

Exploring how HEI in Europe are using LMI

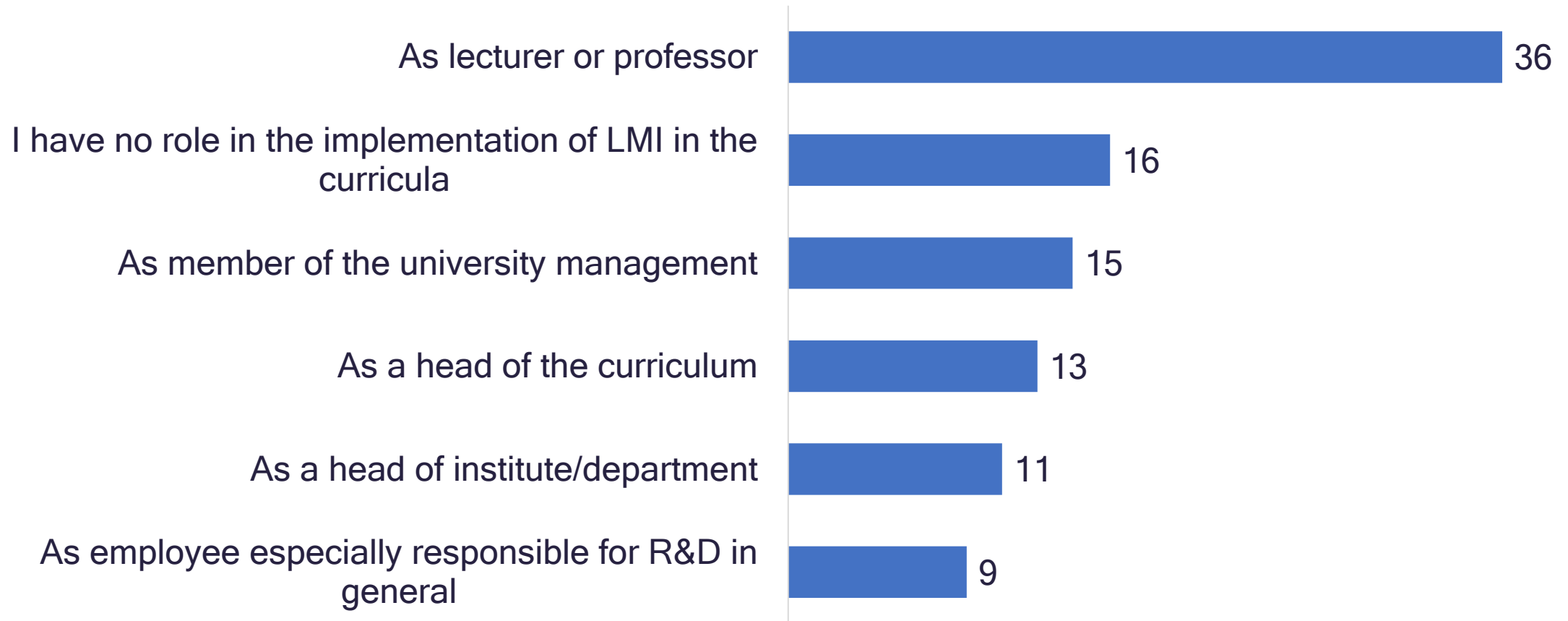
Survey Summary Report

The main research questions

- Which are the institutional and personal characteristics of the respondents.
- What are the sources, types and essence of the LMI used by universities.
- The use of LMI in curricula and learning content development.
- How the European Universities evaluate the impact of LMI use.



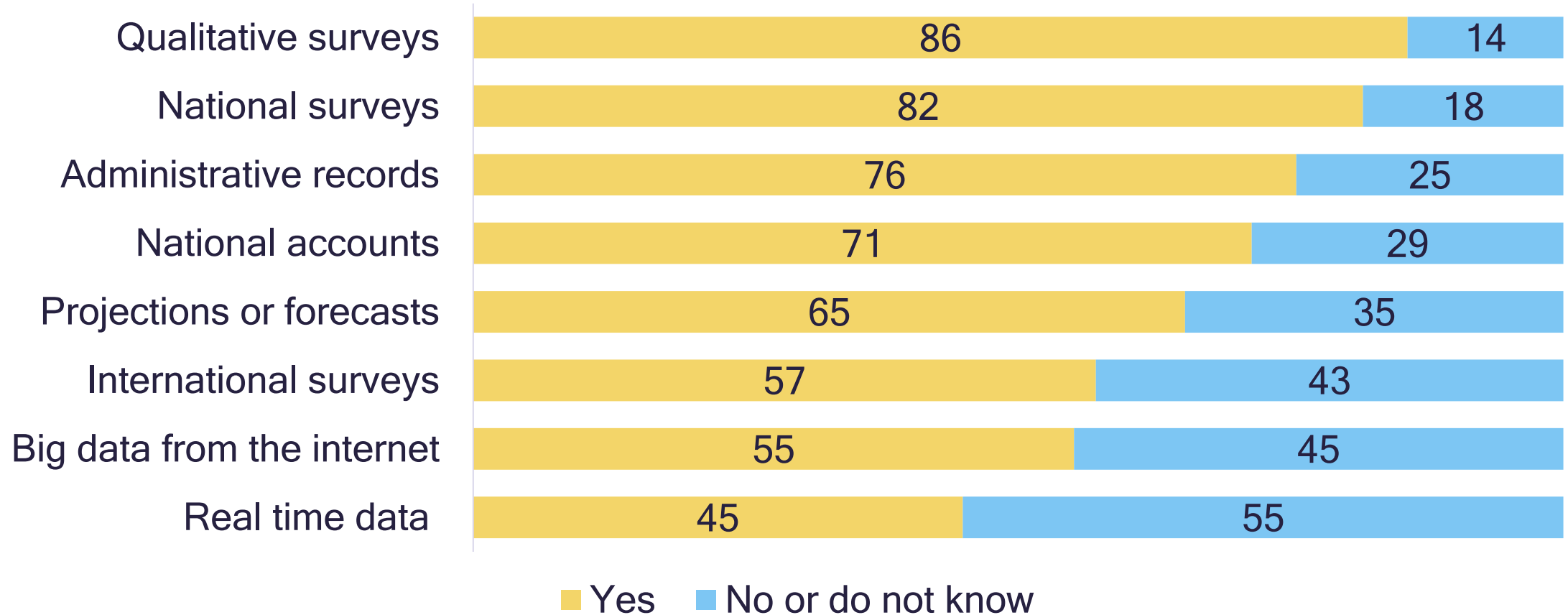
Respondents' main role and level considering the implementation of LMI in the development of curricula. %.



MAPPING THE SOURCES AND ESSENCE OF THE LMI



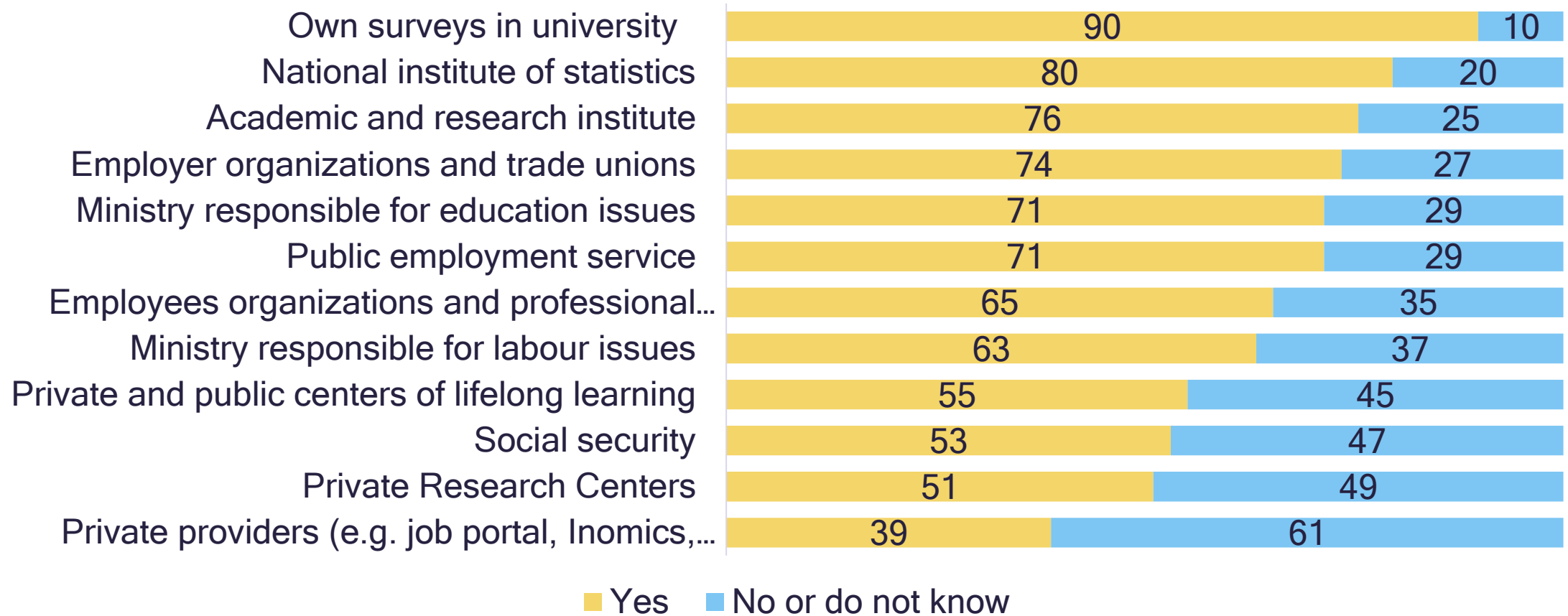
Types of LMI data universities are using to develop curricula. %.



Main types of LMI used in curriculum development in the European countries surveyed

Country	International survey	National accounts	National surveys	Administrative records	Qualitative surveys	Big data	Projections/ forecasts	Realtime data
Austria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Belgium	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bulgaria	No	Yes	Yes	Yes	Yes	No	No	No
Czech Republic	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Estonia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
France	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Germany	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Greece	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ireland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Italy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Latvia	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Netherlands	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Poland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Portugal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Romania	No	No	Yes	Yes	Yes	No	No	No
Spain	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sweden	No	No	Yes	Yes	Yes	No	No	No

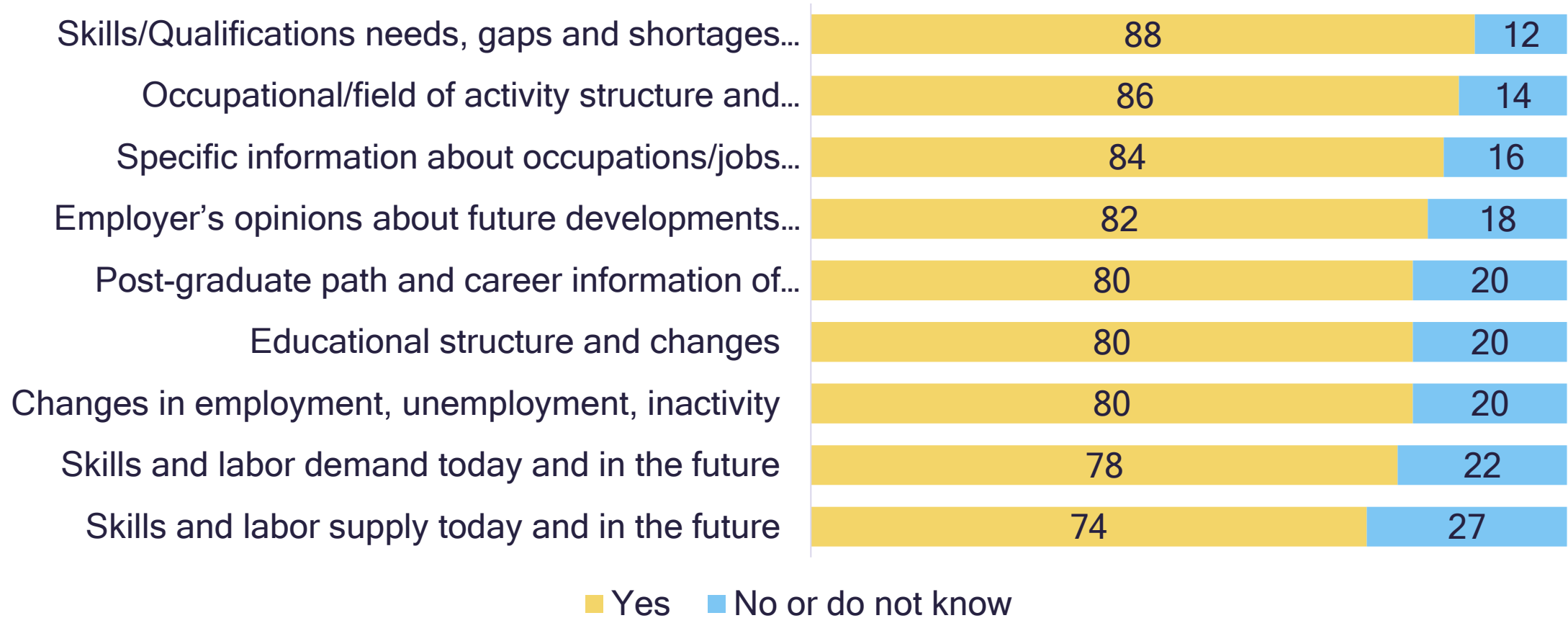
Sources used for LMI by respondent or its department/university. %.



Main sources of LMI used in curriculum development in the European countries surveyed

Country	National institute of statistics	Public employment service	Social security	Ministry responsible for labour issues	Ministry responsible for education issues	Employer organizations and trade unions	Employees organizations and professional associations	Academic and research institute	Private Research Centers	Private and public centers of lifelong learning	Own surveys in university	Private providers (e.g. job portal, Inomics, AKADEUS ...)
Austria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Belgium	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bulgaria	Yes	Yes	No	No	Yes	No	No	Yes	No	No	No	No
Czech Republ	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No
Estonia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
France	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Germany	Yes	Yes	Yes	No	No	No	No	Yes	No	No	No	No
Greece	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ireland	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Italy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Latvia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
Netherlands	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Poland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Portugal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Romania	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Spain	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sweden	Yes	No	Yes	No	No	Yes	No	Yes	No	No	Yes	No

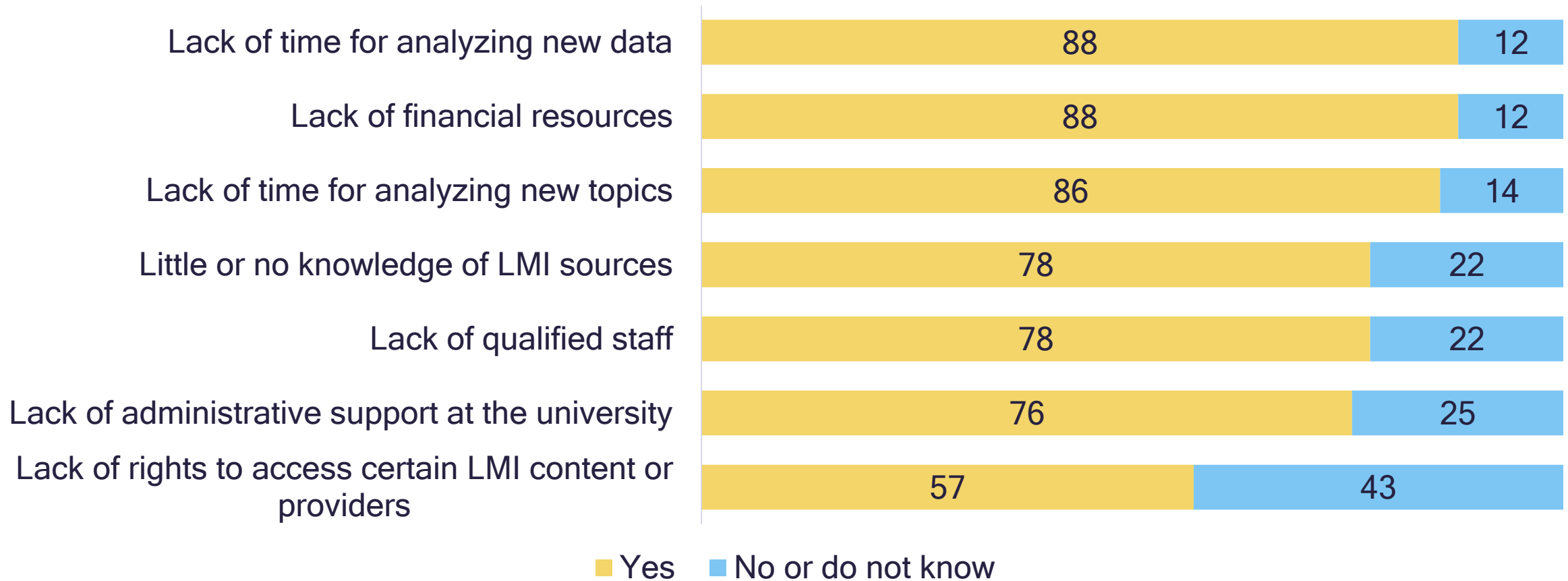
Kind of LMI used while developing curricula by respondent or its department/university. %.



Kind of LMI used in curriculum development in the European countries surveyed

Country	Changes in employment, unemployment, inactivity	Occupational/ field of activity structure and changes	Educational structure and changes	Skills/ Qualifications needs, gaps and shortages today and in the future	Post-graduate path and career information of graduates	Specific information about occupations/ jobs (working conditions, average salary, etc)	Employer's opinions about future developments about skill and job demand	Skills and labor supply today and in the future	Skills and labor demand today and in the future
Austria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Belgium	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bulgaria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Czech Republic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Estonia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
France	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Germany	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Greece	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ireland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Italy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Latvia	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Netherlands	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Poland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Portugal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Romania	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Spain	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sweden	No	No	No	Yes	No	Yes	No	No	No

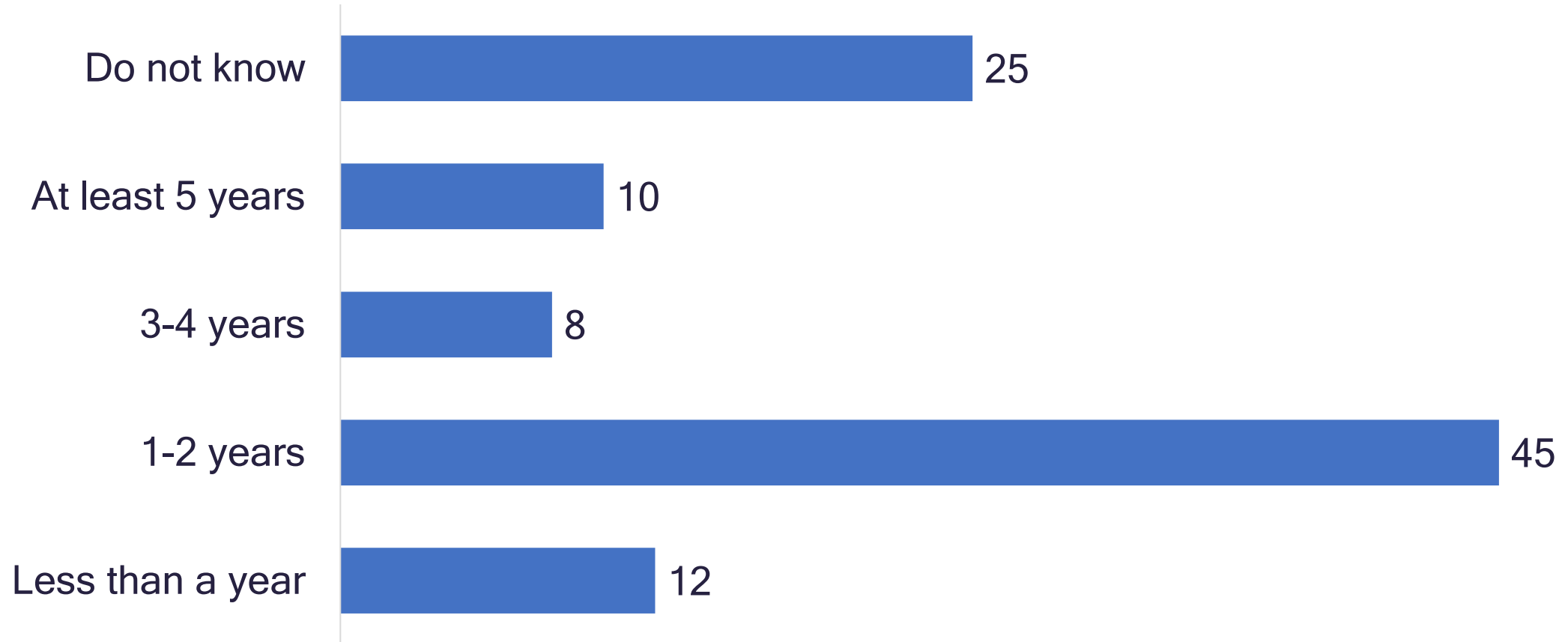
Factors hindered access to LMI. %.



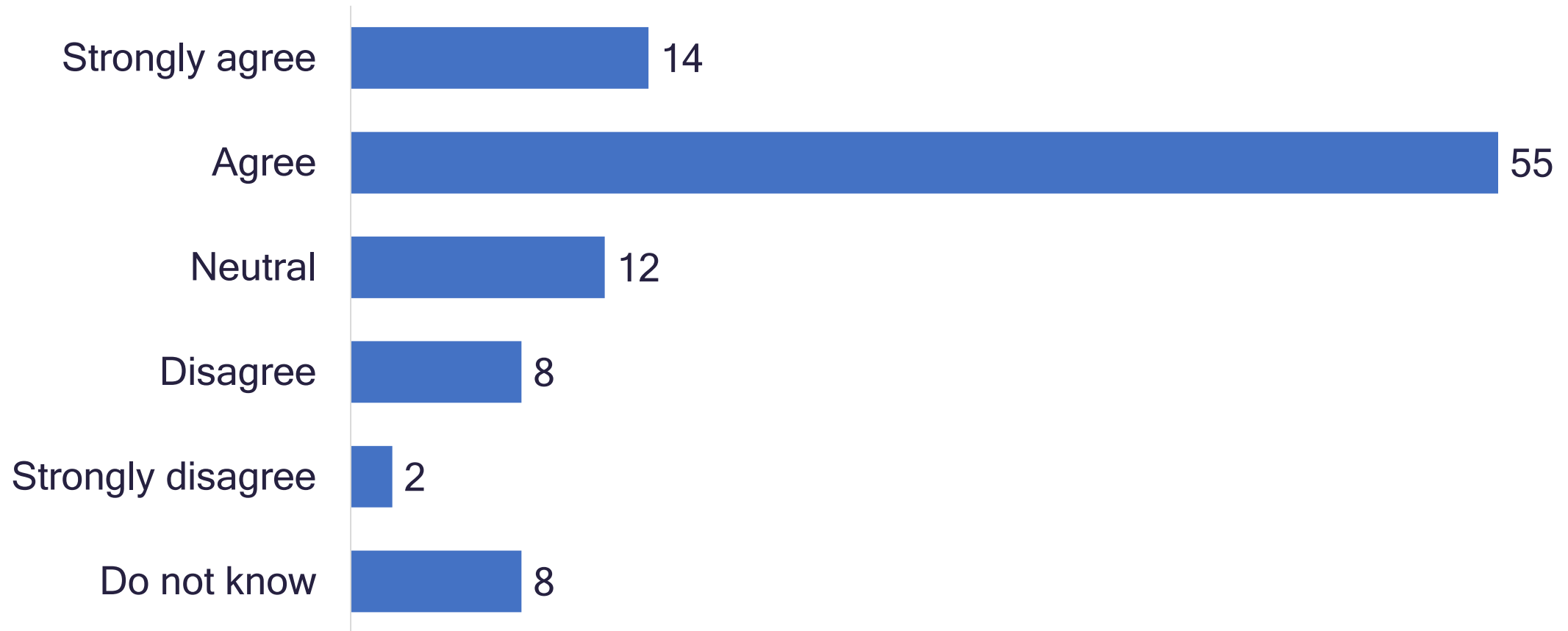
A pair of black-rimmed glasses is resting on an open book. The book has a red bookmark. The background is a blurred wooden surface.

THE USE OF LMI IN CURRICULA AND LEARNING CONTENT DEVELOPMENT

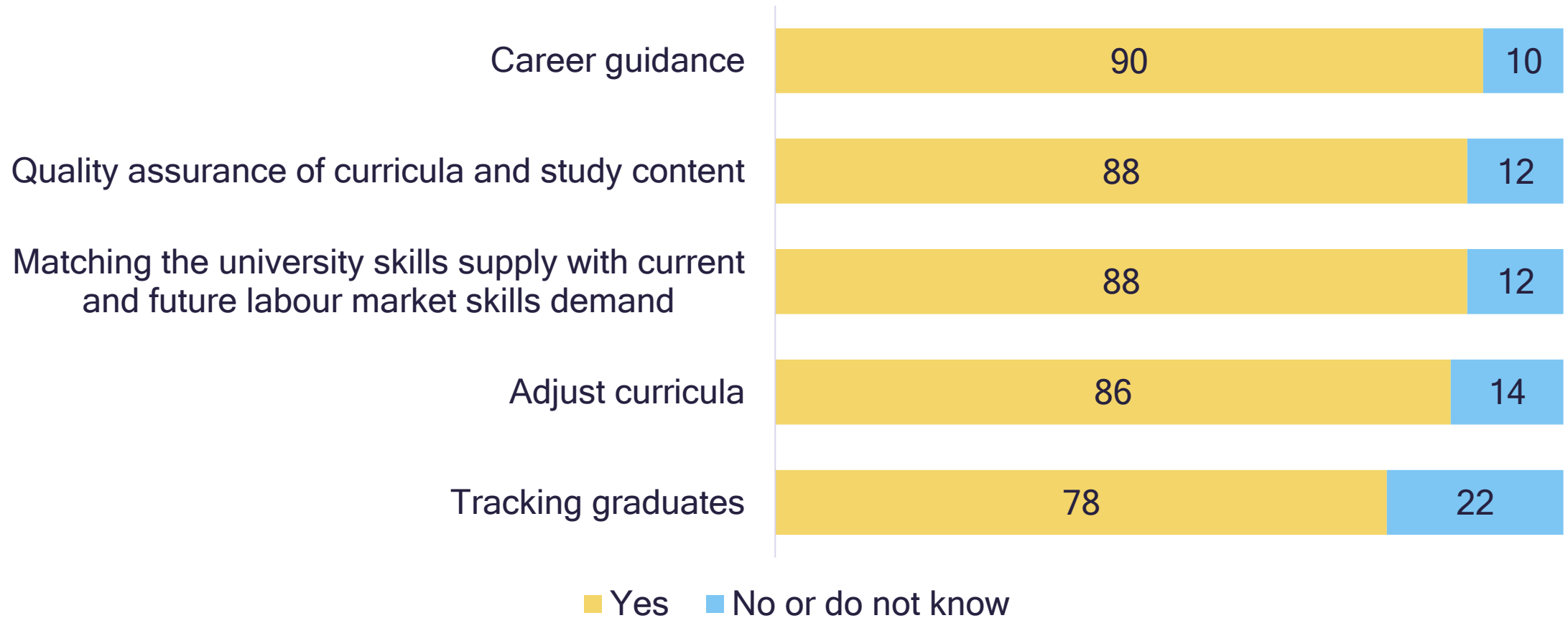
Estimation of duration of time for implementation LMI into curricula. %.



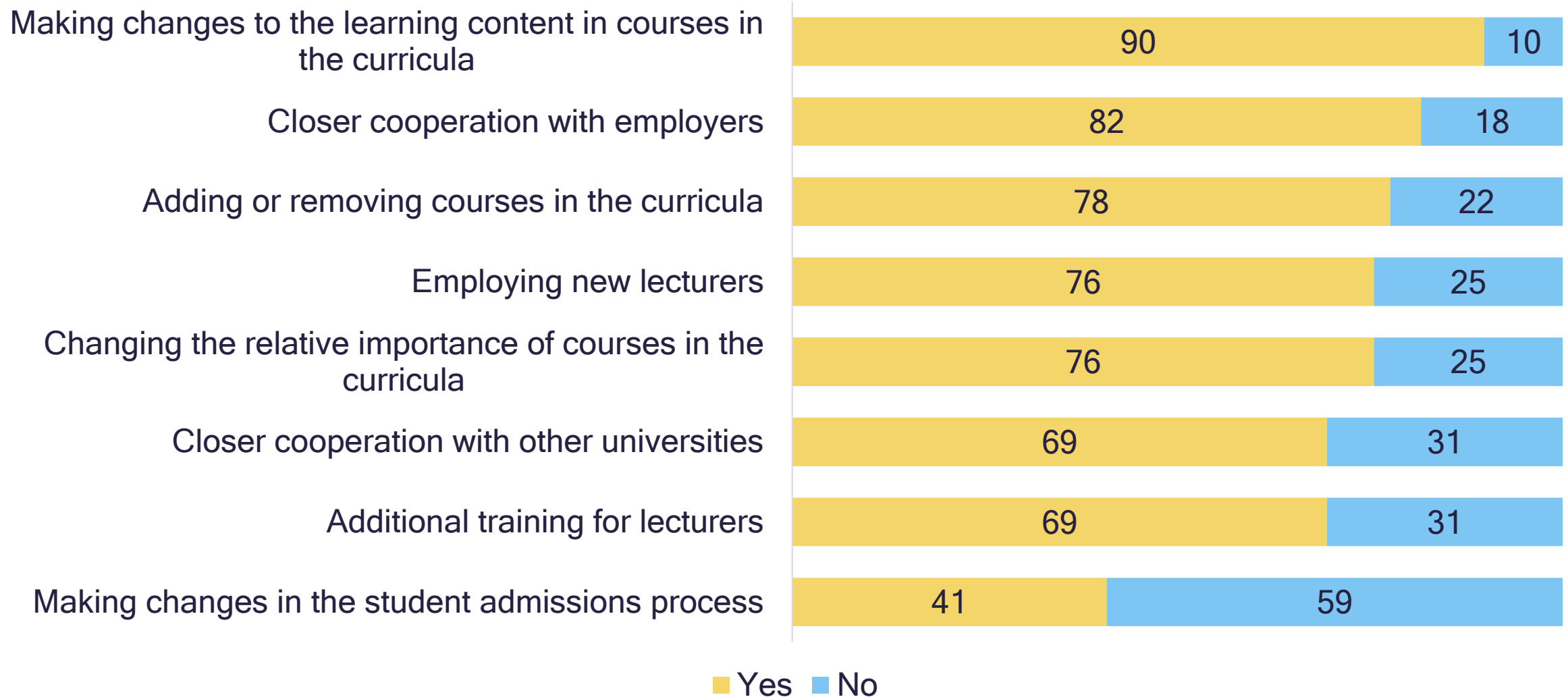
Consent with the statement that labor market changes and skill need change faster than LMI can be implemented. %.



LMI data used to achieve the curricula related and other purposes. %.



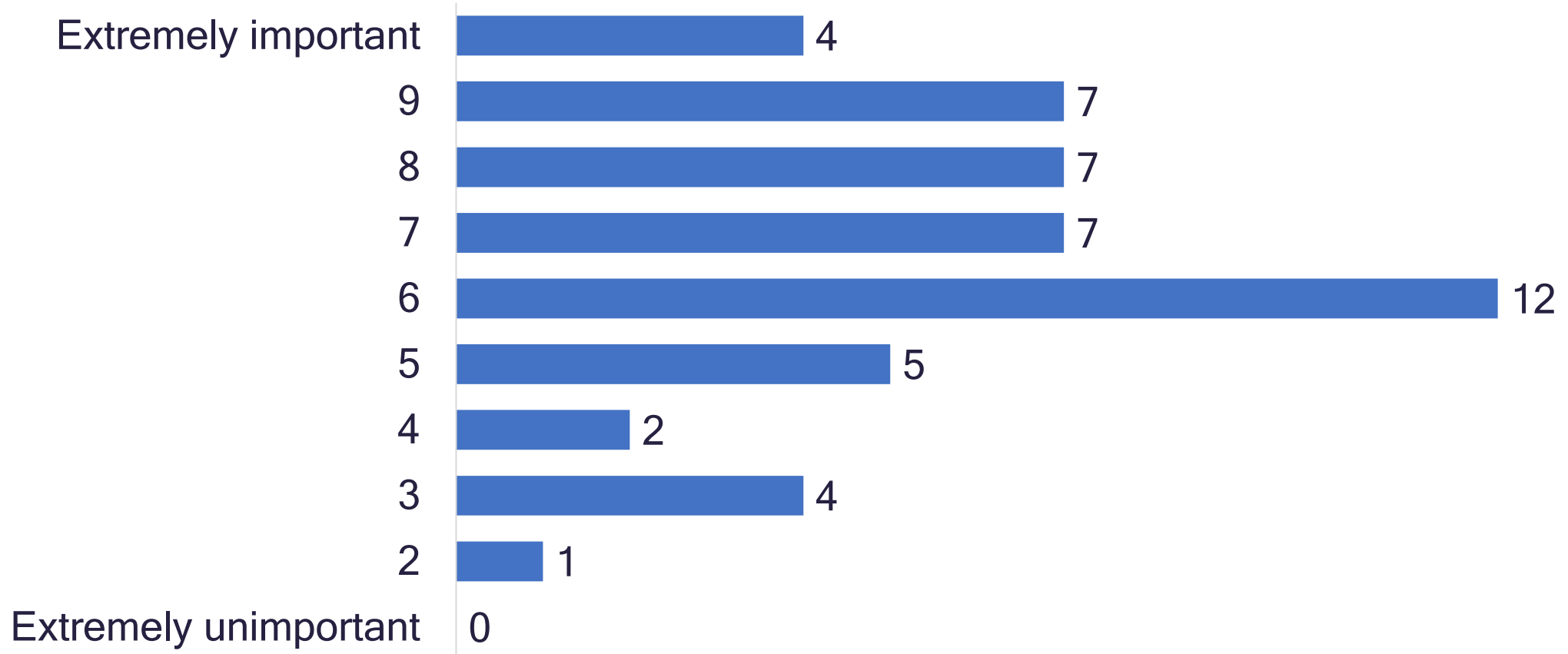
LMI usage for curricula related and other purposes. %.



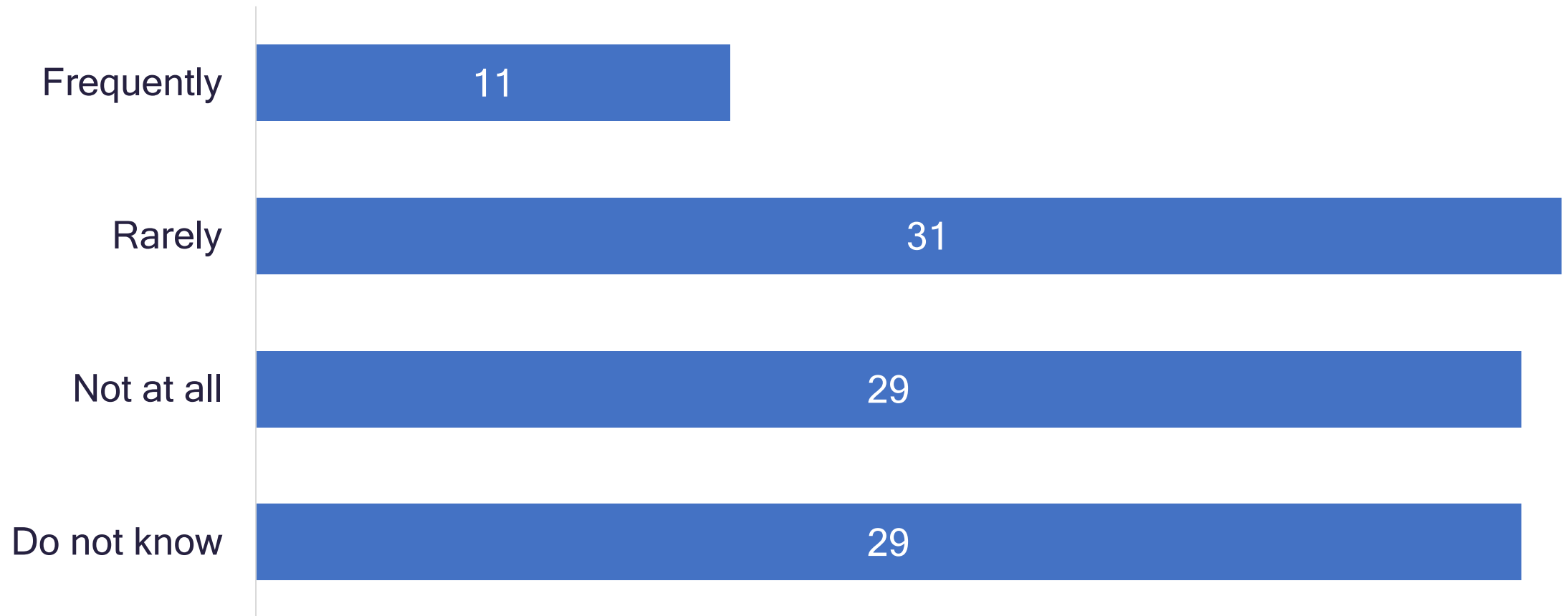
EVALUATING THE IMPACT OF THE LMI USE



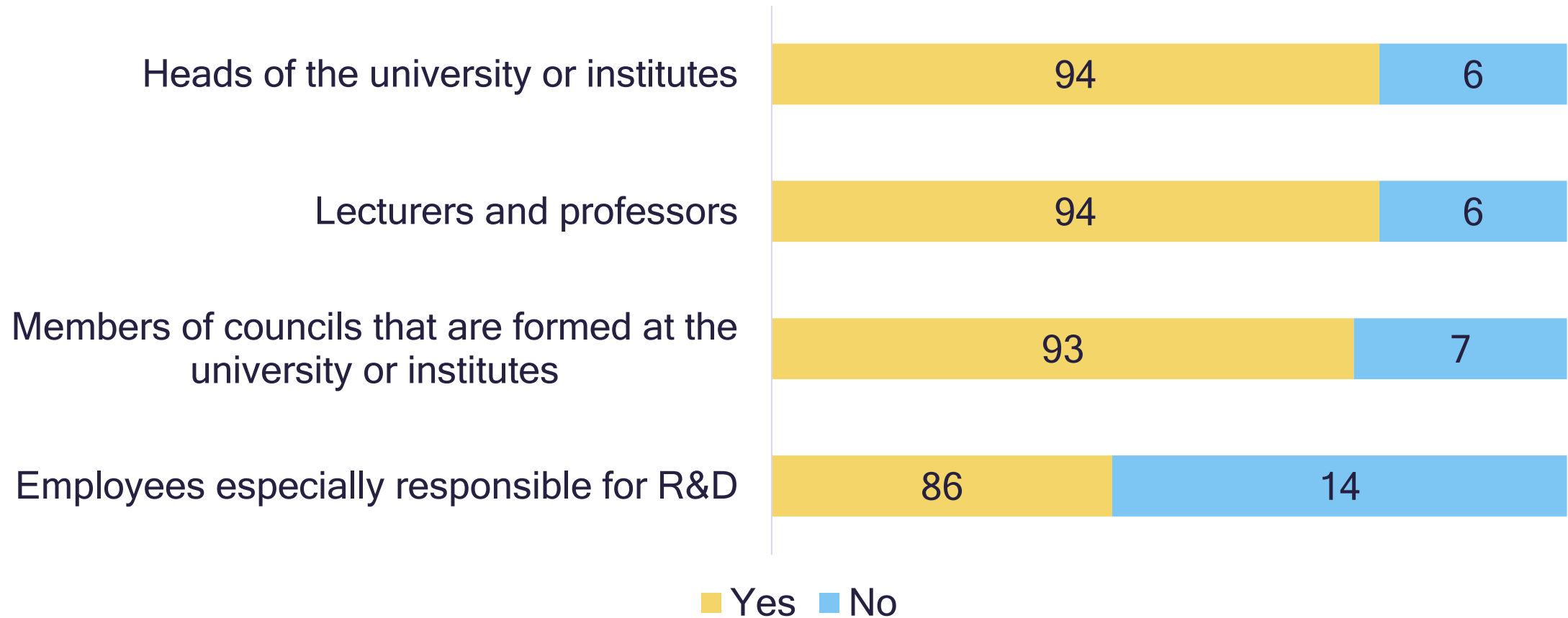
Importance of LMI influence among other factors. N.



Evaluation frequency of the impact of LMI implementation. %.



Involvement in evaluating the impact of LMI in the development of curricula by position in university. %.



SUMMARY

- The most common types of LMI used for curriculum development in European countries were 'Qualitative surveys' and 'National surveys', followed in order by 'Administrative records'.
- The main LMI sources used by HEIs were 'Own surveys in university', 'National Institute of Statistics', 'Academic and research institutes'.
- In terms of LMI content 'Skills/Qualifications needs, gaps and shortages today and in the future', 'Occupational/field of activity structure and changes', 'Specific information about occupations/jobs (working conditions, average salary, etc.' was used the most.

SUMMARY

- LMI were commonly used for 'Career guidance', 'Quality assurance of curricula and study content', 'Matching the university skills supply with current and future labour market skills demand and for Adjust curricula'.
- Respondents indicated that the most common purposes for using LMI were 'Making changes to the learning content in courses in the curricula', 'Closer cooperation with employers', 'Adding or removing courses in the curricula'.
- The main obstacles to LMI use were 'Lack of time for analyzing new data' and 'Lack of financial resources', 'Lack of time for analyzing new topics'.