

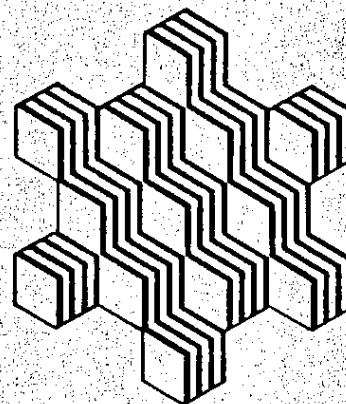


SECONDARY SCHOOL CURRICULUM

CAREER CHOICE EDUCATION

**(EDUCATIONAL
AND VOCATIONAL INFORMATION
AND KNOWLEDGE OF THE LABOUR
MARKET)**

Secondary I to Secondary V



**Approuvé par les comités protestant et catholique
du Conseil supérieur de l'Éducation
les 30 janvier et 19-20 février 1981.**

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Ministère de l'Éducation, 1983**

ISBN 2-550-06093-8

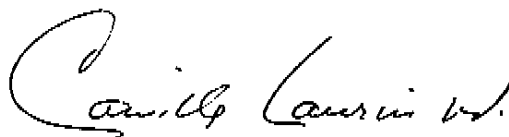
Dépôt légal - quatrième trimestre 1983

CAREER CHOICE EDUCATION
(EDUCATIONAL AND VOCATIONAL INFORMATION
AND KNOWLEDGE OF THE LABOUR MARKET)

Secondary I to Secondary V

Direction générale du développement pédagogique
Direction de la formation générale

I am pleased to confirm that the program in *Career Choice Education (Educational and Vocational Information and Knowledge of the Labour Market), Secondary I to Secondary V*, issued in conformity with Section 3 of the Regulation Respecting the Basis of Secondary School Organization, has received the approval of the Confessional Committees of the Conseil supérieur de l'éducation and constitutes a program which I authorize for use in all schools beginning July 1, 1982.

A handwritten signature in cursive script, reading "Camille Laurin M.D.", written in black ink.

CAMILLE LAURIN, M.D.
Minister of Education

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PREFACE

Over twenty years ago, the Département de l'Instruction Publique introduced into the secondary schools a program of academic and vocational information entitled *Renseignements sur les écoles et les professions*.

This program soon became obsolete, however, because it had not kept up with Québec's evolution and adaptation to a changing reality.

Subsequently, several attempts were made over the years, either by the ministère de l'Éducation or by various school boards, to make available to educators an adequate program of academic and vocational information.

The emergence of new theories of education and the work of the A.D.V.P.¹ research team of Laval University provided much of the stimulus for various local programs developed at the school board level. The developers of this program have frequently referred to these local programs. They have also made good use of the work done by a team of specialists and guidance counsellors in the field of academic and vocational information. Working within the Comité Régional d'Information Scolaire et Professionnelle (CRISEP), these specialists had already made a number of innovative changes in the preliminary version of the outline-program presented in 1975 as a working document.

In addition, after an analysis of several *Career Education* programs in use in North America, it has been possible to redefine and determine more specifically the object and orientation of the new educational and vocational information program, which has been named *Career Choice*

Education. This program requires a comprehensive approach designed to make the pupil aware of the factors involved in the guidance process, and to get him to deal with them. It must be emphasized that this process itself is a crucial element of the pupil's development.

This program, therefore, does not simply amount to an updated version of the contents of various regional educational and vocational information programs. It is also the result of an effort to systematize these contents in terms of a new conceptual framework. In the course of its development, the present document went through many modifications as a result of exchanges and consultations both with those responsible for the school boards' "Educational and Vocational Information" programs and with members of the team of professionals of the Direction de l'Évaluation Pédagogique at the ministère de l'Éducation.

This program is being made available to the school boards of Québec to be implemented and used as part of the secondary school curriculum. *Career Choice Education (Educational and Vocational Information and Knowledge of the Labour Market)* is intended for the entire pupil population from Secondary I to Secondary V. This document is intended for directors and coordinators of instructional services, consultants, and guidance counsellors. It is meant more particularly for educational and vocational information teachers, to whom it offers a framework for their teaching, through the description of the objectives it seeks to attain and of the elements included.

To help teachers better understand the nature and scope of the instruction to be given to pupils, a companion Curriculum Guide has been prepared for this program. This guide places the whole educational process in its proper context, provides summary-tables, and, more importantly, makes it easier to understand each objective by means of an explanatory section entitled "*Presentation of the Unit*."

This Career Choice Education program is based on a new conception of the pupil, a new philosophy of psycho-education, and a redefinition of the role and aims of educational and vocational information.

1. D. Pelletier, G. Noiseux, and C. Bujold, *Activation du développement vocationnel et personnel* (Québec: Université Laval, Projet de recherche D.G.E.S. — F.C.A.C. — 72-04). Programme de formation de chercheurs et d'action concertée, Gouvernement du Québec, 1971.

Chapter 1

Introduction

1.1 Key Issues

The ministère de l'Éducation is very much aware of pupil needs in terms of educational and vocational information. To prove its intention to meet those needs, in the new allocation of subjects presented in *The Schools of Québec* the Ministère has explicitly defined the role and importance of such information in secondary school. This policy has made it necessary to reexamine the 1975 outline-program as well as the local programs used by several school boards.

These regional programs reflected the boards' desire to meet the particular needs of the populations under their respective jurisdictions. In addition, these programs were based on studies and research done at the local level.¹ Although the authors of this program did not conduct any official and formal investigation of pupil's needs in terms of academic and vocational information, they were able to identify those needs by analyzing the local programs as well as the results of previous investigations.

Judging by the results of these investigations among various pupil populations, it was concluded that the needs of pupils are closely related to those of society in general. On the one hand, society wants to be able to rely on effective individuals interested in developing their skills and special talents. On the other hand, pupils want an occupation and a work environment that would allow them to achieve their full potential and to fulfill themselves. These studies also made it possible to draw a picture of the current situation and to define, by way of contrast, the situation that would be best for pupils. In the process, pupil needs in terms of educational and vocational information became clearly evident.

1.1.1 Current Situation

Pupils today are facing an increasingly complex and constantly changing working world, a world where technology and automation are continually modifying the nature of occupational tasks. Labour market trends, rising or declining demand for consumer products, are all variable factors that make it extremely difficult to understand the world of work. The school system itself is augmenting and diversifying the types of educational and occupational pre-

paration it makes available to pupils at different levels. School also determines the conditions, demands, and constraints with which pupils must live. As a result of these radical transformations both in the working world and the school system, the secondary school pupil finds himself between two parallel realities.

Confronted with society's expectations, demands, and norms, facing a whole series of contradictions, ambiguities, and uncertainties, the pupil seeks his own security while trying to remain true to himself as he makes some difficult decisions concerning his education and future career. This is a crucial stage in the pupil's development, for he is confronted as well with other difficulties such as the influence of his family and his peers, his superficial or inadequate understanding of careers, and the discovery of his personal limitations. He must also face all the constraints imposed by the school system and the world of work (academic success, compulsory courses, occupational mobility, etc.).

It is clear, then, that career choice should not be left to chance and the vicissitudes of life. On the contrary, a career choice should be well-reasoned and based on the individual's knowledge of the possibilities offered by society.

1.1.2 Situation Sought

Consequently, school must provide the pupil, on the one hand, with a knowledge of his own self and of the educational and occupational environment, and on the other hand, with certain cognitive skills and attitudes that will enable him to complete the tasks required by society while pursuing a fulfilling career.

School must offer the pupil an adequately structured environment in which he can develop his autonomy and freedom, as well as his sense of responsibility with regard to his educational and occupational choices. School should also encourage the pupil to gather information from various sources, to analyze the validity of the information he collects, and finally to make the best possible use of this information. This approach allows the pupil to adopt a critical and independent attitude toward information sources.

Freedom of choice is proportional to the abundance and comprehensiveness of the information available to the pupil both about himself and about the educational and occupational environment. In fact, the more information the pupil has, the greater the possibility that his decision will correspond to his interests and aptitudes, and suit his needs and values. It is imperative for the pupil to have access to extensive and reliable information if he is to make the right educational and vocational choice. This information should come from a variety of sources, and provide additional insights into the pupil's environment.

1. Commission scolaire régionale de Blainville-Deux-Montagnes, *Recherche sur la situation de la vie pédagogique: Rapport final* (Tome 1, Vol. I-II, June 1975).

Commission scolaire régionale Orléans, *Opération en or: Synthèse des besoins et des attentes manifestées par les différentes agents d'éducation ainsi que les étudiants* (June 1975).

Teaching the pupil to be responsible implies that he has two alternatives: he can either wait until the end of his studies to face the necessity of making a choice, or he can begin to do so immediately. In any case, a human being is so complex that the individual can well afford to spend a few years to reflect on what he himself has experienced in order to find out who he is, and to discover both his abilities and his potential.

1.1.3 Essential Needs

The analysis of these two situations brings to the fore certain essential needs which a Career Choice Education program should satisfy. It has been established that the pupil needs:

- to become acquainted with the labour market and the school world by collecting, analyzing, and using pertinent information;
- to be able to interpret his own life experiences;
- to apply what he knows about himself in terms of skills and aptitudes to the requirements of various occupations, based on the pertinent information at his disposal;
- to evaluate his educational and career plans and make a choice based on the greatest possible number of factors.

From these most important needs derives an even more encompassing need which could be stated this way:

- the pupil needs to be able to define his relationship with his environment (parents, friends, school, job market) in terms of his educational and occupational future.

These considerations explain why this Career Choice Education program puts so much emphasis on the pupil's reception, processing, and use of information, while also taking into account the obligation to provide accurate information.

1.2 Specific Function of the Career Choice Program

1.2.1 In Relation to Guidance Services

Especially by its related content and by the educational objectives it pursues, the Career Choice Education program unites several aspects of the guidance process, thus affecting the pupil's vocational development.

It is, however, an instructional and developmental program. By its instructional approach, it encourages the pupil to determine his situation in relation to various elements of the program. As a result, it should become easier for the pupil to think in personal terms, which will gradually lead him to make thoughtful and intelligent choices.

In helping the pupil in the pursuit of his vocational development and academic progress, this program does not infringe on the role of the pupil personnel services, in particular guidance services. On the contrary, it supports their activities.

The Schools of Québec emphasizes that education in the schools must be the responsibility of all practicing educators. In this respect, the Career Choice Education program and guidance services must complement each other in offering a stable framework for the pupil's vocational development.

Though they pursue the same developmental objectives, career choice education teachers and guidance counselors may use different approaches with pupils.

The Career Choice Education program recommends a group approach which allows for an overall view of the basic factors of the guidance process. The program also helps the pupil to become aware of certain personal traits, skills, and aptitudes that must be taken into account in his future choices.

Through individual or group approaches, guidance services complement¹ the teaching of this program by enabling pupils to understand their own position or to reflect further on issues previously examined in a group, and to satisfy special individual needs. For other pupils, guidance services provide an opportunity to develop self-knowledge or to obtain support in integrating and synthesizing diverse elements in order to make realistic choices.

The support provided by guidance services to development activities conducted in the classroom constitutes an interesting contribution. It is particularly valuable as a means of dealing with individual differences among pupils.

1.2.2 In Relation to Personal and Social Development

The Career Choice Education program and the Personal and Social Development program have often been considered to be related, particularly because of certain similari-

1. *Les Services personnels aux élèves pour l'éducation préscolaire, le primaire et le secondaire — Énoncé de politique et plan d'action — Document de consultation, October 1980.*

ties between their respective objectives, content, or educational approach.

Both programs indeed emphasize the pupil's *savoir être*,* but each does so for slightly different purposes. The Career Choice Education program has been structured to suit vocational development needs, whereas the other program evolved in a larger context to satisfy social and personal development needs.

The particular process underlying each of the two programs can be distinguished in the following way:

- **CAREER CHOICE EDUCATION:** the process is based on problem-solving, more specifically on educational choices and vocational guidance.
- **PERSONAL AND SOCIAL DEVELOPMENT:** the process is based on the pupil's interaction with his environment, and the outcome of this interaction in the pupil.

Some elements of the content of the two programs seem to overlap. However, when the objectives that are framed by the related content are analyzed, it becomes possible to distinguish the different contribution and particular role of each of the programs. For example, "*personal identity*" is found in the related content of both programs. In Career Choice Education, this is approached from the perspective of career choice, that is, as a factor to be considered in a decision-making process pertaining to the pupil's educational and vocational preferences. By contrast, the Personal and Social Development program uses the concept of "*personal identity*" rather to refer to self-expression in the context of the individual's interaction with his surroundings.

Other related content of the two programs is very clearly different.

Career Choice Education:

- Decision-making strategies. Ex: the decision-making process — its stages — its course.
- The world of school. Ex: organization — admission requirements — the curriculum.
- The world of work. Ex: occupations — how the labour market functions — variable factors.

Personal and Social Development:

- Health Education. Ex: knowledge of the body.
- Sex Education. Ex: process of growth.
- Social Life Education. Ex: rights and responsibilities.
- Interpersonal Relationships Education. Ex: individual roles in a relationship.
- Consumer Education. Ex: advertising.

1.2.3 In Relation to the Knowledge of the Labour Market Course

In the distribution of subjects in *The Schools of Québec, Policy Statement and Plan of Action*,¹ a new subject was included, "Knowledge of the Labour Market."

The first concern of this course should be to stimulate the pupil's awareness, to inform him, and to make him familiar with a constantly changing job market. This is precisely the objective pursued by the Career Choice Education program as it helps the pupil throughout his secondary school studies to learn about the labour market and the world of work. The pupil will, on the one hand, become acquainted with the structure and the functioning of the world of work (legislation, collective agreements the rights and duties of workers and employers, health and safety in the work place, the role of unions, etc.). On the other hand, he will learn about the trends in the labour market (the meaning of work, the interdependence of workers, etc.). To guard against possible fragmentation, the Career Choice Education program will assure that secondary school pupils at every level are exposed to the information needed to arrive at a comprehensive understanding of the world of work.

* There is no exact English equivalent for this term. Literally translated, it means "knowing how to be." It is close to the concept of personality and refers to outlook and attitudes. (Translator's Note).

1. Gouvernement du Québec, *The Schools of Québec, Policy Statement and Plan of Action* (Québec, 1979).

CHAPTER 2

FOUNDATION, PRINCIPLES, AND OBJECTIVES

2.1 Guiding Idea Behind the Program

If school in general should enable the pupil to grow in a balanced educational environment, each program of studies must contribute to the achievement of this ideal by its particular nature and educational function.

Thus, the key issues developed in Section 1.1 helped to define the essential needs of pupils and to establish the major orientations of the program. However, the program should not be based only on the wishes of the milieu with respect to the role of information in the decision-making process and in vocational development. It should also be based on the values and foundations that underly all educational activities.

2.1.1 Values Emphasized by the Program

The educational goals of self-fulfillment and growth through choices and decision-making are based on certain values, specifically:

- **THE SENSE OF AUTONOMY** which shapes the pupil's attitudes and intellectual skills as he learns to manage his own vocational development;
- **THE SENSE OF FREEDOM** which, without denying his ties to a given community, enables the pupil to become aware of certain stereotypes and prejudices that limit his perception of himself and his social and cultural environment;
- **THE SENSE OF RESPONSIBILITY** and personal initiative which, in the complex decision-making process, helps the pupil to deal with his concerns with foresight and caution, thus learning through step-by-step experience the skills and attitudes that must be mastered if he is to progress;
- **THE SENSE OF ACHIEVEMENT** and the will to work toward his own fulfillment which inspire the pupil to strive to discover what he has to offer in his adult life;
- **THE SENSE OF INTERIORITY** and the ability to give genuine expression to his everyday experiences, in a spirit of respect for himself and others, without neglecting his affective self in this openness;
- **THE DEVELOPMENT OF CREATIVITY** which can stimulate the pupil to use his skills and aptitudes to transcend his personal limitations and the restrictions of his environment, in other words, to rely on his ability to devise scenarios that allow him to go beyond himself and his immediate reality.

2.1.2 Foundations of the Program

The concerns that stimulate the teacher's actions should be based on certain fundamental ideas that have guided the development of this program.

A. Conception of the Pupil:

The program subscribes to an understanding of humanity in which the individual is unique and must be respected for his originality and individuality in terms of his personal history and deepest aspirations. As *The Schools of Québec*¹ emphasizes, the pupil is seen in his totality as a being who evolves simultaneously on the affective, cognitive, and psychomotor levels. This growth is achieved through his discovery of his self and his environment, and through his interpretation of his experiences and insights. This growth is also achieved as he expresses his skills and values creatively, and, finally, as he takes charge of his own life independently and responsibly, in the light of his self-realization.

The program therefore considers that the pupil not only has certain plans to develop with respect to the choices he faces, but is himself undergoing development. More specifically, he is a growing individual who espouses ideas that conform to his values and emerging needs, ideas that are given concrete expression in his life by the direction he takes.

B. Conception of Society:

To perpetuate themselves, all societies must be able to rely on the contributions of their members. In this respect, each member of a society can be considered an asset, an indispensable cog in the huge social mechanism which often determines the criteria of interaction, success, and failure.

While the individual contributes to the growth and value of his society, society in turn influences and molds the individual. The behaviour of human beings, their ways of acting, thinking, and being, are often dictated by certain standards and expectations which may or may not be explicit, but which the pupil perceives as he interacts with his social and cultural environment.

Consequently, society faces the individual with certain tasks whose successful completion allows it to progress. Thus, society allows the individual who succeeds in these tasks to play certain roles and to achieve a certain status. Among those social roles, the occupational role is at once the most important that an individual can play, the most difficult to prepare for, and the most demanding.

1. Gouvernement du Québec, *The Schools of Québec, Policy Statement and Plan of Action* (Québec, 1979), p. 26.

C. Conception of the Teacher — Pupil Interaction:

Social integration through occupational roles should not be effected at the expense of the individual's right to self-fulfillment. In his development and progress toward self-fulfillment, the pupil cannot be left to his own devices since, as *The Schools of Québec* points out, "left to his or her own devices, he or she might not reach his or her full potential."¹ The program promotes a teaching approach whose aim is to support the pupil as he prepares himself for his occupational role. Consequently, he is encouraged to discover and to become familiar with the opportunities offered by society. This approach should also enable him to take control of his own life, to set his goals himself, and to progress rationally through the different stages of his development.

This approach is inspired by a new educational trend known as "psycho-education."² By summoning up all his affective and cognitive resources, being stimulated when necessary, the pupil will learn through experience to respond satisfactorily to the expectations and pressures of his environment, while remaining true to himself. Thus the approach advocated here is intended to help the pupil learn how to make choices.

2.1.3 Some Guiding Principles

Having examined these various ideas behind this program, it is now possible to consider its guiding principles and underlying postulates.

A. Principles of the Discipline and Underlying Postulates:

- Vocational development stems from the pupil's personal and social development, and the two influence each other.
- Vocational development can be considered as a problem to experience and solve.

As such, considering its complexity and the amount of time required for its solution, it cannot be dealt with during a few chance encounters. Career development is the outcome of a gradual process that requires a stable, consistent, and structured framework.

- If vocational choices cannot be improvised in a complex society, no more can the educational choices which prepare for them. Information should help the pupil to reconcile the dual worlds of school and work.
- The ultimate goal of Career Choice Education should be achieved first through helping the pupil to draw up a plan for his education, then through his choosing an occupation, and finally through his continuing development of a career plan suited to his aspirations.

Consequently, the following postulates can be formulated:

- **INFORMATION SHOULD BE LINKED TO THE THEORIES OF VOCATIONAL DEVELOPMENT.** Since the ultimate goal of information is to help the pupil to make intelligent choices, it is essential that it be linked with the theories that purport to explain decision-making processes. To a certain extent, these theories must serve as a framework for the nature, the quality, and the quantity of information which the pupil needs to make an appropriate choice.
- **INFORMATION SHOULD BE SIGNIFICANT.** The pupil should do his best to gather all the information which corresponds to a real need or appears to him as useful and necessary to his development. Another way of making educational and occupational information relevant for the pupil is to encourage him to examine this information in the context of what he already knows. Information then makes much more sense and is of more value to the pupil; it is no longer foreign to him, it no longer lacks pertinence.
- **INFORMATION SHOULD BE STRUCTURED.** The information needed for making enlightened choices obviously is scattered and complex. According to learning theories, all the elements to be known must be presented hierarchically so that each concept serves as a starting point for more complex concepts.
- **INFORMATION SHOULD BE PROCESSED TAKING THE PUPIL'S AFFECTIVE STATE INTO ACCOUNT.** The more the pupil's affective dimension is taken into account, the more he becomes personally involved, which results in certain modifications in his behaviour. Cognitive psychology explains how attitudes and emotional states affect ways of perceiving and selecting data. It is necessary, then, in a context of education and development, to stress learning activities in which the affective processes are integrated into the cognitive processes.
- **INFORMATION SHOULD RELY ON THE PUPIL'S POTENTIAL AND DEVELOP HIS SELF-CONFIDENCE.** Secondary school pupils do not always invest much energy and effort in their decision-making processes because they too often have the impression that they are absolutely incapable of controlling their educational

1. Gouvernement du Québec, *The Schools of Québec, Policy Statement and Plan of Action* (Québec, 1979), p. 82.

2. Isaac Brown, *Human Teaching for Human Learning: an Introduction to Confluent Education* (New York: The Viking Press, 1971). See also Harold C. Lyon, *Learning to Feel — Feeling to Learn* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971).

and occupational environment. Especially when they have to make a decision, they believe themselves to be prisoners of the structure or the context. It is by knowing the difficulties inherent in decision-making processes that the pupil will know best how to overcome them.

B. Conceptual Principles:

The task of preparing for his integration into society gives the pupil the opportunity to mature and develop while he learns to make pertinent choices. He gradually reaches maturity by completing certain learning tasks presented in a developmental sequence. The program leads the pupil to manifest, in relation to this sequence, four types of behaviour encompassing the entire decision-making process. These types of behaviour are the following: *Exploration* of self and of the educational and occupational environment; *Crystallization* of career preferences; *Specification* of these preferences; and, finally, the *Implementation* of choices.

However, to bring out these expected modes of behaviour, there must be interaction between the pupil's cognitive skills, his attitudes, and his store of knowledge.

(a) Cognitive Skill

While all pupils have some of the intellectual skills that are necessary to understand, learn, memorize, solve problems, make decisions, and act upon these decisions, generally most of them have not developed all these skills to their maximum.

If the expected patterns of behaviour are to be developed, it will be necessary to equip the pupil with certain cognitive skills to enable him to explore his possibilities, crystallize his preferences, specify them, and act upon his decisions. The acquisition of these skills, which can be the outcome of an educational operation, rest on cognitive psychology, and more particularly on what is conventionally called "*the educability of the mental process*." According to certain experimentally proven data,¹ the pupil can acquire, either spontaneously or through appropriate training, certain cognitive skills considered indispensable in carrying out the decision-making process.

(b) Attitudes

Attitudes refer, on the one hand, to the individual's way of being, acting, and reacting, and on the other hand, to the way he interprets what he perceives by giving it a certain meaning. Consequently, this concept plays an important role in the program since attitudes are, in a way, the affective components of the cognitive skills the pupil is expected to develop.

(c) Knowledge

Making a choice requires a broad range of knowledge. If cognitive skills and attitudes help to circumscribe the general context of the educational situations which this program can produce, still it is knowledge that is the specific concern of the activities and defines the particular context of these situations.

The related content of the program represents everything that is suggested for pupil activities. These become knowledge only when the pupil, following his learning activities, integrates them into his vocational development process.

2.2 Methodology of the Program

2.2.1 Conceptual Framework: The Systemic Approach

While relying on the quality of the teacher-pupil relationship, the educational operations should be limited to a global framework from which the plan of educational action as well as the methods for carrying it out are derived.

The overall conceptual framework of this program proposes to use a systemic approach¹ and favors a cybernetic model. While the cybernetic approach considers the individual and the environment as systems in interaction, the cybernetic model makes it possible to define the internal components of the individual and shows more explicitly what role these components play and how they function in relation to the environment. Without rejecting specific information and socio-economic data, which remain of primary importance in the decision-making process, this approach stresses what is known in cognitive psychology as information processing. By this is meant that the many ways in which the pupil can perceive, transform, and use information, become the teacher's central concern.

1. S.J. Parnes, R.B. Noller, and A.M. Biondi, *Guides to Creative Action* (New York: Charles Scribner's Sons, 1977 [Revised edition of 1966 edition]).

M.V. Covington, R.S. Crutchfield, L. Davies, and R.M. Olton, the *Productive Thinking Program* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972).

The humanist conception of the pupil is the motivation behind the choice of a cybernetic model that takes into account the affective and cognitive characteristics of the pupil. The cybernetic model¹ establishes the terms of the interdependent relationship between the various structures of the system, and indicates as well the directions of the information flow. This understanding of the pupil's cognitive and affective complexity by means of the analogy with cybernetic models will guide the teacher in his instructional approach.

2.2.2 Functional Framework: Experiential Learning

Since learning comes from experience, the program is intended to emphasize a teaching approach that encourages experiential learning. The cybernetic model which has been selected and the methodological context of a pedagogy based on experience will help educators to conceive, plan, and set-up learning situations. Special care will be given to the choice of assignments and teaching procedures in order to reach the pupil both in his affective and cognitive dimensions. These learning activities should involve all the resources at the pupil's disposal. Innovative teaching will encourage the pupil to use the cognitive skills and affective attitudes that facilitate information processing.

NOTE: Teachers will be able to familiarize themselves with this approach by consulting the Curriculum Guide's chapters on the functional framework and the teaching approach.

2.3 Objectives and Goals of the Program

The program intends to reach pupils on all levels, as the decision-making process involves skills, attitudes, and the availability of appropriate, quality information. Consequently, education in choice, the ultimate concern of this program, should facilitate the pupil's integration into an educational and occupational milieu, while aiming at helping him to express and fulfill himself through enlightened choices. Thus, in undertaking to develop and educate the pupil, the program is intended to contribute to the formation of an autonomous and responsible citizen.

2.3.1 Global Objective

These educational goals, specifically tailored to the essential needs of the pupil as defined earlier, may be summed up in the form of a global objective:

While integrating certain important aspects of vocational development into the psycho-educational process by which the pupil learns to make choices, this program aims at enabling him to make intelligent educational and vocational choices which are congruent with respect to himself, and realistic with respect to the labour market, with the ultimate purpose being self-realization.

2.3.2 Goals of the Program

From this the goals that are pursued in the program are derived. These goals give a more specific expression of the role the program should play with respect to the global objective. This program should allow the pupil:

- to develop the *skills* that will enable him to process cognitively and affectively the information which he has at his disposal or which he may acquire, in such a way that this information can be used effectively in the decision-making process;
- to develop positive *attitudes* in his personal approach to his academic and vocational education as well as to social, political, and economic reality; without these attitudes the quality of all education in choice would be compromised;
- to acquire and assimilate the *information* needed for making intelligent choices, in order to integrate this information into the decision-making process;
- to be capable of developing and implementing a *personal career plan*.

2.3.3 General Objectives of the Program (by level)

These goals, in turn, should be translated into specific educational purposes and changes anticipated in the pupil.

In this respect, the general objectives of the program describe modes of behaviour that cover the decision-making process. Because the educational goals refer to behaviours that are sequential and cumulative in the vocational development process, and also because this development program includes all levels, from Secondary I to V, each of the general objectives is set at one or the other level of secondary school. They become, then, the general objectives of a level. Consequently, the pupil will be led:

- in Secondary I and II, to *Explore* the various components of his personal identity and the various aspects of his academic and occupational environment in order to further his vocational development;
- in Secondary III, to *Crystallize* in the formulation of a general orientation the multiple elements of

1. The Curriculum Guide presents supplementary explanation as charts on the systemic approach and the cybernetic model.

knowledge discovered during the exploration phase;

- in Secondary IV, to *Specify* his vocational preferences and to make plans that take into account what he wants and what he can do;
- in Secondary V, to begin the *Implementation* of the decisions taken earlier by anticipating all the stages in the realization of his educational and career choices.

2.3.4 Other Types of Objectives

A. GENERAL OBJECTIVES OF THE MODULE: In order to follow the pupil more closely in the progression and evolution of his learning experiences, each of the program's four general objectives has been broken into more specific objectives called general objectives of the module (3 or 4 per secondary school level).

B. TERMINAL AND INTERMEDIATE OBJECTIVES: Each of the module objectives is further developed by terminal objectives (21 to 25 depending on the secondary school level), then by intermediate objectives (1 to 5 per terminal objective) which describe the learning outcome anticipated by the terminal objective. The cognitive and affective dimensions of the learning process are presented next to the specific related content of the learning activities, and assist in the formulation of the terminal and intermediate objectives. However, it is the intermediate objective that mentions the related content that should become part of the store of knowledge which the pupil must gradually accumulate in order to learn to make choices.

No indications are given as to the means and conditions necessary for achieving the modes of behaviour proposed in the intermediate objectives. The criteria which determine the extent to which these objectives have been attained will be presented in Chapter 4 of this program and in the Curriculum Guide.

Since these objectives are linked to one another according to a principle of logical relationships and affiliation, it is important that the teacher follow the programming or sequence of objectives as suggested in the Curriculum Guide by the vertical and horizontal programming charts of each level. All the content elements presented in the program are compulsory since they are necessary for the pupil's vocational development. Consequently, in the context of an educational situation, the teacher will have to select a range of learning activities and teaching procedures suited to his group and to each objective pursued. In such a context, he will present each item of related content connected with the intermediate objectives that are compulsory in the program.

The following table illustrates the distribution of the different types of objectives which facilitate the secondary school pupil's vocational development.

2.4 Criteria for the Selection of the Content

While discussion of the key issues involved in the program makes it possible to define the essential needs of the pupil, still it is necessary to specify the criteria that have governed the selection of the content. Due to the specific function of information in the decision-making process, the criteria of congruence and usefulness have been chosen.

2.4.1 Criterion of Congruence

Since behaviours must be different at each stage of the decision-making process, it is essential that the required skills, attitudes, and specific knowledge also be distinct at each stage if adequate modes of behaviour are to be developed. Each element, therefore, must be congruent with the expected behaviour. This criterion seeks explicitly to identify the skills, attitudes, and specific knowledge that are suitable to each mode of behaviour in the vocational development process.

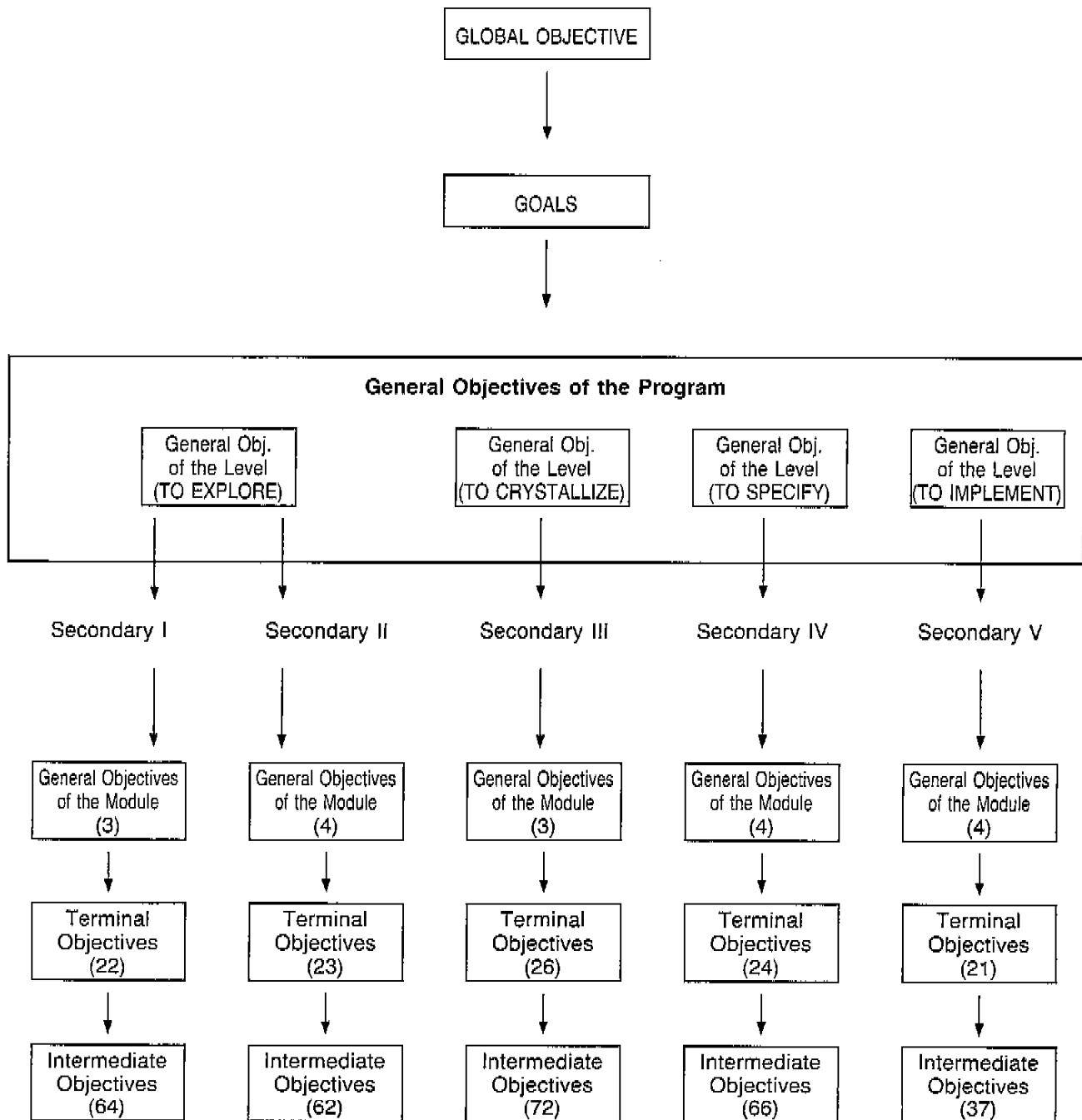
As regards quantitative and qualitative congruence between cognitive skills and types of behaviour, this program is inspired by the operational theory¹ which associates various modes of thought with the modes of behaviour displayed in vocational development. According to the operational approach, **creative thinking** is associated with **exploration**, **conceptual thinking** with **crystallization**, **critical thinking** with **specification**, and **relational thinking** with **implementation**. Modes of thought are actually collections of various cognitive skills on the basis of affinity. All mental activities can, in some way, be externalized in various modes of behaviour.

These modes of behaviour, which can be observed, measured, and sometimes quantified, are to a certain extent the external expression of an internal mental activity. Behaviour is the manifestation of a cognitive skill that has been or is being acquired, and this manifestation can be described by an active verb. Consequently, in this program all the active verbs describing specific types of behaviour refer, in some way, to the intellectual activities behind them.

1. D. Pelletier, G. Noiseux, et C. Bujold, *Développement vocationnel et croissance personnelle: approche opératoire* (Montréal: McGraw-Hill, 1974).

Table I

Goals and Objectives of the Program



Moreover, attitudes, which have been defined as dispositions to action, also have a connective link with modes of thought. This connection between attitudes and modes of thought will facilitate the pupil's affective and cognitive processing of each item of information he handles.

This criterion of congruence will also influence the teacher's choice of activities and procedures in his management of educational situations. This congruent relationship between modes of thought and types of behaviour is illustrated in the Curriculum Guide in the *"Summary Table of the Verbs of Action and Attitudes Used in the Program."*

2.4.2 Criterion of Usefulness

Since the program is intended to fill all information gaps in order to meet the essential needs of pupils, it is necessary to determine what is useful, and even essential, to know in a decision-making process. As this process is complex, the criterion of usefulness makes it possible to identify four distinct types of related content:

A. Decision-Making Processes

During the course of his development, the pupil constantly faces the necessity of making decisions and solving problems. Each experience, each learning situation can become significant with respect to a more or less remote future which the pupil tries to anticipate and plan for. In addition, the pupil must realize that every process involves a combination of affective and rational elements.

B. The World of School

School remains a special place where pupils have the opportunity to learn different things and have various experiences which contribute significantly to their development.

Adequate information about the school system, its organization as well as its functioning, has a definite place throughout secondary school.

The evolution of the Québec school system makes certain demands on pupils in terms of personal involvement and application. Pupils, therefore, must learn to make their way through this system to achieve their educational goals.

C. The World of Work

Ideas concerning the world of work are particularly important since it often represents for the pupil a jungle in which he may be hopelessly lost. Actually, the pupil may have only very limited knowledge of occupations. Sometimes his understanding of certain occupations is very superficial: it is based more on the stereotypes of these occupations and their social and cultural value than on

an objective knowledge gained through direct observation or a job analysis.

The increasing complexity of the job market, the influence of certain administrative policies regarding investment and operation, the role of automation and cybernetics are some of the imponderables that affect the labour market. These factors increase pupils' insecurity as they face the necessity of choosing an occupation and making a career plan in a constantly changing world of work. In order to avoid unsuitable career choices and future difficulties in adjusting to unrewarding jobs, the pupil should be enabled to collect the information needed to make sensible choices.

Beyond the pupil's eventual career choice loom the global realities of the world of work which surround the practice of an occupation. For this reason the program will provide the pupil with general information about the major aspects of these realities.

D. Personal Identity

All these activities concerning vocational development, all these ideas dealing with problem-solving and decision-making, all these considerations regarding career choice education, have value only to the extent that they are associated with this organized and structured whole which is personal identity.

All the various images of himself which the adolescent constructs after diverse experiences will have a predominant influence on the formulation of his choices.

The pupil becomes motivated to gather, organize, analyze, and integrate information when he can relate it to himself, to his personality. Taking personal identity into account can motivate him to attend to his career development and to consider information as something close to his reality. The successive exploration of different roles will foster self-exploration, and the latter in turn will lead to an increasingly precise exploration of the educational and occupational roles that may suit him.

2.5 Criteria for the Structure of the Content

The program as a whole — objectives and related content — applies the criterion of hierarchy. To this criterion has been added the principle of complementarity which helps to specify all the related content (concepts, notions, facts) that the pupil should have at his disposal at each stage of the decision-making process.

2.5.1 Criterion of Hierarchy

A. For the Objectives

The general, terminal, and intermediate objectives are characterized by active verbs which correspond, on a vertical scale, to an increasingly complex level of cognitive and affective treatment. This principle of hierarchy must be functionally linked to a taxonomy that guides the formal choice of these verbs. As regards cognitive treatment, the taxonomy is based on works pertaining to operational theory. For the affective dimension, the taxonomy is based on three principles, namely: 1. the level of internalization of feelings, 2. the extent to which the commitment to act is manifested, 3. the objectives' focus on the pupil instead of on the subject matter. Supplementary explanation and charts concerning the two taxonomies are given in the Curriculum Guide.

B. For the Related Content

Following a quantitative and qualitative analysis of the various regional programs, the selections for the related content have been collected and arranged in hierarchical order¹ on the basis of concept affiliation. As certain learning theories² recommend, the simplest concepts are presented at the beginning of the program and serve as a foundation for more and more complex concepts. Consequently, the related content is not intuitively placed at a given level. It corresponds, rather, to the pupil's progress in his decision-making process and to the level of his mastery of this same content.

Within the program, the structuring of the related content required at a particular stage in the process has led to a grouping of these in modules.

2.5.2 Criterion of Complementarity

Considering that the knowledge of the related content is essential for the pupil to give evidence of pertinent behaviour at each stage of the decision-making process, for each secondary level the program presents four types of related content, using the criterion of complementarity:

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1. E.M. Gagné, *Principes fondamentaux de l'apprentissage: application à l'enseignement* (Montréal: Les Éditions HRW, 1976).
 2. D.P. Ausubel, *Educational Psychology: A Cognitive View* (New York: Holt, Rinehart and Winston, 1968).

Chapter 3

Program Content

Chapter 3 presents the content of the program as follows:

In Section 3.1, clarification of the **use of attitudes** and of the way in which they are integrated into the terminal objectives of each type of behaviour;

In Section 3.2, description of the elements of the **code used** to identify the different objectives;

In Section 3.3, **programming details**: statement of the general objective of the level, the corresponding general objectives of the module, the terminal and intermediate objectives; finally, presentation of the attitudes and the related content coupled with each intermediate objective.

For a better understanding of the elements included in this program, please consult the Curriculum Guide, which contains summary-tables, *Presentation of Units*, and information on the situational experience-centered teaching method.

3.1 Use of Attitudes

Each intermediate objective proposes the development of an attitude by one of the following three methods:



1. Emphasis is put on the **pupil's way of being** before, while, or after information is processed.



2. Emphasis is put on the **pupil's expression of his way of being** before or after information is processed.



3. Emphasis is put on the **method for processing** information.

In the statement of the terminal and intermediate objectives, the **active verbs** referring to skills (cognitive dimension) are written in bold letters, whereas **attitudes** and their operating conditions (affective dimension) are illustrated by means of ideograms. More detailed information is given in the Curriculum Guide's *Presentation of Units*. The following table presents a summary of the attitudes recommended, depending on the types of behaviour.

SUMMARY — TABLE OF THE ATTITUDES EMPHASIZED IN THE PROGRAM

TYPES OF BEHAVIOUR	Exploration	Crystallization	Specification	Implementation
MODES OF THOUGHT	Creative Thinking	Conceptual Thinking	Critical Thinking	Relational Thinking ¹
ATTITUDES	Openness Sensitivity Curiosity Tolerance Imagination	Self-involvement ² Self-appraisal Organization* Order* Coherence* Continuity**	Judgment Confidence Responsibility Discrimination ³ Reflectiveness ³ Critical Sense	Certainty Implication Efficiency Insight Determination Practical Sense
Way of being				
Expression of his way of being				
Processing method				

* Meaning preference for...
** Meaning sense of...

1. Relational Thinking: Term used in operational theory to refer to the processes that generate information by logical, practical, and sequential extension.
2. Self-involvement : Term referring to the process by which a person gets thoroughly involved in a subject by summoning up all his energy.
3. Reflectiveness : Term referring to the process by which a person thinks out a situation by identifying with it.

3.2 Codification of the Objectives

Each of the objectives is represented in this codification. This allows the users to find their bearings quickly and to establish a link between each of the objectives. The code system comprises four numbers, each with a particular meaning:

- A. **The first number** refers both to:
- (a) the secondary school level and
 - (b) the type of behaviour to develop.

- B. **The second number** refers to the general objective of the module:
- (a) a module objective is linked to a level objective (3 or 4 per level);
 - (b) a module is a set of terminal objectives.

- C. **The third number** identifies the type of related content to develop.
- An ideogram is coupled with the objective and identifies the type of related content.



for decision-making strategies,



for the world of school,



for the world of work,



for personal identity.

- D. **The fourth number** determines the order of presentation of the terminal objective in relation to the general objective of the module.

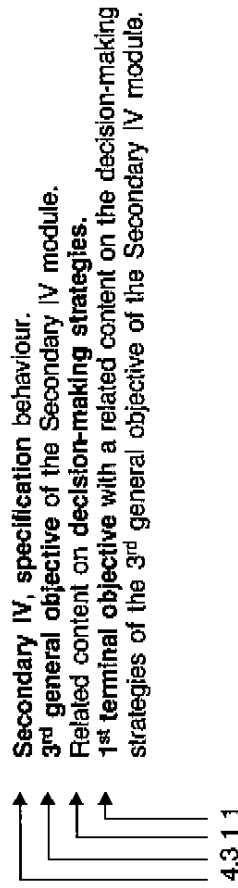
- 1 = Secondary I and exploration behaviour;
- 2 = Secondary II and exploration behaviour;
- 3 = Secondary III and crystallization behaviour;
- 4 = Secondary IV and specification behaviour;
- 5 = Secondary V and implementation behaviour.

for instance, the following terminal objective:

4.311: 3rd general objective of the Secondary IV module and specification behaviour.

for instance, the following terminal objectives have a different related content:

- 1 = Decision-making strategies = 1.111
- 2 = World of school 1.121
- 3 = World of work 1.131
- 4 = Personal identity 1.141



Note: For each terminal objective there is one or more intermediate objectives. However, these are not identified in this four-number code.

3.3 Programming Details

Secondary I

Exploration

SECONDARY I

SELF-EXPLORATION and EXPLORATION of his environment

General Objective of the Level	General Objectives of the Module
The pupil should explore the various aspects of his personal identity and of his educational and occupational environment with a view to furthering his vocational development.	1.1 The pupil should realize that there is a distinct approach to guidance, and he should become sensitive to everything that makes up his environment in order to find information that will help him in that approach. 1.2 The pupil should give evidence of his understanding of the nature of the decision-making process and accumulate a great deal of information about himself and about his educational, occupational, and social environment. 1.3 The pupil should have at his disposal a diversified store of information about himself as well as about his educational, occupational, and social environment.

General Objective of the Module:

- 1.1 The pupil should realize that there is a distinct approach to guidance, and he should become sensitive to everything that makes up his environment in order to find the information that will help him in that approach.

TERMINAL OBJECTIVES 1.111  To become aware that secondary school is an important stage in his vocational development and constitutes an essential experience.	INTERMEDIATE OBJECTIVES  Openness: 1. To identify the difficulties and problems he may actually encounter in his vocational development.  Sensitivity: 2. To discover his lack of knowledge with respect to his vocational development.  Openness: 3. To consider the Career Choice Education program as a means by which he can remedy his lack of knowledge.	RELATED CONTENT Vocational Development: — problems and difficulties — necessary knowledge The program as a support for the pupil's choice.
1.121  To consider that he is a newcomer in secondary school where he will have special experiences.	Openness  1. To establish initial contact with school personnel. Curiosity  2. To make an inventory of the school services provided.	School: — physical environment — personnel — academic and co-curricular services: • instructional • pupil personnel • auxiliary services.
1.131  To recognize that the exploration of the world of work requires careful observation of his environment.	Sensitivity  1. To discover the deficiencies in his environment which create problems. Openness  2. To consider that these problems require the intervention of professionals, and the presence of workers.	Pupil's environment: — deficiencies — problems and workers' presence.
1.132  To become familiar with the characteristics of an occupation.	Curiosity  1. To learn about the tasks of particular workers by interviewing them. Sensitivity  2. To make up a list of questions to learn about the scope of their tasks. Openness  3. To identify the three main elements of an occupation that should be known.	An occupation: — tasks — scope of tasks — its nature • definition • requirements • (aptitude, training) • Advantages (pay, working conditions).

General Objective of the Module: 1.1 The pupil should realize that there is a distinct approach to guidance, and he should become sensitive to everything that makes up his environment in order to find the information that will help him in that approach.

TERMINAL OBJECTIVES 1.141  To perceive the context of his general situation as an adolescent in relation to his own career development.	INTERMEDIATE OBJECTIVES  Openness: 1. To identify the difficulties and problems linked to his adolescence.  Openness: 2. To see the necessity of self-knowledge in order to facilitate his vocational development.	RELATED CONTENT Perception of self as an adolescent: — difficulties and problems experienced • physically • emotionally • socially.
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General Objective of the Module: 1.2 The pupil should give evidence of his understanding of the nature of the decision-making process and accumulate a great deal of information about himself and about his educational, occupational, and social environment.

TERMINAL OBJECTIVES 1.2.11  To perceive what could be his proper vocational development based on his day-to-day experiences.	INTERMEDIATE OBJECTIVES  Sensitivity: 1. To grasp the very nature of the decision-making process itself based on the decisions made in his everyday life.  Openness: 2. To identify the modes of behaviour specific to the decision-making process.  Openness: 3. To describe in his own terms, based on these modes of behaviour, how he might develop vocationally.	RELATED CONTENT Decision-making process: — behaviour • exploration • crystallization • specification • implementation Vocational development: — personal definition.
1.2.12  To identify the skills, attitudes, and knowledge needed to carry out the decision-making process.	 Curiosity 1. To distinguish the role of several modes of thought in the sequence of the decision-making process.  Curiosity 2. To make an inventory of the attitudes that can facilitate the decision-making process.  Openness 3. To describe in his own words the kinds of information he will have to assimilate.	Decision-making process: — cognitive skills • creative thinking • conceptual thinking • critical thinking • relational thinking — attitudes, ex.: • curiosity, self-involvement, self-confidence, efficiency — knowledge of: • decision-making strategies • the world of school • the world of work • personal identity.

General Objective of the Module:

1.2 The pupil should give evidence of his understanding of the nature of the decision-making process and accumulate a great deal of information about himself and about his educational, occupational, and social environment.

TERMINAL OBJECTIVES  1.213 To accumulate the greatest possible amount of information concerning the decision-making process.	INTERMEDIATE OBJECTIVES  Sensitivity 1. To enumerate all the possible reasons why he should be informed in order to progress in the decision-making process.  Openness 2. To name all the possible ways of gathering information.  Openness 3. To name all the sources of information which he has used so far.  Openness: 4. To distinguish the greatest possible number of interviewing and information collecting techniques.	RELATED CONTENT Role of information. Ways of getting information: — reading, audiovisual materials, etc. Information sources: — newspapers, magazines, radio, etc. Information collecting techniques.
 1.221 To recognize the reality of school in society.	 Awareness 1. To enumerate the reasons usually given to justify the existence of school.  Awareness 2. To name all the possible reasons for going to school and to express his personal view.  Awareness 3. To make a list of the possible outcomes, in terms of motivation and involvement, of some of the reasons mentioned.	Reasons why school exists. Reasons for going to school. Personal values related to school.
 1.222 To know all the components of the school system.	 Awareness 1. To describe the structure and operation of the school system.  Openness 2. To identify the decisive choices in this system.  Imagination 3. To make an inventory of the possible alternative paths provided by the system.  Openness 4. To identify the demands and expectations he will be confronted with during his career as a secondary school pupil.	The school system: — structure and operation — steps and decisive moments — possible alternative paths — demands and expectations.

General Objective of the Module:

- 1.2 The pupil should give evidence of his understanding of the nature of the decision-making process and accumulate a great deal of information about himself and about his educational, occupational, and social environment.

TERMINAL OBJECTIVES 1.223  To become aware of the impact of his school achievement on his general progress through secondary school.	INTERMEDIATE OBJECTIVES Awareness 1.  To define in his own words the main aspects of secondary school organization. Awareness 2.  To enumerate the ways in which these aspects of school organization affect his own life in school. Awareness 3.  To identify all the possible factors that promote his scholastic success while highlighting his own motivations. Imagination 4.  To consider the school report as a progress report and a passport for the future.	RELATED CONTENT Secondary school organization: • basis of organization • optional subjects • guidance and supervision of pupil activities. Factors of academic success: ex.: • motivation • methodology. School report.
1.231  To identify the characteristic factors associated with the exercise of various occupations.	Curiosity  1. To enumerate the greatest number possible of characteristic factors which can help catalogue occupations. Curiosity  2. To list the greatest number possible of occupations corresponding to each of these factors. Curiosity  3. To distinguish the characteristic features of a given occupation.	Characteristics of occupations: ex.: • interests • aptitudes • educational level • society's needs • tools, clothes • work place • physical requirements.
1.232  To recognize that occupations in various sectors exist to satisfy the needs of society.	Imagination 1.  To enumerate the needs that create problems. Curiosity  2. To enumerate the greatest possible number of occupations related to these problems. Imagination 3.  To define the kind of problems and challenges he would like to deal with in the future. Openness 4.  To find sectors of occupational activities encompassing several occupations.	Needs of society. Problems and occupations. Sectors of occupational activities.

General Objective of the Module:

- 1.2 The pupil should give evidence of his understanding of the nature of the decision-making process and accumulate a great deal of information about himself and about his educational, occupational, and social environment.

TERMINAL OBJECTIVES 1.233  To understand that, with respect to their particular nature and geographical situation, different work environments generally correspond to different occupations.	INTERMEDIATE OBJECTIVES Openness  1. To catalogue the greatest possible number of work environments. Openness  2. To enumerate the greatest possible number of occupations for each of these work environments. Curiosity  3. To situate geographically the work environments already catalogued. Openness  4. To mention all the occupations it is possible to exercise in these work environments in their respective geographical locations.	RELATED CONTENT Work environments: — nature • factories • industries • institutions. — geographical distribution: • local • regional • national. — occupations.
1.241  To take into consideration all his personal characteristics in looking for a satisfying occupation.	Openness  1. To examine all the situations in which he has the opportunity to see himself in action. Awareness  2. To distinguish in his experiences certain characteristics that may be suitable to certain occupations. Openness  3. To describe in his own words each of the components of his personal identity. Awareness  4. To express his feelings with respect to the function of these components in the decision-making process.	Personal experiences: — contexts: • family • school • social. Personal characteristics in relation to certain occupations. Personal identity: — nature of its components: • values, needs, interests, aptitudes, opinions, beliefs. — role of these components in the decision-making process.

General Objective of the Module:

- 1.3 The pupil should have at his disposal a diversified store of information about himself as well as about his educational, occupational, and social environment.

TERMINAL OBJECTIVES 1.311  To grasp the different personal and environmental factors that come into play in the decision-making process.	INTERMEDIATE OBJECTIVES  Awareness 1. To determine to what extent certain decision-making processes are satisfactory.  Awareness 2. To analyze the ease or difficulty he perceives in certain decision-making processes.  Openness 3. To enumerate all that can be discovered by analyzing a decision-making process.	RELATED CONTENT Decision-making process: — personal factors • ease or difficulty felt — environmental factors • presentation of the goal • the range of alternatives.
1.321  To identify occupations that correspond to his curricular and co-curricular learning experiences.	 Curiosity 1. To enumerate all the occupations corresponding to learning experiences particular to: (a) languages and the arts (b) the sciences (c) mathematics (d) personal, social, human, and cultural development.  Openness 2. To catalogue corresponding occupations for each of the co-curricular activities.	School subjects with respect to: (a) occupations: — arts and languages — mathematics — social studies — personal and social training (b) co-curricular activities.
1.322  To determine the usefulness of his learning experiences as a pupil within the school structure.	 Curiosity 1. To name sectors of occupational activities.  Awareness 2. To find out how he could use the different personal skills he has developed by his working methods, and to determine the possibility of using them in these activity sectors.	Sectors of occupational activities. Working methods and intellectual activities: • to observe, to listen • to analyse, to synthesize • to express, to reason • to evaluate, etc.

General Objective of the Module:

1.3 The pupil should have at his disposal a diversified store of information about himself as well as about his educational, occupational, and social environment.

TERMINAL OBJECTIVES 1.331  To learn about various occupations showing flexibility and openness in doing so.	INTERMEDIATE OBJECTIVES  Curiosity 1. To enumerate all tools and to identify the occupations corresponding to each.  Tolerance 2. To analyse in what ways tools can be considered an improvement and an extension of the senses.  Curiosity 3. To identify the clothing that corresponds to various types of work and to explain its usefulness.	RELATED CONTENT Workers' tools: — extension of the senses: • sight, hearing, smell, taste, touch. Workers clothing and accessories.
1.332  To recognize that all occupations are necessary and important in society.	 Openness 1. To collect different indications of how each occupation contributes to maintain, improve, or satisfy society.  Awareness 2. To express the reasons for respecting every worker, whatever his occupation.	Respective importance of each occupation. Dignity of work in relation to stereotypes and prejudices.
1.333  To gather information about the way workers are dependent upon one another.	 Openness 1. To identify occupations related to the production of goods and services.  Awareness 2. To describe how, despite the fragmentation of tasks on production lines, different workers combine their aptitudes and talents to produce goods and services.	Interdependence of occupations. Interdependence of workers.
1.341  To pay attention to his own behaviour in order to learn about himself and others.	 Imagination 1. To identify all the personal traits that make each human being different and unique.  Openness 2. To seek in these individual differences the motivations that lead people to choose different occupations.	Individual differences on several levels: — physical, intellectual, emotional. Motivations behind personal choices.

Secondary II

Exploration

SECONDARY II

SELF-EXPLORATION and EXPLORATION of his environment

General Objective of the Level	General Objectives of the Module
The pupil should explore the various aspects of his personal identity and of his educational and occupational environment with a view to furthering his vocational development.	2.1 The pupil should obtain further information about his own cultural community which is not readily available. 2.2 The pupil should recognize that the question of his orientation is important because it involves his future through a series of choices for which he must prepare himself. 2.3 The pupil should realize that the question of his orientation is complex and that there is no single, definite answer. 2.4 The pupil should proceed with his exploration by identification with and differentiation from given models.

General Objective of the Module:

- 2.1 The pupil should obtain further information about his own cultural community which is not readily available.

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.111  To perceive his educational, occupational, and social environment in an unaccustomed light while gathering information.	 Awareness 1. To enumerate some actions he performs in order to be accepted and recognized by others.  Openness 2. To identify all the possible non-traditional forms for the expression of values and needs.	Behaviours and underlying motives. Expression of values and needs.
2.112  To consider the special role of information in the decision-making process from a new angle.	 Openness 1. To identify sources other than those with which he is familiar and which could be drawn upon during his exploration.  Awareness 2. To use these various sources of information for specific purposes.	Sources of information: — newspapers, visits, investigations, lectures. Utilization of sources of information.
2.121  To identify new ways of perceiving authority and school rules.	 Openness 1. To list his impressions and feelings with respect to school rules.  Awareness 2. To mention all the similarities between the rules and expectations of school and those of the labour market.	The concept of authority: — school rules. Rules and expectations of schools and the labour market.
2.131  To identify unusual or unfamiliar occupations.	 Openness 1. To acquire in various ways new information about occupations other than those found in his own milieu.  Awareness 2. To name unusual or unfamiliar occupations.	Unusual and unfamiliar occupations.
2.132  To determine the criteria for success in order to understand how they apply in an occupational context.	 Imagination 1. To define in his own words what constitutes occupational success.  Awareness 2. To analyze the conditions that lead to success.	Occupational success: — performance — work methods — competence — satisfaction — promotion.

General Objective of the Module: 2.1 The pupil should obtain further information about his own cultural community which is not readily available.

TERMINAL OBJECTIVES 2.133  To perceive the circumstances that affect the realities of the world of work.	INTERMEDIATE OBJECTIVES  Imagination 1. To examine in depth the changes that affect the world of work.  Awareness 2. To determine the causes of these changes.  Awareness 3. To identify the consequences of a lack of information about these changes.  Imagination 4. To examine the possible impact of climatic and economic factors on jobs in certain sectors.	RELATED CONTENT Realities of the world of work. — technology — elimination of jobs (unemployment) — vocational mobility — occupational trends. Variable factors: — climatic • seasonal variations in employment — economic • sectorial unemployment.
2.134  To perceive certain unfamiliar aspects of the structures of the world of work and the laws which regulate those structures.	 Curiosity 1. To observe the structures of the world of work, and the way in which it functions.  Awareness 2. To enumerate the consequences of the laws regulating the structures of the world of work.	Structures and functioning of the world of work: — trade unionism — collective agreements.
2.141  To understand how his behaviour constitutes, in part, a response to the influences to which he is subjected.	 Tolerance 1. To identify all types of influences exercised by his environment and to trace their origin.  Openness 2. To enumerate certain specific behaviours he may exhibit in regard to different elements of his immediate environment.	External influences and behaviour.

General Objective of the Module:

2.2 The pupil should recognize that the question of his orientation is important because it involves his future through a series of choices for which he must prepare himself.

TERMINAL OBJECTIVES 2.211  To approach his orientation as an experience which will involve decision-making.	INTERMEDIATE OBJECTIVES  Tolerance 1. To find out how decisions are linked together in the decision-making process.  Openness 2. To redefine the different factors that should be understood and considered in the vocational orientation process.  Openness 3. To catalogue the behaviours which he should develop.  Tolerance 4. To regard orientation as an evolutionary process.	RELATED CONTENT Decision-making process: — sequence of the decisions. Orientation process: — factors • decision-making strategies. • world of school • world of work • personal identity — personal behaviours.
2.221  To realize the value of getting involved in the everyday life of the school.	 Awareness 1. To identify the advantages the school may offer for the development of decision-making skills.  Awareness 2. To redefine his view of school by identifying the different learning experiences it is possible to have in school.	School: living environment. School: learning environment.
2.222  To prepare himself to choose certain options and a general program of studies.	 Curiosity 1. To catalogue vocational education sectors in secondary school.  Imagination 2. To enumerate all the occupations that correspond to those found in secondary school vocational education programs but which require different education levels.	Secondary school vocational education. Vocational education at the college and university levels.

2.2.2 The pupil should recognize that the question of his orientation is important because it involves his future through a series of choices for which he must prepare himself.

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General Objective of the Module: 2.3 The pupil should realize that the question of his orientation is complex and that there is no single, definite answer.

TERMINAL OBJECTIVES 2.311  To understand that the decision-making process involved in vocational development is based on several different elements.	INTERMEDIATE OBJECTIVES  Openness 1. To perceive how behaviours can influence the decision-making process.  Tolerance 2. To recognize that the success of his career development depends on the extent of his personal involvement.	RELATED CONTENT The decision-making process in vocational development: — influence of behaviours.
2.321  To become aware of the many decisions he must make in school with respect to a suitable program of studies.	 Openness 1. To understand that the different educational alternatives available to him can be matters of personal choice at different points in his school life.  Awareness 2. To see his student life and the opportunities it affords him in a positive light.  Tolerance 3. To choose his courses in terms of his eventual access to one of the educational paths available at the secondary school, college, or university levels.	Educational progress. The pupil's social status within an evolutionary structure. Institutional program: — course selection — credits and diplomas.
2.322  To understand the dropping-out phenomenon and the actual experience of the "drop-out."	 Curiosity 1. To collect the most extensive information possible about the drop-out in order to draw his portrait and to describe his situation.  Openness 2. To catalogue the possible reasons for dropping out.  Awareness 3. To enumerate the consequences of dropping-out for various aspects of life.  Tolerance 4. To develop alternative solutions to dropping-out of school.	The drop-out: — his situation. Dropping-out of school: — causes — consequences — solutions.

General Objective of the Module: 2.3 The pupil should realize that the question of his orientation is complex and that there is no single, definite answer.

TERMINAL OBJECTIVES 2.331  To understand the phenomenon of career choice.	INTERMEDIATE OBJECTIVES  Imagination 1. To perceive how some adults have progressed through a first occupation to a career.  Tolerance 2. To understand that orientation is a process that does not end with adolescence but goes on throughout life.  Tolerance 3. To develop a perception of occupations that enables him to understand that his occupation helps to determine his way of life.	RELATED CONTENT Career and occupation. Way of life and occupation.
2.341  To recognize that occasions for being completely independent are few, and that it is more often necessary to conform to parental and cultural rules.	Openness  1. To redefine his own perception of social standards in comparison with those of people around him. Tolerance  2. To recognize the contradictory aspects in his self-image.	Self-perception in comparison with other people's perception. Contradictions in his perception of himself.
2.342  To recognize the necessity of accumulating information about himself with respect to what he is, and to what he wants and is able to become.	Awareness  1. To look for indications in his day-to-day experiences which lead him to see himself as a unique individual. Openness  2. To modify his perception of occupations so as to see them as ways of actualizing his individuality. Awareness  3. To collect as many indications as possible about his affective nature.	Comprehensiveness of self-perception and uniqueness of personal identity. Actualization of personal identity in an occupation. Self-perception as regards feelings and emotions.

General Objective of the Module:

2.4 The pupil should proceed with his exploration by identification with and differentiation from given models.

TERMINAL OBJECTIVES 2.411  To accept the fact that his perception of himself develops, evolves, and changes in accordance with the quantity and the quality of exchanges and significant interactions he may have with his surroundings.	INTERMEDIATE OBJECTIVES  Openness 1. To discover various aspects of the differentiation between himself and the models with which he identifies.  Openness 2. To assimilate the knowledge he gains from observing and analyzing his behaviours when solving problems and making decisions.	RELATED CONTENT Process of differentiation and identification. Ways of solving problems.
2.421  To consider that school gives him the opportunity to play certain roles which reveal aspects of himself which help him in his exploration.	 Curiosity 1. To identify the different roles he can play in school.  Awareness 2. To analyze his way of perceiving these roles.	Roles played in school.
2.431  To recognize that an understanding of the points of view, actions, and characteristics of workers will assist him as he pursues his exploration of himself and his occupational environment.	 Imagination 1. To identify himself with different workers in order to improve his knowledge and understanding.  Awareness 2. To explain how identifying himself with various occupations helps him to discover new aspects of occupations.  Awareness 3. To detect where his information is incomplete and inadequate.  Awareness 4. To accumulate additional information about these occupations.	Occupational models and role-playing. New aspects of occupations.
2.441  To gather additional information about himself through role-playing and simulations.	 Openness 1. To expand his conception of himself, based on what he discovers during role-playing games.  Awareness 2. To rethink his perception of occupations as a result.  Imagination 3. To find different means of realizing his potential in various programs of studies or training.	Affective aspects of personal identity. Potential and means of realization.

Secondary III

Crystallization

SECONDARY III

CRYSTALLIZATION of vocational preferences

General Objective of the Level	General Objectives of the Module
The pupil should crystallize the different items acquired during the exploration phase into a general orientation.	3.1 The pupil should realize the necessity of making educational and vocational choices. 3.2 The pupil should become aware of the many ways in which he can combine the information at his disposal and interpret it in the context of his general orientation. 3.3 The pupil should identify the essential characteristics and elements of long-lasting interest in certain activities so as to determine his vocational preferences.

General Objective of the Module: 3.1 The pupil should realize the necessity of making educational and vocational choices.

TERMINAL OBJECTIVES 3.111  To recognize that the time has come for him to crystallize his knowledge and ideas through conceptual thinking.	INTERMEDIATE OBJECTIVES  Self-Involvement 1. To acquire the intellectual skills required to organize his knowledge and ideas in broad, comprehensive categories.  Continuity 2. To examine the tendencies and directions his development has taken as a result of the decisions made up to this point.  Continuity 3. To perceive the link between the information available to him and the information he needs in order to make decisions.	RELATED CONTENT Conceptual thinking. Links and relationship between past, present, and future decisions.
3.121  To determine the pattern of his evolution within the school system by taking a comprehensive view of the paths he could follow.	 Self-Involvement 1. To perceive the links between school and the world of work.  Self-Involvement 2. To perceive the links between the different levels of school learning.  Self-Involvement 3. To condense all the information about the world of school by grouping it in large sectors in accordance with the educational level required.	The school system and the world of work: — schedule — rules and rights — interpersonal relations. General orientations of the school system: — successive stages — training programs — profiles of studies. Sectors of vocational education: — secondary school — college — university.
3.131  To understand that, in regard to the decisions he will have to make, he will be able to establish his general orientation only after having isolated and assimilated the basic data about the world of work.	 Self-Motivation 1. To classify all the information about the world of work in coherent occupational categories.  Self-Motivation 2. To perceive the link between classifications based on occupational categories and the importance of establishing general alternatives.	Categories of occupations: — classification of occupations and — finding of alternative solutions to decision-making problems.

General Objective of the Module: 3.1 The pupil should realize the necessity of making educational and vocational choices.

TERMINAL OBJECTIVES 3.141  To grasp the relationship between the need for self-knowledge and the act of defining a satisfactory general orientation.	INTERMEDIATE OBJECTIVES Self-Involvement  1. To understand the relationship between the various elements of his personal identity as he perceives them. Coherence 2.  To establish as many links as possible between the dimensions of his personal identity and the possibility of formulating a suitable general orientation.	RELATED CONTENT Dimensions of personal identity (self-conception). Self-conception and general orientation: — nature — evolution — function.
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General Objective of the Module:

3.2 The pupil should become aware of the many ways in which he can combine the information at his disposal and interpret it in the context of his general orientation.

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.211  To discover what is invariable in the operations involved in classifying information.	 Self-Involvement 1. To classify under broad categories the information accumulated during the exploration phase.  Self-Involvement 2. To classify this information by grouping it under increasingly broader categories.	Methods and types of categorization: — contiguity — relationships of similarity, function, usefulness, and purpose. Level of conceptualization: — degree of concreteness — degree of abstraction — degree of inclusiveness.
3.212  To find the significance of his experiences.	 Coherence 1. To discover what is invariable in certain experiences.  Self-Involvement 2. To describe himself in general and abstract terms rather than in concrete terms linked to specific events.	Significant life experiences. Indices of cognitive maturity: — abstraction — generality.
3.221  To relate school subjects to different aspects of the general plan of education, and to define the contribution of each to the general orientations.	 Organization 1. To define the educational role of each subject, and to relate it to the school's overall educational plan.  Coherence 2. To relate the universal values of various school subjects to broad vocational orientations.	School subjects and educational plan. Vocational orientations.
3.222  To clarify his situation as a pupil by analyzing and understanding the outcomes of his school experiences.	 Coherence 1. To perceive links among the different school activities in which he has participated and to classify these activities by categories.  Continuity 2. To recognize the recurring and truly characteristic elements of his conception of himself as a pupil.	School activities: — courses — student activities — sports.

General Objective of the Module: 3.2 The pupil should become aware of the many ways in which he can combine the information at his disposal and interpret it in the context of his general orientation.

TERMINAL OBJECTIVES 3.223  To synthesize all his observations and analyses of his situation as a pupil.	INTERMEDIATE OBJECTIVES Self-Appraisal  1. To determine the meaning of his efforts and performances in school in terms of his general orientation. Continuity  2. To see the connection between his levels of achievement and the programs of studies that are available to him.	RELATED CONTENT Meaning of his performances. Levels of achievement and school orientation.
3.231  To realize that his needs and values enable him to structure his perception of the world of work in different ways.	Self-Involvement  1. To develop different criteria for classifying occupations. Organization  2. To group occupations in more or less broad categories. Self-Involvement  3. To perceive the relationships between the level of responsibility in the completion of work tasks, between aptitudes, and education level. Order  4. To classify occupations using the criteria employed in different systems of classification.	Criteria of categorization: — tools, work environments, aptitudes, functions, education levels, etc. Types of classifications: (a) double-entry — CUISEP, CINA, ROE, SUPER (b) others — CCDO — according to the particular industry.
3.232  To compare the characteristics of the tasks related to various occupations in order to have a better understanding of the world of work.	Self-Involvement  1. To discover what various occupational tasks have in common by considering how they interrelate and what they affect (data, people, objects). Order  2. To perceive the relationships between levels of complexity of tasks and degrees of responsibility. Coherence  3. To discover the links between the occupations in the same sector of activities in terms of these levels of complexity and degrees of responsibility.	Characteristics of occupational tasks: — interdependence (data, people, objects). Levels of complexity of tasks and degree of responsibility.

General Objective of the Module:

3.2 The pupil should become aware of the many ways in which he can combine the information at his disposal and interpret it in the context of his general orientation.

TERMINAL OBJECTIVES 3.233  To isolate the constants of his personal work experiences (real or imaginary).	INTERMEDIATE OBJECTIVES Self-Involvement  1. To discover what remains constant in the images or ideas he has about work. Self-Involvement  2. To highlight the recurring tendencies in the different interpretations he gives to his own work experiences.	RELATED CONTENT Meaning and value of work. Work: — self-realization — expression of dominant characteristics • Interests, talents — alienation or satisfaction.
3.234  To discover what the various factors that modify the conception of work and the general situation of the labour market have in common.	Self-Involvement  1. To establish links between the factors of progress and their impact. Coherence  2. To analyze the changes in standards of living and working conditions and their combined repercussions on the decision making process. Self-Involvement  3. To arrive at a global conception of the characteristics of the labour market in future years. Coherence  4. To perceive similarities between his own conception of work and that of his peers.	Interdependence of the variable factors that cause employment or unemployment: — scientific discoveries — automation — inflation. Prospects of the world of work: — trends in the job market — mobility, retraining, etc.
3.241  To organize his various perceptions of himself into more coherent groupings.	Self-Appraisal  1. To devise categories in which to classify diverse perceptions of himself which take account of the components of personal identity. Continuity  2. To perceive the importance of self-conceptions for a better understanding of himself.	Components of personal identity and self-conceptions: — needs, values, attitudes, interests, skills, opinions.

General Objective of the Module: 3.2 The pupil should become aware of the many ways in which he can combine the information at his disposal and interpret it in the context of his general orientation.

TERMINAL OBJECTIVES 3.242  To understand the significance of his performances during activities in which he shows interest.	INTERMEDIATE OBJECTIVES  Coherence 1. To sum up his preferences with respect to certain activities and to identify his interests by this process.  Self-Appraisal 2. To understand the significance of his performance during these activities, and to identify his talents by this process.  Self-Involvement 3. To establish the links between his interests, his talents, and certain occupations.	RELATED CONTENT Interests: — physical — intellectual and psychological — social. Interests, talents, and occupations.
3.243  To relate the components of his personal identity to the style of life he envisages for the future.	 Self-Appraisal 1. To construct an image of himself using certain components of his personal identity.  Coherence 2. To sum up his main traits in personal terms.  Coherence 3. To perceive the links between the components of his personal identity and the style of life he envisages.	Components of personal identity: — body image — skills — interests — values, needs — opinions, beliefs. Ex: I am, I can, I like, I should, I believe that, I think that, etc. Components of personal identity and future style of life.

General Objective of the Module:

- 3.3 The pupil should identify the essential characteristics and elements of long-lasting interest of certain activities so as to determine his vocational preferences.

TERMINAL OBJECTIVES 3.3.11  To discover what is constant in the many disparate events of his daily life and how he translates these constants into recurring characteristic traits.	INTERMEDIATE OBJECTIVES Self-Involvement  1. To find characteristic features of his various experiences so as to determine his strengths and weaknesses. Organization  2. To reduce these characteristics to their essential by taking them out of their original contexts. Coherence  3. To determine what these characteristic features mean to him with respect to his need to be aware of his personal identity.	RELATED CONTENT Characteristic features: — emergence — convergence — personal significance.
3.3.12  To bring to light the dynamic processes by means of which he was able to identify the basic attributes which characterize him.	Order  1. To conceive the dynamics of his behaviours as the synthesis of the social and cultural influences he has integrated into his personality. Self-Involvement  2. To establish the relationship between these influences and the activities which he enjoys or dislikes. Continuity  3. To note that interests which arose out of preferences for certain activities have been satisfying and rewarding. Self-Involvement  4. To establish the connection between his interests and his search for situations into which to channel his energies. Self-Appraisal  5. To associate his interests with the development of particular skills. Continuity  6. To associate the ways in which he gathers information and uses information sources with the direction in which he wishes to steer his personal development.	Personal dynamics: — emergence of preferences — emergence of interests — interests and development of skills. Ways of gathering information and direction of personal development.

General Objective of the Module:

3.3 The pupil should identify the essential characteristics and elements of lasting interest of certain activities so as to determine his vocational preferences.

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.321  To sum up in meaningful statements what he has learned from his successes and performances.	 Order 1. To determine his continuing preferences in school and to discover the common and constant characteristics of the school subjects in which he succeeds and which he likes best.  Continuity 2. To relate his school preferences to his future school orientations.  Self-Involvement 3. To have a comprehensive picture of the school program adapted to his vocational preferences with a view to his general orientation.	School preferences and future school orientations. School program.
3.322  To note the relationships between course selection and his development in general.	 Coherence 1. To establish the relationships between an appropriate selection of courses and an adequate program of studies which will give him access to a future vocation.  Self-Involvement 2. To select a program of studies which corresponds to the general orientation he is considering.	Course selection and general orientation.
3.331  To become aware of his recurring interests in his actual or anticipated work experiences.	 Order 1. To determine his preferences both in the context of his search for suitable occupational activities and in regard to his vocational plans.  Coherence 2. To determine what is recurrent in his preference for certain occupations.  Continuity 3. To perceive the links between his interests and his perception of the occupational activities to which he tends to be attracted.	Emergence of vocational preferences. Recurrence of occupational interests.

General Objective of the Module:

- 3.3 The pupil should identify the essential characteristics and elements of long-lasting interest of certain activities so as to determine his vocational preferences.

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.332  To understand that individuals tend to surround themselves with people and things that are compatible with their own psychological make-up.	 Self-Involvement 1. To discover that in his search for solutions to his problems the individual's interests, skills, and character are involved.  Self-Involvement 2. To relate each psychological type to work environments that correspond to specific interests.	Work environment and psychological type: — realistic, intellectual, social, conventional, artistic.
3.333  To realize that in formulating a general orientation he is also expressing his conception of himself as a person.	 Self-Involvement 1. To see occupations in a particular sector as means of realizing the way of life in which he has shown interest.  Self-Involvement 2. To see the link between psychological orientations and work environments and his personal and vocational identity.	Occupations: — means of realizing a way of life. Junction of personal and vocational identity.
3.341  To realize that self-awareness allows the individual to assert himself better.	 Self-Appraisal 1. To conceive more detailed expressions to describe the characteristic traits he claims for himself.  Self-Involvement 2. To establish the link between the confidence he shows when he describes his characteristic traits and his conviction that he is in actuality what he says he is.  Coherence 3. To highlight the repetitions in his way of describing his characteristic traits.  Self-Appraisal 4. To discover that self-awareness is directly related to the ease felt by the individual formulating his personal and occupational preferences.	Qualities of self-representation: — certainty of self-concepts: • firm assurance • deep belief — stability of self-concepts: • permanence • invariability — self-images and formulation of preferences.

General Objective of the Module:

3.3 The pupil should identify the essential characteristics and elements of long-lasting interest of certain activities so as to determine his vocational preferences.

TERMINAL OBJECTIVES 3.342  To understand that his self-image is directly related to what he thinks he is, and that that self-image is influenced by the people around him.	INTERMEDIATE OBJECTIVES  Order 1. To perceive similarities between what he thinks he is and what others communicate to him about himself.  Coherence 2. To relate his subjective appreciation of himself, be it positive or negative, to his behaviour.  Self-Appraisal 3. To understand how the lack of self-assessment leads to failure whereas the fact of having a positive self-image leads to success.	RELATED CONTENT Realism in self-description. Self-assessment: — self-esteem — self-confidence — self-acceptance — role in activities of life.
3.343  To see his personal identity as a significant structure which allows him to organize all his attributes into a global system.	 Self-Involvement 1. To understand that self-knowledge and self-comprehension are linked to an internal structure which gives meaning and direction to his environment.  Self-Involvement 2. To establish a link between the search for certain comfortable environments and his psychological orientations.  Order 3. To determine the general direction of his personal development by considering all the themes he intends to stress.	Psychological types. Psychological orientations: — realistic, intellectual, social, conventional, artistic. Themes of personal development.

Secondary IV **Specification**

SECONDARY IV

SPECIFICATION of vocational preferences

General Objective of the Level	General Objectives of the Module
The pupil should specify his vocational preferences and draw up plans that take what he wants to do as well as what he can do into consideration.	4.1 The pupil should compare and determine the relative importance of the values and needs that underly his behaviours, and he should also define the role played by these values and needs in his perception of himself and his educational and occupational environment. 4.2 The pupil should obtain specific information and relate it to the needs and values he has identified. 4.3 The pupil should evaluate the choices he plans to make in terms of desirability and feasibility. 4.4 The pupil should make a decision based on all the elements already considered in the context of his decision-making process.

General Objective of the Module:

4.1 The pupil should compare and determine the relative importance of the values and needs that underly his behaviours, and he should also define the role played by these values and needs in his perception of himself and his educational and occupational environment.

TERMINAL OBJECTIVES 4.111  To recognize that the time has come for him to specify his choices by thinking critically.	INTERMEDIATE OBJECTIVES Confidence 1.  To acquire the intellectual skills required for him to be able to specify his vocational preferences. Confidence 2.  To find out and examine the tendencies and directions he has given to his development through the decisions he has made up to now. Discrimination 3.  To perceive the link between the information at his disposal and the information he needs in order to make a decision.	RELATED CONTENT Critical judgement. Relationships between past and future decisions.
4.112  To examine the role of values and needs in the conduct of human activities and the decision-making process.	Critical Sense 1.  To evaluate the predominance of certain values and needs and their impact on his perception of his environment. Responsibility 2.  To assess the role of values and needs in the determination and pursuit of objectives. Reflectiveness 3.  To compare the categories of values and needs satisfied through choices.	Values and needs: — their impact on the perception of the environment. — their role in the determination of objectives. — their influence on decision-making — values, needs, and choices.
4.121  To examine his school progress and performance.	Reflectiveness 1.  To evaluate how his values and needs cause him to prefer certain educational choices. Critical Sense 2.  To compare his various performances and results in order to obtain information about his own values and needs.	School life: — educational choices. — school activities — school performance.

General Objective of the Module:

- 4.1 The pupil should compare and determine the relative importance of the values and needs that underly his behaviours, and he should also define the role played by these values and needs in his perception of himself and his educational and occupational environment.

TERMINAL OBJECTIVES 4.122  To compare the various orientations made possible for him by his success in subjects that interest him.	INTERMEDIATE OBJECTIVES Critical Sense  Judgement  1. To establish his preferences among school subjects. 2. To establish the respective importance of each of the occupations related to those school subjects that interest him.	RELATED CONTENT School subjects and corresponding occupations.
4.131  To specify the relative importance of the individual characteristics innate in work.	Judgement  1. To evaluate the factors that are most likely to cause workers to have a sense of vocational satisfaction and personal success. Confidence  2. To state explicitly what he is actually seeking in a particular occupation.	Vocational satisfaction and personal success. Values pertaining to work.
4.132  To evaluate the possible personal and social significance of work in the lives of different workers.	Discrimination  1. To give reasons why an occupation may become a way of life by the way in which it allows the individual to channel his internal energies. Reflexiveness  2. To estimate the extent to which the practice of a vocation reinforces living habits outside the work place. Discrimination  3. To compare the various social roles attributed to workers in different sectors.	Ways of life. Prejudices and stereotypes.
4.133  To evaluate the specific role played by the hierarchical rating of values and needs in career decision-making.	Discrimination  1. To identify the weight which should be given to certain values in career decisions using cases of vocational success as illustrations. Judgement  2. To list in order of relative importance the occupations he finds most interesting in terms of his values.	Values, needs, and career choices.

General Objective of the Module:

4.1 The pupil should compare and determine the relative importance of the values and needs that underlie his behaviours, and he should also define the role played by these values and needs in his perception of himself and his educational and occupational environment.

TERMINAL OBJECTIVES 4.141  To ascertain whether his behaviour in various situations agrees with his self-image.	INTERMEDIATE OBJECTIVES  Reflec-tiveness 1. To identify the special aspects of his self-image.  Confidence 2. To assess the predominant influence exercised on his behaviour by his self-image.  Critical Sense 3. To compare the opinions of those around him with his self-perception.  Reflec-tiveness 4. To measure the influence of his self-image on his actions and choices.  Discrimi-nation 5. To select from among his behaviours those which correspond to his self-image and those that result from external causes.	RELATED CONTENT Dimensions of self-image: — attitudes — self-perception and opinion of others — beliefs. Influence of self-image.
4.142  To specify why what he is or what he wants to be cannot be entirely realized through a career choice.	 Discrimi-nation 1. To select the elements of his personal identity which he does not intend to sacrifice to his plans.  Confidence 2. To list in order of importance the plans he values the most.  Reflec-tiveness 3. To identify certain elements of his identity which can be dispensed with when he makes a given choice.	Elements of personal identity that have priority. Most important plans. Dispensable elements.

General Objective of the Module:

4.2 The pupil should obtain specific information and relate it to the needs and values he has identified.

TERMINAL OBJECTIVES 4.211  To evaluate all sources of information in order to select only those of recognized value.	INTERMEDIATE OBJECTIVES  Reflexiveness  Discrimination  Critical Sense  Reflexiveness 1. To catalogue the types of documents used to obtain a specific piece of information. 2. To compare sources of information and what they can supply. 3. To determine the value of the information that has been evaluated, using strict criteria. 4. To evaluate the extent to which one's attitudes toward given information influence the manner in which the information is processed.	RELATED CONTENT Information sources: — validation — interpretation Attitudes toward information.
4.212  To look for the most specific information possible, taking into account the discrepancy perceived between the information he needs and the information he has.	 Reflexiveness  Discrimination 1. To compare the information that is available and the information that is required, and to discover the best ways of filling the gaps. 2. To ascertain that the amount, quality, and accuracy of his information enable him to reach satisfactory decisions.	Supplementary information. Specificity of information and quality of a decision.
4.221  To evaluate how well-informed he is about the possibilities of access to a vocational education.	 Critical Sense  Judgement 1. To consider what is specific to each educational program at particular levels and is likely to satisfy him. 2. To examine in depth the different catalogues of vocational education programs.	Vocational education programs.
4.222  To identify, among the various educational programs available, the one that is most suitable to his personal characteristics.	 Critical Sense  Judgement 1. To evaluate what it will mean to him to pursue his studies in the future. 2. To examine the objectives and content of educational programs, and to identify the one that is most suitable to his personal characteristics.	More advanced education: — personal values — objectives and content of programs.

General Objective of the Module: 4.2 The pupil should obtain specific information and relate it to the needs and values he has identified.

TERMINAL OBJECTIVES 4.231  To compare reference sources on occupations using well-defined criteria.	INTERMEDIATE OBJECTIVES  Discrimination 1. To examine the most characteristic and specific factors of well-known occupations.  Judgement 2. To ascertain the importance of these factors by considering more and more specific information.	RELATED CONTENT Characteristic factors of occupations: --- sociological, psychological, economic.
4.232  To find the types of information that are the most specific and the most suitable to his personal characteristics.	 Reflexiveness 1. To compare his usual ways of seeking information about occupations with the methods proposed by some classification systems.  Discrimination 2. To differentiate among occupations by comparing the image he has of them.	Information about occupations: --- classification systems • CUISEP • CCDO --- Conceptions of occupations.
4.241  To check the level of his knowledge with respect to future choices.	 Judgement 1. To identify the occupations in which he has the best chance of realizing his potential.  Reflexiveness 2. To evaluate the relationships between his personal traits and the occupations that might suit him.	Personal traits and occupations.

General Objective of the Module:

4.3 The pupil should evaluate the choices he plans to make in terms of desirability and feasibility.

TERMINAL OBJECTIVES 4.311  To evaluate the desirability and feasibility of the plans which are open to him.	INTERMEDIATE OBJECTIVES Responsibility  1. To evaluate all the plans that seem desirable and attractive to him. Reflectiveness  2. To determine the relative importance of these same plans while taking into account those individual values which he is not willing to sacrifice. Confidence  3. To identify the factors that make the realization of his plans more or less feasible.	RELATED CONTENT Desirability of plans. Feasibility of plans: — personal constraints — external constraints
4.321  To evaluate the desirability and feasibility of the programs leading to the realization of his plans.	Judgement  1. To compare the most desirable vocational preparatory programs. Confidence  2. To measure the impact of certain realities on the feasibility of his educational plans.	Vocational preparatory programs. Contextual realities.
4.331  To evaluate the most desirable and feasible vocational plans in the light of his personal and external circumstances.	Confidence  1. To evaluate the most desirable occupations for him and to compare them in terms of the dimensions of his personality. Responsibility  2. To consider in hierarchical order of desirability all the vocational plans which realize essential aspects of his personality. Confidence  3. To evaluate the importance of external circumstances in the evolution of the occupations he is considering. Reflectiveness  4. To consider the evolution of the occupations he is considering in the context of economic and technological evolution. Confidence  5. To consider in hierarchical order of probability the plans that are most likely to be realized.	Most desirable occupations. Circumstances: — evolution of the world of work — mobility — training. Most probable occupations.

General Objective of the Module: 4.3 The pupil should evaluate the choices he plans to make in terms of desirability and feasibility.

TERMINAL OBJECTIVES 4.341 To tell how easy or difficult it is for him to make sensible and satisfactory choices. 	INTERMEDIATE OBJECTIVES Discrimination Confidence 1. To become aware of the personality traits that are apt to limit his choices. 2. To examine other skills and aptitudes that can make up for his limitations in the realization of his plans.  	RELATED CONTENT Personal limitations and decisions. Compensatory skills and aptitudes.
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General Objective of the Module:

4.4 The pupil should make a decision based on all the elements already considered in the context of his decision-making process.

TERMINAL OBJECTIVES 4.411  To become aware of the role played in a decision by decision-making skills and styles.	INTERMEDIATE OBJECTIVES  Discrimination  Confidence 2. To discover that a decision is either a synthesis or a compromise based on multiple criteria. 3. To examine the role of decision-making skills and styles.  Discrimination  Judgement 3. To choose the decision-making styles that are appropriate to particular contexts. 4. To evaluate the role played by an attitude (such as the inclination to take risks) in the synthesis of desirability and feasibility.  Reflectiveness 5. To evaluate the amount of responsibility he is ready to assume with respect to the consequences resulting from his decision.	RELATED CONTENT Nature of a decision. Role of critical thinking skills and decision-making styles. Decision-making contexts. Inclination to take risks: — its role in a decision. Personal responsibility.
4.421  To choose the program of studies most suitable to his vocational choice.	 Discrimination  Confidence 1. To evaluate the outcomes of all the programs of studies he could possibly follow to realize his vocational choice. 2. To select his courses intelligently.	Choosing a program of studies.
4.431  To make a vocational choice that is realistic with respect to society and congruent with respect to himself.	 Discrimination  Responsibility 1. To make his vocational choice and to evaluate the implications and consequences of his decision. 2. To assume responsibility for his choice.	Vocational choice.

General Objective of the Module:

- 4.4 The pupil should make a decision based on all the elements already considered in the context of his decision-making process.

TERMINAL OBJECTIVES 4.441  To weigh all the factors that had a bearing on his decision and to recognize that all decisions imply the mastery of attitudes.	INTERMEDIATE OBJECTIVES  Discrimination 1. To examine the aspects of his personality that cannot be completely realized in his choice.  Reflectiveness 2. To take stock of the aspects of his personality which he did not consider in making his choice, and to determine the reasons why they were overlooked.  Judgement 3. To bring out the underlying reasons why he chooses certain activities outside his occupation in order to realize certain important aspects of his personality.  Responsibility 4. To assume responsibility for having postponed the consideration of certain aspects of his personality which he did not emphasize in making his choice.	RELATED CONTENT Aspects not considered in his choice.
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Secondary V Implementation

SECONDARY V

IMPLEMENTATION of the choice

General Objective of the Level	General Objectives of the Module
The pupil should carry out the decisions made previously by planning all the stages in the implementation of his educational and vocational choices.	5.1 The pupil should review the stages of his decision as well as its implications, and ascertain the stability and firmness of his choice. 5.2 The pupil should plan and carry out the stages in the implementation of his choice. 5.3 The pupil should anticipate the difficulties in the implementation of his choice. 5.4 The pupil should maintain his choice, and then formulate alternative choices if necessary.

General Objective of the Module: 5.1 The pupil should review the stages of his decision as well as its implications, and ascertain the stability and firmness of his choice.

TERMINAL OBJECTIVES 5.111  To understand the necessity of eliminating all doubts about his vocational choice through engaging in relational thinking.	INTERMEDIATE OBJECTIVES  Implication 1. To acquire the intellectual skills necessary to eventually realize his vocational choice.  Certainty 2. To review the implications of each of the preceding three stages in the decision-making process.	RELATED CONTENT Relational thinking. Stages in the decision-making process.
5.121  To review and analyze his progress in school, and its consequences.	 1. To evaluate the consequences of previous educational choices.  2. To deduce from this analysis the conditions of admission and the procedures to follow for the kinds of studies he may choose in the future.	Consequences of educational choices. Admission conditions and procedures.
5.313  To reevaluate his vocational choice.	 Efficiency 1. To weigh the implications of his vocational choice against those of other choices that were less appealing to him.  Determination 2. To eliminate possible fears which may persist about making mistakes in his choice.	Implications of his choice.
5.141  To reexamine his self-image as a future worker.	 Implication 1. To ascertain that what he hopes to find in his chosen occupation is to a certain extent a means of self-realization.  Certainty 2. To make sure that his self-image as a person corresponds to his concept of himself as a future worker.	Occupations as an extension of one's self. Self-image as a future worker.

General Objective of the Module: 5.2 The pupil should plan and carry out the stages in the implementation of his choice.

TERMINAL OBJECTIVES 5.211  To consider the implications of his choice and to know its requirements.	 Efficiency 1. To plan the sequence of the actions he will have to take, stage by stage and in logical order.  Determination 2. To establish in advance the long and short-term objectives for each stage, and the most favourable conditions for achieving these objectives.	RELATED CONTENT Plan of action: — stages — objectives — conditions.
5.221  To program his future education.	 Determination 1. To take the required steps that will give him access to the next level of general or vocational education.	Detailed procedures of the operation "Application for Admission."
5.231  To prepare himself for his entry to the labour market.	 Determination 1. To anticipate all the steps he will have to take to enter the labour market.  Practical Sense 2. To develop a plan in which all these stages are integrated into an overall process.  Determination 3. To look for information that is available from certain community services.	Employment: — preparatory stages — job search plan. Information from community services.
5.241  To plan his personal development.	 Implication 1. To analyze his actual skills in relation to the skills required by the occupation he is considering.  Insight 2. To develop a plan for improving certain personal traits if necessary.	Actual skills and required skills. Plan for developing personal traits.

General Objective of the Module: 5.3 The pupil should anticipate the difficulties in the implementation of his choice.

TERMINAL OBJECTIVES 5.311  To anticipate all the obstacles his plan may possibly encounter.	INTERMEDIATE OBJECTIVES  Implication 1. To develop his sense of anticipation by remaining positive in his perception of events.  Insight 2. To evaluate the difficulties he may encounter in certain extrapolations of his plan.	RELATED CONTENT Personal planning: — difficulties and constraints.
5.321  To anticipate the impact of his school results on his plan of studies.	 Insight 1. To extrapolate from his school results the difficulties that can keep him from implementing his plan.	Impact of school results.
5.331  To anticipate the possible repercussions of the economic situation on his career plans.	 Insight 1. To evaluate the consequences and constraints of scientific discoveries, automation, cybernetics, and technological developments.	Scientific developments: — consequences — constraints.
5.332  To consider the possible repercussions of the economic situation on his career plans.	 Practical Sense 1. To anticipate the different influences of the economy on the occupation he is considering.  Insight 2. To determine the possible evolution of his career.  Practical Sense 3. To infer the modifications he should make in terms of steps and changes in his occupational life.	Consequences of the economy on his career choice. Possible evolution of his career. Possible changes in his occupational life.
5.333  To anticipate the steps he will take to enter the labour market by familiarizing himself with its many regulations.	 Determination 1. To recognize the usefulness of the laws and regulations affecting workers and employers.  Implication 2. To identify the rights and responsibilities which he will have to assume as a worker in his future work environment.	Structures and operation of the world of work: — legislation respecting workers and employers — unions — parity committee.

General Objective of the Module: 5.3 The pupil should anticipate the difficulties in the implementation of his choice.

TERMINAL OBJECTIVES 5.341  To anticipate the difficulties in developing himself in such a way as to satisfy adequately the requirements of the occupation he is considering.	INTERMEDIATE OBJECTIVES  Implication 1. To anticipate the difficulties in preparing himself on several levels for the occupation he is considering.	RELATED CONTENT Difficulties in the development process.
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General Objective of the Module: 5.4 The pupil should maintain his choice and formulate alternative choices if necessary.

TERMINAL OBJECTIVES 5.411  To rethink the program designed earlier, based on his new awareness and knowledge of the difficulties in realizing his choice.	INTERMEDIATE OBJECTIVES  Determination  Insight 1. To reprogram the particular elements to consider in his choice. 2. To use other means to overcome certain difficulties related to the new plan of action.	RELATED CONTENT New plans of action: — elements to consider — means used.
5.412  To develop alternative plans if the anticipated difficulties turn out to be insurmountable.	 Determination  Practical Sense 1. To make operational the required corrections to be made in the possible changes by using his problem-solving skills. 2. To develop plans that suit his objectives.	Problem-solving process. Alternative plans of action.
5.421  To have available a set of solutions that will allow him to pursue his education despite the difficulties anticipated.	 Determination 1. To develop new plans of action adapted to the difficulties that will emerge in the course of his studies.	Plan of action for his education.
5.431  To rethink his way of life after having become aware of the difficulty of fulfilling all his hopes and expectations in the occupation he is considering.	 Practical Sense 1. To contemplate other activities that would complement his work and offer him the most complete self-realization possible.	Style of life: — spare-time activities.
5.432  To develop other career plans which resemble the first one in several ways.	 Determination  Implication 1. To make a retrospective analysis of employment structures, the interdependence of occupations, and the interdependence of workers. 2. To formulate other vocational choices in response to the impossibility of realizing his first vocational choice.	Development of vocational choice: — links among occupations — employment structures. Alternative vocational choices.

General Objective of the Module: 5.4 The pupil should maintain his choice and formulate alternative choices if necessary.

TERMINAL OBJECTIVES 5.441  To sustain his self-image in the occupation he is considering.	 INTERMEDIATE OBJECTIVES Implication 1. To rethink the actions he must take in order to develop and realize his skills and potential in his occupational choice.	RELATED CONTENT Skills and potential.
5.442  To find other elements of his personality to be developed to allow another vocational choice.	 Practical Sense Implication 2. To set himself other goals and objectives which consider the new circumstances. 1. To follow procedures to identify and develop elements of his personality better suited to the new circumstances. 	Potential elements of his personality and other vocational choices.

Chapter 4

**Evaluation and Identification
of Special Factors**

4.1 Evaluation: A Necessity

Since the Career Choice Education program is concerned primarily with nurturing and developing certain skills and attitudes in the pupil, it should provide teachers with the means to evaluate the pupil's progress in these areas.

The main advantage of evaluation is that it makes it possible to determine the extent to which the pupil has progressed in his vocational development and integrated the various factors to be considered and mastered in the process. Evaluation should also enable the teacher to assess his teaching and to readjust his methods in such a way that his objectives can be more easily attained.

The Proper Kind of Evaluation

Considering the conceptual and functional framework of the Career Choice Education program, its teaching should integrate a suitable type of evaluation, namely *formative evaluation*. This kind of evaluation intervenes in the teaching and learning processes as these take place. Its purpose is to give the pupil immediate help. Its function is two-fold: to discover where and in what areas one or several pupils experience difficulties so that these difficulties can be adequately remedied; to identify the areas in which the pupil is succeeding so that effective behaviour and attitudes can be reinforced.

Formative evaluation enables the teacher to make quick and pertinent decisions. He may modify his plans, for instance, by adding one or several learning activities. He may also improve his teaching approach, for example, by giving pupils more opportunities to exercise their intellectual faculties. In other instances, he may adopt an attitude which, depending on the situation, encourages, stimulates, or supports his pupils. Finally, he may decide to enrich the educational environment. It is obvious, then, that the decisions resulting from the formative evaluation process are essentially pedagogical.

In conclusion, it is essential to stress the importance of formative evaluation for the educational process. It allows the teacher to implement preventive measures, and gives him constant and immediate feedback, thus enabling him to revise his teaching methods continuously. For the pupil, formative evaluation helps him in developing a personal working method suited to his way of learning. All these considerations show how important it is to use this type of evaluation as often as possible.

On the other hand, the use of *summative evaluation* could become necessary to assess the results of a

series of learning activities. This norm-referenced type of evaluation could lead to an administrative decision recommending, for instance, that a certain mark be entered on a report card.

In the Curriculum Guide, for each terminal objective there is a *Presentation of the Unit* designed to provide the teacher with evaluation instruments. Thus, for his evaluation the teacher will be able to use questions, exercises, activities, and tasks which will give him the information he requires to adapt his approach to the pupil's needs.

4.2 Prerequisites to the Program

There is no prerequisite condition for the implementation of this program. However, in covering its content, the teacher must be able to follow the sequence of the objectives, on the one hand, and the hierarchical progression of the related content on the other hand. Consequently, the Curriculum Guide proposes a linear programming according to which simple notions precede the more complex ones. The hierarchical arrangement of the related content implies that the pupil must master certain basic elements on which other elements will later be grafted.

4.3 Required Time

This program should be offered at all levels of secondary school, first because the related content covers a very broad spectrum, second because the attitudes and cognitive skills the pupil must master are very diverse, and, finally, because the pupil's development is an ongoing, cumulative process. Thus, the program accompanies the pupil in his progress, sometimes preceding him to clear his path of difficulties, at other times following him to consolidate his acquisitions.

The teaching of this program must therefore include all levels from Secondary I to Secondary V in order to ensure that the pupil's learning will be constant and uninterrupted. The modes of behaviour which the pupil is expected to learn cannot be acquired during a few chance encounters. On the contrary, they come as a result of a planned, all-inclusive process.

4.4 Educational and Material Organization

An educational and material organization is required for the implementation of this program. Indeed, the very nature and orientations of this program require that the professional involved be well equipped in terms of concepts, methodology, and teaching experience. For this

purpose the *Curriculum Guide's* "Presentations of Units" provide a framework for teachers' practice. In accordance with their needs, professionals will be able to use these teaching guides in the way that best suits their particular populations.

Because of the importance granted to the related content concerning school and the world of work, the program must have available a *documentation center* containing information documents suited to the pupils' needs. In order to help pupils in their search for information, different audiovisual documents from several sources should be made available. With respect to the set-up of a documentation center and the use of audiovisual materials, appendices to the *Curriculum Guide* specify how these instruments can be used efficiently for the implementation of the program.