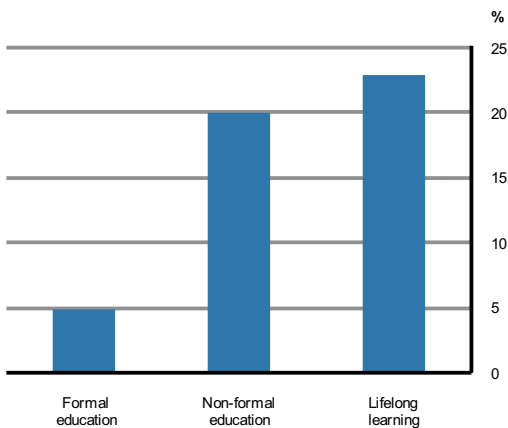




Quarterly National Household Survey Lifelong Learning Quarter 3 2008

Figure 1: Participation in education by type of education



5% of adults received formal education

5% of adults aged 25 and over in Ireland reported receiving formal education (i.e. regular education through schools, colleges and universities) in the year to quarter 3 2008. Participation rates were highest at 11% for the 25-34 year old age group and decreased to 1% for those aged 65-74. Those who were unemployed were more likely to be in receipt of formal education than those in employment (10% versus 6%) while participation rates varied across regions from a low of 3% in the Border region to a high of 9% in Dublin. *See table 1.1 and graph opposite.*

One in five adults (20%) received non-formal education (i.e. organised learning activities outside the regular education system) with males participating at a slightly higher rate than females (20% versus 19%). As was the case for formal education, as age increased there was a decrease in the participation rate; while approximately one in four of those aged 25-44 had received some non-formal education, this fell to 4% of those aged 75 years and over. Only 5% of those adults who had a primary cert or lower level of education received some non-formal education, but this increased to 41% for those with a third level degree or higher. A higher proportion of those from urban areas received non-formal education when compared to rural areas (22% versus 15%). *See table 1.2.*

Approximately one in four adults (23%) reported receiving lifelong learning (formal and/or non-formal education) and there was no gender difference for participation rates. Participation rates in lifelong learning tended to decrease as age increased with 33% of 25-34 year olds and only 4% of those aged 75 and over having received it. Participation in lifelong learning was more common for those in employment and for those who were unemployed at 31% and 25% respectively when compared to those who were not economically active (10%). Almost one in ten (9%) of those who classified themselves as students (as their principal economic status) were not in receipt of lifelong learning in the year to quarter 3 2008. Again, a higher proportion of those from urban areas received lifelong learning when compared to rural areas (27% versus 17%). *See table 1.3.*

Over half (55%) of all persons aged 25 and over reported being in receipt of informal education (i.e. non-taught learning including self-learning with the purpose of improving skills/knowledge) with males having a slightly lower participation rate than females (53% versus 57%). As the highest level of education attained increased so too did participation rates in informal education; 36% of those adults who had a primary cert or lower level of education received some informal education but this increased to 74% for those with a third level degree or higher. Those in employment were more likely to have participated in informal education than those who were unemployed (60% versus 54%). *See table 1.14.*

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Figure 2: Participation in education by type of education and employment status

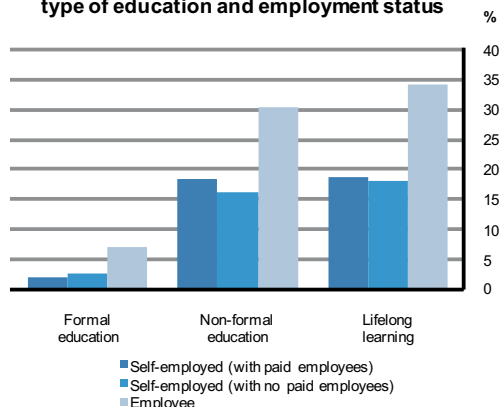
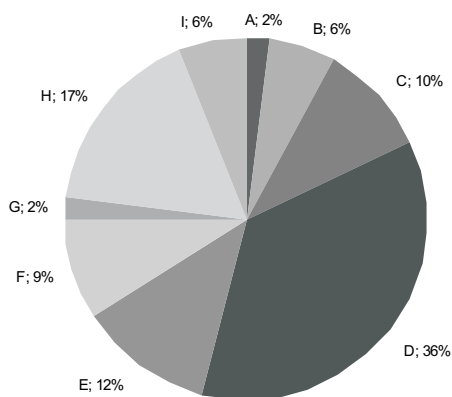
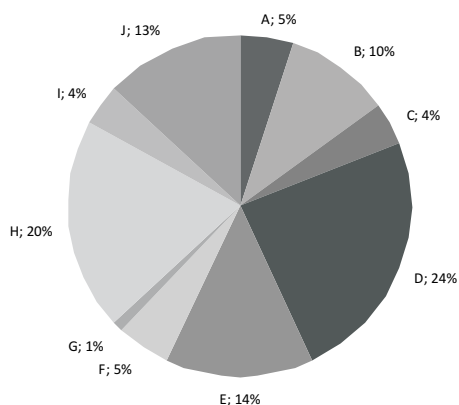


Figure 3: Field of formal education



- KEY**
- A- General programmes
 - B- Education
 - C- Humanities & arts
 - D- Social sciences, business & law
 - E- Science, mathematics & computing
 - F- Engineering, manufacturing & construction
 - G- Agriculture & veterinary
 - H- Health & welfare
 - I- Services
 - J- Other

Figure 4: Field of non-formal education



Employees more likely to have pursued adult education

Of those in employment, employees were more likely to be in receipt of formal education with 7% doing so in the last 12 months versus 2% to 3% of self employed. Professionals and associate professionals had over 10% in formal education as against 1% of plant and machine operatives. Participation rates in formal education were much higher for those working in the Health (10%) or Financial sectors (10%) than for those working in the Agriculture, forestry and fishing sector (2%). See table 1.4 and figure 2.

Over a quarter of adults in employment (28%) were in receipt of non-formal education while 60% received some form of informal education. Professionals were most likely to be in receipt of non-formal and informal education at 50% and 77% respectively with plant and machine operatives being the least likely at 14% and 45% respectively. Those working in the Education sector were most likely to be in receipt of non-formal education (43%) while those working in the Agriculture, forestry and fishing sector were again the least likely to have participated (8%). See tables 1.5 and 1.15.

Social sciences, business and law was the most common field of formal and non-formal education

Social sciences, business and law was the most common field of education for those participating in formal (36%) and non-formal education (23%) while Health and welfare was the next most common for both types of education (17% and 20% respectively). On the other hand, only 1% of adults were in receipt of non-formal education for Agriculture and veterinary studies. Over two thirds (69%) of those in receipt of formal education were pursuing third level courses, with 25% studying non degree courses and 44% studying degree or above courses. See tables 1.7, 1.8, 1.9, figures 3 and 4.

Over four out of five adults pursued formal and non-formal education for a job-related reason

Most of those who received formal (86%) and non-formal education (79%) cited a job-related reason as the main reason for participating. The main type of support reported was where the employer paid in part or in full for tuition, registration, exam fees, books or technical study means (this was reported by 30% of those in formal education and 51% of those in non-formal education). One third (33%) of those pursuing formal education did so without any support while 26% of those pursuing non-formal education had no support. See tables 1.10 and 1.11.

Of those who indicated receiving non-formal education, 60% participated in just one taught activity in the year (to the third quarter of 2008) while 18% participated in two activities, 10% in three activities and 13% in four or more activities. Classroom instruction was the most common format for non-formal education (83%) while the majority of people (95%) spent less than five hours per week at their most recent taught activity and only 1% spent more than 10 hours per week on their most recent activity. Only 14% of adults would like to have participated (or participated more) in educational activities. The main reasons given for not having participated (or participated more) in educational activities were that the course or training conflicted with family responsibilities (25%) or that the course or training conflicted with work (22%). See tables 1.12 and 1.13.

Figure 5: Participation in education by type of education and period

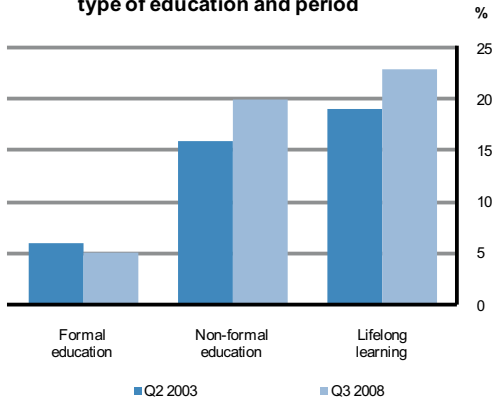
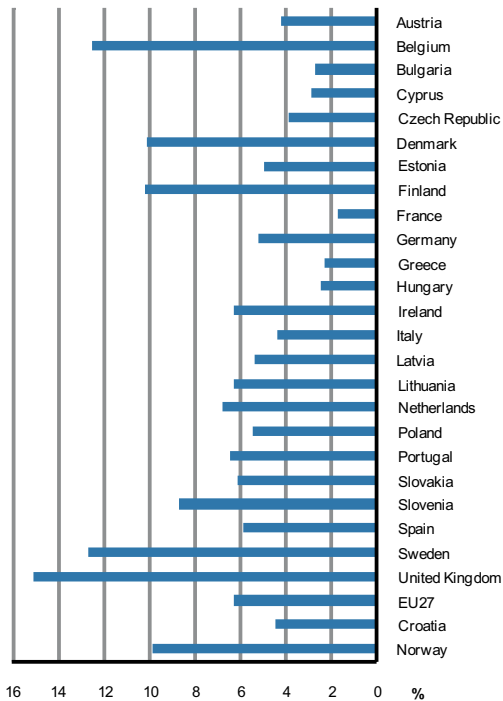


Figure 6: Participation rates in formal education by country



Formal education participation to Q3 2008 down slightly from the year to Q2 2003

Between the year to Q2 2003 and the year to Q3 2008 there was a slight decrease in the participation rates for formal education (6% down to 5% for 2008) and informal education (57% down to 53%), while there was an increase in the rate for non-formal education from 16% up to 20%. Most rates of formal education remained the same or very similar between 2003 and 2008 for various categories, except for those with a third level non degree qualification whose participation rate fell from 12% to 8% and students whose rate fell from 96% to 90% between the two periods. See tables 2.1, 2.3 and figure 5.

Participation rates in formal education for employed adults remained the same for the two periods at 6% while they increased from 22% to 28% for non-formal education and decreased from 62% to 58% for informal education. The only occupational groups to report an increase in participation rates for both formal and non-formal education were managers (increases of 1% and 8% to 5% and 28% respectively) and associate professionals (increases of 1% and 5% to 12% and 38% respectively). Those working in the Financial and other business services sectors reported the largest increase in participation rates for both formal and non-formal education (increases of 2% and 12% to 10% and 38% respectively). See tables 2.2 and 2.4.

Ireland ranked 10th in EU for participation in formal education

Participation in formal education among adults in Ireland in the 12 months prior to Q3 2008 was equal to the average of 6% from the European Adult Education Survey (AES) 2007 and Ireland ranked joint 10th among the 26 countries for whom data from 2007 are available. The United Kingdom reported the highest participation rate in formal education at 15% while France and Greece reported the lowest (both 2%). Participation rates in formal education in Ireland were slightly higher for females (7%) than males (6%) and this was the general pattern for most countries; in Belgium, for example, the participation rate in formal education for females was 13% while it was 12% for males. See table 3.1 and figure 6.

Participation in non-formal education among adults in Ireland (23%) was less than the European average of 33% and Ireland ranked joint 20th among the 26 countries. Sweden reported the highest participation rate in non-formal education at 69% while Hungary reported the lowest (7%). Participation rates in non-formal education in Ireland were slightly lower for females at 22% than males at 23%; this pattern was repeated in some countries like Portugal which had the same participation rates as Ireland while in Finland females were more likely to be in receipt of non-formal education than males (57% versus 45%). See table 3.2.

Table 1.1 Persons aged 25 and over, classified by whether they received formal¹ education in the past 12 months, June - August 2008

Demographic profile	Received %	Not received %	Unweighted sample
State	5	95	17,550
Sex			
Male	5	95	6,707
Female	6	94	10,843
Age Group			
25-34	11	89	3,081
35-44	6	94	3,847
45-54	4	96	3,453
55-64	2	98	3,192
65-74	1	99	2,327
75+	0	100	1,650
Highest Education Level Attained			
No formal education/primary	1	99	4,303
Lower secondary	2	98	2,896
Higher secondary	5	95	3,554
Post leaving cert	4	96	1,695
Third level non degree	8	92	1,895
Third level degree or above	11	89	2,895
Other ²	5	95	312
ILO Status			
In Employment	6	94	9,183
Unemployed	10	90	553
Not economically active	4	96	7,814
Principal Economic Status			
At work	6	94	9,038
Unemployed	6	94	629
Student	90	10	148
Home duties	2	98	4,400
Retired	1	99	2,544
Other	3	97	791
Region			
Border	3	97	2,117
Midland	4	96	1,160
West	5	95	1,644
Dublin	9	91	3,444
Mid-East	4	96	1,522
Mid-West	4	96	1,681
South-East	4	96	2,331
South-West	4	96	3,651
Urban/Rural			
Urban	7	93	10,014
Rural	3	97	7,536

¹ See Background Notes.

² Includes "Not stated".

Table 1.2 Persons aged 25 and over, classified by whether they received non-formal¹ education in the past 12 months, June - August 2008

Demographic profile	Received %	Not received %	Not stated %	Unweighted sample
State	20	68	12	17,550
Sex				
Male	20	68	12	6,707
Female	19	68	12	10,843
Age Group				
25-34	26	64	10	3,081
35-44	24	65	11	3,847
45-54	22	66	12	3,453
55-64	15	71	14	3,192
65-74	7	77	16	2,327
75+	4	79	17	1,650
Highest Education Level Attained				
No formal education/primary	5	79	15	4,303
Lower secondary	12	74	14	2,896
Higher secondary	16	72	13	3,554
Post leaving cert	20	70	11	1,695
Third level non degree	28	62	9	1,895
Third level degree or above	41	51	8	2,895
Other ²	16	62	22	312
ILO Status				
In Employment	28	62	10	9,183
Unemployed	17	72	11	553
Not economically active	7	77	16	7,814
Principal Economic Status				
At work	28	62	10	9,038
Unemployed	13	76	11	629
Student	15	62	23	148
Home duties	8	77	15	4,400
Retired	7	77	16	2,544
Other	7	76	17	791
Region				
Border	16	80	5	2,117
Midland	17	71	12	1,160
West	20	67	13	1,644
Dublin	28	60	12	3,444
Mid-East	19	63	18	1,522
Mid-West	16	70	14	1,681
South-East	14	72	14	2,331
South-West	15	74	10	3,651
Urban/Rural				
Urban	22	65	12	10,014
Rural	15	72	12	7,536

¹ See Background Notes.

² Includes "Not stated".

Table 1.3 Persons aged 25 and over, classified by whether they participated in lifelong learning¹ (formal and/or non-formal education) in the past 12 months, June - August 2008

Demographic profile	Received %	Not received %	Unweighted sample
State	23	77	17,550
Sex			
Male	23	77	6,707
Female	23	77	10,843
Age Group			
25-34	33	67	3,081
35-44	28	72	3,847
45-54	24	76	3,453
55-64	16	84	3,192
65-74	8	92	2,327
75+	4	96	1,650
Highest Education Level Attained			
No formal education/primary	6	94	4,303
Lower secondary	14	86	2,896
Higher secondary	19	81	3,554
Post leaving cert	23	77	1,695
Third level non degree	33	67	1,895
Third level degree or above	47	53	2,895
Other ²	19	81	312
ILO Status			
In Employment	31	69	9,183
Unemployed	25	75	553
Not economically active	10	90	7,814
Principal Economic Status			
At work	31	69	9,038
Unemployed	18	82	629
Student	91	9	148
Home duties	9	91	4,400
Retired	8	92	2,544
Other	9	91	791
Region			
Border	18	82	2,117
Midland	20	80	1,160
West	23	77	1,644
Dublin	33	67	3,444
Mid-East	22	78	1,522
Mid-West	18	82	1,681
South-East	16	84	2,331
South-West	18	82	3,651
Urban/Rural			
Urban	27	73	10,014
Rural	17	83	7,536

¹ See Background Notes.

² Includes "Not stated".

Table 1.4 Persons aged 25 and over in employment, classified by whether they participated in formal¹ education in the past 12 months, June - August 2008

Employment Characteristics	Received %	Not received %	<i>Unweighted sample</i>
Total in employment	6	94	9,183
Employment status			
Self-employed (with paid employees)	2	98	507
Self-employed (with no paid employees)	3	97	1,285
Employee	7	93	7,318
Assisting relative	0	100	72
Occupational Group			
1. Managers and administrators	5	95	1,654
2. Professional	10	90	1,215
3. Associate professional and technical	12	88	1,002
4. Clerical and secretarial	6	94	1,226
5. Craft and related	3	97	912
6. Personal and protective service	7	93	1,112
7. Sales	5	95	650
8. Plant and machine operatives	1	99	618
9. Other	3	97	794
NACE Rev.1 Economic Sector			
A-B Agriculture, forestry and fishing	2	98	608
C-E Other production industries	4	96	1,201
F Construction	3	97	764
G Wholesale and retail trade	3	97	1,173
H Hotels and restaurants	6	94	479
I Transport, storage and communication	3	97	476
J-K Financial and other business services	10	90	1,192
L Public administration and defence	9	91	563
M Education	9	91	867
N Health	10	90	1,326
O Other services	5	95	534
Usual hours of work per week			
1-9 hours	5	95	180
10-19	8	92	735
20-29	7	93	1,494
30-34	7	93	544
35-39	6	94	2,896
40-44	7	93	1,364
45 & over	3	97	1,010
Variable hours ²	5	95	960

¹ See Background Notes.

² Includes "Not stated".

Table 1.5 Persons aged 25 and over in employment, classified by whether they participated in non-formal¹ education in the past 12 months, June - August 2008

Employment Characteristics	Received %	Not received %	Not stated %	<i>Unweighted sample</i>
Total in employment	28	62	10	9,183
Employment status				
Self-employed (with paid employees)	18	71	11	507
Self-employed (with no paid employees)	16	72	12	1,285
Employee	30	60	10	7,318
Assisting relative	10	86	4	72
Occupational Group				
1. Managers and administrators	28	62	11	1,654
2. Professional	50	44	6	1,215
3. Associate professional and technical	38	52	10	1,002
4. Clerical and secretarial	25	64	11	1,226
5. Craft and related	17	72	11	912
6. Personal and protective service	28	62	9	1,112
7. Sales	16	75	10	650
8. Plant and machine operatives	14	74	12	618
9. Other	16	71	13	794
NACE Rev.1 Economic Sector				
A-B Agriculture, forestry and fishing	8	81	11	608
C-E Other production industries	24	66	10	1,201
F Construction	19	69	12	764
G Wholesale and retail trade	17	72	11	1,173
H Hotels and restaurants	18	71	11	479
I Transport, storage and communication	22	68	10	476
J-K Financial and other business services	38	52	10	1,192
L Public administration and defence	37	54	8	563
M Education	43	49	8	867
N Health	41	50	9	1,326
O Other services	22	65	13	534
Usual hours of work per week				
1-9 hours	16	72	12	180
10-19	23	65	11	735
20-29	28	62	10	1,494
30-34	32	58	9	544
35-39	30	60	10	2,896
40-44	26	64	10	1,364
45 & over	29	62	9	1,010
Variable hours ²	20	66	14	960

¹ See Background Notes.

² Includes "Not stated".

Table 1.6 Persons aged 25 and over in employment, classified by whether they participated in lifelong learning¹ (formal and/or non-formal education) in the past 12 months, June - August 2008

Employment Characteristics	Received %	Not received %	Unweighted sample
Total in employment	31	69	9,183
Employment status			
Self-employed (with paid employees)	19	81	507
Self-employed (with no paid employees)	18	82	1,285
Employee	34	66	7,318
Assisting relative	10	90	72
Occupational Group			
1. Managers and administrators	30	70	1,654
2. Professional	55	45	1,215
3. Associate professional and technical	45	55	1,002
4. Clerical and secretarial	28	72	1,226
5. Craft and related	18	82	912
6. Personal and protective service	33	68	1,112
7. Sales	19	81	650
8. Plant and machine operatives	16	84	618
9. Other	18	82	794
NACE Rev.1 Economic Sector			
A-B Agriculture, forestry and fishing	9	91	608
C-E Other production industries	26	74	1,201
F Construction	21	79	764
G Wholesale and retail trade	19	81	1,173
H Hotels and restaurants	21	79	479
I Transport, storage and communication	24	76	476
J-K Financial and other business services	43	57	1,192
L Public administration and defence	42	58	563
M Education	48	52	867
N Health	46	54	1,326
O Other services	25	75	534
Usual hours of work per week			
1-9 hours	18	82	180
10-19	29	71	735
20-29	32	68	1,494
30-34	36	64	544
35-39	34	66	2,896
40-44	30	70	1,364
45 & over	30	70	1,010
Variable hours ²	23	77	960

¹ See Background Notes.

² Includes "Not stated".

Table 1.7 Persons aged 25 and over, in receipt of formal¹ education in the past 12 months, classified by the level of formal education received, June-August 2008

Demographic profile	Lower secondary or below %	Higher secondary %	Post leaving cert %	Third level non-degree %	Third level degree or above %	Other ² %	Unweighted sample
State	1	5	17	25	44	8	738
Sex							
Male	1	3	13	25	50	9	239
Female	1	6	21	25	39	8	499
Age Group							
25-34	1	4	14	27	50	5	300
35-44	1	4	19	23	44	9	220
45-54	0	7	27	19	32	16	151
55-64	[0] ³	[12]	[16]	[31]	[21]	[20]	49
65-74	* ⁴	*	*	*	*	*	16
75+	*	*	*	*	*	*	2
Highest Education Level Attained							
No formal education/primary	[12]	[10]	[39]	[18]	[2]	[20]	34
Lower secondary	0	21	39	21	12	7	66
Higher secondary	1	5	23	28	32	11	152
Post leaving cert	0	2	41	22	25	10	70
Third level non degree	0	5	11	36	42	7	132
Third level degree or above	0	1	8	21	63	7	269
Other ²	*	*	*	*	*	*	15
ILO Status							
In Employment	0	3	15	28	47	8	463
Unemployed	0	5	17	22	41	15	57
Not economically active	2	9	24	18	37	9	218
Principal Economic Status							
At work	0	3	15	27	46	8	444
Unemployed	[0]	[6]	[30]	[12]	[37]	[16]	42
Student	2	2	16	23	56	1	128
Home duties	3	13	29	24	17	16	82
Retired	*	*	*	*	*	*	21
Other	*	*	*	*	*	*	21
Region							
Border	2	4	31	17	37	9	65
Midland	[0]	[2]	[34]	[32]	[22]	[10]	40
West	1	8	13	29	40	9	71
Dublin	0	5	14	23	52	5	236
Mid-East	3	0	10	32	45	9	56
Mid-West	0	7	12	26	29	26	68
South-East	1	4	23	28	30	14	93
South-West	0	4	25	22	46	3	109
Urban/Rural							
Urban	1	4	16	25	48	7	512
Rural	0	6	22	27	31	13	226

¹ See Background Notes.

² Includes "Not stated".

³ Figures in parentheses [] indicate percentages are based a small unweighted sample (between 30 and 50) and are, therefore, subject to a wide margin of error.

⁴ Figures based on an unweighted sample of less than 30 have been replaced by an "***".

Table 1.8 Persons aged 25 and over, in receipt of formal¹ education in the past 12 months, classified by the field² of the education received, June-August 2008

Demographic profile	General programmes	Education	Humanities, & arts	Social sciences, business & law	Science, mathematics & computing	Engineering, manufacturing & construction	Agriculture & veterinary	Health & welfare	Services	Unweighted sample
	%	%	%	%	%	%	%	%	%	
State	2	6	10	36	11	9	2	17	6	694
Sex										
Male	2	4	8	42	12	16	2	8	7	229
Female	2	8	12	31	11	3	1	25	5	465
Age Group										
25-34	1	5	10	42	7	11	1	17	6	288
35-44	2	11	5	35	16	7	2	20	4	205
45-54	4	6	17	24	16	8	2	16	7	141
55-64	[6] ⁴	[2]	[22]	[23]	[18]	[10]	[0]	[8]	[12]	43
65-74	* ⁵	*	*	*	*	*	*	*	*	15
75+	*	*	*	*	*	*	*	*	*	2
Highest Education Level Attained										
No formal education/primary	*	*	*	*	*	*	*	*	*	28
Lower secondary	3	5	5	9	20	14	2	32	10	54
Higher secondary	0	4	14	39	12	7	1	19	5	143
Post leaving cert	2	6	12	29	14	12	3	14	8	68
Third level non degree	3	5	8	38	6	8	1	22	8	123
Third level degree or above	1	9	10	41	11	9	2	13	5	264
Other ³	*	*	*	*	*	*	*	*	*	14
ILO Status										
In Employment	2	6	8	41	8	11	1	17	6	445
Unemployed	0	12	3	40	20	3	0	14	8	53
Not economically active	2	5	20	22	18	7	2	19	5	196
Principal Economic Status										
At work	2	6	7	41	9	10	1	18	7	424
Unemployed	[0]	[12]	[2]	[38]	[22]	[5]	[0]	[12]	[10]	39
Student	1	2	19	31	10	12	3	17	4	124
Home duties	0	9	21	25	17	2	2	22	2	71
Retired	*	*	*	*	*	*	*	*	*	18
Other	*	*	*	*	*	*	*	*	*	18

¹ See Background Notes.

² Field of education refers to post secondary course only.

³ Includes "Not stated".

⁴ Figures in parentheses [] indicate percentages are based a small unweighted sample (between 30 and 50) and are, therefore, subject to a wide margin of error.

⁵ Figures based on an unweighted sample of less than 30 have been replaced by an "***".

Table 1.9 Persons aged 25 and over, in receipt of non-formal¹ education in the past 12 months, classified by the field of the education received, June-August 2008

Demographic profile	General programmes	Education	Humanities, & arts	Social sciences, business & law	Science, mathematics & computing	Engineering, manufacturing & construction	Agriculture & veterinary	Health & welfare	Services	Other ²	Unweighted sample
		%	%	%	%	%	%	%	%	%	
State	5	10	4	23	14	5	1	20	4	13	3,020
Sex											
Male	4	7	3	27	14	10	2	15	5	14	1,119
Female	6	13	5	20	13	1	1	25	3	13	1,901
Age Group											
25-34	4	11	3	28	11	8	1	20	5	11	748
35-44	5	7	2	27	13	5	2	23	4	12	871
45-54	6	12	4	21	15	4	1	18	4	14	734
55-64	8	9	8	13	16	3	3	20	4	17	455
65-74	11	4	15	9	25	0	1	10	3	23	156
75+	3	6	16	3	34	0	0	7	0	31	56
Highest Education Level Attained											
No formal education/primary	9	2	6	6	18	2	2	31	8	17	206
Lower secondary	8	3	5	10	22	5	2	23	5	16	312
Higher secondary	8	7	3	21	17	4	1	19	5	15	529
Post leaving cert	6	6	3	18	13	6	2	26	7	14	311
Third level non degree	4	8	5	25	11	5	1	25	4	13	519
Third level degree or above	3	14	4	31	11	7	1	15	2	11	1,090
Other ²	5	26	3	15	7	3	0	17	9	16	53
ILO Status											
In Employment	4	10	3	27	12	6	1	21	4	12	2,385
Unemployed	9	9	4	11	17	8	1	14	12	16	96
Not economically active	10	7	13	6	24	1	0	14	3	21	539
Principal Economic Status											
At work	4	10	3	26	12	6	1	21	4	12	2,355
Unemployed	8	5	3	11	18	8	1	15	14	17	88
Student	* ³	*	*	*	*	*	*	*	*	*	22
Home duties	11	10	13	4	22	0	0	16	2	22	329
Retired	8	6	15	8	25	1	0	8	5	24	173
Other	16	9	13	4	26	0	3	16	3	10	53

¹ See Background Notes.

² Includes "Not stated".

³ Figures based on an unweighted sample of less than 30 have been replaced by an ***.

Table 1.10 Number of persons aged 25 and over in formal¹ and non-formal¹ education according to what influenced their decision to participate, June-August 2008

Influence	Formal education %	Non-formal education %
Job-related reasons		
To do my job better and/or improve career prospects	55	63
To be less likely to lose my job	0	0
To increase possibilities of getting a job, or changing a job/profession	26	7
To start my own business	1	1
Other job-related reason	3	7
Total Job-related reasons	86	79
Total other personal/social reasons		
To get knowledge/skills useful in my everyday life	6	7
To increase my knowledge/skills on a subject that interests me	5	7
To meet new people/for fun	0	1
Other personal/social reason	3	6
Total personal/social reasons	14	21
Total reasons	100	100
<i>Unweighted Sample</i>	738	3,020

¹ See Background Notes.

Table 1.11 Number of persons aged 25 and over in formal¹ and non-formal¹ education according to what supports they received, June-August 2008

Support ²	Formal education %	Non-formal education %
Employer Support		
Employer paid in part or in full for tuition, registration, exam fees, books or technical study means	30	51
Employer provided paid time off work	7	8
Employer provided unpaid time off work, or a flexible working arrangement	4	1
Total Employer support	35	57
State/Other organisation support		
Financial support of local authority, government department or other state body	8	3
Financial support of other non-state organisations (scholarships, unions, charities)	18	6
Revenue tax incentives or credits	2	2
Total State/Other organisation support	21	8
Family member paid in part or in full for tuition, registration, exam fees, books or technical study means	1	0
Other support	6	7
No support	33	26
<i>Unweighted Sample</i>	738	3,020

¹ See Background Notes.

² Note that multiple responses were allowed.

Table 1.12 Non-formal activities undertaken in the twelve months prior to the survey and details about most recent non-formal activity, June-August 2008

Participation in non-formal education	%
Number of non-formal activities in the previous 12 months	
One taught activity	60
Two taught activities	18
Three taught activities	10
Four or more taught activities	13
How would you describe the format of your most recent taught activity	
Classroom instructions	83
Guided on the job training	10
Other	7
Number of hours spent at most recent taught activity (as average over the year)	
< 5 hours per week	95
5 - 10 hours per week	3
> 10 hours per week	1
Not stated	2
<i>Unweighted Sample</i>	<i>3,020</i>

Table 1.13 Number of persons aged 25 and over who would like to have participated (participated more) in educational activities and reasons for not participating (not participating more) in educational activities, June-August 2008

	%
In the past 12 months would you like to have participated in an (additional) educational activity?	
Yes	14
No	86
What were your main reasons for not participating (participating more) in education activities?¹	
Course or training conflicted with family responsibilities	25
Course or training conflicted with work	22
No training or courses offered at a reachable distance	12
Course or training was too expensive	11
Health or age	8
Lack of employer's support (financial, time off work, etc)	6
Information on course or training difficult to find	5
Lack of confidence at returning to education or training	3
Did not have prerequisite training or qualifications	2
Other reason	20
No reason	2
<i>Unweighted Sample</i>	<i>17,550</i>

¹ Note that multiple responses were allowed.

Table 1.14 Persons aged 25 and over, classified by whether they received informal¹ education in the past 12 months, June - August 2008

Demographic profile	Received %	Not received %	Unweighted sample
State	55	44	17,550
Sex			
Male	53	46	6,707
Female	57	43	10,843
Age Group			
25-34	59	41	3,081
35-44	60	40	3,847
45-54	57	43	3,453
55-64	53	47	3,192
65-74	49	51	2,327
75+	38	62	1,650
Highest Education Level Attained			
No formal education/primary	36	64	4,303
Lower secondary	48	52	2,896
Higher secondary	56	44	3,554
Post leaving cert	59	41	1,695
Third level non degree	64	36	1,895
Third level degree or above	74	26	2,895
Other ²	52	48	312
ILO Status			
In Employment	60	40	9,183
Unemployed	54	45	553
Not economically active	47	52	7,814
Principal Economic Status			
At work	60	40	9,038
Unemployed	47	53	629
Student	78	22	148
Home duties	50	50	4,400
Retired	47	53	2,544
Other	44	56	791
Nationality			
Border	45	55	2,117
Midland	66	34	1,160
West	52	48	1,644
Dublin	64	36	3,444
Mid-East	57	43	1,522
Mid-West	49	51	1,681
South-East	54	46	2,331
South-West	49	51	3,651
Urban/Rural			
Urban	59	41	10,014
Rural	49	51	7,536

¹ See Background Notes.

² Includes "Not stated".

Table 1.15 Persons aged 25 and over in employment, classified by whether they participated in informal¹ education in the past 12 months, June - August 2008

Employment Characteristics	Received %	Not received %	<i>Unweighted sample</i>
Total in employment	60	40	9,183
Employment status			
Self-employed (with paid employees)	58	42	507
Self-employed (with no paid employees)	53	47	1,285
Employee	62	38	7,318
Assisting relative	71	29	72
Occupational Group			
1. Managers and administrators	62	39	1,654
2. Professional	77	23	1,215
3. Associate professional and technical	70	30	1,002
4. Clerical and secretarial	62	38	1,226
5. Craft and related	51	49	912
6. Personal and protective service	61	39	1,112
7. Sales	56	44	650
8. Plant and machine operatives	45	56	618
9. Other	47	53	794
NACE Rev.1 Economic Sector			
A-B Agriculture, forestry and fishing	42	58	608
C-E Other production industries	58	42	1,201
F Construction	50	50	764
G Wholesale and retail trade	58	42	1,173
H Hotels and restaurants	60	40	479
I Transport, storage and communication	52	48	476
J-K Financial and other business services	70	30	1,192
L Public administration and defence	65	35	563
M Education	75	25	867
N Health	65	35	1,326
O Other services	61	39	534
Usual hours of work per week			
1-9 hours	59	41	180
10-19	59	41	735
20-29	62	38	1,494
30-34	64	36	544
35-39	60	40	2,896
40-44	61	39	1,364
45 & over	61	39	1,010
Variable hours ²	57	43	960

¹ See Background Notes.

² Includes "Not stated".

Table 2.1 Participation in formal education, non-formal education and lifelong learning¹ by sex, age group, ILO status, PES, highest education level attained and region for those aged 25 and over, March-May 2003 and June-August 2008

Demographic profile	Formal education		Non-formal education		Lifelong learning	
	2003	2008	2003	2008	2003	2008
	%	%	%	%	%	%
Sex						
Male	5	5	16	20	18	23
Female	6	6	17	19	20	23
Age Group						
25-34	10	11	21	26	27	33
35-44	7	6	21	24	25	28
45-54	5	4	18	22	20	24
55-64	2	2	12	15	13	16
65-74	1	1	5	7	6	8
75+	0	0	2	4	2	4
Highest education level attained						
Primary or below	1	1	5	5	5	6
Lower secondary	3	2	11	12	12	14
Higher secondary	5	5	16	16	19	19
Post leaving cert	6	4	20	20	23	23
Third level non degree	12	8	29	28	35	33
Third level degree or above	12	11	31	41	37	47
Other ²	9	5	17	16	22	19
ILO Status						
Employed	6	6	22	28	25	31
Unemployed	10	10	16	17	22	25
Not economically active	5	4	7	7	10	10
Principal Economic Status						
At work	6	6	22	28	25	31
Unemployed	7	6	12	13	15	18
Student	96	90	17	15	97	91
Home Duties	2	2	8	8	9	9
Retired	1	1	5	7	5	8
Others	3	3	6	7	8	9
Region (NUTS3)						
Border	5	3	16	16	17	18
Midland	3	4	17	17	18	20
West	4	5	17	20	19	23
Dublin	8	9	17	28	22	33
Mid-East	4	4	15	19	17	22
Mid-West	5	4	17	16	19	18
South-East	4	4	15	14	17	16
South-West	5	4	16	15	19	18
All persons	6	5	16	20	19	23

¹ See Background Notes.

² Includes "Not stated".

Table 2.2 Participation in formal education, non-formal education and lifelong learning¹ of those aged 25 and over in employment by employment status, occupational group, NACE Economic Sector and usual number of hours worked per week, March-May 2003 and June-August 2008

Employment characteristics	Formal education		Non-formal education		Lifelong learning	
	2003	2008	2003	2008	2003	2008
	%	%	%	%	%	%
Employment status						
Self-employed (with paid employees)	2	2	19	18	20	19
Self-employed (with no paid employees)	3	3	14	16	15	18
Employee	7	7	24	30	27	34
Assisting relative	3	0	11	10	13	10
Occupational Group						
1. Managers and administrators	4	5	20	28	22	30
2. Professional	11	10	37	50	42	55
3. Associate professional and technical	11	12	33	38	39	45
4. Clerical and secretarial	6	6	22	25	25	28
5. Craft and related	3	3	16	17	18	18
6. Personal and protective service	7	7	22	28	25	33
7. Sales	5	5	15	16	17	19
8. Plant and machine operatives	2	1	14	14	15	16
9. Other	3	3	13	16	15	18
NACE Rev.1 Economic Sector						
A-B Agriculture, forestry and fishing	1	2	11	8	12	9
C-E Other production industries	4	4	20	24	21	26
F Construction	3	3	18	19	19	21
G Wholesale and retail trade	4	3	15	17	17	19
H Hotels and restaurants	5	6	13	18	17	21
I Transport, storage and communication	4	3	17	22	19	24
J-K Financial and other business services	8	10	26	38	30	43
L Public administration and defence	8	9	30	37	33	42
M Education	12	9	38	43	43	48
N Health	10	10	32	41	36	46
O Other services	6	5	21	22	24	25
Usual hours of work per week						
1-9 hours	13	5	21	16	28	18
10-19	8	8	21	23	26	29
20-29	7	7	24	28	27	32
30-34	8	7	30	32	33	36
35-39	6	6	23	30	26	34
40-44	6	7	21	26	23	30
45 & over	4	3	21	29	22	30
Variable hours ²	4	5	19	20	21	23
All persons	6	6	22	28	25	31

¹ See Background Notes.

² Includes "Not stated".

Table 2.3 Participation in informal¹ education by sex, age group, ILO status, PES, highest education level attained and region for those aged 25 and over, March-May 2003 and June-August 2008

Demographic profile	2003 %	2008 ² %	2008 ³ %
Sex			
Male	53	51	53
Female	61	56	57
Age Group			
25-34	62	56	59
35-44	63	58	60
45-54	59	55	57
55-64	54	52	53
65-74	48	47	49
75+	36	37	38
Highest education level attained			
Primary or below	37	35	36
Lower secondary	50	45	48
Higher secondary	61	54	56
Post leaving cert	64	56	59
Third level non degree	74	62	64
Third level degree or above	81	72	74
Other ⁴	58	51	52
ILO Status			
Employed	62	58	60
Unemployed	56	53	54
Not economically active	51	46	47
Principal Economic Status			
At work	61	58	60
Unemployed	49	45	47
Student	87	77	78
Home Duties	54	49	50
Retired	46	45	47
Others	41	42	44
Region (NUTS3)			
Border	51	43	45
Midland	43	65	66
West	53	50	52
Dublin	69	63	64
Mid-East	57	55	57
Mid-West	57	47	49
South-East	53	51	54
South-West	52	46	49
All persons	57	53	55

¹ See Background Notes.

² This column contains the same informal learning categories as 2003 and is directly comparable with the 2003 results.

³ In 2008 an additional category was included (Other learning based on experience) and this column includes that category.

⁴ Includes "Not stated".

Table 2.4 Participation in informal¹ education of those aged 25 years and over in employment by employment status, occupational group, NACE Economic Sector and usual number hours of worked per week, March-May 2003 and June-August 2008

Employment characteristics	2003 %	2008 ² %	2008 ³ %
Employment status			
Self-employed (with paid employees)	61	55	58
Self-employed (with no paid employees)	53	52	53
Employee	63	59	62
Assisting relative	61	67	71
Occupational Group			
1. Managers and administrators	62	59	62
2. Professionals	84	75	77
3. Associate professional and technical	77	68	70
4. Clerical and secretarial	68	59	62
5. Craft and related	49	47	51
6. Personal and protective service	58	58	61
7. Sales	59	53	56
8. Plant and machine operatives	45	42	45
9. Other	42	44	47
NACE Rev.1 Economic Sector			
A-B Agriculture, forestry and fishing	42	39	42
C-E Other production industries	58	55	58
F Construction	45	47	50
G Wholesale and retail trade	59	55	58
H Hotels and restaurants	53	56	60
I Transport, storage and communication	56	49	52
J-K Financial and other business services	74	67	70
L Public administration and defence	68	62	65
M Education	83	73	75
N Health	70	63	65
O Other services	65	59	61
Usual hours of work per week			
1-9 hours	63	56	59
10-19	64	57	59
20-29	68	60	62
30-34	71	62	64
35-39	60	58	60
40-44	63	58	61
45 & over	59	59	61
Variable hours ⁴	57	54	57
All persons	62	58	60

¹ See Background Notes.

² This column contains the same informal learning categories as 2003 and is directly comparable with the 2003 results.

³ In 2008 an additional category was included (Other learning based on experience) and this column includes that category.

⁴ Includes "Not stated".

Table 2.5 Participation in informal¹ education for those aged 25 and over by type of informal learning and sex, March-May 2003 and June-August 2008

Type of informal education ²	2003	2008
	%	%
All persons		
Professional books and magazines	44	39
Online internet based education	22	21
Educational broadcasting and offline computer material	36	25
Libraries or other information centres	25	17
Total	57	53
Other learning based on experience ³	n.a.	7
Total (including Other learning based on experience)		55
Male		
Professional books and magazines	38	36
Online internet based education	23	23
Educational broadcasting and offline computer material	35	24
Libraries or other information centres	21	14
Total	53	51
Other learning based on experience ³	n.a.	8
Total (including Other learning based on experience)		53
Female		
Professional books and magazines	48	42
Online internet based education	21	20
Educational broadcasting and offline computer material	37	26
Libraries or other information centres	29	19
Total	61	56
Other learning based on experience ³	n.a.	7
Total (including Other learning based on experience)		57

¹ See Background Notes.

² Multiple responses mean that totals are not a sum of each type of informal learning.

³ In 2008 an additional category (Other learning based on experience) was included in the question on informal education.

Table 3.1 Participation in formal¹ education by country in 2007² for those aged 25-64 years

Country	Male	Female	Total
Austria	4	4	4
Belgium	12	13	13
Bulgaria	2	3	3
Cyprus	4	2	3
Czech Republic	3	4	4
Denmark	9	11	10
Estonia	3	7	5
Finland	8	12	10
France	2	2	2
Germany	6	4	5
Greece	2	2	2
Hungary	2	3	3
Ireland	6	7	6
Italy	4	5	4
Latvia	3	8	5
Lithuania	5	7	6
Netherlands	7	6	7
Poland	5	6	6
Portugal	6	7	7
Slovakia	4	8	6
Slovenia	8	10	9
Spain	6	6	6
Sweden	10	16	13
United Kingdom	12	18	15
EU27³	6	7	6
Croatia	5	4	5
Norway	8	12	10

¹ See Background Notes.

² The reference year for the AES is 2007, however not all of the individual country surveys were carried out in that year. See background notes for further information.

³ The EU27 average does not include Ireland, Luxembourg, Malta or Romania.

Table 3.2 Participation in non-formal¹ education by country in 2007² for those aged 25-64 years

Country	Male	Female	Total
Austria	42	38	40
Belgium	35	32	34
Bulgaria	37	34	35
Cyprus	42	38	40
Czech Republic	40	31	35
Denmark	38	38	38
Estonia	36	44	40
Finland	45	57	51
France	36	33	34
Germany	46	40	43
Greece	13	13	13
Hungary	7	7	7
Ireland	23	22	23
Italy	20	20	20
Latvia	25	36	31
Lithuania	26	35	31
Netherlands	45	39	42
Poland	18	19	19
Portugal	23	22	23
Slovakia	43	39	41
Slovenia	35	38	36
Spain	27	27	27
Sweden	68	71	69
United Kingdom	39	41	40
EU27³	34	32	33
Croatia	18	19	18
Norway	50	51	51

¹ See Background Notes.

² The reference year for the AES is 2007, however not all of the individual country surveys were carried out in that year. See background notes for further information.

³ The EU27 average does not include Ireland, Luxembourg, Malta or Romania.

Table 3.3 Participation in lifelong learning¹ (formal and/or non-formal education) by country in 2007² for those aged 25-64 years

Country	Sex		Age Group			Total
	Male	Female	25-34 years	35-54 years	55-64 years	
Austria	44	40	47	46	25	42
Belgium	41	40	56	42	24	41
Bulgaria	38	35	45	40	20	36
Cyprus	43	38	53	41	20	41
Czech Republic	42	34	44	43	22	38
Denmark	44	45	57	47	29	45
Estonia	37	47	53	43	28	42
Finland	49	61	66	59	38	55
France	36	34	48	36	16	35
Germany	48	42	53	49	28	45
Greece	14	15	23	14	5	15
Hungary	8	10	16	9	3	9
Ireland	26	26	33	26	16	26
Italy	22	22	31	23	12	22
Latvia	26	39	39	34	22	33
Lithuania	29	39	43	35	19	34
Netherlands	48	42	60	45	29	45
Poland	21	22	34	21	7	22
Portugal	27	26	40	26	11	26
Slovakia	45	43	51	48	24	44
Slovenia	38	43	52	43	22	41
Spain	31	31	40	31	17	31
Sweden	71	76	81	76	61	73
United Kingdom	47	51	59	50	37	49
EU27³	37	36	45	38	22	36
Croatia	21	21	34	20	9	21
Norway	53	56	65	56	41	55

¹ See Background Notes.

² The reference year for the AES was 2007, however not all of the individual country surveys were carried out in that year. See background notes for further information.

³ The EU27 average does not include Ireland, Luxembourg, Malta or Romania.

Background Notes

Purpose of Survey	The Quarterly National Household Survey (QNHS) began in September 1997, replacing the annual April Labour Force Survey (LFS). The QNHS meets the requirements of Council Regulation (EC) No. 577/98, adopted in March 1998, which required the introduction of quarterly labour force surveys in EU Member States. While the primary purpose of the survey is the production of quarterly labour force estimates, it also includes special modules on social topics of interest on a quarterly basis. The structure and list of published modules are provided at the end of this note.
Reference Period	Information is collected continuously throughout the year from households surveyed each week. Up to and including the fourth quarter of 2008 the QNHS operated on a seasonal quarter basis since its establishment in Quarter 4 1997. As of the first quarter of 2009 the QNHS is now undertaken on a calendar quarter basis. The module on lifelong learning was included in the QNHS in the three months from June to August 2008 (Quarter 3 2008). Respondents were asked about different types of learning in the twelve months prior to interview.
Questionnaire	The QNHS module on lifelong learning was asked across four waves of the QNHS sample. A copy of the questionnaire used is available as an appendix to this release. Results are presented in this release for persons aged 25 and over.
Grossing effect	The QNHS grossing procedure aligns the distribution of persons covered in the survey with independently determined population estimates at the level of sex, five-year age group and region. Given the lifelong learning questions were asked to a sub-sample of the overall QNHS sample, the grossing factors applied in the derivation of the lifelong learning module differ from those that were used in the preparation of the main QNHS estimates.
Respondents to the survey	Only direct respondents to the survey were included in the lifelong learning sample. In the QNHS information for some individuals is collected by proxy from another member of the household if the person is not directly available at the time of interview. These proxy respondents were excluded from the lifelong learning module.
Note on tables	The row or column percentages in some tables in this report may not add to 100% because of rounding.
Formal Education	Formal education covers the regular education and training system which the respondent has attended sometime during the last 12 months. The characteristics of formal education are: <ul style="list-style-type: none"> • Purpose and format are predetermined. • Provided in the system of schools, colleges, universities and other educational institutions. • It normally constitutes a continuous ladder of education. • It is structured in terms of learning objectives, learning time and learning support. • It is normally intended to lead to a certification/qualification recognised by national authorities qualifying for a specific education/programme.
Non-Formal Education	Non-formal education refers to all organised learning activities outside regular or formal education. This is what may be called non-formal education and training. Normally you have to register for each activity. This means that if you attend/participate in a series of courses (modular) each module is considered a separate activity if you can join each of them independently and have to register (apply) for each of them to attend them. If you, on the contrary, can only attend/participate in all of the modules as a whole and only have to register (apply) once for the whole series of modules they are all considered as one activity. Examples of types of non-formal education are: <ul style="list-style-type: none"> • Attending/participating in a course or a seminar to get or to improve skills, knowledge and competence. This includes both courses leading to certificates and courses not leading to certificates. The courses can be attended to improve job-related knowledge or improve skills for social and personal purposes.

- Attending/participating in a correspondence course, a tele-teaching or a comparable measure of teacher-supported distance learning to improve skills, knowledge or competence.

Examples: grinds, music lessons, night classes, art courses, piano lessons, letter writing, using the internet, courses in Tai Chi, driving lessons etc. (courses for personal/social reasons)

Informal Education

The question on informal learning asks the respondents whether they have used any of the following informal learning methods in the 12 months prior to the survey:

- Professional books and magazines (e.g. DIY, cooking, gardening, interior decorating).
- Online internet based education (e.g. online lectures, websites of educational interest).
- Educational broadcasting (e.g. videos, tapes and television programmes) and offline computer material (e.g. CD-rom's & PC software).
- Visited libraries or other types of centre where information is available (e.g. resource centres, museums, interpretive centres).
- Other learning based on experience (working alongside others, etc).

Informal education measures whether the respondent has used any of the 5 listed methods for non-taught learning (including self-learning) with the purpose of improving his/her skills during the last 12 months (which wasn't part of a taught activity or program of studies).

Informal learning is supposed to be 'beyond institutionalised education' which means that the activity is performed by the respondent only and that there is no teacher, school or institution directly involved in this learning. The purpose is to register types of methods used not the volume or number of activities. In essence this is self-taught learning. There is no lower time limit, no minimum length requirement (e.g. one-day) and the respondent decides if he/she has used the method irrespective of the length of time.

Highest Level of Education Attained

This classification is derived from a single question and refers to educational standards that have been attained and can be compared in some measurable way and it is included in the core QNHS on an ongoing basis.

The question is phrased as follows: What is the highest level of education or training you have attained?

The answers are coded as follows:

- Primary*
- Secondary 1 (e.g. Group, Inter and Junior Certs, O Levels, NCVA Foundation)
- Transition Year Programme
- Secondary 2 (e.g. Leaving Cert., A Levels, NCVA/FAS/FETAC level 1)
- Technical or Vocational (e.g. Secretarial, PLC, NCVA/FAS/FETAC level 2 or 3, Teagasc Cert/Diploma, Youthreach)
- Higher Education: Certificate/Diploma (e.g. Undergraduate National Cert/Diploma, Cadetship (Army, Navy etc), Diploma in Police Studies)
- Primary Degree
- Professional (degree equivalent or higher)
- Postgraduate Certificate or Diploma
- Postgraduate Degree (taught or researched)
- Doctorate
- Other**

* The category Primary includes persons with no formal education attainment, or whose highest educational attainment is pre-primary.

** The category Other includes a small number of not stated responses to the educational attainment question.

Field of Education Those who reported that they had participated in formal education in the 12 months prior to interview were asked what subject(s) they studied. From this the field of education for formal education was derived.

Those who reported that they had participated in non-formal education and training in the 12 months prior to interview were asked to select the field of education for their most recent taught activity.

The fields of education are as follows:

- General programmes
- Education
- Humanities & arts
- Social sciences, business & law
- Science, mathematics & computing
- Engineering, manufacturing & construction
- Agriculture & veterinary
- Health & welfare
- Services
- Other*

* This category applies to field of education for non-formal education only.

Principal Economic Status The Principal Economic Status (PES) classification is based on a single question in which respondents are asked what their usual situation with regard to employment is and given the following response categories:

- At work
- Unemployed
- Student
- Engaged on home duties
- Retired
- Other

ILO Status The primary classification used for the QNHS results is the ILO (International Labour Office) Labour Force classification. The ILO classification distinguishes the following main subgroups of the population aged 15 and over:

In Employment: Persons who worked the week before the survey for one hour or more for payment or profit, including work on the family farm or business and all persons who had a job but were not at work because of illness, holidays, etc. in the week.

Unemployed: Persons, who in the week before the survey were without work and available for work within the next two weeks, and had taken specific steps, in the preceding four weeks, to find work.

Inactive Population (not in labour force): All other persons.

Historical Comparison Ireland held a Lifelong Learning Survey with 2003 as the reference year. The 2003 Irish Lifelong Learning results were published in a previous release which is available on the CSO website (www.cso.ie) and the results from the current lifelong learning survey (Q3 2008) are compared in this release to the 2003 results (Q2 2003). Care needs to be taken when comparing the Irish results from 2003 and 2008:

- Although both surveys were carried out before the QNHS switched to calendar quarters, the timing of the surveys is different as the 2003 survey was completed in Q2 (March-May) while the 2008 survey was completed in Q3 (June-August) and this may have an effect on the results.

- The two surveys are also not directly comparable because proxy responses were allowed in the Q2 2003 survey while only direct responses to the questionnaire were allowed in the Q3 2008 survey.
- Finally the categories of some of the questions is different for the Q2 2003 and Q3 2008 survey, e.g. the question on informal learning only had four categories in Q2 2003 (Professional books and magazines, Online internet based education, Educational broadcasting and offline computer material and Libraries and other information centres) while there was an additional category in the Q3 2008 survey (Other learning based on experience).

EU Adult Education Survey (AES)

Across the EU many countries held an Adult Education Survey (AES) during the period 2005 to 2008 (the reference year is 2007). See link to Eurostat release:

(http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-SF-09-044/EN/KS-SF-09-044-EN.PDF).

Data from the European AES in 2007 including data on participation rates in formal education, non-formal education and lifelong learning (formal and/or non-formal education) for various European countries are available in the Eurostat databank at the following link: (http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database). The data can be found at the link above by following the subheadings below:

Database by themes

Population and Social Conditions

Education and Training

Training

Adult Education Survey

Comparison between Irish and EU data

Irish data on participation rates in formal education, non-formal education and lifelong learning in 2008 are compared to the European AES data from 2007. The questions about participation in formal and non-formal education in this lifelong learning module (Q3 2008) and the European AES in 2007 were different and these differences need to be kept in mind when comparing the results. The two questions and the way that they were asked in both surveys are shown below:

Formal Education

AES During the last 12 months, that is since <month, year> have you been a student or apprentice in formal education (full time/part time)?

- 1 Yes
- 2 No

QNHS During the last 12 months have you been a student or an apprentice in regular education or training?

- 1 Has been a student or an apprentice
- 2 Has not been a student or an apprentice

Non-formal education

AES During the last 12 months have you participated in any of the following activities with the intention to improve your knowledge or skills in any area (including hobbies)?

- 1 Private lessons or courses (classroom instruction, lecture or a theoretical and practical course)
- 2 Courses conducting through open and distance education
- 3 Seminar or workshops
- 4 Guided on the job training

QNHS How many, if any, courses, seminars, conferences or private lessons or instructions have you received **outside the regular education or training system** within the last 12 months?

- 1 Participated in one (1) taught activity
- 2 Participated in two (2) taught activities
- 3 Participated in three (3) taught activities
- 4 Participated in more than three taught activities
- 5 Didn't attend any taught activities during the previous 12 months
- 6 Not applicable

Care also needs to be taken when comparing the AES results across the different countries as there are various differences between the survey methodology in the different countries:

- For most countries the AES was a stand-alone survey, however the French, Hungarian and The Netherlands surveys were ad hoc modules of Labour force survey while Italy carried out the AES as part of “Citizens and their leisure survey”.
- The method of collecting the data differed between countries. The recommended method for collecting the data, computer aided personal interview (CAPI), was applied by Cyprus, Estonia, Finland, France and Germany while paper assisted personal interviews (PAPI) with face-to-face interview were used in Greece, Hungary, Italy, Latvia, Lithuania, Poland and Slovakia and a mixed version of CAPI and computer aided telephone interview (CATI) methods were reported by Norway and Sweden.
- The sample unit was the individual for most countries while it was dwellings in Poland and households in Bulgaria, Greece and Italy.
- Although the data are presented with a common reference year (2007) the reference period varies from country to country and the length of the interview period also varies. For example, the interview period in the Czech Republic was January 2007 to March 2008 while the interview period for Sweden was October 2004 to March 2006.
- Proxy interviews were allowed in three countries. In Greece the overall proxy rate was 22.9%, in Italy 10% and in Poland it was 15.6%.

NUTS2 and NUTS3 regions

The regional classifications in this release are based on the NUTS (Nomenclature of Territorial Units) classification used by Eurostat. The NUTS3 regions correspond to the eight Regional Authorities established under the Local Government Act, 1991 (Regional Authorities) (Establishment) Order, 1993, which came into operation on 1 January 1994. The NUTS2 regions, which were proposed by Government and agreed by Eurostat in 1999, are groupings of the NUTS3 regions. The composition of the regions is set out below.

Border, Midlands and Western NUTS2 Region		Southern and Eastern NUTS2 Region	
Border	Cavan Donegal Leitrim Louth Monaghan Sligo	Dublin	Dublin City Dun Laoghaire-Rathdown Fingal South Dublin
Midland	Laoighis Longford Offaly Westmeath	Mid-East	Kildare Meath Wicklow
West	Galway City Galway County Mayo Roscommon	Mid-West	Clare Limerick City Limerick County North Tipperary
		South-East	Carlow Kilkenny South Tipperary Waterford City Waterford County Wexford
		South-West	Cork City Cork County Kerry

Logistic Regression

The characteristics that are associated with the likelihood of an individual aged 25 years and over having participated in lifelong learning (formal and/or non-formal education) in the 12 months prior to the survey were explored by constructing a logistic regression model.

The model produced odds ratios indicating the relative likelihood of people with different characteristics having participated in lifelong learning. Odds are expressed relative to a reference category which has a given value of 1. Odds ratios greater than 1 indicate higher odds (increased likelihood), and odds ratios less than 1 indicate lower odds (reduced likelihood) of the person having participated in lifelong learning in the 12 months prior to the survey based on the characteristics in question.

The variables included in the model:

The model included a range of variables, all of which were categorical variables. The variables included are listed below:

- Sex
- Age Group
- Education Level
- Labour Force Status
- Region
- Urban/Rural

The table below shows the odds ratios output by the model for the variables which were found to have a statistically significant relationship to the likelihood of an individual having participated in lifelong learning (formal and non-formal education) in the 12 months prior to the survey. Odds ratios greater than 1 indicate higher odds or increased likelihood of the person having participated in lifelong learning. For example, the odds ratio for Sex is 0.832 and this means that the odds of a male having participated in lifelong learning in the 12 months prior to the survey was 0.832 times the odds of a female having participated in lifelong learning in the 12 months prior to the survey i.e. males were less likely than females to have participated in lifelong learning in the 12 months prior to the survey.

Max-rescaled R-Square	0.215
Characteristic	Odds Ratio
<i>Sex</i>	
Male vs. Female	0.832
<i>Age Group</i>	
35-44 vs. 25-34	0.987
45-54 vs. 25-34	1.067
55-64 vs. 25-34	0.855
65-74 vs. 25-34	0.567
75+ vs. 25-34	0.305
<i>Education Level</i>	
Third level (degree and above) vs. Primary or Below	6.832
Third level (non degree) vs. Primary or Below	4.408
Post Leaving Cert vs. Primary or Below	2.823
Upper Secondary vs. Primary or Below	2.306
Lower Secondary vs. Primary or Below	1.647
Other vs. Primary or Below	2.481
<i>Labour Force Status</i>	
Unemployed vs. Employed	1.060
Not economically active vs. Employed	0.482
<i>Region</i>	
Border vs. Dublin	0.746
Mid-East vs. Dublin	0.664
Midland vs. Dublin	0.834
Mid-West vs. Dublin	0.706
South-East vs. Dublin	0.600
South-West vs. Dublin	0.568
West vs. Dublin	0.899
<i>Urban/Rural</i>	
Urban v Rural	1.338

QHNS Social Modules

While the main purpose of the QNHS is the production of quarterly labour force estimates, there is also a provision for the collection of data on social topics through the inclusion of special survey modules. The selection of the major national modules undertaken to date has been largely based on the results of a canvas of users (over 100 organisations) that was conducted by the CSO in 1996, 2002, 2006 and most recently 2008. The results of the canvas are presented to the National Statistics Board and they are asked to indicate their priorities for the years ahead.

The schedule for social modules in any given year is based on the following structure:

- Quarter 1** Annual modules update (Disability, Pensions, Childcare, Accidents and Illness), Information, Communication and Technology (ICT) Survey.
- Quarter 2** EU module (always covered under EU legislation).
- Quarter 3** National module.
- Quarter 4** National module.

The table below outlines the most recent social modules published in the QNHS:

Reference Quarter	Social Module
Q3 2009	Caring
Q2 2009	Cross-Border Shopping
Q2 2009	Union Membership
Q2 2008	Educational Attainment
Q1 2008	ICT Household Survey (as part of the Information Society and Telecommunications 2008 publication)
Q1 2008	Working Conditions Module
Q1 2008	Pension Provision
Q4 2007	Childcare
Q3 2007	Health Status and Health Service Utilisation
Q2 2007	Union Membership
Q1 2007	Work-related Accidents and Illness (Q1 2003-Q1 2007)
Q1 2007	ICT Household Survey (as part of the Information Society and Telecommunications 2007 publication)
Q4 2006	Crime and Victimization
Q3 2006	Sport and physical exercise
Q3 2006	Social capital as part of Community Involvement and Social Networks 2006
Q1 2006	ICT household survey (as part of the Information Society and Telecommunications 2008 publication)
Q4 2005	Pension provision
Q4 2005	Special Saving Incentive Accounts (SSIAs)
Q3 2005	ICT household survey
Q3 2005	Recycling and energy conservation
Q2 2005	Reconciliation between work and family life
Q1 2005	Childcare

Social modules yet to be published:

Reference Quarter	Social Module
Q4 2008	Travel to Work
Q1 2009	ICT Household Survey
Q4 2009	Pension Provision

Appendix

QNHS Lifelong Learning Module Q3 2008

Formal Education

Q1. During the last 12 months have you been a student or an apprentice in regular education or training?

1. Has been a student or an apprentice
2. Has not been a student or an apprentice

Q2. Please specify the level of your most recent regular education or training within the last twelve months?

[Note: Select most recent course if more than one.]

1. Primary
2. Secondary 1 (e.g. Group, Inter and Junior Certs, O levels, NCVA Foundation)
3. Transition Year Programme
4. Secondary 2 (e.g. Leaving Cert, A levels, NCVA\FAS\FETAC level 1)
5. Technical or Vocational (e.g. Secretarial, PLC, NCVA\FAS\FETAC level 2 or 3 Teagasc Cert/Diploma, Youthreach)
6. Higher Education; Certificate/Diploma (e.g. Undergraduate National Cert/Diploma, Cadetship (Army, Navy etc.), Diploma in Police studies)
7. Primary degree
8. Professional (degree equivalent or higher)
9. Postgraduate certificate or Diploma
10. Postgraduate degree (taught or researched)
11. Doctorate
12. Other

If the highest level of education the respondent has undertaken is lower secondary

Q3a. Please specify level undertaken

1. Junior Certificate
2. Intermediate Certificate
3. O Levels
4. Group Certificate
5. FETAC/NCVA Foundation Certificate

If the highest level of education the respondent has undertaken is higher secondary

Q3b. Please specify level undertaken

1. Leaving Certificate
2. A Levels
3. Leaving Certificate Vocational Programme (LCVP)
4. Applied Leaving Certificate
5. FETAC/NCVA Level 1 Certificate

If the highest level of education the respondent has undertaken is a technical/vocational qualification

Q3c. Please specify level undertaken

1. NCEA foundation certificate
2. National Craft Certificate
3. Completed Apprenticeships
4. FETAC/NCVA Level 2 or 3 certificate
5. Teagasc (farming/horticulture) certificate or diploma
6. PLC (Post Leaving Certificate Course)
7. Secretarial

If the highest level of education the respondent has undertaken is higher education certificate/diploma

Q3d. Please specify level undertaken

1. Undergraduate national certificate (NCEA/DIT/IOT)
2. Undergraduate national diploma (NCEA/DIT/IOT)
3. Cadetship (army, air corps or naval service)
4. Diploma in Police Studies

If respondent has been a student or apprentice during the last 12 months and studied above second level

Q4. (You have indicated that you have been a student or an apprentice in regular education or training within the past 12 months). What subject(s) did you study? Enter a text of most 60 characters.

[Note: Select most recent if more than one.]

If the respondent has been a student or apprentice in the past twelve months (including last four weeks)

Q5. What was your usual situation with regard to employment while you were a student or apprentice in regular education or training?

1. Working for payment or profit
2. Looking for 1st regular job
3. Unemployed, having lost or given up previous job
4. Actively looking for work after voluntary interruption of working life (for 12 months or more) for personal or domestic reasons
5. Student or pupil
6. Engaged on home duties
7. Retired from employment
8. Unable to work due to permanent sickness or disability
9. Other

[Note: Select most recent course if more than one.]

If the respondent has been a student or apprentice in the past twelve months (including last four weeks)

Q6. Specifically, what was the main reason that influenced your decision to participate in regular education or training?

1. To do my job better and/or improve career prospects
2. To be less likely to lose my job
3. To increase my possibilities of getting a job, or changing a job/profession
4. To start my own business
5. Other job-related reason
6. To get knowledge/skills useful in my everyday life
7. To increase my knowledge/skills on a subject that interests me
8. To meet new people/for fun
9. Other personal/social reason

[Note: Answer should reflect situation and career ambitions of respondent, rather than intentions of education provider. Select most recent course if more than one.]

If the respondent has been a student or apprentice in the past twelve months (including last four weeks)

Q7. Which of the following supports did you receive as part of regular education or training?

1. Employer paid in-part or in-full for tuition, registration, exam fees, books or technical study means
2. Employer provided paid time off-work
3. Employer provided unpaid time off-work or a flexible working arrangement
4. Family member paid in-part or in-full for tuition, registration, exam fees, books or technical study means
5. Financial support of local authority, government department or other state body
6. Financial support of other non-state organisations (scholarships, unions, charities)
7. Revenue tax incentives or credits
8. Other
9. None

[Note: Allow multiple responses except if option 9 is chosen. Select most recent course if more than one.]

Non-Formal Education

If the respondent has given permission to ask module

Q8. How many, if any, courses, seminars, conferences or private lessons or instructions have you received outside the regular education or training system within the last 12 months?

[Note: Courses 'outside regular education or training' include seminars, conferences, night classes, grinds or other forms of private tuition (e.g. music classes) and also on the job training courses.]

1. Participated in one (1) taught activity
2. Participated in two (2) taught activities
3. Participated in three (3) taught activities
4. Participated in more than three taught activities
5. Didn't attend any taught activities during the previous 12 months

If respondent has undertaken one or more activities

Q9. What was the general subject area of the most recent taught activity?

1. Adult literacy
2. Teacher training and education science
3. English as a foreign language
4. Foreign languages (excluding 'English')
5. Humanities and arts
6. Business and administration (including management)
7. Social sciences and law
8. Computer science(programming, including system design, analysis and administration)
9. Computer use (using software for word processing, spreadsheets, internet etc)
10. Science and mathematics (including statistics, physical and life sciences)
11. Engineering, manufacturing and construction
12. Agriculture and veterinary
13. Health and welfare
14. Services
15. General programmes
16. Other

If respondent has undertaken one or more activities

Q10. How would you describe the format of the most recent taught activity

1. Classroom instructions (including, seminars, lectures, a theoretical and practical course, workshops and courses conducted through open and distance education)
2. Guided on the job training
3. Other

If respondent has undertaken one or more activities

Q11. How many hours did you spend at the *most recent taught activity* over the past 12 months? ___ 3 digits (Do not allow 0 and set upper limit of 900 hrs)

*[Note: This does not include time spent in travel or homework, and only refers to time within the teaching environment. This refers to courses, seminars, conferences or private lessons or instructions that have been received **outside the regular education system.**]*

If respondent has undertaken one or more activities

Q12. Specifically, what was the main reason that influenced your decision to participate in the most recent taught activity?

[Note: Answer should reflect situation and career ambitions of respondent, rather than intentions of education provider]

1. To do my job better and/or improve career prospects
2. To be less likely to lose my job
3. To increase my possibilities of getting a job, or changing a job/profession
4. To start my own business
5. Other job-related reason
6. To get knowledge/skills useful in my everyday life
7. To increase my knowledge/skills on a subject that interests me
8. To meet new people/for fun
9. Other personal/social reason

If respondent has undertaken one or more activities

Q13. Did any part of this taught activity take place during paid working hours?

1. Only during paid hours
2. Mostly during paid hours
3. Mostly outside paid hours
4. Only outside paid hours
5. No job at that time
6. Not applicable

[Note: This variable captures the extent to which the respondent's employer supports the course. It refers to the degree that the activity takes place during paid working hours, meaning that the working hours are used to attend the activity instead of working. It also includes the case of where a number of working hours are being replaced by learning activity even if the activity itself takes place outside normal working time of the respondent. In case of a 50/50 split between working hours and outside working hours activity should be classified as '2. Mostly during paid hours']

If respondent has undertaken one or more activities

Q14. Which of the following supports did you receive as part of this taught activity?

1. Employer paid in-part or in-full for tuition, registration, exam fees, books or technical study means
2. Employer provided paid time off-work
3. Employer provided unpaid time off-work or a flexible working arrangement
4. Family member paid in-part or in-full for tuition, registration, exam fees, books or technical study means
5. Financial support of local authority, government department or other state body
6. Financial support of other non-state organisations (scholarships, unions, charities)
7. Revenue tax incentives or credits
8. Other
9. None

[Allow multiple responses except if option 9 is chosen]

Obstacles to Education

All respondents who agreed to answer module

Q15. In the past twelve months would you have liked to have participated in an educational activity / additional educational activities?

1. Yes
2. No

Respondents who wanted to undertake education/more education

Q16. What were your main reasons for not participating / participating more in educational activities?

1. Did not have the prerequisite training or qualifications
2. Course or training was too expensive
3. No training or courses offered at a reachable distance
4. Information on course or training difficult to find
5. Course or training conflicted with work
6. Lack of employer's support (financial, time off work etc)
7. Course or training conflicted with family responsibilities
8. Lack of confidence at returning to education or training
9. Health or age
10. Other
11. None

[Allow multiple responses except if option 11 is chosen]

Informal Education

All respondents who agreed to answer module

Q17. Have you in the past 12 months used any of the following informal learning methods?

1. Professional books and magazines (e.g. DIY, cooking, gardening, interior decorating)
2. Online internet based education (e.g. online lectures, web-sites of educational interest)*
3. Educational broadcasting (e.g. videos, tapes and television programmes) and offline computer material (e.g. CD-roms & PC software)
4. Visited libraries or other types of centre where information is available (e.g. resource centres, museums, interpretive centres)
5. Other learning based on experience (working alongside others etc)
6. None of the above

[Note: Allow multiple responses except if option '6 None of the above' is selected.

* Online internet based education does not include registration in formal online courses such as might be provided as distance education (e.g. Open University, Oscail)]

Education Definitions

Formal Education

Formal education covers the regular education and training system (**formal education, including schools, colleges and universities**) which the respondent has attended sometime during the last 12 months.

- Purpose and format are predetermined.
- Provided in the system of schools, colleges, universities and other educational institutions
- It normally constitutes a continuous ladder of education.
- It is structured in terms of learning objectives, learning time and learning support
- It is normally intended to lead to a certification/qualification recognised by national authorities qualifying for a specific education/programme).

Non-formal Education

Non-formal education refers to all **organised** learning activities **outside regular or formal education**. This is what may be called **non-formal** education and training.

Normally you have to register for each activity. This means that if you attend/participate in a series of courses (modular) each module is considered a separate activity if you can join each of them independently and have to register (apply) for each of them to attend them. If you on the contrary only can attend/participate in all of the modules as a whole and only have to register (apply) once for the whole series of modules they are all considered as one activity.

- ◆ Attending/participating in a course or a seminar to get or to improve skills, knowledge and competence. This includes both courses leading to certificates and courses not leading to certificates. The courses can be attended to improve job-related knowledge or improve skills for social and personal purposes.
- ◆ Attending/participating in a correspondence course, a tele-teaching or a comparable measure of teacher-supported distance learning to improve skills, knowledge or competence.

Examples: grinds, music lessons, night classes, art courses, piano lessons, letter writing, using the internet, courses in Tai Chi, driving lessons etc. (courses for personal/social reasons)

Informal Education

Informal education measures whether the respondent has used any of the 5 listed methods for non-taught learning (including self-learning) with the purpose of improving his/her skills during the last 12 months (which wasn't part of a taught activity or program of studies).

Informal learning is supposed to be 'beyond institutionalised education' which means that the activity is performed by the respondent only and that ***there is no teacher, school or institution directly involved in this learning***. The purpose is to register types of methods used, not the volume or number of activities. In essence this is self-taught learning. There is no lower time limit, no minimum length requirement (e.g. one-day) and the respondent decides if he/she has used the method irrespective of the length of time.