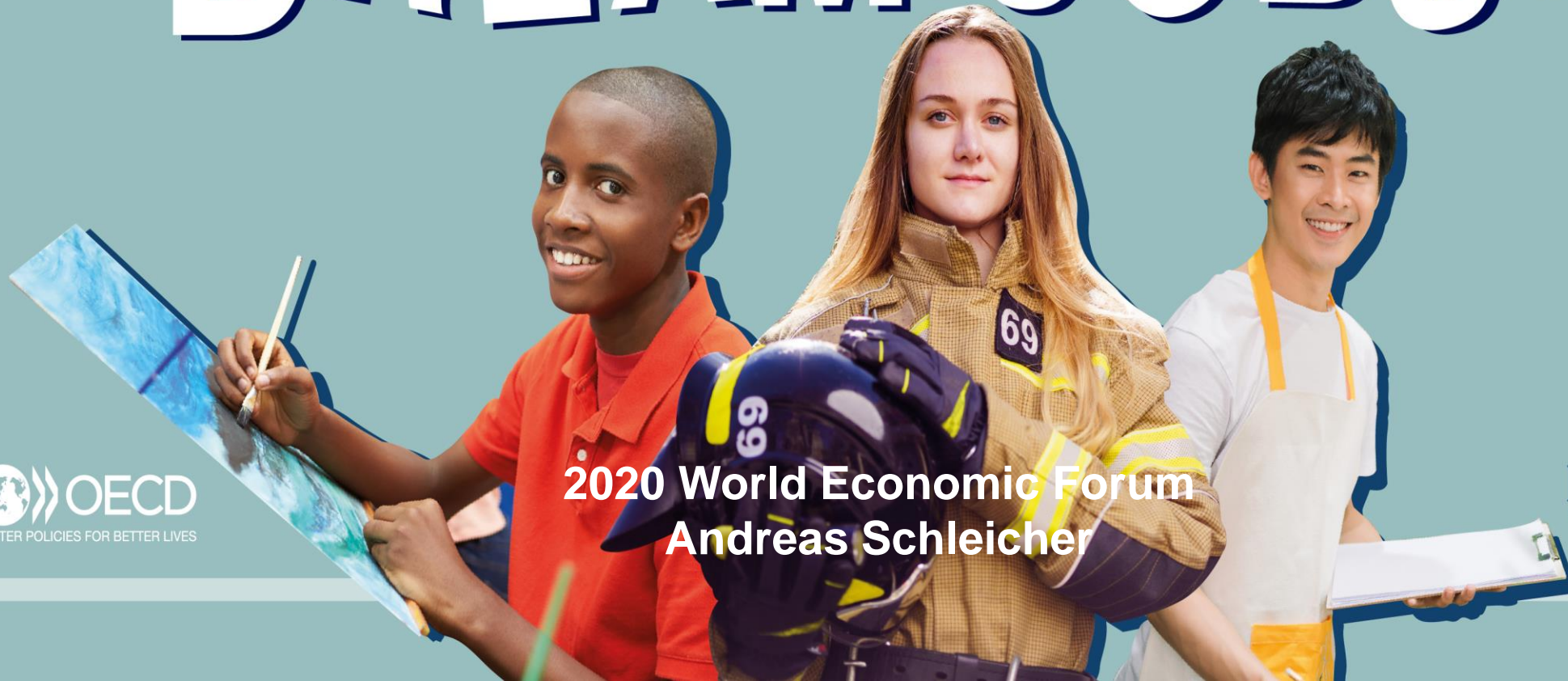


#dreamjobs

Teenagers' Career Aspirations and the Future of Work

DREAM JOBS?

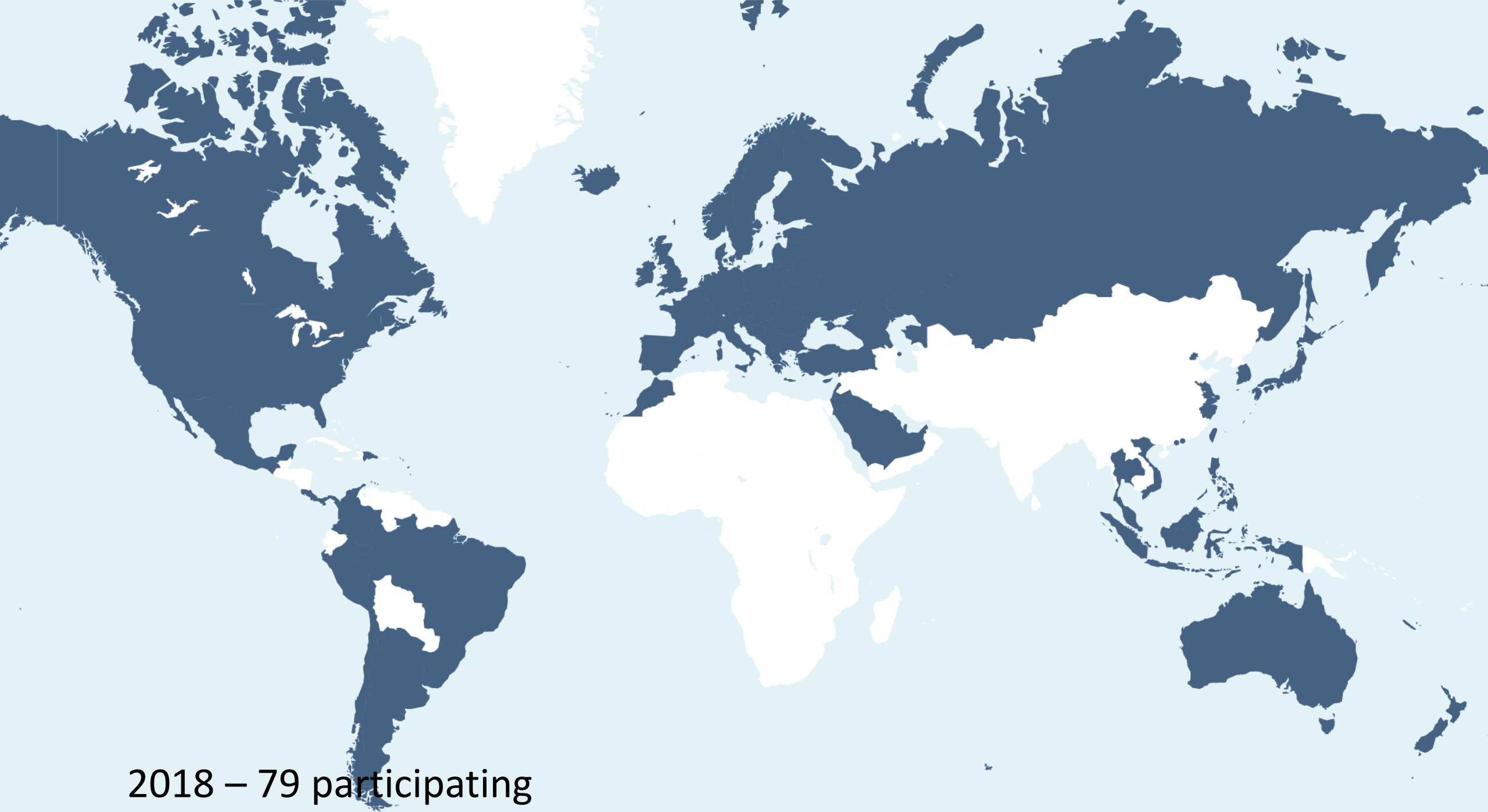


600 000 students

representing about **32 million** 15-year-olds
in the schools of the **79 participating
countries and economies** sat the **2-hour**
PISA test in 2018



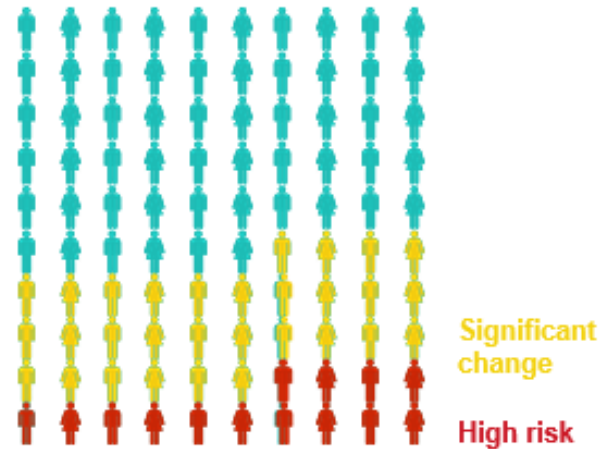
but also responded to questions about their **aspirations for their
future careers**, and from where they learn about the world of work



2018 – 79 participating

With the labour market undergoing rapid, fundamental change – decision-making is more important, but also more difficult.

Jobs are at risk of automation

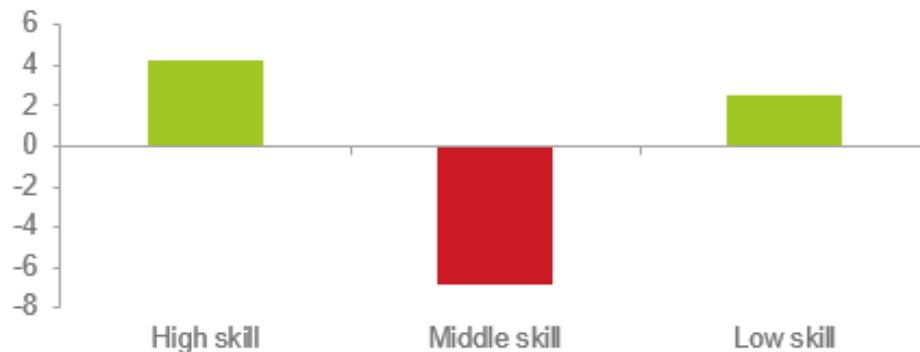


New forms of work are emerging



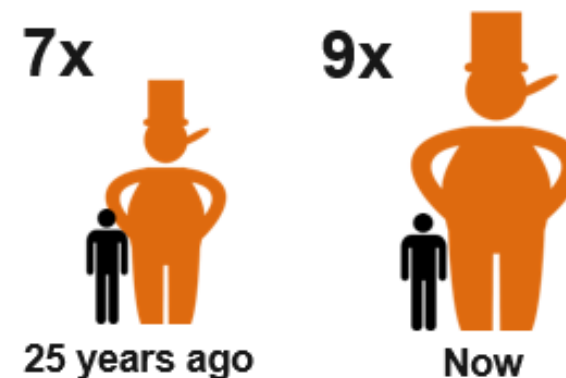
Labour markets are polarising

Percentage point change in share of total employment (OECD average), 1995 to 2015

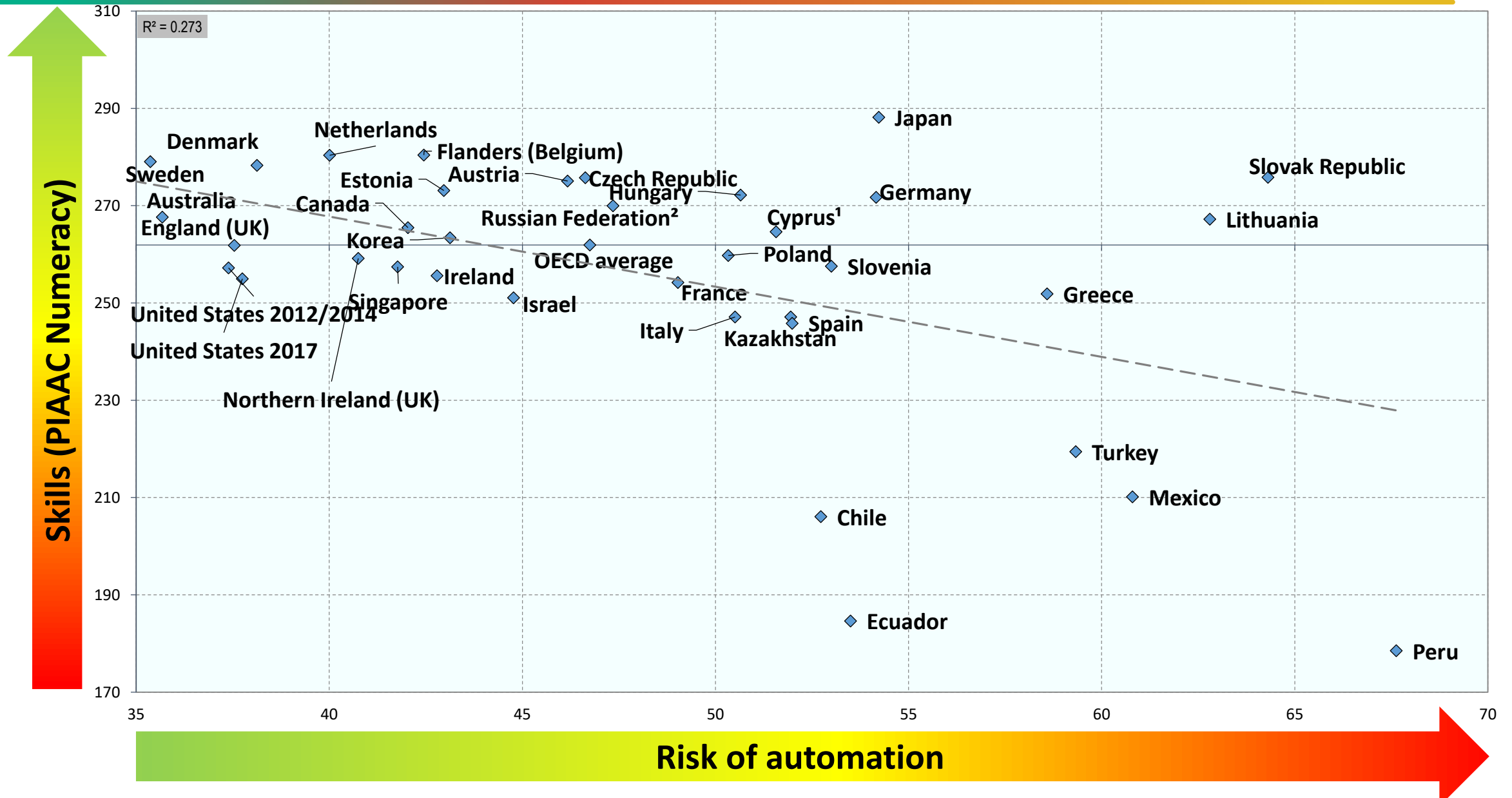


Inequality is rising

Richest 10% v. poorest 10%



Skills and the risk of automation

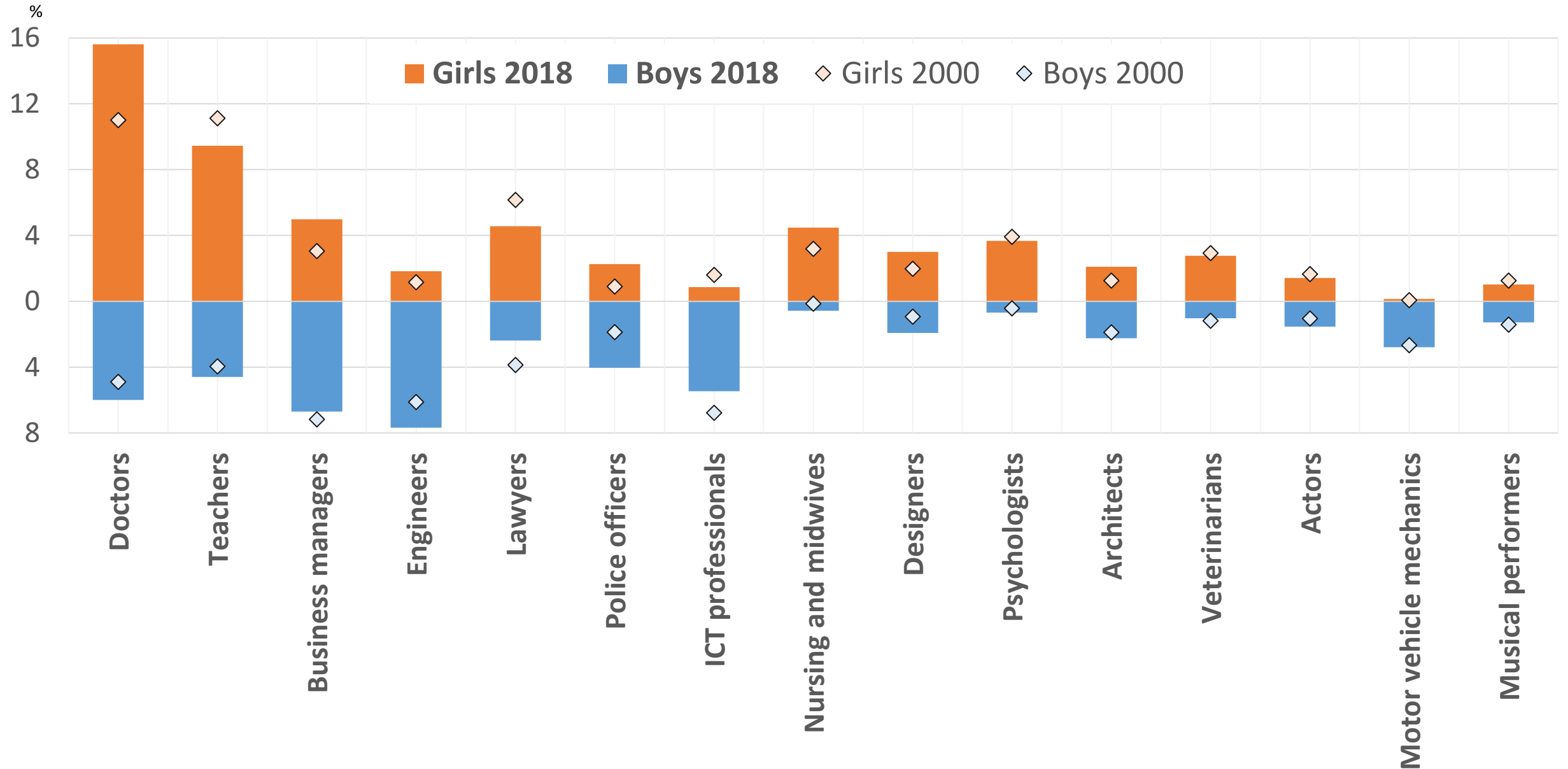




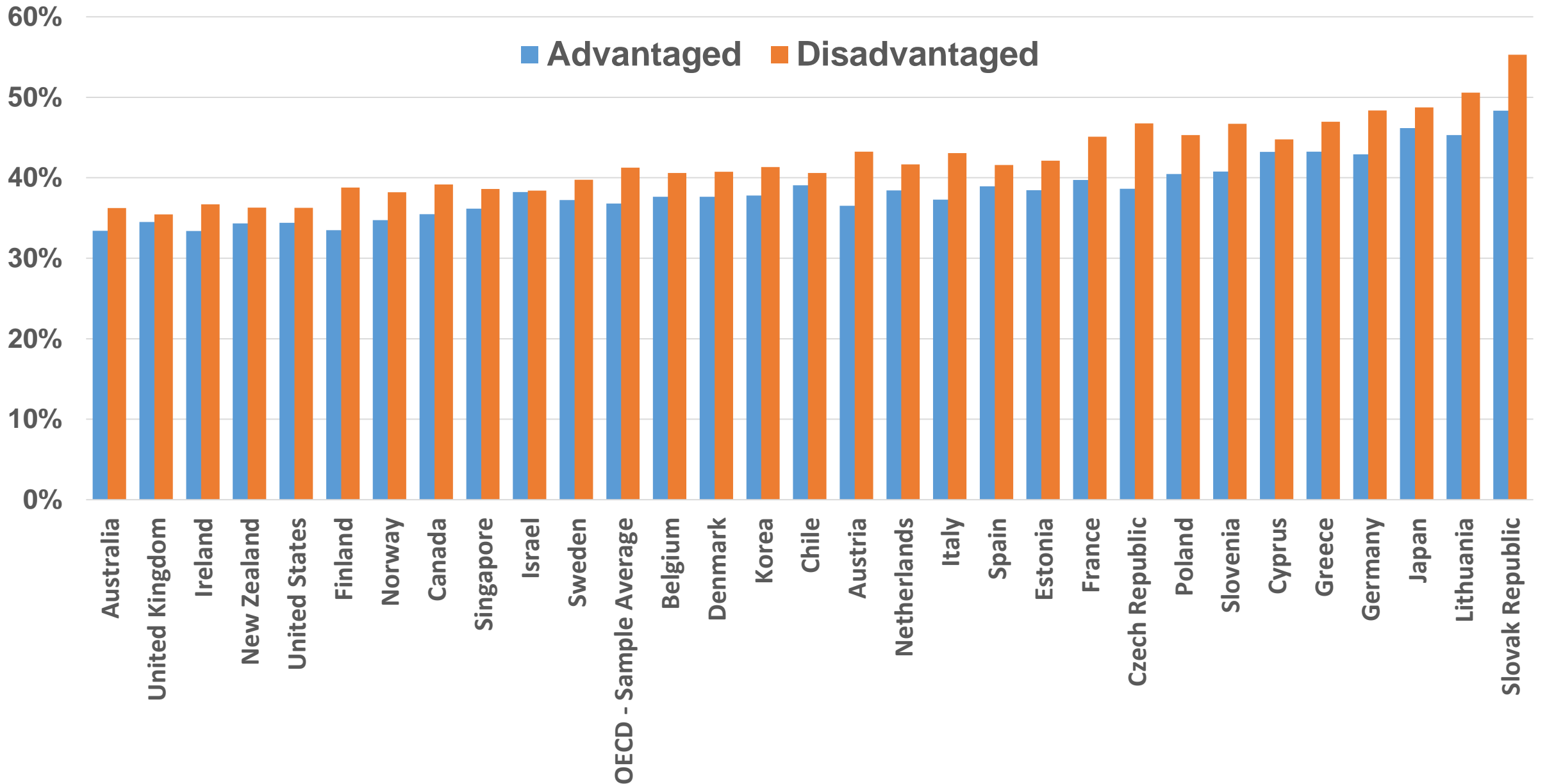
**Every day, teenagers make important
decisions that shape their future**

...but young people's career aspirations are often narrow, unrealistic and distorted by gender and social background

The fifteen most common occupational expectations among 15-year-olds



Many teenagers aspire to jobs that are at high risk of automation



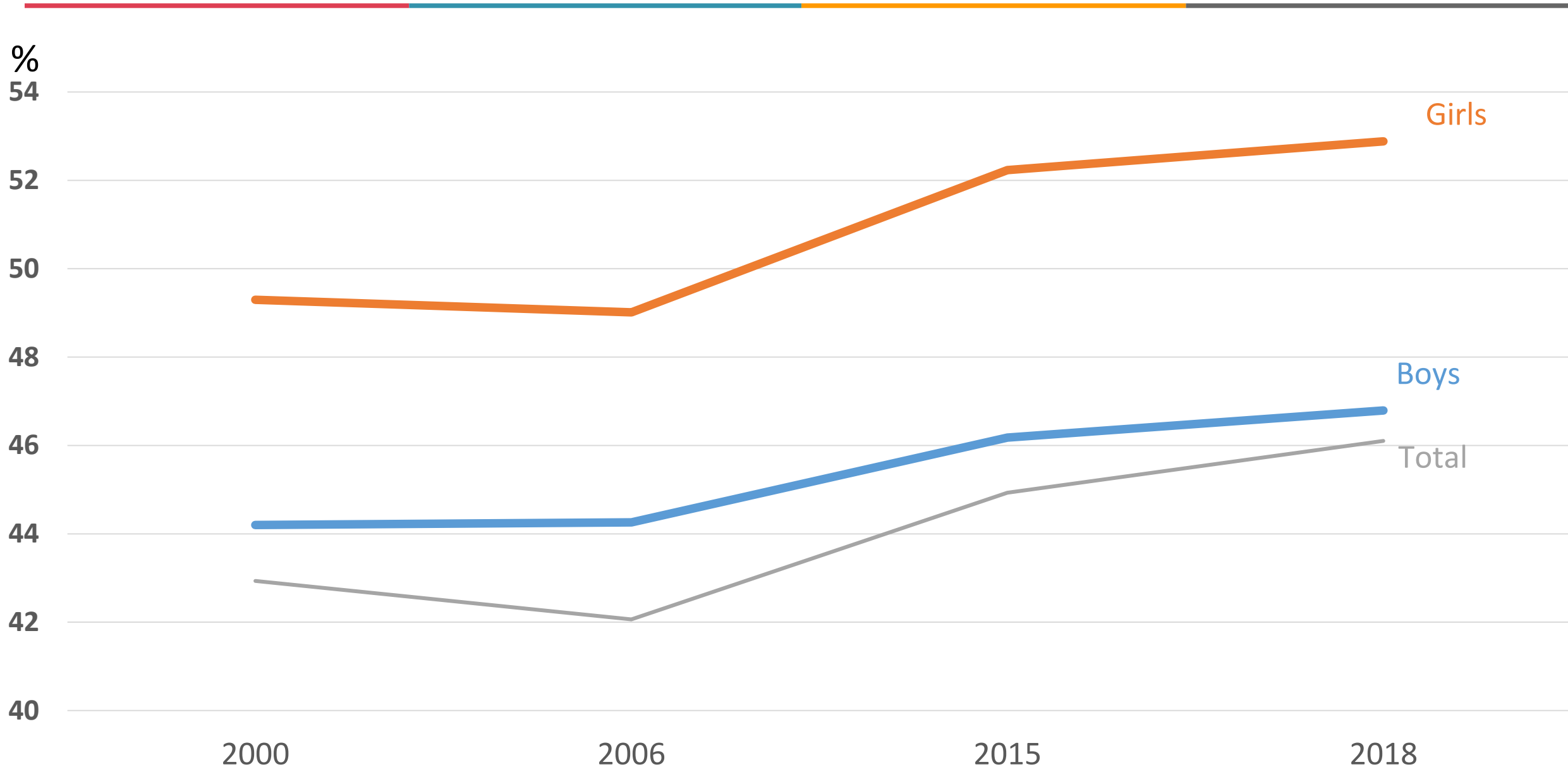


**While the world of work has undergone
major changes since 2000...**

...career expectations of youths have changed little
but became more concentrated

Concentration of occupational expectations between 2000 and 2018

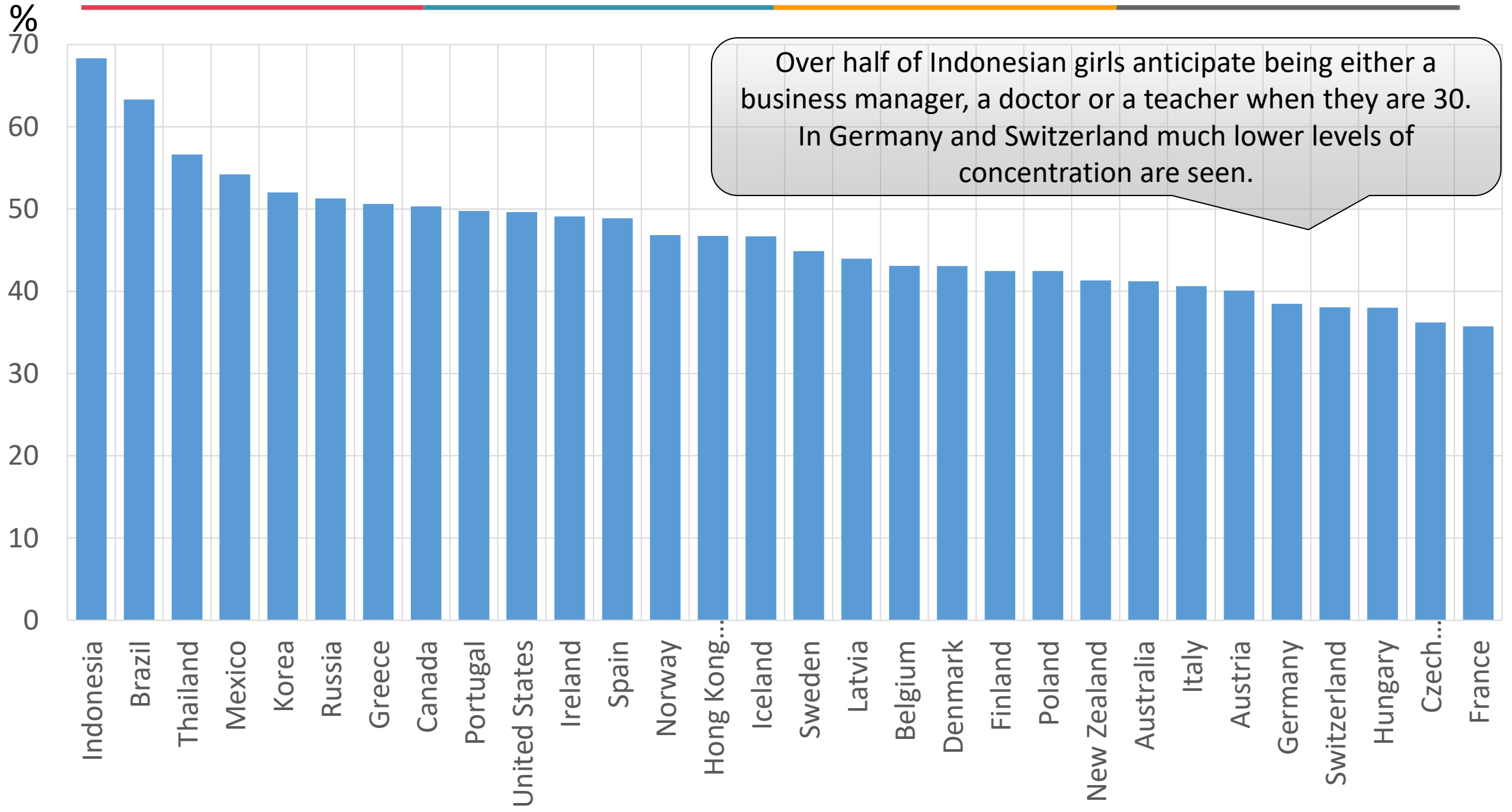
Percentage of students naming 10 most popular occupations



Source: PISA databases. Countries reporting career expectations in PISA 2000, 2003, 2006, 2015 and 2018.

Concentration of occupational expectations by country

Percentage of students naming 10 most popular occupations



Labour market signals are failing to reach young people

	Job title	Projected growth (%)	Student preference rank*	Median annual salary (2018)	Accessibility	Risk of automation
United States	Physical therapist assistants	33.10%	#29	\$58,040	High – associate degree	Lower than average
	Occupational therapy assistants	27.10%	#71	\$60,220	High – associate degree	Lower than average
	Computer user support specialist	10.60%	#229	\$50,980	High – associate degree	Lower than average
Canada	Nurse aides and patient service associate	24.50%	#33	\$ 40,715	High – associate degree	Lower than average
	Veterinary technician	21.50%	#32	\$ 41,804	High – associate degree	Lower than average
	User support technician & Information systems testing technician	13.70%	#158	\$ 55,290	High – associate degree	Lower than average

*Rank is based on ISCO occupation count of 543.

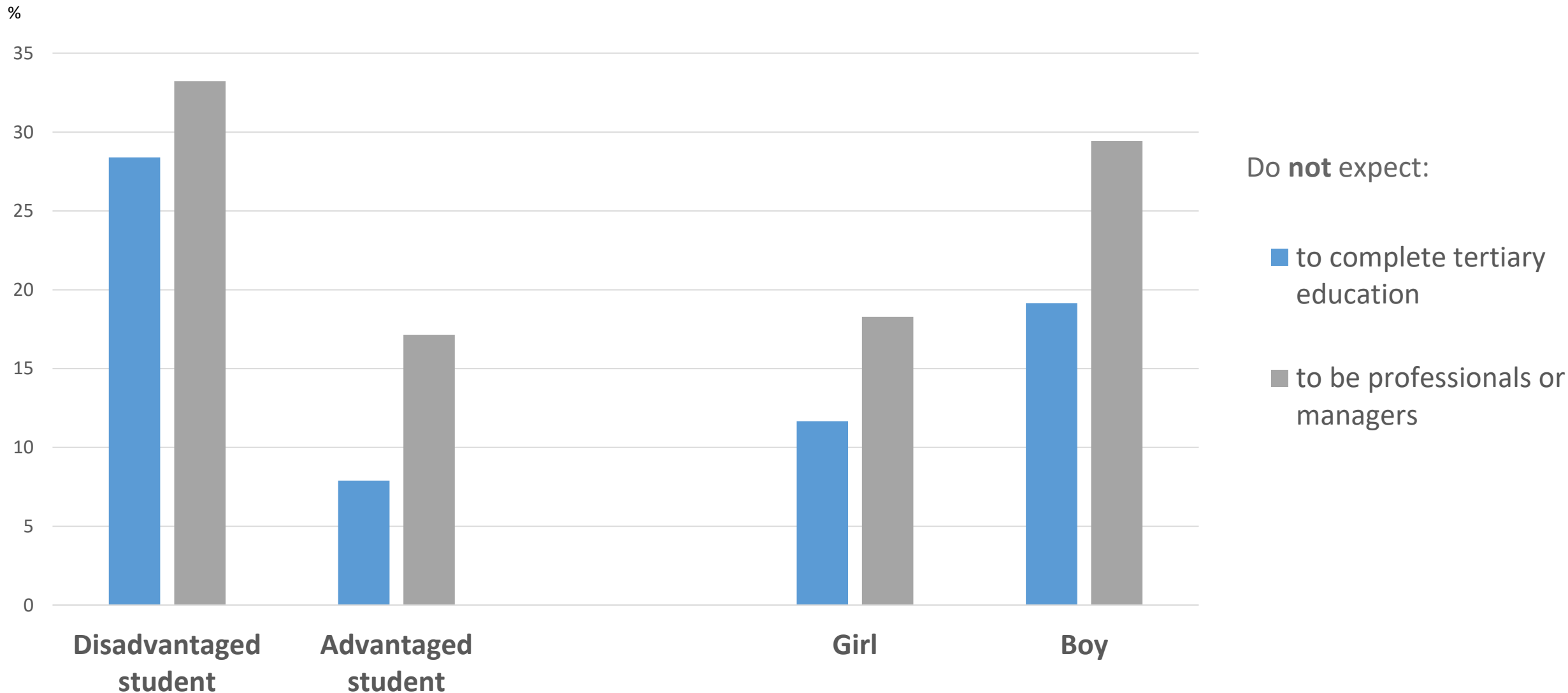
A young man with dark hair, wearing a white t-shirt and a yellow apron, is smiling warmly at the camera. He is holding a clipboard and a pen. The background is a brightly lit flower shop with various flowers, including pink and white roses, and shelves with books and other items. The overall atmosphere is positive and professional.

High performers with low expectations

“Across OECD countries, approximately one in three disadvantaged teenagers who **perform well** on the PISA tests does not expect to pursue tertiary education or work in a university-level profession

High performers in PISA who do not have high expectations for their future

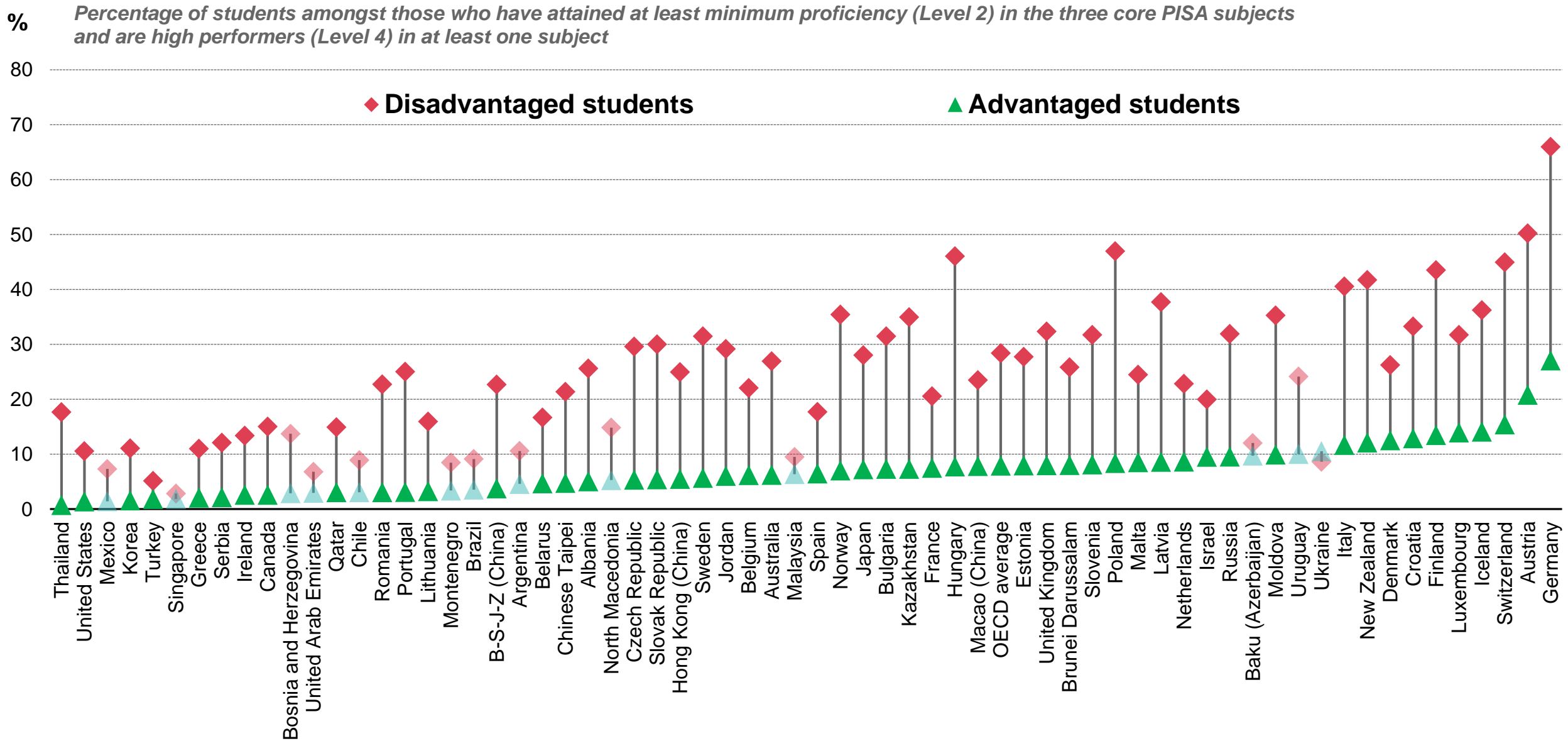
Percentage of students who do not expect to complete tertiary education amongst high performers (OECD average)



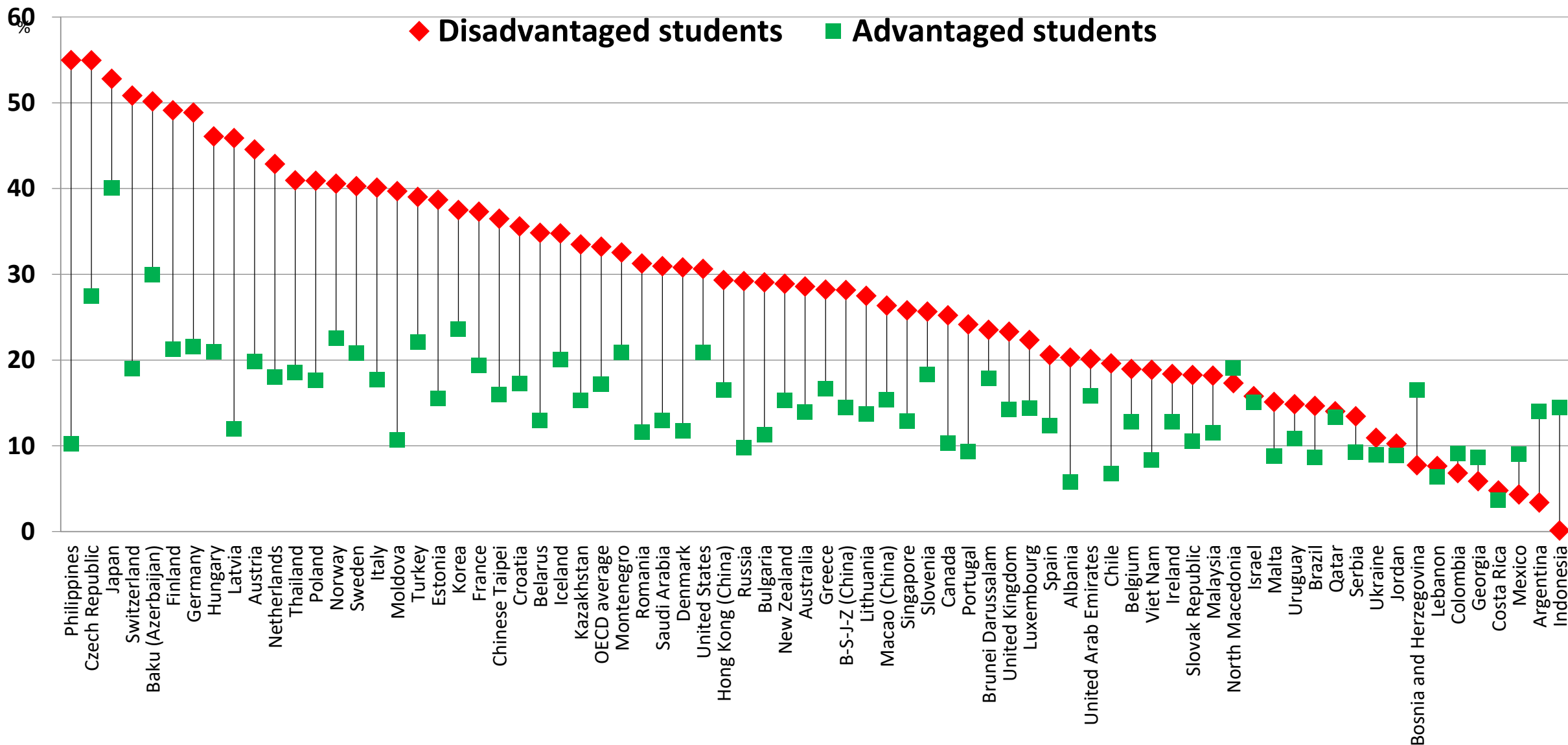
Notes: High performers are students who attained at least minimum proficiency (Level 2) in the three core PISA subjects and are high performers (Level 4) in at least one subject.

Source: PISA 2018 database

High performers who do not expect to complete higher education



High performers who do **not** expect to be professionals or managers



Source: PISA 2018 database

Gender gap in career expectations amongst top performers

High performers in mathematics and/or science who aspire to science and engineering professionals

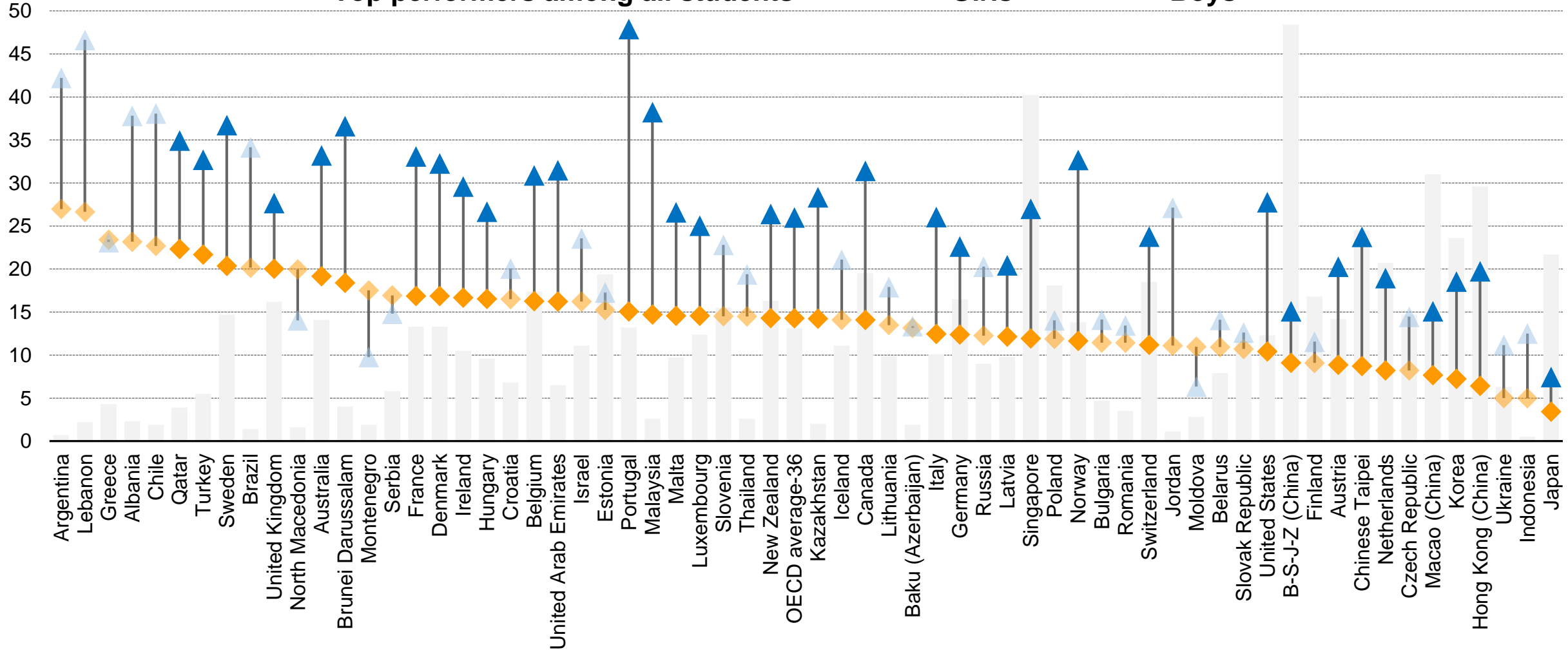
Percentage of top performers who expect a career in the field

Expect to work as **science or engineering professionals**

Top performers among all students

Girls

Boys

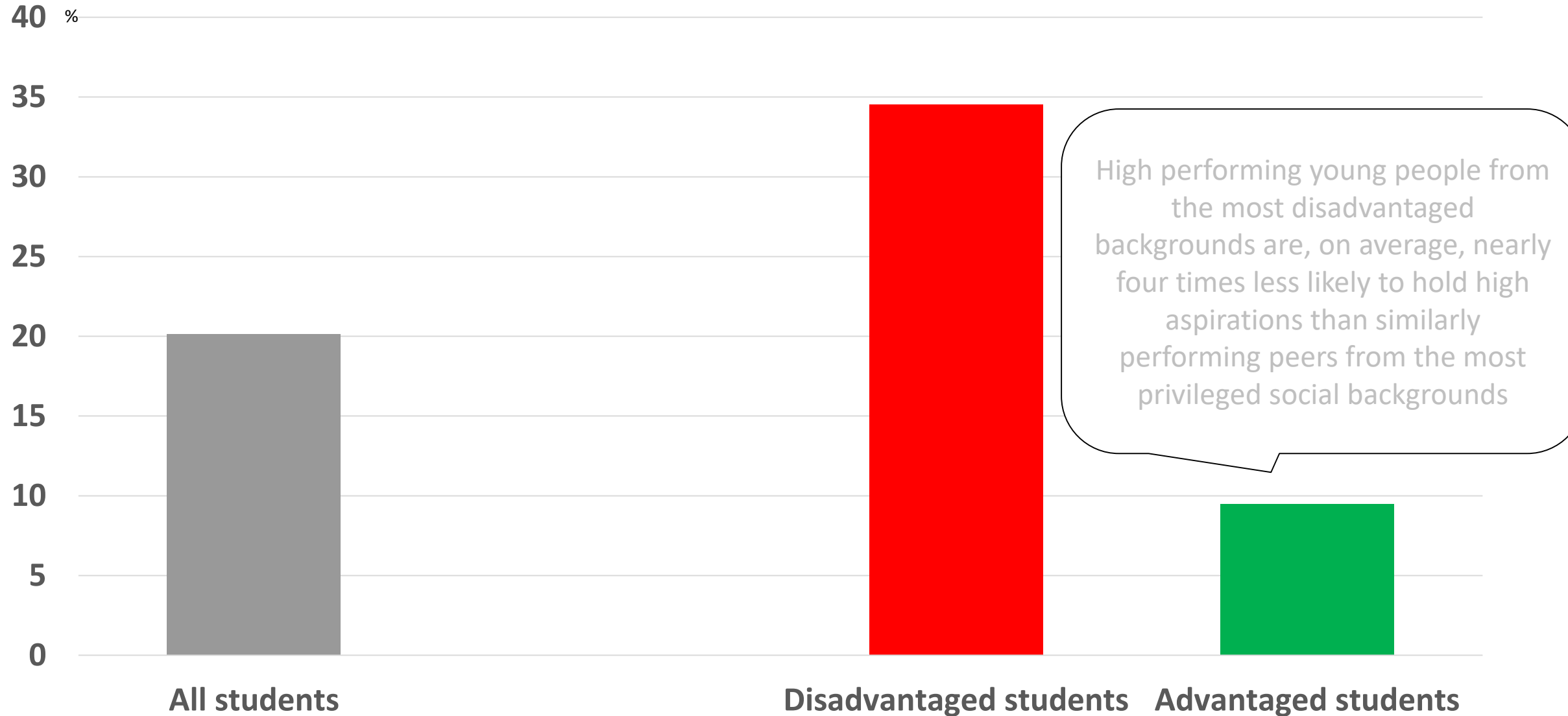


A young woman with long dark hair, wearing a white sweater, is playing an acoustic guitar in a music classroom. She is looking down at the instrument with a focused expression. In the background, other students are visible, some playing brass instruments like trumpets and trombones. The room has large windows and fluorescent lighting.

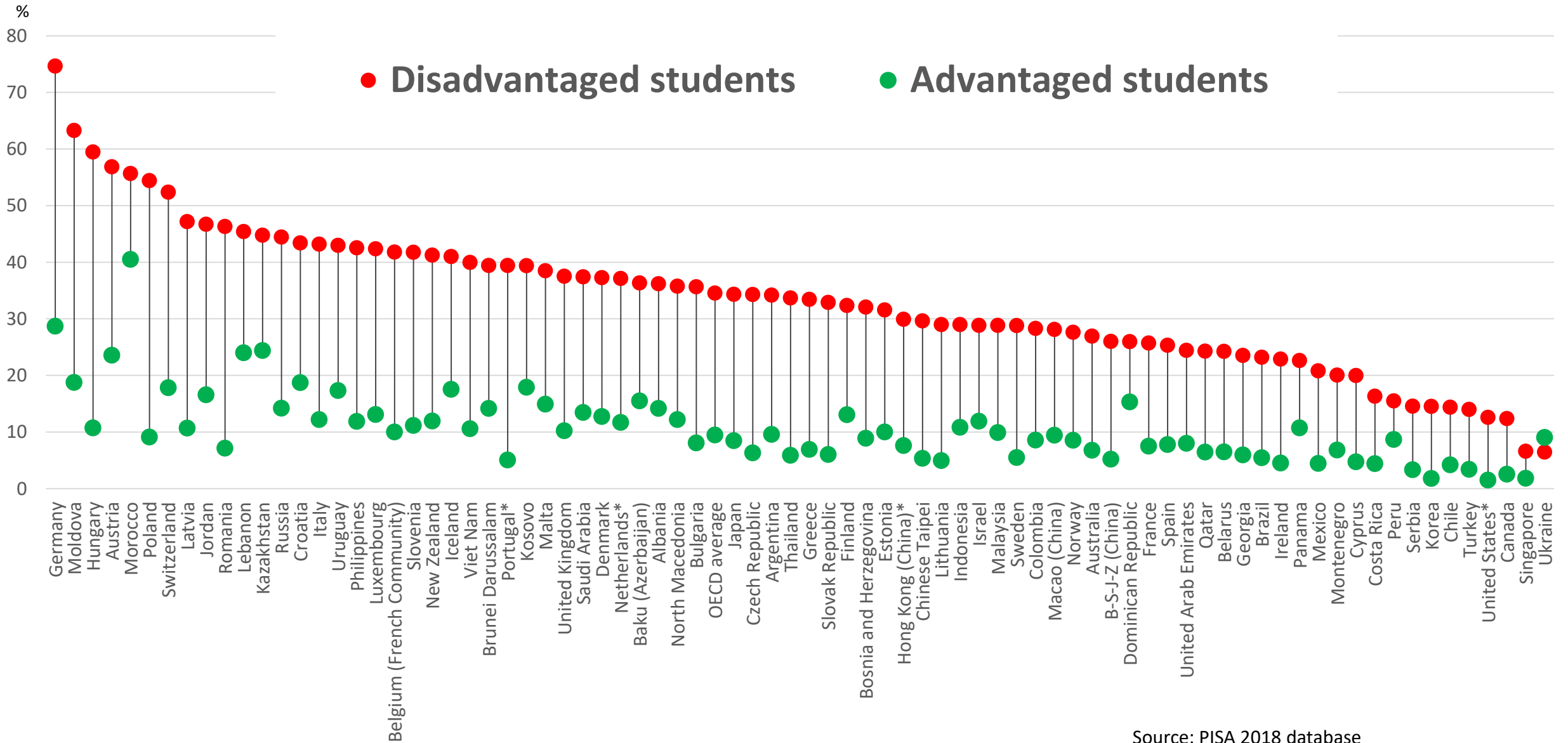
Do teenagers know what they need to do to fulfil their career expectations?

One in five young people across the PISA 2018 countries underestimate the levels of education typically required to secure the professional or managerial occupational positions they aspire to

Students with professional or managerial occupational expectations, but **not** planning to complete tertiary education



Misalignment: Students with professional or managerial occupational expectations, **but** not planning to complete tertiary education



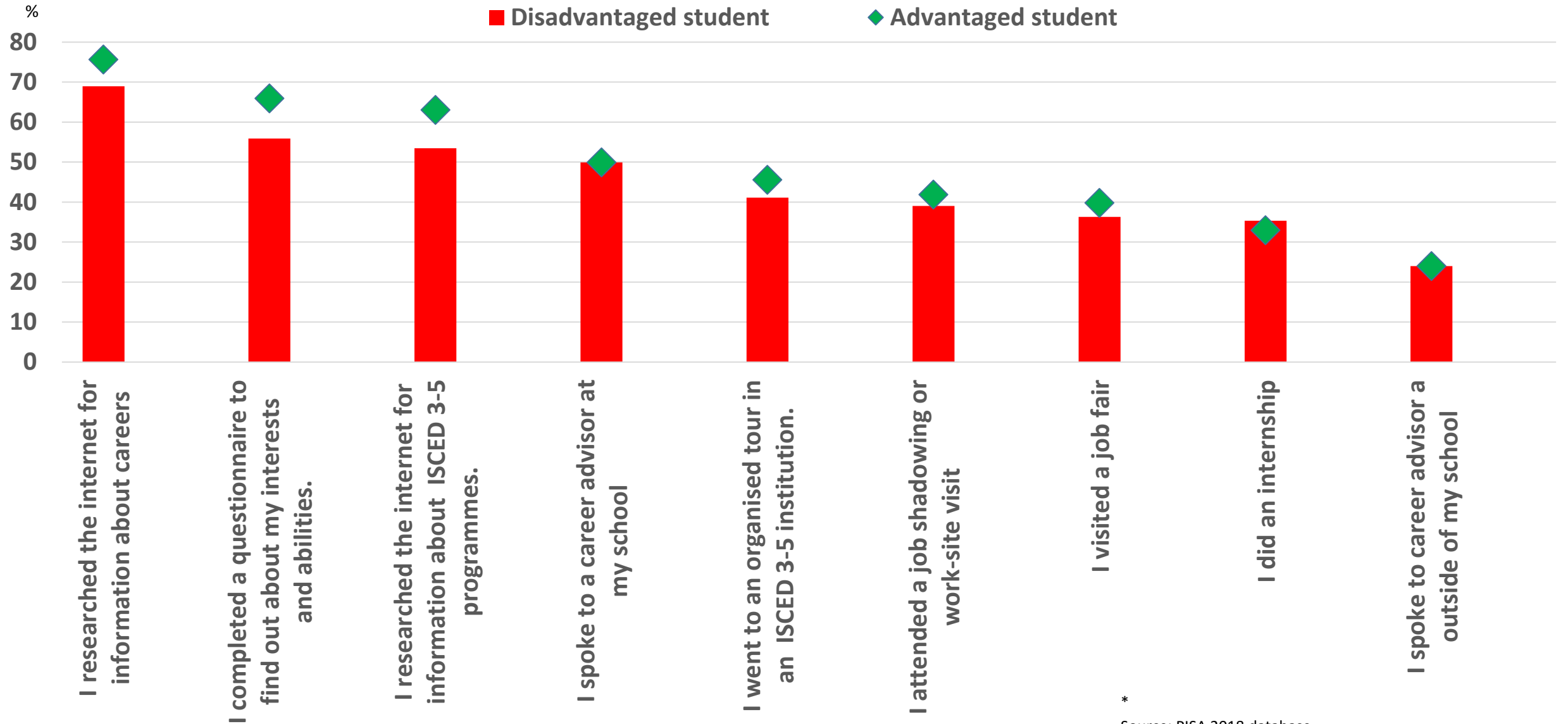
A woman with dark, curly hair, wearing a dark blue sleeveless top, is leaning over two young women. They are in a classroom or office setting with large windows in the background. The woman is pointing at a laptop screen. The young woman on the right is wearing glasses and a denim shirt. The young woman on the left has curly hair and is looking at the laptop. The text is overlaid on a semi-transparent grey band across the middle of the image.

Effective career guidance encourages students to reflect on who they are and who they want to become...

...and to think critically about the relationships between their educational choices and future life

Participation in career development activities

OECD average

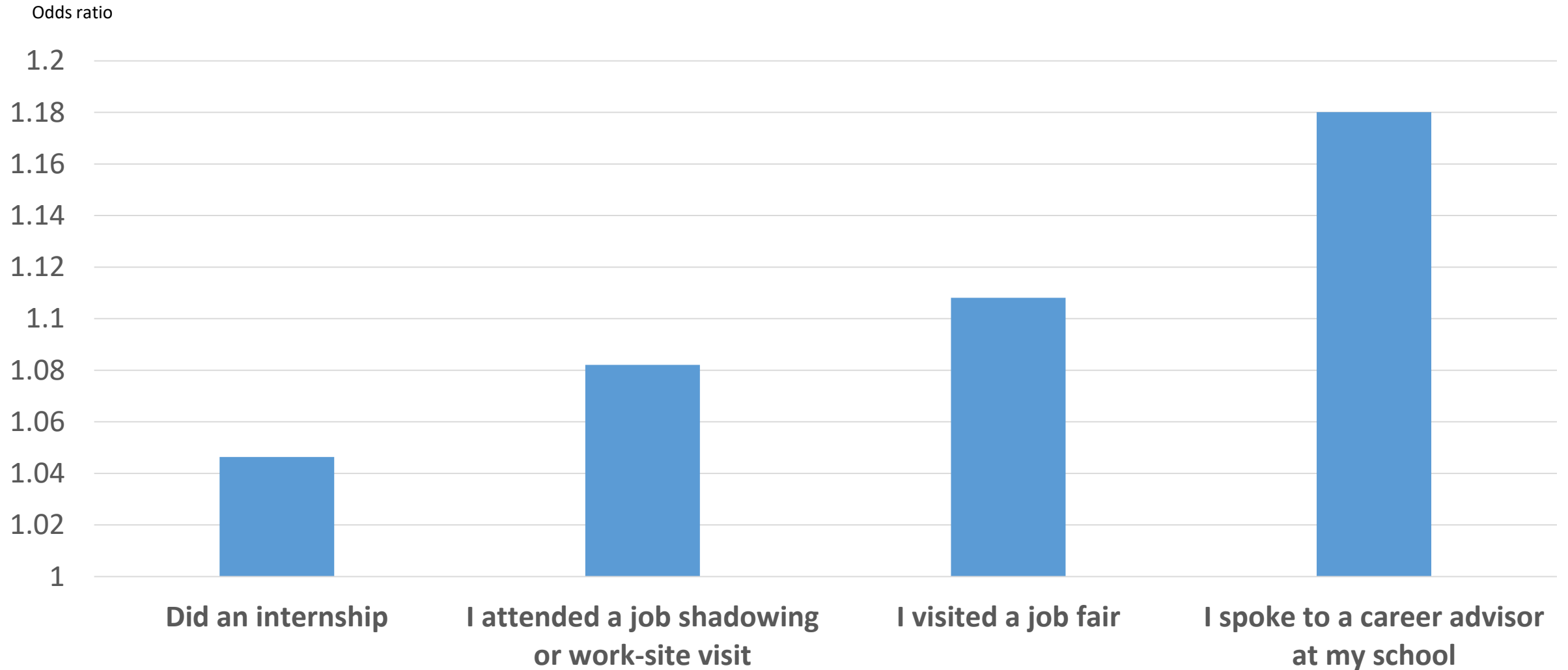


*

Source: PISA 2018 database.

Effect of participation in career development on **positive attitudes towards school**

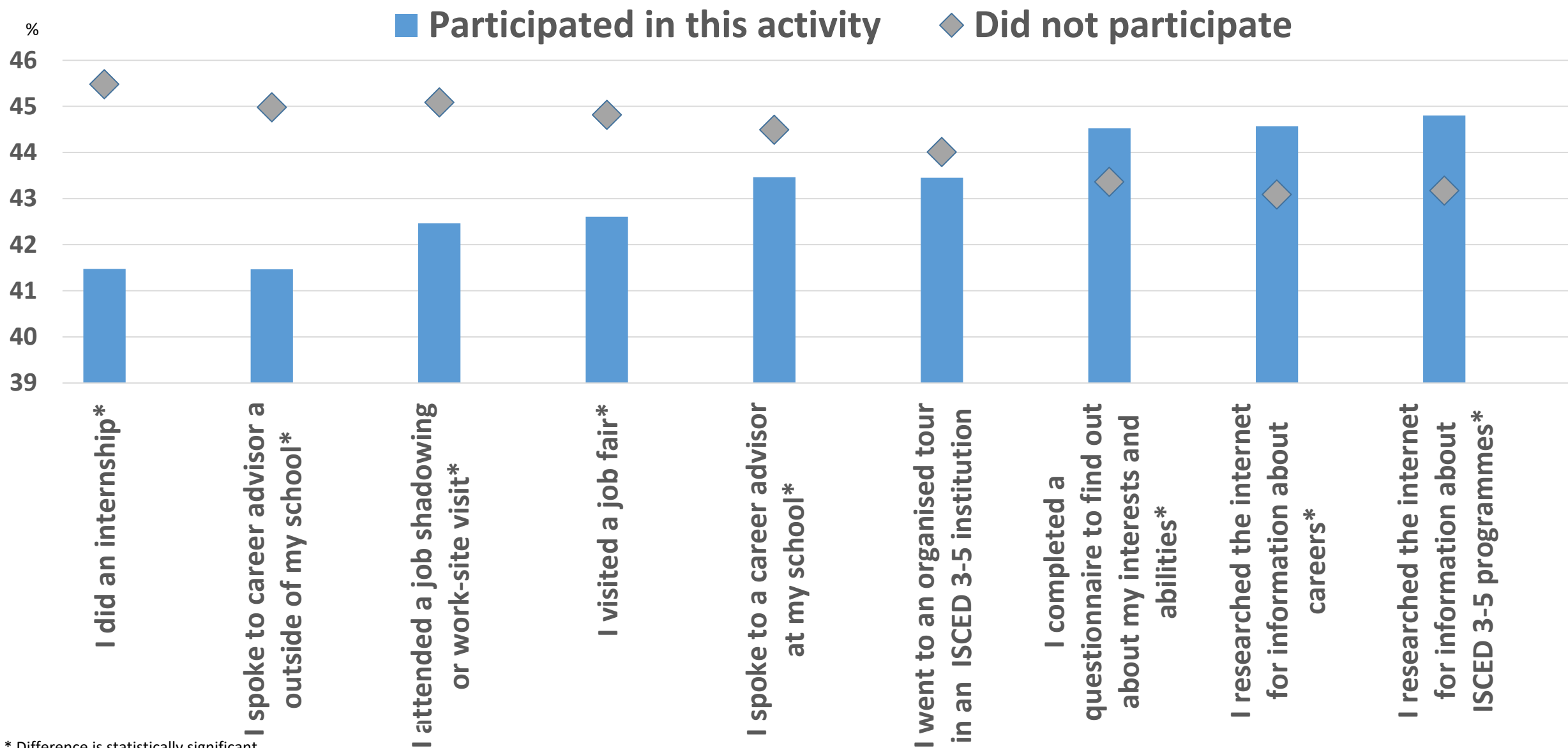
Odds ratio of the likelihood of students agreeing with the statement "Trying hard at school will help me get a good job"



Note: Odds ratio are adjusted for gender, socio-economic status, school type (private/public, class size, urban/rural, staff/student ratio), immigrant background, motivational factors (whether students skipped classes or days) and cognitive potential (whether students repeated a year of study).

Source: PISA 2018 database

Concentration of occupational expectations by participation in career development activities



* Difference is statistically significant

Source: PISA 2018 database



What to do now

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)

	Largely positive	Mixed outcomes	Largely negative
Economic (adult employment & earnings) – 27 studies	67%	33%	0%
Educational (academic achievement) – 47 studies	58%	40%	2%
Social (well-being, self-esteem, career management skills) – 25 studies	67%	33%	0%

Effective 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**

Employer engagement to boost young people's understanding of jobs and careers needs to be...

- **authentic** - enabling first-hand encounters
- **commonplace** – volume of encounters matters
- **valued** (relevant) – by young people themselves
- **varied** - different activities can be associated with different outcomes for different types of students
- **contextualised** - by effective career guidance
- **personalised** – in recognition of existing work-related networks and aspirations
- **begun young** – addressing attitudes and expectations from primary schooling

Thank you

Find out more about our work at www.oecd.org/pisa

- PISA 2018: *Insights and Implications*
- PISA 2018 Results (Volume I): *What Students Know and Can Do*
- PISA 2018 Results (Volume II): *Where All Students Can Succeed*
- PISA 2018 Results (Volume III): *What School Life Means for Students*

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PISA Data Explorer: www.oecd.org/pisa/data

Email: Andreas.Schleicher@OECD.org

