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## General Details

### Introduction

A Census of Population was taken on the night of Sunday, 21 April 1991, in accordance with the Statistics (Census of Population) Order 1991 (S.I. No. 62 of 1991)<sup>1</sup>. A copy of the census questionnaire including the explanatory notes which accompanied it is reproduced in Appendix 1, Volume 1 of the detailed census report.

This ninth volume of the detailed report contains classifications by age at which full-time education ceased and highest level of education completed for persons aged 15 years and over.

Subsequent census volumes will analyse the population by such characteristics as housing and travel to work.

### Coverage

The census figures relate to the *de facto* population i.e. the population recorded for each area represents the total of all persons present within its boundaries on the night of Sunday, 21 April 1991, together with all persons who arrived in that area on the morning of Monday, 22 April 1991, not having been enumerated elsewhere. Persons on board ships in port are included with the population of adjacent areas. The figures, therefore, include visitors present on census night as well as those in residence, while usual residents temporarily absent from the area are excluded.

The date of the census was chosen to coincide with a period when passenger movements were at a minimum and, consequently, the figures closely approximate to those for the normally resident population. Members of the Defence Forces who on census night were serving abroad with the United Nations were excluded from the enumeration.

### Conduct of the Census

The census enumeration was carried out by a specially recruited temporary field force consisting of 334 full-time supervisors and some 3,200 part-time enumerators. The census questionnaires were distributed during the three weeks immediately preceding the census night and the collection of the completed questionnaires commenced the following day. The enumerators examined the questionnaires at the time of collection to ensure that they were correctly completed and, where necessary, they assisted householders in their completion.

### Production of Results

Each enumerator first prepared and returned to the Central Statistics Office a summary of the population in his/her enumeration area. These summaries formed the basis for the preliminary 1991 population results issued in three census publications within months of the census date<sup>2</sup>. The completed questionnaires for the individual households were subsequently transmitted to the Central Statistics Office for processing.

The population summaries, dwelling listings and enumeration maps for individual enumeration areas were checked for consistency in county order and used to determine the boundaries of census towns and suburbs/environs of towns with legal boundaries. The first stage clerical scrutiny and computer processing of the entries for date of birth, marital status and relationship to head of household (questions 1-6) on the census questionnaire proceeded concurrently in the same county order. These two operations combined allowed the publication of the first set of final census results in a series of Local Population Reports which were issued on a county-by-county basis immediately results became available (see Appendix 1). A summary report for the State was issued in April 1993.

The derived first phase computer file formed the basis for three volumes of the detailed census report covering Areas, Ages and Marital Status and Household Composition and Family Units. The computer processing of the remaining information on the census questionnaires enabled the publication of a second series of Local Population Reports covering place of birth, religion, Irish speakers, usual residence, car usage and household characteristics.

A complete list of the reports on the 1991 Census published to date is given in Appendix 1.

<sup>1</sup> Made by the Taoiseach in pursuance of powers conferred on him by sections 11 and 16 of the Statistics Act, 1926 and the Statistics Acts, 1926 and 1946 (Transfer of Ministerial Functions) Order 1949 (S.I. 142 of 1949).

<sup>2</sup> Census of Population of Ireland, 1991:  
Preliminary Population Figures (Pl. 8176), June 1991  
Preliminary Report - Areas (Pl. 8248), July 1991  
Preliminary Report - Age Groups (Pl. 8447), November 1991.

## Small Area Population Statistics (SAPS)

Small area population statistics (SAPS) for Urban Districts, Rural Districts, Towns, District Electoral Divisions, etc. from the 1991 Census are available on a fee basis.

The SAPS contain detailed classifications of :

- the **population** by age, sex and marital status;
- **households** by type, size and by age, sex and marital status of the head of the households;
- **family units** by size and age of youngest child;
- the **population aged 15 years and over** by principal economic status, age and sex;
- **persons at work** by sex, employment status and broad industrial sector;
- **persons at work and unemployed** by sex and occupational group;
- the **entire population** by socio-economic group and social class.

Detailed classifications by means of travel and distance travelled to work, education, ability to speak Irish, religion and housing characteristics, etc. are also provided.

For further information contact :

Census Inquiries Section  
Central Statistics Office  
Ardee Road  
Rathmines  
Dublin 6

Phone (01) 4977144 Ext. 4129, 4132, 4133 and 4134  
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## Definitions

### Education

The census questions relating to education was formulated as follows:

<b>EDUCATION RECEIVED</b> (to be completed only for persons whose full-time education has ceased)			
State age at which full-time education ceased.	What is the <i>highest</i> level of education ( <b>full-time or part-time</b> ) which was <i>actually</i> completed ?  Insert ✓ in the appropriate box.  (See Notes)		
Q.16	Q.17		
	<table> <tr> <td>           No Formal Education ..... <input type="checkbox"/> 1            Primary Education ..... <input type="checkbox"/> 2            Lower Secondary (Inter Cert., Group Cert., 'O' levels) ..... <input type="checkbox"/> 3            Upper Secondary:            • technical or vocational ..... <input type="checkbox"/> 4            • Leaving Cert. .... <input type="checkbox"/> 5            • both technical/vocational course and Leaving Cert. .... <input type="checkbox"/> 6         </td> <td>           Third Level:            • sub-degree qualification ..... <input type="checkbox"/> 7            • primary university degree ..... <input type="checkbox"/> 8            • professional qualification (of degree status at least) .... <input type="checkbox"/> 9            • both a degree and a professional qualification..... <input type="checkbox"/> 10            • post-graduate degree ..... <input type="checkbox"/> 11         </td> </tr> </table>	No Formal Education ..... <input type="checkbox"/> 1 Primary Education ..... <input type="checkbox"/> 2 Lower Secondary (Inter Cert., Group Cert., 'O' levels) ..... <input type="checkbox"/> 3 Upper Secondary: • technical or vocational ..... <input type="checkbox"/> 4 • Leaving Cert. .... <input type="checkbox"/> 5 • both technical/vocational course and Leaving Cert. .... <input type="checkbox"/> 6	Third Level: • sub-degree qualification ..... <input type="checkbox"/> 7 • primary university degree ..... <input type="checkbox"/> 8 • professional qualification (of degree status at least) .... <input type="checkbox"/> 9 • both a degree and a professional qualification..... <input type="checkbox"/> 10 • post-graduate degree ..... <input type="checkbox"/> 11
No Formal Education ..... <input type="checkbox"/> 1 Primary Education ..... <input type="checkbox"/> 2 Lower Secondary (Inter Cert., Group Cert., 'O' levels) ..... <input type="checkbox"/> 3 Upper Secondary: • technical or vocational ..... <input type="checkbox"/> 4 • Leaving Cert. .... <input type="checkbox"/> 5 • both technical/vocational course and Leaving Cert. .... <input type="checkbox"/> 6	Third Level: • sub-degree qualification ..... <input type="checkbox"/> 7 • primary university degree ..... <input type="checkbox"/> 8 • professional qualification (of degree status at least) .... <input type="checkbox"/> 9 • both a degree and a professional qualification..... <input type="checkbox"/> 10 • post-graduate degree ..... <input type="checkbox"/> 11		

The following more specific instructions as to how the questions should be answered were given in the explanatory notes attached to the census questionnaire.

*Persons who received their education when institutional arrangements were different to those currently in place or who were not educated in Ireland should select an equivalent option.*

- (i) *A person who has attended some form of specialised schooling for handicapped children should be taken as having the equivalent to Primary Education and Box 2 should be selected.*
- (ii) *A person who has attended Primary level only should select Box 2. Moreover, a person who attended a second level school but dropped out without sitting for the Intermediate Certificate, Group Certificate or 'O' Levels should select Box 2.*
- (iii) *A person who sat for the Intermediate Certificate, Group Certificate or 'O' Levels (but no higher level) should select Box 3 irrespective of the results achieved.*
- (iv) *Completing an apprenticeship should be regarded as equivalent to completing technical or vocational education at second level and Box 4 should be selected. However, if the apprenticeship was completed in addition to the Leaving Certificate then Box 6 should be selected.*
- (v) *A person who sat for the Leaving Certificate (but who completed no further course) should select Box 5 irrespective of the results achieved.*
- (vi) *A person who attempted a third level course but without obtaining the certificate, diploma or degree in question should select the appropriate Box at Upper Secondary level.*
- (vii) *A sub-degree qualification at Third Level (i.e. Box 7) should be selected for a person who has obtained a certificate/diploma (not equivalent to a university degree) from a course for which the entry requirement was the completion of the Upper Secondary level to a certain minimum standard.*
- (viii) *A post-graduate degree refers to a degree at Master or higher level. A person with a post-graduate diploma such as the Higher Diploma in Education (but without a degree to Master or higher level) should for Census purposes select Box 8.*



## Scientific or Technological Qualifications

The formulation of the question on scientific and technological qualifications as well as the coding system used to classify the responses to the question were identical to those used in the 1986 Census. However, a detailed comparison of the results for 1986 and 1991 cast major doubts over the validity of the 1991 figures. This comparison highlighted a major lack of continuity between the results for both years. The main reasons for this were:

- the out-of-date coding manual, which was largely unchanged since 1971. The manual did not adequately cater for the increased variety and complexity of scientific and technological qualifications in the intervening period;
- differences in coding practices between 1986 and 1991 for a number of the qualifications listed.

It is, therefore, considered that it would be misleading to publish the 1991 results for this question.

## Classification by Occupation

All persons aged 15 years and over who were at work, unemployed (other than first job seekers) or retired were classified in the census to their usual (or previous) principal occupation.

A person's occupational classification is determined by the kind of work performed in earning a living, irrespective of the place in which, or the purpose for which, it is performed. The nature of the industry, business or service in which the person is working has no bearing upon the classification of the occupation. For example, the occupation "Clerk" covers clerks employed in manufacturing industries, commerce, banking, insurance, public administration, professions and other services, etc..

The detailed level of occupations used in the 1991 Census classification is given in Appendix 2 while the intermediate level of occupational groups is shown in Appendix 3.

## Classification by Industry

The industry in which a person is engaged is determined (whatever the occupation) by the main economic activity carried out in the local unit at which s/he works. If, however, the local unit provides an ancillary service to another unit (e.g. administration, storage, etc.) in the business then the persons in the ancillary unit are classified to the industry of the unit it services. Thus, while the occupational classification is concerned only with the particular work performed by an individual regardless of the activity carried on at the local unit, the industrial classification is concerned only with the ultimate purpose of the unit or end product regardless of the precise nature of the work performed by each individual. A manufacturing or commercial unit may employ persons with many different occupations for the purpose of making a particular product or for giving a particular service. Conversely, there are cases in which particular occupations are largely confined to a single industry. For example, the majority of persons with agricultural occupations are in the agriculture industry and most miners are in the mining industry.

The term *industry* as used for Census of Population purposes is not confined to manufacturing industry. It is synonymous with the term "Sector of economic activity". The basis of the industrial classification is, in the case of employees, the business or profession of their employer and in the case of self-employed persons the nature of their own business or profession.

The detailed level of industries used in the 1991 Census classification is given in Appendix 4 while the intermediate level of industrial groups used is shown in Appendix 5.

## Classification by Socio-Economic Group

The entire population was classified to one of eleven socio-economic groups plus a residual "Unknown" group if sufficient details were not provided. The occupations assigned to each of the eleven groups are generally similar as regards the level of skill or educational attainment required. The socio-economic group of persons aged 15 years or over who were at work was determined by their occupation or in some cases by a combination of occupation and employment status. Unemployed or retired persons were classified by socio-economic group according to their former occupation.



Persons engaged in home duties or at school/college, who were members of a family unit, were classified to the socio-economic group of the person in the family on whom they were deemed to be dependent. Thus, if the head of a family was at work, unemployed or retired, dependent persons were assigned to his/her socio-economic group. If the head was neither at work, unemployed nor retired (e.g. never worked, permanently disabled, etc.) or if his/her occupation was not known, they were assigned to the socio-economic group of the principal earner in the family - if there was no such earner, they were assigned to the "Unknown" socio-economic group. Other persons engaged in home duties or at school/college who were not members of a family unit, such as persons living alone or relatives of a head of household who were not members of the family unit (e.g. widowed grandparents, etc.), were assigned to the "Unknown" group.

The socio-economic groups used in the census, which are identical to those used in the 1986 Census, are as follows:

0	Farmers, farmers' relatives and farm managers
1	Other agricultural occupations and fishermen
2	Higher professional
3	Lower professional
4	Self-employed (with employees) and managers
5	Salaried employees
6	Intermediate non-manual workers
7	Other non-manual workers
8	Skilled manual workers
9	Semi-skilled manual workers
X	Unskilled manual workers
Y	Unknown

A detailed list of the constituent occupations in each socio-economic group is given in Appendix 6.

## Classification by Social Class

The entire population was also classified by social class. The social class scale used was first introduced in the 1986 Census. The scale combines the detailed occupation codes into six broad groups (with a seventh residual group, "Unknown") in such a way as to group together, as far as possible, people of similar social class. The entire population was classified by social class following the same procedures as are outlined in the previous section for the allocation of socio-economic group.

The social class groups used in the census, which are identical to those used in the 1986 Census, are as follows:

1	Higher professional, higher managerial, proprietors employing others and farmers farming 200 or more acres
2	Lower professional, lower managerial, proprietors without employees and farmers farming 100-199 acres
3	Other non-manual workers and farmers farming 50-99 acres
4	Skilled manual workers and farmers farming 30-49 acres
5	Semi-skilled manual workers and farmers farming less than 30 acres
6	Unskilled manual workers
7	Unknown

A detailed list of the constituent occupations of each social class group is given in Appendix 7.

## Labour Force

The Labour Force comprises persons aged 15 years and over whose principal economic status is at work, looking for first regular job or unemployed having lost or given up previous job.

The Labour Force and its constituent figures shown in this volume are directly based on the census. Differences exist between the figures derived from the census and the official mid-April Labour Force estimates based on the 1991 Labour Force Survey.

## Commentary

### Changes 1986 - 1991

The total population aged 15 years and over in 1991 was 2,585,145, of whom 1,270,580 were males and 1,314,565 were females. Of these, 2,302,081 persons comprising 1,130,508 males and 1,171,573 females had ceased full-time education. The remaining 283,064 were attending school, university, etc. on a full-time basis.

In Table A the 1986 and 1991 populations are compared showing those still in education and those whose full-time education has ceased.

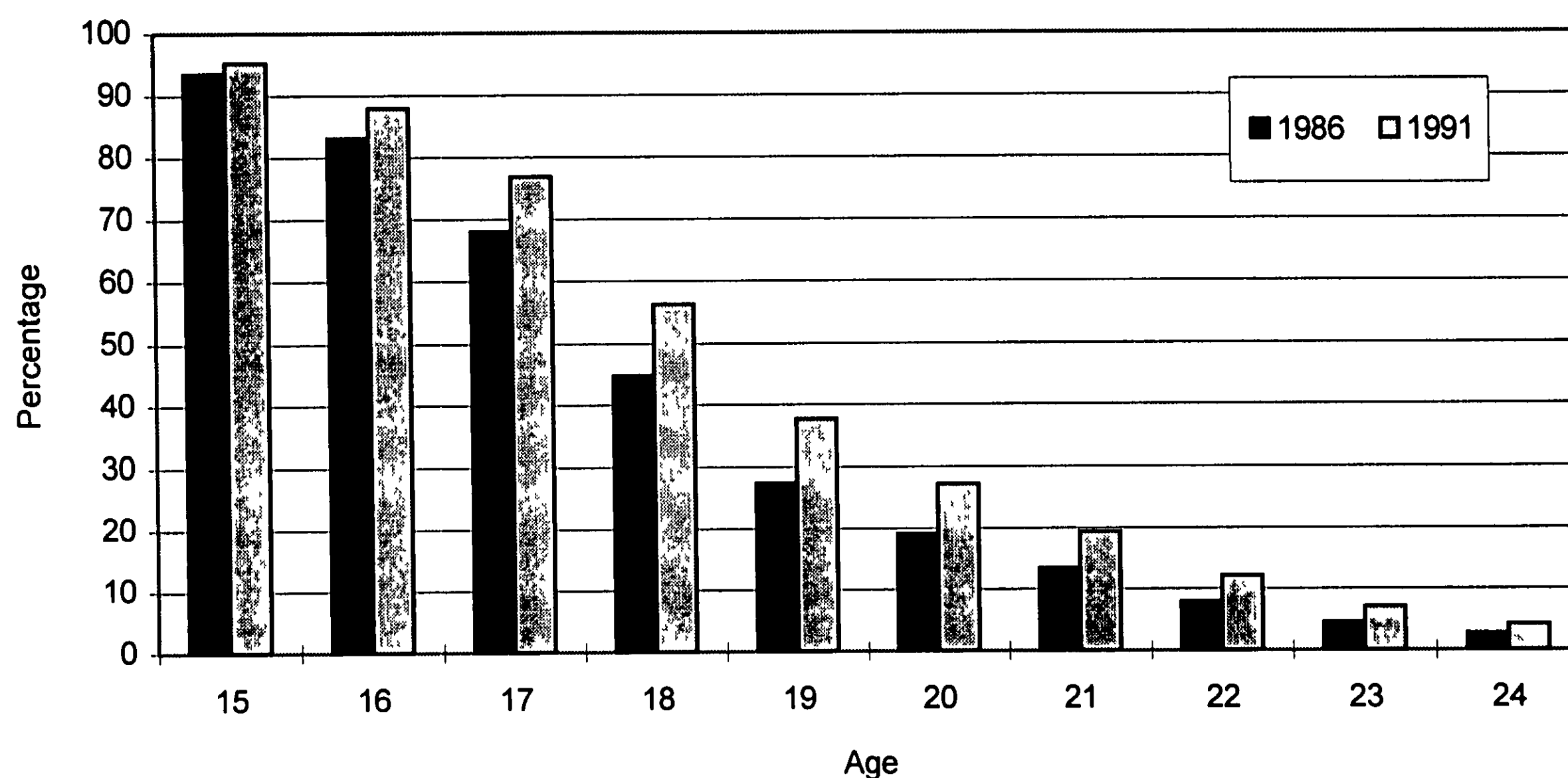
**Table A Persons, males and females aged 15 years and over, showing those at school, university, etc. and those whose full-time education has ceased - 1986 and 1991**

Full-time Education	Persons		Males		Females	
	1986	1991	1986	1991	1986	1991
(000's)						
Total whose full-time education has ceased	2,271	2,302	1,123	1,131	1,148	1,172
Total at school, university, etc.	245	283	121	140	124	143
Total aged 15 years and over	2,516	2,585	1,244	1,271	1,272	1,315

While the total population aged 15 years and over increased by 2.8 per cent between 1986 and 1991 the number of persons at school, university, etc. rose by 15.4 per cent. In 1991 the proportion of males aged 15 years and over who were still in full-time education was 11.0 per cent compared with 9.8 per cent in 1986. The relevant proportions for females were 10.9 per cent in 1991 and 9.7 per cent in 1986.

Table B provides a comparison between 1986 and 1991 of the proportion of persons, males and females who were receiving full-time education, by single year of age from 15 to 24 years. Figure A provides a graphical representation for males and females combined.

**Figure A Percentage of persons aged 15 to 24 years receiving full-time education - 1986 and 1991**



**Table B Percentage of persons, males and females aged 15 to 24 years receiving full-time education - 1986 and 1991**

Age	Persons		Males		Females	
	1986	1991	1986	1991	1986	1991
	%	%	%	%	%	%
15 years	93.5	95.2	92.4	94.3	94.7	96.2
16 "	83.1	87.9	79.6	84.5	86.9	91.4
17 "	68.1	76.9	62.2	71.1	74.3	83.0
18 "	44.7	56.3	39.1	50.9	50.5	61.9
19 "	27.4	37.7	26.0	35.4	28.8	40.1
Total 15-19 years	64.5	71.3	60.9	67.8	68.2	75.1
20 years	19.1	27.2	19.8	27.6	18.4	26.7
21 "	13.3	19.4	14.3	20.1	12.3	18.6
22 "	7.9	12.1	9.2	13.3	6.7	10.7
23 "	4.4	7.0	5.5	8.0	3.3	6.0
24 "	2.6	4.1	3.3	4.8	1.9	3.3
Total 20-24 years	9.8	14.6	10.8	15.5	8.8	13.7
Total 15-24 years	39.1	46.2	37.9	44.6	40.3	47.9

In the 15-24 year age group, participation rates in full-time education increased for each single year of age for both males and females between 1986 and 1991. The most marked increases were for males aged 17-19 years and females aged 17-20 years. The largest individual increase occurred for 18 year old males (+11.8 percentage points).

In 1991, female participation rates in education exceeded those of males in the case of 15-19 year olds while the opposite was the case for 20-24 year olds. A similar relationship was observed in 1981 and 1986.

## Age at which full-time Education ceased

The continuing improvement in the educational level of the general population, by reference to the age at which full-time education ceased, is illustrated in Table C.

**Table C Percentage distribution of persons, males and females whose full-time education has ceased, classified by age at which education ceased - 1971, 1981, 1986 and 1991**

Year	Total whose full-time education has ceased (excluding age not stated)	Age at which full-time education ceased					
		Under 15 years	15 years	16 years	17 years	18 years	19 years and over
	%	%	%	%	%	%	%
<b>Persons</b>							
1971	100.-	51.0 (51.0)	11.4 (62.4)	14.1 (76.5)	8.5 (85.1)	8.4 (93.4)	6.6 (100.-)
1981	100.-	36.8 (36.8)	12.8 (49.7)	16.5 (66.2)	11.7 (77.8)	12.1 (89.9)	10.1 (100.-)
1986	100.-	28.6 (28.6)	13.2 (41.8)	18.3 (60.1)	13.0 (73.1)	15.0 (88.0)	12.0 (100.-)
1991	100.-	27.8 (27.8)	12.2 (40.0)	17.5 (57.6)	13.3 (70.9)	15.7 (86.6)	13.4 (100.-)
<b>Males</b>							
1971	100.-	55.1 (55.1)	11.3 (66.3)	13.3 (79.6)	6.7 (86.3)	6.7 (93.0)	7.0 (100.-)
1981	100.-	39.5 (39.5)	13.3 (52.8)	16.8 (69.6)	9.7 (79.4)	9.9 (89.2)	10.8 (100.-)
1986	100.-	31.3 (31.3)	13.9 (45.2)	18.9 (64.1)	11.3 (75.4)	12.5 (87.9)	12.1 (100.-)
1991	100.-	30.0 (30.0)	12.9 (42.9)	18.3 (61.1)	11.8 (72.9)	13.4 (86.4)	13.6 (100.-)
<b>Females</b>							
1971	100.-	47.0 (47.0)	11.6 (58.5)	14.9 (73.4)	10.4 (83.8)	10.0 (93.8)	6.2 (100.-)
1981	100.-	34.1 (34.1)	12.4 (46.6)	16.1 (62.7)	13.6 (76.3)	14.2 (90.5)	9.5 (100.-)
1986	100.-	25.9 (25.9)	12.5 (38.4)	17.6 (56.1)	14.7 (70.8)	17.4 (88.2)	11.8 (100.-)
1991	100.-	25.7 (25.7)	11.6 (37.3)	16.8 (54.1)	14.8 (68.9)	17.9 (86.9)	13.1 (100.-)

The figures in brackets are cumulative percentages.

In 1971 over half of those whose full-time education had ceased left the educational system before reaching 15 years of age. By 1991 this proportion had fallen to 27.8 per cent. The share of those whose full-time education ceased at 19 years of age and over doubled over the same two decades from 6.6 per cent in 1971 to 13.4 per cent in 1991.

Table D provides an analysis of persons aged 20 years and over classified by present age group, sex and age at which full-time education ceased.

**Table D Percentage distribution of persons, males and females aged 20 years and over, classified by present age group and age at which full-time education ceased ‡**

Present Age Group	Total	Age at which full-time education ceased ‡			
		Under 15 years	15-16 years	17-18 years	19 years and over ‡
	%	%	%	%	%
<b>Persons</b>					
20-24 years	100.-	3.8	23.2	40.6	32.5
25-29 "	100.-	6.5	31.2	41.0	21.3
30-34 "	100.-	11.0	31.5	39.2	18.4
35-44 "	100.-	24.3	30.8	29.1	15.8
45-54 "	100.-	36.4	29.6	22.1	11.8
55-64 "	100.-	46.1	27.0	18.2	8.8
65-74 "	100.-	51.6	26.4	15.1	6.9
75 years and over	100.-	57.0	24.9	11.7	6.5
Total	100.-	28.1	28.5	27.8	15.6
<b>Males</b>					
20-24 years	100.-	4.2	27.0	37.4	31.4
25-29 "	100.-	7.1	36.4	35.6	20.9
30-34 "	100.-	11.4	35.5	34.4	18.7
35-44 "	100.-	26.3	32.0	24.9	16.9
45-54 "	100.-	40.8	28.7	17.9	12.6
55-64 "	100.-	51.7	25.1	13.9	9.3
65-74 "	100.-	57.3	23.9	11.2	7.5
75 years and over	100.-	62.6	22.2	8.3	6.9
Total	100.-	30.4	29.5	23.9	16.2
<b>Females</b>					
20-24 years	100.-	3.3	19.2	43.9	33.6
25-29 "	100.-	5.8	26.3	46.1	21.8
30-34 "	100.-	10.6	27.5	43.8	18.1
35-44 "	100.-	22.3	29.7	33.3	14.7
45-54 "	100.-	31.9	30.5	26.6	11.1
55-64 "	100.-	40.7	28.7	22.3	8.3
65-74 "	100.-	46.8	28.5	18.4	6.4
75 years and over	100.-	53.3	26.7	13.9	6.2
Total	100.-	25.9	27.5	31.5	15.1

‡ Persons aged 20 years and over still receiving full-time education are included with 19 years and over.

The table shows that the proportion of persons who completed their full-time education aged under 15 years increased with age group for both males and females. Conversely, the proportion of persons who either completed their full-time education aged 19 years or over or who were still in full-time education diminished with increasing age for both sexes. These trends clearly indicate that the younger generations are staying in full-time education longer than the generations which preceded them.

## Level of Education completed

The improvements in the educational level of the population, evident from Table C, are also reflected in Table E which focuses on highest level of education completed.

The proportion of the population whose full-time education ceased, having completed (attended) second or third level education, increased substantially between 1971 and 1991. A greater share of females than males had a secondary education while for third level education the opposite was the case.

**Table E Percentage distribution of persons, males and females whose full-time education has ceased, classified by highest level of education completed\* - 1971, 1981 and 1991**

Year	Total whose full-time education has ceased	Highest level of education completed		
		Primary (incl. no formal education and not stated)	Second level	Third level
	%	%	%	%
<b>Persons</b>				
1971	100.-	63.7	32.0	4.3
1981	100.-	45.5	46.8	7.7
1991	100.-	36.7	50.2	13.1
<b>Males</b>				
1971	100.-	65.8	29.0	5.2
1981	100.-	47.1	44.0	8.9
1991	100.-	38.0	48.5	13.5
<b>Females</b>				
1971	100.-	61.6	35.0	3.5
1981	100.-	44.0	49.5	6.5
1991	100.-	35.5	51.8	12.7

\* In the 1971 and 1981 Censuses the formulation of the education question related to highest level of education *attended* as distinct from *completed* in the 1991 Census. The comparisons, therefore, between the results for 1991 and those for the earlier censuses may be slightly distorted.

## Regions

Regional differences in educational levels are summarised in Table F which shows the percentage distribution of persons in 1991 whose full-time education has ceased classified by highest level of education completed.

Some of the differences between regions are of course due to the differing age and socio-economic structures within these regions. A large industrial and commercial centre like Dublin, for example, attracts to it a sizeable number of persons who attained higher educational levels elsewhere. The improvement in the educational level in line with age was illustrated in Table D to show that a region with a younger age structure would, by virtue of that fact alone, present a better picture in terms of educational level than would a region with an older age structure.

The East region contained the lowest percentage (approximately 32 per cent) of persons whose highest level of education completed was "Primary" while Donegal (with 53.7 per cent of males and 48.8 per cent of females) contained the highest proportion of such persons.

The proportion of males who had completed a third level course was considerably higher in the East than in any other region. In fact the proportion of such males in the East region (18.2 per cent) was 40 per cent higher than the next highest, the South West region (i.e. Cork and Kerry).

**Table F Percentage distribution in each Planning Region of persons, males and females whose full-time education has ceased, classified by highest level of education completed**

Planning Region	Total whose full-time education has ceased	Highest level of education completed			
		Primary (incl. no formal education and not stated)	Second level		Third level
			First stage	Second stage	
	%	%	%	%	%
<b>Persons</b>					
East	100.-	32.2	19.7	31.8	16.3
South West	100.-	35.5	21.8	29.8	12.9
South East	100.-	37.7	24.1	28.4	9.8
North East	100.-	44.1	21.3	25.4	9.2
Midwest	100.-	36.3	21.5	30.2	12.0
Midlands	100.-	41.3	21.0	28.8	8.9
West	100.-	42.5	17.5	27.5	12.5
North West	100.-	42.0	17.6	29.2	11.3
Donegal	100.-	51.3	17.8	22.6	8.4
Total	100.-	36.7	20.5	29.7	13.1
<b>Males</b>					
East	100.-	31.3	19.7	30.9	18.2
South West	100.-	37.0	22.1	27.9	13.0
South East	100.-	39.8	24.6	25.9	9.6
North East	100.-	45.3	22.3	23.5	8.9
Midwest	100.-	38.4	21.6	27.9	12.1
Midlands	100.-	44.3	21.4	25.8	8.4
West	100.-	46.9	17.7	23.7	11.7
North West	100.-	45.1	18.4	26.4	10.1
Donegal	100.-	53.7	18.1	20.7	7.6
Total	100.-	38.0	20.8	27.7	13.5
<b>Females</b>					
East	100.-	33.0	19.8	32.6	14.7
South West	100.-	34.1	21.4	31.7	12.8
South East	100.-	35.6	23.6	30.8	10.0
North East	100.-	42.9	20.2	27.3	9.6
Midwest	100.-	34.1	21.4	32.5	12.0
Midlands	100.-	38.0	20.5	32.0	9.5
West	100.-	38.0	17.3	31.4	13.3
North West	100.-	38.8	16.7	32.0	12.5
Donegal	100.-	48.8	17.5	24.6	9.2
Total	100.-	35.5	20.3	31.5	12.7



## Labour Force

Changes in the educational level of males and females between 1981 and 1991 by economic status are summarised in Table G.

**Table G Percentage distribution of persons, males and females whose full-time education has ceased, classified by economic status and highest level of education completed\* - 1981 and 1991**

Economic Status	Total whose full-time education has ceased	Highest level of education completed		
		Primary (incl. no formal education and not stated)	Second level	Third level
	%	%	%	%
<b>Persons</b>				
1981				
Labour Force	100.-	34.6	54.4	11.0
At work	100.-	32.8	55.3	11.9
Unemployed (incl. first time job seekers)	100.-	49.9	46.8	3.3
Non-Labour Force	100.-	60.6	36.2	3.2
Total whose full-time education has ceased	100.-	45.5	46.8	7.7
1991				
Labour Force	100.-	25.0	57.0	18.0
At work	100.-	22.0	57.6	20.4
Unemployed (incl. first time job seekers)	100.-	39.9	54.2	5.9
Non-Labour Force	100.-	54.3	40.0	5.8
Total whose full-time education has ceased	100.-	36.7	50.2	13.1
<b>Males</b>				
1981				
Labour Force	100.-	40.2	49.8	10.0
At work	100.-	38.4	50.7	10.9
Unemployed (incl. first time job seekers)	100.-	54.4	42.9	2.7
Non-Labour Force	100.-	81.2	15.5	3.3
Total whose full-time education has ceased	100.-	47.1	44.0	8.9
1991				
Labour Force	100.-	30.1	54.6	15.3
At work	100.-	26.9	55.4	17.7
Unemployed (incl. first time job seekers)	100.-	44.5	50.9	4.6
Non-Labour Force	100.-	70.5	23.4	6.1
Total whose full-time education has ceased	100.-	38.0	48.5	13.5
<b>Females</b>				
1981				
Labour Force	100.-	20.1	66.3	13.6
At work	100.-	18.9	66.8	14.3
Unemployed (incl. first time job seekers)	100.-	34.0	60.6	5.4
Non-Labour Force	100.-	55.5	41.4	3.1
Total whose full-time education has ceased	100.-	44.0	49.5	6.5
1991				
Labour Force	100.-	15.2	61.7	23.1
At work	100.-	13.0	61.6	25.4
Unemployed (incl. first time job seekers)	100.-	28.2	62.6	9.2
Non-Labour Force	100.-	49.2	45.2	5.7
Total whose full-time education has ceased	100.-	35.5	51.8	12.7

\* In the 1981 Census the formulation of the education question related to highest level of education *attended* as distinct from *completed* in the 1991 Census. The comparisons, therefore, may be slightly distorted.

The improvement which took place in the educational level of the labour force in the ten year period 1981 to 1991 can be observed from Table G. The percentage of persons in the labour force who had only a primary school level of education declined during this period. In the case of males the proportion of such persons decreased from 40.2 per cent to 30.1 per cent while the corresponding figures for females were 20.1 per cent and 15.2 per cent in 1981 and 1991 respectively. Conversely, the proportion of persons with a second or third level education increased. The greatest percentage increase between 1981 and 1991 took place in the proportion of persons who had completed (attended) third level courses. The proportion of males in this category increased from 10.0 per cent to 15.3 per cent - an increase of 53 per cent - while the proportion of females increased from 13.6 per cent to 23.1 per cent - an increase of nearly 70 per cent.

The educational level of the female labour force was significantly higher than that of the male labour force. In fact nearly 85 per cent of the female labour force had completed a second or third level course. This reflects the younger age structure of the female labour force arising, inter alia, from the greater tendency on the part of the older female cohorts to have left the labour force on marriage or following the birth of children.

### Educational attainment and Socio-Economic Group of Parent

Table H classifies persons who were enumerated with their parents and who had ceased their education, according to the socio-economic groups of their parents.

**Table H Percentage distribution of persons whose full-time education has ceased, living with their parent(s), classified by highest level of education completed and by socio-economic group of parent**

Socio-Economic Group of Parent	Total whose full-time education has ceased	Highest level of education completed			
		Primary (incl. no formal education and not stated)	Second level		Third level
			First stage	Second stage	
	%	%	%	%	%
Farmers, farmers' relatives and farm managers	100.-	17.2	29.8	42.4	10.7
Other agricultural occupations and fishermen	100.-	28.8	32.5	34.1	4.6
Higher professional	100.-	4.8	7.4	39.6	48.2
Lower professional	100.-	6.1	13.4	44.8	35.6
Employers and managers	100.-	5.5	15.1	53.2	26.2
Salaried employees	100.-	6.1	16.1	57.1	20.7
Intermediate non-manual workers	100.-	12.5	23.1	50.4	14.1
Other non-manual workers	100.-	15.0	32.5	45.1	7.4
Skilled manual workers	100.-	13.1	31.5	46.5	8.8
Semi-skilled manual workers	100.-	21.8	36.2	37.3	4.7
Unskilled manual workers	100.-	27.1	35.8	33.2	3.9
Unknown	100.-	43.6	23.9	27.0	5.4
Total	100.-	16.9	28.3	43.3	11.5

In interpreting the information in Table H it is important to bear in mind that the population subgroup being studied represents slightly less than one sixth of the population whose full-time education has ceased. Furthermore, the fact that approximately four out of five of the persons in this subgroup were aged 18 years or under would tend to bias the results towards the primary and second levels of education. Notwithstanding these qualifications there is a striking relationship between educational attainment and socio-economic group of parent. Only a negligible percentage of the children of manual workers had completed a third level course of education, ranging from 3.9 per cent for the children of unskilled manual workers to 8.8 per cent for the children of skilled manual workers. This is in sharp contrast with the professional classes where nearly half of the children of higher professional workers and over one third of the children of lower professional workers completed a third level course. There are also significant differences in the participation rate in primary education between children of parents from the different socio-economic groups. Over 20 per cent of the children of semi-skilled and unskilled manual workers completed primary education only, compared with 4.8 per cent of the children of higher professionals and 6.1 per cent of those of lower professionals.

A detailed analysis by socio-economic group of parent and age education ceased is provided in Tables 21A-21C of the main tables of the report.