



OECD CAREER READINESS

2 JULY 2021

EMPLOYER ENGAGEMENT: AN INTERNATIONAL PERSPECTIVE

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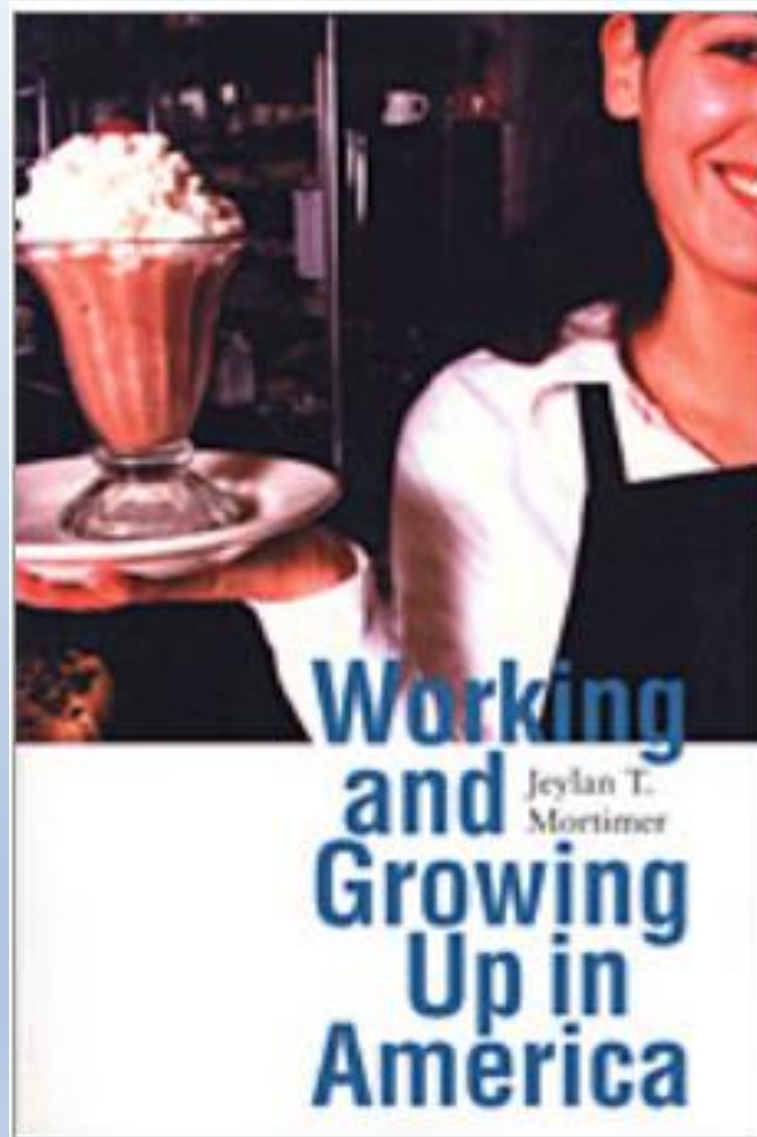
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Does career guidance enriched by employer engagement work?

“Youth who have more well-informed notions about what they want in their adult work are likely to have a stronger sense of direction and be better equipped to choose educational programs and further work and non-work experiences that will enable them to realize their goals.”

Jeylan T. Mortimer

Working and Growing up in America (2003)





OECD Career Readiness (phase 1)

- Asks what aspects of **career-related teenage thinking and experiences** are associated with **better employment outcomes** after controlling for the **factors that typically determine how well young people do in their transitions into work** (academic achievement, social background, gender, geography etc.)
- An unprecedented analysis of **national longitudinal datasets** from Australia, Canada, China, Denmark, Germany, Korea, Switzerland, United Kingdom, United States and Uruguay
- Concludes in October 2021 with a **free online conference** on research and practice (**deadline for proposals: July 7**) presenting final analysis and tools for practitioners and policy makers
- Sign up to our free monthly updates – email: career.readiness@oecd.org
- Visit the project website: <https://www.oecd.org/education/career-readiness/>



The OECD's work on career readiness: three publications so far

Dream Jobs: Teenagers' career aspirations and the future of work (2020)	Career Ready? How schools can better prepare young people for working life in the era of COVID-19	Thinking about the future: Career readiness insights from national longitudinal surveys and from practice
<p>Analysis of PISA 2018</p> <p>Teenage career ambitions are often very narrow</p> <p>Career ambition is distorted by social background</p> <p>Career development activities are associated with more informed thinking</p> <p>Many young people don't plan to get the qualifications typically needed for the jobs they aspire to</p>	<p>Literature review</p> <p>Review of published research literature using national longitudinal datasets in Australia, UK and US show frequent associations between better employment outcomes (earnings, NEET rates, career satisfaction) and teenage attitudes and experiences grouped into three areas:</p> <ul style="list-style-type: none">• How they thinking about their futures in work• Whether they are exploring their futures in work• Where they are experiencing workplaces at first-hand	<p>New analysis of national longitudinal datasets in Australia, Denmark and Switzerland.</p> <p>How young people think about their futures in work is often associated with better employment outcomes.</p>



What we are finding: better adult employment outcomes are linked to..

Exploring the Future	Experiencing the Future	Thinking about the Future
Career development activities – not involving employers	Part-time working	Career certainty*
Career development activities –involving employers	Internships	Career ambition
Career conversations	Volunteering	Career alignment
Occupationally focused vocational programmes within general education		Instrumental motivation*
		Career concentration

- Can you come up with a better name?

Bold involves employer engagement



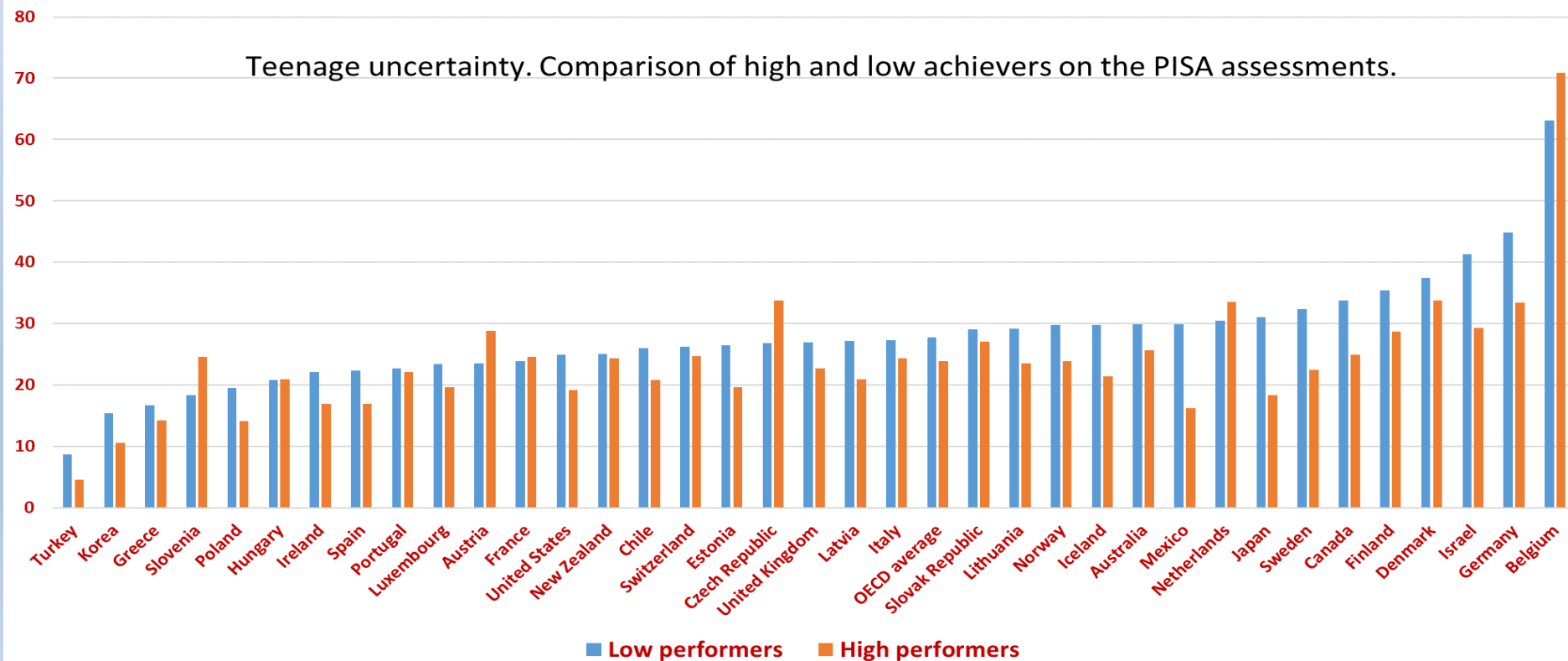
Thinking about the future: example indicator (work in progress)

Career certainty. Studies finding a positive association between career certainty and better employment outcomes (total number of studies that look for evidence of an association)

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

Summary (to date)

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





Three examples of practice that we really like

New Zealand: Speedmeets

- One hour
- Carousel format
- Employers
- Upper secondary students
- Ten six minute discussions
- Discuss Jobs, internships, Apprenticeships in the trades
- If they like each other, contact details are exchanged

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Three examples of practice that we really like

Finland: School to Work Group Method

- Twenty hours over one week
- Upper secondary VET students
- Co-taught by VET school and PES
- Focus: getting a job and adjusting to work
- Meet local employers
- Taught to 'think like an employer'
- Explore potential barriers to finding and succeeding in work
- Positive longitudinal results in employment and mental health outcomes

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Three examples of practice that we really like

United States: demystifying recruitment

- North Carolina
- Upper secondary general education
- Supportive local employer offers part-time jobs
- Works with school to demystify recruitment
- Students apply for part-time jobs
- They are blind copied through the process
- Learning about tailoring CVs and applications
- Learning about the value of extra-curricular activities



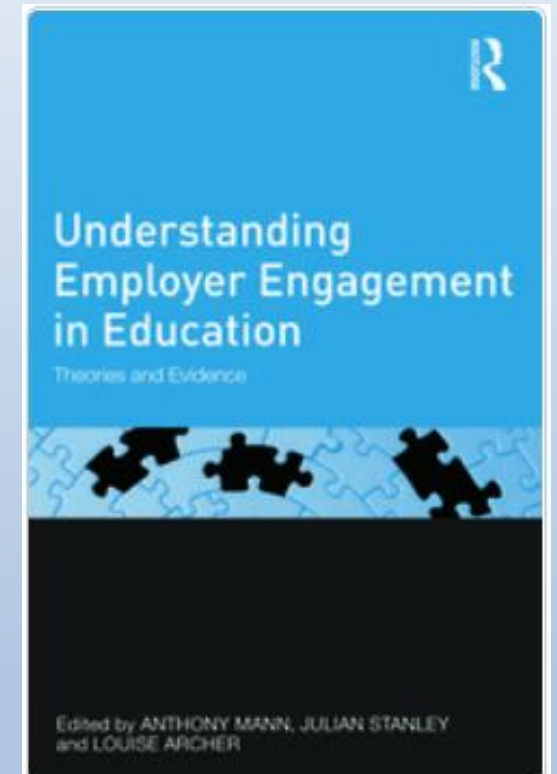
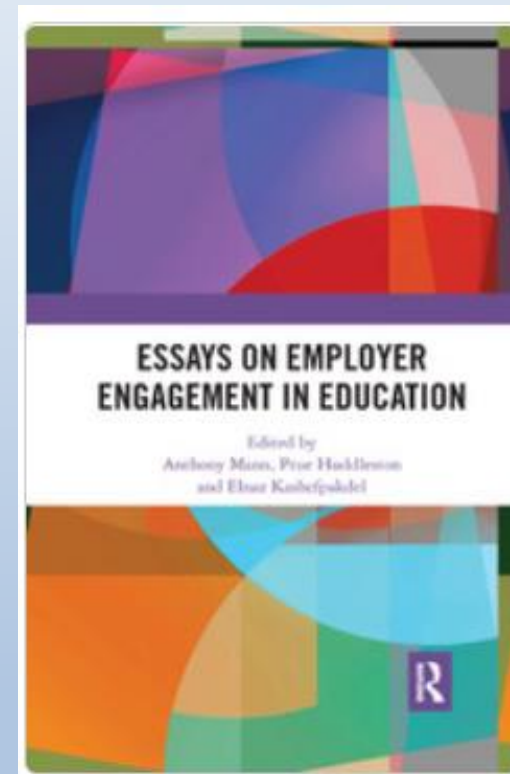
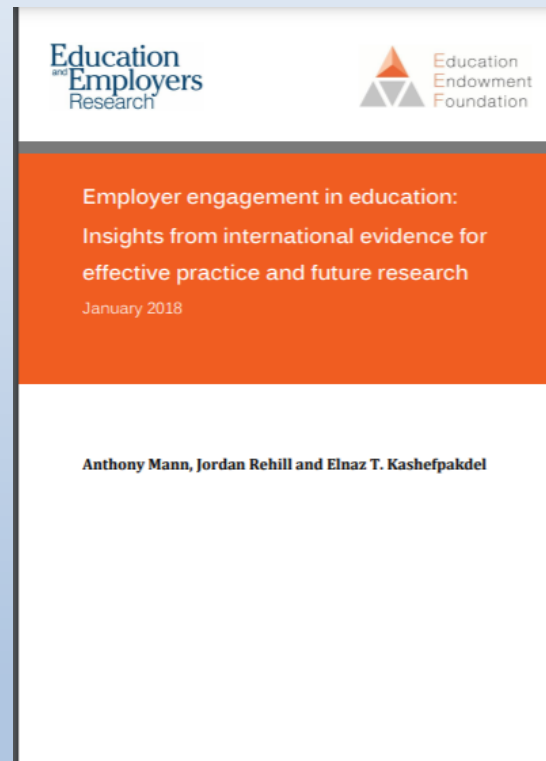
<https://www.oecd.org/education/career-readiness> (coming soon)



Characteristics of effective employer engagement

Effective programmes of employer engagement are:

1. **Authentic.**
2. **Recurrent.**
3. **Varied.**
4. **Valued by students.**
5. **Contextualised.**
6. **Personalised.**
7. **Begun young.**





Next steps?

Timeline:

- July:* publication of briefing papers on employer engagement and recruitment preparation
- September:* publication of new analysis (datasets in Australia, Canada, China, Germany, Korea, UK, US and Uruguay) and briefing papers on experiencing and exploring the world of work
- October:* publication of data-driven tools for policy and practice at **online conference**
<https://www.oecd.org/education/career-readiness/> **Deadline for proposals: 7 July**

Get involved: email Anthony.Mann@oecd.org

- Sign up for monthly project newsletters
- Free webinars and conference (October 2021)

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