



Knowledge Exchange Seminar Series (KESS)

...is a forum that encourages debate on a wide range of research findings, with the overall aim of promoting evidence-based policy and law-making within Northern Ireland



Social Mobility in Northern Ireland

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CENTRE FOR EVIDENCE AND SOCIAL INNOVATION

UNIVERSITY RESEARCH CENTRES / CENTRE FOR EVIDENCE AND SOCIAL INNOVATION

CENTRE FOR EVIDENCE AND SOCIAL INNOVATION

USING EVIDENCE TO TRANSFORM LIVES

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Administrative Data
Research Centre
Northern Ireland

- ▶ General information
- ▶ Administrative Data Service
- ▶ Research Centre - England
- ▼ **Research Centre - N Ireland**
 - ▶ Our core team
 - ▶ Our team
 - ▶ Our expertise
 - ▶ Our research
 - ▶ Researcher Resources

About us

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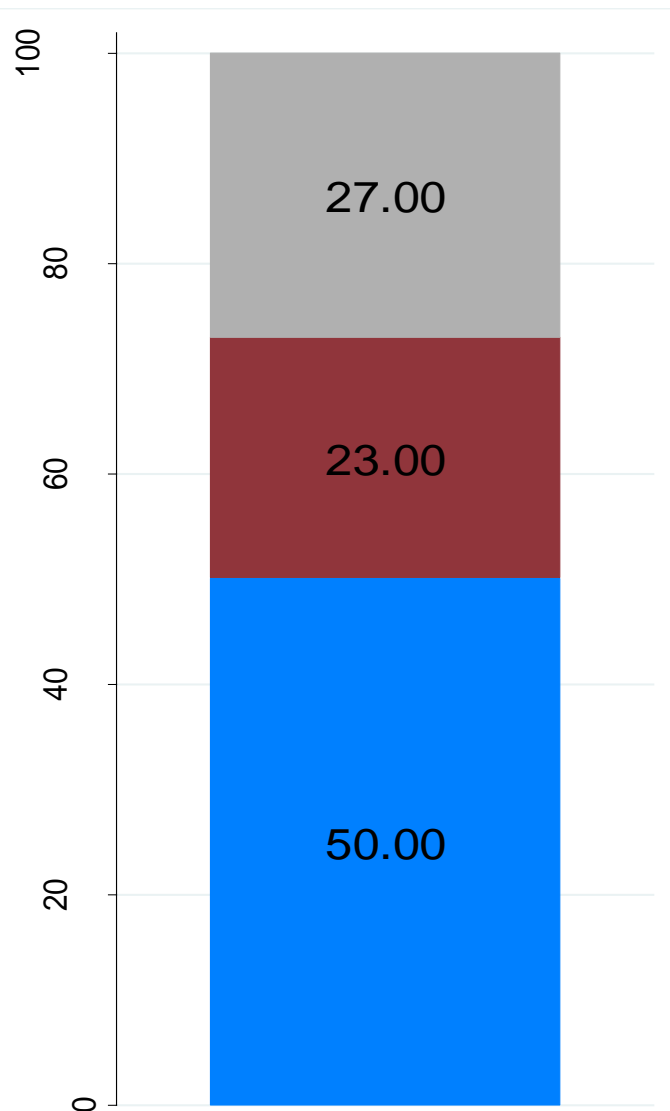


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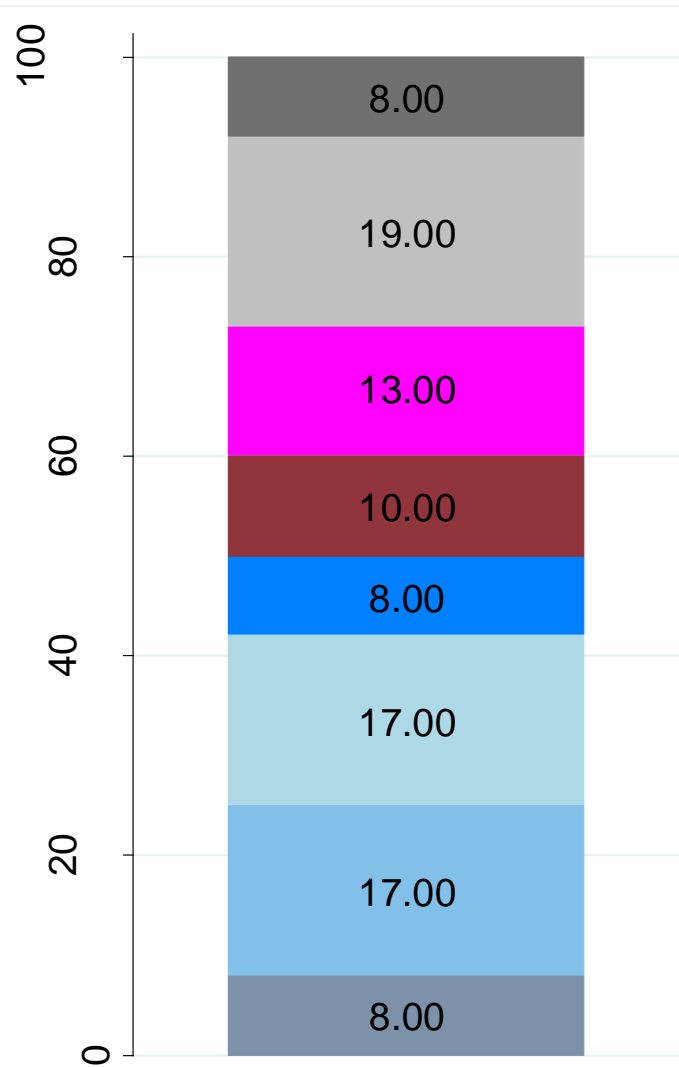


2011



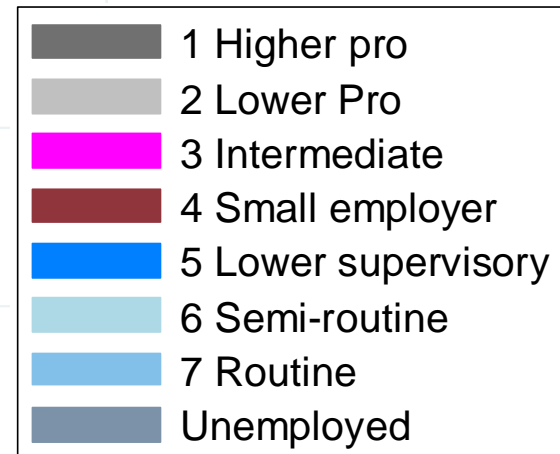
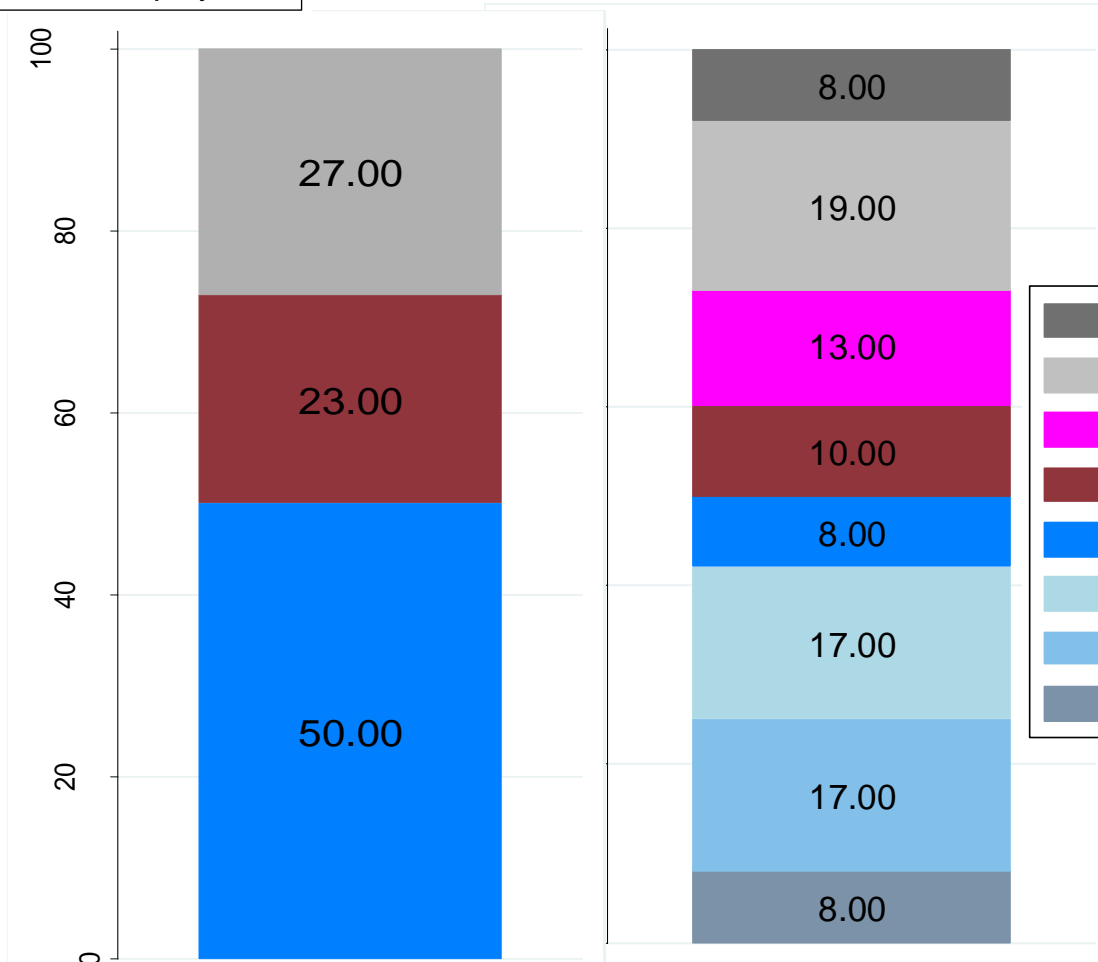
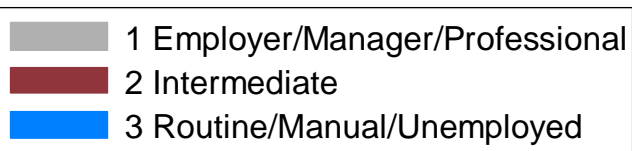
- 1 Employer/Manager/Professional
- 2 Intermediate
- 3 Routine/Manual/Unemployed

2011



- 1 Higher pro
- 2 Lower Pro
- 3 Intermediate
- 4 Small employer
- 5 Lower supervisory
- 6 Semi-routine
- 7 Routine
- Unemployed

2011



Occupational Class

- The 2011 census gave a good overview of the employment landscape in Northern Ireland and the relative size of occupational class groups
- By then looking at other censuses and capitalising on longitudinal linkage between census (Northern Ireland Longitudinal Study), we can examine how much this landscape has changed and for whom

Linked Census Data:

Northern Ireland Longitudinal Study (NILS)

Anonymously linked via healthcard registration

Census 1991:
Occupational
class 'origin';
Community
Background

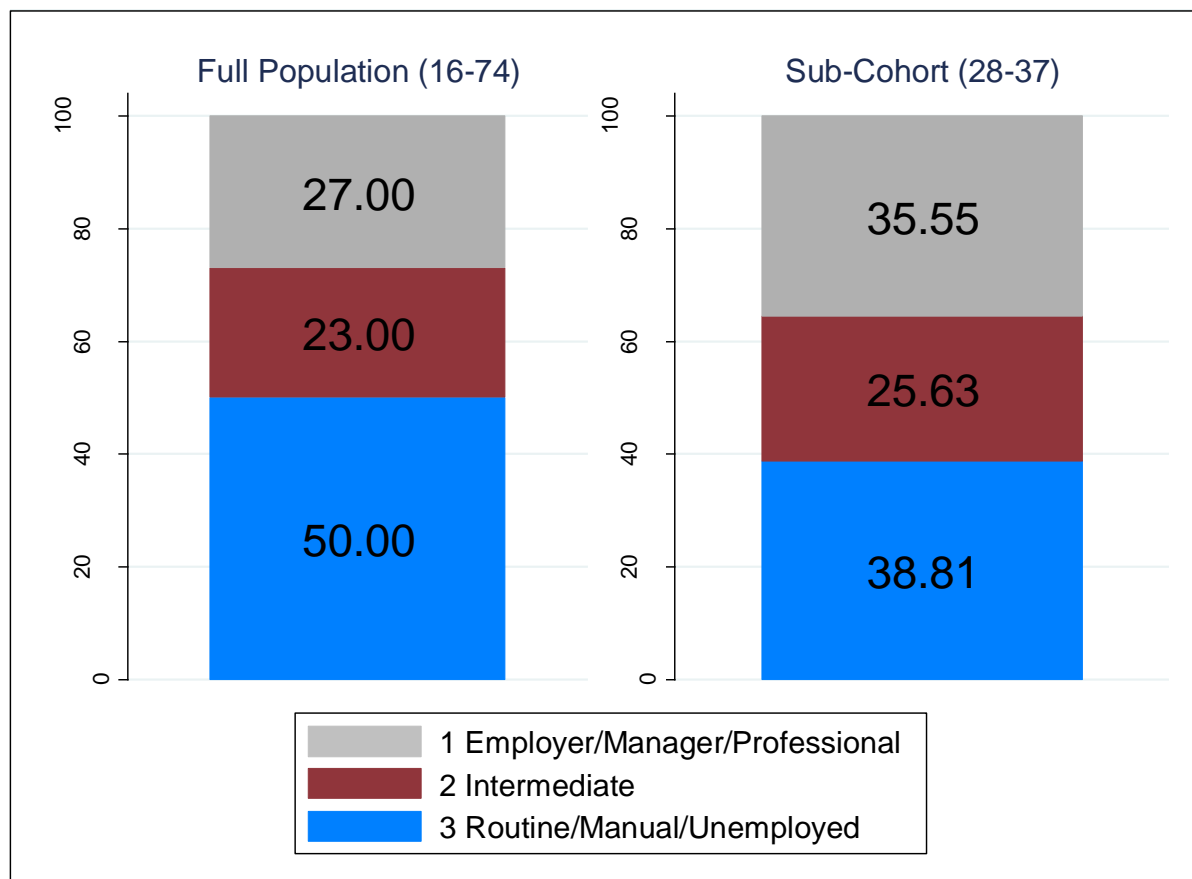
Study Sub-Cohort:

~50,000
Aged 8-17 in 1991;
28-37 in 2011

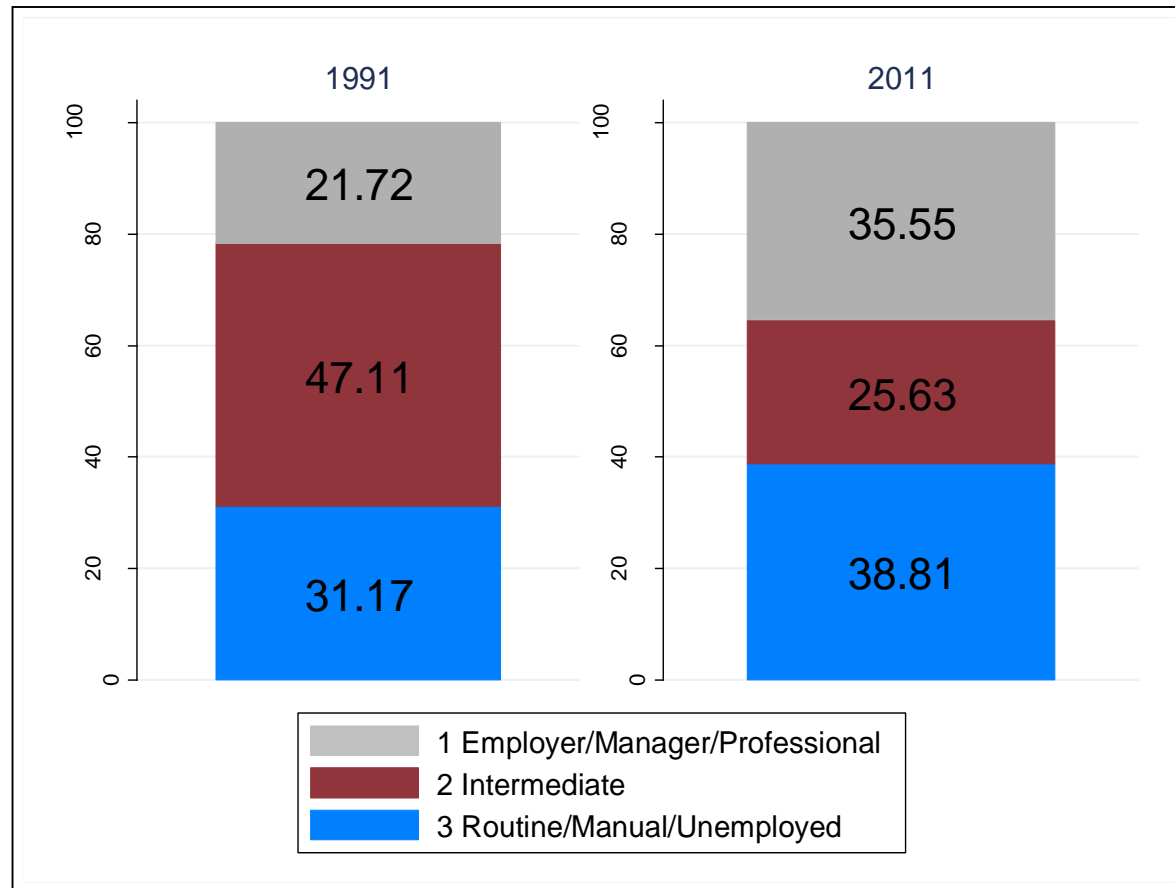
Census 2011:

Class destination;
Education; Gender

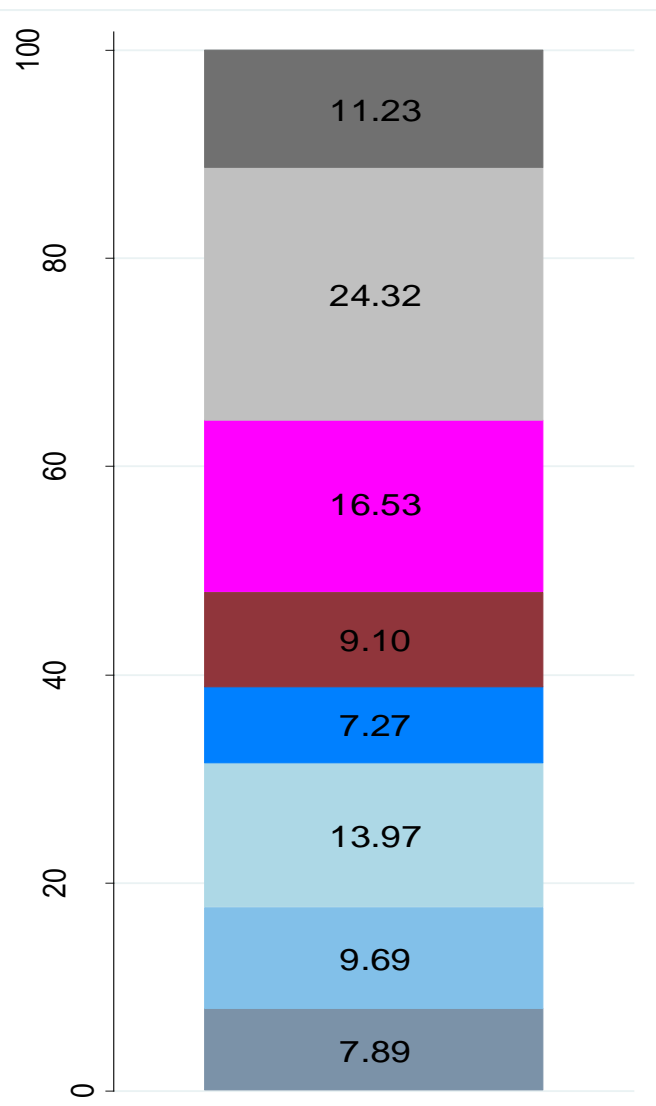
Class differentials between the young adult cohort and the full population



Changes from 1991 to 2011

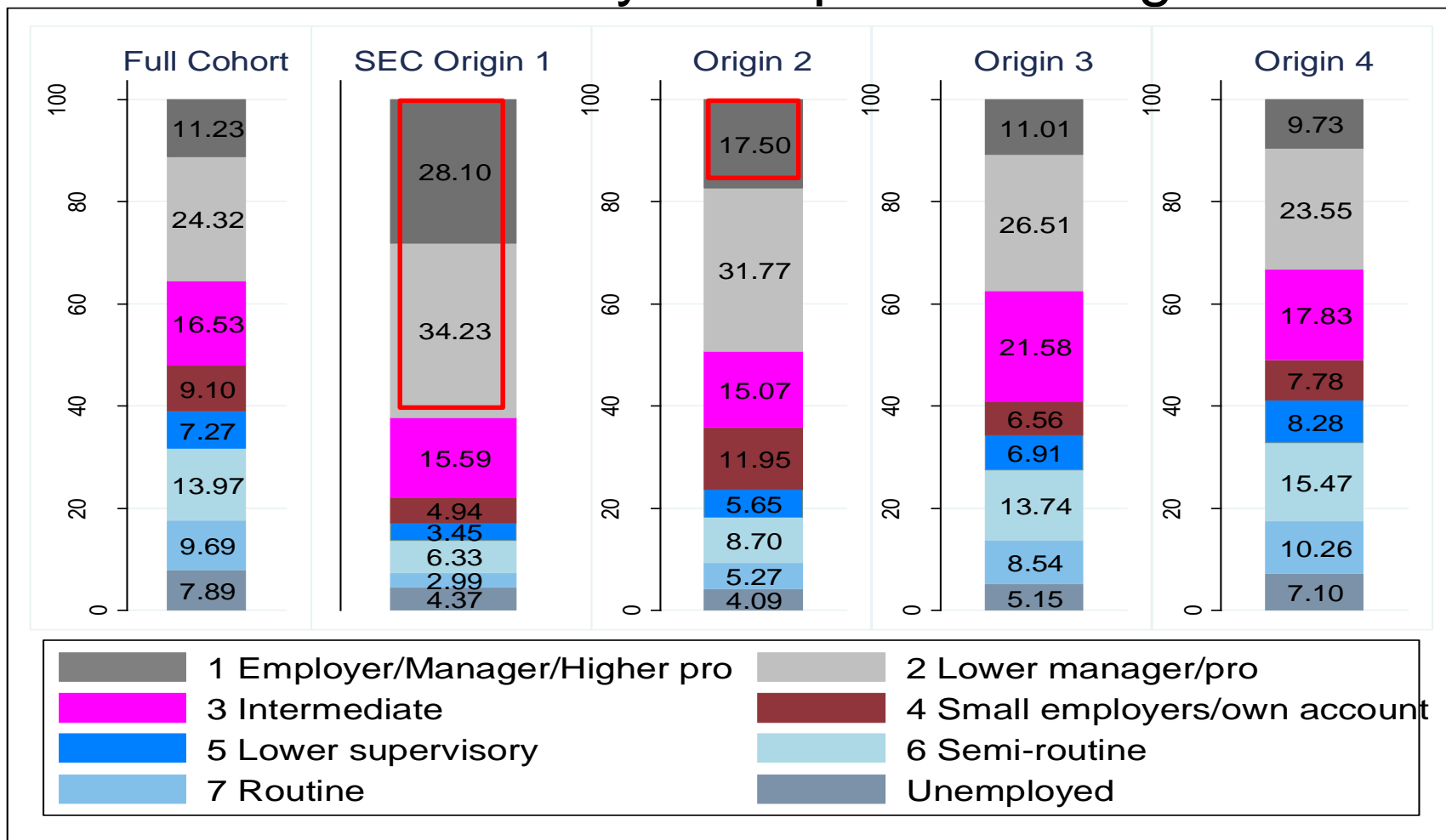


2011



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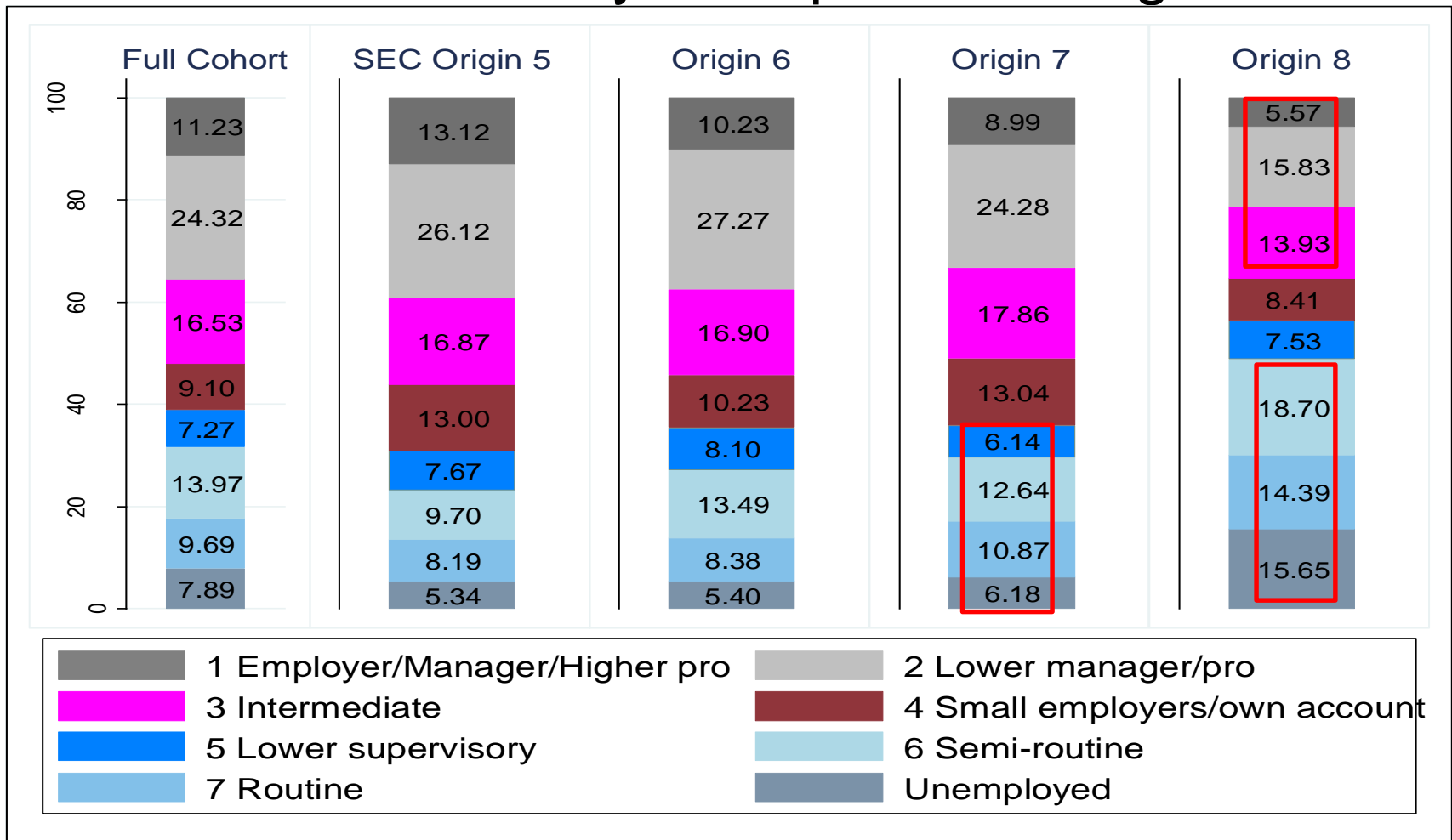
2011 Class by Occupational Origin



Occupational Class Mobility

- Both ends of the class distribution are 'sticky'.
 - Those from households with higher professionals are more likely to gain the same occupational status themselves than the general population, and more so even than those in lower professional households

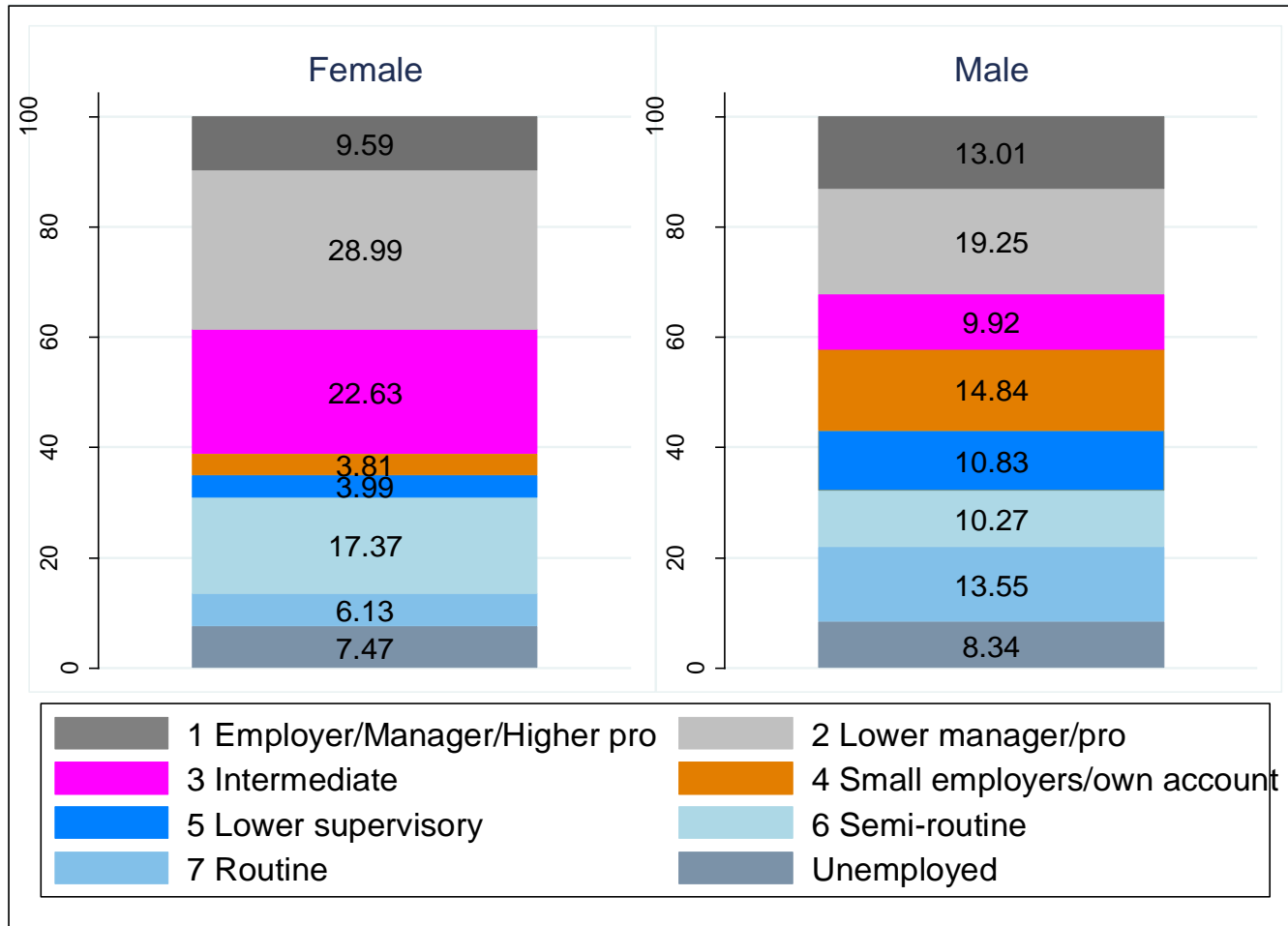
2011 Class by Occupational Origin



Occupational Class Mobility

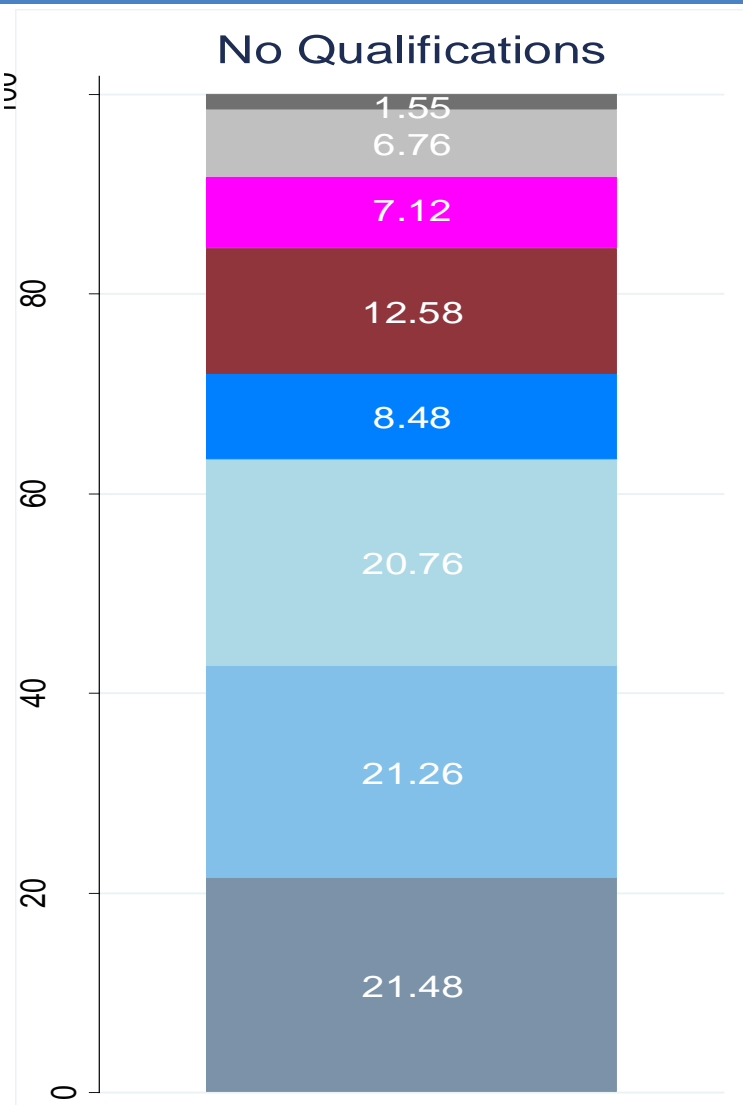
- Both ends of the class distribution are 'sticky'.
 - Those from households with unemployment are more like to be unemployed themselves, or to have low status occupations
- In between the extremes there appears to be more fluidity and equivalence of opportunity

Gender

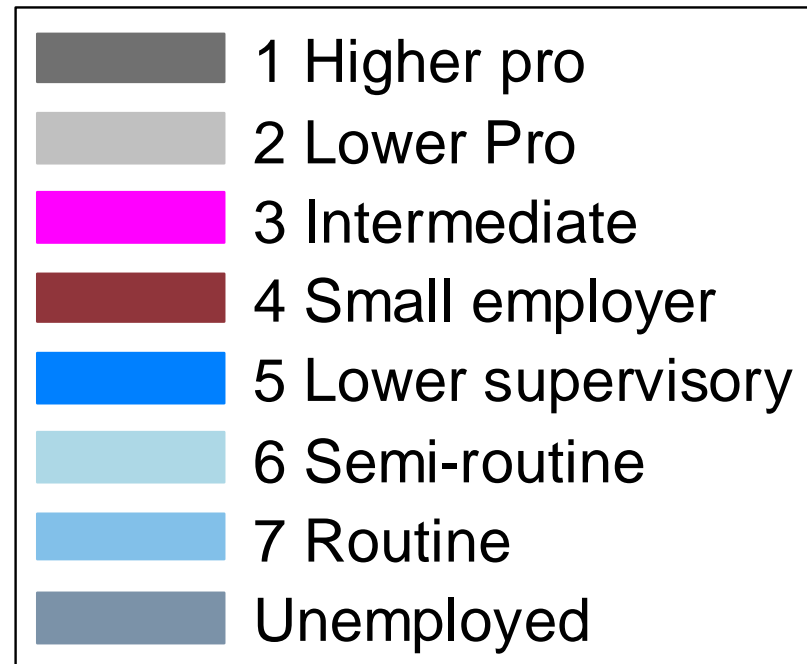


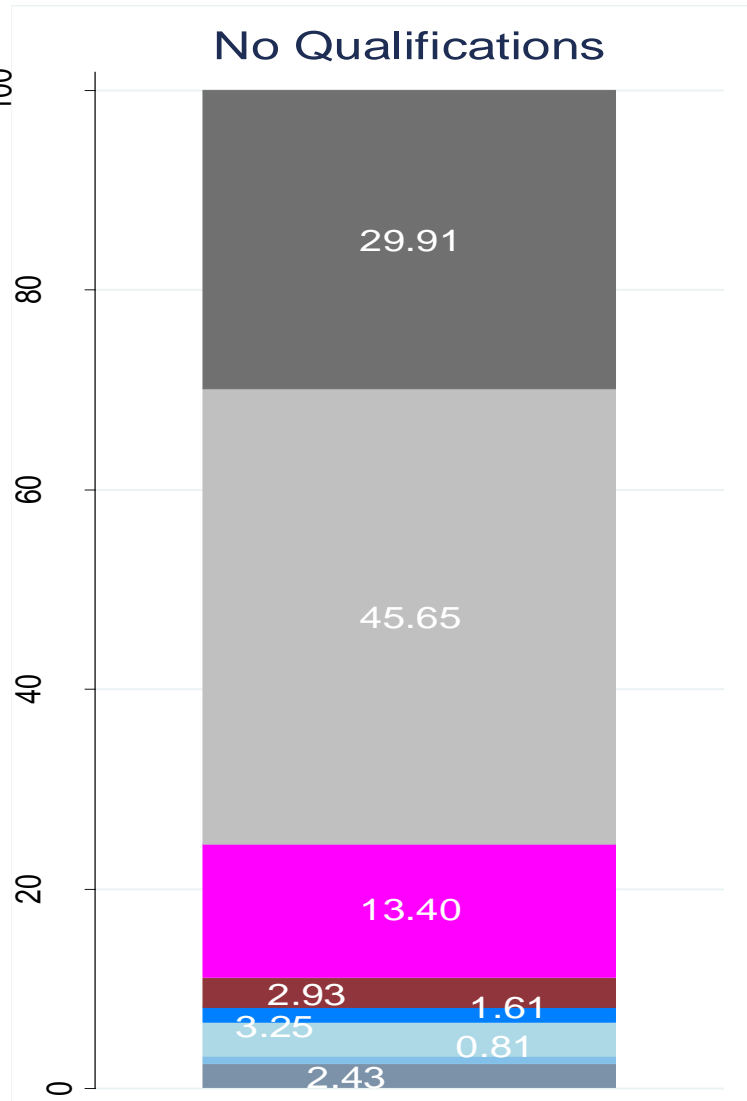
Occupational Class and Gender

- Male and female occupational class patterns are quite different. Females in this cohort are under-represented in higher professional occupations, but over-represented in lower professional
- Females are also marginally less likely to be working and more likely to be in semi-routine occupations



No Academic Qualifications

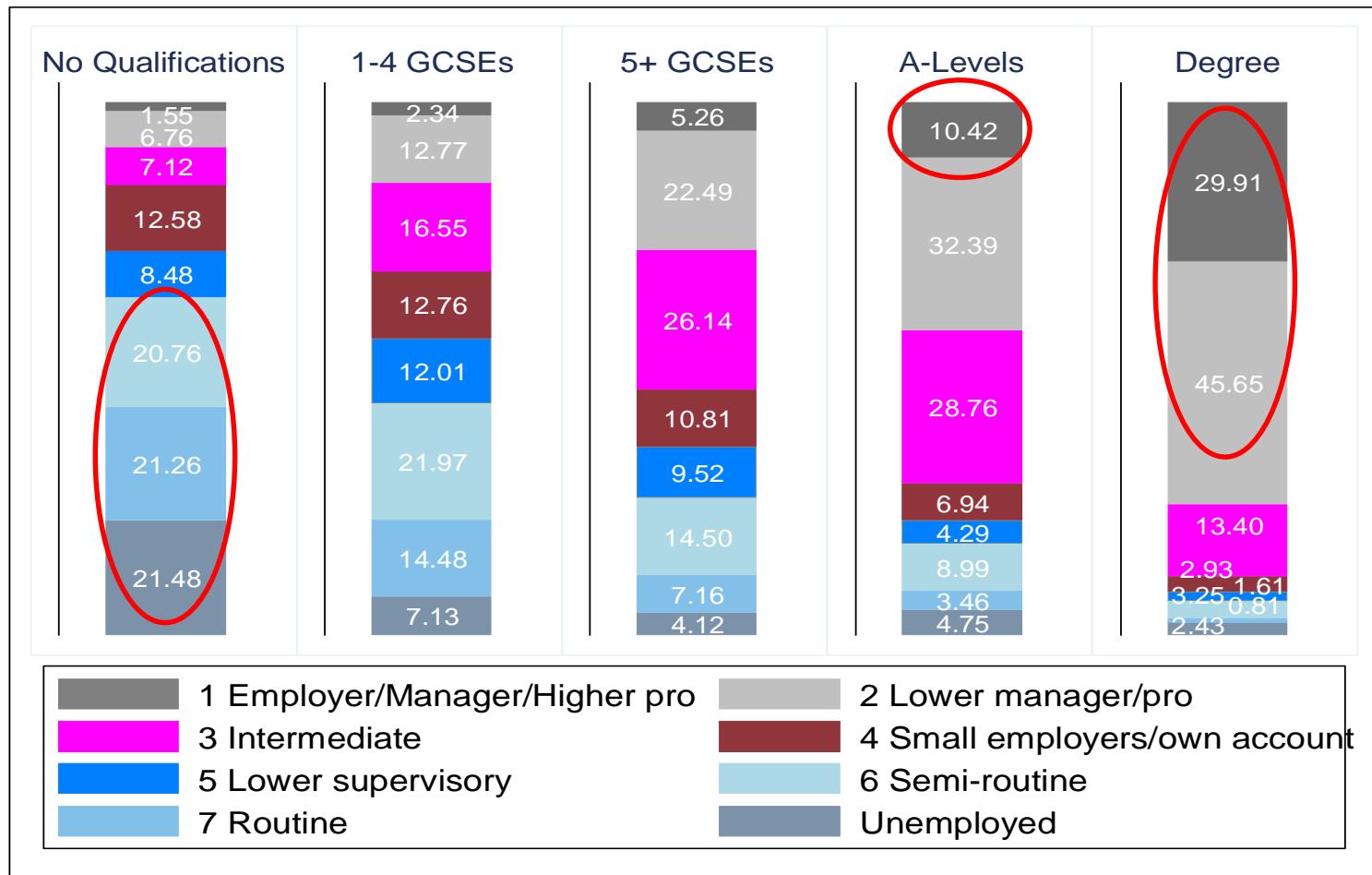




Degree/Third Level Qualifications

- 1 Higher pro
- 2 Lower Pro
- 3 Intermediate
- 4 Small employer
- 5 Lower supervisory
- 6 Semi-routine
- 7 Routine
- Unemployed

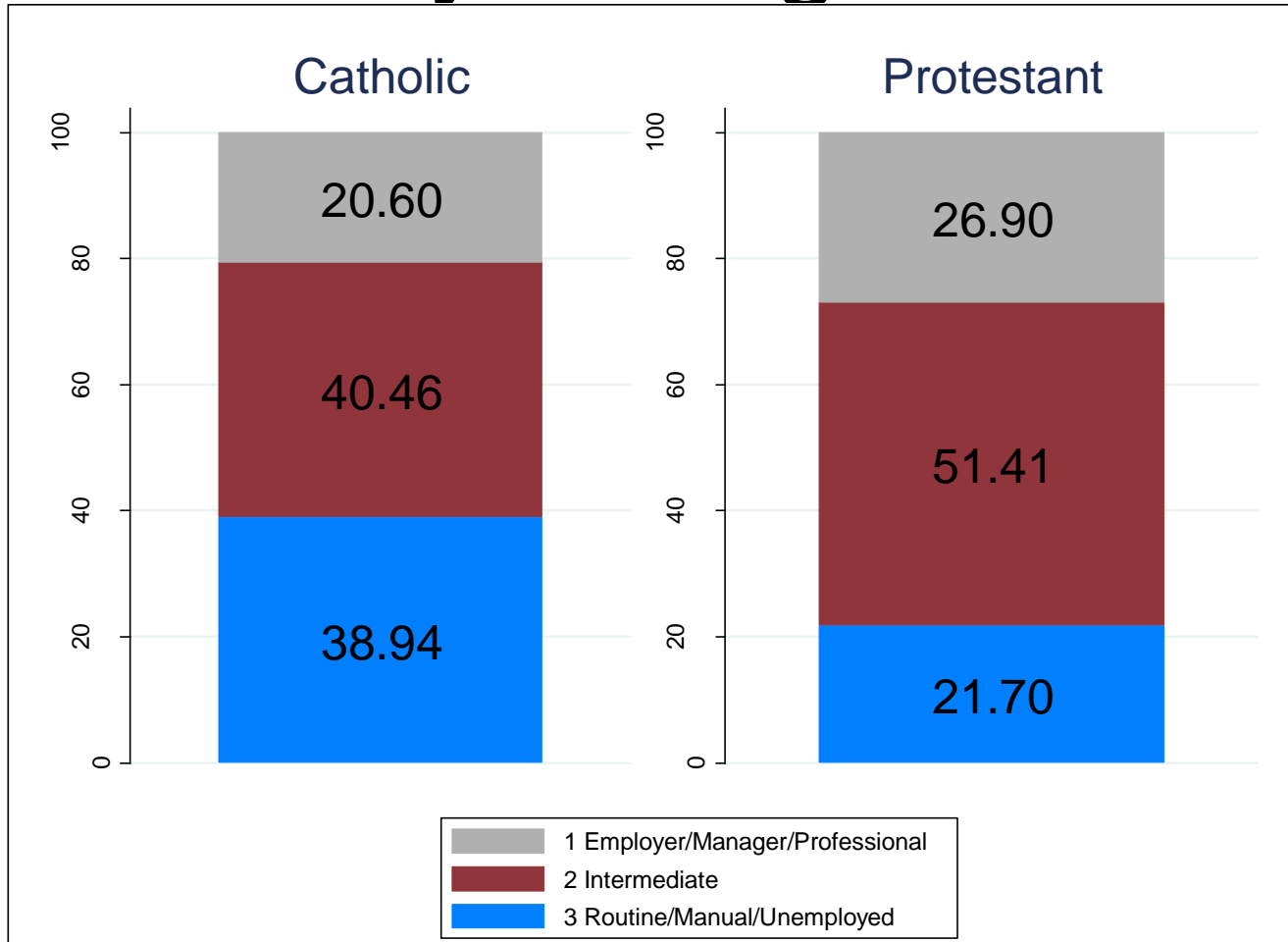
Academic Qualifications



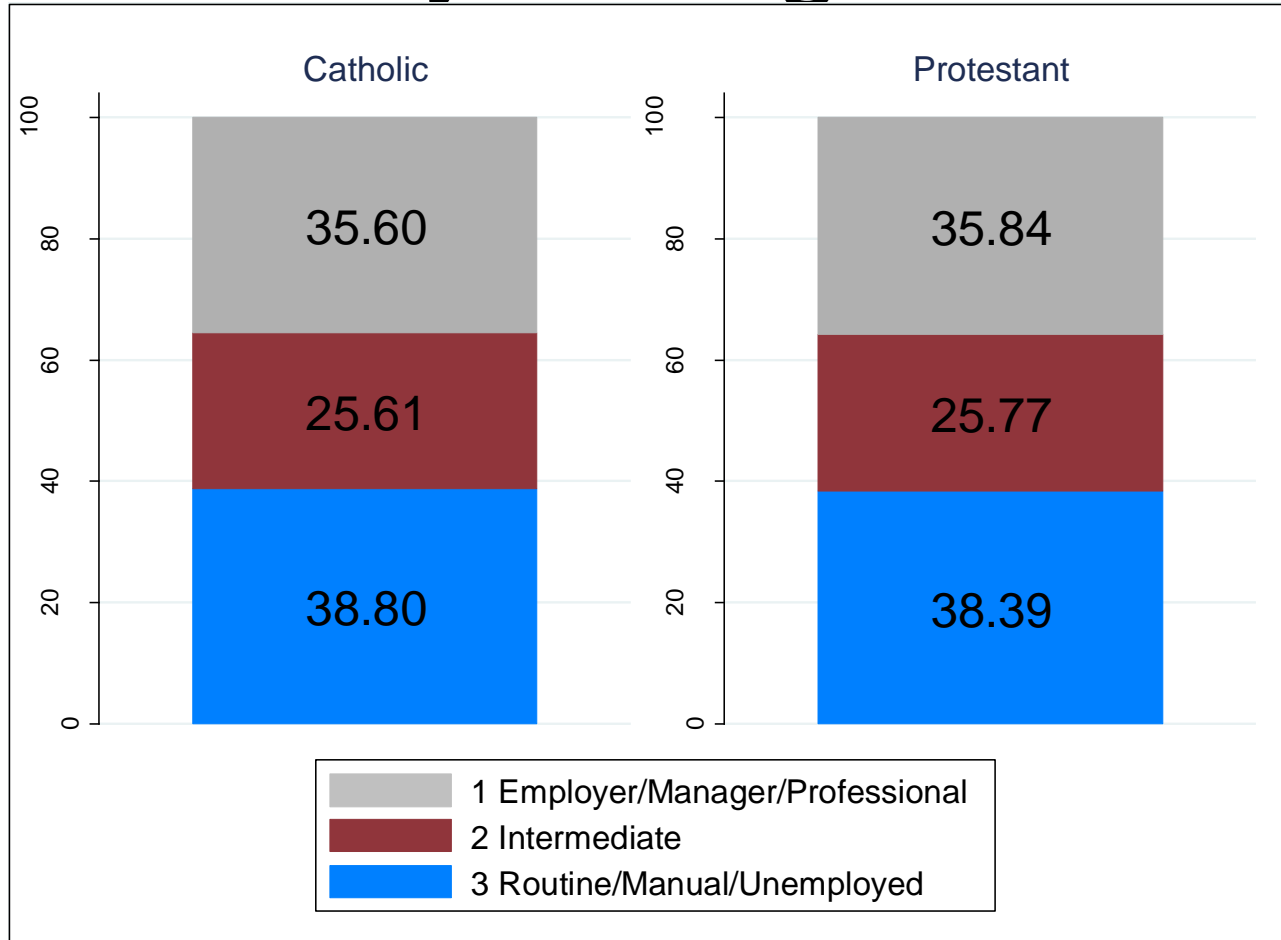
Occupational Class and Education

- Academic attainment is the strongest predictor of occupational class, with more pronounced differentials between each successive grade of educational attainment than between class origin groups or any other factor

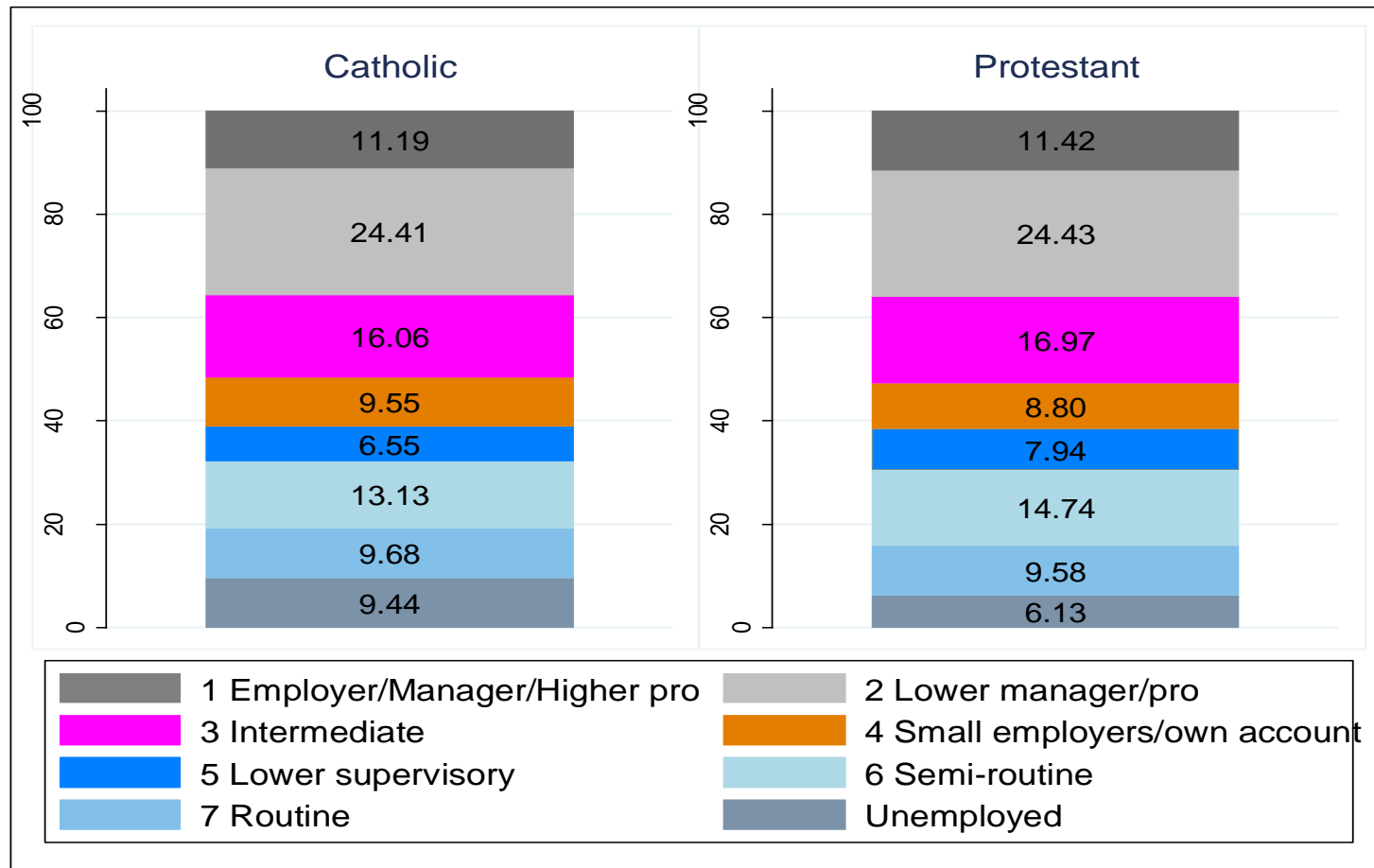
Community Background: 1991



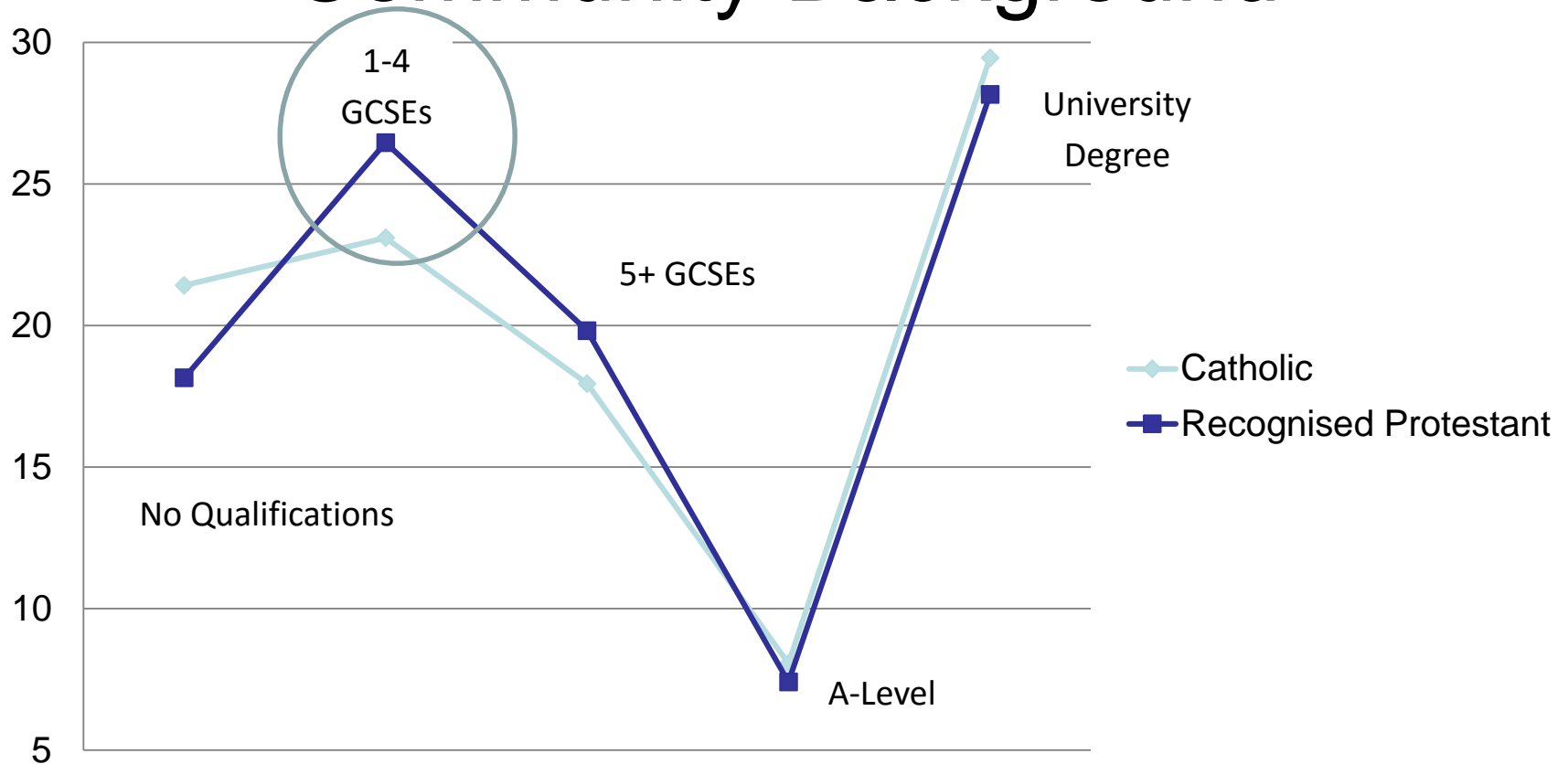
Community Background: 2011



Community Background: 2011



Academic Qualifications by Community Background



Conclusions & Future Directions

- Evidence of some intergenerational mobility among middle classes, but also persistent cyclical effects from affluence and unemployment
- Academic attainment is the strongest predictor of occupational attainment
- Social mobility for Catholics has diluted previous inequalities by community background for this cohort. Some of this is likely explained by some Protestants leaving education earlier
- Policy challenges include recognition and reward for non-academic alternatives to academic education attainment, such as in-work training
- Further data linkage, for example on educational attainment, will allow for deeper analysis of critical points at which inequalities take effect



Northern Ireland
Assembly



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Belfast



The Open
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Ulster
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