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Unit F-5: Education, health and social protection

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Item 8.2 – Review of the core social variables

**Meeting of the
Education and Training Statistics Working Group
Luxembourg, 16-17th June 2015
BECH Building – Room AMPERE**

Executive summary

This document informs on the process of standardisation of 28 variables used in more than one EU social survey. Following the written consultation of the Education and Training Statistics Working Group (ETS WG), the revised detailed descriptions ('standard sheets') of the three variables of the education and training domain are presented, and the ETS WG is invited to give final comments and approve the proposed standard sheets.

The ETS Working Group is invited to:

- *Take note of the process of standardisation of 28 variables used in more than one EU social survey;*
- *Discuss and approve the revised descriptions of the three P1 variables in the education and training domain.*

1 Standardisation of variables

1.1 The process of standardisation of variables

Eurostat is currently working on the standardisation of 28 variables which are used in more than one EU social survey. The ultimate aim is to issue a detailed methodological manual for these variables.

The process of standardisation started in 2014 with 17 variables (called P1, for first priority). An additional set of 11 variables, also used in more than one survey, is about to be reviewed in a second stage (P2). An overview of the variables to be standardised is provided in table 1.

To achieve this goal, each domain of social statistics takes the lead for some of these variables. The education and training domain has the lead for three P1 but no P2 variables.

For each variable, Eurostat is in charge of developing a proposal for a standardised description and seeking agreement with Member States in the corresponding working group. These proposals are then reviewed by the other working groups in charge of other social surveys. Once an agreement is found, the proposal is approved at DSS (Directors of Social Statistics) level.

It is planned that other working groups will be consulted on the P1 variables in September 2015. An agreed draft for P1 and P2 variables should be reached by the beginning of 2016 and brought forward to the DSS.

Further information on the process of standardisation is publicly available in [CIRCABC](#)¹.

¹ Path: CIRCABC > Eurostat > Modernisation of Social Statistics > Library > Standardisation of social variables > General information

Table 1: Variables to be standardised

| | Domain | Core | Variable |
|-------------------|----------------------|-------------|----------------------------------------------------------------------------------------------|
| First group (P1) | Population | X | Sex |
| | Population | X | Date of birth / age |
| | Population | | Year of arrival in the country / years of residence in the country |
| | Labour Market | X | Main activity status (self-perceived) |
| | Labour Market | | Full or part-time job |
| | Labour Market | | Reasons for part-time job |
| | Labour Market | | Permanency of the job |
| | Quality of life | X | De facto marital status |
| | Quality of life | X | Intra-household relationships |
| | Quality of life | | Household type |
| | Quality of life | | Household size |
| | Quality of life | | Number of persons in household by age / age of the youngest person |
| | Quality of life | | Tenure status of household |
| | Education/ Health | X | Educational attainment level |
| | Education/ Health | | Participation in formal education and training (student or apprentice) in <reference period> |
| | Education/ Health | | Level of the current/most recent formal education or training activity |
| | Education/ Health | ? | Limitation in activities because of health problems |
| Second group (P2) | Population | X | Country of birth |
| | Population | X | Country of main citizenship |
| | Population | X | Country of birth of mother / father |
| | Population | X | Country of residence |
| | Population | X | Region of residence |
| | Population | X | Degree of urbanisation |
| | Labour Market | X | Status in employment |
| | Labour Market | X | Economic activity of the local unit where employed (economic sector) |
| | Labour Market | X | Occupation in employment |
| | Quality of life | ? | Net monthly income of the household / personal income |
| | Education/ Health | ? | Self-perceived general health |

1.2 Standardised variables and the planned framework regulation on Integrated European Social Statistics (IESS)

A subset of these 28 variables is to be included in all social microdata collections, and for this subset of variables some more precise elements will be included in the new legal base for social microdata collections, that is in the planned framework regulation on Integrated European Social Statistics (IESS). The variables currently part of this subset to be included in the legislation are indicated as 'core' in table 1.

The current draft of the IESS framework regulation² includes an article on ‘elements common to several data collections’ (article 4) according to which implementing acts for specifying the list and description of the variables, the statistical classifications and the statistical populations and observation units can be adopted.

For each of these common variables, the following information will be included in the legal act:

- the label and corresponding codes of the variable;
- a short description of the variable.

While the short descriptions are still to be elaborated, the detailed descriptions as presented in the annex (‘standard sheets’) are to be included in the methodological manual.

2 P1 variables in the education and training domain

2.1 Revised proposal for P1 variables

The ETS WG has been consulted on the Eurostat proposal for the detailed descriptions (‘standard sheets’) of the three P1 variables in the education and training domain in February 2015. 12 countries and Cedefop replied to the consultation.

The comments received were reviewed and the standard sheets of the three P1 variables were revised accordingly. The revised standard sheets can be found in the annex³. The ETS WG is invited to provide final comments and to approve the revised standard sheets of the P1 variables in the domain of education and training.

2.2 Changes after the ETS WG consultation

The following changes have been introduced in view of the comments received:

Educational attainment level

- The name was changed – ‘level’ was added in order to distinguish from fields.
- The definition was further aligned with the joint Eurostat-OECD guidelines on the measurement of educational attainment in household surveys.
- The standard concepts have been brought in line with ISCED 2011 wording and a column was added showing the corresponding ISCED-A codes. The breakdown by orientation is added for ISCED level 5, and the footnotes were re-phrased.
- Additional clarifications were introduced in the implementation guidelines.

² The current version is the one presented to the Directors of Social Statistics (DSS) in February 2015, publicly available in [CIRCABC](#) – path: CIRCABC > Eurostat > Directors of Social Statistics > Library > DSS meetings > DSS meetings 2015. A revised version will be presented to the DSS board on 2-3 July 2015.

³ In addition, a version in track changes is available in CIRCABC to allow an easy comparison with the version that was sent to the ETS WG in February.

Participation in formal education and training

- Redundant information in the implementation guidelines was removed, further clarifications added.
- When defining apprentices, the criterion on pay was softened as in some countries apprentices might not be paid. Even if the criterion of pay is not relevant from an education point of view, it is in other contexts and therefore is kept as such.

Level of the current/most recent formal education or training activity

- The standard concepts have been brought in line with ISCED 2011 wording and a column was added showing the corresponding ISCED-P codes. The breakdown by orientation is added for ISCED level 5, and the footnotes were re-phrased.
- Some clarifications were added to the implementation guidelines.

2.3 Other issues brought forward during the consultation

The comments received during the consultation comprised not only suggestions for improving the variable descriptions but also referred to implementation issues. The following aims at further clarifying some issues that were brought forward during the consultation.

Variable concept, category concept and standard concept system

The crucial elements of the detailed descriptions ('standard sheets') are the 'variable concept', i.e. the definition, as well as the 'category concept' and the 'standard concept system' which describe how observations should be allocated to categories and the categories themselves.

The overall idea is to have common definitions for comparable variables used in more than one EU survey. However, not all surveys have to collect the information at the same level of detail. For that reason, in the 'standard concept system' the column 'level of detail' provides information on which standard categories have to be transmitted for the variable. It will be decided for each implementation (survey/data collection) at which level of detail the information will be requested. For example, for 'educational attainment level' three levels of detail are specified, and it can be expected that the information has to be transmitted at high level of detail for the Labour Force Survey (LFS) and the Adult Education Survey (AES) while for other surveys, a lower level of detail will be required.

The 'standard concept system' provides the categories for data transmission (and not for data collection). The categories 'not stated' and 'not applicable' are to be present in all standard sheets for all standardised variables – even if e.g. the category 'not applicable' might not be used for data transmitted for some surveys. 'Not stated' corresponds to 'no answer'. 'Not applicable' is to be used if in a given survey/data collection a condition is applied to filter out a certain sub-group (e.g. if the educational attainment level is not collected for children below 15 years old but the survey also covers persons below 15 years old) or if a variable only applies to a sub-group of the population surveyed (e.g. the 'level of the current/most recent formal education or training activity' is only asked if the respondent said yes to 'participation in formal education and training', all others are coded as 'not applicable').

Implementation guidelines and reference question

The ‘implementation guidelines’ and the ‘reference question’ provide general guidance and good practices for implementation. If national implementation differs from the recommendations and guidelines, this should be reported in the metadata as deviations from the guidelines might have an impact on the comparability of the data.

For example, the use of proxy interviews is considered to have a negative impact on the accuracy of the responses especially for the education variables. Therefore it is recommended not to use proxies or at least to limit them. It is acknowledged that in practice proxy interviews can be allowed in a given survey. If a survey allows proxies, the percentage of proxy interviews in the survey should be reported in the metadata.

For the educational attainment level, the implementation guidelines state that the most recent qualification should be reported if a person has successfully completed more than one programme at the same ISCED level. This is an ISCED 2011 rule, and this has been further clarified in the revised text. If a country for example always reports the general ISCED level 3 qualification (giving access to tertiary education) even if this is not the most recent one, then this should be reported in the metadata.

For participation in formal education and training, the implementation guidelines state that ‘students on holidays’ should be counted in the standard category ‘yes’. Some comments suggested that ‘students on holiday’ should be a standard category. However, ‘students on holidays’ are not considered to be a relevant category for data transmission as such. If necessary, this category could be used at national level as auxiliary category in data collection.

Annex – P1 variables in the domain education and training – detailed descriptions

Educational attainment level

Eurostat proposal as of 4 June 2015

Name of variable

Educational attainment level (highest level of education successfully completed)

Variable concept

The educational attainment level of an individual is the highest ISCED (International Standard Classification of Education) level successfully completed, the successful completion of an education programme being validated by a recognised qualification, i.e. a qualification officially recognised by the relevant national education authorities or recognised as equivalent to another qualification of formal education. In cases where there is no certification, successful completion must be associated with full attendance. When determining the highest level, both general and vocational education should be taken into consideration.

The concept of a “successful completion of an education programme” typically corresponds to the situation in which a pupil or student attends courses or classes and obtains the final credential associated with a formal education programme. In this respect, educational attainment level corresponds to the highest level successfully completed in the ISCED ladder.

Category concept

The educational attainment level is defined according to the International Standard Classification of Education 2011 (ISCED 2011, see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx> – ISCED-A for levels of educational attainment).

The category 'not applicable' might count statistical units for which the data source systematically does not report any information on that variable, although the statistical units belong to the target population (data source specific filters). Both, the target population and the kind of data source specific filters shall be described for any data source reporting on that variable, in particular when data from different sources is compared.

Standard concept system

The following standard categories are recommended for data transmission. The level of detail needed is context-specific for each survey.

| Label | ISCED-A codes | Level of detail ¹⁾ | | |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------|---|---|
| | | L | M | H |
| Total | | ✓ | ✓ | ✓ |
| Low educational attainment (less than primary, primary and lower secondary education – ISCED 2011 levels 0-2) | 0, 1, 2 | ✓ | ✓ | ✓ |
| No formal education or below ISCED 1 | 0 | | ✓ | ✓ |
| ISCED 1 Primary education | 1 | | ✓ | ✓ |
| ISCED 2 Lower secondary education² | 2 | | ✓ | ✓ |
| Medium educational attainment (upper secondary and post-secondary non-tertiary education – ISCED 2011 levels 3-4) | 3, 4 | ✓ | ✓ | ✓ |
| ISCED 3 Upper secondary education² | 3 | | ✓ | ✓ |
| <i>ISCED 3 Upper secondary education – general</i> | 34 | | ✓ | ✓ |
| <i>ISCED 3 Upper secondary education – vocational</i> | 35 | | ✓ | ✓ |
| ISCED 3 Upper secondary education – partial level completion, without direct access to tertiary education | 342, 352 | | | ✓ |
| <i>ISCED 3 Upper secondary education – partial level completion, without direct access to tertiary education – general</i> | 342 | | | ✓ |
| <i>ISCED 3 Upper secondary education – partial level completion, without direct access to tertiary education – vocational</i> | 352 | | | ✓ |
| ISCED 3 Upper secondary education – level completion, without direct access to tertiary education | 343, 353 | | | ✓ |
| <i>ISCED 3 Upper secondary education – level completion, without direct access to tertiary education – general</i> | 343 | | | ✓ |
| <i>ISCED 3 Upper secondary education – level completion, without direct access to tertiary education – vocational</i> | 353 | | | ✓ |
| ISCED 3 Upper secondary education – level completion, with direct access to tertiary education | 344, 354 | | | ✓ |
| <i>ISCED 3 Upper secondary education – level completion, with direct access to tertiary education – general</i> | 344 | | | ✓ |
| <i>ISCED 3 Upper secondary education – level completion, with direct access to tertiary education – vocational</i> | 354 | | | ✓ |
| ISCED 3 Upper secondary education, without possible distinction of access to other ISCED levels | 342, 343, 344, 352, 353, 354 | | | ✓ |
| <i>ISCED 3 Upper secondary education, without possible distinction of access to other ISCED levels – general</i> | 342, 343, 344 | | | ✓ |
| <i>ISCED 3 Upper secondary education, without possible distinction of access to other ISCED levels – vocational</i> | 352, 353, 344 | | | ✓ |
| ISCED 4 Post-secondary non-tertiary education² | 4 | | ✓ | ✓ |
| <i>ISCED 4 Post-secondary non-tertiary education – general</i> | 44 | | ✓ | ✓ |
| <i>ISCED 4 Post-secondary non-tertiary education – vocational</i> | 45 | | ✓ | ✓ |

| Label | ISCED-A codes | Level of detail ¹⁾ | | |
|---------------------------------------------------------------------------------|---------------|-------------------------------|---|---|
| | | L | M | H |
| High educational attainment (tertiary education – ISCED 2011 levels 5-8) | 5, 6, 7, 8 | ✓ | ✓ | ✓ |
| ISCED 5 Short-cycle tertiary education² | 5 | | ✓ | ✓ |
| <i>ISCED 5 Short-cycle tertiary education – general</i> | 54 | | ✓ | ✓ |
| <i>ISCED 5 Short-cycle tertiary education – vocational</i> | 55 | | ✓ | ✓ |
| ISCED 6 Bachelor’s or equivalent level² | 6 | | ✓ | ✓ |
| ISCED 7 Master’s or equivalent level² | 7 | | ✓ | ✓ |
| ISCED 8 Doctoral or equivalent level² | 8 | | ✓ | ✓ |
| Not stated | | ✓ | ✓ | ✓ |
| Not applicable | | ✓ | ✓ | ✓ |

¹⁾ L = low level of detail; M = medium level of detail; H = high level of detail.

²⁾ Please note that in its coding of education programmes (ISCED-P), ISCED 2011 contains a special category for levels 2 to 8: ‘insufficient for level completion’. (This category includes ‘insufficient for partial level completion’ for levels 2 and 3). The educational attainment level associated with successful completion of programmes ‘insufficient for level completion’ should be classified as ISCED level X-1, even if there are no programmes at level X-1 in that country. For example, the educational attainment level associated with a vocational ISCED level 3 programme classified as insufficient for level/partial level completion (ISCED-P 351) is classified as ISCED-A 254.

Implementation guidelines

Joint Eurostat-OECD guidelines on the measurement of educational attainment in household surveys are available here: <https://circabc.europa.eu/w/browse/c2dc65ad-5163-4935-b0c2-e5ea1f44929b>.

Coding of the variable should be based on the ISCED integrated mapping which is elaborated in each country. An ISCED integrated mapping is a table including information on national educational programmes and qualifications, their main characteristics and coding in ISCED. One column of this table provides coding of the qualification (educational attainment level) to be used in the EU Labour Force Survey (at high level of detail).

When determining the highest educational level, both general and vocational education should be taken into consideration. If a person has successfully completed more than one programme at the same ISCED level, the most recent qualification should be reported (see ISCED 2011, § 87).

Persons who have attended but not successfully completed a formal education programme should be coded according to the highest level of the formal programme that they have (previously) successfully completed.

Qualifications from “old” educational programmes (not existing anymore) should be classified on the basis of their characteristics at the time of completion.

The standard category “ISCED 3 Upper secondary education, without possible distinction of access to other ISCED levels” should only be used when a distinction between different ISCED level 3 programmes (giving or not giving access to other levels) is not possible.

A person having successfully completed an ISCED 2011 level 3 programme of “partial level completion” (codes 342 and 352 of ISCED-P) is classified in the standard category “ISCED 3 Upper secondary education – partial level completion, without direct access to tertiary education” and her/his educational attainment level is considered as ISCED level 3. For further clarification see the

Annex for EU countries of the joint Eurostat-OECD guidelines on the measurement of educational attainment.

A proxy interview may decrease the accuracy of the response for this variable. Proxy interviews should therefore be avoided.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the variable “educational attainment level” in different sources.

Reference question

The “diploma approach” where respondents are asked about their diplomas instead of the level of education completed is highly recommended. For details on the “diploma approach” see the joint Eurostat-OECD guidelines on the measurement of educational attainment in household surveys.

Alternatively, the question(s) for this variable should be phrased by countries in a way that the concept of educational attainment level (qualification officially recognised by the relevant national education authorities or recognised as equivalent to another qualification of formal education) is described as fully as possible. This can be achieved by listing the formal education programmes/qualifications (or categories thereof).

Participation in formal education and training (student or apprentice) in <reference period>

Eurostat proposal as of 4 June 2015

Name of variable

Participation in formal education and training (student or apprentice) in <reference period>

Variable concept

The variable measures a person's participation in formal education and training, i.e. whether the person has been enrolled as a student or apprentice in a programme of formal education during the reference period. The reference period can be currently/during the last 4 weeks or during the last 12 months.

The variable provides information on the number of persons participating in formal education and training during a specified reference period. It can refer to the 'current situation', i.e. on the current status as a student or apprentice, or to a longer reference period. The specification of the reference period has an impact on the output data and their interpretation.

The 12-month period provides information on the number of persons involved in education and training in a given year. This longer period allows capturing more activities and avoids seasonal effects. It corresponds to the reference period used in targeted education surveys (Adult Education Survey).

Formal education is defined according to the International Standard Classification of Education 2011 (ISCED 2011) as "education that is institutionalised, intentional and planned through public organizations and recognised private bodies and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system." (ISCED 2011 glossary)

The ISCED definition of (formal) education includes (formal) training.

For ISCED 2011, see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

Category concept

The response categories are “yes” or “no”.

The category ‘not applicable’ might count statistical units for which the data source systematically does not report any information on that variable, although the statistical units belong to the target population (data source specific filters). Both, the target population and the kind of data source specific filters shall be described for any data source reporting on that variable, in particular when data from different sources are compared.

Standard concept system

The following standard categories are recommended for data transmission.

| |
|-----------------------|
| Label |
| Total |
| Yes |
| No |
| Not stated |
| Not applicable |

Implementation guidelines

For the implementation of the variable in a data source, careful consideration should be given to the specification of the reference period because it impacts on the output data and their interpretation. Data on that variable coming from different data sources are only comparable if all data sources apply the same reference period.

Formal education programmes are positioned within the National Framework of Qualifications (NFQ). Through the NFQ all learning achievements may be measured and related to each other in a coherent way and which define the relationship between all education and training awards.

Only formal education programmes that have a theoretical duration of at least one semester/six months should be covered.

Formal education and training includes modules (short programmes/courses) which may be part of a longer regular education programme and which give to their graduates the corresponding academic credit, independent of whether the person continues to complete the full programme.

In countries with a modular education system and in cases when it is difficult to assess whether a module is “formal” or not, a question on the purpose of the module can be added: if intended to be used in a formal programme in the immediate future, it can be considered as formal itself.

Students who were on school/academic holiday during the reference period and will continue their studies after this holiday break (or plan to continue) should be counted in the standard category “yes”. (This issue mainly applies when the current situation is measured.)

Apprentices: (formal) apprenticeships are formal education programmes as defined by the ISCED (or part of such programmes). Upon successful completion as evidenced by a qualification/certificate,

apprenticeships qualify for employment in a specific occupation or group of occupations. Learning time alternates between periods of practical training in a work situation and general/theoretical education in an educational institution or training centre on a weekly, monthly or yearly basis. The characteristics of the apprenticeship are defined in a contract or formal arrangement for a prescribed period of time between the employer and the apprentice (or an institution representing the apprentice). The aim of the arrangement is that the apprentice gains practical experience or theoretical knowledge by working under the supervision of more experienced workers. The apprentice usually receives remuneration in cash (wage or allowance) or in kind. The duration can vary from 6 months to 6 years; the duration refers to the programme and not only to the work-based component.

Apprentices who are in a period of “on-the-job training” or alternate “on-the-job” and “in-school learning” within the framework of an alternate (e.g. dual) programme should be counted in the standard category “yes”, since they are enrolled in a qualifying programme.

A proxy interview may decrease the accuracy of the response for this variable. Proxy interviews should therefore be avoided.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the application of ISCED 2011 in different sources.

Reference question

During the <reference period>, (that is since <<month, year>>) have you participated (as a student or apprentice) in formal education or training (<any of the following formal education or training programmes>)?

The question(s) for this variable should be phrased by countries in a way that the concept of formal education and training – designed to lead to a qualification/certificate recognised by the relevant national education authorities – is described as fully as possible. This can be achieved by listing the formal education programmes/qualifications (or categories thereof).

Level of the current/most recent formal education or training activity

Eurostat proposal as of 4 June 2015

Name of variable

Level of the current/most recent formal education or training activity

Variable concept

The variable measures the level of the formal education or training activity in which a person participated during a given reference period. Depending on the reference period, the variable refers to the current or to the most recent formal education or training activity.

The variable is directly related to the variable “participation in formal education and training (student or apprentice) in <reference period>” and only applicable to participants in formal education and training during the reference period. Data on that variable coming from different data sources are only comparable if all used data sources apply the same reference period.

Category concept

The level of the current/most recent formal education or training activity is defined according to the International Standard Classification of Education 2011 (ISCED 2011, see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx> – ISCED-P for education programmes).

The category ‘not applicable’ covers people who did not participate in formal education or training during the reference period. The category ‘not applicable’ might also count statistical units for which the data source systematically does not report any information on that variable, although the statistical units belong to the target population (data source specific filters). Both, the target population and the kind of data source specific filters shall be described for any data source reporting on that variable, in particular when data from different sources is compared.

Standard concept system

The following standard categories are recommended for data transmission. The level of detail needed is context-specific for each survey.

| Label | ISCED-P codes | Level of detail ¹⁾ | |
|-------------------------------------------------------------------|---------------|-------------------------------|---|
| | | L | H |
| Total | | ✓ | ✓ |
| ISCED 0 Early childhood education | 0 | ✓ | ✓ |
| ISCED 1 Primary education | 1 | ✓ | ✓ |
| ISCED 2 Lower secondary education | 2 | ✓ | ✓ |
| ISCED 3 Upper secondary education | 3 | ✓ | ✓ |
| <i>ISCED 3 Upper secondary education – general</i> | 34 | | ✓ |
| <i>ISCED 3 Upper secondary education – vocational</i> | 35 | | ✓ |
| ISCED 4 Post-secondary non-tertiary education | 4 | ✓ | ✓ |
| <i>ISCED 4 Post-secondary non-tertiary education – general</i> | 44 | | ✓ |
| <i>ISCED 4 Post-secondary non-tertiary education – vocational</i> | 45 | | ✓ |
| ISCED 5 Short-cycle tertiary education | 5 | ✓ | ✓ |
| <i>ISCED 5 Short-cycle tertiary education – general</i> | 54 | | ✓ |
| <i>ISCED 5 Short-cycle tertiary education – vocational</i> | 55 | | ✓ |
| ISCED 6 Bachelor's or equivalent level | 6 | ✓ | ✓ |
| ISCED 7 Master's or equivalent level | 7 | ✓ | ✓ |
| ISCED 8 Doctoral or equivalent level | 8 | ✓ | ✓ |
| Not stated | | ✓ | ✓ |
| Not applicable | | ✓ | ✓ |

¹⁾ L = low level of detail; H = high level of detail.

Implementation guidelines

The variable is only collected for participants in at least one formal education or training activity during the reference period.

The level of the current/most recent formal education or training activity refers to the programme in which the student or apprentice is/was enrolled (i.e. coding according to ISCED-P for education programmes).

If the person participated in several formal education programmes during the reference period, the level should refer to the most recent programme.

If the person is or was enrolled to several formal education programmes at the same time, the information on the level should refer to the programme with the highest level.

For students who were on school/academic holiday during the reference period and will continue their studies after their holiday break (or plan to continue), the level should refer to the level of education attended before their holiday break.

Coding of the variable should be based on the ISCED integrated mapping which is elaborated in each country. An ISCED integrated mapping is a table including information on national educational programmes and qualifications, their main characteristics and coding in ISCED.

A proxy interview may decrease the accuracy of the response for this variable. Proxy interviews should therefore be avoided.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the application of ISCED 2011 in different sources.

Reference question

What is/was the level of the current/most recent formal education or training activity <level of the corresponding formal education or training programme>?

The question(s) for this variable should be adapted to the national phrasing of the question for the variable “Participation in formal education and training (student or apprentice) in <reference period>”.