

Linking Vocational Education and Training to Labour Market Needs

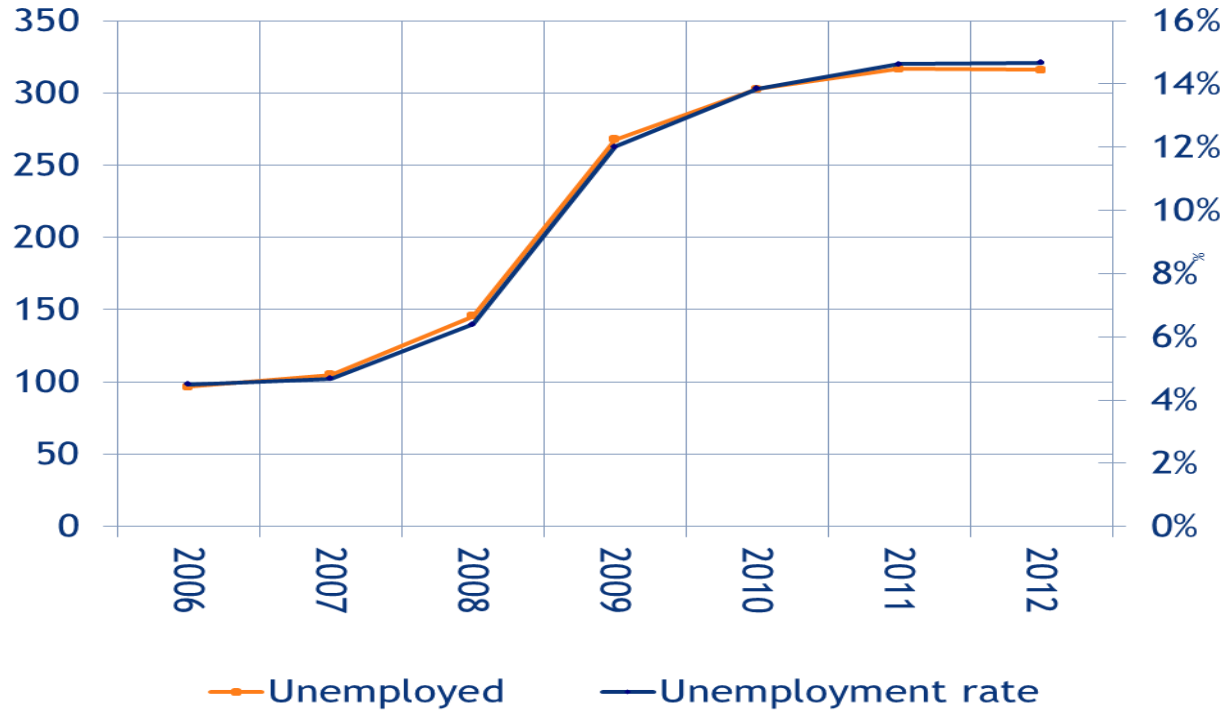
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Expert Group on Future Skills Needs

May 2013

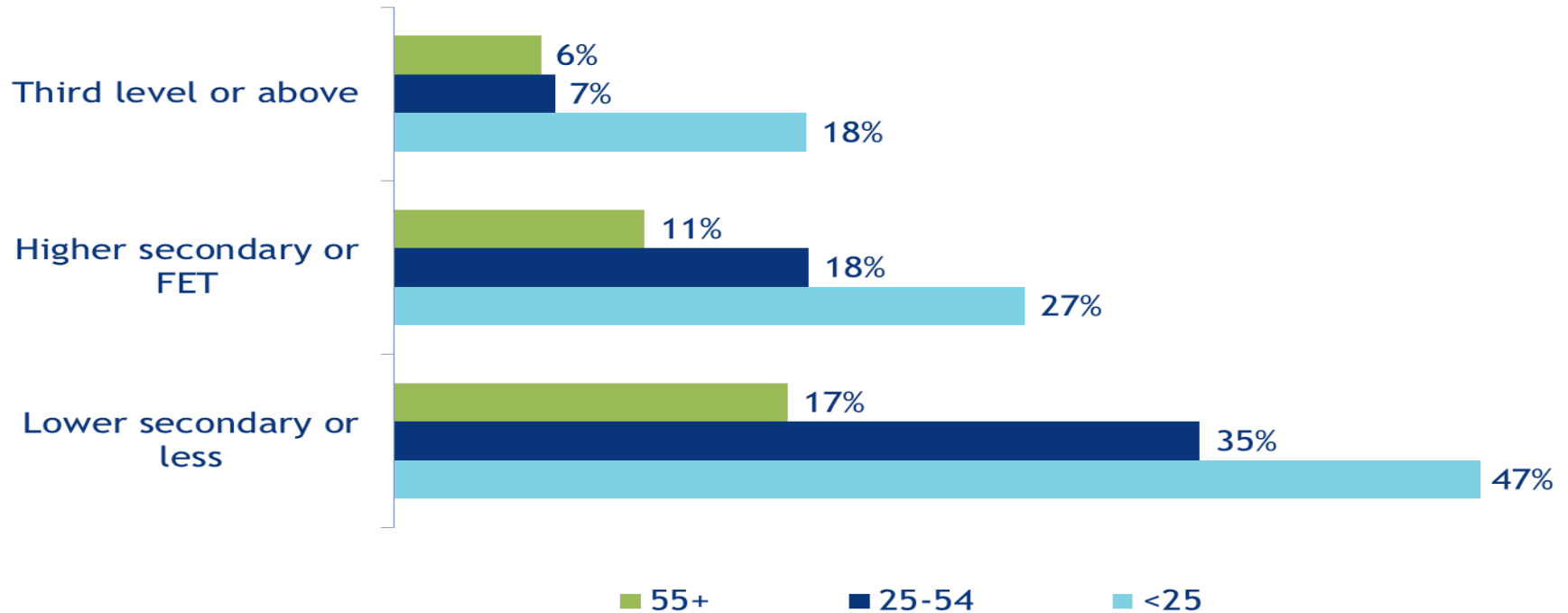
Outline

- Background
- Identification of skill needs in Ireland
- Integrating LMI to VET provision in Ireland

Ireland: Unemployment



Unemployment rate



Policy response

Ireland: 'Pathways to work' (2012) – policy statement on LM activation

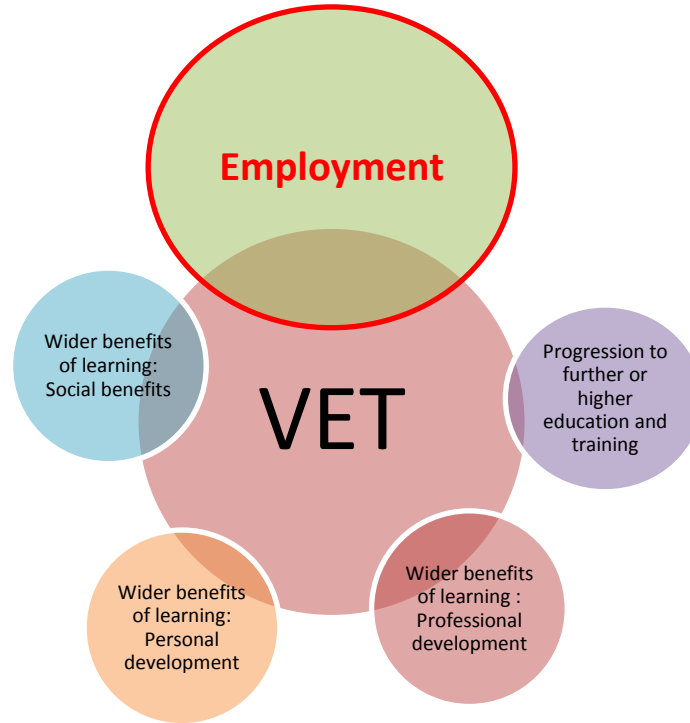
Second strand: greater targeting of activation places and opportunities

“we will target resources to maximise the efficiency and effectiveness of the programmes with a view to delivering a greater focus on keeping the unemployed close to the labour market. We are reviewing **training and further education** options so that employment prospects for participants are improved’.

EU: Labour market relevance of VET

- Europe 2020 Strategy (2010) – Initiatives: *An agenda for new skills and jobs; Youth on the move; European platform against poverty*
- Bruges Communiqué (2010) European Cooperation in VET 2011-2020 *‘VET curricula should be outcome-oriented and more responsive to labour market needs’*
- European Commission: VET for better skills, growth and jobs (Accompanying document - Communication from the Commission: Rethinking Education: Investing in skills for better socio-economic outcomes); Nov 2012 *‘VET at all levels (not only higher education) is incorporated in national, regional and local economic strategies which connect skills supply and demand, based on systematic skills monitoring and anticipation’*
- European Centre for the Development of Vocational Training (CEDEFOP) – extensive research VET; *Renewing vocational education and training to tackle skill mismatch (Thessaloniki, June 2013)*

VET positive outcomes



To achieve employment as an outcome for an increasing number of VET graduates, VET curricula needs to be aligned to the identified skill needs of the economy.

Identification of skill needs in Ireland

- Expert Group on Future Skills Needs - established in 1997
- Advise to Government on skills issues
- Reports to 2 Ministers: Department of Jobs, Enterprise and Innovation and Department of Education and Skills
- Membership
 - Government (DJEI, DES, DF, HEA, IUA, FÁS, VEC, EI, IDA, Forfás, NALA, Skillnets)
 - Employers (IBEC, ISME and companies)
 - Employees (ICTU)
 - OECD
- Chair: Ms Una Halligan (HP)
- Secretariat (Forfás)
- Skills and Labour Market Research Unit, FÁS
- National Skills Database

National Skills Database



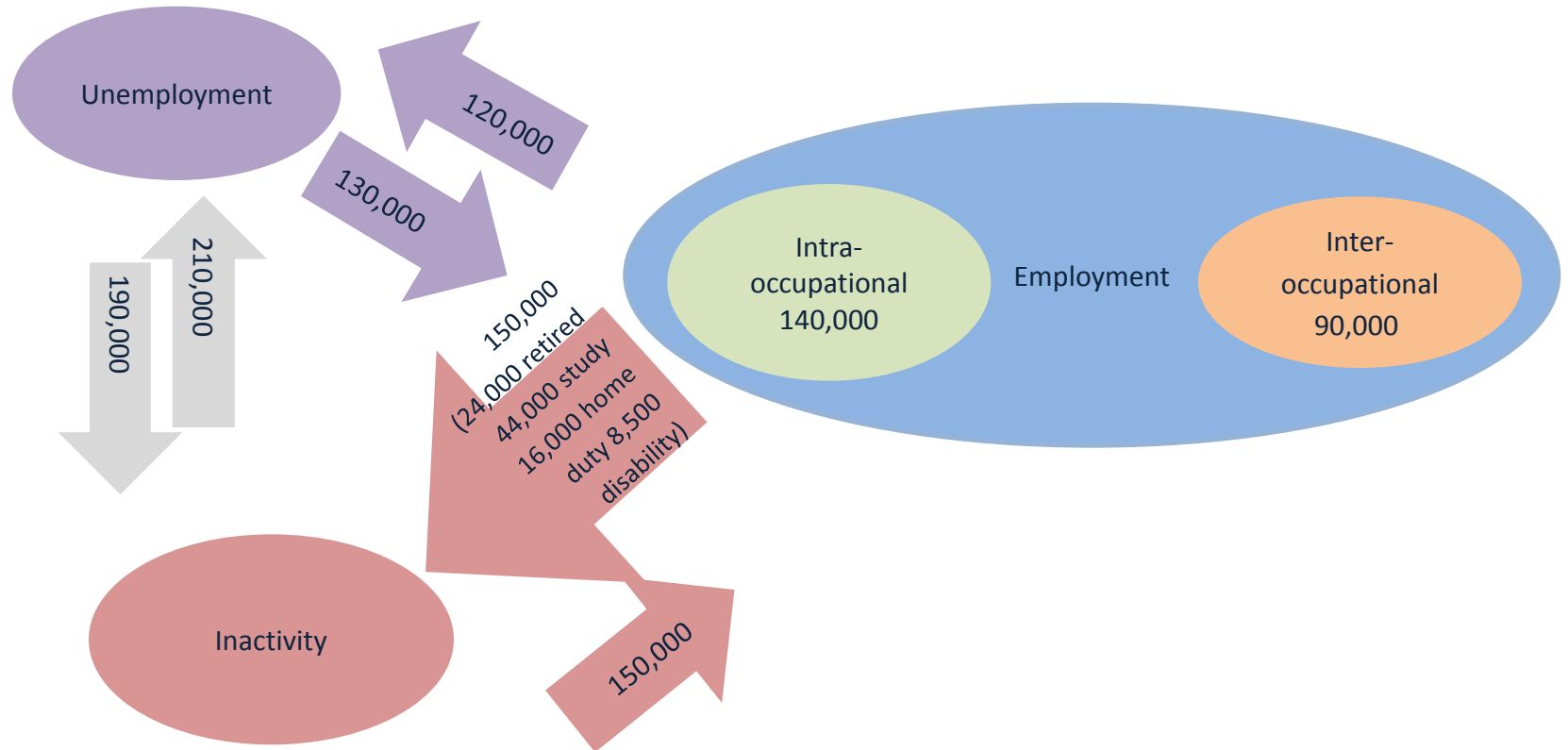
Research output

- National Skills Bulletin (annual since 2005)
- Monitoring Ireland's Skills Supply (annual since 2006)
- Vacancy Overview (annual since 2010)
- Regional Labour Markets Bulletin (annual since 2012)
- Occupational Employment Forecasts (Every three years)
- Apprenticeship Forecasts (annual since 2009)
- Sectoral studies (e.g. construction, engineering, healthcare etc.)
- Statistic profiles (e.g. bio-pharma, green, trade etc.)
- Input into policy documents (e.g. National Skills Strategy, Immigration etc.)
- Labour supply forecasting model
- Quantitative model for workforce planning in healthcare
- Internet: Skills portal

Recent research findings: vacancies

- Although the number of newly advertised vacancies is significantly lower than at the peak in 2007, vacancies continue to arise
- Vacancies are most frequent for the following occupations
 - Sales, marketing and customer service
 - Science and engineering professionals (IT, design engineers, process, lab)
 - Business professionals (finance, accounting, regulation, QC)
 - Administrative occupations (book-keepers, payroll clerks, financial clerks)
 - Caring personal services (care workers, nursing assistants)
 - Catering occupations (chefs, waiters, kitchen/catering assistants)
 - Managers (production, warehousing, HR , financial, retail)
- Frequent requirements: tertiary level qualifications, languages and experience
- Small changes in employment levels between 2011 and 2012 suggests that most of the vacancies are arising due to replacement and turnover

Labour market transitions (sum of four quarters in 2012)



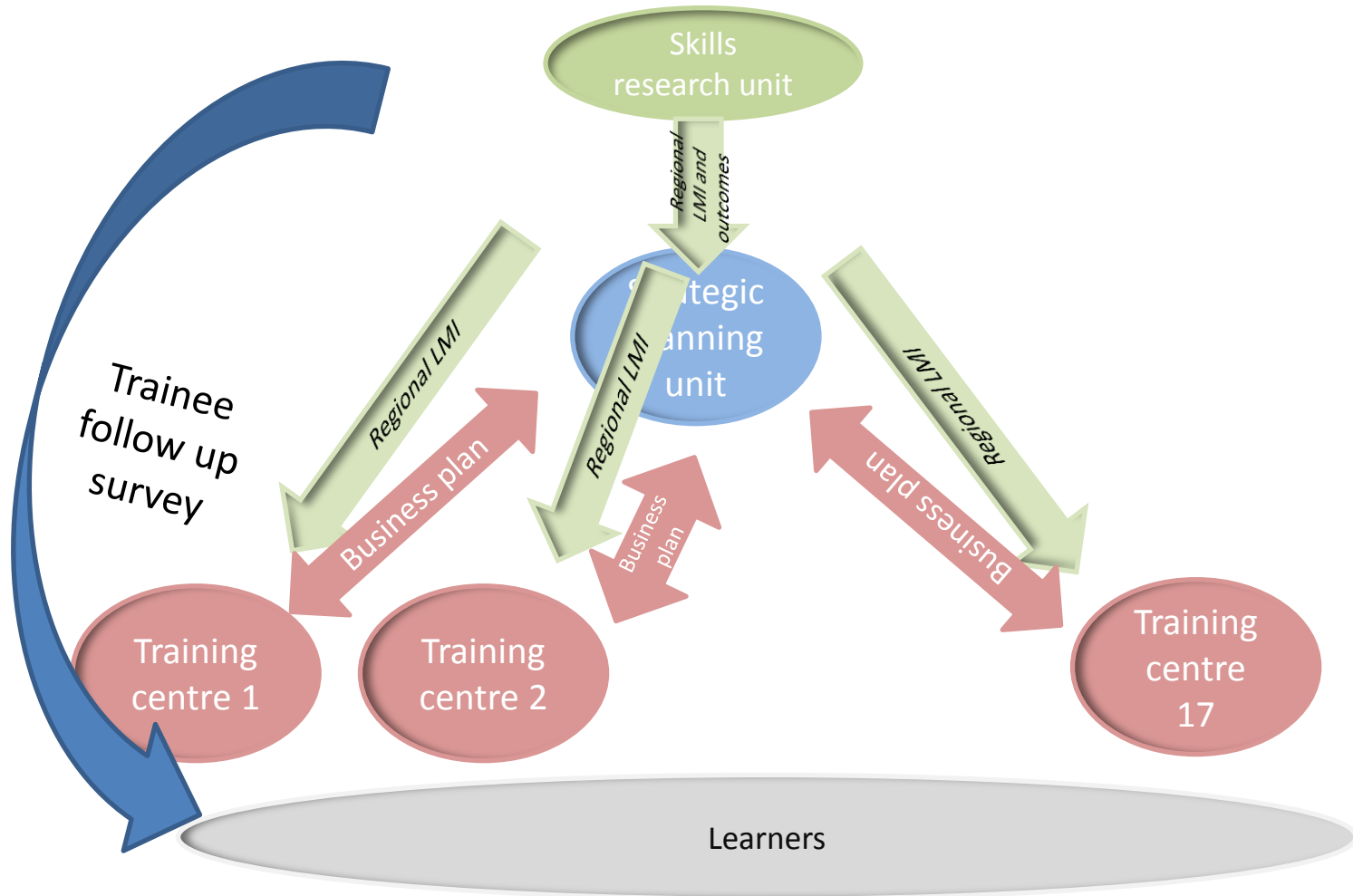
Difficult to fill vacancies

- **ICT professionals** (e.g. software and web development, IT business analysts and systems designers)
- **engineering experts** (e.g. production/process, quality control, industry regulatory compliance specialists, research and design, electrical)
- **scientists** (e.g. chemists, biological analysts)
- **finance specialists** (analysts (financial, risk and recovery), regulatory affairs specialists)
- **healthcare professionals** (e.g. doctors, radiographers, senior specialist nurses, geriatric nurses, speech and language therapists)
- **sales** (e.g. multilingual and customer care roles)

Policy use

- Education and training provision (e.g. Momentum, Springboard, HE, VET)
- Labour market (e.g. Jobs Bridge etc.)
- Immigration (e.g. DJEI Green card system, list of eligible occupations)
- Career guidance (The Institute of Guidance Counsellors, PES, fairs etc.)
- Other (e.g. DoHC, Taoiseach, North-South, IDA, regional)

Integrating skills research into training provision in Ireland



Department of Education and Skills

Primary
education

Secondary
Education

Vocational
Education
Committees
(VECs)

Higher Education Authority (HEA)

Universities

Institutes of
Technology

National
Qualifications
Authority of
Ireland (NQAI)

Further Education
and Training
Awards Council
(FETAC)

Higher Education
and Training
Awards Council
(HETAC)

Expert Group on Future Skills Needs
(EGFSN)

Department of Jobs, Enterprise and Innovation

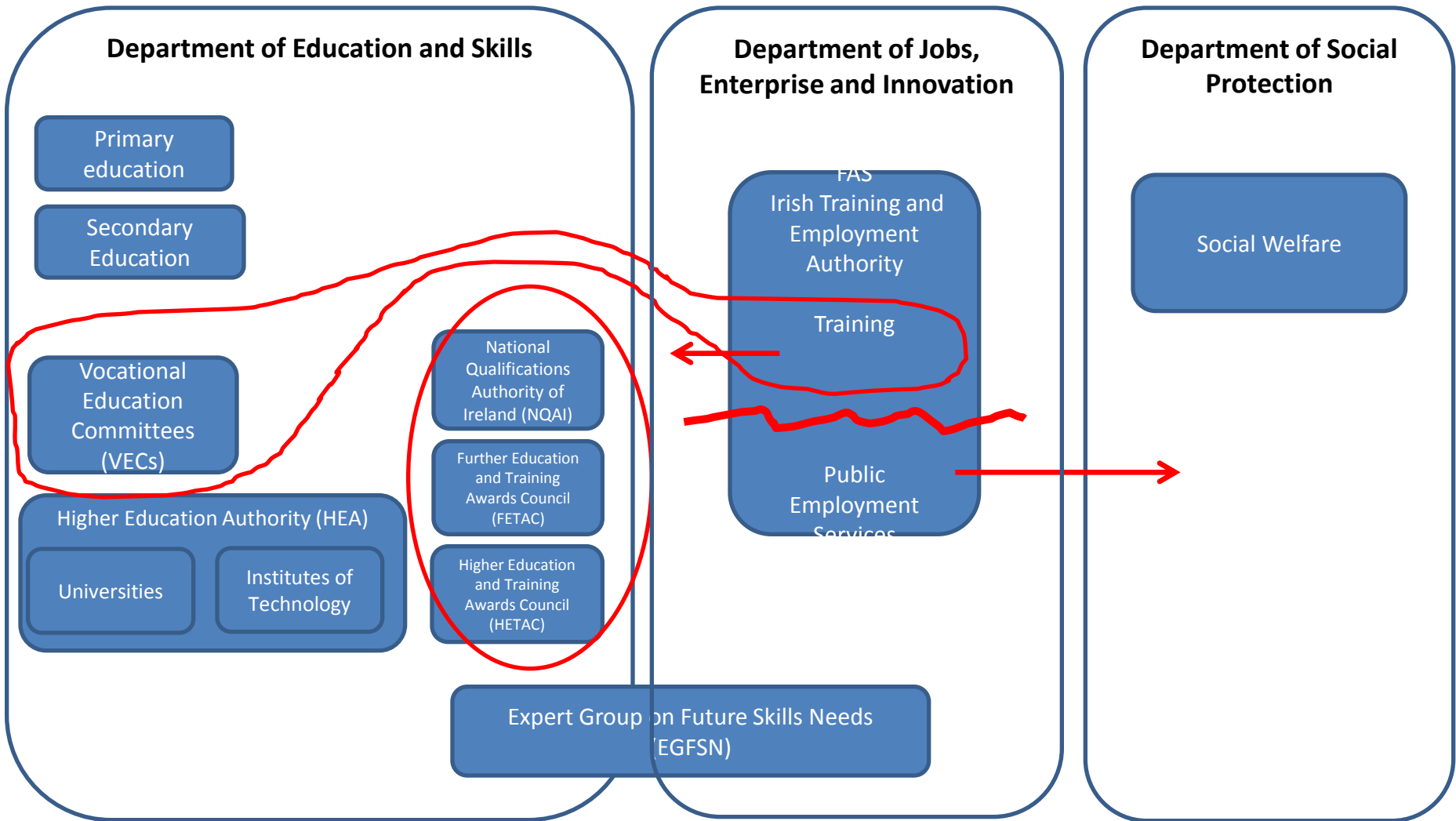
FAS
Irish Training and
Employment
Authority

Training

Public
Employment
Services

Department of Social Protection

Social Welfare



Department of Education and Skills

Primary
education

Secondary
Education

**Further Education and Training
Authority
(SOLAS)**

**Education and
Training Boards**

Higher Education Authority (HEA)

Universities

Institutes of
Technology

Quality and
Qualifications
Ireland
(QQI)

Expert Group on Future Skills Needs
(EGFSN)

Department of Jobs, Enterprise and Innovation

Department of Social Protection

Social Protection and
Public Employment
Services

ESF funded training in Ireland

Programme	Duration	Estimated participants (2013)
Full-time adult day courses		
Specific Skills Training	6mths+	10,000
Traineeships	4-9mths	5,000
Bridging/Foundation	4-6 months	2,300
Back to work	8 weeks +	Up to 100
Community Training Provision		
Local Training Initiative	varied (long)	4,500
Community Training Centres	varied (long)	3,500
Momentum		6,500

Contact details

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