Education Indicators for Ireland

December 2021

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Introduction and Background

Education Indicators for Ireland aims to present a comprehensive set of educational indicators for the education system in Ireland. The indicators in this report cover all levels of education from early-years to school education, further and higher education and through to lifelong learning. In doing so, the report provides an overview of the work of the Department of Education, its sister department the Department of Further and Higher Education, Research, Innovation and Science, and the various agencies under the remit of both departments.

This indicator set is designed as part of the wider planning framework across the education sector. By covering a wide range of topics the report provides indicators of progress on different educational strategies across all areas of education while also acting as a key component of the Performance Budgeting and Revised Estimate Volume (REV) processes.

The indicators are based on a variety of sources. These include the Department of Education's pupil databases, various statistical reports published on department's web site and data provided by DFHERIS and its agencies, such as SOLAS, the HEA and QQI.

This indicator set provides a good picture of the progress made in 2016-2020 towards achieving the three high level goals for the education sector, as published in the [Department of Education Statement of Strategy 2021-2023,](#) namely:

1. Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early-years settings.
2. Ensure equity of opportunity in education and that all students are supported to fulfil their potential.
3. Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector.

The report is broken down into four sections:

- **Enrolment and Capacity** covering enrolments and education providers at all levels of education.
- **Early Years, Primary and Post-primary Education** covering teachers, inspections, teacher development, the National Educational Psychology Service (NEPS), school types, Leaving Certificate pathways, retention, STEM education, foreign languages, social inclusion, Special Education Needs and school transport.
- **Further Education and Higher Education** covering transition rates from post-primary to Further Education and Higher Education, access to Higher Education, international students, research and skills.
- **Outputs and Outcomes** covering awards, general level of education of the population, awards by age and lifelong learning across the continuum of education.

The link between the various indicators and the Department of Education Statement of Strategy 2021-2023 is presented below. It is planned to develop this indicator set over time as data becomes available or policy initiatives evolve.

Link to the Department of Education Statement of Strategy 2021-2023

Overview of the education system				
Schools, colleges and universities *page 8*	Enrolments *page 6*	Graduates *page 30*	Educational attainment *page 32*	Awards by age *page 33*

Statement of Strategy 2021-2023		
GOAL 1	**GOAL 2**	**GOAL 3**
Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early-years settings.	*Ensure equity of opportunity in education and that all students are supported to fulfil their potential.*	*Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector.*
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Enrolments and Capacity

1. Enrolments

Enrolments in primary level are on a downward trajectory, having peaked in 2018, while those in post-primary continue to rise sharply, up 25,000 between 2016 and 2020. Enrolments in full-time higher education are also rising quickly, showing an increase of almost 16,000 between 2016 and 2020.

INDICATOR	2016	2017	2018	2019	2020
Number of pre-school children in ECCE (part-time)	120,843	118,906	108,188	105,978	104,448
Number of pupils in primary school	558,314	563,459	567,772	567,716	561,411
of which in DEIS schools	*104,014*	*110,273*	*110,969*	*110,625*	*108,449*
of which in Non-DEIS schools	*454,300*	*453,186*	*456,803*	*457,091*	*452,962*
Number of pupils in post-primary school	352,257	357,408	362,899	371,450	379,184
of which in DEIS schools	*68,183*	*73,415*	*74,142*	*75,967*	*77,756*
of which in Non-DEIS schools	*284,074*	*283,993*	*288,757*	*295,483*	*301,428*
Number of persons enrolled full-time in FET – all NFQ	N/A	44,719	44,408	46,769	Q1 2022
Number of full-time higher education students	180,610	183,642	185,474	189,904	196,005
of which universities (incl. Technological universities)	*105,051*	*107,114*	*108,982*	*131,202**	*137,659**
of which institutes of technology and colleges	*75,559*	*76,528*	*76,492*	*58,702**	*58,346*
of which undergraduates	*157,518*	*159,823*	*160,619*	*162,538*	*165,946*
which post-graduates	*23,092*	*23,819*	*24,855*	*27,366*	*30,059*
Total number in full-time education, excl. pre-school	N/A	1,149,228	1,160,553	1,175,839	Q1 2022

Reason for inclusion: Enrolments are a headline measure of the size of the education system.

Source: Early Childhood Care and Education (ECCE) enrolments are provided by POBAL. Primary and post-primary pupil numbers are extracted from the Department's Primary Online Database (POD) and Post-primary Online Database (P-POD). Enrolments in Further Education and Training are extracted from the SOLAS Programme Learner Support Service (PLSS). Note: as this database is relatively new, data for 2016 is not available. Enrolments in third level are provided by the Higher Education Authority (HEA).

NOTE: Data is reported on an academic year basis, i.e., 2020 means enrolments in September 2020.

Data covers full-time students only, apart from ECCE.

Enrolments are in state-funded institutions only and exclude enrolments in private colleges (Dorset College, NCI, etc.).

* On 1st January 2019 the first Technological University was established (TUD), with the amalgamation of three existing institutes of technology in the Dublin area (Dublin Institute of Technology, Institute of Technology, Blanchardstown, and Institute of Technology, Tallaght), and the enrolments are reported, as such, from 2019 onwards. In December 2019 the RCSI received a status of the University and the enrolments are reported, as such, from 2020 onwards. On 1st January 2021 the second Technological University (MTU) was founded as a result of a merger between two institutes of technology: Cork Institute of Technology and IT Tralee, and the enrolments will be reported, as such, from 2021 onwards.

FET enrolments cover students participating in full-time courses only. PLC students are included in the FET totals. As the PLSS database was only rolled out in 2017 data for years prior to that is not available on a comparable basis.

Part-time enrolments can be found in the section on Access on page 26, while participation in work-based education and training and registrations on apprenticeships are covered in the section on Skills on page 30.

Data on enrolments in further education for the academic year 2020/2021 is still being finalised and will be included once it becomes available. This affects indicators across several areas.

2. Education providers and additional capacity

There has been an additional 19 post-primary schools since 2016, reflecting the sharp rise in enrolments.

INDICATOR	2016	2017	2018	2019	2020
Number of ECCE providers (contracts)	4,454	4,468	4,231	4,260	4,023
Number of primary schools	3,250	3,246	3,240	3,240	3,241
of which DEIS schools	*640*	*703*	*698*	*692*	*688*
of which Non-DEIS schools	*2,610*	*2,543*	*2,542*	*2,548*	*2,553*
Additional permanent places provided in primary schools	15,232	13,638	7,432	6,718	4,381
Number of post-primary schools	711	715	722	723	730
of which DEIS schools	*185*	*198*	*198*	*198*	*198*
of which Non-DEIS schools	*526*	*517*	*524*	*525*	*532*
Additional permanent places provided in post-primary schools	7,056	4,215	4,698	4,287	4,985
Number of QQI registered active providers (FET providers)	406	396	364	319	269
Number of QQI registered active providers (HE providers)	41	41	38	34	31
Third level Institutions and colleges funded by HEA	18	18	18	15*	14*
Third level universities (incl. Technological Universities) funded by HEA	7	7	7	8*	9*

Reason for inclusion: The number of schools, Institutes of Technology (IoTs), Universities and FET providers are headline measures of the size of the education system.

Strengthening the scale and capacity in the higher education sector through collaboration and consolidation, including the creation of Technological Universities, are central policies of the Higher Education Strategy 2030.

Source: The number of ECCE contracts is supplied by POBAL, primary and post-primary schools are extracted from the Department's Unified Data Model (UDM) database, FET providers are extracted from QQI (Quality and Qualifications Ireland) data and third level providers are reported on by the HEA.

NOTE: Data is reported on an academic year basis, i.e., 2020 means September 2020.

QQI registered active providers include all active providers, both state-aided and private colleges, while the figures for third level cover HEA funded institutions only.

*See note on page 7 regarding the changing classification of universities and IoTs.

Additional capacity in the school system is measured as the number of new schools plus the number of additional permanent places provided each year.

Early Years, Primary and Post-primary Education

3. Teachers

The total number of teachers has risen by over 7,000 since 2016, from 61,942 to 69,343. The pupil-teacher ratio has fallen from 15.7 to 14.5 since 2016 while in post-primary it has fallen from 13.4 to 12.3.

INDICATOR	2016	2017	2018	2019	2020
Number of primary teachers	35,669	36,773	37,341	37,839	38,604
of which mainstream teaching teachers	*22,152*	*22,430*	*22,747*	*22,970*	*23,460*
of which other teachers	*13,517*	*14,343*	*14,594*	*14,869*	*15,144*
Number of post-primary teachers	26,273	27,919	28,474	29,093	30,739
Total number of teachers	61,942	64,692	65,815	66,932	69,343
PTR: Average students per teacher in primary schools	15.7	15.3	15.2	15.0	14.5
Average class sizes in primary schools	24.7	24.5	24.3	24.1	23.3
PTR: Average students per teacher in post-primary schools	13.4	12.8	12.7	12.8	12.3

Reason for inclusion: The numbers of teachers, pupil to teacher ratio and class size are headline measures in the education system.

Source: Teacher Allocation section in the Department.

NOTE: Data is reported on an academic year basis, i.e., 2020 means September 2020. Teacher numbers are based on allocations of teachers (whole time equivalents) each year and not actual persons (to avoid complications arising from job-sharing, leave cover and other factors). PLC teachers are not included in the number for teachers.

Mainstream teaching teachers include teaching principals who teach a class in addition to their administrative duties. Other teachers include special education teachers, English language support teachers, administrative principals, and Home School Community Liaison (HCSL) teachers, as well as any other full-time teaching staff.

4. Quality Assurance

Data on inspections is reported on a calendar year basis. The Inspectorate ceased its involvement with probationary teachers at the end of the 2019/20 school year.

INDICATOR	2016	2017	2018	2019	2020
Number of inspections of ECCE centres	491	708	691	670	132
Number of inspections in primary and special schools, incl. probation	4,001	4,171	3,566	1,968	816
Inspections in post-primary schools and Youthreach Centres	752	659	608	702	473
Other inspections, advisory visits and evaluation activities	405	596	1,473	1,369	6,530
Total inspections	5,649	6,134	6,338	4,709	7,951

Reason for inclusion: Inspections provide an assurance of the quality of teaching and learning across different education settings. The resulting reports, which are published on the Department's website, are a way of sharing best practice and improving performance, which in turn impacts on learners' outcomes.

Source: Inspectorate.

NOTE: The Inspectorate conduct inspections in schools, early-years settings and centres for education, through development of new and improved models of inspection, and through the contribution to Department policy across a range of areas.

Data on inspections is reported on a calendar year basis. The Inspectorate ceased its involvement with probationary teachers at the end of the 2019/20 school year. Newly qualified primary school teachers now undergo the Teaching Council's Droichead process.

The data for 2020 reflects adjustments to the inspection programme from March 2020 due to the pandemic. The main focus of the programme was on advisory sessions and research work to support schools during the period of school closure and as the return to school took place. Inspection activity in the September-December 2020 period was mainly confined to priority inspections, such as, Supporting the Safe Provision of Schooling Inspections and Child Protection and Safeguarding Inspections.

5. Continuous Professional Development of Teachers

The decline in primary School Supports in 2019 and 2020 is a result of a shift to seminars relating to the Primary Language Curriculum rollout which are not captured in the primary school support measure. Note: school closures related to Covid-19 during 2020/21 meant a switch from in-school support delivery to online delivery and consequently lower levels of engagement. The number of primary schools receiving ICT support has increased since 2018.

INDICATOR	2016	2017	2018	2019	2020
Number of primary schools receiving school support	1,288	1,574	1,931	1,469	1,009
Number of hours provided to primary schools receiving school support	12,395	14,849	23,686	13,812	8,436
Number of primary schools receiving ICT school support	71	110	182	373	334
Number of ICT hours provided to primary schools receiving school support	566	1,505	1,537	2,555	2,385
Number of post-primary schools receiving school support	288	307	416	463	346

Reason for inclusion: CPD of teachers is essential to ensure all teachers are equipped with the knowledge and skills for an evolving teaching and learning environment. In particular, CPD among teachers is required to support major areas of curricular development and reform, such as, the Framework for Junior Cycle, the new Primary Language Curriculum (Irish and English), new subjects, revised specifications at Senior Cycle (e.g., Politics & Society, Computer Science and examinable P.E.), the STEM Education Policy, and to improve school leadership.

Source: The services responsible for the professional development of teachers, namely Professional Development Service for Teachers (PDST).

NOTE: CPD is provided to teachers and schools through three core services: PDST, JCT, and NIPT. PDST is the largest and most established of the services providing individual school supports, workshops, leadership programmes and individual online courses across primary and post-primary schools since 2010.

The indicators above focus on the School Support aspect of CPD provided by PDST only and do not include individual teacher engagements with seminars or online courses provided by PDST. Nor do they, as yet, cover teacher training provided through the other services. As such, these indicators should be considered as being under development with the intention to expand the indicator set to ultimately reflect the full extent of participation in teacher training across all services.

6. National Educational Psychological Service (NEPS)

The increase in casework numbers reflects the move from an in-school only casework service in the previous year to a hybrid casework service, combining in-school with remote service delivery in the current year.
The decrease in Support and Development service reflects the lower level of engagement by schools with this service due to Covid-19 related factors.

INDICATOR	2016	2017	2018	2019	2020
No. of pupils with direct involvement from NEPS psychologist (casework)	7,509	8,497	8,561	7,392	8,507
No. of pupils receiving assessment services under SCPA	2,683	1,627	1,946	966	904
No. of days NEPS psychologists dedicated to support and development activities in schools	5,209	5,537	5,285	6,260	4,665

Reason for inclusion: NEPS provides an educational psychological service to support the wellbeing, academic, social and emotional development of all learners. NEPS prioritises support for the wellbeing and inclusion of learners at risk of educational disadvantage and those with special educational needs. NEPS engages in the development and implementation of policy across a range of areas within the Department and leads on the implementation of the Department's Wellbeing Policy and Framework for Practice 2018-2023.

Source: National Educational Psychological Service.

NOTE: Data is reported on an academic year basis, i.e., 2020 means September 2020.

NEPS casework includes assessment, formulation, intervention, planning and review. The Scheme for the Commissioning of Psychological Assessments (SCPA) is a panel of private practitioners, maintained by NEPS, providing assessment services to schools when a NEPS psychologist is unavailable.

Support and Development work includes:

- The provision of advice, support and consultation to teachers and parents.
- The delivery of training for teachers in the provision of universal and targeted evidence-informed approaches and early intervention.
- Working with school communities to develop support structures and processes to maximise their capacity to respond particular needs of all learners.

7. School type

While the percentage of pupils enrolled in Catholic schools is falling this ethos continues to dominate the school system in Ireland, although noticeably less so at post-primary level. Attendance at primary and post-primary level Irish-medium schools has remained steady.

INDICATOR	2016	2017	2018	2019	2020
% Primary pupils in Catholic ethos schools	91.0%	90.6%	90.3%	90.0%	89.6%
% Primary pupils in Irish-medium schools	8.0%	8.0%	8.1%	8.1%	8.1%
% Post-primary pupils in Catholic ethos schools	52.1%	51.8%	51.2%	50.5%	50.1%
% Post-primary pupils in Irish-medium schools	3.5%	3.6%	3.6%	3.6%	3.7%
Small primary schools (4 or fewer teachers) as % of total	45.1%	44.5%	44.1%	43.7%	41.6%
Primary pupils in small schools as % of total	15.4%	14.8%	14.5%	14.3%	13.1%
Number of Catholic primary schools	2,794	2,785	2,776	2,760	2,756
Number of multi/inter-denominational primary schools[1]	126	132	136	153	159
Number of Irish-medium primary schools	248	248	247	250	249
Number of Catholic post-primary schools	344	345	346	344	344
Number of multi/inter-denominational post-primary schools[1]	340	343	349	352	359
Number of Irish-medium post-primary schools	48	48	49	49	50

Reason for inclusion: The Programme for Government (2016) contains a commitment to increase the number of non-denominational and multi-denominational schools with a view to reaching 400 by 2030. The report on the Forum on Patronage and Pluralism in the Primary Sector (2012) contains a number of recommendations for increasing diversity of school types. The 20-Year Strategy for the Irish Language 2010-2030 (2010) aims to continue to support Gaelscoileanna and develop an all-Irish provision at post-primary level to meet follow-on demand.

Source: Enrolments by ethos and language medium are extracted from POD and P-POD database systems.

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[1] The non-denominational school is reported with multi/inter-denominational schools ethos.

8. Leaving Certificate pathways

The total number of pupils taking the Leaving Certificate programme (across both 5th and 6th year) has increased from just under 80,000 in 2016 to over 88,500 in 2020. The percentage of pupils doing Transition Year has risen from 70.4 per cent of pupils in 2016 to 74.0 per cent in 2019, and remains high in 2020 (72.9%).

INDICATOR	2016	2017	2018	2019	2020
Number of students taking Leaving Certificate established programme	79,785	80,701	83,909	86,347	88,872
% of students taking Leaving Certificate established programme	67.8%	68.3%	69.2%	70.0%	70.8%
Number of students taking Leaving Certificate Vocational	32,067	31,661	31,426	30,820	30,048
% students taking Leaving Certificate Vocational	27.3%	26.8%	25.9%	25.00%	23.9%
Number of students taking Leaving Certificate Applied	5,811	5,820	5,939	6,244	6,609
% students taking Leaving Certificate Applied	4.9%	4.9%	4.9%	5.1%	5.3%
Number of students doing Transition Year	42,891	44,950	45,916	48,268	47,544
Students doing Transition Year as % of previous 3rd Year	70.4%	71.9%	72.3%	74.0%	72.9%
Number of students taking Repeat Leaving Certificate	1,360	1,077	811	655	235

Reason for inclusion: Providing alternatives to the established Leaving Certificate allows our education system to cater for the diverse needs and aspirations of our learners. Access to learning in applied and vocational skills are key factors in improving retention and strengthening pathways for learners through the education system and into the world of work.

Source: The Department's P-POD.

NOTE: Data is reported on an academic year basis, i.e., 2020 means September 2020.

Enrolments for Leaving Certificate programmes are the sum of both 5th and 6th year pupils, while percentages are calculated as the per cent of both 5th and 6th year enrolments (excluding Repeat Leaving Certificate students).Transition year, as a per cent of previous 3rd year, may include new arrivals into the system, and so, be slightly higher than the direct transfer rate in other reports, such as projections.

9. STEM

Strong differences can be seen in the percentages of girls and boys when it comes to STEM (Science, Technology, Engineering and Mathematics), particularly when biology is excluded.

INDICATOR	2016	2017	2018	2019	2020
% 6th year boys taking 1 or more STEM subj. (excl. maths)	89.7%	89.5%	90.7%	90.3%	89.7%
% 6th year girls taking 1 or more STEM subj. (excl. maths)	86.2%	85.4%	85.8%	85.7%	86.4%
% 6th year boys taking 1 or more STEM subj. (excl. maths and biology)	71.3%	70.7%	72.1%	72.5%	72.5%
% 6th year girls taking 1 or more STEM subj. (excl. maths and biology)	38.9%	38.7%	39.5%	41.6%	41.7%
% 6th year boys taking 2 or more STEM subj. (excl. maths)	58.6%	58.7%	59.5%	59.0%	58.2%
% 6th year girls taking 2 or more STEM subj. (excl. maths)	31.3%	31.0%	31.7%	33.4%	33.6%
% 6th yr. boys taking 2 or more STEM subj. (excl. maths and biology)	39.1%	39.0%	40.1%	40.2%	40.0%
% 6th yr. girls taking 2 or more STEM subj. (excl. maths and biology)	7.7%	8.0%	8.0%	8.9%	8.8%
% LC students attaining grade H4 or above in HL maths sits	55.6%	59.1%	56.8%	68.8%	73.3%*
% LC students attaining grade O4 or above in OL maths sits	58.8%	57.2%	56.1%	61.4%	65.9%*
% boys' schools offering physics, chemistry and biology (LC)	90.0%	91.0%	92.0%	89.1%	90.1%
% girls' schools offering physics, chemistry and biology (LC)	78.2%	78.8%	77.3%	77.1%	78.9%
% mixed schools offering physics, chemistry and biology (LC)	59.4%	60.9%	61.6%	61.9%	59.7%
% boys' schools offering a STEM subject other than maths or science (LC)	93.0%	97.0%	96.0%	95.0%	95.0%
% girls' schools offering a STEM subject other than maths or a science (LC)	57.9%	58.3%	56.1%	55.7%	63.3%

% mixed schools offering a STEM subject other than maths or a science (LC)	91.4%	92.8%	93.1%	91.6%	89.4%
% 3rd year boys taking at least one STEM subject (other than science or maths)	73.9%	73.8%	72.7%	73.3%	74.6%
% 3rd year girls taking at least one STEM subject (other than science or maths)	19.6%	21.3%	22.7%	23.9%	25.7%

Reason for inclusion: The STEM Education Policy Statement (2017-2026) sets out a vision of providing a high-quality STEM education experience. A key pillar of the STEM policy is to nurture learner engagement and participation; it also includes a commitment to monitor uptake by all students, and to increase female participation in STEM.

Source: P-POD captures school returns for pupil enrolments by grade, programme and subject. The above data for LC does not include pupils taking the LCA (Leaving Certificate Applied).

NOTE: Data is reported on an academic year basis, i.e., 2020 means September 2020, other than attainment data, which is for the end of the academic year, i.e., 2020 means June 2021.

 * The 2020 figures for the percentage of LC students attaining grade H4 or above in HL/OL maths sits are provisional.

STEM subjects at Leaving Certificate for the purposes of the STEM Education Policy Statement are agricultural science, mathematics, applied mathematics, biology, physics, chemistry, physics and chemistry, engineering, construction studies, design and communication graphics and technology; for Junior Certificate this covers woodwork, technology, technical graphics, metalwork, mathematics and science. Note that Home Economics is not considered a STEM subject.

Maths attainment figures prior to 2016 reflect those receiving a C2 or above (for consistency with the new grading system).

Schools offering all three science subjects (physics, chemistry, biology) is based on pupils taking these subjects on P-POD, i.e., a school may offer physics but have no pupils taking the subject.

10. Foreign languages

The percentage of schools offering at least two foreign languages is increasing, as is the percentage taking a foreign language other than French in the Leaving Certificate.

INDICATOR	2016	2017	2018	2019	2020
% 6th year boys doing at least one foreign language	72.3%	72.3%	69.0%	67.3%	66.3%
% 6th year girls doing at least one foreign language	87.7%	87.2%	86.5%	84.8%	82.9%
% JC students doing a foreign language other than French (of all foreign language exam sits)	41.8%	43.0%	44.2%	N/A[1]	N/A[1]
LC % doing a foreign language other than French (of all foreign language exam sits)	39.0%	41.4%	42.8%	45.9%	47.7%[2]
% LC students attaining grade H4 or above in any foreign language	31.9%	31.5%	31.5%	41.3%	44.9%[2]
% post-primary schools offering at least two foreign languages	71.4%	72.3%	74.1%	74.4%	75.1%
% schools offering two or more foreign languages as part of Transition year	56.7%	55.2%	53.3%	58.0%	58.5%

Reason for inclusion: *Languages Connect - Ireland's Strategy for Foreign Languages in Education 2017-2026* aims to enable learners communicate effectively and improve their standards of competence in languages. The strategy aims to increase the uptake of key foreign languages generally and, in particular, the number of schools offering two or more foreign languages along with the number of students sitting two languages for state examinations.

Source: P-POD and the State Exam results.

NOTE: Data is reported on an academic year basis, i.e., 2020 means September 2020, other than attainments data, which is for the end of the academic year, i.e., 2020 means June 2021.

At Junior Cycle level a foreign language other than French refers to German, Spanish and Italian.

At Leaving Certificate level a language other than French refers to German, Spanish, Italian, Russian, Japanese and Arabic. In the indicator on LC exam sits pupils may be double counted if they sit more than one foreign language other than French (the numbers are thought to be small). The indicator on students attaining a H4 or above may also contain duplicates in cases where a pupil achieves this in more than one foreign language (both French and German for example), but the numbers are thought to be small.

[1]Junior Cycle examinations were cancelled in 2019 and 2020, with only a small number of candidates participating in later (October/November) sittings of Junior Cycle examinations which were put in place to facilitate adult learners and early school leavers who had been due to sit examinations in those years.

[2]The 2020 figures for the percentage of LC students doing a foreign language other than French or attaining grade H4 or above in any foreign language are provisional.

11. Social Inclusion

The gap in retention to Leaving Certificate between DEIS and non-DEIS school has improved in 2020 relative to 2019 (but remains broadly in line with that of previous years). While enrolments overall have risen, the absolute number of early school leavers remains fairly steady.

INDICATOR	2016	2017	2018	2019	2020
Retention rate in DEIS post-primary schools (%) LC completion	84.4%	85.0%	84.7%	83.8%	84.8%
Gap in retention rates - DEIS vs non-DEIS post-primary schools	8.5%	8.5%	8.7%	9.3%	8.6%
Number of Early school leavers - started 5th year but did not sit LC in 6th year	2,417	2,486	2,639	2,823	2,438
% Early school leavers - started 5th year but did not sit LC in 6th year	4.3%	4.4%	4.8%	4.9%	4.2%

Reason for inclusion: One of the Department's strategic goals is to advance the progress of learners at risk of educational disadvantage. The revised DEIS Plan (2017) sets out the Department's vision for education to become a proven pathway to better opportunities for those in disadvantaged communities and was designed to give tailored support to schools with high concentrations of disadvantage. The aim is to close the gap between DEIS and non-DEIS schools in key areas, such as, retention and educational standards.

Source: Retention rates and the number of early school leavers are taken from the annual Retention Report.

NOTE: Data is reported on an academic year basis, i.e., 2020 means September 2020.

Retention rate in 2020 is measured as the percentage of pupils who sit LC from the 2014 entry cohort. Early school leavers are those who entered 5th year but did not sit the LC at the end of 6th year, or the year after (allows for 1 year of repeat).

12. Special Educational Needs

The number of special needs pupils in mainstream primary and post-primary schools have risen substantially in recent years, as has the number of Special Needs Assistants (SNAs).

INDICATOR	2016	2017	2018	2019	2020
Number of special schools (NCSE supported only)	114	114	114	114	114
Pupils in special schools	7,567	7,662	7,728	8,035	8,018
Teachers in special schools	1,365	1,387	1,400	1,435	1,462
Pupils in special classes in mainstream primary schools	4,836	5,572	6,229	6,822	7,510
Pupils in special classes in post-primary schools	1,560	1,814	2,136	2,406	2,856
Special education teachers in primary and post-primary schools (mainstream classes) (WTE)	12,501	13,395	13,412	13,530	13,620
Total SNAs	12,634	13,862	14,877	15,799	17,713
of which in special schools	*2,371*	*2,460*	*2,521*	*2,560*	*2,732*
in primary schools	*7,709*	*8,581*	*9,309*	*9,948*	*11,285*
in post primary schools	*2,554*	*2,821*	*3,047*	*3,291*	*3,696*

Reason for inclusion: It is a key strategic goal of the Department to advance the progress of learners with special educational needs and to support them to achieve their full potential.

Source: SNA data and enrolments of post-primary pupils is provided by the National Council of Special Education (NCSE). Teacher data is provided by Special Education section. Enrolments in special classes at primary level is taken from POD.

NOTE: Data is reported on an academic year basis, i.e., 2020 means September 2020.

The figures for special schools are for NCSE supported schools only. The data on SNAs is for whole time equivalents (WTE).

Pupils in mainstream classes with special needs are not reported in these indicators.

The indicator on teachers in special schools has been updated and now only covers teachers in NCSE special schools; this is to ensure enrolments and teaching posts are fully comparable. Specifically, the teachers count now excludes teaching posts in hospital and high support special schools. For 2017 this has resulted in a downward revision from 1,498 to 1,387 with comparable revisions in other years.

13. Transport

While the number of transport routes continues to rise the number of pupils being carried has fallen in 2020.

INDICATOR	2016	2017	2018	2019	2020
School transport routes	5,633	6,032	6,856	7,374	8,503
Pupils on school transport	116,075	116,774	117,455	120,848	114,167
% of pupils (of total enrolment) provided with school transport	12.7%	12.7%	12.6%	12.9%	12.1%
Mainstream primary pupils using school transport	39,630	38,729	39,205	38,271	35,546
Mainstream post-primary pupils using school transport	64,795	65,545	65,499	68,248	63,904
SEN pupils using school transport	11,650	12,500	12,751	14,329	14,717

Reason for inclusion: The Department is committed to providing safe, efficient and cost-effective transport to eligible children.

Source: School Transport Section.

14. Transitions and progressions

Transition rates from post-primary to higher education jumped sharply in 2020. This is most likely the result of additional places in higher education being created in response to the changes to the Leaving Certificate as a result of the COVID-19 pandemic, and the lack of opportunities for school leavers to either seek employment or travel abroad because of public health restriction.

INDICATOR	2016	2017	2018	2019	2020
% students who sit LC - Retention	91.2%	91.6%	91.5%	91.2%	91.5%
Number of higher education entry routes	1,292	1,261	1,262	1,241	1,244
of which in Universities (incl. Technological Universities)	492	448	417	552*	574*
of which in IoTs	773	790	818	660*	640*
of which in Colleges	27	23	27	29*	30
of which at NFQ level 6	103	97	96	89	78
of which at NFQ level 7	294	289	300	309	283
of which at NFQ level 8	895	875	866	843	883
Transition rates from post-primary to higher education	64.4%	63.6%	63.4%	62.1%	66.1%
of which DEIS schools	42.1%	41.8%	40.5%	41.4%	46.7%
of which non-DEIS schools	70.4%	69.1%	69.4%	67.5%	71.3%
Transition rates from post-primary to FET	27.3%	26.3%	25.9%	24.2%	Q1 2022
of which DEIS schools	38.9%	36.9%	35.4%	33.4%	Q1 2022
of which non-DEIS schools	24.4%	23.7%	23.4%	21.8%	Q1 2022

Reason for inclusion: Commitments to improve the transitions for students between the different stages of education are contained in the Department of Education Statement of Strategy 2021-2023. There is also a commitment to broaden undergraduate entry in order to reduce the complexity of choice for second-level students and lower the level of competitiveness driving the system.

Source: Retention rates to LC are published annually on the Department's web site. Transitions from post-primary to higher education are compiled as input to higher education projections which are published on the web site. The number of course choices for students entering higher education are taken from the HEA student records system.

NOTE: Retention 2020 is a measure of the percentage of pupils who sit LC from the 2014 entry cohort.

The higher education entry routes are derived from the Central Applications Office (CAO) codes on the Student Record System (SRS), by institute type and NFQ level. Entry routes that are not assigned to any CAO code are excluded from the figures shown above.

*See note on page 7 regarding the changing classification of universities and IoTs.

The transition rate from post-primary to higher education in a given year is a measure of the percentage of pupils from the previous five academic years who ultimately entered HE in that year.

The transition rate from post-primary to FET in a given year is a measure of the percentage of pupils from the previous five academic years who ultimately entered FET in that year.

15. Access

The number of students studying on a flexible basis (part-time and remote) continues to rise steadily. The percentage of mature students is falling as can be expected with a rising jobs market.

INDICATOR	2016	2017	2018	2019	2020
Number of part-time HE students	37,633	40,101	43,029	45,793	49,658
Part-time students in university (incl. Technological Universities)	16,509	16,649	17,139	25,401*	29,276*
Part-time students in IoT and other	21,124	23,452	25,890	20,392*	20,382*
Remote HE enrolments - not included above	7,385	7,967	9,207	10,933	14,239
Total HE students studying on a flexible basis (part-time and remote)	45,018	48,068	52,236	56,726	63,897
% Mature entrants of total entrants in HE (full time undergraduates)	9.2%	8.4%	7.7%	7.2%	7.0%
% of new HE entrants with a disability (eligible FSD students)	10.3%	10.6%	10.0%	10.8%	Q1 2022
Number of (self-declared) Irish Travellers in HE	32	50	N/A**	48	33
Number of students receiving supports in the form of grants	78,904	77,430	74,557	71,347	74,755
of which undergraduates	*67,748*	*66,782*	*64,580*	*61,870*	*65,535*
of which post-graduates	*2,141*	*2,186*	*2,194*	*2,075*	*2,518*
of which PLC students	*9,015*	*8,462*	*7,783*	*7,402*	*6,702*
Census		*Census 2006*	*Census 2011*	*Census 2016*	*Census 2022*
% 20 year olds in Disadvantaged Areas who are students, census 2006 / 2011 / 2016		27.4%	44.1%	47.4%	Q2 2023

Reason for inclusion: The National Access Plan contains targets for specific categories of students that are under-represented, including students from lower socioeconomic groups, people with special educational needs, mature students, and members of the Travelling community.

Source: The Higher Education Authority (HEA) provides data on mature, disabled, Traveller and socially disadvantaged students. The Census provides data on the percentage of all 20 year olds who are students by area type at each census (2002, 2006, 2011 and 2016).

NOTE: Mature students are those who were 23 years of age on the 1st of January in the year they entered a higher education institution.

Irish Traveller data includes re-enrolments and transfers.

The percentage of new first year entrants with a disability, as having been supported under the Fund for Students with Disabilities, reported by higher education institutions on an academic year basis, e.g., 2019/20.

*See note on page 7 regarding the changing classification of universities and IoTs.

**The 2018 figure for the number of Irish Travellers in higher education is not available.

16. International Students

The percentage of full-time HE students in Ireland, who are classified as international, has increased from 11.6 per cent of all students in 2016 to 14.0 per cent in 2019, but has fallen to 11.7 per cent in 2020 as a result of travel restrictions due to Covid-19 impact.

INDICATOR	2016	2017	2018	2019	2020
International students in Ireland and abroad (public and private Third Level)	35,325	38,261	41,420	44,229	Q3 2022
International HE full-time students in Ireland	20,972	22,929	24,574	26,623	22,971
of which Non-EU undergraduates	*11,986*	*12,591*	*12,785*	*12,569*	*9,671*
of which EU undergraduates	*2,534*	*2,702*	*3,004*	*1,816*	*2,128*
of which undergraduates from Great Britain and Northern Ireland	*incl. above*	*incl. above*	*incl. above*	*1,605*	*1,712*
of which Non-EU post-graduates	*4,808*	*5,864*	*6,855*	*8,503*	*7,159*
of which EU post-graduates	*1,644*	*1,772*	*1,930*	*1,634*	*1,703*
of which post-graduates from Great Britain and Northern Ireland	*incl. above*	*incl. above*	*incl. above*	*496*	*598*
International students as % of full-time HE students	11.6%	12.5%	13.2%	14.0%	11.7%
Students participating in Erasmus/Lifelong Learning Programme	5,077	5,015	4,902	4,905	3,526*
Number of English language students	119,120	127,640	121,462	145,000*	Q3 2022

Reason for inclusion: The International Education Strategy aims to build relationships between Irish educational institutions and their global partners in order to enhance the quality and relevance of our education system, and to support the development of Ireland's students to become global citizens.

SOURCE: The data on student numbers was obtained through an independent review of the international education strategy which involved consultation with all stakeholders. The SRS in the HEA provides data on the nationality of students attending HEA funded institutions in Ireland.

NOTE: * The numbers of English language students (2019) and Students participating in Erasmus/Lifelong Learning Programme in higher education (2020) are provisional.

17. Research

The number of post-graduate research enrolments rose to 11,199 in 2020, of which the majority were full-time PhD students.

INDICATOR	2016	2017	2018	2019	2020
Total number of Post-graduate research enrolments	9,802	10,015	10,065	10,529	11,199
Full-time PhD	6,806	6,888	7,066	7,357	7,938
of which males	*3,350*	*3,298*	*3,369*	*3,438*	*3,598*
of which females	*3,456*	*3,590*	*3,697*	*3,919*	*4,340*
Full-time Research Masters	1,156	1,150	1,105	1,329	1,352
of which males	*646*	*644*	*556*	*641*	*680*
of which females	*510*	*506*	*549*	*688*	*672*
Part-time PhD	1,551	1,625	1,577	1,533	1,594
Part-time Research Masters	289	352	317	310	315

Reason for inclusion: Innovation 2020, Ireland's strategy for research and development, science and technology, contains commitments to support the career development of the next generation of researchers, to expand Ireland's research capacity and to work with employers to increase the number of researchers to address economic and societal demand.

Source: The HEA SRS.

18. Further Education and Training (FET), and skills initiatives

The number of persons registered on apprenticeships has shown a strong increase in recent years, with an increase of almost 100% between 2016 and 2020. The number of FET enrolments had also increased in 2019.

INDICATOR	2016	2017	2018	2019	2020
Number of Springboard enrolments	5,102	6,564	8,088	9,266	14,399
Total persons registered on apprenticeships	10,445	12,851	15,373	17,829	19,630
of which Craft Apprenticeships	*10,366*	*12,458*	*14,469*	*16,142*	*17,183*
Number of Skillnet learners	50,373	49,194	56,182	63,000	69,000
of which Up-skilling the Unemployed	*5,915*	*3,705*	*1,980*	*1,871*	*2,000*
Enrolments in FET at NFQ levels 4 and under	55,886	80,503	85,828	97,647	Q1 2022
Enrolments in FET at NFQ levels 5	43,868	39,609	41,432	42,810	Q1 2022
Enrolments in FET at NFQ level 6	9,745	8,355	9,486	11,442	Q1 2022

Reason for inclusion: The development of the new National Skills Council and Regional Skills Fora provides a focus, both nationally and regionally, for the delivery of skills. The Department of Education Statement of Strategy 2021-2023 contains commitments to addressing areas of strategic skills shortages and providing attractive alternatives to higher education progression routes. The aim of Springboard is to provide upskilling and reskilling courses to develop the talent base in key growth sectors of the economy.

Source: Enrolments in Springboard are provided by the HEA. The Skillnet Ireland annual reports publish data on participation for both the employed and unemployed. The SOLAS Programme Learners Support System (PLSS) database provides data on enrolments in Educational Training Board (ETB) courses. Apprenticeships data is provided by SOLAS.

NOTE: Apprenticeship data is point in time information and covers all persons who were registered on an apprenticeship on 31st December in that year. Apprenticeships are delivered across the further and higher education and training system, including in private higher education institutions. Off-the-job training may be full time in blocks of time or part-time.

All PLSS database entrants with a blank NFQ have been included in the group NFQ *4 and under* for the purposes of the table above. Future iterations of this report will disaggregate this data further.

The PLSS database was rolled out in 2017 so when examining change over time users should be aware there is a break in the series between 2016 and 2017.

The data on FET enrolments covers publicly-funded provision only, mainly delivered or contracted by Education and Training Boards.

FET covers a mix of full time academic year courses, courses that start at various points of the year, shorter duration, part time and online courses. For the purposes of this report, the data above has been estimated on an academic year basis, i.e., persons who were enrolled at any time between the 1st of September 2016 and the 31st of August 2017 were included in the 2016 figure. Persons who enrolled on two or more courses in the year were only counted once, at the higher NFQ level.

FET courses vary greatly in length from several years to just a few weeks. They are certified at levels 1-6 on the National Framework of Qualifications, ranging from basic skills, such as, literacy and numeracy programmes, to higher level skills in a wide range of vocational areas. As the SOLAS PLSS database has only been in place since 2017, some gaps in the data remain, so the figures should generally be regarded as provisional.

Outputs and Outcomes

19. Awards by NFQ level

There were 188,478 people who achieved an award in 2020, in addition to Junior or Leaving Certificate sits. Of these 69,852 persons achieved an Honours Degree or higher (level 8 or above).

INDICATOR	2016	2017	2018	2019	2020
Junior Certificate sits	61,654	62,562	64,331	N/A[1]	N/A[1]
Leaving Certificate sits	55,770	54,440	56,071	57,667[2]	57,952[2]
Graduates with Major NFQ award level 1	358	345	297	364	237
Graduates with Major NFQ award level 2	914	1,008	950	998	416
Graduates with Major NFQ award level 3	1,503	1,625	1,337	1,250	631
Graduates with Major NFQ award level 4	1,953	2,017	1,680	1,690	1,001
Graduates with Major NFQ award level 5	22,143	22,667	21,162	19,263	17,379
*Graduates with Major NFQ award level 6	16,426	16,011	17,856	18,123	18,812
*Graduates with Major NFQ award level 7[3]	8,186	8,098	7,921	7,842	7,831
*Graduates with Major NFQ award level 8	36,650	37,170	37,327	38,468	40,666
Graduates with Major NFQ award level 9	19,588	21,248	21,510	25,022	27,768
Graduates with Major NFQ award level 10	1,573	1,446	1,418	1,555	1,418
Graduates with Minor or Supplemental awards (all NFQ levels)	120,310	98,558	81,157	76,753	58,983
Graduates with Special Purpose awards (all NFQ levels)	15,564	17,302	16,109	16,775	13,336
Total graduates Major, Minor and Special Purpose	245,168	227,495	208,724	208,103	188,478

Reason for inclusion: Graduates are a headline measure of the outputs of the education system.

SOURCE: Graduates from HEA funded institutions were extracted from the HEA Student Record System; QQI provides data on all other Major, Minor and Special Purpose awards.

NOTE: [1]Junior Cycle examinations were cancelled in 2019 and 2020, with only a small number of candidates participating in later (October/November) sittings of Junior Cycle examinations which were put in place to facilitate adult learners and early school leavers who had been due to sit examinations in those years.

[2]Leaving Certificate sits in 2019 reflect a combination of a small number of actual sits and Calculated Grades, and Leaving Certificate sits in 2020 reflect actual sits and Accredited Grades.

Awards or qualifications are made at different classes and levels depending on the learning outcomes.

Major awards are the principal class of award and are deemed to represent a significant volume of learning outcomes; they usually comprise of eight minor awards or modules.

Minor awards are made in their own right in recognition of a range of learning outcomes, but not the specific combination of learning outcomes required for a major award.

Special-purpose award-types are made for specific, relatively narrow, purposes (and may also form part of major awards). Supplemental awards are for learning, which is additional to previous award. They could, for example, relate to updating and refreshing knowledge or skills, or to continuing professional development.

The data is a count of persons, not awards made. A person who has achieved one or more Minor awards but has not yet achieved a Major award will appear in the Minor awards count; those who progress to a Major award will appear in the respective Major award count (and be removed from the Minor award count), i.e., persons who graduated from two or more courses in the year were only counted once, at the higher NFQ level and award type. Special purpose awards can be made at various NFQ levels.

Major awards are typically achieved at the end of the academic year, whereas Minor, Supplemental and Special Purpose awards can be made throughout the year.

Awards data was extracted from the QQI database and includes awards made to learners in private providers, but excludes awards by awarding bodies other than QQI (such as, City and Guilds or Microsoft). Enrolments data, on the other hand, was extracted from the HEA (SRS) and SOLAS (PLSS) databases, and covers publicly-funded education and training only (excludes enrolments in private colleges). This results in a misalignment between these two independent but linked (enrolments / awards) measures of the higher and further education systems. This will be corrected over time as the indicators are developed further.

*Awards by NFQ levels 6, 7 and 8 have been revised since the "Education Indicators for Ireland 2020" report.

20. Attainment

The overall educational attainment of the population has been rising steadily over time, while unemployment rates are consistently lower for those with a higher level of education.

INDICATOR	2016	2017	2018	2019	2020
% 30-34 year olds with third level education or above	54%	55%	57%	55%	60%
% 25-34 year olds with post-secondary education or above	69%	70%	70%	70%	74%
% 25-34 year old **males** with post-secondary education or above	64%	64%	65%	66%	70%
% 25-34 year old **females** with post-secondary education or above	71%	73%	75%	74%	78%
Unemployment rate for persons whose highest level of education is upper secondary	11.3%	9.4%	7.8%	7.7%	8.4%
Unemployment rate for persons whose highest level of education is post-secondary	9.8%	8.1%	6.9%	5.8%	6.5%
Unemployment rate for persons whose highest level of education is third level non-honours degree	7.6%	4.7%	4.7%	3.9%	4.5%
Unemployment rate for persons whose highest level of education is third level honours degree or higher	5.2%	3.4%	3.9%	2.8%	3.1%

Reason for inclusion: The Irish education system aims to provide all persons with a level and quality of education and training that equips them with the knowledge and skills that they need to achieve their potential and to participate fully in society and the economy.

Source: Central Statistics Office (CSO) Labour Force Survey and Quarterly National Household Survey (QNHS).

NOTE: The unemployment rate is the number of unemployed expressed as a percentage of the total labour force.

The data presented is for Quarter 2 of each year only (i.e., April-June of each year).

Third level is an amalgamation of the categories Higher Certificate or equivalent, Ordinary Degree or equivalent, Honours Bachelor Degree or equivalent and Postgraduate Qualification.

21. NFQ Awards by Age

The number of older adults achieving awards has fallen in recent years, which can be expected as employment increases.

INDICATOR	2016	2017	2018	2019	2020
Persons age 25 to 34 who achieved an award on the NFQ – any level	59,280	57,018	51,537	50,859	47,807
Persons age 35 to 44 who achieved an award on the NFQ – any level	48,952	45,683	40,794	39,887	34,607
Persons age 45 to 54 who achieved an award on the NFQ – any level	37,869	32,798	28,691	28,572	23,625
Persons age 55 to 64 who achieved an award on the NFQ – any level	21,138	16,749	14,761	14,963	11,083
Persons age 65+ who achieved an award on the NFQ – any level	5,274	2,981	2,952	3,136	2,124

Reason of inclusion: Increasing the participation of adults in lifelong education and training is a core objective of the National Skills Strategy 2025.

Source: The number of awards made to adults by various age groups is extracted from the QQI and HEA databases.

NOTE: QQI awards cover awards at all levels, from NFQ 1 up to NFQ 9, while the HEA provides data on awards at NFQ 6, 7, 8 and above. It the table above all QQI awards classes are reported, i.e., major, minor, special purpose, etc.

22. Lifelong learning

The percentage of persons participating in Lifelong learning rose strongly in 2018, with a more modest increase in 2019, and a slight decline in 2020.

INDICATOR	2016	2017	2018	2019	2020
EU - % Irish adults age 25-64 who participated in formal and/or non-formal learning activities	6.5%	9.0%	12.5%	12.6%	11.0%

Reasons for inclusion: Increasing the participation of adults in lifelong education and training is a core objective of the National Skills Strategy 2025.

Source: The EU measure of Lifelong Learning Participation among adults is derived from the Quarterly National Household Survey and is an annual average.

NOTE: This index refers to the share of adults who participated in formal and/or non-formal learning activities; in this context, formal means education and training in schools, universities and other formal education institutions, while non-formal means education and training that does not correspond to the definition of formal education, e.g., adult literacy, life skills, work skills and general culture.

Appendix

Topic	Source
Department of Education Statement of Strategy 2021-2023	https://www.gov.ie/en/publication/56137-department-of-education-statement-of-strategy-2021-2023/?section=our-goals
A Programme for a Partnership Government 2016	https://assets.gov.ie/3221/231118100655-5c803e6351b84155a21ca9fe4e64ce5a.pdf
Retention rates	https://www.gov.ie/en/collection/retention/
Progression to Third-level	https://www.gov.ie/en/collection/projections/
Enrolments in Third-level	http://hea.ie/statistics-archive/
National Strategy on Literacy and Numeracy for Learning and Life 2011-2020	https://assets.gov.ie/24960/93c455d4440246cf8a701b9e0b0a2d65.pdf
Further Education and Training Strategy 2014 – 2019	https://www.gov.ie/en/publication/1d219a-further-education-and-training-strategy-2014-2019/
National Access Plan	https://hea.ie/policy/access-policy/national-access-plan-2015-2019/
20-Year Strategy for the Irish Language 2010-2030	https://www.gov.ie/en/policy-information/2ea63-20-year-strategy-for-the-irish-language/
Languages Connect : Strategy for Foreign Languages in Education 2017-2026	https://www.gov.ie/en/publication/dd328-languages-connect-irelands-strategy-for-foreign-languages-in-education-2017-2026/
Department of Education Inspectorate	https://www.gov.ie/en/publication/b9e7d3-inspection-reports/
Lifelong Learning Participation (Eurostat database)	https://ec.europa.eu/eurostat/data/database

Acronyms

CAO   Central Applications Office

CPD   Continuous Professional Development

CSO   Central Statistics Office

DEIS   Delivering Equality of Opportunity in Schools

DPER   Department of Public Expenditure and Reform

ECCE   Early Childhood Care and Education

ETB   Education and Training Board

FET   Further Education and Training

HEA   Higher Education Authority

IoT   Institutes of Technology

JCT   Junior Cycle for Teachers

LC   Leaving Certificate

LCA   Leaving Certificate Applied

NCI   National College of Ireland

NCSE   National Council for Special Education

NEPS   National Educational Psychological Service

NFQ   National Framework of Qualifications

NIPT   National Induction Programme for Teachers

PDST   Professional Development Service for Teachers

PLC   Post Leaving Certificate

PLSS   Programme Learner Support System

POD   Primary Online Database

P-POD   Post-primary Online Database

PTR   Pupil Teacher Ratio

QNHS   Quarterly National Household Survey

QQI   Quality and Qualifications Ireland

REV   Revised Estimate Volume

SCPA   Scheme for the Commissioning of Psychological Assessments

SEN   Special Educational Needs

SNA   Special Needs Assistant

SRS   Student Record System

STEM   Science, Technology, Engineering and Mathematics

UDM   Unified Data Model

WTE   Whole Time Equivalent