



IRAAL

Cumann na Teangeolaíochta Feidhmi
Irish Association for Applied Linguistics

Identifying Future Skills Needs: issues and challenges for languages

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FÁS

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Expert Group on
Future Skills Needs



PRESENTATION OUTLINE

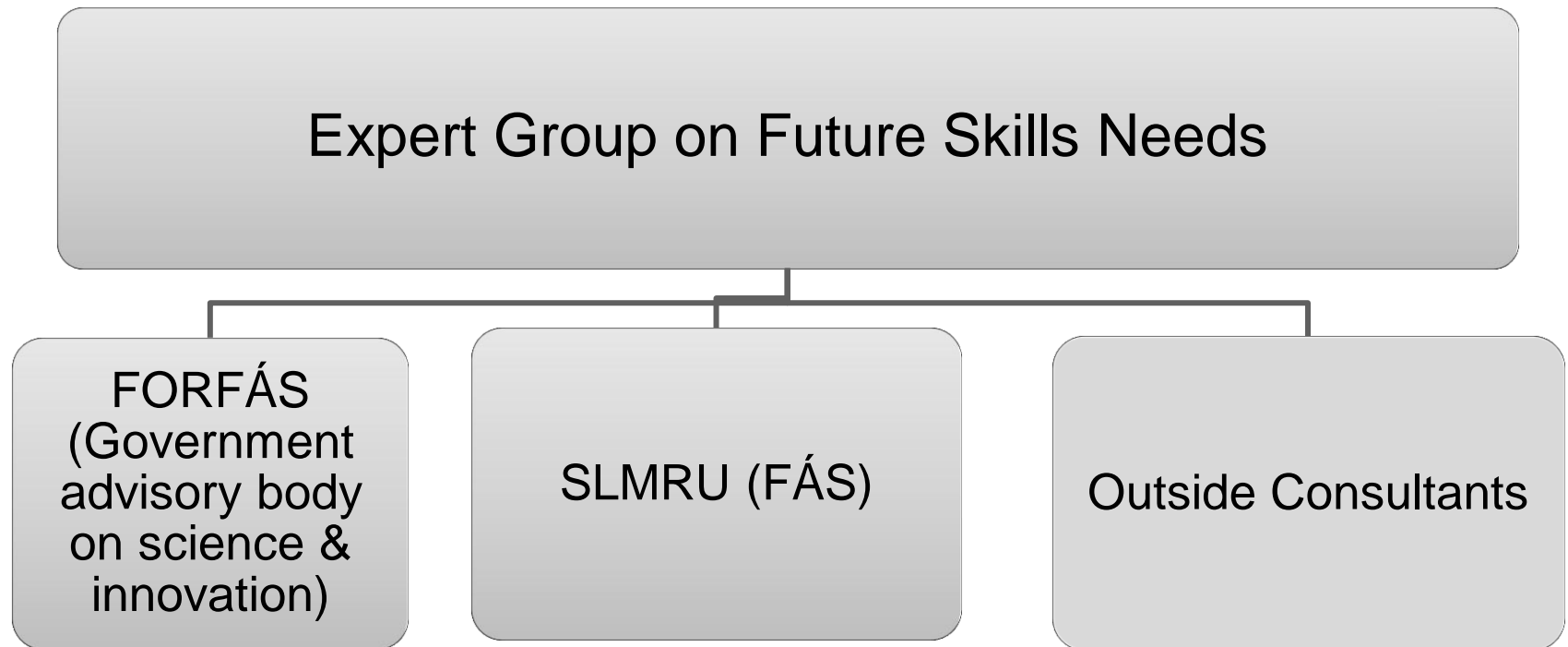
Background

Examples of what the data tells us

Languages – what we know

Issues & challenges that arise in identifying language skills needs in Ireland's labour market

BACKGROUND: INSTITUTIONAL FRAMEWORK



DATA SOURCES

Central Statistics Office (Census data; QNHS data)

Education Providers

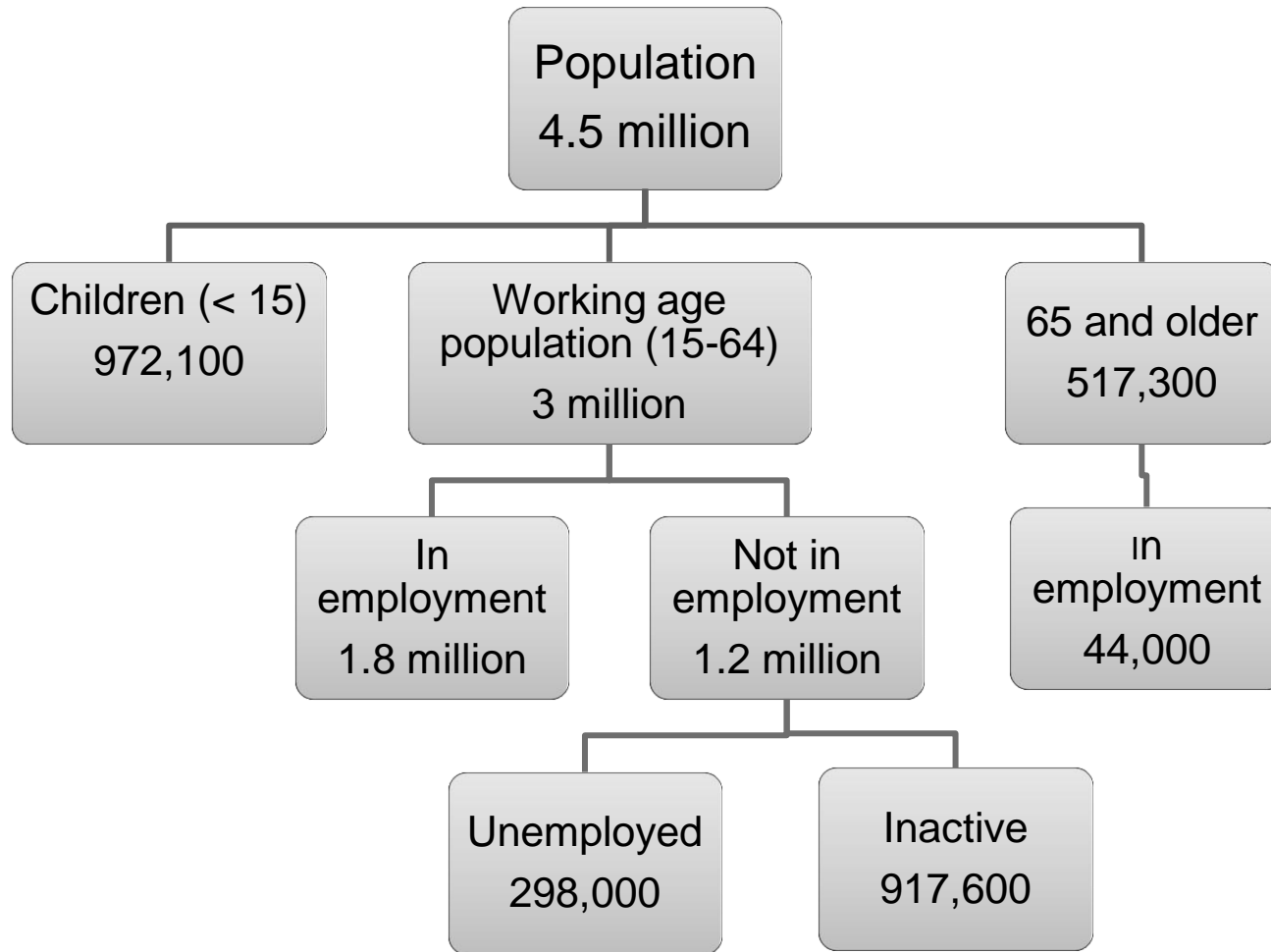
Job Vacancy Data

ESRI/FAS Occupational Forecasts

Other

- Immigration data
- Announcements in media (jobs, possible future expansion)
- SLMRU Recruitment Agency Survey

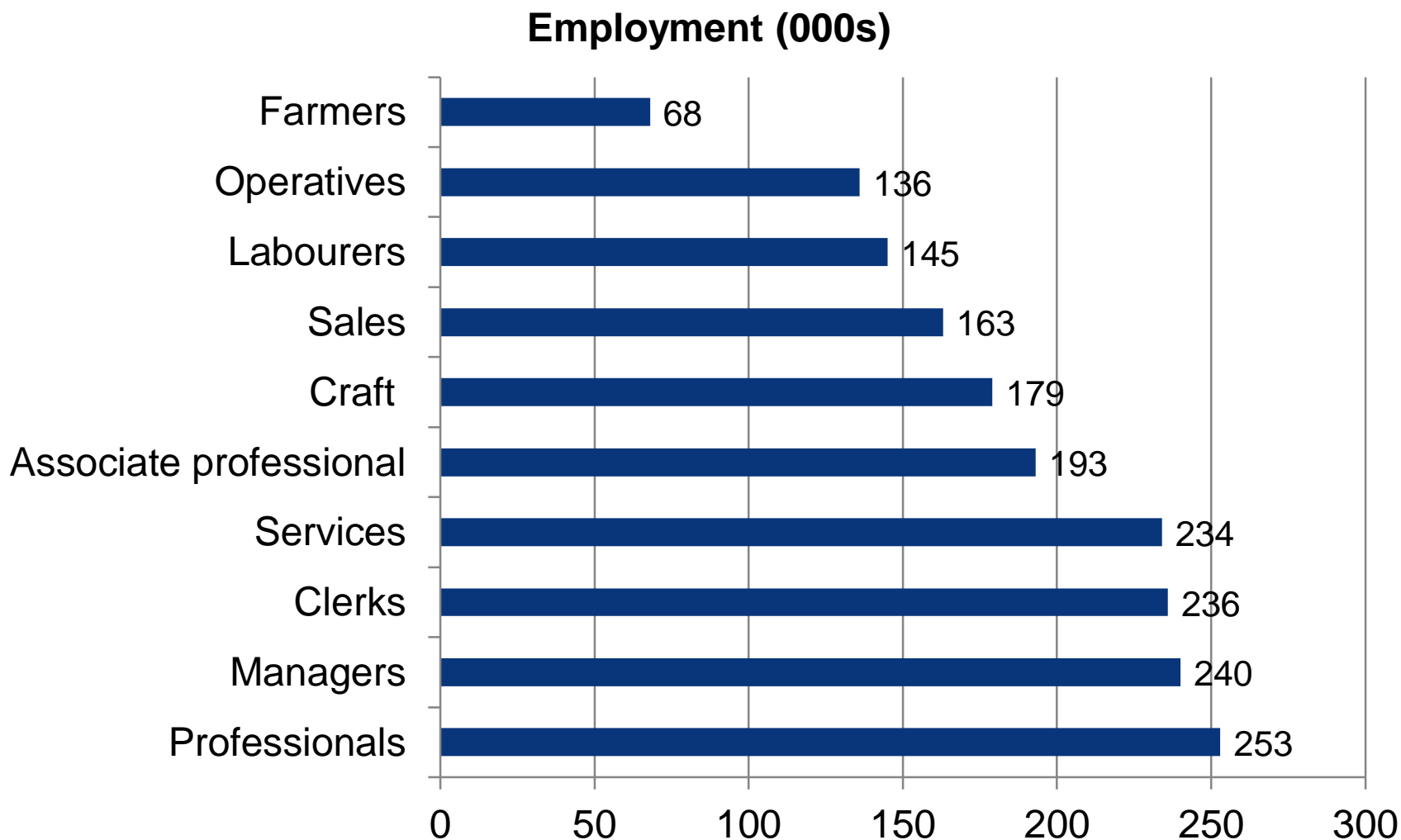
EXAMPLE: POPULATION BY AGE AND LABOUR STATUS, QUARTER 4 2010



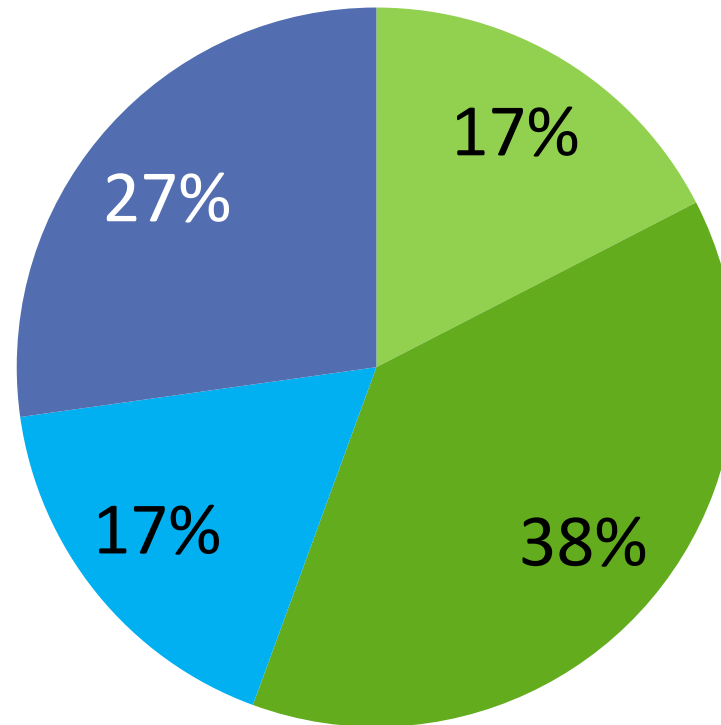
Source: SLMRU analysis of CSO (QNHS) data

What jobs do people do?

Employment by broad occupation 2010

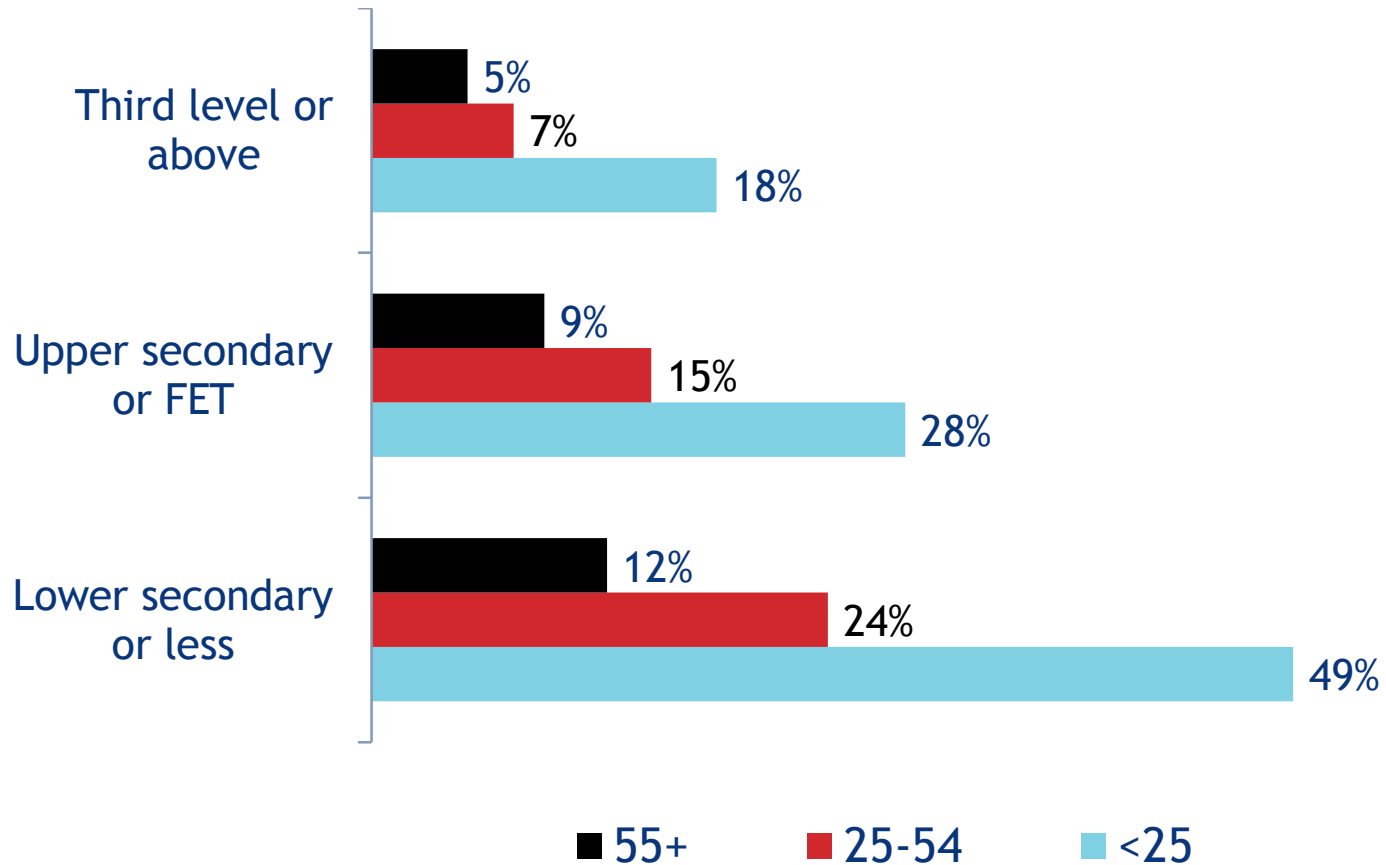


EMPLOYMENT BY EDUCATION, QUARTER 4 2010



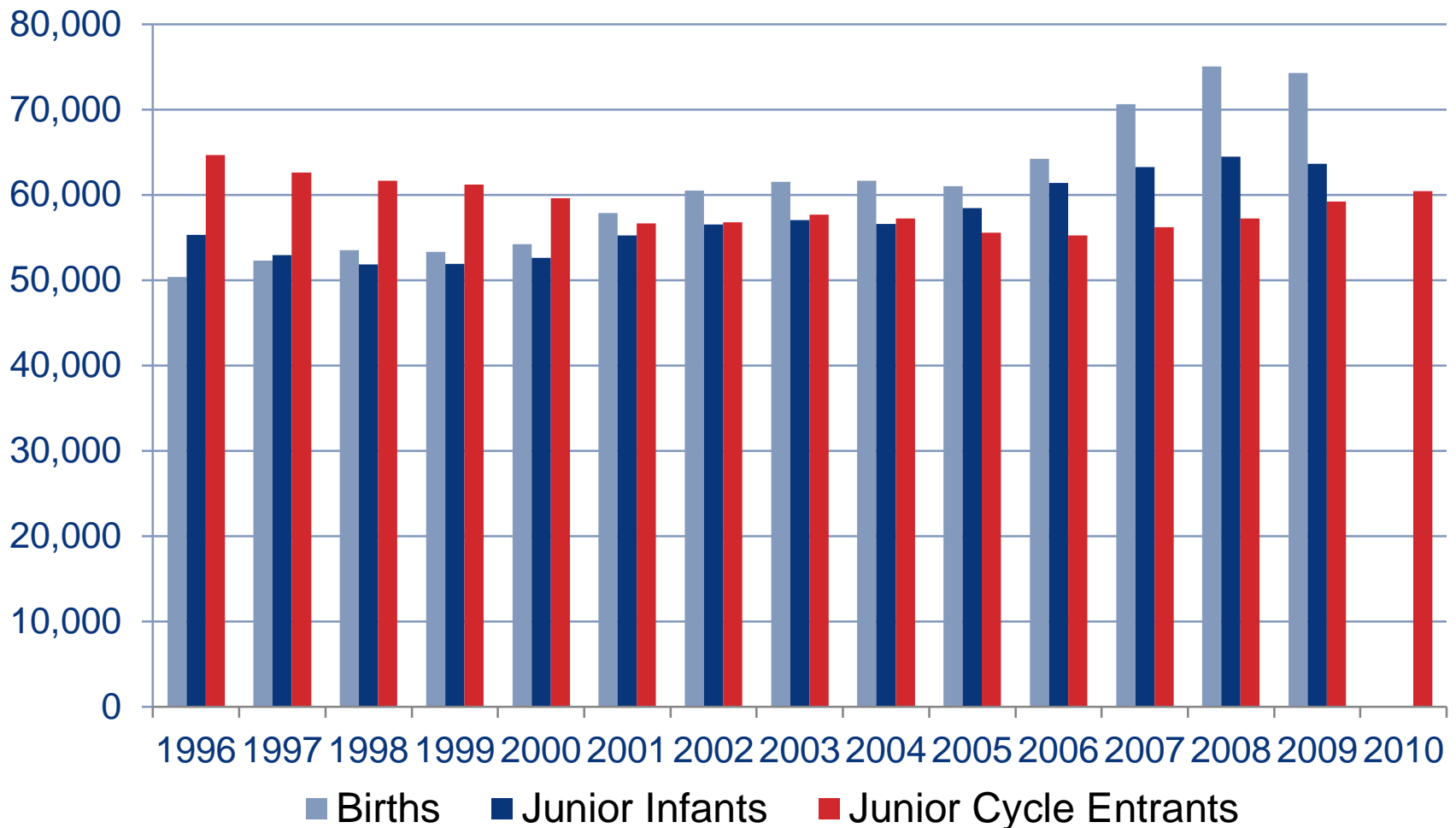
- Lower Secondary and Below
- Upper Secondary/FET
- Third Level Certificate/Below Honours Degree
- Third Level Honours Degree or Above

UNEMPLOYMENT RATE BY AGE AND EDUCATION



Source: SLMRU Analysis of CSO (QHNS) Data

Education System: Inflows

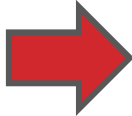
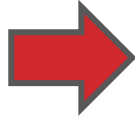



Data on births refers to calendar year; junior infant & junior cycle data refers to academic year (i.e. Sept-June)

Source: CSO; DES

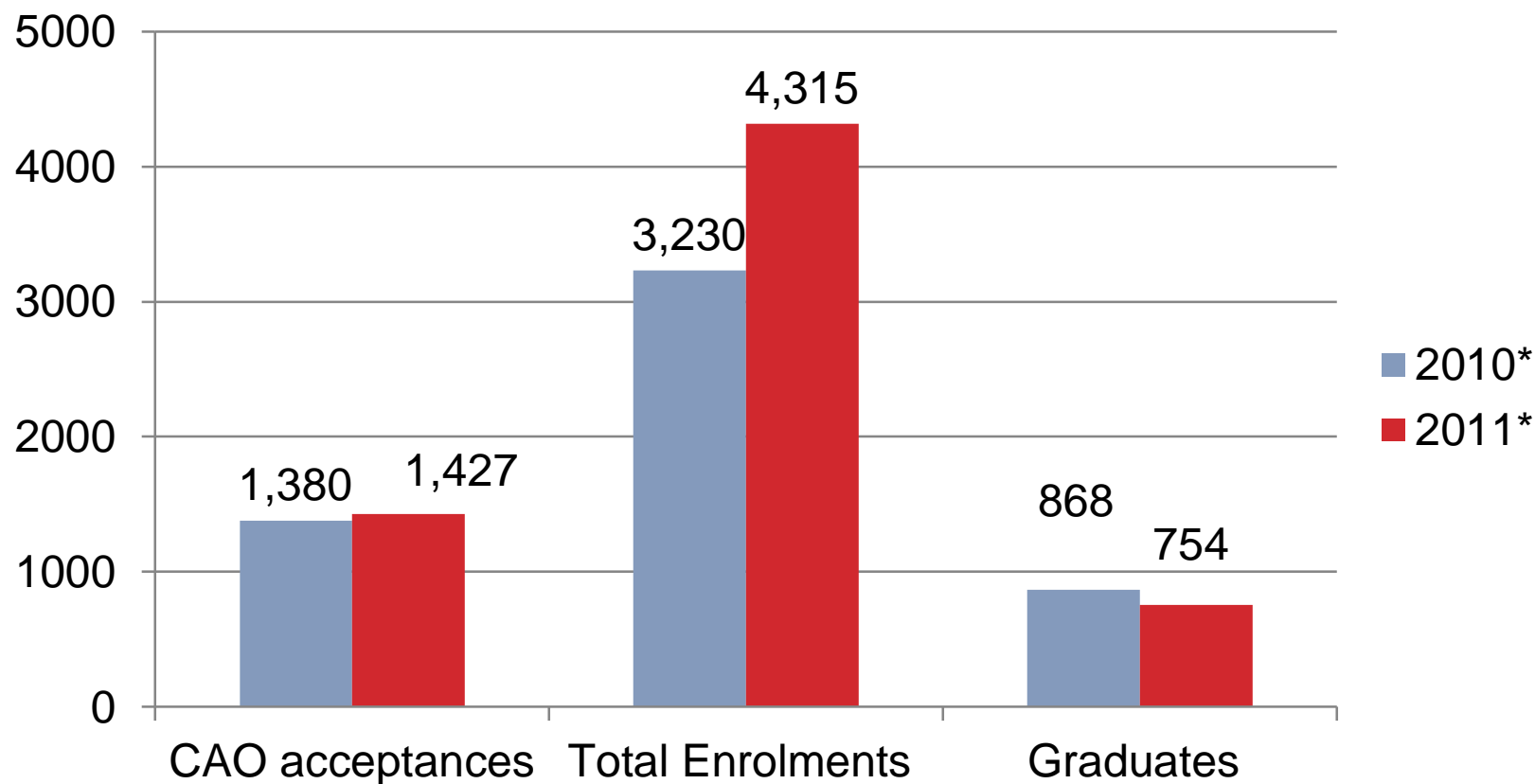
Full-time Enrolment Projections (DES)

Rising enrolments across all sectors, even with large-scale emigration and a fall in fertility rates

Primary Level	+31,000		536,500 by 2014
Second Level	+15,000		331,900 by 2014
Higher	+29,000		190,000 by 2014

Source: DES (2011) Projections of Full-time Enrolments : Primary, Second & Higher Level, 2011-2031

EDUCATION: INFLOWS & OUTFLOWS (Computing Courses – NFQ 8)



*CAO Data = 2010 & 2011

Enrolment data (HEA) = 2008/2009 & 2009/2010

Graduate data (HEA) = 2009 & 2010

CURRENT DEMAND: VACANCIES IN 2011

- **The overall number of *newly advertised vacancies* in 2011 was higher than in 2010 for both FÁS and Irish jobs.ie (although significantly lower than at the peak in 2007)**
- **There were initial (albeit small) signs of a recovery in the number of jobs advertised for some occupations (e.g. managers, professionals)**

CURRENT DEMAND: VACANCIES IN 2011

Vacancies were most frequent for:

Sales, marketing and customer service

- business associate professionals (e.g. sales accounts and business development managers)
- sales occupations (e.g. retail sales assistants)
- customer service occupations

Science and engineering professionals

- IT professionals (e.g. programmers/software developers, IT business analysts, web designers, IT specialist managers)
- design and development engineers
- process engineers

Business professionals

- financial project management professionals, chartered accountants, management consultants and business analysts, regulatory professionals, quality control professionals

CURRENT DEMAND: VACANCIES IN 2011

Administrative occupations

Science and engineering associate professionals

- IT associate professionals
- engineering technicians
- laboratory technicians

Corporate managers and directors

CURRENT DEMAND: VACANCIES IN 2011

A third level qualification was required for a significant share of all newly advertised vacancies

The data suggests that the demand is mostly limited to experienced candidates

Language skills

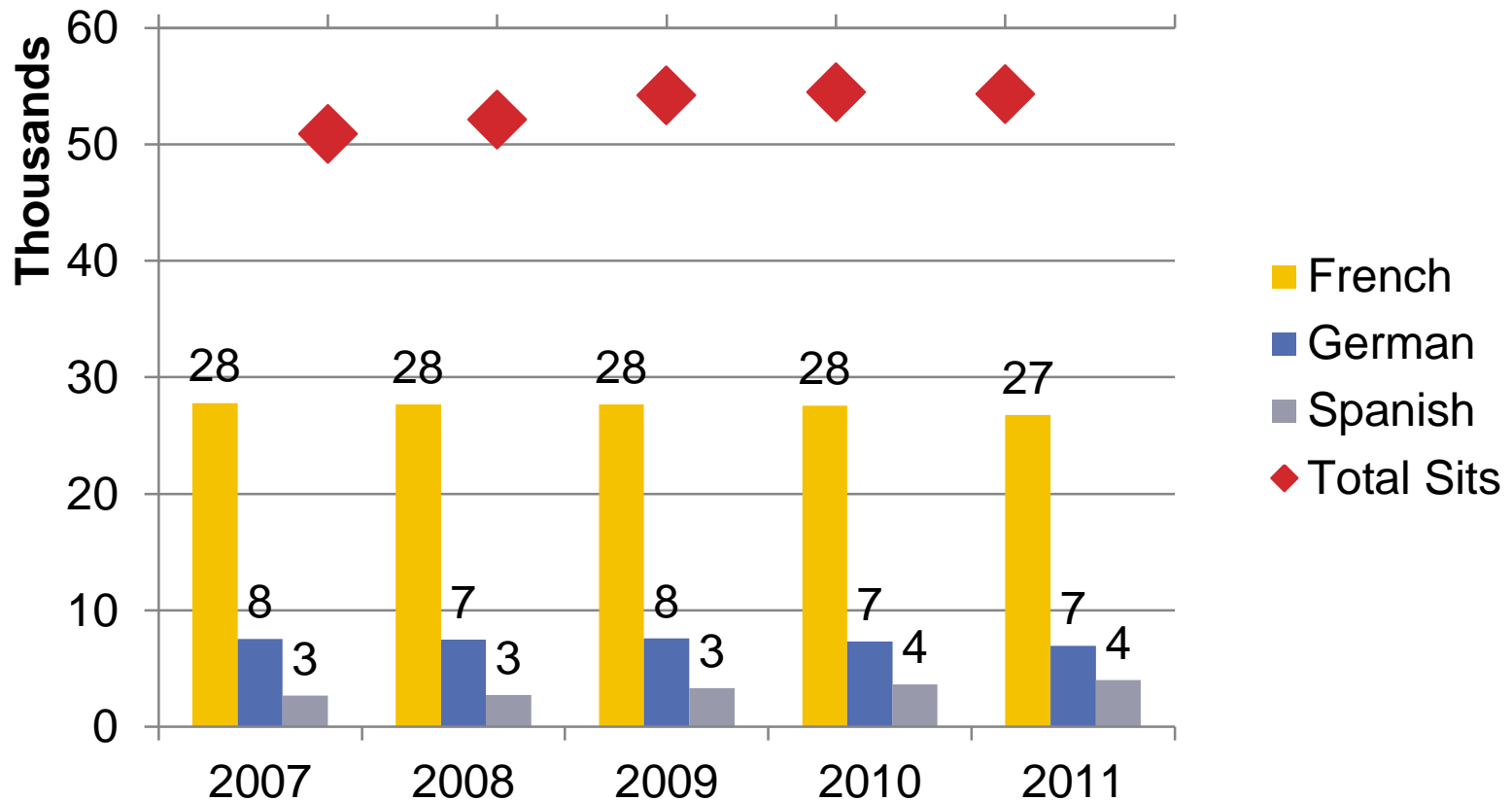
- a prerequisite for many newly advertised vacancies, particularly in **sales customer care activities**, but also at **professional level** (e.g. ICT, engineering, finance)
- a variety of languages were in demand, predominantly **German, French and Nordic languages**

CURRENT DEMAND: SHORTAGES

The results from the recruitment agency survey suggest that difficult to fill vacancies exist for a number of occupations, e.g.

- **ICT professionals** (e.g. software and web development, gaming technology, mobile technology)
- **engineering experts** (e.g. production/process, quality control, industry regulatory compliance specialists, research and design, electrical)
- **scientists** (e.g. microbiologists, chemists, biological analysts)
- **finance specialists** (senior auditors, analysts (financial, risk and recovery), regulatory affairs specialists)
- **healthcare professionals** (e.g. doctors, senior specialist nurses, geriatric nurses)

LEAVING CERT SITS FOR LANGUAGES 2007-2011



Source: State Examinations Commission

WHAT IRISH LEAVING CERT STUDENTS LEARN

Language	Leaving Cert Sits 2011*	% of all Leaving Cert Sits** 2011	2007 %
Total LC Sits in 2011	54,000	100%	
French	27,000	49%	55%
German	7,000	13%	15%
Spanish	4,000	7%	5%
Italian	400	1%	1%

Source: State Examinations Commission

*Numbers have been rounded

** Leaving Certificate Established and Leaving Certificate Vocational Programmes

STUDENTS SITTING 2 OF THE FOLLOWING LC FOREIGN LANGUAGES (2010)

	French	German	Spanish	Italian	Russian	Japanese	Total
French	-	319	249	50	95	44	757
German	319	-	56	20	43	12	450
Spanish	249	56	-	24	15	12	356
Italian	50	20	24	-	1	2	97
Russian	95	43	15	1	-	2	156
Japanese	44	12	12	2	2	-	72

Source: State Examinations Commission

NON-CURRICULAR* LANGUAGE SITS

	2007 Sits	2011 Sits
Polish	53	574
Lithuanian	61	254
Romanian	25	115
Others**	40	122
Latvian	32	111
Portuguese	27	57
Dutch	16	29
Total	254	1,262

Source: State Examinations Commission

*Not part of the LC curriculum but students from an EU member state and who speak the language as a mother tongue may opt to be examined in that language.

** Others: Slovakian, Bulgarian, Hungarian, Swedish, Danish, Czech, Modern Greek, Finnish, & Estonian

LANGUAGES IN HIGHER EDUCATION

**2009/2010 enrolments (foreign languages) =
c1,400?**

**Only includes those who study foreign languages
only**

**Excludes those who combine a language with
another subject such as history, economics or
computing**

2009/2010 enrolments (total enrolments) ?

ERASMUS STUDENTS

Outgoing students on Erasmus = 1,836

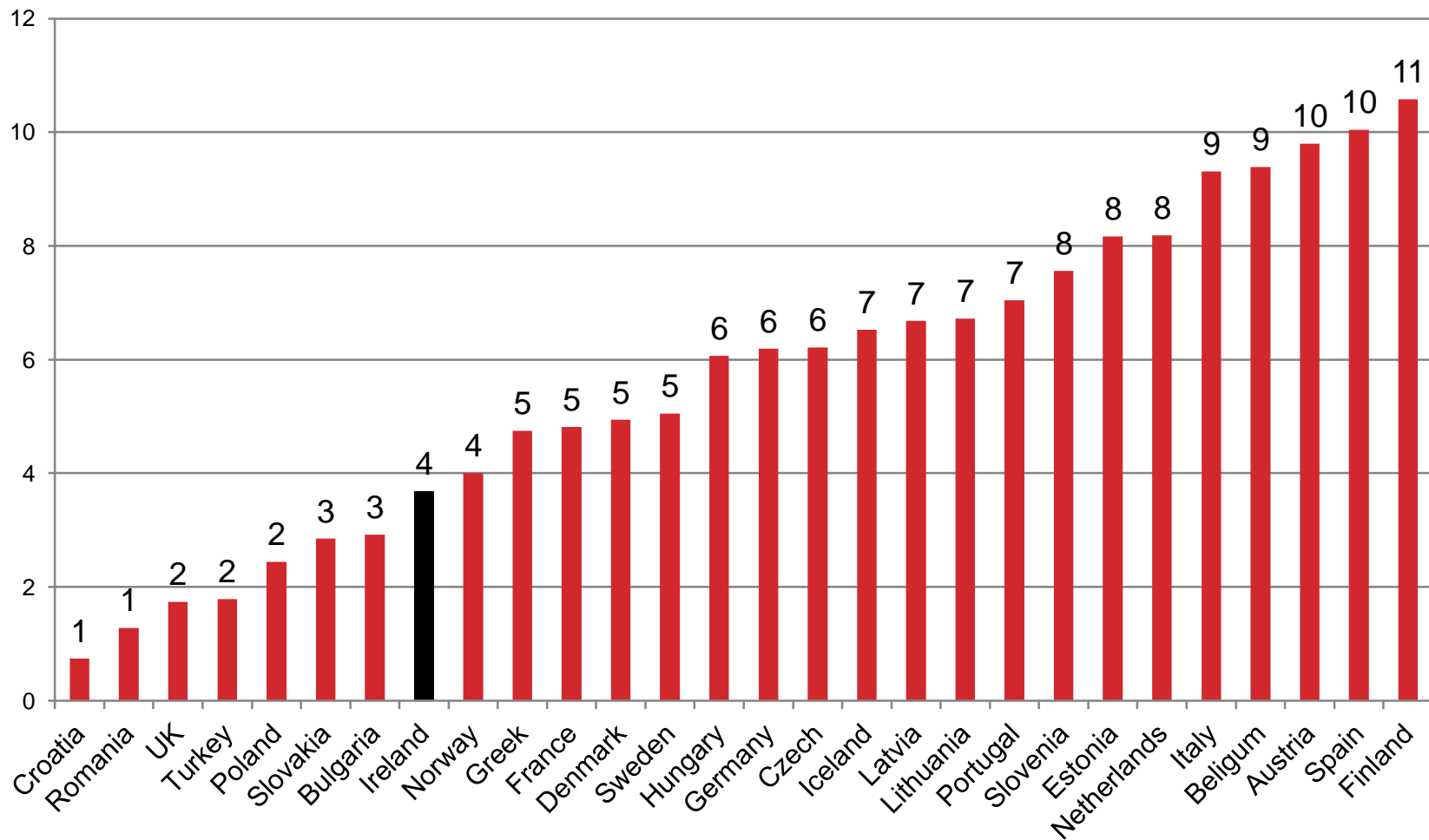
Destination Country	2008/09*
France	473
Spain	316
Germany	252
UK	224
Netherlands	86
Italy	84
Others**	401
Total	1,836

Source: European Commission

*Numbers include students going abroad to higher education institutions *and* on work placements.

**Includes: Sweden, Denmark, Belgium, Austria, Finland, among others.

ERASMUS STUDENTS AS A SHARE OF GRADUATES, 2009 (%)

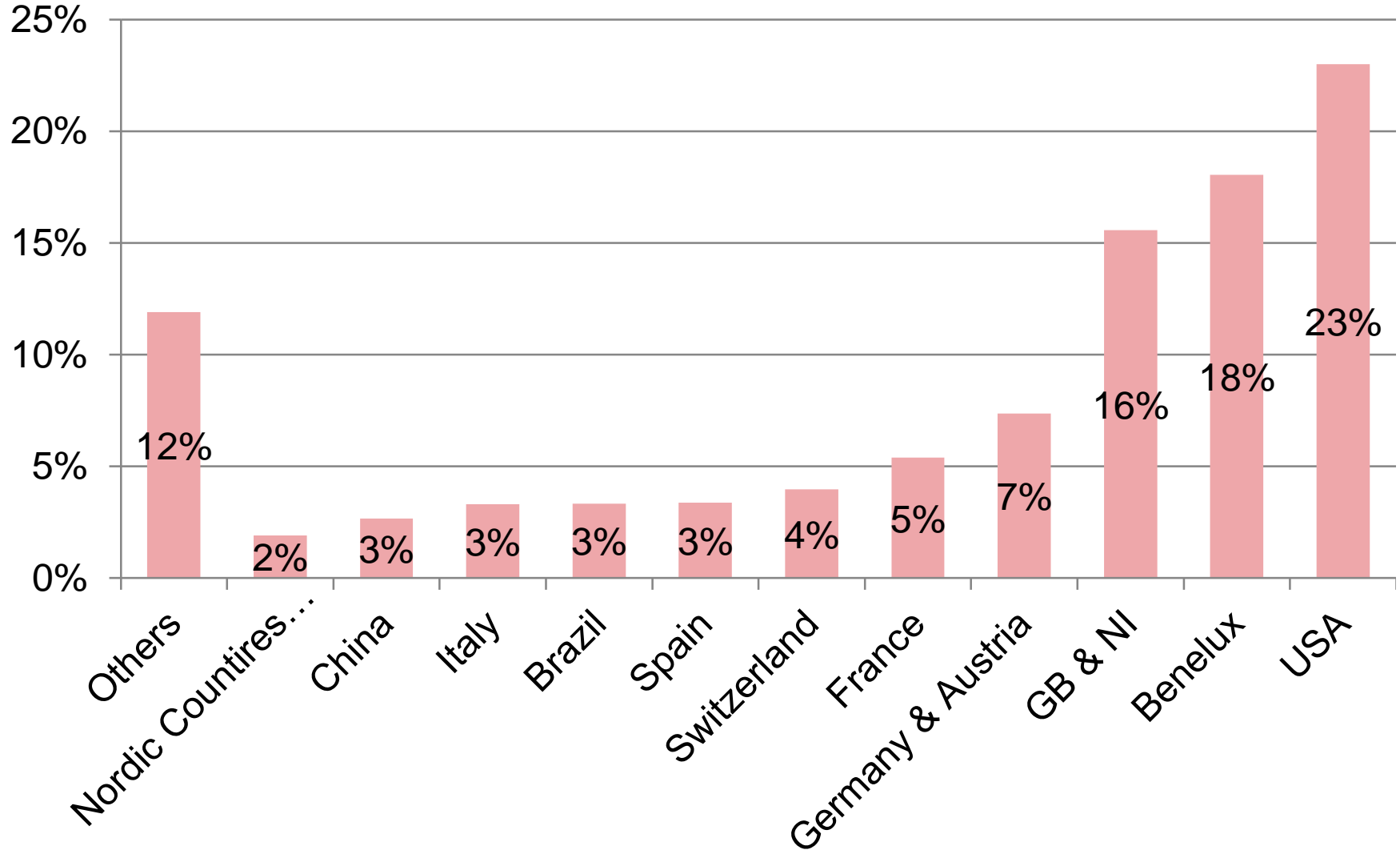


Source: European Commission

JOB VACANCIES WHICH SPECIFIED LANGUAGE SKILLS IN OCT. 2011

Language	Share of Irishjob.ie Vacancies with Language Skills (10%)	Share of Irish Times Vacancies with Language Skills (5%)	Share of FÁS Vacancies with Language Skills (5%)
German	27%	31%	48%
French	23%	26%	21%
Nordic (Swedish, Danish & Dutch)	14%	14%	5%
Italian/Spanish	14%	-	17%
2+ Languages	6%	-	2%
Others/Unspecified	16%	29%	8%

LARGEST GOODS EXPORT COUNTRIES* 2011



Source: CSO (March 2012)

*in terms of value share

ISSUES: CHICKEN AND EGG SCENARIO

What is the reality of the situation?

Is it that

Ireland does not export to foreign language markets because they do not have language skills

or

Irish people don't learn languages because Ireland does not export to those markets

EGFSN report 2005 : The demand and supply of foreign language skills in the enterprise sector

THE FUTURE: LANGUAGE SKILLS ALONE ARE INSUFFICIENT

If almost 50% of the population have a degree, graduates will need something 'extra'

Need to look beyond the academic qualification

- Study/work abroad (e.g. Erasmus) – valued by employers
- Develop a skills mix is important
 - ICT with business (e.g. entrepreneurship skills) and/or language
 - Marketing with languages and/or ICT skills
 - Engineering with business and/or languages
 - Science with business, innovation and/or languages

A language module compulsory in higher education? It is the case in most European countries (except UK)

Compulsory study abroad? (note number going to the UK or taking English modules in some countries)

LANGUAGES: CHALLENGES

1. Improve data capturing/reporting mechanisms on the supply side to establish

- Numbers studying languages
- Level achieved – comparable across institutions and internationally
- Applies especially to higher education
- But also further education, where it occurs

LANGUAGES: CHALLENGES

2. On the demand side, identify the level of proficiency required for jobs and to differentiate between the jobs

- To do business abroad
 - Cultural awareness sufficient? (e.g. engineering/ICT)
- To sell products abroad (including contact centres)
 - A very high level of foreign language
- To create a market for products abroad
 - Irish made products in foreign markets, especially by SMEs?
- To interact with and facilitate tourists to Ireland

3. Identify the languages needed

- We export comparatively little beyond Anglophone countries and the EU, but will this always be the case?

THE CHALLENGE

4. Quantify the number of individuals required with language skills

5. Match this need to what the education system can realistically provide

- Some languages are more difficult to learn (compare Chinese and Italian)
- China, Italy, Spain and Brazil each accounted for 3% of the value of Ireland's exports (goods) last year – which one to learn, if any?
- To provide language education, language teachers are required
 - Primary Level
 - Second level?

THANK YOU

Further Information on www.skillsireland.ie

EGFSN Forthcoming: Skills for Ireland to Trade Internationally

Annual Publications (FÁS/EGFSN):

- National Skills Bulletin
- Monitoring Ireland's Skills Supply
- Vacancy Overview