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09/07/1989

Dear Judy,

There are times when things just keep coming to the top of the desk as a reminder that they need attention. As we have been sorting out the files and transferring the ones that need to be kept to Hannerl, I again found your request for the YIVD materials.

This program started out being called Youth in Development but then we found that that gave the wrong connotation for use in this "developed" nation so it was changed to Youth in Vocational Dialogue and that was more of the idea we wanted to convey.

We did quite a bit of research, contacting adults who were working with young people--Scouts, Social Workers, etc. outside of the formal educational structures. Then we also talked to the school guidance counsellors who wanted to have time for really advising the students but were not able to get it into the schedule. They were able to only give some of the materials that were available through the Education Dept. for the students to take home and discuss with their parents. Since these materials are rather difficult to use without some guidance, they were not very much help to the students or their parents. The result was that young people were often slotted into a track that their parents wanted and they really had not looked at all the options that were open to them.

After the first 2 pilot projects, under the sponsorship of the Ministry of Social Work, we realized that this was a great vehicle for young people to make some decisions on their own and to plan their schooling in a more comprehensive way as well as allowing flexibility in their studies. By coming at their educational plans from a general interest arena, they found that they had several options which they could exercise until it came time for them to specialize or narrow the field to a specific vocational choice. It also allowed young people whose parents were pushing them to go to University, even though they were probably not going to make it, select an arena of study where they could make the change to a trade or specialized school even after they had spent a year or so at the University.

The books that are mentioned in the documentation are the materials developed by the Education Dept. for use by the school counsellors and given to the students to take home and study with their parents. They are arranged by specific occupation and there are different ones for those who are in University-trained occupations and those who go only to grammar school. The materials are excellent from the standpoint of giving data needed to make a 5-8 year time line for study, but skill is needed to cut through all the verbiage and the format looks formidable, therefore they are not of much use to the majority of students. During the workshop sessions in which we used them, we had the youth work as a group in a given arena of interest so they could see the relationships between the specific arenas and how some of the course materials overlapped. By working in a group they felt less threatened. After this experience they could do their individual time-lines much more easily. We also asked one of the teachers of the youth to give her own time-line and how she struggled to make decisions. (See p. 15)

The report covers only the pilot programmes. Hannerl and I did 2 more of the workshops with students in a private school (Lutheran). They were younger and would not have to make their decisions for a year after being in these workshops, but the parents felt that it was ~~a~~ very worthwhile. *(These students all came from well-to-do homes & were under much greater pressure to go to University than those in the pilot programmes.)* I trust this will give you some help your programme.

We are in the final throes of packing and getting ready to leave here in 7 days. Seems strange, but going back to Denver will also seem strange. Maybe we can get to see each other from time to time since we will be in the same area.

Ruth

Greetings to all our colleagues
here in Phoenix & Seattle

After writing this, I received a letter from the Supt. of the Lutheran Churches in Vienna, thanking the ICA for the YIVD programme & the workshops we did with several of the Lutheran Churches in his area. We had sent letters to people with whom we worked & so this was his response -



Education as a continuing
life strategy



YOUTH
IN
DEVELOPMENT

YOUTH IN DEVELOPMENT

CONTEXT

The problems which youth face from the time they leave school until they enter gainful employment become more difficult each year and more complex with every new advance in technology. Unemployment is not only increasing rapidly, but very long periods of joblessness seem to be the general trend. In addition to this, it is becoming difficult to enter universities and trade schools. These and other factors cause widespread confusion about how to decide one's future vocation or field of work. Often decisions have been based primarily on traditional, past-oriented images. It has become obvious that more practical and future oriented procedures need to be created for persons making these major decisions. The ambiguity of how to organise the criteria for making such decisions can be overwhelming. Many who are waiting for opportunities to open, fail to make use of this time to construct a foundation of short study courses and work experiences which might give them an advantage.

THE RESEARCH PROJECT

In order to meet these challenges this research project is being done from a new perspective. An alternative concept of education as a "continuing life strategy" will be used to allow individuals to creatively plan their future without being totally dependent on the present structures of formal education, but rather using these and other structures as a tool. The procedures for a series of eight workshops have been created to gather and discuss existing educational tracks. The aim of this is to create more relevant guidelines for tertiary education and broaden it on the basis of societal trends. This can enable youth to discern their role in the midst of the complexity allowing them to base their vocational decisions on more relevant material. From the perspective of future challenges, the youth will be able to create a ten year scenario of formal education combined with relevant practical courses and useful work experience. This can be done in such a way that the order of the various components provides flexibility and a way to profit from existing advantages.

GRASSROOTS APPROACH

The participants in these working groups will comprise:

- 1) Those representing a broad range of society who have experience or interest in such work as this.
- 2) People in relevant professional fields such as educators, health experts and social workers.
- 3) Those who advise in vocational counselling in their capacity as government or private consultants.
- 4) Youth who are in the process of making major decisions about their future.

The nature of the research will be to put together an integrated picture based not on an abstract philosophy but on the analysis of a contemporary urban location. The complexity of this project will require interviewing a large number of people in business, education, professional and trade arenas and their active involvement in discussions and workshops.

IMPLEMENTATION

The project comprises the following three phases:

- 1) The development of basic images and concepts of this new model and the creation of a series of eight workshops.
(This phase has already been developed.)
- 2) During this phase of the project a large number of people will be invited to participate in the testing and further development of the eight workshops and apply these to local situations on the basis of a series of field visits.
- 3) Constructs for pilot projects with local organisations, youth groups and educational institutions will be developed.

METHODS AND OBJECTIVES

1. To create flexible guidelines for broadening already existing educational tracks.
2. To explore ways and create models which allow youth to discern the needs and trends in the society they will be serving in the future and thus base their vocational decisions on them.
3. To create a curriculum for vocational decision-making to be used with youth in schools.
4. To create models that enable youth to take advantage of the offers of the present structures and combine them in such a way that they can either avoid or use a "waiting" period of time effectively.
5. To reach as many people as possible from different levels of society and use their experience as the basis for discussion in order to form the most comprehensive picture possible.
6. To get insights from people who already have been through the process by interviewing a large number of people in business, education and trade.

COORDINATION

The project is coordinated by the Institute of Cultural Affairs. The Institute is an independent not-for-profit research, training and demonstration group concerned with the human factor in world development. Across the world during the last 20 years, it has served as a consultant to communities and organisations in 40 nations to provide non-confrontational, non-political and participative methods for corporate planning.

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EXISTENTIAL AIM: To all participants to experience the many possibilities of work arenas as a gift rather than a frustration and to re-image the possibility of long-range planning in work arenas that may not have been considered before.

SESSION I	SESSION II	SESSION III	SESSION IV	SESSION V	SESSION IV
<u>INTENT:</u> To get an idea of what is happening globally and locally	<u>INTENT:</u> Introduce the idea of "Work Field" and related education concept	<u>INTENT:</u> Exposure to the reality of the Work Field	<u>INTENT:</u> Set the stage for making decisions about the Work Field	<u>INTENT:</u> Begin long-range planning process toward life strategy	<u>INTENT:</u> Practical steps to long-range implementation plan
PROCEDURES:	PROCEDURES:	PROCEDURES:	PROCEDURES:	PROCEDURES:	PROCEDURES:
<p>Set Context for whole Series</p> <p>Shifts that have occurred: Eco Pol Soc.</p> <p>Shifts in Job Market</p> <p>Wall of Wonder 20 yrs 20 yrs</p> <p>What new jobs will be created in the future? Which go out of being? Criteria/values for selecting career</p> <p>Context idea of Work Field</p>	<p>Brainstorm list of jobs</p> <p>Order into Work Fields</p> <p>Compare to statistics of available jobs in Austria</p> <p>Context W/F image</p> <p>Review W/F from lists and each person select a field for research</p>	<p>Context for W/F appointments</p> <p>Brainstorm list of questions they would like to ask an employer</p> <p>By teams—organize the questions</p> <p>Role Play</p> <p>Confirm the appointment</p> <p>Go on an appointment.</p>	<p>Visit reports Art Form</p> <p>What did they learn?</p> <p>Personal Interest and activity screen developed (Lehnert)</p> <p>Fill out current status on W/F image</p>	<p>Set Context on formal/informal opportunities for training</p> <p>Use materials gathered from sources visited</p> <p>divide into teams and work with job counsellors to fill in W/F image.</p> <p>Present Team and/or individual W/F images</p>	<p>Time line work</p> <p>prepare curriculum vitae</p> <p>write application letter</p> <p>Give further research sources and referrals</p> <p>Celebration of work completed</p>