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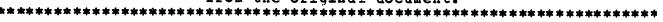   Experience
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ABSTRACT
                A key part of a broad-based approach to career
education in Australian schools is vocational/career guidance.
Various vocational guidance programs have been developed for specific
groups in Australian society, including work experience, caravans,
and micrographics technology for the handicapped: pre-employment
courses and a family education center for Aborigines: programs to
broaden perceptions of roles and knowledge of nontraditional
occupations for women: intensive training for migrants: and training
in job creation and self-employment for the unemployed. Some schools
have developed alternative courses for students in transition from
school to work. Innovative career guidance programs in schools may
(1) provide for work experience, (2) specify professional development
in career education for teachers, (3) produce career education
resource materials, or (4) involve career teachers in link courses
cooperatively developed by secondary and postsecondary agencies.
Various approaches are also being used to link schools with the
community, and modern technologies are assisting with distribution of
career decision making information. (Specific and general
recommendations for Australian Education Councils are listed.)
(YLB)

INNOVATIVE APPROACHES TO CAREER GUIDANCE

A paper presented at

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Guidance & Counselling for the Eighties

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ABSTRACT

Innovative Approaches to Career Guidance

This workshop will involve an outline of a number of innovative
approaches to Career Guidance. Specific consideration will be
given to innovative Career Guidance programmes for the Handicapped,
Aborigines, Women, Migrants and the Unemployed. Consideration
will also be given to a number of innovative Career Guidance
programmes in schools. This workshop will be based on the first
section of a paper presented at the 2nd International Conference
on Vocational Guidance (Osaka, Japan, October 1980)
available from the speaker.

INNOVATIVE APPROACHES TO CAREER GUIDANCE

by Andrew R. Freeman   ⓒ Andrew Freeman 1981

1.   Vocational Guidance Programs in Australia - A Review

Some of the factors which really got career education off the ground in

Australia were the OECD Review of Australian Education Policy (1976),

recommending that all average sized secondary schools have career

teachers, the Australian Education Councils determination to develop

a co-ordinated approach to career education (1977), work experience

legislation being passed in Victoria, increased appointments of staff

in this area, and the establishment of various state career associations

(Hart, 1978, p.40).

The OECD Report of 1976 also assisted with the development of a broad

based career education philosophy in Australia when it pointed out that,

"... transition from school to work or further study should be seen, not

as an event but as a process and as an aspect of the wider issue of the

relationships between school and society." (Hart, 1978, p.40).

1.1.   An interpretation of Vocational Guidance

A speaker at the First National Career Education Conference in discussing

the meaning of words told the following story "... I'm reminded of the

cartoon sequence on language and poverty where a dejected man sits

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slumped in a chair saying "First they told me I was poor; then they told
me I was disadvantaged; then they told me I was culturally deprived. I
still don't have any money - but I've sure got a good vocabulary."
(Poole, 1978, p.58). I will be interpreting vocational guidance to
include any approach that either assists people in making career choices,
or involves the dissemination of career information. This is a broader
definition than usually is given, and is as broad as many definitions
of career education. I have done this intentionally, as I feel that
vocational guidance needs a new "broader" paradigm if it is to continue
to play a useful role in the 1980s. Because of this I will be using the
words "vocational guidance" and "career education" interchangably
throughout this paper.

I will be arguing for a broad based approach to career education in
schools. There is a need for "careers" approaches to be infused into
such subjects as business studies and data processing. The use of
realistic examples in such subjects makes them much more interesting
for students, and much more relevant to their future lives. A "careers"
perspective needs to also be infused into other subject areas such as
history and english, at least to the extent that teachers realise
how their subjects can be taught to assist students in gaining improved
autonomy and decision making skills. However, "If ... career education
goals are to be incorporated successfully in curriculum planning and
teaching, infusion requires the co-operative involvement of teachers
in all subject areas at all levels." (Beiers, 1978, p.50), and this
is certainly a challenge, particularly in schools where there is a

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tradition of the "careers" area to be the responsibility of one particular teacher.

If co-ordinated approaches are to be developed in specific schools, it is important that careers teachers keep up to date with approaches being used in other schools which have achieved this. This would imply a need for national approaches to be developed in the area of career education. This could be done partly through large grants to such groups as the Curriculum Development Centre to develop continuing linkages between teachers with an interest in this area (both within Australia and overseas).

The need for an international co-ordinating body in the area of career education is highlighted by the fact that "A survey of the literature in this rapidly expanding field reveals an enormous diversity of approaches, a diversity which has characterised other subjects ... when they were initially introduced ito school curricula." (Balson, 1978, p.17). This diversity is not a bad thing when it results from different local needs. However, one has the feeling that it is more often the result of career educators working in isolation from their professional colleagues.

This professional isolation is reflected in the comment by one of Australia's leading career educators that "Vocational guidance offered to students by teachers in schools has for the most part been a haphazard affair - a brief personal interview with a teacher having access to the results of vocational test batteries and career guidance pamphlets."
((a), Morgan, 1980, p.222).

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However a new factor did emerge in the 1970s - the increasing involvement of career education teachers in the development of broad based career education programs supported by state career education associations suggesting that, at least in parts of Australia "... teachers may have learned to distinguish their own role in the co-operative provision of total guidance services ..." ((a), Morgan, 1980, p.222).

A key part of vocational guidance services at the senior levels should be related to specific careers - "Career education is job-oriented and ensures that all students leaving the educational system at any level be knowledgeable about available jobs and the skills they demand, and that students possess immediately marketable skills." (Poole, 1978, p.60).

1.2. Approach used in the development of this paper.

Questionnaires were sent to a large number of people who have been involved in Schools Commission projects related to the "broad" interpretation of Vocational Guidance given in 1.1. Letters were produced with the assistance of a Word Processing system provided by the University of Melbourne (which was also used to assist with the drafting, and editing of this paper). A literature search was carried

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out using the AUSINET system (specifically the Australian Education Index which is incorporated in the AUSINET Data Base). Also, a number of people involved in the area of Vocational Guidance were interviewed.

1.3. Vocational Guidance Programs which have been developed for specific groups in Australia.

Research has shown that "Socio-economic status variations indicate that those from lower levels often expect to receive a vocational guidance report and to be told what to do." (Pryor, 1977, p.5). This would imply the need for the rationale of vocational guidance to be outlined before they receive vocational guidance. The fact that students from lower socio-economic backgrounds expect to be "told" their future also emphasises the need for the students to experience situations in which they have "control" and "power". These situations can be provided with student research projects, future studies techniques, and various new technologies.   . The fact that students from lower socio-economic backgrounds have such a distorted view of vocational guidance highlights the fact that "... there is a prime need for career education for disadvantaged and minority groups." (Randell, 1978, p.92).

Various groups in Australia are running vocational guidance programs for disadvantaged groups. In Victoria one such group is the Vocational

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Orientation Centre. This center aims to serve various disadvantaged groups. In future it hopes to develop more "outreach" type approaches and community based programs. It has developed a Pilot Program with the Greek Welfare Association and the Ethnic Communities Council. It also hopes to provide back-up services to professionals working with young people who risk long term unemployment and to assist people who are confronted with mid-career unemployment. (Joblot, 1980, p.39).

Before vocational programs in such contexts can be successful it is important that a secure environment exists. A first step for building this trusting environment would be to have "Community minority group representative advisers ... appointed to liaise between school, parents, teachers, government agencies, (and) employers." (Schmidt, 1978, p.114).

Another key factor is for students from minority groups to be able to share experiences, and to have a sense of solidarity. It has been suggeste that schools with a small number of minority students could organise camps for students to meet together (Schmidt, 1978, p.114). I have attended such a camp (I attended a camp for aborigines who planned to study at tertiary level in January 1978 at Camp Jungai in Victoria). The camp was certainly successful in terms of improving both basic skills, and the self esteem of students. It also presented students with an alternative view of Australian history to that given in most textbooks - that of rebellious aborigines in the 19th century as freedom fighters rather than outlaws.

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One of the speakers at the 1977 National Career Education Conference
said that "I think the community is more concerned about disadvantaged
groups - some of them readily evident, and some of them, such as
females in country towns, not so evident." (Jones, 1978, p.83.)
This concern is reflected in the response of Australia's future
decision leaders at a "Future Directions" conference held at La Trobe
University in August 1980. The conference voted almost unanimously
to condemn the Western Australian Government over its handling of the
Noonkanbah issue (related to mining on aboriginal sacred ground).
There was also general support for the need for a formal treaty to
be signed between aborigines and the government of Australia and
for land rights to be given to aborigines.

Various Vocational Guidance Programs have been developed for specific
groups in Australian society. These include the handicapped, Aborigines,
women, migrants, and the unemployed.

1.3.1. Programs for the handicapped.

Almost all the state education systems in Australia provide work
experience for handicapped students (A.E.C., 1975, p.19). However,
handicapped students still have great difficulties in obtaining full
time employment. This problem is partly a result of current high
unemployment in Australia, but it also is because of the special
difficulties experienced by many handicapped people. Also, many of
the positions handicapped people have occupied in the past are being
automated.

In Tasmania handicapped students in one high school are involved in a factory situation which produces consumables. In South Australia there are two centres which concentrate on Pre-work experience and more traditional guidance activities. (A.E.C., 1979, p.19).

One Victorian School for Deaf Children involves classroom teachers in assisting students to make decisions about their futures. The school also has an Employment Officer who assists students in gaining employment, and checks up on them six months after to ensure that they are progressing satisfactorily. There is "... a very extensive Work Experience Program which all students over the age of 14 participate in." ((a), Miller, 1980, Correspondence). This program has been found to be excellent in terms of demonstrating to students the requirements of full time work, giving students an opportunity to clarify their own career goals, and in allowing the "... Employment Officer to compare the capabilities of the student with the requirements of a particular job." ((a), Miller, 1980, Correspondence).

In Queensland a caravan is used to enable handicapped students to get work experience remote from their homes. An audio-visual presentation has also been developed aimed particularly at employers dealing with handicapped students (A.E.C., 1979, p.20).

In South Australia research is being undertaken into how micrographics technology can be used to assist handicapped people access reading material. The project "... is concerned with developing a way to

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give handicapped people independent access to all manner of
publications, by way of microfiche facsimiles viewed on modified
readers. " (Haynes, 1980, p.4.) Mr. Haynes is "... working with a
few handicapped (physically and sight impaired) children who through
their disability cannot handle books for themselves." (Haynes, 1980,
Correspondence). Mr. Haynes feels that the system could one day be
used in vocational education for the handicapped (Haynes, 1980,
Correspondence).

Link courses have also been developed aimed particularly at handi-
capped students (A.E.C., 1979, p.20)

1.3.2   Aborigines

Half of the 150,000 aborigines in Australia are tribal and half live
in towns. (A.E.C., 1979, p.18). Many aborigines I have spoken to
feel that they have been badly treated by whites. They often feel
that white society is irrelevant to their needs. Many blacks I have
worked with have lacked basic skills - often because they have moved
around so much when they were young.

The attitude of aborigines (particularly tribal aborigines) to their

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land is also important to understand. The whole issue of land rights

is critical to a large number of aborigines. They feel that their land

has been taken from them by whites and they want some form of repatria-

tion. Many also feel that there is a need for a treaty between whites

and aborigines (thus confirming that a state of w.r has existed between

aborigines and whites for the last two hundred ·ars and that the

aborigines who fought white men in the past were "freedom fighters"

rather than outlaws). The attitude of aborigines to the land is

reflected in a poem by an aboriginal girl in which she indicates that

"I'm part of the rocks and the red desert earth, ..." (Atkinson, 1980,

p.11). Many aborigines no longer live in their tribal areas and have

no control over the land on which they do live. This tends to result

in low morale and self-esteem and reduces further the work chances of

young aborigines.

The serious plight of aborigines in relation to employment is reflected

in the fact "... that over 40% of the aboriginal work force is unemployed

... The aboriginal work force is estimated to be some 36,000 persons and at

the end of May, 19/9, 15,745 aborigines were registered for unemployment

benefits." (Joblots, 1980, p.20). The plight of aborigines in relation

to employment is further accentuated by the fact that many aborigines who

are unemployed do not register for unemployment benefits.

Pre-employment courses have been developed for aborigines in various

types of "survival" skills in South Australia.

A Family Education Centre has been established in one Queensland High
School - one aim of which is to provide vocational counselling support
to aborigines (A.E.C., 1979, p.19). "The centre was established in a
housing commission house in the centre of the city. It is open five
nights and afternoons a week and has a staff of six. A guidance
officer counsels one night per week and a teacher works with under-
achievers every night. Other activities carried out include parents
education, adult migrant courses and youth activities. The two
aboriginal counsellors employed at the centre work as a link between
the schools, the homes and the centre." (Encel, 1978, p.129).

. <u>Women</u>

Increasing numbers of girls in Australia are completing longer periods
of education. However, unemployment rates for young women are still
higher than those for men, and the types of jobs they are entering
still tend to be "stereotyped" for women. (A.E.C., 1979, p.22). The
problem with many of these "stereotyped jobs" is that they are
diminishing in number. In many of these positions people are not
being sacked - they are just not replaced when they leave. The
serious nature of unemployment for women in Australia is reflected
in the fact that "Although the overall unemployment rate for March
(1980) was 6.2%, it was 8.1% for women and 18.1% for young women."
(Joblots, 1980, p.32).

All education systems in Australia have introduced programs to combat

sexism. These have only been in operation for a few years and have had little impact so far. As technological change increasingly effects jobs which have been traditionally seen as suitable for women, it will become increasingly important that effective programs be developed to broaden girls' horizons about appropriate careers (A.E.C., 1979, p.22).

In particular there is a need for programs to assist young women to broaden their perceptions about what are appropriate roles for women. Women often do not enter careers either because:

1. they feel that they would be "unfeminine" (for example, in the case of engineering); and

2. because they feel that the careers would interfere with later family rearing responsibilities (for example in the case of medicine) (Widdup, 1980, p.35). This reflects a narrow perspective of different types of careers (Widdup, 1980, p.35).

Young women can have their perceptions broadened about the different types of careers, with the use of visiting speakers (they could often be "brought" to the school with the use of conference telephones.

A number of women in Victoria have established a register of women working in non-traditional or unusual occupations. These women are prepared to talk to school students about their work. Suggested topics of discussion include women and work, equal opportunity for girls, women and unions, unemployment, and careers for girls (Joblot, 1980, p.37).

1.3.4. Migrants

Migrants face special problems, especially where they do not have a
strong grasp of English. It is essential that students with language
difficulties be identified early in their school careers (A.E.C., 1979,
p.18). All education departments have produce courses for students
for whom english is a second language. However, little of the course
material used considers career choice, or the world of work. (A.E.C.,
1979, p.18).

However, in the Northern Territory the Department of Education is
"... working on a submission to the School/Work Transition Program for
funds to set up courses specifically for migrant adolescents. The aim
of the courses is to give intensive training in language and experience
related to employment in general ... It is felt that the needs of migrant
adolescents who have been here (in Australia) for two or three years are
unable to be met in the normal careers guidance, (or) work experience
programs offered in the secondary schools." (Powierza, 1980, Corres-
pondence).

1.3.5. The Unemployed

Some authors have argued that "In general ...'the transition from
school to work' theme has emerged as a late response to the rise in
youth unemployment." (Vicary, 1979, p.7). I feel that other factors
also need to be considered (such as technological change, and overseas

trends), but certainly high rates of youth unemployment have been a key impetus for government funding of transition programs.

The majority of the young unemployed are early school leavers. They left before the legal leaving age for a variety of reasons - for example, to help at home, or because of poverty (Filby, 1980, p.9). "It's the early leavers who most need career education and often get the least in Australian schools today." (Randell, 1978, p.92). Other groups which tend to have a high proportion of early school leavers in them are migrant groups and rural students (Filby, 1980, p.10).

The problem of youth unemployment is compounded by the fact that the "Melbourne Commonwealth (Employment) Service examined long-term unemployed and found that most of them believed they had a right to satisfying employment." (Stanton, 1978, p.125). There is a need for young people to have more realistic expectations about employment and/ or for unemployed people to get some experience in "self employment" (for example, in growing vegetables in their backyards and selling them locally, or in washing windows in the local community). This sort of work can be very satisfying in that it involves running small businessess, even if the pay rates are not high. It also assists people in overcoming the "experience" problem. The government has recognised the potential of this type of employment, by raising the earning limit for how much unemployed persons may receive before their unemployment benefits are completely cut.

One author has argued that "... it must be recognised that career
education is not a new idea resulting from problems of youth unemployment.
Whilst students who have had the benefits of career education might be
expected to be in a better position to understand and cope with unemploy-
ment career education will not create employment opportunities." (Hart,
1978, p.45). I feel that it is possible for career education programs
to assist students in creating employment opportunities - for example,
students who produced community papers at school may develop new media
jobs upon leaving school (perhaps through starting a new newspaper, or
through developing a community radio station), and students who have
worked on "urban farms" may develop co-operative farms.

High levels of youth unemployment have caused some senior educational
administrators to argue that "When we talk about the transition from
school to work or further education or the transition from secondary
education to employment, shouldn't we to a degree perhaps be planning
for the transition to unemployment for limited periods for some young
people?" (Jones, 1978, p.83). I would prefer to argue that we should
be planning for students to be "self employed" rather than unemployed
for limited periods. This would imply that students need to be taught
how to recognise business opportunities in their local communities,
and how to use community resources to increase their power (for
example, library services or local municipal councils). The potential
for unemployed people to be "self employed" in political activities
is reflected in the work of a group called the "Unemployed Workers
Union" in Victoria.

Concern with unemployment, and the allegation that this was partly caused by the inadequacy of the education system resulted in the Federal Government setting up a committee on "Education, Training and Employment" in 1976. It reported its finding in February, 1979. It concluded that "... that education was being made the scapegoat for the problem of unemployment which was largely due to economic and social fctors. These include the general climate of international trade, inflation, technological innovation, the increasing participation of women in the work force, and various structural changes, in addition to the internal economic problems." (Williams, 1980, p.151).

1.4. Vocational Guidance programs being used with students in Australia - in particular those in transition from school to work.

Some schools have developed alternative courses for students in the transition stage between school and work. These courses tend to emphasise career and living skills. For example, in New South Wales Ma arthurs Girls' High School runs courses in such diverse areas as "Basic Science for Paramedical Studies", "Caring for a Baby (How does a baby grow)", "Creative Fashion and Furnishing", "First Aid and Home Nursing", and "Land Management and Conservation". (Sloman, 1980, Correspondence).

One Victorian High School has developed a program called "Industry" which gives students experience in running a small business. In Tasmania a course was developed which involved students in assisting

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with the building of a house which was eventually sold, with a large profit going to the school.

In the Victorian context one cannot but help be impressed by the work of Portland High School in the area of transition. The school has developed special courses at the Year 11 level, surveyed ex-students to see how successful they have been in gaining work, and is involved in developing innovative programs to assist with the reduction of youth unemployment. The school is also working with the local technical school in order to develop co-ordinated approaches in the area of transition education. (Golding, 1980, Correspondence).

Some High Schools throughout Australia have developed very specific vocational programs for students in transition from school to work. For example, Underdale High School in South Australia has developed an automotive workshop program. Much of this workshop was build by students resulting in pride in the workshop, and no vandalism in its two years of operation. Many students enthusiasm for school has increased as a result of the program and some students have gained employment in the Automotive field as a result of it. (Pappageorgiou, 1980, correspondence).

Kent Street Senior High School in Western Australia has developed a course in Aeronautics. "The Aeronautics course has been designed to satisfy the needs of Year 11 and 12 students who have an interest in aviation - but more particularly for those who wish to improve their prospects of gaining a job in the broad field of aviation". (Yeo, 1980, correspondence). Mr. Yeo indicates that "Most of the first course (which

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graduates this year). have careers in aviation firmly mapped out. Others
are quite convinced that aviation is not their forte." (Yeo, 1980,
correspondence). It is obvious that such a course is not designed to
"push" students into a particular career - instead the course gives
students a taste of a possible future.

1.5   Federal Government initiatives in the area of Vocational Guidance

The Minister for Education in 1977 stated that "...the Commonwealth
Employment authorities accept the proposition that career education
should be developed within the secondary school system and that choosing
a career is for most individuals a continuous process rather (than)
a single choice made when leaving the formal education system."
(Carrick, 1978, p.7).

After the election of the 18th of October, 1980, the Liberal Government was
returned to office with a reduced majority. Some people have argued
that this reduction was the result of the Government not having done enough
for the unemployed. My own feeling is that the government has developed
various innovative programs to assist with the improvement of job oppor-
tunities, however, it has not made the community as aware of the benefits
of these as it could have. After the election the Government recommitted
itself to a reduction in unemployment (with a strong emphasis on training
programs for the unemployed.)

Programs have been developed to assist both the young and older unemployed.
A program has been developed which provides subsidies to employers which
take on apprentices. The Federal Government has committed itself to an
expenditure of $150 million over the next few years for the development

of transition programs (in co-operation with the states). A program has been developed to assist young people maintain their self esteem when they are unemployed. The Commonwealth has also recently committed itself to supply special guidance services to persons who are unemployed for long periods.

The developments in this area are partly a result of the fact that in the early 1970's a variety of factors merged to highlight a great need for career education in Australia. Various government reports dealing with education called for a greater emphasis on this area, some career educators were complaining of a lack of resources allocated, and research was showing the lack of preparedness of students for the world of work ((a) Morgan, 1980, p.223).

1.6   The work of Careers teachers in Australian schools.

Within states and between states there are great variations in career education programs. This is partly because schools value highly their autonomy. In the Australian Capital Territory when the ACT Schools Authority produced guidelines on possible staffing arrangements for career education there was "...an immediate outcry (came) from some principals who felt that the autonomy of individual schools was being threatened." ((a) Morgan, 1979, p.230).

There has been a tendency for state career education systems to develop in isolation. One of Australia's pioneers in career education has indicated that "The issue of co-ordination is to me one of the most important questions to be answered and resolved." (Hart, 1978, p.42).

People working in the area of career education across Australia "... can vary from visiting guidance officers to teachers whose full time teaching subject is careers." (Morgan, 1979, p.1). Even within states the approach taken to career education depends on such factors as the time allocated to this area, the view of decision makers on whether career education should be integrated into the curriculum or taught as a separate subject area, and the type of theoretical background the practitioners involved have. (Morgan, 1979, p.4)

The philosophy of career education staff will have a greater impact on programs because "the role of staff in the career education program will depend largely upon the type of curricular design - integrated or separate subject. The prevailing opinion that the teacher is the key element in implementing a planned program of career education suggests that the intergrated approach would prove to be the more successful ." (Balson, 1978, p.33). In Victoria the emphasis has tended to be on integrated approaches in career education. In other states "separate subject" approaches are often used - it could be argued that this is partly because career education is not generally a teachers full time responsibility, except in Victoria and New South Wales (that is because staff do not have time to develop integrated programs if they are not working full time in the area of career education).

However in South Australia Career Education is not seen as a separate subject and careers teachers have not been appointed to schools - instead specialist staff are located centrally, and are available to assist teachers in integrating career education into their curricula. (AEC., 1979, p.11). The rationale for this approach is reflected in the comment

of the Principal Education Officer, Department of Further Education,
South Australia, that "In South Australia career education is not regarded
as a separate subject area but as a vital part of general education which
needs to be integrated into the curriculum for all students." (Hill, 1980,
p.200). This would tend to indicate that the critical feature is not so
much whether full time staff are appointed to schools, but the philosophy
of the Career Educators and Educational Administrators in that state.
Those who are involved full-time in the development of comprehensive
programs have formed the core of career education associations in Victoria
NSW, SA, and the ACT. (Morgan, 1979, p.3). They generally see career
education as "a long term process involving knowledge of self, the world
of work, and the development of decision-making and planning skills".
(Working Party Report, 1976, p.117 and Appendix 3, p.129) (Morgan, 1979,
p.3) It could be argued that "...it was the coming together of disgruntled
teachers in career education associations in the mid-1970's which provided
the launching pad for career education through the pooling of problems,
the discussion of new ideas and the tentative use of materials and
models which had already been developed overseas." ((a) Morgan, 1980,
p.223).

Where career education courses are used they are generally introduced
around Year 9 or 10. Sometimes courses have been introduced at earlier
stages, but there has been some fear that this would tend to push young
people into making career choices at too early a stage in their develop-
ment. (AEC., 1979, p.11). However, "The almost total absence of career
education in the primary school...suggests a gap between career education
theory and practice...the only recent reports to recommend the introduction
of career education in primary schools... were concerned to combat early
sex role stereo-typing of occupations." ((a) Morgan, 1980, pp240-241).

This is especially serious when one considers that the problem of pre-
mature career choice specifity can be avoided if programs developed for
junior students are broad based and deal with such things as the process
of making choices and planning rather than specify career choice making.
This problem is especially wasteful in the context of educators in such
areas as English and Mathematics being involved in National projects
attempting to develop effective K-12 programs. These projects could
certainly incorporate a strong career education component.

.6.1   Work Experience

It is important to realise that "...work experience alone does not equal the
broader concept of career education." (Hart, 1978, p.43)

Work experience involves students participating in work settings (of
either a business or social service nature) while they are still at
school. "Usually the aims of work experience programmes are to provide
opportunities for vocational sampling, social contact with working
adults, perception of the educational relevance of school to work and
involvement of parents and employers in student's educational process."
(Hill, 1980, p.200). Work experience programs are widespread in Australia.
Tens of thousands of Victorian students participate in work experience
programs each year. Careers teachers spend a significant proportion of
their time organising work experience for students. Work experience is seen
as an opportunity for students to sample various careers, rather than as
a preparation for employment in any specific area, (AEC, 1979, p.12).

"An important component of a WE (Work Experience) program is the prepar-
ation of students for their visit and the "de-briefing" of the student
(sic) after they return to school from work." (Cole, 1978, p.102). When

students are fully prepared for work experience and de-briefed after-
wards work experience assists with language development, assists students
in gaining a better understanding of their interests, helps with the
breaking down of "sex stereotypes" about different jobs in students'
minds and provides experience in job relationships and shared respon-
sibility"(Hart, 1978, p.43).

Difficulties with work experience programs include difficulty in placing
students in high skill occupations, placing students and maintaining
their enthusiasm in a period of high unemployment, effective orientation
of students, and the high costs of running programs (Hill, 1980, p.201)

1.6.2   Professional Development

"Should work experience outside the school be a necessary part of the
career's teachers education?" (Hart, 1978, p.45). An association of
industrialists in Victoria has proposed a program whereby senior careers
teachers teachers will be able to get experience in a large number of
industries, through working in the association's central office. "Work
experience" would certianly be of benefit to many educators who have
had no experience in private industry. Where "work experience" is not
possible, benefits could also be gained by having teachers attend
professional conferences in their profession outside of education (for
example, Accounting) by arranging mentors from industry for teachers and
by allowing teachers to run small businesses. Tours can also be helpful.
An example of a tour through a workplace involved staff from the Career
Education section in the Victorian Education Department going to the
LaTrobe Valley. This emphasised to the expansion which will occur in
energy industries in the 1980's and the engineering career opportunities which
will occur along with this expansion (DM, 1980, p.40).

More formal approaches to in-service education are also common. Two
Post Graduate Diploma courses have been developed in Victoria for career
educators. However, it has been argued that as students seek information
from teachers who they can best identify with "...a career component
(should) be placed in the training of every teacher." (Price, 1978, p.113)
Also in Victoria, regular state conferences are held involving career
education teachers. New career education teachers are also given a
training course which lasts for a number of weeks. As work experience and
careers education becomes more established, state conferences are in-
creasingly directed at questions such as the place of career education
in the overall curriculum rather than basic "how to do it" questions.
This is reflected in the emphasis of a work experience conference held
in Victoria in May 1980 (Crosby, 1980, p.46)

The need for a heavy emphasis on professional development in career
education is related to the fact that "To function in the guidance role
the career teacher needs training in a wide range of areas. He needs
training in decision making theory and practice, communication theory
and practice, inter-personal processes and interviewing and helping".
(Beiers, 1978, p.55).

Career Education teachers often also receive regular newsletters from
Government Departments. These include "...(given in alphabetical
order): Careers Advisers Bulletin (NSW Department of Education): The
Careers Advisers Newsletter (NSW Department of Labour and Industry);
Career Education Bulletin (ACT Schools Authority); Careers Education
Bulletin (Tasmanian Department of Education); Career Education Project
Newsletter (SA Department of Education); Joblots (Victorian Education

Department); <u>Secondary Information Bulletin</u> (Queensland Department of

Education , limited circulation to guidance officers): and <u>South Coast</u>

<u>Careers News</u> (NSW Department of Education.) ((a) Morgan, 1980, p.235).

1.6.3   <u>Resources</u>

Large quantities of career education materials have been produced over

the last couple of years. For example, in Queensland special material

has been produced for Aboriginal students, and research has been undertaken

into effective career education information systems. In South Australia

two simulation games have been produced along with a large number of

reports on different aspects of career education. In New South Wales a

special career education program has been developed for Correspondence

School students. Also, the Division of Post Graduate Extension Studies

of the Univesity of New South Wales has produced a kit dealing with

career education ((a) Morgan, 1980, pp 234-235).

An example of an innovative classroom resource is a newspaper produced in

Queensland called <u>Workout.</u> This is "...designed to help students gain a

realistic understanding of the world of work and other aspects of life con-

fronting them upon leaving school." (Stevenson, 1980, p.5). It incor-

porates several unique features including: interviews with young

employees in different occupations; and cartoons and classified information

(Stevenson, 1980, p.5). An interesting aspect of the newspaper is that

students are encouraged to replicate many of the research methods which

go into the production of articles (for example, carry out interviews and

writing up reports).(Stevenson, 1980, p.5). Learning is most effective

if it takes place in an environment which is "real" . Certainly these

activities are real in the sense that they are activities   . which students

can see are relevant to their present and future lives. The cartoons in the newspaper are designed to encourage "...readers to examine their own attitudes toward morale dilemma situations, while structured activities encourage practice in occupational decision-making." (Stevenson 1980, p.5).

In Queensland a booklet dealing with "Year 10 Crossroads" has been produced. This is a resource booklet of guidance and information for Year 10 students in Queensland schools. The emphasis in this book is on alternatives, places where extra information can be obtained, Technical and Further Education and sources of financial assistance. For further information on this booklet write to the Principal Guidance Officer, Guidance and Special Education Branch, PO Box 33, North Quay, Qld. 4000, Australia.

1.6.4   Link Courses

Careers teachers are increasingly becoming involved in link courses. Link courses involve courses being developed co-operatively with both secondary and post-secondary agencies. The courses very in time, status and structure and there are significant differences between states. Little evaluation of link courses has been undertaken. (AEC, 1979, p.14).

Link courses assist with the reduction in barriers between secondary education and technical and further education (AEC, 1979, p.14). "They include a wide range of courses across Years 10,11 and 12, varying in length and status". (Hill, 1980, p.197).

Some of the major aims of link courses are:

1) to extend the educational choice of senior secondary students.

2) to contribute generally to career education of secondary students.

3) to provide subjects and courses with a vocational element which will help students to make the transition from school to work.

4) to enable students to become better acquainted with opportunities for study either full-time or part-time at post secondary institutions."

(Vicary, 1979, p.14).

It has been suggested that Link courses have a number of advantages over work experience - they allow students to get an acquaintance with a large number of career opportunities, they do not introduce payment or compensation problems and knowledge of Technical and Further Education by secondary teachers involved in the programs tends to increase (Hill, 1980, p.198).

"At present in South Australia, 2,100 secondary students from over 100 secondary schools, government and independent, attend Link courses at 20 TAFE Colleges." (Hill, 1980, p.200). There are two types of Link courses -examination and awareness. Examination courses tend to be lengthy. and end with an examination. Awareness courses run over a number of weeks and involve students setting a taste of various vocational areas. (Hill, 1980, pp.201-202).

"The value of Link Courses is seriously diminished if they are seen as isolated units unrelated to other school subjects." (Hill, 1980, p.203). This is the case for most other career education approaches also - for example - work experience and student research projects.

1.7   Approaches being used to link schools with the community

One "low key" way to involve the community in schools is to have

parents supervise students in "non-academic" activities. After they have

gained confidence, parents could be encouraged to listen to students

reading, and assist with career education (for example, by acting as mentors).

In one Queensland Primary School funding has been provided for the setting

aside of a room for games (including chinese checkers and scrabble).

"It is intended to involve the community in voluntary supervision of the

use of this area." (Little, 1980, Correspondence).

Some schools are now running courses in data processing for their local

communities. One Western Australian school is doing this (Halpin, 1980,

Correspondence), and a Victorian High School rents out its computer

with Word Processing software to the members of the local community

for a nominal cost.

Portland High School in Victoria has developed a new Year 11 Unit -

"Community Project". This involved students in building a nature trail

in the Cape Nelson National Park. "The trail features numbered posts

marking vegetation of interest and includes a cliff walk on the brink

of the Southern Ocean". (Golding, 1980, Correspondence). Such a project

could not help but increase community admiration for the school. This

would have been reinforced by the fact that "The Prime Minister's Official

Naming of the Marine Studies Boat (used in another unit developed by the

School) was given good coverage by country television and state-wide

newspapers." (Golding, 1980, Correspondence). There is little point

in schools carrying out projects aimed in part at increasing community

understanding of the schools philisophy if these projects are not given

publicity.

There was a general feeling at the 1977 Career Education Conference

that "...there is a need to look at the whole business of community

involvement both in informing and educating the community about career
education and in exploring the roles of other groups such as employers
outside the school." (Chairman, 1978, p.132).

"In the ACT all schools are seen as community centres, in philosophy
if not in practice". (Encel, 1978, p.129) In Victoria there is a heavy
emphasis on the community use of school facilities. Many school libraries
are made available for community use. Currently school sports centres
are being build with joint funding from local councils and the education
department. There will be a major emphasis on the joint use of these
facilities by schools and the local community. Much of the impetus for
community education in Victoria has come from the Minister for Youth, Sport
and Recreation, the Hon. Brian Dixon.

The schools commission definition of community is "...the group of parents
and other persons interested to some degree in the operation of the school
and anxious to influence its nature" (1976-78 Report, p.112)" (Randell,
1978, p.86). People interested in community Education in Australia should
write to the Secretary, Australian Association for Community Education,
Level 14, Nauru House, 80 Collins Street, Melbourne, Vic. 3000 . A number
of workshops held at the 3rd International Community Education Conference
dealt with such issues of relevance to career educators such as the
measurement of community attitudes, school work interface and the community
use of educational facilities. The results of these workshops are available
in book form and should be of interest to career educators.

One of the key aims of community education is to reduce the duplication
of services in communities. There is a need for regional career education

centres - these would reduce duplication particularly when one considers
that "...many of our education, employment and community administration
regions already overlap," (Beiers, 1978, p.52). These regional centers could
be part of CES career centers, community education centers, or tertiary
institutions (Beiers, 1978, p.52).

Another aim of community education is to ensure that parents participate
as much as possible in determining the type of education their children will
set. "It is now well-established that where parents are involved in the
school, children go to that school with positive feelings and enhanced
expectations about what school is about and what they can achieve."
(Randell, 1978, p.87)

Community education and involvement is a concept of "today" in that
"...the education level and awareness of the community has risen."
(Randell, 1978, p.87). Community education is a concept of "tomorrow"
in as much that in a society interested in maximising the use of its
scarce resources (of energy, manpower, land, raw materials, and labour)
"...community involvement leads to more resources becoming available to
schools. There is greater economical use both of the school and the
community's physical facilities..." (Randell, 1978, p.88).

"Community involvement leads to educational programs which are more
responsive to local needs." (Randell, 1978, p.90), In such a society in
which schools are both responsible to the Parliament through the Minister
for Education and the local community through such devices as school
councils, it is critical that they be responsive to local and broad based
community needs if they are to continue to get community support (both in
terms of money and children).

1.8 The use of various technologies to assist with career decision making

"How can we ensure that students receive unbiased and up to date information?" (Hart, 1978, p.45). Technology can assist with this requirement - for example, with the use of an integrated WP/MF (Word Processor/Microfiche pronounced "Woop-Moof") approach it is possible to produce up to date information very quickly. This involves storing information on a word processor floppy disk - thus requiring that only the information needing to be updated has to be edited and proof read. By distributing the updated information on microfiche, production, storage and distribution costs are minimal, and it is thus possible to produce more regular up-dates of information.

1.8.1 Films

Career Education films are readily available in Victoria from such sources as the Audio Visual Resources Branch of the Victorian Education Department and the Television Unit. Examples of two recently released films related to Career Education are "Will to Win" and "Where Do We Go From Here?". They deal with respectively the need for forward planning in overcoming sex stereotyping and the impact of the post-service society on employment patterns (Joblots, 1980, p.48).

1.8.2 Micrographics

Micrographics are being used in Australian schools in both specific subject areas and in career education. In the career education area, a large number of .... have microfiche readers so that students can check Commonwealth Employment Service vacancies. An example of their use in the curriculum area involved the production of Geography content packages on microfiche (Tyman, 1980, Correspondence).

SPECIFIC RECOMMENDATIONS

1.3.1   The A.E.C. working party on Education and Employment recommended that the A.E.C.:

- "encourage the extension of transition education programs for handicapped students; and

- facilitate the dissemination of research findings and program descriptions which will assist the employing community to better understand the career aspirations, needs and capabilities of handicapped school leavers". (A.E.C., 1979, p.20)

1.3.1   That research be undertaken into how current computerised guidance systems can be integrated with micrographic systems to assist the handicapped and others in career decision making.

1.3.2   The A.E.C. working party on Education and Employment has recommended that "...the Australian Education Council support further development and evaluation of transition education programs for Aboriginals: the relevance of these programs to the needs of Aboriginal students to be maximised through the involvement of Aboriginals in the planning, provision and evaluation of such programs." (A.E.C., 1979, p.19)

1.3.3   The A.E.C. working party on Education and Employment has recommended that "... the Australian Education Council continue to encourage the development of information and materials at both primary and secondary levels aimed at reversing the low expectations and limited ambitions of girls and at developing a wider range of occupational identities." A.E.C., 1979, p.22)

1.3.4 The A.E.C. working party on Education and Employment has recommended that "...the Australian Education Council encourage education systems to provide multicultural education programs in primary and secondary schools which promote self-awareness and the development of skills which will enable children from non-English speaking backgrounds to compete for employment on an equal basis with Anglo-Australians." (A.E.C., 1979, p.18)

1.3.5 That the term "unemployment" be replaced with the term "self-employment" and that strenuous efforts be put into the development of community and school based programs to assist people in being able to be "self employed" if they are unable to find a conventional job.

1.5 That the Federal Government sponsor (along with other interested groups) an international conference on Educational Futures be held in 1985 to co-incide with the International Year of Youth. Key themes for this could include the relationships between transition policy, youth policy, educational policy and industrial training.

1.5 The 1977 Career Education Conference highlighted that "On the information front it was quite clear that there is some need to look at the possibility of clearinghouse arrangements, whether at the national or state levels and some need to consider other sorts of sharing arrangements amongst all the people who generate and use information". (Chairman, 1978, p.131). This need has also been seen in the Youth Policy area and is reflected in the establishment of a Youth Information Working Party of the Youth Affairs Council of Australia. I feel

that the Federal Government should establish a clearinghouse of
international scope but which would also allow for accessing national,
state, regional and local information on not just career education,
but also youth policy, community education, industrial training,
futures research and technological change.

1.6.2   It should be possible for teachers to get work experience in areas
outside of education.

1.6.2   That pre-service and in-service training courses be developed for
vocational educators and other teachers on future studies techniques,
experiential learning and "Computing across the curriculum".

1.7   That there be a concerted effort for teacher organizations, parent
associations, employer groups, unions, youth organizations and
community education associations to develop co-ordinated models for
community involvement appropriate for Australian conditions.

GENERAL RECOMMENDATIONS

- For career education to be effective a new paradigm for education needs to be developed which incorporates participative and anticipatory approaches to learning as recommended by the Club of Rome in their book "No Limits to Learning".

- A "careers" perspective should be infused into all subject areas.

- Linkages should be created between career educators at the national level to avoid wasteful duplication in policy and technique development.

- There is a need for an international co-ordinating body in the career education area. This will be made more difficult with the decision of the "Razor Gang" to reduce linkages between Australia and international educational bodies such as UNESCO.

- A mentor scheme should be developed so that students could have a volunteer mentor from whatever trade or profession he or she plans to enter.

- An "adopt-a-school" scheme should be developed to facilitate greater linkage between businesses and other societal institutions and schools.

- There is a need for increased emphasis on Career Education for disadvantaged groups.

- Student research projects should be used in such a way as to assist students in experiencing situations in which they have "control" and "power".

- Camps should be organised for students from disadvantaged groups both for career education (in the broader sense) and to present them with an alternative view of their hi_ory where this is felt to be appropriate.

- There is a continuing need for programs which assist young women to broaden their horizons in terms of appropriate careers.

- Conference telephones (telephones with a loud speaker and microphone attachment) could be used to "bring" career education resource people to schools.

- Career education programs should be readily available and promoted as being available for early school leavers via such agencies as schools, libraries and the Commonwealth Employment Service.

- That it be recognised that career education (in an appropriate form) can facilitate the creation of new jobs.

- Career Education should aim to assist clients to be able to cope with periods of "self-employment" rather than "unemployment".

- Students need to be taught how to recognise business opportunities in their local communities and how to use community resources.

- Career education programs should be developed which span the years K to 12.

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