

DESCRIPTION

From 2021, the identifier of the variable has been changed from PE040 to PE041.

The educational attainment level of an individual is the highest ISCED (International Standard Classification of Education 2011) 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 countries where education programmes, in particular those belonging to ISCED levels 1 and 2, do not lead to a qualification the criterion of full attendance of the programme and normally gaining access to a higher level of education can be used instead. 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.

The educational attainment level is defined according to the International Standard Classification of Education 2011 (ISCED 2011, see: <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>).

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.

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.

For ISCED levels 3, 4 and 5 the standard category 'orientation unknown' should only be used if information on the orientation of the programme is not available.

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

All questions about implementing the ISCED in surveys can 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.

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).