The Survey revealed that junior high schools recognizing the enhancement of their students’ motivation to learn through career education more often offer career counseling (Second Phase Report P66). Similarly, senior high schools (general courses, specialized courses and integrated courses) that observed the enhancement of their students’ motivation to learn are more often implementing career counseling (Second Phase Report P95-97).

On the other hand, the proportion of elementary schools that offer or include career counseling in their annual teaching plan are extremely low (Second Phase Report P18, First Phase Report P118 and 223).

Career counseling is guidance and support provided personally or in a group so that students can choose their career based on their own will and responsibilities. Currently, however, it is narrowly understood as “consultation (dialogue) for career decisions immediately after graduation” and its importance is not fully recognized.

Fostering the independence of students through skillful communication in daily conversation is one of the good practices taking advantage of career counseling. For example, when 1st graders water morning glories at Kaizuka Municipal Higashi Elementary School, Osaka Prefecture, teachers ask them questions such as “what flowers do you wish to grow?” and “what do you need to do for that?” with a view to facilitating their career development. As a result, students have learned to water flowers on their own initiative with foresight, a sense of purpose and responsibility. This is also an example of career counseling.

You can provide career counseling in daily conversation with students without taking special time for consultation. It is important to have a perspective to enhance personal supports through career counseling.
Career education is important both for current learning and future career

Career education that enhances “motivation to learn”

What relationship do you think may exist between career education and daily teaching?

I thought career education and daily teaching are carried out separately. Is there any relationship between them?

I’m afraid that career education could disrupt my concentration on teaching.

Career education improves the students’ attitudes towards learning. I think they have a positive relationship to each other.

The Survey shows that the schools implementing career education based on a solid planning are experiencing an improvement in students’ motivation to learn!

<table>
<thead>
<tr>
<th>Recognition rate of improved motivation to learn among students</th>
<th>Schools where career education planning is at a lower level</th>
<th>Schools where career education planning is at a medium level</th>
<th>Schools where career education planning is at a higher level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary students</td>
<td>9.7%</td>
<td>20.2%</td>
<td>45.1%</td>
</tr>
<tr>
<td>Junior high school students</td>
<td>21.4%</td>
<td>38.5%</td>
<td>55.1%</td>
</tr>
<tr>
<td>Senior high school students</td>
<td>31.1%</td>
<td>46.6%</td>
<td>65.4%</td>
</tr>
</tbody>
</table>

“Here, “recognition rate” refers to the proportion of the schools whose administrators answered for overall learning is enhanced through the implementation of career education.” Students’ motivation

It is important that students find a meaningful relationship between their learning in school and their future career through career education, which will fuel their motivation to learn. It is also important that students solidly acquire what they are learning on a daily basis so that they can use what they have learned in society in the future.

For the detail of the relationship between career education and enhancement of the motivation to learn, see P04-05 (elementary schools), P06-07 (junior high schools) and P08-11 (senior high schools).

Teaching the risks and difficulties students may have to face in their future life is also an important role of career education.

Guidance and counseling in career education are expected to cover not only direct career paths after graduation but also the near and far future for the students. The Survey shows that the students and their guardians also wish for this.

Life in a society where students will participate is not all roses. They may have to face various difficulties. Foreseeing such realities in the social situations, junior and senior high school students want to know how to respond to the risks that they might face in their future life.

[What they wish to have learned to plan and prepare for their future life and career]

Proportion of students choosing “response to leaving or losing a job and other potential risks in their future life”

Survey for junior high school students: 32.1% (2nd among 17 answer options)  
Survey for senior high school students: 23.1% (3rd among 17 answer options)

And

Not only junior and senior high school students

But also the majority of their guardians (54.8% and 61.5% of the guardians of junior high and senior high school students, respectively) expect guidance on how to respond to future risks. (First Phase Report P171-304)

It is needless to mention the importance of guidance and counseling focusing on advancing to higher education and getting a job. It is essential for students of junior and senior high schools to decide where they will be active directly after graduation. However, it is also important for them to have a mid- to long-term perspective including how to address potential risks in the future.

*This brochure has been created based on the results of a national survey on career education.

Name of the survey: Comprehensive survey on career education, guidance and counseling  
Survey period: October to November 2012  
Sampling method: selecting participants from public schools under the jurisdiction of prefectures and ordinance-designated cities  
Cooperation: we appreciated the cooperation of schools (995 elementary, 500 junior high and 993 senior high schools), classroom/homeroom teachers (1,681 elementary, 950 junior high and 1,978 senior high school teachers), students (4,179 elementary, 4,235 junior high and 4,660 senior high school students), guardians (4,008 elementary, 3,931 junior high and 4,259 senior high school student guardians) and graduates (1,503 junior high and 1,169 senior high school graduates).

For details of the survey results, see the following two reports:  
Career education in elementary schools

Career education leading to enhancement of “motivation to learn” – setting concrete goals with priority –

Classroom teachers are more actively working on career education in the schools where students’ motivation to learn has been enhanced.

The Survey shows that setting concrete goals with priority in an overall plan and annual teaching plans of career education leads to the enhancement of students’ motivation to learn.

“Students’ motivation to learn has been enhanced” means that the school administrators and classroom teachers “find the enhancement of the students’ motivation to learn through implementation of career education.”

<table>
<thead>
<tr>
<th>Efforts by classroom teachers</th>
<th>Implementation rate in schools reporting that the students’ motivation to learn…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a good listener to others with diverse opinions</td>
<td>67.4%</td>
</tr>
<tr>
<td>Taking up things that may not fit in with one’s forte</td>
<td>56.9%</td>
</tr>
<tr>
<td>Conveying opinions and feelings to someone in a manner that the person can easily understand</td>
<td>49.5%</td>
</tr>
<tr>
<td>Understanding the meaning of learning and work, and recognizing the relationship between learning at school and life in the future</td>
<td>42.6%</td>
</tr>
</tbody>
</table>

(Second Phase Report P54)

Practicing career education at your school taking advantage of “the treasure within”

According to data, more schools implement career education and place such programs into planned curricula.

Looking at the implementation rate of career education by category of curriculum

| Moral Education, Classroom Activities | 92.3% | Period for Integrated Studies | 91.9% | Academic subjects | 87.2% |

There are also programs aimed at future students such as school visits/tours or one-day experiences at junior high schools for prospective students.

Frequently implemented career education programs are

- School visits/tours or one-day experiences at junior high schools, and briefing sessions of junior high schools for prospective students: 88.9%

(First Phase Report P70)

More personal support activities needed through career counseling (dialogue with students)

The implementation rate of career counseling is not improving because its merits and necessity are not understood by many elementary school teachers. In order to facilitate career development, it is important to provide career counseling that supports self-reliance and encourages future independence according to the students’ developmental stages from elementary school level onward.

Career counseling practices in career education are…

- Properly placed in our annual teaching plan: 5.7%
- Actually implemented at our school: 4.7%
- Do not know how to implement them: 37.4%

(First Phase Report PS8, 83 and 86)

Example

Providing opportunities to recognize the importance of learning

Let’s state clear and concrete goals with priority both in overall and annual plans for career education to facilitate active practices at your school. It is essential to create awareness of the importance of learning for the realization of future prospects and goals.

For example, there are schools inviting people in the local community to give speeches for the students so that they can understand the meaning of learning and working and set concrete goals for their future.

Example

In Math classes

Develop competency of personal relations and group/society formation as well as task management competency through activities such as pair and group works.

In Periods for Integrated Studies: “Discover yourself today and in the future” (for 5th and 6th graders)

Help students develop career-planning and self-understanding/management competencies through interactions with people of different ages when exploring their own futures.

Example

Dialogue valuing thoughts and feelings of each and every student

Put effort into “personal support” that values the feelings of each student through counseling (dialogue) while building rapport in accepting atmospheres.

For example, some elementary schools hold the “Halfway Coming-of-Age Ceremony” celebrating age of ten for 4th graders. In the preparation process, teachers can encourage students through discussions (dialogues) to positively look back on their past life with gratitude to others such as family members and close friends, and help them build perspectives on their future careers.
Career education in junior high schools

Career education leading to enhancement of “motivation to learn”

School-wide promotion of career education will enhance students’ motivation to learn.

| Recognition rate of improved motivation to learn by implementation status of career education |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| 24.3%                                         | 36.9%                                         | 48.7%                                         |
| Schools at lower implementation level          | Schools at average implementation level        | School at higher implementation level          |

(First Phase Report P23)

The figures above show the relation between the level of career education of the school and the proportion of the schools whose administrators answered “students’ motivation for learning in general is enhanced through the implementation of career education” (recognition rate). You can see that the higher the level of the school’s career education, the more likely it is that the administrators realize the enhancement of students’ motivation to learn.

In order to enhance students’ motivation to learn, it is important to promote school-wide career education.

Career education embedded in daily activities including individual subjects

Activities that the students think “were helpful for thinking about the paths directly after graduating junior high school and the way they will live in the future”

- Daily classes on various subjects
- Extracurricular activities such as club activities
- Classroom duties, student committee activities and other daily activities

93.1% 85.5% 84.6%

(First Phase Report P173)

“Pragmatic exploration concerning lifestyle and career” is an important goal of career education in junior high schools. It is important for teachers to recognize that through daily activities in school, students not only learn knowledge and skills but also acquire basic and general competencies.

However, efforts in career education in daily activities tend to become “fragments.” To avoid this, each school is focused on connecting the “fragments” of career education.

The school ensures a systematic approach by formulating the annual teaching plan for each grade, groups them according to the basic and general competencies and sets the goals for students in each category of the competencies.

The school ensures a systematic approach by formulating the annual teaching plan for each grade, making much account of the interrelationship among various subjects with intentional focus on connecting the “fragments” of career education.

Example

Implementing career education across the school

Takatsuki Municipal 4th Junior High School District, Osaka Prefecture

A part of living environment studies in the 1st and 2nd grades of elementary school and periods for integrated studies in the 3rd to 9th grades (corresponding to 3rd grade in junior high) are combined to form an original subject: “Our Life Today and in the Future.” By harmonizing multiple subjects to take advantage of the essence of special activities and career education on the basis of the periods for integrated studies, the district aimed to enhance learning deeply connected to the realities in society. As a result, students have developed positive attitudes towards classes and improved their academic achievements.

Example

Using worksheets to connect daily activities

Kashima Municipal Hirai Junior High School, Ibaraki Prefecture

After identifying activities concerning career education in its annual teaching plan, the school groups them according to the basic and general competencies and sets the goals for students in each category of the competencies.

The school ensures a systematic approach by formulating the annual teaching plan for each grade, making much account of the interrelationship among various subjects with intentional focus on connecting the “fragments” of career education.

Example

Keeping a record of daily activity to reflect on each day

Have students reflect on themselves so that they can make efforts toward the next goals.

Utilization of career sheets

Students set their personal goals before a school event and look back on the acquired skills from the perspective of career education afterward, so that they can take advantage of the experience for their daily school life and future events.
### Career education in senior high schools

#### Career education leading to enhancement of “motivation to learn” – systematic planning and practice –

The schools where students’ motivation to learn has been enhanced are often those that plan and implement “systematic career education.”

Senior high schools where “students’ motivation to learn has been enhanced” implement the following practices much more often than those with negative recognition regarding the motivation.

<table>
<thead>
<tr>
<th>General courses</th>
<th>Cooperation with guardians and other adults, and assessment concerning implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current status of career education</td>
<td>Implementation rate in schools reporting that the students' motivation to learn…</td>
</tr>
<tr>
<td>Elements of career education practices</td>
<td>has been enhanced</td>
</tr>
<tr>
<td>Involvements of adult members of local community</td>
<td>78.2%</td>
</tr>
<tr>
<td>Guardians’ understanding and cooperation</td>
<td>62.6%</td>
</tr>
<tr>
<td>Assessment on implementation of career education plans</td>
<td>50.6%</td>
</tr>
</tbody>
</table>

(Second Phase Report P91)

<table>
<thead>
<tr>
<th>Specialized courses</th>
<th>Securing of time, cooperation among teachers, and guardians’ participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current status of career education</td>
<td>Implementation rate in schools reporting that the students' motivation to learn…</td>
</tr>
<tr>
<td>Elements of career education practices</td>
<td>has been enhanced</td>
</tr>
<tr>
<td>Teachers’ understanding and cooperation</td>
<td>80.0%</td>
</tr>
<tr>
<td>Adequate time allocation</td>
<td>77.1%</td>
</tr>
<tr>
<td>Guardians’ understanding and cooperation</td>
<td>68.6%</td>
</tr>
</tbody>
</table>

(Second Phase Report P92)

<table>
<thead>
<tr>
<th>Integrated courses</th>
<th>Teachers’ information-gathering and instruction skills, and assessment concerning implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current status of career education</td>
<td>Implementation rate in schools reporting that the students' motivation to learn…</td>
</tr>
<tr>
<td>Elements of career education practices</td>
<td>has been enhanced</td>
</tr>
<tr>
<td>Collection and proper use of information on career education by teachers</td>
<td>72.2%</td>
</tr>
<tr>
<td>Assessment on implementation of career education plans</td>
<td>69.4%</td>
</tr>
<tr>
<td>Teachers’ participation in in-service training programs regarding career education</td>
<td>52.8%</td>
</tr>
</tbody>
</table>

(Second Phase Report P93)

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* “Students’ motivation to learn has been enhanced” means that the school administrators and classroom teachers “find the enhancement of the students’ motivation to learn through implementation of career education.”

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#### Example

**Connecting career education with students’ motivation to learn**

**General courses**

Active use of the “Period for Integrated Studies”

Let’s take advantage of the essential qualities of the Period for Integrated Studies. By introducing crossover and comprehensive tasks that require interdisciplinary systematic learning and applying student-centered approaches such as research activities, workshops, and discussions, you can help students recognize “the necessity of learning” beyond the boundaries of subjects where the majority of learning occurs according to the respective textbooks.

**Specialized courses**

**Showing students the relationship between general and specialized subjects**

In specialized subject classes, explain the relationship with general academic subjects by indicating the concrete name of the subject: for example, “You need the knowledge of XXX (name of a specific subject) to solve the problem.” In this way, you can help students understand the importance of general academic subjects in order to acquire the knowledge necessary for an occupation through specialized subjects. This requires systematic efforts including information exchange between teachers of general and specialized subjects.

**Integrated courses**

**Ensuring solid understanding of the meaning of learning through the subject: “Industrial Society and Human Beings”**

Answering to the question, “why we have to learn” leads to answering questions such as “why we work” and “what we need to acquire for our future life.” You can motivate students to learn by talking about the necessity of learning while making them seek their own way of life and to find meaning in life in classes of “Industrial Society and Human Beings.”

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*Opinion of a guardian: What do you feel about the Will Project?*

I think it is a wonderful project leading students to learning with purpose beyond mere preparation for entrance examinations. Systematic efforts throughout the 3-year curriculum provide students with opportunities to imagine their future. I also feel my son's emotional growth. (11th grader’s guardian)

*Feedback from a student: What growth did you recognize in yourself through the activities of the Will Project?*

I can now think about not only what kind of occupation I want to be involved in, but also what I want to realize through my professional career, and what contribution to make to society. This also made me think what I should do now for that purpose.

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**“Will Project” in Noshiro Senior High School, Akita Prefecture**

The school has developed systematic career education throughout its entire education activities, placing the “Will Project” (the original name for the Period for Integrated Studies) as the central core. Every student experiences the internship by the end of the 2nd year (corresponding to 11th grade) so that he/she becomes familiar with the actual situations of an occupation (he/she may be involved) in after graduating from the post-secondary education institution such as a university. The school also expects the internship to provide students with various experiences for developing skills and attitudes necessary to positively choose their own future paths.
Career education in senior high schools

Internship that leads to enhancement of “motivation to learn”

By combining internship with advance and follow-up guidance, you can improve its effect to enhance the motivation to learn.

<table>
<thead>
<tr>
<th>Effect on the students</th>
<th>Proportion of classroom teachers who feel the effects</th>
</tr>
</thead>
</table>
| Students are seriously thinking about their way of life and future paths | Teachers WITH sufficient implementation of guidance before and after internship: 68.3%  
Teachers WITHOUT sufficient implementation of guidance before and after internship: 56.2% |
| Students are actively tackling learning related to career education | Teachers WITH sufficient implementation of guidance before and after internship: 43.3%  
Teachers WITHOUT sufficient implementation of guidance before and after internship: 30.8% |
| Students’ motivation to learn in general has been enhanced   | Teachers WITH sufficient implementation of guidance before and after internship: 42.4%  
Teachers WITHOUT sufficient implementation of guidance before and after internship: 34.9% |

In order to enhance the outcome of internship

About 60% of classroom teachers are implementing internship and other experience activities related to future occupation, which indicates the expansion of the activities. Especially teachers who provide sufficient guidance before and after internship are more likely to feel the effects on the students’ efforts and achievements in career education. Internship itself is already effective but careful implementation of advance and follow-up guidance, including reflections on various experiences during the internship such as communications with adults, encourages students’ learning related to their future employment and advancing to higher education. The Survey results revealed that it not only improves students’ attitudes towards career education but also enhances their motivation to learn in general.

Example

Practices for productive internship

General courses

Strengthening coordination with the accepting enterprises through a considerate approach

All 2nd-year students (corresponding to 11th graders) of Inagawa Senior High School, Hyogo Prefecture, participate in a 3 to 5-day internship. Students find the place of their internship with a coordinator according to their occupational interests. The school aims to help students develop career planning, self-understanding and self-management competencies and attitudes concerning work and occupations. To achieve the goal, the school conducts good advance guidance (e.g. activities using worksheet for self-understanding, schedule management, task lists) and follow-up guidance (reflection through group work and other communicative approaches).

With careful and considerate approaches to the accepting enterprises, the school successfully has created the shared understanding of helping students grow both at work sites and in the school, and increased the positive recognition of the internship.

Specialized courses

Systematization in cooperation with local companies

Matsuyama Technical Senior High School, Ehime Prefecture, set up a technical education committee in cooperation with local companies and is working to develop human resources who will be active in the community through initiatives to learn specialized knowledge and skills according to the local needs.

The school offers a variety of workplace experiences according to the respective characteristics of the courses within, such as company tours (1st year), internship (2nd year) and dual system (3rd year). These programs are among its systematic effort to help students develop desirable attitudes concerning work and occupations.

Integrated courses

Internship based on the students’ initiative

2nd-year students at Hita-mikuma Senior High School, Oita Prefecture, engage in a “self-produced internship” during summer vacation. Students handle almost everything on their own initiative starting from the selection of and request to the workplace, negotiation of the internship content, self-management during the internship, and sending of a report and a letter of thanks up to the creation of presentation materials. Teachers stay behind the scenes providing appropriate guidance while monitoring their progress.

Internship not only nurtures students’ independence but also other skills in a composite way because they can test their skills to be active in the society and the working world.

After the internship, it is important to share information and check the student’s career goal through homeroom activities and grade-wide/course-wide presentation sessions. Internship not only improves students’ attitudes towards career education but also enhances their motivation to learn in general.
Q1 Why do we need an overall plan?

Because an overall plan enhances the outcomes of career education by facilitating the efforts and guidance by classroom teachers. Also, it strengthens the students’ motivation to learn.

Effects of overall plans – from the Survey results –

The Survey revealed that schools with solid teaching plans for career education more often found the enhancement of students’ motivation to learn through implementation of career education (P2 of the brochure).

- Elementary schools: The overall plan encourages classroom teachers to make efforts for career education (Second Phase Report P26)
- Junior high schools: Priority goals help students proactively attitudes towards career education (Second Phase Report P54)
- Senior high schools: The overall plan incorporating actual conditions and evaluation plans facilitates guidance by classroom teachers (Second Phase Report P82)

Cruxes in formulating an overall plan

1. Grasp the actual condition of the students
2. Clarify the goals for students to achieve
3. Create an evaluation plan.

Express in language what you feel to be your students’ strong and weak aspects. The starting point of an overall plan is to grasp the current situation of the students through questionnaire survey, interviews, etc. and ensure a common understanding of it among all school staff.

Check issues concerning the overall plan. The Survey revealed that the proportion of schools that specifically describe an “evaluation plan concerning the results of career education” in their overall plan is very low for all school categories: 8.2% (elementary school), 11.5% (junior high school) and 20.7% (senior high schools). Formulate an overall plan that include the evaluation plan.

Q2 What are the effects of experience-based activities related to career education?

They are effective for increasing students’ awareness of occupations, nurturing a positive attitude in daily life and making them think seriously about their way of life and future paths.

Effects of experience-based activities – from the Survey results –

The Survey revealed that experience-based activities have an impact on various aspects.

- Elementary schools: occupational awareness of students is higher in the schools implementing visits, tours, experience-based learning and advance/follow-up learning compared with schools not implementing them (Second Phase Report P30 and 31)
- Junior high schools: In the schools actively implementing work experience and emphasizing advance/follow-up guidance, (1) Students are more active in daily life, (2) more aware of the relevance to the future job when choosing senior high schools, and (3) more strongly wish to choose their senior high school based on multilateral considerations (Second Phase Report P61-64) Compared with students of other schools
- Senior high schools: classroom teachers providing full advance/follow-up guidance are more likely to feel that their students are thinking seriously about their way of life and career, and have an enhanced motivation to learn including career education programs and learning related to their future paths (Second Phase Report P89)

Cruxes for experience-based activities

Active implementation of workplace experiences is a key for enhancement of students’ motivation to learn (Second Phase Report P24). As you can see in the figure, students’ motivation to learn tends to be enhanced with the increased number of days of workplace experience. Similar effects are expected from senior high school internship. The Survey results attested to the idea that “you are nervous on the 1st day, learn things on the 2nd day, get used to things on the 3rd, think on the 4th day and are moved on the 5th day” which has been said from 1990’s, the initial stage of career education in Japan. The motivation to learn is enhanced because students think and are emotionally moved through the experience.

Recognition rate of improved motivation to learn of 2nd graders by number of days of workplace experience

- Elementary schools: The overall plan encourages classroom teachers to make efforts for career education (Second Phase Report P26)
- Junior high schools: Priority goals help students proactively attitudes towards career education (Second Phase Report P54)
- Senior high schools: The overall plan incorporating actual conditions and evaluation plans facilitates guidance by classroom teachers (Second Phase Report P82)

Implement experience-based activities considering the following points so as to enhance the effects of career education.
Q.3 Do we need in-service teacher training for career education? How should we implement training programs at our school?

A Improvement of instruction skill is widely recognized to be an important factor for appropriate implementation of career education. Start from workshops and presentation sessions of practice reports.

Current situation of in-service teacher training – from the Survey results –

In this Survey, the proportion of classroom teachers positively answering “enhancement of my instruction skills through participation in in-service training concerning career education” is “very important” for appropriate implementation of career education in the future was very high at 91.1% for elementary school teachers, 92.5% for junior high school teachers, and 89.5% for senior high school teachers (First Phase Report P87, 154 and 264).

On the other hand, the proportion of the schools “not implementing in-service teacher training on career education” is 54.4% of the elementary, 38.7% of the junior high and 34.6% of the high schools (First Phase Report P119). This result highlighted the fact that in-service teacher training on career education is still far from prevalent.

Cruxes for in-service training at school

Here are two tips to start training for schools without the experience of holding in-service teacher training sessions on career education.

1 Hold workshops among teachers

Many of the materials concerning career education have already been distributed to schools. Those developed by the National Institute for Educational Policy Research are available on the website of the Guidance and Counseling Research Center. You can set up a free discussion session among teachers using these booklets. In some schools, teachers have such sessions in staff meetings. Also videos of lectures by the senior specialist on career education are publicly available on the website of the Ministry of Education, Culture, Sports, Science and Technology.

Just creating opportunities to share knowledge and experience among teachers will have ample effects even if you cannot invite an external lecturer. For example, Tatsunoji Junior High School, Aomori Prefecture, has held in-school workshops to review general education activities from the perspective of career education. Through these efforts, the school has built school-wide collaboration for career education by creating a common understanding among teachers.

2 Create opportunities for presentation sessions of practice report

It is also effective to create some opportunities for reflections on specific programs carried out in the school and/or on the entire efforts made throughout the year. The knowledge and awareness obtained through those occasions will be a key for the improvement in the next year. These efforts can be a good start to create a PDCA cycle at your school. Another way of training is to share information and learn from each other through presentation sessions of practices and improvement efforts in different grade levels.

Q.4 How should we carry out evaluation of career education?

A Look not only at implementation output but also at the outcome of your career education efforts such as multifaceted changes and growth in students. The results should be used to improve the programs and the practices at your school.

Current situation of evaluation – from the Survey results –

The Survey revealed that many classroom and homeroom teachers “recognize the importance of evaluation in career education but do not know how they can actually implement.”

Schools thinking that evaluation will become important in the future Classroom (homeroom) teachers feeling that evaluation will become important Classroom (homeroom) teachers having problems regarding the lack of knowledge on evaluation methods

(*1: First Phase Report P73, 138 and 245; *2: P87, 154 and 264; *3: P86, 153 and 262)

Cruxes for evaluation

The central role of the evaluation is to grasp the level of goal achievement by using appropriate indices. Cruxes for evaluation in career education are as follows:

Evaluation target: Grasp the students’ growth and changes in their daily school lives.

When to evaluate: Implement evaluation before and after specific program based on the annual plan.

How to evaluate: Develop “yardsticks” (evaluation indices) according to the purpose of the evaluation.

For the multifaceted evaluation:

Try to make a comprehensive evaluation by considering the background of quantitative aspects of the changes in students.

Some schools and teaching staff carry out only “output evaluation” such as the days of implemented workplace experience, number of speeches given by adult members of local community, etc. However, there is a need for “outcome evaluation” looking at whether the students acquired the desired abilities. It is important for each school to carry out evaluation according to its purpose to examine the results of its career education and make improvement according to the actual situation.

Have we done what is supposed to be done? Have our students acquired expected competencies?

Output evaluation

Outcome evaluation

▲ Whether a 5-day workplace experience was implemented.
▲ Whether speeches by adult members of local community were implemented.
▲ Whether programs were carried out according to an annual plan of career education.

▲ How the students have grown through the workplace experience.
▲ How students’ awareness has changed through the speeches by adult members of local community.
▲ How effective programs have had impacts on students in terms of their career development.