



OECD CAREER READINESS WEBINAR

THINKING ABOUT THE FUTURE: HOW TEENAGE ATTITUDES TOWARDS CAREERS ARE CONNECTED TO EMPLOYMENT IN LATER LIFE

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Some questions....

1. What do young people think about their futures in work?
2. Do the thoughts they have about their futures have any relationship to what actually happens to them in employment?
3. If so, why would this be?
4. What are the implications for practice?
5. What can schools do to encourage and enable more positive thinking?

Catalina Covacevich and colleagues (2021), *Thinking about the future: Career readiness insights from national longitudinal surveys and from practice*,

<https://www.oecd-ilibrary.org/docserver/02a419de-en.pdf?expires=1624014727&id=id&accname=ocid84004878&checksum=AE6F9777B1BB6366CE8C13D34E37FF6D>



What do we mean by ‘thinking about the future’?

Career certainty/uncertainty: the ability to name as a teenager the type of job expected in adulthood

Career ambition: the type of job anticipated

Career alignment/misalignment: whether a student plans on getting the education typically needed for their career ambition

Instrumental motivation: linking education to a future in employment

Career concentration: the ‘originality’ of career ambitions



The new analysis

Australia

Longitudinal Surveys of Australian Youth

2003-2013



Denmark

PISA-PIAAC

2000-2012



Switzerland

Transitions from Education to Employment 1

2000-2010





What we found?

Career certainty.

Australia (existing)	Australia (new)	Denmark (new)	Switzerland (new)	UK	US
3 (3)	0 (1)	1 (1)	1 (1)	5 (6)	2 (2)

12 out of 14 studies exploring the association between teenage career certainty and better employment outcomes find some evidence of it.

New findings:

Uncertain teenagers who are academically high performing earn 20% less than certain peers in Denmark and 11% less in Switzerland



What we found?

Career ambition

Australia (existing)	Australia (new)	Denmark (new)	Switzerland (new)	UK	US
1 (1)	1 (1)	0 (1)	1 (1)	8 (8)	2 (2)

13 out of 14 studies exploring the association between teenage career ambition and better employment outcomes find some evidence of it.

New findings:

- More ambitious Australian teenagers are 1.2% less likely to be NEET at age 25.
- More ambitious Australians (who do not go to university) earn 11% more than peers.
- More ambitious Swiss teenagers are 5.6 ppt more likely to be satisfied with their careers at age 25.
- More ambitious Swiss teenagers earn 14% more than less ambitious peers at age 25 (effects greatest for boys, lower achievers and students in VET programmes)



What we found?

Career alignment

Australia (existing)	Australia (new)	Denmark (new)	Switzerland (new)	UK	US
1 (1)	0 (1)	N/A	N/A	2 (2)	2 (2)

5 out of 6 studies exploring the association between teenage career alignment and better employment outcomes find some evidence of it.

New findings:

In Australia, no relationship was found between career alignment and better employment outcomes. Analysis was not possible of Danish and Swiss datasets.



What we found?

Instrumental motivation

Australia (existing)	Australia (new)	Denmark (new)	Switzerland (new)	UK	US
1 (1)	1 (1)	1 (1)	0 (1)	4 (4)	0 (0)

7 out of 8 studies exploring the association between teenage instrumental motivation and better employment outcomes find some evidence of it.

New findings:

- Australian teenagers who agreed that “school was a waste time” are 15 ppt less likely to be satisfied in their careers
- Danish teenagers who agreed that “I study to get a good job” are 5 ppt less likely to be satisfied in their careers
- Danish teenagers who agreed that “I study to get a good job” are 3 ppt less likely to be NEET



What we found?

Career concentration.

Australia (existing)	Australia (new)	Denmark (new)	Switzerland (new)	UK	US
0 (0)	1 (1)	1 (1)	0 (1)	0 (0)	0 (0)

2 out of 3 studies exploring the association between teenage career concentration and better employment outcomes find it.

New findings:

- More ambitious Danish teenagers with more ‘original’ career ambitions earn 15% more than peers with less original ambitions
- More socially advantaged Danish teenagers with more ‘original’ career ambitions earn 10% more than peers
- Less ambitious Australian teenagers with more ‘original’ career ambitions earn 6% more than peers



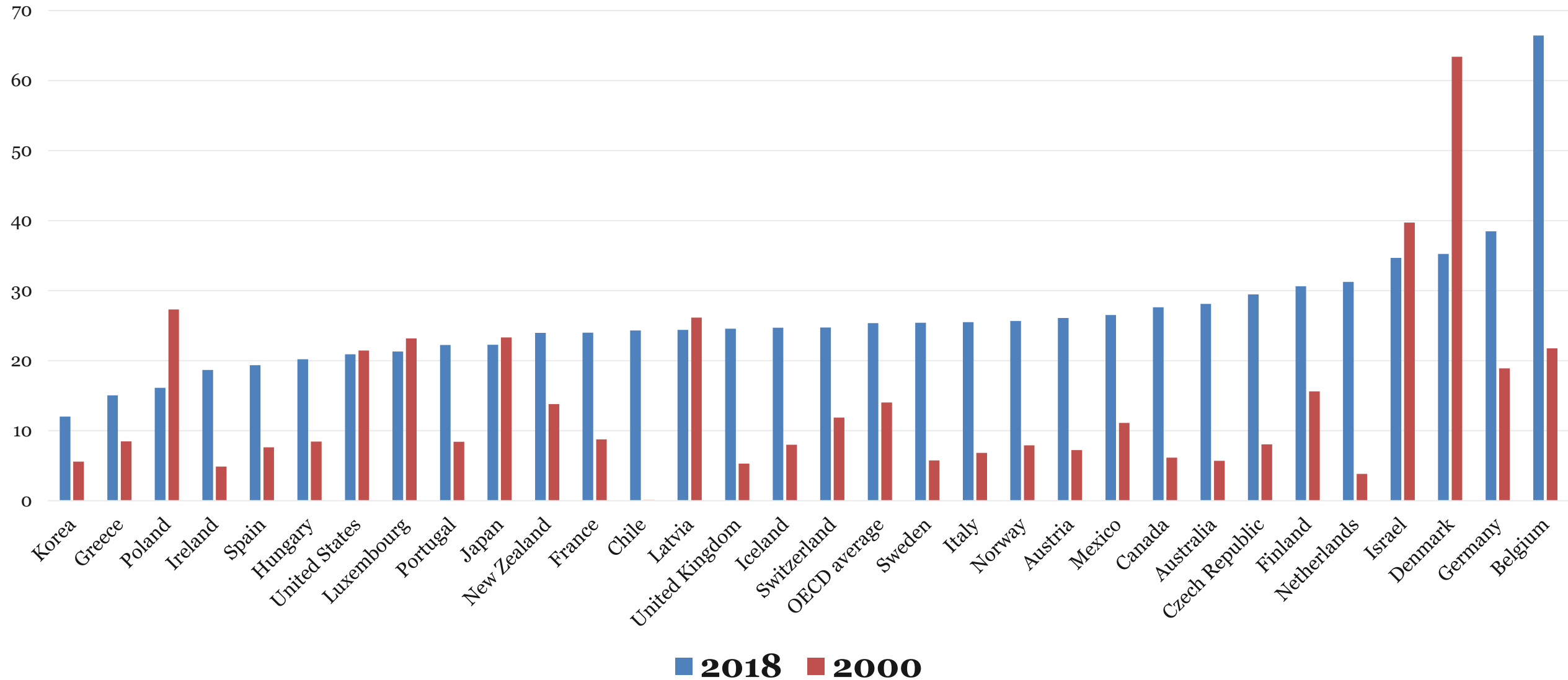
What seems to be happening?

- This data from national longitudinal surveys are imperfect glimpses into the lives of young people.
- Students who engage in serious thought about their futures in work and how they relate to their educational choices can anticipate better outcomes in their transitions into work.
- Students with considered, high and more original occupational ambitions which align with their educational plans provide confidence that they are developing agency and skills needed to successful transition into good employment is in development.
- They appear to be better placed to visualise and plan their futures.
- Where this is not the case - a possible disadvantage is identified and flags of concern are raised.



How do countries compare: “What kind of job do you expect to have when you are about 30 years old?”

Teenage career uncertainty, 2000-2018. OECD PISA data.

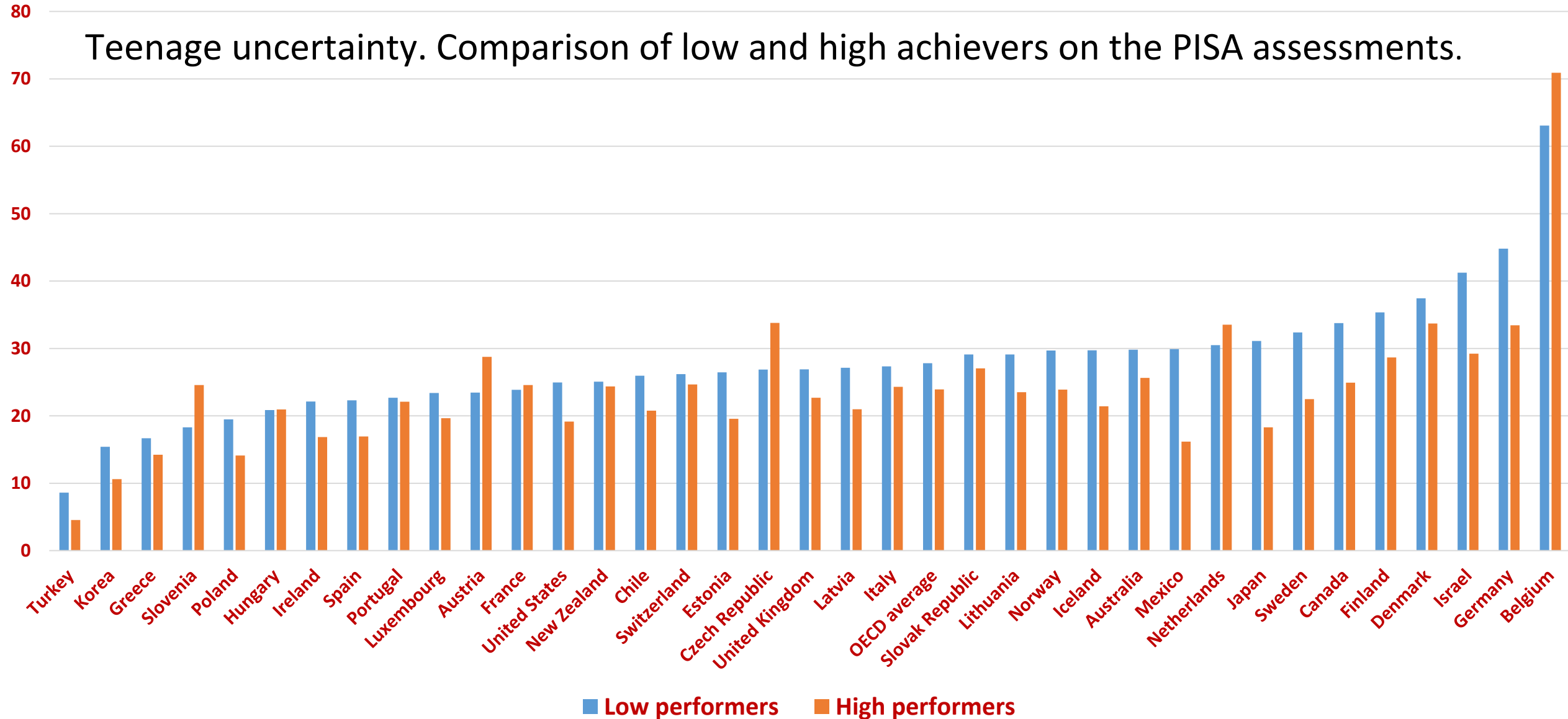




How do countries compare:

“What kind of job do you expect to have when you are about 30 years old?”

Teenage uncertainty. Comparison of low and high achievers on the PISA assessments.

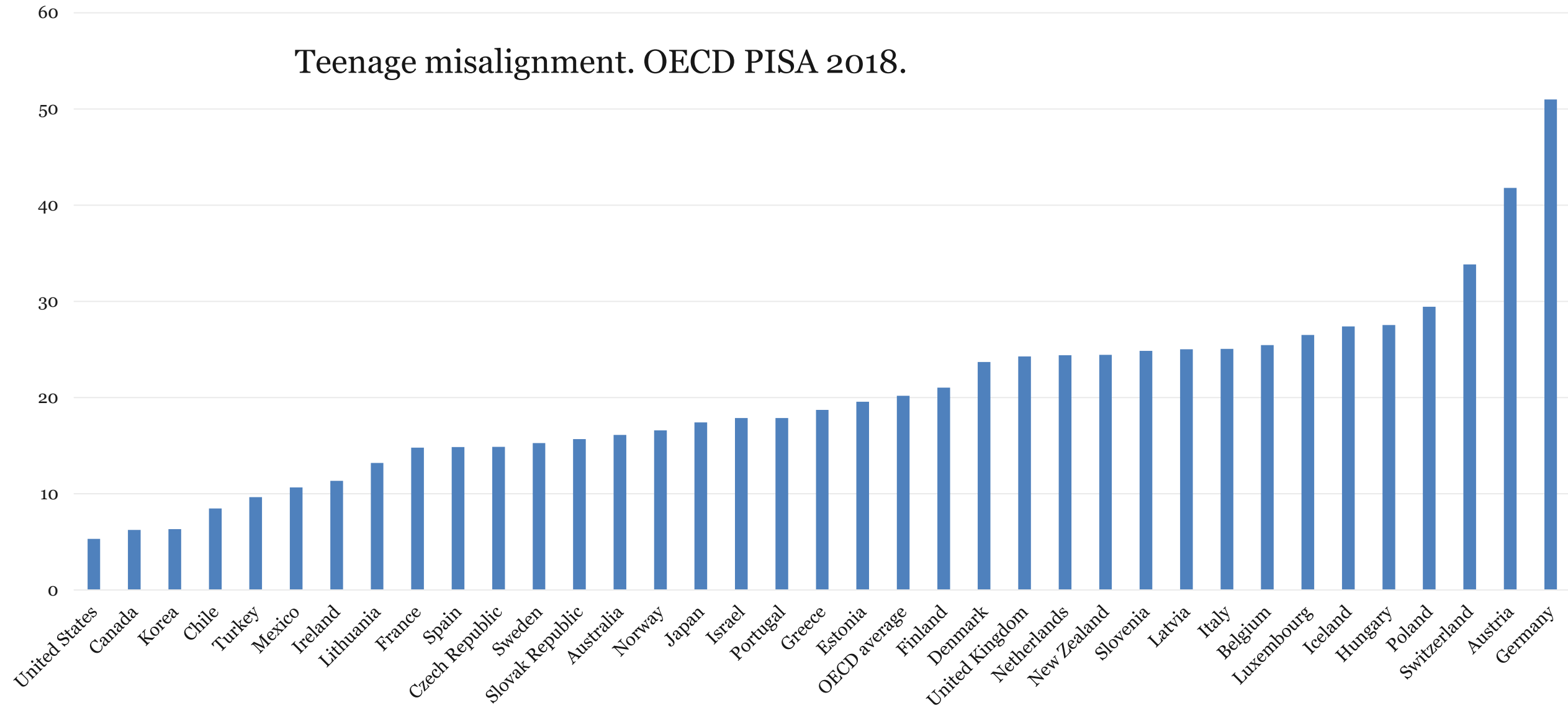


■ Low performers ■ High performers



How do countries compare: students not planning the education level typically required for managerial and professional jobs

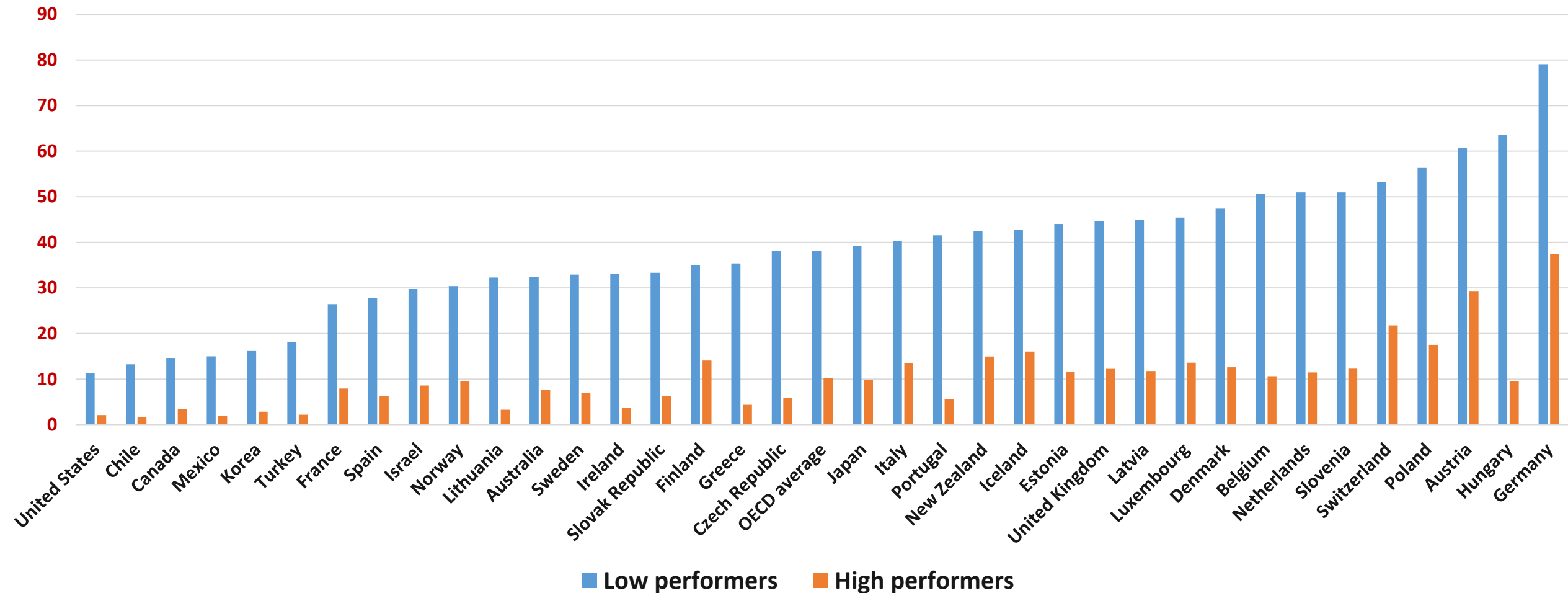
Teenage misalignment. OECD PISA 2018.





How do countries compare: misalignment - students not planning the education level typically required for managerial and professional jobs

Career misalignment. Comparison of high and low achievers on the PISA assessments.





What schools can do to enhance career thinking? Articulating, encouraging and enabling thinking about the futures in work.

Counselling



Questionnaires



Conversations



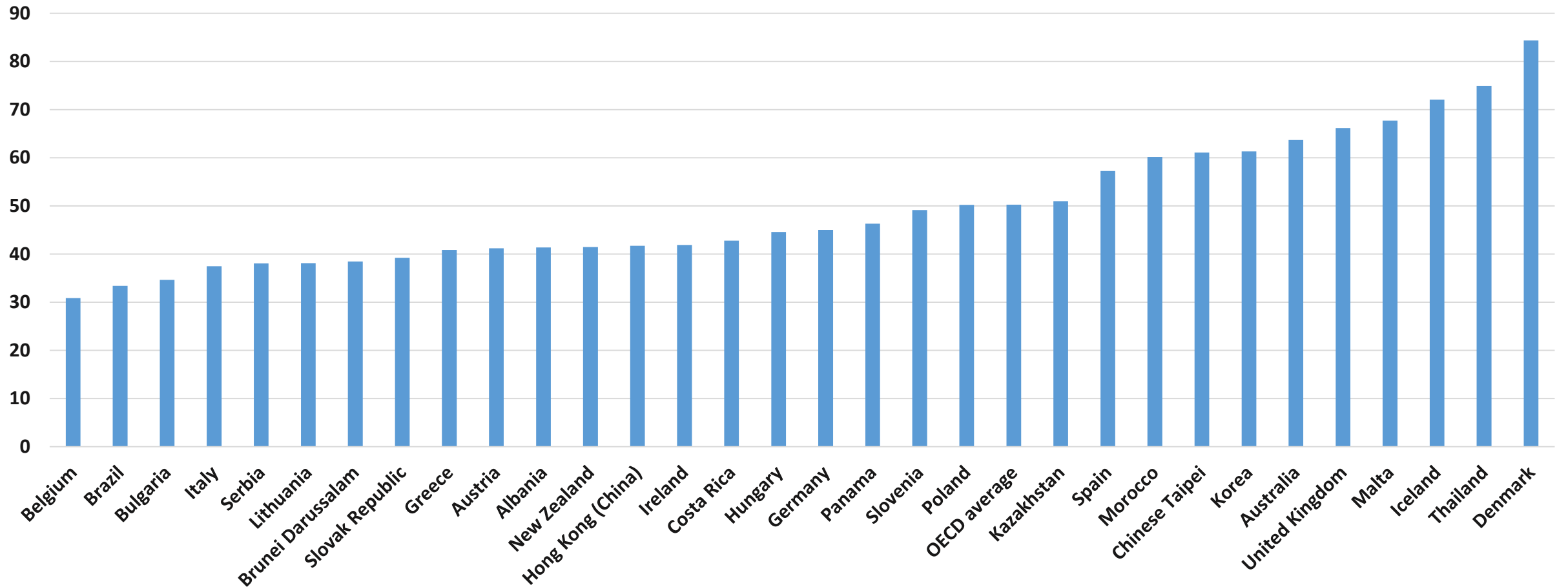
Employers





But in many countries, by the age of 15 many students have not had these experiences.... Career counselling.

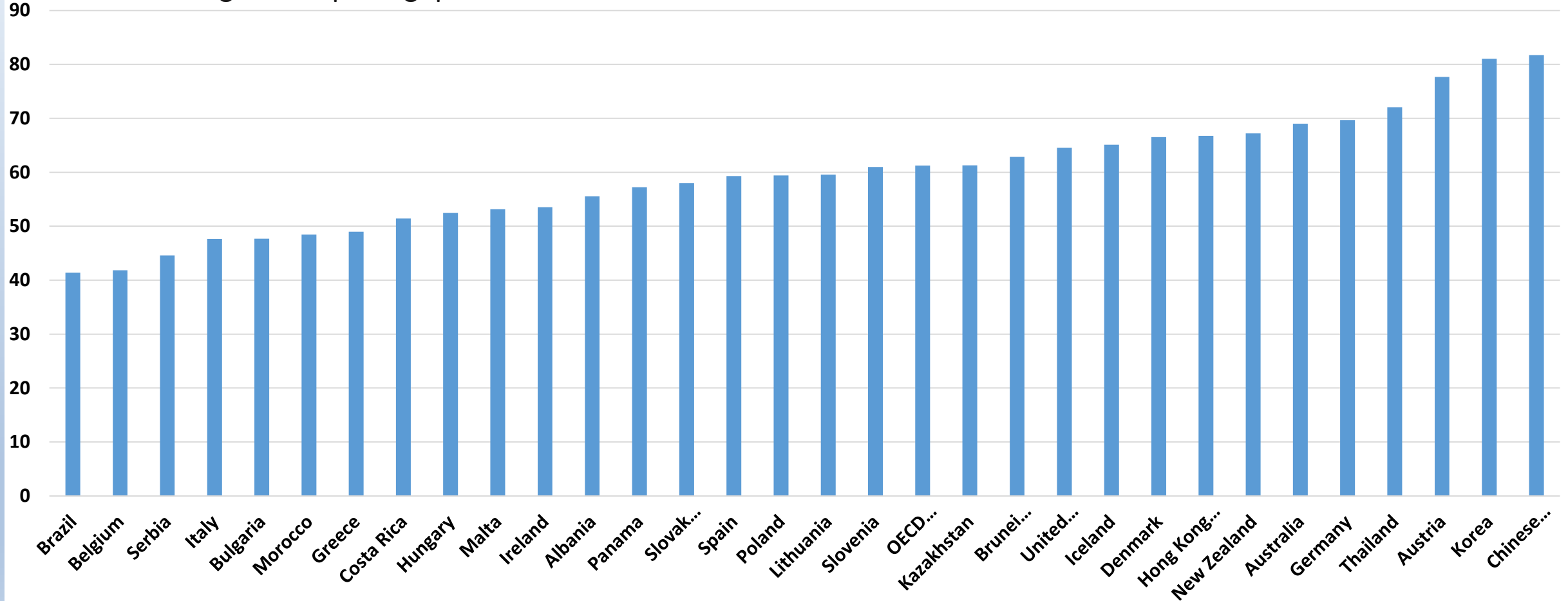
Teenagers speaking with a career counsellor in school. O.





But in many countries, by the age of 15 few students many students have not had these experiences...completing questionnaires.

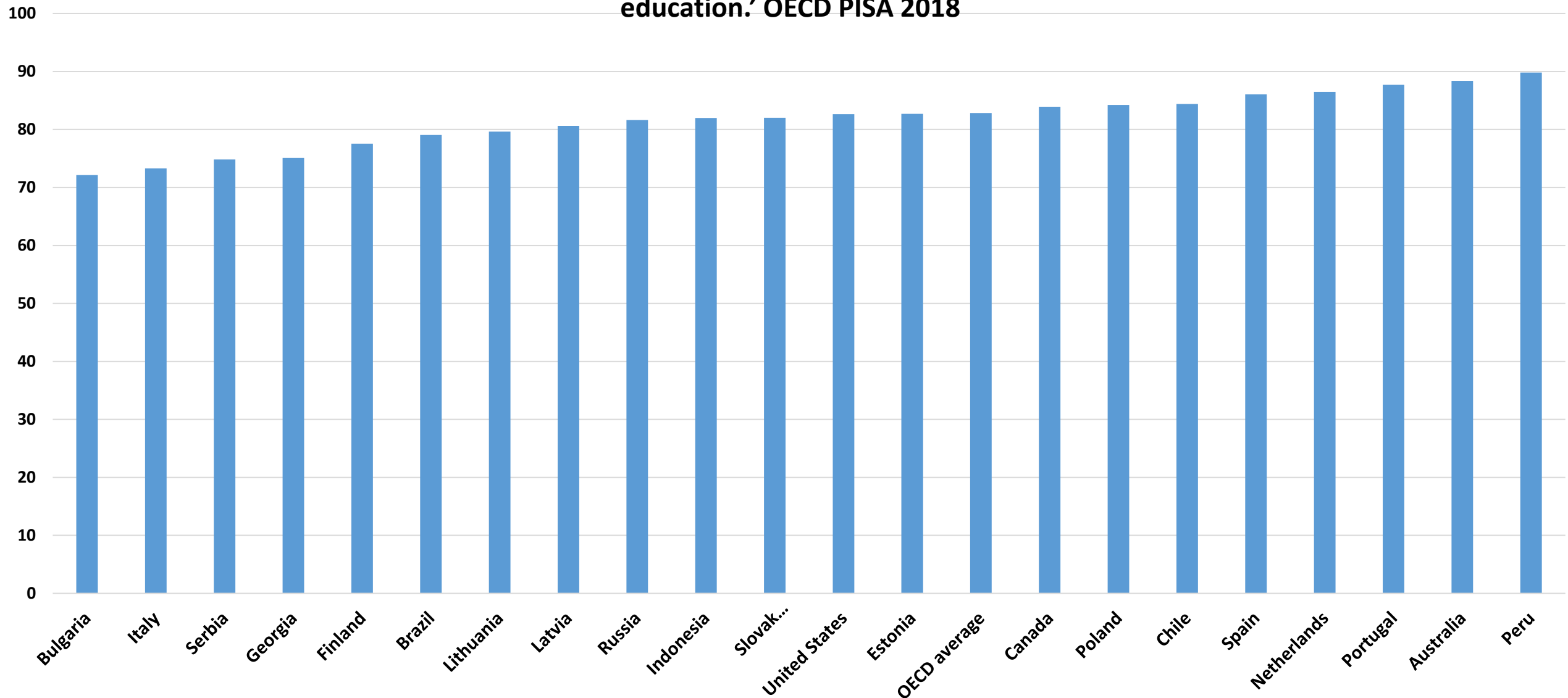
Teenagers completing questionnaires about their interests and abilities.





But in many countries, by the age of 15 few students many students have not had these experiences...having career conversations.

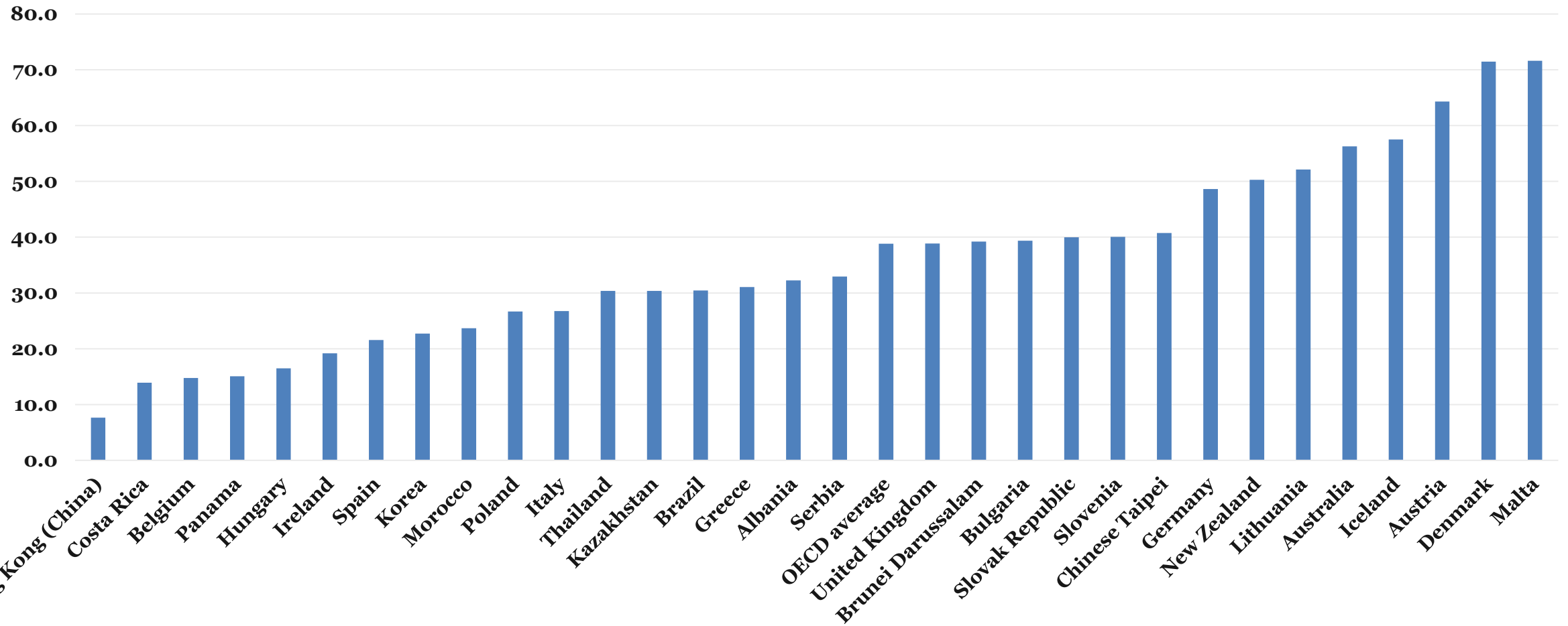
Teenagers had talked to someone 'about the job they would like to do when they finish their education.' OECD PISA 2018





But in many countries, by the age of 15 few students many students have not had these experiences...attending job fairs.

Teenage participation in job fairs.





“Students (even from the most disadvantaged backgrounds) have no lack of aspirations, but their aspirations often remain dormant at the back of their minds. It is not until you engage with them or have someone else engage with them that those aspirations come to the fore.”

- Beth Nalter, Careers Advisor, Green Bay High School, Auckland, New Zealand



Next steps

Confirmation of teenage indicators of career readiness	Papers for practice	Final conference
<p>Thinking about the future</p> <ul style="list-style-type: none"><i>Career certainty</i><i>Career ambition</i><i>Career alignment</i><i>Instrumental motivation</i><i>Career concentration</i> <p>Exploring the future</p> <ul style="list-style-type: none"><i>Career conversations with adults</i><i>Occupational exploration</i><i>Career development activities</i> <p>Experiencing the future</p> <ul style="list-style-type: none"><i>Teenage employment</i><i>Student internships</i><i>Teenage volunteering</i>	<p><i>Getting a job</i></p> <p><i>Engaging employers in guidance</i></p> <p><i>Exploring the future</i></p> <p><i>Experiencing the future</i></p>	<p>27 – 29 October</p> <p><i>DISRUPTED FUTURES</i></p> <p><i>International lessons on how schools can best equip students for their working lives</i></p> <p>Submit your proposals for practice and research papers by <u>7 July</u>.</p>



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Thank you!



The evidence base for four indicators

Analyses of national longitudinal datasets that look for and find evidence of adult employment outcomes (earnings, NEET, career satisfaction) related to teenage...

...Career certainty

12 out of 14 studies

Australia, Denmark, Switzerland, UK, US

...Career ambition

13 out of 14 studies

Australia, Switzerland, UK, US

...Career Alignment

6 out of 7 studies

Australia, UK, US

...Instrumental motivation

10 out of 11 studies

Australia, Denmark, Switzerland, UK



Twelve out of fourteen studies (in Australia, Denmark, Switzerland, UK and US) show positive adult employment outcomes linked to teenage career certainty

<p>(Sikora and Saha, 2011_[27]), <i>Lost talent? The occupational ambitions and attainments of young Australians</i></p>	<p>Longitudinal Surveys of Australian Youth (LSAY) 1998 (age 14-15) to 2008 (age 25)</p>	<p>Teenagers who are certain at age 15 about their career plans enjoy higher levels of “occupational status” at age 25 (effects greater for young women than young men).</p>
<p>(Sikora, 2018_[23]), “Aimless or flexible? Does uncertainty in adolescent occupational expectations matter in young adulthood?”</p>	<p>Longitudinal Surveys of Australian Youth 2006 (age 16) to 2016 (age 26)</p>	<p>Teenagers who are uncertain at age 15 about their career plans can expect to earn 6% less over their lifetimes than comparable peers (effects greatest for young people going into professional employment).</p>
<p>(Thomson and Hillman, 2010_[28]), <i>Against the odds: influences on the post-school success of “low performers”</i></p>	<p>Longitudinal Surveys of Australian Youth 2003 (age 15) to 2007 (age 19)</p>	<p>Low achieving teenagers who are certain at age 15 about career plans are more likely to be in education or employment and happier with their lives at 19 than comparable peers</p>



Instrumental motivation (A4): the ability of students agreeing that their schooling will be of long term value

Ten out of eleven studies (in Australia, Denmark, Switzerland and UK) show positive adult employment outcomes linked to teenage instrumental motivation

<p>(Thomson and Hillman, 2010_[28]), Against the odds: influences on the post-school success of 'low performers'</p>	<p>2003 cohort of the Longitudinal Surveys of Australian Youth (LSAY), age 15 in 2003, age 19 in 2007.</p>	<p>Lower achieving students who responded positively to a series of statements highlighting the value of the study of mathematics to future success, including in employment, were found to be significantly more likely to be successful at age 19 (defined in terms of satisfaction across difference aspects of their lives, including “career prospects”).</p>
<p>New OECD analysis (2021)</p>	<p>Longitudinal Surveys of Australian Youth age 15 (2003) to age 25 (2013)</p>	<p>Between youth that agreed or strongly agreed that “school has been a waste of time” and those who did not, there was a -15.1 percentage-point difference in reported job satisfaction at 25.</p>



Career Concentration (A5): possession of teenage occupational aspirations outside of the top ten most popular occupational expectations for that country

Two out of three studies (in Australia and Denmark) show positive adult employment outcomes linked to teenage career concentration

New OECD analysis (2021)

Longitudinal Surveys of Australian Youth age 15 (2003) to age 25 (2013)

At 25, on average, individuals who aspired to **non-popular, lower-skilled jobs** earn about 6% more than their comparable peers aspiring to popular, lower-skilled jobs.

At 25, on average, **girls** who aspired to popular, **lower-skilled** jobs earn about 15% less than their comparable male peers with similar aspirations.

At 25, on average, the more **socio-economically advantaged** who aspired to popular, lower-skilled jobs earn about 11% more than their comparable less socio-economically peers with similar aspirations, in Australia.



DISRUPTED FUTURES:

International lessons on how schools can best equip students for their working lives

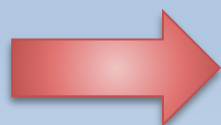
OECD conference – 27, 28 and 29 October 2021

A free online conference highlighting innovative research and practice

CALL FOR PAPERS - Practice and Research

The conference organisers are inviting submissions –

by 7 July 2021 - from researchers and practitioners interested in understanding how schools and communities can best prepare young people to succeed in work.



<https://www.oecd.org/education/career-readiness/lessons-how-schools-best-equip-students-working-lives-conference-october-2021.htm>