. Data were used from the Labour Force Sample Survey and structure of education was defined in respect to the ISCED-97. The paper worked with five indicators and one index (the odds ratio). Among the indicators they were placed: the activity rate, the total rate of unemployment, the long-term employment rate, the education structure of population and the unemployment rates of the total population divided by level of education. The fourth part studied the education structure of population in the European Union. The capture worked with one indicator (the education structure of population) and the findings of this part were consequent. More educated persons are in the south part of the European Union. It is due to different educational system, cultural differences, historical development and climatic effect. In our opinion the northern countries are situated in harder conditions and these conditions beget on higher accuracy and progress. In this analysis it can be seen that countries, which were a part of the Austrian monarchy, have very advanced system of apprenticeship and secondary education. The fifth part contains description of labour

market of the European Union through three indicators (the activity rate, the total unemployment rate and total long-term unemployment rate). As data show there are large differences in the level of these indicators between members of the EU in the labour market. The extreme values were measured in Poland. This country has a large agricultural sector and it has large economics, which is concentrated into specific areas. This event causes big structural disparities and unemployment. On the other side the lowest rate of unemployment is in Netherlands, Luxembourg, Austria or Cyprus. This part of the text studied relation between indicators. Very intensive ratios were between the unemployment rate and the long-term unemployment rate. By contrast the relation between the economic active persons and the rate of unemployment is very small. The main part of the paper found, that the tertiary level of education insures against the unemployment. The analysis verifies that the probability to find a job is higher in countries with lower number of university students, i.e. they have lower risk of unemployment.

At the conclusion we can say, that the European Union tries (how the Lisbon strategy determines) to increase the number of university students. As our analysis shows that in countries with high number of people belonging to the tertiary education there is lower chance to find a job. According to this fact it is evident, that countries will move to the first group, where the OR is equal to 1. and the risk, that people with tertiary level of education will be unemployment growth (in these countries). This corresponds with Beck's theory of the Risk society.

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APPENDIX

Tab. A1: Educational structure of population

	<i>resp5_6</i>	<i>resp3_4</i>	<i>resp0_2</i>
Austria	12,80	56,03	31,17
Belgium	21,63	30,50	47,87
Cyprus	22,30	33,97	43,77
Czech Republic	9,47	67,90	22,67
Germany	18,47	54,27	27,27
Denmark	23,60	48,67	27,73
Estonia	24,37	51,63	24,00
Spain	19,07	17,03	63,93
Finland	24,30	37,87	37,80
France	18,57	35,23	46,20
Greece	12,30	31,47	56,23
Hungary	11,77	51,20	36,97
Ireland	20,67	35,50	43,83
Italy	7,53	29,93	62,50
Lithuania	17,37	50,53	32,10
Luxembourg	13,57	43,60	42,80
Latvia	14,97	54,50	30,53
Malta	7,77	11,30	81,00
Netherlands	19,70	40,20	40,10
Poland	9,90	58,90	31,23
Portugal	7,30	11,93	80,73
Sweden	22,33	51,97	25,67
Slovenia	11,87	56,57	31,60
Slovakia	8,40	64,73	26,90
United Kingdom	26,23	56,50	17,30

Note: The extreme values are indicated in red and blue colors.

Sources: Eurostat, LFSS.

Tab. A2: Labour market of European Union

	<i>ur</i>	<i>lur</i>	<i>act_rt_15_64</i>
Austria	4,0	1,1	71,5
Belgium	7,3	3,5	64,6
Cyprus	4,3	1,0	71,4
Czech Republic	7,7	3,9	70,5
Germany	8,2	4,0	71,8
Denmark	4,8	1,0	79,7
Estonia	10,5	5,1	69,8
Spain	11,3	3,9	66,2
Finland	9,1	2,4	74,8
France	8,9	3,3	69,1
Greece	10,3	5,4	64,2
Hungary	5,7	2,4	60,0
Ireland	4,3	1,4	68,7
Italy	8,7	5,2	61,1
Lithuania	14,2	7,5	69,7
Luxembourg	2,9	,8	64,9
Latvia	12,0	5,7	68,6
Malta	7,8	3,5	58,4
Netherlands	2,9	,8	76,3
Poland	19,2	10,3	64,7
Portugal	5,1	1,8	72,6
Sweden	5,1	1,0	77,6
Slovenia	6,1	3,4	67,7
Slovakia	18,5	11,7	70,1
United Kingdom	5,0	1,2	75,2

Note: The extreme values are indicated in red and blue colors.

Sources: Eurostat, LFSS.

Tab A3: The rate of unemployment

	<i>ure0_2</i>	<i>ure3_4</i>	<i>ure5_6</i>	<i>dif_ure</i>
Austria	6,63	3,07	1,57	5,07
Belgium	9,80	5,47	3,17	6,63
Cyprus	4,30	3,40	2,40	1,90
Czech Republic	19,00	5,90	1,87	17,13
Germany	15,50	8,97	4,40	11,10
Denmark	6,40	3,60	4,00	2,40
Estonia	14,57	11,50	5,90	8,67
Spain	11,10	9,17	7,23	3,87
Finland	11,37	8,73	4,07	7,30
France	10,50	6,60	5,10	5,40
Greece	7,83	9,87	6,63	1,20
Hungary	10,67	4,60	1,30	9,37
Ireland	6,20	2,77	2,00	4,20
Italy	9,13	6,33	5,57	3,57
Lithuania	20,57	14,97	5,93	14,63
Luxembourg	3,03	1,63	3,00	,03
Latvia	19,00	11,47	5,50	13,50
Malta	5,33	2,60	1,20	4,13
Netherlands	3,27	1,97	1,83	1,43
Poland	26,33	16,97	5,37	20,97
Portugal	4,50	4,20	3,47	1,03
Sweden	5,10	4,20	2,83	2,27
Slovenia	8,87	4,80	2,73	6,13
Slovakia	41,83	14,17	3,47	38,37
United Kingdom	7,73	3,60	2,20	5,53

Note: $dif_ure = ure0_2 - ure5_6$ (in %)

The extreme values are indicated in red and blue colors.

Sources: Eurostat, LFSS.