Skills to address global challenges

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Skills for the 21st Century – Global Skills and Core Skills

The impact of globalisation has had a profound effect on the global and core skills required for the 21st century.
6 Lessons from The Learning Curve

- The OECD estimates that half of the economic growth in developed countries in the last decade came from improved skills.

- In recent years it has become increasingly clear that basic reading, writing and arithmetic are not enough. The importance of 21st century non-cognitive skills - broadly defined as abilities important for social interaction - is pronounced.

- Making sure people are taught the right skills early in their childhood is much more effective than trying to improve skills in adulthood for people who were let down by their school system. But even when primary education is of a high quality, skills decline in adulthood if they are not used regularly.
6 Lessons from The Learning Curve

- Lifelong learning, even simple reading at home and number crunching at work, helps to slow the rate of age-related skill decline; but mainly for those who are highly skilled already. Teaching adults does very little to make up for a poor school system.

- Technology can provide new pathways into adult education, particularly in the developing world, but is no panacea. There is little evidence that technology alone helps individuals actually develop new skills.

- Developing countries must teach basic skills more effectively before they start to consider the wider skills agenda. There is little point in investing in pedagogies and technologies to foster 21st century skills, when the basics of numeracy and literacy are not in place.
Skills for the 21st Century and Global Citizenship Education

“Global Citizenship Education (GCED) aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.”

Source UNESCO 2015
Skills for the 21st Century and Global Citizenship Education

UNESCO – Approach to learning in the context of global citizenship

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations</th>
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</thead>
<tbody>
<tr>
<td>Socio-emotional</td>
<td>To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity</td>
</tr>
<tr>
<td>Behavioural</td>
<td>To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world</td>
</tr>
</tbody>
</table>

Source: UNESCO 2015
Ireland’s National Skills Strategy and how talent thrives

- The quality and relevance of our education and training base, which is responsive to the changing and diverse needs of our people, society and the economy;

- The strength of relationships and transfer of knowledge between employers, education and training providers, and all sections of society, and the resulting impact on how people are prepared for life and work;
Ireland’s National Skills Strategy and how talent thrives

- The quality of our workforce – a nation of people armed with relevant knowledge, entrepreneurial agility and analytical skills;

- The effective use of skills to support economic and social prosperity, and to enhance the well-being of our country;

- The effective use of technology to support talent and skills provision, to grow enterprise and to enhance the lives of all within society”
21st century skills - an Irish University perspective

- Embedding skills into curricula and learning outcomes
- Increased access to mobility for all – inward and outward
- Work placements – relevance and quality of the academic programme
- Regional focus - informed by national and international context
- Collaboration with industry, research centers' of excellence and community enterprise/engagement
Where are Irish University graduates working?

Higher Education Authority (HEA) class of 2014 survey

• 18,500 graduates across universities and colleges of education

• Total cohort 65% in employment
  • 53% employed in Ireland
  • 12% employed overseas

• Bachelor graduates 5% unemployed

• Masters and PhD graduates 78% were in employment 9 months after graduation
Employer satisfaction – workplace skills

Figure 12: Comparison of HE and FET satisfaction rates for workplace attributes

- **Computer and technical literacy**
  - Employer organisations of FET graduates: 79%
  - Employer organisations of HE graduates: 86%

- **Foreign language capability**
  - Employer organisations of FET graduates: 39%
  - Employer organisations of HE graduates: 64%

- **Numeracy/ Processing and interpreting numerical data**
  - Employer organisations of FET graduates: 79%
  - Employer organisations of HE graduates: 83%

- **Application of technical knowledge**
  - Employer organisations of FET graduates: 76%
  - Employer organisations of HE graduates: 81%

- **Effective verbal communication**
  - Employer organisations of FET graduates: 73%
  - Employer organisations of HE graduates: 79%

- **Effective written communication**
  - Employer organisations of FET graduates: 72%
  - Employer organisations of HE graduates: 71%

- **Working effectively with others**
  - Employer organisations of FET graduates: 84%
  - Employer organisations of HE graduates: 84%

- **Working effectively on their own**
  - Employer organisations of FET graduates: 74%
  - Employer organisations of HE graduates: 71%

- **Attention to detail**
  - Employer organisations of FET graduates: 77%
  - Employer organisations of HE graduates: 83%

- **Business acumen/ awareness**
  - Employer organisations of FET graduates: 53%
  - Employer organisations of HE graduates: 62%

- **Entrepreneurial skills**
  - Employer organisations of FET graduates: 48%
  - Employer organisations of HE graduates: 54%

- **Overall**
  - Employer organisations of FET graduates: 74%
  - Employer organisations of HE graduates: 72%
Employer satisfaction – personal skills

Figure 13: Comparison of HE and FET satisfaction rates for personal attributes

- Ability to cope with work pressure: 85% HE, 80% FET
- Adaptability and flexibility: 86% HE, 87% FET
- Positive attitude and energy: 87% HE, 88% FET
- Ethically and socially aware: 83% HE, 88% FET
- Reliability: 88% HE, 91% FET
- Personal commitment: 86% HE, 89% FET
- Professionalism and work ethic: 87% HE, 85% FET
- Overall: 86% HE, 89% FET

Legend:
- Blue bar: Employer organisations of FET graduates
- Red bar: Employer organisations of HE graduates
National Framework for Doctoral Education

Context:

Ireland wants to position itself as a leader in doctoral provision reflecting the continuing centrality of people and knowledge to Ireland’s economic and societal development.
Discipline-specific knowledge is complemented by the development of transferable skills – these are

- research skills and awareness;
- ethics and social understanding;
- communication skills;
- personal effectiveness/development;
- team-working and leadership;
- career management;
- entrepreneurship and innovation.
THANK YOU

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