

Pathway for the Future

1. Need/challenge addressed

The pathway allows every pupil to understand the economic and professional world, to be aware of the diversity of occupations and training, to increase their sense of engagement and initiative, and to shape the direction they wish to take in their education and professional careers.

The pathway should be perceived as a cultural approach, linked to subject content, improving the way in which occupations and training are presented to all pupils irrespective of their intended path.

2. Level of intervention

All pupils from the first year of lower secondary (age 11) to the final year of upper school (age 18).

3. Frequency of intervention

Throughout the school year. Training, meetings and visits, and the acquisition of knowledge and skills are recorded in the FOLIOS application.

4. Target group and age group

All types of secondary education: general, technological and vocational .

5. Conditions and steps to implement the programme

Key conditions include:

- **structured and continuous access to the information needed** for a better understanding of all aspects of an occupation: (*exchanges, work experience, personal accounts, meetings with professionals*);
- **a planned schedule of dates, in both lower and upper secondary schools** , on which the acquisition of this area of skills will be assessed and recognised, giving pupils the opportunity to reflect on their chosen paths;
- **collective effort on the part of teaching and multi-professional staff** in implementing the school action plan .

6. Overall responsibility for implementation

The school leader has overall responsibility for the implementation of the programme. Implementation is ensured by a school multi-professional team, which monitors pupils. This multi-professional team consists of the head teacher, the teachers, the psychologist guidance counsellor, the Chief Educational Advisor in charge of pastoral care and the Director of the Information and Guidance Centre.

Parents and parent associations are essential partners in this process, as they play a leading role in their child's course choice. This partnership with parents helps to foster a "cooperative education" approach.

Awareness-raising measures are put in place to support the work of teaching staff in conjunction with the school's social partners, particularly businesses.

7. Obstacles in introducing this measure

The measure will be initiated at the start of the 2015-2016 school year.

8. Monitoring/assessing

A progress check will be carried out at the end of the school year, and will include analysis of the measurements provided by the FOLIOS tool.

9. Results

The programme is due to start.

10. Funding/resourcing.

ONISEP (the National Office for Information on Teaching and the Professions) is providing the "Pathway for the Future" with appropriate digital media for use by teaching staff. The **FOLIOS** digital environment allows pupils' academic and extra-curricular competencies to be recognised, and creates a record of the Path for the Future. The mobilisation of the **inspectorate** will provide support to head teachers, the aim being to embed the Path for the Future within subject teaching.

11. Current status

This new path will begin at the start of the 2015-2016 school-year.

12. Further information (e.g. website, contact details, etc.)

[Onisep](http://Onisep.education.gouv.fr) website
education.gouv.fr