



Rialtas na hÉireann
Government of Ireland

Education Indicators for Ireland

February 2023

Prepared by the Department of Education and the Department of
Further and Higher Education, Research, Innovation and Science

This report may be accessed at:

<https://www.gov.ie/en/publication/055810-education-statistics/>

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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 both the Department of Education (DoE) and the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), in addition to 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 DoE pupil databases, learner records from SOLAS, the HEA and QQI as well as various statistical reports published on department's web site.

The Education Indicators for Ireland report is arranged into two parts, i.e., A and B. The main indicators are presented in the first part (A), where the second part (B) reports the same indicators but disaggregated by sex, subject to applicability and data availability. The second part is a new addition to this series of publications and is still under development, with a view to expand and complete it in future releases.

In terms of schools data, this indicator set provides a good picture of the progress made in 2017-2021 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.

For tertiary education and training, the indicators represent monitoring of progress towards the four strategic goals set out in the [Department of Further and Higher Education, Research, Innovation and Science Statement of Strategy 2021-2023](#).

1. Collaborate with educational institutions, employers and others to identify the talents and skills required, and provide education and training, growing potential and helping people engage in and contribute to our economy and society.
2. Lead a whole-of-Government approach to agree the strategy, institutional framework, and investment needed to advance basic and applied research and innovation, grounded in collaboration between enterprise, educational institutions, and wider society, in Ireland and beyond.

3. Provide supports and opportunities for learning to all, recognising the needs of vulnerable learners and the most marginalised, and assist people in access to and progression through higher and further education and training, so as to grow prosperity across communities and build social cohesion.
4. Position Ireland globally as a leading knowledge economy with a skills and innovation focus and as a leader in higher education and research, deepening collaboration on an all-island and East-West basis, within the EU and beyond, attracting talent from around the world to Ireland's international education system and equipping Ireland to compete on the world stage.

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 & Training and Higher Education** covering transition rates from post-primary to further education and training 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.

All tables with data presented in the report are available for download [here](#).

The links between the various indicators and the departments' respective Statements of Strategy are presented below. It is planned to develop this indicator set over time as data becomes available or policy initiatives evolve.

Link to the Statements of Strategy 2021-2023 of the Departments of Education and Further and Higher Education, Research, Innovation and Science

Overview of the education system

| | | | | |
|--|--------------------------------|--------------------------------|---|------------------------------------|
| Schools, colleges and universities <i>Page 11</i> | Enrolments <i>page 9/43</i> | Graduates <i>page 38/56</i> | Educational attainment <i>page 40/58</i> | Awards by age <i>page 41/60</i> |
|--|--------------------------------|--------------------------------|---|------------------------------------|

Statement of Strategy Department of Education 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. |
| Teachers <i>page 13/45</i> | Wellbeing <i>page 18</i> | School buildings <i>page 11</i> |
| Inspections <i>page 14</i> | Patronage <i>page 19/45</i> | New capacity <i>page 11</i> |
| Teacher development <i>page 16</i> | DEIS retention <i>page 25/49</i> | School transport <i>page 28</i> |
| Leaving Certificate pathways <i>page 20/46</i> | SEN in mainstream <i>page 26/49</i> | |
| STEM education <i>page 21/47</i> | SEN supports <i>page 26/49</i> | |
| Foreign languages <i>page 23/48</i> | Transitions and progression <i>page 29/50</i> | |

Statement of Strategy Department of Further and Higher Education, Research, Innovation and Science 2021-2023

| GOAL 1 | GOAL 2 | GOAL 3 | GOAL 4 |
|---|------------------------|----------------------|--------------------------------------|
| #talent | #innovation | #Inclusion | #international |
| Enrolments page 9/43 | Research page 35/54 | Access page 31/51 | International students page 33/52 |
| Transitions and progression page 29/50 | | | |
| FET & Skills page 36/55 | | | |
| Awards by NFQ page 38/56 | | | |
| Attainment page 40/58 | | | |
| NFQ awards by age page 41/60 | | | |
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| Education providers and additional capacity page 11 | | | |

Part 1 Education Indicators

A. Enrolments and Capacity

Enrolments

Enrolments in primary level are on a downward trajectory, having peaked in 2018, while those in post-primary continue to rise sharply, up 34,300 between 2017 and 2021.

Enrolments in full-time higher education are also rising quickly, showing an increase of almost 16,400 between 2017 and 2021.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|--|-----------|-----------|----------------------|----------------------|----------------------|
| A.1 | Number of pre-school children in ECCE (part-time) | 118,906 | 108,188 | 105,978 | 103,931 | 107,305 |
| A.2 | Number of pupils in primary school | 563,459 | 567,772 | 567,716 | 561,411 | 554,788 |
| A.3 | of which in DEIS schools | 110,273 | 110,969 | 110,625 | 108,449 | 107,139 |
| A.4 | of which in Non-DEIS schools | 453,186 | 456,803 | 457,091 | 452,962 | 447,649 |
| A.5 | Number of pupils in post-primary school | 357,408 | 362,899 | 371,450 | 379,184 | 391,698 |
| A.6 | of which in DEIS schools | 73,415 | 74,142 | 75,967 | 77,756 | 81,033 |
| A.7 | of which in Non-DEIS schools | 283,993 | 288,757 | 295,483 | 301,428 | 310,665 |
| A.8 | Number of persons enrolled full-time in FET – all NFQ | 44,719 | 44,408 | 41,069 | 46,124 | Q1 2023 |
| A.9 | Number of full-time higher education students ¹ | 183,640 | 185,475 | 189,905 | 196,005 | 200,035 |
| A.10 | of which universities (incl. Technological universities) | 107,120 | 108,985 | 131,205 ² | 137,660 ² | 163,690 ² |
| A.11 | of which institutes of technology and colleges | 76,530 | 76,490 | 58,700 ² | 58,355 ² | 36,345 ² |
| A.12 | of which undergraduates | 159,825 | 160,620 | 162,540 | 165,945 | 168,495 |
| A.13 | which post-graduates | 23,820 | 24,855 | 27,365 | 30,060 | 31,540 |
| A.14 | Total number in full-time education, excl. pre-school | 1,149,226 | 1,160,554 | 1,170,140 | 1,182,724 | Q1 2023 |

All tables with data presented in the report are available for download [here](#).

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). Enrolments in third level are provided by the Higher Education Authority (HEA).

NOTE: Data is reported on an academic year basis, i.e., 2021 means enrolments in September 2021.

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.).

¹All values are rounded to the nearest 5 students. Note that individual figures have been rounded independently and the sum of the component items may therefore not necessarily add to the totals shown (A.9).

²On 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. The third Technological University (TUS) was formed on 1st October 2021, as a result of a merger between the Athlone Institute of Technology and the Limerick Institute of Technology. The enrolments in MTU and TUS are reported as part of university enrolments from 2021 onwards. The ATU was formally established on 1 April 2022 as a merger of three existing institutes of technology: Galway-Mayo IT, IT Sligo, and Letterkenny IT. And finally, the SETU was formed from the amalgamation of two existing institutes of technology: Waterford IT and IT Carlow, and was formally established on 1st May 2022. The enrolments in ATU and SETU will be published as part of university enrolments from 2022 onwards.

FET enrolments cover students participating in full-time courses only. PLC students are included in the FET totals.

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 2021/2022 will be included once it becomes available. This affects indicators across several areas.

Education providers and additional capacity

There has been an additional 13 post-primary schools since 2017, reflecting the sharp rise in enrolments.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|--------|-------|-----------------|-----------------|-----------------|
| A.15 | Number of ECCE providers (contracts) | 4,468 | 4,231 | 4,260 | 4,023 | 3,995 |
| A.16 | Number of primary schools | 3,246 | 3,240 | 3,240 | 3,241 | 3,240 |
| A.17 | of which DEIS schools | 703 | 698 | 692 | 688 | 687 |
| A.18 | of which Non-DEIS schools | 2,543 | 2,542 | 2,548 | 2,553 | 2,553 |
| A.19 | Additional permanent places provided in primary schools | 13,638 | 7,432 | 6,718 | 4,381 | NA |
| A.20 | Number of post-primary schools | 715 | 722 | 723 | 730 | 728 |
| A.21 | of which DEIS schools | 198 | 198 | 198 | 198 | 197 |
| A.22 | of which Non-DEIS schools | 517 | 524 | 525 | 532 | 531 |
| A.23 | Additional permanent places provided in post-primary schools | 4,215 | 4,698 | 4,287 | 4,985 | NA |
| A.24 | Number of QQI registered active providers (FET providers) | 396 | 364 | 319 | 269 | 251 |
| A.25 | Number of QQI registered active providers (HE providers) | 41 | 38 | 34 | 31 | 27 |
| A.26 | Third level Institutions and colleges funded by HEA | 18 | 18 | 15 ¹ | 14 ¹ | 10 ¹ |
| A.27 | Third level universities (incl. technological universities) funded by HEA | 7 | 7 | 8 ¹ | 9 ¹ | 11 ¹ |

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 National Strategy for Higher Education 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., 2021 means September 2021.

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.

¹See note on page 10 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.

B. Early Years, Primary and Post-primary Education

Teachers

The total number of teachers has risen by over 7,804 since 2017, from 64,692 to 72,496. The pupil-teacher ratio in primary schools has fallen from 15.3 to 13.7 since 2017, while in post-primary schools it has fallen from 12.8 to 12.2.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|--------|--------|--------|--------|--------|
| B.1 | Number of primary teachers | 36,773 | 37,341 | 37,839 | 38,604 | 40,351 |
| B.2 | of which mainstream teaching teachers | 22,430 | 22,747 | 22,970 | 23,460 | 23,572 |
| B.3 | of which other teachers | 14,343 | 14,594 | 14,869 | 15,144 | 16,779 |
| B.4 | Number of post-primary teachers | 27,919 | 28,474 | 29,093 | 30,617 | 32,145 |
| B.5 | Total number of teachers | 64,692 | 65,815 | 66,932 | 69,221 | 72,496 |
| B.6 | PTR: Average students per teacher in primary schools | 15.3 | 15.2 | 15.0 | 14.5 | 13.7 |
| B.7 | Average class sizes in primary schools | 24.5 | 24.3 | 24.1 | 23.3 | 22.8 |
| B.8 | PTR: Average students per teacher in post-primary schools | 12.8 | 12.7 | 12.8 | 12.4 | 12.2 |

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., 2021 means September 2021.

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.

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.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|-------|-------|-------|-------|-------|
| B.9 | Number of inspections of ECCE centres | 708 | 691 | 670 | 132 | 211 |
| B.10 | Number of inspections in primary and special schools, incl. probation | 4,171 | 3,566 | 1,968 | 816 | 1,845 |
| B.11 | Inspections in post-primary schools | 659 | 608 | 702 | 473 | 662 |
| B.12 | Other inspections, advisory visits and evaluation activities | 596 | 1,473 | 1,369 | 6,530 | 651 |
| B.13 | Total inspections | 6,134 | 6,338 | 4,709 | 7,951 | 3,369 |

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.

In 2021, the Inspectorate conducted research work to support schools during the period of school closures. It also developed a new model to evaluate remote teaching and learning and carried out these evaluations in a small number of schools. When schools re-opened, a main focus of its work was on supporting and advising teachers through incidental inspection visits. It also continued to prioritise the conduct of

Supporting the Safe Provision of Schooling Inspections and Child Protection and Safeguarding Inspections.

Continuous Professional Development of Teachers

The statistics below represent the bespoke CPD support provided by PDST advisors during the periods outlined below. 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. The return of face-to-face in school support during 2021/2022 has once again garnered increased demand from schools for this model of provision.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|--|--------|--------|--------|-------|--------|
| B.14 | Number of primary schools receiving school support | 1,574 | 1,931 | 1,469 | 1,009 | 1,445 |
| B.15 | Number of hours provided to primary schools receiving school support | 14,849 | 23,686 | 13,812 | 8,436 | 26,328 |
| B.16 | Number of primary schools receiving ICT school support | 110 | 182 | 373 | 334 | 264 |
| B.17 | Number of ICT hours provided to primary schools receiving school support | 1,505 | 1,537 | 2,555 | 2,385 | 3,098 |
| B.18 | Number of post-primary schools receiving school support | 307 | 416 | 463 | 346 | 399 |

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.

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.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|-------|-------|-------|-------|------|
| B.19 | No. of pupils with direct involvement from NEPS psychologist (casework) | 8,497 | 8,561 | 7,392 | 8,507 | NA |
| B.20 | No. of pupils receiving assessment services under SCPA | 1,627 | 1,946 | 966 | 904 | NA |
| B.21 | No. of days NEPS psychologists dedicated to support and development activities in schools | 5,537 | 5,285 | 6,260 | 4,665 | NA |

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.

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.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|--|-------|-------|-------|-------|-------|
| B.22 | % Primary pupils in Catholic ethos schools | 90.6% | 90.3% | 90.0% | 89.6% | 89.2% |
| B.23 | % Primary pupils in Irish-medium schools | 8.0% | 8.1% | 8.1% | 8.1% | 8.1% |
| B.24 | % Post-primary pupils in Catholic ethos schools | 51.8% | 51.2% | 50.5% | 50.1% | 49.4% |
| B.25 | % Post-primary pupils in Irish-medium schools | 3.6% | 3.6% | 3.6% | 3.7% | 3.6% |
| B.26 | Small primary schools (4 or fewer teachers) as % of total | 44.5% | 44.1% | 43.7% | 41.6% | 41.8% |
| B.27 | Primary pupils in small schools as % of total | 14.8% | 14.5% | 14.3% | 13.1% | 13.3% |
| B.28 | Number of Catholic primary schools | 2,785 | 2,776 | 2,760 | 2,756 | 2,749 |
| B.29 | Number of multi/inter-denominational primary schools ¹ | 132 | 136 | 153 | 159 | 165 |
| B.30 | Number of Irish-medium primary schools | 248 | 247 | 250 | 249 | 252 |
| B.31 | Number of Catholic post-primary schools | 345 | 346 | 344 | 344 | 344 |
| B.32 | Number of multi/inter-denominational post-primary schools ¹ | 343 | 349 | 352 | 359 | 358 |
| B.33 | Number of Irish-medium post-primary schools | 48 | 49 | 49 | 50 | 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.

NOTE: ¹The non-denominational school is reported with multi/inter-denominational schools ethos.

Leaving Certificate pathways

The total number of pupils taking the Leaving Certificate programme (across both 5th and 6th year) has increased from just under 81,000 in 2017 to over 91,000 in 2021. The percentage of pupils doing Transition Year has risen from 71.9 per cent of pupils in 2017 to 74.0 per cent in 2019, and remains high in 2021 (73.8%).

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|--|--------|--------|--------|--------|--------|
| B.34 | Number of students taking Leaving Certificate established programme | 80,701 | 83,909 | 86,347 | 88,872 | 91,408 |
| B.35 | % of students taking Leaving Certificate established programme | 68.3% | 69.2% | 70.0% | 70.8% | 71.1% |
| B.36 | Number of students taking Leaving Certificate Vocational | 31,661 | 31,426 | 30,820 | 30,048 | 29,598 |
| B.37 | % students taking Leaving Certificate Vocational | 26.8% | 25.9% | 25.0% | 23.9% | 23.0% |
| B.38 | Number of students taking Leaving Certificate Applied | 5,820 | 5,939 | 6,244 | 6,609 | 7,456 |
| B.39 | % students taking Leaving Certificate Applied | 4.9% | 4.9% | 5.1% | 5.3% | 5.8% |
| B.40 | Number of students doing Transition Year | 44,950 | 45,916 | 48,268 | 47,544 | 48,025 |
| B.41 | Students doing Transition Year as % of previous 3 rd Year | 71.9% | 72.3% | 74.0% | 72.9% | 73.8% |
| B.42 | Number of students taking Repeat Leaving Certificate | 1,077 | 811 | 655 | 235 | 87 |

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., 2021 means September 2021.

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.

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.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------|---|-------|-------|-------|-------|-------|
| B.43.i | % 6th year girls taking 1 or more STEM subj. (excl. maths) | 85.4% | 85.8% | 85.7% | 86.4% | 86.2% |
| B.43.ii | % 6th year boys taking 1 or more STEM subj. (excl. maths) | 89.5% | 90.7% | 90.3% | 89.7% | 88.9% |
| B.44.i | % 6th year girls taking 1 or more STEM subj. (excl. maths and biology) | 38.7% | 39.5% | 41.6% | 41.7% | 41.5% |
| B.44.ii | % 6th year boys taking 1 or more STEM subj. (excl. maths and biology) | 70.7% | 72.1% | 72.5% | 72.5% | 70.9% |
| B.45.i | % 6th year girls taking 2 or more STEM subj. (excl. maths) | 31.0% | 31.7% | 33.4% | 33.6% | 33.2% |
| B.45.ii | % 6th year boys taking 2 or more STEM subj. (excl. maths) | 58.7% | 59.5% | 59.0% | 58.2% | 55.6% |
| B.46.i | % 6th yr. girls taking 2 or more STEM subj. (excl. maths and biology) | 8.0% | 8.0% | 8.9% | 8.8% | 8.7% |
| B.46.ii | % 6th yr. boys taking 2 or more STEM subj. (excl. maths and biology) | 39.0% | 40.1% | 40.2% | 40.0% | 38.9% |
| B.47 | % LC students attaining grade H4 or above in HL maths sits | 59.1% | 56.8% | 68.8% | 73.3% | 80.6% |
| B.48 | % LC students attaining grade O4 or above in OL maths sits | 57.2% | 56.1% | 61.4% | 65.9% | 71.2% |
| B.49.i | % girls' schools offering physics, chemistry and biology (LC) | 78.8% | 77.3% | 77.1% | 78.9% | 81.7% |
| B.49.ii | % boys' schools offering physics, chemistry and biology (LC) | 91.0% | 92.0% | 89.1% | 90.1% | 93.9% |
| B.49.iii | % mixed schools offering physics, chemistry and biology (LC) | 60.9% | 61.6% | 61.9% | 59.7% | 65.7% |
| B.50.i | % girls' schools offering a STEM subject other than maths or a science (LC) | 58.3% | 56.1% | 55.7% | 63.3% | 68.3% |
| B.50.ii | % boys' schools offering a STEM subject other than maths or science (LC) | 97.0% | 96.0% | 95.0% | 95.0% | 94.8% |

| | | | | | | |
|----------|---|-------|-------|-------|-------|-------|
| B.50.iii | % mixed schools offering a STEM subject other than maths or a science (LC) | 92.8% | 93.1% | 91.6% | 89.4% | 87.4% |
| B.51.i | % 3rd year girls taking at least one STEM subject (other than science or maths) | 21.3% | 22.7% | 23.9% | 25.7% | 26.9% |
| B.51.ii | % 3rd year boys taking at least one STEM subject (other than science or maths) | 73.8% | 72.7% | 73.3% | 74.6% | 73.4% |

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., 2021 means September 2021, other than attainment data, which is for the end of the academic year, i.e., 2021 means June 2022.

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 wood technology, graphics, engineering, applied technology, mathematics and science. Note that Home Economics is not considered a STEM subject.

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.

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.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|-------|-------|------------------|------------------|-------|
| B.52.i | % 6th year girls doing at least one foreign language | 87.2% | 86.5% | 84.8% | 82.9% | 82.0% |
| B.52.ii | % 6th year boys doing at least one foreign language | 72.3% | 69.0% | 67.3% | 66.3% | 64.3% |
| B.53 | % JC students doing a foreign language other than French (of all foreign language exam sits) | 43.0% | 44.2% | N/A ¹ | N/A ¹ | 48.0% |
| B.54 | LC % doing a foreign language other than French (of all foreign language exam sits) | 41.4% | 42.8% | 45.9% | 47.7% | 49.6% |
| B.55 | % LC students attaining grade H4 or above in any foreign language | 31.5% | 31.5% | 41.3% | 44.9% | 42.0% |
| B.56 | % post-primary schools offering at least two foreign languages | 72.3% | 74.1% | 74.4% | 75.1% | 76.0% |
| B.57 | % schools offering two or more foreign languages as part of Transition year | 55.2% | 53.3% | 58.0% | 58.5% | 59.4% |

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., 2021 means September 2021, other than attainments data, which is for the end of the academic year, i.e., 2021 means June 2022.

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.

¹Junior Cycle examinations were cancelled in 2020 (2019 in the table above) and 2021 (2020 in the table), 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.

Social Inclusion

The gap in retention to Leaving Certificate between DEIS and non-DEIS school has further improved in 2021 relative to previous years. While enrolments overall have risen, the absolute number of early school has slightly decreased.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|--|-------|-------|-------|-------|-------|
| B.58 | Retention rate in DEIS post-primary schools (%) LC completion | 85.0% | 84.7% | 83.8% | 84.8% | 86.1% |
| B.59 | Gap in retention rates - DEIS vs non-DEIS post-primary schools | 8.5 | 8.7 | 9.3 | 8.6 | 7.6 |
| B.60 | Number of Early school leavers - started 5th year but did not sit LC in 6 th year | 2,486 | 2,639 | 2,823 | 2,438 | 2,126 |
| B.61 | % Early school leavers - started 5th year but did not sit LC in 6 th year | 4.4% | 4.8% | 4.9% | 4.2% | 3.6% |

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., 2021 means September 2021.

Retention rate in 2021 is measured as the percentage of pupils who sit LC from the 2015 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).

Special Educational Needs

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

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|--------|--------|--------|--------|--------|
| B.62 | Number of special schools (NCSE supported only) | 114 | 114 | 114 | 114 | 116 |
| B.63 | Pupils in special schools | 7,662 | 7,728 | 8,035 | 8,018 | 8,682 |
| B.64 | Teachers in special schools | 1,387 | 1,400 | 1,435 | 1,462 | 1,503 |
| B.65 | Pupils in special classes in mainstream primary schools | 5,572 | 6,229 | 6,822 | 7,510 | 8,740 |
| B.66 | Pupils in special classes in post-primary schools | 1,814 | 2,136 | 2,406 | 2,856 | 3,178 |
| B.67 | Special education teachers in primary and post-primary schools (mainstream classes) (WTE) | 13,395 | 13,412 | 13,530 | 13,620 | 13,765 |
| B.68 | Total SNAs | 13,862 | 14,877 | 15,799 | 17,713 | 18,050 |
| B.69 | of which in special schools | 2,460 | 2,521 | 2,560 | 2,732 | 2,775 |
| B.70 | in primary schools | 8,581 | 9,309 | 9,948 | 11,285 | 11,506 |
| B.71 | in post primary schools | 2,821 | 3,047 | 3,291 | 3,696 | 3,769 |

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., 2021 means September 2021.

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.

Transport

While the number of transport routes has fallen, the number of pupils being carried has increased since 2020.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|---------|---------|---------|---------|---------|
| B.72 | School transport routes | 6,032 | 6,856 | 7,374 | 8,503 | 8,345 |
| B.73 | Pupils on school transport | 116,774 | 117,455 | 120,848 | 114,167 | 122,217 |
| B.74 | % of pupils (of total enrolment) provided with school transport | 12.7% | 12.6% | 12.9% | 12.1% | 13.0% |
| B.75 | Mainstream primary pupils using school transport | 38,729 | 39,205 | 38,271 | 35,546 | 35,854 |
| B.76 | Mainstream post-primary pupils using school transport | 65,545 | 65,499 | 68,248 | 63,904 | 70,322 |
| B.77 | SEN pupils using school transport | 12,500 | 12,751 | 14,329 | 14,717 | 16,041 |

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

Source: School Transport Section.

C. Further Education & Training and Higher Education

Transitions and progressions

Transition rates from post-primary to higher education jumped sharply in 2020 and decreased to previous years' levels in 2021. The year 2020 jump was 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.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|-------|-------|------------------|------------------|------------------|
| C.1 | % students who sit LC - Retention | 91.6% | 91.5% | 91.2% | 91.5% | 92.1% |
| C.2 | Number of higher education entry routes | 1,261 | 1,262 | 1,241 | 1,244 | 1,296 |
| C.3 | of which in universities (incl. technological universities) | 448 | 417 | 552 ¹ | 574 ¹ | 864 ¹ |
| C.4 | of which in IoTs | 790 | 818 | 660 ¹ | 640 ¹ | 403 ¹ |
| C.5 | of which in colleges | 23 | 27 | 29 ¹ | 30 | 29 |
| C.6 | of which at NFQ level 6 | 97 | 96 | 89 | 78 | 76 |
| C.7 | of which at NFQ level 7 | 289 | 300 | 309 | 283 | 301 |
| C.8 | of which at NFQ level 8 | 875 | 866 | 843 | 883 | 919 |
| C.9 | Transition rates from post-primary to higher education | 63.6% | 63.4% | 62.1% | 66.1% | 63.9% |
| C.10 | of which DEIS schools | 41.8% | 40.5% | 41.4% | 46.7% | 43.4% |
| C.11 | of which non-DEIS schools | 69.1% | 69.4% | 67.5% | 71.3% | 69.3% |
| C.12 | Transition rates from post-primary to FET | 26.3% | 25.9% | 24.2% | 22.2% | NA |
| C.13 | of which DEIS schools | 36.9% | 35.4% | 33.4% | 28.9% | NA |
| C.14 | of which non-DEIS schools | 23.7% | 23.4% | 21.8% | 20.5% | NA |

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 2021 is a measure of the percentage of pupils who sit LC from the 2015 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.

¹See note on page 10 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.

Access

The number of students studying on a flexible basis (part-time and remote) continued to rise steadily till 2020, but has fallen in 2021. The percentage of mature students is falling as can be expected with a rising jobs market.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|-------------|------------------|---------------------|---------------------|---------------------|
| C.15 | Number of part-time HE students ¹ | 40,100 | 43,030 | 45,795 | 49,660 | 46,260 |
| C.16 | Part-time students in university (incl. technological universities) | 16,645 | 17,140 | 25,400 ² | 29,280 ² | 32,480 ² |
| C.17 | Part-time students in IoT and other | 23,450 | 25,890 | 20,390 ² | 20,385 ² | 13,790 ² |
| C.18 | Remote HE enrolments - not included above | 7,967 | 9,207 | 10,933 | 14,239 | 14,709 |
| C.19 | Total HE students studying on a flexible basis (part-time and remote) | 48,068 | 52,236 | 56,726 | 63,897 | 60,971 |
| C.20 | % Mature entrants of total entrants in HE (full time undergraduates) | 8.6% | 7.7% | 7.2% | 7.0% | 6.6% |
| C.21 | % of new HE entrants with a disability (eligible FSD students) | 10.6% | 10.0% | 12.2% | 12.4% | 13.2% |
| C.22 | Number of (self-declared) Irish Travellers in HE | 50 | N/A ³ | 48 | 33 | 52 |
| C.23 | Number of students receiving supports in the form of grants | 74,343 | 71,601 | 69,036 | 71,942 | 67,130 |
| C.24 | of which undergraduates | 64,959 | 62,764 | 60,556 | 63,642 | 59,534 |
| C.25 | of which post-graduates | 2,136 | 2,141 | 2,014 | 2,413 | 3,292 |
| C.26 | of which PLC students | 7,248 | 6,696 | 6,466 | 5,887 | 4,304 |
| | Census | Census 2006 | Census 2011 | Census 2016 | Census 2022 | |
| C.27 | % 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 new entrants and new mature entrants from socio economically disadvantaged areas, new entrants with a disability and new entrants from the Traveller community.

Source: The Higher Education Authority (HEA) provides data on students who have a disability, are socio-economically disadvantaged, are mature, and who are members of the Traveller community. 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). The Census 2022 results are not available at the time of writing.

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., 2020/21.

¹See note on page 10 regarding HE data rounding.

²See note on page 10 regarding the changing classification of universities and IoTs.

³The 2018 figure for the number of Irish Travellers in higher education is not available.

International Students

The percentage of full-time HE students in Ireland, who are classified as international, has increased from 11.7 per cent of all students in 2020 to 13.8 per cent in 2021. The fall in 2020 (11.7%) was a result of travel restrictions due to Covid-19 impact.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|-------------|-------------|----------------------|--------------------|-----------------|
| C.28 | International students in Ireland and abroad (public and private Third Level) | 38,261 | 41,420 | 44,229 | NA ¹ | NA ¹ |
| C.29 | International HE full-time students in Ireland ² | 23,585 | 25,865 | 26,620 | 22,970 | 27,630 |
| C.30 | of which Non-EU undergraduates ³ | 12,595 | 12,925 | 12,570 | 9,670 | 11,730 |
| C.31 | of which EU undergraduates | 3,250 | 3,890 | 1,815 | 2,130 | 2,595 |
| C.32 | of which undergraduates from Great Britain and Northern Ireland | incl. above | incl. above | 1,605 | 1,710 | 1,450 |
| C.33 | of which Non-EU post-graduates ³ | 5,865 | 7,000 | 8,500 | 7,160 | 8,985 |
| C.34 | of which EU post-graduates | 1,875 | 2,045 | 1,635 | 1,705 | 2,270 |
| C.35 | of which post-graduates from Great Britain and Northern Ireland | incl. above | incl. above | 495 | 600 | 595 |
| C.36 | International students as % of full-time HE students | 12.8% | 13.9% | 14.0% | 11.7% | 13.8% |
| C.37 | Students participating in Erasmus/Lifelong Learning Programme ⁴ | 3,667 | 3,955 | 3,863 | 5,173 ⁴ | NA |
| C.38 | Number of English language students | 127,640 | 121,462 | 145,000 ⁵ | 32,031 | 26,408 |

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: ¹Due to changes in methodology and data collection this indicator is currently under review.

²See note on page 10 regarding HE data rounding.

³Non-EU category includes Unknown.

⁴The number of Students participating in Erasmus/Lifelong Learning Programme in higher education (2020) is provisional, i.e., due to contracts extension, 2020 data is over a period of 36 months. This will be updated with the final figures in next publication. The data for years 2017-2019 is from contracts that had a duration of 16 months. The previous years' (2017-2019) data has been revised since the last (2021) publication by HEA. The year 2021 data is not available yet.

⁵The number of English language students (2019) is provisional.

Research

The number of post-graduate research enrolments rose to 11,751 in 2021, of which the majority were full-time PhD students.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|--------|--------|--------|--------|--------|
| C.39 | Total number of Post-graduate research enrolments ¹ | 10,015 | 10,065 | 10,530 | 11,195 | 11,755 |
| C.40 | Full-time PhD ¹ | 6,890 | 7,065 | 7,355 | 7,940 | 8,355 |
| C.40.i | of which females | 3,590 | 3,695 | 3,920 | 4,340 | 4,575 |
| C.40.ii | of which males | 3,300 | 3,370 | 3,440 | 3,595 | 3,765 |
| C.41 | Full-time Research Masters | 1,150 | 1,105 | 1,330 | 1,350 | 1,405 |
| C.41.i | of which females | 505 | 550 | 690 | 670 | 745 |
| C.41.ii | of which males | 645 | 555 | 640 | 680 | 660 |
| C.42 | Part-time PhD | 1,625 | 1,575 | 1,535 | 1,595 | 1,660 |
| C.43 | Part-time Research Masters | 355 | 315 | 310 | 315 | 330 |

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.

Note: Due to the small enrolment numbers in "other" gender category, this data is not reported in the above table, hence, in some cases the male and female numbers do not add up to the total of the relevant category.

¹See note on page 10 regarding HE data rounding.

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 2017 and 2021. The number of FET enrolments had also increased in 2020.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|--------|--------|---------------------|---------------------|--------|
| C.44 | Number of Springboard enrolments | 6,244 | 8,974 | 9,855 | 14,385 | 11,033 |
| C.45 | Total persons enrolled in apprenticeships | 12,851 | 15,373 | 17,829 | 19,630 | 24,212 |
| C.46 | of which Craft Apprenticeships | 12,458 | 14,469 | 16,142 | 17,183 | 20,956 |
| C.47 | Number of Skillnet Ireland learners | 49,194 | 56,182 | 70,270 ¹ | 81,895 ¹ | 86,570 |
| C.48 | of which Up-skilling the Unemployed | 3,705 | 1,980 | 2,236 ¹ | 4,691 ¹ | 4,947 |
| C.49 | Enrolments in FET at NFQ levels 4 and under | 80,503 | 85,828 | 97,647 | 98,066 | NA |
| C.50 | Enrolments in FET at NFQ levels 5 | 39,609 | 41,432 | 42,810 | 43,184 | NA |
| C.51 | Enrolments in FET at NFQ level 6 | 8,355 | 9,486 | 11,442 | 13,428 | NA |

Reason for inclusion: The DFHERIS Statement of Strategy 2021-2023 includes the development of talent and skills as a key goal, including through the national skills infrastructure consisting of the National Skills Council, the Regional Skills Fora and the National Training Fund Advisory Group. The aim of Springboard is to provide upskilling and reskilling courses to develop the talent base in key growth sectors of the economy at higher education level. Skillnet Ireland works to increase participation in enterprise training by businesses. ETBs work closely with the regional skills infrastructure to deliver upskilling and reskilling at further education level.

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. Apprenticeship 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 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 2017 and the 31st of August 2018 were included in the 2017 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.

¹Please note that the historical values for “Number of Skillnet Ireland learners” and “of which Up-skilling the Unemployed” for 2019 and 2020 have been updated since the previous publication of this report to reflect the most up-to-date information.

D. Outputs and Outcomes

Awards by NFQ level

There were 194,308 people who achieved an award in 2021, in addition to Junior or Leaving Certificate sits. Of these 77,213 persons achieved an Honours Degree or higher (level 8 or above).

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|--|---------|---------|---------------------|---------------------|---------|
| D.1 | Junior Certificate sits | 62,562 | 64,331 | N/A ¹ | N/A ¹ | 67,130 |
| D.2 | Leaving Certificate sits | 54,440 | 56,071 | 57,667 ² | 57,952 ² | 58,056 |
| D.3 | Graduates with Major NFQ award level 1 | 345 | 297 | 364 | 237 | 173 |
| D.4 | Graduates with Major NFQ award level 2 | 1,008 | 950 | 998 | 416 | 591 |
| D.5 | Graduates with Major NFQ award level 3 | 1,625 | 1,337 | 1,250 | 631 | 702 |
| D.6 | Graduates with Major NFQ award level 4 | 2,017 | 1,680 | 1,690 | 1,001 | 1,257 |
| D.7 | Graduates with Major NFQ award level 5 | 22,667 | 21,162 | 19,263 | 17,379 | 16,967 |
| D.8 | Graduates with Major NFQ award level 6 | 16,011 | 17,856 | 18,123 | 18,812 | 14,160 |
| D.9 | Graduates with Major NFQ award level 7 | 8,098 | 7,921 | 7,842 | 7,831 | 11,777 |
| D.10 | Graduates with Major NFQ award level 8 | 37,170 | 37,327 | 38,468 | 40,666 | 44,926 |
| D.11 | Graduates with Major NFQ award level 9 | 21,248 | 21,510 | 25,022 | 27,768 | 30,753 |
| D.12 | Graduates with Major NFQ award level 10 | 1,446 | 1,418 | 1,555 | 1,418 | 1,534 |
| D.13 | Graduates with Minor or Supplemental awards (all NFQ levels) | 98,558 | 81,157 | 76,753 | 58,983 | 58,145 |
| D.14 | Graduates with Special Purpose awards (all NFQ levels) | 17,302 | 16,109 | 16,775 | 13,336 | 13,323 |
| D.15 | Total graduates Major, Minor and Special Purpose | 227,495 | 208,724 | 208,103 | 188,478 | 194,308 |

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: Data is reported on an academic year basis, i.e., 2021 means September 2021.

¹Junior Cycle examinations were cancelled in 2020 (2019 in the table above) and 2021 (2020 in the table), 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.

²Leaving Certificate sittings in 2020 (2019 in the table) reflect a combination of a small number of actual sittings and Calculated Grades, and Leaving Certificate sittings in 2021 (2020 in the table) reflect actual sittings 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.

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.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|------|------|------|------|-------|
| D.16 | % 30-34 year olds with third level education or above | 55% | 57% | 55% | 60% | 61% |
| D.17 | % 25-34 year olds with post-secondary education or above | 70% | 70% | 70% | 74% | 74% |
| D.17.i | % 25-34 year old females with post-secondary education or above | 73% | 75% | 74% | 78% | 78% |
| D.17.ii | % 25-34 year old males with post-secondary education or above | 64% | 65% | 66% | 70% | 68% |
| D.18 | Unemployment rate for persons whose highest level of education is upper secondary | 9.4% | 7.8% | 7.7% | 8.4% | 11.2% |
| D.19 | Unemployment rate for persons whose highest level of education is post-secondary | 8.1% | 6.9% | 5.8% | 6.5% | 7.5% |
| D.20 | Unemployment rate for persons whose highest level of education is third level non-honours degree | 4.7% | 4.7% | 3.9% | 4.5% | 5.4% |
| D.21 | Unemployment rate for persons whose highest level of education is third level honours degree or higher | 3.4% | 3.9% | 2.8% | 3.1% | 4.3% |

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.

NFQ Awards by Age

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

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|--------|--------|--------|--------|--------|
| D.22 | Persons age 25 to 34 who achieved an award on the NFQ – any level | 57,018 | 51,537 | 50,859 | 47,807 | 50,942 |
| D.23 | Persons age 35 to 44 who achieved an award on the NFQ – any level | 45,683 | 40,794 | 39,887 | 34,607 | 36,132 |
| D.24 | Persons age 45 to 54 who achieved an award on the NFQ – any level | 32,798 | 28,691 | 28,572 | 23,625 | 24,063 |
| D.25 | Persons age 55 to 64 who achieved an award on the NFQ – any level | 16,749 | 14,761 | 14,963 | 11,083 | 10,112 |
| D.26 | Persons age 65+ who achieved an award on the NFQ – any level | 2,981 | 2,952 | 3,136 | 2,124 | 1,797 |

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. In the table above all QQI awards classes are reported, i.e., major, minor, special purpose, etc.

Lifelong learning

The percentage of persons participating in Lifelong learning rose strongly in 2018, with a short fall in 2020, and a full recovery in 2021.

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|--|------|-------|-------|-------|-------|
| D.27 | EU - % Irish adults age 25-64 who participated in formal and/or non-formal learning activities | 9.0% | 12.5% | 12.6% | 11.0% | 13.6% |

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.

Part 2 Education Indicators on the Equality

The indicators presented in part B are the copies of some indicators reported in part A, with an adoption of the same indicators' numbering system, but disaggregated by sex, subject to applicability and data availability. This part is a new addition to this series of publications and is still under development, with a view to expand and complete it (e.g., the missing years' entries) in future releases. Note: due to the small enrolment/graduate numbers in "other" gender category, this data is not reported in the following tables, hence, in some cases the male and female percentages do not add up to 100 per cent.

Enrolments are in state-funded institutions only and exclude enrolments in private colleges (Dorset College, NCI, etc.). All values are rounded to the nearest 5 students. Note that individual figures have been rounded independently and the sum of the component items may therefore not necessarily add to the totals shown.

All tables with data presented in the report are available for download [here](#).

A. Enrolments by gender

Enrolments by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|---------|---------|---------|---------|---------|
| A.2 | Number of pupils in primary school | 563,459 | 567,772 | 567,716 | 561,411 | 554,788 |
| A.3 | of which in DEIS schools | 110,273 | 110,969 | 110,625 | 108,449 | 107,139 |
| A.3.i | of which females as % | 48.6% | 48.5% | 48.6% | 48.6% | 48.6% |
| A.3.ii | of which males as % | 51.4% | 51.5% | 51.4% | 51.4% | 51.4% |
| A.4 | of which in Non-DEIS schools | 453,186 | 456,803 | 457,091 | 452,962 | 447,649 |
| A.4.i | of which females as % | 48.7% | 48.8% | 48.7% | 48.7% | 48.7% |
| A.4.ii | of which males as % | 51.3% | 51.2% | 51.3% | 51.3% | 51.3% |
| A.5 | Number of pupils in post-primary school | 357,408 | 362,899 | 371,450 | 379,184 | 391,698 |
| A.6 | of which in DEIS schools | 73,415 | 74,142 | 75,967 | 77,756 | 81,033 |
| A.6.i | of which females as % | 45.6% | 45.7% | 46.0% | 46.0% | 46.4% |
| A.6.ii | of which males as % | 54.4% | 54.3% | 54.0% | 54.0% | 53.6% |
| A.7 | of which in Non-DEIS schools | 283,993 | 288,757 | 295,483 | 301,428 | 310,665 |
| A.7.i | of which females as % | 50.7% | 50.4% | 50.4% | 50.3% | 50.2% |
| A.7.ii | of which males as % | 49.3% | 49.6% | 49.6% | 49.7% | 49.8% |
| A.8 | Number of persons enrolled full-time in FET – all NFQ | 44,719 | 44,408 | 41,069 | 46,124 | Q1 2023 |
| A.8.i | of which females as % | 54.7% | 55.0% | 56.8% | 55.6% | Q1 2023 |

| | | | | | | |
|---------|--|-----------|-----------|----------------------|----------------------|----------------------|
| A.8.ii | of which males as % | 45.3% | 45.0% | 43.2% | 44.4% | Q1 2023 |
| A.9 | Number of full-time higher education students ¹ | 183,640 | 185,475 | 189,905 | 196,005 | 200,035 |
| A.9.i | of which females as % | 52.5% | 52.8% | 53.3% | 53.6% | 54.1% |
| A.9.ii | of which males as % | 47.5% | 47.2% | 46.6% | 46.2% | 45.5% |
| A.10 | of which universities (incl. technological universities) | 107,120 | 108,985 | 131,205 ² | 137,660 ² | 163,690 ² |
| A.10.i | of which females as % | 55.6% | 55.7% | 54.5% | 54.7% | 54.2% |
| A.10.ii | of which males as % | 44.4% | 44.3% | 45.4% | 45.1% | 45.4% |
| A.11 | of which institutes of technology and colleges | 76,530 | 76,490 | 58,700 ² | 58,355 ² | 36,345 ² |
| A.11.i | of which females as % | 48.2% | 48.6% | 50.5% | 51.0% | 54.0% |
| A.11.ii | of which males as % | 51.8% | 51.3% | 49.5% | 48.9% | 45.8% |
| A.12 | of which undergraduates | 159,825 | 160,620 | 162,540 | 165,945 | 168,495 |
| A.12.i | of which females as % | 51.9% | 52.3% | 52.8% | 53.0% | 53.6% |
| A.12.ii | of which males as % | 48.1% | 47.7% | 47.2% | 46.8% | 46.0% |
| A.13 | which post-graduates | 23,820 | 24,855 | 27,365 | 30,060 | 31,540 |
| A.13.i | of which females as % | 56.5% | 56.0% | 56.4% | 56.9% | 57.1% |
| A.13.ii | of which males as % | 43.5% | 44.0% | 43.5% | 42.9% | 42.7% |
| A.14 | Total number in full-time education, excl. pre-school | 1,149,226 | 1,160,554 | 1,170,140 | 1,182,724 | Q1 2023 |
| A.14.i | of which females as % | 49.8% | 49.8% | 50.0% | 50.0% | Q1 2023 |
| A.14.ii | of which males as % | 50.2% | 50.2% | 50.0% | 50.0% | Q1 2023 |

¹See note on page 10 regarding HE data rounding.

²See note on page 10 regarding the changing classification of universities and IoTs.

B. Primary and Post-primary Education by gender

Teachers by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|---|-------|-------|-------|-------|-------|
| B.1.i | Teachers on primary payroll - % female | 84.7% | 84.7% | 84.5% | 84.4% | 84.2% |
| B.1.ii | Teachers on primary payroll - % male | 15.3% | 15.3% | 15.5% | 15.6% | 15.8% |
| B.4.i | Teachers on post-primary payroll - % female | 69.0% | 68.9% | 68.8% | 68.5% | 68.4% |
| B.4.ii | Teachers on post-primary payroll - % male | 31.0% | 31.1% | 31.2% | 31.5% | 31.6% |

School type by gender

| Ind.No | Indicator | 2021 |
|---------|---|-------|
| B.22 | % Primary pupils in Catholic ethos schools | 89.2% |
| B.22.i | of which females as % of total | 43.7% |
| B.22.ii | of which males as % of total | 45.5% |
| B.23 | % Primary pupils in Irish-medium schools | 8.1% |
| B.23.i | of which females as % of total | 4.1% |
| B.23.ii | of which males as % of total | 4.0% |
| B.24 | % Post-primary pupils in Catholic ethos schools | 49.4% |
| B.24.i | of which females as % of total | 25.6% |
| B.24.ii | of which males as % of total | 23.8% |
| B.25 | % Post-primary pupils in Irish-medium schools | 3.6% |
| B.25.i | of which females as % of total | 1.9% |
| B.25.ii | of which males as % of total | 1.7% |

Leaving Certificate pathways by gender

| Ind.No | Indicator | 2021 |
|---------|--|--------|
| B.34 | Number of students taking Leaving Certificate established programme | 91,408 |
| B.35 | % of students taking Leaving Certificate established programme | 71.1% |
| B.35.i | of which females as % of total LC | 35.1% |
| B.35.ii | of which males as % of total LC | 36.1% |
| B.36 | Number of students taking Leaving Certificate Vocational | 29,598 |
| B.37 | % students taking Leaving Certificate Vocational | 23.0% |
| B.37.i | of which females as % of total LC | 11.9% |
| B.37.ii | of which males as % of total LC | 11.1% |
| B.38 | Number of students taking Leaving Certificate Applied | 7,456 |
| B.39 | % students taking Leaving Certificate Applied | 5.8% |
| B.39.i | of which females as % of total LC | 2.5% |
| B.39.ii | of which males as % of total LC | 3.3% |
| B.40 | Number of students doing Transition Year | 48,025 |
| B.41 | Students doing Transition Year as % of previous 3 rd Year | 73.8% |
| B.41.i | of which females as % | 50.2% |
| B.41.ii | of which males as % | 49.8% |

STEM by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------|--|-------|-------|-------|-------|-------|
| B.43.i | % 6th year girls taking 1 or more STEM subj. (excl. maths) | 85.4% | 85.8% | 85.7% | 86.4% | 86.2% |
| B.43.ii | % 6th year boys taking 1 or more STEM subj. (excl. maths) | 89.5% | 90.7% | 90.3% | 89.7% | 88.9% |
| B.44.i | % 6th year girls taking 1 or more STEM subj. (excl. maths and biology) | 38.7% | 39.5% | 41.6% | 41.7% | 41.5% |
| B.44.ii | % 6th year boys taking 1 or more STEM subj. (excl. maths and biology) | 70.7% | 72.1% | 72.5% | 72.5% | 70.9% |
| B.45.i | % 6th year girls taking 2 or more STEM subj. (excl. maths) | 31.0% | 31.7% | 33.4% | 33.6% | 33.2% |
| B.45.ii | % 6th year boys taking 2 or more STEM subj. (excl. maths) | 58.7% | 59.5% | 59.0% | 58.2% | 55.6% |
| B.46.i | % 6th yr. girls taking 2 or more STEM subj. (excl. maths and biology) | 8.0% | 8.0% | 8.9% | 8.8% | 8.7% |
| B.46.ii | % 6th yr. boys taking 2 or more STEM subj. (excl. maths and biology) | 39.0% | 40.1% | 40.2% | 40.0% | 38.9% |
| B.47 | % LC students attaining grade H4 or above in HL maths sits | 59.1% | 56.8% | 68.8% | 73.3% | 80.6% |
| B.47.i | of which females as % | 57.3% | 54.5% | 70.8% | 75.8% | 80.4% |
| B.47.ii | of which males as % | 61.1% | 59.0% | 66.8% | 70.8% | 80.9% |
| B.48 | % LC students attaining grade O4 or above in OL maths sits | 57.2% | 56.1% | 61.4% | 65.9% | 71.2% |
| B.48.i | of which females as % | 60.2% | 58.7% | 66.4% | 70.9% | 72.6% |
| B.48.ii | of which males as % | 54.0% | 53.3% | 56.1% | 60.7% | 69.8% |
| B.49.i | % girls' schools offering physics, chemistry and biology (LC) | 78.8% | 77.3% | 77.1% | 78.9% | 81.7% |
| B.49.ii | % boys' schools offering physics, chemistry and biology (LC) | 91.0% | 92.0% | 89.1% | 90.1% | 93.9% |
| B.49.iii | % mixed schools offering physics, chemistry and biology (LC) | 60.9% | 61.6% | 61.9% | 59.7% | 65.7% |

| | | | | | | |
|----------|---|-------|-------|-------|-------|-------|
| B.50.i | % girls' schools offering a STEM subject other than maths or a science (LC) | 58.3% | 56.1% | 55.7% | 63.3% | 68.3% |
| B.50.ii | % boys' schools offering a STEM subject other than maths or science (LC) | 97.0% | 96.0% | 95.0% | 95.0% | 94.8% |
| B.50.iii | % mixed schools offering a STEM subject other than maths or a science (LC) | 92.8% | 93.1% | 91.6% | 89.4% | 87.4% |
| B.51.i | % 3rd year girls taking at least one STEM subject (other than science or maths) | 21.3% | 22.7% | 23.9% | 25.7% | 26.9% |
| B.51.ii | % 3rd year boys taking at least one STEM subject (other than science or maths) | 73.8% | 72.7% | 73.3% | 74.6% | 73.4% |

Foreign languages by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|-------|-------|------------------|------------------|-------|
| B.52.i | % 6th year girls doing at least one foreign language | 87.2% | 86.5% | 84.8% | 82.9% | 82.0% |
| B.52.ii | % 6th year boys doing at least one foreign language | 72.3% | 69.0% | 67.3% | 66.3% | 64.3% |
| B.53 | % JC students doing a foreign language other than French (of all foreign language exam sits) | 43.0% | 44.2% | N/A ¹ | N/A ¹ | 48.0% |
| B.54 | LC % doing a foreign language other than French (of all foreign language exam sits) | 41.4% | 42.8% | 45.9% | 47.7% | 49.6% |
| B.55 | % LC students attaining grade H4 or above in any foreign language | 31.5% | 31.5% | 41.3% | 44.9% | 42.0% |
| B.56 | % post-primary schools offering at least two foreign languages | 72.3% | 74.1% | 74.4% | 75.1% | 76.0% |
| B.57 | % schools offering two or more foreign languages as part of Transition year | 55.2% | 53.3% | 58.0% | 58.5% | 59.4% |

¹See note on page 24 regarding JC students doing a foreign language other than French in 2020 (2019 in the table above) and 2021 (2020 in the table).

Social Inclusion by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|-------|-------|-------|-------|-------|
| B.58 | Retention rate in DEIS post-primary schools (%) LC completion | 85.0% | 84.7% | 83.8% | 84.8% | 86.1% |
| B.58.i | of which females as % | 88.1% | 87.5% | 86.9% | 88.2% | 88.7% |
| B.58.ii | of which males as % | 82.6% | 82.5% | 81.4% | 82.2% | 84.1% |
| B.59 | Gap in retention rates - DEIS vs. non-DEIS post-primary schools | 8.5 | 8.7 | 9.3 | 8.6 | 7.6 |
| B.59.i | of which females as % | 6.2 | 6.9 | 7.2 | 6.7 | 6.3 |
| B.59.ii | of which males as % | 10.0 | 9.8 | 10.6 | 9.6 | 8.3 |
| B.60 | Number of Early school leavers - started 5th year but did not sit LC in 6 th year | 2,486 | 2,639 | 2,823 | 2,438 | 2,126 |
| B.60.i | of which females as % | 3.1% | 3.5% | 3.4% | 2.3% | 2.2% |
| B.60.ii | of which males as % | 5.6% | 5.8% | 6.5% | 6.0% | 4.9% |
| B.61 | % Early school leavers - started 5th year but did not sit LC in 6 th year | 4.4% | 4.8% | 4.9% | 4.2% | 3.6% |
| B.61.i | of which females as % | 3.1% | 3.5% | 3.4% | 2.3% | 2.2% |
| B.61.ii | of which males as % | 5.6% | 5.8% | 6.5% | 6.0% | 4.9% |

Special Educational Needs by gender

| Ind.No | Indicator | 2020 | 2021 |
|---------|----------------------------|------|------|
| B.68.i | SNAs on payroll - % female | 94.3 | 93.7 |
| B.68.ii | SNAs on payroll - % male | 5.7 | 6.3 |

C. Further Education & Training and Higher Education by gender

Transitions and progressions by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|-------|-------|-------|-------|-------|
| C.9 | Transition rates from post-primary to higher education | 63.6% | 63.4% | 62.1% | 66.1% | 63.9% |
| C.9.i | of which females as % | 32.7% | 32.9% | 32.7% | 35.3% | 33.9% |
| C.9.ii | of which males as % | 30.9% | 30.4% | 29.4% | 30.7% | 30.0% |
| C.10 | Transition rates from post-primary to higher education (DEIS schools only) | 41.8% | 40.5% | 41.4% | 46.7% | 43.4% |
| C.10.i | of which females as % | 20.6% | 19.5% | 20.6% | 23.8% | 22.2% |
| C.10.ii | of which males as % | 21.2% | 21.0% | 20.8% | 22.9% | 21.2% |
| C.11 | Transition rates from post-primary to higher education (non-DEIS schools only) | 69.1% | 69.4% | 67.5% | 71.3% | 69.3% |
| C.11.i | of which females as % | 35.8% | 36.5% | 35.9% | 38.4% | 37.0% |
| C.11.ii | of which males as % | 33.3% | 32.9% | 31.6% | 32.8% | 32.3% |
| C.12 | Transition rates from post-primary to FET | 26.3% | 25.9% | 24.2% | 22.2% | NA |
| C.12.i | of which females as % | 30.3% | 29.9% | 28.5% | 26.4% | NA |
| C.12.ii | of which males as % | 22.4% | 21.9% | 20.0% | 18.1% | NA |
| C.13 | Transition rates from post-primary to FET (DEIS schools only) | 36.9% | 35.4% | 33.4% | 28.9% | NA |
| C.13.i | of which females as % | 43.4% | 42.8% | 41.5% | 36.4% | NA |
| C.13.ii | of which males as % | 31.7% | 29.4% | 26.8% | 22.4% | NA |
| C.14 | Transition rates from post-primary to FET (non-DEIS schools only) | 23.7% | 23.4% | 21.8% | 20.5% | NA |
| C.14.i | of which females as % | 27.5% | 27.0% | 25.4% | 24.0% | NA |
| C.14.ii | of which males as % | 19.9% | 19.7% | 18.1% | 16.9% | NA |

Access by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|--------|--------|---------------------|---------------------|---------------------|
| C.15 | Number of part-time HE students ¹ | 40,100 | 43,030 | 45,795 | 49,660 | 46,260 |
| C.15.i | of which females as % | 54.0% | 55.2% | 55.4% | 55.5% | 56.1% |
| C.15.ii | of which males as % | 46.0% | 44.7% | 44.5% | 44.3% | 43.6% |
| C.16 | Part-time students in university (incl. technological universities) | 16,645 | 17,140 | 25,400 ² | 29,280 ² | 32,480 ² |
| C.16.i | of which females as % | 59.5% | 60.0% | 54.2% | 56.2% | 55.4% |
| C.16.ii | of which males as % | 40.5% | 39.9% | 45.7% | 43.5% | 44.2% |
| C.17 | Part-time students in IoT and other | 23,450 | 25,890 | 20,390 ² | 20,385 ² | 13,790 ² |
| C.17.i | of which females as % | 50.1% | 52.1% | 57.1% | 54.5% | 57.7% |
| C.17.ii | of which males as % | 49.8% | 47.9% | 42.9% | 45.5% | 42.2% |
| C.18 | Remote HE enrolments - not included above | 7,967 | 9,207 | 10,933 | 14,239 | 14,709 |
| C.18.i | of which females as % | 44.0% | 42.3% | 41.9% | 46.0% | 49.6% |
| C.18.ii | of which males as % | 56.0% | 57.6% | 57.9% | 54.0% | 50.2% |
| C.20 | % Mature entrants of total entrants in HE (full time undergraduates) | 8.6% | 7.7% | 7.2% | 7.0% | 6.6% |
| C.20.i | % Mature female entrants of total entrants in HE (full time undergraduates) | 4.3% | 4.0% | 3.8% | 3.8% | 3.7% |
| C.20.ii | % Mature male entrants of total entrants in HE (full time Undergraduates) | 4.3% | 3.7% | 3.4% | 3.1% | 2.9% |

¹See note on page 10 regarding HE data rounding.

²See note on page 10 regarding the changing classification of universities and IoTs.

International Students by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|---|-------------------|-------------------|--------|--------|--------|
| C.29 | International HE full-time students in Ireland ¹ | 23,585 | 25,865 | 26,620 | 22,970 | 27,630 |
| C.30 | of which Non-EU undergraduates | 12,595 | 12,925 | 12,570 | 9,670 | 11,730 |
| C.30.i | of which females as % | 59.0% | 58.3% | 57.0% | 53.9% | 55.9% |
| C.30.ii | of which males as % | 41.0% | 41.7% | 42.8% | 46.0% | 43.8% |
| C.31 | of which EU undergraduates | 3,250 | 3,890 | 1,815 | 2,130 | 2,595 |
| C.31.i | of which females as % | 56.9% | 56.4% | 57.6% | 57.0% | 59.0% |
| C.31.ii | of which males as % | 43.1% | 43.6% | 42.4% | 42.5 % | 40.1% |
| C.32 | of which undergraduates from Great Britain and Northern Ireland | incl. in EU above | incl. in EU above | 1,605 | 1,710 | 1,450 |
| C.32.i | of which females as % | NA | NA | 57.6% | 59.9% | 60.7% |
| C.32.ii | of which males as % | NA | NA | 42.4% | 40.4% | 39.0% |
| C.33 | of which Non-EU post-graduates | 5,865 | 7,000 | 8,500 | 7,160 | 8,985 |
| C.33.i | of which females as % | 54.2% | 51.1% | 50.4% | 53.1% | 52.8% |
| C.33.ii | of which males as % | 45.7% | 48.9% | 49.4% | 46.6% | 47.0% |
| C.34 | of which EU post-graduates | 1,875 | 2,045 | 1,635 | 1,705 | 2,270 |
| C.34.i | of which females as % | 54.4% | 53.5% | 56.3% | 56.0% | 59.0% |
| C.34.ii | of which males as % | 45.9% | 46.2% | 43.4% | 43.4% | 40.5% |
| C.35 | of which post-graduates from Great Britain and Northern Ireland | incl. in EU above | incl. in EU above | 495 | 600 | 595 |
| C.35.i | of which females as % | NA | NA | 46.5% | 49.2% | 53.8% |

| | | | | | | |
|---------|---|-------|-------|-------|-------|-------|
| C.35.ii | of which males as % | NA | NA | 52.5% | 50.0% | 46.2% |
| C.37 | Students participating in Erasmus/Lifelong Learning Programme | 3,667 | 3,955 | 3,863 | 5,173 | NA |
| C.37.i | of which females as % | 59.5% | 62.8% | 63.7% | 63.7% | NA |
| C.37.ii | of which males as % | 40.4% | 37.2% | 36.1% | 36.2% | NA |

¹See note on page 10 regarding HE data rounding.

Research by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|--------|--------|--------|--------|--------|
| C.39 | Total number of Post-graduate research enrolments ¹ | 10,015 | 10,065 | 10,530 | 11,195 | 11,755 |
| C.40 | Full-time PhD | 6,890 | 7,065 | 7,355 | 7,940 | 8,355 |
| C.40.i | of which females as % | 52.1% | 52.3% | 53.3% | 54.7% | 54.8% |
| C.40.ii | of which males as % | 47.9% | 47.7% | 46.8% | 45.3% | 45.1% |
| C.41 | Full-time Research Masters | 1,150 | 1,105 | 1,330 | 1,350 | 1,405 |
| C.41.i | of which females as % | 43.9% | 49.8% | 51.9% | 49.6% | 53.0% |
| C.41.ii | of which males as % | 56.1% | 50.2% | 48.1% | 50.4% | 47.0% |
| C.42 | Part-time PhD | 1,625 | 1,575 | 1,535 | 1,595 | 1,660 |
| C.42.i | of which females as % | 54.2% | 53.3% | 54.4% | 53.6% | 55.7% |
| C.42.ii | of which males as % | 45.8% | 46.7% | 45.6% | 46.4% | 44.3% |
| C.43 | Part-time Research Masters | 350 | 315 | 310 | 315 | 330 |
| C.43.i | of which females as % | 44.3% | 47.6% | 43.5% | 36.5% | 40.9% |
| C.43.ii | of which males as % | 57.1% | 52.4% | 56.5% | 63.5% | 59.1% |

¹See note on page 10 regarding HE data rounding.

B.3.5 Further Education & Training (FET), and skills initiatives by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|---|--------|--------|--------|--------|--------|
| C.44 | Number of Springboard enrolments | 6,244 | 8,974 | 9,855 | 14,385 | 11,033 |
| C.44.i | of which females as % | 41.6% | 42.5% | 43.2% | 45.5% | 44.1% |
| C.44.ii | of which males as % | 58.4% | 57.5% | 56.7% | 54.4% | 55.6% |
| C.45 | Total persons enrolled in apprenticeships | 12,851 | 15,373 | 17,829 | 19,630 | 24,212 |
| C.46 | of which Craft Apprenticeships | 12,458 | 14,469 | 16,142 | 17,183 | 20,956 |
| C.46.i | of which females as % | NA | NA | NA | NA | 1.2% |
| C.46.ii | of which males as % | NA | NA | NA | NA | 98.8% |
| C.49 | Enrolments in FET at NFQ levels 4 and under | 80,503 | 85,828 | 97,647 | 98,066 | NA |
| C.49.i | of which females as % | 58.6% | 58.5% | 59.0% | 55.8% | NA |
| C.49.ii | of which males as % | 41.4% | 41.5% | 41.0% | 44.2% | NA |
| C.50 | Enrolments in FET at NFQ levels 5 | 39,609 | 41,432 | 42,810 | 43,184 | NA |
| C.50.i | of which females as % | 64.5% | 64.4% | 65.7% | 65.2% | NA |
| C.50.ii | of which males as % | 35.5% | 35.6% | 34.3% | 34.8% | NA |
| C.51 | Enrolments in FET at NFQ level 6 | 8,355 | 9,486 | 11,442 | 13,428 | NA |
| C.51.i | of which females as % | 63.6% | 64.5% | 66.2% | 65.8% | NA |
| C.51.ii | of which males as % | 36.4% | 35.5% | 33.8% | 34.2% | NA |

D. Outputs and Outcomes by gender

Awards by NFQ level by gender

| Ind.No | Indicator | 2021 |
|---------|--|--------|
| D.3 | Graduates with Major NFQ award level 1 | 173 |
| D.3.i | of which females as % | 42.8% |
| D.3.ii | of which males as % | 57.2% |
| D.4 | Graduates with Major NFQ award level 2 | 591 |
| D.4.i | of which females as % | 49.6% |
| D.4.ii | of which males as % | 50.4% |
| D.5 | Graduates with Major NFQ award level 3 | 702 |
| D.5.i | of which females as % | 44.2% |
| D.5.ii | of which males as % | 55.8% |
| D.6 | Graduates with Major NFQ award level 4 | 1,257 |
| D.6.i | of which females as % | 48.8% |
| D.6.ii | of which males as % | 51.2% |
| D.7 | Graduates with Major NFQ award level 5 | 16,967 |
| D.7.i | of which females as % | 64.6% |
| D.7.ii | of which males as % | 35.4% |
| D.8 | Graduates with Major NFQ award level 6 | 14,160 |
| D.8.i | of which females as % | 51.8% |
| D.8.ii | of which males as % | 48.1% |
| D.9 | Graduates with Major NFQ award level 7 | 11,777 |
| D.9.i | of which females as % | 48.3% |
| D.9.ii | of which males as % | 51.6% |
| D.10 | Graduates with Major NFQ award level 8 | 44,926 |
| D.10.i | of which females as % | 56.3% |
| D.10.ii | of which males as % | 43.6% |
| D.11 | Graduates with Major NFQ award level 9 | 30,753 |
| D.11.i | of which females as % | 56.6% |
| D.11.ii | of which males as % | 43.2% |

| | | |
|---------|--|---------|
| D.12 | Graduates with Major NFQ award level 10 | 1,534 |
| D.12.i | of which females as % | 54.8% |
| D.12.ii | of which males as % | 45.2% |
| D.13 | Graduates with Minor or Supplemental awards (all NFQ levels) | 58,145 |
| D.13.i | of which females as % | 61.4% |
| D.13.ii | of which males as % | 38.6% |
| D.14 | Graduates with Special Purpose awards (all NFQ levels) | 13,323 |
| D.14.i | of which females as % | 25.6% |
| D.14.ii | of which males as % | 74.4% |
| D.15 | Total graduates Major, Minor and Special Purpose | 194,308 |
| D.15.i | of which females as % | 55.6% |
| D.15.ii | of which males as % | 44.4% |

Attainment by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|---|-------|------|------|-------|-------|
| D.16 | % 30-34 year olds with third level education or above | 55% | 57% | 55% | 60% | 61% |
| D.16.i | % 30-34 year olds females with third level education or above | 63% | 60% | 60% | 63% | 66% |
| D.16.ii | % 30-34 year olds males with third level education or above | 48% | 53% | 50% | 58% | 57% |
| D.17 | % 25-34 year olds with post-secondary education or above | 70% | 70% | 70% | 74% | 74% |
| D.17.i | % 25-34 year old females with post-secondary education or above | 73% | 75% | 74% | 78% | 78% |
| D.17.ii | % 25-34 year old males with post-secondary education or above | 64% | 65% | 66% | 70% | 68% |
| D.18 | Unemployment rate for persons whose highest level of education is upper secondary | 9.4% | 7.8% | 7.7% | 8.4% | 11.2% |
| D.18.i | Unemployment rate for females whose highest level of education is upper secondary | 8.6% | 7.8% | 7.3% | 10.5% | 11.7% |
| D.18.ii | Unemployment rate for males whose highest level of education is upper secondary | 10.0% | 7.8% | 8.0% | 7.0% | 10.7% |
| D.19 | Unemployment rate for persons whose highest level of education is post-secondary | 8.1% | 6.9% | 5.8% | 6.5% | 7.5% |
| D.19.i | Unemployment rate for females whose highest level of education is post-secondary | 9.1% | 7.1% | 7.3% | 7.8% | 8.0% |
| D.19.ii | Unemployment rate for males whose highest level of education is post-secondary | 7.2% | 6.8% | 4.6% | 5.5% | 7.2% |
| D.20 | Unemployment rate for persons whose highest level of education is third level non-honours degree | 4.7% | 4.7% | 3.9% | 4.5% | 5.4% |
| D.20.i | Unemployment rate for females whose highest level of education is third level non-honours degree | 3.7% | 5.7% | 3.7% | 3.3% | 5.3% |
| D.20.ii | Unemployment rate for males whose highest level of education is third level non-honours degree | 5.7% | 3.7% | 4.2% | 5.6% | 5.5% |

| | | | | | | |
|---------|---|------|------|------|------|------|
| D.21 | Unemployment rate for persons whose highest level of education is third level honours degree or higher | 3.4% | 3.9% | 2.8% | 3.1% | 4.3% |
| D.21.i | Unemployment rate for females whose highest level of education is third level honours degree or higher | 3.5% | 3.6% | 3.1% | 3.0% | 4.2% |
| D.21.ii | Unemployment rate for males whose highest level of education is third level honours degree or higher | 3.4% | 4.2% | 2.4% | 3.2% | 4.4% |

NFQ Awards by age, by gender

| Ind.No | Indicator | 2021 |
|---------|---|--------|
| D.22 | Persons age 25 to 34 who achieved an award on the NFQ – any level | 50,942 |
| D.22.i | of which females as % | 53.3% |
| D.22.ii | of which males as % | 46.6% |
| D.23 | Persons age 35 to 44 who achieved an award on the NFQ – any level | 36,132 |
| D.23.i | of which females as % | 58.2% |
| D.23.ii | of which males as % | 41.7% |
| D.24 | Persons age 45 to 54 who achieved an award on the NFQ – any level | 24,063 |
| D.24.i | of which females as % | 60.9% |
| D.24.ii | of which males as % | 39.1% |
| D.25 | Persons age 55 to 64 who achieved an award on the NFQ – any level | 10,112 |
| D.25.i | of which females as % | 55.4% |
| D.25.ii | of which males as % | 44.6% |
| D.26 | Persons age 65+ who achieved an award on the NFQ – any level | 1,797 |
| D.26.i | of which females as % | 58.3% |
| D.26.ii | of which males as % | 41.7% |

Lifelong learning by gender

| Ind.No | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------|--|-------|-------|-------|-------|-------|
| D.27 | EU - % Irish adults age 25-64 who participated in formal and/or non-formal learning activities | 9.0% | 12.5% | 12.6% | 11.0% | 13.6% |
| D.27.i | of which females as % | 10.0% | 14.6% | 14.5% | 12.6% | 15.2% |
| D.27.ii | of which males as % | 7.9% | 10.3% | 10.7% | 9.2% | 12.0% |

Appendix

| Topic | Source |
|---|---|
| 20-Year Strategy for the Irish Language 2010-2030 | https://www.gov.ie/en/policy-information/2ea63-20-year-strategy-for-the-irish-language/ |
| A Programme for a Partnership Government 2016 | https://assets.gov.ie/3221/231118100655-5c803e6351b84155a21ca9fe4e64ce5a.pdf |
| Department of Education Inspectorate | https://www.gov.ie/en/publication/b9e7d3-inspection-reports/ |
| 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 |
| Department of Further and Higher Education, Research Innovation and Science Statement of Strategy 2021-2023 | https://www.gov.ie/en/organisation-information/3f066-statement-of-strategy-2021-2023/ |
| Enrolments in Third-level | http://hea.ie/statistics-archive/ |
| Further Education and Training Strategy 2020-2024 | https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf |
| 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/ |
| Lifelong Learning Participation (Eurostat database) | https://ec.europa.eu/eurostat/data/database |
| National Access Plan | https://hea.ie/policy/access-policy/national-access-plan-2015-2019/ |
| National Strategy for Higher Education to 2030 | https://www.gov.ie/en/publication/072a65-national-strategy-for-higher-education-to-2030/ |
| National Strategy on Literacy and Numeracy for Learning and Life 2011-2020 | https://assets.gov.ie/24960/93c455d4440246cf8a701b9e0b0a2d65.pdf |
| Progression to Third-level | https://www.gov.ie/en/collection/projections/ |
| Retention rates | https://www.gov.ie/en/collection/retention/ |

Acronyms

| | |
|---------|--|
| CAO | Central Applications Office |
| CPD | Continuous Professional Development |
| CSO | Central Statistics Office |
| DEIS | Delivering Equality of Opportunity in Schools |
| DFHERIS | Department of Further and Higher Education, Research, Innovation and Science |
| 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 |