


Developments in work and concepts relating to school guidance

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United Nations
Educational, Scientific and
Cultural Organization



UNITWIN Network
"Life Designing Interventions
(counseling, guidance, education)
for decent work and sustainable development"

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Presentation plan

1. School guidance in Belgian French-speaking education system
2. Conceptual framework
3. Discussion and perspective

1. School guidance in Belgian French-speaking education system

Challenges in school guidance for the Belgian French-speaking education system

- a quasi-competitive market
- informal selection processes
- relegation to less valued technical and vocational streams (Demeuse & Lafontaine, 2005; Franquet et al., 2010).
- academic and social segregation between educational streams (Draelants et al., 2003).
- The system is one of the most unequal in the developed world and struggles to reduce social and cultural inequalities (Draelants et al., 2003; Deschamps, 2009).
- The vocational training pathway is a “secondary choice justified by academic failure” (Grootaers & al., 2001).

A development that takes time

- However, the 'Missions' decree and the "School Contract" advocate equal access to all streams, with no hierarchy...
- The various problems identified call for action to be taken to
 - ✓ Counter negative orientation;
 - ✓ Enhance the value of vocational education;
 - ✓ Making the student's choice of career path a positive one;
 - ✓ Giving meaning to learning;
 - ✓ Enabling students to develop their career plans.

A development that takes time

- From 2009 to 2017, we implement the “Approche orientante”.
- It comes from Quebec
- Based on the activation of vocational and personal development (Pelletier, Bujold and Noiseux, 1974).

Approche orientante:

- school guidance in young people's daily lives
- involves all the school actors
- integrates guidance into educational project
- help students to know themselves better, become more motivated academically and establish links between their experiences at school and their career plans.
- integrate guidance-related concepts into subject content
- collaboration with all the actors involved in the educational environment (Gingras, 2008).

Inspired by « l'Approche orientante »

Guidance Oriented Approach to Learning in schools (GOAL)

(Pelletier, 2004; Canzittu & Carosin, 2019; Canzittu & Demeuse, 2017)



INFUSION

Integrate a guidance approach in school life.



MOBILIZATION

Building skills and knowledge over time.



COLLABORATION

Support personal & professional development through education.

The « Pacte pour un enseignement d'excellence »

- since 2017
- development of the educational approach to guidance

- theoretical model; two books; articles
- training courses
- ready-to-use teaching tools
- register of actors and actions
- digital guidance tools
- support booklet
- thematic school campuses

2. Conceptual framework

School guidance for the 21st century

Current focus is narrow & on
employability skills
(v/s personal development)

(Barnes et al., 2020; Lothaire & Canzittu, 2020)

A more holistic approach is needed
to answer questions about
contribution to society

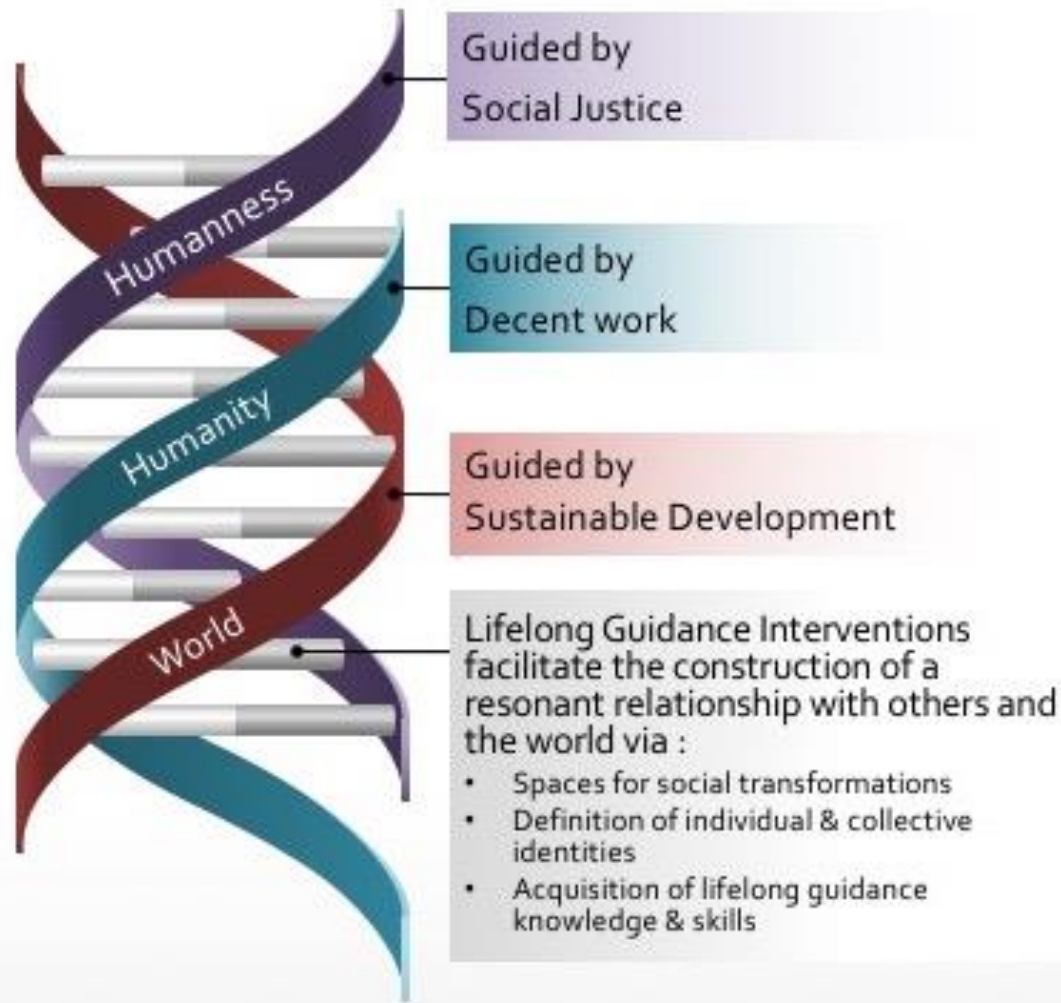
(Guichard, 2022)

Modern guidance can equip people
to navigating career and building
lifelong learning & guidance

(Carosin & al. 2021; Canzittu, 2020; Canzittu, 2018)

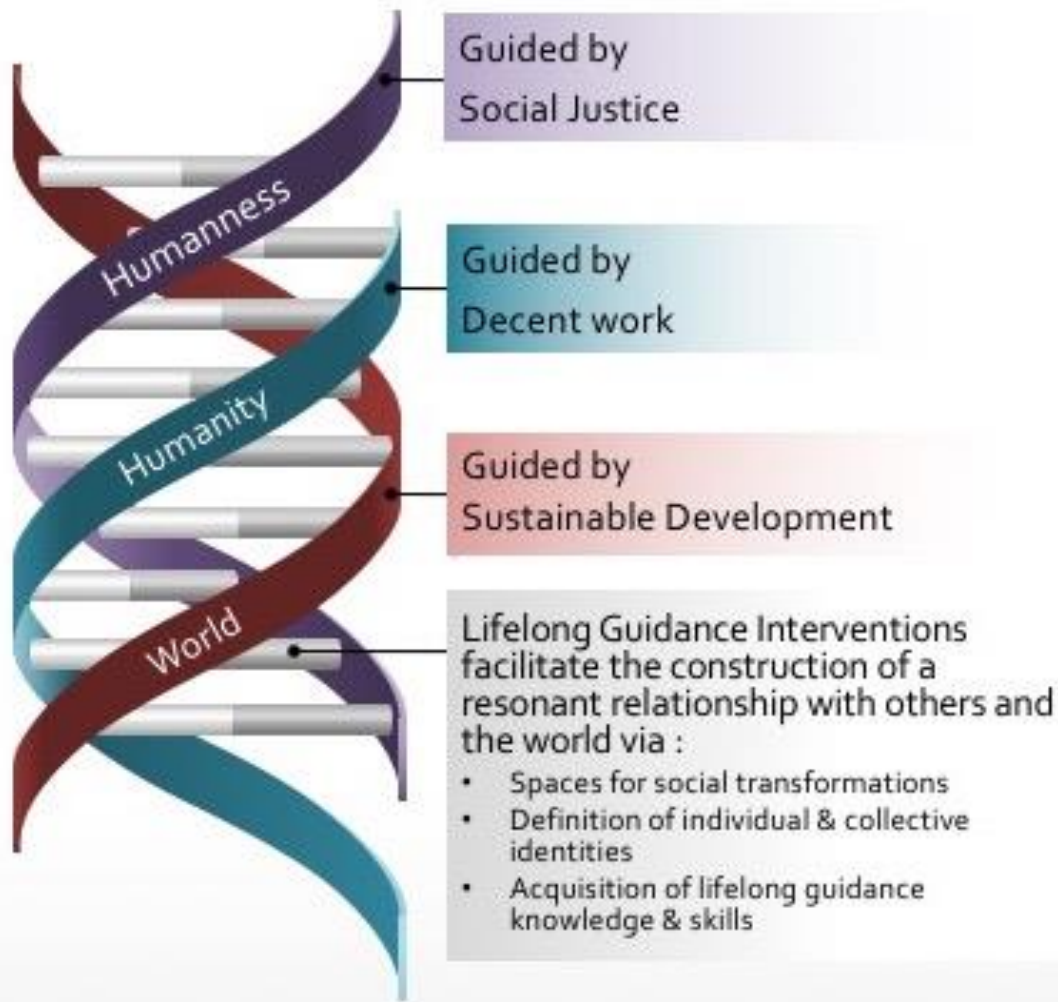
Lifelong guidance supports lifelong
learning, social inclusion &
economic well-being is essential to
respond to the knowledge society

(Kuijpers, 2019; UNESCO, 2005; Watts, 2005)



A collective model of lifelong guidance to respond to 21st century challenges

(Carosin, Canzittu, Loisy, Pouyaud & Rossier, 2021)



Issues such as diversity, social integration and equity are addressed, but little is said about the effectiveness of the relationship between school and the labour market.

The curriculum emphasises contextualised information about the world and society, which can encourage curiosity and exploration, but the links between equity and sustainable development and school and career guidance are not fully developed.

Sustainable development is not explicitly mentioned.

The curricula do not take account of pupils' school experiences and future aspirations.

A collective model of lifelong guidance

(Carosin, Canzittu, Loisy, Pouyaud & Rossier, 2021)

A framework for a guidance approach to learning (Canzittu, 2023)

The general aims

(What are the overall goals ?)

The actors

Who is involved ?

The devices / tools

What tools are used ?

The practices

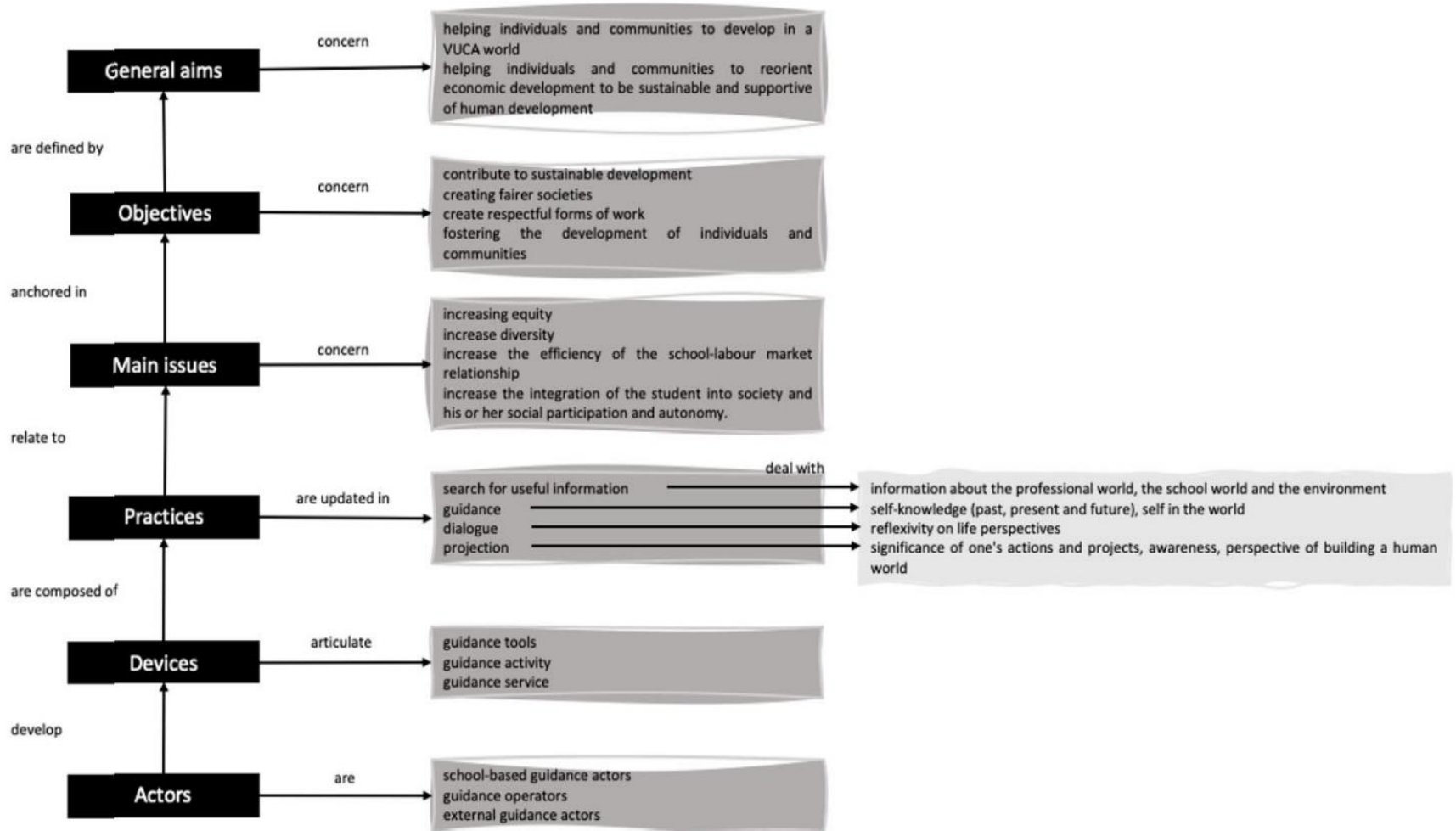
(What activities are implemented ?)

The issues

(What challenges ?)

(Canzittu et al., 2012, 2015; Tutak et al., 2015a, 2015b; Figari, 1991, 1994; Rieunier, 2014; Roegiers, 1997, 2007; Australian Government, 2019; Canzittu et al., 2011, 2021; CareerWise Colorado, 2023; Galliot & Graham, 2015; Gillies et al., 1998; Hooley et al., 2015; Hutchinson, 2013; Loesch-Griffin & Rye, 2001; National Centre for Guidance in Education, 2017; O'Shea, 2002; Pelletier, 2001; Phelps, 2013; Robertson, 2021).

A framework for a guidance approach to learning (Canzittu 2023)



3. Discussion and Perspectives

Research perspectives

- Identify areas of development to support an educational approach to career guidance in school (ex. research-based practices)
- Use the framework and model to develop educational interventions and teacher training.

Ongoing research & publications

- Development of « Approche orientante » 1st years of secondary school manuals for french, mathematics, history & geography (Province de Liège).
- Development of lifelong portfolios for pupils (FWB)
- Enhancing career guidance through professionalization of teachers (Canzittu & Lothaire, 2024)
- How can experiential learning can contribute to lifelong career guidance skills development ? (Carosin & al, submitted; Carosin & Canzittu, 2023)

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