OECD Career Readiness Webinar
Ask an expert: Career guidance in the pandemic.
February 24 2021

David Blustein, Deirdre Hughes, Anthony Mann
Changes in youth unemployment, 2007-2010 (selected countries)

Anthony.mann@oecd.org
@AnthonyMannOECD
http://www.oecd.org/education/career-readiness/
Narrow. Career concentration (top 10 jobs), PISA 2018 (all students, selected countries)

Anthony.mann@oecd.org  @AnthonyMannOECD  http://www.oecd.org/education/career-readiness/
Confused & distorted by social background. Career misalignment (underestimates), PISA 2018

Disadvantaged students
Advantaged students

Anthony.mann@oecd.org @AnthonyMannOECD http://www.oecd.org/education/career-readiness/
Speaking with a guidance counsellor in school. PISA 2018 (selected countries).

Anthony.mann@oecd.org  @AnthonyMannOECD  http://www.oecd.org/education/career-readiness/
Job fair attendance. PISA 2018 (selected countries).

Anthony.mann@oecd.org  @AnthonyMannOECD  http://www.oecd.org/education/career-readiness/
Psychological Resilience and the Pandemic: Youth Unemployment

- David L. Blustein
- Department of Counseling, Developmental, and Educational Psychology
- Boston College
- Chestnut Hill, MA USA
- Email: David.Blustein@bc.edu
- Twitter: @BlusteinDavid
I’ve Got Nowhere to Run and I’veGot Nowhere to Go
Growth in Youth Unemployment

- As per ILO:
- One in six employed youth lost their jobs.
- Working hours fell by 25%.
- Mental health issues rose dramatically.
Psychological Impact of Unemployment
Systemic Interventions—More Jobs--Advocacy
Individual Sources of Resilience

• Critical consciousness
• Psychological Flexibility
• Social support
• Self-care
• Exploration and planfulness
Critical Consciousness

THE PSYCHOLOGY OF WORKING
A New Perspective for Career Development, Counseling, and Public Policy

DAVID L. BLUSTEIN

BOSTON COLLEGE
Lynch School of Education and Human Development
Psychological Flexibility

A Liberated Mind
How to Pivot Toward What Matters

Steven C. Hayes, PhD
Originator of Acceptance and Commitment Therapy
Work Interventions Network: A Template for Prevention Strategies

- Planning, Exploring, and Engaging in the Job Search
- Deepening and Sustaining Relationships
- Fostering Social Awareness and Reducing Self-Blame
- Building Emotional Resilience and Self-Care
Career Guidance and Unemployment Interventions
Thank you!

- David L. Blustein
- Email: David.Blustein@bc.edu
- Twitter: @BlusteinDavid
Are your students career ready?

New analysis of national longitudinal surveys in Australia, Canada, China, Korea, Germany, Switzerland, UK, US, Uruguay – and (we hope) Ireland.

Eight guidance papers, including (out today): How schools can help young people in a recession

Concludes with the development of data-driven tools based on teenage career readiness indicators

Anthony.mann@oecd.org @AnthonyMannOECD http://www.oecd.org/education/career-readiness/
Initial indicators of teenage career readiness: 3 questions for every student

Provisional indicators at 15 of better than expected adult employment outcomes

Are you thinking about the future?
1. Teenage uncertainty – inability to name a job expected to do at 30
2. Career ambition – plans for going to university or work as manager/professional
3. Career misalignment - underestimating education needed for job goal

Are you exploring the future?
1. Career conversations with adults – about a job of interest
2. Occupational exploration – through VET programmes within general education
3. Career development activities – career talks, workplace visits, career counsellors

Are you experiencing the future?
1. Teenage employment – part-time working alongside full-time education
2. Student internship – work placements as part of full-time education
3. Teenage volunteering – alongside full-time education

Anthony.mann@oecd.org  @AnthonyMannOECD  http://www.oecd.org/education/career-readiness/
Career conversations, uncertainty and misalignment. PISA 2018.

- Percentage of students whose education and career expectations are not aligned

- Percentage of students who have no clear idea about their future job

- Had talked to someone about the job they would like to do
- Had not talked to someone about the job they would like to do

Anthony.mann@oecd.org  @AnthonyMannOECD  http://www.oecd.org/education/career-readiness/


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Workplace experiences and teenage confidence in adaptability.

<table>
<thead>
<tr>
<th>Workplace experiences and teenage confidence in adaptability</th>
<th>I can deal with unusual situations</th>
<th>I can adapt to different situations even when under stress or pressure</th>
<th>I am capable of overcoming my difficulties in interacting with people from other cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time work</td>
<td>63*</td>
<td>61*</td>
<td>60*</td>
</tr>
<tr>
<td>No part-time work</td>
<td>56*</td>
<td>56*</td>
<td>57*</td>
</tr>
<tr>
<td>Volunteer</td>
<td>62*</td>
<td>60*</td>
<td>62*</td>
</tr>
<tr>
<td>No volunteering</td>
<td>55*</td>
<td>55*</td>
<td>55*</td>
</tr>
<tr>
<td>Internship</td>
<td>60*</td>
<td>57</td>
<td>58</td>
</tr>
<tr>
<td>No internship</td>
<td>55*</td>
<td>55</td>
<td>56</td>
</tr>
</tbody>
</table>

Anthony.mann@oecd.org  @AnthonyMannOECDC  http://www.oecd.org/education/career-readiness/
Recruitment skills % reporting knowing how to prepare for interview. PISA 2018.

Tips for getting the most out of CV workshops and practice interviews:

Anthony.mann@oecd.org  @AnthonyMannOECD  http://www.oecd.org/education/career-readiness/
Deirdre Hughes
You only get better by playing.
Life as we know it…
Teachers and Careers Professionals

From

To
Schools and Counsellors…

When harnessed correctly and controlled, pressure can work for us.
Key elements of a good careers strategy

Diagnoses
The why
Exploring the challenges that your organisation will face, and choosing those you want to focus on

Guiding policy
The what
Designing a set of principles or policies that define your approach to address them

Coherent action
The how
The actions you will take to deliver

A good careers strategy has all three elements and coherence throughout
Career Guidance/Counselling

Places and Spaces for career learning
Start Early

Funded through the Department for Education: Opportunity Area Programme, England
Feedback from the Children

- Of a total of 350 job role drawings by the children only 23 job roles were drawn by 80% (n=875). Only 10 job titles were identified by 58% (n=633).

- 68% (n=271) of children indicated the main influencers of their job ideas were either directly from parents or other close family members.

Following the CRL activity:
- Many children reported they had been influenced by the person(s) they met.
- 81% (n=201) reported they had learned about 5 or more jobs through the CRL activities.

*Despite this high level of agreement, the jobs identified by boys and girls show there is an unconscious bias in their preferences.*
Feedback from the Children

- The children’s self-assessment of the 8 key skills showed an increase following the CRL activities.

- This was corroborated by the teachers.

- It was noted that White British children ranked themselves lowest in 6 of the 8 key skills compared to the other five ethnic groups.

Evidence shows children from different ethnic groups had a variation in responses to this question.
Career Dialogue

• Creating a stronger career-learning environment – a whole school approach

• Education has to be practice instead of theory driven

• Education must become dialogical in nature

• Education needs to provide space for students – to have their say in decision-making when it comes to the form and content of their own learning and personal development

(Hughes, Law & Meijiers, 2015)


A framework of some kind e.g.

Ambitions Black Country: The Framework
Curriculum for Wales 2022

- Careers and work-related experiences (CWRE) cross-cutting theme 3 to 16-year-olds
- Age-appropriate careers education in each area of learning and education
- Within the Health and Wellbeing AoLE to reflect importance of career-related decisions on learners’ health and wellbeing
- All schools NEW STATUTORY GUIDANCE CWRE activities
New Curriculum 2022: Integral Skills

- Health and Well Being: AoLE emphasises skills such as responding to challenges and developing positive relationships that are integral to learners’ later careers (Integral skills)

- A NEW Careers Wales Quality Award 2021
Free Resources  https://www.dmhassociates.org/resources

- **Practitioner Careers Toolkit**
  Workbooks for you and/or your clients. Selected examples:
  - [View positive CBT workbook for clients](https://www.dmhassociates.org/resources)
  - [View positive CBT workbook for coaches](https://www.dmhassociates.org/resources)
  - [View positive psychology practitioner tools](https://www.dmhassociates.org/resources)
  - [View Career Decision Making Workbook](https://www.dmhassociates.org/resources)
  - [View Career Education: International Literature Review](https://www.dmhassociates.org/resources)

- **Work Experience – Exposure to and experiences of the world of work**
  Some selected examples of useful resources provided by teachers.
  - [View information on staff confidence](https://www.dmhassociates.org/resources)
  - [View the student aspiration survey](https://www.dmhassociates.org/resources)
  - [View work experience presentation](https://www.dmhassociates.org/resources)
  - [View work experience presentation](https://www.dmhassociates.org/resources)
  - [View the best practice guide to organising and managing work experience placements for schools and colleges](https://www.dmhassociates.org/resources)
  - [View work experience guide](https://www.dmhassociates.org/resources)

- **Creative Coaching – Excerpts from Chapter 6: Laying the foundations**
Advocacy...

- **Self-advocacy**: Empowering clients to make choices and decisions that affect their lives.

- **Professional advocacy**: Serve as a bridge between client and those in positions of power.

- **Citizenship advocacy**: Practitioners expand their roles and act as a resource to communities that may face marginalization or discrimination.

- **Public advocacy**: Practitioners work with both institutions and groups to draft public statements and inform policy processes.

Andrew Bassingthwaigte
CERIC, Newsletter (Feb 2020)
Digital Competence

- Range of perceptions regarding the role of the practitioner

- Using social media to provide expert information
- Using social media in a reflexive one-to-one dialogue, such as distance counseling
- Using social media to facilitate interaction among groups of individuals
- Using social media in actively engaging communities of individuals around career issues *

* This can be described as co-careering, which involves “the shared expertise and meaningful co-construction of career issues among community members” using social media (Kettunen, Vuorinen, & Sampson, 2013).
The bots are coming...
The bots are coming...

CiCi the chatbot gives you access to

- **job & skills information profiles**: 26,000+
- **ESFA funded-course information**: 40,000+
- **Full-time & part-time jobs in England, Scotland and Wales**: 25,000+
- **Short inspirational career journey videos**: 1,500+

https://careerchat.uk/demo/
Some other useful reports


Working it out: career guidance and employer engagement (OECD, 2018)

Dream Jobs? Teenagers’ career aspirations and the future of work (OECD, 2020) have shown that the teenage career aspirations of teenagers are very commonly narrow, confused and distorted by social background.

Career Ready? How schools can better prepare young people for working life in the era of COVID-19

Look out for a new series of papers on ‘Career Readiness’


Quality Assurance of Career Development Interventions [QA of Career Development Interventions (thecdi.net)](http://thecdi.net)


Lifelong guidance, policies and practices in the EU: trends, challenges and opportunities - [https://www.researchgate.net/publication/341078831_Lifelong_guidance_policy_and_practice_in_the_EU_trends_challenges_and_opportunities](https://www.researchgate.net/publication/341078831_Lifelong_guidance_policy_and_practice_in_the_EU_trends_challenges_and_opportunities)
Thank you!

CONTACT: Deirdre Hughes
Email: admin@dmhassociates.org
Twitter: @deirdretalks

- Receive our Newsletter: http://eepurl.com/glOP2f
- Visit: CareerChat website updated and new DEMO available: https://careerchat.uk/
OECD Career Readiness in the Pandemic

Stay in touch with our work - Visit http://www.oecd.org/education/career-readiness/

Sign up to the project stakeholder mailing list - Email Carrie.Richardson@oecd.org

Share your practice – what works for your students in enhancing their career readiness - Email Jonathan.Diaz@oecd.org

Help connect us with young people under 25 who have been looking for full-time work for interviews in English, French or Spanish - Email Jonathan.Diaz@oecd.org

Find more about the OECD’s work on the Future of Work – Visit https://futureofwork.oecd.org/en

Follow me on twitter - @AnthonyMannOECD or Email me – Anthony.Mann@oecd.org
Additional links from David Blustein

- O*NET: access to U.S. career website, with assessment tools and access to extensive occupational information
  - [https://www.onetonline.org/](https://www.onetonline.org/)

- World of Work: State of the art career education programming
  - [https://www.worldofwork.net/](https://www.worldofwork.net/)

- Contact information for David Blustein and for information on the Work Interventions Network (Unemployment workshop curriculum)
  - email: [David.Blustein@bc.edu](mailto:David.Blustein@bc.edu)

- Information on psychological flexibility and ACT therapy:

- Information on critical consciousness in the schools:
Additional links from David Blustein

- The Importance of Work in an Age of Uncertainty

- The Psychology of Working in Practice: A Theory of Change for a New Era

- Applying the Psychology of Working Theory for Transformative Career Education


Additional links from Deirdre

- SEND Resource - Transition programmes for young adults with SEND. What works? | The Careers & Enterprise Company ([careersandenterprise.co.uk](http://careersandenterprise.co.uk))
- CRL in primary - In addition to what's included in my slides - [edemp_careerprimary-report_jan2019_v5_indv.pdf](https://teachfirst.org.uk) ; Career-related learning in primary. What works? | The Careers & Enterprise Company ([careersandenterprise.co.uk](http://careersandenterprise.co.uk))
- New School for the Old School - (PDF) New school for the old school: career guidance and counselling in education ([researchgate.net](http://researchgate.net))
- Free Subject Posters - Planit : Schools : Subject Career Posters ([planitplus.net](http://planitplus.net))
- BBC careers learning - Careers - BBC Bitesize
- My world of work, Scotland - My World of Work
- New Zealand - Subject Matcher - Subject Matcher ([careers.govt.nz](http://careers.govt.nz))
Additional links from Anthony

- How schools can help protect young people in a recession

- Essays on employer engagement in education

- Understanding employer engagement in education

- Career education that works: an economic analysis using the British Cohort Study

- Employer engagement in British Secondary Education: wage earning outcomes experienced by young adults

- Career events – what works?
THANK YOU!