

PROJECT REPORT

YOUTH IN DEVELOPMENT
Vocational Dialogue

October 1984 - July 1985

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YOUTH IN DEVELOPMENT Vocational Dialogue

INTRODUCTION

At the initiative of co-workers of the Institute of Cultural Affairs in Copenhagen, who have long been acquainted with the problems of youth and unemployment, and the special emphasis of the U.N.-sponsored "Year of Youth", a programme was initiated by the Institute, entitled "Youth In Development - Vocational Dialogue

THE AIM of this Pilot-Project was to create new images of vocation toward a life strategy which is sensitive to present and future trends in the job market, and to have youth experience participatory and reflective methods as they look at the possibilities open to them in a variety of work arenas.

This programme is not designed to "find" jobs for youth or to "counsel" youth in specific jobs, but as a basis for further conversation with parents and youth counsellors in the various bureaucratic structures regarding their own capabilities, desires and response to the trends in the cultural and socio-economic arenas.

After basic research into the situation of employment/unemployment in Austria, many conversations were held with individuals working with youth in formal and informal structures (Phase I); a study was made of written materials and available documents and a six-workshop programme was developed for Austria (Phase II). In May and June of 1985, two pilot programmes were held (Phase III).

The following report gives an overview of the situation in Europe, describes the basic workshop model and methods used along with some of the results.

I. THE INTERNATIONAL SITUATION

INTRODUCTION AND HISTORICAL BACKGROUND

The "Youth in Development - Vocational Dialogue" programme is intended to be an innovative and creative response to a growing problem in the world--that of meaningful vocational engagement which at the same time provides for the basic needs of individuals. The interest and concern of The Institute of Cultural Affairs in this arena stems from a history of 30 years in Community Development efforts in rural and urban situations in many parts of the world.

In virtually every situation, a crucial key to development in a community is the employability of its youth. Accordingly, programmes were always created to work directly with this problem. In underdeveloped countries this often included formal education programmes beginning with the preschool age (where major attitudes are formed) and continuing through the older teens where not only formal training was necessary but also skills training. In the developed countries, most of the educational structures are in place and it is a matter of aiding young people to take advantage of those 'in place' structures.

Underlying this complementary approach is a motivational factor which, experience reveals, is most often related to the degree of participation, creativity and decision by the young people themselves. A significant factor in the failure of many programmes for youth is that they are often created for youth thus minimizing the motivational factor necessary for the continuance of youth involvement.

Therefore, the cornerstone of The Institute of Cultural Affairs youth programmes, from the beginning, has been the creative, participatory role of youth themselves. In the middle 1970s, as a part of a larger programme called Community Forum, a special Community Youth Forum was designed. These Forums were generally conducted in high schools in cooperation with the principal and faculty. The Community Youth Forums revealed conclusively that youth were able to create innovative programmes within, and in cooperation with school authorities, and that these ideas and programmes had significant impact on both the academic process and the school social milieu in which that academic pursuit takes place.

The objective of The Institute of Cultural Affairs has always been to seek some answers to the current societal contradictions. One way of solving a problem is to involve the persons most immediately affected by the problem. They generally have less to risk and more to gain than any other group. With the emergence of the current employment/unemployment situation--especially as it concerns youth--it was natural for The Institute to turn its attention to this problem. It is a problem which goes far beyond simple solutions and therefore no claim is made that the "Youth in Development (Youth in Vocational Dialogue)" programme offers a total solution. It is one facet that complements the efforts of many professions working in this field. The programme is offered to help in the growing concern to find some solutions and directions for the often-elusive "human factor" that spells the difference between failure and success in any programme.

WHAT IS THE CURRENT SITUATION?

What are the prospects for the future--especially for youth--in the field of employment and vocation? The writers on this subject are not particularly optimistic for either the short or long range.

"The integration into working life of young people who have encountered difficulties during their schooling and then in completing their vocational training has never been easy.

The serious situation in recent years, which has featured a persistently high level of youth unemployment, has inevitably introduced an element of competition into the integration of young people into working life. As a result, young people least equipped to cope with the situation are far more likely to remain unemployed. This gives rise to the familiar vicious circle of loss of motivation and greater difficulty achieving integration into society and then into working life: the trend toward marginalization is soon begun.

Initiatives have, of course, been taken....One of the difficulties encountered, particularly among the young people who lack confidence

in themselves and are afraid of what tomorrow may bring is that the training schemes in which it is proposed they take part do not offer the prospect of stable future employment and do not therefore motivate them". (GUERRA, Duccio, Editorial, CEDEFOP, No. 16, Dec. 1984)

Another study reveals:

"While the labour force continues to grow and macroeconomic growth rates remain low, there is unlikely to be a lasting improvement in the general labour market situation in the years to come. Owing to the rather marginal position in the labour market, young people are particularly hard hit by unemployment as the shortage of jobs persists." (BOLLE, M and BUECHTEMANN, C., 'Young People Without a Future? Employment prospects for young people in the European Community' CEDEFOP, No. 16, Dec. 1984)

THE PARTICULAR EUROPEAN SITUATION

Not only is the world situation in general rather dismal, but it has particular bearing on the European Community. While Austria is not directly related to the EEC and unemployment rates have been significantly lower than in some of the other neighbouring countries, there does not seem to be any way of escaping what has become a world-wide problem. Austria is prudent in seeking to combat the problem before it becomes acute. One of the reasons for testing the "Youth in Development - Vocational Dialogue" programme in this sort of setting is that there is a better climate in which to test it than when the problem has reached a crisis point. Beyond that, it is the desire of The Institute that this programme can make a significant contribution to the solution of the problem.

To understand further how the problem is peculiarly difficult in Europe, Mr. A. Valentini, Secretary General of IRES writes:

"The problem of youth unemployment is one aspect, a particularly serious one, of the more general problem of employment. Europe is confronted by two challenges, that of the most-developed nations and, together with it, that of the North-South relationship. The problems involved are more complex today because of the innovations brought about by the world-wide competition, which requires more skills, by the greater awareness and knowledge development of user-consumers, and by people's new requirements, as regards both creativity and participation, with their consequences on the organisation of work.

The problem of employment in general, and that of young people in particular, is a vital issue for Europe today. Our record on employment, unemployment and inflation show that we are far behind Japan and the USA....in Europe, Germany and Great Britain have experienced the biggest job losses...it is young people who suffer most; after higher secondary studies they have an intermediate level background but are ill-equipped in vocational skills, and it is in fact the young who increase the ranks of the unemployed. Their uncertain future clashes with the quickening socialization imposed by society, which pushes them into wanting to play self-sufficient roles before real opportunities to do so exist.

...The gaps between North and South must not be allowed to increase if we are to maintain a world balance which is acceptable to all, and therefore a peaceful one. The problem of employment, with specific reference to young people, has to be looked at in this framework, taking into account the fact that in Western democracies, whenever unemployment exceeds 10%, the consensus needed for their various social systems to remain governable may be at risk." (VALENTINI, A. "The Role of Vocational Training in the Development of new Forms of Youth Employment". CEDEFOP, Nb. 16, Dec. 1984)

Not only is the problem seen in its cultural and social significance, but in the economic as well. Those who analyze statistics do not give much cause for rejoicing. Michael Bolle, Director of the Centre for Research into the Social Economics of Work; and Christoph F. Buechtemann, of the German Institute for Economic Research (DIW) tell us:

"The deterioration in the employment situation of young people has been above the average in all the Member States during the continuing employment crisis of recent years:

At the end of 1983 almost 5 million young people in the Community, or one in eight of the 15-24 age group, were registered as unemployed.

....However, although unemployment among young people is above the average, it is not a problem that is peculiar to young people but one that must be ascribed to the general employment crisis to which most Western industrialized countries have been exposed for the past 10 years and which has become far worse since the early 1980s". (op.cit.)

In the article by Bohle and Buechtemann, they analyze in some detail, the youth unemployment and economic trends in the European Community. They note that the employment possibilities are especially difficult for those who are school leavers or those who have just started work. Even some of those with better educational opportunities and better placed in society are having difficulty. In a labor oversupply everyone suffers to some degree. There is a growing body of literature based on research that highlights the need for imaginative and creative action. Fortunately, such imagination and creativity have been inherent in European tradition.

Dr. Valentini analyzes some of the more hopeful trends:

...It would be wrong not to stress qualities such as good taste, and the ability to meet people's requirements, which typify the realities of Europe with its advanced knowledge. This is reflected in the process underway with regard to the quality of the demand for work, with more marked emphasis on the part of young people.

Working for others is becoming less important, particularly where large-scale organization is involved. Repetitive jobs in industry or in civil service are practically rejected physically and all the more so by young people (think of the conflicts in Europe which occur in the steel and engineering sectors, and public services)....The resulting demand is directly at affirming the need to restructure work on logical and vocational grounds which also make it possible to switch to self-employed work, to participate with growing levels of

solidarity and self-management on terms contracted with the firm, or with the market, and to be given the opportunities for on-going job training....success is being achieved by the most flexible small and medium-sized businesses, by the creative crafts sector and everything which in due course enables the processes of autonomy and liberation and more concrete participation to be activated. Young people join small and medium-sized undertakings but not large ones, or, if they do, hope to leave as soon as they can.

Self-employed work, for individuals but above all partnerships. Throughout the world particular attention is being paid to the capabilities for association at work being exercised by production and work cooperatives. They are not to be confused with consumer's or housing cooperatives. They are firms whose members carry out what may best be described as a choice of life-style. Expectations and ambitions, professional skills and savings are all pooled, with the aim of developing a productive activity in the field of goods or services. This prospect is emerging in both developing countries (for example, the Government of Zimbabwe claims in the document 'Growth with Equity' that closely-knit village cultures may find a worthwhile motive for occupational development in cooperation) and in the advanced ones (for example, 'Silicon Valley, in California is full of cooperatives of young professional people trained in data-processing who design software for others). There is no doubt that concrete answers, productively and socially valid, can be given along these lines for young people as well, indeed particularly for them.

Mixed work. This is a mixture of sections of jobs which are partly in the first and partly in the second category. They are the expression of a phenomenon of our times and should not be underestimated....Young people's demand are linked to this phenomenon, particularly at the preparatory stage or in their first jobs, phases characterised by a search for identity and vocational guidance.

Voluntary work. This is not a type of job, but can be regarded, particularly for young people, as a transitional stage between school and joining the work force. Voluntary work has its roots in old traditions and is again coming to the fore as a result of more recent stimuli, which are also connected to the higher standard of living of families, to the difficult employment situation and the crisis of the Welfare State. Whereas previously voluntary work used to be carried out mainly by people who already had commitments (workers, housewives, the well-off), nowadays demand is emerging for voluntary work for young women, who in essence are looking for an occupation and a passport to a job in exchange for voluntary service. We are therefore faced by complex, intertwined processes: The role of innovation, the development of consumers and a new and different quality of demand and work organization....we could say that the demand for work expresses new features, namely, a different way of working, increasing and transferable professional skills, greater participation, more flexibility. These are the new ways of understanding work, particularly for the young, and consequently these are the factors which need to be considered to single out the role of vocational training in the development of new forms of employment for young people. (op.cit.)

III. IMPACT OF THE "YOUTH IN DEVELOPMENT - VOCATIONAL DIALOGUE" PROGRAMME ON THE EMPLOYMENT /UNEMPLOYMENT SITUATION.

Values held in this programme:

Young people are directly involved
 Definite practical help and direction are given while maintaining flexibility
 Youth are given a new perspective for vocational decision
 Conversations with parents about vocational choices are enhanced
 Youth will have more specific questions when talking with their vocational counsellors
 Possibilities are seen by youth for a variety of choices in any given work field
 It is complementary to existing programmes dealing with the same problem
 The possibility of new employment opportunities for older youth in leading workshops, thus expanding the programme's usefulness.

In light of the given situation and the past experience of The Institute, it was decided to focus on this problem through the "Youth in Development - Vocational Dialogue" programme. It is still being tested and will be further refined. The balance of this report contains a somewhat detailed summary of the Pilots and the nature of the programme.

IV. THE PROGRAMME

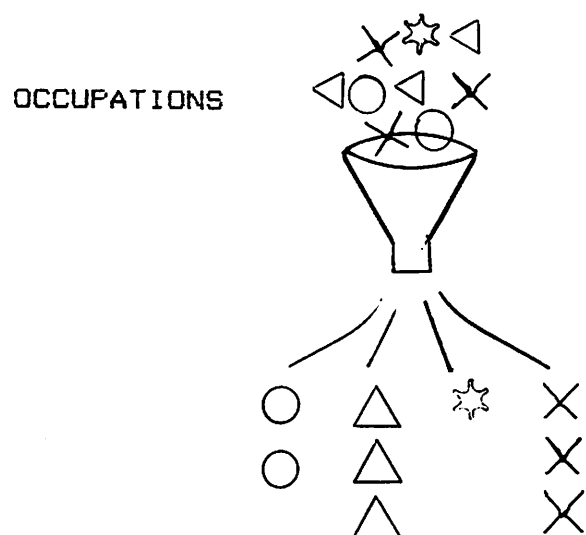
WORKSHOP DESCRIPTION

Workshop 1 deals with changes that have taken place in the work place in the political, social and economic arenas in the last 20 years; the local and global aspects of changes which occur in current jobs; what new work arenas might be expected by the year 2000 and criteria and values which influence the creation of occupations and work arenas.

JOB LISTING		
PAST	FUTURE	OBSOLETE
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		NEW JOBS

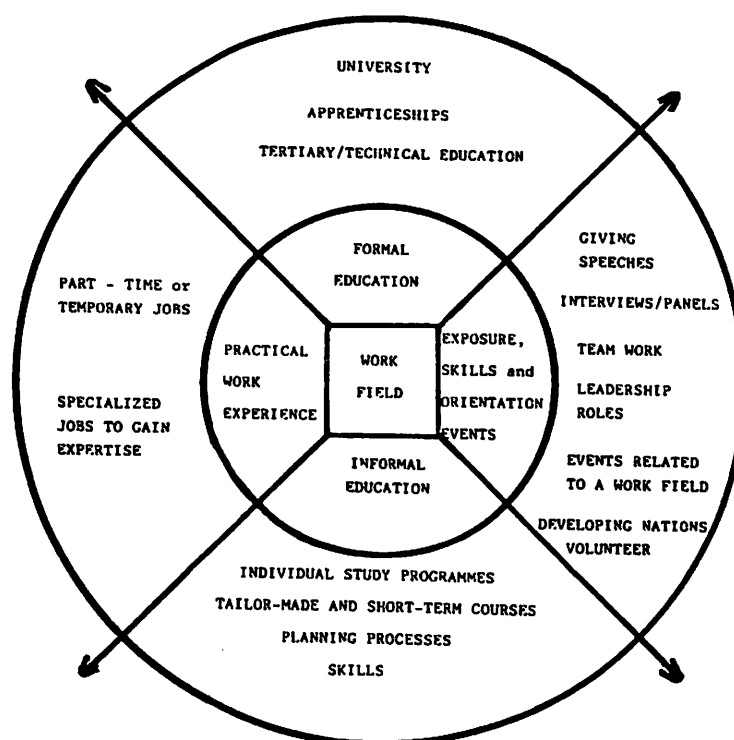
AIM: To create a realistic picture about work - present and future

Workshop 2. All the occupations which are known to the participants are listed and then grouped into work fields.



Statistics from developed work fields in Austria expand the data and inform participants of occupations which they had not known or thought of. Each person selects a work field for further exploration.

One work field is selected to introduce the workfield screen which a comprehensive approach to a work field through formal and informal training opportunities as well as practical work and exposure events.



AIM: To present the many possibilities for vocational choices within a given workfield and have youth see that decisions regarding vocation are ongoing and involve the formal educational processes as well as experiential factors.

Workshop 3. This is a preparatory step for an interview with a prospective employer. The participants think through which questions they would like to ask an employer and also questions which an employer might pose to them.

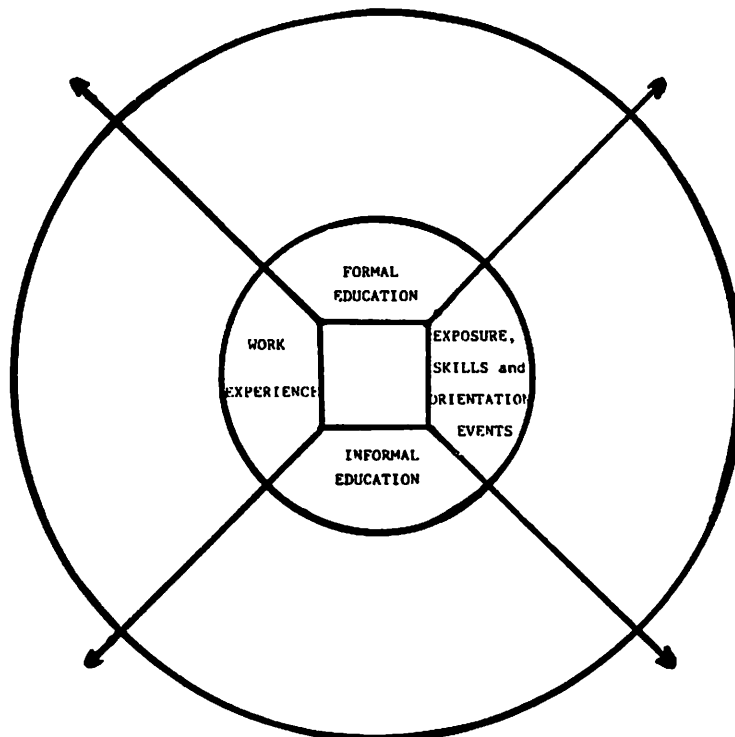
Questions <u>FOR</u> the employer ? ?	Questions <u>FROM</u> the employer ? ?
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In small groups, they decided which questions should be asked and then present them in a role play to the whole group.

The workshop ends with an evaluation of the presentations and what has been learned from the role plays.

AIM: To get acquainted with an interview process and alleviate some of the anxiety youth face in going on their first interview.

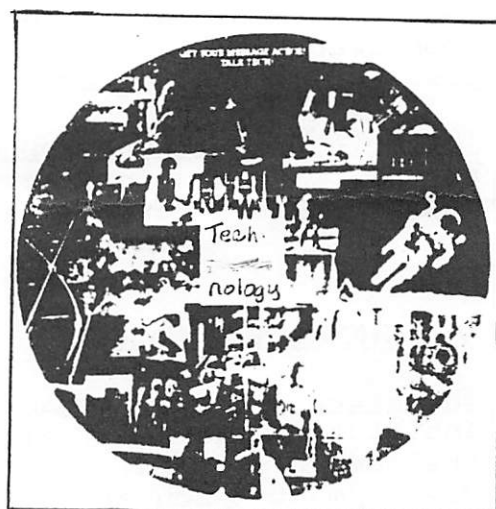
Workshop 4. Each person is given a blank workfield screen to be filled out with their current status. It is important that all practical and training events as well as work experience be listed in order to see a total profile. The group shares its work.



AIM: To help participants know themselves and their accomplishments in a comprehensive profile and to appropriate what they already have done.

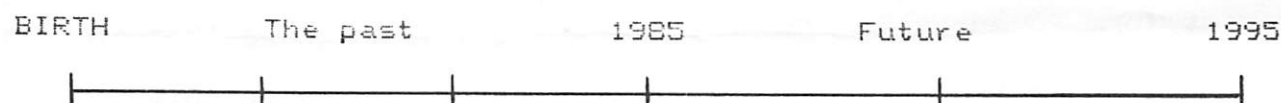
Workshop_5. Look at the work done in Workshop 2. List all of the various occupations under the four arenas of the workfield screen. Divide the group into similar work field interests for the purpose of using the resource materials, working specifically with the formal structures-requirements, possibilities, etc. Share data with the whole group.

Each person makes a collage or montage relating to their chosen work field.



AIM: To give a broad spectrum of possibility in a given work field, to get acquainted with resource materials, and reflect on what it means to work out a long-term vocational plan.

Workshop_6. Each person does an individual time/line using 5 year increments. This should include objective as well as subjective data such as experiences in Kindergarten, school experiences, illnesses, special persons in the lives, books, films, etc.



After a short reflection over the whole series of workshops, the participants plan for a closing celebration in which spontaneity and creativity play a major role.

AIM: To visualize and share their own learning process and become aware of how they can continue to develop their own potential in response to societal needs.

THE WORKSHOPS can be held on successive days, one or two days a week for 6 sessions, or on three weekends. The duration of each session depends somewhat on the number of participants, but each workshop is designed for a 2-4 hour block of time.

THE METHOD

Youth possess a great deal of creativity and wisdom which they do not realize and utilize, therefore time is spent in bringing this to their consciousness by brainstorming, grouping data, conversations, role play, participation in small groups and periodic reflections on what they have experienced. Every person participates. This is a key motivating factor. The data which they have given is displayed on wall charts. Questions that are raised are first referred back to the group for solution. It soon becomes clear that the group itself must take responsibility--not just the workshop leader.

The Role of the Workshop Leader is catalytic, bringing out the wisdom that resides in the group, keeping the individual workshops focussed and assisting in enlarging the understanding of the group as necessary.

V. THE THREE PHASES

The Research Phase began with a conversation with two co-workers of The Institute of Cultural Affairs from Copenhagen, M. Baasch and G. Banks, in the summer of 1984. They showed us an untested model entitled, "Youth in Development - Education as an On-going Life Strategy". This was designed to speak to the joblessness in Denmark. Since the situation of youth employment/unemployment is becoming an issue in Austria, it was decided to look further into the vocational choices open to youth in this Nation, and to see what programmes and models are offered and how they meet the needs of youth. The intent was to perhaps do a pilot project in Austria along the lines of the Danish model. In order to do this, it was necessary to visit with persons and institutions that are working in this arena to determine which programmes and resources are already available.

Very soon after the initial visits in October 1984 with Dr. Bauer, High School Counsellor; Ms. Woegerer, Social Centre Am Schoepfwerk; six young people from a high-rise area Am Schoepfwerk; and Mr. Lehnert, Section Leader and Mr. Schimanko of the Social Ministry, it was determined that the basic premise of this model had merit but would not be useable in its present form in Austria. Among other things, we learned that the school counsellors felt very limited in their ability to be effective in assisting students in vocational choices since they have only 2 hours a year in which to distribute materials to pupils in the 8th school year. The available materials are excellent, and they do get distributed, but there is no time to actually explain how the materials can be used to best advantage.

After 14 additional selected visits, during which additional resource materials were obtained or noted, the process of developing a workshop series was begun with the purpose of further aiding youth in the search for meaningful vocation and enhancing their chances for employment. (See list of visits and materials in appendix)

The Development Phase

This phase began with a consultation in Brussels with colleagues who have had international experience in developing curricula for youth. After reviewing the model developed in Denmark, M. Baasch came to Vienna to work with the team in getting inside the model and making initial visits. David Coffman and Sandy Powell were then designated to help further develop, adapt and refine the model for use in Austria.

In March 1985 a group of local, interested persons met to review the newly-developed workshops: (Ms. Parenzan, World Association of Girl Guides and Girl Scouts; Mr. Lehnert, Section Leader in the Social Ministry; Mr. Sedlak, Institute for Homeless Youth; Dr. Bauer, Vocational Guidance Counsellor). After each workshop was reviewed, suggestions were made as to changes or additional materials which were available without cost. (A video which could be used in Workshop 3 describes a situation of a young woman who wants to enter a non-traditional female field.)

The group also discussed places to test the Pilots and where funding could be obtained. Mr. Lehnert said he would contact Dr. Burgstaller of the Social Ministry. We were referred to Mr. Koch, Coordinator of Programme for the Vienna Youth Centres. The group was very supportive and felt that this workshop series would be very helpful in undergirding the work of the Vocational Guidance Counsellors and could be integrated into existing programmes such as those offered at the Youth Centres and the Polytechnic schools.

Dr. Burgstaller was visited and showed great interest in the programme. She suggested that a funding proposal be written and submitted for all three phases. Mr. Koch referred us to Dean Ziegler of the Polytechnical School in Alt Erlaa and to leaders of a Youth Centre which had a programme for young people who were in a one-year course for school completion certification.

The Test Phase

Two Pilot Programmes were set up in Youth Centres for testing before school closing in June: Rennbahnweg, 13-17 May 1985 and Am Schoepfwerk, beginning 21 May 1985 and continuing once a week.

DESCRIPTION OF THE TEST PROGRAMME

THE FIRST PILOT

Participants: Eight students (3 girls and 5 boys) between the ages of 15-17, who were in a year-long course for school completion certification, which was jointly sponsored by the Social Ministry, The Institute for Continuing Education, the Labor Department and Vienna Youth Centres. Several of the students had attended Vocational Guidance seminars, and therefore only 4 of the 6 Workshops were adapted and used. The topics: "Criteria for Vocational Choices" and "Changes in the Job Market" had been discussed in the seminars and therefore these sessions were not used as originally planned in the workshop series.

Workshop Overview

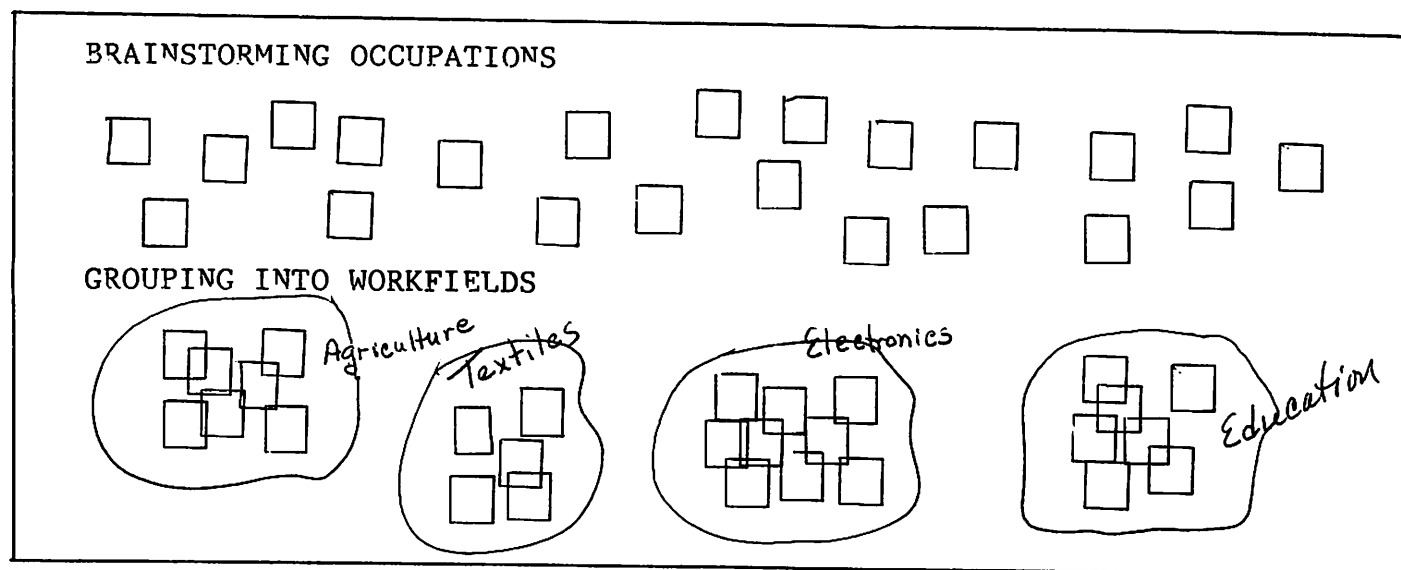
Workshop 1

Occupations and Work Fields			
09:00 Context & proposed procedure	09:20 Changes in the marketplace & job selection	11:00 Brainstorming occupations	11:30 Grouping occupations into workfields

After an introduction to the workshops and procedures for the day, a conversation was held about the changes which have occurred in the job market. Some things which were considered: occupations which are now obsolete, new occupations emerging in arenas such as ecology, energy resources, transportation, interplanetary research, new technology and social arenas which are affected by early retirement, etc,

This conversation gave a good indication of the knowledge of the group and how they perceive the job market.

In the brainstorming session, students were asked to list, on individual cards, at least 20 occupations that exist today. Over 100 occupations were named. These were then grouped into work fields. The participants decided how they wanted to group them, either by existing occupational names or by activity within the occupation. Materials such as job classifications used in Austria and other job categorizations were used.



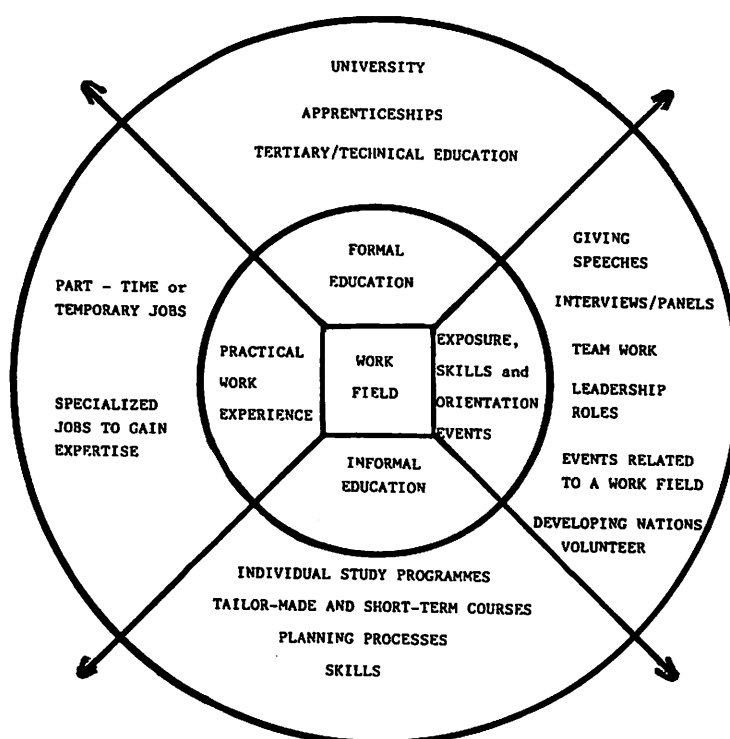
RESULTS: An overview of occupations which could be grouped into a work field and the beginning of selecting a vocational arena which provides flexibility.

Workshop 2

Role Play and Development of a Personal Profile			
09:00 Preparation for interviews	10:00 Role Play and evaluation	11:00 Workfield screen activity	11:30 Data exchange and evaluation

The session began with preparation for a role play. A conversation was held on what kinds of questions an interviewer might ask and what a job seeker might ask. One group then developed questions for the interviewer and the other for the job seeker. This was followed by actual role play. In the evaluation, pupils felt it would have been better if each group had developed both sets of questions and then role played. This was noted and changed for the 2nd Pilot.

A completed workfield screen was presented by one of the teachers from the Youth Centre. She shared her own educational steps and activities. Each person then recorded their own activities in the four arenas of the workfield screen.



After sharing the data, questions were asked such as: Where was it easy to put in data? Where difficult? Where could you think of nothing to enter? What happened when you listened to what others had written? How does this exercise begin to help you in thinking what vocational choices you might make? Which work field is becoming more clear to you?

RESULT: The participants were clear that they accomplished more in their lives than they thought. This not only strengthened their confidence in themselves but also showed them possibilities for occupations which they had not thought about before. One of the participants had decided to go into Nursing, but she realized that she was really interested in the broader field of sports teaching which had health needs in it. She also had not realized that she could get into this kind of training without having graduated from High School.



Workshop_3

Long-term Vocational Planning			
09:00 Review & brainstorming educational possibilities	09:45 Long-term vocational planning	11:00 Reports & reflection	11:30 Collage or montage creation

To support the work done in Workshop 1 on jobs and work arenas, the group brainstormed all the various educational opportunities which are available to qualify for jobs in those arenas, using the resources: 'ABCs of Vocational Planning' and the 'Job Lexica' available from the Dept. of Education.

FORMAL EDUC.	INFORMAL EDUC.	PRACTICAL EDUC.	SPECIAL EVENTS
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The group divided itself into 3 planning sections. These encompassed the work fields of Social work-related occupations; Education, Building and Woodworking along with Machine Design and Graphics.

One of the teachers or youth leaders worked with each group to build the long-term plan for each individual in their chosen work field. The results of the work were exchanged and questions discussed. Suggestions for ways of developing this part of the workshop were noted.

The session closed with each student creating a collage or montage relating to their chosen work field. The teachers also participated in this activity and much discussion was carried on about the educational opportunities which were discovered as they did their planning.

RESULTS: The question at the close of the session was not the economic but "How can I really work out my plan?" and "How can I dialogue with my parents and counsellors about it?"

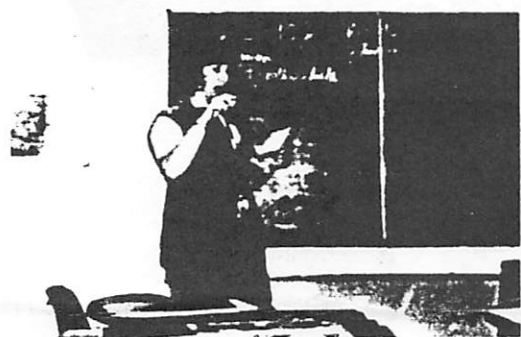
Workshop_4

Personal Time-line			
09:00 Example of a personal plan	09:70 Personal time-line	10:00 Inter-change & closing reflection	11:00 Planning and doing a celebration

After looking at all of the montages that were created in the last session, the students began creating their time-lines.

One of the Youth Leaders put her time-line on the board and talked about it--showing the negative as well as the positive experiences in her life. She emphasized that it is possible to change educational course direction, and that breaking the educational "track" does not necessarily mean the end, but may be used to do some practical or extra-ordinary event or experience. Even though she is 36 years old, she is going to begin a pedagogical studies course. This demonstrated to the students that vocational choices are sometime necessitated by life's circumstances and that education is a life-long process. The students learned to know this particular Leader in a different way and it helped them to do their own time-lines in a more comprehensive manner.

The time-lines were shared and students felt they had more to talk to each other about after this exercise.



RESULTS: Previously unknown learning processes were discovered; private and vocational goals were discussed which enabled the students to see which steps were needed and also how to approach their parents and counsellors more objectively.

The closing reflection indicated that both students and leaders felt that the objectives of the workshops had been reached.

All of the students and Youth Centre Leaders worked together and participated in leadership roles. Some of the methods were new for the workers in the Youth Centre, but they responded positively. The materials used from the government resources were well received.

The girls displayed more interest in the workshops and had done more research than the boys. They would like to participate in this kind of a workshop series again and would lead some of the workshops after the necessary training.

Adults participating in the workshops contribute their own experience in relation to job and educational accomplishments.

All the youth in this group achieved their School Completion Certificates and are enrolled in further education programmes.

In the closing celebration (planning for which was done in 20 minutes) a sketch in two acts was presented. It addressed the traditional view of 'jobs for girls' and 'jobs for boys' along with the distress of the parents when a young person wants to be creatively non-traditional.



SECOND PILOT PROGRAMME

This was held between 21 May 1985 and 26 June 1985 at the Youth Centre Am Schoepfwerk on a once-a-week basis.

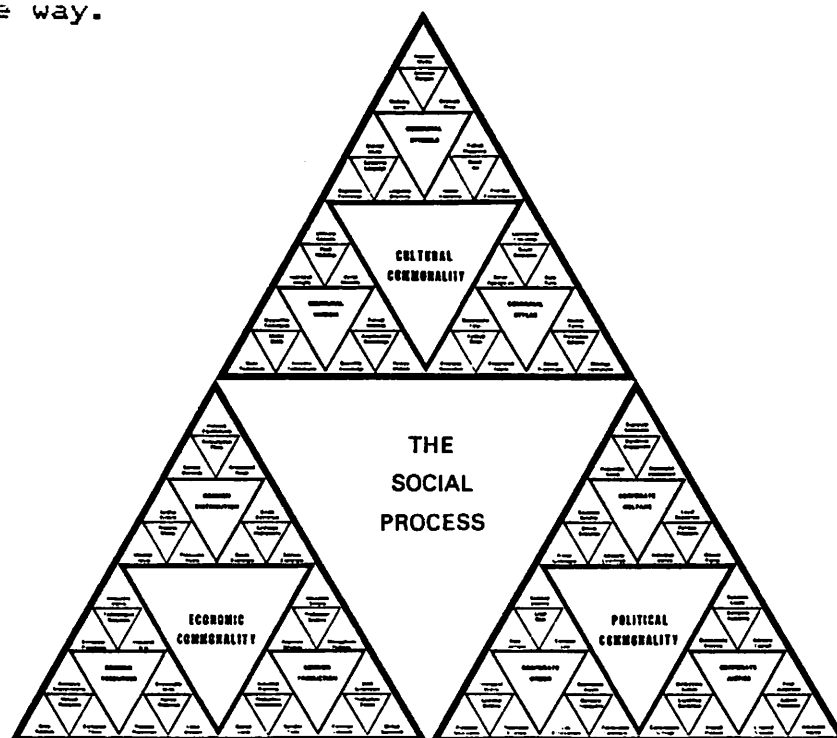
Participants: The group was very different from the first Pilot in that they came on a volunteer basis at 18:00 hours. They knew each other through various programmes at the Youth Centre but had no other social ties. A group of 12 persons participated in one or more of the workshops. They ranged in age from 14-18 years. The core group was composed of: 2 14-year-old girls; a 14-year-old boy who wanted to enter a 5-year programme in Housekeeping related to Tourism; 2 boys who already had apprenticeships, one as electrician and the other as carpenter. The carpenter's apprentice had already experienced a lay-off and had been on unemployment subsidy for one year until he found another apprenticeship. The other youths who came sporadically, came because of relationships to the core group. Three Youth Leaders at the Centre participated in one or more of the workshops.

Only five workshops were held because the last one came during the final test week of school.

Workshop_1

Global and Local Changes			
18:00 Presentation of workshop series	18:30 Economic, political and cultural changes	19:00 Conversation on obsolete and/or future occupations	19:15 How job market is affected. Criteria

After an overview of the whole workshop series: goals, methods and the role of the workshop leader, a "Wall of Wonder" was created about the changes which have taken place in the economic, political and cultural arenas that affect the job market. The Social Process triangle was used to help young people see the complicated social functions in a more comprehensive way.



The students brainstormed which jobs were now obsolete and which appeared new in various historical time frames. Then they looked at what jobs might be needed in the future and how they would influence the job market.

RESULTS: Out of the lively participation by youth, a picture emerged which showed that most of the jobs listed were directly applicable to the economic and cultural arenas. The rapid development of technology and the greater consciousness of the environment indicated that many new jobs would be needed to advance technology, conserve resources and supply the social demands.

Workshop 2

Occupations and Work Field Arenas			
18:00 Review of Workshop 1 Context-W/S 2	18:30 Brainstorming occupations	19:00 Grouping occupations	1945: Reflection

One new participant was present and therefore a short review of the first session was given.

Each participant was asked to write all the jobs they could think of on separate cards. These were placed on the wall and later grouped into work fields. Approximately 80 occupations were listed. Much more help had to be given to this group in determining occupations, than the first Pilot group. Several work fields were left out altogether, and after using the 'Job Lexica' more data was included in the various work fields.

RESULTS: Participants became aware of the many occupational opportunities in any given work field. They learned to use the 'Job Lexicon' which will be used in later workshops.



Workshop 3

Interview with a Prospective Employer			
18:00 brainstorm questions for interviews	18:30 Small group work	19:00 Role Play	19:00 Evaluation

This workshop provides an opportunity for the group to prepare questions, role play and evaluate what might happen on a job interview.



The group was asked to think about questions an interviewer might ask and what questions the job seeker might ask. After a short conversation, the group was divided and questions and responses were planned for a role play which was presented to the whole group.

During the evaluation of the role plays, several suggestions were made by the group on ways to improve the interviews and other possible questions were suggested.

RESULTS: The role play was found very helpful for those who had not as yet gone on a job interview. It helped alleviate some of the anxiety and fear of rejection. The older youth brought their own experience in interviewing to the group and helped them gain confidence.

Workshop_4

Development of a Personal Profile			
18:00 Present- ing the work field screen	18:30 Listing personal activities	19:15 Inter- change of data	19:45 Reflection

Since the group was once more enlarged to include 4 youth who had not been present at any of the previous sessions, it was necessary to quickly review what had happened.

This session dealt with the interest and capabilities of youth themselves and work in the four arenas of the workfield screen.

One of the Youth Centre Leaders presented her own example of the workfield screen.

Upon completion of work on the workfield screen, data was shared. During this interchange, the comment was often heard, "Oh, I forgot that, I did that too", thus giving an opportunity to enlarge individual data.

During the reflection, participants affirmed that they had gotten a new look at themselves and the possibilities for occupational engagement.

RESULTS: The comment of one of the participants sums up the result of this workshop: "I never realized that I had already accomplished so much and that I have so many occupational opportunities".



Workshop_5

Planning time-line			
18:00 Review and Context	18:30 Brainstorm 4 arenas of workfield screen	19:00 Small group work on time-lines	19:30 Reports & Reflection

The workshop began by looking at the work they had done in Session 2 on work fields. They were then asked to list the various training and engagement possibilities under the 4 categories of the workfield screen as a first step in long-term planning.

FORMAL EDUC.	INFORMAL EDUC.	JOB EXPERIENCE	SPECIAL EVENTS
Teacher Trng. Commerce Ed. etc.	Cont. Ed. Swimming Course etc.	Plastering Baby Sitting etc.	Horse Racing Arbitrator etc.

After each person had decided which workfield to pursue, two groups were formed; one in occupations related to Mechanical engineering, the other in Building and Woodworking. Again, the 'Job Lexicon' and the 'ABCs of Vocational Planning' were helpful resources.

This was a difficult session for those who came for the first time and had not had the benefit of previous work

All in all, the goals of the workshops were accomplished. In activities such as brainstorming, naming of the occupations, and writing their own profile, the interest level was high. In difficult parts such as grouping the occupations, or by creating a long-term time-line, the concentration level of some of the students was noticeable. All of them took an active part in the reflection periods. This workshop series was of special interest to those students who were already in a 'learning' or apprenticeship track. They felt themselves responsible for enabling the workshops and expressed a desire to learn the methods in order to help other youth in their vocational choices.

The group remained together after the workshops to discuss topics that they found interesting from the session.

The Youth leaders felt that this gave them an opportunity to get to know some of the young people better. They were able to help the students at points which were difficult, such as grouping occupations into workfields.

The weekly rhythm seems to be good. The participatory methods help disuade individuals from monopolising the sessions and open new possibilities for dialogue with other youth and with the adult leaders.

THIRD PILOT PROGRAMME

This pilot was held 19 February-19 March 1986 on a weekly basis at the Youth Centre Wienerberg. The group of 20 students was divided into two sections in order to facilitate individual participation. The 12 girls and 7 boys were at the end of their year's course for certification that they had finished their formal compulsory education and are now eligible for apprenticeships or further study in higher education. Some of them have been in special schools, some live in special care structures because they are unable to live at home. All of them have had social adjustment difficulty. Those who have attended special schools (structures for slow learners) showed a particular lack in self-trust and capability to accomplish. The workshops assisted these students in understanding that they could participate and that what they had to say had worth. One of the regular teachers of the group was present at all of the workshops.

The participation of the youth varied from week to week and was directly determined by their personal circumstances of the day before or what might have happened to them on their way to the Youth Centre, as well as feelings of anxiety over the tests which they had to take or their own relationships with their fellow students.

In the first workshop, they displayed a very innovative grasp of what jobs were fast becoming obsolete and what jobs the future demanded--especially those which have to do with leisure activities and the new technologies.

Workshop 2: The group named 261 different jobs which were grouped into 19 work fields. Some students were not familiar with a number of the jobs mentioned, so the person naming the job had the opportunity to explain what it was. If there were questions of clarification, the JOB LEXICON (Austrian) was used. The group was surprised at the many job possibilities and gained an insight on how the individual jobs related to each other in a work field.

The workshops followed the original model with the exception of Workshop 3. The insertion of a video film "Women in Traditional Men's Jobs" provided the basis for an animated discussion on job possibilities not only for women in male roles, but the entrance of males into traditional female roles. This helped formulate the questions for the role play for job interviews.

Workshop 4: The Workfield Ring was introduced. The personal accomplishments of each individual were listed in the various arenas. Here again, those who had been told that they were not achievers, had more difficulty in naming what they had actually accomplished. The making of a Montage to express who they are, and then to talk it through with the other participants, allowed them to get a different picture of themselves. (By this time there was a sense of bonding and support among individuals in the group.

The teamwork in Workshop 5 allowed a broader view of the possibilities when jobs were related to a workfield. The Workfield Ring was used in conjunction with the handbooks provided by the Austrian Dept. of Education. The use of these materials (available in every school, but not used fully by the majority of students) allowed a healthy interchange between the groups. The team reports showed a remarkable amount of knowledge which individuals had about jobs or workfields that held particular interest for them.

Workshop 6: Creating a future time-line helped the youth to support their resolve for entering workfields which would provide economic resources as well as a positive contribution to the human scene. This exercise was built on the data from workshops 4 and 5. The planning for a closing celebration was difficult. The group had no experience in planning a celebration except for having something to eat and drink, therefore, the workshop leadership enabled this event.

The reflection on this workshop series by the pupils and the teachers was that the participatory methods were very helpful. The visual displays (Session I, past/future jobs; Session II, jobs/workfields, etc.) helped the students, whose lives are built on immediacy, see a longer-range picture. It also gave the teachers new ways of working with these students.

One of the most important parts of the sessions was the reflective exercises which allowed participants to share their own experience and knowledge and reinforce what they had learned from others.

It was again affirmed that this workshop series supports the existing Youth Centre programme for students who are school drop-outs and that it is important to have the leadership be from the "outside".

A proposal has been made to the JOB TRAINING CENTRE, which has initiated the Youth Centre Programme for drop-outs, for inclusion of the YIVD programme in their next year's plans.

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