



# Meet the Future

How employers gain from  
helping young people get career ready

## About this publication


This publication was written by Anthony Mann, Senior Policy Analyst with a contribution from Nick Chambers, CEO of the UK-based charity, Education and Employers. It was edited by Clara Young and designed by Della Shin at the Organisation for Economic Co-operation and Development (OECD). The publication draws upon the results of the OECD Career Readiness project, which includes new analysis of national longitudinal datasets in 10 countries and a review of data undertaken by Vanessa Denis (OECD) collected within the 2018 cycle of the Programme for International Student Assessment (PISA):

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

<https://www.oecd.org/pisa/>


In addition to PISA and the Programme for the International Assessment of Adult Competencies (PIAAC), which measure the comparative skills of people in many countries, the [OECD Education Directorate](#) carries out work on how education systems compare in preparing students for adult life. This includes work on establishing effective pathways into employment, the development of students' social and emotional skills, the adaptation of higher education to enhance employability and recent work on teenage career readiness.

The OECD gratefully acknowledges the support of the JPMorgan Chase Foundation, our partner in the OECD Career Readiness project.



*Staying in education longer than ever and facing a turbulent labour market undergoing radical change, it has never been more important for young people to be effectively prepared by their schools for the working world*

Andreas Schleicher, Director of Education and Skills,  
Organisation for Economic Co-operation and Development



*Young people are our next generation of leaders, yet too many, especially from underrepresented communities, don't have access to the skills, experiences and resources they need for meaningful employment opportunities in the future. Employers, working alongside schools, community partners and government leaders, can help more students obtain these work-based learning opportunities that will help them successfully transition into in-demand jobs. Bridging the opportunity gap for all students, regardless of background, is more important now than ever*

Hang Ho, Head of JPMorgan Chase Global  
Philanthropy for International



## Employers: Why schools need you and you need them

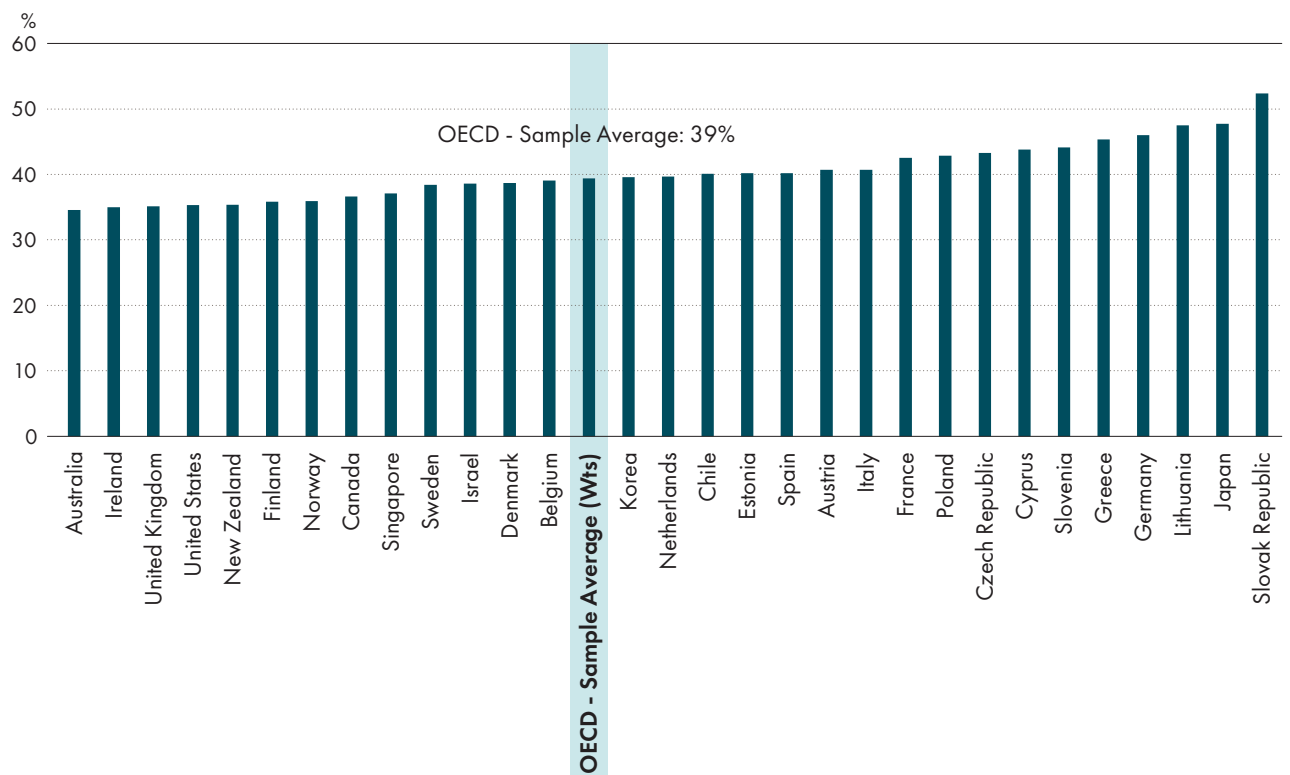
Around the world, even in times of high youth unemployment, many employers struggle to find motivated young people with the skills and qualifications they need. And yet, young people today are embarking on their adult lives with more years of education, higher qualifications and greater ambition than ever before. In other words, young people are not converting their higher educational achievement and career ambition into better jobs. Many struggle, especially in times of economic difficulty, to find any employment at all. What they are missing is an understanding of today's labour market and the preparation to enter into it. This is where employers together with schools can help.

### The evidence is clear: employers are collectively signalling poorly to young people

Young people's aspirations, qualifications and skills are frequently mismatched with labour market expectations. One reason for this is that many young people don't know enough about the wide range of job opportunities open to them – and what they need to do to secure them. These challenges are expected to grow as economies become more dynamic due to digitalisation and automation, growing demand for 'green skills' and the profound disruptions caused by the COVID-19 pandemic. Teenage confusion about the jobs market makes it difficult for employers to find the best talent, young people to find desirable jobs and society as a whole to bring down high levels of youth unemployment.



Figure 1 • Average Automation Risk of Students' Desired Occupations by Country



Source: OECD PISA 2018 and PIAAC data.

### Many teenagers aspire to jobs at high risk of automation

The 2018 round of PISA gathered data from hundreds of thousands of secondary-school students in 79 countries and regions. Looking at the occupational expectations of teenagers against OECD analysis of how automation and digitalisation is expected to change employment, on average two in five students with a clear job ambition expect to work in a job at high risk of changing substantially or even disappearing completely over next decade (Figure 1).<sup>1</sup>

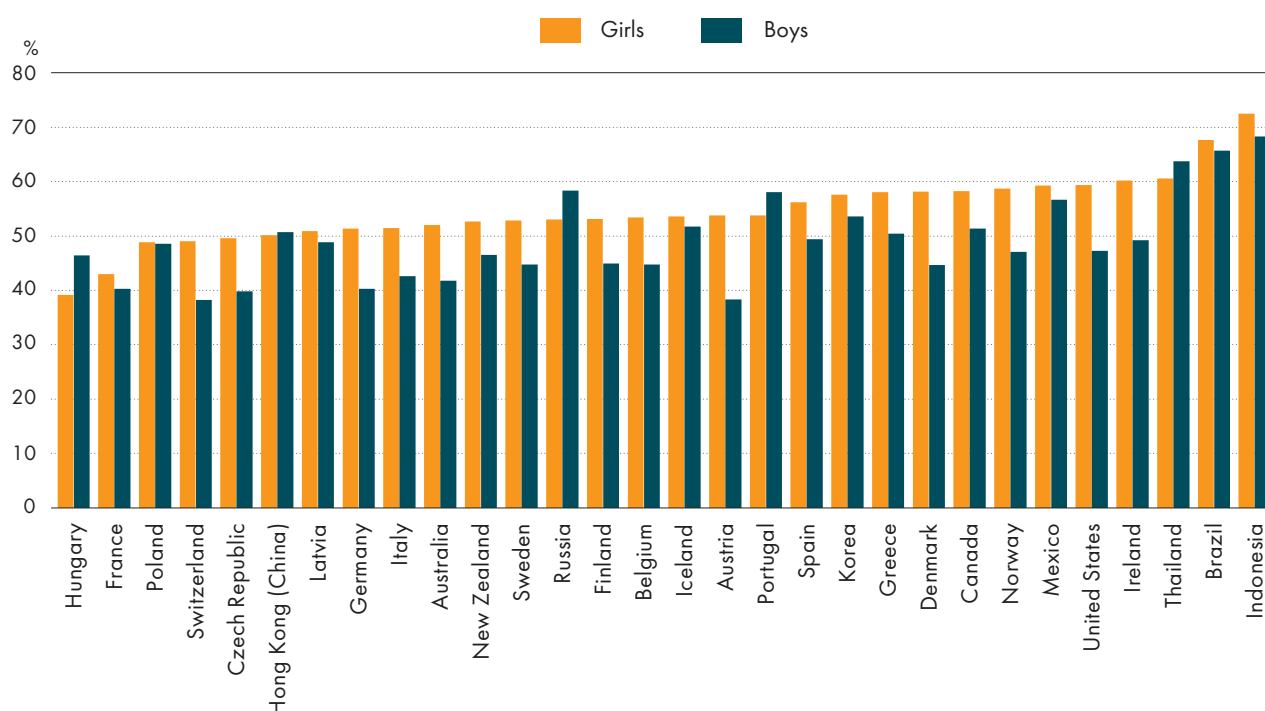
Of those 15-year-olds who expressed a job plan in PISA 2018, typically half aim to work in one of just 10 occupations. In some countries,

especially those outside of the OECD, more than two-thirds of boys and, especially, girls now plan on working in a very narrow range of occupations (Figures 2 and 3).

Looking across OECD countries, PISA 2018 tells us that the top 10 occupational expectations for boys and girls are very concentrated (Figures 3.1 and 3.2).

Young people's career ambitions are now very high – across OECD countries, nearly two-thirds expect to work in a professional or managerial role by the age of 30 (categories 1 and 2 of the International Standard Classification of Occupations [ISCO] (Figure 4).

Figure 2 • Career concentration: percentage of 15-year-old girls and boys with a career expectation who anticipate working in one of the ten most popular job choices in their country



Source: OECD PISA 2018 Database - <https://www.oecd.org/pisa/data/2018database/> (accessed on 25 May 2020).

Figure 3.1 • Concentration of occupational expectations by gender, 2000 and 2018: percentage of girls expecting to do ten most common jobs at age 30

2000			2018		
	Occupation	%		Occupation	%
1	Teachers	11.1		Doctors	15.6
2	Doctors	11.0		Teachers	9.4
3	Lawyers	6.2		Business managers	5.0
4	Psychologists	3.9		Lawyers	4.6
5	Nursing and midwives	3.2		Nursing and midwives	4.5
6	Business managers	3.0		Psychologists	3.7
7	Veterinarians	2.9		Designers	3.0
8	Writers/journalists	2.6		Veterinarians	2.8
9	Secretaries	2.6		Police officers	2.3
10	Hairdressers	2.5		Architects	2.1
Total		49.0			52.9

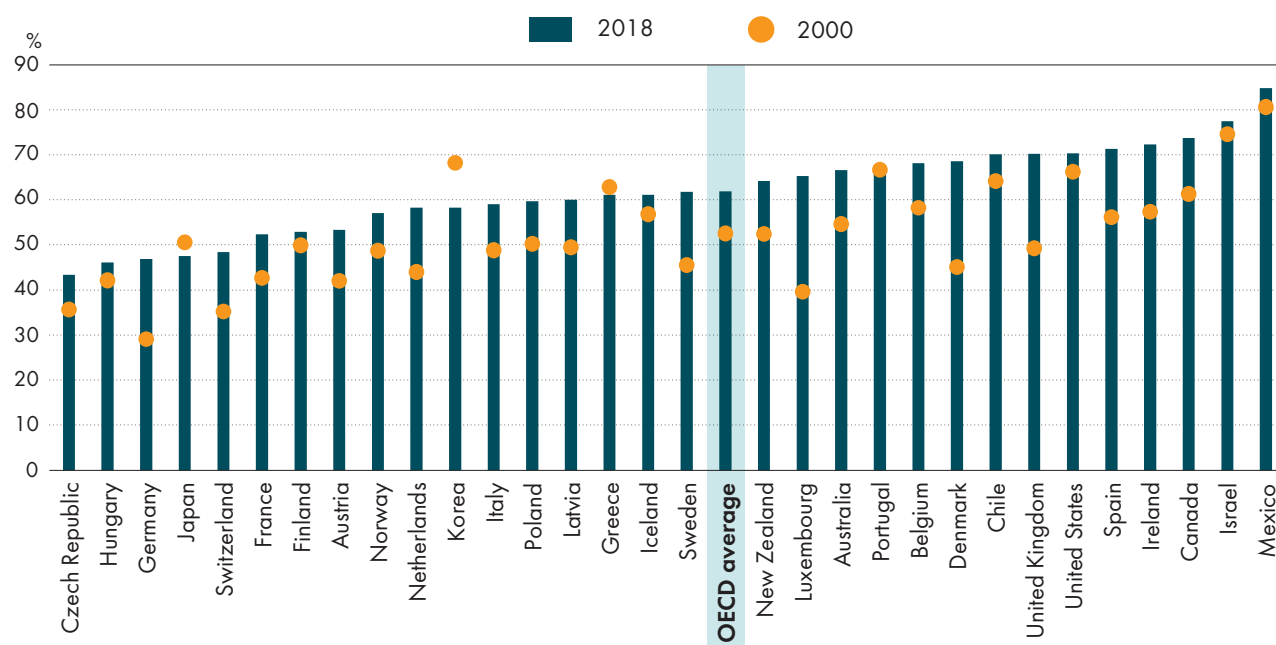
Source: PISA 2000 and 2018 databases. Countries reporting career expectations in PISA 2000 and 2018.

Figure 3.2 • Concentration of occupational expectations by gender, 2000 and 2018: percentage of boys expecting to do ten most common jobs at age 30

2000			2018		
	Occupation	%		Occupation	%
1	Business managers	6.8	1	Engineers	7.7
2	ICT professionals	6.1	2	Business managers	6.7
3	Engineers	4.9	3	Doctors	6.0
4	Doctors	4.5	4	ICT professionals	5.5
5	Sportspeople	4.0	5	Sportspeople	4.9
6	Teachers	3.9	6	Teachers	4.6
7	Lawyers	2.7	7	Police officers	4.0
8	Motor vehicle mechanics	1.9	8	Motor vehicle mechanics	2.8
9	Architects	1.9	9	Lawyers	2.4
10	Police officers	1.9	10	Architects	2.2
Total		38.4			46.8

Source: PISA 2000 and 2018 databases. Countries reporting career expectations in PISA 2000 and 2018.

Figure 4 • Teenage career ambition: percentage of 15-year-olds expecting to work in a professional or managerial role by the age of 30, 2000 and 2018



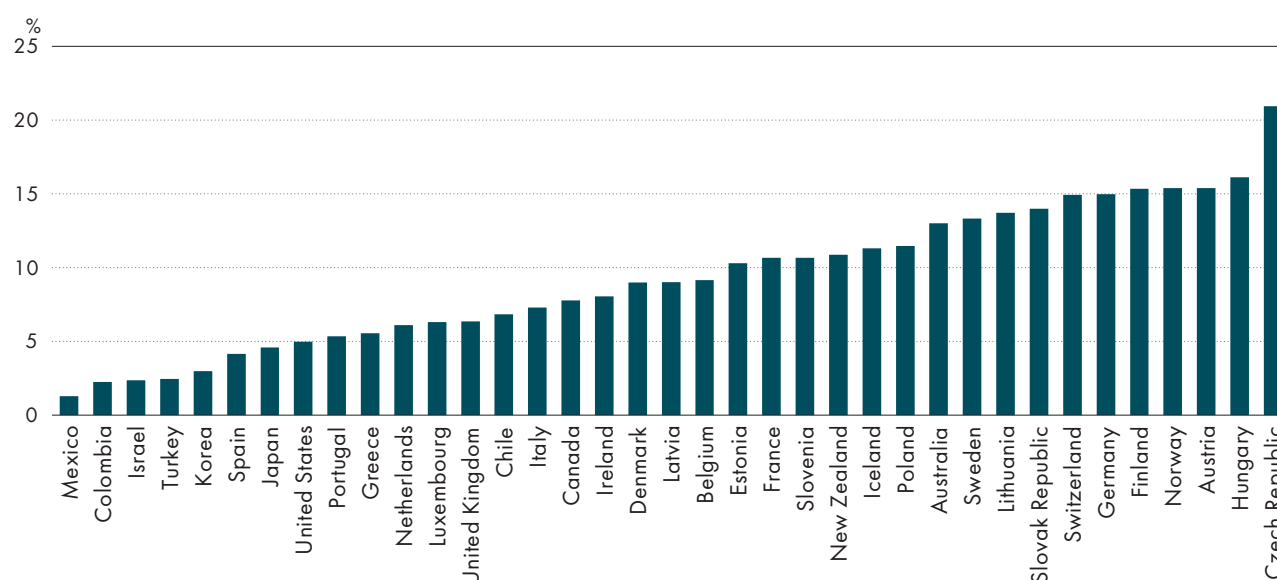
Source: OECD PISA 2018 Database - <https://www.oecd.org/pisa/data/2018database/> (accessed on 21 September 2021).

At the same time, interest in the skilled trades (ISCO categories 6, 7 and 8<sup>2</sup>), typically entered through programmes of vocational education and training, is low in many countries. It has also fallen in many countries over the last generation (Figure 5).

More worrying still is that many students are confused about what they need to do to achieve their job ambitions. Across the OECD, one-quarter of all students are unable

to name an occupational expectation. Of the many students who expect to work in a professional or managerial career typically needing a university education, one in five do not have plans to secure such a level of education. Lower achievers (in PISA academic assessments) are much more likely than their higher-achieving peers to have high hopes for future employment but do not plan on staying on in education after secondary school (Figure 6).

Figure 5 • Teenage interest in skilled employment: percentage of 15 year-olds interested in skilled and semi-skilled employment (ISCO categories, 6, 7 and 8)



Source: OECD PISA 2018 Database - <https://www.oecd.org/pisa/data/2018database/> (accessed on 25 May 2020).

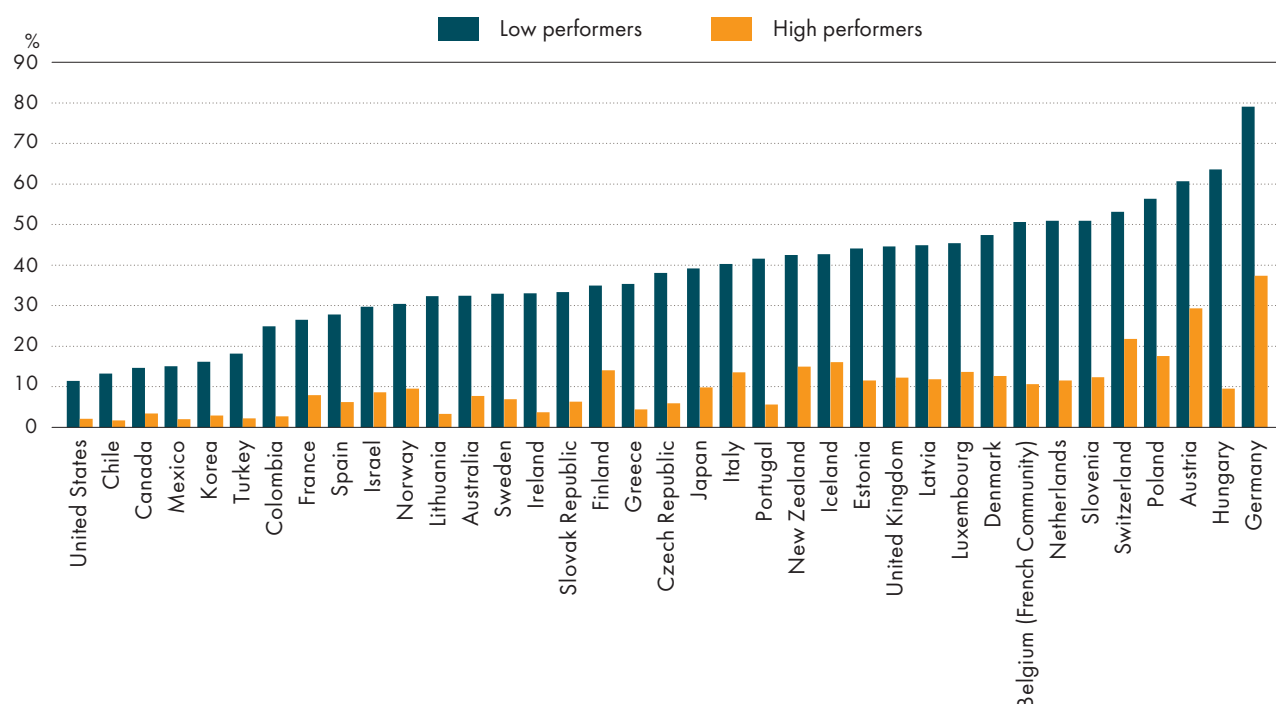
PISA illustrates, moreover, the ways in which career ambitions are heavily shaped by gender, migrant and social background. High-performing students from disadvantaged backgrounds are three times less likely to plan on pursuing university education than their similarly achieving peers from more advantaged backgrounds.

What does all this add up to? A deep mismatch between what employers need

and what young people aspire to. The labour market is not signalling well to young people. The career ambitions of young people have little in common with patterns of actual demand. This matters because students make decisions about their ongoing investment in education and training based on these career plans. For employers, this represents a substantial restriction of the potential talent pipeline.



Figure 6 • Career misalignment: percentage of lowest and highest achieving quartiles expecting to work in a professional or managerial role, but not planning on pursuing tertiary education



**Note:** Tertiary education corresponds to ISCED levels 5A, 5B or 6 according to the International Standard Classification of Education (ISCED-1997).

**Source:** OECD PISA 2018 Database - <https://www.oecd.org/pisa/data/2018database/> (accessed on 14 February 2020).

### Employers! Schools need you!

Evidence from a major new study<sup>3</sup> by the OECD shows that employers and people in work have essential roles to play in helping students become informed about the reality of today's jobs market.

*"I'd have loved it if at school one day a week we'd heard from people doing different professions. It would've been brilliant to get people into school to tell us about what their job was all about, what you need to do to get into it, how the work is, what sort of life you can expect."*

*I'd have loved that – we know so little. Seeing people face-to-face is the real deal, so much better than YouTube. There's too much information about, you need to ground it. And it would have been even better if we could have gone with them into where they work to see what that was like."*

Jazzo from Ireland, aged 19, who left school at 18 and is now working as an apprentice butcher

When employers work with schools to help young people transition from education into work, everyone wins.



## The difference it makes when employers support schools and students

### When people in work get involved with schools, young people can expect to become more attractive to later potential employers

Schools turn to career guidance to help students visualise and plan their futures in work. Recent work by the OECD reviews data from national longitudinal surveys to evidence how career guidance makes a difference in school-to-work transitions. Following tens of thousands of students over a 10 year period from classroom to workplace and controlling statistically for the characteristics that commonly influence how well people do in work (academic achievement, social background, gender etc), the surveys show that young people who had participated in guidance activities at school can commonly expect:

- » lower levels of youth unemployment
- » higher wages
- » greater job satisfaction

### Employers making a difference

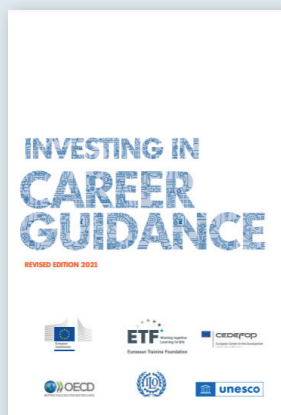
One message is clear from the data: career guidance activities are especially effective when they enable and require students to connect directly with employers and people in work. In other words, young adults who had first-hand contact with the world of work while in secondary school are more employable later on. They compete more effectively for available job opportunities.

### *The difference that employers make*

When students encounter the working world, they have the opportunity to gain *authentic and believable* insights that schools cannot provide as effectively without their involvement. Such experiences can be very powerful means of broadening aspirations and challenging assumptions about whether job ambitions are achievable. For example, one of the best ways to challenge stereotypical thinking about which jobs are suitable for boys and girls is to

give them opportunities to meet with people who are from a minority gender in a particular occupation.

Through first-hand encounters, employers help students better understand the labour market and get ready to enter it. Analysis of PISA 2018 data shows that such students demonstrate the types of career thinking that are associated with better employment outcomes later on. They develop the personal agency that societies increasingly demand of them. The research literature shows that employer engagement with students is most powerful when it is authentic, frequent, personalised, varied and embedded in careers education. And awareness of the world of work should begin in primary schools.



In a joint publication, the OECD, European Commission, European Centre for the Development of Vocational Training (Cedefop), European Training Foundation, International Labor Organisation and UNESCO argue that effective career guidance must include engagement with the working world.

*"Students (even from the most disadvantaged backgrounds) have no lack of aspirations, but their aspirations often remain dormant at the back of their minds. It is not until you engage with them or have someone else engage with them that those aspirations come to the fore. When people come into the school to talk about the jobs they do, it allows and encourages students to voice their own ambitions perhaps for the first time. There is a magic that happens when they hear first-hand from someone in work about how they got into their occupational field."*

Beth Nalter, Careers Advisor, Green Bay High School, Auckland, New Zealand.

As students get older, opportunities to experience workplaces for themselves become more important: they learn about the distinctive cultures of different vocational areas; are able to confirm (or challenge) their career thinking; develop skills of long-term value; and create personal ties to people who can provide them with references and help them in their search for work.

### **Long-term benefits: Some examples from the new research**

While it is well known that students who work part-time alongside their schooling or who volunteer in the community can typically expect to do better in work later on, new evidence shows long-term employment boosts

linked to teenage participation in school-organised career guidance activities.

- » Teenagers in **Australia** who took part in **workplace visits** through their schools earned 9% more at age 25 than comparable peers. They were also more likely to be satisfied with their careers as adults.
- » Teenagers in **Canada** who took part in school-organised **workplace visits** were four percentage points less likely to be NEET (Not in Education Employment or Training) at age 25. They were also more likely to be satisfied with their careers as adults.
- » In the **United States**, students who **visited workplaces** or **job-shadowed** through their school by the age of 14 earned 10% more than the average 10 years later.
- » In **Australia**, students who attended a **careers expo or fair** at age 15/16 had greater career satisfaction at age 25/26 than their peers who did not.
- » In **Canada**, students attending a **career talk** by age 15 could expect to be three percentage points less likely to be NEET at 25 relative to comparable peers who did not.
- » In the **United Kingdom**, teenagers who took part in multiple school-organised **career talks** at age 15/16 earned 0.8% more per talk attended at age 26 compared to comparable peers who did not.
- » In **Uruguay**, students who attended a **career talk** by age 15 were 3 percentage points less likely to be NEET at 25 compared to peers who did not.

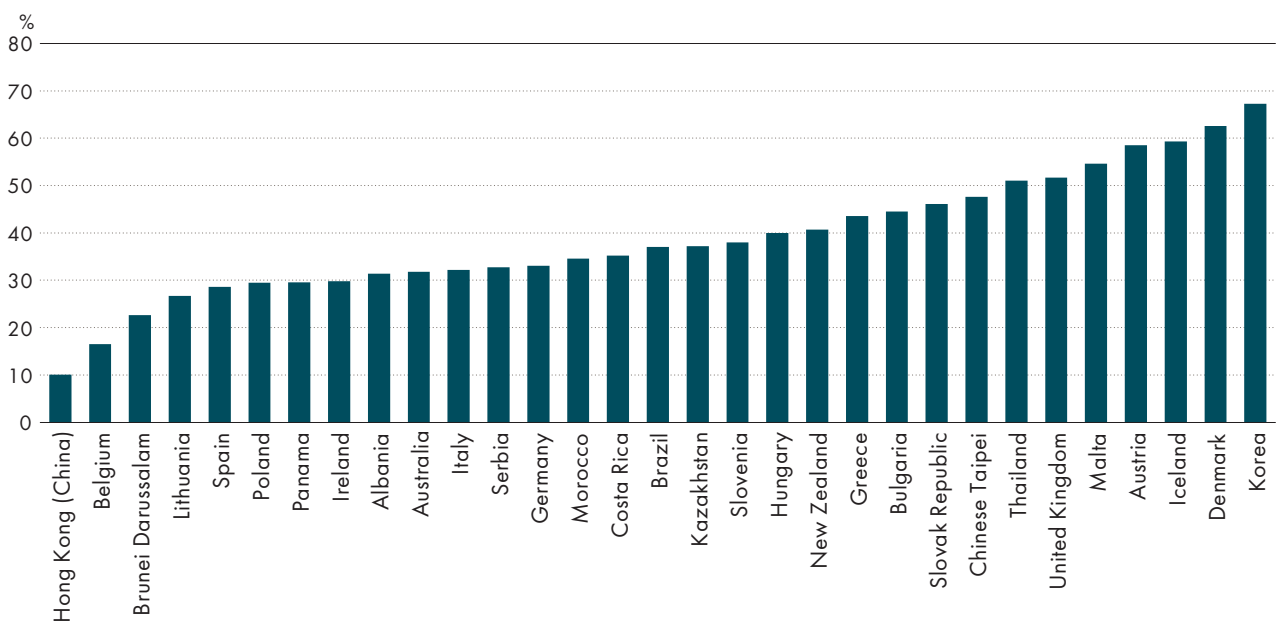
In addition, students taking part in activities that are positively enriched by employer engagement can also expect better outcomes in later employment. There is evidence for this in **Australia, Canada** and the **United Kingdom** where students are taught how to **apply for a job, develop a good curriculum vitae** and **do well at interviews**. Teenagers who took part in **occupationally-focused short programmes** (which introduce students to vocational areas and are often enriched by work-based learning) at high school in **Australia, Canada** and the **United States** also had better employment outcomes.

## Schools need employers to get involved in students' career guidance

First-hand encounters with the work world are regularly associated with students' better employment records and careers, and yet...

...in most countries fewer than half of students have visited a workplace or job-shadowed by the age of 15 (Figure 7).

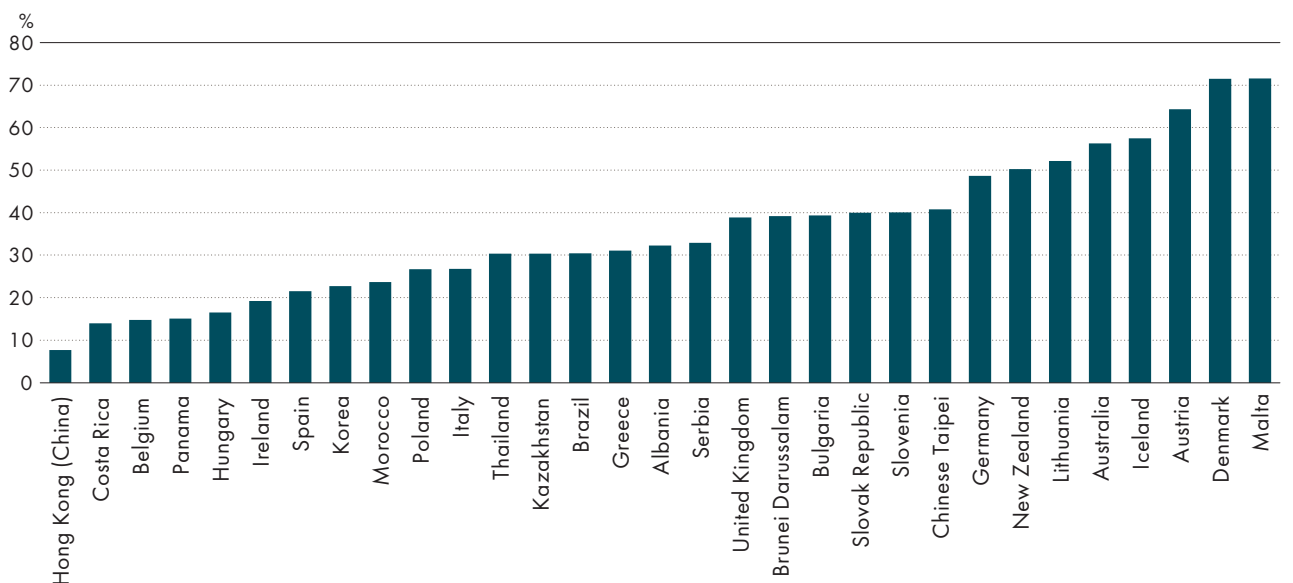
Figure 7 • Career exploration: percentage of 15-year-olds who have visited a workplace or participated in job shadowing



Source: OECD PISA 2018 Database - <https://www.oecd.org/pisa/data/2018database/> (accessed on 20 January 2020).

...in most countries, fewer than half of 15-year-olds have participated in a job fair (Figure 8).

Figure 8 • Career exploration: percentage of 15-year-olds who have participated in a job fair



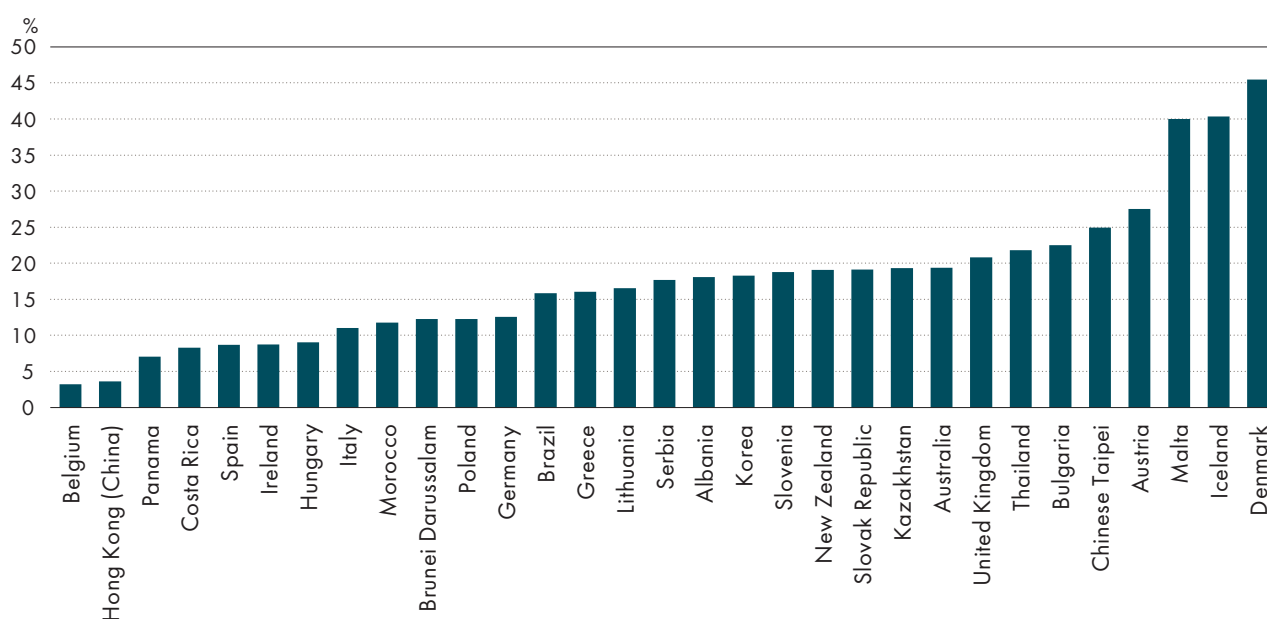
Source: OECD PISA 2018 Database - <https://www.oecd.org/pisa/data/2018database/> (accessed on 20 January 2020).



... and across OECD countries, fewer than 1 in 6 students have visited a workplace, attended a job fair and had opportunity to reflect on

their experiences with a guidance counsellor by the age of 15 (Figure 9).

Figure 9 • Career exploration: percentage of 15-year-olds who reported having taken part in three career guidance activities (participation in workplace visits + job fairs + speaking with a career advisor)



Source: OECD PISA 2018 Database - <https://www.oecd.org/pisa/data/2018database/> (accessed on 01 September 2021).

These figures are based on students reporting at least one such guidance activity. The research literature shows that

such engagement is much more effective if it takes place on multiple occasions through secondary school.



*Career guidance is more effective if it includes direct encounters with the working world and so better prepares young people for their lives in work. Schools need employers, and employers need schools. Both need to work together to strengthen the links between them*

Gert van Brussel, President of the International Association of Education and Vocational Guidance



## How employers can work well with schools

*"I think my high school did a really good job at preparing us for finding work. They set up a lot of programs and systems to transition kids into full-time work after school, or onto a pathway to get them onto their future careers. In year 9, they do a program which connects students to local industry, and also teaches them how to write résumés, how to perform in interviews, and general job-ready skills. Later on in years 10-12, students are required to do work placements at a job field of their choice. My school also created a specialized job posting website that includes jobs that students can apply and qualify for. [But], I wish the careers centre at our school was more honest about [what] careers would*

*be like. The careers centre boosted me up, encouraging me to go into construction, however, they failed to disclose to me that sexism is still very prevalent in the construction industry."*

Blair (18) from Australia, an apprentice in the construction industry

### Easy ways for employers to work with schools

Employers and people in work represent a unique repository of information and opportunities linked to their professions. By sharing insights and enabling access to career-related experiences, they open up a world for young people that schools alone cannot do. It takes multifaceted collaboration between schools and employers to build

strong transitions between the classroom and the workplace – transitions that benefit young people, employers and society.

It is up to schools and education systems to take the first step and reach out to employers. And once they do, employers can get involved in these activities:

**Career Talks** – Employee volunteers visit schools to talk and answer questions about their jobs and how they got into them. They can give personal advice to students interested in following in their footsteps.

**Job fairs** – Volunteers from the world of work join market places organised by schools that allow students to explore a range of different professions over a short period.

**CV workshops and practice interviews** – Employees with experience of recruitment help students develop the skills they need to be successful in the search for work.

**Workplace visits** – Enterprises host groups of students to familiarise them with different workplaces and the different roles played by employees.

**Job shadowing** – Enterprises allow students to visit a workplace and follow around one or more staff member through their daily routines to better understand what their work entails.

Employers and people in work can also help schools by offering short work placements, acting as a coach or judge in an enterprise competition, volunteering to mentor young people interested in entering particular professions, especially those who face additional barriers (e.g. girls who want to pursue careers in engineering or construction).

It is important for people working in the widest range of different economic sectors and in enterprises of all sizes to engage with schools because this reflects the reality of the labour market.

Larger employers can also show leadership by:

- » Encouraging companies across their supply chain to engage with local schools to help broaden access to different types of workplaces.
- » Supporting local initiatives by hosting organisational meetings, covering transportation costs, ensuring that a dedicated member of staff is responsible for liaising with schools – and funding research into the most effective collaborations.

## Going online

During the pandemic, schools used digital technologies to maintain student access to the world of work. Online career talks and job fairs are now common. In countries like Australia, Finland and the United Kingdom, some work placements even take place online. Career guidance lends itself readily to hybrid face-to-face and digital interactions.

## Getting ready: how employers can make career guidance activities go smoothly

**Be accessible** – Make it easy for schools and their intermediaries to speak to the right person in your organisation. State publicly what support you are willing to provide. Identify a lead on encouraging and enabling relationships with schools.

**Be authentic** – When you are open and honest in presenting your work and workplace, students will trust the information you give them – and be better placed to decide if they are well suited for the jobs you offer. Authenticity is the key to effective career guidance.

**Be diverse** – All workplaces have a wide range of people doing different jobs, from apprentice to CEO. It is important for young people to interact with people from diverse backgrounds. If you are looking to encourage more girls or more boys to apply for positions where they are underrepresented, encourage staff to get involved who can talk about what it is like to be a minority in their field.


**Be aware** – Young people from the most disadvantaged backgrounds tend to have the least access to the career guidance they need, so prioritise requests from schools serving the most disadvantaged students.

**Be a leader** – Encourage staff to volunteer with schools and make their workspaces accessible. Show that their commitment is encouraged and valued, and take full advantage of opportunities for staff development (e.g. in communicating with new audiences or supervising colleagues). Studies show that staff find the experience of working with young people valuable.

### Authentic voices, authentic experiences.

Employer engagement offers young people something different from what they can access at home or at school. This is why authenticity is so important. Authentic encounters are ones that ring true for a young person, providing insights that are hard to dismiss. Students listen to people in work in a way they would not if it were a teacher or parent – even if they are telling them exactly the same thing e.g. “you need to get these grades if you want a career in ...”. Young people are more likely to trust information from those people who are actually doing a particular job or who have taken a certain career route.





*Our future shared prosperity depends greatly on the skills that the next generation of workers learns in school. It is imperative to invest in our youth and equip them with the skills needed to reach their full potential to ensure the future success of companies large and small on the global stage. Collaboration between schools and employers is vital to guide future generations and enable workforces of the future to address global challenges and opportunities*

John Denton, Secretary General of  
the International Chamber of Commerce



## Everyone wins

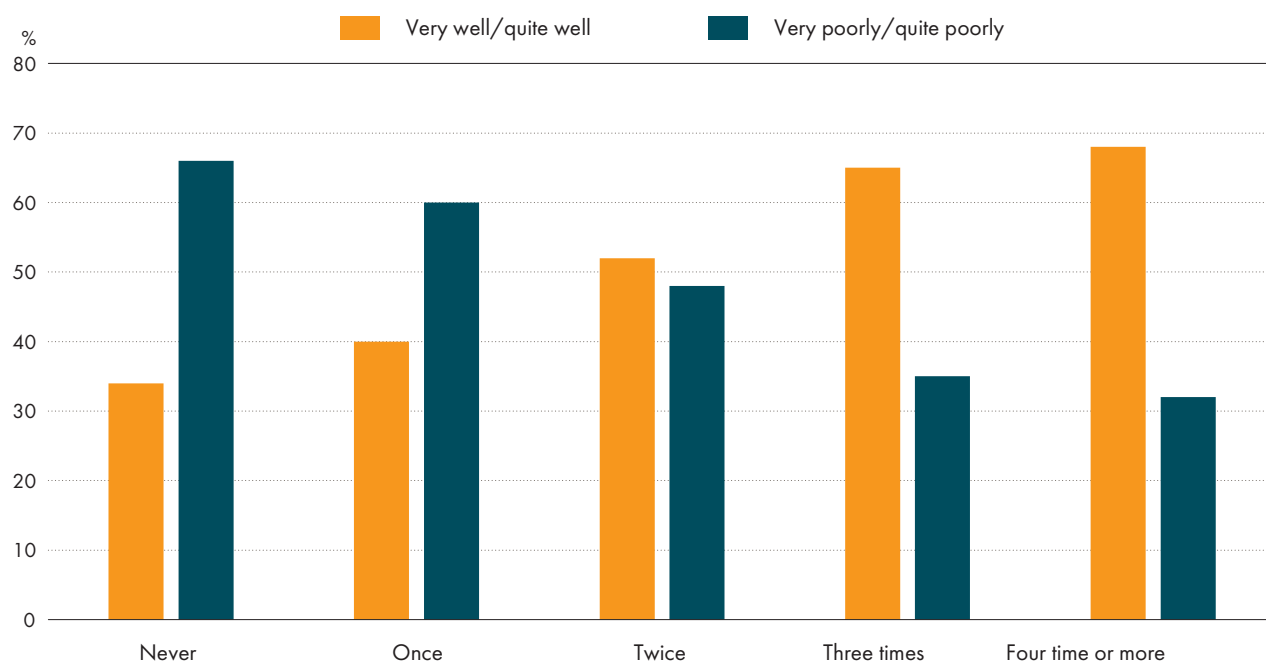
As the American activist for [civil rights](#) and [children's rights](#) Marian Wright Edleman says, “You can’t be what you can’t see.”

When employers work well with schools, something special happens. Young people gain access to new information and experiences that can change the way they think about their education. It can also put them on a firmer pathway towards finding work they will value and in which they will be valued. This is good news for young people – and for employers and society. Young people benefit from lower unemployment, higher wages, and work that is more satisfying. Employers benefit from workers who are optimally qualified and more fulfilled, leading to higher retention and productivity levels. Society benefits from the reduced costs of both unemployment and disengagement in the school-leaving population.

The results of this 2017 survey of 1 756 young adults in the United Kingdom is illustrative: the more young adults agree that they engaged with employers as part of their education, the more they feel that their schools had prepared them well for adult working life (Figure 10).

In the COVID-19 era, young people face an ever more turbulent labour market. This is the time when employers and people in work can truly help schools help young people. Whether it’s face-to-face or online, give students your time, even if it’s just an hour a year. Because when you show them what you do, it shows them what they can do.

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>



# Inspiring the Future: Making it quick and easy for employers to work with schools

By Nick Chambers

Schools and employers have a great deal to gain from working together. It ensures that young people achieve their potential and that we have a future talent pipeline for economic prosperity. Encounters with the world of work help broaden young people's horizons, raise aspirations, increase motivation, improve attainment, challenge gender and ethnic stereotypes, reduce the likelihood of unemployment, and increase earnings potential.

Knowing this, the government together with leaders of the main bodies representing education and employers in the United Kingdom began seeking ways to ensure that all young people have the opportunity to engage with employers. What was needed was a low cost way of connecting schools and volunteers on a national scale that was effective, efficient and equitable. A way that would enable teachers to quickly and easily find volunteers from the world of work that most suited their requirements and the needs of their students, and which would allow focussed support for the schools and young people who needed it most.

Extensive consultation took place between the government, education, employers, and charities. This resulted in the development of [\*Inspiring the Future\*<sup>TM</sup>](#) by the charity, [\*Education and Employers\*](#). Launched in July 2012, this innovative online approach merges Salesforce's Customer Relation Management software with integrated mapping from Ordnance Survey. It makes it quick and easy for people from the world of work to signal their willingness to volunteer – and for teachers to contact them. See how it works [here](#).

The initial focus was on secondary schools but in 2014 a primary version, [\*Primary Futures\*<sup>TM</sup>](#) was launched. Since then, new research has shown just how important starting early is, which is summarised in this [report](#). Teachers can search for volunteers by their occupation, subjects they studied, routes they took (e.g. apprenticeship or higher education), gender or the ways in which they would like to help (e.g. career insight talks, careers fairs, interview practice). Teachers choose who they want to contact and simply send them a message or an invitation to an event through the

secure system. The online match-making system is also supported by a wide range of resources and guidance for teachers, employers and volunteers.

The ask is a very simple one: Could you give 'an hour a year' or more to inspire the next generation? And an astounding number of people in work say yes. This gives teachers access to an amazing diversity of volunteers from the world of work, from apps designers to zoologists, and from all levels – apprentices to Chief Executive Officers. With so many schools and volunteers involved, it is easy to run national or local campaigns raising young people's understanding of particular professions and economic sectors, allowing the labour market to signal more effectively and efficiently to today's students. It is also possible to target the most disadvantaged schools and give them easy access to brilliant volunteers.

The [\*Inspiring Governance\*](#) programme, which uses the same technology platform, also gives people an opportunity to undertake a deeper, more strategic volunteering role on a school board. And there are





clear benefits to volunteers – the [‘Value of Volunteering’](#) report shows employees who volunteer in education are more motivated, more productive and have a greater sense of well-being.

Since 2012, over 2.5 million interactions between people in work and young people have taken place. In the United Kingdom, 85% of secondary schools; 4 500 primary schools; and 73 000 volunteers from over 5 000 employers have registered. A comprehensive

suite of dynamic dashboards allows real-time monitoring of activity on the platform and in-depth impact analysis as well as the ability to generate bespoke reports for funders, local and national government, education authorities and employers. Many employers and sector bodies include Inspiring the Future on their intranet and promote it via newsletters and intranets. Its success is such that it is being replicated in other countries: the [New Zealand Government](#), for one, is rolling out *Inspiring*

*the Future* to all primary and secondary schools.

With the [virtual programmes](#) Education and Employers have developed, young people can also connect with employers / employees across the whole of the country online, not just in their immediate community. Now, young people can meet an incredible diversity of role models in a way that has never been possible before. And it will help them build their future worklife in a way that has never been possible before.



**Nick Chambers** is Chief Executive of the charity Education and Employers. Launched in 2009, the charity aims to “provide children and young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential.” It does this though connecting schools and colleges with volunteers from the world of work, quickly, easily, for free and at scale by using an innovative match-making technology called Inspiring the Future. Since its launch in 2012, the Inspiring the Future programme, and its subsidiary initiatives, including Inspiring Women, Primary Futures and Inspiring Apprentices, has enabled two million interactions between young people and the world of work in the United Kingdom. The charity has also supported the roll-out of the programme in a number of other countries. In addition, Education and Employers undertakes research into the effectiveness of employer engagement in education and works with a range of partners internationally.



# Notes

1. <https://www.oecd.org/education/dream-jobs-teenagers-career-aspirations-and-the-future-of-work.htm>. Through the OECD Programme for the International Assessment of Adult Competencies (PIAAC), data is collected from tens of thousands of individuals from dozens of countries about the tasks which they undertake within their jobs, allowing an assessment of how likely it is that occupations will be partially or completely automated over coming years. Analysts from FutureFit AI (Canada) consequently reviewed the jobs teenagers expect to have at 30 as recorded in PISA 2018 in light of their risk of substantial automation.
2. ISCO categories: 6 Skilled agricultural, forestry and fisheries workers; 7 Craft and related trades workers; 8 Plant and machine operators and assemblers:  
<https://www.ilo.org/public/english/bureau/stat/isco/docs/publication08.pdf>.
3. See <https://www.oecd.org/education/career-readiness/>. In first of its kind analysis, longitudinal data was reviewed from Australia, Canada, People's Republic of China, Denmark, Germany, Korea, Switzerland, United Kingdom, United States and Uruguay.

## Find out more

- » Covacevich, C., et al. (2021), "Indicators of teenage career readiness: An analysis of longitudinal data from eight countries", *OECD Education Working Papers*, No. 258, OECD Publishing, Paris, <https://doi.org/10.1787/cec854f8-en>.
- » Mann, A., et al., (2020), "Dream Jobs? Teenagers' career aspirations and the future of work" <https://www.oecd.org/education/dream-jobs-teenagers-career-aspirations-and-the-future-of-work.htm>.
- » OECD (2021), "Indicators of teenage career readiness: Guidance for policy makers", *OECD Education Policy Perspectives*, No. 43, OECD Publishing, Paris, <https://doi.org/10.1787/6a80e0cc-en>.
- » OECD (2021), "Experiencing the workplace: The importance and benefits for teenagers", *OECD Education Policy Perspectives*, No. 45, OECD Publishing, Paris, <https://doi.org/10.1787/b679d759-en>.
- » OECD (2021), "Getting a job: How schools can help students in the competition for employment after education", *OECD Education Policy Perspectives*, No. 35, OECD Publishing, Paris, <https://doi.org/10.1787/9ac1ab37-en>.
- » Percy, C. and Rogers, M. (2021), The value of volunteering: volunteering in education and productivity at work", *Education and Employers and CIPD*, London: <https://www.educationandemployers.org/wp-content/uploads/2020/12/The-Value-of-Volunteering-final-8th-Jan-2021-1.pdf>.

This report was realised by the Career Readiness team at the OECD with the support of the JPMorgan Chase Foundation. The views expressed in this report should not be taken to reflect the official position of the JPMorgan Chase Foundation.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Photo credits:

Cover - © Monkey Business Images /Shutterstock; © fizkes /Shutterstock

In text - © Monkey Business Images / Shutterstock; © ESB Professional /Shutterstock; © peampath2812 /Shutterstock

The use of this work, whether digital or print, is governed by the Terms and Conditions to be found at [www.oecd.org/termsandconditions](http://www.oecd.org/termsandconditions)

---

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org).

---



Education  
and  
Employers

**NEW SKILLS AT WORK**

J.P.Morgan

Stay involved by signing up to the mail list at  
[career.readiness@oecd.org](mailto:career.readiness@oecd.org)

*Connect with us:*

✉ [career.readiness@oecd.org](mailto:career.readiness@oecd.org)

🐦 [@OECDeduSkills](https://twitter.com/OECDeduSkills)

📌 <https://oecdeditoday.com/>

📘 OECD Education and skills

📖 <https://www.oecd-ilibrary.org/education>

📷 [@oecd\\_education\\_skills](https://www.instagram.com/oecd_education_skills)

**Follow the project at**

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