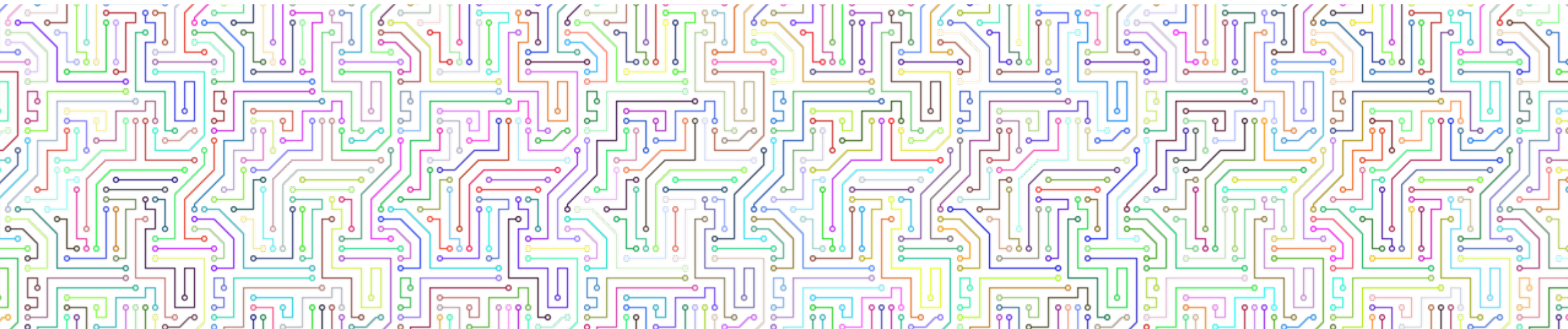


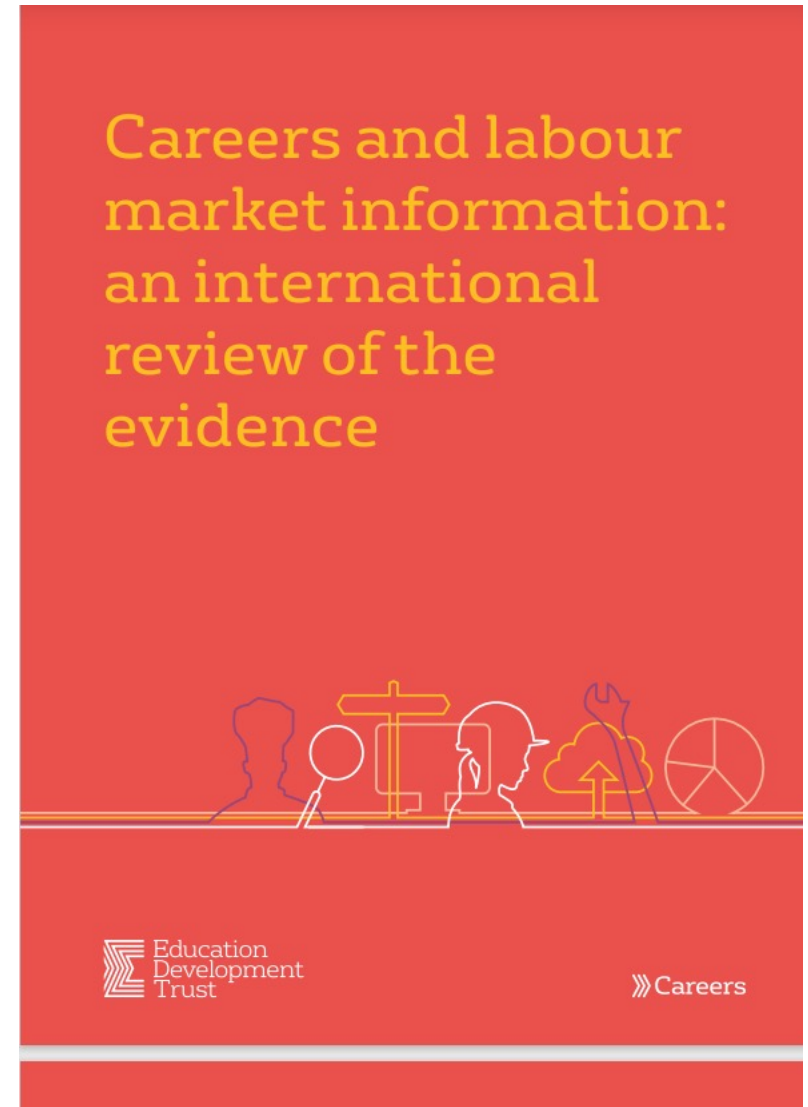
LMI and career guidance

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The Report

- Published 2019 by the Education Development Trust
- Literature review covering 10 years up to 2018
- Incorporated academic and grey literature
- Global in focus





Introduction to LMI

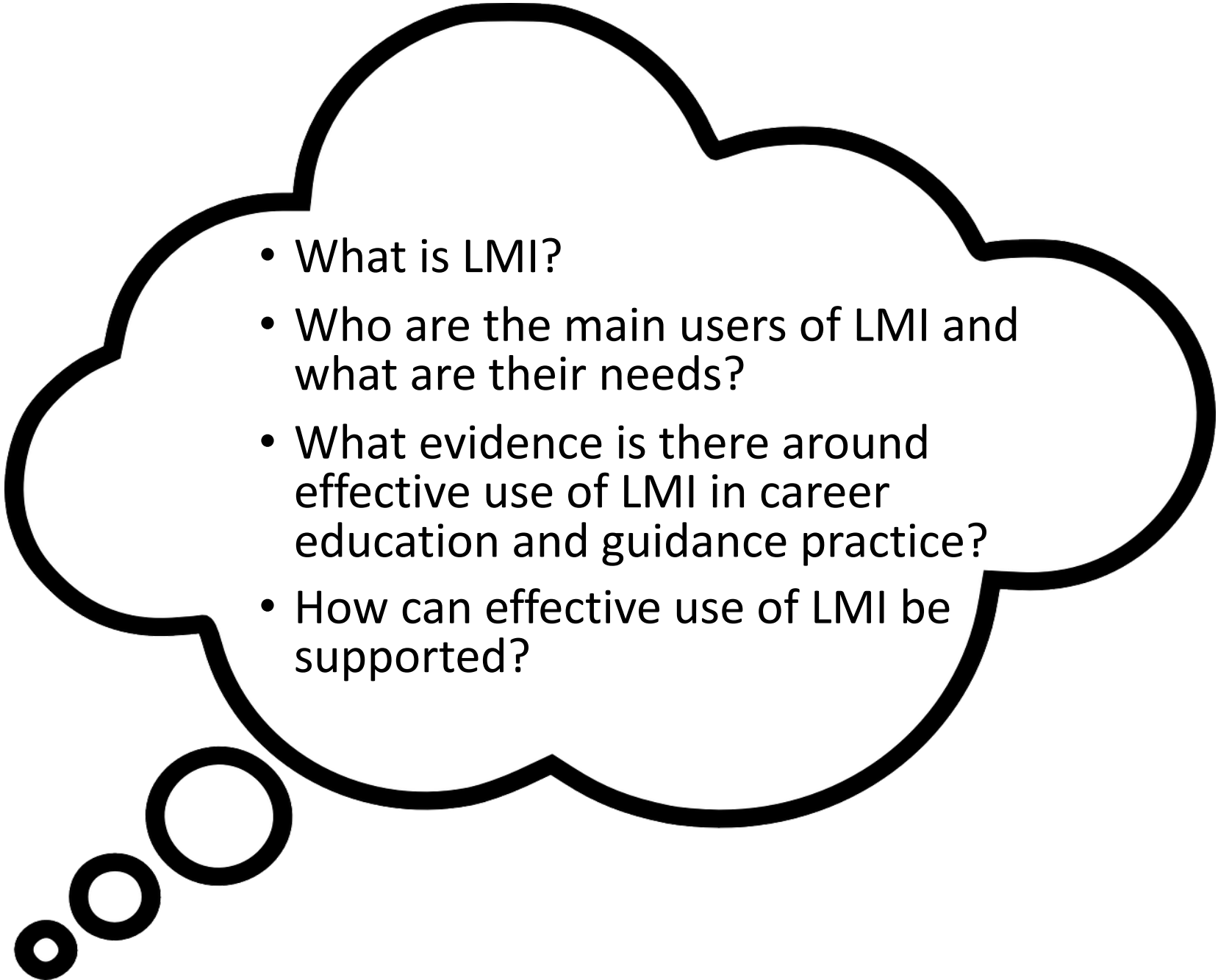
The importance of LMI

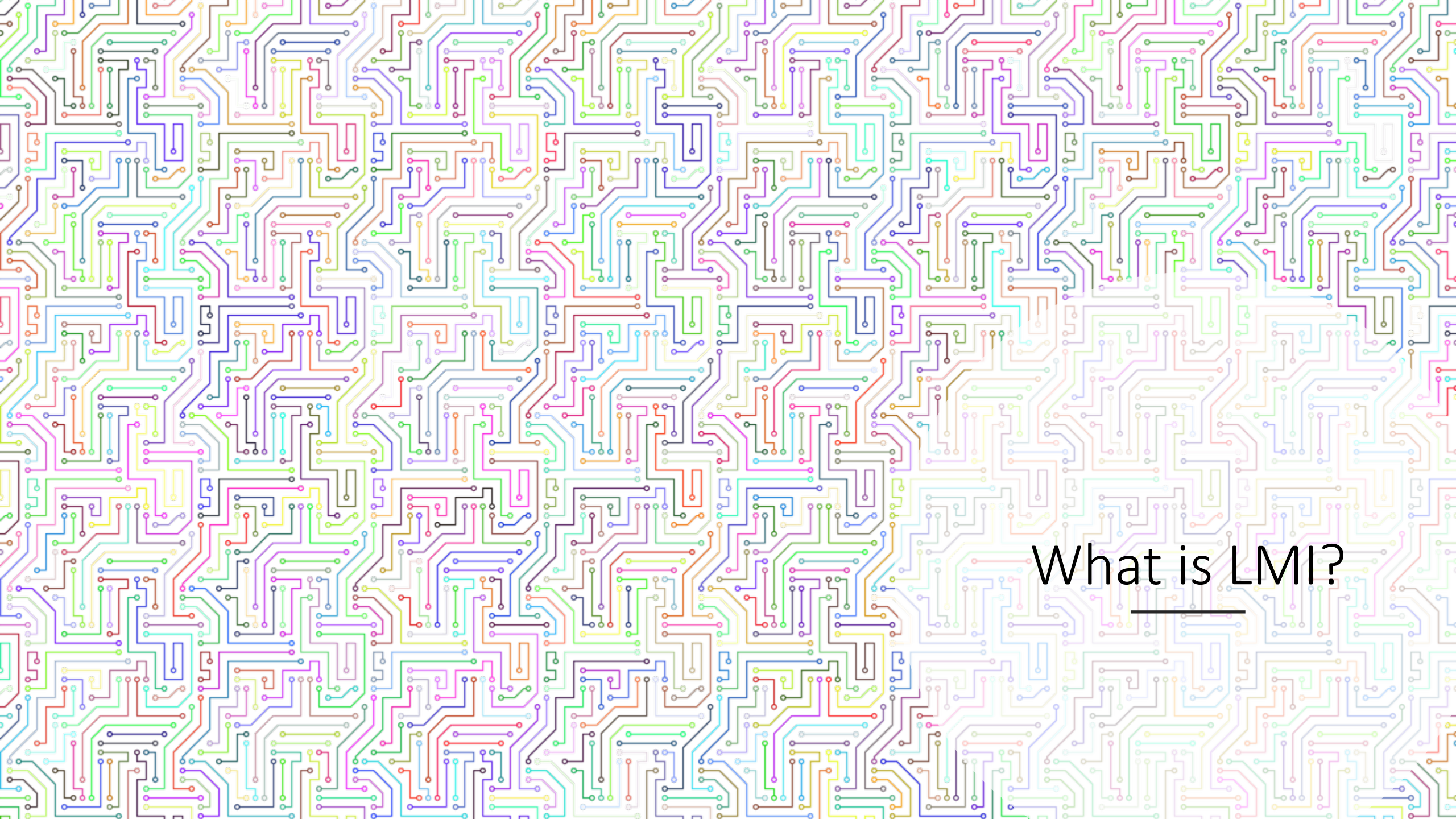
“What makes [career] guidance distinctive is the application of, and reference to, expert knowledge and understanding of the labour market and its functioning” (Offer, 2001: 76)

Starting with a confession....

-As a trainee practitioner in the early 2000s, I learnt that LMI was vitally important to my work...
-but the “LMI” sessions and bulletins I accessed almost all contained statistical information forecasting skills needs in the national workforce.
- I thought.... “What am I supposed to do with this?” “how do I use this with my clients (mostly adults in rural Cornwall)?” “how does knowing there will be a future shortage of (plumbers / engineers / IT specialists) on a national basis in ten years help me or my clients?”

Some
questions....

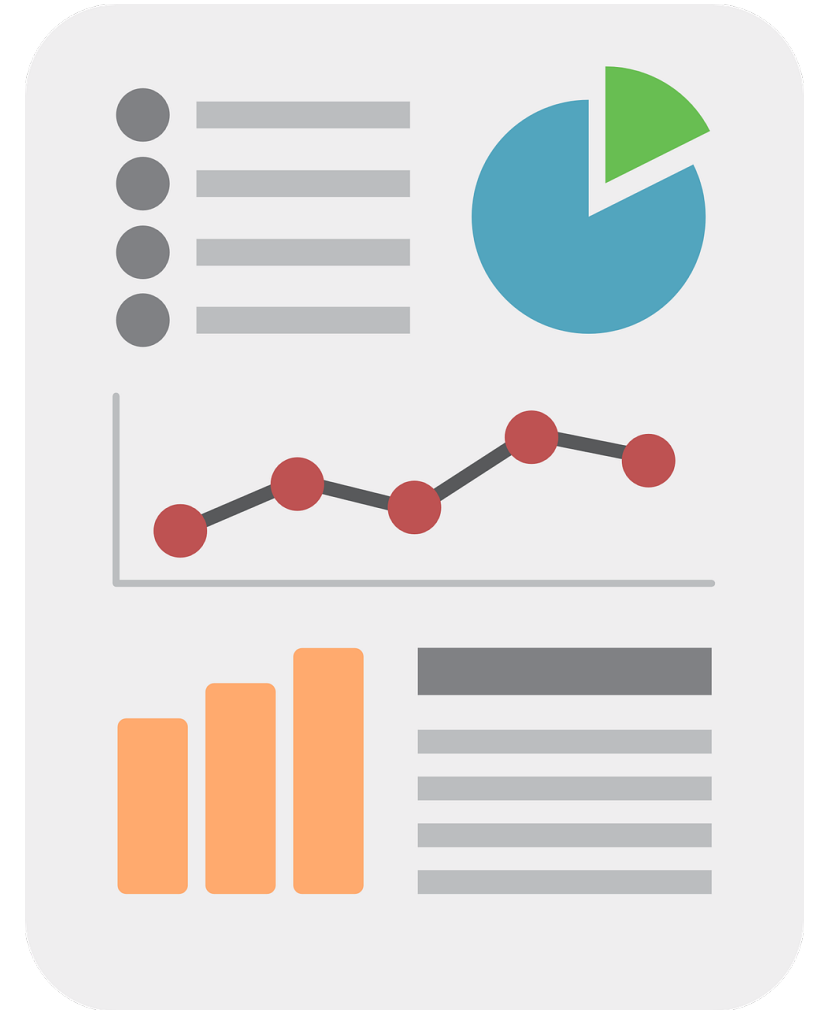
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- What is LMI?
 - Who are the main users of LMI and what are their needs?
 - What evidence is there around effective use of LMI in career education and guidance practice?
 - How can effective use of LMI be supported?



What is LMI?

LMI for policy makers

- Development of National Labour Market Information Systems (LMIS) are understood as key to supporting economic growth (ILO, 2018)
- LMI typically focuses on analysis of supply and demand often statistical and from large data sets
- Limitations in ability to capture all relevant data (especially informal work) and in terms of future forecasting.

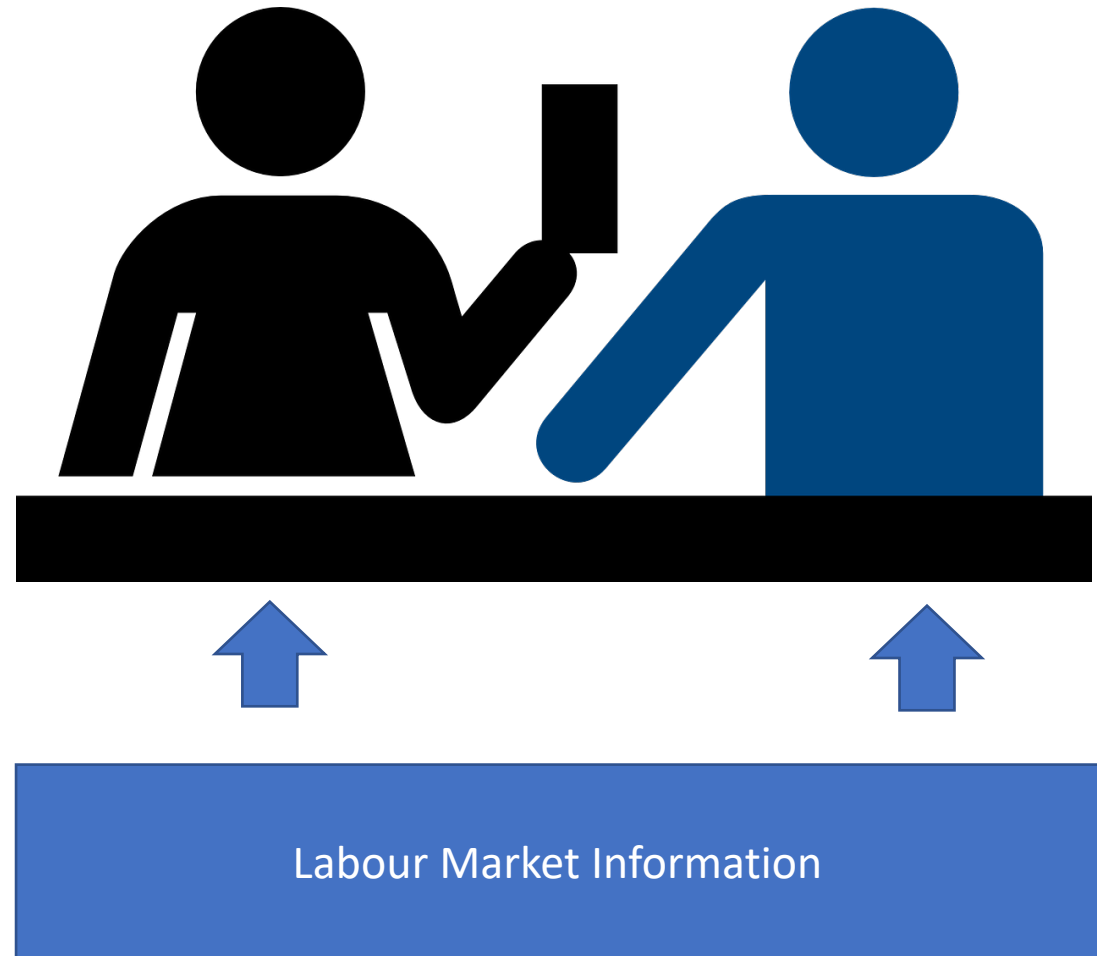


Markets and information

LMI relates to information about the functioning of the labour market.

Uses of data may be relatively interventionist (e.g. development of detailed manpower plans) or facilitative (seeking to enhance access to information by all users)

Provision of LMI is understood to increase the efficiency of the labour market, by (for example) increasing choice, and ability to make effective trades.



LMI for users

- For individuals: statistical information often difficult to interpret
 - “Inspiration” often valued rather than “information” (The Careers & Enterprise Company, 2016)
- Research suggests user needs include:
 - Progression routes
 - Local LMI
 - Future trends
 - Transferability
 - Recruitment and selection methods

(e.g. Offer 2001; Brown, Bimrose and Hughes, 2005; and Bimrose and Orton, 2005)



LMI (or CLMI?) for users

- Typically broad definitions in careers literature:
 - Hard and soft LMI (UKCES, 2012a; Department for Education and Skills, 2004; Attwell and Bimrose, 2017)
 - Core LMI and Labour market intelligence (UKCES, 2012b; Barnes and Bimrose, 2010, Howat and Zaidi, 2010)
 - “all qualitative and quantitative information” (Cedefop 2016: 19) “all types of information” used in decisions (Bimrose et al., 2006: 90)
 - “careers and labour market information” (The Careers & Enterprise Company, 2018; Hooley, Hutchinson and Watts 2010)



Definitional risks

- Despite understanding LMI broadly, how much is this achieved in practice?
- Is there a risk that when we use the language of policy makers we restrict our focus onto statistical information?
 - How far is “careers information” considered as LMI?
 - How far is educational information considered in LMI?
- Risks of miscommunication between stakeholders if we are not clear about definitions

“Using the terminology of LMI clearly locates the work of careers advisers and services in terms of national economic and educational policy interests.... However, to just use the language of LMI risks underplaying the much wider information needs of individuals and careers services, including critically, the importance of occupational and educational information.” (Alexander et al, 2019: 23)

Gaps in information

The literature identifies common gaps in information provision:


- regional and local LMI
- educational and vacancy data,
- data on transferability of skills
- More generally there are issues with fragmented provision a lack of integrated information, and the over-reliance on statistical data. There is a need for transformation into usable learning material.



Improving information

- Addressing gaps may involve:
 - Collaboration and coordination at national and local levels
 - Capitalising on the value of the internet to:
 - Open up production of information
 - Capitalise on collective information
 - Broaden and blend information types





LMI and career
services

Value of information on its own

Information is typically provided as part of other interventions, making the impact of information specifically difficult to identify

Information on its own is not sufficient:

- Grubb (2002) – argues value of information is limited because of limitations in concept of rational decision making.
- “information overload” can impede decision making (Yates, 2014; Savard et al., 2005; The Careers & Enterprise Company, 2016)

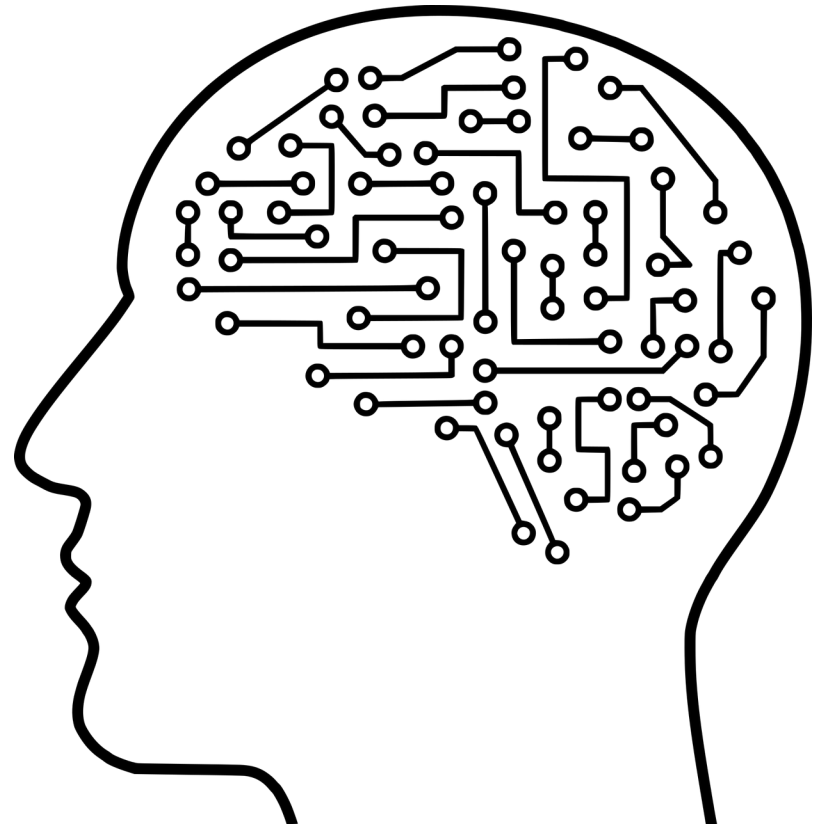


Value of information

- Targeted and timely, and in the context of bounded decisions (The Careers & Enterprise Company, 2016; McNally, 2016)
- “mediated” by career professionals – who can provide personalised recommendations, increase motivation, and help filter out “noise”. (e.g. Hiebert et al., 2011; Redekopp et al., 2013)
- Provided with a pedagogical design and purpose (e.g. Vigurs, Everitt and Staunton, 2017)



Information or becoming informed?





LMI in guidance

Different uses by models of guidance

- Trait and factor - information delivered by experts
- Humanistic – individuals supported to access information themselves
- Social learning – information for learning

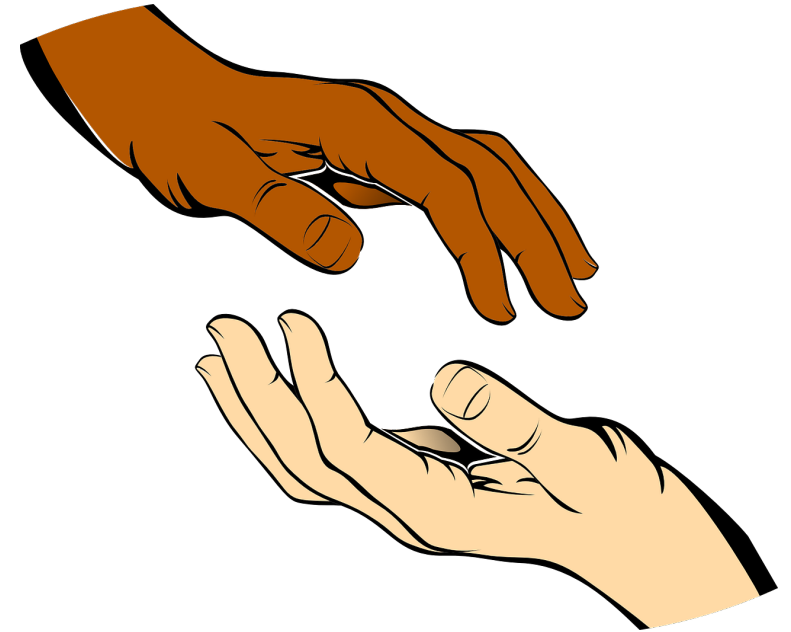
(Walsh, 1990; Attwell and Bimrose, 2017 and Bimrose et al., 2006)

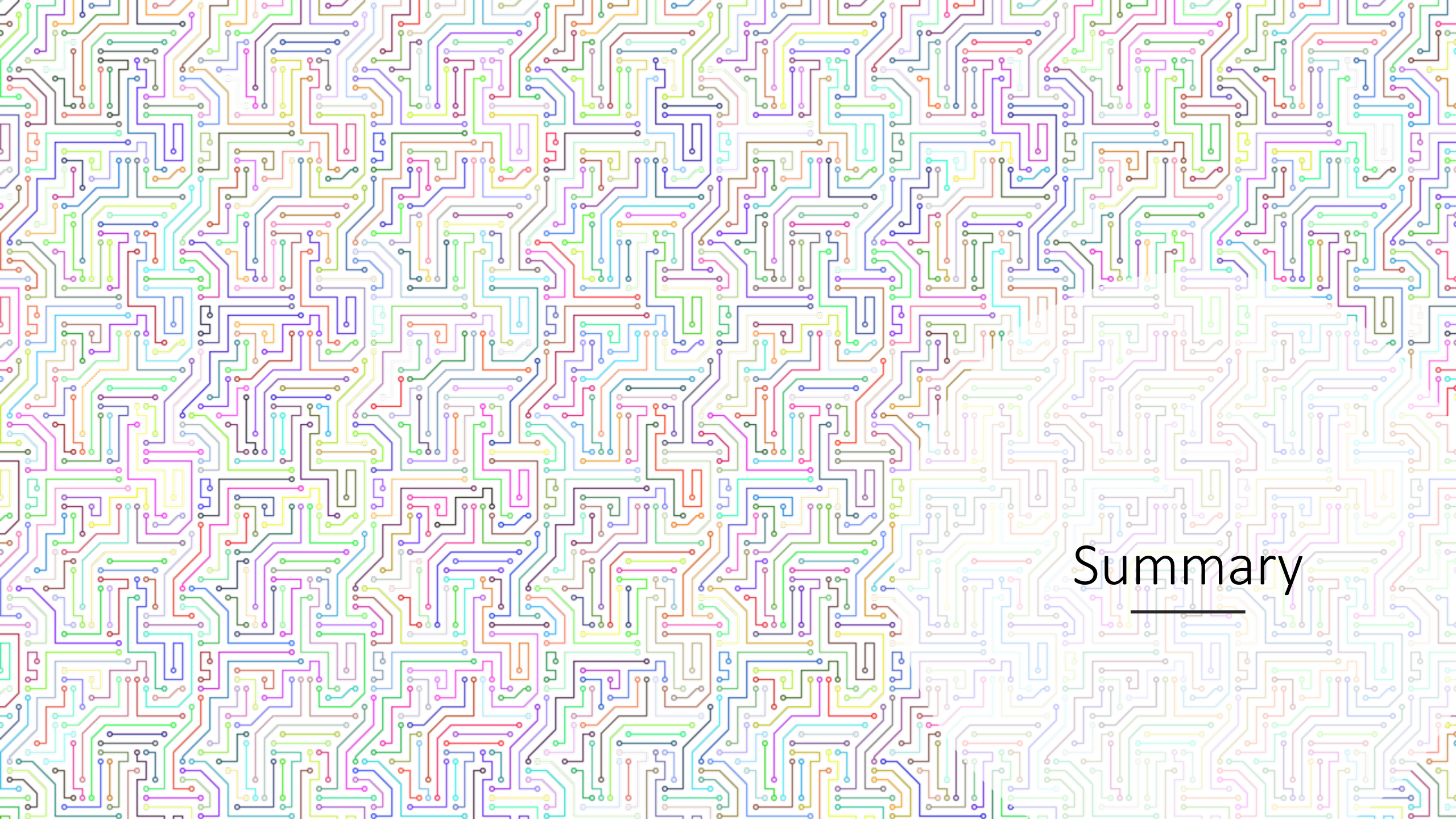
Other perspectives

- Critical – information provided as a means of critiquing the workplace
- Decision making styles – different individuals have different information needs (Bimrose, Barnes and Hughes, 2008)

Principles of delivery in 1-1 guidance

- Use information with care: make sure it is purposeful, clear and understandable
- Provide information sensitively, it can be challenging to an individual (e.g. Bimrose et al. 2006)
- Information may be used indirectly to support the process of guidance (e.g. Yates, 2014)
- Handling and using information requires a level of skill and competence and consideration of ethical issues





Summary

Key findings in the report

1. There is a need for a clear and inclusive view about what is meant by LMI.
2. Technology can improve access to LMI but can also create problems in terms of quality.
3. The LMI available to service users is not always sufficiently comprehensive.
4. For the end-user, the quality of LMI is more important than quantity.
5. Careers professionals need to be appropriately skilled in the use and mediation of LMI and keep their knowledge up to date.
6. The use of LMI should be linked to insights derived from the developing theories of careers decision-making.

References

Full references available via the report:

<https://www.educationdevelopmenttrust.com/our-research-and-insights/research/careers-and-labour-market-information-an-internati>