

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

#CCI_Orientation

ÉDUCATION À
L'ORIENTATION

PLÉNIÈRE 2

Quelle éducation à l'orientation dès le primaire et tout au long de la scolarité ?

8 & 9 NOVEMBRE 2018



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ÉDUCATION À
L'ORIENTATION

L'éducation à l'orientation au service de la démocratisation du Supérieur

Les « Widening Participation policies »
Au Royaume-Uni et en Australie

Jules Donzelot, Chercheur rattaché au CADIS (EHESS)
Directeur Scientifique de DEMO CAMPUS pour l'AFEV

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> Australie et Royaume-Uni : une inspiration mutuelle

- Le Royaume-Uni adopte des réformes structurelles menées en Australie : un statut unique des institutions (1988, uk1992), des frais d'inscription élevés (1988, uk2006), des prêts contingents au revenu (1988, uk1990,2006), la suppression du « cap lock » sur le nombre de nouvelles inscriptions (2010, uk2016)... sauf ses programmes de « **Widening Participation to HE**
- *Aimhigher au Royaume-Uni (2004-2011) a inspiré le Higher Education Participation and Partnership Program en Australie (HEPPP 2009-2016).*

*Les réformes et les programmes visent dans leur ensemble à rendre les universités plus inclusives sans diminuer la qualité des diplômes
= passer du « More Means Worse » au « More Means Different »
(Sir C. Ball, « More Means Different », RSA 1990)*



L'émergence puis la consolidation d'un modèle aspirationnel

Etats-Unis : le programme Upward Bound, créé en 1966, introduit les premières actions d'outreach en direction des publics défavorisés.

■ Royaume-Uni

- 1980s : les ex-Polytechnics développent l'outreach.
- 1990s : les Universités moyennes suivent.
- 1999-2003 : des expérimentations démontrent l'impact supérieur de l'*outreach*.
- 2004-auj : l'ensemble des Universités ont une stratégie privilégiant l'*outreach*.

■ Australie

- 1991-2008 : l'HEEP puis une première version de l'HEPPP privilégient une approche par l'accompagnement académique.
- 2008 : une évaluation nationale démontre le faible impact de l'accompagnement académique sur l'accès et la réussite dans les études postsecondaires.
- 2009-auj : réorientation des actions vers le modèle aspirationnel.

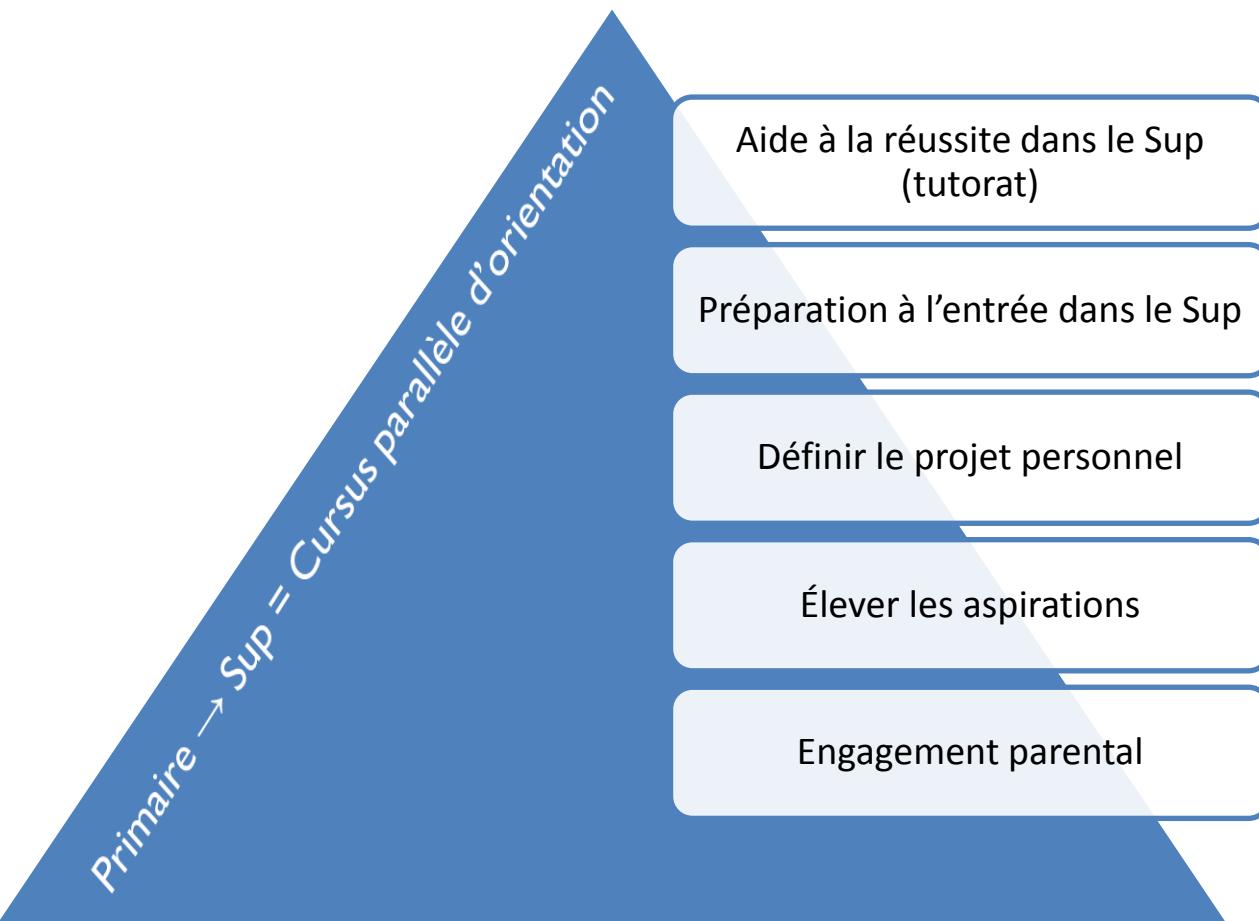
> La philosophie d'Aimhigher : l'inclusion sociale

Pour favoriser un meilleur accès et une meilleure réussite à l'Université, les programmes britanniques et australiens développent un cursus parallèle d'orientation depuis la fin de l'école primaire jusqu'à l'Université.

- Un diagnostic fondé sur la **psychologie sociale** : la décision de participer aux études postsecondaires dépend d'une « chaîne de déterminants antérieurs » (Patricia Cross, *Beyond the Open Door: New Students to Higher Education*, 1971).
- Des interventions à chaque étape du parcours scolaire afin d'apporter l'**éclairage décisionnel** adapté : faciliter les transitions dès le primaire, aider à se projeter plus loin (*aim higher*).
- Des panoplies d'actions pilotées par les Universités, mobilisant des **consortiums d'acteurs** locaux, et plaçant en première ligne des étudiants « **ambassadeurs** ».
- L'accompagnement dans « l'orientation » (*decision making process*) à visée d'**inclusion sociale** (reconnaissance de l'élève en tant que personne).



La pyramide des besoins selon Aimhigher

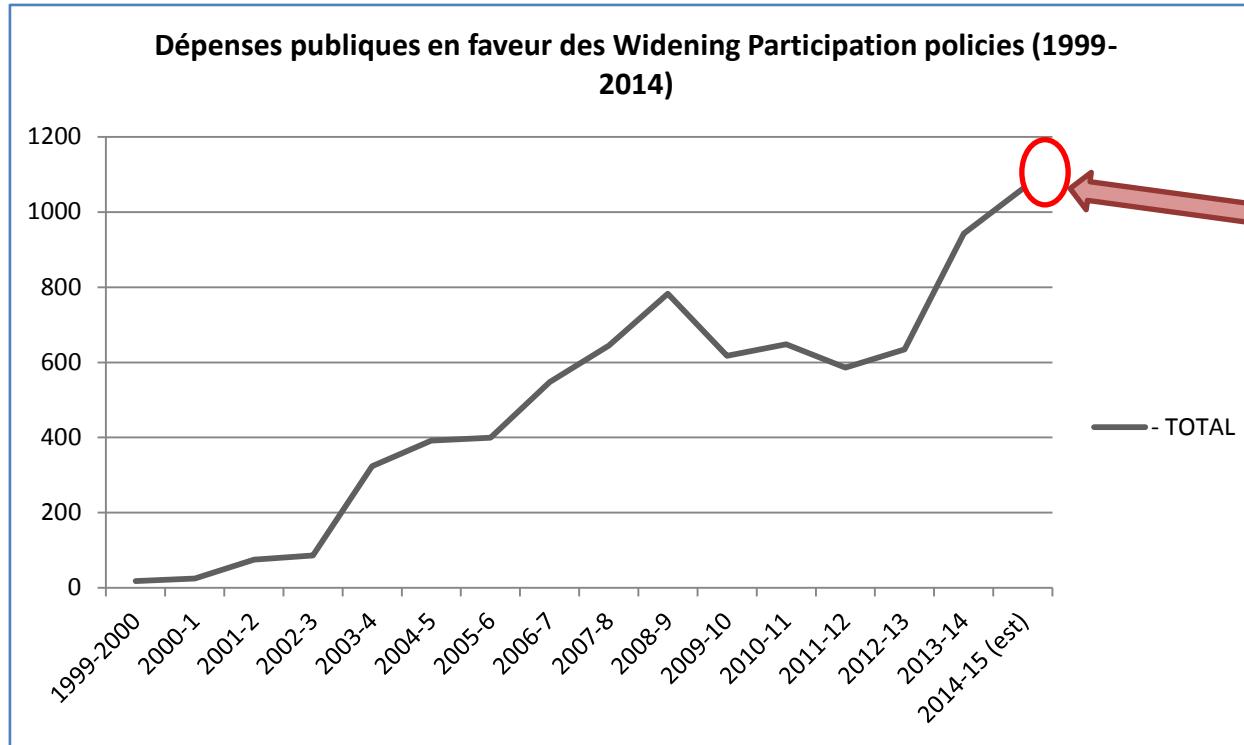


Exemples d'actions :

- Mentorat L3/L1
- Informations, actions d'intégration sociale
- Master classes / Booster classes
- Mentorat / E-Mentorat
- Summer schools résidentielles académiques
- Visites de campus
- Stands dans les écoles secondaires
- Étudiants ambassadeurs
- Stages / Visites d'entreprises
- Summer schools résidentielles ludiques
- Tutorat collectif – Ateliers sur l'orientation
- Conférences dans les écoles secondaires
- Interventions en écoles primaires
- Rencontres en Maison de Quartier



Le budget d'Aimhigher entre 1999 et 2014 (en millions de £)

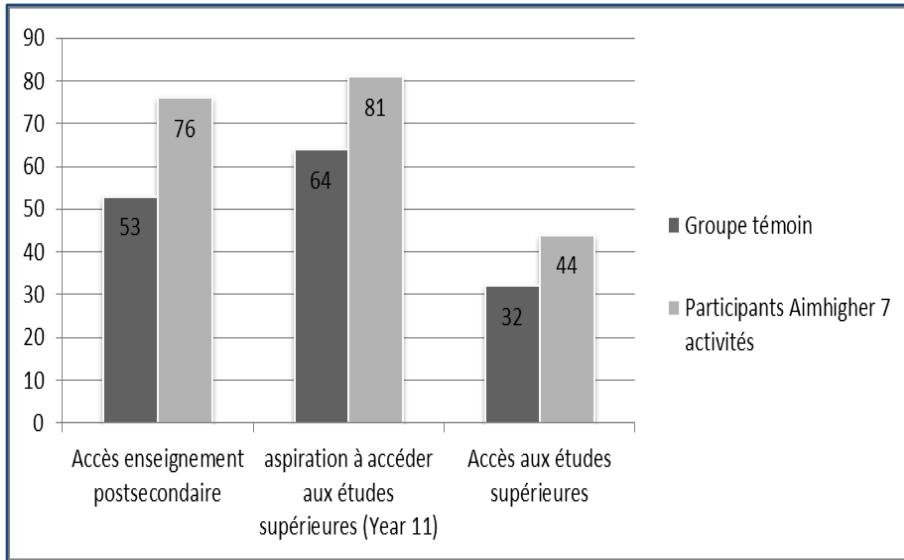


Le Cap de
1 milliard de
Livres est
atteint en
2013-14

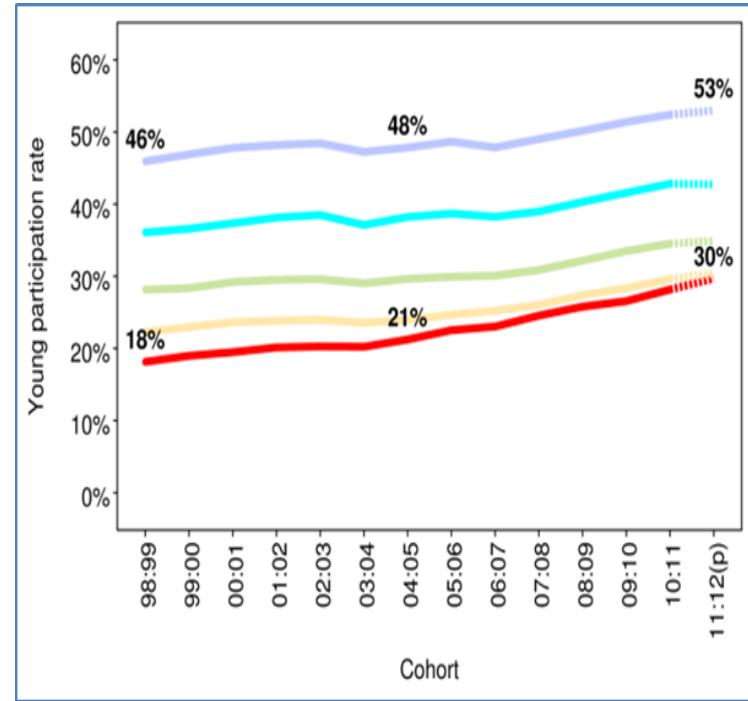
Aujourd’hui, les Universités britanniques consacrent environ **330 millions de Livres par an** à l’outreach, En Australie, en 2016-17, le budget du HEPPIP s’élevait à **147 millions de dollars australiens**, dont **59 millions** dédiés à l’outreach.



Un impact démontré sur l'accès aux études supérieures



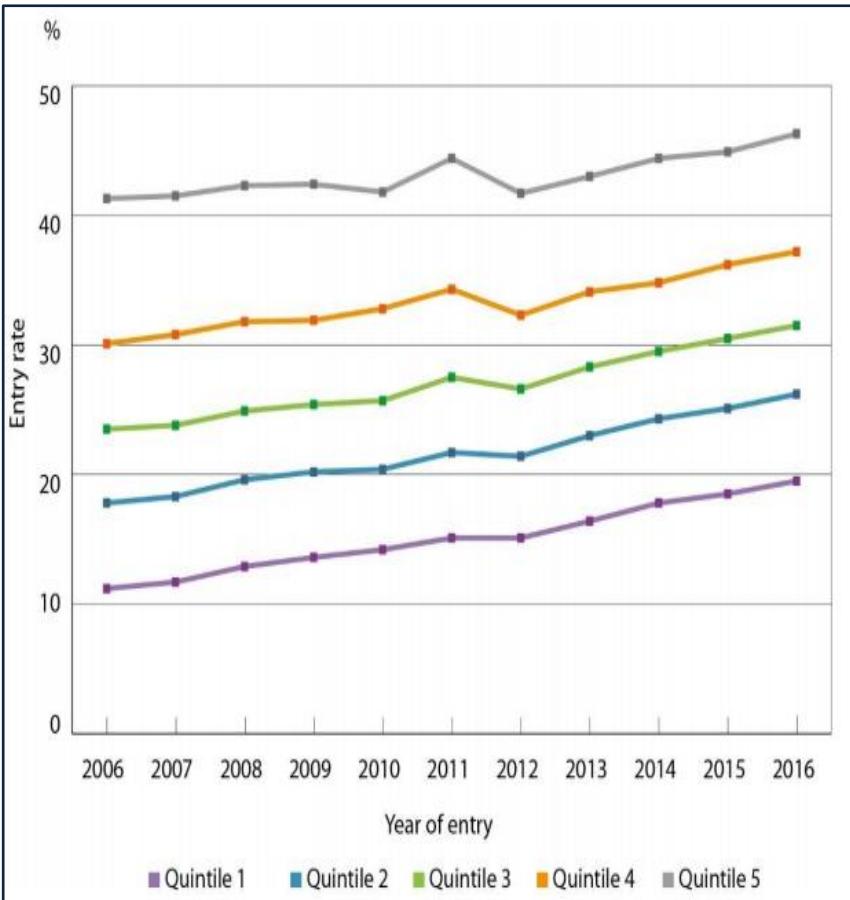
Rapport d'évaluation
d'Aimhigher, West Midlands
Partnership
Suivi de cohortes 2008-
2012



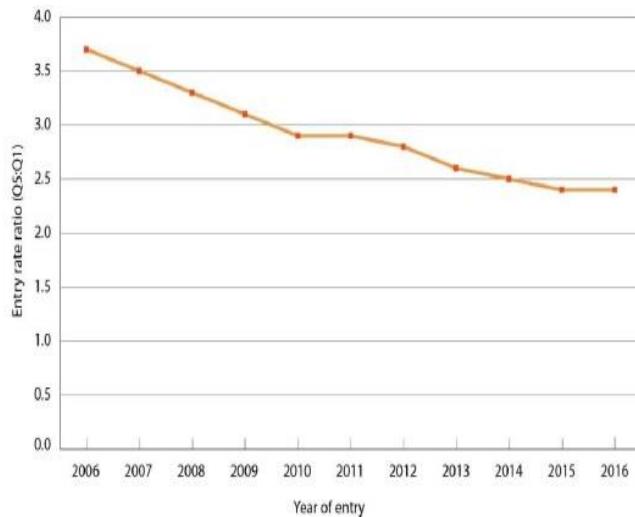
Evolution des taux de participation des 20-24ans
Dans les quartiers classés par concentrations +/- forte de faibles revenus (POLAR3)
Rapport d'évaluation d'Aimhigher, HEFCE 2012



Un léger ralentissement depuis 2011 (tournant Conservateur)



Difference in entry rate between least and most disadvantaged 18 year-olds (data source: UCAS)



Depuis 2006, on est passé de 3,7 étudiants favorisés pour 1 étudiant défavorisé, à 2,4 étudiants favorisés pour 1 étudiant défavorisé.

La baisse la plus remarquable a eu lieu entre 2006 et 2010.

> Australie : le HEPPP en chiffres (2010 à 2015)

- 2 680 projets financés pour 310 000 élèves touchés.
- 2 900 organisations partenaires mobilisées.
- Le budget réparti en trois domaines :
 - **40 % dédiés aux actions de sensibilisation** (*outreach*) en direction des écoles primaires et secondaires (journées de découverte, séjours résidentiels, stands dans les écoles, projets collectifs, etc.).
 - **40 % consacré à l'accompagnement académique** des élèves dans la transition secondaire-supérieur (tutorat, *booster classes*, *master classes*, *inreach*).
 - 20 % pour la logistique partenariale, les travaux sur les processus d'admission, la Recherche et l'évaluation.

Entre 2008 et 2015 (NCSEHE 2016), la participation des étudiants socialement défavorisés progresse plus rapidement que la moyenne : **+50 %** contre **+34 %**. Celle des élèves en situation de handicap **+89 %**, d'origine indigène **+72 %**.



Le choix éclairé en orientation : un utilitarisme excessif... ou pas ?



« et si, après avoir participé à une *summer school*, il choisit de ne pas s'inscrire à l'Université, alors c'est très bien aussi !

Le but, ce n'est pas forcément de choisir les études supérieures, mais de faire un choix éclairé ! »

*Robert Gresham,
Winchester University*

> « Aimhigher... will never end ! » - John Storan



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How to put into place a
career education that focuses on the
transition to working life ?

Dr. Ji-Yeon Lee,

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8 & 9 NOVEMBRE 2018





How to put into place a career education that focuses on the transition to working life ?

1. By recognizing the importance of Career Education
2. By strengthening Career Education National Policy
3. Where does Korea's career education stand?
PISA Result
4. The Best Practice Career Guidance Program in Korea :
STP(School Transition Program)
5. Further recommendations & Policy insights

1st

By recognizing the importance of Career Education



1. By recognizing the importance of Career Education

- Career education has served as a solution to educational and social issues in Korea

- Fast-changing demand of the labor market
- Skills mismatch
- Only focused on university entrance exam oriented Ed system
- Youth Unemployment
- Spoon Hierarchical Theory: Born with a silver spoon in his mouth
"No matter how hard try, it is useless"
- Young people fail to get a job**

*adjust to the workplace
satisfy with jobs
have a good work ethics*



*Strengthening the importance of
Career Guidance, Career Counseling, Career Education More than
ever, in other words, Career Development Activities*



1. By recognizing the importance of Career Education

❑ Career Education, Career Guidance & Counselling

has served as a long-term and preventive method to address a broad range of educational, social, employment, and welfare-related issues in direct and indirect ways (Lee, 2009, 2010)

“The purpose of CE is to enable students to nurture career development competency to continuously explore and develop career paths so that they can proactively adapt to the changing world of work and a society that encourages life long education... “

- CE Act Art. 4(1)



1. By recognizing the importance of Career Education

❑ Key Career Development Concepts

- A career is the combination of many work & life experiences and decisions
- Career exploration needs to be developmental
- Career development is not just job training
- Career development is an ongoing process which combines school-based & work-based activities through their lives
- Career development is very essential education component



1. By recognizing the importance of Career Education

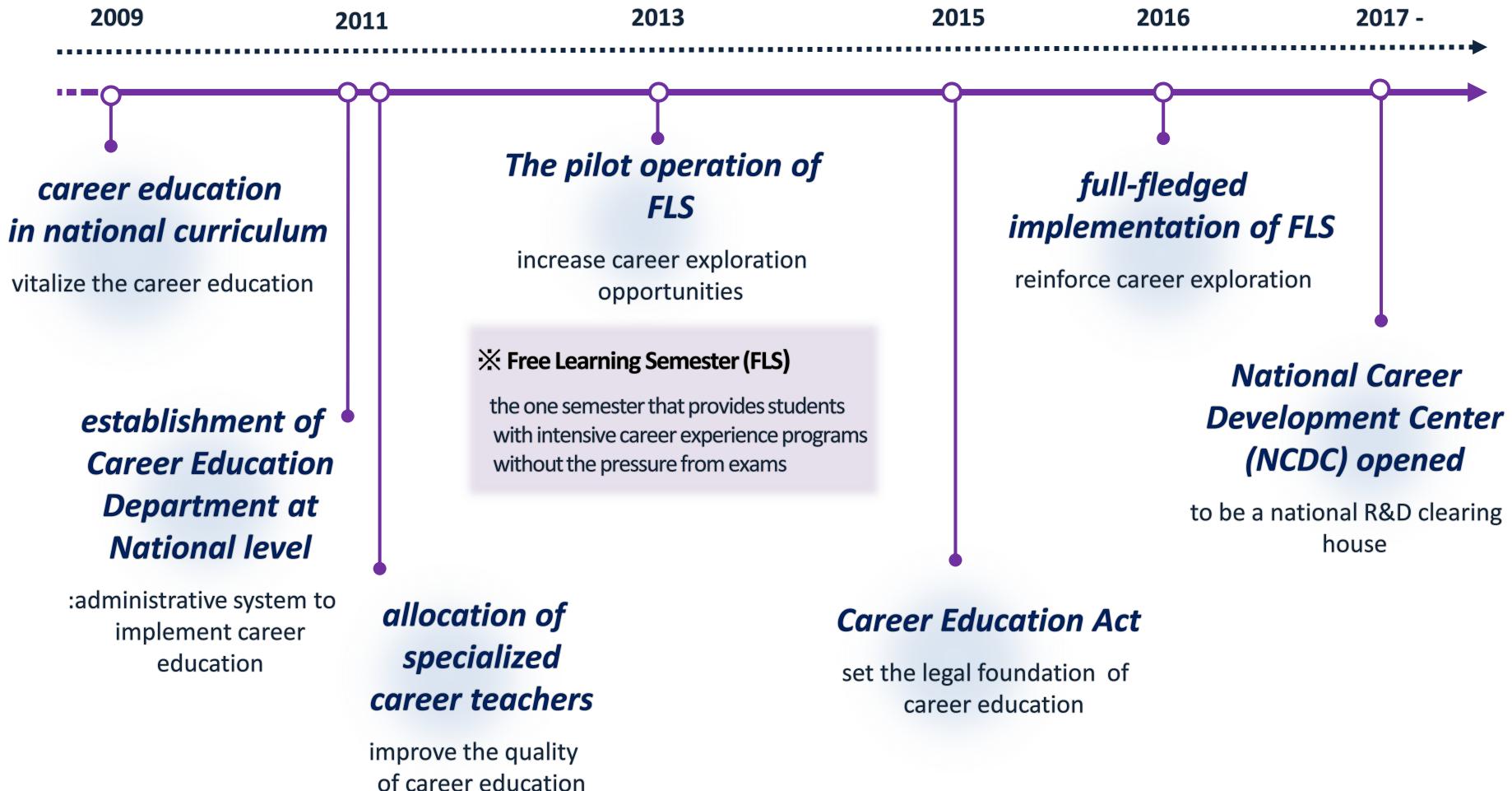
We believe Career Education is the fundamental way to help individuals' transition to working life

By strengthening CE National Policy

2nd



2. By strengthening Career Education National Policy





2. By strengthening Career Education National Policy

□ Career Education in National Curriculum (2009): vitalize the career education

- The national curriculum in Korea envisions producing people...

The national curriculum in Korea (The Ministry of Education, 2009)

who “develop personality and build a career while growing into a whole person.”



career education is gaining more importance in school education.

- The ideal human character and educational contents pursued by the revised curriculum

Elementary school

gain the basic
**understanding of the
world of work**

Middle school

explore career through
various experiences

High school

build a career
by learning knowledge
and skills



2. By strengthening Career Education National Policy

- ❑ Establishment of Career Education Department (2011) at a National level: administrative system to implement career education
 - **No department dedicated to career education** within the central government before 2011
 - ✓ confusion in the administration of career education by the central government, municipal education offices, and schools
 - ✓ policy makers were **reluctant to take responsibility for career education**

However,

*In 2011, the Ministry of Education established
the Career Education Department at Lifelong Education
Policy Division*

- ✓ Policies can be planned and implemented on career education as an independent area of national education, rather than a part of other areas
- ✓ Career education can implement at all levels of schools through an administrative system



2. By strengthening Career Education National Policy

- Allocation of specialized career teachers (2011): improve the quality of career education

Allocation of specialized career teachers to schools

2011	2012	2013	2014	2015	2018
1,291 teachers allocated to high schools	1,708 teachers added (total: 2,999) Expansion to middle schools	1,551 teachers added (total: 4,550) 84% of all middle & high schools	717 teachers added (total: 5,208) 94.5% of all middle & high schools	About 94.9 % of all middle & high schools	About 99 % of all elementary, middle & high schools

Key responsibilities of specialized career teacher

- Set the annual plan for career education in schools
- Teach "Career and Job" as a subject in curriculum
- Provide students with counseling and guidance on career and transition to the upper-level schools
- Provide training and consulting to teachers and parents on career education
- Plan and guide on career activities, among creative experience activities
- Plan and operate various experience activities in and out of school
- Build up the network with local community, company, and parents



2. By strengthening Career Education policy

- The Career Education Act(2015): set the legal foundation of career education

The purpose of the act is to clarify the responsibilities of the nation, states, and schools in providing effective career education, and the career learning right of students at all education level without anyone left behind. The Career Education Act consists of 4 chapters and 23 articles that describe the role of career education to enhance students' career development competencies and national growth

2015

May 29

The National Assembly passed the "Career Education Act"



June 22

The Act has promulgated



December 23

The Act came into force



2. By strengthening Career Education policy

Significance of the Career Education Act

✓ Recognizes ALL students in every level's of schools have the Right of Career Education Learning

✓ Holds the central and local governments accountability for providing of career education

✓ Sets forth the basic directions of career education by objectives and achievement criterial

✓ Sets the legal foundation of career specialized teachers: to provide high-quality career service

- Includes disabled youth, North Korean defector, school drop-out, young people on welfare
- Satisfies the objectives and achievement criteria pursued by national career education

- What should students learn from school?
- What should schools teach students?
- Step to innovate education focused on admitting students to the upper-level schools

Drive the innovation of education in Korea



2. By strengthening Career Education National Policy

Before and after the Career Education Act (June 22, 2015)

Career Education Act



- Test & tell (psychology test) and provide only career/job information
- Simple knowledge and theoretical contents
- Career Education stuck in in-school (as a curriculum or activity)
- Optional in school curriculum
- Only provided by career specialized teacher (career counselor)



- Improving student's self-directed career development competency
- Integrated with experience activity
- In/out-school mutually connected (local communities are engaged)
- Compulsory school curriculum (integrated into school subjects)
- Co-work between class teachers - career specialized teachers- HR in school - community stakeholders



2. By strengthening Career Education National policy

Implementation of FLS (2016): reinforce career exploration

※ Significance of FLS (Free Learning Semester)

- FLS is not a one-off event for career exploration
- FLS should operate in connection with career education from elementary school (career awareness) to middle school (career exploration) and high school (career design) (Lee, 2013, 2014)

in 2013, pilot operation of FLS

in 2016, full-fledged implementation of FLS

- ✓ **Break-away the school education** that only concentrates on teaching theories to students to get ready for university entrance exams

*FLS gives students the opportunities of career exploration
based on their talents and aptitude
within the boundary of a school curriculum*



2. By strengthening Career Education National policy

- After the FLS was implemented, students' responses showed higher median values across five areas.
 - ✓ 'Increased experiential activities and career exploration activities during school class' recognized as the biggest change in school life.
→ greater interest and concentration on learning

Change in students' awareness after the FLS implementation (2013)

Category	Questions (on a scale of 0 ~ 5)	before	after	variance
Teaching Method	During the FLS, teachers used various teaching methods in class, such as debate, experiment, practice, etc.	3.44	3.90	0.46
	During the FLS, I participated in various experience activities.	3.30	3.98	0.68
Career exploration Activities	During the FLS, I explored various career options in school.	3.36	3.87	0.51
	During the FLS, teachers gave me career advice.	3.05	3.46	0.41
Self-directed learning	During the FLS, I studied for myself before anyone told me to.	3.12	3.35	0.23
Interest & concentration on learning	During the FLS, I found classes were fun.	3.22	3.70	0.48
	During the FLS, I waited for classes with expectations.	2.82	3.28	0.46
	During the FLS, I felt time flied when taking a class.	3.10	3.57	0.47
Future-oriented skills	During the FLS, I developed thinking skills.	3.20	3.65	0.45



2. By strengthening Career Education National policy

- National Career Development Center (NCDC) opened (2017): to be a national R&D clearing house

- Under the Career Education Act in 2015, KRIVET (Korea Research Institute for Vocational Education and Training) has been designated as the NCDC as of 13, Jan. 2017.



Where does Korea's career education stand?

PISA Result

3rd



3. Where does Korea's career education stand? PISA Result

- ❑ It is necessary to analyze the current status of career education from a global perspective and conduct research to improve existing policies.
 - Based on a common set of criteria, in order to clearly see where Korea's career education stands. → **to find out where Korea's career education stands in the world**

❑ PISA 2012

- **Purpose:** to assess 15 year-old students of surveyed countries, in the areas of math, reading, science and problem-solving in order to make country-to-country comparisons on students' achievement levels and trends, and to identify the relation between educational drivers and their achievement levels.
→ **to provide insights to be reflected in the education policy making process of the countries**

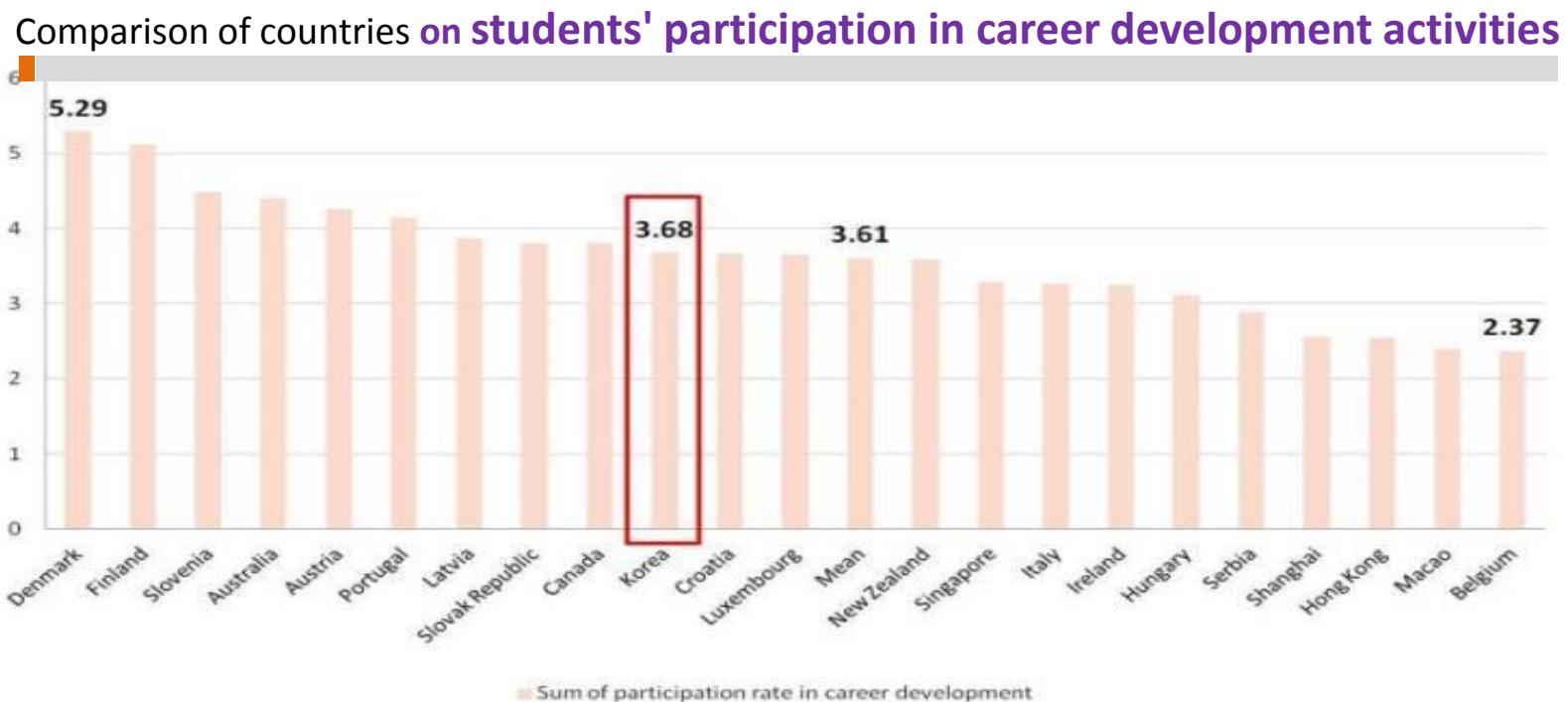
Student survey questionnaire **included two questions related to career development :**

1. participation in CD activities
2. acquirement of career management skills



3. Where does Korea's career education stand? :PISA Result

- Korea scored 3.68, which is the 10th and slightly higher than the average of 22 countries.

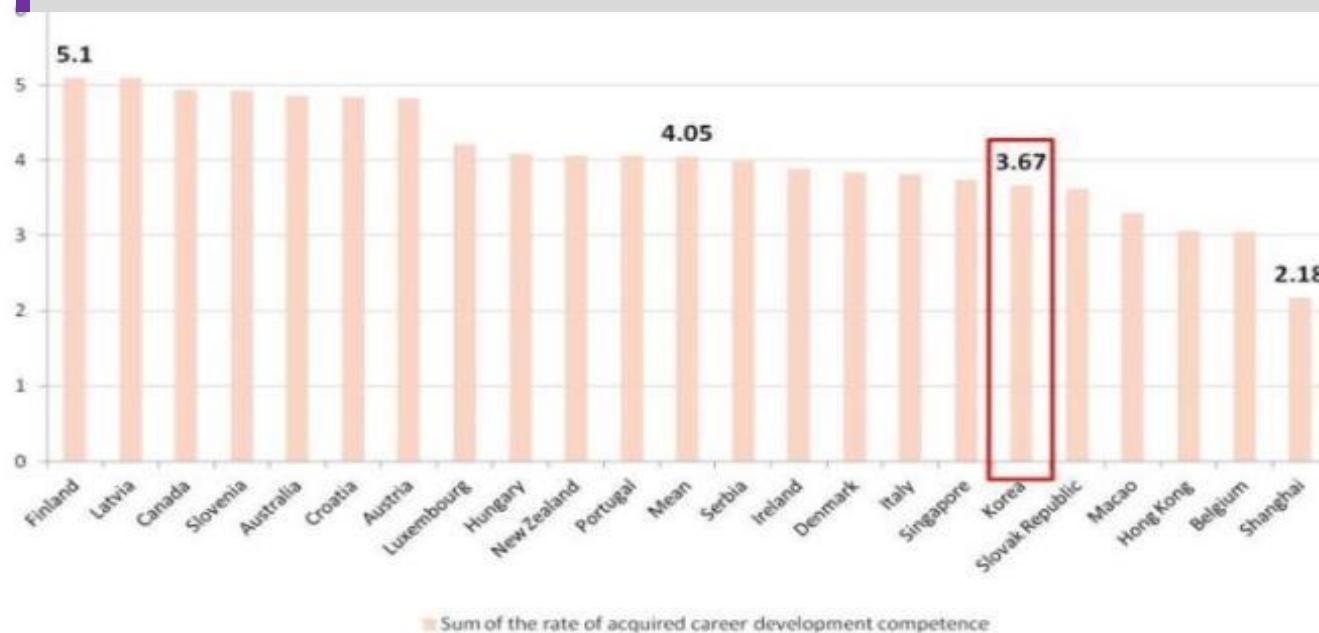




3. Where does Korea's career education stand? :PISA Result

- ❑ Korea comes in 17th among 22 countries in the acquisition of career management skills.
 - Korea came in 17th (3.67), which was lower than the 22 countries' average of 4.05.

Comparison of acquisition rate of six career management skills among 22 countries



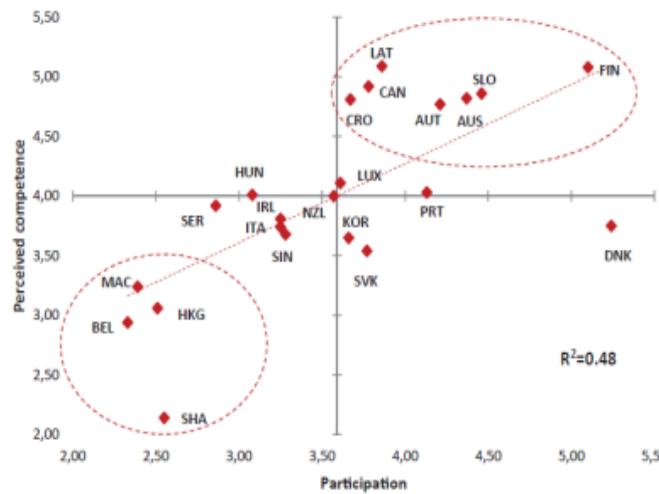


3. Where does Korea's career education stand? :PISA Result

□ Korea students learn fewer career management skills compared with participation rate in career development activities.

- There is a close relation between 15-year-old students' participation in career development activities and their acquisition of career management skills (Sweet, R 2014).
- Korea is slightly higher than the average of 22 countries (3.61) when it comes to participation in career development activities but falls behind the average of 22 countries (4.05) in the acquisition of career management skills.

Relation between participation in career development activities and acquisition of career mgmt skills

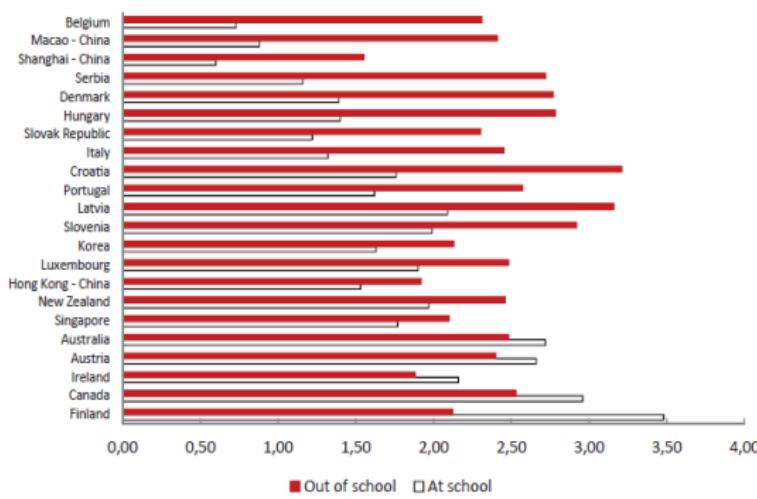




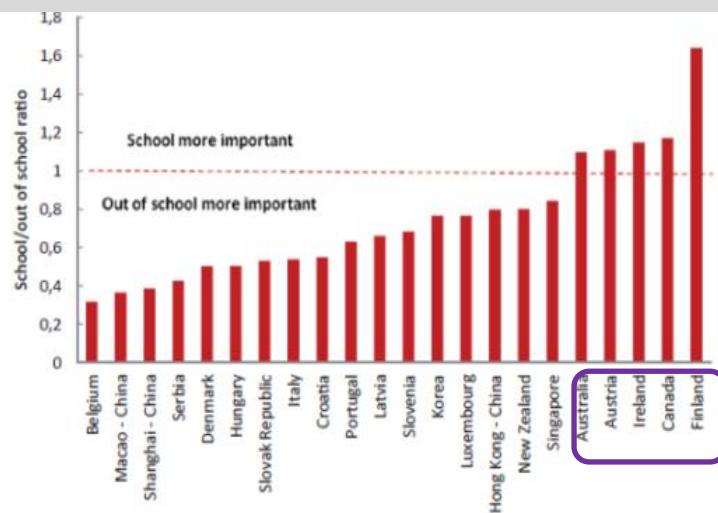
3. Where does Korea's career education stand? :PISA Result

- ❑ In most countries including Korea, schools play an inadequate supporting role for students' career development than those out of school.
 - Students responded they learned more career management skills "out of school" than "at school". (Finland, Canada, Ireland, Austria and Australia are "at school")
 - ✓ This means schools play a relatively smaller role for students' career development than outside organizations, etc.

Comparison of places for learning career management skills (at school vs. out of school)



Importance as the place for learning career management skills (at school vs. out of school)





3. Where does Korea's career education stand? :PISA Result

- ❑ First, Korea's career education centers on 'test & tell' and career information provision

- There is a lack of experiential activities out of school, such as internship, job shadowing or workplace visit, and job fair.
 - ✓ Korea's education leads students in the transition period to focus only on studying for getting admission to the upper-level schools after graduation.
- However, students are not provided with opportunities to explore information on what types of upper-level schools and majors are available. Rather, their decisions on school and major are simply based on test scores.
 - ✓ Only one fifth (20 %) of students took part in programs to explore the upper-level schools after middle school.
 - ✓ Less than half the students acquired information on the upper-level schools.



3. Where does Korea's career education stand? :PISA Result

- ❑ Second: Korean students lack some of the career management skills (which needs to be rectified by career education supporting long-term career design)
 - ‘Skills to write resumes’, ‘skills to prepare for job interview’ and ‘skills to search for student finance’ are neglected.
 - ✓ Long time-lag between 15-year-old students and when they need to prepare for the job market
 - ✓ Korea’s unique situation where student finance is not much needed. Korea does not have many schools charging expensive tuitions.



3. Where does Korea's career education stand? :PISA Result

- ❑ Third: Five among the six career management skills are learned out of school, rather than at school.
 - These skills should be taught through systematic career guidance at school so that students can make career plans from the short/long-term perspectives.
 - ✓ Korean students acquire those skills from private institutes or with someone else than school teachers, which raises concerns about overall career education in Korean schools.
 - Current situation in Korea may differ from the PISA 2012 result, which was conducted in 2012.
 - ✓ Lots of national policy were implemented to improve of quality of CE



3. Where does Korea's career education stand? :PISA Result

- ❑ Forth: Korea came in 17th among 22 countries on the gross acquisition rate of career management skills.
 - Article 4, Chapter 1 of the Career Education Act, 2015"... should develop students' career development skills to build and continue to develop career..." should be fulfilled.
- ❑ Fifth: Systematic life-long career management skills should be provided in school.
 - Students in 17 countries responded they learned career management skills mostly out of school.
 - It is desirable that resources for career education should be mobilized both in and out of school considering that career education should be available through one's lifetime.

The Best Practice of Career Education Program: STP (School Transition Program)

4th



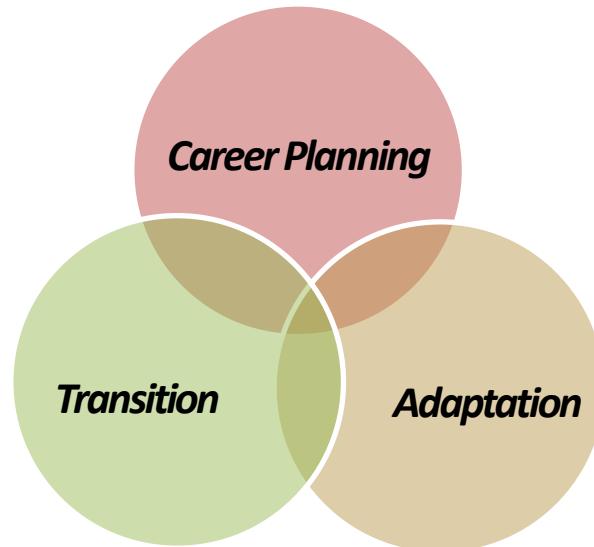
4. The Best Practice of Career Education Program

School Transition Program (STP)

- Students who are on the edge of transition to the next stage of school or working life
 - ✓ Especially, 6th grade of elementary school and 3rd grade of middle and high school students have difficulty with a transition to the different school level and working life.

*STP was developed to help the students
who are having difficulty in school & work transition*

The Core Elements of STP



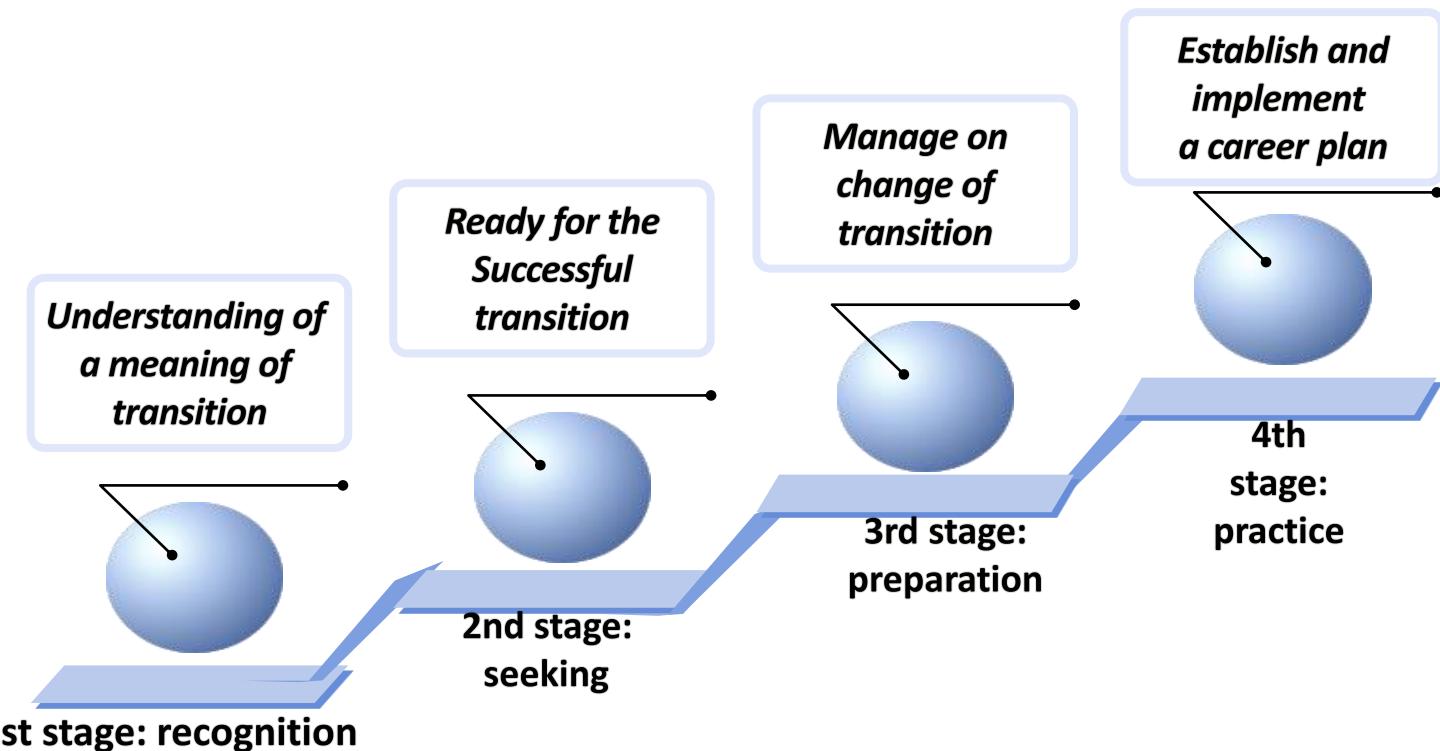


4. The Best Practice of Career Education Program

School Transition Program (STP)

- Theoretical Stages of STP

- ✓ Based on the stage of career development or transition management process to achieve the goal of individual life '**recognition - seeking - preparation – practice**'

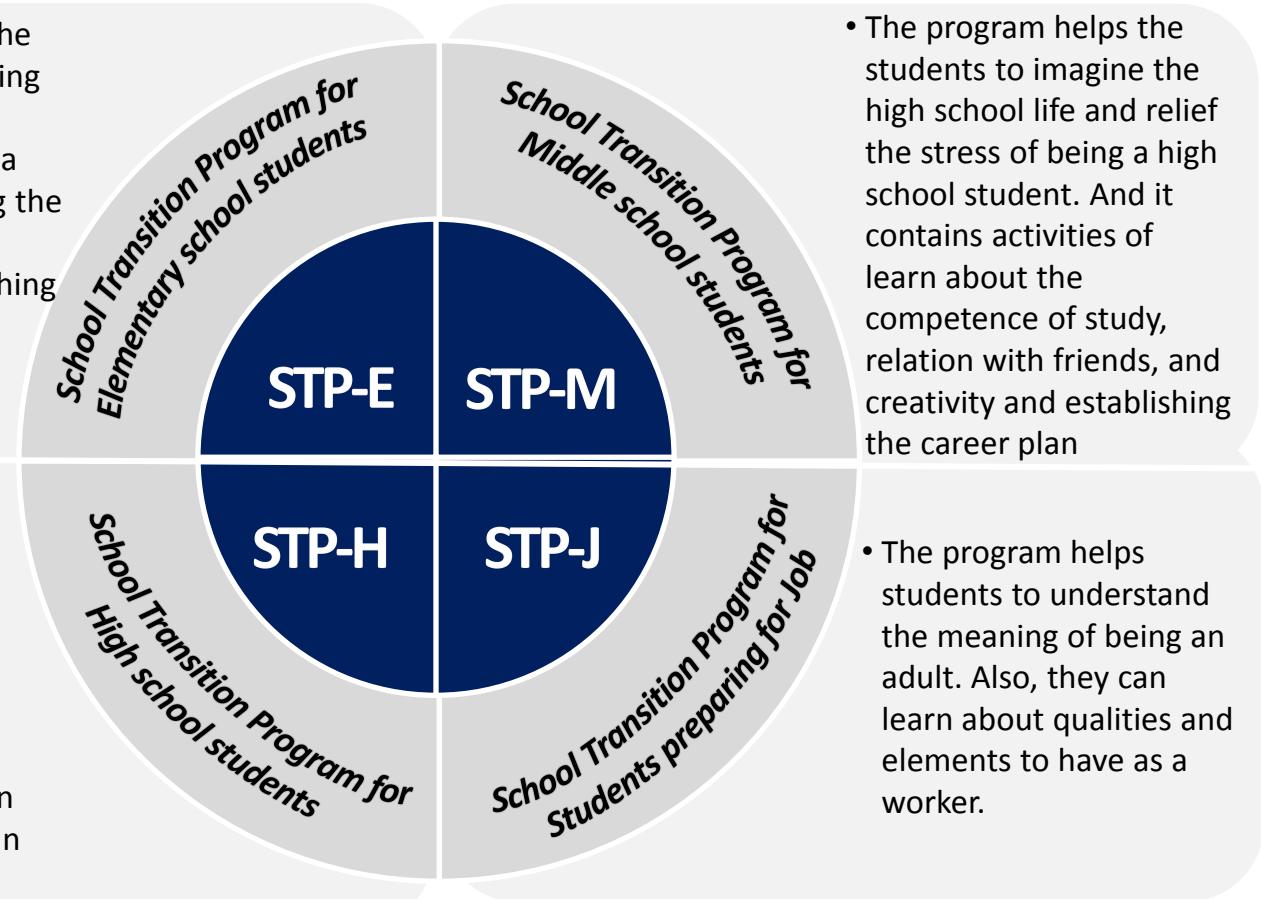




4. The Best Practice of Career Education Program

- STP is established in four programs

- The program contains the contents of understanding of change in puberty, knowing about a life of a middle school, attaining the competency for middle school life, and establishing and planning of career consciousness



4. The Best Practice of Career Education Program

▪ For example of STP-J



Purpose

Understand the meaning of adult & aware of the importance of transition

Activities

1 : My life turning point
Looking back on significant my life moments

2 : Become an adult
Understand becoming an adult



Seek the difference between lifestyle of worker and student Find out what is the successful workers quality

- 3 : High school student vs Workers**
Understand the differences of life style as a student and worker
- 4 : Interview with super worker**
Explore the qualities & elements of successful worker
- 5 : Start-up, Let's challenge**
Understand the entrepreneurship process
- 6 : Go~ go to work place**
Job experience and interview with workers



Preparation about key competency(job duty, personal relationship, time & finance MGMT) in working life

- 7 : Challenge !! Workplace Competency**
Exercise career management skill
- 8 : Challenge !! Effective time MGMT**
- 9 : Challenge !! Build healthy Relationships**
Make the good relationship
- 10: Challenge !! Learn how to manage my economy**
Study the financial management tip



Make long-short career plan after high school & set the career goal and vision

11: What are the factors behind my career?

Identify the factors that affect my career path.

12: Establish progressive career goal & explore it

Set your career goals & setting step by step career goals

13: Write my resume & exercise job interview

14: Creating an action plan for Dreams come true
Having good habits to fulfill my dream

Further recommendations & Policy insight

5th



5. Further recommendations & Policy insights

Further Recommendations

Strong Co-operation between Education and Employment

Various career guidance agencies should be more connected with each other

- The Ministry of Education and HR and the Ministry of Labor need to work much more closely with one another
- Ministerial links, local level links, provincial education offices, comprehensive employment security centers, colleges and universities should collaborate much more closely via the exchange of information and services to support sustainable career development for all
- These links can generate a SYNERGY for supporting life-long career development for various target groups

> 5. Further recommendations & Policy insights

Further Recommendations

Consolidating Career development Guidelines

National guidelines for career development should be established

- Based on these guidelines, curriculum for career education can be developed, programs can be designed, curriculum for training professionals can be constructed
 - ✓ National Career Development Guidelines of the U.S.A. and Blueprint for life/work designs of Canada are good examples



5. Further recommendations & Policy insights

Further Recommendations

□ Strengthening Career Guidance Facilitator's Professionalism

- Staffs of career guidance do not focus on career counseling, but tend to be insufficient to support the career development of students
- More opportunities for training need to be provided
- National competence framework for various levels of career guidance should be established
- Government needs to play a more direct role in reshaping the nature of the career guidance workforce and its qualification and training arrangement



5. Further recommendations & Policy insights

Further Recommendations

Meeting the Career Guidance Needs of All

- Meeting the career guidance needs of schools, out of school and at-risk youth, adults, and to be linked to work experience is the most important factor
- Programs and reliable information corresponding to the specified needs of various groups such as drop-outs, technical high school students with learning difficulties, college students with learning difficulties, workers in small companies, and the elderly
- Various types of learning can be applied: self-directed learning on the web; group activities, person-to-person counseling; work experience

> 5. Further recommendations & Policy insights

Policy Insights

1

**Strategic Leadership by Exercising
in Co-operation with Other Stakeholders**

2

**Setting Career Development competencies
within new technology and globalizations**

3

Establishing a Lifelong Career Guidance System

4

**Strengthening Career Development Support System
for All in Life Stage**



5. Further recommendations & Policy insights

Policy Insights

1

Strategic Leadership by Exercising in Co-operation with Other Stakeholders

- Strategic leadership and co-ordination need to be carried out by governments in co-operation with other stakeholders (such as education and training providers, employers, trade unions, community agencies, students, parents, consumers, and career guidance practitioners)
- Clear strategic leadership is needed to articulate a vision of how career guidance can support lifelong learning and sustained employability



5. Further recommendations & Policy insights

Policy Insights

2

Setting Career Development competencies within new technology and globalizations

- The shift to new technology and globalization requires a broader set of career management skills; “hard” (technical) and “soft” (interpersonal and communication) skills are equally important
- career management skills
 - ✓ Managing information, resources, and relationships with people as well as self-management
 - ✓ Flexibility, problem-solving and decision-making ability, adaptability, creative thinking, self-motivation, and the capacity for reflection
 - ✓ Self-knowledge, educational and occupational exploration, career goal development, job search competencies, and ability to take personal responsibility for one’s CD

> 5. Further recommendations & Policy insights

Policy Insights

3

Establishing a Lifelong Career Guidance System

■ Policy makers need to decide

- ✓ When the career guidance process should start
- ✓ How long it should continue throughout life
- ✓ How responsibility for young people should be shared at key decision points such as the transition from school to work or to tertiary education
- ✓ Whether services should be all ages or age-specific
- ✓ What mix of present models and more innovative approaches



5. Further recommendations & Policy insights

Policy Insights

4

Strengthening Career Development Support System for All in Life Stage

■ Government needs

- ✓ to build a career development support system for all without any failures from pre-school to to-be-retired people
- ✓ to support effective transition of school to work, work to school, and home to work
- ✓ to pay attention to the minorities

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Thank you
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How to put into place a
career education that focuses on the
transition to working life ?

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8 & 9 NOVEMBRE 2018



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**Peut-on construire une école orientante?
L'expérience québécoise face au défi de la mise en œuvre**

Annie Pilote

professeure titulaire et vice-doyenne,
Université Laval (Québec)

8 & 9 NOVEMBRE 2018



> Introduction

- « L'approche orientante » cherche à faire de l'orientation l'affaire de tous les acteurs et partenaires de l'école
- L'orientation est un enjeu des réformes éducatives au Québec depuis les années 1960 dans une visée de réduction des inégalités
- Au début des années 2000, c'est l'implantation du Renouveau pédagogique et de l'approche par compétence
 - l'orientation s'inscrit dans le programme de formation de l'école québécoise dès l'école primaire

> Qu'est-ce que l'approche orientante (AO)?

- L'AO part d'une prémissse de base: elle vise à élargir l'espace de choix des élèves et non de « l'orienter » en lui imposant une direction
 - cela implique de mettre l'élève en action, à le mobiliser face à sa réussite et son orientation
- L'AO veut soutenir la persévérance et la motivation scolaires en permettant à l'élève de donner du sens à ses études
 - par une meilleure connaissance de soi et du monde du travail

> Une démarche concertée

En 2002, le ministère de l'Éducation précise:

« Une approche orientante est en fait une **démarche concertée** entre une **équipe-école et ses partenaires**, dans le cadre de laquelle on fixe des objectifs et met en place des services (individuels et collectifs), des outils et des activités pédagogiques visant à accompagner l'élève dans le développement de son identité et dans son cheminement vocationnel. Il s'agit donc **d'activités et de services intégrés au plan de réussite et au projet éducatif d'un établissement et non d'un simple cumul d'actions isolées engageant peu l'équipe-école** » (p.18).



Les conseillers d'orientation: porteurs de l'AO

- L'AO est une responsabilité partagée qui concerne une diversité d'acteurs
 - Élèves, parents, professionnels, enseignants, employés de soutien, direction, conseil d'établissement, commission scolaire, communauté
- Les conseillers d'orientation professionnels ont une responsabilité pour susciter la collaboration au sein de l'équipe-école et avec les partenaires
- L'AO est un complément éducatif à la pratique professionnelle de l'orientation
 - le choix de carrière et l'insertion professionnelle des élèves demeurent la prérogative exclusive des conseillers d'orientation

> Les objectifs

L'ensemble des acteurs collaborent à l'atteinte des objectifs:

- Accompagner l'élève dans le **développement de son identité**, en vue de faciliter son cheminement scolaire et son choix de carrière.
- Fournir à l'élève des occasions de **découvrir les divers types de formations et de parcours scolaires possibles**, afin qu'il puisse s'y situer et élargir ses visées professionnelles.
- Permettre à l'élève de **connaître le monde du travail** ainsi que son organisation, ses exigences et les divers profils de métiers et professions qu'on y trouve.
- Accompagner l'élève tout au long du **processus d'orientation et le soutenir dans les étapes critiques de son parcours scolaire**, au cours desquelles il doit parfois faire des compromis entre la formation et la carrière idéales et la réalité des choix qui s'offrent à lui.

(MEQ, 2002, p.19)

> L'AO sur le parcours

- Les moyens:
introduction de contenu
aux matières, sorties
scolaires ou activités
parascolaires
- Prise en compte du
niveau scolaire et du
stade de développement
de carrière

(MEQ 2002, p.21)



> Quel bilan de l'AO au Québec?

- Quasi-absence de recherche scientifique sur le sujet
- Enjeu central: la collaboration
 - Les enseignants ont besoin d'être accompagnés
 - Colloques annuels sur l'AO pour construire une culture orientant partagée
- Engagement des acteurs et ressources varient selon les milieux
 - Priorités concurrentes
 - Les CO font face à une tension entre leur rôle face à l'AO et ce qu'ils considèrent être le cœur de leur pratique (par ex. le conseil aux élèves)

> Une mise en œuvre incomplète

- Le ministère a constaté une difficulté d'implantation
 - Après une dizaine d'années, seulement 23 % des écoles primaires et 47 % des écoles secondaires avaient adopté une planification en orientation
- Afin d'assurer une plus grande équité entre les élèves, le ministère a intégré à partir de 2017 des contenus obligatoires en orientation scolaire et professionnelle (COSP) au programme scolaire dans toutes les écoles
- Les COSP ne remplacent pas l'AO, mais viennent bonifier les apprentissages en classe des élèves sur:
 - la connaissance de soi (aspects personnel, social et scolaire), la connaissance du monde scolaire et la connaissance du monde du travail.



Quelles ressources, pour quels résultats ?

- Un des principaux obstacles: des ressources professionnelles en orientation insuffisantes
 - Entre 1999 et 2012, durant l'implantation de l'AO, augmentation de 40 % du nombre de CO dans les commissions scolaires
 - Pourtant, le ratio demeure alarmant: 1 CO pour 2000 élèves
 - Dans les années 1970, le Conseil supérieur de l'éducation recommandait un ratio de 1 CO pour 700 élèves
- La surcharge de travail est la principale préoccupation des CO
 - plus de temps à jouer un rôle-conseil auprès de l'équipe-école, qu'à offrir des services aux élèves

> *Quelle orientation, pour quels élèves ?*

- Risque d'iniquité dans l'accès aux ressources susceptibles d'élargir les perspectives scolaires et professionnelles des élèves.
- Étant donné les rapports étroits avec la communauté, comment éviter le prolongement des inégalités du milieu social au sein de l'école?
 - Les élèves seront-ils exposés aux mêmes domaines professionnels sans égard aux caractéristiques du milieu social?



Quelle orientation, pour quels élèves ? (suite)

- Importance de lutter contre les préjugés et stéréotypes associés au monde du travail, par ex. en lien avec l'origine ethnoculturelle ou le genre
- Témoignage d'une étudiante d'origine colombienne:
 - « *Moi, je ne sais pas si c'est dans toutes les écoles, mais à cette école-là on nous amenait beaucoup à voir des usines, surtout à Ville Saint-Laurent il y a beaucoup d'usines. Puis mes parents, ils n'aimaient pas ça parce qu'ils disent : Comment ça ? Comment ça se fait qu'ils veulent que nos enfants travaillent dans des usines, ils ne veulent pas qu'ils continuent leurs études ? C'est quoi? Pourquoi ils les amènent à voir des usines ?* »

> Vers plus de justice sociale en orientation

- Les conseillers d'orientation professionnels peuvent agir comme agents de changement social dans leur milieu scolaire, par exemple:
 - en luttant contre les préjugés et stéréotypes susceptibles de limiter les horizons scolaires professionnels des jeunes
 - en proposant des activités orientantes visant à augmenter la liberté de choix
 - en établissant des liens avec les familles et la communauté pour réduire l'écart avec la culture de l'école
- La capacité d'action est limitée par des ressources insuffisantes

> Principales références

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Career Guidance in the Swedish School System – A Comparisons Contribution, Some Key Themes and Future Challenges

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8 & 9 NOVEMBRE 2018



> The base and disposition of the presentation

The Base: Document analysis – Resultant key themes

Disposition:

- The place of Career Education in School Programs in Sweden – (Provision, Structure, Activities)
- A short historical overview – *characterizing key themes*
- Assessment of Career Guidance/Quality in Career Guidance
- Examples of Initiatives and Activities
- Future Challenges



The place of career education in school Programs in Sweden

Table 1. Overview of career guidance in Sweden, as presented by Euroguidance Sweden, (2015, pp. 18)

Type of guidance service	Activities	Clients/target groups	Responsibility & administrative control
Guidance in compulsory school, upper secondary school and adult education	Helping individuals with awareness of their own capacity and potential, creating personal goals, support in choosing the next level of education	Pupils in compulsory and secondary school, students in municipal adult education	Ministry of Education and Research SNAE Swedish School Inspectorate
Municipal guidance and information centres	Guidance about studies as well as working life, Swedish for immigrants	Adults	Municipal authorities
Academic guidance services at higher education institutions	- Guidance at a central level - Guidance at the departments - Career centres	Students and prospective students	- Ministry of Education and Research - Swedish Higher Education Authority
Guidance from the Public Employment service (418 employment offices in Sweden)	Guidance to increase the client's self-awareness and knowledge of the labour market	Jobseekers, clients in transition, special focus on vulnerable groups	- Ministry of Employment - Public Employment Service, head office
Information through nationally funded web services	Information on education and working life, tools for self-guidance	The public	www.utbildningsinfo.se www.studera.nu www.arbetsformedlingen.se

> Activities aimed at the target group (pupils) are characterized by three specific efforts...

Activities	Performers
Guidance counselling conversations	Guidance counsellors
Teaching	Guidance counsellor/Teacher
Information	Teacher/Headmaster/Guidance counsellor



A short historical overview – Characterizing key themes

- **Two perspectives:** *Society versus the Individual*
- **Four Key Themes:**
 1. *Distribution of Responsibility*
 2. *Guidance in Broad and Narrow Sense*
 3. *The Relationship between/Cooperation between Education/School – Working Life*
 4. *Professionalization of the Guidance Profession*

> Assessment of career guidance/quality in career guidance

- Several reviews and evaluations of career guidance in schools have been made, during 2005 -2013.
- Following these evaluations, SNAE (Swedish National Agency for Education) formulated general guidelines for educational and vocational guidance, (later on revised).
- A *follow up* to former evaluations was recently presented (2018), alongside with a government assignment for improved Quality (2018)

> In search for a definition of quality in guidance...

- No such clear definition is offered

Quality was assessed according to the goals formulated in the documents (The Education Act, and The Curriculum)

- All evaluations (see e.g., 2007; 2013), as well as the follow up (2017) reveals the same picture:
- *Inadequate management and leadership of career guidance work in schools. Those responsible do not have sufficient knowledge about guidance, what it is or consists of, or they do not prioritize guidance.*



> Some implicit quality aspects were found:

- *The individual should be able to create his/her own goal for his/her future*
- *The holder of the position of educational- and vocational guidance counsellor shall have a proper education for the task alongside with continuous competence development*

> Some implicit quality aspects were found:

- *Educational system, labour market and working life emerges as a necessary knowledge area for guidance counsellors to manage, and for pupils to gain knowledge about in learning processes supported by the guidance counsellor and others working with guidance in its broad sense*
- *The knowledge about what guidance is shall be sufficient among all stakeholders*



Some examples of initiatives and activities

Table 3. Overview of courses provided by SNAE, in cooperation with several universities, in 2017:



Course	Summary of content, evaluation
Migration , newly arrived migrants and guidance	The participants shall raise their awareness about their own actions, behaviour and taken for granted knowledge, and gain insights about what impact this will have on the students. Intercultural perspectives on education. The evaluation shows that the course increased the participants' knowledge about multicultural guidance.
How to guide newly arrived people	The course is concerned with newly arrived adults, and how to work with their career planning both in class rooms and individually. The evaluation shows that the participants gained knowledge about recognition of prior learning, and increased knowledge about how to meet adults in migration.
Norm critical education for counselling – talk about working life	The course bring insights in how to better meet our own ideas about norms, and develop a norm critical approach. The course aims at highlighting one's own socially and contextually created ideas about gender, class and ethnicity. Evaluations show that the participants gained insights about how their own norms affects and influence themselves and their clients when they provide guidance.
Educational- and vocational guidance in a new era	The course aims at increasing knowledge about social media and digital guidance, as a complement to the career guidance conversational tool. Evaluation show that the participants have improved their knowledge about digital guidance.
Educational- and vocational guidance in migration – Newly arrived people's transitions and inclusion	The aim is to support and inspire schools and trainers to offer guidance to newly arrived people, to provide them with support in how to orientate themselves in the Swedish society, in education and working life. Participants have gained increased knowledge about the conditions of migration.
Creative guidance methods in compulsory- and upper secondary special school	This course is provided for all professionals working with pupils in these schools (educational- and vocational guidance counsellors, teachers, school leaders, counsellors, teachers in special education, and psychologists. Evaluations show how participants have received new methods to use in their daily practice.
Leadership in career guidance for groups	The course is provided for all professionals in schools working with groups, and contains knowledge about group processes, leadership and conversational abilities for leading groups. Evaluations show that the participants have received possibilities for training and reflection about themselves.
PATH-methods in guidance – Planning Alternative Tomorrows with Hope	The course is provided for all interested in this specific method, aiming at increasing the client's belief in their own resources and abilities to influence their own future life. Participants say they have gained good knowledge of the method, and how to exercise new ways of working.
Creative leadership in process procedures for educational – and vocational guidance counsellors	Strengthens and develops the role of guidance counsellors' activities in guidance in its broad sense . The course shall stimulate to initiate and create project in daily practice, and to develop new ways for schools to cooperate with working life . The content is connected to control documents for all school levels, and SNAE's general guidelines (Advices for educational and vocational guidance, 2013). The course has strengthened different professionals in how to organize the guidance work to become the entire school's responsibility .



Some examples of initiatives and activities

Description of activities implemented/wishes for implementation	School form	Implementation	Narrow/Broad sense	Performers
<p>Informational activities, elements of teaching about school structure and environment related with the choice to upper secondary school Informational activities is about the conditions, how to make a choice, access to concrete, fully covered, actual, reliable and available information</p>	compulsory school	<p>Teaching/information Individually focused guidance counselling conversations Information comprise all kinds of catalogues, websites, representatives at specific activities such as exhibitions, and organized days focusing on certain themes</p>	Both broad and narrow	<p>The guidance counsellor Surrounding actors responsible for each specific information</p>
<p>Education/School – working life issues are mainly carried out within some weeks of PRAO (practical working life orientation). Not so much of a continuous process throughout the students' school attendance. PRAO is strongly governed, and students highlight wishes for possibilities to choose by themselves.</p>	compulsory school	PRAO – the students are on practical training on different workplaces during a couple of weeks	Broad	<p>Mostly the guidance counsellor, however, the ambition is to make this an issue where the whole school takes responsibility. Sometimes the assistant headmaster is responsible for this activity</p>
<p>Individually focused guidance counselling conversations Is not primarily focused on information, rather is the aim to support the student to explore, formulate, and to develop his/hers interest, in order to through this exploration come forward to make individually well founded choices. This activity is about the supporting process, in which the student is about to grasp his/hers interest, level, time, types of studies, work for the future. This activity is carried out as a process where the student can test, and reject alternatives with support at different stages towards a choice.</p>	compulsory school	<p>Conversations are carried out in alignment with the time for choosing to upper secondary school Individually focused</p>	Narrow, but with support from the broader conditions	<p>The guidance counsellor The guidance counsellor and the student in a learning cooperative process (authors comment).</p>



Some examples of initiatives and activities

Description of activities implemented/wishes for implementation	School form	Implementation	Narrow/Broad sense	Performers
Elements of educational and vocational guidance in ordinary teaching settings. Teachers are positive to these elements; however, they work to a low extent with using examples of education and work in their teaching.	compulsory school	Elements of educational and vocational guidance	Broad	Teacher and/or guidance counsellor, who is given space on ordinary lecture time. Teachers' don't know how to integrate these issues in their subjects, and teaching. Unclear delegation of responsibilities.
The transition between compulsory and upper secondary school must improve (2007, p. 10). The teachers in upper secondary school should not have to start all over again by identifying pupils' strengths and weaknesses.	compulsory/upper secondary	Unclear who is identifying strengths and weaknesses	Narrow	Teachers and/or guidance counsellors? The cooperation between them is unclear.
Marketing of ones' own upper secondary school, the municipality's own school, at certain exhibitions (2007, p. 20). Guidance counsellors are not so satisfied with this kind of activity, as it comprise elements of marketing, which is in sharp contrast to their ethical standards of being neutral. This activity is however often imposed upon guidance counsellors, when they are hired at a specific school. Wishes are expressed for possibilities to put the students in focus, not the loyalty to the community's school. (p. 20)	compulsory school	Exhibitions, where the guidance counsellors act as representatives of the community's own school. Elements of marketing.	Broad	The guidance counsellors
The largest activity is carried out as a part of the transition towards upper secondary school. Organized visits to different schools are conducted , however the students express that these are more of marketing in its character, than quality based information about the schools and their programs	compulsory shool in cooperation with upper secondary schools	Organized visits in cooperation	Broad	Several parties are involved, guidance counsellors, headmasters, teachers
Cooperation between guidance counsellors and teachers are most prominent in situations where students face difficulties in the studies and school attending in different ways.	compulsory shool/upper secondary schools	Cooperation	Narrow	Teachers, guidance counsellors, students and other relevant parts depending on the issue.



Some future challenges

Quality in guidance must be defined, clarified and operationalized;

1. Define guidance, what it is and consists of related to the professions' core mission and work; guidance in narrow sense/guidance in broad sense
2. Define and clarify the parts and the roles of a shared division of responsibility both inter-organizationally and outer-organizationally
3. Define career guidance as an educational task and pedagogical mission:
guidance counsellors as enhancers for learning
4. *To sufficiently assess guidance: clarify **WHAT** quality in guidance really means, what does quality consist of, and from **WHOSE perspective** do we evaluate quality*



Define quality from the perspectives of the different parties involved;

- The pupils' perspective
- The guidance counsellors' perspective
- The principals'/headmasters'/leaders' organizers' and decisions makers' perspective
- The teachers' perspective
- Stakeholders' representing the labour market and working life perspective



Bridging the gap:

By clarifying responsibilities, perspectives, roles and functions to strengthen cooperation





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8 & 9 NOVEMBRE 2018



CONFÉRENCE DE COMPARAISONS INTERNATIONALES

#CCI_Orientation

ÉDUCATION À
L'ORIENTATION

PLÉNIÈRE 2

Quelle éducation à l'orientation dès le primaire et tout au long de la scolarité ?

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