



IAEVG Communiqué

Contribution of educational and vocational guidance to support sustainable development and the necessary socio-ecological transition

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The binding agreement that emerged from the Paris 2015 climate conference implies that we must make substantial reductions in our greenhouse gas emissions to keep global warming below 1,5°C or largely below 2°C (3.6°F). Moreover, in 2015, during the General Assembly of the United Nations, the resolution entitled Transforming our world: The 2030 Agenda for sustainable development addressed the question of the environmental and ecological boundaries but also included many additional social goals, such as fighting poverty, discrimination, inequalities, or promoting access to food, education, or justice. More recently, the final synthesis report of the United Nations Intergovernmental Panel on Climate Change (IPCC) published in March 2023, repeats that to contain warming which has grown exponentially since the end of the Second World War, **we need to cut our greenhouse gas emissions massively and quickly**. Moreover, the 2021 report of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), draws our attention to the fact that, alongside global warming, our planet's biodiversity is also in danger, and this too because of human activity. This challenging reality is in a large part the consequence of our modes of production and our lifestyles. In this context, we can question the role and contribution of educational and vocational guidance to support sustainable development.

To reduce our greenhouse gas emissions and preserve our environment and biodiversity, we need to radically change our habits, customs, and ways of producing and living together. **Entire economic sectors will have to reinvent themselves**. The labor market is therefore undergoing major changes that will continue over the coming decades, with an impact on the nature of jobs. This transformation will require many workers to reposition themselves in the labor market and to rethink what working means to them. This reflection on the relationship to work must also happen at the level of our communities, economies, and societies. At a time when many people increasingly face

Global Advocates and Leaders for Educational and Vocational Guidance

2395, rue de Rome, Sainte-Julie, Québec, Canada J3E2K2
Administration: +33 684086352 membership@iaevg.com
<https://iaevg.com/>

career transitions due to the evolution of the labor market or must make several vocational or career choices regarding rapidly changing work, educational, vocational, and career guidance certainly has an important role to play. Such transformations can lead to an increase in social inequalities (e.g., climate refugees). For this reason, it is **essential to consider the social justice dimension** in the transformation of our societies, a concern that has prevailed since the development of our discipline.

A sustainable career, i.e., a career that offers security, meaning, and social recognition over time, involves several different aspects. It means providing individuals with the opportunity to develop socially and ecologically relevant skills by promoting access to education and guidance. A sustainable career also implies putting personal, collective, and social resources back at the service of personal agency. Last but not least, public authorities must be able to provide support systems for career transitions, to ensure that these moments of vulnerability do not lead to precariousness or social exclusion. Over and above these issues, which are central to our field, our discipline must also be able to serve our societies' plans to respect the Paris agreement. Our field must therefore also consider the environmental impact of our actions and the actions of the clients and communities we serve. This requires educational and vocational guidance to consider ecological, planetary, and social foundations. Educational, vocational, and career guidance has a long history of considering social issues and social justice; **it is urgent that we also consider the interconnections of contemporary practices and careers on the ecology and the environment.**