

## PE010: Current education activity

<b>Domain/Area</b>	Education/Current education and highest ISCED level attained
<b>Transmission type</b>	Regular
<b>Reference period</b>	Current
<b>Unit</b>	All current household members aged 16 and over
<b>Mode of collection</b>	Personal interview, proxy or register
<b>Values</b>	1 In education 2 Not in education
<b>Flags</b>	1 Filled -1 Missing

### Description

The question is whether the person is currently participating in a formal educational programme. An educational programme, as defined under ISCED-2011, is “A coherent set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period.” (UNESCO Institute for Statistics, 2012, p. 8).

The person’s participation in this programme may be on a full-time attendance basis, a part-time attendance basis or by correspondence course.

This variable only covers the formal education system (including schools, colleges and universities) that corresponds to the programmes covered by the questionnaires used in the UOE data collection (administrative data collection, common for UNESCO, OECD and Eurostat).

Formal education is defined in 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 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.

If the interviewee is enrolled as a student or an apprentice in a programme within the formal education system the answer will be 1.

This includes modules (short programmes/courses) which may be part of a longer regular education programme that are taken and completed, providing graduates with the corresponding academic credit, independent of whether the person continues to complete the full programme or not. The level of short programmes/courses will be the same as the programme of which they form part.

For 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, the answer is code 1, since the person is enrolled in a qualifying programme.

Persons who have begun a program of study, who are not taking part at present because of a semester or summer break, but who are intending to return to education after a semester or summer break, should be coded as 'in education'.

If the respondent does not know yet about his/her situation after holidays (exams to be passed in the second session, no results of exams, no reply received yet from the educational institution concerning the new studies, etc.) this person should be coded as 'in education' and in PE020 should be allocated

code representing the level of education attended before these holidays.

The following adult programmes cannot be classified using ISCED-2011:

vocational education organised by a firm without leading to an official qualification recognised as equivalent to the qualification of the formal education system;

any non-formal education that does not lead to an qualification recognised as equivalent to the qualification of the formal education system;

individual cultural activities for leisure.

<b>PE020: ISCED level currently attended</b>	
<b>Domain/Area</b>	Education/Current education and highest ISCED level attained
<b>Transmission type</b>	Regular
<b>Reference period</b>	Current
<b>Unit</b>	All current household members aged 16 and over
<b>Mode of collection</b>	Personal interview, proxy or register
<b>Values</b>	<p><i>Before 2014(PB010&lt;2014)</i></p> <p>0 pre-primary education            1 primary education            2 lower secondary education            3 (upper) secondary education            4 post-secondary non tertiary education            5 first stage of tertiary education (not leading directly to an advanced research qualification)            6 second stage of tertiary education (leading to an advanced research qualification)</p> <p><i>From 2014 onwards(PB010&gt;2013)</i></p> <p>00 Early childhood education            10 Primary education            20 Lower secondary education            30 Upper secondary education (not further specified)</p> <p><b>Only for people 16-34:</b>  <b>34</b> General education  <b>35</b> Vocational education</p> <p>40 Post-secondary non tertiary education (not further specified)  <b>Only for people 16-34:</b>  <b>44</b> General education  <b>45</b> Vocational education</p> <p>50 Short cycle tertiary            60 Bachelor or equivalent            70 Master or equivalent            80 Doctorate or equivalent</p>
<b>Flags</b>	1 Filled -1 Missing -2 Not applicable (PE010 not equal to 1)

<b>Description</b>
<p>This variable is to be recorded for any person being currently in education. The education could be full-time or part-time attendance or by correspondence course. The person needs not necessarily see their main activity as being 'in education'.</p> <p>If the respondent is enrolled in several educational programmes, he or she should only give information</p>

on the highest level of educational programme.

Level of education attended is recorded according to ISCED 2011 (International Standard Classification of Education) which includes 9 levels (for more information, please see <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>).

Only for people aged 16-34 and for ISCED levels 3 and 4, the more detailed information (on orientation of the programme) is required.

The main tool which should help in coding of national educational programmes to ISCED 2011 is the national ISCED integrated mapping, prepared by the statisticians of education. This mapping classifies in ISCED all national formal education programmes and qualifications.

## PE030: Year when highest level of education was attained

<b>Domain/Area</b>	Education/Current education and highest ISCED level attained
<b>Transmission type</b>	Regular
<b>Reference period</b>	Current
<b>Unit</b>	All current household members aged 16 and over
<b>Mode of collection</b>	Personal interview, proxy or register
<b>Values</b>	year (Four digits)
<b>Flags</b>	1 Filled -1 Missing -2 Not applicable ((PE040=000 AND PB010 > 2013) OR (PE040_F=-2 AND PB010 < 2014))

### Description

The year when the highest level of education was attained (education was successfully completed) will be specified.

See also guidelines for PE040: Highest ISCED level attained.

For a person who has never completed primary education, the variable should remain empty with the flag -2.

<b>PE040: Highest ISCED level attained</b>	
<b>Domain/Area</b>	Education/Current education and highest ISCED level attained
<b>Transmission type</b>	Early and regular
<b>Reference period</b>	Current
<b>Unit</b>	All current household members aged 16 and over
<b>Mode of collection</b>	Personal interview, proxy or register
<b>Values</b>	<p><i>Before 2014(PB010&lt;2014)</i></p> <p>0 pre-primary education            1 primary education            2 lower secondary education            3 (upper) secondary education            4 post-secondary non tertiary education            5 first stage of tertiary education (not leading directly to an advanced research qualification)            6 second stage of tertiary education (leading to an advanced research qualification)</p> <p><i>From 2014 onwards(PB010&gt;2013)</i></p> <p>000 Less than primary education            100 Primary education            200 Lower secondary education            300 Upper secondary education (not further specified)</p> <p><b>Only for people 16-34:</b></p> <p>34 General education                <b>340</b> without distinction of direct access to tertiary education                <b>342</b> partial level completion and without direct access to tertiary education                <b>343</b> level completion, without direct access to tertiary education                <b>344</b> level completion, with direct access to tertiary education</p> <p>35 Vocational education                <b>350</b> without distinction of direct access to tertiary education                <b>352</b> partial level completion and without direct access to tertiary education                <b>353</b> level completion, without direct access to tertiary education                <b>354</b> level completion, with direct access to tertiary education</p> <p>400 Post-secondary non-tertiary education (not further specified)</p> <p><b>Only for people 16-34:</b></p> <p>    <b>440</b> General education                <b>450</b> Vocational education</p>

	500	Short cycle tertiary
	600	Bachelor or equivalent
	700	Master or equivalent
	800	Doctorate or equivalent
<b>Flags</b>	1	Filled
	-1	Missing
	-2	non applicable (the person has never been in education) can only be used before 2014(PB010<2014)

### Description

The educational attainment level of an individual is the highest ISCED level successfully completed, the successful completion of educational programme being validated by a recognised qualification (or credential), i.e. a qualification officially recognized by the relevant national education authorities.

The classification to be used for this variable is the International Standard Classification of Education (ISCED 2011) which includes 9 categories for educational attainment (please see: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>).

The main tool to be used for the coding of educational attainment is the national ISCED integrated mapping. This mapping classifies in ISCED all national educational programmes and formal qualifications (educational attainment).

The expression 'level successfully completed' must be associated with obtaining a certificate (qualification). Eurostat recommends for all household surveys to use "diploma approach" in the collection of data on educational attainment, e.g. to ask about the diploma obtained.

In cases where there is no certification (e.g. in primary education), successful completion must be associated with full attendance or the acquired competences to access the upper level.

When determining the highest educational level, both general and vocational education should be taken into consideration. In the case of double qualifications obtained at the same level, the most recent one should be coded for this variable.

Persons who have not completed their studies (dropped-out) should be coded according to the highest level they have successfully completed.

For all questions related to the measurement of educational attainment according to the ISCED 2011, please consult the methodological guidelines available on: <https://circabc.europa.eu/w/browse/2ac28e82-eaeb-4caf-9626-90560837a2a7>