

Standardized Skill Description

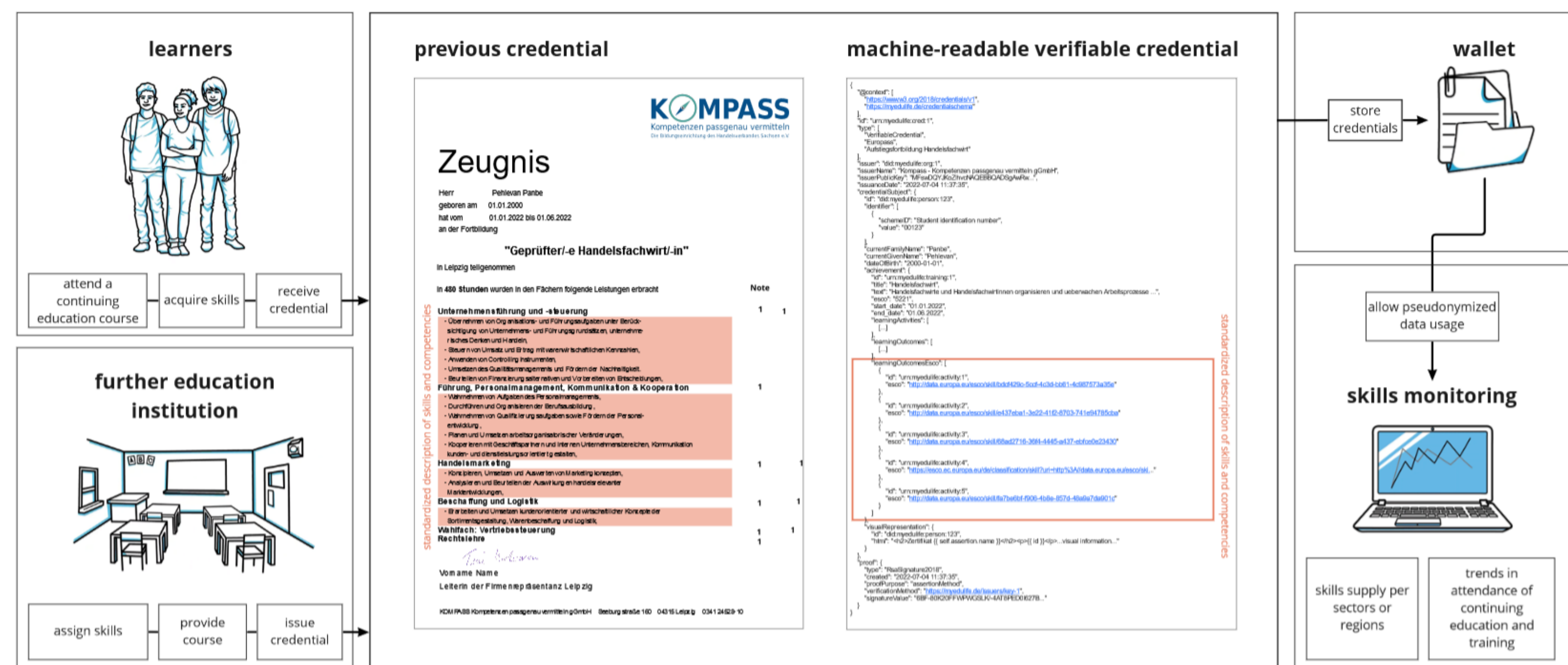
How to match the supply and demand of job skills

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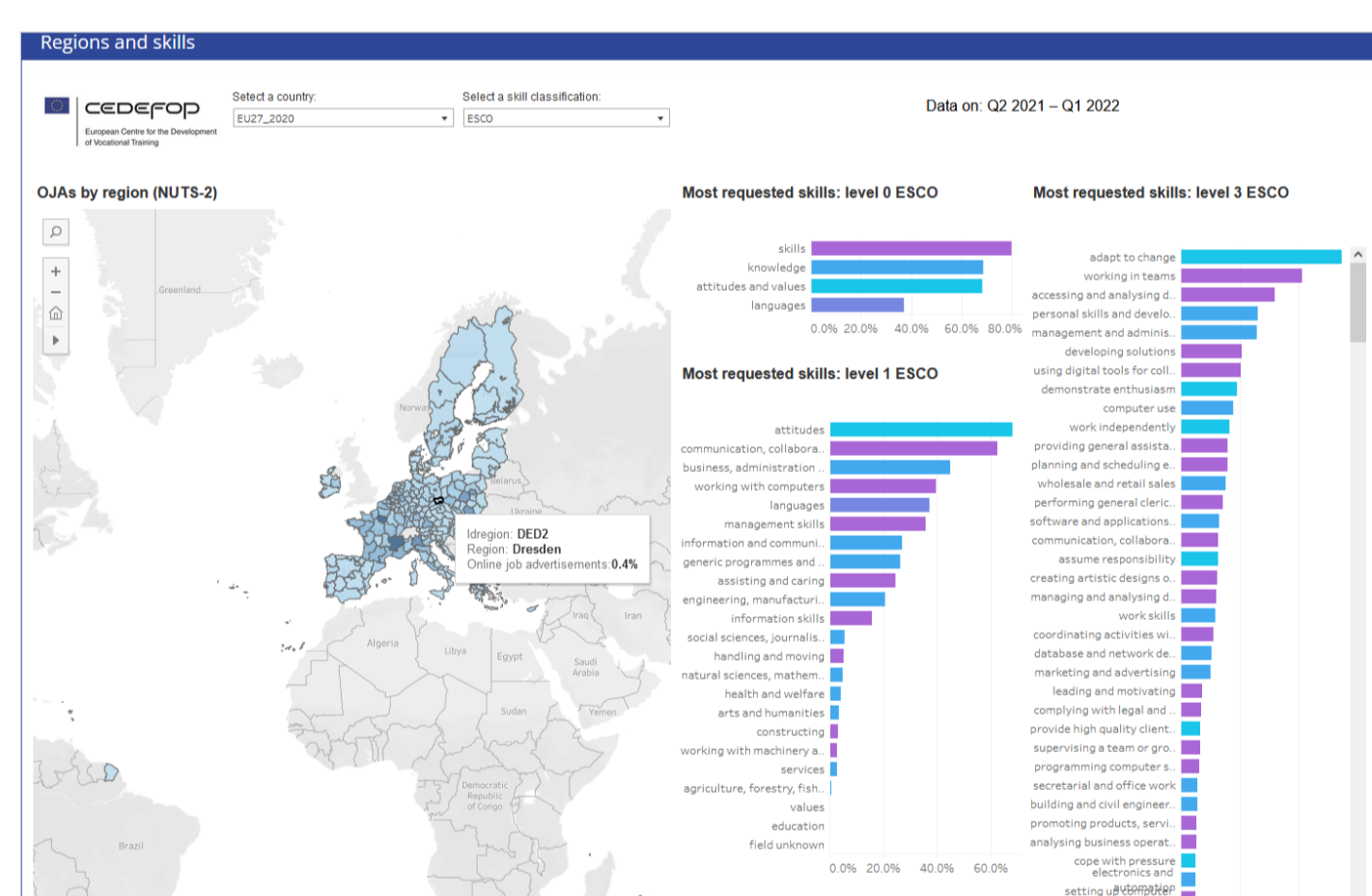
Access to skills data via credentials

To establish a link between the education system and the labour market, the project „MyEduLife“ provides processes and technological infrastructure for the standardization and digitalization of educational certificates. This is the way to introduce change processes to the educational system that allow us to access and proceed data about skills obtained in further education and training. The data on acquired skills and competencies will be indicated in a standardized way and stored digitally, so that they are machine-readable to enable automated matching processes.

Employers, job seekers, political decision-makers and several other stakeholders may benefit from the data and the information that derives from it.



Demand-based Skill Monitoring Systems



Existing skill monitoring systems are, for example¹:

- O*Net,
- Cedefop Intelligence Tool or
- OECD skills strategy.

They base their data on surveys with employers or semantic text analysis of job descriptions. They already use standardized skill classifications that might be useable in the system of continuing education and training to display achieved learning outcomes and label them in a standardized way.

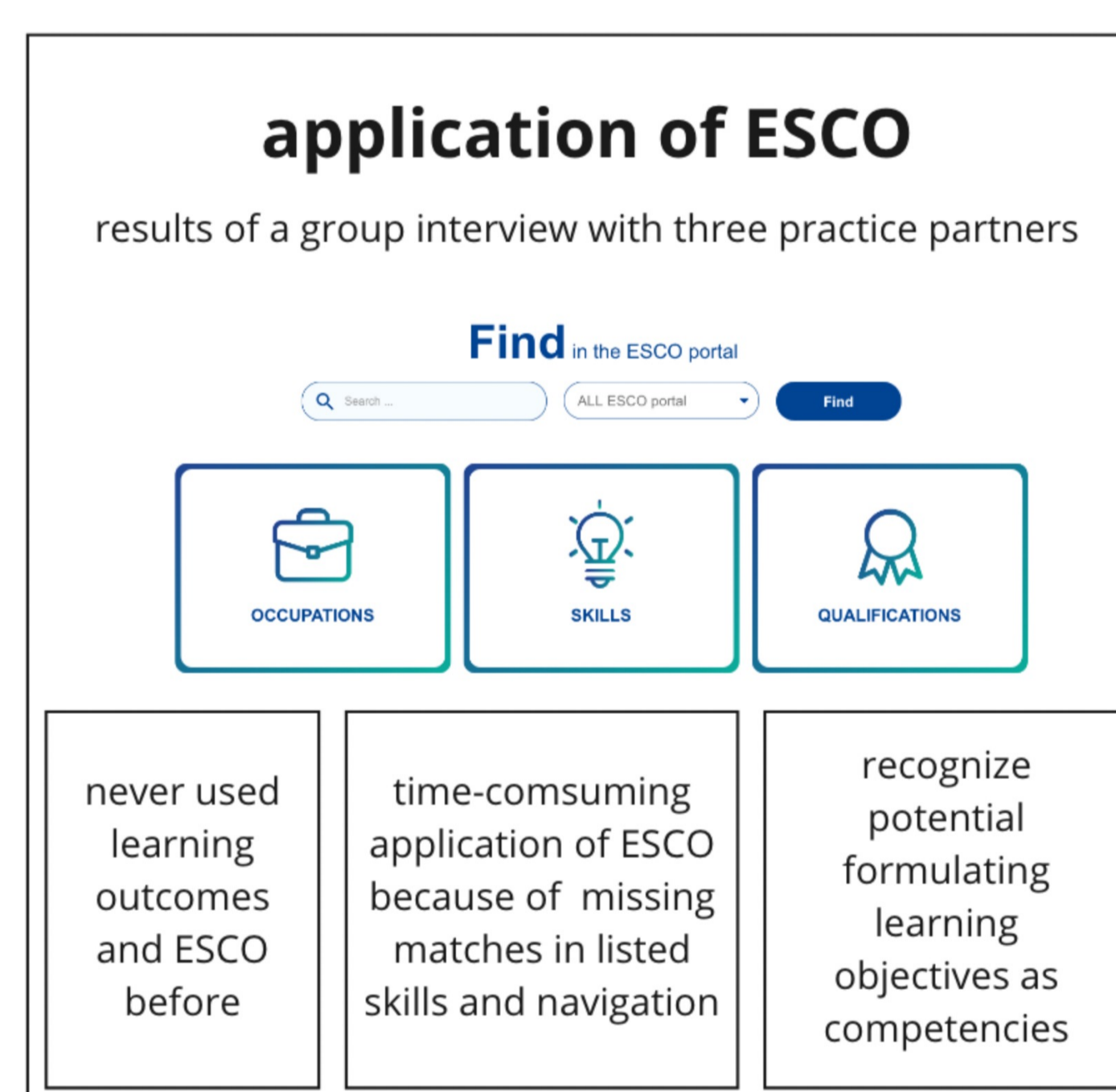
We decided to use ESCO as a European Standard to classify skills and competencies. It has been developed by the European Commission to support labour market mobility in the European Union.

Research Interest

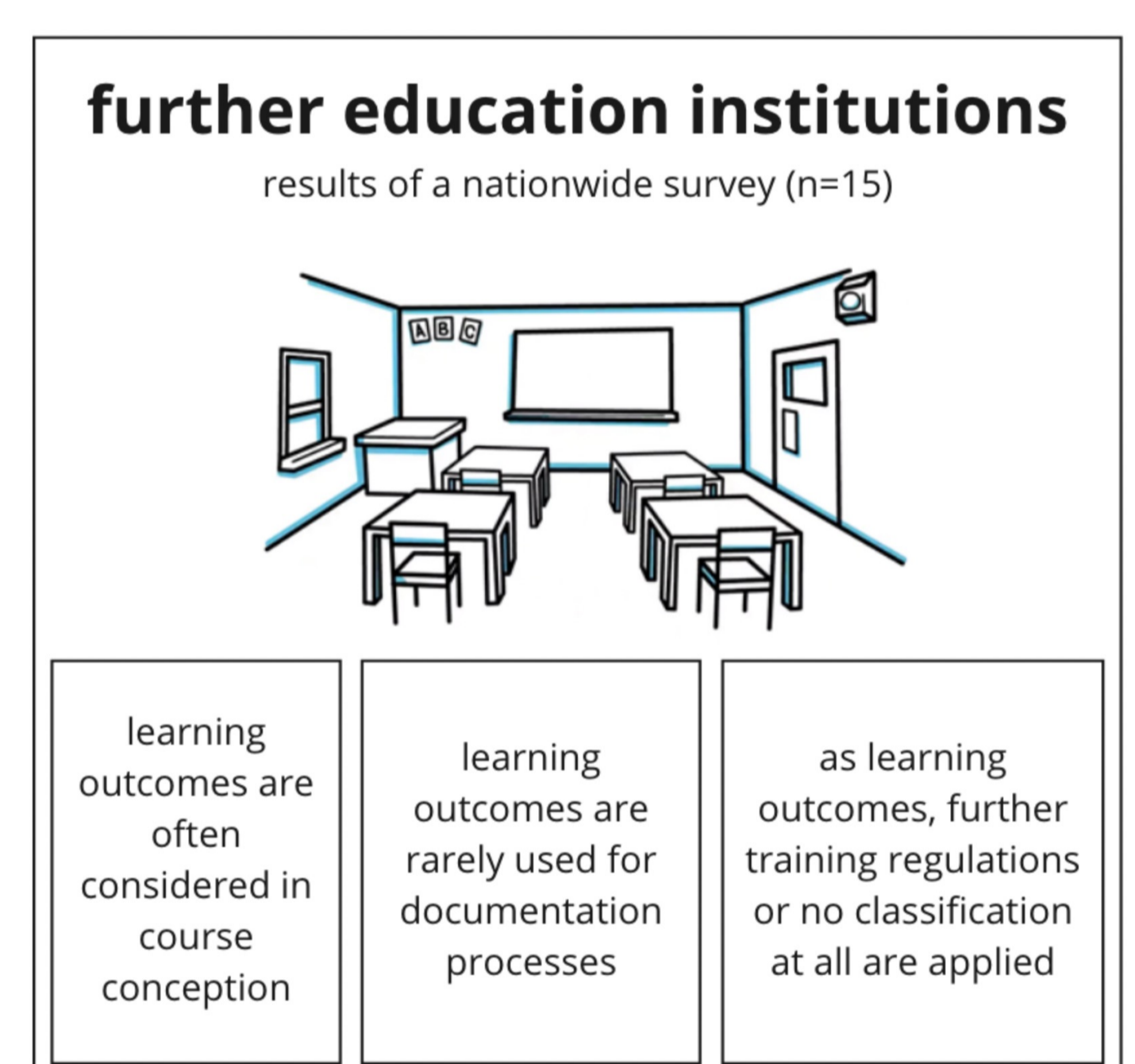
To introduce standardized skills labeling into the system of continuing education and training, the project „MyEduLife“ conducted empirical studies:

- case studies and qualitative interviews with our practice partners
- online survey with training institutions

We analyzed the application and acceptance of standardized skills labeling in the system of continuing education and training.



Application and Acceptance of ESCO



The use of standardized labeling of learning outcomes and skills is not yet widespread. The application of ESCO to document learning outcomes on educational credentials is a work that is hardly accepted by training institutions.

Nevertheless, this forms the basis for monitoring and matching the supply and demand of job skills on the labour market. In order to achieve that, we still need to convince educational institutions to:

- base their programme planning on learning outcomes that give insight into the skills obtained
- label skills in a way that could be linked to existing skill monitoring systems.

Figures:

Fig. 1: process of issuing verifiable credentials with standardized skills labels

Fig. 2: Screenshot of skills monitoring tool „Skills OVATE by CEDEFOP“ (<https://www.cedefop.europa.eu/en/tools/skills-online-vacancies/>)

Fig. 3: summary of results from an online survey with institutions of continuing education

Fig. 4: summary of results from a group discussion with practice partners

Literature:

- 1 Siekmann, G., & Fowler, C. (2017). Identifying work skills: International approaches. National Centre for Vocational Education Research. <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/identifying-work-skills-international-approaches>

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