

"You can't be what you can't see."

Marian Wright Edelman, founder and President of the Children's Defense Fund



*Enlighten Education CEO Dannielle Miller
with students from Nepean High School.*



career gal

Case Study – 2007

Commissioned by Barry Calvert

Vocational Education

Western Sydney Region

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enlighten
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education innovation exploration

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Background to this initiative



Enlighten Education mission is to create and deliver informative, engaging and affirming in-school workshops that inspire girls to really consider what sort of young women they would like to become, and to support them in making this transformation. In 2007, Enlighten was named the Australian Champion Small Business, Children's Services.

In September 2007 enlighten was contracted by the NSW Department of Education and Training (DET) through Vocational Education and Training, Western Sydney to run a series of customised Career Gal programs for girls in Years 9 – 11 in eight Western Sydney schools:

Cambridge Park High School

Crestwood High School

Doonside High School

Glenmore Park High School

Hawkesbury High School

Kingswood High School

Model Farms High School

Nepean High School

The DET RAVE Project Coordinator (Vicki Clark) requested that in addition to Enlighten's standard careers program for girls Enlighten should deliver our core body image workshop, Love the Skin You're In. Love the Skin You're In examines negative stereotyping, sexism, media images, and society's fixation on being thin. In this workshop girls are encouraged to consider and evaluate more critically the messages that bombard them every day and develop strategies that help them respond thoughtfully and objectively.

The rationale behind adding this workshop was that unless girls can move beyond their all pervading concern with body image and poor self esteem, they will not be able to reach their full personal or professional potential.

The Careers Agenda is a hot topic at the national and international level. Why?

- The changing **world of work** - it is hard to escape the rhetoric that the world of work has irrevocably changed. New ways of structuring roles - including an increase in part-time work, contracts and projects is just one facet of this change. People need to be supported as they adapt to and embrace this new flexibility in the labour force and, increasingly, there has been acceptance of the importance of career guidance at social and economic levels to both individuals and to nations^{1,2}
- The evolving **role of women** - women now participate in Australia's workforce at record levels, and their levels of education and the presence of young children impact on this participation³. This choice to work, and how much to work is an individual one, but one which has "big picture" implications for Australia with the ageing population and changing national competitiveness. The increasing awareness of the importance of supporting women in making career decisions which allow them to successfully balance their commitments - to "help them create satisfying lives for themselves"⁴ is demonstrated by the growing number of public sector and organizational initiatives aimed at providing this support to women of all ages.
- The increasing influence of **technology** - there is no doubt we are firmly in the information age. "More than 70% of Australians now make something in the workplace you can't drop on your foot: it's some form of information."⁵ It will be the creativity and ingenuity of the Australian workforce that will determine our continuing prosperity, and it will be today's students who need to be able to "manage, manipulate and modify the content ...to use it to make something new."⁶ The demand for these higher-order skills in the workforce is greater than ever before.

What are the careers and transition issues facing students today?

- **Where to start** - There is overwhelming information available for students to use when considering career options. Students need to sift through information about work and career possibilities, weigh up study alternatives (both at school and beyond), consider the benefits and pitfalls of a part-time job and make decisions in all of these areas. This occurs within the broader framework of the changing world of work and, to make informed decisions, students must be also cognizant of how these changes impact on the careers and industries they choose to explore as an option for the future.
- **Taking charge of their own destiny** - More than ever before, there is no 'job for life' and students must learn to articulate to prospective employers what they have to offer, develop skills to be successful at work, and demonstrate these skills in different environments. These skills include those required for enterprise and innovation, and the students who can harness and display these higher-order skills - who can be a "creator of information" in the ideas economy, and who can exercise critical judgment⁷ - will truly be able to share in the opportunities this new economy provides.

"In the new climate, individuals need to exhibit characteristics such as adaptability, flexibility, self-initiation and collaboration to accommodate and thrive in workplaces, or to create work for themselves."

Australian Blueprint for Career Development, 2005, p.9

¹ M. McMahon and P. Tatham, Career, more than just a job: Career Guidance Understandings Informing The Development of the National Career Information System, DETYA, 2002, p. 16

²

³ M.D.R. Evans and J. Kelley, Trends in Women's Labour Force Participation In Australia:1984-2002, Melbourne Institute, 2004

⁴ Krumboltz, 1998, in McMahon and Tatham, p.14

⁵ D. Spender, 'Get with the Program' in The Sydney Morning Herald, 10-11/2/2007, p. 36)

⁶ Spender, p. 36)

⁷ Spender, p. 36)

- **Managing transitions** - "Individuals increasingly need to focus on learning the skills which will assist them in taking responsibility for the direction and evolution of their career."⁸ The average person will have 12 - 25 jobs in up to five industry sectors⁹ in their lifetime ... and it is up to them to manage these changes. From balancing that first job with study, through to changing jobs (and even career direction), students must learn how to effectively manage their own transitions.

"There has been revived interest in career development activities in recent times as educators, employers, and parents look for ways of equipping young people to live, learn and work in a society that is typified by changing technologies, changing work practices, changing employer expectations, and changing family structures."

Australian Blueprint for Career Development, 2005, p.9

Why the link between self esteem, body image and career and transition outcomes for girls?

American Marie Wilson, founder of the White House Project and President of the Ms.Foundation , best sums up the importance of offering a body image component to our Careers Course when she states, "Have we closed the gap in politics and in business? No – there is a host of barriers – cultural and emotional, societal and historical that keep women from getting traction. We must deal with these perceptions...one of our major problems is that we don't think we have a problem." In her book Perfect Girls, Starving Daughters American author Courtney Martin believes hating one's body has become a rite of passage for many young women, she laments: "(as women) We can be well educated, creative, capable, experienced, and still not have the capacity to figure out how to free ourselves from guilt over every little thing we out in our mouths."

How can we want to be more when we believe that we are less?

Deborah Rhode, expert on gender equality at Stanford University sums it up thus: "Many traits traditionally valued of women (humility, passivity) also perpetuate women's inequality."

Until we can get the girls to see that they can do, be and desire for more – and that in fact it is ok for them to not only develop their skill sets, but actively promote their achievements, they will not engage with the changing nature of work. A positive self esteem is a desired employability skill, and one in which we need to more actively support girls in developing before we try to get them interested in articulating their other skills in a resume or in a mock interview situation. Indeed, this capacity to recognise and articulate our talents and achievements is a skill all women in the workplace need to develop.

There has been much research on gender differences in the workplace and how they can impact on recognition of performance. There is certainly evidence that gender differences in self-assessment generalise to the work situation; Lindeman et al (1995) found that female staff in a sales and marketing company were less likely to overestimate their performance - which was measured objectively - than were males. In the context of feedback processes, Wohlers and London's (1989) study of self-awareness in managers showed that female managers tended to rate themselves lower than their male counterparts and lower than their own bosses rated them.

⁸ M. McMahon, W. Patton and P. Tatham, *Managing Life, Learning and Work in the 21st Century*, Miles Morgan on behalf of DETYA, 2002, p. 9

⁹ M. McMahon, W. Patton and P. Tatham, p. 9

Enlighten's Response – our Career Gal program



Celebrate, challenge and change...

We believe we can, and do, make a difference and we want to partner every school in delivering exceptional programs (both general and in targeted areas, such as career development) that address the particular needs of female students. We believe in providing multiple opportunities (within the school framework) to build resilience in every student; from participation in our workshops, through to supporting schools in evaluating their strategies and policies - in both careers education and more broadly.

Students need access to information but they also need safe environments to question, to reflect, to identify and to practice their skills ... who am I? Where do I want to go? How can I get there? The 'Career Gal' program provides these opportunities, and reinforces school based career education programs in providing a range of valuable, authentic career and enterprise experiences for students.

The 'Career Gal' program addresses the issues the students face:

Where to start - the girls are provided with comprehensive, current information on the world of work. They are also supported in learning that this process begins with themselves - learning about how they prefer to think and interpret information, who influences their decisions and where they can find other information.

Taking charge of their own destiny - From the very first activity, (a visualization exercise), the girls are shown that they are firmly in the driver's seat in their career journey. The program is delivered with an empowering, enterprise focus - with practice in problem solving and creativity underpinning every workshop. From doing the hard work behind a 'living resume' - including drafting attitude statements, identifying which employability skills they have and reflecting on enterprise and their place in the community - the students engage in the 'what' and 'how' of higher-order skills development throughout the day.

Managing transitions - The 'career gal' program confronts topical issues around transitions in study, work and future family life with humour and optimism, with the underlying belief in empowering girls to become all they can be. Discussions about the critical importance of gaining information technology skills for all students, about the usefulness of part-time employment and the ability to plan for balance in work and life are relevant for the students in their daily lives at school as well as in the transitions to come.

Enlighten's Response – our Career Gal program

Brief summary of each workshop:

CAREER GAL

This workshop connects the girls to their future career through visualization ... then fills in the blanks with exciting, relevant information about technology and information in the world of work; employability skills and attributes; informed decision making for work and life balance; and a sneak peek into the world of the young, female, successful entrepreneur!

CREATIVITY AND PROBLEM SOLVING

Full of fantastic, interactive activities, this workshop focuses the girls on practicing their creativity and problem solving skills, while reflecting on their own strengths and left/right brain preferences - and the strengths of the girls around them. These higher order enterprise skills are in demand by today's employers, and this workshop ensures that the students are confident in identifying and demonstrating them.

THE LIVING RESUME

A great resume is one tool in the hunt for that dream job. This workshop unpacks what else is in the toolbox, before focusing on the "hard work" of a living resume - working with students to identify their current employability skills, crafting attitude statements and reflecting on their contribution to the community. The focus is on helping each girl to see herself as her best "tool", and illustrating the importance of attitude as "number one" in the job hunting process.

LOVE THE SKIN YOU'RE IN

Negative stereotyping, sexism, media images, and society's fixation on being thin – these are all issues today's girls are facing. . In this workshop girls are encouraged to consider and evaluate more critically the messages that bombard them every day and develop strategies that help them respond thoughtfully and objectively.

Enlighten and the NSW Board of Studies

The K-10 Curriculum Framework “establishes parameters for NSW Board of Studies curriculum for the compulsory years of schooling” (K-10 Curriculum Framework, 2002.) It ensures continuity, coherence and quality in curriculum through its principal elements, including (amongst others):

1. a purpose for learning
2. broad learning outcomes
3. providing quality syllabuses (including incorporating cross curriculum areas).

Enlighten Education’s range of programs also address sections of these three principal elements. The programs reinforce the strategies that each school has in place, and ensure that each student has her best possible chance of holistic learning and development.

1. A purpose for learning

The curriculum requirements offer educational opportunities that ... enable all students to develop positive self concepts and their capacity to establish and maintain safe, healthy and rewarding lives (K-10 Curriculum Framework, 2002, p. 3).

Enlighten Education’s mission is to create and deliver informative, engaging and affirming in-school workshops that inspire girls to really consider what sort of young women they would like to become, and support them in making this transformation.

2. Broad learning outcomes

Enlighten Education’s workshops provide learning opportunities that address the following broad learning outcomes, amongst others, contained in the Framework.

Students will:

- work collaboratively with others to achieve individual and collective broad learning outcomes
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- express themselves through creative activity and engage with the artistic, intellectual and creative work of others
- develop a system of personal values based on their understanding of moral, spiritual and ethical matters.

3. Providing quality syllabuses (including incorporating cross curriculum content areas)

“Cross curriculum content is a feature of all K-10 syllabuses and is an integral part of the K-10 Curriculum Framework”. (Exploring English: Years 7-10 Syllabus Notes, www.bos.nsw.gov.au)

The main cross curriculum perspective underpinning the ‘career gal’ program is “work, employability and enterprise.” Other cross curriculum content areas that are incorporated into Enlighten’s student workshops are gender, difference and diversity and the key competencies.

Cross Curriculum Content Area - Work, Employability and Enterprise

The work, employability and enterprise cross curriculum content area has made explicit links to vocational and employment knowledge and skills throughout the Stage 4 and 5 syllabus documents. One concrete way for teachers and coordinators to identify and work with these skills is with the Employability Skills Framework (Business Council of Australia and Australian Chamber of Commerce and Industry, 2002.) Enlighten explores these employability skills with the students in the 'career gal' program - what they are, how the students currently use these skills and how they may be further developed. The 'Living Resume' workshop leads students through an analysis of each of the skills, and also examines employability attributes, focusing on what each girl can demonstrate in the school, part-time employment and community environments. Enterprising skills are also a major feature of the program, and girls are encouraged to identify ways in which they can learn to identify opportunities, engage in new activities and add value to the world in which they live.

NSW Board Of Studies References

K-10 Curriculum Framework, 2002. (Board of Studies, NSW)
Exploring English: Years 7-10 Syllabus Notes, 2004. (Board of Studies, NSW)
Curriculum Support website. Curriculum K-12 Directorate, NSW Department of Education and Training
English Year 7-10 Syllabus, 2003. (Board of Studies, NSW)

The impact of the intervention and feedback from girls and their schools.

Surveys asking key questions ascertaining to the girl's self esteem, body image and their attitudes towards employment and managing their transition from school were completed by a sample group of fifty students (N.B forty nine responses were finally submitted) from across three schools one week prior to the workshops. These surveys were then re-administered immediately after the event. The responses are summarised below:

| Self Assessment rating 1-4 | Before intervention | After Intervention | % Change |
|--|---------------------|--------------------|-------------------|
| 1. I know what type of skills employers are interested in: | | | |
| 1 Strongly Disagree | 0% | 0% | No change |
| 2 Disagree | 33% | 4% | Decrease of 88% |
| 3 Agree | 63% | 45% | Decrease of 29% |
| 4. Strongly Agree | 4% | 51% | Increase of 1150% |
| 2. I have many of the types of skills employers are interested in: | | | |
| 1 Strongly Disagree | 0% | 0% | No change |
| 2 Disagree | 55% | 12% | Decrease of 78% |
| 3 Agree | 41% | 82% | Increase of 100% |
| 4 Strongly Agree | 4% | 6% | Increase of 50% |
| 3. I know which employability skills I need to further develop: | | | |
| 1 Strongly Disagree | 2% | 0% | Decrease of 100% |
| 2 Disagree | 57% | 8% | Decrease of 86% |
| 3 Agree | 39% | 67% | Increase of 74% |
| 4. Strongly Agree | 2% | 25% | Increase of 1100% |
| 4. I have a plan for how I am going to further develop any skills I think I may still need to develop: | | | |
| 1 Strongly Disagree | 2% | 0% | Decrease of 100% |
| 2 Disagree | 51% | 16% | Decrease of 68% |
| 3 Agree | 45% | 63% | Increase of 41% |
| 4 Strongly Agree | 2% | 21% | Increase of 900% |
| 5. Skills I learn and develop at school will help me become employable and are relevant to the workplace: | | | |
| 1 Strongly Disagree | 4% | 0% | Decrease of 100% |
| 2 Disagree | 12% | 0% | Decrease of 100% |
| 3 Agree | 74% | 69% | Decrease of 6% |
| 4. Strongly Agree | 10% | 31% | Increase of 200% |

| Self Assessment rating 1-4 | Before intervention | After Intervention | % Change |
|--|---------------------|--------------------|------------------|
| 6. I am aware of, and understand, employment trends. | | | |
| 1 Strongly Disagree | 2% | 2% | No change |
| 2 Disagree | 59% | 14% | Decrease 76% |
| 3 Agree | 37% | 70% | Increase 89% |
| 4. Strongly Agree | 2% | 14% | Increase 600% |
| 7. I understand what an entrepreneur does. | | | |
| 1 Strongly Disagree | 27% | 4% | Decrease of 85% |
| 2 Disagree | 63% | 35% | Decrease 45% |
| 3 Agree | 10% | 59% | Increase of 480% |
| 4 Strongly Agree | 0% | 2% | Increase of 200% |
| 8. I would consider starting my own business one day. | | | |
| 1 Strongly Disagree | 14% | 4% | Decrease 71% |
| 2 Disagree | 18% | 18% | No change |
| 3 Agree | 47% | 59% | Increase of 26% |
| 4. Strongly Agree | 21% | 19% | Decrease of 10% |
| 9. I am a creative person. | | | |
| 1 Strongly Disagree | 0% | 0% | No change |
| 2 Disagree | 14% | 12% | Decrease of 14% |
| 3 Agree | 61% | 55% | Decrease of 10% |
| 4 Strongly Agree | 25% | 33% | Increase of 33% |
| 10. I am aware of some of the issues women in the workplace face. | | | |
| 1Strongly Disagree | 2% | 0% | Decrease of 100% |
| 2 Disagree | 18% | 2% | Decrease of 89% |
| 3 Agree | 74% | 80% | Increase of 8% |
| 4. Strongly Agree | 6% | 18% | Increase of 200% |
| 11. I have a career goal. | | | |
| 1Strongly Disagree | 4% | 2% | Decrease of 50% |
| 2 Disagree | 33% | 26% | Decrease of 19% |
| 3 Agree | 45% | 41% | Decrease of 9% |
| 4. Strongly Agree | 18% | 31% | Increase of 67% |

| Self Assessment rating 1-4 | Before intervention | After Intervention | % Change |
|---|---------------------|--------------------|------------------|
| 12. I know what a resume is. | | | |
| 1 Strongly Disagree | 0% | 0% | No change. |
| 2 Disagree | 6% | 0% | Decrease of 100% |
| 3 Agree | 55% | 41% | Decrease of 26% |
| 4. Strongly Agree | 39% | 59% | Increase of 53% |
| 13. I have /would be able to put together a good resume. | | | |
| 1 Strongly Disagree | 0% | 0% | No change |
| 2 Disagree | 43% | 2% | Decrease of 95% |
| 3 Agree | 49% | 71% | Increase of 46% |
| 4 Strongly Agree | 8% | 27% | Increase of 225% |
| 14. I feel positive about my future working life beyond the classroom. | | | |
| 1 Strongly Disagree | 2% | 0% | Decrease of 100% |
| 2 Disagree | 20% | 4% | Decrease of 80% |
| 3 Agree | 70% | 74% | Increase of 6% |
| 4. Strongly Agree | 8% | 22% | Increase of 175% |
| 15. I think the media has an impact on me and how I judge myself. | | | |
| 1 Strongly Disagree | 8% | 10% | Increase of 25% |
| 2 Disagree | 35% | 10% | Decrease of 71% |
| 3 Agree | 57% | 47% | Decrease of 18% |
| 4 Strongly Agree | 0% | 33% | Increase of 330% |
| 16. I am a confident person. | | | |
| 1Strongly Disagree | 8% | 2% | Decrease of 75% |
| 2 Disagree | 31% | 31% | No change |
| 3 Agree | 51% | 47% | Decrease of 8% |
| 4. Strongly Agree | 10% | 20% | Increase of 100% |
| 17. I feel in control of my life. | | | |
| 1Strongly Disagree | 6% | 0% | Decrease of 100% |
| 2 Disagree | 27% | 12% | Decrease of 54% |
| 3 Agree | 59% | 70% | Increase of 17% |
| 4. Strongly Agree | 8% | 18% | Increase of 125% |

18. I am happy with the way I look.

| | | | |
|---------------------|-----|-----|-------------------------|
| 1 Strongly Disagree | 8% | 2% | Decrease of 75% |
| 2 Disagree | 41% | 31% | Decrease of 25% |
| 3 Agree | 45% | 55% | Increase of 23% |
| 4 Strongly Agree | 6% | 12% | Increase of 100% |

19. I would like to leave school at the end of Year 9.

| | | | |
|---------------------|-----|-----|------------------------|
| 1 Strongly Disagree | 69% | 63% | Decrease of 9% |
| 2 Disagree | 21% | 29% | Increase of 40% |
| 3 Agree | 6% | 6% | No change |
| 4. Strongly Agree | 4% | 2% | Decrease of 50% |

20. I would like to leave school at the end of year 10.

| | | | |
|---------------------|-----|-----|------------------------|
| 1 Strongly Disagree | 41% | 37% | Decrease of 10% |
| 2 Disagree | 27% | 24% | Decrease of 8% |
| 3 Agree | 22% | 29% | Increase of 27% |
| 4. Strongly Agree | 10% | 10% | No change |

Overall Student Assessment of each workshop

(these statistics are based on feedback from 350 girls across all 7 schools who completed the program in 2007)

| Workshop Title: | Poor | good | very good | excellent | % who thought the workshop was either very good or excellent. |
|----------------------------|------|------|-----------|-----------|---|
| Love the Skin You're In | 1% | 9% | 32% | 58% | 90% |
| Career Gal | 1% | 16% | 48% | 35% | 83% |
| Creativity/Problem Solving | 2% | 17% | 46% | 35% | 81% |
| Living Resume | 2% | 23% | 44% | 31% | 75% |

Would you recommend this program to other students?

No – 1%

Yes – 99%

The following is a small sample of the general feedback also received:

- Thank you so much Nikki, this might sound cheesy but you have changed my life. I learned I am brilliant, beautiful, I can be anything I want to be, and that I have so much to offer. Thank you because I had a lot of self doubt...Shanell
- Love the Skin taught me things I did not know, I learned that self esteem is valuable and how to enter the workforce with the skills that are needed. Whitney
- I thought it would a bit boring and the same old mumbo jumbo that I have heard before but I was wrong! I learned a lot about valuing myself, exercising my brain, celebrating myself and encouraging others to do the same. There was lots of emotions, happiness, emotions and hugs. Cassie
- Loved it thanks! I learnt about how to write a resume, and to use both sides of my brain. It was very interesting and enjoyable. Theresa
- I learned that if you speak out about what you feel, you will find most people feel the same, I now believe in myself. Olivia
- I honestly I thought it would be boring, but it was actually very interesting and fun. Kiara
- I learnt to be a good employee and that I am brilliant! It was fun, interesting and we got to join in. Jodie
- I loved imagining our older selves and how we talked about how we should be happy with who we are. Well done guys, it was fun! Monique
- It gave me lots of confidence and uped my self esteem so much. I loved Nikki singing at the end! Anon.
- Be positive to yourself and be enthusiastic about what you do and what you aim for, have a go at everything and don't hold back! Alexa
- Fun, interesting, empowering. Laura
- The ladies talked to us and not AT us which made the whole day and interesting experience, I am unique and special. You girls rock! You are my heroes of the week! ☺

- I loved the way everyone could relate to each other and talk freely about situations, I learned to see things in a positive light, it was a great day and thank you very much! Sarah
- It was excellent – I got to show passion for things I am passionate about. Melissa
- It made me happy to be me. Alex
- I thoroughly enjoyed it. I learned being thin is not a necessity to happiness and I learned that I can do things to feel better about myself. I will now acknowledge my talents; your attitude on how you perceive yourself can effect how others perceive you too. Thank you for your time in speaking to us today, I believe I obtained some very useful information from you. Lone
- What a wonderful, memorable workshop! Mackenzie
- My favourite part of today was everything, it was so enjoyable and you're so enthusiastic, that made it so much fun. I learnt how unique and special I am, how to be more enthusiastic and how to write a resume. Thank u for the awesome day girlfriend! Tiarne.
- I thought I was going to get a boring lecture. I love the first part 'Love the Skin You're In' because it helped open my eyes and motivated me. I learnt to accept who you are, know my skills, how to make a resume and to be myself. Ruth C.
- I thought today would be nothing like it was. I thought we would have just sat here and learnt about boring job stuff. But it was heaps better than that. Danni made it so much fun. My favourite part was 'Love the Skin You're In. It was the best cause it was reality, it wasn't fake it was actually what real life was about. Great fun. Lana
- My favourite part of today was all of it. It was fun and really opened my eyes to a lot more things. Danni was awesome – really cool person that I could definitely talk to and be someone I would be friends with. Talia C.
- I really liked the first session (Love the Skin You're In) because it really made me realize more about myself. Siddika A.
- I thought today would be only boring careers stuff. Danni, this was the best Friday at school, like ever, and it was all because of you and Mrs Burrel. The best part was 'Love the Skin You're In'. Elaine.
- I thought that it would've just been boring and boring people be there – But I was wrong!! My favourite part of today was 'Love The Skin You're In' because it really made me realize that I am beautiful both inside and out. I also learnt how to write a resume and accepting who I am. Erica M.
- I thought today would be a very long lecture. I really liked the resume part because it helped me to write a better resume. Eunice R.
- I thought today would be a big bludge but I was wrong, it was really useful and good. My favourite part of today was the first section (Love the Skin You're In). It made me realize how bad today's image of girls are and also made me see I'm beautiful. SMILE! I learnt that there's nothing I can't do, that I can love myself, words are powerful and how to write a resume. You are a great and beautiful person. THANK YOU! Anon.
- Today was really good, it showed me to be more confident about myself and that everything will be OK. My favourite part was when you were talking about your life story and showing us there is more to life and how important we are and that we're beautiful in some way. I learnt self confidence and how to make a resume. Blessie P.
- My favourite part of today was 'Love The Skin You're In' and Creativity and Problem Solving. Hiba A.
- My favourite part of today was the facts, statistics and useful information you provided. I learnt resume writing and self confidence. Thank You. Alanna.
- My favourite part today was 'Love The Skin You're In' because you showed me how I can understand myself. I learnt about responsibility and resumes today. Girl Power! Tracy-Leigh S.
- I loved the first and second session (Love The Skin & Career Gal). The resume tips are very helpful! A very big thank you! I learnt how to be creative and how to be confident in job interviews. Anon.

- I thought today was going to be kinda boring but NO! My favourite part was what to do in an interview and in a resume. I learnt to be confident, how to make a resume and to face and know what to say in an interview. I hope to see you soon. It inspired me & I learned a lot!!!
Cindy M.
- I thought it would have been boring but I enjoyed it. It was AMAZING! My favourite part was 'Love the Skin You're In' because it made me understand more about myself. I learnt today to be confident, believing in myself, doing a simple resume and being able to pick myself up when I need it. Gianellie R.
- I didn't know what to expect today. My favourite part was Creativity and Problem Solving.
Anon.
- My favourite part of today was 'Love the Skin You're In' because it's good to show girls that they don't need to look like models to look beautiful. I learnt more about a resume and it has been an awesome day. Thank You. Louise C.
- This program is great and encouraged me to be happy in the skin I'm in. Carmel D.
-
- My favourite part of today was 'Love The Skin You're In' because it showed that no matter who we are, we can still achieve a lot. I learnt how to write a resume, about us being a girl, about myself and others, people are different and we can achieve what we set our minds to.
Antonella P.
- I thought today was going to be a boring old posh lady telling us all this stuff about getting a job. My favourite part was 'Love the Skin You're In' because it taught me how to just love the way I am. I learnt how to write a resume. It was very good, I would go to this again! Shanice.
- I thought it was going to be a bit boring. My favourite part was the brain quiz as it was a lot of fun. I learnt to respect and love myself, creativity and how to write a resume. It was a wonderful day and I really enjoyed it. Jenna- Louise S.
- I thought today was about the type of careers you could do. I learnt how to write a resume and how to appreciate and like yourself. Thanks for coming in and teaching us and good luck in the future. Janaire S.
- I learnt how to put together a really good resume, to value myself and problem solve. It was great! Monica Essery
- I thought today would be boring but Danni was awesome! I learnt to love myself (I really did), and not to be scared of change...loved the respect rules. Sarah Beamer
- I learnt to always have confidence in myself, how to communicate with others and to do what I believe in – thanks for EVERYTHING! Stacey
- The whole thing was just fun, I learnt all about employability skills, resumes and that we all have the same fears and problems. Kristy Schuman
- My favorite part was understanding that we are all pretty much the same (same fears, same insecurities) and realizing that I now feel better about myself and others. We are all beautiful in our own way and shouldn't judge others. I feel so much more confident about myself. Caitlin Hogue
- Everything we did today was new to me and will help me, thanks so much Danni as it was heaps of fun and I learnt so much – like how to write a resume, what skills I really need to enter the workforce, and also how to deal with relationships and other people. Hanna Carpenter
- I thought it would be boring and just about careers but we did self esteem stuff too and that made it really fun and made me feel positive about the whole day and my future. Larissa Craig
- I loved the part were we learnt to respect each other. I gained confidence and learnt to love my body more. I have self esteem now. Annalyse Barnes
- I loved when Danni told us we are all gorgeous and we don't have to be ashamed anymore because I was. I learned to recognise what I can do, appreciate myself and to talk to people if I am fighting – not yell at them. Steph Aldpus
- I learnt all the workplace needs and to just be me. Tarsha Sargant

Overall School Assessment of the Program's merits: (based on feedback received from the 4 schools who have returned their feedback forms to date.)

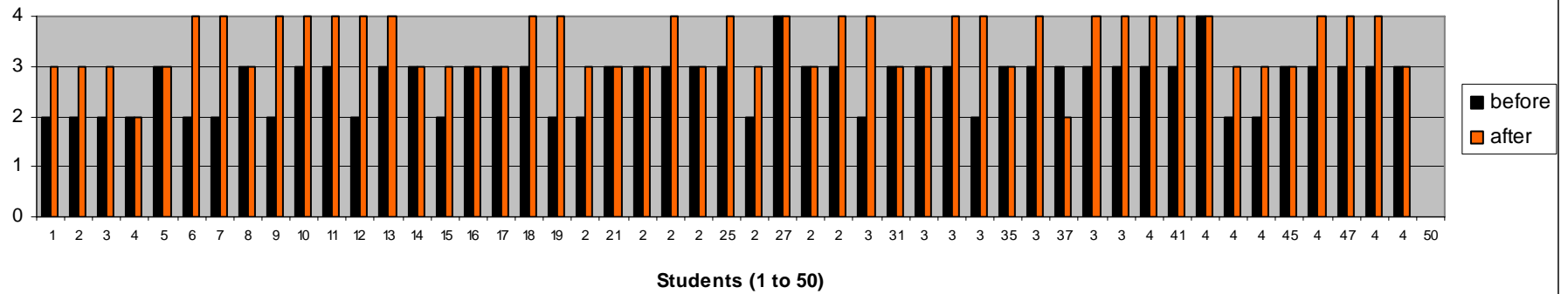
| QUESTION | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|---------------------------------------|----------------|
| The enlighten team were well informed about the issues faced by teenage girls | 0% | 0% | 0% | 100% |
| The enlighten team were professional in their dealings with our school | 0% | 0% | 0% | 100% |
| The enlighten event provided our students with valuable information | 0% | 0% | 0% | 100% |
| Our students enjoyed the event | 0% | 0% | 25% | 75% |
| We were pleased with the type of student feedback provided to the school by enlighten | 0% | 0% | 25% | 75% |
| The event has had a positive lasting impact on students | 0% | 0% | One school indicated they were unsure | 75% |
| Parents responded favorably to this event | 0% | 0% | 25% | 75% |
| Staff responded favorably to this event | 0% | 0% | 25% | 75% |
| I would recommend an enlighten event to other schools | 0% | 0% | 0% | 100% |
| We are interested in running an event with enlighten in the future | 0% | 0% | 25% (would depend on cost) | 75% |

*"The day was not only informative but a lot of fun as well. The feedback from the girls was extremely positive and I am sure it will have a lasting impact on them."
Denise Charlier,
Nepean High School*

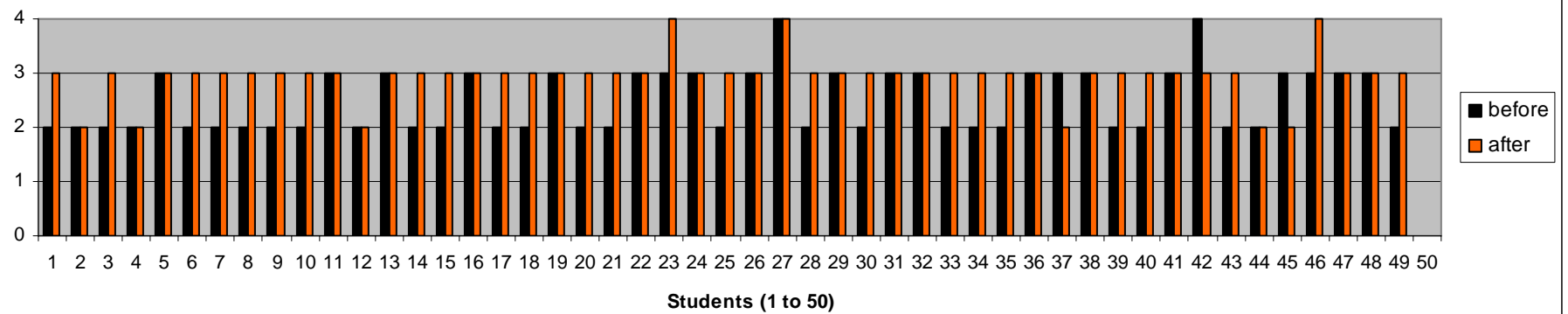
*"Outstanding session. Great response from the students, some of whom are hard to get through to.
Thank you so much. "
Carole Burrell
Doonside High School*

Appendix – Graphs showing individual student responses to all survey questions.

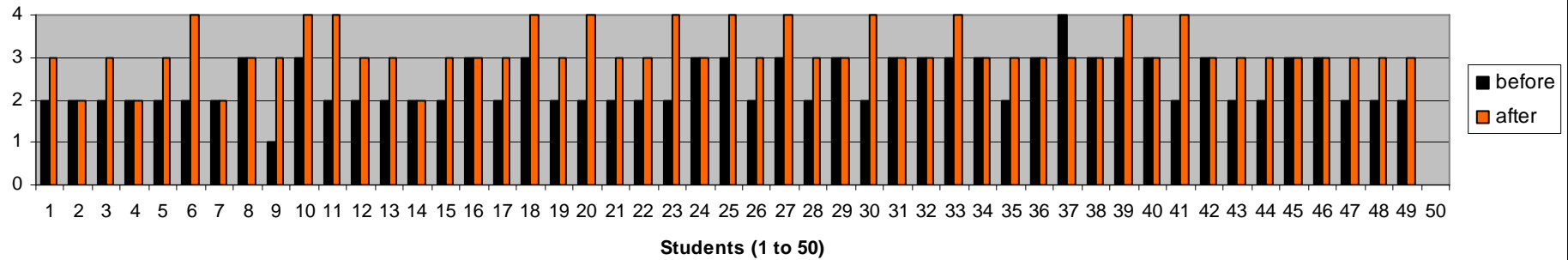
1. I know what type of skills employers are interested in.



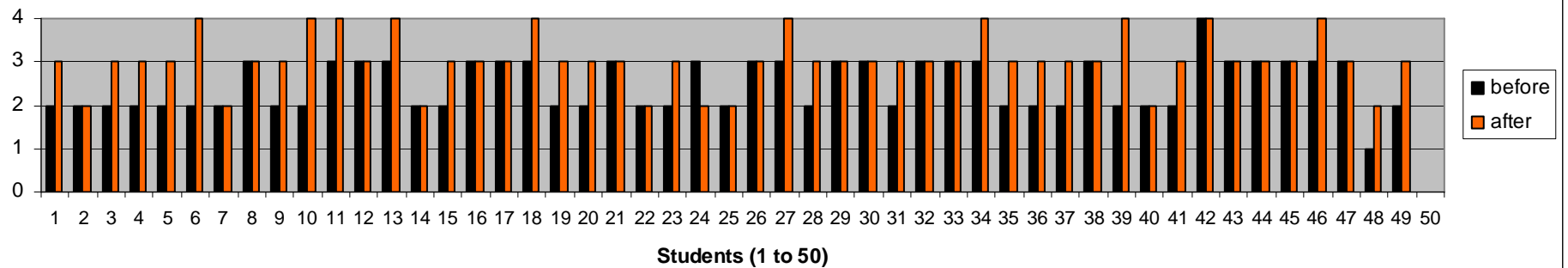
2. I have many of the type of skills employers are interested in.



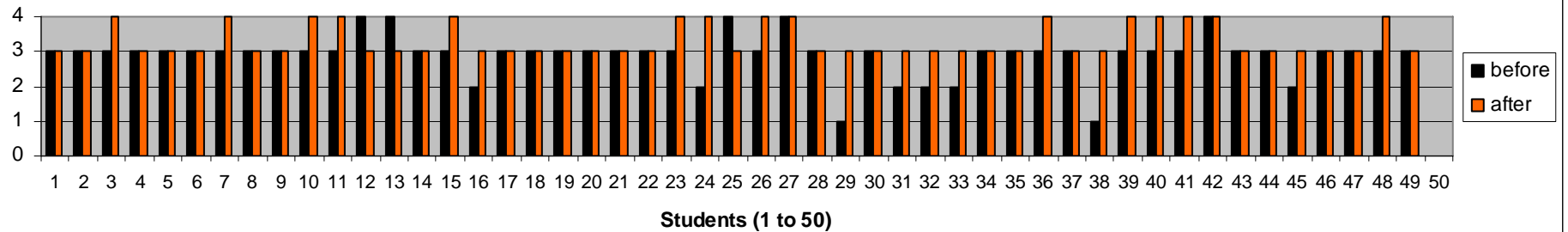
3. I know which employability skills I need to further develop.



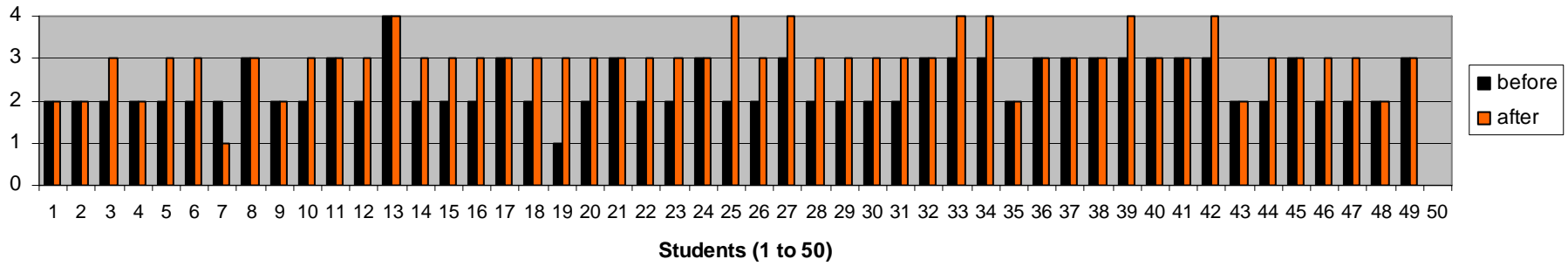
4. I have a plan for how I am going to further develop any skills I think I may still need to be employable.



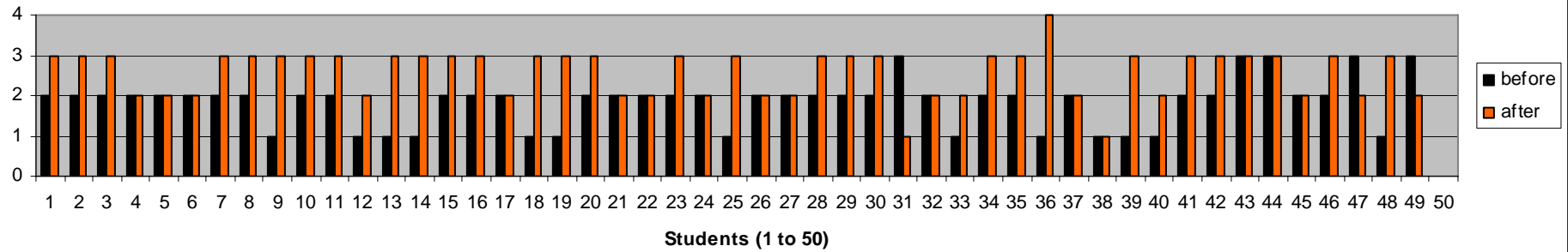
5. Skills I learn and develop at school will help me become employable and are relevant to the workplace.



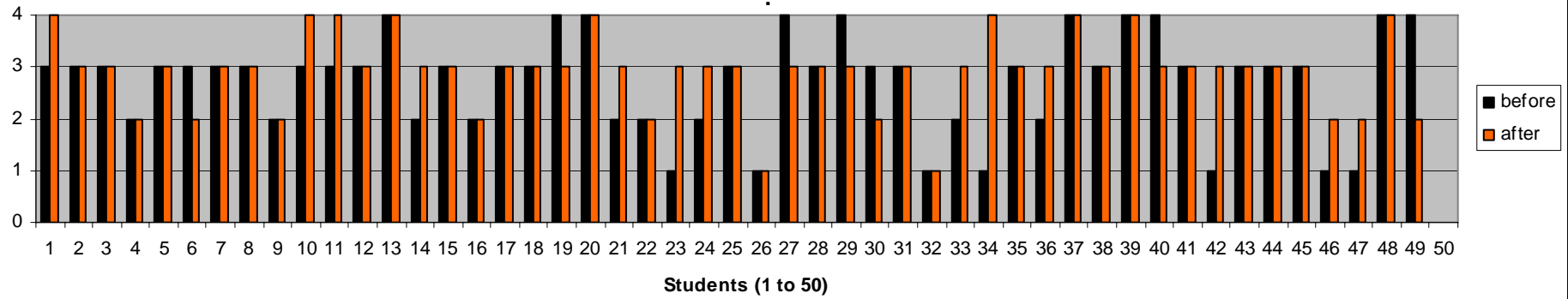
6. I am aware of, and understand, employment trends (this means information about the workforce and how it is changing).



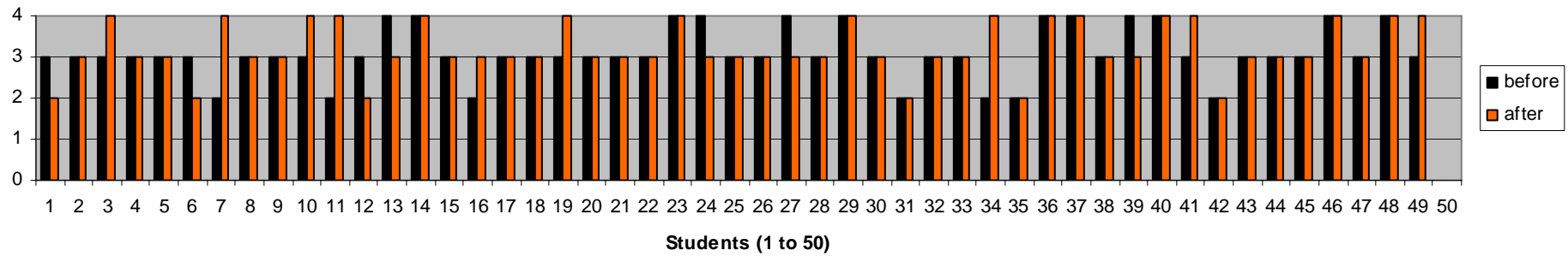
7. I understand what an entrepreneur does.



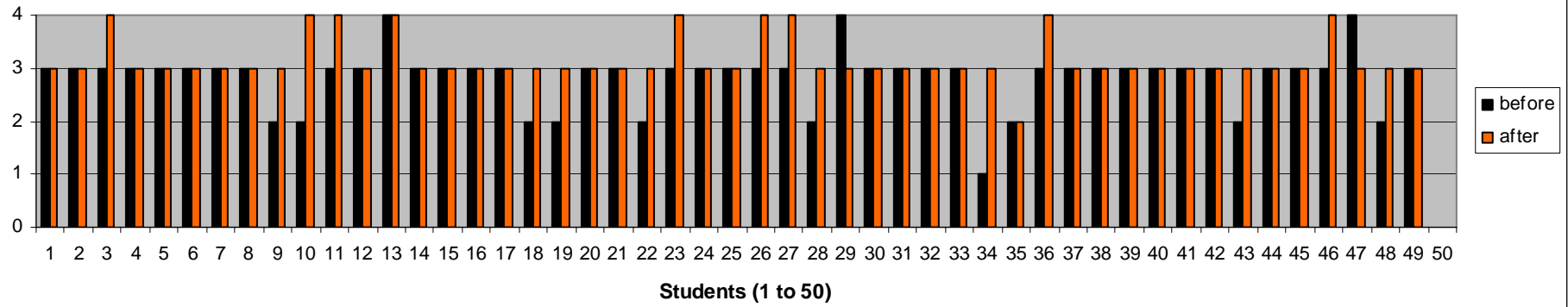
8. I would consider starting my own business one day.



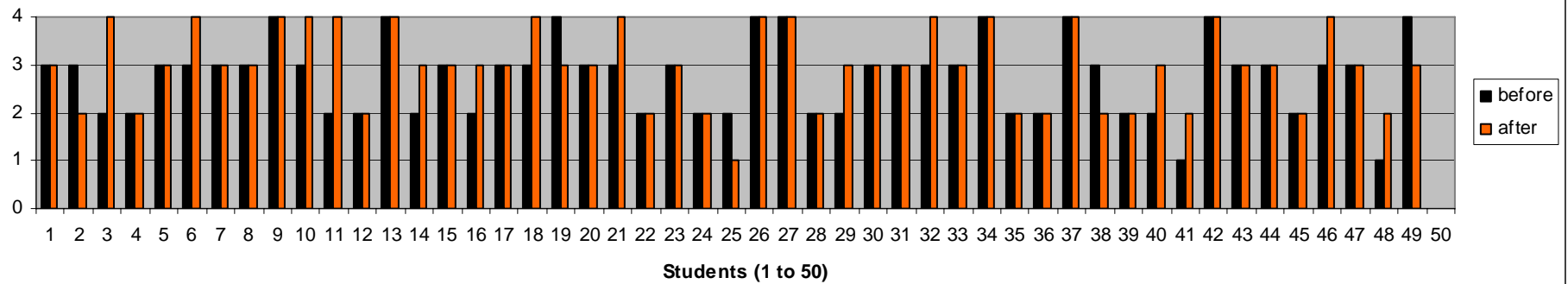
9. I am a creative person.



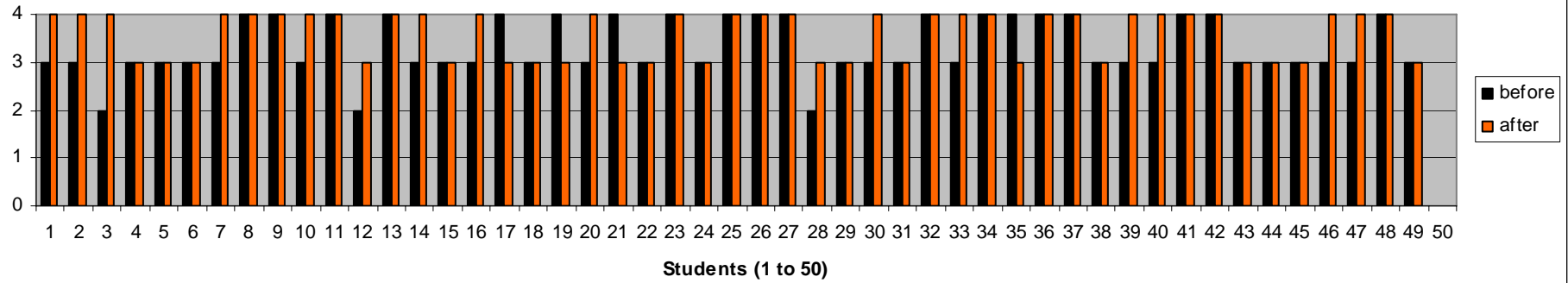
10. I am aware of some of the issues women in the workplace face.



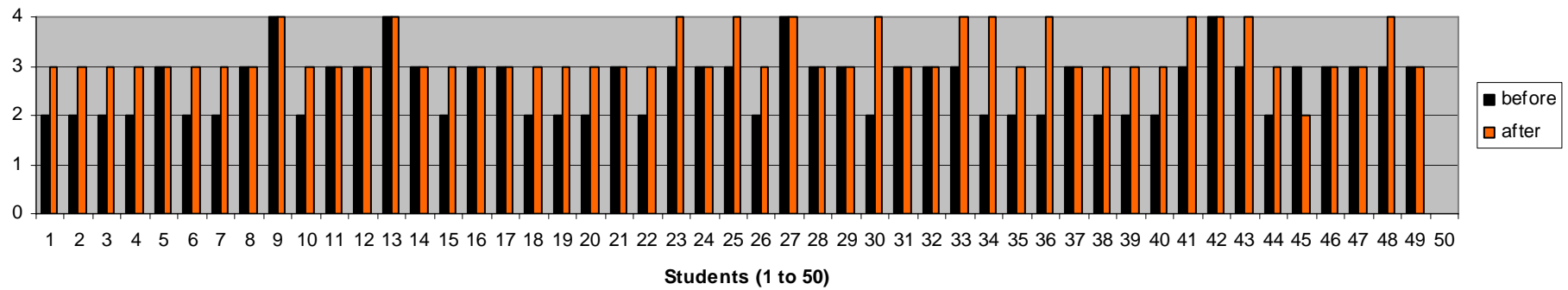
11. I have a career goal.



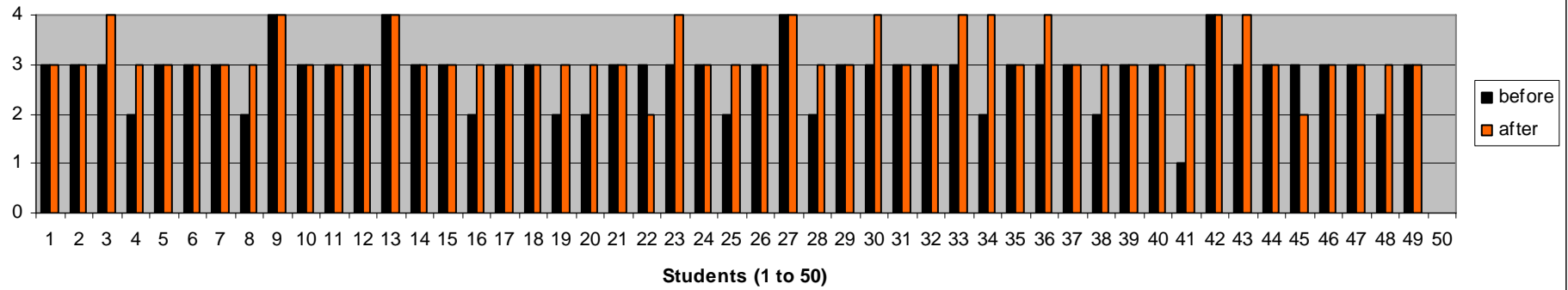
12. I know what a resume is.



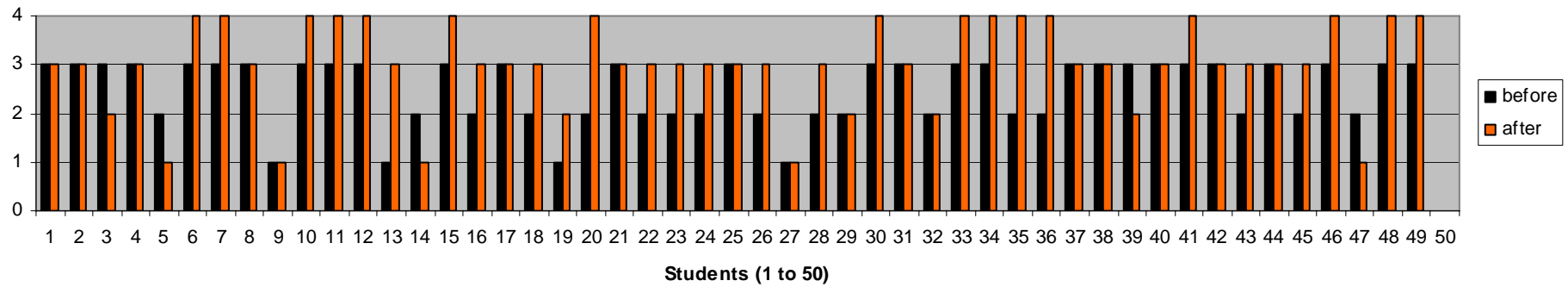
13. I have / would be able to put together a good resume.



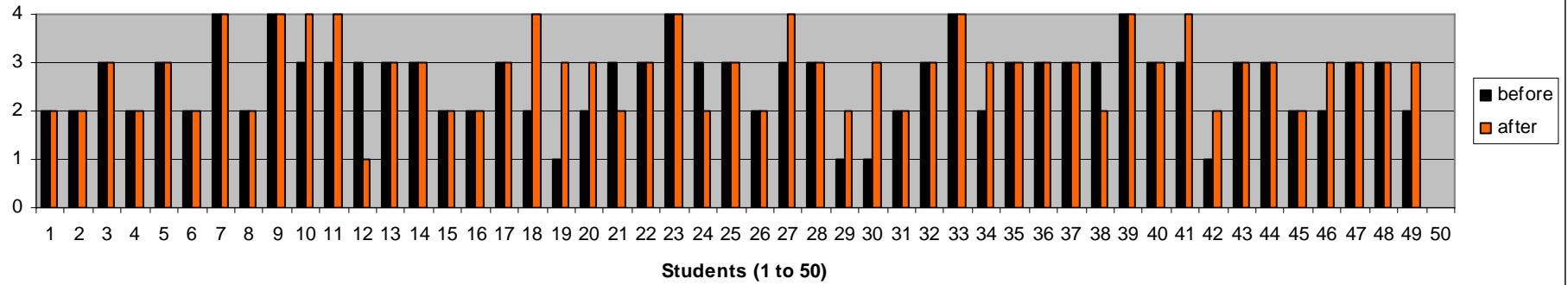
14. I feel positive about my future working life beyond the classroom.



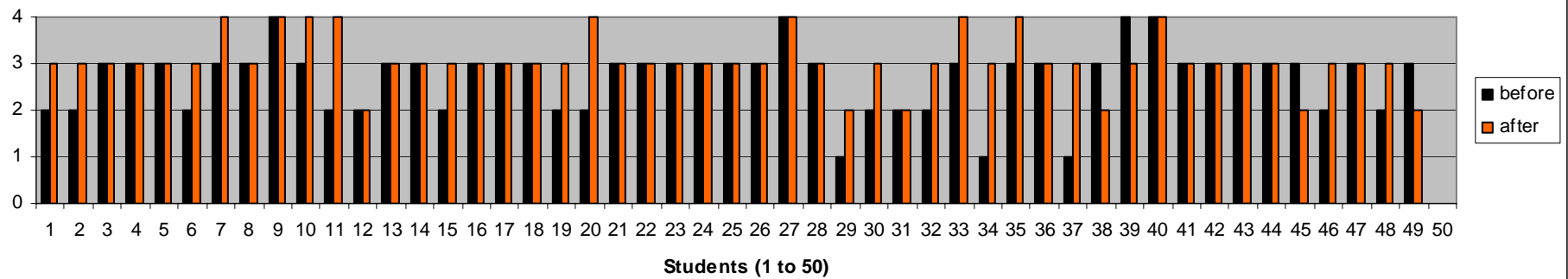
15. I think the media has an impact on me and how I judge myself.



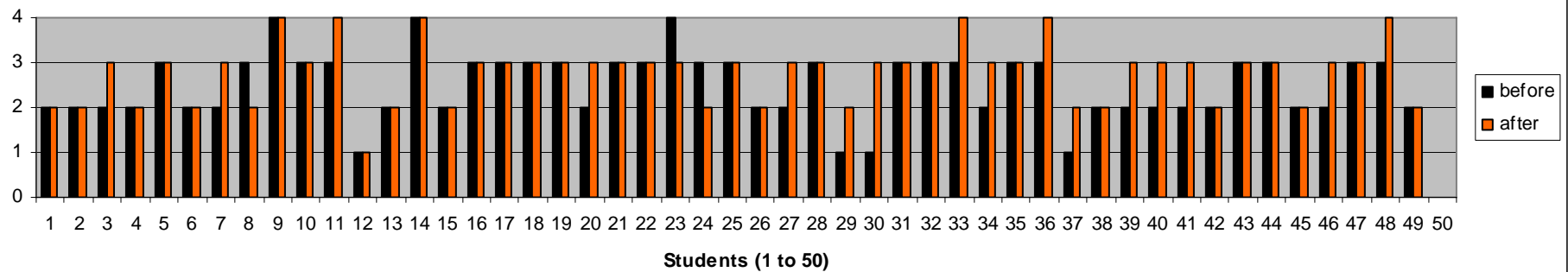
16. I am a confident person.



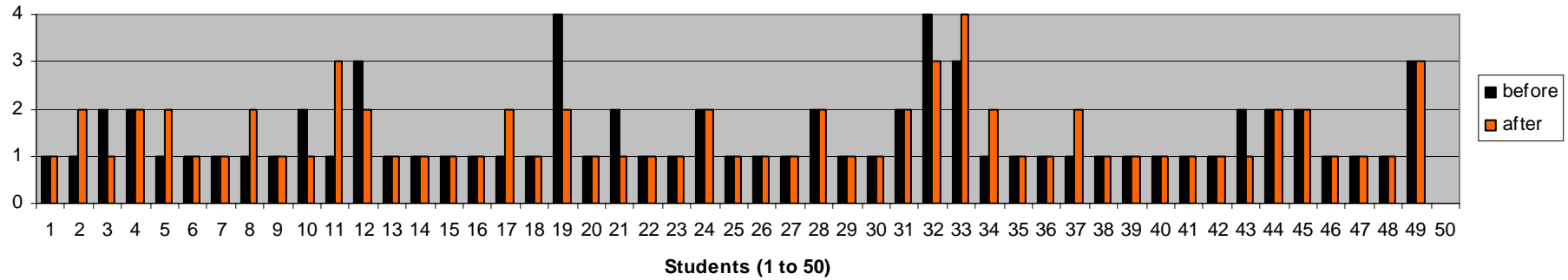
17. I feel in control of my life.



18. I am happy with the way I look.



19. I would like to leave school at the end of year 9.



20. I would like to leave school at the end of year 10.

