



## STEM Indicators

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

INDICATOR	2014	2015	2016	2017	2018
% 6th year boys taking 1 or more STEM subj. (excl. maths)	91.8%	90.7%	89.7%	89.5%	90.7%
% 6th year girls taking 1 or more STEM subj. (excl. maths)	86.1%	85.5%	86.2%	85.4%	85.8%
% 6th year boys taking 1 or more STEM subj. (excl. maths and biology)	73.2%	72.4%	71.3%	70.7%	72.1%
% 6th year girls taking 1 or more STEM subj. (excl. maths and biology)	36.3%	37.2%	38.9%	38.7%	39.5%
% 6th year boys taking 2 or more STEM subj. (excl. maths)	60.7%	60.0%	58.6%	58.7%	59.5%
% 6th year girls taking 2 or more STEM subj. (excl. maths)	29.4%	30.1%	31.3%	31.0%	31.7%
% 6th yr. boys taking 2 or more STEM subj. (excl. maths and biology)	41.1%	41.4%	39.1%	39.0%	40.1%
% 6th yr. girls taking 2 or more STEM subj. (excl. maths and biology)	7.6%	7.8%	7.7%	8.0%	8.0%
% LC students attaining grade H4 or above in HL maths sits	59.2%	60.1%	55.6%	59.1%	56.8%
% LC students attaining grade O4 or above in OL maths sits.	63.1%	58.5%	58.8%	57.2%	56.1%
% boys' schools offering physics, chemistry and biology (LC)	89.1%	90.1%	90.0%	91.0%	92.0%
% girls' schools offering physics, chemistry and biology (LC)	73.7%	76.6%	78.2%	78.8%	77.3%
% mixed schools offering physics, chemistry and biology (LC)	58.9%	60.5%	59.4%	60.9%	61.6%
% boys' schools offering a STEM subject other than maths or science (LC)	95.0%	93.1%	93.0%	97.0%	96.0%
% girls' schools offering a STEM subject other than maths or a science (LC)	54.7%	54.0%	57.9%	58.3%	56.1%

% mixed schools offering a STEM subject other than maths or a science (LC)	92.3%	91.9%	91.4%	92.8%	93.1%
% 3rd year boys taking at least one STEM subject (other than science or maths)	76.7%	75.6%	73.9%	73.8%	72.7%
% 3rd year girls taking at least one STEM subject (other than science or maths)	18.6%	21.5%	19.6%	21.3%	22.7%

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

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

**NOTE:** Data is reported on an academic year basis i.e. 2018 means September 2018, other than attainment data which is for the end of the academic year i.e. 2018 means June 2019.

STEM subjects at Leaving Certificate for the purposes of the STEM Education Policy Statement are agricultural science, mathematics, applied mathematics, biology, physics, chemistry, physics and chemistry, engineering, construction studies, design and communication graphics and technology, for Junior Certificate this covers woodwork, technology, technical graphics, metalwork, mathematics and science.

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

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