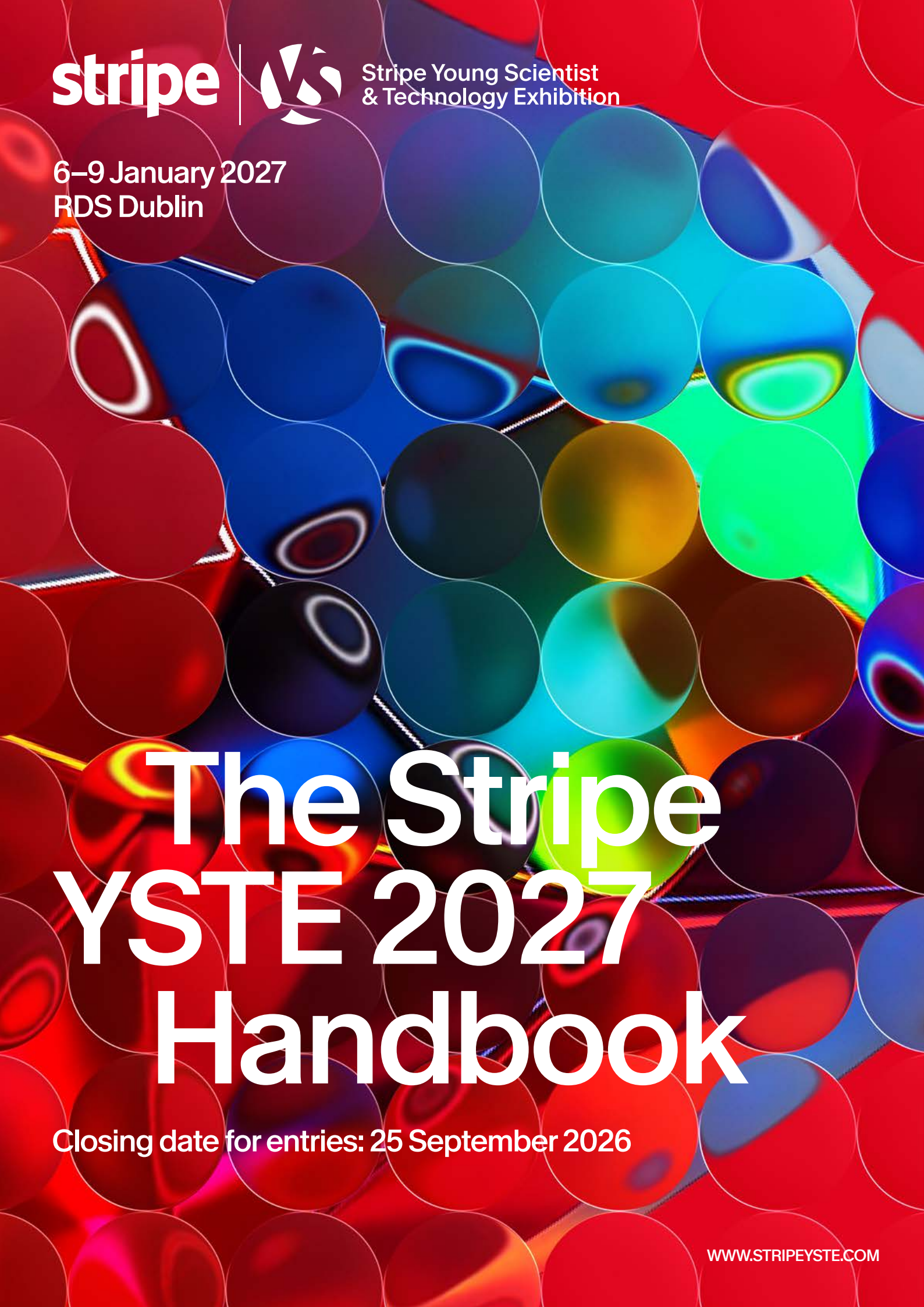




stripe



Stripe Young Scientist
& Technology Exhibition

6–9 January 2027
RDS Dublin

The Stripe YSTE 2027 Handbook

Closing date for entries: 25 September 2026

WWW.STRIPEYSTE.COM

Thank You to Our Partners



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Gold
sponsors

abbvie

AMGEN

 ANALOG
DEVICES

Kerrygold

 Smurfit
Westrock

Strategic
partners



 CROOM
MEDICAL

 DALATA
HOTEL GROUP

RTE

 Speed
Fibre
Group

Contents

6	About Stripe YSTE
9	Why Get Involved?
10	Eligibility and Categories
14	Important Deadlines
16	Awards and Recognition
24	Project Guidance
26	Planning Your Project
33	Submitting Your Online Application and One-Page Proposal
42	What Happens Next?
45	Project Report Book
46	Project Diary
47	Three-Minute Video
48	Visual Display
50	The 2027 Exhibition
52	Judging
54	Information for Teachers
55	Information for Parents and Guardians
56	Primary Science Fair
57	Business Bootcamp
58	Rules
70	Past Winners

Introduction

About Stripe YSTE

Making Progress Since 1965

The Stripe Young Scientist & Technology Exhibition (YSTE) was cofounded by two UCD physics researchers: Rev. Dr. Tom Burke and Dr. Tony Scott. What began as their shared vision has evolved into one of the world's most celebrated stages for curious and ambitious students.

While conducting research in Socorro, New Mexico in 1963, Rev. Dr. Burke and Dr. Scott first encountered the world of student science fairs. These exhibitions championed hands-on scientific exploration and culminated in state- and national-level competitions that brought young researchers together. The experience left a lasting impression. They returned to Ireland with a compelling idea: to create an event that would carry science beyond textbooks and classrooms, inspiring students to see it as something thrilling, tangible, and present in their everyday lives.



Top: Fr. Tom Burke looks on as a student prepares their science fair exhibit, New Mexico, 1963

Right: YSTE exhibits in 1965

[Next Page] Bottom: Vivian Jacinta Egan with her 1960s YSTE project on the human ear and hearing aids

In 1965, their vision became reality. The very first YSTE opened its doors at the Round Room of the Mansion House in Dublin, welcoming 230 entries from across the country. Taking home the inaugural top prize was John Monahan from Kildare, today a long-term judge in the Biological & Ecological Sciences category. The exhibition's reception was so enthusiastic that by the following year, it had outgrown its original home and relocated to the RDS, where it has proudly remained ever since.

Over the decades, YSTE has grown in both size and ambition, accumulating milestone after milestone across its fascinating over-60-year history. In 2003, this growth was formalised through the establishment of YSTE as a dedicated charity, governed by a board of directors and created to safeguard, develop, and promote the exhibition for future generations. Yet through every evolution, its spirit has remained constant: a celebration of curiosity, a launchpad for young innovators, a gathering place where we can all discover a community bound by a shared passion for discovery.



The YSTE Journey

1960

1963

The YSTE concept is born when Rev. Dr. Burke and Dr. Scott encounter a student science fair in New Mexico.

1965

The First Young Scientist Exhibition, sponsored by Aer Lingus, is held at the Mansion House, Dublin.

1970

1972

Schools from Northern Ireland participate in the exhibition for the first time.

1976

Group projects are introduced, encouraging collaboration and communication.

1977

A new range of project categories is launched to align with the updated science syllabi in schools.

1980

1981

Special awards are introduced, with the Institute of Physics becoming the first special awards sponsor.

1983

Ireland participates in the International Science and Engineering Fair (ISEF) for the first time.

1989

Ireland enters in the newly created European Union Contest for Young Scientists (EUCYS), going on to win first place 17 times.

1990

1999

Esat Telecom becomes the new sponsor.



2000

2001

Following BT's acquisition of Esat, BT Ireland assumes sponsorship.

2001

The Primary Science Fair launches and the Technology category is introduced.

2020

2021

The first-ever virtual exhibition takes place, attracting seven million views from 77 countries.

2024

60 years of YSTE.

2025

The Young Scientist & Technology Exhibition charity appoints Stripe as its new sponsor, 20 years after Stripe Cofounder and CEO Patrick Collison won the exhibition. The first Stripe YSTE takes place in 2026, with Catalyst launching soon after.

2010

2010

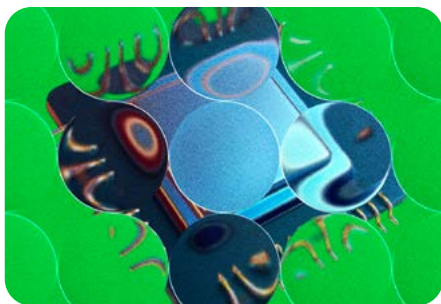
The Business Bootcamp is introduced.

stripe | 



The question you ask today could change the world tomorrow.

Why Get Involved in Stripe YSTE?



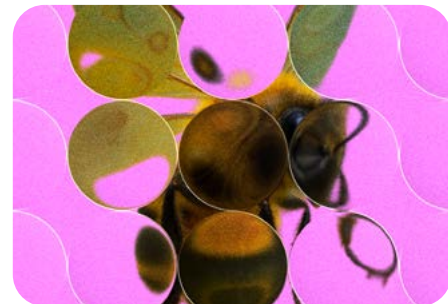
Follow Your Curiosity

Run that big experiment and test bold ideas. Prototype, fail fast, learn faster. Gain hands-on research experience, outside the classroom.



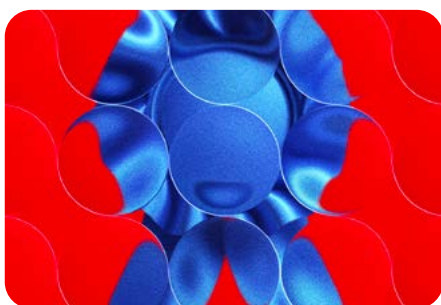
Win Big

With hundreds of awards and a prize pot of €74,000/£66,600, the overall winner will walk away with a €10,000/£9,000 cash prize.



Open Doors

The top four earn a place in Stripe YSTE Catalyst, a programme that offers mentorship, industry visits, and a trip to San Francisco to showcase their project and meet world-class innovators. Win and you'll carry Ireland's flag to EUCYS.



Stand Out Early

Build a compelling story for your CV or university application. Use your project to participate in Gaisce or the Duke of Edinburgh's Award.



Find Your People

Swap notes with fellow coders, chemists, and thinkers. Leave with friendships that go far beyond the exhibition floor.



Show Up With Ease

With increased travel grants and food vouchers, we're committed to making the exhibition accessible to every student across the entire island of Ireland.

Eligibility & Categories

Eligibility

Stripe YSTE is open to all post-primary students across the island of Ireland. Students must be enrolled in post-primary education at the time of both entry and exhibition.

Students can enter as individuals or part of a group, across three age sections:



Junior:

- 1st and 2nd year (Republic of Ireland)
- Years 8, 9, and 10 (Northern Ireland)



Intermediate:

- 3rd and 4th year (Republic of Ireland)
- Years 11 and 12 (Northern Ireland)



Senior:

- 5th and 6th year (Republic of Ireland)
- Years 13 and 14 (Northern Ireland)



A group consists of no more than three students from the same school. Where group members span different year groups, the group enters the section of the oldest member. For example, if a student in 4th year/year 12 collaborates with a student in 5th year/year 13, this group should be entered as a senior group.

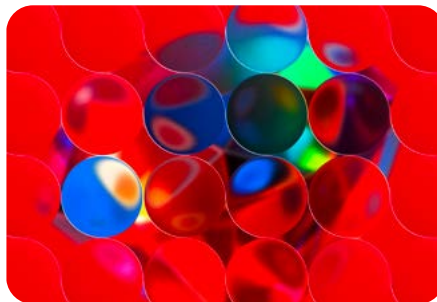
Categories

Whatever you're working on, there's a category for it. Students can enter projects across five categories. Check our website for full definitions to make sure you pick the right fit for your project. An incorrect choice might result in a project not being accepted.



Biological & Ecological Sciences

Areas such as agriculture, biodiversity, conservation, environmental science, medical science, microbiology, sustainability, and veterinary science.



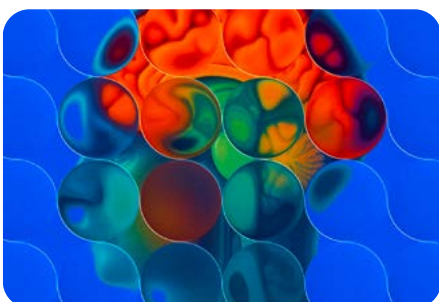
Chemical, Physical & Mathematical Sciences

Areas such as chemistry, physics, mathematics, applied mathematics, geology, engineering, computer programming, meteorology, and astronomy.



Health & Wellbeing Sciences

Areas such as health, nutrition, work, leisure, living habits, culture, civil engagement, community, economic development, environmental quality, and social connections.



Social & Behavioural Sciences

Areas such as economic, geographical, psychological, or sociological studies of human behaviour, nutrition, social anthropology, or political science.



Technology

Areas such as the internet, cybersecurity, communications, robotics, biotechnology, machine learning, artificial intelligence, virtual and augmented reality, and automation.

Categories are sponsored by:

AMGEN

 **Smurfit Westrock**

abbvie

Kerrygold

 **ANALOG DEVICES**

The Road to Stripe YSTE 2027

Step 1

Scope out and share your ambitious idea.

Students: Submit your one-page proposal, entry form, and project details online by **Friday, 25 September at 5:00 pm.**

Teachers: Complete your assessment form by **Monday, 28 September at 5:00 pm.**

Step 2

Find out if you have qualified.

Results will be available online to teachers on **Friday, 23 October.**

To confirm your place, return the completed confirmation card by **Thursday, 5 November.**

Not selected this year? Every great idea takes time. Feedback will be shared with your teacher online. Build on it, and come back stronger for Stripe YSTE 2028 or beyond.

Step 3

Prepare for the exhibition.

Upload your three-minute video by **Friday, 11 December.**

Send a PDF of your project report book to projectbook@yste.ie by **Wednesday, 6 January**, placing your stand number (e.g., "Stand 123") in the subject line.

Bring two printed copies of your project report book with you to the exhibition.

Set up your project diary, project report books, and poster on your stand prior to the first round of judging on **Wednesday, 6 January.**





Tips and Tricks

Use every opportunity.

Class time and science clubs are great places to make progress. With 14 weeks between the entry closing date and the exhibition, good planning makes the whole process manageable.

Think about your curriculum assessments.

Your Stripe YSTE project could be a great way to enhance your CBA or AAC and vice versa.

Stay curious.

The best projects come from genuine curiosity. Keep your eyes open in day-to-day life. A question that strikes you on a Tuesday could become the foundation of something great.

Keep going after you submit your entry.

Your proposal is just the starting point. Iterate, explore, and keep building. The best projects are always evolving.

Awards and Recognition

Awards

Main Awards



Stripe Young Scientist(s) & Technologist(s) of the Year 2027

- Stripe Young Scientist(s) of the Year Trophy
- €10,000/£9,000 cash prize
- Represent Ireland at the European Union Contest for Young Scientists
- A place in Stripe YSTE Catalyst, including mentorship, industry visits, and a trip to San Francisco

Note: Regardless of whether the top prize goes to an individual or a group, a Best Group or Best Individual award will also be presented.



Best Individual or Best Group

- Stripe Trophy
- €3,000/£2,700 cash prize
- A place in Stripe YSTE Catalyst, including mentorship, industry visits, and a trip to San Francisco



Runner-up Individual and Runner-up Group

- Stripe Trophy
- €1,500/£1,350 cash prize
- A place in Stripe YSTE Catalyst, including mentorship, industry visits, and a trip to San Francisco

Category Awards

There are 90 category awards in total (45 for individuals and 45 for group projects) spanning 1st, 2nd, and 3rd place across the Junior, Intermediate, and Senior sections of each of the five categories. Highly Commended and Display awards are also presented.



1st place

A trophy and €500/£450 for both individual and group projects



2nd place

€350/£315 for both individual and group projects



3rd place

€250/£225 for both individual and group projects

Rev. Dr. Tom Burke Bursary

Fr. Tom was one of the cofounders of YSTE, whose vision and passion helped bring the exhibition to life. He passed away in 2008, but his spirit lives on in every student who steps up to make their work matter to the world.

Each year, a €1,000/£900 bursary in his name is awarded to the participant judged to be the exhibition's most outstanding communicator. The bursary is open to participants across all categories and age groups (excluding the overall Individual Winner and Runner-up) and is awarded to support the recipient in their further education.





Gold Sponsor Awards

Student Awards

Gold Sponsor Awards recognise outstanding work across each of the five categories, with €2,500/£2,250 and a trophy on offer for the best-placed individual or group.

The overall Young Scientist & Technologist of the Year winner is not eligible for Gold Sponsor Awards.

Teacher Awards

Behind every great project is a great teacher. These Gold Sponsor Awards celebrate the teachers whose dedication and encouragement inspire students to back their ideas, put in the work, and show up year after year, across every category of the exhibition.

Educators of Excellence are awarded €2,500/£2,250 and a trophy across each category.

AMGEN

Biological & Ecological Sciences

 **Smurfit Westrock**

Chemical, Physical & Mathematical Sciences

abbvie

Health & Wellbeing

Kerrygold

Social & Behavioural Sciences

 **ANALOG DEVICES**

Technology

Special Awards

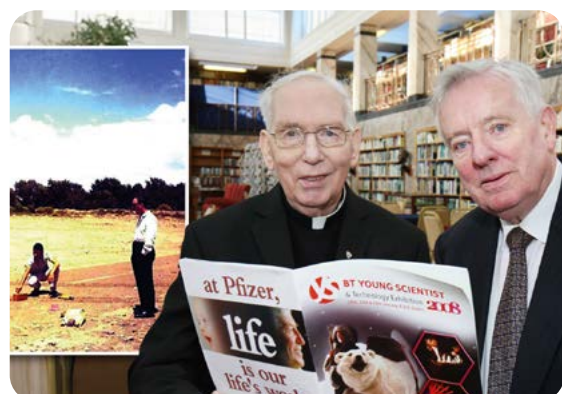
There are up to 50 industry-sponsored Special Awards that celebrate projects demonstrating scientific rigour, innovation, and real-world impact across a wide range of disciplines.

Judges look for original thinking, strong research methodology, and the potential to create meaningful change across society, whether that's improving people's health, encouraging wellbeing and inclusion, protecting the climate, advancing sustainable food and nutrition systems, or harnessing emerging technologies like AI and data science.



The Founder's Medal

The Founder's Medal is an honorary award presented by cofounder Dr. Tony Scott to recognise an individual who has made a significant contribution to the exhibition and its success over many years.



Travel Scholarships

The Board of the Young Scientist & Technology Exhibition will award a number of travel scholarships to international competitions and symposia. Recipients will be selected by the judging panel on behalf of the Board, based on the specific criteria applicable to each award.



Opportunities

Scholarship Opportunities: Irish Universities Association

Since 2015 the Irish Universities Association (IUA) has proudly supported student excellence through a dedicated scholarship programme at the Stripe YSTE. These scholarships recognise outstanding achievement, innovation, and commitment to research among senior students participating in the exhibition.

Senior category winners in each project category will receive a €1,000 scholarship, acknowledging their exceptional academic ability and contribution to scientific and technological discovery. In addition, the prestigious title of Stripe Young Scientist & Technologist of the Year carries a €2,000 scholarship for the overall winner(s).

The scholarships are awarded by participating IUA universities and may be retained for use when recipients progress to eligible third-level studies. Through this initiative, the IUA encourages and rewards exceptional young talent, helping to inspire the next generation of researchers, innovators, and leaders.



Gaisce – The President’s Award

If you’re over 15 and participating in Stripe YSTE, consider using your project work for the Personal Skill Challenge Area in the Gaisce programme. For further information, visit www.gaisce.ie or consult your school’s President’s Award Leader (PAL).

The Duke of Edinburgh’s Award (NI)

Students between the ages of 14 and 24 planning Stripe YSTE projects can count their participation toward the Skills section of the Bronze Duke of Edinburgh’s Award. In Northern Ireland, participants meeting The Duke of Edinburgh’s Award standards can choose certification from options including the Duke of Edinburgh’s International Award, Gaisce – The President’s Award, or a Duke of Edinburgh’s Award certificate.

The Travel Bursary

This year, the Accommodation Grant Scheme has been renamed the Travel Bursary and is open to all schools participating in Stripe YSTE, with grants increased by 25% and a total fund of €150,000 available.

- For all schools travelling under 70 km to the RDS, individual projects receive €50 and group projects receive €100, up to a school maximum of €500 and €625 for DEIS schools.
- For schools journeying over 70 km to the RDS, individual projects receive €188/£169 and group projects receive €375/£338, up to a school maximum of €1,875/£1,688.
- For DEIS schools journeying over 70 km to the RDS, individual projects receive €225 and group projects receive €450, up to a school maximum of €2,250.



Already entered another science or technology competition?

Great ideas get better with iteration. If you have already entered a project in another science, technology, innovation, or entrepreneurship competition, we encourage you to take it further and enter Stripe YSTE. Every time a student revisits their work, they learn something new and that next round of thinking could be what takes them to the top. Simply tick the appropriate box on your entry form.

Project Guidance

Planning Your Project

Choose Your Topic and Start the Journey

What frustrates you? What confuses you? What do you wish existed? The best ideas start with a question, and the best projects start with the courage to investigate it.

Ask yourself:

- Why does this topic matter to me?
- How does it relate to current events, scientific discoveries, or societal needs?
- What specific angle do I want to investigate?
A well-defined big idea provides direction, in addition to also engaging your audience and setting the stage for your project.

Visit the past project finder for inspiration: yste.ie/project-finder.

Begin Your Project Diary

Track everything from day one—brainstorming, procedures, observations, results, and any changes to your approach. A detailed diary keeps you organised and is evidence of your thinking process (more information on page 46).

Define Your Question, and Plan Your Time

Start with a clear research question. One that is specific, measurable, and achievable within your timeline. Once you know what you're trying to solve, map out how you'll get there. Break your work into manageable steps, factor in time for your report and poster (page 44), and keep the exhibition deadlines (page 14) in sight throughout.

Ask yourself:

- What's my goal?
- How will I achieve it?
- Can I finish on time?

Do Preliminary Research

Before you dive in, understand what's already known.

Consult reputable sources (scientific journals, books, and reliable websites). Take detailed notes in your project diary, and reference or cite your sources as you go.

Ask yourself:

- Where can I gather information and get advice?
- Do I have the necessary tools?

Formulate a Hypothesis

Based on your research, make an educated prediction about what you expect to find. This is your starting point, not your final answer.

Plan Your Data Collection

Think about what evidence you need to answer your research question. Consider:

- Quantitative data: Numerical data that can be statistically analysed, such as measurements, survey results, or existing datasets relevant to your project.
- Qualitative data: Interviews, surveys, or observations to gather insights about behaviours, opinions, or experiences related to your topic.
- Experimental data: If conducting experiments, outline your setup, the variables you'll measure, and how you'll ensure accurate results.

A note on ethics: Follow ethical guidelines (page 29) throughout your project. If working with human subjects, animals, or sensitive materials, obtain the necessary permissions and keep the safety of yourself and others front of mind at every stage.

Design and Conduct Your Experiments

Plan a procedure to test your hypothesis, and collect data through observation or measurement. Identify the variables involved (independent, dependent, and controlled), determine the materials and equipment you need, and record all observations in your project diary.

Stay safe: Before working with any chemicals, organisms, or equipment that could be hazardous, check with your teacher to confirm it's safe and permitted.

Organise and Analyse Your Data

Compile your results and look for patterns, trends, and relationships. Determine whether they support your hypothesis. Use graphs, charts, or tables to present your findings. Be open to unexpected results; they can be just as valuable.

Ask yourself:

- Did I get useful information?
- Are my results clear and relevant?
- Do they align with my hypothesis?
- How will I present my findings?

Draw Conclusions

Summarise what you learned. Interpret your results, draw conclusions that directly address your hypothesis, and note any limitations or uncertainties. If your results surprised you, explain why.

Ask yourself:

- Can I explain my findings?
- What would I recommend based on what I found?
- What's the next step?
- Has my work taught me or others something new?

Share Your Findings

Prepare a clear, concise project report book and a presentation poster (page 44) that highlight the key aspects of your research. Make others as excited about what you found as you are.





What Makes a Great Project

Straight from the judges, the habits that set the strongest entries apart include:

- **Plan with purpose:** The best projects start with clear goals and a realistic roadmap. Break your work into steps, set your own deadlines, and give yourself room to adapt.
- **Research deeply:** Strong projects are built on strong foundations. Dig into what's already known, understand what others have learned, and let that knowledge sharpen your own ideas.
- **Design experiments that deliver:** Match your experimental method to your project goals. Use enough samples, collect data carefully, and set up your experiment to give you results you can trust.
- **Handle your data with care:** Accurate data is everything. Record carefully, use the right methods to analyse it, and make sure you understand what your results are actually telling you.
- **Manage your time:** Great projects are rarely rushed. Research how long each task might take before you begin, build in buffer time, and protect your deadlines.
- **Communicate with clarity:** A great project deserves to be understood. Practice presenting your work clearly. If others can see why it matters, your project will land.
- **Solve problems creatively:** Every project hits obstacles. The strongest students treat them as part of the process. Think critically, stay flexible, and find a way through.
- **Collaborate well:** If you are working as a group, make the most of it. Different perspectives make projects stronger. Listen, share, and build on each other's ideas.

Academic Integrity

Plagiarism involves using someone else's ideas or words without proper acknowledgement. It is taken seriously and can result in disqualification (rule 1.3, page 62).

When using external sources:

- **Credit everything:** Whether it's an idea, opinion, quotation, or statistical data, always acknowledge the original author.
- **Paraphrasing isn't a shortcut:** If you've rephrased someone else's content, the source still needs to be credited.
- **External help is welcome:** Seeking advice from experts is encouraged, but the work must be primarily your own, and any external input must be acknowledged in your project report book.
- Students must clearly state if their project is based on, adapted from, or continues previously published work by another person, organisation, or themselves. This includes material published in print, online, on social media, in academic publications, or in previous competitions. Any prior publication must be identified in the entry and properly acknowledged.

AI Tools

The use of AI tools is permitted as a support aid, not a substitute for your own thinking, analysis, or conclusions. Any use must be transparently acknowledged and referenced. By entering a project, students confirm that the project is substantially their own work, and judges reserve the right to exclude any project where AI misuse is suspected.

Ethical Considerations

Good science is responsible science. As you develop your project, keep these principles in mind. Your work must comply with Rule 1.5 of the Rules and Conditions of Entry. This sets out mandatory safety and research requirements for all projects.

Involvement of Individuals

- Justification: When involving individuals in your research, provide clear reasons for their participation. Explain how their contribution is essential to the study.
- Privacy and consent: Obtain informed consent from participants before you begin, and handle all personal information with care.

Human and Animal Subjects

- Ethics committees: If your project involves people or animals, seek approval from ethics committees or the Internal Review Board (IRB) within your school. These bodies ensure that research adheres to ethical standards.
- Respect and care: Treat human subjects with kindness and respect. Prioritise their wellbeing. Similarly, handle animals ethically and consider their welfare.

Safety First

- Risk assessment: Identify potential risks in your project. Evaluate hazards related to materials, equipment, or procedures.
- Protective measures: Wear appropriate safety gear. Seek guidance from teachers or mentors when dealing with risky tasks.

Responsible Technology Use

- Data and privacy: Use data, software, and digital tools responsibly. Respect people's privacy and their work.
- Ethical handling: Never use technology in a way that could harm others.

Environmental Awareness

- Eco-friendly practices: Consider the environmental impact of your project. Dispose of waste properly, and choose eco-friendly approaches where possible.
- Minimise impact: If your project involves natural environments, strive to minimise adverse effects.

Honest Reporting

- Accuracy: Report your findings truthfully, even if the results weren't what you expected.
- Transparency: Acknowledge limitations, note uncertainties, and be open about any challenges you encounter. Good science doesn't hide its rough edges.

The scientists and technologists who change the world aren't just the most talented; they're the most trusted. How you do your work matters as much as what you discover. Your teacher or mentor is always there to help you.



Data Collection, Sampling, and Analysis

Data Collection

The method you choose to collect your data should be driven by your research question. Pick the approach that will give you the most reliable, accurate data to test your hypothesis.

Data Collection Methods



Experiments and Testing

Only conduct experiments that are necessary to test your hypothesis, can be carried out safely, and produce results that you can accurately interpret. Clearly define your variables (independent, dependent, and controlled) before you begin.

Document Analysis

Draw on existing sources such as census data, maps, photographs, or personal records to establish historical context or as primary data for your study. Evaluate the reliability and bias of each source.

Observational Research

Collect data through systematic, careful observation. Be aware of the observer effect (your presence can influence the behaviour of those being observed) and take steps to minimise it where possible.

Surveys and Interviews

Design questionnaires or interviews with precise, unambiguous questions that will yield quantifiable and analysable data. Surveys involving human participants must be approved by your school's ethics committee or review board prior to use.



Sampling

Your conclusions are only as strong as your sample. Aim for a sample that is representative, sufficiently large, and free from selection bias. It should reflect the population you are studying, not just the easiest group to reach. A robust sample is the foundation of results that are valid, reliable, and ethically sound.

Sampling Techniques

Random Sampling

Every member of the population has an equal probability of being selected (like drawing names from a hat). This removes bias and gives you a more accurate picture of the group you're studying.



Quota Sampling

Decide in advance how many people you need from a subgroup, then find participants to fill those slots. This method is similar to stratified sampling, but your selection within each group doesn't have to be random.

Stratified Sampling

Divide your population into subgroups (strata) based on shared characteristics (age, gender, or location for example) then sample proportionally from each group to ensure all subgroups are fairly represented. For example, if 40% of your population is female, 40% of your sample should be too.

Case Studies

Examine one or a small number of individuals, groups, or situations in depth to gain detailed insight into a specific process or phenomenon. This is useful for generating hypotheses, but keep in mind that findings may not be widely generalisable.

Systematic Sampling

Select every n th individual from an ordered list—for example every 10th name. This is a simple, structured way to build a sample when you have a full list to work from.



Data Analysis

Collecting data is only half the job; how you analyse it determines how convincing your conclusions are.

Data Analysis Methods

Descriptive Statistics

Start by summarising what your data is telling you. Measures of central tendency and variability can help you find where most of your results sit and how spread out they are. Visualise your data using graphs and charts like histograms or frequency tables to spot emerging patterns, outliers, and whether your data leans in a particular direction before moving on to deeper analysis.

Comparative Analysis

Once you've described your data, look for relationships and differences within it. For example, correlation analysis explores whether two variables move together. Regression takes this further, helping you predict the value of one variable based on another. If you're comparing results across two or more groups, methods such as a t-test will tell you whether the differences you're seeing are statistically meaningful. Choose your method based on your data type and what your research question is actually asking.

Inferential Statistics

Once you've described your data, inferential statistics help you to draw conclusions beyond it. Use significance testing, such as a t-test, to determine whether patterns you've observed are statistically meaningful or likely the result of chance. Report error bars on your graphs and charts to show the uncertainty in your measurements and make your results more credible.

Submit Your Online Application

Your application is your first impression. Here's everything you need to submit it. Take your time, get it right, and give your project the introduction it deserves.

Students (whether individual or part of a group) must register for a new account each year via enter.yste.ie. Teachers can reuse their accounts but should update school details if they've moved.

Key deadlines

Student application: 25 September 2026, 5:00 pm

Teacher assessment: 28 September 2026, 5:00 pm

Projects with a "completed" status are sent to judges for review. Late entries will not be accepted.

Questions? Contact yste@yste.ie

Entry Fee

Each student must pay an entry fee of €20/£18 by card. Cash and cheque are not accepted. Screening results will not be released until full payment has been received.



To ensure a smooth process, you must include the following components in your online application.

- **Project entry form:** Choose a clear, accurate title that reflects your project's scientific content. Your title will appear on the board at your stand if your project progresses to the exhibition exactly as you have written it. Be sure to double-check spelling, grammar, and capitalisation (e.g., consistently use either sentence case or title case) before submitting. **New for the 2027 exhibition:** project titles will be limited to 100 characters.
- **Project details form:** Provide a comprehensive overview of your project, including your intended approach and the progress you've made so far.
- **One-page proposal:** Write a clear, concise proposal of no more than 500 words. This is one of the key documents judges use to evaluate your project. Cover the core idea, the scientific question you're investigating, and any research or progress to date (see pages 37–41 for examples).
- **Teacher assessment:** Your teacher must complete their assessment form separately online. They confirm the category and age group and submit your project for screening.

Your One-Page Proposal

Your one-page proposal is the judges' first look at your project. In no more than 500 words, give a clear, compelling picture of what you're investigating, how you'll do it, and why it matters.

The strongest proposals do three things well: they explain what the project is, why it matters, and exactly how the student plans to investigate it. Judges are not expecting finished results; they want to see a clear idea, genuine curiosity, and a credible plan.



A Note on References

Students must clearly state if their project is based on, adapted from, or continues previously published work by another person, organisation, or themselves. This includes material published in print, online, on social media, in academic publications, or in previous competitions. Any prior publication must be identified in the entry and properly acknowledged.

Proofreading and Word Count

Proofread your work carefully before submitting. Proposals that exceed 500 words may not upload correctly to the entry form.



Proposal Guidelines:

1

Title

Choose a concise, informative title that captures the essence of your project. Avoid vague titles. Your title should reflect your research question, not just your broad topic. For 2027, this will be limited to 100 characters.

2

Overview

State clearly what your project is about and what you hope to find out. Keep it simple—this is your headline, not your full explanation.

3

Background

This is where you explain why you chose your topic. The strongest proposals in the samples are rooted in personal experience and reflect genuine curiosity. Back it up with at least one reference to existing research or an expert you've consulted.

4

Objective

State your research question clearly. What are you trying to prove, test, or discover?

5

Methodology

Describe the methods and procedures you will use to conduct your research. Provide an overview of the experimental design, data collection methods, or analytical techniques you will employ.

6

Expected Results

Describe the anticipated results or outcomes of your project. State what you expect to discover, prove, or demonstrate through your research.

7

Impact

Explain why your project matters and what it contributes to existing knowledge. Highlight anything unique or innovative about your approach.

8

Timeline

Outline the key milestones and major tasks you plan to complete within the 14-week time frame after entering your project. If your project spans a longer period and you already have work completed, make this clear, as judges will want to know that the scope of your project is manageable.

9

Conclusion

Summarise the key points of your proposal, and make the case for why your project is worth pursuing.

10

References

Cite any studies, journals, or experts you've drawn on.

**Refer to the following
sample one-page
proposals for
inspiration:**

Sample 1: Biological & Ecological Sciences

Word Count: 391/500

Age Group: Junior

Title: Developing a Simple Somatic Cell Count (SCC) Test for Dairy Farmers

Overview

The aim of this project is to investigate Somatic Cell Count (SCC) in milk, understand why it is important for dairy farmers, and explore whether a simple, low-cost test can be developed to estimate SCC levels on farms.

Background Research

We come from farming families and have a strong interest in dairy farming. We know that producing high-quality milk is important for both farmers and consumers. One of the key measures of milk quality is the Somatic Cell Count (SCC), which is used to monitor udder health in dairy cows.

Farmers regularly check SCC levels because high counts can indicate infection and may reduce the price paid for milk. Through conversations with our families and local farmers, we learned about the challenges of monitoring SCC and maintaining milk quality. We were also interested in reports that stray electrical currents in milking parlours may affect cows and contribute to increased SCC levels.

To better understand the topic, we researched what somatic cells are, how SCC is measured, and why it is used as an indicator of milk quality.

Method

As part of this project, we will investigate:

- What SCC is and how it is measured.
- Factors that can affect SCC levels in milk.
- The relationship between SCC and milk quality.
- Whether pasteurisation affects SCC.
- The possible impact of high SCC milk on consumers.
- The effect of stray electrical currents on dairy cows and milk quality.

We will also research methods currently used by farmers to estimate SCC levels. One common approach involves mixing milk with a surfactant, such as washing-up liquid. Milk with higher SCC levels tends to thicken or curdle more quickly.

Using milk samples with known SCC levels, we will test and refine this method to see if it can provide a reliable indication of SCC. We will record our results, compare them with official SCC measurements, and assess the accuracy of the test.

Expected Outcome

We hope to develop a simple and affordable SCC testing method that could help farmers monitor milk quality more easily. We also hope to learn more about the factors that affect SCC and identify practical ways to reduce high SCC levels in dairy herds.

Reference

(Ref 1) Research on Somatic Cell Count and milk quality from dairy and agricultural science sources.

Sample 2: Chemical, Physical & Mathematical Sciences

Word Count: 442/500

Age Group: Senior

Title: Investigating the Use of Low-Frequency Tones to Reduce Tinnitus Symptoms

Overview

The aim of this project is to investigate whether low-frequency sound tones can help reduce the symptoms of temporary tinnitus, commonly described as ringing or buzzing in the ears. Tinnitus can affect people of all ages and is often experienced after exposure to loud sounds such as concerts or sporting events.

Background Research

The idea for this project came from our own experiences of temporary ringing in the ears after attending loud events. We wanted to understand why this occurs and whether a simple, non-invasive method could reduce the discomfort.

Research into tinnitus and hearing has shown that sound therapy is commonly used as a management technique for some tinnitus sufferers. Studies have suggested that different forms of sound stimulation may help reduce tinnitus symptoms and improve comfort levels. This project is based on and inspired by published research on sound therapy and tinnitus management, which will be fully acknowledged in the final report.

Before beginning our investigation, we consulted the Audiology Department at a local hospital to ensure that our testing methods complied with appropriate health and safety guidelines.

Method

We carried out a series of tests involving volunteers who experienced temporary ringing in their ears following exposure to loud noise. Participants listened to carefully selected low-frequency tones for a short period of time. Changes in hearing ability and comfort levels were recorded before and after exposure to the tones. The results were entered into Microsoft Excel for analysis. We compared participants' hearing performance and reported

tinnitus symptoms before and after treatment to identify any patterns or improvements.

Results and Future Applications

Our findings suggest that low-frequency tones may help reduce discomfort associated with temporary tinnitus and may assist the recovery of hearing after loud noise exposure. Many participants reported a reduction in ringing and an improvement in hearing clarity after listening to the tones. If further research supports these findings, this approach could have practical applications at concerts, festivals, nightclubs and other loud events. Low-frequency recovery zones could potentially help reduce discomfort before audiences leave a venue.

Conclusion

This project explores a simple and affordable approach to managing temporary tinnitus. Further investigation is needed to determine how effective low-frequency tones are and whether they could benefit a wider population.

References

1. Wang, H., Tang, D., Wu, Y., Zhou, L. and Sun, S. (2020). The State of the Art of Sound Therapy for Subjective Tinnitus in Adults. *Therapeutic Advances in Chronic Disease*. [pmc.ncbi.nlm.nih.gov]
2. Audiology Department, Local Hospital. Personal communication regarding hearing testing and safety procedures.
3. British Tinnitus Association. Information on tinnitus, hearing loss and sound therapy. (Website)

Sample 3: Health & Wellbeing

Word Count: 442/500

Age Group: Intermediate

Title: Food is Fuel: A Statistical Analysis of the Impact of Hunger on Performance, Behaviour and Productivity in School

Overview

The aim of this project is to investigate how hunger affects students' concentration, behaviour, reaction time and academic performance during the school day. The project will examine whether students perform differently when they have eaten recently compared with when they are hungry.

Background Research

The idea for this project came from a conversation with my cousin, who told me she had not eaten breakfast before school. This made me curious about how common this was, so I asked several classmates and found that a number of them had also skipped breakfast.

I began researching the relationship between food intake and learning. A review conducted by researchers at the University of Leeds found that, across multiple studies, breakfast had a positive effect on students' behaviour and ability to stay focused in class. The benefits were observed across different social and economic backgrounds, suggesting that food plays an important role in supporting learning and concentration.

To learn more about the topic, I consulted a dietitian who explained how food provides the energy needed for both physical and mental performance. This project is based on and informed by published research on nutrition, learning and behaviour, and all sources will be fully acknowledged in the final report.

Method

I plan to recruit more than 200 volunteers from a range of age groups and backgrounds. Participants will complete three activities designed to measure:

- Academic performance
- Reaction time
- Mood and wellbeing

To measure performance, participants will complete a word search puzzle, with completion times recorded. To measure reaction speed, they will complete an online reaction-time test multiple times, with the average score calculated. Mood will be assessed using the Positive and Negative Affect Schedule (PANAS), a validated psychological questionnaire.

Testing will take place at different times of the day to compare performance when students have recently eaten with performance when they may be feeling hungry. Additional information, including age, gender, meal timing and the type of food eaten, will be collected through a survey.

The results will be entered into Microsoft Excel, analysed using appropriate statistical methods and presented using graphs and charts.

Expected Outcome

I hope to determine whether hunger has a measurable impact on students' concentration, reaction time, mood and productivity. The findings may help schools, parents and students better understand the importance of good nutrition for learning and wellbeing.

References

1. Adolphus, K., Lawton, C.L. and Dye, L. (2013). The Effects of Breakfast on Behaviour and Academic Performance in Children and Adolescents. *Frontiers in Human Neuroscience*.
2. Watson, D., Clark, L.A. and Tellegen, A. (1988). Development and Validation of Brief Measures of Positive and Negative Affect: The PANAS Scales. *Journal of Personality and Social Psychology*.
3. Personal communication with a registered dietitian regarding nutrition, concentration and student wellbeing.

Sample 4: Social & Behavioural Sciences

Word Count: 347/500

Age Group: Intermediate

Title: Cancer Awareness and Prevention

Overview

The aim of this project is to investigate how much people know about cancer, its warning signs, and ways to reduce their risk of developing the disease. The project also aims to increase awareness of the importance of early detection and seeking medical advice when symptoms appear.

Background Research

I chose this topic because a member of my family died from cancer. Before their diagnosis, they had symptoms that were not recognised as possible signs of cancer. This experience made me realise that many people may not be aware of the warning signs of the disease.

To learn more about the topic, I reviewed research studies on public awareness of cancer symptoms. One study from Victoria, Australia found that although most people believed early detection was important, many were unable to identify common cancer symptoms. This suggests that there may be gaps in public awareness that could delay people from seeking medical help.

My project will explore how much people know about cancer prevention and early detection, and whether awareness differs between different groups of people.

Method

I plan to survey more than 200 volunteers about their knowledge of cancer symptoms, risk factors, and prevention. The survey will be developed with guidance from organisations such as the Irish Cancer Society and the Marie Keating Foundation. I have also consulted healthcare professionals, including an oncologist and local medical staff, to help ensure the questions are appropriate.

The survey will first be piloted with a small group before being distributed more widely. Participants will be grouped by age and gender to investigate whether awareness levels vary between different sections of the population.

The results will be entered into Microsoft Excel and analysed using statistical methods. Charts and graphs will then be created to present the findings clearly.

Expected Outcome

I hope this project will identify areas where public knowledge of cancer could be improved and provide information that may help support future awareness campaigns.

Reference

Livingston, P., Wakefield, M. and Elwood, J.M. Community Attitudes Towards the Early Detection of Cancer in Victoria, Australia.

Sample 5: Technology

Word Count: 489/500

Age Group: Intermediate

Title: Developing a Smart Alternative to Sandbags for Flood Protection

Overview

Flooding is one of the most common natural hazards in Ireland and can cause significant damage to homes, businesses and infrastructure. Traditional sandbags are widely used for flood defence, but they are heavy, time-consuming to deploy and difficult to dispose of after use. The aim of this project is to investigate whether alternative materials and technologies can provide a more effective, portable and reusable solution for flood protection.

Background Research

Recent flooding events have highlighted the need for faster and more efficient methods of flood defence. Traditional sandbag barriers can take several days to construct and require large amounts of labour and materials. If they are not installed correctly, their effectiveness can be greatly reduced.

We became interested in this topic after seeing the impact of flooding on local communities and learning about the limitations of sandbags. We researched existing flood-prevention technologies and discovered that many modern flood barriers use absorbent materials that expand when exposed to water.

This project will investigate whether alternative materials could improve flood protection. We selected peat moss as a natural material and memory foam as a synthetic material because both have water-absorbing properties. The project is based on existing research into flood management and absorbent materials but aims to develop and test a new prototype design that could be used as a practical flood-defence technology.

Method

The project will compare the performance of the selected materials with traditional sandbags through a series of tests:

- **Water Absorption Test:** Equal volumes of each material will be immersed in the same quantity of water for a fixed period. Their absorbency rates

and maximum water retention will be measured and compared.

- **Drying and Reusability Test:** After saturation, the materials will be monitored to determine drying times and whether they can be reused effectively after flooding.
- **Water Pressure Test:** Prototype barriers will be exposed to increasing water pressure using controlled water flow. Their ability to resist water penetration and maintain their shape will be assessed.
- **Design and Modelling:** Using mathematical calculations and computer-based modelling, I will estimate the quantity of material required to protect different-sized areas and compare this with traditional sandbag requirements.

Expected Outcomes

The project aims to identify a material that is lighter, easier to transport, quicker to deploy and more reusable than traditional sandbags. If successful, I will develop a prototype flood barrier and evaluate its potential for use in homes, farms and businesses.

Applications

The technology developed could help communities prepare for flooding more efficiently while reducing labour costs, waste and environmental impact. The findings may contribute to the development of smarter and more sustainable flood-defence solutions.

References

1. Office of Public Works (OPW). Flood Risk Management and Flood Protection Resources.
2. Environment Agency UK. Temporary and Property-Level Flood Protection Measures.
3. Federal Emergency Management Agency (FEMA). Flood Fighting: Sandbag Construction and Deployment Guide.
4. Personal communications with local residents and flood-prevention stakeholders.

What Happens Next?



Screening Stage

Once your project is fully submitted by your teacher, it is sent to judges for review. A panel of screening judges carefully evaluates every project, and they might request additional information during this stage. The process of reviewing all projects and sharing results takes approximately four weeks. We encourage you to continue working on your project during this time.

Results Stage

Judges complete their reviews and results will be announced by Friday, 23 October 2026, subject to entry fees being paid. Your project will move into one of two categories:

1. **Qualified:** Teachers receive an email with results, and students are emailed a confirmation card to accept their place.
2. **Not qualified:** Judges may decide not to accept a project. The reason for nonqualification is available to your teacher when viewing results.

Submitting a project doesn't automatically guarantee qualification. The judges' decisions are final, and neither Stripe nor its employees influence the outcome.

Acceptance Stage

Accepted students receive a confirmation card via email. They must accept their place by 5 November 2026.

You've Qualified—Here's What Happens Next

Congratulations on your qualification for Stripe YSTE 2027!

Keep working on your project and preparing the four key elements for the exhibition (page 44). Here are your next steps and deadlines:



Step 1: Complete your confirmation card by 5 November 2026.

You'll receive a confirmation card via email once your teacher confirms your screening result. Complete it as soon as possible.

We will need a parent or guardian's signature, along with your teacher's signature, before you can enter the January exhibition. If you're entering as a group, every member must submit their own completed confirmation card.



Step 2: Upload your three-minute video by 11 December 2026.

The upload link will be sent out in early December. See page 47 for guidance on what your video should include.



Step 3: Email your project report book by 6 January 2027.

Email a PDF copy to projectbook@yste.ie before midday on 6 January. The subject line in the email should have your stand number only.

Key Dates

5 November: Confirmation card deadline

11 December: Three-minute video upload deadline

6 January, 12:00 pm: Set up your project diary, two physical copies of your project report book (attach one to the stand), and poster on your stand prior to the first round of judging. Email a copy of your project report book to projectbook@yste.ie prior to arriving on-site.

6 January, 3:00 pm–6:00 pm: Round 1 judging

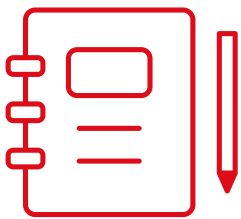
7 January, 9:00 am–1:00 pm: Round 2 judging

7 January, 2:00 pm–6:00 pm: Round 3 judging

8 January, 9:00 am–12:00 pm: Round 4 judging (if needed)

Your Project: Four Elements

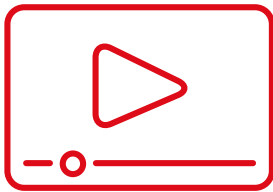
Your project will require the following four items:



01: Project Report Book



02: Project Diary



03: Three-Minute Video



04: Visual Display

01: Project Report Book

Your project report book is your opportunity to show the full depth of your work: the thinking behind it, the science within it, and the conclusions you've drawn from it. The following guidelines set out what your project report book should include and how it should be structured.

Title Page

Include the title of your project, your name, the date, and any other necessary details.

Table of Contents

Provide a clear and comprehensive list of sections and subsections in your report with corresponding page numbers.

Abstract

Write a concise summary of your project, including the objectives, methods, major findings, and conclusions. Keep it within one page.

Introduction

Introduce your project and its background. Clearly state the problem or research question you aimed to address.

Literature Review

Summarise the relevant literature and studies that support your project. Provide context, and establish the significance of your work.

Methodology

Briefly describe the experimental design, measurements, and data collection methods. Invite the reader to refer to the appendix for the detailed procedures.

Results

Present the key results of your project, highlighting the most important findings. Use tables, graphs, or charts to illustrate your data.

Discussion

Interpret your results and discuss their implications. Analyse any patterns, trends, or discrepancies. Compare your findings with previous studies and explain any inconsistencies.

Conclusion

Summarise your project and its outcomes. Emphasise the significance of your findings and their potential impact. Discuss any limitations or areas for further research.

References

Cite all sources you referred to in your report using a standardised referencing style (e.g., APA, MLA).

Appendices

Include detailed information that supports your project, such as the full experimental methods, measurements, or calculations. Place surveys or questionnaires in the appendix.

Ensure that the main body of your report, excluding the references and appendices, **does not exceed 50 pages**. Use clear and concise language, proper formatting, and appropriate headings and subheadings to enhance readability. Remember to proofread your report for clarity, coherence, and adherence to given guidelines. Pay attention to grammar, spelling, and punctuation.

Please **print two copies** of your project report book and bring them with you to the exhibition. The round 1 judge will take one copy, and it will not be returned to you until Saturday. The judges use your project report book as an extra reference throughout the exhibition.

02: Project Diary

Your project diary is a record of your project journey from start to finish. It's a handy tool that helps you stay organised and keep track of your ideas, research, experiments, results, and everything you learn along the way. If you update it regularly, it will make writing your report, preparing your display, and talking to the judges much easier.



Getting Started

What is your project about? What do you hope to achieve? Record your ideas, research, and discussions and why you chose your final topic.



Planning

Explain how you organised your project. Include any goals, timelines, and changes you made.



Investigation

Describe what you did to answer your question or test your idea. Include experiments, surveys, observations, photos, diagrams, and any challenges you faced.



Results

Show your findings using graphs, charts, tables, or calculations where appropriate. Highlight any interesting patterns or discoveries.



Problem Solving

Record any problems you encountered and how you solved them.



What I Learned

Write about the skills, knowledge, and experience you gained during the project.



Preparing for the Exhibition

Explain how you prepared your report, display, or presentation and any improvements you made based on feedback.



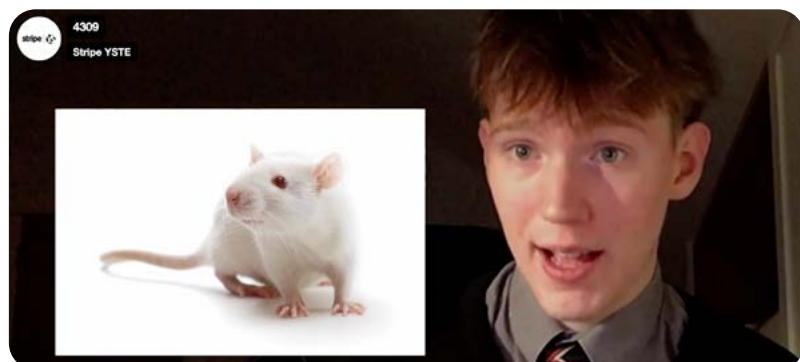
Conclusion

Summarise your findings, why they matter, and what you might do next if you continue your project.



Appendices

Include any extra materials that support your project, such as articles, photos, survey results, data, or other evidence. Remember to include references or citations for any information, images, or data you used.



Note: Judges won't collect or separately assess your diary, but it can be a useful reference during your interview when explaining how your project developed and the decisions you made along the way.

03: Three-Minute Video

Your three-minute video is your chance to bring your project to life before the exhibition. Think of it as a short, compelling pitch: clear, confident, and focused on what you set out to do, how you did it, and what you found. Videos will be available for judges' reference during the exhibition and to the public via the Stripe YSTE website.



Here are some helpful guidelines:

Length

Keep your video under three minutes.

Content

Show your project in action or describe it well.

Communication

Be clear and brief.
Explain your project's goals, methods, and results simply.

Language

Use easy-to-understand language. If you use special terms, explain them.

Visuals

Use clear graphs, charts, or images to help explain your project.

Audio

Make sure your voice is clear.
Use a good mic, and speak confidently.

Music

Don't add music to your video.

Appropriateness

No swearing or offensive content.
Keep it professional.

Promotions

Don't promote any products or brands.

Format

Submit your video in formats such as MP4, AVI, or MOV.
Make sure it's good quality.

Submission

Upload your video by **11 December 2026** via the provided link after your project is accepted and you've filled out your confirmation card.

04: Visual Display

Your visual display is often the first thing judges and visitors notice, so make it clear, eye-catching, and easy to follow. Think of it as the story of your project in one quick glance. Use images, graphs, and short pieces of text to explain your work and highlight your key findings.



Overall Layout

- Use a **landscape** layout.
- Organise your poster into clear sections.
- Make it easy for people to follow your project from start to finish.



Title and Project Information

- Your project title and school name will appear on the header board.
- Remember, your project title is a maximum of **100 characters**.
- Be sure to double-check spelling, grammar, and capitalisation (e.g., consistently use either sentence case or title case) throughout your visual display.



Introduction

- Give a short overview of your project.
- Clearly explain your research question, problem, or aim.



Methodology

- Explain how you carried out your research, investigation, or experiment.
- Use diagrams, photos, or flowcharts where helpful.



Stand Layout

All exhibits must fit within the stand dimensions:

- Back display panel: 1,189 mm wide x 841 mm high
- Worktop: 1,200 mm wide x 600 mm deep

Keep all display materials within the stand area.

Do not place items on the floor in front of your stand, as they will be removed.



Results

- Present your findings clearly.
- Use graphs, charts, tables, or images to help explain your results.
- Include labels, units, and headings where needed.
- Highlight any interesting trends or observations.



Analysis and Discussion

- Explain what your results mean.
- Discuss any patterns, relationships, or unexpected findings.
- Link your results back to your research question.



Conclusion

- Summarise your main findings.
- Explain why your project is important.
- Suggest any ideas for future research or next steps.



Images and Graphics

- Use clear, high-quality photos, diagrams, and illustrations that are relevant to your project. Make sure all visuals are clearly labelled and include a reference or citation showing where they came from.
- Avoid clutter and keep your display balanced.



Text and Fonts

- Use easy-to-read fonts.
- Keep text short and to the point.
- Use bullet points where possible.



Colour and Design

- Choose colours that make your display attractive and easy to read.
- Use colour to highlight important information.
- Make sure there is good contrast between text and background.



Captions and References

- Add short captions to explain images, graphs, and tables.
- Clearly reference any information, images, or data that came from other sources.
- **Logos are not permitted anywhere on your poster or display.**



Final Checks

- Proofread your poster carefully.
- Check that all information is accurate and consistent.
- Ask a teacher, mentor, friend, or family member to review it before printing.

Exhibition Details

The Exhibition



- Once you arrive at the RDS Main Hall in Dublin and register for the exhibition, you will receive your exhibition pass and student pack.
- After registration, security will allow you to bring bulky projects into the exhibition.
- Security will not allow anyone to gain entrance without an exhibition pass.
- Set up your project in the space provided. Make sure you bring everything you need to display your project (sticky tape, scissors, stapler, etc.).
- If you have any questions or queries, ask any Stripe volunteer. They will do whatever they can to assist you.
- Get more information via stripeyste.com closer to the exhibition.

The Judging Process

Your project will be judged at least three times by three different judges.

Before each judging session, you will be given an appointment card that will indicate the approximate time the judge will arrive at your stand. Please be patient, as your judge might be delayed while judging another project. The judges can only spend approximately 15 minutes at your stand, so be prepared when they arrive. They will ask you to tell them about your project and then move on to more specific questions. Make sure any mobile phones are turned off during judging times. Supervisors or teachers are not allowed to remain at the stand

during judging, and no video recording of judging is permitted.

If you are part of a group entry, make sure that each person from your team does some of the talking. The group leader should introduce all members and explain what sections each team member will be talking about. Teachers, parents, or other students should not be at your stand during judging.

The judges have the right, should they see fit, to reassign your project to another category during assessment at the exhibition.

Preparing for Judging

You've earned your place here. Your ideas matter, and your work speaks for itself. The following guidance will help you prepare for judging, but the most important thing you can bring to that conversation is confidence in what you've discovered. The judges want to hear your story. Go show them what you've got.

Practice Your Pitch

- You know your project inside out, but it's important to practice how you explain it—aka, “your pitch.”
- Practice talking about your big question, your process, and the details of your results with a teacher, mentor, or friend to get ready for the real deal.
- Be ready to explain your project to the judges in a way that's easy to understand in just a few minutes.
- If you are exhibiting as a group, make sure you have split the pitch among all team members and decided who will answer the different types of questions prior to arriving on-site.

Prep for the Questions

- Think about what questions the judges might ask and prepare your answers.
- Get comfortable talking about how you did your research, gathered data, and what you discovered.

Act the Part

- You're the expert on your project, so don't be afraid to speak up about it. Showing your enthusiasm will impress the judges.
- Dress sharp. If you feel good about your outfit, it will boost your confidence.

Ace Your Presentation

- Show your enthusiasm while presenting your project. You'll have more fun, and visitors will find it more interesting.
- Use your poster or other interesting visuals to back up what you're saying.
- Do a trial run with your friends, family, and teachers. This will help you get an idea for the amount of time you have to share what you need.

Know Your Terminology

- When you're speaking to the judges about your project, use the scientific terms that apply to your project.

Tell Your Story

- Tell the judges why your project matters to the world. What problem does it solve? How is it pushing science forward?
- Talk them through your project. How did you come up with your question and set up your experiment? What did you discover?
- If you hit an unexpected obstacle, share how you dealt with it.

Be Open to Any Feedback

- Listen actively, stay positive, and thank the judges for their time and tips.
- Try to be open to whatever the judges have to say: critical feedback is useful because it can help you improve your work.

Information for Teachers

Behind every breakthrough project stands a teacher who sparked curiosity, provided guidance, and helped transform abstract ideas into tangible discoveries. We are excited to support teachers as they shape the next generation of scientists and technologists. For any questions about entries, please contact yste@yste.ie or freephone 1800 924 362 from the Republic of Ireland.

Withdrawal of Projects

- Confirm ongoing participation with students before the winter holidays.
- Notify us immediately in writing if a project needs to be withdrawn.

School Visits

- Encourage colleagues to bring their classes to experience the event.
- If not participating, consider bringing your students along to experience the buzz around the event and encourage them to enter the 2028 competition.
- School visits will be available for booking in October and November.

Project Removal and Substitutes

- Students must not take down their projects before 5:00 pm on Saturday, 9 January 2027. If a student needs to leave the exhibition early, they are required to fill out an early leaver form obtained at the Organiser's Office.
- If you, as the designated project-supervising teacher, are unable to attend and your school has confirmed a substitute supervisor in writing, please email yste@yste.ie by 10 December 2026 to ensure your replacement's name is added to the teacher registration desk list.
- In exceptional circumstances, a parent may replace a teacher for student supervision; this is determined on a case-by-case basis. Please note that parents will not have access to the teacher area.

Teacher Facilities

- Register upon arrival to receive your exhibition ID pass.
- Wear the pass at all times for security reasons.
- Enjoy tea and coffee in the designated teachers' area.
- Complimentary €15 lunch vouchers are provided.
- Parents and students are not allowed in the teacher area.
- A designated dining area is provided, which everyone needs to share appropriately.

Judging

- Judging starts on Wednesday, 6 January and continues through Thursday.
- Final judging concludes on Friday morning.

New Teachers

- Welcome! Please do not hesitate to get in touch with any queries. We can put you in touch with experienced YSTE teachers who can give you help and guidance.



Information for Parents and Guardians

This section is for the parents and guardians of our student exhibitors. Your support over the coming months will make a real difference as your child plans, builds, and refines their project. We hope Stripe YSTE will be an enriching and memorable experience for your family, and we hope to see you at the RDS in January.

Where

Royal Dublin Society (RDS), Merrion Rd., Ballsbridge, Dublin 4, D04 AK83

When

6–9 January 2027

Non-Dublin-based schools will need to register by 12:00 pm on 6 January.

Closing Dates

- Student entries are due by 5:00 pm on 25 September
- Teacher assessment and entry fee payments must be completed by 5:00 pm on 28 September.

We count on parents and guardians to be our partners in supporting students during Stripe YSTE. The best ways you can help include:

- Overseeing your student's project setup
- Being available to assist students with any complications that might arise
- Covering or arranging cover for students to be given breaks from their stands, especially those entered in the Individual section

Entry Fees

The cost to enter online is €20/£18 per student. Entry is open online at enteryste.ie. We will acknowledge your child's entry upon receipt. It will then be forwarded to the screening judges who will

decide which projects will qualify for the exhibition in the RDS. Projects will not be notified about qualification or receive their ticket code if fees have not been paid in full.

Pocket Money

Each student will receive a daily €15 food voucher to use at the exhibition's food facilities. We hope this goes a long way, but it's worth sending your child with a little extra pocket money for any additional meals, drinks, or expenses throughout the week.

Main Awards Ceremony

The award ceremony will be held on Friday, 8 January 2027 starting at 5:30 pm, and it will be attended by special guests. Seats will not be available for parents in the Mainstage for this ceremony, but we will stream it live in another part of the RDS. There will be entertainment for students following the ceremony.

Accommodation

There are several hotels and B&Bs in close proximity to the RDS. Sites such as [Hotels.com](https://www.hotels.com) and [Booking.com](https://www.booking.com) are a good resource when trying to find accommodation.

Tickets

Each student entering the exhibition will be sent a complimentary code for the event that must be redeemed at stripeyste.com. This will allow admission for two people during one of the public days of the exhibition, 6–9 January 2027.

The Primary Science Fair

Science doesn't start at secondary school, and neither does YSTE. The Primary Science Fair has been part of the exhibition for over 15 years, giving primary school students the chance to experience one of the world's longest-running youth science exhibitions firsthand. If your class has a question worth investigating, this is your stage.

Not a Competition, a Celebration

Every participating school receives a certificate for each student and a plaque recognising their school's involvement in the Stripe YSTE Primary Science Fair. This is about sparking curiosity, not ranking it.

How It Works

Projects are submitted by class groups—a great opportunity for students to collaborate, question, and discover together. Here's what you need to know:

- Open to 3rd–6th class students.
- Each project group should have a minimum of 15 and a maximum of 30 students.
- Smaller schools with multiyear classes can submit a combined 3rd–6th class project.
- Schools may submit more than one project, subject to availability of spaces.
- All submissions go through a quick screening process by Stripe YSTE judges.

For more information, visit stripeyste.com. Schools will receive an email about the Primary Science Fair in September 2026.

Four categories to explore:

- Living Things
- Materials
- Environmental Awareness and Care
- Energy and Forces



Stripe Young Scientist Business Bootcamp

Great ideas deserve to go further. The Stripe YSTE Business Bootcamp is a four-day immersive programme where a select group of Intermediate and Senior exhibitors get to do something most students never get the chance to do: take their scientific work and ask what happens next.

The Stripe YSTE Business Bootcamp is where science and technology meet bigger thinking. During the programme, students stop thinking like researchers and start thinking like founders. Participants will explore how to take a project from concept to commercial reality: pitching ideas, understanding markets, and getting a real taste of what it means to build something from the ground up.

What Happens During the Week

Each participant is assigned a project challenge: a real problem built on the foundations of a fellow student's Stripe YSTE project, developed in partnership with researchers at University College Dublin. This isn't a hypothetical exercise. It's grounded in real science and real-world relevance.

Throughout the week, students take part in learning sessions designed to give them the tools to tackle their challenge head-on—from understanding the problem deeply, to developing a solution, to building and delivering a pitch. At the end of the programme, those pitches are judged, and the winners of the Stripe YSTE Business Bootcamp are announced.

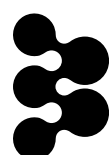


Why It Matters

At Stripe, we believe the next generation of founders is already out there: in classrooms, in labs, at kitchen tables, working on problems that matter. The Business Bootcamp exists to give those students a glimpse of what's possible when scientific curiosity meets entrepreneurial thinking.

Ireland has a remarkable track record of producing world-class founders and innovators (many who have participated in YSTE Business Bootcamp!). This programme is built on the belief that the students walking into the RDS in January could be among them.

Let us know in your entry form whether you'd like to be considered for Bootcamp judging.



**Business
Bootcamp**

Stripe Young Scientist
& Technology Exhibition

Rules

Student Conduct

The use of tobacco products, alcoholic beverages, and illegal drugs/substances is prohibited.

Neat dress is required. School uniforms must be worn during the week of the exhibition and at the awards ceremony.

All mobile phones must be switched off while judging is taking place at your stand. Stripe takes no responsibility for mobile phones or any other property that is lost or stolen during the week of the exhibition.



Exhibiting students, or a nominated representative from the school, should be at their stand during the exhibition: Wednesday, 6 January through Saturday, 9 January from 9:30 am–5:30 pm. The exhibiting students must be at their stand for judging on:

- Wednesday, 6 January starting at 3:00 pm until their project has been judged
- Thursday, 7 January starting at 9:00 am until their project has been judged (each project will be judged twice on Thursday)
- Friday, 8 January starting at 9:00 am until their project has been judged

All participating students must attend the awards ceremony in the Mainstage at 5:30 pm on Friday, 8 January.

Be respectful and considerate to others at all times. Remember that you have been selected to represent your school and your county.

The judges' decisions are final. Participating students, teachers, and parents and guardians should be aware of the rules and also the statements pertaining to plagiarism and ethics.



Rules and Conditions of Entry

These Rules and Conditions apply to the Young Scientist & Technology Exhibition 2027 (“the Exhibition”). While correct at the time of publication (August 2026), the most up-to-date version will always be available at yste.ie/rules and via www.stripeyste.com.

These rules are designed to ensure the Exhibition is conducted fairly, safely and efficiently. YSTE reserves the right to amend these Rules and Conditions at any time. Failure to comply with these Rules and Conditions may result in disqualification from the current Exhibition and/or exclusion from future participation.

1. General Rules

1.1 Eligibility and Entry

1.1.1 All decisions made by YSTE are final.

1.1.2 A non-refundable entry fee of €20 / £18 per student must be paid online. Projects will only be considered for judging once payment has been received in full.

1.1.3 Entries must be submitted online. Postal entries will not be accepted.

1.1.4 The closing date for entries, including the teacher assessment, is 5:00 pm Irish Standard Time (IST) on Monday, 28 September 2026. Late entries will not be accepted. (Note: Students 5:00 pm IST on Friday, 25 September 2026)

1.1.5 Students aged 12–19 years on 31 October 2026 and resident in Ireland are eligible to enter.

1.1.6 Previous winners of the title Young Scientist(s) & Technologist(s) of the Year are not eligible to re-enter the competition.

1.1.7 Projects previously entered in other competitions may be submitted, provided this is declared on the entry form and there are no restrictions on re-entry.

1.1.8 Submission of an entry does not guarantee acceptance. Projects will be screened by a panel of judges whose decisions are final. Successful projects must participate in the Exhibition from 6–9 January 2027 and comply with all Exhibition Rules.

1.1.9 Students educated at home in the Republic of Ireland may enter, provided they are registered with the National Education Welfare Board and supply proof of registration. Students in Northern Ireland should contact YSTE for guidance.

1.1.10 Projects may be entered in one of the following age groups:

- Junior
- Intermediate
- Senior

The age group is determined by the student’s year of study in January 2027.

1.1.11 Students attending primary schools or third-level institutions are not eligible to enter.

1.2 Project Categories

1.2.1 Projects must be entered in one of the following categories:

- Biological & Ecological Sciences
- Chemical, Physical & Mathematical Sciences
- Health & Wellbeing Sciences
- Social & Behavioural Sciences
- Technology

1.2.2 Judges reserve the right to place a project in the category they consider most appropriate.

1.3 Plagiarism and Artificial Intelligence

1.3.1 All work submitted must be substantially the student's own work.

1.3.2 Plagiarism is strictly prohibited, and this includes the use of another person's text, images, ideas, data, software, graphs or other material without appropriate acknowledgement.

1.3.3 Artificial Intelligence (AI) tools may be used as support tools only and must not replace the student's own thinking, research, experimentation, analysis or conclusions.

1.3.4 Any use of AI tools must be clearly disclosed and acknowledged.

1.3.5 Students must confirm that their project is substantially their own work and appropriately reference any assistance received.

1.3.6 YSTE reserves the right to exclude any project where plagiarism or inappropriate use of AI is suspected.

1.4 Individual and Group Projects

1.4.1 Students may enter only one project, either individually or as part of a group.

1.4.2 Individual projects cannot be converted into group projects after submission.

1.4.3 Group projects:

- Must consist of two or three students.
- Must be from the same school.
- Should, where possible, be from the same age group.
- Where students are from different age groups, the project must be entered in the school year of the oldest student.

1.4.4 Qualified group projects cannot subsequently be converted into individual projects.

1.4.5 Each group must appoint a group leader who will act as the spokesperson and coordinate the project.

1.4.6 All group members must contribute meaningfully to the project and be familiar with all aspects of the work presented.

1.4.7 Requests to change group membership after qualification must be submitted by email to YSTE before 1 December 2026. Approval is at YSTE's sole discretion and group size cannot exceed three students.

1.5 Safety and Research Requirements

1.5.1 Human Participants and Personal Data

Projects involving human participants or the collection of personal, health-related, or identifiable information must comply with all applicable ethical, safeguarding, and data protection requirements, including informed consent, parental permission where required, GDPR, and the Data Protection Act 2018. Guidance is available from the National Research Ethics Committees (NREC): Research Ethics Resources.

Prior approval from the school's Institutional Review Board (IRB) is required before any recruitment, interaction, testing, or data collection begins. All data collection tools (including surveys, tests, apps, and



prototypes) must be declared on the Project Details Form. Students must not diagnose conditions, administer treatments, perform medical procedures, or publish diagnostic tools.

1.5.2 Animal Studies and Biological Hazards

Projects involving live animals must comply with all applicable legislation and regulations. Guidance is available from the Health Products Regulatory Authority (HPRA):

- <https://www.hpra.ie/regulation/scientific-animal-protection>
- <https://www.hpra.ie/regulation/scientific-animal-protection/guidance-documents>

Students undertaking projects involving live animals or potentially dangerous, pathogenic, toxigenic, or allergenic organisms (including animals, insects, plants, or microorganisms) must consult a suitably qualified expert on relevant health and safety considerations. Such organisms must be declared on the Project Details Form, and details of the expert advice provided to YSTE on request.

1.5.3 Chemicals

Projects involving the use of chemicals must declare on the Project Details Form all chemicals intended for use as part of the Exhibition display.

1.5.4 Project Assessment

Projects will be judged on their scientific merit, the appropriate use of equipment and methods, and the exhibitor's understanding of the work undertaken, rather than on the sophistication or cost of the equipment itself.

1.5.5 External Assistance and Facilities

Most project work should be undertaken by the student(s) in school, at home or in the field under the supervision of their teacher and, where appropriate, parents, guardians or other responsible adults.

Students may seek advice or information from external sources, including universities, research institutions, government agencies and industry experts. Any assistance received from external organisations, laboratories or specialists must be clearly acknowledged. Experimental or research work carried out

in an external laboratory or facility must be clearly identified in the project report book and presentation and be supported by a letter from the facility outlining the assistance provided and the work undertaken by or on behalf of the student(s).

YSTE reserves the right, at its sole discretion, to exclude any project that does not comply with these requirements.

2. Qualified Projects

- 2.1** If a qualified project must be withdrawn, YSTE must be notified immediately by email. Schools failing to provide at least four weeks' written notice may be charged €100.
- 2.2** Students retain ownership of their projects; however, YSTE may display or publish project materials. Students with commercially valuable projects should consider seeking patent protection.
- 2.3** Projects previously exhibited at YSTE must demonstrate significant further development and clearly identify any previously presented work.
- 2.4** Judges may withhold awards where projects do not reach the required standard.
- 2.5** Projects that breach these Rules and Conditions may be disqualified or have awards withheld at any stage.
- 2.6** All judging decisions are final. Sponsors are not involved in judging decisions.

3. Exhibition Display Rules

- 3.1** Qualified students must attend the Exhibition in person from 6–9 January 2027, unless otherwise advised by YSTE.
- 3.2** Exhibits must fit within the allocated exhibition stand dimensions:
 - Back panel: 1,189 mm × 841 mm

- Worktop: 1,200 mm × 600 mm

Projects exceeding these dimensions may be disqualified.

- 3.3** Students are responsible for transporting, setting up and dismantling their own exhibits.
- 3.4** Projects must be assembled during the allocated set-up period.
- 3.5** YSTE and Stripe accept no responsibility for loss, theft or damage to exhibits or personal belongings.
- 3.6** Exhibits must be safe. The following are not permitted:
 - Dangerous equipment
 - Open flames
 - Toxic, flammable, explosive or irritant chemicals
 - Pathogenic, toxigenic or allergenic organisms
 - Live mammals, birds, reptiles or amphibians
- 3.7** Brand names and sponsor names are strictly prohibited from appearing in project titles or exhibit displays. References to brands or sponsors are permitted only within the project report book or project diary.
- 3.8** Students must attend all judging sessions and remain available at their stand throughout the Exhibition.
- 3.9** Students may not leave the Exhibition before 5:00 pm on any Exhibition day without prior approval from organisers.
- 3.10** Travel and accommodation expenses are the responsibility of exhibitors except where covered under the Travel Bursary Scheme.
- 3.11** All equipment, charts and project report books must be clearly labelled. Students should bring two copies of their project report book.

3.12 Wireless internet access will be provided.

3.13 Students must submit a project summary video of up to three minutes. The video may be used for judging and public exhibition purposes.

4. Travel Bursary Scheme

The Travel Bursary Scheme provides financial assistance to schools with projects that qualify for the Exhibition.

4.1 Travel Bursary Rates

Schools travelling less than 70km to the RDS

- Individual Project: €50
- Group Project: €100
- Maximum per School: €500
- Maximum per DEIS School: €625

Schools travelling more than 70km to the RDS

- Individual Project: €188 / £169
- Group Project: €375 / £338
- Maximum per School: €1,875 / £1,688

DEIS Schools travelling more than 70km to the RDS

- Individual Project: €225
- Group Project: €450
- Maximum per School: €2,250

4.2 Applications must be submitted by the teacher through the online registration system when the project is entered.

4.2.1 Applications must be received by 28 September 2026.

4.2.2 Late applications may only be considered at the sole discretion of YSTE.

4.3 The Travel Bursary Scheme applies only to Stripe YSTE 2027.

4.3.1 Eligibility is conditional on the project qualifying for the Exhibition.

4.4 Travel bursary funds must be used solely to support travel and/or accommodation costs for participating students.

4.5 YSTE will endeavour to pay approved bursaries by 19 January 2027.

4.6 The scheme is subject to a maximum available fund of €150,000.

4.6.1 If claims exceed available funding, bursaries may be apportioned on a pro-rata basis.

4.7 Where a project receiving a bursary does not participate in the Exhibition:

- Any bursary already paid must be repaid within 30 days of request.
- Any unpaid bursary will be forfeited.

4.8 All decisions relating to the Travel Bursary Scheme are final.



5. Business Bootcamp

- 5.1** Students wishing to be considered for the Young Scientist Business Bootcamp must opt in on the project details form.
- 5.2** Projects that do not opt in will not be considered for the programme.

6. Prize Money

- 6.1** Prize money will be paid by bank transfer to the winning individual or team leader.
- 6.2** Winners will be asked to provide bank account details within seven days of the Exhibition ending.
- 6.3** YSTE will endeavour to issue payments by 30 March 2027.
- 6.4** Bank details will be deleted once payment has been made.

7. Privacy, Photography and Filming

- 7.1** Personal data will be processed in accordance with applicable data protection laws and the Privacy Notice available at www.stripeyste.com/privacy-policy (where Stripe is the data controller) and www.yste.ie/privacy-policy (where YSTE is the data controller).
- 7.2** Official photography and filming will take place during the Exhibition. RTÉ, an official media partner, may also film and interview participants for television, online, social media and promotional purposes.
- 7.3** Successful exhibitors must complete media release forms. Participants under 18 years of age require parental or guardian consent.

8. Intellectual Property Rights

- 8.1** Projects containing functional or technical innovations may qualify for patent protection.

- 8.2** To qualify for patent protection, an invention must:

- Be new;
- Be capable of industrial application; and
- Involve an inventive step.

- 8.3** All intellectual property rights, whether existing before or created during participation in the Exhibition, remain the property of their respective owner.

9. Other International Science Fairs

- 9.1** Representation at Other Science Fairs: Selected prize winners may be invited to represent YSTE at national and international science fairs.
- 9.2** Eligibility:
 - Only prize winners selected by the judging panel may be considered.
 - Both individual and group projects are eligible.
- 9.3** Expenses:
 - YSTE will advise participants of any expenses that will be covered.
 - Covered expenses may include travel, accommodation, meals and other necessary costs, subject to available funding.
- 9.4** Where appropriate, a YSTE representative may accompany participating students.
- 9.5** Participants selected to represent YSTE must:
 - Attend required events and activities;
 - Present their project where required;
 - Participate fully in programme activities; and
 - Represent YSTE professionally and respectfully.
- 9.6** Participants must comply with:
 - The rules of the host competition, programme or event; and
 - Any instructions issued by YSTE.

- 9.7** YSTE reserves the right to make final decisions regarding:
- Participant selection;
 - Travel arrangements;
 - Expenses covered;
 - Accompanying representatives; and
 - Programme arrangements.

- 9.8** Participation in Stripe YSTE constitutes acceptance of these terms and conditions.

10. Top 4 Programme

- 10.1** The Top 4 Programme is a recognition and development programme for the top four projects at the Exhibition.
- 10.2** Participation is by invitation only and at the sole discretion of YSTE and Stripe.
- 10.3** Participants will be invited to take part in a programme of activities organised or facilitated by YSTE, Stripe, or their respective partners, which may include mentoring, industry visits, media training, presentation coaching, networking opportunities, workshops, training sessions, media engagements, school visits, and other development supports and events. By participating in the Top 4 Programme, attendance at certain activities may be required.
- 10.4** Participants are expected to act as ambassadors for the Exhibition and represent YSTE and Stripe professionally at all times.
- 10.5** YSTE and Stripe reserve the right to amend, suspend or discontinue the programme at any time.
- 10.6** Participation in the programme is voluntary. Participants who choose not to take part will not receive a cash payment or any alternative award in lieu of their place in the programme.

11. Overall Winner(s) – Young Scientist(s) & Technologist(s) of the Year

- 11.1** The overall winner(s) may not represent another country or organisation using the winning project until the following year's winners have been announced.
- 11.2** The title Young Scientist(s) & Technologist(s) of the Year may not be used without the prior written consent of YSTE.
- 11.3** The Overall Young Scientist(s) & Technologist(s) of the Year project will be the only project eligible for entry by Ireland's National Organiser to the European Union Contest for Young Scientists (EUCYS).

12. European Union Contest for Young Scientists (EUCYS)

- 12.1** The host country will cover the travel and accommodation costs of participating students.
- 12.2** The host country will also cover travel and accommodation costs for one official adult escort. For Ireland, this will be the National Organiser appointed by YSTE.
- 12.3** Any additional persons wishing to attend must do so at their own expense and must get permission from the National Organiser before travelling.

13. General Provisions

- 13.1 Force Majeure**
- 13.1.1** YSTE and Stripe reserve the right to postpone, cancel, suspend, modify, relocate or otherwise alter the Exhibition, any associated programme, event, competition, judging process or award due to circumstances beyond its reasonable control.
- 13.1.2** Such circumstances may include, but are not limited to, adverse weather conditions, a public health emergency, venue unavailability, transport disruption, industrial action, power outage, technical failure, a security incident,

government restrictions, an act of God or any other event that may affect the safe, fair or practical operation of the Exhibition.

13.1.3 To the fullest extent permitted by law, YSTE and Stripe shall not be liable for any loss, expense, cost, damage or inconvenience incurred by participants, schools, parents, guardians or any third party arising from any postponement, cancellation, suspension, modification or relocation of the Exhibition or any associated activity.

13.2 Interpretation of Rules

13.2.1 YSTE reserves the right to interpret and apply these Rules and Conditions.

13.2.2 In the event of any dispute regarding eligibility, entry requirements, project classification, compliance with these Rules and Conditions or any other matter relating to the Exhibition, the decision of YSTE shall be final.

13.3 Amendments

13.3.1 YSTE and Stripe reserve the right to amend, update or clarify these Rules and Conditions at any time.

13.3.2 The most current version of the Rules and Conditions will be available on www.yste.ie/rules and via www.stripeyste.com and it is the responsibility of participants to ensure they are familiar with the latest version.





Connect with Us!

[f](#)
[@](#)
[d](#)
[X](#)
[v](#)
[stripeyste](#)

[in](#)
[Stripe Young Scientist & Technology Exhibition](#)



Ireland's Brightest, Since 1965



1965

John Monahan



1966

Máire Caitríona
Ní Dhomhnaill,
Mary Finn



1967

Walter Hayes, RIP



1968

George Andrew
Reynolds



1969

Luke Drury



1970

Maria Edgeworth



1971

Peter Short



1979

Jervis Good



1980

Karen Ruddock



1981

Catherine Conlon



1982

Martynn Sheehan



1983

William Murphy,
Gareth Clarke,
Turan Mirza



1984

Eoin Walsh



1985

Ronan McNulty



1993

Donal Keane,
Rodger Toner



1994

Jane Feehan



1995

Brian Fitzpatrick,
Shane Markey



1996

Elsie O'Sullivan,
Rowena Mooney,
Patricia Lyne



1997

Ciara McGoldrick,
Emma McQuillan,
Fiona Fraser



1998

Raphael Hurley



1999

Sarah Flannery



2007

Abdusalam
Abubakar



2008

Emer Jones



2009

John D.
O'Callaghan, Liam
McCarthy



2010

Richard O'Shea



2011

Alexander Amini



2012

Eric Doyle,
Mark Kelly



2013

Ciara Judge,
Emer Hickey,
Sophie Healy-Thow



2021

Greg Tarr



2022

Aditya Joshi,
Aditya Kumar



2023

Shane O'Connor,
Liam Carew



2024

Seán O'Sullivan



2025

Ciara Murphy,
Saoirse Murphy,
Laoise Murphy



2026

Aoibheann Daly



2027

Winner will be
announced on
Friday, 8 January



1972

Seán Mac Fheorais



1973

Tadhg Begley



1974

Richard Elliott



1975

Noel Boyle



1976

Mary Kelly-Quinn



1977

Micheal Og O'Briain



1978

Donald P. McDonnell



1986

Breda Maguire, Niamh Mulvany



1987

Emma Donnellan, Henry Byrne



1988

Siobhan Lanigan O'Keeffe



1989

Grace O'Connor, Sinead Finn



1990

Anna Minchin-Dalton



1991

Barry O'Doherty, Daniel Dundas



1992

Elizabeth Dowling, Jean Byrne, RIP



2000

Thomas Gernon



2001

Shane Browne, Peter Taylor, Michael O'Toole



2002

David Michael O'Doherty



2003

Adnan Osmani



2004

Ronan Larkin



2005

Patrick Collison



2006

Aisling Judge



2014

Paul Clarke



2015

Ian O'Sullivan, Eimear Murphy



2016

Diana Bura, Maria Louise Fufezan



2017

Shane Curran



2018

Simon Meehan



2019

Adam Kelly



2020

Alan O'Sullivan, Cormac Harris

stripe



Stripe Young Scientist
& Technology Exhibition

If you have any questions, do not hesitate to contact us:

For inquiries regarding the entry process: yste@yste.ie

For all other inquiries: stripeyste@stripe.com

Visit our website at: stripeyste.com