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TRANSITION FROM SCHOOL
AN ANNOTATED BIBLIOGRAPHY
OF RECENT AUSTRALIAN STUDIES

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ACKNOWLEDGEMENTS

This bibliography has been possible only with the help and interest of a great many people. We would like to thank first the Education Research and Development Committee for their financial support for the project and Mr. S.S. Dunn for his personal interest and encouragement.

We owe a special debt to all those who contributed information about their own research or gave us suggestions for more material. This involved a considerable cost to themselves in time and effort, and the project would have been impossible without this co-operation. We also wish to record our appreciation of the help given to us by the Commonwealth Department of Education; in particular, Mr. Charles Beltz, Mr. Bruce Morey and Ms. Veronica Barbelen.

Our task was considerably eased by the time and expertise given by Mr. Aat Vervoorn to the literature search and to ensuring the accuracy of the citations as well as to proof-reading and the intricacies of publication. Ms. Viven Read with the aid of her word-processor and Mrs. Evelyn Bancroft coped uncomplainingly with the numerous drafts we produced and with our often unreasonable typing and copying demands. We would like to thank them all for their patience and ever-ready support.

D.S.A.
C.B.

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INTRODUCTION

The Purposes of the Bibliography

This bibliography is concerned with research into transition from school. It originated in a request by the Education Research and Development Committee for the preparation of a comprehensive annotated bibliography of recent and current Australian research into students' transition from schools to post-school roles. It was believed that such a bibliography would be useful to current researchers and to others intending to undertake research in this area, as well as to education agencies and institutions. In addition, it would provide a basis of up-to-date information on which the Education Research and Development Committee could assess the research priority of the area and the needs for further research within the area.

The Research

Transition from school is a topic which has engaged the interest of researchers, particularly psychologists and sociologists, for a long time: psychologists because of their interest in work and identity and career development; sociologists because of their interest in social stratification and the role of schools in allocating successive generations of students to places in the social structure. More recently, the topic has been given urgency and wider interest by the high rates of teenage and youth unemployment which have been apparent in many industrialized countries since the early 1970s. In response to this, there has been not only an upsurge of research studies, but also a remarkably rapid response in schools with programmes like career education and guidance and counselling services (Blakers 1978, Cole 1979). Governments have also responded with a variety of programmes for education and training and transitional services (Annotations E). The relationships between the research, the policies and the programmes are not always clearly identifiable and in the research itself there is evidence of differing assumptions about transition and its problems, particularly when different disciplines and approaches are involved.

This is not the place to attempt a critical evaluation of research; that is more appropriate for professional journals and will also be part of a workshop or seminar which is to be held in October. Some comments on the balance of the research effort and some of the underlying assumptions however are not inappropriate in this introduction.
Taking the assumptions first. Our brief was 'transition from school' deliberately leaving open the possibility that transition can be to a variety of post-school roles; for example, in a sociological sense, the role of the user of leisure time, the role of citizen, of mate, of breadwinner and so on; or in the psychological sense, transition from school can be from the dependent status of child to the independence of adult. There is not one transition, but several which are inter-related. Transition is not confined to the end of school; rather it is a process which starts at an early age and continues throughout life. Even when the focus is narrowed to the transition from school, the relationships of this period and of these experiences with what has come before in the secondary school and what comes after in the lives of young adults cannot be overlooked. Furthermore, the nature of the process is different for teenagers and youth in different socio-economic levels of the society; for males and females; for those with particular ethnic, cultural and geographical backgrounds.

Although the term 'transition from school' implies a wide range of possible approaches, almost all the research is focused on transition to work or unemployment. This is understandable given the present rates of youth unemployment and of under-employment. Nevertheless this preoccupation with work or the lack of it may cause policy-makers and others to overlook or under-rate non-work activities and to ignore the variety of transitions which challenge the child, the youth and the adult. Furthermore, it may inhibit appreciation of the fundamental changes which are taking place within the society and which may require a rethinking of established concepts and definitions related to the individual's own occupations and activities and to the general needs of the society. Technological change and other social developments may well increase the numbers and kinds of transitions which an individual is called on to make during his life. Recurrent education and retraining are among the more obvious of these.

This calls into question the role of the school as a social institution and in the development of the child and the young adult. There is of course an assumption built into our title Transition from School. If the question is rephrased to ask 'what is the relationship between school and work (or other post-school institutions)?' a possible answer becomes that there is and should be little or perhaps no strong special relationship; that school has a set of distinctive purposes many of which are not connected with preparation for work (as currently conceived), and that over-concentration on the articulation of school with what comes afterwards can lead to distortions in the balance of school activities. A comprehensive approach to meeting the needs of young people in transition would take into account the demands which a changing society is likely to make on the individual and the proper role of the school as one of the many social institutions (including the family) concerned in the development of the child and the youth.
Each researcher of course brings his own theoretical perspective to bear on the problems which he studies. This means that the questions which are asked are influenced by the assumptions derived from the researcher's theory, for example, about adult identity or the nature of the economy; or by assumptions which are implicit in programmes which are being evaluated. There is a wide diversity of approaches represented in the research studies which we have annotated and as a result of this an equally diverse (and occasionally conflicting) set of conclusions about the nature of the problem and what to do about it. We hope that the bringing together of these annotations will be helpful to researchers wishing to check their own results and assumptions against those of other workers.

The bibliography is also intended to assist those concerned with making policy by identifying the questions which are being answered, the conclusions that are being reached and, by omission, the areas where additional enquiry is needed. It is fairly obvious for example following a reading of the available research that there is still an incomplete picture of many aspects of the post-school lives of young people. In particular there is no satisfactory statistical account of the unemployed; for instance, how long they are unemployed, their movements in and out of work the activities that they engage in when not in work. There are disturbing accounts from social workers and sociologists of the low morale and occasionally the problem behavior of the unemployed but one would hope for a much more complete account than is presently available. Part-time work is another subject which some of the statistical analysis has indicated is becoming of increasing importance. There are however a large number of questions still to be asked about the role that part-time workers play in the economy and the role of part-time work in the lives of individuals. There is an emerging body of research and evaluation on some of the newer school programmes on career education, link courses and work experience. However there is as yet little hard-nosed evaluation of these programmes, examining in a broad perspective their assumptions, their purposes, and their longer range outcomes, and analysing the social and educational implications of establishing programmes for students and young people categorised as 'at risk'. Finally, there are questions about the relationships which exist or which should exist between research, practice and policies. How far does research contribute to either practice or policy and how is it influenced by these?

It is hoped that the bibliography, by enabling an overview of the research into transition currently or recently undertaken in Australia, will suggest what questions need most urgently to be asked and what further research needs to be undertaken.
The Arrangement of the Bibliography

The bibliography includes only Australian research. We have tried to make it as comprehensive as possible in the limited time available and to provide the perspectives of a range of disciplines and approaches. The bibliography focuses on research undertaken during the last three or four years or work currently being undertaken, though a few important earlier studies are included among the annotations. It covers transition from school to post-school activities, including further education, work, unemployment. We would have included more studies on leisure and any on alternative life-styles if we had found them. In the area of post-secondary education, the perspective is that of the school student making the transition, though a few studies of student withdrawal have been included. Studies of prediction of academic success, such as those covered in W. McDonell's Testing for Student Selection at Tertiary Level, have been thought of too specialised an interest for this publication.

Information on research was drawn first from lists of persons who had been given research grants particularly from the Education Research and Development Committee and from the Australian Research Grants Committee. Secondly, a fairly comprehensive literature search, together with bibliographies and indexes, provided a long list of relevant publications some of which led us to more recent work. Letters were sent to universities and colleges of advanced education (particularly their departments of social science, education and economics) and to government departments and other agencies. These yielded information about research and further suggestions. Finally we made full use of whatever informal networks were available to us. Altogether we uncovered an impressive amount of research out of which we have made almost 150 annotations. Limits of time and resources forced us to exclude some annotations which seemed peripheral or which arrived towards the end of the project. It is hoped that some of these may be included in a second edition of the bibliography some time next year. To this end we are inviting researchers to send us up-dated information about their research and copies of their publications as these are produced.

The bibliography, like Gaul, is in three parts:

- a general author list,
- the annotations,
- the index.

The General List is arranged alphabetically and numbered in sequence. It includes items culled from the literature search and other sources as well as the studies which are annotated. Annotations of completed studies are marked *; studies in progress (all of which are annotated) are marked #. Each annotation also carries a reference to its category and number within the category. For example,
329 POWER, Colin, Peter FENSHAM, S. KEMMIS, and D. TRIPP
Case studies of school alienation and transition to work. (A11)
Flinders University of South Australia, Adelaide. Reports expected 1980-81.

332 PRYOR, Robert, and C. HAWKINS
The Characteristics of Sixth Form Students in Relation to Tertiary Studies. Research Report. Sydney: Research Section. (C2)
Division of Vocational Guidance Services, New South Wales Department of Labour and Industry, November 1975. (37p + tables).

The Annotations are arranged in six categories:

A School Students and School Leavers
B Schools
C Post-secondary Education
D Employment, Unemployment and Leisure
E Youth Programmes and Programme Evaluations
F Reports of Conferences

Because many of the studies straddle a number of different areas, fairly arbitrary decisions have had to be made about which category they are placed in. On the whole, their placement has been determined by their main emphasis. Within each category, the annotations have been arranged roughly in the sequence indicated at the beginning of each category, so that studies of the same aspect or topic are as far as possible together. Each annotation is identified at the bottom of the page with its category number and its number on the general list; for example, 329 (A11).

The Index is arranged by subjects and is intended mainly as a guide to the annotations, though entries from the general list are included in many cases. All references are to the numbers in the general list. For convenience, the annotations are identified first by their general list numbers and then by their category letter and number in brackets; for example:

Case Studies 329(A11) indicates annotation number 11 in Category A (School Students and School Leavers) which can be found also as number 329 in the general list.
THE GENERAL LIST

The General List is arranged alphabetically and numbered in sequence. It includes items culled from the literature search and other sources as well as the studies which are annotated. Annotations of completed studies are marked *; studies in progress (all of which are annotated) are marked #. Each annotation also carries a reference to its category and number within the category. For example,

329  POWER, Colin, Peter FENSHAM, S. KEMMIS, and D. TRIPP
    Case studies of school alienation and transition to work.    (All)
    Flinders University of South Australia, Adelaide.           
    Reports expected 1980-81.

332  PRYOR, Robert, and C. HAWKINS
    The Characteristics of Sixth Form Students in Relation to    *
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6 ANDERSON, D.S., R. BOVEN, P.J. FENSHAM and J.P. POWELL

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17 AUSTRALIA. COMMISSION OF INQUIRY INTO POVERTY

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19 AUSTRALIA. COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING, B.R. WILLIAMS, CHAIRMAN.

20 AUSTRALIA. COMMONWEALTH EMPLOYMENT SERVICE

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23 AUSTRALIA. COMMONWEALTH/STATE WORKING PART ON THE TRANSITION FROM SCHOOL TO WORK OR FURTHER STUDY. C.L. BELTZ, CHAIRMAN
24 AUSTRALIA. DEPARTMENT OF EDUCATION

25 AUSTRALIA. DEPARTMENT OF EDUCATION. RESEARCH BRANCH

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436 VICTORIAN INSTITUTE OF SECONDARY EDUCATION, ADVISORY SERVICES AND GUIDANCE BRANCH

437 VICTORIA, TOWN AND COUNTRY PLANNING BOARD

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459 WESTOVER, D.A.
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The Annotations are arranged in six categories:

A Students and School Leavers
B Schools
C Post-secondary Education
D Employment, Unemployment and Leisure
E Youth Programmes and Programme Evaluation
F Reports of Conferences

Because many of the studies straddle a number of different areas, fairly arbitrary decisions have had to be made about which category they are placed in. On the whole, their placement has been determined by their main emphasis. Within each category, the annotations have been arranged roughly in the sequence indicated at the beginning of each category, so that studies of the same aspect or topic are as far as possible together. Each annotation is identified at the bottom of the page with its category number and its number on the general list; for example, 329 (A11).
STUDENTS AND SCHOOL LEAVERS

- educational participation
- perceptions of schooling
- educational and occupational choice
- social background and its effects
- deciding to leave school
- destinations and post-school experiences of school leavers
- country school leavers
- employer perceptions of school leavers
INSTITUTION              Australian Bureau of Statistics
TIME                    1979 collection of data; analyses in progress
PLACE                   National
AIM                     To obtain information about the education attributes of the
                        Australian population aged 14 years and over.
SAMPLE                  The survey was based on a multi-stage area sample of
                        private dwellings (about 15,000 houses, flats, etc.) and
                        non-private dwellings (hotels, motels, etc.), and covered
                        approximately one-third of one per cent of the population
                        of Australia.
METHOD                  The data were collected by trained interviewers on the
                        basis of personal interviews with the occupants (14 years
                        of age and over) of the selected dwellings.

Information requested of the sampled population of partic-
ular relevance to the transition from school included:

a) For persons aged 14-20 years attending school in August
1979:

  . Details of current attendance; e.g., year/grade of
    schooling currently attended and type of school
    (government, Catholic or other non-government
    school) currently attended.
  . Intentions for further school studies (the year/
    grade in which the student intends to leave school),
    and intentions for post-school activities (whether
    the student hopes to undertake an apprenticeship,
    full-time study, work and part-time study, work and
    no study, or something else in the year after
    leaving school).
b) For persons aged 14-64 years not attending school in August 1979:

- Details of school education; e.g., age left school, highest year attained (for those less than 25 years of age), and type of school (government, Catholic, or other non-government school) attended in final year of school. This information will be related to other data such as age at survey date, details of studies undertaken after leaving school, number of weeks unemployment benefits were received during 1978/79 financial year and education participation in 1979.

- Details of full-time studies commenced within twelve months of leaving school and continuing until a break from studies of twelve months or more occurred. This information will be related to other data such as age at survey date, details of the highest qualification obtained since leaving school, details of education participation in 1979.

It is planned that a publication specifying preliminary data from the survey will be released in August 1980, while the final publication will be released later in 1980.
MEADE, P.H.


INSTITUTION School of Education, University of New South Wales

TIME 1972 - 1978

PLACE Sydney

AIM To examine how claims of equality of educational opportunity made by educational and political leaders compare with the actual accomplishments of the educational system in the preparation and selection of youth for adulthood. An important objective of this work is to stimulate a re-thinking of fundamental assumptions about the role of education in society. In particular, a critical evaluation is undertaken of the role of the school as an accreditation agency.

SAMPLE A sample of 1021 Grade 11 students from 16 Sydney metropolitan secondary schools was involved in the study. Cluster sampling was used with type of school (boys, girls, co-educational) as a stratifying variable.

METHOD Section 1 - An overview of the theoretical literature on the processes of education and social selection of youth in society

Section 2 - A Longitudinal Investigation of 1021 Upper Secondary School Students in Sydney: Preface, Introduction and Methodology, Predictors - Results of Main Variables for Boys and Girls, Information Obtained on Further Education Courses and Occupations, Dependent Variables - Education and Occupation, After High School, Multi-variate Analysis and Summary

RESULTS

The inquiry has revealed the chaotic nature of the transition process in which young people are involved as they move from school to post-school courses and jobs. The findings indicate an urgent need for much improved structures to provide young people with educational and occupational information.

The results of the investigation reinforce the view that the Higher School Certificate acts as an instrument to confirm or upgrade the hopes and plans of some students to gain high accreditation and to depress and defuse the hopes and plans of others.

The study demonstrated that girls have lower aspirations than boys in terms of occupational status and attendance at university.

DOCUMENTATION

Monograph cited above - available from the author, Kelvin Grove College of Advanced Education, Queensland.
TOOMEY, D.


INSTITUTION La Trobe University, Victoria

TIME 1972 - 1979, reported in 1980

PLACE Melbourne

AIM To study home and school influences upon students' educational and occupational ambitions and their school leaving patterns. A follow-up study of occupational attainments and labour market experience is intended.

SAMPLE Random sample of 1500 fourteen-year olds in secondary schools in 1972 and 1973, followed through to completion of secondary schooling. The sample was stratified by school type, sex composition and SES of catchment area. There was an intensive study of 250 males.

METHOD Questionnaires to students at ages fourteen and sixteen. Interviews with parents and teachers. Information from school records on scholastic achievement and school leaving.

Questions on educational and occupational plans and aspirations, academic motivation, self-rated abilities and study skills; sources of career advice, satisfaction with career advice; supportiveness of the home for school learning; subjects taken, attitudes toward teachers.

RESULTS High educational and occupational ambitions were positively related to clarity of educational goals and negatively related to clarity of occupational goals. Teachers' expectations of students' occupational and educational achievements were much more influenced by the students' academic record than were students and parents' expectations, which play a crucial role in predicting the form level of leaving. The academic climate of the family together with the climate of the school (indicated by the average level of ambition, I.Q. and SES in the school) very strongly predicted the form level of leaving. The school and the home were considerably insulated from each other in the processes that affect educational attainment.
Teachers were a much less important source of career advice than parents. There was great uncertainty about occupational futures and hence a concentration amongst the more successful on educational attainment. Faced with the uncertainties of occupational futures, students' educational choices are influenced by both the selection processes within schools and the family climate, which has an influence at crucial branching points.

DOCUMENTATION

• Ph.D. thesis cited above.

• The Interaction of home and school In Inequality. Proceedings AARE Annual Conference, 1979.

• The contribution of teachers to educational inequality. Paper read to annual conference of Sociological Association of Australia and New Zealand, 1976.


Social background, educational and occupational achievement among Queensland youth

**FUNDING**
ERDC; Department of Sociology, University of Queensland

**INSTITUTIONS**
- University of Queensland (Western)
- State College of Victoria at Ascot Vale (Carpenter)

**TIME**
Longitudinal study, 1978 - 1985

**PLACE**
Queensland

**AIM**
To chart the processes by which the social origins of individuals influence their capacities and achievements in both the educational and occupational spheres.

**SAMPLE**
1,286 Year 12 students in 26 schools across Queensland. The sample was drawn with a probability proportional to the size of the Year 12 group in each school. It also reflected the proportions of Year 12 students in different types of schools (State, Catholic and other non-government), metropolitan versus non-metropolitan differences, and sex differences.

**METHOD**
Stage 1: 1978-1979
- Initial survey in 1978
- Examination results, higher educational preferences and admission (or otherwise) to tertiary education
- 1976 Census information on each student's area of residence

Stage 2: 1980
It is proposed in mid-1980 to contact each respondent by mailed questionnaire or follow-up telephone call concerning the following:
Stage 3: 1981 - 1984

Further similar contacts are proposed.
WALKER, J.C.

A study of school/work, school/unemployment transition from the perspective of youth cultures.

FUNDING
ERDC

INSTITUTION
Department of Education, University of Sydney, NSW

TIME
1980, possibly to be continued into 1981

PLACE
A Sydney inner-city boys' high school

AIM
To test the hypothesis that there exist relatively coherent youth cultures which register and interpret socio-economic change, and influence both individual motivations and the capacity of schools to aid youth in preparation for and in finding work. This will be tested by investigating small group aspects of the school/work, school/unemployment transitions, focusing on cultural representation of the nature and purpose of work, time, money, physical and mental prowess, sexual and familial orientations.

SAMPLE
The functioning of the whole school will be observed. However, closest attention will be paid to two or three friendship groups of students in year 10.

METHOD
The study will use ethnographic techniques, participant observations, classroom observation, and tape recorded interviews of groups and individuals, including teachers and parents as well as students. The theoretical analysis will be based on hypotheses derived from work in contemporary cultural studies.

The study will investigate individual and group behaviour vis-a-vis the rules, promises and offerings of the school, especially with regard to its role in relation to the future working life of students. It will be concerned with curriculum (including career education), leisure activities, leaving school and the employment and unemployment of the subjects, especially within the context of the economic structure of the inner city.
ANDERSON, D.S., Bruce J. BIDDLE, Barbara J. BANK, John A. KEATS and Daphne M. KEATS

Expectations and behaviour of adolescents in Australia and USA

FUNDING  
Partly supported by grants from the National Institute of Alcohol Abuse and Alcoholism and the National Science Foundation

INSTITUTIONS  
- Center for the Study of Social Behaviour, University of Missouri, Columbia (Biddle and Bank)  
- Research School of Social Sciences, Australian National University, Canberra (Anderson)  
- Psychology Department, University of Newcastle (Keats and Keats)

TIME  
Interviews conducted 1976 - 1978, analysis continuing

PLACE  
Australia: Sydney and Newcastle, NSW  
USA: St Louis and Columbia, Missouri

AIM  
To describe the background, current leisure activities and anticipated work roles of matched samples of in-school and early leaver adolescents in Australia and USA. Hypotheses will be tested which are derived from the theories of adolescence and reference group influence and from a knowledge of the different provisions available for adolescents in Australia and USA.

The study is linked with similar studies of in-school adolescents in France and Norway which concern social influences on expectations and behaviours relating to school achievement and alcohol use.

SAMPLE  
Approximately 350 unmarried adolescents comprising 4 samples: in-school and early leavers in both Australia and USA. All four samples constituted quota-sample designs balanced for age, sex and parental social class (and, for the American sample, race).

METHOD  
Structured interviews of average duration one and half hours were conducted by interviewers of the adolescent's own nationality. Interviews were tape-recorded and content analysed by the one group of coders and according to a common framework.
From the analysis which has been completed so far it is apparent that middle-class adolescents in both countries are more likely than their working class counterparts to pursue educational programmes other than those offered by secondary schools. The decision to leave school early has important effects on the way in which adolescents spend their time, but there are national differences. Australian leavers spend their extra time engaged in structured activities, those in USA reported more visiting, loafing and problem behaviours. There were some indications in the data that early leaving is associated with family break-up (one or both parents not at home, other adults in the household). In both countries leavers consume more alcoholic beverages than the matched in-school groups.

Reports have been prepared for publication and should be available in 1981.
INSTITUTION  School of Education, University of Sydney

TIME        1969 - 1970

PLACE       Sydney

AIM         To gather information about the transition from school to work of Sydney teenagers.

SAMPLE      . 8,096 high school students representative of students at State and Catholic high schools in Sydney
 . 1,083 Sydney teenagers who had left school.

METHOD      Questionnaires and interviews covering
 . job aspirations and expectations on leaving school
 . jobs held by teenagers who had left school
 . the young worker - reactions to the job
    - reasons for job choice
    - what is liked about the current job
 . part-time jobs.

RESULTS     Choosing a future job was considered the major concern of both male and female high school students, ahead of doing well at school and getting on with the opposite sex and parents. Doing well at work was considered the major concern of teenagers in the workforce, ahead of deciding about right and wrong, expressing oneself well and getting on with the opposite sex and parents.

Occupational aspirations and expectations of the students were unrealistically high with more than half of the males and females in years 7-12 expecting to enter a profession.

Teenagers in the workforce at all age levels considered that their jobs were much more interesting than school had been.

The main reason for taking up the kind of work they were in was 'the nature of the work itself', and that was considered more important than such other reasons as 'good money' and 'job security'.
Asked about what they liked about their jobs, the boys most often referred to the character of the work involved, followed by job conditions and security, and the people they worked with. For the girls, the most frequent reference was made to the people they worked with, followed by the character of the work itself and the job conditions and security.

DOCUMENTATION  Book cited above.
Canberra's Secondary Colleges

FUNDING In part from ACT Schools Authority

INSTITUTION Research School of Social Sciences, Australian National University

TIME Data collection 1979; analysis continuing

PLACE Canberra. (See Fawns and Teese for a parallel study of students in Melbourne and Tasmania)

AIM To evaluate the effects of the new Secondary Colleges in Canberra by comparing students' perceptions of teachers, curriculum and structural aspects of schooling with results from a similar study made in 1972 when secondary education to year 12 was in traditional high schools. The particular significance of the study obtains from the fact that the ACT system is the only public one in Australia where a majority of those who start school remain to year 12 (retention rate is 64 per cent compared with 33 per cent for Australia; the rate remains significantly higher when allowance is made for SES differences). Thus, if as a result of chronic unemployment in the 15-19 age group, it is decided to encourage more young people to stay longer at school, evaluation of the Canberra innovation will provide experience on schooling for older students of lesser ability than those who have typically stayed to year 12.

SAMPLE One-third of all Canberra students in years 10, 11 and 12 of public and private schools.

METHOD The entire sample completed a questionnaire, a sub-sample of students took part in group interviews. The complete data set will embrace years 10, 11 and 12 in 1972 and 1979 for Tasmania (where the college system for years 11 and 12 existed at both times), Canberra (where the college system started in 1976) and Melbourne (where the traditional high school system existed at both times). Catholic and other private schools also participated in Melbourne and Canberra.
RESULTS

- Measures of alienation and negative responses to teachers and school were significantly lower in the colleges compared with students in year 10 and with students in years 11 and 12 of traditionally structured schools.

- There are strong expressions of interest from Canberra students for a curriculum which is more work-oriented, and for opportunities to mix work and school.

- The proportion expecting post-secondary education in technical colleges has fallen since 1972, the proportions considering university or CAE are only slightly lower.

- The proportion of Canberra students who are undecided about their future career was much higher in 1979 than in 1972.

DOCUMENTATION

Report will be submitted for publication in 1980.
FAWNS, R.A., and R.V. TEESE

Secondary school surveys: a longitudinal study of students' attitudes to their schooling, 1972-1979

FUNDING In part from the Schools Commission

INSTITUTION Faculty of Education, Melbourne University

TIME Data Collection 1972 and 1979; analysis continuing

PLACE Melbourne and Tasmania (see Anderson, Saitet and Vervoorn for a parallel study of students in Canberra)

AIM The main issues investigated included the following:

• Is there substantial evidence that the majority of students in final years at school are less dissatisfied with what goes on in schools than in 1972?
• In what respect are students in their final years at school dissatisfied with their schools?
• To what extent can any changes in outlook be attributed to schools?

SAMPLE 1972: Students in years 10, 11 and 12 of public and private schools in Canberra and Melbourne; and public school students in year 10 in high schools and years 11 and 12 in matriculation colleges in Tasmania.

1979: About 2.3 per cent of all Melbourne students in years 10 and 11 of public and private schools; and about 10.3 per cent of all Tasmanian students in years 10 and 11 of public schools.

METHOD The entire sample completed a questionnaire, a sub-sample of students took part in group interviews. The complete data set embraces years 10 and 11 in Melbourne, Tasmania and Canberra 1972 and 1979.

RESULTS Findings relevant to transition from school were:

A common response to school structure by students was that schools should be reorganised in ways which would enable them to provide for more immediately useful knowledge, rather than an academic programme which was characterised by long term and distant aims and hierarchical structure. A central concept in this response seemed to be part-time work.
Proposals of change to a less academic curriculum and continuous assessment attracted high priority in 1979 as in 1972. Priority given to development of continuing education and technical education generally increased, whilst priority given to the introduction of social science subjects declined.

Many students feel that they get very little from years 10 and 11 in the form of negotiable skill or knowledge. A retreat from optimism is reflected in a stronger sense of dependence on teachers and a demand for more adept and lively teaching. Such teaching is seen to encompass interpretation of community values and the establishment of personal meaning in school work.

The proportion of students considering post-secondary education rather than seeking work was lower in most groups at the end of the decade. Interest in full-time University study has tended to decline in most groups, whilst changes in interest in C.A.E.s and teacher education varied markedly, no doubt in response to local factors. The proportion considering post-secondary education in technical colleges remained relatively stable in most groups.

DOCUMENTATION Report will be submitted for publication in 1980.
Study of the school experience of 15-16 year olds

INSTITUTION          Schools Commission, Canberra, ACT
TIME                 1979 - 1980
PLACE                National
AIM                  To examine the school experiences of students in their last two years of compulsory schooling so as to provide accurate description and information which can be used as a basis for Schools Commission policies and programmes and as a stimulus to informed public discussion of the issues and problems.
SAMPLE              Students, teachers and parents associated with selected schools throughout Australia, together with relevant system administrators, employers, trade union representatives and recent school leavers.
METHOD              The project comprises five distinct though related parts:
                      • an expanded programme of school visiting by Commissioners during 1979/80, focussing on 15-16 year olds, to gather information and impressions of the current situation, issues and problems and to report to the Schools Commission.
                      • consultation with State Department of Education and with Parent and Teachers organisations
                      • discussions with groups of parents and of teachers at the school level to identify issues relevant to the education of 15-16 year olds
                      • research to be undertaken in two main projects
                      • report of the study and its conclusions in the Schools Commission Triennial Report.

The study includes:

• demographic information/family background
• key experiences of adolescents
• school curricula, structures, relationships, processes
• transition - provisions for the problems of.

DOCUMENTATION       • 6 notes and discussion papers
                      • circulars for parent and teacher discussion groups.
POWER, Colin, Peter FENSHAM, S. KEMMIS and D. TRIPP

Case studies of school alienation and transition to work

FUNDING: ERDC grant

INSTITUTIONS: Flinders University, South Australia
- Monash University, Victoria
- Deakin University, Victoria
- Murdoch University, Western Australia

TIME: 1980

PLACE: South Australia, Victoria, Western Australia

AIM: To describe the phenomenon of alienation from schooling as it manifests itself in three school contexts - one in South Australia, one in Victoria and one in Western Australia.
- To illuminate the nature of the school response to alienation and problems in transition from school to work.

SAMPLE: Students (particularly in years 9 and 10), and the teachers, parents and employers associated with each school.

METHOD: Case studies involving participant observation of staff meetings, classes in different types of programmes, playground behaviour, examination of school records etc.

DOCUMENTATION: Four reports are to be prepared: case studies of the three school contexts, an amalgamated report, an executive summary, and a project summary. These will be available from ERDC and the authors early in 1981. Papers will also be presented at the 1980 AARE annual conference, with copies available from the authors.
SCHROM, Linda K.

A longitudinal study of Victorian secondary students

INSTITUTION Victorian Institute of Secondary Education
TIME 1980 onwards
PLACE Victoria
AIM To obtain up-to-date information on students' educational and vocational plans, to determine the factors that influence those plans and to describe the actual transition experiences of students and school leavers when they leave school.
SAMPLE Initially, 3,000 Year 9 students
METHOD Collection of data on vocational and educational plans, attitudes toward school and school subjects and sex role perception for a representative sample of Victorian Year 9 students.
TAYLOR, K.F., G.L. KELSO and P.G. POWER

The Melbourne Careers Project. Series of studies as listed below.

FUNDING
ARGC

INSTITUTION
University of Melbourne

TIME

PLACE
Melbourne, Victoria

AIM
To carry out a longitudinal study of the development of the educational, vocational and leisure activities, and plans for the future, of a heterogeneous sample of Melbourne secondary school students. The study is conceptualised within the framework of John Holland's theory of vocational behaviour.

SAMPLE
1976 - All Year 10 students (907) from six secondary schools in the Melbourne metropolitan region; the schools being chosen so as to give a heterogeneous sample in terms of sex, socio-economic background, Australian or migrant background, and other characteristics

METHOD
Stage 1 - September/October 1976 (N = 907)

- Holland's Future Possibilities, Holland's Vocational Preference Inventory (VPI), and a questionnaire on home background, educational preferences, uses of leisure and plans for the future were administered in the classroom to groups of students by members of the research team.

Stage 2 - August/September 1977 (N = 496)

- Further classroom assessments of future plans and educational preferences; Holland's Self-Directed Search was also completed.

Stage 3 - (School Leavers) - February/April 1978 (N = approx. 160)

- Postal survey of respondents who left school between Stage 1 and Stage 2 gathering information on current activities and future plans. The VPI was also completed.
Stage 4 - May/June 1978 (N = 215)

- Classroom assessments of future plans; orientations to work (The Work Quiz); values (Rokeach's Value Survey) and vocational preferences (VPI).

Stage 5 - Mid-1979 (N = 197)

- Postal survey of all 1978 school leavers, assessing current activities, future plans and vocational preferences (VPI)

RESULTS

The data are still being worked through, but preliminary findings indicate

- Year 10 students tend to be unrealistic about their occupational future but there is an association between what parents want their children to do and what children expect to do.
- Consistent relationships exist between respondents' uses of leisure and their educational vocational preferences.
- Students whose sense of personal identity is poorly defined tend to make unstable career choices and to have difficulty in formulating educational and vocational plans.
- Holland's Future Possibilities questionnaire may have useful applications in career education and vocational counselling.

DOCUMENTATION

- Summary of the Proposal - May 1977
- Progress Report - April 1978
- Questionnaire used
- Progress Report to the schools - November 1978

Reports in preparation:

Taylor, K.F., G.I. Kelso, P.G. Power et al.
- Concurrent and Predictive Validity of the VPI
- Diagnostic and Theoretical Aspects of Holland's Concept of Differentiation
- Occupational Inheritance
- Future Possibilities: the inter-relationships between occupational aspirations, expectations and preferences
- Holland's Types and Rokeach's Values.
TAFT, Ronald

Educational and occupational aspirations of schoolchildren. Series of studies published as listed below.

INSTITUTION Monash University, Victoria

TIME Series of studies, 1967 - 1976

PLACE Victoria

SAMPLE Several samples of schoolchildren at various levels between Year 8 and Year 12 in both a representative sample of schools and a set of contrived samples.

METHOD Questionnaires were used to assess the aspirations and/or the level of schooling reached before terminating school. Some samples were followed up for as much as six years.

RESULTS The educational achievements of the children were consistent with their aspirations. These aspirations were higher among the boys, the middle class and the children of immigrants than the girls, the working class and the children of non-immigrants. Compared with non-immigrant children from working class backgrounds, the children of Greek, Yugoslav and Italian immigrants had very high aspirations and all the evidence points to a marked and spectacular upward social mobility for a significant (but minority) proportion of the latter groups which is not occurring to the same extent in the non-immigrant working classes. There was agreement between the immigrant children and their parents on their educational plans in nearly three-quarters of the cases, and where there was disagreement it was the parents who tended to have the higher aspirations. The sex, class and national differentials in occupational aspirations were similar to those in educational aspirations.

DOCUMENTATION


- The career aspirations of immigrant schoolchildren in Victoria, La Trobe Series in Sociology, paper no. 12, 1975, 69pp. (Department of Sociology, La Trobe University, Bundoora, Victoria).
Some recent facts about the educational achievements of working class immigrants, Migration Action, No. 2 (1975), pp. 14-16.

The aspirations of immigrant schoolchildren in Victoria, Polycom (a bulletin for teachers of non-English speaking migrant children - Victorian Education Department), April 1976, pp. 8-12.
Career development project in Western Australia. Career development beyond high school: choice of career and tertiary level institution and effect on employment.

FUNDING Supported by a grant from ERDC

INSTITUTION School of Education, Murdoch University, Western Australia.

TIME 1977 - 1980; analysis in progress

PLACE Western Australia

AIM To reach a better understanding of the process of career development among high school and tertiary graduates in Western Australia by investigating:

- how students make career choices
- the information on which choices are made
- the factors influencing choice.

SAMPLE

- Students in 21 secondary schools in metropolitan and rural Western Australia.
- Students in 5 tertiary institutions in Western Australia.

Data gathered in three stages:

1) Questionnaire 1. (1977) secondary questionnaire administered in metropolitan schools, mailed to country schools; tertiary questionnaire mailed.
   - secondary schools - 1520 responses from the 21 schools (79 per cent response rate)
   - tertiary institutions - 1822 respondents from 5 institutions (61 per cent response rate)

2) Questionnaire 2. (1978) Follow-up of original respondents (mailed).
   - secondary - 891 responses (59 per cent response rate)
   - tertiary - 1235 responses (72 per cent response rate)
3) Interviews (1979) - 215

- secondary - 108 selected from original respondents (72 from metropolitan schools, 32 rural)
- tertiary - 90 selected from country schools (18 from each institution).

RESULTS

Preliminary findings are that secondary students, especially females, tend to choose their occupations from a narrow and fairly stereotyped range. There is discrepancy between aspirations and expectations, though in general both males and females have high occupational aspirations and expectations. Social class influences student choice of occupation, though to a lesser extent than is shown in comparative studies in USA and India.

Tertiary students surveyed in 1977 chose careers from a narrow range of occupations and placed emphasis on a stable, secure future. They expressed the desire to use their abilities and to work with people.

DOCUMENTATION

The following reports are held by ERDC:


Reports to be Written in 1980-81:

Academic achievement and its effects on post-school experience.

Ethnicity and its effects on post-school experience.

PUNCH, Keith F., and Russell F. WAUGH

The formation of educational and occupational aspirations in adolescents - an empirical study

INSTITUTIONS
- School of Education, University of Western Australia
- Board of Secondary Education, Perth, Western Australia

TIME
1978 collection of data; analysis in progress

PLACE
Perth, Western Australia

AIM
- To investigate the relationships for secondary school students between occupational and educational aspirations as dependent variables, and determination to achieve academically, locus of control and academic self-concept as independent variables.
- To study these relationships and their fluctuations in the context of differences between students in sex, social status, age and achievement.

SAMPLE
844 secondary school students from 4 schools in Perth, comprising:
- 242 Years 8 and 9 girls
- 179 Years 8 and 9 boys
- 252 Years 10 and 11 girls
- 171 Years 10 and 11 boys

METHOD
Questionnaire and composite score based on State-wide grades in English, Science, Mathematics and Social Studies.

RESULTS
The study indicates that academic self-concepts and general school achievement have strong positive influences on the occupational and educational aspirations of students, but the development of these aspirations is different in boys and girls.

DOCUMENTATION
To be submitted for publication in 1980.
The measurement of occupational and educational aspirations for adolescents

INSTITUTIONS
- School of Education, University of Western Australia
- Board of Secondary Education, Perth, Western Australia

TIME
1978 collection of data; analysis in progress

PLACE
Perth, Western Australia

AIM
- To investigate the dimensionality of the variables, level of occupational aspiration (LOA) and level of educational aspiration (LEA), using the Rating Response Measurement Model.
- To investigate the trends by age and sex of the four aspects of LOA and LEA: realistic long-term, realistic short-term, idealistic short-term, idealistic long-term.

SAMPLE
844 secondary school students from 4 schools in Perth, comprising
- 242 Years 8 and 9 girls
- 179 Years 8 and 9 boys
- 252 Years 10 and 11 girls
- 171 Years 10 and 11 boys

METHOD
Data were collected by self-report questionnaire. Variables included LOA, LEA, self-concept of achievement, social status, age and sex. LOA scored from an Australian occupational social status scale. LEA scored from educational levels in Perth. Analysis utilises a Rasch model.

RESULTS
The four educational aspects, realistic short-term choice, realistic long-term choice, idealistic short-term choice and idealistic long-term choice are manifestations of the one underlying trait, level of educational aspiration. Each of the three groups of students, Year 8 and 9 girls, Year 10 and 11 girls and Year 8, 9, 10 and 11 boys exhibits a different pattern of responses in regard to the four educational aspects. The main difference is that while the empirical separation of the conceptual distinction between the four aspects is present for all three groups, it is widest for the Year 8 and 9 girls and narrowest for the Year 8, 9, 10 and 11 boys, with the separation for the Year 10 and 11 girls lying between these two groups.

DOCUMENTATION
To be submitted for publication in 1980.
KING, S.E.

Children's conceptions of the world of work.

**FUNDING**
Supported by an ERDC grant.

**INSTITUTION**
Department of Education, University of Western Australia.

**TIME**
1978 - 1981

**PLACE**
Perth, Western Australia.

**AIM**
To establish an understanding of children's conceptions of the occupational world of their own future participation in it.

**SAMPLE**
Primary school sample from 4 Perth metropolitan schools selected to provide social class variation, comprising
- 30 boys/30 girls in 5-8 age range.
- 30 boys/30 girls in 9-12 age range.

Secondary school sample from 4 Perth metropolitan high schools similarly selected for social class variation:
- 30 boys/30 girls in 13-15 age range.
- 30 boys/30 girls in 16-17 age range.

**METHOD**
Interviews giving a range of information on children's knowledge of parental occupations, their own perceptions of work, their expectations and aspirations. Analysis of recorded interviews will provide data for computer coding and analysis. The study is intended as a broad study of anticipatory occupational socialisation among school children.

**DOCUMENTATION**


PRYOR, Robert


INSTITUTION Central Planning and Research Unit, Division of Vocational Guidance Services, NSW Department of Industrial Relations

TIME 1976 - 1978

PLACE New South Wales

AIM To investigate the degree of stability and changes of work aspect preferences over a two and a half year period from Year 12 to tertiary study and/or work.

SAMPLE

- Study 1: 1243 senior high school students initially who subsequently became either tertiary students or workers
- Study 2: 165 Grade 12 students initially who all subsequently became tertiary students.

METHOD Two separate questionnaires both containing a Work Values List. One questionnaire was sent to Year 12 students at the end of their academic year and another was mailed to them two and a half years later. Stability was examined in terms of hierarchy of importance, response pattern and factorial structure. Statistical techniques used included Wilcoxon signed-ranks test, canonical correlation and principal components analysis.

RESULTS It was found that hierarchically, most work aspect preferences did not alter much. In terms of response pattern, significant patterns indicated that the same work aspect preference may sometimes be stable or changeable in combination with other work aspect preferences. Factor analysis revealed 3 factors which tended to be identifiable over the time period, while a Concern for Freedom factor could not be found two and a half years later.

DOCUMENTATION

- Report cited above.
The construction of the Work Aspect Preference Scale

INSTITUTION: Central Planning and Research Unit, Division of Vocational Guidance Services, Department of Industrial Relations, NSW

TIME: 1975 - 1980

PLACE: New South Wales

AIM: To develop an adequate taxonomy of qualities of work preferred by senior high school students in NSW and to construct a scale to assess these qualities.

METHOD: Three successive versions of the WAPS were administered to samples of 1,000, 532 and 550 secondary school students. Statistical analysis included factor analysis, cluster analysis, item-total correlation, MANOVA and z-test.

RESULTS: NSW senior high school students' work aspect preferences are: security, self-development, altruism, lifestyle, physical activity, detachment, independence, prestige, money, co-workers, creativity, management, surroundings.

DOCUMENTATION:
- Reports 1-7 on the Construction of the Work Aspect Preference Scale (WAPS). (see alphabetical authors list)
- Robert Pryor, In search of a concept: work values. The Vocational Guidance Quarterly (Division of Vocational Guidance Services, NSW Department of Industrial and Technology) Vol. 27 No. 3 (March 1979), pp.250-258.

FUNDING ARGC Grant

INSTITUTION School of Education, University of Sydney, New South Wales

TIME 1974

PLACE Sydney

AIM To Investigate the occupational choices of Sydney teenagers.

SAMPLE 435 boys and 441 girls ranging from year 6 primary to year 12 secondary, randomly selected (from class and form lists) from six Sydney metropolitan, co-educational high schools and three feeder primary schools. The schools were chosen as representative of three categories of living areas as defined by the education ratio, that is, the proportion of 15-19 year olds living in a particular local government order and still engaged in full-time education.

METHOD Questionnaire covering
- expected jobs - student and parent choices
- job aspirations and expectations
- sex differences and job choice
- job decisiveness
- socio-economic background and job choice.

RESULTS Clear sex differences in occupational choice were observed confirming results of overseas studies. Girls chose different types of jobs from boys, and confined themselves to a more restricted range of jobs. While job decisiveness was found to increase with grade level, it was apparent that particular choice points in the course of schooling (viz., years 10 to 12 at high school, and year 6 before entry to high school) also influence the extent of decisiveness. Occupational choice was further found to be related to social class. Adolescents from lower social class background tended to choose jobs requiring less further education and of a lower status, while adolescents from higher social class backgrounds chose jobs requiring more further education and higher in status. The results were interpreted as illustrating how particular socialisation processes relating to social class and sex operate to narrow what is regarded as an acceptable occupation.

DOCUMENTATION Report cited above.
LEVY, Betty

The antecedents of career choice in girls

INSTITUTION Careers Counselling and Guidance Service, Department of Education, Victoria
TIME 1977
PLACE Melbourne, Victoria
AIM To attempt to ascertain what effect school programmes have on the educational and vocational choices of girls.
METHOD Mailed survey and selected interviews of respondents and non-respondents.
The study includes information on
  . the socio-economic levels of parents,
  . school population,
  . school programmes,
  . destinations of female students,
  . career teachers in schools,
  . aspirations of students.
RESULTS Girls from schools with career teachers demonstrated a wider range of career choices and demonstrated a higher retention rate in education institutions. However many students - especially early school leavers - still do not see the career teacher.
DOCUMENTATION Study in preparation for M.A. Thesis.
Telling them what it will be like

INSTITUTION  School of Education, Monash University, Victoria
TIME         A 1975 study currently being repeated in 1980
PLACE        Melbourne
AIM          To relate girls' subject choices and vocational attitudes to actual knowledge and expectations for women's role.
SAMPLE      750 girls and 860 boys in year 9 in 13 co-educational schools (high, technical, Independent, Catholic) Melbourne in 1975. Replication so far in 3 schools.
METHOD       Classroom administered questionnaire. Subjects were asked for specific expectations for future family roles and also vocational and educational aspirations. They were also asked questions regarding social change in family patterns today, such as numbers of children, age of motherhood, proportion of women in workforce. Choices were related to knowledge in the analysis.
RESULTS      Girls with high educational aspirations had less traditional attitudes and expectations for future family roles; those with less traditional attitudes were also more aware of social change in the family.
DOCUMENTATION S.N. SAMPSON, Telling them what it'll be like. Paper presented at ANZAAAS (Section 22) Adelaide 1980.
KNIGHT, Tony


INSTITUTIONS
- School of Education, La Trobe University, Victoria
- Brunswick Girls High School

TIME 1974 - 1975

PLACE Brunswick, Victoria

AIM To examine the general factors and determinants influencing female students to early school leaving. Information was also gathered on the students' knowledge of the work world upon leaving school, subsequent measures of job satisfaction, and whether students were able to carry out their occupations with efficacy in company decision-making or union affairs.

SAMPLE 62 interviews were conducted with girls who had left school between 1972-74. A further sample of 64 school 'stayers' comprised the total of fifth and sixth form students then enrolled at the school in 1975. The school was inner suburban with a high migrant population of students.

METHOD Combination of pre-coded responses and open-ended questions within a questionnaire. Interviews for school leavers were in the main case studies. The school 'stayer' interviews were questionnaire form. The analysis of interview data was based mainly on comparison of two involved.

RESULTS 
- School leaver sample consisted of a group of students who were failing school. They did not view themselves personally as academically incompetent. As a group, large numbers of them indicated that teachers perceived them as below average ability. A declining interest in school activities is suggested as the reason for weakened school commitment to a further school career.
- Both stayer and leaver respondents indicated unfavourable perceptions of neighbourhood attitudes toward the school as a place for low ability students.
High numbers of students left school because they perceived school as boring and irrelevant to their needs. Continual academic failure and poor relationships with teachers contributed to this stated sense of alienation.

Almost half the school leavers left school without the preparation they needed to enter the work world.

The girls in general did not perceive themselves with a meaningful future in the work force. The general picture was that the girls (or young women) perceived schools as not helpful in passing on necessary work knowledge and their future work expectations did not present an optimistic scenario. These young women participated in both the institutions of work and school, but choices were restricted and careers very limited.

DOCUMENTATION Report cited above.
WILLIAMS, Trevor, Jeff CLANCY, Margaret BATTEN and Sue GIRLING-BUTCHER

A study of school leavers

FUNDING Assisted by an ERDC grant

INSTITUTION ACER, Victoria

TIME 1978 – ongoing

PLACE National

AIM

- To obtain information about the post-school experience of school leavers which might be seen as having implications for the structure, timing and content of secondary education.

- To feed back into school decision-making the perceptions of ex-students about the strengths and weaknesses of their school experience.

- To identify critical points in school experience where particular types of failure or particular choices made have predictable long term effects.

- To test the association between school attainment and length of schooling and the relationship of both to post-school options of students.

- To examine the relationship between social background, sex, ethnic origin and geographical location on the one hand, and school and post-school achievement and options on the other.

SAMPLE A national sample of 6,247 persons who had been in school and were aged between 14.0 and 14.11 months on October 1975, the sample being part of the ACER literacy and numeracy study conducted in that year.

METHOD The sample was surveyed by mail in 1978. Data analysed included achievement on the 1975 basic skills and information on education and employment from the survey.

The analytical framework was provided by a model in which post-school achievement was viewed as the outcome of educational attainment and these in turn were the outcome of earlier school and family experience.

Multivariate statistical and regression methods were used which enabled the effect of one variable on another to be quantified, 'other things equal'.

467(A25)
RESULTS

The main findings reported concern the effect of:

- State
- type of school (government, private, Catholic)
- sex
- social background
- rurality
- migrant status

on

- basic skills (word knowledge, literacy, numeracy)

and all of the above on:

- school achievement
- age of leaving school

and all of the above on:

- post-school education
- employment
- unemployment

The report contains a vast amount of information which is not readily summarised. The authors report that 'Apart from rural youth who may not be exposed to the idea and fact of further education, and female early leavers who probably see it as irrelevant to their future status out of the workforce, those whose future is at most risk are the least schooled and the least skilled. Those who have failed to master the basic skills are also those least likely to participate in further education. Moreover, they seem to realise that there is a price to pay for this in the form of reduced occupational success, as reflected in their lower expectations, and presumably are willing to accept it'.

Of the entire responsive sample (aged 17 or just 18 in the summer of 1978-79) 46 per cent were students, 42 per cent were working and 12 per cent were unemployed.

The study is continuing during 1980. Further analysis is planned of information from the first questionnaire and of responses to a second questionnaire answered by students in the summer of 1979/80.

DOCUMENTATION


ROSIER, Malcolm J.


FUNDING Partly funded by the Education Research and Development Committee.

INSTITUTIONS ACER; Victoria and Institute of International Education; University of Stockholm, Sweden

TIME 1970, 1972 collection of data

PLACE National

AIM To investigate characteristics differentiating Australians of age 16 years who had left school from those who remained.

SAMPLE The base sample for the study was the Australian sample of 14-year old students selected for the IEA Science Project in 1970. These sample members were followed up in 1972 when they were aged 16 years to provide further information relevant to decisions to continue or leave school.

METHOD Data were collected from school students through their schools and from school leavers by mailed questionnaire.

RESULTS Of the members of the family environment examined in the study, only the parents were found to have a marked influence on the decision to continue or leave school. The socio-economic level of the home was the strongest factor in the family environment. The influence of the family environment operated through its effect on achievement and attitudes at age 14. Males had a stronger tendency to remain at school, but this sex difference was not explained by the factors in the conceptual framework. Although there were State differences in retentivity, the patterns of relationships were generally consistent across the States. However, the higher retentivity States tended to contain higher proportions of students from lower socio-economic levels.

DOCUMENTATION Report cited above.
Leaving school: what next?

**INSTITUTION**  
Education Department of Tasmania

**TIME**  
1979 - 1980

**PLACE**  
Hobart, Tasmania

**AIM**  
To examine the factors influencing students' decisions on what they will do after Year 10.

**SAMPLE**  
80 students from three metropolitan high schools which were selected on apparent differences in the degree of career education offered in each school.

**METHOD**  
Data were gathered by interviews. These lasted between 30-40 minutes and were carried out by a single interviewer. Where appropriate, responses were collated, percentages obtained and chi-square tests of significance performed. The study centred on the factors influencing job choice or decision to continue schooling. Students were questioned on their knowledge of further education opportunities, availability of career education and other sources of advice.

**RESULTS**  
The most important finding was the limited effect that the available career education was having on students' decisions. It appears that intervention should occur earlier than at Years 9 and 10. It was discovered that most students had a poor knowledge of opportunities in Further Education and many had a low opinion of Years 11 and 12.

**DOCUMENTATION**  
INSTITUTION: Office of Youth Affairs, Department of Employment and Youth Affairs, Canberra, ACT

TIME: 1978

PLACE: Melbourne and Sydney

AIM: To survey the opinions of a large group of early school leavers in order to ascertain the constraints placed on their employment and life chances by educational and social factors.

SAMPLE: A group of approximately 200 young people who had not completed year 10 at school. The group comprises:
- 30 contacted through self-help groups in Sydney
- 60 chosen at random from Commonwealth Employment Service registers in Melbourne
- 120 involved in Commonwealth Youth Support Scheme projects in Melbourne

METHOD: A case study conducted by personal interviews. The interviews were structured to allow for statistical aggregation of data.

RESULTS: For those young people who participated in the study, the education system did not provide adequate preparation for work and generally had little influence on choice of occupation. In addition, the further education and training system is largely irrelevant to these young people in improving employment skills and knowledge and in retraining for different employment.

DOCUMENTATION: Report cited above.
<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>Research Section, South Australian Department of Education</th>
</tr>
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<tbody>
<tr>
<td>TIME</td>
<td>1977 - 1979</td>
</tr>
<tr>
<td>PLACE</td>
<td>Adelaide</td>
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<tr>
<td>AIM</td>
<td>To examine the post-school experience of young people, their perceptions of their schooling and career counselling after a few months out of school.</td>
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<td>SAMPLE</td>
<td>Young people who left 6 metropolitan secondary schools October 1977 - October 1978 (N = 1,700)</td>
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<tr>
<td>METHOD</td>
<td>School leavers completed questionnaires after they had been out of school about 6 months. Follow-up in-depth interviews were conducted with a sample of the school leavers. The study collected information on school leavers' views and experiences of school in general, career education, work, unemployment, job-seeking, post-school study and training, job expectations, sex differences etc.</td>
</tr>
<tr>
<td>RESULTS</td>
<td>There was an 80 per cent response to the survey. About half of the respondents were employed, a quarter were unemployed, 20 per cent were involved in further study and the remainder were in part-time work. Leavers' main complaint about their schooling was that it was irrelevant. However, virtually everyone who had had any kind of career counselling found it useful.</td>
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<tr>
<td>DOCUMENTATION</td>
<td>Report cited above.</td>
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MAROSKE, G., and C. McGOWAN

1. Year 10 and beyond
2. Destinations Year 12

INSTITUTION Queensland Department of Education, Brisbane

TIME 1978 - 1979

PLACE
- Year 10 - Brisbane South, Central, North West and Northern education regions in Queensland
- Year 12 - Brisbane South education region

AIM
- To examine the vocational perceptions, aspirations and destinations of Year 10 students.
- To determine the destinations of Year 12 students and compare this with their school attainment.

SAMPLE
1. All Year 10 students in 1978 and 1979 from 14 Queensland State secondary schools.
2. Year 12 students in 1978 from six State secondary schools.

METHOD
- Year 10 survey by questionnaire
- Year 12 survey by personal and telephone contact.
AUSTRALIAN CAPITAL TERRITORY SCHOOLS AUTHORITY, PLANNING BRANCH


INSTITUTION Australian Capital Territory School Authority
TIME May - September, 1978
PLACE ACT/Queanbeyan, NSW
AIM To collect information on the educational and occupational aspirations of Year 12 school leavers, their reactions to the year 12 school programme and their destinations after school.
SAMPLE All Year 12 students in ACT and Queanbeyan schools in 1977 (65 per cent response rate).
METHOD Mailed questionnaire.
RESULTS
- 48 per cent of respondents were studying at various institutions full-time; 13 per cent part-time; 17 per cent intended to study either full or part-time in 1979.
- 33 per cent of full-time students received some form of financial assistance.
- 88 per cent of those who responded and who had applied to enter a tertiary institution were accepted - not necessarily by the institution or the course of their first course.
- 42 per cent were in full-time employment at the time of the survey; 8 per cent were unemployed and of these 68 per cent were receiving unemployment benefits.
- 61 per cent of those employed either full-time or part-time were working in their chosen field.

DOCUMENTATION Report cited above.

**Institution**: Queensland Department of Education, Brisbane

**Time**: 1975 - 1976

**Place**: Queensland - seven centres: four western towns, one coastal provincial city and two Brisbane suburban areas

**AIM**: To investigate the extent of educational disadvantage among adolescent secondary school students of school leaving age in rural Queensland. More specifically, the study was designed to compare the educational and vocational aspirations and expectations of a sample of country students, and to compare these aspirations and expectations with those of comparable groups in provincial city and Brisbane metropolitan areas.

**Sample**: Secondary students in years 8, 9 or 10 whose fifteenth birthday had already passed or would occur before 1 April 1975, from the following locations:

- Brisbane suburban areas - 110 students from three high schools in Corinda/Graceville area (middle SES) and 131 students from Woodridge State High (low SES)
- Provincial city - sample of 135 students drawn from the three high schools in Bundaberg
- Country areas - all students at Charleville, Longreach, Cunnamulla and Hughenden.

**Method**: Data on students' environments (socio-cultural, economic and educational) were collected by observation, interview and from existing records.

Five instruments were administered to students: initial and follow-up questionnaires, attitude to school measure, self-concept scale and an academic achievement test. Teachers who taught any students included in the sample also completed a questionnaire.
RESULTS

Educational aspirations were consistently higher than expectations in all regions except for the low Brisbane SES area. There were clear differences in level of vocational aspiration and expectation, with the metropolitan middle SES both aiming higher and expecting to actually obtain positions with higher level of occupational status.

Students in the metropolitan low SES area had high levels of aspiration but anticipated frustration in their attempts to achieve them.

For the students from country areas there was clear evidence that their vocational aspirations and expectations were restricted both by the limited range of jobs available in their areas and by a lack of information about jobs other than those for which information would be gathered from friends and relations.

DOCUMENTATION

Report cited above.
A national study of school leavers in country areas

FUNDING  Supported by the Schools Commission.

INSTITUTIONS  
- Research Branch, Education Department of Tasmania (Blazeley and Stoessiger)
- Education Department of Western Australia (Dunnell)
- Department of Education, Queensland (Schramm)

TIME  1979/1980

PLACE  Selected rural areas in Tasmania, Western Australia and Queensland.

AIM  To discover what happens to school leavers in country areas and how their perceived options and actual opportunities can be enhanced.

SAMPLE  All Year 9, 10, 11 and 12 students in the selected areas in 1978 and all actual leavers in 1979.

METHOD  Analysis of data from questionnaires administered to all Year 9 to 12 students in 1978 and to the actual leavers in 1979. As well, case studies were conducted for special interest groups (e.g., girls) by in-depth interviews (about 30 in each state).

RESULTS  The desire to remain in the local area and get a job, coupled with a disenchantment with school, provides a major impetus for country students to discontinue their education. They most definitely want to work and they wish to work locally. The situation of female school leavers is particularly bad. There are few available jobs and when unemployed they are largely isolated at home. They desperately want to work and readily accept unpleasant casual, temporary and even voluntary jobs.

DOCUMENTATION  State and National Reports should be available from the relevant education departments and the Schools Commission by June, 1980.
CAWTHRON, E. R., R. A. CRAIG and B. MENZIES.

Volume 2: The School Leaver and the School. [519p 112p, bibliography and 10 appendices]

FUNDING
Supported by a grant from ERDC.

INSTITUTION
Rural Education Research Unit, Roseworthy Agricultural College, SA

TIME
1976 - 1979

PLACE
South Australia; in particular, Balaklava and Kapunda.

AIM
. To identify specified parameters related to the social, demographic and economic (including occupational) structure of the rural population; to assess the educational needs and experience of people in a selected rural area, and how educational programmes relate to and influence the economic and social structure of the population.

. To compare facilities, curricula, teaching staff characteristics and their aspects of the educational environments of metropolitan and country schools.

SAMPLE
In 1976:
. school leavers of Balaklava and Kapunda High Schools
. 280 households in these areas (representing about 20 per cent of total households).

In 1977:
. school leavers in 9 rural and metropolitan high schools.

METHOD
. Questionnaire surveys of school leavers before and after leaving school.
. Interviews with householders.
The two-volume report presents a wealth of statistical information from several sample surveys and statistical reports. The focus of many of the questions is occupational attainment. Much of the analysis concerns country versus metropolitan, and, within the former, the 'stayers' and the leavers.

A few of the main findings:

- Those who leave their country region are more likely to have more education and to enter white-collar occupations rather than skilled trades or abouring in the case of boys; or shop or domestic work for girls.
- Female leavers outnumber males although there is an interaction with family background: leavers are more likely to be females from high income families or males from low income families.
- The reasons given for leaving are overwhelmingly either better employment (given by two-thirds of the sample) or education (given by one-fifth).
- Top aspirations and expectations of country boys and girls fall well below those of metropolitan boys and girls.
- Unemployment, 10 months after leaving school was 12 per cent and 19 per cent for country boys and girls, 5 per cent and 4 per cent for metropolitan boys and girls.
- Teachers at non-metropolitan secondary schools tend to be younger and less experienced than at metropolitan high schools; curricula more restricted; specialised facilities fewer and school library holdings smaller.

Report cited above.


FUNDING Disadvantaged Country Area Program of the Schools Commission

INSTITUTION School of Education, University of Sydney, NSW

TIME 1977 - 1978

PLACE NSW Western Region

AIM To investigate the transition from school to work in isolated rural communities in Western NSW

SAMPLE 217 males and 250 females in State and Catholic schools, years 7-11; 94 males and 89 females who had left school in the period 1974-77. The latter group included 24 males and 23 females who completed questionnaires in 1977 as high school students and in 1978 as workers.

METHOD Questionnaires and interviews, covering

- job aspirations and expectations on leaving school - students and parents
- reasons for leaving school
- the school's role in the transition from school to work
- jobs held by teenagers who had left school
- attitudes towards school of those in the workforce
- job aspirations and expectations of Aboriginal students and workers
- job skills regarded as being in need of development at school.

RESULTS Generally, occupational aspirations and expectations were very high, and much higher than the teachers predicted. For the girls expectations were similar to those of city high school students, with a heavy concentration on teaching and nursing. The boys' expectations were lower than those of city boys, with a heavy concentration on skilled and semi-skilled jobs.
The high school students thought that work would be much more interesting, enjoyable and personally satisfying than school. Those who had left school found this to be so as well.

The range of jobs aspired to and entered was far more restricted than for urban teenagers.

Unemployment, especially among Aborigines and the non-Aboriginal girls, was very high.

Those surveyed believed that the school could do much more in helping teenagers making the transition from school to work. In particular they recommended that more emphasis be given to work experience, career education courses, vocational guidance camps, the appointment of fulltime career advisers at school.

When those who were working were asked what skills (relating to their present job) the schools should help students develop, the girls stress interpersonal skills such as speaking and talking to people, caring for appearance, getting on with different people, and taking orders at work. The boys emphasised taking responsibility for seeing a task completed, thinking for oneself, and taking orders at work. Skills such as reading quickly for understanding, writing letters, and accurate spelling were not considered as important as those above by either sex.

The chapter includes a review of Australian and overseas studies that have investigated the transition from schools to work in rural areas.
SHERINGTON, G.E.

Survey of former students of Sydney Church of England Grammar School

FUNDING Study conducted in association with University of Sydney Sample Survey Centre and funded by Sydney Church of England Grammar School

INSTITUTION Wollongong University, New South Wales

TIME 1980 - 1981

PLACE Principally New South Wales, but throughout Australia and overseas, depending on present locations of former students.

AIM To analyse the career patterns of former students of Sydney Church of England Grammar School, during the twentieth century.

SAMPLE 5,000 former students of Sydney Church of England Grammar School.

METHOD A pre-coded questionnaire circulated to all the sample; computer analysis of data. The study will collect information on

- occupational and social background of former students
- career pattern in first five years after leaving school
- present occupation.

DOCUMENTATION The findings will be published as part of a history of Sydney Church of England Grammar School.
INSTITUTION: Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME: 1976

PLACE: New England region, NSW

AIM: To investigate the educational and employment destinations of school leavers in the New England region.


METHOD: Mailed questionnaire

RESULTS:
- 61 per cent were involved in further education, 49 per cent of these in TAFE courses and 51 per cent in university or CAE courses.
- 29 per cent of the sample had left their home town, the great majority of these for education rather than for employment.
- Lack of employment was one of the main problems experienced since leaving school. However, over a third reported experiencing no problems in settling into work or study.
- More careers assistance at the school was seen as a way of avoiding post-school problems.

DOCUMENTATION: Report cited above.
BEHRENS, Neville, Jan O'GRADY, Sue HODGSON, Peter HOULT, and Ann HUGHES

The Huon Valley Study: Opportunities and Educational Priorities In a Tasmanian Country Area. Hobart: Education Department of Tasmania, 1978. [197p]

FUNDING Schools Commission, Canberra

INSTITUTION Research Branch, Education Department of Tasmania

TIME 1976 - 1978

PLACE Huon Valley, Tasmania

AIM To identify the educational needs of the Huon Valley region of Tasmania.


METHOD An important component in the study was a follow-up of three groups of Huon school-leavers to investigate students' occupational aspirations; the impact of school vocational guidance programmes; the relationship between present occupation, school performance and place of residence and local job opportunities and employment patterns.

Some information came from official school records, but most was obtained by three field officers through personal contacts in the Huon and through the use of a brief interview schedule. Data analysis included a certain amount of computer processing. That part of the study relevant to the transition area included in its scope:

- educational background of the leavers
- the initial period of job search
- present occupational status
- the significance of place of residence on job opportunity
- a comparison of the experiences of the three groups of leavers
- the role of school vocational guidance.
RESULTS

. The aspirations of final year students were generally limited. School leavers' occupations related very closely in distribution to parental occupations in the Huon, suggesting a limited range of role models for students.

. The southern part of the Valley, which is more remote from Hobart, was found to have a high percentage of students and their fathers working in unskilled occupations a higher level of unemployment than the northern part of the Valley.

. Early school-leavers and Level 1 students were over-represented in the unemployed group and appeared to be disadvantaged when entering the labour force.

. The importance of vocational guidance at an earlier stage than at present provided was indicated and there was a suggestion that the present level of guidance is inadequate for rural students.

Report cited above.
FUNDING          Schools Commission Disadvantaged Country Areas Program

INSTITUTION      Research Branch, Education Department of Tasmania

TIME             September - December 1977

PLACE            Tasmania, Circular Head Municipality

AIM              To assess the nature and extent of rural disadvantage. The study provides a comparison with the larger study carried out in the Huon Valley in Tasmania.

METHOD           Research supervised by a local co-ordinating committee which comprised members from the business sector, local government, social services, and educators from both government and non-government sectors. It was envisaged that some sort of community committee would continue after the report was published. The Study Co-ordinating Committee provided much of the input for the study and no major survey work was undertaken. Much of the background was available from other sources such as the Australian Bureau of Statistics and relevant State Government departments.

RESULTS          

- Local economy is 'brittle' - overdependent on very few industries.
- Population has been very stable but is now showing some signs of decline. Within the region there has been a marked population drift into the largest township.
- There is a lack of employment for school leavers, who then leave the area. They are less well prepared to compete in an urban environment than their urban counterparts.
- No education is available in the area beyond Year 10. This lack of further education opportunity forces some students to leave the area.
- Job opportunities are very limited for female school leavers. Of those who got jobs in the study year (1977) over two-thirds were employed as shop assistants.

DOCUMENTATION   Report cited above.
CLAYDON, L.F., and teachers from PRESTON EAST TECHNICAL SCHOOL.

Transition programmes from school to work: a case study of school development.

INSTITUTIONS
- School of Education, La Trobe University, Victoria
- Preston East Technical School, Victoria

TIME
1979 - 1980

PLACE
Melbourne, Victoria

AIM
- To trace the occupational destiny of four 'leaver' cohorts 1977-1980.
- On the basis of the data obtained to modify the school programme towards securing better school-work transition.
- To pilot and evaluate the resulting programmes.

SAMPLE
School leavers - immediate past and pending - of East Preston Technical School

METHOD
Survey and action research

RESULTS
The following needs seem to be indicated:

- the need for closer alignment of vocationally oriented school programmes to employer requirements
- the need for closer school-employer links
- the need to examine careers for girls
- the creation of a skill based core to a total technical school program.

DOCUMENTATION
The study is to be reported on at the end of 1980.
WRIGHT, Alan, John MINOTTI and Betty MURPHY

School leavers survey

<table>
<thead>
<tr>
<th>FUNDING</th>
<th>Commonwealth Transition Education Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Victorian Institute of Secondary Education</td>
</tr>
<tr>
<td>INSTITUTION</td>
<td>Ballarat Transition Task Force, Hopetoun Street, P.O. Box 135, Ballarat East, Victoria 3350</td>
</tr>
<tr>
<td>TIME</td>
<td>May – December 1980</td>
</tr>
<tr>
<td>PLACE</td>
<td>Ballarat Region, Victoria</td>
</tr>
<tr>
<td>AIM</td>
<td>To provide every school, as well as the Transition Task Force, with feedback from its 1979 school leavers, so that a data-base is established for the development in each school of Transition Curriculum Programmes related to ex-student needs in transition.</td>
</tr>
<tr>
<td>SAMPLE</td>
<td>Approximately 2500 school leavers from all post-primary schools in the Ballarat Region, government and non-government.</td>
</tr>
<tr>
<td>METHOD</td>
<td>Questionnaires to all school leavers and in-depth interviews with about 300 of them. The survey is being conducted as an extension of each school’s pastoral care. Interviews will be constructed to probe the areas of interest and concern revealed by the questionnaires. Surveys will cover school curriculum, career-education/work experience, transport, leaving home, finding jobs, coping with unemployment, transition to work on further education, community support, parent attitudes.</td>
</tr>
</tbody>
</table>
DUNNELL, P.

Country school leavers' study

INSTITUTION  Research Branch, Western Australian Department of Education.

TIME  November 1978 - May 1980

PLACE  Western Australia

AIM  To investigate the employment opportunities and options of rural school leavers and to consider how they may be enhanced.

SAMPLE  14 rural schools; 256 school leavers in Years 9-12.

METHOD  Questionnaire contact before and after leaving school. Case interviews with 12 students plus a parent and a teacher for each.

RESULTS  . Local employment opportunities are vital.
         . Rural female leavers are in the worst position.
         . Career counselling has important weaknesses.
YOUNG, Christabel M., Michael PETTY and Arthur FAULKNER

Turkish and Lebanese Youth Employment Project

FUNDING Commonwealth Department of Education

INSTITUTIONS • Department of Sociology, Faculty of Arts, Australian National University (Young)
• School of Education, University of New South Wales (Petty)
• Centre for Urban Research and Action, Fitzroy, Victoria (Faulkner)

TIME 1979

PLACE Sydney and Melbourne

AIM To document the school experience, transition from school to work and work experience of Turkish and Lebanese youth in Australia, and to compare their experience with an equivalent sample of Australian youth.

SAMPLE 100 Turkish and 100 Australian boys aged 15-20 years in Melbourne, and 100 Lebanese and 100 Australian boys aged 15-20 years in Sydney, who had left school. Also, 30 Turkish and 30 Lebanese girls, and parents, teachers, employers and community leaders.

METHOD • Analysis of background material relating to the countries of origin, the school-to-work transition, migrant youth in Australia, and the labour force
• Analysis of in-depth interviews with the youth sample and additional survey data from the other groups interviewed.

RESULTS The main findings relate to schooling, transition from school to work and labour force experience and are summarised in Part 1 of the report (Summary and Recommendations). They include reference to the special problems of Turkish and Lebanese youth who arrive in Australia at a relatively advanced age, the difficulties in learning English and adjusting to an Australian school, and the family's difficult financial situation which often necessitates a child's leaving school and starting work. The youths often rely on parents' information about jobs available, and have a strong need for more careers advice before leaving school. Knowledge of English is especially
relevant in staying on at school and knowing about wider job opportunities. Unemployment rates are high among the Turks, and especially high among the Lebanese. There are also very high proportions of Turkish youth and Lebanese youth in 'bad' jobs, including process work, labouring and cleaning. Special problems exist for the Turkish and Lebanese girls because of their very protected position in their societies.

The study emphasises the need to consider three basic possibilities in relation to employment: namely 'good' jobs, 'bad' jobs, and being unemployed. While increased education and training might reduce the proportion in 'bad' jobs, it might not necessarily cause a significant decline in unemployment because of the changing competition for 'good' jobs.

The report, C.M. Young, M. Petty and A. Faulkner, Education and Employment of Turkish and Lebanese Youth, will be published mid-1980 by the Australian Government Printing Service, Canberra.

FUNDING  Schools Commission

INSTITUTION  The Centre for Urban Research and Action, Victoria

TIME  1979

PLACE  Ovens and King Valleys, Myrtleford, Victoria

AIM
- To determine the perceptions, needs and requirements of migrant populations in the Ovens and King Valley region, particularly with regard to education and community services.
- To determine some ideas, suggestions and strategies to involve migrant parents in the education structures and processes in the region.

SAMPLE  The total sample included 330 individuals comprising Australians (71), Italians (200) and others (59).

METHOD  A sample was drawn in which different geographic areas, towns and rural areas, overseas born and Australian born were given proportional weighting.

The appropriate sample was selected at random from the total population on this basis. Some 268 families were interviewed. After analysis a brief overview of the findings was written up, translated and circulated to the community for comment and correction. A series of community meetings (always translated) were held to discuss the findings, to correct and revise where necessary and to discuss the implications of the findings.

RESULTS  The case study contains a number of recommendations for education in a multi-cultural society. While primarily concentrating on a rural area, the report has value for education generally.
Specific recommendations are made in the following areas:

**Education and Community Resource Base**
- A Community Centre
- Community Education Development Officers
- Mobile Resources Unit
- Media

**Participation**
- Meetings in language groups
- Involvement in the school
- Mobility
- Multilingual communication

**Education Programmes**
- English language training for adults
- Language education for children
- Multicultural education and ethnic studies.

The most important principle underlying these recommendations is the need to involve parents in community groups to formulate and implement recommendations for change in the education system.

**DOCUMENTATION** Report cited above.
ROWLEY, Charles

Re-Survey of Aboriginal rural households in NSW

FUNDING Australian Institute of Aboriginal Studies. Supplementary assistance from Education Research and Development Committee, Commonwealth Department of Education.

INSTITUTIONS • Department of Sociology, Research School of Social Sciences, Australian National University
• Australian Institute of Aboriginal Studies

TIME 1980

PLACE Rural New South Wales

AIM To compare the economic and social conditions of Aboriginal households with their condition in 1965, and to introduce some mature age Aborigines to theory and practice of household surveys.

SAMPLE Based on the original 1965 survey which comprised 183 households including 1,271 individuals. In 1980 it is estimated that the number of households will have increased by about 20 per cent. Members who have moved to the city will be included.

METHOD Interviews conducted by 5 mature Aboriginal research assistants. The interviewers will have had 4 weeks training and education on the project and its context.

Results from the 1965 survey have been extracted and recorded on computer disc. Topics include education, health, demographic aspects, income, condition of housing and membership of organisations.

The 1980 interviews will cover the same topics plus additional questions on attitudes to school, post-school education and training, employment and unemployment, reasons for leaving school, attitudes to work.

WILLIAMS, J., and T.A. PRIEST

The Attitude of Employers To School Leavers in Western Australia.

INSTITUTIONS
- Education Department of Western Australia (Williams)
- University of Western Australia (Priest)

TIME
Data collected late 1977
Published December 1978

PLACE
Perth

AIM
To ascertain:
- employer expectations of school leavers entering employment
- employer perceptions of school leaver applicants and young people in employment
- employer opinions of the adequacy of some aspects of schooling
- employer opinions of desirable changes in some aspects of schooling to better equip young people for employment.

SAMPLE
384 medium to large enterprises in the Perth metropolitan area and 70 small enterprises.

METHOD
Questionnaires were mailed to the 384 enterprises and followed up. 284 responses were received. Interviews based on a shortened version of the questionnaire were conducted with the employers from the 70 small enterprises.

Information sought in the survey included general background facts about the employing enterprise; the views of employers on how well the schools are meeting their needs for school leaver employees; what employers want from the schools in improving the preparation of students for employment; and the knowledge, skills and personal characteristics of school leavers as seen by employers.
Among the findings of the survey were:

- the wide variety of recruitment policies and practices, with notable differences between private and government sectors and between large and small enterprises
- the significant differences between private and government employers in the training and counselling of young employees
- the requirement by employers that school leavers should have acceptable personal qualities ('a very positive, willing attitude') and a satisfactory level of education, especially in basic competencies.

The majority of employers surveyed considered that the school leavers they currently employed met their requirements adequately.

However, employers rated school leavers of today as worse or significantly worse than those of about five years ago in terms of their attitude to the job and general literacy.

Employers indicated changes they would like to see in schooling and particularly in the preparation of students for employment.

- Report cited above.

SCHOOLS

- rule and functions in relation to the post-school of needs of students
- career education
- work experience
- educating for leisure
WILSON, Alison F.


FUNDING Assisted by funds from the Schools Commission and staff from the Victorian Education Department

INSTITUTION Victorian Institute of Secondary Education

TIME 1978/79

PLACE Melbourne Metropolitan and Gippsland, Victoria

AIM To examine:
- the nature and adequacy of the preparation received by students for their transition from school.
- the experiences of young people during their first few years after leaving school.

SAMPLE Students, ex-students, teachers, parents, employers and government agency representatives associated with
- three schools in the Northern Metropolitan region (1 high school, 1 technical school and 1 non-government school)
- three schools in Gippsland (2 high schools, 1 technical school).

METHOD Analysis and interpretation of data gathered from case-studies of the schools and their communities. The case-studies were based on 250 in-depth interviews with persons selected from the groups mentioned above.

RESULTS The study indicates a considerable gap between school and work, which causes difficulties for students leaving school. The problems fall into three categories:
- Individual inadequacies, e.g., in abilities and skills, in personal and vocational awareness; in knowledge and use of existing opportunities for further education.
social inadequacies, e.g., in the lack of support for young people looking for jobs or unemployed; in the insufficient number of jobs available to young people; in the lack of counselling and information services; in the lack of effective communication among all the groups concerned with school leavers.

school inadequacies, e.g. work experience programmes and the development of school programs catering for the individual needs of students.

The study makes positive recommendations for easing the processes of transition.

DOCUMENTATION Report cited above.
BLAKERS, C.

*School and Work.* Canberra: Education Research Unit, Research School of Social Sciences, Australian National University, 1978. [470p]

**FUNDING**
- With initial support from Australian Frontier Inc.
- Assisted by a subsequent grant from ERDC

**INSTITUTION**
Education Research Unit, Research School of Social Sciences, ANU, Canberra, ACT

**TIME**
1976 - 1977

**PLACE**
Australian Capital Territory, New South Wales, South Australia, Victoria

**AIM**
- To describe the development of and provisions for career education and work experience programmes in government schools in the four areas mentioned above.
- To identify the issues and problems associated with career education and work experience.
- To discuss these within the context of Australian social and educational developments.

**METHOD**
The study incorporates information gained from Australian and overseas literature and from visits, interviews and other personal contacts.

**RESULTS**
Much of the impetus for career education (and work experience as a part of career education) has come in recent years from community concern with high youth unemployment and consequent pressure on schools to respond to the latest social problem as they have responded in the past to other social problems, such as drug abuse and the road toll. The development of career education in the school curriculum has to be seen within the context of changing patterns of schooling and against a background of social and economic change to which both individuals and the society are finding it difficult to adjust. All these aspects of change raise fundamental questions about social and educational aims and the future directions of the society. But the attention of the community and of the schools is focused less on fundamental reassessment than on finding 'practical' and preferably quick remedies to youth unemployment through career education and other transition
programmes. It has to be recognised by the community and the schools themselves that what career education in the schools can achieve is necessarily limited by the social and educational contexts within which it has to operate. Schools cannot make jobs where none exist; nor can they obliterate the social and economic disadvantage which is a tolerated part of the society's structure. The patterns of schooling are themselves a reflection of prevailing social patterns and attitudes emphasising competitiveness and the demand for paper qualifications.

Nevertheless, the school remains an influence in the shaping of social attitudes which may then in turn alter patterns and structures. Career education in its broadest sense is concerned with helping students to appraise the society, to learn to know themselves, to recognise the relevance to themselves and the society of significant aspects of living, among which work is one aspect. In this sense, career education and work experience are integral to the responsibility and practice of the school. They offer also opportunity to reassess aims and directions in schooling and to explore a variety of relationships between school and work.

DOCUMENTATION Report cited above.
INSTITUTION          Schools Commission, Canberra, ACT
TIME                1978 - 1980
PLACE               National review
AIM                 To describe the policies and practices in Australia relating to the education and training of handicapped adolescents.
RESULTS             Against the general background of education and special education developments and provisions in Australia, the report gives a State by State description of policies on and funding of work preparation for handicapped adolescents. It reviews Commonwealth and State provision of other services to handicapped persons and goes on to discuss the co-ordination and effectiveness of services.

Chapter 4 describes work preparation programmes operating in a number of schools in various parts of Australia, the relatively new development of Link courses involving Institutions of Technical and Further Education, and other special initiatives.

Among these is a study in October 1978 funded by the Schools Commission and undertaken by the Social Work Section of the Guidance and Special Services Section of the Education Department of South Australia. The aims of the project were:

1. to study the transition of Secondary Special Class students from school to employment and adult life
2. to formulate recommendations for a more co-ordinated programme for this group using existing facilities.

The project team made recommendations in a number of areas, such as early identification of learning difficulties, home/school relationships, and distribution and co-ordination of facilities.
Finally, the report outlines post-school provisions (including funding) for vocational training and further study. A detailed bibliography is attached.

In the course of the review, encouraging initiatives in policies and practices are identified, but also a number of areas where further discussion, information and evaluation are needed if the provisions for education and training of handicapped adolescents are to be adequate.

DOCUMENTATION Report cited above.


**FUNDING** Education Department of Victoria

**INSTITUTION** Faculty of Education, Monash University, Victoria

**TIME** 1978 - 1979

**PLACE** Frankston Region, Victoria

**AIM** To study access to education and careers, and in particular the information flow to students/parents/teachers and others at various transition points, the use made of the information, and other factors operating at these points.

**SAMPLE** Based on 941 primary and secondary children; 3078 parents, 183 primary and 67 secondary schools and their teachers, 50 post-secondary students in the South Eastern Metropolitan Education Region.

**METHOD** Questionnaire surveys, interviews and case studies. Five transition points were studied:

- from primary to secondary school
- points of career choice in secondary school
- secondary school to work/post-secondary education/unemployment
- changes of secondary school
- transition back to formal education from the workforce.

**RESULTS**

- A range of difficulties and absence of adequate information bases for decisions associated with transition were identified.
- Detailed case studies of strategies adopted by schools to assist in transition are provided.

**DOCUMENTATION** Report cited above.
INSTITUTION: Research Section, South Australian Department of Education

TIME: 1976

PLACE: Adelaide

AIM: To see how effective the pilot phase of the Career Education Project was.

SAMPLE: 246 Year 10 and 11 students from 11 metropolitan high schools which were located in areas of high unemployment and/or had demonstrated an interest in career education.

METHOD: The evaluation covered aspects of employment, career education, sexism and school curricula. Interviews were conducted with students and parents. The pilot group, along with a control group, was tested in letter-writing and form-filling skills. Mock employment interviews were conducted with the pilot and the control group.

RESULTS: The programme was not very effective in reaching estimated employment levels. Girls were perceived neither by themselves nor by their teachers to be in any particular difficulties. Programme students showed little difference from the control group at interviews and letter writing but were better at form-filling.

DOCUMENTATION: Report cited above.
DELIN, J., J. SLADE and P. ALMAN


INSTITUTION Research Section, South Australian Department of Education

TIME 1978

PLACE South Australia

AIM To evaluate 3 different models of successful Career Education Programmes

SAMPLE A co-educational metropolitan high school, a metropolitan high schools for girls, a country high school.

METHOD
- Interviews with students
- Interviews with employers involved in work experience programmes
- Questionnaires for teachers on their involvement in and perceptions of programmes

Major concerns of the evaluation were whether teachers and employers saw the programmes as being effective and acceptable; whether the objectives of the programmes were realised among the students.

RESULTS The programmes were generally acceptable to all groups consulted. Some weaknesses in content were revealed and employers felt they could have been consulted more. Sex stereotyping was evident in work experience placements.

DOCUMENTATION Report cited above.
DAWSON, Janet

**Transition Education Survey Report.** Adelaide: South Australian Education Department, 1979.

**INSTITUTION**  
Transition Education Unit, South Australian Education Department

**TIME**  
1979

**PLACE**  
South Australia

**AIM**  
To find out how many schools were involved in Career Education and the extent of their commitment.

**SAMPLE**  
All high, area and special rural schools: 133 responses

**METHOD**  
Questionnaire on Career Education in each school; in particular, career education courses, work experiences, work observation, link courses, work preparation classes.

**RESULTS**  
127 schools had some degree of commitment to education. In 95 of the participating schools all students were exposed to career education for at least one year.

**DOCUMENTATION**  
Report cited above.
INSTITUTION

Transition Education Unit, South Australian Department of Education

TIME

1979 - 1982

PLACE

Kidman Park High School, SA
- To identify students likely to be early leavers
- To test criteria used for identification
- To reduce alienation amongst such students by provision of relevant programmes
- To develop and test criteria for other groups.

SAMPLE

Year 8 at Kidman Park High School

METHOD

At risk groups will be identified by teacher assessment and these students will be given an alternative curriculum and learning modes. Students' attitudes will be monitored by interviews and tests.

DOCUMENTATION

Project outline is available from the Transition Education Unit.
BIDDINGTON, Judith, Adolf GENTILE and Gaye HART


INSTITUTION Royal Melbourne Institute of Technology, Victoria

TIME 1978 - 1979

PLACE Victoria

AIM To provide a description of the delivery of career education in secondary schools in Victoria

SAMPLE All 604 registered secondary schools in Victoria

METHOD A 50-item questionnaire was mailed to principals of the 604 schools with a request that it be completed by the person in the school responsible for career education. 371 usable responses were returned, constituting a response rate of 61 percent. Follow-up interviews were then conducted with 30 of the respondents to provide some in-depth information on feelings about or factors affecting career education or feelings about which might not be revealed by a questionnaire.

RESULTS The survey indicates that schools on the whole appear to be implementing career education programmes before they have fully explored the reasons for the programmes, the desired outcomes, methods of management and co-ordination. Many programmes are not based on the needs of the particular populations involved, nor do they effectively explore the role the community can play in career education. There also need to be more attempts at evaluation of programmes if improvements are to be made. The Report makes a number of comments on the findings and recommends areas for discussion and improvement.

DOCUMENTATION Report cited above.
MORGAN, Margaret Myfanwy

Career education for aborigines and implications for transition. M.Ed. study at La Trobe University.

INSTITUTIONS
- Department of Education, La Trobe University, Victoria
- Wanganui Park High School, Shepparton, Victoria.


PLACE Shepparton, Victoria; comparisons with Maori groups in New Zealand.

AIM To produce a handbook for careers teachers working with urban aboriginal students.

SAMPLE To be decided. The researcher is a full-time career education teacher at Wanganui High School and has developed a number of hypotheses about aboriginal students on the basis of her experience. The study will test these hypotheses.
INSTITUTION  ACER, Hawthorn, Victoria

TIME  1978 - 1980

PLACE  National in application - part of the on-going ACER case study of school students.

AIM  To develop a locally validated instrument which can be used to determine the appropriateness of particular career education programmes for individuals in groups of students and which can also be used to test the effectiveness of many career education programmes.

METHOD  The Career Development Inventory (Australia) (CDI-A) has been developed from the American Career Development Inventory: Junior and Senior High School Form III (Super et al., 1976). The CDI aims to measure both attitudinal and cognitive components of 'level of career development'. The American CDI was adapted to produce the Career Development Inventory: Australian Secondary School Form SSII, which consists of two booklets of multiple choice items and an additional Occupational Group Preference Form (OGPF). Altogether, the material takes about two hours to complete.

The materials were tried out mainly on year 8 and 10 students in seven schools in the eastern half of Melbourne, which offered a reasonable range of school types and residential districts.

Analysis and validating of student responses in their trials is in process and will be followed by analysis of data collected in an Australia-wide norming study.

RESULTS  The Career Development Inventory (Australia) (CDI-A) is likely to be useful to career education teachers whose programmes are based on a perspective of career education as part of general social education rather than, more narrowly, as the acquisition of vocational skills and information. Designed for students in Years 8 to 12, the CDI-A measures several aspects of career development. Among these are orientation toward planning, awareness and use of resource persons and materials, general knowledge of the career development process and the world of work, and knowledge of decision-making principles.

COLE, Peter


FUNDING Schools Commission and the Victorian Education Department

INSTITUTION Planning Services Division, Victorian Education Department

TIME 1977 - 1979

PLACE National

AIM

To describe the different types of school-based work experience activities actually taking place in Australia, and their purposes and value as seen by those involved.

To clarify the relationships of these activities to:

(1) guidance and counselling services
(II) 'Career Education' and the provision of career information
(III) 'Vocational Education' and the provision of career information
(iv) 'Vocational Education' and training
(v) other activities intended as preparation for employment.

To develop proposals for innovative projects or other further action in this area.

To draw conclusions about the implications for the development of policies.

SAMPLE All secondary schools in Australia. Of the 2,279 secondary schools approached, responses were received from 1,810 schools, giving a response rate of 79 per cent.

METHOD A questionnaire was sent to all secondary schools in Australia, covering information on type, size and location of the school, the numbers of students involved in work experience, job observation and country service programmes.

This was followed by in-depth questionnaires and personal interviews with students, staff and principals at selected schools which offered various examples of programmes and approaches. The follow-up questionnaire aimed to collect data on the range of philosophies and practices adopted by work experience co-ordinators throughout Australia.
RESULTS

Chapter 2 gives a detailed analysis of the questionnaire data, showing among other things that over 64,000 students in over 1,000 secondary schools participated in work experience programmes in 1977. The study also showed little clarity or general agreement on what the objectives of work experience are. The Report of the study discusses the implications of the survey results for school approaches and programmes and indicates possible lines of action.

DOCUMENTATION

Report cited above.
WATKINS, P.E.

Social control and educational change: the work experience innovation

INSTITUTION Deakin University, Victoria

TIME 1979 - 1980

PLACE A high school in south-east Melbourne

AIM To examine

- the disjunction between inflation of credentials and deflation of job skills; i.e. deskilling of work;
- the perceptions of work held by students before undertaking work experience;
- the perceptions of work held by students after undertaking work experience;
- the aspirations and eventual placement of students in the work-place.

SAMPLE A complete year 11 group (about 90 students) who go out to work experience in mid-year.

METHOD Interviews and discussions with students before and after work experience.

RESULTS Preliminary results indicate that students are aware of a surplus of job applicants with high educational qualifications. They hope to be successful themselves by presenting themselves properly and with 'correct' attitudes. A high proportion expect to have an advantage through family and personal contacts. The students see work experience as

- strengthening appropriate work attitudes in matters such as dress and punctuality;
- offering opportunities to try out jobs;
- making them realise that many jobs are boring, tedious and dirty.

All the students aspire to high status occupations, but few will achieve them. Work experience prepares them for the kinds of jobs which may be available to them.

Evaluation of work experience programmes in Western Australian State secondary schools

INSTITUTION  Research Branch, Western Australian Department of Education

TIME  August 1979 - August 1980

PLACE  Western Australia

AIM  To describe and evaluate work experience programmes operating in Western Australian State secondary schools

SAMPLE  Descriptive data has been gathered from all State secondary schools in WA. Using a case study approach, 8 schools have been focused on to provide in-depth data which will allow evaluation. Three case studies already completed have acted as a means of trialling the approach, as well as allowing an opportunity to focus specifically on rural schools and rural issues.

METHOD  Survey techniques used to gather State-wide descriptive data. Case study techniques used to gather more individual programme operation/achievement of aims and objective data.

RESULTS  To date the only findings relate to rural schools. They indicate that:

• the extent of implementation of work experience programmes in rural schools is encouraging
• there is a lack of range of positions/opportunities for work experience for rural students, particularly for females and Aborigines
• there is a need to develop a method of co-ordination among schools in an area or region, and to explore possibilities of bringing students to the city for work experience in chosen career areas.
DELIN, Jane, and C. HEYSEN

Taperoo Work Experience Programme for Teachers. Adelaide: South Australian Education Department, 1978. [10p]

INSTITUTION Research Section, South Australian Education Department
TIME 1977
PLACE Taperoo High School, SA
AIM To conduct and evaluate a programme designed to broaden teachers' knowledge and experience of the world of work by sending them out to gain work experience with local firms for varying periods.
SAMPLE 39 teachers from Taperoo High School.
METHOD Tests were administered to teachers before and after the project in order to estimate their reactions. In-depth interviews were held with some of the teachers who were involved.
RESULTS Most teachers felt the need to examine the curriculum in the light of their experiences.
DOCUMENTATION Report cited above.
INSTITUTION Office of Youth Affairs, Department of Employment and Youth Affairs, Canberra, ACT

TIME 1979 - 1980

PLACE Survey: All States except Tasmania and ACT
Case studies: Victoria, South Australia, Tasmania

AIM To discuss concepts of leisure and their practical application by describing

- a survey to examine how secondary schools in Australia influenced the leisure activities and attitudes of students
- case studies of five schools which successfully provided a leisure environment

SAMPLE The survey sample of 130 schools comprised:

- In Victoria, 10 schools from each of the five categories of government metropolitan high schools, government non-metropolitan high schools, government metropolitan technical schools, Catholic high schools and Independent schools (50 schools in all) were selected with a probability proportional to the number of 14-year old students within the schools.
- In each of the remaining 4 States, 20 schools were selected with a probability proportional to size: ten from the government sector, five Catholic and five Independent schools (80 schools in all).

119 of the chosen 130 schools actually participated in the survey. Within each school random samples of 12 year 8 and 12 year 11 students were selected.

METHOD Questionnaires and interviews examining the leisure environment of the schools in terms of

- opportunity
- motivation
- linkage, i.e., the awareness levels and access skills provided by the school to help students discover and follow up opportunities for leisure activities outside the school.
The survey indicated that independent schools provided stronger leisure environments in all areas except social activities and mechanical and technical hobbies. Social activities showed no difference between school types. Total leisure environments among the States were similar, though there were some striking differences. For example, musical activities were found to be strong in New South Wales and South Australian schools but relatively weak in Queensland and Western Australian schools.

Report cited above.
POST-SECONDARY EDUCATION

- financial assistance to students
- factors affecting choice of post-secondary education
- technical and further education
- colleges of advanced education
- universities
HAYDEN, Martin


FUNDING Commonwealth Department of Education, Canberra, ACT

INSTITUTION Centre for the Study of Higher Education, University of Melbourne, Victoria.

TIME 1979 - 1980

PLACE National in focus

AIM To review the literature and research related to the provision of financial assistance to tertiary education students. The review is intended as a first stage of a proposed major investigation of the extent to which finance influences access, participation and progress in tertiary education.

SAMPLE The TEAS (Tertiary Education Allowance Scheme) target group of students; that is, 'those persons who were willing and academically prepared to proceed to full-time tertiary education, but who, because of background hardship or poverty, faced financial barriers to their educational fulfilment in this way'.

METHOD Critical review of the literature in relation to

- the effectiveness of TEAS in promoting the participation and progress in tertiary education of the TEAS target group
- financial barriers to participation in tertiary education from two different perspectives:
  (i) a sociological or psychological perspective
  (ii) an economic perspective
- the importance of financial factors or influence on student progress in tertiary education.

RESULTS The review identifies a number of areas where research is inadequate and outlines possible directions for further research. It suggests the following tentative conclusions:
First, TEAS allowances appear to be barely sufficient to provide for the basic needs of full-time students who can earn some additional income, and the allowances seem to be insufficient to provide for the basic needs of full-time students sharing rented accommodation away from home or living in a residential college, unless these students can find regular vacation employment. Second, TEAS may increase opportunities for the TEAS target group more than for others with respect to participation and progress in full-time tertiary education, but there is insufficient evidence available to permit firm conclusions to be drawn about the extent to which this occurs.

The two perspectives - sociological/psychological and economic - may give different results about financial barriers to participation in tertiary education. Most research in Australia so far has tended to focus on the sociological/psychological perspectives which seem to indicate that financial factors are not as important as other factors in influencing participation. A different emphasis (and different policy implications) might emerge from research allowing more weight to an economic perspective.

Financial factors are of some importance to progress in tertiary education, but there is a clear need for more research in order to investigate the types of students whose progress is likely to be affected by financial factors, and the way in which insufficient finance contributes to the decision of these students to withdraw from tertiary education.

DOCUMENTATION Report listed above (available from the Commonwealth Department of Education).
The Characteristics of Sixth Form Students in Relation to Tertiary Studies, Research Report. Sydney: Research Section, Division of Vocational Guidance Services, NSW Department of Labour and Industry, December 1975 [37p + tables]

INSTITUTION Central Planning and Research Unit, Division of Vocational Guidance Services, Department of Industrial Relations, NSW

TIME 1975

PLACE New South Wales

AIM To investigate the characteristics of senior high school students leaving school intending to pursue further study

SAMPLE Year 12 high school students (N = 1836) drawn from schools throughout New South Wales

METHOD Students were sent a comprehensive questionnaire. Statistical analysis included MANOVA, discriminant analysis and chi-square. The study gathered data on

- demographic characteristics
- psychological characteristics (assessed abilities, interests and work aspect preferences)
- study and occupational expectations
- factors influencing institutional choice
- parental attitudes
- sources of career information
- use of vocational guidance facilities.

RESULTS Students aspiring to particular tertiary institutions were characterised in the following ways:

- Teachers college - 76 per cent female, lower middle class background, strong people orientation, expecting to study full-time, parents' fairly high educational aspirations

- NSW Institute of Technology - 61 per cent male, lower middle class background, strong economic orientation, stress vocational orientation of courses, 76 per cent expect to study part-time
University - 61 per cent from segregated high schools, higher number from upper class background, more parents with tertiary qualifications, highest assessed IQ, strong theoretical and intrinsic orientations, highest occupational aspirations and greater concern about prestige of the institution attended.

Other CAE - 69 per cent female, lower middle class background, parents often with technical college training, interest in clerical, persuasive and people activities, expect to study full time.

Technical College - lower middle class background, lowest assessed IQ, practical/things and economic/extrinsic orientations, 74 per cent expect to study part-time, location of institution influential in choice of where to study, more friends in workforce.

DOCUMENTATION Report cited above.
ANDERSON, D.S, R. BOVEN, P.J. FENSHAM, and J.P. POWELL


FUNDING
- Australian Vice-Chancellor's Committee
- Conference of Principals of Colleges of Advanced Education
- ERDC

INSTITUTIONS
- Research School of Social Sciences, Australian National University (Anderson)
- Faculty of Education, Monash University (Fensham)
- Tertiary Education Research Centre, University of New South Wales (Boven and Powell)

TIME
1976 plus comparison with studies dating from the 1930s

PLACE
Australia

AIM
To establish the social background of students in the various sections of Australian higher education and to detect changes which may have resulted from abolition of tuition fees (and the other new arrangements) made in 1974

SAMPLE
All students enrolling in first degree or diploma courses in an Australian university or CAE in 1976; excluding those who enrolled for external courses.

METHOD
A questionnaire was completed by new students at time of enrolment in 1976. A review of earlier studies is made and there is some analysis of the statistics of participation. SES information for new students at Melbourne University from 1962 and Monash University from 1970 are analysed.

A model is presented of the conditions which are necessary for an individual to enrol in higher education. The elements in the model are SES, ability, aspiration, scholastic achievement, accessibility and availability. The survey data which are analysed include parents' occupations, education, income and country of birth; students' age, residence, type of secondary school, deferment of entry and work experiences and country of birth. These are related to type of institution, sex, faculty, full or part-time enrolment and response to a question about the abolition of fees.
Analyses established that students whose parents were in the upper income brackets or who had achieved higher educational levels were more likely to enrol full-time than part-time, in university rather than CAE and, within university, in medicine, law and engineering rather than arts, science or economics.

About one-third of all entrants reported having had work experience (other than vacation employment) before enrolling. The proportion and the type of jobs varied with sex and for universities and CAEs; e.g., females in country CAEs were least likely to have had work experience; university students were more likely to have had a professional job.

The most common reason given for delaying entry to higher education after leaving school was the belief that outside experience would be useful. About 20 per cent of those who delayed said that insufficient finance had been the main reason.

One-fifth of all entrants said that they would not have enrolled (10.6 per cent) or would have deferred (10.4 per cent) if there had been tuition fees. These responses correlated with various social groups: those under-represented in higher education - females, older students, students from lower SES families, and country residents - were more likely to report being unable to continue than students from over-represented social groups. Students were divided into five approximate groups on the basis of SES. The proportion who said that re-introduction of fees would have caused them to defer or not to enrol in the highest and lowest SES groups respectively were: universities 13 per cent and 33 per cent, metropolitan CAEs 14 percent and 26 percent, country CAEs 19 per cent and 42 per cent.

A series of reports was seen to each participating institution and sponsoring agencies. Final report as cited above.
MACKAY, Lindsay, and Barbara FARY


FUNDING Commonwealth and Victorian Governments

INSTITUTION Faculty of Education, Monash University, Victoria

TIME 1973 - 1979

PLACE Victoria

AIM To examine the validity of information of various types in the process of transition from secondary school to tertiary education.

SAMPLE The 1973 cohort of sixth form students in Victoria.

METHOD The cohort were tested with ASAT-B and ATWE during 1973. Subsequently HSC results and teacher assessments of the cohort were collected, as were the first year tertiary results of those members of the cohort who entered 119 Victorian tertiary institutions in 1974. A variety of analyses was conducted with these data. The study includes:

- analyses of properties of tests involved
- extent to which various tests differentiate between identifiable groups of students
- examination of criteria for standardising marks across subjects and scaling school assessments
- predictive validity of tests for tertiary performance

RESULTS Choice of a selection instrument will change the composition of the group selected for tertiary education in terms of sex composition, composition by type of secondary school attended and socio-economic composition.

Over the whole set of tertiary courses, HSC aggregate and teacher assessment aggregates have the highest predictive validity and significantly higher than ASAT/ATWE scores.

DOCUMENTATION Report cited above.
KIRALY, J.T., and J.I. MALLEY


INSTITUTION
- Prahran College of Advanced Education, Victoria (Kiraly)
- Education Unit, Royal Melbourne Institute of Technology, (Malley)

TIME 1977

PLACE Prahran Region, Melbourne

AIM To investigate the technical and further education intentions of school leavers in the Melbourne central region, with a view to providing planning information for TAFE colleges. Specifically, the survey set out:

- to obtain population characteristics of the secondary school population within the Central Region of Melbourne
- to obtain data from a sample of this secondary school population
- to obtain data from a sample of recent school leavers who were unemployed at the time of the survey.

SAMPLE Students enrolled in thirty-eight secondary schools within the defined area of the Melbourne Central Region who were at or beyond year 8 in 1977 were identified as the target sample. The schools were randomly selected from the 4 types of secondary schools in the area: government high schools, government technical schools, Catholic schools and independent schools. Ten per cent (2,081) of the overall student population was then selected from these schools so as to maintain the proportions of students at that year level within the particular school sector.

- 102 unemployed young people living in the Central Region were an additional sample group.

METHOD Questionnaires administered to school students. Discussions with unemployed young people. These covered information on social and educational background, occupational and educational intentions, views of schooling, influences on school leaving and career choice.
Most secondary school students looked towards a career which involved further education at a university or college of advanced education. Only 17 per cent intended to choose a career requiring study at a TAFE institution. This compares with an actual national enrolment for full-time study at TAFE institutions of 40 per cent. Overall, the majority of students had positive attitudes towards school.

DOCUMENTATION

- Report cited above.
- Jeff Malley, Education aspirations of secondary school students, RMIT Education Unit Newsletter, November 1978, pp.3-5.
INSTITUTION University of Melbourne, Victoria

TIME 1976 - 1978

PLACE University of Melbourne

AIM To identify a number of problems experienced by students generally and by particular groups such as part-time students, older students, overseas students and country students, when they come to adapt themselves to the new environment of the university.

METHOD The report was prepared by a sub-committee of the University's Academic Committee and comprises a number of policy recommendations and papers analysing statistical and survey information relating to students who have language difficulties (migrants and overseas), are older, are part-time, are from the country, are from overseas or who defer entry.

RESULTS Implicit in the discussions and recommendations is the conclusion that all students are likely to have some problems and that students in the minority groups referred to above are particularly vulnerable.

With respect to deferred entry it is reported that in recent years increasing numbers of students have expressed a preference for work experience between school and higher education. About half (from a sample of school students studied in the mid-1970s) indicated a preference for some experience other than full-time study but only 2 per cent actually applied for deferred entry.

Deferred students tend to do as well at or slightly better in their higher education studies than those who continue directly from school.

DOCUMENTATION In addition to the report cited above, reports on Orientation and Transition (University Assembly, October 1976) and Prospective Students (Committee for Student Services September 1977) have been prepared in the University.
WILLIAMS, Clive, and Tom PEPE.

A survey of early university experiences

INSTITUTION University of Sydney, New South Wales

TIME 1980 - 1981

PLACE Fifteen Australian universities covering all States

AIM • To compare the early university experiences of students enrolled in different courses and in different Australian universities.
• To relate these experiences to discontinuation.

SAMPLE 30 percent sample of new full-time first year students in Arts, Economics/Commerce, Education, Engineering, Law, Medicine, Science in fifteen Australian universities.

METHOD Mailed questionnaire survey. Questionnaire data include personal information plus responses to items on two survey instruments: one providing scores on five dimensions related to student experiences (Institutional Belongingness, Goal Direction, Academic Involvement, Alienation, Social Interaction) and the other providing scores on five measures of student satisfaction: (Quality of Education, Social Life, Staff Student Relationships, Compensation and Participation in Decision Making)

Those students who discontinue their courses during the year will be identified and their responses compared with those who continue.
THE CHOICE STUDY: A STUDY OF ATTRITION IN A UNIVERSITY AND ITS RELATION TO FIRST YEAR STUDENT ENROLMENT DECISIONS

INSTITUTION: University of New South Wales, Kensington, New South Wales

TIME: 1980 academic year

PLACE: University of New South Wales

AIM

- To identify any relationship between attrition and enrolment decisions.
- To establish whether a significant number of first year students enrol without having made a well-informed choice of course.
- To establish whether there may be a case for increased responsibility on the part of the university to inform and advise students prior to enrolment.

SAMPLE

Students enrolling in 1st year courses in the Faculties of Arts, Architecture, and Engineering were surveyed as a part of their enrolment procedure.

METHOD

- Students completed a questionnaire aimed at establishing their commitment to their course at the time of enrolment. The questionnaire was also designed to elicit student rating of the information and guidance services available and to identify difficulties encountered by students in making their choices.
- Students who subsequently change their course or discontinue their studies will be followed up and interviewed.
- By the end of the academic year, four groups will have emerged: those who have changed course; those who have discontinued without failure; those who have failed; and the 'persisters'.
- The intake questionnaire will be re-examined by discriminant function analysis to detect any differences between the four groups as they were at enrolment.
SWEET, R.

The Work Values of First Year University Students, Research Report.
Sydney: Student Counselling Service, NSW Department of Technical and Further Education, July 1976. [52p]

INSTITUTION Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME 1975

PLACE New South Wales

AIM

- To examine similarities and differences between the work values of those entering different university faculties.
- To examine the relationship between work values and attaining or not attaining one's first faculty preference.

SAMPLE 1,341 first year university students drawn from 16 separate faculties.

METHOD 13 statements drawn from 13 scales of Super's Work Values Inventory were rated in importance as bases for career choice in the eighth week of first term. Work value profiles were developed for each of sixteen faculties. Discriminant function analyses were performed using present faculty, faculty of first choice, and coincidence between present faculty and faculty of first choice as bases of classification.

RESULTS

- Each of the 16 faculty groups could be described in terms of work values. With only one exception all work value statements significantly discriminated between faculties.
- Similarities and differences between groups could be described in terms of two underlying dimensions - "people versus things" and "conventionality versus creativity".
- Specific differences in orientations to work between accepted and rejected applicants could be discerned on a faculty by faculty basis.
- Those not accepted for the faculty of their first choice appeared to have chosen faculties more for the extrinsic rewards of careers than for the intrinsic rewards offered by the work itself.

DOCUMENTATION Report cited above.

INSTITUTION  Research Committee, Nedlands College of Advanced Education, Western Australia

TIME  1978

PLACE  Nedlands College of Advanced Education

AIM  To discover why some Nedlands College of Advanced Education students voluntarily withdrew.

SAMPLE  All 183 students in all courses who voluntarily withdrew from College between 1 January and 31 May 1978.

METHOD  Postal survey including open-ended questionnaire. 102 students had provided written explanations for withdrawing using an accepted College format. 81 students who had left no explanation were contacted by mail. 74 per cent responded and their reasons were so different from those given by the 102, that the latter too were contacted by mail. 79 per cent of these responded and their responses to these queries were very different from their initial formal response and tended to agree with the responses provided by the 81 students. The overall response rate for the two surveys was 77 per cent.

RESULTS  The major reasons for withdrawal with percentage of citings were:

- Financial reasons  32 per cent
- Found course disappointing  31 per cent
- Workload too heavy  26 per cent
- Uncertain employment prospects  25 per cent
- Domestic problems  22 per cent

Student comments were also illuminating. As a result of the reports a new and improved College withdrawal form came into use in 1979.

DOCUMENTATION  Research Committee Reports cited above.
MALLEY, J., and R. RAPER

A social profile of newly enrolling students of the Royal Melbourne Institute of Technology (Advanced College)

INSTITUTION  Education Unit, Planning Branch, Royal Melbourne Institute of Technology, Victoria.

TIME  February 1979, on-going collection and analysis of data

PLACE  Royal Melbourne Institute of Technology

AIM  To obtain a statistical profile of the social background of students entering the Institute in 1979.

SAMPLE  1,169 students of the population of 3,409 newly enrolling undergraduate students of the Institute's Advanced College sector.

Sampling procedures were designed around the previous year's record of flows of students through a central enrolling point. Sample quotas were set for particular times during the student enrolment period in February 1979, the quotas being set to predetermined proportions of students from particular faculty areas who were expected to enrol during that particular period. Time periods were selected to represent times of high medium and low flows of students to ensure appropriate mix of part-time and full-time students.

METHOD  Questionnaire. A seventeen item self-report questionnaire was handed out to students included in each quota time period as part of the formal enrolment process. Areas covered were related to family characteristics (ethnic background, educational levels, occupation description) factors of choice in deciding upon tertiary education, modes of transport and sources of finance for full time students. The questionnaire was designed to complement other data collected on official student enrolment records such as age, sex, mode of study and course. The completion of the questionnaire was not compulsory; however a 92 per cent response rate was achieved.
The survey gave the following results about the newly enrolling students in 1979:

- almost 80 per cent were Australian-born, but 40 per cent had fathers who were born outside Australia
- the majority of parents had not had formal educational contact beyond an equivalent of six years of secondary school, and 41 per cent of fathers and 49 per cent of mothers had no contact beyond year 10 at secondary school
- 24 per cent of fathers were tradesmen, process workers and labourers; 17 per cent belonged to administrative, executive and managerial occupations
- most students (55 per cent) enter RMIT directly from secondary school, but of those who did not 46 per cent had previously attended another tertiary institution.

This report sample was intended as a pilot study to test administrative and survey procedures for a population survey of all newly enrolling students in the Advanced College and TAFE college sectors of RMIT for 1980. Individual requests for data from the 1979 survey should be directed to the authors. Data from the 1980 population survey will be available in late 1980.

A survey of entering students at Royal Melbourne Institute of Technology, February 1980

INSTITUTION Royal Melbourne Institute of Technology Melbourne, Victoria

TIME 1980

PLACE Royal Melbourne Institute of Technology

AIM To investigate the perceptions that entering students have of their courses and eventual careers, their reasons for choosing their courses and the major influences on their decisions.

SAMPLE 275 first-year full-time students at RMIT

METHOD A questionnaire was prepared and used as a basis for interviews with 206 enrolling students by RMIT staff. An attempt was made to interview a representative number of students from selected departments across all faculties. A further 69 students from the Fine Art and Physics Departments completed the questionnaire themselves during the first two weeks of first term.

The questions were concerned with

- students' knowledge of the course structure and philosophies
- students' perceptions of career opportunities and types of work available
- sources of information on courses and careers used by students.

RESULTS In general, students appeared to be poorly informed on the number of hours per week of formal teaching in their courses and also on the role of service subjects or electives.

About one-fifth of students felt that job opportunities in their chosen discipline were worse than average. Less than half had a clear picture of the type of work that they would be doing on graduation.
Approximately 70 per cent of students had seen the RMIT departmental pamphlets and about 40 per cent had attended RMIT open days/night. By far the major influence on course choice was interest in the particular subject/discipline.

SWEET, R.


INSTITUTION Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME 1970 - 1978

PLACE New South Wales

AIM To investigate the extent to which trends in TAFE enrolments could be correlated with broader economic and social trends.

METHOD For each of 24 teaching content areas, New South Wales TAFE enrolments for the period 1970 to 1978 were indexed to 1970 enrolment figures. The same method of analysing growth rates was used within each teaching area to examine trends in enrolments in long and short courses.

Enrolment trends were studied in relation to:
- the decline of manufacturing industry
- technological change
- unemployment
- trends in trade training
- changing patterns of work, leisure and consumption.

RESULTS TAFE enrolments reflect long and short term fluctuations in the labour market and in social indicators. TAFE's base in manufacturing industry is declining in favour of bases more closely linked to the tertiary sector of the economy and to community needs. Throughout the 1970s highest growth rates were recorded in areas of TAFE associated with services employment, with leisure education, with adult education, with retraining and further education, and with general education. In no cases were high growth rates associated with broad based long term training for occupations in manufacturing industry. In relative terms, TAFE's role in the preparation of new labour market...
entrants for skilled occupations, particularly in manufacturing industry, has been declining. Links were demonstrated between declining long course enrolments and phenomena such as technological change, unemployment, skill shortages and the growth of education for leisure. Increasing enrolments in short courses providing training in narrow segments of skills appears to be a general form of response to many social changes. This affects TAFE's capacity to respond to school to work transition problems by preparing youth for long term careers in skilled occupations.

DOCUMENTATION Report cited above.
MACKAY, L.D., E.P. ATKINSON, B.A. FARY, R.F. GUNSTONE, M.A. HOY, and J.R. NORTHFIELD


FUNDING  Education Department of Victoria

INSTITUTION  Faculty of Education, Monash University, Victoria

TIME  1976 - 1977

PLACE  Northern Metropolitan Education Region, Victoria

AIM  To investigate

- reasons why students enter TAFE courses
- reasons for student withdrawal from TAFE courses, and their subsequent history
- reasons why secondary school students decide not to undertake TAFE courses
- reasons for withdrawal of students from a CAE, with a view to ascertaining whether TAFE courses would have been more appropriate

SAMPLE  1258 students from 48 secondary schools
3011 students from 6 TAFE colleges
156 withdrawals from TAFE colleges
323 current tertiary students
51 tertiary withdrawals
46 teachers
25 employers

METHOD  Questionnaire surveys and interviews. The study includes:

- a profile of the TAFE student in this region
- a profile of withdrawals from TAFE courses
- an employer's viewpoint on TAFE students
- a profile of tertiary students at Preston Institute of Technology
- a profile of withdrawals from P.I.T.
- a profile of secondary school pupils in the region

251(C14)
RESULTS

. Friends and relatives and the secondary school attended have a powerful influence on the decision to take or not take TAFE courses.

. Many students choose post-secondary courses without an adequate information base for such a decision.

. Withdrawal from courses usually involves a positive decision to do something else.

DOCUMENTATION Report cited above.
GORDON, Moira, and Gerald McCALDEN


FUNDING Assisted by a grant from the Technical and Further Education Commission.

INSTITUTION Datex Co-operative Limited, Newcastle, NSW

TIME 1976 collection of data; analysis of data on the male and female workforce, drawn from the 1971 Census tabulations for the study area

PLACE Newcastle and Muswellbrook in the Hunter Valley of NSW

AIM To examine, within the context of the Newcastle and Hunter Region, those factors which might adversely affect the opportunities open to women to make use of available technical education facilities or which might reduce their motivation to do so.

SAMPLE 2 technical colleges: Newcastle and Muswellbrook
- 108 Year 10 and Year 12 schoolgirls chosen by random sample from six high schools of different kinds
- 90 female technical college students at Newcastle and Muswellbrook Technical Colleges
- 105 women from the community chosen by a random cluster sampling technique
- 20 selected employers in the Newcastle area.

METHOD The 1971 Census of Population (the most recent at the time of the study) provided basic information on the region, its industrial and occupational structures, the qualifications of women and their employment opportunities. Study of enrolments and course enrolments at the two technical colleges gave patterns of female participation. Employer attitudes were ascertained by direct interview and also from structured and unstructured responses received during the survey of women in the community and female technical college students. Interviews based on questionnaires were conducted with the schoolgirl, technical college student and community women samples.
The study confirmed that, although increasing, women's use of technical education remains at a level below that of comparable males, and is still largely confined to a number of traditional areas. Among the factors identified as contributing to this situation are the traditional attitudes which affect women's own aspirations and expectations and their perceptions of themselves and their roles, and which lead employers to discriminate against women in their expectations, provisions for training and promotion practices. These attitudes are reinforced by the kind of information provided on career alternatives and by streaming of school courses along traditional lines.

Report cited above.
SWEET, R.
The Relationship Between Educational Levels and Access to Apprenticeships in N.S.W. Over a Five Year Period. Research Report.
Sydney: Student Counselling Service, NSW Department of Technical and Further Education, July 1978, 113ppi.

INSTITUTION Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME 1972/73 - 1976/77

PLACE New South Wales

AIM To examine the extent to which employers raised the educational levels required for entry to apprenticeship in NSW over the period 1972/73 to 1976/77.

METHOD Analysis of NSW apprenticeship statistics.

RESULTS In the period under consideration the number of early school leavers (those with a year 9 standard of education or less) entering apprenticeships decreased by 44 percent. At the same time there was a significant rise in the number of new apprentices with higher levels of education. The changing pattern of apprentices' educational qualifications was not uniform across all trades. Opportunities for early school leavers continue to exist in some trades; in others most new recruits have a year 10 educational level, and in others employers are placing more emphasis on recruiting those with a year 11 standard or better.

DOCUMENTATION Report cited above.
BURNS, Kerry, and Helen HOCKING.

Apprentice training and career patterns of tradesmen in Tasmania

FUNDING Supported by Technical and Further Education Council

INSTITUTION Research Branch, Education Department of Tramania

TIME 1979 - 80

PLACE Tasmania - Mainly North West and Hobart Regions.

AIM
• To describe the present apprenticeship system in Tasmania with an emphasis on trade entry decisions, apprentice dropout and problems faced in training.
• To investigate tradesman career paths after training.

SAMPLE Apprentices, ex-apprentices, tradesmen.

METHOD Analysis of cohort data for apprentices registered in two separate years for Tasmania. Follow-up interviews of 316 current, discontinued and qualified apprentices. Interviews with 109 tradesmen/ex-tradesmen in the carpentry and joinery/fitting and turning trades.

RESULTS Results relevant to school work transition were:
• A number of apprentices left their trade during or shortly after completion of training.
• Apprentices interviewed felt they could have had more career guidance at school - there was no indication that the situation had improved over a 3 year period.
• Over half of the tradesmen interviewed in two trades, who completed their training 7 - 22 years ago, are now not in trade employment.
• Apprentices commencing technical college appeared to be poorly prepared for this aspect of their training - they did not know what to expect.

CALVERT, Anne


**INSTITUTION**
School of Education, Monash University, Victoria.

**TIME**
1977 - 1978

**PLACE**
Melbourne, Victoria.

**AIM**
To demonstrate the relative influence of counselling, employers' attitudes and parental attitudes on girls becoming apprentices in trades other than Ladies Hairdressing.

**SAMPLE**
25 employers from most trades employing male apprentices; 33 girl apprentices in non-stereotyped trades.

**METHOD**
Personal interview. The Industrial Training Commission enabled wide contact to be made with trade personnel and enabled access to apprentices. Girls' experiences of school counselling and parental assistance were probed, and also the difficulties encountered in seeking employment and attending trade schools.

**RESULTS**
Parents were supportive in all cases. Difficulties encountered were in the attitudes of fellow students and the isolation in the trade schools. Workmates were supportive. Employers were divided on accepting girls as apprentices. Most were prepared to accept them and those who had already done so acknowledged the ability of females to perform in trades.

**DOCUMENTATION**
M. Ed. thesis published by TAFE Services as cited above.
SWEET, R.


INSTITUTION Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME 1976

PLACE Sydney metropolitan area and Tamworth, NSW

AIM To investigate TAFE students' perceived needs for college based services, the types of problems that they experience and the sources of help that they see as appropriate for these problems.

SAMPLE 374 TAFE students drawn from two metropolitan colleges and one country college.

METHOD Questionnaire.

RESULTS Students showed greatest preference for services of an informational, vocational and educational nature. Next in order of priority were services providing practical assistance with matters such as housing and finance, followed by supportive services for help with problems such as shyness and loneliness. Demand for assistance with major personal problems was minimal.

The most commonly experienced problems were educational, financial, and those of an adjustment nature. Campus based services were seen as being not relevant for educational and vocational problems. Community agencies, family and peer groups were seen as most relevant for personal, emotional and adjustment problems.

DOCUMENTATION Report cited above.
TAYLOR, N.


INSTITUTION Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME 1979

PLACE American, British and Australian studies

AIM To review published evaluations of educational and vocational counselling.

METHOD Literature review

RESULTS Compared with the extensive literature on the effectiveness of psychotherapeutic intervention, very few studies have attempted to evaluate the effectiveness of vocational and educational counselling. It is concluded that vocational-educational counselling has been investigated only superficially (although the literature does provide some useful guides for the practitioner). Typically counselling is regarded as a unitary phenomenon, and clients as a heterogeneous group. It is argued that research needs to be directed towards examining differential effects of varying treatments with varying clients and problem types.

DOCUMENTATION Report cited above.
TAYLOR, N.


INSTITUTION  Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME  1979

PLACE  Sydney

AIM  To examine client's perceptions of the work of TAFE student counsellors.

SAMPLE  97 previous clients contacted up to two years after consulting a student counsellor. 44 per cent were under 20 at the time of interview, 47 per cent were female, 64 per cent were Australian born, and 67 per cent were prospective TAFE students.

METHOD  A questionnaire was mailed to 300 ex-clients of one college's counselling unit. A follow-up request was mailed to non-respondents two weeks after the first contact.

RESULTS  Most clients had consulted a counsellor for help in course selection and for specific information. Counsellors were seen as helpful, understanding, and interested in client's problems. Clients generally felt that they got the help that they wanted, felt more positive about their problems and decided to take a new course of action after seeing a counsellor.

DOCUMENTATION  Report cited above.
TAYLOR, N.


INSTITUTION Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME 1978.

PLACE Sydney Technical College, NSW

AIM To describe and evaluate a course on coping with unemployment given to secretarial students at Sydney Technical College in 1978.

SAMPLE 104 female secretarial students participating in a course on coping with unemployment.

METHOD The course, which was run by counsellors and secretarial teachers, had six sessions dealing with unemployment and how to cope with it. Film, role play, group discussion, information giving and group exercises were used in the programme.

All students participating in the programme completed a questionnaire on reactions to and perceptions of the programme. 64 of the students completed pre- and post-course questionnaires to assess change in attitudes to and knowledge of unemployment.

RESULTS Most students reacted positively to the course and thought that it should be repeated. As a result of the programme most students became aware of community resources and some students learnt more about the problems of the unemployed and learnt more successful ways to cope with unemployment. No significant change occurred in students' attitudes to unemployment.

DOCUMENTATION Report cited above.
TAYLOR, N.


INSTITUTION  Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME  mid-1978

PLACE  Sydney metropolitan technical colleges

AIM  To establish whether secretarial students saw unemployment as an unexpected and unprepared for crisis and thereby to explore the need for a course on how to cope if unemployed.

SAMPLE  384 secretarial students enrolled at six Sydney metropolitan technical colleges. 71 percent had completed the NSW School Certificate Examination the previous year and 29 percent the NSW Higher School Certificate Examination.

METHOD  A questionnaire was administered seeking details of reasons for enrolling, perceived employment prospects, 'personal' and 'political' attitudes towards unemployment, attitude towards work (adapted from Mirel and Garret's Protestant Ethic Scale), awareness of the effects of unemployment and awareness of community resources.

RESULTS  Although many students were not blind to the employment situation, they were not prepared for possible unemployment. They had only superficial knowledge of the problems of the unemployed and little constructive advice about ways to cope. Many had little idea of available community resources.

DOCUMENTATION  Report cited above.
EMPLOYMENT, UNEMPLOYMENT AND LEISURE

- education and employment
- the labour market and the labour force
- youth unemployment
- the effects of unemployment
- work
- leisure
**SHEARS, Meredith, Sue STEVENS and JAN LOKAN**

**Work Importance Study - Australia and New Zealand. Hawthorn, Victoria: ACER, November 1979 (draft).**

<table>
<thead>
<tr>
<th><strong>INSTITUTION</strong></th>
<th>ACER, Hawthorn, Victoria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TIME</strong></td>
<td>1979 review of 1970s literature</td>
</tr>
<tr>
<td><strong>PLACE</strong></td>
<td>Covering Australia and New Zealand as part of a proposal for an International Work Importance Study involving 15 countries</td>
</tr>
<tr>
<td><strong>AIM</strong></td>
<td>To present a review of research studies which throw light on the importance of work in the life of the individual.</td>
</tr>
<tr>
<td><strong>METHOD</strong></td>
<td>The review begins with a general discussion of the Australian context relevant to work: the nature of the work force, working conditions, trends in employment/unemployment and participation in secondary and tertiary education. The annotations are arranged in the following categories:</td>
</tr>
<tr>
<td></td>
<td>- studies aiming to measure the psychological dimensions of orientation to work</td>
</tr>
<tr>
<td></td>
<td>- studies investigating commitment to specific occupations, work roles or careers</td>
</tr>
<tr>
<td></td>
<td>- some examples of research into job satisfaction</td>
</tr>
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<td></td>
<td>- studies concerned with work values or with the purpose of work and working</td>
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<td></td>
<td>- studies of values, attitudes or commitments in relation to other variables such as social class</td>
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<td></td>
<td>- studies overlapping two or more of the above categories</td>
</tr>
<tr>
<td></td>
<td>Each annotation describes the methodology and discusses the conclusions.</td>
</tr>
<tr>
<td><strong>DOCUMENTATION</strong></td>
<td>Publication expected during 1980 - 1981.</td>
</tr>
</tbody>
</table>
CAELLI, W.J.


INSTITUTION The Australian Computer Society Inc., P.O. Box 640, Crows Nest, NSW

TIME 1975 - 1979

PLACE National/international in focus

AIM To survey developments in micro-technology and to discuss their social implications, including the implications for education and employment.

METHOD The monograph begins with an outline of the development of micro-computer technology from the massive early computers of 30 years ago. It goes on to discuss briefly the structure and components of the computer, to define terms such as microprocessor and microcomputer and to describe various microcomputer based systems of use.

Most of the book, however, is concerned with the applications and social implications of microcomputer technology now and in the coming decades. Among the aspects discussed are

- the collection, control and monitoring of data and the availability of information
- the use of the technology in the home, for personal convenience and in daily life generally
- the implications for business and industry
- the changes in the methods and distribution of education at all levels
- the effects on people, governments and society
- the problems and implications for Australia.

RESULTS In education the writer sees developments in the use of micro-technology which may well change the whole shape and process of education; in particular:
the use of the home as an important centre for the delivery of education based on computerised 'two-way' interchange between teacher and student
the growing need for and availability of continuing education
the increasing interest by private industry in education as a profitable growth enterprise.

Microtechnology will also bring fundamental changes to patterns of employment and leisure. The job revolution will occur in the provision of new types of services and products, giving rise to fluctuations in existing industry employment patterns. These imbalances can only be corrected by expanding the employment base so as to create new opportunities for existing job holders and for young people entering the workforce. Microtechnology has the potential to do this, provided Australia is prepared to support and stimulate its own basic research, innovation and expertise.

DOCUMENTATION

- Monograph cited above.
SHEEHAN, P.J., and R.G. GREGORY

Labour market flows

FUNDING Utah Foundation grant for 1980

INSTITUTIONS
- Institute of Applied Economic and Social Research, University of Melbourne, Victoria
- Department of Economics, Research School of Social Sciences, Australian National University, Canberra

TIME 1980 - 1981

PLACE National

AIM
- To analyse fully the ways in which persons in different groups move between the states of being employed, being unemployed and being outside the labour force
- The use the analysis to attain a deeper understanding of the labour market as a whole and, in particular, youth unemployment, the paradox of the unfilled vacancies, the social consequences of unemployment, the displacement of older persons.
AUSTRALIA. DEPARTMENT OF INDUSTRY AND COMMERCE. BUREAU OF INDUSTRY ECONOMICS

Study of changes in the occupational structure of the Australian workforce

INSTITUTION Bureau of Industry Economics, Department of Industry and Commerce, Canberra, ACT


PLACE National

AIM

. To examine changes in the occupational structure of the Australian workforce during the period 1971-1976 and to identify the major components of such changes

. To consider the relative concentration of different demographic groups by occupation, and changes in the degree of concentration between 1971 and 1979.

INSTITUTION Bureau of Industry Economics, Department of Industry and Commerce, Canberra, ACT


PLACE National

AIM To examine the varying unemployment rates of different demographic groups and to consider the influence of several supply and demand factors on these rates.

METHOD Analysis of data.

RESULTS
- The higher unemployment rates of the mid-1970s can be attributed to a deficiency in the growth of labour demand rather than to an increase in labour supply or an imbalance between the types of labour demanded and supplied.
- Certain demographic groups, particularly youths and married women, are concentrated in a narrow range of industries.
- Substantial changes in the pattern of industry growth have not led to substantial changes in relative group unemployment rates due to adjustments in industry preferences for types of labour.
- The causes of high youth unemployment differ by sex: for males, differential growth of industry and concentration of male youth in slow-growing industries are the primary factors; for females, substitution of married adult women for female youth appears to be the major factor.
- During 1977-78 there was an apparent transfer of high unemployment rates from youths (15-19) to young adults, due to the impact of measures to assist youths, in conjunction with the fact that youths and young adults of the same sex are concentrated in the same industries.

DOCUMENTATION Report cited above.

INSTITUTIONS
- Australian National University, Canberra ACT (Gregory)
- Industries Assistance Commission, Canberra ACT (Duncan)

TIME
1979 analysis of 1964-1979 ABS data on labour supply and demand

PLACE
National

AIM
To analyse ABS data on labour supply and demand between 1964-1979 and to identify the factors producing high teenage unemployment.

METHOD
The paper provides an overview of the demand for and supply of teenage labour, discusses the factors affecting the teenage labour supply, and presents the results derived from estimating participation rate functions for teenage males and females.

RESULTS
Along with the general rise of unemployment accompanying the current long recession there has been a spectacular rise in teenage unemployment. Over the decade 1964 to 1973 the rate of teenage unemployment, as measured by the ABS Labour Force Surveys at May, averaged 3.2 per cent and never exceeded 4.6 per cent. By May 1979 teenage unemployment stood at 16.9 per cent, which is approximately four times the adult unemployment rate.

The paper shows that, contrary to widespread belief, teenage employment during the current recession has been favoured relative to the employment trends of the past. The main influence leading to the very high teenage unemployment levels relative to the unemployment of other groups stems from labour supply and not demand. Since 1974 the large increases in teenage unemployment have come about because the teenage labour force has increased. Factors producing the changes in teenage labour supply include declining school retention rates for males, the increased importance of part-time work, the levels and conditions of unemployment benefits, changes in wage levels and conditions of unemployment benefits, changes in wage levels and the important interactions among all these factors. The paper goes on to identify areas where research is needed, particularly in the effects of government policies on schooling decisions, for example, the conditions attaching to unemployment benefits.

DOCUMENTATION
- Paper listed above.
- Revised version to be published in Economic Record - possibly December 1980 or March 1981.
Youth unemployment

INSTITUTION Institute of Applied Economics and Social Research, University of Melbourne, Victoria

TIME On-going analysis

PLACE National

AIM To understand the operation of the youth labour market in Australia.

METHOD Analysis of relevant data, mainly from the Australian Bureau of Statistics and the Commonwealth Employment Service.

RESULTS A comprehensive report on the results of these studies of youth unemployment was last given in The Australian Economic Review, 1st quarter, 1978 (cited below). This report discussed

- youth unemployment in Australia compared with some overseas countries
- the incidence of youth unemployment compared with overall unemployment
- long and short-term influences on youth unemployment
- policies for reducing youth unemployment.

The report makes the following comments:

... two distinct phases need to be distinguished in analysing the generation of the present youth unemployment problem, namely the progressive deterioration in the position of youth in the two decades to 1973-74 and the rise in rates of youth unemployment in line with other unemployment rates in the period since 1973-74. Various factors seem to have contributed to the relative deterioration in the youth labour market between 1954 and 1973-74: there has been some demographic pressure, with the labour force of persons 20 to 24 years in particular growing rapidly; the matching of supply and demand in the junior labour market appears to have worsened in relation to broad skill occupational categories; the
labour market does not seem to have adjusted appropriately to the rapid increase in the supply of married women entering the labour force over this period, and they have to some extent displaced youth. The main reason for the rise in rates of youth unemployment since 1973-74 appears to be the impact of the recession (and other factors affecting unemployment generally) on a labour market already adverse to youth, although increases in relative male junior wage rates and in the real value of unemployment benefits payable to juniors may have been minor contributing factors.


INSTITUTION  Tertiary Education Commission, Canberra, A.C.T.

TIME  Based on Australian statistics for the period 1964 - 1979 showing the perspectives of youths in school, post-secondary education, apprenticeships, employment and unemployment.

AIM  . To present an analysis of trends for participation of young people in education and employment.
. To present some policy proposals.

RESULTS  The main conclusions are quoted from the lecture:

. At present, full-time job opportunities are limited, and for many young people, particularly those who have left school early with low achievement and poor motivation, prospects of full-time employment are slim. The conditions associated with unemployment benefits operate against acceptance of part-time jobs and the undertaking of part-time study. Support under the Tertiary Education Allowance Scheme is comparatively low and subject to a strict means test. These factors work in the direction of reduced retention at school, lower participation in tertiary education, and a lack of part-time employment combined with part-time training.

It is reasonable to assume that there will be some revival of economic activity and an increase in the rate of growth of the Australian economy. However, ... it is unlikely that the rate of economic growth could be so high as to create enough additional employment to produce full employment in the structural factors contributing to youth employment ... the young will remain at a significant disadvantage in the employment market. This is particularly the case for the bottom 20 to 25 per cent of school achievers ... there is unlikely to be any long-term relief for these groups through the expansion of traditional apprenticeship training, ... there is no reason to expect an immediate resumption of the upward trend in the retention of males at secondary school, and retention of females may level out ...
It is sometimes argued that when the numbers in the 15 to 19 years group begin to decline, the labour market will swing in favour of the young. The structural factors mentioned above are reasons for not relying too much on such relief but, in any case, numbers in the age group are not going to decline until the early 1990s ...

The conclusions that I draw from these facts and trends are that, in the absence of a positive policy for youth, an increasing number of young people will slip into unsatisfactory activities (including being on the dole) and that this will impinge more harshly on girls than on boys. If relatively fewer young people are to be in full-time employment and if unemployment is to be regarded as an unacceptable option for the young, a spectrum of activities must be developed ranging from full-time education at the one end to full-time employment at the other, with many half-way houses in between. This will have to be a government responsibility.

DOCUMENTATION  Report cited above,
BURKE, Gerald

Youth unemployment and educational participation

INSTITUTION Faculty of Education, Monash University, Melbourne


PLACE Australia-wide

AIM To identify principal influences affecting educational participation and unemployment, and the relationships between them.

METHOD Analysis of ABS data on wages, employment, unemployment and educational participation; regression analysis where appropriate to test mainly economic theories.

RESULTS Tentative findings are that the recession is mainly responsible for youth unemployment, together with a slowing in the growth of educational participation. There is little evidence of schooling or wages as factors in emergence of unemployment. Declining prospects for graduates and increased unemployment benefits may have influenced educational participation.

To examine the schooling and workforce behaviour of teenagers. The following questions are investigated:

- how does the age, sex specific unemployment rate depend upon labour market experience, school leaving age, marital status, country of birth, and the general characteristics of the Local Government area in which the teenager resides
- how do average teenage earnings vary with the above factors
- what is the influence of family background variables such as household income and family size upon the school enrolment decision
- what are the determinants of the degree of overlap between the labour force and the schools sector (for example, part time employment whilst at school full time).

SAMPLE 1976 Census Data

METHOD Econometric analysis using the Maximum Likelihood Method of estimation.

RESULTS Results will not be known before late 1980. Preliminary work suggests that school leaving age is an important determinant of unemployment rates for teenagers. The unemployment-school leaving age relationship exhibits large differences between the sexes, between nationality groups, and between localities.

DOCUMENTATION Ph.D. thesis when completed.
The function and functioning of the State and schooling in the reproduction of labour power; the school-work connection through the present economic recession.

INSTITUTIONS
- School of Education, University of Sydney, NSW (Freeland)
- School of Education, Macquarie University, NSW (Sharp)

TIME
1979 - 1980

PLACE
National in focus

METHOD
Analysis, on the basis of a developing theoretical perspective, of
- all the official reports, articles, books and media coverage of the inter-relationships between school, the labour market and unemployment
- various government initiatives.

RESULTS
In its efforts to orchestrate the present economic recession the State is cutting areas of unproductive expenditure to enable a greater expenditure on economic restructuring.

Education is not directly productive but certain areas of educational activity are indirectly productive in that they can increase labour productivity; e.g., technical education, scientific education. Thus the State is attempting to cut the non-productive areas of education expenditure and increase emphasis on the indirectly productive areas.

Education is also being used to soak up the mass of unemployed youth: to keep them institutionalised, to reduce unemployment statistics.
DOCUMEN'TATION


SWEET, R.

**A Labour Market Perspective on the Basic Standards Debate.** Research Report. Sydney: Student Counselling Service, NSW Department of Technical and Further Education, June 1979. [18p]

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>Student Counselling Research Unit, NSW Department of Technical and Further Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td>1962 - 1978</td>
</tr>
<tr>
<td>PLACE</td>
<td>New South Wales</td>
</tr>
<tr>
<td>AIM</td>
<td>To account for the debate over declining standards among school leavers in terms of changing relationships between education and the labour market.</td>
</tr>
</tbody>
</table>
2. Analysis of trade course curriculum reviews conducted by the NSW Department of TAFE. |
| RESULTS     | Over a period of twelve years, changes in secondary school retention rates had the effects that the group of students who entered the labour market after year 10 more than doubled in size, increased in its variability and possibly declined in its overall level of ability. These changes pose significant selection problems for employers of apprentices to the skilled trades - the employer group that has been most vocal in complaints about declining standards of literacy and numeracy. It is argued in the report that a failure by employers to recognise the school leaver changes mentioned above and to adjust their selection techniques accordingly has led them to the mistaken conclusion that basic standards have declined.  
At the trade level technology appears to deskill jobs rather than to raise their skill level. As a consequence it cannot be argued that complaints about basic standards at the trade level arise from standards not having increased sufficiently to cope with the demands posed by new technology.  
The adoption by industry of improved selection techniques is advocated as an alternative to an increased emphasis on basic skills in the schools. |

**DOCUMENTATION** Report cited above.
INSTITUTION  Student Counselling Research Unit, NSW Department of Technical and Further Education, NSW.

TIME  1970s.

PLACE  National

METHOD  Analysis of ABS census data and of labour force surveys.

RESULTS  Teenage part-time work was Australia's fastest growing employment indicator in the 1970s. In August 1979 21 per cent of all teenage employees were part-time workers. Most are employed in low-skilled sales and service jobs for only a few hours a week; a majority are school students and of these a majority are very young teenagers. In August 1978 per cent of all Australian school students aged 15-19 were in the part-time labour market. The teenage part-time labour market is highly segregated, overlapping minimally with either the teenage full-time or adult part-time labour markets. Its growth has coincided with a decline in the number of full-time teenage workers. However the two trends have occurred in different employment areas. Neither unemployment, labour cost nor labour supply factors account satisfactorily for the growth in teenage part-time work. An account is given in terms of changing patterns of work organisation in retail and service industries. Implications for quality of work life, transition from school to work policies and the skill structure of the teenage workforce are discussed.

DOCUMENTATION  Report cited above.
School leavers’ entry into the labour market

FUNDING  ERDC Research Grant

INSTITUTION  Department of Economics and Finance, Western Australian Institute of Technology

TIME  1980 - 1981

PLACE  Western Australia

AIM  
- To determine the way in which firms' internal labour forces interact with the labour market.
- To identify the requirements and procedures for expansion and for replenishment of firms' labour force.
- To assess whether the Internal Labour Market (ILM) paradigm could be relevant to the entry of school leavers into the labour market.

SAMPLE  A group of West Australian companies.

METHOD  Case studies. These will attempt to answer the following questions:

- What factors have led to the development of ILM structures; e.g., organisational, technological, economic?
- How does the ILM affect the relationship between qualifications and selection, both for entry level and promotional positions?
- What is the role of formal education as a screening device in the selection process (including the issue of credentialism)?
- What mechanisms are at work in the inter-face between the formal educational system and the informal (on-the-job training) education of workers?
- What implications are there for
  (1) curricula
  (II) generalist versus specialist courses
  (III) length of certificate courses and structure of course attendance (such as full-time versus part-time, day release).
- How is it best to set about fitting persons for employment (e.g., with training, re-training, employment subsidy, vocational training in the schools, or work release)?
BONNELL, Sheila M.

An examination of aspects of employment and unemployment in periods of recession and stability in Australia. Ph.D. Thesis

INSTITUTION  Department of Economics, La Trobe University, Victoria


PLACE  La Trobe University.

AIM  To examine the patterns of teenage employment and unemployment in the post-war period. The special emphasis of the study is however the analysis of the relative price responsiveness of the demand for junior labour in the retail industry 1974-1979.

SAMPLE  A large multi-plant retail firm with 1200 employees, surveyed at six-monthly intervals between 1974 and 1979.

METHOD  An economometric analysis of the demand for labour by type. Labour demand equations are estimated using Full Information Maximum Likelihood Techniques. The study examines whether junior labour has been substituted against adult labour sales assistants and clerical workers.

RESULTS  Results will not be known before the end of 1980. Present indications are that despite the very heavy junior unemployment, junior employment has been at least as strong as adult throughout the current recession in spite of a marked increase in the relative price of junior labour.


DAVIS, Denis, and Graham HERMANN

Unemployment and education in Western Sydney. An investigation commissioned and funded by the New South Wales Planning and Environment Commission

FUNDING New South Wales Planning and Environment Commission

INSTITUTION Macquarie University, Sydney, New South Wales

TIME 1979

PLACE Western Sydney

AIM
- To gauge the extent of skill shortage in the workforce of Western Sydney.
- To analyse the reasons for high unemployment levels and to gauge the extent of any discriminatory employment practices against Western Sydney youth.
- To consider the applicability of education and other strategies for employment.

SAMPLE
Study 1: 80 firms, 41 of which responded
Study 2: 18 firms which engage junior female clerks, 16 of which responded
Study 3: 3 large employers; 27 girls at school who intended to leave at the end of the year and wanted to obtain a clerical position.

METHOD
Analysis of discriminatory behaviour was primarily instiuted through the identification of employment criteria. Three methods were used:
- questionnaire to employers
- case studies for employer rating
- role play in interview situation with student and employer participants

RESULTS
Discriminatory behaviour is hard to separate from what might be good practice to minimise recruitment and training costs. Employment criteria are complex; schooling variables rate amongst many others which schooling cannot affect, such as transportation and age. Furthermore, the
schooling variables are complicated by factors such as home background, mastery of English and numeracy, personality and deportment, and confidence of career intention. When education is held constant, these traits, which are essentially associated with a middle class and professional family upbringing, are especially important.

DOCUMENTATION

- The report would have to be sought through the NSW Minister for Planning, Mr Bedford
- The authors are preparing articles from the data for publication.
SMART, J., D. STORER, T. KEEGAN, and M. DAVIDSON

Unemployed youth survey

INSTITUTIONS

- Department of Sociology, University of Newcastle, New South Wales (Smart and Storer)
- Commonwealth Employment Service (Newcastle Region)
- Newcastle Youth Support Scheme

TIME

March - July 1980

PLACE

Newcastle

AIM

To produce a social profile of youth in contact with the Commonwealth Employment Service

METHOD

Questionnaires were handed out over a one week period at Newcastle and Charlestown Commonwealth Employment Service offices. The questionnaire covered information on background, education, employment experience, length of unemployment, use of unemployed reference agencies, out-of-work expectations, daily activities, training areas of interest.

RESULTS

These are still being coded and analysed. A preliminary indication is that a very high percentage of unemployed youth have had three or more years of work experience. The issue needs further investigation.

DOCUMENTATION

It is hoped that the report will be published under the auspices of the Task Force on Youth Unemployment.
INSTITUTION Department of Sociology, University of Newcastle, New South Wales

TIME 1980 - 1981

PLACE Newcastle and Hunter Valley

AIM To examine

- the effects of technological change on 'women's work'
- the entry of females into traditionally male areas such as the trades
- the problems of female unemployment, especially for early school leavers
- the adequacy of school career education in extending occupational choice

SAMPLE

- A sample of unemployed female school leavers (derived largely from Commonwealth Youth Support Schemes and the Commonwealth Employment Service
- a sample of female high school students (1 or 2 schools)
- a sample of 'the hidden unemployed' (a door-knocking exercise)
- a sample of the community (a representative cross-section).

Sample sizes are still to be decided.

METHOD Analysis and interpretation of data gathered from a number of samples on the basis of in-depth interviews. The study will cover:

- transition from school to work/dole
- career education and vocational guidance
- unemployment
- occupational horizons and aspirations, and perceptions of the 'problem'
- technological change and the effects on 'women's work'
- the entry of females into skilled trades and apprenticeships
- the relationship between paid work and female identity

In general terms, the study will investigate the degree to which sexist barriers are being overcome and young girls are broadening their career horizons to include those areas previously considered to be 'out of bounds'.
DELIN, Jane, Q. INSHAW and J. SAUNDERS


INSTITUTION Research Section, South Australian Education Department

TIME 1977 - 1979

PLACE Adelaide

AIM To confirm the perceptions of teachers in the Commercial Teachers Association that 'commercial students with skills are obtaining employment'.

SAMPLE 315 'commercial' school leavers from 11 SA high schools

METHOD Commercial school leavers were followed up with questionnaires after they had been out of school a few months and data were compared with data from the School Leavers Project [see annotation: Delin, 1979].

The study covered employment, unemployment, perceptions of school courses, future plans and aspirations of commercial leavers and compared them with leavers who have taken less vocationally oriented courses.

RESULTS The school leavers who had 'skills' were obtaining employment at a higher rate and also appeared rather happier with their schooling and their jobs than the School Leavers Project leavers. (see annotation: Delin, Saunders and Inshaw).

DOCUMENTATION Report cited above.
The Shorthand Survey: An Investigation Into The Use of Shorthand by Young People Who Have Taken Shorthand Courses at School. Adelaide: South Australian Department of Education, 1979. [21p]

INSTITUTION: Research Section, South Australian Department of Education

TIME: 1978 - 1979

PLACE: Adelaide

AIM: To find out the extent to which people who had taken shorthand at school actually used it afterwards.

SAMPLE: People who had taken shorthand were drawn from a group of people who had previously been involved in a follow up study of commercial students (N=166). [Delin, 1979]

METHOD: School leavers were contacted by questionnaire after they had been in the workforce approximately 12 months. The questionnaire covered aspects of employment, use of shorthand, impact of word-processers, dictaphones and the technological innovations, employers' criteria.

RESULTS: The main finding was that most of the sample did not use their shorthand though it had helped them get jobs.

DOCUMENTATION: Report cited above.
WASSEL, Mohamed

Problems of Unemployed Youth in the Western Region of Melbourne.
Canberra: TAFEC, 1977

FUNDING Technical and Further Education Commission

INSTITUTION Footscray Technical College, Victoria

TIME 1976

PLACE Footscray and Sunshine regions of Melbourne, Victoria

AIM
- To enquire into the educational backgrounds of disadvantaged youth
- To identify barriers that inhibit attendance at TAFE colleges
- To investigate the extent to which youth return to school because they cannot find employment and the extent to which they gain access to TAFE and the degree of success achieved.

SAMPLE Three groups of youths in the 15-19 years age group: 100 unemployed, 30 who had returned to school because they were unable to find employment, and 50 youths who were continuing to study at a technical college.

METHOD The sample answered a questionnaire which was modified for each of the three groups. Information was gathered on general characteristics, migrant status, educational background, present educational status, family background, aspirations, knowledge of TAFE colleges and employment history.

RESULTS The study produced a large number of findings; among them, an apparent lack of pressure on the unemployed to remain at school, a feeling among the group that their teachers underrated them, and a dearth of knowledge about work situations and about ways, means and opportunities to further their own development.

DOCUMENTATION Report cited above.
Youth unemployment in the Mildura district

INSTITUTION  Department of Educational Sociology and Social Science, Melbourne State College, Victoria.

TIME  1978 - 1980

PLACE  Sunraysia District, Victoria

AIM  To investigate the state of youth unemployment in the Mildura district, with particular reference to its extent, nature and causal factors, in relation to national patterns.

SAMPLE  Students sampled were from Years 9, 10, 11 in four secondary and technical schools in the district.

METHOD  . Documentary analysis
  . interviews with teachers, employers, government officials, unemployed youths
  . questionnaire survey of school students.

The study covers
  . The extent of unemployment, especially amongst youth
  . community and school responses to youth unemployment
  . aspirations and school expectations of school students.

RESULTS  Analysis is not yet complete; however, it is clear that the local economy has been seriously affected by trends at the national level. In addition, there are specific developments which are likely to further reduce employment opportunities available to young people. It is hoped that analysis will be completed by the end of 1980.
LANGLEY, Paul C.


FUNDING Victorian Employment Committee and Shepparton Citizen's Employment Committee

INSTITUTION School of Economics, La Trobe University, Victoria

TIME October - November 1979 collection of data

PLACE Shepparton Area, Victoria

AIM To provide comprehensive demographic and labour market data for the Shepparton area.

SAMPLE 1,252 usable responses from a random sample of households in the Shepparton area: the city of Shepparton, Shire of Rodney and Shire of Shepparton.

METHOD Questionnaires administered by trained interviewers to all persons over 15 in households which were selected and agreed to participate. The questionnaire covered such areas as educational qualifications, employment experience and status, unemployment, job seeking, mobility, unpaid voluntary work, farm work.

RESULTS The survey gives comprehensive statistical data on the labour force in the Shepparton area, each section of the survey providing its own set of conclusions. Among these are:

- 5.7 per cent of the population 15 years of age and over reported being currently enrolled in a course at a tertiary institution of some kind, mainly in the Shepparton area.
- The Shepparton area, like a number of other regional centres, has experienced a significant reduction in both aggregate and age-specific labour force participation rates, and a rise in overall unemployment rates - particularly for female labour force members.

The survey results are seen as an important step in the establishment of regional data bases in Victoria.

DOCUMENTATION Report cited above.
CLANCY, Jeff

A study of youth unemployment

INSTITUTION ACER, Victoria

TIME 1980: an extension of the follow-up studies in 1978 and 1979 of 6,000 18-year olds who constituted the 14 year-old sample in the 1975 Australian Studies of School Performance [See annotation: Williams, Trevor]

PLACE Victoria

AIM To investigate

- the social and psychological effects of unemployment on young people
- whether the effects (if these are established) are due to length and/or frequency of unemployment
- the social processes which underlie youth unemployment

SAMPLE A sample of 200-250 unemployed youth drawn from the Victorian sample of 18-19 year olds about whom data have been collected systematically in 1975, 1978, 1979 as part of the ACER core programme of research, The Study of School Leavers.

METHOD The study is framed partly on a status attainment model in which characteristics such as current employment status, occupational aspirations and attitudes to work are seen as multiple outcomes of occupational experience, education, family background and personal characteristics. The study also uses a theoretical model derived from Merton's notion of means-goals disjunctions (elaborated in his paper 'Social Structure and Anomie') and Rodman's (1963) theory of the 'Lower Class Value Stretch' to examine the long term impact of unemployment on work values.

The data will be collected by personal interview during May/June 1980 and analysed (using multivariate techniques) during 1980 to early 1981.
### A Longitudinal Study of the Unemployed

**Feather, N.T., G.E. O'Brien, and B. Kabanoff**

**Institution**: School of Social Sciences, The Flinders University of South Australia

**Time**: August 1980 - 1983

**Place**: Metropolitan high schools in Adelaide

**AIM**: To study the effects of employment and unemployment on a number of variables including: work values, self-esteem, personal satisfaction, causal attributions, home life and activities, perceptions of control, coping behaviour.

**Sample**: Between 4,000 and 5,000 schoolchildren from a wide sample of metropolitan high schools in Adelaide will be tested in 1980 and followed up over 2 to 3 years.

**Method**: Questionnaires will be administered at school and follow-up questionnaires will be sent by post over the ensuing two years. Questionnaires will include items relating to the above variables plus items of a demographic nature and items concerned with employment status.

Selected interviews may be arranged. A new cohort will be tested at school in 1982. The study should be able to follow up school leavers from many different backgrounds and will be one of the few that has involved a longitudinal enquiry over the long term on the effect of employment/unemployment.
WINEFIELD, A.H., P.I. TILLETT, J. DELIN, and M. TIGGEMAN

Psychological effects of unemployment and the implications for schools

FUNDING Supported by an ERDC grant

INSTITUTIONS
- Department of Psychology, University of Adelaide
- Research Section, South Australian Education Department

TIME 1980 - 1982

PLACE Adelaide

AIM To investigate the psychological effects of unemployment on school leavers within the framework of Seligman's theory of learned helplessness and to provide information to schools.

SAMPLE 3,500 pupils of school leaving age in Years 10, 11 and 12 from metropolitan state high schools (yet to be chosen).

METHOD This is a longitudinal study focusing on variables such as attitudes, moods and motivation, using an initial questionnaire survey administered at school followed by repeated post-school follow-up investigations in the form of mailed questionnaires and in-depth interviews.

RESULTS A pilot study (by Marika Tiggeman) has tended to confirm the theory that learned perceptions of helplessness affect self-esteem, motivation and achievement and may correlate with unemployment.
GURNEY, Ross


INSTITUTIONS Department of Psychology, University of Melbourne, Victoria

TIME November 1978 to April 1979

PLACE Melbourne, Victoria

AIM To investigate the psychological effects on school-leavers of leaving school in the current recession.

SAMPLE 417 school leavers of both sexes from years 10 and 11 in eighteen secondary schools - high, technical, private.

METHOD Questionnaires were administered to the students in school time during November 1978. A sample of these was contacted by mail at their home addresses in April 1979 with a second questionnaire to be completed. The questionnaires focused on variables such as self-esteem, life satisfaction, personality, parent attitudes, psycho-social development.

RESULTS Analysis of the questionnaires provided an insight into what psychological changes had occurred in these people and allowed some conclusions about the effects of leaving school. Leaving and getting a job had provided the fortunate ones with the stimulation to make significant psychological development, while the unfortunate ones who had not obtained work remained stationary and showed neither development nor deterioration of a psychological kind.

DOCUMENTATION

- Ph.D. thesis listed above
- Ross M. Gurney, The effects of unemployment or the psycho-social development of school leavers, Journal of Occupational Psychology (in press)
INSTITUTION  Brotherhood of St. Laurence, Melbourne, Victoria.

TIME  1979

PLACE  Melbourne

AIM  To conduct a qualitative study that examines the changes over time in the behaviour and situation of a group of 30 people, all of whom were unemployed at the time of their inclusion in the sample.

SAMPLE  31 unemployed people, comprising 22 males and 9 females. Among these, 12 were under 19 years of age and 8 in the 19-24 age group.

The selection process was a voluntary one, the respondents being those people willing to be interviewed for the study. They were contacted through the Brotherhood of St Laurence King Street Job Centre, a job-matching centre, community groups and informal networks. The sample included long-term unemployed people, recently arrived and established migrants, unskilled and professional workers, older retrenched workers and married women.

METHOD  Interview and attitude surveys. People were interviewed four times at quarterly intervals. Data should provide information on:

- job history
- barriers to employment
- the search for work
- consequences of unemployment
- perceptions of relevant institutions
- social perceptions of the unemployed
- attitude surveys.

DOCUMENTATION  Report to be published during 1980.
INSTITUTE

Careforce, 16 Brunswick Parade, Ashfield, New South Wales

TIME

March - May 1980

PLACE

Sydney

AIM

To contact a number of homeless young people and attempt to discover through these contacts:
- what it feels like to be homeless
- how they came to be homeless
- what they saw as reasons for their homelessness
- what can be done about the problem

SAMPLE

30 young people were contacted (17 males, 13 females) at drop-in centres, refuges, squatting, or on the streets. Eight parents of homeless youth were also interviewed.

METHOD

The report is deliberately impressionistic and does not aspire to any particular statistical validity. An attempt was made in interviews to establish a relationship of trust, so that the young people could share their feelings about being homeless, as well as point to causes and the kinds of responses they had had to their situations. In the light of their comments, the report has attempted to evaluate traditional responses and current responses to youth homelessness. It also suggests the responses now needed.

The report covers areas such as:
- the effects of family life, youth unemployment, education and social alienation
- pen sketches and brief profiles of the 30 young people
- analysis of reasons of leaving home; age; how they left home; current contact with parents; current employment status; economic status; social orientation; previous history
- parents' thoughts
- analysis of responses to youth homelessness.
. Family conflict was high on the list of precipitating causes.
. Unemployment and poverty were factors causing a significant number to leave home and were a major influence on continuing homelessness for the majority.
. Children are becoming homeless at a younger age.
. Few had any continuing contact with parents.
. Most had already been involved in the welfare or juvenile justice system.

DOCUMENTATION Report cited above.
HARRISON, Michelle, and Dij'anne CEVAAL


INSTITUTION Evaluation and Research Section, ACT Schools Authority

TIME June 1979

PLACE Canberra, ACT

AIM To investigate the needs of Canberra youth (15-19 years) in relation to housing and employment.

SAMPLE 126 replies to a questionnaire which was distributed at Phillip College, Melba High School, Jobless Action (Civic and Woden), YMCA (Jamison)

METHOD Questionnaire to a group of young people in the age-group.

RESULT The questionnaire covered a wide range of topics and the researchers found many problems arising in the age-group. The report discusses these in relation to the roles of various welfare agencies (government and independent) and the attempts made by them to solve the problems.

The survey indicates that

- the young people surveyed had an unrealistic idea of the job market in Canberra (before seeking a job)
- migrant and female members were likely to have greater problems than other young people in obtaining jobs
- there were some accommodation problems and a suggestion that the young people did not have ready access to community sources of help, largely because they were unaware of these sources of help.

DOCUMENTATION Report available from Evaluation and Research Section, ACT Schools Authority.
Leisure patterns of people not in the workforce

FUNDING Assisted with funds from the Department of Youth, Sport and Recreation, Victoria

INSTITUTION Sociology Department, Footscray Institute of Technology, Victoria

TIME 1980

PLACE Melbourne

AIM
- To describe the leisure patterns of people not in the workforce.
- To discover any actual or perceived 'problems' in the use of leisure time for those not in the workforce.
- To compare the leisure patterns of unemployed youth with a control group of employed and student youth to ascertain what differences (if any) exist in the use of leisure time and the leisure needs or desires of each of these groups.
- To make appropriate recommendations to Government bodies should the research findings warrant it.

SAMPLE 1,000 households in the Melbourne metropolitan area (persons not in the workforce).

METHOD Analysis and interpretation of data gathered from:
- questionnaires administered to sample householders
- diaries administered to unemployed persons under 25 years of age

The study examines the use of leisure time and the desired use of leisure time of:
- people not in the workforce; this includes unemployed, pensioners and others on benefits, but excludes housewives.
- people in the workforce, including students (as a control group).

DOCUMENTATION Report to be prepared for the Department of Youth, Sport and Recreation, Victoria.
YOUTH PROGRAMMES AND EVALUATIONS

- the effectiveness of manpower programmes
- programmes for the handicapped
- educational and vocational youth programmes

FUNDING
- Victorian Social Welfare Department
- Department of Youth, Sport and Recreation (printing)

INSTITUTION
Brotherhood of St. Laurence, Melbourne, Victoria

TIME
1978 - 1979

PLACE
Victoria

AIM
To develop model packages and programmes and investigate options and directions available with a view to better assisting disadvantaged unemployed groups in general, but with particular emphasis being placed on the situation of young job seekers. Initially, the research was to concentrate on:

- identifying existing projects which are approved for Commonwealth funding, and which could be developed into model packages
- producing a document on options, and possible directions for manpower programmes
- developing a revised approach to community service projects which would be operable within Federal guidelines.

METHOD
The study was designed in four distinct phases:

- data collection and assessment
- the production of an interim report based on the data and its assessment, offering a tentative framework for the analysis of manpower programmes
- a community consultation around the interim report to test the framework for analysis and the broad options for manpower programmes
- the final report which incorporated the feedback from the community, developed the framework for analysis of programmes and devised programmes for disadvantaged workers.
The report describes the framework used for analysis. This is based on statements of values and assumptions about current and future attitudes and developments. The report discusses the relative effectiveness of four employment strategies: the use of macro-economic policies which increase employment; an improvement in the efficiency of the workforce, job creation, and employment redistribution. On this discussion is based an outline of the ten most important planning principles for manpower programmes, and these are used to assess Australia's current manpower programmes. Finally, manpower policies for disadvantaged workers are discussed.

RESULTS

The main conclusion of the Report is 'that a manpower policy which does not include large-scale (and expensive) job creation programmes helps few of the unemployed and, in particular, ignores the disadvantaged unemployed worker whose position is rapidly deteriorating'. On current government programmes, the Report concludes 'that the remedial policies and programmes being pursued by this Government need to be abandoned and replaced by more systematic and integrated policies and programmes'. From these conclusions, the Report makes a number of recommendations for government action.

DOCUMENTATION

Report cited above.
Bowden Brompton early school leavers project

**FUNDING**  
Schools Commission Innovations Program

**INSTITUTION**  
Research Section, South Australian Department of Education

**TIME**  
1980

**PLACE**  
Bowden Brompton Community Workshop School, SA

**AIM**  
To provide programmes for people who have left school early and wish to return on a part-time basis to upgrade their academic and job-seeking skills. Through this action research project, it is hoped to provide a model for other schools to follow.
AUSTRALIA. COMMONWEALTH GOVERNMENT PROGRAMMES FOR YOUNG PEOPLE

School to work transition policy

DEPARTMENTS
- Education
- Employment and Youth Affairs
- State Government departments

AIM
To provide all young people in the 15-19 age group with options in education, training and employment, or any combination of these, either part-time or full-time, so that unemployment becomes the least acceptable alternative.

PROVISIONS
The Commonwealth Government has undertaken to provide $150 million over five years (1980-1984) in transition programmes which will require contributions from the States after the first year. The Commonwealth will spend $25 million in 1980, rising to $40 million in real terms in 1984. The States have been asked to contribute $9 million in 1981 and to match Commonwealth contributions thereafter.

Programmes proposed by the States are considered for approval at Commonwealth level by a Transition Programme Standing Committee consisting of representatives from the Departments of Education and Employment and Youth Affairs, the Tertiary Education Commission and the Schools Commission. The Committee advises the Minister for Education and Youth Affairs on the establishment of general principles and on the approval of particular programmes.

Funds are available only for agreed programmes in school and technical and further education systems. The primary focus of the transition programme is on school leavers likely to have difficulty finding employment and on students still at school who are regarded as likely to be 'at risk' or experiencing similar difficulty.

Projects approved up to May 1980 include:

- alternative courses on secondary schools
- extension of work experience programmes
- improved career education and counselling
- occupational awareness programmes
- 'transition' classes or courses
- appointment of resource persons youth education officers, 'transition' officers
- in-service courses for teachers in transition education
- expansion of Education Programmes for Unemployed Youth (EDUY), pre-employment courses, link courses, pre-vocational courses, pre-apprenticeship courses.
A Comprehensive Policy for Transition from School to Work. Statement by the Minister for Education, Senator Honourable J.L. Carrick, 22 November 1979


AUSTRALIA. COMMONWEALTH GOVERNMENT PROGRAMMES FOR YOUNG PEOPLE

Education Programme for Unemployed Youth (EPUY)

DEPARTMENTS
- Employment and Youth Affairs
- Education
- State Departments of Technical and Further Education

AIM
To improve the literacy and numeracy skills and the motivation of unemployed young people with inadequate educational attainments.

PROVISIONS
Commonwealth funding is provided through the Department of Education to technical institutions in the States to provide short courses such as in literacy, numeracy, personal development, and job-seeking skills. To be eligible to participate in these courses, young people must be

- 15-24 years of age
- unemployed and away from full-time education for 4 of the last 12 months
- registered with and referred by the Commonwealth Employment Service

Those taking the courses retain unemployment benefits and are given an extra $6 a week for expenses.
HUBBERT, G.D.

An Evaluation of the Education Program for Unemployed Youth.
Canberra: AGPS, 1980 [216p]

FUNDING
Grant to ACER by Commonwealth Department of Education

INSTITUTION
ACER, Hawthorn, Victoria

TIME
September 1978 - 1980

PLACE
Queensland, New South Wales, Victoria and South Australia

AIM
To evaluate the effectiveness of EPYU (Education Programs for Unemployed Youth) in achieving its stated aim of improving employability. A secondary objective was to study unemployed school leavers with a view to learning more about their educational, vocational and personal needs.

SAMPLE
Participants and staff in all programmes commencing in the first six months of 1979 in the four States listed above. Some data were also collected from non-participating unemployed youth.

METHOD
Collection of data from participants by use of questionnaires and tests on literacy; numeracy; self-confidence and attitudes to work; levels of negotiable skills.

Instruments used at the start and end of programmes were:
- questionnaire administered to non-participating unemployed youth
- questionnaire administered to course co-ordinators
- interviews/discussion with co-ordinators, staff
- observation of programmes.

RESULTS
The evaluation indicates that the objectives of EPUY are being achieved to some degree in all States. Those features of EPUY programmes in the different States shown to be most effective in the achievement of objectives have been drawn together and presented as a model for future EPUY programs.

DOCUMENTATION
- Report cited above
FUNDING South Australian Department of Further Education

INSTITUTION Research Branch, SA Department of Further Education

TIME 1978

PLACE South Australia

AIM To evaluate the Unemployed Youth Programme of the Department of Further Education in order to ascertain what benefits unemployed youth were receiving through their participation in these courses. Specifically to investigate:

- the organisation structure and method of operation
- the effectiveness in providing and improving skills needed by young unemployed people and the social, psychological and moral support made necessary by conditions of unemployment.

SAMPLE The programmes at 9 metropolitan and 5 country colleges of further education were surveyed. The 230 participants in the programmes at these colleges were also surveyed.

METHOD Six questionnaires (including both closed and open-ended questions) were designed, one each for the following groups: participants, principals, project officers, instructors, parents and employers. The questionnaires were administered by the survey team in co-operation with principals and project officers.

RESULTS The evaluation findings strongly support the continuation of the unemployed Youth Programme, incorporating and expanding the present 'outreach' educational philosophy. One aspect of the outreach philosophy which encouraged the participation of unemployed youth in the programmes was the establishment of a learning environment characterised by the following elements:
a non-competitive and non-threatening environment
a situation where students may learn at their own pace
a relaxed, informal atmosphere
programmes usually conducted in venues external to the college
participants being treated as adults and expected to behave accordingly
an environment unlike that previously experienced at school.

The evaluation indicates:

- Overall respondents liked the listed aspects of the programme. Only 1 percent of all respondents expressed dislike for the individual aspects of their programmes (e.g. the instructor, the hours of attendance, the atmosphere, what they were learning, contact with adults).

- Respondents agreed that the programmes provided social benefits such as the making of new friends, increased self-confidence and the chance to meet other people.

- 34 per cent of the current participants had successfully gained employment while attending the programme.

- Marked changes in life-style occurred as a result of attending the programme. The cycle of activity, lassitude and depression was broken.

DEPARTMENT
Employment and Youth Affairs

AIM
To assist people who have found it difficult to obtain stable employment by providing them with a limited amount of on-the-job training.

PROVISIONS
The scheme provides employers with a subsidy of $50 a week for 17 weeks so that they may employ and train a young person who meets the conditions of eligibility. To be eligible, trainees must be

- 15-24 years of age
- unemployed and away from full-time education for 4 of the last twelve months
- registered with the Commonwealth Employment Service.

Under the scheme, employers are required to provide the trainee with proper supervision and pay the award or going rate. State and Commonwealth government departments participate in the scheme as employers.
Special Youth Employment Training Program (SYETP): employer study.
February 1980.

INSTITUTION
Program Evaluation and Review Branch, Department of Employment and Youth Affairs, Melbourne, Victoria

TIME
Field-work undertaken March quarter 1979 and report finalised February 1980

PLACE
National

AIM
To gather information on
- the characteristics of employers of SYETP trainees
- retention rates
- employers' attitudes to trainees and the scheme.

SAMPLE
Australian sample of employers participating in SYETP. This comprised employers of a trainee sample equal to 5 per cent of individuals placed under SYETP during three times spans (March quarters 1977 and 1978; and the month of April 1978).

METHOD
Mail questionnaire survey, including both fixed response and open-ended questions. The survey gathered information on
- employers' experience with trainees in terms of retention, dismissals and voluntary departures, and comparisons with other new workers and young people generally
- the training provided
- employer involvement with SYETP and the Commonwealth Employment Service, and reasons for SYETP vacancy
- characteristics of the employing body
- general comments and suggestions for changes to the scheme.

RESULTS
There was evidence that changes to the programme had led to changes in the patterns of participation and use of the scheme.
At the time of the survey nearly one fifth of trainees placed in March quarter 1977 (nearly two years earlier) were still with the training employer, as were a third of those placed in March quarter 1978 (10 to 13 months earlier) and 45.5 per cent of those placed in April 1978 (10 to 11 months earlier). Employers with a small number of trainees reported higher retention rates, as did those who provided training in excess of that provided for normal recruits.

DOCUMENTATION Unpublished report available from the Department of Employment and Youth Affairs.
Special Youth Employment Training Program (SYETP) in the private sector: follow-up survey of April 1979 placements.

Institution: Program Evaluation and Review Branch, Department of Employment and Youth Affairs, Melbourne, Victoria

Time: Field-work undertaken November/December 1979

Place: National survey

 Aim: To assess the post-programme experiences of trainees

Sample: Twenty per cent of April 1979 SYETP placements in New South Wales, Victoria, Queensland, South Australia and Western Australia, and all Tasmanian placements, with results weighted to correspond with the State's proportion of placements.

Method: Mail questionnaire surveys of employers and trainees, covering

- employers' participation
- characteristics of trainees
- the nature of training provided
- wastage during training period
- outcomes.

Documentation: The study is expected to be completed in the second half of 1980.
AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND YOUTH AFFAIRS, OFFICE OF YOUTH AFFAIRS

Training and work experience in Commonwealth establishments: a study of the initial 1,000 trainees. March 1980.

INSTITUTION Program Evaluation and Review Branch, Department of Employment and Youth Affairs, Melbourne, Victoria

TIME Field-work undertaken September-November 1979. Study completed March 1980

PLACE National

AIM . To assess the nature of training positions made available
. To gain a profile of the trainees placed
. To assess whether the programme had assisted their employment prospects.

SAMPLE All trainees and their supervisors (N=100)

METHOD Mail questionnaire to trainees and responsible supervisors. Questionnaires for supervisors covered the nature of training provided; assessment of the impact of that training on the trainee's work performance; whether the trainee completed the 17-week period; reasons for termination; and whether trainee was still employed by the training authority. Trainees were asked about their experiences before, during and after the training.

DOCUMENTATION The report is an internal Departmental document. Some of the data could be made available to interested parties on request.
AUSTRALIA. COMMONWEALTH GOVERNMENT PROGRAMMES FOR YOUNG PEOPLE

National Employment and Training Scheme (NEAT)

DEPARTMENT
Employment and Youth Affairs

AIM
To provide training in skills for unemployed people in occupations where sufficient numbers of skilled employees are not available.

PROVISIONS
The scheme has a number of components:

On-the-job training. Where skilled employees are not available for particular occupations, the Commonwealth Government pays a subsidy to employers to provide on-the-job training. Current subsidies are $62.25 a week for adults and $45.65 a week for juniors. Trainees must be unemployed people registered with and selected by the Commonwealth Employment Service. They are paid the award or going rate for the job while being trained.

Formal Training. Where skilled employees are not available in particular occupations, the Commonwealth Government may provide full-time or part-time formal training at educational institutions for unemployed people registered with the Commonwealth Employment Service. Full-time trainees receive:

- for adults, a training allowance of $33.20 per week (as long as the combined family income of the trainee and spouse does not exceed one and a half times the average weekly earnings); in addition, an allowance equal to and subject broadly to the same income test as unemployment benefit may be paid
- for juniors, a training allowance of $15.30 per week (subject to the same test on income as for adults); similarly, an allowance equal to and subject to broadly the same income test as unemployment benefit may also be paid
- subject to an income test, a living away from home allowance may be paid. In addition, allowances for books and equipment and payment of fees may be paid where applicable.

Trial Training Programmes. Where particular skills are required for industry, assistance is available to establish trial training programmes in educational institutions or in industry. Allowances for trainees and employers are also available.

Training for disabled persons. Special rates of subsidy are available to employers to provide training for physically and mentally handicapped persons. Special courses may be arranged if necessary.
FUNNELL, Sue


INSTITUTION
Division of Educational Research, New South Wales Department of Education

TIME
1978

PLACE
Sydney

AIM
To evaluate NEAT work experience programmes for handicapped secondary students

SAMPLE
Students in eleven Sydney schools

METHOD
The design involved gathering information from students, parents, teachers, DEYA staff, employers and supervisors, by means of interviews and questionnaires, including open-ended questions, checklists and rating scales. Post-hoc progress reports and anecdotal information were also incorporated.

A primary focus was the employment history and post-school adjustment of 36 ex-students from two schools for the mildly intellectually handicapped who had participated in the programme and had left school before October, 1978.

RESULTS
These ex-students were most satisfied with the remuneration, variety and learning opportunities which the programme facilitated. Their parents perceived the scheme to be particularly effective in developing self-confidence, social contact and personal responsibility in the work environment. Employers were more favourably disposed to employ handicapped adults as a result of their having employed NEAT students.

DOCUMENTATION
Report cited above.
HURCOMB, Merle E.


INSTITUTION Sydney City Mission, NSW

TIME 1978 - 1979

PLACE Green Valley - a Housing Commission Estate in the City of Liverpool, NSW

AIM To assess the content and results of the Vocational Employment Training Programme conducted in Green Valley by the Sydney City Mission. This programme has the aim of providing vocational training, life skills training and related education for men and women aged 16 years and upwards who are unemployed and lacking in work skills.

SAMPLE 200 young people over 16 years, resident in the Liverpool district and unemployed for at least 4 months in the previous 12 months, were interivewed. Of them 40 were selected for the course.

METHOD The evaluation was on-going with the course. The course itself includes:

- vocational training in pre-nursing, secretarial, clerical and general engineering
- remedial teaching in basic comprehensives
- life skills
- counselling
- work experience and placement.

RESULTS The study indicated that applicants fell into 3 groups:

Group 1: Those who were unemployed because of the prevailing economic climate, but who were well enough equipped to find and retain satisfactory employment without the assistance of the Scheme.

Group 2: Those who were unemployed and who were unable to gain work for one or more of the following reasons:
a lack of vocational skills
an inability to present themselves favourably
educational disadvantage
a deprived social and family background

Group 3: Those who were unemployed and would remain unemployable in a normal work situation owing to low ability compounded by one or more of the factors mentioned under Group 2. Such a group would require a full-time remedial programme.

Those chosen for the course belonged to Group 2. Unemployed young people in this category, when given the skills, developed confidence, self-esteem and a desire and ability to hold a job.

DOCUMENTATION Report cited above.
AUSTRALIA. COMMONWEALTH GOVERNMENT PROGRAMMES FOR YOUNG PEOPLE

Community Youth Support Scheme (CYSS)

DEPARTMENTS

- Employment and Youth Affairs
- State and local CYSS Committees

AIM

To enable community groups to assist unemployed young people by providing courses to develop occupational and recreational skills.

PROVISIONS

Funds are provided to community groups offering courses to unemployed young people. Participation is voluntary and does not affect eligibility for unemployment benefits. In addition, participants may receive up to $6 per week for incurred expenses.
Community Youth Support Scheme: national evaluation study.

INSTITUTION
Program Evaluation and Review Branch, Department of Employment and Youth Affairs, Melbourne, Victoria

TIME

PLACE
All States except Northern Territory

AIM
To assess whether the Community Youth Support Scheme (CYSS) is achieving the objectives set for it; that is, to provide community-based activities which give support to young unemployed people, encourage their personal development and enhance their employability.

SAMPLE
Young unemployed people (up to 25 years) at CYSS projects, young unemployed registrants at Commonwealth Employment Service (CES) offices, CYSS project officers, Youth Officers and Managers at CES offices and community representatives.

The sample comprised:
- 357 CYSS participants
- 409 young unemployed at CES offices
- 92 CYSS project officers
- 39 community representatives
- Youth Officers and/or Managers at 51 CES offices

METHOD
Using periodical, semi-structured interviews, the study gathered objective information on the characteristics and work history of young unemployed and the activities offering at CYSS projects, and also more subjective information on the experiences and opinions of the various groups interviewed on the social and economic effects of unemployment, the process of achieving employment, and participation in CYSS and other community-based activities.
The study found that young unemployed people attending CYSS projects were very similar to other young unemployed registered at CES offices except that CYSS participants had experienced greater unemployment and had had less vocational advice prior to attending CYSS projects. The great majority of all young unemployed saw their future in terms of employment and were invariably demoralised and bored by unemployment. Most felt that the public condemned them for being unemployed despite a lack of job opportunities.

Both Project Officers and participants saw large benefits from the job preparatory and social/personal development activities. Gains reported included acquisition of job related skills, clarification of career aims and better knowledge of how to obtain prerequisites, increased social skills, confidence and motivation, and a broadened knowledge of their community and its facilities.

Unpublished Report available from the Department of Employment and Youth Affairs, Canberra.
Volunteer Youth Programme (VYP)

DEPARTMENT: Employment and Youth Affairs

AIM: To assist young unemployed people to become involved in voluntary community service with a view to

- helping participants to maintain work-oriented motivation and skills
- providing manpower to community organisations for useful projects

PROVISIONS: The scheme began in November 1979 and is still in a pilot stage with 10 projects under way. Community organisations apply for grants to assist in providing staff and facilities to organise the project. Volunteers remain eligible for unemployment benefits and receive an additional $6 per week for incidental expenses.
Volunteer Youth Program: the pilot phase.

INSTITUTION Program Evaluation and Review Branch, Department of Employment and Youth Affairs, Melbourne, Victoria

TIME Field-work undertaken in June/July 1980

PLACE 9 pilot projects (in all) in New South Wales, Victoria, South Australia, Western Australia, Tasmania

AIM To examine the pilot/developmental activities of Volunteer Youth Program (VYP) projects in assisting young unemployed people.

SAMPLE Project officers at VYP projects
Participants in VYP projects
Representatives of organisations sponsoring VYP projects
Young unemployed registered at Commonwealth Employment Service (CES) offices
Staff at CES offices
Participants in Community Youth Support Scheme (CYSS) project
Project officers at CYSS projects.

METHOD The study of the pilot operation of the VYP will comprise:

- analysis of objective information on participant characteristics and voluntary activities conducted by VYP projects
- interviews to gather information on how projects were established and developed; their success, and the value of VYP activities
- a comparative study of CYSS participants and young unemployed at CES.

DOCUMENTATION The study is expected to be completed towards the end of 1980.
AUSTRALIA. COMMONWEALTH GOVERNMENT PROGRAMMES FOR YOUNG PEOPLE

Group One Year Scheme

DEPARTMENTS
- Employment and Youth Affairs
- Other Commonwealth and State Departments and authorities

AIM
To provide training in government departments and authorities for first-year apprentices as an incentive to private employers to take on apprentices.

PROVISIONS
Apprentices indentured to private employers are trained and paid by Commonwealth and State authorities for their first year.
AUSTRALIA. COMMONWEALTH GOVERNMENT PROGRAMMES FOR YOUNG PEOPLE

Pre-apprenticeship assistance

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>Employment and Youth Affairs</th>
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</thead>
<tbody>
<tr>
<td>AIM</td>
<td>To provide support for young people who have been unable to obtain apprenticeships and who enrol for approved pre-apprenticeship courses at technical and further education colleges</td>
</tr>
<tr>
<td>PROVISIONS</td>
<td>The courses are intended to provide practical vocational skills which may help those participating to gain an apprenticeship and in some cases to reduce the length of apprenticeship training. Trainees may be eligible for an allowance of $20 per week.</td>
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</tbody>
</table>
AUSTRALIA. COMMONWEALTH GOVERNMENT PROGRAMMES FOR YOUNG PEOPLE

Commonwealth Rebate for Apprentice Full-Time Training (CRAFT)

DEPARTMENT
Employment and Youth Affairs

AIM
To extend the training of tradesmen through apprenticeships by providing employers with incentives to increase the number of their apprentices and improve the quality of their training.

PROVISIONS
Employers who take on apprentices

- receive tax-exempt rebates which are related to the six occupational trade groupings
- qualify for a 40 per cent increase in their rebate by engaging a first-year apprentice who has completed an approved pre-employment course which results in a reduction of the normal period of apprenticeship by 6 months
- receive a $1,000 cash rebate, free of tax, for each apprentice taken on between December 1, 1979 and June 30, 1980, additional to the number they took on during the same period last year.

Apprentices may be eligible for living-away-from-home allowances of $22 weekly for first-year apprentices and $9 weekly for second-year apprentices.
AINLEY, John, and Adrian FORDHAM.


FUNDING Supported by a grant from the Technical and Further Education Council of the Tertiary Education Commission.

INSTITUTION ACER, Hawthorn, Victoria

TIME 1978

PLACE National focus. Sample taken from NSW and Queensland.

AIM To study some new developments in pre-vocational education in order to provide for the Technical and Further Education Commission

- a general methodological framework for the continuing evaluation of TAFE programmes designed to prepare people for working life - a framework which could be adapted as necessary for further evaluation of courses of this kind
- an assessment of the effectiveness of four selected pre-vocational programmes
- an identification of major problems and factors for the benefit of future programmes.

SAMPLE Students enrolled in four pre-vocational programmes (two in NSW and two in Queensland) and their teachers; also students whose applications for enrolment in these programmes were rejected and students formerly enrolled.

METHOD

- Development of a general framework of evaluation through visits, observation and interviews; gathering information on student characteristics, teacher characteristics and contextual factors as part of an evaluation of background factors, processes, outcomes (immediate, intermediate and enduring.
- Development, adaptation and trialling of questionnaire instruments: student questionnaire, teacher questionnaire, career questionnaire (for students).
- Discussion of means by which data on each element in the framework could be used in further analysis.
RESULTS

A set of instruments which form a sound basis for the evaluation of pre-vocational programmes against a series of stated objectives was developed. The instruments, which include questionnaires and tests, have been developed in relation to background factors, programmes transactions and course outcomes.

DOCUMENTATION

- Published Report as cited above.

INSTITUTION Methods Section, Curriculum and Evaluation, Division of Technical and Further Education, Department of Education, Queensland

TIME 1979

PLACE Queensland

AIM To investigate whether school scores are useful in predicting 'success' in pre-vocational (trade-based) courses.

SAMPLE Student population enrolled in pre-vocational course in eleven colleges of TAFE in 1979 (N = 823).

METHOD Analysis and interpretation of student school scores in English, Mathematics and Science. Correlation with success in the pre-vocational course. Examination of 'high' and 'low' achievers in terms of prior school experiences. Data were analysed to determine:
- which group performed well
- which group performed badly
- whether 'success' could be predicted
- whether a typical 'successful' student group could be identified

RESULTS Preliminary results indicate that year 12 and year 11 students performed significantly better than the year 10 group. The school subjects which predicted success in the course for Module 1 and Module 2 proved to be Mathematics and the Manual Arts subjects.

DOCUMENTATION
- Review Selection Procedure for Pre-Vocational (Trade-Based) Course INTERIM REPORT, 1979
- A Review of the Merits of the Pre-Vocational (Trade-Based Course, June 1978
- P.E. Hack, and M.S.H. Khan, Towards a vocation, Quest 25, Queensland: Methods Section, Curriculum and Evaluation, Division of TAFE, Department of Education, Queensland, August 1978
- M.S.H. Khan, A Second Review of the Merits of the Pre-Vocational (Trade-Based) Course, Queensland: TAFE, December 1978
- Evaluations of Pre-Apprenticeship Careers such as in Refrigeration and Signwriting, both completed and in progress.
HOCKING, Helen

An Evaluation of Link Courses. Research Study No. 33, Hobart: Research Branch, Education Department of Tasmania, January 1978, [36p]

INSTITUTION Research Branch, Education Department of Tasmania

TIME 1977

PLACE Tasmania

AIM To seek some indication of the value of link courses in terms of the objectives of the courses. Key issues were whether the courses assisted students to make decisions about their future; whether courses improved the attitudes of students to year 10 studies relevant to trade courses; and whether the content and level of work was useful and appropriate.

SAMPLE 49 year 10 (male) high school students who were enrolled in link courses and aiming for apprenticeships.

METHOD Participating students and staff from both the high school and technical college were interviewed individually before and after the programme. In addition, at the end of each unit, students completed a simple questionnaire. The study covered student and staff expectations for the link courses, student assessment of the courses, student outcomes and reactions, and staff evaluation of the courses.

RESULTS Both students and staff found the programme an interesting, stimulating and worthwhile experience. The response of the students involved in the programme and that of others on other programmes, such as work experience, revealed a need for the education system to provide social learning related to work and to bridge the gap between school and work. The link course balanced the general goals of a sound basic education at secondary level and a perspective on the future. As such, the extension of link courses seemed highly desirable. The study found that a majority of students were helped in one or more of the following ways through the link course:

- to decide on a job
- to change or modify their views on some of the trades
- to increase motivation in basic school subjects.

DOCUMENTATION Report cited above. 198(E23)

INSTITUTION: Student Counselling Research Unit, NSW Department of Technical and Further Education

TIME: 1977

PLACE: Sydney

AIM: To evaluate a pilot link programme for assisting deaf high school students in the transition from school to work conducted in 1977.

SAMPLE:
- 20 out of 28 parents of children participating in the programme
- 15 out of 28 students participating in the programme
- 7 high school teachers of the students in the programme
- 9 of the 10 technical college teachers involved in the programme

METHOD: Opinions of the effectiveness of the link programme were solicited from:
- parents by mail questionnaire
- students by personal interview
- school teachers by personal interview
- technical college teachers by questionnaire

RESULTS: Within the limits of the occupational areas sampled the link programme seemed to enable students to become more aware of their abilities and interests, and many teachers and parents believed that this enabled a wider career choice to be made. The programme appeared to be quite successful in enhancing students' social development. Many students secured employment as a result of attending the programme, though this may be related to its new and special nature. Link courses should not be seen as the total career education required of a deaf student but should be part of a more comprehensive programme.

DOCUMENTATION: Report cited above.
Activity Therapy Centre (ATC) demonstration projects

INSTITUTIONS
- Development and Special Projects Section, Rehabilitation and Subsidies Division, Department of Social Security, Canberra, ACT (Limbrick)
- Mt Gravatt College of Advanced Education, Brisbane, Queensland (Meadows)
- Kelvin Grove College of Advanced Education, Brisbane, Queensland (Meade)

TIME
March 1980 - December 1982

PLACE
Brisbane, Queensland

AIM
To design, develop and implement diagnostic assessment procedures and developmental training programmes for mentally and physically handicapped clients attending activity therapy centres. These centres fulfil a post-school transition function for certain severely handicapped people. They are facilities designed to promote the personal and social development of handicapped adolescents and adults. The functions of ATCs include assessing skills, personal care skills and vocational skills and then providing suitable structured programmes of training in these areas. The project should up-grade the quality of programmes in activity therapy centres and thereby increase their effectiveness as transitional programmes.

SAMPLE
Activity Therapy Centres in the Brisbane area

METHOD
The first stage of the project will be a needs assessment and a literature review as a basis for developing suitable programmes tailored to the client's needs. The programmes developed will then be tested for their effectiveness and transferability to other ATCs not participating directly in the project. As an integral part of the project, the College will be developing methods and techniques of integrating the programmes into the existing operations and structures of ATCs.
WARD, James, Trevor R. PARMENTER, Vivienne RICHES, and Margary HAURITZ

Granville Work Preparation Centre Research and Development Project

INSTITUTION Macquarie University, North Ryde, NSW

TIME 1975 - 1981

PLACE Sydney

AIM To develop and evaluate programmes to assist mildly intellectually handicapped adolescents in living independently in the community.

SAMPLE Granville Work Preparation Centre draws adolescents who are at risk vocationally from high schools and special schools in its area. Programmes being developed by the Centre and the Research Team are trialled on similar populations in other areas of the state.

METHOD A variety of basic and applied research studies, some of a longitudinal nature, have been conducted in order to form a data base from which various forms of technical assistance may be developed. The studies have consisted of:

- follow-up surveys of populations that have been trained in the Centre
- basic studies of the learning of mildly intellectually handicapped adolescents.

Currently the main emphasis is upon the development of training programmes for:

- the adolescents themselves
- the staff in the Centre and similar Centres which offer prevocational and vocational training.

RESULTS The principal conclusions reached by the Research Team are that there are inadequate curricula and inadequate staff training programmes for people who are charged with the responsibility of teaching these students. Consequently the Research Team is preparing and validating training programmes for both students and their instructors. By the end of 1981 there should be available a number of programme modules in the areas of specific vocational skills and social and interpersonal development. Programmes are also being developed in basic academic skills such as reading and functional arithmetic.
DOCUMENTATION

See also annotation, Limbrick, D., Stewart Sykes and James Ward

See also author list under

Atkinson, E., and S. Sykes
Disley, B. et al.
Faber, C.
Gorman, Pierre
Gow, L.
Hauritz, M. et al.
Owens, D.
Parmenter, T. et al.
Riches, V.
Scott, B.
Searl, G.W. et al.
Smith, H.M.
Turner, M., and S. Sykes
Ward, J. et al.
Evaluation of work preparation programmes for mildly mentally retarded adolescents

INSTITUTIONS
- Development and Special Projects Section, Rehabilitation and Subsidies Division, Department of Social Security, Canberra, ACT (Limbrick)
- Faculty of Education, Monash University, Victoria (Sykes)
- School of Education, Macquarie University, NSW (Ward)

TIME 1976 - December 1981

PLACE South Yarra, Melbourne, Victoria and Granville, Sydney, NSW

AIM
- To analyse the population currently and likely to be served by the two Department of Social Security Work Preparation Centres for mildly mentally retarded adolescents.
- To analyse the employment opportunities and types of employment available to mildly retarded adolescents, including pathways to employment study.
- To determine the work, social and independent living skills required to obtain and remain in employment and achieve an independent living within the community.
- To describe the current function and role of a work preparation centre.
- To investigate home-background influences and parental attitudes and opinions.
- To study selected psycho-educational factors associated with mild mental retardation.
- To develop a model for delivering a work preparation programme to mildly retarded people, including the development of a diagnostic-prescriptive teaching model focusing on work skill instruction.

SAMPLE Clients attending the two Department of Social Security Work Preparation Centres at Granville, Sydney and South Yarra, Melbourne. Some of the studies in this project have also involved employers and school principals.
METHODS

- Longitudinal study of client population
- Experimental studies of factors affecting and modifying vocational and community adjustment
- Survey research of provisions and employment openings
- Direct technical assistance through programme development and dissemination
- Assessment of psycho-educational abilities
- Parent interview schedule focusing on home influences and parental attitudes and opinions
- Systems and operations research
- Action research.

RESULTS

The following results are available from the study in progress:

- **Follow up of trainees placed in employment.** In a work environment favouring the acquisition of work attitudes and work habits, the clients most likely to succeed appear to be the young school leavers who have experienced no unemployment prior to training. This depended, however, on the severity of intellectual handicap and the incidence of other disabilities, particularly emotional.

- **Programme Development.** Trials of experimental programmes showed the sequence of social training followed by work-skills training as the most effective combination.

- **Surveys.** A survey of attitudes of NSW principals towards educational and pre-vocational provisions for mildly intellectually handicapped students (MIH) found that all groups of principals, with the exception of those in government metropolitan high schools, were positive towards integration of MIH students into regular schools. There was also modest acceptance by principals of regular high schools for the provision of pre-vocational training in schools for the MIH.

- **Parent Interview Schedule.** A summary of the major findings is presented below:

  - There exists strong support for the Centre's programme, although some parents were uncertain about actual daily activities.
  - Of the 43 trainees investigated, 93 per cent were Australian (21 per cent of their parents being bilingual), 75 per cent had not attended special schools, 25 per cent lived in hostels and 86 per cent were considered to have sensory-motor problems.
  - Most trainees had very limited social contacts outside the home, few possessed friends and many had restricted hobbies and interests.
Trainees living in hostels tended to lead more socially active lives.

Many parents and trainees had unrealistic vocational aspirations.

Approximately 42 per cent of the trainees were reluctant to seek future factory-type employment.

About 33 per cent of the trainees were without stable supportive home environments to adequately reinforce the Centre's activities.

Few parents believed that their sons and daughters had reached an adequate level of independence to enable them to cope satisfactorily in life without close supervision and support.

In general the parents' overprotectiveness was considered counter-productive to many of the Centre's aims.

Language and numeracy study. A carefully selected battery of tests revealed the competencies of trainees in these areas and provided clear guidelines for remedial action.

Description of the South Yarra WPC. This study described the past and current functioning of the centre, highlighted important changes in its operations and made suggestions for future development.

See Annotation, Ward, James et al.

See also author list under:

Atkinson, E., and S. Sykes
Disley, B. et al.
Faber, C.
Gorman, Pierre
Gow, L.
Hauritz, M. et al.
Owens, D.
Parmenter, T. et al.
Riches, V.
Scott, B.
Sehrl, A.W. et al.
Smith, H.M.
Turner, M., and S. Sykes
Ward, J. et al.
ABORIGINAL EMPLOYMENT PROGRAMMES

DEPARTMENTS
- Employment and Youth Affairs
- National Aboriginal Employment Development Committee (NAEDC)

AIM
To foster the training and employment of Aborigines.

PROVISIONS
Recent activities include:

- promotional activities by the National Aboriginal Employment Development Committee (NAEDC) to boost employment opportunities for Aborigines in private industry
- a major increase in the number of Aborigines receiving formal training and work experience under special NEAT provisions
- Commonwealth Employment Service officers assisting the Department of Aboriginal Affairs in identifying employment and training opportunities under Community Development Employment projects. These projects are a response to specific requests by Aboriginal communities in remote areas for an alternative to unemployment benefits by providing work which is meaningful in the community.
F

CONFERENCE REPORTS

INSTITUTION Academy of Social Sciences in Australia

TIME November 1977

FOCUS National

PARTICIPANTS Participants included persons from government and from academic institutions.

SCOPE The Report contains papers and reports of discussion on various aspects of youth unemployment including:

- a broad overview of demographic and technological change resulting in structural change in the society, particularly in employment
- Commonwealth policies in youth unemployment
- the educational, social and economic aspects of youth unemployment
- particularly disadvantaged groups.

In summing up the Symposium discussion, Professor Henderson made the following points:

- there are considerable gaps in knowledge and understanding of the problem, and these require research
- action is needed to stimulate the economy to a higher level of activity
- even if this were successful a structural problem of youth unemployment is likely to remain and to require special measures of job creation and redesign of jobs to correct it.

The Report includes also a statistical appendix on youth unemployment (prepared by Peter Strieker of the Institute of Applied Economic and Social Research) and a select bibliography.

DOCUMENTATION Report cited above.
the 39th (Special) Meeting of the Australian Education Council, June
1979. [41p]

INSTITUTION Working Party on Education and Employment, Australian
Education Council

TIME June 1979

FOCUS National

AIM The Working Party was chaired by Mr D. Swan, Director-
General of Education, NSW, and included representatives of
all Departments of Education in the States and the
Commonwealth.

SCOPE The Report outlines the concept and objectives of Transi-
ton Education, including government programmes, career
education, work experience, link courses and alternative
courses. The problems of various types of disadvantaged
students are discussed. The Report emphasises the need for
coordination of transition education and services and
makes a number of specific recommendations in all the areas
covered.

DOCUMENTATION Report cited above.
INSTITUTIONS

- The Australian College of Education (ACT Chapter)
- ACT Institute of Educational Administration

TIME

July 1979

FOCUS

National

PARTICIPANTS

86 people: teachers, educational planners and administrators, academics, persons from the ACT Council of Parents and Citizens' Associations, officers of the Department of Employment and Youth Affairs.

SCOPE

The seminar examined aspects of the transition from school to post-school activities and discussed relevant parts of the Report of the Committee of Inquiry into Education and Training, Education, Training and Employment (the Williams Report). Keynote addresses were given by Professor Kwong Lee Dow (Dean of the Faculty of Education, University of Melbourne) and Dr Richard Campbell (Australian National University and Chairman, ACT Schools Authority). The Report of the seminar includes the text of all the prepared talks, reports of syndicate discussions and the resolutions of the closing session.
COLE, Peter (ed.)


FUNDING First National Conference Work Experience Sub-Committee (printing)

INSTITUTION As above

TIME 1979

FOCUS National

PARTICIPANTS These included teachers, administrators, and persons from academic institutions and the community.

SCOPE The Report sets the context for the discussion of Work Experience with papers on changing patterns of employment and unemployment and the relationships between school and work. The development of work experience programmes in the various States and the ACT is described in outline. Other papers deal with transition problems of special students and rural students.

DOCUMENTATION Report cited above.

INSTITUTION The Australian College of Education

TIME September 1979

FOCUS National

PARTICIPANTS Members of the Australian College of Education and invited speakers

SCOPE The Report of the Conference presents the text of the lead papers and of some others, as well as selected comments from the discussion. Two important lead papers were given by overseas guests: Dr Reimut Jocklison (West Germany) and Professor William Taylor (University of London). The Conference considered the problems raised by changes in social patterns and in patterns of work, particularly as these affect young people, and discussed social and educational responses to these changes.
AUSTRALIA. SCHOOLS COMMISSION and WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY


INSTITUTIONS
Schools Commission and the Western Australian Institute of Technology

TIME
September 1979

FOCUS
National/International review

PARTICIPANTS
Lead speakers in the seminar were:

- Professor P.H. Karmel, Chairman of the Tertiary Education Commission, Commonwealth of Australia
- Dr W. Taylor, Director, University of London, Institute of Education
- Professor R. Jochimsen, Minister for Science and Research, North Rhein Westphalia, Federal Republic of Germany

Participants were invited on the basis of their background of involvement with major economic and education policy problems which are likely to be prominent in Australia in the 1980s. They included persons from prominent academic institutions, employers, unions and the community at large.

SCOPE
The lead papers and background papers to these, which are included in the Report, give a broad review of developments in Australia, the United Kingdom and the Federal Republic of West Germany in a number of areas, such as demographic trends, educational participation, employment and unemployment, and industrial relations. The seminar in total covered discussion of a wide range of issues, including

- questions of manpower planning and direction
- responsibilities for vocational training
- levels of finance for education
- the roles and relationships of employers and unions in education and training
- educational qualification as an entitlement to employment in the appropriate area - for example, teaching
- policies for youth

DOCUMENTATION
Report cited above
**INSTITUTION**  
Technical and Further Education Branch, Department of Education, Northern Territory.

**TIME**  
17/19 September 1979

**FOCUS**  
Northern Territory

**PARTICIPANTS**  
Participants included educators, administrators and employers

**SCOPE**  
The conference was aimed at establishing contact and discussion between educators and employers to increase mutual understanding and to formulate plans for easing the transition from school to work and for establishing appropriate link courses for the Northern Territory. The papers discuss educational preparation for various types of employment and the role of school career education and work experience in preparing students for transition. A number of practical recommendations are made in the Report.

**DOCUMENTATION**  
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<tr>
<td>FOCUS</td>
<td>National</td>
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<tr>
<td>PARTICIPANTS</td>
<td>Participants included persons drawn from government, schools, employers, unions and the community in South Australia</td>
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<td>SCOPE</td>
<td>The Conference aimed to provide a focus for presentation and discussion of the various perspectives taken on the relationships between youth, education and employment. The Report contains papers and information on these different perspectives of youth from the viewpoints of the school, employers, unions, political representatives and young people themselves. Two major themes emerged:</td>
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<td>• Youth unemployment is one part of the wider problem of unemployment and thus policies must be developed which will provide all members of the community with the opportunity for socially and personally worthwhile activities.</td>
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<td>• Young people are particularly at risk in this situation of unemployment and the community as a whole must provide realistic support for them.</td>
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The index is arranged by subjects and is intended mainly as a guide to the annotations, though entries from the general list are included in many cases. All references are to the numbers in the general list. For convenience, the annotations are identified first by their general list numbers and then by their category letter and number in brackets; for example, Case Studies 329(A11) indicates annotation number 11 in Category A (School Students and School Leavers) which can be found also as number 329 in the general list.
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