

Developing Information Technologies and Labour Market Information in Lifelong Guidance

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CEDEFOP

European Centre
for the Development
of Vocational Training

Aspire-igen

- * Largest provider of vocational training and careers guidance in the Yorkshire and Humber region
- * National Careers Service contractor
- * Provider of secondary school careers
- * Training centre for guidance professionals
- * 25 years of European partnership
- * Euroguidance centre for the UK



What to expect

- * Brief introduction to the ICT and LMI in Lifelong Guidance resources
- * Group work – training exercises
- * Feedback and questions

Cedefop

- * European Centre for the Development of Vocational Training
- * ‘develops the right policies to provide the right skills’
- * Lifelong guidance a priority
- * Commissions projects on the development of Lifelong Guidance across Europe

Why ICT and LMI?

- * **Effective use of ICT and LMI in lifelong guidance** can help labour markets to respond better to changing needs, by informing individuals about opportunities that fit their interests, skills and abilities
- * Digital tools are use to the advantage of users and practitioners leading to improved guidance and counselling services
- * LMI usually extracted from databases (statistics, occupational information, vacancies) ICT therefore has a strong role in the distribution of information
- * Supports a ‘multi-channel’ approach of guidance services (not about pushing everybody online)



National Careers Service



UddannelsesGuiden



LMI for All



Nodarbinātības valsts aģentūra



25 Best Practices

Resources for professionals

The project

Resources for guidance - *Developing Information Technologies and Labour Market Information in Lifelong Guidance*



Online LMI toolkit

Handbook of
Transferable
Practices

Training manuals
for guidance
professionals

The Toolkit

Resources for guidance - *Developing Information Technologies and Labour Market Information in Lifelong Guidance*

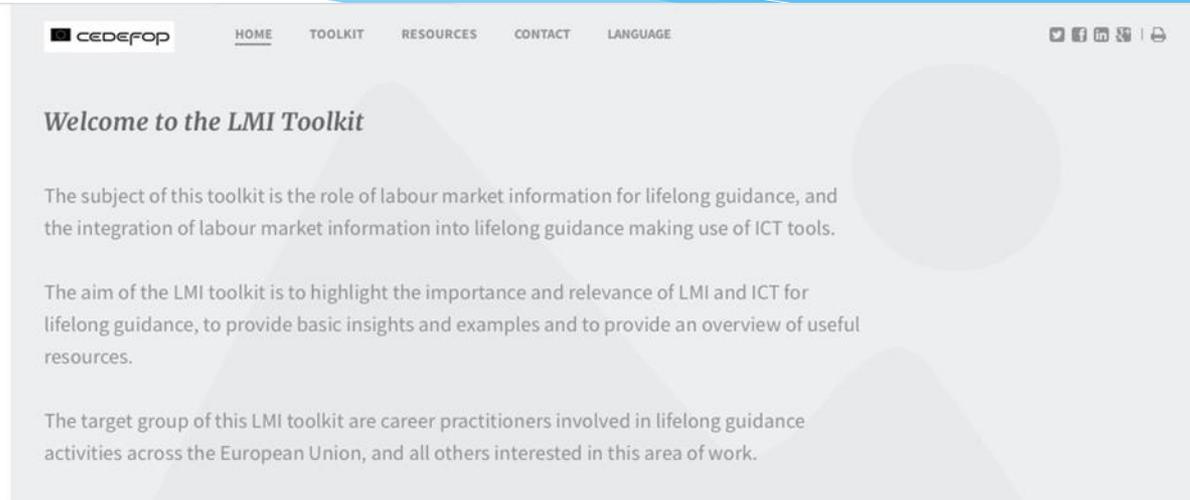
The **aim** of the LMI toolkit is the following:

- to raise awareness about the role and importance of LMI for lifelong guidance;
- to provide basic insights and key tips about LMI and ICT for lifelong guidance;
- to provide an overview of useful resources, tools, manuals in relation to LMI and ICT for lifelong guidance and links to these resources.

The target group of the LMI toolkit are **practitioners** involved in lifelong guidance activities across the European Union.

The Toolkit

Resources for guidance - *Developing Information Technologies and Labour Market Information in Lifelong Guidance*



The screenshot shows the homepage of the Cedefop LMI Toolkit. At the top, there is a navigation bar with the Cedefop logo and links for HOME, TOOLKIT, RESOURCES, CONTACT, and LANGUAGE. Social media icons for YouTube, Facebook, LinkedIn, and Twitter are also present. The main content area features a large heading "Welcome to the LMI Toolkit" followed by three paragraphs of introductory text. The background of the page has a faint, stylized graphic of a person's head and shoulders.

cedefop [HOME](#) [TOOLKIT](#) [RESOURCES](#) [CONTACT](#) [LANGUAGE](#)     

Welcome to the LMI Toolkit

The subject of this toolkit is the role of labour market information for lifelong guidance, and the integration of labour market information into lifelong guidance making use of ICT tools.

The aim of the LMI toolkit is to highlight the importance and relevance of LMI and ICT for lifelong guidance, to provide basic insights and examples and to provide an overview of useful resources.

The target group of this LMI toolkit are career practitioners involved in lifelong guidance activities across the European Union, and all others interested in this area of work.



What is this **toolkit** about?

[LEARN MORE](#)



What is LMI for **lifelong guidance**?

[LEARN MORE](#)



How can you **integrate LMI** in your **guidance activities**?

[LEARN MORE](#)



What kind of **LMI skills** do you need?

[LEARN MORE](#)



How can you work with **groups with special needs**?

[LEARN MORE](#)



Where can you find **country-specific information**?

[LEARN MORE](#)

The Toolkit

Resources for guidance - *Developing Information Technologies and Labour Market Information in Lifelong Guidance*

- ❖ Examples
- ❖ a reference point for websites, online platforms, online guidance tools
- ❖ a self-study tool
- ❖ training tool in seminars, workshops and (train the trainer) trainings
- ❖ Checklist / benchmark for LMI initiatives
- ❖ Supporting interaction between practitioners
- ❖ Kind of wiki where new insights can be added

The Handbook of Transferable Practices

- ❖ Aimed at policy makers and decision makers
- ❖ Summary of 25 best practices using ICT and LMI in guidance
- ❖ Cases categorised by overall aim
- ❖ Includes a ‘decision making tool’ for assessing the transferability of a particular practice

The Handbook of Transferable Practices

| Construct | Factors/Criteria | Questions |
|---|--|---|
| Relevance <i>Answers to the following questions</i> Can the results be generalised? Can we expect the same results? | Objective(s) of the practice | Is the practice targeting the same LLG priority objective(s) in the donor and in the target context? <i>(e.g. Improving employability, Career Management Skills, supporting people at risk and disadvantaged groups, raising the skills and qualifications of young people, etc.)</i> |
| | Magnitude of the LLG challenge(s) addressed in the target context | Does the same need(s) exist? Do these LLG challenges exist in our setting? <i>(e.g. Tackling unemployment, facilitate knowledge exchange among practitioners, transition from school education to career selection, etc.)</i> Does the practice function as a one-stop-shop that addresses multiple LLG challenges? Are there any similar initiatives that already address these LLG challenges in our context? What is the baseline prevalence of the LLG challenges in our context? How many people in our context are affected by these challenges? How does the above compare with the prevalence of the LLG challenges described in the donor situation? Are the problems caused by these LLG challenges as large as in the donor context? What is the difference between the two contexts? |
| | Magnitude of the potential reach of the practice | Did the practice help the organisation in the donor context to achieve its objectives and strategic plan? Can we reach a large proportion of our target user groups by using this practice? What will be the coverage rate for our main target groups? Can this practice lead to increased usage rates by our current users/ customers? Will this practice help our organisation to enhance its services, processes and technological competences so as to attract new user groups? Does the practice have the potential to lead to higher user satisfaction rates? Will the practice lead to increased number |

| Construct | Factors/Criteria | Questions |
|---|---------------------------------------|---|
| | | of users/ increased sales? Is the practice inclusive in addressing the needs of various target groups? |
| | Comparability of target groups | Do we target the same target groups with those targeted in the original? (e.g. school students, unemployed, adult education, career guidance practitioners, immigrants, etc.) Is our target population comparable to the population of the original context? Are there any differences in characteristics that could affect the effectiveness of the practice in the local setting? For instance: <ul style="list-style-type: none"> • Cultural factors (lifestyle, beliefs, preferences, behavioural factors, etc.) • Factors depending on their age, language, ICT literacy, educational background, etc. • Ethnicity, socio-economic, demographic factors, etc. |
| | Geographical relevance | Does the practice fit our geographical focus? Is the practice scalable? Has it successfully been scaled from local to regional or national level? |
| Contextual <i>Answers to the following questions</i> Is the context of the target setting appropriate for the uptake of the practice? How does the practice relate to the key enabling environment in the target context? | Political acceptability | Does the objective of the measure match with political priorities of our context? <i>(e.g. alignment with local/ regional/ national LLG policies or growth strategies, policies promoting ICT and LMI tools, etc.)</i> Does it conform to existing local/regional/national regulations and policies? Does it have contradicting effects? (e.g. LLG regulations, data privacy regulations, etc.) Is the practice in line with the national curricula and LLG framework of the target context? It is in line with the ELGPN guidelines? What are the government's indicators for success of practices that correspond to its LLG priorities? Has the practice yielded similar results in the donor's context? Is the socio-economic context that has led |

Training

These Training Modules are designed to help you **advance the quality of careers guidance** and to enable your clients to have positive outcomes from the interaction.

They target **career professionals and managers of guidance services**. They are designed to be 'localised' – ie adaptable to different career services/roles

The Training Modules

- * Module 1: What are the benefits and issues of using online LMI and guidance?
- * Module 2: How to select the right online tool
- * Module 3: Supporting clients to use ICT for LMI
- * Module 4: Writing LMI for the web
- * Module 5: Practical and technical requirements of ICT
- * Module 6: Engaging with networks to develop LMI
- * Module 7: Developing a digital strategy for the use of LMI

The Training Modules

| Task (Items in italics require localisation) | Commentary | Time |
|---|--|---------|
| What information do practitioners need to record about clients and why? | Discussion | 30 Mins |
| <i>What is required by your organisation?</i> What is good practice? Why is it good practice? | So that another adviser working with the clients knows what guidance the client has received. | |
| Where is the information recorded? | <i>Name of the database</i> | |
| What reports do we produce from this information? | <i>If trainees are from various organisations ask what their organisation requires.</i> | |
| Recording information for the member of public: Do you currently give a written report of your interview/interaction to the client? If so, what is this called and what is its purpose? | Summary of guidance received, Action Plans, Activity Worksheets, SMART objectives etc. | |
| Which LMI activities or recommended activities could you put in the report? | Discussion | |
| Which resources would you recommend? | Discussion | |
| How do you protect client personal information? On your computer? By e-mail? | <i>Company policy</i> Lock the screen; ensure other clients cannot see the display screen. Password protection, encryption, some organisations will prohibit sending data by e-mail. | |

1.5 Issues an adviser must recognise and resolve

Activity: In pairs write down what you would do in the following situations. Share your ideas with the group.

| The client is unable to access online LMI resources due to: | Example solutions | Time |
|---|--|---------|
| No access to internet/IT equipment/mobile devices. | Recommend the client uses a public service such as libraries/public government offices/internet café/employment centre. | 15 Mins |
| IT illiterate. | Will require showing what to do by the adviser either in a one to one situation or in a group for other people with low level IT literacy. Some people will not be capable of using IT on their own. | |
| Non-native speakers: what is available to help this group of people access LMI? | Some websites/pages available in their home language, a friend to translate, group work led by a home language speaker. | |
| Non-native speakers with low oral comprehension. | Language lessons, support into employment. | |
| Non-native speaker with good oral skills but low reading ability in the new language. | Online translator such as Google translator. WARNING how do you know the translation is accurate? | |
| What kind of LMI is useful for anyone who cannot speak the official language? | Consider what jobs they can do. Where will the jobs be? Are they available in this area? Are there any useful websites or printed materials available in their home language? | |

Activity: Reflection

Time: 30mins

What would you say is the value of using ICT & LMI in the guidance process?

What are the major issues stopping practitioners in your organisation using ICT & LMI in their guidance?

Organise your points in a SWOT analysis



| Strengths | Weaknesses |
|---------------|------------|
| | |
| Opportunities | Threats |
| | |

Localisation

- * References to software used by the organisation
- * Recommended sources of LMI – local, regional, national, European;
- * Glossaries in the local language
- * Career Theories
- * Add local examples and relevant demonstrations/ real-life exercises
- * Links to videos/media in the native language
- * Adapt the delivery
- * Adapt the learning outcomes to the national profile of practitioners
- * Remove anything in the training manual that is not relevant to the trainees
- * Where to go for more information, e.g. A named person for support, relevant websites, further training courses, online training, further reading or self-study

Group Work

In groups, complete an exercise from one of the training modules (10 mins)

Nominate one person to briefly present your task and thoughts to the rest of the group (2 mins per group)

Plenary

Summary

- * What do you think?
- * Are the resources timely/useful/relevant?
- * Who would benefit from these resources?
- * Could these resources be further developed?