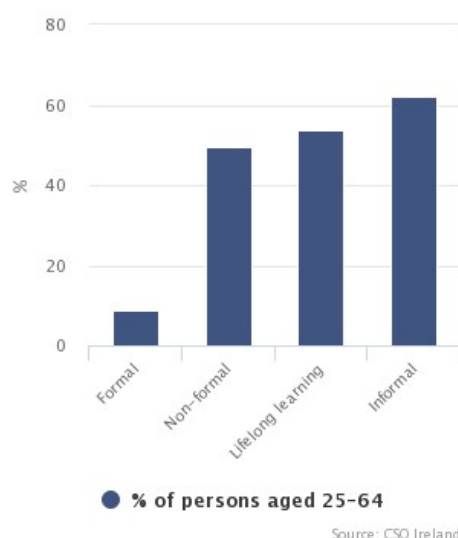


## Adult Education Survey

2017

### Over half of adults participated in lifelong learning in 2017

Figure 1 Participation in education by type of education, 2017



Over half of adults (53.9%) reported participating in lifelong learning (formal and/or non-formal education). Just over one in twelve adults (8.6%) participated in formal education in the last 12 months. Those who were unemployed were over three times more likely to participate in formal education than those in employment (28.2% versus 7.6%). Almost half of adults aged 25-64 (49.7%) received non-formal education. Employed persons were more likely to have participated in non-formal education than those who were unemployed (59.3% versus 38.3%). See Table 1a and Figure 1.

Younger persons are more likely to participate in lifelong learning than older persons. Over six in ten adults (63.4%) aged 25-34 participated in lifelong learning compared with only four in ten (40.5%) aged 55-64. As the highest level of education attained increased so did the participation rates in lifelong learning; only a quarter (24.7%) of those who had attained primary level or below were participating in lifelong learning while the corresponding figure for those who had attained third level honours degree or above was 71.7%. A higher proportion of persons in employment participated in lifelong learning than those who were unemployed (62.6% versus 52.9%).

Fewer than six in ten adults in employment (59.3%) participated in non-formal education while 63.9% received some form of informal education. Professionals were most likely to have participated in lifelong learning with four out of every five adults (81.4%) engaging in formal and/or non-formal education. In contrast, those in the skilled trades were the least likely to participate in lifelong learning with only two out of five adults (41.0%) participating in lifelong learning in the last 12 months. Those working in the *Administrative and support services* sector were most likely to be in receipt of formal education (14.1%) while those in the *Transportation and storage* sector were the least likely to have participated (2.8%). Those in the *Education* sector were most likely to be in receipt of non-formal education (76.9%) while those working in the *Agriculture, forestry and fishing* sector were the least likely (30.6%). See Table 1b.

### Third level courses are the most common formal courses

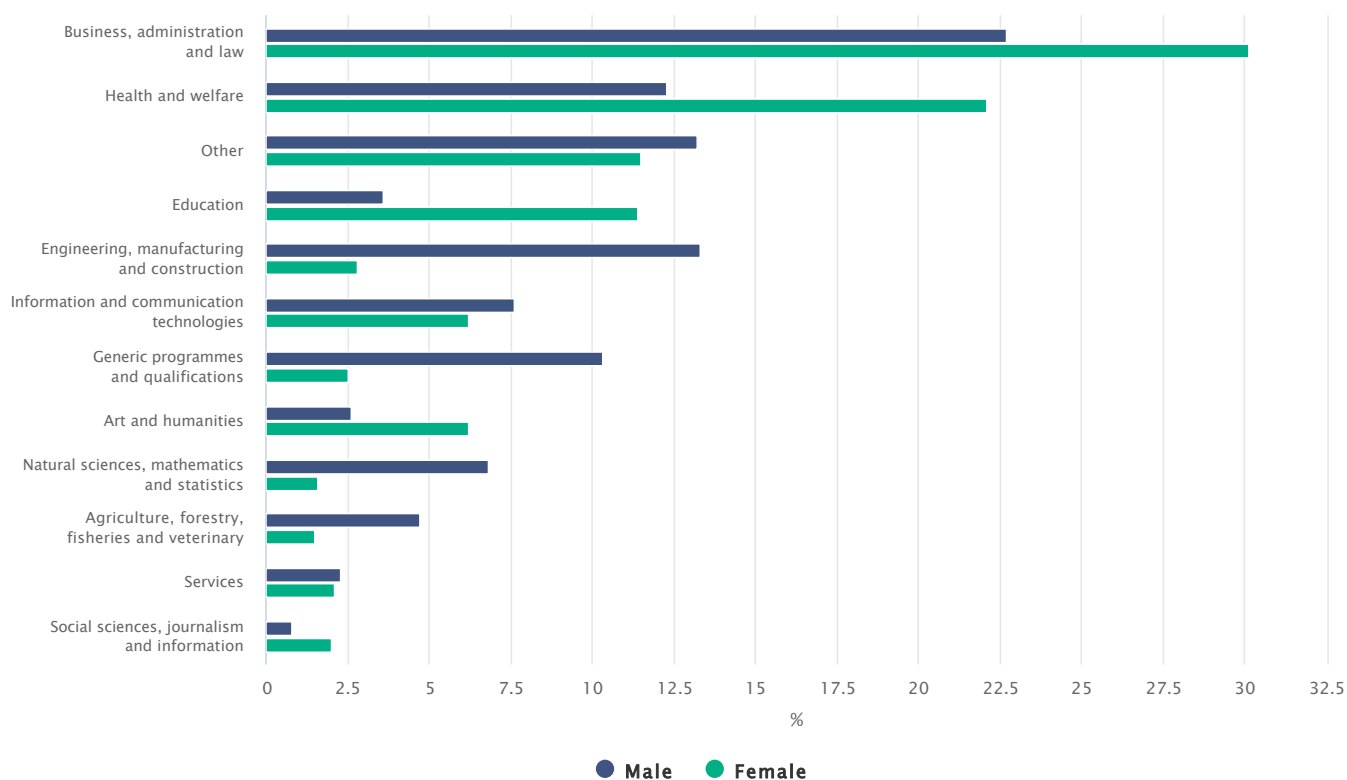
Over half (55.1%) of those participating in formal education were pursuing third level courses with 17.6% pursuing non-honours degree courses and 37.5% pursuing honours degree or above courses. See Table 2a.

Business, administration and law was the most common field of education for those participating in formal education (27.1%) followed by Health and welfare (18.0%). The most popular reason for participation in formal education was to *Improve my career prospects*, reported by just over six in ten adults (61.8%), followed by *Increase my possibilities of getting/changing a job* (41.2%). Almost a third of adults (32.1%) reported that the outcome from their participation in formal education was *Better performance in their present job*. See Table 2b, Table 2c, Table 2d, Table 2e, Figure 2, Figure 3a and Figure 3b.

#### Adult Education Survey 2017 (full)

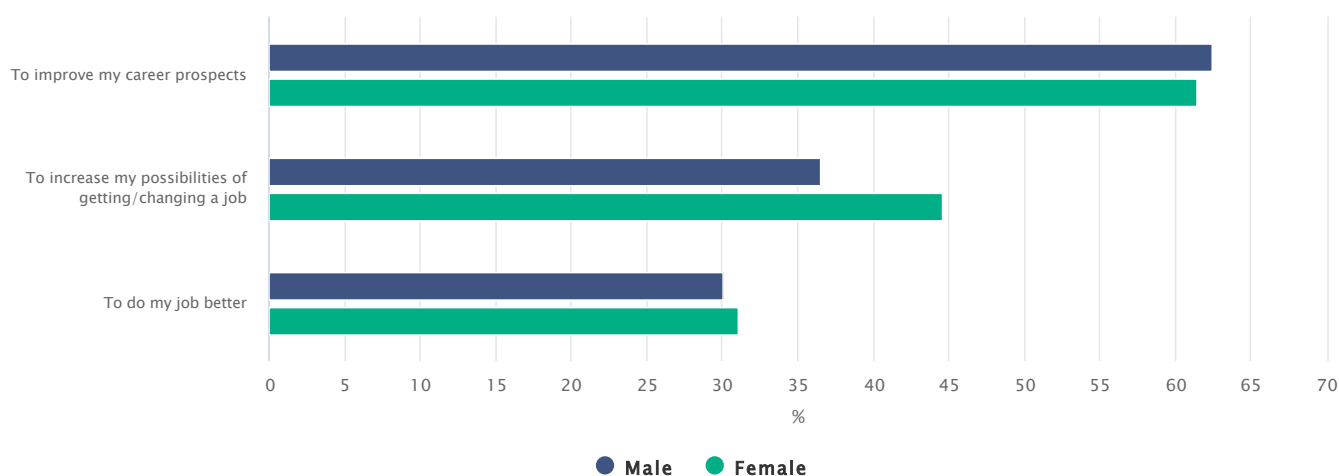


Figure 2 Formal education participation by field of education and sex, 2017



Source: CSO Ireland

Figure 3a Top job-related reasons for formal education participation by sex, 2017

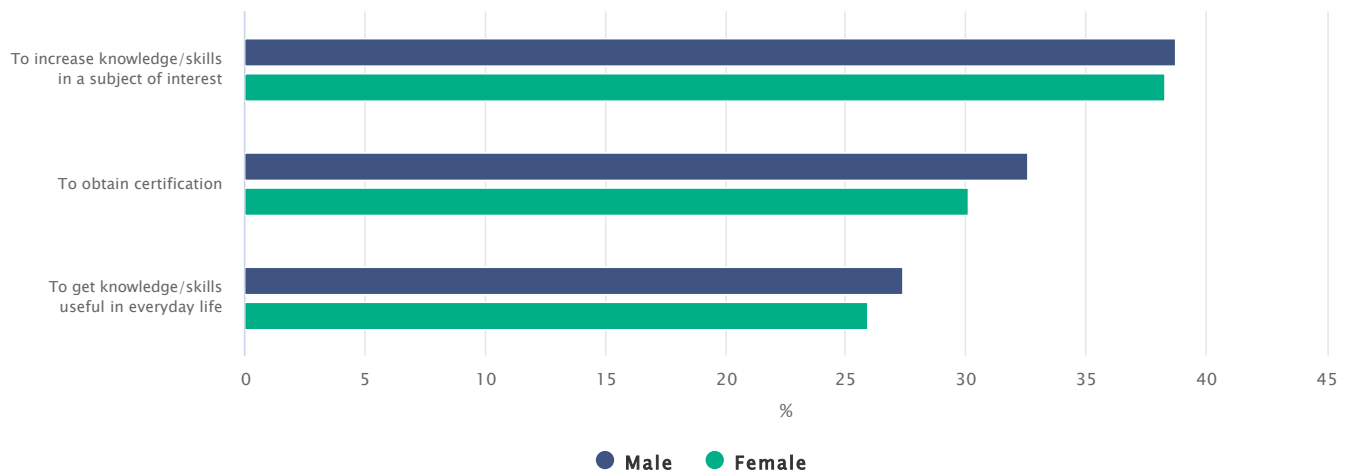


Source: CSO Ireland

### Adult Education Survey 2017 (full)



Figure 3b Top personal related reasons for formal education participation by sex, 2017

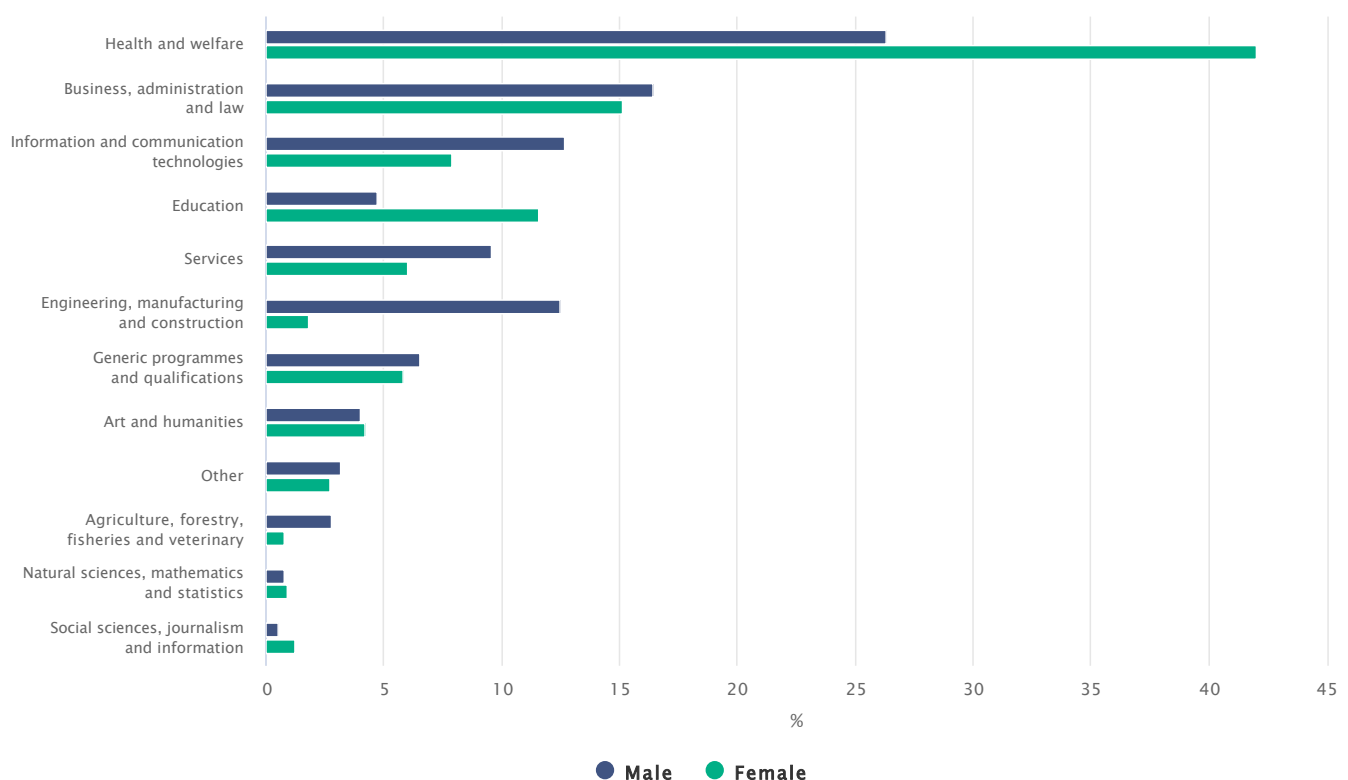


Source: CSO Ireland

## Better performance in present job is the most popular outcome for non-formal education

Health and Welfare was by far the most common field of education for those participating in non-formal education (34.5%) while Business, administration and law was the next most common field of education (15.7%). The most popular reason for participation in non-formal education was a job-related reason, *To do my job better*, with six in ten adults (60.2%) reporting it. Interestingly, the most popular outcome for non-formal education was *Better performance in present job* with 61.2% choosing it. It was three times higher than the next popular outcome which was *Personal related reasons* at 16.8%. See Table 3a, Table 3b, Table 3c, Table 3d, Table 3e and Figure 4.

Figure 4 Non-formal education participation by field of education by sex, 2017



Source: CSO Ireland

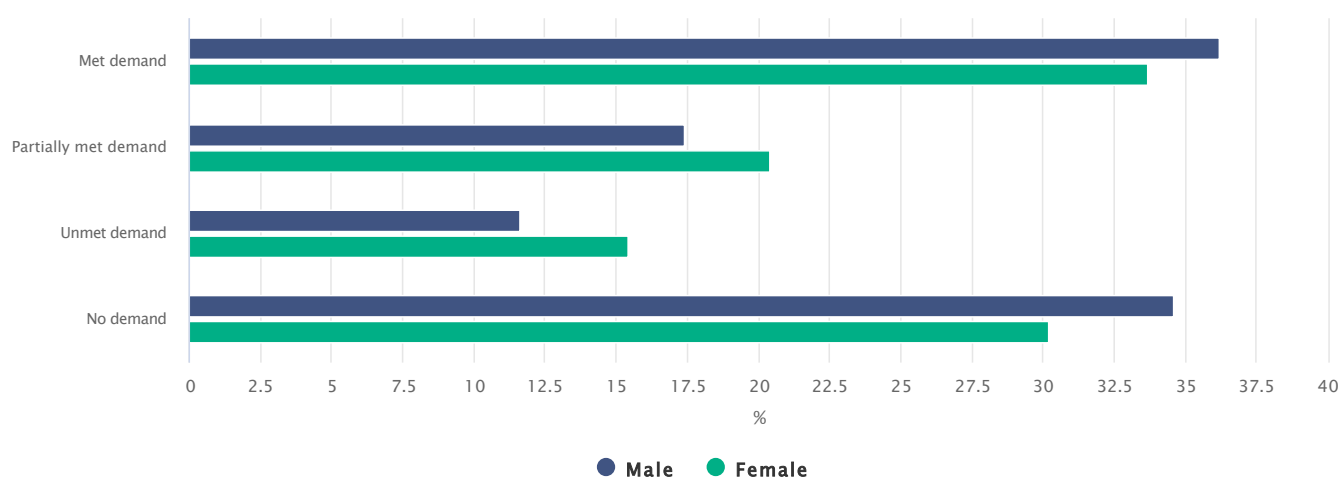
## Demand for lifelong learning was not satisfied for one in three adults in 2017

Adult Education Survey 2017 (full)



Examining the demand for lifelong learning, we can see that 32.4% of adults had some form of unmet demand, where they either participated in lifelong learning and wanted to participate more (18.9%) or wanted to but did not participate (13.5%). Females are more likely to report some form of unmet demand with 35.8% of females reporting this compared with 29.0% of males. See Table 5a and Figure 5.

Figure 5 Demand for lifelong learning by sex, 2017



Source: CSO Ireland

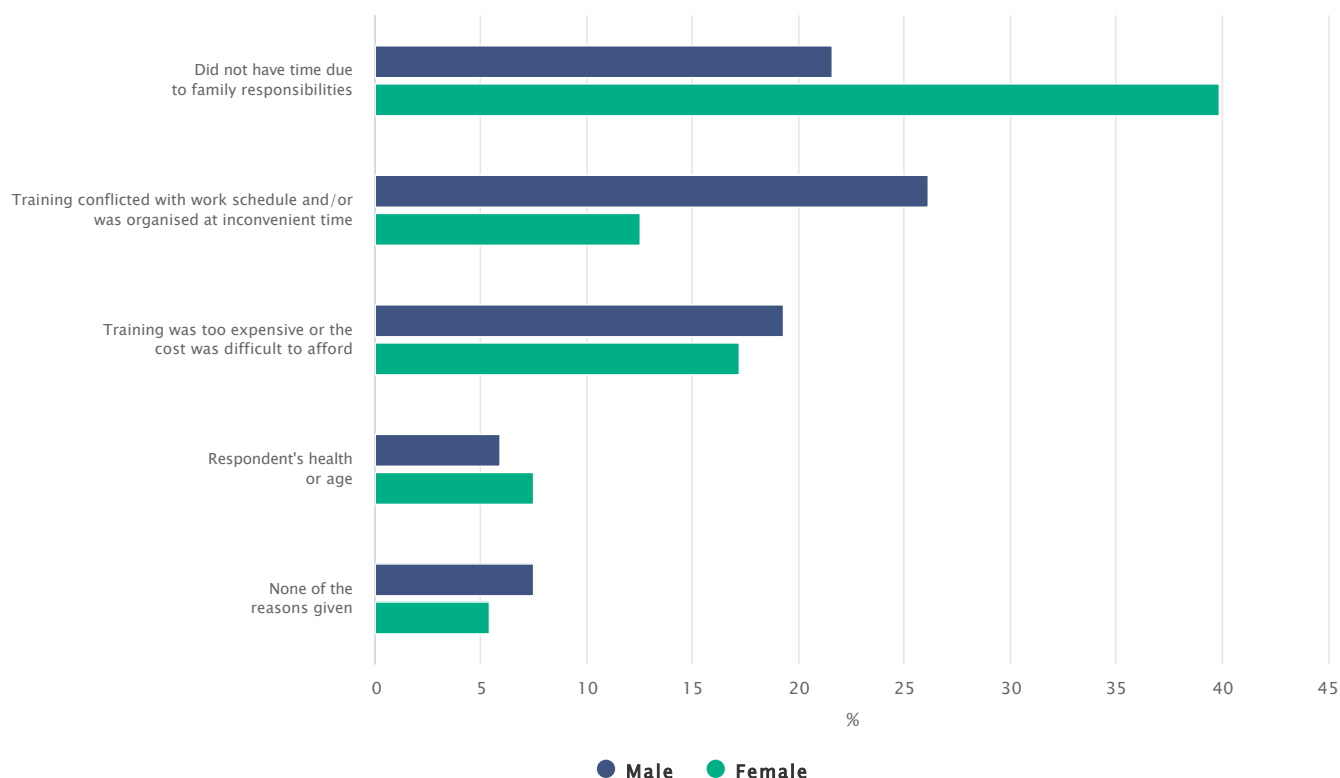
Nationally, the most common difficulty to accessing education was *Did not have time due to family responsibilities* (43.7%). The most popular difficulty to accessing lifelong learning for those aged 25-34 was *Training was too expensive or the cost was difficult to afford* which was reported by almost one in four (38.9%). Over one in ten adults (11.0%) who were unemployed said that there was *No suitable education or training activity available*. See Table 5c.

When asked about the main difficulty to accessing lifelong learning, four in ten females (39.9%) reported *Did not have time due to family responsibilities* as the main difficulty compared to one in five males (21.6%). The main difficulty for males was *Training conflicted with work schedule/was organised at inconvenient time* reported by over a fifth of men (26.1%). It was only reported as the main difficulty by one in eight females (12.5%). See Table 5d and Figure 6.

#### Adult Education Survey 2017 (full)



Figure 6 Top five main difficulties in accessing education by sex, 2017

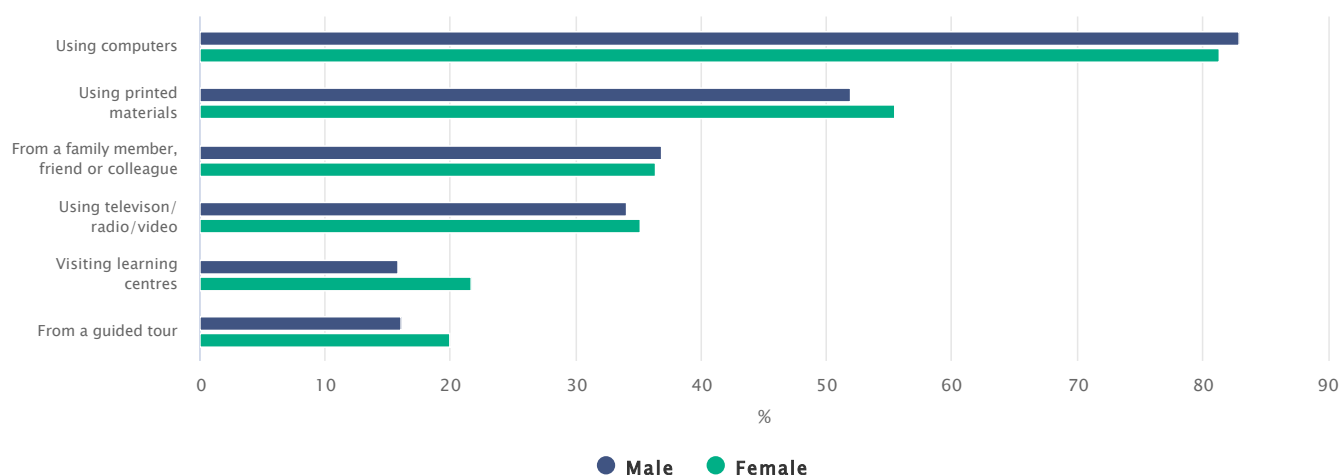


Source: CSO Ireland

## Informal learning is a more popular choice than formal or non-formal educational activities

Over six in ten (62.1%) of all persons aged 25-64 reported participating in informal education. Learning using computers (online or offline) was the most popular approach for informal education participation with over four fifths of adults (82.2%) who engaged in informal education reported it. Younger persons are more likely than older persons to learn using a computer with 88.2% of those aged 25-34 selecting this compared to 74.7% of those aged 55-64. Almost one in four (23.5%) of those with a third level honours degree or higher reported to learn using guided tours in museums, historical or natural or industrial sites. This is almost three times more than those with a primary education or below where only 7.9% reported this type of informal learning. See Table 6 and Figure 7.

Figure 7 Types of informal learning participated in over the last 12 months by sex, 2017



Source: CSO Ireland

### Adult Education Survey 2017 (full)

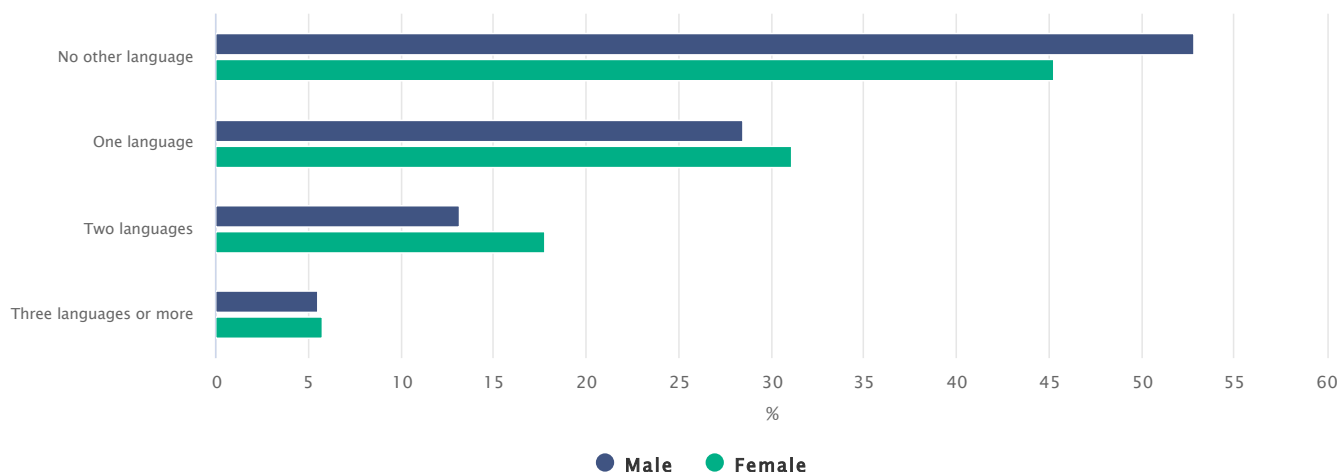


## Over half of adults know at least one language other than their mother tongue

English was reported as the most popular mother tongue language (87.1%) with Polish (2.5%) and Irish (1.2%) coming second and third respectively. While overall 51.0% of adults reported knowing at least one other language (other than their mother tongue), there is a stark difference when looking at citizenship of the respondent. Over 86% of those who are non-Irish report knowing at least one other language compared to 44.2% of adults with Irish citizenship. See Table 7a, Table 7b and Figure 8.

The most popular other language is Irish where four in ten adults (41.6%) reported it as their best-known second language. This was followed by French and English (20.0% and 16.0% respectively). Even though Irish was reported as the best-known second language, almost two thirds of adults (62.6%) only claim a basic level of skill in the language. In contrast, almost two thirds of adults (63.3%) who claimed English was their best-known second language reported that they were proficient in it. See Table 7c and 7d.

Figure 8 The number of languages known other than mother tongue by sex, 2017

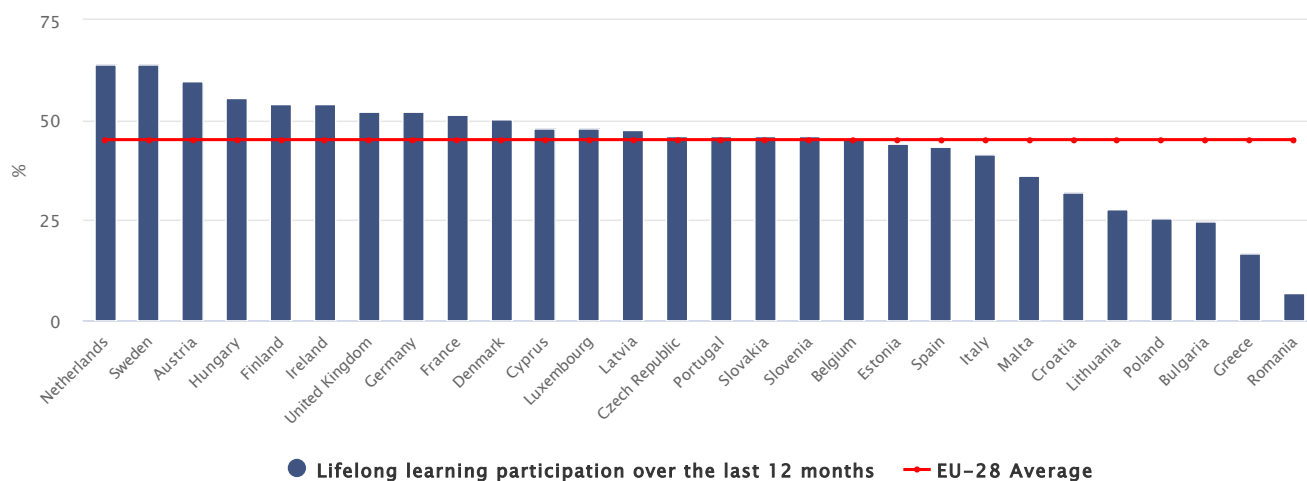


Source: CSO Ireland

## Ireland is ranked 6<sup>th</sup> in the EU28 for participation in lifelong learning

Participation in lifelong learning among adults in Ireland (53.9%) was higher than the EU-28 average of 45.1% and Ireland ranked 6<sup>th</sup> among the 28 countries. The Netherlands reported the highest participation rate in lifelong learning in 2016 (64.1%) while Romania reported the lowest (7.0%). Participation rates in Ireland were nearly similar for males (53.6%) and females (54.1%). Sweden had the highest rate of female participation in lifelong learning (68.2%) while the Netherlands had the highest male participation at 64.7%. See Table 8a and Figure 9.

Figure 9 Percentage of persons aged 25–64 who participated in lifelong learning in the last 12 months, 2016



Source: CSO Ireland

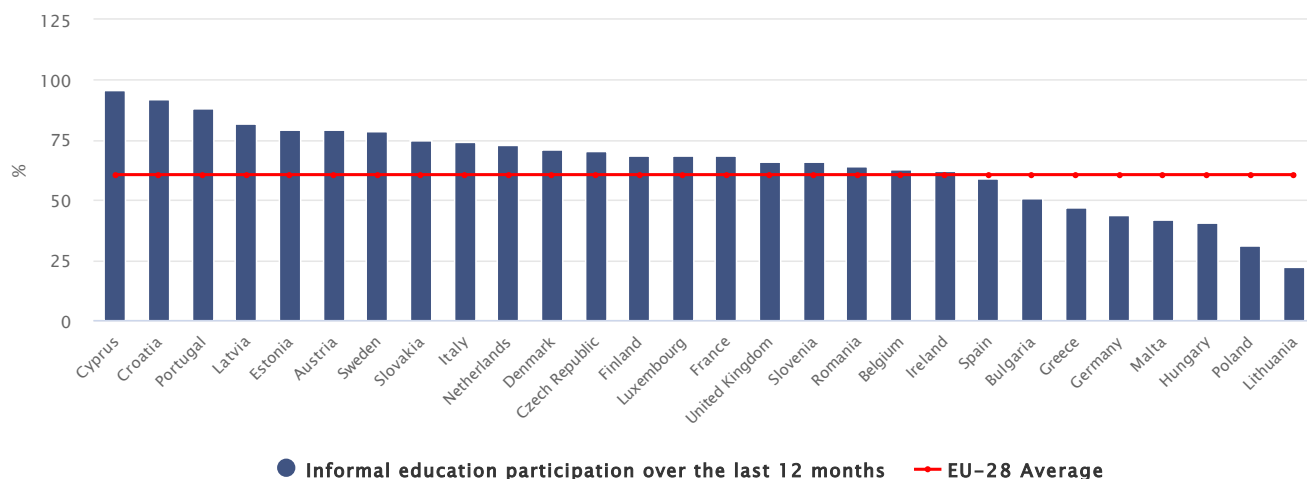
### Adult Education Survey 2017 (full)



Participation in formal education among adults in Ireland (8.6%) was higher than the EU-28 average of 5.8% and Ireland ranked 7<sup>th</sup> among the 28 countries. Participation rates in formal education in Ireland were higher for females (9.9%) than males (7.2%). Finland reported the highest participation rate in formal education (14.2%) while Slovakia reported the lowest (1.5%). See *Table 8b*.

Participation in non-formal education among adults in Ireland (49.7%) was higher than the EU-28 average of 42.6% and Ireland ranked 7<sup>th</sup> among the 28 countries. Participation rates in non-formal education in Ireland were slightly lower for females (49.4%) than males (50.0%). Participation in informal education among adults in Ireland (62.1%) was greater than the EU-28 average of 60.5% and Ireland ranked 20<sup>th</sup> among the 28 countries. See *Table 8c*, *Table 8d* and *Figure 10*.

Figure 10 Percentage of persons aged 25–64 who participated in informal educational activities in the last 12 months, 2016



Source: CSO Ireland

#### Adult Education Survey 2017 (full)



Table 1a Persons aged 25-64, classified by those who participated in an educational activity in the last 12 months, 2017<sup>1</sup>

Demographic profile	% of persons			
	Formal	Non-formal	Lifelong learning	Informal
<b>State</b>	8.6	49.7	53.9	62.1
<b>Sex</b>				
Male	7.2	50.0	53.6	61.6
Female	9.9	49.4	54.1	62.7
<b>Age group</b>				
25-34 year olds	14.7	56.3	63.4	69.4
35-44 year olds	9.6	53.7	58.3	62.0
45-54 year olds	5.9	47.3	50.0	60.9
55-64 year olds	2.9	38.9	40.5	54.9
<b>Region</b>				
Border	5.4	37.7	41.5	54.9
Dublin	11.9	56.8	62.6	72.1
Mid-East	5.4	46.6	49.7	51.9
Midland	5.4	51.8	54.6	45.7
Mid-West	9.5	50.3	54.1	77.8
South-East	8.3	44.9	48.5	57.0
South-West	7.7	47.4	50.6	58.0
West	8.2	48.6	52.7	57.3
<b>Highest level of educational attainment</b>				
Primary or below	2.0	23.1	24.7	43.6
Lower secondary	2.0	28.0	29.6	47.9
Higher secondary	4.3	39.0	41.3	55.0
Post Leaving Certificate	7.3	48.3	52.6	63.9
Third Level non honours degree	11.7	55.8	62.8	64.2
Third Level honours degree or higher	13.9	66.2	71.7	72.5
<b>Principal economic status</b>				
At work	7.6	59.3	62.6	63.9
Unemployed	28.2	38.3	52.9	65.6
Student	5.1	30.0	33.6	60.6
Home duties	2.6	8.5	10.9	47.2
Other	4.8	17.7	21.5	55.3
<b>Citizenship</b>				
Irish	7.9	50.5	54.1	61.4
Non-Irish	12.0	45.7	52.5	65.7
<b>Degree of Urbanisation</b>				
Densely-populated area	12.6	55.7	61.4	72.2
Intermediate area	6.9	47.4	50.7	49.7
Thinly-populated area	5.9	45.7	48.9	58.9
<b>Deprivation Index</b>				
First Quintile - Very disadvantaged	11.1	49.0	55.1	63.5
Second Quintile - Disadvantaged	6.8	44.3	47.7	61.1
Third Quintile	7.1	46.8	49.5	59.9
Fourth Quintile	8.1	49.6	54.4	54.6
Fifth Quintile (least deprived)	9.7	58.3	62.0	71.2

<sup>1</sup> See Background Notes for definition of survey population and lifelong learning.

## Adult Education Survey 2017 (full)





Table 1b Persons aged 25-64 in employment, classified by those who participated in an educational activity in the last 12 months, 2017<sup>1</sup>

					% of persons
Employment characteristics					Unweighted Sample
State	7.6	59.3	62.6	63.9	3,469
<b>Professional status of job</b>					
Self-employed without employees	2.5	36.3	37.3	62.0	433
Self-employed with employees	3.9	47.4	49.3	61.8	183
Employee	8.5	63.3	66.9	64.4	2,840
Family worker	*2	*	*	*	11
<b>NACE Principal Activity</b>					
A Agriculture, Forestry and Fishing	4.2	30.6	31.0	56.5	165
B-E Industry	7.2	58.1	61.0	58.5	387
F Construction	2.8	45.6	47.6	60.3	221
G Wholesale and retail trade; repair of motor vehicles and motorcycles	5.5	44.8	47.9	60.2	427
H Transportation and storage	2.6	60.5	60.9	53.5	153
I Accommodation and food services	6.8	38.3	44.4	58.3	184
J Information and communication	7.7	72.2	75.4	65.3	179
K-L Financial, insurance and real estate	13.8	68.4	74.3	66.6	176
M Professional, scientific and technical activities	12.1	62.7	67.7	71.8	202
N Administrative and support services	14.1	49.7	58.5	64.8	159
O Public administration and defence	7.8	72.6	75.3	66.9	213
P Education	9.5	76.9	79.5	74.9	342
Q Human health and social work	8.0	76.0	77.5	67.8	488
R-S Arts, entertainment, recreation and other service activities	5.0	52.8	55.7	61.9	162
<b>Broad occupational group</b>					
1. Managers, directors and senior officials	5.3	54.3	57.1	62.5	273
2. Professionals	10.4	78.6	81.4	73.1	772
3. Associate professional and technical	9.5	66.3	69.9	69.3	472
4. Administrative and secretarial	8.0	56.4	60.8	65.2	375
5. Skilled trades	3.0	39.5	41.0	56.5	514
6. Caring, leisure and other services	9.0	68.7	72.0	62.5	303
7. Sales and customer service	8.5	49.5	52.8	62.0	208
8. Process, plant and machine operatives	4.8	53.9	57.3	52.2	271
9. Elementary	7.1	42.4	48.0	55.7	272
<b>Is the job full or part time</b>					
Full-time	7.3	61.1	63.8	64.5	2,816
Part-time	9.2	50.8	56.4	60.7	653
<b>Length of service in current job</b>					
0 to 1 years	14.0	63.3	69.8	68.2	609
2 to 4 years	9.4	58.5	63.6	67.7	631
5 to 9 years	6.4	58.0	60.0	62.4	511
10 to 14 years	5.7	63.1	64.7	63.0	598
Over 15 years	3.1	56.5	57.4	60.5	1,085

<sup>1</sup> See Background Notes for definition of survey population and lifelong learning.<sup>2</sup> Asterisks \* in cells indicate percentages are based on a very small unweighted sample [under 30 observations] and are, therefore, subject to disclosure control.Table 2a Persons aged 25-64 who participated in formal education, classified by the level of education participation, 2017<sup>1</sup>

					% of persons
Demographic Profile					Unweighted sample
State	14.6	30.3	17.6	37.5	334
<b>Sex</b>					
Male	17.3	23.4	25.0	34.3	122
Female	12.7	35.2	12.4	39.7	212
<b>Age group</b>					
25-34	15.1	20.4	22.5	42.1	106
35-44	15.1	36.7	12.2	35.9	113
45-54	5.0	38.5	21.8	34.7	79
55-64	[32.8] <sup>2</sup>	[40.6]	[3.6]	[23.1]	36
<b>Highest level of educational attainment</b>					
Higher secondary or below	22.3	58.6	8.8	10.3	50
Post Leaving Certificate	15.4	55.1	16.9	12.5	55
Third Level non honours degree	[15.8]	[34.7]	[35.4]	[14.1]	46
Third Level honours degree or higher	12.2	16.0	15.4	56.4	183
<b>Principal economic status</b>					
At work	12.3	26.4	21.5	39.8	228
Unemployed	19.5	31.1	10.2	39.1	61
Other	[17.0]	[55.4]	[11.2]	[16.4]	45
<b>Citizenship</b>					
Irish	13.8	31.8	17.5	37.0	285
Non-Irish	[17.4]	[25.4]	[18.2]	[39.0]	49
<b>Degree of Urbanisation</b>					
Densely-populated area	14.5	22.7	19.1	43.7	156
Intermediate area	10.4	40.7	23.9	24.9	55
Thinly-populated area	17.0	38.7	11.7	32.6	123
<b>Deprivation Index - by quintile</b>					
First Quintile - Very disadvantaged	15.7	37.1	19.4	27.8	69
Second Quintile - Disadvantaged	14.6	22.9	17.9	44.6	52
Third Quintile - Average	11.2	41.8	18.9	28.1	59
Fourth Quintile - Affluent	17.1	24.5	17.3	41.0	61
Fifth Quintile - Very affluent	13.7	24.7	15.0	46.7	93

<sup>1</sup> See Background Notes for definition of survey population. Participation in the formal education occurred in the 12 months prior to the interview.<sup>2</sup> Figures in parentheses [ ] indicate percentages are based on a small unweighted sample [between 30 and 50] and are, therefore, subject to a wide margin of error.

## Adult Education Survey 2017 (full)



Table 2b Persons aged 25-64 who participated in formal education, classified by the field of education participation, 2017<sup>1</sup>

% of persons

Demographic Profile	Generic programmes and qualifications	Education	Art and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	Other <sup>2</sup>	Unweighted sample
State	5.7	8.2	4.7	1.5	27.1	3.7	6.7	7.1	2.8	18.0	2.2	12.2	334
Sex													
Male	10.3	3.6	2.6	0.8	22.7	6.8	7.6	13.3	4.7	12.3	2.3	13.2	122
Female	2.5	11.4	6.2	2.0	30.1	1.6	6.2	2.8	1.5	22.1	2.1	11.5	212
Age group													
25-34	6.6	8.1	1.7	0.6	30.0	5.9	10.4	8.9	1.8	15.2	1.4	9.3	106
35-44	6.8	8.4	7.8	0.6	28.6	1.5	2.9	6.5	5.5	15.2	0.9	15.3	113
45-54	2.2	9.9	3.5	2.2	20.5	4.1	6.4	5.4	0.0	27.1	6.4	12.3	79
55-64	[3.3] <sup>3</sup>	[2.8]	[11.2]	[9.4]	[17.7]	[0.0]	[3.8]	[3.4]	[3.5]	[26.8]	[2.8]	[15.3]	36
Highest level of educational attainment													
Higher secondary or below	6.8	13.4	5.2	0.0	11.2	3.6	2.6	12.7	3.7	17.5	5.2	18.1	50
Post Leaving Certificate	3.4	7.4	4.7	1.5	25.7	4.0	6.9	8.9	4.4	17.5	2.8	12.9	55
Third Level non honours degree	[0.0]	[3.2]	[7.5]	[2.8]	[30.4]	[2.3]	[10.0]	[6.4]	[0.8]	[19.8]	[1.0]	[15.8]	46
Third Level honours degree or higher	7.4	8.4	3.8	1.5	30.5	4.1	6.9	5.5	2.8	17.8	1.6	9.7	183
Principal economic status													
At work	4.6	7.8	3.1	1.8	30.1	2.3	6.7	9.4	3.0	18.2	2.0	11.0	228
Unemployed	7.3	8.6	9.8	1.2	19.6	8.6	6.5	3.1	2.5	17.1	1.6	14.3	61
Other	[8.5]	[9.6]	[2.0]	[0.0]	[26.4]	[0.0]	[7.8]	[2.6]	[2.6]	[20.0]	[5.1]	[15.4]	45
Citizenship													
Irish	4.5	9.1	4.6	1.9	27.0	2.8	3.7	7.6	3.7	22.0	1.9	11.2	285
Non-Irish	[9.5]	[4.9]	[5.0]	[0.0]	[27.2]	[6.8]	[17.1]	[5.5]	[0.0]	[4.9]	[3.1]	[15.9]	49
Degree of Urbanisation													
Densely-populated area	7.6	6.6	7.3	1.3	32.4	5.0	9.5	5.0	0.0	10.6	2.7	12.1	156
Intermediate area	0.8	18.3	1.2	0.0	17.7	5.7	5.6	7.9	7.7	24.0	1.9	9.2	55
Thinly-populated area	4.7	5.9	1.8	2.7	22.1	0.5	2.4	10.6	5.5	28.4	1.4	14.0	123
Deprivation Index													
First Quintile - Very disadvantaged	5.6	8.6	8.4	0.8	25.6	2.9	10.3	0.0	5.5	17.0	1.6	13.6	69
Second Quintile - Disadvantaged	3.8	5.6	2.1	1.7	18.6	0.0	8.7	13.7	3.9	27.4	1.7	12.6	52
Third Quintile - Average	6.3	11.5	0.5	2.8	21.0	2.0	10.1	14.0	3.1	16.0	1.9	10.7	59
Fourth Quintile - Affluent	2.6	9.4	2.3	1.7	30.5	4.8	2.4	8.5	0.3	18.1	4.4	14.9	61
Fifth Quintile - Very affluent	9.0	6.1	7.1	1.0	35.3	7.4	2.8	4.9	1.2	14.4	1.4	9.4	93

<sup>1</sup> See Background Notes for definition of survey population. Field of education refers to post secondary courses only.<sup>2</sup> Other includes formal educational courses unable to code and not stated.<sup>3</sup> Figures in parentheses [ ] indicate percentages are based on a small unweighted sample [between 30 and 50] and are, therefore, subject to a wide margin of error.Table 2c Persons aged 25-64 who participated in formal education, classified by the reason for education participation, 2017<sup>1,2</sup>

	% of persons											
Demographic Profile	To do my job better	To improve my career prospects	To be less likely to lose my job	To increase my possibilities of getting a job, or changing a job/profession	To start my own business	To increase my knowledge/skills useful in my everyday life	To increase my knowledge/skills on a subject that interests me	To obtain certification	To meet people/for fun	Other <sup>3</sup>	Unweighted sample	
State	30.7	61.8	3.7	41.2	3.8	4.3	26.5	38.5	31.1	6.2	2.2	334
Sex												
Male	30.1	62.4	3.9	36.5	4.3	5.1	27.4	38.7	32.6	5.1	0.0	122
Female	31.1	61.4	3.5	44.6	3.6	3.7	25.9	38.3	30.1	7.0	3.8	212
Age group												
25-34	34.1	63.0	4.7	40.0	3.3	5.0	24.0	35.7	34.0	2.6	3.4	106
35-44	26.7	71.8	1.5	42.8	2.6	3.0	25.0	36.2	25.1	5.7	1.1	113
45-54	34.0	52.5	6.6	46.4	7.2	5.0	30.7	46.2	42.7	12.1	2.1	79
55-64	[20.5] <sup>4</sup>	[29.5]	[0.0]	[28.4]	[4.6]	[4.4]	[39.2]	[47.5]	[13.0]	[16.3]	[0.9]	36
Highest level of educational attainment												
Higher secondary or below	24.3	56.5	3.2	37.7	6.1	0.6	23.0	31.9	31.2	13.1	0.7	50
Post Leaving Certificate	21.2	62.4	3.3	48.2	3.7	7.7	20.8	37.5	24.4	7.1	0.0	55
Third Level non honours degree	[31.7]	[63.1]	[0.5]	[45.2]	[1.8]	[3.2]	[26.2]	[48.9]	[41.1]	[8.3]	[0.0]	46
Third Level honours degree or higher	34.3	62.6	4.7	39.4	3.9	4.7	28.9	37.6	30.2	3.7	3.7	183
Principal economic status												
At work	41.6	64.4	4.1	34.1	1.8	6.4	23.0	37.1	30.9	4.3	0.7	228
Unemployed	12.7	59.3	3.8	58.7	8.1	0.0	39.5	48.4	38.0	8.4	6.6	61
Other	[3.4]	[50.2]	[0.0]	[43.2]	[6.6]	[1.3]	[15.0]	[20.3]	[13.5]	[13.3]	[0.7]	45
Citizenship												
Irish	30.1	61.4	2.5	39.4	4.1	5.6	22.6	37.3	31.2	7.8	1.2	285
Non-Irish	[32.7]	[63.3]	[7.6]	[47.5]	[2.9]	[0.0]	[39.7]	[42.5]	[30.8]	[0.8]	[5.8]	49
Degree of Urbanisation												
Densely-populated area	30.1	67.2	4.1	45.4	3.3	3.5	30.4	44.3	33.7	4.9	3.1	156
Intermediate area	27.3	43.1	3.4	32.9	10.4	1.5	17.9	29.6	27.5	8.5	3.0	55
Thinly-populated area	33.4	61.6	2.9	37.9	1.5	7.1	23.9	32.5	28.4	7.4	0.2	123
Deprivation Index												
First Quintile - Very disadvantaged	29.2	55.7	1.7	29.8	4.4	1.5	20.1	26.5	25.2	2.9	2.9	69
Second Quintile - Disadvantaged	23.7	56.3	0.0	40.0	0.0	5.9	21.5	27.2	16.0	3.6	8.7	52
Third Quintile - Average	41.6	68.9	6.7	40.1	1.1	8.6	22.8	35.0	33.4	3.9	0.0	59
Fourth Quintile - Affluent	35.0	69.6	4.8	43.3	9.4	4.6	33.2	47.3	38.2	13.0	0.8	61
Fifth Quintile - Very affluent	26.0	60.8	5.2	53.4	3.1	3.1	33.9	53.9	40.0	7.3	0.0	93

<sup>1</sup> See Background Notes for definition of survey population. Participation in formal education occurred in the 12 months prior to the interview.<sup>2</sup> Note that more than one reason may have been selected by respondents.<sup>3</sup> Other includes reasons not listed and not stated.<sup>4</sup> Figures in parentheses [ ] indicate percentages are based on a small unweighted sample [between 30 and 50] and are, therefore, subject to a wide margin of error.

## Adult Education Survey 2017 (full)



Table 2d Persons aged 25-64 who participated in formal education, classified by outcomes from the education participation, 2017<sup>1,2</sup>

	% of persons								
Demographic Profile	Getting a (new) job	Higher salary/wages	Promotion in the job	New tasks	Better performance in present job	Personal-related reasons	No outcome yet	Other <sup>3</sup>	Unweighted sample
State	22.1	13.2	11.0	16.5	32.1	23.4	29.4	6.9	334
Sex									
Male	17.5	12.4	10.9	18.7	29.5	14.6	32.2	8.1	122
Female	25.3	13.7	11.2	15.0	33.9	29.5	27.4	6.0	212
Age group									
25-34	28.6	21.3	14.9	18.8	35.5	23.1	23.2	5.2	106
35-44	18.6	6.5	8.1	9.4	26.9	19.4	35.4	9.7	113
45-54	16.4	10.8	10.6	24.6	38.0	31.6	33.4	3.2	79
55-64	[12.9] <sup>4</sup>	[1.2]	[2.5]	[16.4]	[21.4]	[24.4]	[28.5]	[13.1]	36
Highest level of educational attainment									
Higher secondary or below	15.3	0.0	1.5	15.8	23.4	12.9	39.4	6.2	50
Post Leaving Certificate	27.7	12.3	10.6	15.7	27.7	17.1	37.8	1.7	55
Third Level non honours degree	[14.6]	[16.5]	[15.9]	[14.1]	[30.3]	[28.8]	[21.7]	[12.4]	46
Third Level honours degree or higher	24.4	15.8	12.2	17.5	35.8	26.2	26.8	6.8	183
Principal economic status									
At work	24.4	19.1	16.9	23.8	46.4	24.8	18.2	4.6	228
Unemployed	19.4	2.4	0.0	1.7	7.2	22.7	49.2	9.0	61
Other	[13.7]	[1.2]	[0.0]	[6.0]	[0.0]	[15.0]	[53.3]	[17.1]	45
Citizenship									
Irish	19.5	9.8	11.1	15.8	32.0	22.7	32.6	5.6	285
Non-Irish	[30.7]	[24.5]	[10.7]	[18.7]	[32.5]	[25.9]	[18.4]	[11.1]	49
Degree of Urbanisation									
Densely-populated area	28.3	16.5	11.3	14.6	26.7	25.8	28.3	8.7	156
Intermediate area	16.2	8.7	9.6	18.8	30.6	13.2	40.0	1.0	55
Thinly-populated area	13.9	9.4	11.3	18.6	42.6	24.3	25.8	6.6	123
Deprivation Index									
First Quintile - Very disadvantaged	37.4	20.1	11.9	21.4	31.7	19.2	23.7	5.6	69
Second Quintile - Disadvantaged	11.3	7.7	8.3	15.3	30.2	23.1	34.0	13.7	52
Third Quintile - Average	16.0	12.1	13.5	22.9	43.2	28.2	26.3	2.7	59
Fourth Quintile - Affluent	12.8	13.9	14.9	12.9	35.0	19.3	30.8	12.7	61
Fifth Quintile - Very affluent	24.3	9.4	7.1	10.4	23.8	28.1	33.3	2.0	93

<sup>1</sup> See Background Notes for definition of survey population. Participation in formal education occurred in the 12 months prior to the interview.

<sup>2</sup> Note that more than one outcome may have been selected by respondents.

<sup>3</sup> Other includes outcomes not listed and not stated.

<sup>4</sup> Figures in parentheses [ ] indicate percentages are based on a small unweighted sample [between 30 and 50] and are, therefore, subject to a wide margin of error.

Table 2e Persons aged 25-64 who participated in formal education, classified by details about the formal educational activity, 2017<sup>1</sup>

Participation in formal activity in the last 12 months	% of persons
Number of formal education activities participated in during the last 12 months	
One activity	88.3
Two activities or more	11.7
Method of the most recent formal education activity	
Traditional teaching method (e.g. classroom)	77.0
Distance learning	23.0
Who paid for the most recent formal education activity	
Fully paid by yourself	45.1
Partly paid by yourself and partly paid by somebody else	11.7
Fully paid by somebody else	32.5
Free activity	10.4
Not stated	0.2
Current use of the skills or knowledge acquired from the most recent formal education activity	
A lot	48.0
A fair amount	19.2
Very little	12.5
Not at all	20.2
Not stated	0.1
Expected use of the skills or knowledge acquired from the most recent formal education activity	
A lot	79.0
A fair amount	15.4
Very little	3.3
Not at all	1.6
Not stated	0.6
Unweighted sample	334

<sup>1</sup> See Background Notes for definition of survey population.

Table 3a Persons aged 25-64 who participated in non-formal education, classified by the type of non-formal activity, 2017<sup>1</sup>

Non-formal activity participated in the last 12 months	% of persons
Course	61.7
Workshop/seminar	31.9
On the job training	32.4
Private lessons	9.4
Unweighted sample	2,315

<sup>1</sup> See Background Notes for definition of survey population. Participation in the non-formal education occurred in the 12 months prior to the interview. Respondents may have selected more than one type of non-formal activity.

## Adult Education Survey 2017 (full)



Table 3b Persons aged 25-64 who participated in non-formal education, classified by the field of the activity, 2017<sup>1</sup>

% of persons

Demographic Profile	Generic programmes and qualifications	Education	Art and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	Other <sup>2</sup>	Unweighted sample
<b>State</b>	6.2	8.2	4.1	0.8	15.7	0.9	10.2	7.0	1.7	34.5	7.7	3.0	3,585
<b>Sex</b>													
Male	6.5	4.7	4.0	0.5	16.4	0.8	12.7	12.5	2.8	26.3	9.6	3.2	1,660
Female	5.8	11.6	4.2	1.2	15.1	0.9	7.9	1.8	0.8	42.0	6.0	2.7	1,925
<b>Age group</b>													
25-34	7.0	9.4	4.5	1.2	14.7	0.1	12.8	6.1	1.1	29.7	9.8	3.5	698
35-44	4.6	7.6	2.9	1.0	19.3	1.0	9.5	9.1	1.0	34.4	7.1	2.5	1,163
45-54	6.7	8.2	4.3	0.4	14.2	1.1	10.4	6.6	1.6	37.5	5.8	3.1	1,014
55-64	7.0	7.4	5.6	0.6	12.2	1.4	6.3	4.5	4.8	39.2	8.1	2.7	710
<b>Region</b>													
Border	3.1	6.6	5.4	0.0	5.6	0.0	9.0	5.8	1.8	48.3	11.4	3.0	247
Dublin	8.6	6.9	5.0	1.4	24.6	0.2	13.8	6.4	0.7	25.3	5.4	1.9	1,100
Mid-East	6.9	7.9	2.8	0.0	15.1	1.2	11.6	7.9	1.8	31.9	8.9	4.1	427
Midland	0.7	12.1	1.7	0.0	6.0	0.0	3.9	6.2	3.5	56.7	8.2	1.1	185
Mid-West	2.1	6.6	2.6	0.5	9.9	0.4	7.2	8.8	2.1	43.7	10.4	5.6	445
South-East	2.3	9.3	3.6	0.1	11.7	1.2	6.1	6.4	1.5	43.3	9.2	5.3	304
South-West	6.2	9.3	4.7	0.9	10.2	2.0	7.7	8.1	3.4	33.3	10.4	3.8	506
West	8.2	12.3	4.0	1.6	9.7	2.8	8.5	5.9	2.5	37.3	5.8	1.4	371
<b>Highest level of educational attainment</b>													
Higher secondary or below	8.2	2.0	3.4	0.2	7.8	1.5	10.1	8.0	2.6	37.4	15.1	3.5	844
Post Leaving Certificate	5.5	3.9	1.9	0.7	10.5	0.0	5.6	10.6	4.6	41.1	10.7	4.8	554
Third Level non honours degree	5.5	4.2	2.9	0.2	13.0	1.6	10.5	3.6	1.1	46.2	7.1	4.1	481
Third Level honours degree or higher	5.7	12.9	5.2	1.3	20.9	0.6	11.4	6.4	0.8	28.4	4.2	1.9	1,706
<b>Principal economic status</b>													
At work	6.2	8.3	3.5	0.9	16.0	0.8	10.0	7.4	1.7	35.2	7.5	2.6	3,213
Unemployed	6.9	10.1	6.0	0.0	17.6	2.3	17.8	2.5	1.7	16.3	10.5	8.2	129
Other	4.3	5.2	15.0	1.3	7.0	0.9	7.3	1.4	3.3	37.8	9.7	6.8	243
<b>Citizenship</b>													
Irish	6.2	8.7	3.7	1.0	14.6	1.0	9.4	7.4	1.8	35.6	7.7	2.9	3,242
Non-Irish	5.7	5.3	6.9	0.0	22.7	0.2	15.6	3.8	1.2	27.0	8.2	3.3	343
<b>Degree of Urbanisation</b>													
Densely-populated area	7.9	6.8	5.4	1.5	21.7	0.5	13.4	6.1	0.5	28.3	5.9	2.1	1,377
Intermediate area	4.4	11.6	2.5	0.7	11.8	0.7	9.5	7.2	3.7	35.0	9.1	3.8	685
Thinly-populated area	4.9	8.5	3.2	0.1	10.3	1.4	6.7	7.9	2.3	41.7	9.3	3.7	1,523
<b>Deprivation Index</b>													
First Quintile - Very disadvantaged	2.8	7.1	5.7	0.6	11.4	0.3	10.7	6.0	3.2	41.7	7.3	3.1	682
Second Quintile - Disadvantaged	5.7	12.4	3.1	0.7	11.0	0.6	8.7	8.7	2.1	34.3	10.9	1.9	645
Third Quintile - Average	8.2	7.5	2.9	0.1	14.2	1.9	8.5	8.1	1.5	36.0	7.4	3.7	648
Fourth Quintile - Affluent	4.0	9.7	3.9	0.2	13.2	0.7	11.6	6.8	0.9	35.6	9.6	3.8	677
Fifth Quintile - Very affluent	9.0	5.9	4.5	2.1	24.7	0.7	11.0	5.8	1.2	27.6	4.9	2.6	933

<sup>1</sup> See Background Notes for definition of survey population. Field of education refers to post secondary activities only.<sup>2</sup> Other includes non-formal educational activities which were unable to code and not stated.

## Adult Education Survey 2017 (full)



Central Statistics Office  
 Skehard Road, Cork T12 X00E, Ireland.  
 353-21-4535000 353-21-4535555  
[information@cso.ie](mailto:information@cso.ie)



Table 3c Persons aged 25-64 who participated in non-formal education, classified by the reason for the non-formal activity, 2017<sup>1,2</sup>

% of persons

Demographic Profile	To do my job better	To improve my career prospects	To be less likely to lose my job	To increase possibilities of getting or changing a job	To start own business	Because of organisational/technological changes at work	Required by the employer/law	To get knowledge/skills useful in everyday life	To increase knowledge/skills in a subject of interest	To obtain certification	To meet people/for fun	For health reasons	To do voluntary work better	Other <sup>3</sup>	Unweighted sample
<b>State</b>	60.2	25.6	4.7	12.8	2.4	10.8	36.9	27.2	25.2	14.1	4.9	6.0	1.7	1.1	3,585
<b>Sex</b>															
Male	62.0	29.0	5.8	14.6	3.3	12.6	38.8	26.6	23.1	16.0	4.2	4.8	1.8	0.8	1,660
Female	58.5	22.6	3.7	11.2	1.5	9.2	35.2	27.7	27.1	12.3	5.5	7.0	1.5	1.4	1,925
<b>Age group</b>															
25-34	61.8	37.4	6.9	20.0	4.2	11.4	33.5	29.7	29.0	14.6	6.5	5.4	0.6	0.6	698
35-44	63.0	26.2	5.0	11.5	2.1	9.9	36.6	23.8	23.3	12.5	3.5	5.5	1.5	0.9	1,163
45-54	59.6	18.5	3.1	10.0	1.2	13.2	39.3	27.3	23.0	15.9	4.4	6.4	3.0	1.8	1,014
55-64	52.0	12.8	2.4	6.2	1.2	8.0	40.3	29.5	25.5	13.8	5.5	7.7	2.2	1.4	710
<b>Region</b>															
Border	47.3	21.6	6.3	14.7	0.2	5.6	42.2	27.5	20.5	23.3	7.6	6.4	0.4	0.0	247
Dublin	61.8	32.9	4.3	18.4	4.3	15.3	34.0	31.6	35.2	14.3	6.2	5.2	1.5	1.0	1,100
Mid-East	66.9	22.6	4.5	9.1	0.5	3.9	29.0	19.1	15.2	10.8	2.9	5.4	1.6	2.7	427
Midland	46.9	14.8	5.8	7.5	0.7	8.4	47.9	28.5	24.4	19.2	2.0	12.5	2.7	0.6	185
Mid-West	59.5	26.4	6.1	10.4	2.2	5.9	42.4	24.5	18.8	15.9	2.8	6.0	2.0	0.4	445
South-East	58.2	17.8	3.6	7.9	2.8	10.6	38.0	24.2	14.3	6.6	4.1	5.6	1.7	2.0	304
South-West	59.8	17.9	4.8	9.6	1.4	12.3	32.0	23.1	18.7	13.1	4.0	3.0	1.5	1.1	506
West	63.4	24.8	4.2	8.5	0.6	10.3	47.7	29.7	25.3	13.8	6.4	9.5	2.6	0.3	371
<b>Highest level of educational attainment</b>															
Higher secondary or below	55.2	28.6	6.4	16.7	5.6	6.8	42.3	25.7	19.2	16.7	6.4	6.2	1.5	1.2	844
Post Leaving Certificate	58.1	23.9	5.8	14.3	2.0	9.0	44.8	25.7	17.8	17.6	2.4	7.9	1.3	0.5	554
Third Level non honours degree	59.7	21.1	3.6	9.7	0.6	6.6	42.8	29.7	23.8	16.5	2.9	7.6	2.2	1.1	481
Third Level honours degree or higher	62.9	26.2	4.1	11.8	1.7	14.0	31.1	27.5	29.9	11.4	5.5	4.9	1.7	1.2	1,706
<b>Principal economic status</b>															
At work	64.2	25.2	5.1	11.1	1.4	11.7	39.9	26.2	23.6	14.4	3.5	5.6	1.3	0.7	3,213
Unemployed	26.4	49.6	1.2	48.8	21.1	1.3	6.6	41.3	44.0	11.0	18.5	4.6	2.3	2.3	129
Other	11.3	10.3	0.0	13.0	2.9	1.4	6.5	33.6	39.6	9.9	19.1	16.1	9.5	7.8	243
<b>Citizenship</b>															
Irish	59.6	23.4	4.1	11.3	2.3	10.6	38.1	27.3	24.3	14.0	4.6	5.8	1.8	1.2	3,242
Non-Irish	64.0	40.0	8.7	22.7	2.6	12.3	29.2	26.5	31.1	14.8	6.6	7.5	0.8	0.5	343
<b>Degree of Urbanisation</b>															
Densely-populated area	59.6	31.1	4.4	16.9	3.6	14.6	35.8	31.3	33.3	13.3	6.0	5.4	1.4	1.0	1,377
Intermediate area	62.3	19.9	5.4	9.6	1.0	6.9	33.8	24.3	18.7	13.1	2.8	5.7	1.8	2.4	685
Thinly-populated area	60.0	21.7	4.8	9.4	1.5	8.0	39.6	23.5	18.4	15.4	4.5	6.9	1.9	0.6	1,523
<b>Deprivation Index</b>															
First Quintile - Very disadvantaged	55.6	21.7	4.6	9.8	1.9	7.7	35.6	28.1	21.3	14.0	4.3	6.5	1.9	1.4	682
Second Quintile - Disadvantaged	57.2	21.8	4.4	8.4	1.3	11.6	38.1	20.2	22.3	13.2	3.4	3.5	1.8	1.2	645
Third Quintile - Average	61.9	24.5	4.9	10.3	1.1	9.0	37.0	23.5	21.8	12.0	5.5	6.1	1.4	0.5	648
Fourth Quintile - Affluent	59.3	27.9	6.4	14.1	2.0	13.1	39.4	30.3	25.4	18.1	4.0	7.0	2.1	2.1	677
Fifth Quintile - Very affluent	64.8	30.1	3.7	18.5	4.5	12.1	35.2	31.2	31.9	13.2	6.5	6.4	1.4	0.5	933

<sup>1</sup> See Background Notes for definition of survey population.<sup>2</sup> Note that more than one reason may have been selected by respondents.<sup>3</sup> Other includes non-formal educational activities which were unable to code and not stated.

## Adult Education Survey 2017 (full)



Central Statistics Office  
 Skehara Road, Cork T12 X00E, Ireland.  
 353-21-4535000 353-21-4535555  
[information@cso.ie](mailto:information@cso.ie)



Table 3d Persons aged 25-64 who participated in non-formal education, classified by the outcome of the non-formal activity, 2017<sup>1,2</sup>

	% of persons								
	Getting a (new) job	Promotion in the job	Higher salary/wages	New tasks	Better performance in present job	Personal-related reasons	No outcome yet	Other <sup>3</sup>	Unweighted sample
State	6.7	6.6	5.7	12.4	61.2	16.8	11.0	10.1	3,585
Sex									
Male	7.8	6.2	6.8	12.6	64.2	14.4	11.7	9.7	1,660
Female	5.7	7.0	4.8	12.3	58.5	19.1	10.4	10.5	1,925
Age group									
25-34	10.7	9.2	11.0	17.1	62.9	17.5	11.7	7.9	698
35-44	7.0	7.6	5.6	13.0	61.2	14.3	9.4	10.8	1,163
45-54	4.7	4.3	2.2	8.6	62.9	16.4	12.2	11.6	1,014
55-64	1.5	3.1	1.4	8.3	55.3	21.6	11.5	10.6	710
Region									
Border	1.2	3.3	2.2	6.8	46.8	16.0	19.9	16.9	247
Dublin	9.1	8.8	8.4	15.4	63.5	21.1	12.4	5.6	1,100
Mid-East	3.5	4.4	4.4	11.3	61.4	11.5	7.1	14.4	427
Midland	1.9	4.1	2.5	11.9	54.1	16.0	9.1	22.9	185
Mid-West	5.3	5.5	2.8	10.5	63.3	18.7	8.2	11.0	445
South-East	10.0	10.0	4.7	8.7	60.4	13.1	8.8	12.1	304
South-West	7.8	6.6	6.0	10.4	60.6	12.6	11.6	8.5	506
West	4.8	3.0	4.7	13.3	63.4	14.1	10.7	10.2	371
Highest level of educational attainment									
Higher secondary or below	10.9	4.6	6.8	13.7	58.4	14.8	12.6	12.4	844
Post Leaving Certificate	6.7	7.9	6.0	9.6	59.3	12.3	12.5	13.0	554
Third Level non honours degree	2.8	4.4	4.7	9.1	61.7	14.1	8.1	12.9	481
Third Level honours degree or higher	6.1	7.6	5.5	13.6	62.7	19.6	10.8	7.7	1,706
Principal economic status									
At work	5.3	6.9	5.2	12.2	65.0	13.9	10.1	10.0	3,213
Unemployed	35.9	6.2	21.2	22.4	30.9	43.1	26.6	4.0	129
Other	5.1	0.4	1.4	8.1	13.7	50.1	13.7	18.8	243
Citizenship									
Irish	5.9	6.0	4.9	11.9	60.9	16.8	11.1	10.8	3,242
Non-Irish	11.8	10.7	11.5	16.0	63.0	16.9	10.7	5.5	343
Degree of Urbanisation									
Densely-populated area	9.3	8.9	8.3	14.4	61.4	20.4	12.0	7.1	1,377
Intermediate area	5.3	4.2	3.7	14.3	62.0	13.5	8.3	11.6	685
Thinly-populated area	4.2	5.0	3.6	9.3	60.6	14.2	11.1	13.0	1,523
Deprivation Index									
First Quintile - Very disadvantaged	8.3	5.5	3.4	12.0	58.9	15.0	9.0	10.8	682
Second Quintile - Disadvantaged	5.2	5.9	3.7	11.7	57.9	18.7	12.5	10.9	645
Third Quintile - Average	3.8	4.3	4.0	7.8	59.8	14.3	14.8	9.8	648
Fourth Quintile - Affluent	5.8	5.7	6.6	15.6	59.9	13.8	10.4	13.2	677
Fifth Quintile - Very affluent	9.2	10.0	9.2	14.1	66.8	20.8	9.4	7.1	933

<sup>1</sup> See Background Notes for definition of survey population. Participation in the non-formal education occurred in the 12 months prior to the interview.<sup>2</sup> Note that more than one outcome may have been selected by respondents.<sup>3</sup> Other includes non-formal educational activities which were unable to coded and not stated.Table 3e Persons aged 25-64 who participated in non-formal education, classified by details about the activity, 2017<sup>1</sup>

Participation in non-formal activity in the last 12 months	% of persons
The count of all the non formal events entered	
One activity	19.7
Two activities	23.7
Three activities	18.3
Four activities	13.0
Five activities or more	25.3
Method of the randomly chosen non-formal education activity	
Traditional teaching method (e.g. classroom)	87.1
Distance learning	12.7
Not stated	0.2
Current use of the skills or knowledge acquired from the randomly chosen non-formal education activity	
A lot	57.5
A fair amount	24.8
Very little	12.3
Not at all	5.3
Not stated	0.1
Expected use of the skills or knowledge acquired from the randomly chosen non-formal education activity	
A lot	65.0
A fair amount	23.9
Very little	8.2
Not at all	2.6
Not stated	0.3
Unweighted sample	3,585

<sup>1</sup> See Background Notes for definition of survey population.

## Adult Education Survey 2017 (full)



**Table 4 Persons aged 25-64, classified by whether they received guidance on educational possibilities, 2017<sup>1</sup>**

Details on the guidance received in the last 12 months		% of persons
<b>Did you receive information on learning activities?</b>		
Yes		29.4
No		70.5
<b>Was the information received free?</b>		
Yes		28.3
No		1.1
No information received		70.6
<i>Unweighted sample</i>		4,863
<b>Of those who received free information on learning activities:</b>		
<b>The type of free information received on learning activities<sup>2</sup></b>		
Information/advice on learning possibilities		85.1
Assessment of skills and competences		12.9
Information on recognition for skills or competencies for prior learning		12.8
Other type of information		12.0
<b>The source of free information received on learning activities<sup>2</sup></b>		
Education or training institutions		67.8
Employment services		10.5
Employer or employer organisations		17.9
Trade unions or work council		1.9
Other institutions/organisations		24.5
<b>The mode of delivery of the free information received on learning activities<sup>2</sup></b>		
Face to face interaction		30.3
Interaction with a person through internet, phone, e-mail or any other media		55.6
Interaction with a computer based application for information or advice/help (including online self-assessment tools)		23.1
No interaction, only information through dedicated material (e.g. books, posters, websites, leaflet, TV programme)		16.6
None of the above but other		1.3
<i>Unweighted sample</i>		1,319

<sup>1</sup> See Background Notes for definition of survey population.

<sup>2</sup> Note that more than one category may have been selected by the respondent.

**Table 5a Persons aged 25-64, classified by their demand for lifelong learning and sex, 2017<sup>1</sup>**

Demand	% of persons		
	Male	Female	All persons
Met demand	36.2	33.7	34.9
Partially met demand	17.4	20.4	18.9
Unmet demand	11.6	15.4	13.5
No demand	34.6	30.2	32.4
Not stated	0.2	0.3	0.3
<i>Unweighted sample</i>	2,213	2,650	4,863

<sup>1</sup> See Background Notes for definition of survey population and demand.

**Table 5b Persons aged 25-64 who stated that they wanted to participate more in lifelong learning, classified by the number of difficulties identified, 2017<sup>1</sup>**

Number of difficulties identified	% of persons
One difficulty	63.2
Two difficulties	24.6
Three difficulties	8.5
Four difficulties or more	3.6
Total	100.0
<i>Unweighted sample</i>	1,558

<sup>1</sup> See Background Notes for definition of survey population. Participation in lifelong learning occurred in the 12 months prior to the interview.

## Adult Education Survey 2017 (full)



Table 5c Persons aged 25-64 who stated that they wanted to participate more in lifelong learning, classified by difficulties identified, 2017<sup>1,2</sup>

Demographic profile	% of persons												Unweighted Sample
	Did not have the prerequisites (e.g. entry qualifications)	Training was too expensive or the cost was difficult to afford	Lack of employer's support or lack of public services support	Training conflicted with work schedule and/or was organised at inconvenient time	Training took place at a distance hard to reach	No access to a computer or internet for distance learning	Did not have time due to family responsibilities	Respondent's health or age	Other personal reasons	No suitable education or training activity available	Reluctant to commit due to previous negative learning experiences	Other <sup>3</sup>	
<b>State</b>	3.8	28.2	6.8	28.8	8.3	1.2	43.7	8.7	9.3	6.8	1.7	6.3	1,558
<b>Sex</b>													
Male	4.3	30.1	8.7	36.3	7.4	1.4	34.6	7.3	7.6	8.0	2.5	7.5	631
Female	3.5	26.7	5.2	22.8	9.0	1.1	50.8	9.8	10.6	5.9	1.0	5.4	927
<b>Age group</b>													
25-34	4.1	38.9	7.0	28.1	7.3	0.6	35.8	4.5	8.1	8.2	1.0	4.8	281
35-44	3.7	26.7	7.4	30.7	7.6	0.9	52.7	6.8	9.7	4.8	1.5	5.0	512
45-54	3.6	25.4	7.4	28.7	10.2	2.5	46.0	10.1	7.8	6.7	2.5	8.4	463
55-64	3.9	17.2	3.8	25.6	8.6	1.0	33.0	18.0	13.3	9.0	1.9	8.5	302
<b>Region</b>													
Border	10.8	27.6	5.2	17.3	19.6	3.0	34.6	16.7	11.2	11.0	1.0	4.2	109
Dublin	4.7	31.4	8.0	34.4	3.2	0.4	44.8	7.2	9.3	5.9	3.3	5.4	472
Mid-East	1.5	23.6	5.2	19.9	6.5	1.0	45.8	6.4	8.8	3.1	0.0	8.6	178
Midland	1.4	24.0	5.8	20.9	6.2	0.0	35.1	8.3	6.0	13.5	1.8	19.1	64
Mid-West	4.9	28.0	6.9	22.8	13.9	1.5	47.1	12.7	11.9	7.5	0.7	3.1	204
South-East	2.7	32.3	8.2	29.0	7.1	1.4	34.7	8.6	12.7	8.7	2.2	2.5	152
South-West	3.7	23.9	3.8	34.0	12.6	2.1	40.6	5.4	6.6	5.6	0.3	7.9	211
West	0.8	27.6	8.3	30.5	11.8	2.3	54.2	11.7	7.9	8.0	0.8	7.1	168
<b>Highest level of educational attainment</b>													
Primary or below	18.9	15.2	2.0	14.9	7.2	2.3	32.1	25.2	26.3	12.3	6.7	6.5	75
Lower secondary	8.3	31.9	5.7	18.7	7.7	1.9	37.4	16.4	8.9	6.5	4.1	5.3	193
Higher secondary	3.1	25.0	4.6	22.1	4.6	1.2	41.2	13.0	7.7	7.2	1.0	10.1	258
Post Leaving Certificate	2.6	33.7	7.6	26.5	13.8	1.9	44.7	9.5	9.9	7.0	3.2	2.7	275
Third Level non honours degree	3.8	34.7	7.7	32.0	13.0	0.5	50.9	5.3	10.0	5.1	1.0	7.1	190
Third Level honours degree or higher	1.9	25.5	7.8	35.7	6.3	0.9	44.8	3.7	7.9	6.6	0.4	6.3	567
<b>Principal economic status</b>													
At work	3.3	28.4	8.8	38.9	7.8	0.9	45.1	3.3	6.9	6.7	1.4	6.0	1,064
Unemployed	7.9	52.8	3.2	6.1	12.7	2.0	24.5	3.5	11.7	11.0	4.0	11.1	111
Student	[0.0] <sup>4</sup>	[9.9]	[0.0]	[2.4]	[8.8]	[0.7]	[34.9]	[24.9]	[22.0]	[7.4]	[0.0]	[12.6]	49
Home duties	5.9	17.0	2.6	0.8	8.1	5.4	4.0	74.7	17.5	3.4	6.2	5.8	100
Other	3.7	19.2	0.9	4.4	8.1	0.8	69.5	7.4	15.0	5.9	0.0	3.8	234
<b>Citizenship</b>													
Irish	3.3	26.7	7.3	28.8	8.7	1.3	43.5	9.1	9.4	6.8	1.7	6.6	1,354
Non-Irish	6.2	34.8	4.6	28.5	6.7	1.2	44.2	7.0	8.8	6.7	1.7	5.1	204
<b>Degree of Urbanisation</b>													
Densely-populated area	4.5	32.9	8.4	31.9	3.4	0.6	44.5	8.4	9.5	5.9	3.1	5.4	603
Intermediate area	1.6	24.5	5.7	29.5	9.6	0.8	38.8	5.7	10.1	7.2	0.3	7.9	261
Thinly-populated area	4.0	24.7	5.5	25.2	13.0	2.0	44.5	10.0	8.8	7.6	0.7	6.7	694
<b>Deprivation Index</b>													
First Quintile - Very disadvantaged	6.4	30.4	8.3	21.4	8.6	2.0	38.0	11.4	10.7	8.9	3.9	6.0	304
Second Quintile - Disadvantaged	4.9	23.3	5.5	25.2	10.8	2.2	45.4	9.0	11.3	9.1	0.4	6.9	292
Third Quintile - Average	5.0	26.1	5.3	28.2	10.2	0.9	44.3	7.7	7.7	5.6	1.2	5.5	291
Fourth Quintile - Affluent	2.1	31.7	9.1	31.6	7.5	0.1	47.9	7.2	7.8	5.7	1.6	8.3	298
Fifth Quintile - Very affluent	1.4	28.9	5.5	35.8	5.4	1.1	43.0	8.2	9.2	5.1	1.3	5.0	373

<sup>1</sup> See Background Notes for definition of survey population.<sup>2</sup> Note that more than one difficulty may have been selected by respondents.<sup>3</sup> Other includes difficulties unable to code and not stated.<sup>4</sup> Figures in parentheses [ ] indicate percentages are based on a small unweighted sample [between 30 and 50] and are, therefore, subject to a wide margin of error.Table 5d Persons aged 25-64 who stated that they wanted to participate more in educational activities, classified by the main difficulty identified and sex, 2017<sup>1</sup>

Main difficulty	% of persons		
	Male	Female	All persons
Did not have the prerequisites (e.g. entry qualifications)	2.2	2.1	2.1
Training was too expensive or the cost was difficult to afford	19.3	17.2	18.1
Lack of employer's support or lack of public services support	3.7	2.3	2.9
Training conflicted with work schedule and/or was organised at inconvenient time	26.1	12.5	18.5
Training took place at a distance hard to reach	2.3	3.2	2.8
No access to a computer or internet for distance learning	0.9	0.1	0.4
Did not have time due to family responsibilities	21.6	39.9	31.8
Respondent's health or age	5.9	7.5	6.8
Other personal reasons	3.1	5.3	4.4
No suitable education or training activity available	5.7	4.4	5.0
You were reluctant to commit due to previous negative learning experiences	1.7	0.1	0.8
Other <sup>2</sup>	7.5	5.4	6.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>Unweighted sample</b>	<b>631</b>	<b>927</b>	<b>1,558</b>

<sup>1</sup> See Background Notes for definition of survey population. Participation in lifelong learning occurred in the 12 months prior to the interview.<sup>2</sup> Other includes difficulties unable to code and not stated.

## Adult Education Survey 2017 (full)





Table 6 Persons aged 25-64 who participated in informal learning, classified by the type of informal learning, 2017<sup>1,2</sup>

							% of persons
Demographic profile							
State	Visiting learning centres	Using printed material	From a family member, friend or colleague	Using television/ radio/video (online or offline)	Using computers (online or offline)	From a guided tour	Unweighted Sample
	18.7	53.7	36.6	34.6	82.2	18.1	2,938
<b>Sex</b>							
Male	15.8	51.9	36.8	34.0	82.9	16.1	1,328
Female	21.6	55.4	36.4	35.1	81.4	20.0	1,610
<b>Age group</b>							
25-34	18.2	52.1	41.2	36.9	88.2	17.2	553
35-44	19.5	56.3	36.8	33.6	83.6	17.2	857
45-54	17.9	51.3	32.4	33.1	79.0	18.0	843
55-64	19.6	55.2	34.9	34.6	74.7	21.0	685
<b>Region</b>							
Border	12.0	48.9	27.7	27.9	80.0	8.5	247
Dublin	24.2	58.9	38.7	37.2	86.5	22.8	884
Mid-East	18.7	37.1	26.3	34.8	81.0	24.4	307
Midland	17.1	44.7	25.1	20.8	74.9	11.9	118
Mid-West	19.9	62.5	48.6	50.2	80.0	17.9	441
South-East	16.8	63.0	49.4	41.8	85.8	18.4	247
South-West	12.4	49.4	30.2	21.2	77.5	9.9	419
West	13.5	50.1	36.9	28.5	79.1	14.5	275
<b>Highest level of educational attainment</b>							
Primary or below	12.5	37.2	46.4	40.1	60.7	7.9	139
Lower secondary	9.8	41.2	34.7	33.4	72.0	9.7	317
Higher secondary	11.3	42.5	34.5	36.0	79.4	15.3	504
Post Leaving Certificate	16.6	51.5	37.7	32.0	82.2	14.1	494
Third Level non honours degree	19.1	54.1	38.4	34.2	84.5	19.0	334
Third Level honours degree or higher	25.3	63.7	36.0	34.8	87.0	23.5	1,150
<b>Principal economic status</b>							
At work	17.7	54.6	37.5	33.9	83.5	18.0	2,170
Unemployed	24.2	53.6	38.2	35.5	85.5	16.5	180
Student	21.8	54.8	29.1	32.2	76.1	26.3	117
Home duties	18.7	44.9	33.1	45.3	66.5	14.2	132
Other	21.1	50.7	31.3	34.8	77.3	19.7	338
<b>Citizenship</b>							
Irish	18.6	53.3	36.9	34.4	80.9	17.4	2,585
Non-Irish	19.6	55.6	35.3	35.2	88.0	21.2	353
<b>Degree of Urbanisation</b>							
Densely-populated area	22.8	59.1	41.0	38.8	86.0	22.7	1,153
Intermediate area	17.0	46.6	33.2	31.9	76.8	19.1	474
Thinly-populated area	15.1	50.6	33.3	31.2	80.1	12.9	1,311
<b>Deprivation Index</b>							
First Quintile - Very disadvantaged	19.4	58.6	42.4	37.2	81.8	16.2	569
Second Quintile - Disadvantaged	17.5	50.8	30.0	30.5	80.1	14.0	592
Third Quintile - Average	16.7	50.7	35.9	33.1	79.5	21.2	547
Fourth Quintile - Affluent	17.2	53.4	32.4	31.8	82.8	15.8	517
Fifth Quintile - Very affluent	21.9	54.5	40.7	38.8	85.7	22.1	713

<sup>1</sup> See Background Notes for definition of survey population. Participation in informal learning occurred in the 12 months prior to the interview.

<sup>2</sup> Note that more than one type of informal learning may have been selected by respondents.

Table 7a The top five mother tongues as reported, 2017<sup>1</sup>

Rank	Language	% who reported it as their mother tongue
1	English	87.1
2	Polish	2.5
3	Irish	1.2
4	Russian	0.7
5	Lithuanian	0.7
	All other languages	7.6

<sup>1</sup> See Background Notes for definition of mother tongue.

## Adult Education Survey 2017 (full)



Table 7b The number of languages other than mother tongue known, 2017<sup>1</sup>

		% of persons			
Demographic Profile		No other language	One language	Two languages	Three languages or more
State		49.0	29.9	15.6	5.6
Sex					
Male		52.8	28.5	13.2	5.5
Female		45.3	31.1	17.8	5.8
Age group					
25-34		41.6	33.0	18.7	6.7
35-44		46.0	29.3	17.3	7.4
45-54		53.2	29.2	13.2	4.5
55-64		57.1	27.6	12.2	3.1
Region					
Border		60.8	30.0	7.2	2.0
Midland		38.1	31.4	21.4	9.1
West		52.3	29.0	14.5	4.2
Dublin		50.3	34.2	11.9	3.6
Mid-East		49.4	28.0	17.0	5.6
Mid-West		53.6	28.0	14.1	4.3
South-East		60.5	25.5	10.7	3.3
South-West		44.9	33.5	15.5	6.1
Highest level of educational attainment					
Primary or below		78.3	17.9	3.1	0.7
Lower secondary		76.1	18.1	4.6	1.2
Higher secondary		53.4	33.0	10.7	2.9
Post Leaving Certificate		53.2	28.6	13.7	4.4
Third Level non honours degree		41.1	34.7	17.6	6.6
Third Level honours degree or higher		33.1	33.0	24.2	9.7
Principal economic status					
At work		47.9	30.0	16.2	5.9
Unemployed		48.9	28.4	14.7	7.9
Student		39.5	40.7	14.7	5.1
Home duties		62.9	25.7	9.4	2.0
Other		51.6	28.9	15.5	4.0
Citizenship					
Irish		55.8	27.2	13.0	3.9
Non-Irish		13.9	43.3	28.4	14.4
Of which:					
United Kingdom		53.7	32.1	8.6	5.7
EU-15 excl. Ire & UK		0.0	39.4	41.3	19.3
EU-15 to EU-28		4.0	41.6	37.8	16.6
Other		11.5	56.2	18.2	14.0
Degree of Urbanisation					
Densely-populated area		40.5	30.6	20.4	8.5
Intermediate area		56.4	27.3	12.0	4.2
Thinly-populated area		52.9	30.3	13.0	3.8
Deprivation Index - by quintile					
First Quintile - Very disadvantaged		47.7	31.5	14.9	5.9
Second Quintile - Disadvantaged		47.8	33.9	13.3	5.0
Third Quintile - Average		53.7	27.8	13.6	5.0
Fourth Quintile - Affluent		49.1	29.5	15.9	5.6
Fifth Quintile - Very affluent		46.8	26.9	19.7	6.6

<sup>1</sup> See Background Notes for definition of mother tongue.Table 7c The top five best known language other than mother tongue, 2017<sup>1</sup>

Rank	Language	% who reported it as their best known second language
1	Irish	41.6
2	French	20.0
3	English	16.0
4	German	7.3
5	Spanish	5.9
	All other languages	9.2

<sup>1</sup> See Background Notes for definition of mother tongue.Table 7d The best known language other than mother tongue, classified by skill level, 2017<sup>1</sup>

		% of persons			
Rank	Language	Basic	Good	Proficient	Total
1	Irish	62.6	24.0	13.4	100.0
2	French	54.6	26.6	18.8	100.0
3	English	20.2	16.4	63.3	100.0
4	German	44.1	27.6	28.2	100.0
5	Spanish	51.1	23.4	25.5	100.0

<sup>1</sup> See Background Notes for a definition of language skill level.

## Adult Education Survey 2017 (full)



**Table 8a Percentage of persons aged 25-64 who participated in lifelong learning in the last 12 months, classified by sex, 2016<sup>1,2</sup>**

Country	% of persons		
	Males	Females	Total
<b>EU-28<sup>3</sup></b>	<b>44.9</b>	<b>45.4</b>	<b>45.1</b>
Austria	61.1	58.8	59.9
Belgium	44.2	46.2	45.2
Bulgaria	24.5	24.7	24.6
Croatia	32.5	31.1	31.8
Cyprus	56.6	40.4	48.1
Czech Republic	49.5	42.6	46.1
Denmark	48.3	52.6	50.4
Estonia	37.0	50.7	44.0
Finland	48.0	60.2	54.1
France	48.7	53.8	51.3
Germany	51.8	52.2	52.0
Greece	15.9	17.5	16.7
Hungary	58.7	52.7	55.7
<b>Ireland</b>	<b>53.6</b>	<b>54.1</b>	<b>53.9</b>
Italy	44.0	39.1	41.5
Latvia	42.7	51.9	47.5
Lithuania	23.5	31.9	27.9
Luxembourg	48.1	48.1	48.1
Malta	36.7	35.7	36.3
Netherlands	64.7	63.5	64.1
Poland	25.2	25.7	25.5
Portugal	47.6	44.7	46.1
Romania	6.4	7.5	7.0
Slovakia	46.8	45.3	46.1
Slovenia	44.1	48.3	46.1
Spain	44.0	42.9	43.4
Sweden	59.5	68.2	63.8
United Kingdom	50.2	53.9	52.1

Source: Eurostat, CSO. Data accessed from the Eurostat database in August 2018.

<sup>1</sup> See Background Notes for definition of survey population.

<sup>2</sup> The AES was conducted from July 2016 to December 2017 over Europe. Further details on the time covered for each individual country can be found on the Eurostat website.

<sup>3</sup> The EU28 figure was based on 27 countries excluding Ireland. A revised figure will be calculated incorporating the Irish dataset and be available on the Eurostat website shortly.

**Table 8b Percentage of persons aged 25-64 who participated in formal education in the last 12 months, classified by sex, 2016<sup>1,2</sup>**

Country	% of persons		
	Males	Females	Total
<b>EU-28<sup>3</sup></b>	<b>5.2</b>	<b>6.3</b>	<b>5.8</b>
Austria	5.9	6.5	6.2
Belgium	6.1	7.5	6.8
Bulgaria	2.6	3.2	2.9
Croatia	3.5	4.4	4.0
Cyprus	3.1	2.9	3.0
Czech Republic	2.4	2.6	2.5
Denmark	11.8	15.2	13.5
Estonia	5.3	7.0	6.2
Finland	12.4	16.1	14.2
France	2.5	4.2	3.4
Germany	3.8	3.2	3.5
Greece	3.1	4.3	3.7
Hungary	6.8	7.9	7.3
<b>Ireland</b>	<b>7.2</b>	<b>9.9</b>	<b>8.6</b>
Italy	2.7	3.2	3.0
Latvia	3.5	5.3	4.4
Lithuania	2.0	2.8	2.4
Luxembourg	8.3	8.8	8.6
Malta	5.8	8.6	7.2
Netherlands	7.8	10.2	9.0
Poland	3.5	5.2	4.4
Portugal	4.3	3.8	4.0
Romania	1.3	2.1	1.7
Slovakia	. <sup>4</sup>	2.0	1.5
Slovenia	5.4	6.7	6.0
Spain	9.5	10.2	9.8
Sweden	10.2	17.6	13.8
United Kingdom	10.4	13.3	11.9

Source: Eurostat, CSO. Data accessed from the Eurostat database in August 2018.

<sup>1</sup> See Background Notes for definition of survey population.

<sup>2</sup> The AES was conducted from July 2016 to December 2017 over Europe. Further details on the time covered for each individual country can be found on the Eurostat website.

<sup>3</sup> The EU28 figure was based on 27 countries excluding Ireland. A revised figure will be calculated incorporating the Irish dataset and be available on the Eurostat website shortly.

<sup>4</sup> Value is not available

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20190124090303

Central Statistics Office  
 Skehara Road, Cork T12 X00E, Ireland.  
 353-21-4535000 353-21-4535555  
[information@cso.ie](mailto:information@cso.ie)



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**Table 8c Percentage of persons aged 25-64 who participated in non-formal education in the last 12 months, classified by sex, 2016<sup>1,2</sup>**

Country	% of persons		
	Males	Females	Total
<b>EU-28<sup>3</sup></b>	<b>42.5</b>	<b>42.7</b>	<b>42.6</b>
Austria	59.6	57.3	58.4
Belgium	40.6	42.2	41.4
Bulgaria	22.6	22.3	22.5
Croatia	30.9	28.7	29.8
Cyprus	55.6	39.4	47.2
Czech Republic	48.0	41.2	44.6
Denmark	42.3	45.2	43.8
Estonia	34.6	47.6	41.2
Finland	42.8	52.8	47.7
France	47.7	52.1	50.0
Germany	49.6	50.8	50.2
Greece	13.3	14.7	14.0
Hungary	55.9	49.2	52.5
<b>Ireland</b>	<b>50.0</b>	<b>49.4</b>	<b>49.7</b>
Italy	43.0	38.1	40.6
Latvia	41.4	49.6	45.7
Lithuania	22.3	30.4	26.5
Luxembourg	45.1	45.6	45.3
Malta	34.7	32.9	33.8
Netherlands	62.1	60.8	61.5
Poland	23.1	22.8	22.9
Portugal	45.7	43.2	44.4
Romania	5.4	5.7	5.6
Slovakia	46.1	43.9	45.0
Slovenia	42.2	45.2	43.6
Spain	39.8	38.4	39.1
Sweden	54.7	58.3	56.5
United Kingdom	46.3	48.7	47.5

Source: Eurostat, CSO. Data accessed from the Eurostat database in August 2018.

<sup>1</sup> See Background Notes for definition of survey population.

<sup>2</sup> The AES was conducted from July 2016 to December 2017 over Europe. Further details on the time covered for each individual country can be found on the Eurostat website.

<sup>3</sup> The EU28 figure was based on 27 countries excluding Ireland. A revised figure will be calculated incorporating the Irish dataset and be available on the Eurostat website shortly.

**Table 8d Percentage of persons aged 25-64 who participated in informal education in the last 12 months, classified by sex, 2016<sup>1,2</sup>**

Country	% of persons		
	Males	Females	Total
<b>EU-28<sup>3</sup></b>	<b>60.5</b>	<b>60.5</b>	<b>60.5</b>
Austria	78.6	80.0	79.3
Belgium	63.1	62.4	62.7
Bulgaria	49.1	52.5	50.8
Croatia	90.9	93.0	91.9
Cyprus	94.9	97.1	96.1
Czech Republic	69.9	70.5	70.2
Denmark	68.4	73.3	70.8
Estonia	77.2	81.9	79.6
Finland	67.2	70.2	68.7
France	68.0	69.0	68.5
Germany	44.7	42.2	43.5
Greece	47.1	47.3	47.2
Hungary	39.4	41.7	40.6
<b>Ireland</b>	<b>61.6</b>	<b>62.7</b>	<b>62.1</b>
Italy	73.5	75.2	74.4
Latvia	79.0	85.0	82.1
Lithuania	19.0	25.5	22.4
Luxembourg	69.6	67.7	68.7
Malta	39.9	44.2	42.0
Netherlands	72.9	73.4	73.2
Poland	30.0	31.9	31.0
Portugal	87.1	89.8	88.5
Romania	64.9	63.6	64.2
Slovakia	73.4	76.8	75.1
Slovenia	63.4	68.7	66.0
Spain	58.7	58.7	58.7
Sweden	78.8	78.3	78.6
United Kingdom	68.8	63.7	66.2

Source: Eurostat, CSO. Data accessed from the Eurostat database in August 2018.

<sup>1</sup> See Background Notes for definition of survey population.

<sup>2</sup> The AES was conducted from July 2016 to December 2017 over Europe. Further details on the time covered for each individual country can be found on the Eurostat website.

<sup>3</sup> The EU28 figure was based on 27 countries excluding Ireland. A revised figure will be calculated incorporating the Irish dataset and be available on the Eurostat website shortly.

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20190124090303

Central Statistics Office  
 Skehird Road, Cork T12 X00E, Ireland.  
 353-21-4535000 353-21-4535555  
[information@cso.ie](mailto:information@cso.ie)



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# Background Notes

## Purpose of survey

The main purpose of the Adult Education Survey (AES) is to produce reliable participation rates in further education for the adult population. Data is published on those aged 25 to 64 years old.

The survey produces figures on those who participated in further education broken down by gender, region, level of education, age, economic status and sectors and so on. It also explores how people access guidance on educational possibilities. It is also a source of information on the difficulties experienced by the adult population who wish to participate in education.

The basic legal act for the AES is the Regulation (EC) No 452/2008<sup>[1]</sup> of 23 April 2008. It concerns the production and development of statistics on education and lifelong learning. The implementing regulation (EU) No 1175/2014<sup>[2]</sup> details the exact requirements for the specific AES for 2016. Ireland received a derogation to delay implementation until 2017 (2014/773/EU)<sup>[3]</sup>.

The 2017 AES survey is a follow up to a lifelong learning module which was delivered as part of the Quarterly National Household Survey (QNHS) in Q3 2011. Other modules on lifelong learning were asked as part of the QNHS in Q2 2003 and Q3 2008.

The Central Statistics Office wishes to thank the participating households for their co-operation in agreeing to take part in the Adult Education Survey and for facilitating the collection of the relevant data.

## Methodology

### Questionnaire Design

The Irish AES was heavily based on based on the EU regulation<sup>[2]</sup> and the model questionnaire provided by Eurostat<sup>[4]</sup>.

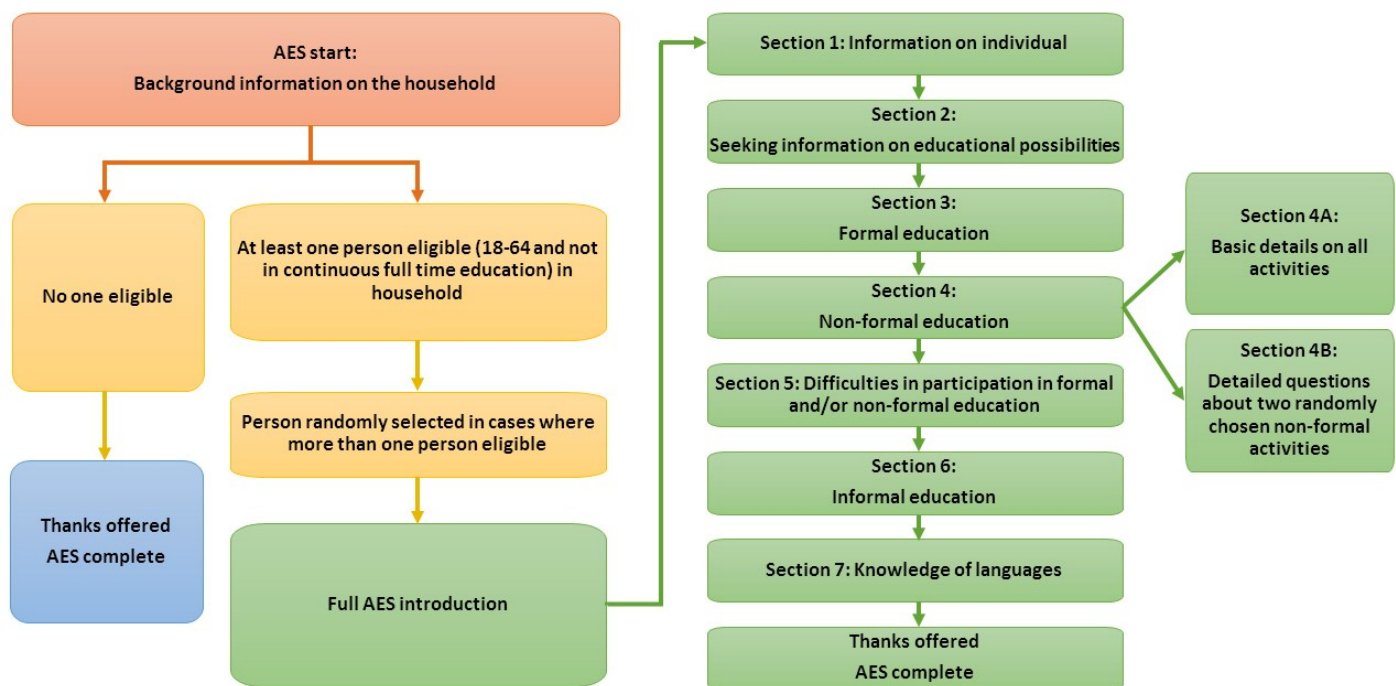
Overall the AES can be broken down into these sections:

- Background information
  - Information on household
  - Information on individual
  - Participation in education and training
    - Seeking information on educational possibilities
    - Formal education
    - Non-formal education - basic details
    - Non-formal education - detailed questions about two randomly chosen non-formal activities
    - Difficulties in participation in formal and/or non-formal education
    - Informal education
  - Knowledge of languages

The flow of the questionnaire is shown in the diagram below:

**Figure A1: AES survey structure**





## Survey coverage

The AES data was collected directly from private households. Institutional households, (e.g. nursing homes, barracks, boarding schools, hotels etc.) were not covered by the survey. A household was defined as a single person or group of people who usually reside together in the same accommodation and who share the same catering arrangements. The household members were not necessarily related by blood or marriage.

A person is defined as a "Usual Resident" of a private household if he or she:

- (i) Lives regularly at the dwelling in question, and
- (ii) Shares the main living accommodation (i.e. kitchen, living room or bathroom) with the other members of the household.

"Living regularly" means usually spending 4 nights a week in the dwelling. However, a member of a couple should be regarded as living regularly with the household if he/she regularly returns to his/her partner in the household for at least one night each week. However, if the person has (another) family (de-facto or otherwise) with which he/she spends the rest of the time then that person should not be included. Persons paying for both board (at least one meal a day) and lodging should be regarded as usual residents of the household.

See the survey manual for a more detailed breakdown of who is and is not included in the household definition: <https://www.cso.ie/en/methods/education/adulteducationsurvey/>

## Sample design

The sample was derived for the General Household Survey (GHS)<sup>[5]</sup>. It is a multi-stage cluster sample resulting in all households in Ireland having an equal probability of selection. The sample is stratified using administrative county and the Pobal HP (Haase and Pratschke) Deprivation Index (quintile).

A two-stage sample design is used. Firstly, 1,200 blocks are selected using Probability Proportional to Size (PPS) sampling. All occupied households on Census night 2016 within each block were eligible for selection in the Social Statistics Sample.

Secondly, households within blocks were selected using simple random sampling (SRS) without replacement for inclusion in the survey sample. This ensures each household in the sample frame has an equal probability of selection. A sample size of 11 households per block was allocated for the AES, giving a total sample size of 13,200 households.

## Eligible persons

One eligible individual within the household was randomly select to participate in the AES. Eligibility for AES participation is based on:

### Adult Education Survey 2017 (full)



- age - only those between 18 and 64 in the household are included in the random person generator
- educational status - only those who are not in continuous fulltime education are included.

## Data collection

A pilot of the AES was done in May 2017 on a few selected areas around the country to validate the questionnaire, the training delivered and field systems. The full-scale survey started in July 2017 and field work continued until mid-January 2018. The AES is the first survey to be delivered using the General Household Survey (GHS).

The data was collected by a team of 100 Field Interviewers and 10 Field coordinators (each with a team of 10 interviewers). Interviewers were provided with a map of each of their interview areas as well as a listing of the address of each of the selected households. Interviewers were trained in May 2017 on the main concepts (formal, non-formal and informal education definitions) of the AES. In June 2017, a full training session including a thorough review of the questionnaire as it appeared on the laptop as well as a detailed examination of the more complex elements of the questionnaire. Additionally, the interviewers were experienced, as they were currently working on CSO surveys such as the Survey on Income and Living Conditions and the Quarterly National Household Survey (now named the Labour Force Survey). Interviewers received a manual with information such as detailed explanations about the questionnaire, definitions of the concepts involved and examples.

The survey field work was conducted using a team of face-to-face interviewers using Computer Assisted Personal Interviewing (CAPI). This enabled the use of extensive checks in the BLAISE interviewing software to make sure correct and coherent data was collected. It also ensured that respondents were only asked relevant questions, all applicable questions were answered (although it was possible for many questions to accept a "Don't know" or "Refused to answer" reply) and specific answers were within valid ranges.

One person from each household selected was randomly chosen to continue with the AES. Information was collected directly from respondents - proxy responses from other members of the household were not accepted.

## Reference period

The AES was conducted nationwide during Q3 2017 and Q4 2017 i.e. from July to December 2017. Respondents were asked about different types of educational activities in the twelve months prior to interview.

## Survey response

The number of valid responses for the AES was 4,863 responses. The final status of the survey is detailed in Table A1.

**Table A1 AES breakdown of survey response**

Household status	Nos. of Households	% of full sample
Full sample of households	13,200	100.0%
Dropped households[6]	1,740	13.2%
Surveyed households	11,460	86.8%
<b>% of surveyed households</b>		
Vacant	846	7.4%
Not a housing unit	59	0.5%
Attempted to contact	10,555	92.1%
<b>% of attempted to contact households</b>		
Refusal	1,247	11.8%
Uncontactable	1,866	17.7%
Other[7]	214	2.0%
Interviewed households	7,228	68.5%
<i>of which:</i>		
Partial interviews	129	1.2%
Completed interviews	7,099	67.3%
<i>of which:</i>		
Ineligible households[8]	2,236	21.2%
Eligible households[9]	4,863	46.1%

## Further processing

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Once the data was back in the CSO it was checked and if necessary queried with the field force. After the data collection phase was complete the field data was aggregated together. In certain cases, text strings (used as an “other” category for some questions) were re-coded to the proper category while further validation checks were done.

## Derivation of results

To provide national results, the survey results were weighted to represent the entire population. The process used was as follows:

- Firstly, design weights were calculated for all units selected in the initial sample and are computed as the inverse of the selection probability of the unit. The purpose of design weights is to eliminate the bias induced by unequal selection probabilities.
- Next, these design weights were then adjusted for non-response. This eliminated the bias induced by discrepancies caused by non-response between the initial sample and the achieved sample, particularly critical when the non-responding households are different from the responding ones in respect to some survey variables as this may create substantial bias in the estimates. Design weights are adjusted for non-response by dividing the design weights of each responding unit in the final/achieved sample by the (weighted) response probability of the corresponding group or strata.
- To obtain the final weights for the results, after the previous steps were carried out, the distribution of households by deprivation, NUTS3 region, home ownership, household size, highest level of educational attainment, sex and age was calibrated to the population of households in Q4 2017 (as derived from the Quarterly National Household Survey). The CALMAR2-macro, developed by INSEE, was used for this purpose and both household and individual external information was used in a single-shot calibration at household level.

## Disclosure control

Estimates for number of persons where there are less than 30 persons in a cell are too small to be considered reliable. These estimates are presented with an asterisk (\*) in the relevant tables.

Where there are 30-49 persons in a cell, estimates are considered to have a wider margin of error and should be treated with caution. These cells are presented with parentheses [ ].

## Note on tables

Percentage breakdowns exclude cases where the interviewee did not respond.

The sum of row or column percentages in the tables in this report may not add up to 100 due to rounding.

## Reliability of estimates presented

Always be aware, data are subject to sampling and other survey errors, which are relatively greater in respect of smaller values.

## Definitions

### Education in the AES

In the AES, information is collected on participation in three types of education, namely formal education, non-formal education and informal education.

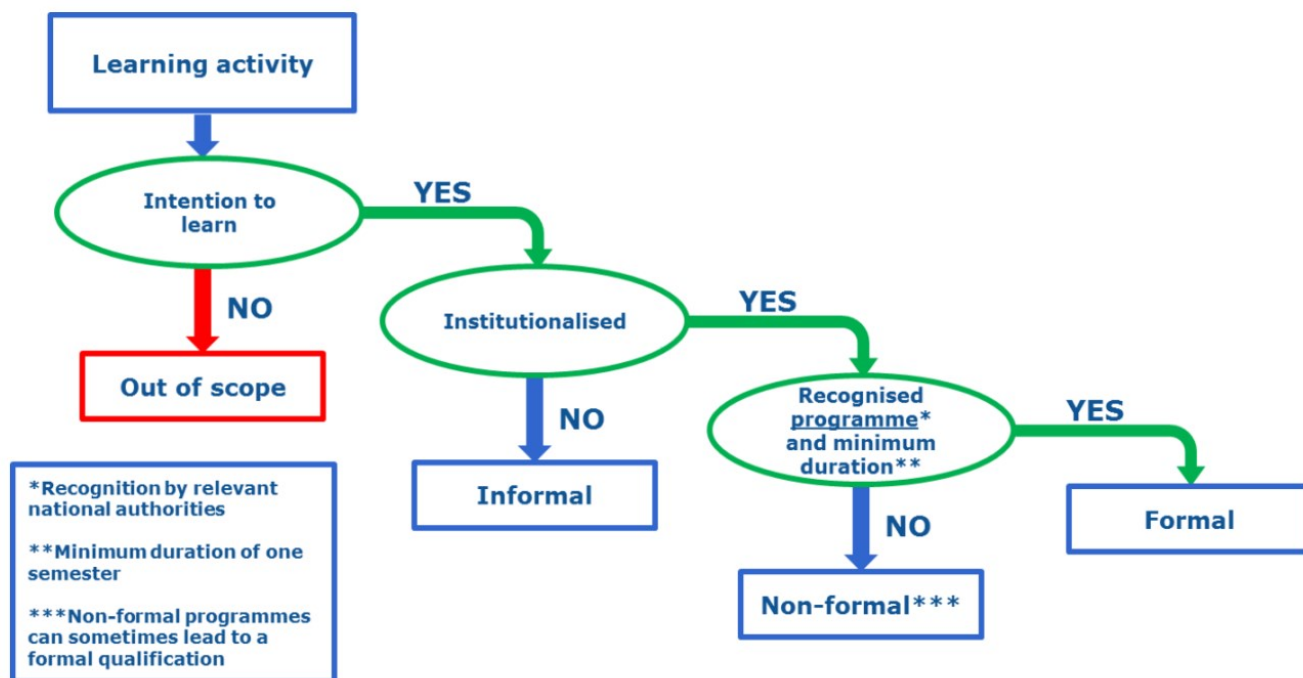
**All three share the common attribute that the learning must be intentional.**

Figure A1 is a useful graphic which gives an overall breakdown of educational activities. This graphic along with further information on the three main types of education can be found in the 2016 Classification of Learning Activities (CLA) report<sup>[11]</sup>.

**Figure A2 Classification of learning activities based on the three broad categories**







The following are the definitions of each of the three education types:

## Formal Education

Formal education is defined as “education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ‘ladder’ of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old”. A learning activity is considered to be formal when:

- It is provided by an institution e.g. a system of schools, colleges, universities and other formal educational institutions. They are responsible for setting at least the:
  - teaching/learning method (predetermined).
  - learning schedule.
  - location in which the learning/teaching will take place.
- The programme of study must be recognised by the national authority.
- It has a theoretical duration of at least one semester/6 months.
- It generally is hierarchical in nature - a ladder style approach where one level must be completed before progressing to the next.
- It generally has admission requirements or have a registration process.

## Non-formal Education

Non-formal education refers to all organised learning activities outside regular or formal education which you participate in with the intention of improving your knowledge or skills in any area (including hobbies). A learning activity is considered to be non-formal when:

- It is provided by an institution e.g. a system of schools, colleges, universities and other formal educational institutions. They are responsible for setting at least the:
  - teaching/learning method (predetermined).
  - learning schedule.
  - location in which the learning/teaching will take place.
- The programme of study is does not lead to a nationally recognised qualification.
- It has a theoretical duration of under one semester/6 months.
- It is generally not hierarchical in nature - a ladder style approach where one level must be completed before progressing to the next.
- It may have admission requirements or have a registration process.

There are 4 distinct types included in the AES:

1. Courses at the workplace or in your free time.

Examples: language courses, computer courses, driving courses, management courses, cooking courses, gardening courses or painting courses.

2. Workshops or seminars at the workplace or in your free time.

Examples: Data workshop, inspiration day, study day, inspirational workshop, work information seminar, health seminar.

3. Planned periods of education, instruction or training directly at the workplace, organised by the employer with the aid of an instructor.

Examples: Training to operate a new machine or to learn new software (for one or two persons).

4. Private lessons with the aid of a teacher or tutor for whom this is a paid activity.

Examples: mathematics or piano lessons. A lesson should be included if provided by a professional teacher and excluded if provided by a friend, family member or colleague.

## Lifelong learning

Those who participate in lifelong learning are defined as those who participate in either formal or non-formal education and training. It is an important measure for European policy. A key aim of EU2020 is by 2020, an average of at least 15% of adults should participate in lifelong learning<sup>[10]</sup>.

## Informal Education

It refers to activities that you have undertaken deliberately either at work or in your free time to improve your knowledge or skills. It can occur in the family, in the work place, and in the daily life of every person, on a self-directed, family-directed or socially directed basis. A learning activity is considered to be informal when:

- It is not provided by an institution. The individual determines what they will learn, when they will do it and where.
- The programme of study is generally does not lead to a nationally recognised qualification.
- It is generally not hierarchical in nature.
- There are no admission requirements or registration processes.

It generally refers to activities different from those compulsory activities (including self-study and homework) reported previously under formal and non-formal education.

## Field of Education

For 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:

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- Generic programmes and qualifications
- Education
- Arts and humanities
- Social sciences, journalism and information
- Business administration and law
- Natural sciences, mathematics and statistics
- Information and Communication Technologies (ICT's)
- Engineering, manufacturing and construction
- Agriculture, forestry, fisheries and veterinary
- Health and welfare
- Services

These are based on the ISCED-F 2013 classification. Further information on the ISCED classification can be found here: <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>

## Demand for lifelong learning

The four categories of demand are defined as:

- No demand - adults who did not participate in lifelong learning in the last 12 months and did not want to participate
- Unmet demand - adults who did not participate in lifelong learning in the last 12 months but did want to participate but did not because of difficulties
- Partially met demand - adults who participated in lifelong learning in the last 12 months and wanted to participate more but did not because of difficulties
- Met demand - adults who participated in lifelong learning in the last 12 months and did not want to participate more

## Mother tongue

Mother tongue is defined as the language or languages learned as a child. However, the respondent must still be reasonably fluent in any mother language selected. Reasonably fluent means that the respondent would agree with this statement:

"I can understand a wide range of demanding texts and use the language fluently. I have mastered the language almost completely."

## Language skills

The ability to speak another language is categorised as follows:

1. I understand and can use a few words and phrases.
2. I can understand and use common everyday expressions. I can also understand and use basic sentences about me, my family or direct surroundings.
3. I can understand the gist if it is clearly spoken, and I can create a simple text. I can describe experience and events. I can communicate quite well.
4. I can understand a wide range of demanding texts and use the language fluently. I have mastered the language almost completely.

In the published tables, option 1 and 2 are recoded to "basic" in the skill level breakdown. Option 3 is reported as "good" and option 4 is considered "proficient".

## Classifications

### 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. The question is included in the AES is phrased as follows: "What is the highest level of education or training you have ever successfully completed?"

There are two methods of presenting results for educational attainment; the International Standard Classification of Education

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(ISCED) and the National Framework of Qualifications (NFQ).

#### **ISCED:**

UNESCO developed the International Standard Classification of Education (ISCED) to facilitate comparisons of education statistics and indicators across countries on the basis of uniform and internationally agreed definitions. The current revision of ISCED used in this release is ISCED 2011 (ISCED11).

For information on the ISCED11 classification, see: <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>

#### **NFQ:**

The NFQ was launched in 2003 and it is now the single structure mechanism for recognising all education and training in Ireland. All framework awards now have an NFQ Level, numbered from 1 to 10, which tells you about the standard of learning and an NFQ Award-Type which tells you about the purpose, volume and progression opportunities associated with a particular award. Quality and Qualifications Ireland (QQI) has responsibility to develop, promote and maintain the Irish NFQ.

In this release educational attainment results are presented using a descriptive name and the corresponding NFQ levels.

For information on the NFQ see: [http://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](http://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx)

#### **Table A2 Educational qualifications and corresponding ISCED 11 level, NFQ level and Educational attainment level**

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#### **Adult Education Survey 2017 (full)**



Education Qualification		ISCED11 Level	NFQ Level	Educational Attainment Level
No formal education or training		0		Primary or below
Pre-primary education/Primary education (or FETAC Certificate at NFQ level 1 or 2)		100	1/2	Primary or below
Lower Secondary	Junior Certificate	200	3	Lower secondary
	Intermediate Certificate	200	3	
	Group Certificate	200	3	
	FÁS Introductory Skills Certificate	200	3	
	NCVA Foundation Certificate	200	3	
	FETAC Certificate at NFQ level 3	200	3	
	Equivalent Qualification at NFQ level 3	200	3	
Transition Year		200		Lower secondary
Higher Secondary	Leaving Certificate (Traditional)	304	4/5	Higher secondary
	Leaving Certificate Vocational Programme (LCVP)	303	4/5	
	Leaving Certificate Applied (LCA)	303	4/5	
	Equivalent Qualification at NFQ level 4/5	300	4/5	
Technical or Vocational	Secretarial	400	4/5	Post leaving cert
	Certificate in Hotel Operations	400	4/5	
	PLC (Post Leaving Certificate Course)	400	4/5	
	FÁS National Skills Certificate	400	4/5	
	FÁS Specific Skills Certificate	400	4/5	
	FETAC level Certificate at NFQ level 4	400	4	
	FETAC level Certificate at NFQ level 5	400	5	
	Equivalent qualification at NFQ level 4/5	400	4/5	
Advance Certificate	Completed apprenticeships	400	6	Post leaving cert
	Teagasc farming or horticulture Certificate/Diploma	400	6	
	National Craft Certificate	400	6	
	FETAC advanced Certificate at NFQ level 6	400	6	
	Equivalent Qualification at NFQ level 6	400	6	
Higher Certificate	National Certificate (NCEA/DIT/IOT)	500	6	Higher certificate and equivalent
	Cadetship (army, air corps or naval service)	500	6	
	HETAC/DIT Higher Certificate at NFQ level 6	500	6	
	Equivalent qualification at NFQ level 6	500	6	
Diploma	National Diploma (HETAC/NCEA e.g. 3 year diploma)	500	7	Ordinary degree or equivalent
	Bachelor Degree (DIT)	500	7	
	Equivalent qualification at NFQ level 7	600	7	
Ordinary Bachelor Degree at NFQ level 7		600	7	Ordinary degree or equivalent
Honours Bachelor Degree, Graduate Diploma or Higher Diploma at NFQ level 8		600	8	Honours bachelor degree or equivalent
Professional (Honours Bachelor Degree equivalent or higher)		600	8	Honours bachelor degree or equivalent
Post-Graduate (e.g. Post Graduate Diploma or Masters degree at NFQ level 9)		700	9	Postgraduate qualification
Doctorate or higher (e.g. Doctoral Degree/higher Doctorate at NFQ level 10)		800	10	Postgraduate qualification

## Region

The regional classifications in this release are based on the NUTS (Nomenclature of Territorial Units) classification used by Eurostat. Until Q4 2017, the NUTS3 regions corresponded 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 while the NUTS2 regions, which were proposed by Government and agreed by Eurostat in 1999, were groupings of those historic NUTS3 regions.

However, the NUTS3 boundaries were amended on 21<sup>st</sup> of November 2016 under Regulation (EC) No. 2066/2016 and have come into force from Q1 2018. These new groupings are reflected in the CSO publications from Q1 2018 onwards. The

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changes resulting from the amendment are that County Louth has moved from the Border to the Mid-East and what was formerly South Tipperary has moved from the South-East to the Mid-West, resulting in the new NUTS2 and NUTS3 regions:

Northern & Western NUTS2 Region		Southern NUTS2 Region		Eastern & Midland NUTS2 Region	
<b>Border</b>	Cavan Donegal Leitrim Monaghan Sligo	<b>Mid-West</b>	Clare Limerick City & County Tipperary	<b>Dublin</b>	Dublin City Dun Laoghaire-Rathdown Fingal South Dublin
<b>West</b>	Galway City Galway County Mayo Roscommon	<b>South-East</b>	Carlow Kilkenny Waterford City & County Wexford	<b>Mid-East</b>	Kildare Meath Wicklow Louth
		<b>South-West</b>	Cork City Cork County Kerry	<b>Midland</b>	Laois Longford Offaly Westmeath

## Principal economic status classification

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

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

## Degree of Urbanisation

This classification is created from an aggregation of population density estimates derived from the Census of Population. The categories included in each aggregate are explained below:

- Thinly populated area refers to rural areas
- Intermediate density area refers to towns and suburbs
- Densely populated area refers to cities, urban centres and urban areas

## Deprivation Index

The Pobal Haase-Pratschke Deprivation Index is used to create the underlying sample and is used to analyse the data. The Index uses Census data to measure levels of disadvantage or affluence in a geographical area. More detailed information on the index can be found here: <https://www.pobal.ie/research-analysis/>

The results are presented by quintiles, five equal-sized groups of households, with the first quintile representing the least deprived/most affluent area and the fifth quintile representing the most disadvantaged areas.

## NACE Industrial Classification

The industry in which a person is engaged is determined (regardless of their occupation) by the main economic activity carried out in the local unit in which he or she works. The basis of the industrial classification is, in the case of employees, the business or profession of their employer and in the case of self-employed persons, the nature of their own business or profession.

In the AES, industry is coded using NACE – the General Industrial Classification of Economic Activities within the European Communities. The current version, NACE Rev. 2, is a 4-digit activity classification as defined in Council Regulation (EC) no 1893/2006. Fourteen NACE sub-categories are distinguished in this release.

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NACE code description			
Total	All Sectors	K-L	Financial, insurance and real estate activities
B-E	Industry	M	Professional, scientific and technical activities
F	Construction	N	Administrative and support service activities
G	Wholesale and retail trade; repair of motor vehicles and motorcycles	O	Public Administration and defence; compulsory social security
H	Transportation and storage	P	Education
I	Accommodation and food service activities	Q	Human health and social work activities
J	Information and communication	R-S	Arts, entertainment, recreation and other service activities

## Occupation Classification

The structured classification for occupations allows for jobs to be grouped together based on their similarity in terms of the skill level and skill specialization required. The CSO uses the UK SOC2010 as the primary classification used in collecting the data. ISCO-08 is then derived from UK SOC2010 for publication.

Further information regarding SOC 2010 is available at the following link: <http://www.cso.ie/shorturl.aspx/104>

## Additional information

### Historical comparison

The CSO has published lifelong learning data for 2003 and 2008<sup>[12]</sup>. Care needs to be taken when comparing the results from 2003, 2008 and 2017:

- Timing

The timing of the surveys is different. The 2003 survey was completed in Q2 (March-May), the 2008 survey was completed in Q3 (June-August) and the 2017 survey was conducted between July and December 2017. This may have an effect on the results.

- Respondents

The surveys are also not directly comparable because of the definition used of the person selected for the survey. In the 2003 survey, proxy responses were allowed while only direct responses to the questionnaire were allowed in the 2008 and 2017 survey.

In the 2008 survey all persons aged 25-64 were selected however in the 2017 survey only those who were not in continuous full-time education were surveyed.

- Different questions/question categories

The categories for some questions are different over the years.

For example, the question on informal learning only had four categories in 2003 (Professional books and magazines, Online internet based education, Educational broadcasting and offline computer material and Libraries and other information centres). In the 2008 survey there was an additional category added to the list (Other learning based on experience). In 2017, the informal education question was revised and had six categories to choose from:

- Learning from a family member, a friend or colleague.
- Learning by using printed material (books, professional magazines etc.).
- Learning by computers, tablets or smartphones (online or offline).
- Learning through television/radio/video's/DVD's.
- Learning by guided tours of museums or natural or industrial sites.
- Learning by visiting learning centres (including libraries).

## International comparison

Care must also be taken when comparing the Irish data to the European data. The time coverage of the survey was different for some countries as the AES was conducted over an 18-month time period (July 2016 to December 2017) over Europe. The data may also not be directly comparable because of the definition used for the person selected for the survey as Ireland selected those who were not in continuous full-time education. The method of delivery of the survey also varied between countries e.g. Sweden conducted the survey through telephone, Luxembourg conducted it through a web questionnaire and Latvia conducted a mix of web, telephone and face to face. Further details can be found on the Eurostat website<sup>[13]</sup>.

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## European documentation on the AES - Circa BC

The European Commission hosts a document database which is called Circa BC. It can be found here:

<https://circabc.europa.eu>. Sign in registration is not necessary to access the public documentation for the AES. You can find the documentation by selecting browse categories on the left-hand side of the home page for Circa BC. Under the heading of European Commission, select Eurostat. Select the Education and Training Statistics option under the public access title. On the education and training statistics page select Library and then

- Public
- 5. Adult learning statistics
- 1. Adult Education Survey (AES)
- AES 2016

In this folder you can find national reports on quality, the manuals for delivery of the AES, model questionnaires and other documentation.

## European data from the AES

The AES data can be found at the link below (along with a screenshot to show where to find the data under the navigation tree structure – red boxes mark the relevant folders - see Figure A3):

<http://ec.europa.eu/eurostat/web/education-and-training/data/database>

**Figure A3 Location of the AES datasets on the Eurostat website**

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and of the Council concerning the production and development of statistics on education and lifelong learning, as regards statistics on the participation of adults in lifelong learning and repealing Commission Regulation (EU) No 823/2010: <http://data.europa.eu/eli/reg/2014/1175/oj>

[3] 2014/773/EU: Commission Implementing Decision of 30 October 2014 on granting derogations for implementing Regulation (EC) No 452/2008 of the European Parliament and of the Council concerning the production and development of statistics on education and lifelong learning with regard to Belgium, Ireland, France, Malta and Finland: [http://data.europa.eu/eli/dec\\_impl/2014/773/oj](http://data.europa.eu/eli/dec_impl/2014/773/oj)

[4] You can find more information about the model questionnaire at this link: [http://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult\\_Education\\_Survey\\_\(AES\)\\_methodology#Questionnaire](http://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_Education_Survey_(AES)_methodology#Questionnaire)

[5] The General Household Survey (GHS) is a national survey that place takes place three or four times each year. The survey usually has a core of common demographic questions that are always asked (e.g. age, sex, education, etc.) plus one or more specific sets of survey questions that will change each year. You can find more information here: <https://www.cso.ie/en/aboutus/takingpartinasurvey/surveysofhouseholdsindividuals/generalhouseholdsurvey/>

[6] Households are sometimes dropped due to staffing shortages and unforeseen local circumstances.

[7] Other includes cases where the dwelling was inaccessible, or respondent difficulty with understanding the questionnaire.

[8] Due to the sample and questionnaire design there were situations where some initial detail was collected but they were not eligible to continue with the full AES. This would include student households or households with only older persons resident.

[9] Eligible households were those households with individuals between the ages 25-64 who are not in continuous full-time education

[10] You can find information on this benchmark here: <http://ec.europa.eu/eurostat/web/education-and-training/eu-benchmarks> You can also find information on the ET2020 strategy here: [http://ec.europa.eu/education/policy/strategic-framework\\_en](http://ec.europa.eu/education/policy/strategic-framework_en) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:ef0016>

[11] Eurostat, Classification of Learning Activities (CLA), 2016, page 21. <http://ec.europa.eu/eurostat/documents/3859598/7659750/KS-GQ-15-011-EN-N.pdf/978de2eb-5fc9-4447-84d6-d0b5f7bee723>

[12] 2003 publication: [http://www.cso.ie/en/media/csoie/releasespublications/documents/labourmarket/2003/qnhs\\_lifelonglearningqtr22003.pdf](http://www.cso.ie/en/media/csoie/releasespublications/documents/labourmarket/2003/qnhs_lifelonglearningqtr22003.pdf)

2008 publication: [https://www.cso.ie/en/media/csoie/releasespublications/documents/labourmarket/2008/qnhs\\_lifelonglearningqtr32008.pdf](https://www.cso.ie/en/media/csoie/releasespublications/documents/labourmarket/2008/qnhs_lifelonglearningqtr32008.pdf)

[13] You can find more information about the quality reports at this link: <http://ec.europa.eu/eurostat/web/education-and-training/quality/quality-reports>

#### FOR MORE INFORMATION ON THIS RELEASE:

E-mail: [Education@cso.ie](mailto:Education@cso.ie)  
Helen McGrath (+353) 21 453 5108

Scan the QR code below to view this release online or go to  
<http://www.cso.ie/en/releasesandpublications/er/aes/adulteducationsurvey2017/>



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