



Youth Voice for the Future of Work



with the contribution of

Education
and
Employers

**Do young people feel ready for...
the future of work?**

Foreword



Shayne MacLachlan
Communications Campaigns
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Work is changing. Analysis by the OECD estimates that, on average, nearly half the jobs in member countries are expected to radically change over the next 10-20 years. Digitalisation is changing the nature of work as the specific tasks that make up a job are becoming increasingly automated. Technology is also changing the way that we access work. Employment through online platforms is increasing rapidly and these changes are a matter of real concern for countries. This raises serious questions about how adults will be retrained. For young people, questions are broader. How can countries ensure that young people are gaining the knowledge and skills which will not simply help them get a job when they leave education, but also prepare them for a lifetime of learning? How can young people make the best decisions about their education and training choices when work itself is becoming so unpredictable? For schools, colleges and universities, the importance of foundational learning (literacy and numeracy), social and entrepreneurial skills and career guidance is growing.

The OECD “I am the future of work” campaign and WorldSkills have come together to explore what young people think about their futures as working adults. The study looks across 19 countries – the national members of the G20 – to dip into the attitudes, experiences and expectations of thousands of young adults, aged 18-24. The study draws on two datasets. In the first part of the study, through statistical weighting of the data, insights emerge into the breadth of experiences and opinions of respondents from across the world. The study explores their awareness and impact of technological change, the importance of career guidance and school-mediated access to the world of work. The second part of the study presents unweighted data from opt-in polls of young people who form part of WorldSkills communities in six countries.

In this uncertain world, it is essential that young people have every opportunity to engage, through their schools with modern workplaces. It is already known that teenage career aspirations are narrow and often poorly informed. PISA data tell us that one in three 15 year olds across the OECD in 2015 anticipated doing just 10 different types of job by the time they reached 30 - half expected to be involved in only three economic sectors. Analysis shows, moreover, that what young people think about work is shaped deeply by their social backgrounds. As the working world becomes increasingly dynamic, the need for education systems – both vocational and general – to prepare young people to go into working life with their eyes open is becoming ever more urgent. The future of work is now and we must take action today to shape a better and fairer world of work tomorrow.



Laurence Gates
Vice Chair of the Strategic
Development Committee,
WorldSkills International

WorldSkills works with young people across the globe and celebrates their dynamism, their creativity and their resilience. It works with governments, education providers, and industry to allow these youngsters to fulfil their potential for themselves. But assumptions can often be made about what young people want and how they feel about the future. Far too often the voices of young people can be represented by older generations, who believe that they know what young people want, and what is best for them.

It was our desire to address this generational gap, by learning how young people feel about the potential impact of technological change in future workplaces, that led us to commission the “Youth Voice for the Future of Work” survey with our partners in the OECD.

This survey has produced some striking results that should help us all better understand how young people feel about how their education is preparing them for the future. The vital and compelling insights in this report should give us all pause for thought about which policies and practices can work to best support young people to be more confident about their futures and therefore the future of the global economy.

The key message from young people from around the world is their overwhelming positivity with regard to change. Rather than fearing the Fourth Industrial Revolution, more than half of those surveyed (56%) said that they believe that new technologies will create more jobs, with two-thirds excited by the prospect of flexible working. Further, half of all those surveyed said they were more positive than negative about the prospects of finding a job they wanted to do - although young women were less confident than young men in this regard. There were also dramatic differences between countries – with 71% of young Turks and Mexicans positive about finding work compared to just 27% in South Korea and Japan.

These are just a few of the highlights in this extensive report, which we will use to inform decision-makers in our network of governments, international organizations, education providers, businesses and beyond. WorldSkills believes we all have so much to learn by engaging with and listening to young people. That’s why this research is so important to us and marks a major first step for WorldSkills, in partnership with the OECD, to amplify our belief in young people’s ability to shape the future and create opportunities to help more young people from across the globe succeed in work and life. When young people succeed, we all succeed.



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Youth voice for the future of work research

WorldSkills and the OECD have joined forces to better understand the attitudes of young people when it comes to future technologies, their perceptions about how technological change will impact their work opportunities, and whether they feel if they are getting enough support from schools to prepare them for the future.

This survey aims to fill the gap surrounding international comparable data on perceptions on the future work. Through the OECD campaign "I am the future of work" and WorldSkills Conference 2019 in Kazan, the findings are being promoted with stakeholders to feed the debate and positively influence policies on skills and education for a future that works.

19 countries

The respondents to the survey (conducted by ONEPoll) are young people at the end of general education and VET programmes from 19 "G20" countries. In addition, 1,488 samples were collected through WorldSkills Members who supported the research by sharing the survey with their networks: Australia, Canada, France, Japan, Russia, United Kingdom, and United States of America.

18 - 24 yrs

The survey covered young people aged 18-24 years old.

15,000 respondents

The primary target sample size was 500-1,000 per country

Representation

Respondents come from contrasting socio-economic backgrounds and cultural experiences.

The results from online quota-based panel polling were weighted to be representative of each country by age, gender, and whether the respondent had achieved a Bachelor's degree or higher by the time of the poll. Respondents born outside the country are separated out for future analysis.



I am
THE FUTURE OF WORK
A PEOPLE POWERED INITIATIVE



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MYOP for OECD 2019

"I am the Future of Work" is a people powered initiative by the OECD, which gathers stories, insights and experiences about the way the world of work is changing, and the risks and opportunities it raises along the way. Our message that "the future of work is now" and that our actions today are shaping tomorrow's world, places the OECD as a positive contributor to an inclusive transition for a future that works. Workers, students, job seekers, employers and leaders are all the future of work. It is time to be part of the conversation.

oe.cd/fow



WorldSkills is a movement. We are a group of people and organizations that advance the shared social objective of increasing the provision of skills. Our Member organizations cover more than two-thirds of the world's population.

At WorldSkills, we strive to reflect the authentic voice of the youth in all aspects of skills debates. They are our spokespeople, benefices, and our heroes. We want to capture what inspires and challenges them when it comes to technological changes and the future of work.

1

Job confidence & the value of education

- Job confidence
- Technology optimism
- Value of school today
- Impact of school-mediated activities

Job confidence

Are young people confident that they will be able to find the job that they really want?



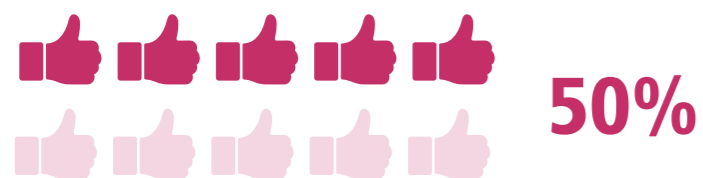
Mostly positive outlook

Most young people in the majority of countries that we surveyed are confident that they will be able to find the job they really want to do, with an **average of 50 percentage points more being confident than not** (excluding those who are unsure). There is little direct difference overall between students who attended a fee-paying secondary school and those who did not.



Relatively positive

Young people who are not in education, employment or training are more negative, but still relatively positive with 35% more feeling confident than not, albeit with 34% who are not sure or have no particular opinion.



Privately educated are more confident

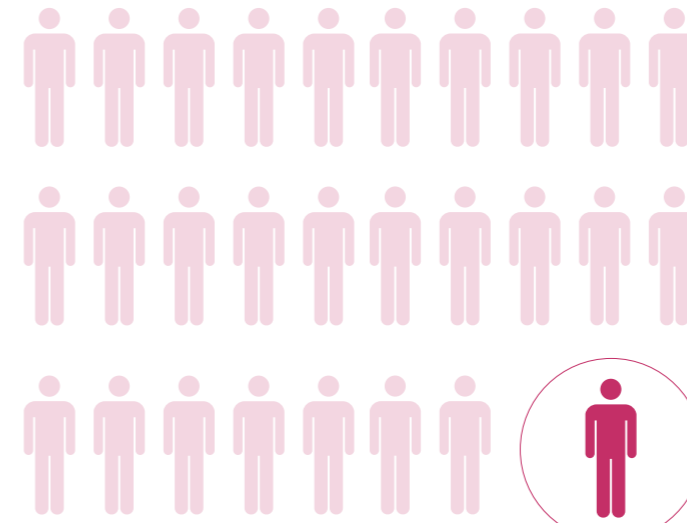
Once we “use regression analysis to” control for gender, age and parental higher education achievement, respondents who attend private school are more confident – the equivalent of one in ten respondents saying they “agree” that they are confident rather than “disagree”. This effect halves the scale but remains significant if we control for average differences between countries.

Job confidence

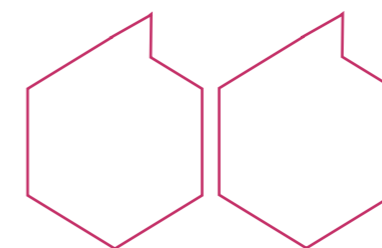
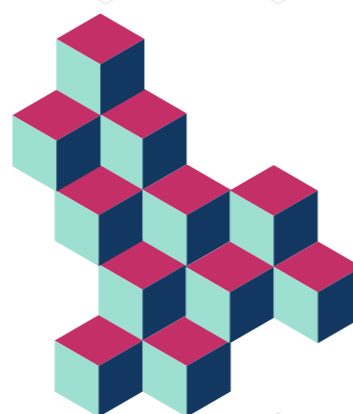


I would feel more confident about my future job if I was assured that technology wouldn't surpass the average worker, leaving me out of a job and out of pocket.

Survey respondent



Students who already had a Bachelor's degree or higher by the time of the survey are slightly more pessimistic than those who did not, the equivalent of one in 28 respondents shifting from agree to disagree. This effect is no longer present if we control for average differences between countries.



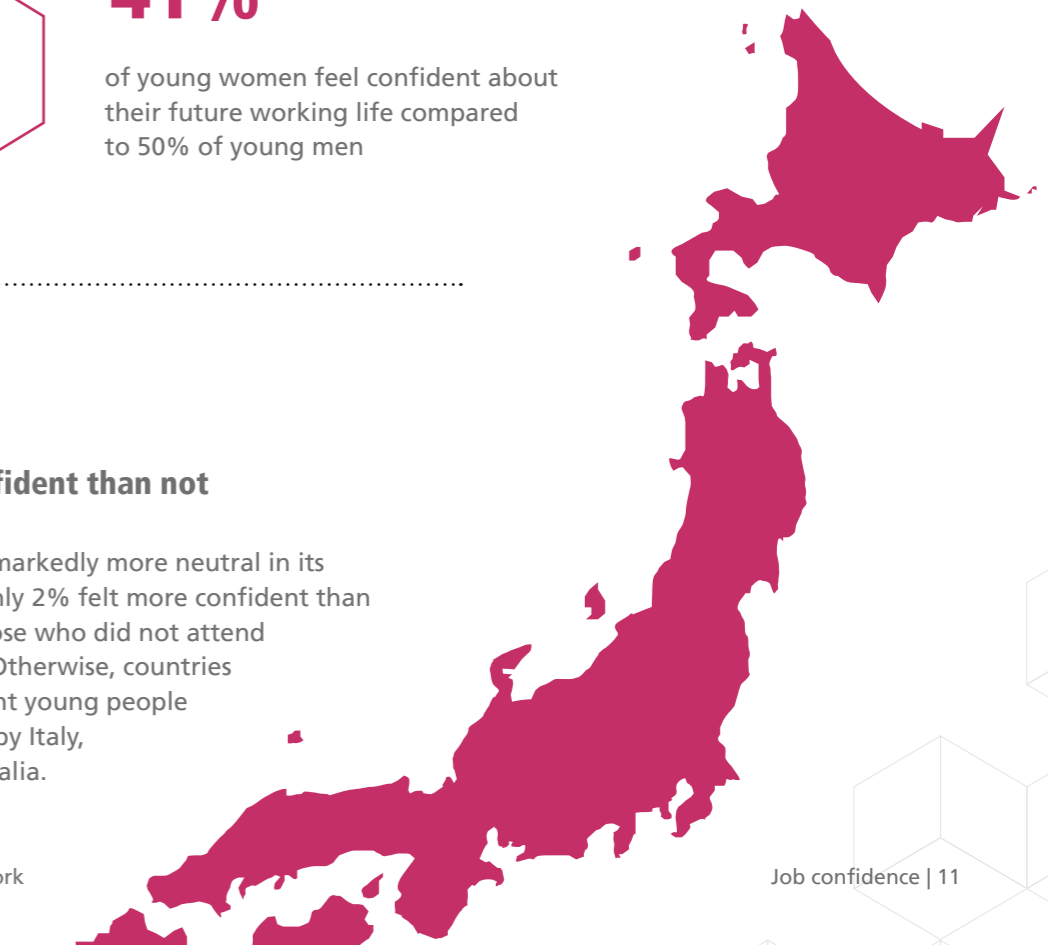
41%

of young women feel confident about their future working life compared to 50% of young men

just 2%

in Japan felt more confident than not

One country stands out as markedly more neutral in its overall opinion, in Japan only 2% felt more confident than not, reducing to 0% for those who did not attend fee-paying private school. Otherwise, countries with slightly fewer confident young people are South Korea, followed by Italy, Saudi Arabia, UK and Australia.



The confidence scale

Net positive job confidence (NPJC)

Net positive job confidence (NPJC) is the sum of those who agreed or strongly agreed that they were confident they would be able to find the job they really wanted to do, minus those who disagreed or strongly disagreed. Those who were unsure or neither agreed nor disagreed were excluded from the calculation.



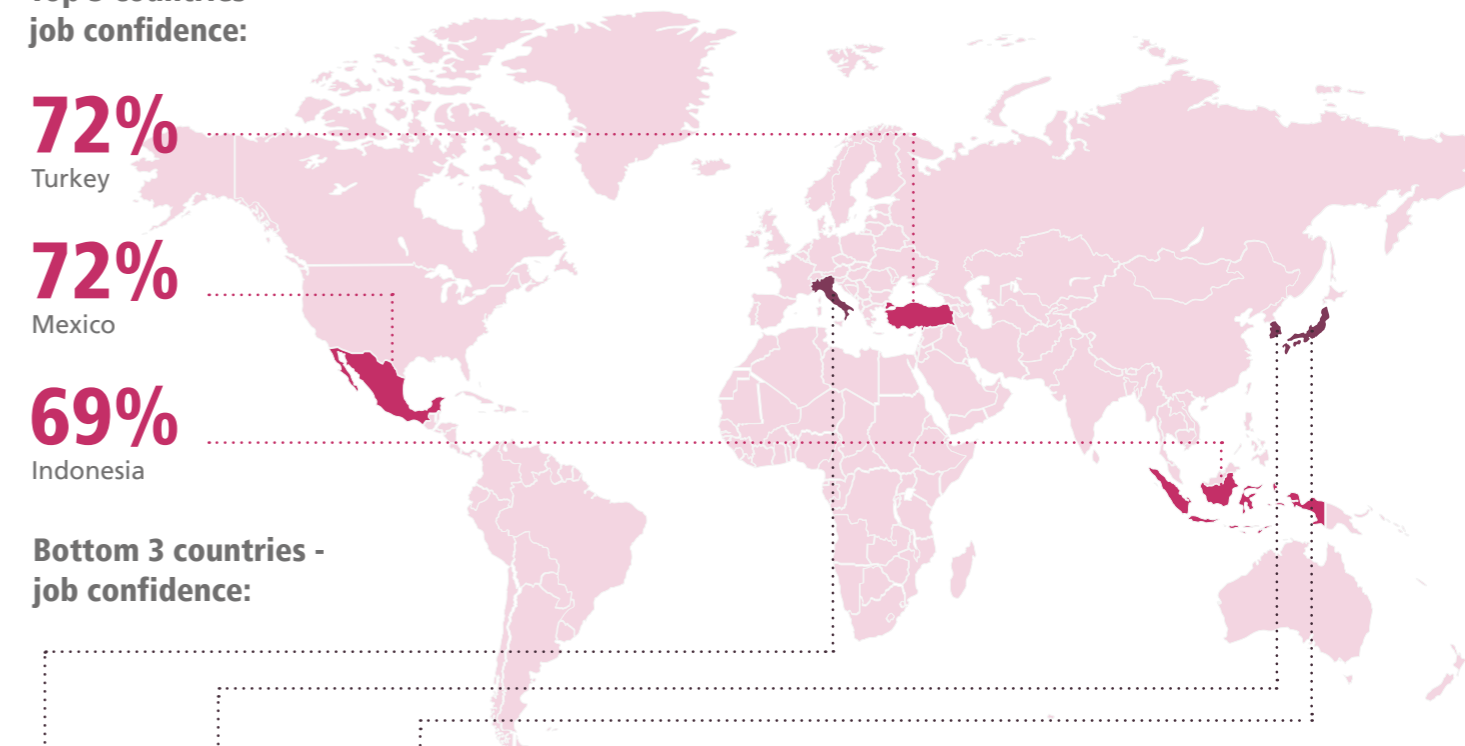
Country	Full sample in scope		Not attending requiring tuition secondary school	
	NPJC %	Unweighted n	NPJC %	Unweighted n
Argentina	68%	449	68%	180
Australia	39%	412	33%	243
Brazil	67%	358	68%	213
Canada	43%	792	40%	634
China	57%	918	60%	555
France	43%	872	36%	512
Germany	42%	756	41%	635
India	67%	732	80%	118
Indonesia	69%	443	67%	167
Italy	35%	900	33%	813
Japan	2%	905	0%	633
Mexico	72%	909	71%	450
Russia	52%	908	52%	848
Saudi Arabia	36%	378	35%	298
South Africa	68%	416	71%	196
South Korea	27%	488	24%	303
Turkey	72%	472	72%	345
United Kingdom	39%	842	39%	756
United States	50%	840	39%	628
Simple average	50%	12,790	49%	8,527

Global average by activity

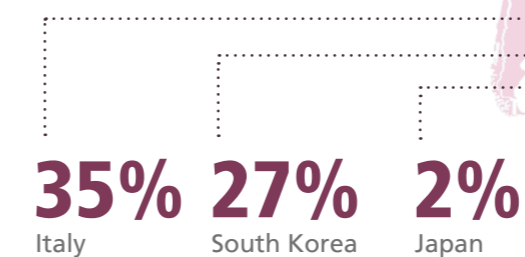
Current Activity	NPJC %	Unweighted n
In education or training	50%	5,244
Full time work	57%	3,965
Part-time work	48%	2,221
None of the above	35%	1,360



Top 3 countries - job confidence:



Bottom 3 countries - job confidence:



28% of young people feel that their skills and knowledge will be in demand.

44% of young people worry that there won't be much demand for their skills and knowledge in the future.

Technology optimism

Do young people see technology change as an opportunity?



Technology would create job opportunities

Optimism that technology would create job opportunities for them in the future follows a very similar pattern to job confidence. Most young people are optimistic, with 56 percentage points more feeling optimistic than not. Japanese respondents are the most pessimistic again, but are more confident about technology than they are about jobs in general, with 18 percentage points more confident than not.



Technology optimism and Job confidence

Overall technology optimism and key controls (gender, age, higher education qualification, fee-paying school attendance and parental higher education qualification) explain approximately, 18% of the variation in respondents' job confidence. For instance, if we compare people who strongly agree with technology optimism with similar people who are not sure about technology trends and jobs, the former would be more likely to agree with job confidence rather than have a neutral opinion on it.

1 in 20

Women are less optimistic

Those who went to fee-paying secondary school are more optimistic and those who have higher education qualifications are less optimistic, similar to the pattern for job confidence. Unlike with job confidence, however, women are less optimistic – the equivalent of one in 20 switching from “agree” to “disagree” that technology will create job opportunities for them.



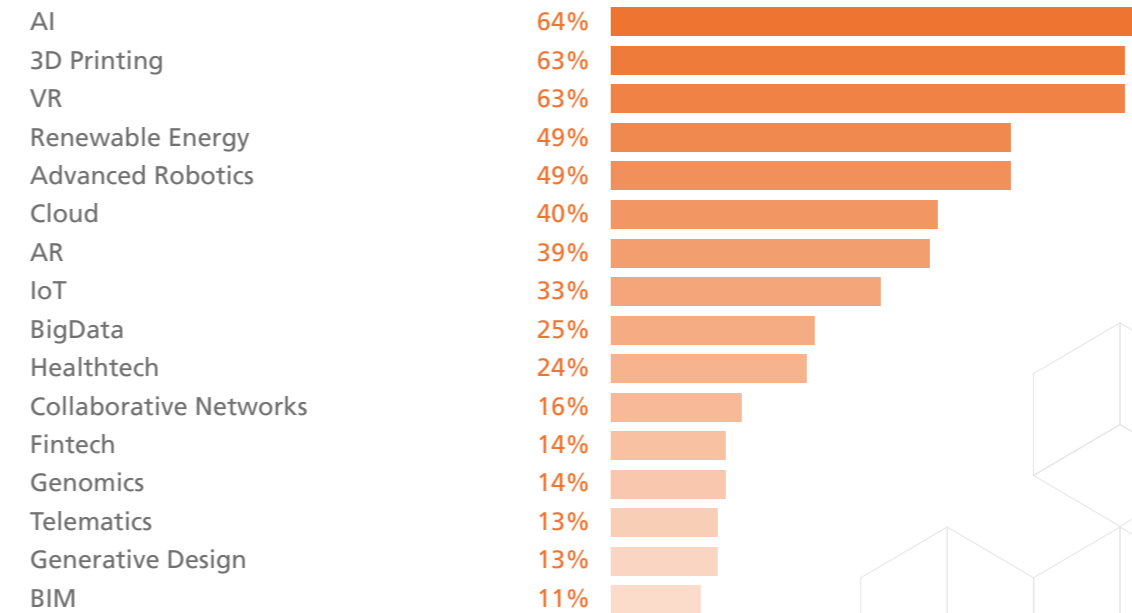
Is there a link between views on technology change and future job confidence?

Is this influenced by their awareness of technology change? (as measured by the number of trends they have heard of)

Are young people concerned about having to retrain for different jobs during their working life?

Tech awareness driving optimism

The survey asks whether respondents have heard of 16 different trends. Each of these is scored, allowing respondents a score from 0 to 16 reflecting their tech awareness. These are listed together below with the weighted number of people across the full qualifying sample (i.e. excluding those born in another country) who say they have heard of them:



of young people see the possibility to work flexibly as an exciting prospect.



of young women feel confident about their future working life compared to 50% of young men.



of young women believe they have what it takes to retrain during their careers because of technological change.



Awareness of technology

With the same controls in place, being aware of more technology trends (out of a list of 16 possible emerging technology areas) is closely correlated with technology optimism; although the effect remains modest. Someone aware of 10 or more trends than another respondent would be 20% more likely to strongly agree with the statement on average, rather than disagree (or to feel neutral rather than disagree).



Young People are confident

Young people are broadly both confident that they will have to retrain many times during their life (with 43 percentage points more agreeing with this than not) and confident that they will be able to do so (with 53 percentage points more agreeing with this than not). Those who went to fee-paying secondary school and those whose parents have higher education are more confident than those who did not, but there is little difference by age, gender and having achieved an higher education degree by the time of the survey.



Technology as an opportunity

Net Positive Tech Optimism (NPTO)

NPTO is the sum of those who agreed or strongly agreed that they were optimistic that technological change would give them job opportunities in the future, minus those who disagreed or strongly disagreed. Those who were unsure or neither agreed nor disagreed were excluded from the calculation.

Country	Full sample in scope		Not attending fee-paying secondary school	
	NPTO %	Unweighted n	NPTO %	Unweighted n
Argentina	70%	449	70%	180
Australia	45%	412	46%	243
Brazil	73%	358	76%	213
Canada	53%	792	52%	634
China	72%	918	73%	555
France	42%	872	38%	512
Germany	40%	756	40%	635
India	77%	732	70%	118
Indonesia	72%	443	71%	167
Italy	61%	900	59%	813
Japan	18%	905	16%	633
Mexico	81%	909	79%	450
Russia	52%	908	51%	848
Saudi Arabia	27%	378	25%	298
South Africa	71%	416	70%	196
South Korea	25%	488	29%	303
Turkey	79%	472	78%	345
United Kingdom	49%	842	48%	756
United States	60%	840	54%	628
Simple average	56%	12,790	55%	8,527



Supporting tables: Retraining



I believe that technological developments will mean that I will have to retrain many times during my career (Frequent Retraining Expected, FRE%)

Country	Full sample in scope		Not attending fee-paying secondary school	
	FRE %	Unweighted n	FRE %	Unweighted n
Argentina	43%	449	38%	180
Australia	42%	412	42%	243
Brazil	67%	358	67%	213
Canada	33%	792	32%	634
China	68%	918	69%	555
France	21%	872	19%	512
Germany	2%	756	0%	635
India	48%	732	56%	118
Indonesia	65%	443	58%	167
Italy	44%	900	45%	813
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Saudi Arabia	16%	378	16%	298
South Africa	43%	416	43%	196
South Korea	58%	488	54%	303
Turkey	60%	472	57%	345
United Kingdom	35%	842	33%	756
United States	46%	840	40%	628
Simple average	43%	12,790	42%	8,527



I feel confident that I have what it takes to retrain when I am older if my job is automated (Retraining Feasibility Confidence, RFC%)

Country	Full sample in scope		Not attending fee-paying secondary school	
	RFC %	Unweighted n	RFC %	Unweighted n
Argentina	72%	449	68%	180
Australia	44%	412	44%	243
Brazil	84%	358	84%	213
Canada	51%	792	48%	634
China	61%	918	59%	555
France	33%	872	25%	512
Germany	39%	756	38%	635
India	67%	732	65%	118
Indonesia	58%	443	52%	167
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United Kingdom	49%	842	48%	756
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Simple average	53%	12,790	51%	8,527

Value of school today



Young people on school

Young people in most countries are not positive about whether school has helped prepare them for adult working life, but only slightly, with a wide range of opinions. The simple average across our countries reveals that 26 percentage from young people are more positive than negative; dropping to only 20 percentage points being more positive among those who did not attend fee-paying secondary school.



Usefulness of education

This picture varies by country, with some countries having a net negative opinion about the usefulness of their education. The UK has the most critical youth, with 20 percentage points more critical of school than favourable; followed by Germany, where 12 percentage points are more critical. Opinions are fairly split in Canada, Australia, South Africa and South Korea. Respondents in Saudi Arabia, Indonesia, India, China and Brazil are most confident with the clear majority of young people feeling positive about the usefulness of school.



Confident

Saudi Arabia, Indonesia, India, China and Brazil are most confident about their education



Split

Opinions on their education are fairly split in Canada, Australia, South Africa and South Korea.

Value of school today



Socio-demographic factors are a clear driver

Across all respondents in our sample, socio-demographic factors are a clear driver of perspectives on the usefulness of school. On average, those in the top of the age group are more critical – the equivalent of one in seven 24 year-olds saying that school did not prepare them very well, compared to 18 year olds, who indicated that it prepared them “quite well”.



Women are more critical, compared to those without higher education or whose parents do not have higher education, and to those who did not attend fee-paying school. The average effect is equivalent to around one in three of those attending fee-paying schools feeling that school prepared them “quite well” compared to “not very well”. These effects are broadly robust compared to adjustments for the average within each country.

Support from school

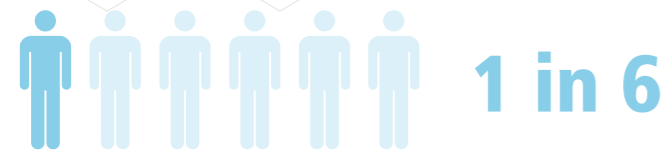
Net positive feeling towards the support from school is based on the proportion who responded “Very Well” or “Quite Well” to the question “How well in general do you feel your school/college prepared you for adult working life?”, minus those who responded “Not Very Well” or “Not Well At All”.

Country	Full sample in scope		Not attending fee-paying secondary school	
	Positive %	Unweighted n	Positive %	Unweighted n
Argentina	18%	449	13%	180
Australia	9%	412	2%	243
Brazil	47%	358	38%	213
Canada	5%	792	-4%	634
China	51%	918	50%	555
France	31%	872	19%	512
Germany	-12%	756	-15%	635
India	55%	732	40%	118
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South Korea	6%	488	1%	303
Turkey	33%	472	30%	345
United Kingdom	-20%	842	-24%	756
United States	26%	840	9%	628
Simple average	26%	12,790	20%	8,527



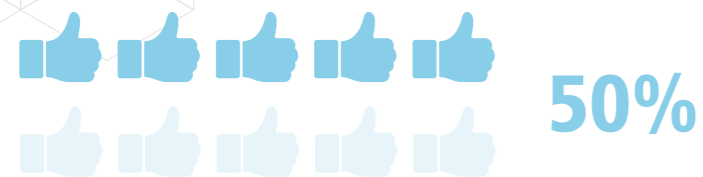
Impact of school-mediated activities

When schools mediate activities with employers or offer career guidance counselling, young people are more likely to be confident they can get the job they really want.



Scale of the association

To understand the scale of the association: it is the equivalent of one in six of the 6% of students who recalled four or more activities with employers "strongly agreeing" that they could get the job they really wanted rather than not being sure. Among the 48% with no such experiences – an association which applies on average, comparing like-for-like across age, gender, higher education achievement, fee-paying secondary schools and parental higher education achievement.



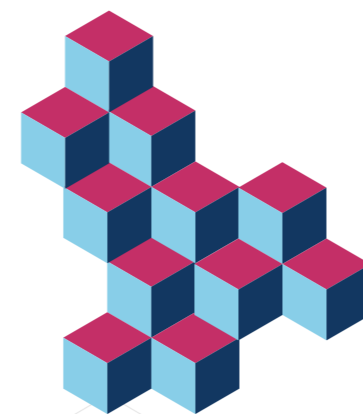
Career guidance counselling

For those with access to career guidance counselling, the scale of the statistical association is the equivalent of one in ten more "strongly agreeing" rather than feeling unsure that they would be able to get the job they really wanted. 40% of those in non-fee-paying secondary schools said they had career guidance counselling, compared to 58% of those in fee-paying secondary schools.



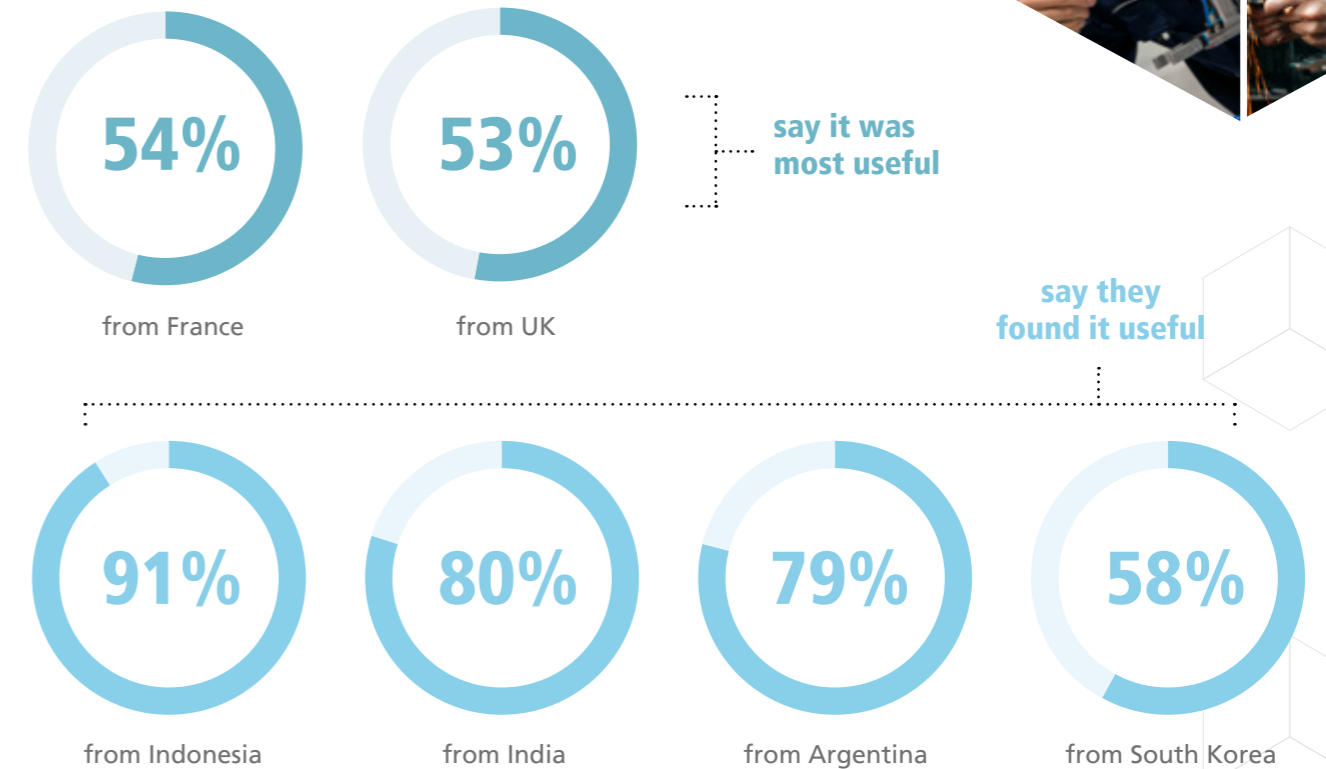
More career guidance and work experience at school would be beneficial, as would formal education in things like how to get a job, how to write a CV, understanding tax laws, the requirements for opening a business, etc.

Survey respondent



Career guidance at school

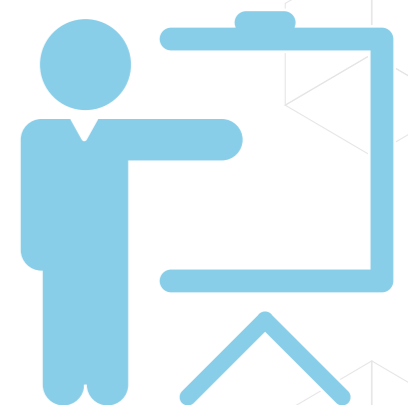
For those with access to some form of career guidance at school, broadly defined, there is also a positive correlation. While career guidance (in some form) is very common across the countries surveyed, with 70%+ participating in each country, there is variation in terms of how useful respondents found it. Considering just those from non-fee-paying secondary schools, respondents from:



The average provision is perceived as slightly better in fee-paying schools (76% finding it useful) than non-fee-paying schools (70% finding it useful).

Global distribution of number of activities:

# of activities	No Fee Paying Secondary School	Some Fee Paying Secondary Schools
Zero	48%	36%
One	21%	25%
Two	18%	22%
Three	7%	9%
Four or more	6%	9%



Weighted average number of recalled school-mediated employer activities during secondary school

Country	No Fee Paying Secondary School	Some Fee Paying Secondary School
Argentina	0.97	1.09
Australia	1.06	1.00
Brazil	0.92	1.41
Canada	0.83	1.08
China	1.32	1.48
France	0.81	1.34
Germany	1.59	1.94
India	1.00	1.36
Indonesia	0.89	1.15
Italy	1.24	1.49
Japan	0.81	0.85
Mexico	0.98	1.26
Russia	0.73	1.22
Saudi Arabia	0.76	1.24
South Africa	1.06	1.24
South Korea	1.20	1.56
Turkey	1.25	1.64
United Kingdom	1.06	1.16
United States	0.84	1.53
Simple Average	1.02	1.32

Percentage that had career guidance counselling at school and found it useful

Country	Participated		Of which found useful	
	No Fee Paying Secondary School	Some Fee Paying Secondary Schools	No Fee Paying Secondary School	Some Fee Paying Secondary Schools
Argentina	38%	49%	82%	88%
Australia	36%	56%	61%	51%
Brazil	29%	59%	88%	90%
Canada	54%	69%	65%	68%
China	47%	64%	92%	91%
France	53%	64%	55%	65%
Germany	50%	65%	50%	56%
India	27%	59%	93%	86%
Indonesia	49%	58%	100%	97%
Italy	31%	55%	66%	74%
Japan	24%	32%	81%	85%
Mexico	42%	54%	91%	92%
Russia	34%	52%	62%	80%
Saudi Arabia	23%	47%	74%	85%
South Africa	33%	56%	91%	72%
South Korea	47%	52%	57%	57%
Turkey	40%	80%	91%	86%
United Kingdom	48%	60%	49%	66%
United States	47%	67%	73%	93%
Simple Average	40%	58%	75%	78%

Percentage that had some form of career guidance at school and found it useful

Country	Participated		Of which found useful	
	No Fee Paying Secondary School	Some Fee Paying Secondary Schools	No Fee Paying Secondary School	Some Fee Paying Secondary Schools
Argentina	97%	97%	79%	81%
Australia	83%	87%	69%	69%
Brazil	86%	89%	78%	88%
Canada	90%	95%	63%	67%
China	90%	91%	74%	70%
France	88%	96%	54%	67%
Germany	90%	93%	64%	69%
India	84%	95%	80%	87%
Indonesia	92%	97%	91%	93%
Italy	93%	98%	60%	64%
Japan	74%	75%	70%	79%
Mexico	95%	96%	82%	86%
Russia	77%	90%	60%	75%
Saudi Arabia	71%	89%	72%	87%
South Africa	85%	91%	68%	69%
South Korea	93%	91%	58%	52%
Turkey	79%	95%	77%	78%
United Kingdom	79%	94%	53%	64%
United States	83%	94%	70%	91%
Simple Average	86%	92%	70%	76%



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Global findings by samples from WorldSkills members

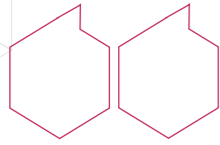
A separate set of samples were collected through the networks of WorldSkills Members - WorldSkills Australia, Skills/Compétences Canada, WorldSkills France, WorldSkills Russia, WorldSkills UK, WorldSkills USA, and WorldSkills Japan* - to look at the attitudes and perceptions of youth from the Members' networks.

*Sample size is insufficient to generate meaningful analysis.

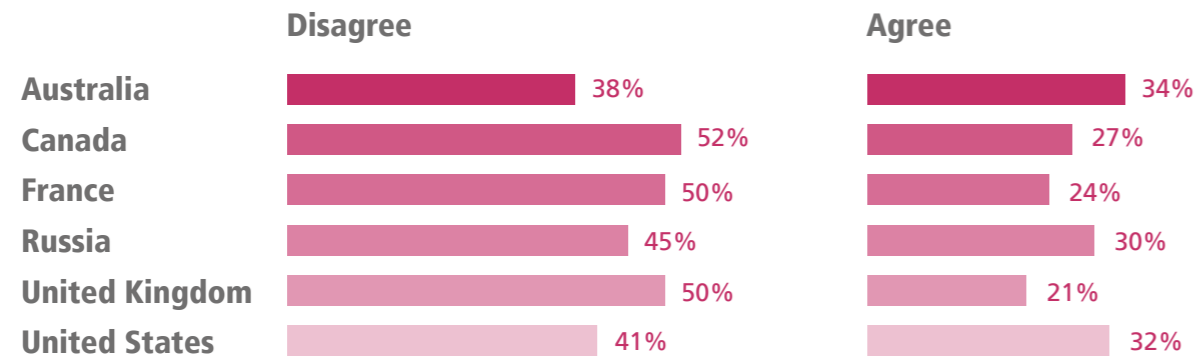
- Country comparisons
- Australia
- Canada
- France
- Russia
- United Kingdom
- United States of America



Confidence

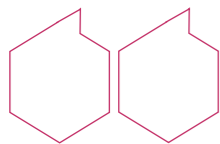


I worry that technological change will threaten my prospects of getting the kind of work I would like to get

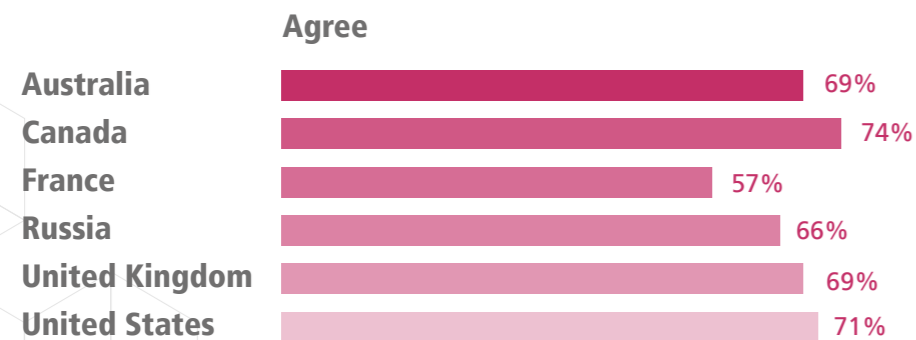


In the UK, Canada, and France, half or more of the respondents do NOT think technological change will threaten their work prospects. Even in these countries, 21% to 27% agree that technological change is a threat.

In the US, Australia and Russia, fewer than half disagree that technological change will threaten their work prospects. In these countries, between 30% and 34% of respondents agree that technological change is a threat.

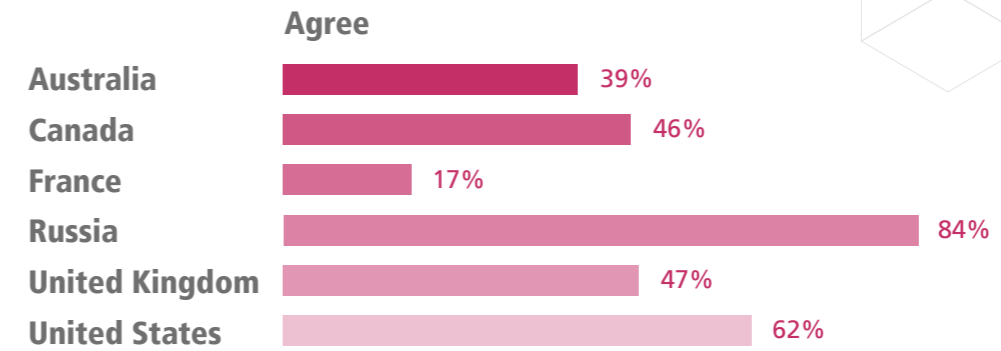


I feel confident that I have what it takes to retrain when I am older if my job is automated



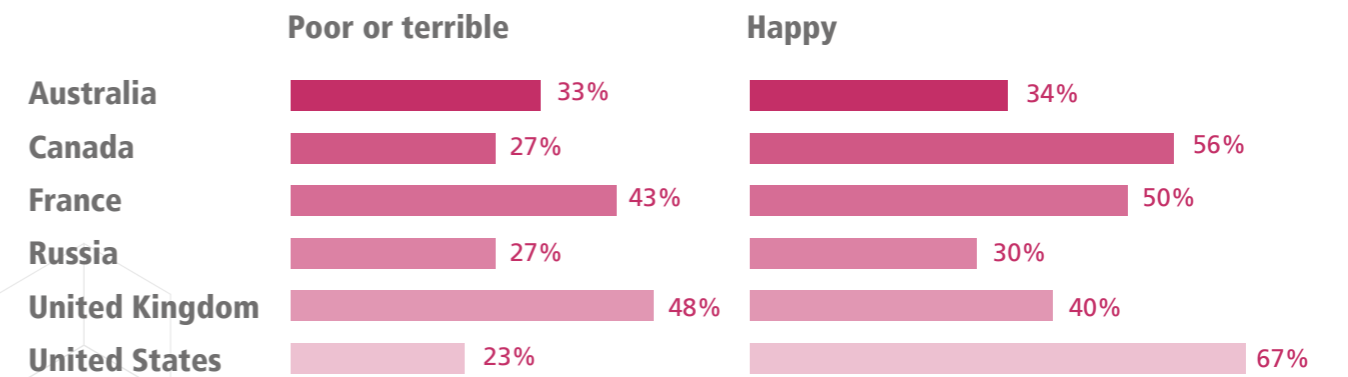
The threat of technological changes is largely, but not entirely, mitigated by respondents' belief that they will be able to retrain and re-focus their careers in the future. Not everyone believed this, with endorsement varying between 57% in France and 74% in Canada.

University



Clearly, University is felt to be far more accessible in Russia (where 84% think they may attend in future) than in France (where 17% think they may).

Careers advice



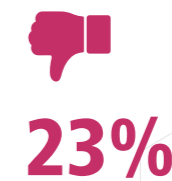
Possibly the largest single concern in this data set is the wide variability of career advice, both within countries and between countries.



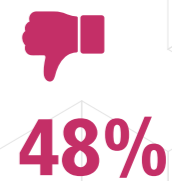
are happy with career advice in the USA



are happy with career advice in the UK



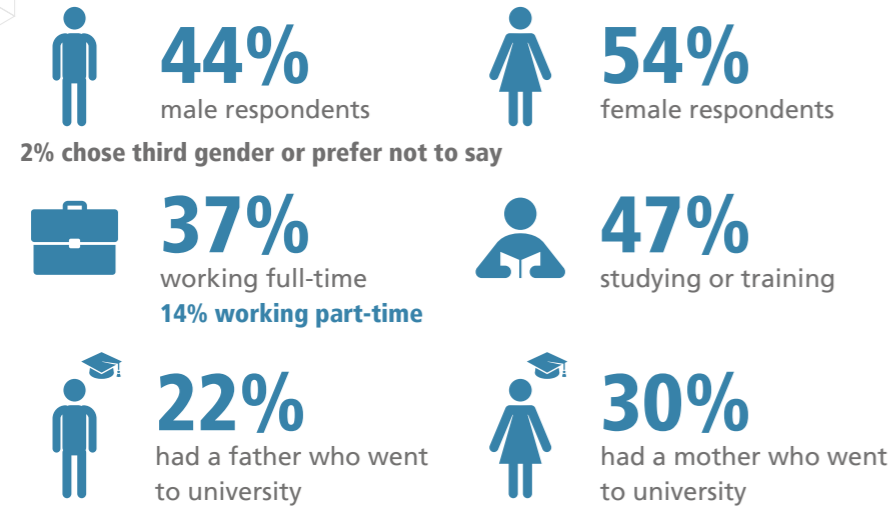
describe their career advice as poor or terrible in the USA



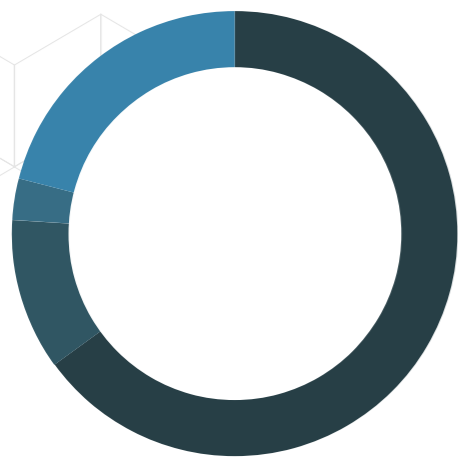
describe their career advice as poor or terrible in the UK

The survey shared by WorldSkills Australia

331 responses with:



Highest qualification achieved (claimed):



- Upper Secondary or College/Certificate III "GCSEs/A levels/Scottish Standards/Scottish Highers/ NVQ 1-3/Advanced Apprenticeship" - **64.95%**
- Diploma/Advanced Diploma/Associate Degree "NVQ 4-5/HNC/HND/Foundation Degree/Diploma of Higher Education" - **10.88%**
- Bachelor's Degree/Graduate Certificate/ Graduate Diploma "Bachelor's Degree" - **2.72%**
- Master's programme or doctorate "Master's Degree/Post-graduate certificate or diploma/PhD" - **0%**
- Other - **21.45%**



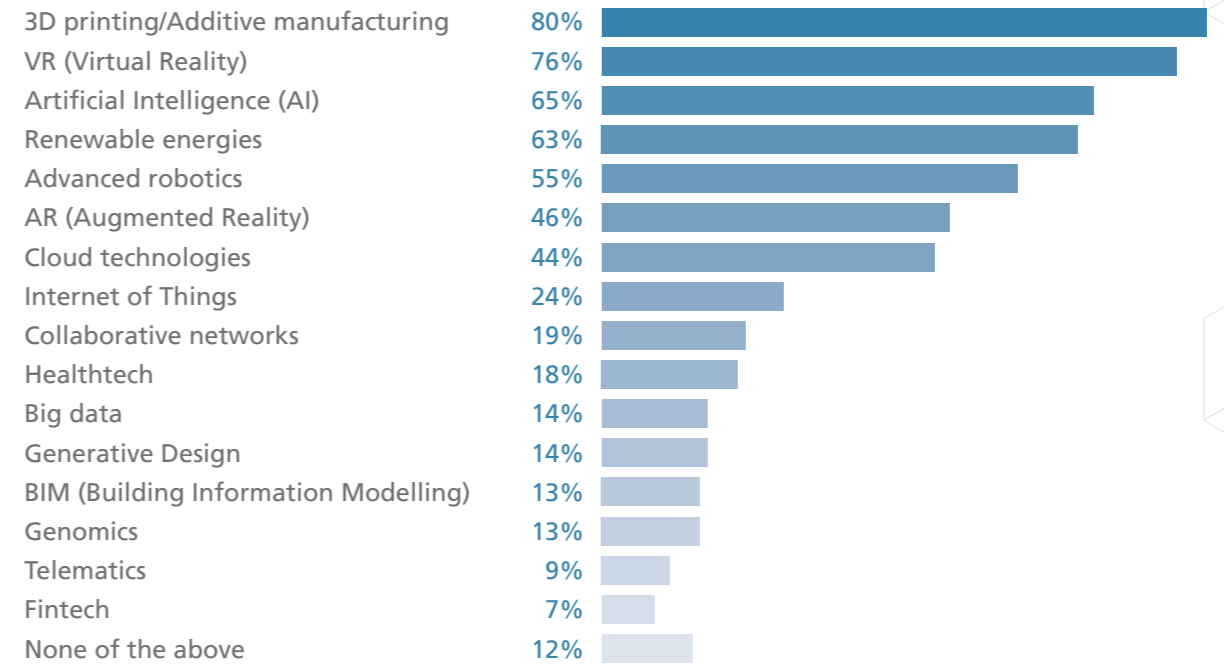
had heard of "WorldSkills Competition or WorldSkills Australia National Championships"

With 41% of that group saying that they have competed either on the international or national level.



Australia
www.worldskills.org.au

There was good awareness of a range of new technologies:



Thoughts from young people who responded to the survey shared by WorldSkills Australia on prospects and preparation



34% Worry: "technological change will threaten my prospects of getting the kind of work I would like to get".

60% Agree: "technological developments will mean that I will have to retrain many times during my career".

+ on a positive note

76% Say: they are excited about the prospect of being able to work flexibly

69% Agree: "I feel confident that I have what it takes to retrain when I am older if my job is automated"

65% Agree: "I am optimistic that technological change will give me job opportunities in the future"

69% Agree: "I know what I need to do to get the job I really want"

68% Agree: "I am confident that I will be able to find the job that I really want"



say the career guidance they received at school was OK or good



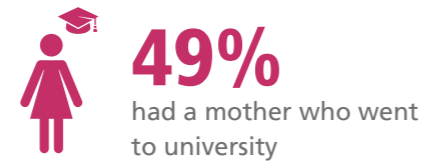
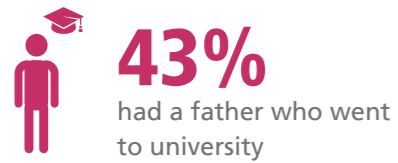
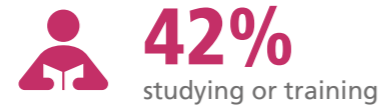
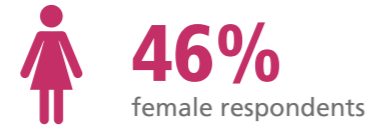
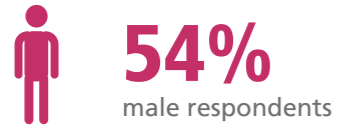
say it was not good or terrible



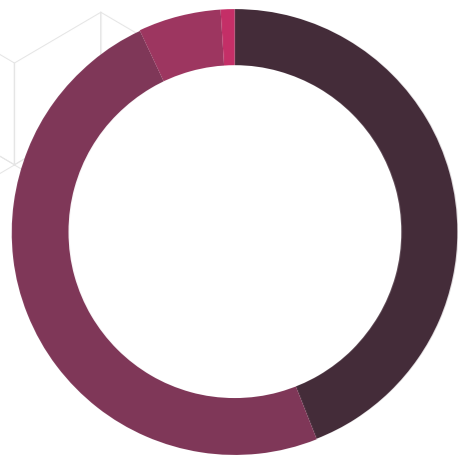
received no career advice

The survey shared by Skills/Compétences Canada

81 responses with:



Highest qualification achieved (claimed)*:



- High School/Secondary School/Senior Secondary; Vocational/Technical High School/Formation Professionnelle "GCSEs/A levels/Scottish Standards/Scottish Highers/NVQ 1-3/Advanced Apprenticeship" - **44.44%**
- Trade certificate/Career, technical or professional training program; Postsecondary short general, career or technical education or equivalent - Apprenticeship or equivalent; Undergraduate diploma/certificate program; College Diploma program "NVQ 4-5/HNC/HND/Foundation Degree/Diploma of Higher Education" - **49.38%**
- Bachelor's degree education or equivalent; Master's degree education or equivalent; Doctorate degree education or equivalent "Bachelor's Degree; Master's Degree/Post-graduate certificate or diploma/PhD" - **4.94%**
- Other - **1.23%**



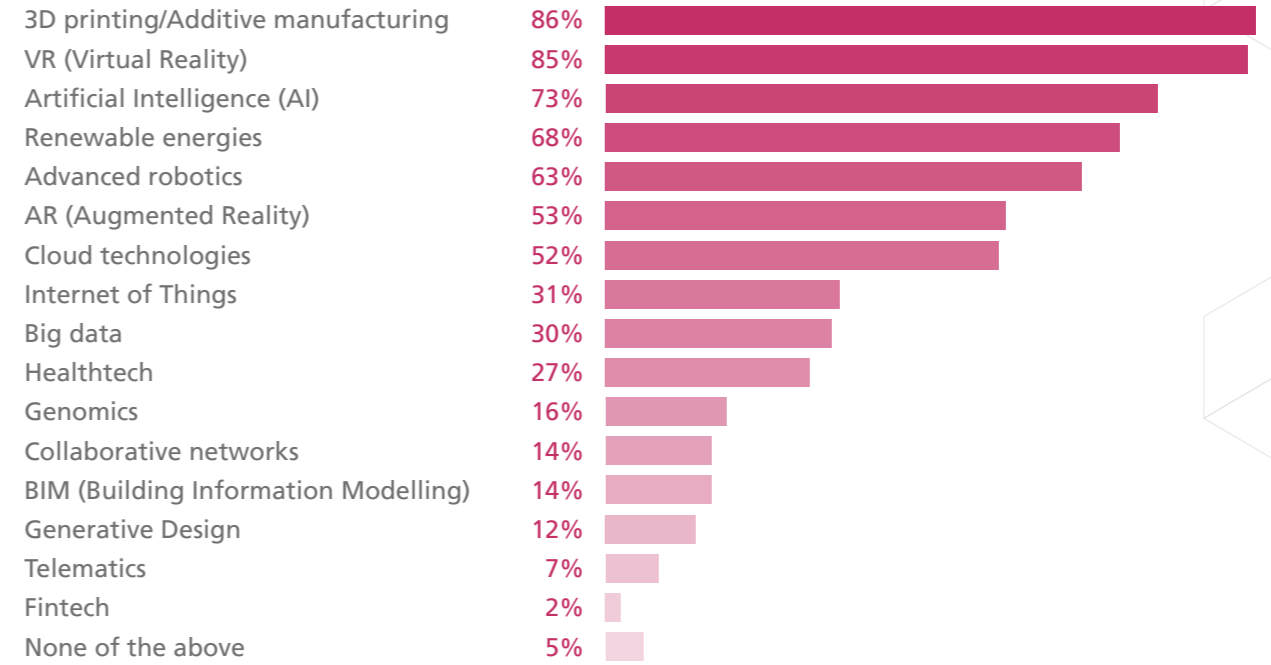
had heard of "WorldSkills or Skills Canada National Competition or Olympiades Canadiennes des métiers et des technologies"

With 75% of that group saying that they have competed either on the international or national level.



Canada
www.skillscompetencescanada.com

Canadians show high awareness of technology:



Thoughts from young people who responded to the survey shared by Skills/Compétences Canada on prospects and preparation



52% Disagree: "I worry that technological change will threaten my prospects of getting the kind of work I would like to get".

27% Agree: "I worry that technological change will threaten my prospects of getting the kind of work I would like to get".

+ on a positive note

68% Say: that they are excited about the prospect of being able to work flexibly

74% Agree: "I feel confident that I have what it takes to retrain when I am older if my job is automated"

70% Agree: "In my country, vocational/technical education/training is highly respected"

70% Agree: "I know what I need to do to get the job I really want"

72% Agree: "I am confident that I will be able to find the job that I really want"



say the career guidance they received at school was OK or good



say it was not good or terrible



received no career advice

The survey shared by WorldSkills France
115 responses with:

79%
male respondents

21%
female respondents

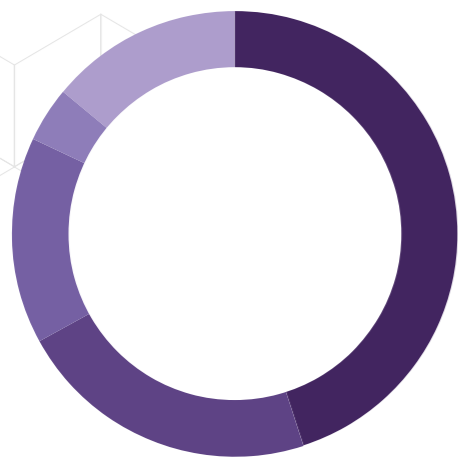
38%
working full-time
3% working part-time

56%
studying or training

10%
had a father who went
to university

23%
had a mother who went
to university

Highest qualification achieved (claimed)*:



- Enseignement de second cycle professionnel / Enseignement de second cycle général du second degré "GCSEs/A levels/Scottish Standards/Scottish Highers/NVQ 1-3/Advanced Apprenticeship" - **46.09%**
- Enseignement en institut universitaire de technologie (IUT) / Enseignement conduisant aux Brevets de techniciens supérieurs et équivalent "NVQ 4-5/HNC/HND/Foundation Degree/Diploma of Higher Education" - **21.74%**
- Enseignement universitaire de premier grade (LMD) conduisant à la Licence / Formations d'infirmières (depuis 2012), d'arts appliqués, de comptabilité, diverses formations conduisant au niveau bac+3 "Bachelor's Degree" - **14.78%**
- Enseignement universitaire de deuxième grade conduisant au master / Enseignement en santé (médecine, pharmacie et chirurgie dentaire...) dans les universités / Enseignement conduisant à un diplôme d'ingénieur / Enseignement en école de commerce conduisant au niveau bac+5 / Enseignement de troisième cycle des études universitaires conduisant au Doctorat "Master's Degree/Post-graduate certificate or diploma/PhD" - **3.48%**
- Other - **13.91%**

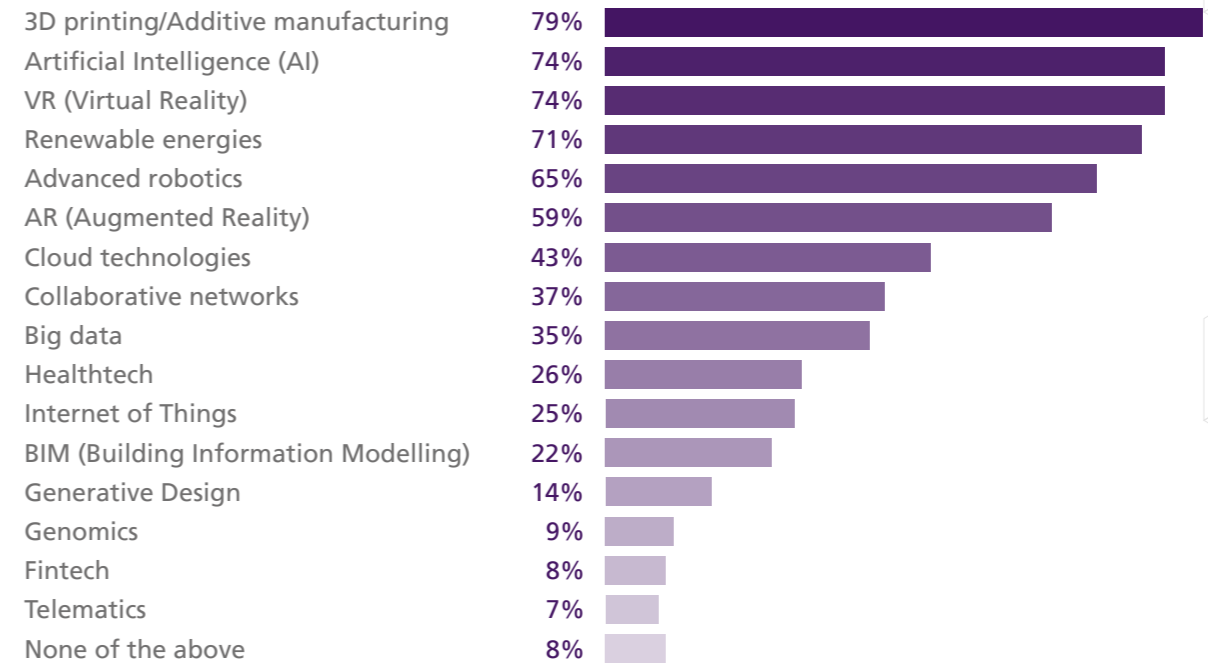
98%
had heard of "WorldSkills Competition or Olympiades des Métiers"

With 97% of that group saying that they have competed either on the international or national level.



France
www.worldskills-france.org

Awareness of new technology was high across a range of technologies:



Thoughts from young people who responded to the survey shared by WorldSkills France on prospects and preparation

24% Agree: "I worry that technological change will threaten my prospects of getting the kind of work I would like to get".

30% Agree: "I worry technological developments will mean that I will have to retrain many times during my career".

+ on a positive note

- 56% Worry:** there won't be much demand in the future for the knowledge and skills I have learned
- 57% Agree:** "I have what it takes to retrain when I am older if my job is automated"
- 86% Agree:** "I am confident that I will be able to find the job that I really want"
- 83% Agree:** "I know what I need to do to get the job I really want"
- 73% Agree:** "I think I might run my own business/enterprise one day"

50% say the career guidance they received at school was OK or good

43% say it was not good or terrible

7% received no career advice

The survey shared by WorldSkills Russia 123 responses with:

50%
male respondents

49%
female respondents

1% chose third gender or prefer not to say

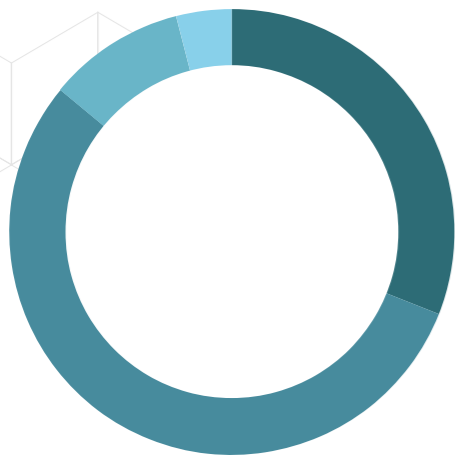
24%
working full-time
8% working part-time

61%
studying or training

37%
had a father who went
to university

47%
had a mother who went
to university

Highest qualification achieved (claimed)*:



- Полное (среднее) общее образование;
Полное (среднее) общее образование;
Полное (среднее) общее образование
"GCSEs/A levels/Scottish Standards/Scottish Highers/
NVQ 1-3/Advanced Apprenticeship" - **30.89%**
- Полное (среднее) общее образование;
Полное (среднее) общее образование
"NVQ 4-5/HNC/HND/Foundation Degree/Diploma of
Higher Education" - **55.28%**
- Полное (среднее) общее образование;
Высшее профессиональное образование
(магистратура) "Bachelor's Degree; Master's Degree/
Post-graduate certificate or diploma/PhD" - **9.76%**
- Other - **4.07%**

96%

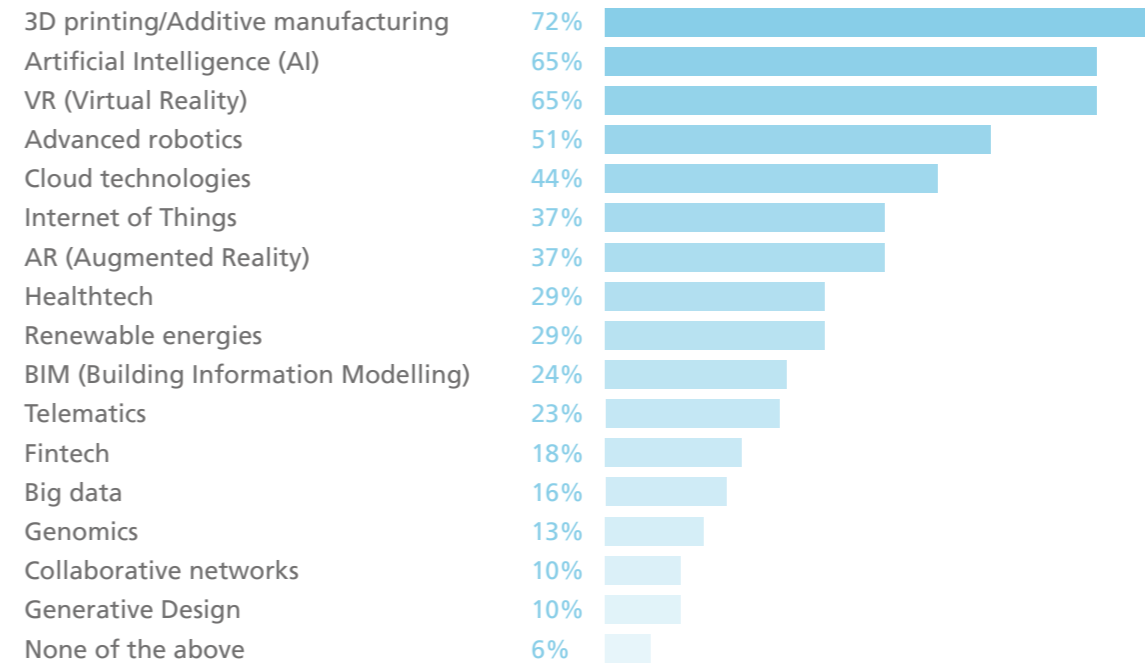
had heard of "WorldSkills Competition or
WorldSkills Russia"

With 81% of that group saying that they have competed either on
the international or national level.



Russia
www.worldskills.ru

Awareness of modern technology was slightly lower in Russia, but still a majority:



Thoughts from young people who responded to the survey shared by WorldSkills Russia on prospects and preparation

33% Worry: "there won't be much
demand in the future for the knowledge
and skills they have learnt".

+ on a positive note

72% Say: they are excited about the prospect of being able to work flexibly

66% Agree: "I have what it takes to retrain when I am older if my job is automated"

67% Agree: "I am optimistic that technological change will give me job opportunities in the future"

63% Agree: "I know what I need to do to get the job I really want"

84% Agree: "I think I might attend university one day"

42%

say the career guidance
they received at school
was OK or good

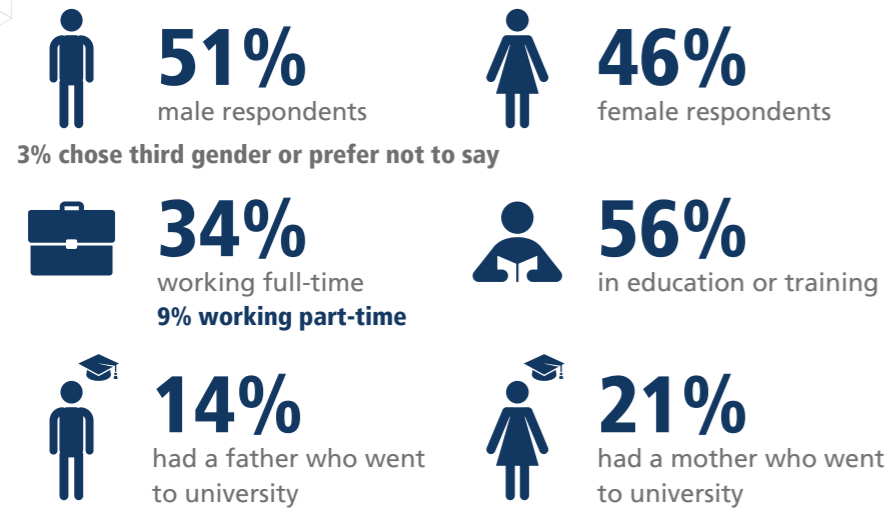
27%

say it was not good
or terrible

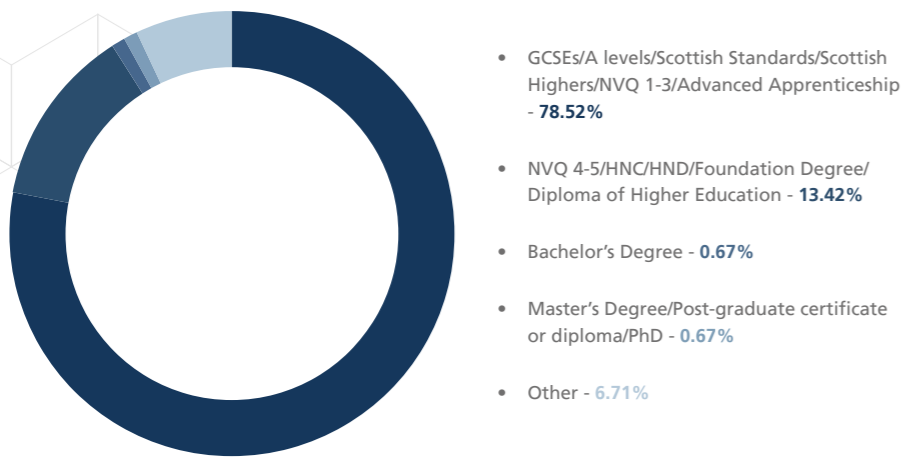
31%

received no career
advice

The survey shared by WorldSkills UK
149 responses with:



Highest qualification achieved (claimed):



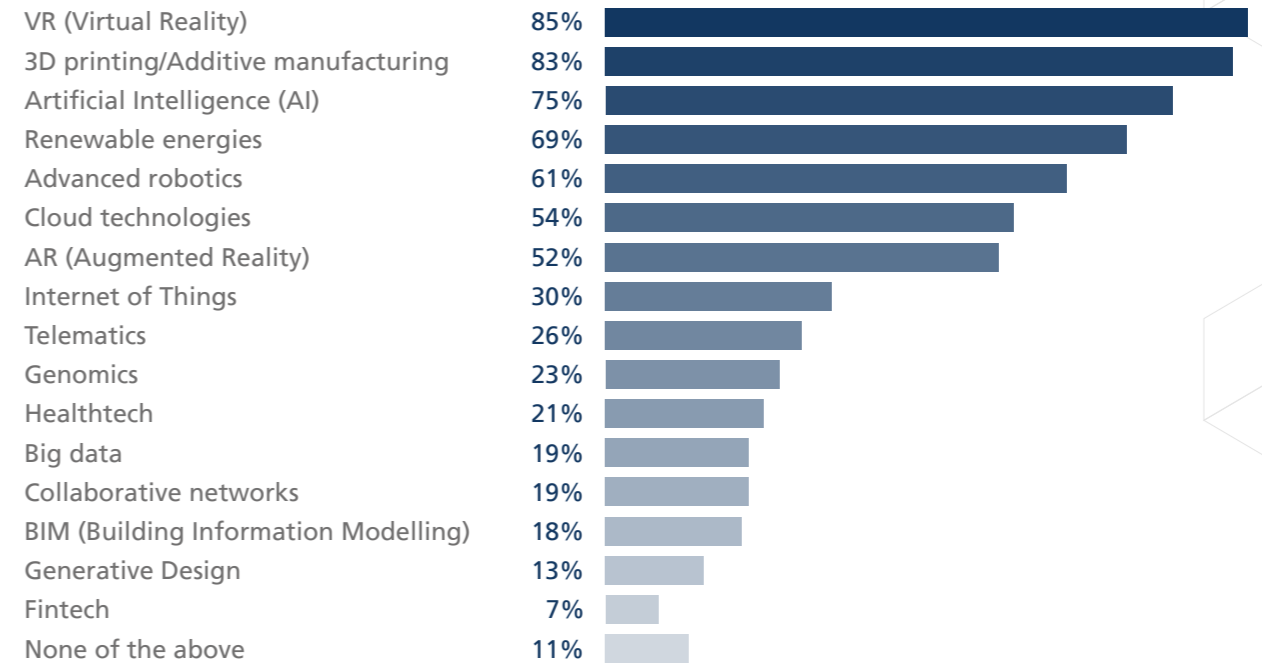
With 59% of that group saying that they have competed either on the international or national level.

United Kingdom

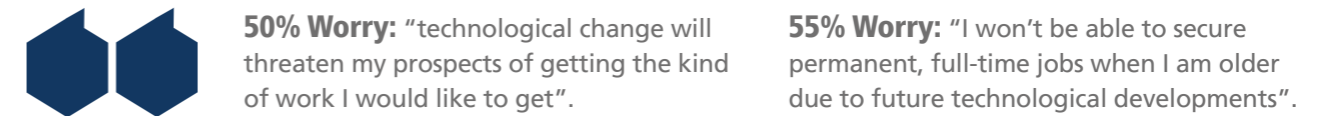


www.worldskillsuk.org
United Kingdom

The survey showed good awareness of a range of new technology:

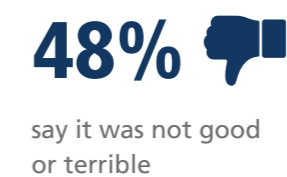
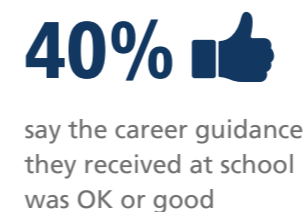


Thoughts from young people who responded to the survey shared by WorldSkills UK on prospects and preparation

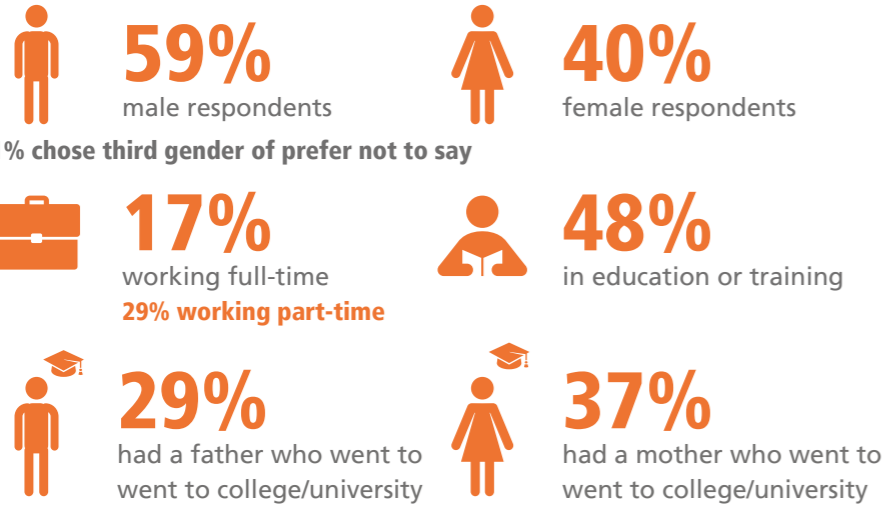


+ on a positive note

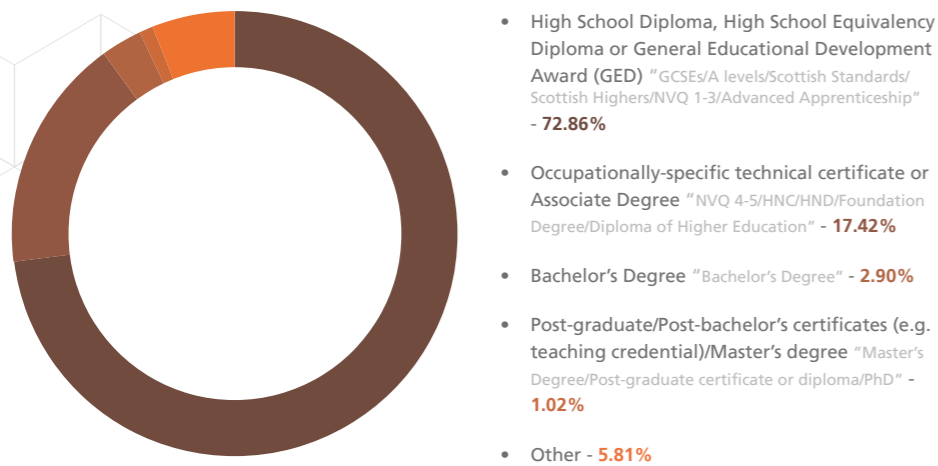
- 71% Say:** they are excited about the prospect of being able to work flexibly
- 69% Agree:** "I feel confident that I have what it takes to retrain when I am older if my job is automated"
- 69% Agree:** "I am optimistic that technological change will give me job opportunities in the future"
- 66% Agree:** "I know what I need to do to get the job I really want"
- 47% Say:** that they may, one day, attend university, with 32% thinking that they will not



The survey shared by WordSkills USA
689 responses with:



Highest qualification achieved (claimed):

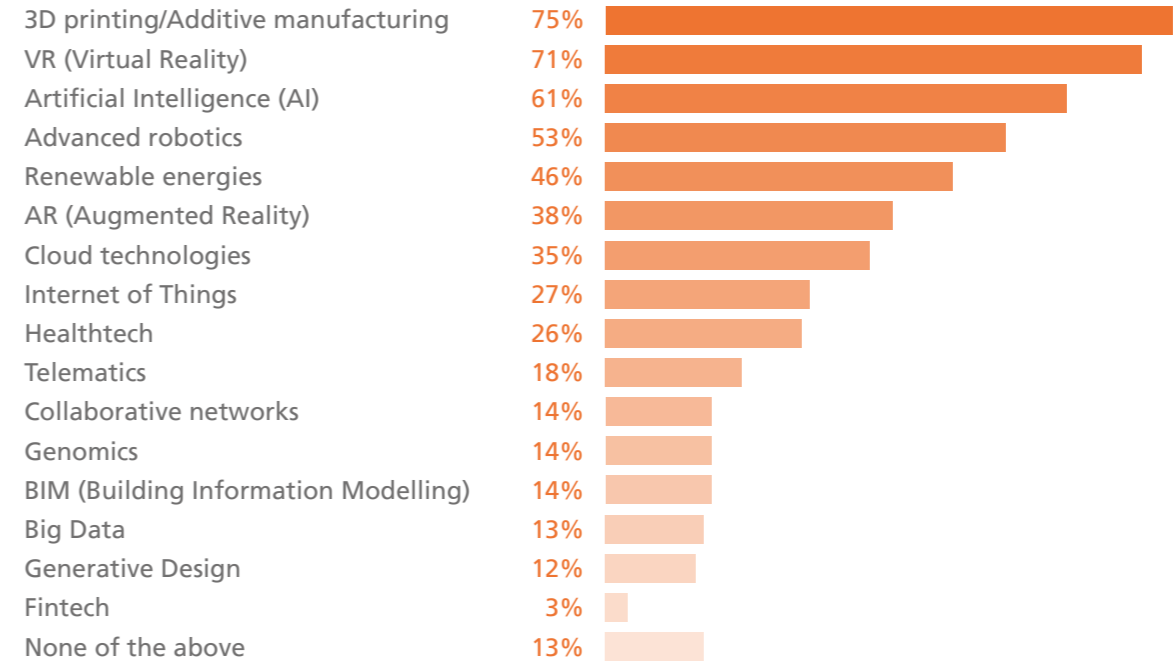


With 43% of that group saying that they have competed either on the international or national level.

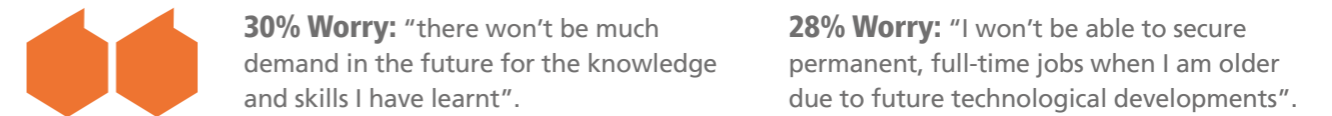


www.worldskillsusa.org
United States of America

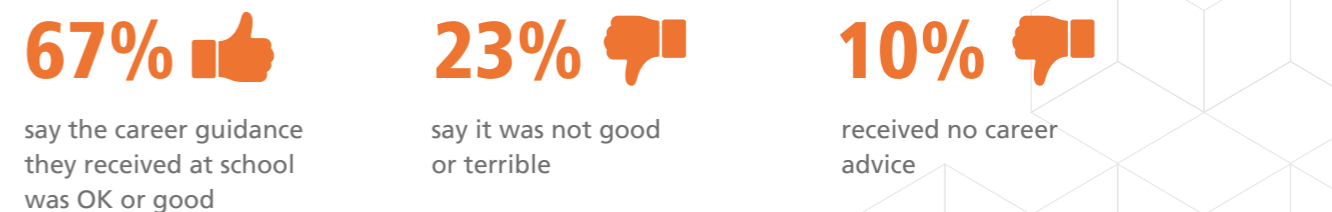
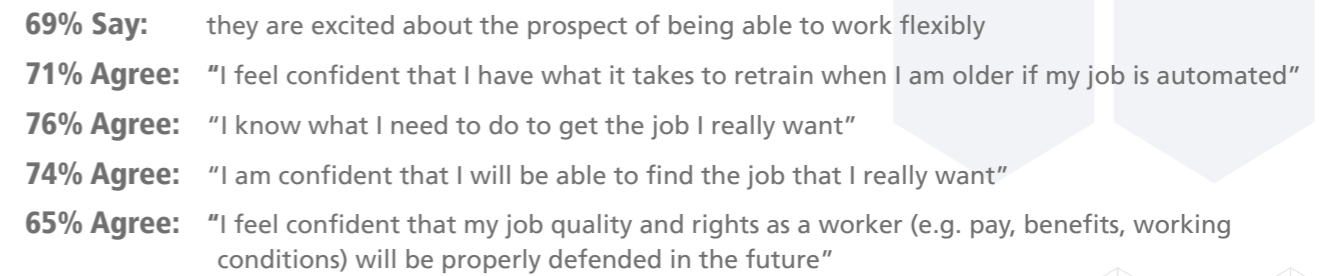
There was good awareness of many new technologies:



Thoughts from young people who responded to the survey shared by WordSkills USA on prospects and preparation



+ on a positive note



Acknowledgements

Thank you to the following organizations who have contributed greatly and made young people's voices the centre of their work.



Education and Employers is an independent UK based charity launched in 2009 with the vision of "providing children and young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential". It does this through ensuring that every school and college has an effective partnership with employers, connecting schools and colleges with volunteers from the world of work, quickly, easily and for free using innovative matchmaking technology – for more details: www.inspiringthefuture.org

It undertakes research on the effectiveness of employer engagement in education and works with the leading national bodies representing education leaders, business and government. The charity also works with partners internationally – for more details: www.educationandemployers.org

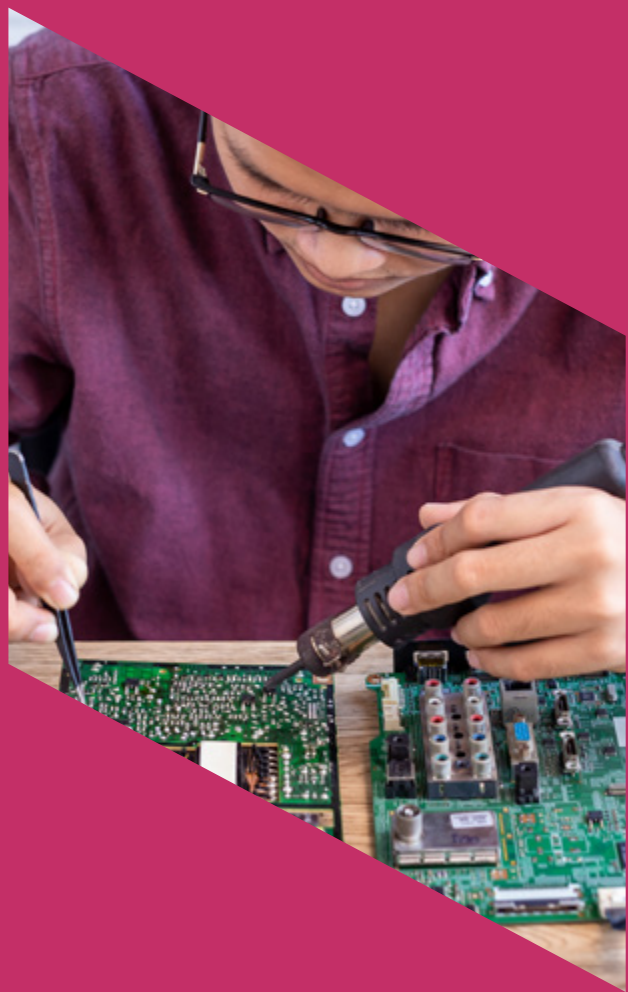
The research team, led by Dr Elnaz Kashfepakdel (Head of Research) and Christian Percy (Senior advisor), at the charity Education and Employers, have supported WorldSkills and the OECD in designing a weighting regime for the international database provided by OnePoll, and have undertaken detailed analysis of young people's view about the future of work and their transition to the modern labour market using quantitative methods.

WorldSkills Members



WorldSkills Global Industry Partner





with the contribution of

Education
and
Employers