



Counselling support system's analysis for youngsters, within special territories in France (so-called “éducation prioritaire”)

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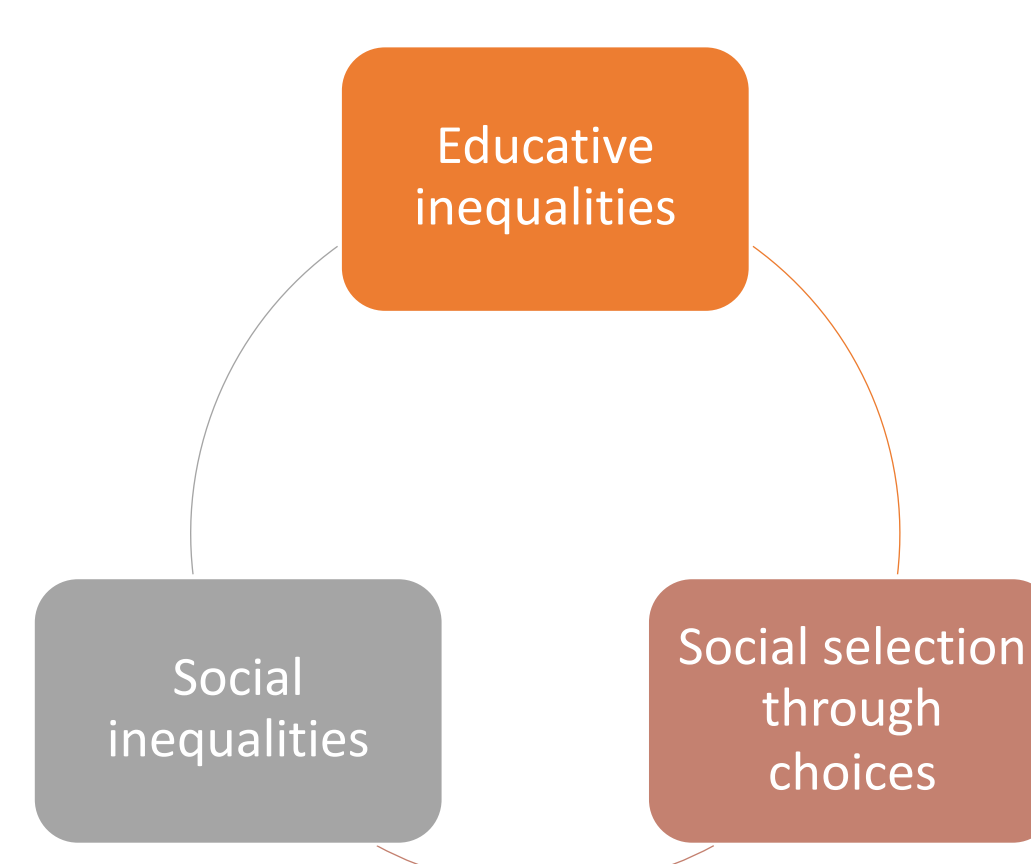
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Analysis of counselling support system for middle and high schools young people, within special territories in France (so-called “priority education”)

➔ How do projects stakeholders in the counselling and guidance system act and collaborate within partnerships in the context of territorial policy? How does it function in the context of a management situation? How representations about a successful orientation, education and counselling influence practices and co-practices? Finally, what are the effects on young people’s trajectories?

Context

1/ Orientation from secondary to higher education functions as a mechanism which binds educational inequalities and social inequalities (Duru-Bellat, Van Zanten, 2009)

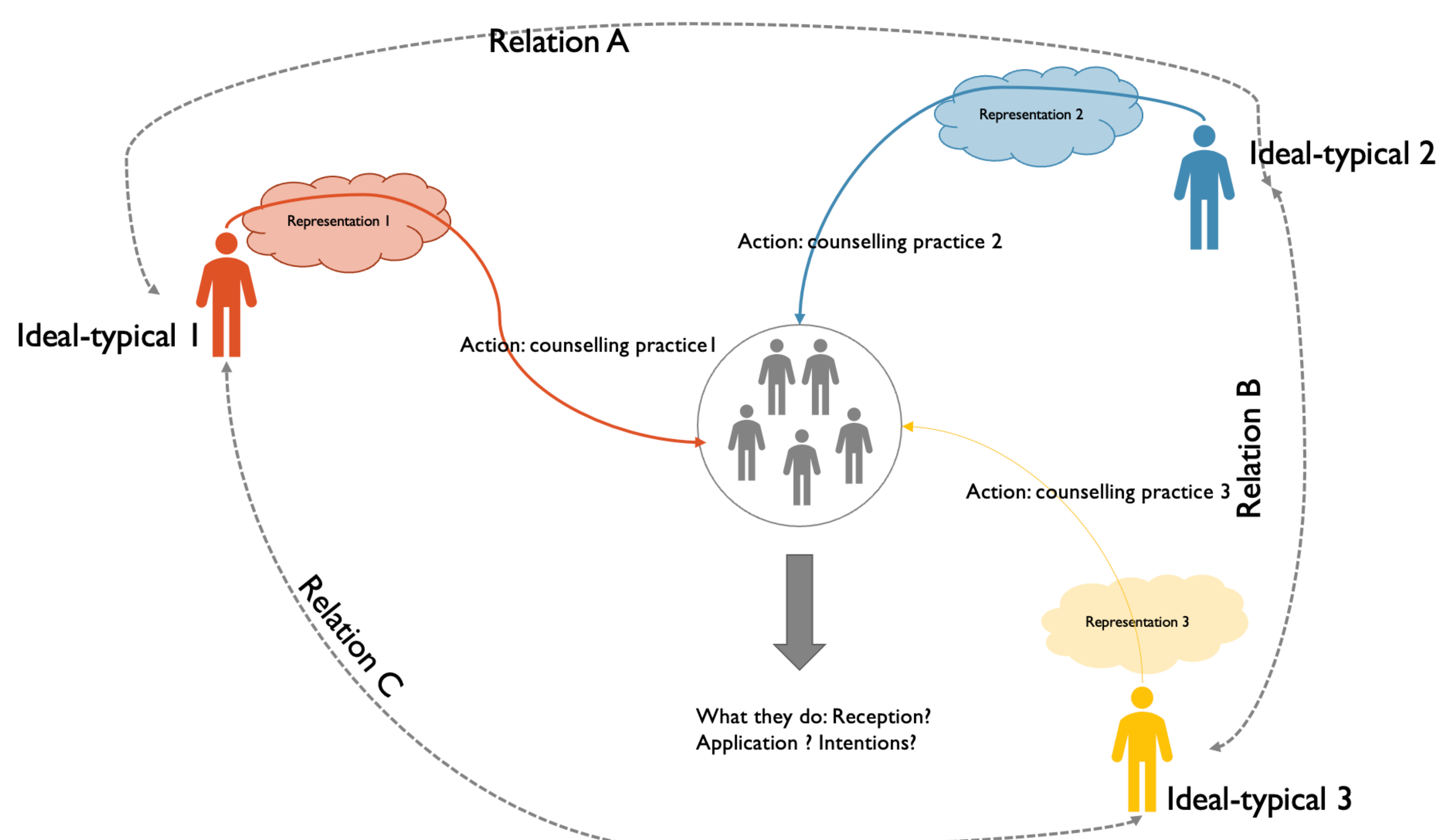


2/ Various levels exist, operating as social selection (Landrier & Nakhili, 2010)

End of middle school (15-16y.o.)	End of the first year of high school (16-17y.o.)	End of high school (18y.o.)
- Professional high school - General & technological high school	- Professional high school: 1 career path - General high school: 3 specialties - Technological high school	- Professional insertion - Higher education

3/ Political policies in France address social and educational issues through a territorial approach (Epstein, 2005)

4/ Psychology of choices about vocational trajectories: self-perception, representations and access to information (Guichard & Huteau, 2006)



A multi-scalar approach: stakeholders involved

Baum (2002)

Within organizations (individuals)

Organizations (NGOs, schools, firms)

In-between organizations, partnerships (scale: territories)

Common law and public policies

Methodology

Mixed qualitative and quantitative

Qualitative

- 3 high schools in 2 cities & NGOs involved in education and accompaniment
- Political actors
- Young people during their period of choices and a few years after

Quantitative

- Other high schools of the 2 same cities
- NGOs and firms involved in education and accompaniment on the chosen territories

Analysis choices:

Content analysis (Bardin, 2007); social networks (Grossetti, 2020); representations (Jodelet, 1989) and practices (Vergnaud, 2007)

Hypothesis

- Shared representations on accompaniment and success facilitates cooperation between accompaniment actors
- Shared representations between all stakeholders allows a better reception and more effects on young’s trajectories

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