

VIRTUAL INTERNATIONAL CONFERENCE

EVOLVING EDUCATION & CAREERS

SHARE, LEARN & TRANSFORM

This session will begin at: 09:00 BST

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VIRTUAL INTERNATIONAL CONFERENCE



EVOLVING EDUCATION & CAREERS

SHARE, LEARN & TRANSFORM

Day 3 Conference Plenary
Presented by

Dr Deirdre Hughes OBE, Sandra Cheyne and Dr Anthony Mann

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The logo for Skills Development Scotland, featuring the text "Skills Development Scotland" in a teal font, with a vertical line of seven dots to its left.

Skills
Development
Scotland

A photograph of two young men sitting at a desk in a modern office or training environment. The man on the left is wearing a maroon shirt and a red lanyard, looking towards the right. The man on the right is wearing a dark blue hoodie and is smiling. A teal semi-transparent box is overlaid at the bottom of the image, containing white text.

Sandra Cheyne

National CIAG Policy & Professional Practice
Lead

‘Impartial career guidance and the development of career management skills have a significant contribution to play in, not only helping to deliver **inclusive** economic growth, but also in equipping individuals of all ages with the skills to plan and manage their career decisions; now and in the future. **The type of society we will be in the future is reliant on the choices that people make about their future.**’

CIAG Strategy: Moving Forward 2020

Information & Advice

Presenting situation

Presenting needs

Guidance

Exploring and understanding the story

Customer-centred

Identifying additional needs & high leverage issues

Needs Matrix

Identifying career management abilities & areas to develop further

Coaching Approach



Self

Knowing who you are



Strengths

Knowing what you are good at



Horizons

Knowing what is out there



Networks

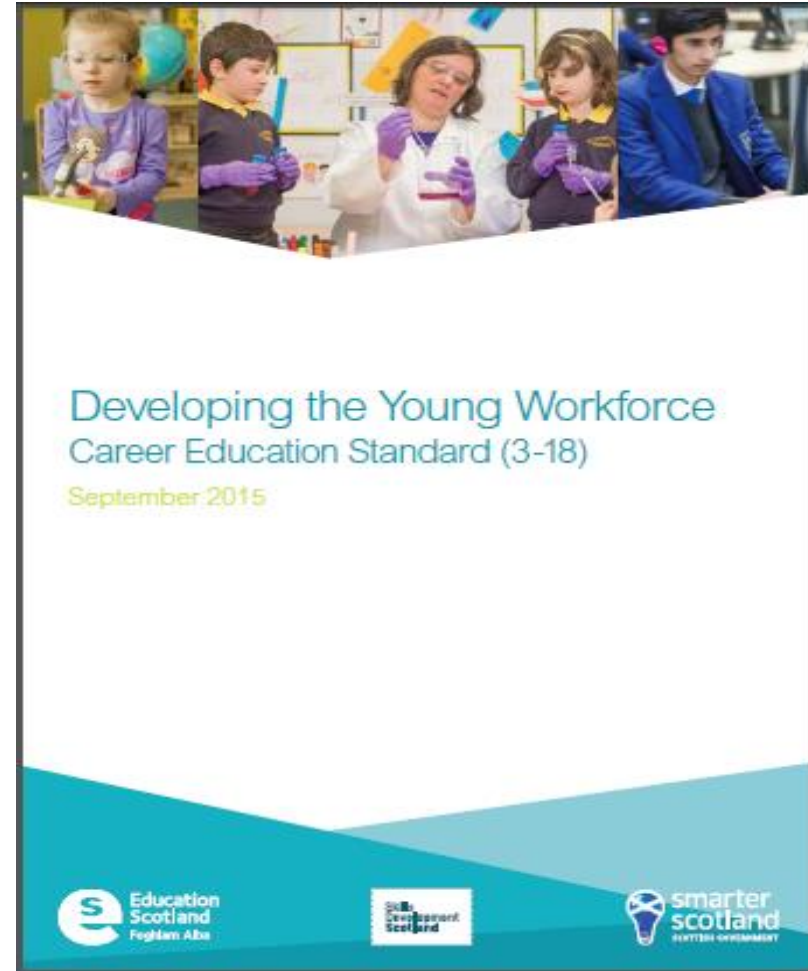
Knowing who can help you

Career Education Standard 2015

Children and young people should:

learn earlier about career management (CMS) and the world of work

be better prepared to enter and sustain employment



Knowledge and ability

Teachers/Practitioners will:

- work with a range of partners including parents/carers, employers and other practitioners to design and deliver an appropriate personalised curriculum that takes account of:
 - the individual needs of children and young people; and
 - genuinely equips them for learning, life and work in all settings including colleges and other learning providers.
- engage children and young people in meaningful discussion about their skills development and assist them in profiling to support their career journeys;
- through professional learning and having access to up-to-date resources, develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these;
- relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment;
- develop children and young people's understanding of the responsibilities and duties placed on employees and employers;
- make use of relevant digital and online resources, in particular My World of Work (supported by training);
- encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities;
- facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities;
- further develop links with employers, work-based learning pathways, work placements and a wide choice of options in the senior phase of education, with appropriate support from DYW Regional Groups, SDS and local authorities; and
- take account of individual needs when planning to support children and young people with career information and guidance (CIAG) and draw on the expertise and support of partners as appropriate



Skills








LMI



CMS

Online school SPA offer

	Title & description	Delivery		
<p>Career education and the Career Education Standard (CES)</p> 	<p>Implementing the Career Education Standard (CES) sources of support and benchmarking resources</p>	<p>Skills</p> 		
	<p>CES Introduction: an interactive presentation with questions woven through the presentation</p>	<p>Embedding skills: an interactive workshop on future employability skills, their importance to learners and how these can be integrated into everyday classroom practice in a pragmatic and sustainable way.</p>	<p>Online version</p>	
	<p>CES introduction and self-evaluation: progress and identify next steps using baseline for future benchmarking, a self-evaluation and supports planning for improvement.</p>	<p>An introduction to SDS meta skills: an interactive workshop providing a more focussed look at meta-skills and how these can inform a school's skills framework.</p>	<p>No online version</p> <p>An introduction to meta-skills will be incorporated into skills profiling below</p>	
	<p>Introduction to My World of Work: resources set in the context of key stages 3-5 Journey including pupil profiling. Can be delivered via presentation or hands on workshop</p>	<p>Skills profiling using My World of Work (secondary): this session explores skills profiling and how <i>My World of Work</i> can support teachers to address the recommendations within CES, Education Scotland profiling guidance and the 15-24 Learner Journey Review. Can be delivered via presentation or hands on workshop <i>*requires prior working knowledge of My World of Work</i></p>	<p>Online version</p>	
	<p>Embedding My World of Work (MWW): and other digital resources and how to use them in practice. Can be delivered via presentation or hands on workshop</p>	<p>LMI</p> 	<p>Online version</p>	
	<p>Embedding My World of Work (MWW): and other digital resources and how to use them in practice. Can be delivered via presentation or hands on workshop</p>	<p>CMS</p> 	<p>Embedding Labour Market Information (LMI): An interactive workshop that explores what LMI is, where to find it and how practitioners can manageably further integrate it into everyday classroom practice.</p>	<p>Online version</p>
		<p>Ambassador Programme</p> 	<p>Embedding Career Management Skills (CMS): an interactive workshop that introduces CMS, considers how these skills are already part of day-to-day learning and teaching and looks at practical approaches to further develop young people's CMS as an integral part of the curriculum.</p>	<p>Online version</p>
			<p>Establishing an Ambassador Programme: an interactive hands-on, introductory session aimed at schools who are planning an ambassador programme for the first time.</p>	<p>Online version in two parts</p> <p>Part 1: Establishing a programme Part 2: Continuing a programme</p>
			<p>Ideas for further development of your programme: check out our resources on our partner area to support the development of your existing programme. https://www.myworldofwork.co.uk/ambassadors</p>	

- **Explore/Expand** — variety of activities structured around future world of work to encourage curiosity, challenge assumptions and explore the wide variety of exciting opportunities within it
- **Explore/Equate** — focused activities to enable pupils to think critically through raising awareness, understanding and exploring connections between school subjects and industry, critical skills & occupations
- **Expose/Experience-** quality experiences exploring areas of interest and exposing pupils to routes and pathways, workplace environments and behaviours
- **Experience/Extend** — in depth work based learning (WBL)/work placements and self lead focused activities throughout senior phase enabling pupils to decide and plan progressions

*'You've always had the power my dear, you just had to learn it
for yourself'*

Wizard of Oz
Glenda the Good Witch





CAREER GUIDANCE: FROM GOOD PRACTICE TO EFFECTIVE DELIVERY

Anthony Mann

Senior Policy Adviser, Education and Skills,
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Structure

1. About the OECD and PISA
2. Context: the importance of career guidance and the impact of COVID-19
3. Approach: harnessing insights from national longitudinal datasets and PISA 2018
4. Thinking about the future
5. Exploring the future
6. Experiencing the future
7. The capacity to aspire
8. Next steps: connecting with the OECD

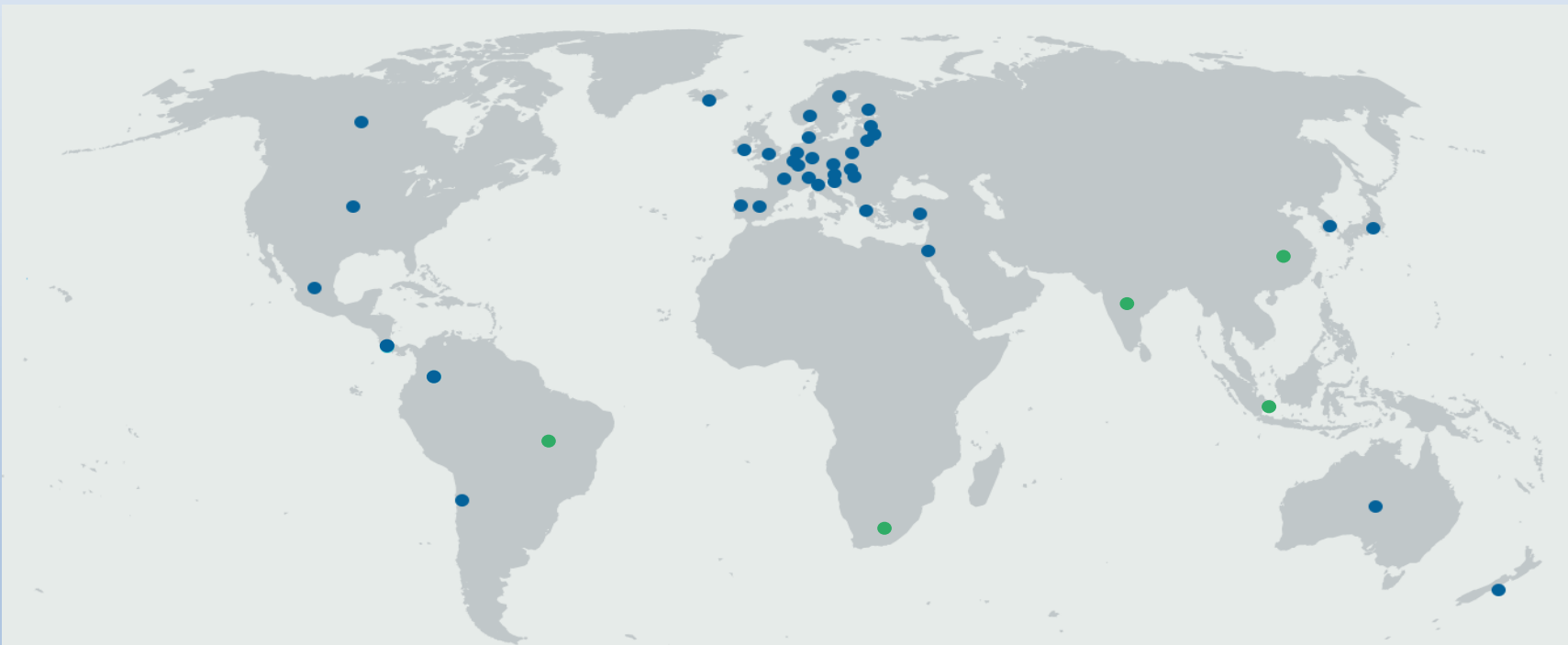
Twitter: [@AnthonyMannOECD](https://twitter.com/AnthonyMannOECD)



About the OECD

The **Organisation for Economic Co-operation and Development (OECD)** is an international organisation in which governments work together to come up with solutions to common problems, develop global standards, share experiences and identify best practices to promote **better policies for better lives**.

OECD 38 member countries and 5 key partners represent about 80% of world trade and investment



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About the Programme for International Student Assessment





Context: Never before in human history has career guidance been so important

At the end of 2019, the international organisations (European Commission, Cedefop, European Training Foundation, International Labor Organisation, OECD, UNESCO) jointly publish *Investing in Career Guidance*:

- Young people stay in education longer than ever
- More decisions to make & they are more difficult because...
- Education and training is increasing fragmented
- Automation is driving an increasing dynamic labour market – making investment decisions more difficult
- Growing evidence that career guidance works and what young people think about their working futures and experience potential working futures matters to their adult outcomes

<https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/>



Context: Coronavirus turbulence



A Class Graduating Into a Recession



Hot jobs in the time of Covid-19

Young people hit as unemployment rate rises



Context: good practice in career guidance

- **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 **disadvantaged** backgrounds for the greatest levels of intervention
- Is experiential with **rich and plentiful engagement from the world of work**



But...what is effective practice?

How much is enough?

Which students need more?

How do we go beyond managing outputs to enabling outcomes?

How do we know if provision will work in difficult economic situations?



Approach: are schools optimising the chances of young people to find good work?

National longitudinal datasets

Follow (large numbers of) individuals over periods of time.

Collect data on key characteristics in childhood that influence adult outcomes (socio-economic status, gender, migrant status/ethnicity, academic proficiency, qualification attainment, attitudes and experiences).

Allow analysts to isolate the impact of specific interventions: can interventions explain why some young people do better in the labour market than would be expected given their qualifications and other characteristics.

Available in a growing number countries.

PISA 2018 allows an assessment of the extent to which indicators are being achieved.

Review of academic analysis of national longitudinal datasets shows that career-related indicators relate to (i) thinking about the future (ii) exploring the future and (iii) experiencing the future.



Thinking about the future (1)

Indicators.

- (i) Teenage uncertainty: inability of 15-16 year olds to name job they expect to be working in as an adulthood is associated with worse than expected employment outcomes
- (ii) Career ambition: expectation of 15-16 year olds to work as a professional or manager is associated with better than expected employment outcomes
- (iii) Career misalignment: misalignment of qualifications demanded by occupational expectation and educational plan is associated with worse than expected employment outcomes



Thinking about the future (2)

Indicator: *teenage uncertainty*

- inability of 15-16 year olds to name job they expect to be working in as an adulthood

Example

Sikora, J. (2018), Aimless or flexible? Does uncertainty in adolescent occupational expectations matter in young adulthood? *Australian Journal of Education* 6:2, 154-168

Data. Longitudinal Surveys of Australian Youth: 2006 (age 16) to 2016 (age 26)

- finds that wage penalties at age 26 are strongly associated with uncertainty at age 23 which is, in turn, driven by uncertainty at age 16
- lost earnings attributable to teenage occupational uncertainty are considerable: 6% or \$100 000 in 2011 Australian dollars (the equivalent of approximately €70 000 in 2020) over the working life times of the young adults

See also: Gutman (2018), Morgan (2012), Mortimer (2017), Sabates (2010, 2017), Staff (2010), Thompson (2010), Vuolo (2012), Yates (2010) – and Gutman (2014), Schoon (2012).

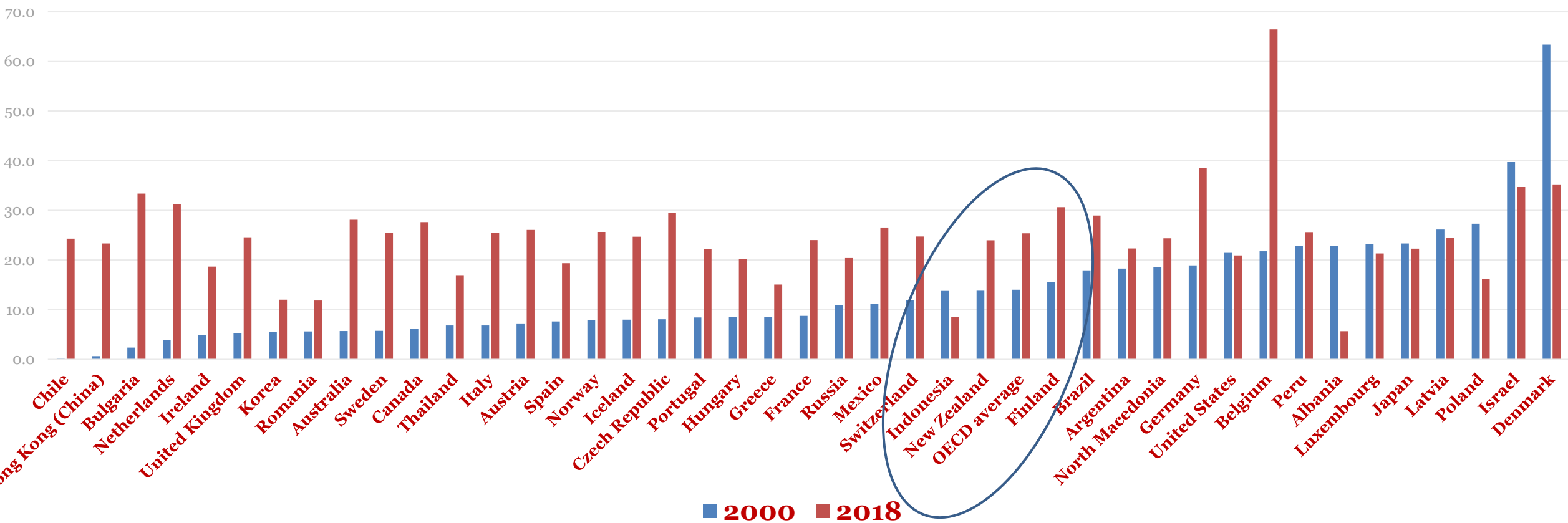


Thinking about the future (3)

Indicator: *teenage uncertainty*

- inability of 15-16 year olds to name a job they expect to be working in adulthood.

Changes in the level of teenage uncertainty in career expectations. PISA 2000 and 2018.

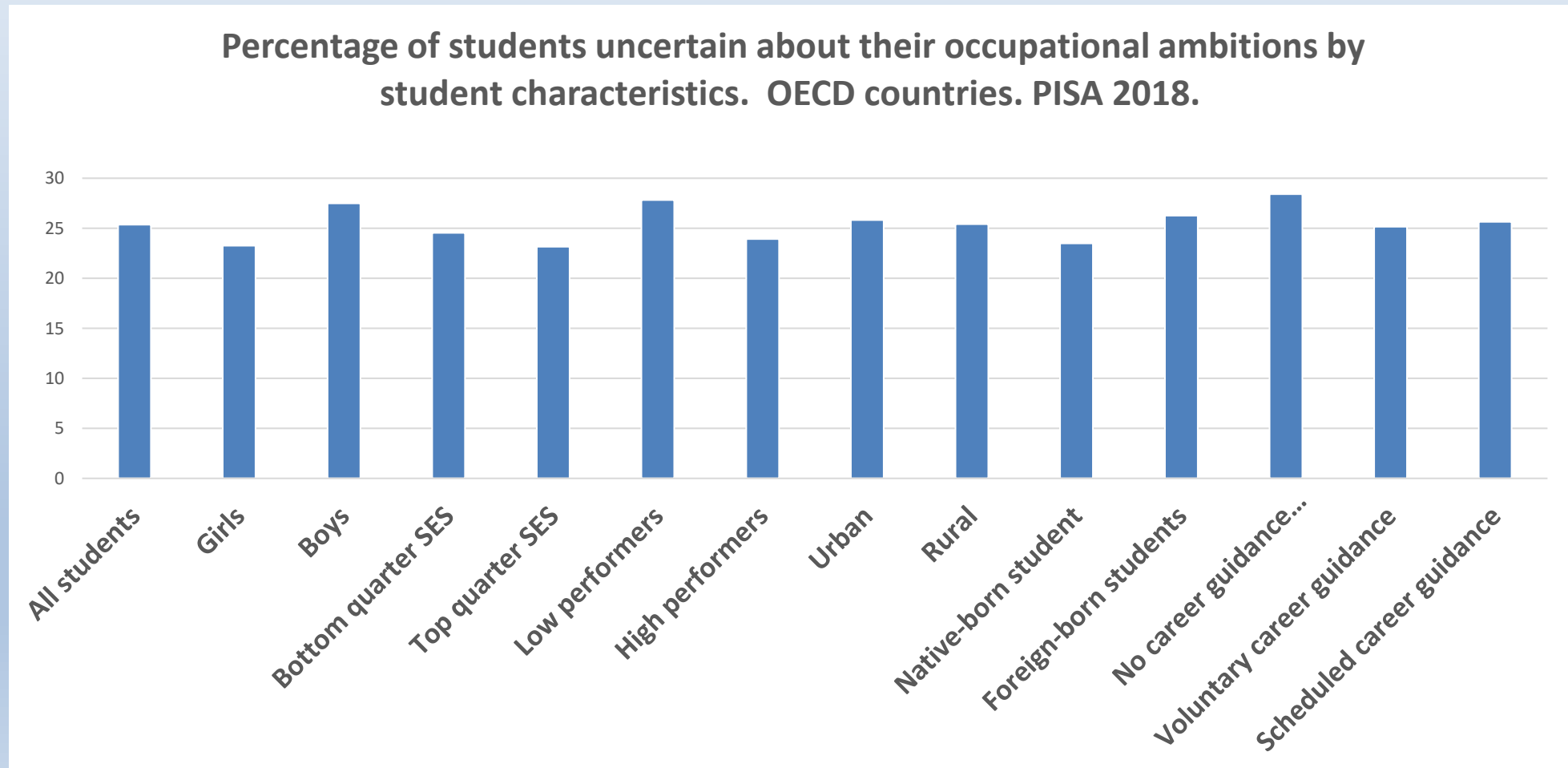




Thinking about the future (4)

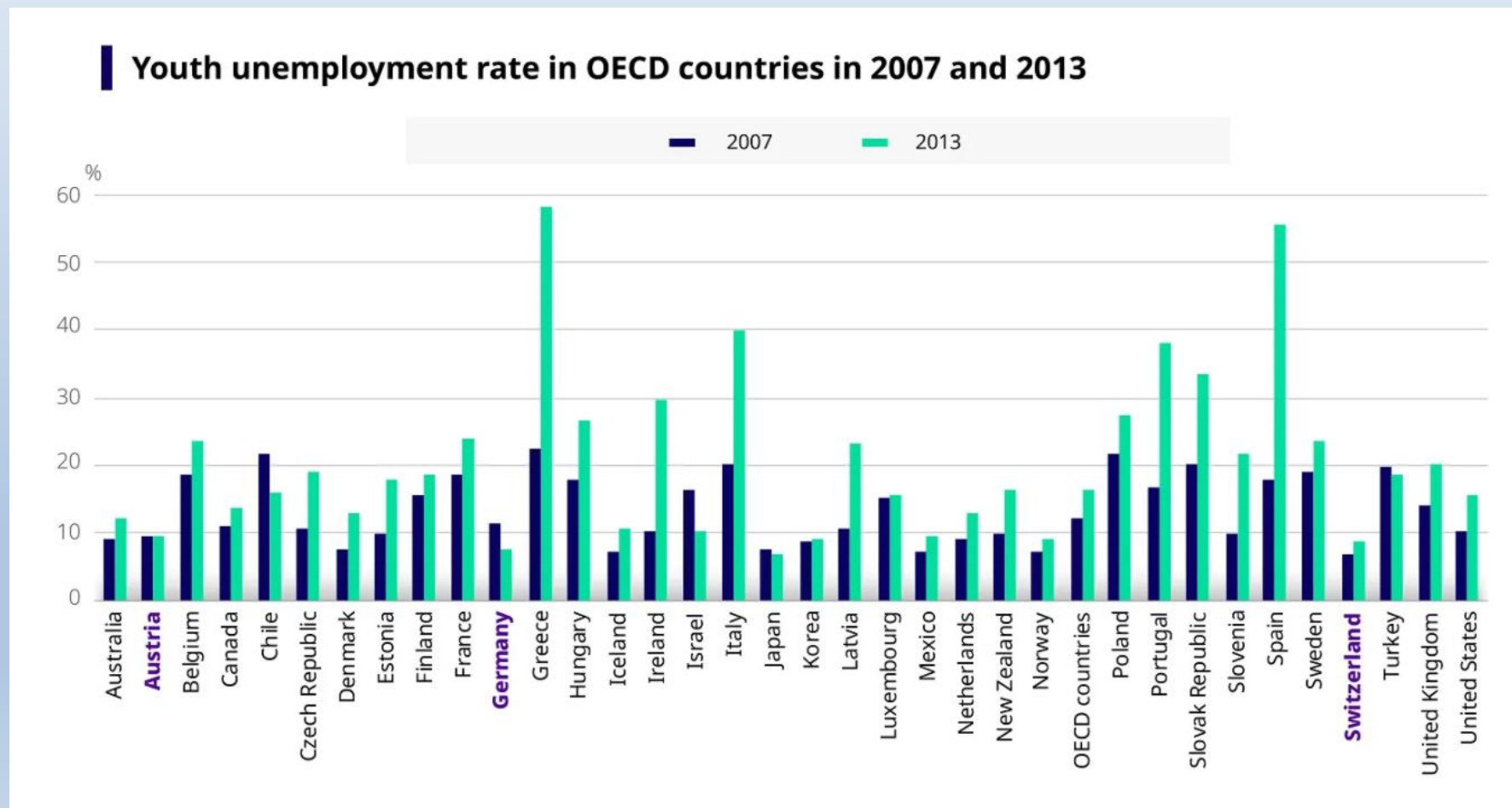
Indicator: *teenage uncertainty*

- inability of 15-16 year olds to name job they expect to be working in as an adulthood



Thinking about the future (5)

Teenage interest in the skilled trades typically entered through Vocational Education and Training

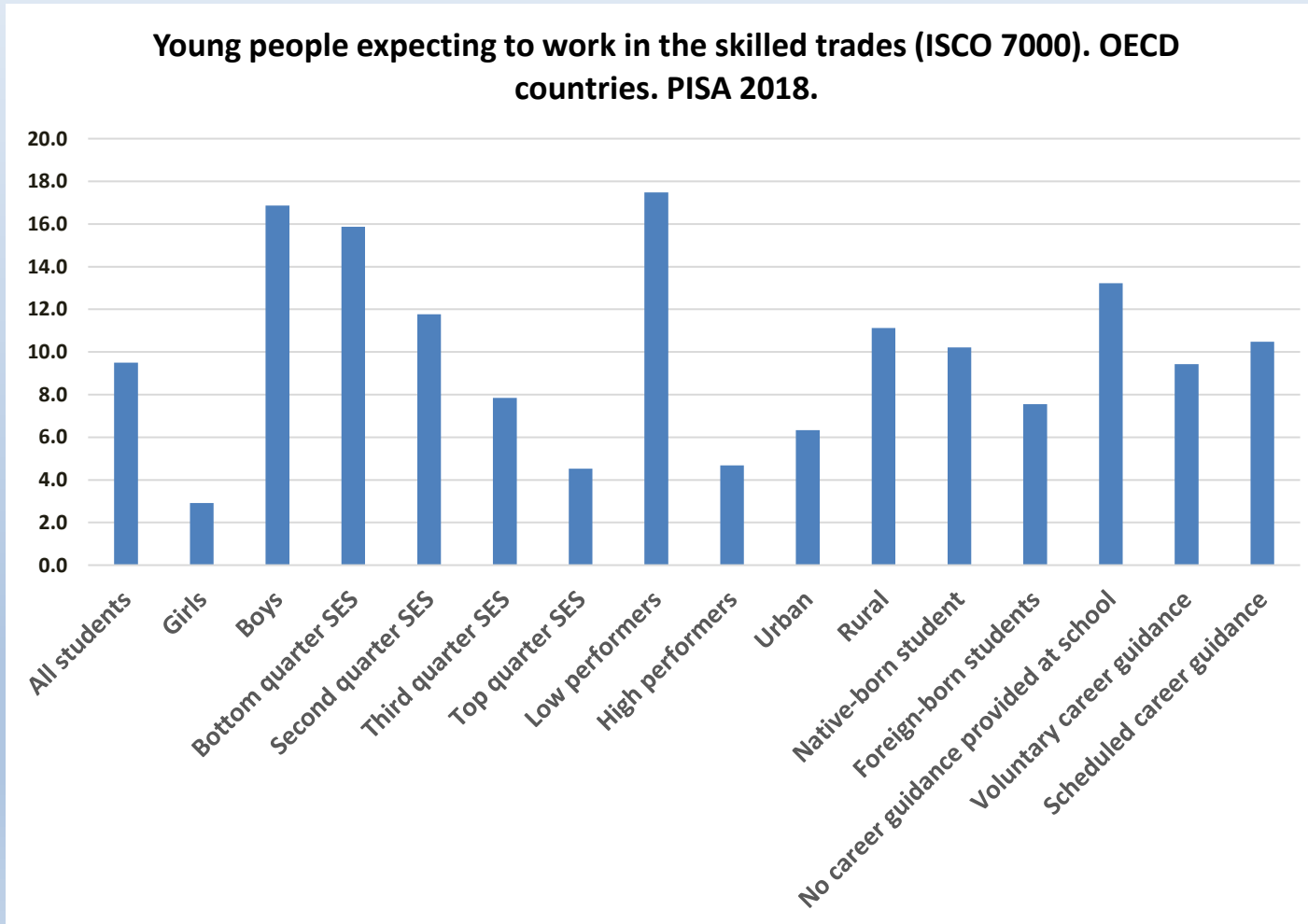


Young people in countries with strong VET systems largely withstood the global surge in youth unemployment which followed the Great Financial Crisis (2007/08).



Thinking about the future (6)

Teenage interest in the skilled trades typically entered through Vocational Education and Training



Thinking about the future (7)

Variety between countries in the strength of labour market signalling

* Highest and lowest levels of teenage career concentration (interest in one of ten most popular jobs). PISA 2018.

Highest	Girls	Boys
Baku (Azerbaijan)	71	63
Brunei Darussalam	76	76
Indonesia	73	68
Jordan	75	69
Kosovo	77	63
Lebanon	71	70
Morocco	75	72
Philippines	78	74
Qatar	74	75
Turkey	77	61
Saudi Arabia	83	82
United Arab Emirates	69	75

Lowest	Girls	Boys
Austria	54	40
Czech Republic	50	40
France	43	40
Germany	51	40
Hungary	39	46
Netherlands	47	37
Switzerland	49	38

OECD PISA 2018 database



Exploring the future (1)

Indicators.

- (i) Career conversations: teenagers speaking with non-parental adults (especially teachers) about career aspirations
- (ii) Occupational exploration: teenage participation in career exploration modules within a wider programme of study
- (iii) Career development: teenage participation in career development activities (i.e., job fairs, job shadowing)



Exploring the future (2)

Indicator: *Career conversations*

- teenagers speaking with non-parental adults (especially teachers) about career aspirations

Example

Mann, A. et al. (2017), *Indicators of successful transitions: teenage attitudes and experiences related to the world of work*, London: Education and Employers

Data: Longitudinal Study of Young People in England (Next Steps): 2005 (age 14-15) to 2010 (age 19-20).

Teenagers, at ages 14-15, who agree that they talked to their teacher at least once:

- Inside of lessons about their future studies are 24% less likely to be NEET (on the day of the survey) at age 19-20 than comparable peers,
- Outside of lessons about their future studies are 13% less likely to NEET (on the day of the survey) at age 19-20 than comparable peers

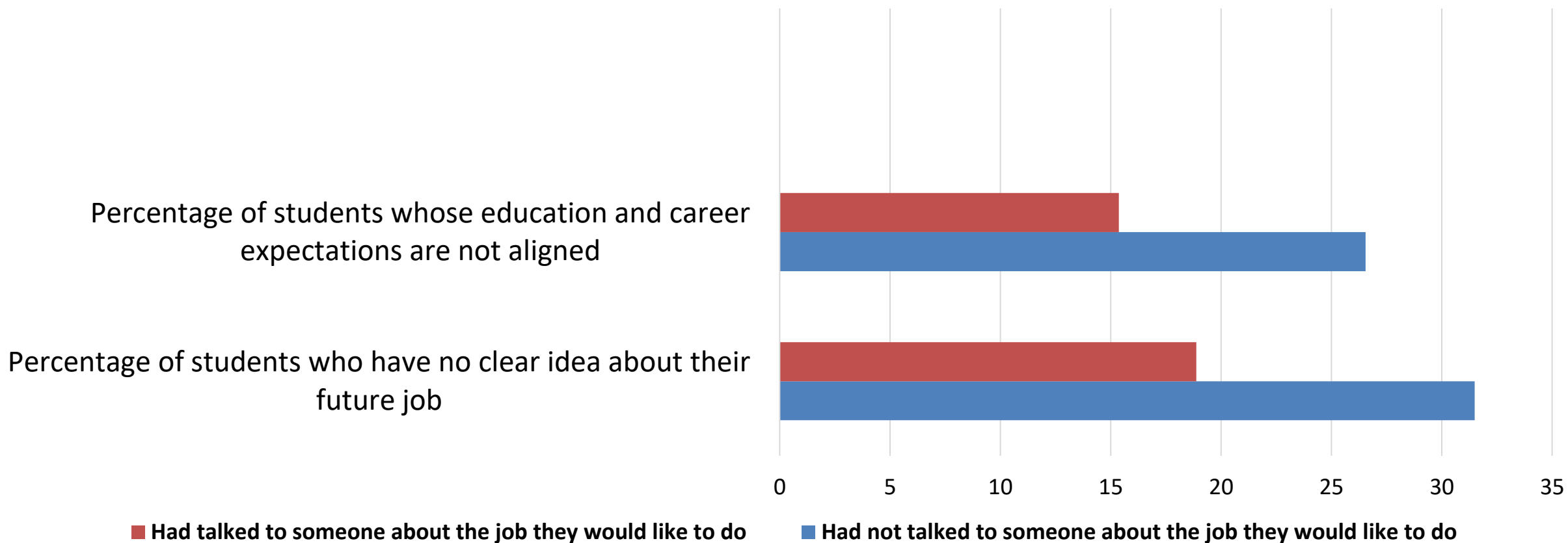


Exploring the future (3)

Indicator: *Career conversations*

- teenagers speaking with non-parental adults (especially teachers) about career aspirations

Relationship between teenage career thinking and having spoken to someone about job interest. OECD average. PISA 2018.

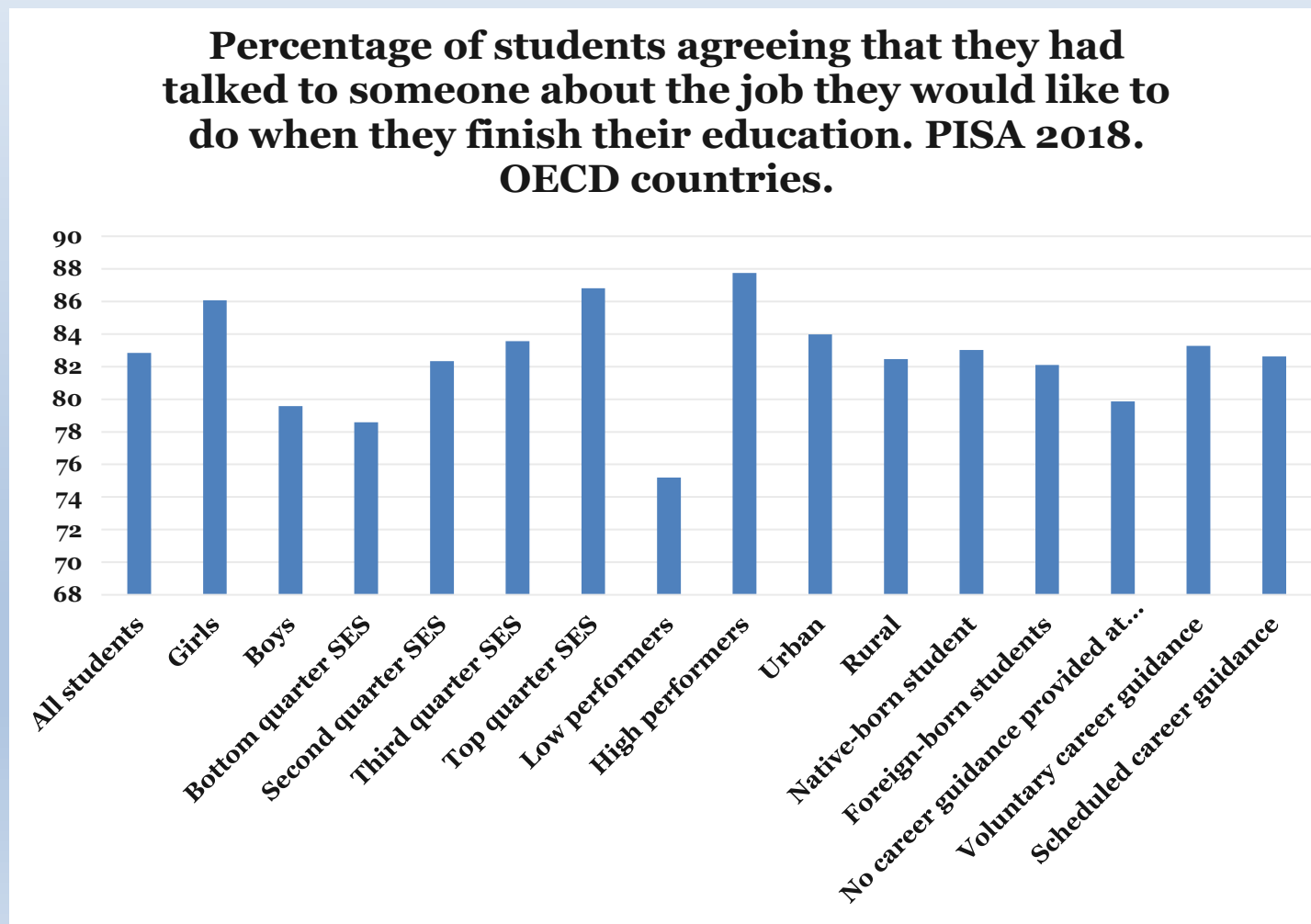




Exploring the future (4)

Indicator: *Career conversations*

- teenagers speaking with non-parental adults (especially teachers) about career aspirations

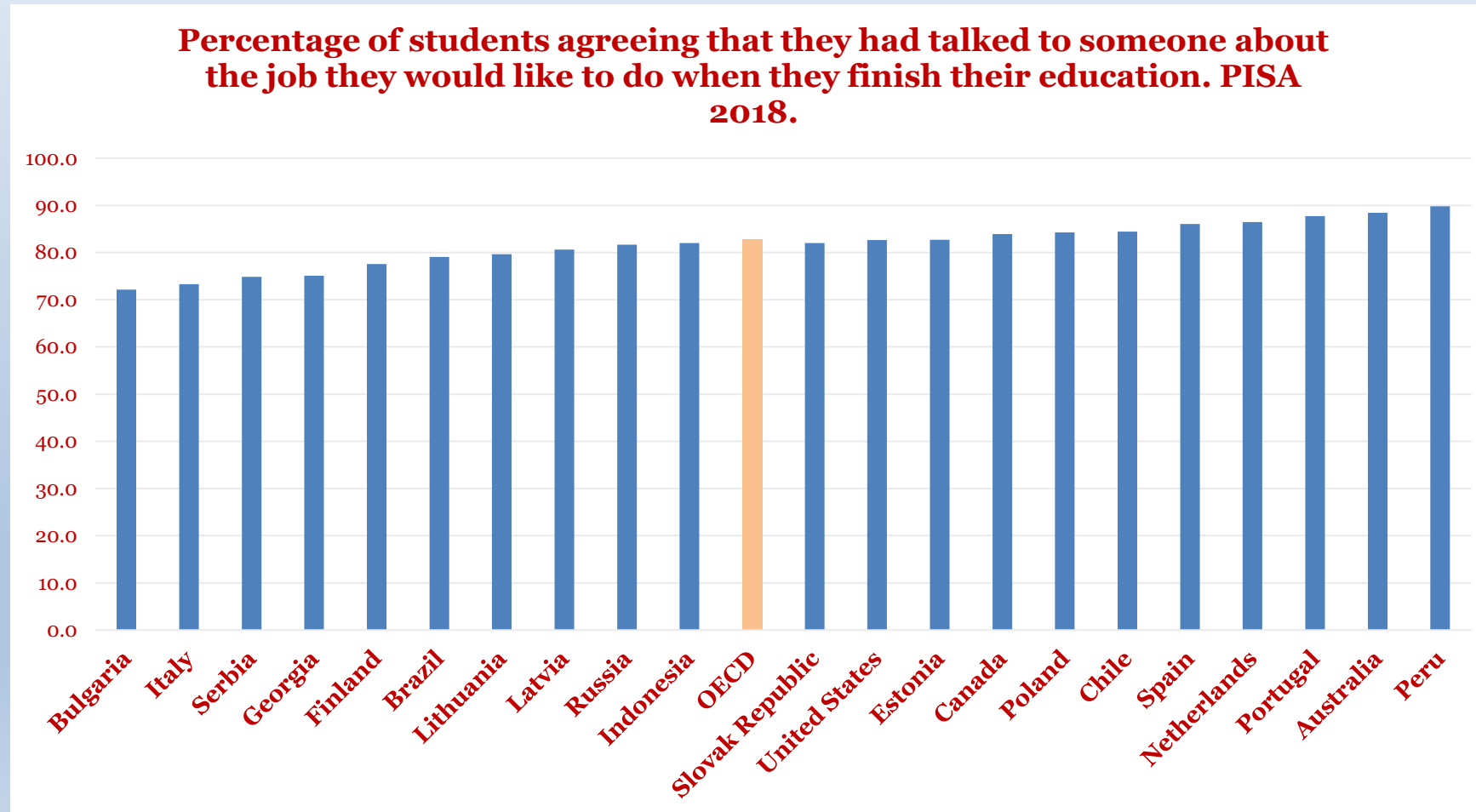




Exploring the future (5)

Indicator: *Career conversations*

- teenagers speaking with non-parental adults (especially teachers) about career aspirations





Experiencing the future (1)

Indicators.

- (i) Teenage employment: working on a part-time or vacation basis alongside full-time secondary education.
- (ii) Student internship: participation in a school-mediated work placement whilst in full-time secondary education.
- (iii) Teenage volunteering: undertaking voluntary activity either within or outside of schooling whilst in full-time secondary education.



Experiencing the future (2)

Indicator: *teenage employment*

- working on a part-time or vacation basis alongside full-time secondary education

Example

Sikora, J. and Green, J (2020), Gifts as gains? The impact of volunteering on young people's educational and occupational attainment in Australia *Australian Journal of Education Data*.

Longitudinal Surveys of Australian Youth: 2006 (age 16) to 2016 (age 26)

- a significant relationship between formal teenage volunteering outside of study time (including campaigning, fundraising, coaching, teaching, serving on committees, organizing events, distributing food, goods or health-related information) and occupational status.
- the impact of teenage volunteering on enhancing occupational status to be one-quarter of size of that of completing higher education.

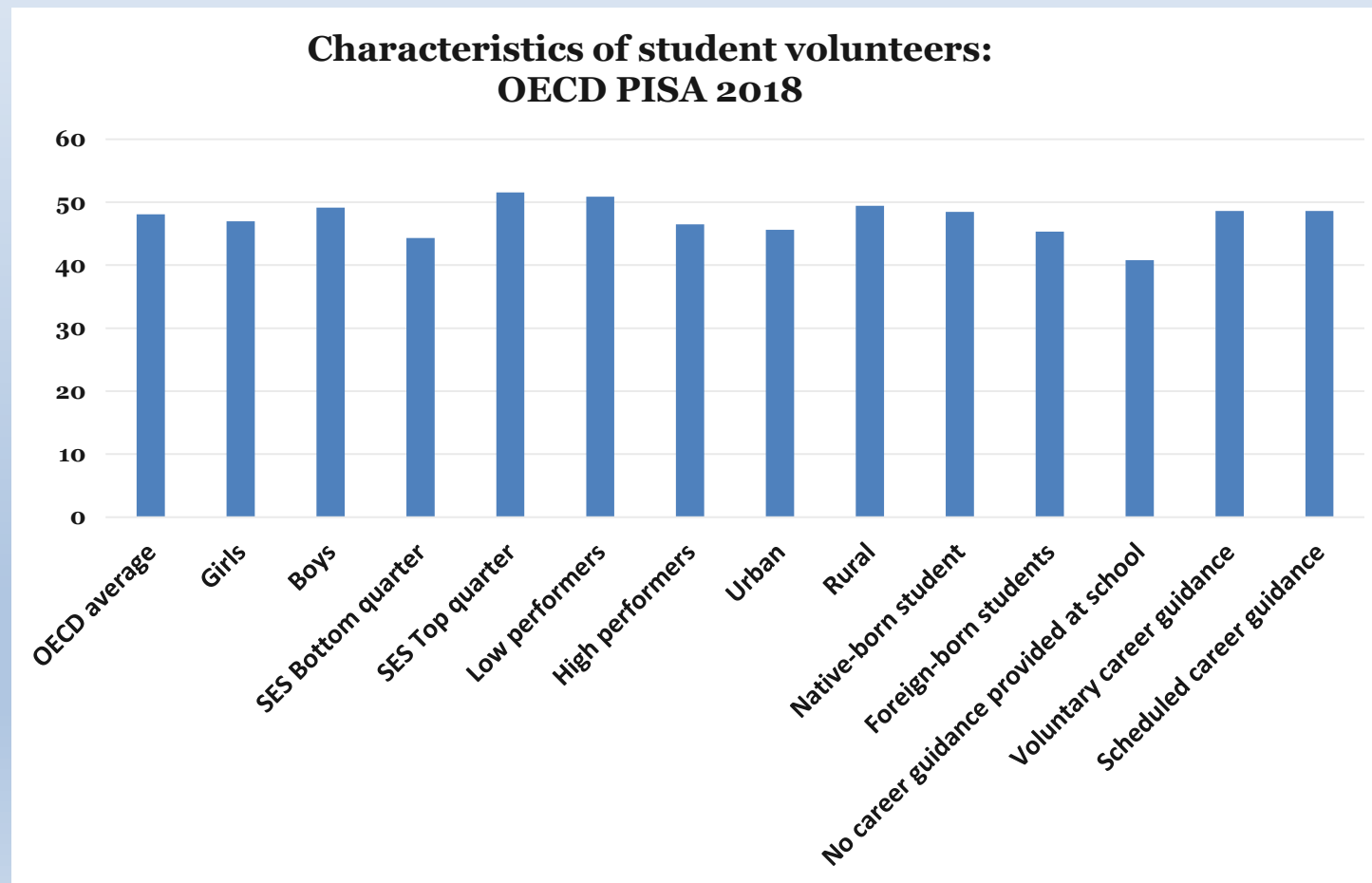
See also: Kim (2017), Ballard (2019), Chan (2014).



Experiencing the future (3)

Indicator: *teenage employment*

- working on a part-time or vacation basis alongside full-time secondary education

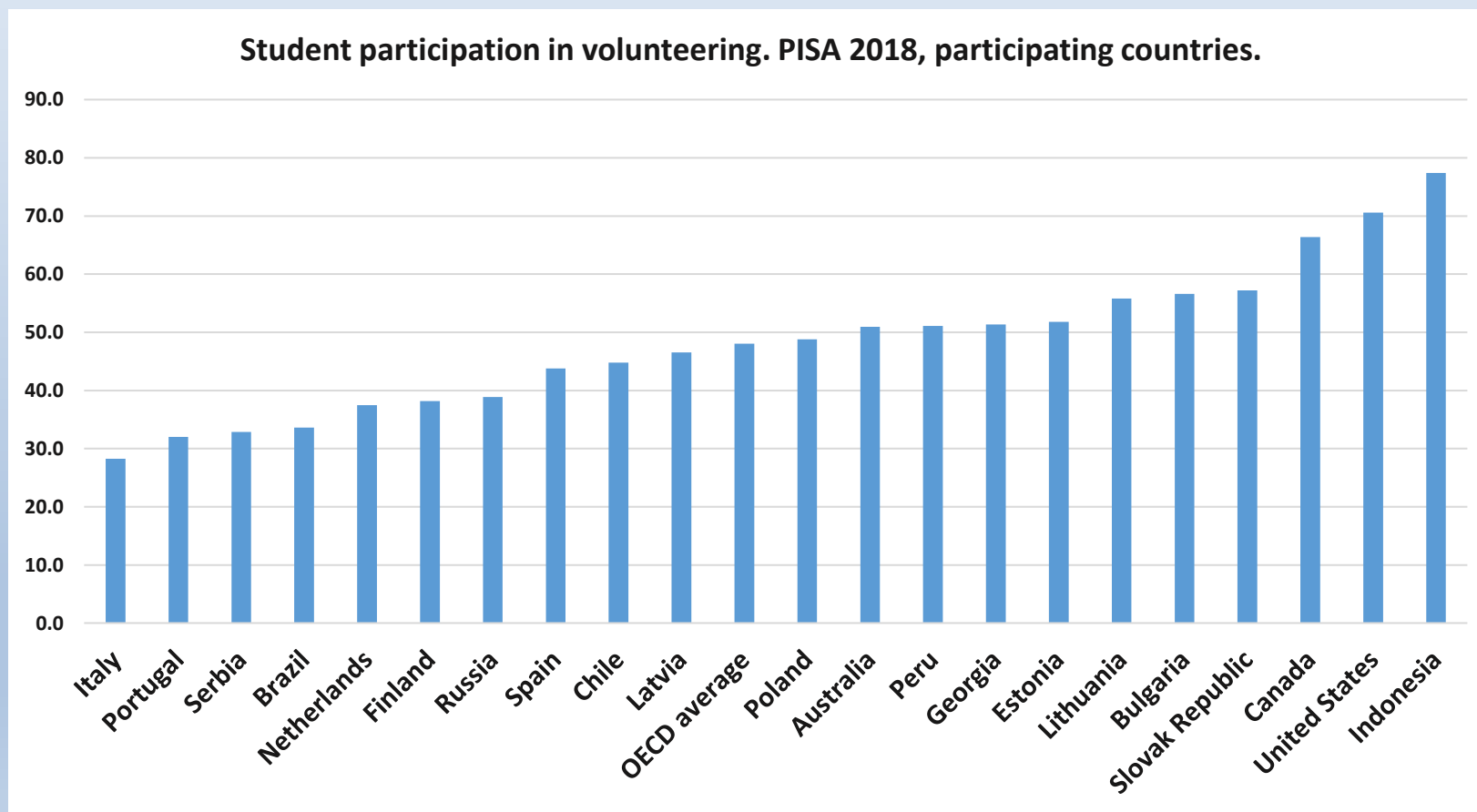




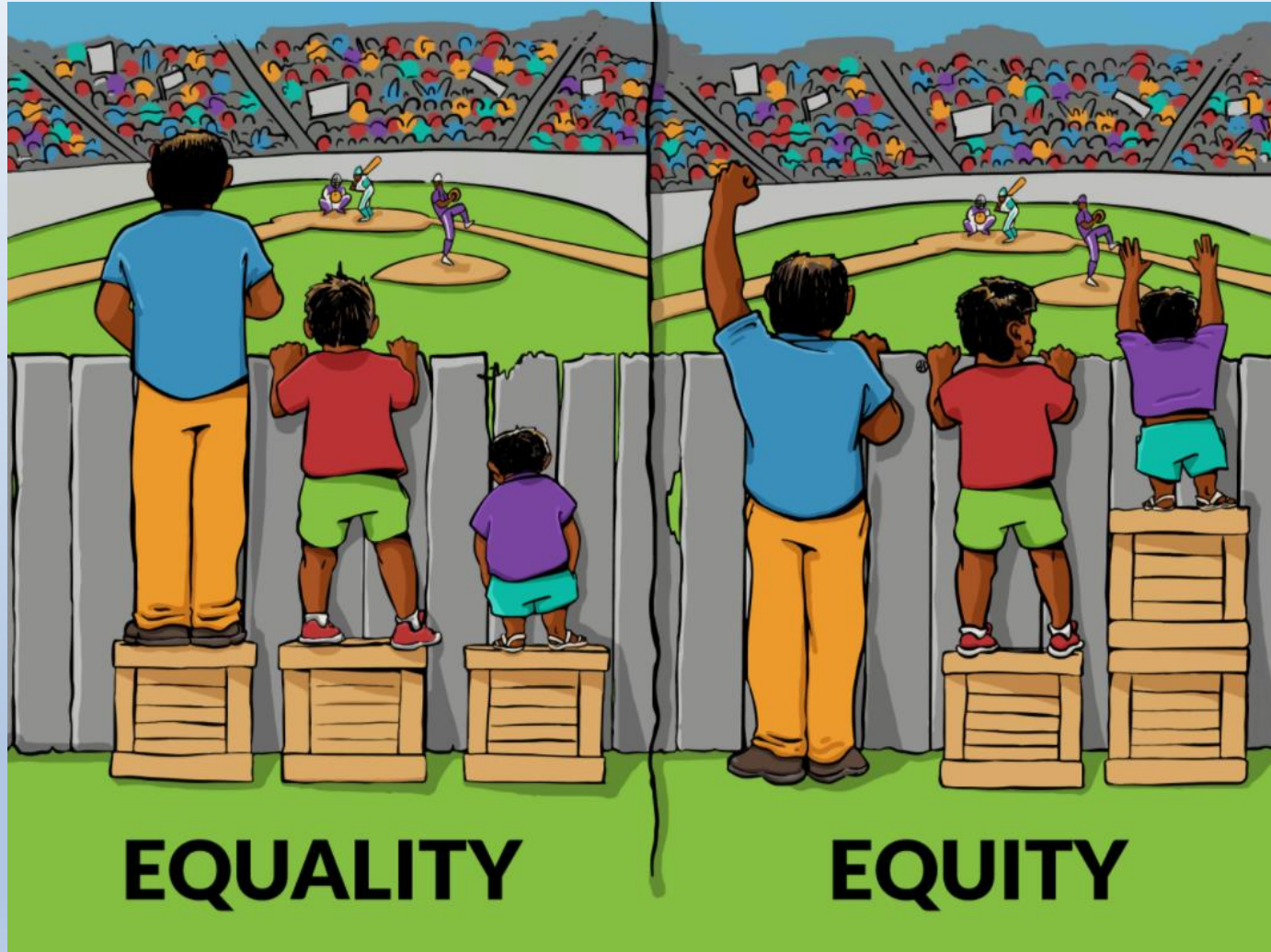
Experiencing the future (4)

Indicator: *teenage employment*

- working on a part-time or vacation basis alongside full-time secondary education



The capacity to aspire (Apparadui, 2004)





Next steps: career readiness in the pandemic

November 2020: OECD launches 12-month project aimed at helping countries and schools to improve the career readiness of young people.

Opportunity for policy officials and practitioners to get involved (no cost):

(i) disseminating findings, (ii) sharing examples of effective practice, (iii) influencing future work.
Email: Anthony.Mann@oecd.org.

- Study will draw on further national longitudinal data and PISA datasets to help schools enhance career readiness, leading to the creation of national and institutional indicators.
- Country analysis of PISA career-related data available for commissioning.
- **Also:** new collaborative report from the international organisation on career guidance in the pandemic at the end of 2020.



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Recent OECD work on career readiness

[Dream Jobs: Teenagers' Career Aspirations and the Future of Work](#)

[Working it out: Career Guidance and Employer Engagement](#)

[Seven Questions about Apprenticeship \(last chapter\)](#)

[Unlocking the potential of migrants](#)

[Career aspirations and nursing](#)

[Lessons from the Great Financial Crisis](#)

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Audience Q & A

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