

Barriers to Further Education and Training

A REVIEW OF THE BARRIERS TO FURTHER EDUCATION AND
TRAINING – A WATERFORD PERSPECTIVE
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Introduction

As Programme Implementers of the Social Inclusion and Community Activation Programme 2018 – 2022 (SICAP) Waterford Area Partnership CLG has over twenty years' experience delivering Social Inclusion, Community Development, and Educational Programmes in Waterford City and County.

The Social Inclusion and Community Activation Programme 2018 – 2022 (SICAP) is a social inclusion programme which assists both individuals and groups through a two-pronged approach; supporting communities and supporting individuals. Our task, as Programme Implementer (PI) is to reflect the broad scope of the programme in our actions and use programme funding to strengthen communities and improve people's lives. SICAP aims to address high and persistent levels of deprivation through targeted and innovative, locally-led approaches. It targets and supports those who are disadvantaged in Irish society and less likely to use mainstream services.

According to The United Nations social inclusion is “the process of improving the terms of participation in society for people who are disadvantaged on the basis of **age, sex, disability, race and ethnicity**, and **economic and migration status**” (UN Leaving no one behind, 2016).

Promoting social inclusion requires both removing barriers to people's participation, including certain laws, policies and institutions as well as discriminatory attitudes and behaviours, and taking active steps to make such participation easier (UN Leaving no one behind, 2016)

In this document we present research into what constitutes a barrier to FET and weave that research in to the socio-economic profile of Waterford City and County with a view to informing a strategy for the deployment of supports for those who need them most.

Further Education and Training in Ireland

Further Education and Training (FET) refers to the provision of education and training at levels 1-6 on the National Framework of Qualifications (NFQ) outside the traditional post-primary and Higher Education Institute trajectory. Its remit includes the provision of courses for jobseekers, school-leavers, employees, those upskilling and/or retraining and those looking for 'second-chance' education, as well as the delivery of basic skills and education for adult learners. “FET also plays an important role in helping people to lead fulfilling lives, supporting some of the hard-to-reach individuals and groups to achieve their potential and reducing the costs to society of exclusion” (SOLAS, 2014a; p21). Therefore, learners engage in the FET sector for a host of reasons from learning basic literacy skills, to completing state exams, to gaining vocational training, Continuing Professional Development or other lifelong learning activities. Historically, aspects of FET were provided either by FÁS (the previous Irish National Training and Employment Authority) Industrial Training or the Vocational and Educational Committees (VEC's) provided vocational education and

community education. The previous 33 VEC's were replaced by the 16 Education and Training Boards (ETBs) under the Further Education and Training Act 2013. SOLAS was established in 2013, alongside the ETBs, as the 'State Organisation with responsibility for funding, planning and co-ordinating Further Education and Training (FET) in Ireland', ensuring that FET is funded and responsive to the needs of industry and learners.

SOLAS has been established to develop and give strategic direction to the Further Education and Training Sector in Ireland. It is responsible for funding, planning and coordinating a wide range of training and further education programmes and has a mandate to ensure the provision of 21st-century high-quality programmes to jobseekers and other learners. The focus of SOLAS is to plan, fund and drive the development of a new, integrated and accessible Further Education and Training service. To achieve this, SOLAS works closely with a wide network of stakeholders including learners, employers, Education & Training Boards (ETBs), Government Departments, state bodies, Quality and Qualifications Ireland (QQI), the Higher Education Authority (HEA), Institutes of Technology (IoTs) and representative organisations. The aim is to build a clear, integrated pathway to work for learners through FET.

FET Barriers

A central assumption made in this document is supported by literature, namely that growing up in socioeconomic disadvantage is associated with poorer educational outcomes, including lower levels of attainment (Feinstein, 2003) (Melhuish et al, 2012) and a lower likelihood of school completion (Dale, Early School Leaving: Lessons from research for policy, 2010). Low literacy levels are also associated with poor life outcomes including school non-completion, low paid employment, unemployment, and lower likelihood of engaging in FET (Eivers, Sheil & Shortt, 2004). The Programme for the International Assessment of Adult Competencies (PIAAC), which was a survey of adult skills conducted in 2012 for the Organisation for Economic Co-operation and Development (OECD), found that Ireland has above the average number of people (17.9% compared to 16.7%) at or below Level 1 in literacy (CSO, 2013). As literacy and numeracy issues are associated with poorer life outcomes, high levels of people with literacy difficulties in Ireland should be considered in a policy context. For example, employment prospects of people with literacy and numeracy difficulties who become unemployed are poorer, with this group more likely to become long term unemployed (Kelly, McGuinness, & O'Connell, 2012).

Congruency

As previously described, the Social Inclusion and Community Activation Programme seeks to address high and persistent levels of deprivation through targeted and innovative, locally-led approaches. It targets and supports those who are disadvantaged in Irish society and less likely to use mainstream services. Waterford Area Partnership's central approach to tackling this disadvantage is through supporting individuals to educate themselves out of poverty. Congruent to the target groups identified for supports through SICAP, a recent report conducted by Amárach Research, on behalf of SOLAS, identifies the following as barriers to participation in FET;

1. Unemployed Persons
2. NEETs
3. People with Disabilities
4. Members of Migrant Communities
5. Lone Parents

Interestingly, these barriers can be mapped to the target groups identified for support through the SICAP programme as per the following table

Mapping SICAP Target Groups to FET Barriers Research

SICAP Target Group	FET Barriers as per Literature
Unemployed Persons	Unemployed Persons
NEETs (Disadvantaged Young People)	NEETs
People with Disabilities	People with Disabilities
New Communities	Members of Migrant Communities
Lone Parents	Lone Parents
People living in Disadvantaged Communities	
Disadvantaged Women	
Travellers	
Low Income Workers	
Disadvantaged Children and Families	
Disengaged from Labour Market	Long Term Unemployed, NEETs
Roma	Members of Migrant Communities

Unemployed Persons

During the recession in Ireland, unemployment disproportionately affected those within the 25-44 age range while youth unemployment also rose significantly (Sweeney, 2013). Unemployment became increasingly associated with previous educational attainment, gender, nationality and location. In 2014 Ireland's economic recovery was reflected in the unemployment rates which fell back below 10% for the first time since 2009 (CSO, 2017) The seasonally adjusted unemployment rate for February 2017 was 6.6% according to the CSO (CSO, 2017) The unemployment rate for 15-24 year olds (youth unemployment rate) decreased from 22.3% in February 2015 to 14.5% in February 2017. The long-term unemployment rate also decreased from 6.0% to 4.7% over the year to Q1 2016 (CSO) (long-term unemployed (LTU) is categorised as those who remain on the live register for over 12 months). In 2013, 60 percent of those on the live register were classified as LTU and nearly a quarter had been unemployed for over three years. In quarter 1 of 2016, LTU had dropped to 56.1% of total unemployment (CSO). Overall this shows that while unemployment levels have dropped, long term unemployment and unemployment for the under 25's remain an issue.

Not in Employment or Education or Training (NEETs).

The OECD's (2014) report on Local Youth Employment Strategies: Ireland states that there were rapid increases in the levels of those under 25s not in employment or education or training (NEET) in Ireland during the recessionary period, which grew to represent one of the highest rates in the EU.

While these rates are now dropping, **targeting NEETs to engage them in FET or employment remains a priority in the overall strategy for reducing long term unemployment.** A challenge remains that this group is not homogenous and in fact contains significant diversity within it. This is supported by The European Foundation for the Improvement of Living and Working Conditions research findings: “NEET sub-groups range from the most disadvantaged and disengaged to those who become NEET after dropping out of a course or losing a job, or simply deciding to be NEET.” (Eurofund, 2012) NEET subgroups include young people who have been made redundant; are suffering from an illness and/or have disabilities or are carers; as well as those with the ability to seek work or training yet decide not to pursue FET or employment (Eurofound, 2012).

People with Disabilities

The Education for Persons with Special Educational Needs (EPSEN) Act (2004) legislates for people with disabilities to have the right to be educated with their peers. In addition, The Equal Status Act (2000-2011) puts into law that reasonable accommodations are to be made to enable people with disabilities to participation in education/training. The legislation does not, however, serve to remove other barriers encountered. These include attitudinal or structural barriers such as negative peer experiences, low expectations of teachers, and a lack of disability-specific accommodations (Green, 2007) (Hughes, 2010) (Walk, 2015) These barriers compound the fact that children with disabilities are likely to be less engaged with school and have lower educational attainment (Watson, Banks, & Lyons, 2015). Consequently, students with disabilities are more likely to leave school early (Dale, Early School Leaving: Lessons from research for policy makers. , 2010) and proportionately fewer people with intellectual disabilities attend secondary level and third level education as compared to the general population. Irish research has found that people with disabilities are more likely to rely on social welfare payments for at least part of their income, and be at risk of deprivation or poverty compared to those without a disability (Watson et al., 2015).

New Communities

During the Celtic Tiger from the mid-1990's to 2007/8, a period of substantial economic prosperity, Ireland changed from a country of net outward migration to net inward migration. The impact of economic growth encouraged an influx of migrants from the UK, across the European Union, Australia, Canada, the USA, and a broad range of other countries. Despite economic prosperity, a lower proportion of the migrant population were in employment than the native population (O'Connell & McGinnity, 2008). Country of origin was highly related to employment rates with those not from English speaking countries least likely to be employed (ibid); while migrants who find

employment are overrepresented in low paid, shift or temporary work (Migrant Rights Centre Ireland, 2015). Mooney examined labour exploitation of migrant communities and identified the main risks faced by ethnic minorities in the labour market including: language barriers which present significant issues in outreach programmes and the provision of information to communities of foreign nationals both of which are issues for the provision of FET (Mooney R. , 2014). It is in this context that proficiency in English is highlighted as a critically important aspect of adult education in FET. This is exemplified by the roll out of the English as a Second Language (ESOL) courses, which enable members of the migrant community more easily identify which courses they may be able to avail, what these courses entail, and what opportunities and career paths this may offer them. In addition, in 2012 the National Adult Literacy Agency (NALA) found that one fifth of adult literacy learners were ESOL learners. Unfortunately, the recession meant that vulnerable groups, including migrants and those with disabilities, were more likely to become unemployed, either as NEETs or otherwise (Eurofound, 2012). Therefore, we can see that FET progression can act as an important bridge to employment, integration, and the reduction in exploitation for migrants in Ireland.

Lone Parents

One quarter of families in Ireland are one-parent families, under half of whom are in work (Saint Vincent DePaul, 2014). Ireland also has one of the lowest rates of labour participation by lone parents in Europe (Chzhen & Bradshaw, 2012). According to the Survey on Income and Living Conditions (SILC, 2014), one parent households are twice as likely to be at risk of poverty. This is reflected in the Society of Saint Vincent DePaul report which identified that requests for support and assistance most often come from lone parent households (SVP, 2014). Lone parents are less likely to have upper secondary, further or higher educational qualifications than the general population (Chzhen & Bradshaw, 2012). This has important implications for the FET sector, since education and training provides an opportunity to reduce barriers to employment. However, research has found that the ability of lone parents to engage in employment is highly dependent on policy changes and available supports (SVP, 2014).

Intrinsic and Extrinsic Barriers

Other barriers to engaging in FET cited by research are Motivational /Dispositional (Intrinsic) and Institutional/Societal (Extrinsic)

Motivational/Dispositional Barriers

Motivational barriers may stem from previous negative experience of school and education, a lack of value placed on learning by family, the perception of FET as of low value, or the impression that extrinsic barriers are insurmountable. Dispositional barriers to engaging in FET can include a lack of confidence and poor self-esteem, particularly stemming from being absent from the labour market and a consequential lack of self-confidence about skills and one's ability to acquire them.

Institutional/Societal Barriers

Societal, or extrinsic, barriers are those which stem from outside the individual. In the context of FET, they can be categorised into three distinct groupings: economic or social welfare issues; organisational issues; and information and guidance issues. For many prospective learners, financial or economic issues are the key barriers to returning to education. Costs, grants and entitlements are core issues which cause confusion among learner, stakeholder and educator groups. Due to the complexity of the social welfare system, prospective learners encounter perceived economic barriers to taking up an FET course. Hidden costs, confusion surrounding entitlements and a lack of eligibility for sufficient grants/welfare supplements prevented some individuals from doing courses. In some cases, stakeholders and learners are given conflicting information in Intreo when compared to FET colleges (Mooney & O'Rourke, 2017).

Waterford City and County Socio Economic Profile

Waterford Area Partnership has developed a profile for Waterford City and County which, when considered in concurrence with the research into the barriers to participation in FET, may help inform a locally led strategy.

Unemployed Persons

In April 2011 there were 6 unemployment blackspots in Waterford, as of Census 2016 there are now 9 Blackspots in Waterford. An unemployment blackspot is an area where over 27% of the population are not in paid employment

Unemployment Blackspots (ED) – Unemployment and Ed. Attainment

	Larchville	Lisduggan	Newport's Square	Morrisson's Road	Ballybeg North	
% Having any Third Level	4.3%	7.1%	9.8%	10.4%	12.6%	
Unemployment Rate	37.6%	31.5%	32.3%	32.6%	30.9%	

	Kingsmeadow	Roanmore	Mount Sion	The Glen	State	
% Having any Third Level	14.9%	15.9%	19.6%	20.8%	33.4%	
Unemployment Rate	29.3%	30.8%	30.0%	30.9%	12.9%	

From the above table mapping Educational Attainment to Unemployment rates in the Waterford Unemployment Blackspots there appears to be little direct correlation between the two. However, from our local knowledge we are aware that, for instance, there is a large proportion of non-Irish nationals residing in The Glen area. We suspect that the issue there is non-Irish nationals declaring third level qualifications but having difficulty mapping their qualifications to the National Framework of Qualifications, leading to difficulties for them finding employment.

Lone Parents

The Lone Parent populations vary in the Waterford City and County Waterford Electoral Areas as follows and should be compared to the national average of 19.9%

Tramore – Waterford City West

The Lone Parents Ratio (29.3%) is considerably higher than the national rate 19.9%

Waterford City South

The Lone Parents Ratio (37.6%) is considerably higher than national average (19.9%)

Comeragh Electoral Area

The Lone Parents Ratio at 16.6% is slightly below the national average (19.9%)

Dungarvan –Lismore

At 19.6% The Lone Parents Ratio is similar to the national ratio

Waterford City East

The Lone Parents Ratio (18.2%) is slightly lower than the national average (19.9%)

Some small areas (e.g. Larchville) in Waterford City report Lone Parent Ratios as high as 85% (Pobal maps, 2018)

Studies find that motivation to take up education, training or employment is high in lone parents (Mooney & O'Rourke, 2017); instead it is suggested that it is extrinsic barriers, such as economic/social welfare which tend to prevent this from occurring (SVP, 2014). Other extrinsic barriers stem from reform of FET leading to diverse breadth of courses and providers, a disconnect between provision and local needs, and ultimately confusion when choosing a course. Childcare persists as a barrier for tis cohort

NEETs

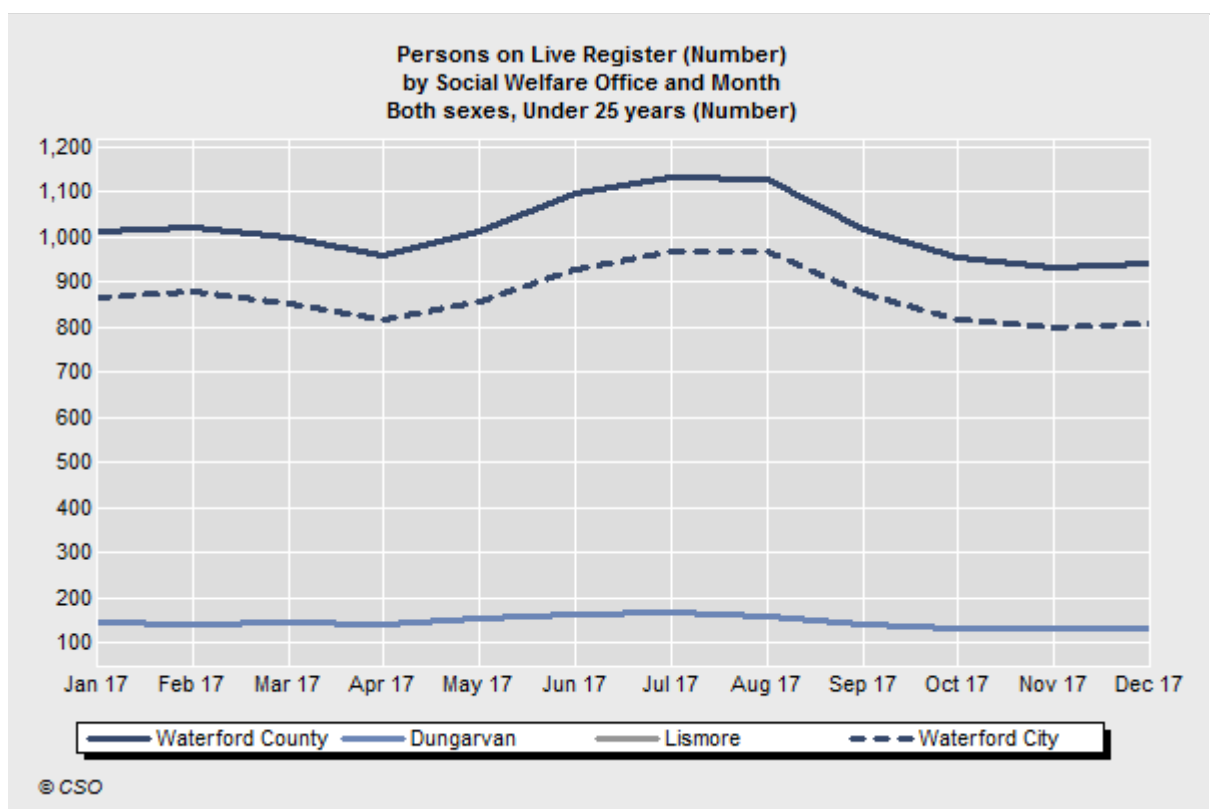
In 2017 Waterford Area Partnership was asked to partake in a research project undertaken by Quality Matters, who were commissioned by Pobal to carry out research into working with NEETS. This research aimed to uncover current good practice in Ireland in relation to the engagement of, and service delivery to, young people aged 15-24, who are not in employment, education or training (NEETs). The need for this research was identified by the Department of Rural and Community Development and Pobal because service providers wanted more information on what interventions and approaches were most effective in creating positive change for young people, however, there was not a large amount of research available on this topic.

In this regard, Waterford Area Partnership were singled out for exemplary practice in reaching out and providing supports and Interventions for this specific target group. The research was subsequently referenced in Pobal's publication entitled "Kickboxing, kindness and going the extra

mile: Good practice for working with NEETs under SICAP ((Gardner, Dermody, O'Donoghue, & Davis, 2017) and could form a basis for providing FET interventions for young unemployed persons in the city and county.

The numbers of young people (under 25yrs) signing on the live register in 2017 are presented in the following table. The accompanying Line Chart will reveal a stagnant persistence with the numbers in Waterford City and County.

Both sexes	2017 M01	2017 M02	2017 M03	2017 M04	2017 M05	2017 M06	2017 M07	2017 M08	2017 M09	2017 M10	2017 M11	2017 M12
Under 25 years												
Waterford County	1,015	1,024	1,000	961	1,013	1,096	1,134	1,130	1,016	954	933	942
Dungarvan	148	143	146	142	154	166	167	161	141	135	132	134
Lismore	..	..	..	..	..	..	..	..	..	..	..	..
Waterford City	867	881	854	819	859	930	967	969	875	819	801	808



People with Disabilities

Research on people with disabilities has not found motivation to engage in education or training to be a barrier (Judge, Rossi, Hardiman, & Oman, 2015) suggesting that extrinsic barriers such as Economic and Social Welfare obstacles limit participation. In common to most other cohorts, the real and immediate economic consequences of taking up further education or training are prohibitive to beginning courses. Even for those who retain allowances or benefits, learners report experiencing at least a one-week gap between losing jobseekers allowance payments and receipt of the SOLAS payment for training (Mooney & O'Rourke, 2017). Stakeholders also report Social welfare allowances and entitlements for taking up FET as both rigid and inconsistent, a precarious and uncertain position in which prospective learners can find themselves.

In terms of the concentration of people with disabilities in Waterford City and County the following populations are reported in Census 2016.

Waterford City South	16.8%
Tramore –Waterford City West	15.4%
Dungarvan – Lismore	14%
→ State	13.5%
Waterford City East	13.4%
Comeragh	12%

Members of Migrant Communities

As of Census 2016 Non-Irish nationals made up 11.33% of Waterford's population: UK (2.95%); Poland (2.03%); Other EU (2.06%); Rest of World (2.27%). There are four Direct provision Centres in Waterford City and County and one Emergency Reception & Orientation Centre (EROC) in Clonea Co. Waterford.

The Clonea Centre was established out of The Irish Refugee Protection Programme (IRPP) was as a direct response to the humanitarian crisis that developed in Southern Europe because of mass migration from areas of conflict in the Middle East and Africa.

Direct Provision Population

		Capacity	Occupancy	Vacancies	Resident Type ¹	Acc. Type ²
Atlantic House	Tramore	80	72	8	SM	GT
Ocean View	Tramore	65	76	0	F/S	GT
Birchwood	City	125	96	21	F/S	FC/NH
Viking House	City	75	71	4	SM	HOS

¹**S** Singles; **SM** Single Male; **F** Families;

²**GT** Guest House; **HOS** Hostel; **FC/NH**; Former College / Nursing Home

HP Deprivation Indices

In terms of Deprivation (using the HP Deprivation scale), a conglomerate measure of deprivation which includes the barriers outlined in this document, it can be shown that Waterford City South, with a 2016 Relative Deprivation score of -9.7, is the third most disadvantaged electoral area in Ireland behind only Glenties in Donegal and Cork City North-West. This Waterford Electoral Area ranks behind areas such as Tallaght Central, Tallaght South, Clondalkin, Ballymun and Limerick City North (which contains Moyross) all of which attract national debate and attention. Furthermore, the Waterford City South dataset reveals a stagnation against the 2011 value (-9.8) unlike some of the more well-known areas, such as Tallaght which has improved from -8.3 to -7.4 in the period 2011 to 2016.

A series of tables showing the top 20 Small Areas in Waterford City and County pertaining to the barriers described is provided in the appendices.

Conclusion

In this document Waterford Area Partnership CLG, through our work with Social Inclusion, Unemployment, and Educational stakeholders, have identified a congruence between the individuals and groups with whom we work and the recognised research into the barriers to participation in Further Education and Training. Through our experience and research we present this report as a means to support the deployment of resources to areas and issues identified. By enabling the most disadvantaged and vulnerable to fully participate in society through improved access to education and employment, the potential to promote and implement FET policies on access and participation are more efficient and effective in meeting the needs of the identified target groups.

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Appendix

Top 20 Deprivation Score

Small Area ID	ED	Deprivation Score 2016
228021002	Larchville	-28.64
228022004	Lisduggan	-28.21
228022002	Lisduggan	-28.02
228021003	Larchville	-27.29
228022003	Lisduggan	-26.18
228007021	Ballytruckle	-24.87
228026002	Morrisson's Road	-24.76
228001002	Ballybeg North	-24.73
228022005	Lisduggan	-24.39
228020001	Kingsmeadow	-23.90
227032013	Dungarvan No. 1 Urban	-23.85
228021001	Larchville	-23.57
227032012	Dungarvan No. 1 Urban	-23.41
228020006	Kingsmeadow	-23.19
227032003	Dungarvan No. 1 Urban	-23.12
228021004	Larchville	-23.09
228017003	Grange South	-23.00
228001004	Ballybeg North	-22.25
228038001	Grange North	-22.23
227032011	Dungarvan No. 1 Urban	-21.84

Top 20 Lone Parent Ratio

Small Area ID	With ED	Lone Parents Ratio 2016 (%)
228028001	Newport's Square	82.00
228021001	Larchville	81.00
228035001	The Glen	80.00
228021003	Larchville	79.00
227090031	Tramore	75.00
228007021	Ballytruckle	72.00
228032002	Roanmore	71.00
228030007	Park	71.00
228001008	Ballybeg North	69.00
228031001	Poleberry	67.00
228009004	Centre A	67.00
228021002	Larchville	65.00
228001006	Ballybeg North	65.00
228007010	Ballytruckle	64.00
227033004	Dungarvan No. 2 Urban	63.00
228007012	Ballytruckle	62.00
227058002	Kilmacthomas	62.00
227003002	Ardmore	62.00
228007004	Ballytruckle	61.00
228009001	Centre A	61.00
228020005	Kingsmeadow	60.00

Top 20 Primary Education Only

Small Area ID	With ED	Proportion with Primary Education Only 2016
228022003	Lisduggan	43.00
228022002	Lisduggan	42.00
228021004	Larchville	41.00
227032011	Dungarvan No. 1 Urban	41.00
228022005	Lisduggan	40.00
227032012	Dungarvan No. 1 Urban	40.00
228022004	Lisduggan	40.00
228026002	Morrisson's Road	40.00
228026003	Morrisson's Road	38.00
228026001	Morrisson's Road	38.00
228020001	Kingsmeadow	38.00
228021001	Larchville	35.00
227032003	Dungarvan No. 1 Urban	35.00
228021003	Larchville	34.00
228023002	Military Road	34.00
228001004	Ballybeg North	34.00
228028003	Newport's Square	34.00
227058003	Kilmacthomas	34.00
228031001	Poleberry	33.00
228001001	Ballybeg North	33.00

Top 20 Male Unemployment

Small Area ID	ED	Unemployment rate-Male 2016 (%)
228013002	Custom House B	69.23
228007021	Ballytruckle	68.97
228020003	Kingsmeadow	60.00
228022004	Lisduggan	58.82
228009005	Centre A	55.88
228030004	Park	54.69
227032003	Dungarvan No. 1 Urban	54.17
228021003	Larchville	53.33
228020006	Kingsmeadow	51.35
227090022	Tramore	47.06
228021002	Larchville	46.81
228031001	Poleberry	46.81
228035004	The Glen	46.34
228033001	Shortcourse	46.00
228033002	Shortcourse	45.24
227032013	Dungarvan No. 1 Urban	44.74
227032004	Dungarvan No. 1 Urban	44.68
228028002	Newport's Square	44.44
227032012	Dungarvan No. 1 Urban	44.16
228009001	Centre A	44.00
228001005	Ballybeg North	43.06

Top 20 Unemployment Female

Small Area ID	ED	Unemployment rate-Female 2016
228027001	Mount Sion	54.17
228030004	Park	50.00
228009001	Centre A	50.00
228035003	The Glen	48.65
228035004	The Glen	44.44
228001005	Ballybeg North	43.10
228030005	Park	40.54
228012003	Custom House A	40.00
228022004	Lisduggan	39.39
228009003	Centre A	39.13
228007021	Ballytruckle	38.89
228026002	Morrisson's Road	38.46
227032003	Dungarvan No. 1 Urban	38.33
228007013	Ballytruckle	37.88
228021004	Larchville	37.84
228021002	Larchville	37.78
228032002	Roanmore	37.50
228026003	Morrisson's Road	37.50
228028003	Newport's Square	37.50
228020003	Kingsmeadow	36.84

Top 20 Persons with Disability

Small Area ID	With ED	Persons with a disability 2016
228005004	Ballynakill	49
227020001/227020003	Carriglea	49
228029002	Newtown	44
227032011	Dungarvan No. 1 Urban	43
227032003	Dungarvan No. 1 Urban	37
227032014	Dungarvan No. 1 Urban	36
228027005/228027006	Mount Sion	30
228038003	Grange North	29
228001004	Ballybeg North	25
227090014	Tramore	25
228001002	Ballybeg North	25
228036005	Ticor North	25
228025001	Morrisson's Avenue West	24
228028001	Newport's Square	24
228034003	Slievekeale	24
227090022	Tramore	23
228033001	Shortcourse	23
227034003	Dungarvan Rural	23
228021003	Larchville	22
228026001	Morrisson's Road	22

