Report on **Bachelor Thesis**

Institute of Economic Studies, Faculty of Social Sciences, Charles University in Prague

Student:	Ľubica Laslopová
Advisor:	**Barbara Pertold-Gebicka**
Title of the thesis:	Overeducation in the Czech Labour Market

***OVERALL ASSESSMENT** (provided in English, Czech, or Slovak):*

The bachelor thesis by Ľubica Laslopová deals with the issue of overeducation in the Czech labor market. As the author explains, overeducation "represents a mismatch between the qualification necessary for a particular job and qualification actually acquired by an individual working on the position".

The student devotes the first part of her thesis to description of this phenomenon and a review of previous studies analyzing it with special attention paid to measurement of overeducation. Here, Ľubica has proved to have mastered the topic as she guides the reader through it specificities.

The second part of the thesis is devoted to the analysis of overeducation in the Czech labor market. The student briefly presents the Czech Republic with special focus on its education system and reviews previous studies analyzing overeducation in this country. Finally, Ľubica estimates the extent of overeducation in the Czech labor market as of 2013 using microdata from the Study of Income and Living Conditions. Having defined each individual as under-, overeducated, or exactly matcher with her job, the student further analyses the determinants of overeducation – concentrating mainly on identifying the groups of people most threatened by being overeducated, and analyses the consequences of overeducation – both in terms of individual earnings as well as job satisfaction. She uses up-to-date econometric techniques in the empirical analysis, ranging from simple OLS, through Heckman selection model, to multinomial logit. While some of these models are in the curriculum of master rather than bachelor-level econometrics, Ľubica applies them correctly and, moreover, briefly introduces each method to the reader. Not only does she know how to work with econometric methods technically, but she also interprets the results with economic intuition.

I enjoyed supervising Ľubica as she is a very mature and hard-working person. She was the one to define milestones for her work and it was she asking questions rather than me suggesting her what to do.

Question for the defense: Why the normative and the statistical measure give different estimates of the relative extent of overeducation between genders?

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SUMMARY OF POINTS AWARDED (for details, see below):

CATEGORY		POINTS
Literature	*(max. 20 points)*	20
Methods	*(max. 30 points)*	19
Contribution	*(max. 30 points)*	18
Manuscript Form	*(max. 20 points)*	20
TOTAL POINTS	*(max. 100 points)*	**97**
GRADE	**(1 – 2 – 3 – 4)**	**1**

NAME OF THE REFEREE:

DATE OF EVALUATION: *2.6.2015*

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Referee Signature