

Explanatory notes
"Young people on the labour market"
LFS 2024 module under IESS FR

DROPEduc

Variable name

Formal education or training abandoned

Specifications

Topic	Educational attainment and background
Detailed topic	Educational attainment – details, including education interrupted or abandoned
Standardisation	LFS variable (also in AES)
Periodicity	Eight-yearly
Minimum set of variables	No
Variable type	Collected
Column	
Flow number	1

Filter

15 <= AGE <= 34

Filter labels

Everybody in the target population aged 15 to 34 years

Codes or values

1	Yes, one
2	Yes, several
3	No
Blank	Not stated
9	Not applicable

Purpose

This variable aims to know if respondents ever started but not successfully completed a formal education programme. In addition to the information provided in HATLEVEL, this variable provides a general picture of people who have ever started but then not completed some other formal education ('drop outs'). It also allows some further analyses of people with a low level of education (i.e. whether a person with at most lower secondary education ever started upper-secondary education but then left without attaining a qualification at this level).

Definition

Formal education and training is defined according to the ISCED 2011. For the definition details, see variable EDUCFED4.

'Formal education and training abandoned' means that a person has started a formal education programme, but has not successfully completed this programme. According to the ISCED 2011, 'a common characteristic of an education programme is that, upon fulfilment of learning objectives or educational tasks, successful completion is certified.' Accordingly, abandoning formal education is defined as leaving formal education without certification/without obtaining the final credential associated with this formal education.

Implementation guidelines

There is no specific reference period, i.e. the variable covers all formal education activities abandoned during the life of the person.

If a person changes field of studies, then this is considered abandoning a formal education. E.g., a person who started a bachelor programme in social sciences, then stopped without successful completion, i.e. without receiving the certification, and then started a bachelor programme in economics is considered to have abandoned formal education at ISCED level 6. The same logic applies to vocational programmes at ISCED levels 3 to 5. The possibility to transfer learning credits to the new programme a person started after the change of fields has no impact on the fact that changing the field is considered as abandoning a formal education.

If a person changes school, training organisation or university but continues the same programme without changing field of studies, this is not considered as abandoning the formal programme.

The variable refers to the programme, i.e. if a person abandons the same programme several times, this is to be counted as abandoning one programme only.

In case of combined/inter-disciplinary programmes (i.e. with subjects from different fields), a person might start his/her studies with several subjects and narrow this down to one/few subjects during the programme. If the person further pursued this narrowed-down programme, this is not to be considered as abandoning the formal education.

Current formal education: if the person is currently participating in a formal programme, then this programme is not to be considered for this variable, as it is ongoing. Current participation covers short interruptions like the regular school/university holidays (see variable EDUCFED4). However, a person currently in formal education might have started and not completed formal programmes in the past.

Current interruption longer than school holidays: if at the time of the interview a person has interrupted his/her formal education for a 'long' period, then this interruption is to be counted as abandoned formal education, even if the respondent might have some plans to resume this formal education programme. 'Long period' means any period longer than the regular school/university holidays, i.e. the person is not in formal education (EDUCFED4 = 2). E.g., a person who had started a bachelor programme but interrupted this programme for a gap year and is interviewed during the gap year is considered as having abandoned formal education. A 'gap year' should be interpreted as a complete absence of formal education, i.e. no courses.

Past interruptions: past interruptions of formal education are not considered abandoned formal education if the programme was successfully completed after the interruption (situation at the time of the interview). E.g. a person who had started a bachelor programme, then interrupted this for a gap year (e.g. for doing voluntary work or travelling), then had resumed the same programme and successfully completed this programme at the time of the interview is not considered as having abandoned a formal education.

In some countries, some formal programmes exist which do not lead to a formal qualification (e.g. 'Enseignement des classes préparatoires aux grandes écoles (CPGE)' in France). For such cases, the criterion of full attendance of the programme is to be used, i.e. as long as a person fully attended the programme this is to be considered as programme completion.

Answer cards can be used on which categories of all relevant formal education programmes are listed. This programme category approach could be developed in a way which would enable to collect information on level and orientation of education. For instance, the approach with show cards could

help identify specific programme categories or even specific programmes, in a way that makes possible to derive information about their level and orientation.

Model question

For the model question, NSIs can choose between option 1 and option 2 even though option 1 is preferred by Eurostat. Option 1 indeed refers to the same formulation as implemented in the Adult Education Survey (AES) while option 2 represents a shortened formulation.

Option 1 (Preferred by Eurostat as same as AES):

*Are there any formal education programmes that you started, but then stopped without completing?
Please consider all formal education programmes that you ever started but then did not successfully complete. Please also include changes of field. If you are currently participating in a formal programme, this programme should not be taken into account. However, if you are currently taking a gap year, please include it.*

- 1) Yes, one
- 2) Yes, several
- 3) No
- Do not know / no answer

Option 2 (Shortened formulation):

*Are there any formal education programmes that you started, but then stopped without completing?
Please consider all formal education programmes that you ever started but then did not successfully complete, including changes of field and a current gap year, but excluding programme currently followed.*

- 1) Yes, one
- 2) Yes, several
- 3) No
- Do not know / no answer

Like for EDUCFED4, the question(s) for this variable should be phrased by countries in a way that the concept of formal education and training – formal education programmes are recognised as such by the relevant national education or equivalent authorities – is described as fully as possible. This can be achieved by listing the formal education programmes/qualifications (or categories thereof).

DROPEDUCLEVEL

Variable name

Level of the formal education or training abandoned

Specifications

Topic	Educational attainment and background
Detailed topic	Educational attainment – details, including education interrupted or abandoned
Standardisation	LFS variable (also in AES)
Periodicity	Eight-yearly
Minimum set of variables	No
Variable type	Collected
Column	
Flow number	2

Filter

DROPEDUC = 1, 2

Filter labels

Persons with formal education or training abandoned (one or several)

Codes or values

		<i>ISCED-P codes ⁽¹⁾</i>
10	ISCED 1 Primary education	1
20	ISCED 2 Lower secondary education	2
34	ISCED 3 Upper secondary education - general	34
35	ISCED 3 Upper secondary education - vocational	35
39	ISCED 3 Upper secondary education - orientation unknown	-
44	ISCED 4 Post-secondary non-tertiary education - general	44
45	ISCED 4 Post-secondary non-tertiary education - vocational	45
49	ISCED 4 Post-secondary non-tertiary education - orientation unknown	-
54	ISCED 5 Short-cycle tertiary education - general	54
55	ISCED 5 Short-cycle tertiary education - vocational	55
59	ISCED 5 Short-cycle tertiary education - orientation unknown	-
60	ISCED 6 Bachelor's or equivalent level	6
70	ISCED 7 Master's or equivalent level	7
80	ISCED 8 Doctoral or equivalent level	8
Blank	Not stated	
99	Not applicable	

Purpose

This variable aims to gather information about the level of formal education a person started but not

(1) ISCED-P codes are indicated where there is a one-to-one correspondence between the variable categories and ISCED-P categories. Additional categories are necessary to take into account situations of incomplete information on orientation.

successfully completed.

Definition

The variable measures the level of the formal education or training which a person started but not successfully completed.

The level of the formal education or training activity is defined according to the International Standard Classification of Education 2011, ISCED-P codes/coding of education programmes (ISCED 2011, see <http://uis.unesco.org/en/topic/international-standard-classification-education-isced> - ISCED-P for education programmes).

Implementation guidelines

The variable is collected for persons with at least one abandoned formal education activity.

The level of the formal education or training activity refers to the programme which the student or apprentice started but not successfully completed (i.e. coding according to ISCED-P for education programmes). ISCED mappings are available here: https://circabc.europa.eu/ui/group/d14c857a-601d-438a-b878-4b4cebd0e10f/library/c2dc65ad-5163-4935-b0c2-e5ea1f44929b?p=1&n=10&sort=modified_DESC.

If the person abandoned several formal education programmes, the level should refer to the programme abandoned with the highest level.

For ISCED levels 3, 4 and 5, if the person abandoned several formal education programmes at the same level, the information on the orientation should refer to the most recent programme abandoned.

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

Answer cards can be used on which categories of all relevant formal education programmes are listed. This programme category approach could be developed in a way which would enable to collect information on level and orientation of education. For instance, the approach with show cards could help identify specific programme categories or even specific programmes, in a way that makes possible to derive information about their level and orientation.

Model question

What was the level of this formal education programme?

In case of several programmes not completed, please report the programme with the highest level; in case of several programmes not completed at the same level, please report the orientation of the most recent one.

- 10) ISCED 1 Primary education
- 20) ISCED 2 Lower secondary education
- 34) ISCED 3 Upper secondary education - general
- 35) ISCED 3 Upper secondary education - vocational
- 39) ISCED 3 Upper secondary education - orientation unknown
- 44) ISCED 4 Post-secondary non-tertiary education - general
- 45) ISCED 4 Post-secondary non-tertiary education - vocational
- 49) ISCED 4 Post-secondary non-tertiary education - orientation unknown
- 54) ISCED 5 Short-cycle tertiary education - general
- 55) ISCED 5 Short-cycle tertiary education - vocational
- 59) ISCED 5 Short-cycle tertiary education - orientation unknown

- 60) *ISCED 6 Bachelor's or equivalent level*
- 70) *ISCED 7 Master's or equivalent level*
- 80) *ISCED 8 Doctoral or equivalent level*
- Do not know / no answer

Please use the national ISCED mapping to identify and classify the programme.

DROPEDUCREAS

Variable name

Main reason for not completing the formal education programme referred to in DROPEDUCLEVEL

Specifications

Topic	Educational attainment and background
Detailed topic	Educational attainment – details, including education interrupted or abandoned
Standardisation	LFS variable
Periodicity	Eight-yearly
Minimum set of variables	No
Variable type	Collected
Column	
Flow number	3

Filter

DROPEDUC = 1, 2

Filter labels

Persons with formal education or training abandoned (one or several)

Codes or values

1	Financial reasons
2	Preference to work
3	Reasons linked to the education programme
4	Own illness or disability
5	Care responsibilities
6	Other family reasons
7	Other personal reasons
8	Other reasons
Blank	Not stated
9	Not applicable

Purpose

The variable aims to know why respondents did not successfully complete the formal education referred to in DROPEDUCLEVEL.

Definition

The variable measures the main reason for abandoning the formal education and training activity as self-reported by the respondent.

Implementation guidelines

The main reason refers to the programme abandoned referred to in DROPEDUCLEVEL.

In case several programmes have been abandoned at the same level of education (or at the same level with the same orientation), the main reason for the abandonment of the most recent one should be reported.

It is recommended to implement the question in a way that all answer categories are visible to the respondent at once. For example, the answer categories should be read out loud completely before the respondent answers.

Category 1 covers financial reasons in a broad sense, i.e. fees, learning material and living costs. General lack of financial means is also included.

Category 2 “Preference to work” covers situations where the respondent did not complete the formal education because he/she found work or because he/she wanted to work and to look for work. It corresponds more to personal fulfilment than to monetary aspects (financial reasons are covered in category 1).

In order to avoid overlap between categories 1 and 2 due to misunderstanding of category 2, it is highly recommended to present to respondents the category 1 before the category 2.

Category 3 “Reasons linked to the education programme” refers to situations where the studies did not meet the interests of the respondent, or where the respondent considered that the quality of the teaching was low or that the studies would not lead to the expected outcomes (in terms of educational content and/or expected labour market outcomes). It also covers cases where the respondent perceived the studies as too difficult. Failing exams is included here as well. People who decided that another course was more suitable and so changed the following year are also included in this category.

By contrast, cases where the programme has been abandoned due to a general lack of motivation (i.e. spontaneous answer “lack of motivation”) should be classified under category 7 “Other personal reasons”.

Categories 4, 5, 6, 7 and 8 refer to reasons as also used in other LFS variables. Please see the guidelines in the section “General definitions” at the end of the explanatory notes of the core LFS ⁽²⁾. Further clarifications, specific for this variable DROPEUCREAS, are presented here below.

Category 6 “Other family reasons” can refer to cases where for example respondent’s parent(s) did not approve the chosen programme and wanted him/her to enrol into another one or where the respondent needed to move to another city to pursue a personal relationship.

Category 7 “Other personal reasons” can refer to cases where for example the respondent abandoned an educational programme due to a conflict with the teachers/superiors or with the other students. Answers such as ‘I did not feel I like it’ or ‘lack of motivation’ are also included in this category.

Respondents should report their main reason at the time they abandoned the educational program. For example, if a woman had abandoned university because of pregnancy and care for the baby, and she had wanted to continue university, but in the meantime, the curriculum had changed so much that she could not continue where she had stopped. In this case, the category reported should be 4 “Own illness” or 5 “Care responsibilities”, and not 3 “Reasons linked to the education programme”.

⁽²⁾ The last version of the explanatory notes for the core LFS are available at:
https://ec.europa.eu/eurostat/statistics-explained/index.php?title=EU_labour_force_survey_-_documentation

Optional rules:

- Countries are allowed to collect more than one reason but only the main one should be reported to Eurostat.
- Countries are free to use an additional question to determine the exact reason when the respondent chooses the category 8 “Other reasons”.
- Countries are also allowed to split any code into several items in order to meet specific national needs.

Model question

What was the main reason you did not complete this formal education programme?

In case of several programmes not completed, please report the main reason for not completing the programme referred to in DROPEUCLEVEL.

- 1) *Financial reason (e.g. too high enrolment fees; needed to work to make a living)*
 - 2) *Preference to work*
 - 3) *The educational programme itself (e.g. dissatisfaction with the programme; the programme did not meet interests, was not useful enough or was too difficult)*
 - 4) *Own health (physical or mental, including depression)*
 - 5) *Care for own or partner's children or relatives*
 - 6) *Other family reason (e.g. marriage; follow the partner; do activities of a housewife/-husband)*
 - 7) *Other personal reason (e.g. change of living place; lack of motivation; conflict with the teachers or other students; want to focus on hobbies)*
 - 8) *Other reason*
- Do not know / no answer

MEDLEVQUAL

Variable name

Medium educational attainment qualifications

Specifications

Topic	Educational attainment and background
Detailed topic	Educational attainment – details, including education interrupted or abandoned
Standardisation	LFS variable
Periodicity	Eight-yearly
Minimum set of variables	No
Variable type	Collected
Column	
Flow number	4

Filter

15 <= AGE <= 34 and HATLEVEL = 540-800

Filter labels

Persons aged 15 to 34 years with educational attainment level equal or higher than ISCED 5

Codes or values

- | | |
|-------|---|
| 1 | At least one formal qualification with vocational orientation at ISCED level 3 or 4 |
| 2 | Formal qualifications with general orientation only at ISCED level 3 or 4 |
| Blank | Not stated |
| 9 | Not applicable |

Purpose

This variable aims to gain more detailed information on the education pathways of the respondents, by collecting detailed information on the programme orientation of ISCED level 3 or 4 (formal) qualifications / formal programmes a person has successfully completed before or after having completed his/her highest educational attainment level.

Definition

The variable measures the orientation of the educational attainment at ISCED level 3 or 4, i.e. at a lower level of educational attainment than the one reported in HATLEVEL for that person (which is ISCED level 5 to 8). The definitions for successful completion of an educational programme as provided in ISCED 2011 apply, for details see HATLEVEL. The definitions as provided in HATLEVEL apply correspondingly for qualifications obtained at ISCED level 3 or 4.

People concerned by this variable are those having attained tertiary educational level, that corresponds to the following codes of the variable HATLEVEL: 540 "ISCED 5 Short-cycle tertiary education – general", 550 "ISCED 5 Short-cycle tertiary education – vocational", 590 "ISCED 5 Short-cycle tertiary education – orientation unknown", 600 "ISCED 6 Bachelor's or equivalent level", 700 "ISCED 7 Master's or equivalent level", 800 "ISCED 8 Doctoral or equivalent level".

Implementation guidelines

The variable covers only “recognised formal qualifications”, i.e. qualifications officially recognised by the relevant national education authorities or recognised as equivalent to another qualification of formal education (whether obtained through formal, non-formal or informal processes).

By definition, any person concerned by this variable, i.e. persons with tertiary attainment (HATLEVEL = 540-800) has successfully completed ISCED level 3 or 4. The main interest is to identify vocational qualifications at ISCED level 3 or 4, therefore the question targets at this. If a person does not report any vocational qualification at ISCED level 3 or 4, the person is automatically coded into category 2 (formal qualifications with general orientation only at ISCED level 3 or 4).

The variable targets vocational qualifications obtained before or after having completed the highest educational attainment level recorded in HATLEVEL

Countries which already collect information on education pathways may derive information for MEDLEVQUAL from information collected elsewhere in their national LFS.

It is recommended to place this variable immediately after HATLEVEL in the questionnaire.

If the link between the LFS sample and an administrative source (e.g. register of diplomas) is feasible, it is recommended to use the administrative source for additional data validation (e.g. to check for ‘false negative’ answers).

If a given country considers its administrative source of high enough quality and the link with the LFS sample is possible, the variable could be derived from this source, and the model question might be asked only to foreigners or to other persons with missing information in the administrative source.

Some countries do not have vocational programmes at ISCED level 4; accordingly, the variable only refers to ISCED level 3 qualifications. According to the 2019 ISCED mappings, the following countries do not have vocational programmes at ISCED level 4: DK, HR, HU, SI and TR. Nevertheless, there could be persons with foreign qualifications at ISCED level 4 in these countries.

Please use the latest national ISCED mapping to identify and classify the programmes / formal qualifications with vocational orientation at ISCED level 3 and 4. ISCED mappings are available here: https://circabc.europa.eu/ui/group/d14c857a-601d-438a-b878-4b4cebd0e10f/library/c2dc65ad-5163-4935-b0c2-e5ea1f44929b?p=1&n=10&sort=modified_DESC.

Shared ISCED mappings at the international level would allow the main qualifications obtained abroad to be considered (e.g. those obtained in neighbouring countries or countries of origin of major groups of non-nationals). This would mean that interviewers could be given specific instructions on how to record such qualifications, at least for the most frequently occurring cases.

Qualifications obtained abroad (‘foreign qualifications’) should be classified corresponding to the level/orientation in the country where the qualification was obtained, regardless of the recognition of these qualifications in the current country of residence.

Model question

This question is recommended to be placed in the LFS questionnaire just after the question(s) collecting the variable HATLEVEL.

Answer cards can be used on which categories of all relevant formal education qualifications are listed.

This qualification category approach could be developed in a way, which would enable to collect information on level and orientation of education. For instance, the approach with show cards could help identify specific programme categories or even specific qualifications, in a way that makes possible to derive information about their level and orientation.

Depending on the national educational system, NSIs can choose between option 1 and option 2.

Option 1:

Apart from your <HATLEVEL>, have you obtained any upper-secondary (or post-secondary non-tertiary level) formal qualifications with vocational orientation, like for example [national list of examples]?

1) Yes (= at least one formal qualification with vocational orientation at ISCED level 3 or 4)

2) No (= no formal qualification with vocational orientation at ISCED level 3 or 4)

Do not know / no answer

Option 2:

Have you obtained any qualification from this list ... [exhaustive national list]?

1) Yes (= at least one formal qualification with vocational orientation at ISCED level 3 or 4)

2) No (= no formal qualification with vocational orientation at ISCED level 3 or 4)

Do not know / no answer

As for HATLEVEL, 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 (available at https://circabc.europa.eu/ui/group/d14c857a-601d-438a-b878-4b4cebd0e10f/library/c2dc65ad-5163-4935-b0c2-e5ea1f44929b?p=2&n=10&sort=modified_DESC).

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) for ISCED level 3 and 4 with vocational orientation.

LEVMATCH

Variable name

Match between educational attainment level and current/last main job

Specifications

Topic	Labour market participation
Detailed topic	Young people on the labour market
Standardisation	LFS variable
Periodicity	Eight-yearly
Minimum set of variables	No
Variable type	Collected
Column	
Flow number	5

Filter

(15 <= AGE <= 34) and (EMPSTAT = 1 or EXISTPR = 2, 3)

Filter labels

Persons aged 15 to 34 years in employment or not in employment but have been previously in employment

Codes or values

1	Educational attainment level matches what is required by the job
2	Educational attainment level is higher than required by the job
3	Educational attainment level is lower than required by the job
Blank	Not stated
9	Not applicable

Purpose

The variable aims to measure over- and under-qualification against the formal education (educational attainment level/formal qualification as reported in HATLEVEL) according to information provided/the opinion of the respondent at the moment of the interview.

Definition

The variable records the self-reported match between a person's educational attainment level (highest level of formal education successfully completed) and the requirements of the current/last main job.

The requirements of the current/last main job should not be understood as the legal requirements of the job, but as the requirements needed to do the job.

For the definition of 'job' and 'main job', see the guidelines in the section "General definitions" at the end of the explanatory notes of the core LFS ⁽³⁾.

⁽³⁾ The last version of the explanatory notes for the core LFS are available at:
https://ec.europa.eu/eurostat/statistics-explained/index.php?title=EU_labour_force_survey_-_documentation

Implementation guidelines

The variable refers to the current main job for persons in employment and to the last main job (if any) for unemployed people and people outside the labour force.

For employed people, the variable refers to the requirements currently needed to do the job (as self-perceived by the respondent); it does not refer to the requirements at the time of recruitment. For unemployed people or people outside the labour force, the variable refers to requirements needed to do the last main job at the time the person was performing it (as self-perceived by the respondent).

The variable focuses on the concept 'educational attainment level' only. The educational attainment level referred to should be the one as reported in HATLEVEL.

The level of education required for some professions is regulated by law (e.g. teachers, nurses). However, the legislation might change over time and in some professions for which previously, for example, at least upper-secondary education was required, currently, a lower or higher level of education might be necessary. Persons with such professions should nevertheless answer from the standpoint of their current situation, i.e. according to their opinion, regardless of the current or previous legal requirements.

Model question

→ (15 <= AGE <= 34) and EMPSTAT=1

In your opinion, does the level of your education, i.e. <HATLEVEL>, match the requirements currently needed to do your main job?

- 1) Yes, educational attainment level matches what is required by the job
 - 2) No, educational attainment level is higher than required by the job
 - 3) No, educational attainment level is lower than required by the job
- Do not know / no answer

→ (15 <= AGE <= 34) and EXISTPR = 2, 3

In your opinion, did the level of your education match the requirements needed to do your last main job? Please refer to the level of your highest formal education at that time.

- 1) Yes, educational attainment level matched what was required by the job
 - 2) No, educational attainment level was higher than required by the job
 - 3) No, educational attainment level was lower than required by the job
- Do not know / no answer

FIELDMATCH

Variable name

Match between field of the highest level of education successfully completed and current/last main job

Specifications

Topic	Labour market participation
Detailed topic	Young people on the labour market
Standardisation	LFS variable
Periodicity	Eight-yearly
Minimum set of variables	No
Variable type	Collected
Column	
Flow number	6

Filter

(15 <= AGE <= 34) and (EMPSTAT = 1 or EXISTPR = 2, 3) and HATFIELD = 001 - 109

Filter labels

Persons aged 15 to 34 years in employment or not in employment but have been previously in employment with information about the field of the highest level of education successfully completed

Codes or values

1	Very large extent
2	Large extent
3	Some extent
4	Little extent
5	No extent
6	No job requirements
7	No particular field of educational qualification when previously in employment
Blank	Not stated
9	Not applicable

Purpose

The variable aims to measure possible mismatches against the field of the formal education (field as reported in the variable HATFIELD) according to the information provided / opinion of the respondent at the moment of the interview.

Definition

The variable records the self-reported match between the field of the person's highest level of formal education successfully completed and the requirements of the current/last main job.

The field of the highest level of education successfully completed is defined according to the 'ISCED Fields of Education and Training' (ISCED-F 2013). A field of education is the 'Broad domain, branch or area of content covered by an education programme, course or module'.

The requirements of the current/last main job should not be understood as the legal requirements of the job, but as the requirements needed to do the job.

For the definition of 'job' and 'main job', see the guidelines in the section "General definitions" at the end of the explanatory notes of the core LFS (⁴).

Implementation guidelines

The variable refers to the current main job for persons in employment and to the last main job (if any) for unemployed people and people outside the labour force.

For employed people, the variable refers to the requirements currently needed to do the job (as self-perceived by the respondent); it does not refer to the requirements at the time of recruitment. For unemployed people or people outside the labour force, the variable refers to requirements needed to do the last main job at the time the person was performing it (as self-perceived by the respondent).

The variable focuses on the concept 'field of formal education' only. The field of formal education referred to should be the one as reported in HATFIELD.

The 'ISCED fields of education or training' is a classification of subject matters taught in an educational programme. The classification can be used to classify the main contents of educational programmes which contain a number of subjects. Then, the time spent on each subject is the main criterion for classification of the whole programme.

Some countries collect the variable HATFIELD as an open question and then post-code the information into ISCED fields. If this is the case, FIELDMATCH might refer to the exact speciality (qualification) and the text imputation in the model question might be the name of the programme itself instead of HATFIELD.

If the term "some extent" (code 3) does not have an appropriate translation in the considered language, the term "medium extent" can be used instead.

Model question

→ (15 <= AGE <= 34) and EMPSTAT=1 and HATFIELD = 001 - 109

In your opinion, to what extent does the field of your education, i.e. <HATFIELD>, match the requirements currently needed to do your main job?

- 1) *Very large extent*
 - 2) *Large extent*
 - 3) *Some extent*
 - 4) *Little extent*
 - 5) *No extent*
 - 6) *My job does not require a particular field*
- Do not know / no answer*

⁴) The last version of the explanatory notes for the core LFS are available at:
https://ec.europa.eu/eurostat/statistics-explained/index.php?title=EU_labour_force_survey_-_documentation

→ (15 <= AGE <= 34) and EXISTPR = 2, 3 and HATFIELD = 001 - 109

In your opinion, to what extent did the field of your education match the requirements needed to do your last main job? Please refer to the field of your highest level of formal education at that time.

- 1) *Very large extent*
 - 2) *Large extent*
 - 3) *Some extent*
 - 4) *Little extent*
 - 5) *No extent*
 - 6) *My job did not require a particular field*
 - 7) *My highest level of formal education at that time had no particular field or subject emphasis*
- Do not know / no answer*

The answer 7 “My education qualification had no particular field at that time” is needed for people who have currently a particular field of education (registered in HATFIELD) but who did not have it at the time of the last job. Accordingly this category is only valid when EXISTPR = 2, 3, and this will be checked during validation.

SKILLMATCH

Variable name

Match between skills and current/last main job

Specifications

Topic	Labour market participation
Detailed topic	Young people on the labour market
Standardisation	LFS variable
Periodicity	Eight-yearly
Minimum set of variables	No
Variable type	Collected
Column	
Flow number	7

Filter

(15 <= AGE <= 34) and (EMPSTAT = 1 or EXISTPR = 2, 3)

Filter labels

Persons aged 15 to 34 years in employment or not in employment but have been previously in employment

Codes or values

1	Skills match what is required by the job
2	Skills are higher than required by the job
3	Skills are lower than required by the job
Blank	Not stated
9	Not applicable

Purpose

The variable aims to measure possible mismatches against skills according to the opinion of the respondent at the moment of the interview.

Definition

The variable records the self-reported match between a person's skills and the requirements of the current/last main job.

"Skills" are defined as all of the knowledge, abilities, competences and experience that a person has gained as part of all his/her *education, training, learning, internships and working activities*. The match is defined against all of the knowledge, abilities, competences and experience that are required for the current/last main job.

(Definition adapted from CEDEROP ESJS – European skills and jobs survey).

The requirements of the current/last main job should not be understood as the legal requirements of the job, but as the requirements needed to do the job.

For the definition of 'job' and 'main job', see the guidelines in the section "General definitions" at the end of the explanatory notes of the core LFS ⁽⁵⁾.

Implementation guidelines

The variable refers to the current main job for persons in employment and to the last main job (if any) for unemployed people and people outside the labour force.

For employed people, the variable refers to the requirements currently needed to do the job (as self-perceived by the respondent); it does not refer to the requirements at the time of recruitment. For unemployed people or people outside the labour force, the variable refers to requirements needed to do the last main job at the time the person was performing it (as self-perceived by the respondent).

As mentioned in the subsection "Definition" here above, the "skills" should be taken as the whole set of knowledge, abilities, competences and experience.

It is very important to make clear to the respondent what it is meant by skills. The clarification should take the form of few introductory lines preceding the question (recommended approach). Alternatively, for well-motivated reasons, the clarification may be provided to the respondent immediately after the question is asked.

Model question

We are now going to ask you a question about your skills. By skills, we mean all of the knowledge, abilities, competences and experience that you have gained as part of all your education, training, learning, internships and working activities.

→ (15 <= AGE <= 34) and EMPSTAT=1

In your opinion, do your skills match the requirements currently needed to do your main job?

- 1) Yes, the skills match what is required by the job
 - 2) No, most of the skills are higher than required by the job
 - 3) No, most of the skills are lower than required by the job
- Do not know / no answer

→ (15 <= AGE <= 34) and EXISTPR = 2, 3

In your opinion, did your skills match the requirements needed to do your last main job? Please, refer to the skills you had at that time.

- 1) Yes, the skills matched what was required by the job
 - 2) No, most of the skills were higher than required by the job
 - 3) No, most of the skills were lower than required by the job
- Do not know / no answer

⁽⁵⁾ The last version of the explanatory notes for the core LFS are available at:
https://ec.europa.eu/eurostat/statistics-explained/index.php?title=EU_labour_force_survey_-_documentation

Specific glossary

Formal education (taken from EDUCFED4)

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://uis.unesco.org/en/topic/international-standard-classification-education-isced>.