



THE ECONOMIC AND SOCIAL RESEARCH INSTITUTE

THE EDUCATION, TRAINING AND
LABOUR MARKET EXPERIENCES
OF YOUNG PEOPLE UPON
LEAVING SCHOOL

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The Education, Training and Labour Market Experiences of Young People upon Leaving School: 1986 to 1992

This report was prepared for FAS, one of the agencies which paid the ESRI to carry out the survey described here. The main objective of the report is to describe the post school training of school leavers, their labour market experiences and the relationships between education and training received and some labour market outcomes.

In sections 2 and 3 (pp.4-35) we describe the employment status of the 1985/6 cohort of school leavers six years after they had completed their second level education - in late 1992. Some characteristics of the occupations, industries and wages of those in employment are also described - distinguishing amongst school leavers by their level of education. The results show an extremely clear relationship between level of education achieved and employment outcomes: those with no qualifications having very high unemployment rates and poor employment histories. Differences in 'job search' characteristics are also described.

Sections 4, 5 and 6 (pp.36-81) deal with respondents' participation in post-school education and training: full-time, part-time and in-firm training. The kinds of training received are shown to be closely related to initial educational qualifications: with the more poorly educated most likely to participate in full-time state training/employment schemes and those with higher initial qualifications more likely to participate in further education as well as in part-time education/training and in employer sponsored or in-firm training schemes. Rates of completion of training and receipt of qualifications are also described. Participation in employer sponsored training is shown to vary significantly by sex and level of education - with the least qualified least likely to receive such training.

The analysis is purely descriptive so casual inferences should not be drawn from the tables. Nevertheless the report does provide very useful information about the extent and nature of post-school training received by young people in their first six years in the labour market: highlighting some of the main strengths and weaknesses of the post school education and training system.

Contents

| | | |
|----------------------|--|----|
| Section One | Introduction | 1 |
| Section Two | Employment Status of School-Leavers | 4 |
| Section Three | The Unemployment Experiences of School-Leavers | 15 |
| Section Four | Participation in Education and Training since leaving school | 36 |
| Section Five | Outcome of Education and Training Received | 47 |
| Section Six | Employer - Related Training | 64 |
| Section Seven | Summary | 82 |

Section One : Introduction

The surveys at the centre of this report were carried out by the Economic and Social Research Institute with funding from the Department of Enterprise and Employment and FÁS. Basic results have been presented in a report '1985/86 School Leavers: A Follow-Up Study in 1992', shortly to be published by the Department of Enterprise and Employment. FÁS then commissioned the Economic and Social Research Institute to undertake further analysis of the data, particularly relating to education and training, the results of which are presented in this report.

The report examines some of the main labour market experiences of young people leaving post-primary education. We pay particular attention to identifying young people experiencing both short and long-term difficulties in labour market entry. In addition, the relationship of various education, training and employment programmes are examined, with particular attention being given to those young people leaving school with few or no qualifications.

Findings presented in this report come from two sets of follow-up interviews with young people who left full-time post-primary education during the academic year 1985/86. Initial interviews with a national sample of 2090 school-leavers took place in May/June 1987, approximately one year after leaving school, with follow-up interviews being carried out between September 1992 and early February 1993. Out of the original 2090 school-leavers, 1659 were re-interviewed in 1992/93, giving a response rate of 79%. A further 432 respondents in the 1992 survey were not the school-leavers themselves but close relatives (usually parents) answering on their behalf, and as such a number of questions, considered opinion-related, were not asked of these respondents. The data presented in this report have been reweighted to take account of any resulting bias.

The report has the following format. Section two sets out the employment situation of school-leavers, including industrial, occupational and earning differences among school-leavers. Section three contains an overview of the unemployment experiences of school-leavers, identifying (as far as possible) factors influencing labour market success, social welfare dependency, registration with FÁS and the search for work. Section four presents detailed analyses of education and training participation, completion and qualification rates. Some of the main outcomes of education and training received are the focus of section five which describes the relationship of education and training to employment status. Section six presents some details of employer-related training. This report is purely a descriptive one, from which causal interpretations should not be made.

Characteristics of the School-Leavers

Regarding educational attainment (Table 1.1), almost 70% of school-leavers left school with the Leaving Certificate, 28% progressed to third level education, 24% successfully completing it. However, males were significantly more likely to leave school before the Leaving Certificate: 36% of males compared with 24% of females.

In terms of the age profile of school-leavers, over two-thirds were aged 23 or 24 years old at the time of the 1992 survey, leaving them 17 or 18 years old when leaving school (Table 1.2). Females tended to be slightly older than their male counterparts, presumably due to the greater tendency of males to leave school before the Leaving Certificate.

Finally, with regard to marital status the vast majority were still single six years after leaving school (Table 1.3). However, females were significantly more likely than males to be married in 1992: almost a fifth of females were married compared with 8% of males.

Table 1.1 : Level of Education achieved by 1985/86 School-Leavers in 1992 (percentages)

| Highest Educational Level | 1992 | | | 1987 |
|---------------------------|-------|---------|-------|-------|
| | Males | Females | Total | Total |
| No qualifications | 8.4 | 5.4 | 7.0 | 7.2 |
| Group / Inter Certificate | 27.3 | 18.6 | 23.1 | 22.6 |
| Leaving Certificate | 36.3 | 49.0 | 42.5 | 70.2 |
| Incomplete third level | 4.7 | 3.2 | 4.0 | - |
| Certificate / Diploma | 10.8 | 11.0 | 10.9 | - |
| Degree | 12.4 | 12.8 | 12.6 | - |
| N | 853 | 805 | 1658 | 2089 |

Table 1.2 : Age of 1985/86 School-Leavers in 1992 (percentages)

| Age | Males | Females | Total |
|----------------|-------|---------|-------|
| 19 or 20 Years | 1.1 | 0.4 | 0.7 |
| 21 or 22 Years | 19.6 | 12.3 | 16.1 |
| 23 or 24 Years | 68.0 | 67.3 | 67.6 |
| 25 to 28 Years | 11.2 | 20.1 | 15.5 |
| Mean Age | 23.3 | 23.7 | 23.5 |

Table 1.3 : Marital Status of 1985/86 School-Leavers in 1992 (percentages)

| Marital Status | Males | Females | Total |
|-------------------------|-------|---------|-------|
| Have been / are married | 8.0 | 19.3 | 13.5 |
| Living Together | 3.0 | 3.1 | 3.0 |
| Single | 89.0 | 77.5 | 83.4 |
| N | 851 | 805 | 1656 |

Section Two : Employment Status of School-Leavers

The economic status of school-leavers is the focus of this section. Industrial and occupational distribution along with earnings differentials are also considered.

Employment Status

The vast majority of school-leavers in 1992 (almost 77%) were in employment of some kind. Almost 4% were studying, 0.4% on training schemes, a further 4.5% unavailable for work and 14.5% unemployed. Differences by gender (Table 2.1) are unremarkable, with the obvious exception of those unemployed and those unavailable for work. The proportion of males unemployed exceeds that of females by almost 8 percentage points while, conversely, females exceed males in their unavailability for work by a corresponding 8 percentage points : mostly due to the greater withdrawal of females into home duties.

Striking differences in the effects of education on economic status (Table 2.2) are observable. At its most dramatic, for instance, the unemployment rate is only 9.1% for third level graduates compared to a figure of 50% for school-leavers with no qualifications. Differences in unavailability for work (mostly restricted to females) also steadily decrease with educational attainment, from 12.2% for those without qualifications to no-one among degree-holders. Finally, while the proportion of school-leavers engaged in studies increases with educational attainment: the proportion participating in training schemes rises from no-one among those without qualifications to 0.2% among those who attained the Group or Intermediate Certificate, to almost 1% among degree-holders.

Table 2.1 : Current employment status by sex

| Status | Males | Females | Total |
|----------------------|------------|------------|-------------|
| | % | % | % |
| Student | 4.5 | 3.1 | 3.8 |
| At work | 76.5 | 77.3 | 76.9 |
| Training scheme | 0.4 | 0.4 | 0.4 |
| Unemployed | 18.2 | 10.6 | 14.5 |
| Unavailable for Work | 0.5 | 8.7 | 4.5 |
| Total | 853 | 806 | 1659 |

Table 2.2 : Current employment status by highest level of education achieved

| Employment status | Highest level of education achieved | | | | | Total |
|----------------------|-------------------------------------|--------------|---------------------------------|---------------|------------|-------------|
| | No qualification | Group/ Inter | Leaving/ incomplete third level | Cert/ diploma | Degree | |
| | % | % | % | % | % | |
| Student | 0.0 | 0.3 | 1.7 | 3.1 | 20.5 | 3.8 |
| At work | 37.8 | 68.8 | 86.6 | 86.4 | 69.4 | 76.9 |
| Training | 0.0 | 0.2 | 0.4 | 0.6 | 0.9 | 0.4 |
| Unemployed | 50.0 | 22.9 | 7.6 | 9.1 | 9.1 | 14.5 |
| Unavailable for work | 12.2 | 7.9 | 3.7 | 0.8 | 0.0 | 4.5 |
| N | 116 | 383 | 770 | 181 | 209 | 1658 |

Industrial Distribution

Confining our attention to those in full-time employment, significant differences in the industrial distribution of male and female workers are evident (Table 2.3). Male workers are largely concentrated in the traditionally male-dominated manufacturing, building and agriculture sectors, such sectors accounting for over 55% of all male workers. These sectors account for less than 20% of female workers. Compared to males, female workers are over-represented in the professional, personal services and financial sectors: 48% of females compared to 16% of males. Evidently, there are still very substantial gender differences in industrial employment.

In terms of educational level, further significant differences emerge (Table 2.4). Of those employed, participation rates in agriculture, building and distribution decline substantially with increasing levels of education. On the otherhand, employment in the financial services is minimal among those without a Leaving Certificate, while third level degree-holders dominate the professional services. In fact, almost half of all school-leavers who held degrees were employed in Professional Services, the corresponding figure for those whose highest educational attainment was the Group or Intermediate Certificate was 1.5%. Employment in the remaining industrial sectors remains broadly uniform across all educational levels.

Occupational Distribution

Given the results above it is not surprising to find substantial differences in occupational distribution among males and females (Table 2.5). While male workers are over-represented in the agricultural and manual sectors, female workers outnumber their male counterparts in the managerial and professional and, most notably, clerical occupations: 38% of females being employed in clerical occupations relative to less than 7% of males.

Again these results conceal considerable variation across educational levels (Table 2.6). Employment in the managerial and professional occupations is strongly correlated with educational attainment, 75% of degree-holders compared with 1.6% of those without qualifications being employed in such occupations. Conversely, employment in service, agricultural and manual occupations declines substantially with additional educational attainment.

Table 2.3 : Industry of respondents currently in employment by sex

| Industry | Males | Females | Total |
|-------------------------------|-------|---------|-------|
| | % | % | % |
| Agriculture | 9.0 | 1.1 | 5.2 |
| Manufacturing | 31.8 | 18.0 | 25.0 |
| Building | 14.4 | 0.8 | 7.8 |
| Distribution | 14.2 | 17.8 | 16.0 |
| Finance | 4.7 | 10.1 | 7.4 |
| Transport - communications | 5.0 | 4.4 | 4.7 |
| Public administration | 5.4 | 6.8 | 6.1 |
| Professional services | 7.4 | 22.3 | 14.7 |
| Personal service | 4.6 | 15.4 | 9.9 |
| Other | 3.4 | 3.3 | 3.3 |
| N | 655 | 625 | 1280 |

Table 2.4 : Industry of respondents currently in employment by highest level of education achieved

| Industry | Highest level of education achieved | | | | Total |
|----------------------------|-------------------------------------|---------------------------------|---------------|--------|-------|
| | Up to Group/Inter Cert | Leaving/ Incomplete third level | Cert/ diploma | Degree | |
| | % | % | % | % | % |
| Agriculture | 8.3 | 5.0 | 3.8 | 0.9 | 5.2 |
| Manufacturing | 29.5 | 23.7 | 25.7 | 21.5 | 25.1 |
| Building | 15.7 | 5.8 | 6.6 | 1.5 | 7.8 |
| Distribution | 17.3 | 20.0 | 7.1 | 4.6 | 16.0 |
| Finance | 1.1 | 9.4 | 8.8 | 9.5 | 7.4 |
| Transport - communications | 4.0 | 5.0 | 7.1 | 2.3 | 4.7 |
| Public administration | 4.3 | 8.0 | 5.2 | 2.5 | 6.1 |
| Professional services | 1.5 | 12.4 | 18.7 | 47.7 | 14.7 |
| Personal services | 12.9 | 8.7 | 11.8 | 6.5 | 9.8 |
| Other | 5.5 | 2.0 | 5.2 | 3.0 | 3.3 |
| N | 307 | 668 | 156 | 149 | 1279 |

Table 2.5 : Occupation of respondents currently in employment by sex

| Occupation | Males | Females | Total |
|-----------------------------|-------|---------|-------|
| | % | % | % |
| Managerial/ professional | 15.6 | 22.1 | 18.8 |
| Clerical | 6.7 | 38.2 | 22.1 |
| Sales | 13.1 | 11.1 | 12.1 |
| Other services | 14.5 | 17.2 | 15.8 |
| Agriculture | 9.4 | 1.0 | 5.3 |
| Skilled manual | 23.3 | 2.9 | 13.4 |
| Semi-skilled manual | 11.2 | 6.9 | 9.1 |
| Other manual | 5.8 | 0.2 | 3.1 |
| Not stated | 0.4 | 0.4 | 0.4 |
| N | 655 | 625 | 1280 |

Table 2.6 : Occupation of respondents currently in employment by highest level of education achieved

| Occupation | Highest level of education achieved | | | | Total |
|-----------------------------|-------------------------------------|---------------------------------------|------------------|--------|-------|
| | Up to Group/ Inter Cert | Leaving/ Incomplete third level | Cert/ diploma | Degree | |
| | % | % | % | % | % |
| Managerial/ professional | 1.6 | 9.6 | 39.3 | 74.1 | 18.8 |
| Clerical | 6.8 | 33.5 | 17.7 | 6.9 | 22.1 |
| Sales | 12.8 | 13.1 | 10.4 | 8.0 | 12.1 |
| Other services | 22.8 | 15.2 | 13.6 | 6.1 | 15.8 |
| Agriculture | 8.7 | 4.8 | 4.7 | 0.9 | 5.3 |
| Skilled manual | 22.4 | 13.0 | 8.6 | 1.4 | 13.4 |
| Semi-skilled manual | 17.2 | 8.6 | 3.3 | 0.9 | 9.1 |
| Other manual | 6.9 | 2.2 | 1.3 | 1.1 | 3.1 |
| Not stated | 0.8 | 0.0 | 1.0 | 0.5 | 0.4 |
| N | 307 | 668 | 156 | 149 | 1279 |

Earnings

Regardless of educational level attained female workers are at a considerable disadvantage compared with males when it comes to net weekly pay rates (Table 2.7). While pay levels rise progressively with increasing educational attainments, differences between males and females, while falling slightly, remain across all educational levels. Among males without qualifications, for instance, average net weekly pay amounts to £146 compared to £90 among females. Only among degree-holders are males not significantly better-off than females: males receiving £178 net weekly pay compared to a female rate of £173.

This pattern persists across industrial and occupational distributions. The highest paying industries are building (£170), finance (£156) and professional services (£151), while agriculture (£99) is the lowest paying industry (Table 2.8). Similar occupational differences exist: agricultural workers receive the least amount of pay weekly (£96) with professional and managerial workers receiving the highest pay (£178) (Table 2.9). However, such figures conceal significant differences between males and females within industrial and occupational categories, such differences operating to the advantage of male workers. In terms of industrial distribution, for instance, a male-female pay difference exceeding £65 exists among workers employed in the personal services sector, while the least differentiation arises in the professional services where males are less than £2 better off weekly than their female counterparts. However, since these results could be compositional effects it would be necessary to control for education and industry/occupation simultaneously to identify any male-female differences.

Summary

In summary, over three-quarters of the school-leavers are in employment while 14.5% are unemployed. Males are somewhat more likely to be unemployed, while females outnumber males in their unavailability for work. Increasing educational attainment corresponds with a rise in education and training participation and a fall in unemployment and unavailability for work. At the level of industry, male workers are concentrated in manufacturing, building and agriculture, female workers being over-represented in the professional and personal services and financial sectors. Female workers receive lower net weekly pay than their male counterparts, a disadvantage which persists across educational, industrial and occupational distributions.

Table 2.7 : Average net weekly pay of those in full-time employment in 1992 by highest level of education achieved

| Level | Males | Females | Total |
|--|-----------------|-----------------|-----------------|
| | £(N) | £(N) | £(N) |
| No qualifications | 146.30 (27) | 89.52 (10) | 131.02 (36) |
| Inter / Group Cert | 144.68 (115) | 112.28 (75) | 131.86 (190) |
| Leaving Cert / Incomplete third level | 149.30 (199) | 129.28 (275) | 137.68 (473) |
| Certificate/ Diploma | 164.31 (43) | 136.27 (54) | 148.70 (97) |
| Degree | 178.26 (41) | 173.30 (52) | 175.47 (93) |
| Mean | 152.18 | 131.46 | 141.33 |

Table 2.8 : Average net weekly pay of those in full-time employment in 1992 by industry

| Industry | Males £(N) | Females £(N) | Total £(N) |
|------------------------------|-----------------|-----------------|-----------------|
| Agriculture | 97.48 (40) | * | 99.23 (40) |
| Manufacturing | 155.45 (164) | 135.22 (91) | 148.22 (256) |
| Building | 170.61 (49) | * | 170.13 (53) |
| Distribution | 148.79 (65) | 109.44 (95) | 125.52 (160) |
| Finance | 181.62 (20) | 145.73 (48) | 156.18 (67) |
| Transport/ communications | 162.38 (18) | 137.43 (21) | 148.94 (39) |
| Public Administration | 142.12 (28) | 139.02 (35) | 140.40 (63) |
| Professional services | 150.05 (19) | 152.17 (100) | 151.83 (119) |
| Personal services | 176.33 (13) | 109.44 (60) | 121.39 (74) |
| Other | 145.69 (14) | * | 137.70 (21) |
| Total | 152.18 | 131.46 | 141.33 |

*Note: * Fewer than 10 respondents in this category*

Table 2.9 : Average net weekly pay of persons in full-time employment in 1992 by occupation

| Socio-economic group | Males | Females | Total |
|-----------------------------|----------------|-----------------|-----------------|
| | £(N) | £(N) | £(N) |
| Managerial/ Professional | 190.96 (58) | 169.62 (86) | 178.16 (144) |
| Clerical | 161.65 (35) | 129.69 (193) | 134.54 (228) |
| Sales | 146.56 (54) | 111.45 (52) | 129.38 (106) |
| Other services | 152.61 (59) | 111.45 (79) | 129.04 (137) |
| Agriculture | 95.93 (35) | * | 96.14 (40) |
| Skilled manual | 157.33 (96) | 119.49 (16) | 151.92 (112) |
| Semi-skilled manual | 145.49 (61) | 131.58 (35) | 140.38 (97) |
| Other manual | 137.46 (27) | * | 137.46 (27) |
| Total | 152.18 | 131.46 | 141.33 |

*Note: * Fewer than 10 respondents in this category*

Section Three : The Unemployment Experiences of School-Leavers

The unemployment experiences of school-leavers are the central concern of this section. Social welfare dependency, registration with FAS and the status of school-leavers in terms of the search for work, are also examined.

Labour Force Participation Rates and Unemployment Rates

As was observed in the previous section, 14.5% of school-leavers were unemployed at the time of the survey. However, this figure can be misleading since it is calculated on the basis of all school-leavers rather than those in the labour force only. Hence, focusing solely on labour force participants, unemployment rates and labour force participation rates are calculated (Table 3.1). Males exceed females in their labour force participation by a considerable amount, with the obvious exception of third level graduates. Here the lower participation rates of males are largely a reflection of their greater tendency to be still in full-time education. Significant differences between males and females with the Group or Intermediate Certificate, or no qualifications at all (differences of 20 and 28 percentage points, respectively), occur primarily due to the greater withdrawal of females into home duties.

Regarding unemployment rates, again significant gender and educational differences occur. Once again males experience greater unemployment than their female counterparts, this time with the exception of school-leavers with no qualifications where a male unemployment rate of less than 55% compares quite favourably with a female rate of 62%. Unsurprisingly, unemployment rates decline significantly with additional educational attainment, for both males and females. For instance, an unemployment rate of 62% among female school-leavers with no qualifications drops substantially to 8% among female third-level graduates.

Table 3.1 : Labour force participation rates and unemployment rates for all respondents by highest level of education

| Highest level of education | In Labour Force | | Unemployment rate | |
|----------------------------|-----------------|-------------|-------------------|-------------|
| | Males | Females | Males | Females |
| | % | % | % | % |
| No qualifications | 98.6 | 70.2 | 54.8 | 62.0 |
| Group/ Inter Cert | 99.6 | 79.9 | 26.6 | 22.3 |
| Leaving Cert | 99.0 | 91.9 | 11.0 | 7.3 |
| Third level | 84.5 | 91.0 | 12.0 | 8.2 |
| Total % | 95.1 | 88.2 | 19.5 | 12.5 |

Unemployment Experiences

Examination of unemployment status at one point in time may provide an incomplete picture since variations in status since leaving school are overlooked. While 14.5% of school-leavers surveyed were unemployed in 1992, almost half were unemployed at some stage since leaving school (Table 3.2). Male school-leavers were more likely to have experienced unemployment and, in addition, experienced unemployment more frequently: their mean number of spells (.84) significantly higher than that of females (.72). Stark differences in unemployment experiences emerge by level of educational attainment (Table 3.3). A mean number of spells of unemployment of 1.25 for school-leavers with no qualifications fell dramatically to 0.41 for degree-holders. Similarly, while 71% of those without qualifications had experienced unemployment at some stage since leaving school, the corresponding figure for those with third level qualifications was less than 37%. We should remember of course that third level graduates are less than two and a half years in the labour force compared to six years for early school-leavers.

Unemployment Duration

Returning to current unemployment experiences and once more confining our analysis to those living in Ireland, almost half have been unemployed for a year or more with a sizeable proportion (18%), unemployed for more than four years (Table 3.7). Variations in duration of unemployment according to gender are negligible. However, this is clearly not so for educational level (Table 3.7). Duration of current unemployment falls considerably with each additional educational level: the proportion experiencing unemployment for more than three years declines from 52% for school-leavers with no qualifications, to 10% for Leaving Certificate holders, to 4% for third level graduates.

Table 3.2 : Experience of unemployment among all respondents by sex

| | Males | | Females | | Total | |
|------------------------------------|-------|-----|---------|-----|-------|-----|
| | % | N | % | N | % | N |
| Never unemployed | 50.4 | 430 | 53.7 | 432 | 52.0 | 862 |
| At least one spell of unemployment | 49.6 | 423 | 46.3 | 373 | 48.0 | 797 |
| Mean no. of spells | 0.84 | | 0.72 | | 0.78 | |

Table 3.3 : Experience of unemployment among all respondents by highest level of education achieved

| | No qual | Group/ Inter | Leaving/ incomplete third level | Cert/ diploma | Degree | Total |
|------------------------------------|---------------|---------------|---------------------------------|---------------|---------------|----------------|
| | %(N) | %(N) | %(N) | %(N) | %(N) | %(N) |
| Never unemployed | 29.2 (34) | 41.7 (160) | 54.6 (420) | 56.7 (102) | 69.9 (146) | 52.0 (862) |
| At least one spell of unemployment | 70.8 (82) | 58.3 (223) | 45.4 (350) | 43.3 (78) | 30.1 (63) | 48.0 (796) |
| Mean no. of spells | 1.25 (116) | 1.06 (383) | 0.70 (770) | 0.67 (181) | 0.41 (209) | 0.78 (1658) |

Table 3.4 : Number of spells of unemployment experienced among all respondents by sex

| No. of spells | Males | | Females | | Total | |
|---------------|-------------|------------|-------------|------------|--------------|-------------|
| | % | N | % | N | % | N |
| None | 50.4 | 430 | 53.7 | 432 | 52.0 | 862 |
| One | 28.2 | 241 | 31.0 | 249 | 29.6 | 490 |
| Two | 13.4 | 114 | 9.6 | 77 | 11.5 | 191 |
| Three or more | 7.9 | 68 | 5.8 | 47 | 6.9 | 115 |
| N | 51.4 | 853 | 48.6 | 806 | 100.0 | 1659 |

Table 3.5 : Number of spells of unemployment experienced among all respondents by highest level of education achieved

| No. of spells | No qual | Group/ Inter Cert | Leaving/ Incomplete third level | Third level qualification | Total |
|---------------|--------------|----------------------|---------------------------------------|------------------------------|---------------|
| | % | % | % | % | % |
| None | 29.2 (34) | 41.7 (160) | 54.6 (420) | 63.8 (249) | 52.0 (862) |
| One | 38.4 (44) | 31.4 (120) | 30.0 (231) | 24.3 (95) | 29.6 (490) |
| Two | 16.9 (20) | 14.8 (57) | 10.4 (80) | 8.8 (34) | 11.5 (191) |
| Three or more | 15.5 (18) | 12.0 (46) | 5.0 (39) | 3.0 (12) | 6.9 (115) |
| N | 116 | 383 | 770 | 390 | 1658 |

Table 3.6 : Duration of current unemployment by sex

| Duration | Males | Females | Total |
|-------------------|-------|---------|-------|
| | % | % | % |
| Less than 1 month | 5.2 | 4.7 | 5.1 |
| 1 - 6 months | 30.7 | 30.7 | 30.7 |
| 6 months - 1 year | 14.7 | 15.8 | 15.1 |
| 1 - 2 years | 16.3 | 14.4 | 15.6 |
| 2 - 3 years | 11.7 | 8.2 | 10.5 |
| 3 - 4 years | 5.9 | 2.4 | 4.7 |
| 4 years or more | 15.5 | 23.7 | 18.3 |
| Mean no. of weeks | 87 | 102 | 92 |

Table 3.7 : Duration of current unemployment by highest level of education achieved

| Duration | No quals | Group/Inter | Leaving | Third level | Total |
|-------------------|----------|-------------|---------|-------------|-------|
| | % | % | % | % | % |
| Less than 1 month | 3.4 | 3.7 | 0.0 | 19.5 | 5.1 |
| 1 - 6 months | 10.5 | 24.6 | 43.1 | 62.6 | 30.7 |
| 6 months - 1 year | 9.0 | 23.3 | 14.2 | 5.2 | 15.1 |
| 1 - 2 years | 14.6 | 18.3 | 20.1 | 3.6 | 15.6 |
| 2 - 3 years | 10.5 | 11.4 | 12.3 | 5.2 | 10.5 |
| 3 - 4 years | 8.2 | 4.1 | 2.2 | 4.0 | 4.7 |
| 4 years or more | 43.9 | 14.7 | 8.1 | 0.0 | 18.3 |
| Mean no. of weeks | 176 | 83 | 63 | 22 | 92 |

Receipt of Social Welfare

Focusing exclusively on those unemployed at the time of the survey, a considerable proportion are in receipt of some type of social welfare (90%), most of whom receive unemployment assistance (60%). Males are somewhat more likely to be in receipt of unemployment benefit or unemployment assistance than their female counterparts who are over-represented in the 'other social welfare' category (Table 3.9). Age differences also provide some interesting results (Table 3.8). Receipt of unemployment assistance declines progressively with age, as does the receipt of other social welfare benefits. Conversely, receipt of unemployment benefit increases with age, while the proportion not receiving any social welfare rises substantially from no-one in the 19-21 years cohort, to 16% for 24 year-olds. However, since age is related to level of education (those leaving school at the Leaving Certificate being older) and there is a shorter duration of unemployment among those leaving school later, older respondents are more likely to receive unemployment benefit.

Finally, educational attainment strongly influences receipt of social welfare payments with progressive educational attainments reducing the likelihood of social welfare dependency and increasing the proportion of unemployed not in receipt of social welfare (Table 3.10). Over one third of those with third level qualifications are not receiving social welfare payments compared with just 1% of those with no qualifications. However, it should be noted that given the small cell sizes in these tables, the results should be interpreted with caution.

Table 3.8 : Receipt of social welfare payments among unemployed respondents by age

| Type of payment | 19 - 21 years | 22 & 23 years | 24 years | 25 years or more | Total |
|-------------------------|---------------|---------------|----------|------------------|-------|
| | % | % | % | % | % |
| Unemployment Benefit | 14.5 | 26.5 | 18.9 | 32.7 | 22.8 |
| Unemployment Assistance | 78.0 | 54.6 | 61.2 | 47.7 | 60.0 |
| Other Social Welfare | 7.5 | 9.1 | 3.4 | 3.8 | 6.8 |
| None of the above | 0.0 | 9.8 | 16.4 | 15.8 | 10.4 |
| N | 42 | 108 | 64 | 20 | 234 |

Table 3.9 : Receipt of social welfare payments among unemployed respondents by sex

| Type of payment | Males | | Females | | Total | |
|------------------------------|-------|-----|---------|----|-------|-----|
| | % | N | % | N | % | N |
| Unemployment Benefit | 25.1 | 39 | 18.4 | 15 | 22.8 | 53 |
| Unemployment Assistance | 63.9 | 99 | 52.4 | 42 | 60.0 | 141 |
| Other social welfare payment | 1.3 | 2 | 17.6 | 14 | 6.8 | 16 |
| None of the above | 9.7 | 15 | 11.7 | 9 | 10.4 | 24 |
| N | 66.2 | 155 | 33.8 | 80 | 100.0 | 234 |

Table 3.10 : Receipt of social welfare payments among unemployed respondents by highest level of education achieved

| Type of payment | No qualification | Group/ Inter Cert | Leaving/ Incomplete third level | Third level qual | Total |
|------------------------------|------------------|-------------------|---------------------------------|------------------|-------|
| | % | % | % | % | % |
| Unemployment Benefit | 12.4 | 23.7 | 37.7 | 13.5 | 22.8 |
| Unemployment Assistance | 75.6 | 63.1 | 45.8 | 48.9 | 60.0 |
| Other social welfare payment | 11.0 | 8.4 | 4.1 | 0.0 | 6.8 |
| None of the above | 1.0 | 4.8 | 12.4 | 37.6 | 10.4 |
| N | 58 | 87 | 56 | 33 | 234 |

Registration With FÁS

Of those school-leavers unemployed at the time of the survey, the vast majority are registered with FÁS (Table 3.11). Males have higher rates of registration than their female counterparts (84% of males relative to 73% of females), while those looking for their first job emerge as less likely to register than those unemployed (Table 3.12). Less than 18% of those unemployed at the time of the survey and previously employed fail to register with FÁS compared to almost 29% of those who are still looking for their first job. Consideration of educational attainment reveals variations in registration rates (Table 3.13). Those with third level qualifications are found to be somewhat less likely to register, with 57% of third level graduates registering with FÁS compared to 80% of those with no qualifications. These differences may partly reflect the shorter duration of unemployment among the more qualified.

Interestingly, school-leavers registered with FÁS are more likely to be in receipt of unemployment benefit or assistance than other types of social welfare or no social welfare at all (Table 3.14). In addition, registration is somewhat higher among those looking for work (Table 3.15). Among those not looking for work, education, training or employment commitments as reasons for not looking for work account for the highest registration levels (Table 3.16). Finally, registration rates appear highest among school-leavers resident in Eastern regions of Ireland, with those resident abroad, for obvious reasons, showing lowest registration rates (Table 3.17). Once more it is important to keep in mind that these results should be interpreted with caution given the small numbers involved.

Table 3.11 : Registration with FÁS among those currently unemployed by Sex

| Registered with FÁS? | Sex of respondent | | Total |
|----------------------|-------------------|--------|-------|
| | Male | Female | |
| | % | % | % |
| Yes | 84.3 | 72.8 | 80.3 |
| No | 15.7 | 27.2 | 19.7 |
| N | 145 | 77 | 222 |

Table 3.12 : Registration with FÁS among those currently unemployed by usual employment status

| Registered with FÁS? | Employment Status | | Total |
|----------------------|-------------------|-----------------------|-------|
| | Unemployed | Looking for first job | |
| | % | % | % |
| Yes | 82.5 | 71.3 | 80.3 |
| No | 17.5 | 28.7 | 19.7 |
| N | 179 | 43 | 222 |

Table 3.13 : Registration with FÁS among those currently unemployed by highest level of education achieved

| Registered with FÁS? | Highest level of education achieved | | | | Total |
|----------------------|-------------------------------------|-------------------|---------------------------------|---------------------------|-------|
| | No Qualifications | Group/ Inter Cert | Leaving/ Incomplete third level | Third level qualification | |
| | % | % | % | % | % |
| Yes | 80.2 | 88.0 | 81.7 | 56.5 | 80.3 |
| No | 19.8 | 12.0 | 18.3 | 43.5 | 19.7 |
| N | 57 | 84 | 51 | 30 | 222 |

Table 3.14 : Registration with FÁS among those currently unemployed by type of social welfare payment currently being received

| Registered with FÁS? | Type of Welfare Payment | | | | Total |
|----------------------|-------------------------|-------------------------|----------------------|---------------|-------|
| | Unemployment benefit | Unemployment assistance | Other social welfare | None of above | |
| | % | % | % | % | % |
| Yes | 86.7 | 87.2 | 64.7 | 38.0 | 80.3 |
| No | 13.3 | 12.8 | 35.3 | 62.0 | 19.7 |
| N | 49 | 134 | 16 | 23 | 222 |

Table 3.15 : Registration with FÁS among those currently unemployed by Status as to "looking for work"

| Registered with FÁS? | Situation with regard to looking for work | | Total |
|----------------------|---|---------------------------------|-------|
| | Looking | Stopped looking/ Not looking | |
| | % | % | % |
| Yes | 83.8 | 56.5 | 80.3 |
| No | 16.2 | 43.5 | 19.7 |
| N | 193 | 29 | 222 |

Table 3.16 : Registration with FÁS among those currently unemployed by Reason respondent is not looking for work

| Registered with FÁS? | Education/ training | Child care | Unable to find work/ wages too low | Total |
|----------------------|---------------------|------------|---------------------------------------|-------|
| | % | % | % | % |
| Yes | 67.8 | 65.1 | 49.6 | 58.9 |
| No | 32.2 | 34.9 | 50.4 | 41.1 |
| N | 8 | 8 | 12 | 28 |

Table 3.17 : Registration with FÁS among those currently unemployed by Area of residence in 1992

| Registered? | East | SE/ SW/ MW | NE/ M/ W/ NW | Total |
|-------------|------|------------|--------------|-------|
| | % | % | % | % |
| Yes | 89.3 | 80.1 | 74.8 | 81.9 |
| No | 10.7 | 19.9 | 25.2 | 18.1 |
| N | 74 | 87 | 53 | 214 |

Job Search

As to be expected, the desire to find (new) work appears strongest among the unemployed, almost 85% of such respondents looking for work at the time of the survey (Table 3.18). While 10% of those employed are looking for work, over 12% of the unemployed are not in search of employment, indicating perhaps, an acceptance of their employment status as something beyond their control.

Looking at gender differences in job search status among the unemployed, interesting findings emerge (Table 3.19). Females are less likely to be in search of work, their male counterparts making greater efforts to secure work. Given the greater proportion of females withdrawing into home duties this may account for at least some of this variation. While these findings are not statistically significant, had we included those withdrawn from the labour force they would be significant.

Finally, educational attainment once again appears to play its role in influencing search for employment with additional educational attainments increasing the likelihood of the unemployed school-leaver seeking work (Table 3.20). While 23% of those with no qualifications are not seeking work, this holds for just 7 - 9% of Leaving Certificate holders or third level graduates.

Throwing light on the reasons these respondents are not seeking employment provides largely expected results, with the exception of the unemployed (Table 3.21). While 90% of those unavailable for work cite child care responsibilities, 93% of those at work stating the existence of a job and 99% of students stating education or training commitments, no predominant reason emerges for the unemployed. Child care responsibilities, existence of a job or an offer, an inability to secure work, low wage rates and an unavailability of work are all frequently cited.

Gender differences in reasons are largely unremarkable, with the exception of child care responsibilities - a significantly more prominent reason among females (Table 3.22). Educational attainment levels, as to be expected, significantly influence the likelihood of citing education or training commitments as a reason: less than 1% of those without qualifications state this reason, compared with 28% of degree-holders (Table 3.23). Once again, child care responsibilities play a far more prominent role among those with low qualifications, with 23% of those without qualifications compared to no-one among the degree-holders stating this as a reason. Those with no or even low qualifications are more likely to consider their lack of education, skills or experience, their inability to find work, low wage rates or an unavailability of work, as obstacles.

Table 3.18 : Situation with regard to looking for work by Current Employment status

| | Student/ Training | At work | Unemployed | Unavailable for work | Total |
|----------------------------------|----------------------|---------|------------|-------------------------|-------|
| | % | % | % | % | % |
| Looking for work now | 13.6 | 9.9 | 84.8 | 6.3 | 20.9 |
| Stopped looking- obtained job | 0.0 | 1.3 | 2.7 | 0.0 | 1.4 |
| Not looking | 86.4 | 88.8 | 12.5 | 93.7 | 77.7 |
| N | 68 | 1250 | 241 | 74 | 1633 |

Table 3.19 : Situation with regard to looking for work among unemployed school leavers (excluding those not in the labour force) by sex

| | Males | Females | Total |
|--------------------------------|-------|---------|-------|
| | % | % | % |
| Looking for work now | 88.8 | 79.5 | 85.6 |
| Stopped looking - obtained job | 3.6 | 0.0 | 2.4 |
| Not looking for work | 7.6 | 20.5 | 12.0 |
| N | 155 | 83 | 238 |

Table 3.20 : Situation with regard to looking for work among unemployed school leavers by highest level of education achieved

| | No qualifications | Group/ Inter Cert | Leaving/ Incomplete third level | Third level Qualification | Total |
|--------------------------------|-------------------|-------------------|---------------------------------|---------------------------|-------|
| | % | % | % | % | % |
| Looking for work now | 77.0 | 86.6 | 92.6 | 85.4 | 85.6 |
| Stopped looking - obtained job | 0.0 | 4.0 | 0.0 | 6.1 | 2.4 |
| Not looking | 23.0 | 9.3 | 7.4 | 8.5 | 12.0 |
| N | 58 | 88 | 59 | 34 | 238 |

Table 3.21 : Reasons respondents are not looking for work by current employment status

| Reasons | Student/ Training | At work | Unemployed | Unavailable for work | Total |
|--|----------------------|---------|------------|-------------------------|-------|
| | % | % | % | % | % |
| Full-time education/training | 98.6 | 1.0 | 7.8 | 0.0 | 5.7 |
| Have job/offer | 1.4 | 92.6 | 18.3 | 1.5 | 81.3 |
| Child care | 0.0 | 0.5 | 29.6 | 89.9 | 6.1 |
| Ill / awaiting results of employment competition | 0.0 | 0.3 | 5.4 | 8.7 | 0.9 |
| Lack education, skills, experience | 0.0 | 1.6 | 9.0 | 0.0 | 1.6 |
| Unable to find work/ fed up looking | 0.0 | 1.8 | 19.5 | 0.0 | 2.0 |
| Wages too low/ work not available | 0.0 | 2.3 | 10.4 | 0.0 | 2.3 |
| N | 59 | 1098 | 33 | 69 | 1260 |

Table 3.22 : Reasons respondents are not looking for work by sex

| Reasons | Males | Females | Total |
|--|-------|---------|-------|
| | % | % | % |
| Full-time education/ training | 6.6 | 4.9 | 5.7 |
| Have job / offer | 86.5 | 76.4 | 81.3 |
| Child care | 0.2 | 11.8 | 6.1 |
| Ill / await results of employment competition | 0.9 | 0.9 | 0.9 |
| Lack education, skills, experience | 1.4 | 1.8 | 1.6 |
| Unable to find work / fed up looking | 1.5 | 2.6 | 2.0 |
| Wages too low / work not available | 2.8 | 1.7 | 2.3 |
| N | 619 | 643 | 1262 |

Table 3.23 : Reasons respondents are not looking for work by highest level of education achieved

| Reasons | No quals | Group/ Inter | Leaving/ Incomplete third level | Cert/ diploma | Degree | Total |
|---|-------------|-----------------|---------------------------------------|------------------|--------|-------|
| | % | % | % | % | % | % |
| Full-time education/Training | 0.7 | 1.1 | 3.4 | 4.6 | 27.5 | 5.7 |
| Have job/offer | 56.7 | 80.0 | 85.6 | 90.7 | 68.4 | 81.3 |
| Child care | 23.0 | 9.9 | 5.3 | 0.6 | 0.0 | 6.1 |
| Ill / await results of employment competition | 0.0 | 1.9 | 0.7 | 1.0 | 0.6 | 0.9 |
| Lack education, skills, experience | 5.3 | 2.2 | 1.3 | 1.7 | 0.0 | 1.6 |
| Unable to find work/ fed up looking | 6.1 | 1.1 | 2.2 | 0.8 | 2.3 | 2.0 |
| Wages too low/ work not available | 8.2 | 3.7 | 1.6 | 0.6 | 1.1 | 2.3 |
| N | 69 | 273 | 635 | 135 | 148 | 1261 |

Summary

In summary, almost half of the school-leavers experienced unemployment at some stage since leaving school, this figure concealing more frequent and a longer duration of unemployment among males and those with low or no qualifications. Receipt of social welfare declines progressively with educational level, males and those with lower qualifications being more likely to be in receipt of unemployment benefit or unemployment assistance. The vast majority of those unemployed are registered with FÁS. Females and those with third level qualifications are less likely to register - partly reflecting the greater withdrawal of females into home duties and the shorter duration of unemployment among the more qualified. The search for work is strongest for the unemployed - among whom males and those with the Leaving Certificate or third level qualifications are the most likely to be seeking work.

Section Four : Participation In Education and Training since leaving school

Education and training participation and attainments of school-leavers are the focus of this section. The receipt of qualifications as a result of training is also examined. While the focus is primarily on those who have participated in education and/or training at some stage since leaving school, reference is also made to those currently participating. As mentioned in the introduction, 432 respondents in the 1992 survey were not the school-leavers themselves, but close relatives answering on their behalf. As such, a number of questions, including those pertaining to part-time and employer-related training, were not asked of these respondents. For this reason, much of the data presented in this section is confined to those 1225 respondents who were the school-leavers themselves. In this section, reference is made to four types of education and training: full-time post second level education, full-time state training, part-time education and training and employer sponsored training. While the first four tables specifically focus on training, consideration is given to both education and training in the remainder of the section.

Participation Rates

While participation in any full- or part-time training course since leaving school stands at over 60%, significant variations by gender and educational attainment are apparent (Tables 4.1 and 4.2). Among third level graduates participation is somewhat lower than among those of lower educational attainment: 46% for those with third level qualifications relative to 65% for others. Males are less likely to have participated in training than their female counterparts: 60% of males compared with 62% of females have participated in training.

Regarding the type of training received, considerable variation among educational levels is evident (Tables 4.3 and 4.4). Participation in both state and VPT courses is highest among those with no or only low qualifications: 32% of those without qualifications have taken a state training course compared with less than 1% of those with a degree. In contrast to this situation, participation in part-time training is somewhat higher among those with a Leaving Certificate or above, such school-leavers accounting for in excess of 90% of all participation. Finally, employer sponsored training comprises participants of all educational levels, the strongest participation being among those whose highest qualification is the Leaving Certificate. In terms of combinations of two or more types of courses, those with the Group, Intermediate or Leaving Certificate are the most prominent while third level graduates and those without qualifications are largely under-represented.

Tables 4.5 and 4.6 perhaps more clearly illustrate differential participation rates among gender and educational groups. Firstly, participation rates are strongest for full-time education courses followed by employer-sponsored training, with full-time training and part-time education and training courses showing the lowest participation levels. While females are largely over-represented in both full-time education and part-time education and training courses, the reverse occurs for full-time training and employer-sponsored training where the number of males exceed that of females by almost 5 percentage points (Table 4.5). Consideration of educational attainment at second level reveals a similar pattern (Table 4.6). While participants in full-time education and part-time education and training are predominantly of Leaving Certificate attainment, the opposite is true of full-time training courses: 54% of Leaving Certificate holders participated in full-time education relative to 1.4% of those without qualifications, while 38% of those without qualifications participated in full-time training compared with 14% of those with the Leaving Certificate. No significant educational differences emerge among participants in employer-sponsored training.

These results appear to be reinforced in Table 4.7 illustrating the extent to which further education reinforces or compensates for, initial disadvantage. Clearly those who complete third level courses of any kind are overwhelmingly comprised of those who attained the Leaving Certificate and/or Matric upon leaving school in 1987. Those without qualifications in 1987 are not represented at all among third level participants, while less than 3% of Group and Intermediate Certificate school-leavers progressed to the Leaving Certificate and only 1% to third level.

In summary, the patterns of participation in full-time education and part-time education and training courses clearly operate to the advantage of females and those with higher attainments at second level - participants being overwhelmingly comprised of those who left school at the Leaving Certificate level. In contrast to this situation, participation in full-time training to some extent compensates for these variations, participants over-representing those with low or no qualifications at all and male school-leavers.

Table 4.1 : Participation in any training course since leaving school by highest level of education achieved (for those 1225 respondents who were asked all questions)

| Participation in training | Up to & including Group/Inter | Leaving/ Incomplete third level | Third level qualification | Total |
|-------------------------------|-------------------------------|---------------------------------|---------------------------|---------------|
| | %(N) | %(N) | %(N) | %(N) |
| Never participated | 35.1 (133) | 35.0 (198) | 54.2 (147) | 39.3 (477) |
| Participated in some training | 64.9 (246) | 65.0 (368) | 45.8 (124) | 60.7 (738) |
| N | 379 | 565 | 271 | 1215 |

Table 4.2 : Participation in any training course since leaving school by sex

| Participation in training | Males | Females | Total |
|-------------------------------|---------------|---------------|---------------|
| | %(N) | %(N) | %(N) |
| Never participated | 40.2 (243) | 38.4 (234) | 39.3 (477) |
| Participated in some training | 59.8 (363) | 61.6 (376) | 60.7 (739) |
| N | 606 | 609 | 1215 |

Table 4.3 : Ever participated in State, Employer, Part-time and/or VPT training by highest level of education achieved? (for those 1225 respondents who were asked all questions)

| Participation in training | No qual | Group/ Inter | Leaving/ Incomplete third level | Cert/ Diploma | Degree | Total |
|----------------------------------|----------|--------------|---------------------------------|---------------|----------|-----------|
| No training ever | 47.6(47) | 30.6(86) | 35.0(198) | 41.7(51) | 64.1(96) | 39.3(477) |
| Dropped out-never completed | 4.9(5) | 9.2(26) | 3.4(19) | 2.2(3) | 1.2(2) | 44(54) |
| Still training-never completed | 0.3(0) | 1.3(4) | 4.6(26) | 9.0(11) | 10.3(15) | 4.6(56) |
| VPT only | 0.0 | 14.6(41) | 8.6(48) | 0.8(1) | 0.0 | 7.4(90) |
| State training only | 32.3(32) | 15.5(43) | 8.5(48) | 11.9(15) | 0.5(1) | 11.4(139) |
| Part-time training only | 1.3(1) | 1.8(5) | 7.7(44) | 7.5(9) | 13.5(20) | 6.5(79) |
| Employer sponsored training only | 9.1(9) | 13.4(37) | 15.3(86) | 13.4(16) | 6.3(9) | 13.0(159) |
| Two types of training | 4.4(4) | 11.4(32) | 14.9(85) | 11.3(14) | 3.9(6) | 11.6(140) |
| Three types of training | 0.0 | 2.2(6) | 1.9(11) | 2.1(3) | 0.0 | 1.6(20) |
| All four | 0.0 | 0.0 | 0.2(1) | 0.0 | 0.0 | 0.1(1) |
| N | 99 | 280 | 565 | 122 | 149 | 1215 |

Table 4.4 : Ever participated in State, Employer, Part-time and/or VPT training by highest level of education achieved? (for those 1225 respondents who were asked all questions)

| Participation in training | No qual | Group/ Inter | Leaving/ Incomplete third level | Cert/ Diploma | Degree | Total |
|------------------------------|----------|-----------------|---------------------------------------|------------------|----------|-----------|
| | %(N) | %(N) | %(N) | %(N) | %(N) | %(N) |
| Never participated | 47.6(47) | 30.6(86) | 35.0(198) | 41.7(51) | 64.1(96) | 39.3(477) |
| Dropped out never completed | 4.9(5) | 9.2(26) | 3.4(19) | 2.2(3) | 1.2(2) | 4.4(54) |
| Still training | 0.3(0) | 1.3(4) | 4.6(26) | 9.0(11) | 10.3(15) | 4.6(56) |
| VPT only | 0.0(0) | 14.6(41) | 8.6(48) | 0.8(1) | 0.0 | 7.4(90) |
| State training only | 32.3(32) | 15.5(43) | 8.5(48) | 11.9(15) | 0.5(1) | 11.4(139) |
| Part time training | 1.3(1) | 1.8(5) | 7.7(44) | 7.5(9) | 13.5(20) | 6.5(79) |
| Employer training only | 9.1(9) | 13.4(37) | 15.3(86) | 13.4(16) | 6.3(9) | 13.0(159) |
| State & employer | 2.9(3) | 0.0 | 3.2(18) | 1.4(2) | 0.5(1) | 1.9(23) |
| State & part-time | 0.6(1) | 0.0 | 1.1(6) | 1.4(2) | 1.3(2) | 0.9(10) |
| Employer & part-time | 0.0 | 1.9(5) | 3.5(20) | 6.5(8) | 2.1(3) | 3.0(36) |
| VPT & part-time | 0.0 | 1.9(5) | 2.5(14) | 0.7(1) | 0.0 | 1.7(20) |
| VPT & employer | 0.0 | 3.7(10) | 2.5(14) | 1.3(2) | 0.0 | 2.1(26) |
| VPT & state | 0.9(1) | 3.9(11) | 2.2(12) | 0.0 | 0.0 | 2.0(24) |
| State & employer & part-time | 0.0 | 0.4(1) | 0.9(5) | 0.8(1) | 0.0 | 0.6(7) |
| VPT & employer & part-time | 0.0 | 0.4(1) | 0.3(2) | 0.0 | 0.0 | 0.2(3) |
| VPT & state & part-time | 0.0 | 0.0 | 0.3(2) | 0.0 | 0.0 | 0.1(2) |
| VPT & employer & state | 0.0 | 1.4(4) | 0.5(3) | 1.3(2) | 0.0 | 0.7(8) |
| All four | 0.0 | 0.0 | 0.2(1) | 0.0 | 0.0 | 0.1(1) |
| N | 99 | 280 | 565 | 122 | 149 | 1215 |

Table 4.5 : Ever participated in full- or part-time education and/or training courses since leaving school by sex? (percentages)

| | Males | Females | Total |
|---|-------|---------|-------|
| Full-time education | | | |
| Participated | 34.3 | 45.3 | 39.6 |
| Did not participate | 65.7 | 54.7 | 60.4 |
| Mean no. of courses | 0.5 | 0.6 | 0.5 |
| Full-time training | | | |
| Participated | 20.2 | 15.7 | 18.0 |
| Did not participate | 79.8 | 84.3 | 82.0 |
| Mean no. of courses | 0.24 | 0.18 | 0.21 |
| Part-time education and training | | | |
| Participated | 14.0 | 20.7 | 17.4 |
| Did not participate | 86.0 | 79.3 | 82.6 |
| Mean no. of courses | 0.13 | 0.21 | 0.17 |
| Employer - Sponsored training | | | |
| Participated | 33.3 | 25.3 | 29.4 |
| Did not participate | 66.7 | 74.7 | 70.6 |
| Mean no. of days | 127 | 63 | 96 |

Table 4.6 : Ever participated in full- or part-time education and/or training courses since leaving school by level of education attained at second level? (percentages)

| | No exam | Group/ Inter Cert | Leaving Cert | Total |
|---|---------|----------------------|-----------------|-------|
| Full-time education | | | | |
| Participated | 1.4 | 6.6 | 54.3 | 39.5 |
| Did not participate | 98.6 | 93.4 | 45.7 | 60.5 |
| Mean no. of courses | 0.03 | 0.08 | 0.6 | 0.5 |
| Full-time training | | | | |
| Participated | 38.3 | 23.1 | 14.1 | 18.0 |
| Did not participate | 61.7 | 76.9 | 85.9 | 82.0 |
| Mean no. of courses | 0.53 | 0.29 | 0.15 | 0.21 |
| Part-time education and training | | | | |
| Participated | 4.9 | 8.4 | 21.9 | 17.4 |
| Did not participate | 95.1 | 91.6 | 78.1 | 82.6 |
| Mean no. of courses | 0.04 | 0.10 | 0.20 | 0.17 |
| Employer Sponsored training | | | | |
| Participated | 19.6 | 29.3 | 30.2 | 29.4 |
| Did not participate | 80.4 | 70.7 | 69.8 | 70.6 |
| Mean no. of days | 60 | 135 | 87 | 96 |

Table 4.7 : Highest level of education achieved in 1992 by level of education attained in 1987¹

| Level of education in 1992 | Level of education in 1987 | | | Total |
|----------------------------------|----------------------------|-------------|----------------|-------|
| | No qualification | Inter/Group | Leaving/Matric | |
| | % | % | % | % |
| No qualifications | 95.2 | 0.7 | 0.1 | 7.7 |
| Inter / Group Cert | 4.8 | 96.4 | 0.3 | 23.7 |
| Leaving / Incomplete third level | 0.0 | 2.2 | 68.5 | 47.2 |
| Certificate / Diploma | 0.0 | 0.7 | 14.0 | 9.7 |
| Degree | 0.0 | 0.0 | 17.1 | 11.6 |
| N | 109 | 331 | 942 | 1382 |

¹ : A small number of people in 1992 said they had lower qualifications than they originally said in 1987.

Qualifications received by participants

Regarding the award of qualifications for full-time training, CERT, VEC, University, Private firm and other types of courses have more positive rates of certification than FAS courses : less than 22% of these graduates not receiving a certificate compared to a figure of almost 45% for FAS courses (Table 4.8). Similarly, a figure of 56% for FAS courses, for the receipt of qualifications for all courses completed, compares quite poorly with 71% for other courses (Table 4.9).

In terms of the value of the course in seeking employment, over 93% of respondents consider their course of some use. CERT, VEC and other courses come out slightly ahead of FAS courses: while 64% of those completing FAS courses consider their course of value in seeking employment both in Ireland and abroad, almost 80% of those completing 'other' courses believe this. Finally, it is interesting to observe a low level of participation among those unemployed at some time - over 71% of those who have experienced unemployment at some stage since leaving school have not participated in full-time training. Once again, given the small numbers involved, these results should be interpreted with caution.

Table 4.8 : Type of qualification awarded for full-time training courses by provider of course

| Type of qualification | FAS | Other ² | Total |
|----------------------------------|------|--------------------|-------|
| | % | % | % |
| No certificate | 44.4 | 21.8 | 41.6 |
| Certificate - FAS/CERT | 43.3 | 42.4 | 43.2 |
| Certificate - other State / Firm | 2.0 | 19.2 | 4.1 |
| City & Guilds | 10.3 | 16.7 | 11.1 |
| N | 193 | 27 | 220 |

Table 4.9 : Receipt of qualifications for full-time training courses completed by course provider

| Qualifications | FAS | Other | Total |
|---------------------------------|------|-------|-------|
| | % | % | % |
| No qualifications | 40.6 | 16.1 | 37.4 |
| Qualifications for some courses | 3.6 | 12.9 | 4.7 |
| Qualifications for all courses | 55.8 | 71.0 | 57.9 |
| N | 211 | 31 | 242 |

² : 'Other' category refers to CERT, VEC, University, Private firm and other types of training.

Table 4.10 : Respondents' assessment of the value of the qualification in seeking employment by course provider

| Qual/Cert of value | FÁS | Other | Total |
|--------------------|------|-------|-------|
| | % | % | % |
| In Ireland only | 27.9 | 11.9 | 25.3 |
| Abroad only | 2.0 | 1.9 | 2.0 |
| Both | 63.5 | 79.3 | 66.1 |
| Neither | 6.6 | 6.9 | 6.6 |
| N | 116 | 23 | 139 |

Section Five : Outcome of Education and Training Received

Differential rates of completion and qualification¹ of full- and part-time education and training courses are discussed in this section. In addition, school-leavers perceptions of the value of education and training in securing employment are examined.

Rates of Completion and Qualification for Full- and Part-time Education and Training Courses

As discussed in the previous section, participation is strongest for full-time education courses: while almost 40% of school-leavers participated in full-time education since leaving school, the corresponding figures for full-time training and part-time education and training courses are 18% and 17%, respectively (Table 5.1). While females outnumber their male counterparts in both full-time education (by 10 percentage points) and part-time education and training (5 percentage points), the opposite occurs for full-time training: 20% of males participated compared to 16% of females.

Focusing on full-time education courses where, among females, higher completion rates accompanied by higher rates of qualification are evident (Table 5.2). As could be expected, educational attainments at second level play a prominent role in affecting completion and qualification rates : those who attained the Leaving Certificate are more likely to both complete and receive qualifications for post-second level education courses than those leaving school with the Group or Intermediate Certificate or, more noticeably, those who did not sit any examinations (Table 5.3).

Regarding full-time training courses, a somewhat more varied pattern emerges. While females are once again more likely to complete their training course(s), it is male school-leavers who benefit from significantly higher rates of qualification (Table 5.4). This may reflect, at least in part, lower accreditation among courses typically designed for, or sought by females. A similar anomaly arises in terms of educational attainment. While participation and completion rates among those with no certificates and those with the Leaving Certificate are largely comparable, the receipt of qualifications operates disproportionately to the disadvantage of those with no education. Once more, this may reflect lower accreditation among courses typically offered to those leaving school at or before the Group or Intermediate Certificate level (Table 5.5).

1 : Throughout this section qualification rates refer to the proportion of those completing courses who receive qualifications.

In contrast to this situation, females are marginally more successful in completing part-time courses and are duly rewarded with slightly higher rates of qualification than their male counterparts (Table 5.6). Once again, increasing attainment at second level coincides with greater success, this time in the completion of part-time courses (Table 5.7). However, in this case, with the receipt of qualifications it appears no differentiation according to educational attainment is made with virtually identical rates occurring across all educational levels. However, given the small numbers, particularly pertaining to part-time course participants, these results should be interpreted with caution.

In sum, higher completion rates accompanied by higher rates of qualification among females in full-time education and part-time education and training courses are evident. However, it is male school-leavers who benefit from higher rates of qualification for full-time training, although females continue to have higher completion rates. Similarly in terms of educational attainment, among full-time education and part-time education and training course participants, those who attained the Leaving Certificate at second level are more likely complete and qualify in their course. With regard to full-time training, while completion rates are virtually identical across the educational levels, rates of qualification operated disproportionately to the advantage of those with the Leaving Certificate. Once again, small numbers make these results unreliable.

Table 5.1 : Participation in full-time and part-time education and training since leaving school (percentages and numbers in parenthesis)

| Participation in full-time post-second level education courses | | | |
|--|---------------|---------------|----------------|
| | Males | Females | Total |
| Participated | 34.3 (292) | 45.0 (366) | 39.5 (658) |
| Did not participate | 65.7 (561) | 55.0 (440) | 60.5 (1001) |
| N | 853 | 806 | 1659 |
| Participation in full-time state training courses | | | |
| | Males | Females | Total |
| Participated | 20.2 (172) | 15.7 (126) | 18.0 (299) |
| Did not participate | 79.8 (681) | 84.3 (680) | 82.0 (1361) |
| N | 853 | 806 | 1659 |
| Participation in part-time education and training courses ² | | | |
| | Males | Females | Total |
| Participated | 14.0 (85) | 20.7 (127) | 17.4 (212) |
| Did not participate | 86.0 (524) | 79.3 (486) | 82.6 (1011) |
| N | 610 | 613 | 1223 |

2 : Questions pertaining to part-time education and training were only asked when school-leavers themselves were responding.

Table 5.2 : Rates of completion and qualification for full-time post-second level education courses by sex (percentages)

| | Males | Females | Total |
|--|-------|---------|-------|
| Rate of course completion | | | |
| None completed | 16.4 | 14.6 | 15.4 |
| Some completed | 7.3 | 5.6 | 6.4 |
| All completed | 76.4 | 79.7 | 78.2 |
| N | 290 | 361 | 651 |
| Rate of qualification for courses completed | | | |
| No qualifications | 1.7 | 1.1 | 1.5 |
| Qualifications for some courses | 0.9 | 2.2 | 1.6 |
| Qualifications for all courses | 97.4 | 96.7 | 97.0 |
| N | 242 | 305 | 547 |

Table 5.3 : Rates of completion and qualification for full-time post-second level education courses by level of education attained at second level (percentages)

| | No exam | Group/ Inter Cert | Leaving Cert | Total |
|--|---------|----------------------|-----------------|-------|
| Rate of course completion | | | | |
| None completed | 48.5 | 29.8 | 14.8 | 15.4 |
| Some completed | 0.0 | 0.0 | 6.6 | 6.4 |
| All completed | 51.5 | 70.2 | 78.6 | 78.2 |
| N | 2 | 24 | 625 | 651 |
| Rate of qualification for courses completed | | | | |
| No qualifications | 100.0 | 0.0 | 1.3 | 1.4 |
| Qualifications for some courses | 0.0 | 0.0 | 1.6 | 1.6 |
| Qualifications for all courses | 0.0 | 100.0 | 97.1 | 97.0 |
| N | 1 | 17 | 529 | 547 |

Table 5.4 : Rates of completion and qualification for full-time training courses among those who have participated in training by sex (percentages)

| | Males | Females | Total |
|--|-------|---------|-------|
| Rate of course completion | | | |
| None completed | 10.6 | 9.4 | 10.1 |
| Some completed | 5.3 | 1.0 | 3.5 |
| All completed | 84.1 | 89.6 | 86.3 |
| N | 170 | 119 | 289 |
| Rate of qualification for courses completed | | | |
| No qualification | 31.7 | 44.7 | 37.2 |
| Qualifications for some courses | 3.6 | 5.8 | 4.5 |
| Qualifications for all courses | 64.7 | 49.5 | 58.3 |
| N | 144 | 105 | 249 |

Table 5.5 : Rates of completion and qualification for full-time training courses by level of education attained at second level (percentages)

| | No exam | Group/ Inter Cert | Leaving Cert | Total |
|--|---------|----------------------|-----------------|-------|
| Rate of course completion | | | | |
| None completed | 11.4 | 13.5 | 7.8 | 10.1 |
| Some completed | 8.2 | 4.5 | 1.6 | 3.5 |
| All completed | 80.4 | 82.0 | 90.5 | 86.3 |
| N | 44 | 89 | 156 | 289 |
| Rate of qualification for courses completed | | | | |
| No qualifications | 50.2 | 29.6 | 37.2 | 37.2 |
| Qualifications for some courses | 11.1 | 6.0 | 1.9 | 4.5 |
| Qualifications for all courses | 38.6 | 64.4 | 60.6 | 58.3 |
| N | 39 | 72 | 138 | 249 |

Table 5.6 : Rates of completion and qualification for part-time education and training courses among those who have participated by sex (percentages)

| | Males | Females | Total |
|---|-------|---------|-------|
| Rate of course completion | | | |
| None completed | 10.8 | 6.4 | 8.0 |
| Some completed | 1.8 | 0.7 | 1.1 |
| All completed | 87.4 | 92.9 | 90.9 |
| N | 64 | 109 | 173 |
| Rate of qualification for courses completed | | | |
| No qualification | 31.5 | 29.0 | 29.9 |
| Qualifications for some courses | 2.4 | 3.2 | 2.9 |
| Qualifications for all courses | 66.1 | 67.8 | 67.2 |
| N | 55 | 102 | 157 |

Table 5.7 : Rates of completion and qualification for part-time education and training courses by level of education attained at second level (percentages)

| | No exam | Group/ Inter Cert | Leaving Cert | Total |
|--|---------|----------------------|-----------------|-------|
| Rate of course completion | | | | |
| None completed | 48.7 | 12.3 | 6.4 | 8.0 |
| Some completed | 0.0 | 0.0 | 1.3 | 1.1 |
| All completed | 51.3 | 87.7 | 92.3 | 90.9 |
| N | 4 | 22 | 147 | 173 |
| Rate of qualification for courses completed | | | | |
| No qualifications | 31.3 | 29.1 | 30.0 | 29.9 |
| Qualifications for some courses | 0.0 | 0.0 | 3.4 | 2.9 |
| Qualifications for all courses | 68.7 | 70.9 | 66.7 | 67.2 |
| N | 2 | 18 | 137 | 157 |

Respondents' Evaluation of Education/Training Received

While educational certificates are considered the aspect of education most important in securing employment, differences of opinion among gender and educational groups are substantial. Females are significantly more likely than males to consider particular certificates, examinations, subjects and courses as important in employment success (Table 5.8). Perhaps expectedly, increasing educational attainment operates in a similar fashion with additional attainment correlating with more positive views of these aspects of education (Table 5.9). For instance, 15% of those with no qualifications considered educational certificates as important compared with 79% of degree-holders.

In terms of training, females are once again more likely than males to consider particular training as important in securing employment, although the difference is slight (Table 5.10). No significant variation occurred among educational attainment levels, however, those without qualifications were slightly less positive in their evaluation's of training received (Table 5.11).

While half of all respondents could identify further qualifications, certificates and so on, which could improve their job chances, females are slightly more likely to believe this than males (Table 5.12). Perhaps somewhat ironically, those with higher educational attainments are more likely, than those with low or no qualifications at all, to believe there are further qualifications, certificates or training courses which would improve their job chances, although the proportion only gradually rises (Table 5.13). Increasing educational attainment is again found to correlate positively with likelihood of having plans: 72% of degree-holders claimed to have some plans relative to 39% of those without qualifications (Table 5.15).

Reasons cited for not having plans were varied, although present commitments did feature prominently. Variations according to gender were not significant, however, males did express a greater difficulty in securing course places while females emphasised financial constraints more frequently (Table 5.16). When level of education is considered interesting variations emerge. Those with higher educational attainments more frequently stated present commitments and time constraints while those with low or even no qualifications were more likely to consider financial constraints or difficulty in gaining access to a course as obstacles (Table 5.17).

Table 5.8 : School Leavers' evaluation of education received by sex

| Percentages viewing aspects of their education as important in securing employment | Males | Females | Total |
|--|-------|---------|-------|
| Educational Certificates | 48.0 | 62.3 | 55.0 |
| Last exam sat | 43.0 | 57.0 | 50.0 |
| Particular subjects | 39.5 | 49.8 | 44.7 |
| Particular courses | 12.6 | 26.3 | 19.4 |
| N | 603 | 602 | 1205 |

Table 5.9 : School Leavers' evaluation of education received by highest level of education achieved

| Percentage viewing aspects of their education as important in securing employment | No qual | Group/ Inter | Leaving/ Incomplete third level | Cert/ diploma | Degree | Total |
|---|---------|--------------|---------------------------------|---------------|--------|-------|
| Educational certs | 15.0 | 30.9 | 63.5 | 73.9 | 78.7 | 55.0 |
| Last exam sat | 13.5 | 28.2 | 56.2 | 68.0 | 77.4 | 50.0 |
| Particular subjects | 15.5 | 21.5 | 48.9 | 67.6 | 67.5 | 44.7 |
| Particular courses | 8.7 | 22.4 | 21.8 | 16.3 | 14.2 | 19.4 |
| N | 97 | 277 | 568 | 121 | 143 | 1205 |

Table 5.10 : The Importance of particular training in securing employment by sex (excluding those respondents who had not received training)

| Importance | Males | Females | Total |
|------------|-------|---------|-------|
| | % | % | % |
| Lot | 19.1 | 18.0 | 18.6 |
| Some | 16.3 | 23.4 | 19.4 |
| None | 64.6 | 58.5 | 62.0 |
| N | 139 | 105 | 244 |

Table 5.11 : The Importance of particular training in securing employment by highest level of education achieved (excluding those respondents who had not received training)

| Importance of particular training | Highest level of education achieved | | | | Total |
|-----------------------------------|-------------------------------------|-------------|--------------------------------|---------------------------|-------|
| | No qualification | Inter/Group | Leaving/Incomplete third level | Third level qualification | |
| | % | % | % | % | |
| Lot | 6.8 | 18.4 | 24.6 | 11.7 | 18.6 |
| Some | 20.1 | 21.4 | 16.7 | 24.0 | 19.4 |
| None | 73.1 | 60.2 | 58.7 | 65.3 | 62.0 |
| N | 40 | 68 | 109 | 26 | 244 |

Table 5.12 : Are there any further qualifications, certificates or training courses respondents feel would improve their job chances by sex

| | Males | Females | Total |
|-----|-------|---------|-------|
| | % | % | % |
| Yes | 47.8 | 51.8 | 49.8 |
| No | 52.2 | 48.2 | 50.2 |
| N | 605 | 612 | 1217 |

Table 5.13 : Are there any further qualifications, certificates or training courses respondents feel would improve their job chances by highest level of education achieved

| Anything else to improve job chances | Highest level of education achieved | | | | | Total |
|--------------------------------------|-------------------------------------|--------------|---------------------------------|---------------|--------|-------|
| | No qualification | Group/ Inter | Leaving/ Incomplete third level | Cert/ diploma | Degree | |
| | % | % | % | % | % | % |
| Yes | 43.2 | 48.4 | 50.6 | 51.8 | 52.0 | 49.8 |
| No | 56.8 | 51.6 | 49.4 | 48.2 | 48.0 | 50.2 |
| N | 100 | 279 | 568 | 121 | 149 | 1217 |

Table 5.14 : Plans to gain desired training by sex (among school leavers who feel there are qualifications, certificates or training courses which would improve job chances)

| Plans to get training? | Males | Females | Total |
|------------------------|-------|---------|-------|
| | % | % | % |
| Definitely Yes | 22.5 | 21.7 | 22.0 |
| Probably Yes | 34.5 | 35.4 | 35.0 |
| No | 43.0 | 42.9 | 43.0 |
| N | 285 | 315 | 600 |

Table 5.15 : Plans to obtain desired training by highest level of education achieved (among school leavers who feel there are qualifications, certificates or training courses which would improve job chances)

| Plans to get training? | Highest level of education achieved | | | | | Total |
|------------------------|-------------------------------------|--------------|---------------------------------|---------------|--------|-------|
| | No qualification | Inter/ Group | Leaving/ Incomplete third level | Cert/ diploma | Degree | |
| | % | % | % | % | % | |
| Definitely Yes | 12.6 | 18.2 | 20.5 | 30.6 | 32.9 | 22.0 |
| Probably Yes | 26.2 | 27.4 | 38.3 | 34.3 | 39.5 | 35.0 |
| No | 61.2 | 53.3 | 41.2 | 35.1 | 27.6 | 43.0 |
| N | 42 | 136 | 285 | 62 | 76 | 600 |

Table 5.16 : Why does respondent not have plans to gain desired training by sex

| Why no plans? | Males | Females | Total |
|-------------------------|-------|---------|-------|
| | % | % | % |
| Not now, maybe later | 23.0 | 31.7 | 27.5 |
| Can not afford it | 3.8 | 12.5 | 8.4 |
| Does not have time | 23.6 | 19.4 | 21.4 |
| No jobs in field | 0.6 | 1.2 | 0.9 |
| Can not get into course | 9.4 | 3.1 | 6.1 |
| Other | 39.6 | 32.0 | 35.7 |
| N | 116 | 126 | 242 |

Table 5.17 : Why does respondent not have plans to gain training by highest level of education achieved

| Why no plans to get training | Highest level of education achieved | | | Total |
|------------------------------|-------------------------------------|---------------------------------|---------------------------|-------|
| | Group/ Inter Cert | Leaving/ Incomplete third level | Third level qualification | |
| | % | % | % | % |
| Not now, maybe later | 16.2 | 36.5 | 27.9 | 27.5 |
| Can not afford it | 12.4 | 7.8 | 1.8 | 8.4 |
| Does not have time | 15.5 | 21.7 | 32.7 | 21.4 |
| No jobs in field | 0.8 | 1.4 | 0.0 | 0.9 |
| Can not get into course | 10.0 | 4.3 | 2.9 | 6.1 |
| Other | 45.1 | 28.4 | 34.8 | 35.7 |
| N | 89 | 110 | 44 | 242 |

Summary

Female participants in both full-time education and part-time education and training courses benefit from higher completion and, among those completing, higher rates of qualification. Conversely, among full-time training courses, while females continue to have higher rates of completion, it is male school-leavers who have the benefit of higher rates of qualification. A similar anomaly arises in terms of educational attainment. While full-time training completion rates are virtually identical across the educational levels, rates of qualification operated disproportionately to the advantage of those with the Leaving Certificate. Educational certificates are considered the aspect of education most important in securing employment, females and those with the Leaving Certificate or third level qualifications having more positive views of education and/or training received.

Section Six : Employer - Related Training¹

Finally, we report on training received by school-leavers while working for, or sponsored by their employer.

Participation Rates

Among school-leavers who have been in employment at some stage since leaving school, almost 30% had participated in employer - related training at some stage, this figure concealing a significantly higher rate among males than among females (Table 6.1). Variation across educational levels is not substantial although those without qualifications are somewhat less likely to have experienced such training, while those who completed the Intermediate or Leaving Certificates have the highest participation rates (Table 6.2).

Type of Training

While less than 30% of employer - related training is in the form of apprenticeship training, males are significantly over-represented relative to females: over 43% of males (who have received training) have undergone apprenticeship training, be it statutory or otherwise, compared with 8% of females (Table 6.3). In terms of educational attainment further differences emerge: those with the Group or Intermediate Certificate are considerably more likely to have done an apprenticeship than those with the Leaving Certificate (Table 6.4). Of those who have undergone training, 43% of those left school with the Group or Intermediate Certificate have participated in non-apprenticeship type training, the corresponding figure for those with the Leaving Certificate is 82%.

1 : Since questions relating to employer-sponsored training were only asked where the school-leavers themselves were responding, findings presented in this section are confined to such respondents.

**Table 6.1 : Participation in employer-sponsored training by sex
(among persons who have been in employment)**

| Received training? | Males | Females | Total |
|--------------------|-------|---------|-------|
| | % | % | % |
| Yes at present | 6.5 | 4.0 | 5.3 |
| Yes in past | 26.8 | 21.3 | 24.1 |
| No | 66.7 | 74.7 | 70.6 |
| N | 585 | 572 | 1156 |

**Table 6.2 : Participation in employer-sponsored training by level
of education attained at second level (among persons who have
been in employment)**

| Received training? | Level of education attained at second level | | | | Total |
|--------------------|---|------------|------------|--------------|-------|
| | No exam | Group Cert | Inter Cert | Leaving Cert | |
| | % | % | % | % | % |
| Yes at present | 0.4 | 2.7 | 2.1 | 6.8 | 5.3 |
| Yes in past | 19.2 | 21.4 | 29.5 | 23.4 | 24.1 |
| No | 80.4 | 75.9 | 68.4 | 69.8 | 70.6 |
| N | 77 | 65 | 205 | 809 | 1156 |

Table 6.3 : Type of employer-sponsored training received by sex

| Type of training | Males | Females | Total |
|------------------------------|-------|---------|-------|
| | % | % | % |
| Statutory apprenticeship | 31.6 | 0.6 | 18.5 |
| Non-statutory apprenticeship | 11.6 | 7.6 | 9.9 |
| Other | 56.8 | 91.8 | 71.6 |
| N | 195 | 144 | 339 |

Table 6.4 : Type of employer-sponsored training received by level of education attained at second level

| Type of training | Level of education attained at second level | | | Total |
|------------------------------|---|------------------|--------------|-------|
| | No exam | Group/Inter Cert | Leaving Cert | |
| | % | % | % | % |
| Statutory apprenticeship | 25.0 | 35.3 | 12.5 | 18.5 |
| Non-statutory apprenticeship | 23.0 | 21.8 | 5.1 | 9.9 |
| Other | 52.0 | 42.9 | 82.4 | 71.6 |
| N | 15 | 80 | 243 | 339 |

Industrial Distribution

Confining attention to males in employment at the time of the survey, employer - related training is highest among those employed in Finance, Public Administration and Professional Services (Table 6.5). With regard to females, since the numbers training at the time of the survey were negligible, previous training figures must be relied upon, although it is impossible to know if industry of employment at the time of training corresponds to industry of employment in 1992. In any case, training was highest among females employed in the Financial, Transporting and Personal Service industries (Table 6.6).

Occupational Distribution

In occupational terms, lowest training rates occur among males employed as salaried employees, 'other non-manual' workers and unskilled manual workers (Table 6.7). At the other extreme, male skilled-manual workers receive the most training. Among female employees training appears strongest among professional, 'other non-manual' and skilled manual workers (Table 6.8), although small numbers pertaining to females, in particular, make these results unreliable.

Table 6.5 : Participation of males in employer-sponsored training by current industry (excluding those not currently in employment)

| Industry | Training at present | Training in past | No training |
|------------------------------|---------------------|------------------|-------------|
| | % | % | % |
| Agriculture | 8.7 | 30.5 | 60.8 |
| Manufacturing | 8.6 | 31.3 | 60.1 |
| Building | 5.6 | 36.4 | 58.0 |
| Distribution | 5.3 | 24.2 | 70.6 |
| Finance | 14.3 | 33.4 | 52.3 |
| Transport/ communications | 10.5 | 25.9 | 63.6 |
| Public administration | 12.3 | 29.9 | 57.8 |
| Professional services | 17.5 | * | 74.1 |
| Personal services | * | * | 87.6 |
| Other | * | * | * |
| Total % | 8.4 | 27.9 | 63.6 |
| N | 38 | 126 | 288 |

*Note: * Fewer than 10 respondents*

Table 6.6 : Participation of females in employer-sponsored training by current industry (excluding those not currently in employment)

| Industry | Training at present | Training in past | No training |
|------------------------------|---------------------|------------------|-------------|
| | % | % | % |
| Agriculture | * | * | * |
| Manufacturing | * | 20.8 | 76.7 |
| Building | * | * | * |
| Distribution | * | 16.3 | 80.9 |
| Finance | * | 30.8 | 57.3 |
| Transport/ communications | * | 28.3 | 71.7 |
| Public administration | * | * | 80.1 |
| Professional services | * | 22.8 | 69.7 |
| Personal services | * | 33.7 | 65.2 |
| Other | * | * | * |
| Total % | 4.5 | 22.9 | 72.6 |
| N | 21 | 106 | 337 |

Note: * Fewer than 10 respondents

Table 6.7 : Participation of males in employer-sponsored training by current occupation

| Occupation | Training at present | Training in past | No training |
|-------------------------|---------------------|------------------|-------------|
| | % | % | % |
| Professional | 14.3 | 20.9 | 64.8 |
| Employer/ manager | * | 30.3 | 69.7 |
| Salaried employee | * | * | 78.8 |
| Intermediate non-manual | 13.7 | 25.5 | 60.8 |
| Other non-manual | * | * | 86.7 |
| Agricultural | * | 29.7 | 61.8 |
| Skilled manual | 11.3 | 43.0 | 45.8 |
| Semi-skilled manual | * | 29.5 | 67.1 |
| Unskilled manual | * | 23.2 | 76.8 |
| Total % | 8.4 | 27.9 | 63.6 |
| N | 38 | 126 | 288 |

*Note : * Fewer than 10 respondents*

Table 6.8 : Participation of females in employer-sponsored training by current occupation (excluding those not currently in employment)

| Occupation | Training at present | Training in past | No training |
|-------------------------|---------------------|------------------|-------------|
| | % | % | % |
| Professional | 12.0 | 26.6 | 61.4 |
| Employer/ manager | 3.6 | 12.1 | 84.3 |
| Salaried employee | * | * | * |
| Intermediate non-manual | * | 20.3 | 76.7 |
| Other non-manual | * | 36.7 | 61.4 |
| Agricultural | * | * | * |
| Skilled manual | * | * | 66.7 |
| Semi-skilled manual | * | * | 87.9 |
| Unskilled manual | * | * | * |
| Total % | 4.5 | 22.9 | 72.6 |
| N | 21 | 106 | 337 |

*Note: * Fewer than 10 respondents*

Extent of training

While the majority of respondents received less than three hundred days training connected with their work, males received substantially more training than females - largely a reflection of their higher apprenticeship rates (Table 6.9). While the mean number of days training among males stands at 613, the corresponding figure for females is just 394. In terms of educational attainment, those with the Group or Intermediate Certificate underwent substantially more training than either those who failed to secure any examinations or those with the Leaving Certificate (Table 6.10). As suspected, those who were apprentices underwent significantly more training than those who participated in other forms of training (Table 6.11), thereby accounting for the significant male-female variation illustrated in Table 6.9. Similarly, the number of days on-the-job training, presumably largely corresponding to apprentice-type training, is substantially higher among males and among those with Group or Intermediate Certificate attainments at second level. A similar pattern arises for off-the-job training where males received more training than females (177 days compared to 117), while Leaving Certificate holders and those without qualifications received the least training, although the differences are no longer significant.

Table 6.9 : Of those who received training, number of days training by sex

| No. of days | Males | Females | Total |
|-------------------------------------|-------|---------|-------|
| | % | % | % |
| 1 to 60 | 28.0 | 47.0 | 36.0 |
| 61 to 300 | 15.9 | 16.4 | 16.1 |
| 301 to 1000 | 24.9 | 17.3 | 21.7 |
| 1001 plus | 31.3 | 19.2 | 26.2 |
| N | 173 | 125 | 298 |
| Mean no. of days per person trained | 613 | 394 | 521 |

Table 6.10 : Number of days training received by level of education attained at second level

| No. of days | No exam | Group/ Inter Cert | Leaving Cert | Total |
|-------------------------------------|---------|-------------------|--------------|-------|
| | % | % | % | % |
| 1 to 60 | 42.6 | 25.7 | 39.0 | 36.0 |
| 61 to 300 | 17.2 | 15.4 | 16.3 | 16.1 |
| 301 to 1000 | 17.8 | 17.3 | 23.4 | 21.7 |
| 1001 plus | 22.4 | 41.6 | 21.3 | 26.2 |
| N | 14 | 71 | 212 | 297 |
| Mean no. of days per person trained | 487 | 711 | 460 | 521 |

Table 6.11 : Number of days training received by type of training received

| No. of days | Type of training | | Total |
|-------------------------------------|------------------|--------------------|-------|
| | Apprenticeship | Non-apprenticeship | |
| | % | % | % |
| 1 to 60 | 42.6 | 39.0 | 36.0 |
| 61 to 300 | 17.2 | 16.3 | 16.1 |
| 301 to 1000 | 17.8 | 23.4 | 21.7 |
| 1001 plus | 22.4 | 21.3 | 26.2 |
| N | 85 | 212 | 297 |
| Mean no. of days per person trained | 974 | 330 | 521 |

Table 6.12 : Number of days on-the-job training received by sex

| No. of days | Males | Females | Total |
|-------------------------------------|-------|---------|-------|
| | % | % | % |
| 1 to 60 | 16.0 | 29.1 | 21.2 |
| 61 to 300 | 14.4 | 20.1 | 16.7 |
| 301 to 1000 | 38.0 | 36.6 | 37.5 |
| 1001 plus | 31.6 | 14.1 | 24.7 |
| N | 127 | 83 | 210 |
| Mean no. of days per person trained | 666 | 487 | 595 |

Table 6.13 : Number of days on-the-job training received by Level of education attained at second level

| No. of days | No exam | Group/Inter Cert | Leaving Cert | Total |
|-------------------------------------|---------|------------------|--------------|-------|
| | % | % | % | % |
| 1 to 60 | 39.8 | 14.4 | 22.5 | 21.2 |
| 61 to 300 | 20.6 | 17.1 | 16.1 | 16.7 |
| 301 to 1000 | 27.3 | 25.7 | 43.3 | 37.5 |
| 1001 plus | 12.3 | 42.8 | 18.1 | 24.7 |
| N | 12 | 59 | 139 | 210 |
| Mean no. of days per person trained | 459 | 721 | 554 | 595 |

Table 6.14 : Number of days off-the-job training received by sex

| No. of days | Males | Females | Total |
|-------------------------------------|-------|---------|-------|
| | % | % | % |
| 1 to 60 | 39.3 | 64.7 | 49.5 |
| 61 to 300 | 32.3 | 24.4 | 29.1 |
| 301 to 1000 | 28.4 | 7.2 | 19.9 |
| 1001 plus | 0.0 | 3.7 | 1.5 |
| N | 110 | 74 | 184 |
| Mean no. of days per person trained | 177 | 117 | 153 |

Table 6.15 : Number of days off-the-job training by level of education attained at second level

| No. of days | No exam | Group/Inter Cert | Leaving Cert | Total |
|-------------------------------------|---------|------------------|--------------|-------|
| | % | % | % | % |
| 1 to 60 | 46.4 | 39.2 | 52.8 | 49.5 |
| 61 to 300 | 39.8 | 22.7 | 30.7 | 29.1 |
| 301 to 1000 | 13.8 | 38.0 | 14.6 | 19.9 |
| 1001 plus | 0.0 | 0.0 | 2.0 | 1.5 |
| N | 5 | 42 | 137 | 184 |
| Mean no. of days per person trained | 134 | 194 | 140 | 153 |

Completion and Qualification

Confining attention to those who have participated in employer-related training, well in excess of three quarters completed their training with just 7% 'dropping out' (Table 6.16). Males are once again more likely to drop-out of their training course: almost twice as many males failing to complete. Consequently, females are somewhat more likely to complete their training: 81% of females completing relative to 77% of males. In terms of educational attainment (Table 6.17), variations are largely unremarkable - with the obvious exception of dropout rates. While Leaving Certificate holders appear to hold largely comparable completion rates to Intermediate or Group Certificate holders or those without examinations, their dropout rates are substantially lower. A dropout rate of 3% among Leaving Certificate holders rises to 18% and 13% among Group and Intermediate Certificate holders and those without examinations, respectively.

With regard to the award of qualifications, interesting results emerge (Table 6.18). While half of all statutory apprenticeship participants gain membership of a craft union, just one quarter of those completing non-statutory apprenticeships have the benefit of such membership, almost half of these apprentices receiving no qualifications upon completion. Similarly, half of those completing other types of training (largely non-apprenticeship) fail to receive qualifications, the remainder receiving other types of qualifications.

Qualifications as a result of employer - related training are once again strongly differentiated according to gender. Females suffer substantially lower rates of qualification than their male counterparts: half of all females fail to receive any qualifications upon completing employer - related training, a figure which falls to 32% for males (Table 6.19). Instead, males are significantly over-represented among those gaining membership of craft union: 21% of males relative to 3% of females gaining such membership.

Surprisingly, third level graduates have somewhat lower rates of qualification than those at lower levels of educational attainment: 54% of third level graduates fail to receive qualifications compared with 35% of those who did not achieve higher than the Group or Intermediate Certificate (Table 6.20). Gaining membership of a craft union is highest among those whose educational attainments do not exceed the Group or Intermediate Certificate while Leaving Certificate holders dominate the 'other qualifications' category.

Table 6.16 : Completion rate for employer-sponsored training by sex

| | Males | Females | Total |
|--------------------|-------|---------|-------|
| | % | % | % |
| Completed training | 76.6 | 80.5 | 78.3 |
| Still training | 14.4 | 14.8 | 14.6 |
| Dropped out | 9.0 | 4.6 | 7.2 |
| N | 193 | 143 | 336 |

Table 6.17 : Completion rate for employer-sponsored training by level of education attained at second level

| | No exam | Group/Inter Cert | Leaving Cert | Total |
|--------------------|---------|------------------|--------------|-------|
| | % | % | % | % |
| Completed training | 78.4 | 76.2 | 78.9 | 78.3 |
| Still training | 8.2 | 5.7 | 17.9 | 14.6 |
| Dropped out | 13.4 | 18.1 | 3.1 | 7.2 |
| N | 15 | 80 | 241 | 336 |

Table 6.18 : Qualifications as a result of employer-sponsored training by type of training received

| Qualification received | Type of training received | | | Total |
|-----------------------------|---------------------------|------------------------------|-------|-------|
| | Statutory apprenticeship | Non-statutory apprenticeship | Other | |
| | % | % | % | % |
| Membership of a craft union | 53.0 | 26.2 | 1.7 | 13.1 |
| Other qualification | 38.5 | 26.5 | 50.4 | 46.5 |
| No qualification | 8.5 | 47.3 | 47.8 | 40.3 |
| N | 59 | 21 | 230 | 310 |

Table 6.19 : Qualifications as a result of employer-sponsored training by sex (excluding respondents who have not been in employment)

| Qualifications | Males | Females | Total |
|---------------------------|-------|---------|-------|
| | % | % | % |
| Membership of craft union | 21.2 | 2.7 | 13.1 |
| Other qualification | 46.9 | 46.1 | 46.5 |
| No qualification | 31.9 | 51.3 | 40.3 |
| N | 175 | 135 | 310 |

Table 6.20 : Qualifications as a result of employer-sponsored training by highest level of education achieved

| Qualification received | Highest level of education achieved | | | Total |
|---------------------------|-------------------------------------|---------------------------------|---------------------------|-------|
| | Up to & including Group/Inter | Leaving/ Incomplete third level | Third level qualification | |
| | % | % | % | % |
| Membership of craft union | 26.3 | 10.5 | 4.4 | 13.1 |
| Other qualification | 39.2 | 51.1 | 41.6 | 46.5 |
| No qualification | 34.5 | 38.4 | 54.0 | 40.3 |
| N | 74 | 179 | 57 | 310 |

Summary

Almost one-third of school-leavers have participated in training while working for, or sponsored by their employers, this figure concealing a significantly higher rate among males than females. While 30% of training is in the form of apprenticeships, male participants and those leaving school at the Group or Intermediate Certificate are more likely to have been apprentices, and consequently, received the longest training. At the level of industry, training is strongest among those employed in finance, public administration and building. Over three-quarters of participants in employer-related training completed their training - males and those leaving school before the Leaving Certificate being less likely to complete. The receipt of qualifications is highest among those completing statutory apprenticeships and males - reflecting the concentration of males in apprentice-type training.

Summary and Conclusion

Employment Status

At the time of the 1992 survey, 77% of the school-leavers were employed and 14.5% unemployed. Differences in status according to gender are largely unremarkable, with the exception of those unemployed and those unavailable for work. The proportion of males unemployed exceeds that of females by 8%, while females outnumber males in their unavailability for work by a similar 8%. Regarding educational level, both the proportions unemployed and unavailable for work decline with additional attainment.

In terms of industrial and occupational distribution again significant gender and educational variations emerge. Male workers are concentrated in the traditionally male-dominated agriculture, manufacturing and building industries. In contrast, females are over-represented in the financial, professional and personal service industries. Similarly, at the level of occupation, males dominate the agricultural and manual sectors and female workers are concentrated in the managerial/professional and clerical occupations. Increasing educational attainment coincides with declining employment in the agriculture, building, distribution and service industries. Conversely, employment in the financial and professional service industries is concentrated among third-level degree-holders.

Average net weekly pay rates are found to vary considerably by gender, education, industry and occupation. Female workers are at a considerable disadvantage compared with males, while those with higher level qualifications earn significantly more than those with low or no qualifications. At the level of industry, building, finance and professional services are the highest paid groups while agriculture is the lowest paying. Professional and managerial occupations receive the highest pay weekly while agricultural workers are the lowest paid group. Gender differentials in pay remain across educational, industrial and occupational groups.

Unemployment

Almost half of all school-leavers experienced unemployment at some stage since leaving school, this figure varying significantly across gender and educational groups. While unemployment rates decline significantly with additional educational attainment, males experience greater unemployment than their female counterparts, with the exception of school-leavers without qualifications. This relates to the lower labour force participation rates of females in their greater withdrawal into home duties.

Of those experiencing unemployment at the time of the survey (14.5%), almost half had been unemployed for a year or more with a sizeable proportion out of work for more than four years. Long term unemployment is prominent among those with low or no qualifications - duration of unemployment falling considerably with increasing educational attainment. The vast majority of those out of work are in receipt of social welfare (largely unemployment assistance), the proportion of the unemployed receiving social welfare declining with educational level.

The vast majority of the unemployed are registered with FÁS - registration rates being highest among males, those with low or no qualifications, those in search of work and those resident in Eastern regions of Ireland.

Education and Training

Overall, 40% of school-leavers receive no training, statutory or otherwise upon leaving school. The patterns of participation in both full-time education and part-time education and training courses operate to the advantage of females and those with higher attainments at second level - participants being overwhelmingly comprised of those who left school with the Leaving Certificate. In contrast, participants in full-time training over-represent those with low or no qualifications at all and male school-leavers. Hence, while the pattern of participation in full-time education and, to a lesser extent, part-time education and training, reinforces initial disadvantage, full-time training courses appear to be directed towards those less qualified.

In terms of completion and qualification rates for full-time education and part-time education and training courses, female participants, along with those who attained the Leaving Certificate at second level, benefit from higher completion rates accompanied by higher rates of qualification. In contrast, it is male school-leavers who benefit from higher rates of qualification for full-time training, although females continue to have higher completion rates. In addition, while completion rates for full-time training courses are virtually identical across all educational levels, rates of qualification operate disproportionately to the advantage of those with the Leaving Certificate.

Educational Certificates are considered the aspect of education most important in securing employment. Females and those with higher educational qualifications are more likely to consider various aspects of their education as important in employment success. While half of all respondents could identify further qualifications, certificates or courses which could improve their job chances, females and those with higher educational attainments are more likely to believe this. However, females are less likely to have plans to obtain desired training, time and financial constraints being the predominant reasons for not having plans.

Employer - Related Training

Among school-leavers in employment at the time of the survey, almost 30% had participated in employer-related training at some stage, this figure concealing a significantly higher rate among males than among females. Less than 30% of employer-related training was in the form of apprenticeship training, males and those who left school with the Group or Intermediate Certificate being significantly more likely to have participated in such training. Among males, training was greatest among those employed in the financial, public administration and professional service industries while females employed in the financial, transporting and personal service industries received the most training. At the level of occupation, training appeared most prominent in the agricultural, skilled manual and professional occupations.

The majority of respondents received less than three hundred days training, although males received substantially more training than females. This reflects the higher apprenticeship rates among males since apprentices underwent significantly more training than those who participated in other forms of training. Well in excess of three-quarters completed their training although this figure conceals a significantly higher dropout rate among males and those with low or no qualifications. In contrast, females and third level graduates who received training obtained fewer qualifications upon completing it.