



First impressions of the 3a activity:

Qualifications and certifications in online job advertisements

Jiri Branka

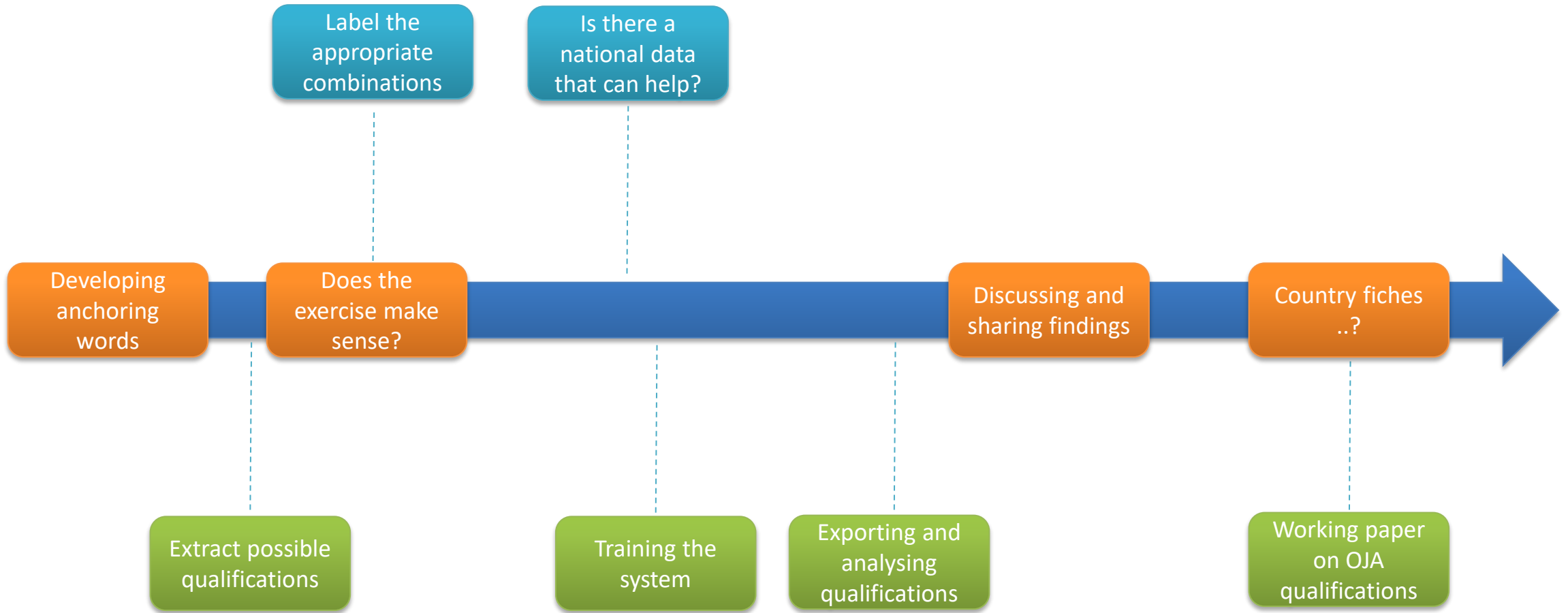
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CEDEFOP

European Centre for the Development
of Vocational Training

The task: improving qualification extraction from OJAs



The deliverables

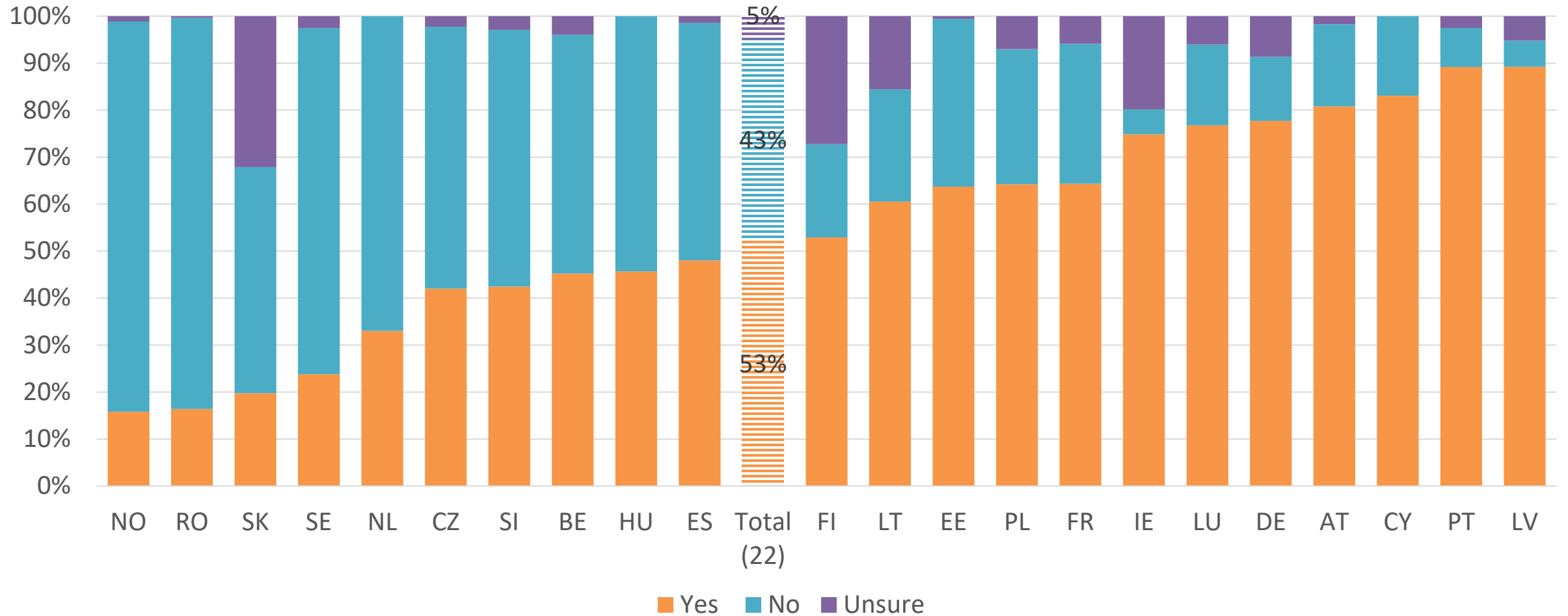
DATA FILES

- 22 countries have provided the files
- Still to deliver: Bulgaria, Croatia, Denmark, Greece, Iceland, Italy, Malta

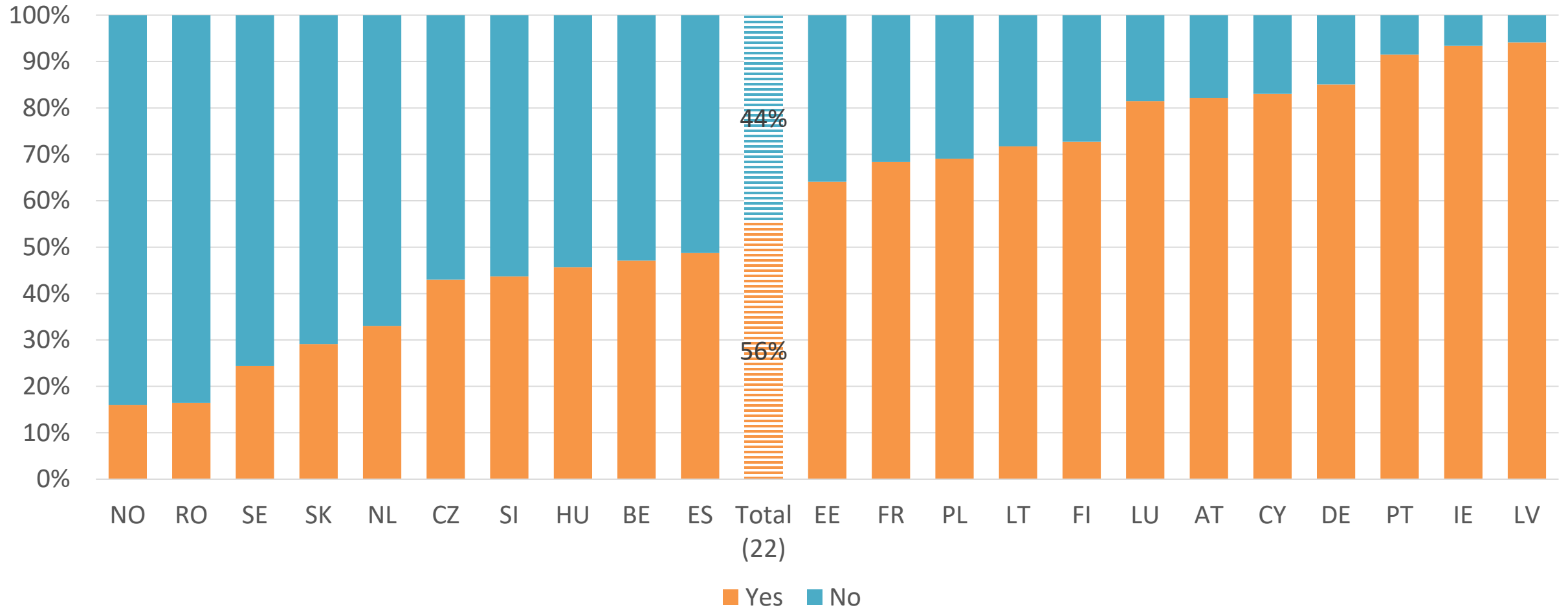
ASSESSMENT FORMS

- 13 countries delivered

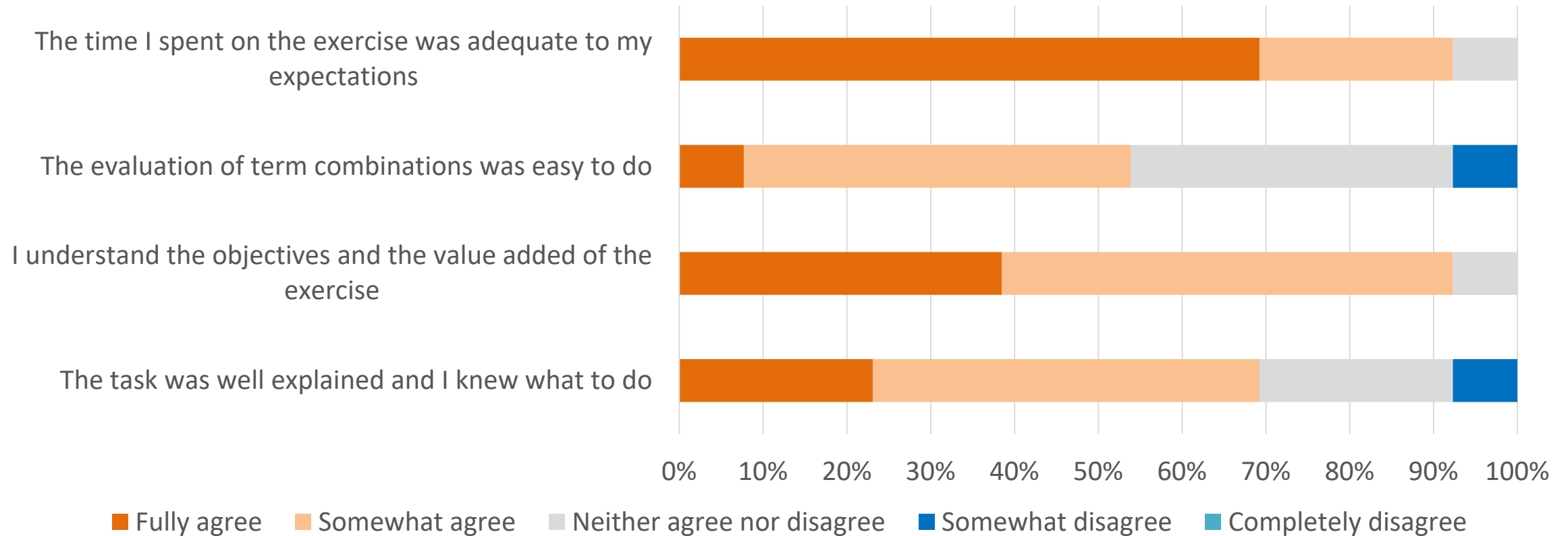
The term combinations validity



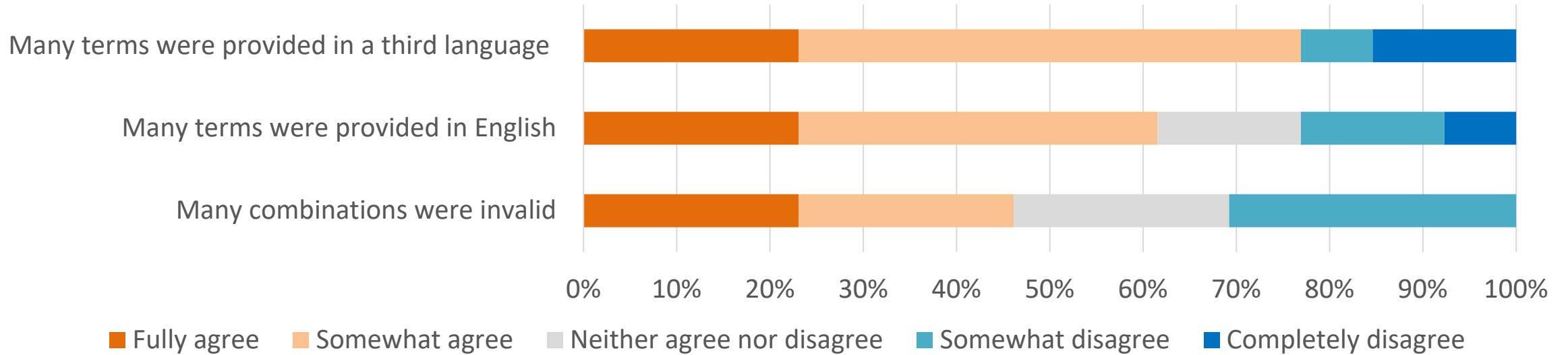
The term combinations validity (2)



Your experience with the exercise



Wrong language?



ENGLISH

Fully agree: Hungary, Denmark

Partially agree: Germany, Bulgaria, Lithuania, Netherlands, Croatia

ONLY ICT OR ALSO OTHER TERMS?

Wrong language? (2)

OTHER THAN ENGLISH

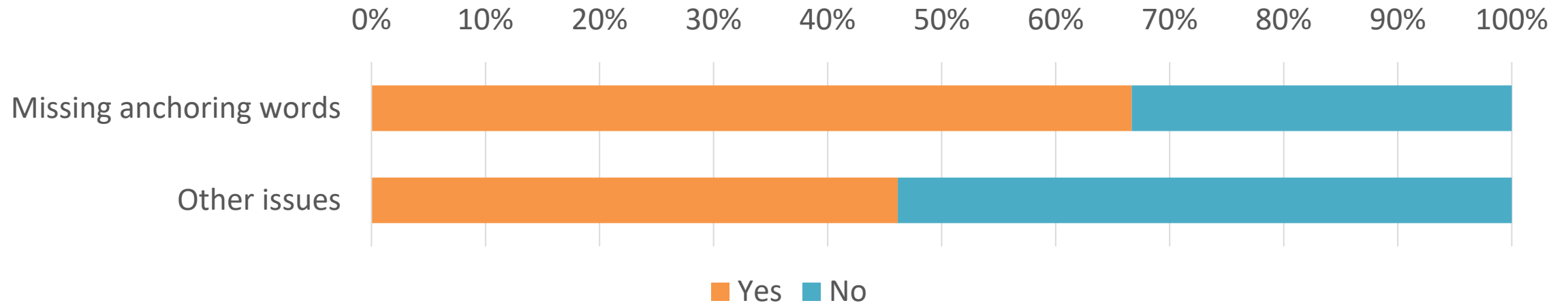
Fully agree:

Country	Wrong language
Denmark	Swedish
Czechia	Slovak
Romania	Spanish, German, French

Partially agree:

Country	Wrong language
Hungary	German
Lithuania	Russian, Ukrainian
Netherlands	German, Italian, Spanish
Croatia	German, Hungarian, Dutch
Slovakia	Czech, German, French

Other questions:



- Qualification term was often a generic term, or an occupational task (DE)
- Anchoring words not coherent – they express different things (BG)
- Some words look like an improper English translation, not common in our language (LT)
- Qualification terms too broad; improper translations; wrong stemming (NL)
- The list of combinations not comprehensive (CZ)
- “Pool of main anchoring words”, include diacritics for Eastern European languages (RO)

Is stemming (or the lack of it) an issue?

QUALIFIED
ICATION

“Importance” question

7. What is your opinion about the importance of formal qualifications for the following groups of occupations:

	Very important	Somewhat important	Somewhat unimportant	Not at all important
* Managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Technicians and associate professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Clerical workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Service and sales workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Agricultural workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Trade and craft workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Plant operators and assemblers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Elementary workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Research recommendations:

Qualifications and skill requirements,
Career guidance module on how much students can earn in the future in a particular field or study programme, and how their career prospects look like

The green transition

Mapping the skills employers list on the OJAs to the qualifications delivered - in the Irish context, the skills required may not map immediately to a specific qualification. The detail of the qualification in terms of learning outcomes and competences and skills is not mapped to the actual skills employers list as requiring.

Possible decrease of demand for formal qualifications in high-skilled jobs
Explore demand for informal qualifications

Relevance of experience (years of practice) in addition to the formal qualification certificate. Future prospects of formal qualifications under the pressure of technological progress. Natural links to formal qualifications from secondary VET to additional skills needs relevant for current/future LM

Sectors that experience higher international mobility - may be tourism, agriculture, IT, medicine (incl. child care and elderly care)

Employment Demand in Qualifications and
Employment Demand in Economic Sectors and
Occupations as of priority for the future analytical work with the use of big data.

Identification of demanded qualifications, professions; changing expectations of skills; emerging new skills and professions; technology developments and related skills; country/industry comparisons



Thank you



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Jiri Branka

jiri.branka@cedefop.europa.eu