CAREER GUIDANCE AND
EMPLOYER ENGAGEMENT

Anthony Mann
Senior Policy Adviser, VET and Adult Learning
Centre for Skills, OECD

Twitter: @AnthonyMannOECD
www.oecd.org/education/vet
Anthony.Mann@oecd.org

ICCDPP, Tromso, June 2019
Over the next thirty minutes…

Introductions

The case for career guidance (young people)

Employer engagement in career guidance

Looking ahead
INTRODUCTIONS

Twitter: @AnthonyMannOECD

www.oecd.org/education/vet

Anthony.mann@oecd.org
50+ reviews in 30+ countries over the last decade...
...including most recently.
Cross-national thematic studies on how to design attractive VET systems

- Upper-secondary level
- Post-secondary level
- Work-based learning
THE CASE FOR CAREER GUIDANCE
(YOUNG PEOPLE)

Twitter: @AnthonyMannOECD

www.oecd.org/education/vet

Anthony.mann@oecd.org
Never before in human history, has career guidance been so important.
Young people have never been so educated – never before have they had to make so many decisions – but still struggle in the labour market.

Working it out: career guidance and employer engagement

Pauline Musset and Lucia Kurekova
(OECD, 2018)
The labour market is undergoing rapid, fundamental change – decision-making is more important, but also more difficult.

Evidence on the long-term implications of young people’s thinking about careers and experiences of the labour market is clearer than ever.

US and UK longitudinal studies consistently show that...

...Part-time teenage employment is associated with better adult economic outcomes.

...Teenage career uncertainty or confusion/misalignment is associated with poorer outcomes (and is greatest among young people from disadvantaged backgrounds).
OECD data shows that young people’s career aspirations are commonly high, narrow and often unrealistic…

50% are interested in 3 sectors

- Health professionals
- Science and engineering professionals
- Legal, social and cultural professionals

*Working it out: career guidance and employer engagement*

Pauline Musset and Lucia Kurekova (OECD, 2018)
...they are distorted by social background...

Low proficiency students from an advantaged socio-economic background are more likely to want to go to university than those from a more disadvantaged background

Percentage of students who say they want to go to university, by maths PISA score and ESCE category

Note: No data are available for the Slovak Republic
...and by gender and migrant status – even after controlling for ability.

Girls have higher career expectations than boys

Odds for girls expecting to work in skilled professions over the odds for boys

*Note:* After accounting for student characteristics and performance in mathematics.

Migrant aspirations and academic proficiency.
More often than not, career guidance works.

Does careers education aimed at young people improve their:

• economic outcomes?
• educational outcomes?
• social outcomes?

Assessment of experimental & quasi-experimental studies (OECD countries, 1996-2016) on:

careers provision, career guidance, enterprise, ICT and careers, job shadowing, mentoring, transformational leadership, volunteering, work experience, and work-related learning.
Economic, educational and social outcomes linked to career guidance (Hughes et al. 2016).

### Experimental and quasi-experimental studies published in English in OECD countries (1996-2016)

<table>
<thead>
<tr>
<th></th>
<th>Largely positive</th>
<th>Mixed outcomes</th>
<th>Largely negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economic</strong> (adult employment &amp; earnings) – 27 studies</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Educational</strong> (academic achievement) – 47 studies</td>
<td>58%</td>
<td>40%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Social</strong> (well-being, self-esteem, career management skills) – 25 studies</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Career guidance activities and attitudes towards education (Independent analysis of PISA data).

<table>
<thead>
<tr>
<th></th>
<th>AUS</th>
<th>BEL</th>
<th>CAN</th>
<th>DEN</th>
<th>FIN</th>
<th>IRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School does little to prepare you for life</td>
<td></td>
<td></td>
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<td></td>
<td>X</td>
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<tr>
<td>Internship</td>
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<tr>
<td>Job Shadowing</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Job fair</td>
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<td>X</td>
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<tr>
<td>Career Advisor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
</tbody>
</table>

| School is a waste of time                   |     |     |     |     |     |     |
| Internship                                 |     |     |     |     |     |     |
| Job Shadowing                              | N/A |     |     |     | X   |     |
| Job Fair                                   |     | N/A |     |     | X   |     |
| Career Advisor                             | X   | N/A | X   |     | X   | X   |

Career guidance activities and attitudes towards education (Independent analysis of PISA data).

<table>
<thead>
<tr>
<th>School useful for jobs</th>
<th>AUS</th>
<th>BEL</th>
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<tbody>
<tr>
<td>Internship</td>
<td></td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Job Shadowing</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Job fair</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Career Advisor</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School helps to get a job</th>
<th>AUS</th>
<th>BEL</th>
<th>CAN</th>
<th>DEN</th>
<th>FIN</th>
<th>IRE</th>
</tr>
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<tbody>
<tr>
<td>Internship</td>
<td></td>
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<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Job Shadowing</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Job Fair</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Career Advisor</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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</tbody>
</table>
Positive relationships between participation in Career Development Activity and higher than expected scores on PISA Mathematics test

<table>
<thead>
<tr>
<th>Activity</th>
<th>AUS</th>
<th>BEL</th>
<th>CAN</th>
<th>DEN</th>
<th>FIN</th>
<th>IRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>2.1</td>
<td>---</td>
</tr>
<tr>
<td>Job shadowing</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>2.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Job fair</td>
<td>4.1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>Career advisor</td>
<td>---</td>
<td>3.0</td>
<td>---</td>
<td>12.2</td>
<td>17.6</td>
<td>8.7</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Job shadowing</td>
<td>Advisor – in-school</td>
<td>HE visit</td>
<td>Careers fair</td>
<td>Advisor – out of school</td>
</tr>
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</tr>
<tr>
<td>Australia</td>
<td>47</td>
<td>28</td>
<td>15</td>
<td>26</td>
<td>49</td>
<td>63</td>
</tr>
<tr>
<td>Austria</td>
<td>37</td>
<td>52</td>
<td>24</td>
<td>31</td>
<td>55</td>
<td>28</td>
</tr>
<tr>
<td>Canada</td>
<td>9</td>
<td>33</td>
<td>12</td>
<td>21</td>
<td>39</td>
<td>47</td>
</tr>
<tr>
<td>Denmark</td>
<td>69</td>
<td>49</td>
<td>17</td>
<td>55</td>
<td>24</td>
<td>91</td>
</tr>
<tr>
<td>Italy</td>
<td>13</td>
<td>27</td>
<td>22</td>
<td>35</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>Korea</td>
<td>6</td>
<td>37</td>
<td>26</td>
<td>21</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td>Portugal</td>
<td>5</td>
<td>45</td>
<td>45</td>
<td>36</td>
<td>32</td>
<td>44</td>
</tr>
<tr>
<td>Slovenia</td>
<td>23</td>
<td>31</td>
<td>28</td>
<td>69</td>
<td>29</td>
<td>51</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>26%</strong></td>
<td><strong>38%</strong></td>
<td><strong>24%</strong></td>
<td><strong>37%</strong></td>
<td><strong>33%</strong></td>
<td><strong>51%</strong></td>
</tr>
</tbody>
</table>
Effective career guidance addresses assumptions & expectations as well providing information, it broadens as well as raises aspirations. It...

…starts early (primary) and intensifies around key decision points.  
…connects classroom learning with future economic lives.  
…provides easy access to trustworthy labour market information and advice/guidance from well-trained and impartial professionals.  
…addresses information asymmetries about specific professions and challenges stereotyping.  
…broadens understanding of the labour market – focusing in particular occupations which are poorly understood and of strategic importance.  
…targets young people from the most disadvantaged backgrounds for the greatest levels of intervention.  
…is experiential with rich and plentiful engagement from the world of work.
EMPLOYER ENGAGEMENT IN CAREERS GUIDANCE

Twitter: @AnthonyMannOECD

www.oecd.org/education/vet

Anthony.Mann@oecd.org
Employer engagement in careers guidance

Working it out: career guidance and employer engagement
Pauline Musset and Lucia Kurekova (OECD, 2018)
Experimental and quasi-experimental studies published in English in OECD countries since 1996:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Largely positive</th>
<th>Mixed outcome</th>
<th>Largely negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic (employment &amp; earnings) – 14 studies</td>
<td>64%</td>
<td>36%</td>
<td>0</td>
</tr>
<tr>
<td>Educational (engagement) – 16 studies</td>
<td>44%</td>
<td>56%</td>
<td>2%</td>
</tr>
<tr>
<td>Educational (achievement) – 17 studies</td>
<td>35%</td>
<td>65%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Survey data: UK 19-24 year olds


Relationships between volume of recalled employer engagement and:
• Confidence in career progression
• Earnings (if in full-time employment, 4.5%)
• Reduced risk of being NEET


Relationships between volume of recalled employer engagement and:
• Reduced risk of being NEET
• Earnings (if in full-time employment, c.4.5%)
• Belief that school helped prepare well for working life


Participation in ‘career talks with people from outside of school’ at ages 14-15 and 15-16

Associated with earnings premiums of up to 1.6% per career talk with premiums greatest when talks were described at the time as being very helpful - and delivered in an environment rich in professional careers guidance.

Driving outcomes: from Granovetter to Bourdieu

The strength of weak ties: access to non-redundant trusted information...

“Told us from experience. Told us straight.” (young adult)

“I trusted the word of someone in the working world as opposed to a careers advisor or teacher ‘telling’ you what to do.” (young adult)

...changing attitudes and identity.

“My work experience placement made me determined to work hard in education and aim for a worthwhile job I will enjoy.” (young adult)

“You see the change in attendance, behaviour. They realise how important it is to get English and Maths. Impact on motivation is huge” (teacher)

The literature suggests that employer engagement to **boost young people’s understanding of jobs and careers** employer engagement in education will be:

...**authentic** - enabling first-hand encounters.

...**commonplace** – volume of encounters matters.

...**valued (relevant)** – by young people themselves.

Source: Mann et al. 2018. Employer engagement in Education. EEF.
...**varied** - different activities can be associated with different outcomes for different types of pupil.

...**contextualized** - by effective career guidance.

...**personalized** – in recognition of existing work-related networks and aspirations.

...**begun young** – addressing attitudes and expectations from primary schooling.
16 indicators from UK longitudinal studies

- Thinking about the future
- Talking about the future
- Experiencing the future
- Thinking about school
LOOKING AHEAD: WE NEED TO DO MORE

Twitter: @AnthonyMannOECD

www.oecd.org/education/vet

Anthony.Mann@oecd.org
Demand for guidance is strong.


<table>
<thead>
<tr>
<th>Area</th>
<th>All</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to create a good CV, or write a good application</td>
<td>60%</td>
<td>57%</td>
<td>64%</td>
</tr>
<tr>
<td>How to perform well at interview</td>
<td>60%</td>
<td>56%</td>
<td>65%</td>
</tr>
<tr>
<td>How the tax/benefit systems work</td>
<td>59%</td>
<td>53%</td>
<td>65%</td>
</tr>
<tr>
<td>How employers actually recruit</td>
<td>56%</td>
<td>53%</td>
<td>59%</td>
</tr>
<tr>
<td>How to manage money once you had income</td>
<td>55%</td>
<td>48%</td>
<td>63%</td>
</tr>
<tr>
<td>How the world of work is changing and which skills are likely to be demanded in future</td>
<td>49%</td>
<td>47%</td>
<td>51%</td>
</tr>
<tr>
<td>How to find a job</td>
<td>48%</td>
<td>43%</td>
<td>53%</td>
</tr>
<tr>
<td>How to find out what different jobs require in terms of skills, attitudes and qualifications</td>
<td>47%</td>
<td>43%</td>
<td>51%</td>
</tr>
<tr>
<td>How job centres and employment agencies work</td>
<td>36%</td>
<td>32%</td>
<td>40%</td>
</tr>
<tr>
<td>How to run your own enterprise/business</td>
<td>36%</td>
<td>36%</td>
<td>35%</td>
</tr>
<tr>
<td>How to get a part-time job whilst still at school or college</td>
<td>34%</td>
<td>32%</td>
<td>37%</td>
</tr>
</tbody>
</table>
The deployment of employer engagement by schools to...

...boost young people’s understanding of jobs and careers

...provide knowledge and skills demanded by the contemporary labour market

...provide knowledge and skills demanded for successful school-to-work transitions

...enrich education and underpin pupil attainment

Source: Mann et al. 2018. Employer engagement in Education. EEF.
New OECD PISA data on career development activities

Available from December 2019:
school and work-based career development activities

OECD: Australia, Austria, Belgium, Denmark, Germany, Greece, Hungary, Iceland, Ireland, Italy, Korea, Lithuania, New Zealand, Poland, Slovak Republic, Slovenia, Spain, UK (Excl. Scotland).

Non-OECD: Albania, Bulgaria, Brazil, Brunei, Costa Rica, Hong Kong (China), Croatia, Kazakhstan, Morocco, Malta, Panama, Serbia, Chinese Taipei, Thailand.
A new joint statement on career guidance
Thank you – stay in touch

Anthony Mann
Head, VET and Adult Learning team
OECD Centre for Skills

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