



Rialtas na hÉireann
Government of Ireland

Education Indicators for Ireland

March 2024

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/#education-indicators>

For further information please contact the Department of Education statistics section at:

Statistics@education.gov.ie

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Introduction and Background

Education Indicators for Ireland aims to present a comprehensive set of educational indicators for the education and training system in Ireland. The indicators in this report cover all levels of education and training from early-years to school education, further and higher education and through to lifelong learning and the research system. 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 departmental websites.

The Education Indicators for Ireland report is arranged into two parts, that is, 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 more recent 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 2018-2022 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.
- **Tertiary Education and Research & Innovation** 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

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Statement of Strategy Department of Education 2023-2025

GOAL 1	GOAL 2	GOAL 3
Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early-years settings.	Ensure equity of opportunity in education and that all students are supported to fulfil their potential.	Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector.
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Inspections page 14	Patronage page 19/45	New capacity page 11
Teacher development page 16	DEIS retention page 25/49	School transport page 28
Leaving Certificate pathways page 20/46	Students with SEN in mainstream page 26/49	
STEM education page 21/47	SEN supports page 26/49	
Foreign languages page 23/48	Transitions and progression page 29/50	

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
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Part 1 Education Indicators

A. Enrolments and Capacity

Enrolments

Enrolments in primary level having peaked in 2018 and decreased every year since then have reversed the trend in 2022, while those in post-primary continue to rise sharply, up 43,493 between 2018 and 2022.

Having increased to over 200,000 in academic year 2021/22, enrolments in full-time higher education have reduced slightly to 198,970 in 2022/23, whilst remaining above pre-2021 levels. Similarly, in 2022, postgraduate enrolments have decreased slightly to 30,405 but they remain a substantial proportion of the full-time population at approximately 15.3%.

Although, as noted below the table, updates for several FET-related indicators were not available at the time of publication, total enrolments on a calendar year basis provided by SOLAS suggest growth in the sector. Specifically, 2023 saw 218,775 total unique learners enrolled (excluding apprenticeship and eCollege), up substantially from 186,740 in 2022.

Ind.No	Indicator	2018	2019	2020	2021	2022
A.1	Number of pre-school children in ECCE (part-time)	108,188	105,978	103,931	107,305	108,609
A.2	Number of students in primary school	567,772	567,716	561,411	554,788	558,143
A.3	of which in DEIS schools	110,969	110,625	108,449	107,139	153,709
A.4	of which in Non-DEIS schools	456,803	457,091	452,962	447,649	404,434
A.5	Number of students in post-primary school	362,899	371,450	379,184	391,698	406,392
A.6	of which in DEIS schools	74,142	75,967	77,756	81,033	103,646
A.7	of which in Non-DEIS schools	288,757	295,483	301,428	310,665	302,746
A.8	Number of persons enrolled full-time in FET (NFQ 1-6)	44,408	41,069	46,124	37,538	Q2 2024
A.9	of which PLC students	27,318	26,777	28,542	24,099	Q2 2024
A.10	Number of full-time higher education students ¹	185,475	189,905	196,005	200,035	198,970
A.11	of which in universities	108,985	112,365	118,155	123,315	125,245

A.12	of which in technological universities	NA	18,840 ²	19,505 ²	40,375 ²	61,590 ²
A.13	of which in institutes of technology and colleges	76,490	58,700 ²	58,355 ²	36,345 ²	12,140 ²
A.14	of which undergraduates	160,620	162,540	165,945	168,495	168,555
A.15	of which post-graduates	24,855	27,365	30,060	31,540	30,405
A.16	Total number in full-time education, excl. pre-school	1,160,554	1,170,140	1,182,724	1,184,059	Q1 2024

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, that is, 2022 means enrolments in September 2022.

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

Participation in early learning and childcare spans the period of children's lives up to starting school and includes childcare supports for school aged children. The indicator on the 'number of pre-school children in ECCE' only includes the number of children registered for the ECCE programme and does not represent the full range or population of early learning and childcare provision. For example, it does not include children availing of the National Childcare Scheme or Community Childcare Subvention Plus Saver (CCSP Saver), which are also funded by the Department of Children, Equality, Disability, Integration and Youth (DCEDIY). Nor does it include the number of partner services contracted with the DCEDIY for core funding who are not also contracted to provide 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.

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. 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 technological 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 technological university enrolments from 2022 onwards.

In December 2019 the RCSI received a status of the university and the enrolments are reported, as such, from 2020 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 33, while participation in work-based education and training and registrations on apprenticeships are covered in the section on FET and Skills on page 38.

Data on enrolments in further education for the academic year 2022/2023 will be included once it becomes available. This affects indicators across several areas.

Education providers

The number of secondary schools has levelled off after a large increase of 13 between 2017 and 2020.

Ind.No	Indicator	2018	2019	2020	2021	2022
A.17	Number of ECCE providers (contracts)	4,231	4,260	4,023	3,995	3,970
A.18	Number of primary schools	3,240	3,240	3,241	3,240	3,231
A.19	of which DEIS schools	698	692	688	687	966
A.20	of which Non-DEIS schools	2,542	2,548	2,553	2,553	2,265
A.21	Number of post-primary schools	722	723	730	728	727
A.22	of which DEIS schools	198	198	198	197	235
A.23	of which Non-DEIS schools	524	525	532	531	492
A.24	Number of QQI registered FET providers	NA	320	312	345	317
A.25	Number of QQI registered FET providers that issued certification in the year ¹	364	319	269	251	216
A.26	Number of QQI registered active providers (HE providers)	38	34	31	27	29
A.27	Third level Institutes of Technology and colleges funded by HEA	18	15 ²	14 ²	10 ²	5 ²
A.28	Third level universities and technological universities funded by HEA	7	8 ²	9 ²	11 ²	13 ²

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., 2022 means September 2022.

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

¹This indicator was previously referred to as “Number of QQI registered active providers (FET providers)”.

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

B. Early Years, Primary and Post-primary Education

Teachers

The total number of teachers has risen by over 8,258 since 2018, from 65,815 to 74,073. The pupil-teacher ratio in primary schools has fallen from 15.2 to 13.4 since 2018, while in post-primary schools it has fallen from 12.7 to 12.5.

Ind.No	Indicator	2018	2019	2020	2021	2022
B.1	Number of primary teachers	37,341	37,839	38,604	40,351	41,623
B.2	of which mainstream teaching teachers	22,747	22,970	23,460	23,572	23,596
B.3	of which other teachers	14,594	14,869	15,144	16,779	18,027
B.4	Number of post-primary teachers	28,474	29,093	30,617	32,145	32,450
B.5	Total number of teachers	65,815	66,932	69,221	72,496	74,073
B.6	PTR: Average students per teacher in primary schools	15.2	15.0	14.5	13.7	13.4
B.7	Average class sizes in primary schools	24.3	24.1	23.3	22.8	22.8
B.8	PTR: Average students per teacher in post-primary schools	12.7	12.8	12.4	12.2	12.5

Reason for inclusion: The numbers of teachers, pupil to teacher ratio (PTR) 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, that is, 2022 means September 2022.

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.

The average class size is determined by the number of mainstream classroom teachers allocated for the total enrolment of pupils

Mainstream teaching teachers include teaching principals who teach a class in addition to their administrative duties. The pupil teacher ratio (PTR) accounts for all teachers, including mainstream and all other teachers which are allocated to schools. 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.

Ind.No	Indicator	2018	2019	2020	2021	2022
B.9	Number of Department of Education inspections of services providing the ECCE programme	691	670	132	211	513
B.10	Number of inspections in primary and special schools, incl. probation	3,566	1,968	816	1,845	1,517
B.11	Inspections in post-primary schools	608	702	473	662	717
B.12	Other inspections, advisory visits and evaluation activities	1,473	1,369	6,530	651	844
B.13	Total inspections	6,338	4,709	7,951	3,369	3,591

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 conducts 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.

The indicator on the number of ECCE inspections includes only the number of inspections carried out by the Department of Education Inspectorate, which inspects the education aspects of early learning and care services. It also does not include inspections carried out by the Department of Education Inspectorate on early learning and care provision outside the ECCE programme.

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	2018	2019	2020	2021	2022
B.14	Number of primary schools receiving school support	1,931	1,469	1,009	1,445	1,672
B.15	Number of hours provided to primary schools receiving school support	23,686	13,812	8,436	26,328	29,656
B.16	Number of primary schools receiving ICT school support	182	373	334	264	186
B.17	Number of ICT hours provided to primary schools receiving school support	1,537	2,555	2,385	3,098	1,951
B.18	Number of post-primary schools receiving school support	416	463	346	399	456

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	2018	2019	2020	2021	2022
B.19	No. of students with direct involvement from NEPS psychologist (casework)	8,561	7,392	8,507	7,945	7,211
B.20	No. of days NEPS psychologists dedicated to support and development activities in schools	5,285	6,260	4,665	4,068	5,312

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., 2022 means September 2022.

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 students 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	2018	2019	2020	2021	2022
B.21	% Primary students in Catholic ethos schools	90.3%	90.0%	89.6%	89.2%	88.9%
B.22	% Primary students in Irish-medium schools	8.1%	8.1%	8.1%	8.1%	8.0%
B.23	% Post-primary students in Catholic ethos schools	51.2%	50.5%	50.1%	49.4%	48.7%
B.24	% Post-primary students in Irish-medium schools	3.6%	3.6%	3.7%	3.6%	3.5%
B.25	Small primary schools (4 or fewer teachers) as % of total	44.1%	43.7%	41.6%	41.8%	41.8%
B.26	Primary students in small schools as % of total	14.5%	14.3%	13.1%	13.3%	13.4%
B.27	Number of Catholic primary schools	2,776	2,760	2,756	2,749	2,739
B.28	Number of multi/inter-denominational primary schools ¹	136	153	159	165	166
B.29	Number of Irish-medium primary schools	247	250	249	252	249
B.30	Number of Catholic post-primary schools	346	344	344	344	343
B.31	Number of multi/inter-denominational post-primary schools ¹	349	352	359	358	358
B.32	Number of Irish-medium post-primary schools	49	49	50	50	50

Reason for inclusion: The Programme for Government (2020) contains a commitment to increase the number of non-denominational and multi-denominational primary 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 students taking the Leaving Certificate programme (across both 5th and 6th year) has levelled off at around 85,000 after seeing a sharp increase between 2018 and 2021, while the number of students taking the Leaving Certificate Vocational Programme greatly increased between 2021 and 2022. The percentage of students doing Transition Year has risen from 72.3 per cent of students in 2018 to 79.2 per cent in 2022.

Ind.No	Indicator	2018	2019	2020	2021	2022
B.33	Number of students taking Leaving Certificate established programme	83,909	86,347	88,872	91,408	85,584
B.34	% of students taking Leaving Certificate established programme	69.2%	70.0%	70.8%	71.1%	66.5%
B.35	Number of students taking Leaving Certificate Vocational	31,426	30,820	30,048	29,598	34,650
B.36	% students taking Leaving Certificate Vocational	25.9%	25.0%	23.9%	23.0%	26.9%
B.37	Number of students taking Leaving Certificate Applied	5,939	6,244	6,609	7,456	8,231
B.38	% students taking Leaving Certificate Applied	4.9%	5.1%	5.3%	5.8%	6.4%
B.39	Number of students doing Transition Year	45,916	48,268	47,544	48,025	54,927
B.40	Students doing Transition Year as % of previous 3 rd Year	72.3%	74.0%	72.9%	73.8%	79.2%
B.41	Number of students taking Repeat Leaving Certificate	811	655	235	87	140

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, that is, 2022 means September 2022.

Enrolments for Leaving Certificate programmes are the sum of both 5th and 6th year students, 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	2018	2019	2020	2021	2022
B.42.i	% 6th year girls taking 1 or more STEM subj. (excl. maths)	85.8%	85.7%	86.4%	86.2%	86.5%
B.42.ii	% 6th year boys taking 1 or more STEM subj. (excl. maths)	90.7%	90.3%	89.7%	88.9%	89.1%
B.43.i	% 6th year girls taking 1 or more STEM subj. (excl. maths and biology)	39.5%	41.6%	41.7%	41.5%	42.4%
B.43.ii	% 6th year boys taking 1 or more STEM subj. (excl. maths and biology)	72.1%	72.5%	72.5%	70.9%	70.9%
B.44.i	% 6th year girls taking 2 or more STEM subj. (excl. maths)	31.7%	33.4%	33.6%	33.2%	34.4%
B.44.ii	% 6th year boys taking 2 or more STEM subj. (excl. maths)	59.5%	59.0%	58.2%	55.6%	56.4%
B.45.i	% 6th yr. girls taking 2 or more STEM subj. (excl. maths and biology)	8.0%	8.9%	8.8%	8.7%	9.5%
B.45.ii	% 6th yr. boys taking 2 or more STEM subj. (excl. maths and biology)	40.1%	40.2%	40.0%	38.9%	38.4%
B.46	% LC students attaining grade H4 or above in HL maths sits	56.8%	68.8%	73.3%	80.6%	72.5%
B.47	% LC students attaining grade O4 or above in OL maths sits	56.1%	61.4%	65.9%	71.2%	76.9%
B.48.i	% girls' schools offering physics, chemistry and biology (LC)	77.3%	77.1%	78.9%	81.7%	82.9%
B.48.ii	% boys' schools offering physics, chemistry and biology (LC)	92.0%	89.1%	90.1%	93.9%	92.7%
B.48.iii	% mixed schools offering physics, chemistry and biology (LC)	61.6%	61.9%	59.7%	65.7%	63.2%
B.49.i	% girls' schools offering a STEM subject other than maths or a science (LC)	56.1%	55.7%	63.3%	68.3%	68.3%
B.49.ii	% boys' schools offering a STEM subject other than maths or science (LC)	96.0%	95.0%	95.0%	94.8%	95.8%

B.49.iii	% mixed schools offering a STEM subject other than maths or a science (LC)	92.8%	93.1%	91.6%	89.4%	86.8%
B.50.i	% 3rd year girls taking at least one STEM subject (other than science or maths)	21.3%	22.7%	23.9%	25.7%	29.3%
B.50.ii	% 3rd year boys taking at least one STEM subject (other than science or maths)	73.8%	72.7%	73.3%	74.6%	75.7%

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

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

NOTE: Data is reported on an academic year basis, that is, 2022 means September 2022, other than attainment data, which is for the end of the academic year, that is, 2022 means June 2023.

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 students taking these subjects on P-POD, that is, a school may offer physics but have no students taking the subject.

Foreign languages

The percentage of schools offering at least two foreign languages has slightly decreased between 2021 and 2022, while the percentage taking a foreign language other than French in the Leaving Certificate has decreased after a steady rise between 2018 and 2021.

Ind.No	Indicator	2018	2019	2020	2021	2022
B.51.i	% 6th year girls doing at least one foreign language	86.5%	84.8%	82.9%	82.0%	81.1%
B.51.ii	% 6th year boys doing at least one foreign language	69.0%	67.3%	66.3%	64.3%	63.6%
B.52	% JC students doing a foreign language other than French (of all foreign language exam sits)	44.2%	N/A ¹	N/A ¹	48.0%	50.0%
B.53	LC % doing a foreign language other than French (of all foreign language exam sits)	42.8%	45.9%	47.7%	49.6%	46.8%
B.54	% LC students attaining grade H4 or above in any foreign language	31.5%	41.3%	44.9%	42.0%	41.8%
B.55	% post-primary schools offering at least two foreign languages	74.1%	74.4%	75.1%	76.0%	75.7%
B.56	% schools offering two or more foreign languages as part of Transition year	53.3%	58.0%	58.5%	59.4%	58.4%

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 examinations results.

NOTE: Data is reported on an academic year basis, that is, 2022 means September 2022, other than attainments data, which is for the end of the academic year, that is, 2022 means June 2023.

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 students

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 slightly improved between 2018 and 2022. While enrolments overall have risen, the absolute number of early school leavers has slightly decreased.

Ind.No	Indicator	2018	2019	2020	2021	2022
B.57	Retention rate in DEIS post-primary schools (%) LC completion	84.7%	83.8%	84.8%	86.1%	85.0%
B.58	Gap in retention rates - DEIS vs non-DEIS post-primary schools	8.7	9.3	8.6	7.6	8.4
B.59	Number of Early school leavers - started 5th year but did not sit LC in 6 th year	2,639	2,823	2,438	2,126	2,450
B.60	% Early school leavers - started 5th year but did not sit LC in 6 th year	4.8%	4.9%	4.2%	3.6%	4.0%
B.61	Number of Travellers in primary schools	8,047	8,190	8,194	8,304	8,309
B.62	Number of Travellers in post-primary schools	2,922	3,092	3,292	3,437	3,370
B.63	Number of students of Roma ethnicity in primary schools	1,774	2,006	2,147	2,537	2,629
B.64	Number of students of Roma ethnicity in post-primary schools	275	409	577	779	775

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.

Ethnicity data is gathered voluntarily and consensually to combat discrimination, advance equality and inform policy decisions. Special attention is directed towards ethnic minorities, and the collected data highlights student enrolment based on ethnicity and gender differences. This approach is consistent with Pavee Point's human rights framework policy on data collection for Traveller and Roma ethnicity. The gathered information guides the planning, implementation, and evaluation of policies and supports for minority groups,

facilitating targeted strategies. Additionally, data on membership of the Traveller and Roma communities are essential for reporting on EU, Council of Europe, UN and domestic human rights indicators, aligning with Ireland's international and domestic commitments. Data on Traveller ethnicity is also crucial for enhanced capitation payments.

Source: Retention rates and the number of early school leavers are taken from the annual Retention Report. Enrolments of Roma and Traveller students are taken from the Primary Online Database (POD) and the Post-Primary Online database (P-POD).

NOTE: Data is reported on an academic year basis, that is, 2022 means September 2022.

Retention rate in 2022 is measured as the percentage of students who sit the Leaving Certificate from the 2016 entry cohort. Early school leavers are those who entered 5th year but did not sit the Leaving Certificate at the end of 6th year, or the year after (allows for 1 year of repeat).

Ethnicity data is provided through explicit written parental or guardian consent.

Students with Special Educational Needs

The number of students 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	2018	2019	2020	2021	2022
B.65	Number of special schools (NCSE supported only)	114	114	114	116	116
B.66	Students in special schools ¹	7,722	7,856	7,900	8,158	8,424
B.67	Teachers in special schools	1,400	1,435	1,462	1,503	1,529
B.68	Students in special classes in mainstream primary schools	6,229	6,822	7,510	8,740	10,123
B.69	Students in special classes in post-primary schools	2,136	2,406	2,856	3,178	4,028
B.70	Special education teachers in primary and post-primary schools (mainstream classes) (WTE)	13,412	13,530	13,620	13,765	13,985
B.71	Total SNAs	14,877	15,799	17,713	18,050	19,219
B.72	of which in special schools	2,521	2,560	2,732	2,775	2,900
B.73	in primary schools	9,309	9,948	11,285	11,506	12,242
B.74	in post primary schools	3,047	3,291	3,696	3,769	4,078

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

Source: SNA data and enrolments of post-primary students 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, that is, 2022 means September 2022.

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

The figures for special education teachers in primary and post-primary schools do not include special education teachers in special classes.

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

The indicator on teachers in special schools has been updated and now only covers teachers in NCSE-supported 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.

¹The number of students in special schools has been revised to include only students in special schools supported by the NCSE. These revisions apply to the years 2018-2022 inclusive.

Transport

Both the number of transport routes and the number of students being carried have seen large increases between 2018 and 2022.

Ind.No	Indicator	2018	2019	2020	2021	2022
B.75	School transport routes	6,856	7,374	8,503	8,345	8,942
B.76	Students on school transport	117,455	120,848	114,167	122,217	124,224
B.77	% of students (of total enrolment) provided with school transport	12.6%	12.9%	12.1%	13.0%	12.9%
B.78	Mainstream primary students using school transport	39,205	38,271	35,546	35,854	36,728
B.79	Mainstream post-primary students using school transport	65,499	68,248	63,904	70,322	71,095
B.80	SEN students using school transport	12,751	14,329	14,717	16,041	16,401

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

Source: School Transport Section.

C. Tertiary Education and Research and Innovation

Transitions and progressions

The transition rate from post-primary to higher education in 2022 was lower than that seen in 2021 but remains higher than in 2019. 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 restrictions.

Ind.No	Indicator	2018	2019	2020	2021	2022
C.1	% students who sit LC - Retention	91.5%	91.2%	91.5%	92.1%	91.7%
C.2	Number of higher education entry routes	1,262	1,241	1,244	1,296	1,330
C.3	of which in universities	417	367 ¹	435 ¹	444 ¹	443 ¹
C.4	of which in technological universities	NA	185 ¹	139 ¹	421 ¹	794 ¹
C.5	of which in IoTs	818 ¹	660 ¹	640 ¹	403 ¹	62 ¹
C.6	of which in colleges	27	29	30	29	32
C.7	of which at NFQ level 6	96	89	78	76	71
C.8	of which at NFQ level 7	300	309	283	301	307
C.9	of which at NFQ level 8	866	843	883	919	953
C.10	Transition rates from post-primary to higher education	63.4%	62.1%	66.1%	63.9%	62.8%
C.11	of which DEIS schools	40.5%	41.4%	46.7%	43.4%	40.8%
C.12	of which non-DEIS schools	69.4%	67.5%	71.3%	69.3%	68.4%
C.13	Transition rates from post-primary to FET	25.9%	24.2%	22.2%	19.2%	Q2 2024
C.14	of which DEIS schools	35.4%	33.4%	28.9%	25.6%	Q2 2024
C.15	of which non-DEIS schools	23.4%	21.8%	20.5%	17.5%	Q2 2024

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 the Leaving Certificate are published annually on the Department's website.

NOTE: Retention 2022 is a measure of the percentage of students who sit LC from the 2016 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. As Trinity College Dublin and the Technological University of Dublin run a jointly delivered degree the sum of the number of entry routes in universities, ITs, TUs and colleges is greater than the total number of entry routes from 2022 onwards.

The transition rate from post-primary to higher education in a given year is a measure of the percentage of students from the previous five academic years who ultimately entered HE in that year. This is therefore inclusive of students who progressed directly to higher education, who availed of deferrals or otherwise delayed entry to HE and those who progressed through FET to HE in the intervening period.

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

The transition rate from post-primary to FET is calculated by counting post-primary students recorded on the Post-Primary Online Database (P-POD) matched with SOLAS's Programme and Learner Support Systems (PLSS) using the Personal Public Service Number (PPSN). The PLSS records a comprehensive range of further education and training programmes spanning NFQ levels 1 to 7, but excludes apprenticeships.

The transition rate is a measure of the percentage of students from the previous five academic years who ultimately entered FET in that year providing a comprehensive snapshot of the transitions into FET. The calculation accounts for the individual percentage of students transitioning from a sixth-year cohort from post-primary schools into the current academic year of SOLAS courses, for the past five years. The SOLAS academic year was taken from the 1st of September onwards.

Access

The total number of students studying on a flexible basis (part-time and remote) had been rising steadily until 2020, but has since fallen. Remote enrolments, however, have continued to increase, surpassing 15,000 in 2022. The continued falling percentage of mature students may be a reflection of an attractive jobs market.

Ind.No	Indicator	2018	2019	2020	2021	2022
C.16	Number of part-time HE students ¹	43,030	45,795	49,660	46,260	42,715
C.17	Part-time students in technological universities	NA	7,685 ²	8,145 ²	11,900 ²	20,805 ²
C.18	Part-time students in universities	17,140	17,715	21,135	20,575	18,845
C.19	Part-time students in IoT and other	25,890	20,390 ²	20,385 ²	13,790 ²	3,070 ²
C.20	Remote HE enrolments - not included above	9,207	10,933	14,239	14,709	15,100 ¹
C.21	Total HE students studying on a flexible basis (part-time and remote)	52,236	56,726	63,897	60,971	57,815
C.22	% Mature entrants of total entrants in HE (full time undergraduates)	7.7%	7.2%	7.0%	6.6%	5.4%
C.23	Percentage of FT undergraduate higher education entrants reporting a disability ³	10.0%	12.2%	12.4%	13.2%	13.8%
C.24	HE Beneficiaries of the Fund for Students with Disabilities (FSD)	NA	14,358	15,670	16,699	17,529
C.25	Number of (self-declared) Irish Travellers in HE	N/A ⁴	48	33	52	36
C.26	Number of students receiving supports in the form of grants	74,416 ⁵	71,503 ⁵	74,445 ⁵	70,584 ⁵	60,884
C.27	of which undergraduates	64,455 ⁵	62,061 ⁵	65,260 ⁵	61,871 ⁵	53,241
C.28	of which post-graduates	2,200 ⁵	2,067 ⁵	2,507 ⁵	3,398 ⁵	2,835
C.29	of which PLC students	7,761 ⁵	7,375 ⁵	6,678 ⁵	5,315 ⁵	4,808
	Census	Census 2011	Census 2016	Census 2022		

C.30	% 20 year olds in Disadvantaged Areas who are students, census 2011 / 2016	44.1%	47.4%	NA
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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 required Census 2022 result for indicator C.28 was 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.

¹See note on page 10 regarding HE data rounding.

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

³This indicator has replaced the previously included “% of new HE entrants with a disability (eligible FSD students)”. This indicator is derived from new entrants’ responses to the HEA’s Equal Access Survey (EAS), a voluntary survey completed by first year full-time and part-time undergraduate students in HEA-funded institutions at the start of the academic year, the results of which are returned to the HEA by the higher education institutions. The methodology to produce this indicator is consistent with that used in the National Access Plan. Specifically, this percentage is calculated as the number of first year full-time (FT) undergraduate (UG) students who responded to the EAS reporting that they have a disability as a percentage of the total number of first year full-time undergraduate students. This indicator focusses on full-time students as the survey response rate is substantially lower amongst part-time students. For further detail on this survey and historical response rates, please consult the HEA website

⁴The 2018 figure for the number of Irish Travellers in higher education is not available.

⁵Historical values for these indicators for 2018 to 2021 have been updated following a review. Figures are subject to change from year to year as processing is ongoing.

International Students

The percentage of full-time HE students in Ireland who are classified as international has increased to 15.3 percent in 2022. This, along with increased overall enrolments, suggests recovery from the impact of Covid-related restrictions in previous years. Similarly, the number of English language students has surpassed pre-2020 levels.

Ind.No	Indicator	2018	2019	2020	2021	2022
C.31	International HE full-time students in Ireland ¹	25,865	26,620	22,970	27,630	30,500
C.32	of which Non-EU undergraduates ²	12,925	12,570	9,670	11,730	12,875
C.33	of which EU undergraduates	3,890	1,815	2,130	2,595	3,360
C.34	of which undergraduates from Great Britain and Northern Ireland	incl. above	1,605	1,710	1,450	1,245
C.35	of which Non-EU post-graduates ²	7,000	8,500	7,160	8,985	10,085
C.36	of which EU post-graduates	2,045	1,635	1,705	2,270	2,345
C.37	of which post-graduates from Great Britain and Northern Ireland	incl. above	495	600	595	595
C.38	International students as % of full-time HE students	13.9%	14.0%	11.7%	13.8%	15.3%
C.39	Students participating in Erasmus/Lifelong Learning Programme ³	3,955	3,863	4,564	3,410 ³	4,929 ³
C.40	Number of English language students	121,462	145,000 ⁴	32,031	26,408	150,000

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: ¹See note on page 10 regarding HE data rounding.

²Non-EU category includes Unknown.

³The number of Students participating in Erasmus/Lifelong Learning Programme in

higher education (2021 and 2022) is provisional. This will be updated with the final figures in next publication. The data for years 2018-2019 is from contracts that had a duration of 16 months. The previous years' (2018-2019) data has been revised since the last (2021) publication by HEA.

⁴The number of English language students (2019) is provisional.

Research & Innovation

The number of post-graduate research enrolments rose to 12,025 in 2022, of which the majority were full-time PhD students.

Ind.No	Indicator	2018	2019	2020	2021	2022
C.41	Total number of Post-graduate research enrolments ¹	10,065	10,530	11,195	11,755	12,025
C.42	Full-time PhD ¹	7,065	7,355	7,940	8,355	8,810
C.42.i	of which females	3,695	3,920	4,340	4,575	4,860
C.42.ii	of which males	3,370	3,440	3,595	3,765	3,955
C.43	Full-time Research Masters	1,105	1,330	1,350	1,405	1,195
C.43.i	of which females	550	690	670	745	635
C.43.ii	of which males	555	640	680	660	560
C.44	Part-time PhD	1,575	1,535	1,595	1,660	1,660
C.45	Part-time Research Masters	315	310	315	330	355

Reason for inclusion: Innovation 2020, Ireland’s previous strategy for research and development, science and technology, contained 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. The current strategy, Impact 2030: Ireland’s Research and Innovation Strategy, builds on this and commits to nurturing and attracting R&I talent at all career stages, equipping research students with skills and career support to advance their own development, and improving career pathways into wider sectors, so that researchers can maximise their impact on all forms of organisations throughout Ireland (and beyond), while also realising their own potential. Impact 2030 also commits to growing the number of researchers to 15 per 1,000 employed in the Labour Force and a strong pipeline of talented graduates will be essential to achieve this.

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. Please note also that remote enrolments are not included in C.41.

¹See note on page 10 regarding HE data rounding.

Further Education and Training (FET) and Skills

The number of persons registered on apprenticeships has shown a strong increase in recent years, rising from around 15,000 in 2018 to around 26,000 in 2022. At the same time, the relative proportion of craft apprenticeships continues to decline, indicating growing uptake of post-2016 consortia apprenticeships. The number of Skillnet Ireland learners has also increased steadily in recent years.

Ind.No	Indicator	2018	2019	2020	2021	2022
C.46	Number of Springboard enrolments	8,974	9,855	14,385	11,033	11,675
C.47	Total persons enrolled in apprenticeships	15,373	17,829	19,630	24,212	26,325
C.48	of which craft apprenticeships	14,469	16,142	17,183	20,956	22,429
C.49	Number of Skillnet Ireland learners	56,182	70,270 ¹	81,895 ¹	86,570	89,075
C.50	of which Up-skilling the Unemployed	1,980	2,236 ¹	4,691 ¹	4,947	3,414
C.51	Enrolments in FET at NFQ levels 4 and under	85,828	97,647	98,066	110,066	Q2 2024
C.52	Enrolments in FET at NFQ levels 5	41,432	42,810	43,184	37,047	Q2 2024
C.53	Enrolments in FET at NFQ level 6	9,486	11,442	13,428	11,114	Q2 2024

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 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, that is, persons who were enrolled at any time between the 1st of September 2018 and the 31st of August 2019 were included in the 2018 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 196,314 people who achieved an award in 2022, in addition to Junior or Leaving Certificate sats, of which 113,962 were graduates with Major NFQ awards. In 2022 relative to 2021, an increase in graduates with a Major award was seen at NFQ levels 1, 2, 3, 9, and 10.

Ind.No	Indicator	2018	2019	2020	2021	2022
D.1	Junior Certificate sats	64,331	N/A ¹	N/A ¹	67,130	70,727
D.2	Leaving Certificate sats	56,071	57,667 ²	57,952 ²	58,056	58,006
D.3	Graduates with Major NFQ award level 1	297	364	237	173	261
D.4	Graduates with Major NFQ award level 2	950	998	416	591	763
D.5	Graduates with Major NFQ award level 3	1,337	1,250	631	702	886
D.6	Graduates with Major NFQ award level 4	1,680	1,690	1,001	1,257	1,090
D.7	Graduates with Major NFQ award level 5	21,162	19,263	17,379	16,967	15,438
D.8	Graduates with Major NFQ award level 6	17,856	18,123	18,812	14,160	12,558
D.9	Graduates with Major NFQ award level 7	7,921	7,842	7,831	11,777	10,365
D.10	Graduates with Major NFQ award level 8	37,327	38,468	40,666	44,926	43,183
D.11	Graduates with Major NFQ award level 9	21,510	25,022	27,768	30,753	33,984
D.12	Graduates with Major NFQ award level 10	1,418	1,555	1,418	1,534	1,549
D.13	Graduates with Minor or Supplemental awards (all NFQ levels)	81,157	76,753	58,983	58,145	59,734
D.14	Graduates with Special Purpose awards (all NFQ levels)	16,109	16,775	13,336	13,323	16,503
D.15	Total graduates Major, Minor and Special Purpose	208,724	208,103	188,478	194,308	196,314

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, that is, 2022 means September 2022.

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), that is, 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 remain consistently lower for those with a higher level of education.

Ind.No	Indicator	2018	2019	2020	2021	2022
D.16	% 30-34 year olds with third level education or above	57%	55%	60%	61%	64%
D.17	% 25-34 year olds with post-secondary education or above	70%	70%	74%	74%	76%
D.17.i	% 25-34 year old females with post-secondary education or above	75%	74%	78%	78%	79%
D.17.ii	% 25-34 year old males with post-secondary education or above	65%	66%	70%	68%	73%
D.18	Unemployment rate for persons whose highest level of education is upper secondary	7.8%	7.7%	8.4%	11.2%	5.6%
D.19	Unemployment rate for persons whose highest level of education is post-secondary	6.9%	5.8%	6.5%	7.5%	4.7%
D.20	Unemployment rate for persons whose highest level of education is third level non-honours degree	4.7%	3.9%	4.5%	5.4%	3.5%
D.21	Unemployment rate for persons whose highest level of education is third level honours degree or higher	3.9%	2.8%	3.1%	4.3%	2.7%

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 (that is, 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) but increased in all age groups in 2022.

Ind.No	Indicator	2018	2019	2020	2021	2022
D.22	Persons age 25 to 34 who achieved an award on the NFQ – any level	51,537	50,859	47,807	50,942	52,121
D.23	Persons age 35 to 44 who achieved an award on the NFQ – any level	40,794	39,887	34,607	36,132	37,194
D.24	Persons age 45 to 54 who achieved an award on the NFQ – any level	28,691	28,572	23,625	24,063	25,837
D.25	Persons age 55 to 64 who achieved an award on the NFQ – any level	14,761	14,963	11,083	10,112	12,018
D.26	Persons age 65+ who achieved an award on the NFQ – any level	2,952	3,136	2,124	1,797	2,372

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, that is, major, minor, special purpose, etc.

Lifelong learning

The percentage of persons participating in Lifelong learning decreased in 2022 after a large increase the year before.

Ind.No	Indicator	2018	2019	2020	2021	2022
D.27	EU - % Irish adults age 25-64 who participated in formal and/or non-formal learning activities	12.5%	12.6%	11.0%	13.6%	11.8%

Reasons for inclusion: Increasing the participation of adults in lifelong education and training is a core objective of the National Skills Strategy 2016-2025 and a core recommendation of the OECD Ireland Skills Strategy 2023.

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 by Gender

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 gender, 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	2018	2019	2020	2021	2022
A.2	Number of students in primary school	567,772	567,716	561,411	554,788	558,143
A.3	of which in DEIS schools	110,969	110,625	108,449	107,139	153,709
A.3.i	of which females as %	48.5%	48.6%	48.6%	48.6%	48.2%
A.3.ii	of which males as %	51.5%	51.4%	51.4%	51.4%	51.8%
A.4	of which in Non-DEIS schools	456,803	457,091	452,962	447,649	404,434
A.4.i	of which females as %	48.8%	48.7%	48.7%	48.7%	48.8%
A.4.ii	of which males as %	51.2%	51.3%	51.3%	51.3%	51.2%
A.5	Number of students in post-primary school	362,899	371,450	379,184	391,698	406,392
A.6	of which in DEIS schools	74,142	75,967	77,756	81,033	103,646
A.6.i	of which females as %	45.7%	46.0%	46.0%	46.4%	48.4%
A.6.ii	of which males as %	54.3%	54.0%	54.0%	53.6%	51.6%
A.7	of which in Non-DEIS schools	288,757	295,483	301,428	310,665	302,746
A.7.i	of which females as %	50.4%	50.4%	50.3%	50.2%	49.9%
A.7.ii	of which males as %	49.6%	49.6%	49.7%	49.8%	50.1%
A.8	Number of persons enrolled full-time in FET (NFQ 1-6)	44,408	41,069	46,124	37,538	Q2 2024

A.8.i	of which females as %	55.0%	56.8%	55.6%	55.9%	Q2 2024
A.8.ii	of which males as %	45.0%	43.2%	44.4%	44.1%	Q2 2024
A.10	Number of full-time higher education students ¹	185,475	189,905	196,005	200,035	198,970
A.10.i	of which females as %	52.8%	53.3%	53.6%	54.1%	54.6%
A.10.ii	of which males as %	47.2%	46.6%	46.2%	45.5%	45.4%
A.11	of which universities	108,985	112,365 ²	118,155 ²	123,315 ²	125,245 ²
A.11.i	of which females as %	55.7%	56.3%	56.4%	56.9%	57.4%
A.11.ii	of which males as %	44.3%	43.7%	43.6%	43.1%	42.6%
A.12	of which technological universities	NA	18,840 ²	19,505 ²	40,375 ²	61,590 ²
A.12.i	of which females as %	NA	43.9%	44.4%	45.9%	46.7%
A.12.ii	of which males as %	NA	56.1%	55.6%	54.1%	53.2%
A.13	of which institutes of technology and colleges	76,490	58,700 ²	58,355 ²	36,345 ²	12,140 ²
A.13.i	of which females as %	48.6%	50.5%	51.0%	54.0%	65.9%
A.13.ii	of which males as %	51.3%	49.5%	48.9%	45.8%	34.1%
A.14	of which undergraduates	160,620	162,540	165,945	168,495	168,555
A.14.i	of which females as %	52.3%	52.8%	53.0%	53.6%	54.1%
A.14.ii	of which males as %	47.7%	47.2%	46.8%	46.0%	47.1%
A.15	which post-graduates	24,855	27,365	30,060	31,540	30,405
A.15.i	of which females as %	56.0%	56.4%	56.9%	57.1%	57.4%
A.15.ii	of which males as %	44.0%	43.5%	42.9%	42.7%	42.9%
A.16	Total number in full-time education, excl. pre-school	1,160,554	1,170,140	1,182,724	1,184,059	Q1 2024
A.16.i	of which females as %	49.8%	50.0%	50.0%	50.1%	Q1 2024
A.16.ii	of which males as %	50.2%	50.0%	50.0%	49.9%	Q1 2024

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	2018	2019	2020	2021	2022
B.1.i	Teachers on primary payroll - % female	84.7%	84.5%	84.4%	84.2%	84.4%
B.1.ii	Teachers on primary payroll - % male	15.3%	15.5%	15.6%	15.8%	15.6%
B.4.i	Teachers on post-primary payroll - % female	68.9%	68.8%	68.5%	68.4%	68.3%
B.4.ii	Teachers on post-primary payroll - % male	31.1%	31.2%	31.5%	31.6%	31.7%

School type by gender

Ind.No	Indicator	2021	2022
B.22	% Primary students in Catholic ethos schools	89.2%	88.9%
B.22.i	of which females as % of total	43.7%	43.5%
B.22.ii	of which males as % of total	45.5%	45.4%
B.23	% Primary students in Irish-medium schools	8.1%	8.0%
B.23.i	of which females as % of total	4.1%	4.0%
B.23.ii	of which males as % of total	4.0%	4.0%
B.24	% Post-primary students in Catholic ethos schools	49.4%	48.7%
B.24.i	of which females as % of total	25.6%	25.2%
B.24.ii	of which males as % of total	23.8%	23.5%
B.25	% Post-primary students in Irish-medium schools	3.6%	3.5%
B.25.i	of which females as % of total	1.9%	1.9%
B.25.ii	of which males as % of total	1.7%	1.6%

Leaving Certificate pathways by gender

Ind.No	Indicator	2021	2022
B.34	Number of students taking Leaving Certificate established programme	91,408	85,584
B.35	% of students taking Leaving Certificate established programme	71.1%	66.5%
B.35.i	of which females as % of total LC	35.1%	32.7%
B.35.ii	of which males as % of total LC	36.1%	33.9%
B.36	Number of students taking Leaving Certificate Vocational	29,598	34,650
B.37	% students taking Leaving Certificate Vocational	23.0%	26.9%
B.37.i	of which females as % of total LC	11.9%	13.8%
B.37.ii	of which males as % of total LC	11.1%	13.2%
B.38	Number of students taking Leaving Certificate Applied	7,456	8,231
B.39	% students taking Leaving Certificate Applied	5.8%	6.4%
B.39.i	of which females as % of total LC	2.5%	2.7%
B.39.ii	of which males as % of total LC	3.3%	3.7%
B.40	Number of students doing Transition Year	48,025	54,927
B.41	Students doing Transition Year as % of previous 3 rd Year	73.8%	79.2%
B.41.i	of which females as %	50.2%	51.0%
B.41.ii	of which males as %	49.8%	49.0%

STEM by gender

Ind.No	Indicator	2018	2019	2020	2021	2022
B.43.i	% 6th year girls taking 1 or more STEM subj. (excl. maths)	85.8%	85.7%	86.4%	86.2%	86.5%
B.43.ii	% 6th year boys taking 1 or more STEM subj. (excl. maths)	90.7%	90.3%	89.7%	88.9%	89.1%
B.44.i	% 6th year girls taking 1 or more STEM subj. (excl. maths and biology)	39.5%	41.6%	41.7%	41.5%	42.4%
B.44.ii	% 6th year boys taking 1 or more STEM subj. (excl. maths and biology)	72.1%	72.5%	72.5%	70.9%	70.9%
B.45.i	% 6th year girls taking 2 or more STEM subj. (excl. maths)	31.7%	33.4%	33.6%	33.2%	34.4%
B.45.ii	% 6th year boys taking 2 or more STEM subj. (excl. maths)	59.5%	59.0%	58.2%	55.6%	56.4%
B.46.i	% 6th yr. girls taking 2 or more STEM subj. (excl. maths and biology)	8.0%	8.9%	8.8%	8.7%	9.5%
B.46.ii	% 6th yr. boys taking 2 or more STEM subj. (excl. maths and biology)	40.1%	40.2%	40.0%	38.9%	38.4%
B.47	% LC students attaining grade H4 or above in HL maths sits	56.8%	68.8%	73.3%	80.6%	72.5%
B.47.i	of which females as %	54.5%	70.8%	75.8%	80.4%	70.6%
B.47.ii	of which males as %	59.0%	66.8%	70.8%	80.9%	74.4%
B.48	% LC students attaining grade O4 or above in OL maths sits	56.1%	61.4%	65.9%	71.2%	76.9%
B.48.i	of which females as %	58.7%	66.4%	70.9%	72.6%	78.6%
B.48.ii	of which males as %	53.3%	56.1%	60.7%	69.8%	75.2%
B.49.i	% girls' schools offering physics, chemistry and biology (LC)	77.3%	77.1%	78.9%	81.7%	82.9%
B.49.ii	% boys' schools offering physics, chemistry and biology (LC)	92.0%	89.1%	90.1%	93.9%	92.7%
B.49.iii	% mixed schools offering physics, chemistry and biology (LC)	61.6%	61.9%	59.7%	65.7%	63.2%

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%	95.8%
B.50.iii	% mixed schools offering a STEM subject other than maths or a science (LC)	92.8%	93.1%	91.6%	89.4%	86.8%
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%	29.3%
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%	75.7%

Foreign languages by gender

Ind.No	Indicator	2018	2019	2020	2021	2022
B.52.i	% 6th year girls doing at least one foreign language	86.5%	84.8%	82.9%	82.0%	81.1%
B.52.ii	% 6th year boys doing at least one foreign language	69.0%	67.3%	66.3%	64.3%	63.6%
B.53	% JC students doing a foreign language other than French (of all foreign language exam sits)	44.2%	N/A ¹	N/A ¹	48.0%	50.0%
B.54	LC % doing a foreign language other than French (of all foreign language exam sits)	42.8%	45.9%	47.7%	49.6%	46.8%
B.55	% LC students attaining grade H4 or above in any foreign language	31.5%	41.3%	44.9%	42.0%	41.8%
B.56	% post-primary schools offering at least two foreign languages	74.1%	74.4%	75.1%	76.0%	75.7%
B.57	% schools offering two or more foreign languages as part of Transition year	53.3%	58.0%	58.5%	59.4%	58.4%

¹See note on page 24 regarding Junior Certificate 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	2018	2019	2020	2021	2022
B.58	Retention rate in DEIS post-primary schools (%) LC completion	84.7%	83.8%	84.8%	86.1%	85.0%
B.58.i	of which females as %	87.5%	86.9%	88.2%	88.7%	88.3%
B.58.ii	of which males as %	82.5%	81.4%	82.2%	84.1%	82.3%
B.59	Gap in retention rates - DEIS vs. non-DEIS post-primary schools	8.7	9.3	8.6	7.6	8.4
B.59.i	of which females as %	6.9	7.2	6.7	6.3	10.0
B.59.ii	of which males as %	9.8	10.6	9.6	8.3	6.1
B.60	Number of Early school leavers - started 5th year but did not sit LC in 6 th year	2,639	2,823	2,438	2,126	2,450
B.60.i	of which females as %	3.5%	3.4%	2.3%	2.2%	2.6%
B.60.ii	of which males as %	5.8%	6.5%	6.0%	4.9%	5.4%
B.61	% Early school leavers - started 5th year but did not sit LC in 6 th year	4.8%	4.9%	4.2%	3.6%	4.0%
B.61.i	of which females as %	3.5%	3.4%	2.3%	2.2%	2.6%
B.61.ii	of which males as %	5.8%	6.5%	6.0%	4.9%	5.4%
B.62	Number of Travellers in primary schools	8,047	8,190	8,194	8,304	8,309
B.61	of which females as %	50.2%	50.3%	50.3%	50.0%	49.7%
B.61	of which males as %	49.8%	49.7%	49.7%	50.0%	50.3%
B.63	Number of Travellers in post-primary schools	2,922	3,092	3,292	3,437	3,370
	of which females as %	53.3%	52.1%	51.4%	51.1%	52.0%
	of which males as %	46.7%	47.9%	48.6%	48.9%	48.0%
B.64	Number of students of Roma ethnicity in primary schools	1,774	2,006	2,147	2,537	2,629
	of which females as %	49.8%	50.5%	49.8%	49.8%	48.2%
	of which males as %	50.2%	49.5%	50.2%	50.2%	51.8%
B.65	Number of students of Roma ethnicity in post-primary schools	275	409	577	779	775

	of which females as %	53.5%	52.8%	51.0%	51.1%	53.0%
	of which males as %	46.5%	47.2%	49.0%	48.9%	47.0%

Special Needs Assistants by gender

Ind.No	Indicator	2020	2021	2022
B.68.i	SNAs on payroll - % female	94.3	93.7	93.6
B.68.ii	SNAs on payroll - % male	5.7	6.3	6.4

C. Tertiary Education and Research & Innovation by gender

Transitions and progressions by gender

Ind.No	Indicator	2018	2019	2020	2021	2022
C.10	Transition rates from post-primary to higher education	63.4%	62.1%	66.1%	63.9%	62.8%
C.10.i	of which females as %	32.9%	32.7%	35.3%	33.9%	33.4%
C.10.ii	of which males as %	30.4%	29.4%	30.7%	30.0%	29.4%
C.11	Transition rates from post-primary to higher education (DEIS schools only)	40.5%	41.4%	46.7%	43.4%	40.8%
C.11.i	of which females as %	19.5%	20.6%	23.8%	22.2%	21.0%
C.11.ii	of which males as %	21.0%	20.8%	22.9%	21.2%	19.8%
C.12	Transition rates from post-primary to higher education (non-DEIS schools only)	69.4%	67.5%	71.3%	69.3%	68.4%
C.12.i	of which females as %	36.5%	35.9%	38.4%	37.0%	36.5%
C.12.ii	of which males as %	32.9%	31.6%	32.8%	32.3%	31.9%
C.13	Transition rates from post-primary to FET	25.9%	24.2%	22.2%	19.2%	Q2 2024
C.13.i	of which females as %	29.9%	28.5%	26.4%	15.3%	Q2 2024
C.13.ii	of which males as %	21.9%	20.0%	18.1%	23.5%	Q2 2024
C.14	Transition rates from post-primary to FET (DEIS schools only)	35.4%	33.4%	28.9%	25.6%	Q2 2024
C.14.i	of which females as %	42.8%	41.5%	36.4%	19.8%	Q2 2024
C.14.ii	of which males as %	29.4%	26.8%	22.4%	32.4%	Q2 2024
C.15	Transition rates from post-primary to FET (non-DEIS schools only)	23.4%	21.8%	20.5%	17.5%	Q2 2024
C.15.i	of which females as %	27.0%	25.4%	24.0%	13.9%	Q2 2024
C.15.ii	of which males as %	19.7%	18.1%	16.9%	21.0%	Q2 2024

NOTE: The gender breakdowns for HE/FET transition rates use differing methodologies and are not directly comparable with one another. Consequently, FET transition rates by gender will not sum to the overall transition rate. These indicators will be harmonised in future editions.

Access by gender

Ind.No	Indicator	2018	2019	2020	2021	2022
C.16	Number of part-time HE students ¹	43,030	45,795	49,660	46,260	42,715
C.16.i	of which females as %	55.2%	55.4%	55.5%	56.1%	55.3%
C.16.ii	of which males as %	44.7%	44.5%	44.3%	43.6%	44.1%
C.17	Part-time students in technological universities	NA	7,685 ²	8,145 ²	11,900 ²	20,805 ²
C.17.i	of which females as %	NA	40.8%	41.6%	44.3%	47.4%
C.17.ii	of which males as %	NA	59.0%	58.2%	55.6%	52.3%
C.18	Part-time students in universities	17,140	17,715	21,135	20,575	18,845
C.18.i	of which females as %	60.0%	60.0%	61.9%	61.9%	60.9%
C.18.ii	of which males as %	39.9%	40.0%	37.9%	37.5%	38.1%
C.19	Part-time students in IoT and other	25,890	20,390 ²	20,385 ²	13,790 ²	3,070 ²
C.19.i	of which females as %	52.1%	57.1%	54.5%	57.7%	73.9%
C.19.ii	of which males as %	47.9%	42.9%	45.5%	42.2%	25.9%
C.20	Remote HE enrolments - not included above	9,207	10,933	14,239	14,709	15,100 ¹
C.20.i	of which females as %	42.3%	41.9%	46.0%	49.6%	51.3%
C.20.ii	of which males as %	57.6%	57.9%	54.0%	50.2%	48.1%
C.22	% Mature entrants of total entrants in HE (full time undergraduates)	7.7%	7.2%	7.0%	6.6%	5.4%
C.22.i	% Mature female entrants of total entrants in HE (full time undergraduates)	4.0%	3.8%	3.8%	3.7%	3.0%
C.22.ii	% Mature male entrants of total entrants in HE (full time Undergraduates)	3.7%	3.4%	3.1%	2.9%	2.3%

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	2018	2019	2020	2021	2022
C.31	International HE full-time students in Ireland ¹	25,865	26,620	22,970	27,630	30,500
C.32	of which Non-EU undergraduates	12,925	12,570	9,670	11,730	12,875
C.32.i	of which females as %	58.3%	57.0%	53.9%	55.9%	56.1%
C.32.ii	of which males as %	41.7%	42.8%	46.0%	43.8%	43.9%
C.33	of which EU undergraduates	3,890	1,815	2,130	2,595	3,360
C.33.i	of which females as %	56.4%	57.6%	57.0%	59.0%	60.1%
C.33.ii	of which males as %	43.6%	42.4%	42.5 %	40.1%	39.9%
C.34	of which undergraduates from Great Britain and Northern Ireland	incl. in EU above	1,605	1,710	1,450	1,245
C.34.i	of which females as %	NA	57.6%	59.9%	60.7%	61.8%
C.34.ii	of which males as %	NA	42.4%	40.4%	39.0%	38.2%
C.35	of which Non-EU post-graduates	7,000	8,500	7,160	8,985	10,085
C.35.i	of which females as %	51.1%	50.4%	53.1%	52.8%	52.9%
C.35.ii	of which males as %	48.9%	49.4%	46.6%	47.0%	47.2%
C.36	of which EU post-graduates	2,045	1,635	1,705	2,270	2,345
C.36.i	of which females as %	53.5%	56.3%	56.0%	59.0%	61.4%
C.36.ii	of which males as %	46.2%	43.4%	43.4%	40.5%	38.6%
C.37	of which post-graduates from Great Britain and Northern Ireland	incl. in EU above	495	600	595	595
C.37.i	of which females as %	NA	46.5%	49.2%	53.8%	54.6%

C.37.ii	of which males as %	NA	52.5%	50.0%	46.2%	45.4%
C.39	Students participating in Erasmus/Lifelong Learning Programme	3,955	3,863	5,173	3,410	4,929
C.39.i	of which females as %	62.8%	63.7%	63.7%	NA	NA
C.39.ii	of which males as %	37.2%	36.1%	36.2%	NA	NA

¹See note on page 10 regarding HE data rounding.

Research & Innovation by gender

Ind.No	Indicator	2018	2019	2020	2021	2022
C.41	Total number of Post-graduate research enrolments ¹	10,065	10,530	11,195	11,755	12,025
C.42	Full-time PhD	7,065	7,355	7,940	8,355	8,810
C.42.i	of which females as %	52.3%	53.3%	54.7%	54.8%	55.2%
C.42.ii	of which males as %	47.7%	46.8%	45.3%	45.1%	44.9%
C.43	Full-time Research Masters	1,105	1,330	1,350	1,405	1,195
C.43.i	of which females as %	49.8%	51.9%	49.6%	53.0%	53.1%
C.43.ii	of which males as %	50.2%	48.1%	50.4%	47.0%	46.9%
C.44	Part-time PhD	1,575	1,535	1,595	1,660	1,660
C.44.i	of which females as %	53.3%	54.4%	53.6%	55.7%	56.6%
C.44.ii	of which males as %	46.7%	45.6%	46.4%	44.3%	43.4%
C.45	Part-time Research Masters	315	310	315	330	355
C.45.i	of which females as %	47.6%	43.5%	36.5%	40.9%	47.9%
C.45.ii	of which males as %	52.4%	56.5%	63.5%	59.1%	52.1%

¹See note on page 10 regarding HE data rounding.

Further Education & Training (FET) and Skills by gender

Ind.No	Indicator	2018	2019	2020	2021	2022
C.46	Number of Springboard enrolments	8,974	9,855	14,385	11,033	11,765
C.46.i	of which females as %	42.5%	43.2%	45.5%	44.1%	46.0%
C.46.ii	of which males as %	57.5%	56.7%	54.4%	55.6%	53.6%
C.47	Total persons enrolled in apprenticeships	15,373	17,829	19,630	24,212	26,325
C.48	of which Craft Apprenticeships	14,469	16,142	17,183	20,956	22,429
C.48.i	of which females as %	NA	NA	NA	1.2%	1.6%
C.48.ii	of which males as %	NA	NA	NA	98.8%	98.4%
C.51	Enrolments in FET at NFQ levels 4 and under	85,828	97,647	98,066	110,066	Q2 2024
C.51.i	of which females as %	58.5%	59.0%	55.8%	59.8%	Q2 2024
C.51.ii	of which males as %	41.5%	41.0%	44.2%	40.2%	Q2 2024
C.52	Enrolments in FET at NFQ levels 5	41,432	42,810	43,184	37,047	Q2 2024
C.52.i	of which females as %	64.4%	65.7%	65.2%	65.6%	Q2 2024
C.52.ii	of which males as %	35.6%	34.3%	34.8%	34.4%	Q2 2024
C.53	Enrolments in FET at NFQ level 6	9,486	11,442	13,428	11,114	Q2 2024
C.53.i	of which females as %	64.5%	66.2%	65.8%	64.8%	Q2 2024
C.53.ii	of which males as %	35.5%	33.8%	34.2%	35.2%	Q2 2024

D. Outputs and Outcomes by gender

Awards by NFQ level by gender

Ind.No	Indicator	2021	2022
D.3	Graduates with Major NFQ award level 1	173	261
D.3.i	of which females as %	42.8%	47.5%
D.3.ii	of which males as %	57.2%	52.5%
D.4	Graduates with Major NFQ award level 2	591	763
D.4.i	of which females as %	49.6%	42.9%
D.4.ii	of which males as %	50.4%	57.1%
D.5	Graduates with Major NFQ award level 3	702	886
D.5.i	of which females as %	44.2%	43.2%
D.5.ii	of which males as %	55.8%	56.8%
D.6	Graduates with Major NFQ award level 4	1,257	1,090
D.6.i	of which females as %	48.8%	49.8%
D.6.ii	of which males as %	51.2%	50.2%
D.7	Graduates with Major NFQ award level 5	16,967	15,438
D.7.i	of which females as %	64.6%	60.7%
D.7.ii	of which males as %	35.4%	39.3%
D.8	Graduates with Major NFQ award level 6	14,160	12,558
D.8.i	of which females as %	51.8%	46.6%
D.8.ii	of which males as %	48.1%	53.3%
D.9	Graduates with Major NFQ award level 7	11,777	10,365
D.9.i	of which females as %	48.3%	47.3%
D.9.ii	of which males as %	51.6%	52.4%
D.10	Graduates with Major NFQ award level 8	44,926	43,183
D.10.i	of which females as %	56.3%	57.7%
D.10.ii	of which males as %	43.6%	42.3%
D.11	Graduates with Major NFQ award level 9	30,753	33,984
D.11.i	of which females as %	56.6%	58.1%
D.11.ii	of which males as %	43.2%	41.9%

D.12	Graduates with Major NFQ award level 10	1,534	1,549
D.12.i	of which females as %	54.8%	53.2%
D.12.ii	of which males as %	45.2%	46.8%
D.13	Graduates with Minor or Supplemental awards (all NFQ levels)	58,145	59,734
D.13.i	of which females as %	61.4%	59.2%
D.13.ii	of which males as %	38.6%	40.8%
D.14	Graduates with Special Purpose awards (all NFQ levels)	13,323	16,503
D.14.i	of which females as %	25.6%	20.9%
D.14.ii	of which males as %	74.4%	79.1%
D.15	Total graduates Major, Minor and Special Purpose	194,308	196,314
D.15.i	of which females as %	55.6%	53.9%
D.15.ii	of which males as %	44.4%	46.1%

Attainment by gender

Ind.No	Indicator	2018	2019	2020	2021	2022
D.16	% 30-34 year olds with third level education or above	57%	55%	60%	61%	64%
D.16.i	% 30-34 year olds females with third level education or above	60%	60%	63%	66%	65%
D.16.ii	% 30-34 year olds males with third level education or above	53%	50%	58%	57%	62%
D.17	% 25-34 year olds with post-secondary education or above	70%	70%	74%	74%	76%
D.17.i	% 25-34 year old females with post-secondary education or above	75%	74%	78%	78%	79%
D.17.ii	% 25-34 year old males with post-secondary education or above	65%	66%	70%	68%	73%
D.18	Unemployment rate for persons whose highest level of education is upper secondary	7.8%	7.7%	8.4%	11.2%	5.6%
D.18.i	Unemployment rate for females whose highest level of education is upper secondary	7.8%	7.3%	10.5%	11.7%	6.6%
D.18.ii	Unemployment rate for males whose highest level of education is upper secondary	7.8%	8.0%	7.0%	10.7%	4.8%
D.19	Unemployment rate for persons whose highest level of education is post-secondary	6.9%	5.8%	6.5%	7.5%	4.7%
D.19.i	Unemployment rate for females whose highest level of education is post-secondary	7.1%	7.3%	7.8%	8.0%	5.0%
D.19.ii	Unemployment rate for males whose highest level of education is post-secondary	6.8%	4.6%	5.5%	7.2%	4.5%
D.20	Unemployment rate for persons whose highest level of education is third level non-honours degree	4.7%	3.9%	4.5%	5.4%	3.5%
D.20.i	Unemployment rate for females whose highest level of education is third level non-honours degree	5.7%	3.7%	3.3%	5.3%	4.2%
D.20.ii	Unemployment rate for males whose highest level of education is third level non-honours degree	3.7%	4.2%	5.6%	5.5%	2.8%

D.21	Unemployment rate for persons whose highest level of education is third level honours degree or higher	3.9%	2.8%	3.1%	4.3%	2.7%
D.21.i	Unemployment rate for females whose highest level of education is third level honours degree or higher	3.6%	3.1%	3.0%	4.2%	2.4%
D.21.ii	Unemployment rate for males whose highest level of education is third level honours degree or higher	4.2%	2.4%	3.2%	4.4%	3.1%

NFQ Awards by age, by gender

Ind.No	Indicator	2021	2022
D.22	Persons age 25 to 34 who achieved an award on the NFQ – any level	50,942	52,121
D.22.i	of which females as %	53.3%	50.7%
D.22.ii	of which males as %	46.6%	49.3%
D.23	Persons age 35 to 44 who achieved an award on the NFQ – any level	36,132	37,194
D.23.i	of which females as %	58.2%	56.6%
D.23.ii	of which males as %	41.7%	43.4%
D.24	Persons age 45 to 54 who achieved an award on the NFQ – any level	24,063	25,837
D.24.i	of which females as %	60.9%	57.8%
D.24.ii	of which males as %	39.1%	42.2%
D.25	Persons age 55 to 64 who achieved an award on the NFQ – any level	10,112	12,018
D.25.i	of which females as %	55.4%	54.1%
D.25.ii	of which males as %	44.6%	45.9%
D.26	Persons age 65+ who achieved an award on the NFQ – any level	1,797	2,372
D.26.i	of which females as %	58.3%	64.6%
D.26.ii	of which males as %	41.7%	35.4%

Lifelong learning by gender

Ind.No	Indicator	2018	2019	2020	2021	2022
D.27	EU - % Irish adults age 25-64 who participated in formal and/or non-formal learning activities	12.5%	12.6%	11.0%	13.6%	11.8%
D.27.i	of which females as %	14.6%	14.5%	12.6%	15.2%	13.2%
D.27.ii	of which males as %	10.3%	10.7%	9.2%	12.0%	10.3%

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	https://hea.ie/statistics/
Further Education and Training Strategy 2020-2024	https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strat_egy_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-2022-2028/
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 Estimates 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