



APPENDIX 1

Primary-level Education & Special Educational Needs

PARTICIPATION

DEMOGRAPHICS

GENDER MIX

LITERACY

SPECIAL NEEDS

LEARNING DIFFICULTIES

TABLE 1.1 PUPILS IN ORDINARY CLASSES IN PRIMARY SCHOOLS

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1980-81*	277,520	263,295	540,815	51.3%	48.7%
1985-86*	285,212	270,627	555,839	51.3%	48.7%
1990-91	272,969	259,271	532,240	51.3%	48.7%
1991-92	268,309	254,488	522,797	51.3%	48.7%
1992-93	261,637	248,375	510,012	51.3%	48.7%
1993-94	253,648	240,674	494,322	51.3%	48.7%
1994-95	245,847	233,279	479,126	51.3%	48.7%
1995-96	239,105	226,749	465,854	51.3%	48.7%
1996-97	233,661	222,433	456,094	51.2%	48.8%
1997-98	228,425	217,934	446,359	51.2%	48.8%
1998-99	223,645	213,090	436,735	51.2%	48.8%
1999-00	219,299	209,040	428,339	51.2%	48.8%
2000-01	216,854	206,490	423,344	51.2%	48.8%
2001-02	217,537	207,170	424,707	51.2%	48.8%
2002-03	218,905	208,624	427,529	51.2%	48.8%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 1.2 AVERAGE ANNUAL BIRTHS BY SEX 1871-2003

YEAR	NUMBERS			GENDER BALANCE	
	MALE	FEMALE	MALES PER 1,000 FEMALES	MALE	FEMALE
1871-1880	53,604	50,775	1,056	51.36%	48.64%
1881-1890	43,077	40,685	1,059	51.43%	48.57%
1891-1900	37,982	36,013	1,055	51.33%	48.67%
1901-1910	36,666	34,714	1,056	51.37%	48.63%
1911-1920	34,206	32,301	1,056	51.43%	48.57%
1921-1930	30,983	29,423	1,053	51.29%	48.71%
1931-1940	29,279	27,826	1,052	51.27%	48.73%
1941-1950	33,495	31,515	1,063	51.52%	48.48%
1951-1960	31,606	30,058	1,052	51.26%	48.74%
1961-1970	32,053	30,364	1,056	51.35%	48.65%
1971-1980	35,715	33,724	1,059	51.43%	48.57%
1981-1990	31,747	29,882	1,062	51.51%	48.49%
1991	27,122	25,596	1,060	51.45%	48.55%
1992	26,307	24,782	1,062	51.49%	48.51%
1993	25,359	23,945	1,059	51.43%	48.57%
1994	24,957	23,298	1,071	51.72%	48.28%
1995	25,153	23,634	1,064	51.56%	48.44%
1996	26,350	24,305	1,084	52.02%	47.98%
1997	27,061	25,714	1,052	51.28%	48.72%
1998	27,848	26,121	1,066	51.60%	48.40%
1999	27,817	26,107	1,065	51.59%	48.41%
2000	28,175	26,614	1,059	51.42%	48.58%
2001	29,684	28,170	1,054	51.31%	48.69%
2002	31,001	29,520	1,050	51.22%	48.78%
2003	31,414	30,103	1,044	51.07%	48.93%

Data Source: CSO Vital Statistics

TABLE 1.3 PUPILS IN EARLY START PRE-SCHOOL PROGRAMMES					
YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1995-1996	806	790	1,596	50.5%	49.5%
1996-1997	750	818	1,568	47.8%	52.2%
1997-1998	816	743	1,559	52.3%	47.7%
1998-1999	787	748	1,535	51.3%	48.7%
1999-2000	792	822	1,614	49.1%	50.9%
2000-2001	824	793	1,617	51.0%	49.0%
2001-2002	758	766	1,524	49.7%	50.3%
2002-2003	805	693	1,498	53.7%	46.3%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 1.4 PERCENTAGE OF BOYS & GIRLS IN SINGLE SEX & MIXED CLASSES - PRIMARY EDUCATION						
YEAR	SINGLE SEX CLASSES			MIXED CLASSES		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1985-86	34.7%	35.9%	35.3%	65.3%	64.1%	64.7%
1990-91	31.7%	33.7%	32.6%	68.3%	66.3%	67.4%
1991-92	30.8%	32.8%	31.8%	69.2%	67.2%	68.2%
1992-93	30.3%	32.5%	31.4%	69.7%	67.5%	68.6%
1993-94	29.9%	32.2%	31.0%	70.1%	67.8%	69.0%
1994-95	29.5%	31.8%	30.6%	70.5%	68.2%	69.4%
1995-96	28.9%	31.2%	30.0%	71.1%	68.8%	70.0%
1996-97	28.1%	30.3%	29.2%	71.9%	69.7%	70.8%
1997-98	27.6%	29.8%	28.7%	72.4%	70.2%	71.3%
1998-99	26.9%	29.2%	28.0%	73.1%	70.8%	72.0%
1999-00	26.5%	28.9%	27.7%	73.5%	71.1%	72.3%
2000-01	25.8%	28.2%	27.0%	74.2%	71.8%	73.0%
2001-02	25.0%	27.4%	26.2%	75.0%	72.6%	73.8%
2002-03	24.5%	26.7%	25.6%	75.5%	73.3%	74.4%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 1.5 READING STANDARD OF FIFTH CLASS PUPILS AS JUDGED BY TEACHERS, 1998

	WEAK/ INADEQUATE	BASIC	PROFICIENT	ADVANCED	TOTAL
MALES	12.4%	25.5%	40.6%	21.4%	100%
FEMALES	8.4%	24.1%	42.9%	24.6%	100%
TOTAL	10.5%	24.8%	41.7%	23.0%	100%

Source: Cosgrove, Kellaghan et al. (2000), The 1998 National Assessment of English Reading, ERC, p.37.

Note: Sample size = 3,856 pupils (1,962 males & 1,894 females).

TABLE 1.6 PUPILS IN ORDINARY CLASSES RETAINED IN THE SAME STANDARD

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1990-91	9,247	7,444	16,691	55.4%	44.6%
1991-92	8,250	6,748	14,998	55.0%	45.0%
1992-93	7,698	6,056	13,754	56.0%	44.0%
1993-94	7,396	5,988	13,384	55.3%	44.7%
1994-95	6,859	5,317	12,176	56.3%	43.7%
1995-96	6,289	4,769	11,058	56.9%	43.1%
1996-97	5,745	4,318	10,063	57.1%	42.9%
1997-98	5,332	3,820	9,152	58.3%	41.7%
1998-99	4,826	3,592	8,418	57.3%	42.7%
1999-00	4,186	3,321	7,507	55.8%	44.2%
2000-01	3,991	2,975	6,966	57.3%	42.7%
2001-02	3,112	2,366	5,478	56.8%	43.2%
2002-03	2,772	2,039	4,811	57.6%	42.4%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 1.7 PUPILS WITH SPECIAL NEEDS IN ORDINARY NATIONAL SCHOOLS

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1994-95	1,040	781	1,821	57.1%	42.9%
1995-96	1,162	846	2,007	57.9%	42.1%
1996-97	1,323	967	2,289	57.8%	42.2%
1997-98	1,675	1,102	2,777	60.3%	39.7%
1998-99	1,933	1,433	3,366	57.4%	42.6%
1999-00	2,192	1,459	3,650	60.0%	40.0%
2000-01	2,216	1,378	3,594	61.7%	38.3%
2001-02	2,306	1,310	3,616	63.8%	36.2%
2002-03	2,240	1,266	3,505	63.9%	36.1%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

**TABLE 1.8a GRADE REPETITION AND SPECIAL EDUCATIONAL NEEDS AMONG MALE PUPILS
IN ORDINARY NATIONAL SCHOOLS**

YEAR	MALE PUPIL NUMBERS					AS A PERCENTAGE OF ALL MALE PUPILS		
	RETAINED IN THE SAME STANDARD	SPECIAL NEEDS IN ORDINARY CLASSES	TOTAL RETAINED & SPECIAL NEEDS	OVERALL TOTAL IN ORDINARY NATIONAL SCHOOLS	RETAINED IN THE SAME STANDARD	SPECIAL NEEDS IN ORDINARY CLASSES	TOTAL RETAINED & SPECIAL NEEDS	
1994-95	6,859	1,040	7,899	248,133	2.8%	0.4%	3.2%	
1995-96	6,289	1,162	7,451	241,856	2.6%	0.5%	3.1%	
1996-97	5,745	1,323	7,068	236,838	2.4%	0.6%	3.0%	
1997-98	5,332	1,675	7,007	232,250	2.3%	0.7%	3.0%	
1998-99	4,826	1,933	6,759	228,101	2.1%	0.8%	3.0%	
1999-00	4,186	2,192	6,378	224,037	1.9%	1.0%	2.8%	
2000-01	3,991	2,216	6,207	221,819	1.8%	1.0%	2.8%	
2001-02	3,112	2,306	5,418	222,723	1.4%	1.0%	2.4%	
2002-03	2,772	2,240	5,012	224,084	1.2%	1.0%	2.2%	

Data Source: Department of Education & Science, Annual Census of National Schools

Note: The numbers of pupils with special needs in ordinary classes are as reported in Table 1.7. The overall total in Ordinary National Schools is the total number of pupils in National Schools minus the number of pupils in Special Schools. The numbers of pupils in Special Schools are reported in Table 1.10.

TABLE 1.8b GRADE REPETITION AND SPECIAL EDUCATIONAL NEEDS AMONG FEMALE PUPILS IN ORDINARY NATIONAL SCHOOLS

YEAR	FEMALE PUPIL NUMBERS					AS A PERCENTAGE OF ALL FEMALE PUPILS				
	RETAINED IN THE SAME STANDARD	SPECIAL NEEDS IN ORDINARY CLASSES	TOTAL RETAINED & SPECIAL NEEDS	OVERALL TOTAL IN ORDINARY NATIONAL SCHOOLS	RETAINED IN THE SAME STANDARD	SPECIAL NEEDS IN ORDINARY CLASSES	TOTAL RETAINED & SPECIAL NEEDS	RETAINED IN THE SAME STANDARD	SPECIAL NEEDS IN ORDINARY CLASSES	TOTAL RETAINED & SPECIAL NEEDS
1994-95	5,317	781	6,098	235,306	2.3%	0.3%	2.6%	2.3%	0.3%	2.6%
1995-96	4,769	846	5,615	229,184	2.1%	0.4%	2.4%	2.1%	0.4%	2.4%
1996-97	4,318	967	5,285	225,254	1.9%	0.4%	2.3%	1.9%	0.4%	2.3%
1997-98	3,820	1,102	4,922	221,186	1.7%	0.5%	2.2%	1.7%	0.5%	2.2%
1998-99	3,592	1,433	5,025	217,046	1.7%	0.7%	2.3%	1.7%	0.7%	2.3%
1999-00	3,321	1,459	4,780	213,045	1.6%	0.7%	2.2%	1.6%	0.7%	2.2%
2000-01	2,975	1,378	4,353	210,617	1.4%	0.7%	2.1%	1.4%	0.7%	2.1%
2001-02	2,366	1,310	3,676	211,360	1.1%	0.6%	1.7%	1.1%	0.6%	1.7%
2002-03	2,039	1,266	3,305	212,829	1.0%	0.6%	1.6%	1.0%	0.6%	1.6%

Data Source: Department of Education & Science, Annual Census of National Schools

Note: The numbers of pupils with special needs in ordinary classes are as reported in Table 1.7. The overall total in Ordinary National Schools is the total number of pupils in National Schools minus the number of pupils in Special Schools. The numbers of pupils in Special Schools are reported in Table 1.10.

TABLE 1.9 PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN ORDINARY NATIONAL SCHOOLS BY CATEGORY, 2002-03.

PUPIL TYPE	UNDER 12	12 AND OVER	TOTAL PUPILS
Mild Learning	1,827	539	2,366
Moderate Learning	80	48	128
Severe/Profound Learning	8	14	22
Hearing Impairment	27	5	32
Physical Disability	4	3	7
Speech & Language	388	30	418
Multiple Disabilities	23	0	23
Emotional Disturbance	21	5	26
Specific Learning	182	44	226
Severe Emotional	0	4	4
Autism/Autistic Spectrum	243	10	253
Total Pupils with Special Educational Needs	2,803	702	3,505
Traveller Children	5,190	689	5,879

Data Source: Department of Education & Science (Annual Census of National Schools).

TABLE 1.10 PUPILS IN SPECIAL SCHOOLS

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1980-81	4,788	3,380	8,168	58.6%	41.4%
1985-86	4,974	3,458	8,432	59.0%	41.0%
1990-91	4,988	3,281	8,269	60.3%	39.7%
1991-92	5,004	3,159	8,163	61.3%	38.7%
1992-93	4,977	3,107	8,084	61.6%	38.4%
1993-94	4,965	3,094	8,059	61.6%	38.4%
1994-95	4,848	2,969	7,817	62.0%	38.0%
1995-96	4,763	2,889	7,652	62.2%	37.8%
1996-97	4,678	2,858	7,536	62.1%	37.9%
1997-98	4,625	2,784	7,409	62.4%	37.6%
1998-99	4,645	2,741	7,386	62.9%	37.1%
1999-00	4,575	2,653	7,228	63.3%	36.7%
2000-01	4,514	2,610	7,124	63.4%	36.6%
2001-02	4,438	2,544	6,982	63.6%	36.4%
2002-03	4,383	2,424	6,807	64.4%	35.6%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

**TABLE 1.11 PUPILS IN SPECIAL SCHOOLS
BY AGE AND SEX (2002/2003)**

PUPIL NUMBERS				GENDER BALANCE			
AGE	MALE	FEMALE	TOTAL	AGE	MALE	FEMALE	TOTAL
3	37	29	66	3	0.8%	1.2%	1.0%
4	61	38	99	4	1.4%	1.6%	1.5%
5	119	63	182	5	2.7%	2.6%	2.7%
6	181	88	269	6	4.1%	3.6%	4.0%
7	197	126	323	7	4.5%	5.2%	4.7%
8	231	109	340	8	5.3%	4.5%	5.0%
9	277	129	406	9	6.3%	5.3%	6.0%
10	340	185	525	10	7.8%	7.6%	7.7%
11	355	190	545	11	8.1%	7.8%	8.0%
12	395	181	576	12	9.0%	7.5%	8.5%
13	422	223	645	13	9.6%	9.2%	9.5%
14	435	270	705	14	9.9%	11.1%	10.4%
15	424	238	662	15	9.7%	9.8%	9.7%
16	413	212	625	16	9.4%	8.7%	9.2%
17	324	207	531	17	7.4%	8.5%	7.8%
18	143	102	245	18	3.3%	4.2%	3.6%
19	17	20	37	19	0.4%	0.8%	0.5%
20	4	9	13	20	0.1%	0.4%	0.2%
21	8	5	13	21	0.2%	0.2%	0.2%
TOTAL:	4,383	2,424	6,807	TOTAL:	100%	100%	100%

Data Source: Department of Education & Science (Annual Census of National Schools).

TABLE 1.12 PROFILE OF PUPILS IN SPECIAL SCHOOLS, 2002-03

PUPIL TYPE	UNDER 12	12 AND OVER	TOTAL PUPILS
Mild Learning	711	1,888	2,599
Moderate Learning	612	791	1,403
Severe/Profound Learning	385	341	726
Hearing Impairment	54	122	176
Visually Impairment	14	15	29
Physical Disability	67	42	109
Multiple Disabilities	164	210	374
Emotional Disturbance	138	26	164
Specific Learning	193	56	249
Young Offender	9	180	189
Emotional Disturbance	168	105	273
Profoundly Deaf	24	62	86
Autism/Autistic Spectrum	148	104	252
Out of Parental Control	2	13	15
Total Pupils in Special Schools	2,799	4,008	6,807
Traveller Children*	110	53	163

Data Source: Department of Education & Science (Annual Census of National Schools).



APPENDIX 2

Second-Level Education

OVERALL PARTICIPATION

JUNIOR CERTIFICATE SCHOOLS PROGRAMME

TRANSITION YEAR

LEAVING CERTIFICATE VOCATIONAL PROGRAMME

LEAVING CERTIFICATE APPLIED

REPEAT LEAVING CERTIFICATE

ENROLMENT BY SECTOR

GENDER MIX

RETENTION

INTERNATIONAL CONTEXT



TABLE 2.1 ENROLMENTS IN THE JUNIOR CYCLE OF SECOND-LEVEL EDUCATION

YEAR	MALE	FEMALE	TOTAL
1980-81	102,350	97,346	199,696
1985-86	108,066	104,252	212,318
1990-91	103,090	98,015	201,105
1991-92	103,467	99,910	203,377
1992-93	105,556	102,348	207,904
1993-94	106,791	103,471	210,262
1994-95	106,410	102,507	208,917
1995-96	104,695	100,722	205,417
1996-97	101,764	97,807	199,571
1997-98	98,686	94,258	192,944
1998-99	95,594	91,474	187,068
1999-00	93,357	90,526	183,883
2000-01	91,471	89,527	180,998
2001-02	88,825	87,609	176,434
2002-03	87,082	85,591	172,673

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 2.2 ENROLMENTS IN THE SENIOR CYCLE OF SECOND-LEVEL EDUCATION

YEAR	MALE	FEMALE	TOTAL
1980-81	38,674	47,783	86,457
1985-86	48,818	53,977	102,795
1990-91	55,056	59,211	114,267
1991-92	60,326	64,114	124,440
1992-93	62,884	65,893	128,777
1993-94	65,549	68,355	133,904
1994-95	68,266	72,268	140,534
1995-96	70,067	74,677	144,744
1996-97	73,340	78,567	151,907
1997-98	74,457	79,472	153,929
1998-99	72,842	78,318	151,160
1999-00	70,175	75,465	145,640
2000-01	66,875	72,101	138,976
2001-02	65,900	71,059	136,959
2002-03	66,457	71,452	137,909

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 2.3 JUNIOR CERTIFICATE SCHOOL PROGRAMME

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1996-97	752	299	1,051	71.6%	28.4%
1997-98	1,033	416	1,449	71.3%	28.7%
1998-99	1,366	813	2,179	62.7%	37.3%
1999-00	1,689	1,082	3,507	61.0%	39.0%
2000-01	2,091	1,416	2,771	59.6%	40.4%
2001-02	2,605	1,662	4,267	61.0%	39.0%
2002-03	2,970	1,909	4,879	60.9%	39.1%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 2.4 TRANSITION YEAR STUDENTS

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1980-81	231	309	540	42.8%	57.2%
1985-86	218	266	484	45.0%	55.0%
1990-91	2,649	3,456	6,105	43.4%	56.6%
1991-92	3,699	4,351	8,050	46.0%	54.0%
1992-93	3,829	4,364	8,193	46.7%	53.3%
1993-94	4,046	4,453	8,499	47.6%	52.4%
1994-95	9,637	11,536	21,173	45.5%	54.5%
1995-96	11,162	12,987	24,149	46.2%	53.8%
1996-97	11,246	13,054	24,300	46.3%	53.7%
1997-98	11,361	13,304	24,665	46.1%	53.9%
1998-99	10,825	12,902	23,727	45.6%	54.4%
1999-00	10,338	12,416	22,754	45.4%	54.6%
2000-01	10,797	12,451	23,248	46.4%	53.6%
2001-02	10,268	12,505	22,773	45.1%	54.9%
2002-03	10,466	12,833	23,299	44.9%	55.1%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 2.5 LEAVING CERTIFICATE VOCATIONAL PROGRAMME

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1996-97	9,257	7,254	16,511	56.1%	43.9%
1997-98	10,395	11,852	22,247	46.7%	53.3%
1998-99	11,411	14,736	26,147	43.6%	56.4%
1999-00	12,572	16,110	28,682	43.8%	56.2%
2000-01	13,307	17,021	30,328	43.9%	56.1%
2001-02	14,222	17,695	31,917	44.6%	55.4%
2002-03	14,637	18,238	32,875	44.5%	55.5%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 2.6 LEAVING CERTIFICATE APPLIED PROGRAMME

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1996-97	2,041	1,554	3,595	56.8%	43.2%
1997-98	2,968	2,340	5,308	55.9%	44.1%
1998-99	3,347	2,926	6,273	53.4%	46.6%
1999-00	3,585	3,305	6,890	52.0%	48.0%
2000-01	3,583	3,610	7,193	49.8%	50.2%
2001-02	3,775	3,720	7,495	50.4%	49.6%
2002-03	4,163	3,814	7,977	52.2%	47.8%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

**TABLE 2.7 REPEAT LEAVING CERTIFICATE STUDENTS
(PUBLIC INSTITUTIONS)**

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1990-91	4,441	3,256	7,697	57.7%	42.3%
1991-92	4,123	3,242	7,365	56.0%	44.0%
1992-93	4,048	3,194	7,242	55.9%	44.1%
1993-94	4,408	3,886	8,294	53.1%	46.9%
1994-95	4,423	4,091	8,514	51.9%	48.1%
1995-96	4,200	3,994	8,194	51.3%	48.7%
1996-97	2,828	2,356	5,184	54.6%	45.4%
1997-98	2,981	2,742	5,723	52.1%	47.9%
1998-99	2,796	2,694	5,490	50.9%	49.1%
1999-00	2,274	2,043	4,317	52.7%	47.3%
2000-01	1,658	1,425	3,083	53.8%	46.2%
2001-02	1,899	1,835	3,734	50.9%	49.1%
2002-03	1,809	1,819	3,628	49.9%	50.1%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

**TABLE 2.8 OVERVIEW OF (FIFTH AND SIXTH YEAR) LEAVING
CERTIFICATE STUDENTS BY PROGRAMME, 2002-03**

	MALES	FEMALES	ALL LC STUDENTS
Leaving Cert.	63.2%	59.3%	61.2%
Leaving Cert. Voc. Programme	26.1%	31.1%	28.7%
Leaving Cert. Applied	7.4%	6.5%	7.0%
Repeat Leaving Cert.	3.2%	3.1%	3.2%
TOTAL	100%	100%	100%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), 2002-2003.

TABLE 2.9 SECOND-LEVEL PUPILS IN SECOND-LEVEL SCHOOLS BY SCHOOL TYPE (EXCLUDING PLC STUDENTS)

NUMBER OF PUPILS									
YEAR	SECONDARY		VOCATIONAL		COMMUNITY & COMPREHENSIVE		TOTAL		TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1980-'81	87,003	114,534	40,160	19,522	14,002	11,703	141,165	145,759	
1985-'86	93,482	117,642	43,649	24,139	19,870	16,802	157,001	158,583	
1990-'91	95,174	115,122	43,248	26,797	22,372	18,743	160,794	160,662	
1995-'96	100,573	122,556	47,319	30,810	27,877	22,745	175,769	176,111	
2000-'01	89,285	107,319	42,343	31,044	26,718	23,265	158,346	161,628	
2002-'03	85,560	102,656	40,963	30,767	27,016	23,620	153,539	157,043	
PERCENTAGE OF MALE AND FEMALE PUPILS (ACROSS THE SECTORS)									
YEAR	SECONDARY		VOCATIONAL		COMMUNITY & COMPREHENSIVE		TOTAL		TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1980-'81	61.6%	78.6%	28.4%	13.4%	9.9%	8.0%	100%	100%	
1985-'86	59.5%	74.2%	27.8%	15.2%	12.7%	10.6%	100%	100%	
1990-'91	59.2%	71.7%	26.9%	16.7%	13.9%	11.7%	100%	100%	
1995-'96	57.2%	69.6%	26.9%	17.5%	15.9%	12.9%	100%	100%	
2000-'01	56.4%	66.4%	26.7%	19.2%	16.9%	14.4%	100%	100%	
2002-'03	55.7%	65.4%	26.7%	19.6%	17.6%	15.0%	100%	100%	

**TABLE 2.9 (CONTD.) SECOND-LEVEL PUPILS IN SECOND-LEVEL SCHOOLS BY SCHOOL TYPE
(EXCLUDING PLC STUDENTS)**

GENDER BALANCE OF PUPILS WITHIN EACH SECTOR									
YEAR	SECONDARY		VOCATIONAL		COMMUNITY & COMPREHENSIVE		TOTAL		
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1980-'81	43.2%	56.8%	67.3%	32.7%	54.5%	45.5%	100%	100%	
1985-'86	44.3%	55.7%	64.4%	35.6%	54.2%	45.8%	100%	100%	
1990-'91	45.3%	54.7%	61.7%	38.3%	54.4%	45.6%	100%	100%	
1995-'96	45.1%	54.9%	60.6%	39.4%	55.1%	44.9%	100%	100%	
2000-'01	45.4%	54.6%	57.7%	42.3%	53.5%	46.5%	100%	100%	
2002-'03	45.5%	54.5%	57.1%	42.9%	53.4%	46.6%	100%	100%	

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 2.10 GENDER-MIX OF PUPILS IN SECOND-LEVEL SCHOOLS

NUMBER OF PUPILS											
SINGLE SEX				MIXED				TOTAL			
YEAR	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	TOTAL
1980-'81	77,483	94,203	171,686	66,419	58,828	125,247	143,902	153,031	296,933		
1985-'86	76,084	93,042	169,126	87,338	78,228	165,566	163,422	171,270	334,692		
1990-'91	64,980	87,990	152,970	102,737	86,709	189,446	167,717	174,699	342,416		
1995-'96	64,785	90,440	155,225	116,534	98,106	214,640	181,319	188,546	369,865		
2000-'01	55,254	77,801	133,055	110,303	102,026	212,329	165,557	179,827	345,384		
2002-'03	52,797	75,765	128,562	108,885	101,784	210,669	161,682	177,549	339,231		

PERCENTAGE OF PUPILS											
SINGLE SEX				MIXED				TOTAL			
YEAR	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	TOTAL
1980-'81	53.8%	61.6%	57.8%	46.2%	38.4%	42.2%	100%	100%	100%	100%	100%
1985-'86	46.6%	54.3%	50.5%	53.4%	45.7%	49.5%	100%	100%	100%	100%	100%
1990-'91	38.7%	50.4%	44.7%	61.3%	49.6%	55.3%	100%	100%	100%	100%	100%
1995-'96	35.7%	48.0%	42.0%	64.3%	52.0%	58.0%	100%	100%	100%	100%	100%
2000-'01	33.4%	43.3%	38.5%	66.6%	56.7%	61.5%	100%	100%	100%	100%	100%
2002-'03	32.7%	42.7%	37.9%	67.3%	57.3%	62.1%	100%	100%	100%	100%	100%

Data Source: Department of Education & Science, Tuarascáil Staitistíúil (Annual Statistical Reports), Various years.

TABLE 2.11a INDICATOR OF LOWER SECOND-LEVEL ATTAINMENT:
TOTAL NUMBER OF JUNIOR/ INTER. CERTIFICATE EXAMINATION
CANDIDATES IN ENGLISH, 1932 TO 2004

YEAR	MALES	FEMALES
1932	2,700	2,035
1935	3,262	2,531
1941	4,158	3,702
1946	4,452	4,356
1952	5,273	5,738
1957	6,272	7,286
1961	7,330	8,868
1966	9,450	11,277
1968	10,565	12,714
1975	21,188	23,699
1980	23,998	26,821
1983	26,298	28,108
1990	27,977	29,233
1995	34,049	33,466
2000	30,683	29,756
2004	28,191	28,026

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 2.11b INDICATOR OF UPPER SECOND-LEVEL ATTAINMENT:
TOTAL NUMBER OF LEAVING CERTIFICATE EXAMINATION
CANDIDATES IN ENGLISH, 1932 TO 2004

YEAR	MALES	FEMALES
1932	1,054	616
1935	1,323	839
1941	1,794	1,326
1946	1,992	1,703
1952	2,944	2,358
1957	3,484	3,168
1961	4,484	4,147
1966	6,256	6,215
1968	7,158	7,469
1975	13,054	15,504
1980	15,800	20,556
1983	19,075	23,649
1990	24,325	27,442
1995	29,248	31,074
2000	27,529	30,287
2004	25,235	27,545

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 2.12 SECOND-LEVEL SCHOOL LEAVERS BY LEVEL OF EDUCATION - 1982, 1993 & 2002

PUPIL NUMBERS						
	1982		1993		2002	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
No Qualifications	2,640	2,300	2,300	1,100	1,600	900
Junior Certificate Only	10,150	5,660	5,900	3,900	6,900	3,800
Leaving Certificate	18,390	22,400	24,000	26,600	27,200	29,300
COLUMN PERCENTAGES						
	1982		1993		2002	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
No Qualifications	9.0%	8.0%	7.1%	3.4%	3.5%	2.7%
Junior Certificate Only	33.0%	19.0%	18.3%	12.0%	18.3%	10.2%
Leaving Certificate	59.0%	74.0%	74.6%	84.7%	78.2%	87.0%

Note: ESRI data on those who left school in 2004 will be published in summer 2007.

TABLE 2.13 GENDER BALANCE BY LEVEL OF EDUCATION FOR SECOND-LEVEL SCHOOL LEAVERS

PUPIL NUMBERS									
NO QUALIFICATIONS			JUNIOR CERT. ONLY			LEAVING CERT.			
	2002	1993	1982	2002	1993	1982	2002	1993	1982
Males	1,600	2,300	2,640	6,900	5,900	10,150	27,200	24,000	18,390
Females	900	1,100	2,300	3,800	3,900	5,660	29,300	26,600	22,400
GENDER BALANCE									
NO QUALIFICATIONS			JUNIOR CERT. ONLY			LEAVING CERT.			
	2002	1993	1982	2002	1993	1982	2002	1993	1982
Males	64%	68%	53%	64%	60%	64%	48%	47%	45%
Females	36%	32%	47%	36%	40%	36%	52%	53%	55%

Note: ESRI data on those who left school in 2004 will be published in summer 2007.

**TABLE 2.14 DEPARTURE FROM PUBLICLY-AIDED SECOND-LEVEL EDUCATION
(AMONG THE 1994 COHORT OF 69,103 ENTRANTS)**

	PUPIL NUMBERS				GENDER BALANCE			DEPARTURE RATES		
	MALE	FEMALE	ALL STUDENTS	MALE	FEMALE	ALL STUDENTS	MALE	FEMALE	ALL STUDENTS	
Prior to sitting LC exam	2,474	1,819	4,293	57.6%	42.4%	4,293	27.5%	15.7%	21.7%	
Prior to LC Year 1	4,775	1,990	6,765	70.6%	29.4%	6,765	20.5%	10.3%	15.5%	
Prior to sitting JC exam	870	572	1,442	60.3%	39.7%	1,442	6.9%	4.4%	5.7%	
Prior to JC Year 3	956	513	1,469	65.1%	34.9%	1,469	4.5%	2.7%	3.6%	
Prior to JC Year 2	617	414	1,031	59.8%	40.2%	1,031	1.7%	1.2%	1.5%	
Summary										
Departure Prior to Leaving Cert.	7,249	3,809	11,058	65.6%	34.4%	11,058	27.5%	15.7%	21.7%	
Departure Prior to Junior Cert.	2,443	1,499	3,942	62.0%	38.0%	3,942	6.9%	4.4%	5.7%	
Total Departures	9,692	5,308	15,000	64.6%	35.4%	15,000				

Data Source: Department of Education & Science, Retention Rates of Pupils in Post-primary Schools - 1994 Cohort (http://www.education.ie/ser/let/blob/ser/let/pp_retention_1994_report.doc)
Note: Data on the 1995 and 1996 cohorts of post-primary pupils are published on the website of the Department of Education and Science at http://www.education.ie/ser/let/blob/ser/let/pp_retention_1996_report.doc

TABLE 2.15 UPPER SECONDARY GRADUATION RATES (2002)

	MALES	FEMALES	TOTAL
Norway	89%	100%	97%
Germany	91%	96%	93%
Japan	90%	94%	92%
Poland	86%	93%	90%
Switzerland	90%	90%	90%
Ireland (revised)	80%	94%	87%
Finland	78%	93%	85%
Greece	74%	97%	85%
France	79%	86%	82%
Hungary	79%	86%	82%
Italy	79%	85%	82%
Czech Republic	80%	83%	81%
OECD mean	75%	87%	81%
Belgium	74%	83%	79%
Iceland	68%	89%	79%
Ireland (published)	70%	84%	77%
United States	69%	76%	73%
Sweden	69%	76%	72%
Luxembourg	64%	73%	68%
Spain	62%	75%	68%
Slovak Republic	57%	66%	61%

Data Source: OECD, Education at a Glance 2004, Indicator A2.1 (p.57)

TABLE 2.16 GENDER DIFFERENCES IN UPPER SECONDARY GRADUATION RATES (2002)

	FEMALES - MALES
Greece	22%
Iceland	21%
Finland	15%
Ireland (revised)	15%
Ireland (published)	14%
Spain	13%
OECD mean	11%
Norway	11%
Luxembourg	9%
Slovak Republic	9%
Belgium	9%
Hungary	7%
United States	7%
Poland	7%
France	7%
Sweden	6%
Italy	6%
Germany	5%
Japan	4%
Czech Republic	2%
Switzerland	0%

Data Source: OECD, Education at a Glance 2004, Indicator A2.1 (p.57)

TABLE 2.17 INTERNATIONAL DATA ON EXPECTED YEARS OF SCHOOLING FROM AGE 5 (2002)

	GENDER DIFFERENCE	EXPECTED YEARS OF SCHOOLING	
	FEMALES- MALES	MALES	FEMALES
United Kingdom	3.0	18.9	21.9
Sweden	2.9	18.7	21.6
New Zealand	1.9	17.3	19.2
Iceland	1.7	17.6	19.4
Finland	1.5	18.7	20.2
Norway	1.4	16.4	17.8
Belgium	1.2	18.8	20.0
Denmark	1.1	17.5	18.6
Ireland	1.1	16.0	17.1
Poland	1.0	16.5	17.5
Portugal	0.9	16.6	17.5
Spain	0.9	16.9	17.8
United States	0.8	16.5	17.3
Greece	0.7	15.9	16.7
OECD mean	0.7	16.8	17.5
Hungary	0.6	16.5	17.1
Italy	0.6	16.3	16.9
France	0.5	16.3	16.9
Australia	0.4	20.9	21.4
Mexico	0.2	12.8	13.1
Slovak Republic	0.2	15.0	15.2
Czech Republic	0.2	16.1	16.3
Luxembourg	0.1	13.8	13.9
Austria	0.1	16.0	16.1
Germany	-0.2	17.2	17.0
Netherlands	-0.3	17.3	17.1
Switzerland	-0.6	16.7	16.2
Korea	-1.9	17.1	15.3

Data Source: OECD (2004) Education at a Glance: OECD Indicators 2004, Table C1.1, p.277.



APPENDIX 3

Junior Certificate Examinations

EXAM CANDIDATES

SUBJECT TAKE-UP

HIGHER AND ORDINARY LEVEL

OVERALL PERFORMANCE

OVERVIEW BY SUBJECT

IRISH, ENGLISH, MATHS

TABLE 3.1 JUNIOR CERTIFICATE CANDIDATES					
YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1991	30,045	30,349	60,394	49.7%	50.3%
1992	31,860	31,319	63,179	50.4%	49.6%
1993	33,168	32,895	66,063	50.2%	49.8%
1994	33,846	33,969	67,815	49.9%	50.1%
1995	34,352	33,733	68,085	50.5%	49.5%
1996	34,312	33,752	68,064	50.4%	49.6%
1997	33,740	33,313	67,053	50.3%	49.7%
1998	33,137	32,471	65,608	50.5%	49.5%
1999	31,773	30,886	62,659	50.7%	49.3%
2000	31,302	30,168	61,470	50.9%	49.1%
2001	30,308	29,816	60,124	50.4%	49.6%
2002	30,150	30,002	60,152	50.1%	49.9%
2003	29,855	29,485	59,340	50.3%	49.7%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 3.2 JUNIOR CERTIFICATE EXAMINATION CANDIDATES BY SUBJECT 2003

	GENDER BALANCE		NUMBERS		
	MALE	FEMALE	MALE	FEMALE	ALL STUDENTS
Home Economics	12.4%	87.6%	2,511	17,713	20,224
Typewriting*	17.3%	82.7%	76	364	440
Music	22.8%	77.2%	1,916	6,486	8,402
Hebrew Studies***	33.3%	66.7%	2	4	6
Italian*	35.9%	64.1%	120	214	334
Art, Craft & Design	39.3%	60.7%	8,483	13,109	21,592
Spanish	39.5%	60.5%	1,087	1,663	2,750
Religious Education	44.1%	55.9%	2,552	3,235	5,787
Business Studies	46.0%	54.0%	17,160	20,155	37,315
French	46.2%	53.8%	18,159	21,164	39,323
German	48.9%	51.1%	5,565	5,820	11,385
History	49.4%	50.6%	26,387	27,066	53,453
Geography	49.6%	50.4%	26,665	27,121	53,786
Irish	49.6%	50.4%	26,791	27,188	53,979
Civic, Social & Political	50.2%	49.8%	28,859	28,667	57,526
English	50.3%	49.7%	29,530	29,186	58,716
Mathematics	50.4%	49.6%	29,431	29,010	58,441
Science	52.7%	47.3%	26,912	24,178	51,090
Environmental & Social Studies*	54.4%	45.6%	320	268	588
Classical Studies*	64.0%	36.0%	371	209	580
Latin*	73.0%	27.0%	367	136	503
Technology	73.1%	26.9%	2,331	857	3,188
Materials Technology	87.6%	12.4%	13,935	1,967	15,902
Technical Graphics	88.1%	11.9%	11,794	1,593	13,387
Metalwork	91.2%	8.8%	7,588	729	8,317
Ancient Greek**	97.4%	2.6%	38	1	39

Data Source: Department of Education & Science, Tuarascáil Staitistíúil (Annual Statistical Reports), 2003.
Note: * Less than 1,000 candidates ** Less than 100 candidates *** Less than 10 candidates excluded.

TABLE 3.3 JUNIOR CERTIFICATE EXAMINATION CANDIDATES BY SUBJECT 1993

	GENDER BALANCE		NUMBERS		
	MALE	FEMALE	MALE	FEMALE	ALL STUDENTS
Shorthand	2.3%	97.7%	7	302	309
Home Economics	8.4%	91.6%	1,742	18,971	20,713
Typewriting*	11.2%	88.8%	60	478	538
S.E.S.P.*	12.1%	87.9%	38	275	313
Music	22.2%	77.8%	1,985	6,955	8,940
Italian*	35.0%	65.0%	71	132	203
Art, Craft & Design	40.0%	60.0%	9,556	14,351	23,907
Spanish	43.0%	57.0%	885	1,175	2,060
German	43.6%	56.4%	7,775	10,057	17,832
French	44.4%	55.6%	20,376	25,543	45,919
Business Studies	44.9%	55.1%	19,779	24,279	44,058
History	49.0%	51.0%	28,453	29,638	58,091
Geography	49.2%	50.8%	28,776	29,742	58,518
Irish	49.9%	50.1%	31,253	31,428	62,681
English	50.3%	49.7%	32,346	31,990	64,336
Mathematics	50.5%	49.5%	32,810	32,177	64,987
Science	54.0%	46.0%	30,508	25,941	56,449
ESP-History*	56.7%	43.3%	203	155	358
Classical Studies*	58.6%	41.4%	311	220	531
Humanities 1 - English*	59.6%	40.4%	536	364	900
Humanities 3 - History*	59.7%	40.3%	534	361	895
Humanities 2 - Geography*	60.4%	39.6%	550	360	910
Technology	70.5%	29.5%	1,702	713	2,415
Latin*	70.8%	29.2%	631	260	891
ESP-Geography*	71.2%	28.8%	203	82	285
Greek**	86.8%	13.2%	33	5	38
Mechanical Drawing	92.3%	7.7%	17,460	1,458	18,918
Woodwork	93.7%	6.3%	13,633	913	14,546
Metalwork	95.3%	4.7%	8,838	437	9,275

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), 1993.

Note: * Less than 1,000 candidates ** Less than 100 candidates *** Less than 10 candidates excluded.

**TABLE 3.4 PROPORTIONS OF EXAMINATION CANDIDATES TAKING HIGHER LEVEL PAPERS:
JUNIOR CERTIFICATE 2003**

	% TAKING HIGHER LEVEL				NUMBERS TAKING HIGHER LEVEL		
	FEMALE/MALE RATIO	MALE	FEMALE	ALL STUDENTS	MALE	FEMALE	ALL STUDENTS
Italian	2.38	31.7%	75.2%	59.6%	38	161	199
Typewriting*	1.95	18.4%	36.0%	33.0%	14	131	145
Home Economics	1.76	45.1%	79.3%	75.1%	1,132	14,055	15,187
Irish	1.47	33.2%	48.7%	41.0%	8,886	13,250	22,136
Spanish	1.36	54.4%	74.1%	66.3%	591	1,233	1,824
Art,Craft & Design	1.29	51.5%	66.6%	60.7%	4,372	8,725	13,097
English	1.25	56.0%	70.1%	63.1%	16,551	20,472	37,023
German	1.20	64.3%	77.0%	70.8%	3,579	4,480	8,059
French	1.19	60.7%	72.4%	67.0%	11,019	15,318	26,337
Classical Studies*	1.18	70.1%	82.8%	74.7%	260	173	433
Science	1.17	59.1%	69.3%	63.9%	15,905	16,762	32,667
Religious Education	1.16	66.0%	76.6%	72.0%	1,685	2,479	4,164
Mathematics	1.11	38.6%	42.7%	40.6%	11,352	12,382	23,734
Music	1.10	72.7%	79.8%	78.2%	1,393	5,179	6,572
Ancient Greek**	1.09	92.1%	100.0%	92.3%	35	1	36
Business Studies	1.08	63.2%	67.9%	65.8%	10,843	13,692	24,535
History	1.07	62.4%	66.5%	64.5%	16,460	17,997	34,457
Geography	1.06	73.3%	77.5%	75.4%	19,537	21,026	40,563
Hebrew Studies***	1.00	100.0%	100.0%	100.0%	2	4	6
Latin*	0.95	90.2%	85.3%	88.9%	331	116	447
Technical Graphics	0.94	56.7%	53.1%	56.2%	6,684	846	7,530
Technology	0.90	75.4%	67.7%	73.3%	1,758	580	2,338
Environmental & Social Studies*	0.83	18.4%	15.3%	17.0%	59	41	100
Materials Technology	0.80	72.8%	58.1%	71.0%	10,147	1,143	11,290
Metalwork	0.76	71.0%	54.2%	69.5%	5,387	395	5,782

Data Source: Department of Education & Science, Tuairascáil Staitistiúil (Annual Statistical Reports), 2003.

Note: * Less than 1,000 candidates ** Less than 100 candidates *** Less than 10 candidates.

TABLE 3.5 PROPORTIONS OF EXAMINATION CANDIDATES TAKING HIGHER LEVEL PAPERS: JUNIOR CERTIFICATE 1993

	% TAKING HIGHER LEVEL				NUMBERS TAKING HIGHER LEVEL			
	FEMALE/MALE RATIO	MALE	FEMALE	ALL STUDENTS	MALE	FEMALE	ALL STUDENTS	ALL STUDENTS
Typewriting*	7.03	5.0%	35.1%	31.8%	3	168	171	171
Hebrew Studies***	1.50	66.7%	100.0%	87.5%	2	5	7	7
Humanities 1 - English*	1.44	26.1%	37.6%	30.8%	140	137	277	277
Humanities 2 - Geography*	1.42	26.5%	37.8%	31.0%	146	136	282	282
Irish	1.42	30.8%	43.8%	37.3%	9,617	13,757	23,374	23,374
Humanities 3 - History*	1.35	27.9%	37.7%	31.8%	149	136	285	285
Art,Craft & Design	1.31	46.9%	61.5%	55.6%	4,479	8,819	13,298	13,298
English	1.25	50.1%	62.5%	56.3%	16,209	19,994	36,203	36,203
Home Economics	1.24	77.8%	96.6%	95.0%	1,355	18,328	19,683	19,683
Spanish	1.18	69.6%	82.3%	76.8%	616	967	1,583	1,583
Science	1.17	63.5%	74.6%	68.6%	19,383	19,344	38,727	38,727
French	1.17	66.6%	77.7%	72.8%	13,570	19,840	33,410	33,410
German	1.12	80.4%	89.9%	85.7%	6,250	9,039	15,289	15,289
Greek**	1.10	90.9%	100.0%	92.1%	30	5	35	35
ESP-Geography*	1.09	83.7%	91.5%	86.0%	170	75	245	245
ESP-History*	1.05	80.3%	84.5%	82.1%	163	131	294	294
History	1.05	72.5%	76.1%	74.3%	20,629	22,544	43,173	43,173
Geography	1.04	78.0%	80.8%	79.4%	22,435	24,045	46,480	46,480
Mathematics	1.01	31.2%	31.4%	31.3%	10,221	10,096	20,317	20,317
Latin*	1.01	90.6%	91.2%	90.8%	572	237	809	809
Business Studies	0.99	70.1%	69.2%	69.6%	13,860	16,789	30,649	30,649
Italian*	0.98	80.3%	78.8%	79.3%	57	104	161	161
Technology	0.97	82.3%	79.5%	81.4%	1,400	567	1,967	1,967
Classical Studies*	0.96	88.4%	85.0%	87.0%	275	187	462	462
Technical Graphics	0.86	53.3%	45.6%	52.7%	9,299	665	9,964	9,964
Woodwork	0.80	62.3%	49.9%	61.5%	8,497	456	8,953	8,953
Metalwork	0.74	65.8%	49.0%	65.0%	5,818	214	6,032	6,032

Data Source: Department of Education & Science, Tuairascáil Statistíúil (Annual Statistical Reports), 1993.

Note: * Less than 1,000 candidates ** Less than 100 candidates *** Less than 10 candidates.

TABLE 3.6 SUMMARY OF HIGH PERFORMANCE IN THE JUNIOR CERTIFICATE, 1997 TO 2003

	VERY HIGH PERFORMANCE 6 'C'S AT HIGHER LEVEL, OF WHICH 3+ 'A'S					HIGH PERFORMANCE 6 'C'S AT HIGHER LEVEL				
	MALE	FEMALE	ALL STUDENTS	FEMALE MALE/RATIO	MALE	FEMALE	ALL STUDENTS	FEMALE MALE/RATIO		
1997	6.7%	9.9%	8.3%	1.46	32.2%	46.1%	39.1%	1.43		
1998	6.8%	10.8%	8.8%	1.60	32.2%	46.0%	39.0%	1.43		
1999	6.7%	10.8%	8.7%	1.61	32.7%	47.5%	40.0%	1.45		
2000	6.5%	11.3%	8.8%	1.75	31.6%	45.9%	38.6%	1.45		
2001	6.7%	11.2%	8.9%	1.66	31.8%	44.9%	38.3%	1.41		
2002	8.9%	14.9%	11.9%	1.67	37.4%	51.3%	44.3%	1.37		
2003	8.8%	15.0%	11.9%	1.70	40.0%	54.0%	46.9%	1.35		

Data Source: Department of Education & Science, Tuairascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 3.7 LOW PERFORMANCE IN THE JUNIOR CERTIFICATE, 1997 TO 2003

	< 5 'D'S AT ANY LEVEL			
	MALE	FEMALE	ALL STUDENTS	FEMALE MALE RATIO
1997	2.4%	1.1%	1.7%	0.44
1998	2.5%	1.1%	1.8%	0.45
1999	3.3%	1.3%	2.3%	0.39
2000	2.7%	1.4%	2.1%	0.51
2001	2.7%	1.5%	2.1%	0.56
2002	1.8%	0.9%	1.4%	0.51
2003	1.2%	0.6%	0.9%	0.50

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 3.8 OVERVIEW OF HIGH PERFORMANCE IN THE JUNIOR CERTIFICATE EXAMS, 1997 & 2003

	2003			1997		
	MALE	FEMALE	ALL STUDENTS	MALE	FEMALE	ALL STUDENTS
< 5 'D' at any level	1.2%	0.6%	0.9%	2.4%	1.1%	1.7%
5 'D's at any level & < 2 'C's at higher	24.1%	17.8%	21.0%	31.7%	24.6%	28.2%
6 'D's at any level & 2 to 4 'C's at higher level	20.9%	15.3%	18.1%	19.1%	14.6%	16.9%
6 'D's at any level & 4 to 6 'C's at higher level	13.8%	12.3%	13.1%	14.6%	13.5%	14.1%
6 'C's at higher level & < 3 'B's	7.0%	7.6%	7.3%	5.9%	8.9%	7.4%
6 'C's at higher level & 3+ 'B's but <3 'A's	24.2%	31.4%	27.7%	19.5%	27.4%	23.4%
6 'C's at higher level & 3+ 'A's	8.8%	15.0%	11.9%	6.7%	9.9%	8.3%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Data Source: Department of Education & Science, *Tuarascáil Staitistíúil* (Annual Statistical Reports), 1997 & 2003.

TABLE 3.9 TRENDS IN THE GENDER DIFFERENCE IN JUNIOR CERTIFICATE EXAM PERFORMANCE, 1992-2002

The figures below are the percentage of female candidates obtaining higher level honours minus the percentage of male candidates obtaining honours. Figures above 0% indicate that a higher proportion of females obtained honour and figures below 0% indicate that a higher proportion of males obtained honours in the particular subject.

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
English	16.0%	18.2%	18.5%	17.4%	19.3%	19.2%	18.3%	20.8%	21.2%	20.7%	20.1%
Irish	13.8%	14.3%	15.3%	15.0%	15.5%	15.7%	15.2%	16.8%	15.1%	17.3%	16.7%
French	15.9%	14.6%	15.0%	14.7%	16.6%	15.4%	15.3%	16.1%	14.0%	13.8%	14.6%
Science	11.2%	10.5%	11.6%	10.8%	8.6%	10.2%	11.8%	11.4%	12.5%	11.0%	10.3%
History	6.7%	5.7%	5.0%	4.8%	6.0%	3.8%	4.6%	5.4%	5.8%	3.9%	5.2%
Business Studies	-0.7%	1.5%	2.0%	4.4%	3.2%	4.0%	4.0%	6.7%	4.2%	3.7%	4.9%
Mathematics	-0.5%	1.2%	1.5%	2.3%	2.6%	1.4%	2.1%	2.8%	2.2%	3.1%	4.5%
Geography	-0.4%	0.6%	3.4%	3.2%	3.6%	6.1%	4.2%	4.3%	3.5%	4.8%	4.1%
TOP 8 AVERAGE	7.8%	8.3%	9.0%	9.1%	9.4%	9.5%	9.4%	10.5%	9.8%	9.8%	10.1%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 3.10 AVERAGE GENDER DIFFERENCES IN THE OVERALL PERCENTAGES OBTAINING HIGHER LEVEL HONOURS

	1992-1994	2000-2002
Home Economics	35.3%	38.1%
Italian	4.8%	21.8%
English	17.6%	20.7%
German	21.2%	19.5%
Spanish	19.5%	18.9%
Art	16.3%	17.6%
Irish	14.5%	16.3%
French	15.1%	14.1%
Music	20.6%	12.4%
Science	11.1%	11.3%
Classical Studies*	13.2%	8.8%
History	5.8%	5.0%
Business Studies	1.0%	4.3%
Geography	1.2%	4.1%
Mathematics	0.8%	3.2%
Latin*	14.9%	0.0%
Technology	-1.6%	-1.2%
Environmental & Social Studies*	9.5%	-1.3%
Technical Graphics	-6.9%	-3.2%
Metalwork	-18.8%	-20.7%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

TABLE 3.11a IRISH

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	26,870	28,165	29,877	31,253	31,857	32,393	32,298	31,623	31,035	29,777	28,773	27,874	27,509
Female	28,724	29,393	29,894	31,428	32,594	32,274	32,250	31,767	30,858	29,318	28,287	27,982	27,924
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	25.0%	25.0%	27.9%	30.8%	32.4%	32.6%	32.3%	33.3%	33.9%	33.7%	33.1%	32.4%	32.1%
Female	34.5%	35.2%	40.5%	43.8%	45.9%	46.5%	47.0%	47.9%	48.0%	48.4%	46.9%	48.3%	47.6%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	53.3%	54.8%	75.0%	71.0%	67.6%	64.5%	71.3%	66.6%	58.4%	69.8%	69.6%	69.9%	71.0%
Female	69.4%	67.6%	85.7%	82.7%	81.1%	77.6%	82.0%	79.0%	72.9%	83.3%	81.3%	82.6%	83.0%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	13.3%	13.7%	20.9%	21.9%	21.9%	21.0%	23.1%	22.2%	19.8%	23.5%	23.1%	22.6%	22.8%
Female	23.9%	23.8%	34.7%	36.2%	37.2%	36.1%	38.6%	37.9%	35.0%	40.3%	38.1%	39.9%	39.5%

TABLE 3.11b ENGLISH

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	27,977	29,433	31,102	32,346	33,538	34,049	33,966	33,419	32,816	31,499	30,683	29,974	29,877
Female	29,233	29,882	30,404	31,990	33,726	33,466	33,420	33,014	32,203	30,666	29,756	29,521	29,713
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	47.1%	47.6%	46.4%	50.1%	49.9%	52.3%	53.0%	53.3%	54.3%	55.4%	55.5%	54.9%	54.8%
Female	56.3%	58.2%	60.1%	62.5%	63.9%	66.5%	66.7%	67.7%	68.1%	70.5%	69.0%	69.2%	69.3%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	53.1%	53.1%	49.5%	47.5%	55.4%	56.9%	59.8%	58.3%	60.4%	65.5%	60.8%	62.8%	68.3%
Female	65.9%	64.2%	64.9%	67.2%	72.2%	70.9%	76.6%	74.2%	74.9%	80.9%	79.7%	79.7%	83.1%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	25.1%	25.3%	23.0%	23.8%	27.6%	29.8%	31.7%	31.1%	32.7%	36.3%	33.7%	34.4%	37.5%
Female	37.1%	37.4%	39.0%	42.0%	46.2%	47.1%	51.1%	50.3%	51.0%	57.0%	55.0%	55.2%	57.6%

TABLE 3.11c MATHEMATICS

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	28,461	29,928	31,588	32,810	33,426	33,929	33,799	33,288	32,702	31,352	30,530	29,875	29,778
Female	29,559	30,268	30,671	32,177	33,507	33,197	33,182	32,745	31,881	30,393	29,489	29,309	29,517
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	33.0%	32.0%	29.8%	31.2%	32.8%	34.0%	34.4%	34.7%	34.4%	34.5%	35.7%	34.3%	35.2%
Female	29.5%	29.4%	29.9%	31.4%	33.5%	35.6%	36.8%	36.6%	36.3%	37.5%	37.4%	37.1%	38.4%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	69.7%	71.2%	64.8%	70.8%	78.4%	72.2%	66.6%	74.2%	68.0%	75.2%	65.0%	75.8%	71.1%
Female	67.8%	71.0%	63.2%	74.0%	81.5%	75.4%	69.4%	74.3%	70.2%	76.7%	67.9%	78.3%	76.8%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	23.0%	22.8%	19.3%	22.1%	25.8%	24.5%	22.9%	25.8%	23.4%	26.0%	23.2%	26.0%	25.0%
Female	20.0%	20.9%	18.9%	23.2%	27.3%	26.9%	25.5%	27.1%	25.5%	28.8%	25.4%	29.0%	29.5%

TABLE 3.11d HISTORY

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	27,045	28,453	28,978	30,122	30,051	29,847	29,457	28,166	27,369	26,785	26,412
Female	27,913	29,638	31,122	31,162	31,062	30,735	29,977	28,553	27,570	27,481	27,384
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	73.5%	n/a	72.8%	71.2%	71.7%	70.9%	69.4%	68.2%	68.4%	66.6%	65.6%
Female	77.4%	76.1%	76.8%	75.7%	76.0%	75.3%	74.0%	73.0%	71.5%	70.5%	67.6%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	71.9%	80.6%	69.9%	78.9%	72.1%	75.0%	71.1%	69.1%	78.9%	68.6%	67.7%
Female	77.0%	84.3%	72.8%	80.6%	75.9%	75.8%	72.9%	71.9%	83.5%	70.4%	73.4%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	52.8%	58.4%	50.9%	56.2%	51.7%	53.2%	49.3%	47.1%	54.0%	45.7%	44.4%
Female	59.5%	64.1%	55.9%	61.0%	57.7%	57.0%	53.9%	52.5%	59.7%	49.6%	49.6%

TABLE 3.11e GEOGRAPHY

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	27,755	28,776	29,715	30,496	30,427	31,603	29,711	28,282	27,735	26,972	26,951
Female	28,019	29,742	31,327	31,305	31,306	30,811	30,121	28,511	27,504	27,408	27,495
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	74.3%	78.0%	75.2%	76.0%	75.7%	72.5%	75.8%	76.9%	77.1%	75.5%	75.8%
Female	78.1%	80.8%	78.8%	80.1%	79.6%	79.3%	79.1%	81.7%	81.0%	79.2%	79.2%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	81.2%	74.5%	78.8%	72.7%	74.7%	82.7%	81.6%	82.8%	74.4%	78.9%	80.5%
Female	76.7%	72.6%	79.5%	73.0%	75.6%	83.3%	83.6%	83.2%	75.2%	81.2%	82.2%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	60.3%	58.1%	59.3%	55.3%	56.5%	60.0%	61.8%	63.7%	57.4%	59.6%	61.0%
Female	59.9%	58.7%	62.7%	58.4%	60.2%	66.1%	66.1%	68.0%	60.9%	64.3%	65.0%

TABLE 3.11f FRENCH

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	19,315	20,376	21,150	22,203	21,490	21,760	21,088	20,378	19,456	19,282	18,543
Female	23,961	25,543	26,552	26,369	26,065	25,783	24,722	23,425	22,606	22,427	21,980
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	68.3%	66.6%	65.2%	63.4%	62.2%	62.6%	63.0%	61.3%	62.5%	58.6%	60.7%
Female	77.9%	77.7%	76.3%	74.2%	74.4%	75.1%	75.7%	74.5%	73.0%	71.1%	72.3%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	62.8%	70.6%	62.5%	64.6%	63.1%	63.3%	66.1%	62.4%	65.6%	64.8%	61.8%
Female	75.4%	79.3%	73.0%	75.0%	75.0%	73.3%	75.2%	73.0%	75.4%	72.8%	72.1%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	42.9%	47.0%	40.8%	40.9%	39.3%	39.7%	41.6%	38.2%	41.0%	38.0%	37.5%
Female	58.8%	61.6%	55.7%	55.6%	55.8%	55.0%	57.0%	54.3%	55.0%	51.7%	52.1%

TABLE 3.11g GERMAN											
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	6,938	7,775	8,195	8,085	8,040	7,294	7,079	6,617	6,578	6,152	5,956
Female	9,741	10,057	10,447	10,097	9,478	8,972	8,507	7,803	7,176	6,867	6,321
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	80.1%	80.4%	76.7%	75.7%	72.9%	72.4%	70.5%	68.0%	65.4%	63.7%	61.6%
Female	89.9%	89.9%	88.4%	86.5%	84.7%	84.9%	82.9%	82.0%	78.6%	75.3%	74.6%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	69.0%	63.2%	61.3%	59.4%	63.6%	63.2%	60.8%	65.3%	61.8%	66.9%	63.7%
Female	82.2%	80.6%	79.4%	76.9%	79.0%	79.1%	77.9%	78.9%	77.3%	80.8%	79.4%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	55.3%	50.8%	47.0%	44.9%	46.4%	45.8%	42.9%	44.4%	40.4%	42.6%	39.2%
Female	73.9%	72.5%	70.2%	66.5%	66.9%	67.1%	64.5%	64.7%	60.8%	60.8%	59.2%

TABLE 3.11h SPANISH

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	819	885	905	912	1,057	886	1,021	857	1,042	785	1,004
Female	1,124	1,175	1,075	1,191	1,218	1,121	1,259	1,274	1,254	1,095	1,341
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	69.8%	69.6%	65.0%	63.9%	55.2%	60.9%	59.5%	60.2%	58.5%	57.3%	57.6%
Female	78.9%	82.3%	79.0%	77.3%	75.3%	79.9%	70.8%	69.5%	71.8%	72.6%	76.1%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	74.7%	57.1%	56.1%	59.0%	59.0%	64.3%	44.0%	58.3%	60.5%	66.4%	69.6%
Female	84.9%	72.9%	75.7%	69.5%	73.3%	71.1%	66.0%	73.3%	68.2%	80.0%	83.1%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	52.1%	39.8%	36.5%	37.7%	32.5%	39.2%	26.2%	35.1%	35.4%	38.1%	40.0%
Female	67.0%	60.0%	59.8%	53.7%	55.2%	56.8%	46.7%	50.9%	49.0%	58.1%	63.2%

TABLE 3.11i ITALIAN

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	34	71	88	54	128	101	49	89	56	68	98
Female	78	132	154	134	155	165	101	158	74	124	170
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	91.2%	80.3%	71.6%	50.0%	44.5%	44.6%	46.9%	49.4%	53.6%	57.4%	37.8%
Female	88.5%	78.8%	66.9%	67.9%	67.7%	69.7%	66.3%	60.8%	75.7%	76.6%	76.5%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	74.2%	38.6%	47.6%	88.9%	40.4%	60.0%	65.2%	75.0%	96.7%	92.3%	62.2%
Female	79.7%	47.1%	59.2%	78.0%	58.1%	63.5%	68.7%	76.0%	91.1%	95.8%	66.9%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	67.6%	31.0%	34.1%	44.4%	18.0%	26.7%	30.6%	37.1%	51.8%	52.9%	23.5%
Female	70.5%	37.1%	39.6%	53.0%	39.4%	44.2%	45.5%	46.2%	68.9%	73.4%	51.2%

TABLE 3.11j SCIENCE

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	29,489	30,508	31,047	31,604	31,424	30,882	30,134	28,994	28,115	27,520	27,335
Female	24,614	25,941	27,283	27,430	27,607	27,459	26,506	25,393	24,683	24,361	24,757
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	61.6%	63.5%	64.7%	63.6%	61.9%	61.4%	59.9%	59.0%	59.3%	55.0%	56.9%
Female	71.9%	74.6%	75.3%	74.2%	73.3%	71.6%	69.9%	70.2%	69.4%	65.8%	68.0%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	68.1%	73.3%	67.0%	60.4%	59.6%	68.1%	74.9%	69.7%	65.8%	74.1%	71.3%
Female	74.0%	76.6%	72.9%	66.3%	62.1%	72.6%	81.1%	74.8%	74.3%	78.6%	74.8%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	42.0%	46.6%	43.4%	38.5%	36.9%	41.8%	44.9%	41.1%	39.0%	40.7%	40.6%
Female	53.2%	57.1%	54.9%	49.2%	45.6%	52.0%	56.6%	52.6%	51.6%	51.8%	50.9%

TABLE 3.11k BUSINESS STUDIES

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	18,683	19,779	20,129	20,294	20,375	19,745	19,409	18,679	18,130	17,559	17,323
Female	23,178	24,279	25,118	24,775	24,565	24,312	23,265	22,229	21,093	20,898	20,718
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	68.7%	70.1%	68.2%	69.1%	66.8%	67.8%	69.2%	66.4%	66.1%	65.0%	64.9%
Female	68.1%	69.2%	69.4%	70.2%	68.3%	71.4%	71.0%	70.2%	68.8%	68.6%	67.8%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	70.3%	80.6%	83.7%	79.3%	81.7%	80.7%	75.9%	84.4%	80.3%	82.1%	75.8%
Female	69.9%	83.9%	85.2%	84.3%	84.6%	82.3%	79.6%	89.3%	83.4%	83.1%	79.8%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	48.3%	56.5%	57.1%	54.8%	54.6%	54.7%	52.5%	56.0%	53.1%	53.3%	49.2%
Female	47.6%	58.0%	59.2%	59.2%	57.8%	58.8%	56.6%	62.7%	57.3%	57.0%	54.1%

TABLE 3.11I HOME ECONOMICS

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	1,348	1,742	1,973	2,042	2,336	2,668	2,877	2,688	2,676	2,470	2,424
Female	18,338	18,971	19,833	19,308	19,871	19,933	19,939	18,790	18,448	18,191	18,167
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	79.8%	77.8%	50.4%	50.6%	49.5%	48.0%	49.6%	49.5%	47.3%	44.5%	42.1%
Female	94.5%	96.6%	82.0%	81.4%	81.6%	81.9%	82.0%	81.9%	80.5%	78.3%	78.6%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	35.3%	43.8%	65.0%	77.8%	81.1%	78.7%	83.3%	86.8%	82.7%	85.1%	82.1%
Female	65.1%	71.9%	85.3%	92.0%	92.6%	91.9%	94.2%	95.1%	95.4%	94.8%	95.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	28.2%	34.0%	32.8%	39.4%	40.2%	37.7%	41.3%	43.0%	39.2%	37.8%	34.5%
Female	61.5%	69.4%	70.0%	75.0%	75.6%	75.3%	77.3%	77.9%	76.8%	74.2%	74.9%

TABLE 3.1 1m ENVIRONMENTAL & SOCIAL STUDIES

	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT									
Male	533	448	486	384	393	374	363	332	382
Female	405	262	327	288	264	249	274	231	263
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL									
Male	24.4%	23.4%	21.2%	23.4%	15.3%	20.1%	20.1%	13.0%	13.4%
Female	35.8%	20.2%	35.2%	29.2%	21.2%	15.3%	15.0%	14.3%	16.7%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE									
Male	84.6%	80.0%	87.4%	61.1%	75.0%	76.0%	80.8%	83.7%	92.2%
Female	84.1%	86.8%	94.8%	83.3%	69.6%	89.5%	80.5%	84.8%	68.2%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES									
Male	20.6%	18.8%	18.5%	14.3%	11.5%	15.2%	16.3%	10.8%	12.3%
Female	30.1%	17.6%	33.3%	24.3%	14.8%	13.7%	12.0%	12.1%	11.4%

TABLE 3.11n MATERIALS TECHNOLOGY

	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT									
Male	13,457	13,484	14,161	14,664	14,580	14,442	13,757	13,907	13,889
Female	1,038	1,183	1,338	1,678	1,685	1,776	1,816	1,815	1,786
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL									
Male	61.8%	64.8%	66.2%	67.5%	74.1%	69.2%	68.5%	67.2%	70.9%
Female	44.1%	47.3%	45.7%	52.1%	58.8%	54.4%	51.4%	48.6%	52.2%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE									
Male	73.8%	76.7%	84.7%	84.4%	83.9%	83.3%	83.1%	85.9%	87.2%
Female	69.7%	75.5%	85.8%	82.0%	84.5%	82.7%	80.8%	86.6%	86.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES									
Male	45.6%	49.7%	56.0%	57.0%	62.2%	57.6%	56.9%	57.7%	61.8%
Female	30.7%	35.8%	39.2%	42.7%	49.7%	45.0%	41.6%	42.1%	45.1%

TABLE 3.11o METALWORK

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	8,949	8,838	8,665	8,751	8,806	8,585	8,387	7,734	7,542	7,330	7,820
Female	391	437	423	518	558	564	575	531	607	553	695
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	61.0%	65.8%	65.9%	67.5%	67.5%	66.4%	66.8%	70.8%	68.0%	71.6%	68.4%
Female	47.6%	49.0%	48.7%	51.9%	48.6%	52.1%	45.9%	56.5%	49.4%	48.3%	49.2%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	82.1%	82.4%	91.8%	86.4%	90.1%	88.1%	90.4%	85.8%	87.2%	90.9%	90.9%
Female	74.2%	69.2%	81.1%	77.7%	90.4%	83.3%	88.3%	71.3%	79.7%	87.3%	87.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	50.1%	54.3%	60.6%	58.3%	60.8%	58.5%	60.4%	60.8%	59.3%	65.1%	62.2%
Female	35.3%	33.9%	39.5%	40.3%	43.9%	43.4%	40.5%	40.3%	39.4%	42.1%	42.9%

TABLE 3.11p TECHNICAL GRAPHICS

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	17,507	17,460	17,655	17,402	16,864	15,640	15,197	14,529	13,551	12,715	12,783
Female	1,390	1,458	1,722	1,768	1,901	1,753	1,775	1,619	1,477	1,566	1,627
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	62.4%	53.3%	52.6%	49.3%	47.6%	53.1%	53.5%	52.4%	54.6%	54.6%	51.3%
Female	51.7%	45.6%	46.1%	42.1%	45.2%	47.5%	48.5%	47.8%	46.2%	49.3%	51.8%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	54.1%	70.2%	60.1%	64.6%	77.7%	73.7%	73.1%	80.5%	81.7%	86.7%	78.0%
Female	47.6%	64.2%	61.5%	62.2%	71.9%	70.7%	73.3%	83.3%	81.7%	86.3%	81.1%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	33.8%	37.4%	31.6%	31.8%	37.0%	39.1%	39.1%	42.2%	44.6%	47.3%	40.0%
Female	24.6%	29.3%	28.3%	26.2%	32.5%	33.6%	35.5%	39.8%	37.7%	42.5%	42.0%

TABLE 3.11q TECHNOLOGY

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	929	1,702	1,964	2,436	2,163	2,458	2,450	2,228	2,261	2,208	2,070
Female	487	713	865	876	966	958	1,045	936	827	767	851
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	87.5%	82.3%	84.8%	82.4%	74.3%	75.0%	71.3%	72.6%	73.2%	78.1%	79.0%
Female	80.9%	79.5%	76.6%	74.7%	69.8%	64.6%	66.6%	67.9%	69.2%	71.8%	71.3%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	66.1%	67.6%	77.9%	70.0%	74.1%	73.4%	78.5%	77.9%	80.5%	77.4%	77.5%
Female	70.1%	69.7%	81.6%	72.2%	77.7%	81.1%	85.1%	87.9%	82.7%	86.0%	81.2%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	57.8%	55.6%	66.0%	57.7%	55.1%	55.0%	56.0%	56.5%	58.9%	60.5%	61.2%
Female	56.7%	55.4%	62.5%	53.9%	54.2%	52.4%	56.7%	59.7%	57.2%	61.8%	57.9%

TABLE 3.11r ART, CRAFT & DESIGN

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	9,468	9,556	10,038	9,828	9,687	9,530	9,389	8,956	8,605	8,377	8,484
Female	13,871	14,351	14,393	14,193	14,069	14,036	13,677	12,931	12,697	13,077	13,052
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	52.2%	46.9%	46.9%	49.8%	49.1%	50.5%	50.8%	53.1%	49.5%	48.1%	51.0%
Female	66.1%	61.5%	60.8%	61.1%	62.3%	60.3%	63.6%	65.4%	62.9%	62.2%	63.6%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	52.2%	66.7%	72.8%	71.7%	66.8%	73.5%	72.8%	68.5%	67.0%	74.8%	75.5%
Female	64.7%	78.2%	83.4%	83.1%	79.0%	86.7%	83.5%	83.7%	81.5%	85.5%	88.1%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	27.3%	31.3%	34.2%	35.7%	32.8%	37.1%	36.9%	36.4%	33.2%	36.0%	38.5%
Female	42.8%	48.1%	50.7%	50.8%	49.2%	52.2%	53.1%	54.7%	51.3%	53.2%	56.1%

TABLE 3.11s MUSIC

	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT									
Male	1,829	1,915	2,035	1,916	1,868	1,718	1,844	1,871	1,906
Female	6,858	6,893	6,785	6,875	6,809	6,991	6,899	6,875	6,785
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL									
Male	62.5%	66.4%	67.2%	71.1%	72.3%	70.5%	71.4%	67.6%	76.2%
Female	80.3%	80.8%	81.8%	82.9%	79.9%	80.8%	80.8%	78.5%	77.9%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE									
Male	68.7%	80.0%	82.1%	79.9%	63.3%	77.1%	78.7%	69.4%	76.3%
Female	79.2%	88.2%	91.6%	86.9%	77.3%	84.8%	84.9%	81.0%	85.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES									
Male	43.0%	53.2%	55.2%	56.8%	45.7%	54.4%	56.2%	46.9%	58.1%
Female	63.6%	71.3%	74.9%	72.1%	61.8%	68.5%	68.6%	63.6%	66.4%

TABLE 3.11t LATIN

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	599	631	577	547	483	463	372	415	424	458	343
Female	254	260	262	262	221	257	225	208	190	160	151
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	92.0%	90.6%	90.1%	92.9%	91.9%	93.5%	90.6%	91.1%	92.7%	90.4%	91.3%
Female	95.3%	91.2%	92.4%	93.9%	90.0%	88.7%	88.4%	85.1%	91.6%	91.3%	74.2%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	76.8%	74.0%	75.6%	77.8%	82.9%	84.8%	76.0%	86.0%	78.6%	85.0%	79.6%
Female	90.9%	81.9%	96.7%	95.1%	91.0%	86.0%	85.9%	94.9%	81.0%	89.7%	89.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	70.6%	67.0%	68.1%	72.2%	76.2%	79.3%	68.8%	78.3%	72.9%	76.9%	72.6%
Female	86.6%	74.6%	89.3%	89.3%	81.9%	76.3%	76.0%	80.8%	74.2%	81.9%	66.2%

TABLE 3.11u CLASSICAL STUDIES

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF JUNIOR CERTIFICATE CANDIDATES TAKING THE SUBJECT											
Male	318	311	316	418	433	375	328	347	370	367	347
Female	198	220	231	227	264	238	204	192	172	191	256
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL											
Male	77.4%	88.4%	92.1%	87.1%	83.1%	87.7%	88.4%	84.1%	77.3%	86.9%	76.7%
Female	86.9%	85.0%	85.7%	85.0%	84.5%	81.1%	89.2%	76.0%	77.3%	82.2%	81.6%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE											
Male	66.3%	69.1%	64.3%	73.6%	64.2%	73.3%	66.9%	63.4%	68.9%	68.0%	68.0%
Female	69.8%	90.4%	85.9%	85.0%	80.7%	81.3%	72.5%	74.0%	81.2%	79.0%	77.5%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES											
Male	51.3%	61.1%	59.2%	64.1%	53.3%	64.3%	59.1%	53.3%	53.2%	59.1%	52.2%
Female	60.6%	76.8%	73.6%	72.2%	68.2%	66.0%	64.7%	56.3%	62.8%	64.9%	63.3%

APPENDIX 4

Literacy in International Context

PISA – INTERNATIONAL
STUDENT ASSESSMENT

READING LITERACY

READING PROFILES B

LEARNING STRATEGIES

MATHEMATICAL LITERACY

SCIENTIFIC LITERACY

KEY COMPETENCIES

READING PROFILES OF A COUNTRY

LEARNING STRATEGIES

MATHEMATICAL LITERACY

SCIENTIFIC LITERACY

KEY COMPETENCIES

READING PROFILES OF A COUNTRY

LEARNING STRATEGIES

MATHEMATICAL LITERACY

SCIENTIFIC LITERACY

KEY COMPETENCIES

TABLE 4.1 READING LITERACY: MEAN SCORES ON THE COMBINED READING LITERACY SCALE - PISA 2000

	MALE	FEMALE	OVERALL	RANKING 2000
Finland	520	571	546	1
Canada	519	551	534	2
New Zealand	507	553	529	3
Australia	513	546	528	4
Ireland	513	542	527	5
Korea	519	533	525	6
United Kingdom	512	537	523	7
Japan	507	537	522	8
Sweden	499	536	516	9
Austria	495	520	507	10
Belgium	492	525	507	11
Iceland	488	528	507	12
Norway	486	529	505	13
France	490	519	505	14
United States	490	518	504	15
OECD average	485	517	500	
Denmark	485	510	497	16
Switzerland	480	510	494	17
Spain	481	505	493	18
Czech Republic	473.	510	492	19
Italy	469	507	487	20
Germany	468	502	484	21
Hungary	465	496	480	22
Poland	461	498	479	23
Greece	456	493	474	24
Portugal	458	482	470	25
Luxembourg	429	456	441	26
Mexico	411	432	422	27

Data Source: OECD (2001) Knowledge and Skills for Life - First Results from PISA 2000, Table 5.1a (p.276)

TABLE 4.1(b) READING LITERACY: MEAN SCORES ON THE COMBINED READING LITERACY SCALE - PISA 2003

	MALE	FEMALE	OVERALL	RANKING 2003
Finland	521	565	543	1
Korea	525	547	534	2
Canada	514	546	528	3
Australia	506	545	525	4
New Zealand	508	535	522	5
Ireland	501	530	515	6
Sweden	496	533	514	7
Netherlands	503	524	513	8
Belgium	489	526	507	9
Norway	475	525	500	10
Switzerland	482	517	499	11
Japan	487	509	498	12
Poland	477	516	497	13
France	476	514	496	14
United States	479	511	495	15
OECD average	477	511	494	
Denmark	479	505	492	16
Iceland	464	522	492	17
Germany	471	513	491	18
Austria	467	514	491	19
Czech Republic	473	504	489	20
Hungary	467	498	482	21
Spain	461	500	481	22
Luxembourg	463	496	479	23
Portugal	459	495	478	24
Italy	455	495	476	25
Greece	453	490	472	26
Slovak Republic	453	486	469	27
Turkey	426	459	441	28
Mexico	389	410	400	29

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 6.2 & Table 6.3 (p.444-445)

TABLE 4.2 GENDER DIFFERENCES IN READING LITERACY - PISA 2000

	FEMALE MINUS MALE	CORRELATION BETWEEN GENDER & READING LITERACY	REGRESSION OF GENDER ON READING LITERACY PERFORMANCE
Finland	51	0.29	51.25
New Zealand	46	0.21	45.83
Norway	43	0.21	43.20
Iceland	40	0.22	39.68
Italy	38	0.21	38.17
Czech Republic	37	0.20	37.44
Greece	37	0.19	37.04
Sweden	37	0.20	36.96
Poland	36	0.18	36.13
Germany	35	0.16	34.65
Australia	34	0.17	33.61
Belgium	33	0.15	32.81
Canada	32	0.17	32.21
OECD average	32	0.20	37.04
Hungary	32	0.17	31.62
Switzerland	30	0.15	29.97
Japan	30	0.17	29.66
France	29	0.16	28.76
Ireland	29	0.15	28.68
United States	29	0.14	28.57
Luxembourg	27	0.13	26.88
United Kingdom	26	0.13	25.63
Austria	26	0.14	25.63
Denmark	25	0.13	24.84
Portugal	25	0.13	24.67
Spain	24	0.14	24.14
Mexico	20	0.12	20.27
Korea	14	0.10	14.21

Data Source: OECD (2001) Knowledge and Skills for Life - First Results from PISA 2000, Table 5.1a (p.276) & OECD (2002) Reading for Change: Performance and Engagement across Countries - Results from PISA 2000, Table 6.2a (p.222)

Note: Positive differences indicate that females perform better than males. The above gender differences in reading performance were statistically significant in all OECD countries.

TABLE 4.2(b) GENDER DIFFERENCES IN READING LITERACY - PISA 2003

	FEMALE MINUS MALE
Iceland	58
Norway	49
Austria	47
Finland	44
Germany	42
Poland	40
Italy	39
Australia	39
Spain	39
France	38
Greece	37
Belgium	37
Sweden	37
Portugal	36
Switzerland	35
OECD average	34
Turkey	33
Luxembourg	33
Slovak Republic	33
United States	32
Canada	32
Czech Republic	31
Hungary	31
Ireland	29
New Zealand	28
Denmark	25
Japan	22
Mexico	21
Korea	21
Netherlands	21

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 6.3 (p.445)

TABLE 4.3 PISA 2000: READING DIFFICULTIES - PERFORMANCE AT LEVEL 1 AND BELOW

	MALE	FEMALE	ALL STUDENTS	RANKING	MALE / FEMALE RATIO
Korea	7.3%	3.8%	5.8%	1	2.0
Finland	11.0%	3.2%	7.0%	2	3.5
Canada	12.7%	6.0%	9.6%	3	2.1
Japan	14.2%	6.0%	10.1%	4	2.4
Ireland	13.5%	8.3%	11.0%	5	1.6
Australia	16.0%	8.4%	12.5%	6	1.9
Sweden	16.8%	7.8%	12.6%	7	2.2
United Kingdom	15.3%	9.8%	12.9%	8	1.6
New Zealand	18.5%	8.3%	13.7%	9	2.2
Iceland	20.1%	8.0%	14.5%	10	2.5
Austria	17.8%	11.1%	14.6%	11	1.6
France	19.9%	10.5%	15.2%	12	1.9
Spain	20.4%	11.5%	16.3%	13	1.8
Norway	23.2%	10.4%	17.5%	14	2.2
Czech Republic	23.6%	11.5%	17.5%	15	2.0
OECD average	22.3%	13.1%	17.9%		1.7
Denmark	21.8%	13.3%	17.9%	16	1.6
United States	23.0%	13.2%	17.9%	17	1.7
Italy	24.6%	12.6%	18.9%	18	2.0
Belgium	22.8%	14.1%	19.0%	19	1.6
Switzerland	24.7%	15.7%	20.4%	20	1.6
Germany	26.6%	18.2%	22.6%	21	1.5
Hungary	27.2%	17.9%	22.7%	22	1.5
Poland	30.4%	15.9%	23.2%	23	1.9
Greece	30.9%	17.7%	24.4%	24	1.7
Portugal	31.3%	21.2%	26.3%	25	1.5
Luxembourg	40.1%	29.1%	35.1%	26	1.4
Mexico	49.8%	38.9%	44.1%	27	1.3

Data Source: OECD (2001) Knowledge and Skills for Life - First Results from PISA 2000, Table 5.2a (p.278)

TABLE 4.3(b) PISA 2003: READING DIFFICULTIES - PERFORMANCE AT LEVEL 1 AND BELOW

	MALE	FEMALE	ALL STUDENTS	RANKING	MALE / FEMALE RATIO
Finland	9.0%	2.4%	5.7%	1	3.8
Korea	8.4%	4.4%	6.8%	2	1.9
Canada	13.3%	5.6%	9.5%	3	2.4
Ireland	14.3%	7.7%	11.0%	4	1.9
Netherlands	14.3%	8.6%	11.5%	5	1.7
Australia	16.5%	7.1%	11.8%	6	2.3
Sweden	17.7%	8.8%	13.3%	7	2.0
New Zealand	17.9%	11.1%	14.5%	8	1.6
Denmark	20.5%	12.7%	16.5%	9	1.6
Switzerland	21.2%	11.8%	16.7%	10	1.8
Poland	23.4%	10.3%	16.8%	11	2.3
France	23.5%	12.1%	17.5%	12	1.9
Belgium	22.4%	13.0%	17.9%	13	1.7
Norway	24.8%	11.3%	18.1%	14	2.2
Iceland	26.9%	9.5%	18.5%	15	2.8
OECD average	24.2%	13.8%	19.0%		1.7
Japan	23.2%	15.1%	19.0%	16	1.5
Czech Republic	23.5%	15.0%	19.3%	17	1.6
United States	24.3%	14.4%	19.4%	18	1.7
Hungary	25.5%	14.9%	20.5%	19	1.7
Austria	28.2%	13.1%	20.7%	20	2.1
Spain	27.9%	14.5%	21.1%	21	1.9
Portugal	29.5%	15.1%	21.9%	22	2.0
Germany	28.1%	16.3%	22.3%	23	1.7
Luxembourg	28.5%	17.1%	22.7%	24	1.7
Italy	31.1%	17.2%	23.9%	25	1.8
Slovak Republic	30.9%	18.6%	24.9%	26	1.7
Greece	32.5%	18.5%	25.3%	27	1.8
Turkey	44.1%	27.8%	36.8%	28	1.6
Mexico	57.0%	47.4%	52.0%	29	1.2

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 6.1 & Table 6.5 (p.443-447)

TABLE 4.4 READING LITERACY PERFORMANCE BY LEVEL - PISA 2000

	IRELAND				OECD		
	MALES	FEMALES	ALL STUDENTS: IRELAND	MALES	FEMALES	ALL STUDENTS: OECD MEAN	
Below Level 1	4.0%	2.0%	3.0%	8.0%	3.7%	6.0%	
Level 1	9.5%	6.3%	7.9%	14.2%	9.3%	11.9%	
Level 2	21.3%	14.3%	17.8%	23.3%	20.0%	21.7%	
Level 3	29.9%	29.6%	29.7%	27.9%	29.6%	28.7%	
Level 4	24.1%	30.4%	27.3%	19.4%	25.4%	22.3%	
Level 5	11.2%	17.4%	14.3%	7.2%	11.9%	9.5%	

Data Source: Shiel, Cosgrove et al. [2001], Ready for Life, ERC [p.59]. OECD [2004], Education at a Glance, OECD Indicators 2004, [p.105]. OECD (2001) Knowledge and Skills for Life - First Results from PISA 2000, Table 5.1a (p.278)

TABLE 4.5 MATHEMATICAL LITERACY IN OECD COUNTRIES: PISA 2003

	MALE	FEMALE	ALL STUDENTS	RANKING 2003
Finland	548	541	544	1
Korea	552	528	542	2
Netherlands	540	535	538	3
Japan	539	530	534	4
Canada	541	530	532	5
Belgium	533	525	529	6
Switzerland	535	518	527	7
Australia	527	522	524	8
New Zealand	531	516	523	9
Czech Republic	524	509	516	10
Iceland	508	523	515	11
Denmark	523	506	514	12
France	515	507	511	13
Sweden	512	506	509	14
Austria	509	502	506	15
Germany	508	499	503	16
Ireland	510	495	503	17
OECD average	506	494	500	
Slovak Republic	507	489	498	18
Norway	498	492	495	19
Luxembourg	502	485	493	20
Poland	493	487	490	21
Hungary	494	486	490	22
Spain	490	481	485	23
United States	486	480	483	24
Portugal	472	460	466	25
Italy	475	457	466	26
Greece	455	436	445	27
Turkey	430	415	423	28
Mexico	391	380	385	29

Data Source: OECD(2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 2.5c (p.356)

TABLE 4.5(B)
MATHEMATICAL LITERACY IN OECD COUNTRIES: PISA 2000

	MALE	FEMALE	OVERALL	RANKING 2000
Japan	561	553	557	1
Korea	559	532	547	2
New Zealand	536	539	537	3
Finland	537	536	536	4
Australia	539	527	533	5
Canada	539	529	533	6
Switzerland	537	523	529	7
United Kingdom	534	526	529	8
Belgium	524	518	520	9
France	525	511	517	10
Austria	530	503	515	11
Denmark	522	507	514	12
Iceland	513	518	514	13
Sweden	514	507	510	14
Ireland	510	497	503	15
Norway	506	495	499	16
Czech Republic	504	492	498	17
OECD mean	506	495	498	
United States	497	490	493	18
Germany	498	483	490	19
Hungary	492	485	488	20
Spain	487	469	476	21
Poland	472	468	470	22
Italy	462	454	457	23
Portugal	464	446	454	24
Greece	451	444	447	25
Luxembourg	454	439	446	26
Mexico	393	382	387	27

Data Source: OECD (2001) Knowledge and Skills for Life - First Results from PISA 2000, Table 5.1a (p.276)

TABLE 4.6 GENDER DIFFERENCES IN MATHEMATICAL LITERACY - PISA 2003

	FEMALE MINUS MALE
Iceland	15.4
Netherlands	-5.1
Australia	-5.3
Poland	-5.6
Norway	-6.2
United States	-6.3
Sweden	-6.5
Finland	-7.4
Belgium	-7.5
Austria	-7.6
Hungary	-7.8
Japan	-8.4
France	-8.5
Spain	-8.9
Germany	-9.0
Mexico	-10.9
OECD average	-11.1
Canada	-11.2
Portugal	-12.2
New Zealand	-14.5
Ireland	-14.8
Czech Republic	-15.0
Turkey	-15.1
Denmark	-16.6
Switzerland	-16.6
Luxembourg	-17.2
Italy	-17.8
Slovak Republic	-18.7
Greece	-19.4
Korea	-23.4

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 2.5c (p.356)

TABLE 4.6(b) GENDER DIFFERENCES IN MATHEMATICAL LITERACY - PISA 2000

	FEMALE MINUS MALE
Iceland	4.6
New Zealand	2.7
Finland	-1.0
Poland	-4.8
Belgium	-6.2
Greece	-6.5
Hungary	-7.0
United States	-7.1
Sweden	-7.5
United Kingdom	-8.0
Japan	-8.2
Italy	-8.4
Canada	-10.3
Norway	-10.5
Mexico	-10.6
OECD average	-11.3
Czech Republic	-11.7
Australia	-12.0
Ireland	-12.9
France	-14.1
Switzerland	-14.2
Germany	-14.6
Denmark	-14.8
Luxembourg	-15.0
Spain	-18.2
Portugal	-18.5
Korea	-26.6
Austria	-27.1

Data Source: OECD (2001) Knowledge and Skills for Life - First Results from PISA 2000, Table 5.1a (p.276)

Positive differences indicate that females perform better than males while negative differences indicate that males perform better than females.

TABLE 4.7 PISA 2003: MATHEMATICAL DIFFICULTIES - PERFORMANCE AT LEVEL 1 AND BELOW

	MALES	FEMALES	ALL STUDENTS	RANKING 2003	MALE/FEMALE RATIO
Finland	7.3%	6.2%	6.8%	1	1.2
Korea	8.5%	11.0%	9.5%	2	0.8
Canada	10.3%	9.4%	10.1%	3	1.1
Netherlands	10.2%	11.7%	10.9%	4	0.9
Japan	14.2%	12.4%	13.3%	5	1.1
Australia	14.9%	13.8%	14.3%	6	1.1
Switzerland	13.4%	15.7%	14.5%	7	0.9
Iceland	18.3%	11.5%	15.0%	8	1.6
New Zealand	14.5%	15.6%	15.1%	9	0.9
Denmark	13.4%	17.4%	15.4%	10	0.8
Belgium	17.2%	15.7%	16.5%	11	1.1
Czech Republic	15.1%	18.1%	16.6%	12	0.8
France	16.8%	16.5%	16.6%	13	1.0
Ireland	15.0%	18.7%	16.8%	14	0.8
Sweden	16.7%	17.9%	17.3%	15	0.9
Austria	19.2%	18.4%	18.8%	16	1.0
Slovak Republic	18.0%	22.0%	19.9%	17	0.8
Norway	20.6%	21.1%	20.8%	18	1.0
OECD average	20.7%	22.2%	21.4%		0.9
Germany	21.4%	21.4%	21.6%	19	1.0
Luxembourg	20.0%	23.4%	21.7%	20	0.9
Poland	22.7%	21.4%	22.0%	21	1.1
Spain	22.5%	23.4%	23.0%	22	1.0
Hungary	22.2%	23.9%	23.0%	23	0.9
United States	25.2%	26.3%	25.7%	24	1.0
Portugal	28.7%	31.3%	30.1%	25	0.9
Italy	29.7%	34.0%	31.9%	26	0.9
Greece	35.8%	41.9%	38.9%	27	0.9
Turkey	49.3%	55.8%	52.2%	28	0.9
Mexico	63.1%	68.5%	65.9%	29	0.9

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 2.5a & Table 2.5b (pp.354-355)

TABLE 4.8 MATHEMATICAL LITERACY PERFORMANCE BY LEVEL, IRELAND AND OECD 2003.

	IRELAND		OECD	
	MALE	FEMALE	MALE	FEMALE
Below Level 1	4.2%	5.2%	8.1%	8.4%
Level 1	10.8%	13.5%	12.6%	13.8%
Level 2	22.5%	24.7%	20.0%	22.1%
Level 3	27.8%	28.2%	22.9%	24.5%
Level 4	21.0%	19.4%	19.5%	18.8%
Level 5	10.8%	7.4%	11.8%	9.5%
Level 6	2.9%	1.6%	5.1%	2.9%

Data Source: Cosgrove, Shiel, Sofroniou et al. [2005], Education for Life, ERC [p.101]. OECD [2004], Learning for Tomorrow's World: First Results from PISA 2003, [pp.354-355].

TABLE 4.9 SCIENTIFIC LITERACY IN OECD COUNTRIES: PISA 2003

	MALES	FEMALES	ALL STUDENTS	RANKING 2003
Finland	548	545	551	1
Japan	548	550	546	2
Korea	538	546	527	3
Australia	525	525	525	4
Netherlands	524	527	522	5
Czech Republic	523	526	520	6
New Zealand	521	529	513	7
Canada	519	527	516	8
Switzerland	513	518	508	9
France	511	511	511	10
Belgium	509	509	509	11
Sweden	506	509	504	12
Ireland	505	506	504	13
Hungary	503	503	504	14
Germany	502	506	500	15
OECD average	500	503	497	
Poland	498	501	494	16
Slovak Republic	495	502	487	17
Iceland	495	490	500	18
United States	491	494	489	19
Austria	491	490	492	20
Spain	487	489	485	21
Italy	486	490	484	22
Norway	484	485	483	23
Luxembourg	483	489	477	24
Greece	481	487	475	25
Denmark	475	484	467	26
Portugal	468	471	465	27
Turkey	434	434	434	28
Mexico	405	410	400	29

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 6.6 & 6.7 (pp.448-449)

TABLE 4.9(b) SCIENTIFIC LITERACY IN OECD COUNTRIES: PISA 2000

	MALES	FEMALES	ALL STUDENTS	RANKING 2003
Korea	561	541	552	1
Japan	547	554	550	2
Finland	534	541	538	3
United Kingdom	535	531	532	4
Canada	529	531	529	5
New Zealand	523	535	528	6
Australia	526	529	528	7
Austria	526	514	519	8
Ireland	511	517	513	9
Sweden	512	513	512	10
Czech Republic	512	511	511	11
France	504	498	500	12
Norway	499	505	500	13
OECD average	501	501	500	
United States	497	502	499	14
Hungary	496	497	496	15
Iceland	495	499	496	16
Belgium	496	498	496	17
Switzerland	500	493	496	18
Spain	492	491	491	19
Germany	489	487	487	20
Poland	486	480	483	21
Denmark	488	476	481	22
Italy	474	483	478	23
Greece	457	464	461	24
Portugal	456	462	459	25
Luxembourg	441	448	443	26
Mexico	423	419	422	27

Data Source: OECD(2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 2.5c (pp.356)

TABLE 4.10
GENDER DIFFERENCES IN SCIENTIFIC LITERACY: PISA 2003

	FEMALE MINUS MALE
Denmark	9
Canada	9
New Zealand	8
Korea	7
Slovak Republic	7
Luxembourg	6
Greece	6
Switzerland	5
Mexico	5
Poland	3
Germany	3
Portugal	3
Italy	3
OECD average	3
Czech Republic	3
Netherlands	2
United States	2
Sweden	2
Japan	2
Spain	2
Ireland	1
Norway	1
Turkey	0
Belgium	0
France	0
Australia	0
Hungary	-1
Austria	-1
Finland	-3
Iceland	-5

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 6.6 (p449)

TABLE 4.10 (b)
GENDER DIFFERENCES IN SCIENTIFIC LITERACY: PISA 2000

	MALE MINUS FEMALE
New Zealand	12
Italy	9
Japan	7
Greece	7
Norway	7
Luxembourg	7
Finland	6
Portugal	6
Ireland	6
United States	5
Iceland	5
Australia	3
Belgium	2
Canada	2
Hungary	2
Sweden	0
OECD average	0
Czech Republic	-1
Spain	-1
Germany	-3
United Kingdom	-4
Mexico	-4
France	-6
Poland	-6
Switzerland	-7
Denmark	-12
Austria	-12
Korea	-19

TABLE 4.11(a) PERCENTAGE OF STUDENTS SCORING BELOW 400 POINTS ON THE SCIENCE SCALE: PISA 2003

	MALES	FEMALES	ALL STUDENTS	RANKING
Finland	6.9%	4.6%	5.7%	1
Korea	8.6%	10.0%	9.2%	2
Japan	11.0%	8.4%	9.7%	3
Netherlands	10.6%	11.6%	11.1%	4
Australia	12.9%	10.2%	11.6%	5
Czech Republic	11.2%	12.1%	11.6%	6
Canada	11.5%	11.6%	12.0%	7
Ireland	13.4%	12.8%	13.1%	8
New Zealand	12.5%	14.6%	13.5%	9
Hungary	15.5%	14.0%	14.8%	10
Switzerland	15.3%	15.8%	15.6%	11
Sweden	15.7%	16.6%	16.1%	12
Iceland	18.7%	13.5%	16.2%	13
Belgium	17.5%	15.4%	16.5%	14
France	17.7%	15.6%	16.6%	15
Slovak Republic	16.1%	17.6%	16.9%	16
Poland	17.9%	17.4%	17.7%	17
OECD average	18.0%	17.7%	17.9%	
Austria	20.2%	16.7%	18.5%	18
Germany	19.0%	18.2%	18.8%	19
Spain	19.6%	18.7%	19.1%	20
United States	19.1%	19.4%	19.3%	21
Italy	21.6%	20.9%	21.2%	22
Norway	22.0%	20.5%	21.3%	23
Luxembourg	21.1%	21.8%	21.4%	24
Greece	21.0%	22.3%	21.7%	25
Denmark	20.6%	24.7%	22.7%	26
Portugal	23.9%	23.1%	23.5%	27
Turkey	38.9%	38.3%	38.6%	28
Mexico	46.7%	50.5%	48.7%	29

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 6.8 (p450)

TABLE 4.11(b) PERCENTAGE OF STUDENTS SCORING ABOVE 600 POINTS ON THE SCIENCE SCALE: PISA 2003				
	MALES	FEMALES	ALL STUDENTS	RANKING
Japan	35.8%	31.2%	33.4%	1
Finland	29.2%	29.2%	29.2%	2
Korea	31.2%	23.4%	28.1%	3
Netherlands	25.5%	23.4%	24.5%	4
Australia	24.9%	22.5%	23.7%	5
New Zealand	27.0%	20.3%	23.7%	6
Czech Republic	24.2%	22.1%	23.2%	7
France	23.6%	21.5%	22.5%	8
Switzerland	23.6%	19.0%	21.4%	9
Canada	25.3%	19.3%	21.0%	10
Belgium	22.5%	19.1%	20.9%	11
Germany	21.9%	18.0%	19.9%	12
Sweden	20.3%	18.7%	19.5%	13
OECD average	19.3%	16.0%	17.6%	
Hungary	17.3%	15.4%	16.4%	14
Poland	18.1%	14.7%	16.4%	15
Ireland	16.5%	15.2%	15.8%	16
Slovak Republic	17.3%	12.8%	15.1%	17
United States	16.3%	13.1%	14.7%	18
Italy	16.4%	12.7%	14.5%	19
Austria	14.9%	12.0%	13.4%	20
Iceland	13.4%	13.4%	13.4%	21
Norway	13.9%	11.9%	12.9%	22
Luxembourg	15.8%	10.0%	12.9%	23
Spain	14.5%	11.1%	12.7%	24
Greece	14.6%	9.8%	12.1%	25
Denmark	12.4%	9.3%	10.8%	26
Portugal	9.1%	6.0%	7.5%	27
Turkey	6.2%	5.0%	5.7%	28
Mexico	1.8%	1.0%	1.4%	29

Data Source: OECD (2004) Learning for Tomorrow's World - First Results from PISA 2003, Table 6.8 (p450)

A young woman with dark hair, wearing a white collared shirt and a dark sweater, is shown from the chest up. She is looking down and writing in a notebook with a blue pen. The background is a blurred indoor setting with a wooden chair. The entire image is framed by a large, white, rounded shape on the right side, which contains the title and subtitle.

APPENDIX 5

Leaving Certificate Examinations

EXAM CANDIDATES

SUBJECT TAKE-UP

HIGHER AND ORDINARY LEVEL

OVERALL PERFORMANCE

EXTENDED TIME-SERIES ANALYSIS

OVERVIEW BY SUBJECT

IRISH, ENGLISH, MATHS ...

WE CAN HELP YOU GET THE MOST FROM YOUR LEAVING CERTIFICATE EXAMINATIONS

TABLE 5.1 LEAVING CERTIFICATE CANDIDATES					
YEAR	NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1991	26,603	29,038	55,641	47.8%	52.2%
1992	26,631	28,548	55,179	48.3%	51.7%
1993	27,977	29,253	57,230	48.9%	51.1%
1994	30,912	33,122	64,034	48.3%	51.7%
1995	31,874	34,431	66,305	48.1%	51.9%
1996	28,616	30,560	59,176	48.4%	51.6%
1997	29,995	33,239	63,234	47.4%	52.6%
1998	31,333	34,589	65,922	47.5%	52.5%
1999	30,811	34,125	64,936	47.4%	52.6%
2000	30,138	33,281	63,419	47.5%	52.5%
2001	28,176	31,361	59,537	47.3%	52.7%
2002	27,716	30,684	58,400	47.5%	52.5%
2003	28,532	31,004	59,536	47.9%	52.1%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

**TABLE 5.2 LEAVING CERTIFICATE EXAMINATION CANDIDATES
BY SUBJECT 2003**

	GENDER BALANCE		NUMBERS		
	MALE	FEMALE	MALE	FEMALE	ALL STUDENTS
Hebrew***	0.0%	100.0%	0	1	1
Home Economics (General)**	12.1%	87.9%	7	51	58
Home Economics (S & S)	13.7%	86.3%	2,474	15,581	18,055
Music	22.6%	77.4%	889	3,047	3,936
Biology	31.6%	68.4%	7,166	15,505	22,671
Portuguese***	33.3%	66.7%	3	6	9
Italian*	35.3%	64.7%	59	108	167
Art	36.1%	63.9%	3,557	6,291	9,848
Spanish	36.3%	63.7%	563	988	1,551
Arabic**	37.5%	62.5%	9	15	24
French	40.8%	59.2%	13,263	19,228	32,491
German	42.8%	57.2%	3,720	4,972	8,692
Modern Greek***	42.9%	57.1%	3	4	7
Business Studies	45.0%	55.0%	10,585	12,946	23,531
Chemistry	46.1%	53.9%	3,085	3,613	6,698
Russian**	46.6%	53.4%	27	31	58
Irish	47.2%	52.8%	23,527	26,301	49,828
Accounting	47.5%	52.5%	3,184	3,515	6,699
English	47.9%	52.1%	25,624	27,836	53,460
Mathematics	48.3%	51.7%	26,222	28,034	54,256
Swedish***	50.0%	50.0%	4	4	8
Japanese***	50.0%	50.0%	4	4	8
Geography	52.1%	47.9%	15,094	13,857	28,951
Classical Studies*	55.9%	44.1%	486	383	869
Latin*	56.4%	43.6%	66	51	117
History	56.5%	43.5%	6,695	5,147	11,842
Arabic*	61.9%	38.1%	83	51	134
Economics	63.5%	36.5%	3,073	1,770	4,843
Economic History*	64.2%	35.8%	208	116	324

Contd.

TABLE 5.2 LEAVING CERTIFICATE EXAMINATION CANDIDATES BY SUBJECT 2003 (CONTD).

	GENDER BALANCE		NUMBERS		
	MALE	FEMALE	MALE	FEMALE	ALL STUDENTS
Physics & Chemistry*	67.4%	32.6%	629	304	933
Agricultural Economics*	70.9%	29.1%	83	34	117
Ancient Greek**	71.4%	28.6%	10	4	14
Physics	75.4%	24.6%	6,637	2,169	8,806
Agricultural Science	75.5%	24.5%	2,244	728	2,972
Applied Mathematics	78.8%	21.2%	1,098	296	1,394
Construction Studies	93.8%	6.2%	8,342	556	8,898
Technical Drawing	94.1%	5.9%	6,086	385	6,471
Engineering	95.3%	4.7%	4,757	232	4,989
Danish***	100.0%	0.0%	2	0	2
Finnish***	100.0%	0.0%	1	0	1

NOTE: * = Less than 1,000 candidates; ** = Less than 100 candidates; *** Less than 10 candidates.

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Report, 2002/2003).

TABLE 5.3 LEAVING CERTIFICATE EXAMINATION CANDIDATES BY SUBJECT 1993

	GENDER BALANCE		NUMBERS		
	MALE	FEMALE	MALE	FEMALE	ALL STUDENTS
Home Economics (General)*	5.4%	94.6%	39	685	724
Home Economics (S&S)	14.4%	85.6%	2,751	16,386	19,137
Music	17.9%	82.1%	208	953	1,161
Spanish	32.4%	67.6%	411	857	1,268
Biology	33.3%	66.7%	8,849	17,694	26,543
German	38.6%	61.4%	3,026	4,816	7,842
Art	38.7%	61.3%	4,115	6,522	10,637
French	39.1%	60.9%	13,265	20,702	33,967
Italian*	41.1%	58.9%	46	66	112
Irish	46.3%	53.7%	22,732	26,403	49,135
Business Studies	46.3%	53.7%	10,407	12,050	22,457
Accounting	46.7%	53.3%	6,542	7,470	14,012
English	48.8%	51.2%	27,502	28,853	56,355
Mathematics	49.0%	51.0%	27,585	28,737	56,322
Geography	55.6%	44.4%	12,636	10,075	22,711
Chemistry	55.8%	44.2%	4,191	3,320	7,511
History	56.7%	43.3%	8,229	6,278	14,507
Latin*	63.9%	36.1%	168	95	263
Economic History	66.3%	33.7%	691	352	1,043
Classical Studies*	67.1%	32.9%	289	142	431
Economics	67.1%	32.9%	4,441	2,175	6,616
Physics & Chemistry	73.0%	27.0%	1,160	430	1,590
Ancient Greek***	75.0%	25.0%	6	2	8
Physics	75.9%	24.1%	8,409	2,665	11,074
Hebrew***	83.3%	16.7%	5	1	6
Applied Mathematics	85.7%	14.3%	1,087	181	1,268
Agricultural Science	87.4%	12.6%	2,033	293	2,326
Agricultural Economics*	91.8%	8.2%	167	15	182
Technical Drawing	95.9%	4.1%	8,009	341	8,350
Engineering	97.3%	2.7%	4,877	134	5,011
Construction Studies	97.4%	2.6%	6,086	160	6,246

NOTE: * = Less than 1,000 candidates; ** = Less than 100 candidates; *** Less than 10 candidates.

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Report, 1992/1993).

TABLE 5.4 PROPORTIONS OF EXAMINATION CANDIDATES TAKING HIGHER LEVEL PAPERS: LEAVING CERTIFICATE 2003

	RATIO: FEMALE/MALE	% TAKING HIGHER LEVEL				NUMBERS TAKING HIGHER LEVEL			
		MALE	FEMALE	ALL STUDENTS		MALE	FEMALE	ALL STUDENTS	
Irish	1.69	22.3%	37.5%	30.3%	5,235	9,867	15,102		
Italian*	1.40	45.8%	63.9%	57.5%	27	69	96		
Physics	1.24	66.2%	82.2%	70.1%	4,392	1,783	6,175		
English	1.23	54.1%	66.5%	60.6%	13,852	18,524	32,376		
Physics & Chemistry	1.22	68.5%	83.9%	73.5%	431	255	686		
German	1.21	52.2%	63.0%	58.4%	1,941	3,133	5,074		
French	1.21	41.3%	49.8%	46.3%	5,474	9,580	15,054		
Biology	1.19	53.7%	64.1%	60.8%	3,849	9,934	13,783		
Technical Drawing	1.18	51.9%	61.3%	52.4%	3,156	236	3,392		
Spanish	1.18	52.6%	61.9%	58.5%	296	612	908		
Art	1.17	64.2%	75.1%	71.2%	2,285	4,727	7,012		
Home Economics (S&S)	1.15	62.6%	71.8%	70.5%	1,548	11,186	12,734		
History	1.12	58.7%	66.1%	61.9%	3,933	3,401	7,334		
Chemistry	1.12	80.5%	89.9%	85.6%	2,483	3,248	5,731		
Agricultural Science	1.08	67.1%	72.7%	68.4%	1,505	529	2,034		
Geography	1.08	72.3%	78.4%	75.2%	10,918	10,859	21,777		
Latin*	1.06	93.9%	100.0%	96.6%	62	51	113		
Economics	1.06	75.8%	80.5%	77.5%	2,328	1,425	3,753		
Applied Mathematics	1.06	91.2%	96.3%	92.3%	1,001	285	1,286		

Continued

**TABLE 5.4 PROPORTIONS OF EXAMINATION CANDIDATES TAKING HIGHER LEVEL PAPERS:
LEAVING CERTIFICATE 2003 (CONT'D)**

	RATIO: FEMALE/MALE	% TAKING HIGHER LEVEL				NUMBERS TAKING HIGHER LEVEL			
		MALE	FEMALE	ALL STUDENTS	ALL STUDENTS	MALE	FEMALE	ALL STUDENTS	ALL STUDENTS
Business Studies	1.04	66.6%	69.4%	68.1%	7,045	8,982	16,027		
Agricultural Economics*	1.02	97.6%	100.0%	98.3%	81	34	115		
Economic History*	1.01	92.8%	94.0%	93.2%	193	109	302		
Classical Studies*	1.01	90.1%	90.6%	90.3%	438	347	785		
Music	1.00	89.5%	89.7%	89.7%	796	2,733	3,529		
Ancient Greek**	1.00	100.0%	100.0%	100.0%	10	4	14		
Dutch**	1.00	100.0%	100.0%	100.0%	9	15	24		
Portuguese***	1.00	100.0%	100.0%	100.0%	3	6	9		
Modern Greek***	1.00	100.0%	100.0%	100.0%	3	4	7		
Swedish***	1.00	100.0%	100.0%	100.0%	4	4	8		
Japanese***	1.00	100.0%	100.0%	100.0%	4	4	8		
Russian**	0.97	96.3%	93.5%	94.8%	26	29	55		
Accounting	0.95	71.9%	68.4%	70.1%	2,290	2,404	4,694		
Construction Studies	0.94	74.1%	69.6%	73.8%	6,182	387	6,569		
Engineering	0.90	70.9%	63.8%	70.6%	3,372	148	3,520		
Arabic*	0.87	96.4%	84.3%	91.8%	80	43	123		
Mathematics	0.78	19.6%	15.3%	17.4%	5,150	4,303	9,453		
Home Economics (General)**	0.52	71.4%	37.3%	41.4%	5	19	24		

NOTE: * = Less than 1,000 candidates; ** = Less than 100 candidates; *** Less than 10 candidates.
Data Source: Department of Education & Science, Tuairascáil Staitistíúil (Annual Statistical Report, 2002/2003).

**TABLE 5.5 PROPORTIONS OF EXAMINATION CANDIDATES TAKING HIGHER LEVEL PAPERS:
LEAVING CERTIFICATE 1993**

	RATIO: FEMALE/MALE	% TAKING HIGHER LEVEL				NUMBERS TAKING HIGHER LEVEL			
		MALE	FEMALE	ALL STUDENTS		MALE	FEMALE	ALL STUDENTS	
Irish	1.50	19.6%	29.4%	24.9%	4,446	7,767	12,213		
Physics	1.33	60.0%	80.1%	64.8%	5,046	2,134	7,180		
Italian*	1.29	60.9%	78.8%	71.4%	28	52	80		
Physics & Chemistry	1.24	61.8%	76.7%	65.8%	717	330	1,047		
Home Economics (General)*	1.24	30.8%	38.1%	37.7%	12	261	273		
German	1.22	60.0%	73.4%	68.3%	1,817	3,537	5,354		
English	1.21	45.2%	54.8%	50.1%	12,438	15,799	28,237		
Home Economics(S & S)	1.18	62.1%	73.2%	71.6%	1,709	11,990	13,699		
Biology	1.17	53.2%	62.3%	59.3%	4,707	11,026	15,733		
Chemistry	1.13	74.0%	83.7%	78.3%	3,100	2,780	5,880		
Art	1.13	57.2%	64.6%	61.7%	2,355	4,212	6,567		
History	1.11	55.1%	61.4%	57.9%	4,538	3,856	8,394		
Agricultural Economics*	1.11	71.9%	80.0%	72.5%	120	12	132		
Technical Drawing	1.07	39.6%	42.2%	39.7%	3,169	144	3,313		
Agricultural Science	1.05	67.5%	71.0%	67.9%	1,372	208	1,580		
French	1.05	46.2%	48.5%	47.6%	6,129	10,047	16,176		
Geography	1.03	65.2%	66.9%	65.9%	8,238	6,736	14,974		

Continued

**TABLE 5.5 PROPORTIONS OF EXAMINATION CANDIDATES TAKING HIGHER LEVEL PAPERS:
LEAVING CERTIFICATE 1993 (CONT'D)**

	% TAKING HIGHER LEVEL				NUMBERS TAKING HIGHER LEVEL		
	RATIO: FEMALE/MALE	MALE	FEMALE	ALL STUDENTS	MALE	FEMALE	ALL STUDENTS
Economic History	1.02	95.1%	97.4%	95.9%	657	343	1,000
Economics	1.01	65.4%	65.9%	65.5%	2,903	1,433	4,336
Classical Studies*	1.00	85.8%	85.9%	85.8%	248	122	370
Ancient Greek***	1.00	100.0%	100.0%	100.0%	6	2	8
Latin*	0.98	97.6%	95.8%	97.0%	164	91	255
Business Studies	0.98	56.7%	55.5%	56.0%	5,900	6,686	12,586
Applied Mathematics	0.97	81.2%	79.0%	80.9%	883	143	1,026
Spanish*	0.95	61.6%	58.3%	59.4%	253	500	753
Music*	0.93	82.7%	76.8%	77.9%	172	732	904
Engineering	0.81	61.7%	50.0%	61.4%	3,011	67	3,078
Accounting	0.81	67.1%	54.0%	60.1%	4,388	4,036	8,424
Construction Studies	0.76	61.3%	46.9%	60.9%	3,730	75	3,805
Mathematics	0.56	14.3%	8.0%	11.1%	3,942	2,298	6,240
Hebrew***	0.00	80.0%	0.0%	66.7%	4	0	4

NOTE: * = Less than 1,000 candidates; ** = Less than 100 candidates; *** = Less than 10 candidates.
Data Source: Department of Education & Science, Tuairascáil Staitistíúil (Annual Statistical Reports 1992/1993).

TABLE 5.6 SUMMARY OF HIGH PERFORMANCE IN THE LEAVING CERTIFICATE, 1991 TO 2003

YEAR	HIGH PERFORMANCE 6 'C'S AT HIGHER LEVEL					VERY HIGH PERFORMANCE 6 'C'S AT HIGHER LEVEL & 3+ 'A'S				
	MALE	FEMALE	ALL STUDENTS	RATIO: FEMALE/MALE		MALE	FEMALE	ALL STUDENTS	RATIO: FEMALE/MALE	
1991	8.5%	10.0%	9.3%	1.18		1.4%	1.5%	1.4%	1.09	
1992	8.6%	11.2%	9.9%	1.30		1.6%	1.4%	1.5%	0.91	
1993	9.8%	12.8%	11.3%	1.31		1.8%	1.9%	1.8%	1.02	
1994	10.5%	14.6%	12.6%	1.40		2.3%	2.5%	2.4%	1.06	
1995	11.5%	16.1%	13.8%	1.40		2.3%	3.0%	2.7%	1.27	
1996	12.4%	17.3%	14.9%	1.39		2.7%	3.2%	3.0%	1.16	
1997	12.3%	18.1%	15.3%	1.47		2.8%	3.7%	3.2%	1.33	
1998	13.3%	19.6%	16.6%	1.47		3.2%	4.4%	3.8%	1.35	
1999	14.0%	20.3%	17.3%	1.45		3.7%	5.0%	4.4%	1.36	
2000	13.6%	20.2%	17.1%	1.48		3.4%	5.2%	4.3%	1.52	
2001	13.7%	21.4%	17.8%	1.56		4.2%	5.9%	5.1%	1.42	
2002	14.1%	22.2%	18.3%	1.57		3.8%	6.1%	5.0%	1.60	
2003	15.2%	22.4%	18.9%	1.48		4.7%	6.5%	5.6%	1.39	

Data Source: Department of Education & Science, Tuairascáil Staitistiúil (Annual Statistical Reports, various years).

TABLE 5.7 LOW PERFORMANCE IN THE LEAVING CERTIFICATE, 1991 TO 2003

YEAR	< 5 'D'S AT ANY LEVEL			
	MALE	FEMALE	ALL STUDENTS	RATIO: FEMALE/MALE
1991	15.8%	11.8%	13.7%	0.74
1992	12.7%	9.5%	11.0%	0.75
1993	10.9%	8.0%	9.4%	0.73
1994	13.2%	8.5%	10.8%	0.64
1995	14.2%	9.6%	11.8%	0.67
1996	10.4%	6.6%	8.5%	0.63
1997	9.7%	6.8%	8.2%	0.71
1998	9.9%	7.5%	8.6%	0.76
1999	8.9%	6.2%	7.5%	0.70
2000	7.6%	5.2%	6.4%	0.69
2001	7.6%	5.7%	6.6%	0.75
2002	7.1%	5.1%	6.1%	0.71
2003	6.2%	4.3%	5.2%	0.70

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports, various years).

TABLE 5.8 OVERVIEW OF PERFORMANCE IN THE LEAVING CERTIFICATE EXAMS, 1993 & 2003

	2003			1993		
	MALE	FEMALE	ALL STUDENTS	MALE	FEMALE	ALL STUDENTS
< 5 'D' at any level	6.2%	4.3%	5.2%	10.9%	8.0%	9.4%
5 'D's at any level & < 2 'C's at higher level	37.5%	32.5%	34.9%	43.7%	41.5%	42.6%
6 'D's at any level & 2 to 4 'C's at higher level	23.3%	19.7%	21.4%	21.5%	20.7%	21.1%
6 'D's at any level & 4 to 6 'C's at higher level	17.8%	21.1%	19.5%	14.1%	17.0%	15.6%
At least 6 'C's at higher level	15.2%	22.4%	18.9%	9.8%	12.8%	11.3%
TOTAL	100%	100%	100%	100%	100%	100%

Data Source: Department of Education & Science, Tuairascáil Staitistiúil (Annual Statistical Reports, 1992/1993 & 2002/2003).

TABLE 5.9 LEAVING CERTIFICATE RESULTS NOMINAL POINTS SCORE, 2005

POINTS	NUMBERS			GENDER BALANCE			CUMULATIVE PERCENT		
	MALE	FEMALE	PERSONS	MALE	FEMALE	PERSONS	MALE	FEMALE	PERSONS
600	64	94	158	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
550-599	444	744	1,188	1.7%	2.6%	2.2%	2.0%	2.9%	2.5%
500-549	1,107	1,855	2,962	4.3%	6.5%	5.5%	6.3%	9.4%	8.0%
450-499	1,871	3,075	4,946	7.3%	10.8%	9.1%	13.7%	20.2%	17.1%
400-449	2,632	3,747	6,379	10.3%	13.1%	11.8%	24.0%	33.4%	28.9%
350-399	3,114	3,823	6,937	12.2%	13.4%	12.8%	36.2%	46.8%	41.8%
300-349	3,352	3,436	6,788	13.1%	12.0%	12.6%	49.3%	58.8%	54.3%
250-299	2,859	2,722	5,581	11.2%	9.5%	10.3%	60.5%	68.4%	64.6%
200-249	2,556	2,206	4,762	10.0%	7.7%	8.8%	70.5%	76.1%	73.4%
150-199	2,260	2,015	4,275	8.9%	7.1%	7.9%	79.3%	83.2%	81.4%
100-149	2,034	1,757	3,791	8.0%	6.2%	7.0%	87.3%	89.3%	88.4%
<100	3,242	3,047	6,289	12.7%	10.7%	11.6%	100.0%	100.0%	100.0%
Total	25,535	28,521	54,056	100%	100%	100%			

Data Source: Seán McDonagh and Vivienne Patterson, Discipline Choices and Trends for High Points CAO Acceptors, 2005, p.3 (data originating from the Central Applications Office).

TABLE 5.10 TRENDS IN THE GENDER DIFFERENCE IN LEAVING CERTIFICATE EXAM PERFORMANCE, 1990-2002

The figures below are the percentage of female candidates obtaining higher level honours minus the percentage of male candidates obtaining honours. Figures above 0% indicate that a higher proportion of females obtained honours and figures below 0% indicate that a higher proportion of males obtained honours in the particular subject.

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Mathematics	-5.4%	-5.0%	-4.8%	-3.7%	-4.1%	-3.6%	-2.2%	-2.2%	-2.7%	-3.1%	-2.4%	-2.3%	-2.5%
English	7.4%	6.8%	8.6%	10.2%	12.2%	10.3%	11.3%	12.1%	11.5%	11.5%	11.4%	13.4%	13.9%
Irish	8.1%	8.2%	8.9%	9.0%	10.9%	12.5%	11.5%	12.6%	13.1%	13.2%	13.5%	14.0%	13.4%
French	2.5%	4.6%	4.5%	6.3%	7.1%	8.3%	6.7%	8.2%	8.0%	8.0%	8.2%	9.7%	9.7%
Geography	-0.6%	4.9%	4.8%	5.6%	8.9%	5.8%	8.0%	8.0%	7.3%	5.9%	8.2%	7.1%	8.6%
Business Studies	-4.9%	-1.2%	-3.5%	-3.8%	0.7%	0.9%	-1.0%	0.2%	-0.1%	4.2%	3.5%	4.2%	4.9%
Biology	3.9%	4.1%	4.1%	5.0%	7.3%	5.7%	8.6%	7.8%	4.8%	7.0%	7.3%	6.8%	8.4%
Home Economics (S&S)	22.0%	22.4%	21.2%	19.4%	17.9%	18.5%	15.9%	13.2%	11.2%	15.2%	12.4%	17.0%	15.7%
TOP 8 AVERAGE	4.1%	5.6%	5.5%	6.0%	7.6%	7.3%	7.3%	7.5%	6.6%	7.7%	7.8%	8.7%	9.0%

Data Source: Department of Education & Science, Tuairascáil Staitistiúil (Annual Statistical Reports, various years).

TABLE 5.11 AVERAGE GENDER DIFFERENCE IN THE OVERALL PERCENTAGES OBTAINING GRADE C OR HIGHER BY SUBJECT (FEMALES MINUS MALES)

	1990-1992	2000-2002
Physics & Chemistry	20.3%	27.4%
Physics	11.7%	19.0%
German	16.5%	16.0%
Art	5.6%	15.1%
Home Economics (S&S)	21.9%	15.1%
Irish	8.4%	13.6%
English	7.6%	12.9%
Chemistry	2.2%	11.4%
Italian	19.2%	9.8%
French	3.9%	9.2%
History	4.1%	8.9%
Technical Drawing	0.3%	8.5%
Geography	3.0%	8.0%
Spanish	1.0%	7.5%
Biology	4.0%	7.5%
Classical Studies*	19.5%	6.9%
Applied Mathematics	-9.1%	4.8%
Business Organisation	-3.2%	4.2%
Agricultural Economics	20.6%	3.3%
Economics	-0.9%	2.7%
Music	3.3%	1.0%
Agricultural Science	-3.8%	0.8%
Accounting	-11.1%	-1.7%
Mathematics	-5.1%	-2.4%
Economic History	1.8%	-2.7%
Engineering	-11.3%	-7.4%
Construction Studies	-10.7%	-8.2%
Home Economics(Gen)**	9.5%	-14.6%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports, various years).

TABLE 5.12a IRISH - HISTORICAL TIME-SERIES

	1932	1935	1941	1946	1952	1957	1961	1966	1968	1975	1980	1983
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT												
Male	987	1,325	1,800	2,001	2,950	3,482	4,503	6,221	7,097	12,510	14,345	17,480
Female	595	840	1,327	1,707	2,362	3,169	4,151	6,205	7,417	15,124	19,384	22,199
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL												
Male	62.5%	70.3%	80.9%	51.6%	62.4%	58.9%	54.1%	51.7%	48.7%	30.3%	25.7%	21.8%
Female	76.5%	82.4%	89.9%	69.9%	73.4%	67.6%	63.6%	56.5%	50.7%	31.4%	29.2%	28.6%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE												
Male	78.1%	78.2%	74.9%	52.4%	67.7%	58.6%	64.8%	61.7%	51.6%	59.8%	64.6%	61.4%
Female	57.6%	78.0%	78.4%	50.7%	70.9%	64.4%	71.4%	67.0%	66.5%	65.6%	76.8%	68.2%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES												
Male	48.8%	54.9%	60.6%	27.1%	42.2%	34.5%	35.1%	31.9%	25.1%	18.1%	16.6%	13.4%
Female	44.0%	64.3%	70.5%	35.4%	52.0%	43.5%	45.4%	37.9%	33.7%	20.6%	22.4%	19.5%

TABLE 5.12b ENGLISH - HISTORICAL TIME-SERIES

	1932	1935	1941	1946	1952	1957	1961	1966	1968	1975	1980	1983
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT												
Male	1,054	1,323	1,794	1,992	2,944	3,484	4,484	6,256	7,158	13,054	15,800	19,075
Female	616	839	1,326	1,703	2,358	3,168	4,147	6,215	7,469	15,504	20,556	23,649
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL												
Male	64.3%	98.8%	98.6%	57.2%	65.1%	66.2%	58.4%	62.7%	63.4%	39.3%	47.3%	44.5%
Female	70.3%	96.9%	97.7%	73.7%	76.3%	76.2%	70.9%	69.3%	69.0%	41.2%	45.9%	46.1%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE												
Male	70.8%	62.8%	61.1%	55.4%	34.1%	47.1%	38.3%	38.6%	41.4%	46.8%	44.3%	50.2%
Female	76.0%	59.9%	56.0%	48.8%	35.7%	33.9%	39.2%	41.6%	42.4%	55.8%	53.3%	58.1%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES												
Male	45.5%	62.0%	60.2%	31.7%	22.2%	31.2%	22.3%	24.2%	26.3%	18.4%	20.9%	22.4%
Female	53.4%	58.0%	54.7%	36.0%	27.3%	25.8%	27.8%	28.8%	29.3%	23.0%	24.5%	26.8%

TABLE 5.12c MATHEMATICS - HISTORICAL TIME-SERIES

	1932	1935	1941	1946	1952	1957	1961	1966	1968	1975	1980	1983
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT												
Male	989	1,285	1,767	1,966	2,948	3,429	4,433	5,836	7,143	13,084	15,603	19,478
Female	494	700	1,134	1,468	2,046	2,642	3,150	4,177	5,308	13,265	19,227	23,282
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL												
Male	21.3%	28.9%	25.7%	23.0%	23.9%	25.9%	27.4%	34.9%	26.8%	18.2%	15.8%	17.5%
Female	3.0%	4.3%	5.0%	1.6%	1.0%	0.7%	1.8%	4.1%	3.0%	4.2%	4.4%	6.1%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE												
Male	80.1%	34.0%	44.9%	54.6%	69.2%	38.5%	49.6%	48.2%	47.8%	59.3%	75.2%	62.2%
Female	40.0%	26.7%	40.4%	41.7%	81.0%	33.3%	46.4%	36.0%	39.1%	58.3%	80.4%	67.9%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES												
Male	17.1%	9.8%	11.5%	12.6%	16.5%	10.0%	13.6%	16.8%	12.8%	10.8%	11.9%	10.9%
Female	1.2%	1.1%	2.0%	0.7%	0.8%	0.2%	0.8%	1.5%	1.2%	2.5%	3.5%	4.1%

TABLE 5.12d HISTORY - HISTORICAL TIME-SERIES

	1932	1935	1941	1946	1952	1957	1961	1966	1968	1975	1980	1983
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT												
Male	854	1,158	1,485	1,436	2,303	2,514	3,492	3,663	3,672	5,827	5,958	7,471
Female	548	777	1,245	1,506	1,975	2,479	3,281	4,133	3,566	5,949	6,997	7,993
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL												
Male	62.4%	73.7%	76.6%	53.3%	59.3%	56.0%	46.6%	62.7%	65.7%	53.3%	53.3%	53.5%
Female	67.5%	70.7%	85.1%	76.0%	64.6%	66.5%	63.2%	68.4%	72.3%	47.0%	52.7%	50.3%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE												
Male	38.1%	45.9%	76.9%	34.7%	26.8%	26.0%	33.8%	32.1%	44.7%	53.3%	50.8%	49.7%
Female	17.8%	62.1%	76.0%	37.9%	34.9%	34.3%	27.4%	36.7%	44.1%	54.3%	57.2%	48.2%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES												
Male	23.8%	33.9%	58.9%	18.5%	15.9%	14.6%	15.8%	20.1%	29.4%	28.4%	27.1%	26.6%
Female	12.0%	43.9%	64.6%	28.8%	22.5%	22.8%	17.3%	25.1%	31.9%	25.5%	30.1%	24.3%

TABLE 5.12e PHYSICS - HISTORICAL TIME-SERIES

	1932	1935	1941	1946	1952	1957	1961	1966	1968	1975	1980	1983
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT												
Male	92	73	118	236	445	747	1,139	2,102	2,225	3,063	4,408	6,921
Female	2	0	0	0	10	12	30	90	130	373	694	1,357
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL												
Male	56.5%	89.0%	76.3%	66.5%	49.7%	58.1%	57.9%	58.3%	65.3%	55.3%	56.2%	53.6%
Female	100.0%	0.0%	0.0%	0.0%	40.0%	25.0%	63.3%	52.2%	70.0%	70.5%	70.6%	76.0%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE												
Male	44.2%	23.1%	71.1%	18.5%	55.2%	47.0%	35.8%	42.3%	41.0%	52.4%	55.9%	62.6%
Female	50.0%	0.0%	0.0%	0.0%	50.0%	66.7%	10.5%	36.2%	45.1%	47.9%	44.7%	54.4%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES												
Male	25.0%	20.6%	54.2%	12.3%	27.4%	27.3%	20.7%	24.6%	26.7%	29.0%	31.4%	33.6%
Female	50.0%	0.0%	0.0%	0.0%	20.0%	16.7%	6.7%	18.9%	31.5%	33.8%	31.6%	41.3%

TABLE 5.13a IRISH

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	21,040	21,197	21,979	22,732	23,767	24,703	23,240	25,256	26,842	26,411	25,537	23,806	22,965
Female	25,778	25,849	26,066	26,403	27,620	28,568	25,748	28,728	30,714	30,015	29,016	27,019	26,120
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	20.3%	19.8%	18.2%	19.6%	21.3%	22.3%	21.4%	22.2%	23.5%	23.0%	23.2%	22.7%	22.3%
Female	27.7%	27.1%	27.1%	29.4%	32.6%	35.2%	34.2%	35.3%	37.2%	37.1%	38.0%	38.2%	37.4%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	63.9%	65.0%	68.3%	73.0%	69.9%	69.4%	79.2%	75.5%	77.3%	77.7%	76.0%	74.0%	80.5%
Female	76.1%	77.9%	78.7%	79.0%	79.2%	79.7%	84.2%	83.7%	85.4%	84.7%	82.8%	81.8%	85.5%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	13.0%	12.9%	12.4%	14.3%	14.9%	15.5%	17.0%	16.7%	18.2%	17.9%	17.6%	16.8%	17.9%
Female	21.1%	21.1%	21.3%	23.2%	25.9%	28.0%	28.8%	29.6%	31.8%	31.4%	31.5%	31.2%	32.0%

TABLE 5.13b ENGLISH

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	24,325	24,639	25,984	27,502	28,377	29,248	25,754	27,564	29,057	28,400	27,529	25,186	25,193
Female	27,442	27,463	27,937	28,853	29,963	31,074	27,135	30,506	32,247	31,404	30,287	28,097	27,804
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	45.3%	46.3%	45.5%	45.2%	45.7%	46.9%	47.7%	46.2%	49.2%	49.5%	49.0%	52.4%	52.7%
Female	51.0%	52.1%	53.2%	54.8%	56.5%	58.7%	59.0%	58.6%	60.4%	60.7%	60.9%	64.6%	65.7%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	54.2%	56.0%	57.7%	58.8%	58.8%	59.1%	60.9%	59.1%	60.7%	62.4%	61.6%	71.5%	72.6%
Female	62.7%	62.9%	65.6%	67.3%	69.2%	64.8%	68.4%	67.2%	68.4%	69.8%	68.2%	78.8%	79.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	24.6%	25.9%	26.2%	26.6%	26.8%	27.7%	29.0%	27.3%	29.9%	30.9%	30.2%	37.5%	38.2%
Female	32.0%	32.8%	34.9%	36.8%	39.1%	38.0%	40.4%	39.4%	41.3%	42.3%	41.6%	50.9%	52.1%

TABLE 5.13c MATHEMATICS

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	25,213	25,317	26,262	27,585	28,421	29,532	26,054	27,731	29,621	28,965	28,100	26,275	25,772
Female	27,759	27,584	28,006	28,737	29,677	31,068	27,192	30,391	32,348	31,672	30,606	28,874	27,886
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	17.2%	16.1%	14.9%	14.3%	17.2%	19.6%	20.4%	20.1%	19.6%	20.4%	20.4%	20.2%	19.9%
Female	8.7%	8.2%	8.3%	8.0%	11.1%	13.7%	15.3%	15.5%	15.2%	15.1%	16.1%	16.0%	15.4%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	64.0%	62.8%	70.7%	58.8%	67.1%	61.3%	61.5%	63.5%	63.5%	68.1%	67.0%	67.0%	69.9%
Female	65.1%	61.7%	68.7%	58.3%	67.9%	61.1%	67.2%	68.0%	64.0%	71.4%	70.3%	69.9%	73.8%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	11.0%	10.1%	10.5%	8.4%	11.6%	12.0%	12.5%	12.8%	12.4%	13.9%	13.7%	13.5%	13.9%
Female	5.7%	5.1%	5.7%	4.7%	7.5%	8.4%	10.3%	10.6%	9.8%	10.8%	11.3%	11.2%	11.4%

TABLE 5.13d APPLIED MATHEMATICS

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	1,097	1,102	954	1,087	1,147	1,127	1,139	1,165	1,223	1,248	1,186	1,089	1,005
Female	132	158	151	181	155	229	218	276	308	280	302	282	288
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	82.6%	81.9%	78.9%	81.2%	82.0%	86.4%	89.1%	87.4%	90.8%	90.5%	91.0%	92.1%	91.7%
Female	76.5%	75.9%	70.2%	79.0%	81.9%	91.7%	93.1%	93.5%	92.9%	93.9%	92.7%	95.7%	96.2%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	70.5%	61.8%	80.3%	76.8%	79.5%	76.8%	80.4%	76.4%	83.7%	79.5%	72.6%	77.5%	76.1%
Female	63.4%	62.5%	69.8%	81.1%	75.6%	72.9%	82.3%	74.8%	85.3%	77.2%	79.6%	81.1%	72.9%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	58.2%	50.5%	63.4%	62.4%	65.2%	66.4%	71.6%	66.8%	76.0%	72.0%	66.0%	71.3%	69.9%
Female	48.5%	47.5%	49.0%	64.1%	61.9%	66.8%	76.6%	69.9%	79.2%	72.5%	73.8%	77.7%	70.1%

TABLE 5.13e HISTORY													
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	7,418	7,067	7,437	8,229	8,657	8,679	7,801	7,836	8,366	7,759	7,142	6,427	6,070
Female	6,139	5,820	5,580	6,278	7,622	7,523	6,155	6,354	6,476	5,877	5,461	4,843	4,722
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	51.0%	52.3%	56.8%	55.1%	56.8%	57.0%	56.3%	54.8%	57.3%	58.2%	58.5%	57.6%	58.5%
Female	54.0%	54.9%	60.8%	61.4%	63.2%	65.0%	64.3%	65.5%	65.3%	66.2%	67.0%	69.5%	66.3%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	55.5%	58.9%	57.9%	59.7%	57.5%	63.6%	62.2%	58.9%	64.0%	60.3%	66.1%	69.3%	68.2%
Female	61.7%	60.0%	62.7%	64.2%	61.2%	66.1%	66.5%	61.5%	68.4%	63.0%	69.5%	71.8%	73.5%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	28.3%	30.8%	32.9%	32.9%	32.7%	36.3%	35.0%	32.3%	36.7%	35.1%	38.7%	39.9%	39.9%
Female	33.4%	33.0%	38.1%	39.4%	38.6%	43.0%	42.8%	40.3%	44.7%	41.7%	46.6%	49.9%	48.7%

TABLE 5.13f GEOGRAPHY

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	10,857	11,297	11,764	12,636	13,045	13,850	12,550	14,432	15,758	15,830	16,083	15,119	14,685
Female	8,453	9,085	9,463	10,075	10,711	11,666	10,483	12,854	13,931	14,295	14,274	13,852	13,745
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	61.4%	61.4%	65.3%	65.2%	67.6%	70.7%	69.6%	67.7%	70.8%	74.9%	72.4%	73.1%	71.6%
Female	59.8%	61.3%	64.5%	66.9%	71.3%	73.5%	72.4%	71.4%	74.1%	77.2%	75.9%	77.6%	76.2%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	57.9%	58.0%	56.7%	63.9%	59.9%	61.4%	62.8%	68.0%	67.5%	68.2%	68.6%	66.9%	66.4%
Female	58.4%	66.0%	64.8%	70.7%	69.4%	66.9%	71.3%	75.6%	74.2%	73.8%	76.3%	72.2%	73.6%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	35.5%	35.6%	37.0%	41.6%	40.5%	43.4%	43.7%	46.0%	47.8%	51.1%	49.7%	48.9%	47.5%
Female	35.0%	40.5%	41.8%	47.3%	49.5%	49.2%	51.6%	54.0%	55.0%	57.0%	57.9%	56.0%	56.1%

TABLE 5.13g FRENCH

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	13,249	13,528	13,815	13,265	13,615	14,332	12,342	13,290	14,501	14,554	14,332	13,647	12,908
Female	21,354	21,282	20,891	20,702	20,869	21,943	19,068	21,059	22,584	22,317	21,642	20,171	19,208
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	47.4%	47.1%	45.7%	46.2%	44.6%	45.2%	48.0%	44.3%	44.0%	44.7%	42.5%	42.5%	42.7%
Female	44.8%	46.2%	46.9%	48.5%	50.7%	51.4%	53.0%	49.4%	49.8%	51.3%	49.4%	50.8%	50.5%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	56.5%	55.7%	58.3%	58.9%	57.4%	58.3%	58.1%	64.4%	63.0%	63.9%	63.6%	64.3%	62.4%
Female	65.4%	66.6%	66.4%	69.1%	64.6%	67.4%	65.2%	74.3%	71.6%	71.1%	71.3%	72.8%	71.9%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	26.8%	26.2%	26.7%	27.2%	25.6%	26.4%	27.9%	28.5%	27.7%	28.5%	27.1%	27.3%	26.6%
Female	29.3%	30.8%	31.1%	33.5%	32.8%	34.7%	34.6%	36.7%	35.7%	36.5%	35.2%	37.0%	36.3%

TABLE 5.13h GERMAN

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	922	1,374	1,886	3,026	4,280	4,665	4,358	4,450	4,760	4,680	4,299	4,020	3,789
Female	2,298	2,853	3,450	4,816	6,619	6,765	5,677	6,357	6,612	6,148	5,941	5,359	4,933
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	60.1%	64.1%	63.6%	60.0%	58.1%	59.2%	58.6%	57.5%	55.3%	57.3%	55.3%	55.4%	51.9%
Female	72.7%	74.4%	74.2%	73.4%	69.6%	72.1%	72.5%	70.5%	69.6%	68.8%	67.9%	68.1%	64.9%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	61.9%	66.5%	66.3%	60.9%	57.4%	59.3%	63.2%	72.0%	70.0%	68.8%	76.0%	69.7%	73.5%
Female	74.9%	79.4%	78.4%	75.5%	71.5%	76.2%	76.3%	82.2%	80.0%	80.7%	83.7%	80.5%	85.0%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	37.2%	42.6%	42.2%	36.6%	33.3%	35.1%	37.0%	41.4%	38.7%	39.4%	42.1%	38.6%	38.1%
Female	54.4%	59.0%	58.1%	55.5%	49.8%	54.9%	55.3%	57.9%	55.7%	55.5%	56.8%	54.8%	55.2%

TABLE 5.13i SPANISH

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	342	401	451	411	476	570	538	515	650	575	542	508	659
Female	724	810	885	857	865	1,007	765	792	1,024	984	881	975	1,043
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	59.9%	56.1%	67.8%	61.6%	62.4%	54.2%	56.9%	48.2%	52.9%	61.7%	56.1%	55.7%	49.5%
Female	58.3%	58.5%	59.8%	58.3%	64.2%	64.9%	64.1%	65.5%	63.0%	66.3%	58.6%	60.3%	61.1%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	66.3%	77.8%	65.7%	76.3%	72.4%	67.6%	75.2%	69.4%	63.4%	65.4%	61.8%	74.6%	79.4%
Female	70.9%	77.0%	74.9%	72.4%	72.6%	75.5%	78.8%	72.8%	74.1%	79.8%	70.7%	80.3%	79.0%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	39.8%	43.6%	44.6%	47.0%	45.2%	36.7%	42.8%	33.4%	33.5%	40.3%	34.7%	41.5%	39.3%
Female	41.3%	45.1%	44.7%	42.2%	46.6%	49.1%	50.5%	47.7%	46.7%	52.8%	41.4%	48.4%	48.2%

TABLE 5.13j ITALIAN

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	40	19	29	46	51	50	69	59	54	78	67	51	64
Female	55	60	52	66	61	75	74	97	106	132	133	91	109
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	70.0%	84.2%	51.7%	60.9%	78.4%	58.0%	65.2%	50.8%	66.7%	53.8%	56.7%	68.6%	56.3%
Female	83.6%	90.0%	86.5%	78.8%	88.5%	73.3%	70.3%	69.1%	60.4%	72.7%	71.4%	73.6%	72.5%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	53.6%	81.3%	73.3%	71.4%	65.0%	79.3%	75.6%	76.7%	61.1%	73.8%	92.1%	82.9%	80.6%
Female	63.0%	77.8%	91.1%	67.3%	79.6%	67.3%	84.6%	77.6%	76.6%	85.4%	86.3%	85.1%	82.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	37.5%	68.4%	37.9%	43.5%	51.0%	46.0%	49.3%	39.0%	40.7%	39.7%	52.2%	56.9%	45.3%
Female	52.7%	70.0%	78.8%	53.0%	70.5%	49.3%	59.5%	53.6%	46.2%	62.1%	61.7%	62.6%	59.6%

TABLE 5.13k PHYSICS

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	8,055	8,148	8,252	8,409	8,462	8,283	6,817	6,792	7,120	6,822	6,480	6,312	6,505
Female	2,460	2,563	2,772	2,665	2,771	2,808	2,376	2,431	2,539	2,290	2,108	2,099	2,146
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	61.9%	60.1%	61.2%	60.0%	61.6%	64.9%	65.7%	64.1%	64.8%	64.6%	63.6%	62.5%	64.8%
Female	77.6%	77.3%	79.1%	80.1%	81.2%	82.6%	82.1%	82.3%	82.2%	80.8%	81.9%	80.8%	82.4%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	66.3%	62.8%	60.3%	65.8%	59.6%	63.5%	61.1%	62.5%	61.9%	68.4%	70.9%	63.1%	63.9%
Female	67.6%	62.5%	63.0%	68.9%	61.2%	68.7%	62.6%	65.1%	66.4%	74.2%	75.8%	72.5%	75.6%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	41.0%	37.8%	36.9%	39.5%	36.7%	41.2%	40.2%	40.1%	40.1%	44.2%	45.1%	39.5%	41.4%
Female	52.4%	48.3%	49.9%	55.2%	49.7%	56.7%	51.3%	53.6%	54.5%	60.0%	62.0%	58.6%	62.3%

TABLE 5.13I CHEMISTRY

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	4,900	4,661	4,317	4,191	4,209	4,412	3,783	3,446	3,592	3,324	3,165	2,924	3,017
Female	3,806	3,502	3,224	3,320	3,743	4,050	3,533	3,524	3,733	3,639	3,546	3,431	3,480
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	70.7%	70.1%	73.0%	74.0%	75.1%	76.0%	76.5%	78.2%	78.9%	79.4%	77.9%	78.1%	80.1%
Female	79.1%	78.4%	81.9%	83.7%	82.6%	83.6%	85.6%	85.5%	86.2%	87.1%	86.5%	85.4%	90.4%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	66.5%	65.4%	63.7%	66.7%	64.2%	62.1%	63.9%	66.0%	67.1%	67.0%	69.4%	71.4%	74.2%
Female	58.7%	61.3%	62.9%	68.5%	62.7%	63.2%	64.2%	68.3%	72.4%	71.1%	75.4%	77.9%	79.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	47.0%	45.8%	46.5%	49.4%	48.2%	47.1%	48.9%	51.6%	52.9%	53.2%	54.0%	55.8%	59.4%
Female	46.5%	48.1%	51.5%	57.3%	51.7%	52.9%	55.0%	58.4%	62.4%	62.0%	65.2%	66.5%	71.8%

TABLE 5.13m PHYSICS & CHEMISTRY

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	1,260	1,150	1,266	1,160	1,170	1,095	875	884	869	946	733	720	669
Female	563	489	468	430	474	436	363	339	371	424	320	304	300
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	55.5%	62.1%	60.2%	61.8%	53.5%	59.6%	59.1%	62.0%	62.9%	63.5%	69.2%	68.1%	60.7%
Female	82.1%	82.0%	81.2%	76.7%	82.7%	82.1%	84.0%	85.3%	89.5%	84.2%	87.2%	87.2%	82.7%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	54.8%	52.9%	50.7%	47.3%	62.6%	57.0%	61.3%	65.3%	70.4%	58.4%	58.6%	59.6%	57.1%
Female	62.6%	63.6%	62.9%	61.2%	77.6%	79.9%	70.2%	82.0%	81.0%	81.0%	79.2%	74.3%	77.4%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	30.4%	32.9%	30.5%	29.2%	33.5%	34.0%	36.2%	40.5%	44.3%	37.1%	40.5%	40.6%	34.7%
Female	51.3%	52.1%	51.1%	47.0%	64.1%	65.6%	59.0%	69.9%	72.5%	68.2%	69.1%	64.8%	64.0%

TABLE 5.13n BIOLOGY

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	9,138	8,766	8,552	8,849	9,654	10,842	9,733	9,787	10,350	9,438	8,884	7,736	6,920
Female	17,942	17,496	17,191	17,694	19,121	20,617	17,959	19,245	20,263	19,312	17,776	16,324	15,144
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	53.6%	51.6%	51.1%	53.2%	52.7%	55.0%	56.5%	55.3%	57.4%	55.5%	55.5%	55.5%	56.7%
Female	58.6%	59.1%	58.4%	62.3%	62.8%	64.4%	64.5%	63.0%	64.5%	62.6%	63.3%	63.0%	65.0%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	64.0%	62.8%	70.7%	58.8%	67.1%	61.3%	61.5%	63.5%	63.5%	68.1%	67.0%	67.0%	69.9%
Female	65.1%	61.7%	68.7%	58.3%	67.9%	61.1%	67.2%	68.0%	64.0%	71.4%	70.3%	69.9%	73.8%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	34.3%	32.4%	36.1%	31.3%	35.4%	33.7%	34.8%	35.1%	36.5%	37.8%	37.2%	37.2%	39.7%
Female	38.2%	36.5%	40.2%	36.3%	42.6%	39.4%	43.3%	42.9%	41.3%	44.8%	44.5%	44.0%	48.0%

TABLE 5.13o AGRICULTURAL SCIENCE

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	1,839	1,986	1,897	2,033	1,992	2,156	1,961	2,248	2,386	2,484	2,387	2,297	2,246
Female	298	310	278	293	206	296	278	363	461	515	583	618	644
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	55.7%	57.6%	59.2%	56.7%	57.8%	58.2%	59.7%	57.3%	61.0%	70.5%	67.8%	66.8%	67.0%
Female	49.2%	51.1%	54.6%	55.5%	57.6%	58.0%	57.2%	57.2%	60.1%	71.1%	70.0%	68.5%	70.2%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	65.7%	61.8%	65.3%	63.1%	66.1%	74.0%	68.8%	71.4%	68.8%	68.6%	58.6%	64.3%	69.2%
Female	71.5%	63.9%	63.4%	61.1%	59.2%	74.8%	73.5%	73.6%	72.4%	67.5%	62.9%	60.8%	68.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	37.6%	39.8%	43.0%	42.6%	44.0%	50.3%	51.3%	50.7%	50.5%	48.5%	44.3%	47.0%	49.3%
Female	34.6%	37.7%	36.7%	43.3%	45.1%	52.0%	55.8%	51.5%	57.9%	50.5%	50.3%	46.0%	46.9%

TABLE 5.13p BUSINESS ORGANISATION

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	9,819	9,991	10,025	10,407	10,450	10,596	9,564	10,021	10,987	11,144	11,360	10,762	10,439
Female	12,254	12,530	12,477	12,050	12,322	11,905	10,589	11,813	13,068	13,439	13,899	13,477	13,166
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	87.7%	80.4%	76.6%	85.8%	93.0%	87.3%	86.0%	86.1%	82.4%	84.3%	90.3%	89.0%	88.8%
Female	80.7%	87.9%	94.6%	85.9%	94.3%	94.0%	91.2%	89.1%	85.5%	89.5%	87.0%	90.0%	89.7%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	54.9%	54.1%	58.0%	64.3%	60.3%	64.6%	64.8%	65.3%	66.7%	65.0%	63.9%	66.1%	67.4%
Female	52.2%	58.5%	56.5%	58.9%	61.7%	66.5%	65.9%	65.7%	67.5%	70.4%	67.0%	70.6%	71.3%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	30.6%	31.1%	34.3%	36.5%	34.9%	37.6%	38.7%	37.4%	40.7%	45.8%	43.3%	44.2%	45.1%
Female	25.7%	29.9%	30.9%	32.7%	35.5%	38.6%	37.7%	37.5%	40.6%	50.0%	46.9%	48.3%	50.1%

TABLE 5.13q ECONOMICS

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	4,846	4,621	4,380	4,441	4,065	3,804	3,103	3,179	3,348	3,301	3,229	3,074	2,982
Female	2,481	2,452	2,180	2,175	1,921	2,024	1,634	1,820	2,046	1,899	1,898	1,863	1,745
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	60.5%	62.7%	65.2%	65.4%	68.1%	69.3%	71.0%	72.6%	74.7%	73.8%	73.8%	74.0%	77.5%
Female	55.1%	58.8%	67.6%	65.9%	73.3%	72.5%	74.6%	75.2%	76.8%	78.7%	77.1%	77.5%	81.0%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	56.6%	54.9%	57.2%	58.7%	60.3%	63.1%	66.1%	69.9%	71.3%	69.2%	73.9%	72.5%	69.5%
Female	56.4%	57.9%	56.6%	62.2%	64.3%	64.4%	67.9%	68.5%	73.3%	69.6%	71.8%	74.6%	70.6%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	34.3%	34.4%	37.3%	38.3%	41.1%	43.7%	46.9%	50.7%	53.2%	51.1%	54.6%	53.7%	53.9%
Female	31.0%	34.0%	38.3%	41.0%	47.1%	46.7%	50.7%	51.5%	56.3%	54.8%	55.3%	57.8%	57.2%

TABLE 5.13r ACCOUNTING

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	7,490	6,894	6,676	6,542	5,691	5,376	4,484	4,333	4,674	4,336	4,124	3,401	3,287
Female	8,373	7,965	7,821	7,470	6,538	6,287	5,032	5,070	5,214	4,988	4,470	3,998	3,783
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	66.1%	65.9%	67.9%	67.1%	67.8%	69.7%	71.8%	69.4%	69.0%	69.1%	67.7%	69.0%	68.7%
Female	52.6%	51.3%	53.5%	54.0%	57.2%	58.0%	60.7%	60.4%	63.2%	61.1%	64.3%	64.9%	64.7%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	63.9%	69.0%	64.5%	63.0%	65.9%	65.6%	71.5%	66.6%	64.5%	72.3%	72.2%	75.5%	74.5%
Female	64.4%	63.1%	59.9%	63.3%	64.8%	68.3%	72.2%	67.5%	67.9%	73.3%	74.8%	77.1%	76.0%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	42.2%	45.4%	43.8%	42.2%	44.7%	45.7%	51.4%	46.2%	44.5%	50.0%	48.9%	52.1%	51.2%
Female	33.9%	32.3%	32.0%	34.2%	37.1%	39.7%	43.8%	40.8%	42.9%	44.8%	48.1%	50.0%	49.1%

TABLE 5.13s AGRICULTURAL ECONOMICS

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	199	184	137	167	208	208	196	180	197	224	188	148	130
Female	30	22	24	15	40	72	103	82	83	103	132	84	57
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	52.8%	52.2%	71.5%	71.9%	84.1%	71.6%	86.7%	88.3%	95.4%	89.3%	91.0%	91.9%	93.8%
Female	80.0%	72.7%	87.5%	80.0%	92.5%	91.7%	98.1%	100.0%	96.4%	99.0%	99.2%	98.8%	98.2%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	53.3%	55.2%	56.1%	64.2%	51.4%	72.5%	63.5%	77.4%	57.4%	83.5%	58.5%	52.9%	55.7%
Female	79.2%	62.5%	57.1%	75.0%	59.5%	59.1%	71.3%	75.6%	52.5%	78.4%	51.9%	51.8%	62.5%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	28.1%	28.8%	40.1%	46.1%	43.3%	51.9%	55.1%	68.3%	54.8%	74.6%	53.2%	48.6%	52.3%
Female	63.3%	45.5%	50.0%	60.0%	55.0%	54.2%	69.9%	75.6%	50.6%	77.7%	51.5%	51.2%	61.4%

TABLE 5.13t HOME ECONOMICS (S&S)

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	2,126	2,287	2,614	2,751	3,328	3,445	3,439	3,510	3,945	3,741	3,541	2,912	2,599
Female	15,170	15,434	15,723	16,386	17,147	18,253	16,775	18,752	20,236	19,216	18,175	16,493	15,748
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	56.9%	57.1%	58.6%	62.1%	63.4%	65.5%	65.1%	60.7%	66.2%	66.1%	62.0%	62.4%	62.1%
Female	66.5%	70.6%	71.2%	73.2%	75.9%	76.8%	73.5%	71.0%	74.2%	73.9%	72.4%	74.5%	73.5%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	39.1%	42.4%	45.9%	50.5%	47.1%	50.4%	51.0%	53.5%	56.2%	49.8%	58.6%	52.1%	55.0%
Female	66.6%	66.0%	67.5%	69.4%	62.9%	67.1%	66.7%	64.3%	65.2%	65.2%	67.4%	66.5%	67.8%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	22.2%	24.2%	26.9%	31.4%	29.9%	33.0%	33.2%	32.5%	37.2%	32.9%	36.3%	32.5%	34.1%
Female	44.3%	46.6%	48.1%	50.8%	47.8%	51.5%	49.1%	45.7%	48.4%	48.2%	48.8%	49.5%	49.9%

TABLE 5.13u CONSTRUCTION STUDIES

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	4,236	4,721	5,364	6,086	6,553	7,073	6,596	7,813	8,129	8,145	8,168	7,887	7,993
Female	86	108	131	160	207	305	271	480	479	503	531	524	519
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	53.0%	53.7%	59.4%	61.3%	65.8%	67.7%	67.4%	69.1%	71.4%	72.4%	74.7%	74.7%	73.3%
Female	50.0%	40.7%	53.4%	46.9%	52.7%	63.3%	60.1%	55.2%	66.4%	69.4%	67.0%	60.9%	64.5%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	84.4%	90.5%	90.2%	87.5%	87.7%	85.1%	85.5%	85.7%	86.0%	84.3%	86.4%	86.4%	82.8%
Female	81.4%	75.0%	81.4%	80.0%	84.4%	82.9%	81.0%	81.9%	79.6%	82.2%	86.0%	89.3%	82.4%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	47.7%	48.6%	53.6%	53.6%	57.7%	57.7%	57.6%	59.3%	61.4%	61.0%	64.5%	64.5%	60.7%
Female	40.7%	30.6%	43.5%	37.5%	44.4%	52.5%	48.7%	45.2%	52.8%	57.1%	57.6%	54.4%	53.2%

TABLE 5.13v ENGINEERING

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	3,569	3,993	4,339	4,877	5,095	5,354	4,563	5,004	4,952	4,851	4,821	4,421	4,563
Female	80	97	57	134	176	189	162	192	194	216	190	211	183
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	52.1%	54.2%	59.3%	61.7%	61.9%	64.9%	62.7%	65.0%	63.2%	66.6%	70.3%	69.9%	66.8%
Female	35.0%	41.2%	49.1%	50.0%	45.5%	57.7%	53.7%	58.3%	58.8%	69.9%	61.1%	65.9%	61.7%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	88.8%	77.3%	80.3%	75.6%	71.3%	71.2%	70.6%	65.2%	80.7%	78.8%	78.4%	78.5%	73.4%
Female	82.1%	75.0%	85.7%	77.6%	65.0%	63.3%	56.3%	61.6%	75.4%	70.2%	78.4%	72.7%	66.4%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	46.3%	41.9%	47.6%	46.7%	44.1%	46.2%	44.3%	42.4%	51.0%	52.5%	55.2%	54.8%	49.0%
Female	28.8%	30.9%	42.1%	38.8%	29.5%	36.5%	30.2%	35.9%	44.3%	49.1%	47.9%	47.9%	41.0%

TABLE 5.13w TECHNICAL DRAWING

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	6,786	7,071	7,313	8,009	8,100	7,913	6,858	7,179	7,049	7,094	6,369	5,992	5,691
Female	230	226	245	341	314	352	336	425	431	423	392	388	348
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	36.2%	36.9%	40.1%	39.6%	42.0%	43.0%	42.6%	44.4%	45.3%	49.0%	48.8%	49.2%	50.9%
Female	37.0%	42.0%	47.3%	42.2%	47.5%	46.0%	53.0%	49.6%	54.3%	57.0%	61.0%	63.9%	61.5%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	59.4%	59.8%	62.5%	65.4%	62.7%	67.1%	71.5%	70.4%	71.4%	70.7%	72.3%	75.1%	74.1%
Female	55.3%	55.8%	54.3%	60.4%	65.1%	67.3%	73.0%	69.2%	73.9%	72.2%	69.5%	73.4%	75.2%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	21.5%	22.0%	25.1%	25.9%	26.3%	28.9%	30.5%	31.3%	32.3%	34.6%	35.3%	37.0%	37.7%
Female	20.4%	23.5%	25.7%	25.5%	30.9%	31.0%	38.7%	34.4%	40.1%	41.1%	42.3%	46.9%	46.3%

TABLE 5.13x ART

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	3,596	3,717	3,978	4,115	4,106	3,989	3,632	4,086	4,272	4,050	4,011	3,482	3,528
Female	6,228	6,303	6,452	6,522	6,140	6,201	5,360	6,074	6,051	5,919	5,902	5,556	5,696
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	57.4%	55.8%	57.4%	57.2%	58.6%	62.0%	59.0%	61.7%	63.0%	65.4%	64.9%	64.9%	65.4%
Female	58.9%	59.1%	63.7%	64.6%	67.4%	70.9%	68.6%	70.5%	73.5%	73.2%	74.1%	75.4%	73.7%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	53.3%	57.5%	54.3%	59.3%	60.6%	59.6%	59.1%	57.4%	58.5%	55.3%	60.5%	67.7%	79.5%
Female	60.0%	63.4%	59.6%	65.8%	65.9%	70.6%	68.0%	67.0%	70.7%	68.6%	74.2%	80.8%	87.9%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	30.6%	32.1%	31.2%	33.9%	35.5%	37.0%	34.9%	35.4%	36.9%	36.2%	39.3%	43.9%	52.0%
Female	35.3%	37.5%	38.0%	42.5%	44.4%	50.1%	46.6%	47.2%	51.9%	50.2%	54.9%	60.9%	64.8%

TABLE 5.13y MUSIC

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	187	196	175	208	189	207	200	283	305	557	658	697	713
Female	988	952	868	953	936	962	968	1,270	1,488	2,438	2,628	2,605	2,732
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	74.9%	74.5%	74.9%	82.7%	83.1%	84.5%	76.5%	82.0%	82.6%	84.2%	90.1%	88.5%	89.1%
Female	78.4%	76.7%	79.4%	76.8%	79.9%	84.8%	87.2%	85.8%	85.3%	85.4%	87.5%	89.8%	88.4%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	58.6%	67.8%	77.1%	73.8%	78.3%	80.6%	73.9%	73.7%	76.6%	95.9%	96.6%	93.7%	93.2%
Female	60.5%	66.7%	80.0%	70.2%	77.3%	78.1%	77.3%	79.4%	79.7%	97.9%	97.5%	95.9%	95.8%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	43.9%	50.5%	57.7%	61.1%	65.1%	68.1%	56.5%	60.4%	63.3%	80.8%	87.1%	82.9%	83.0%
Female	47.5%	51.2%	63.5%	53.9%	61.8%	66.2%	67.4%	68.1%	67.9%	83.6%	85.4%	86.0%	84.7%

TABLE 5.13z CLASSICAL STUDIES

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
OVERALL NUMBER OF LEAVING CERTIFICATE CANDIDATES TAKING THE SUBJECT													
Male	154	153	248	289	415	529	421	375	551	477	434	418	536
Female	83	58	93	142	265	382	351	358	449	381	385	389	495
PERCENTAGES TAKING THE SUBJECT AT HIGHER LEVEL													
Male	87.7%	80.4%	76.6%	85.8%	93.0%	87.3%	86.0%	86.1%	82.4%	84.3%	90.3%	89.0%	88.8%
Female	80.7%	87.9%	94.6%	85.9%	94.3%	94.0%	91.2%	89.1%	85.5%	89.5%	87.0%	90.0%	89.7%
PERCENTAGE OF HIGHER LEVEL CANDIDATES OBTAINING GRADE 'C' OR ABOVE													
Male	50.4%	56.9%	62.1%	69.8%	60.6%	47.0%	41.2%	53.6%	52.4%	63.9%	60.5%	68.3%	53.4%
Female	74.6%	78.4%	70.5%	71.3%	67.6%	52.4%	54.7%	60.5%	62.0%	73.0%	74.0%	71.4%	61.0%
CANDIDATES OBTAINING GRADE 'C' OR ABOVE AT HIGHER LEVEL AS A PERCENTAGE OF ALL CANDIDATES													
Male	44.2%	45.8%	47.6%	59.9%	56.4%	41.0%	35.4%	46.1%	43.2%	53.9%	54.6%	60.8%	47.4%
Female	60.2%	69.0%	66.7%	61.3%	63.8%	49.2%	49.9%	53.9%	53.0%	65.4%	64.4%	64.3%	54.7%

POST LEAVING
CERTIFICATE COURSES

VOCATIONAL TRAINING
OPPORTUNITIES SCHEME

YOUTHREACH

SENIOR TRAVELLER
TRAINING PROGRAMME

ADULT LITERACY

BACK-TO-EDUCATION
INITIATIVE

APPRENTICESHIP

FETAC AWARDS

COMMUNITY EDUCATION

PART-TIME COURSES

APPENDIX 6

Further Education & Training



TABLE 6.1 ENROLMENT IN POST LEAVING CERTIFICATE (VPT2) COURSES

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1991-92	4,542	10,670	15,212	30%	70%
1992-93	5,235	11,279	16,514	32%	68%
1993-94	5,681	11,997	17,678	32%	68%
1994-95	5,437	12,207	17,644	31%	69%
1995-96	5,550	12,435	17,985	31%	69%
1996-97	5,720	13,001	18,721	31%	69%
1997-98	6,363	14,924	21,287	30%	70%
1998-99	6,960	16,863	23,823	29%	71%
1999-00	6,779	17,558	24,337	28%	72%
2000-01	7,211	18,199	25,410	28%	72%
2001-02	7,603	19,082	26,685	28%	72%
2002-03	8,143	20,506	28,649	28%	72%

TABLE 6.2 TOTAL VTOS PARTICIPATION ON 1 JANUARY (FULL-TIME STUDENTS)

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	% MALE	% FEMALE
1995	2,031	2,106	4,137	49.1%	50.9%
1996	2,123	2,259	4,382	48.4%	51.6%
1997	2,030	2,377	4,407	46.1%	53.9%
1998	2,070	2,504	4,574	45.3%	54.7%
1999	1,873	2,707	4,580	40.9%	59.1%
2000	1,827	3,344	5,171	35.3%	64.7%
2001	1,786	3,519	5,305	33.7%	66.3%
2002	1,724	3,719	5,443	31.7%	68.3%
2003	1,880	3,821	5,701	33.0%	67.0%
2004	1,758	3,881	5,639	31.2%	68.8%

TABLE 6.3 NUMBER OF STUDENTS ENROLLED IN YOUTHREACH PROGRAMMES BY SEX AND AGE (2003)

PUPIL NUMBERS				GENDER BALANCE	
AGE	MALE	FEMALE	TOTAL	MALE	FEMALE
under 16	63	33	96	65.6%	34.4%
16	594	349	943	63.0%	37.0%
17	324	325	649	49.9%	50.1%
18	189	258	447	42.3%	57.7%
19+	128	387	515	24.9%	75.1%
Total	1,299	1,354	2,653	49.0%	51.0%
of which:					
Foundation Level	871	732	1,603	54.3%	45.7%
Progression Level	428	622	1,050	40.8%	59.2%

TABLE 6.4 NUMBER OF STUDENTS ENROLLED IN SENIOR TRAVELLER TRAINING COURSES BY SEX AND AGE (2003)

PUPIL NUMBERS				GENDER BALANCE	
AGE	MALE	FEMALE	TOTAL	MALE	FEMALE
15-17	113	166	279	40.5%	59.5%
18-19	17	60	77	22.1%	77.9%
20-24	13	140	153	8.5%	91.5%
25-44	25	324	349	7.2%	92.8%
45-49	3	46	49	6.1%	93.9%
50+	2	72	74	2.7%	97.3%
Total	173	808	981	17.6%	82.4%
of which:					
Foundation Level	101	486	587	17.2%	82.8%
Progression Level	72	322	394	18.3%	81.7%

TABLE 6.5 PARTICIPANTS IN ADULT LITERACY PROGRAMMES (DECEMBER RETURNS)					
PUPIL NUMBERS				GENDER BALANCE	
YEAR	MALE	FEMALE	TOTAL	% MALE	% FEMALE
2004	12,290	16,359	28,649	43%	57%
2003	10,968	15,717	26,685	41%	59%
2002	10,367	15,043	25,410	41%	59%
2001	9,272	15,065	24,337	38%	62%
2000	8,743	15,080	23,823	37%	63%

Data source: Data supplied by NALA - National Adult Literacy Agency.

TABLE 6.6 PARTICIPANTS IN BACK TO EDUCATION INITIATIVE - PART-TIME PROGRAMMES (JANUARY TO DECEMBER 2004)					
NUMBERS				GENDER BALANCE	
REGION	MALE	FEMALE	TOTAL	MALE	FEMALE
BMW region	1,105	4,619	5,724	19%	81%
S&E region	3,222	9,489	12,708	25%	75%
National	4,327	14,108	18,432	23%	77%

Data source: BTEI - Report on Implementation January to December 2004, Further Education Development Unit, Dept of Education & Science.

TABLE 6.7 FÁS APPRENTICES 2004

AGE	NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	% MALE	% FEMALE
16	205	0	205	100.0%	0.0%
17	932	3	935	99.7%	0.3%
18	2,439	5	2,443	99.8%	0.2%
19	3,633	9	3,642	99.8%	0.2%
20	4,306	18	4,324	99.6%	0.4%
21	4,289	14	4,303	99.7%	0.3%
22	3,972	19	3,991	99.5%	0.5%
23	3,086	16	3,102	99.5%	0.5%
24	1,872	11	1,883	99.4%	0.6%
25	1,051	8	1,059	99.2%	0.8%
26	597	2	599	99.7%	0.3%
27	407	5	412	98.7%	1.3%
28	264	4	268	98.6%	1.4%
29	154	3	157	98.3%	1.7%
30 +	608	3	611	99.6%	0.4%
TOTAL	27,816	119	27,935	99.6%	0.4%

Data Source: The figures here use data supplied by FÁS on the age and gender breakdown of Apprentices applied on a pro-rata basis to the total number of Apprentices of 27,935 - as published in the 2004 FÁS Annual Report - http://www.fas.ie/annual_report/annual_report04/appendices2.htm

TABLE 6.8 FETAC AWARDS: JANUARY - DECEMBER 2005

	NUMBERS			
	MALE	FEMALE	TOTAL	% FEMALE
FÁS NCC & NSC Awards	4,788	24	4,812	0%
Teagasc	2,411	377	2,788	14%
FAS Specific Skills-IVS Awards	29,003	12,115	41,118	29%
Fáilte Ireland Awards	853	1,255	2,108	60%
NCVA Records of Achievement	16,449	40,000	56,449	71%
NCEA	60	149	209	71%
NCVA Awards	2,853	10,527	13,380	79%
TOTAL FETAC AWARDS	56,417	64,447	120,864	53%

Data Source: Data supplied by FETAC - Further Education & Training Awards Council.

TABLE 6.9 NUMBER OF PART-TIME STUDENTS ENROLLED IN DAY-TIME ADULT EDUCATION COURSES IN VOCATIONAL AND COMMUNITY & COMPREHENSIVE SCHOOLS

YEAR	NUMBERS			GENDER BALANCE	
	DAY-TIME MALE	DAY-TIME FEMALE	DAY-TIME TOTAL	% MALE	% FEMALE
1995/1996	6,334	23,815	30,149	21.0%	79.0%
1996/1997	6,200	22,479	28,679	21.6%	78.4%
1997/1998	5,532	21,621	27,153	20.4%	79.6%
1998/1999	5,904	22,946	28,850	20.5%	79.5%
1999/2000	7,012	20,065	27,077	25.9%	74.1%
2000/2001	8,214	25,698	33,912	24.2%	75.8%
2001/2002	9,146	26,695	35,841	25.5%	74.5%
2002/2003	7,200	20,291	27,491	26.2%	73.8%
2003/2004	6,175	18,785	24,960	24.7%	75.3%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil (Annual Statistical Reports), Various years.

**TABLE 6.10 NUMBER OF PART-TIME STUDENTS ENROLLED
IN EVENING-TIME ADULT EDUCATION COURSES IN VOCATIONAL
AND COMMUNITY & COMPREHENSIVE SCHOOLS**

YEAR	NUMBERS			GENDER BALANCE	
	NIGHT-TIME MALE	NIGHT-TIME FEMALE	NIGHT-TIME TOTAL	% MALE	% FEMALE
1995/1996	29,962	75,031	104,993	28.5%	71.5%
1996/1997	30,447	74,847	105,294	28.9%	71.1%
1997/1998	29,700	75,006	104,706	28.4%	71.6%
1998/1999	30,041	74,911	104,952	28.6%	71.4%
1999/2000	32,019	81,313	113,332	28.3%	71.7%
2000/2001	30,685	80,666	111,351	27.6%	72.4%
2001/2002	31,525	84,892	116,417	27.1%	72.9%
2002/2003	33,597	90,746	124,343	27.0%	73.0%
2003/2004	32,684	89,060	121,744	26.8%	73.2%

TABLE 6.11 PERCENTAGE OF EMPLOYEES (ALL ENTERPRISES) PARTICIPATING IN CONTINUING VOCATIONAL TRAINING (CVT) COURSES BY SEX: 1999-2000

	PERCENTAGE OF TOTAL PARTICIPATING IN CVT			AVERAGE HOURS SPENT (PER ANNUM)		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Sweden	60%	61%	61%	32	29	31
Denmark	52%	54%	53%	31	54	41
Finland	48%	53%	50%	38	32	36
United Kingdom	50%	46%	49%	27	25	26
Norway	40%	66%	48%	32	35	33
France	48%	44%	46%	38	33	36
Czech Republic	46%	35%	42%	24	27	25
Belgium	-	-	41%	-	-	31
Ireland	40%	43%	41%	40	41	40
Netherlands	44%	35%	41%	38	36	37
European Union (15)	41%	38%	40%	31	29	31
European Union (25)	40%	36%	39%	31	29	30
Luxembourg	34%	39%	36%	42	34	39
Germany	34%	29%	32%	28	25	27
Slovenia	32%	33%	32%	27	21	24
Austria	31%	32%	31%	28	31	29
Italy	27%	23%	26%	33	29	32
Spain	25%	26%	25%	42	41	42
Estonia	18%	20%	19%	31	31	31
Portugal	17%	17%	17%	39	37	38
Poland	17%	15%	16%	26	31	28
Greece	14%	16%	15%	40	38	39
Latvia	13%	12%	12%	35	31	34
Hungary	13%	11%	12%	38	38	38
Lithuania	10%	9%	10%	42	40	41

Data Source: Eurostat CVTS 2000 -

http://epp.eurostat.cec.eu.int/portal/page?_pageid=0,1136184,0_45572595&_dad=portal&_schema=PORTAL



APPENDIX 7

Higher Education

PARTICIPATION

GRADUATES BY LEVEL

RETENTION AND COMPLETION

FIELD OF STUDY

INTERNATIONAL CONTENT

PERFORMANCE

ATTAINMENT QUALITY

TABLE 7.1 FULL-TIME ENROLMENT IN UNIVERSITIES (HEA)

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1980-81	14,854	11,718	26,572	56%	44%
1985-86	17,288	15,100	32,388	53%	47%
1990-91	19,756	20,081	39,837	50%	50%
1991-92	21,250	22,491	43,741	49%	51%
1992-93	22,933	25,191	48,124	48%	52%
1993-94	24,236	27,107	51,343	47%	53%
1994-95	24,785	28,665	53,450	46%	54%
1995-96	25,149	30,701	55,850	45%	55%
1996-97	25,907	32,183	58,090	45%	55%
1997-98	26,743	34,565	61,308	44%	56%
1998-99	27,213	36,524	63,737	43%	57%
1999-00	28,237	38,677	66,914	42%	58%
2000-01	28,770	40,484	69,254	42%	58%
2001-02	29,918	42,250	72,168	41%	59%
2002-03	31,132	43,790	74,922	42%	58%

TABLE 7.2 FULL-TIME ENROLMENT IN INSTITUTES OF TECHNOLOGY, DIT & OTHER TECHNOLOGICAL

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1980-81	7,293	3,686	10,910	67%	34%
1985-86	11,190	7,763	18,953	59%	41%
1990-91	15,960	11,311	27,271	59%	41%
1991-92	17,162	12,486	29,648	58%	42%
1992-93	18,395	13,803	32,198	57%	43%
1993-94	19,902	14,771	34,673	57%	43%
1994-95	20,143	15,332	35,475	57%	43%
1995-96	21,348	16,782	38,130	56%	44%
1996-97	22,540	18,460	41,000	55%	45%
1997-98	22,608	19,301	41,909	54%	46%
1998-99	23,290	20,186	43,476	54%	46%
1999-00	24,665	21,759	46,424	53%	47%
2000-01	25,497	22,863	48,360	53%	47%
2001-02	26,108	23,782	49,890	52%	48%
2002-03	26,876	24,631	51,507	52%	48%

**TABLE 7.3 FULL-TIME THIRD-LEVEL ENROLMENT
IN ALL AIDED INSTITUTIONS**

YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1980-81	22,670	18,020	40,690	56%	44%
1985-86	28,901	24,652	53,553	54%	46%
1990-91	35,864	32,353	68,217	53%	47%
1991-92	38,595	35,941	74,536	52%	48%
1992-93	41,443	39,670	81,113	51%	49%
1993-94	44,762	42,474	87,236	51%	49%
1994-95	45,765	44,801	90,566	51%	49%
1995-96	47,425	48,537	95,962	49%	51%
1996-97	49,317	51,645	100,962	49%	51%
1997-98	50,640	55,087	105,727	48%	52%
1998-99	51,751	58,007	109,758	47%	53%
1999-00	54,379	62,527	116,906	47%	53%
2000-01	55,686	65,497	121,183	46%	54%
2001-02	57,334	68,219	125,553	46%	54%
2002-03	59,578	70,846	130,424	46%	54%

**TABLE 7.4 FULL-TIME THIRD-LEVEL ENROLMENT
IN PRIVATE COLLEGES**

PUPIL NUMBERS				GENDER BALANCE	
YEAR	MALE	FEMALE	TOTAL	MALE	FEMALE
1980-81	969	269	1,238	78%	22%
1985-86	986	549	1,535	64%	36%
1990-91	973	798	1,771	55%	45%
1991-92	1,031	1,242	2,273	45%	55%
1992-93	1,574	1,453	3,027	52%	48%
1993-94	2,902	2,457	5,359	54%	46%
1994-95	3,057	3,058	6,115	50%	50%
1995-96	3,133	3,567	6,700	47%	53%
1996-97	3,057	3,482	6,539	47%	53%
1997-98	2,993	3,462	6,455	46%	54%
1998-99	3,087	3,703	6,790	45%	55%
1999-00	2,420	3,069	5,489	44%	56%
2000-01	2,272	2,845	5,117	44%	56%
2001-02	2,993	3,266	6,259	48%	52%
2002-03	3,373	3,526	6,899	49%	51%

TABLE 7.5 PART-TIME ENROLMENT IN THIRD-LEVEL COURSES IN INSTITUTIONS AIDED BY THE DEPARTMENT OF EDUCATION & SCIENCE

YEAR	UNIVERSITIES (HEA)			IOTS, DIT & OTHER TECHNOLOGICAL			OTHER DES AIDED COLLEGES			ALL AIDED THIRD LEVEL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1994-95			0	7,344	5,275	12,619	<i>527</i>	<i>1,007</i>	1,534			0
1995-96	3,863	4,063	7,926	7,044	5,186	12,230	<i>603</i>	<i>1,151</i>	1,754	11,510	10,400	21,910
1996-97	3,890	4,536	8,426	6,820	5,741	12,561	<i>621</i>	<i>1,187</i>	1,808	11,331	11,464	22,795
1997-98	4,108	5,257	9,365	7,236	5,921	13,157	<i>1,002</i>	<i>1,915</i>	2,917	12,346	13,093	25,439
1998-99	4,583	6,344	10,927	7,562	6,274	13,836	1,031	1,970	3,001	13,176	14,588	27,764
1999-00	4,607	6,698	11,305	8,683	7,821	16,504	1,430	2,230	3,660	14,720	16,749	31,469
2000-01	4,581	6,732	11,313	8,982	8,718	17,700	990	2,262	3,252	14,553	17,712	32,265
2001-02	5,579	8,247	13,826	9,018	9,024	18,042	913	2,184	3,097	15,510	19,455	34,965
2002-03	5,403	8,633	14,036	8,367	9,037	17,404	879	3,240	4,119	14,649	20,910	35,559

Note: Figures in red italics are estimates.

TABLE 7.6 GRADUATES FROM THIRD-LEVEL INSTITUTIONS, 1993

	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
NFQ levels 6&7 Certificate & Diploma	6,002	4,987	10,989	55%	45%
NFQ level 8 Undergraduate Degree	6,712	7,392	14,104	48%	52%
NFQ level 9 Postgraduate	1,340	1,122	2,462	54%	46%
NFQ level 10 PhD	241	103	344	70%	30%
Total All Graduates	14,295	13,604	27,899	51%	49%

TABLE 7.7 GRADUATES FROM THIRD-LEVEL INSTITUTIONS, 2003

	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
NFQ levels 6&7 Higher Cert. & Ord. Degree	8,556	9,470	18,026	47%	53%
NFQ level 8 Honours Degree	10,095	14,820	24,915	41%	59%
NFQ level 9 Postgraduate	3,817	6,382	10,199	37%	63%
NFQ level 10 PhD	330	338	668	49%	51%
Total All Graduates	22,798	31,010	53,808	42%	58%

TABLE 7.8 RETENTION AND COMPLETION RATES OF 1995 ENTRANTS TO INSTITUTES OF TECHNOLOGY (AB-INITIO COURSES)

FIELD OF STUDY	NUMBER COMMENCING			GRADUATING ON TIME			GRADUATING LATE			STILL ATTENDING			NOT COMPLETING COURSE		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Business Studies	1,685	2,586	4,271	53.3%	62.1%	58.6%	4.3%	3.2%	3.6%	1.7%	0.8%	1.2%	40.8%	33.9%	36.6%
Engineering	3,228	310	3,538	43.9%	44.5%	43.9%	3.0%	3.5%	3.1%	2.1%	1.6%	2.1%	51.0%	50.3%	50.9%
Science	866	1,125	1,991	51.4%	55.6%	53.8%	3.6%	3.9%	3.8%	4.8%	1.1%	2.7%	40.2%	39.4%	39.7%
Computing	580	327	907	41.7%	46.8%	43.5%	7.1%	5.2%	6.4%	0.0%	0.0%	0.0%	51.2%	48.0%	50.0%
Humanities	97	371	468	47.4%	67.1%	63.0%	0.0%	2.4%	1.9%	9.3%	1.1%	2.8%	43.3%	29.4%	32.3%
TOTAL	6,456	4,719	11,175										46.8%	36.9%	42.6%

Data Source: Flanagan, R., Morgan, M. & Kellaghan, T. (2000) A Study of Non-Completion in Institute of Technology Courses, Table 5.1, p.17.

Note: More recent data on the issue of non-completion in institutes of technology suggests that retention rates have improved somewhat in more recent years. This more up-to-date information is available at http://www.councilofdirectors.ie/documents/301_Completion%20Report%20Final.pdf

TABLE 7.9 RETENTION AND COMPLETION OF 1992/93 ENTRANTS TO UNDERGRADUATE PROGRAMMES IN UNIVERSITIES

FIELD OF STUDY	NUMBER COMMENCING			GRADUATING ON TIME			GRADUATING LATE			NOT COMPLETING COURSE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Arts/European Studies/Education	1,621	2,939	4,560	62.6%	62.3%	62.4%	18.4%	20.9%	20.0%	19.0%	16.8%	17.6%
Business Economics & Social Studies/Commerce	1,101	994	2,095	75.7%	82.4%	78.9%	11.7%	6.9%	9.4%	12.5%	10.7%	11.6%
Communications & Information Studies	39	112	151	79.5%	66.1%	69.5%	7.7%	23.2%	19.2%	12.8%	10.7%	11.3%
Computer Studies	344	165	509	58.7%	60.0%	59.1%	15.1%	11.5%	13.9%	26.2%	28.5%	26.9%
Engineering/Architecture	899	177	1,076	62.6%	70.0%	63.8%	17.1%	13.6%	16.5%	20.2%	16.4%	19.6%
Law	175	219	394	86.9%	89.5%	88.6%	5.7%	3.2%	4.3%	7.4%	6.8%	7.1%
Medicine/Dentistry/Veterinary Medicine	246	413	659	79.3%	86.9%	84.0%	13.0%	6.0%	8.6%	7.7%	7.0%	7.3%
Science/Agric. Science/Food Science & Technology	1,004	1,064	2,068	61.5%	65.2%	63.4%	14.1%	14.5%	14.3%	24.3%	20.3%	22.2%
Social Science	23	216	239	73.9%	70.4%	70.7%	17.4%	14.8%	15.1%	8.7%	14.8%	14.2%
TOTAL	5,452	6,299	11,751							18.4%	15.5%	16.8%

Data Source: Morgan, M., Flanagan, R. & Kellaghan, T. (2000) A Study of Non-Completion in Undergraduate University Courses, Table 5.1, p.30.

TABLE 7.10 TOTAL GRADUATES 1993: FULL-TIME AND PART-TIME FROM PUBLIC AND PRIVATE INSTITUTIONS AT THIRD LEVEL

	MALES	FEMALES	TOTAL
Home economics (domestic science)* (ISC 66)	10%	90%	249
Service trades* (ISC 78)	20%	80%	585
Education science & teacher training (ISC 14)	26%	74%	1,530
Mass communication & documentation* (ISC 84)	36%	64%	290
Fine and applied arts* (ISC 18)	36%	64%	767
Social & behavioural sciences (ISC 30)	39%	61%	1,529
Humanities, religion & theology (ISC 22,26)	39%	61%	4,159
Medical science & health related (ISC 50)	43%	57%	1,088
Law (ISC 38)	44%	56%	1,051
Commercial & business administration (ISC 34)	46%	54%	6,093
Natural science (ISC 42)	48%	52%	3,384
TOTAL: ALL GRADUATES 1993	51%	49%	27,899
Mathematics & computer science (ISC 46)	59%	41%	1,699
Agriculture, forestry & fishery** (ISC 62)	65%	35%	416
Other fields of study** (ISC 89)	84%	16%	32
Trade, craft, & industrial programmes** (ISC 52)	85%	15%	48
Architecture & town planning (ISC 58)	86%	14%	1,050
Engineering (ISC 54)	90%	10%	3,929

* = Less than 1,000 grads; ** = Less than 100 grads.

TABLE 7.11 TOTAL GRADUATES 2003: FULL-TIME AND PART-TIME FROM PUBLIC AND PRIVATE INSTITUTIONS AT THIRD LEVEL

	MALES	FEMALES	TOTAL
Social services (ISC 76)	11.4%	88.6%	1,435
Health (ISC 72)	18.4%	81.6%	5,249
Teacher training (ISC 141)	19.2%	80.8%	3,513
Social and behavioural science (ISC 31)	30.5%	69.5%	1,685
Education science* (ISC 142)	30.6%	69.4%	281
Arts (ISC 21)	32.0%	68.0%	4,822
Veterinary* (ISC 64)	32.6%	67.4%	135
Humanities (ISC 22)	32.6%	67.4%	2,741
Personal services* (ISC 81)	33.9%	66.1%	614
Law (ISC 38)	34.6%	65.4%	1,325
Life sciences (ISC 42)	36.0%	64.0%	2,266
Journalism and information* (ISC 32)	38.9%	61.1%	316
Business and administration (ISC 34)	40.5%	59.5%	13,200
TOTAL: ALL GRADUATES 2003	42.4%	57.6%	53,808
Environmental protection** (ISC 85)	47.0%	53.0%	83
Physical sciences (ISC 44)	47.7%	52.3%	1,242
Agriculture, forestry and fishery* (ISC 62)	62.1%	37.9%	589
Computing (ISC 48)	63.2%	36.8%	5,687
Manufacturing and processing* (ISC 54)	63.4%	36.6%	757
Mathematics and statistics* (ISC 46)	65.3%	34.7%	268
Security services* (ISC 86)	65.6%	34.4%	889
Architecture and building (ISC 58)	82.3%	17.7%	2,491
Engineering & engineering trades (ISC 52)	84.9%	15.1%	3,033

* = Less than 1,000 grads; ** = Less than 100 grads.

TABLE 7.12 CERTIFICATE AND DIPLOMA GRADUATES FROM THIRD-LEVEL INSTITUTIONS, 2003

	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
Social Sciences, Business & Law	2,139	3,970	6,109	35%	65%
Engineering	2,999	408	3,407	88%	12%
Science	1,783	1,556	3,339	53%	47%
Health and Welfare	358	2,029	2,387	15%	85%
Services	687	616	1,303	53%	47%
Humanities & Arts	381	701	1,082	35%	65%
Agriculture*	174	130	304	57%	43%
Education**	20	48	68	29%	71%
Unspecified**	15	12	27	56%	44%
TOTAL CERT & DIPLOMA GRADS	8,556	9,470	18,026	47%	53%

* = Less than 1,000 grads; ** = Less than 100 grads.

TABLE 7.13 UNDERGRADUATE GRADUATES FROM THIRD-LEVEL INSTITUTIONS, 2003

	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
Social Sciences, Business & Law	2,883	4,469	7,352	39%	61%
Humanities & Arts	1,651	3,718	5,369	31%	69%
Science	2,458	2,029	4,487	55%	45%
Health and Welfare	494	2,035	2,529	20%	80%
Engineering	1,694	533	2,227	76%	24%
Education	201	1,181	1,382	15%	85%
Unspecified	478	656	1,134	42%	58%
Agriculture*	145	120	265	55%	45%
Services*	91	79	170	54%	46%
TOTAL UNDERGRADUATES DEGREES	10,095	14,820	24,915	41%	59%

* = Less than 1,000 grads; ** = Less than 100 grads.

TABLE 7.14 POSTGRADUATES FROM THIRD-LEVEL INSTITUTIONS, 2003

	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
Social Sciences, Business & Law	1,393	1,619	3,012	46%	54%
Education	537	1,801	2,338	23%	77%
Health and Welfare	242	1,453	1,695	14%	86%
Science	805	528	1,333	60%	40%
Humanities & Arts*	346	638	984	35%	65%
Engineering*	361	209	570	63%	37%
Agriculture*	78	58	136	57%	43%
Services*	52	61	113	46%	54%
Unspecified**	3	15	18	17%	83%
TOTAL POSTGRADUATE DEGREES	3,817	6,382	10,199	37%	63%

* = Less than 1,000 grads; ** = Less than 100 grads.

**TABLE 7.15 PHD GRADUATES FROM
THIRD-LEVEL INSTITUTIONS, 2003**

	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
Science	132	172	304	43%	57%
Humanities & Arts	60	68	128	47%	53%
Engineering	53	24	77	69%	31%
Health and Welfare	36	37	73	49%	51%
Social Sciences, Business & Law	28	25	53	53%	47%
Agriculture	13	6	19	68%	32%
Unspecified	5	3	8	63%	38%
Education	3	3	6	50%	50%
TOTAL P.H.D.	330	338	668	49%	51%

TABLE 7.16 ANALYSIS OF PERFORMANCE IN FINAL UNIVERSITY EXAMINATIONS: GRADUATES 2004

	1ST CLASS HONOURS		2ND CLASS HONOURS (GRADE 1)		2ND CLASS HONOURS (GRADE 2)		OTHER HONOURS	PASS	NOT APPLICABLE	GRAND TOTAL		GENDER BALANCE AMONG GRADS
	1ST	2.1	2.1	2.2	OTHER	PASS				%	GRADS	
1 Undergraduate Degree (total)	M	15%	36%	24%	12%	13%	0%	100%	6,324	40%		
	F	12%	41%	25%	13%	9%	0%	100%	9,630	60%		
2 Postgraduate Degrees & Diplomas (total = 3+4+5)	M	17%	43%	7%	13%	20%	0%	100%	3,943	38%		
	F	17%	42%	7%	10%	24%	0%	100%	6,416	62%		
3 Postgraduate Certificate & Diploma	M	12%	39%	10%	12%	27%	0%	100%	1,235	27%		
	F	14%	40%	8%	10%	29%	0%	100%	3,268	73%		
4 MA Degrees - Taught	M	21%	50%	6%	5%	18%	0%	100%	2,428	45%		
	F	21%	47%	6%	6%	21%	0%	100%	2,925	55%		
5 MA Degree - Research	M	4%	3%	0%	85%	6%	3%	100%	280	56%		
	F	6%	7%	0%	83%	3%	1%	100%	223	44%		
6 PhD (total)	M	0%	0%	0%	88%	5%	6%	100%	369	54%		
	F	0%	0%	0%	86%	6%	7%	100%	309	46%		

Data source: Statistics Section, Higher Education Authority (HEA)

TABLE 7.17 ANALYSIS OF PERFORMANCE IN FINAL UNIVERSITY EXAMINATIONS: GRADUATES 2004 PROGRAMME TYPE(S) : UNDERGRADUATE GENERAL DEGREE, UNDERGRADUATE HONOURS DEGREE

	1ST CLASS HONOURS		2ND CLASS HONOURS (GRADE 1)		2ND CLASS HONOURS (GRADE 2)		OTHER HONOURS	PASS	NOT APPLICABLE	GRAND TOTAL		GENDER BALANCE AMONG GRADS
	1ST	2.1	2.2	OTHER	PASS	%				GRADS		
Education	M	11%	38%	37%	0%	14%	0%	0%	100%	177	16%	
	F	7%	46%	39%	0%	8%	0%	0%	100%	957	84%	
Humanities & Arts	M	7%	23%	13%	53%	5%	0%	0%	100%	889	34%	
	F	6%	30%	17%	42%	5%	0%	0%	100%	1,734	66%	
Social Sciences, Business and Law	M	12%	50%	25%	4%	9%	0%	0%	100%	1,494	40%	
	F	15%	54%	21%	7%	4%	0%	0%	100%	2,285	60%	
Services	M									0		
	F									0		
Engineering, Manufacturing & Construction	M	24%	32%	26%	2%	16%	0%	0%	100%	975	75%	
	F	24%	36%	32%	1%	6%	0%	0%	100%	324	25%	
Agriculture & Veterinary	M	7%	40%	32%	6%	14%	0%	0%	100%	155	57%	
	F	15%	32%	40%	0%	12%	0%	0%	100%	117	43%	
Health & Welfare	M	5%	22%	11%	16%	46%	0%	0%	100%	371	19%	
	F	6%	29%	27%	16%	22%	0%	0%	100%	1,561	81%	

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TABLE 7.17 ANALYSIS OF PERFORMANCE IN FINAL UNIVERSITY EXAMINATIONS: GRADUATES 2004 PROGRAMME TYPE(S) : UNDERGRADUATE GENERAL DEGREE, UNDERGRADUATE HONOURS DEGREE

	1ST CLASS HONOURS		2ND CLASS HONOURS (GRADE 1)		2ND CLASS HONOURS (GRADE 2)	OTHER HONOURS	PASS	NOT APPLICABLE	GRAND TOTAL		GENDER BALANCE AMONG GRADS
	1ST	2.1	2.2	OTHER	%				GRADS		
Combined Science	M	17%	37%	18%	5%	23%	0%	100%	305	44%	
	F	19%	46%	16%	3%	17%	0%	100%	386	56%	
Life Science	M	19%	41%	28%	5%	7%	0%	100%	177	32%	
	F	25%	49%	19%	1%	5%	0%	100%	382	68%	
Physical Science	M	24%	33%	21%	10%	11%	0%	100%	254	53%	
	F	24%	37%	28%	6%	4%	0%	100%	225	47%	
Mathematics and Statistics	M	46%	26%	14%	5%	9%	0%	100%	85	57%	
	F	44%	38%	11%	5%	3%	0%	100%	64	43%	
Computing	M	20%	34%	27%	5%	14%	0%	100%	812	74%	
	F	25%	41%	16%	5%	13%	0%	100%	283	26%	
Combination across different fields	M	11%	39%	32%	8%	10%	0%	100%	630	32%	
	F	9%	44%	35%	6%	5%	0%	100%	1,312	68%	
Undergraduate Degree (total)	M	15%	36%	24%	12%	13%	0%	100%	6,324	40%	
	F	12%	41%	25%	13%	9%	0%	100%	9,630	60%	

Data source: Statistics Section, Higher Education Authority (HEA)

**TABLE 7.18 ANALYSIS OF PERFORMANCE IN FINAL UNIVERSITY EXAMINATIONS: GRADUATES 2004
POST-GRADUATE DIPLOMAS & CERTIFICATES, MASTERS DEGREES (TAUGHT AND RESEARCH)**

	1ST CLASS HONOURS		2ND CLASS HONOURS (GRADE 1)		2ND CLASS HONOURS (GRADE 2)		OTHER HONOURS	PASS	NOT APPLICABLE	GRAND TOTAL		GENDER BALANCE AMONG GRADS
	1ST	2.1	2.1	2.2	OTHER	PASS				%	GRADS	
Education	M	19%	61%	7%	1%	13%	0%	100%	437	21%		
	F	23%	58%	8%	4%	7%	0%	100%	1,627	79%		
Humanities & Arts	M	20%	46%	11%	11%	11%	0%	100%	419	37%		
	F	20%	48%	9%	10%	14%	0%	100%	711	63%		
Social Sciences, Business and Law	M	15%	50%	7%	8%	20%	0%	100%	1,725	48%		
	F	17%	51%	7%	9%	16%	0%	100%	1,896	52%		
Services	M	13%	45%	11%	9%	21%	0%	100%	53	49%		
	F	13%	48%	21%	7%	11%	0%	100%	56	51%		
Engineering, Manufacturing & Construction	M	14%	30%	4%	31%	20%	0%	100%	339	62%		
	F	15%	24%	4%	35%	22%	0%	100%	208	38%		
Agriculture & Veterinary	M	11%	26%	2%	54%	7%	0%	100%	46	52%		
	F	12%	45%	7%	36%	0%	0%	100%	42	48%		
Health & Welfare	M	8%	16%	5%	21%	50%	0%	100%	207	13%		
	F	6%	15%	4%	11%	63%	0%	100%	1,387	87%		

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**TABLE 7.18 ANALYSIS OF PERFORMANCE IN FINAL UNIVERSITY EXAMINATIONS: GRADUATES 2004
POST-GRADUATE DIPLOMAS & CERTIFICATES, MASTERS DEGREES (TAUGHT AND RESEARCH)**

	1ST CLASS HONOURS	2ND CLASS HONOURS (GRADE 1)		2ND CLASS HONOURS (GRADE 2)		OTHER HONOURS	PASS	NOT APPLICABLE	GRAND TOTAL		GENDER BALANCE AMONG GRADS
		1ST	2.1	2.2	OTHER				%	GRADS	
Combined Science	M	27%	32%	0%	12%	29%	0%	100%	41	71%	
	F	35%	47%	0%	12%	6%	0%	100%	17	29%	
Life Science	M	16%	42%	6%	16%	19%	0%	100%	67	46%	
	F	23%	23%	3%	28%	25%	0%	100%	80	54%	
Physical Science	M	17%	38%	6%	37%	2%	0%	100%	52	50%	
	F	16%	43%	8%	29%	2%	2%	100%	51	50%	
Mathematics and Statistics	M	19%	17%	5%	19%	39%	2%	100%	64	47%	
	F	16%	14%	5%	34%	30%	0%	100%	73	53%	
Computing	M	26%	28%	7%	21%	17%	1%	100%	393	69%	
	F	22%	35%	7%	14%	22%	0%	100%	174	31%	
Combination across different fields	M	19%	21%	0%	14%	46%	0%	100%	100	52%	
	F	24%	35%	0%	11%	30%	0%	100%	94	48%	
Postgraduate Degrees & Diplomas (total)	M	17%	43%	7%	13%	20%	0%	100%	3,943	38%	
	F	17%	42%	7%	10%	24%	0%	100%	6,416	62%	

Data source: Statistics Section, Higher Education Authority (HEA)

TABLE 7.19 PERCENTAGE OF PERSONS AGED 25 TO 34 WITH THIRD LEVEL QUALIFICATIONS CLASSIFIED BY SEX, 1999 TO 2003

	MALE	FEMALE	ALL PERSONS
1999	26.7%	27.5%	27.1%
2000	27.5%	30.5%	29.0%
2001	29.8%	34.0%	31.9%
2002	31.3%	37.7%	34.5%
2003	34.2%	39.0%	36.6%
2004	36.0%	42.7%	39.4%
2005	34.9%	43.7%	39.2%

Data source: CSO QNHS Special Module on Education (Table 5a), 1999-2003, available at <http://www.cso.ie/qnhs/documents/qnhseducation.xls> & CSO QNHS Module on Educational Attainment 2002-2005, available at http://www.cso.ie/releasespublications/documents/labour_market/current/qnhs_educationalattainment.pdf

**TABLE 7.20(a) POPULATION AGED 25-34 THAT HAS ATTAINED TERTIARY EDUCATION (2004)
PERCENTAGE OF THE POPULATION THAT HAS ATTAINED TERTIARY-TYPE B EDUCATION OR
TERTIARY-TYPE A AND ADVANCED RESEARCH PROGRAMMES**

RANKING	COUNTRY	ALL HIGHER EDUCATION			CERTIFICATES & DIPLOMAS (NOW KNOWN AS ADVANCED CERTIFICATES & ORDINARY DEGREES)			UNDERGRADUATE DEGREES & HIGHER LEVEL POSTGRADUATE AWARDS		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	Canada	47%	60%	53%	22%	29%	26%	24%	31%	27%
2	Japan	49%	54%	52%	14%	36%	25%	35%	18%	26%
3	Korea	50%	48%	49%	18%	19%	18%	33%	29%	31%
4	Sweden	38%	47%	42%	16%	16%	16%	21%	31%	26%
5	Belgium	36%	45%	41%	17%	26%	22%	19%	19%	19%
6	Ireland	37%	44%	40%	13%	16%	15%	24%	27%	26%
7	Norway	33%	46%	39%	2%	2%	2%	31%	44%	37%
8	United States	36%	42%	39%	8%	9%	9%	28%	32%	30%
9	Spain	34%	42%	38%	12%	11%	12%	22%	31%	27%
10	France	35%	41%	38%	15%	17%	16%	20%	24%	22%
11	Finland	30%	47%	38%	10%	18%	14%	20%	28%	24%
12	Australia	32%	41%	36%	8%	10%	9%	23%	31%	27%

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**TABLE 7.20(a) POPULATION AGED 25-34 THAT HAS ATTAINED TERTIARY EDUCATION (2004)
PERCENTAGE OF THE POPULATION THAT HAS ATTAINED TERTIARY-TYPE B EDUCATION OR
TERTIARY-TYPE A AND ADVANCED RESEARCH PROGRAMMES**

RANKING	COUNTRY	ALL HIGHER EDUCATION			CERTIFICATES & DIPLOMAS (NOW KNOWN AS ADVANCED CERTIFICATES & ORDINARY DEGREES)			UNDERGRADUATE DEGREES & HIGHER LEVEL POSTGRADUATE AWARDS		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
13	Denmark	30%	40%	35%	9%	6%	8%	22%	33%	27%
14	United Kingdom	35%	35%	35%	9%	9%	9%	26%	26%	26%
15	Netherlands	33%	36%	34%	2%	3%	2%	31%	33%	32%
16	Iceland	25%	38%	31%	2%	4%	3%	23%	34%	28%
17	Luxembourg	31%	31%	31%	12%	15%	13%	19%	16%	17%
18	Switzerland	38%	23%	30%	15%	6%	10%	23%	17%	20%
19	New Zealand	25%	31%	28%	4%	7%	5%	21%	24%	23%
20	Greece	22%	27%	25%	7%	8%	7%	15%	20%	17%
21	Germany	23%	23%	23%	8%	8%	8%	15%	14%	15%
22	Austria	20%	20%	20%	9%	9%	9%	11%	11%	11%
23	Mexico	20%	18%	19%	3%	3%	3%	18%	15%	16%
24	Slovak Republic	13%	15%	14%	0%	1%	1%	13%	14%	14%
	OECD average	29%	34%	31%	10%	12%	11%	22%	25%	24%
	EU19 average	26%	31%	29%	10%	12%	11%	20%	23%	22%

Data Source: OECD (2006), Education at a Glance 2006, Indicator A1.3a, A1.3b & A1.3c, p.39 (Gender breakdowns not published but available on the web at <http://dx.doi.org/10.1787/701655207564>)

**TABLE 7.20(b) POPULATION AGED 25-64 THAT HAS ATTAINED TERTIARY EDUCATION (2004)
PERCENTAGE OF THE POPULATION THAT HAS ATTAINED TERTIARY-TYPE B EDUCATION OR
TERTIARY-TYPE A AND ADVANCED RESEARCH PROGRAMME**

RANKING	COUNTRY	ALL HIGHER EDUCATION			CERTIFICATES & DIPLOMAS (NOW KNOWN AS ADVANCED CERTIFICATES & ORDINARY DEGREES)			UNDERGRADUATE DEGREES & HIGHER LEVEL POSTGRADUATE AWARDS		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	Canada	41%	48%	45%	19%	26%	22%	22%	22%	22%
2	United States	38%	40%	39%	8%	10%	9%	30%	29%	30%
3	Japan	39%	35%	37%	9%	24%	17%	31%	11%	21%
4	Sweden	32%	38%	35%	14%	16%	15%	17%	21%	19%
5	Finland	30%	38%	34%	13%	21%	17%	17%	17%	17%
6	Denmark	30%	35%	32%	8%	6%	7%	22%	28%	25%
7	Norway	30%	34%	32%	3%	2%	2%	27%	32%	29%
8	Australia	29%	33%	31%	8%	10%	9%	21%	23%	22%
9	Korea	36%	25%	30%	9%	8%	8%	27%	17%	22%
10	Belgium	29%	31%	30%	13%	20%	17%	16%	11%	14%
11	Netherlands	32%	27%	29%	3%	2%	2%	29%	25%	27%
12	United Kingdom	29%	29%	29%	8%	9%	9%	21%	19%	20%
13	Ireland	27%	29%	28%	9%	12%	10%	18%	17%	18%

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TABLE 7.20(b) POPULATION AGED 25-64 THAT HAS ATTAINED TERTIARY EDUCATION (2004) PERCENTAGE OF THE POPULATION THAT HAS ATTAINED TERTIARY-TYPE B EDUCATION OR TERTIARY-TYPE A AND ADVANCED RESEARCH PROGRAMME

RANKING	COUNTRY	ALL HIGHER EDUCATION			CERTIFICATES & DIPLOMAS (NOW KNOWN AS ADVANCED CERTIFICATES & ORDINARY DEGREES)			UNDERGRADUATE DEGREES & HIGHER LEVEL POSTGRADUATE AWARDS		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
14	Switzerland	37%	19%	28%	14%	6%	10%	23%	13%	18%
15	Iceland	26%	30%	28%	3%	6%	4%	23%	24%	24%
16	Spain	26%	26%	26%	8%	6%	7%	18%	20%	19%
17	New Zealand	22%	28%	25%	4%	11%	8%	18%	17%	18%
18	Germany	29%	21%	25%	12%	8%	10%	17%	12%	15%
19	France	23%	25%	24%	9%	11%	10%	14%	14%	14%
20	Luxembourg	26%	19%	23%	9%	9%	9%	17%	10%	13%
21	Greece	22%	19%	21%	6%	6%	6%	16%	14%	15%
22	Austria	22%	15%	18%	11%	7%	9%	11%	8%	9%
23	Mexico	19%	14%	16%	2%	2%	2%	17%	12%	14%
24	Slovak Republic	13%	12%	12%	0%	1%	1%	12%	11%	12%
	OECD average	26%	25%	25%	9%	10%	9%	20%	18%	19%
EU19	average	23%	23%	23%	9%	10%	9%	18%	16%	17%

Data Source: OECD (2006), Education at a Glance 2006, Indicator A1.3a, A1.3b & A1.3c, p.39 (Gender breakdowns not published but available on the web at <http://dx.doi.org/10.1787/701655207564>)

TABLE 7.21 GENDER DIFFERENCES IN THE PERCENTAGE OF THE POPULATION THAT HAS ATTAINED TERTIARY EDUCATION (2004) - FEMALES MINUS MALES; AGE GROUPS 25-34 & 25-64

ALL HIGHER EDUCATION							
YOUNGER ADULT POPULATION (AGED 25-34)				ADULT POPULATION AGED 25-64			
	MALE	FEMALE	GENDER DIFFERENCE (FEMALE MINUS MALE)		MALE	FEMALE	GENDER DIFFERENCE (FEMALE MINUS MALE)
1	30%	47%	17%	1	30%	38%	8%
2	33%	46%	13%	2	41%	48%	6%
3	47%	60%	13%	3	32%	38%	6%
4	25%	38%	13%	4	22%	28%	6%
5	38%	47%	9%	5	30%	35%	4%
6	32%	41%	9%	6	30%	34%	4%
7	30%	40%	9%	7	26%	30%	4%
8	36%	45%	9%	8	29%	33%	4%
9	34%	42%	8%	9	23%	25%	2%
10	37%	44%	7%	10	29%	31%	2%
11	35%	41%	7%	11	27%	29%	2%
12	25%	31%	6%	12	38%	40%	1%
13	22%	27%	6%	13	26%	26%	0%
14	36%	42%	6%	14	13%	12%	0%
15	49%	54%	5%	15	29%	29%	-1%
16	33%	36%	3%	16	22%	19%	-3%
17	13%	15%	2%	17	39%	35%	-4%
18	31%	31%	0%	18	32%	27%	-5%
19	35%	35%	0%	19	19%	14%	-6%
20	20%	20%	0%	20	22%	15%	-7%
21	23%	23%	-1%	21	26%	19%	-7%
22	20%	18%	-2%	22	29%	21%	-9%
23	50%	48%	-2%	23	36%	25%	-11%
24	38%	23%	-14%	24	37%	19%	-18%
	29%	34%	5%		26%	25%	-1%
	26%	31%	6%		23%	23%	0%

Data Source: OECD (2006), Education at a Glance 2006, Indicator A1.3a, A1.3b & A1.3c, p.39 (Gender breakdowns not published but available on the web at <http://dx.doi.org/10.1787/701655207564>)



APPENDIX 8

Educational Personnel

PRIMARY TEACHERS

PRINCIPALS

POSTS OF RESPONSIBILITY

SECOND-LEVEL TEACHERS

HIGHER EDUCATION

INTERNATIONAL DATA
ON ACADEMIC PERSONNEL

THE ADMINISTRATION
OF EDUCATION

DEPARTMENT OF EDUCATION
AND SCIENCE

EDUCATION AGENCIES

BOARD MEMBER AND

PERSONNEL

TABLE 8.1 TOTAL NUMBER OF PRIMARY TEACHERS IN SERVICE BY GENDER, 1930 TO 2003					
YEAR	PUPIL NUMBERS			GENDER BALANCE	
	MALE	FEMALE	TOTAL	MALE	FEMALE
1930	3,852	5,399	9,251	42%	58%
1940	4,064	5,707	9,771	42%	58%
1950	4,196	8,674	12,870	33%	67%
1960	4,409	9,457	13,866	32%	68%
1970	4,677	10,182	14,859	31%	69%
1975	4,877	12,211	17,088	29%	71%
1980	5,062	13,940	19,002	27%	73%
1985	5,129	15,804	20,933	25%	75%
1990	4,865	15,456	20,321	24%	76%
1995	4,622	16,279	20,901	22%	78%
2000	4,370	17,480	21,850	20%	80%
2003	4,490	20,210	24,700	18%	82%

Data Source: Department of Education & Science, Tuarascáil Staitistiúil – Annual Statistical Reports and Annual Reports, various years 1929-30 to 2002-03.

TABLE 8.2 & 8.4 INTERNATIONAL DATA ON PRIMARY TEACHERS AND HEADTEACHERS (PRINCIPALS), 2003

	PRIMARY LEVEL 2003		RATIO OF FEMALE HEADS TO FEMALE TEACHERS
	TEACHERS % FEMALE	HEADTEACHERS % FEMALE	
Turkey	44.1%	:	
Japan	65.0%	19.5%	0.30
Denmark	65.3%	:	
Luxembourg	69.3%	:	
Spain	70.5%	:	
Norway	72.6%	47.9%	0.66
Finland	74.8%	35.2%	0.47
Belgium	77.7%	40.3%	0.52
Iceland	78.2%	79.8%	1.02
Portugal	78.9%	:	
Sweden	80.4%	:	
France	80.6%	80.6%	1.00
Netherlands	81.0%	28.8%	0.36
United Kingdom	81.4%	:	
Germany	82.8%	:	
Cyprus	83.2%	60.6%	0.73
Czech Republic	84.0%	:	
Hungary	84.3%	:	
Poland	84.7%	78.3%	0.92
Malta	85.2%	62.5%	0.73
Ireland	86.5%	51.2%	0.59
Romania	87.2%	:	
United States	88.2%	:	
Croatia	89.9%	:	
Austria	90.1%	60.7%	0.67
Slovakia	92.1%	78.1%	0.85
Bulgaria	92.3%	76.0%	0.82
Italy	95.3%	:	
Slovenia	96.5%	:	
Latvia	96.9%	:	
Lithuania	97.6%	:	
Average for available countries	81.8%	57.1%	0.69

Data Source: Eurostat website indicators on Educational Personnel - s06_2 & s01_2 (http://epp.eurostat.ec.eu.int/portal/page?_pageid=0,1136184,0_45572595&_dad=portal&_schema=PORTAL) Data updated - Sept. 15, 2005; Date of extraction - Oct. 10, 2005

TABLE 8.3 PRINCIPALS, POSTS OF RESPONSIBILITY AND TEACHERS AT PRIMARY LEVEL, 1990 TO 2005

	YEAR	MALE	FEMALE
Principal	1990	52.5%	47.5%
	1995	51.1%	48.9%
	2000	50.0%	50.0%
	2005	46.6%	53.4%
Deputy/ Vice Principal	1990	16.5%	83.5%
	1995	16.9%	83.1%
	2000	15.7%	84.3%
	2005	14.9%	85.1%
Asst. Principal/ Grade A	1990	33.9%	66.1%
	1995	31.2%	68.8%
	2000	24.7%	75.3%
	2005	22.2%	77.8%
Special Duties/ Grade B	1990	25.0%	75.0%
	1995	23.7%	76.3%
	2000	18.0%	82.0%
	2005	14.7%	85.3%
Class Teacher	1990	15.5%	84.5%
	1995	14.4%	85.6%
	2000	11.6%	88.4%
	2005	10.2%	89.8%
Total	1990	23.2%	76.8%
	1995	21.9%	78.1%
	2000	19.6%	80.4%
	2005	17.0%	83.0%

TABLE 8.5 TOTAL TEACHERS AT SECOND LEVEL 1980 - 2003

TOTAL SECOND LEVEL TEACHERS		SECONDARY TEACHERS (NUMBERS)			VOCATIONAL TEACHERS (NUMBERS)			C&C TEACHERS NUMBERS						
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL					
1980	6,064	6,951	13,015	5,214	6,256	11,470	1980	:	4,633	1980	850	695	1,545	
1985	9,525	9,502	19,027	5,415	6,487	11,902	1985	2,943	2,006	4,949	1985	1,167	1,009	2,176
1990	9,242	9,506	18,748	5,219	6,411	11,630	1990	2,783	2,042	4,825	1990	1,240	1,053	2,293
1995	9,447	11,193	20,640	5,275	7,360	12,635	1995	2,753	2,433	5,186	1995	1,419	1,400	2,819
2000	9,029	12,072	21,101	5,054	7,364	12,418	2000	2,608	3,017	5,625	2000	1,367	1,691	3,058
2003	9,016	13,046	22,062	4,890	7,557	12,447	2003	2,544	3,389	5,933	2003	1,582	2,100	3,682
TOTAL SECOND LEVEL TEACHERS %		SECONDARY TEACHERS			VOCATIONAL TEACHERS			C&C TEACHERS						
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL					
1985	50.1%	49.9%	100.0%	45.5%	54.5%	100.0%	1985	59.5%	40.5%	100.0%	1985	53.6%	46.4%	100.0%
1990	49.3%	50.7%	100.0%	44.9%	55.1%	100.0%	1990	57.7%	42.3%	100.0%	1990	54.1%	45.9%	100.0%
1995	45.8%	54.2%	100.0%	41.7%	58.3%	100.0%	1995	53.1%	46.9%	100.0%	1995	50.3%	49.7%	100.0%
2000	42.8%	57.2%	100.0%	40.7%	59.3%	100.0%	2000	46.4%	53.6%	100.0%	2000	44.7%	55.3%	100.0%
2003	40.9%	59.1%	100.0%	39.3%	60.7%	100.0%	2003	42.9%	57.1%	100.0%	2003	43.0%	57.0%	100.0%

TABLE 8.6 & 8.8 INTERNATIONAL DATA ON SECOND-LEVEL TEACHERS AND HEADTEACHERS (PRINCIPALS), 2003

	SECOND LEVEL 2003		RATIO OF FEMALE HEADS TO FEMALE TEACHERS
	TEACHERS % FEMALE	HEADTEACHERS % FEMALE	
Japan	32.3%	5.3%	0.16
Turkey	40.0%	:	
Luxembourg	43.0%	:	
Netherlands	43.5%	17.6%	0.40
Malta	45.2%	31.7%	0.70
Iceland	48.3%	31.3%	0.65
Germany	51.5%	:	
Spain	54.2%	:	
Sweden	56.6%	:	
Belgium	57.7%	26.2%	0.45
France	58.3%	52.4%	0.90
Austria	58.4%	21.5%	0.37
Norway	59.5%	41.0%	0.69
United Kingdom	59.6%	:	
Ireland	59.6%	32.2%	0.54
Cyprus	59.9%	44.9%	0.75
United States	60.1%	:	
Finland	64.4%	36.7%	0.57
Romania	65.7%	:	
Italy	66.6%	25.6%	0.38
Croatia	67.1%	:	
Czech Republic	68.8%	:	
Portugal	69.0%	:	
Poland	69.2%	57.5%	0.83
Slovenia	71.0%	52.4%	0.74
Slovakia	72.5%	44.6%	0.62
Hungary	72.7%	:	
Bulgaria	77.2%	63.5%	0.82
Latvia	80.8%	:	
Lithuania	81.7%	:	
Average for available countries	60.5%	36.5%	0.60

Source: Eurostat website indicators on Educational Personnel - s06_3,4 & s01_3 (http://epp.eurostat.ec.eu.int/portal/page?_pageid=0,1136184,0_45572595&_dad=portal&_schema=PORTAL) Data updated - Sept. 15, 2005; Date of extraction - Oct. 10, 2005

Note: Since lower second-level education and upper second-level education are delivered in separate institutions in many European countries, the total second-level gender balance of teachers has been calculated as an average of the gender balance at lower and upper second level to establish comparability with the Irish system.

TABLE 8.7 GENDER BREAKDOWN OF POSTS OF RESPONSIBILITY IN SECONDARY AND COMMUNITY & COMPREHENSIVE SCHOOLS, MAY 2005

	TOTAL SECONDARY & C&C		SECONDARY		COMMUNITY & COMPREHENSIVE	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Principals	366	178	280	157	86	21
Deputy/Vice principal	319	233	253	180	66	53
Assistant Principal/A Post	1,733	1,753	1,309	1,378	424	375
Special Duties/B Post	1,918	3,471	1,467	2,725	451	746
Special Functions	4	3	4	1	0	2
	4,340	5,638	3,313	4,441	1,027	1,197
	TOTAL SECONDARY & C&C		SECONDARY		COMMUNITY & COMPREHENSIVE	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Principals	67.3%	32.7%	64.1%	35.9%	80.4%	19.6%
Deputy/Vice principal	57.8%	42.2%	58.4%	41.6%	55.5%	44.5%
Assistant Principal/A Post	49.7%	50.3%	48.7%	51.3%	53.1%	46.9%
Special Duties/B Post	35.6%	64.4%	35.0%	65.0%	37.7%	62.3%
Special Functions	57.1%	42.9%	80.0%	20.0%	0.0%	100.0%
	43.5%	56.5%	42.7%	57.3%	46.2%	53.8%

Data Source: Department of Education & Science, Payroll Division (Primary Substitution and IT Liaison), Athlone.

8.9 OVERALL GENDER BREAKDOWN FOR ALL STAFF - TOTAL IOTS								
	ACADEMIC STAFF		MANAGEMENT & ADMIN STAFF		SUPPORT STAFF		TOTAL STAFF NUMBERS	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
1997-98	77%	23%	24%	76%	76%	24%	67%	33%
1998-99	75%	25%	23%	77%	74%	26%	65%	35%
1999-00	72%	28%	23%	77%	73%	27%	63%	37%
2000-01	70%	30%	23%	77%	74%	26%	62%	38%
2001-02	69%	31%	22%	78%	73%	27%	61%	39%
2002-03	67%	33%	22%	78%	74%	26%	60%	40%
2003-04	66%	34%	21%	79%	74%	26%	58%	42%

TABLE 8.10 GENDER BREAKDOWN BY GRADE - MANAGEMENT AND ADMINISTRATION

	MANAGEMENT		PO - AP LEVEL		LIBRARY STAFF		OTHER ADMIN		PART TIME HOURS	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
1997-98	92%	8%	68%	32%	19%	81%	13%	87%	28%	72%
1998-99	93%	7%	65%	35%	18%	82%	10%	90%	19%	81%
1999-00	88%	13%	66%	34%	21%	79%	11%	89%	25%	75%
2000-01	90%	10%	66%	34%	23%	77%	11%	89%	23%	77%
2001-02	90%	10%	63%	37%	22%	78%	10%	90%	23%	77%
2002-03	86%	14%	64%	36%	21%	79%	12%	88%	17%	83%
2003-04	85%	15%	66%	34%	26%	74%	11%	89%	24%	76%

TABLE 8.11 GENDER BREAKDOWN OF FULL-TIME ACADEMIC STAFF IN INSTITUTES OF TECHNOLOGY

		% PERCENTAGE		NUMBERS	
		MALE	FEMALE	MALE	FEMALE
Senior Lecturer III	2003-04	84%	16%	69	13
Senior Lecturer II	2003-04	77%	23%	129	39
L1& L2 Structured	2003-04	89%	11%	43	6
Senior Lecturer (Tch)	2003-04	83%	17%	196	41
Lecturer Grade	2003-04	73%	27%	1,040	378
Lecturer II	2003-04	81%	19%	254	60
Lecturer I	2003-04	52%	48%	327	307
Assistant Lecturer	2003-04	59%	41%	468	327
College Teacher	2003-04	92%	8%	11	1
TOTAL ACADEMIC	2003-04	68%	32%	2,537	1,172
Senior Lecturer III	1998-99	91%	9%	61	6
Senior Lecturer II	1998-99	88%	12%	102	14
L1& L2 Structured	1998-99	87%	13%	53	8
Senior Lecturer (Tch)	1998-99	91%	9%	40	4
Lecturer Grade	1998-99	86%	14%	341	54
Lecturer II	1998-99	82%	18%	564	121
Lecturer I	1998-99	65%	35%	826	436
Assistant Lecturer	1998-99	59%	41%	10	7
College Teacher	1998-99	54%	46%	25	21
TOTAL ACADEMIC	1998-99	75%	25%	2,022	671

TABLE 8.12 GENDER BREAKDOWN OF FULL-TIME ACADEMIC STAFF IN HEA INSTITUTIONS

		% PERCENTAGE		NUMBERS	
		MALE	FEMALE	MALE	FEMALE
Professor	2002-03	92.5%	7.5%	319	26
Associate Professor	2002-03	87.5%	12.5%	225	32
Statutory/Senior Lecturer	2002-03	75.2%	24.8%	568	187
College Lecturer	2002-03	59.9%	40.1%	1,087	728
Assistant Lecturer	2002-03	49.1%	50.9%	158	164
Other Teaching Staff	2002-03	47.5%	52.5%	267	295
Other	2002-03	45.0%	55.0%	459	562
Total Full-time Academic	2002-03	60.7%	39.3%	3,083	1,994
Professor	1997-98	93.9%	6.1%	293	19
Associate Professor	1997-98	92.4%	7.6%	171	14
Statutory/Senior Lecturer	1997-98	83.7%	16.3%	498	97
College Lecturer	1997-98	67.1%	32.9%	894	438
Assistant Lecturer	1997-98	56.0%	44.0%	108	85
Other Teaching Staff	1997-98	53.2%	46.8%	74	65
Other	1997-98	0.0%	0.0%	0	0
Total Full-time Academic	1997-98	73.9%	26.1%	2,038	718

Data Source: These data are supplied annually by the HEA to the statistics section of the Department of Education & Science. They are used as inputs into the Department's annual data submissions to Eurostat and the OECD on Educational Personnel.

TABLE 8.13 GENDER BREAKDOWN OF FULL-TIME ACADEMIC STAFF IN HIGHER EDUCATION INSTITUTIONS, 2003

	% PERCENTAGE		NUMBERS		
	MALES	FEMALES	MALES	FEMALES	TOTAL
Switzerland	88%	12%	3,297	447	3,744
Japan	83%	17%	141,685	28,291	169,976
Netherlands	81%	19%	17,989	4,149	22,138
Malta	77%	23%	228	68	296
Germany	75%	25%	103,367	34,796	138,163
Austria	71%	29%	6,335	2,550	8,885
Slovenia	71%	29%	1,263	524	1,787
United Kingdom	68%	32%	55,120	26,130	81,250
Italy	67%	33%	58,855	28,360	87,215
France	66%	34%	87,668	44,530	132,198
Norway	64%	36%	7,154	4,067	11,221
Ireland	64%	36%	6,219	3,548	9,767
Turkey	63%	37%	47,215	28,102	75,317
Sweden	62%	38%	16,957	10,381	27,338
United States	62%	38%	397,860	248,581	646,441
Hungary	61%	39%	10,295	6,635	16,930
Croatia	60%	40%	3,534	2,310	5,844
Belgium	60%	40%	9,299	6,084	15,383
Spain	60%	40%	59,138	38,882	98,020
Cyprus	59%	41%	553	377	930
Albania	59%	41%	1,006	693	1,699
Slovakia	59%	41%	6,210	4,354	10,564
Romania	59%	41%	17,298	12,234	29,532
Iceland	58%	42%	455	326	781
Portugal	58%	42%	13,489	9,805	23,294
Macedonia	56%	44%	1,483	1,146	2,629
Bulgaria	55%	45%	6,175	5,045	11,220
Finland	55%	45%	9,213	7,576	16,789
Lithuania	47%	53%	3,170	3,606	6,776
Latvia	45%	55%	1,277	1,583	2,860
Country average	64%	36%			
Average of staff in all countries	66%	34%	1,093,807	565,180	1,658,987

Source: Eurostat website indicators on Educational Personnel - pers2_t (http://epp.eurostat.ec.eu.int/portal/page?_pageid=0,1136184,0_45572595&_dad=portal&_schema=PORTAL) Data updated - Sept. 14, 2005; Date of extraction - Dec. 21, 2005

**TABLE 8.14 EMPLOYEES OF THE DEPARTMENT OF
EDUCATION & SCIENCE, APRIL 2005**

ADMINISTRATIVE GRADES					
GRADE	MALE	%	FEMALE	%	TOTAL
Secretary General	0	0%	1	100%	1
Assistant Secretary	6	100%	0	0%	6
Director	1	100%	0	0%	1
Principal Officer	22	69%	10	31%	32
Assistant Principal	41	63%	24	37%	65
Higher Executive Officer	63	40%	93	60%	156
Administrative Officer	1	20%	4	80%	5
Executive Officer	85	27%	229	73%	314
Staff Officer	4	8%	47	92%	51
Clerical Officer	68	20%	269	80%	337
Total Administrative Staff	291	30%	677	70%	968
NON-ADMINISTRATIVE GRADES (INSPECTORATE)					
GRADE	MALE	%	FEMALE	%	TOTAL
Chief Inspector	1	100%	0	0%	1
Deputy Chief Inspector	2	100%	0	0%	2
Asst Chief Inspector	7	64%	4	36%	11
Divisional Inspector	26	70%	11	30%	37
District Inspector	15	42%	21	58%	36
Senior Inspector PP	13	65%	7	35%	20
Post Primary Inspector	17	40%	26	60%	43
Total Inspectorate	81	54%	69	46%	150
NEPS (NATIONAL EDUCATIONAL PSYCHOLOGICAL SERVICE)					
GRADE	MALE	%	FEMALE	%	TOTAL
Acting Director	0	0%	1	100%	1
Regional Director	3	38%	5	63%	8
Senior Psychologist	14	30%	32	70%	46
Psychologists	13	19%	57	81%	70
Total NEPS	30	24%	95	76%	125
BUILDING UNIT (NON-ADMIN.)					
GRADE	MALE	%	FEMALE	%	TOTAL
Manager	3	100%	0	0%	3
Project Planner	2	100%	0	0%	2
Senior Architect	5	83%	1	17%	6
Architect	2	67%	1	33%	3
Arch Asst	11	100%	0	0%	11
Engineer G1	3	100%	0	0%	3
Total Building Unit (Non-Admin)	26	93%	2	7%	28

Continued on next page

TABLE 8.14 EMPLOYEES OF THE DEPARTMENT OF EDUCATION & SCIENCE, APRIL 2005

SERVICE GRADES					
GRADE	MALE	%	FEMALE	%	TOTAL
Head Service Officer	1	100%	0	0%	1
Service Officer in charge	3	100%	0	0%	3
Service Officer	12	86%	2	14%	14
Service Attendant	1	100%	0	0%	1
Nightwatchmen	2	100%	0	0%	2
General Operative	1	100%	0	0%	1
Supervisor of Cleaners	0	0%	1	100%	1
Cleaners	1	17%	5	83%	6
Telephonists	2	67%	1	33%	3
Total Service Grades	23	72%	9	28%	32
OTHER					
GRADE	MALE	%	FEMALE	%	TOTAL
Civilian Driver	2	100%	0	0%	2
Senior Statistician	1	100%	0	0%	1
Statistician	1	50%	1	50%	2
Temp Accountant	1	100%	0	0%	1
Temp Barrister at Law	0	0%	1	100%	1
Employee Assistance	0	0%	1	100%	1
Total Other	5	63%	3	38%	8
Total Administrative	291	30%	677	70%	968
Total Non-Administrative	165	48%	178	52%	343
Total All Grades	456	35%	855	65%	1311

Data Source: Personnel Section, Department of Education & Science.

TABLE 8.15 EMPLOYEES OF THE CIVIL SERVICE, DECEMBER 2003

ADMINISTRATION GRADES					
	MALE		FEMALE		TOTAL
Secretary General	15	94%	1	6%	16
Assistant Secretary	123	90%	14	10%	137
Principal Officer	477	80%	122	20%	599
Assistant Principal Officer	1,370	67%	663	33%	2,033
Higher Executive Officer	1,993	54%	1,730	46%	3,723
Administrative Officer	108	45%	132	55%	240
Executive Officer	1,804	37%	3,049	63%	4,853
Staff Officer	310	20%	1,209	80%	1,519
Clerical Officer	2,292	21%	8,819	79%	11,111
Total (24,231)	8,492	35%	15,739	65%	24,231

Data Source: Data supplied by the Department of Finance,

Note: These figures exclude the Irish Prison Service, Garda Civilians, State Exams Commission, National Council for Special Education and Foreign Affairs Local Recruits Serving Abroad.

TABLE 8.16 DEPARTMENT OF EDUCATION & SCIENCE 1995, 1996

ADMINISTRATION GRADES 1996					
GRADE	MALE	%	FEMALE	%	TOTAL
Secretary General	1	100%	0	0%	1
Assistant Secretary	5	100%	0	0%	5
Director	1	100%	0	0%	1
Principal Officer	19	83%	4	17%	23
Assistant Principal Officer	36	80%	9	20%	45
Higher Executive Officer	53	55%	44	45%	97
Administrative Officer	2	50%	2	50%	4
Executive Officer	69	40%	102	60%	171
Staff Officer	8	14%	50	86%	58
Clerical Officer	24	18%	109	82%	133
Clerical Assistant Typist	1	3%	38	97%	39
Clerical Assistant	26	23%	85	77%	111
Total	245	36%	443	64%	688
INSPECTORATE 1995					
GRADE	MALE	%	FEMALE	%	TOTAL
Chief Inspector	1	100%	0	0%	1
Deputy Chief Inspector	2	100%	0	0%	2
Asst Chief Inspector	8	100%	0	0%	8
Divisional Inspector	18	95%	1	5%	19
District Inspector	37	84%	7	16%	44
District Inspector Post Primary	2	50%	2	50%	4
Senior Inspector PP	16	94%	1	6%	17
Post Primary Inspector	26	79%	7	21%	33
Total Inspectorate	110	86%	18	14%	128

Data Source: Department of Education and Science, Personnel Section & IPA Diary 1996.

TABLE 8.17 MEMBERSHIP OF SELECTED STATE BOARDS AND COMMITTEES RELATING TO EDUCATION, 30 JUNE 2005

BOARD	APPOINTMENTS				GOVT./MINISTERIAL APPOINTMENTS				CHAIRS		
	TOTAL	WOMEN		TOTAL	WOMEN		MALE	FEMALE	% FEMALE		
		NUMBER	%		NUMBER	%					
SET (Committee to encourage females into Science, Engineering & Technology)	11	10	91%	1	1	100%	0	1	100%		
New Schools Advisory Committee	6	5	83%	0			0	1	100%		
Modern Languages (Primary) Initiative Consultative Management Group	16	13	81%	0			1	0	0%		
Education Equality Initiative (EEI)	17	11	65%	3	3	100%	0	1	100%		
Modern Languages (Primary) Initiative Project Management Group	8	5	63%	0			1	0	0%		
Advisory Committee on Traveller Education	21	13	62%	0			1	0	100%		
Leargas	10	6	60%	10	6	60%	1	0	0%		
Steering Committee of the Post-Primary Languages Initiative	10	6	60%	0			1	0	0%		
Social Personal and Health Education Management Committee	10	6	60%	0			1	0	0%		
Primary Curriculum Implementation Group	22	13	59%	0			1	0	0%		
Committee on Educational Disadvantage (EDDIS)	18	10	56%	18	10	56%	0	1	100%		
Centre for Early Childhood and Development (CECDE) Steering Committee	9	5	56%	0			0	1	100%		
ACELS (Advisory Council for English Language)	11	6	55%	1	0	0%	0	1	100%		
Residential Institutions Redress Board	11	6	55%	11	6	55%	1	0	0%		
National Council for Special Education	12	6	50%	12	6	50%	1	0	0%		
Task Force on Student Behaviour	12	6	50%	12	6	50%	0	1	100%		
Teaching Council	37	17	46%	5	1	20%	0	1	100%		
Further Education Training Awards Council (FETAC)	16	7	44%	9	5	56%	0	1	100%		
Section 29 Appeals Board	30	13	43%	30	13	43%		Rotating Chair			

TABLE 8.17 MEMBERSHIP OF SELECTED STATE BOARDS AND COMMITTEES RELATING TO EDUCATION, 30 JUNE 2005

BOARD	APPOINTMENTS				GOVT./MINISTERIAL APPOINTMENTS				CHAIRS		
	TOTAL	WOMEN		TOTAL	WOMEN		MALE	FEMALE	% FEMALE		
		NUMBER	%		NUMBER	%					
National Qualification Authority of Ireland (NQAI)	14	6	43%	4	1	25%	1	0	0%		
NCTE (National Centre for Technology in Education)	7	3	43%	0	1		1	0	0%		
Institutes of Technology (& DIT) Boards	259	106	41%	18	2	11%	14	0	0%		
State Exams Commission	5	2	40%	5	2	40%	1	0	0%		
National Adult Learning Council (NALC)	25	10	40%	4	2	50%	1	0	0%		
Steering Committee of the Leadership Development for Schools	10	4	40%	0			0	1	100%		
Council for Irish Language Education	23	9	39%	1	0	0%	1	0	0%		
Irish Research Council for Science, Engineering and Technology (IRCSET)	23	9	39%				0	1	100%		
Royal Irish Academy of Music (RIAM)	35	13	37%	0			1	0	0%		
Higher Education Authority (HEA)	19	7	37%	19	7	37%	1	0	0%		
Steering Group of the Commission on School Accommodation	30	11	37%	3	1	33%	1	0	0%		
Irish Research Council for the Humanities and Social Sciences (IRCHSS)	11	4	36%				1	0	0%		
International Education Board of Ireland (IEBI)	20	7	35%	1	1	100%	1	0	0%		
National University of Ireland (NUI)	38	13	34%	4	2	50%	1	0	0%		
National Council for Curriculum and Assessment (NCCA)	25	8	32%	1	1	100%	0	1	100%		
University Boards (7 Universities & NCAD)	244	74	30%	25	13	52%	7	1	13%		
Higher Education Training Awards Council (HETAC)	14	4	29%	4	2	50%	1	0	0%		
National Educational Welfare Board (NEWB)	13	3	23%	12	3	25%	0	1	100%		
Primary Schools Sports Initiative Taskforce Committee	13	3	23%	0	0	52%	1	0	0%		
Education Sector Performance Verification Group	10	2	20%	7	2	29%	1	0			
Royal Irish Academy (RIA)	22	4	18%	0			1	0	0%		
TOTAL OF ALL AGENCIES LISTED ABOVE	1147	466	41%	220	96	44%	45	14	24%		

Data Source: The above data on the gender composition of the boards of state agencies is collected and compiled by the Gender Equality Unit within the Department of Education and Science. This information is then forwarded to the Department of Justice, Equality and Law Reform on a regular basis.

TABLE 8.18 VOCATIONAL EDUCATIONAL COMMITTEES, 2006

	PERCENTAGES			NUMBERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Chairperson	94%	6%	100%	31	2	33
Committee Members	66%	34%	100%	388	200	588
CEO	79%	21%	100%	26	7	33

Data Source: IPA Directory 2006, internet searches & telephone contact.

TABLE 8.19 SELECTED STATE AGENCIES WITH RESPONSIBILITY FOR ADMINISTRATION AND/OR EDUCATION POLICY, 2005

HEA - HIGHER EDUCATION AUTHORITY					
GRADE	MALE	%	FEMALE	%	TOTAL
Chief Executive	1	100%	0	0%	1
Principal Officer	3	50%	3	50%	6
Assistant Principal	3.6	39%	5.6	61%	9.2
Higher Executive Officer	5	50%	5	50%	10
Executive Officer	5	35%	9.2	65%	14.2
Clerical Officer	1	14%	6	86%	7
Support Staff	0	0%	1.6	100%	1.6
TOTAL HEA	18.6	38%	30.4	62%	49
SEC - STATE EXAMINATIONS COMMISSION					
GRADE	MALE	%	FEMALE	%	TOTAL
CEO	1	100%	0	0%	1
Director of Operations	1	100%	0	0%	1
Head EAM	1	100%	0	0%	1
Principal Officer	1	50%	1	50%	2
Deputy Head EAM	2	67%	1	33%	3
EAM	21	64%	12	36%	33
Assistant Principal	5	71%	2	29%	7
Higher Executive Officer	8	50%	8	50%	16
Executive Officers	9	30%	21	70%	30
Staff Officers	0	0%	11	100%	11
Clerical Officers	12	22%	42	78%	54
Services Officers	9	100%	0	0%	9
Night Watchmen	3	100%	0	0%	3
Cleaners	3	23%	10	77%	13
TOTAL SEC	76	41%	108	59%	184
NCSE - NATIONAL COUNCIL FOR SPECIAL EDUCATION					
GRADE	MALE	%	FEMALE	%	TOTAL
Chief Executive	1	100%	0	0%	1
Principal Officer	2	67%	1	33%	3
Assistant Principal	2	67%	1	33%	3
Support Staff (SENOs)	14	19%	61	81%	75
Higher Executive Officer	3	75%	1	25%	4
Executive Officer	1	29%	2.5	71%	3.5
Staff Officer	0	0%	1	100%	1
Clerical Officer	0	0%	2	100%	2
TOTAL NCSE	23	25%	69.5	75%	92.5

TABLE 8.19 SELECTED STATE AGENCIES WITH RESPONSIBILITY FOR ADMINISTRATION AND/OR EDUCATION POLICY, 2005

NCCA - NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT					
GRADE	MALE	%	FEMALE	%	TOTAL
Chief Executive	0	0%	1	100%	1
Deputy CEO	1	50%	1	50%	2
Director	2	33%	4	67%	6
Resource Co-ordinator	0	0%	1	100%	1
Project Officer	0	0%	2	100%	2
Education Officer	4	44%	5	56%	9
Assistant Principal	1	100%	0	0%	1
Higher Executive Officer	1	100%	0	0%	1
Executive Officer	0	0%	1	100%	1
Clerical Officer	3	75%	1	25%	4
Services Officer	1	50%	1	50%	2
TOTAL NCCA	13	43%	17	57%	30
NEWB - NATIONAL EDUCATION WELFARE BOARD					
GRADE	MALE	%	FEMALE	%	TOTAL
CEO	1	100%	0	0%	1
Principal Officers	1	100%	0	0%	1
Assistant Principal	1	50%	1	50%	2
Regional Managers (APs)	3	60%	2	40%	5
Senior Educational Welfare Officers	3	27%	8	73%	11
Educational Welfare Officers	19	39%	30	61%	49
Higher Executive Officers	2	50%	2	50%	4
Executive Officers	0	0%	1	100%	1
Clerical Officers	0	0%	5	100%	5
TOTAL NEWB	30	38%	49	62%	79
NQAI - NATIONAL QUALIFICATIONS AUTHORITY OF IRELAND					
GRADE	MALE	%	FEMALE	%	TOTAL
CEO	1	100%	0	0%	1
Director Framework Development & Director Corporate Affairs	0	0%	2	100%	2
Development Officers	3	100%	0	0%	3
Administration Executive	1	100%	0	0%	1
Administrator - Grade VII	0	0%	3	100%	3
Administrator - Grade IV	1	25%	3	75%	4
Administrator - Grade III	0	0%	2	100%	2
TOTAL NQAI	6	37%	10	63%	16

TABLE 8.19 SELECTED STATE AGENCIES WITH RESPONSIBILITY FOR ADMINISTRATION AND/OR EDUCATION POLICY, 2005

HETAC					
GRADE	MALE	%	FEMALE	%	TOTAL
Chief Executive	1	100%	0	0%	1
Director Corporate Services & Director Academic Affairs SLIII	1	100%	0	0%	1
Development Officers/Head of Functions SLII	2	33%	4	67%	6
APO	1	100%	0	0%	1
Admin Officer VII	0	0%	2	100%	2
Admin Officer VI	0	0%	2.5	100%	2.5
Admin Officer V	0	0%	4	100%	4
Admin Officer IV	0	0%	3.5	100%	3.5
Admin Officer III	1	17%	5	83%	6
Contract Grade Info Officer/ Librarian	0	0%	1	100%	1
Contract Grade IT Manager	1	100%	0	0%	1
TOTAL HETAC	7	24%	22	76%	29
FETAC					
GRADE	MALE	%	FEMALE	%	TOTAL
CEO	1	100%	0	0%	1
Director of Services/ Director of Awards	1	50%	1	50%	2
Head of Admin	0	0%	1	100%	1
Development Officers	3	30%	7	70%	10
Grade VII	2	100%	0	0%	2
Grade VI	2	67%	1	33%	3
Grade V	1	17%	5	83%	6
Grade IV	2	22%	7	78%	9
Grade III	1	10%	9	90%	10
TOTAL FETAC	13	30%	31	70%	44
NALA - NATIONAL ADULT LITERACY AGENCY					
GRADE	MALE	%	FEMALE	%	TOTAL
Principal Officer	0	0%	1	100%	1
Assistant Principal Officer	1	100%	0	0%	1
Administrative Officer STD	3	30%	7	70%	10
Clerical & Administrative GR IV	0	0%	1	100%	1
Clerical & Administrative Gr V	0	0%	4	100%	4
TOTAL NALA	4	24%	13	76%	17
AONTAS					
GRADE	MALE	%	FEMALE	%	TOTAL
Principal Officer	0	0%	2	100%	2
Assistant Principal Officer	0	0%	1	100%	1
Higher Executive Officer	0	0%	1	100%	1
Executive Officer	0	0%	5	100%	5
Clerical Officer	0	0%	1	100%	1
TOTAL AONTAS	0	0%	10	100%	10



APPENDIX 9

Overview of the Population

EDUCATIONAL PROFILE OF THE POPULATION

CHANGES OVER TIME

ATTAINMENT IN INTERNATIONAL CONTEXT

IMPACT OF INITIAL EDUCATION

PARTICIPATION IN THE LABOUR MARKET

RETURNS TO EDUCATION

FUTURE ENGAGEMENT WITH LEARNING

TABLE 9.1 PERCENTAGES OF PERSONS WITH LOW LEVELS OF EDUCATIONAL ATTAINMENT BY AGE GROUP AND GENDER

		AGE GROUP							
HIGHEST LEVEL OF EDUCATION ATTAINED		20-24	25-34	35-44	45-54	55-59	60-64		
Males	Primary or below	4.2%	6.7%	10.9%	25.7%	42.9%	51.3%		
	Lower Second Level	13.6%	17.5%	24.7%	23.2%	16.2%	14.5%		
	Lower 2nd level and below	17.9%	24.2%	35.7%	48.9%	59.1%	65.7%		
Females	Primary or below	3.2%	5.1%	9.5%	22.7%	37.8%	44.1%		
	Lower Second Level	8.2%	11.9%	18.3%	20.8%	19.3%	17.6%		
	Lower 2nd level and below	11.4%	17.1%	27.9%	43.6%	57.1%	61.7%		
All persons	Primary or below	3.8%	5.9%	10.2%	24.2%	40.4%	47.8%		
	Lower Second Level	10.9%	14.7%	21.5%	22.0%	17.8%	16.0%		
	Lower 2nd level and below	14.7%	20.6%	31.8%	46.2%	58.1%	63.8%		

Data Source: Quarterly National Household Survey, Central Statistics Office. Reference period: Q2 - March to May, 2004. The Department is grateful to the Labour Market Section of the CSO for providing these data disaggregated by gender.

Note: The small numbers of respondents whose highest level of education is classified as "other" have been omitted from this analysis.

TABLE 9.2 PERCENTAGES OF PERSONS WITH THIRD-LEVEL QUALIFICATIONS BY AGE GROUP AND GENDER

		AGE GROUP					
		25-34	35-44	45-54	55-59	60-64	
Males	HIGHEST LEVEL OF EDUCATION ATTAINED						
	Third Level non degree	12.6%	10.2%	7.4%	4.6%	4.7%	
	Degree or above	24.4%	19.0%	14.5%	13.5%	9.8%	
	Total Third Level	37.0%	29.1%	21.9%	18.1%	14.5%	
Females	Third Level non degree	16.5%	11.7%	9.4%	7.0%	6.5%	
	Degree or above	27.3%	16.9%	11.8%	8.8%	7.3%	
	Total Third Level	43.8%	28.6%	21.2%	15.8%	13.8%	
All persons	Third Level non degree	14.6%	10.9%	8.4%	5.8%	5.6%	
	Degree or above	25.8%	17.9%	13.1%	11.2%	8.6%	
	Total Third Level	40.4%	28.9%	21.5%	16.9%	14.2%	

Data Source: Quarterly National Household Survey, Central Statistics Office. Reference period: Q2 - March to May, 2004. The Department is grateful to the Labour Market Section of the CSO for providing these data disaggregated by gender.

Note: The small numbers of respondents whose highest level of education is classified as "other" have been omitted from this analysis.

TABLE 9.3 PERCENTAGES THAT HAVE ATTAINED AT LEAST UPPER SECOND-LEVEL EDUCATION BY AGE-GROUP, IRELAND & OECD AVERAGES 2003

	MALES			FEMALES			PERSONS			25-64 YEAR OLDS		
	25-34	35-44	45-54	25-34	35-44	45-54	25-34	35-44	45-54	55-64	Males	Females
Ireland	75%	63%	50%	81%	71%	54%	78%	67%	52%	38%	59%	64%
OECD Country mean	75%	70%	65%	76%	69%	59%	75%	70%	62%	51%	68%	66%

Data Source: OECD (2005) Education at a Glance: OECD Indicators 2005, Table A1.2 [The gender breakdowns which were not published in hard-copy are available on the OECD website]

TABLE 9.4 PERCENTAGES THAT HAVE ATTAINED THIRD-LEVEL EDUCATION BY AGE-GROUP, IRELAND & OECD AVERAGES 2003

	MALES			FEMALES			PERSONS			25-64 YEAR OLDS		
	25-34	35-44	45-54	25-34	35-44	45-54	25-34	35-44	45-54	55-64	Males	Females
Ireland	34%	27%	21%	40%	28%	20%	37%	27%	20%	15%	26%	26%
OECD Country Mean	28%	26%	23%	32%	25%	21%	29%	26%	22%	17%	25%	24%

Data Source: OECD (2005) Education at a Glance: OECD Indicators 2005, Table A1.3 [The gender breakdowns which were not published in hard-copy are available on the OECD website]

TABLE 9.5 ILO PARTICIPATION RATE IN THE LABOUR FORCE BY AGE GROUP - IRELAND 2005 (Q2)

AGE GROUP	MALE	FEMALE	ALL PERSONS
25-34	93%	77%	85%
35-44	94%	67%	80%
45-54	89%	63%	76%
55-59	74%	46%	60%
60-64	60%	28%	44%

Data source: CSO website data on Labour Force from the QNHS
(<http://www.cso.ie/px/pxeirestat/temp/QNBQ42005113494249.xls>) Data extracted 2 November 2005

TABLE 9.6 TRENDS IN EMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT (1991-2003)

Number of 25-to-64-year-olds in employment as a percentage of the population aged 25 to 64, by level of educational attainment											
	GENDER	EDUCATIONAL ATTAINMENT**	1991	1995	1998	1999	2000	2001	2002	2003	
Ireland	Males	Low	69%	68%	71%	73%	74%	74%	74%	73%	
		Medium	87%	86%	88%	90%	91%	92%	90%	89%	
		High	91%	91%	92%	93%	93%	93%	91%	91%	
	Females	Low	21%	26%	33%	34%	36%	37%	37%	38%	38%
		Medium	46%	52%	60%	62%	64%	64%	64%	65%	63%
		High	68%	75%	78%	82%	82%	82%	82%	82%	81%
	Total	Low	46%	49%	53%	54%	56%	57%	57%	57%	57%
		Medium	63%	67%	72%	75%	77%	77%	77%	77%	76%
		High	81%	83%	85%	87%	88%	87%	87%	87%	86%
OECD Country Mean	Males	Low	75%	71%	71%	70%	70%	70%	70%	70%	68%
		Medium	86%	84%	84%	85%	85%	84%	84%	84%	83%
		High	91%	89%	90%	90%	90%	90%	89%	89%	88%
	Females	Low	45%	44%	45%	45%	46%	46%	46%	46%	46%
		Medium	63%	63%	64%	65%	65%	65%	65%	66%	65%
		High	78%	78%	78%	78%	79%	79%	79%	79%	78%
	Total	Low	59%	57%	57%	57%	57%	57%	57%	57%	56%
		Medium	76%	73%	75%	76%	75%	75%	75%	75%	74%
		High	86%	84%	85%	85%	85%	85%	85%	84%	83%

Data Source: OECD (2005) Education at a Glance: OECD Indicators 2005, Table A8.3a, p.111 [The gender breakdowns which were not published in hard-copy are available on the OECD website, see web tables A8.3b & A8.3c].

Note: **For Educational Attainment, Low = Below upper secondary; Medium = Upper secondary and post-secondary non-tertiary; High = Tertiary education

TABLE 9.7 UNEMPLOYMENT RATES AMONG 25-29 YEAR OLDS BY LEVEL OF EDUCATIONAL ATTAINMENT (IRELAND AND OECD COUNTRY MEAN, 2003)

	Below upper secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education	
Ireland	Males	10.3%	3.8%	3.4%	5.0%
	Females	5.5%	2.9%	2.6%	3.1%
	M & F	8.3%	3.4%	3.0%	4.1%
OECD Country mean	Males	13.0%	6.0%	4.6%	6.7%
	Females	9.5%	6.4%	4.9%	6.1%
	M & F	11.2%	6.2%	4.7%	6.4%

Data Source: OECD (2005) Education at a Glance: OECD Indicators 2005, Table C4.3, p.292.

TABLE 9.8 RELATIVE EARNINGS OF THE POPULATION WITH INCOME FROM EMPLOYMENT BY LEVEL OF EDUCATIONAL ATTAINMENT AND GENDER FOR 25 TO 64 YEAR OLDS AND 30 TO 44 YEAR OLDS - IRELAND 2000 (UPPER SECOND-LEVEL EDUCATION=100%)

	AGE 25-64			AGE 30-44		
	MALES	FEMALES	TOTAL	MALES	FEMALES	TOTAL
Below upper 2nd level	82%	64%	87%	77%	61%	83%
3rd level Cert & Diploma	117%	132%	124%	123%	126%	130%
3rd level Degree to PhD	143%	181%	163%	140%	155%	152%
All 3rd level	135%	161%	149%	133%	144%	143%

Data Source: OECD (2005) Education at a Glance: OECD Indicators 2005, Table A9.1a, p.130.

TABLE 9.9 PARTICIPATION IN FORMAL AND/OR NON-FORMAL EDUCATION AND TRAINING, BY EDUCATIONAL ATTAINMENT AND GENDER (IRELAND 2003)

	Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education
Males	11%	23%	39%	23%
Females	11%	24%	44%	26%
M & F	11%	24%	42%	24%

Data Source: OECD (2005) Education at a Glance: OECD Indicators 2005, Table C6.1a, p.321.

9.10 PARTICIPATION IN LIFELONG LEARNING, 2004

	MALES	FEMALES	PERSONS	GENDER DIFFERENCE (Females minus Males)	GENDER DIFFERENCE (Females/Males)
Sweden	31.5%	40.3%	35.8%	8.8%	1.3
Denmark	23.4%	31.9%	27.6%	8.5%	1.4
Finland	20.9%	28.2%	24.6%	7.3%	1.3
UK	17.4%	25.3%	21.2%	7.9%	1.5
Slovenia	16.1%	19.8%	17.9%	3.7%	1.2
Netherlands	16.4%	17.2%	16.8%	0.8%	1.0
Austria	11.5%	12.5%	12.0%	1.0%	1.1
EU 25	9.0%	10.7%	9.9%	1.7%	1.2
Belgium	9.7%	9.3%	9.5%	-0.4%	1.0
Luxembourg	9.3%	9.5%	9.4%	0.2%	1.0
Cyprus	9.0%	9.6%	9.3%	0.6%	1.1
Latvia	6.1%	11.8%	9.1%	5.7%	1.9
France	7.6%	7.9%	7.8%	0.3%	1.0
Germany	7.8%	7.0%	7.4%	-0.8%	0.9
Ireland	6.1%	8.4%	7.2%	2.3%	1.4
Italy	6.5%	7.2%	6.8%	0.7%	1.1
Estonia	5.8%	7.6%	6.7%	1.8%	1.3
Lithuania	5.0%	7.9%	6.5%	2.9%	1.6
Czech Republic	6.0%	6.5%	6.3%	0.5%	1.1
Poland	4.7%	6.3%	5.5%	1.6%	1.3
Spain	4.7%	5.6%	5.1%	0.9%	1.2
Malta	5.5%	4.4%	5.0%	-1.1%	0.8
Portugal	4.4%	5.1%	4.8%	0.7%	1.2
Hungary	3.9%	5.3%	4.6%	1.4%	1.4
Slovakia	3.9%	5.2%	4.6%	1.3%	1.3
Greece	2.0%	2.1%	3.9%	0.1%	1.1

Data Source: European Commission Communication (2005), Draft 2006 Progress Report on the implementation of the "Education and Training 2010 work programme", p.24.



APPENDIX 10

Bibliography

PRIMARY LEVEL

SECOND LEVEL

JUNIOR CERTIFICATE

LITERACY IN INTERNATIONAL CONTEXT

LEARNING CERTIFICATE

FURTHER EDUCATION & TRAINING

HIGHER EDUCATION

EDUCATIONAL PERSONNEL

OVERVIEW OF THE POPULATION

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