

Monitoring Ireland's Skills Supply

Trends in Education and Training Outputs

July 2012

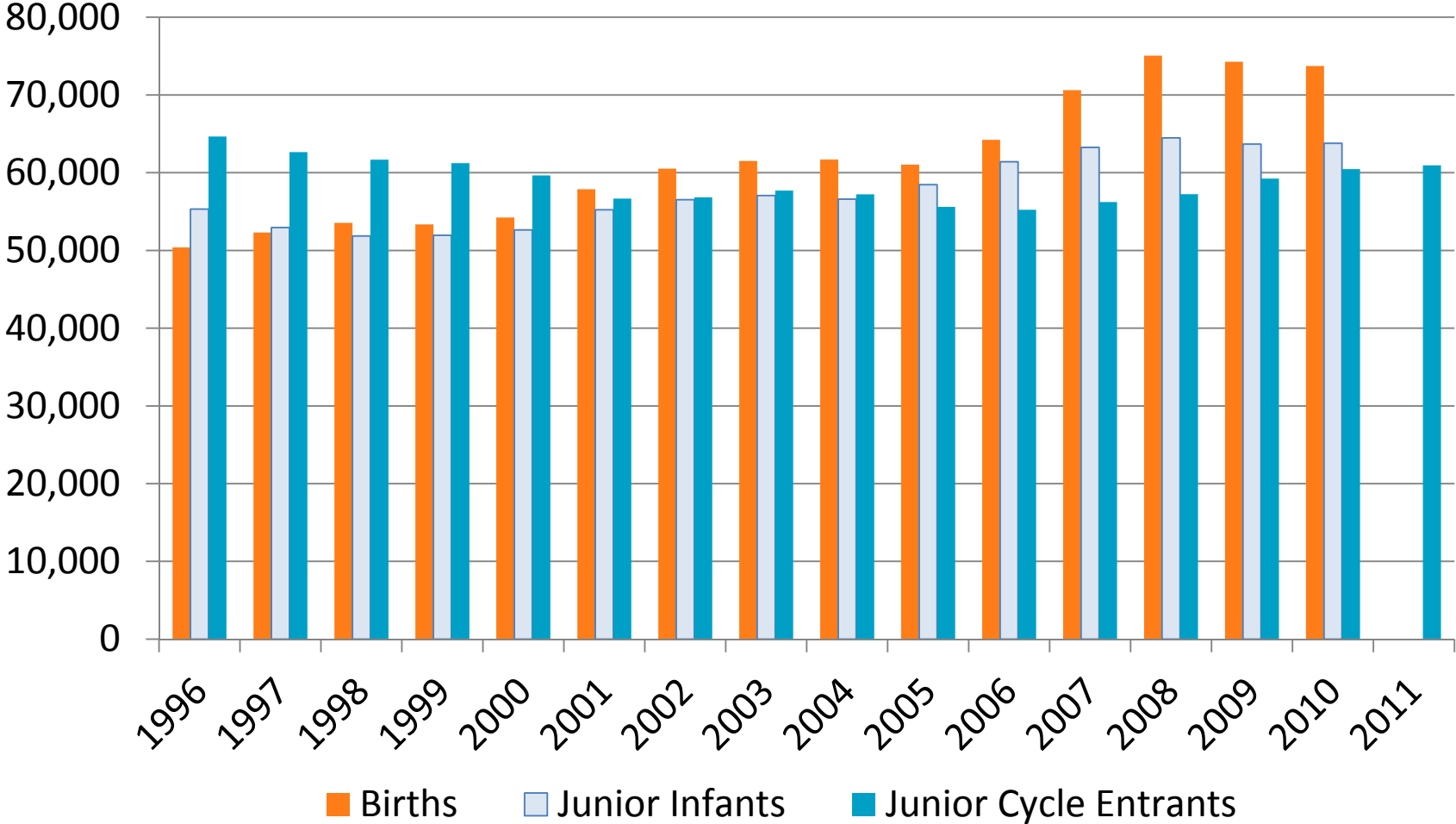
Monitoring Ireland's Skills Supply



Objective:

To provide an overview of the supply of skills to the labour market from the formal education and training system (NFQ Levels 1-10)

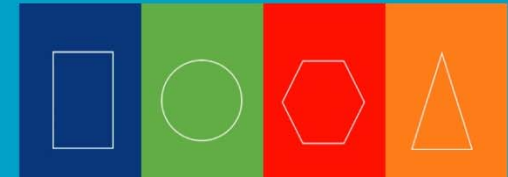
Inflows



Data on births refers to calendar year; junior infant & junior cycle data refers to academic year

Source: CSO; DES

Awards in 2011*



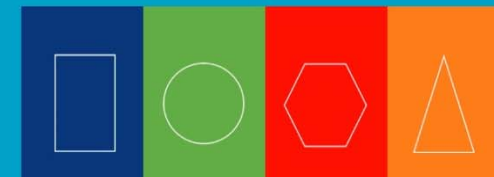
	NFQ 1-2	NFQ 3	NFQ 4	NFQ 5	NFQ 6	NFQ 7	NFQ 8	NFQ 9/10	Total
Junior Cert	-	57,000	-	-	-	-	-	-	57,000
Leaving Cert	-	-	57,500		-	-	-	-	57,500
FETAC (Major)	800	3,430	1,180	23,490	8,960	-	-	-	37,860
IoTs	-	-	-	-	2,740	7,200	9,140	2,300	21,380
Universities	-	-	-	-	1,420	1,950	17,660	15,820	36,850
Total	800	60,430	82,170		13,120	9,150	26,800	18,120	210,590

Source: State Examinations Commission; Higher Education Authority (HEA); FETAC

* Higher education awards are for 2010

- An overall increase of almost 10,500 awards (5%) since 2010
- Increases at all NFQ levels except level 4 (- 200 awards, or -21%) compared to 2010

Further and Higher Education Awards in 2011* (by Field)

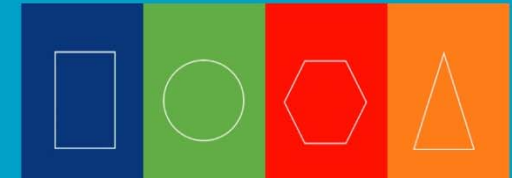


Field	NFQ 1-2	NFQ 3	NFQ 4	NFQ 5	NFQ 6	NFQ 7	NFQ 8	NFQ 9/10	Total
General	800	3,290	650	320	-	-	-	-	5,060
Education	-	-	220	10	40	50	1,700	3,200	5,220
Humanities & Arts	-	-	10	2,720	830	1,210	5,020	2,170	11,960
Social Science, Bus. & Law	-	120	100	5,580	2,160	2,430	8,130	6,090	24,610
Science & Computing	-	-	-	880	500	890	3,280	2,050	7,600
Engineering & Construction	-	-	20	510	4,290	2,210	3,140	1,300	11,470
Agriculture & Veterinary	-	-	80	1,310	1,080	270	270	110	3,120
Health & Welfare	-	20	10	10,050	2,580	1,050	4,690	2,800	21,200
Services	-	-	-	2,090	1,650	1,020	580	410	5,750
Total	800	3,430	1,090	23,470	13,130	9,130	26,810	18,130	95,990

Source: Higher Education Authority (HEA); FETAC

* Higher education awards are for 2010; FET awards include major awards only

FETAC Awards 2011 by Award Type

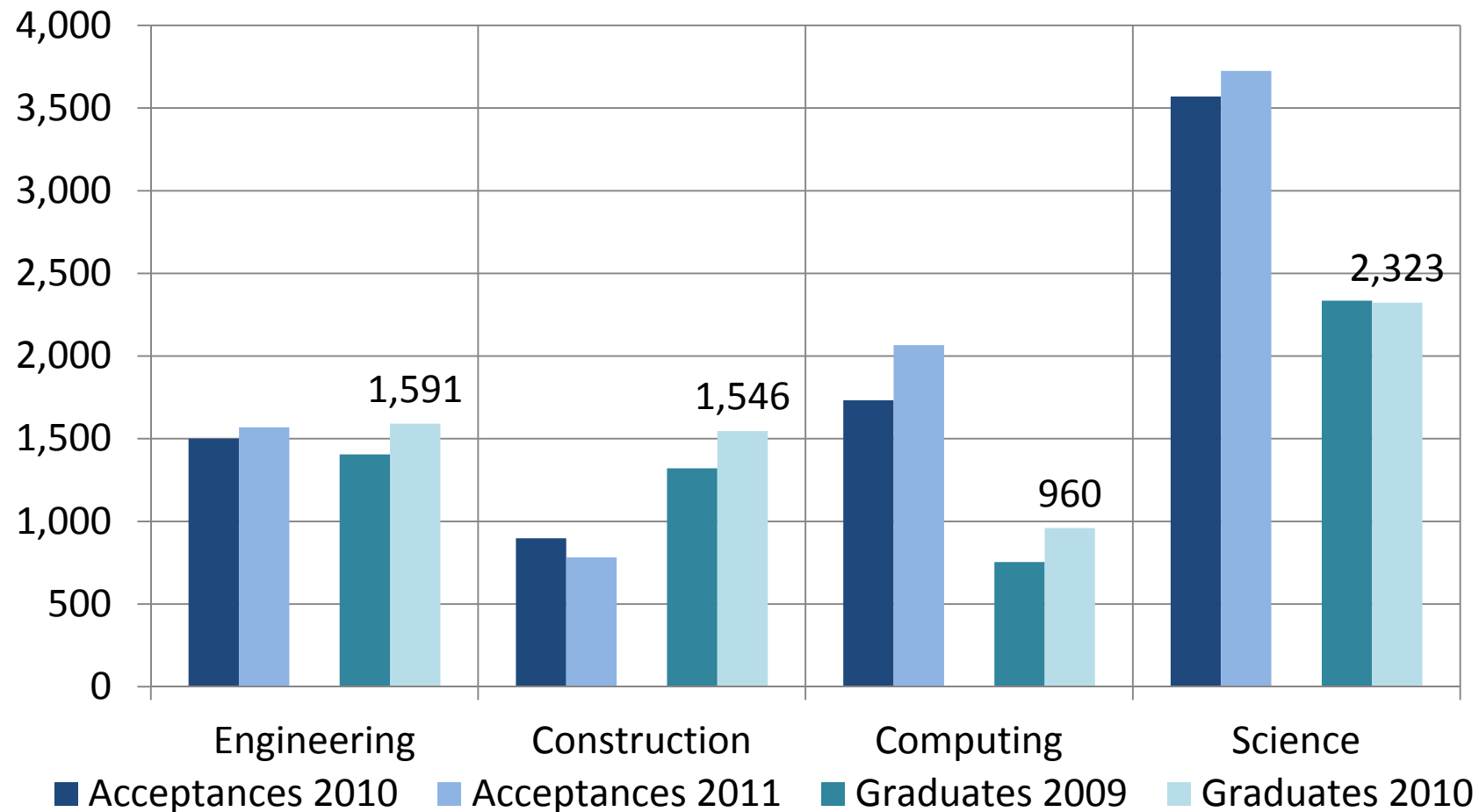
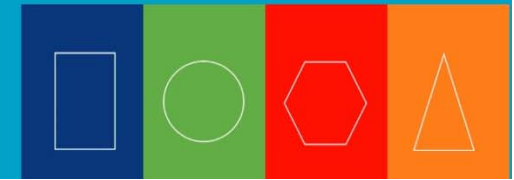


Award Type	Awards	Award Holders
Certificates (Major)	37,857	37,857
Component (Minor)	284,597	140,870
Specific (Special) Purpose	10,785	10,785
Supplemental	946	946
Total	334,185	180,690*

Source: FETAC

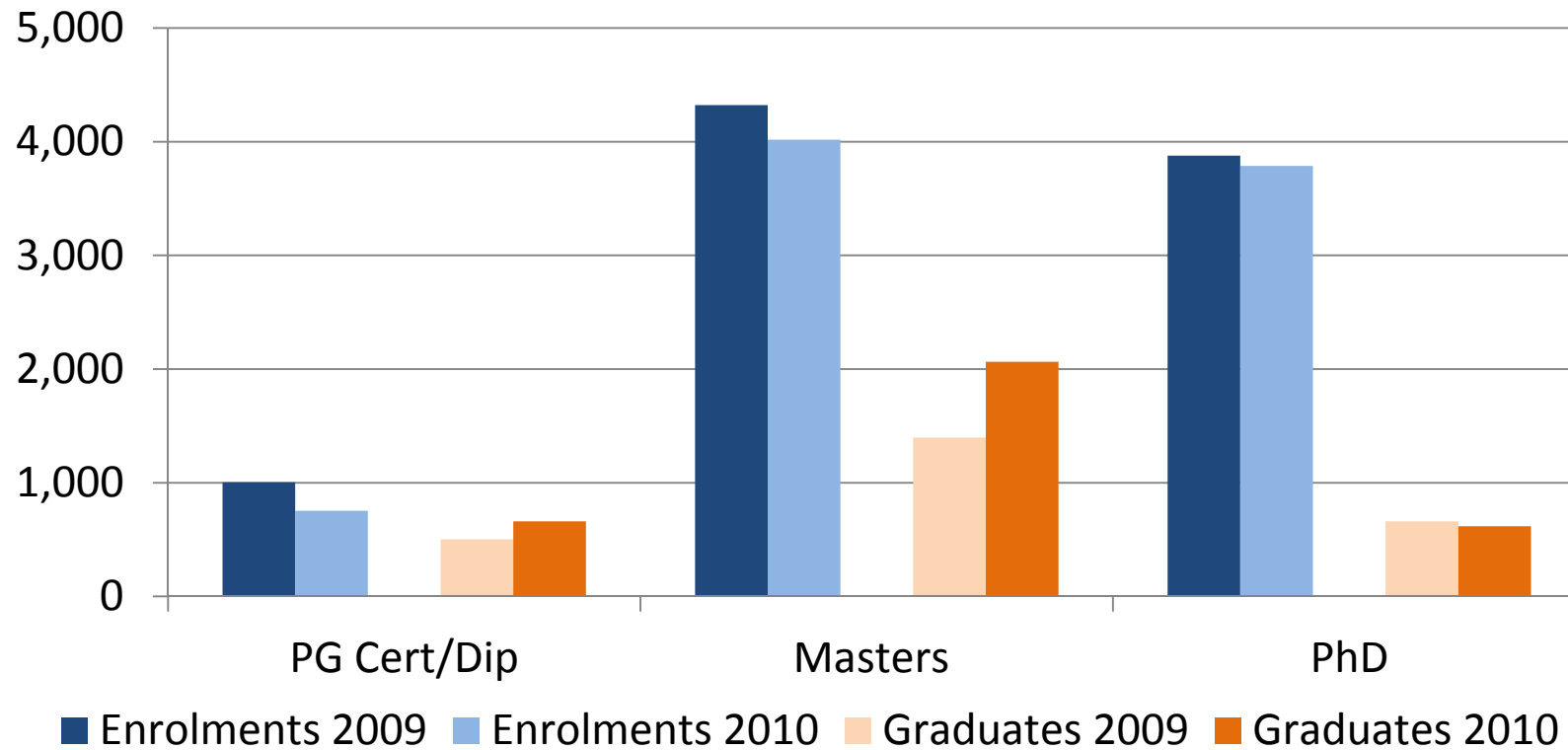
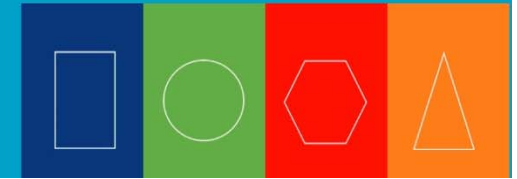
* The number of award holders does not sum up as some candidates may obtain more than one award type

Higher Education Science & Technology – NFQ 8 (Inflows & Outflows)



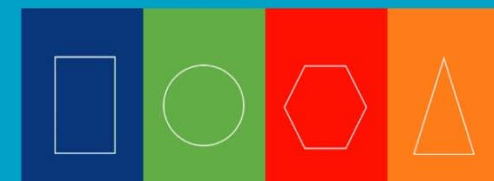
Source: CAO; HEA

Higher Education Science & Technology – NFQ 9/10



Source: HEA

Outgoing ERASMUS students from Ireland by Destination Country



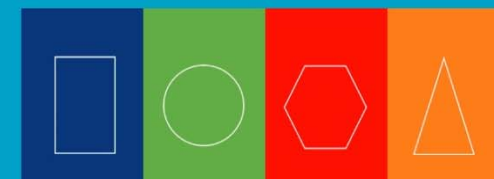
Destination Country	2009/10*
France	514
Spain	391
Germany & Austria	251
UK	238
Netherlands	121
Italy	99
Others**	514
Total	2,128

Source: European Commission

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

**Includes: Other EU countries as well as Iceland, Liechtenstein, Norway, Croatia, and Turkey.

Economic Status of 25-34 Year-Olds by Education Attainment, Q4 2011

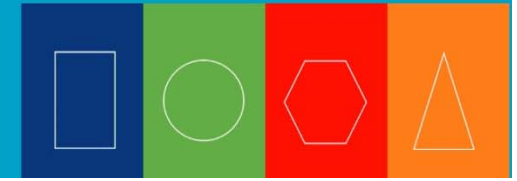


	Q4 2011			
	In Employment	Unemployed	Other	Total
Third level degree or above (NFQ Level 8+)	84%	8%	8%	100%
Third level non-degree (NFQ Level 6/7)	78%	9%	13%	100%
Leaving Cert and FET (NFQ Level 4/5)	66%	16%	18%	100%
Lower Secondary or less (NFQ Level 3 or less)	37%	25%	38%	100%
Other/Not stated	70%	9%	21%	100%
Total	70%	13%	17%	100%

Source: FÁS (SLMRU) analysis of CSO (QNHS) data

- 231,100 level 8+ graduates aged 25-34 (Q4 2011) – a 9% rise on Q4 2009
- Level 8+ graduates more likely to be in employment than all other categories

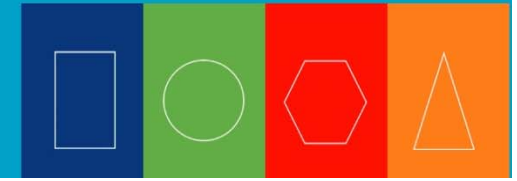
Recent Graduates (NFQ 8-10) aged 25-34 – Field of learning



- Of those aged 25-34 years,
 - graduates from the health and welfare field and the services field were most likely to be in employment (92% and 90% respectively)
 - graduates with education and health and welfare qualifications were most likely to work in a field related to their qualification (at 82%), while only 13% of those with humanities and arts qualifications worked in a related field

Note: the field of learning refers to that of the highest qualification attained and as such may mask a person's primary degree i.e. a **commerce** student (**social science, business & law category**) may go on to attain a postgraduate qualification in education and would therefore be captured in the **Education field of learning** rather than in the field of his/her primary degree.

Lifelong Learning (adults aged 25+)

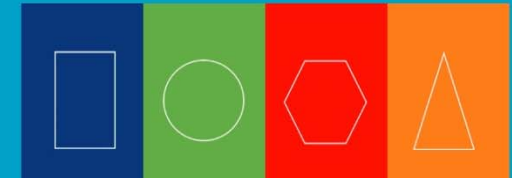


- An estimate of the extent to which the adult population had recently engaged in lifelong learning
- Quarterly National Household Survey (CSO)
- People who
 - stated they had engaged in **formal*** education and training in the four weeks prior to the survey
 - were aged 25 years and over

***Formal education** refers to education and training that typically takes place in schools, colleges and universities. Formal education is structured around one or more of the following features: the purpose and format are predetermined; it normally constitutes a continuous ladder of education; there are clearly defined learning objectives and learning time; it is normally intended to lead to certification or a nationally/internationally/professionally recognised award.

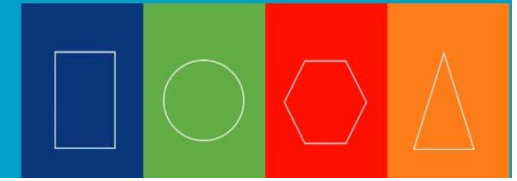
Non-formal education refers to all organised learning activities outside regular or formal education (e.g. courses or seminars intended to improve job-related knowledge or courses intended to improve skills for social and personal purposes, such as grinds, music lessons, driving lessons, etc.); courses may or may not lead to certification.

Lifelong Learning (adults aged 25+), Quarter 4 2011

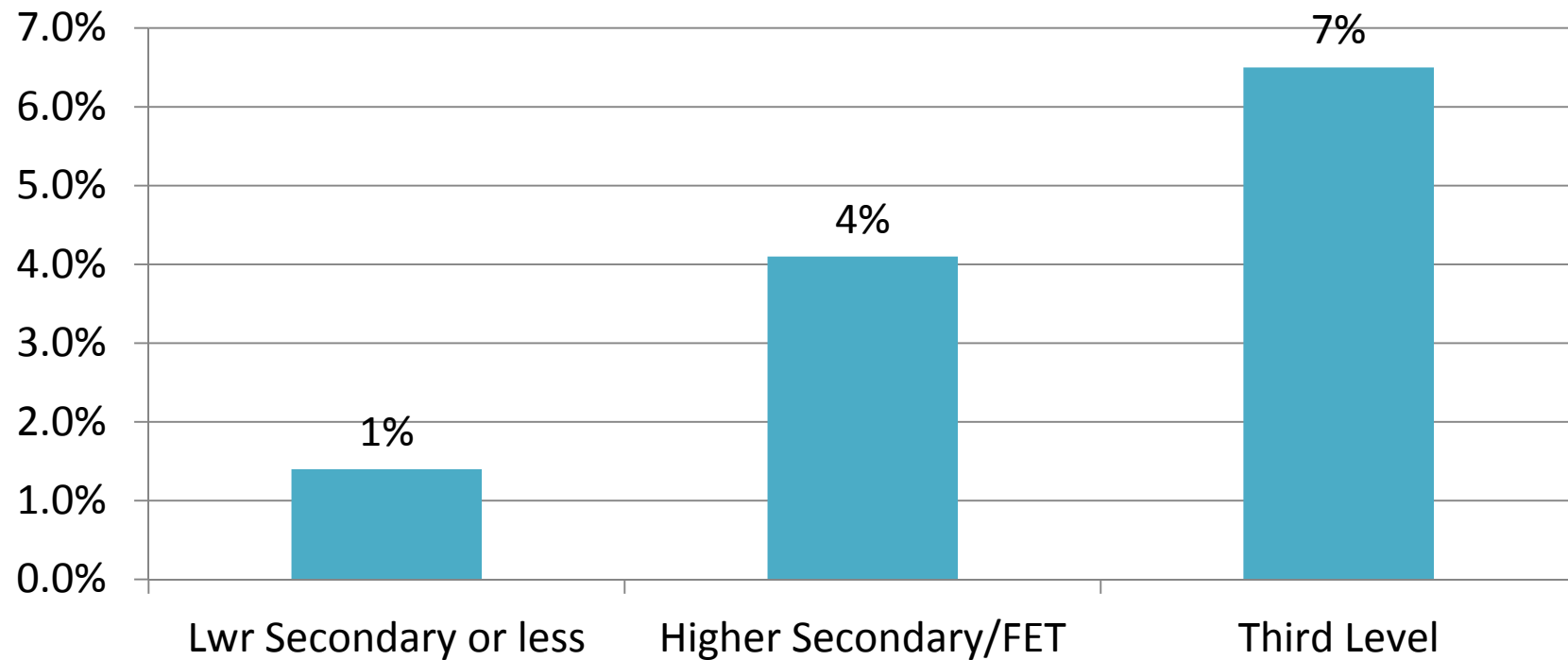


- Approximately 107,000 lifelong learning (LLL) participants
- 34% more when compared to q4 2006 (or an additional 28,000 learners)
- 4.4% of the adult population engaged in LLL (up from 3.4% in q4 2006)
- Those with higher levels of education attainment, were most likely to have participated in lifelong learning in the four weeks prior to the survey

LLL Participation Rate (%) by Education Attainment, Q4 2011



The higher the level of education attainment, the greater the likelihood of participating in life long learning



Source: FÁS (SLMRU) analysis of CSO (QNHS) data