



Exploring how are HEI in Europe using LMI: Survey Report

Executive Summary

Date of Release: 03-10-2023

LMI-EUniv Erasmus+ KA2 Project 2021-1-RO01-KA220-HED-000032249

Innovating the use of Labour Market Intelligence
within European Universities - LMI-EUniv



Funded by
the European Union

Coordinator: Tallinn University (TU)

LMI-EUniv team: Marge Unt, Siim Krusell (TU), Franz Clément, Ludivine Martin, Laetitia Hauret, Nicaise Misangumukini (LISER), Roberto Boselli (CRISP/Bicocca), Borja Pulido, Eugenia Atin (Prospektiker), Gratiela Noja, Gabriela Negoita, Claudiu Brandas, Ciprian Panzaru (WUT)

The Report is based on information from the survey of Exploring how HEI in Europe are using LMI within ‘Innovating the use of Labour Market Intelligence within European Universities - LMI-EUniv’ project, available on www.lmi-euniv.eu.



This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>

EXECUTIVE SUMMARY

This report explored how universities in Europe are using Labour Market Intelligence (LMI) to match the curricular and extracurricular elements they deliver to the needs of their local and regional labour markets. Essentially, we looked at how universities understand what an ever-changing labour market needs now and will need in the future, and how they are responding.

The report is based on the data collected through an online survey conducted in 19 European countries. This survey is the first of its kind focused on LMI usage in universities across Europe and is in itself a considerable innovation.

Good practices in the use of LMI in higher education were found in almost all the countries studied, but the most comprehensive approaches (in terms of type, source and kind of LMI) are found in Austria, Estonia, Greece, Italy, Poland and Spain.

In developing the finding instrument and conducting the research - following desk research on the topic - we took into account that European universities use a wide range of sources, types and content of LMI and for different reasons, both in terms of curriculum development and other aspects of learning to meet labour market needs.

- 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 Higher Education Institutions (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.
- 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'.

- Even though the main purposes for using LMI were related to curricula adjustment and development ('Making changes to the learning content in courses in the curricula', 'Changing the relative importance of courses in the curricula', 'Adding or removing courses in the curricula'), there other purposes appear to be important as well like 'Additional training for lecturers', 'Employing new lecturers', 'Closer cooperation with other universities', 'Closer cooperation with employers' or 'Making changes in the student admissions process'.
- However, the most significant barriers to the use of LMI were identified as time and money: 'Lack of time for analyzing new data' and 'Lack of financial resources', 'Lack of time for analyzing new topics'. Moreover, the lack of knowledge about LMI sources, qualified staff and administrative support also hinders the process of LMI use in European higher education institutions.

For most respondents, the use of LMI in the development of curricula results is quite important, and the average rating given was 6.7 points on a ten-point scale. Nevertheless, many of those surveyed reported that there was no or rarely evaluation of the impact of LMI implementation on curriculum development. Nevertheless, where evaluation takes place the implementation of LMI on curriculum development in their department/university is evaluated by 'Heads of the university or institute' and 'Lecturers and professors', and also by 'Members of councils formed at the university or institute'.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein



2023

