



Professional High Schools as a Chosen and Recognized Orientation Path

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Introduction

Following the last three years as a contract worker in a vocational high school, I noticed that this type of establishment was considered by most students, but also by many college teachers and parents, as a default orientation path. , for the least good students, who do not have the possibility of integrating a general education establishment. Some of the students assigned to vocational high schools have undergone their professional orientation, or have not obtained, due to the results or assessments on the report card, the desired sector, and find themselves in a situation of demotivation, or even dropping out of school.

However, vocational high schools are staffed by experienced teachers who provide learning and professional skills allowing students to approach working life and, moreover, a profession, in the best conditions. Indeed, skills-based learning provided in vocational courses allows students who were in difficulty in college, faced with traditional education and knowledge learning, to “learn to reconsider themselves, to prove to them that they are capable of doing; hence the importance of putting in place evaluation methods and teaching methods that motivate them”

Like group work, the project approach to give meaning to learning. “The professional approach teaches them that they must develop their critical thinking and reflection and move beyond the role of simple performer. »2

This learning approach revalues students, restores their confidence and offers them the opportunity to set up their professional career. But over the last three years, in talking with middle school teachers, I realized the lack of information available to them: the functioning of vocational high schools, possible career paths, courses, courses provided, etc.

So the questions that I have asked myself since my entry into National Education, and particularly in vocational high schools, are: How can we improve the image of vocational high schools among middle school students, teachers and parents? How can we encourage middle school students and their families to choose a professional path? How can we best follow them during their high school life, during the implementation of their future plans and in their post-baccalaureate choices?

It is mainly on the first question that I wanted to work this year and I tried to answer it by organizing my research on the Mry Academy: on the one hand, with questionnaires from 2nd professional students and 3rd year students in the orientation process, all profiles combined; who will try to affirm my hypotheses: are the students sufficiently informed about orientation in vocational high school? do teachers have all the information about the vocational high school: functioning, integration, professional sectors and in particular in the surrounding high schools, job opportunities, further studies? Is the reception of new entrants on track in the March 2016 circular? are the students well integrated into the vocational high school from the 2nd year?

- on the other hand, with face-to-face interviews with management staff from vocational high schools and colleges, in order to support and confirm/refute the hypotheses and results of the questionnaires.

After analyzing all the data obtained, I will propose solutions applicable to my department of educational guidance, an area where five vocational high schools are located, in a weakened employment area, where families have difficulty "entering » in the establishment, to feel concerned by their children's educational journey and by their future.

I therefore chose to focus my work on the orientation of 3rd year students and the welcome given to them when they enter the vocational high school.

I: ORIENTATION: THE STATE OF THE LITERATURE

1.1. Etymology or analogy?

By researching, we can find two approaches to the word “orientation”:

- from an etymological point of view, the Latin term *oriens* means the beginning, light, hope, awakening to life...;

- from an analog point of view, we get closer to the goal to be achieved, to the route error to be improved, to the search for the path.

But if we refer to observations, orientation within the education system is still a procedure more than the development of a project, a process undergone by students and their parents.

It should be the synthesis of the skills and qualities of the individual, but it remains essentially linked to schooling for at least two reasons:

- it does not take into account the prospects which lead to professional integration,
- it mainly depends on the results obtained in class.

In educational guidance, we can hear selection, inequality, distribution in different training sectors. It is a set of activities, scenarios, which allow the student to embark on a path, thanks to a certain number of tools, devices, interventions.

B. To understand: a little history

1. until the single college (Haby law, 1975)

Between two wars, orientation was a concern, but only on a professional level.

The foundations were laid in 1922 and 1938 with the issuance of a vocational guidance certificate containing inabilities and contraindications to careers, and the creation of a vocational guidance center per department. It was only at the end of the Second World War that we began to be concerned about educational guidance.

The positions of Guidance Advisors are then created, with a certain autonomy and freedom in taking initiatives in the field. From 1956, we began to anticipate guidance and advise students and families from primary school.

While we try to manage school flows, an educational orientation appears, supporting the student from 6th grade until they leave the education system, a psycho-pedagogical orientation to adapt to the student and prevent academic failure. Guidance counselors are initially poorly accepted in establishments. Teachers tend to keep the main role in guiding students and guidance counselors must devote themselves to young people in difficulty or "oriented" students.

The attempt to train teachers to observe abilities was abandoned because of the difficulties in giving an opinion on the students' choice of orientation. In May 1968, the guidance reform improved guidance services and then guidance procedures with the integration of parents in the decision, the restructuring of services (highlighting of information) and the creation of the ONISEP (National Information Office on Education and Professions) and CIO (Information and Orientation Center). Until 1970, we did not think that skills were educable; they are taken for granted: this is the essentialist conception.

2. During the 80s and 90s: the democratization of guidance

Historians and sociologists of education distinguish two types of democratization. The first called massification, which refers to the political will to extend the duration of students' schooling following the single middle school to lead children from working-class backgrounds to secondary education.

The second democratization, which they call qualitative democratization, comes from priority education and aims to respond to an unequal society. The notion of equal opportunities is the founding idea based on merit. Merit or aptitude became the ultimate factors which explained inequalities in results and justified inequalities in student orientation.

However, these two guidance reforms essentially respond to issues of an economic nature. Bernard Charlot, researcher in educational sciences, shows "that at the end of the Second World War, the State became "developer", that it replaced an "educator" State whose role was limited to "education of students". From now on, the State intervenes in the economic field and the school allows it to match student flows and economic needs.

3. Proposals in 2003

A report from the DGESCO (General Directorate of School Education) was sent in December 2003 (n°2003-99) to the Minister of National Education with the title: "Proposals to improve the orientation process and procedures of assignment to the vocational high school. A list of actions was proposed at each decision level, from national to local level. The main recommendations at the college level were as follows:

- discovery of professions and the professional context near the establishment;
- a "skills assessment" communicated to students for better guidance;
- immersion courses and stays in professional environments for all teachers of general disciplines.
- These ideas were relevant and judicious.
- New objectives are then defined to be achieved over the decade:
- reduce the number of young people who do not have access to basic skills
- reduce the number of "dropouts"
- develop the different training courses in a balanced manner, taking into account economic and social needs

- strive to achieve the expected skill levels at the end of each level
- develop education and training throughout life
- And new challenges to face:
 - the diversification of learning methods and courses in college, work-study
 - a more positive orientation towards the professional path
 - the rebalancing of the different training paths in high school (access for girls to the scientific and technological baccalaureate)
 - adaptation for students with special educational needs

4. An evaluation in 2008

The High Council of Education publishes its results on educational guidance in 2008. The main conclusion is the following: “the orientation very largely endorses a hierarchical distribution of students, determined from primary school”. In primary school, 60% of students who have acceptable results obtain one of the 3 baccalaureates, 20% of students who have fragile achievements obtain a CAP-BEP and 15% of schoolchildren who have severe difficulties leave the education system without qualification. College does not allow students with difficulties to progress; these students fail even though their talents and skills could be expressed in areas where more inductive or practical intelligence is required.

The orientation is based on failure in learning where the evaluation of deductive abilities dominates without really looking for the ability to succeed in fragile students. Also, the orientation decision is based on grades and grade averages, a method whose inadequacies have been demonstrated.

Consequently, taking into account the quota and despite the computerized procedure, the student sent to a vocational high school may find himself assigned to a specialty which does not interest him or which does not correspond to his aptitudes.

Today, with the common core of skills and the future path, the evaluation of students should better identify the individual resources of each person to qualitatively improve their appetite for a career path.

5. Four priorities for school guidance in 2009

- Have the regions take charge of reception, advice and information missions.
- National Education is today entrusted with the mission of guiding students, but reception capacities, the training map and the management of high schools are skills devolved to the regions since the decentralization laws.
- Redefine the guidance advice function.
- Give teachers their full place in guidance.
- Strengthen guidance education to help students make choices.

C. Orientation education

Or Roles of the different actors in the orientation process

1. The students

We asked middle school students to define orientation in one word.

TABLE 1 “WHAT IS ORIENTATION?” »

Future	decide	Career
Future	choose	profession
become	an obligatory	Job
Heading	towards studies	unemployment
Find	Your way diplomas	Salary
Hiht	School grades	Money
Be happy	Learning	Learn
get informed know		connaître

Overall, guidance represents an important and positive process for young people that will guide them into the future.

Despite everything, a large proportion of students who arrive in vocational high school have poor self-esteem. It is because of :

- poor grades and/or failure in the National Brevet Diploma (DNB)
- negative comments on the bulletins
- exchanges with teachers, COP

Each student comes to high school with a certain idea of careers, most often based on preconceptions. It is necessary to rework, complete, rectify these images. » B. Javaux. Hence the importance of working on setting up the reception of 2nd year students, in order to secure their orientation, avoid requests to change sectors during the year and school dropouts.

Students assigned to vocational high schools have two possible profiles:

- on the one hand, students who have chosen the vocational high school with an established professional project, the desire to train directly for a profession and enter the job market quickly;
- on the other hand, students sent to vocational high school because of too low a level in middle school (general education).

In the first category, we find a group of students who chose a vocational high school but who did not obtain their first wish(ies). There are then students in the classes who are demotivated, who do not find any interest in the training, who do not get involved and bring disorder and a bad atmosphere to the class. This often results in dropping out of school and requests for changes of direction during the second year.

I thus interviewed a coordinator of the Mission Combating School Dropout (MLDS) about school dropout and dropout of students at vocational high school, in the second or first year of CAP.

Dropping out is a process that generally begins very early; From the age of 16, young people interrupt their training before obtaining the diploma prepared. Dropping out will cause a break with the school system.

Dropping out of school can take place over a limited period of time but can also lead to a breakup.

Some interesting things emerged from this discussion:

- several factors are at the origin of dropping out: the individual, their personal environment, the school environment, a particular context;
- main causes: default orientation, lack of knowledge of professional sectors by 3rd year head teachers;
- desire for financial autonomy and therefore orientation towards work-study training;

It is during the individual back-to-school interview that we can detect difficulties in the student and put in place personalized and rigorous monitoring of their progress; hence the importance of interacting between actors in the system (pedagogical team, CPE, COP, social worker, nurse, etc.) and even of soliciting external partners (educational alliances, Childhood Social Assistance).

Some students no longer have motivation because they do not find meaning in their training. We must help them plan ahead in order to give meaning to their journey, define objectives, and organize their timetable according to the educational objectives set with the student and the family.

2. Parents

From the difficulty of getting parents to travel, even for their child's orientation, the "Parents' Briefcase" Scheme was born in 2013, in the Essonne department, a co-education approach.

How it works: organize dialogue between parents, the student and the school, establish cooperation and total support for the child's project. This goes through :

- 1 hour per week in class with the main teacher, dedicated to "monitoring and orientation work"
- an appointment with the COP and if possible with the parents
- the convening of information and debate meetings, with all the families concerned
- individualized meetings with a member of management.

The aim is to "build a triangular relationship in a process of peaceful and orderly discussion". Difficulties hamper the smooth running of the process: the few hours the COP is present in the establishment, the difficulty in getting parents to travel, the poor transmission of information (bulletins) by the old establishments, the implementation of the Career and Training Discovery Course (PDMF) in 3° instead of 5°, due to lack of resources.

However, the results remain positive: parental support for the system, students satisfied with their assignment, fewer requests for special interviews from parents and children. Parents feel supported in the guidance of their children. It therefore appears important in colleges to build this relationship between the three actors: the establishment, the student and his parents (or legal representative).

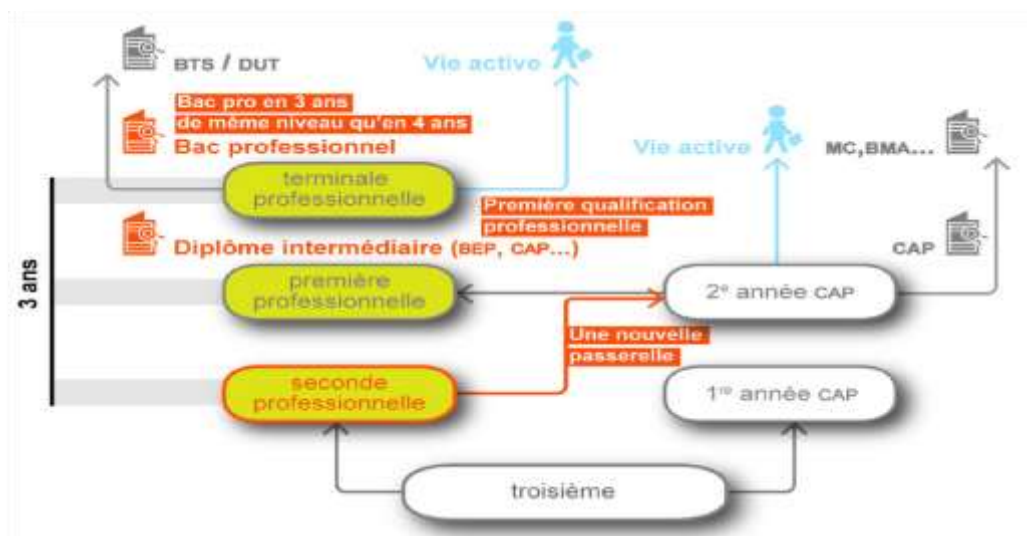
In addition, Vincent Troger observes that the majority of families only choose the professional path by default and favor general education. This diagnosis has proven to be important mainly in France, where “academic meritocracy” is the basis of the valorization of academic knowledge and not practical knowledge; hence the stigmatization of vocational education: opportunities for careers with a degraded social image.

The 2009 vocational baccalaureate reform could lead to an improvement in this vision of vocational high schools in the long term. Compared to before, we observe more students who have made vocational high school their first wish and who do not regret their choice once in high school.

The “default” orientation is gradually disappearing but is still present, mainly in rural or working-class areas. “Interviews conducted with students show significant school weariness. » “These students express their satisfaction with regard to the orientation in vocational high school, by associating it with an explicit post-baccalaureate study project, but they simultaneously and unanimously demonstrate their lack of interest in school. »⁶

According to sociologist Tristan Poullaouec, families who accept the vocational high school orientation value the diploma “as protection against social exclusion”⁵ and encourage their children to continue their studies after the baccalaureate, but a large part of these students feel “difficulties in giving meaning to the dominant academic knowledge in the school education system. »

Source : MEN.



3. College teachers

Preparing students for lifelong guidance is the objective of any education system, and therefore includes the investment of all guidance professionals and teachers. Hence the need to connect middle school and vocational high school teachers in order to:

- transmit information on the renovation of the professional path
- give a positive image of vocational high schools, a dimension accessible to students with qualities and skills that they have not yet been able to demonstrate in college
- make vocational high school a choice of orientation

The school's ambition is to offer everyone the greatest chance of realizing their professional project, under three conditions:

- equality in access to information
- freedom to choose educational and professional orientation
- the effectiveness of aid, advice and support systems

4. Vocational high school teachers

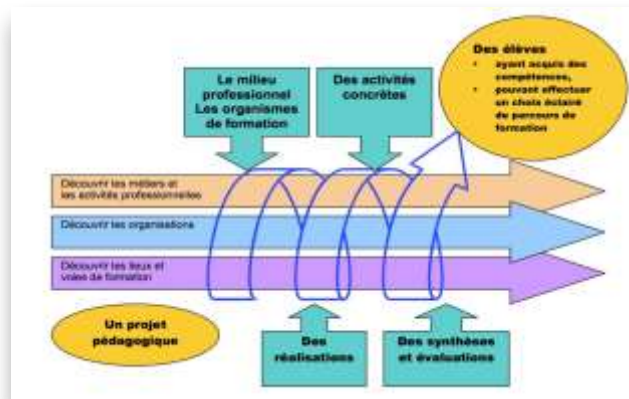
Their main role is to:

Restore confidence to students, develop their critical thinking, take them out of the executive role they had in college, give them back the desire to learn and build their professional future; Make them aware of the importance of general subjects for the acquisition of professional skills; Inform on the one

hand, draw up an individual project for each student on the other hand; Introduce guidance pedagogy into teaching; Push students to go beyond their limits, motivate them so that the obstacles they create for themselves disappear.

DOCUMENT 2 DISCOVERY OF THE PROFESSIONAL PATH

Extract from the accompanying document of the working group on the optional module, under the chairmanship of Rector Daniel Bloch:



2. The Future Journey

“The Avenir course is designed to allow each student from the 6th to the final year class to build their path of information, orientation and discovery of the economic and professional world. The student must acquire a set of skills and knowledge relating to the economic, social and professional world, through disciplinary courses and specific forms of diversified teaching. The Future course remains linked to middle and high school programs and must enable students to acquire the skills and knowledge that will project them into the future and enable them to make appropriate career choices.

The three main themes of the Future Course are:

- understanding the economic and professional world, the diversity of professions and training;
 - the development of a sense of commitment and initiative;
 - the development of their educational and professional orientation project.
- “It thus aims to:
- Make students active in the construction of their orientation project so that they have better visibility of the procedures, training courses and possible orientation choices;
 - Deepen their knowledge of all professions (including emerging professions);
 - Strengthen dialogue within the educational community and make guidance a common subject of work in the design of the course and the development of transdisciplinary projects;
 - Better understand the local economic fabric by developing partnerships with all of civil society for better information for students.
 - Facilitate and develop exchanges between the School and stakeholders in the economic world through local conventions to provide students with the information best suited to their needs. »

G. Devaluation of the professional path

Historically, vocational training developed with the creation of the CAP in 1919, with the aim of training workers in a booming industrial society. The young people entered the vocational high school because they were the sons/daughters of workers, then progressed within the company.

Since then, the vocational high school has evolved enormously: as Aziz Jellab, General Inspector and sociologist, says, we welcome students first to reconcile them with the school and its knowledge before training them professionally. He places the beginning of the devaluation of professional training when it “became schooled and was “integrated” into National Education, reinforced by the labor market crisis in the 1970s.”

He also specifies that the orientation chosen in college does not facilitate the promotion of the professional path: during class councils, we observe that the student is still judged on his grades in relation to a school level. The vocational high school appears to be a “second chance” for students who suffered academic failure in middle school, and sometimes even from primary school.

Like Pierre-Yves Bernard, author of “Que sais-je?” » on dropping out of school and Vincent Troger, coordinator of the Revue de pédagogie française entitled “Professional training between school and business”, Aziz Jellab noted several recent pieces of information:

- students enter vocational high school earlier and earlier, from 14-15 years old in 2nd class, - most wish to continue their studies after the baccalaureate in BTS, which offers the professional path a greater interest than a path with no way out, as it appeared before,

- lack of motivation and therefore work in general matters,
- very little homework to do at home, which places the vocational high school as the “only place of learning”.

II: RESULTS OF THE RESEARCH

A. Presentation of results

Due to my university education and the different professions that I have been able to exercise for more than ten years, my skills in statistical analysis remain modest.

I still tried to use specialized software but due to lack of time, I was not able to integrate their operation and draw precise conclusions, nor accomplish satisfactory work.

This is how in part III, I will offer a personal analysis of the results obtained thanks to the questionnaires and through the responses obtained in the interviews.

TABLE 1 QUESTIONNAIRE FOR 2ND PROFESSIONAL BAC STUDENTS

Of the 45 2nd Vocational Baccalaureate students, the results are as follows:

What is your age	16 ans (53%) 15 ans (33%) 17 ans (13%)
When you were in 9th grade, did you decide for yourself your direction in professional high school? Yes	Oui 78% Non 22%
If not, who guided you in this 2nd year?	PP 53% Parents 13%
In college, what was your impression of high school pro?	A possibility of orientation 48% Good image 32% Bad impression 16% I didn't know 4.5%
In college, did you go, with your teachers, to forums for discovering high school courses?	Yes 80% No 20%
Now that you are in high school pro, how do you feel? Maintenant que vous êtes au lycée pro, comment vous sentez-vous ?	
Happy	average
Well integrated / well integrated	very well
Glad to have made this choice of orientation	very well
Motivated until the baccalaureate	very well
How did you feel about the welcome at high school at the start of your 2nd year? (1: Very insufficient / 5: Very satisfactory)	1. :13% 2. : 9% 3. : 29% 4. : 33% 5. : 15%
Est-ce que votre formation vous plaît ?	Yes 53% No 49%
Was this high school your first wish? Do you like your training? (1: Very insufficient / 5: Very satisfactory)	1. : 2,2% 2. : 8,9% 3. : 24,4% 4. : 31,1% 5. : 33%
What image do you have now of the vocational school?	A negative image 9% A school that suits me 23% A school that gives me the means to show my qualities 36% A high school that trains me for my future career 32%

Would you agree to go to colleges, meet 3rd year students and talk to them about vocational high school?	Yes 47 % No 31% I don't know 22%
Do you plan to continue your studies after the baccalaureate?	BTS 33.3% University 11% Maybe 27% I don't know 20% No, work 9%

TABLE 2 QUESTIONNAIRE FOR 3EME STUDENTS

If I say "Professional high school", what word immediately comes to mind?	Profession 34% apprenticeship 8% Professional baccalaureate, short studies 18%
Do you know what you will do after 9th grade? Sais-tu ce que tu feras après la 3ème ?	2nd General 86% 2nd Technology 12% 2nd Professional 2%
Concerning the 97 3rd grade students who responded Have you ever talked about your orientation?	Parents 99% Teacher 44% COP 34%
What does vocational high school mean to you?	don't know 59% I The rest of my studies 21% The shame of going there 5% Other 18%
Do you know anyone who is in professional high school?	Yes 63% No 37%
If yes, who?	Friends 72% Family 15% Siblings 10%
Do you know the diplomas that are obtained in professional high schools?	No 83% yes 17%
If yes, which ones?	Professional baccalaureate 10% CAP 4%
What can you do after the professional baccalaureate?	Work 60% BTS 33% University 5% Nothing 1%
In your college, where can you find information regarding orientation?	Permanent contract 49% 49% COP 69% Teacher 7%
Outside of college, where can you go to find this information?	Internet 51% Family 16% Forum, JPO, professionals 12% Library 8% I don't know 3%
Who are the people who can help you with this research?	Family 75% Teacher 19.5% COP 19.5%
Who decides your direction?	Student 29.5% Together 62.5% Parents 8%

Do you think you have enough information to choose your direction?	Yes 73% No 27%

B. Summary of results

1. Hypothesis 1

Are college students sufficiently informed about the professional path?

Middle school students preparing for their orientation:

- lack of clarity of sectors, diplomas and therefore professions: 8 out of 10 students do not know the training available in vocational high schools.

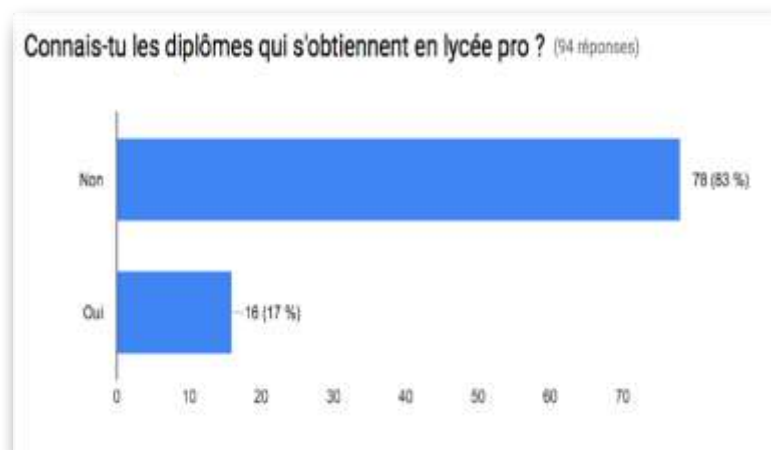
Orient themselves: 6/10

talk about orientation:

o with their parents for 10/10, o with friends for 7/10, o with a teacher for 4/10 o and only 3/10 students say they talk about it with the COP:

- claim not to know the vocational high school: 6/10 However, all the students claim to participate in events related to orientation: Open Days, careers forum, exchanges with professionals... This is confirmed by the staff of management of establishments.

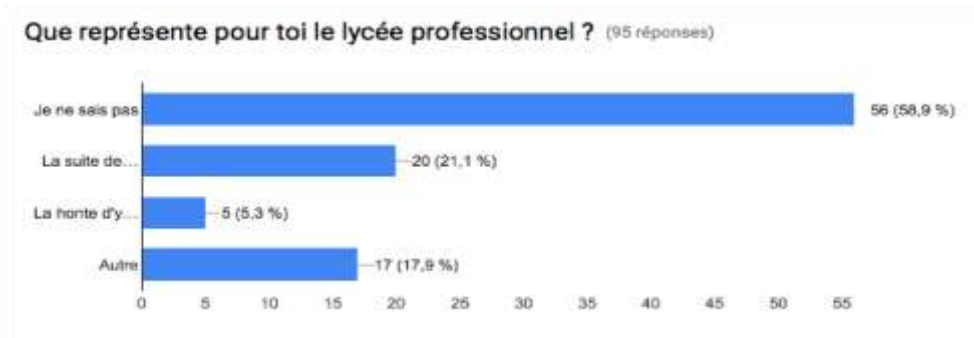
GRAPHI 1 LES DIPLMES DLYCE (CONNUS)



It therefore appears that middle school students actively participate with their families in decision-making regarding their orientation, even in vocational high school. They are informed of the possible choices during forums, open days, during discussions with teachers, professionals and the Copsy.

On the other hand, by questioning them, we realize that orientation education is not necessarily well integrated or remains limited to simple information. The process is not thorough. Thus, middle school students say they do not know about the vocational high school: the diplomas obtained, the courses offered in neighboring vocational high schools, the opportunities (jobs or further studies).

GRAPHIQUE REPRESENTATION DUE PROFESSIONNELLES COLLEGIENS



2. Hypothesis 2

Are middle school teachers sufficiently trained to direct their students to vocational high schools? Do they wisely offer the professional route/the general or technological route?

When asking college students about possible career paths after a professional baccalaureate, most think that after three years in vocational high school, the most common situation is immediate entry into working life. This path is in fact possible and verifiable on the labor market. But more and more students with a professional baccalaureate are continuing their studies in BTS.

4. Interviews

Following the questionnaire proposed to middle school teachers regarding their involvement in student guidance, it seems that they guide by skills and not according to the student's professional project. Management staff are aware of the issues surrounding guidance – the student's project – and they manage guidance by working with families. The interviews I conducted provide details and confirm or refute the hypotheses submitted in part I.

Concerning colleges:

- Students participate in forums, high school visits, an orientation evening, interviews with the Copsy and discussions with professionals.
- Parents, in parallel with the management team, intervene in the choice of orientation of their children.
- Teachers are involved in the guidance project of their students.
- The main options offered at the end of the 3rd year are the 2nd general and the 2nd professional.
- There is a notable disagreement in terms of teachers' information on the vocational high school, its functioning, the sectors, the opportunities: the management expresses a severe shortage of teachers' knowledge / the teachers believe they have the information necessary for the orientation of their students in vocational high schools.
- There is a real difficulty in getting teachers interested in the specificities of vocational high schools and in being able to build a middle school-vocational high school link.
- Teachers express the fact of directing students to vocational high schools based on their skills, their choice of professional path, their project.

Regarding vocational high schools:

- The reception of new entrants complies with the circular of March 2016.

The integration days are organized around:

- welcoming students and families
- individual interviews
- discovery of the establishment and professional subjects - presentation of teachers and other students.

In addition, the PFMP preparation week in November offers:

- discovery of professions
- activities on the CV, the cover letter, the phone call, the interview

- company visits, discussions with professionals - a nature outing for class group cohesion.
- The organization of Open Days brings positive impacts:
 - positioning as 1st wish for the vocational high school
 - maintaining enrollment over a school year
 - recruitment of a concerned, motivated public: the student comes to this sector by choice - validation of families' choices, increase in the number of students
- Setting up mini-internships, welcoming 3rd year or future students 2nd general or technological bridges, for a day, in the sector of their choice to discover the vocational high school, confirm or refute the choice of orientation. However, to the question: "Is there a mini-course review carried out with the student at the end of the day?" ", the answer is mostly no.

This work would, however, make it possible to address the joys and difficulties encountered during the immersion day, to provide individual and qualitative guidance.

The management staff of vocational high schools are clear-headed about the poor image of vocational high schools among students, parents and even middle school teachers.

They would like middle school teachers to finally open their eyes to the opportunities for success of some of their students on a professional path and stop considering this orientation as a failure.

C. Action proposals

Following my readings and the various research carried out, solutions could be put into action, on the condition that all teaching and educational stakeholders invest in the student guidance process. These proposals, after discussion with the principals of vocational high schools, seem feasible and appear fundamental for a better organization of 3rd/2nd year guidance and in the care of students entering vocational high schools. It is essential to develop and promote the middle school-vocational high school connection at all levels: middle school students, high school students, families, teachers, management and education staff. It is obvious that this research work needs to be refined by questioning the implementation of these actions, by contacting the different actors.

Here are some suggestions:

- Implementation of FIL (local initiative training): train middle school teachers (Principal Teachers) in vocational high schools in order to introduce them to the sectors, PFMPs, post-baccalaureate opportunities, and that there are an exchange with their former students about their experience in vocational high school.
- Intervention of professional high school students in college classes: presentation of their sector, overview of professional training, feelings.
- Inform students more about the economic, associative and political world and promote them not only through actions carried out but also through testimonials of success.
- Explain the purposes and modalities of the teacher in vocational high schools; make people who have a bad image of vocational high schools understand that the vocational high school public "just needs to learn differently" (adapted work rhythms, adapted level of documents).
- Set up projects between students, show know-how and raise awareness.
- Develop advertisements on vocational high schools, career opportunities, professional training.
- Promote the middle school-high school relationship with the establishment of mini-internships.

GENERAL CONCLUSION

I chose to focus my research, using both quantitative and qualitative methods, on the orientation of middle school students to vocational high schools and the promotion of vocational high schools.

The literature review is confirmed in practice on the following points:

- the objective of vocational high schools is to recreate the desire to learn and to build a choice of orientation for the future;
- transversal skills are essential for learning all professions;
- the previously degraded social image of vocational high schools is improving thanks to the reform, which makes training more attractive;
- the choice of professional path becomes assumed;
- working-class origins remain predominantly represented in vocational high schools;

- the strong school weariness of students is felt in general subjects;
- the important thing is to associate the vocational school with the student's project;
- the lack of information among college teachers participating in career education must be filled.

Some authors insist on the fact that orientation is still based on the level of the student and their grades, and that it is decided during the class council. However, surveys show that families and children work together to choose the most suitable training.

The college reform aims to bring together quantitative and qualitative approaches to guidance via the future pathway. Indeed, the skills to guide oneself leave a major choice for families to opt for the path to success for their child where the abilities of each person are best exploited.

So the State and its Institution will gradually cede responsibility for guidance to families. As Aziz Jellab suggests, "professional baccalaureate holders deserve greater attention, support in the form of tutoring and educational engineering that questions the relationship between teaching and learning in a different way. »

It is difficult to find statistics concerning master's or doctoral students who have gone through the professional route, but we regularly meet former vocational high school students who have continued their studies in higher education.

Orientation to vocational high schools and the promotion of these establishments have long been at the center of concerns. Numerous studies and observations have been reported. During a conference in March 2017, Jean-Pierre Collignon, IGEN STI, specialist in the question "How to promote the professional path?" » was sharp. According to him, it is necessary:

- Bringing together initial and continuing training;
- Increase the qualifying dimension of training to promote integration for the benefit of continued study;
- Strengthen the qualifying ambitions of PFMPs to avoid industrial tourism;
- Enter into a quality approach (QUALEDUC);
- Return to more individualized educational pathways;
- Make PFMPs more professional (14 weeks in final year);
- Carry out training engineering on the tasks to be carried out in high school and those in the workplace;
- Develop mixed courses (students, adults, apprentices) on common progressions;
- Network professional establishments;
- Organize in a structuring way through career campuses to break down barriers between professions and functions: a vocational baccalaureate student can work on a project with another higher education student.

This dissertation subject was close to my heart and makes me want to continue the process by trying to implement certain proposals for action in the years to come in the establishments where I will teach. The aim is to allow students to have a training course in an establishment where they feel good, respected, valued, ready to face their future.

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