WHAT WORKS IN CAREER GUIDANCE? INSIGHTS FROM NEW INTERNATIONAL LONGITUDINAL EVIDENCE

ENHANCING CAREER READINESS AND TRANSITION COMPETENCIES,

UNIVERSITY OF NICOSIA

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BETTER POLICIES FOR BETTER LIVES

Career Readiness at the OECD

How does the career development of students relate to their employment outcomes in adulthood?

What are the most effective, efficient and equitable ways of delivering career guidance?

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

Email me (anthony.mann@oecd.org to join our mailing list. Connect on linked-in or twitter.

Observatory on the Digital technologies in Career guidance for Youth - ODiCY

30+ case studies
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Search case studies by:

- Career development activity
- Country
- Technology
- Age group

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https://www.oecd.org/education/career-readiness/

Over the next forty minutes or so…

- New OECD work on how career guidance activities can be seen to improve employment outcomes for young people
  - What we did
  - What we found
  - What we see as the implications for schools

Project website: https://www.oecd.org/education/career-readiness/
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Career guidance has never been more important to young people.

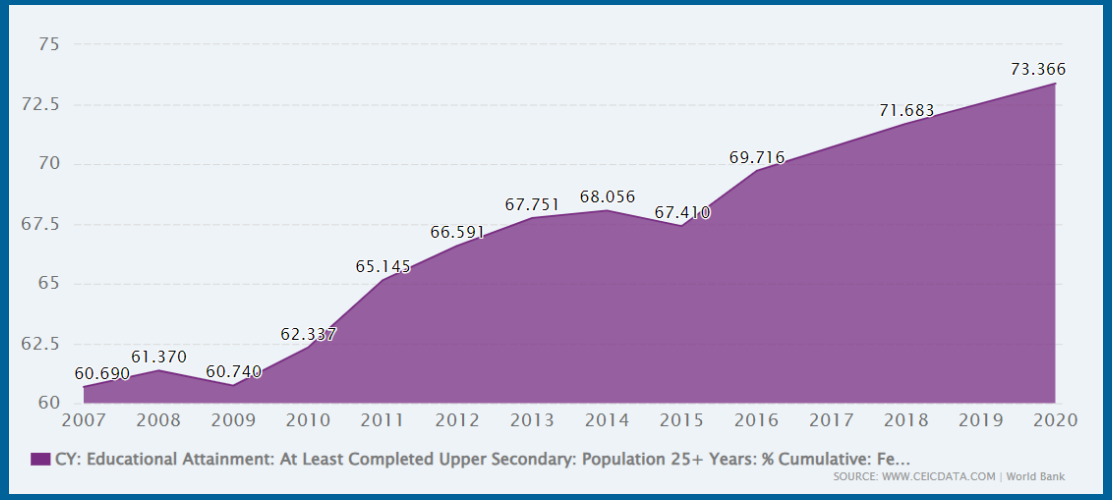
Globally…

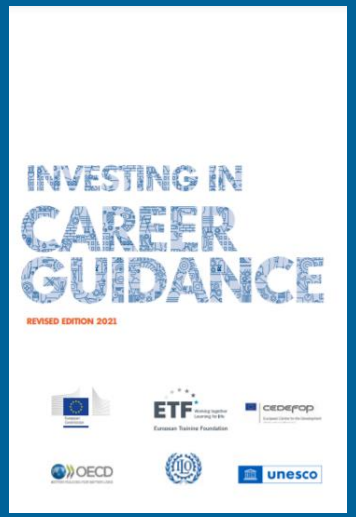
…young people are staying in education longer than ever

…they have more decisions to make than ever before

…their decisions are more difficult because the labour market is more turbulent &
often continuing education more marketised

…the evidence has never been stronger that **career guidance** can be expected to work.





We used **longitudinal data** to test what works in career guidance

To gather information that is seen as most reliable:

- we need to follow students over time to see if they do better in work than if they hadn't engaged in guidance,
- And take account of the characteristics that influence how people do in work (gender, academic achievement, social background, geographic location).
- We look for statistically significant relationships (10%) between better outcomes and teenage experiences and attitudes related to guidance.

We used **longitudinal data** to test what works in career guidance

Longitudinal surveys:

- follow large numbers of children into adulthood,
- interview them (and sometimes their parents and teachers) regularly, and
- collect information on the characteristics that typically influence better employment transitions.

Career Readiness in the Pandemic

We looked at available datasets in Australia, Canada, China, Denmark, Germany, South Korea, Switzerland, United Kingdom, United States and Uruguay.

- An initial literature review identified 14 potential career-related experiences and attitudes typically measured at age 15.
- Looking at the datasets, we wanted to know if statistically significant relationships were found between these potential indicators/ predictors with three outcomes typically at age 25 : lower youth unemployment (NEET) rates, higher wages, greater job satisfaction.
- We then integrated our new findings into the existing research literature.

New longitudinal analyses: the datasets

Country	Data collection period	Baseline data collection	Age at baseline data collection	Follow-up source (surveys)	Age at last follow-up	Sample size at last follow-up
Australia	2010 to 2019	PISA 2009	15-16	Longitudinal Surveys of Australian Youth (LSAY)	25-26	2933
	2004 to 2013	PISA 2003	15		25	3741
Canada	2002 to 2010	YITS & PISA 2000	15	Youth in Transition Survey-Reading Cohort (YITS) & The T1 Family File (T1FF)	25, 29-30	10927
China	2012 to 2018	CFPS 2010 (in 'Thinking about the future'); CFPS 2014 (in 'Experiencing' the future)	10 to 15 (Thinking); 14 to 18 (Experiencing)	China (People's Republic of) Family Panel Studies (CFPS)	18-23 (Thinking); 18-22 (Experiencing)	2078 (Thinking); **1210** (Experiencing)
Denmark	2011 to 2012	PISA 2000	15	OECD Programme for the International Assessment of Adult Competencies [PIAAC]	26/27	1881
Germany	2010 to 2018	NEPS Starting Cohort 4 2010-2011	14 to 16	The National Educational Panel Study (NEPS)	23-25	5589
Korea	2006 to 2018	KELS 2006	14/15	Korean Education Longitudinal Study 2005 (KELS2005)	25/26	3720
Switzerland	2001 to 2007, 2010, 2014	PISA 2000	15	Transitions from Education to Employment (TREE 1)	25	3423
United Kingdom	1996, 2004	BCS70 - 1986	16	British Cohort Study (BCS70)	26	4547
	2005, 2006, 2007, 2015-16	LSYPE 2004 (February)	14	Longitudinal Study of Young People in England (LSYPE)	25-26	7707
United States	1997 to 2011	NLSY79 - 1997	12 to 16	National Longitudinal Survey of Youth 1997 (NLSY97)	25-29	5466
	2004, 2006, 2012	ELS - 2002	15	The Educational Longitudinal Study (ELS)	25	**13250**
Uruguay	2007, 2012	PISA 2003	15-16	Uruguayan Longitudinal Study (PIS03-UYLS)	24-25	2451

Longitudinal data: some limitations

- Not every country has longitudinal data
- Data is necessarily old
- We can't ask new questions – we have to rely on what the research teams decided and this can cause frustrations!
- When comparing them, you have to focus on what is most comparable
- Sample sizes fall over time sometimes causing problems
- Because they are complicated, many of the datasets we looked at were analysed by different experts using different methodological approaches

- Alternatives include longitudinal RCTs and retrospective surveys of young adults.

We published our results in OECD papers

- Mann, A. et al. (2020), *Career ready?: How schools can better prepare young people for working life in the era of COVID-19*
- Covacevich, C., et al. (2021), *Indicators of teenage career readiness: An analysis of longitudinal data from eight countries*
- *https://www.oecd.org/education/career-readiness/*

Overview of results: 11 career readiness indicators

Better employment outcomes around age 25 are commonly associated with the following teenage activities, experiences and attitudes around the age of 15:

Exploring the future	*Experiencing the future*	*Thinking about the future*
Engaging with people in work through career talks or job fairs	**Part-time working**	**Career certainty**
Workplace visits or job shadowing	**Volunteering**	**Career ambition**
Occupationally-focused short programmes		**Career alignment**
Application and interview skills development activities		**Instrumental motivation towards school**
Career conversations – inc. with teachers		
...and probably	...and probably	...and probably
School-based career reflection activities, including career questionnaires & career classes	Work placements	Career originality

Exploring the future (the role of employers)

Indicator	Studies that find beneficial and significant associations	Positive associations found in	Examples
Engaging with people in work through career talks or job fairs	4 out of 7 studies from 6 countries	**Australia, Canada,** United Kingdom, **Uruguay**	In Uruguay, individuals who had attended a career talk by age 15 were 3 percentage points less likely to be NEET at age 25
Workplace visits or job shadowing	4 out of 6 studies from 6 countries	**Australia, Canada, Korea, United States**	In Korea, individuals who had visited a job site or factory at 15 were 1.23 times less likely to be NEET at 25
Application and interview skills development activities	3 out of 4 studies from 4 countries	**Australia, Canada, United Kingdom**	In the United Kingdom, individuals who felt they had working knowledge of completing job application forms by age 16 experienced an average of 1.5 months less unemployment by the age of 26
Occupationally-focused short programmes	14 out of 17 studies from 3 countries	Australia, **Canada, United States**	In Canada, individuals who participated in occupationally-focused short courses by age 15 earned 3% more at age 30
Career conversations – inc. with teachers	7 out of 10 studies from 6 countries	**Australia, Canada, United Kingdom, United States**	In the United Kingdom, individuals who had a career conversation with a teacher aged 14-16, had a 0.11 point increase in the life satisfaction 0-10 scale aged 26
and probably			
School-based career reflection activities, including career questionnaires & career classes	2 out of 7 studies from 6 countries		

Experiencing the future

Indicator	Studies that find beneficial and significant associations	Positive associations found in	Examples
Part-time working	20 out of 27 from 6 countries	Australia, **Canada, United Kingdom, United States**	In the United Kingdom, individuals who had experience of paid work by age 16 earned 6% more in weekly wages at age 26 relative to comparable peers who did not by age 16
Volunteering	8 out of 9 studies from 5 countries	**Australia, Canada, Germany, United Kingdom**, United States	In the United Kingdom, individuals who volunteered by age 16, experienced 0.6 fewer months of longest unemployment duration by age 26 than comparable peers who reported not having experience of volunteering by age 16
...and probably			
Work placements	2 out of 5 studies from 4 countries		

Thinking about the future

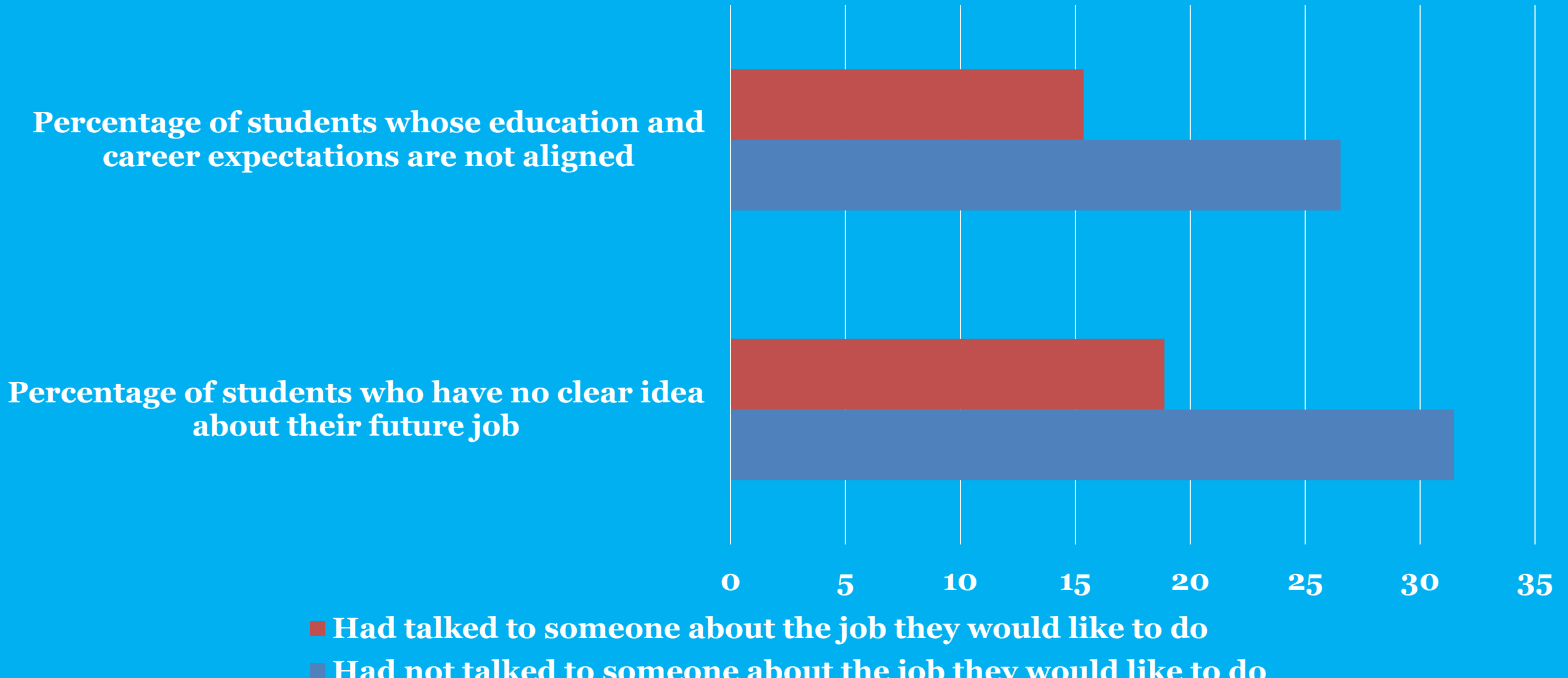
Indicator	Studies that find beneficial and significant associations	Positive associations found in	Examples
Career certainty	15 out of 20 studies from 9 countries	Australia, **Canada, Denmark, Switzerland, United Kingdom, United States**	In the UK, individuals who were career certain at 16 had an increase of 0.12 points in the 0-10 life satisfaction scale at 26 relative to comparable peers who were uncertain
Career ambition	15 out of 19 studies from 9 countries	Australia, **China, Korea, Switzerland**, United Kingdom, United States	In Korea, ambitious teenagers earned 5% more at age 25/26
Career alignment	9 out of 11 studies from 7 countries	**Australia, Canada, China, Korea,** United Kingdom, United States	In Australia, individuals who were aligned as teenagers earned 8% more at age 25/26 than the average earnings
Instrumental motivation towards school	13 out of 15 studies from 8 countries	**Australia, Canada, Denmark, Korea, United Kingdom, United States**	In the United Kingdom individuals who strongly agreed that school was a waste of time at age 14 were 9 percentage points more likely to be NEET at age 25/26 (than those who strongly disagreed)
...and probably			
Career originality	2 out of 4 studies from 4 countries		

The relation between guidance activities, workplace experiences and more beneficial career thinking

Activity/ experience	Career certainty	Career ambition	Career alignment	Instrumental motivation
Career advisor	√	√		√
Career conversation	√	√	√	√
Questionnaire	√	√	√	√
Research internet	√	√	√	√
Job fair	√			
Workplace visit	√		√	
Volunteering	√	√	√	
Part-time working	√			

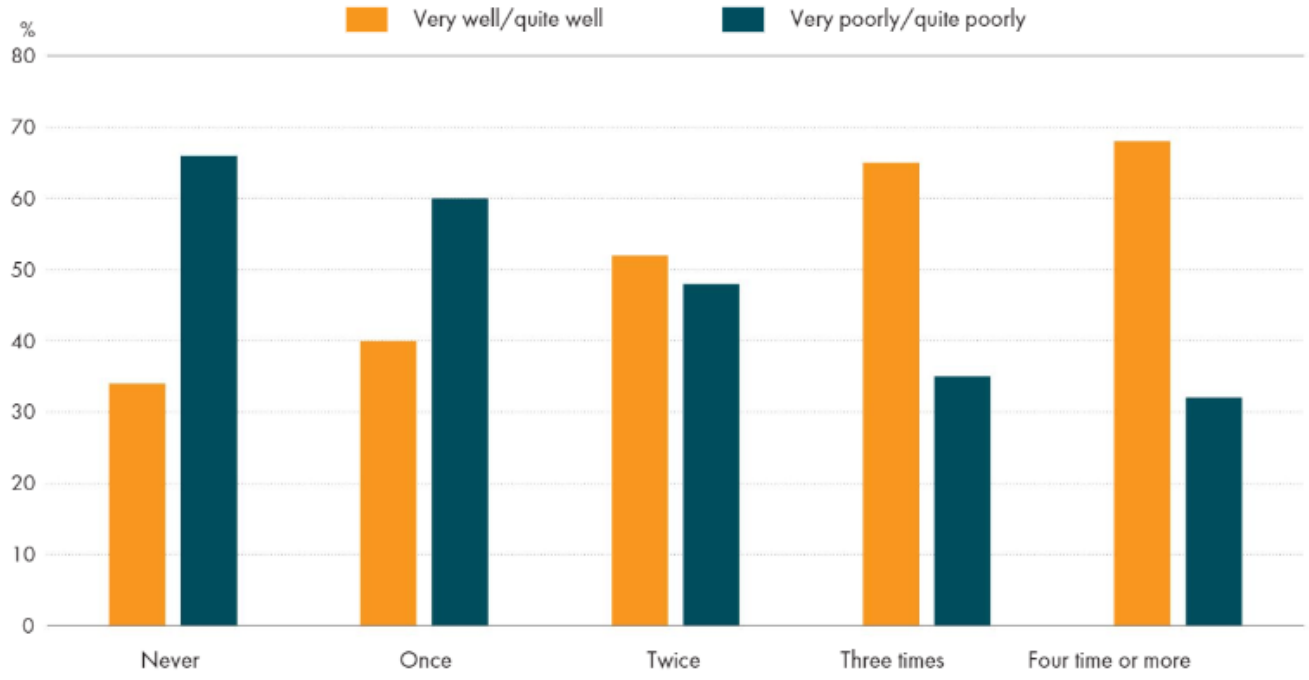
Statistically significant relationships (up to 5%). PISA 2018.

Career conversations and career thinking



Career guidance changing perceptions

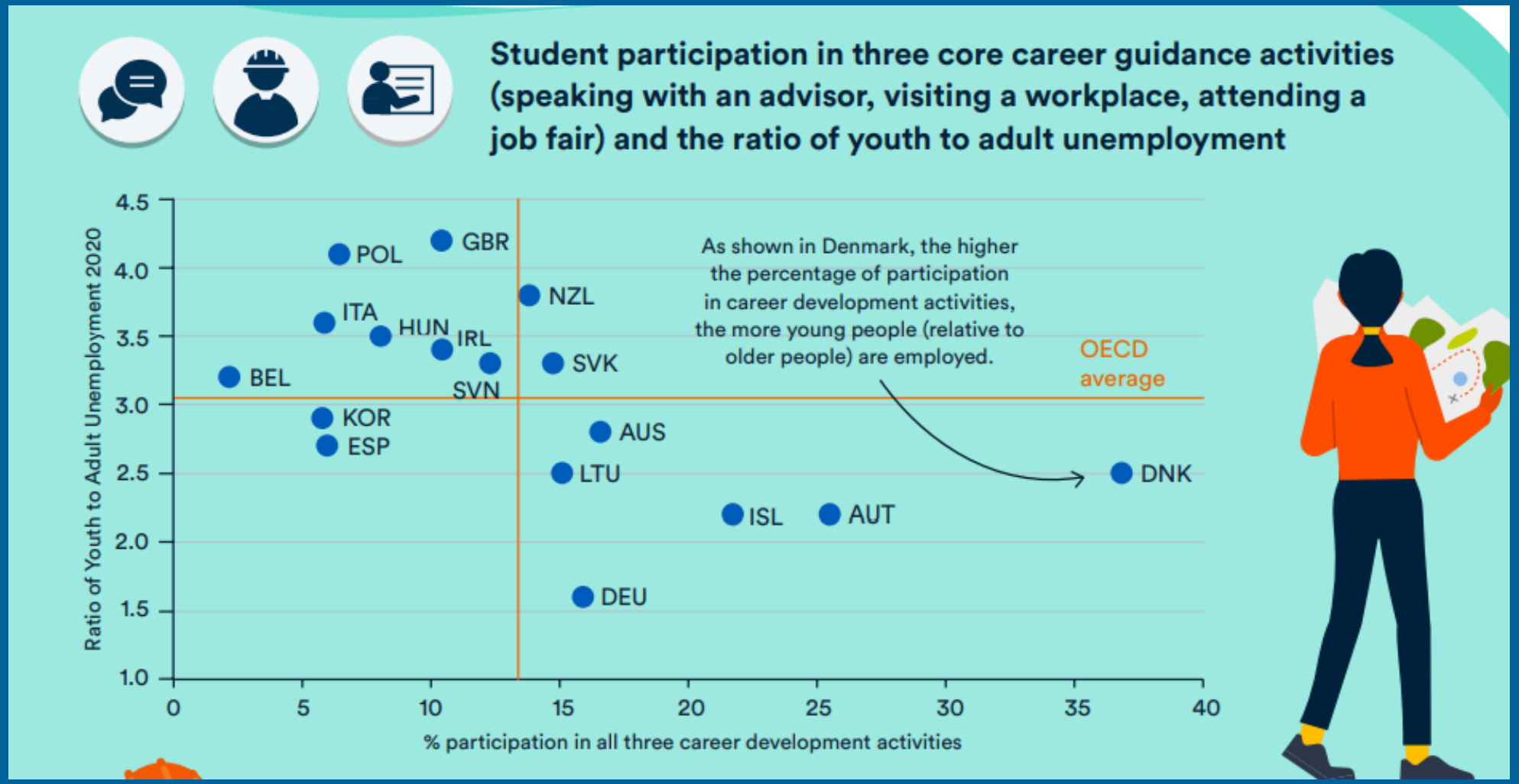
Figure 10 • Relationship between volume of recalled participation in school-mediated employer engagement activities and satisfaction with school preparation for adult working life



Note: Fieldwork undertaken in May 2016 by YouGov. Sample 1 756 UK residents aged between 19 and 24 years (inclusive).

Source: Mann, A., Kashefpakdel, E., Rehill, J. and Huddleston, P. (2017), *Contemporary Transitions: young Britons reflect on their life after secondary school.* London: Education and Employers.
https://www.educationandemployers.org/wp-content/uploads/2017/01/Contemporary-Transitions-30-01-2017.pdf

Career development and the ratio of youth to adult unemployment



What's happening: career guidance and transitions

Exploring

Career talks, job fairs, workplace visits, job shadowing, recruitment skills, conversations

Experiencing

Part-time working, volunteering, internships

Thinking

High clear ambitions that understand how education links to jobs

Human Capital

* Relevant work experience
* New skills

Social Capital

* New, trusted information
* Useful people (advice, recommendations, job offers)

Cultural Capital

* Visualising and planning a future
* Personal confidence/agency
* The 'rules of the game'

What PISA 2022 will tell us?

PISA 2022 includes items relevant to…

Exploring:
- Job fairs
- Workplace visits/job shadowing
- Questionnaires
- Online exploration

Experiencing:
* Internships/work placements

Thinking:
- Certainty
- Ambition
- Alignment
- Instrumental motivation
- Concentration

…allowing benchmarking between Cyprus and other countries.

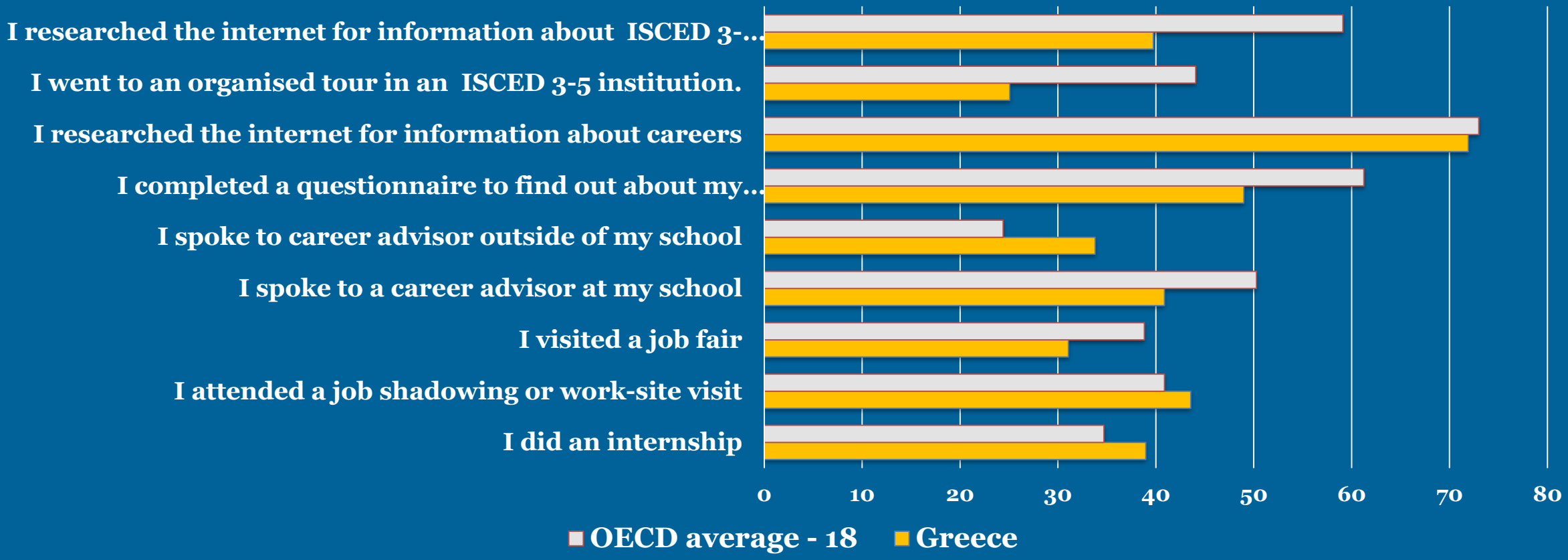
Some key questions for Cyprus's PISA 2022 data

- How much do the occupational expectations of teenagers reflect actual patterns of labour market demand?
- How much are occupational expectations shaped by gender, socio-economic class and migrant background?
- Are students in Cyprus engaging in the career development which is most strongly related to better outcomes?
- Are those students in greatest need of guidance getting it?
- Is participation in career development activities related to more positive career thinking?

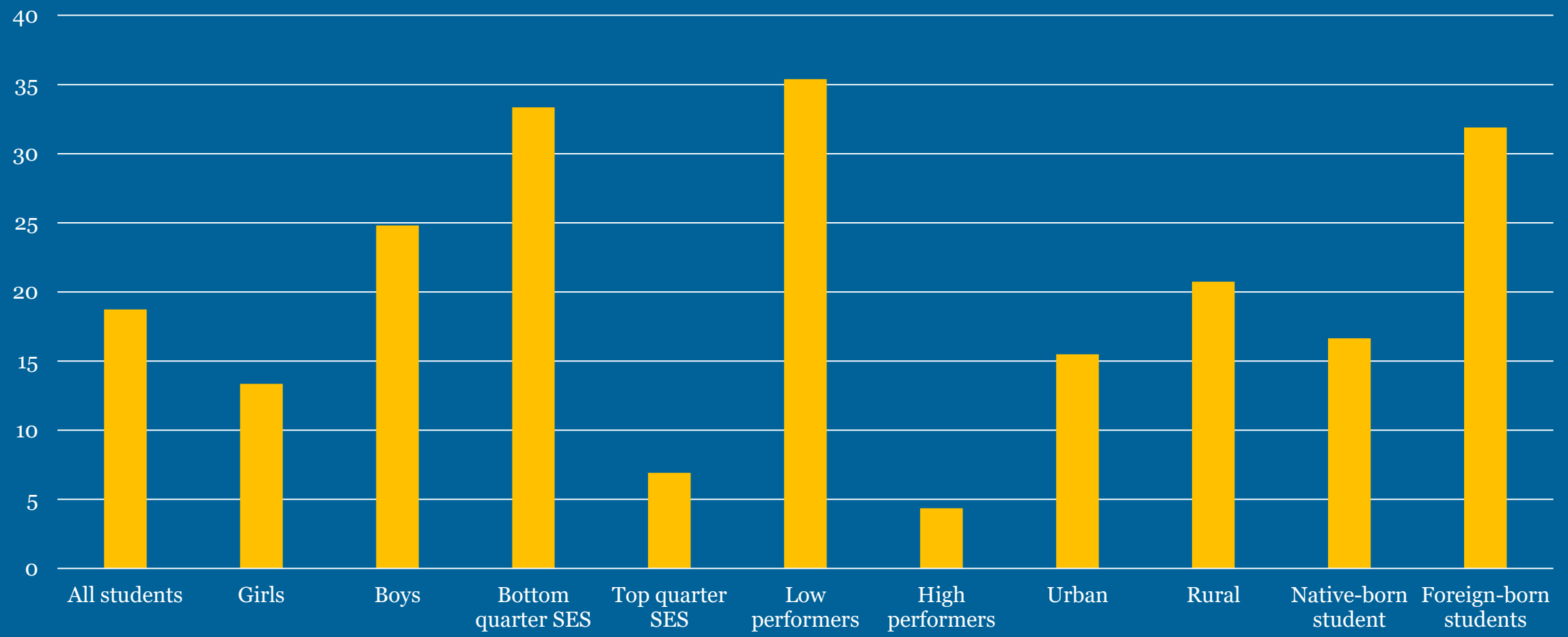
PISA 2018 (Greece): occupational expectations of girls and boys aged 15-16

1	Teachers	12.6	1	Sportspeople	10.7
2	Doctors	10.2	2	ICT professionals	7.9
3	Psychologists	9.2	3	Commissioned armed forces officers	6.6
4	Police officers	4.9	4	Doctors	5.1
5	Commissioned armed forces officers	4.8	5	Engineers	4.7
6	Lawyers	4.5	6	Police officers	4.0
7	Beauticians and related workers	3.8	7	Teachers	3.8
8	Sportspeople	2.9	8	Motor vehicle mechanics and repairers	3.2
9	Musical performers	2.7	9	Ships' deck officers and pilots	2.3
10	Biologists, botanists, zoologists and related professionals	2.5	10	Managing directors and chief executives	2.1
	Total	58.0		Total	50.4

Participation in career development activities

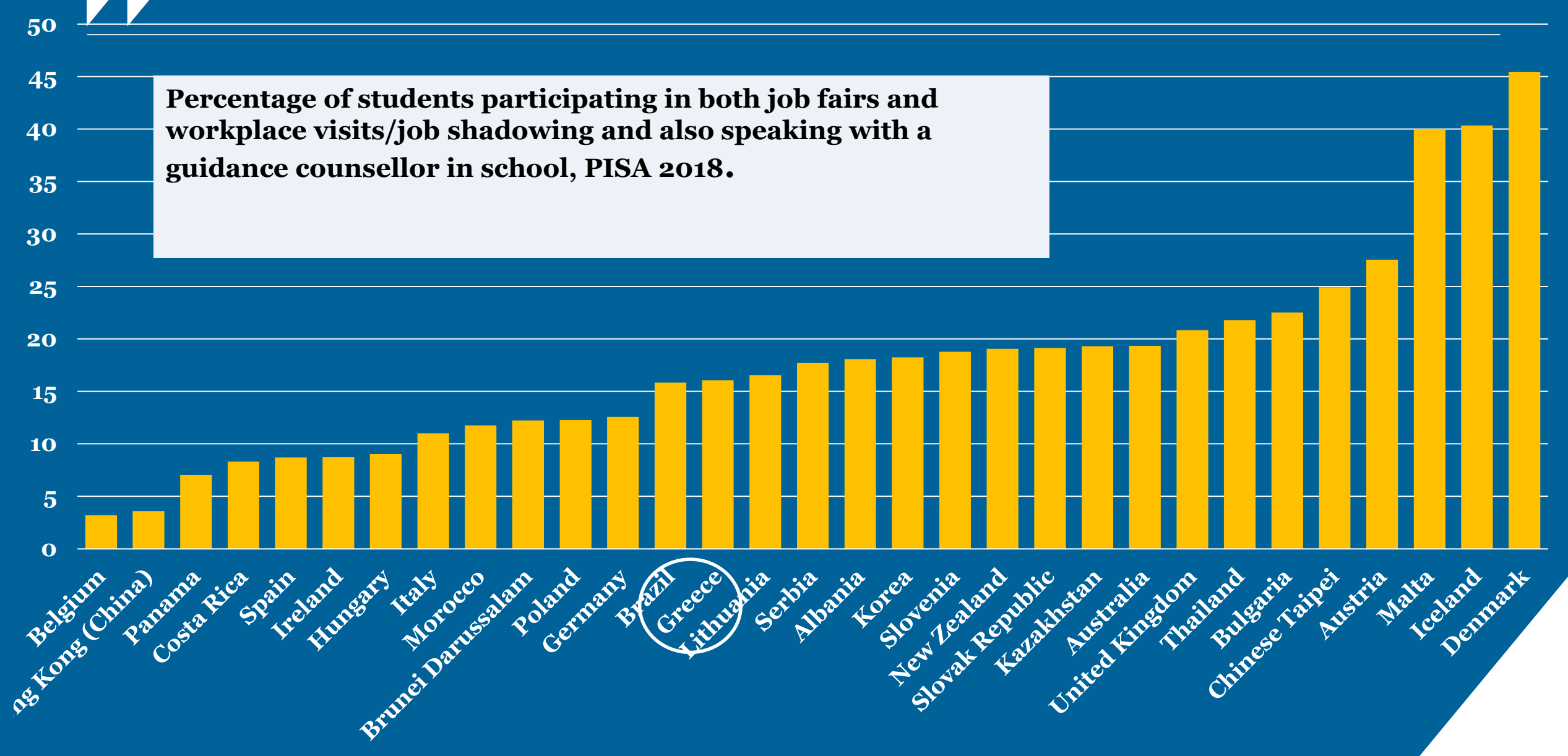


PISA 2018 (Greece): misalignment by student characteristics



PISA 2018 shows that too few students have access effective career guidance

Percentage of students participating in both job fairs and workplace visits/job shadowing and also speaking with a guidance counsellor in school, PISA 2018.



Implications

- Longitudinal data helps us to better understand **what works** in career guidance.
- We can assess the extent to which students (at age 15) are **exploring, experiencing and thinking** about their futures.
- We can assess the **equity** with which students engage.
- The data confirms the essential role of **employer engagement** in career development.
- The data confirms the need for guidance to **begin young**.

See: Career Readiness in the Pandemic: Insights from new international research for secondary schools and Indicators of teenage career readiness Guidance for policy makers.

Thank you! Next steps and keep in touch

The OECD Career Readiness team is currently:

- Exploring & sharing uses of digital technologies in guidance. Share what you do!
- Investigating how guidance can enhance access to ‘green jobs’ and address social inequalities.
- Undertaking reviews of national guidance systems.

Visit the project website: https://www.oecd.org/education/career-readiness/
Sign up to our free monthly newsletter: career.readiness@oecd.org
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Supporting early school leavers into work

Begin career guidance early – in primary school
Example: Primary Futures (UK and New Zealand)

Prepare students for the labour market
Example: School-to-Work Group Method (Finland)

Connect students with potential employers
Example: Speedmeet (New Zealand)

Develop occupationally-focused short programmes within secondary education
Example: cooperative education (Canada)