Presentation to SUSDEV Delegation on Lifelong learning for sustainable development ERASMUS+
April 23rd DIT, Dublin

Dr Noel O' Connor

IMG_8165 Photo: Peter Barrow Photography Tel: 0872559638, Date: 29th September 2015

Overview

- Higher Education Environment
- DIT Profile & Strategic Plan
- DIT Organisational Structure
- DIT Academic Governance

National Strategy for Higher Education to 2030 Objectives:

- Increase participation, equality of access & lifelong learning in higher education;
- Excellent teaching & learning and quality of student experience and opportunities;
- High quality, internationally competitive research and innovation;
- Enhanced engagement with enterprise and the community and embedded knowledge exchange; and
- Enhanced internationalisation

Published Jan 2010

Towards a Future Higher Ed Landscape - HEA,

Higher education should provide graduates with a breadth of knowledge, skills and competences to meet the needs spectrum of private enterprise, public purpose and social innovation.

Higher education should meet the requirements of the national research, innovation and research agenda....should be regionally and community engaged...

Optimal social & commercial impact

Higher Ed Key System Objectives

1. To meet Ireland's human capital needs across a spectrum of skills by engaged institutions through a diverse range of provision;
2. To promote access for disadvantaged groups and to put in place coherent pathways from second level education, further education and non-traditional entry;
3. To promote excellence in learning & teaching to underpin a quality student experience;
4. To maintain an open and excellent public research system focussed on the Government's priority areas and the achievement of other societal objectives and to max imise research collaborations and knowledge exchange between and among public and private research actors;
5. To ensure that Ireland's higher education institutions are globally competitive and internationally orientated;
6. To reform practices and restructure the system of quality & diversity;
7. To increase accountability of autonomous institutions for public funding and against national priorities

3 Key Objectives identified:

1. Improve Student experience
2. Improve impact on society & economy
3. Improve international recognition of the quality of the Irish Higher Ed outcomes

Drivers of Change

…..there are two essential drivers of change –**quality** and **participation**

Role of Higher Education

Strategic Objective :

" *To achieve and maintain a position in tertiary education in the top quarter (10%) of OECD countries in terms of participation in tertiary education and in the quality of that education and training"*   Dept. of Ed & S.
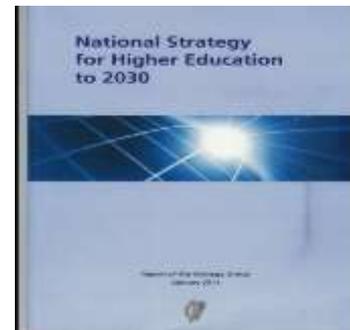
National Priorities:

| Priorities identified in National Strategy for HE	
1	Participation & Access
2	Teaching & Learning
3	Research & Innovation
4	Regional Engagement
5	Internationalisation

Translated into……

	Priorities (Strands) set out for the HEIs' Performance Compacts
1	Participation, Equal Access & Lifelong Learning
2	Excellent Teaching & Learning and Quality of the Student Experience
3	High Quality, Internationally Competitive Research & Innovation
4	Enhanced Engagement with Enterprise and the Community and embedded Knowledge Exchange
5	Enhanced Internationalisation
6	Regional Clusters
7	Institutional Consolidation

EDUCATION AT A GLANCE INTERIM REPORT (Jan 2015)

Percentage of younger adults with tertiary education (2000-2013)

25-34 year - olds

% of people with tertiary education

— 2000   ▲ 2013
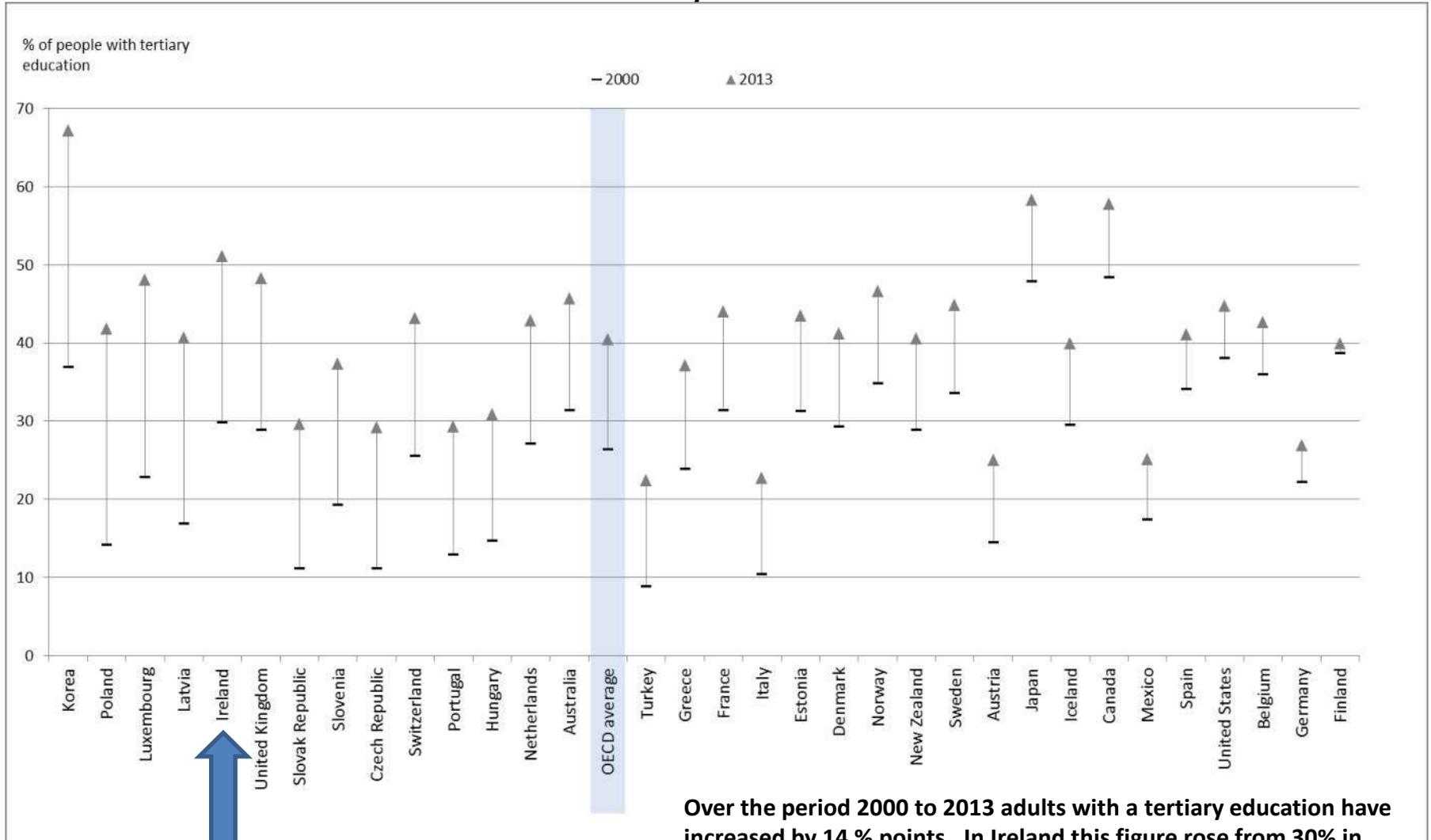
Over the period 2000 to 2013 adults with a tertiary education have increased by 14 % points. In Ireland this figure rose from 30% in 2000 to over 50% in 2013.

System Governance: Higher Education Compact

Seeks to:

- Demonstrate how each institution is making its distinctive contribution to key national expectations of higher education

- Support institutions' efforts to improve their own performance – through better strategic planning and management, particularly with regard to the increasingly competitive global environment in which our institutions operate

- Demonstrate how institutions are performing against the objectives set out in their own strategic plans

- Enhance the accountability of higher education in respect of the very significant public funding allocated annually.

System Governance: Higher Education Compact

Aim :

- To introduce a process of ***strategic dialogue*** and performance funding based on agreed compacts
- Each institution will set out the following:
  - Its strategic objectives
  - Identify qualitative & quantitative indicators of success by which it will be measured
  - Current & future institutional profiles
  - The financial plan that will underpin the institutional strategy

Aligning Funding to Objectives

Main Elements

▶ Core Funding (RGAM & Fee Grant)

▶ Performance Funding

▶ Earmarked/Target Funding

Principles

Mission coherence, maximum collaboration and efficiencies, diverse institutions while maintaining high standards of quality & sustainability
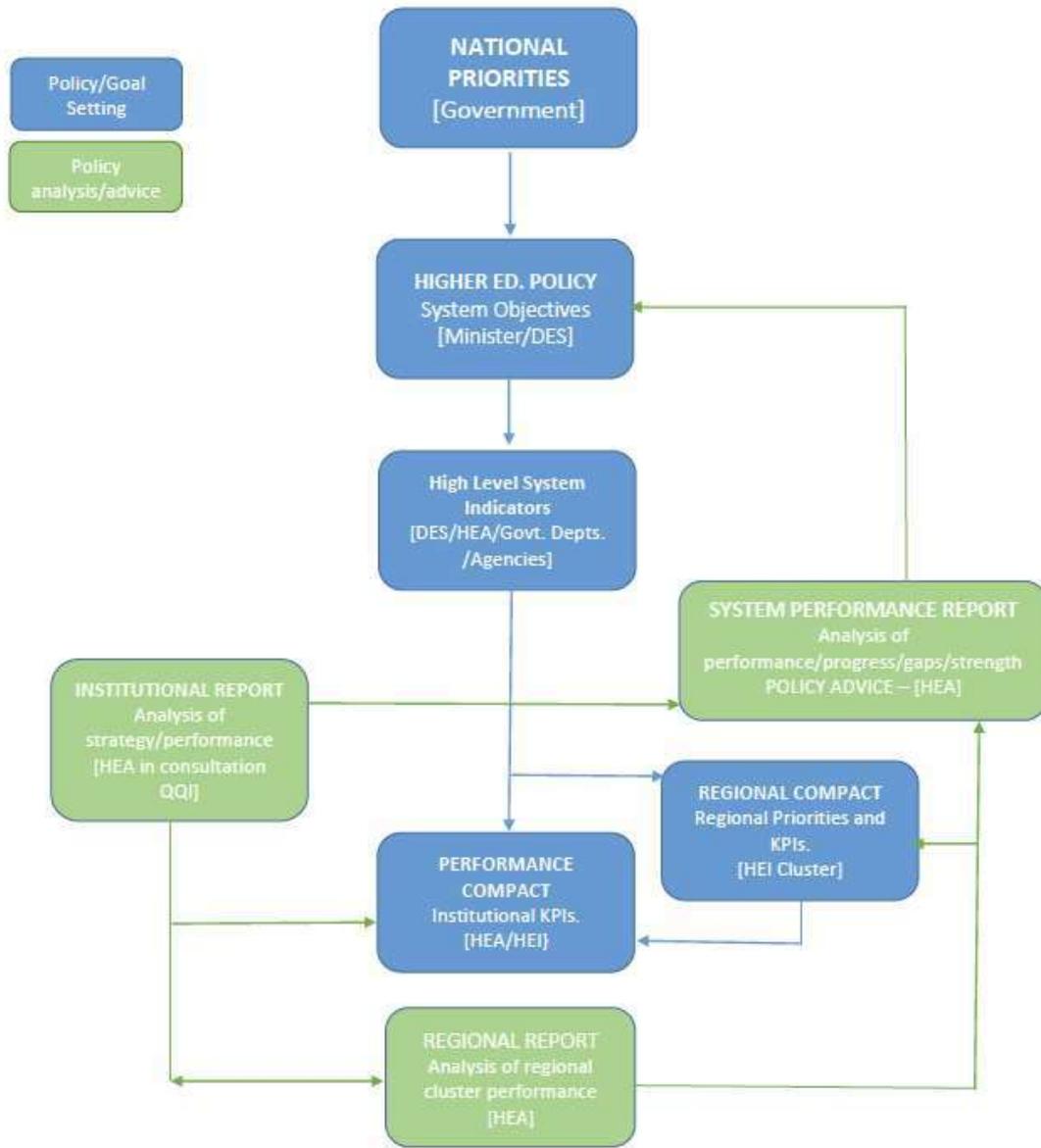
and

Institutional autonomy re: internal allocation to continue to be recognised and supported through the funding model

Challenges

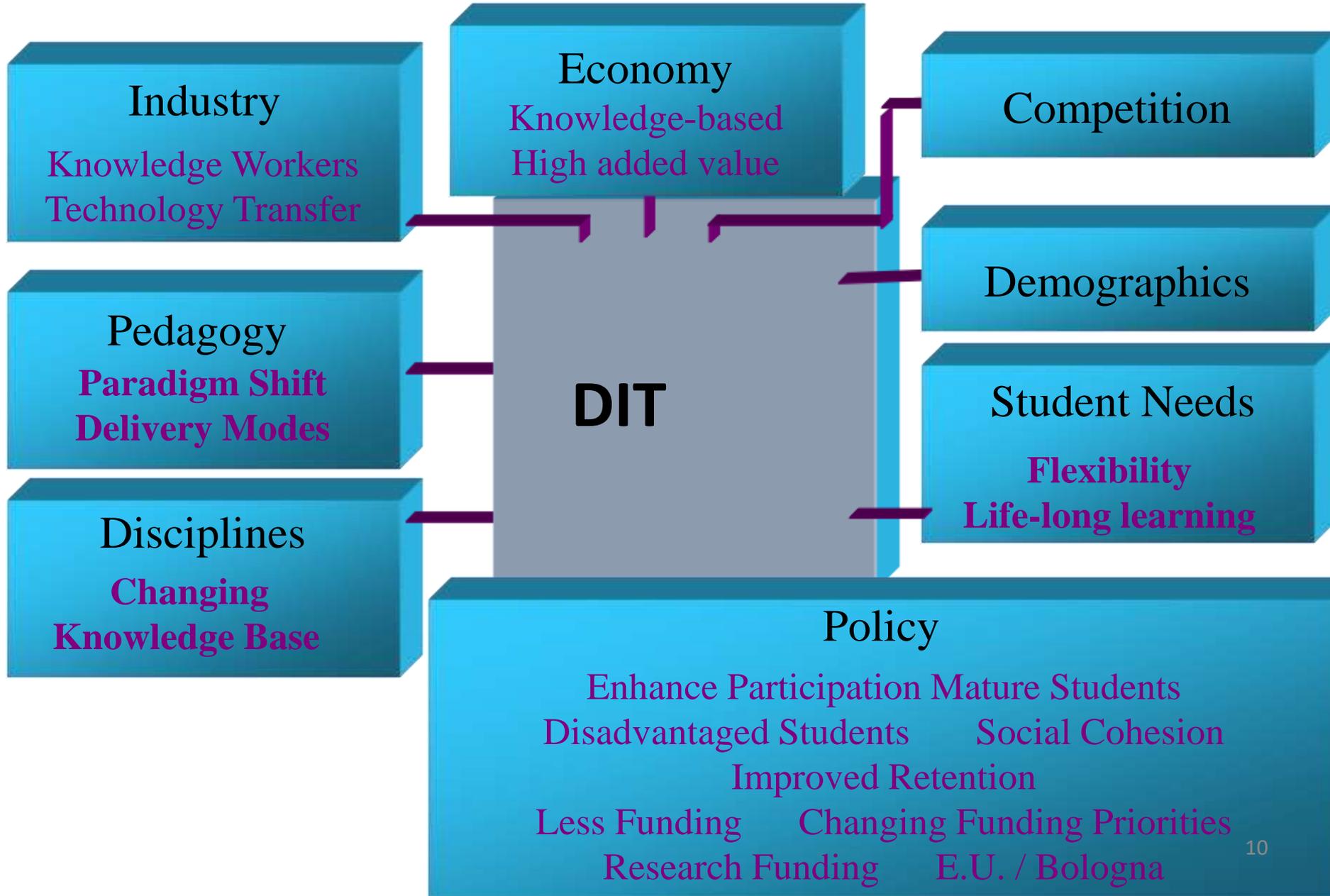Declining levels of public funding for HE and projected increases in student numbers

and

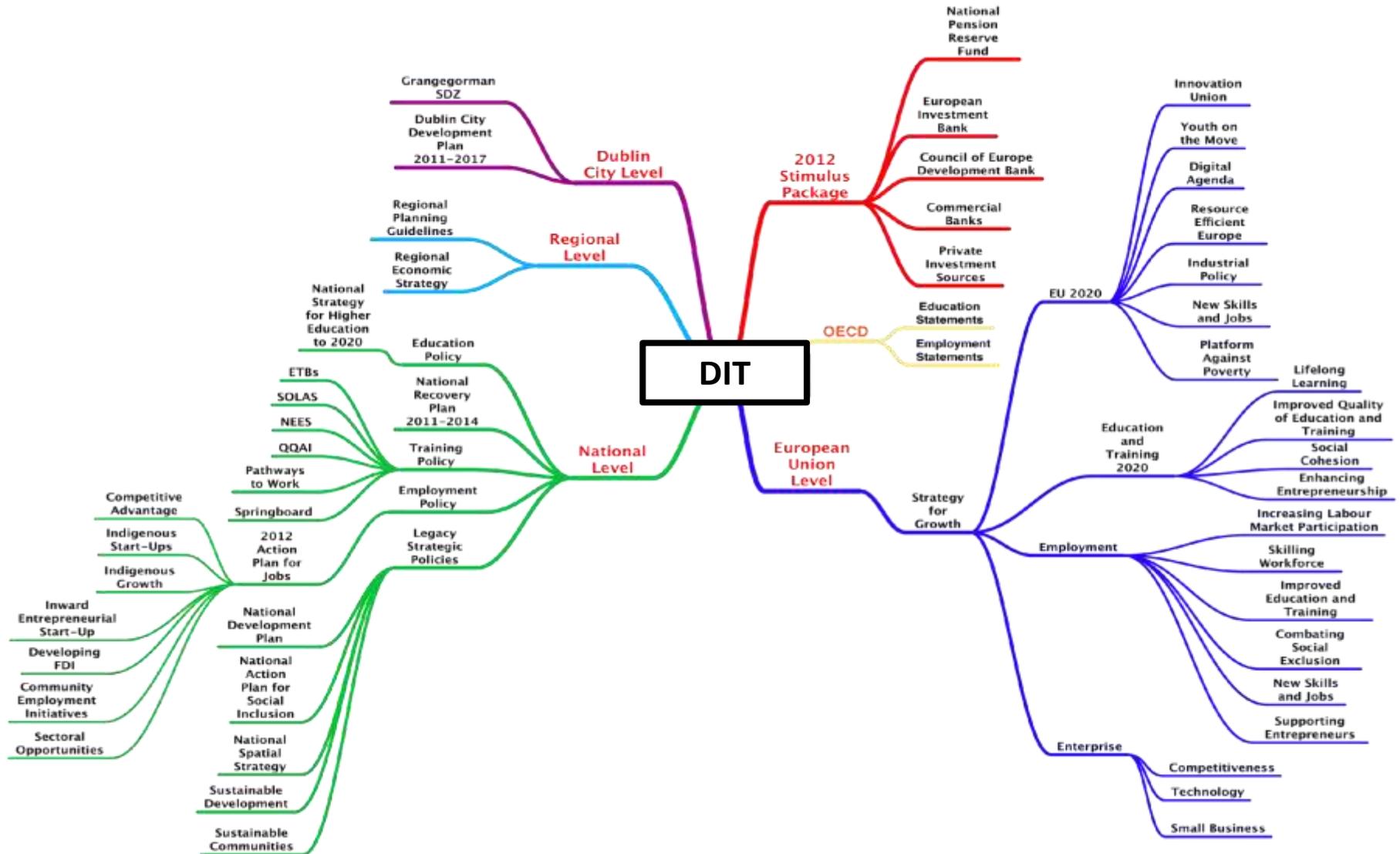Need for multi-annual budgets for planning purposes

Policy/Goal Setting

Policy analysis/advice

NATIONAL PRIORITIES
[Government]

HIGHER ED. POLICY
System Objectives
[Minister/DES]

High Level System Indicators
[DES/HEA/Govt. Depts. /Agencies]

SYSTEM PERFORMANCE REPORT
Analysis of performance/progress/gaps/strength
POLICY ADVICE – [HEA]

INSTITUTIONAL REPORT
Analysis of strategy/performance
[HEA in consultation QQI]

REGIONAL COMPACT
Regional Priorities and KPIs.
[HEI Cluster]

PERFORMANCE COMPACT
Institutional KPIs.
[HEA/HEI}

REGIONAL REPORT
Analysis of regional cluster performance
[HEA]

HIGHER EDUCATION SYSTEM PERFORMANCE FRAMEWORK FIG. 1.1

Operating Environment

Industry
Knowledge Workers
Technology Transfer

Economy
Knowledge-based
High added value

Competition

Pedagogy
Paradigm Shift
Delivery Modes

Demographics

DIT

Student Needs
Flexibility
Life-long learning

Disciplines
Changing
Knowledge Base

Policy
Enhance Participation   Mature Students
Disadvantaged Students   Social Cohesion
Improved Retention
Less Funding   Changing Funding Priorities
Research Funding   E.U. / Bologna

Responds to national and EU agendas

Policy Environment

VISION

Recognised internationally, DIT will be the first choice in Ireland for people who seek professional, career-focused learning and discovery in a vibrant environment renowned for innovation, creativity, the application of research and engagement with the community

DIT's Strategic Intent

Research
To be an important source of discovery and underpin DIT's education programmes and its contribution to the economy and society

Learning
To be the HEI of choice in arts, business & technology for career-focused education through quality teaching and learning

Engagement
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant to sustainable development

Student Services
To be recognised in Ireland for the quality of our services to students

Organisation Development
To transform DIT to become more streamlined, agile and dynamic

People
To maximise and harness the collective talents and abilities of all colleagues within DIT

Finance
To ensure that DIT operates efficiently and effectively within the available resources

MISSION

Located in the heart of Ireland's capital city, Dublin Institute of Technology provides an innovative, responsive and caring
learning environment for a diverse range and level of programmes to students of all ages and backgrounds

In doing so, DIT:-
- combines the academic quality of a traditional university with career-focussed learning, discovery and the application of knowledge
- emphasises excellence in learning, teaching, scholarship, research and support for entrepreneurship,
- contributes to technological, economic, social and cultural progress, and
- is engaged with and within our community.

Strategic Objectives - 2014-15

LEARNING - **To be the HEI of choice in arts, tourism, business, engineering, built environment, sciences & health for career-focused education through quality teaching and learning**

1. DIT's provision will be focused on offering professional, career-focused learning and discovery for a diverse range of students supported by strong industry engagement
2. Maintain standards of teaching and learning, curriculum development including modularisation and quality assurance, within the available financial envelope

RESEARCH - **To be an important source of discovery and underpin DIT's education programmes and its contribution to the economy & society**

3. To concentrate and consolidate research activity, including PhD study, in fields of verifiable strength and national significance in order to achieve greater coherence and enhance competitiveness and sustainability
4. Ensure greater integration between research and innovation, and teaching and learning;
5. Strengthen and embed technology transfer and entrepreneurial activity.

ENGAGEMENT - **To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant to sustainable development**

6. DIT will embed engagement with key external stake-holders (including Government, national/regional development organisations and local communities) within our core activities
7. DIT will continue to apply its resources to support underpinning the economic, social and cultural development of the country focussed on the development of Irish enterprise and employment creation

STUDENT SERVICES - **To be recognised in Ireland for the quality of our services to students**

8. We will continue to improve the student experience across DIT underpinned by the development of an integrated student services function.

PEOPLE - **To maximise and harness the collective talents and abilities of all colleagues within DIT**

9. Ensure that the talents and ability of our staff are recognised and developed to their fullest possible potential.
10. Through strategic and tactical deployment/re-deployment ensure that the individual and collective skills and abilities of our staff support the ongoing delivery of DIT objectives

ORGANISATIONAL DEVELOPMENT - **To transform DIT to become more streamlined, agile and dynamic**

11. Complete the structural and process change phases of the Organisation of DIT and EIA programmes
12. Progress the necessary detailed planning required to underpin the relocation of DIT to its new campus at Grangegorman and ensure that the new campus will underpin DIT's Strategic Plan and foster the goal of 'one DIT' across the Institute.
13. Enhance DIT's national and international positioning through appropriate designation, mergers and collaborations.

FINANCIAL - **To ensure that DIT operates efficiently and effectively within available resources**

14. Fully implement agreed framework for the allocation of resources across colleges, schools and support services including identification of priority areas for investment

DIT COMMUNITY

20,000 Students
- 1 in every 11 students in Ireland

2000 academic and support staff

5000 graduates each year

MULTI-DISCIPLINARY

Arts + Humanities
12%

Engineering, Manufacturing + Construction
26%

ICT
7%

Sciences, Health + Welfare
12%

Services
12%

Business, Administration + Law
27%

Social Sciences, Education + General
4%

FLEXIBILITY + DIVERSITY

NFQ Levels **6-10** — NFQ levels offered

Part-time learners **29%**

International **20%**

Mature **10%**

Access pathways **8%**

Disability **8%**

STRENGTHS IN RESEARCH + INNOVATION

New Materials & Devices

Environment, Energy + Health

Information Communications + Media Technologies

Society, Culture + Enterprise

CAMPUS CONSOLIDATION AT DIT GRANGEGORMAN

Current campus locations:
- Kevin Street
- Aungier Street
- Rathmines + Chatham Row
- Cathal Brugha Street
- Mountjoy Square
- Bolton Street

+GRANGEGORMAN

Largest development in higher education in Ireland, contributing to urban regeneration, local enterprise and increased access to higher education.

DIT is committed to sustainability in all aspects of its teaching, research, operations and community engagement.

20.7% Energy Savings by 2015

Energy Saving initiatives undertaken
- Commitment to work towards ISO Energy Management System Certification
- Continuous monitoring of energy consumption
- Replacement of inefficient plant and equipment engagement

Award winning Innovation and Technology Transfer Team Best Start-up Facilities in Dublin

Total Investment Raised by Hothouse Alumni 2001 – 2016
€160,000000
1600 jobs created

Developing major new city-centre campus at Grangegorman for all DIT activities:

73 acre campus

150,000 sq m Education + Research facilities

50,000 sq m Industry + Science Park

50,000 sq m Student Residences

15,000 sq m Sports + Pitches + Recreation

8,000 sq m Food + Retail

5,000 sq m Cultural

Public transport access including:
- Luas Cross City + Red Line
- Dublin Bus
- Private Buses
- Dublin Bikes

DIT

Dublin Institute of Technology - Organisation Chart

Governing Body

President

College of Engineering and Built Environment — Gerald Farrell	College of Sciences and Health — Michael Devereux	College of Business — Katrina Lawlor	College of Arts & Tourism — John O'Connor	Academic Affairs & Registrar — Michael Mulvey	Research, Enterprise & Innovation Services — Brian O'Neill	Student Development — Noel O'Connor	Director of Corporate Services — Denis Murphy	Campus Services & Relocation — Paul Flyn
School of Surveying & Construction — Tom Dunne	School of Biological Sciences — Mary Hunt	School of Accounting & Finance — Margaret Fitzsimons	Conservatory of Music & Drama — Orla McDonagh	Academic Records & Quality Assurance — Jan Cairns/ Nicole O'Neill	Graduate Research School — Mary McNamara	ACE — Julie Bernard	Finance — Colm Whelan	Estates — Paul McDunphy
Dublin School of Architecture — Orna Hanly	School of Chemical & Pharmacutical Sciences — Declan McCormack	School of Management — Teresa Hurley	School of Creative Arts — Kieran Corcoran	Academic Council Support — Bronagh Lowe	Researcher Support — John Donovan	Campus Life — Brian Gormley	Human Resource Operations — Mary Malone	Human Resource Operations
School of Spatial Planning & Transport — Henk van der Kamp	School of Computing — Deirdre Lillis	School of Marketing — Kate Ui Ghallachoir	School of Media — Hugh McAtamney			Campus Planning — Paul Horan	Industrial/ Employee Relations — Aideen Gurrin	
School of Civil Engineering — John Turner	School of Food Science & Environmental Health — James Curtin		School of Culinary Arts and Food Technology — Frank Cullen	Enrolment Planning & Admissions — Frank Costello	Hothouse — Tom Flanagan	International Affairs — Robert Flood	Pensions — Catherine Richardson	
School of Mechanical & Design Engineering — Ger Reilly		School of Retail & Services Management — John Jameson	School of Hospitality Management & Tourism — Dominic Dillane					
School of Electrical & Electronic Engineering — Michael Conlon	School of Mathematical Sciences — Chris Hills					Student Admin. — Jennifer Farrell	Institute Secretary — Brian Forbes	
School of Multi Disciplinary Technologies — Kevin Kelly	School of Physics — John Doran	Graduate Business School — Katrina Lawlor	School of Languages, Law & Society — Kevin Lalor	Library Service — Philip Cohen	Academic Leaders of Research Institutes	DIT Foundaion — Anne-Marie Corry	Health & Safety — Edel Breslin	
DEL, CNRI, PRC AHFR, CER	CREST, IEO RESC	CLS	CSER, CTMP, DMC					

Office of the President

| Interal Audit | Public Affairs | Strategic Development Services |

TU4Dublin

A Truly International Institution characterised by:
- curriculum with a global perspective
- free movement of students and staff to and from international HEIs

A New Type of University Graduate
- with core skills in his/her chosen area of study, and
- who is innovative, creative and entrepreneurial

A Force for Innovation
A force for innovation and research, embedded in and building co-dependence with enterprise in Ireland

Practice Based Student Experience
for the new type of student/graduate

Embedded with its Stake-holders
A truly engaged institution co-dependent with all its key stake-holders

Opportunity
An institution that embraces a diverse population of students offering real flexibility in the pace and place of learning on campus and remotely (on-line)

A 21st Century Workplace
A changed academic workplace underpinning the academically engaged TU - outputs/results oriented, performance oriented and fully technology enabled

Effective Use of Resources
Fully integrated institution, efficient and effective, using shared services where appropriate with clear lines of responsibility

Colleges

Arts & Tourism

- Art, Design & Printing
- Culinary Arts & Food Technology
- Hospitality & Tourism Management
- Media
- Music & Drama
- Social Sciences & Law

Business

- Accounting & Finance
- Graduate Business
- Management
- Marketing
- Retails & Services Management

Engineering & Built Environment

- Architecture
- Civil Engineering
- Electrical & Electronic Engineering
- Mechanical & Design Engineering
- Multidisciplinary Technologies
- Surveying & Construction Management
- Spatial Planning & Transport Engineering

Sciences & Health

- Biological Sciences
- Chemical & Pharmaceutical Sciences
- Computing
- Food Science & Environmental Health
- Mathematical Sciences
- Physics

Supporting the development of Graduate Attributes:

Intellectual	Professional	Personal
▪ Exhibiting intellectual curiosity ▪ Applied knowledge - analytical and critical thinking and for creative problem-solving ▪ Effective spoken & written communication skills ▪ Accessing, evaluating and using information for scholarly enquiry – information and information technology literacy	▪ In-depth engagement with disciplinary, professional and technical knowledge ▪ Understanding & application of expertise appropriate to the practice context ▪ Making sound judgments - Respect for ethical practice and social responsibility ▪ A capacity to contribute to, and work within, the international community	▪ Managing own work & Life-long learning ▪ The skills for collaborative and multidisciplinary work ▪ Respect for diversity & cross-cultural understanding ▪ Capacity for initiative and innovation ▪ An appreciation of, and a responsiveness to, change ▪ The ability to engage in independent and reflective learning

DIT Student Experience

(Green, 2010, Oliver & Reeves, 2005)

Academic Quality Assurance AQA Management in DIT

- Quality Assurance and Academic Programme Records Office in the Directorate of Academic Affairs and Registrar

- Two Quality Assurance Officers

- Heads of Learning Development in each College

QA Governance Structure
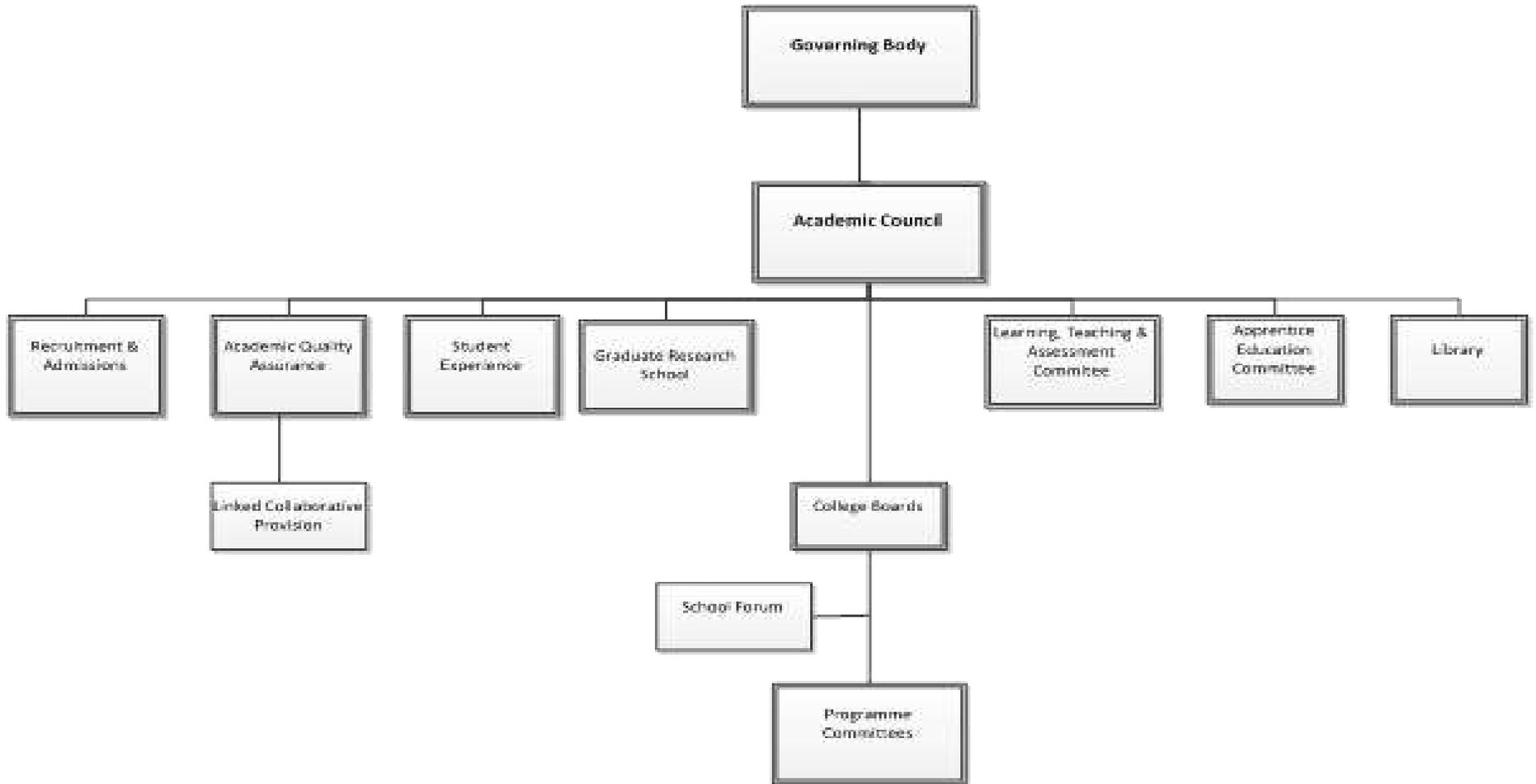
Academic Council Committee Structure

Academic Council

- **Academic Council** is a statutory body, provision for which is made in the DIT Act. It is appointed by the Governing Body of the Institute to assist it in the planning, co-ordinating, developing and overseeing the academic work of the Institute and in protecting, maintaining and developing the academic standards of the programmes and other academic activities of the Institute.

Composition of Academic Council

- President, Directors of Academic Affairs & Registrar, Research & Enterprise, Student Services, Campus & Learning Transformation and each of the Colleges
- Senior Staff, Academic Affairs & Registrar and Student Services, Research & Enterprise, President's Office, Information Services
- All Heads of School
- All College Heads of Learning Development and Research
- Heads of Department/Assistant Heads of Department (chosen by each College Board)
- Elected Academic staff (one from each School – also on College Boards)
- Four Student Representatives

Overview of levels of engagement with DIT staff

Institutional level

Academic Development /support
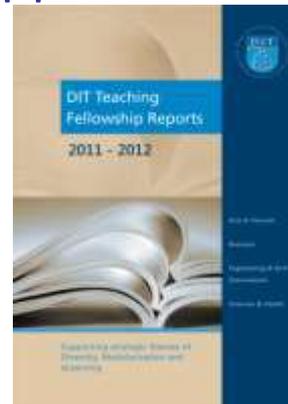
Postgraduate Programmes

Recognition of Teaching/ building knowledge base

Curriculum

DIT Connected Student Engagement

Other Higher
Educational Institutes

Industry, Enterprise
Professional bodies

Academic Learning & Teaching
Curriculum, Programme,
Quality Assurance

Student Support, Learning
Environments
Peer Mentoring, Sports, Clubs
Societies, Students Union

Student

Active Citizenship
- Lifelong Learning
- Community
- Social interactions

Graduate Outcomes /Attributes
- Career Path
- Spirit of Inquiry
- Alumni

Research, Innovation
Development

Integrating

(Local, Regional, National & International)

Students Learning With Communities

In 2015:

- 1,300 students DIT students engaged in SLWC projects

- 100+ community partners

- 60 academic staff

- 63 modules

- 46 programmes (Undergrad. & Postgrad)

- 1 in 3 Undergrad. programmes

DIT Volunteering

"Deep learning is learning that takes root in our apparatus of understanding, in the embedded meanings that define us and that we use to define the world" (J.Tagg (2003). The Learning Paradigm College)
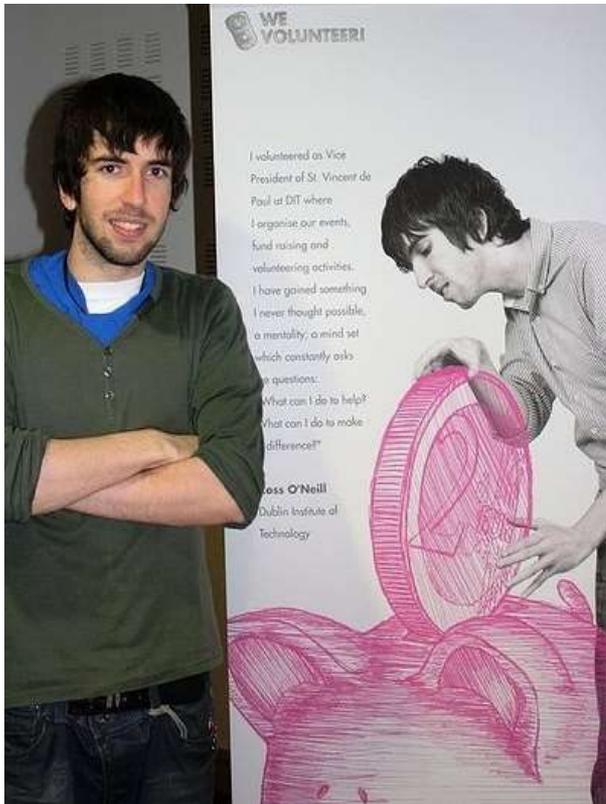
DIT New Campus: *A means to an end*

- **Implementing DIT's Strategic Plan**

- **New ways of learning**: meeting students' needs

- **Consolidation of 9% + of higher ed sector**

- **Reduction in costs**
  - More effective use of facilities/space
  - Lower operational costs

- **Increased/enhanced efficiency**
  - Fit-for-purpose facilities
  - Co-location of functions
  - Improved cross functional working

- **Improved Productivity**
  - More effective team working
  - More effective support infrastructure

……. A Focus for Change

Grangegorman 1950's

Grangegorman 2010

Grangegorman Campus
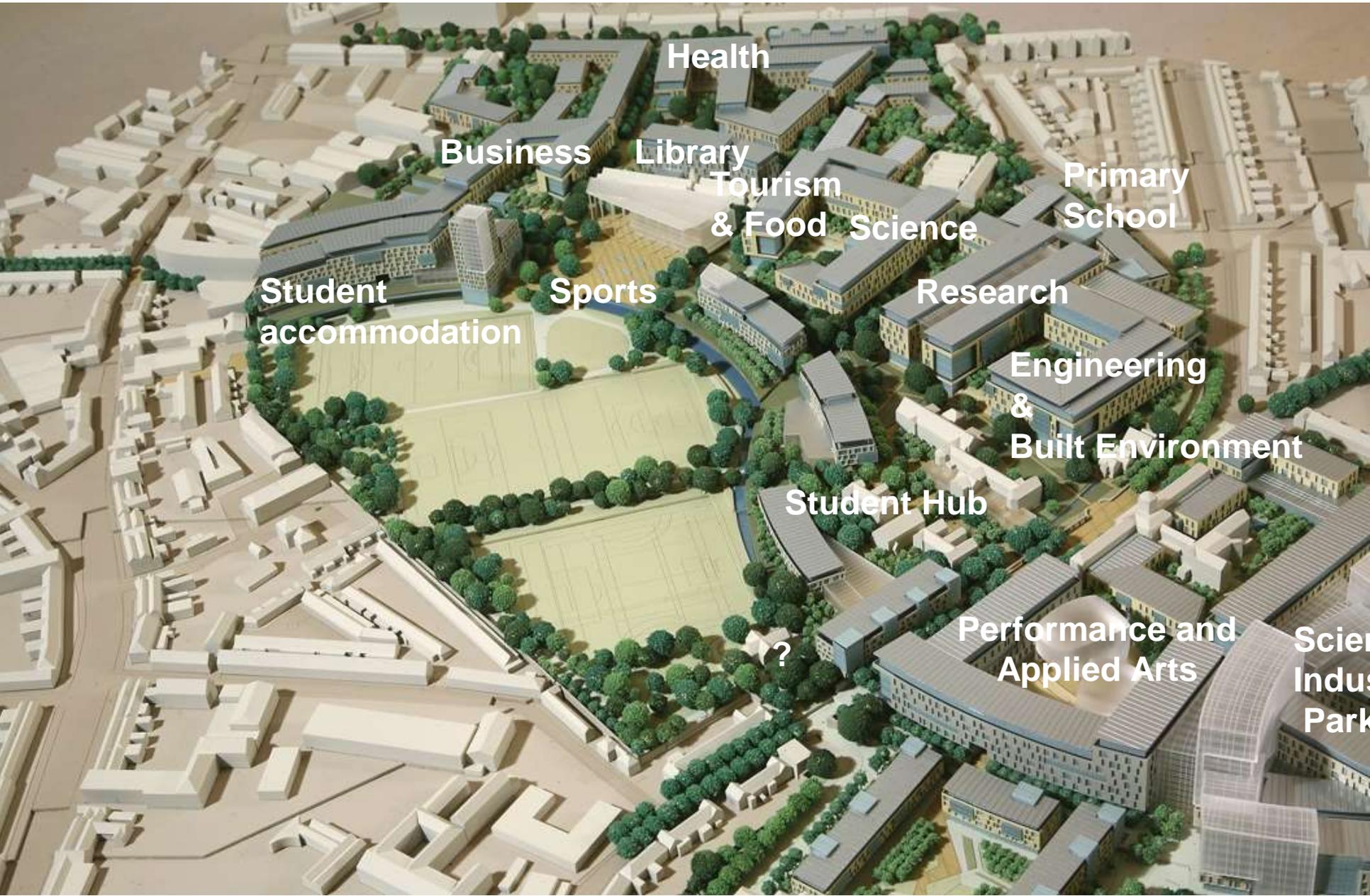
Need to align space with learning styles
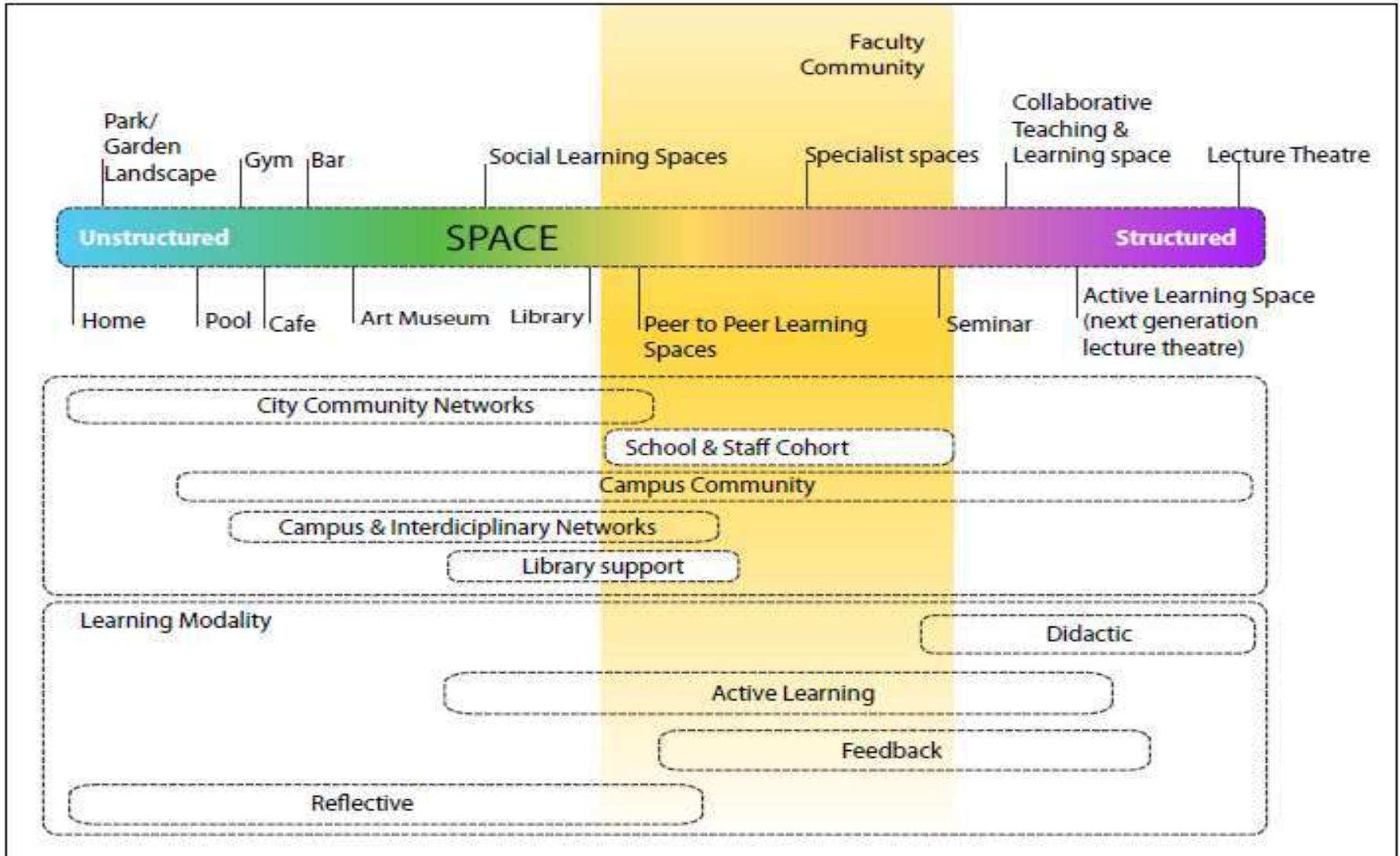
Phases of DIT Development

DIT Prog 1
Optimise Existing Buildings & ESHI/Hothouse
(2012 – 2015)

DIT Prog 2
Significant New Build(s)
PPPs
(2012-2019)

Site Infrastructure & Public Realm
SIPR phase 1
(2013-2015)

Prog 3,4,5
On-going relocation

SIPR 2 & 3
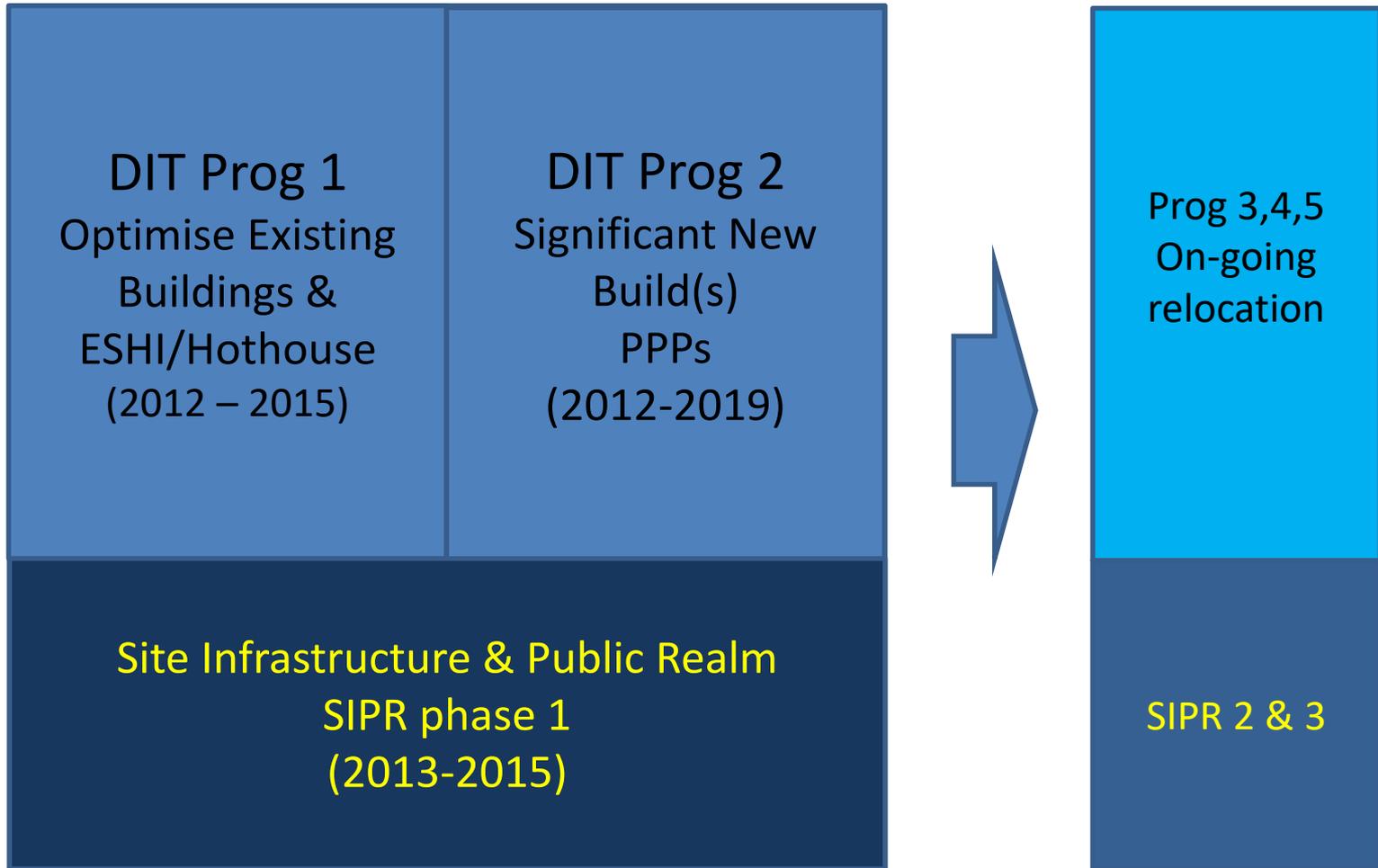
2019
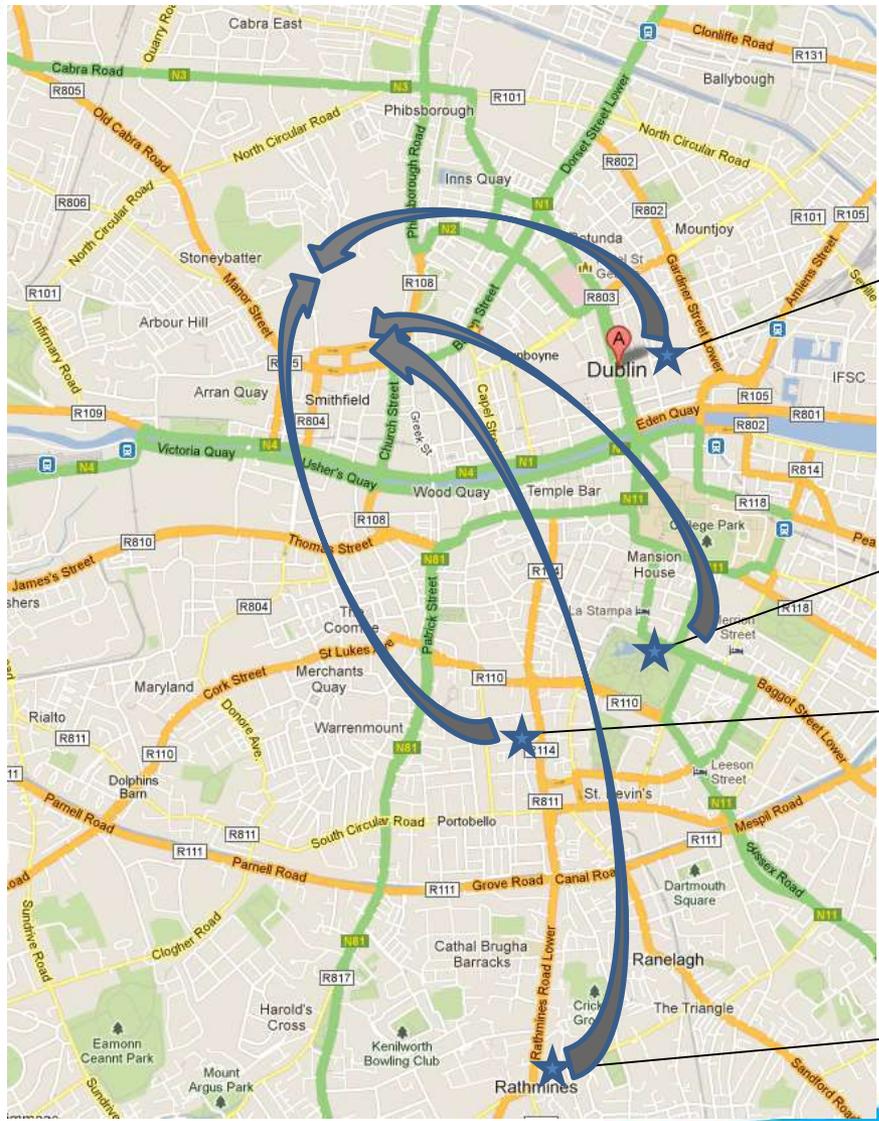
Cathal Brugha St.

Chatham Row

Media, Aungier St.

Kevin St.

Rathmines

Joint research and business incubation hub

4,700 sq Metres

DIT Hothouse

- Entrepreneur development
- Small business incubation

Environmental Health Sciences Institut

- Social & Educational Research
- Health Informatics
- Bioengineering
- Molecular & Cell Biology
- Analytical Chemistry
- Food Safety/Quality
- Energy Lab
- Vision Science

Driving Urban Regeneration

Foreign Direct Investment in Ireland
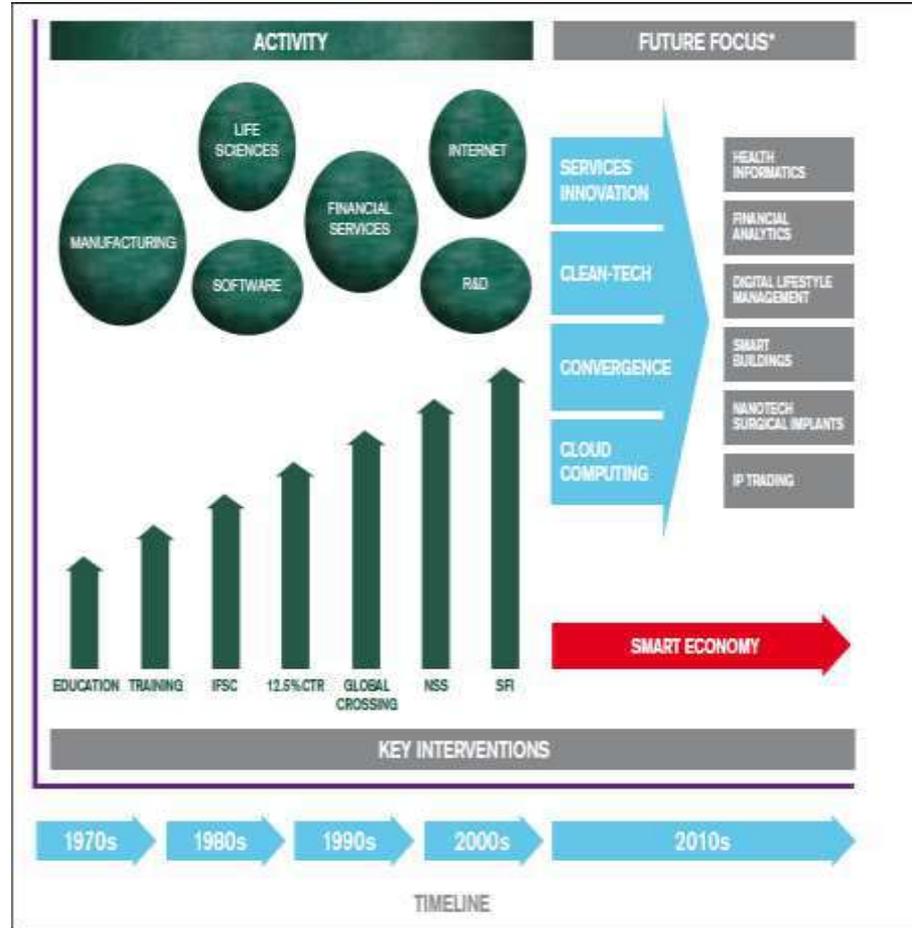
FDI in Dublin

Clustering of FDI investment locations concentrated across the IFSC and Docklands

Opportunity to spread investment more evenly

IDA Foreign Direct Investment Announcements (2007-11)

FDI investment locations by Electoral District (2012)

FDI investment locations
- 1 - 2
- 3 - 5
- 6 - 8
- 9 - 11
- 12 - 24
- 72
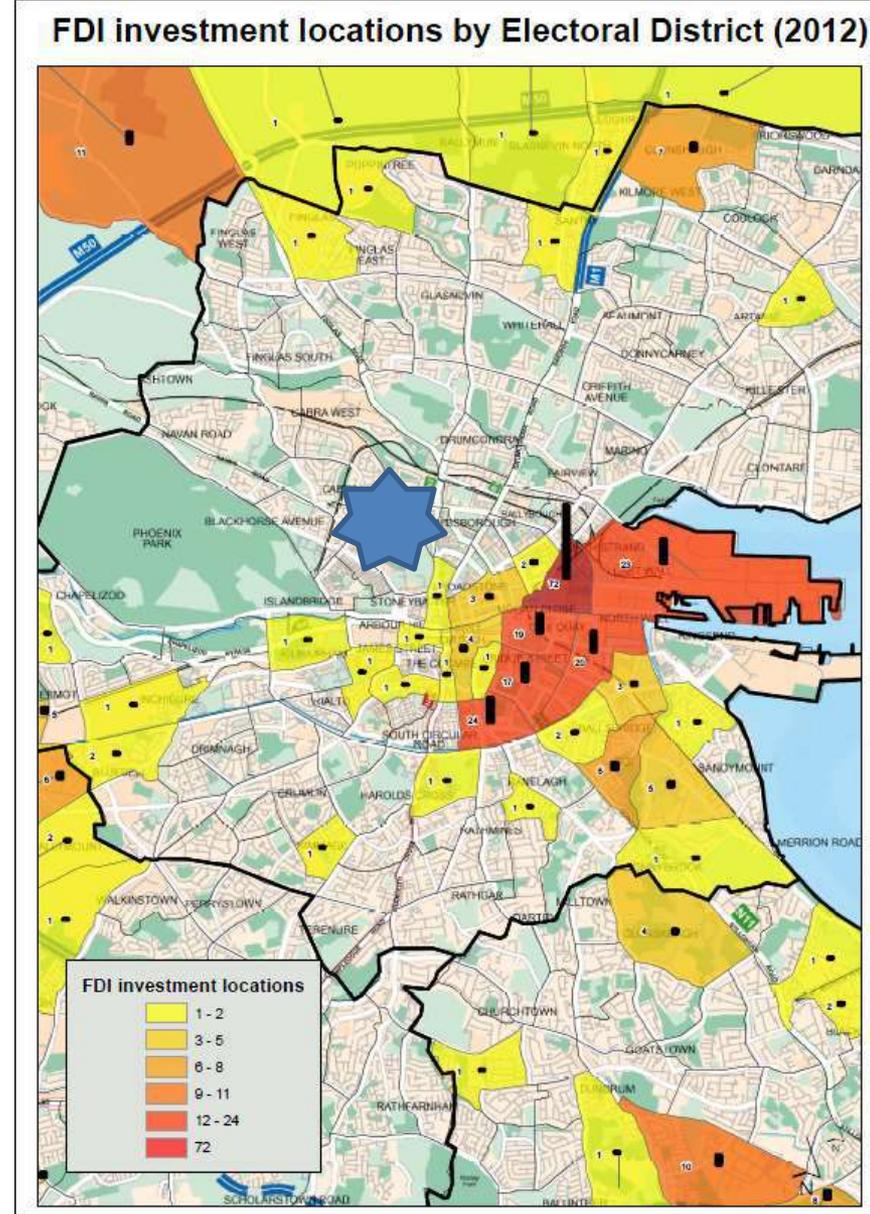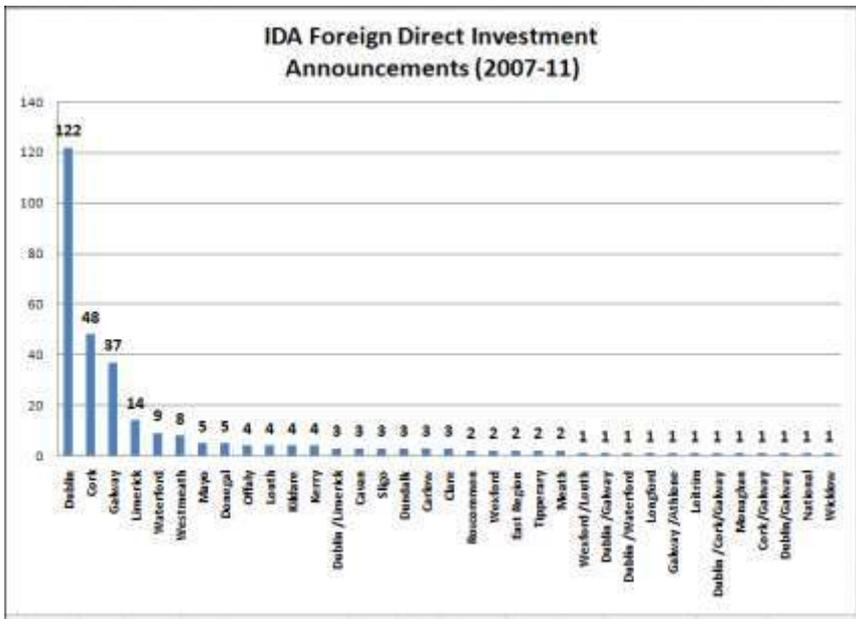
Dublin accounted for 30 per cent in 2008 in 2009 and 2010 it accounted for 48 per cent and 50 per cent respectively

Dublin – A Technology Hub
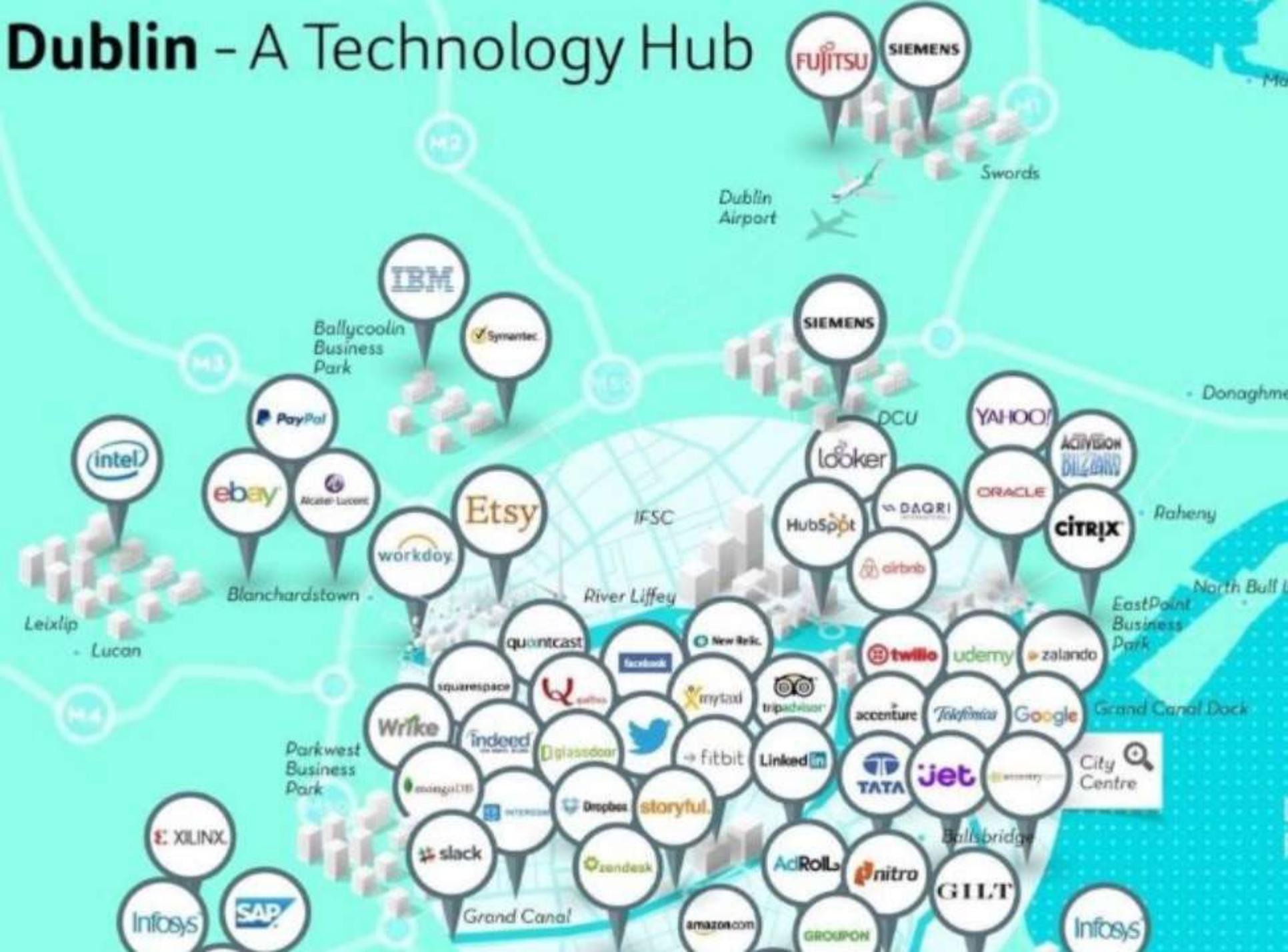
Elements: *All serving society*

For the HSE – Securing Social Capital
- Resolves the current poor accommodation of mental health patients
- Adds new community health facilities for the north west city

For DIT – Developing Human Capital
- Consolidates 22,000 students and 2,000 staff (9% of sector) to a single location
  - Facilitates a new paradigm in third level education
  - Enhances the student experience through sport, cultural activities
  - Resolves poor accommodation and inadequate facilities
- Enables growth in research, incubation, science and technology business sy
- Creates a more efficient organisation

For the City- Providing Physical, Social & Intellectual Capital
- Links this large site back into the north inner city fabric
- Creates a major public resource and amenity parkland/sports
- Creates a node of science/technology activity to regenerate the area

For the Local community – Underpinning Social capital – Urban transformation
- New health and education facilities
- New parks and sports amenities
- New primary school for 400 pupils
- New Dublin City Council branch library co-located with DIT library – a first for Ireland
- Valuable job opportunities
- Major urban regeneration

THANK YOU

E.U. Strategy for Growth

www.ec.europa.eu

The strategy should enable the EU to achieve growth that is:-

- **Smart,** through the development of knowledge and innovation;

- **Sustainable,** based on a greener, more resource efficient and more competitive economy; *and*

- **Inclusive,** aimed at strengthening employment, and social and territorial cohesion.

Targets

The strategy proposes a series of targets to be achieved by 2020: -

1. Increasing the employment rate of the population aged 20-64 to 75%;

2. Investing 3 % of gross domestic product (GDP) in research and development;

3. Reducing carbon emissions by 20 % (and by 30 % if conditions permit), increasing the share of renewable energies by 20 % and increasing energy efficiency by 20 %;

4. Reducing the school drop out rate to less than 10 % & increasing the proportion of tertiary degrees to 40 %; *and*

5. Reducing the number of people threatened by poverty by 20 million.

EU 2020 Programme

The Commission presents seven flagship initiatives:-

1. The Innovation Union
2. The Youth on the Move Initiative
3. The Digital Agenda for Europe Initiative
4. The Resource-Efficient Europe Initiative
5. The Industrial Policy for the Globalisation Era Initiative
6. The Agenda for New Skills and Jobs
7. The European Platform against Poverty

Education & Training 2020

With each EU Member State responsible for its own education and training systems, Union- level policies are designed to support national actions and help address common challenges such as: ageing societies, skills deficits among the workforce, and global competition.

These areas demand joint responses and countries can benefit from sharing experiences.

Aims

- Making lifelong learning and mobility a reality

- Improving the quality and efficiency of education and training

- Promoting equity, social cohesion and active citizenship

- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

ET 2020 Benchmarks

- At least 95% of children between the age of four and the age for starting compulsory primary education should participate in early childhood education;

- The share of 15-years olds with insufficient abilities in reading, mathematics and science should be less than 15%;

- The share of early leavers from education and training should be less than 10%;

- The share of 30-34 year olds with tertiary educational attainment should be at least 40%; *and*

- An average of at least 15% of adults (age group 25-64) should participate in lifelong Learning.

Employment

- Increasing Labour Market Participation

- Developing a Skilled Workforce

- Improving Education & Training Systems

- Combating Social Exclusion

Agenda for New Skills & Jobs

The Agenda for New Skills and Jobs is the mechanism that the Commission will use to help the EU reach its employment target for 2020: 75% of the working-age population (20-64 years) in work.

The Agenda also contributes to achieve the EU's targets to get the early school leaving rate below 10% and more young people in higher education or equivalent vocational education (at least 40%), as well as to have at least 20 million fewer people in or at risk of poverty and social exclusion by 2020.

2012 Stimulus Package

http://per.gov.ie/2012/07/17/minister-howlin-announces-an-additional-e2-25-billion-domestic-infrastructure-stimulus-to-create-much-needed-jobs/

National Strategy for Higher Education to 2030

http://www.hea.ie/files/files/DES_Higher_Ed_Main_Report.pdf

National Recovery Plan 2011 – 2014

http://www.budget.gov.ie/RecoveryPlan.aspx

Education & Training 2020

http://www.socialjustice.ie/sites/default/files/file/EU/Europe%202020%20Strategy/2012-01-26%20-%20Shadow%20Report%20on%20Ireland%20NRP%20-%20FINAL.pdf

EU2020

http://ec.europa.eu/europe2020/index_en.htm

Strategy for Growth

http://www.taoiseach.gov.ie/BuildingIrelandsSmartEconomy_1_.pdf

2012 Action Plan for Jobs
http://www.djei.ie/publications/2012APJ.pdf

The National Recovery Plan (2011-2014)
http://www.budget.gov.ie/The%20National%20Recovery%20Plan%202011-2014.pdf

National Strategy for Higher Education to 2020
http://www.hea.ie/files/files/DES_Higher_Ed_Main_Report.pdf

Dublin City Development Plan (2011- 2017)
http://www.dublincity.ie/Planning/DublinCityDevelopmentPlan/pages/citydevelopmentplan.aspx

National Development Plan
http://www2.ul.ie/pdf/932500843.pdf

http://www.oecd.org/edu/eag2012.htm