

# Report of Census Pilot Survey carried out in April 2009

## 1. Introduction

Under EU regulation, Ireland is obliged to conduct a Census of Population in 2011. In preparation for the Census, a Pilot Survey (Pilot) was carried out in April 2009. The legal basis for the Pilot was the Statistics Act 1993.

The Pilot began with a public consultation followed by the establishment of a Census Advisory Group (CAG). The membership of this group was made up of experts from a broad range of relevant areas with a remit to advise on the content of the Census Questionnaire. The reference date for the Pilot was 19 April 2009. The sample covered approximately 11,400 addresses located in 32 Enumeration Areas (EAs) in 8 counties. The areas were representative of urban and rural as well as deprived and non-deprived areas.

This report describes

- the pre-Pilot consultation process
- the survey design
- the results of testing the national address database (GeoDirectory), Small Areas<sup>1</sup> based geography and new fieldwork techniques
- the analysis of the Pilot responses and recommendations based on the findings.

## 2. The consultation process

Consultation on the Pilot took place between August and November 2008. Submissions were invited from the public and interested bodies in August 2008 on the content of the questionnaire. Submissions were received from 91 different organisations and individuals. These covered Government Departments, Local Authorities, Government Agencies, the research and academic communities and private individuals. The submissions covered 31 different topics.

Two meetings of the CAG were held in September and November 2008. The group was composed of persons from Government Departments, Local Authorities, public bodies, the social partners, universities and research institutes and the Central Statistics Office. Sub-groups made up of representatives from various appropriate bodies and interest groups were also convened to discuss and agree the following topics:

- Disability
- Education
- Enumerating the Homeless.

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<sup>1</sup> Approximately 19,000 small areas, averaging 110 households in each, were devised by Ordnance Survey Ireland (OSi) with a view to providing homogeneous output areas.

The content of the Pilot questionnaire was decided on the basis of the consultations and discussions which took place. A strategic decision was taken at senior management level in CSO to adhere to the 24-page layout used in the 2002 and 2006 Censuses. This provided three pages per person enumerated for up to six persons in each household. Two versions of the Pilot questionnaire (reproduced in Appendix 1) were devised to allow controlled testing of the new and revised questions. The two versions were evenly distributed among households in the Pilot areas (i.e. Version A was delivered to every second household with Version B being offered to the remaining households).

The topics chosen for inclusion were a combination of existing topics and those which had been proposed during the public consultation. The questions on Ethnicity and Religion included in the 2006 Census were excluded from the Pilot questionnaire in order to facilitate the inclusion of new and revised questions. However, this did not preclude either or both topics from appearing on the Census 2011 form.

### 3. Survey Design

For the Pilot, the selection of EAs was restricted to 8 counties in order to facilitate the supervision of the field operation and with a view to containing administrative costs. Within these counties, 4 sample areas were then chosen. The 32 sample areas were selected to provide a test of GeoDirectory coverage (see section on GeoDirectory below) and to provide a sample population broadly representative of all socio-economic classes. Other stipulations were that:

- one or more EAs would include apartment blocks
- one or more EAs would be a combination of urban and rural areas. These would be areas on the periphery of towns or areas that contain a small town with its surrounding hinterland.

Five types of strata were identified for the Pilot:

Strata	Description
City	EAs within Dublin and Cork administrative cities
Suburbs	EAs within the suburbs of Dublin
Large Towns	EAs within large towns with a population of 10,000 or more in the 2006 Census
Mixed Urban/Rural	EAs that contain both Urban and Rural areas
Rural	All EAs with at least 75% of their populations living in a rural area.

The 32 Pilot EAs were constructed by joining complete Small Areas so that their boundaries approximated the corresponding 32 EAs from 2006. Each county contained 4 EAs. The table in Appendix 2 shows the Pilot EAs chosen and the field techniques that were used in them.

## **4. Results of testing new techniques in Census geography and fieldwork**

### **GeoDirectory**

The GeoDirectory is the national address database developed by An Post and Ordnance Survey Ireland (OSi). It contains the spatial coordinates of approximately 2 million buildings throughout the State and lists the address points within each building. The linkage of Census data to the addresses and coordinates contained within the GeoDirectory is intended to:

- provide a quality assurance check on the work undertaken by the enumerators,
- reduce the labour input into certain aspects of post-Census processing operations,
- facilitate the production of completely flexible geographical outputs for existing and new boundaries,
- allow the automated identification of disclosure risks through differencing,
- allow for the possibility of comparative analysis at address point level with future Censuses and other CSO-related surveys, and
- facilitate sample selection for other CSO surveys such as the Quarterly National Household Survey, the EU Survey on Income and Living Conditions and the Household Budget Survey.

With a view to assessing the impact of the GeoDirectory on the Census field operation, the Pilot tested the integration of the GeoDirectory into the methodology of Census geography. This had direct implications for the appearance of the enumerator maps and the Enumerator Record Books (ERBs). Pre-assigned dwelling numbers, which were linked to each GeoDirectory address selected for enumeration, were labelled on all the enumerator maps for the Pilot. In addition, half of the enumerators were supplied with ERBs which contained the pre-assigned dwelling numbers and addresses of the GeoDirectory points displayed on the map. The remaining enumerators were supplied with blank ERBs to test whether having an address list reduced the thoroughness of the visual enumeration performed by the enumerators.

The results of the Pilot highlighted the following issues:

- Approximately 4% of dwellings enumerated during the Pilot were not listed on the GeoDirectory. However, a greater number of dwellings not on the GeoDirectory were found by enumerators using blank ERBs (4%) compared with those using pre-addressed ERBs (3%).
- In addition there were 5 EAs where the enumerator found no additional dwellings. In each of these EAs pre-addressed ERBs were used. Following closer examination of the 5 EAs it was concluded that local factors rather than under-enumeration provided the explanation.
- During debriefings, enumerators expressed the opinion that having pre-printed addresses in the ERB contributed to a reduction of their administrative burden.
- Certain enumerators had reservations on the sequencing of the dwelling numbers on the maps. There were also issues with overlapping labels appearing on the maps.

- The GeoDirectory provides a flag indicating whether a building is under construction, vacant, a holiday home or derelict. This flag is based on the date it was last validated by An Post staff member. The results of the Pilot suggest that these flags cannot be taken as a reliable guide to the current status of these buildings. This pattern is more pronounced in rural areas.

### Comparing pre-addressed and blank ERBs

One of the concerns of using pre-addressed ERBs and Maps with Dwelling IDs assigned was that enumerators might not follow instructions to carry out a full visual enumeration and might only enumerate those dwellings marked on the map and listed in the ERB. In Census 2002 and 2006 enumerators were supplied with maps on which red dots indicated the location of dwellings. However, the dwellings were not numbered and further more there was no indication on the map of the expected number of dwellings in multi occupancy buildings. In advance of the Pilot there was a concern that the GeoDirectory might be variable in its coverage with quality being dependant on the An Post updating schedule (every six months in Urban Areas and every year in Rural Areas). The October 2008 version of the GeoDirectory was the source for the pilot. For Census 2011 the April 2010 GeoDirectory will be used<sup>2</sup>.

Enumerators were instructed that the dwellings on the listing/map might not be complete and to carry out a full visual enumeration covering all thoroughfares within the boundary of their EA as they had done in Census 2006.

All enumerators were provided with maps with the dwellings marked. Half of the enumerators were provided with blank ERBs in which they had to write the address of each dwelling marked on the map while the remaining enumerators were provided with ERBs with the in which the address was pre-filled.

The following table compares the number of additional dwellings, over and above those indicated by the GeoDirectory, found by the enumerators in the Pilot:

Strata	Blank ERB	Pre-addressed ERB
Dublin City	53	0
Cork City	18	0
Dublin Suburbs (Fingal)	6	86
Large Towns	35	4
Mixed Urban/Rural	19	25
Rural	110	95
<b>Total</b>	<b>241</b>	<b>210</b>

<sup>2</sup> This will allow enough time for the production of over 10,000 map sheets and 5,000 pre-addressed ERBs. The July and October 2010 versions of the GeoDirectory will be used to identify areas where significant development has taken place.

During the enumerator debriefings, the majority of enumerators felt that having pre-printed addresses in the ERB was more user-friendly than having a blank ERB. In addition, they felt that having the addresses on the ERB contributed to a reduction in their administrative burden.

The maps marked up during the visual enumeration were examined for all EAs to check that the enumerator had carried out a full and proper visual enumeration. In all rural EAs a good distribution of additional dwellings across the EA and in more remote areas within the EA were taken as an indication of a complete visual enumeration. There was one rural EA in which only one additional point was found. In the remaining eleven EAs the number of additional points found varied between 12 and 30.

Given the outcome of the investigation described above CSO has concluded that using the GeoDirectory with pre-printed ERBs and labelled maps does not pose an under-coverage threat to the Census. In order to maximise dwelling coverage in advance of Census 2011, CSO plans to contact all Local Authorities looking for details of dwelling registers maintained by them.

### Small Areas

The Small Area is a new administrative unit developed by the National Institute for Regional and Spatial Analysis (NIRSA) at the behest of OSi and in collaboration with CSO. Small Areas were devised in order to meet user demands for more homogenous units of geography. Approximately 19,000 Small Areas have been created, each containing 75-150 households. Small Areas nest within existing Electoral Divisions.

For the Pilot study, the designation of EAs was based upon the amalgamation of complete Small Areas using a Geographical Information System (GIS). The enumerators were asked to record the Small Area code on the Census forms and to summarise their returns at Small Area level in order to test the production of a preliminary count at this level of geography. In six rural EAs, enumerators were asked to also record the Townland on the form and preliminary summarisation was done to Townland within Small Area.

Overall, the concept of using Small Areas as 'building blocks' for the Pilot EAs proved successful. Using GIS to perform the designation resulted in major time savings compared with the manually intensive logistics associated with drawing boundary changes on paper maps for amendment and reprinting by OSi. The enumerators also felt that providing a summarisation of population and households at Small Area level was more straightforward and efficient compared with the previous methodology of summarisation at street/townland within Electoral Division level.

### Mapping

OSi was retained by CSO to print the maps used by all field staff in previous Censuses. However, for the Pilot the CSO assumed primary responsibility for the creation and printing of the maps required for the enumeration. Maps of the EAs were created within the GIS which in turn produced PDFs of each EA for printing.

During the debriefing sessions, the enumerators expressed their satisfaction with the appearance of the maps, particularly the background detail and the use of colour compared with Census 2006. It is planned, therefore, that the production of the enumerator maps be undertaken by the CSO for Census 2011, while allowing that volume map printing may need to be professionally printed.

### **SMS Messaging**

Each enumerator in the Pilot was provided with a mobile phone and instructed to provide daily SMS updates to both their Field Supervisor and the CSO on their progress in delivering and collecting Census forms. Despite some initial problems with the content of the information being relayed, the SMS system provided valuable real-time information. It gave Field Supervisors an up to date picture of the work being done by each of their enumerators and enabled the CSO to produce daily reports on the overall progress of the field operation. Furthermore, enumerators found the system and the phones easy to manage. It is envisaged that for Census 2011 the SMS system will be enhanced to enable Field Supervisors to access a web-based application displaying the progress of their enumerators compared with the national picture. It will also allow the CSO to quickly identify areas in the field where problems may be arising and which may require the deployment of extra resources.

### **Census Reconciliation Form**

During the course of the field operation in Census 2006 a small percentage of dwellings were identified as being occupied but the relevant enumerators were unable to collect a completed Census form for them despite their best efforts over the ten week period of the enumeration. The CSO, based on feedback from the enumerators, had to subsequently impute for the persons in these dwellings who had been missed in the enumeration process. In order to develop a more structured approach to this potential shortcoming and in line with best international practice, the Pilot tested the use of a Census Reconciliation Forms (CRF). A copy is reproduced in Appendix 1.

Enumerators were instructed to complete a CRF for every dwelling in their EA for which a Census form was not collected. In the case of dwellings identified as being occupied, the number of occupants along with their sex, age and nationality was to be indicated on the CRF. Enumerators were encouraged to contact neighbours for this information if it was not forthcoming from the households in question. For dwellings which were deemed unoccupied, the enumerator was instructed to indicate why the dwelling was unoccupied (e.g. vacant, holiday home, derelict, under construction).

The use of the CRF in the Pilot proved successful. Enumerators found the forms easy to complete and they provided structured information on the status of dwellings for which no Census form had been returned. Analysis done on CRFs returned for dwellings considered occupied, but for which no completed census form was returned, provided an insight into the profile of relevant persons. These persons were disproportionately non-Irish, male and aged 21-40 years. It will be important to target resources at ensuring such populations are properly enumerated in Census 2011. It has to be borne in mind however that the proportion of CRFs collected in a full scale Census is likely to be lower than in a Pilot test given the statutory nature of the former and the impact which a public awareness campaign will have on response.

## **5. Pilot questionnaire: Analysis and recommendations**

The following section examines each of the questions on the Pilot questionnaire as well as those questions omitted from the Pilot but included in Census 2006. It provides background on new and revised questions, analyses the results from the Pilot for each question and contains the recommendations of the Census Advisory Group for incorporation into a memorandum for the

Government on the content of the 2011 census form. The table also indicates whether the question is required for inclusion in the Census by EU regulation.

The group was aware of a number of important caveats in finalising its proposals.

- The main household form to be used in Census 2011 will be 24 pages long. This allows for one page for questions on the household's accommodation and three pages per person for individual questions. Furthermore given that a number of questions have to be included by EU regulation, spacing would be a key consideration when deciding on the content of the final questionnaire.
- The group was mindful that only question formats that have been tested could be considered possible candidates for inclusion on the 2011 form.

In analysing the data returned, all references to 2006 data in the following table, unless otherwise stated, relate to data in the same Enumeration Areas and not to national data from 2006.

Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
<b>Individual Questions</b>			
<b>Q1 Name (1)</b> <i>Not Specified</i>		5 received.	No change.
<b>Sex (2)</b> <i>EU Regulation</i>		2 received.	No change.
<b>Date of birth (3)</b> <i>EU Regulation</i>	The date of birth question was moved from Q4 to Q3 (above the relationship matrix) and the labels 'Day', 'Month' and 'Year' were replaced with watermarks inside the text boxes DD MM YYYY. Non-response increased significantly from 0.85% to 2.06%.	2 received.	The group recommended that this question should be retained in its 2006 format.
<b>Relationship (4)</b> <i>EU Regulation</i>	<p>There were three changes to this question tested in the Pilot. The relationships listed included one new category for 'grandparent' in order to meet the requirement under the EU Regulation to capture data on skipped generation households in a comprehensive manner. Secondly, the explanatory note on how to complete the matrix aspect of the question was shortened in order to accommodate more notes on other questions. Thirdly, the category 'Partner' was changed to 'Partner (including same-sex partner)'.</p> <p>The responses to the question were well behaved and in line with 2006 data. The data captured on second family households were of the same order of magnitude and quality as 2006 indicating the question has not been compromised by the smaller explanatory note.</p>	<p>15 received.</p> <p>No scope for putting in relationship of person 5 to person 6.</p> <p>Include step-siblings.</p> <p>No mother-in-law, brother-in-law etc.</p>	The group recommended that the new variant of the question be adopted for 2011 with the issue of the explanatory note to be decided in conjunction with other form design issues yet to be finalised.



Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
<b>Place of Birth (5)</b>  <i>EU Regulation</i>	This question was the same as in Census 2006.	13 received.  Place of birth not always same as place where mother lived.	No change.
<b>Nationality (6)</b>  <i>EU Regulation</i>	This question was the same as in Census 2006.	3 received.	No change.
<b>Usual residence (7)</b>  <i>EU Regulation</i>  and  Usual residence one year ago (8)  <i>EU Regulation states that at least one of the two following options must be included :</i>  1. Previous place of usual residence and date of arrival in the current place.	<p>There is a requirement under the EU Regulation to produce person counts of usual residents at LAU2 area level, which for Ireland is Electoral Division. This entails capturing the full address of persons who are not enumerated at home on Census night. The decision was made to expand the write-in for usual residence one year ago to full address also.</p> <p>Expanding the write-in boxes to allow for full address of place of usual residence had no impact on response rates (tick boxes) generally on the question. However the non-response for persons who were not at home on Pilot night and who were asked to write in their address was 10% compared with 4% in 2006 (when county only was required). In comparison, the response rates on usual residence one year ago were high at 95% - in line with the 2006 rate, indicating that people may have had a particular issue with giving their address of usual residence.</p> <p>In 2011 over 300,000 persons are expected to have had a different usual residence one year ago. There is no obligation under the Regulation to code this to below country level (in 2006 this was coded to county for Ireland and country for outside Ireland). However, there is</p>	5 received.	<p>Notwithstanding the disappointing result regarding response rates there is an obligation on CSO to capture full address of usual residence for all persons. The group therefore agreed that the revised question be adopted for 2011. Careful consideration will need to be given to how this change will be incorporated into the census outputs.</p> <p>Regarding usual residence one year ago the group decided to adhere to the 2006 version as it considered that the costs involved in coding movements within counties down to ED level would far outweigh the benefits.</p>

Topic (Q No.) <i>EU Status</i>	Results	Respondent comments	Recommendations
<i>2. Place of usual residence one year prior to Census.</i>	a cost involved as it is estimated that only about 60% of such addresses would be coded automatically during processing leaving 100,000 to be manually coded at a cost of between €50,000 and €80,000.		
<b>Year of last return to RoI (9)</b>  <i>See above for EU Regulation status</i>	<p>In 2006 the non-response among non-Irish nationals to this question was the highest of all questions on the Census form at 39%. In order to address this issue, a new version of the question aimed at improving response rates, especially among the non-Irish, was tested. Two variants were tested, one to assess the impact of putting those <u>born outside Ireland</u> first and the other putting those who had <u>ever lived outside</u> Ireland first.</p> <p>The results show that the wording of the question had a detrimental effect on the response rates for Irish born persons, falling from 9.6% in 2006 to 6.5% of the total Irish born population in the Pilot and a positive effect on the response rates among non-Irish persons by birth going from 59% to 70%. However considering that the true answer for non-Irish born persons is 100% (they were born abroad and so should enter the year they came to live in Ireland) the results are disappointing.</p>	<p>9 received.</p> <p>Unclear which country 'this country' refers to.</p> <p>Too many 'if' and 'or' clauses.</p>	Given the detrimental effect on the data for Irish born persons the group agreed that neither of the revised versions should be adopted. The group accordingly recommended that the version used in 2006 should be retained.
<b>Fertility (10)</b>  <i>Not specified</i>	This question was the same as in Census 2006.	<p>21 received.</p> <p>Section for adopted children should be included.</p> <p>Question is insensitive.</p>	While acknowledging that the question is important for demographic analysis and the study of fertility the group recommended that the question could be retained if the space available allowed.

Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
<b>Marital status (11)</b>  <i>EU Regulation</i>	<p>The government published the heads of a civil partnership bill in early 2009. In anticipation of same sex civil partnership being a legal marital status in 2011, a new variant of the marital status question was included on version B of the form to test the acceptability of categories that include a reference to same-sex civil partnership.</p> <p>The results show that the level of non-response was significantly higher at 4.6% on version B compared with 2.0% for version A. In addition the percentage of single people was lower on version B than version A (37% v 40%). Version B did not have the word 'single' in the any of the categories. Of those who selected one of the categories that dealt with civil partnerships (18 households) only 2 of these households were possibly correct with the remainder having clearly misunderstood the question categories.</p>	<p>19 received.</p> <p>Co-habiting partners should be an option.</p> <p>No option for legally separated or divorced and re-married.</p> <p>Does not account for marriages which took place abroad but which are not recognised in Ireland.</p> <p>Question appears to apply only to same-sex partnerships.</p>	<p>Given these results and the uncertainty about how the proposed legislation will develop, the group agreed that the 2006 variant of the question be retained for 2011.</p> <p>The group noted that under the EU regulation, there is a requirement to capture data on legal marital status and that the 2006 variant of the question is a mixture of legal and de-facto (separated) marital statuses.</p>
<b>Irish language (12)</b>  <i>Not specified</i>	<p>This question was the same as in Census 2006.</p> <p>The results agreed reasonably well with those observed for previous censuses.</p>	<p>23 received.</p>	<p>No change.</p>
<b>Other languages (13)</b>  <i>Not specified</i>	<p>There is strong support for the inclusion of a question on other languages from the ESRI and the broader research community.</p> <p>The analysis of the question is best divided into Irish nationals and non-Irish nationals. The overall level of non-response to the question among Irish nationals was 12%. Among those who responded 5% indicated that</p>	<p>15 received.</p> <p>Unclear that English speakers should not fill out second part of</p>	<p>The group supported the inclusion of this question.</p>

Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
	<p>they spoke another language at home with French being the most popular followed by German and Spanish.</p> <p>Among non-Irish nationals, just under two-thirds (64%) indicated they spoke another language at home. The languages given correlated almost exactly with nationality, raising doubts about the usefulness of capturing such a write-in.</p> <p>Among those who answered yes to speaking another language at home, over 81% went on to tick either 'very well' or 'well' to their ability to speak English while fewer than 2% indicated 'not at all'.</p>	question.	
<b>Disability (14 &amp; 15)</b> <i>Not specified</i>	<p>Several changes were made to the two disability questions in the Pilot. These entailed separating out blindness and deafness, separating out intellectual and learning disabilities, and making specific reference to pain in the 'other' category. The 2006 version of the question was left unchanged on Version A of the form to act as a control.</p> <p>The results showed an increase in the disability rate compared with 2006 on both versions of the form, from 8.5% in 2006 to 10.3% in 2009 on Version A, and to 11% with the revised version of the question on form B. Looking at the individual disabilities, not surprisingly the new version of the question shows an increase in people indicating blindness and deafness, and in 'other' conditions.</p>	<p>31 received.</p> <p>No provision for temporary conditions.</p> <p>Suggest Yes/No and if yes then go on to Q 15.</p> <p>'Emotional condition' is very vague.</p>	The group supported the inclusion of the revised version of the questions.
<b>Caring (16)</b> <i>Not specified</i>	Several submissions were received on the 'carers' topic and two important changes were tested in the Pilot. Firstly, the question was moved before the age filter to capture data on children who act as carers. Secondly, the hour bands were expanded to include a category	<p>6 received.</p> <p>Does 'unpaid' imply not employed by someone or would</p>	<p>The group agreed that the question should be placed before the age filter to capture data on children.</p> <p>It also agreed the revised version of</p>

Topic (Q No.) <i>EU Status</i>	Results	Respondent comments	Recommendations
	<p>for more than 57 hours a week, with a write-in on hours tested on Version B of the form.</p> <p>The results show that 27 children between the ages of 9 and 14 indicated that they engaged in caring activities accounting for 2.5% of carers (results for younger children may be 'noise' on the form). Regarding the hours spent caring, comparison between the two Pilot form versions gives broadly similar results with just over half of all carers providing up to 14 hours a week of caring and between 22% and 26% (depending on the version) spending more than 43 hours a week caring. However, the introduction of the higher band category caused a noticeable move from the '43 hours or more' category up to the new higher band of '57 hours or more', which in the Pilot accounted for between 19% and 24% (depending on the version) of carers.</p>	<p>HSE/DSFA payment for carers be classified as paid.</p> <p>Explanatory note is ambiguous as it mentions carer's allowance, and this is paid.</p> <p>Perhaps you should add a question 'do you receive carer's allowance'.</p>	<p>the question with a write in for hours should be used given the comparability of the results with the tick box categories and the possibilities for more analyses.</p>
<b>General Health (17)</b> <i>Not specified</i>	<p>A number of submissions were received during the consultation phase suggesting the inclusion of a question on levels of physical activity. After discussion with the Census Advisory Group it was decided to test a more general question on health which was previously tested by the Northern Ireland Statistics and Research Agency.</p> <p>The results show that over 60% of all people believe their health is 'very good', with another 27% indicating 'good'. By the age of 50 only half of people ticked 'very good' and by age 65 this had fallen to one in four. The number of people who believe their health is only 'fair' rises steadily with age, from 1 in 10 at age 50 to 1 in 3 by age 75. The level of general health shows a strong correlation with social class. 75% of persons with social class 1 having 'very good' health, compared with only 51% of social class 6. Only 3% of social class 1 persons had a 'fair'</p>	<p>3 received.</p> <p>Question overly subjective.</p>	<p>Bearing in mind the correlation between the actual and perceived health status of individuals the group recommended the inclusion of this question.</p>

Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
	level of health against 12% of social class 6. In summary, the data from this question appear to be robust.		
<b>Travel to work, school or college &amp; Time leaving home (18-20)</b>  <i>Not specified</i>	<p>There were several changes made to the questions. The option 'not at work school or college' was moved to the top of the tick box categories in Q18 &amp; Q19, and 'lorry' was moved to be part of the 'other' category (in order to get better data on the 'van fleet') in Q18. The write-in for kilometres was dropped in Q20 as it was felt that people generally are not familiar with their distance to work, whereas the time taken is generally known.</p> <p>The results show that overall non- response for means of travel increased from 5% to 8%. The category 'not at work school or college' accounted for 24% which is the same as 2006. 3.4% ticked 'van' in 2009 compared with 3.7% ticking 'lorry or van' in 2006 while the 'other' category showed a corresponding increase in 2009.</p> <p>For Q20, the exclusion of journey distance has resulted in a higher response rate for time travelled. Journey times were slightly longer, but still in keeping with 2006 data.</p>	<p>65 received.</p> <p>No question on time taken to return home.</p> <p>Does not allow for working from home but travelling to customers.</p> <p>Does not account for shift workers or flexi workers.</p>	<p>The group recommended that the new version of the 'means of travel' question should be adopted for 2011 and the minutes only should be asked in the 'journey to work' question.</p> <p>The group also agreed to retain the question on time of leaving home.</p>
<b>Currently in education or training (22)</b>  <i>Not specified</i>	<p>In 2006 this question was misunderstood by large numbers of people (as could be seen by their subsequent answers on the form). The question was re-worded to ask if a person was currently attending education, and to include a category for part-time education. The age education ceased was also dropped.</p> <p>The level of non-response on the question was 16%, the highest for any question in the Pilot survey. It is difficult to interpret the high non-</p>	<p>2 received.</p> <p>What about apprenticeships?</p>	<p>The group proposed retaining the 2006 version of this question.</p>

Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
	response rate other than to conclude that the question proved confusing for large numbers of people. The total number in full and part-time education in the Pilot was 14%, compared with 14% who indicated they had not completed their <u>full-time</u> education in 2006.		
<b>Level of education (23)</b> <i>EU Regulation</i>	<p>The wording of the question was revised in consultation with the Department of Education to include National Framework of Qualification (NFQ) levels and increase the number of examples of qualifications in each level of education. The number of response options was also reduced from 13 to 11.</p> <p>Feedback from the public highlighted some issues with the new wording of this question: it was difficult to answer for those educated abroad and for older persons who completed their education some time ago.</p> <p>Given the major changes to this question, the results appear reasonable when compared to 2006. There was some concern over the numbers educated to Ordinary Degree level (1,180 persons against 1,429 with Honours Degrees), but it is plausible that persons who were previously reporting ISCED 5b may be now (more accurately) reporting ISCED 4c.</p> <p>The distribution of level of education among the social classes was broadly in line with expectations, with managers, professionals etc having higher educational attainments, while those in the lower categories were most likely to have lower levels of education.</p>	<p>24 received.</p> <p>Difficult to answer if qualification obtained abroad.</p> <p>Unsure as to where nursing qualification fits in.</p>	The group agreed that level of education should be compatible with the National Framework of Qualification and accordingly recommended the revised version of the question.
<b>Field of study (24)</b> <i>Not specified</i>	The question used in 2006 on post-secondary qualifications was limited to 'third level qualifications after 2 or more years of study' thus automatically excluding a wide range of qualifications, particularly in	<p>9 received.</p> <p>What if respondent has two qualifications at</p>	The group recommended that the revised version of the question should be included given that it takes up less

Topic (Q No.) <i>EU Status</i>	Results	Respondent comments	Recommendations
	<p>the technical and vocational areas. The new write-in question was designed to address this shortcoming.</p> <p>Overall the question resulted in a higher response rate of 38% compared with 24% in 2006. As expected the technical and vocational areas showed the highest increase. When analysed by level of education, the response rates for those educated to 'advanced certificate or completed apprenticeship' was very high at 86%. Similar levels of increase in response rates were found for 'upper secondary' and 'technical and vocational'.</p> <p>There were 6,400 responses to this question to be coded in the Pilot. The six most popular responses, each with a frequency of more than 100, were farming, accountancy, nursing, business, engineering, and education (the first two appear as examples on the Pilot form).</p>	same level in different fields?	space, has significantly improved the level of response and will provide very detailed data (87 unique field of study categories).
<b>Voluntary activities (25)</b>  <i>Not specified</i>	This question was the same as in Census 2006.	<p>7 received.</p> <p>Four week qualification is overly restrictive – much voluntary work is seasonal.</p>	Given that sufficiently robust data at national and regional level could be got from a dedicated survey (such as a QNHS module) the group recommended that this question should not be included in Census 2011.
<b>Present principal status (26)</b>  <i>EU Regulation</i>	General feedback from the public indicates that, with the increase in more flexible, family-friendly working, life-long learning and retirees returning to the workforce, there is a need to capture data on secondary economic status among a growing cohort of the population. To this end an amended version of the Present principal status question was tested on version B of the pilot form which asked respondents to	<p>19 received.</p> <p>No option for maternity leave.</p> <p>Does not allow for short term sickness or</p>	Given the results achieved, the difficulty posed by the incompatible nature of the responses, and the further complication of how the data could be analysed and interpreted for users, the group agreed to retain the



Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
	<p>mark 'additional status only where applicable'.</p> <p>The results for version B were disappointing. Just under 10% of persons marked an additional status, and of those 1 in 10, or 88 persons, marked the same status as the principal status, a further 22 marked a status that was incompatible with the principal status (at work and unemployed for example) leaving 442 responses which could be classified as useful data, or 5% of all persons.</p> <p>Furthermore, some of the results were difficult to interpret. For example of the 1044 people who indicated 'housewife' as their principal status, 134 marked an additional status as follows: 59 marked 'at work' (yet 318 went on to fill in the occupation question), 14 marked 'unemployed', 13 marked 'student', 16 marked 'housewife' again, 16 marked 'retired', 7 marked disabled and 7 marked 'other'. The results for the other categories of principal status were similarly confusing.</p>	disability.	2006 version of this question.
<b>Employment status (28)</b>  <i>EU Regulation</i>	This question was the same as in Census 2006.	9 received.	No change.
<b>Occupation (29)</b>  <i>EU Regulation</i>	This question was the same as in Census 2006.	12 received.	No change.
<b>Business of employer (31)</b>  <i>EU Regulation</i>	This question was the same as in Census 2006.	9 received.	No change.

Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
<b>Place of work, school or college (33)</b>  <i>EU Regulation (for address of place of work)</i>	<p>In 2006 the name and address of place of work was asked of all persons at work, which was then coded to x,y coordinates and made available as a research micro-data file under strict conditions to researchers (POWCAR). However the data are somewhat incomplete as data on students were not captured. It was decided to test capturing this information for all persons at work, school or college.</p> <p>The response rate for workers has increased marginally in the Pilot relative to Census 2006 (from 81.9% to 82.5%) suggesting that the inclusion of place of school or college has not damaged the results for workers. The response rate for students/pupils is higher still at 89.8%.</p>	25 received.	The group agreed to keep this question and to extend it to cover address of school or college.
<b>Household Questions</b>			
<b>Accommodation type (H1)</b>  <i>Not specified</i>	This question was the same as in Census 2006.	3 received.  Should be category for bedsits with own facilities.	No change.
<b>Year built (H2)</b>  <i>EU Regulation</i>	<p>In order to produce comparable data across all EU states there is a requirement to provide data for the period 1919 to 1945, and from 1946 to 1960.</p> <p>The results showed 18.5% of dwellings falling into the period 1919 to 1960 in the pilot compared with 21% in 2006.</p>	5 received.  Is this the year the house was completed or construction started?	The group recommended the new categories are adopted.
<b>Nature of occupancy (H3)</b>	In 2006 the category 'renting from a voluntary body' was introduced for the first time. The results showed over 50,000 dwellings in this category which was generally regarded as being too high. The question was	3 received.  Doesn't take into	The group agreed that the new version of the question should be adopted for

Topic (Q No.) <i>EU Status</i>	Results	Respondent comments	Recommendations
<i>EU Regulation</i>	<p>changed to simplify the language used and to get improved data on tenure.</p> <p>The results of the first part of the question showed strong comparability for overall numbers of 'owners' and 'renters' compared with 2006. In the second half of the question, the numbers renting from a voluntary body seemed quite high but on investigation proved to be a cluster in a particular area in Tralee town. The level of non-response for the landlord part of the question was 302 households compared to 312 in 2006.</p>	account if members of the household are tenants.	2011.
<b>Rent paid (H4)</b> <i>Not specified</i>	<p>The introduction of the new RAS (Rental Accommodation Scheme) whereby rent is paid by the local authority on behalf of a tenant in private rented accommodation raises the question as to how this question will be answered in 2011. Two different versions of the question were tested, one asking 'how much rent is paid' and the other asking for the 'gross rent paid' with explanatory notes on the back page explaining what was required.</p> <p>The results show little difference in the overall level of rent paid between the two versions. However the comparison with 2006 is more interesting; there is a decided fall in the number of households paying low rent from 11% in 2006 to 4% in 2009 and a corresponding increase in the number of 'not stated' from 3% in 2006 to 11% in 2009. It would appear that people whose rent is paid on their behalf (under the new RAS scheme) have possibly left the question blank (when examined by area there is a strong correspondence between the shift from low rent (&lt;€25) to not stated in certain areas in Dublin city and Cork city).</p>	<p>5 received.</p> <p>Confusion over definition of 'gross'.</p>	The group agreed that the 2006 version of the wording be retained.

Topic (Q No.)	Results	Respondent comments	Recommendations
<i>EU Status</i>			
<b>Rooms (H5)</b> <i>EU Regulation</i>	This question was the same as in Census 2006.	6 received.	No change.
<b>Heating (H6)</b> <i>Not specified</i>	<p>In order to meet the demand for statistics on energy use a new question on type of central heating, rather than a yes/no formulation, was tested.</p> <p>The wording of the question appears to have confused some householders. The results showed an increase in the number of households with central heating from 88% in 2006 to 96% in 2009. This seems at least partly attributable to the fact that householders, particularly in rural areas, marked peat and coal as providing their main source of central heating. It is a matter for conjecture whether some of these households use peat and/or coal in an open fire rather than to fuel a central heating system.</p>	<p>12 received.</p> <p>House has storage heaters but are rarely used – coal fire is used but only to heat one room.</p> <p>Does not account for dual sources of heating.</p> <p>Electricity is not a type of fuel.</p>	Notwithstanding the difficulties raised, the group felt that providing more detailed information on fuel and energy use out-weighs the problems with the overall level of central heating and accordingly agreed to include the new version of question in 2011.
<b>Water supply (H7)</b> <i>EU Regulation</i>	This question was the same as in Census 2006.	5 received.	No change.
<b>Sewerage (H8)</b> <i>EU Regulation</i>	This question was the same as in Census 2006.	5 received.	No change.
<b>Cars or vans (H9)</b> <i>Not specified</i>	This question was the same as in Census 2006.	2 received.	No change.

Topic (Q No.) <i>EU Status</i>	Results	Respondent comments	Recommendations
<b>PC (H10)</b> <i>Not specified</i>	This question was the same as in Census 2006.	4 received.	No change.
<b>Internet (H11)</b> <i>Not specified</i>	This question was the same as in Census 2006.	4 received.	No change.

Questions on Household's accommodation Version 'A'

Page 2

*Questions on Household's accommodation Version 'B'*

## Questions about your accommodation

START HERE

**H1 What type of accommodation does your household occupy?**

Mark — one box only.

A whole house or bungalow that is:

- ☐ Detached
- ☐ Semi-detached
- ☐ Terraced (including end of terrace)

A flat or apartment (including duplexes) that is self-contained:

- ☐ In a purpose-built block
- ☐ Part of a converted house or commercial building

A bed-sit:

- ☐ Bed-sit (with some shared facilities e.g. toilet)

A mobile or temporary structure:

- ☐ A caravan or other mobile or temporary structure

**H2 When was your house, flat or apartment first built?**

Mark — the year in which first built even if the building was subsequently converted, extended or renovated.

- ☐ Before 1919
- ☐ 1919 - 1945 inclusive
- ☐ 1946 - 1960 inclusive
- ☐ 1961 - 1970 inclusive
- ☐ 1971 - 1980 inclusive
- ☐ 1981 - 1990 inclusive
- ☐ 1991 - 2000 inclusive
- ☐ 2001 - 2005 inclusive
- ☐ 2006 or later

**H3 Does your household own or rent your accommodation?**

Mark — one box only.

- ☐ Own with mortgage or loan
- ☐ Own outright
- ☐ Rent
- ☐ Live here rent free

If renting, who is your landlord?

- ☐ Private landlord
- ☐ Local Authority
- ☐ Voluntary/Co-operative housing body

**H4 If you rent your accommodation, what is the gross rent paid?**

Enter amount to the nearest Euro.

€     

Mark — one box only.

- ☐ Per week
- ☐ Per month
- ☐ Per year

**H5 How many rooms do you have for use only by your household?**

- Do NOT count bathrooms, toilets, nichettes, utility rooms, consulting rooms, offices, shops, halls or landings, or rooms that can only be used for storage such as cupboards.
- Do count all other rooms for example kitchens, living rooms, bedrooms, conservatories you can sit in, and studies.
- If two rooms have been converted into one, count them as one room.

Number of rooms     

**H6 What is the main type of fuel used by the central heating in your accommodation?**

Mark — one box only.

- ☐ No central heating
- ☐ Oil
- ☐ Natural Gas
- ☐ Electricity
- ☐ Coal (including anthracite)
- ☐ Peat (including turf)
- ☐ Liquid Petroleum Gas (LPG)
- ☐ Wood (including wood pellets)
- ☐ Other

**H7 What type of piped water supply does your accommodation have?**

Mark — one box only.

- ☐ Connection to a Public Main
- ☐ Connection to a Group Water Scheme with a Local Authority source of supply
- ☐ Connection to a Group Water Scheme with a private source of supply (e.g. borehole, lake, etc.)
- ☐ Connection to other private source (e.g. well, lake, rain-water tank, etc.)
- ☐ No piped water supply

**H8 What type of sewerage facility does your accommodation have?**

Mark — one box only.

- ☐ Public sewerage scheme
- ☐ Individual septic tank
- ☐ Individual treatment system other than a septic tank
- ☐ Other sewerage facility
- ☐ No sewerage facility

**H9 How many cars or vans are owned or are available for use by one or more members of your household?**

Include any company car or van if available for private use.

Mark — one box only.

- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four or more
- ☐ None

**H10 Does your household have a personal computer (PC)?**

- ☐ Yes
- ☐ No

**H11 Does your household have access to the Internet?**

Mark — 'Yes' if you have access to the Internet in your home.

- ☐ Yes, Broadband connection
- ☐ Yes, other connection
- ☐ No

**H12** ▶ Go to next page



# Person 2 Questions – Version ‘A’





Person 2		See explanatory notes on back page	Mark boxes like this																										
<b>1 What is your name? (Person 2)</b> <i>First name and surname.</i> <div></div>		<b>7 Where do you usually live?</b> 1 <input type="radio"/> HERE at this address 2 <input type="radio"/> Elsewhere in IRELAND (including Northern Ireland), write in your FULL ADDRESS <div></div>																											
<b>2 Sex</b> 1 <input type="radio"/> Male    2 <input type="radio"/> Female		<b>11 What is your current marital status?</b> <i>Answer if aged 15 years or over.</i> <i>Mark  one box only.</i> 1 <input type="radio"/> Single (never married) 2 <input type="radio"/> Married (first marriage) 3 <input type="radio"/> Re-married (following widowhood) 4 <input type="radio"/> Re-married (following divorce/annulment) 5 <input type="radio"/> Separated (including deserted) 6 <input type="radio"/> Divorced 7 <input type="radio"/> Widowed																											
<b>3 What is your date of birth?</b> <div>DD MM YYYY</div>		<b>8 Where did you usually live one year ago?</b> <i>Answer if aged 1 year or over.</i> 1 <input type="radio"/> SAME as now 2 <input type="radio"/> Elsewhere in IRELAND (including Northern Ireland), write in your FULL ADDRESS <div></div>																											
<b>4 What is your relationship to Person 1?</b> <i>Mark  one box only.</i> <table border="0"> <tr> <th>Relationship of PERSON 2 to</th> <th>Person 1</th> </tr> <tr> <td>Husband or wife</td> <td>1 <input type="radio"/></td> </tr> <tr> <td>Partner (including same-sex partner)</td> <td>2 <input type="radio"/></td> </tr> <tr> <td>Son or daughter</td> <td>3 <input type="radio"/></td> </tr> <tr> <td>Step-child</td> <td>4 <input type="radio"/></td> </tr> <tr> <td>Brother or sister</td> <td>5 <input type="radio"/></td> </tr> <tr> <td>Mother or father</td> <td>6 <input type="radio"/></td> </tr> <tr> <td>Grandparent</td> <td>7 <input type="radio"/></td> </tr> <tr> <td>Step-mother/father</td> <td>8 <input type="radio"/></td> </tr> <tr> <td>Son/daughter-in-law</td> <td>9 <input type="radio"/></td> </tr> <tr> <td>Grandchild</td> <td>10 <input type="radio"/></td> </tr> <tr> <td>Other related</td> <td>11 <input type="radio"/></td> </tr> <tr> <td>Unrelated (including foster child)</td> <td>12 <input type="radio"/></td> </tr> </table>		Relationship of PERSON 2 to	Person 1	Husband or wife	1 <input type="radio"/>	Partner (including same-sex partner)	2 <input type="radio"/>	Son or daughter	3 <input type="radio"/>	Step-child	4 <input type="radio"/>	Brother or sister	5 <input type="radio"/>	Mother or father	6 <input type="radio"/>	Grandparent	7 <input type="radio"/>	Step-mother/father	8 <input type="radio"/>	Son/daughter-in-law	9 <input type="radio"/>	Grandchild	10 <input type="radio"/>	Other related	11 <input type="radio"/>	Unrelated (including foster child)	12 <input type="radio"/>	<b>12 Can you speak Irish?</b> <i>Answer if aged 3 years or over.</i> 1 <input type="radio"/> Yes 2 <input type="radio"/> No  <b>If 'Yes', do you speak Irish?</b> <i>Mark  the boxes that apply.</i> 1 <input type="radio"/> Daily, within the education system 2 <input type="radio"/> Daily, outside the education system 3 <input type="radio"/> Weekly 4 <input type="radio"/> Less often 5 <input type="radio"/> Never	
Relationship of PERSON 2 to	Person 1																												
Husband or wife	1 <input type="radio"/>																												
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Other related	11 <input type="radio"/>																												
Unrelated (including foster child)	12 <input type="radio"/>																												
<b>5 What is your place of birth?</b> <i>Give the place where your mother lived at the time of your birth.</i> If IRELAND (including Northern Ireland), write in the COUNTRY. <div></div> If elsewhere ABROAD, write in the COUNTRY. <div></div>		<b>9 If you have lived outside the Republic of Ireland for a continuous period of 1 year or more, or if you were born abroad, when did you last take up residence in this country?</b> Write in the year. <div></div>																											
<b>6 What is your Nationality?</b> <i>If you have more than one nationality, please declare all of them.</i> 1 <input type="radio"/> Irish 2 <input type="radio"/> Other NATIONALITY, write in <div></div> 3 <input type="radio"/> No nationality		<b>10 How many children have you given birth to?</b> <i>This question is for women only.</i> Write in number of children born alive. <div></div> 1 <input type="radio"/> None																											
		<b>13 Do you speak a language other than English or Irish at home?</b> 1 <input type="radio"/> Yes 2 <input type="radio"/> No    ➡ Go to Q14  <b>What is this language?</b> <div></div> (e.g. POLISH, GERMAN, IRISH SIGN LANGUAGE)  <b>How well do you speak English?</b> <i>Mark  one box only.</i> 1 <input type="radio"/> Very well 2 <input type="radio"/> Well 3 <input type="radio"/> Not well 4 <input type="radio"/> Not at all																											



Person 2 Questions – Version 'A' (cont'd)

Person 2		Write in BLOCK CAPITALS		Mark boxes like this	
<b>14</b> Do you have any of the following long-lasting conditions?		<b>17</b> How is your health in general? <i>Mark  one box only.</i>		<b>21</b> If you are aged 14 or under Go to Q33	
(a) Blindness, deafness or a severe vision or hearing impairment		1 <input type="radio"/> Very good 2 <input type="radio"/> Good 3 <input type="radio"/> Fair 4 <input type="radio"/> Bad 5 <input type="radio"/> Very bad		<b>22</b> Are you currently at school or college or participating in any form of education/training?	
(b) A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting or carrying		<b>18</b> How do you usually travel to work, school or college? <i>Mark  one box only, for the longest part, by distance, of your usual journey to work, school or college.</i>		1 <input type="radio"/> Yes, full-time 2 <input type="radio"/> Yes, part-time 3 <input type="radio"/> No	
(c) A learning or intellectual disability		1 <input type="radio"/> Not at work, school or college 2 <input type="radio"/> On foot 3 <input type="radio"/> Bicycle 4 <input type="radio"/> Bus, minibus or coach 5 <input type="radio"/> Train, DART or LUAS 6 <input type="radio"/> Motor cycle or scooter 7 <input type="radio"/> Driving a car 8 <input type="radio"/> Passenger in a car 9 <input type="radio"/> Van 10 <input type="radio"/> Other, including ferry 11 <input type="radio"/> Work mainly at or from home		<b>23</b> What is the highest level of education/training (full-time or part-time) which you have completed to date? <i>Mark  one box only.</i>	
<b>15</b> If 'Yes' to any of the conditions specified in Question 14, do you have any difficulty in doing any of the following activities?		<b>19</b> What time do you usually leave home to go to work, school or college?		1 <input type="radio"/> No formal education/training 2 <input type="radio"/> Primary education <small>NFQ Levels 1 or 2 FETAC Level 1 or 2 Cert. or equivalent</small> 3 <input type="radio"/> Lower Secondary <small>NFQ Level 3 Junior/Inter/Group Cert., FETAC Level 3 Cert., FAS Introductory Skills, NCVA Foundation Cert. or equivalent</small> 4 <input type="radio"/> Upper Secondary <small>NFQ Levels 4 or 5 Leaving Cert. (including Applied and Vocational programmes) or equivalent</small> 5 <input type="radio"/> Technical or Vocational <small>NFQ Levels 4 or 5 FETAC Level 4/5 Cert., NCVA Level 1/2, FAS Specific Skills, Teagasc Cert. in Agriculture, CERT Craft Cert. or equivalent</small> 6 <input type="radio"/> Advanced Certificate/Completed Apprenticeship <small>NFQ Level 6 FETAC Advanced Cert., NCVA Level 3, FAS National Cert. Cert., Teagasc Farming Cert., CERT Professional Cookery Cert. or equivalent</small> 7 <input type="radio"/> Higher Certificate <small>NFQ Level 6 NCEA/NETAC National Cert. or equivalent</small> 8 <input type="radio"/> Ordinary Bachelor Degree or National Diploma <small>NFQ Level 7</small> 9 <input type="radio"/> Honours Bachelor Degree/Professional qualification or both <small>NFQ Level 8</small> 10 <input type="radio"/> Postgraduate Diploma or Degree <small>NFQ Level 9 Postgraduate Diploma, Masters Degree or equivalent</small> 11 <input type="radio"/> Doctorate (Ph.D) or higher <small>NFQ Level 10</small>	
(a) Learning, remembering or concentrating		1 <input type="radio"/> Not at work, school or college 2 <input type="radio"/> Before 06:30 3 <input type="radio"/> 06:30 - 07:00 4 <input type="radio"/> 07:01 - 07:30 5 <input type="radio"/> 07:31 - 08:00 6 <input type="radio"/> 08:01 - 08:30 7 <input type="radio"/> 08:31 - 09:00 8 <input type="radio"/> 09:01 - 09:30 9 <input type="radio"/> After 09:30		<b>24</b> What is the main field of study of the highest qualification you have completed to date? <i>Exclude Secondary school qualifications.</i> Write in the field of study.	
(b) Dressing, bathing or getting around inside the home		<b>20</b> How long does your journey to work, school or college usually take?  Write in minutes. <input type="text"/> <input type="text"/> <input type="text"/>		1 <input type="radio"/> Yes, 1-14 hours a week 2 <input type="radio"/> Yes, 15-28 hours a week 3 <input type="radio"/> Yes, 29-42 hours a week 4 <input type="radio"/> Yes, 43-56 hours a week 5 <input type="radio"/> Yes, 57 or more hours a week 6 <input type="radio"/> No	
<b>16</b> Do you provide regular unpaid personal help for a friend or family member with a long-term illness, health problem or disability? <i>Include problems which are due to old age.</i> <i>Personal help includes help with basic tasks such as feeding or dressing.</i>				1 <input type="radio"/> Yes, 1-14 hours a week 2 <input type="radio"/> Yes, 15-28 hours a week 3 <input type="radio"/> Yes, 29-42 hours a week 4 <input type="radio"/> Yes, 43-56 hours a week 5 <input type="radio"/> Yes, 57 or more hours a week 6 <input type="radio"/> No	

Person 2 Questions – Version ‘A’ (cont’d)

Person 2	See explanatory notes on back page	Mark boxes like this 
<p><b>25</b> In the last 4 weeks have you done any of the following activities without pay?</p> <p>Mark  ALL the boxes that apply.</p> <p>1 <input type="checkbox"/> Helping or voluntary work with a social or charitable organisation</p> <p>2 <input type="checkbox"/> Helping or voluntary work with a religious group or church</p> <p>3 <input type="checkbox"/> Helping or voluntary work with a sporting organisation</p> <p>4 <input type="checkbox"/> Helping or voluntary work with a political or cultural organisation</p> <p>5 <input type="checkbox"/> Any other voluntary activity</p> <p>6 <input type="checkbox"/> No voluntary activity</p>	<p><b>29</b> What is (was) your occupation in your main job?</p> <p><i>In all cases describe the occupation fully and precisely giving the full job title.</i></p> <p>Use precise terms such as RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER</p> <p>Do NOT use general terms such as MANAGER TEACHER ENGINEER</p> <p>Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER. Members of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. PRIMARY TEACHER. Clergy and religious orders should give full description e.g. NUN, REGISTERED GENERAL NURSE.</p> <p>Write in your main OCCUPATION.</p>	
<p><b>26</b> How would you describe your present principal status?</p> <p>Mark  one box only.</p> <p>1 <input type="checkbox"/> Working for payment or profit</p> <p>2 <input type="checkbox"/> Looking for first regular job</p> <p>3 <input type="checkbox"/> Unemployed</p> <p>4 <input type="checkbox"/> Student or pupil</p> <p>5 <input type="checkbox"/> Looking after home/family</p> <p>6 <input type="checkbox"/> Retired from employment</p> <p>7 <input type="checkbox"/> Unable to work due to permanent sickness or disability</p> <p>8 <input type="checkbox"/> Other; write in</p>	<p>If a farmer, write in the SIZE of the farm.</p> <p><input type="text"/> Hectares</p>	
	<p><b>30</b> If you are retired</p> <p>Go to Q34</p>	
	<p><b>31</b> What is (was) the business of your employer at the place where you work(ed) in your main job?</p> <p><i>If you are (were) self-employed answer in respect of your own business. Describe the main product or service provided by your employer.</i></p> <p>For example, MAKING COMPUTERS, REPAIRING CARS, SECONDARY EDUCATION, FOOD WHOLESALE, MAKING PHARMACEUTICALS, CONTRACT CLEANING, SOFTWARE DEVELOPMENT AND SUPPORT.</p>	
<p><b>27</b> If you are working, unemployed or retired</p> <p>Go to Q28</p> <p>If you are a student</p> <p>Go to Q33</p> <p>Otherwise</p> <p>Go to Q34</p>	<p><b>32</b> If you are unemployed</p> <p>Go to Q34</p>	
<p><b>28</b> Do (did) you work as an employee or are (were) you self-employed in your main job?</p> <p><i>Your main job is the job in which you usually work(ed) the most hours.</i></p> <p>Mark  one box only.</p> <p>1 <input type="checkbox"/> Employee</p> <p>2 <input type="checkbox"/> Self-employed, with paid employees</p> <p>3 <input type="checkbox"/> Self-employed, without paid employees</p> <p>4 <input type="checkbox"/> Assisting relative (not receiving a fixed wage or salary)</p>	<p><b>33</b> What is the FULL NAME and ADDRESS of your place of work, school or college?</p>	
	<p>1 <input type="checkbox"/> Work mainly at or from home</p> <p>2 <input type="checkbox"/> No fixed place of work</p>	
	<p><b>34</b> Answer questions for Person 3 starting on the next page.</p> <p>If there are only two persons present in the household on the night of 19 April</p> <p>Go to page 22</p>	

Person 2 Questions – Version ‘B’

**Person 2** See explanatory notes on back page Mark boxes like this

**1** What is your name? (Person 2)  
*First name and surname.*

**2** Sex  
1 ☐ Male 2 ☐ Female

**3** What is your date of birth?  
DD MM YYYY

**4** What is your relationship to Person 1?  
*Mark — one box only.*

Relationship of PERSON 2 to	Person 1
Husband or wife	1 <input type="radio"/>
Partner (including same-sex partner)	2 <input type="radio"/>
Son or daughter	3 <input type="radio"/>
Step-child	4 <input type="radio"/>
Brother or sister	5 <input type="radio"/>
Mother or father	6 <input type="radio"/>
Grandparent	7 <input type="radio"/>
Step-mother/father	8 <input type="radio"/>
Son/daughter-in-law	9 <input type="radio"/>
Grandchild	10 <input type="radio"/>
Other related	11 <input type="radio"/>
Unrelated (including foster child)	12 <input type="radio"/>

**5** What is your place of birth?  
*Give the place where your mother lived at the time of your birth.*

If IRELAND (including Northern Ireland), write in the COUNTY.

If elsewhere ABROAD, write in the COUNTRY.

**6** What is your Nationality?  
*If you have more than one nationality, please declare all of them.*

1 ☐ Irish  
2 ☐ Other NATIONALITY, write in  
3 ☐ No nationality

**7** Where do you usually live?  
1 ☐ HERE at this address  
2 ☐ Elsewhere in IRELAND (including Northern Ireland), write in your FULL ADDRESS  
3 ☐ Elsewhere ABROAD, write in the COUNTRY

**8** Where did you usually live one year ago?  
*Answer if aged 1 year or over.*

1 ☐ SAME as now  
2 ☐ Elsewhere in IRELAND (including Northern Ireland), write in your FULL ADDRESS  
3 ☐ Elsewhere ABROAD, write in the COUNTRY

**9** If you were born abroad or have lived outside the Republic of Ireland for a continuous period of 1 year or more, when did you last take up residence in this country?  
Write in the year.

**10** How many children have you given birth to?  
*This question is for women only.*  
Write in number of children born alive.

1 ☐ None

**11** What is your legal marital or same-sex civil partnership status?  
*Answer if aged 15 years or over. Mark — one box only.*

1 ☐ Never married and never registered a same-sex civil partnership  
2 ☐ Married  
3 ☐ Separated, but still legally married  
4 ☐ Divorced  
5 ☐ Widowed  
6 ☐ In a registered same-sex civil partnership  
7 ☐ Separated, but still legally in a same-sex civil partnership  
8 ☐ Formerly in a same-sex civil partnership which is now legally dissolved  
9 ☐ Surviving partner from a same-sex civil partnership

**12** Can you speak Irish?  
*Answer if aged 3 years or over.*

1 ☐ Yes  
2 ☐ No

If 'Yes', do you speak Irish?  
*Mark — the boxes that apply.*

1 ☐ Daily, within the education system  
2 ☐ Daily, outside the education system  
3 ☐ Weekly  
4 ☐ Less often  
5 ☐ Never

**13** Do you speak a language other than English or Irish at home?  
1 ☐ Yes  
2 ☐ No **Go to Q14**

What is this language?

(e.g. POLISH, GERMAN, IRISH SIGN LANGUAGE)

How well do you speak English?  
*Mark — one box only.*

1 ☐ Very well  
2 ☐ Well  
3 ☐ Not well  
4 ☐ Not at all



Person 2 Questions – Version 'B' (cont'd)

Person 2		Write in BLOCK CAPITALS		Mark boxes like this	
<b>14</b> Do you have any of the following long-lasting conditions or difficulties?		<b>17</b> How is your health in general? <i>Mark  one box only.</i>		<b>21</b> If you are aged 14 or under Go to Q33	
(a) Blindness or a serious vision impairment	Yes <input type="checkbox"/> No <input type="checkbox"/>	1 <input type="checkbox"/> Very good	<b>22</b> Are you currently at school or college or participating in any form of education/training?		
(b) Deafness or a serious hearing impairment	Yes <input type="checkbox"/> No <input type="checkbox"/>	2 <input type="checkbox"/> Good	1 <input type="checkbox"/> Yes, full-time		
(c) A difficulty with basic physical activities such as walking, climbing stairs, reaching, lifting or carrying	Yes <input type="checkbox"/> No <input type="checkbox"/>	3 <input type="checkbox"/> Fair	2 <input type="checkbox"/> Yes, part-time		
(d) An intellectual disability	Yes <input type="checkbox"/> No <input type="checkbox"/>	4 <input type="checkbox"/> Bad	3 <input type="checkbox"/> No		
(e) A difficulty with learning, remembering or concentrating	Yes <input type="checkbox"/> No <input type="checkbox"/>	5 <input type="checkbox"/> Very bad	<b>23</b> What is the highest level of education/training (full-time or part-time) which you have completed to date? <i>Mark  one box only.</i>		
(f) A psychological or emotional condition	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>18</b> How do you usually travel to work, school or college? <i>Mark  one box only, for the longest part, by distance, of your usual journey to work, school or college.</i>	1 <input type="checkbox"/> No formal education/training		
(g) A difficulty with pain, breathing, or any other chronic illness or condition	Yes <input type="checkbox"/> No <input type="checkbox"/>	1 <input type="checkbox"/> Not at work, school or college	2 <input type="checkbox"/> Primary education <small>NFQ Levels 1 or 2 FETAC Level 1 or 2 Cert., or equivalent</small>		
<b>15</b> If 'Yes' to any of the categories specified in Question 14, do you have any difficulty in doing any of the following?		2 <input type="checkbox"/> On foot	3 <input type="checkbox"/> Lower Secondary <small>NFQ Level 3 Junior/Inter/Group Cert., FETAC Level 3 Cert., FAS Introductory Skills, NCVA Foundation Cert., or equivalent</small>		
(a) Dressing, bathing or getting around inside the home	Yes <input type="checkbox"/> No <input type="checkbox"/>	3 <input type="checkbox"/> Bicycle	4 <input type="checkbox"/> Upper Secondary <small>NFQ Levels 4 or 5 Leaving Cert. (including Applied and Vocational programmes) or equivalent</small>		
(b) Going outside the home alone to shop or visit a doctor's surgery	Yes <input type="checkbox"/> No <input type="checkbox"/>	4 <input type="checkbox"/> Bus, minibus or coach	5 <input type="checkbox"/> Technical or Vocational <small>NFQ Levels 4 or 5 FETAC Level 4/5 Cert., NCVA Level 1/2, FAS Specific Skills, Teagasc Cert. in Agriculture, CERT Craft Cert. or equivalent</small>		
(c) Working at a job or business or attending school or college	Yes <input type="checkbox"/> No <input type="checkbox"/>	5 <input type="checkbox"/> Train, DART or LUAS	6 <input type="checkbox"/> Advanced Certificate/Completed Apprenticeship <small>NFQ Level 6 FETAC Advanced Cert., NCVA Level 3, FAS National Craft Cert., Teagasc Farming Cert., CERT Professional Cookery Cert., or equivalent</small>		
(d) Participating in other activities, for example leisure or using transport	Yes <input type="checkbox"/> No <input type="checkbox"/>	6 <input type="checkbox"/> Motor cycle or scooter	7 <input type="checkbox"/> Higher Certificate <small>NFQ Level 6 NCEA/METAC National Cert. or equivalent</small>		
<b>16</b> Do you provide regular unpaid personal help for a friend or family member with a long-term illness, health problem or disability? <i>Include problems which are due to old age.</i> <i>Personal help includes help with basic tasks such as feeding or dressing.</i>		7 <input type="checkbox"/> Driving a car	8 <input type="checkbox"/> Ordinary Bachelor Degree or National Diploma <small>NFQ Level 7</small>		
1 <input type="checkbox"/> Yes		8 <input type="checkbox"/> Passenger in a car	9 <input type="checkbox"/> Honours Bachelor Degree/ Professional qualification or both <small>NFQ Level 8</small>		
2 <input type="checkbox"/> No		9 <input type="checkbox"/> Van	10 <input type="checkbox"/> Postgraduate Diploma or Degree <small>NFQ Level 9 Postgraduate Diploma, Masters Degree or equivalent</small>		
If 'Yes', for how many hours per week?		10 <input type="checkbox"/> Other, including trolley	11 <input type="checkbox"/> Doctorate (Ph.D) or higher <small>NFQ Level 10</small>		
Write in hours.		11 <input type="checkbox"/> Work mainly at or from home	<b>24</b> What is the main field of study of the highest qualification you have completed to date? <i>Exclude Secondary school qualifications.</i> Write in the field of study.		
<input type="text"/> <input type="text"/> <input type="text"/>		<b>19</b> What time do you usually leave home to go to work, school or college?	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		1 <input type="checkbox"/> Not at work, school or college	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		2 <input type="checkbox"/> Before 06:30	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		3 <input type="checkbox"/> 06:30 - 07:00	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		4 <input type="checkbox"/> 07:01 - 07:30	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		5 <input type="checkbox"/> 07:31 - 08:00	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		6 <input type="checkbox"/> 08:01 - 08:30	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		7 <input type="checkbox"/> 08:31 - 09:00	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		8 <input type="checkbox"/> 09:01 - 09:30	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		9 <input type="checkbox"/> After 09:30	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		<b>20</b> How long does your journey to work, school or college usually take?	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		Write in minutes.	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px;"></div>		
		<input type="text"/> <input type="text"/> <input type="text"/>	(e.g. ACCOUNTANCY, BEAUTY THERAPY, FARMING, PLUMBING)		

Person 2 Questions – Version 'B' (cont'd)

Person 2		See explanatory notes on back page	Mark boxes like this																											
<p><b>25</b> In the last 4 weeks have you done any of the following activities without pay?</p> <p>Mark  ALL the boxes that apply.</p> <p>1 <input type="checkbox"/> Helping or voluntary work with a social or charitable organisation</p> <p>2 <input type="checkbox"/> Helping or voluntary work with a religious group or church</p> <p>3 <input type="checkbox"/> Helping or voluntary work with a sporting organisation</p> <p>4 <input type="checkbox"/> Helping or voluntary work with a political or cultural organisation</p> <p>5 <input type="checkbox"/> Any other voluntary activity</p> <p>6 <input type="checkbox"/> No voluntary activity</p>	<p><b>29</b> What is (was) your occupation in your main job?</p> <p>In all cases describe the occupation fully and precisely giving the full job title.</p> <p>Use precise terms such as RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER</p> <p>Do NOT use general terms such as MANAGER TEACHER ENGINEER</p> <p>Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER. Members of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. PRIMARY TEACHER. Clergy and religious orders should give full description e.g. NUN, REGISTERED GENERAL NURSE.</p> <p>Write in your main OCCUPATION.</p>																													
<p><b>26</b> How would you describe your present principal status?</p> <p>Mark additional status only where applicable.</p> <table border="1"> <thead> <tr> <th></th> <th>Principal Status  one box only</th> <th>Additional Status  one box only</th> </tr> </thead> <tbody> <tr> <td>Working for payment or profit</td> <td>1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Looking for first regular job</td> <td>2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Unemployed</td> <td>3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Student or pupil</td> <td>4 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Looking after home/family</td> <td>5 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Retired from employment</td> <td>6 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Unable to work due to permanent sickness or disability</td> <td>7 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Other, write in</td> <td>8 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Principal Status one box only	Additional Status one box only	Working for payment or profit	1 <input type="checkbox"/>	<input type="checkbox"/>	Looking for first regular job	2 <input type="checkbox"/>	<input type="checkbox"/>	Unemployed	3 <input type="checkbox"/>	<input type="checkbox"/>	Student or pupil	4 <input type="checkbox"/>	<input type="checkbox"/>	Looking after home/family	5 <input type="checkbox"/>	<input type="checkbox"/>	Retired from employment	6 <input type="checkbox"/>	<input type="checkbox"/>	Unable to work due to permanent sickness or disability	7 <input type="checkbox"/>	<input type="checkbox"/>	Other, write in	8 <input type="checkbox"/>	<input type="checkbox"/>	<p>If a farmer, write in the SIZE of the farm.</p> <p><input type="text"/></p> <p>Hectares</p> <p><b>30</b> If you are retired  Go to Q34</p> <p><b>31</b> What is (was) the business of your employer at the place where you worked in your main job?</p> <p>If you are (were) self-employed answer in respect of your own business. Describe the main product or service provided by your employer.</p> <p>For example, MAKING COMPUTERS, REPAIRING CARS, SECONDARY EDUCATION, FOOD WHOLESALE, MAKING PHARMACEUTICALS, CONTRACT CLEANING, SOFTWARE DEVELOPMENT AND SUPPORT.</p>		
	Principal Status one box only	Additional Status one box only																												
Working for payment or profit	1 <input type="checkbox"/>	<input type="checkbox"/>																												
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Other, write in	8 <input type="checkbox"/>	<input type="checkbox"/>																												
<p><b>27</b> If you are working, unemployed or retired  Go to Q28</p> <p>If you are a student  Go to Q33</p> <p>Otherwise  Go to Q34</p>	<p><b>32</b> If you are unemployed  Go to Q34</p>																													
<p><b>28</b> Do (did) you work as an employee or are (were) you self-employed in your main job?</p> <p>Your main job is the job in which you usually work(ed) the most hours.</p> <p>Mark  one box only.</p> <p>1 <input type="checkbox"/> Employee</p> <p>2 <input type="checkbox"/> Self-employed, with paid employees</p> <p>3 <input type="checkbox"/> Self-employed, without paid employees</p> <p>4 <input type="checkbox"/> Assisting relative (not receiving a fixed wage or salary)</p>	<p><b>33</b> What is the FULL NAME and ADDRESS of your place of work, school or college?</p>																													
	<p>1 <input type="checkbox"/> Work mainly at or from home      2 <input type="checkbox"/> No fixed place of work</p>																													
	<p><b>34</b> Answer questions for Person 3 starting on the next page.</p> <p>If there are only two persons present in the household on the night of 19 April  Go to page 22</p>																													

## Census Reconciliation Form



Central Statistics Office  
An Phríomh-Oifig Staidrimh

### Tástáil Thrialach Daonáirimh Census Pilot Survey Sunday 19 April 2009



### Census Reconciliation Form

This form is to be completed by the Enumerator.

This form must be completed by you the Enumerator for every dwelling listed in your ERB for which you have not received a Census questionnaire.

Address				
County Code	Emuneration Area Code	Small Area Code	Townland Code	D. No.
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Number of visits to the dwelling

#### Dwelling Status

- ☐ Occupied  
 ☐ Temporarily Absent  
 ☐ Vacant House  
 ☐ Vacant Flat  
 ☐ Holiday Home  
☐ Derelict  
 ☐ Under Construction  
 ☐ Does Not Exist  
 ☐ Commercial Only

If the dwelling is **OCCUPIED**, please enter the following details for each of the persons residing there.

Person	Sex	Approximate age	Nationality
1.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
2.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
3.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
4.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
5.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
6.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
7.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
8.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
9.	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Signed

Enumerator

Date

/ / 2009

## Appendix 2 – Survey design used in Pilot Survey

Geographical Classification			EA Identifier Codes			
Strata	Field District	County	Blank ERB	Pre addressed ERB	Blank ERB	Pre addressed ERB
Dublin City	1	Dublin	02/136	02/314	02/345	02/464
Cork City	5	Cork	17/008	17/018	17/073	17/101
Dublin Suburbs	2	Fingal	04/138	04/164	04/183	04/215
Large Towns	6	Kerry	19/087	19/088	19/111	19/145
Mixed Urban/Rural	7	Galway	27/016	27/020	27/059	27/068
Rural	3	Laois	08/005	08/009	08/020	08/027
Rural	4	Wicklow	15/011	15/016	15/017	15/088
Rural	8	Monaghan	34/003	34/014	34/022	34/056

Each Pilot Enumeration Area (EA) is represented by its unique EA Code and categorised by geographical stratum, field district number and county. The EA codes are classified into either 'Blank ERB' or 'Pre-addressed ERB' indicating whether the enumerator in that EA was provided with a blank Enumerator Record Book or one which was pre-filled with addresses for that EA from the GeoDirectory.

Enumerators were asked to summarise their population data at Small Area level, except in the six shaded EAs where enumerators were asked to summarise the population data at Townland by Small Area level.