CONSULTATION PAPER

Towards the development of a new National Plan for Equity of Access to Higher Education

August 2014

Contents

Foreword

The Higher Education Authority (HEA) invites your input on the development of a new National Plan for Equity of Access to Higher Education, 2014 - 2017.

The National Access Plan for Equity of Access to Higher Education, 2008 – 2013 has concluded and the HEA and the Department of Education and Skills (DES) are working together in the development of a new plan for 2014-2017. The HEA is co-ordinating work on the development of the plan.

As a society we can acknowledge and celebrate the enormous strides in broadening access to higher education. Barely three decades ago higher education was still the preserve of a small minority of the population of the country. We are now in the position that our higher education attainment rate for 30-34 year olds, at 52.6%, is among the highest in the EU. This reflects the value placed on education by Irish people; wise policy choices – especially the introduction of free second level education in 1967 and the creation of institutes of technology in the 1980s, and a prolonged period of public investment in higher education. It also reflects the growing sophistication of our economy which increasingly demanded higher order skills.

But an uncomfortable and sobering fact is that deep reservoirs of educational disadvantage, mirroring in large part economic disadvantage, are also part of the Irish higher education story. It has been common practice to situate the equity of access agenda in the context of the human right to personal development. This is still a driving force of policy. But added to it is a new imperative – Ireland needs more people with higher level skills and many of the more affluent socio-economic groups in Ireland already have participation levels at, or close to, saturation. We need urgently to tap into the deep reservoirs of disadvantage – for the good of the individuals concerned and sound economic reasons.

Equity of access to higher education is a national priority and has been clearly articulated as such in the Department of Education and Skills Higher Education System Performance Framework, 2014 – 2016. This Performance Framework also sets out a range of high level system indicators to assess and measure the higher education system's performance in this priority area. It is important that the next National Access Plan for Equity of Access to Higher Education provides the blueprint and suite of actions that will facilitate achievement of national objectives in respect of equity of access. To enable this to happen it is vital that the new plan reflects the input and combined expertise of all stakeholders. For many decades they have demonstrated commitment and dedication and have been at the forefront of achievements to date in advancing equity of access to higher education. They will continue to be at the forefront in delivering system objectives for equity of access in the years ahead.

This paper has been developed to support a consultation process on the new plan with all stakeholders. It has been drafted with the objective of encouraging openness, raising questions and generating ideas. The aim is that it will stimulate thinking and bring together the combined wisdom and perspectives of all stakeholders in framing the next National Access Plan.

The deadline for submissions and feedback is **30th September 2014.** Submissions should be forwarded to Caitríona Ryan, Head of National Access Policy Office, HEA at cryan@hea.ie.

Tom Boland,
Chief Executive Officer,
Higher Education Authority.
August, 2014

1 Introduction

1.1 Objectives of Consultation Paper

The National Access Plan for Equity of Access to Higher Education (2008 – 2013) has concluded and the Higher Education Authority (HEA) and the Department of Education and Skills (DES) are working together in the development of a new plan for 2014-2017. The HEA is co-ordinating work on the development of the plan. It is critical to this work that the new plan reflects the input and combined expertise of all stakeholders who for many decades have been at the forefront of achievements in advancing equity of access to higher education.

Significant consultations have already taken place with stakeholders on a new plan and specifically in the area of target setting. This consultation paper reflects discussions that have taken place to date and provides a proposed basis for developing the new National Access Plan including a framework of challenging, but, realistic targets for higher education institutions (HEIs). The HEA and the DES welcome the views of all stakeholders and look forward to all inputs that will contribute to providing a way forward on the next steps for further advancing equity of access to higher education in Ireland. This consultation is concerned with stimulating thinking and obtaining the perspectives of all stakeholders in setting out these next steps.

It is also proposed that the new National Access Plan would include provision for a mid-term review in 2016. This review would assess progress in the achievement of objectives and targets. It would also consider the setting of different types of targets for participation by under-represented groups pending the development and refinement of the data systems underpinning these new targets.

2   Policy Context

2.1 Introduction

The development of a new National Access Plan takes place within the context of a range of other policy measures underway in Ireland, including the Action Plan for Jobs 2014, the Pathways to Work strategy, the National Action Plan for Social Inclusion 2007–2016, the National Disability Strategy as well as a range of social and community-based National Government Programmes.

While there are signs of economic recovery, substantial pressure remains on public and family finances and there are many competing demands for limited resources. Nonetheless, the social and economic rationale for continued investment in widening participation in education remains as strong as ever. There is broad agreement across different aspects of public policy that "investment in education is perhaps unique in having the potential to impact on generations to come"[1]. The economic argument is well-articulated in enterprise and labour market policy, in particular the Action Plan for Jobs[2]. For groups who have been most affected by the recession, access to education and up-skilling opportunities are essential in supporting access or re-entry to the labour market.

National anti-poverty and social inclusion strategies also highlight how education is a key indicator of future life chances and opportunities, in particular for children and young people[3]. National and international research indicates that academic achievement at age 8 can determine earnings at age 36 and underline the importance of early interventions.[4] However, the impact of family and social background on educational outcomes is such that interventions by the education sector alone, while important, can only partially compensate for early disadvantage.[5] The role of other factors and agencies also need to feature as part of longer term solutions to poverty and social exclusion. Where there may be contradictions, real or perceived, between wider education and public policy and the objectives of the new plan, these need to be resolved. A more joined up approach between different departments and agencies and a clearer communication of the rationale for decisions on funding would help address these issues.

The next National Access Plan is also being developed within the context of very clear system objectives for higher education that have been framed by Government. Actions taken over the period of the new plan will be aligned with the overarching system objectives for equity of access that have been specified at a high level in the National Strategy for Higher Education to 2030 and developed in more detail in the Department of Education and Skills Higher Education System Performance Framework, 2014 – 2016.

Specifically, the Performance Framework has articulated the following as a key system objective for higher education:

To promote access for disadvantaged groups and to put in place coherent pathways from second level education, from further education and other non-traditional entry routes.

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[1] Smyth E., McCoy S. (2011) Improving Second-Level Education: Using Evidence for Policy Development, p.19
[2] *Action Plan for Jobs 2014* (Government Publications, 2014)
[3] *National Action Plan for Social Inclusion 2007-2016* (Government Publications, 2007), p.32
[4] Doyle O. and Timmins L., (2007) *School Readiness Matters: Socioeconomic Inequalities in Early Childhood Skills*
[5] Heckman, J.J. (2006) *The Economics of Investing in Children,* UCD, Geary Institute

The high level indicators to assess performance in relation to these objectives are:

- Progress towards the Bologna[6] objective to ensure that the student body entering/participating/completing higher education reflects the diversity of Ireland's population.

- Increase in numbers and proportions of entrants from non-traditional routes.

- Increased numbers and proportions of entrants into flexible learning opportunities in higher education into part-time or flexible programmes.

- Higher education persistence and completion rates for under-represented groups

- International benchmark comparing the percentage of students in tertiary education by mode of enrolment.

The Department of Education and Skills has specified the overall objectives and indicators for equity of access to higher education outlined in the Performance Framework. The National Access Plan will set out the specific objectives, actions and national targets for achieving equity of access to higher education over the lifetime of the Plan. The implementation of the National Strategy for Higher Education to 2030 is also supporting the full integration of access initiatives in core higher education institutional activities and strategies. Performance outcomes, priorities and targets addressing equity of access and lifelong learning are an intrinsic component of strategic dialogue discussions and of the compacts that are agreed between HEIs and the HEA. These compacts will form the basis for performance funding allocations to HEIs. The first report to the Minister on higher education system performance has been published.[7] Among the main findings of this report are that equity of access and improving pathways to higher education are essential to meeting requirements for skills. The system has made progress on increasing flexibility of provision and supporting access by students with disabilities but has fallen short on targets for under-represented socio-economic groups and full-time mature entrants. The report recommends these groups should be the particular focus of the next National Access Plan and work by regional clusters to develop more coherent pathways to higher education.

The new National Plan for Equity of Access to Higher Education is one component of the overarching higher education performance framework. The targets set out in the new plan will become part of individual compacts with HEIs and will be reported on to the Minister for Education and Skills in the HEA's system performance reports to the Minister.

This National Access Plan is being developed at the same time as the Department of Education and Skills is planning a wider review across the education and training sector that will contribute to addressing the longer-term challenges for all of the target groups. The HEA and the higher education sector look forward to contributing to this review over the period of the next access plan.

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[6] The Bologna Declaration to create a European Higher Education Area (EHEA) was agreed by member states in 1999.
For further information on the declaration, including objectives for the social dimension of higher education and lifelong learning see http://www.ehea.info/.
[7] HEA (June 2014), Higher Education System Performance, First Report 2014-2016

2.2 Developments in equity of access to higher education

Progress to date

Achieving equality of educational opportunity is a long-standing, national policy goal for Ireland, with a range of education- and equality-related legislation underpinning progress, as well as large-scale initiatives that include free pre-school education; the DEIS programme at primary and second level; system-wide supports for students with disabilities; and supplementary education and training opportunities for adults.

For almost two decades, there has been a strong focus in Ireland on achieving equity of access to higher education. Initiatives include the student grant system; the Fund for Students with Disabilities; the Student Assistance Fund; and the inclusion in the HEA funding allocation model of metrics which recognise and encourage institutional performance in relation to access. The HEA has targeted support towards the development of access programmes by the sector since 1996. Programmes of work by some institutions have been in place prior to systematic support by the HEA.

Since 2003 there has been a dedicated unit in the HEA to promote higher education access, steered by a national plan of actions and targets.

There have been two national plans for enhancing equity of access to higher education developed in the HEA. The first plan, *Achieving Equity of Access to Higher Education in Ireland: Action Plan 2005-2007* (HEA, 2004) and the second *National Plan for Equity of Access to Higher Education 2008-2013* (HEA, 2008). Changes in participation for the target groups over the period of the last plan included:

- Overall participation growing to 52% of all 18-20 year olds (69% if all age groups including mature students are included). The participation rate is calculated as a proportion of the three year age cohort applicable to the majority of new entrants. If students of all age groups are included in the numerator when calculating the participation rate, it leads to an overstatement of participation rates. It is nevertheless useful to consider this participation rate (i.e. 69%) and reflect on the types of new entrants included, i.e.:

  - students who leave school at a young age and enter higher education at a much younger age than the majority,

  - students who may do other things directly after leaving school (e.g. complete a further education qualification, go into employment, travel) and then go on to higher education but are not old enough to be defined as mature students,

  - and mature students.

The table bellow illustrates the breakdown of the participation rate when all new entrants are included.

Age Cohort	Participation rate as a % of the three year age cohort applicable to the majority of new entrants
16 - 17	4%
18 – 20	52%
21 – 22	3%
Over 23	10%
Total	**69%**

- Mature student participation rising from 12.8% of full-time entrants to 13%.

- Estimated participation by target socio-economic groups increased from 27% to 30% of those from non-manual worker backgrounds and from 33% to 36% for those from semi and unskilled worker backgrounds (all age cohorts including mature students are included)[8].

- Students with disabilities increasing by 836 students from 466 students to 1,302 students.

- Flexible/part-time participation growing from 7% to 16% of undergraduates, although Irish part-time participation levels are low with reference to international benchmarks.

These indicators of progress demonstrate how combined efforts of a range of stakeholders, including HEIs, has supported advances in access over the course of the two plans. It is important to acknowledge and reflect on the efforts and commitment of the higher education institutions and education providers across the education spectrum in bringing about these very real and tangible improvements in equity of access to higher education.

Positive changes and reforms are also occurring across the wider education system, including a new curriculum at primary level and a new junior cycle at second level. Reform of senior cycle and the Leaving Certificate is also underway, and steps are being agreed to streamline and make more accessible the transition from second level into further and higher education.

In further education and training a new national agency *SOLAS* has been established and is leading implementation of Ireland's first national strategy[9] for this part of the education system. Management of further education and training at local level has been streamlined, with the establishment of 16 new Education and Training Boards which replace 33 Vocational Education Committees and local FÁS training provision. As part of the reform process, the Department of Education and Skills is currently reviewing initiatives and policies that are in place throughout the education system to achieve equity of educational opportunity. The objective is to ensure that all young and older people in Ireland are supported to succeed and achieve to their full potential; and that initiatives are working with maximum coherence and effect to support the equity goal.

Some Outstanding Challenges

Where less progress was made this is a good indication of the target groups where the next plan needs a much stronger focus. For example, the combined participation by target socio-economic groups increased over the course of the two plans but not to the extent projected. Research and feedback so far, indicates that, where progress did not occur, there is a combination of reasons for this. Some of these reasons lie outside the control of higher education or can only be addressed to a limited extent by the sector. These include the prior educational experience and that guidance and performance of some groups is such, that at the point of leaving school, they are not in a position to make the transition to higher education.[10] Financial constraints, in particular for mature students and for individuals on the margins of grant eligibility from underrepresented groups, is another factor.[11]

However there are other reasons and factors affecting access and participation where higher education is influential and these are being addressed as part of the implementation of the national strategy for

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[8] These figures are calculated using data from the Equal Access Survey (EAS) of all new entrants to higher education that is carried out in every HEI at student registration.
[9] (Solas, 2014), Further Education and Training Strategy 2014-2019
[10] McCoy S. and Smyth E., '*The sooner the better I could get out of there: barriers to higher education access in Ireland*' in Irish Educational Studies 30: 141-157, (2011)
[11] HEA (2010), Hidden Disadvantage? A Study on the Low Participation in Higher Education by the Non-Manual Group

higher education. This includes work to develop clear, alternative pathways to higher education; improve levels of engagement between higher education institutions and local communities and strengthen teaching and retention strategies and practices, in particular those focusing on target groups. The higher education sector also has a strong influence as the trainer of teachers and other professionals who work with learners at all stages in education.

There is also a strong geographic and community dimension to under-representation, for example, some areas of Dublin city are far below the national participation rate and also the overall Dublin participation rate (15% in Dublin 17 and 16% in Dublin 10). A national system of postal codes is due to be introduced in 2015 and this will support a more targeted approach to work by HEIs and community based agencies to support increased access from urban and rural, educationally disadvantaged areas.

A particular development over the timeframe of the last National Access Plan has been the development of the Disability Access Route to Education (DARE) and Higher Education Access Route (HEAR) admission schemes for students with disabilities and students from socio-economically disadvantaged backgrounds respectively. With the support of the HEA Strategic Innovation Fund (SIF), these schemes which had previously operated as small scale "local" initiatives, have, since 2010, been transitioned to main-stream systems-based admissions schemes in 20 participating HEIs, including all of the universities and colleges of education. This is a positive development and shows commitment to deliver on equity of access targets. As more up-to-date data on participation by socio-economic group becomes available (latest available refers to 2011), it is hoped that the impact of the HEAR scheme will become more evident. Recommendations from a recent evaluation[12] of the HEAR and DARE routes are being progressed, including further work to more clearly identify and support alternative pathways to higher education for under-represented groups who do not make the transition through the schemes.

There was progress made in increasing mature student participation but the 2013 targets were not achieved. Reasons provided by stakeholders on why targets for mature students were not achieved included the possible need for better, national systems of guidance for adults on the range of opportunities in higher education and alternative routes of admission. Against the economic backdrop, financial barriers, including fees for part-time courses for lower income groups who are in the workforce, the cost of childcare and other costs faced by older learners are challenges for increasing participation. The extent to which services can adapt to target and support participation by mature students are also cited[13].

While, overall, there were significant increases in participation by students with disabilities, the target for those who are deaf/hard of hearing was not achieved. Recent research indicates that the reasons may include lower progression rates among young people with disabilities who are also from socio-economically disadvantaged backgrounds.[14] The availability of supports and services (e.g. for sign language support) for students with disabilities who wish to study on a part-time basis has also been raised as an issue. More generally there is a need for better evidence on the reasons why students with a disability may not participate in part-time and flexible modes of study so that the issues can be addressed.

There was no target for Irish travellers and data that has become available since indicates that significant work needs to be done in specifically targeting increased access and progression among this group.

Equity of access to higher education will only prosper in an education environment that supports equity of access across the educational system. The overarching challenge for the next National Access Plan is to reinforce the developments and progress to date in achieving equity of access while also charting a challenging map for greater progress.

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[12] http://www.iua.ie/wp-content/uploads/2014/02/HEAR-DARE-Evaluation-Report.pdf
[13] HEA, 2012, Part-time and Flexible Higher Education in Ireland, pp,23-32
[14] Ryan, R, in HEA, 2013, How Equal? Access to Higher Education in Ireland, Research Papers, pp.109-113

2.3 European and International Policy Context

The Europe 2020 strategy objectives on poverty reduction and economic and social inclusion are important drivers of higher education policy in Ireland, and in particular the targets that have been set for Ireland. The Bologna Process is also influential in strengthening the drive for social inclusion and ensuring that higher education is more representative of the whole of society.

Since 1999, the Bologna Process has co-ordinated work across member states towards the development of a common European Higher Education Area (EHEA). Since 2001 there has been a focus as part of the Bologna process on the social dimension of higher education (Prague Communiqué, 2001). Broadly speaking, this refers to a shared goal between member states of removing inequalities in access to higher education so that the sector is more representative of all groups in society. More recently the ministers for education from all member state countries have renewed their commitment to foster the exchange of good practices relating to the social dimension of higher education (Bucharest Communiqué, 2012). Progress has been made on this objective by the Bologna Working Group on the Social Dimension and Lifelong Learning, in particular through the activities of the PL4SD peer learning project[15].

The Europe 2020 strategy[16] objectives are also important drivers of education and other areas of policy in Ireland. The EU objectives for poverty reduction and economic and social inclusion are particularly relevant to policy on access to education. Under these objectives areas of common concern to member states are identified, including the need across all member states to continue efforts to increase levels of retention in second level and participation in higher education. An overall, EU-wide target has been set to increase the share of those aged 30–34 having completed tertiary education to at least 40% by 2020.

Individual targets have also been adopted by each member state, which in the case of Ireland is to increase the share of 30-34 year olds who have completed tertiary education to at least 60% by 2020. The most recent Eurostat data[17] for 2013 indicates that, at 52.6%, Ireland's tertiary attainment rate for 30-34 year olds continues to be the highest in the EU. However to increase this to 60% by 2020 will require a renewed focus on policy and practices supporting access to, and participation in, higher education. As part of the National Strategy for Higher Education, a Higher Education System Performance Framework has been developed by the Minister for Education and Skills (May 2013). This sets out how progress towards Ireland's objectives for higher education, including increasing access, will be evaluated with reference to the Europe 2020 targets and also the targets in the National Access Plan.

Reviewing wider, international progress on access to higher education also continues to be the focus of the OECD, World Bank, International Association of Universities and other pan-national organisations. Across OECD countries, investment in education is well recognised as the path to economic recovery and long term growth.[18] For some years the trend for Ireland, relative to other countries, is the contrast between the levels of education of our younger age cohorts, compared to those over the age of 50. For the overall adult population, age 25-64, Ireland is above the OECD average (38% compared to 32% in 2011)[19] for tertiary attainment levels. However 47% of those aged 25-34 years had a third level qualification in 2011, compared to the OECD average of 39%. Ireland is joint fourth across 34 countries in this category. This is consistent with evidence of trends noted in studies of participation in higher education in Ireland from 1980 onwards.

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[15] www.pl4sd.eu

[16] (European Commission, 2010) Europe 2020: A European Strategy for smart, sustainable and inclusive growth

[17] http://epp.eurostat.ec.europa.eu/portal/page/portal/europe_2020_indicators/headline_indicators

[18] http://www.oecd.org/education/

[19] (OECD, 2013) Education At a Glance 2013 , Table A.1.3a

The HEA proposes a wider vision for equity of access to higher education and seeks the views of all stakeholders on the shaping of this vision. A proposed vision is set out below for consideration and further development:

Over the period of this National Access Plan (2014-17), in partnership with other stakeholders, Irish higher education will become a more fully inclusive system that enables more citizens, irrespective of age, socio-economic background, disability or other factors to access in, participate in, and complete higher education and achieve their full potential, as part of the overall social and economic development of Irish society. Access to higher education will be intrinsic to what a higher education institution does, interlinked with teaching and learning, research and civic engagement.

In developing this proposed vision it is important to be consistently mindful of the essential reasons why equity of access to higher education is a national policy priority.

(i)   **Equality of opportunity is a fundamental principle underpinning Irish society:** Irish society has developed on the basis of a core philosophy of equality for all people. Our constitution, legislation and public policies set out how all citizens should be valued equally and supported in the achievement of equal rights and equal opportunities irrespective of factors such as social class, age, disability status or gender. Notwithstanding the improvements that have been achieved over the past decade, it remains the case that some groups in Irish society are not represented in the higher education population in line with their representation in the population more generally. Successive governments have attempted to address this imbalance and have placed equity of access to higher education as a national policy priority. If Ireland is to be a truly equal society, then all citizens must have a right to equality of opportunity and there should be equal access to all parts of the education system, including higher education.

(ii)   **Personal growth and mobility pays huge dividends:** For an individual, having a job maximizes their life chances and builds self-confidence. Higher education allows individuals better opportunities to secure employment and is the best predictor of earnings over time. The estimated lifetime earnings for someone with a higher education qualification is significantly higher than for someone without. Having a job is a human right.[20] It enables each citizen to contribute economically and socially to society. While higher education is not an option for everyone, respecting personal choice and differences in abilities – the vast majority of people, who want to participate in higher education, can be successful in higher education when given the correct support. In the USA it is documented how 63% of jobs there will require a college qualification.[21] That requirement is fast becoming the reality in Ireland. We need to overcome self-limiting beliefs about further and higher education participation, particularly from those whose earlier experience of education was less than positive.

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[20] Article 23.1, Universal Declaration of Human Rights (1948)
[21] International Association of Universities (IAU 2011), Equitable Chances, p.7

(iii)   An educated people is our biggest asset: An educated, creative and adaptable society and workforce is Ireland's biggest asset as we work towards social and economic recovery. Put simply, the Irish economy needs more higher education graduates. Equity of access to higher education is a social and equality imperative, but is also an economic imperative. As we begin to rebuild employment levels, enterprise, and our global reputation for innovation, we cannot afford to leave anyone behind. All labour market and economic forecasts are highlighting a growing demand for knowledge workers over the coming years. Higher education has a key role to play in preparing young and older people for this recovery. To make it happen, we need graduates from all parts of society, of all ages and abilities. At present we are not supporting all of our population to realise their potential. We must work collectively to change this.

(iv)   Enabling a vibrant, harmonious society: In terms of the cost-benefit analysis the verdict is clear. Higher education graduates earn more, have better health and better life expectancy. Going to college has a positive impact in terms of promoting social harmony, reducing crime and promoting intergenerational progression - helping to iron out inequalities in society. And there are the myriad benefits in terms of arts, music, language and a range of other social capital indicators.

4.1   Proposed goals for consultation and development

This consultation paper proposes four main goals for the next National Access Plan. These underpin the objectives of the Higher Education System Performance Framework 2014 – 2016 and align with plans to evaluate progress on these objectives.

The four goals proposed are:

1. *To promote access for disadvantaged groups to higher education.*

2. *To put in place coherent pathways from second level education, from further education and other non-traditional entry routes to higher education.*

3. *To increase progression and completion by target groups.*

4. *To support evidence-based policy formulation.*

The HEA and DES are of the view that the locus of expertise to achieve equity of access to higher education lies with the education providers across all education levels and their commitment and drive is clear. The role of the HEA and DES in this National Access Plan is to foster this commitment further by setting the overall policy framework for equity of access and putting in place a system for evaluating progress, disseminating best practice, building the data capacity that enables evidence based policy making and putting in place appropriate supports for HEIs to deliver.

High level objectives that support the delivery of the above goals are proposed for further comment and input from stakeholders. In addition, actions underpinning objectives will be developed following this consultation process. The HEA invites the input and expertise of all stakeholders on these and any additional areas not included here with a view to developing a framework of actions that will be key to the achievement of the targets that will be set in the next National Access Plan. It is important to reflect that any goals, objectives or actions presented in this document are in no way prescribed or agreed. They are presented for the purposes of stimulating thinking and discussions. Stakeholders are invited to add, delete, develop, debate, propose, and amend with respect to any issue of relevance to the new National Access Plan. Section six sets out a number of key questions to assist stakeholders with this process.

4.2   Underpinning Objectives and Action Areas for consultation and development

Goal 1   To promote access for disadvantaged groups to higher education.

High Level Objective:

Monitor and support work to progress access to higher education by target under-represented groups

Underpinning areas of action for discussion and development

- The HEA will ensure that equity of access objectives, priorities and targets are part of HEI performance compacts with the HEA and that performance in relation to the achievement of these targets is measured as part of the strategic dialogue process on an annual basis. The HEA collects the data to facilitate monitoring of progress towards the achievement of national targets. Institutions that do not deliver on the targets agreed with the HEA will be subject to financial penalties. The HEA are also progressing work on a data strategy for higher education and this will include plans for the development of access data.

- The HEA will promote best practice throughout the higher education system through working with HEIs and other stakeholders to disseminate best practice. The HEA will develop a checklist of best practice initiatives for HEIs that will assist them in considering and evaluating their own strategies. The HEA will convene regular fora of access practitioners to review progress made on access and share best practice. Best practice initiatives are those that enhance access, progression and retention of students from under-represented groups. The research network for equity of access and lifelong learning will also contribute to supporting best practice.

- Access to higher education is everyone's issue, therefore consideration needs to be given to exploring strategically, at a national and local level, a Universal Design Approach in a way that results in an improved learning experience for all learners.

- The HEA and higher education institutions will work with Traveller representative organisations, teachers, academics and access personnel to consolidate and to enhance existing initiatives to support Travellers progressing to higher education. The objective is to identify additional, practical actions to ensure achievement of the national target set for this group.

- In developing approaches to achieve equity of access to higher education, it is essential to understand the challenges and possible barriers faced by prospective students and their families and to understand the potential impact of national policy decisions on access to higher education.

- The role of the community and community-based programmes and initiatives needs to be considered afresh in terms of further developing our understanding of how these are contributing to increased access by under-represented groups. A national system of postal codes is due to be introduced in 2015 and this will be the basis for further work on developing our approach to targeting disadvantaged urban and rural communities.

- Consideration also needs to be given to the role of guidance and mentoring in second level schools in raising aspirations and assisting in course selection.

- The Department of Education and Skills will maintain a continuous review of initiatives and policies that are in place throughout the education system to achieve equity of educational opportunity. This will ensure a coherent approach to the development and implementation of a whole-of-education, equity of access framework. The HEA and the higher education sector will contribute to this work through the development and implementation of this plan, in collaboration with other stakeholders.

- The role of the colleges of education is of paramount importance. Primary and post-primary teachers have an essential role to play in shaping student expectations and this needs to be reflected in the way teachers are trained.

- Evaluation of the performance of HEIs in the area of equity of access to higher education must take on a more multi-faceted approach, e.g. analysis needs to consider the extent to which there are inconsistencies in the way students from the target groups are represented across the disciplines and professions. This is of great significance as all areas of higher education should have the objective of reflecting the whole community in which it serves.

High Level Objective:

Use available funding in a manner that best supports equity of access to higher education by disadvantaged groups

Underpinning areas of action for discussion and development

- The HEA will review its recurrent funding allocation model to ensure that it continues to underpin and drive progress on national access targets and that it rewards achievement of institutional goals and targets. An on-going priority for the HEA is to ensure that access funding measures are fit for purpose and appropriately directed to ensure national targets are achieved. Specific funds such as the Fund for Students with Disabilities and the Student Assistance Fund require more systematic evaluation and implementation of findings, including analysis of data gathered by the HEA on both funds.

- A review of how core funding is being used to support best practice will inform strategic dialogue between the HEA and each higher education institution.

- The HEA will contribute to research and review of the way in which the overall structure of institutional funding and student financial supports impacts on decisions to enter and stay in higher education by all under-represented groups. This will inform consideration on how financial supports can be best targeted to improve access, participation and completion rates.

<table>
<tr><td>**Goal 2**</td><td>To put in place coherent pathways from second level education, from further education and other non-traditional entry routes to higher education.</td></tr>
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High level objective:

Develop more coherent pathways from second level, further education and other routes of access to higher education

Underpinning areas of action for discussion and development

- Access to higher education needs to be seen as a post-secondary education strategy. Solutions and strategies must apply and be integrated across all levels of education. This will require issues such as credit transfer within programmes and across institutions to be fully addressed.

- Within the regional clusters[22], that are emerging following developments on the higher education landscape, all higher education providers, further education providers and schools will be required to work together to ensure that there are clear educational pathways and opportunities available for students. This will include consideration of pathways and supports for members of under-represented groups who do not make the transition through the HEAR and DARE schemes. Progress will be evaluated as part of the strategic dialogue process. The HEA supports the 10% further education progression target included in the FET Strategy 2014-2019 published by SOLAS.

- Bridges will be developed to support learners overcoming barriers at different, critical transition points[23] on the path towards higher education. Projects and work already underway will be drawn upon, as well as additional research.

- Initiatives that raise awareness of further and higher education pathways and opportunities in the potential student population, in particular those from under-represented groups, are essential. The HEA is working with HEIs and education providers across the education system to support these initiatives.

- An opportunity exists through the continued implementation of the recommendations of the Part-time and Flexible Higher Education in Ireland Policy Document (HEA, October 2012) to increase participation in part-time and flexible modes of study.

- The HEA will work with Qualifications and Quality Ireland (QQI), SOLAS and the higher education institutions to promote and share good practice in RPL and to expand RPL across the system. Traditionally, there has been an over-emphasis on linear entry routes to higher education based primarily on the Leaving Certificate. A shift in this emphasis is required over the period of the next National Access Plan.

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[22] Five regional clusters: **Dublin I** (UCD, TCD, IADT, NCAD, MIE); **Dublin II** (DCU, MDI, SPD, NUIM, AIT, IT Dundalk; DIT, IT Tallaght, ITB); **Mid-West** (UL, LIT, MIC); **West/North-West** (NUIG, GMIT, LKIT, IT Sligo, St. Angela's College); **South** (UCC, CIT, IT Tralee, WIT, IT Carlow).
[23] Previous research indicates three categories of entrant be targeted as follows: (i) reserved places for those above minimum entry requirements (ii) pre-entry preparatory programmes for those with just minimum entry requirements and (iii) bridging courses for those without minimum requirements. Action Group on Access 2001, p.51. At pre-entry, three critical transitions are: whether students stay in school to take the leaving certificate; their level of attainment in the leaving certificate and, based on this, whether a student progresses to further or higher education.

To increase completion rates by target student groups

High level objective:

To increase progression rates by under-represented groups through targeted supports for students at risk of non-completion

Underpinning areas of action for discussion and development

- The Higher Education System Performance report[24] highlights a rise in non-progression rates for students from target socio-economic groups, in particular those undertaking awards at levels 6 and 7. The report recommends that further analysis is needed to increase our understanding of the reasons for higher rates of non-completion among particular groups and the most effective measures necessary to address this.

- Complementing the Transitions Reform work on the first year student experience, guidelines of best practice on academic and pastoral support for students in their first year of study will be developed. The objective of these guidelines will be to support better first to second year progression. Access to student services for all students is another issue requiring consideration.

- The work of the National Forum for Teaching and Learning to enhance the quality of the learning experience for all students and deliver excellence in teaching and learning will contribute to increased progression rates.

- Consideration needs to be given to the networks in place for teachers in HEIs to liaise and develop approaches to best support completion by students from non-traditional backgrounds.

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[24] HEA (2014) Higher Education System Performance First Report 2014-2016, pp. 44-49

To support evidence-based policy formulation.

Strengthen systems to gather data and other evidence needed to measure progress and advise the development of policy for access

Underpinning areas of action for discussion and development

- Determining the most appropriate data and data collection and data assessment methodology that best assesses equity of access to higher education is a challenge. Traditional socio-economic grouping approaches may not be the most appropriate in the future as the numbers of those whose group is unknown has grown in both the census and HEA data collection. However despite drawbacks, the response rate by students to questions on socio-economic group is far higher than other national surveys and it is a variable that can be measured. It has been proposed that, in parallel to socio-economic group, the HEA and higher education institutions also pilot other possible measures and parallel indicators over the period of the new plan (e.g. geocoding for local areas of disadvantage, parental education level) with a view to using these in a more mainstream way in the future. A number of new indicators that may be considered for inclusion in the next plan are proposed in the next section on targets.

- The HEA will consider these issues as part of an overarching data strategy for higher education that is being developed. Liaison and the exploration of opportunities for data sharing for the purposes of policy formulation with stakeholders such as the CAO, SUSI, IUA (HEAR and DARE) will take place.

- A more comprehensive understanding of the reasons why students do not participate in higher education and the various scenarios and interplay of factors that may lead them to take this decision is required. This will facilitate the development of the most relevant policy interventions. In addition, data needs to be fully mined to identify underrepresented student populations and sub-groups within student populations that may be underrepresented, e.g. unaccompanied and separated children, ethnic minorities, lone parents.

- HEIs need to evaluate their own access strategies in order to determine what students they are best supporting and what students are not being supported. Such evaluations assist in the development of enhanced interventions.

- The HEA will work with the HEIs to contribute to, and support, the DES in its forthcoming system review of policies and initiatives which support equity of access, opportunity and achievement across the whole-of-education spectrum, i.e. from pre-school through to higher education.

Setting participation targets for under-represented groups in higher education is a key element of the national access plan. For the period of the next National Access Plan, targets have been set for five groups who continue to be under-represented in higher education. These targets are considered to be ambitious but achievable by the higher education system. They were developed with reference to the targets set in the 2008-2013 National Access Plan (**see Appendix 1**), some of which were not achieved, as well as drawing on a detailed exercise of data analysis and forecasting for the next three years. In addition to enabling assessment of progress locally and nationally, these targets will assist all partners to develop concrete actions and to drive forward the access agenda.

These targets have been the subject of discussion and consultation with stakeholders and formed the background of equity of access discussions with HEIs at strategic dialogue meetings and in the agreement of compacts with HEIs. The targets were developed in view of the 2014-16 compacts agreed earlier this year with HEIs. Further discussion will be possible as part of this process on additional targets or indicators that may be needed. Feedback has been received from access officer networks on the need for a more sophisticated, multi-indicator approach under-pinning the headline targets for each under-represented group. These would include targets for students with disabilities and mature students from disadvantaged backgrounds and targets for part-time students with disabilities. Further development of systems of data collection and analysis are planned, as part of an overall HEA and higher education data strategy to help advance this objective. It is proposed that a mid-term review of the next National Access Plan will take place in 2016. This mid-term review will assess progress in relation to the achievement of targets and also consider the proposal of new targets if the appropriate underpinning systems of data collection and analysis have developed sufficiently.

Since the last national access plan was published there have been a number of advances in educational data collection and analysis. These include more detailed data available from the Central Statistics Office (CSO) and the most recent Census of Population in 2011. With the introduction of the co-ordinated national student grant agency Student Universal Support Ireland (SUSI) new, national datasets are now becoming available on the numbers and profiles of students eligible for financial support to attend further and higher education. Progress on geo-coding for Ireland is advancing, and though not yet rolled out, it is expected that this will be introduced over the next twelve-to-eighteen months.

Targets to the New National Access Plan for five under-represented groups have been set. These targets foresee progress consistent with previous rates of progress while at the same time stimulating the system to deliver enhanced performance.

Participation in higher education by people disadvantaged by socio-economic barriers

Targets for socio-economic groups with the lowest representation in higher education	Current[25]	Target
Non-manual worker group	23%	**27%**
Semi- and unskilled worker group	26%	**30%**

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[25] Source: HEA SRS Data, 2011/2012

For the past three decades, the main approach used to assess equity of access for this group has drawn on occupational groups and the methodology to measure under-representation by particular socio-economic groups developed by Professor Patrick Clancy in the early 1980s. The current figure reflects new analysis that has been developed through an updating of the 'Clancy' analysis by the HEA and using an adapted methodology. This means that the new targets are now based on the increase in the participation of full-time, undergraduate new entrants aged 18 to 20 years only from the relevant socio-economic groups as a proportion of those from that age cohort in the wider national population in those groups. This represents a shift from the "Clancy" analysis where participation rates were calculated using all student numbers (all age cohorts including mature students) and expressing them as a percentage of the age cohort from which the majority of new entrants belonged. Given the increases in mature student numbers that have taken place since the "Clancy" analysis was first completed, it is now accepted that that methodology overstates participation rates. Accordingly, it is proposed that the current participation rates will be calculated on an age cohort basis and that socio-economic targets will be developed with reference to these new baseline participation rates. Targets are also developed for mature student participation. Key tables from the updated adapted "Clancy" analysis are included in **Appendix 2**.

As indicated in the system performance report, achieving the socio-economic participation targets will require higher education institutions to, collectively, have an intake of at least 21% of new entrants from the two socio-economic groups combined by 2016[26].

It is also proposed that additional indicators will be developed and used to monitor progress on addressing educational disadvantage. These additional indicators will include monitoring of progression by students from DEIS schools to higher education. Analysis by the Department of Education and Skills indicates that 24% of students completing the second year of senior cycle in DEIS schools progress on to higher education, compared to 50% for all schools[27]. Further analysis by the HEA indicates 12% of entrants to higher education are from a DEIS school. The participation rate for students attending DEIS schools based in rural areas is higher than for students attending DEIS schools in urban areas.

An indicator is also proposed below to monitor progression by FETAC award holders in higher education. Data is provided each year by institutions to the CAO on the number of students accepting a place which was offered based on their FETAC results. In 2013 over 3,000 (or 6%) of acceptances were on this basis. New analysis by Quality and Qualifications Ireland (QQI) indicates that 18% of FETAC award-holders (5,000 students) enrolled in HEA institutions in 2009-10. Many students who apply with a FETAC award enter higher education through the mature student route or based on their leaving certificate results[28]. Work by regional clusters to map and develop pathways to higher education is also relevant to this target, as is planned collaboration between SOLAS and the HEA as part of the implementation of a five year further education strategy.[29] A common applications portal for further education is also under development by the CAO and this will support a closer alignment of further and higher education application processes and data.

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[26] HEA (June 2014), Higher Education System Performance, First Report 2014-2016,, p.45, table 2.1 and p.109
[27] DES, April 2013, School Completers – What Next?
[28] QQI and DES, August 2013, Where do FETAC (QQI) award holders go?
[29] SOLAS (2014) Further Education and Training Strategy 2014-2019

Progress towards the EU 2020 target for tertiary attainment will be monitored as will the proportion of students entering higher education who are on the special rate of grant. This category of grant holders are from long-term social protection-dependent backgrounds. SUSI and the HEA are working on the development of new mechanisms for the sharing and analysis of data. 15,591 first year, undergraduate entrants to HEA funded institutions were awarded a SUSI grant in 2013 (circa 37% of all first years). Of these 3,435 (22%) were awarded the Special Rate of Grant and a further 7,904 (50%) full maintenance grant and fee support.

As a first step towards further work to refine our approach to targeting disadvantage, indicators will also be set to monitor participation in higher education based on postcodes. New analysis by the HEA shows that while, over the past ten years, participation in higher education has grown from 51% to 62% in Dublin (including all age cohorts including mature students), some areas are far below this average. A national system of postal codes is due to be introduced in 2015 and this will be the basis for further work on developing and refining this approach.

Additional Indicators of Performance	Current[30]	Target
Participation by students from DEIS schools of which	12%	**15%**
- Rural	*8%*	*10%*
- Urban	*4%*	*5%*
Participation by students progressing from further education where basis for entry is a FETAC award	6.6%	**10%**
EU tertiary educational attainment target for Ireland (age 30-34)	52.6%	**55%**
% of new entrant grant holders on the special rate	22%	**25%**
Participation by entrants from lowest participating counties and postcodes		
Donegal	41%	**National Averages**
Laois	41%	
Offaly	45%	
Cavan	46%	
Louth	46%	
Dublin 17	15%	**20%**
Dublin 10	16%	**21%**
Dublin 1	23%	**28%**
Dublin 22	26%	**31%**
Dublin 2	26%	**31%**
Dublin 8	28%	**33%**
Dublin 11	28%	**33%**
Dublin 24	29%	**34%**

[30] All data refers to 2012/13 with the exception of county and Dublin postal code participation rates which refer to 2011/12

As outlined under proposed goal 4, work will also continue on the development of new data collection methodologies and analysis. This will include work to develop:

- Baseline data on participation by target groups in second level and further education and training

- Progression (to second year) and completion (graduation) data for all target groups in higher education

- Profiles of all participating on part-time/flexible basis – mature, disability, those in target socio-economic groups

Participation in higher education by 'first-time' mature students

Mature Students (new entrants)	Current[31]	Target
Full-time mature entrants to higher education	13%	**16%**
Full and part-time (combined) mature entrants	19%	**23%**

Mature students in Ireland are defined as those 23 years-or-over on 1st January of their year of entry to higher education. It has been national access policy since 2005 to target support for those mature students who have not previously benefited from higher education and who enter college to complete a full-time course. This approach will continue, but reflecting the increasing importance of part-time and flexible learning opportunities for mature students and the decrease in numbers seeking full-time options, a national target is also set for full-time and part-time participation combined. Part-time/flexible participation in higher education is defined as participation that leads to less than 60 credits per academic year. The methodology has been aligned with the profiling analysis by the HEA which is advising implementation of the National Strategy for Higher Education.

Participation in higher education by people with disabilities

Students with disabilities	Current[32]	Target
As % of all new entrants to higher education	6%	**8%**
Entrants with sensory, physical disabilities (combined)	1%	**2%**
Students[33] with physical/mobility disability	398	**502**
Students who are deaf/hard of hearing	212	**255**
Students who are blind/have a vision impairment	140	**177**

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[31] Data refers to 2012/13
[32] Data refers to 2012/13
[33] All full-time students in receipt of the Fund for Students with Disabilities

Three under-represented groups among the disability community were identified as part of the last plan – those with physical, sensory and multiple disabilities. The intention is to continue with this focused approach, as well as setting an overall target for entry by people with disabilities, based on CSO 2011 census data and HEA equal access data. In addition baseline data on the number of students with disabilities in second level education will be monitored. National Council for Special Education data for 2011-12[34] indicates that 19,298 students with special needs in mainstream second level schools are being supported by the NCSE. 407 of these students are deaf/hard of hearing; 216 are blind/visually impaired and 1,945 have a physical disability. There are an additional number of students with sensory and physical disabilities enrolled in special schools. Further work will help develop the evidence base on progression by students with disabilities from second level to further and higher education, including those in DEIS schools, 250 of whom entered HEA institutions in 2012 (11% of all entrants indicating a disability).

While specific target numbers for students with a particular type of disability are presented above, it is of critical importance to reflect that students with all disabilities access higher education on an equal basis to all students, e.g. students with a learning disability, students with mental health or other neurological conditions. Access and successful participation by these students must be safeguarded in the overall target for students with a disability and these students must not be disadvantaged in accessing higher education.

Participation in part-time/flexible higher education

Part-time/flexible participation	Current[35]	Target
Proportion studying on a part-time/flexible basis (all undergraduates and postgraduates)	19%	**23%**

A target will also be set to increase participation in part-time/flexible higher education among students of all ages and backgrounds. While in general part-time courses in higher education in Ireland are fee-paying, 10% of undergraduates are supported through the Springboard initiative which provides free, part-time places in higher education for jobseekers. Progress on flexible participation is a central reform objective in the national strategy for higher education. The methodology for the part-time and flexible target has also been aligned with the profiling of higher education by the HEA as part of the strategic dialogue process with higher education institutions.

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[34] NCSE Annual Report 2012 (NCSE, 2013), p.57
[35] Data refers to 2012/13

Participation in higher education by Travellers

Participation by the Traveller community	Current[36]	Target
Travellers in higher education (full and part-time undergraduate new entrants)	35	**70**

A national target is being set to increase participation in higher education by people from the Irish Traveller community. This is the first time that such a target has been established. The need for such a target has been identified in consultation with Traveller representative groups and with Travellers who have succeeded in accessing further and higher education in Ireland. The Department of Education and Skills statistics unit has advised that in the current school year, 280 young Travellers are participating in the final (leaving certificate) year of second level education. HEA survey data indicates that, on average, just 23 of these enter full-time, higher education each year. In addition a smaller number of Travellers enter as mature students. Representatives of the Traveller community estimate that a larger number of students are enrolled and urge that ambitious targets be set. Given the very small number of Traveller students accessing higher education each year, a numerical rather than a percentage target is proposed above.

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[36] Data refers to 2012/13

6   Next Steps

This consultation paper has been shaped by a comprehensive evaluation of progress on the actions and targets that were set out in the last access plan. The evaluation drew on the following:

· Submission of formal progress reports from each higher education institution funded by the HEA. These reports included an update on implementation of institutions' own access plans and progress on targets.

· Synthesis report on local and regional progress.

· Review and analysis of content, objectives and targets in compacts submitted by each higher education institution as part of the 2013-2014 strategic dialogue process with the HEA.

· Analysis of progress on quantitative targets set for the previous plan.

· Work programme and consultation on target-setting.

· Commissioning of the national spatial research institute NIRSA to carry out a pilot project on higher education participation nationally.

· Reports on consultation with focus groups and meetings with a range of stakeholders represented on the national advisory group; individual higher education institutions and networks of institutions; access officer networks; student groups; advocacy agencies.

· Review of relevant reports, evaluations and policy papers published in and outside of Ireland since 2008.

· Inputs from conference, 'How Equal? Access to Higher Education in Ireland' (Nov 2013) including research publication; presentations and debate at the conference.

The objective of the Department of Education and Skills and the HEA is that the new National Access Plan be published by the end of 2014. This will also include an implementation plan.

The HEA invites the input and expertise of all stakeholders on this document with a view to developing a framework of actions that will lead to the achievement of the targets that will be set in the new National Access Plan. There is no set template for response however stakeholders may find it helpful to bear the following key questions in mind:

1. Despite progress, some groups are not accessing higher education to the same degree as other groups. Why do you think this is and what supports your view?

2. With regard to the roles of other stakeholders, how can the HEA and higher education institutions most effectively support increased access?

3. Section four proposes four main goals, with a larger number of associated actions, we would welcome your views on these. In your view, which actions should be prioritised and are there other goals/actions that need to be included?

4. What actions should be taken to ensure that there is more consistent representation from underrepresented groups across all fields of study, e.g. programmes leading directly to the professions.

5. Section five of the document proposes a number of quantitative targets and indicators to support monitoring progress on access. Are there other targets or indicators you think should be included and, if so, how should these be measured?

6. What qualitative indicators also need to be considered to measure performance in increasing equity of access to higher education?

Higher Education Authority

August, 2014

Appendix 1 Outcomes for targets set in the National Access Plan, 2008-2013

	Base rates	Mid-Plan review outcomes	Plan Target	Plan Outcome[37]
National Participation Rate (includes all age cohorts including mature)	55%	72%	65%	**69%**
National Participation Rate (18-20 year-olds)	44%	53%	-	**52%**
Participation of the age cohort from non-manual socio-economic backgrounds	27%	n/a	42%	**30%**
Participation of the age cohort from semi & unskilled socio-economic backgrounds	33%	n/a	45%	**36%**
Full-time mature student entrants	12.8%	14%	20%	**13%**
Full and part-time mature student entrants	18%	19%	27%	**20%**
Enrolments on flexible/part-time courses[38]	7%	14%	17%	**16%**
Non-standard entry routes (estimate)	24%	25%	30%	**27%**
Target for lifelong learning[39]	7.3%	7.3%	17%	**7.1%**
	Base figures	Mid-Plan review outcomes	Plan Target	Plan Outcome
Students with sensory, physical and multiple disabilities (combined)[40]	466	699	932	**1,302**
of which				
Students with physical disability/mobility impairment	190	235	380	**398**
Students who are deaf/hard of hearing	126	173	252	**212**
Students who are blind/visual impairment	65	116	130	**140**
Students with multiple disabilities	85	144	170	**552**

[37] Plan outcome data have been developed using the previous methodology of calculating participation rates (i.e. including all age cohorts including mature students); it is not possible to re-baseline the historic data. Data refers to 2011/12.
[38] 2012 update includes distance and e-learning courses
[39] Source: Eurostat, Structural Indicators, % of persons aged 25-64 in receipt of education (formal and non-formal) in the four weeks prior to a national survey (in Ireland a module in the CSO, Quarterly National Household Survey).
[40] All full-time students in receipt of the Fund for Students with Disabilities

Table 1: Estimated participation rates in higher education by Socio-Economic Group (provisional)

Socio-Economic Group	Participation Ratio
Employers and managers	0.64
Higher professional	1.19
Lower professional	0.48
Non-manual	0.23
Manual skilled	0.51
Semi-skilled, Unskilled Manual, Agricultural Workers	0.26
Own account workers	1.46
Farmers	1.66
Total	0.52

Table 2: Estimated participation rates by County (provisional)

County	Participation Rate
Carlow	55%
Cavan	46%
Clare	59%
Cork	58%
Donegal	41%
Dublin	47%
Galway	60%
Kerry	54%
Kildare	47%
Kilkenny	53%
Laois	41%
Leitrim	60%
Limerick	51%
Longford	50%
Louth	46%
Mayo	60%
Meath	49%
Monaghan	54%
Offaly	45%
Roscommon	59%
Sligo	58%
Tipperary	51%
Waterford	56%
Westmeath	51%
Wexford	49%
Wicklow	53%
State Total*	**51%**

*Excludes new entrants from Northern Ireland

Table 3: Estimated participation rates by Dublin Postal Code (provisional)

Postcode	Participation Rate
Dublin 1	23%
Dublin 2	26%
Dublin 3	60%
Dublin 4	84%
Dublin 5	47%
Dublin 6	99%
Dublin 6w	82%
Dublin 7	41%
Dublin 8	28%
Dublin 9	55%
Dublin 10	16%
Dublin 11	28%
Dublin 12	37%
Dublin 13	36%
Dublin 14	76%
Dublin 15	47%
Dublin 16	79%
Dublin 17	15%
Dublin 18	58%
Dublin 20	32%
Dublin 22	26%
Dublin 24	29%
Dublin County	53%
Dublin Total	**47%**

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