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## DOSSIER ACTION PROFESSIONNELLE

# Academic and vocational guidance: some results from the survey

With 461 responses, we obtained an impressive rate of participation. We would like give a nod to the support of the OCCOQ, which invited its members to participate. **Survey on**

<b>Total number of responses</b>	n=461 (Participation rate of 42%)
<b>School board</b>	Francophones : 441 Anglophones : 20
<b>Job class</b>	CO : 389 ( 84 %) CFS : 28 ( 6 %) CISEP : 33 ( 7 %) Other : 3 %
<b>Activity sectors</b>	Youth : 282 (61 %) FP : 51 (11 %) FGA : 91 (20 %)
<b>Experience (average)</b>	between 5 and 15 years

### A difficult observation

Immediately, the majority of the people surveyed (84%) shared with us certain observations regarding the challenges they faced in their professional practices:

- Few sources of professional recognition
- Not enough time dedicated to counselling students
- Proliferation of administration or technical tasks
- Lack of identity
- Lack of collegiality
- Guidance becomes everyone's business, yet no one's business
- The social value of the role of GC seems to be in question

The main problems that members experience are overload, an increase of administrative work, lack of time to meet with students and the lack of knowledge on or recognition of professional expertise within the environment.

Why do they like their jobs? Among many sources of fulfilment or enjoyment at work (among others, teamwork, taking account of advice and practising the profession according to best practices), one aspect clearly stands out: 91% of respondents stressed that the most significant aspects is the feeling of being useful when you help a student.

In the report to be presented next spring, available online, we will also highlight the various results according to job class and activity sectors. Comparisons between Anglophone and Francophone school boards will also be presented.

### What can be done to improve the situation?

One aspect that emerges from the survey is that members experience a lack of recognition. It seems that this feeling is due, among other things, to a certain trivialization of the specific nature of the role of the guidance professional, a lack of knowledge of the role played (or of the role that could be played in terms of education) and the wide range of demands and practices depending on the environment.

From reading the comments of the people surveyed, it seems important to further reflect on the dichotomy between counselling the students versus the increase in administrative tasks. We also note that many people are perturbed by the impact of budget cuts.

By sharing our thoughts with partners (professional associations, university community) and continuing consultations, we hope to develop potential answers and actions to be taken in light of the many challenges currently faced by this professional field.