Diversity and Structure: Changes in the Institution
The luck of the Irish
A survey of Ireland | October 16th 2004
At the Crossroads

Capacity has doubled over the last 20 years

<table>
<thead>
<tr>
<th>% of 18 year olds in H.E.</th>
<th>%</th>
<th>No. of New Entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>5%</td>
<td>15,000</td>
</tr>
<tr>
<td>1980</td>
<td>20%</td>
<td>42,500</td>
</tr>
<tr>
<td>2010</td>
<td>65%</td>
<td></td>
</tr>
</tbody>
</table>
At the Crossroads

Attainment/Access

Figure 6.7: Participation in Full-Time Higher Education among Senior Cycle Leavers by Parental Socio-Economic Group

- Farmer/Other Agricultural
- Professional
- Employer/Manager
- Intermediate Non-Manual
- Other Non-Manual
- Skilled Manual
- Semi skilled Unskilled Manual
- Unemployed

- 2002/2004
- 2006/2007
- Average
## Double Capacity

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>% of total</th>
<th>2015</th>
<th>% of total</th>
<th>2025</th>
<th>% of total</th>
<th>2030</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>29,982</td>
<td>70</td>
<td>30,621</td>
<td>61.8</td>
<td>34,277</td>
<td>52.8</td>
<td>33,558</td>
<td>52.3</td>
</tr>
<tr>
<td>Late</td>
<td>3,855</td>
<td>9</td>
<td>4,459</td>
<td>9</td>
<td>5,843</td>
<td>9</td>
<td>5,775</td>
<td>9</td>
</tr>
<tr>
<td>Mature</td>
<td>5,568</td>
<td>13</td>
<td>8,919</td>
<td>18</td>
<td>16,229</td>
<td>25</td>
<td>16,041</td>
<td>25</td>
</tr>
<tr>
<td>International</td>
<td>3,426</td>
<td>8</td>
<td>5,500</td>
<td>14.2</td>
<td>8,569</td>
<td>13.2</td>
<td>8,790</td>
<td>13.7</td>
</tr>
<tr>
<td>Total</td>
<td>42,831</td>
<td>100</td>
<td>49,549</td>
<td>100</td>
<td>64,918</td>
<td>100</td>
<td>64,164</td>
<td>100</td>
</tr>
</tbody>
</table>
What we need to do?

Life-long Learning

<table>
<thead>
<tr>
<th></th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-64</th>
<th>25-64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education NFQ levels 8–10</td>
<td>30%</td>
<td>23%</td>
<td>17%</td>
<td>12%</td>
<td>21%</td>
</tr>
<tr>
<td>Higher Education NFQ levels 6–7</td>
<td>15%</td>
<td>14%</td>
<td>10%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Post Leaving Cert, NFQ 4–6</td>
<td>12%</td>
<td>12%</td>
<td>9%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Upper Secondary, NFQ levels 4–6</td>
<td>28%</td>
<td>26%</td>
<td>25%</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>Lower Secondary, NFQ level 3</td>
<td>11%</td>
<td>18%</td>
<td>23%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Primary (NFQ level 1–2)</td>
<td>5%</td>
<td>8%</td>
<td>16%</td>
<td>36%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Hard Choices – Hard Times

Professed Belief

Congruent Behaviour

Hard Choices, Hard Times

What we care about
Culture and Architecture
Letterfrack
Letterfrack
Wired World  Hive Mind
Séamus McGuinness
Lived Lives
John Tunney
The Hand, the Heart, the Mind

Anthony Carolan

Pro-Bono Group

Noel Sweeney
IoTs – Grasp the Future

The new amalgamated institutes of technology will be expected to meet the following objectives:

- **Teaching**
  - Continued strong orientation on labour market outcome
  - Improved linkages with workplaces and research informed curriculum
  - Greater specialisation around particular niches to improve quality of offerings

- **Research**
  - Particular focus on meeting the national research agenda of supporting local and regional small and medium-sized enterprises

- **Student Body**
  - Retaining current school leaver population
  - Increase the numbers of part-time students to facilitate upskilling
  - Provision of evening, weekend and summertime campus learning, open distance e-learning and work-based learning

- **Internationalization**
  - Increase in internationalisation of student intake based on strategic targeting of particular countries and disciplines

- **Funding Sources**
  - Significant increase in the proportion of non-core grants funding. Other sources of funding to include fee income and national training fund income in respect of upskilling provision, local enterprise contribution in respect of focused R&D, international student tuition and sale of services

- **Engagement with Enterprise**
  - Strong links with enterprise to create programmes informed by enterprise needs, co-taught by practitioners and academics, with constant renewal and change to ensure relevance. R&D activity to be integrated into undergraduate learning

- **Governance and Management**
  - Demonstrated capacity to prioritise institutional goals, and to put in place strategic, management and financial allocation systems to achieve those
Robert Frost

‘Your head so much concerned with outer,
Mine with inner, weather’
Letterfrack

If only