



1975-2015

# Useful but relevant? Integration of LMSI in skills governance

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*Labour market intelligence in guidance workshop  
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# LMSI: Useful

44% of EU citizens have looked for information








QB21. Have you ever looked for information about any of the following?



*(Multiple answers possible)*

Education or training

Study or career guidance

	63%	51%
	61%	32%
	56%	21%
	52%	31%
	14%	4%
	13%	11%
	10%	63%

- Young
- High educated
- Students
- Unemployed

# LMSI: Impact?

## ✓ Few scientific evaluation studies

- Intermediary input
- Confounding influences
- Self-selection biases
- Dependent on capacity to access and use it
- General equilibrium effects

## ✓ Mostly studies of programmes with LMSI as input

- Job search interventions of ALMPs (Kluve, 2010; Card et al., 2015)
- Reduction of spells of unemployment (Martin&Grub, 2011; Rosholm, 2014)
- Further attitudinal benefits (Murray, 2010):

individuals/firms find it beneficial/use it;

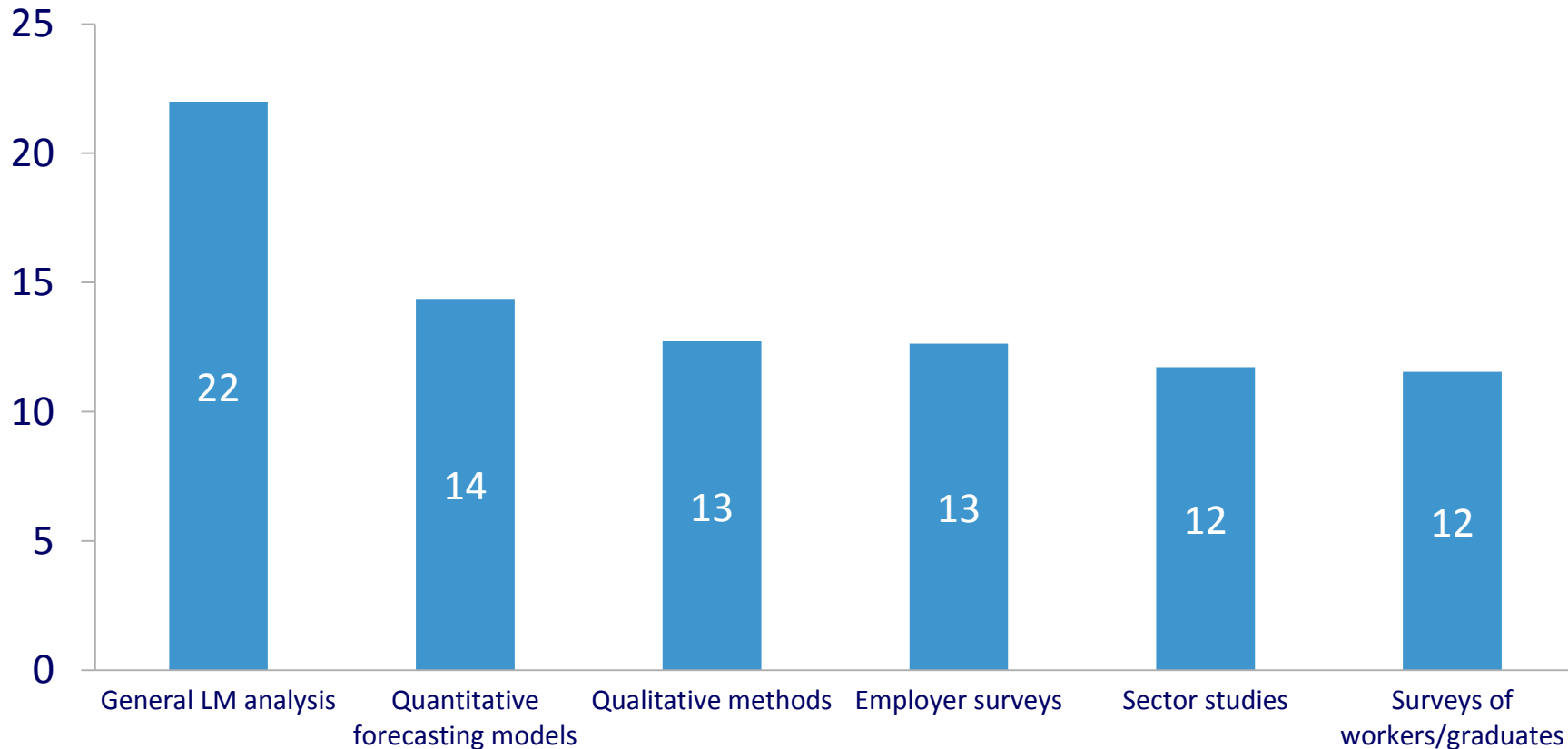
attitudes to learning; overall LM understanding

# Skills intelligence: a global overview

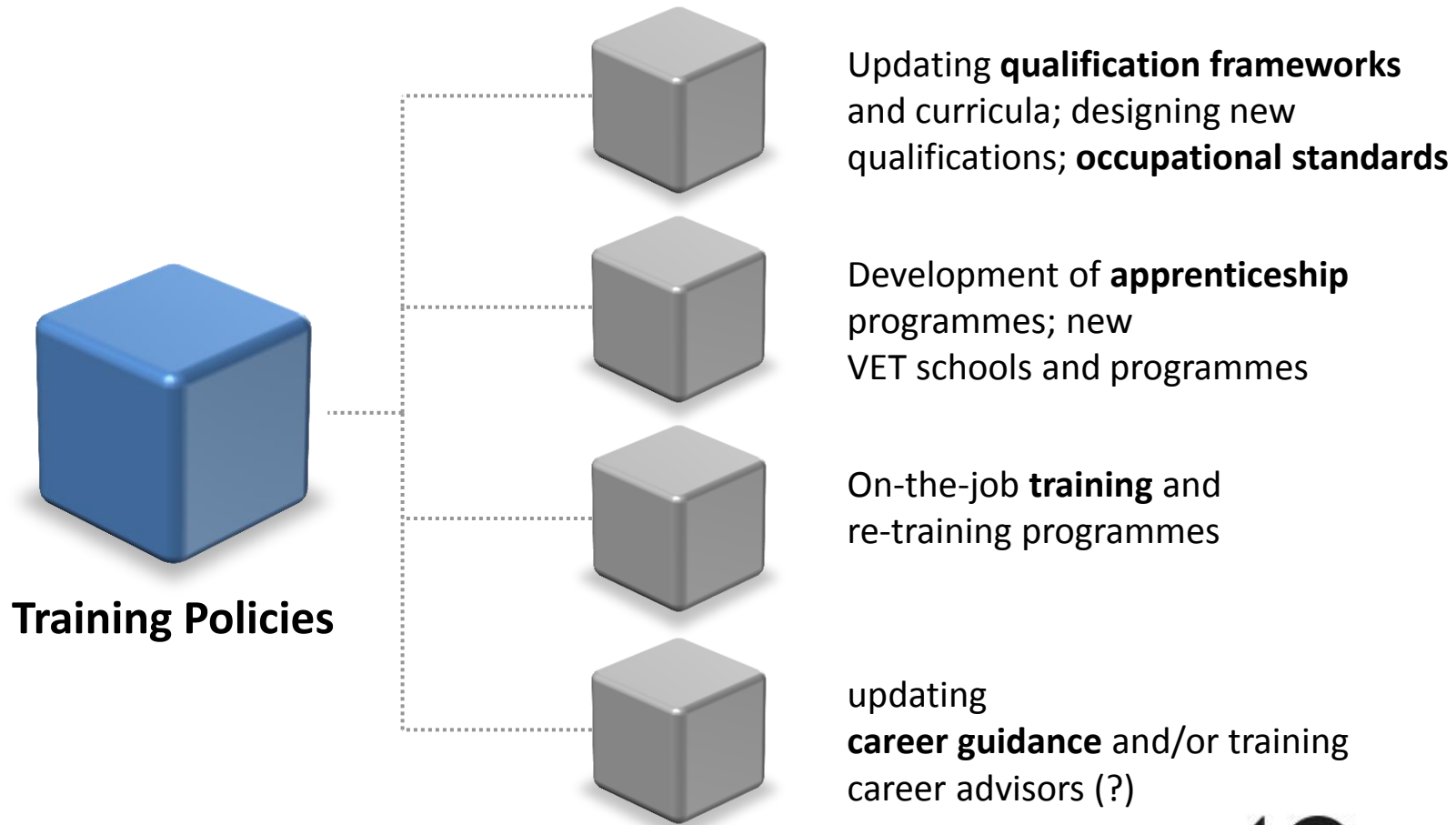
- Joint effort by OECD, Cedefop, ETF and ILO
- Objectives:
  - Identify stakeholder involvement
  - Take stock on uses of such exercises
  - Identify mechanisms for effective stakeholder collaboration
  - Identify barriers preventing their use in policy development
- Method: questionnaire; 4 respondents in each country
- Data collection in 2014
- Supplement by EEPO inventory by EU COM (2015)



# Main LMSI methods in EU



# LMSI feeds into training policy



# Use of LMSI – examples

## Increase the training offer in certain subjects

- Special subsidies to E&T providers (PL, EE, DE)
- Linking performance of E&T institutions to funding & accreditation (EE, DK, IE)
- Define professional standards, sector-specific qualifications and learning outcomes (LT)

## Encourage learners to take up specific subjects

- Free places in priority HE courses (LV)
- Motivation scholarships to students in priority VET programmes (SK)

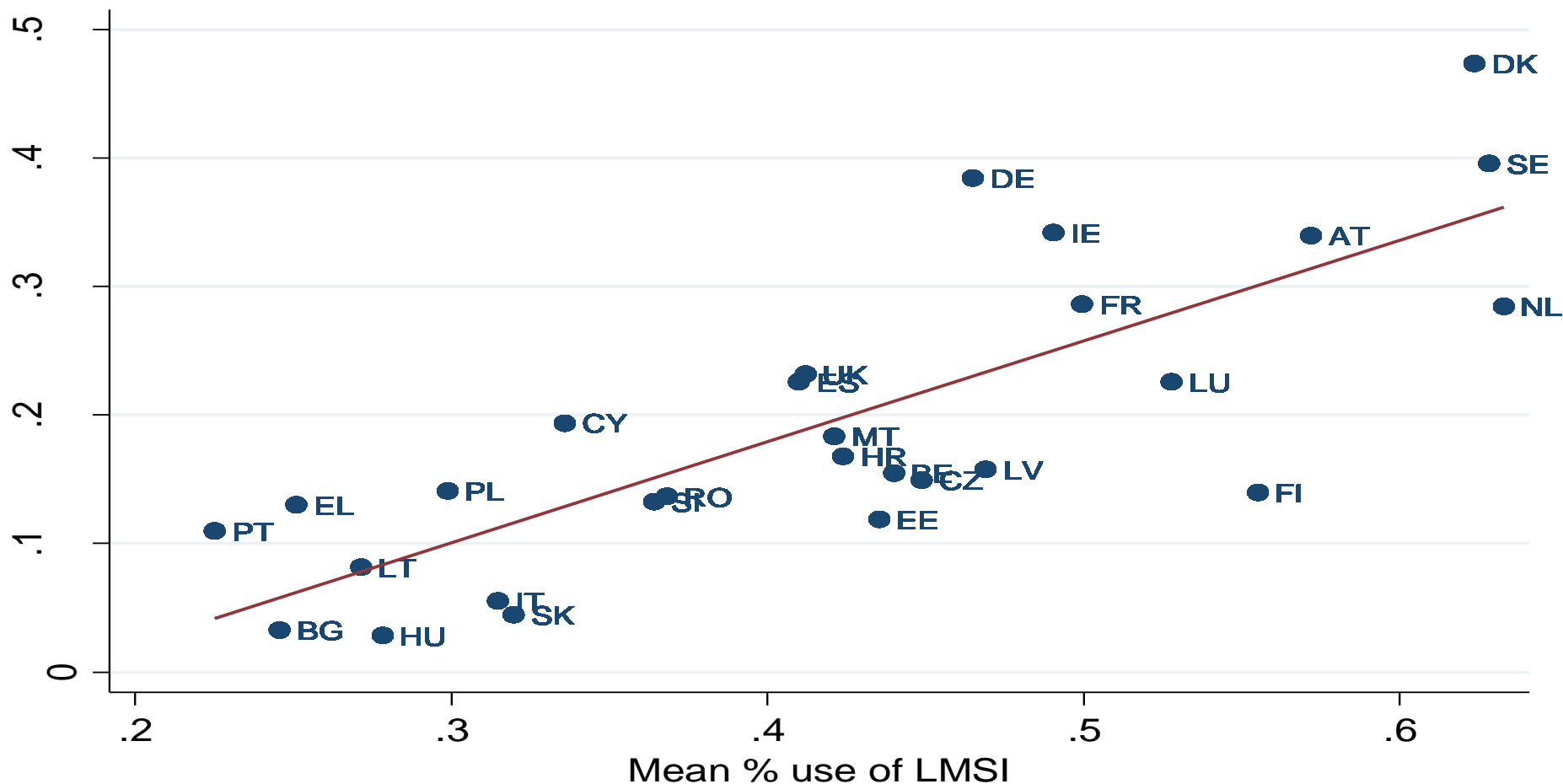
## Incentivise employers to increase training

- Subsidies, tax incentives, etc.
- To encourage work-based learning & apprenticeships (AT, MT)
- Training in specific areas with skills shortage (BE, ES, IE)



# LMSI complements career guidance

Figure Use of career guidance services and LMSI, 2014, EU28





# Factors hindering LMSI relevance



(6) **Poor statistical infrastructure**

(different methodologies; broad or diverse taxonomies used; insufficient sample sizes; broken time series)

(5) **Low reliability; accuracy of past exercises**

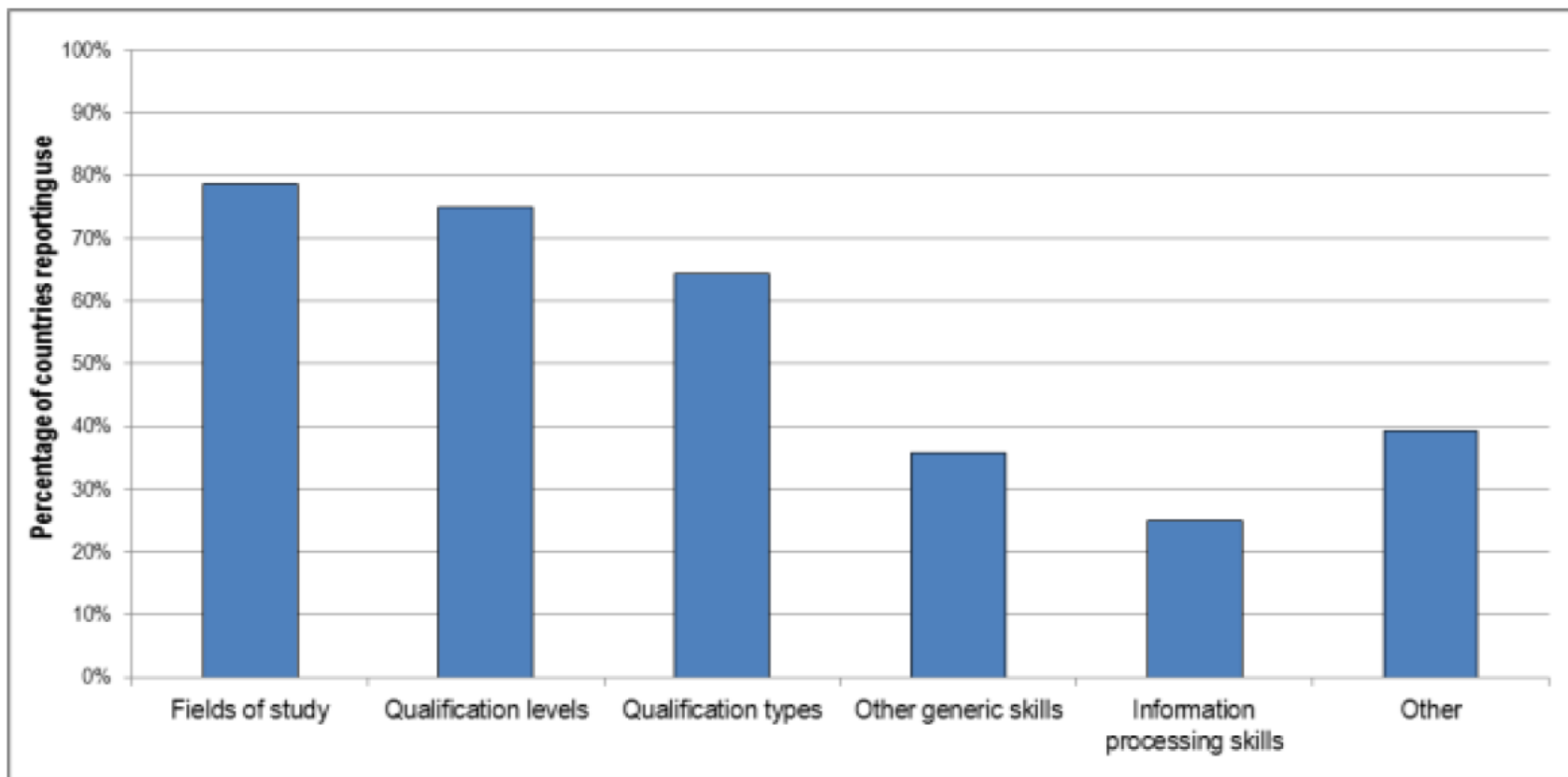
(4) **Human resource capacity**  
(experts, users of LMSI)

(3) **Poor dissemination channels**  
(technical jargon, uncustomised info, non-use of online tools)

(2) **Fragmented interests/policy process**  
(multiactor landscape; different target audience; lack of policy intent)

(1) **Funding**

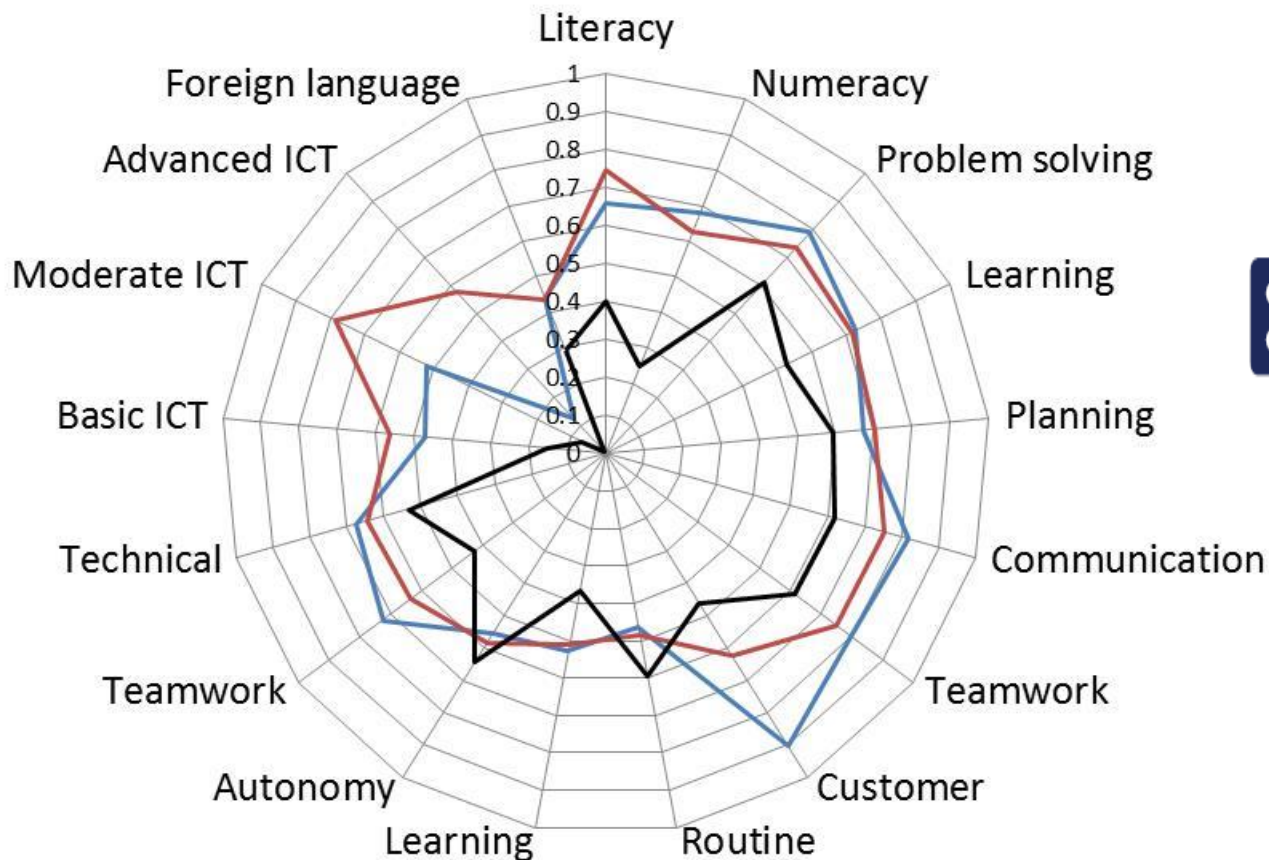
## LMSI: imperfect translation into policy levers



...conventional reliance on levels of qualifications/types...

...with significant difficulties in extending to (occupational) skills profiles

# OSPs: a laborious task



— A Sales Worker in Retail — A General or Keyboard Clerk in Public admin — A Cleaner or Helper in Personal Services



# Speaking the same language?

Sectors, occupations

Employment

School to work

Qualifications; fields; etc.

Qualification framework  
learning outcomes

Average wage

Type of contract; job security

Transition rates

Socioemotional skills

Jobs (emerging or in TTWAs)

Local job openings; hiring trends

Commitment/self employment/work overseas

Job specific diplomas-skills

Training courses; quality of  
..., self-assessment

Potential wage

Learning and... pathways

Attitudes/coping strategy/lifestyle

Real-time  
LMI

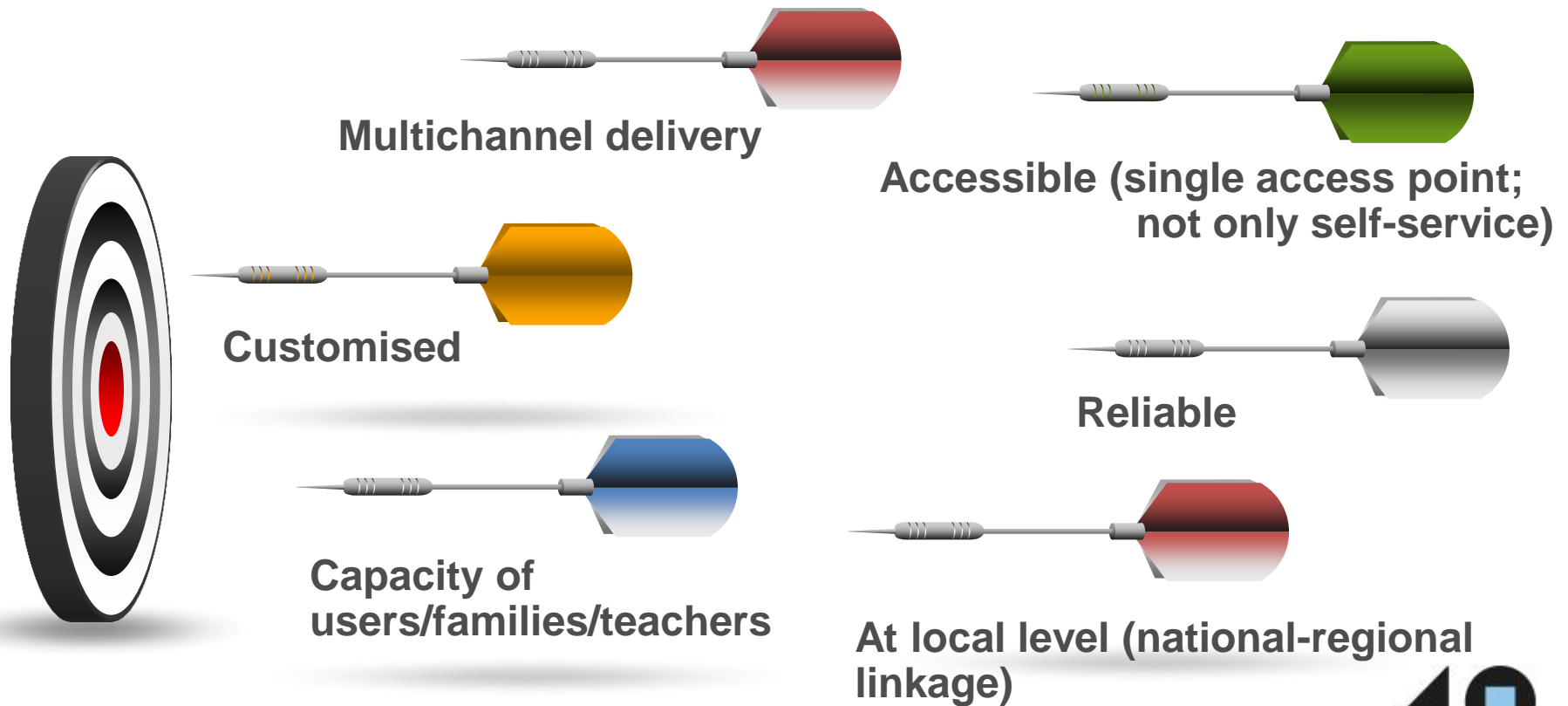


## Limited uptake of LMSI by career counsellors

- Use of LMSI by career guidance counsellors more **limited** relative to other policy actors (e.g. Ministries, PES, social partners).
- Career guidance counsellors **targeted less** by LMSI dissemination efforts – just 1/3<sup>rd</sup> of EUMS reported activities.
- Limited attempts for **training** and resources for guidance practitioners (exception LV, IE, ES, HR).
- Guidance and counselling services planned by **local** municipal authorities → thinning out of LMSI dissemination.
- Few countries (EE, LU notable exceptions) have made efforts to **integrate** guidance counsellors in LMSI systems.

# Making LMSI Relevant

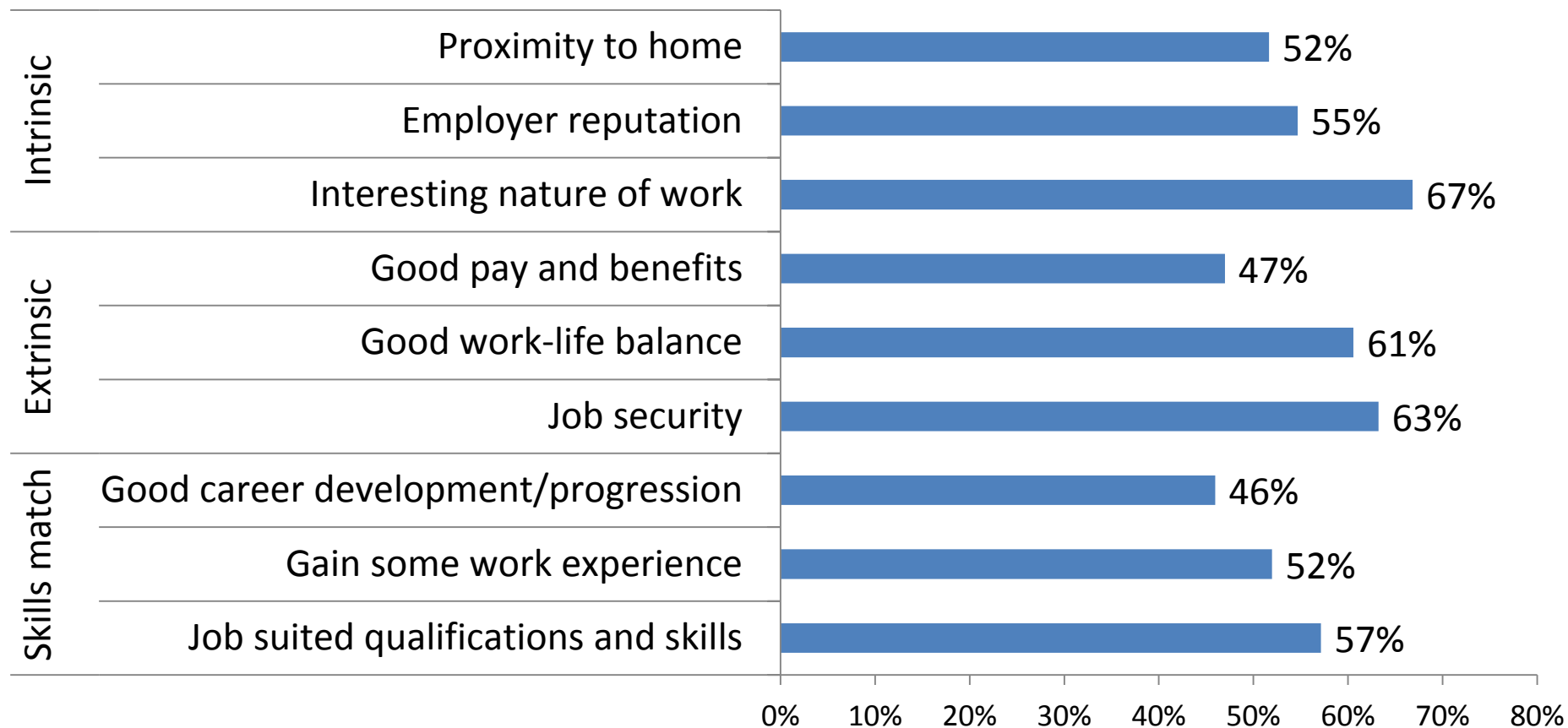
## Elements of success





# Understanding choices

**Figure** Reasons for accepting current job, EU adult employees, 2014, EU28

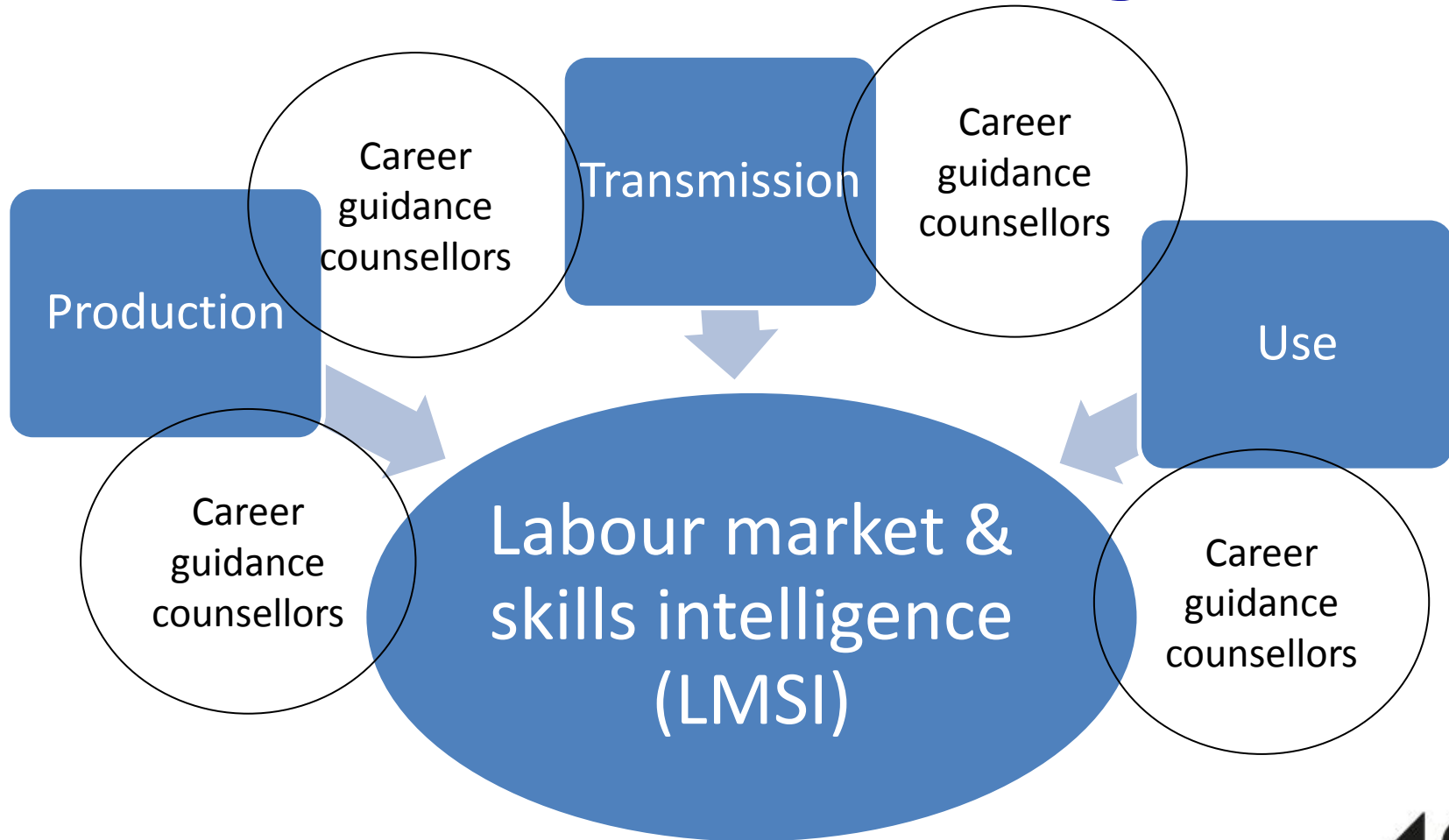


NB: Percentage of respondents who ranked each factor with a score higher than 8 on a 0-10 importance scale, where 0 corresponds to 'Not at all important', 5 'Moderately important' and 10 'Essential'.

Source: Cedefop European Skills and Jobs survey (ESJS)



# Skills Governance Integration





For more information  
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