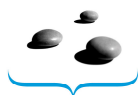


Raising Expectations

An Evaluation of the Access Clondalkin 2007-08 Programme

October 2008



Hibernian Consulting

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Foreword

Clondalkin Partnership was established in 1995 to tackle disadvantage and social exclusion. It receives core funding from the Department of Community, Rural and Gaeltacht Affairs under the Local Development Social Inclusion Programme. Combating educational disadvantage has always been central to our vision and we were therefore delighted to be chosen in 2006 as one of two pilot projects (the other being in Offaly) funded by the Higher Education Authority's National Office for Equity of Access to Higher Education.

Clondalkin has traditionally had low progression to third level. Our 'Access Clondalkin' project uses an integrated community approach to build on existing valuable initiatives in local community groups and schools. Collaboration with local schools, access offices of third level institutions, community groups, County Dublin VEC and parents has afforded an opportunity to value existing work in the area, and to work with partners to tackle attitudinal barriers towards higher education. In our view, community-based and partnership approaches are crucial to increasing third level access in areas of disadvantage.

'Access Clondalkin' also links well with other initiatives of Clondalkin Partnership. Its aims directly support those of the Clondalkin Higher Education Access Programme and 'Access Clondalkin' has enabled us to build stronger links with schools, through the amalgamation of actions with School Completion Projects and other school programmes. Linking students from the Millennium Partnership Fund for Disadvantage with the project has broken down barriers and is normalising the idea of continuing in education to third level for local people.

On behalf of Clondalkin Partnership, we warmly welcome this comprehensive evaluation report on the work undertaken during the second of the three years of 'Access Clondalkin'. We believe that the research and analysis will greatly inform our local work and potentially work elsewhere. Of particular note are the research findings presented in Chapter 3 of the report in relation to the attitudes of 10-14 year olds in Clondalkin, and in a sample of middle-class schools, in relation to school progression to third level, and thinking about careers. We believe that this research provides insights that have wider implications for thinking about supporting progression to third level education in areas of disadvantage (a national policy goal).

We would like to take this opportunity to express our thanks to those individuals who serve on the Executive and Steering Group of the project. We thank the National Office for Equity of Access to Higher Education for its vision in supporting this project. We thank Hibernian Consulting for their diligent and professional work between February and October 2008 in carrying out this evaluation. Finally, we sincerely thank all of the organisations, teachers, and students who participated in this evaluation, and who participate in 'Access Clondalkin'.

Now into its final year, 'Access Clondalkin' continues to build on foundations developed in its first two years. For example, developmental work with the Clondalkin Traveller Development Group and with Scoil Mochua (a local Central Remedial Clinic school) will lead to new actions in year three. Initiatives are in place to work more closely with parents groups in 2008-09, as the experience of 'Access Clondalkin' highlights the important role of parents in encouraging third level participation. These new developments, and modifications of a number of other actions, will benefit from the analysis and recommendations in this evaluation.

We strongly believe that the 'Access Clondalkin' project proves the value of taking community-wide approaches to building third level participation. As we enter our final year, we would call on the HEA and other relevant organisations to take the learning from 'Access Clondalkin' and to use it to inform national policy thinking. This work is long-term in nature and does not need to have a high price tag attached – as such, adopting lessons from the project should not be inhibited by the current economic downturn. An enlightened approach now will improve the national economy, and the lives of thousands of individual citizens, for decades to come.

David Duffy, Education Coordinator, Clondalkin Partnership
Miriam McNamee, Education Access Officer, Clondalkin Partnership

October 2008

Chapter 1: Introduction

1.1 Background to Access Clondalkin

The *Access Clondalkin* project stems from a 2005 report by the Higher Education Authority (HEA) entitled *Progressing the Action Plan: Funding to Achieve Equity of Access to Higher Education*. This report listed ten ‘proposals for the future’, including proposals relating to financial supports for people attending higher education, needs assessments for students and the role of educational institutions. The final proposal was entitled ‘A whole community approach to equity of access should be promoted and developed’ and stated:

‘There is a need to develop a good model of practice in holistic community initiatives to achieve equity of access. A pilot project should be initiated to explore and develop such a model. The project should get underway in one urban and one rural area, and should include students, representatives of the community and parents groups, and all educational institutions in the area.’

(HEA, 2005 27-28)

Following a tendering process, projects in Offaly and Clondalkin were subsequently chosen to be part of a three year pilot community-based initiative (starting in school year 2006-07 and running to 2008-09). The initiative is funded by the National Office for Equity of Access to Higher Education, which was established in the HEA in 2003 and which works to facilitate third level access and opportunity for groups under-represented in tertiary education, i.e. those who experience socio-economic disadvantage, those with a disability and mature students.

This report reviews the second year (2007-08) of operation of the *Access Clondalkin* project.

1.2 Overview of Access Clondalkin

Following from the 2005 report, Clondalkin Partnership was contracted by the National Office for Equity of Access to Higher Education to develop a model of good practice of community-based support to achieve equity of access to higher education.

The model is being developed through the *Access Clondalkin* project. The Partnership says that this project “aims to promote progression rates of Leaving Certificate students and mature students to college and universities. In addition, it aims to encourage positive attitudes to further and third level education in the community and to increase awareness of the availability of further and third level education opportunities”.

Funding for *Access Clondalkin* is approximately €100,000 per year. For 2007-08, this funding was broken down approximately as follows:

- Centralised supports, including contribution towards the salary of the Education Access Officer, central supports for parents, students with disabilities and non-Irish students, and research/evaluation: €32,000
- Funding for work undertaken by primary schools: €21,000
- Funding for work undertaken by secondary schools: €33,500
- Funding for work undertaken by the informal/community education sector: €15,000

During 2007-08, this funding allowed *Access Clondalkin* to work with:

- Six primary schools in disadvantaged parts of Clondalkin, namely St. Mary's Senior School; St. Peter the Apostle School; St. Bernadette's Senior School; Archbishop Ryan Senior School; St. Ronan's National School; and Scoil Talbot Summer School)
- Three second level schools in disadvantaged parts of Clondalkin, namely Deansrath Community College; St. Kevin's Community College; and Collinstown Park Community College. A summer camp for non-Irish second level students was also undertaken for students of the Deansrath and St. Kevin's Community Schools
- Four community actions or groups supporting women, Travellers, non-Irish pupils and parents

In addition, the Education Access Officer cooperated with the County Dublin VEC during the year in preparing a FETAC accredited course to support independent living and learning for people with disabilities. It is planned to begin the delivery of this course in the final quarter of 2008.

1.3 Research Process for Evaluation

In February 2008, Clondalkin Partnership commissioned Hibernian Consulting to complete an evaluation of the second year of the *Access Clondalkin* project. The evaluation work was undertaken between March and September 2008.

Key elements of the evaluation process were¹:

- Review of wider data on educational progression to provide a context for *Access Clondalkin* – this context is presented in Chapter 2;
- A survey on the attitudes of pupils/students in the 10-14 age group towards third level education. This survey was administered to students from fifth class in primary school to second year in secondary school in the nine schools participating in the project. The questionnaire was prepared jointly by Hibernian Consulting and Clondalkin Partnership (through its Education Access Officer) and administered by the Education Access Officer. To help with interpretation of the results, the questionnaire was also completed by classes from two middle class schools in the Clondalkin area and by classes from two middle class

¹ Hibernian Consulting would like to thank Mr. David Duffy and Ms. Miriam McNamee for their help throughout the research and evaluation process

schools in other parts of Dublin. This allowed for comparisons to be made between attitudes to progression to third level in middle class schools and attitudes in schools in the Clondalkin Partnership area. In total, the survey was undertaken in 12 schools, by over 700 students. It is believed that this is the first such survey of attitudes of people in this age group to third level education to be undertaken in Ireland. The results of the survey are presented in Chapter 3.

- Face to face meetings with six of the 12 participating organisations, supplemented by telephone interviews with the others. These interviews aimed to review the work undertaken during the year and to obtain the views of the people directly implementing the actions as to their worth. The review of the different actions is presented in Chapter 4.

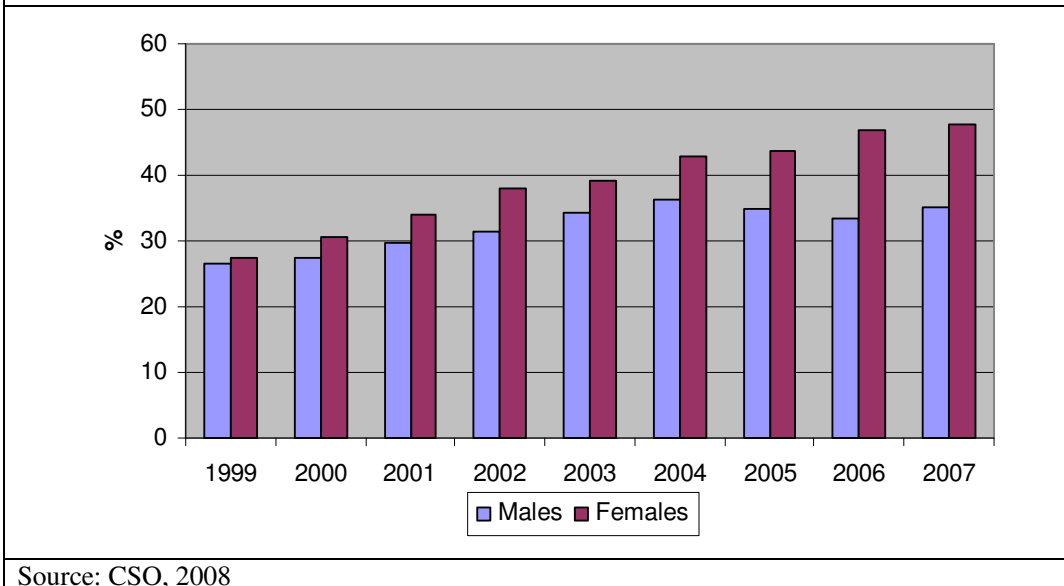
Conclusions and recommendations arising are presented in Chapter 5.

Chapter 2: Context for Access Clondalkin Project

2.1 Levels of Progression to Third Level Education

In 2007, over 41% of people aged between 25 and 34 in Ireland had third level education (CSO, 2008). The proportion of the population with a third level education has increased in recent years, as seen in Figure 2.1. The proportion of women aged 25-34 with a tertiary education increased from 28% in 1999 to 48% in 2007. The rate for men rose from 27% to 36% between 1999 and 2004 but fell over the next two years to 33% in 2006. However, it increased to 35% in 2007.

Figure 2.1: Proportion people aged 25-34 with third level education in Ireland, 1999-2007

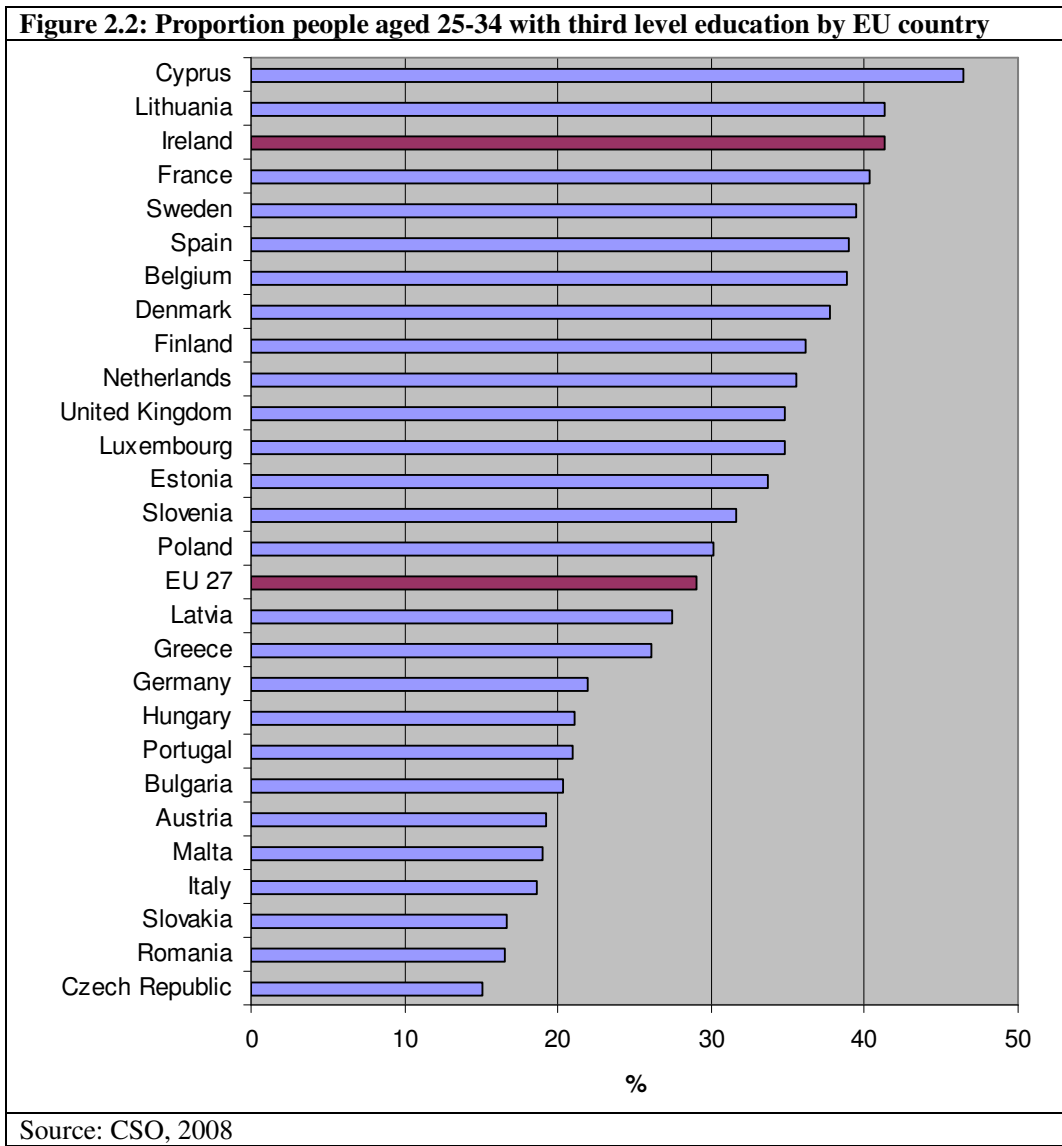


The level of admission to higher education has increased substantially in recent decades, from 20% in 1980 to 48% in 1998 to 55% in 2004². Commenting on this growth, the HEA has commented: “This general increase in participation has been boosted by significant increases in participation among many groups that traditionally had very low participation levels, e.g. students from disadvantaged socio-economic groups and students with a disability” (HEA, 2008).

The National Skills Strategy has set a target of raising the level of admission to higher education to 72% in 2020 and the HEA’s Strategic Plan for 2008-10 has adopted this target.

The increases in recent years mean that Ireland now scores relatively well in EU terms as regards access to third level, as shown by Figure 2.2.

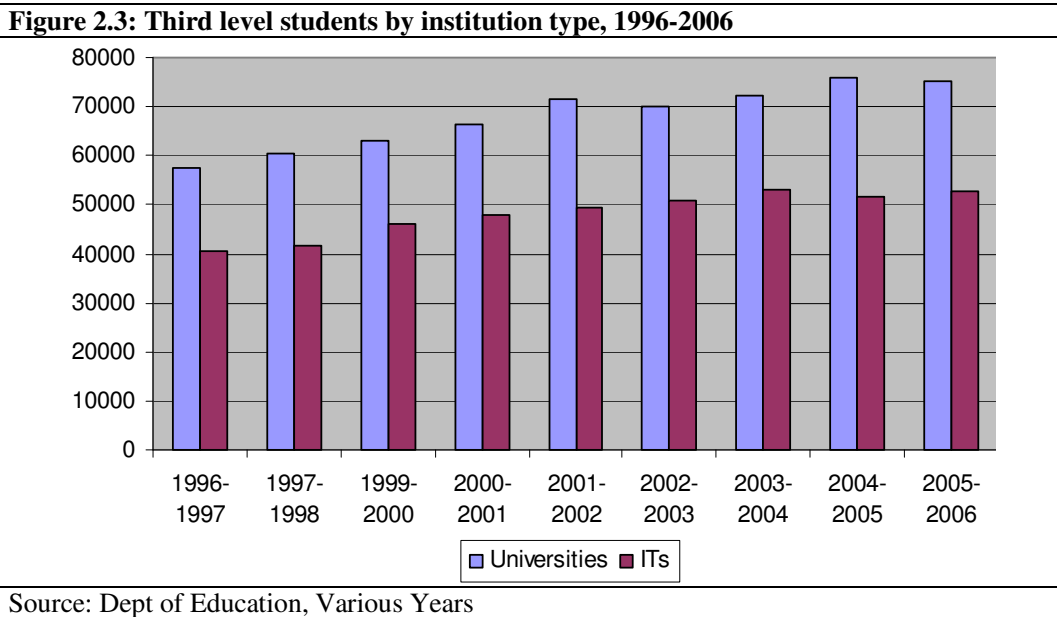
² The admission rate refers to the total number of new entrants to higher education as a proportion of the population at the average age of entry to higher education (17-19 years in 2004 for Ireland)



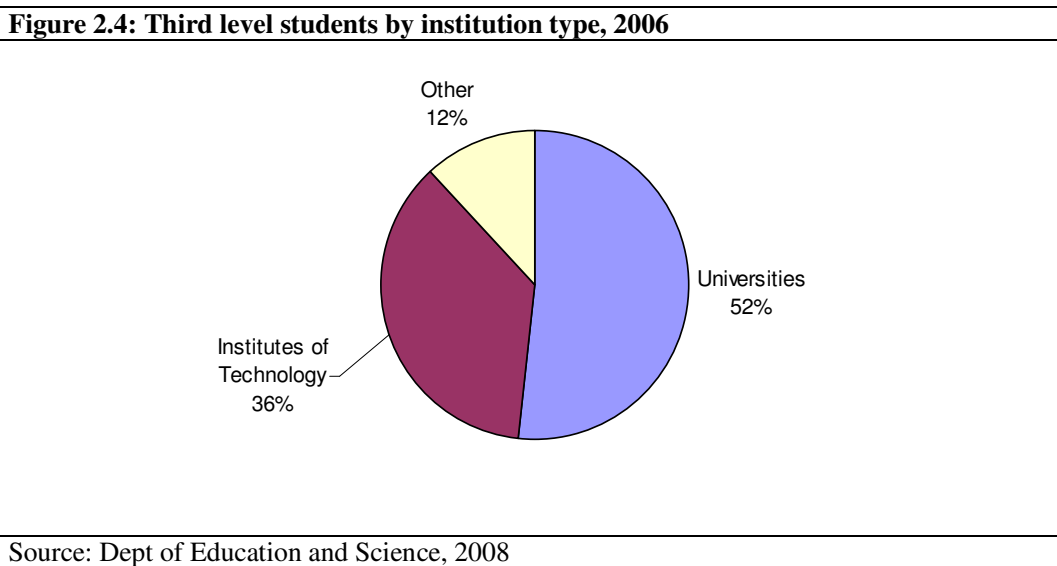
Commenting on the data in Figure 2.2, the CSO (2008) noted that “in 2007, 41.3% of the population aged 25-34 in Ireland had third level education, which was the joint second highest in the EU 27 compared with 29.1% across the EU27 as a whole.”

A caveat on the above performance is the fact that Ireland does particularly well in relation to higher certificate and ordinary degree qualifications, where it ranks second in the OECD. However, its ranking falls to 11th place in relation to honours degrees and 15th in relation to advanced research degrees (Data from OECD, 2007).

The increase in the level of participation in third level education has meant more students attending universities, Institutes of Technology (ITs) and other third level institutions. Figure 2.3 shows the number of students attending universities and ITs for selected years between 1996 and 2006. Over this period, the number of university students increased by 31% (57,389 to 70,037) and the number of students in ITs increased by 30% (40,684 to 52,842).



In 2006, there were 145,287 full-time third level students in Ireland and their breakdown as between ITs, universities and other institutions is shown in Figure 2.4.



Over half of third level students attend one of the seven Irish universities, with about 36% attending one of the 14 Institutes of Technology. (The ‘category’ includes teacher training colleges, hotel and catering colleges, the Royal College of Surgeons and a number of other institutions.)

2.2 Higher Education Progression and Socio-Economic Status

Data on progression to higher education is provided in the HEA’s publication: *Who Went to College in 2004?: A National Survey of New Entrants to Higher Education* (HEA,

2006a). Figure 2.6 shows the findings in relation to progression to higher education by social class, using the CSO social class categories (based on the father's social class).

Figure 2.5: Distribution of new entrants to higher education compared to distribution of total population aged 15-17 by social class, 2004

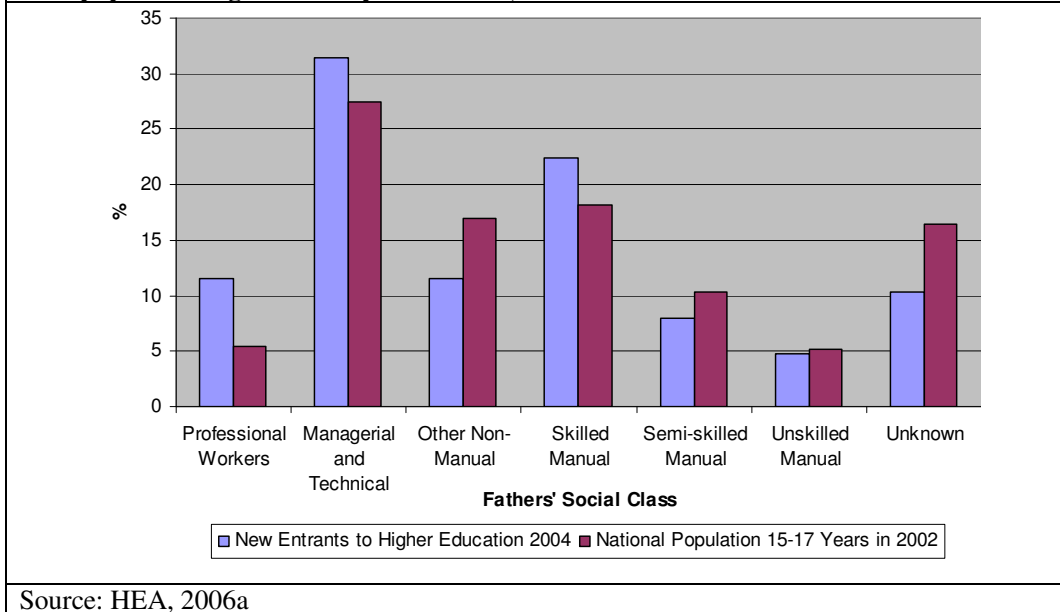


Figure 2.6 shows that children of professional workers accounted for slightly over 5% of people aged 15-17 in 2004, but accounted for a much higher 11.5% of new college students. This cohort is therefore, relatively speaking, considerably over-represented in higher education. The two other groups that were relatively over-represented were the children of managerial and technical workers and the children of skilled manual workers.

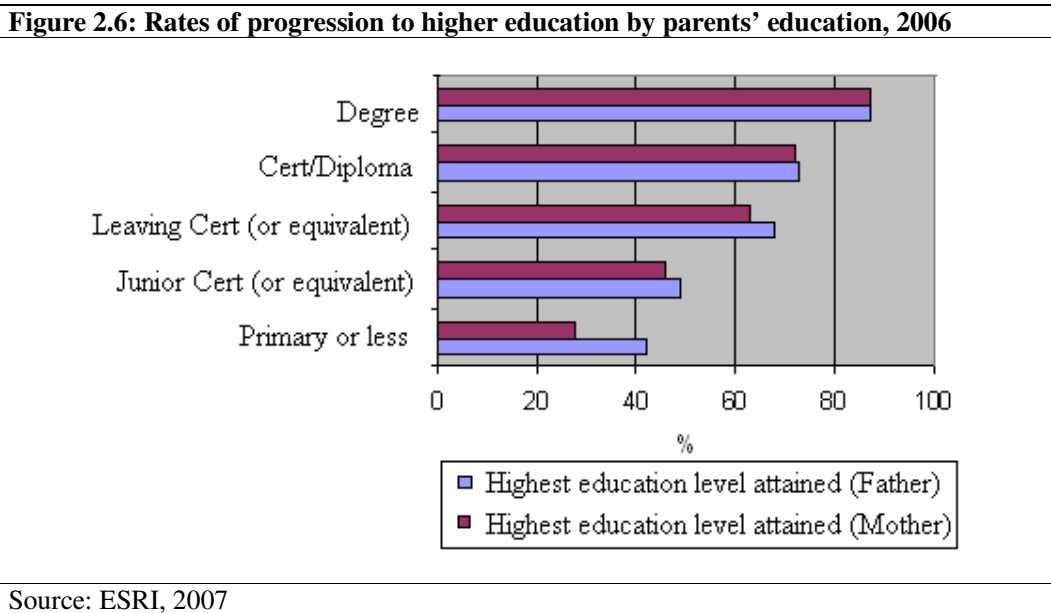
The contrary is the case for the other socio-economic groups, i.e. the proportion of young people moving progressing to higher education is lower than the group's share of the population as a whole. Relatively under-represented groups are the children of 'other non-manual workers', semi-skilled manual workers and unskilled manual workers. It is likely that the 'unknown' segment also breaks disproportionately into these groups.

The picture is therefore one of greater access to higher education over time, but a continuing divide in terms of access to higher education in Ireland, based on the socio-economic status of one's parents. The Chairman of the HEA, in a Foreword to the report on the 2004 data noted:

“Within the Dublin area, there have traditionally been very large variations in the admission rates by Dublin postal code districts. 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 – Ballymun-Finglas 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.”

An important influencing factor on progression to higher education is whether one’s parents attended higher education. The ESRI (2007) reported that 87% of people whose mothers had completed degree courses entered third level education. This compares to 28% of those whose mothers left school with no formal qualifications. The impact of fathers’ education follows the same trend but is not as striking at the lower education levels - over 40% of those with fathers who completed their education at primary school level go on to third level.



As noted by DEIS (Delivering Equality of Opportunity in Schools):

“There is ample evidence to show that it is children from disadvantaged communities who constitute a majority of those who currently fail to benefit from the education system, and that under-achievement in school can have inter-generational effects on families and their communities” (2005: 16).

2.3 Irish Policy Context

Unequal levels of participation in higher education may reflect a lack of priority on this issue until recent years. An economist from Trinity College Dublin, Carole Newman, has commented as follows: ‘While participation rates in education have increased significantly in Ireland over the last number of decades, up to the 1990s education policy in Ireland focussed on increasing the overall level of participation in education with little attempts to promote equity in access to the system’ (2005: 281)

However, achieving more equitable participation in higher education is now an explicit national policy objective.

The **National Development Plan 2007-2013** contains a chapter entitled 'Human Capital Priority'. In this chapter, the 'Higher Education Development Sub-Programme' has five broad strategic goals, the first of which is 'to widen participation and increase student and graduate numbers at third level'. In relation to this goal, the NDP states: 'An increase in student numbers and participation rates is crucial in terms of improvement of individual quality of life and for social inclusion purposes' (Government of Ireland, 2007: 203). In listing the measures to be employed to achieve this goal, the NDP states, 'access for disadvantaged and under-represented groups will be widened'.

Participation in higher education is also discussed in **Towards 2016**, the ten-year framework Social Partnership Agreement. Lifelong learning is to be prioritised as is 'Providing additional supports for students from disadvantaged backgrounds, students with disabilities and mature students to enhance access to further and higher education'. **Towards 2016** also contains a commitment to:

'Investing in further support measures in the areas of further and higher education to enhance participation by those from disadvantaged backgrounds, in particular: socio-economically disadvantaged school leavers, members of the Traveller community and ethnic minorities, mature students, lone parents and students with a disability. These measures will include; needs assessment, technology support, community based strategies, childcare supports and access routes'.

The **National Skills Strategy** was launched in March 2007 and its Conclusions and Recommendations chapter contains a section entitled 'Achieving the Required Skills Profile'. This identifies three changes that need to occur if Ireland is to achieve the skills profile identified as necessary by the report by 2020. The first and third of these relate to the proportion of people who are retained at second level to the Leaving Cert (to rise from 82% to 90%) and to upskilling of people already in the workplace. The second change required is that 'the progression rate to third level education would have to increase from 55 percent to 72 percent'. This implies that the continuous growth in the admission rate in recent decades, as discussed earlier, would need to continue.

The **Higher Education Authority** has an important role in ensuring that supports needed by the higher education sector are provided and that the higher education institutions collectively deliver on national objectives. The HEA Strategic Plan for 2008-2010 accepts the 72% admission rate target of the National Skills Strategy. Discussing this target at a national level, it states:

'There is a special challenge to the sector in enhancing further the quality of our higher education system as we grow our participation rate from 55% to 72% by 2020. This growth will be accompanied by a greater diversity in our student population, including diversity in terms of previous academic attainment, which will create challenges regarding the development of new and appropriate teaching and learning methodologies. This growth must be managed so that high levels in quality teaching and learning and in assessment continue to drive the system' (HEA, 2008: 13).

The HEA strategy contains a commitment to improve equality of access, and states:

‘People with a disability, adult/mature students and those facing social, economic and cultural barriers still do not have adequate opportunities to participate in higher education and to reach their full potential. It is the HEA’s objective, through its National Office for Equity of Access to Higher Education, to remove the barriers to participation that currently exist... A national access plan is currently being implemented by the HEA and work is underway on a new plan for 2008-13’ (HEA, 2008: 22).

The **National Office for Equity of Access to Higher Education** (referred to above) was established in 2003 and works to facilitate access to educational access and opportunity for groups who are under-represented in higher education. In July 2008, the Office published a ‘National Plan for Equity of Access to Higher Education 2008 - 2013’. The Executive Summary of this comprehensive Plan states:

‘We have now reached a point in our national educational development where the achievement of further growth in higher education will require continuing progress in relation to widening access. This means that the achievement of our national objectives in relation to upskilling the population will require further success in extending higher-education opportunities to groups that have traditionally been under-represented in higher education.’

The Plan sets out specific targets for under-represented groups in higher education. It says that, by 2020, all socio-economic groups will have achieved a progression rate of at least 54%, i.e. just one percentage point short of the *average* national progression rate in 2004. It further sets out a target of having mature students as 20% of total full-time entrants and as 27% of all (i.e. full-time and part-time) entrants to higher education by 2013 (respective figures of 13% and 18% in 2006). The number of students with sensory, physical and multiple disabilities in higher education is to be doubled by 2013.

The National Office for Equity of Access to Higher Education has previously prepared an ‘Evaluation of Access Programmes in Higher Education in Ireland’, covering 27 higher education institutions (HEA, 2006b).

Initiatives in individual third level institutions have been supported by government funding to permit the appointment of disability and access officers. A review of such initiatives some years ago (Carpenter, 2003) indicated that a number of institutions had formed links with local secondary schools, and were running pre-entry activities with these schools. The emphasis was on promoting positive perceptions of third level education among second level students and their parents, and on assisting them in accessing the third level course of their choice. Activities to support access included visits to the third level institution by students, parents and teachers; summer schools; shadowing days; study skills seminars and mentoring programmes.

A range of **specific programmes and initiatives** exist at national, institutional and local level to support access to higher education. These are too numerous to review in this report, but include:

- Financial incentives for students, such as the Back to Education Allowance, Fund for Students with Disabilities, the Student Assistance Fund and the

Millennium Partnership Fund. The Student Support Bill, published in 2008, provides a single statutory basis for all student grants, replacing four different schemes that had been operated by local authorities and VECs. In 2008, JP McManus set up a €30m philanthropic grant and scholarship scheme for disadvantaged students entering third level education. This government managed fund will cover the fees and living expenses of 120 students in Ireland each year.

- The Higher Education Access Route, under which students from disadvantaged schools can compete for reserved university places with lower points requirements
- The elimination of tuition fees for full time undergraduate students since 1996
- The increase in the number of full time and part time third level places. Full time places increased by 30% between 1998 and 2008 (from 108,000 to 140,000) and the number of part time courses available increase by one-third (from 28,000 to 37,000) over the same period. The HEA forecasts that 176,000 full time higher education places will be available by 2015-16
- Local projects, including other projects managed by Partnership Companies operating under the Local Development Social Inclusion Programme. For example, the Challenger Programme of Northside Partnership has worked since 1995 to tackle the low rates of progression to third level among young people in Dublin 17. The programme is managed by Northside Partnership in association with local third level colleges, local primary and post-primary schools, parents and students. Each year, 30 students are selected from the sixth class groups of three local primary schools and the programme works with these students through to the Leaving Certificate. Supports are outside of school hours and include: reading and maths clubs; visits to colleges/universities; grinds programme (third and sixth years); study support (sixth years); and other supports. A *Parents in Education* programme is also run for parents of children in sixth class.

2.4 Local Context for Access Clondalkin

Partnership companies operating under the Local Development Social Inclusion Programme were established in designated areas of disadvantage³ and, as such, their areas tend to have populations with lower than average educational attainment levels.

This is reflected in Table 2.1, which shows the proportion of the population in the eight Electoral Divisions (EDs) of Clondalkin Partnership that have a third level qualification. (Three of these EDs – Monastery, Lucan Esker and Palmerstown West – are partly in the Partnership area and partly outside.)

³ This is currently changing and it is planned that Partnerships and the LDSIP will operate from 2009 in all parts of the country.

Clondalkin - Cappaghmore	15.0
Clondalkin-Dunawley	18.0
Clondalkin - Monastery	26.5
Clondalkin-Moorfield	12.4
Clondalkin-Rowlagh	8.9
Clondalkin Village	23.5
Lucan Esker	45.1
Palmerston West	19.1
State	28.8
Source: Census 2006	

The figures show that levels of third level educational attainment fall well below the national average in most of the Partnership's area.

Table 2.2 shows the total number of students, and the number of Leaving Certificate students, in the schools participating in *Access Clondalkin*.

School	Collinstown Park Community College	Deansrath Community College	St. Kevin's Community College
Type	Mixed	Mixed	Mixed
Total students (2005)	637	447	341
Leaving Cert students in 2005	57	65	34
Leaving Cert students in 2007	45	50	34
Source: Murphy and McConnell, 2006 and The Irish Times, 2008			

A 2006 book by Colm Murphy and Daniel McConnell contains a comment on each secondary school in the country. The comments for the three participating secondary schools were as follows:

Collinstown Park Community College: This mid-sized, co-educational, non-denominational, VEC-run school caters for all abilities with its various Leaving Cert programmes. This pushes it below the Dublin South/Belgard average for progression rates to third-level.

Deansrath Community College: Mid-sized, non-denominational, VEC-operated school that blends academic and practical subjects to cater for all abilities. It is therefore below the county mean in terms of third-level transfer.

St Kevin's Community College: The smallest school in the Lucan area, this co-educational, non-denominational, VEC-run school caters for all abilities and offers a wide range of Leaving Cert programmes. Its third-level transfer rate is therefore below the county average.

Some 45% of students from the six secondary schools in Clondalkin progressed to third level in 2007. While below the national average, this is a two percentage point increase since 2005. The rate of progression for the three secondary schools

participating in the CHEAP and *Access Clondalkin* programmes was 22% in both 2005 and 2007.

Chapter 3: Attitudes in Clondalkin to Third Level Education

3.1 Overview of Survey and Survey Respondents

Chapter 2 showed that levels of third level progression from the Clondalkin Partnership area are below the national and Dublin averages. As part of the evaluation research, it was decided to investigate the attitudes to higher education in the nine *Access Clondalkin* schools (primary and secondary). To provide a comparison point, attitudes of students from three schools with higher rates of progression to third level education were also obtained. These schools, based in middle class areas in south Dublin, were approached by the Education Access Officer in Clondalkin Partnership and agreed to take part in the survey provided their anonymity was respected. (Note: As Table 3.1 shows, the profile of the students in the two sets of schools is not identical and therefore the comparisons should be seen as indicative only.)

The survey questionnaire, which was prepared jointly by the Education Access Officer of Clondalkin Partnership and Hibernian Consulting, contained 25 questions, broken into four sections:

- Introduction
- Attitudes
- Opinions
- Future Career

The questionnaire (copy in Annex 1) was completed in hard copy and the data entered by a member of the Clondalkin Partnership staff. A breakdown of the students who completed the questionnaires is shown in Table 3.1. The number of students who answered each question is specified under each graph and table.

	Access Clondalkin Schools	Comparison (Middle Class) Schools
Number of Respondents	• 514 students	• 171 students
Breakdown by Class/Year	<ul style="list-style-type: none"> • 3.5% fifth class • 63% sixth class • 31% second year • 2.5% third year 	<ul style="list-style-type: none"> • 9% fifth class • 3% sixth class • 12% second year • 76% third year
Gender of Respondents	<ul style="list-style-type: none"> • 50% girls • 50% boys 	<ul style="list-style-type: none"> • 71% girls • 29% boys

While 68% of *Access Clondalkin* students had visited a university or an Institute of Technology, compared to 57% of students in the comparison schools, many of the Clondalkin students had done so as part of the *Access Clondalkin* programme itself, and this figure would not be typical of schools in other disadvantaged areas without access to a similar programme.

3.2 Information Relating to Parents

Figure 3.1 shows that one in four of the Access Clondalkin students said that either a parent or guardian had attended a university of an IT. This compared to seven out of ten students from the middle class comparison schools. This reflects the link between education and earnings that is well documented.

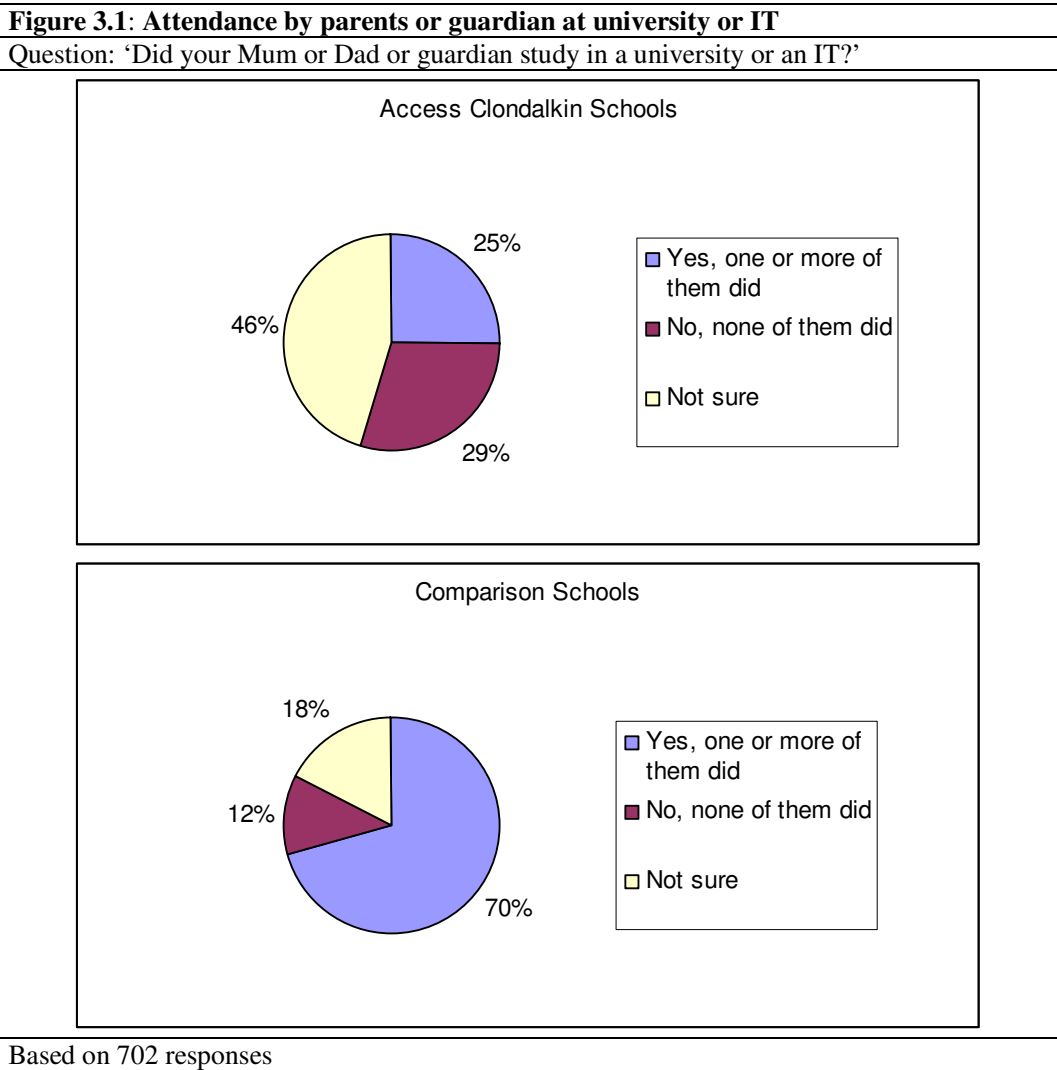


Figure 3.1 shows that almost one in two of the Clondalkin students (46%) said they were unsure if a parent or guardian had attended a university of IT. This figure was considerably higher than the fewer than one in five students in the middle class schools (18%) who replied in the same way. It is unclear why this difference should exist – it may reflect a lower level of discussion by parents of their education with their children in Clondalkin. It may also reflect graduation photographs etc. being displayed in households where a parent or guardian had attended a university or IT.

The children and young people were asked about parental involvement in their homework and responses are shown in Table 3.2.

Table 3.2: Extent of help from parents with homework				
Question: 'Do you get help with your homework from your parents or guardian?'				
%	Yes, always	Usually yes, especially if I ask for it	Sometimes, but not very often	No, I do it myself
Access Clondalkin Schools	5.1	13.8	40.0	41.1
Comparison Schools	0.5	7.2	61.4	30.9
Based on 707 responses				

Table 3.2 shows that, of the students surveyed, more students in the *Access Clondalkin* schools 'always' received help from their parents with their homework, but there were also more who never received any assistance. The numbers may in part reflect the higher proportion of primary school students surveyed in the *Access Clondalkin* schools. However, they indicate that a majority of parents in both areas do take an active interest in their children's homework.

3.3 Attitudes to School and Third Level

A distinct difference was seen as between attitudes in the *Access Clondalkin* schools and in the middle class schools as regards whether people enjoy going to school⁴:

- In *Access Clondalkin* schools, exactly half of the students agreed with the statement: 'Most of the time, I like going to school' with the other 50% agreeing with the statement: 'Most of the time, I don't like going to school';
- By contrast, in the comparison schools, some 71% of students liked going to school most of the time, while only 29% did not.

Further analysis of the above figures in relation to students from the *Access Clondalkin* schools showed:

- Boys had somewhat more negative experiences of school than girls, with 53% of boys saying they mostly did not like going to school, compared to 46% of girls;
- Secondary school students were more likely to dislike school than primary students, with 58% of secondary school students saying they disliked going to school most of the time, compared to 45% of primary school students. This suggests a sizeable change in attitudes in the *Access Clondalkin* schools as between the later years of primary school to the junior second level cycle⁵.

The children and young people were also asked about their expectations as regards the proportion of people in their class that will complete second level education, and these results are shown in Figure 3.2.

⁴ Based on 700 responses

⁵ This finding reflects the finding of a 1999 study commissioned by Clondalkin Partnership and prepared by Cathy McSorley - *School Absenteeism in Clondalkin: Causes and Responses*

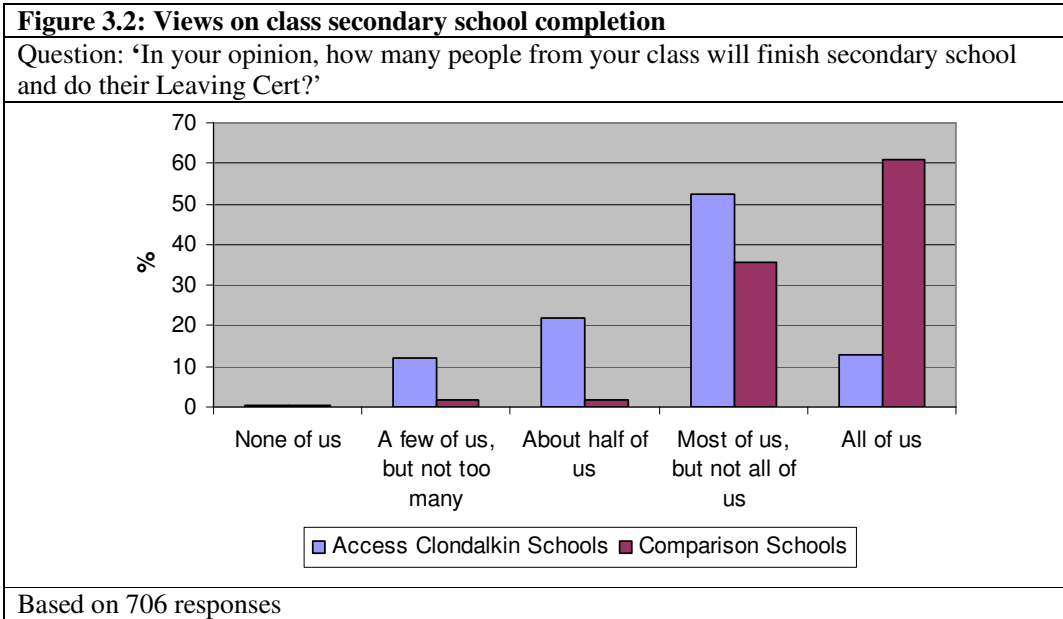


Figure 3.2 shows a distinct difference in the views of the students from the two areas.

In *Access Clondalkin* schools, the most popular response was that 'most, but not all', of the class would complete second level, but with about one third of students putting the expected proportion of students completing second level at lower than this. Only one in eight people thought that all of their class would complete second level. By contrast, in the middle class schools, 60% of students thought that everyone in their class would complete second level, with almost all the others believing that 'most, but not all' would do so. Thus, the data suggests a much greater awareness of the 'option' of leaving school earlier in *Access Clondalkin* schools.

The children and young people were asked if they themselves will go on to study at a university of an IT, and these responses are shown in Figure 3.3.

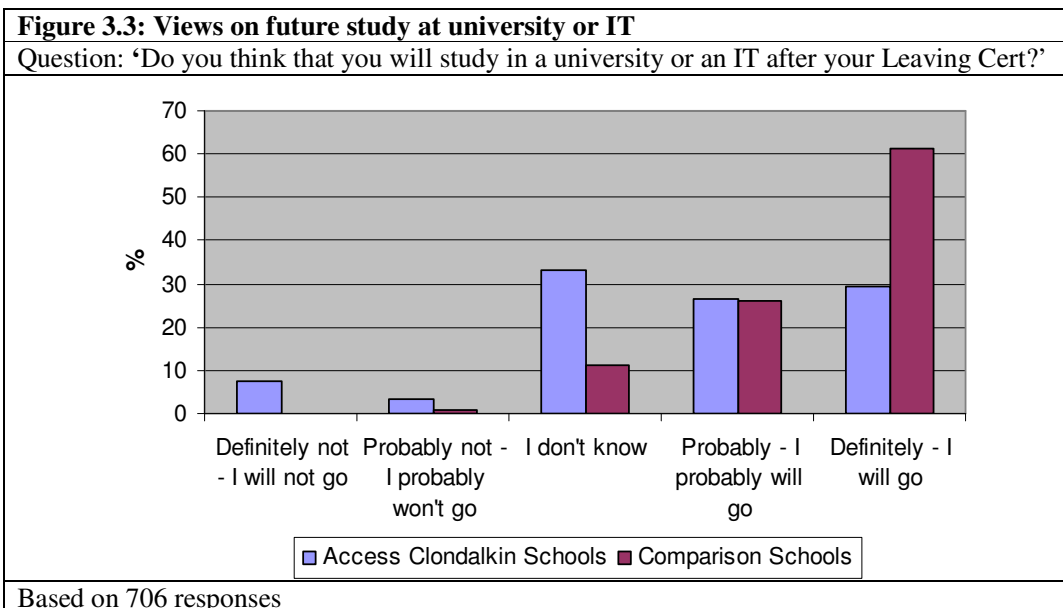


Figure 3.3 shows a marked difference in attitudes between the two areas. A much smaller proportion of students from *Access Clondalkin* schools said that they will ‘probably’ or ‘definitely’ go on to third level education compared to students in middle class schools (56% and 88% respectively). One in three students in the *Access Clondalkin* schools ‘didn’t know’, compared to 11% of students from the comparison schools. This may partly reflect the fact that students surveyed in the middle class schools were somewhat older. However, it may also reflect a widespread expectation by children and young people in middle class areas that they will complete school and progress to third level education, an expectation present to a much lower extent in the *Access Clondalkin* schools.

Further analysis of the data in Figure 3.3⁶ in relation to the *Access Clondalkin* schools showed that 63% of female respondents said that they would ‘probably’ or ‘definitely’ go to study in a university or an IT, compared to 50% of boys. By contrast, 14% of boys would ‘definitely’ or ‘probably’ not go on to third level compared to 7% of girls.

The analysis of the Figure 3.3 data for the *Access Clondalkin* schools also indicated that the educational attainment of parents is an important influencing factor on the expectations of their children. Over three quarters of Clondalkin students with at least one parent with a third level education said that they will ‘probably’ or ‘definitely’ go to a university or an IT. This compared to 55% for children and young people whose parents did not have a third level institution.

3.4 Opinions on Issues relating to Third Level Education

The children and young people were shown 15 statements and were asked to state whether they agreed or disagreed with each. The responses are shown in Tables 3.3 to 3.5, with responses relating to five statements being shown in each. Some of the statements are slightly repetitive as some issues were phrased in more than one way to build a fuller picture of the views of the children and young people.

Statement	%	Agree	Dis-agree	Don't Know
1. It is important for me to have a good job when I am an adult	AC	98	0	2
	CS	95	1	4
2. If you want a good job, it is important to go to a university or an Institute of Technology	AC	74	11	15
	CS	71	15	14
3. It is a waste of time going to a university or an IT if you can get a job after school	AC	15	62	23
	CS	7	83	10
4. When you finish school, it is time to get a job	AC	63	21	17
	CS	38	37	25
5. When you finish secondary school, it is good to get a job as soon as possible so you can earn money for yourself and for your family	AC	67	17	16
	CS	41	33	26
AC = Views of students in Access Clondalkin Schools. CS = Views of students in comparison schools				

⁶ Based on 507 responses

Responses to the first statement in Table 3.3 show that most of the children and young people surveyed, both in the *Access Clondalkin* schools and in the middle class schools, want a ‘good job’ when they are adults. The second statement shows that almost three out of four students in both sets of schools believe that going to a university or an IT is important in this regard. This is a positive finding and indicates that third level education is broadly associated with good employment. (As the Clondalkin students tended to be somewhat younger than the students in the comparison schools, it is possible that the figure for Clondalkin would fall as the children get older). These answers to the second statement are reflected in the answers to the third statement, with relatively small proportions believing it is a waste of time going to college if one can get a job after secondary school. However, some differences emerge in the answers to this question, with the middle class students more certain about the usefulness of higher education, with almost one in four of the Clondalkin students not being sure in relation to this question.

Stronger differences are seen in relation to Statements 4 and 5. In answer to both questions, some two-thirds of the Clondalkin students felt it was important to move to work as soon as possible after school, considerably higher proportions than in the middle class areas. This seems to suggest different time horizons in relation to when it is appropriate or desirable to begin working and earning money, with the children and young people from the middle class schools placing less importance on moving rapidly into work after school.

A number of statements in relation to progression to a university or an IT after school are explored in Table 3.4.

Statement	%	Agree	Dis-agree	Don't Know
6. I would like to go to a university or an IT	AC	65	10	25
	CS	86	3	11
7. I think it would be good fun to go to a university or an IT	AC	56	12	32
	CS	73	8	19
8. Third level education would allow me to study things I am really interested in	AC	75	5	20
	CS	85	1	14
9. Third level education is for people like me – I would meet other people like me in ITs and universities	AC	53	10	37
	CS	59	12	29
10. People who go to universities and ITs are very clever	AC	61	19	20
	CS	29	41	30
AC = Views of students in Access Clondalkin Schools. CS = Views of students in comparison schools				

Responses to Statement 6 suggest that a clear majority of the young people surveyed in both areas wish to progress to a university or an Institute of Technology when they finish school. This is a positive finding and suggests a broad openness to this option. The figures show a difference between the *Access Clondalkin* schools and the middle class schools in that far more students in the latter (six out of seven) say that this is their aim, with one in four of the Clondalkin students being unsure.

Statements 7-9 relate to different aspects of the higher education experience. A majority of students in both sets of schools are positive in relation to each of these statements although, with each, there is a gap between the attitudes in the two sets of schools. For all of the statements, there is a higher 'Don't Know' response from the Clondalkin students, perhaps reflecting the fact that far fewer of these children or young people have a parent or guardian who themselves attended a third level institution, or have siblings or neighbours who went to a university or an IT. The results in relation to Statement 9 appear positive in that most students from Clondalkin do not appear to be intimidated by the idea of progression to third level.

A sharp divide in opinions emerges in relation to Statement 10, which says that people who progress to third level are very clever. Just over six out of ten of the Clondalkin students agree with this statement, whereas fewer than three of ten of the middle class students agree. This appears to signal a view among the middle class students that progressing to third level is what you do when you finish in secondary school, and is not overly dependent on school results, whereas far more Clondalkin students associate third level progression as being linked to people who are clever.

Responses in relation to a final set of statements are shown in Table 3.5.

Statement	%	Agree	Dis-agree	Don't Know
11. It is expensive for people to go to a university or an IT – I'm not sure my family could afford it	AC	20	33	47
	CS	15	50	35
12. If somebody has a baby when they are 18 or 19, they cannot really go to a university or an IT	AC	34	32	33
	CS	18	57	25
13. When I finish secondary school, I will have studied for long enough	AC	29	40	31
	CS	9	61	30
14. People who go to universities and ITs are well off	AC	27	36	37
	CS	21	49	30
15. If I have children in the future, I would like them to go to a university or an IT	AC	78	4	18
	CS	87	2	11
AC = Views of students in Access Clondalkin Schools. CS = Views of students in comparison schools				

For all five Statements in Table 3.5, there is a higher level of 'Don't Know' answers from the Clondalkin schools, again perhaps partly reflecting a lack of direct knowledge of higher education options. Statement 11 shows that only a minority of students feel that cost would be an obstacle for progression to third level, although only one in three of the Clondalkin students seem confident that there would be no cost issues. Statement 12 shows a relatively sizeable difference in attitudes as regards a young mother or father progressing to third level, with students from the Access Clondalkin schools feeling that this would be a more significant barrier.

Statement 13 shows that some three out of ten Clondalkin students feel they will have 'enough' education after secondary school compared to one out of ten middle class students. This gap reflects the gap seen earlier in relation to Statement 6. The answers to the final two statements are similar in both areas and the answers to Statement 15 are positive: even though only 65% of students from the Access Clondalkin schools

believe that they themselves will progress to third level education (Statement 6), some 78% would like their children to so progress in the future.

The young people were asked to write down the first three things that came into their heads when they thought about students who go to universities or ITs. The six most common categories of responses are shown below.

Question: 'Write down the first three things that come into your head when you think about students who go to universities and ITs'		
	Access Clondalkin Schools	Comparison Schools
Intelligent	51.2	35.4
Future Career	34.8	24.6
Positive Elements of College Life	13.8	22.1
Negative Elements of College Life	7.8	9.2
Wealth	4.7	3.1
Pejorative Terms	4.7	1.0

A greater proportion of students from Clondalkin referred to intelligence ('smart', 'brainy', 'intelligent') and wealth ('rich', 'their parents have lots of money') than respondents from middle class schools. Slightly fewer Clondalkin students used negative terms (such as 'hard work', 'pressure', 'stress') in association with universities and ITs, but fewer also referred to positive elements of university life ('freedom', 'independence', 'making your family proud', 'new friends'). Almost 5% of *Access Clondalkin* students used pejorative terms such as 'geek', 'nerd', 'brain box' or 'posh', compared to 1% of respondents from comparison schools.

The survey asked the children and young people in both sets of schools about the job they would like when they are adults. The 15 most common career choices in both the *Access Clondalkin* and comparison schools are shown below.

	Access Clondalkin Schools	% respondents	Comparison Schools	% respondents
1	Hairdresser	26	Lawyer	26
2	Beautician	25	Doctor	25
3	Actor	22	School teacher	24
4	Engineer	17	Accountant	22
5	Soldier	16	Actor	19
6	Vet	14	Journalist	14
7	Doctor	13	Engineer	14
8	Cook	12	Vet	13
9	Carpenter	11	Cook	11
10	Lawyer	11	Working unpaid in home	11
11	Accountant	11	Scientist	10
12	School teacher	9	Nurse	9
13	Builder	9	Painter and decorator	8
14	Footballer	9	Working in a crèche	7
15	Working in a bank	9	Architect	7

Table 3.7 shows that the top two career choices in the *Access Clondalkin* schools were hairdresser and beautician, whereas in the middle class schools they were lawyer and

doctor. ‘Actor’ was only career in common in the top five choices in both the *Access Clondalkin* and middle class areas.

Table 3.7 suggests that, well before their Leaving Cert cycle, many students in middle class schools are already focusing on the professions as their future source of employment. Of the 15 most commonly cited professions by the *Clondalkin* students, seven are in the two highest social classes (professionals and managerial/technical workers), compared to 12 of those mentioned by students in the comparison schools.

Figure 3.4 shows the top 25 career choices for students in *Access Clondalkin* schools and the proportion of students in the comparison schools that chose the same careers.

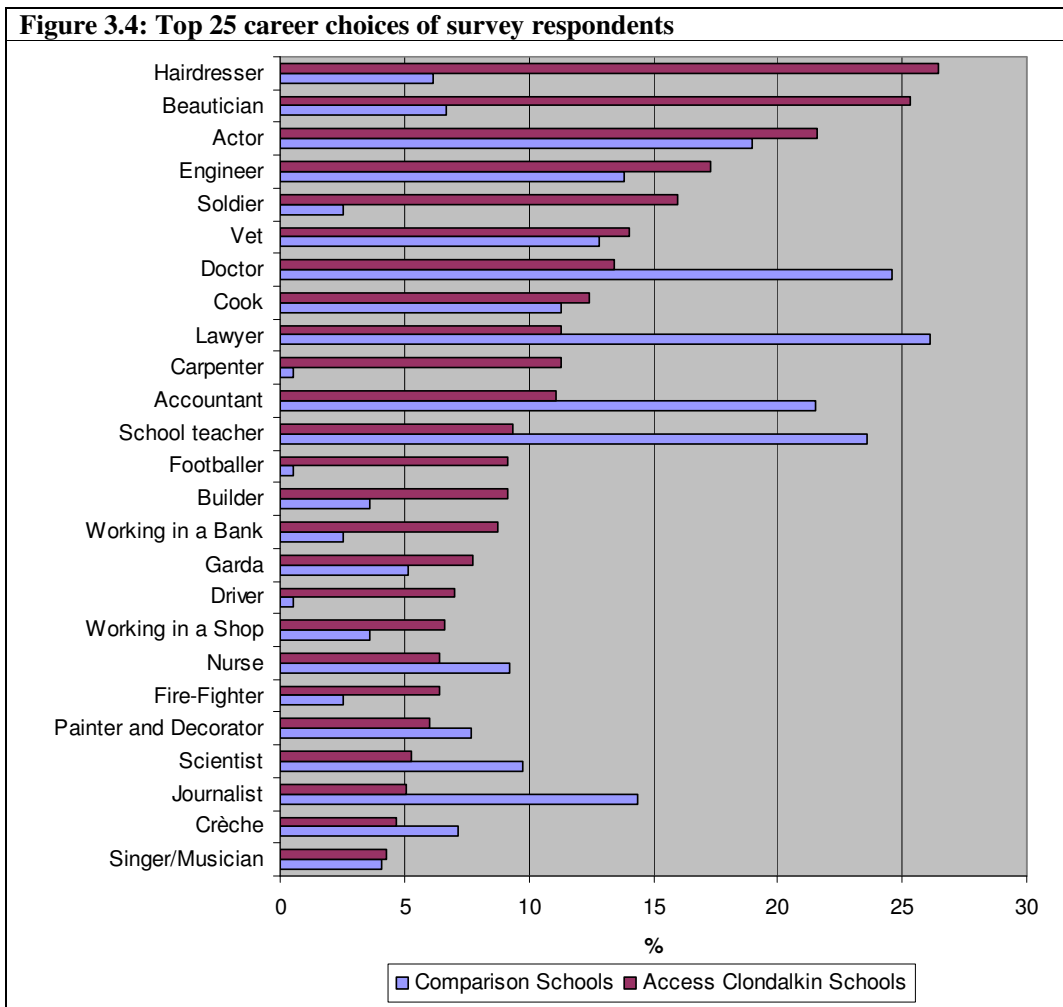


Figure 3.4 shows that the children and young people in the middle class schools are much more likely to want to work as doctors, lawyers, accountants, teachers, scientists and journalists. By contrast, children in *Access Clondalkin* schools are much more likely to want to work as hairdressers, beauticians, soldiers, carpenters, footballers, builders, bank workers, drivers, shop workers and fire-fighters. Jobs where there is not much difference as between the two areas are actors, engineers, vets, cooks, gardaí, nurses, painter/decorators, crèche workers and singer/ musicians.

Box 3.1 Responses from a Group of Special Needs Students

The survey questionnaire was also completed by a small group of students from a Special Needs School in the *Access Clondalkin* area. The majority of respondents said that they expect to go on to complete their Leaving Certificate (ten students of the twelve students who answered the question). While fewer than half of students said they would like to go to college (with 31% saying they didn't know), all but one would like their children to progress to third level. While 10 of 13 students agreed that 'if you want a good job, it is important to go to college', only seven agreed that 'I think it would be fun to go to college'.

The adjectives used by this group of students to describe third level students were generally positive. Nine of the twelve students who answered this question referred to intelligence, with third level students also referred to as 'hardworking' (twice) and 'ambitious' (twice). Universities and ITs were seen as social and fun by this group (two answers) and third level education will allow students to find a 'good job' in the future (three answers). However, there were five references to the high volume of work expected at third level.

3.5 Feedback to Schools on Survey Results

Following completion of the surveys in Spring 2008, the Education Access Officer of Clondalkin Partnership undertook a number of feedback sessions with local primary and secondary schools where:

- The results of the survey, both as a whole and as they related to that specific school, were presented to the pupils who had completed the questionnaires;
- The results were used as a starting point for class discussions on the results obtained, with the Access Officer asking the young people why they thought the results were different in Clondalkin and in the middle class schools, why some people associated progression to third level education with 'geeks' and with very intelligent people, and how where people live tends to influence their career expectations;
- In some schools, the teachers talked about their own training and what going to third level college had meant to their lives;
- In a number of schools, the teachers used the survey results and the feedback sessions as a starting point for class projects relating to careers (e.g. in one school, pupils prepared drawings and descriptions of their chosen career in an 'art' project).

The students also used these feedback sessions to express positive feedback about the Access Clondalkin actions, the trips they had undertaken, the extra activities organised (e.g. summer camps) and the fact that they had begun to think in new ways about their future careers. The Access Officer said that the comments from the students demonstrated an interest in, and a certain level of knowledge of, third level progression options.

In some of the primary schools, teachers were planning to use the information from the survey to influence how they talk to students in sixth classes about the importance of subject choices when they enter secondary school.

Chapter 4: Access Clondalkin 2007-08 Actions

4.1 Actions in Primary Schools

In the 2007-08 school year, *Access Clondalkin* worked with six primary schools.

St Ronan's National School in Deansrath has 465 male and female pupils from Junior Infants to Sixth Class. About 200 pupils are from non-Irish backgrounds, with significant numbers from Vietnam, Nigeria and Poland. The school has six language support teachers. There are about 70 children from the Traveller Community attending St Ronan's. Between 60% and 70% of pupils progress to Deansrath Community College, with small numbers of boys and girls going to Moyle Park and Coláiste Bríde respectively.

Scoil Talbot Senior School, Bawnogue is a mixed school, catering to some 300 3rd to 6th class students. The majority of pupils progress into Deansrath Community College, although a small number go to secondary schools in Clondalkin village - Coláiste Bríde and Moyle Park. For 2008-09, the school expects to have 48 non Irish pupils. It also has a small number of children from the Traveller community (about 12) and a small number of students with learning disabilities.

St Bernadette's Senior School, Quarryvale has approximately 250 students. About 60% of pupils progress to St. Kevin's Community College and the remaining pupils generally go on to schools in Ballyfermot. The school has some, but not many, pupils from non-Irish backgrounds, reflecting a relatively settled local housing situation. The school estimated that up to 80% of its pupils subsequently obtain a Leaving Certificate (including LC Applied), a considerable increase from ten years ago.

St Mary's Senior School, Collinstown Road is a mixed senior school (3rd to 6th class) with 260 students. Graduates from St Marys generally progress to Collinstown Park Community College or St Kevin's Community College, although a small number go to Coláiste Bríde and Moyle Park. The school has about 16 students from the Traveller Community, and about six non-Irish students, due to low levels of private rented accommodation in the area. About 17% of students in this school rank below the 10th percentile.

Archbishop Ryan Senior School, Balgaddy is a senior school catering for 3rd to 6th class students. In 2006-07, the school had 467 students, including 209 international pupils (45% of the total). During 2006-07, 27 students joined the school - 21 being international pupils. Learning support is provided to 135 pupils in the Senior School and approximately 50 – 60% of these are international children. About 5% (25) of pupils in the Senior School are members of the Traveller Community. A questionnaire distributed in 2007 found that 40% of pupils' families have medical cards, 41% live in Local Authority housing or are in receipt of rent allowance and 37% of pupils did not have a parent who had reached the Junior Cert level of education. Some one-third of

pupils in the Senior School live in homes where English is not the first language while 49% have at least one non-Irish parent.⁷

St Peter Apostle Senior School, Neilstown is a mixed school of 290 students in 3rd to 6th class. They have fewer than 20 non Irish students and 15-20 members of the Traveller Community. About 90% of students progress to Collinstown Park Community College, with a few attending Moyle Park and Coláiste Bríde.

Actions undertaken by the different schools that were funded by the *Access Clondalkin* programme are listed below.

Table 4.1: Actions in primary schools funded by Access Clondalkin, 2007-08
Scoil Talbot Senior School, Bawnogue
<ul style="list-style-type: none"> • Visit to Tallaght IT • Talks to sixth class students and their parents by former students • Education-related gifts for graduating sixth class students • Trip to the Four Courts and to Dáil Éireann
St Bernadette's Senior School, Quarryvale
<ul style="list-style-type: none"> • Visit for parents and students to UCD and IT Tallaght • Supplementary Irish language coaching for 'better' fifth and sixth class students • Went to graduate exhibition in NCAD
St Mary's Senior School, Collinstown Road
<ul style="list-style-type: none"> • Visit for parents and students to IT Tallaght • <i>Bright Sparks</i> - computer and chess clubs for 20-25 of the better students • Sent a number of students for assessment under DCU's <i>Talented Youth Programme</i>
St Peter Apostle Senior School, Neilstown
<ul style="list-style-type: none"> • Visit to third level institution • Talks to sixth class students and their parents by former students • Education-related gifts for graduating sixth class students • Sent several students to extra-curricular courses in <i>DCU's Centre for Talented Youth</i> • Went to graduate exhibition in NCAD
Archbishop Ryan Senior School, Balgaddy
<ul style="list-style-type: none"> • After school Irish club • Summer camp, also linked to Irish language, attended by 60 students. Aim was to support students' Irish, especially spoken Irish, to encourage them to study Irish at honours level in secondary school • Went to graduate exhibition in NCAD

Four of the schools organised *trips to third level institutions*, either for pupils or parents or both. St. Bernadette's Senior School found the trips it organised to the Institute of Technology in Tallaght and to UCD to be very useful and said that trips for parents were just as valuable, if not more so, than trips for pupils. It is hoping to organise more trips for parents in 2008-09. Parents of St Mary's students were invited to accompany its sixth class trip to IT Tallaght, although only a small number did so and the school hopes to improve the level of participation of parents in such trips in 2008-09. However, the visit was viewed as very successful, and the principal said that students are now talking about ITs when previously they were talking about leaving

⁷ Information on Senior School sourced from 'From Bangladesh to Balgaddy - A Case Study of a Changing School Community' by Dr Phyllis Murphy (2007).

school after the Junior Cert. Scoil Talbot and St Peter Apostle also took older students to visit third level institutions during the year.

The principal from Scoil Talbot, who is a qualified barrister, gave a talk about a career in law, and students were taken on a *trip to the Four Courts and to Dáil Éireann* where they met a number of TDs.

St. Bernadette's used *Access Clondalkin* funding in 2008-09 to organise *supplementary Irish language coaching* for pupils, on the basis that many pupils have difficulty with Irish (and Maths) at second level. This involved eight intensive one-hour sessions, organised after school, with the focus exclusively on speaking the language (through role-play etc.). Sessions were provided to 30 pupils from fifth and sixth classes and there was a very low drop-out rate, indicating that students enjoyed it. The Home School Liaison Teacher in the school, who is the contact point for *Access Clondalkin*, believed that the sessions had a major impact on the level of Irish of the children and would provide them with a 'head start' when they moved to secondary school.

At the end of the 2008-09 school year, St Ronan's intends to organise supplementary French and Irish lessons during the summer holidays for graduating sixth class students to prepare them better for entry into secondary school. It is envisaged that this will be particularly useful for students progressing into a more middle class secondary school.

Scoil Talbot invited four *former students* who had completed higher education back to the school to *talk to sixth class students and their parents*. Although not many parents attended, it was viewed as very worthwhile as it is not the norm locally to attend a third level institution and these students were role models, including a student who had become a journalist in a national newspaper. It is hoped that a similar event will be run in 2008-09, and that fifth class students will also attend. Former students who had completed or are still in third level education also returned to St Peter Apostle to speak to small groups of pupils about their experiences.

Two schools used a portion of the *Access Clondalkin* funding to provide sixth class students with *educational-related parting gifts* as they left primary school. At their graduation ceremony, 68 sixth class students from St Peter Apostle were provided with a pack containing an atlas, a scientific calculator and an English dictionary. The HSL teacher explained that this was designed to assist students as they progress into secondary education and hopefully further. Scoil Talbot provided their graduating sixth class students with calculators and maths sets.

A number of schools focused attention on assisting higher achieving students, because, as one principal explained 'there are many schemes focused on children with special needs or behavioural problems in DEIS schools, and strong children can fall through the cracks'. St Mary's established '*Bright Sparks*' which includes computer and chess clubs for students who have high levels of academic achievement. These clubs aim to challenge students and to encourage them to reach their potential, possibly in the absence of such encouragement at home. The clubs are viewed as very successful and it is hoped to increase the numbers participating in 2008-09. This school also sent a number of students for assessment under the *Talented Youth*

Programme in DCU which one of their students attended. St Peter Apostle used some of its funding to send a number of students to extra-curricular courses in ***DCU's Centre for Talented Youth***.

There was a generally very positive response to the *Access Clondalkin* project. One HSL teacher stated that the school wouldn't have been able to run their events without the funding as they 'wouldn't have a spare penny' and that 'not having to scrimp and save was a tremendous advantage'. A principal of one primary schools involved in *Access Clondalkin* said that activities under the project allowed for students' horizons to be broadened and helped students to think beyond the Junior Cert and the Leaving Cert.

It was noted by one HSL teacher that many schemes and programmes are run in DEIS schools, and that developing and implementing actions under *Access Clondalkin* did involve work for staff who were already delivering the curriculum and addressing day to day issues within the schools. However, he said that the activities were definitely worth the effort and that he was 'blown away' by the idea behind the project. He praised Clondalkin Partnership, stating that it had been very professional and that communication from the Partnership had been excellent.

One school principal said that promoting third level progression in disadvantaged areas is challenging due to the psychological shift parents need to make as they didn't experience tertiary education themselves and perhaps didn't anticipate it for their children. In addition, there is a 'genuine financial challenges' in many cases.

Another principal said that the significant increase of foreign students in the school had changed the discourse in the school regarding third level education. This principal said that children from many of the new immigrant families are more ambitious and display a greater interest in tertiary education than the Irish pupils. This is changing the way that all students think about third level options.

A three day long ***Summer Trip Programme*** was organised by Clondalkin Partnership for local sixth class students. This was designed to create an opportunity for students to ask questions about future careers as well as giving a chance to meet pupils from other schools in the area. Around 50 students took part in the variety of activities offered which included viewing of a film at the Irish Film Institute; laboratory experiments in NUI Maynooth; introduction to medical science at UCD; and Arts, Crafts and Sports at St. Patrick's teacher training college in Drumcondra. Team leaders were themselves local college and secondary school students and examples of role models. The Summer Trips will feature in a film documentary, supported by the Clondalkin Partnership, on attitudes to third level education in the area.

A sub-group of 20 students who participated in the July 2008 summer camp were asked some of the same questions as had been asked to all students in the survey (as reported on in Chapter 3). While this sample is too small to draw any wider conclusions, the attitudes of these 20 young people were noticeably more positive toward the idea of progression to third level education after secondary school.

In addition to the Summer Trip Programme, ten young people (aged 11-16) from the Access Clondalkin schools were invited to participate in a ***Film Making Course*** at the

Irish Film Centre. The course, which ran for a week in July 2008 and involved young people from all over Ireland, showed how to undertake the different tasks needed to make a film, and then allowed students to make their own film.

Feedback obtained from the students involved was very positive. The individual film-making tasks were seen as exciting and interesting and exposed the young people to the possibility of a future career in the arts. Several young people also commented on the fact that they had learned more about city-centre Dublin and had seen a different dimension to the city through the course.

Box 4.1 Institute of Technology in Tallaght

The Institute of Technology in Tallaght (ITT) has been mentioned above in relation to individual schools in 2007-08. However, since the beginning of the *Access Clondalkin* programme, ITT has been a core partner of the work of Clondalkin Partnership, through its own programme to improve access to ITT and to third level in general.

The ITT Primary Schools Programme has now worked with over 400 fifth class pupils from three Clondalkin primary schools and exposed them to the idea and the reality of third level education. Each of the schools has been visited by the ITT Access Officer, and the pupils then spent a day (for each school) in ITT.

Feedback gathered on this programme, from teachers, students and from Clondalkin Partnership has been very positive.

4.2 Actions in Secondary Schools

In 2007-08, *Access Clondalkin* funded activities in three secondary schools:

Deansrath Community College in Deansrath had about 380 students in 2007-08, as well as some 200 adults attending both full time and part time courses. About 30% of students in this school were born outside Ireland and an estimated 20-30% have special needs. The school had 25-30 Traveller students in 2007-08, which is the highest number of all the schools in Clondalkin. About 46 students sat their Leaving Cert in Deansrath in 2008.

St Kevin's Community College on Fonthill Road had about 380 students in 2007-08, of which an estimated 40% were born outside Ireland. There is at least one special needs class in each year and two in some years, implying 20% of students are in these classes. About 30-40 students in this school take the Leaving Cert Vocational Programme, and 20-30 sit the Leaving Cert Applied.

Collinstown Park Community College on Neilstown Road had about 600 students, and about 11 adult students taking FETAC courses. About 20-25% students have some kind of special need, primarily very weak literacy and numeracy skills. In every year, there is a special needs class with a maximum of 12 students. A small number of Traveller students attend this school, but the retention rate is low, with many of these students leaving before the Junior Cert. There are about 10-15 international students.

All three schools are designated as DEIS schools and undertake actions under the Schools Completion Programme. As such, the schools tend to have smaller class sizes than the national average. Breakfasts and other meals are provided to students, as required. They also participate in the Clondalkin Higher Education Access Project (CHEAP). The schools have inclusive, non-discrimination policies in relation to the students that they accept. Various other supports and activities exist within the schools including teachers for traveller students, Special Needs Assistants (SNAs), student support services, the Junior Cycle Schools Programme, in-house counselling, presentations from Junior Achievement Ireland and access to the Higher Education Access Route (HEAR) into universities.

Discussions with Deansrath and St Kevin's indicated that about 20% of students entering the schools in first year would not complete their Leaving Certificate (close to the national average level). This figure was about 40% for Collinstown Park Community College. Primary reasons cited were a lack of progression to the senior cycle, exclusion for disciplinary reasons (not common) and people leaving to take up employment in the senior cycle. The last reason has been particularly true for boys in recent years as they left to get an income from employment opportunities. In addition, there is no tradition of educational achievement or progression in the area. One teacher noted: "College is not in the culture yet. Students don't see the point. In families, there is a greater emphasis on earning, and reading outside school is not the norm." Another teacher said that the real benefit of *Access Clondalkin* is to provide information about colleges and universities, allowing students to make an informed decision about their futures, even if that decision is not to pursue further education.

Collinstown Park has a compulsory Transition Year programme. This was implemented to allow students a year to mature between sitting their Junior Cert and entering the Senior Cycle. In Deansrath and St Kevin's, the Transition Year was introduced but the schools found that a significant number of young people were leaving after the Transition Year and fifth year, i.e. they were not staying until the Leaving Certificate, and for this reason, the transition year was removed. A survey of students in third, fifth and sixth year in St Kevin's found that many students would leave school before sitting their Leaving Certificate if they had to take Transition Year. Both of these schools are considering re-introducing the year as an option for students who feel they are likely to stay for the six years. One teacher said that there is greater support for the year among parents of non-Irish students.

There is a low level of Traveller completion of the senior cycle.

The schools have a history of a small proportion of students progressing to ITs and universities, with more students going to ITs than universities. In addition, one teacher noted that there can be a high drop-out rate from courses taken post-second level.

Progression to PLC and other FETAC accredited courses is seen as progress by the schools in that training, for example, to become a beautician gives somebody a trade and may underpin the value of such training. This not only helps this individual in her/his career but may mean they are more encouraging of their own children progressing to third level education in due course. So it supports long-term cultural

change. However, as mentioned, there is anecdotal evidence of relatively high drop out rates from these courses.

The schools emphasised that increasing progression to third level is a long-term process for them. Considerable progress has been made in the past decade but many parents would not encourage their children in this regard so the schools have to work hard for it to take place. “The parents do not sit their children down and talk about their own days at UCD”, one teacher explained. “Their attitude is more ‘Whatever you want to do yourself will be fine with us’”.

The schools pointed out that supporting progression to third level is not something that needs to happen only in the senior cycle. For example, if students have taken mainly pass subjects for the Junior Cert, this makes third level progression harder. So encouragement and support are needed for students to take honours level subjects for the Junior Cert. Schools noted that students have particular difficulties with Irish and Maths.

St Kevin’s and Deansrath said that, while the influx of non-Irish students in recent years has created a huge need for English language teaching (which they are attempting to meet), the non-Irish students are driving the trend of more students progressing to third level courses. Teachers in all three schools commented on the ambition of many of the new immigrant families in the area and the fact that this is changing the culture in the schools and the attitudes of the Irish students. One school said that this was particularly the case in relation to the African students.

Another support cited as very good by the two schools in which it operates (Deansrath and St. Kevin’s) was the *Junior Achievement Ireland* programme, which is part of an international programme to create a culture of enterprise in the education system. With over 500 Irish schools now participating, the programme includes a module aimed at 12-14 year olds entitled ‘Economics of Staying in School’. Another useful source of support cited was the Institute of Technology in Tallaght, which organised maths and science programmes for the students.

Specific actions funded by the *Access Clondalkin* project are shown below.

Table 4.2: Actions in secondary schools funded by Access Clondalkin, 2007-08
Deansrath Community School
<ul style="list-style-type: none"> • Supervised after-school study • Small group and one-to-one tuition in different subjects as required, provided during the school day • Trip to UCD • Trip to attend <i>Macbeth</i> play in Rathoath • Summer school which focused on English language and grammar for non-Irish students, as well as sports. (See Community Projects below)
St. Kevin’s Community School
<ul style="list-style-type: none"> • All events in the school under the project organised under a ‘College Club’ • Extra class after school once a week for five weeks in Irish, five weeks in English and five weeks in Maths. The Irish and English classes focused on work not directly related to the curriculum in order to broaden the students’ skills • Day trips to Trinity College Dublin and the Maynooth University • Participation by 22 first years in 2007-08 and by 10 second years

Collinstown Park Community School	
<ul style="list-style-type: none"> • Extra classes, twice a week, in maths and science • Supervised study every evening for first and second year students, which is supervised by a teacher from the school. Students can ask this teacher for assistance with homework if necessary. 	

The teacher responsible for *Access Clondalkin* in Deansrath Community College said that the **Summer School** had also been run in Summer 2007 and had had “outstanding results” in terms of students’ levels of English. This was confirmed by ‘before’ and ‘after’ assessments undertaken on the course and was evident to all the teachers in the school, this teacher said. She also said that the small group tuition and one-to-one tuition worked very well. Generally this is fitted in during the day and the extra study in the evenings was not as successful as students are tired after a day at school.

The responsible teacher in Deansrath was confident that attitudes were now changing in her school in relation to third level. “A few years ago, I wouldn’t even mention third level”, she said, “but attitudes are now changing a lot in the junior cycle and we will see that feed through in due course”.

4.3 Actions with Community Projects

4.3.1 Women’s Group

Clondalkin Women’s Community Education Forum received funding under *Access Clondalkin* to assist in the provision of third level Certificate and Diploma outreach programmes. These were run in partnership with UCD School of Social Justice in Clondalkin and funding was intended:

- To provide local women with a progression route from the Certificate in Women’s Studies to an under-graduate Diploma
- To offer the under-graduate Diploma on an outreach basis
- To provide study skills sessions
- To provide support structures suitable to the needs of the group

Support structures included a study skills programme, computer training, literacy support, typing service, one-to-one analysis of support required and essay planning, production and presentation skills. In addition career guidance was provided in collaboration with UCD and the local VEC.

Lectures were held on an Outreach basis in North Clondalkin in Ronanstown Community development Centre and Rowlagh Women’s Group and classes and study groups were scheduled in the morning and night to suit the women’s family commitments. In addition, the women had access to two purpose-built crèches run by women’s groups.

It was hoped that this programme would allow local women to engage with third level education and to successfully complete one year of the undergraduate diploma in Women’s Studies. A number of outcomes were envisaged, including the successful progression of students within third level education, perhaps to higher Diploma and degree programmes. The women would be seen as educational role models for young

people and other adults in the Clondalkin area. It was also felt that participating women would develop greater confidence, enabling them to take an active part in the management of activities in the community.

4.3.2 Work with Traveller Students

Access Clondalkin worked with a teacher from the visiting teacher service provided by the Department of Education and Science to the Traveller community. There are two such teachers in the Clondalkin area and, for 2007-08, the work was with three young Travellers sitting their Leaving Certificate in the south Clondalkin area.

In commenting on the specific *Access Clondalkin* work, the relevant visiting teacher noted that issues faced by Travellers in progressing to third level are located in the context of other challenges facing Travellers in relation to educational progression and achievement. Transition to secondary school remains problematic for some young Travellers and many leave during or at the end of the junior secondary cycle. While better than before, there are still gaps in psychological support services. Many Travellers fear a loss of cultural identity, both outside and through the educational system, and there are concerns in relation to mixed schools for teenagers, especially in relation to girls. Some Traveller parents do not feel at ease in visiting schools and there can be a lack of flexibility on the side of the schools in dealing with Traveller parents. This lack of flexibility and mutual understanding can lead to issues, which would be solvable for other children, becoming a crisis for a Traveller student and leading to the student leaving or being excluded from school.

Notwithstanding these continuing challenges, the age at which Travellers leave formal education is gradually increasing, there are more dedicated resources than previously, and the visiting teacher noted a very good project by South Dublin County Council which provides summer work experience to Travellers who stay in school through the senior secondary cycle.

The first of the three young people assisted by Access Clondalkin in 2007-08 required supplementary support in relation to mathematics in the run-in to the Leaving Cert and this was provided in association with the school and an existing teacher. The second undertook the Leaving Cert Applied and was offered extra supports (based on discussions with her) which, in the end, she chose not to take up. The third student had left a local secondary school but decided that he wished to complete his Leaving Cert. This was not possible in his former school which wanted him to re-start fifth year, something he didn't want to do. (The visiting teacher noted that Travellers, as with other young people, do not want to be seen as 'too old' for the class they are in.) This young person was assisted by *Access Clondalkin*, and by Youthreach, to sit five Leaving Cert subjects. The visiting teacher arranged a tutor for him and said that the young person had worked exceptionally hard in advance of the exams. Most of the year's *Access Clondalkin* funding for Travellers (€3,000 in total) went towards this third student (although this cost was less than supporting one student to sit the Leaving Certificate in some private 'grind schools').

Outside of *Access Clondalkin*, teachers from different parts of Dublin working with the visiting teacher service were organising visits by Traveller parents to third level institutions in 2008.

4.3.3 Work with Non-Irish Young People

As mentioned earlier, a special summer school which focused on English language and grammar for non-Irish students, as well as sports and getting to know Dublin, was organised by Deansrath Community School in July 2008.

As part of this action, a teacher from Deansrath Community School developed a syllabus for the course, which has been shared with *Access Clondalkin* and with other schools. The Summer School was organised jointly with St. Kevin's Community School and catered for 20-25 non-Irish students. It was especially targeted at students entering an exam year. A previous summer school in the summer of 2007 had led to big improvements in the levels of English of non-Irish students for the 2007-08 academic year.

4.3.4 Engaging with Parents

Engaging with parents took place via a *community-based after-school support programme*. This group was established about 1995 and works with four primary schools in North Clondalkin - St Mary's Junior and Senior schools, St Bernadette's Junior and Senior schools, St Peter Apostle Junior and Senior schools and Archbishop Ryan Junior and Senior Schools.

The group works with second and third class students on academic, social and interpersonal skills and participants are identified by their teachers. Four sessions of 15 children each are held four afternoons a week, with every child attending two sessions a week. Besides an emphasis on homework and academic development, games, arts and crafts or sports are organised to allow for development of interpersonal skills and to assist and encourage interaction with peers and adults. A development worker prepared the programmes with staff.

The club has four key workers and, in 2007-08, employed 21 local women under a CE scheme, who received qualifications in After School Support and Work Experience. Under *Access Clondalkin*, a facilitator was provided for a weekly study group. This person was viewed as 'invaluable' as many of these local participants had left school early, and required extra support upon their return to education. All 21 women who started the course completed and passed it, which was partly attributed to the facilitator. The community-based after-school support programme reported that employment of the facilitator was 'definitely worthwhile' but would be 'difficult, if not impossible' without *Access Clondalkin* funding.

A positive knock on effect for trainees of involvement with *Access Clondalkin* is communication with the Education officer in Clondalkin Partnership and therefore a chance for an element of input into local schools.

In addition to the above programme, twelve mothers who were themselves engaged in Back to Education programmes took part in a *focus group* with the Education Coordinator to discuss their attitudes, and their children's attitudes, towards third level education. They were also invited to complete the survey questionnaire administered to schools (as reported in Chapter 3), and to provide the responses that they would expect their children to provide. The answers provided were very similar to those of the children, suggesting that both groups see similar barriers to further education, and that the parents are aware of the attitudes of school-going children. However, when asked 'do you think that you will go to study in a university or an IT after your Leaving Cert?' no parent answered 'Definitely - I will go' on behalf of their child, while 30% of students chose this answer. Although the number of parents surveyed was too small to draw any general conclusions, this possibly indicates a lower level of expectation among parents than among their school-going children.

A third action relating to parents related to the *Clondalkin Area Parents Education* (CAPE). This action was organised by the home school liaison teacher from the area (working together) and involved a tour of NUI Maynooth, a talk from the university's School Liaison Officer, talks from Access Students attending the university and a question and answer session. Some 31 parents went on the trip and a questionnaire administered afterwards showed a very positive response to the different aspects of the day. One parent commented: "As a primary school parent, it gave me a great insight on what I should encourage my girls in, to improve their education". In light of the positive reaction from parents, CAPE hopes to undertake at least two trips in the 2008-09 school year.

Chapter 5: Conclusions and Recommendations

5.1 Summary of Key Points and Conclusions

The *Access Clondalkin* project arose from a 2005 report by the HEA which called for pilot projects of holistic community initiatives to promote equity of access to higher education. The project is running for three years, from 2006-07 to 2008-09 and this report reviews the activities of the project in its second year, i.e. 2007-08.

Access Clondalkin involves expenditure of approximately €100,000 per year and, in 2007-08 involved work with six primary schools, three secondary schools and four community elements. In addition, some preparatory work in relation to students with disabilities was undertaken, for progression in 2008-09.

Access Clondalkin fits well national policies in relation to access to higher education. While progression rates to third level education have increased considerably in recent years, from 20% in 1980 to 55% in 2004, the HEA has now adopted a target of 72% by 2020 (following from the National Skills Strategy). Statistics show that progression to higher education continues to be strongly influenced by socio-economic class. In this context, the 2008-13 National Plan for Equity of Access to Higher Education states: ‘We have now reached a point in our national educational development where the achievement of further growth in higher education will require continuing progress in relation to widening access. This means ... further success in extending higher-education opportunities to groups that have traditionally been under-represented in higher education’.

Statistics on the Clondalkin Partnership area show that it is an area characterised by low educational attainment and therefore contains the groups referred to above.

The survey of over 500 students from *Access Clondalkin* schools and over 170 students from middle class comparison schools suggested both room for optimism in relation to third level progression and areas of difference that may require action. The students surveyed were either in primary school or in the junior cycle at second level.

Optimistic findings include the following:

- Some three out of four *Access Clondalkin* students link attendance at university or an Institute of Technology to getting a good job, something that is seen as important by almost all of the students.
- Two-thirds of the Clondalkin students say that they would like to go to third level when they finish in school, with a majority believing it would be good fun to do so, and would allow for studying of subjects they are interested in.
- A majority of the Clondalkin students believe that third level education is for ‘people like me’ with only one in five believing that the costs of third level education could be prohibitive.

That said, findings which may limit progression to third level in future years include the following:

- While exactly half of the students in the Clondalkin schools like going to school most of the time, the figure is much higher (at 71%) in the middle class schools. The fact that 50% of the *Access Clondalkin* students dislike going to school most of the time may be an early indicator of higher early school leaving.
- There is a much higher belief among the middle class students that all of the people in their class will complete their Leaving Certificate (over 60%) compared to under 15% of those in the *Access Clondalkin* schools having the same belief. So people are aware of the 'option' of leaving school before completing second level as early as in primary school.
- For the children and young people surveyed, there was a 32% gap (88% against 56%) between the middle class areas and the *Access Clondalkin* students as regards whether they would 'probably' or 'definitely' progress to higher education.
- Some 63% of *Access Clondalkin* students felt that it was time to get a job when they had finished school, compared to 38% of the middle class students.
- Some 61% of Clondalkin students thought that people who go to universities or ITs are 'very clever' compared to 29% of the middle class students.
- There were much higher proportions of students in Clondalkin who felt that having a baby would be a major barrier to progressing to third level (57% against 32%).
- There were higher levels of 'Don't Know' answers from the Clondalkin students throughout the survey, suggesting a lack of knowledge in relation to third level education, and a lack of thought or discussion about it up to that point.

The careers which the children and young people would like to have as adults also suggest that the middle class children are already planning for professional careers, replicating their parents' socio-economic classes, while many *Access Clondalkin* students see themselves as having careers that may not require attendance at a university or IT. The level of detail of the middle class students' responses also suggested a much greater knowledge of the more 'professional' career options that exist.

In relation to the actions undertaken by *Access Clondalkin* in 2007-08:

- The research confirms that actions took place across the schools and community groups concerned.
- Given the relatively small amount of money for the Clondalkin project, most of these actions are relatively small-scale in nature and none are likely, in themselves, to increase third level participation.
- In any case, the focus of the actions in the schools has been on children in fifth and sixth classes at primary level and in the junior cycle at second level, so it will be some years before the impact on progression to third level can be measured.

- That said, the general view among teachers and managers on the community projects is that the *Access Clondalkin* project is very worthwhile and that its individual actions are useful and innovative.
- Many of the actions are straightforward but did not exist before the project, e.g. systematic trips for the students, and their parents, to visit third level institutions. The trips for parents were seen as particularly useful by some of the schools.
- The idea of giving an educational related ‘pack’ to pupils ‘graduating’ from primary school is both simple and practical.
- The extra supports in relation to Irish suggest particular problems in teaching this subject and it was suggested that Maths is also a big problem for many students at junior cycle of second level. Extra supports enabling students to maintain these subjects at Honours Level for the Junior Cert can have a big impact on subsequent career choice.
- Other ideas, such as bringing back past pupils who progressed to third level, forming after-school clubs around computers and chess, and extra focused tuition in the lead-in to the Junior Cert all appear to be useful ideas in supplementing existing mainstream educational provision. All of these ideas would be standard for students from middle-class homes.
- A number of teachers commented that, while there are several programmes for those students with the greatest need, it was useful to have some discretionary funding for the brighter students in disadvantaged schools. This suggests a gap in the DEIS model of supports for schools. It is also likely to be the brighter students from the disadvantaged schools who will be the ones with the potential to progress to third level education in due course.
- While schools received (small amounts of) funding for their actions, the administration work was generally undertaken by teachers on top of their existing work. If the pilot actions were extended, this may present an issue to be addressed.
- The community-based actions appear to have worked well, with adult women returning to education, parental involvement through an after-school programme, an innovative summer camp for non-Irish students and support for individual Traveller students sitting the Leaving Cert. However, more could be done in these areas with greater funding. To date, the main thrust of the pilot project has been in the mainstream education system, rather than mobilising the community in a wider way.

Overall, the *Access Clondalkin* project therefore appears to be fulfilling its function of implementing pilot actions and generating wider learning for the HEA and potentially for national policy.

5.2 Recommendations

The *Access Clondalkin* project is relatively limited in scope so any recommendations made are tentative. However, based on the evaluation research, the following suggestions appear to be worthy of further discussion or research.

- There appears to be a need to increase supports for brighter children in DEIS schools, through activities and supports that will stretch these children and young people and broaden their horizons.
- Extra targeted supports appear to be needed around Irish and Maths at the end of the primary school system and in the early years at second level.
- In relation to Irish, the pilot action at St. Bernadette's, focusing on spoken Irish, appears to be working well and has kept the interest of the children. Further intensive spoken Irish tuition, either through after-school classes (as in St. Bernadette's) or through summer camps or Gaeltacht trips, may boost Irish levels, boost numbers maintaining Honours Irish at Junior Cert level and support progression to jobs such as teaching or working in the public service.
- The use of money by the second level schools suggests that extra supports are required for some students to take honours subjects in their Junior Certificate exams. This is true in schools in all areas but, in middle class areas, such support is purchased privately by parents outside of the school. Extra study time or small group or one-on-one tuition to ensure that students do not fall behind would help to even the playing field in this regard.
- There appears to be merit in all students in the Junior Cycle (with perhaps also their parents invited) visiting a number of universities and Institutes of Technology. This both provides practical information on the colleges and breaks down some of the barriers and myths that continue to exist.
- Schools using the Junior Achievement Ireland programme were very positive about it – this programme should be further supported if possible.
- The syllabus for the successful summer camp organised by Deansrath Community School should be disseminated to other schools with reasonably high numbers of non-Irish students, with schools funded to run similar summer camps.
- The programme of South Dublin County Council in relation to the employment of young Travellers has had a sizeable impact on the retention of Travellers at senior cycle in second level and the HEA should support the extension of this programme to other local authority areas.
- Greater involvement of parents is required. This will need to happen in ways that do not feel threatening or insensitive to the parents.
- There may be scope in Clondalkin for greater exchanging of ideas and learning between the different schools and projects involved in *Access Clondalkin*.

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Annex 1: Questionnaire for Attitudes Survey

This survey will ask you about what is called ‘third level education’. By this, we mean courses that people go on to do in universities and Institutes of Technologies (ITS) after their Leaving Cert. Examples of universities and ITS are:

- Trinity College
- UCD
- DCU
- Blanchardstown IT
- DIT
- NUI Maynooth
- Tallaght IT

Normally people go on to third level education when they are about 18 years old.

Section 1 – Introduction

I am a student in

- St Mary’s Senior School
- St Peter the Apostle Senior School
- St Bernadette’s Senior School
- Archbishop Ryan Senior School
- St Ronan’s National School
- Scoil Talbot Senior School
- St Kevin’s Community College
- Collinstown Park Community College
- Deansrath Community College

I am in

- Fifth Class
- Sixth Class
- First Year
- Second Year
- Third Year

I am

- Male
- Female

Section 2 – Attitudes

Which of the following would you say is true for you?

- Most of the time, I don't like going to school
- Most of the time, I like going to school

Do you get help with your homework from your parents or guardian?

- Yes, always
- Usually yes, especially if I ask for it
- Sometimes, but not very often
- No, I do it myself

In your opinion, how many people from your class will finish secondary school and do their Leaving Cert?

- None of us
- A few of us but not too many
- About half of us
- Most of us, but not all of us
- All of us

Do you think that you will go to study in a university or an IT after your Leaving Cert?

- Definitely not – I will not go
- Probably not – I probably won't go
- I don't know
- Probably – I probably will go
- Definitely – I will go

Did your Mum or Dad or guardian study in a university or an IT (Institute of Technology)?

- Yes, one or more of them did
- No, none of them did
- Not sure

Have you ever been to visit a university or an IT?

- Yes
- No
- Not sure

Write down the first three things that come into your head when you think about students who go to universities and ITs

Section 3 – Opinions

For each one of the following statements, please tick whether you agree or disagree

It is important for me to have a good job when I am an adult

Agree Don't know Disagree

If you want a good job, it is important to go to a university or an IT (Institute of Technology)

Agree Don't know Disagree

It is expensive for people to go to a university or an IT – I'm not sure my family could afford it

Agree Don't know Disagree

When you finish school, it is time to get a job.

Agree Don't know Disagree

When you finish secondary school, it is good to get a job as soon as possible so you can earn money for yourself and for your family

Agree Don't know Disagree

I would like to go to a university or an IT

Agree Don't know Disagree

I think it would be good fun to go to a university or an IT

Agree Don't know Disagree

Third level education would allow me to study things I am really interested in

Agree Don't know Disagree

When I finish secondary school, I will have studied long enough

Agree Don't know Disagree

If somebody has a baby when they are 18 or 19, they cannot really go to a university or an IT

Agree Don't know Disagree

It is a waste of time going to a university or an IT if you can get a job after school

Agree Don't know Disagree

Third level education is for people like me – I would meet other people like me in ITs and universities

Agree Don't know Disagree

People who go to universities and ITs are very clever

Agree Don't know Disagree

People who go to universities and ITs are well off

Agree Don't know Disagree

If I have children in the future, I would like them to go to a university or an IT

Agree Don't know Disagree

Section 4 – Future Career

Below is a list of 33 jobs. Please read the whole list carefully and then tick the three you would most like to have when you are an adult (Please tick three only)

- | | | | |
|----------------|--------------------------|---|--------------------------|
| Accountant | <input type="checkbox"/> | Journalist | <input type="checkbox"/> |
| Actor | <input type="checkbox"/> | Lawyer | <input type="checkbox"/> |
| Beautician | <input type="checkbox"/> | Librarian | <input type="checkbox"/> |
| Builder | <input type="checkbox"/> | Nurse | <input type="checkbox"/> |
| Carer | <input type="checkbox"/> | Painter and decorator | <input type="checkbox"/> |
| Carpenter | <input type="checkbox"/> | Post man/woman | <input type="checkbox"/> |
| Civil servant | <input type="checkbox"/> | School teacher | <input type="checkbox"/> |
| Cleaner | <input type="checkbox"/> | Scientist | <input type="checkbox"/> |
| Cook | <input type="checkbox"/> | Secretary | <input type="checkbox"/> |
| Dentist | <input type="checkbox"/> | Soldier | <input type="checkbox"/> |
| Doctor | <input type="checkbox"/> | Vet | <input type="checkbox"/> |
| Driver | <input type="checkbox"/> | Waiter/waitress | <input type="checkbox"/> |
| Engineer | <input type="checkbox"/> | Working in a bank | <input type="checkbox"/> |
| Factory worker | <input type="checkbox"/> | Working in a crèche | <input type="checkbox"/> |
| Fire-fighter | <input type="checkbox"/> | Working at home (e.g. raising children) | <input type="checkbox"/> |
| Garda | <input type="checkbox"/> | Working in a shop | <input type="checkbox"/> |
| Hairdresser | <input type="checkbox"/> | | |

If you would like a job that is not in this list, please write it here

Thank you for filling out the questionnaire