Career Readiness at the OECD

- Visit: www.oecd.org/education/career-readiness
  - ♦ Publications: working papers, policy briefs, national reviews
  - ♦ Online conferences and webinars
  - ♦ Examples of practice
  - ♦ Observatory on Digital technologies in Career guidance for Youth

- Register to join our 2024 Symposium on May 22nd, 2024.

- Email (career.readiness@oecd.org) to join our mailing list. Connect on LinkedIn or X (Twitter).

FUTURE DREAMING
Career Guidance in the Age of Digital Technologies
Wednesday 22 May 2024. Free virtual event.
OECD Career Readiness 2024 Symposium
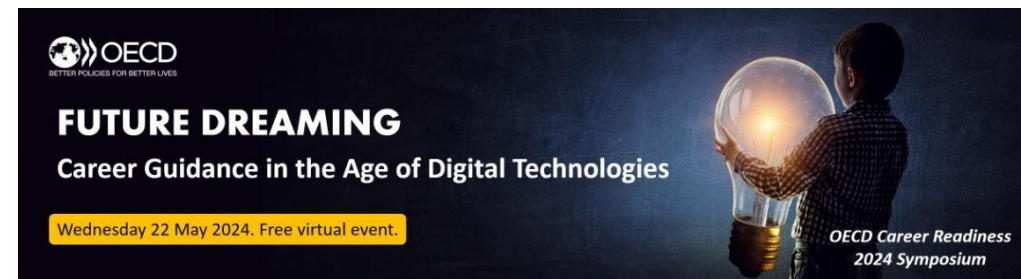
ODiCY

Observatory on Digital technologies in Career guidance for Youth

30+ case studies
Blogs from international thought leaders
Videos illustrating practice
Research papers

Search case studies by:
- Career development activity
- Country
- Technology
- Age group

www.oecd.org/stories/odicy

Background

What is PISA?

> **PISA**, conducted by the OECD, is a large-scale international study designed to evaluate educational systems by offering comparative data on students' abilities and skills. This helps governments and educators develop policies aimed at enhancing educational outcomes.

> Initiated in 2000, PISA is conducted every three years and engages over half a million students from more than 80 countries and economies.

> While primarily known for assessing the performance of 15-year-old students in mathematics, science, and reading, PISA also includes a comprehensive questionnaire that asks students about a range of topics.

> From this questionnaire over a thousand unique variables on students are produced, including several dozen directly related to career readiness. Such as:

> > Have you met with a career advisor in school?
> > Do you find pressure from family to follow a specific path?
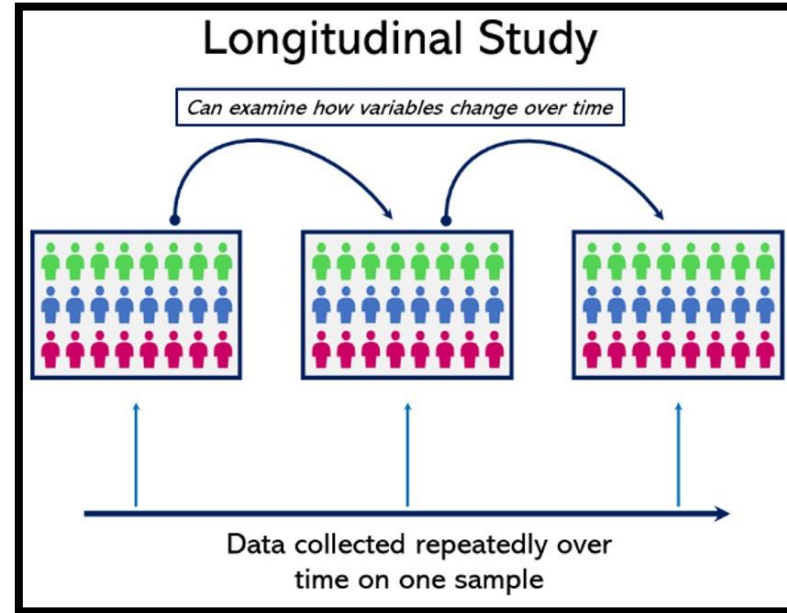> > What type of occupation do you expect to have at age 30?

How is data from PISA disaggregated?

> Data from PISA is disaggregated in several ways to provide a detailed understanding of young people across different dimensions.

> Here's a breakdown of the common ways in which PISA data is typically disaggregated:

1. **Country and Economy**: The primary level of disaggregation is by country or economy. PISA reports provide detailed results for each participating country or economy, allowing for international comparisons.
2. **Socioeconomic Status (ESCS)**: PISA often analyzes results based on the socioeconomic status of students. This includes factors like parental education, family wealth, and other indicators that can influence educational outcomes.
3. **Gender**: Data is frequently disaggregated by gender to examine differences in performance between male and female students.
4. **Immigrant Background**: PISA assesses the performance of students with and without an immigrant background to understand how migration might affect education results.
5. **Location**: Results are sometimes disaggregated by the location of the school, distinguishing between urban, suburban, and rural schools to explore how geographic context impacts learning.
6. **Type of School**: Data can be broken down by the type of school (public vs. private, for instance) to investigate how different educational environments influence student performance.
7. **Academic Performance**: PISA assesses students in reading, mathematics, and science, and the results are disaggregated by these domains to identify strengths and weaknesses in each area.

> These methods of disaggregation help educators, policymakers, and researchers identify specific areas where interventions might be necessary and where certain groups of students are excelling or facing challenges.

The OECD Career Readiness Indicators

> In addition to undertaking new analysis of PISA data, the OECD Career Readiness project has **reviewed existing studies of national longitudinal datasets** (including from the United Kingdom) to demonstrate how young people's employment outcomes are linked to the ways in which they as teenagers:

> > *explore* their potential futures in work,

> > *experience* workplaces through and/or outside of their schools, and

> > *think* about their futures in employment.

> Across a series of working papers, the project has identified fourteen potential indicators of career readiness, organized into these three categories.

> These indicators have been associated with:

> > Lower likelihood of being NEET (Not in Education, Employment or Training) status (i.e. Unemployed)

> > Higher earnings, and

> > Higher career satisfaction.

> In the analysis, a range of background characteristics that can be expected to influence school-to-work transitions were used as control variables (gender, SES, academic attainment etc).

Longitudinal Study

Can examine how variables change over time

Data collected repeatedly over time on one sample

> **Indicators of Career Readiness:**

> **Exploring the future**

> > Engaging with people in work through career talks or job fairs

> > Workplace visits or job shadowing

> > Application and interview skills development activities

> > Occupationally-focused short programmes (career pathways)

> > Career conversations – inc. with teachers

> **Experiencing the future**

> > Part-time working

> > Volunteering

> **Thinking about the future**

> > Career certainty

> > Career ambition

> > Career alignment

> > Instrumental motivation towards school
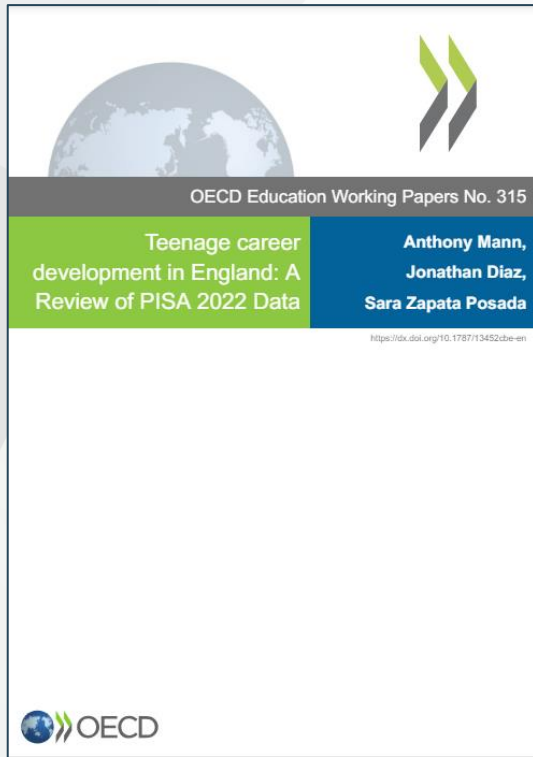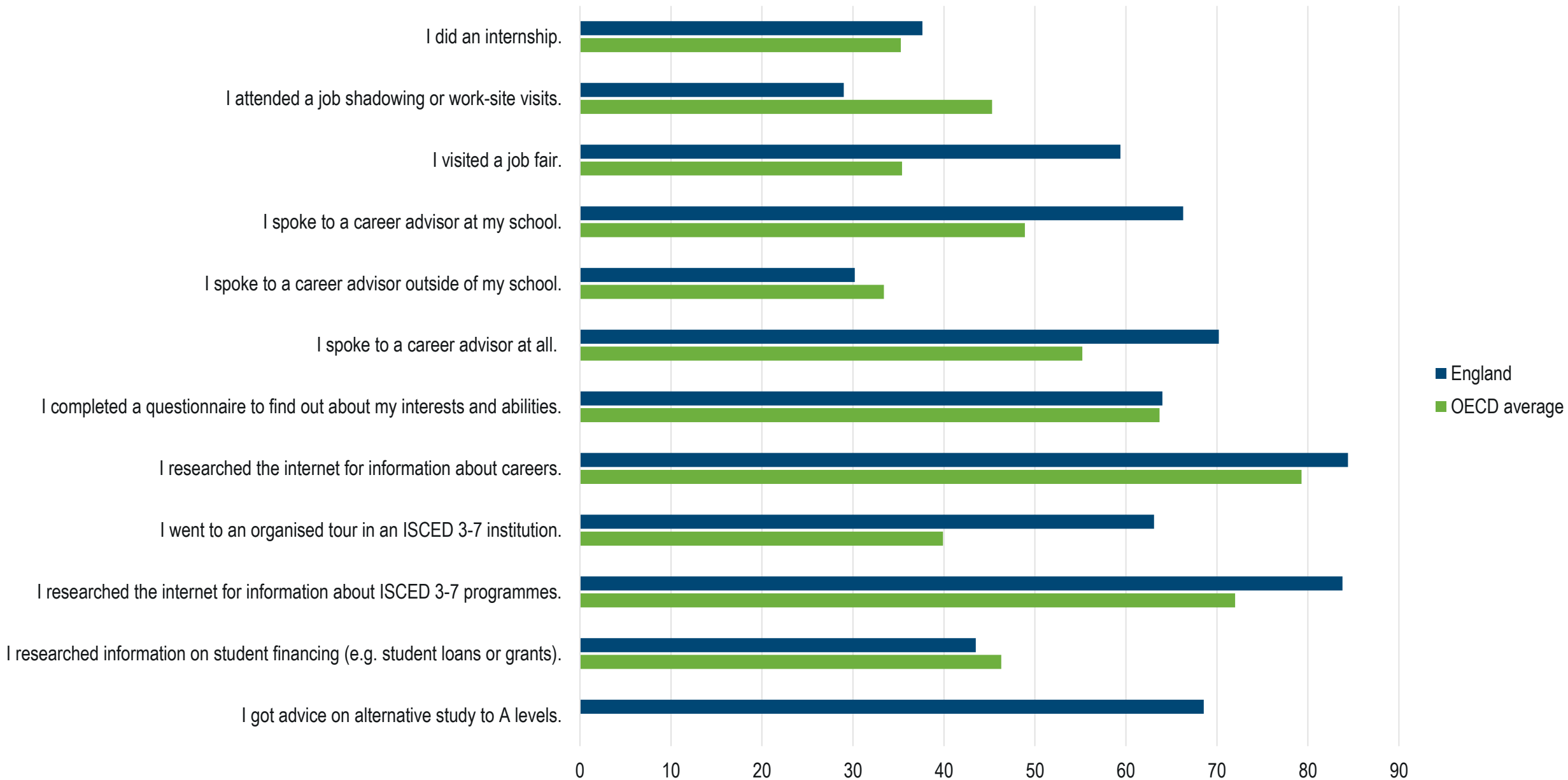
Results of England in PISA 2022

Mann, A., J. Diaz and S. Zapata Posada (2024), "Teenage career development in England: A Review of PISA 2022 Data", *OECD Education Working Papers*, No. 315, OECD Publishing, Paris,
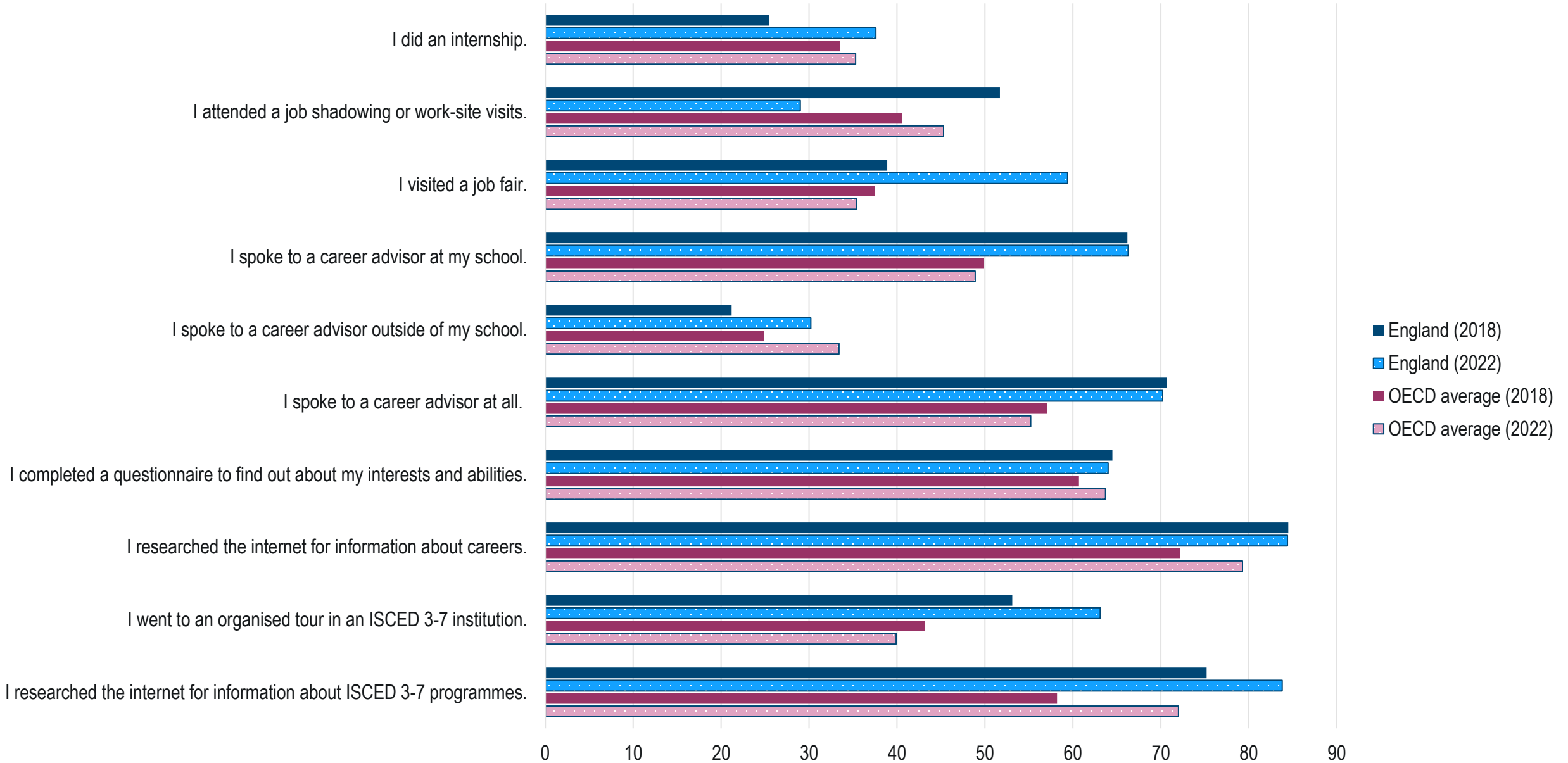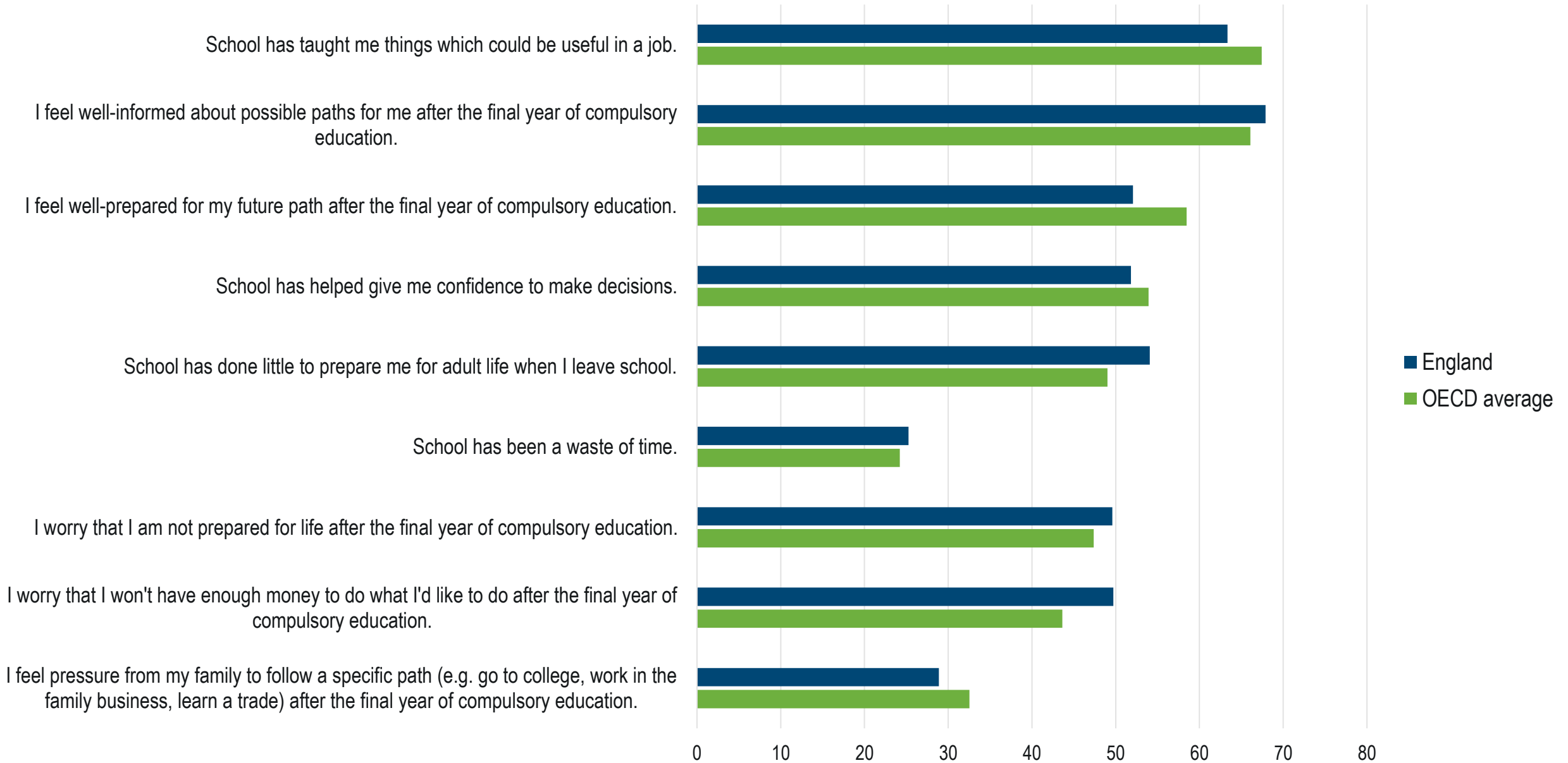
Career Development Activities. PISA 2022.

Legend:
- England
- OECD average

Activity	England	OECD average
I did an internship.	38	35
I attended a job shadowing or work-site visits.	29	45
I visited a job fair.	59	35
I spoke to a career advisor at my school.	66	49
I spoke to a career advisor outside of my school.	30	33
I spoke to a career advisor at all.	70	55
I completed a questionnaire to find out about my interests and abilities.	64	63
I researched the internet for information about careers.	84	79
I went to an organised tour in an ISCED 3-7 institution.	63	40
I researched the internet for information about ISCED 3-7 programmes.	84	72
I researched information on student financing (e.g. student loans or grants).	43	46
I got advice on alternative study to A levels.	68	

Career Development Activities. PISA 2018 and 2022.

Legend:
- England (2018)
- England (2022)
- OECD average (2018)
- OECD average (2022)

Activities (top to bottom):
- I did an internship.
- I attended a job shadowing or work-site visits.
- I visited a job fair.
- I spoke to a career advisor at my school.
- I spoke to a career advisor outside of my school.
- I spoke to a career advisor at all.
- I completed a questionnaire to find out about my interests and abilities.
- I researched the internet for information about careers.
- I went to an organised tour in an ISCED 3-7 institution.
- I researched the internet for information about ISCED 3-7 programmes.

Student perceptions of obstacles and enablers. PISA 2022.

Percentage of young people who cannot name an occupation that they expect to have at age 30. PISA 2022.

Top 10 occupational expectations among 15-year-old girls

	England			OECD average	
1	Lawyers	8.4%	1	Doctors	12.2%
2	Doctors	8.4%	2	Teachers	7.3%
3	Teachers	6.4%	3	Lawyers	6.5%
4	Psychologists	6.0%	4	Nursing and midwives	5.8%
5	Nursing and midwives	4.6%	5	Psychologists	5.3%
6	Designers	3.4%	6	Designers	3.7%
7	Actors	2.8%	7	Veterinarians	2.9%
8	Architects	2.3%	8	Architects	2.7%
9	Creative and performing artists	2.3%	9	Police officers	1.9%
10	Social work and counselling professionals	2.2%	10	Actors	1.7%
Total		**46.9%**	**Total**		**50.0%**

Top 10 occupational expectations among 15-year-old boys

England			OECD average		
1	Engineers	10.5%	1	ICT professionals	8.7%
2	Sportspeople	8.3%	2	Sportspeople	7.4%
3	ICT professionals	6.6%	3	Engineers	6.6%
4	Lawyers	4.8%	4	Doctors	5.2%
5	Science and engineering professionals	3.4%	5	Teachers	3.3%
6	Doctors	2.9%	6	Architects	3.0%
7	Architects	2.8%	7	Lawyers	2.8%
8	Actors	2.3%	8	Motor vehicle mechanics and repairers	2.5%
9	Designers	2.3%	9	Police officers	2.2%
10	Building and related electricians	2.2%	10	Managing directors and chief executives	2.2%
Total		**46.1%**	**Total**		**44.0%**

Career Ambition

Percentage of young people who expect to work in managerial or professional careers. PISA 2022.

England: 69.8

OECD average: 62.6
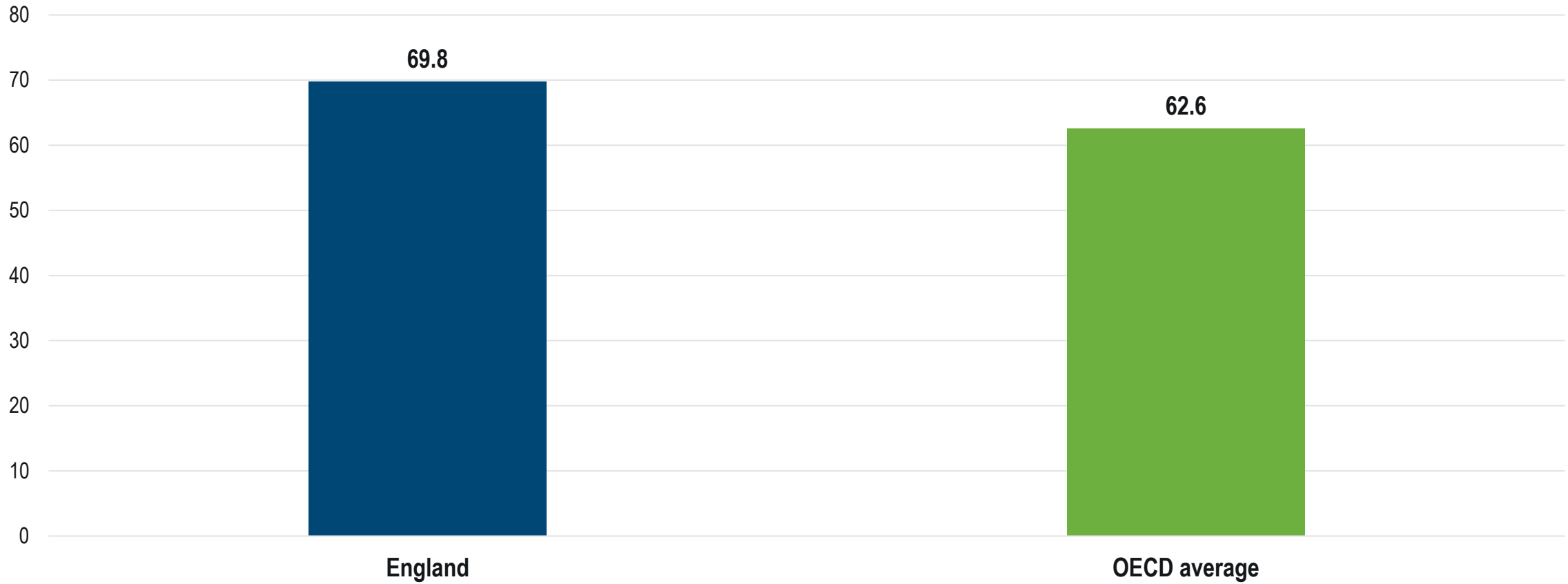
Percentage of young people whose educational and occupational expectations are not aligned. PISA 2022.
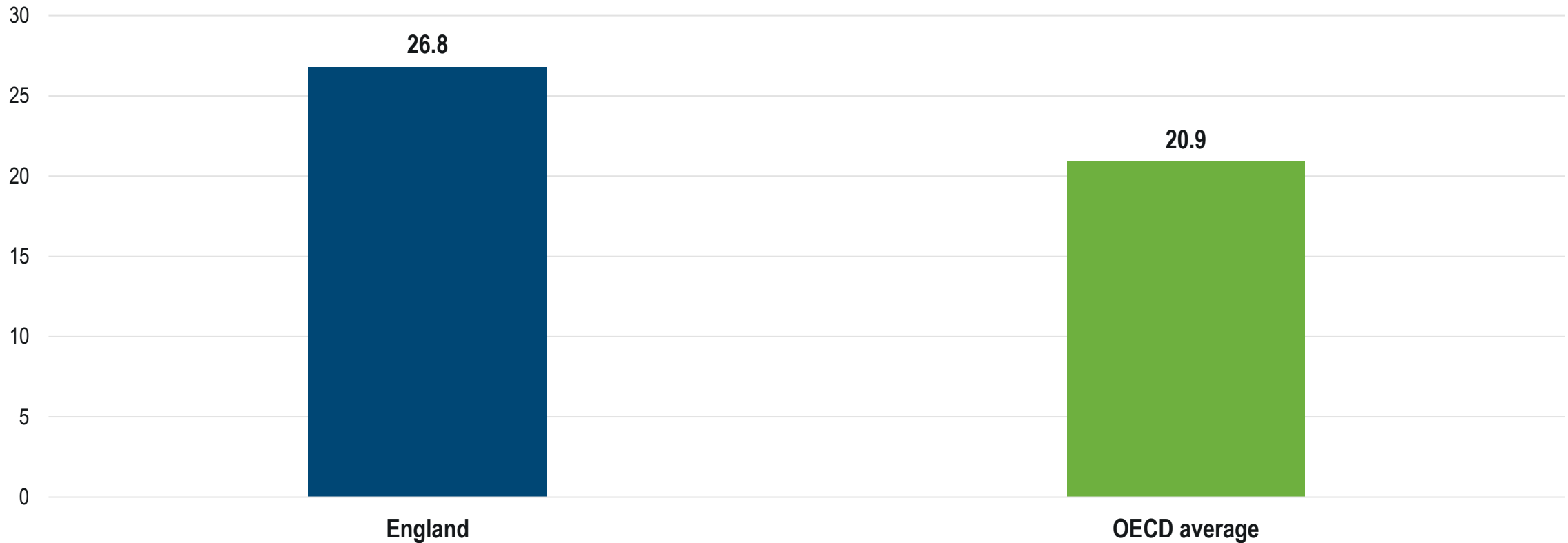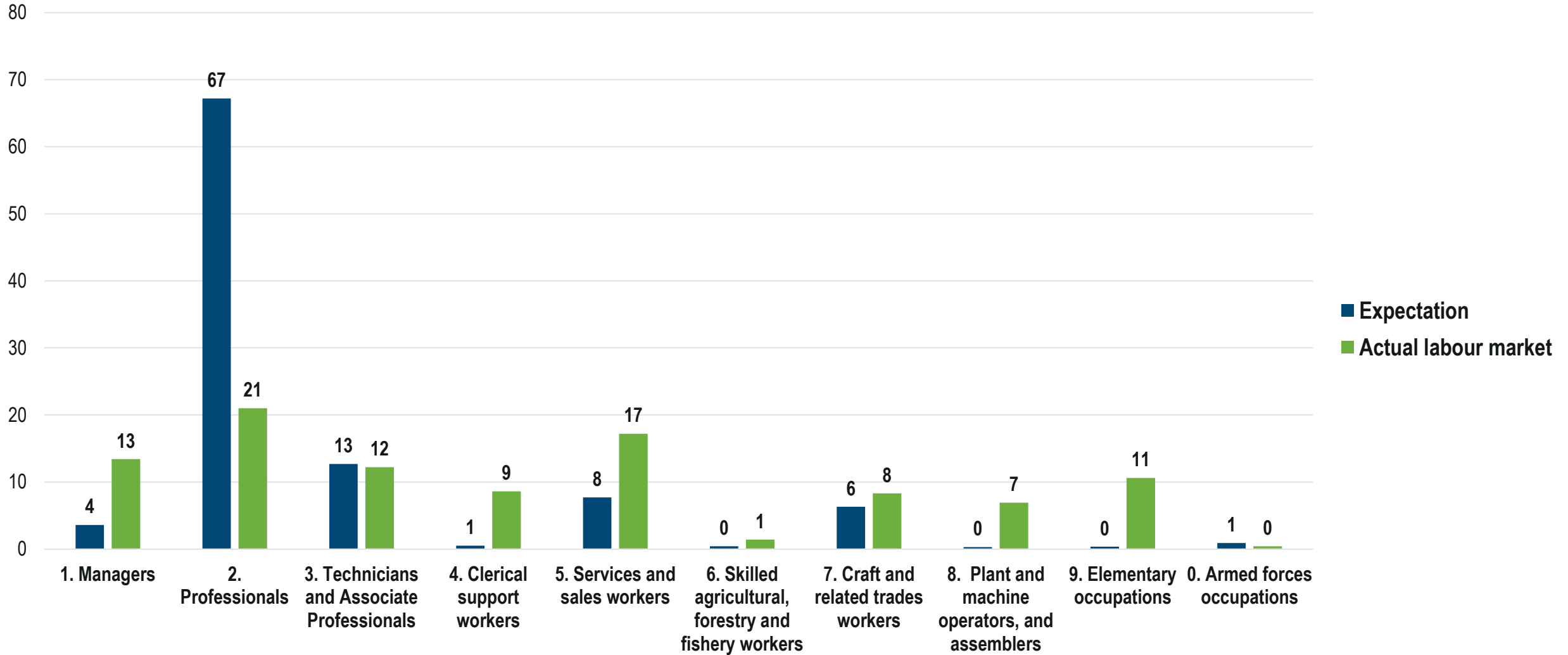

Student plans are classified as misaligned where individuals say they will work in a profession that typically requires a tertiary education (ISCO 1, 2 and 3), but do not expect to pursue this level of education.

Occupational expectations vs. Current Labour Market

Student career ambitions and actual labour market segmentation. England. PISA 2022.

Equity

OECD (2024), "Career guidance, social inequality and social mobility: Insights from international data", *OECD Education Spotlights*, No. 11, OECD Publishing, Paris

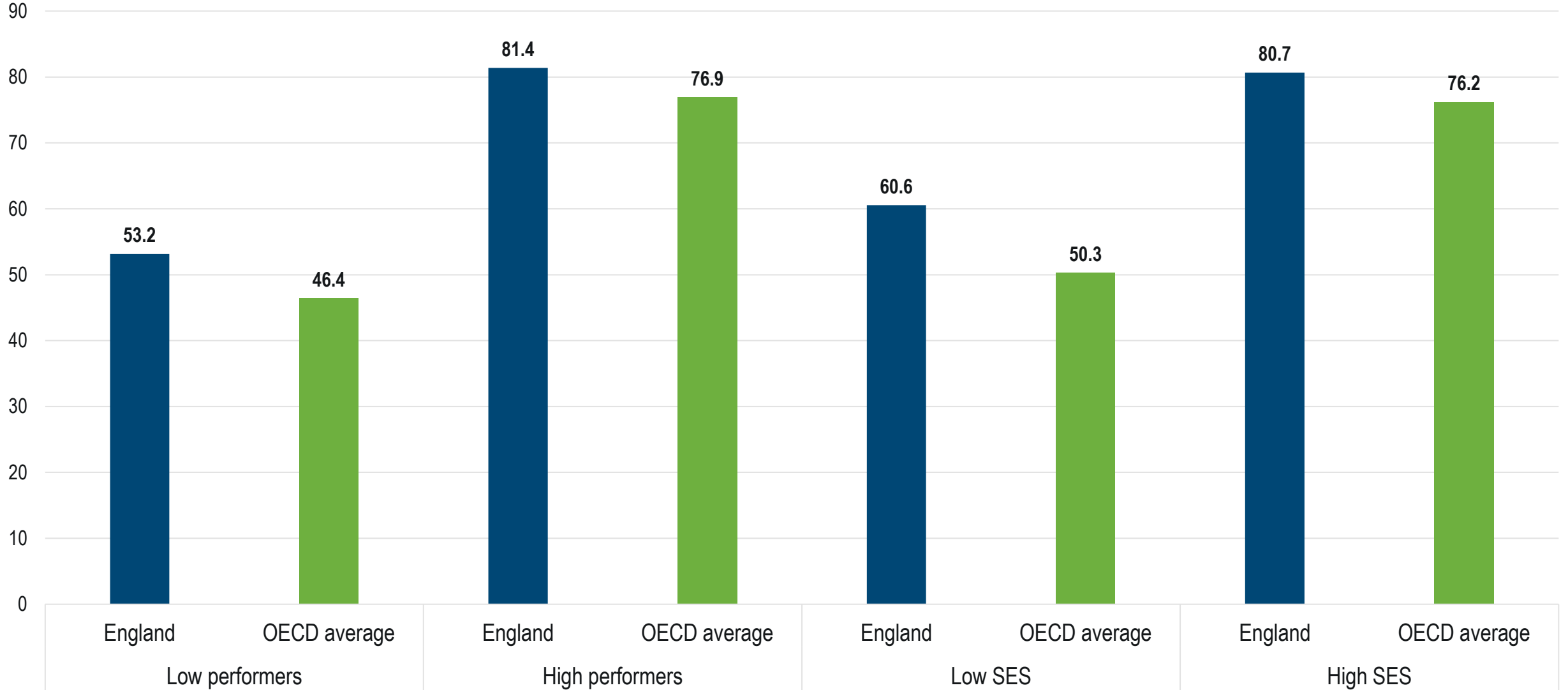# Career Uncertainty – low and high performers, girls and boys

Percentage of young people who cannot name an occupation that they expect to have at age 30. PISA 2022.

	Low performers		High performers		Boys		Girls	
	England	OECD average	England	OECD average	England	OECD average	England	OECD average
Percentage	53.7	43.8	37.7	34.0	50.5	41.2	44.4	36.4
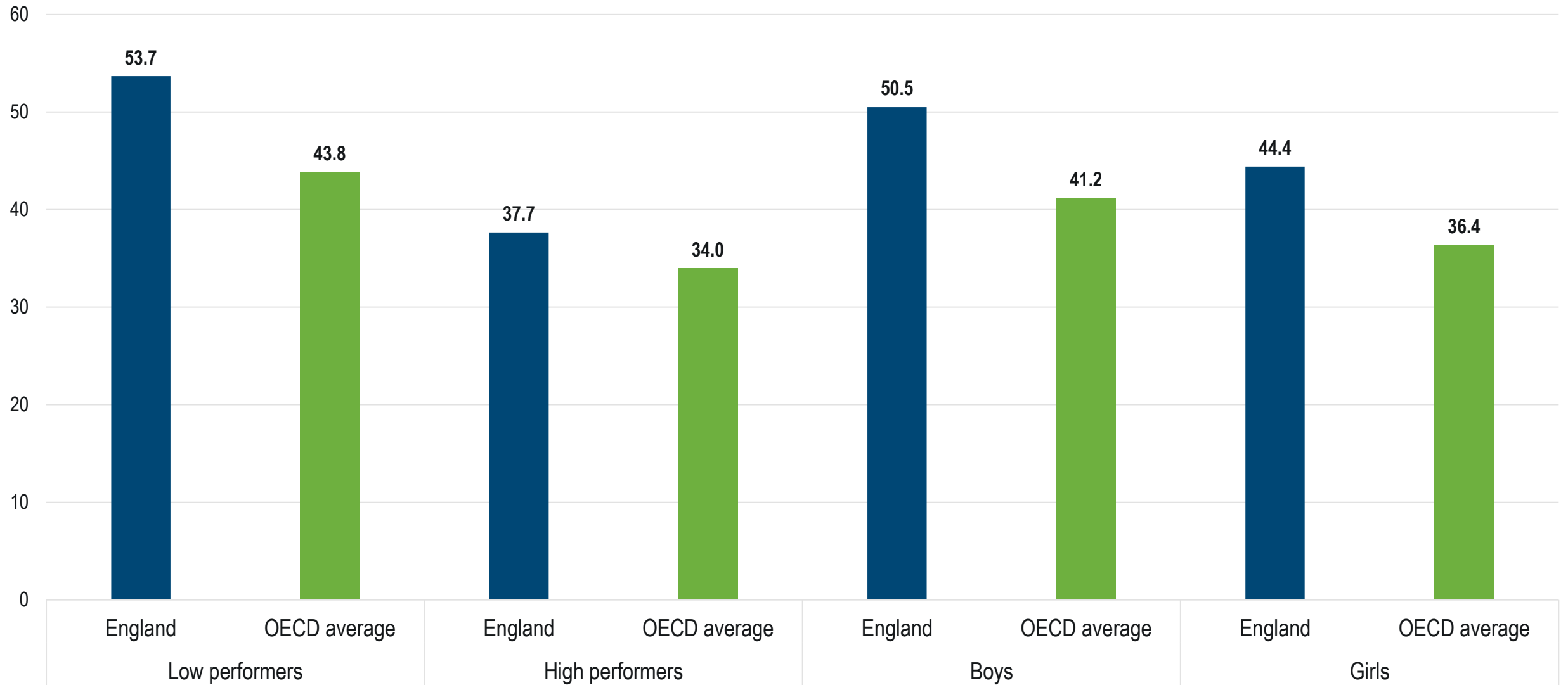
Career Ambition – low and high performers, low and high SES

Percentage of young people who expect to work in managerial or professional careers. PISA 2022.
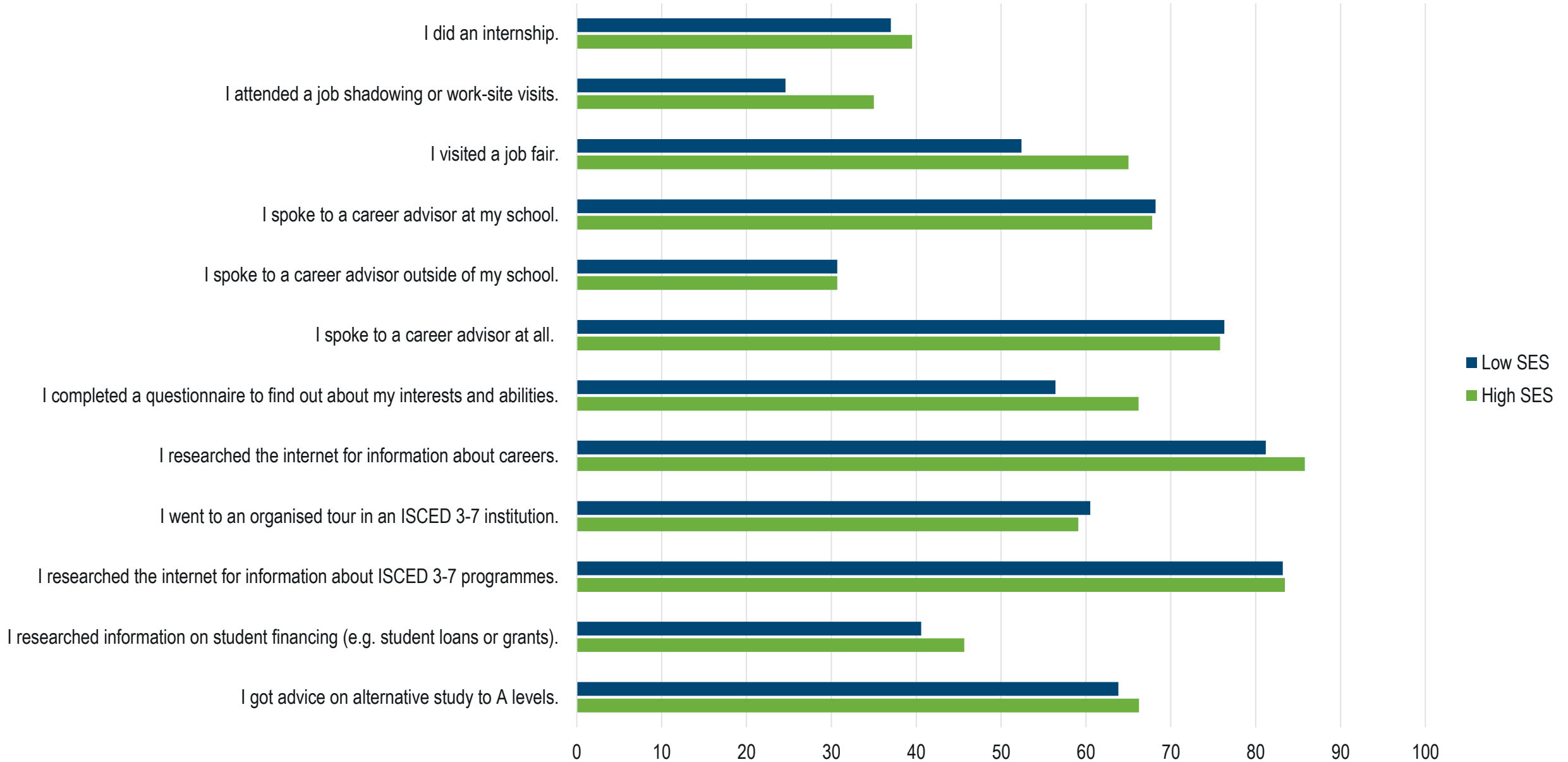
	England	OECD average		England	OECD average		England	OECD average		England	OECD average
	53.2	46.4		81.4	76.9		60.6	50.3		80.7	76.2
	Low performers			**High performers**			**Low SES**			**High SES**	

Career Misalignment – low and high performers, low and high SES

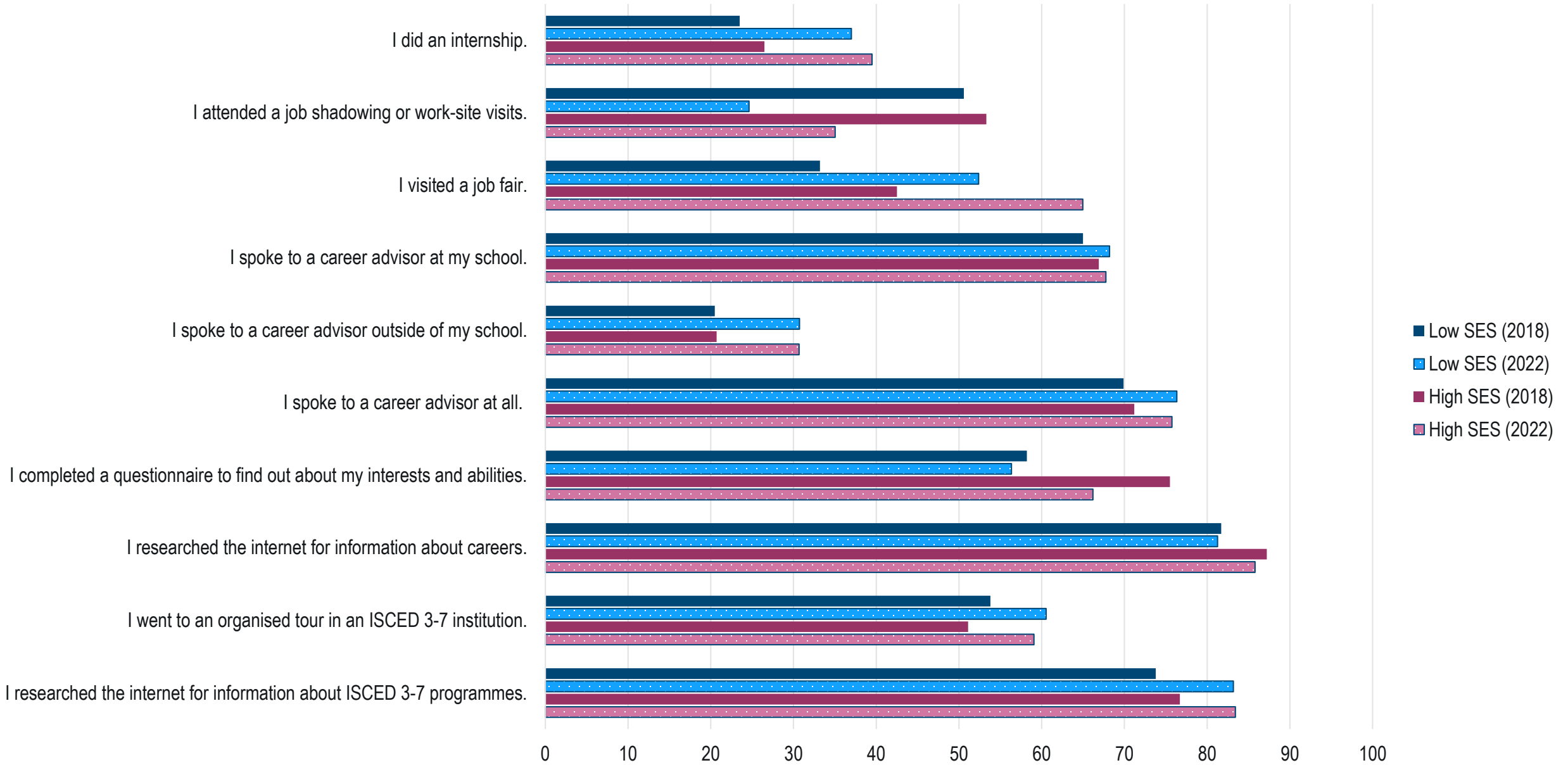Percentage of young people whose educational and occupational expectations are not aligned. PISA 2022.
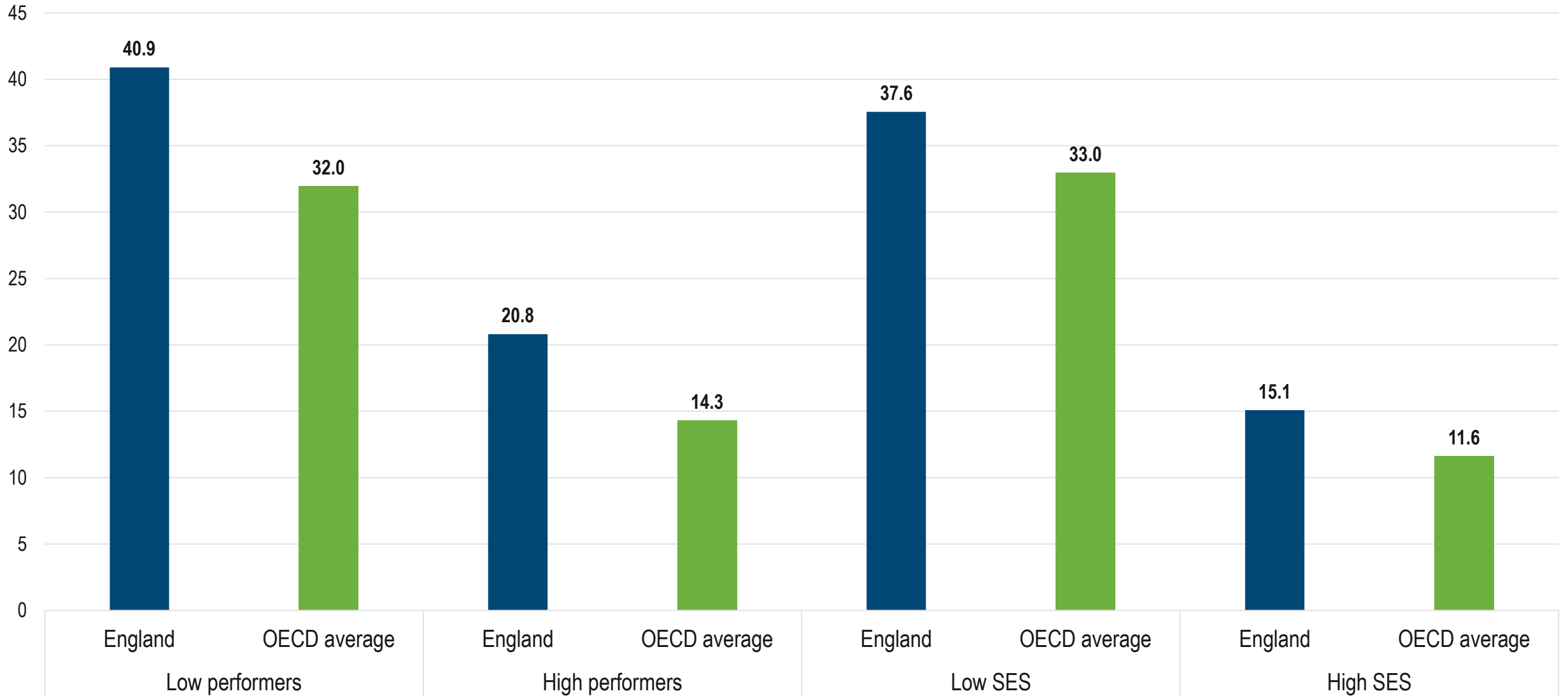
Career Development Activities. England. SES. PISA 2022.

Career Development Activities. England. SES. PISA 2018 and 2022.

Legend:
- Low SES (2018)
- Low SES (2022)
- High SES (2018)
- High SES (2022)

Categories (top to bottom):
- I did an internship.
- I attended a job shadowing or work-site visits.
- I visited a job fair.
- I spoke to a career advisor at my school.
- I spoke to a career advisor outside of my school.
- I spoke to a career advisor at all.
- I completed a questionnaire to find out about my interests and abilities.
- I researched the internet for information about careers.
- I went to an organised tour in an ISCED 3-7 institution.
- I researched the internet for information about ISCED 3-7 programmes.

Interest in Careers in ISCO 7 – by gender, 2018 and 2022

Percentage of young people who expect to have an occupation in skilled trades at age 30. PISA 2018 & 2022.
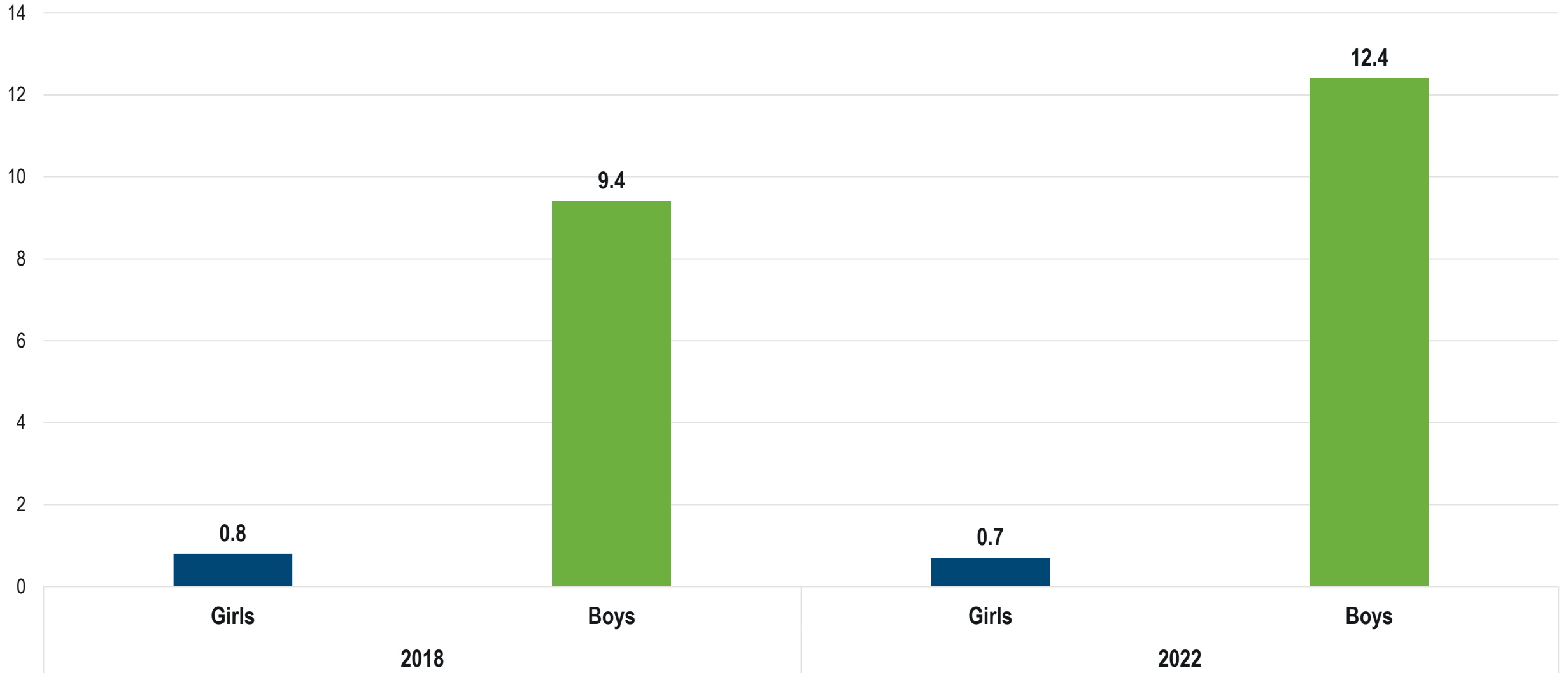
Comparative synthesis

Percentage of students who participated in job shadowing, attending a job fair, and consulted with a career advisor in school. Selected countries. PISA 2022.
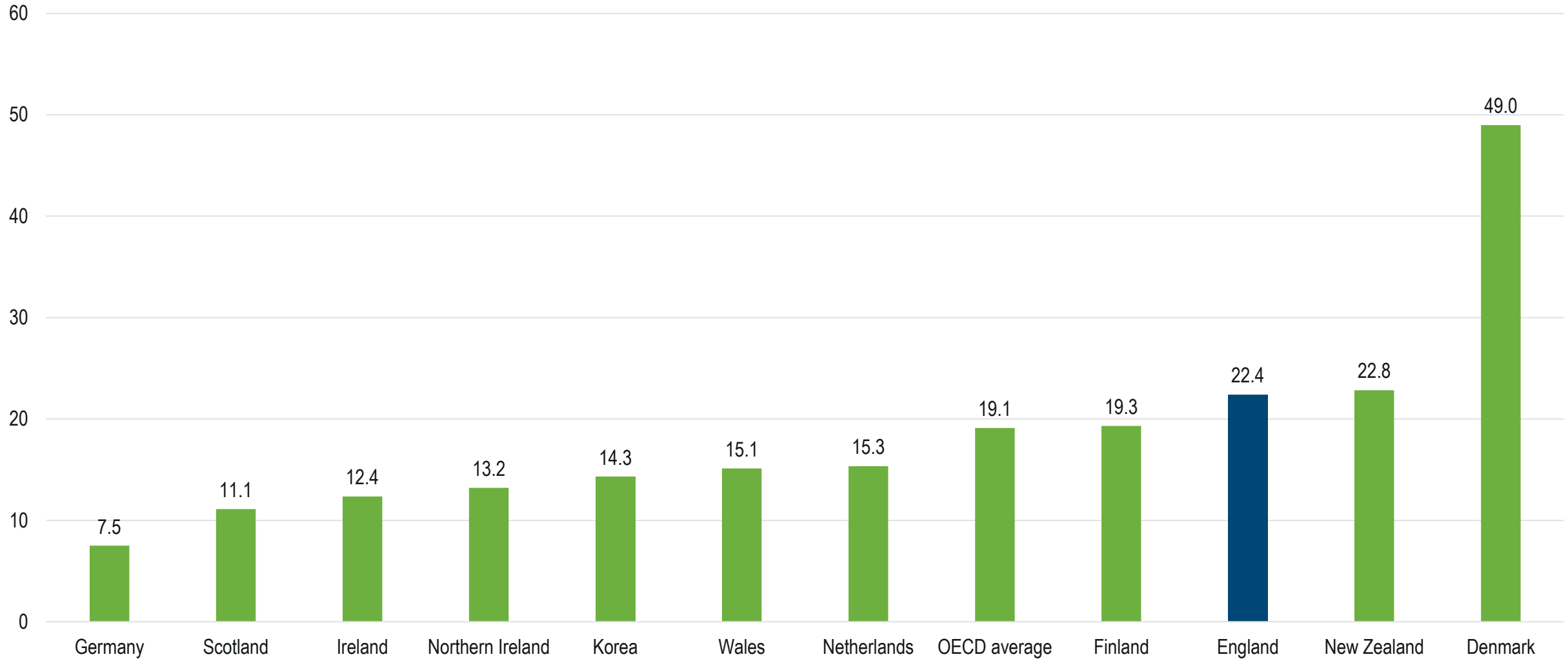
IV | **Conclusion**

Career development in England: insights from PISA 2022

- In England students engage as much or better in career development activities than students in other OECD countries

- However, longitudinal data suggests strongly that this is insufficient career preparation in terms of career exploration and experiences of the workplace

- Many students in England, as across the OECD, do not feel confident that they are being well prepared for their futures

- Career uncertainty and misalignment are high in England and are flags of concern

- The occupational plans of students are becoming less concentrated, but are increasingly focused on the professions

- England performs equitably in terms of gender and migrant status, but concerns are apparent in terms of low SES and low performing students
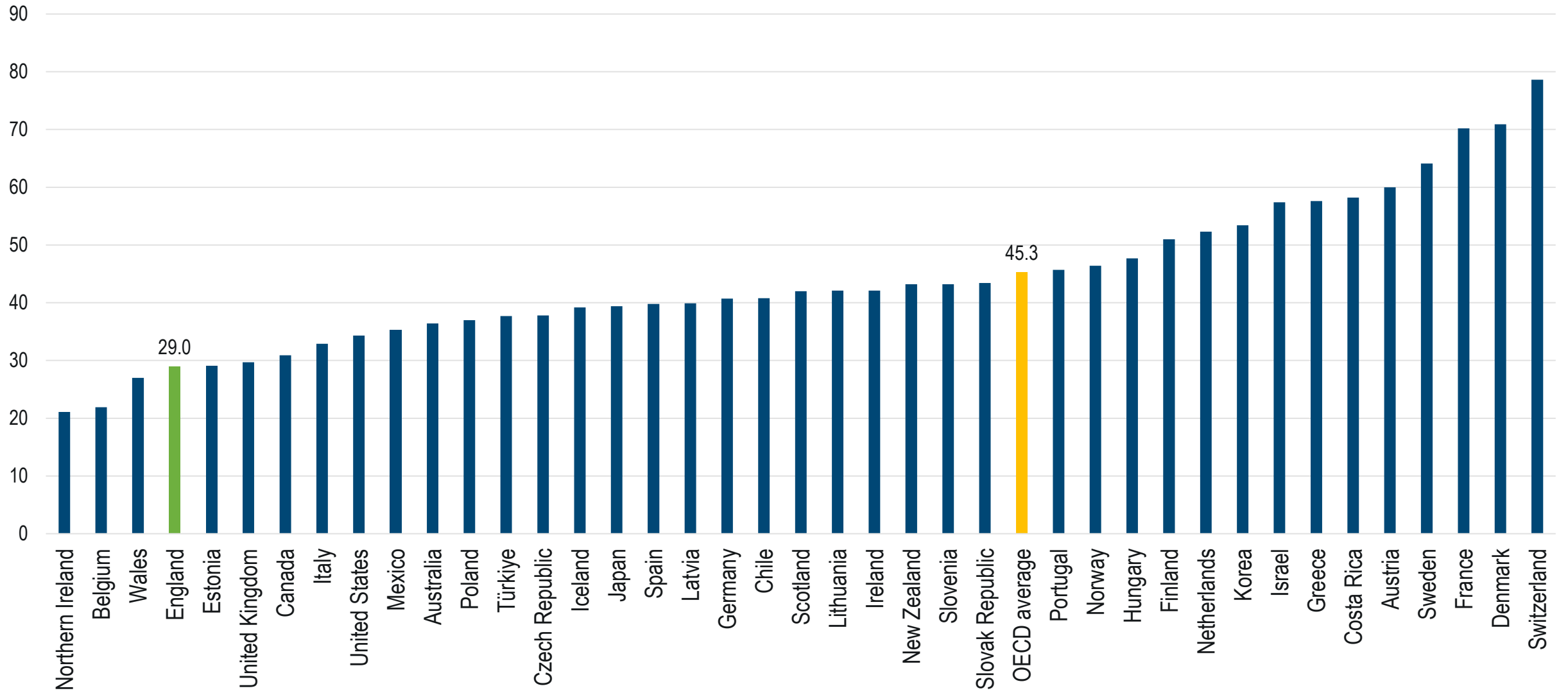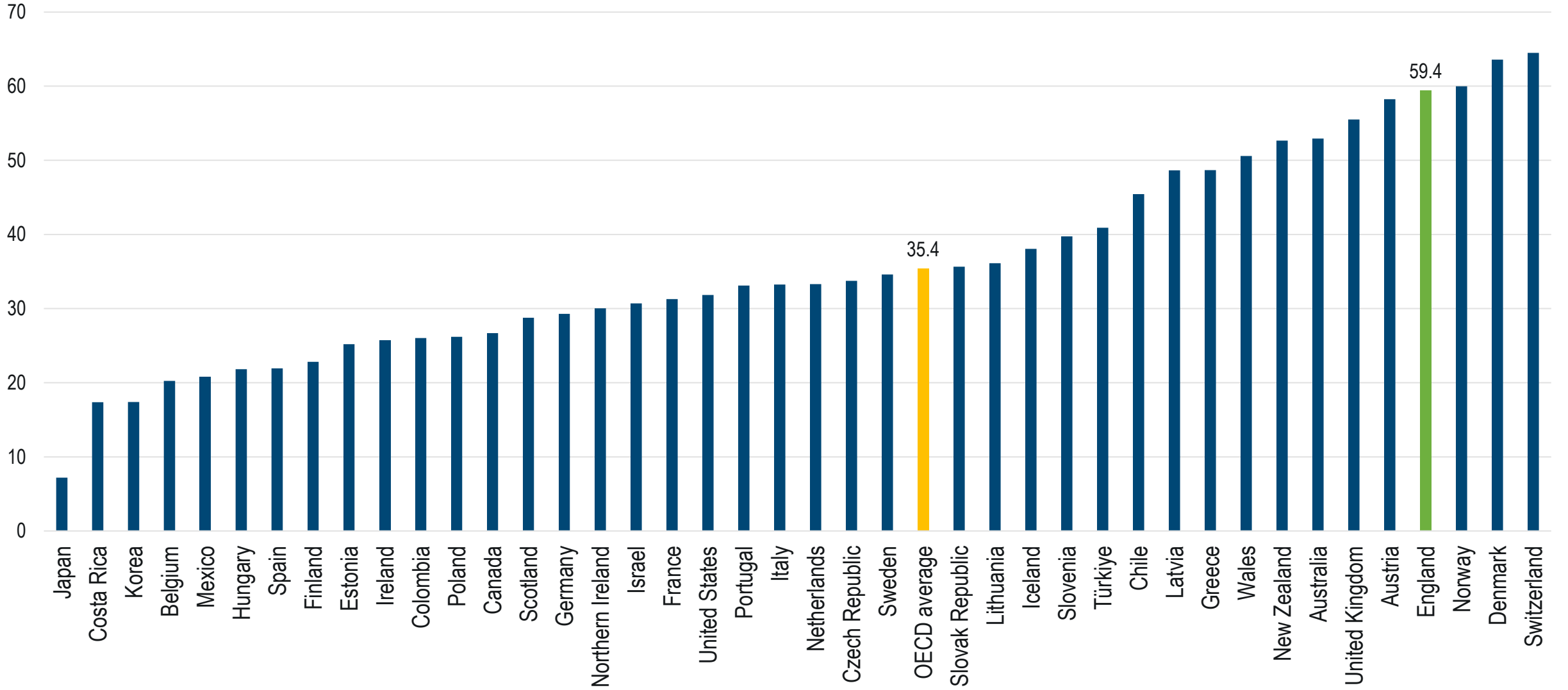
Thank you!

Job shadowing or work-site visits. PISA 2022.

Percentage of students who attended job shadowing or work-site visits. PISA 2022.

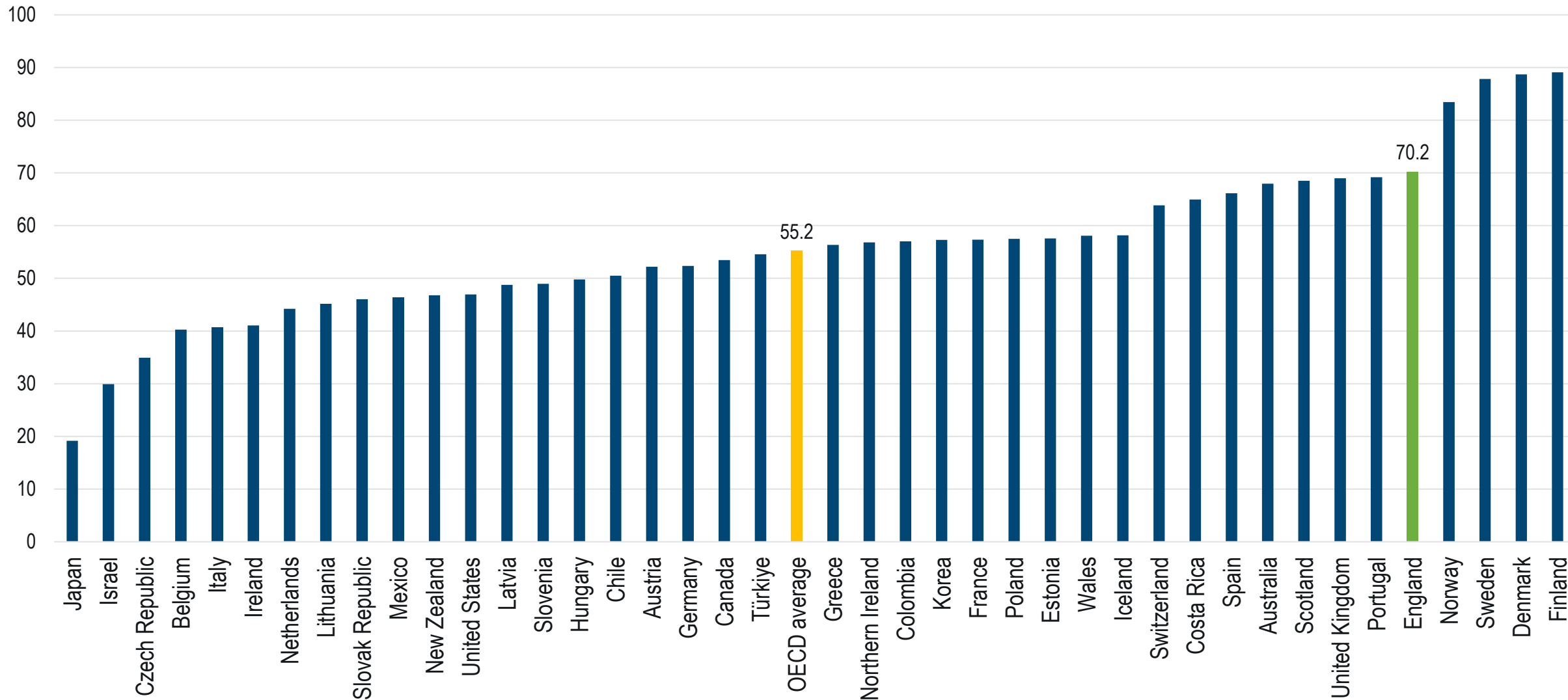Percentage of students who visited a job fair. PISA 2022.

Percentage of students who spoke to a career advisor either in or out of school. PISA 2022.

Careers & Enterprise Company

OECD Webinar

16 May 2024

High impact careers education is:

- Employer-informed - 'outreach to intake' - linked to local needs

- In the mainstream of school and college life

- Focused on all pathways (amplifying technical routes)

- Targeted at those who need it most

In practice...

1. A powerful **Careers Leader**

2. Engagement with **business**

3. **A local area** where activity is co-ordinated to share expertise

4. A national body to secure **higher standards**
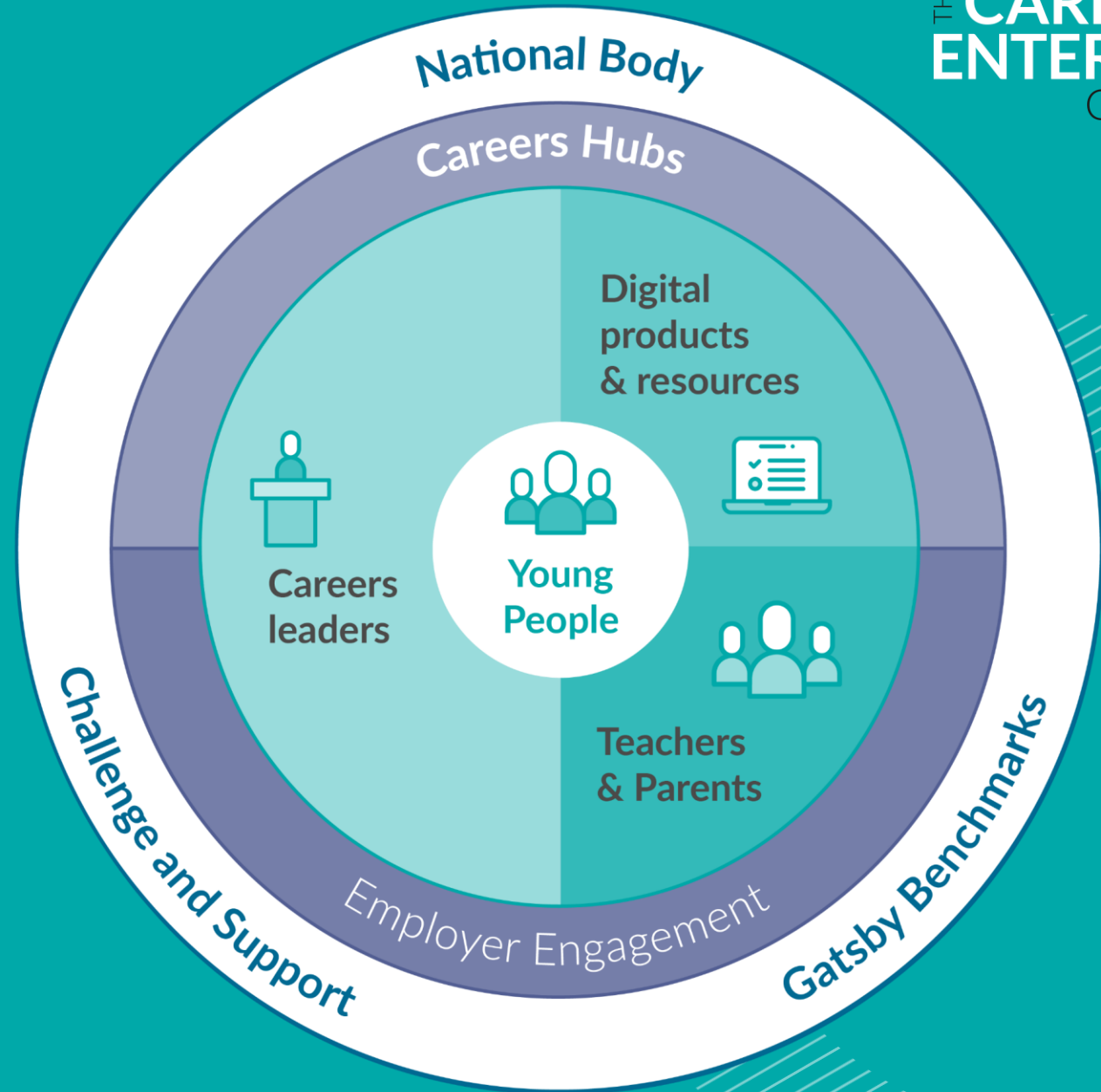
What are the Gatsby Benchmarks?

They define what world class careers provision in education looks like and provide a clear framework for organising careers provision.

The 8 Gatsby Benchmarks are:

1   A stable careers programme

2   Learning from careers and labour market information

3   Addressing the needs of each student

4   Linking curriculum learning to careers

5   Encounters with employers and employees

6   Experiences of workplaces

7   Encounters with further and higher education

8   Personal guidance

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Insight 1

🔍 Young people

Now
Young people are becoming more career ready

Next
Including teachers and parents more closely in the system will accelerate this

Insight 2

🔍 Business and the economy

Now
Careers education improves employment outcomes for young people and recruitment prospects for business

Next
Employer engagement needs to start early and focus on skills

Insight 3

🔍 Closing the gap

Now
Careers education helps tackle disadvantage

Next
Remaining barriers to equity should be addressed

Other analyses of the careers education system in England

Holman Independent Review of Careers (2022)
"The CEC has been a significant driver behind the improvement of the careers offer in schools and colleges, and there should continue to be a single organisation providing that strategic support, underpinned by the Gatsby Benchmarks, to ensure stability and continuity… For young people in education DfE should continue to delegate the delivery of careers activity to schools and colleges, with a single organisation providing support and challenge... Without this, the current improvement in Careers guidance for young people is likely to grind to a halt."

Ofsted independent review of careers guidance in schools (2023)
"For schools and FE and skills providers that were engaged with career hubs, these played an important role in ensuring effective employer engagement and contributed more widely to career programmes."

Education Select Committee inquiry into CEIAG (2022-23)
"[]..the right framework is broadly in place. CEC is providing useful support to schools and colleges, and we heard positive feedback on the impact of Careers Hubs and Careers Leaders."

OECD/PISA 2022: national report for England (2023)
"..approach to career guidance in England was more structured than was typical internationally."

Robert Halfon, Minister for Skills, DfE: Oral evidence to ESC CEIAG Inquiry, (2023)
"The answer to this is, literally, careers hubs, careers hubs, careers hubs. The more we have them or the more that schools have access to them means more employers, more Gatsby benchmarks being met, more work experience, more work encounters—that is absolutely the way forward."

Lord Blunkett: Report of the Council of Skills Advisers (2022)
"CEC has [] developed a nationally driven, locally delivered careers ecosystem to provide a coherent structure for schools, colleges, employers, and careers support providers to engage."

Comparing datasets

Internships / experiences of workplaces

Comparability

Target audiences

Consequential impact of COVID-19
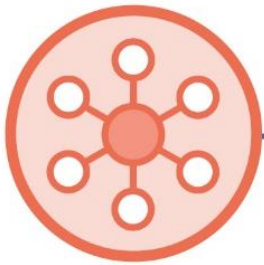
1. Coverage to quality

A more unified careers system, overseen by a national body, has delivered careers experiences for young people no matter where they live.

Next we need to deliver quality for everyone, everywhere. Our evidence-based Careers Impact System – a peer and expert review process – will help schools and colleges improve quality and will allow policy makers to be confident that this improvement is continuing.

2. Outreach to intake

As a result of investment and focus, there is more employer engagement in schools and colleges.

Next we need to focus on the activities that are most likely to get young people into jobs. For all businesses, our Employer Standards helps raise the quality of interactions. Data from the tool is particularly useful for helping small and medium enterprises (SMEs) to target scarce resources effectively.

3. Interest to uptake

Appetite for apprenticeships and technical routes is growing but increased awareness does not always lead to uptake.

Next we should extend our work with partners to tackle barriers to young people's progression onto apprenticeships and other technical pathways with an emphasis on growth sectors like net zero, life sciences and digital. Our Apprenticeships and Technical Education Transitions Framework helps us do this region by region.

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4. Margins to mainstream

When careers education is a day-to-day part of school and college life - starting early, involving teachers, parents and the curriculum - it has the most impact. Our Teacher Encounters programme and work with Pfizer and Pinewood Studios, amongst others, to redesign curriculum content shows what's possible.

Next we are aiming to reinvent work experience, so that it is ongoing (rather than a one off), connected to key skills and has measurable impact for young people and employers. At its most ambitious, careers in the mainstream means making links to enrichment activities and supporting teachers and parents to play a more confident role in careers education. A number of providers of initial teacher training are adding careers awareness modules to their offer.

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5. Most to all

Careers education has an important role to play in tackling disadvantage. As the system matures, we need to ensure equity in provision.

Next we need to upskill the careers workforce to be as inclusive as possible, supporting all those who work with disadvantaged young people – SENCos, safeguarding professionals, Pupil Premium leads – to have confident careers conversations. We need to continue to engage with and learn from institutions outside the mainstream (SEND and AP). We also need to develop our digital system to include tools that enable early intervention, including identifying young people at risk of becoming NEET with greater precision.