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An tÚdarás um Ard-Oideachas

WHO WENT TO COLLEGE IN 2004? A NATIONAL SURVEY OF NEW ENTRANTS TO HIGHER EDUCATION

PHILIP J. O'CONNELL, DAVID CLANCY AND SELINA MCCOY |

HEA

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PHILIP J. O'CONNELL*, DAVID CLANCY**
AND SELINA McCOY*

*THE ECONOMIC AND SOCIAL RESEARCH INSTITUTE

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FOREWORD

Introduction & Background to Report

A significant rise in participation by school leavers in higher education; a significant improvement in participation among the lower socio-economic groups but room for improvement; participation among farmers and higher professional groups almost as high as it can go. These are some of the key findings of this report which presents the findings from the study of new entrants to higher education in 2004.

The purpose of this study is to examine the pattern of entry to higher education in the Republic of Ireland. It is based on a national survey of all those who enrolled as new entrants to higher education in October 2004. It has been conducted by the Economic and Social Research Institute (ESRI) in conjunction with Fitzpatrick Associates and is the fifth national survey of new entrants to higher education that has been undertaken on behalf of the HEA since 1980. The first four surveys were carried out by Professor Patrick Clancy and in general, this study employs the same methodology and examines the same range of variables, which were analysed in Professor Clancy's earlier reports (Clancy, 1982; 1988; 1995; 2001).

The study reviews the background and destination of students entering higher education for the first time by their age, gender, field of study, educational achievement and socio-economic background. In addition, the study examines admission rates to higher education both nationally and regionally. Analysis of whether students have a disability or are members of the Traveller community or an ethnic minority was not included in the study. Participation rates in higher education by students with a disability are examined in a separate series of studies commissioned by the HEA and carried out by the Association for Higher Education Access and Disability (AHEAD).

Achieving equity of access to higher education is a major Government priority and policy objective. This report on entry to higher education in 2004 will support the Minister for Education and Science, the HEA and all key stakeholders to better understand the patterns of entry to higher education and continue to develop appropriate and targeted policy approaches to increase and widen higher education participation.

Some Key Findings of the 2004 Study

Increasing participation

The survey shows that 36,051 students entered higher education for the first time in 2004, an increase of 3,327 from 32,724 new entrants in 1998. In terms of admission rate, this is a rise in the rate from 44% of the relevant age cohort in 1998 to 55% of the relevant age cohort in 2004, i.e. nearly 2% growth in the admission rate per year. The scale of the growth in the admission rate to higher education is further reflected in the fact that the estimated admission rate was just 20% at the time of the commencement of these surveys in 1980.

In general, the increase in the national admission rate is distributed throughout the country. Within the Dublin area there have traditionally been very large variations in the admission rates by Dublin postal code district. This continues to be the case and some postal code areas have very low admission rates. However, there is evidence of growth in admission rates in districts which had low admission rates in 1998 (e.g. the rate in Dublin 11 – Finglas-Ballymun increased from 14% to 28%; the rate in Dublin 24 – Tallaght-Firhouse increased from 26% to 40%; the rate in Dublin 1 – North Inner City increased from 9% to 23%; the rate in Dublin 17 – Priorswood-Darndale increased from 8% to 17%). All Dublin postal code districts experienced increases in admission rates since 1998.

Changes in socio-economic background

The survey reveals both continuity and some change in the patterns of entry to higher education by socio-economic background. The distribution of new entrants to higher education in 2004 by socio-economic background is broadly similar with the distribution in 1998. However, the analysis of participation rates by socio-economic group shows that there is evidence of a trend toward improved equity of access to higher education.

The estimation of participation rates by socio-economic group is dependent on having Census of Population data regarding the size of the relevant age cohort by socio-economic group. This estimation was complicated in this study by the fact that 17% of the population were allocated into the “gainfully occupied but unknown” category in the 2002 Census of Population. A range of assumptions were made about how this unknown group might be distributed across the rest of the socio-economic groups and the Census data was adjusted to reflect these assumptions. As a result estimated participation rate **ranges** for each socio-economic group are calculated and compared to the **point** estimate of participation rates from the 1998 study (see table below)¹.

Estimated Participation Rates in Higher Education by Fathers' Socio-Economic Group (New Classification), 1998 and 2004		
	1998	2004
Employers and Managers	0.65	0.60 – 0.65
Higher Professional	1.11	1.25 – 1.36
Lower Professional	0.63	0.59 – 0.65
Non-Manual	0.29	0.25 – 0.27
Skilled Manual	0.32	0.60 – 0.50
Semi- and Unskilled	0.23	0.33 – 0.40
Own Account Workers	0.39	0.60 – 0.65
Farmers	0.65	0.82 – 0.89

1. A detailed explanation of the approach to adjusting the Census data is included in chapter 3.

The estimated participation rates of some lower socio-economic groups, particularly the skilled manual and semi- and unskilled manual have increased considerably. The findings with respect to the non-manual group highlight a particular area of policy concern. Between 1998 and 2004 the survey data suggest that this group has not benefited from the rapid increase in overall participation between these years.

Conclusions

The findings of this report present a wide range and depth of information which will assist the HEA, and particularly the National Office for Equity of Access to Higher Education, in future policy formulation. Some of the key areas requiring further policy analysis include: measures to sustain and build on the increases in admission to higher education from the lower socio-economic groups; development of further policy interventions for increasing access within the non-manual socio-economic group; and increasing the choice of progression routes to higher education.

This study has also highlighted that the measurement of social background is becoming increasingly complex and that the application of the existing methodology is made difficult by factors such as the response rate in surveys and the inability to classify all of the population according to social class in the Census. Accordingly, the ESRI has proposed some alternative methodologies for the future. Further consideration of alternative methodologies designed to enhance collection and evaluation of social background data will be actively pursued by the National Office for Equity of Access to Higher Education during 2006. This work will also support the implementation of the HEA's revised funding mechanism, where student numbers data will be critically important to funding allocations.

On behalf of the Authority I would like to thank the ESRI and Fitzpatrick Associates, especially the authors Philip O'Connell, David Clancy and Selina McCoy, for undertaking this very important study. I would also like to thank the members of the Steering Committee for their time and expert input in monitoring the study; their guidance and support were of immense assistance and are greatly appreciated.

Michael Kelly
Chairman
March 2006

1

INTRODUCTION

1.1 Trends in Higher Education

Ireland has experienced substantial increases in participation in higher education since the 1960s. It has been argued that the expansion in educational participation, at both second and third level, has been one of the main factors underlying Ireland's rapid economic growth during the 1990s (Fitzgerald, 2000). It has also been argued that the rapid development of Irish society over the past four decades entailed a process of occupational upgrading to meet the skill needs of a rapidly modernising economy. As a consequence, educational credentials have come to assume major importance in determining the economic prospects of individuals (O'Connell, 2000).

Forecasts of future skill needs indicate that high skilled occupations will continue to expand over the medium to long-term and emphasise the need for continued investment in human capital, and the continuation of high demand for higher education graduates (Sexton, Hughes, McCormick and Finn, 2001 and Sexton, Hughes, Casey, Finn, and Morgenroth, 2004). In a context of ongoing rapid changes in the technology and organisation of production and service delivery, education and skills have come to assume central importance both for macro-economic performance as well as for the labour market prospects of individuals.

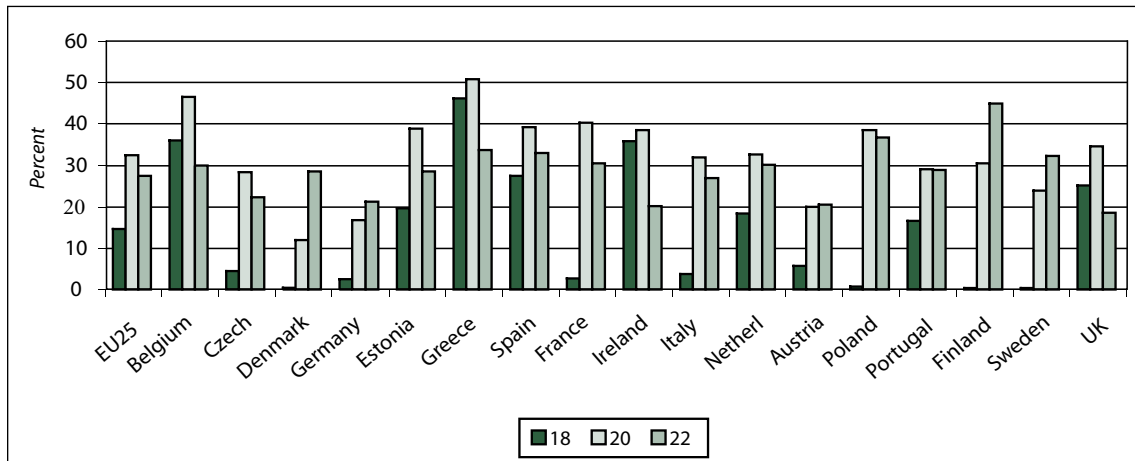
Table 1.1: Percentage Increase in Higher Education Enrolments each decade 1950-2000 in Selected EU Countries

Country	1950-60	1960-70	1970-80	1980-90	1990-2000	2000-2003
Belgium	68	140	57	27	31	5
Denmark	57	169	40	35	40	7
France	54	195	34	44	27	5
Germany	98	90	143	47	19	9
Greece	57	192	41	61	118	33
Ireland	56	129	92	64	89	13
Italy	18	258	63	29	29	8
Netherlands	72	118	56	32	12	8
Portugal	58	107	84	106	185	7
Spain	38	157	210	75	57	1
United Kingdom	68	256	38	52	72	3

Source: Eurostat Yearbook, 2003 and 2004.

Participation in higher education in Ireland is high by European standards. For example, Figure 1.1 shows that the participation rate for 20 year-olds in Ireland stood at 38% in Ireland, compared to an average of 32% across the EU25. Irish students go to college comparatively early in life. Participation rates among those aged 18 in Ireland are also well ahead of the average, although the participation rate of those aged 22 years is substantially lower in Ireland (20%) than the EU average (27%).

Figure 1.1 Participation Rates in Tertiary Education by Age, Selected European Countries, 2001/2



Source: Eurydice, *Key Education Data in Europe, 2005* (www.eurydice.org)

Table 1.2 shows comparative data on graduation rates from higher education. The graduation rate is the percentage of a population in the typical age cohort for higher education that follows and successfully completes higher education programmes. The Irish graduation rate in sub-degree diploma and certificate programmes, corresponding to Level 6 in the Irish National Framework of Qualifications (NFQ), was 19.3 in 2003, placing Ireland at second place in the international ranking. The graduation rate at degree level, corresponding to Levels 7 and 8 in the NFQ, was 36.8, or 8th position out of 21 countries. Ireland was above the international average in respect of both of these graduation rates. The Irish graduate rate in respect of advanced degrees, Levels 9 and 10 in the NFQ, was 1.1, placing Ireland at 13th place and somewhat below the international average of 1.3.

The current study is part of ongoing work by the Higher Education Authority to review, inter alia, the socio-economic background of entrants to higher education in Ireland. To this end the HEA sponsored a series of survey-based studies of the social background of new entrants to higher education in 1980, 1986, 1992, 1998 and 2003. The approach adopted in these studies was pioneered by Clancy, who carried out each of the four studies relating to new entrants in the years between 1980 and 1998. A small sample survey was conducted by Fitzpatrick Associates and O’Connell (2005) in respect of the 2003 new entry cohort.

This is the third national study to take place since the free third-level fees initiative of 1995/96. The study also takes place in the context of the publication of a number of reports calling for increased access to and participation in higher education for the socially excluded, mature students and other disadvantaged groups. These include ‘Learning for Life: White Paper on Adult Education’ (2000), the ‘Report of the Action Group on Third-Level Access’ (2001), the ‘Report of the Taskforce on Lifelong Learning’ (2002), and a major review of Higher Education in Ireland conducted by the OECD (2004).

Table 1.2: International Graduation Benchmarks (2003)¹

Diploma / Certificate			Degree			Advanced Research Degree		
Rank	Country	Rate	Rank	Country	Rate	Rank	Country	Rate
1	Japan	26.4	1	Australia	49.0	1	Sweden	2.8
2	Ireland	19.3	2	Finland	48.7	2	Slovak Republic	2.5
3	Switzerland	18.7	3	Poland	44.1	3	Switzerland	2.5
4	France	18.6	4	Iceland	43.1	4	Portugal	2.4
5	Spain	15.7	5	Denmark	42.2	5	Germany	2.0
6	United Kingdom	13.8	6	Norway	39.8	6	Finland	1.9
7	Germany	10.0	7	United Kingdom	38.2	7	Austria	1.9
8	Denmark	9.7	8	Ireland	36.8	8	United Kingdom	1.8
9	United States	8.8	9	Sweden	35.4	9	Australia	1.5
10	Iceland	7.0	10	Hungary	35.2	10	Netherlands	1.3
11	Norway	4.5	11	Japan	34.2	11	France	1.2
12	Sweden	4.0	12	United States	32.9	12	United States	1.2
13	Czech Republic	3.6	13	Spain	32.1	13	Ireland	1.1
14	Slovak Republic	2.4	14	Italy	26.7	14	Spain	1.1
15	Hungary	2.3	15	France	26.7	15	Denmark	1.1
16	Finland	1.6	16	Slovak Republic	25.2	16	Norway	1.0
17	Italy	1.1	17	Switzerland	21.6	17	Poland	1.0
			18	Germany	19.5	18	Czech Republic	1.0
			19	Austria	19.0	19	Belgium	1.0
			20	Czech Republic	17.0	20	Korea	0.9
			21	Turkey	10.5	21	New Zealand	0.9
						22	Japan	0.8
						23	Hungary	0.8
						24	Italy	0.5
						25	Turkey	0.2
						26	Iceland	0.1
						27	Mexico	0.1
Country mean		9.3	Country mean		32.2	Country mean		1.3
<i>Positioning</i>								
2nd out of 17			8th out of 21			13th out of 27		

1: Source: Education at a Glance, OECD Education Indicators 2005 (data refers to 2003)

Another development has been the establishment of a National Office for Equity of Access to Higher Education within the Higher Education Authority. The role of this office is to co-ordinate policy and practice, allocate funding and monitor progress in achieving equity of access to higher education for under-represented groups in the sector: those from socio-economically disadvantaged backgrounds, students with a disability, mature 'second chance' students, as well as members of the traveller community and ethnic minorities.

In December 2004 the National Office published a three-year 'Action Plan Achieving Equity of Access to Higher Education in Ireland'². The Action Plan identifies a number of key goals and areas for action over the period 2005-2007, including the need for substantial progress in data collection and evaluation on participation in higher education by target groups.

Since implementation of the action plan began in January 2005, the National Office has met key partners and gathered information and views on the way forward in data collection and evaluation. There is broad agreement that the definition and systematic collection of data on the access and participation of under-represented groups in the third level sector is in need of improvement.

Two projects currently underway will have an important bearing on further progress. The first is a new student records system for the sector, which is being developed by the HEA in partnership with publicly-funded higher education institutions. The second, a new model of recurrent/core funding and strategic funding, is also being developed by the HEA, an essential element of which will be the linking of financial resources to the participation of under-represented groups. Underpinning this will be the need to augment systems of data collection on the access and participation of these student groups in third level education.

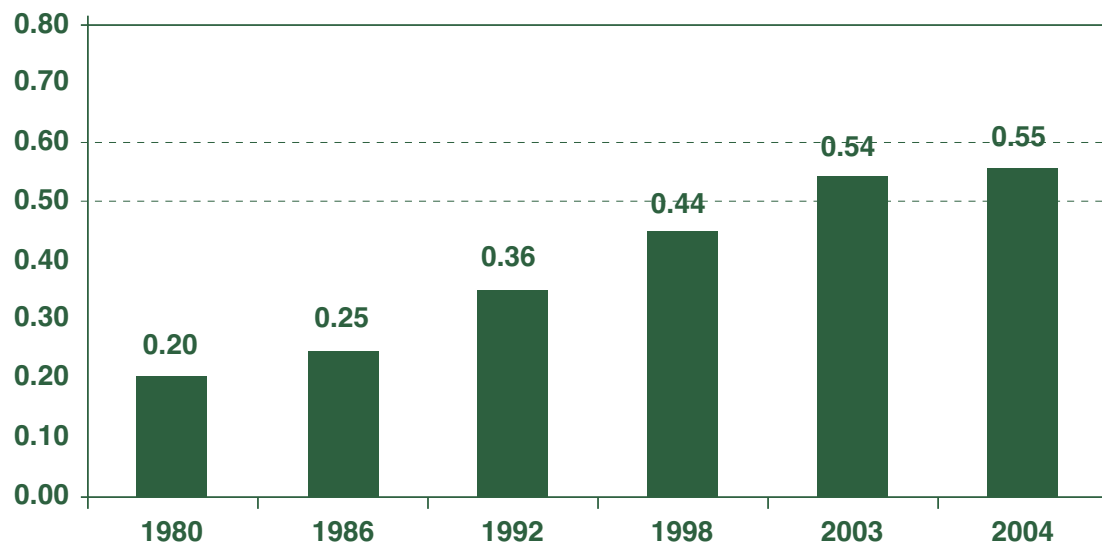
A review of the national targets for the participation of under-represented groups, as set by the Action Group on Access in 2001, will also be the subject of further consideration by the Department of Education and Science and the HEA in 2006. The findings of this study will advise the review of targets for participation by members of under-represented socio-economic groups.

2. Further information on the Action Plan can be found at www.heai.ie.

Trends in Admission Rates

The admission rate to higher education is the flow of new entrants to higher education expressed as a ratio to the number of persons in the population of the single years of age from which more than seventy-five per cent of the new entrants come. The admission rate refers exclusively to new entrants with a permanent address in the republic of Ireland admitted to Irish Higher Education Institutes. In 2004, the admission rate relates to the 34,047 new entrants with a permanent address in the Republic of Ireland. It excludes the 1,886 new entrants with a permanent address outside the Republic of Ireland. It also excludes Irish nationals who entered full-time higher education outside the Republic of Ireland. In 2004 the denominator for the admission rate is the average of the numbers aged 16,17 and 18 as recorded in the Census of Population, 2002.

Figure 1.2: Trend in Admission Rates to Higher Education, 1980-2004



In 2004 the national admission rate to higher education was 0.55. This represents an increase of 1 percentage point on the 2003 admission rate and 10 points on the rate in 1998. The admission rate has increased steadily over the past two-and-a-half decades, to the extent that the admission rates in 2003 and 2004 are well over twice the rate in 1980.

1.2 Study Scope and Definitions

The focus of this report is on new entrants to higher education in Ireland in 2004. New entrants to higher education are defined as *first-time undergraduates* in the first year of study in *full-time higher education* in the Republic of Ireland. This definition requires further clarification in relation to the definition of *first-time undergraduates* and *higher education*. These can be defined as follows:

- **First-time undergraduates:** excludes repeat students, students who previously enrolled in higher education on another programme in the same college or in another higher education college. Thus the number of new entrants is not the same as the number of first-year students;

Figure 1.3: List of Higher Education Institutions	
Universities	Colleges of Education
Dublin City University (DCU)	Church of Ireland College of Education (CICE)
National University of Ireland, Galway (NUIG)	Marino Institute of Education
National University of Ireland, Maynooth (NUIM)	Freobel College of Education
Royal College of Surgeons in Ireland (RCSI)	Mary Immaculate College-University of Limerick
Trinity College Dublin (TCD)	Mater Dei Institute of Education
University College Cork (UCC)	St. Patrick's College, Drumcondra
University College Dublin (UCD)	
University of Limerick (UL)	Other Colleges
St. Patrick's Pontifical University of Maynooth	All Hallows College
	Carlow College (St. Patrick's, Carlow)
Institutes of Technology	Dublin Business School (DBS)
Athlone IT	Griffith College Dublin
Blanchardstown IT	Milltown Institute of Theology
Carlow IT	Tipperary Institute
Cork IT	National College of Art and Design (NCAD)
Dublin Institute of Technology (DIT)	National College of Ireland (NCI)
Dundalk IT	Portobello College Dublin
Dún Laoghaire Institute of Art, Design & Technology	Shannon College of Hotel Management
Galway-Mayo Institute of Technology (GMIT)	St. Patrick's College, Thurles
Letterkenny IT	
Limerick IT	
Sligo IT	
Tallaght IT	
Tralee IT	
Waterford IT	

- **Higher education:** is defined as courses offered in recognised higher education institutions (hence Post-Leaving Certificate courses, which are delivered through the further education sector, are excluded) and which normally demand a minimum entry requirement of a Leaving Certificate with at least grade D in five subjects (almost all colleges admit some mature students who may not have reached these required educational credentials). Figure 1.3 lists the 40 Higher Education Institutions (HEIs) included in this study.³ Within this list there are four groups of HEIs; Universities, Institutes of Technology, Colleges of Education and Other Colleges.

It is also important to be clear on the distinction between admission rates, and participation ratios. These can be defined as follows:

- **Admission rate:** the admission rate to higher education is the flow of new entrants to higher education divided by the average number in the single years of age from which more than seventy-five per cent of the new entrants come;
- **Participation ratio:** a participation ratio is the ratio of the share of a group with a particular attribute (in this case the share of new entrants to higher education from different social backgrounds) to the share of that group in the total population (in this case a comparison group of the population with different social backgrounds). A participation ratio in excess of one indicates that a group has a higher share of an attribute than would be expected on the basis of that group's share of the population. A ratio of less than one indicates that a group has a lower share of an attribute than would be expected on the basis of that group's share of the population.

Data Collection Method

We assembled data on new entrants to higher education from three main sources as follows:

- **Survey of Higher Education Institutes:** We sent a standardised questionnaire to each HEI requesting information on all new entrants, including those that entered via the Central Applications Office (CAO) as well as those who entered the colleges directly. Information collected on each individual new entrant included CAO identification number, new entrant status, gender, date of birth, receipt of registration grant, type of maintenance support, field of study, level of study, county of origin, and route of entry to the HEI. Questionnaires were also sent to Northern Ireland HEIs, requesting the number of new entrants to each HEI from the Republic of Ireland, by county of origin. These figures were used for calculating admission rates. A full list of Northern Ireland HEIs surveyed is provided in Appendix C.
- **Analysis of CAO database:** We analysed a series of variables on new entrants collected in the CAO database, including: attainment in Leaving Certificate subjects, type of school attended, and Dublin postal district.

3. There are 41 institutions listed with the CAO in 2004. The American College Dublin did not return data for the study, but this does not affect our results as the American College Dublin accounts for less than half of one percent of new entrants to higher education in Ireland in 2004. St. Catherine's College of Education for Home Economics had no intake for 2004.

- **Survey of New Entrants:** The ESRI managed and coordinated a postal survey of a representative sample of the entire population of 34,700 individuals who had entered higher education in Ireland through the CAO system in 2004, to collect information on parents' socio-economic characteristics and educational attainment. The CAO undertook the fieldwork for the survey, posting the questionnaire to each of the new entrants between November 2004 and January 2005. The overall response rate was 42%. As is standard practice the data was re-weighted using sampling control parameters.
- **School Leavers' Surveys:** The Annual School Leavers' Surveys have been carried out by the ESRI since 1980, initially for the Department of Enterprise, Trade and Employment (previously the Department of Labour) and more recently for the Department of Education and Science. The School Leavers' Surveys provide an insight into the position, experiences, and attitudes of school leavers approximately one year after leaving second level education. The surveys are based on a stratified random sample of those leaving the official second-level system, with respondents being interviewed 12-18 months after leaving school. To examine changes over time in the characteristics of those progressing to higher education from second-level schooling, we draw on school leavers' surveys undertaken in 1997 and 1998 and make comparisons to more recent surveys undertaken in 2002 and 2004. The data also allow us to look at the extent to which second-level retention and examination performance are structured along social class and gender lines and as such provide a unique opportunity to examine the extent to which levels of inequality in access to higher education derive from processes occurring at second-level education.

Data collected from the three sources above provided all our data on new entrants. In addition we obtained data for comparison purposes from a number of sources. We obtained data from the Department of Education and Science on both the number of students in the Leaving Certificate class 2003/04, by school type, and the educational attainment of all students who sat the Leaving Certificate in 2004, the group from which most new entrants in 2004 came. Data on the age and social background of the underlying population was obtained from the Central Statistics Office's Census of Population 2002. Trend data is compiled from the ESRI/Fitzpatrick Associates (2004) report on new entrants in 2003, and Professor Patrick Clancy's previous reports in the area, particularly the 2001 report on the 1998 new entrants' population. Internationally comparable data on enrolments in tertiary education was also acquired from Eurostat.

It is important to bear in mind the difficult nature of the tasks involved in this study and that all figures in this report are estimates to some degree. This arises because of uncertainty about the accuracy of information provided by students and also because of uncertainty about the accuracy of the recording and coding of information in college databases. In particular, it is important to bear in mind that the socio-economic findings are based on a survey of students and the challenges associated with this are discussed in detail in Chapter 3.

2

CHARACTERISTICS OF NEW ENTRANTS



2.1 Introduction

This Chapter describes the distribution of new entrants to higher education in 2004. Section 2.2 shows the distribution of new entrants by college type. The distribution of new entrants by gender is presented in Section 2.3. Following this, Section 2.4 discusses the distribution of new entrants by field of study. The level of study is outlined in Section 2.5, while the age distribution of new entrants is reviewed in Section 2.6. The available data on financial assistance received by new entrants is discussed in Section 2.7. Section 2.8 presents an overview of gender and fields of study enrolment data for HEA and non-HEA designated Higher Education Institutions (HEIs). Finally, the availability of data on the entry route of new entrants is discussed in Section 2.9.

2.2 New Entrants by College Type

There were an estimated 36,051 new entrants to higher education in 2004. The total number of entrants, including students that may have previously enrolled in other higher education courses, is estimated to be 39,650, meaning that an estimated 3,599 (9.1%) of entrants were not first-time entrants. This is an increase in the number and percentage of non-new-entrants when compared to those that entered in 1998, where two and half thousand entrants, or 7% of all entrants, had previously entered higher education.

The largest percentage of new entrants enrolled in the Universities (47%) and the Institutes of Technology (42%), with 4.5% in Colleges of Education and 6.4% in 'Other Colleges' (which includes private colleges), see Table 2.1.

Table 2.1: New Entrants to Higher Education in 2004 by College Type¹

College Type	N	% Distribution
University Sector	17,042	47.3
Institutes of Technology	15,094	41.9
Colleges of Education	1,619	4.5
Other Colleges	2,296	6.4
Total	36,051	100.0

1. Includes all new entrants. Of these 34,713 were CAO entrants and 1,338 were non-CAO entrants i.e. direct college entrants. Of all new entrants 34,047 had a permanent address in the Republic of Ireland and 2,004 had a permanent address abroad.

Source: Fitzpatrick Associates Survey of HEIs 2004/05

The estimated number of new entrants to higher education in 2004 was 36,051, some 3,327, or 10.2%, more than the 32,724 new entrants in 1998, the year to which the Clancy (2001) report relates. Table 2.2 shows that new entrants increased in three out of the four college types. The most rapid increase was for entrants to Other Colleges (68.1%) followed by Colleges of Education (53.9%), and then Universities (16.5%). There were fewer new entrants to Institutes of Technology, with the survey showing a decrease of 3.8% in 2004 compared to 1998.

Table 2.2 also shows that the number of new entrants in 2004 was slightly lower (0.8%) than the 2003 figure. This decrease was driven by falling numbers in the IT sector (down 6%), while the numbers entering the Universities and Colleges of Education increased.

Table 2.2: Trend in New Entrants to Higher Education by College Type 1998, 2003 and 2004

College Type	1998	2003	2004	Change, 1998 - 2004	
				N	%
University Sector	14,623	16,653	17,042	2,419	16.5
Institutes of Technology	15,683	15,982	15,094	-589	-3.8
Colleges of Education	1,052	1,349	1,619	567	53.9
Other Colleges	1,366	2,362	2,296	930	68.1
Total	32,724	36,343	36,051	3,327	10.2

Source: Fitzpatrick Associates Survey of HEIs 2003/04 and 2004/05 and Clancy (2001).

2.3 Gender of New Entrants

The majority of new entrants to higher education in 2004 (54.1%) were female (19,430, compared to 16,469 male new entrants). Table 2.3 shows that females accounted for the majority of new entrants in Universities (57.7%), Colleges of Education (86%) and Other Colleges (51.7%). Males accounted for the majority of new entrants to Institutes of Technology (53%).

The representation of females among higher education entrants reflects their proportionate representation among Leaving Certificate students (52% of leaving Certificate students in 2004) and so potential new entrants to higher education. Females typically account for a higher share of Leaving Certificate students because they consistently have higher retention rates to Leaving Certificate than males.

Table 2.3: Distribution New Entrants in 2004, by Gender and College Type

College Type	Male	Female	Total ¹	
	%	%	%	N
University Sector	42.3	57.7	100.0	17,042
Institutes of Technology	53.0	47.0	100.0	15,094
Colleges of Education	14.0	86.0	100.0	1,619
Other Colleges	48.3	51.7	100.0	2,144
Total	45.9	54.1	100.0	35,899

1. This and the preceding analysis excludes figures for the 152 new entrants that enrolled in American College Dublin in the 2004/05 academic year. This represents 0.42% of the total new entrants to higher education in 2004. American College Dublin which is categorised under "Other Colleges", only provided data on the absolute number of new entrants, the number of CAO versus non-CAO entrants, and the overall number of Irish versus non-Irish entrants.

Source: Fitzpatrick Associates Survey of HEIs 2004/05

Table 2.4 shows that female representation has increased marginally when compared to 1998 new entrant enrolment data, 54.1% compared to 52.7%. Female representation increased in the Institute of Technology sector, although their percentage share fell in each of the other three college types. Table B1 in Appendix B provides a gender breakdown of new entrants to each HEI.

Table 2.4: Female Share of New Entrants by College Type, 1998, 2003 and 2004				
College Type	1998 %	2003 %	2004 %	Percentage Point Change (1998-2004)
University Sector	58.2	57.9	57.7	-0.5
Institutes of Technology	44.9	44.4	47.0	2.1
Colleges of Education	89.5	85.7	86.0	-3.5
Other Colleges	54.3	45.9	51.7	-2.6
Total	52.7	52.2	54.1	1.4

Source: Fitzpatrick Associates Survey of HEIs 2003/04 and 2004/05 and Clancy (2001).

2.4 Field of Study

Table 2.5 shows the distribution of new entrants to higher education in 2004 by field of study. This shows the five largest fields of study accounted for 81% of new entrants. These were Social Science, Business and Law (27%), Humanities and Arts (15%), Engineering, Manufacturing and Construction (14%), Science, Mathematics and Computing (14%), and Health and Welfare (11%). The remaining five categories accounted for 19% of new entrants, the largest of which was Education (7.6%).

Table 2.5: New Entrants by Field of Study 2004		
Field of Study	N	%
General Programmes	41	0.1
Education	2,716	7.6
Humanities & Arts	5,434	15.1
Social Sciences, Business and Law	9,646	26.9
Science, Mathematics and Computing	4,924	13.7
Engineering, Manufacturing & Construction	5,045	14.1
Agriculture and Veterinary	521	1.5
Health and Welfare	4,005	11.2
Services	1,628	4.5
Combined	1,939	5.4
Total	35,899	100.0

Source: Fitzpatrick Associates Survey of HEIs 2004/05

The distribution of new entrants across fields of study differs when gender is taken into account (see Table 2.6). Over half (51.9%) of all male new entrants enrolled in two fields of study in 2004, namely Social Sciences, Business and Law (26.5%) and Engineering, Manufacturing and Construction Studies (25.4%). Science, Mathematics and Computing (15.5%) and Humanities and Arts (12.7%) also proved popular for male new entrants.

Table 2.6: New Entrants by Field Of Study and Gender, 2004

Field of Study	Male %	Female %	Total N	Total %
General Programmes	0.1	0.1	41	0.1
Education	4.2	10.4	2,716	7.6
Humanities & Arts	12.7	17.2	5,434	15.1
Social Sciences, Business and Law	26.5	27.2	9,646	26.9
Science, Mathematics and Computing	15.5	12.2	4,924	13.7
Engineering, Manuf & Construction	25.4	4.4	5,045	14.1
Agriculture and Veterinary	1.9	1.1	521	1.5
Health and Welfare	5.1	16.3	4,005	11.2
Services	4.2	4.8	1,628	4.5
Combined	4.3	6.3	1,939	5.4
Total	100.0	100.0	35,899	100.0

Source: Fitzpatrick Associates Survey of HEIs 2004/05.

Three fields of study accounted for over 60% of female new entrants, namely, Social Sciences, Business and Law (27.2%), Humanities and Arts (17.2%) and Health and Welfare (16.3%). Education (10.4%) and Science, Mathematics and Computing (12.2%) were also popular with female new entrants.

As discussed earlier, female new entrants accounted for the majority (54%) of all new entrants in 2004. This is reflected in the fact that females make up the greatest percentage of entrants in all of the larger fields of study (1,000 plus enrolments), with the exception of Science, Mathematics and Computing, and Engineering, Manufacturing & Construction (see Table 2.7).

Table 2.7 shows that females represented 75% of all new entrants undertaking Education courses. This may seem odd when you consider that Table 2.4 showed that 86% of entrants to Colleges of Education were female. However this is because the female share of those studying Education courses offered outside Colleges of Education is considerably lower, at 64%.

Table 2.7: Representation of Female New Entrants by Field Of Study, 2004

Field of Study	N	Female New Entrants	Representation of Females
General Programmes	41	19	46.3
Education	2,716	2 028	74.7
Humanities & Arts	5,434	3 338	61.4
Social Sciences, Business and Law	9,646	5 282	54.8
Science, Mathematics and Computing	4,924	2 367	48.1
Engineering, Manuf & Construction	5,045	859	17.0
Agriculture and Veterinary	521	209	40.1
Health and Welfare	4,005	3 164	79.0
Services	1,628	939	57.7
Combined	1,939	1 225	63.2
Total	35,899	19,430	54.1

Source: Fitzpatrick Associates Survey of HEIs 2004/05.

2.5 Level of Study

Just over two-thirds (68%) of new entrants in 2004 entered honours-degree level courses, while one third entered ordinary-level degree or diploma-level courses. Table 2.8 shows that this differed by college sector. All new entrants to Colleges of Education, and almost all entrants to Universities enrolled in honours-degree level courses, while over two thirds of new entrants to 'Other Colleges' did so. The contrary was true for the IT sector, where 70% of new entrants registered for ordinary degree level course.

Table 2.8: Distribution of New Entrants By Level Of Study And By College Type

	Honours -Degree	Ordinary degree and other	Total	Total
College Type	%	%	%	N
Universities	98.7	1.3	100.0	17,042
Institutes of Technology	29.1	70.1	100.0	15,094
Colleges of Education	100.0	0.0	100.0	1,619
Other Colleges	67.1	32.9	100.0	2,144
Total	67.6	32.4	100.0	35,899

Source: Fitzpatrick Associates Survey of HEIs 2004/05.

Table 2.9 shows the differentiation between numbers enrolling in honours-degree and sub-degree courses across the various fields of study. All students on Combined courses studied at honours-degree level, while the vast majority of students studying Education (97%), Health and Welfare (84%) Humanities and Arts (80%) and Science, Mathematics and Computing (69%) studied at this level.

There were more new entrants studying at sub-degree level in three fields of study, namely Engineering, Manufacturing and Construction (63% of new entrants enrolled in ordinary-degree or diploma level courses), Services (72%) and General Programmes (100%).

Table 2.9: Field of Study of New Entrants to Higher Education in 2004 by Level of Study				
	Honours-Degree	Ordinary-Degree and other	Total	
Field of Study	%	%	%	N
General Programmes.	0.0	100.0	100.0	41
Education	96.7	3.3	100.0	2,716
Humanities & Arts	80.1	19.9	100.0	5,434
Social Sciences, Business and Law	61.8	38.2	100.0	9,646
Science, Mathematics and Computing	69.4	30.6	100.0	4,924
Engineering, Manufacturing & Construction	37.4	62.6	100.0	5,045
Agriculture and Veterinary	51.6	48.4	100.0	521
Health and Welfare	83.6	16.4	100.0	4,003
Services	28.5	71.5	100.0	1,628
Combined	100.0	0.0	100.0	1,939
Total %	67.6%	32.4%	100.0	35,899

Source: Fitzpatrick Associates Survey of HEIs 2004/05.

2.6 Age of New Entrants

Two thirds of new entrants were aged either 18 or 19 on October 1st, 2004, 43.5% and 23.8% respectively. A further 13% were aged 17, meaning the 17–19 age cohort accounted for 80% of all new entrants. Another 10% of new entrants were aged between 20 and 22, while the remaining 9% were aged 23 and over (see Table 2.10).

Table 2.10 also shows the distribution of new entrants' ages by college type. This shows that the share of new entrants accounted for by people aged 19 years and under is very similar in Universities (84%), Institutes of Technology (79%) and Colleges of Education (87%). This age cohort accounted for a smaller share, 58%, of new entrants to the 'Other Colleges'.

Table 2.10: Age on October 1, 2004 of New Entrants to Higher Education by College Type

Age	Universities	Institutes of Technology	Colleges of Education	Other Colleges	Total
	%	%	%	%	%
Under 17	0.0	0.1	0.2	0.3	0.1
17	12.9	14.5	15.1	7.3	13.4
18	47.1	40.9	49.5	27.2	43.5
19	24.0	23.8	22.2	23.4	23.8
20	4.8	7.1	2.7	11.3	6.1
21	1.5	3.1	0.7	8.6	2.6
22	0.7	1.6	0.1	5.5	1.3
23-25	3.3	3.5	3.3	7.5	3.7
26-30	2.3	2.4	2.2	4.4	2.5
31-40	1.6	1.7	1.8	2.1	1.7
Over 40	1.6	1.1	2.2	2.3	1.5
Total %	100.0	100.0	100.0	100.0	100.0
Total N	17,042	15,094	1,619	2,144	35,899

Source: Fitzpatrick Associates Survey of HEIs 2004/05

Table 2.11 shows the trend in the age distribution of new entrants to higher education. Of particular note is the decline in the share accounted for by entrants aged 17 or less and the increase in the share of 19-year-olds. This reflects the continuation of an ongoing trend, which may relate to the greater propensity of young people to take a 'gap-year' after leaving second level.

Table 2.11 also shows the share of new entrants accounted for by mature students increased (aged 23 and over), up from 5% in 1998 to 9% in 2004. It also shows almost a doubling in the share of new entrants aged 20-22, up from 5% in 1998 to 10% in 2004.

2.7 Financial Support

As part of the study, HEIs were asked to indicate whether new entrants were in receipt of maintenance support.⁴ Unfortunately, a significant number of HEIs indicated that they could not provide this data as they do not collect information on which students receive means tested maintenance support. A number of IT sector HEIs indicated that they did collect some data on maintenance support. However the treatment of the data request, and the coverage of data collected in terms of complete data returns tended to differ between some colleges. As such a meaningful estimate could not be derived.

4. HEIs were surveyed regarding three relevant schemes: the Higher Education Grant Scheme (first introduced for students attending the Universities); Vocational Education Committee Scholarships (introduced for students attending Institutes of Technology); the European Social Fund Training Grant Scheme. The first two are almost identical, although they were designed for students attending different sectors. Eligibility criteria for all three forms of maintenance support are identical.

Table 2.11: Distribution of New Entrants to Higher Education by Age Group, 1992 – 2004

Age	2004 %	1998 %	1992 %
Under 17	0.1	0.1	0.3
17	13.4	19.1	30.3
18	43.5	50.1	47
19	23.8	20.8	15.4
<17 - 19	80.6	90.1	93.0
20 - 22	10.0	5.4	4.4
23+	9.4	4.5	2.5
Total %	100.0	100.0	100.0
N	35,899	32,530	25,084

Source: Fitzpatrick Associates Survey of HEIs 2004/05 and Clancy (2001)

However, the HEIs were able to indicate whether each new entrant was exempt from the college registration charge/student service fee, i.e. was “in receipt of registration grant”. The family income limits for receipt of maintenance support is slightly less (95%) than the income limit for receipt of the registration grant. For example, the reckonable income limit for exemption from the student service fee was €42,360 for the 2004/05 academic year (based on a family with less than four dependent children). The reckonable limit for receipt of part maintenance (25%) was €40,240. This suggests that the numbers in receipt of maintenance support is likely to approach, but not be equal to, the number of students in receipt of the registration grant. Furthermore a small number of students may be in receipt of non-means tested financial support, such as scholarships and prizes. However, a number of colleges did not record this data and as such it is not presented here.⁵

With these caveats in mind, Table 2.12 shows that 30% of new entrants received the registration grant in 2004. This figure was highest in the Institute of Technology sector (36.3%), followed by Colleges of Education (32.3%). Just over a quarter of new entrants to the University sector (25.9%) were exempt from the registration charge. The figure was lowest in the ‘Other Colleges’ sector, (15.1%), which includes private colleges.

5. The production of figures in this area in the previous report relating to 2003 (Fitzpatrick Associates and O’Connell 2005) was based on the returns made by the HEIs, many of which would have been estimates.

Table 2.12: Number of New Entrants in Receipt of Registration Grant, by College Type 2004

College Type	Grant	No Grant	N	% Grant
Universities	4,416	12,626	17,042	25.9
Institutes of Technology	5,481	9,613	15,094	36.3
Colleges of Education	533	1,086	1,619	32.9
Other Colleges	323	1,821	2,144	15.1
Total	10,753	25,146	35,899	30.0

Source: Fitzpatrick Associates Survey of HEIs 2004/05

2.8 HEA and Non-HEA Designated Colleges

Table 2.13 shows that 17,113 (48%) of new entrants entered HEA-designated colleges, which includes the University sector (excluding St. Patrick's Pontifical University), the Royal College of Surgeons in Ireland, and the National College of Art and Design. The majority of new entrants, 18,786 or 52%, were in non-HEA designated colleges, which includes the ITs, Colleges of Education and the majority of the Other Colleges sector.

Table 2.13: Number of New Entrants in HEA and Non-HEA designated Colleges, by Gender

	HEA-Designated ¹		Non-HEA		Total HEI	
	N	%	N	%	N	%
Male	7,232	42.3%	9,237	49.2%	16,469	45.9%
Female	9,881	57.7%	9,549	50.8%	19,430	54.1%
Total	17,113	100.0%	18,786	100.0%	35,899	100.0%

1. HEA-designated colleges includes the University sector (excluding St. Patrick's Pontifical University of Maynooth), the Royal College of Surgeons in Ireland and the National College of Art and Design.

Source: Fitzpatrick Associates Survey of HEIs 2004/05

The majority of new entrants to HEA designated colleges were female (58%), compared to a more even gender split in the non-HEA sector. This is reflected in the fact that females make up the majority of all new entrant enrolments in all fields of study in HEA designated colleges, save one, namely Engineering, Manufacturing and Construction studies (see Table 2.14).

Of the females studying at HEA designated colleges, the greatest number entered Social Science, Business and Law (22%), followed by Health and Welfare (18%) and Humanities and Arts (19%). Science, Mathematics and Computing accounted for a further 17% of female new entrants to HEA designated colleges.

Table 2.14: Distribution of Entrants to HEA Designated Colleges by Field of Study and Gender, and Representation of Females in each Field of Study

Field of Study	Female	Male	Total		Representation of Females
	%	%	%	N	%
General Programmes	0.2	0.2	0.2	30	50.0
Education	9.0	7.1	8.2	1,406	63.6
Humanities & Arts	17.8	15.8	17.0	2,901	60.6
Social Sciences, Business and Law	21.7	24.6	22.9	3,920	54.6
Science, Mathematics and Computing	16.9	20.1	18.2	3,119	53.5
Engineering, Manuf & Construction	2.8	13.6	7.4	1,262	21.8
Agriculture and Veterinary	1.5	1.9	1.6	280	51.4
Health and Welfare	18.2	7.7	13.8	2,359	76.3
Services	0.2	0.2	0.2	35	65.7
Combined	11.7	8.9	10.5	1,801	64.4
Total	100.0	100.0	100.0	17,113	57.7

Source: Fitzpatrick Associates Survey of HEIs 2004/05

Four fields of study accounted for almost three quarters of male new entrants, namely Social Sciences, Business and Law (25%), Science, Mathematics and Computing (20%), Humanities and Arts (16%) and Engineering, Manufacturing and Construction Studies (14%).

Table 2.15 shows that over three out of five (63%) of all male new entrants to non-HEA designated colleges enrolled either in Engineering, Manufacturing and Construction Studies (35%) or Social Science, Business and Law programmes (28%).

The greatest percentage of female new entrants registered in Social Sciences, Business and Law subjects (33%), Humanities and Arts courses (17%) and Health and Welfare courses (14%).

Table 2.15: Distribution of Entrants to Non-HEA Designated Colleges by Field of Study and Gender, and Representation of Females in each Field of Study

Field of Study	Female	Male	Total		Representation of Females
	%	%	%	N	%
General Programmes	0.0	0.1	0.1	11	36.4
Education	11.9	1.9	7.0	1,310	86.6
Humanities & Arts	16.5	10.3	13.5	2,533	62.3
Social Sciences, Business and Law	32.9	28.0	30.5	5,726	54.8
Science, Mathematics and Computing	7.3	12.0	9.6	1,805	38.7
Engineering, Manuf & Construction	6.1	34.6	20.1	3,783	15.4
Agriculture and Veterinary	0.7	1.9	1.3	241	27.0
Health and Welfare	14.3	3.1	8.8	1,646	82.8
Services	9.6	7.3	8.5	1,593	57.5
Combined	0.7	0.8	0.7	138	47.1
Total	100.0	100.0	100.0	18,786	50.8

Source: Fitzpatrick Associates Survey of HEIs 2004/05

2.9 Entry Route of New Entrants to Higher Education

As part of the survey of HEIs, colleges were asked to indicate the 'entry route' for each student. These questions were included in order to get a sense of the numbers of students entering higher education with non-standard qualifications (e.g. FETAC or some other further education qualification) or other non-standard admission routes, including admissions for mature students, students with a disability, entry programmes for socio-economically disadvantaged students and so on. HEI were asked to indicate one entry route for students from a list of nine possible entry routes.

A number of HEIs, in both the University and IT sector, stated that they couldn't report on these variables and as such did not make a return. Some other HEIs collected data on a number of the possible entry routes, but not on others, as they don't record data on all of the entry routes. There is also an overlap of entry routes. For example, the NUIG return showed that none of its entrants were admitted via a non-standard admission process for mature students. This is not to say that NUIG does not admit mature students (about 8% of NUIG new entrants were 23 or over), rather it admits all Irish students via the CAO process.

2.10 Summary

There were an estimated 36,051 new entrants to higher education in 2004/05, an increase of 3,327 (10%) compared to 1998. The numbers enrolling in the Universities, Colleges of Education and Other Colleges were all greater than the 1998 figures, while the numbers entering the Institutes of Technology was slightly lower.

The majority of all new entrants were female, 54%, up from 53% in 1998. Females accounted for the majority of new entrants in Universities (58%), Colleges of Education (86%) and Other Colleges (52%). However, the majority of new entrants to Institutes of Technology were male (53%).

Two thirds of new entrants were aged either 18 or 19 on October 1st, 2004, 44% and 24% respectively. A further 13% were aged 17, meaning the 17 – 19 age cohort accounted for 81% of all new entrants. Another 10% of new entrants were aged between 20 and 22, while the remaining 9% were aged 23 and over.

Regarding trends in the age of new entrants, of particular note is the decline in the numbers aged 17 and less, a trend which has been accentuated in recent years, perhaps due to greater take-up of 'gap-years' among young people after leaving school. Numbers participating in the Transition Year programme have remained largely constant over recent years so this does not account for this change. Conversely the percentage share of new entrants aged 20-22 almost doubled between 1998 and 2004 (from 5% to 10%), while the share of mature students (aged 23+) also increased significantly, from 5% to 9%.

More than one in four new entrants (27%) began a course in Social Sciences, Business and Law. The next most popular subject areas were Humanities and Arts (15%), Engineering, Manufacturing and Construction (14%), Science, Mathematics and Computing (14%), and Health and Welfare courses (11%).

The distribution of new entrants across fields of study differs when gender is taken into account. Over half (52%) of all male new entrants enrolled in two fields of study in 2004, namely Social Sciences, Business and Law (27%) and Engineering, Manufacturing and Construction Studies (25%). Three fields of study accounted for over 60% of female new entrants, namely, Social Sciences, Business and Law (27%), Humanities and Arts (17%) and Health and Welfare (16%).

Overall, 30% of new entrants to higher education were in receipt of the registration grant. This figure was highest in the Institute of Technology sector (36%), followed by Colleges of Education (33%) and the Universities (26%). The figure was lowest in the Other Colleges sector (15%), which includes private colleges.

Finally during the undertaking of the project, it became clear that there are large disparities between the level of detail the various HEIs collect and record with respect to both maintenance support and non-standard entry routes for students. These issues should be further explored as this data may be useful to decision-makers.

3

SOCIAL BACKGROUND OF NEW ENTRANTS



3.1 Introduction

One of the key objectives of this study is to examine the social background of new entrants to higher education. The issue of social background of students in higher education was a key concern of the *Investment in Education* report in 1965 and has featured in each of the studies of new entrants to higher education over the past two decades. This represents an enduring area of concern to policy-makers and the public more generally.

3.2 Defining Social Background

We use three different measures of students' social background as follows:

- **Parents' principal economic status:** this refers to the main economic activity of the student's parent. It distinguishes between those who are labour force participants, including those at work and unemployed; and those not economically active, including those mainly engaged in home duties, retired, or not economically active for other reasons, including full-time education, illness or disability;
- **Parents' social class:** social class is a six-category classification based on both occupation and employment status, i.e. whether an individual is an employee, self-employed or an employer of others. Appendix E shows the constituent occupations in social class used in the Census of Population 2002;
- **Parents' socio-economic group:** socio-economic group provides a more detailed classification than social class also based on occupation and employment status. Appendix F shows the constituent occupations in socio-economic group used in the Census of Population 2002.

Measurement of the first indicator is based on reporting of the extent of parental economic activity, and the categories have remained relatively unchanged over time. Analysis of the latter two, particularly of trends over time, presents a range of problems, mainly due to fundamental changes introduced in the classification schemes for both social class and socio-economic group used in the Census of Population since 1996. The new classification schemes are both based on the UK Standard Occupational Classification (SOC), and this differs significantly from the occupational coding used in previous Censuses. The key issues here concern the accurate comparison of the distribution of new entrants to higher education, with the underlying population groups and comparisons across time, and we have re-coded some of the results from the current to the older socio-economic group classification scheme to make these comparisons possible.

These measures of social background have been investigated in each of the previous studies of new entrants in 1980, 1986, 1992, 1998 and 2003. In the 2004 survey we included, for the first time, questions on the highest educational attainment of the parents of new entrants. This allows us to explore this additional aspect of the social background of new entrants in 2004.

3.3 The Survey of New Entrants

The source of data on the socio-economic background of new entrants to higher education was a special postal survey that sought information directly from students on their parents' principal economic status, social class and socio-economic group as well as their highest level of educational attainment. The survey covered new entrants to higher education institutions admitted through the Central Applications Office (CAO), which processes the majority of Irish applications on behalf of the institutions. The survey covered all of the Universities, the Institutes of Technology, the Colleges of Education and eleven Other Colleges (see Figure 1.2 for a complete list of institutions of higher education whose entrants are included in the survey).

The population for the survey was confined to students from the Republic of Ireland who enrolled as first-time undergraduates in the first year of a higher education course in Autumn 2004. The survey was drawn from the CAO database, which records a wide range of data on student applicants as part of the admissions process. This includes information on second level education, Leaving Certificate examination results, school type, region, age and gender, as well as the outcomes of the higher education application process. The CAO files on the population of higher education entrants in 2004 contained a total of 34,682 records. Three mail-shots were carried out between November 2004 and January 2005. A total of 14,571 questionnaires were completed and returned to the CAO in pre-paid envelopes. This represents a response rate of 42%. The CAO subsequently delivered the completed questionnaires to the ESRI for coding, data entry and analysis.

Methodological Challenges

It should be acknowledged that all surveys, including that described here, face a number of challenges and, consequently, are subject to some potential inaccuracies. First, all surveys, be they samples or censuses, are subject to non-response, which can be a source of error. We discuss the problem of non-response in the new entrant survey in detail below. Second, surveys depend upon accuracy in item response. In the new entrant survey students were asked about parent's principal economic status as well as their occupations. In respect of Principal Economic Status students were asked to distinguish between parents who were employed, unemployed, on home duties, retired, deceased and 'other'. In order to measure parents' social class and socio-economic group respondents were asked to provide precise details of current or most recent occupation and the questionnaire also sought to distinguish between employees, and self-employed with or without paid employees. Those whose parents or guardians were farmers were asked about farm size. These data were then coded; a process that entails interpretation in some cases, and then computerized. At each stage of any survey process, therefore, there is some potential for inaccuracy which researchers attempt to counteract by drawing a random sample and by checking, where possible, the accuracy of data collected. We discuss the various strategies adopted in the new entrant survey below.

A central element of the analysis of the data on socio-economic background is the comparison of the distribution of new entrants by socio economic group with the distribution of a similar age group in the population, drawn from the Census of Population. However, as we discuss below, a substantial proportion of the cases in the Census are allocated to the “Gainfully Occupied but Unknown” category, substantially more than in the survey of new entrants, rendering an accurate comparison between the survey results and the underlying population difficult.

Previous studies of new entrants to higher education have incorporated a review of long-term trends in social background (see, for example, Clancy 2001, which examines the 1980-1998 period). However, such a long-term analysis was not possible in the present study. This is because significant changes in the measurement and classification systems for both social class and socio-economic group were introduced in the Census data from 1996. Following this classification change the analysis of trends over time before and after 1996 has become progressively more difficult. Clancy (2001) accomplished his analysis of long-term trends by converting his socio-economic group data relating to 1998 entrants, and the corresponding 1996 Census data, from the new to the old classification system. The conversion was based on a special cross-tabulation provided by the CSO showing the relationship between the old and the new classification systems for the 1991 Census data. Given the extent of change in the structure of Irish society between 1991 and 2002 it would not be appropriate to use 1991 data as a basis for adjusting the 2002 Census and 2004 new entrant data to the old classification system, so it is not possible to undertake an analysis of long-term changes in social background of new entrants. Accordingly the present study focuses on changes between 1998 and 2004.

The 2004 survey of New Entrants achieved a response rate of 42%. This response rate is substantially lower than the 67% response rate achieved in the previous survey of new entrants to higher education conducted by Patrick Clancy in 1998. In the 1998 survey, the CAO sent questionnaires to all applicants from the Republic of Ireland who accepted an offer in September 1998. Students were asked to return the completed form directly to the CAO office. So the CAO, having allocated successful applicants to their higher education courses, and thus having established substantial contact and rapport with the applicants, then asked them to complete a questionnaire about their social background. The 2004 survey adopted a similar procedure, with the CAO sending out questionnaires, cover letters and pre-paid envelopes to be addressed to the CAO. The 2004 survey added a number of questions relating to choice of college and course and to parents’ educational attainment. There were good reasons for the additional questions,⁶ but this had the effect of increasing the length of the questionnaire, from one to two pages, and this may have depressed the response rate.

Notwithstanding these specific considerations, response rates to postal surveys are frequently quite low and the response rate achieved is about average for postal surveys. Moreover, in recent years encouraging

6. Including the decision to avoid focusing exclusively on socio-economic background, a factor which may have depressed the response rate to the sample survey of entrants in 2003.

respondents to participate in postal surveys has become challenging. Rigorous re-weighting of the achieved sample ensures that the data are representative of the population of interest. In the current study we were in a position to analyse the entire population – those who accepted offers through the Central Applications Office – so we could measure the key population parameters (e.g. gender, age, HEI type, school type and region) with precision and use these parameters to re-weight the data.

In the present study, as in the case of the report by Clancy (2001), extensive tests were undertaken to ensure that the resulting sample is representative of what is known about the population of interest. With regard to the social background of new entrants Appendix Tables A3.1 to A3.4 compare the distribution of the achieved sample with the population of applicants who accepted offers of higher education places in autumn 2004. This is drawn from CAO records across a range of dimensions: second-level school type, higher education sector, county and Dublin postal code and receipt of registration grant. While there are some small differences between the achieved sample and the population of CAO new entrants, these differences are not sufficiently large to lead to significant bias in reporting in relation to the social background of new entrants.

Weighting

In line with best practice in surveys of this nature the data was statistically adjusted or re-weighted prior to analysis. This ensures that the completed sample for analysis is wholly representative of the structure of the population from which it has been selected and, accordingly, addresses any potential issues of bias arising from differential non-response within subgroups of the population.⁷

The weighting procedure was implemented using a minimum distance algorithm which adjusts an initial weight so that the distribution of characteristics in the completed sample matches a set of externally derived control totals. The population parameters (control totals) were derived from data provided by the HEA on the characteristics of new entrants.

The completed sample of 14,559 respondents was weighted and grossed to the population of 34,678. The control totals used in the adjustment procedure were as follows:

- gender by age group (12 categories)
- gender by region (16 categories)
- gender by school type (14 categories)
- gender by higher education sector (10 categories)
- gender by course level (6 categories)

7. Although all 34,678 relevant students were contacted a successfully completed questionnaire was secured from just under 15,000. Hence although an attempt was made to implement a census of all entrants an effective sample was achieved. Accordingly, the weights do not have to address any issue of design bias - only potential bias arising from differential non-response within subgroups of the population. As shown in Table A3.5 it is clear that there was no evidence of any such bias. Nonetheless, in line with best practice, statistically adjusted or reweighted estimates are presented throughout the reporting of the survey results.

Appendix Table A3.5 outlines the distribution of controls in both the population and unweighted sample. Comparison of columns D and B (shown in Column E) shows that there is, in fact, very limited difference in the structure of the completed sample compared to the population. Columns F, G and H illustrate that the limited structural differences which exist are fully addressed by the reweighting procedure.

Given the methodological challenges outlined above, it should be acknowledged that the results presented in this report are estimates of the true population parameters, as in the case of any survey based data. The results represent our best estimates. In reporting on distributions of new entrants by socio-economic group and by class, we present confidence intervals indicating the degree of precision of the estimates. We can also assess the reliability of our results by comparing them with other sources. In this respect, we find that our results from the 2004 survey are consistent with the results of the small sample survey conducted in relation to 2003 entrants. We will also see later in this chapter that the trends in access to higher education suggested by our analysis of the School Leaver's Surveys, a different data set covering a different population, are broadly consistent with the changes between 1998 and 2002 over time revealed by the surveys of new entrants.

3.4 Principal Economic Status

Table 3.1 shows the distribution of new entrants to higher education by their fathers' principal economic status, and compares this distribution with the national distributions of ever-married men in the 45-54 year age group from the Census of Population 2002. This latter category is chosen as a comparison group that is reasonably close to the population sub-group from which the majority of students are drawn. This comparison follows Clancy (2001).⁸

Table 3.1: Distribution of Higher Education Entrants in 2004 by Fathers' Principal Economic Status and Distribution of Ever-married Men aged 45-54, Census, 2002

	New Entrants	Census 2002 Ever-Married Men, 45-54
	%	%
Employed / At Work	85.7	83.7
Unemployed	3.8	6.4
Home Duties	1.1	2.5
Retired	7.9	1.6
Total¹	98.5	94.2

1. Totals do not sum to 100% as excludes those not in the labour market due to illness/disability.

Source: Survey of New Entrants to Higher Education, 2004.

8. Clancy (2001) combined two categories – unemployed and unable to work due to sickness or disability. We have not followed this approach because of difficulty in accurately matching the survey results to Census categories. Instead we distinguish between those employed, unemployed, engaged in home duties and retired.

Table 3.1 shows that 86% of new entrants' fathers were in employment compared to about 84% of ever-married men aged 45-54, so the distribution of new entrants' fathers is roughly proportional to the distribution of potential fathers at work. With regard to unemployment 3.8% of the fathers of new entrants were unemployed which was less than the 6.4% of men aged 45-54 in the population.

A greater share of fathers of new entrants was retired than in the population comparison group, 7.9% compared to 1.6%. In contrast a lower share of fathers of new entrants was engaged in home duties than in the comparison group, 1% compared to 2.5%.

Table 3.2 shows the distribution of new entrants to higher education by their mothers' principal economic status and compares this distribution with the national distributions of ever-married women in the 45-54 year age group from the Census of Population 2002.

Table 3.2: Distribution of Higher Education Entrants in 2004 by Mothers' Principal Economic Status and Distribution of Ever-married Men aged 45-54, Census, 2002

	New Entrants	Census 2002 Ever-Married Women, 45-54
	%	%
Employed / At Work	59.9	46.0
Unemployed	2.0	3.3
Home Duties	33.8	39.3
Retired	2.9	1.2
Total¹	98.6	89.8

1. Totals do not sum to 100% as excludes those not in the labour market due to illness/disability.

Source: *Survey of New Entrants to Higher Education, 2004*.

Table 3.2 shows that 60% of entrants' mothers were at work, substantially higher than the 46% of women in the relevant population age group who were at work. A somewhat lower share of new entrants' mothers was unemployed, 2% compared to 3.3% in the relevant population age group.

A smaller share of new entrants' mothers was engaged in home duties compared to the comparison group, 34% compared to 39%. Finally, a somewhat greater share of new entrants' mothers was retired, 2.9% compared to 1.2% in the relevant population age group.

These results show that overall the distribution of principal economic status of new entrants' fathers is relatively close to the distribution of men in the relevant age group, but higher education entrants are more likely to have mothers in employment, and, to some extent, less likely to have mothers engaged full-time in home duties.

3.5 Socio-economic Group of New Entrants

This section analyses the socio-economic group (SEG) of new entrants' parents in 2004. Table 3.3 shows the distribution of new entrants by fathers' socio-economic group in 2004, and compares this with the distribution of the national population aged 15-17 years from the Census of Population 2002. Employers and managers represent the single largest socio-economic group among new entrants (21%) and in the population aged 15-17 years (18%). The children of skilled manual workers and farmers account for 11-12% of new entrants and those of higher and lower professionals for about 10% each.

Table 3.3: Distribution of New Entrants to Higher Education by Fathers' Socio-Economic Group, 2004, and National Population Aged 15-17 In 2002

	Fathers' Socio-economic Group	95% Confidence Interval	National Population, 15-17 yrs in 2002	Mother's Socio-Economic Group
	%	+/-	%	
Employers and Managers	20.5	0.66	17.6	14.4
Higher Professional	9.8	0.51	4.0	8.6
Lower Professional	10.3	0.52	8.8	9.2
Non-Manual	7.9	0.46	16.3	6.9
Manual Skilled	12.0	0.55	10.2	14.4
Semi-skilled	5.1	0.38	7.2	4.6
Unskilled	4.5	0.35	4.6	3.4
Own Account Workers	7.3	0.45	6.3	2.3
Farmers	11.3	0.54	7.0	8.3
Agricultural Workers	0.3	0.10	0.9	0.3
Other and Unknown	11.0	0.66	17.1	27.7
Total	100.0		100.0	100.0
No of cases	14,559		155,053	14,559

Source: Survey of New Entrants to Higher Education, 2004

CSO; Special Tabulations of Census 2002

Included also is a column with 95% confidence intervals for the SEG distribution of new entrants. To derive a confidence interval around each class we treat each category as a dichotomy and, on the basis of the characteristics of the population and the sample, estimate the range of values within which 95% of the cases would lie. So, in the case of higher professionals, the use of 95% confidence intervals indicates that 95% of cases in this category in the population of new entrants (rather than the sample) lies between 9.3 and 10.3% (9.8% +/- 0.5%). In general, the confidence intervals are quite narrow, and none exceed 0.7 of a percentage point. Information on father's SEG is missing in respect of almost 11% of new entrants. This is due partly to survey respondents declining to answer the question or responding that they did not know the occupation and employment status of their fathers, although in a small number of cases this was because the father was deceased.

The table also shows the socio-economic distribution of the population aged 15-17 years in the previous Census of Population (2002). The population of college entry age can be defined as the population age groups used to establish national admission rates to higher education. This is set as the average of the numbers in the single years of age from which 75% of new entrants are drawn. Comparing the socio-economic background of new entrants with the national population of 15-17 year olds in the previous Census represents a departure from Clancy's (2001) practice. Clancy's studies compared the distribution of college entrants with the national population aged under 15 years in the previous Census. We consider it more appropriate to use the 15-17 year age group, as that seems closer to the population of college entry age, from which new entrants are drawn.⁹ Very substantial changes in the socio-economic structure of the population took place between 1996-2002, due to rapid economic expansion and development, so it is important to ensure as close a match as possible between the age groups of most new entrants and of the underlying population. While Clancy had also considered using the 15-17 age group as the basis for analysis, with a more stable socio-economic group distribution, this would have been less important. In addition, in some of the earlier years SEG by single year of age would not have been available to him from Census data.

In the Census data 17% of the population are in the unknown SEG category. The size of the unknown category presents us with some difficulties in comparing the distribution of new entrants with the underlying population from the Census, an issue that is discussed in greater detail below. Finally, the table also shows the distribution of new entrants by mothers' socio-economic group. The unknown category in respect of mothers' socio-economic group is substantially larger, 27%. This is mainly because a high proportion of mothers were engaged in home duties and their children did not indicate their socio-economic group.

Table 3.4: New Entrants in 1998 and 2004 by Fathers Socio-Economic Group Distribution and Grossed-up Numbers of New Entrants

	Father's SEG 1998 Entrants	Father's SEG 2004 Entrants	Father's SEG 1998 Entrants	Father's SEG 2004 Entrants	Change, 1998- 2004	Change, 1998- 2004
	%	%	Number	Number	Number	%
Employer & Manager	21.6	23.1	7068	8328	1260	17.8
Higher Professional	10.1	11.1	3305	4002	697	21.1
Lower Professional	10.1	11.5	3305	4146	841	25.4
Non-Manual	9.4	8.9	3076	3209	133	4.3
Skilled Manual	13.6	13.5	4450	4867	417	9.4
Semi-skilled & Unskilled Manual	11.2	11.1	3665	4002	337	9.2
Own Account	7.2	8.2	2356	2956	600	25.5
Farmers	16.6	12.7	5432	4578	-854	-15.7
Total	100	100	32,724	36,051	3,327	10.2

Sources: Survey of New Entrants to Higher Education 2004, and derived from Clancy 2001

9. Comparable social class distributions for the national population aged less than 15 and aged 15-17 years are presented in Appendix Table A3.7, with corresponding participation ratios.

Table 3.4 shows the distribution of new entrants to higher education in 1998 and 2004, based on the surveys of new entrants in those years, and the absolute number of new entrants indicated by those survey results. The total number of new entrants increased by just over 3,300, over 10% between 1998 and 2004. The largest numerical increase occurred in respect of employers and managers, entailing an increase of 1260, or 18% of this the single largest SEG of new entrants. The largest proportionate increase occurred in respect of lower professionals, which increased by 25% from 3,305 in 1998 to 4146 in 2004. The absolute numbers from farming backgrounds fell by 857, or almost 16%.

Changes in The Distribution of New Entrants by Socio-economic Group 1998-2004

Comparing the 1996 and 2002 Census Data

There were very substantial shifts in the distribution of the population by socio-economic group between 1996 and 2002. Table 3.5 shows the numbers in each socio-economic group from the 1996 and 2002 Censuses for the entire population and for the population of college entry age in 1998 and 2004.¹⁰ Several features of the Census population data should be noted. First, shifts in the population of college entry age have differed from patterns observed for the entire population. For example, the total number in the population grew by 8% between 1996 and 2002, while the numbers in the college entry age groups declined by almost 14%. The employers and managers group increased by 47% between 1996 and 2002, while the corresponding increase among those aged 15-17 was only 15%. Particularly important have been shifts in the manual groups. The total number in the skilled manual group fell by 22%, while among the population of college entry age the decline was 48%. We find a similar pattern in respect of both unskilled and semi-skilled manual classes where the decline in the numbers in the college entry age groups exceed the decline in the population by about twenty percentage points. In general the decline in all manual socio-economic groups is much greater among the college entry age groups than the rest of the population.

10. The college entry age population for 1998 entrants is the average of the numbers aged 15 and 16 in the 1996 Census of Population. For the 2004 entry cohort, the relevant ages are 15,16 and 17 in the 2002 Census.

**Table 3.5: Population by Socio-Economic Group:
All Persons and Average Persons Aged 15-16 in 1996 and 15-17 in 2002.**

	1996	2002	1996.0	2002.0	Change 1996-2000	% Change
All Persons	Number	Number	%	%	Number	%
Employer & Manager	412,516	608,453	11.4	15.5	195937	47.5
Higher Professional	160,801	203,978	4.4	5.2	43177	26.9
Lower Professional	290,373	383,388	8.0	9.8	93015	32.0
Non-Manual	613,285	670,734	16.9	17.1	57449	9.4
Skilled Manual	513,682	399,044	14.2	10.2	-114638	-22.3
Semi-skilled	346,415	308,102	9.6	7.9	-38313	-11.1
Unskilled	277,061	192,626	7.6	4.9	-84435	-30.5
Own Account	203,172	191,585	5.6	4.9	-11587	-5.7
Farmers	309,102	228,317	8.5	5.8	-80785	-26.1
Agricultural Workers	76,296	34,662	2.1	0.9	-41634	-54.6
All Other	423,384	696,314	11.7	17.8	272930	64.5
Total	3,626,087	3,917,203	100.0	100.0	291,116	8.0

College Entry Age group	Average 15, 16	Average 15, 16, 17	Average 15, 16	Average 15, 16, 17	1996-2002	Change
	Number	Number	%	%	Number	%
Employer & Manager	9429	10,868	13.1	17.6	1440	15.3
Higher Professional	2599	2,500	3.6	4.0	-99	-3.8
Lower Professional	4505	5,464	6.3	8.8	960	21.3
Non-Manual	9163	10,097	12.8	16.3	935	10.2
Skilled Manual	12056	6,298	16.8	10.2	-5757	-47.8
Semi-skilled	7020	4,454	9.8	7.2	-2566	-36.5
Unskilled	5806	2,835	8.1	4.6	-2971	-51.2
Own Account	5212	3,869	7.3	6.3	-1343	-25.8
Farmers	7217	4,361	10.1	7.0	-2856	-39.6
Agricultural Workers	1266	543	1.8	0.9	-723	-57.1
All Other	7539	10,579	10.5	17.1	3040	40.3
Total	71,808	61,868	100.0	100.0	-9,940	-13.8

Sources: CSO, Census of Population, 1996 and 2002

Second, the “All others gainfully occupied and unknown” group has increased strongly – from 11% of the college entry age groups in 1996 to 17% in 2002. The marked expansion of the unknown group is of concern, since it influences comparisons over time. We have followed Clancy's practice of excluding the unknown categories from the distribution of both college entrants and the population. Given that the numbers of employers and managers, professionals and other non-manual workers are all shown to have

increased in the Census data, it appears that the expansion of the unknown category may have been at the expense of manual workers of all kinds. Further analysis of the Census data on socio-economic group by educational attainment also suggests that a substantially higher proportion of those in the 'unknown' socio-economic group have lower levels of educational attainment than the rest of the population, suggesting that this group is disproportionately drawn from manual socio-economic groups.¹¹

In order to deal with the difficulties presented by the large number of cases of unknown socio-economic group and to allow for comparison over time, we have generated two alternative estimates of the distribution of the population of college entry age in Table 3.6. The first is the population distribution based on the Census data and it excludes the unknown category. This is a conventional treatment of missing data, and it replicates Clancy's (2001) practice in respect of the 1998 data. It is equivalent to assuming that the unknown cases (10.5%) are distributed across the other Socio-economic Group categories in the same proportion as the known cases. The adjusted population data in Appendix A (Table A3.8) redistributes the unknown cases to the other SEG categories on the assumption that manual SEGs are over-represented among the unknown group.

In adjusting the 2002 data, we allocated the 17% of cases that were unknown on the assumption that numbers in the non-manual SEGs should be increased by 11%, slightly greater than the proportion of unknowns in the 1998 data, but that the manual classes (including skilled, semi-skilled and unskilled manual and agricultural workers) should be increased by a proportion that was equivalent to the residual, which in practice, amounted to 45%.¹² Arguably, since most of the increase in the unknowns is thus allocated to the manual groups, this represents a conservative interpretation of the extent of structural change in the socio-economic structure between 1996 and 2002.

Table 3.6 also shows participation ratios in respect of fathers' SEG. The participation ratio expresses the share of new entrants in a social group as a ratio of that group's share of the population. A participation ratio of 1 in respect of any SEG indicates that the share of that SEG in new entrants is proportional to its population share. A ratio greater than 1 indicates that the SEG is over-represented among new entrants, compared to its share of the population, while a ratio less than 1 indicates the opposite. Given that we are employing two alternative population distributions, this also results in two participation ratios, one based on the Census, one based on adjusted Census data, as outlined above.

In fact the two alternative distributions generate quite similar results. For example, the children of higher professionals represent between 4.5% and 4.9% of the population aged 15-17 in the 2002 Census and accounted for 11.1% of new entrants to higher education in 2004. The participation ratios for the

11. See Appendix Tables A3.6 and A3.7

12. See Appendix Table 3.8.

Table 3.6: New Entrants in 1998 and 2004 by Fathers' Socio-economic Group and National Population of College Entry Age Groups in 1996 and 2002 Population

	Father's SEG 2004 Entrants	National Population 15-17 yrs, Census	Participation Ratio	Population 15- 17 yrs, adjusted for 'unknown manuals'	Adjusted Participation Ratio
	%	%			
Employer & Manager	23.1	21.2	1.1	19.5	1.2
Higher Professional	11.1	4.9	2.3	4.5	2.5
Lower Professional	11.5	10.7	1.1	9.8	1.2
Non-Manual	8.9	19.7	0.5	18.1	0.5
Skilled Manual	13.5	12.3	1.1	14.9	0.9
Semi-skilled	5.7	8.7	0.7	10.5	0.5
Unskilled	5.0	5.5	0.9	6.7	0.7
Own Account	8.2	7.5	1.1	6.9	1.2
Farmers	12.7	8.5	1.5	7.8	1.6
Agricultural Workers	0.4	1.1	0.4	1.3	0.3
Total	100.0	100.0		100.0	

Sources: Survey of New Entrants to Higher Education 2004,
CSO, Census of Population, 2002

children of higher professionals thus range from a high of 2.5 in the case of the adjusted series, to 2.3 in respect of the unadjusted data. Both ratios indicate that the children of higher professionals are substantially over-represented among new entrants, relative to their share of the underlying population. The children of farmers are also over-represented relative to the population share, with participation ratios of 1.5% to 1.6%. The children of employers and managers, lower professionals, skilled manual workers and own account workers are distributed in rough proportion to their shares of the population. The participation ratios in respect of non-manual workers, semi- and unskilled manual workers, and agricultural workers fall well below 1, indicating that their children are under-represented among new entrants to higher education, relative to their share of the population.

Table 3.7 looks at changes over time in the relationship between SEG and entry to college by comparing the distribution of new entrants in 2004 with that of 1998 entrants. In comparing changes between 1998 and 2004 we have combined the semi-skilled and unskilled manual categories with agricultural workers in order to reduce the sensitivity of the results to smaller sized groups.

Table 3.7: New Entrants in 1998 and 2004 by Fathers' Socio-economic Group and National Population of College Entry Age Groups in 1996 and 2002 Population Censuses ¹³

	Father's SEG, 1998 Entrants	National Pop, 15- 17 yrs, 1996	Particip. Ratio 1998	Father's SEG 2004 Entrants	National Pop, 15- 16 yrs, 2002	Particip. Ratio 2004	Adjusted Pop, 15- 16 yrs, 2002	Adjusted Part Ratio 2004
Employer & Manager	21.6	14.7	1.5	23.1	21.2	1.1	19.5	1.2
Higher Professional	10.1	4.0	2.5	11.1	4.9	2.3	4.5	2.5
Lower Professional	10.1	7.0	1.4	11.5	10.7	1.1	9.8	1.2
Non-Manual	9.4	14.3	0.7	8.9	19.7	0.5	18.1	0.5
Skilled Manual	13.6	18.8	0.7	13.5	12.3	1.1	14.9	0.9
Semi- and Unskilled	11.2	21.9	0.5	11.1	15.3	0.7	18.5	0.6
Own Account	7.2	8.1	0.9	8.2	7.5	1.1	6.9	1.2
Farmers	16.6	11.2	1.5	12.7	8.5	1.5	7.8	1.6
Total	100.0	100.0		100.0	100.0		100.0	

Sources: Survey of New Entrants to Higher Education 2004,
CSO, Census of Population, 1996 and 2002, and derived from Clancy 2001

The participation ratios show both continuity and change over time. In 1998 four SEGs accounted for a greater share of new entrants than their share of the population of college entry age. These were employers and managers, higher professionals, lower professionals, and farmers. In 2004 higher professionals and farmers continued to account for a greater share of new entrants than their share of the population. Participation ratios fell in respect of employers and managers and lower professionals, but remained above 1, so these groups retained some slight advantage in access to higher education. The share of non-manual workers in new entrants declined slightly between 1998 and 2004 while their share of the population increased, with the result that the participation ratio in respect of non-manual workers fell from 0.7 in 1998 to 0.5 in 2004. The children of manual workers fared somewhat better than those of the non-manual SEG. Between 1998 and 2004 their share of new entrants remained virtually constant while their share of the underlying population of college entry age declined. It is the size of these population declines that differentiates the unadjusted from the adjusted population distributions and associated participation ratios. For example, the share of the skilled manual SEG in the population fell from almost 19% in 1998 to 12% of the unadjusted population or 15% of the adjusted population in 2002. Thus, the participation ratio in respect of skilled manual workers increased from 0.7 in 1998 to 0.9 or 1.1 in 2004. Either result suggests that the share of children of skilled manual workers in new entrants increased and became roughly proportional to their share of the underlying population of college entry age in 2004. The table indicates a similar improvement in access among the children of semi-skilled and unskilled manual workers, in respect of whom participation ratios increased from 0.5 in 1998 to 0.6 or 0.7.

13. The corresponding table expressed in terms of the national population aged less than 15 is presented in Appendix Table A3.11.

Trend in Estimated Participation Rates By Socio-economic Group 1998 to 2004

A somewhat different perspective on participation can be gained by examining the proportion of an age cohort entering higher education. Following Clancy’s practice, we estimate these ‘admission’ rates by multiplying the participation ratios for each socio-economic group by the overall admission rate.¹⁴ Table 3.8 shows estimated first-entry rates to higher education by standardising the participation ratios shown in Table 3.7 above by the estimated overall admission rate.

The increase in the overall admission rate from .44 in 1998 to .55 in 2004 led to improved participation rates for most socio-economic groups. Two of the groups with high participation rates in 1998, higher professionals and farmers, had increased participation rates in 2004. In the case of two other SEGs with high participation rates in 1998, employers and managers and lower professionals, the participation rates remained about constant or may have declined slightly in 2004. The children of those in the non-manual SEG also saw a decline in their estimated participation rate – from .29 in 1998 to between .25 and .27 in 2004.

Table 3.8: Estimated Participation rates In Higher Education by Fathers’ Socio-Economic Group (New Classification), 1998 And 2004

	1998	2004 Census Data	2004 Adjusted Census Data
Employers & Managers	0.65	0.60	0.65
Higher Professional	1.11	1.25	1.36
Lower Professional	0.63	0.59	0.65
Non-Manual	0.29	0.25	0.27
Skilled Manual	0.32	0.60	0.50
Semi-and Unskilled	0.23	0.40	0.33
Own Account Workers	0.39	0.60	0.65
Farmers	0.65	0.82	0.89
Total	0.44	0.55	0.55

Source: Survey of New Entrants to Higher Education in 2004 and derived from Clancy 2001

14. Participation rates calculated in this fashion provide an estimate of the proportion of the age group entering higher education. The participation ratios are based on a comparison of the distribution of college entrants with the distribution of the national population of college entry age in the previous Census, while the overall admission rates are the ratio of total new entrants to the average of the total number in the population accounting for 75% of new entrants in the year in question (in the case of the 2004 entrants, this was the mean of the numbers in the population aged 15, 16 and 17 in 2002, and 15-16 in 1996). It is also important to note that these estimated participation rates are not upper-bounded by 1 since the number of new entrants includes those of all ages, not just those in the 17-19 year age group. Estimated participation rates should thus be regarded as measures of relative entry chances. The estimates are subject to a number of possible sources of error, including: growing numbers of new entrants from older age-groups, as well as those which arise from possible unrepresentativeness in the response rate by social group; coding errors with the survey data and census data; the remaining discrepancy between the survey years and the years of the Census, which provide the population parameters for the calculation of the participation rates.

The children of manual workers appear to have benefited from the increased overall admission rate. The participation rate in respect of skilled manual workers increased from .32 in 1998 to .5 or .6 in 2004. The participation rate in respect of semi-skilled and unskilled manual workers increased from .23 in 1998 to between .33 and .4 in 2004. This left the unskilled and semiskilled manual SEG still well below the average admission rate, although the gap between these and other SEGs had narrowed.

Table 3.9: New Entrants to Higher Education by Socio-economic Group and College Type, 2004

	University	Institute of Technology	College of Education	Other	All
	%	%	%	%	%
Employers & Managers	25.1	20.9	19.8	31.5	23.1
Higher Professional	15.7	6.8	6.1	7.9	11.1
Lower Professional	13.4	9.2	12.9	15.2	11.5
Non-Manual	8.5	9.1	8.9	9.0	8.9
Skilled Manual	11.0	16.2	13.3	11.8	13.5
Semi-skilled Manual	4.5	7.0	7.3	3.7	5.7
Unskilled Manual	3.5	6.7	4.2	4.5	5.0
Own Account Workers	7.2	9.4	6.7	8.7	8.2
Farmers	10.9	14.3	20.0	6.7	12.7
Agricultural Workers	0.2	0.5	0.8	1.1	0.4
Total	100.0	100.0	100.0	100.0	100.0
N of Cases	6,156	5,731	505	356	12,949

Source: Survey of New Entrants to Higher Education, 2004

Table 3.9 shows that the social selectivity of higher education is complemented by further selectivity by sector. The children of Employers and Managers and of Higher Professionals are strongly represented in the university sector. The children of lower professionals are also well represented among those entering university. The children of manual groups and farmers are more likely to enter Institutes of Technology. Employers and Manager and Farmer groups are particularly strongly represented among those entering Colleges of Education. These patterns of selectivity are broadly consistent with the pattern observed in relation to 1998 entrants (Clancy, 2001)

3.6 Social Class Background of New Entrants

Table 3.10 shows the social class background of new entrants in 2004 with a comparable class distribution of the national population aged 15-17 years of age. We also present the distribution of new entrants according to mothers' social class. However, since only 60% of entrants' mothers are currently at work and since only 75% report information on current or past employment, there is substantial data missing from this distribution, with the result that it is a great deal less informative than fathers' social class. Substantively, fathers' social class is also more likely to remain highly influential for access to higher education.

Table 3.10: Distribution of New Entrants to Higher Education by Fathers' and Mothers' Social Class, 2004

	Fathers Social Class	95% Confidence Interval	National Population 15-17 yrs in 2002	Mothers Social Class,
	% Share	+ / -	% Share	% Share
Professional Workers	11.5	0.52	5.4	3.7
Managerial & Technical	31.4	0.75	27.5	30.8
Other Non-Manual	11.6	0.52	17.0	25.0
Skilled Manual	22.4	0.68	18.2	5.0
Semi-skilled Manual	7.9	0.44	10.3	6.8
Unskilled Manual	4.8	0.35	5.2	2.9
Unknown	10.3	0.49	16.5	25.8
Total	100.0		100.0	100.0
N of cases	14,559		61,868	

Source: Survey of New Entrants to Higher Education, 2004

CSO; Special Tabulations of Census 2002

Table 3.10 shows that the children of professional workers account for a higher share of new entrants than their share of the population sub-group, 11.5% compared to 5%. The shares of new entrants whose fathers are skilled manual workers and managerial and technical workers are also greater than their fathers' share of the population group. The shares of new entrants whose fathers' social class is other non-manual, and semi- or unskilled are less than their share of the population sub-group. However, as we have already seen in relation to socio-economic group, the social class of almost 17% of cases in the Census data are unknown. In deriving participation ratios to compare the distributions of new entrants with the underlying population and in tracking changes in these access patterns over time, we again adjust the population data as described in Section 3.4 relating to Socio-economic Group.

Table 3.11 shows the distribution of female and male new entrants to higher education by fathers' social class. It shows that the distribution of females and males by social class is broadly similar, although a slightly higher share of female new entrants are from manual backgrounds whereas a slightly higher share of males are from professional, managerial and technical backgrounds.

Table 3.12 shows the percentage of female and male new entrants from each social class. It shows that the majority of new entrants from professional workers backgrounds were male; the gender share of new entrants from managerial and technical backgrounds is evenly balanced; and females account for the majority in all other social classes.

Table 3.11: Distribution of Male and Female New Entrants to Higher Education by Fathers' Social Class, 2004

	Male	Female	All
	% Share	% Share	% Share
Professional Workers	13.8	12.0	12.9
Managerial & Technical	36.4	33.9	35.1
Other Non-Manual	13.0	12.9	12.9
Skilled Manual	23.5	26.4	25.0
Semi-skilled Manual	8.4	9.1	8.8
Unskilled Manual	4.8	5.8	5.4
Total	100.0	100.0	100

Source: Survey of New Entrants to Higher Education 2004

Table 3.12: Social Class of New Entrants to Higher Education by Gender, 2004

	Male	Female	Total
	%	%	%
Professional Workers	51.2	48.8	100.0
Managerial & Technical	49.4	50.6	100.0
Other Non-Manual	47.9	52.1	100.0
Skilled Manual	44.8	55.2	100.0
Semi-skilled Manual	45.7	54.3	100.0
Unskilled Manual	43.1	56.9	100.0
Total	47.1	52.9	100.0

Source: Survey of New Entrants to Higher Education 2004

Table 3.13 presents comparable data on social class background for new entrants in both 1998 and 2004, and thus sheds light on trends over time. As noted above, we have again adjusted the population data from the 2002 Census in order to deal with the large number of cases of unknown social class, as described in Section 3.5 relating to Socio-economic Group. Our findings show considerable continuity, but also a number of changes in terms of the share of new entrants and the participation ratios for different social class groups.

In 1998, two social classes were over-represented among new entrants relative to their share of the population. These were professional workers and managerial and technical workers, both with participation ratios in excess of 1. In 2004, professional workers maintained their relative advantage, with participation ratios of about 2. The participation ratio in respect of managerial and technical workers was 1.3 in 1998 and 1.1 or 1.2 in 2004, roughly proportional to their share of the population.

Table 3.13: New Entrants in 1998 and 2004 by Fathers' Social Class and National Population of College Entry Age in 1996 and 2002 Population Censuses.¹⁵

	Father's SEG, 1998 Entrants	National Pop, 15-17 yrs, 1996	Particip. Ratio 1998	Father's SEG 2004 Entrants	National Pop, 15- 16 yrs, 1996	Particip. Ratio 2004	Adjusted Pop, 15- 16 yrs, 1996	Adjusted Part. Ratio 2004
	%	%		%	%		%	
Professional Workers	11.5	5.7	2.0	12.9	6.5	2.0	6.1	2.1
Managerial & Technical	34.5	27.1	1.3	35.1	32.9	1.1	30.0	1.2
Other Non-Manual	16.2	18.8	0.9	12.9	20.3	0.6	19.5	0.7
Skilled Manual	24.0	25.9	0.9	25.0	21.8	1.1	23.8	1.0
Semi- & Unskilled Manual	10.2	13.7	0.6	14.2	18.6	0.8	20.5	0.7
Total	100.0	100.0		100.0	100.0		100.0	

Sources: Survey of New Entrants to Higher Education 2004,

CSO, Census of Population, 1996 and 2002, and derived from Clancy 2001

The shares of other non-manual workers and skilled manual workers in new entrants to higher education were both roughly proportional to their shares of the population in 1998. However, while the children of skilled manual workers maintained, or even slightly improved on this position in 2004, the children of non-manual workers fell behind, with participation ratios falling from .9 in 1998 to .6 or .7 in 2004. This confirms the pattern observed in respect of the non-manual socio-economic group discussed in Section 3.4 above. Participation ratios in respect of the children of semi-skilled and unskilled manual workers improved over the period: up from .6 in 1998 to .7 or .8 in 2004.

15. The corresponding table expressed in terms of the national population aged less than 15 is presented in Appendix Table A3.11.

Trend in Estimated Participation Rates by Social Class 1998 to 2004

We have noted above that participation ratios refer to the relative distribution of new entrants to higher education between socio-economic groups. They do not measure participation or admission rates. We can obtain a better sense of differences in participation rates by multiplying the participation ratios for each social group by the overall rate of admission. The resulting participation rates provide us with estimates of the proportion of the age cohort in each social class entering higher education.

The overall rate of admission to higher education increased from 0.44 in 1998 to 0.55 in 2004. This strong increase in the overall admission rate was sufficient to result in increased estimated participation rates in respect of four of the five social classes outlined in Table 3.14. The only decline in participation rates occurred in respect of the children of other non-manual fathers, among whom the participation rate fell from .38 to .35 or .36.

Table 3.14: Estimated Participation rates In Higher Education by Fathers' Social Class 1998 and 2004

	1998	2004 Census Data	2004 Adjusted Census Data
Adjusted Census Data			
Professional Workers	0.89	1.10	1.17*
Managerial & Technical	0.56	0.59	0.64
Other Non-Manual	0.38	0.35	0.36
Skilled Manual	0.41	0.63	0.58
Semi- and Unskilled Manual	0.27	0.42	0.38
Total	0.44	0.55	0.55

Source: Survey of New Entrants to Higher Education in 2004 and derived from Clancy 2001

**These are over estimates (see footnote 14 for further clarification)*

The greatest gains took place among the children of skilled manual workers, among whom the estimated participation rate increased from 0.41 in 1998 to between .58 and .63 in 2004. Estimated participation rates also increased in respect of professionals (up from 0.89 in 1998 to between 1.10 and 1.17 in 2004), and semi- and unskilled manual workers (up from .27 to between .38 and .42).

3.7 Tracking Entry to Higher Education with the School Leavers' Surveys

While the earlier discussion drew on Census and new entrant survey data to estimate the socio-economic composition of new entrants and the extent of change over time, the analysis now turns to the Annual School Leavers' Surveys and considers the extent to which progression to higher education among those leaving second-level schools is differentiated by social class. The analysis begins with an examination of

the extent to which second-level retention, examination performance and progression to higher education are differentiated across social class and gender lines. The discussion then considers the social class composition of those progressing to higher education, comparing recent school leavers' surveys with those utilised for the earlier 1998 (Clancy 2001) analyses.

The Annual School Leavers' Surveys have been carried out by the ESRI since 1980, initially for the Department of Enterprise, Trade and Employment (previously the Department of Labour) and more recently for the Department of Education and Science. The School Leavers' Surveys provide an insight into the position, experiences, and attitudes of school leavers approximately one year after leaving second level education. The surveys are based on a stratified random sample of those leaving the official second-level system, with respondents being interviewed 12-18 months after leaving school. Sample sizes range from 2,500 to 3,500 school leavers.

The school leavers' surveys are based on the population of all young people who leave school during an academic year. Hence our analysis of entry to higher education in *this* section is based on the population of those progressing to higher education from second level schools. The data does not capture those entering higher education at a later point in time, and therefore does not include mature students who enter higher education some years after leaving school. The population on which the school leavers' data is based is, therefore, different to the analysis of our new entrant survey data described in the preceding sections, which do capture those entering higher education as mature students. Moreover, it should also be noted that the classification system used for social class in the school leavers survey corresponds to the classification system used in the Census prior to 1996, while the new entrants survey is based on the new classification system implemented since 1996. For these reasons we do not expect the findings in this section to be identical to those presented earlier. However, we are primarily concerned with the analysis of changes in the distribution of higher education entrants over time, and both data sources allow important insights into such changes.

Clancy (2001), in his study of new entrants in 1998, examined the combined results relating to socio-economic background for three survey years: surveys carried out in 1996, 1997 and 1998. Such surveys refer to those leaving school during the academic years 1994/95, 1995/96 and 1996/97. The current analyses draw on combined results for four survey years: surveys carried out in: 1998 (1997 school leavers); 1999 (1998 school leavers); 2002 (2000/01 school leavers); and 2004 (2002/03 school leavers). As surveys were not undertaken in 2001 or 2003, it is not possible to amalgamate three years for the current analyses. This results in small numbers for some of the analyses, particularly those relating to examination performance, and hence signals the need for caution in the interpretation of such results.

Social class background is not available for the 1996 School Leavers' Survey (only father's socio-economic group is available for this year). However, as shown in Appendix Table A3.12, the distribution of leavers across father's socio-economic group is virtually identical for the combined 1997 and 1998 cohort, as compared to the 1996, 1997 and 1998 group. Therefore, analyses presented in this report on the two-year cohort should be broadly comparable to the earlier (2001) analysis of the three-year cohort. For all analysis, the old CSO social class classification (pre 1996) is used.

3.8 Second-Level Transitions

Clancy (2001) examined the implications of differential participation and examination performance at second level education for patterns of access to higher education. The study noted that patterns of inequality are the result of longer-term cumulative processes of disadvantage rooted in differential economic, social and cultural capital of families. Such inequalities are reflected throughout the educational system from pre-school right through to higher education and beyond. Differential participation and performance at second level are argued to serve as more proximate determinants of access to higher education. On this basis, drawing on Annual School Leavers' Surveys, Clancy examines the nature and impact of such second-level participation and performance, analyses which we now replicate for a more recent cohort.

It should be noted that the School Leavers Survey data are confined to early post secondary school transitions, and, as such can capture entry to higher education up to one academic year after leaving school. This represents a different basis for the analysis from the survey of new entrants discussed in Section 3.1 to 3.5 of this chapter, which cover all new entrants, including mature students who entered higher education through the CAO system. As such, the two sets of data are not directly comparable, although we can certainly examine both sources to ascertain whether they suggest broadly similar trends in patterns of access to higher education over time.

Analysis by Social Class

The following three tables allow an examination of the inter-relationship between the social class of school leavers, educational level and attainment and destination upon leaving school. Where possible, results are compared with the earlier 1997-1998 cohort.

Table 3.15 examines the proportion of young people leaving school having completed the Leaving Certificate, or its equivalent, and the change in such 'retention' levels over time. Over 81% of school leavers attained the Leaving Certificate in 2002/04, representing virtually no change on 1997-98 retention levels. Educational level is strongly correlated with socio-economic background, in this case presented in terms of father's social class background. While 90% of students from higher professional backgrounds left school having completed the Leaving Certificate, just 77% of their counterparts from semi- and unskilled manual backgrounds had achieved this level. Relatively low levels of retention are

also apparent among those where father's occupation is not reported (60%), while those from lower professional (89%) and other non-manual (86%) groups are among those with higher retention levels.

Table 3.15: Percentage of School Leavers Achieving Leaving Certificate Level by Fathers' Social Class (Old Classification) 1997/1998 Surveys and 2002/2004 Surveys

	1997/1998 Leaving Cert %	2002/2004 Leaving Cert %	% Change 1996/97/98 to 2002/04	Percentage of LC Group Who Took LCA 2004
Higher Professional	89.8	89.8	-	2.5
Lower Professional	91.3	88.6	-2.9	1.7
Other non-manual	86.6	85.5	-1.3	5.4
Skilled Manual	77.2	79.5	3.0	6.4
Semi- and Unskilled Manual	69.3	77.0	11.0	8.6
Unknown Class	68.4	60.3	-11.8	9.9
Total	80.4	81.3	1.1	5.4

While overall retention levels have changed little since Clancy's report on 1998 new entrants, social class differentials have altered somewhat in the interim with three social class groups displaying significant increases in their percentage of school leavers completing second-level education. In particular, students from semi- and unskilled manual backgrounds increased their retention rates by 11% over the period. Given the growth in Leaving Certificate Applied participation over the period (as noted in Chapter Four¹⁶), it is of interest to examine the levels of participation in Leaving Certificate Applied across socio-economic groups, as indicated in column 5. It is apparent that those social class groups displaying improvements in their retention levels since 1998 are those groups with greatest levels of participation in the Leaving Certificate Applied programme (unskilled manual, semi-skilled manual and other agricultural). This suggests that improvements in second-level retention are, *to some extent*, being achieved through provision of, and participation in, the Leaving Certificate Applied programme. However, this has important implications for our analysis of entry into higher education since students taking the Leaving Certificate Applied programme are not eligible for direct entry into higher education. Notwithstanding such growth in LCA participation, students from semi- and unskilled manual backgrounds have made important and positive gains in their rates of completion of second level education relative to other social class groups.

16. The Leaving Certificate Applied (LCA) was introduced into fifty schools on a developmental basis in Sept 1995. The number of students participating in the programme has grown from 1,200 in 1995/96, 5,500 in 1997/98 to 7,977 in 2002/03 ('Tuarascáil Staitistiúil 2002/03', Department of Education and Science). The LCA was initiated to meet the needs of students who are not catered for by the two other Leaving Certificate programmes, the established Leaving Certificate and the Leaving Certificate Vocational Programme. The curriculum and approach of the LCA focuses on preparing students for the transition from school to adult and working life. Its primary policy aim is one of retaining as many students as possible in the second level education system until the age of eighteen (Report of the National Evaluation of the Leaving Certificate Applied Programme, Department of Education and Science, 2001).

Table 3.16: Percentage Distribution of School Leavers Who Sat the Leaving Certificate by Level of Achievement and Fathers' Social Class (Old Classification), 2002/04 Surveys

	< 5 Ds %	5 passes, no hon %	1 Honour %	2-4 Honours %	5+ Honours %	Total	
						N	%
Higher Professional	3.4	20.5	6.9	27.5	41.7	796	100
Lower Professional	6.3	20.5	5.6	31.0	36.5	638	100
Other non-manual	4.1	24.8	10.5	37.5	23.1	411	100
Skilled Manual	5.9	30.6	9.0	37.7	16.8	952	100
Semi- & Unskilled Manual	7.6	37.6	11.7	27.8	15.2	643	100
Unknown Class	12.5	31.5	13.0	28.5	14.5	200	100
Total	5.9	27.3	8.8	32.0	26.0	3,640	100

Table 3.16 examines performance in the Leaving Certificate examination given that entry to higher education is, to a large extent, based on such examination performance.¹⁷ Taking all students who sat the Leaving Certificate examination in 2002/04, just under 6% fail to obtain 5 passes, 27% have 5 passes without any honours (Grade C3 or higher on Higher Level paper) and the balance achieve one or more honours.

While patterns of educational attainment were strongly influenced by social class background in the previous table, patterns of examination performance among those who remain in school to sit the Leaving Certificate examination are also strongly related to socio-economic background. Over 40% of students from higher professional backgrounds achieve 'honours' in five or more subjects, although this is true of just 15-17% of those from manual backgrounds. While 33% of the Leaving Certificate population do not attain 'honours' in any subject, those from semi- and unskilled manual (45%), and skilled manual groups (36%) have significantly greater representation among such lower attainment groups.

Finally, Table 3.17 examines the relationship between social class group, level of achievement in the Leaving Certificate and levels of enrolment in higher education. The analysis is confined to those who achieved at least five passes in the Leaving Certificate. Clearly levels of progression to higher education are strongly related to performance in the Leaving Certificate examination with 93% of those achieving five or more 'honours' proceeding to higher education relative to 32% of those achieving a pass Leaving Certificate (without honours).

The patterns of progression are somewhat related to social class background, although results should be interpreted with caution given small sample sizes. It appears that for those with higher Leaving Certificate results (5 or more 'honours') social class differentials are small (in line with Clancy, 2001), although transition rates are somewhat higher among those from professional backgrounds. For those achieving

17. Analysis of school leavers' performance in the Leaving Certificate examination does not include those who took the Leaving Certificate Applied Programme.

2-4 'honours' social class differentials are apparent. For those achieving 2-4 'honours' in the Leaving Certificate, the transition rate for those from manual, particularly semi- and unskilled manual, classes are actually higher. This probably relates to the greater entry of those from manual backgrounds into courses which typically have lower entry requirements (Chapter Four).

Table 3.17: Percentage of School Leavers With Leaving Certificate Who Enrolled in Higher Education by Level of Achievement and Fathers' Social Class (Old Classification), 2002 & 2004 Surveys

	5 passes, no honours %	1 Honour %	2-4 Honours %	5+ Honours %	Total (All Leaving Cert) %
Higher Professional	39.6	54.5	60.3	95.8	66.2
Lower Professional	48.1	32.4	63.1	94.0	67.0
Other non-manual	39.2	27.9	61.0	88.4	52.3
Skilled Manual	24.4	58.6	65.5	90.0	48.6
Semi- & Unskilled Manual	30.6	19.7	67.0	91.8	41.0
Unknown Class	*	*	41.4	*	29.1
Total	32.0	40.4	62.5	92.7	53.2

* small numbers

Table 3.18 summarises the key findings from the analysis of social class background of school leavers. School leavers from manual backgrounds, particularly semi- and unskilled manual backgrounds, are less likely to remain in school to the Leaving Certificate examination and, where they do achieve this standard, a proportion are doing so through participation in the Leaving Certificate Applied programme, and are thus not considered eligible for direct entry to higher education. However, overall, young people from more disadvantaged backgrounds have greatly improved their levels of retention at second level, a finding which has important implications for second-level programmes and initiatives targeting educational disadvantage and early school leaving.

Table 3.18: Second Level Retention, Leaving Certificate Performance and Enrolment in Higher Education by Fathers' Social Class (Old Classification) 2002/2004 Surveys

	2002/2004 Leaving Cert %	Percentage of LC Group Achieving at least 2 honours in LC %	Percentage of LC Group with at least 2 honours who Enrolled in Higher Education
Higher Professional	89.8	69.2	81.9
Lower Professional	88.6	67.5	79.8
Other non-manual	85.5	60.6	71.5
Skilled Manual	79.5	54.5	73.0
Semi & Unskilled Manual	77.0	43.0	75.5
Unknown Class	60.3	43.0	54.0
Total	81.3	58.0	76.1

The analysis also indicates that school leavers from lower social class backgrounds perform less strongly in the Leaving Certificate examination, which is the main basis for selection into many higher education courses. Among those who do perform well in this terminal examination, there is little differentiation across social class groups in their rates of entry to higher education.

Table 3.19: Percentage of School Leavers Achieving Leaving Certificate Level by Fathers' Social Class (Old Classification) and Gender, 2002/2004 Surveys

	Males Leaving Cert %	Females Leaving Cert %	Total Leaving Cert %
Higher Professional	87.6	91.7	89.8
Lower Professional	86.5	90.5	88.6
Other non-manual	83.0	88.4	85.5
Skilled Manual	74.4	84.6	79.5
Semi- and Unskilled Manual	72.6	81.0	77.0
Unknown Class	57.3	62.3	60.3
Total	78.2	84.3	81.3

Gender

Tables 3.19 to 3.21 examine the extent to which second-level educational retention, examination performance and progression to higher education vary for males and females. Regardless of social class background, females are more likely to remain in school to Leaving Certificate level: while 84% of female school leavers had sat the Leaving Certificate exam, just 78% of their male counterparts had achieved this standard. The gender differential is widest among young people from manual class backgrounds: in line with other research (McCoy, 2000, for example), males from more disadvantaged backgrounds are at particular risk of early school leaving.

Table 3.20: Percentage Distribution of School Leavers Who Sat the Leaving Certificate by Level of Attainment and Fathers' Social Class (Old Classification), 2002/04 Surveys

	Males				Females			
	< 5 Ds %	5 passes no hons %	1 Honour %	2 + Honours %	< 5 Ds %	5 passes no hons %	1 Honour %	2 + Honours %
Higher Professional	2.1	19.7	8.2	69.9	4.5	21.2	5.5	68.8
Lower Professional	4.6	18.7	7.5	69.2	7.5	22.3	3.9	66.3
Other non-manual	3.6	23.2	10.0	63.2	4.7	26.7	11.0	57.6
Skilled Manual	6.3	31.2	10.0	52.5	5.5	29.9	8.1	56.4
Semi- & Unskilled Manual	3.9	37.1	15.0	44.1	10.6	38.0	9.2	42.2
Unknown Class	14.1	28.2	16.7	41.0	11.5	33.6	10.7	44.3
Total	4.7	26.3	10.3	58.7	6.9	28.1	7.5	57.5

Among those who sit the Leaving Certificate, males are more likely to perform well.¹⁸ This probably relates to the greater retention rates for females seen in the previous table, which has an impact on the composition of students sitting the Leaving Cert examination. Less academically oriented, lower performing students are more likely to leave school early and this is more prominent among male students. With the exception of school leavers from skilled manual backgrounds, males are marginally more likely to achieve honours in the Leaving Certificate examination.

Table 3.21: Percentage of School Leavers With Leaving Certificate Who Enrolled in Higher Education by Gender and Fathers' Social Class (Old Classification), 2002 & 2004 Surveys

	Males %	Females %	Total (All Leaving Cert) %
Higher Professional	65.2	67.0	66.2
Lower Professional	63.4	70.4	67.0
Other non-manual	53.2	51.8	52.3
Skilled Manual	43.5	53.1	48.6
Semi- and Unskilled Manual	37.8	43.4	40.9
Unknown Class	25.7	30.8	29.1
Total	50.8	55.1	53.2

Despite such higher examination performance among males, progression to higher education among those who sat the Leaving Certificate examination is higher for females. While 55% of females leaving school after the Leaving Certificate progressed to higher education, the relevant figure is just 51% for males. Such findings are consistent with results from the survey of HEI presented in Chapter Two. Across all social class groups, apart from the other non-manual group, females are more likely to progress to higher education.

Class Composition of Higher Education Entrants

Table 3.22 presents the distribution of full-time higher education entrants and all school leavers by fathers' social class. The findings show over-representation of school leavers from higher and lower professional backgrounds among those progressing to higher education and an under-representation of school leavers from skilled manual and, most notably, semi- and unskilled manual backgrounds. To illustrate, while over a quarter of school leavers progressing to higher education were from higher professional backgrounds, less than 19% of all school leavers were from such backgrounds.

Table 3.23 presents participation ratios in higher education by father's social class. As in earlier analyses, a ratio greater than one indicates that a group is over-represented among higher education entrants, while a ratio less than one indicates under-representation. In comparing the 2002/04 surveys with 1997/98 surveys, the results suggest two main findings. Firstly, young people from professional backgrounds

18. However, when we examine national examination data we find that females are more likely to perform better at the higher levels of attainment. While 23% of females received a minimum of 6 honours on higher-level papers in the 2004 Leaving Certificate exam, this was true for just 15% of males.

persistently account for a higher share of entrants to higher education than their share of all leavers. However, and perhaps more importantly, leavers from manual social class backgrounds have greatly increased their share of new entrants. In the case of skilled manual workers a participation ratio .78 in 1997/98 increased to .90 in 2002/04. For semi- and unskilled manual groups a participation ratio of .73 represents a significant improvement on 1997/98 participation levels.

Table 3.22 Distribution of Full-Time Higher Education Entrants & All School Leavers by Fathers' Social Class, 1997/98 and 2002/04

	Higher Education Entrants		All School Leavers	
	Fathers' Social Class 1997/98	Fathers' Social Class 2002/04	Fathers' Social Class 1997/98	Fathers' Social Class 2002/04
	% Share	% Share	% Share	% Share
Higher Professional	21.7	26.1	14.2	18.9
Lower Professional	22.3	21.6	17.0	15.7
Other Non-Manual	17.1	11.0	14.4	10.6
Skilled Manual	20.0	23.6	25.8	26.3
Semi & Unskilled Manual	12.7	14.2	20.1	19.5
Class unknown	6.2	3.6	8.5	8.9
Total	100.0	100.0	100.0	100.0
	n=2,291	n=2,499	n=5,622	n=5,677

Source: School Leavers' Surveys 1997/98 and 2002/04

Note: Analysis is based on those progressing to higher education immediately after completion of second-level. It does not take account of those entering higher education through other routes/at a later stage

Table 3.23 Higher Education Participation Ratios by Social Class, 1997/98 and 2002/04

	1997/98	2002/04
Higher Professional	1.53	1.38
Lower Professional	1.31	1.38
Other Non-Manual	1.19	1.04
Skilled Manual	0.78	0.90
Semi- and Unskilled Manual	0.63	0.73
Class unknown	0.73	0.40

Source: School Leavers' Surveys 1997/98 and 2002/04

Note: Analysis is based on those progressing to higher education immediately after completion of second-level. It does not take account of those entering higher education through other routes/at a later stage.

Presented in terms of participation rates, Table 3.24 further illustrates the improvements in the rates of progression to higher education for young people from lower social class backgrounds. While one quarter of school leavers from semi- and unskilled manual backgrounds went on to higher education in 1997/98, the figure is almost one-third in 2002/04. Similarly, the higher education participation rate for students from skilled manual backgrounds rose from 0.32 to 0.40 over the period.

In sum, retention in the second-level system and performance in the Leaving Certificate examination are important determinants of entry to higher education. Retention rates to the end of second-level remain highly class specific, although there have been improvements in the relative position of lower socio-economic groups owing *partly* to greater levels of provision of, and participation in, the Leaving Certificate Applied programme. For those who remain in school to sit the Leaving Certificate, social class differences in examination performance are also significant. Thus, the main socio-economic differentiation continues to occur during primary and second-level education, marked, most notably, by (declining) differences in retention to Leaving Certificate standard and performance in this examination. For those who succeed in staying in school and performing relatively well in this terminal examination, differences across social groups are less marked.

Table 3.24: Higher Education Participation Rates by Social Class, 1997/98 and 2002/04

	1997/98	2002/04
Higher Professional	0.63	0.61
Lower Professional	0.54	0.61
Other Non-Manual	0.49	0.46
Skilled Manual	0.32	0.40
Semi- and Unskilled Manual	0.26	0.32
Class unknown	0.30	0.18

Source: *School Leavers' Surveys 1997/98 and 2002/04*

Note: Analysis is based on those progressing to higher education immediately after completion of second-level. It does not take account of those entering higher education through other routes/at a later stage.

While higher social class groups display continuing advantage in terms of progression from second-level, patterns of social class inequality in access to higher education show important changes since 1998. Most notably, young people from lower social class backgrounds leaving school have increased their levels of progression to higher education and account for a growing share of entrants to higher education.

As we noted above, the school leavers survey relates to a different population than our survey of new entrants: the former is a survey of leavers from all levels of secondary education in a single year, the latter a survey of new entrants to higher education, and these new entrants have completed their secondary education a number of years prior to entry to higher education. Moreover, in estimating participation rates in respect of the two data sources we employ quite different denominators. In the case of the school leavers survey, we express the participation rate as the ratio of new entrants (in the year following school leaving) as a proportion of all those who left secondary school in the previous year. In the case of the new entrants survey, the denominator is the college-entry age cohort derived from the Census immediately preceding the survey. As such, we would not expect participation rates derived from the two differing data sources to be identical. Nevertheless, notwithstanding the differences between the two sources, both are in broad agreement regarding trends over time in access to higher education. In particular, both sources show that manual classes – skilled, semiskilled and unskilled – increased their rates of participation in higher education between 1998 and 2004. The children of other non-manual workers experienced a decline in their chances of college entry, and higher professionals retained their advantage in access to higher education.

3.9 Summary

This chapter has examined the socio-economic background of new entrants to higher education. In terms of socio-economic group, we found that the children of higher professionals and farmers are heavily over-represented among new entrants, relative to their share of the population of college entry age. Other socio-economic groups that are disproportionately represented among new entrants relative to their share of the population aged 17-19 include: employers and managers, lower professionals, skilled manual workers, and own account workers. Those under-represented include non-manual workers, semi- and unskilled manual workers, and agricultural workers.

The increase in the overall admission rate from .44 in 1998 to .55 in 2004 led to improved admission rates for most socio-economic groups. Two of the groups with high admission rates in 1998, higher professionals and farmers, had increased admission rates in 2004. However, those from a non-manual background saw a decline in their admission rate between 1998 and 2004.

The children of manual workers appear to have benefited from the increased overall admission rate. The participation rates in respect of skilled manual workers increased substantially between 1998 and 2004. The admission rates of those from semi-skilled and unskilled manual workers also increased, although their admission rate was still well below the average in 2004.

In terms of social class, we found that the children of professionals, managerial and technical workers, and skilled manual workers account for a higher share of new entrants than of the population of college entry age. This inequality of access represents continuity over time. There have been increases in the participation rate of the children of manual workers, including among those from semi and unskilled manual social classes

These general patterns have been found in the analyses of trends over time using two separate data sets: the two dedicated surveys of new entrants to higher education in 1998 and 2004, and pooled results of a series of School Leaver Surveys conducted during the 1990s and 2000s. Notwithstanding the differences between the data sources, both suggest that all manual classes increased their rates of participation in higher education between 1998 and 2004, that other non-manual workers experienced a decline in their rates of college entry, and that higher professionals retained their advantage in access to higher education.

The analysis of the School Leaver Survey data also demonstrates that social selectivity in access to higher education is a cumulative process. Retention in the second-level system and performance in the Leaving Certificate are important determinants of entry to higher education, and that retention and performance are in turn heavily influenced by socio-economic background.

4

EDUCATIONAL BACKGROUND OF NEW ENTRANTS

4.1 Introduction

This Chapter reviews the educational background of new entrants to higher education in 2004.¹⁹ Section 4.2 shows the distribution of new entrants to the four college types by type of school attended and reviews the change in this since 1998. The college type attended by new entrants from each school type and the trend in this is examined in Section 4.3. Transition rates to higher education, by school type, are also estimated in this section. Section 4.4 examines the take-up of and achievement in Leaving Certificate subjects by new entrants in 2004. Following this, Section 4.5 outlines our findings on students' decisions to defer entry to higher education. Section 4.6 presents the contributing factors to students' college and course choice. Section 4.7 Deals with parents educational achievement and finally Section 4.8 considers parental education and institution, level, field of study and financial support.

4.2 New Entrants by School-type

Two thirds (66%) of new entrants to higher education in 2004 came from secondary schools. This was followed by vocational schools (17%), and community and comprehensive schools (14%). Students from other post primary schools, notably 'grind' and other private non-recognised schools accounted for 3% of new entrants (see Table 4.1).

Table 4.1: Type of Post-Primary School Attended by New Entrants 2004

	University %	Institutes of Technology %	Colleges of Education %	Other Colleges %	Total HEI %
Secondary	70.3	61.3	69.2	66.8	66.0
Vocational	13.2	20.5	14.7	14.2	16.6
Comprehensive/Community	12.2	16.1	13.9	12.2	14.0
Other/Grind	4.3	2.2	2.3	6.8	3.3
Total	100.0	100.0	100.0	100.0	100.0

1: Data was not available for 1,369 new entrants

Source: Analysis of the CAO Database.

Secondary schools were the main source of new entrants for all college types, accounting for between 61% of new entrants in Institutes of Technology, to 70% of University entrants. Between 14% and 20% of all new entrants in each college type had attended vocational colleges, while 12 – 14% attended community schools.

Table 4.2 shows the percentage point change in the post-primary school type of origin of new entrants between 1998 and 2004. This shows that there was a decrease in the percentage share of new entrants from secondary schools (-4.0, from 70% in 1998 to 66% in 2004), with each of the other school types becoming an increasingly important origin of new entrants.

19. This Chapter covers the estimated 34,682 of the 34,713 CAO entrants in 2004 (that is it excludes data on the 35 CAO new entrants to American College Dublin and the 1,338 non-CAO entrants).

Table 4.2: Percentage Change in Origin of New Entrants, 1998 - 2004

	University	Institutes of Technology	Colleges of Education	Other Colleges	Total HEI
Secondary	-4.3	-4.4	+5.6	-8.2	-4.0
Vocational	+4.1	+2.7	+4.4	+7.3	+3.0
Comprehensive/Community	+0.3	+1.8	+0.3	+1.4	+0.8
Other/Grind	-0.1	-4.7	-1.1	-0.6	+0.1
Total	100.0	100.0	100.0	100.0	100.0

Source: Analysis of the CAO Database

Table 4.2 also shows the change of origin of new entrants for each of the college types. This shows that the share from secondary schools decreased in Universities, Institutes of Technology and 'Other Colleges', but increased in Colleges of Education. The share of new entrants from vocational and comprehensive/community schools increases for all college types, while the share from 'other' school types decreased.

4.3 New Entrants by College Type

Table 4.3 shows the college type attended by new entrants from each school type, e.g. the % of the new entrants from secondary schools who attended Universities, Institutes of Technology etc.

Table 4.3: Distribution of New Entrants by Type of Higher Education College Entered and by Type of Post-Primary School

	Secondary %	Vocational %	Comprehensive %	Community %	Other/Grind %
Universities	50.4	37.6	46.7	40.2	61.4
Institutes of Technology	42.5	56.5	48.4	53.2	30.1
Colleges of Education	4.2	3.5	3.7	4.0	2.8
Other Colleges	2.8	2.4	1.2	2.7	5.7
Total (%)	100.0	100.0	100.0	100.0	100.0

Source: Analysis of the CAO Database

It shows that the college types attended by new entrants from each school type differ. A half or more of new entrants from secondary schools and 'other schools' attended Universities whereas more than half of new entrants from vocational schools and from community schools entered Institutes of Technology.

Table 4.4a shows the overall transfer rate from post primary-schools in 2004. This shows that 68% of the 2003/04 Leaving Certificate group entered some form of higher education in 2004. This is considerably higher than the 1998 rate of 54%. The transfer rates from Leaving Certificate to higher education differ

across types of post-primary school attended. The greatest transfer rate is from fee-paying-secondary schools, where 87% of Leaving Certificate students entered higher education. The non-fee-paying rate was 72%, while 62% of Leaving Certificate students in Community and Comprehensive Schools entered higher education in 2004. The lowest transfer rate was from vocational schools, at 55%.

Table 4.4a: Transfer Rates of New Entrants (CAO) to Higher Education, by School Type, 2004

School Type	New Entrants		Leaving Cert Students		Transfer Rate
	N	%	N	%	%
Fee-Paying Secondary	3,495	10.4	4,032	8.2	86.7
Non- Fee-Paying Secondary	19,440	57.9	26,791	54.4	72.6
Vocational	5,757	17.1	10,515	21.4	54.8
Comprehensive/Community	4,896	14.6	7,876	16.0	62.2
Total¹	33,589	100.0	49,214	100.0	68.3

Note: Analysis excludes data on those new entrants from grind and other unaffiliated schools, as the number of students that sat the Leaving Certificate from these schools was not available. The number of Leaving Certificate students excludes Applied Leaving Certificate students and repeat students. Finally, before calculating the transfer rate the number of new entrants in column two was multiplied by 1.0437 to account for the missing data in respect of post-primary school attended.

Source: CAO Database and the Department of Education and Science.

Table 4.4b shows the transfer rate for students attending Irish medium post-primary schools (those schools where all students take all subjects through Irish), as compared with the total transfer rate. A transfer rate of 87% for students attending such Irish medium schools (Iarbhunskoileanna) is comparable to the transfer rate for students attending fee-paying secondary schools.

Table 4.4b: Transfer Rates of New Entrants (CAO) to Higher Education, for Students in Gaelscoileanna (Iarbhunskoileanna) and All Schools

School Type	New Entrants		Leaving Cert Students		Transfer Rate
	N	%	N	%	%
Gaelscoileanna ²	1,050	3.1	1,210	2.5	86.8
Total¹	33,589	100.0	49,214	100.0	68.3

Note: 1 Analysis excludes data on those new entrants from grind and other unaffiliated schools, as the number of students that sat the Leaving Certificate from these schools was not available. The number of Leaving Certificate students excludes Applied Leaving Certificate students and repeat students. Finally, before calculating the transfer rate the number of new entrants in column two was multiplied by 1.0437 to account for the missing data in respect of post-primary school attended.

2 The numbers in Gaelscoileanna refers to students in post-primary schools where all students take all subjects through the medium of Irish (total number of schools = 30). It does not include Gaelscoileanna which are located within (or are defined as a 'unit' within) larger English-medium schools (total number of units = 10), as these 'units' have identical roll numbers as the larger school and hence it is not possible to identify from the population of new entrants whether they attended the Gaelscoileanna 'unit' or the main school.

Source: CAO Database, Department of Education and Science and Gaelscoileanna teo.

4.4 Take-up and Achievement in Leaving Certificate Subjects

Leaving Cert Subjects Take-up

Table 4.5 shows the percentage of new entrants who took different Leaving Certificate subjects.²⁰ It shows that the vast majority of new entrants had taken English (96%), Mathematics (95%) and Irish (90%) in the Leaving Certificate. Three other subjects were taken by more than or close to 50% of new entrants, French (61%) and Geography (49%) and Biology (45%). Only three other subjects were taken by 20% or more of new entrants. These were Business Organisation (39%), Home Economics (26%), Biology and History (20%).

The 20 remaining subjects were taken by less than 20% of new entrants. Five of these were taken by less than 1%. These were: Economic History, Agricultural Economics, Latin, Italian and 'Other Languages' (a group consisting of Greek, Dutch, Danish and Portuguese).

The most notable difference in subject choice is the fall in the percentage of new entrants who took Home Economics (down from 34% to 26%), German (down from 23% to 17%), French (67% to 61%) and Biology (51% to 45%). Conversely, Music, Geography and Business Organisation saw an increase in the percentage of new entrants that had taken these subjects for the Leaving Certificate (see Table 4.5).

Table 4.5 shows that the percentage of new entrants that took a particular subject fell in 19 cases out of 29, although some of these decreases are very small. This may be due to greater subject specialisation and entrants taking fewer Leaving Certificate courses in 2004 when compared to 1998. Table 4.6 shows that new entrants in 2004 had taken an average of 6.69 subjects in the Leaving Certificate. This compares to an estimated 7.3 and 7.4 for female and male new entrants in 1998.

20. Leaving Certificate Vocational Programme Students are required to take two link modules, namely 'Preparation for the World of Work' and 'Enterprise Education'. Assessment for these comprises two elements, a terminal written paper and a portfolio of coursework. Our analysis of Leaving Cert subject take-up does not include these LCVP link modules, and hence the decline in the number of subjects taken by new entrants which we find may well be partly accounted for by our exclusion of these modules.

Table 4.5: Leaving Certificate Subjects Taken By New Entrants At Higher and Ordinary/Alternative Level, 2004 and 1998

	%		
	2004	1998	Change 1998 - 2004
Languages			
English	96.2	98.2	-2.0
Irish	90.2	94.2	-4.0
French	60.5	67.0	-6.5
German	16.6	23.3	-6.7
Latin	0.3	0.5	-0.2
Spanish	2.8	2.8	0.0
Italian	0.3	0.3	0.0
Classical Studies	1.3	2.0	-0.7
Other Languages	0.4	0.1	0.3
Mathematics and Sciences			
Maths	95.4	97.8	-2.4
Biology	44.9	50.7	-5.8
Chemistry	16.8	17.7	-0.9
Physics	18.9	22.0	-3.1
Physics & Chemistry	1.7	2.5	-0.8
Applied Maths	3.5	4.0	-0.5
Agricultural Science	4.7	3.7	1.0
Business Studies			
Accounting	15.3	20.1	-4.8
Business Organisation	38.7	34.7	4.0
Economics	10.4	11.0	-0.6
Economic History	0.5	1.3	-0.8
Agricultural Economics	0.2	0.6	-0.4
Technical			
Technical Drawing	10.5	11.2	-0.7
Construction Studies	11.9	9.9	2.0
Engineering	6.5	5.7	0.8
Social Studies, Art & Music			
Home Economics	25.6	33.8	-8.2
History	19.6	23.3	-3.7
Geography	49.2	44.1	5.1
Art	14.5	12.7	1.8
Music	8.8	3.2	5.6

Source: Analysis of the CAO Database

Table 4.6 shows that there was a decrease in the average number of subjects being taken across all subject groupings, with the exception of technical subjects taken by female new entrants, the figure for which is close to zero in any case.

Table 4.6: Average Number of Leaving Certificate Subjects Taken by New Entrants, by Subject Groupings and Gender, 2004 and 1998						
Leaving Certificate Subject Groupings						
Field of Study	2004		1998		Difference	
	F	M	F	M	F	M
Languages	2.80	2.61	3.08	2.85	-0.28	-0.24
Math & Sciences	1.86	1.86	2.06	2.12	-0.20	-0.26
Business Subjects	0.63	0.70	0.69	0.80	-0.06	-0.10
Technical Subjects	0.06	0.54	0.05	0.59	0.01	-0.05
Others	1.34	0.98	1.42	1.05	-0.08	-0.07
Total	6.69	6.69	7.30	7.41	-0.61	-0.72

Source: ESRI Analysis of the CAO Database

Focussing on the findings for 2004, Table 4.6 shows that there was no difference in the overall average number of subjects taken for the Leaving Certificate between males and females; each group had an average of 6.69. Both male and female new entrants took about 1.86 math and science courses. On average females took a slightly higher number of language courses than their male counterparts (2.81 to 2.61) while males took slightly more Business subjects (0.70 for males, to 0.63 for females). Male new entrants had taken 0.54 Technical subjects, considerably more than the figure of 0.06 for females. Finally the reverse was true for the “Other” subject groupings. This was a similar distribution to 1998.

Table 4.7 goes further, showing the average number of Leaving Certificate subjects taken by new entrants by field of study in college. Overall there is no great difference in the average number of subjects taken by either males or females depending on the field of study, with the averages ranging from 6.30 to 6.85. That said, the table does show that new entrants to Health and Welfare took the fewest average number of subjects, for both males and females.

Table 4.7: Average Number of Subjects Taken at Leaving Certificate Level, by Gender and Third Level Field of Study

Leaving Certificate Subject Groupings												
Field of Study	Languages		Math & Sciences		Business Subjects		Technical Subjects		Others		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Education	2.89	2.55	1.81	1.66	0.54	0.57	0.03	0.54	1.58	1.14	6.85	6.46
Humanities & Arts	2.78	2.59	1.65	1.60	0.51	0.68	0.03	0.28	1.61	1.42	6.58	6.57
Soc Sciences, Bus & Law	2.80	2.68	1.63	1.62	0.95	1.17	0.04	0.23	1.27	0.99	6.69	6.68
Science, Math & Comp	2.86	2.69	2.38	2.30	0.44	0.53	0.07	0.37	1.09	0.89	6.84	6.78
Engineer, Manuf & Const	2.64	2.56	2.13	1.97	0.45	0.43	0.49	1.09	1.06	0.78	6.77	6.83
Agric & Veterinary	2.79	2.50	2.37	1.94	0.35	0.42	0.05	0.66	1.17	0.97	6.73	6.49
Health & Welfare	2.74	2.48	2.12	2.29	0.46	0.43	0.02	0.27	1.22	0.83	6.56	6.30
Services	2.78	2.50	1.71	1.57	0.62	0.69	0.05	0.58	1.56	1.20	6.72	6.54
Combined	2.84	2.69	1.73	1.74	0.63	0.76	0.03	0.31	1.44	1.15	6.67	6.65
Total	2.80	2.61	1.86	1.86	0.63	0.70	0.06	0.54	1.34	0.98	6.69	6.69

Source: Analysis of the CAO Database

Educational Achievement in Leaving Certificate Subjects

Table 4.8 shows the attainment of new entrants in Leaving Certificate subjects. It shows a large range in attainment by subjects. There were five subjects where 80% or more of new entrants attained an honour (i.e. a grade C or higher on a higher level paper). These were Latin (87%), Other Languages (86%), Construction Studies (84%), Art (83%), and Music and Musicianship (96%) However, relatively few new entrants took these subjects: (less than 10%). On the other hand the subjects for which a relatively low percentage of new entrants attained honours were taken by the majority of new entrants. These were Mathematics (20%), Irish (36%) and French (44%).

Table 4.8: Educational Achievement by Subject of 2004 New Higher Education Entrants

	Higher Level					Ordinary/Alternative Level					Honours
	A	B	C	D	Other	A	B	C	D	Other	
	%	%	%	%	%	%	%	%	%	%	%
Languages											
English	9.4	24.2	32.0	14.3	0.5	2.8	7.8	7.0	1.9	0.1	65.6
Irish	4.9	14.7	16.0	6.4	0.3	3.4	28.1	19.0	6.2	1.1	35.5
French	7.0	16.1	21.3	14.4	0.7	0.7	12.2	18.7	7.5	0.6	44.4
German	9.3	22.5	24.9	13.3	1.0	1.4	12.8	10.9	3.3	0.6	56.7
Latin	26.9	39.8	20.4	8.6	4.3						87.1
Spanish	10.6	18.0	27.1	13.7	1.1	0.3	10.1	13.6	4.9	0.6	55.7
Italian	24.7	21.5	16.1	10.8		3.2	14.0	6.5	3.2		62.4
Classical Stud	7.5	31.2	32.7	19.4	5.8		0.6	0.4	1.3	1.1	71.4
Other Lang	40.0	29.6	16.3	8.9	3.0			0.7	0.7	0.7	85.9
Mathematics and Sciences											
Maths	4.0	7.8	8.2	4.8	0.9	15.2	26.2	19.5	11.4	2.0	20.0
Biology	13.9	25.2	24.0	14.8	4.5	1.2	5.5	6.4	3.6	1.0	63.0
Chemistry	20.8	27.7	21.6	14.8	5.1	1.6	4.1	2.8	1.1	0.4	70.1
Physics	15.2	22.9	19.0	16.1	5.7	4.0	8.5	5.2	2.8	0.7	57.1
Physics & Chemistry	12.2	22.9	23.9	20.8	6.3	0.7	5.3	3.3	3.1	1.5	59.1
Applied Maths	29.1	26.2	19.9	12.9	5.8	1.7	1.9	1.1	1.1	0.4	75.1
Agricultural Science	11.9	27.2	29.6	16.9		3.3	0.9	4.5	4.7	1.0	68.7
Business Studies											
Accounting	18.0	28.6	20.0	11.3	4.3	5.4	6.0	3.8	2.1	0.5	66.6
Business Organisation	10.6	28.4	29.8	16.6	2.9	3.2	4.6	2.8	0.9	0.1	68.8
Economics	11.2	29.1	25.4	19.8	3.6	2.1	4.4	3.1	1.2	0.1	65.7
Economic History	4.9	34.6	32.1	18.5	6.8		1.2	1.9			71.6
Agricultural Economics	13.3	22.9	31.3	24.1	6.0		1.2		1.2		67.5
Technical											
Technical Drawing	11.2	22.8	22.7	12.8	2.7	6.7	10.3	7.3	3.1	0.4	56.7
Construction Studies	8.4	39.9	35.1	9.1	0.5	0.1	2.1	3.5	1.3	0.1	83.5
Engineering	11.0	37.3	30.6	11.0	0.6	0.7	3.8	3.9	1.1	0.0	78.9
Social Studies / Art & Music											
Home Economics	5.3	30.4	36.2	16.3	2.3	0.4	3.2	4.0	1.7	0.2	72.0
History	12.5	25.5	26.3	15.0	3.4	8.0	4.7	2.5	1.6	0.6	64.3
Geography	8.2	30.2	36.8	16.7	1.7	1.1	2.8	1.9	0.5	0.1	75.3
Art	6.3	39.6	37.3	9.2	0.4	0.4	2.6	3.2	1.0	0.1	83.2
Music	14.4	59.0	22.8	2.1	0.1	0.2	0.9	0.4	0.2	0.1	96.2

Source: Analysis of the CAO Database.

Number of Honours Attained by New Entrants

Table 4.9 shows the distribution of the number of honours (i.e. grade C or higher on higher level paper) received in the Leaving Certificate by new entrants in 2004. Overall there was a fairly even spread in the number of honours received. The greatest percentage of new entrants received six honours (17.7% of new entrants).

Table 4.9: Distribution of New Entrants (CAO) By Number of Leaving Certificate Honours and by Type of College

Number of Honours ¹	Universities	ITs	Colleges of Education	Other Colleges	Total ¹	
	%	%	%	%	%	N
0	2.0	15.1	0.7	14.8	8.4	2,824
1	2.2	17.8	1.0	18.7	9.9	3,323
2	4.6	19.5	2.2	25.1	12.0	4,020
3	8.7	18.5	4.5	21.9	13.4	4,482
4	14.1	13.9	8.7	11.6	13.8	4,607
5	19.4	8.4	15.0	5.3	13.7	4,572
6	28.5	5.2	50.3	2.1	17.7	5,935
7	17.7	1.5	16.6	0.7	9.6	3,214
8+	2.8	0.1	1.0	0.0	1.4	467
Total %	100.0	100.0	100.0	100.0	100.0	-
Total N	15,607	15,086	1,316	914	-	33,444

1: Data was missing for 1,238 (3.6%) CAO entrants when deriving the total figure. Data was missing for a further 521 CAO entrants when breaking down the number of honours by type of College.

Source: Analysis of the CAO Database

There is greater variation in the number of honours received by new entrants when college type is taken into account. The greatest percentage of University new entrants received six honours (28.5%). This was also the case for Colleges of Education, where half of new entrants (50.3%) attained six honours. In the Institutes of Technology and “Other Colleges” sector, the greatest number of students received two honours.

On a cumulative basis, 69% of University new entrants and 83% of College of Education new entrants received five honours or more in the Leaving Certificate. Conversely, the majority of Institute of Technology new entrants (85%) and Other College entrants (91%) received four honours or less.

Trends in Achievement

Table 4.10 shows the distribution of new entrants by the number of honours received for each of the previous studies. This shows that there were no major changes in the distribution for the higher education sector as a whole over the 24 year period.

Table 4.10: Distribution of New Entrants (CAO) by Number of Leaving Certificate Honours, 1980 – 2004 (Various Years)

Number of Honours ¹	1980 %	1986 %	1992 %	1998 %	2004 %
0	12.2	7.8	3.9	6.0	8.4
1	11.5	10.7	9.1	9.4	9.9
2	14.6	12.4	14.0	11.9	12.0
3	15.3	13.7	14.9	12.6	13.4
4	15.2	14.1	15.4	13.1	13.8
5	12.6	13.5	14.9	14.9	13.7
6	10.3	13.7	14.3	18.9	17.7
7	6.8	11.5	11.5	11.5	9.6
8+	1.7	2.5	2.0	1.6	1.4
Total %	100.0	100.0	100.0	100.0	100.0
Total N	12,775	16,613	23,761	28,946	34,682

1 Honours = Grade C or higher on higher level paper

Source: Analysis of the CAO Database

However, Table 4.11 provides a more detailed comparison for 1998 and 2004, by college type. This shows that, overall, the most significant change was an increase in the percentage of new entrants with no honours, which increased by 2.4 percentage points (from 6% of new entrants in 1998 to 8.4% in 2004). There was a corresponding decrease in the percentage that received five, six and seven honours.

Table 4.11: Changes in the Percentage Distribution of New Entrants to Higher Education by Number of Leaving Certificate Honours and by College Type, 1998 - 2004

Number of Honours ¹	Universities %	ITs %	Colleges of Education %	Other Colleges %	Total %
0	1.6	4.3	-0.6	4.3	2.4
1	2.0	0.3	-0.4	7.0	0.5
2	3.6	-1.6	0.6	3.1	0.1
3	5.3	-2.0	3.1	0.1	0.8
4	3.0	-1.3	7.0	-6.5	0.7
5	-3.2	-0.4	1.9	-4.1	-1.2
6	-6.2	0.6	0.7	-2.9	-1.2
7	-5.4	0.2	-11.5	-0.7	-1.9
8+	-0.8	0.0	-0.8	-0.1	-0.2

1 Honour = Grade C or higher on higher level paper

Source: Analysis of the CAO Database

Table 4.11 shows that the percentage of University new entrants receiving five or more honours was less in 2004 than in 1998. For the Institutes of Technology sector the most significant change was the increase in the percentage of new entrants that had attained no honours (up 4.3%). The case was similar for the 'Other Colleges' sector.

Achievement by Gender

Female new entrants to higher education typically have attained more honours than their male counterparts. This is outlined in Table 4.12. The greatest percentage of female new entrants (20.6%) attained six honours in the Leaving Certificate, while the greatest percentage of male new entrants, (14.9%) attained three honours.

Two thirds of female new entrants (67%) earned between zero and five honours. The corresponding figure for male new entrants was higher, at 77%. Almost a third of female new entrants (33%) attained six or more honours. This compares to 23% of male new entrants.

Table 4.12: Distribution of New Entrants (CAO) By Level of Prior Academic Attainment and By Gender

Number of Honours ¹	Male %	Female %	Total %
0	9.8	7.2	8.4
1	12.3	7.8	9.9
2	14.0	10.3	12.0
3	14.9	12.0	13.4
4	13.7	13.8	13.8
5	12.4	14.8	13.7
6	13.5	21.6	17.7
7	7.8	11.3	9.6
8+	1.6	1.2	1.4
Total %	100.0	100.0	100.0

1 Honour = Grade C or higher on higher level paper

Source: Analysis of the CAO Database

Number of Examination Years

One in ten new entrants in 2004 had repeated the Leaving Certificate (see Table 4.13). The incidence of repeating the Leaving Certificate does not vary significantly by college type. The lowest incidence is in the IT sector, where 9% of new entrants had repeated the Leaving Certificate. The highest percentage was for new entrants to the Colleges of Education sector, at 12.4%.

Table 4.13: Distribution of New Entrants (CAO) By Number of Years in which Examinations Were Taken

	1 Year %	> 1 year %	Total %	Total N
Universities	89.3	10.7	100.0	15,877
Institutes of Technology	90.8	9.2	100.0	15,713
Colleges of Education	87.6	12.4	100.0	1,326
Other Colleges	88.7	11.3	100.0	1,344
Total	89.9	10.1	100.0	34,260

Source: Analysis of the CAO Database

There has been a continuous reduction in the incidence of new entrants repeating the Leaving Certificate since 1986. In that year 24% of new entrants had repeated. This fell to 22% in the 1992 study, and to 15% at the time of the study of the 1998 new entrants.

4.5 Deferred Entry to Higher Education

The 2004 survey also incorporated questions on the year of sitting the Leaving Certificate examination and, where the Leaving Certificate was taken prior to the year of entry to higher education, some enquiries regarding their decision to enrol in higher education in 2004.

Of those progressing to higher education, 83% progressed immediately from sitting their Leaving Certificate in 2004, 11% progressed after a 'gap' having taken their Leaving Certificate in 2002 or 2003 and the remaining 6% had taken their Leaving Certificate over a period spanning 1956 to 2001, the bulk of whom entered as mature students. Females are slightly more likely to have progressed after taking their Leaving Certificate in 2002/03, although the difference is not significant.

Among those delaying entry to higher education or entering after a period in the labour market, Table 4.14 displays the main reasons for entering higher education in 2004. The analysis distinguishes those who sat their Leaving Certificate more recently (2002 or 2003) and those who took their Leaving Certificate pre-2002 (small numbers do not allow a more detailed examination of this group). Among those who entered higher education one or two years after sitting their Leaving Certificate exam, the main reasons for entry relate to completion of a PLC or an intentional brief gap before progressing to college. A sizeable one in five relate their delayed entry to the necessity to take time out to save money for college, while an additional 12% cite family or personal reasons for their delayed entry. Among the older pre-2002 Leaving Certificate group, over 40% had always intended going back to college, while significantly 20% were dissatisfied with their work situation and cite this as their main reason for returning to education. In addition, 12% indicate that such a higher education qualification is necessary for either the job they have or job they desire. In total, one-third of this group cite human capital or work-related factors as driving their entry to higher education.

Table 4.14: Postponed Entry to College/Reasons for Entry

Reasons for entry to college 2004	Year of Sitting Leaving Cert		Total
	2002-2003	Pre 2002	
Always intended going back to study	24.1	40.8	29.8
Dissatisfied with work situation	1.7	19.5	7.7
Qualification necessary for job I have/want	6.1	12.0	8.1
Took time out to save for college	19.0	5.3	14.4
Took time out for personal/family reasons	11.7	9.9	11.1
Only recently learnt about course	3.3	1.7	2.8
Other/PLC Course*	34.1	10.7	26.1
Total	66.1	33.9	100

* Bulk of those in 'other' category cite PLC course.

Source: Survey of New Entrants to Higher Education 2004

Year of Sitting Leaving Certificate and School Type

The prevalence of postponed entry to higher education shows some differentiation across socio-economic groups and school sectors. Students entering higher education from vocational schools were more likely to do so a year or two after taking their Leaving Certificate – owing to their greater entry into Post-Leaving-Certificate courses and their progression on to higher education from such courses (Table 4.15). Those entering from grind schools were also more likely to have taken their Leaving Certificate in 2002/03, in this case such delayed entry relates predominantly to an intended 'gap' before progressing to college.

Table 4.15: Year of Leaving Certificate by School Type

Year of Leaving Certificate	Voluntary Secondary	Vocational	Comprehensive	Community	Grind
2004	85.9	80.8	85.3	83.9	81.9
2002/03	10.0	15.0	10.2	11.9	16.8
Pre 2002	4.1	4.3	4.5	4.1	1.3

Source: Survey of New Entrants to Higher Education 2004

Year of Sitting Leaving Certificate and Social Class/Parental Education

Progressing directly to higher education after taking the Leaving Certificate Examination is more common among school leavers with more highly educated parents, while entry after a period of several/many years is more common for those whose parents did not attain second-level education (Table 4.16). The latter presumably points to the growth of access programmes allowing a more flexible system of entry for 'older' people, those from more economically disadvantaged backgrounds and those who left the educational system some years ago.

Table 4.16: Year of Leaving Certificate by Father's and Mother's Education

Father's Educational Level					
Year of Leaving Certificate	No formal/ Primary only	Junior/Inter/ Group Cert	Leaving Cert/ equivalent	Third Level	Total
2004	75.1	83.7	83.3	87.2	83.0
2002/03	13.4	11.8	11.7	8.8	11.2
Pre 2002	11.5	4.5	5.1	4.0	5.8

Mother's Educational Level					
Year of Leaving Certificate	No formal/ Primary only	Junior/Inter/ Group Cert	Leaving Cert/ equivalent	Third Level	Total
2004	67.4	81.3	84.9	87.3	83.0
2002/03	15.4	13.0	10.7	9.4	11.3
Pre 2002	17.3	5.7	4.3	3.4	5.7

Source: Survey of New Entrants to Higher Education 2004

Similarly when considering socio-economic background and father's socio-economic group, direct entry to higher education following the Leaving Certificate in 2004 is higher among those from higher professional backgrounds, while those entering higher education from unskilled manual and semi-skilled manual backgrounds are more likely to have entered several years after sitting their Leaving Certificate.

Table 4.17: Year of Sitting Leaving Certificate and Socio-Economic Background

Father's SEG	Leaving Certificate Year			Total
	2004	2002/03	Pre 2002	
Employer & Manager	82.4	12.3	5.3	22.8
Higher Professional	85.1	10.3	4.6	10.8
Lower Professional	81.4	12.7	5.9	11.3
Non-manual	81.1	13.5	5.4	8.6
Skilled Manual	80.5	13.3	6.2	13.0
Semi-skilled manual	77.9	14.8	7.3	5.6
Unskilled Manual	75.7	15.9	8.4	4.8
Farmers	84.9	10.6	4.4	12.5
Agricultural Workers	80.4	13.0	6.5	0.4
Own Account	77.2	15.1	7.7	8.1
All other	70.3	17.7	12.0	2.2
Total	81.3	12.8	5.9	13,007

Note: Results for mother's socio-economic group are similar but owing to smaller numbers we only present results for father's socio-economic group.

Source: Survey of New Entrants to Higher Education 2004

Institution

Entering higher education immediately after leaving school is most characteristic of students entering Colleges of Education and Universities (Table 4.18). A considerable proportion of entrants to Institutes of Technology took their Leaving Certificate in 2002 or 2003 and had gained entry following participation in a Post-Leaving-Certificate course. Universities and, more notably, Colleges of Education are less likely to comprise 'older' students among their new entrants.

Table 4.18: Year of Leaving Certificate and Higher Education Institution

Year of Leaving Certificate	Universities	Institutes of Technology	Colleges of Education	Other Colleges	Total
2004	89.3	77.0	94.1	70.2	82.9
2002/03	6.3	16.2	4.9	22.5	11.3
Pre 2002	4.3	6.8	1.0	7.3	5.8

Source: Survey of New Entrants to Higher Education 2004

4.6 Choice of College and Course

The survey of new entrants in 2004 for the first time collected additional data on the reasons behind course and college selection for new entrants. Respondents were asked to indicate the most important reason(s) for their attendance at their chosen college and their enrolment on their chosen course. Responses were pre-coded to reflect a range of personal, practical, academic and other factors behind their decisions.

Choice of College

The principal reason for choice of higher education institution relates to reputation of college (37%), followed by location close to home (21%) (Table 4.19). A considerable portion also indicates that they had little choice in that their preferred course was not available elsewhere. There were no gender differences in reasons for choice of college and no differences by school type – although students from fee-paying secondary schools were more likely to cite factors relating to the college and its reputation, while students from vocational schools were more likely to consider a college being close to home as being the main factor in their decision.

Those entering Universities and Colleges of Education were more likely to mention factors relating to the college and its reputation. In comparison to other groups, those entering Institutes of Technology place greater importance on the location of the college and distance from home, as well as the fact that that was the only place they were offered. Similarly, those entering ‘Other Colleges’ were more likely to have chosen their college as it was the only place they were offered.

Table 4.19: Main Factor in Choice of College

Choice of College	Universities	IOT	Colleges of Education	Other	Total
Course not available elsewhere	16.8	17.3	19.5	20.8	17.4
College factors & reputation	44.8	28.7	45.0	23.6	37.3
Friends/family advice	6.9	8.5	9.4	6.6	7.6
Location to home	19.1	25.5	14.0	14.2	21.2
Only place offered	6.6	14.9	6.8	26.5	10.7
Other	5.8	5.1	5.3	8.3	5.7

Source: Survey of New Entrants to Higher Education 2004

Choice of Course

The overwhelming motivation for choosing a course relates to intrinsic interest in the subject (57%), while instrumental reasons featured less strongly – just 11% chose their course to allow them to access a ‘good job’ (Table 4.20). An additional quarter indicated their course choice would enable them to get ‘a good general qualification’.

Again, response did not vary for males and females or across students coming from different types of second-level schools. However, variations across institutions did emerge. Those entering Colleges of Education are more likely to consider their interest in the course as the main factor in their choice of course and are also more likely to value the course in terms of allowing entry to a ‘good job’. Students entering the Universities are more likely than those entering other institutions, to base their decision on the course allowing them to obtain a good general qualification.

4.20: Main Factor in Choice of Course by Higher Education Institution					
Choice of Course	Universities	IOT	Colleges of Education	Other Colleges	Total
Interested	54.7	58.1	61.6	55.5	56.7
Good general qualification	31.6	23.9	16.4	26.9	27.0
Good job	9.3	12.2	17.7	11.0	10.9
Other	4.5	5.8	4.3	6.5	5.3

Source: Survey of New Entrants to Higher Education 2004

As Table 4.21 indicates, differences by socio-economic background are small: those from manual and agricultural backgrounds are somewhat more likely to choose a course that will allow them to secure a ‘good job’, while new entrants from professional backgrounds are more likely to regard their selection as based on their intrinsic interest in the subject.

Table 4.21: Main Factor in Choice of Course by Father's Socio-Economic Group

Choice of Course	Interested	Good General Qualification	Good Job	Other	Total
Employer & Manager	55.9	28.0	10.0	6.0	22.5
Higher Professional	59.1	25.9	9.2	5.8	10.8
Lower Professional	59.0	26.4	9.7	4.9	11.3
Non-manual	56.1	27.7	10.7	5.5	8.6
Skilled Manual	56.7	26.0	11.8	5.4	13.2
Semi-skilled manual	57.2	27.3	10.8	4.6	5.6
Unskilled Manual	53.0	27.6	13.8	5.6	4.9
Farmers	56.6	25.7	12.7	5.0	12.4
Agricultural Workers	51.0	24.5	18.4	6.1	0.4
Own Account	57.1	26.8	10.1	6.1	8.0
All other	53.1	26.2	12.6	8.2	2.2
Total	56.8	26.8	10.8	5.6	13,139

Source: Survey of New Entrants to Higher Education 2004

Note: Results for mother's socio-economic group are similar but owing to smaller numbers we only present results for father's socio-economic group.

4.7 Parents' Educational Attainment

The addition of parental education questions in the survey of new entrants allows an analysis of the educational attainment of parents of new entrants in 2004. This includes details on parental education of new entrants by social class, school type, higher education institution, college type, field of study and receipt of financial aid.

The analysis is based on three measures of parental education:

1. Father's Highest Educational Attainment
2. Mother's Highest Education Attainment
3. Highest Parental Education – combining father and mother's educational levels and utilising the highest level of attainment.

The classification distinguishes four levels of educational attainment:

1. No formal education/ primary school only
2. Junior/ Intermediate/ Group Certificate
3. Leaving Certificate/ Senior Certificate/ Matriculation
4. Third Level.

Before examining the characteristics of new entrants by parental educational level, Table 4.22 shows the distributions of educational attainment of parents of new entrants in 2004 and of the population in 2002.

Table 4.22: Educational Attainment of Fathers and Mothers of New Entrants in 2004 and of Males and Females Aged 35-49 in Population, 2002				
	Fathers of New Entrants in 2004 %	Male Population Aged 35-49, Census 2002 %	Mothers of New Entrants in 2004 %	Female Population Aged 35-49, Census 2002 %
No Formal Education/ Primary Only	18.8	11.8	10.8	10.2
Junior/Inter/Group Certificate	26.6	28.3	21.0	24.6
Leaving Certificate	23.1	28.1	34.3	32.2
Third Level	29.3	24.9	30.7	25.7
Other	2.2	6.9	3.2	7.3
Total	100.0	100.0	100.0	100.0
N of cases	14,244	404,812	14,264	407,682

Sources: Survey of New Entrants to Higher Education 2004, CSO, Census of Population, 2002

Taking the distribution of fathers of new entrants and comparing it to the population of 35-49 year old males, it appears the fathers of new entrants are more polarised with greater representation of fathers with no formal qualifications, as well as over-representation of fathers with third level qualifications, as compared with the census population in the specified age group. As such new entrants whose fathers have no formal education, and those whose fathers' have third level qualifications, are over represented, relative to their share of the population.

The situation with regard to mothers of new entrants shows the distribution skewed in favour of third level attainment: while 31% of mothers of new entrants had secured third level qualifications, 26% of the female population aged 35-49 years had achieved a similar level of attainment. It should also be noted that proportions unclassified or 'other' are somewhat higher for the census data as compared with the survey of new entrants. Overall, Table 4.22 would suggest that parental education is related to fathers participation in higher education, albeit imperfectly in respect of fathers.

Parental Education and Social Class

Given that one of the central objectives of the report has been the focus on the social background of new entrants, it is of interest to compare the social class distribution of the parents of new entrants with that of their educational attainment. Table 4.23 presents data on father's and mother's social class background and educational attainment for new entrants in 2004.

Table 4.23: Educational Attainment and Social Class of Fathers and Mothers of New Entrants in 2004

Fathers of New Entrants in 2004					
	No Formal Educ/ Primary Only %	Junior/Inter/ Group Certificate %	Leaving Certificate %	Third Level %	Other %
Professional Workers	3.8	4.2	6.3	30.7	13.6
Managerial & Technical	18.8	22.7	39.9	51.5	36.1
Other Non-Manual	15.2	12.2	19.0	7.7	10.9
Skilled Manual	31.4	42.1	22.9	7.2	31.6
Semi-Skilled Manual	16.1	12.1	8.3	2.3	6.1
Unskilled Manual	14.7	6.7	3.6	0.6	1.7
Total	100.0	100.0	100.0	100.0	100.0
N of cases	2,233	3,425	3,022	3,931	294

Source: Survey of New Entrants to Higher Education 2004

Mothers of New Entrants in 2004					
	No Formal Educ/ Primary Only %	Junior/Inter/ Group Certificate %	Leaving Certificate %	Third Level %	Other %
Professional Workers	1.0	0.9	1.9	11.1	4.3
Managerial & Technical	12.5	19.0	29.8	69.3	50.8
Other Non-Manual	27.0	43.8	50.1	14.3	31.5
Skilled Manual	14.5	11.3	6.8	3.0	5.7
Semi-Skilled Manual	28.2	17.2	8.7	1.8	6.0
Unskilled Manual	16.8	7.9	2.7	0.5	1.6
Total	100.0	100.0	100.0	100.0	100.0
N of cases	781	1,972	3,604	3,898	368

Source: Survey of New Entrants to Higher Education 2004

There is a strong relationship between education and social class position for both fathers and mothers of new entrants. Those without formal qualifications are greatly over-represented in semi-skilled and, most notably, unskilled manual positions. Conversely over 80% of fathers and mothers achieving third level qualifications are occupied in the professional and managerial/ technical classes. Mothers departing education after the Leaving Certificate are strongly represented in the other non-manual and managerial/ technical classes, while those leaving after junior cycle are heavily represented in the other non-manual class. Fathers who left school after junior cycle are most likely to be engaged in skilled manual work, while those who secured the Leaving Certificate have high levels of participation in managerial/ technical and skilled manual work.

4.8 Parental Education and Institution, Field and Level of Study and Financial Support

While Chapter Two considered the characteristics of new entrants in terms of college type, field and level of study and extent of financial support, with the addition of parental educational questions we can now examine the extent to which entry into different types of colleges and courses is structured by parental educational attainment. The analysis focuses in particular on the relationship between parental education and type of institution, field of study, level of study and extent of financial support.

New entrants in Universities are considerably more likely to have parents educated at third level (Table 4.24). Conversely those with parents without formal qualifications are more likely to be represented in the 'Other Colleges' and Institutes of Technology sectors. While just one-in-five new entrants in Universities had parents who left school prior to Leaving Certificate standard, almost a third of their counterparts in 'Other Colleges' and Institutes of Technology had similarly educated parents. The findings indicate that those entering Universities are more likely to come from families with a tradition of third level education.

Table 4.24: Distribution of New Entrants by Parental Education and Type of Higher Education Institution

Highest Parental Educational Level					
	No Formal/ Primary Only	Junior/Inter/ Group Cert	Leaving/Senior Cert/ Matric	Third Level	Total
College Type	%	%	%	%	N
Universities	6.0	13.3	30.1	50.6	6,873
Institutes of Technology	10.2	23.0	34.7	32.1	5,448
Colleges of Education	6.3	17.1	37.5	39.1	856
Other Colleges	10.6	20.3	29.1	40.0	350
Total	8.0	17.7	32.3	42.0	13,527

Source: Survey of New Entrants to Higher Education 2004

There is also some variation across fields of study in the levels of education of parents of new entrants (Table 4.25). Students in three fields of study (Services; Health and Welfare; and Social Sciences, Business and Law) are more likely to have parents who left school prior to Leaving Certificate level. Conversely students in Agriculture and Veterinary, Combined courses and Humanities and Arts are more likely to have parents who were themselves educated at third level.

Table 4.25: Distribution of New Entrants by Parental Education and Field of Study

Highest Parental Educational Level					
	No Formal/ Primary Only	Junior/Inter/ Group Cert	Leaving/Senior Cert/ Matric	Third Level	Total
Field of Study	%	%	%	%	N
Education	6.7	15.0	35.7	42.6	1,257
Humanities and Arts	7.0	17.2	30.1	45.7	1,863
Social Sciences, Business and Law	8.2	19.2	32.3	40.2	3,546
Science, Mathematics and Computing	6.7	17.8	32.6	42.9	1,851
Engineering, Manufacturing and Construction	6.7	17.6	35.1	40.7	1,937
Agriculture and Veterinary	7.4	13.5	29.3	49.8	215
Health and Welfare	11.2	17.7	28.8	42.3	1,573
Services	9.0	22.9	36.0	32.2	525
Combined	8.0	12.5	31.4	48.0	760
Total	7.8	17.6	32.4	42.2	13,527

Source: Survey of New Entrants to Higher Education 2004

As noted in Chapter Two, the majority (70%) of new entrants in 2004 entered degree level courses. However, as shown in Table 4.26, the educational background of degree and sub-degree new entrants differs somewhat. While nearly half of new entrants in degree level courses had one or more parent who obtained third level education, less than 29% of those on sub-degree level courses had parents educated at third level. The latter sub-degree students have much more diverse educational backgrounds, with those with less educated parents more highly represented.

Table 4.26: Distribution of New Entrants by Parental Education and Level of Study

Highest Parental Educational Level					
	No Formal/ Primary Only	Junior/Inter/ Group Cert	Leaving/Senior Cert/ Matric	Third Level	Total
Level of Study	%	%	%	%	%
Degree	6.6	15.1	31.2	47.1	9,951
Sub-Degree	11.2	24.7	35.6	28.6	3,575
Total	7.8	17.6	32.4	42.2	13,527

Source: Survey of New Entrants to Higher Education 2004

Finally, Table 4.27 examines the percentage in receipt of a registration grant across educational groups in each type of institution. Across all institutions those from less educated backgrounds are significantly more likely to be receiving a grant. There is little variation across institutions with the exception of higher proportions of students with parents who completed second-level or third level education in receipt of a grant in Institutes of Technology, which partly reflects the greater prevalence of sub-degree level courses in this sector.

Table 4.27: Percentage in Receipt of Registration Grant by Type of Institution and Parental Education

	Highest Parental Educational Level				Total % in Receipt of Reg Grant
	No Formal/ Primary Only	Junior/Inter / Group Cert	Leaving/ Senior Cert/ Matric	Third Level	
% in Receipt of Registration Grant					
Universities	66.2	51.8	36.5	13.8	28.8
Institutes of Technology	68.3	52.6	42.2	21.9	40.8
Colleges of Education	64.8	6.8	36.1	13.7	32.7
Other Colleges	70.3	32.4	22.5	13.6	26.0
Total	67.4	52.0	38.6	16.3	33.8

Source: Survey of New Entrants to Higher Education 2004

4.9 Summary

Focusing on the educational background of new entrants, this Chapter has highlighted some important characteristics of new entrants relating to their second-level school characteristics and educational accomplishments. Arising from the differing composition of the main school types, entrants to third level were not evenly drawn from all school types, with secondary schools continuing to be the main source of new entrants, particularly for the University sector. Entrants to the Institutes of Technology sector, however, were heavily drawn from vocational and community schools. Viewed in terms of transfer rates, or the proportions of Leaving Cert students progressing to higher education, wide dispersion across school types persists, with secondary schools and, most notably fee-paying secondary schools, achieving higher transfer rates. In addition, students attending Gaelscoileanna (Iarbhunscoileanna) achieve transfer rates comparable to those attending fee-paying secondary schools.

Such differential transfer rates must be considered in the context of the more selective nature of some schools, particularly in the fee-paying secondary sector, and the fact that schools and school types vary widely in their social class composition and average 'ability' of their pupil intake (Hannan, Smyth et al, 1996). Analysis of the school factors influencing third level entry rates, suggests that many of the

variations across schools and school types are accounted for by school composition in terms of ability and social class (Smyth and Hannan, 2000a).

The analysis also considered the Leaving Certificate subjects taken by new entrants and their examination performance. While the vast majority of new entrants took English, Mathematics and Irish in the Leaving Certificate, French, Geography and Biology were taken by considerable proportions. There were notable falls in the proportions who had taken Home Economics, German, French and Biology, alongside an overall fall in the total number of subjects taken in the Leaving Certificate. In terms of Leaving Certificate performance, the greatest percentage of new entrants achieved six honours, although the attainments of students in the Institutes of Technology and 'Other Colleges' sectors were somewhat lower. There is some evidence of greater entry rates among students achieving no honours compared with 1998, while gender patterns indicate higher achievement levels among female new entrants.

The 2004 survey of new entrants was expanded to incorporate a number of questions on the route taken to college and the motivations behind entry to college in 2004 for those who had not entered immediately after sitting the Leaving Certificate. While the vast majority entered higher education immediately after their Leaving Certificate, a significant minority had entered after a 'gap'. Among those entering after a brief one- or two-year gap since the Leaving Certificate, the main reasons for such a delay relate to participation in the PLC programme or an intentional 'gap year'. Such entry through the PLC route is higher among those who attended vocational schools and among entrants to Institutes of Technology. For those entering after a longer period, work-related factors are prominent in their decisions to enter higher education at this time. Those entering higher education 'later' are considerably more likely to come from lower social class backgrounds, in line with the growth of access programmes allowing a more flexible system of entry for those from less advantaged backgrounds.

Finally, new entrants were asked about their choice of college and course. Reputation of the college and location close to home were the principal reasons behind choice of institution. New entrants cited interest in the course as being the primary factor underlying their choice of course, with this factor being particularly important for students entering Colleges of Education. Students entering the Universities also cited the desire to obtain a 'good general qualification' as important in their choice.

The analysis also considered the educational attainments of new entrants' parents and highlights variations across college types, types of courses and fields of study. The findings also illustrate the strong relationship between the educational background of new entrants and their receipt of financial support at college.

5

RATES OF ADMISSION TO HIGHER EDUCATION



5.1 Introduction

This Chapter analyses trends and rates of admission to higher education in 2004. Overall rates of admission are reviewed in Section 5.2. Rates of admission by county are presented in Section 5.3. Section 5.4 discusses the impact on admission rates when entry to higher education in Northern Ireland and the rest of the UK is considered. Finally, Section 5.5 outlines admission rates to higher education by Dublin city postal district.

5.2 National Rates of Admission

The national rate of admission to HEIs in the Republic of Ireland was 55% in 2004.²² This is an increase of 11 points on the 1998 admission rate of 44% (and similar to the rate in 2003 of 54%). Indeed admission rates have increased over each of the national studies to such an extent that the rate of admission in 2004 was 2.75 times the 1980 rate; see Table 5.1.

Table 5.1: Trend in Admission Rates to Higher Education 1980 – 2004

Year	Admission Rate (%)
1980	20
1986	25
1992	36
1998	44
2003	54
2004	55

Source: Fitzpatrick Associates Survey of HEI 2004/05, CSO Census of Population 2002, and P. Clancy (2001)

5.3 Rates of Admission by County

County Admission Rates 2004

Table 5.2 shows that eight counties had estimated admission rates of 60% or greater, twelve had rates of 50%-59.9%, and six had rates less than 50%.²³ The counties with the high admission rates were Sligo (70.5%), Galway (67.4%), Kerry (67%), Mayo (66.8%), Meath (60.7%), Carlow and Longford (60.3% each). The counties with relatively low admission rates were Wicklow (49.6%), Waterford (48.7%), Offaly (47.1%), Donegal (46.3%), Monaghan (44.5%) and Westmeath (40.8%). However, the figures for Monaghan and Donegal will increase significantly when the flow of students into Northern Ireland HEI is accounted for (see Section 5.4).

21. This Chapter relates to the new entrants with a permanent address in the Republic of Ireland. The majority of the data presented relates to admission to HEIs in the Republic of Ireland only. However, Section 5.4 shows the impact on the county admission rates when enrolments in Northern Ireland are taken into account. The data excludes the new entrants with a permanent address outside the Republic of Ireland. It does not include Irish nationals who entered full time higher education outside the island of Ireland. This data is not available.

22. Participation is measured by 'admission rates' rather than by 'enrolment rates'. Enrolment rates are calculated by relating total enrolments to the population of the age group to which 70-80% of students belong. Enrolment rates therefore provide a somewhat crude index of participation since the actual rates are as much influenced by the duration of courses and the age distribution of the student population as by the actual number of students enrolled. Admission rates, on the other hand, are less crude as they are calculated solely on the basis of the flow of new entrants to higher education divided by the single years of age from which more than seventy-five per cent of the new entrants come. In this Chapter the denominator used for the calculation of admission rates is the average of the number of people aged 17-19 years.

23. A county admission rate is calculated by dividing the number of new entrants (CAO and Non-CAO) with a permanent address in a county by the average of the number of 17-19 year olds from a county (i.e. the number of 17, 18 and 19 year olds divided by three).

Map 5.1 shows a pattern of high admission rates along Ireland's west coast, with relatively high rates in Kerry, Galway, Mayo, and Sligo. The map also shows that counties in the midland region have a relatively low admission rate, as do those counties along the border (with the exception of Leitrim).

Table 5.2: Rates of Admission to Higher Education by County In 2004

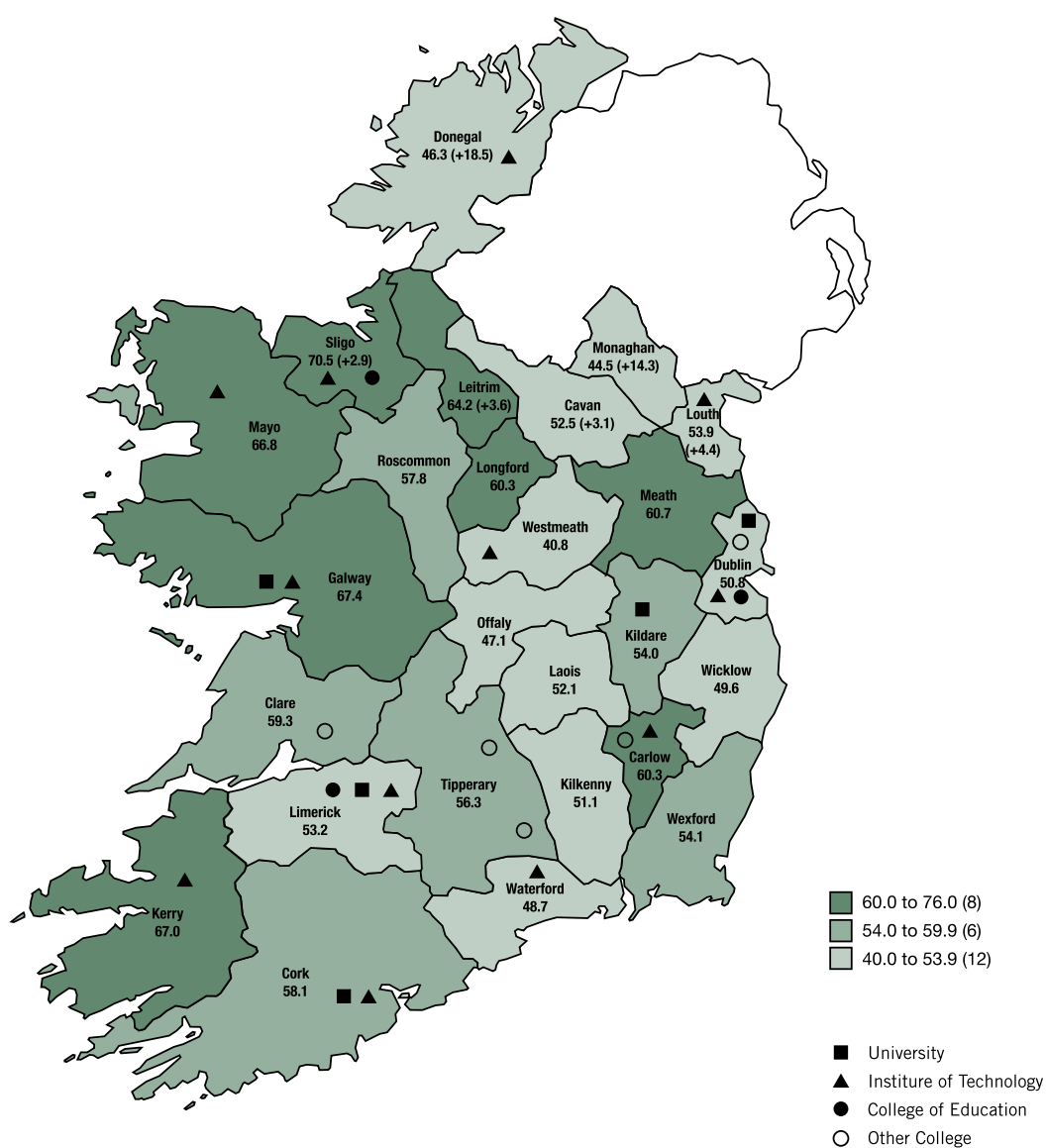
County	2004 New Entrants ¹	Size of Age Cohort	Admission Rate 2004 (%)
Carlow	459	761	60.3
Cavan	517	985	52.5
Clare	999	1,686	59.3
Cork	4,064	7,000	58.1
Donegal	1,132	2,447	46.3
Dublin	7,931	15,618	50.8
Galway	2,204	3,272	67.4
Kerry	1,428	2,132	67.0
Kildare	1,438	2,663	54.0
Kilkenny	721	1,410	51.1
Laois	524	1,004	52.2
Leitrim	287	447	64.2
Limerick	1,488	2,796	53.2
Longford	334	554	60.3
Louth	875	1,625	53.9
Mayo	1,425	2,132	66.8
Meath	1,368	2,254	60.7
Monaghan	440	988	44.5
Offaly	536	1,138	47.1
Roscommon	556	962	57.8
Sligo	688	976	70.5
Tipperary	1,357	2,410	56.3
Waterford	796	1,633	48.7
Westmeath	503	1,234	40.8
Wexford	1,033	1,908	54.1
Wicklow	909	1,832	49.6
State	34,012	61,868	55.0

1. Excludes 2,004 New Entrants from other countries.

Source: Fitzpatrick Associates Survey of HEI 2004/05 and CSO Census of Population 2002.

The admission rates shown below are those calculated on the basis of admission to colleges in the Republic of Ireland. However, where the rate of admission is altered by more than one percentage point by inclusion of students admitted to colleges in Northern Ireland, the consequent increases are shown in parentheses.

Map 5.1 Admission Rates in 2004 by County



Admission Rates by College Type

Table 5.3 shows the relative ranking of counties in the admission rates to the different forms of higher education. The rate of admission to Universities is highest in Galway, Cork and Clare. At the other end of

Table 5.3: Relative Ranking of Counties on Rates of Admission (%) To Higher Education by Type of College

All Colleges		Universities		Institutes of Technology		Colleges of Education		Other Colleges	
Sligo	70.5	Galway	34.2	Sligo	38.5	Clare	5.2	Dublin	5.2
Galway	67.4	Cork	32.6	Leitrim	35.3	Limerick	5.0	Tipperary	4.4
Kerry	67.0	Clare	30.1	Kerry	35.0	Tipperary	4.5	Kildare	4.4
Mayo	66.8	Kildare	28.0	Mayo	34.8	Longford	4.3	Meath	4.2
Leitrim	64.2	Kerry	27.1	Louth	33.7	Kerry	4.3	Carlow	4.1
Meath	60.7	Mayo	27.0	Wexford	31.9	Leitrim	4.2	Wicklow	4.0
Carlow	60.3	Limerick	26.9	Roscommon	30.6	Sligo	4.2	Laois	2.9
Longford	60.3	Sligo	26.5	Carlow	30.4	Galway	3.9	Kilkenny	2.4
Clare	59.3	Dublin	26.4	Galway	28.5	Mayo	3.8	Offaly	2.3
Cork	58.1	Longford	26.2	Meath	28.5	Cavan	3.7	Louth	2.2
Roscommon	57.8	Meath	25.6	Longford	28.4	Carlow	3.2	Westmeath	2.0
Tipperary	56.3	Tipperary	24.4	Cavan	27.9	Roscommon	2.9	Wexford	1.8
Wexford	54.1	Wicklow	23.5	Donegal	27.9	Kilkenny	2.8	Leitrim	1.6
Kildare	54.0	Roscommon	23.4	Monaghan	25.4	Monaghan	2.8	Cavan	1.5
Louth	53.9	Laois	23.2	Waterford	25.3	Wexford	2.8	Longford	1.4
Limerick	53.2	Leitrim	23.0	Kilkenny	25.0	Donegal	2.7	Monaghan	1.4
Cavan	52.5	Carlow	22.7	Offaly	24.5	Meath	2.4	Mayo	1.3
Laois	52.2	Kilkenny	20.9	Westmeath	23.7	Laois	2.4	Sligo	1.2
Kilkenny	51.1	Waterford	20.6	Laois	23.7	Cork	2.4	Waterford	1.2
Dublin	50.8	Cavan	19.4	Clare	23.4	Offaly	2.0	Roscommon	0.9
Wicklow	49.6	Offaly	18.3	Tipperary	23.0	Westmeath	1.9	Limerick	0.7
Waterford	48.7	Wexford	17.6	Cork	22.7	Louth	1.7	Galway	0.7
Offaly	47.1	Louth	16.2	Wicklow	21.0	Waterford	1.7	Clare	0.6
Donegal	46.3	Donegal	15.1	Limerick	20.6	Dublin	1.4	Kerry	0.6
Monaghan	44.5	Monaghan	14.9	Kildare	20.3	Kildare	1.3	Donegal	0.5
Westmeath	40.8	Westmeath	13.0	Dublin	17.9	Wicklow	1.1	Cork	0.4
State	55.0	State	25.4	State	24.3	State	2.6	State	2.6

Source: Fitzpatrick Associates Survey of HEI 2004/05 and CSO Census of Population 2002

the distribution, admission rates are lowest in Westmeath, Louth, Wexford, Offaly and Cavan (Table 5.3 also shows low rates of admission to Universities for Monaghan and Donegal, as large numbers of students from these counties attend Northern Ireland HEIs, see Section 5.4).

The rates of admission to Institutes of Technology were highest in Sligo, Leitrim, Kerry and Mayo, and lowest in Dublin, Kildare, Limerick and Wicklow. Rates of admission to Colleges of Education were highest in counties Clare and Limerick, and lowest in Wicklow, Kildare and Dublin. Finally, rates of admission to 'Other Colleges' were highest in Dublin, and lowest in counties Cork and Donegal.

Trends in County Admission Rates

The observed national admission rate increased in each of the four studies since 1986. This is also reflected in county admission rates, the majority of which have increased during each period (see Table 5.4).

Table 5.4: Rates of Admission (%) to Higher Education by County in 2004 with Comparative Data for 1998, 1992, and 1986

County	Admission Rate 2004	Admission Rate 1998	Admission Rate 1992	Admission Rate 1986
Carlow	60.3	44.4	39.2	32.0
Cavan	52.5	45.3	33.4	24.0
Clare	59.3	50.0	42.9	30.0
Cork	58.1	48.9	37.2	28.0
Donegal	46.3	35.1	27.4	19.0
Dublin	50.8	37.7	32.8	20.0
Galway	67.4	56.7	46.0	33.0
Kerry	67.0	52.7	43.3	35.0
Kildare	54.0	41.1	34.9	24.0
Kilkenny	51.1	40.9	32.1	27.0
Laois	52.2	38.5	31.1	23.0
Leitrim	64.2	52.8	42.0	34.0
Limerick	53.2	50.3	37.4	27.0
Longford	60.3	49.1	37.6	30.0
Louth	53.9	42.6	35.0	25.0
Mayo	66.8	55.7	42.2	31.0
Meath	60.7	45.4	36.6	25.0
Monaghan	44.5	40.7	27.3	24.0
Offaly	47.1	37.8	31.7	20.0
Roscommon	57.8	50.2	40.9	28.0
Sligo	70.5	55.6	41.9	35.0
Tipperary	56.3	48.6	36.2	27.0
Waterford	48.7	41.2	32.5	28.0
Westmeath	40.8	48.9	37.9	31.0
Wexford	54.1	43.8	34.2	22.0
Wicklow	49.6	41.0	36.6	23.0
State	55.0	44.4	35.9	25.0

1. Excludes 1,886 New Entrants from other countries.

Source: Fitzpatrick Associates Survey of HEI 2004/05 and CSO Census of Population 2002 and P. Clancy (2001)

Table 5.5 compares the county admission rates for the 1998 study and the 2004 study. This shows that each county experienced an increase in their admission rates, with the exception of Westmeath.

During the same period, all 26 counties experienced a decline in the key age cohort from which the new entrants originate. Table 5.5 also shows that 22 counties experienced an increase in the absolute number of new entrants, while four counties, Limerick, Longford, Monaghan and Westmeath experienced a decline in numbers entering higher education. The decline in new entrant numbers from Westmeath was greater than the decline in the age cohort in the county, which resulted in a decline in the county admission rate.

Table 5.5: Trend in Admission Rates to Higher Education by County 1998-2004¹

County	Rate in 2004 %	Rate in 1998 %	Change in rate 1998-2004 % Points	% change in new entrants 1998-2004	% change in pop. cohort 1998-2004
Carlow	60.3	44.4	15.9	19.0	-13.0
Cavan	52.5	45.3	7.2	6.0	-8.0
Clare	59.3	50.0	9.3	3.0	-13.0
Cork	58.1	48.9	9.2	2.0	-14.0
Donegal	46.3	35.1	11.2	18.0	-11.0
Dublin	50.8	37.7	13.1	11.0	-17.0
Galway	67.4	56.7	10.7	3.0	-14.0
Kerry	67.0	52.7	14.3	8.0	-15.0
Kildare	54.0	41.1	12.9	21.0	-8.0
Kilkenny	51.1	40.9	10.2	14.0	-9.0
Laois	52.2	38.5	13.7	21.0	-11.0
Leitrim	64.2	52.8	11.4	14.0	-6.0
Limerick	53.2	50.3	2.9	-11.0	-15.0
Longford	60.3	49.1	11.2	-3.0	-21.0
Louth	53.9	42.6	11.3	5.0	-17.0
Mayo	66.8	55.7	11.1	12.0	-7.0
Meath	60.7	45.4	15.3	23.0	-8.0
Monaghan	44.5	40.7	3.8	-4.0	-12.0
Offaly	47.1	37.8	9.3	3.0	-17.0
Roscommon	57.8	50.2	7.6	3.0	-11.0
Sligo	70.5	55.6	14.9	13.0	-11.0
Tipperary	56.3	48.6	7.7	0.0	-14.0
Waterford	48.7	41.2	7.5	1.0	-14.0
Westmeath	40.8	48.9	-8.1	-25.0	-10.0
Wexford	54.1	43.8	10.3	5.0	-15.0
Wicklow	49.6	41.0	8.6	5.0	-13.0

1. Caution is needed in interpreting county admission rates due to the small numbers involved.

Source: Fitzpatrick Associates Survey of HEI 2004/05, CSO Census of Population 2002 and P. Clancy (2001)

5.4 Admission to Colleges in Northern Ireland and the rest of the UK

New Entrants to Northern Ireland HEIs

A significant number of people from the Republic enrol in HEIs in Northern Ireland every year. As part of the current study, recognised higher education institutions in Northern Ireland were contacted in order to collect data on the number of first-time undergraduates from the Republic of Ireland enrolling on full-time courses. As part of this, “county of origin” data was also collected.²⁴

Table 5.6: County Admission Rates Incorporating Enrolments In Northern Ireland

County	Number of New Entrants	Admission Rate Excluding Students in Northern Colleges (%)	Admission Rate Including Students in Northern Colleges (%)	Changes in Admission Rates (% Points)
Carlow	459	60.3	60.5	0.1
Cavan	517	52.5	54.4	1.9
Clare	999	59.3	59.4	0.1
Cork	4,064	58.1	58.1	0.1
Donegal	1,132	46.3	60.2	14.0
Dublin	7,931	50.8	50.9	0.1
Galway	2,204	67.4	67.6	0.2
Kerry	1,428	67.0	67.0	0.0
Kildare	1,438	54.0	54.2	0.2
Kilkenny	721	51.1	51.3	0.1
Laois	524	52.2	52.2	-
Leitrim	287	64.2	65.4	1.2
Limerick	1,488	53.2	53.3	0.1
Longford	334	60.3	60.8	0.5
Louth	875	53.9	56.9	3.1
Mayo	1,425	66.8	67.3	0.4
Meath	1,368	60.7	61.0	0.3
Monaghan	440	44.5	57.6	13.1
Offaly	536	47.1	47.2	0.1
Roscommon	556	57.8	58.1	0.3
Sligo	688	70.5	72.3	1.9
Tipperary	1,357	56.3	56.4	0.1
Waterford	796	48.7	48.7	-
Westmeath	503	40.8	40.8	0.1
Wexford	1,033	54.1	54.2	0.1
Wicklow	909	49.6	49.8	0.1
State	34,012	55.0	56.0	1.0

Source: Fitzpatrick Associates Survey of HEI 2004/05, CSO Census of Population 2002 Fitzpatrick Associates Survey of Northern Ireland HEIs 2004/05.

24: A list of Northern Ireland HEIs is included as Appendix C.

In total there were 638 first-time new entrants in Northern Ireland HEI from the Republic. Table 5.6 shows the impact of these on county admission rates.

Overall, taking enrolments to Northern Ireland into account increases the national admission rate from 55% to 56%. However the impact of enrolments in Northern Ireland differs significantly by county. The most significant impact is in Donegal, where the admission rate increases from 46.3% to 60.2% (up 14 percentage points) when enrolment in Northern Ireland is factored in. Monaghan's admission rate also increases significantly, from 44.5% to 57.6%. The admission rates for Louth, Cavan, Leitrim and Sligo also increase by 1.9 – 3.1% percentage points when enrolments in Northern Ireland HEIs are taken into account.

Students from the Republic of Ireland Accepted for Entry to UK HEI

Figures from UCAS, the central organisation that processes applications for full-time undergraduate courses at UK universities and colleges, show that 3,384 students from the Republic of Ireland were accepted to UK HEIs in 2004.

Table 5.7 shows that the majority of these, 1,514 or 45% were accepted for places in England. Scotland was the next most popular destination (25%) followed by Northern Ireland (21%) and then Wales (9.4%).

Table 5.7: Number of Accepted Applicants to UK HEI from the Republic of Ireland 2004/05

Country	No. of Accepts ¹	%
England	1,512	44.6
Scotland	855	25.3
Northern Ireland	700	20.7
Wales	317	9.4
Total	3,384	100.0

Note: 1 The number of acceptances is not equal to the numbers that actually enrol. The figures may also include those that are not first-time or 'new' entrants, which is the focus of this study.

Source: *Universities and Colleges Admissions Services (UCAS) Annual datasets.*

The UCAS figures refer to the number of students that were accepted for a place in the HEIs. This may be close to, but not necessarily equal to the numbers that actually enrolled. Furthermore the data does not distinguish between those who had previously enrolled in higher education and those that were strictly first-time new entrants. Finally, it is not possible to get county of origin data for these students.

That said, with these caveats in mind, these figures increase the overall 2004/05 admission rate from 55% to Irish HEIs, to close to 60% when enrolments to UK HEIs are included. There is no data available on the number of students enrolling in other countries in 2004/05, although the UK is likely to be by far the top destination for new entrants at undergraduate level.

5.5 Rates of Admission by Dublin City Postal District

Table 5.8 shows the estimated admission rate for each Dublin city postal district (listing districts in descending order of admission rates). It shows considerable variation in admission rates. Eight postal districts had admission rates higher than the overall Dublin county average of 50.8%. These were Dublin 14, 6, 18, 4, 3, 16, 15 and Dublin 9. At the other end, five postal districts had admission rates of less than half of the county average, these were Dublin 20, 22, 1, 17, and Dublin 10 (with rates between 11.7% and 24.4%).

It should be noted that admission rates may vary significantly within each of the postal districts. Geographical area is not perfectly correlated with socio-economic background. For example, using data relating to Northern Ireland, Osborne and Shuttleworth (2004) show that many applicants to Higher Education "coming from deprived areas do not appear to be individually socially disadvantaged".

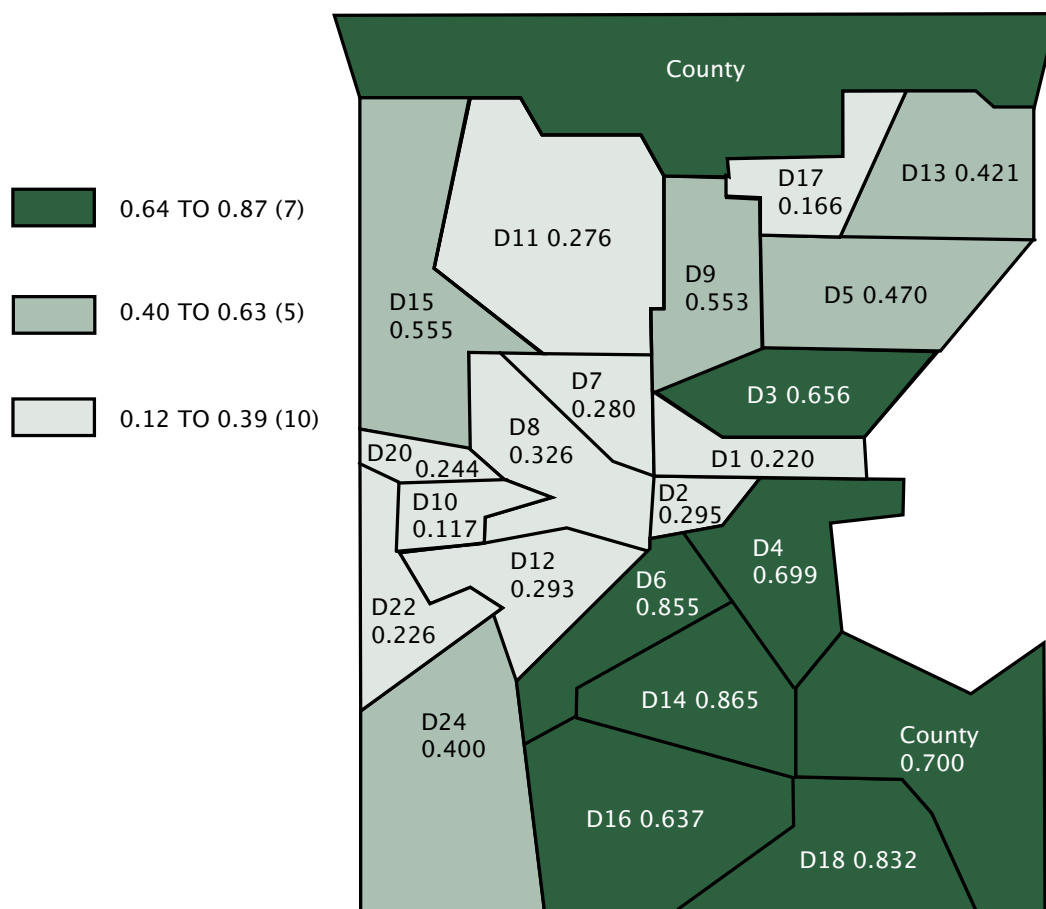
Table 5.8: Rates of Admission to Higher Education in Dublin by Postal Districts

Postal Districts	Higher Education Entrants	Size of age cohort	Rate of Admission %
14 (Rathfarnham, Dundrum, Churchtown, Clonskeagh)	411	475	86.5
6 (Rathmines, Rathgar, Sandymount, Harold's Cross)	513	600	85.5
18 (Foxrock, Sandyford, Cabinteely, Glencullen)	342	411	83.2
4 (Ballsbridge, Ringsend, Sandymount, Donnybrook)	193	276	69.9
3 (Clontarf, Dollymount, East Wall, Marino)	221	337	65.6
16 (Ballyboden-Ballinteer)	589	925	63.7
15 (Castleknock, Clonee, Clonsilla, Blanchardstown)	698	1,258	55.5
9 (Whitehall, Drumcondra, Santry, Beaumont)	281	508	55.3
5 (Raheny, Artane, Harmonstown)	324	689	47.0
13 (Howth, Donaghmede, Baldoyle, Sutton)	272	646	42.1
24 (Tallaght, Oldbawn, Jobstown, Firhouse)	492	1,229	40.0
8 (Kilmainham, Dolphins Barn, Portobello, Inchicore)	111	340	32.6
2 (South Inner City)	28	95	29.5
12 (Crumlin, Walkinstown, Drimnagh, Kimmage)	221	755	29.3
7 (Cabra, Phibsboro, Four Courts, Arran Quay)	143	511	28.0
11 (Finglas, Cremore, Wadelai, Ballymun)	207	749	27.6
20 (Palmerstown, Chapelizod)	101	414	24.4
22 (Clondalkin, Bawnogue, Neilstown)	243	1,066	22.8
1 (North Inner City)	40	182	22.0
17 (Priorswood, Balgriffin, Clonshaugh, Darndale)	55	331	16.6
10 (Ballyfermot)	44	375	11.7
Dublin County	2,402	3,431	70.0
DUBLIN CITY AND COUNTY	7,931	15,618	50.8

Source: Analysis of CAO database, CSO Census of Population 2002.

Map 5.2 shows relatively low admission rates around Dublin's inner city and high admission rate on the south side of the city.

Map 5.2: Rates of Admission to Higher Education in Dublin by Postal Districts 2004



Trends in Admission by Postal District

Section 5.3 showed that Dublin county's admission rate increased from 37.7% in 1998 to 50.8% in 2004. Table 5.9 shows that admission rates increased in all of Dublin city's 21 postal districts.

Table 5.9 also shows the percentage change in new entrants and in the relevant age cohort for each postal district. It shows that the number of new entrants increased in 19 out of 21 of the postal districts, with absolute decreases occurring in Dublin 16 and 13. During the same period, the population cohort decreased in all but one postal district, namely Dublin 15.

Table 5.9: Trend in Admission Rates to Higher Education by Dublin Postal District 1998-2004¹

Postal District	Rate in 2004	Rate in 1998	Change in rate 1998-2004 (% Points)	% change in new entrants 1998-2004	% change in pop. cohort 1998-2004
14 (Rathfarnham, Dundrum Clonskeagh)	86.5	68.4	18.1	17.1	-13.9
9 (Whitehall, Drumcondra, Santry, Beaumont)	55.3	40.1	15.2	7.7	-27.5
6 (Rathmines, Rathgar, Sandymount, Harold's Cross)	85.5	70.4	15.1	6.7	-18.4
15 (Castleknock, Clonee, Clonsilla, Blanchardstown)	55.5	40.5	15.0	47.9	0.4
24 (Tallaght, Oldbawn, Jobstown, Firhouse)	40.0	26.1	13.9	15.5	-30.0
11 (Finglas, Cremore, Wadelai, Ballymun)	27.6	14.2	13.4	28.6	-38.7
1 (North Inner City)	22.8	8.9	13.9	135.3	-11.2
8 (Kilmainham, Dolphins Barn, Portobello, Inchicore)	32.6	21.2	11.4	54.2	-7.1
3 (Clontarf, Dollymount, East Wall, Marino)	65.6	54.4	11.2	16.3	-10.4
4 (Ballsbridge, Ringsend, Sandymount, Donnybrook)	69.9	59.3	10.6	23.7	-2.5
22 (Clondalkin, Bawnogue, Neilstown)	22.8	12.7	10.1	71.1	-11.5
2 (South Inner City)	29.5	19.5	10.0	33.3	-18.1
12 (Crumlin, Walkinstown, Drimnagh, Kimmage)	29.3	19.9	9.4	30.0	-17.7
5 (Raheny, Artane, Harmonstown)	47.0	38.3	8.7	20.9	-8.4
7 (Cabra, Phibsboro, Four Courts, Arran Quay)	28.0	19.8	8.2	30.0	-14.4
17 (Priorswood, Balgriffin, Clonshaugh, Darndale)	16.6	8.4	8.2	57.1	-26.1
16 (Ballyboden-Ballinteer)	63.7	55.5	8.2	-0.2	-19.1
20 (Palmerstown, Chapelizod)	24.4	17.3	7.1	38.4	-9.0
18 (Foxrock, Sandyford, Cabinteely, Glencullen)	83.2	77.1	6.1	1.8	-12.4
10 (Ballyfermot)	11.7	7.1	4.6	76.0	-0.5
13 (Howth, Donaghmede, Baldoyle, Sutton)	42.1	39.8	2.3	-19.3	-29.1

1. Caution is needed in interpreting county admission rates due to the small numbers involved.

Source: Source: Analysis of CAO database, CSO Census of Population 2002 and P. Clancy (2001)

Dublin Postal District Admission Rates by Level of Study

The Clancy report (2001) showed that, for the 1998 new entrants, the ratio of degree to non-degree students was higher in Dublin (1.6) than for the country as a whole (1.2). For new entrants in 2004 the ratio of degree to sub-degree new entrants was 3.5 for Dublin, compared to a national figure of 2.1 (see Section 2.5) Thus, during the same period, the ratio of people entering honours-degree level courses

compared to sub-degree courses (including ordinary degrees and diplomas) has increased significantly nationally (1.75 times), and increased even faster in Dublin (2.2 times).

Table 5.10 shows that there is a high level of variability between the admission rates by postal district when level of study is taken into account. The ratio of degree to non-degree admission rates is lowest in Dublin 10, 12, 22 and 24, and highest in Dublin 4, 18 and 9. In summary, new entrants from the postal districts with the highest overall admission rates were more likely to be entering degree level courses. Also, new entrants from areas with low admission rates were more likely to study at sub-degree level than their counterparts from high admission rate areas.

Table 5.10: Rates of Admission to Higher Education in Dublin by Postal Districts and Level of Study

Postal Districts	Honours-Degree Admission Rate	Sub-Degree Admission Rate ¹	Ratio of Degree/ Non Degree ²
4 (Ballsbridge, Ringsend, Sandymount, Donnybrook)	60.9	7.2	8.4
18 (Foxrock, Sandyford, Cabinteely, Glencullen)	70.8	10.5	6.8
9 (Whitehall, Drumcondra, Santry, Beaumont)	46.5	7.7	6.1
2 (South Inner City)	24.2	4.2	5.8
13 (Howth, Donaghmede, Baldoyle, Sutton)	33.6	7.4	4.5
14 (Rathfarnham, Dundrum Clonskeagh, Churchtown)	68.2	15.4	4.4
5 (Raheny, Artane, Harmonstown)	37.2	8.9	4.2
3 (Clontarf, Dollymount, East Wall, Marino)	51.6	12.5	4.1
6 (Rathmines, Rathgar, Sandymount, Harold's Cross))	67.2	16.3	4.1
16 (Ballyboden-Ballinteer)	49.1	13.0	3.8
17 (Priorswood, Balgriffin, Clonshaugh, Darndale)	12.4	3.9	3.2
11 (Finglas, Cremore, Wadelai, Ballymun)	19.5	7.6	2.6
15 (Castleknock, Clonee, Clonsilla, Blanchardstown)	39.0	15.1	2.6
8 (Kilmainham, Dolphins Barn, Portobello, Inchicore)	22.9	8.8	2.6
1 (North Inner City)	15.4	6.0	2.5
7 (Cabra, Phibsboro, Four Courts, Arran Quay)	19.4	7.8	2.5
20 (Palmerstown, Chapelizod)	16.7	7.0	2.4
12 (Crumlin, Walkinstown, Drimnagh, Kimmage)	18.1	10.2	1.8
22 (Clondalkin, Bawnogue, Neilstown)	14.0	8.3	1.7
24 (Tallaght, Oldbawn, Jobstown, Firhouse)	23.6	15.4	1.5
10 (Ballyfermot)	6.4	5.1	1.3
Dublin County	55.8	12.6	4.4
Dublin City and County ³	38.5	11.0	3.5

Note 1: Sub-degree level courses include ordinary degrees (previously national diplomas)
 2: This shows the number of those entering degree level courses to every one person entering sub-degree level courses.
 3: Level of study was not available for 94 students when broken down by Postal District.

Source: Source: Analysis of CAO database, CSO Census of Population 2002

5.6 Summary

The national rate of admission to higher education institutions in the Republic of Ireland was 55% in 2004. This is an increase of 11 points on the 1998 admission rate of 44% (and similar to the rate in 2003 of 54%). Indeed admission rates have increased over each of the national studies to such an extent that the rate of admission in 2004 was 2.75 times the 1980 rate.

The increase in admission rates between 1998 and 2004 is due both to an increase in the absolute number of new entrants, plus a decrease in the key age cohort from which new entrants originate. During the period, 25 of the 26 counties experienced an increase in its admission rate, with Westmeath being the only exception. During the same period 22 counties had an increase in the absolute number of new entrants, while Limerick, Longford, Monaghan and Westmeath experienced a decline. The age cohort decreased in each of the 26 counties.

While the overall admission rate has increased significantly, disparities between county admission rates remain. Eight counties had estimated admission rates of 60% or greater, twelve had rates of 50%-60%, and six had rates less than 50%. The counties with the high admission rates were Sligo (71%), Galway (67%), Kerry (67%), Mayo (67%), Meath (61%), Carlow and Longford (60% each). The counties with relatively low admission rates were Wicklow (50%), Waterford (49%), Offaly (47%), Donegal (46%), Monaghan (45%) and Westmeath (41%). However, the figures for Monaghan and Donegal are low due to the large numbers of students from these counties entering higher education in Northern Ireland.

The rate of admission to Universities is highest in Galway, Cork and Clare. At the other end of the distribution, admission rates are lowest in Westmeath, Louth, Wexford, Offaly and Cavan (Table 5.3 also shows lower rates of admission to Universities for Monaghan and Donegal, as large numbers of students from these counties attend Northern Ireland HEIs).

The rates of admission to Institutes of Technology were highest in Sligo, Leitrim, Kerry and Mayo, and lowest in Dublin, Kildare, Limerick and Wicklow. Rates of admission to Colleges of Education were highest in counties Clare and Limerick, and lowest in Wicklow, Kildare and Dublin. Finally, rates of admission to 'Other Colleges' were highest in Dublin, and lowest in counties Cork and Donegal.

Figures from UCAS suggest that over 3,000 undergraduate students from the Republic of Ireland entered HEIs in the UK in 2004. Taking this into account would move the admission rate from 55% to around 60%.

Finally, the analysis shows that, while admission rates increased in each of the 21 Dublin postal districts, large differences in admission rates persist, with relatively low admission rates around Dublin's inner city, and high admission rates on the south side of the city. Eight postal districts had admission rates higher than the overall Dublin county average of 50.8%. These were Dublin 14, 6, 18, 4, 3, 16, 15 and Dublin 9. At the other end, five postal districts had admission rates of less than half of the county average, these were Dublin 20, 22, 1, 17, and Dublin 10 (with rates between 11.7% and 24.4%).

We noted socio-economic group is not perfectly correlated with geographic area and that admission rates may vary significantly within each of the postal districts.

6

CORRELATES OF DIFFERENTIAL COUNTY ADMISSION RATES

6.1 Introduction

Chapter five illustrated regional disparities in admission rates to higher education and looked at the extent of change in such disparities since 1998. The current chapter attempts to unpack some of the factors contributing to such inter-county differentials and considers the extent to which a range of educational, socio-economic and geographical factors impact on levels of admission to higher education across counties. A diversity of variables are incorporated into multivariate analysis, such variables being shown to capture important influences on admission rates in earlier work (Clancy 1998). Indeed much of the analysis presented in earlier chapters illustrates, at a descriptive level, the influence of educational and social background measures on admission rates. The variables employed capture measures of distance from the nearest college, patterns of participation at second-level and socio-economic characteristics of the population of each county.

6.2 County Admission Rates by Gender

Before progressing to such multivariate analysis, Table 6.1 presents rates of admission to the different sectors by county and gender. Similar to 1998, the female admission rate is higher than that for males: the female rate exceeds the male rate by 12 percentage points. However, there are important differences across sectors in the gender composition of new entrants. Females have greater admission rates in Universities and, most notably, Colleges of Education, while males are more highly represented among new entrants to Institutes of Technology.

Within the University sector, females have higher admission rates in all counties. The gender composition in the Institute of Technology and 'Other Colleges' sectors is more variable across counties. In contrast female entrants to Colleges of Education considerably outnumber males across all counties.

The Table reiterates the wide variations across counties in admission rates to higher education and in admission rates to different sectors, as discussed in Chapter Five. The following analyses examine some of the factors associated with such county level variation.

Table 6.1: Rates of Admission to Higher Education by County, Gender and Higher Education Sector

County	Universities		Institutes of Technology		Colleges of Education		Other Colleges		All Higher Education	
	M	F	M	F	M	F	M	F	M	F
Carlow	0.172	0.290	0.323	0.282	0.005	0.061	0.017	0.067	0.517	0.700
Cavan	0.139	0.252	0.329	0.227	0.012	0.063	0.014	0.017	0.493	0.558
Clare	0.242	0.366	0.248	0.218	0.016	0.092	0.002	0.010	0.508	0.685
Cork	0.269	0.386	0.246	0.206	0.004	0.044	0.002	0.006	0.522	0.642
Donegal	0.117	0.188	0.273	0.286	0.006	0.049	0.005	0.006	0.401	0.528
Dublin	0.234	0.296	0.185	0.172	0.003	0.025	0.052	0.051	0.474	0.544
Galway	0.288	0.399	0.288	0.283	0.007	0.074	0.006	0.008	0.589	0.763
Kerry	0.199	0.345	0.348	0.352	0.014	0.073	0.006	0.006	0.567	0.776
Kildare	0.219	0.344	0.213	0.193	0.001	0.025	0.033	0.056	0.466	0.618
Kilkenny	0.168	0.251	0.244	0.255	0.014	0.043	0.023	0.026	0.449	0.574
Laois	0.168	0.300	0.228	0.246	0.004	0.045	0.017	0.041	0.418	0.632
Leitrim	0.189	0.275	0.343	0.364	0.009	0.079	0.009	0.023	0.549	0.742
Limerick	0.222	0.321	0.207	0.204	0.027	0.076	0.004	0.010	0.460	0.610
Longford	0.192	0.338	0.286	0.281	0.010	0.079	0.014	0.015	0.502	0.713
Louth	0.126	0.201	0.344	0.329	0.007	0.028	0.018	0.027	0.495	0.584
Mayo	0.192	0.353	0.378	0.317	0.004	0.074	0.009	0.017	0.582	0.760
Meath	0.205	0.310	0.291	0.279	0.006	0.044	0.033	0.051	0.534	0.683
Monaghan	0.126	0.174	0.241	0.268	0.002	0.056	0.006	0.023	0.375	0.521
Offaly	0.133	0.239	0.224	0.269	0.005	0.037	0.022	0.024	0.383	0.570
Roscommon	0.170	0.299	0.335	0.276	0.006	0.053	0.006	0.013	0.517	0.640
Sligo	0.217	0.316	0.397	0.373	0.004	0.082	0.016	0.008	0.634	0.779
Tipperary	0.193	0.297	0.248	0.212	0.020	0.071	0.038	0.050	0.499	0.630
Waterford	0.155	0.261	0.257	0.248	0.009	0.025	0.009	0.014	0.431	0.549
Westmeath	0.107	0.155	0.237	0.238	0.005	0.035	0.019	0.022	0.368	0.449
Wexford	0.130	0.226	0.309	0.330	0.007	0.050	0.015	0.022	0.462	0.627
Wicklow	0.185	0.285	0.226	0.194	0.002	0.021	0.029	0.050	0.442	0.550
State	0.207	0.304	0.251	0.235	0.007	0.046	0.023	0.029	0.489	0.614

6.3 Predictors of County Admission Rates

To replicate county level analyses incorporated in earlier reports (Clancy, 2001), a number of variables were examined as possible predictors of variations in admission rates across counties. Four sets of variables were identified:

1. Geographical/distance variables: Variables to measure distance of individual counties from the nearest university and nearest Institute of Technology.

2. Educational Variables: School leavers' survey analysis has indicated the impact of school type and educational retention on progression to higher education. In line with previous studies, two variables are used to describe the pattern of participation in second-level education in each county. An additional two variables were included to capture the educational attainment of the adult population in each county.
 - a. Retention Rate to Leaving Certificate – drawing on retention figures for the 1994 second-level entry cohort (the most recent data on retention available)
 - b. Proportion of post-primary enrolments in secondary schools (relative to vocational, community and comprehensive), based on figures for the 2003/04 population of all students in second - level schools.
 - c. Proportion of the population whose education had ceased who had left school under the age of 15 (Census, 2002)
 - d. Proportion of the population whose education had ceased who had left education at age 20 or over.
3. Social Background Variables, based on socio-economic group and social class classifications used earlier in the report. Three variables were used:
 - a. Proportion of the population aged 15-17 years in 2002 (Census) in each county belonging to the two 'highest social classes' (professional workers and managerial and technical classes)
 - b. Proportion of the population aged 15-17 years in 2002 (Census) in each county belonging to the two 'Lowest social classes' (semi-skilled and unskilled manual)
 - c. Proportion of the population aged 15-17 years in 2002 (Census) in the Farmers' socio-economic group.
4. Other measures:
 - a. Proportion of population in urban area (population greater than 1500)
 - b. Income per capita
 - c. Unemployment Rate.

Further details on each of these variables are included in Appendix Table A6.1, which also details the results for each of these 12 variables across the counties.

6.4 Multivariate Analysis

Each of the 12 'predictor' variables is first correlated with male and female admission rates in the University and Institute of Technology sectors to give an indication of the strength of the relationships between the predictors and the admission rates. Table 6.2 presents such bivariate relationships and indicates some significant relationships. Most notably, for the University sector, distance to university is negatively related to admission rates for both males and females. Interestingly, such distance from university variables are positively related to admission in the Institutes of Technology. Variables relating to second level participation are not correlated with admission rates in either sector, with the exception of a positive relationship between second level retention and admission to Institutes of Technology for males.

For the University sector, the proportion of the population in the higher social classes is positively associated with the rate of admission for both males and females. The youth unemployment rate has a negative relationship with the rate of admission, as does the proportion of the population who left school prior to the age of 15. The proportion of the population who left education after the age of 20 is positively associated with the rate of admission to Universities.

In the case of the rate of admission to the Institute of Technology sector, income per capita and the percentage of the population residing in urban areas are negative predictors of admission. The proportion of the population who left school prior to the age of 15 years is positively associated with admission to this sector for males.

Modelling the relationship between the predictor variables and admission rates, Table 6.3 presents the regression models, which should be interpreted with caution given the small number of cases involved (26 cases). As illustrated in Appendix Table A6.2, many of the predictor variables are highly inter-correlated, rendering it necessary to run a wide range of models, with different specifications. However, results were persistently unstable and problems of multi-collinearity persisted (arising from the strong inter-relationships among many of the variables). Ultimately the final models were run on a 'stepwise' basis, whereby regression procedures select the primary 'predictors' of inter-county variation in admission rates, excluding all variables which may be highly related to such a predictor, as well as variables which do not have a significant impact. Essentially, the procedure captures the main variables impacting on county level variability, variables which both independently have an important impact on such variability and also capture the effects of many of the other variables included in Table 6.2.

Results from these final models are presented in Table 6.3. Four regression models are presented in Table 6.3 attempting to explain inter-county variability in admission rates to university and Institutes of Technology for males and females. Taking the regression for the admission rates to universities for males, the primary predictors identified were the proportion of the population who left school after the age of 20 years and the proportion of the population who are employed in farming. In addition, the model indicates that those counties that are located further from a university tend to have lower rates of admission to university for males. In total, these three variables accounted for 64% of the variance in county admission rates.

The same set of regression variables explain somewhat less of the variability in admission rates to university for females (51%). However, the same variables are significant: those counties with greater proportions employed in farming, those with greater proportions of the population who left education after the age of 20 and those located closer to a university have higher admission rates to university for females.

In the case of the models for admission to Institutes of Technology, just one variable in each model makes a significant contribution to explaining the county level variability. This is not to say that this is the only variable with a significant impact on county level variation, rather this variable is the optimum variable to capture the main processes impacting on such variability and ‘washes out’ many of the effects of the other variables. Counties with lower per capita income have greater admission rates to Institutes of Technology for males and females.

It appears that the key underlying processes ‘explaining’ county level variability in admission rates to higher education are different for admission to the university and Institute of Technology sectors. The educational attainments of the population and the prominence of farming, along with proximity to a university, appear to be the key factors distinguishing counties with high and low admission rates to university. For the Institutes of Technology, on the otherhand, counties with lower levels of economic development (as measured by income per capita) have higher admission rates.

Table 6.2: Correlation between Admission Rates and Covariates

	University		Institute of Technology	
	Male	Female	Male	Female
Distance to University	-0.649**	0.581**	0.394*	0.473*
Dist to Inst of Technology	-0.172	-0.079	-0.192	-0.186
Leaving Cert Retention	0.231	0.363	0.466*	0.340
Prop Secondary School Enrolment	0.137	0.132	0.020	-0.036
Prop Population Farming	-0.116	-0.081	0.450*	0.320
Prop Higher Social Class	0.669**	0.540**	-0.192	-0.265
Prop Lower Social Class	-0.539**	-0.357	0.341	0.371
Income per capita	0.411*	0.198	-0.545**	-0.588**
% Urban	0.298	0.117	-0.516**	-0.514**
Youth Unemployment	-0.477*	-0.430*	0.268	0.376
Prop Pop Left School aged < 15	-0.584**	-0.452*	0.455*	0.417*
Prop Pop Left School aged > 20	0.703**	0.504**	-0.195	-0.275

** P < .05 * P < .01 (2-tailed test)

Table 6.3: OLS Models of County Admission Rates to Universities and Institutes of Technology: Identification of Optimum Predictors

	Universities		Institutes of Technology	
	Male	Female	Male	Female
(Constant)	-0.005	0.082	0.647	0.644
Dist to University	-0.001*	-0.001*		
Prop Population Farming	0.477**	0.864**		
Income per capita			-0.001**	-0.002**
Prop Pop Left School aged > 20	1.020**	1.004*		
Adjusted R ²	0.639	0.512	0.268	0.317

Table 6.4 explores the distribution of new entrants to higher education in each sector across the counties. In 2004, six counties had a majority of their higher education entrants attending universities, all but one of whom have universities located within their county. The six counties are Cork, Kildare, Dublin, Galway, Clare and Limerick. A total of 14 counties (Louth, Donegal, Wexford, Westmeath, Monaghan, Leitrim, Sligo, Cavan, Roscommon, Kerry, Offaly, Mayo, Waterford, Carlow) had a majority of new entrants in the Institute of Technology sector, many of whom have an Institute of Technology located within the county. Colleges of Education account for a disproportionate share of entrants in five counties: Limerick, Clare, Tipperary, Longford and Cavan. Finally, in terms of the 'Other Colleges' sector, it is not surprising to find that Dublin and the surrounding counties of Kildare and Wicklow have the highest proportion of new entrants attending these colleges, given that the bulk of colleges in this sector are located in the Dublin area.

Table 6.4: Proportionate Distribution of New Entrants to Higher Education by Sector and County

County	Universities	Institutes of Technology	Colleges of Education	Other Colleges	Total	
					%	N
Carlow	0.377	0.503	0.052	0.068	100.0	459
Cavan	0.369	0.532	0.070	0.029	100.0	517
Clare	0.508	0.394	0.088	0.010	100.0	999
Cork	0.562	0.390	0.041	0.007	100.0	4,064
Donegal	0.327	0.603	0.058	0.011	100.0	1,132
Dublin	0.519	0.352	0.027	0.102	100.0	7,931
Galway	0.508	0.424	0.059	0.010	100.0	2,204
Kerry	0.404	0.523	0.064	0.008	100.0	1,428
Kildare	0.519	0.376	0.024	0.081	100.0	1,438
Kilkenny	0.409	0.488	0.055	0.047	100.0	721
Laois	0.445	0.454	0.046	0.055	100.0	524
Leitrim	0.359	0.551	0.066	0.024	100.0	287
Limerick	0.506	0.386	0.095	0.013	100.0	1,488
Longford	0.434	0.470	0.072	0.024	100.0	334
Louth	0.302	0.625	0.032	0.041	100.0	875
Mayo	0.404	0.521	0.056	0.020	100.0	1,425
Meath	0.422	0.469	0.040	0.069	100.0	1,368
Monaghan	0.334	0.570	0.064	0.032	100.0	440
Offaly	0.388	0.521	0.043	0.049	100.0	536
Roscommon	0.405	0.529	0.050	0.016	100.0	556
Sligo	0.376	0.547	0.060	0.017	100.0	688
Tipperary	0.433	0.409	0.080	0.078	100.0	1,357
Waterford	0.422	0.519	0.035	0.024	100.0	796
Westmeath	0.320	0.583	0.048	0.050	100.0	503
Wexford	0.325	0.590	0.051	0.034	100.0	1,033
Wicklow	0.474	0.422	0.023	0.080	100.0	909
State	0.462	0.442	0.048	0.048	100.0	34,012

Post-Primary School Variables

In line with earlier studies, the extent to which Leaving Certificate retention is an effective predictor of admission rates to higher education is an important issue. The analysis now examines the relationship between counties with different levels of retention and their rates of admission to higher education. As adopted by Clancy (2001), County Second-Level Retention Rates and Rates of Admission into higher education have been grouped into high, medium, low.

The following was the basis for categorisation of counties in terms of retention:

- High: 81.6% or greater retention (9 counties);
 - Medium: 78.1% – 81.5% retention (8 counties);
 - Low: less than 78% retention (8 counties)
- National Ave 78.3%

While rates of admission were grouped in line with analyses presented in Chapter Three:

- High: 0.60 or greater (8 counties);
- Medium: 0.50-0.599 (12 counties);
- Low: less than 0.50 (6 counties)

Appendix Table A6.3 lists each counties allocation in terms of retention and admission rates. Figure 6.1 examines the relationship between retention rates at Leaving Certificate level and county admission rates to higher education. In the event of a very strong relationship between the two variables all counties would be located in the cells on the diagonal. For 2004 a total of 19 counties were located on such diagonal cells. This represents an increase on 1998 (17 counties) and the continuation of a longer term trend (13 in 1986, 8 in 1980) suggesting that rates of admission to higher education are becoming more closely related to levels of retention within the second-level system.

Figure 6.1: Rates of Admission to Higher Education in 2004 by Retention Rates to Leaving Certificate Level

		Admission Rates to Higher Education 2004		
Estimated Retention Rates to Leaving Certificate Level of 1994 Entrants to Second-Level		HIGH	MEDIUM	LOW
	HIGH	Galway	Roscommon	Westmeath
		Kerry		
		Leitrim		
		Longford		
		Mayo		
		Meath		
		Sligo		
	MEDIUM		Cavan	Waterford
			Clare	
			Cork	
			Kildare	
			Kilkenny	
			Laois	
			Tipperary	
	LOW	Carlow	Dublin	Donegal*
			Limerick	Monaghan*
			Louth	Offaly
				Wicklow

* Does not include the substantial proportions enrolling in Northern Ireland colleges, which increases the admission rate to 60% for Donegal (HIGH) and 58% for Monaghan (MEDIUM).

6.5 Socio-Economic Group Inequality

We now turn our attention to examining the degree to which social class and socio-economic groups are 'over-represented' or 'under-represented' in higher education relative to their population size. As in previous reports, we focus our attention on three groups: the higher social classes, the lower social classes and the farmers' socio-economic group. In each county the proportion of entrants from each of these categories was expressed as a proportion of the cohort of children aged 15-17 years in each of these class and socio-economic groups categories. In addition, we include a social class inequality index for each county, calculated by dividing the participation ratio of the higher social class groups by the participation ratio of the lower social class groups. The index is a measure of the differential probability of being admitted to higher education as a member of the higher social classes compared to a member of the lower social classes.

Overall the level of class inequality in participation ratios in higher education stands at 1.60 for the country as a whole (indicating that a member of the higher social class groups is 1.6 times more likely than someone from the lower social class groups to enter higher education, in relation to their relative size in the population aged 15-17 years). This represents somewhat of a fall on levels of inequality in the Clancy (2001) report, which indicated a social class inequality level of 1.98.

This overall figure, however, conceals important variation across the country. Most notably, inequality levels are somewhat higher among counties in (broadly speaking) eastern regions of Ireland – with highest inequality in Offaly, Dublin, Wexford, Wicklow and Kildare. The counties with the lowest social class inequality scores were Sligo, Longford, Leitrim, Monaghan, Galway and Mayo. It is interesting to note that these counties are all located in border and western regions. Further, the counties with lower social class inequality are also the counties with highest rates of admission to higher education (see Figure 6.1), suggesting that educational expansion and widening access to higher education has the effect of reducing inequality. However, rates of admission to higher education in the border counties, particularly Donegal, Monaghan and Louth need to be interpreted cautiously given the high levels of entry to Northern Ireland HEI among young people from these counties, which are not taken account of in these figures. Further, as indicated by Clancy (2001), the great majority of students from the Republic of Ireland enrolling in Northern Ireland HEIs tend to enter the university sector and hence predominantly come from higher social class groups. Thus, if we were to take account of entry to Northern colleges, levels of inequality would be likely to be somewhat greater in these border counties than the figures presented in Table 6.5.

Table 6.5: Participation Ratios (Based on National Population 15-17 years) of Higher Social Classes, Lower Social Classes, Farmers Socio-Economic Group and Level of Non-Farm Social Class Group Inequality by County

County	Social Class Participation Ratios 2004		Social Class Inequality Index 2004	Social Class Inequality Index 1998	Farmer Socio-Economic Group Participation Ratio
	Higher Social Classes	Lower Social Classes			
Carlow	1.248	0.876	1.424	3.39	2.161
Cavan	1.328	0.825	1.611	1.54	1.491
Clare	1.217	0.891	1.367	2.32	1.781
Cork	1.338	0.760	1.761	1.78	1.737
Donegal**	0.980	0.863	1.135	1.18	1.080
Dublin*	1.582	0.629	2.513	3.44	3.159
Galway	1.032	0.973	1.061	1.54	1.502
Kerry	1.059	0.891	1.189	1.86	1.452
Kildare	1.420	0.774	1.833	1.85	2.042
Kilkenny	1.199	0.970	1.236	1.72	1.687
Laois	1.177	0.792	1.488	2.09	2.081
Leitrim	0.727	0.764	0.951	1.21	1.699
Limerick	1.350	0.850	1.588	2.08	1.640
Longford	1.011	1.088	0.929	1.77	1.450
Louth**	1.353	0.936	1.446	1.47	2.469
Mayo	1.101	1.022	1.077	1.07	1.341
Meath/ Westmeath	1.282	0.836	1.534	2.04/1.75	2.016
Monaghan**	0.926	0.967	0.958	1.25	1.728
Offaly	1.320	0.397	3.320	2.22	2.443
Roscommon	0.800	1.099	0.728	1.96	1.637
Sligo	1.148	1.000	1.148	1.32	1.266
Tipperary	1.210	0.790	1.532	1.92	1.958
Waterford	1.286	1.056	1.219	1.94	1.491
Wexford	1.411	0.611	2.311	1.81	2.088
Wicklow	1.533	0.723	2.121	2.54	1.863
TOTAL	1.307	0.817	1.601	1.98	1.797

* Proportion in farming in Dublin is very small making these estimates unreliable

** Proportions enrolling in Northern Ireland colleges are not captured in these figures. Given the large proportions enrolling in Northern Ireland HEIs in Donegal, Monaghan and Louth (see Table 5.6), estimates for these counties are to be interpreted with caution.

6.6 Academic Attainment of Entrants

The final county level analyses examine the academic attainment of new entrants, measured in terms of the number of honours gained in the Leaving Certificate examination. The discussion also considers some comparison with the 1998 study and some tentative discussion of the extent to which rising progression to higher education has changed the level of academic attainment of the entry cohort. In particular, the analysis examines whether the rising rate of transfer to higher education as noted in Chapter Three, has been accompanied by a widening in the levels of academic attainment of higher education entrants.

The relationship between academic attainment of entrants and county admission rates is not a strong one (Table 6.6). Of the six counties with highest levels of academic attainment of new entrants (in terms of the proportions achieving 5 or more honours), five were classified as having medium levels of admission to higher education and the remaining county had a low level of admission. Conversely, of the five counties with lowest levels of attainment of new entrants, two were classified as having high admission rates, two had medium admission rates and just one was considered to have a low rate of admission to higher education.

Comparing the results for entrants in 2004, with those of the earlier 1998 cohort, there is some evidence that the level of academic attainment of new entrants has declined somewhat as the proportions transferring to higher education have risen. While 46% of higher education entrants in 1998 achieved 5 or more honours in the Leaving Certificate, the corresponding percentage in 2004 is 42.4%. Conversely, the proportion who did not achieve any honours has risen from 6 per cent in 1998 to 8.4 per cent in 2004.

Table 6.6: Level of Prior Academic Attainment of New Higher Education Entrants by County

County	Number of Subjects with Grade C or Higher on Higher Level Papers								
	0	1	2	3	4	5	6	7	8+
Carlow	9.7	12.7	13.6	14.3	14.5	11.9	14.3	8.4	0.7
Cavan	7.5	11.3	11.3	14.8	17.3	13.9	15.5	7.1	1.3
Clare	6.3	9.7	11.3	13.8	13.6	13.4	19.4	10.6	1.7
Cork	4.7	7.3	9.7	12.6	13.4	14.8	22.4	12.5	2.6
Donegal	16.4	15.5	14.2	11.2	12.9	11.5	11.8	5.5	1.1
Dublin	7.6	8.8	10.7	13.0	13.7	14.3	19.6	10.7	1.7
Galway	9.2	9.6	12.3	13.8	13.3	14.8	16.8	9.2	1.0
Kerry	10.0	9.2	15.2	12.8	11.9	12.2	18.1	9.5	1.1
Kildare	8.4	9.3	12.3	14.7	13.1	13.4	18.4	9.2	1.2
Kilkenny	7.3	8.7	11.0	13.7	13.9	13.2	18.5	12.0	1.7
Laois	9.0	10.8	12.9	15.4	12.3	13.7	15.8	9.0	1.2
Leitrim	11.3	10.6	17.4	16.0	14.7	10.9	12.6	5.8	0.7
Limerick	7.1	10.4	11.2	13.3	12.4	15.2	19.1	9.8	1.5
Longford	11.5	12.6	14.8	11.7	14.0	11.7	15.4	7.5	0.8
Louth	20.3	14.9	12.5	11.5	12.2	10.9	12.5	4.5	0.6
Mayo	10.0	10.3	12.3	13.5	15.4	14.3	15.4	7.7	1.0
Meath/ Westmeath	8.9	11.7	12.2	14.5	14.2	13.2	15.6	8.7	0.9
Monaghan	7.7	11.4	14.9	14.9	16.7	10.5	16.4	6.8	0.7
Offaly	12.3	13.1	16.5	10.5	13.4	16.3	10.0	7.4	0.4
Roscommon	10.8	12.8	13.8	13.3	16.1	12.6	11.9	8.4	0.3
Sligo	11.7	12.9	15.9	14.5	12.1	12.3	14.2	5.1	1.3
Tipperary	7.2	8.7	11.7	15.0	16.0	12.5	17.9	10.3	0.7
Waterford	5.9	9.5	11.8	13.5	15.9	13.4	20.0	9.6	0.4
Wexford	7.4	11.8	12.3	15.1	14.7	12.2	16.2	9.5	0.8
Wicklow	6.1	8.6	14.4	12.9	13.2	14.2	16.6	12.2	1.8
TOTAL	8.4	9.9	12.0	13.4	13.8	13.7	17.7	9.6	1.4

6.7 Summary

Chapter 5 illustrated wide variations across counties in admission rates to higher education and in admission rates to different higher education sectors. Examining a range of variables capturing the geographical, educational and socio-economic composition of counties, the analysis throws some light on the processes underlying such county-level differentials. Multivariate models, limited by the presence of just 26 observations, indicate some core processes in county variations in admission to higher education. Counties with a more highly educated population and a greater prominence of farming, along with those with a university in closer proximity, have higher rates of admission to university. Conversely, counties with a lower average per capita income have greater rates of entry to colleges in the Institute of Technology sector.

Further analyses at bivariate level, suggest counties also vary in levels of socio-economic inequality in rates of admission to higher education. There is evidence to suggest that counties with greater rates of admission also have the lowest levels of social class inequality.

7

ALTERNATIVE APPROACHES TO EXAMINING THE SOCIAL BACKGROUND OF NEW ENTRANTS

7.1 Introduction

In this study we have examined the social background of new entrants to higher education by conducting a survey of new entrants and then comparing the resulting distribution by social class with the underlying population as measured in the previous Census. This approach follows the approach pioneered by Clancy in 1980 and updated on an occasional basis since then. This approach has several advantages. First it represents an intuitively direct and straightforward approach to assessing equity in access to higher education. Second, it is a well-established approach that has been used over two-and-a-half decades and, as such, it allows analysis of trends over time in the social background of new entrants, and of the extent to which class inequalities in access to higher education have been mitigated over time.

It is however, useful to consider whether alternative approaches to examining patterns of access to higher education might have advantages. Educational attainment is a complex process and is influenced by a range of factors, including socio-economic background, but also previous educational attainment and experience, parental resources, educational attainment and values, personal values and motivation. The approach adopted in this study, and in Clancy's previous work on this subject, comparing the distribution of entrants to higher education with the distribution of the national population, effectively focuses on the outcome of that process. In this chapter we examine whether the survey of new entrants could be achieved by a sample rather than an attempted census of new entrants. We then consider strategies to improve the response rates in surveys of new entrants. Finally, we discuss alternative approaches to the analysis of access to higher education based on multivariate approaches that can assess the impact of socio-economic background on college entry taking account of other influential factors.

7.2 A Sample versus a Census

In 2004 over 36,000 individuals entered higher education via the Central Applications Office process and constitute the population for the survey reported in Chapter 3.²⁵ The Survey of New Entrants was an attempt to survey all of these individuals and the response rate was 42%. Surveys are expensive and time consuming, so an obvious question is whether we can generate precise estimates of the social background of new entrants by conducting a survey rather than a census. Sampling is a well established approach to measuring social phenomena, and there are also well established techniques for adjusting the survey results to render them representative of the population in question.

In the course of the present survey, we conducted an experimental test of the results of drawing a sample versus surveying the entire population in the present study. At the very start of the project, and prior to fieldwork, we drew a specific "Shadow Sample" of 25% of the population. The shadow sample was simply a list of ID numbers drawn at random from the population of new entrants identified to us by the CAO. Following the completion of the survey we could then compare the results of the shadow sample with those from the main survey. In effect, we are able to address the question of whether we would have obtained

25. The total number of new entrants in 2004 was 34,047, so about 4% take other routes to higher education, and we are unable to measure their social background.

similar results if the sample had been 25% of the population. The advantage of this approach is that data collection procedures were identical for both the shadow sample and the main survey, so any differences in outcomes can be attributed to the sampling.

Table 7.1: Census and Sample Results for Fathers' Social Class

	Census			25% Sample		
	Number	%	Confidence	Number	%	Confidence
Prof Workers	1671	11.5	+/-0.52	430	11.8	+/-1.05
Manag &Tech	4587	31.5	+/-0.75	1138	31.3	+/-1.51
Non-Manual	1702	11.7	+/-0.52	433	11.9	+/-1.05
Skilled Manual	3262	22.4	+/-0.68	791	21.8	+/-1.34
Semi-skilled	1156	7.9	+/-0.44	299	8.2	+/-0.89
Unskilled	696	4.8	+/-0.35	159	4.4	+/-0.67
Unknown	1485	10.2	+/-0.49	384	10.6	+/-1.00
Total	14,559	100.0	+/-0.00	3,634	100.0	+/-0.00

Table 7.1 shows the results from the census approach, as reported in Chapter 3 of this report and the results from the shadow sample.²⁶ We also report 95% confidence intervals, to indicate the extent to which the two sets of estimates overlap. The degree of consistency between the census and sample results is striking – no pair of estimates differ by 1 percentage point, and in most case the difference is around 0.5 percentage point. The principal difference lies in the size of the confidence intervals, which are obviously larger in respect of the sample results. Noteworthy, however, is that while the number of cases in the census approach is four times that in the sample approach, the confidence intervals from the sample are only twice the size of the census results.

Table 7.2: Census and Sample Results for Fathers' Socio-economic Group

	Census			25% Sample		
	Number	%	Confidence	Number	%	Confidence
Emp & Mgr	2967	22.4	+/-0.71	757	22.9	+/-1.37
Hi Prof	1426	10.7	+/-0.53	368	11.1	+/-1.02
Lo Prof	1498	11.3	+/-0.54	366	11.1	+/-1.02
Non-manual	1139	8.6	+/-0.48	275	8.3	+/-0.90
Skil Man	1746	13.2	+/-0.58	427	12.9	+/-1.09
Semi-skill	747	5.6	+/-0.39	208	6.3	+/-0.79
Unskilled	646	4.9	+/-0.37	139	4.2	+/-0.65
Own-account	1056	8.0	+/-0.46	246	7.5	+/-0.85
Farmers	1707	12.9	+/-0.57	430	13.0	+/-1.09
Agric work	49	0.4	+/-0.10	21	0.6	+/-0.26
All other	285	2.1	+/-0.25	64	1.9	+/-0.45
Total	13,266	100.0	+/-0.00	3,301	100.0	+/-0.00

26. In this section, given that we are interested in the quality of the sample, we report unweighted data.

Table 7.2 shows the corresponding comparison in respect of Fathers' socio-economic group. Again, the match between the estimates derived from the census versus sampling approach are very similar.

Table 7.3 Second Level School Type for Census and Sample Results

	Census		25% Sample	
	Number	%	Number	%
Voluntary Sec Fee pay	3349	9.7	831	9.6
Vol Secondary No Fee	18626	53.7	4625	53.3
Vocational	5516	15.9	1403	16.2
Comprehensive	743	2.1	173	2.0
Community	3948	11.4	1018	11.7
Grind School	1093	3.2	255	2.9
Other Colleges	1407	4.1	366	4.2
Total	34,682	100.0	8,671	100.0

Tables 7.3 and 7.4 show the distributions of the census and sample data by secondary school and sector of higher education. Again, the distributions are very similar.

Table 7.4 Higher Education Sector for Census and Sample Results

	Census		25% Sample	
	Number	%	Number	%
University	16134	47.3	4059	47.5
Inst of Technology	15713	46.0	3895	45.6
College of Education	1326	3.9	331	3.9
Other College	957	2.8	256	3.0
Total	34,130	100.0	8,541	100.0

The results of this experimental approach suggest that sampling may well provide adequately precise estimates of the population. There is, however, one caveat to the sampling approach. Disaggregation by multiple categories, such as, for example, county, will lead to small cell-numbers in some counties, undermining the accuracy of the results. Accordingly, there may be limits to the degree of disaggregation that can be achieved with the sample approach.

7.3 Improving the Survey Response Rate

Irrespective of whether a sample or census approach is adopted, it is also useful to consider how the response rate might be improved. Conducting the survey earlier in the application-entry process might well pay dividends in this regard. This approach was adopted in earlier studies by Clancy. This could entail:

- Collecting socio-demographic information as part of the CAO application process. The advantage of this approach is that applicants could be required to provide details as part of the application process. It would also allow for the collection of social background information on all applicants, including successful applicants, but also those who did not achieve their preferred courses in higher education, and those who received offers of courses but declined to accept them.
- Conducting a survey of applicants after applications have been completed but before offers are made. This approach would entail a postal survey of applicants, to be conducted during the summer prior to college entry. It also would have the advantage of collecting information on all CAO applicants, and the added advantage of contacting students at their parent's or permanent addresses, prior to departure for college, as was the practice in recent surveys.
- Including questionnaires and prepaid reply envelopes with the documentation accompanying offers of places at higher education institutes. This would have the advantage that students, having been offered a higher education course, might be more willing to respond to the survey. However, a disadvantage might be that recipients could find the proliferation of documentation confusing.

It might also be considered useful to explore the potential of combining the postal with a telephone survey. In this model, individuals could be telephoned if they have failed to respond to two waves of a postal survey. With a very short questionnaire, this could substantially increase the response rate in a cost-effective manner.

7.4 A Multivariate Approach to Access to Higher Education

A substantially different alternative would entail drawing on successive waves of the annual School Leavers' Surveys from 1980 to 2004, to undertake substantial historical analyses of patterns of entry to third level education. The School Leavers' Surveys allow a valuable opportunity to examine patterns of progression of young people after leaving second-level school. One of the particular strengths of this approach is that it allows the analyst to examine both those who enter higher education as well as those who do not. The availability of micro data allows the development of multivariate approaches to examine the effects of socio-economic background net of the effects of other relevant variables, including educational attainment and motivation.

It would be possible for a future study of entrants to Higher Education to be linked with an expanded School Leavers' Survey, incorporating a larger sample. This could entail over-sampling of key groups of particular policy interest, and the incorporation of a wider range of questions on the social and educational background of school leavers, their aspirations, their initial post-school experiences and their pathways into higher education, other forms of further education or the labour market. Such analyses would allow an important comparison with the HEA study of entrants into third level and allow a unique opportunity

to compare like with like in the factors influencing different post-school pathways. It would also allow analyses of progression, a range of destinations after second-level education, including entry to higher education, further education and the labour market.

The study could incorporate three areas of analysis:

(i) Characteristics of those progressing to third level education

Drawing on a larger scale School Leavers' Survey, the study could provide an examination of the characteristics of those who have successfully made the progression to third level education. As well as examining their gender and social class background, it would also be possible to examine the impact of the following factors on entry to higher education

- regional location, particularly Dublin versus non-Dublin location,
- social background
- a range of 'attitudinal' characteristics such as attitudes relating to homework, teachers and discipline and more general 'motivational' factors,
- educational attainment and examination performance,
- career and vocational advice while at school,
- grinds and private tuition
- participation in part-time work while at school.

(ii) Characteristics of those progressing to third level education over time

The study could also draw on a unique and rich data source: the annual school leavers' surveys, undertaken since 1980, to examine trends over time. While this time-series data captures an important period of rapid educational expansion, it also captures important periods of labour market expansion and recession. Placed in this context, such an approach could provide an examination of gender, regional and social class patterns of third level entry over recent decades. Building on recent work (Smyth and Hannan, 2000; Smyth, 1999), the analysis could examine the relative effects of gender, social class background and region on educational participation and the extent to which such inequality has altered during a period of rapid educational expansion.

(iii) Comparison of those entering third level education with those entering further education over time

Again drawing on the time-series data and expanded School Leavers' Survey, this final analysis could look at progression into further education and compare the characteristics of those entering further education with those who proceed to third level. As well as documenting changes in the absolute proportions progressing to third level education and further education, the analyses could allow a valuable insight into the gender, regional and social class background characteristics of those progressing to these two forms of post-school education.

Data and Methodology

The study could be based on analyses of the Annual School Leavers' Surveys, conducted annually since 1980 (with the exception of survey years 2000, 2001 and 2003). In addition, the timing of the next study of new entrants to higher education could be linked with a more comprehensive and thorough School Leavers' Survey. Such a school leavers' survey would allow a valuable opportunity to examine patterns of progression of young people after leaving second-level school, and indeed a range of post-school educational routes such as PLCs.

The School Leavers' Surveys are based on a stratified random sample of those leaving the official second-level system (including the PLC sector). Respondents are interviewed 12-18 months after leaving school with the bulk of interviews being carried out in May - Nov. The annual sample size ranges from 2,500 to 3,000 respondents. All data are re-weighted to reflect the national population of leavers. The survey collects a wealth of information on the school experiences of young people, their educational attainment and examination performance, their background characteristics and rich data on their educational and labour market experiences during the period since leaving school.

It should also be noted that subsequent follow-up surveys of the initial School Leavers' Surveys would allow for tracking of the extent of retention and drop-out at higher education, as well as measuring academic performance. Moreover, such follow-up data would also allow the development of multivariate statistical models of the factors influencing such outcomes in higher education.

7.5 Improved collection of student data

A further option for improvement relates to enhanced systems for collection of student data. Instead of a regular survey of students with the attached problems of cost, response and irregular returns, a more systematic procedure could be put in place. This would be based on a number of criteria

- clear and standardised definitions in respect of all areas where information is sought
- consistency in the collection and management of data
- a single database for the compilation of and reporting on system wide information

The second point is especially important in respect of data relating to socio-economic status. The system pioneered by Prof. Clancy and maintained in this survey has been to seek to acquire socio-economic data in as raw a form as possible, ie the actual occupation of the parent(s). That data can then be coded centrally so as to generate socio-economic status, or social group as required. The advantage is that the opportunities for subjective interpretation are eliminated as all data are coded consistently.

A number of options are available in this regard, and are put forward for information. Further consideration, and consultation with stakeholders would be needed before any implementation.

The HEA are currently well advanced in the development of a central student records system which can compile a range of data from universities and institutes in relation to courses and students. The system does not collect data directly, but takes uploads from the institutions. At present that system does not collect socio-economic data, but could be configured to do so. The system could also be developed to monitor student participation through higher education. However, a drawback would be that data on students not attending either university or institute would not be collected.

An alternative approach might be for the institutions themselves to develop an approach to the collection of this data, possibly through the CAO registration process. The advantage of a CAO based approach would be that all entrants to HE would be included, providing 100% coverage of all entrants. Data could be coded centrally and consistently. Furthermore data would also be captured in relation to students who apply but do not progress to higher education, which would open up a valuable extra source of data. The disadvantages of such an approach would be that this is not the prime function of the CAO. Collecting additional information would increase the burden on the CAO, and also on students making course choices.

8

SUMMARY AND CONCLUSIONS

8.1 Introduction

This study is part of ongoing work by the HEA to review the patterns of access to higher education in Ireland. The main purpose of the report is to contribute to the information available in relation to participation and access to higher education in Ireland.

Ireland has experienced substantial increases in participation in higher education since the 1960s. It has been argued that the expansion in educational participation, at both second and third level has been one of the main factors underlying Ireland's rapid economic growth during the 1990s. Rapid economic development has also increased the demands for skilled labour, particularly with higher educational qualifications.

8.2 Summary

There were an estimated 36,051 new entrants to higher education in 2004/05, an increase of 3,327 (10%) compared to 1998. The numbers enrolling in the Universities, Colleges of Education and Other Colleges were all greater than the 1998 figures, while the numbers entering the Institutes of Technology was slightly lower.

The national rate of admission to higher education institutions in the Republic of Ireland was 55% in 2004. This is an increase of 11 points on the 1998 admission rate of 44% (and similar to the rate in 2003 of 54%). Indeed admission rates have increased steadily over time to such an extent that the rate of admission in 2004 was more than two-and-a-half times the 1980 rate. The increase in the admission rate since 1998 has occurred alongside a fall in the numbers leaving second level schools. While there were 72,700 school leavers in 1999, the comparable figure in 2004 is 67,760, a fall of almost 5000.

The majority of all new entrants were female, 54%, up from 53% in 1998. The average age of new entrants is increasing over time. This is the result of two trends: a marked decline in the number of entrants aged 17 years or less and a substantial increase in students aged over 20, including mature students.

Overall, 30% of new entrants to higher education were in receipt of the registration grant. This figure was highest in the Institute of Technology sector.

A core issue in the study is the socio-economic background of new entrants to higher education. In terms of socio-economic group we found that the children of higher professionals and farmers are heavily over-represented among new entrants, relative to their share of the population of college entry age. Other socio-economic groups that are disproportionately represented among new entrants relative to their share of the population aged 15-17 include: employers and managers, lower professionals, skilled manual workers, and own account workers. Those under-represented include non-manual workers, semi- and unskilled manual workers, and agricultural workers.

The substantial increase in the overall admission rates between 1998 and 2004 led to improved participation rates for most socio-economic groups. Two of the groups with high participation rates in 1998, higher professionals and farmers, had increased participation rates in 2004. However, those from a non-manual background saw a decline in their participation rate between 1998 and 2004.

The children of manual workers appear to have benefited from the increased overall admission rate. The participation rates in respect of skilled manual workers increased substantially between 1998 and 2004. The participation rates of those from semi-skilled and unskilled manual workers also increased, although their participation rate was still well below the average in 2004.

In terms of social class, we found that the children of professionals, managerial and technical workers, and skilled manual workers account for a higher share of new entrants than of the population of college entry age. This inequality of access represents continuity over time. There have been increases in the participation rate of the children of manual workers, including among those from semi- and unskilled manual social classes.

These general patterns have been found in the analyses of trends over time using two separate data sets: the two dedicated surveys of new entrants to higher education in 1998 and 2004, and pooled results of a series of School Leaver Surveys conducted during the 1990s and 2000s. Notwithstanding the differences between the data sources, both suggest that the manual social classes increased their rates of participation in higher education between 1998 and 2004, that other non-manual workers experienced a decline in their rates of college entry, and that higher professionals retained their advantage in access to higher education. It should also be noted that these general findings are corroborated by the results of the 2003 sample survey of new entrants. The trends over time are also broadly consistent with the improvement in entry rates from Dublin postal districts that have traditionally shown very low rates of participation in higher education. Of course, there is substantial social class diversity *within* postal districts, but the findings that certain inner city Dublin areas have seen an increase in participation are consistent with the observed increase in participation rates among manual social classes.

The analysis of the School Leavers' Survey data also demonstrates that social selectivity in access to higher education is a cumulative process. Retention in the second-level system and performance in the Leaving Certificate are important determinants of entry to higher education, and retention and performance are in turn heavily influenced by socio-economic background.

Entrants to third level were not evenly drawn from all school types, with secondary schools continuing to be the main source of new entrants, particularly for the University sector. Entrants to the Institutes of Technology sector, however, were heavily drawn from vocational and community schools. Viewed in terms of

transfer rates, or the proportions of Leaving Cert students progressing to higher education, wide dispersion across school types persists, with secondary schools and, most notably fee-paying secondary schools, achieving higher transfer rates. In addition, students attending Gaelscoileanna (Iarbhunskoileanna) achieve transfer rates comparable to those attending fee-paying secondary schools.

Such differential transfer rates must be considered in the context of the more selective nature of some schools, particularly in the fee-paying secondary sector, and the fact that schools and school types vary widely in their social class composition and average 'ability' of their pupil intake (Hannan, Smyth et al, 1996). Analysis of the school factors influencing third level entry rates suggests that many of the variations across schools and school types are accounted for by school composition in terms of ability and social class (Smyth, Hannan, 2000).

The 2004 survey of new entrants was expanded to incorporate a number of questions on the route taken to college and the motivations behind entry to college in 2004 for those who had not entered immediately after sitting the Leaving Certificate. While the vast majority entered higher education immediately after their Leaving Certificate, a significant minority had entered after a 'gap'. Among those entering after a brief one- or two-year gap since the Leaving Certificate, the main reasons for such a delay relate to participation in the PLC programme or an intentional 'gap year'. Such entry through the PLC route is higher among those who attended vocational schools and among entrants to Institutes of Technology. For those entering after a longer period, work-related factors are prominent in their decisions to enter higher education at this time. Those entering higher education 'later' are considerably more likely to come from lower social class backgrounds, suggesting that the growth in importance of 'atypical' entry routes to higher education may represent the development of a more flexible system of entry for those from less advantaged backgrounds.

New entrants were also asked about their choice of college and course. Reputation of the college and location close to home were the principal reasons behind choice of institution. New entrants cited interest in the course as being the primary factor underlying their choice of course, with this factor being particularly important for students entering Colleges of Education. Students entering the Universities also cited the desire to obtain a 'good general qualification' as important in their choice.

The analysis also considered the educational attainments of new entrants' parents and highlights variations across college types, types of courses and fields of study. The findings also illustrate the strong relationship between the educational background of new entrants and their receipt of financial support at college.

The increase in admission rates between 1998 and 2004 is due both to an increase in the absolute number of new entrants, and a decrease in the key age cohort from which new entrants originate. During the period, 25 of the 26 counties experienced an increase in its admission rate, with Westmeath being

the only exception. During the same period 22 counties had an increase in the absolute number of new entrants, while Limerick, Longford, Monaghan and Westmeath experienced a decline. The age cohort decreased in each of the 26 counties. While the overall admission rate has increased significantly, disparities between county admission rates remain.

While admission rates increased in each of the 21 Dublin postal districts, large differences in admission rates persist, with relatively low admission rates around Dublin's inner city, and high admission rates on the south side of the city.

Figures from UCAS suggest that over 3,000 undergraduate students from the Republic of Ireland entered HEI in the UK in 2004. Taking this into account would increase the admission rate from 55% to around 60%.

Multivariate models allow us to examine the effects of a range of variables capturing geographical, educational and socio-economic composition of counties on the observed variations across counties in admission rates to higher education and in admission rates to different higher education sectors. These analyses show that counties with a more highly educated population and a greater prominence of farming, along with those with a university in closer proximity, have higher rates of admission to university. Conversely, counties with a lower average per capita income have greater rates of entry to colleges in the Institute of Technology sector. Further analyses at a bivariate level suggest that county level variation in socio-economic inequality is linked to rates of admission to higher education. Counties with greater rates of admission also appear to have the lowest levels of social class inequality.

The final substantive chapter, Chapter 7, examines possible alternative approaches to examining patterns of access to higher education in Ireland. There we review the results of an exercise incorporated within the methodology of the present study to assess the impact of taking a 25% sample of new entrants, rather than an attempted census. The results suggest that a 25% sample would have generated results with adequately precise estimates of the population: the 25% sample estimates of social class and socio-economic group distributions are very similar to those from the full sample. However, there would be limits to the degree of disaggregation that could be achieved with the smaller numbers entailed in a sample. Chapter 7 also looks at possible approaches to increase response rates in future surveys of new entrants.

We also discuss the potential of building on the School Leavers' Survey, an approach that would allow comparison of those who enter higher education with those who do not. It would also allow multivariate modelling of the range of factors influencing access to higher education, including not only socio-economic background, but also previous educational experience and performance, participation in part-time working while at school, as well as attitudinal and other relevant factors.

8.3 Conclusions

The national rate of admission to higher education institutions in the Republic of Ireland has increased steadily over the past two decades. Recent increases have been particularly dramatic, from 44% in 1998 to 55% in 2004. The period has been characterised by two over-arching patterns. The first pattern has entailed *continuity*, with persistent social inequalities in access to higher education. This is reflected in the over-representation of the children of certain groups among new entrants to higher education, relative to their shares of the population. The children of higher professionals and farmers have been particularly privileged in this respect. Other social groups, particularly from manual socio-economic groups, have been under-represented among college entrants. Much of this derives from social inequality at primary and second-level education – among those who perform well in the Leaving Cert examination, there is little differentiation across groups in access to college.

There is continuing social differentiation within the third level sector, that is, by sector, type and duration of course. While greater numbers of higher education students are enrolled on honours degree-level courses (rather than ordinary degree or diploma-level courses), the profile of students entering courses in different sectors and fields of study is strongly structured by social class and educational background. Students from professional and more highly educated backgrounds continue to dominate entry to prestigious, degree-level courses in the university sector.

There is also a clear persistence of wide geographical/regional variations in participation rates – both in terms of Dublin postal codes and region, partly reflecting the socio-economic patterning of the population. Most notably, counties located in western regions of Ireland continue to have higher second-level retention rates and higher rates of admission to higher education. Such western counties are also marked by lower levels of socio-economic inequality in access, suggesting that educational expansion has the effect of reducing inequality.

The second overarching trend is one of *change*. Particularly in recent years, there is evidence of some narrowing of relative social inequalities, partly arising as more advantaged groups reach a 'saturation point' in their levels of retention at second level and in rates of progression to higher education, also due to the children of manual workers increasing their participation rates. Such declining inequalities may suggest that measures targeting resources and initiatives at more disadvantaged students at second level and measures promoting a more representative access at third level may be having a positive impact. However, some of the reduction in the gap between the social classes in second level retention is being achieved through the Leaving Certificate Applied, which is not recognised in terms of third level entry criteria. Hence some of the gains being made by less advantaged groups in the second level system are not impacting on third level inequalities.

The profile of higher education students has altered somewhat in recent years as the proportions entering college have increased. The average higher education student is slightly older, partly reflecting the greater number of mature students in higher education, although those progressing to higher education from second level are also somewhat older. There is stability in the gender composition of new entrants – females continue to out-number male entrants to higher education, in line with their greater retention within the second-level system. Finally, the results indicate declining academic achievement, with new entrants in 2004 achieving fewer Leaving Certificate honours as compared with their 1998 counterparts.

In considering the routes taken to higher education, significant numbers entering higher education have not done so directly after completion of the Leaving Certificate, with some, particularly those from less economically advantaged backgrounds, entering through the PLC programme and others taking a deliberate break (gap year) in advance of entering college. Students with such delayed entry are much more highly represented in the Institute of Technology sector, suggesting a greater flexibility in this sector in facilitating students accessing college through other routes.

This analysis of the social background of college entrants has mainly focused on the average chances of participation in higher education between social groups. Outside of those social classes with very high rates of participation, there is substantial dispersion of chances of participation *within social classes*. This raises important questions about other determinants of access to higher education. For example, US research has emphasised the importance of parental resources and education, and ethnicity. We have suggested that, in future studies of access to higher education, consideration should be given to adopting a multivariate research design that would allow rigorous analysis of the impact of a range of factors that may influence access to higher education, including in addition to socio-economic background, previous educational experience and performance, attitudes to education and career, regional location, and other background characteristics.

Finally, it is also important to acknowledge that entry to college is but the first step in higher education. We also need to know more about retention levels in higher education in order to establish what proportion of entrants successfully graduate. Further research is also needed into the impact of socio-economic background and other factors influencing retention in higher education.

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APPENDIX A

Table A 3.1: School type by response to Survey of New Entrants, 2004

	No Response	Response	All
	%	%	%
Vol Secondary Fee-pay	10.3	8.7	9.7
Vol Secondary No fee	53.2	54.4	53.7
Vocational	15.7	16.2	15.9
Comprehensive	2.0	2.3	2.1
Community	11.2	11.6	11.4
Grind	3.6	2.6	3.2
Other	4.0	4.1	4.1
Total	100.0	100.0	100.0
N of cases	20,119	14,571	34,690

The table shows the distribution of respondents and non-respondents to the Survey of New Entrants in 2004 by school type, distinguishing between fee-paying and non-fee-paying voluntary secondary schools. The two distributions are very similar.

Table A3.2: Response by College Type

	No Response	Response	All
	%	%	%
University	44.4	51.2	47.3
Institute of Technology	49.5	41.3	46.0
Col. of Education	2.6	5.7	3.9
Other	3.5	1.8	2.8
	100.0	100.0	100.0

Students entering university are slightly over-represented among respondents, while those who entered Institutes of Technology are slightly under-represented among respondents.

Table A3.3: Response by Receipt of Registration Grant

	No Response	Response	All
	%	%	%
Registration Grant	30.6	33.8	32.0
No Grant	69.4	66.2	68.0
	100.0	100.0	100.0

Students in receipt of a Registration Grant were slightly more likely to respond than not – 31% of non-respondents, compared to 34% of respondents.

Table A3.4 shows the distribution of respondents and non-respondents by county and Dublin postal district. There is a very close match between the two.

Table A3.4: Response by County and Dublin Post-code

	No Response	Response	All		No Response	Response	All
	%	%	%		%	%	%
Meath	5.7	5.6	5.7	Dublin (Contd.)	0.1	0.1	0.1
Louth	2.7	2.4	2.6	Dublin 2	0.1	0.1	0.1
Longford	1.0	1.1	1.1	Dublin 3	0.6	0.6	0.6
Wicklow	2.8	2.5	2.7	Dublin 4	0.6	0.5	0.5
Wexford	2.7	3.2	2.9	Dublin 5	1.0	0.8	0.9
Kildare	4.5	4.0	4.3	Dublin 6	0.7	0.6	0.7
Carlow	1.4	1.3	1.3	Dublin 6W	0.8	0.7	0.8
Offaly	1.5	1.8	1.6	Dublin 7	0.4	0.4	0.4
Laois	1.5	1.6	1.5	Dublin 8	0.4	0.3	0.3
Kilkenny	2.0	2.4	2.2	Dublin 9	0.8	0.8	0.8
Galway	6.7	6.6	6.7	Dublin 10	0.1	0.1	0.1
Mayo	4.3	4.3	4.3	Dublin 11	0.6	0.6	0.6
Sligo	2.2	1.9	2.1	Dublin 12	0.7	0.5	0.6
Leitrim	0.9	0.8	0.9	Dublin 13	0.8	0.8	0.8
Roscommon	1.6	1.8	1.7	Dublin 14	1.2	1.1	1.2
Donegal	3.1	3.3	3.2	Dublin 15	2.0	2.0	2.0
Cavan	1.4	1.9	1.6	Dublin 16	1.6	1.7	1.7
Monaghan	1.3	1.4	1.3	Dublin 17	0.2	0.2	0.2
Cork	12.0	12.3	12.1	Dublin 18	1.1	0.7	1.0
Kerry	4.0	4.6	4.2	Dublin 20	0.3	0.3	0.3
Limerick	4.3	4.4	4.3	Dublin 22	0.7	0.7	0.7
Clare	2.8	3.2	3.0	Dublin 24	1.5	1.2	1.4
Tipperary	3.9	4.0	4.0				
Waterford	2.3	2.6	2.5	Total	100.0	100.0	100.0

Table A3.5: Distribution of Control Variables for Population, Un-weighted and Weighted Sample

	A	B	C	D	E	F	G	H
	POPULATION		UNWEIGHTED SAMPLE			WEIGHTED/GROSSED SAMPLE		
	n	per cent	n	per cent	dif sam-pop	n	per cent	dif sam-pop
Gender by age:								
Male 16-17	1662	4.8	722	5.0	0.2	1662	4.8	0.0
Male 18	7159	20.6	2905	20.0	-0.7	7159	20.6	0.0
Male 19	4869	14.0	1732	11.9	-2.1	4869	14.0	0.0
Male 20-22	1596	4.6	447	3.1	-1.5	1596	4.6	0.0
Male 23-24	295	0.9	83	0.6	-0.3	295	0.9	0.0
Male 25+	768	2.2	285	2.0	-0.3	768	2.2	0.0
Female 16-17	1898	5.5	912	6.3	0.8	1898	5.5	0.0
Female 18	8253	23.8	3952	27.1	3.3	8253	23.8	0.0
Female 19	5569	16.1	2439	16.8	0.7	5569	16.1	0.0
Female 20-22	1448	4.2	551	3.8	-0.4	1448	4.2	0.0
Female 23-24	277	0.8	114	0.8	0.0	277	0.8	0.0
Female 25+	884	2.5	417	2.9	0.3	884	2.5	0.0
		100.0		100.0			100.0	
Gender by region								
Male Border	1907	5.5	766	5.3	-0.2	1907	5.5	0.0
Male Dublin	3923	11.3	1318	9.1	-2.3	3923	11.3	0.0
Male Mid East	2038	5.9	746	5.1	-0.8	2038	5.9	0.0
Male Midlands	651	1.9	253	1.7	-0.1	651	1.9	0.0
Male MidWest	1801	5.2	707	4.9	-0.3	1801	5.2	0.0
Male South East	1387	4.0	574	3.9	-0.1	1387	4.0	0.0
Male South West	2633	7.6	1034	7.1	-0.5	2633	7.6	0.0
Male Rest of East	2009	5.8	776	5.3	-0.5	2009	5.8	0.0
Female Border	2128	6.1	959	6.6	0.5	2128	6.1	0.0
Female Dublin	3838	11.1	1716	11.8	0.7	3838	11.1	0.0
Female Mid East	2338	6.7	1017	7.0	0.2	2338	6.7	0.0
Female Midlands	810	2.3	396	2.7	0.4	810	2.3	0.0
Female MidWest	2102	6.1	990	6.8	0.7	2102	6.1	0.0
Female South East	1699	4.9	808	5.5	0.7	1699	4.9	0.0
Female South West	3033	8.7	1421	9.8	1.0	3033	8.7	0.0
Female Rest of East	2381	6.9	1078	7.4	0.5	2381	6.9	0.0
		100.0		100.0			100.0	
Gender by School Type:								
Male Secondary fee paying	1982	5.7	677	4.7	-1.1	1982	5.7	0.0
Male Secondary non-fee paying	7972	23.0	3033	20.8	-2.2	7972	23.0	0.0
Male Vocational	2874	8.3	1125	7.7	-0.6	2874	8.3	0.0

Table A3.5: Distribution of Control Variables for Population, Unweighted and Weighted Sample Contd.

	A	B	C	D	E	F	G	H
	POPULATION		UNWEIGHTED SAMPLE			WEIGHTED/GROSSED SAMPLE		
Gender by School Type Contd.	n	per cent	n	per cent	dif sam-pop	n	per cent	dif sam-pop
Male Comprehensive	387	1.1	165	1.1	0.0	387	1.1	0.0
Male Community	2049	5.9	801	5.5	-0.4	2049	5.9	0.0
Male grind school	479	1.4	133	0.9	-0.5	479	1.4	0.0
Male unclassified school type	606	1.7	240	1.6	-0.1	606	1.7	0.0
Female Secondary fee paying	1366	3.9	592	4.1	0.1	1366	3.9	0.0
Female Secondary non-fee paying	10651	30.7	4896	33.6	2.9	10651	30.7	0.0
Female Vocational	2642	7.6	1242	8.5	0.9	2642	7.6	0.0
Female Comprehensive	356	1.0	170	1.2	0.1	356	1.0	0.0
Female Community	1899	5.5	886	6.1	0.6	1899	5.5	0.0
Female grind school	614	1.8	244	1.7	-0.1	614	1.8	0.0
Female unclassified school type	801	2.3	355	2.4	0.1	801	2.3	0.0
		100.0		100.0			100.0	
Gender by Higher Education Sector:								
Male University	6852	19.8	2871	19.7	0.0	6852	19.8	0.0
Male IT	8606	24.8	3017	20.7	-4.1	8606	24.8	0.0
Male College of Ed	155	0.4	78	0.5	0.1	155	0.4	0.0
Male Other College	403	1.2	93	0.6	-0.5	403	1.2	0.0
Male Unclassified College Type	333	1.0	115	0.8	-0.2	333	1.0	0.0
Female University	9279	26.8	4483	30.8	4.0	9279	26.8	0.0
Female IT	7107	20.5	2916	20.0	-0.5	7107	20.5	0.0
Female College of Ed	1170	3.4	735	5.0	1.7	1170	3.4	0.0
Female Other College	554	1.6	167	1.1	-0.5	554	1.6	0.0
Female Unclassified College Type	219	0.6	84	0.6	-0.1	219	0.6	0.0
		100.0		100.0			100.0	0.0
Gender by courselevel:								
Male sub degree	9731	28.1	3971	27.3	-0.8	9731	28.1	0.0
Male degree	6572	19.0	2187	15.0	-3.9	6572	19.0	0.0
Male Unclassified level	46	0.1	16	0.1	0.0	46	0.1	0.0
Female sub degree	13226	38.1	6419	44.1	6.0	13226	38.1	0.0
Female degree	5055	14.6	1946	13.4	-1.2	5055	14.6	0.0
Female Unclassified level	48	0.1	20	0.1	0.0	48	0.1	0.0
		100.0		100.0			100.0	
Total	34,678		14,559			34,678		

Table A3.6 Socio-economic Group by Educational Attainment, Population aged over 15 years, 1996 and 2002 Censuses

	Primary	Higher	Total Population	Primary	Higher
	Number	Number	Number	%	%
2002					
Employer & Manager	34,697	130,330	365,466	9.5	35.7
Higher Professional	1,992	114,145	134,566	1.5	84.8
Lower Professional	11,054	174,792	264,528	4.2	66.1
Non-Manual	54,743	110,567	475,332	11.5	23.3
Skilled Manual	68,176	22,115	288,744	23.6	7.7
Semi-skilled	61,014	19,977	226,742	26.9	8.8
Unskilled	68,648	4,890	145,323	47.2	3.4
Own Account	24,858	16,294	117,504	21.2	13.9
Farmers	68,953	11,879	156,005	44.2	7.6
Agricultural Workers	11,307	1,928	25,760	43.9	7.5
Other and Unknown	146,778	39,920	422,488	34.7	9.4
Total	552,220	646,837	2,622,458	21.1	24.7
1996					
Employer & Manager	33,383	75,012	254,546	13.1	29.5
Higher Professional	1,752	90,197	106,262	1.6	84.9
Lower Professional	11,319	136,162	210,032	5.4	64.8
Non-Manual	66,565	81,335	461,157	14.4	17.6
Skilled Manual	102,979	18,765	323,992	31.8	5.8
Semi-skilled	83,213	14,153	239,257	34.8	5.9
Unskilled	100,152	5,634	193,812	51.7	2.9
Own Account	33,876	13,000	122,172	27.7	10.6
Farmers	112,268	11,729	207,370	54.1	5.7
Agricultural Workers	26,410	4,222	57,374	46	7.4
Other and Unknown	121,424	12,079	251,093	48.4	4.8
Total	693,341	462,288	2,427,067	28.6	19.0

Table A3.7 Socio-economic Group by Employed Situation, Population aged over 15 years, 1996 and 2002 Censuses

	Employed	Unemployed	Total Population	Employed	Unemployed
	Number	Number	Number	%	%
2002					
Employer & Manager	263,648	7,544	436,029	60.5	1.7
Higher Professional	107,384	2,365	157,302	68.3	1.5
Lower Professional	212,745	5,814	306,575	69.4	1.9
Non-Manual	380,211	20,312	543,834	69.9	3.7
Skilled Manual	191,377	15,778	325,979	58.7	4.8
Semi-skilled	160,781	15,695	255,650	62.9	6.1
Unskilled	73,780	15,524	163,123	45.2	9.5
Own Account	79,212	2,907	139,630	56.7	2.1
Farmers	76,293	2,199	180,766	42.2	1.2
Agricultural Workers	13,906	1,628	28,858	48.2	5.6
Other and Unknown	82,250	48,433	552,029	14.9	8.8
Total	1,641,587	138,199	3,089,775	53.1	4.5
1996					
Employer & Manager	161,703	7,072	299,181	54.0	2.4
Higher Professional	77,752	1,976	120,958	64.3	1.6
Lower Professional	156,884	7,140	231,440	67.8	3.1
Non-Manual	321,284	39,216	498,229	64.5	7.9
Skilled Manual	162,038	40,081	367,610	44.1	10.9
Semi-skilled	134,096	29,981	264,951	50.6	11.3
Unskilled	76,517	38,189	212,238	36.1	18.0
Own Account	71,211	6,888	143,692	49.6	4.8
Farmers	101,314	1,471	237,002	42.7	0.6
Agricultural Workers	27,956	6,682	61,345	45.6	10.9
Other and Unknown	16,481	20,440	330,017	5.0	6.2
Total	1,307,236	199,136	2,766,663	47.2	7.2

Table A3.8: Alternative redistributions of unknowns in 2002 Census data, average number of persons aged 15, 16 and 17 years

	Census	Unknown cases distributed pro-rata		Unknown cases distributed +11% to non-manual, +45% to manual classes	
	Number	Number	%	Number	%
Employer & Manager	10,868	13,110	21.2	12,064	19.5
Higher Professional	2,500	3,015	4.9	2,775	4.5
Lower Professional	5,464	6,591	10.7	6,065	9.8
Non-Manual	10,097	12,180	19.7	11,208	18.1
Skilled Manual	6,298	7,597	12.3	9,196	14.9
Semi-skilled	4,454	5,373	8.7	6,503	10.5
Unskilled	2,835	3,420	5.5	4,139	6.7
Own Account	3,869	4,667	7.5	4,295	6.9
Farmers	4,361	5,260	8.5	4,840	7.8
Agricultural Workers	543	655	1.1	792	1.3
Other and Unknown	10,579				
Total	61,868	61,868	100.0	61,868	100.0

Note: In the 2002 Census data the average number of those aged 15,16 and 17 of “unknown” social class is 10,579, 17% of the total. This represents a substantial increase over the 1996 figure of 7,539, or 10.5%. Column 2 of Table A3.8 re-distributes the unknown to known cases pro-rata, that is, in proportion to the share of each of the known classes. This is a conventional approach to missing data that effectively assumes the missing cases are distributed in the same manner as the observed cases. In 2002 we suspect that the manual classes are over-represented among the known and underrepresented among the known. The alternative distribution, in Column 4 of Table A3.8 is estimated on the assumption that the non-manual classes can be increased by 11%, roughly in line with the 1998 distribution, and that the residual of unknowns should be allocated to the manual classes (including skilled, semi-skilled and unskilled manual, and agricultural workers). In effect this is equivalent to increasing the non-manual group by 11% and the manual group by 45%.

Table A3.9 Distribution of New Entrants to Higher Education by Fathers' Social Class, 2004, 2003, and 1998

	2004	95% Confidence	2003	95% Confidence	1998
	% Share	+ / -	% Share	+ / -	% Share
Professional Workers	12.9	0.54	14.5	1.2	11.5
Managerial & Technical	35.1	0.78	35.6	1.7	34.5
Other Non-Manual	12.9	0.54	15.4	1.3	16.2
Skilled Manual	25.0	0.70	20.8	1.4	24.0
Semi-skilled Manual	8.8	0.46	11.3	1.1	10.2
Unskilled Manual	5.4	0.37	2.5	0.5	3.6
Total	100.0		100.0		100

Table A3.10 New Entrants to Higher Education by Fathers' Social Class and National Population Distributions – 15-17 year age group and <15 year age group

	Fathers Social Class 2004	National Population 15-17 yrs in 2002	Participation Ratio	National Population <15 yrs in 2002	Participation Ratio
	% Share	% Share		%Share	
Professional Workers	12.9	6.5	2.00	8.8	1.47
Managerial & Technical	35.1	32.9	1.07	36.2	0.97
Other Non-Manual	12.9	20.3	0.64	19.5	.66
Skilled Manual	25.0	21.8	1.15	20.0	1.25
Semi-skilled Manual	8.8	12.4	0.71	10.7	0.82
Unskilled Manual	5.4	6.2	0.87	4.8	1.13
Total	100.0	100.0		100.0	
N of cases		155,053		686,924	

Table A3.11: New Entrants in 1998 and 2004 by Fathers' Socio-Economic Status and National Population of aged less than 15 years in 1996 and 2002 Population Censuses

	Father's SEG 2004 Entrants	National Pop, < 15 yrs, 2002	Part.Ratio	Father's SEG 1998 Entrants	National Pop, < 15 yrs, 1996	Part.Ratio
Employer & Manager	23.1	25.2	0.91	21.6	14.8	1.46
Higher Professional	11.1	6.8	1.62	10.1	5.2	1.94
Lower Professional	11.5	11.2	1.03	10.1	7.7	1.31
Non-Manual	8.9	18.6	0.48	9.4	15.0	0.63
Skilled Manual	13.5	10.7	1.26	13.6	19.1	0.71
Semi-skilled	5.7	7.7	0.75	7.4	10.6	0.70
Unskilled	5.0	4.3	1.16	3.1	8.5	0.36
Own Account	8.2	7.6	1.08	7.2	7.8	0.92
Farmers	12.7	7.0	1.82	16.6	9.4	1.77
Agricultural Workers	0.4	0.8	0.44	0.7	2.0	0.35
Total	100.0	100.0		100.0	100.0	

Sources: Survey of New Entrants to Higher Education 2004, CSO, Census of Population, 2002, and derived from Clancy 2001

Table A3.12: Father's Socio-Economic Group Distribution, All School Leavers – 1996/97/98 and 2002/04 Surveys

	1996/1997/ 1998	1997/1998	2002/ 04	% Change 1996/97/98 to 2002/04
Farmers	13.9	14.5	11.2	-19.4
Other Agricultural	1.9	1.9	2.2	15.8
Higher Professional	4.5	4.1	5.0	11.1
Lower Professional	4.2	4.2	4.9	16.6
Employers & Managers	9.7	9.5	10.0	3.1
Salaried Employees	2.3	2.2	2.0	-13.0
Intermediate Non-Manual	6.8	6.8	6.8	0.0
Other Non-Manual	13.0	12.8	13.5	3.9
Skilled Manual	22.5	22.3	23.6	4.9
Semi-Skilled Manual	2.3	2.1	2.4	4.4
Unskilled Manual	10.6	11.1	9.6	-11.9
Unknown Segment	8.2	8.5	8.9	8.5
Total	100	100	100	

Note: Unknown occupation – comprised disproportionately of those with low levels of education.
Source: Annual School Leavers Surveys, 1996-1998 and 2002 & 2004.

Table A3.13: Father's Social Class Distribution (Old Classification), All School Leavers – 1997/98 and 2002/04 Surveys

	1997/1998	2002/ 2004	% Change 1997/98 to 2002/04
Higher Professional	15.9	18.9	18.9
Lower Professional	19.3	15.7	-18.7
Other non-manual	15.5	10.6	-31.6
Skilled Manual	24.8	26.3	6.0
Semi-Skilled Manual	7.3	8.3	13.7
Unskilled Manual	10.1	11.2	10.9
Unknown Class	7.2	8.9	23.6
Total	100	100	

Note: Unknown occupation – comprised disproportionately of those with low levels of education.

Source: Annual School Leavers Surveys, 1997 & 1998 and 2002 & 2004.

Table A3.14: School Leavers' Leaving Certificate Performance, 1996/97/98 and 2002/04

	1996/1997/ 1998	2002/ 04	% Change 1996/97/98 to 2002/04
< 5 passes, no honours	6.4	5.9	-7.8
5 passes, no honours	22.4	27.3	21.9
1 Honour	14.5	8.8	-39.3
2 – 4 Honours	31.7	32.1	1.3
5 + Honours	24.9	26.0	-4.4
Total	100	100	

Source: Annual School Leavers Surveys, 1996-1998 and 2002 & 2004

Table A6.1: Variables for Regression Analysis

	Prop Enrol Secondary Schools ¹	Retention Rate to LC ^{2*}	Prop pop farming ³	Prop pop high social classes ⁴	Prop pop low soc class ⁵	Prop pop age 15+ left school <15yrs ⁶	Prop pop age 15+ left school 20yrs ⁷
Carlow	0.481	77.5	0.085	0.293	0.180	0.153	0.159
Cavan	0.344	78.6	0.153	0.282	0.189	0.197	0.137
Clare	0.522	81.2	0.113	0.367	0.152	0.126	0.189
Cork	0.512	80.5	0.087	0.350	0.154	0.115	0.206
Donegal	0.269	74.6	0.086	0.270	0.218	0.227	0.136
Dublin	0.576	72.9	0.003	0.337	0.128	0.111	0.243
Galway	0.625	84.6	0.109	0.342	0.143	0.130	0.223
Kerry	0.607	83.6	0.135	0.315	0.174	0.140	0.177
Kildare	0.560	79.3	0.028	0.372	0.128	0.097	0.204
Kilkenny	0.593	78.3	0.120	0.342	0.152	0.135	0.161
Laois	0.528	80.9	0.119	0.307	0.193	0.150	0.138
Leitrim	0.214	86.5	0.115	0.306	0.183	0.166	0.146
Limerick	0.557	77.9	0.072	0.313	0.170	0.125	0.140
Longford	0.569	82.8	0.122	0.311	0.158	0.159	0.127
Louth	0.654	75.1	0.035	0.289	0.186	0.164	0.159
Mayo	0.640	84.3	0.138	0.296	0.192	0.186	0.157
Meath	0.476	81.8	0.062	0.360	0.141	0.115	0.180
Monaghan	0.600	76.0	0.143	0.307	0.170	0.175	0.133
Offaly	0.495	76.8	0.083	0.272	0.171	0.137	0.125
Roscommon	0.594	87.7	0.148	0.338	0.153	0.160	0.147
Sligo	0.729	82.9	0.101	0.362	0.145	0.126	0.183
Tipperary	0.619	81.4	0.130	0.318	0.169	0.131	0.140
Waterford	0.677	81.4	0.078	0.324	0.179	0.117	0.159
Westmeath	0.671	85.4	0.071	0.320	0.141	0.133	0.164
Wexford	0.534	78.9	0.105	0.297	0.188	0.174	0.132
Wicklow	0.460	74.5	0.040	0.347	0.149	0.121	0.200
TOTAL	0.555	78.3	0.070	0.329	0.155	0.131	0.194

(Contd.)	Unemployment Rate ⁸ 2002	Income Per Capita ⁹ 2002	Distance to University	Distance to IOT	% pop urban ¹⁰
Carlow	9.5%	17986	32.2	0.0	48.8
Cavan	7.9%	17753	64.2	33.3	16.8
Clare	7.6%	19184	28.6	28.6	36
Cork	8.0%	19973	0.0	0.0	61.4
Donegal	15.6%	16731	121.2	0.0	23.8
Dublin	8.5%	23725	0.0	0.0	97.6
Galway	9.2%	19243	0.0	0.0	42
Kerry	9.0%	17241	25.9	0.0	33.9
Kildare	6.2%	22351	0.0	28.8	64.8
Kilkenny	7.6%	17749	45.3	22.1	30.6
Laois	9.8%	18403	24.0	30.6	33.1
Leitrim	8.7%	17462	72.4	26.5	7.1
Limerick	8.9%	20315	0.0	0.0	50.7
Longford	10.1%	18417	54.6	15.7	24.3
Louth	13.2%	20478	35.5	0.0	64.2
Mayo	10.7%	17508	41.4	0.0	25.9
Meath	6.6%	20042	27.0	24.0	44.6
Monaghan	9.9%	18343	59.4	28.2	27.9
Offaly	8.8%	18086	41.6	32.7	40.2
Roscommon	7.0%	17682	40.7	36.5	19.8
Sligo	8.7%	18695	62.5	0.0	33.9
Tipperary	8.6%	18882	37.3	37.3	37.79
Waterford	10.2%	19551	57.3	0.0	62
Westmeath	8.5%	19310	38.9	0.0	43.8
Wexford	10.5%	17964	49.6	19.0	32.5
Wicklow	8.1%	20191	22.4	25.4	60.2

Notes: 1 Source: Special Tabulation of total population in Second-Level Schools 2003/04, Department of Education and Science.

2 Based on 1994 second-level entry cohort and their completion in 2000/2001. Source: 'Retention Rates of Pupils in Post-Primary Schools, 1994 Cohort', Department of Education and Science, May 2003.

* Retention rates for four counties (Cork, Galway, Limerick, Waterford) were only available for city and county separately. The overall retention rate was calculated as the average for city and county, weighted to reflect the number of schools in each. Similarly the Tipperary figure is based on an average for Tipperary North Riding and Tipperary South Riding, unweighted as each has 18 second-level schools.

3 Proportion of the population aged 15-17 years in farming socio-economic group, CSO 2002

4 Proportion of the population aged 15-17 years in professional, managerial and technical classes, CSO 2002

5 Proportion of the population aged 15-17 years in semi-skilled and unskilled manual classes, CSO, 2002

6 CSO, 2002

7 CSO, 2002

8 CSO, 2002

9 CSO, 2002

10 Percentage resident in centres with population in excess of 1500.

Table A6.2: Correlation Matrix Among Covariates

	Dist Univ	Dist IOT	LC Retention	Secondary	Farming	Hi Class	Low Class	Income	Urban	Unempl	Ed < 15
Distance to University	-										
Dist to Inst of Technology	0.085	-									
Leaving Cert Retention	0.003	0.062	-								
Prop Secondary School Enrolment	-0.396*	-0.300	0.179	-							
Prop Population Farming	0.384	0.332	0.524**	-0.048	-						
Prop Higher Social Class	-0.523**	0.073	0.246	0.342	-0.249	-					
Prop Lower Social Class	0.620**	-0.055	-0.132	-0.406*	0.393*	-0.828**	-				
Income per capita	-0.671**	-0.153	-0.364	0.277	-0.812**	0.516**	-0.651**	-			
% Urban	-0.628**	-0.384	-0.509**	0.347	-0.850**	0.339	-0.472*	0.885**	-		
Youth Unemployment	0.586**	-0.413	-0.266	-0.110	0.052	-0.675**	0.734**	-0.366	-0.165	-	
Prop Pop Left School aged < 15	0.754**	0.031	-0.059	-0.444*	0.502**	-0.764**	0.801**	-0.695**	-0.648**	0.717**	-
Prop Pop Left School aged > 20	-0.618**	-0.338	-0.069	0.218	-0.540**	0.704**	-0.690**	0.681**	0.667**	-0.403*	-0.632**

** P < .05 * P < .01 (2-tailed test)

Table A6.3: Second Level Retention Rates and Rates of Admission to Higher Education, 2004 by County

	Retention Rate	Rate Of Admission
Carlow	LOW	HIGH
Cavan	MED	MED
Clare	MED	MED
Cork	MED	MED
Donegal	LOW	* LOW
Dublin	LOW	MED
Galway	HIGH	HIGH
Kerry	HIGH	HIGH
Kildare	MED	MED
Kilkenny	MED	MED
Laois	MED	MED
Leitrim	HIGH	HIGH
Limerick	LOW	MED
Longford	HIGH	HIGH
Louth	LOW	MED
Mayo	HIGH	HIGH
Meath	HIGH	HIGH
Monaghan	LOW	* LOW
Offaly	LOW	LOW
Roscommon	HIGH	MED
Sligo	HIGH	HIGH
Tipperary	MED	MED
Waterford	MED	LOW
Westmeath	HIGH	LOW
Wexford	MED	MED
Wicklow	LOW	LOW

* Rates of Donegal admission rates are high and for Monaghan admission rates move into the medium category.

APPENDIX B
SUPPLEMENTAL TABLES

Table B1: Number of New Entrants to Full-Time Higher education in 2004 by Gender, College and College Type

College	Female %	Male %	Total %	N
<i>University Sector</i>				
Dublin City University	55.6	44.4	100.0	1,625
National University of Ireland, Galway	59.2	40.8	100.0	2,522
National University of Ireland, Maynooth	60.7	39.3	100.0	1,347
Royal College of Surgeons in Ireland	49.6	50.4	100.0	284
Trinity College Dublin	62.4	37.6	100.0	2,437
University College Cork	61.5	38.5	100.0	3,187
University College Dublin	53.4	46.6	100.0	3,835
University of Limerick	51.5	48.5	100.0	1,722
St. Patrick's Pontifical University of Maynooth	75.9	24.1	100.0	83
Total	57.7	42.3	100.0	17,042
<i>Institutes of Technology</i>				
Athlone Institute of Technology	54.1	45.9	100.0	929
Institute of Technology, Blanchardstown	38.0	62.0	100.0	337
Institute of Technology, Carlow	46.9	53.1	100.0	738
Cork Institute of Technology	39.8	60.2	100.0	1,762
Dublin Institute of Technology	42.0	58.0	100.0	2,912
Dundalk Institute of Technology	46.7	53.3	100.0	999
Dun Laoghaire Institute of Art, Design and Technology	45.9	54.1	100.0	355
Galway-Mayo Institute of Technology	43.0	57.0	100.0	1,323
Letterkenny Institute of Technology	50.7	49.3	100.0	625
Limerick Institute of Technology	44.0	56.0	100.0	974
Institute of Technology, Sligo	52.2	47.8	100.0	1,098
Institute of Technology, Tallaght	64.6	35.4	100.0	687
Institute of Technology, Tralee	54.9	45.1	100.0	690
Waterford Institute of Technology	51.2	48.8	100.0	1,665
Total	47.0	53.0	100.0	15,094

Table B1 (Continued): Number of New Entrants to Full-Time Higher education in 2004 by Gender, College and College Type

College	Female %	Male %	Total %	N
<i>Colleges of Education</i>				
The Church of Ireland College of Education	93.1	6.9	100.0	29
St. Mary's, Marino	85.6	14.4	100.0	97
Froebel College of Education	90.0	10.0	100.0	60
Mary Immaculate College	83.7	16.3	100.0	693
Mater Dei Institute of Education	68.8	31.3	100.0	80
St. Angela's College	100.0	0.0	100.0	128
St. Patrick's College, Drumcondra	87.4	12.6	100.0	532
Total	86.0	14.0	100.0	1,619
<i>Other Colleges</i>				
All Hallows College	77.8	22.2	100.0	27
Carlow College (St. Patrick's, Carlow)	80.5	19.5	100.0	118
Dublin Business School	49.8	50.2	100.0	504
Griffith College Dublin	42.8	57.2	100.0	533
Milltown Institute of Theology	51.4	48.6	100.0	35
Tipperary Institute	51.3	48.7	100.0	113
National College of Art & Design	72.1	27.9	100.0	154
National College of Ireland	51.4	48.6	100.0	350
Portobello College Dublin	40.5	59.5	100.0	205
Shannon College of Hotel Management	52.9	47.1	100.0	68
St. Patrick's College Thurles	75.7	24.3	100.0	37
Total	51.7	48.3	100.0	2,144
Total HEI*	54.1	45.9	100.0	35,899

* Excludes 152 New entrants to American College Dublin.

Table B2: Distribution of New Entrants by Field of Study to HEA Sector Colleges

	General Programmes %	Education %	Humanities & Arts %	Social Sciences, Bus & Law %	Science, Mathematics and Computing %	Engineering, Manuf & Construction %	Agriculture and Veterinary %	Health and Welfare %	Services %	Combined %	All %	N
NCAD	0.0	13.6	86.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	154
DCU	0.0	0.0	22.8	24.0	39.7	13.5	0.0	0.0	0.0	0.0	100.0	1,625
NUIG	0.0	0.0	0.0	21.3	19.8	8.2	0.0	9.8	1.4	39.5	100.0	2,522
NUIM	0.0	0.0	35.6	24.4	25.5	1.2	0.0	0.0	0.0	13.4	100.0	1,347
RCSI	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	100.0	284
TCD	0.0	8.4	14.2	13.5	17.2	6.9	0.0	25.1	0.0	14.5	100.0	2,437
UCC	0.0	29.3	0.0	30.2	17.8	4.0	0.0	15.8	0.0	2.9	100.0	3,187
UCC	0.0	0.0	35.4	24.9	12.4	8.3	6.3	12.8	0.0	0.0	100.0	3,835
UL	1.7	14.2	12.4	24.2	9.8	11.8	2.3	13.0	0.0	10.4	100.0	1,722
Total	0.2	8.2	17.0	22.9	18.2	7.4	1.6	13.8	0.2	10.5	100.0	17,113

Table B3: Distribution of New Entrants by Field of Study to Non-HEA Sector Colleges

	General Programmes %	Education %	Humanities & Arts %	Social Sciences, Bus & Law %	Science, Mathematics and Computing %	Engineering, Manuf & Construction %	Agriculture and Veterinary %	Health and Welfare %	Services %	Combined %	All %	N
The Church of Ireland Col of Educat	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	29
St. Mary's, Marino	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	97
Froebel College of Education	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	60
Mary Immaculate College	0.0	73.2	26.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	693
Mater Dei Institute of Education	0.0	71.3	28.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	80
St. Angela's College	0.0	44.5	0.0	0.0	0.0	0.0	0.0	55.5	0.0	0.0	100.0	128
St. Patrick's College, Drumcondra	0.0	67.9	32.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	532
Athlone Institute of Technology	0.0	0.0	1.3	36.5	7.4	21.6	2.9	18.4	11.8	0.0	100.0	929
Institute of Technology, Blanch'town	0.0	0.0	0.0	52.8	9.5	12.5	25.2	0.0	0.0	0.0	100.0	337
Institute of Technology, Carlow	0.0	0.0	5.0	35.2	14.2	27.5	0.0	18.0	0.0	0.0	100.0	738
Cork Institute of Technology	0.0	0.0	9.3	20.3	13.6	34.4	0.6	5.2	16.6	0.0	100.0	1,762
Dublin Institute of Technology	0.0	1.5	9.4	24.1	7.1	30.2	0.0	7.5	16.0	4.3	100.0	2,912
Dundalk Institute of Technology	0.0	6.0	0.0	35.7	11.3	24.4	0.7	14.9	6.9	0.0	100.0	999
Dun Laoghaire Inst of Art, Des, Tech	0.0	0.0	47.6	41.4	11.0	0.0	0.0	0.0	0.0	0.0	100.0	355
Galway-Mayo Institute of Tech	0.0	0.0	9.4	31.1	14.6	27.5	3.9	4.1	9.4	0.0	100.0	1,323
Letterkenny Institute of Technology	0.0	0.0	9.1	44.5	13.3	20.6	0.0	12.5	0.0	0.0	100.0	625
Limerick Institute of Technology	0.0	0.0	19.4	23.5	17.2	24.8	0.0	7.3	7.7	0.0	100.0	974
Institute of Technology, Sligo	0.0	0.0	7.9	28.1	5.2	25.0	0.0	13.0	20.8	0.0	100.0	1,098
Institute of Technology, Tallaght	0.0	0.0	12.5	45.3	21.1	21.1	0.0	0.0	0.0	0.0	100.0	687
Institute of Technology, Tralee	0.0	0.0	1.3	41.3	7.4	18.6	1.6	13.5	16.4	0.0	100.0	690
Waterford Institute of Technology	0.0	0.0	3.9	36.0	8.2	19.6	2.9	22.4	6.9	0.0	100.0	1,663
All Hallows College	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	27
Carlow College	0.0	0.0	55.1	44.9	0.0	0.0	0.0	0.0	0.0	0.0	100.0	118
Dublin Business School	0.0	0.0	36.3	63.7	0.0	0.0	0.0	0.0	0.0	0.0	100.0	504
Griffith College Dublin	2.1	0.0	38.3	50.3	9.4	0.0	0.0	0.0	0.0	0.0	100.0	533
Milltown Institute of Theology	0.0	0.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	40.0	100.0	35
Tipperary Institute	0.0	0.0	0.0	54.9	45.1	0.0	0.0	0.0	0.0	0.0	100.0	113
National College of Ireland	0.0	0.0	141.4	0.0	25.2	0.0	0.0	0.0	0.0	0.0	100.0	210
Portobello College Dublin	0.0	0.0	0.0	123.2	9.0	0.0	0.0	0.0	0.0	0.0	100.0	155
Shannon College of Hotel Mgt	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	68
St. Patrick's College Thurles	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	37
St. Patrick's Pontif Uni of Maynooth	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	83
Total	0.1	7.0	13.6	30.8	9.7	20.3	1.3	8.8	8.6	0.7	100.0	18,594

Table B4: Distribution of New Entrants by Level of Study and College

	Honours-Degree %	Ordinary-Degree and Other %	Total %	N
<i>Universities</i>				
Dublin City University	98.0	2.0	100.0	1,625
National University of Ireland, Galway	100.0	0.0	100.0	2,522
National University of Ireland, Maynooth	100.0	0.0	100.0	1,347
Royal College of Surgeons in Ireland	100.0	0.0	100.0	284
Trinity College Dublin	96.8	3.2	100.0	2,437
University College Cork	99.4	0.6	100.0	3,187
University College Dublin	99.5	0.5	100.0	3,835
University of Limerick	95.6	4.4	100.0	1,722
St. Patrick's Pontifical University of Maynooth	97.6	2.4	100.0	83
<i>Institutes of Technology</i>				
Athlone Institute of Technology	26.3	73.7	100.0	929
Institute of Technology, Blanchardstown	0.0	100.0	100.0	337
Institute of Technology, Carlow	16.1	83.9	100.0	738
Cork Institute of Technology	13.1	86.9	100.0	1,762
Dublin Institute of Technology	59.0	41.0	100.0	2,912
Dundalk Institute of Technology	27.9	72.1	100.0	999
Dun Laoghaire Institute of Art, Design and Technology	66.8	33.2	100.0	355
Galway-Mayo Institute of Technology	13.8	86.2	100.0	1,323
Letterkenny Institute of Technology	12.5	87.5	100.0	625
Limerick Institute of Technology	34.6	65.4	100.0	974
Institute of Technology, Sligo	12.9	87.1	100.0	1,098
Institute of Technology, Tallaght	10.6	89.4	100.0	687
Institute of Technology, Tralee	24.1	75.9	100.0	690
Waterford Institute of Technology	35.2	64.8	100.0	1,663

<i>Colleges of Education</i>						
The Church of Ireland College of Education	100.0	0.0	100.0	29		
St. Mary's, Marino	100.0	0.0	100.0	97		
Froebel College of Education	100.0	0.0	100.0	60		
Mary Immaculate College	100.0	0.0	100.0	693		
Mater Dei Institute of Education	100.0	0.0	100.0	80		
St. Angela's College	100.0	0.0	100.0	128		
St. Patrick's College, Drumcondra	100.0	0.0	100.0	532		
<i>Other Colleges</i>						
All Hallows College	100.0	0.0	100.0	27		
Carlow College (St. Patrick's, Carlow)	55.1	44.9	100.0	118		
Dublin Business School	79.8	20.2	100.0	504		
Griffith College Dublin	64.4	35.6	100.0	533		
Milltown Institute of Theology	62.9	37.1	100.0	35		
Tipperary Institute	5.3	94.7	100.0	113		
National College of Art & Design	44.8	55.2	100.0	344		
National College of Ireland	76.2	23.8	100.0	210		
Portobello College Dublin	100.0	0.0	100.0	155		
Shannon College of Hotel Management	100.0	0.0	100.0	68		
St. Patrick's College Thurles	100.0	0.0	100.0	37		

Table B5: Distribution of New Entrants to Higher Education by Age and College

	<17	17	18	19	20	21	22	23-25	26-30	31-40	>41	Total	N
<i>Universities</i>													
Dublin City University	0.0	12.4	44.5	22.5	3.9	2.5	1.4	3.1	2.9	2.8	3.8	100.0	1,624
National University of Ireland, Galway	0.2	19.2	46.6	19.5	4.3	1.6	0.5	3.1	2.4	1.4	1.2	100.0	2,522
National University of Ireland, Maynooth	0.0	18.9	42.5	19.2	4.5	1.9	0.9	3.9	2.3	2.4	3.6	100.0	1,347
Royal College of Surgeons in Ireland	0.0	3.2	27.5	28.9	33.1	5.3	1.1	1.1	0.0	0.0	0.0	100.0	284
Trinity College Dublin	0.0	8.7	50.2	24.8	4.3	0.7	0.5	3.6	3.0	2.1	2.2	100.0	2,437
University College Cork	0.0	11.5	46.5	27.0	3.5	1.2	0.6	4.1	3.1	1.5	1.0	100.0	3,187
University College Dublin	0.1	9.7	50.7	26.9	5.6	1.5	0.5	2.7	1.3	0.6	0.4	100.0	3,835
University of Limerick	0.0	16.2	46.7	22.2	3.0	1.3	0.6	3.4	2.4	2.4	1.7	100.0	1,722
St. Patrick's Pontifical University of Maynooth	0.0	21.7	33.7	21.7	12.0	2.4	0.0	0.0	1.2	1.2	6.0	100.0	83
<i>Institutes of Technology</i>													
Athlone Institute of Technology	0.1	16.9	39.4	21.0	6.9	2.7	1.9	4.5	3.0	2.6	1.0	100.0	929
Institute of Technology, Blanchardstown	0.0	12.5	33.5	22.8	10.1	4.7	1.5	3.6	5.6	3.6	2.1	100.0	337
Institute of Technology, Carlow	0.1	16.0	38.9	21.4	7.7	2.7	1.8	4.5	2.7	2.2	2.0	100.0	738
Cork Institute of Technology	0.1	13.5	44.5	28.2	6.1	2.2	1.2	1.4	1.1	0.7	1.1	100.0	1,761
Dublin Institute of Technology	0.0	10.5	43.4	25.9	7.9	3.6	2.5	3.4	1.2	0.9	0.4	100.0	2,912
Dundalk Institute of Technology	0.0	20.6	43.2	19.0	4.5	3.2	0.9	3.6	2.8	1.3	0.8	100.0	999
Dun Laoghaire Institute of Art, Design and Technology	0.0	3.4	36.1	28.5	11.3	4.2	0.8	6.5	3.1	2.3	3.9	100.0	355
Galway-Mayo Institute of Technology	0.1	14.4	37.9	22.6	8.2	4.2	1.7	4.5	3.3	2.0	1.2	100.0	1,323
Letterkenny Institute of Technology	0.0	22.9	31.2	14.4	6.7	2.6	1.9	7.2	6.6	5.0	1.6	100.0	625
Limerick Institute of Technology	0.0	15.1	43.0	24.5	6.9	2.7	1.5	2.3	1.8	1.1	1.0	100.0	974
Institute of Technology, Sligo	0.3	18.6	42.5	21.0	7.1	2.5	1.3	3.0	2.5	0.5	0.7	100.0	1,098
Institute of Technology, Tallaght	0.0	15.9	42.1	25.8	8.0	4.1	0.7	1.2	1.5	0.4	0.4	100.0	687
Institute of Technology, Tralee	0.0	15.4	34.3	23.3	5.2	2.6	2.0	5.8	4.5	4.6	2.2	100.0	690
Waterford Institute of Technology	0.0	13.0	41.9	25.0	7.0	2.8	1.4	3.1	2.2	2.5	1.2	100.0	1,665

	<17	17	18	19	20	21	22	23-25	26-30	31-40	>41	Total	N
<i>Colleges of Education</i>													
The Church of Ireland College of Education	0.0	3.4	65.5	31.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	29
St. Mary's, Marino	0.0	14.4	55.7	17.5	3.1	0.0	0.0	5.2	3.1	1.0	0.0	100.0	97
Froebel College of Education	0.0	3.5	49.1	28.1	3.5	0.0	0.0	8.8	5.3	0.0	1.8	100.0	57
Mary Immaculate College	0.0	17.5	46.0	22.4	3.2	1.0	0.1	4.3	2.5	2.0	1.0	100.0	693
Mater Dei Institute of Education	0.0	10.0	48.8	30.0	3.8	3.8	0.0	2.5	0.0	0.0	1.3	100.0	80
St. Angela's College	0.0	14.1	41.4	25.8	6.3	0.8	0.0	3.9	4.7	2.3	0.8	100.0	128
St. Patrick's College, Drumcondra	0.2	15.2	54.3	19.9	0.9	0.0	0.0	1.3	1.3	2.1	4.7	100.0	532
<i>Other Colleges</i>													
All Hallows College	0.0	0.0	33.3	18.5	14.8	0.0	0.0	0.0	11.1	7.4	14.8	100.0	27
Carlow College (St. Patrick's, Carlow)	0.0	6.8	31.4	25.4	7.6	7.6	0.8	5.1	3.4	5.9	5.9	100.0	118
Dublin Business School	0.2	6.0	23.9	21.3	10.3	14.7	8.3	9.5	4.6	1.0	0.2	100.0	503
Griffith College Dublin	0.0	5.7	22.9	24.0	12.3	7.8	9.1	10.6	4.7	2.3	0.8	100.0	529
Milltown Institute of Theology	0.0	5.7	20.0	14.3	5.7	2.9	2.9	2.9	5.7	11.4	28.6	100.0	35
Tipperary Institute	0.0	5.3	30.1	18.6	15.0	1.8	0.9	8.8	1.8	6.2	11.5	100.0	113
National College of Art & Design	0.0	4.5	33.8	30.5	14.9	3.9	0.6	1.3	4.5	1.3	4.5	100.0	154
National College of Ireland	0.0	14.3	32.7	28.1	11.2	5.7	2.3	1.4	2.9	0.9	0.6	100.0	349
Portobello College Dublin	0.0	4.9	27.3	17.6	10.2	12.2	5.9	12.7	7.8	0.5	1.0	100.0	205
Shannon College of Hotel Management	0.0	7.4	20.6	26.5	16.2	10.3	5.9	10.3	1.5	1.5	0.0	100.0	68
St. Patrick's College Thurles	0.0	24.3	54.1	18.9	0.0	0.0	0.0	0.0	2.7	0.0	0.0	100.0	37

Table B6: Age at October 31st 2004 of New Entrants by Field of Study to HEA-Sector Colleges

Field of Study	<17	17	18	19	20	21	22	23-25	26-30	31-40	>41	Total	N
General Programmes	0.0	0.0	0.0	0.0	0.0	0.0	3.3	30.0	13.3	20.0	33.3	100.0	30
Education	0.0	11.6	45.5	27.2	3.6	1.4	0.3	4.8	3.2	1.3	1.1	100.0	1,406
Humanities & Arts	0.0	10.3	46.3	24.9	5.4	1.6	0.6	3.0	2.6	2.0	3.3	100.0	2,901
Social Sciences, Business and Law	0.0	11.6	52.7	25.4	3.4	1.3	0.5	2.1	1.0	1.0	0.9	100.0	3,919
Science, Mathematics and Computing	0.0	16.9	47.7	23.1	3.0	1.9	1.2	2.2	1.3	1.3	1.3	100.0	3,119
Engineering, Manuf & Construction	0.2	16.5	52.5	22.0	1.9	1.3	0.6	2.1	0.9	0.8	1.3	100.0	1,262
Agriculture and Veterinary	0.0	11.8	45.0	24.3	7.5	0.7	1.8	5.7	1.8	1.4	0.0	100.0	280
Health and Welfare	0.1	8.6	37.9	23.7	11.4	2.0	0.8	6.0	5.5	2.9	1.2	100.0	2,359
Services	0.0	25.7	51.4	11.4	8.6	0.0	0.0	0.0	0.0	0.0	2.9	100.0	35
Combined	0.1	15.9	45.5	21.8	4.3	1.4	0.4	3.9	3.0	1.9	1.9	100.0	1,801
Total	0.0	12.8	47.1	24.1	4.9	1.5	0.7	3.3	2.4	1.6	1.6	100.0	17,112

Table B7: Age at October 31st 2004 of New Entrants by Field of Study to Non-HEA-Sector Colleges

Field of Study	<17	17	18	19	20	21	22	23-25	26-30	31-40	>41	Total	N
General Programmes	0.0	9.1	9.1	45.5	27.3	0.0	0.0	0.0	9.1	0.0	0.0	100.0	11
Education	0.1	14.6	51.2	22.4	2.8	1.0	0.4	3.8	1.9	1.1	0.6	100.0	1,307
Humanities & Arts	0.0	9.0	32.6	26.7	10.7	4.3	2.6	4.4	3.5	2.7	3.6	100.0	2,532
Social Sciences, Business and Law	0.1	13.7	39.7	23.4	7.6	4.6	2.2	4.1	2.0	1.3	1.3	100.0	5,722
Science, Mathematics and Computing	0.1	15.0	37.1	23.1	7.8	4.2	2.8	3.9	3.0	1.9	1.2	100.0	1,804
Engineering, Manuf & Construction	0.1	17.6	45.5	22.0	5.1	2.2	1.4	2.7	2.1	1.0	0.3	100.0	3,783
Agriculture and Veterinary.	0.0	15.4	32.4	19.9	8.7	2.9	2.9	4.6	5.8	3.7	3.7	100.0	241
Health and Welfare	0.0	11.6	33.8	23.2	6.8	3.0	2.1	6.8	5.5	5.5	1.8	100.0	1,646
Services	0.0	14.4	42.8	24.6	8.5	3.3	1.4	2.6	1.6	0.4	0.3	100.0	1,592
Combined	0.0	8.0	47.8	26.1	4.3	4.3	4.3	4.3	0.0	0.7	0.0	100.0	138
Total	0.1	13.9	40.2	23.5	7.2	3.5	1.9	4.0	2.6	1.8	1.3	100.0	18,776

Ta										
	Education	Humanities & Arts	Soc Sci, Business & Law	Science, Math & Comput	Eng, Mfg & Const	Ag & Vet	Health & Welfare	Services	Combined	All Disciplines
<i>Sciences</i>										
0	1.6	5.1	3.9	2.1	2.2	3.4	6.7	2.5	3.7	4.5
1	28.3	33.2	37.5	6.4	12.9	8.0	8.9	30.9	28.9	25.5
2	58.0	53.8	50.7	46.3	46.1	44.8	55.3	60.3	57.9	52.6
3	11.5	7.7	7.2	40.2	30.7	36.2	24.8	6.4	9.0	15.5
4	0.7	0.2	0.7	4.6	7.3	6.3	4.0	0.0	0.5	1.8
<i>Languages</i>										
0	1.3	4.0	3.4	2.1	1.7	3.4	6.1	2.3	3.4	4.0
1	0.1	0.9	0.9	0.6	2.1	1.1	0.9	1.6	0.4	1.0
2	8.8	10.7	9.4	7.0	11.2	10.3	7.9	13.1	8.4	9.6
3	88.2	80.7	84.2	88.0	82.8	83.3	83.2	82.0	84.1	83.1
4	1.6	3.7	2.1	2.2	2.2	1.7	1.9	1.0	3.7	2.3
<i>Business</i>										
0	51.6	53.7	24.1	58.7	59.0	66.1	56.9	43.1	44.4	45.9
1	43.1	41.5	58.2	39.1	37.6	32.8	41.1	52.3	48.1	46.4
2	5.2	4.7	16.9	2.1	3.4	1.1	2.0	4.4	7.4	7.4
3	0.1	0.1	0.8	0.0	0.0	0.0	0.0	0.3	0.1	0.3
<i>Technical</i>										
0	97.5	97.6	98.1	97.2	82.2	96.6	98.1	95.3	97.0	97.0
1	2.5	2.2	1.8	2.5	13.9	1.7	1.8	4.3	2.9	2.7
2	0.1	0.2	0.1	0.3	3.2	1.7	0.1	0.4		0.3
3	0.0	0.0	0.0	0.0	0.7	0.0	0.0	0.0	0.1	0.0
<i>Other</i>										
0	6.4	8.7	13.9	20.6	24.2	23.0	18.3	5.8	11.8	13.9
1	39.8	33.6	48.0	51.1	44.8	41.4	44.5	39.3	39.4	42.8
2	43.8	46.2	34.5	26.3	27.3	31.0	34.0	47.7	42.1	37.5
3	10.1	11.5	3.6	2.1	3.7	4.6	3.3	7.1	6.7	5.8

Ta										
	Education	Humanities & Arts	Soc Sci, Business & Law	Science, Math & Comput	Eng, Mfg & Const	Ag & Vet	Health & Welfare	Service	Combined	All Disciplines
<i>Sciences</i>										
0	5.9	4.7	3.2	2.8	2.1	5.4	10.5	3.6	4.0	4.0
1	34.8	40.2	42.7	14.1	24.2	18.9	8.8	41.3	33.0	30.8
2	47.6	46.7	44.6	44.0	54.4	56.4	34.3	50.1	50.0	47.5
3	10.5	7.4	8.2	30.6	15.0	15.4	29.7	4.8	11.1	14.1
4	1.1	0.9	1.3	8.6	4.4	3.9	16.7	0.2	1.9	3.7
<i>Languages</i>										
0	4.4	3.3	2.6	2.6	1.7	3.9	9.2	2.8	3.2	3.3
1	2.1	3.1	2.6	3.2	5.6	6.1	2.9	5.0	1.0	4.0
2	28.2	28.6	22.0	19.3	29.9	26.4	19.6	31.8	23.0	26.1
3	65.0	62.8	71.9	73.7	62.4	62.9	65.1	59.9	70.1	65.5
4	0.2	2.1	1.0	1.2	0.4	0.7	3.3	0.5	2.7	1.1
<i>Business</i>										
0	53.7	45.6	16.7	53.8	61.4	61.1	57.8	41.8	38.1	45.6
1	37.3	42.0	52.1	39.7	34.6	36.1	38.9	47.8	48.7	41.7
2	7.7	11.2	27.4	6.2	3.9	2.9	3.3	9.7	11.9	11.5
3	1.3	1.3	3.8	0.3	0.1	0.0	0.0	0.7	1.3	1.2
<i>Technical</i>										
0	63.9	77.3	78.5	68.9	30.7	55.7	76.9	58.7	75.9	60.3
1	21.7	17.0	17.4	23.3	36.2	26.1	18.0	26.6	17.7	24.7
2	11.0	5.0	3.7	6.8	26.1	14.3	3.5	12.3	5.5	12.1
3	3.4	0.7	0.4	1.0	6.9	3.9	1.5	2.4	1.0	2.9
<i>Other</i>										
0	23.5	12.8	25.4	31.6	35.6	28.2	43.5	15.2	19.8	27.7
1	43.2	41.4	53.3	49.7	51.5	48.6	39.3	52.2	49.5	49.4
2	30.2	37.9	19.6	17.2	11.9	21.4	13.8	29.7	27.0	20.5
3	3.1	7.9	1.7	1.5	1.0	1.8	3.3	2.9	3.7	2.4

Table B10: Rates of Admission to Higher Education in Dublin Districts, 2004, 2003, 1998 and for Available Districts in 1978

Postal District	2004	2003	1998	1992 (Adjusted)	1978* (Adjusted)
14 (Rathfarnham-Clonskeagh)	86.5	79.0	68.4	68.0	NA
9 (Whitehall-Beaumont)	55.3	47.0	40.1	40.0	48.0
6 (Rathmines-Terenure)	85.5	71.0	70.4	64.0	79.0
15 (Castleknock-Blanchardstown)	55.5	49.0	40.5	41.0	NA
24 (Tallaght-Firhouse)	40.0	36.0	26.1	31.0	NA
11 (Finglas-Ballymun)	27.6	27.0	14.2	21.0	18.0
1 North Inner City	22.8	20.0	8.9	06.0	03.0
8 (Kilmainham-Inchicore)	32.6	29.0	21.2	18.0	10.0
3 (Clontarf-Marino)	65.6	61.0	54.4	52.0	41.0
4 (Ballsbridge-Donnybrook)	69.9	49.0	59.3	59.0	68.0
22 (Clondalkin-Neilstown)	22.8	19.0	12.7	19.0	NA
2 South Inner City	29.5	28.0	19.5	11.0	23.0
12 (Crumlin-Kimmage)	29.3	32.0	19.9	22.0	15.0
5 (Raheny-Harmonstown)	47.0	39.0	38.3	32.0	25.0
7 (Cabra-Arran Quay)	28.0	28.0	19.8	14.0	20.0
17 (Priorswood-Darndale)	16.6	12.0	8.4	08.0	NA
16 (Ballyboden-Ballinteer)	63.7	61.0	55.5	53.0	NA
20 (Palmerstown)	24.4	16.0	17.3	18.0	NA
18 (Foxrock-Glencullen)	83.2	73.0	77.1	54.0	NA
10 (Ballyfermot-Chapelizod)	11.7	10.0	7.1	07.0	03.0
13 (Howth-Sutton)	42.1	39.0	39.8	33.0	NA

* ONLY THOSE POSTAL DISTRICTS THAT DID NOT CHANGE BETWEEN 1978 AND 2004 INCLUDED.

Table B11: Educational Attainment by Subject of Entrants to Higher Education and all Leaving Certificate Candidates, 2004

		Higher Level					Ordinary Level					Total	
		A	B	C	D	Other	A	B	C	D	Other	N	%
<i>Languages</i>													
English	HE	9.4	24.2	32.0	14.3	0.5	2.8	7.8	7.0	1.9	0.1	33367	96.2
English	LC	8.3	21.8	30.5	16.7	1.0	2.3	7.5	8.2	3.2	0.4	41430	75.0
Irish	HE	4.9	14.7	16.0	6.4	0.3	3.4	28.1	19.0	6.2	1.1	31291	90.2
Irish	LC	5.2	16.3	18.6	7.8	0.4	3.4	23.6	16.8	6.6	1.2	30739	55.7
French	HE	7.0	16.1	21.3	14.4	0.7	0.7	12.2	18.7	7.5	0.6	20993	60.5
French	LC	7.3	16.2	21.2	15.7	2.2	0.5	8.5	16.1	10.7	1.6	24216	43.9
German	HE	9.3	22.5	24.9	13.3	1.0	1.4	12.8	10.9	3.3	0.6	5749	16.6
German	LC	11.0	23.3	25.2	14.4	1.3	0.9	9.4	9.0	4.2	1.2	6625	12.0
Latin	HE	26.9	39.8	20.4	8.6	4.3						93	0.3
Latin	LC	23.9	41.0	21.4	10.3	2.6	0.0	0.0	0.9	0.0	0.0	117	0.2
Spanish	HE	10.6	18.0	27.1	13.7	1.1	0.3	10.1	13.6	4.9	0.6	963	2.8
Spanish	LC	12.7	18.1	23.3	15.5	1.6	0.7	7.2	11.0	8.2	1.6	1422	2.6
Italian	HE	24.7	21.5	16.1	10.8		3.2	14.0	6.5	3.2		93	0.3
Italian	LC	21.3	23.9	16.8	12.3	0.0	1.3	6.5	12.9	3.2	1.9	155	0.3
Classical Stud	HE	7.5	31.2	32.7	19.4	5.8		0.6	0.4	1.3	1.1	456	1.3
Classical Stud	LC	7.3	26.3	27.8	20.2	12.2	0.0	0.4	2.2	1.8	1.9	731	1.3
Other Lang	HE	40.0	29.6	16.3	8.9	3.0			0.7	0.7	0.7	135	0.4
Other Lang	LC	42.0	30.6	14.9	9.4	1.6	0.0	0.0	0.0	0.8	0.8	255	0.5
<i>Maths & Science</i>													
Maths	HE	4.0	7.8	8.2	4.8	0.9	15.2	26.2	19.5	11.4	2.0	33103	95.4
Maths	LC	4.7	8.7	9.0	5.3	1.2	11.6	21.6	18.2	12.6	7.1	32556	59.0
Biology	HE	13.9	25.2	24.0	14.8	4.5	1.2	5.5	6.4	3.6	1.0	15556	44.9
Biology	LC	11.9	22.0	21.3	15.6	5.6	0.5	4.4	7.7	7.2	3.8	20942	37.9
Chemistry	HE	20.8	27.7	21.6	14.8	5.1	1.6	4.1	2.8	1.1	0.4	5842	16.8
Chemistry	LC	21.4	28.1	21.3	15.2	7.3	0.8	2.3	2.1	1.1	0.5	6655	12.1
Physics	HE	15.2	22.9	19.0	16.1	5.7	4.0	8.5	5.2	2.8	0.7	6566	18.9
Physics	LC	18.2	28.1	22.8	18.5	7.4	0.9	1.9	1.2	0.6	0.6	6150	11.1
Physics & Chemistry	HE	12.2	22.9	23.9	20.8	6.3	0.7	5.3	3.3	3.1	1.5	606	1.7
Physics & Chemistry	LC	12.4	24.7	25.0	23.6	7.6	0.3	0.6	1.5	1.4	2.8	647	1.2
Applied Maths	HE	29.1	26.2	19.9	12.9	5.8	1.7	1.9	1.1	1.1	0.4	1218	3.5
Applied Maths	LC	29.0	25.1	20.9	14.9	9.0	0.1	0.3	0.3	0.1	0.2	1372	2.5
Agric Science	HE	11.9	27.2	29.6	16.9		3.3	0.9	4.5	4.7	1.0	1630	4.7
Agric Science	LC	11.4	25.5	29.2	21.8	5.0	0.0	0.2	1.7	3.8	1.3	2440	4.4

Table B 11: Educational Attainment by Subject of Entrants to Higher Education and all Leaving Certificate Candidates, 2004 (Continued)

		Higher Level					Ordinary Level					Total	
		A	B	C	D	Other	A	B	C	D	Other	N	%
<i>Business Studies</i>													
Accounting	HE	18.0	28.6	20.0	11.3	4.3	5.4	6.0	3.8	2.1	0.5	5293	15.3
Accounting	LC	17.0	27.3	19.4	12.2	5.0	4.5	5.2	3.6	3.1	2.7	6008	10.9
Business Org	HE	10.6	28.4	29.8	16.6	2.9	3.2	4.6	2.8	0.9	0.1	13433	38.7
Business Org	LC	8.6	23.3	25.6	17.6	5.0	3.1	6.8	5.8	3.4	0.7	18764	34.0
Economics	HE	11.2	29.1	25.4	19.8	3.6	2.1	4.4	3.1	1.2	0.1	3601	10.4
Economics	LC	11.2	28.6	24.9	21.3	5.9	1.1	2.3	2.3	1.7	0.7	4150	7.5
Economic History	HE	4.9	34.6	32.1	18.5	6.8		1.2	1.9			162	0.5
Economic History	LC	7.2	32.5	33.2	17.5	6.8	0.0	0.7	0.3	0.7	1.0	292	0.5
Agric Economics	HE	13.3	22.9	31.3	24.1	6.0		1.2		1.2		83	0.2
Agric Economics	LC	10.8	15.8	26.7	27.5	19.2	0.0	0.0	0.0	0.0	0.0	120	0.2
Tech Drawing	HE	11.2	22.8	22.7	12.8	2.7	6.7	10.3	7.3	3.1	0.4	3635	10.5
Tech Drawing	LC	13.4	29.1	29.0	18.9	5.3	0.4	1.1	1.5	0.8	0.5	3296	6.0
Construction Studies	HE	8.4	39.9	35.1	9.1	0.5	0.1	2.1	3.5	1.3	0.1	4143	11.9
Construction Studies	LC	6.6	33.8	38.4	16.3	2.6	0.0	0.4	0.9	0.7	0.4	6767	12.3
Engineering	HE	11.0	37.3	30.6	11.0	0.6	0.7	3.8	3.9	1.1	0.0	2268	6.5
Engineering	LC	7.8	29.8	34.9	21.6	4.2	0.0	0.3	0.4	0.6	0.3	3561	6.4
<i>Social Studies</i>													
Home Economics	HE	5.3	30.4	36.2	16.3	2.3	0.4	3.2	4.0	1.7	0.2	8869	25.6
Home Economics	LC	3.7	21.0	29.1	15.9	2.1	0.3	5.5	11.7	8.4	2.3	14666	26.6
History	HE	12.5	25.5	26.3	15.0	3.4	8.0	4.7	2.5	1.6	0.6	6794	19.6
History	LC	11.2	23.0	24.0	16.2	5.8	4.8	4.0	3.4	4.1	3.6	8331	15.1
Geography	HE	8.2	30.2	36.8	16.7	1.7	1.1	2.8	1.9	0.5	0.1	17065	49.2
Geography	LC	6.6	24.0	32.6	20.4	4.0	1.2	3.6	4.1	2.7	0.9	24829	45.0
Art	HE	6.3	39.6	37.3	9.2	0.4	0.4	2.6	3.2	1.0	0.1	5023	14.5
Art	LC	3.7	27.0	35.1	15.8	1.2	0.4	4.4	8.1	3.9	0.5	8754	15.9
Music	HE	14.4	59.0	22.8	2.1	0.1	0.2	0.9	0.4	0.2	0.1	3045	8.8
Music	LC	10.8	49.1	26.8	4.6	0.4	0.4	3.8	2.8	1.2	0.1	4221	7.6

Table B12: New Entrants in 2004 by Fathers Socio-economic Group and Age Group

	16-17yrs	18yrs	19 yrs	20-24yrs	25+	Total
	%	%	%	%	%	%
Employer & Manager	20.2	23.7	24.1	22.3	17.8	23.1
Higher Professional	7.6	10.3	13.6	11.5	8.8	11.1
Lower Professional	10.7	11.0	12.6	12.8	8.6	11.5
Non-Manual	8.5	8.9	8.8	9.7	7.0	8.9
Skilled Manual	15.4	13.9	11.8	12.6	18.8	13.5
Semi-skilled	7.2	5.6	4.9	6.1	8.6	5.7
Unskilled	6.5	4.7	4.1	6.2	8.6	5.0
Own Account	9.0	7.9	7.7	9.6	9.8	8.2
Farmers	14.5	13.6	12.1	8.9	11.2	12.7
Agricultural Workers	0.3	0.4	0.4	0.3	0.8	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: Survey of New Entrants to Higher Education, 2004

Table B13: New Entrants by Fathers Socio-economic Group and College, 2004

	Emp & Mgr	Hi Prof	Lo Prof	Non-manual	Skil Man	Semi-skill	Unskilled	Own-account	Farmers	Agric work	All other	Total	N
Universities													
DCU	26.5	12.3	12.8	11.5	13.2	5.1	2.9	6.9	5.9	0.3	2.5	100.0	592
UCG	23.6	11.5	11.7	6.7	12.6	4.8	4.1	9.6	14.1	0.0	1.2	100.0	920
NUJM	21.0	7.2	15.6	11.2	15.0	5.8	4.4	9.6	7.6	0.6	1.8	100.0	499
RCSI*												100.0	26
TCD	28.0	22.8	16.2	9.0	7.3	3.7	1.7	5.0	5.2	0.1	0.9	100.0	764
UCC	22.6	14.8	12.8	7.4	10.7	5.2	4.0	6.6	13.6	0.3	1.9	100.0	1202
UCD	27.9	23.0	12.3	7.1	7.8	3.0	2.1	6.3	8.8	0.1	1.7	100.0	1428
UL	20.1	7.8	12.4	8.9	12.4	5.2	5.2	6.6	19.1	0.3	1.8	100.0	707
St Patricks Pont*												100.0	33
All Universities	24.7	15.5	13.1	8.4	10.8	4.4	3.4	7.1	10.8	0.2	1.7	100.0	6171
Inst of Tech													
Athlone IT	17.6	3.4	7.1	12.0	15.4	6.1	7.6	7.6	19.1	0.7	3.2	100.0	408
IT Blanchards	21.0	4.3	11.1	17.3	13.6	10.5	4.3	13.0	3.1	0.0	1.9	100.0	162
IT Carlow	17.6	5.0	7.3	9.2	18.8	10.0	8.0	4.6	15.3	0.0	4.2	100.0	261
Cork IT	19.9	7.4	9.1	9.4	14.9	7.1	5.3	6.7	17.1	0.3	2.7	100.0	659
DIT	28.2	11.2	11.5	9.0	11.7	5.2	3.0	9.5	7.9	0.3	2.4	100.0	911
DundaikIT	23.4	4.8	5.3	5.7	18.4	8.6	9.1	9.8	12.2	0.0	2.9	100.0	419
DL I Art, Design	30.0	14.7	17.3	11.3	12.0	4.0	0.7	8.0	0.7	0.0	1.3	100.0	150
Galway Mayo IT	19.1	5.7	10.7	7.2	16.0	4.6	7.7	10.5	15.4	0.4	2.8	100.0	544
Letterkenny IT	16.0	4.9	7.8	11.5	20.9	9.0	6.1	10.7	9.4	0.0	3.7	100.0	244
Limerick IT	15.7	7.1	8.3	8.3	14.7	6.7	7.8	11.4	17.8	0.2	1.9	100.0	421
IT Sligo	18.7	4.3	7.0	6.3	18.7	7.8	6.5	10.2	17.6	0.4	2.4	100.0	460
IT Talaght	23.6	7.8	10.5	10.1	20.2	5.4	5.4	10.5	0.8	0.0	5.8	100.0	258
IT Tralee	14.6	3.1	7.3	5.2	19.4	9.4	10.4	8.7	18.1	0.0	3.8	100.0	288
Waterford IT	16.3	5.5	8.1	8.8	14.6	6.1	8.2	8.8	20.3	1.7	1.4	100.0	704
All ITs	20.3	6.6	8.9	8.8	15.8	6.8	6.5	9.1	13.9	0.4	2.7	100.0	5889
Col of Education	19.6	6.1	12.7	8.8	13.1	7.2	4.1	6.7	19.8	0.8	1.2	100.0	511.0
Other Colleges	30.3	7.6	14.6	8.6	11.4	3.5	4.3	8.4	6.5	1.1	3.8	100.0	356.0

* Too few cases

APPENDIX C

Northern Ireland HEIs

The following Northern Ireland HEIs were contacted as part of the survey:

- Queens University
- University of Ulster
- Stranmillis University College
- St. Marys University College
- Castlereagh College
- Causeway Institute
- East Down Institute
- Fermanagh College
- Lisburn Institute
- North East
- North West
- Upper Bann
- Armagh College
- Belfast Institute
- East Antrim Institute
- East Tyrone Institute
- Limavady College
- Newry and Kilkeel Institute
- North Down and Ards
- Omagh College

APPENDIX D

The Central Applications Office (CAO) and the Economic and Social Research Institute (ESRI) have been commissioned by the Higher Education Authority (HEA) to carry out an analysis of participation in higher education. As part of this exercise we are collecting some information on the background of students who started a Third Level course in 2004. To assist us in this process, we would be most grateful if you would complete the enclosed short questionnaire and return the completed form in the pre-paid envelope.

1. We would like you to think about the main factors influencing your choice of Third Level college. Please tick one box to indicate the single most important factor in your decision to attend your current Third Level college. (Please tick (✓) one box only).

- This course is not available in any other college..... 1
- This was the only place I was offered by the CAO..... 2
- This college has a good reputation..... 3
- Some of my friends were planning to go to this college..... 4
- My family or teachers advised me to go to this college 5
- This was the most convenient location from my home 6
- The scholarship/financial support it offered 7
- Other (specify) _____ 8

2. Now we would like you to think about the main factors influencing your choice of Third Level course. Please tick one box to indicate the single most important factor in your decision to pursue your current course. (Please tick (✓) one box only).

- I am interested in this area of study 1
- This was the only place I was offered by the CAO..... 2
- This course provides a good general qualification for various options in the future 3
- I think I will get a good job after this course 4
- My family or teachers advised me to do this course 5
- Other (specify) _____ 6

3. In what year did you (most recently) sit your Leaving Certificate exam?

- Year _____ N/A (Did not sit Leaving) 1

4. If you sat your Leaving Certificate exam before 2004, why did you decide to enter higher education this year? Please tick (✓) one box to indicate the single most important reason for entering college this year.

- I had always intended going back to study..... 1
- I was dissatisfied with my work situation 2
- This qualification is necessary for the job I have/want..... 3
- I took time out to save money to go on to college..... 4
- I took time out for personal/family reasons..... 5
- I only recently learnt about this course 6
- Other (specify) _____ 7

5. I would like you to think back to your last year in second-level school. When you were deciding what to do after you left school, did you get any advice from any of the following people? (Please tick (✓) all that apply)

- Career guidance counsellor in school 1
- Another teacher in school 2
- Parent(s) 3
- Other family member 4
- Friend(s) 5
- Someone else (specify) _____

6. What is (was) the highest level of education attained by your parents/guardians? (Please tick (✓) only one box in respect of each person).

FATHER/GUARDIAN

- No Formal Qualification/ Primary School Only 1
- Junior, Intermediate or Group Certificate 2
- Leaving Certificate/Senior Cert or Matric 3
- Third Level.. 4
- Other (specify)..... 5

MOTHER/GUARDIAN

- No Formal Qualification/ Primary School Only 1
- Junior, Intermediate or Group Certificate 2
- Leaving Certificate/Senior Cert or Matric 3
- Third Level.. 4
- Other (specify)..... 5

7. Please indicate the employment status of your parents/guardians (Please tick (✓) the appropriate box in each column).

FATHER/GUARDIAN

- Employed/At work 1
- Unemployed 2
- Home Duties 3
- Retired 4
- Deceased 5
- Other (specify)..... 6

MOTHER/GUARDIAN

- Employed/At work 1
- Unemployed 2
- Home Duties..... 3
- Retired 4
- Deceased 5
- Other (specify)..... 6

8. Please state principal present occupation, giving precise job title (see explanatory note below). If not in paid employment please record LAST occupation held.

Father/Guardian _____

Mother/Guardian _____

9. In respect of present (or last) occupation please indicate whether.

	<i>FATHER/GUARDIAN</i>	<i>MOTHER/GUARDIAN</i>
Employee	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Self-Employed (incl. farmer) <u>without</u> paid employees	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
Self-Employed (incl. farmer) <u>with</u> paid employees	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃

10. Does (did) he/she supervise or manage any personnel in this job?

<i>FATHER/GUARDIAN</i>		<i>MOTHER/GUARDIAN</i>	
Yes..... <input type="checkbox"/> ₁	No..... <input type="checkbox"/> ₂	Yes..... <input type="checkbox"/> ₁	No..... <input type="checkbox"/> ₂
How many does (did) he supervise or manage? _____ (number supervised/managed) (If an employer, number employed)	How many does (did) he supervise or manage? _____ (number supervised/managed) (If an employer, number employed)	How many does (did) he supervise or manage? _____ (number supervised/managed) (If an employer, number employed)	How many does (did) he supervise or manage? _____ (number supervised/managed) (If an employer, number employed)

IF PARENTS/GUARDIANS ARE FARMERS:

11. Please indicate (a) the size of farm(s) and (b) the type of farm(s).

(a) size of farm(s) _____ acres

(b) type of farm(s) _____ (specify)

EXPLANATORY NOTE ON OCCUPATION

In all cases please describe the occupation as fully and precisely as possible, using any special name by which the job is known, stating the type of work done and, where appropriate, the level of seniority such as supervisor or manager. The following are examples of the types of occupational descriptions which should be used:

- | | | | | |
|-----------------------|---------------------|------------------------|--------------------|---------------------------|
| Motor Mechanic | Builder's Labourer | Civil Engineer | Gas Fitter | Garage Manager |
| Laboratory Technician | Dock Labourer | Electrical Engineer | Analyst/Programmer | Site Foreman |
| Electronic Technician | Food Process Worker | Secretary/Receptionist | Child Minder | Retail store/Shop Manager |

General terms such as 'Manager', 'Technician', 'Labourer', 'Engineer', 'Fitter', 'Foreman', 'Mechanic', 'Contractor'. SHOULD NOT BE USED ALONE.

For Civil Service and Local Government employees, the grade should be stated and for Army and Garda personnel, the rank should be stated.

APPENDIX E

Social Class: List of Occupations and Employment Statuses

Code No	Occupation	Employment status		
1	Professional Workers			
100	Senior managers in national government	2	3	1,4
160	Farm owners and managers (200 or more acres)	2	3	1,4
200	Chemists	2	3	1,4
201	Biological scientists	2	3	1,4
202	Physicists	2	3	1,4
209	Other natural scientists n.e.s.	2	3	1,4
210	Civil and mining engineers	2	3	1,4
211	Mechanical engineers	2	3	1,4
212	Electrical and electronic engineers	2	3	1,4
214	Software engineers	2	3	1,4
215	Chemical, production, planning and quality control engineers	2	3	1,4
216	Design and development engineers	2	3	1,4
219	Other engineers and technologists n.e.s.	2	3	1,4
220	Medical practitioners	2	3	1,4
221	Pharmacists, pharmacologists, ophthalmic and dispensing opticians	2	3	1,4
223	Dental practitioners	2	3	1,4
224	Veterinarians	2	3	1,4
230	University, RTC and higher education teachers	2	3	1,4
240	Judges	2	3	1,4
242	Barristers and solicitors	2	3	1,4
250	Chartered and certified management accountants (incl. taxation experts)	2	3	1,4
252	Actuaries, economists, statisticians, management consultants and business analysts	2	3	1,4
260	Architects, town planners and surveyors	2	3	1,4
290	Psychologists and other social/behavioural scientists	2	3	1,4
292	Clergy	2	3	1,4
293	Social workers and probation officers	2	3	1,4
2	Managerial and technical			
101	General managers in large companies	2	3	1,4
102	Local government officers	2	3	1,4
103	General administrators in national government	2	3	1,4
110	Production and works managers	2	3	1,4
111	Building managers	2	3	1,4
120	Company financial managers	2	3	1,4
121	Marketing managers	2	3	1,4
122	Purchasing managers	2	3	1,4
124	Personnel managers	2	3	1,4
126	Computer systems managers	2	3	1,4
130	Credit controllers	2	3	1,4
131	Bank and building society managers	2	3	1,4
132	Civil Service executive officers	2	3	1,4
139	Other financial managers n.e.s.	2	3	1,4

Code No	Occupation	Employment status		
2	Managerial and technical (contd.)			
140	Transport managers	2	3	1,4
141	Stores and warehousing managers	2	3	1,4
150	Commissioned officers in armed forces			1,4
152	Senior police and prison officers			1,4
160	Farm owners and managers (100-199 acres)	2	3	1,4
171	Garage managers and proprietors	2	3	1,4
173	Hotel and accommodation managers	2	3	1,4
174	Restaurant and catering managers			1,4
175	Publicans, innkeepers and club managers	2	3	1,4
176	Entertainment and sport managers			1,4
177	Travel agency managers	2	3	1,4
178	Managers and proprietors of butchers	2		1,4
179	Managers and proprietors of shops	2	3	1,4
191	Administrators of schools and colleges	2	3	1,4
199	Other managers n.e.s.	2	3	1,4
233	Secondary and vocational education teachers	2	3	1,4
234	Primary and nursery education teachers	2	3	1,4
239	Other teaching professionals n.e.s.	2	3	1,4
270	Librarians, archivists and curators	2	3	1,4
300	Laboratory technicians	2	3	1,4
301	Engineering technicians	2	3	1,4
302	Electrical and electronic technicians	2	3	1,4
303	Architectural, town planning, building and civil engineering technicians	2	3	1,4
309	Other scientific technicians n.e.s.	2	3	1,4
312	Building inspectors and quantity surveyors	2	3	1,4
313	Marine, insurance and other surveyors	2	3	1,4
320	Computer analyst programmers	2	3	1,4
331	Aircraft officers, traffic planners and controllers	2	3	1,4
332	Ship and hovercraft officers	2	3	1,4
340	Nurses and midwives	2	3	1,4
342	Medical radiographers	2	3	1,4
343	Physiotherapists and chiropodists	2	3	1,4
346	Medical technicians, dental auxiliaries and dental nurses	2	3	1,4
347	Occupational and speech therapists, psychotherapists and other therapists n.e.s.	2	3	1,4
349	Other health associate professionals n.e.s.	2	3	1,4
350	Legal service and related occupations	2	3	1,4
361	Underwriters, claims assessors, brokers and investment analysts	2	3	1,4
363	Personnel, industrial relations and work study officers	2	3	1,4
371	Matrons, houseparents, welfare, community and youth workers	2	3	1,4
380	Authors, writers and journalists	2	3	1,4
381	Artists, commercial/industrial artists, graphic and clothing designers	2	3	1,4
384	Actors, musicians, entertainers, stage managers, producers and directors	2	3	1,4
390	Information officers, careers advisers and vocational guidance specialists	2	3	1,4
391	Vocational, industrial trainers and driving instructors			1,4
394	Inspectors of factories, trading standards and other statutory inspectors	2	3	1,4

Code No	Occupation	Employment status		
2	Managerial and technical (contd.)			
396	Environmental health workers, occupational hygienists and safety officers	2	3	1,4
399	Other associate professional and technical occupations n.e.s.	2	3	1,4
640	Nurses' aids and ambulance staff	2	3	1,4
700	Buyers and purchasing officers	2	3	1,4
702	Importers, exporters, commodity and shipping brokers	2	3	
720	Sales assistants, check-out operators and petrol pump attendants	2	3	
3	Non-manual			
160	Farm owners and managers (50-99 acres)	2	3	1,4
174	Restaurant and catering managers	2	3	
176	Entertainment and sport managers	2	3	
178	Managers and proprietors of butchers		3	
310	Draughtspersons	2	3	1,4
386	Photographers, camera, sound and video equipment operators	2	3	1,4
387	Professional athletes and sport officials	2	3	1,4
391	Vocational, industrial trainers and driving instructors	2	3	
400	Civil Service administrative officers and assistants	2	3	1,4
401	Local government clerical officers and assistants	2	3	1,4
410	Accounts and wages clerks, book-keepers and other financial clerks	2	3	1,4
411	Cashiers, bank and counter clerks	2	3	1,4
412	Debt, rent and other cash collectors	2	3	1,4
430	Filing, computer, library and other clerks n.e.s.	2	3	1,4
459	Secretaries, medical, legal; personal assistants, typists and word processor operators	2	3	1,4
460	Receptionists and receptionist-telephonists	2	3	1,4
462	Telephone operators, telegraph operators and other office communication system operators	2	3	1,4
490	Computer operators, data processing operators and other office machine operators	2	3	1,4
600	Soldiers (sergeant and below)			1,4
610	Police officers (sergeant and below)			1,4
611	Fire service officers	2	3	1,4
615	Security guards and related occupations	2	3	
619	Other security and protective service occupations n.e.s.	2	3	
652	Educational assistants			1,4
660	Hairdressers, barbers and beauticians	2	3	
702	Importers, exporters, commodity and shipping brokers			1,4
710	Technical and wholesale sales representatives	2	3	1,4
719	Auctioneers, estimators, valuers and other sales representatives n.e.s.	2	3	1,4
720	Sales assistants, check-out operators and petrol pump attendants			1,4
790	Merchandisers, window dressers, floral arrangers and telephone salespersons	2	3	1,4
4	Skilled manual			
160	Farm owners and managers (30-49 acres)	2	3	1,4
500	Bricklayers and masons	2	3	1,4
502	Plasterers	2	3	1,4
504	Builders and building contractors	2	3	1,4
506	Floorers, floor coverers, carpet fitters and planners, floor and wall tilers	2	3	1,4
507	Painters and decorators	2	3	1,4
515	Toolmakers	2	3	1,4
516	Metal working production and maintenance fitters	2	3	1,4

Code No	Occupation	Employment status		
4	Skilled manual (contd.)			
517	Precision instrument makers, goldsmiths, silversmiths and precious stone workers	2	3	1,4
519	Other machine tool setters and CNC setter-operators n.e.s.	2	3	1,4
521	Electricians and electrical maintenance fitters	2	3	1,4
523	Telephone fitters	2	3	1,4
524	Cable jointers and lines repairers	2	3	1,4
525	Radio, TV and video engineers	2	3	1,4
526	Computer engineers (installation and maintenance)	2	3	1,4
529	Other electrical and electronic trades n.e.s.	2	3	1,4
530	Smiths, forge/metal plate workers and shipwrights	2	3	1,4
532	Plumbers, heating and ventilating engineers and related trades	2	3	1,4
533	Sheet metal workers	2	3	1,4
537	Welders and steel erectors	2	3	1,4
540	Motor mechanics, auto electricians, tyre and exhaust fitters	2	3	1,4
541	Vehicle body repairers, panel beaters and spray painters	2	3	1,4
550	Weavers, knitters, warp preparers, bleachers, dyers and finishers	2	3	1,4
554	Coach trimmers, upholsterers and mattress makers	2	3	1,4
555	Shoe repairers and other leather makers	2	3	1,4
556	Tailors, dressmakers, clothing cutters, milliners and furriers	2	3	1,4
559	Other textiles, garments and related trades n.e.s.	2	3	1,4
561	Printers, originators and compositors	2	3	1,4
569	Bookbinders, print finishers and other printing trades n.e.s.	2	3	1,4
570	Carpenters and joiners	2	3	1,4
571	Cabinet makers	2	3	1,4
579	Other woodworking trades n.e.s.	2	3	1,4
580	Bakers and flour confectioners	2	3	1,4
581	Butchers and meat cutters	2	3	1,4
582	Fishmongers and poultry dressers	2	3	1,4
590	Glass product and ceramics makers, finishers and other operatives	2	3	1,4
620	Chefs and cooks	2	3	1,4
630	Travel and flight attendants	2	3	1,4
650	Childminders, nursery nurses and playgroup leaders	2	3	1,4
652	Educational assistants	2	3	
660	Hairdressers, barbers and beauticians			1,4
670	Housekeepers (domestic and non-domestic)	2	3	1,4
690	Undertakers, bookmakers and other personal service workers n.e.s.	2	3	1,4
731	Roundsmen/women and van salespersons	2	3	
800	Bakery and confectionery process operatives	2	3	1,4
810	Tannery production operatives	2	3	1,4
821	Paper, wood and related process plant operatives	2	3	1,4
824	Rubber process operatives, moulding machine operatives and tyre builders	2	3	1,4
830	Moulders and furnace operatives (metal)	2	3	1,4
834	Electroplaters, galvanisers and colour coaters	2	3	1,4
839	Other metal making and treating process operatives n.e.s.	2	3	1,4
871	Bus and road transport depot inspectors	2	3	1,4
872	Drivers of road goods vehicles	2	3	1,4
873	Bus conductors and coach drivers	2	3	1,4

Code No	Occupation	Employment status		
4	Skilled manual (contd.)			
874	Taxi/cab drivers, chauffeurs and couriers	2	3	1,4
881	Railway station workers, supervisors and guards	2	3	1,4
882	Rail engine drivers and other railway line operatives	2	3	1,4
885	Mechanical plant drivers/operatives and crane drivers	2	3	1,4
887	Fork lift truck drivers	2	3	1,4
889	Other transport and machinery operatives n.e.s.	2	3	1,4
897	Woodworking machine operatives	2	3	1,4
5	Semi-skilled			
160	Farm owners and managers (0-29 acres and area not stated)	2	3	1,4
441	Storekeepers, warehousemen/women, despatch and production control clerks	2	3	1,4
501	Roofers, slaters, tilers, sheeters and cladders	2	3	1,4
503	Glaziers	2	3	1,4
509	Scaffolders, riggers, steeplejacks and other construction trades n.e.s.	2	3	1,4
553	Sewing machinists, menders, darners and embroiderers	2	3	1,4
594	Gardeners and groundsman/women	2	3	1,4
595	Horticultural trades	2	3	1,4
599	Other craft and related occupations	2	3	1,4
612	Prison service officers			1,4
615	Security guards and related occupations			1,4
619	Other security and protective service occupations n.e.s.			1,4
621	Waiters and waitresses	2	3	1,4
622	Bar staff	2	3	1,4
644	Care assistants and attendants	2	3	1,4
672	Caretakers	2	3	1,4
673	Launderers, dry cleaners and pressers	2	3	1,4
690	Undertakers, bookmakers and other personal service workers			1,4
732	Market/street traders and scrap dealers	2	3	1,4
802	Tobacco process operatives	2	3	1,4
809	Other food and drink (incl. brewing) process operatives	2	3	1,4
812	Spinners, doublers, twisters, winders and reelers	2	3	1,4
814	Other textiles processing operatives	2	3	1,4
820	Chemical, gas and petroleum process plant operatives	2	3	1,4
825	Plastics process operatives, moulders and extruders	2	3	1,4
829	Synthetic fibre and other chemical, paper, plastics and related operatives	2	3	1,4
841	Other automatic machine workers, metal polishers and dressing operatives	2	3	1,4
850	Assemblers and lineworkers (electrical and electronic goods)	2	3	1,4
851	Assemblers and lineworkers (metal goods and other goods)	2	3	1,4
860	Inspectors, viewers and laboratory testers	2	3	1,4
862	Packers, bottlers, canners, fillers, weighers, graders and sorters	2	3	1,4
880	Seafarers (merchant navy), barge and boat operatives	2	3	1,4
893	Electrical, energy, boiler and related plant operatives and attendants	2	3	1,4
895	Pipe layers/pipe jointers and related construction workers	2	3	1,4
898	Mine (excluding coal) and quarry workers	2	3	1,4
899	Other plant, machine and process operatives n.e.s.	2	3	1,4
903	Fishing and related workers	2	3	1,4
904	Forestry workers	2	3	1,4

Code No	Occupation	Employment status		
5	Semi-skilled (contd.)			
913	Mates to metal, electrical and related fitters	2	3	1,4
919	Labourers in engineering and other making/processing industries	2	3	
922	Rail construction and maintenance workers	2	3	1,4
923	Road construction workers, pavers and kerb layers	2	3	
929	Other building and civil engineering labourers	2	3	
930	Stevedores and dockers	2	3	
931	Goods porters	2	3	
940	Postal workers and mail sorters	2	3	1,4
951	Hotel porters and kitchen porters	2	3	1,4
953	Counterhands and catering assistants	2	3	1,4
958	Cleaners and domestics	2	3	
959	Other occupations in sales and services n.e.s.	2	3	1,4
990	All other labourers and related workers	2	3	
6	Unskilled			
892	Water and sewerage plant attendants	2	3	1,4
900	Farm workers			1,4
901	Agricultural machinery drivers and other farming occupations			1,4
919	Labourers in engineering and other making/processing industries			1,4
923	Road construction workers, pavers and kerb layers			1,4
929	Other building and civil engineering labourers			1,4
930	Stevedores and dockers			1,4
931	Goods porters			1,4
933	Refuse and salvage collectors	2	3	1,4
934	Drivers' mates	2	3	1,4
955	Window cleaners and car park attendants	2	3	1,4
958	Cleaners and domestics			1,4
990	All other labourers and related workers			1,4
000	Gainfully occupied but occupation not stated	2	3	1,4
999	All other gainful occupations n.e.s.	2	3	1,4

APPENDIX F

APPENDIX F

Socio-Economic Group: List of Occupations and Employment Statuses

Code No	Occupation	Employment status		
A	Employers and managers			
100	Senior managers in national government	2	3	1,4
101	General managers in large companies	2		1,4
102	Local government officers	2	3	1,4
103	General administrators in national government	2	3	1,4
110	Production and works managers	2		1,4
111	Building managers	2		1,4
120	Company financial managers	2		1,4
121	Marketing managers	2		1,4
122	Purchasing managers	2		1,4
124	Personnel managers	2		1,4
126	Computer systems managers	2		1,4
130	Credit controllers	2		1,4
131	Bank and building society managers	2		1,4
139	Other financial managers n.e.s.	2		1,4
140	Transport managers	2		1,4
141	Stores and warehousing managers	2		1,4
150	Commissioned officers in armed forces			1,4
152	Senior police and prison officers			1,4
171	Garage managers and proprietors	2		1,4
173	Hotel and accommodation managers	2		1,4
174	Restaurant and catering managers	2		1,4
175	Publicans, innkeepers and club managers	2		1,4
176	Entertainment and sport managers	2		1,4
177	Travel agency managers	2		1,4
178	Managers and proprietors of butchers	2		1,4
179	Managers and proprietors of shops	2		1,4
191	Administrators of schools and colleges	2	3	1,4
199	Other managers n.e.s.	2		1,4
240	Judges	2	3	1,4
270	Librarians, archivists and curators	2	3	1,4
310	Draughts persons	2		
331	Aircraft officers, traffic planners and controllers	2		
332	Ship and hovercraft officers	2		1,4
361	Underwriters, claims assessors, brokers and investment analysts	2		
371	Matrons, house parents, welfare, community and youth workers	2		
380	Authors, writers and journalists	2		
381	Artists, commercial/industrial artists, graphic and clothing designers	2		
384	Actors, musicians, entertainers, stage managers, producers and directors	2		
386	Photographers, camera, sound and video equipment operators	2		
387	Professional athletes and sport officials	2		
391	Vocational, industrial trainers and driving instructors	2		
410	Accounts and wages clerks, book-keepers and other financial clerks	2		
411	Cashiers, bank and counter clerks	2		
412	Debt, rent and other cash collectors	2		

Code No	Occupation	Employment status		
A	Employers and Managers (contd.)			
430	Filing, computer, library and other clerks n.e.s.	2		
441	Storekeepers, warehousemen/women, dispatch and production control clerks	2		
459	Secretaries, medical, legal; personal assistants, typists and word processor operators	2		
490	Computer operators, data processing operators and other office machine operators	2		
500	Bricklayers and masons	2		
501	Roofers, slatters, tilers, sheeters and cladders	2		
502	Plasterers	2		
503	Glaziers	2		
504	Builders and building contractors	2		
506	Floorers, floor coverers, carpet fitters and planners, floor and wall tilers	2		
507	Painters and decorators	2		
509	Scaffolders, riggers, steeplejacks and other construction trades n.e.s.	2		
515	Toolmakers	2		
516	Metal working production and maintenance fitters	2		
519	Other machine tool setters and CNC setter-operators n.e.s.	2		
521	Electricians and electrical maintenance fitters	2		
523	Telephone fitters	2		
524	Cable jointers and lines repairers	2		
525	Radio, TV and video engineers	2		
526	Computer engineers (installation and maintenance)	2		
529	Other electrical and electronic trades n.e.s.	2		
530	Smiths, forge/metal plate workers and shipwrights	2		
532	Plumbers, heating and ventilating engineers and related trades	2		
533	Sheet metal workers	2		
537	Welders and steel erectors	2		
540	Motor mechanics, auto electricians, tyre and exhaust fitters	2		
541	Vehicle body repairers, panel beaters and spray painters	2		
550	Weavers, knitters, warp preparers, bleachers, dyers and finishers	2		
553	Sewing machinists, menders, darners and embroiderers	2		
554	Coach trimmers, upholsterers and mattress makers	2		
555	Shoe repairers and other leather makers	2		
556	Tailors, dressmakers, clothing cutters, milliners and furriers	2		
559	Other textiles, garments and related trades n.e.s.	2		
561	Printers, originators and compositors	2		
569	Bookbinders, print finishers and other printing trades n.e.s.	2		
570	Carpenters and joiners	2		
571	Cabinet makers	2		
579	Other woodworking trades n.e.s.	2		
580	Bakers and flour confectioners	2		
581	Butchers and meat cutters	2		
582	Fishmongers and poultry dressers	2		
590	Glass product and ceramics makers, finishers and other operatives	2		
594	Gardeners and groundsman/women	2		
595	Horticultural trades	2		
599	Other craft and related occupations	2		
620	Chefs and cooks	2		

Code No	Occupation	Employment status		
A	Employers and Managers (contd.)			
650	Child minders, nursery nurses and playgroup leaders	2		
652	Educational assistants	2		
660	Hairdressers, barbers and beauticians	2		
673	Launderers, dry cleaners and pressers	2		
690	Undertakers, bookmakers and other personal service workers n.e.s.	2		
702	Importers, exporters, commodity and shipping brokers	2		
710	Technical and wholesale sales representatives	2		
719	Auctioneers, estimators, valuers and other sales representatives n.e.s.	2		
720	Sales assistants, check-out operators and petrol pump attendants	2		
731	Roundsmen/women and van salespersons	2		
732	Market/street traders and scrap dealers	2		
790	Merchandisers, window dressers, floral arrangers and telephone salespersons	2		
800	Bakery and confectionery process operatives	2		
802	Tobacco process operatives	2		
809	Other food and drink (incl. brewing) process operatives	2		
810	Tannery production operatives	2		
812	Spinners, doublers, twisters, winders and reelers	2		
814	Other textiles processing operatives	2		
820	Chemical, gas and petroleum process plant operatives	2		
821	Paper, wood and related process plant operatives	2		
824	Rubber process operatives, moulding machine operatives and tyre builders	2		
825	Plastics process operatives, moulders and extruders	2		
829	Synthetic fibre and other chemical, paper, plastics and related operatives	2		
830	Moulders and furnace operatives (metal)	2		
834	Electroplaters, galvanisers and colour coaters	2		
839	Other metal making and treating process operatives n.e.s.	2		
840	Machine tool operatives (incl. CNC machine tool operatives)	2		
841	Other automatic machine workers, metal polishers and dressing operatives	2		
850	Assemblers and lineworkers (electrical and electronic goods)	2		
851	Assemblers and lineworkers (metal goods and other goods)	2		
860	Inspectors, viewers and laboratory testers	2		
862	Packers, bottlers, canners, fillers, weighers, graders and sorters	2		
872	Drivers of road goods vehicles	2		
873	Bus conductors and coach drivers	2		
874	Taxi/cab drivers, chauffeurs and couriers	2		
880	Seafarers (merchant navy), barge and boat operatives	2		
885	Mechanical plant drivers/operatives and crane drivers	2		
887	Fork lift truck drivers	2		
889	Other transport and machinery operatives n.e.s.	2		
895	Pipe layers/pipe jointers and related construction workers	2		
897	Woodworking machine operatives	2		
898	Mine (excluding coal) and quarry workers	2		
899	Other plant, machine and process operatives n.e.s.	2		
903	Fishing and related workers	2		
923	Road construction workers, paviors and kerb layers	2		
929	Other building and civil engineering labourers	2		

Code No	Occupation	Employment status		
A	Employers and Managers (contd.)			
930	Stevedores and dockers	2		
931	Goods porters	2		
933	Refuse and salvage collectors	2		
955	Window cleaners and car park attendants	2		
958	Cleaners and domestics	2		
959	Other occupations in sales and services n.e.s.	2		
990	All other labourers and related workers	2		
B	Higher professional			
200	Chemists	2	3	1,4
201	Biological scientists	2	3	1,4
202	Physicists	2	3	1,4
209	Other natural scientists n.e.s.	2	3	1,4
210	Civil and mining engineers	2	3	1,4
211	Mechanical engineers	2	3	1,4
212	Electrical and electronic engineers	2	3	1,4
214	Software engineers	2	3	1,4
215	Chemical, production, planning and quality control engineers	2	3	1,4
216	Design and development engineers	2	3	1,4
219	Other engineers and technologists n.e.s.	2	3	1,4
220	Medical practitioners	2	3	1,4
221	Pharmacists, pharmacologists, ophthalmic and dispensing opticians	2	3	1,4
223	Dental practitioners	2	3	1,4
224	Veterinarians	2	3	1,4
230	University, RTC and higher education teachers	2	3	1,4
242	Barristers and solicitors	2	3	1,4
250	Chartered and certified management accountants (incl. taxation experts)	2	3	1,4
252	Actuaries, economists, statisticians, management consultants and business analysts	2	3	1,4
260	Architects, town planners and surveyors	2	3	1,4
290	Psychologists and other social/behavioural scientists	2	3	1,4
292	Clergy	2	3	1,4
293	Social workers and probation officers	2	3	1,4
C	Lower Professional			
121	Marketing managers		3	
132	Civil Service executive officers	2	3	1,4
233	Secondary and vocational education teachers	2	3	1,4
234	Primary and nursery education teachers	2	3	1,4
239	Other teaching professionals n.e.s.	2	3	1,4
300	Laboratory technicians	2	3	1,4
301	Engineering technicians	2	3	1,4
302	Electrical and electronic technicians	2	3	1,4
303	Architectural, town planning, building and civil engineering technicians	2	3	1,4
309	Other scientific technicians n.e.s.	2	3	1,4
312	Building inspectors and quantity surveyors	2	3	1,4
313	Marine, insurance and other surveyors	2	3	1,4
320	Computer analyst programmers	2	3	1,4
331	Aircraft officers, traffic planners and controllers			1,4

Code No	Occupation	Employment status		
C	Lower Professional (contd.)			
340	Nurses and midwives	2	3	1,4
342	Medical radiographers	2	3	1,4
343	Physiotherapists and chiropodists	2	3	1,4
346	Medical technicians, dental auxiliaries and dental nurses	2	3	1,4
347	Occupational and speech therapists, psychotherapists and other therapists n.e.s.	2	3	1,4
349	Other health associate professionals n.e.s.	2	3	1,4
350	Legal service and related occupations	2	3	1,4
361	Underwriters, claims assessors, brokers and investment analysts		3	1,4
363	Personnel, industrial relations and work study officers	2	3	1,4
380	Authors, writers and journalists		3	1,4
381	Artists, commercial/industrial artists, graphic and clothing designers		3	1,4
384	Actors, musicians, entertainers, stage managers, producers and directors		3	1,4
390	Information officers, careers advisers and vocational guidance specialists	2	3	1,4
391	Vocational, industrial trainers and driving instructors			1,4
394	Inspectors of factories, trading standards and other statutory inspectors	2	3	1,4
396	Environmental health workers, occupational hygienists and safety officers	2	3	1,4
399	Other associate professional and technical occupations n.e.s.	2	3	1,4
640	Nurses' aids and ambulance staff	2	3	1,4
700	Buyers and purchasing officers	2	3	1,4
D	Non-manual			
310	Draughtspersons			1,4
371	Matrons, houseparents, welfare, community and youth workers			1,4
386	Photographers, camera, sound and video equipment operators			1,4
387	Professional athletes and sport officials			1,4
400	Civil Service administrative officers and assistants	2	3	1,4
401	Local government clerical officers and assistants	2	3	1,4
410	Accounts and wages clerks, book-keepers and other financial clerks			1,4
411	Cashiers, bank and counter clerks			1,4
412	Debt, rent and other cash collectors			1,4
430	Filing, computer, library and other clerks n.e.s.			1,4
459	Secretaries, medical, legal; personal assistants, typists and word processor operators			1,4
460	Receptionists and receptionist-telephonists	2	3	1,4
462	Telephone operators, telegraph operators and other office communication system operators	2	3	1,4
490	Computer operators, data processing operators and other office machine operators			1,4
600	Soldiers (sergeant and below)			1,4
610	Police officers (sergeant and below)			1,4
611	Fire service officers	2	3	1,4
612	Prison service officers			1,4
620	Chefs and cooks			1,4
621	Waiters and waitresses	2	3	1,4
622	Bar staff	2	3	1,4
630	Travel and flight attendants	2	3	1,4
650	Childminders, nursery nurses and playgroup leaders			1,4
652	Educational assistants			1,4
660	Hairdressers, barbers and beauticians			1,4
670	Housekeepers (domestic and non-domestic)	2	3	1,4

Code No	Occupation	Employment status		
D	Non-manual (contd.)			
702	Importers, exporters, commodity and shipping brokers			1,4
710	Technical and wholesale sales representatives			1,4
719	Auctioneers, estimators, valuers and other sales representatives n.e.s.			1,4
720	Sales assistants, check-out operators and petrol pump attendants			1,4
732	Market/street traders and scrap dealers			1,4
790	Merchandisers, window dressers, floral arrangers and telephone salespersons			1,4
881	Railway station workers, supervisors and guards	2	3	
953	Counterhands and catering assistants	2	3	1,4
E	Manual skilled			
500	Bricklayers and masons			1,4
502	Plasterers			1,4
504	Builders and building contractors			1,4
506	Floorers, Floor coverers, carpet fitters and planners, floor and wall tilers			1,4
507	Painters and decorators			1,4
515	Toolmakers			1,4
516	Metal working production and maintenance fitters			1,4
517	Precision instrument makers, goldsmiths, silversmiths and precious stone			1,4
519	Other machine tool setters and CNC setter-operators n.e.s.			1,4
521	Electricians and electrical maintenance fitters			1,4
523	Telephone fitters			1,4
524	Cable jointers and lines repairers			1,4
525	Radio, TV and video engineers			1,4
526	Computer engineers (installation and maintenance)			1,4
529	Other electrical and electronic trades n.e.s.			1,4
530	Smiths, forge/metal plate workers and shipwrights			1,4
532	Plumbers, heating and ventilating engineers and related trades			1,4
533	Sheet metal workers			1,4
537	Welders and steel erectors			1,4
540	Motor mechanics, auto electricians, tyre and exhaust fitters			1,4
541	Vehicle body repairers, panel beaters and spray painters			1,4
550	Weavers, knitters, warp preparers, bleachers, dyers and finishers			1,4
554	Coach trimmers, upholsterers and mattress makers			1,4
555	Shoe repairers and other leather makers			1,4
556	Tailors, dressmakers, clothing cutters, milliners and furriers			1,4
559	Other textiles, garments and related trades n.e.s.			1,4
561	Printers, originators and compositors			1,4
E	Manual skilled (contd.)			
569	Bookbinders, print finishers and other printing trades n.e.s.			1,4
570	Carpenters and joiners			1,4
571	Cabinet makers			1,4
579	Other woodworking trades n.e.s.			1,4
580	Bakers and flour confectioners			1,4
581	Butchers and meat cutters			1,4
582	Fishmongers and poultry dressers			1,4
590	Glass product and ceramics makers, finishers and other operatives			1,4
731	Roundsmen/women and van salespersons			1,4

Code No	Occupation	Employment status		
E	Manual skilled (contd.)			
800	Bakery and confectionery process operatives			1,4
810	Tannery production operatives			1,4
821	Paper, wood and related process plant operatives			1,4
824	Rubber process operatives, moulding machine operatives and tyre builders			1,4
830	Moulders and furnace operatives (metal)			1,4
834	Electroplaters, galvanisers and colour coaters			1,4
839	Other metal making and treating process operatives n.e.s.			1,4
871	Bus and road transport depot inspectors	2	3	1,4
872	Drivers of road goods vehicles			1,4
873	Bus conductors and coach drivers			1,4
874	Taxi/cab drivers, chauffeurs and couriers			1,4
881	Railway station workers, supervisors and guards			1,4
882	Rail engine drivers and other railway line operatives	2	3	1,4
885	Mechanical plant drivers/operatives and crane drivers			1,4
887	Fork lift truck drivers			1,4
889	Other transport and machinery operatives n.e.s.			1,4
897	Woodworking machine operatives			1,4
F	Semi-skilled			
441	Storekeepers, warehousemen/women, despatch and production control clerks			1,4
501	Roofers, slaters, tilers, sheeters and cladders			1,4
503	Glaziers			1,4
509	Scaffolders, riggers, steeplejacks and other construction trades n.e.s.			1,4
553	Sewing machinists, menders, darners and embroiderers			1,4
594	Gardeners and groundsman/women			1,4
599	Other craft and related occupations			1,4
615	Security guards and related occupations	2	3	1,4
619	Other security and protective service occupations n.e.s.	2	3	1,4
644	Care assistants and attendants	2	3	1,4
672	Caretakers	2	3	1,4
673	Launderers, dry cleaners and pressers			1,4
690	Undertakers, bookmakers and other personal service workers n.e.s.			1,4
802	Tobacco process operatives			1,4
809	Other food and drink (incl. brewing) process operatives			1,4
812	Spinners, doublers, twistors, winders and reelers			1,4
814	Other textiles processing operatives			1,4
820	Chemical, gas and petroleum process plant operatives			1,4
825	Plastics process operatives, moulders and extruders			1,4
829	Synthetic fibre and other chemical, paper, plastics and related operatives			1,4
840	Machine tool operatives (incl. CNC machine tool operatives)			1,4
841	Other automatic machine workers, metal polishers and dressing operatives			1,4
850	Assemblers and lineworkers (electrical and electronic goods)			1,4
851	Assemblers and lineworkers (metal goods and other goods)			1,4
860	Inspectors, viewers and laboratory testers			1,4
862	Packers, bottlers, canners, fillers, weighers, graders and sorters			1,4
880	Seafarers (merchant navy), barge and boat operatives			1,4
893	Electrical, energy, boiler and related plant operatives and attendants	2	3	1,4

Code No	Occupation	Employment status		
F	Semi-skilled (contd.)			
895	Pipe layers/pipe jointers and related construction workers			1,4
898	Mine (excl. coal) and quarry workers			1,4
899	Other plant, machine and process operatives n.e.s.			1,4
903	Fishing and related workers			1,4
913	Mates to metal, electrical and related fitters	2	3	1,4
922	Rail construction and maintenance workers	2	3	1,4
940	Postal workers and mail sorters	2	3	1,4
951	Hotel porters and kitchen porters	2	3	1,4
959	Other occupations in sales and services n.e.s.			1,4
G	Unskilled			
892	Water and sewerage plant attendants	2	3	1,4
919	Labourers in engineering and other making/processing industries	2	3	1,4
923	Road construction workers, paviors and kerb layers			1,4
929	Other building and civil engineering labourers			1,4
930	Stevedores and dockers			1,4
931	Goods porters			1,4
933	Refuse and salvage collectors			1,4
934	Drivers' mates	2	3	1,4
955	Window cleaners and car park attendants			1,4
958	Cleaners and domestics			1,4
990	All other labourers and related workers			1,4
H	Own account workers			
101	General managers in large companies		3	
110	Production and works managers		3	
111	Building managers		3	
120	Company financial managers		3	
122	Purchasing managers		3	
124	Personnel managers		3	
126	Computer systems managers		3	
130	Credit controllers		3	
131	Bank and building society managers		3	
139	Other financial managers n.e.s.		3	
140	Transport managers		3	
141	Stores and warehousing managers		3	
171	Garage managers and proprietors		3	
173	Hotel and accommodation managers		3	
174	Restaurant and catering managers		3	
175	Publicans, innkeepers and club managers		3	
176	Entertainment and sport managers		3	
177	Travel agency managers		3	
178	Managers and proprietors of butchers		3	
179	Managers and proprietors of shops		3	
199	Other managers n.e.s.		3	
310	Draughtspersons		3	
331	Aircraft officers, traffic planners and controllers		3	
332	Ship and hovercraft officers		3	

Code No	Occupation	Employment status
H	Own account workers (condt.)	
371	Matrons, houseparents, welfare, community and youth workers	3
386	Photographers, camera, sound and video equipment operators	3
387	Professional athletes and sport officials	3
391	Vocational, industrial trainers and driving instructors	3
410	Accounts and wages clerks, book-keepers and other financial clerks	3
411	Cashiers, bank and counter clerks	3
412	Debt, rent and other cash collectors	3
430	Filing, computer, library and other clerks n.e.s.	3
441	Storekeepers, warehousemen/women, despatch and production control clerks	3
459	Secretaries, medical, legal; personal assistants, typists and word processor operators	3
490	Computer operators, data processing operators and other office machine operators	3
500	Bricklayers and masons	3
501	Roofers, slaters, tilers, sheeters and cladders	3
502	Plasterers	3
503	Glaziers	3
504	Builders and building contractors	3
506	Floorers, floor coverers, carpet fitters and planners, floor and wall tilers	3
507	Painters and decorators	3
509	Scaffolders, riggers, steeplejacks and other construction trades n.e.s.	3
515	Toolmakers	3
516	Metal working production and maintenance fitters	3
517	Precision instrument makers, goldsmiths, silversmiths and precious stone workers	3
519	Other machine tool setters and CNC setter-operators n.e.s.	3
521	Electricians and electrical maintenance fitters	3
523	Telephone fitters	3
524	Cable jointers and lines repairers	3
525	Radio, TV and video engineers	3
526	Computer engineers (installation and maintenance)	3
529	Other electrical and electronic trades n.e.s.	3
530	Smiths, forge/metal plate workers and shipwrights	3
532	Plumbers, heating and ventilating engineers and related trades	3
533	Sheet metal workers	3
537	Welders and steel erectors	3
540	Motor mechanics, auto electricians, tyre and exhaust fitters	3
541	Vehicle body repairers, panel beaters and spray painters	3
550	Weavers, knitters, warp preparers, bleachers, dyers and finishers	3
553	Sewing machinists, menders, darners and embroiderers	3
554	Coach trimmers, upholsterers and mattress makers	3
555	Shoe repairers and other leather makers	3
556	Tailors, dressmakers, clothing cutters, milliners and furriers	3
559	Other textiles, garments and related trades n.e.s.	3
561	Printers, originators and compositors	3
569	Bookbinders, print finishers and other printing trades n.e.s.	3
570	Carpenters and joiners	3
571	Cabinet makers	3
579	Other woodworking trades n.e.s.	3

Code No	Occupation	Employment status		
H	Own account workers (condt.)			
580	Bakers and flour confectioners		3	
581	Butchers and meat cutters		3	
582	Fishmongers and poultry dressers		3	
590	Glass product and ceramics makers, finishers and other operatives		3	
594	Gardeners and groundsmen/women		3	
595	Horticultural trades		3	
599	Other craft and related occupations		3	
620	Chefs and cooks		3	
650	Childminders, nursery nurses and playgroup leaders		3	
652	Educational assistants		3	
660	Hairdressers, barbers and beauticians		3	
673	Launderers, dry cleaners and pressers		3	
690	Undertakers, bookmakers and other personal service workers n.e.s.		3	
702	Importers, exporters, commodity and shipping brokers		3	
710	Technical and wholesale sales representatives		3	
719	Auctioneers, estimators, valuers and other sales representatives n.e.s.		3	
720	Sales assistants, check-out operators and petrol pump attendants		3	
731	Roundsmen/women and van salespersons		3	
732	Market/street traders and scrap dealers		3	
790	Merchandisers, window dressers, floral arrangers and telephone salespersons		3	
800	Bakery and confectionery process operatives		3	
802	Tobacco process operatives		3	
809	Other food and drink (incl. brewing) process operatives		3	
810	Tannery production operatives		3	
812	Spinners, doublers, twisters, winders and reelers		3	
814	Other textiles processing operatives		3	
820	Chemical, gas and petroleum process plant operatives		3	
821	Paper, wood and related process plant operatives		3	
824	Rubber process operatives, moulding machine operatives and tyre builders		3	
825	Plastics process operatives, moulders and extruders		3	
829	Synthetic fibre and other chemical, paper, plastics and related operatives		3	
830	Moulders and furnace operatives (metal)		3	
834	Electroplaters, galvanisers and colour coaters		3	
839	Other metal making and treating process operatives n.e.s.		3	
840	Machine tool operatives (incl. CNC machine tool operatives)		3	
841	Other automatic machine workers, metal polishers and dressing operatives		3	
850	Assemblers and lineworkers (electrical and electronic goods)		3	
851	Assemblers and lineworkers (metal goods and other goods)		3	
860	Inspectors, viewers and laboratory testers		3	
862	Packers, bottlers, canners, fillers, weighers, graders and sorters		3	
872	Drivers of road goods vehicles		3	
873	Bus conductors and coach drivers		3	
874	Taxi/cab drivers, chauffeurs and couriers		3	
880	Seafarers (merchant navy), barge and boat operatives		3	
885	Mechanical plant drivers/operatives and crane drivers		3	
887	Fork lift truck drivers		3	

Code No	Occupation	Employment status		
H	Own account workers (condt.)			
889	Other transport and machinery operatives n.e.s.		3	
895	Pipe layers/pipe jointers and related construction workers		3	
897	Woodworking machine operatives		3	
898	Mine (excluding coal) and quarry workers		3	
899	Other plant, machine and process operatives n.e.s.		3	
903	Fishing and related workers		3	
923	Road construction workers, paviors and kerb layers		3	
929	Other building and civil engineering labourers		3	
930	Stevedores and dockers		3	
931	Goods porters		3	
933	Refuse and salvage collectors		3	
955	Window cleaners and car park attendants		3	
958	Cleaners and domestics		3	
959	Other occupations in sales and services n.e.s.		3	
990	All other labourers and related workers		3	
I	Farmers			
160	Farm owners and managers	2	3	1,4
J	Agricultural workers			
595	Horticultural trades			1,4
900	Farm workers			1,4
901	Agricultural machinery drivers and other farming occupations			1,4
904	Forestry workers	2	3	1,4
Z	All others gainfully occupied and unknown			
000	Gainfully occupied but occupation not stated	2	3	1,4
999	All other gainful occupations n.e.s.	2	3	1,4

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