



euro | guidance



# Lifelong guidance practices in France



A Euroguidance France  
network publication



**T**he guidance system builds on various reforms which focus on actively supporting everyone, young and adults alike, in their educational and professional projects, on streamlining and safeguarding their learning and career paths and any occupational or activity changes they may have to make throughout their professional life.

In France, the State defines the national guidance policy for pupils and students in schools and higher education establishments and has laid the foundations for territorial action for all other users via the Regional Public Guidance Service (SPRO - Service Public Régional de l'Orientation). The purpose of this coordination is to provide every citizen with support when seeking advice, information or a solution tailored to professional transitions. Guidance services are vital links in education and training systems.

They ensure everyone becomes aware of the opportunities available to them.

Against an ever-evolving socioeconomic backdrop, acquiring lifelong learning and career management skills and making use of digital technology and of these readily-available opportunities are vital for establishing expert guidance which is in tune with the times.

This brochure, produced by the Euroguidance network, presents the various initiatives which exist in France today. Fully in line with the Europe 2020 Strategy goals, they focus on reducing school drop-out rates, increasing the number of students in higher education, increasing the employment rate as well as initiatives for promoting social inclusion.

Through its illustrations of numerous examples and personal accounts, I am convinced this brochure will shed valuable light on current-day guidance-specific initiatives and practices.

I hope you all enjoy reading it!

**Laure Coudret-Laut**

Head of Erasmus+ France / Education & Training Agency



# Contents

<b>Introduction</b>	6
<b>Lifelong guidance</b>	9
Acquiring empowering learning & career management skills	10
Preventing school drop-out	18
Promoting transitions between academic cycles and encouraging success	21
Supporting career transition	28
<b>Using digital technology to facilitate guidance</b>	37
<b>How the Euroguidance network works</b>	54

# Lifelong guidance framework in France

Whilst presiding over the Council of the European Union, France played a key role in the development and adoption of the Resolution of 21st November 2008 aimed at “better integrating lifelong guidance into lifelong learning strategies”. Despite some recall of a dichotomy between initial guidance and continuing guidance, France consolidated and developed lifelong vocational training and guidance strategies from this date onwards.

⋮ *« The State defines the national guidance policy for pupils and students in schools and higher education establishments” and “the Region coordinates the initiatives of the other organizations which participate in the Regional Public Guidance Service (SPRO - Service Public Régional de l’Orientation) ».*

## A PUBLIC GUIDANCE SERVICE

In 2009, a Law initiated a national “public guidance service” strategy which, in particular, introduced a paperless service to facilitate access to authoritative information via a digital tool.

Concurrently, the Regions, regional and local authorities, applied the principle of a comprehensive individualized guidance-training-integration approach to emphasize the “guidance” competence. A 2014 Law addressed this requisition and created a “regional public guidance service” in each region in France and, as such, provided a territorial approach for coordinating the initiatives of the key guidance players.



## A HOST OF PLAYERS

This coordination was absolutely essential given the multitude of existing organizations – some 9,000 were listed. These information, guidance and advice structures can be differentiated in particular through target groups, type of services offered, status of the establishments and also the source of their funding. They are frequently organized in nationwide networks, with regional and local branches which can occasionally extend to cover employment and living catchment areas.

## EMPOWERING BENEFICIARIES

The vocational training and education reforms initiated in 2013 and 2014 have partially modified the guidance system. They aspire to empower individuals as regards their learning and career choices. National and regional players have been working together to ensure that everyone, young and adults alike, whether in work or seeking employment, may benefit from a consistent and coherent set of services throughout the country.

This set of services covers a wide range of tools and service provision, the most innovating of which are presented in this document on lifelong guidance practices in France.

## THE FRENCH REGIONAL PUBLIC GUIDANCE SERVICE (SPRO - SERVICE PUBLIC RÉGIONAL DE L'ORIENTATION)

The French act of 5 March 2014 on vocational training, employment and social democracy provided for the implementation of a Regional Public Guidance Service (SPRO - Service Public Régional de l'Orientation) which would address users' expectations whilst taking regional economic development into account. The respective roles of the French State and the regions as regards guidance are clearly laid down in the Law.



### The aims

- Establish better coordination between the various guidance and employment networks to provide a more coherent service for users, from school to employment, throughout their professional life.
- Consolidate regional expertise in vocational training and learning and provide the regions with new missions focusing on guidance and on supporting young people leaving initial training curriculums without any diplomas or qualifications.



### The public

#### A right for everyone

The Regional Public Lifelong Guidance Service (SPRO - Service Public Régional de l'Orientation) ensures everyone has access to free, full and objective information on careers, training, certification, opportunities and levels of compensation as well as to guidance support and advice services. The Regional Public Lifelong Guidance Service's (SPRO) mission is to address the needs of each citizen and it applies the following principles:

- Guidance is a right for everyone.
- This right is a lifelong right.
- This implies induction and information, advice and support.

**Supporting those who have dropped out of school** is also specified through the French National Framework Agreement of 28 November 2014. The aim? To ensure that each young person who has left initial training curriculums without any vocational qualification has the right to an additional period of skills training.



## Organization

→ Each region is responsible for moderating, organizing and coordinating the initiatives of players and partners, which contribute to the Regional Public Guidance Service (SPRO - Service Public Régional de l'Orientation), throughout its area. These network-organized structures work together to provide this service. They bring together a range of career guidance counselling players, information and guidance centres (CIO - centres d'information et d'orientation), youth information bodies (CRIJ – Regional Youth Information Centres, BIJ – Youth Information Bureaus, PIJ – Youth Information Desks), Joint University Information and Guidance Services (SCUIO - services communs d'information et d'orientation des universités), Chamber of Trade Decision Support Centres (CAD-CMA - centres d'aide à la décision des chambres de métiers), Chamber of Commerce and Industry Points A, Authorized joint collection bodies for financing individual training leave (Opacif - organismes paritaires agréés au titre du congé individuel de formation). The Regional Public Guidance Service (SPRO) also includes Validation of Acquired Skills (VCA, French VAE) advice desks.

All of these players coordinate the services they offer hand-in-hand with career guidance counselling players: the National Employment Agency (Pôle emploi), National Network for Employment for Disabled Persons (Cap emploi), Community aid projects for young people (Missions locales), Executive Employment Association (APEC - Association pour l'emploi des cadres), Authorized joint collection bodies for financing individual training leave (Opacif - organismes paritaires agréés au titre du congé individuel de formation).

→ Although they maintain their administrative attachments, their reporting lines, their statutory characteristics, their missions and the conditions for fulfilling their tasks, the Regional Public Guidance Service (SPRO) member organizations pool together their expertise and resources so that they can respond more effectively to applicants by providing them with ongoing support and monitoring.

### Official texts

- French Law n° 2009-1437 of 24 November 2009 on lifelong vocational training and guidance.
- French Framework and Planning Law n°2013-595 of 8 July 2013 for restructuring France's schools.
- French Law n° 2014-288 of 5 March 2014 on vocational training, employment and social democracy.
- French National Framework Agreement of 28 November 2014 on implementing the Regional Public Guidance Service (SPRO) and supporting young people who have left initial training curriculums without any vocational qualification.



#1

# Lifelong guidance ➔

# Acquiring lifelong learning and career management skills



## FRENCH “AVENIR” (FUTURE) PROGRAMME FOR SECONDARY SCHOOLS

*The purpose of the French “Avenir” (Future) programme, implemented in secondary schools, in partnership with economic, social and professional players, is to help each pupil progressively develop their learning and career management skills whilst, at the same time, enabling them to discover the socioeconomic and business world.*



### The background

Given the ever-changing world of work, it is vital that pupils have the opportunity to acquire the knowledge and skills that will help them become acquainted with the dynamics of their socioeconomic environment and anticipate society. To address these key challenges, the French Ministry of National Education and the French Ministry of Higher Education, Research and Innovation, amongst others, the “Avenir” (Future) programme.

Pursuant to the European framework which recommends that Member States “encourage the lifelong acquisition of career management skills”, the French government therefore made the commitment to help each pupil prepare their professional integration and manage the transitions they may have to face. This commitment also aims to diversify guidance programmes for girls and boys and to promote gender balance in training systems and professions.

The French “Avenir” (Future) programme, enacted in the French Framework and Planning Law of 8 July 2013 for restructuring France’s schools and implemented in all secondary schools in September 2015, is one of the four programmes defined in this Law: Health Education programme, Artistic and Cultural Education programme and Citizen programme.



### The aims

#### ➔ Discover the world of work and business

The “Avenir” (Future) programme focuses on acquiring skills and knowledge related to the socioeconomic and business world.

#### ➔ Develop a sense of commitment and initiative

Pupils learn to identify, anticipate and be involved in changes, to enhance their level of qualification and knowledge and, possibly, to alter the course of their professional pathway throughout their life.

### ➔ Draft an educational and vocational guidance project

Based on an active, personalized guidance approach, the programme proposes informational tools which help pupils develop their reflective abilities and empowering learning and career management skills for their secondary education. It also advocates questioning social and gender stereotypes which frequently confine girls and boys to predetermined choices.



### The public

The “Avenir” (Future) programme is designed for all pupils, from their first year in secondary education (11-12 years old) through to the end of their final year of general, technical or vocational secondary education (18-19 years old).



### Organization

➔ The “Avenir” (Future) programme, under the responsibility of the school Principal (or head teacher), mobilizes everyone in the educational team (teachers, chief education advisor, school/business coordinator, parents, etc.) in liaison with partners from the socio-economic and business world. It also benefits from the support

of inspection bodies and guidance practitioners (information and guidance centre directors, psychologists-guidance counsellors, etc.).

➔ This collaborative approach in the “Avenir” (Future) programme outlook and the development of transdisciplinary projects promotes dialogue within the educational community and makes guidance a joint work topic.

➔ The Avenir programme, part of the common core of secondary education knowledge and curriculums, is firmly established in all curriculum disciplines.



### The content

➔ The “Avenir” (Future) programme is based on a programme of initiatives, spread over the seven years of secondary education and integrated into each school’s project. These initiatives are implemented in all disciplines and are supported by collective events (a day dedicated to discovering the world of business, pupils’ forum, School-Company week, Industry week, etc.) as well as individual experiences (interviews, active guidance, courses, etc.).

➔ The diversified, versatile initiatives implemented must be able to be tailored to the specific needs of each pupil, in particular those with disabilities. As such, sessions may be proposed which are prepared beforehand, then reconstituted: information about and presentation of higher education pre-enrolment and guidance procedures, workshops on the various pathways available, meetings with professionals, in-company visits and partnerships with local business circles for observation sessions.



### Resources

➔ Via the Eduscol educational website, the French Ministry of National Education proposes resource datasheets for teachers to help them implement the Avenir programme in their teaching and a handbook for school principals (or head teachers), which offers them support for implementing the programme in their schools.

➔ The French National Office for Education and Career Information (ONISEP), a public organization placed under the authority of the French Ministry of National Education and the French Ministry of Higher Education, Research and Innovation, pools together educational resources for educational teams and, in particular, for teachers to help them carry out “Avenir” (Future) programme activities in their classes. To ensure the continuity, follow-up and valorization of the Avenir programme, ONISEP also provides a digital tool called Folios, which is used by the pupils as well as by the school teaching staff and educational team.



## Funding

The “Avenir” (Future) programme and its Folios tool are integrated into the French education system and, as such, benefit from the same funding.



**« Create experiences for the pupils instead of always explaining things to them »**

**Hélène Bernard**, psychologist-guidance counsellor, Lille Information and Guidance Centre (CIO - centre d'information et d'orientation)

*« In the secondary school where I work, the “Avenir” (Future) programme provides a framework and formalizes our guidance practices. To begin with, we had to organize meetings with different members of staff from the school to define the objectives for the various class levels and then develop them into initiatives. It's important for us to provide a range of proposals and create experiences for the pupils instead of always explaining things to them. This helps them master things more easily and keep a record of them. In one-to-one interview sessions, I noticed that their questions were immediately more precise, because they have better prerequisite knowledge. This saves time and means we can initiate a real discussion more quickly on the various strategies to implement to move forward. »*

## Official texts

- French Framework and Planning Law of 8 July 2013 for restructuring France's schools.
- “Avenir” (Future) programme reference document: French Decree of 1st July 2015, published in the Official Bulletin of the French Ministry for Education (BOEN) n° 28 of 9 July 2015.



## For more information

- ➔ The Eduscol website: [www.eduscol.education.fr](http://www.eduscol.education.fr)  
<http://eduscol.education.fr/pid23133/parcours-avenir.html>
- ➔ Presentation of the Folios digital tool on the ONISEP website: [www.onisep.fr](http://www.onisep.fr)



## FRENCH PORTFOLIO OF EXPERIENCES AND SKILLS AT UNIVERSITY (PEC - PORTEFEUILLE D'EXPÉRIENCES ET DE COMPÉTENCES À L'UNIVERSITÉ)

*The Portfolio of Experiences and Skills at university (PEC - Portefeuille d'Expériences et de Compétences à l'université) enables students to optimally describe their experiences, identify their skills and promote their training and experience and provides them with individual support as well as a personalized e-portfolio to prepare their professional integration project throughout their academic curriculums.*



### The background

French portfolios of skills (also known as portfolios of competences) are being used increasingly in higher education establishments, in particular in universities. Among the range of portfolios on offer, the Portfolio of Experiences and Skills at university (PEC) is enjoying growing success. Created in 2007 and tested in four pilot universities (Grenoble 1, Poitiers, Toulouse 1 and 3), it has now been rolled out in thirty-five French universities. Seven hundred professors have been trained to use this e-portfolio to provide students with support throughout their curriculum for creating and maintaining their professional integration project.



### The aims

- Promote students' training.
- Describe experiences (personal, professional and training).
- Identify the skills acquired during and outside training which are related to the professional project being developed.
- Take decisions throughout the learning path to integrate different channels (general, vocational or sandwich courses), to look for placements or to find a job.



### The content

- Each student has their own Portfolio (PEC) resource booklet.
- This booklet is personal: it contains a record of all documents which list the student's skills (acquired, validated and updated).
- This booklet is digital: it provides the student with all resources required to develop their professional integration project.



### Organization

Students may take part in specific initiation tutorials. During the tutorials which take place in small groups in the computer labs, accredited coaches (tutors, researcher-professors, guidance counsellors, administrative staff, etc.) explain to students the Portfolio of Experiences and Skills (PEC) approach and how to use it. Students then take part in a reflective self-training session to ensure they can use the tool autonomously.

## *The PEC helps students create an account about themselves which focuses on themselves*

**Jacques Aubret** and **Jean Biarnès**, members of the French Portfolio of Experiences and Skills at university (PEC) scientific committee.

### *What is so distinctive about the PEC?*

From the word go, back in 2005, the Portfolio creators designed an “open” tool which could integrate content about experiences outside the academic sphere. Its distinctiveness lies in being able to create a personal approach based on producing an account “about” oneself which “focuses on” oneself and which is backed up by evidence. This evidence may be promoted as an indication of skills for training courses or for professional integration purposes.

### *How was it tested?*

The first implementation experiments were carried out in university integration support and guidance services. They revealed the worry that future graduates felt about the world of work and the need to give their studies a “sense”. This initially comes to light when writing a first C.V. and when faced with the difficulty of deciding a level for foreign languages. But using the Portfolio (PEC) immediately (writing a C.V.; preparing a job interview) is not the only aim of the approach. Although first year students do not immediately grasp the merits of reflecting on their university and non-university paths, the Portfolio (PEC) integrates and records their experiences in a personal file. This can then be adapted, when necessary, for further uses.

### *What has this approach changed for teaching staff?*

The Portfolio (PEC) involves higher education establishments and teaching staff on tasks which were not really part of their traditional prerogatives. By supporting students through their training paths up to professional integration, the professors leave their “chair” and their discipline to discuss, guide and learn along with each student.

## *« It helps you think about your future more efficiently »*

### *A student*

*« The Portfolio of Experiences and Skills at university (PEC) asks a lot of questions and helps you think about yourself. It's important to weigh up what you learn over all these years of study from the Baccalaureate exam at the end of secondary school to completing 5 years of higher education. Throughout my curriculum, I acquired a lot of knowledge and skills. The Portfolio (PEC) helps you identify them better so you can write application letters more easily and “sell” yourself during interviews, for example. I advise students to use it from the very beginning of their studies. It helps you think about your future more efficiently. »*



## **For more information**

➔ The website: [www.pec-univ.fr](http://www.pec-univ.fr)



# THE “RÉUSSIR” PROGRAMME - AT LYON 1 UNIVERSITY

*To tackle the high failure rate of first year university students, Lyon 1 University has implemented two specific curriculums. On the agenda: a scientific refresher course, methodological support and a period of reflection to choose courses.*



## The background

In France, only around 40% of university students, regardless of their curriculum, pass their first year exams. Among the factors contributing to this figure, we can cite inadequate core educational level, working methods which are not adapted to higher education and even a lack of motivation related to poorly-defined guidance. To tackle this early higher-education failure, Lyon 1 University has implemented the “Réussir” programme (University resources for integration and reorientation academic support) the Foundation Year (AUP - année universitaire préparatoire) and the Curriculum Change Semester (SUR - semestre universitaire de réorientation).



## The aims

- Develop transferable skills.
- Draft a training project.
- Benefit from a scientific refresher course or discover other disciplines.



## Organization

- These curriculums are supported by a multidisciplinary team comprising secondary school teachers, higher education professors and guidance experts.
- Working groups are limited in size, continuous assessment is implemented and students must be assiduous.

## THE FOUNDATION YEAR: (AUP - ANNÉE UNIVERSITAIRE PRÉPARATOIRE)



## The public

Pupils from technological Baccalaureates (and more marginally from vocational Baccalaureates), who wish to integrate a scientific curriculum at university but esteem they have not grasped all the basic knowledge required to do so. Half of the students are admitted through the traditional process via the Admission Postbac portal for pre-enrolling in higher education establishments, whilst the other half is constituted, in September, with students already enrolled in university but who realize they already have serious difficulties.



## The aims

- Consolidate knowledge and skills to reach scientific Baccalaureate level.
- Adapt learning methods to higher education.
- Become autonomous in a university environment.
- Develop a personal further learning project.
- Optimize guidance briefs for technological university institute (IUT) and HND (BTS), etc.





## The content

This curriculum takes place from October to May and includes 540 annual teaching hours per student. It comprises a **core curriculum** (refresher classes for core science and communication knowledge, developing group and self-training working methods, guidance support and help in drafting a further learning project, immersion classes with students following their 1st year of a degree course such as Sports Studies, Digital Culture and Degree Student Project (PEL2 – cross-disciplinary student project course module “Discovering the realities of working”) and a **specialization curriculum** (optional course modules where students learn about the technological sectors in which they wish to pursue their studies: life and Earth sciences, chemistry, IT, mechanics, civil engineering).

## THE CURRICULUM CHANGE SEMESTER: (SUR - SEMESTRE UNIVERSITAIRE DE RÉORIENTATION)



## The public

→ Students who have already begun to study at Lyon 1 University but who are encountering difficulties during their first semester and/or are questioning their current choice of studies.



## The aims

→ Help students discover the range of scientific disciplines offered at Lyon 1 (physics, chemistry, life and Earth sciences, mathematics, IT, digital culture).

→ Expand the scope to non-scientific disciplines (management, administration, law).

→ Provide support to help students think about their further studies project.



## The content

This curriculum takes place from February to May and includes 225 annual teaching hours per student. It comprises cross-disciplinary, scientific and elective modules.



**« The Foundation Year (AUP) provides students with a real period of reflection »**

**Sabine Acquier**, psychologist-guidance counsellor for the Professional Integration and Guidance Service (SOIE), Lyon 1 University

*« Above and beyond the refresher course in scientific subjects, the Foundation Year (AUP) helps students develop their learning path project, optimize their educational record and offers them a real period of reflection. In one-to-one interviews, we work on their skills, using the Portfolio of Experiences and Skills at university (PEC). The aim of this is to ensure they can consider different courses, mainly scientific, yet also including other fields, depending on the path their project takes. This year, a new partnership between the local Lyon education authority, Lyon universities and the University of Saint-Etienne will offer these students (and those who have been identified as dropping out) the opportunity to integrate a HND (French BTS) next January, while continuing to benefit from support. »*

# Three questions for...

**Sophie Cavassila**, head of the “Réussir” programme (University resources for integration and reorientation academic support) in Lyon 1

## *How did the “Réussir” programme come into being?*

This project was initiated in Lyon 1 to address the first-year failure rate of technological Baccalaureate students. For the 2014-2015 academic year, only 1 student out of the 92 enrolled in the various university portals, who all came from a technological Baccalaureate background, managed to pass and move on to the second year. The Foundation Year (AUP) offers them the opportunity to successfully complete a scientific curriculum thanks to the refresher course but also by helping them integrate the university environment with its working method, organization, etc. requirements.

## *Does this also help students better develop their learning and career management skills?*

Students undertake indepth guidance work with psychologists-guidance counsellors from the Professional Integration and Guidance Service (SOIE). When they arrive, some of the students already have a well-defined project, such as enrolling in an integrated preparatory cycle for “grandes écoles” (CPGE - Classe préparatoire aux grandes écoles), a physical education and sports science programme (STAPS - sciences et techniques des activités physiques et sportives), veterinary medical studies or first year core curriculum medical studies (PACES - Première année commune aux études de santé). The Foundation Year (AUP) does not guarantee success but it provides them with opportunities for studying which they would not have had otherwise after their Baccalaureate. Some manage to enrol in selective courses like the HNDs (French BTS) and technical degrees (French DUT) whilst others pursue their studies in university in their chosen fields. Not everything is perfect as a percentage of students drop out before the end of their academic year or do not commit themselves fully, but credit should be given to this programme as it offers them a chance.

## *Does a lot of work go into setting up this programme?*

Substantial coordination work has to be undertaken at university level, as we work hand-in-hand with all the academic disciplines which are equally concerned with first-year student failure and drop-out. This programme is therefore a cross-disciplinary project which the university supports by providing the funding required for it to be implemented correctly.



## For more information

- ➔ On the “Réussir” programme: <http://reussirlyon1.univ-lyon1.fr>
- ➔ On the Admission postbac process: [www.admission-postbac.fr](http://www.admission-postbac.fr)

# Preventing school drop-out



## FRENCH PROGRAMME FOR COUNTERING SCHOOL DROP-OUT RATES (MLDS - LA MISSION DE LUTTE CONTRE LE DÉCROCHAGE SCOLAIRE)

*Set up at local level, the French Programme for Countering School Drop-out Rates (MLDS) carries out prevention and support initiatives for pupils dropping out of school. Working directly with schools, it helps pupils obtain diplomas and qualifications.*



### The background

The programme for countering school drop-out rates is one of France's (target: <9.5%) and the Europe 2020 Strategy priorities. In 2014, the French "All together for countering school drop-out" strategy (Tous mobilisés pour vaincre le décrochage scolaire) focused on encouraging young people to stay in school, preventing drop-out and mobilizing partners – in particular public authorities – in each region, aimed at young people who had left the education system early. Since 2015, the "right to return to schooling and training" enables young people (16-25 years old) who have no diploma or vocational qualification to apply to return to the education system. On a more general level, preventing school drop-out also focuses on tackling illiteracy, bullying and absenteeism as well as on reforming secondary education and on curricular innovation. Various initiatives and specific measures have as such been implemented to this end by the French education system. Furthermore, public authorities have a duty to monitor young people between the ages of 16 and 18, who have no diplomas or who are unemployed, to ensure that none of them are excluded from the vocational training, integration and support system. As such, multi-partner training-qualification-employment networks, known as FOQUALE (Formation Qualification Emploi), have been created on a local level and the French Ministry of National Education 's Programme for Countering School Drop-out Rates (MLDS - mission de lutte contre le décrochage scolaire) service is attached to this.



### The aims

- ➔ Prevent school drop-out.
  - ➔ Facilitate the obtention of diplomas and qualifications.
  - ➔ Help safeguard vocational learning paths.
  - ➔ Support pupils over the age of 16 who have dropped out of school to help them return to school and/or gain a qualification.
- These aims fall in line with those of the French Ministry of National Education, i.e.:
- ➔ Prevent drop-out more effectively to halve the number of young people leaving school without qualifications by 2017.
  - ➔ Make it easier for young people who have already dropped out to return to school



## Organization

→ The Programme for Countering School Drop-out Rates (MLDS - mission de lutte contre le décrochage scolaire) is implemented as local level services which are hosted in Information and Guidance Centres (CIO - centres d'information et d'orientation). The staff of these services works hand-in-hand with schools which, in turn, have a duty to monitor their pupils if they drop out of the education system without any diplomas or qualifications. Set up at regional education authority level ("académie" in French), the Programme for Countering School Drop-out Rates' initiatives may take different forms and have different names to be better tailored to the local socioeconomic and education context.

→ Young drop-outs can access these initiatives by being reported by their schools or via the drop-out monitoring platform (PSAD - plate-forme de suivi du décrochage).

→ The staff of the Programme for Countering School Drop-out Rates (MLDS) is integrated in prevention groups and, first and foremost, provides advice and expertise in training engineering. They are also involved in assessing training needs, in developing specific projects and in helping young people find the organizations which suit them best, in liaison with the Information and Guidance Centres (CIO - centres d'information et d'orientation).



## The content

The Programme for Countering School Drop-out Rates (MLDS) has three missions:

### → Identify – prevent

This focuses on identifying pupils over the age of 16 who are likely to drop out of school. Each of these pupils benefits from a personal situation interview and support to help them return to school. Several bespoke initiatives are also implemented focusing on remotivating pupils, encouraging them to return to school as well as providing them with information on the right to return to training, on professional activities and on businesses. For this, the Programme for Countering School Drop-out Rates (MLDS) has ongoing contact with employment services and local businesses.



### → Induct – remotivate

Support for school drop-outs is specifically focused on, in particular with the implementation of specialized drop-out monitoring platforms (PSAD - plate-formes de suivi du décrochage) and a computerized interministerial system for exchanging information (SIEI - système interministériel informatisé d'échange d'informations), linked to school data on absenteeism. The induction and support role for this public is ensured by the Information and Guidance Centres (CIO - centres d'information et d'orientation), in liaison with the training-qualification-employment networks, known as FOQUALE.

### → Train – qualify

The Programme for Countering School Drop-out Rates (MLDS) provides two types of initiatives in schools:

- Helping pupils prepare for beginning their training (systematic core knowledge refresher course, acquiring empowering learning and career management skills, immersion in professional environments).
- Providing access to qualifications to help pupils prepare or re-prepare all or part of an exam.



## The public

These prevention initiatives are designed for secondary school pupils with educational, social or behavioural difficulties, who are demotivated, are absentees and/or are likely to or have dropped out of school. The induction-remotivation and training-qualification initiatives are intended for pupils of 16 and over who have been drop-outs for less than a year.



## Funding

Although the Programme for Countering School Drop-out Rates (MLDS) staff depends on the French Ministry of National Education, the initiatives which they implement can benefit from additional funding from various sources, in particular from Europe (ESF) and from the regions.

# A few key figures

**494,000**

**young people** between the ages of 18 and 24, without any secondary education qualifications remain out-of-training over the long term.

**100,000**

**young people** leave the education system every year without any Baccalaureate-equivalent (EQF level 4) or professional qualifications.

**€630,000**

is the overall estimate of the price France has to pay for a secondary school drop-out.



### « I'm determined, I've changed »

**Denys, 20 ans old**, part in the Lille Programme for Countering School Drop-out Rates.

After failing his Baccalaureate exams twice and after dropping out of school for a semester, Denys decided to sit the exams as an independent candidate. A few months after the beginning of the school term, he was contacted by a coordinator from the Programme for Countering School Drop-out Rates (MLDS) who proposed specific support, for two hours per week, in a mini group. After a group introduction meeting, he discovered that the other young people were in exactly the same situation as himself and so he decided to take the plunge. *"The teachers are amazing, they really help us. We have work to do at home but we only do it if we need to. We're no longer thought of as secondary school pupils, we're not punished and we're not tested. This year, I discovered that I had a real passion for French whereas before I hated the subject, being obliged to read books etc. I'm learning things that I should have learnt a long time ago. It feels like I'm in my final year at school, for the first time ever. At the end of the day, the Baccalaureate isn't really a big thing, what's important are the studies we do after. I'm determined, I've changed. I would like to become a physiotherapist and be self-employed."*



## For more information

→ "All together for countering school drop-out" on [www.education.gouv.fr](http://www.education.gouv.fr)

→ The French Decrees related to the right to return to schooling and training on <https://test.direct.eduscol.education.fr>

→ The French "Reviens te former" ("Come back for training") <http://reviensteformer.gouv.fr> and "My second chance" <http://masecondechance.onisep.fr> web site

# Promoting transitions between academic cycles and encouraging success



## THE “SECONDE POP” (YEAR 11 CLASSES PROVIDING PROGRESSIVE VOCATIONAL GUIDANCE)

*This vocational-focused year 11, tested in several regional education authorities, provides pupils with time for observing and reflecting before choosing their specialization. The aim: to promote tailored guidance and to counter school drop-out.*



### The background

In France, the end of “college”, the first four years of secondary education, is an important milestone in pupils’ academic paths. Based on their skills and aspirations, they will decide to pursue their education through general and technological studies and continue on to higher education or through vocational studies in order to learn a profession by sitting a vocational Baccalaureate exam at the end of the 3-year curriculum.

Making choices along this vocational path is frequently complex: at the age of 15, the pupil integrates a training course, which is often highly-specialized, and which leads to a profession, for which the young person still does not have a clear image and cannot totally comprehend. To counter school drop-out, which is high in the vocational studies field, special attention needs to be given to these pupils.



### The aims

- ➔ Get a clearer picture of the training course through an active observation period of a wider professional field.
- ➔ Ensure there are no misrepresentations or setbacks, which are frequently demotivating factors.
- ➔ Confirm the final choice of specialization at the end of a discovery and reflection period.



## The public

Year 10 pupils (French “troisième”) following the general or vocational preparation curriculum, year 11 pupils (French “seconde”) following the general and technological curriculums and changing direction, vocational year 11 pupils or those in the first year of CAP (French certificate of professional competence) studies and changing direction, who wish to integrate vocational training but do not know exactly which programme to choose.



## The content

→ The “seconde POP” class (year 11 class providing progressive vocational guidance) begins with a sense-of-direction period which lasts for six weeks to one year, depending on the school. The discovery activities are mainly organized around practical activities, which can take various forms: specific practical work in line with the specializations, inter-specialization projects, etc.

→ The curriculum comprises a general core knowledge base which corresponds to the traditional vocational year 11 programme for the given field. This core base also plays a role in the development of professional discovery projects.

→ At the end of this sense-of-direction period, pupils are enrolled in the chosen specialization, based on places available and on specific criteria defined by the school.



## Funding

This programme is funded using capital from the regional education authorities which have decided to become involved in this pilot scheme.

### *In our wood engineering and industry curriculum, pupils are given seven weeks to discover the various professions*

**Monique Faynet**, Principal (head teacher) of the Georges Lamarque Technical Secondary School, which is piloting a “seconde POP” in partnership with the Cuzin Secondary School in wood engineering and industry training.

#### *What made you decide to become a pilot school?*

Basically, we noticed that pupils arriving from year 10 (French “troisième”) find it increasingly difficult to imagine themselves in a training programme and even more so in a job. They tend to be younger now, occasionally we have 14 year olds, and they find it hard to get a clear picture of the different professions. This can lead to possible school drop-out if the training doesn’t meet up to their expectations or if the image they have of it is not correct.

#### *Faced with this situation, how can the “seconde POP” be useful?*

It enables pupils to integrate a professional field progressively, to discover different jobs, without having to really choose one too early on. In our wood engineering and industry curriculum, they have seven weeks to discover the professions related to interior design and fittings, manufacturing and construction.

#### *How is this progressive guidance implemented in real terms?*

Everything begins with a one-day integration session and an orientation trail on the different types of wood! Later on, the pupils visit companies and take part in workshops in the technical secondary school which provides these three courses. Teachers who teach general subjects also participate in these discovery periods by proposing,



for example, work based on films that are watched in class. The psychologist-guidance counsellor then works with them to help them take a decision as to the training programme to choose by the autumn half-term holidays.

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**« The “seconde POP” (year 11 class providing progressive vocational guidance) helps the regional education authority manage pupil numbers more optimally »**

**Yves Flammier**, Head of the Lyon Education Authority Information and Guidance Department

« The “seconde POP” (year 11 class providing progressive vocational guidance) contributes to countering school drop-out, which remains high in the first months of vocational year 11 classes. It focuses on helping pupils discover different training options. Although each curriculum has its own speciality, nevertheless they all cover common skills. Here, we foster an overall skills approach, by seeking to identify areas of convergence between the training courses, in particular through multidisciplinary projects. We also work on the link between jobs. The partnership established with the DAFPIC, the Regional Education Authority Delegation for Initial and Continuing Vocational Training (Délégation Académique aux Formations Professionnelles initiale et continue) and with National Technical Education Inspectors (IEN-techniques) is very important for this. At institutional level, the “seconde POP” (year 11 class providing progressive vocational guidance) helps the regional education authority manage pupil numbers more optimally. In a same professional field, one training course may be highly demanded by pupils whereas another may not have any demand whatsoever. By establishing a common-core year 11 at the beginning of these training courses, we offer young people the opportunity to discover and, even take interest in, a learning and career path which they may not necessarily have even thought about. Expressed as a pilot scheme in the circular for the start of the 2015-2016 school year, the “seconde POP” has been implemented in other regional education authorities, such as Grenoble and Versailles. They have already seen the benefits it can bring in terms of the increase in the number of pupils integrating vocational pathways and a reduction in school drop-out. »



## FRENCH BAC-3 / BAC+3 CONTINUUM

***This programme, established to ensure continuity between secondary school education and higher education, organizes a schedule of per-level initiatives to help and support secondary school pupils to integrate a university environment.***

### The background



France has set itself the target of ensuring that 60% of university-entrance-level students obtain a higher education qualification instead of the 50% targeted in the Treaty of Lisbon, by 2020. This has led to setting up regional education authority committees for post-Baccalaureate training programmes. These committees work on the training map and coordinate the guidance and curriculum-change initiatives undertaken by teaching professionals from years 11-13 in secondary schools and from higher education establishments.

At the same time, the new education system architecture has been introduced: first of all, in primary and secondary schools, with a common knowledge and skills base (covering year 1 through to the end of year 10), then a second section from 3 years before the Baccalaureate to 3 years after which covers secondary school years 11-13 and higher education years 14-16 (degree level). Against this backdrop, the Baccalaureate (first level for entering higher education) is no longer an end in itself but an intermediary qualification, and year 13 the end of secondary education. The principle is to ensure the continuity of teaching and to affirm the notion of progressive specialization of higher education studies.

The French law on higher education and research provides for all State-run secondary schools to conclude agreements with one or several State-run higher education establishments with to facilitate bridges between different training courses for students changing direction and, at the same time, to promote pedagogical collaboration between teaching professionals from both education systems.



## The challenge

One of the keys to the success of the secondary school reform lies in establishing better liaison with higher education establishments. It consists in reducing the gap between secondary and higher education curriculum disciplines. Future students may, however, find themselves faced with difficulties, in particular related to the fact that they are not sufficiently prepared to deal with the requirements which higher education imposes. It is with this in mind that French Ministerial policy has implemented support for pupils and students to help them succeed, and put into practice through the Baccalaureate -3/ Baccalaureate +3 continuum.



## The aims

- ➔ Tackle inequalities by implementing information and guidance support for all secondary school year 11-13 pupils.
- ➔ Reduce the number of pupils leaving school without a qualification by enhancing cooperation with players and training bridges.
- ➔ Help young people obtain higher-education qualifications to facilitate their professional integration and adaptation for future transitions.



## The public

From year 11 pupils (Baccalaureate -3) to degree-level students (Baccalaureate +3), for all study sectors (general, technological and vocational).



## The content

The continuum is organized as an annual schedule of initiatives, designed for teaching staff (secondary and higher education establishments), guidance practitioners and pupils/students, as well as their families.

Local-level initiatives (mapping, coordination, monitoring and assessment) are managed by coordination and steering committees with support from the Information and Guidance Centre (CIO - centre d'information et d'orientation).

Teaching staff also take part in get-together sessions and training courses to help them become acquainted with both environments (secondary school and university).

➔ **In secondary school years 11-13** (general, technological and vocational), all class levels are involved:

- **Year 11 (French “seconde”)**: individual support (changing stance, thinking in terms of skills acquired), discovery lessons (interdisciplinary and transdisciplinary), mentoring, refresher courses.
- **Year 12 (French “première”)**: early guidance advice led by the main teacher, supported by guidance counsellors and teaching staff, individual guidance interview.
- **Year 13 (French “terminale”)**: student fairs, open days, active guidance (this is an ongoing process to implement progressive guidance and includes the possibility of personalized advice), helping pupils make their final choices for applying for places on higher education/vocational courses via the national higher education admission portal (APB): [www.admissionpostbac.fr](http://www.admissionpostbac.fr).



- **Complementary initiatives** may also be implemented: forums, immersion initiatives, peer meetings, intervention of higher education teaching staff with secondary school pupils, support initiatives to help bolster individual pathways and finalize pupils' choices on the admission portal (APB). All of these initiatives are part of the “Avenir” (Future) programme and the Folios digital tool.

### ➔ **In higher education**

Several initiatives are implemented:

- specific induction for newly-enrolled students
- progressive degree-level specialization so that students may defer and think about the specialization they wish to take
- an overhaul of educational programmes (for specific HNDs (French BTS), technical degrees (French DUT) and preparatory cycles for “grandes écoles” (CPGE)) to better coordinate curriculums with secondary school programmes
- a degree-level skills reference system and support for developing learning and career pathways and for preparing professional integration as part of students' PPP (Personal and Professional Project)
- support and guidance for students led by a professor-coordinator, intensive classes for certain subjects, refresher courses and curriculums tailored to student profiles, etc.
- project-based teaching, development of the skills approach in curriculums, transposal of qualifications into skills and development of digital teaching, etc.
- opportunities for changing direction (during the first semester or at the end of the first year, or eventually at the end of the second year) are facilitated through agreements between establishments and through the wide range of initiatives developed locally, such as the “Rebond” (“Start over”) and “Tremplin” (“Stepping stone”) semesters.

## **Policy-makers**

Establishment policies and programmes come under the French Ministry of National Education and the French Ministry of Higher Education, Research and Innovation. They are implemented separately: regional education authorities are in charge of secondary education and the State is in charge of higher education. Universities have gained greater autonomy since the 2013 French Law on Higher Education and Research (loi ESR) was adopted.



## Funding

Educational staff are civil servants. Senior secondary schools (years 11-13, French “lycées”) are managed by the regions whilst universities are managed by the State.

# A few key figures

**715,200 CANDIDATES** sat the Baccalaureate exams, 50% took the general curriculum, 20% technological curriculums and 30% vocational. This year there are 11,700 more candidates than in 2015, mainly from general curriculums.

**88.5% PASSED THEIR EXAMS**, meaning the overall pass rate is up by 0.7% compared with 2015 (+0.7 points). This exam session has enabled 632,700 candidates to obtain their Baccalaureate..

The **PASS RATE** for general curriculums stands at 91.4%. It remains stable compared with 2015 (91.5%). The number of general curriculum passes stands at around 327,000; 10,000 more than in 2015.

During the 2016 session, **72% OF CANDIDATES** showed interest in pursuing towards a degree or first year core curriculum medical studies (PACES - Première année commune aux études de santé). 52% pre-enrolled for specific disciplines (law, first year core curriculum medical studies (PACES), Psychology, and physical education and sports science (STAPS). 38% listed a degree or a first year core curriculum medical studies (PACES) as their key choice (sources: 2016 post-Baccalaureate admission portal data (APB).

Source : the French Ministry of National Education and the French Ministry of Higher Education, Research and Innovation



### « These programmes motivate pupils »

**Nathalie Deu**, Deputy Head of the César Baggio General and Technical Secondary School, in Lille.

« Several courses of studies from this programme coexist in my school. They help motivate pupils and are based on the educational team's participation and individual skills. Moreover, they are fully integrated into the school project and into local resources and include the school's assets and regional projects (the third industrial revolution, smart city, sustainable development, etc.). We focus in particular on **individual support** (AP – accompagnement personnalisé). As our school comprises a scientific and technological side proposing general, technological and vocational curriculums up to higher education level (sections for higher technician studies (STS - sections de techniciens supérieurs) and preparatory cycles for “grandes écoles” (CPGE - Classe préparatoire aux grandes écoles)), we have implemented active partnerships with several engineering schools (visits, get-togethers, academic support) as well as a programme intended specifically for girls. In order to safeguard vocational learning and career paths, we foresee, together with our pupils, **several future study paths**, which is a means for setting them ambitious challenges yet, at the same time,

leaving other avenues open. We are also involved in the **“Les cordées de la réussite”** (“United together to succeed”) project which helps pupils overcome inhibitions, particularly those from modest backgrounds. These pupils are put in touch with students from “grandes écoles” who help demystify these curriculums and push back the limits of what is possible. Here, guidance takes on its full meaning as we support pupils’ motivation and we boost them to go further. »

### Official texts

- French National Circular of 18 June 2013 on the continuum of training from school education to higher education – Official Bulletin n°30 of 25 July 2013.
- French Law on Higher Education and Research (ESR - enseignement supérieur et à la recherche) of 22 July 2013.



### For more information

- ➔ The “Réussite en licence” (“Degree success”) strategy on [www.enseignementsup-recherche.gouv.fr](http://www.enseignementsup-recherche.gouv.fr)
- ➔ The “cordées de la réussite” (United together to succeed) on <http://eduscol.education.fr>: [www.enseignementsup-recherche.gouv.fr/cid81469/22-juillet-2013-juillet-2014-que-change-loi-relative-enseignement-superieur-recherche.html](http://www.enseignementsup-recherche.gouv.fr/cid81469/22-juillet-2013-juillet-2014-que-change-loi-relative-enseignement-superieur-recherche.html)



# Supporting career transition



## SKILLS ASSESSMENT

*Given the significant transformation in professional pathways, this assessment enables active individuals to review their level of skills to prepare for professional mobility and to stay in work.*



### The background

In the 1980s, the socioeconomic environment in France contributed to the emergence of choice-making support initiatives. Emphasis gradually shifted away from the idea of profession to that of professional activities and then to that of position (or role) in a company (or business). The individual was now facing a new reality: that of having to change jobs (or activity) several times during their career. Given this significant transformation in professional pathways, individuals need to review their level of skills to stay in work. The skills assessment is part of individual social and professional pathway management.

The skills assessment is one of the components of the policy on Acknowledgement and Validation of Acquired Skills (VCA, French VAE), implemented in France in 1984.

The French Law of 31st December 1990, implemented in the French Labour Code (Art. 900-2) specifies the skills assessment as an individual project and career management tool and extends its conditions of use to company/business training plans.



### The aims

The skills assessment should enable its beneficiary to reach several goals:

- ➔ Analyse their abilities, their personal and professional skills, their motivations.
- ➔ Prepare their professional mobility.
- ➔ Use their assets as an instrument for negotiating jobs, training and career development.



### The public

All economically-active persons, in particular:

- ➔ Private sector employees, on long-term and short-term contracts.
- ➔ Public sector employees (civil servants, non-tenured staff, etc.).



## Organization

The skills assessment may only be undertaken with the consent of the worker. Its duration is variable, based on individual needs. It may last for a maximum of 24 hours.

The individual who benefits from a skills assessment pursuant to Article L.900-2 is the only recipient of the detailed results of the assessment and of a summary document. These aforementioned can only be transmitted to third parties with the individual's consent. An employee's refusal to agree to undertake a skills assessment is not deemed as misconduct and does not constitute grounds for dismissal.

The skills assessment must remain a specialized service provision, outsourced from the company, initiated within the framework of leave for skills assessment or for individual training. The skills assessment can be financed through the Personal Training Account (CPF - compte personnel de formation).

Companies and businesses cannot organize in-house skills assessments for their employees. Unless otherwise provided for, they must refer to an organization registered on the list drawn up by the collection body (Fongecif (French fund for managing individual training leave) and OPCA (joint collection bodies) authorized for financing individual training leave (CIF- Congé individuel de formation).



## The content

The Law specifies the three phases which make up the assessment:

→ **The preliminary phase** to confirm the beneficiary's commitment, to define or clarify the context of the beneficiary's request, to inform them of how the assessment will be carried out.

→ **The investigation phase** enabling the individual to identify and analyse their motivations, their interests, to clarify their skills and to determine their possibilities for professional development.

→ **The conclusion phase** where the beneficiary can familiarize themselves with the information collected during the investigation phase and can clarify projects to be carried out. The support, provided by a professional counsellor, ends when the summary document is handed over.



**« This assessment corroborated my passion for listening to others »**

**Jacques**, twenty years' experience in the training sector.

*« After having being made redundant on economic grounds, I needed to review my professional life. The skills assessment helped me identify my various experiences so that I could better imagine a new professional path. This approach was great as the assessment corroborated my passion for listening to others and my vocation for jobs where I can provide a service. »*





**« My work didn't motivate me anymore so I decided to take matters in hand »**

**Stéphanie**, 38 years old, employee in a supermarket.

*« For the last two years, my work didn't motivate me anymore at all. I just accepted the situation and basically dragged myself to work. Then I decided to go for a skills assessment to get a clearer picture. After lots of exchanges with my counselor, I took matters in hand and decided to focus on a new profession. »*

### **Official texts**

- French Law n° 91-1405 of 31st December 1991 on vocational training, employment and social democracy.
- French Decree of 31st July 2009 on skills assessments for civil servants and non-tenured staff.
- Art. L6323-6 I and L6323-6 III of the amended French Labour Code, Law n° 2016-1088 of 8 August 2016, Art. 39, V



## **VALIDATION OF ACQUIRED SKILLS (VCA, FRENCH VAE - VALIDATION DES ACQUIS DE L'EXPÉRIENCE)**

*Implemented in the reform of the French vocational training system, this new individual right offers the opportunity to be granted a diploma (degree) or vocational qualification programmes based on the validation of acquired skills.*



### **The background**

The French “social modernization” Law of 17 January 2002 established the right for individuals to validate their acquired skills. It offers everyone the opportunity to be granted all or part of a diploma (degree) or, more generally, a vocational qualification based on their professional experience (employed doing paid or unpaid work or voluntary work for at least three years). These legal provisions are the result of a strategy implemented in a more extensive process for reforming the vocational training system.

This new individual right addresses three key challenges:

- ➔ The need to safeguard the career paths of an active population with few qualifications.
- ➔ The key role of having a diploma (degree) or qualification to ensure sustained integration and professional development.
- ➔ The low qualification-granting aspect of vocational training.

The validation of acquired skills is also in line with the extension of two mechanisms for validating skills: the first, implemented in a French 1984 law, relating to higher education and based on the principle of equivalence (here, the skills acquired are equal to holding a diploma (degree) to access training); the second, dating back to 1992, provides for partially acquiring a qualification by simply taking into account the validation of acquired professional skills (VAP – validation des acquis de l'expérience professionnelle).

Together with this individual right, the French Parliament created the National Directory of Vocational Qualifications (RNCP - répertoire national des certifications professionnelles).



## The aims

Implemented jointly in the French Education Code and Labour Code, the purpose of the validation of acquired skills is to:

- Make use of an individual right for the acknowledgement of skills to acquire a diploma (degree) or a vocational qualification.
- Ensure a diploma (degree) or vocational qualification obtained through the validation of acquired skills is equal in title, function and effect to those obtained under other conditions.



## The public

Anyone who:

- can justify paid or unpaid work
- can justify voluntary work or voluntary service
- is included on the list of high-level sportspeople
- has carried out trade union and associated responsibilities
- has held a local electoral term of office.

To initiate a Validation of Acquired Skills (VAE), the candidate must be able to justify continuous or non-continuous activity that has lasted at least one year.



## Organization

### The general principle

→ The Validation of Acquired Skills (VAE) candidate transmits an application describing their skills/experience to the certifying body. Based on the qualification requested, the candidate may be placed in a real-life professional situation in front of a jury or may have to present their application. For both cases, the jury then interviews the candidate before deciding to totally or partially validate the skills or refuse validation. Since the French Labour Law came into effect in August 2016, blocks of skills which have been validated are validated irrevocably. The Validation of Acquired Skills (VAE) boosts access to qualification effectively and leads candidates to follow mixed programmes which combine training and validation.

→ To help candidates in their Validation of Acquired Skills (VAE) project, the French Parliament implemented a provision where candidates are offered overall support for obtaining qualifications, from the moment they are informed that their application has been accepted until the moment the jury takes its final decision. To this end, a service network is organized so that candidates may initiate this procedure through a series of compulsory and optional steps.

### Compulsory steps

➔ **Validation of Acquired Skills (VAE) application acceptance:** the application is transmitted to the certifying body; the candidate must justify a professional activity of at least one year in regard to the qualification targeted. **Initial and vocational on-the-job training periods are taken into account.**

➔ **The validation jury:** it is organized by the certifying body. The candidate must prove to the jury that they have the skills which match those defined in the diploma (degree) or vocational qualification programme targeted by their Validation of Acquired Skills (VAE) project.

### Optional steps

➔ **Guidance information:** this is provided by a counsellor who uses a feasibility study to help the candidate choose the best vocational qualification.

➔ **Validation of Acquired Skills (VAE) support:** implemented by the certifying body or by a private sector organization, it provides the candidate with methodological help to complete their validation application.

## A few key VAE figures

**307,000 INDIVIDUALS** were granted a vocational qualification via the Validation of Acquired Skills (VAE) since it was created.

**+ 60% OF CANDIDATES** who apply for the Validation of Acquired Skills (VAE) totally validate their skills and are granted a full qualification after being interviewed by the jury.



**Odile**, 45 years old

« The Validation of Acquired Skills (VAE) helped me certify my experience as a caregiver. Thanks to this programme, I've now gained recognition. »

**Jacques**, 41 years old

« My voluntary work made it possible for me to validate a vocational qualification. I was looking for work and this was a real trigger. Today, I have a job but I no longer view things in the same way because I know that my experience is an asset. »



### Official texts

- French Law n° 2014-288 of 5 March 2014 on vocational training, employment and social democracy (Art. 6).
- French Law n° 2002-73 of 17 January 2002 on social modernization (Art.133 to 146).
- Art. L335-5 and L613-3 and s. of the French Education Code, French Law n° 2016-1088 of 8 August 2016, Art.78



## CAREER GUIDANCE COUNSELLING (CEP - CONSEIL EN EVOLUTION PROFESSIONNELLE)

*This totally-free and confidential counselling helps individuals review their professional situation. Through individual support, it facilitates access to training and professional development projects.*



### The background

Career Guidance Counselling (CEP - conseil en évolution professionnelle) focuses on proactiveness in order to anticipate professional mobility which is “imposed” to, in contrast, promote “voluntary” mobility. To safeguard career paths, French law sets Career Guidance Counselling (CEP) the objective to facilitate: “access to training, by identifying the qualifications and training courses meeting the needs expressed by the individual and the funding available”, as well as “use, if required, of the Personal Training Account (CPF - compte personnel de formation). »



### The aims

- ➔ Review the professional situation and initiate, if required, a professional development process.
- ➔ Promote career development and safeguard.
- ➔ Facilitate access to training and, through this, expand abilities, skills and qualifications.



### The public

Career Guidance Counselling (CEP - conseil en évolution professionnelle) is intended for any active individual: private and public sector employees, job seekers, young people who have left the education system without any qualifications or diplomas and independent workers, craft trades persons, self-employed persons and sole proprietorship entrepreneurs.

Active individuals can engage in Career Guidance Counselling (CEP - conseil en évolution professionnelle) based on their situation: in anticipation of professional mobility, during the professional transition period or for creating or taking over a business.



### The content

There is no specific programme. This service provides each individual with information and support, tailored to their situation and to their professional development project.

Each active individual benefits from support from a counsellor so that they can gain better insight into their professional environment, the change in jobs and professions in their employment area as well as the services which may be initiated to help them fulfil their professional project. The counsellor also helps them take an objective look at their career path and situation and, if required, formalize and implement their professional development project. Among other things, the counsellor can propose support for drawing up a training programme and for establishing the financial requirements for their project.

The Career Guidance Counselling (CEP) service is divided into three levels which beneficiaries use based on their situation and needs, yet they are not obliged to use all of them.

#### → **LEVEL 1: individual induction**

This must enable beneficiaries to analyse their professional situation, to decide whether to pursue (or not) their reflection and actions and to identify the players who may help them progress with this.

#### → **LEVEL 2: individual guidance**

This focuses on an iterative and dynamic approach. It is tailored to the individual's situation, to their needs and to their level of autonomy as well as their professional development issues.

This second level is designed in particular to enable beneficiaries: to clarify their request; identify the skills they have acquired and those to be acquired; identify the jobs which match their skills or the jobs which they could consider if they developed complementary skills; benefit from methodology for creating their professional project; define their professional project and assess its feasibility in relation to the opportunities identified.

#### → **LEVEL 3: individual support for implementing the project**

Once the professional development project and related strategy have been formalized, the beneficiary and the counsellor establish a plan of action together to facilitate project implementation.



## **Organization**

Depending on the individual situation, the person who wishes to benefit from Career Guidance Counselling (CEP) contacts one of the organizations authorized by law: Authorized joint collection bodies for financing leave for individual training (Opacif - organismes paritaires agréés au titre du congé individuel de formation), National Employment Agency (Pôle emploi), Executive Employment Association (APEC - Association pour l'emploi des cadres), community aid projects for young people (Missions locales), National Network for Employment for Disabled Persons (Cap emploi), as well as the organizations designated by the region.

Employees are informed by their company, generally during their work-related interview, if they have the option of using Career Guidance Counselling (CEP). Employers' consent is not required to benefit from Career Guidance Counselling (CEP). Counselling is organized during the beneficiary's free time. An industry-wide or corporate agreement may provide for the conditions under which counselling may be taken during working time.

### **Official texts**

- French Law n° 2014-288 of 5 March 2014 on vocational training, employment and social democracy.
- French Decree of 16 July 2014 establishing the specifications for career guidance counselling.

## ***Career Guidance Counselling (CEP) must stimulate people***

**Nicolas Molina**, Career Guidance Counsellor, Ile-de-France Delegation – Uniformation.

### ***Which needs does the Career Guidance Counselling (CEP) meet in the socioeconomic environment or in the industry-wide environment?***

For employees, it addresses the initial question of understanding how vocational training works through the prism of funding first of all. Even though some of them may deny it, the authorized joint collection bodies for financing individual training leave (Opacif) are, first and foremost, questioned about this input. Their task is to ensure the employee then asks the right questions and is also able to imagine other courses of action (Validation of Acquired Skills (VAE), mixed programmes, internal repositioning, etc.). Furthermore, needs reflect the openness of the individual to their professional and economic situation. Some employees look at their sector and possible mobility openings in a very precise manner as they have, among other things, a professional and personal network which facilitates transitions. Others have less social capital, occasionally related to a relative lack of awareness of their professional environment inside and/or outside their establishment. There is a key challenge for Career Guidance Counselling (CEP - conseil en évolution professionnelle) to stimulate these individuals. The experience of getting together with a peer, of more or less formalized career surveys, and even immersion periods, must be facilitated during these Career Guidance Counselling (CEP) sessions.

### ***How does Career Guidance Counselling (CEP) coordinate with existing initiatives and services provided for jobs, training and guidance?***

Coordination depends on the request made. Some people, mainly employees, show that they are primarily interested in a skills assessment. In this case, Career Guidance Counselling (CEP) is a sort of complementary service, providing them with technical expertise on the funding of a training project specified during the assessment. We can also see the impacts of the first waves of the work-related interview, when employers are obliged to inform their employees of the existence of Career Guidance Counselling (CEP). The employees go on to contact the organizations for support which, more often than not, touches on help for internal positioning (internal mobility, request for in-house training).

### ***What does initial feedback reveal?***

Opca (joint collection bodies) and Opacif's (authorized joint collection bodies for financing individual training leave) strength lies in their ability to offer the individuals, who they support, a "sector-based" approach and awareness, through their knowledge of the structures of the professional fields covered. In practice, career guidance counsellors are deeply involved in regional delegations and are in daily contact with training counsellors, who know their area very well and can provide highly-accurate and valuable details about the health of given sectors. These details help forge a Career Guidance Counselling (CEP) approach that participating employees appreciate greatly, in particular when this concerns the professional fields covered by the majority of VSBs (French TPE - Très Petites Entreprises). In terms of quality, we can also mention the involvement of certain initiatives which are little or poorly known by employees (Personal Training Account (CPF - compte personnel de formation), individual training leave (CIF- Congé individuel de formation), etc.), support processes which adapt over time and in the form they take and, last but not least, the primacy of the individual interview. These elements emerge as grounds for satisfaction.



# #2

Using digital  
technology  
to facilitate  
guidance ➔





## FRENCH ORIENTATION POUR TOUS PORTAL (GUIDANCE FOR EVERYONE PORTAL)

[www.orientation-pour-tous.fr](http://www.orientation-pour-tous.fr)

*In just five years, this 2011-launched portal has become the benchmark website for vocational training and career guidance in France. News, job datasheets, resource addresses, etc., Internet users have easy access to practical and updated information.*



### The background

Instigated by the French State and launched in 2011, the Orientation pour tous portal (Guidance for Everyone portal) is the public guidance service's paperless tool. It is, as such, the result of coordination between policy-makers and organizations on lifelong guidance, as defined in the European Resolution of 2008. The only French portal of its kind, Orientation pour tous portal (Guidance for Everyone) provides information on jobs, initial and vocational training, initiatives, programmes, addresses and establishments, and is designed to promote chosen career directions rather than imposed ones.



### The aims

- Provide Internet users with a first level of free and accessible information about vocational training and career guidance in France.
- Propose well-documented and updated content through active collaboration with institutional partners and professional sectors.



### The public

Young people debating their career paths, employees who wish to change jobs or retrain, job seekers, self-employed people, civil servants, etc., the portal is for everyone, regardless of age, status or place of residence.



### The content

#### Theme-based input

The website proposes several sections:

- **News:** national, regional and international news as well as an agenda listing all upcoming events for the general public.
- **Jobs:** thousands of datasheets, videos and studies on jobs, employment and remuneration.
- **Study / Train:** information on initial guidance, vocational training systems and datasheets on European and international mobility.
- **Regions:** comprehensive information on user-selected regions (news, training, guidance addresses, etc.).
- **Useful addresses:** a directory of information and guidance establishments, classified by region or by profile.

### **Rich, powerful content from various partners**

- ➔ Job datasheets created by the National Employment Agency (Pôle emploi), the National Office for Education and Career Information (ONISEP), the three public services and the professional fields.
- ➔ Over 200,000 training offers and 40,000 contact details for establishments selected by ONISEP and the network of Centres for Organization, Resources and Information on Vocational Training (CARIF) and Regional Observatories for Employment and Training (OREF).
- ➔ A directory of guidance establishments, created by the Vocational Training and Career Guidance Centre (Centre Inffo) and the Youth Information and Documentation Centre (CIDJ).

### **A dynamic, time-sensitive initiative**

In partnership with the professional fields, the portal centre stages professions where there are job opportunities and training related to these employment requirements. Study summaries, reproduced for the general public, provide users with more information on these jobs and sectors.

### **Easier browsing**

A guided search tutorial helps site visitors by providing direct access to the information. Five key needs have been identified:

- ➔ I would like to discover jobs
- ➔ I would like to meet a counsellor
- ➔ I would like information about diplomas (degrees) and qualifications
- ➔ I would like to find a training course
- ➔ I would like to find funding for my training project.

To address the different browsing practices, the portal is responsive and tailors itself to the size of the screen used (tablet, smartphone, desktop).

## ***Young people contact me regularly via social media***

**Soraya Souna**, Orientation pour tous portal (Guidance for Everyone) community manager

### ***What is distinctive about this portal?***

Unlike other websites, this portal is intended for everyone. It has been designed as a one-stop service, where visitors can directly access a first level of information. They may then follow links and visit our partners' websites (the National Office for Education and Career Information (ONISEP), the National Employment Agency (Pôle emploi), professional sector representatives, etc.) or an information and guidance organization, if they wish to pursue their queries.

### ***Does the principle of a portal not restrict individual contact with the general public?***

It's not an obstacle, it's quite the contrary actually! Visitors can easily contact us via social media, in a more informal way. I often receive requests from young people asking specific questions or job seekers asking about their right to training. If the answer requires special expertise, I redirect them to our partners.



## FRENCH NATIONAL EMPLOYMENT AGENCY'S “EMPLOI STORE” (JOB STORE)

*The “Emploi Store” (Job Store), a web and mobile-service boutique, provides the public with employment and training information, methods and tools.*



### The background

The French “Emploi Store” (Job Store) [www.emploi-store.fr](http://www.emploi-store.fr), launched on 2 July 2015, provides the public with employment and training information, methods and tools.

Based on the observation that not all job seekers have the same needs, the French National Employment Agency (Pôle emploi) progressively expanded its service offering. Henceforth, Employment Agency counsellors tailor the intensity of the support they provide to the individual's needs and level of autonomy.

### The National Employment Agency's (Pôle emploi) four monitoring and support initiatives

→ **Reinforced support** is offered to the individuals who are the most alienated from employment, who have the greatest need to have regular face-to-face meetings with their counsellor. These counsellors manage a portfolio of a maximum of 70 job seekers in this situation.



→ **Guided support** is intended for individuals who need regular support for looking for a job; it is initiated through face-to-face, phone and email exchanges. These counsellors manage a portfolio of around 100 to 150 people.

→ **Monitoring and assistance for finding a job** concerns the most autonomous job seekers who are very familiar with the job market. These counsellors can manage a portfolio of around 200 to 350 people. They ensure these job seekers receive job offers and remain active in their job search, yet contact is generally by electronic means.

→ **Comprehensive support:** The National Employment Agency (Pôle emploi) has joined with departmental councils to create a fourth monitoring initiative. In this instance pairs are established between Employment Agency counsellors and social workers from General Councils. The General Councils mobilize professional social workers who provide comprehensive support, hand-in-hand with the Employment Agency counsellors.



### The public

“Emploi Store” (Job Store) is primarily targeted to the most autonomous job seekers (“Monitoring and assistance for finding a job” initiative). However, through its accessibility on Internet, it also provides a service offering to all active individuals who require information, methods and tools for their career development project.



## The content

→ Improve job search, streamline their professional project, better comprehend the job market, etc. Each individual can, at their own pace and in accordance with their own needs, use the “Emploi Store” (Job Store) web and mobile services (serious games, mobile apps, MOOCs, websites).

→ These services are made available by a variety of employment and training professionals: from big businesses to startups, from public organizations to independent developers. The National Employment Agency (Pôle emploi) and its partners propose over 120 employment and training services, which were previously dispersed. Users can assess these services and contribute to their popularity by grading them.

→ “Emploi Store” (Job Store) is free, 24/7 accessible, on computers, tablets and mobile devices.

### FOCUS ON GUIDANCE FUNDAMENTALS

The Council of the European Union’s Resolution on “better integrating lifelong guidance into lifelong learning strategies” (21 November 2008) invites Member States to “encourage the lifelong acquisition of career management skills”.

To this end, the National Employment Agency (Pôle emploi) formalized the definition of guidance and went on to implement it in a framework of eight lifelong learning and career management skills, indispensable for all active individuals who wish to reflect on their career development project. Guidance fundamentals present this framework and propose learning sessions in the form of e-learning to help individuals become proficient in each of the eight skills.

### FOCUS ON THE “PARTIR À L’ÉTRANGER” (“GOING ABROAD”) SERIOUS GAME

This serious game provides individuals with methods and essential information for establishing a project for going abroad. This tool helps them:

- organize their departure,
- find information on the formalities and steps to be carried out, different depending on the geographical area,
- review their preparation,
- view accounts from people who have gone abroad.

The service is also intended for people who are expats and who wish to prepare their return to France.

# Three questions for...

**Fabien Beltrame**, Head of the “Vocational Training and Career Guidance” Department, French National Employment Agency (Pôle emploi) General Management / Department responsible for the Employment Agency’s operations.

*What is the “Creating a professional project” (“Construire son projet professionnel”) MOOC all about and for which over 11,000 people have already registered?*

In order to create a career development project, you need to cross-check three types of information: information about interests (professional interests, motivation, what the person likes doing and what they don’t like doing, etc.); information about achievements (which skills am I already proficient in, what I’m able to do, etc.) and information about the job market (professions where there are job opportunities, companies proposing vacancies, etc.). This MOOC, as such, proposes training sequences to discover methods and obtain the tools required to create a professional project by using these three types of information.

*What other services address the issues which job seekers encounter?*

Sending an unsolicited application letter only makes sense if the company targeted is likely to be looking for the skills proposed. It is therefore vital to target the right companies. The “Bonne Boîte” (the “Right Firm”) service provides support to do this. By using the Employment Agency’s (Pôle emploi) data related to all hires made by companies and by analysing past recruitment and skills required, the service provides the user with a list of the companies most likely to be looking for the skills the user has, in the user-defined geographical area.

*What are the different types of uses of “Emploi Store” (Job Store)?*

“Emploi Store” (Job Store) was initially devised and published online for the most autonomous job seekers. It’s what we call self-delivery, i.e. the user calls upon the various services which they choose to use, alone and at their own pace. Moreover, we came to realize that a great many guidance, training and professional integration practitioners were also proposing “Emploi Store” (Job Store) in their own service offerings. This is what we now call a “digital mix”: the counsellor initiates job seekers individually or in a group workshop of 8 to 12 people to use digital services. The added value of this “mix” is to address job seekers’ needs whilst boosting their digital autonomy along with the educational aspect of developing lifelong learning and career management skills.





## FRENCH NATIONAL OFFICE FOR EDUCATION AND CAREER INFORMATION (ONISEP) RESOURCES

*The purpose of the French National Office for Education and Career Information (ONISEP) is to inform and guide. Accessible to everyone, it provides resources, tools and productions for educational and vocational guidance.*

The French National Office for Education and Career Information (ONISEP - L'Office national d'information sur les enseignements et les professions) is a public establishment under the authority of the French Ministry of National Education and the French Ministry of Higher Education, Research and Innovation. It provides comprehensive, adapted informational tools and resources for guidance, which take into account the heterogeneity of target groups.



### The aims

- Provide information on training, jobs, professional sectors via the [www.onisep.fr](http://www.onisep.fr) website and printed, national and academic publications.
- Guide young people and their families in their training path and professional project choices.
- Provide educational teams with resources for helping young people in their training and career planning process.
- Support Ministerial policies in favour of specific target groups, such as “drop-outs” or pupils with disabilities; of girl/boy equality; of mobility for young people in Europe, etc.



### The public

The French National Office for Education and Career Information (ONISEP) is intended for pupils, students, families and education and guidance professionals.



### Organization

→ The French National Office for Education and Career Information (ONISEP) is a network headquartered in Ile-de-France and comprising 17 regional delegations and 28 sites established nationwide. It is made up of professionals with a wide range of expertise, in the fields of educational engineering for guidance, documentation, cross-media publishing, digital technology, audiovisual, communication and fairs, IT, etc.

→ It develops many partnerships to propose a variety of services which are tailored to users' demands. Users are, as such, provided with printed, digital and audiovisual productions, websites, fairs, videos and paperless services. Within the Regional Public Guidance Service (SPRO - Service Public Régional de l'Orientation) framework, all French National Office for Education and Career Information (ONISEP) services can be rolled out throughout the regions, as close as possible to the target groups and in line with their expectations.



# A few key ONISEP figures

**5 MILLION GUIDES** distributed free of charge in secondary schools.

**53 MILLION VISITS** in 2015 to [www.onisep.fr](http://www.onisep.fr)

**7 ONLINE PLATFORMS** for answering the public's questions via chat, email and phone.

**500 EMPLOYEES** (300 in regional delegations and 200 at the head office).

a **40-MILLION-EURO** budget.

**120,000 TRAINING SCHEMES,**  
**21,000 ESTABLISHMENTS, 717 PROFESSIONS**  
and **900 VIDEOS** listed in the databases of this documentary system which is one-of-a-kind in Europe.

ZOOM

## FOCUS ON THE “MA VOIE PRO EUROPE” WEBSITE

The purpose of the multilingual “Ma voie pro Europe” website (“My European Vocational Path”) [mavoieproeurope.onisep.fr](http://mavoieproeurope.onisep.fr) is to inform and encourage young people in vocational training to become mobile. Young people, educational teams and counsellors have access to information and advice. The portal presents, in particular, vocational training systems in Europe as well as the various types of mobility: placements, studies, volunteering, jobs, charity work as well as news, personal accounts and regional contacts for those wishing for tailored, local information and advice.



## MON ORIENTATION EN LIGNE (MY E-GUIDANCE)

*The aim of this platform? To answer guidance-related questions raised by the public, in particular by secondary school pupils. Accessible to everyone, it provides individual, updated real-time help.*

This service, accessible via [www.monorientationenligne.fr](http://www.monorientationenligne.fr) or via its mobile app, provides personalized answers to users who ask questions to experts by phone, email or chat. The counsellors, all holders of university qualifications (degrees or Master's degrees) and trained in-house to use this platform, are qualified to answer the different questions raised concerning training, professional integration, placement search, studies in France and abroad, training or career changes, disability, etc.

This national platform comprises seven fully-interconnected response platforms, which are also totally-interconnected to the questions: Amiens, Bordeaux, Fort-de-France, Grenoble, Ile-de-France (Lognes and Paris) and Nantes. Furthermore, this service interacts with educational information and guidance services. If and when required, the answers given may be complemented by local-level support. This extra support may be written (for example, on subjects such as posting/placement, examination rules, etc.) or may take the form of a meeting in an information and guidance centre. To ensure optimal service, a quality control process has been implemented as well as real-time updating of the answers given, stored in a database.

[www.monorientationenligne.fr](http://www.monorientationenligne.fr)

## Key figures

**425,000 VISITS** in 2015 on the website and mobile app.

**166,500 CONTACTS** received.

**7** fully-interconnected response **PLATFORMS.**

**AROUND FIFTY FULLY-TRAINED PROFESSIONALS**  
answering the public's requests.

## Two useful numbers

A freephone hotline dedicated to drop-out groups and to school pupils who are likely to drop out **+ 33 (0)800 12 25 00.**

A freephone hotline for guiding secondary school pupils in their study choices and for helping them with formalities for registering on the post-Baccalaureate admission portal (APB) **+ 33 (0)800 4000 70.**

## A new reminder system

Implemented in November 2016 for drop-outs concerned by the right to return to schooling and training. <http://reviensteformer.gouv.fr>







## *Mon orientation en ligne (My e-Guidance) is the French public's favourite media*

**Olivier Cornet**, Head of the Mon Orientation en ligne Service at ONISEP.

*What major changes have been implemented in the service since it was created seven years ago?*

First of all, we noticed that there was a surge in demand over the first few years. The service initially evolved with the introduction of freephone numbers for drop-out groups and for the post-Baccalaureate admission portal (APB), which generated an increase in calls, mainly from parents. Today, Mon Orientation en ligne (My e-Guidance) is unquestionably the public's favourite media, even if we've noticed that demand has been sluggish over the last year or so. This is clearly much more linked to an issue of visibility of this online service rather than decreased need. New upgrade projects are currently underway, in particular for coordinating it with the Regional Public Guidance Service (SPRO).

*What added value does this service bring for learning and career guidance?*

First of all, it is perfectly tailored to the uses which young people (and the not so young!) make of digital tools. It is accessible over a very long timeframe every day and also at anytime throughout the year and at any phase of the pupil's, student's and parents' programme. Yet, it isn't an "uprooted" service. Users are systematically reminded of the resources and players relevant for them (the educational team, the psychologist-guidance counsellor, etc.). And, if required, users can in particular be put in contact with the academic information and guidance services.

*What is the typical user profile?*

We come across the usual National Office for Education and Career Information (ONISEP) public. Seven users out of ten are secondary school pupils following general, technological and vocational curriculums, and students. As regards change in users, we've noticed that demand from years 7 to 10 secondary school pupils has decreased whereas demand from students has increased and that from years 11 to 13 pupils has levelled off. Around 15% of parents use this service for their children and an appreciable percentage of adults (8%), seeking vocational retraining, also calls on it.

## **MON ORIENTATION AUGMENTÉE - MOA (MY AUGMENTED E-GUIDANCE)**

*This new 2016-launched application provides secondary school pupils with an interactive interface for developing their learning and career management skills.*



### **The background**

Developed in 2016, Mon orientation augmentée (My Augmented e-Guidance) is available for PCs, tablets and mobile devices. It is in line with the French "Avenir" (Future) programme and is integrated in the Folios digital tool. The first module, intended for years 7 to 10 secondary school pupils, was published online in January 2016. The second, for years 11 to 13 secondary school pupils, was integrated at the end of 2016.



## The aims

This application provides secondary school pupils with individual support for their learning and career choices. The application takes each pupil's profile, specific questions and centres of interests into account and proposes tailored solutions, via fun, interactive browsing. Mon orientation augmentée (My Augmented e-Guidance) also makes mediation with the educational teams in charge of guidance easier by preparing pupils for their interviews with these professionals.



## How it works

→ Pupils choose a character – an avatar or “digital double” – among eight proposals. After giving their consent, they are invited to input a series of personal information, used for identifying their profiles and for proposing adapted information to them.

→ Designed as a guide, the characters which the pupils choose help them browse through the application in a fun-filled way. They can explore various sectors of activity, known as “worlds” (communication, healthcare, business, IT, etc.) which provide information about the different jobs, training and training establishments. The pupils’ “double” also talks directly to them by sending them alerts about events which are likely to interest them and important information.

→ Over time, pupils’ profiles are enriched and clearer, enabling the application to provide them with increasingly-customized answers.

**Michel Muller**, Head of the Educational Engineering for Guidance Department at the French National Office for Education and Career Information (ONISEP).

### *How does this application take the new uses which young people make?*

Our point of departure was the fact that the “smart” phone has now become indispensable for teenagers. Thus, it quickly became obvious that we had to develop a mobile app, which would adapt to their uses whilst answering their questions about learning and career choices. The aim is to give them access to all of the National Office for Education and Career Information (ONISEP), but one which is scenario-based. We also designed Mon orientation augmentée - MOA (My Augmented e-Guidance) to be integrated with Folios, another web service which we have been developing and which is being rolled out to all secondary schools in France. We made the two applications cooperate: when a pupil carries out a search on Mon orientation augmentée - MOA (My Augmented e-Guidance), it can be switched over to Folios and, likewise, Folios can send alerts and notifications to Mon orientation augmentée - MOA (My Augmented e-Guidance).

### *What other developments are planned?*

The first version is designed for years 7 to 10 secondary school pupils. We’re working on a version for years 11 to 13 pupils, which will take into account the prospect of post-Baccalaureate study projects.

### *What is the feedback from pupils like?*

We tested the app in a lot of classes. Pupils like the user-friendly design and the fact that it's easy to use. We are going to promote Mon orientation augmentée - MOA (My Augmented e-Guidance) deployment in classes as of the beginning of the next school term.



## For more information

→ The online app: <https://moa.onisep.fr>



## VIRTUAL FAIRS

*As an addition to its existing offer, the French National Office for Education and Career Information (ONISEP) has launched this new type of fair. Here, contact is made online and exchanges may continue once the event is over.*

The French National Office for Education and Career Information (ONISEP) has been organizing virtual fairs for the last two years, with the aim of establishing contact between exhibitors, speakers and visitors on given themes. These e-fairs complement traditional information-type fairs. And, their advantage? This new, innovational form of communication promotes exchanges and enables more visitors to take part. Another added value: Participants may continue to interact once the event is over and access the contents of the “fair” which remain available on the French National Office for Education and Career Information’s (ONISEP) website.

### Two virtual fairs have already taken place:

- In 2015, “Guidance for a Digital Era” (“L’orientation à l’ère du numérique”). 14 on-line conferences, led by various guidance players provided an opportunity to review customs and practices in learning paths.
- In 2016, “My Child’s Learning Path” (“L’orientation scolaire de mon enfant”) focused on parents of pupils to help them accompany their children in their learning and career choices.

## Interview

### *Visitors and exhibitors don’t need to commute anymore*

**Michel Muller**, Head of the Educational Engineering for Guidance Department at the French National Office for Education and Career Information (ONISEP).

#### *Why did you decide to develop virtual fairs in addition to those which the National Office for Education and Career Information (ONISEP) already organizes?*

Several reasons motivated our decision. First of all, the aspect of such a fair, which we felt was an innovating way to interact with our target groups. Next, the ease with which we could set it up. The only material constraint is to create a set for recording the conferences; the space reserved for the exhibitors is virtual. And, finally, its accessibility. Visitors and exhibitors don’t need to commute anymore. Participants can connect using any multimedia device, in their work or at home. We were able, for example, to discuss with teachers and guidance counsellors who were geographically very far away from mainland France.

#### *How are partnerships established?*

That’s not the easiest part! We have to convince our contacts of the value of this new model. We managed to rally training centres, schools and institutional partners. This type of event is, however, going to develop over time. Audience ratings showed a significant increase during our third fair.

*What benefit does this tool bring to education and guidance professionals?*

Benefits are twofold for these professionals. First of all, it keeps them updated on what's new, such as content and services which we, and our partners, develop. They can also question project promoters directly to better understand and master their tools. Finally, they can use conference infosheets as training materials for working with their target groups. Generally-speaking, the Internet users who have taken part in an event have appreciated it and have recommended it to others in their networks".



## GUIDANCE-DEDICATED MOOCS (MASSIVE OPEN ONLINE COURSES)

*MOOCs, new online educational resources, are methodological tools for young people, adapted to their practices, to help them choose their post-secondary school study path.*

In October 2013, the French government implemented the "France université numérique" (FUN – Digital University of France) platform, under the aegis of the French Ministry of National Education and the French Ministry of Higher Education, Research and Innovation ([www.fun-mooc.fr](http://www.fun-mooc.fr)).

In this respect, the MOOCs, massive open online courses, which are free for everyone, are also being developed for guidance purposes and propose university-level training sessions which last between 4 and 12 weeks. Their value? An innovative approach to acquiring skills and to accessing knowledge. The aims of each learning activity are established by educational teams. On the agenda: video lessons, assessment exercises and interaction tools "with" and "between" learners. Some MOOCs issue certificates of achievement.



*Secondary school pupils who have taken part in MOOCs transmit applications which are better thought out*

**Anne Jarry**, Project Manager of the "Enrol in a technological university institute" MOOC "Entrer à l'IUT"

*Where did the idea for creating a special technological university institute (IUT) MOOC come from?*

Among the many applications which we receive, we've noticed that a lot of young people sabotage their application because they don't know how to present themselves, how to draft a personal account or how to answer correctly what is asked of them... without copying and pasting! This is particularly the case in technological programmes, among which we would like to be able to admit more students. Thus we came up with the idea of launching a free online course to support these students who haven't been given any tips and who perhaps don't have any help from their parents.

*What benefit does this educational resource bring to secondary school pupils?*

As it is made up of online videos, secondary school pupils can access the MOOC anytime, anywhere. It also provides them with a format adapted to their teenage

practices: images, short sequences, published online weekly publication, as if it was actually a miniseries.

### ***How did you put it together pedagogically-speaking?***

To create a good MOOC, you need quality information; you need to keep user experience in mind as well as the exercises that enable users to really validate their achievements. As regards the information, we pooled together our experience as screeners for technological university institutes (IUT) of course, as well as that of our colleagues from other technological university institutes. The challenge for us was mainly to ensure we created good videos from the user's perspective. To encourage secondary school pupils' engagement, with the help of an illustrator, we dreamt up characters which represent the various curriculums available. These sequences were frequently tested by the students and anything that didn't get across was pitilessly thrown out! Last but not least, we worked with educational engineers to adapt our exercises to fit in with the FUN MOOC platform context. Yet, always bearing in mind that the pupils who begins to do an exercise must achieve something from it in terms

of skills. It's actually coaching, not an assessment.

### ***Are you satisfied with the first results?***

For a first test run, the approach was successful, with 5,000 signing up – of which 95% were in the target age groups – even though the technological curriculum pupils accounted for barely 15% of users. But it's particularly from a qualitative point of view that the experience is gratifying. The MOOC forums were a wonderful space for discussion, much appreciated by the secondary school pupils, and acted as non-stop open days on a nationwide

scale. During screening on the post-Baccalaureate admission portal (APB), we also noticed that the pupils who had taken part in the MOOC presented well-developed, comprehensive applications.

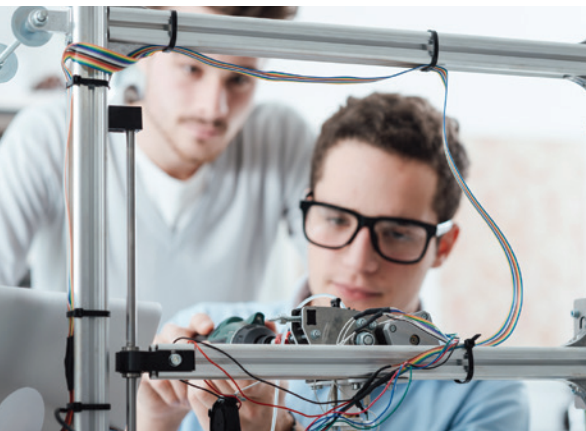
### ***Are you ready to renew the experience?***

We're already working on a second version based on an analysis of the user data collected, which will help us adapt certain sequences and develop new ones. We also wish to communicate more with secondary schools as we believe their recommendations are essential for enabling pupils, in particular pupils from technological sections, to make use of this tool, which is intended for them, even though adults have also told us that they use it for drafting their own application letters! Our MOOC will open again this summer for a session reserved for students from New Caledonia.

## **A MOOC example**

FUN (Digital University of France) – Paris Descartes University “Enrol for a technological university institute: tips for boosting your application”

[www.fun-mooc.fr/courses/parisdescartes/70002S03/session03/about](http://www.fun-mooc.fr/courses/parisdescartes/70002S03/session03/about)





## SERIOUS GAMES

*An ever-increasing number of these games, referred to as “serious”, are developed in the guidance sector and propose an educational yet fun approach tailored to young people’s digital uses.*

These serious games are applications developed using advanced video game technology. They integrate the same design and knowledge approaches as the traditional game (real-time 3D, object, person and environment simulation, etc.) but go much further than just providing entertainment. An ever-increasing number, developed in the guidance and discovery of the socioeconomic and business world sector, are highly-appealing educational resources.

MOOZ

### FOCUS ON THE POST-BACCALAUREATE ADMISSION (APB) PROCEDURE

The post-Baccalaureate admission (APB) procedure, launched in 2009, is the procedure which students use to enrol for French higher education. Students register via a web platform which takes into account most of the study paths available after the Baccalaureate (university curriculums, preparatory cycles for “grandes écoles”, HNDs (French BTS), etc.). Year 13 secondary school pupils as well as pupils who have obtained their Baccalaureate (or equivalent), under the age of 26, who hold a French Baccalaureate or European equivalent are obliged to apply online. Pupils/students may make a maximum of 24 choices and present them by order of preference based on their future study projects.

### SERIOUS GAME « MON COACH APB »



#### Aims

Committed to developing tools tailored to young people’s needs and digital uses, the French National Office for Education and Career Information (ONISEP) created the “My post-Baccalaureate admission coach” (“Mon coach Apb”) serious game in 2012. Available as a free download and accessible on smartphones, tablet and PCs, it helps secondary school years 12 and 13 pupils (“première” and “terminale” in French) become acquainted with the compulsory administrative procedure for enrolling in French higher education: the post-Baccalaureate admission procedure (APB - Admission post bac).

[www.onisep.fr/Choisir-mes-etudes/Au-lycee-au-CFA/La-procedure-Admission-Post-Bac/Mon-coach-apb](http://www.onisep.fr/Choisir-mes-etudes/Au-lycee-au-CFA/La-procedure-Admission-Post-Bac/Mon-coach-apb)



#### How it works

➔ Pupils choose a character among the eight available, which all have a specific profile and represent different study paths (scientific, economic, literature or technology Baccalaureate). The aim? To coach their character to complete the various post-Baccalaureate admission procedure steps.

➔ During the game, pupils have to simulate an academic year, comprising work-time and leisure time, and need to keep an eye on their school results, which can

- decrease if they neglect their schoolwork. Players need to find the right balance and manage “energy”, “time” and “motivation” variables.
- ➔ This serious game is also used to test different information strategies: meeting a psychologist-guidance counsellor in an information and guidance centre, visiting Open Days, taking part in discussion forums or guidance fairs, etc.
- ➔ At the end, players must list their choices on post-Baccalaureate admission (Admission post bac) (up to nine choices) by completing each step: inscription, choices and order of preference, validation. At the end of the game, they will discover their results and the reply from the educational establishments as regards their admission.



### For more information

➔ [www.onisep.fr](http://www.onisep.fr)



## WEBINARS

*Webinars – online seminars – are a means for remotely organizing conferences and training sessions, yet where participants can see each other.*

Used to present training programmes, jobs, opportunities for studying abroad and as part of vocational training, webinars are online seminars which can be devised as conferences or training sessions.

zoom

### FOCUS ON THE EUROGUIDANCE TRAINING: “MOBILITY ADVICE”

Euroguidance is a European network of national resource and information centres for guidance and mobility, cofinanced by the European Commission as part of the Erasmus+ programme. One of its missions is to train guidance practitioners on European mobility topics.

Within this framework, distance training was organized for Italian guidance counsellors in December 2015 using the Adobe Connect tool. This training session was led by Graziana Boscato (EG France, Strasbourg) and Jef Vanraepenbusch (EG Belgium, Flanders), with technical support from the Euroguidance France Centre in Lyon.

The training session was divided into three parts:

- ➔ A presentation of mobility advice, where the various forms of currently-existing mobility were reproduced in a guidance interview context.
- ➔ The second part focused on mobility and its consequences for guidance as well as an analysis of the mobility process before, during and after a stay abroad.
- ➔ And, finally, time for questions and discussion with the Italian guidance counsellors.



Webinars are a means for remotely communicating where participants can see each other. Microphones can be opened and a chat area is also available for written messages.

Speakers and trainers can then full-screen display and scroll their presentation and trainees also have the opportunity to ask their questions in writing.

The presenter can remain full-screen viewable if their subject does not require documentary support.

This system is a means for working remotely, supported by contextual and informational aids and offering the possibility of interaction. Although this tool does not replace the quality of “live, “in-person” exchanges, it can target wider audiences geographically-speaking and it is a significant timesaver.



**« It's a great tool for disseminating information »**

**Jef Vanraepenbusch**, webinar presenter.

*« Its major interest is that it lets you address an audience located in different places: in Bordeaux, Montpellier and Strasbourg, for example. For the presenter, this can be a bit perturbing because, as we don't have as much contact with the public, we can't tailor what we say to their reactions. So, we have to practise first, do a technical test and get a good techie to deal with the on-screen presentations and camera shots. I believe we should use webinars for specific purposes: as certain activities do require trainees to be there physically. However, I think it is a great tool for disseminating information and an inexpensive means for providing training on a national and European scale. We have to adopt good practices, broadcast them and disseminate them. We could even imagine setting up a European training programme for the 2017 plan. »*





The Euroguidance network for lifelong guidance and mobility in Europe is aimed at guidance professionals and offers: an information website: [www.euroguidance-france.org](http://www.euroguidance-france.org), resource materials, training modules, a range of services for young people, information on how to find the right career path, etc.

The aim is to provide students, apprentices and adults, information and advice on mobility in Europe, participation in mobility events.

## HOW THE EUROGUIDANCE NETWORK WORKS

The Euroguidance network is:

- ➔ managed by the Erasmus+ France / Education & Training Agency which is responsible for implementing the Erasmus + (for the education and training component). The Agency is in charge of the overall coordination and organization of the network as well as the financial and Agreement-compliance monitoring of the Euroguidance Agreement.
- ➔ Institutionally, the network is headed by the representatives of the line Ministries:  
The French Ministry of National Education and the French Ministry of Higher Education, Research and Innovation (General Directorate of School Education (DGESCO - Direction générale de l'enseignement scolaire), General Directorate for Higher Education and Professional Integration (DGESIP - Direction générale pour l'enseignement supérieur et l'insertion professionnelle), Directorate for European and International Relations and Cooperation (DREIC - Direction des relations européennes et internationales et de la coopération);  
The French Ministry for Labour (General Delegation for Employment and Vocational Training (DGEFP - Délégation générale à l'emploi et à la formation professionnelle).
- ➔ The line Ministries have mandated 7 resource centres: CIO Lille, Lyon, Marseille, Strasbourg, l'Onisep, le carif PACA et Centre Inffo.



## Key acronyms used

- APEC:** Executive Employment Association (Association Pour l'Emploi des Cadres)
- AUP:** Foundation Year (Année Universitaire Préparatoire)
- BIJ:** Youth Information Bureaus (Bureaux d'Information Jeunesse)
- CEP:** Career Guidance Counselling (Conseil en Evolution Professionnelle)
- CIO:** Information and Guidance Centres (Centres d'Information et d'Orientation)
- CPGE:** Preparatory class for the Grandes Ecoles (Classe Préparatoire aux Grandes Ecoles)
- CRIJ:** Regional Youth Information Centres (Centre Régional Information Jeunesse)
- FOQUALE:** Training-Qualification-Employment networks (FOrmation QUALification Emploi)
- FUN:** Digital University of France Platform (France Université Numérique)
- MLDS:** Programme for Countering School Drop-out Rates (Mission de Lutte contre le Décrochage Scolaire)
- MOOC:** Massive Open Online Courses
- OPACIF:** Authorized joint collection bodies for financing individual training leave  
(Organismes Paritaires Agréées au titre du Congé Individuel de Formation)
- PACES:** First common year of health studies (Première Année Commune aux Etudes de la Santé)
- PEC:** Portfolio of Experiences and Skills (Portefeuille d'Expériences et de Compétences)
- PIJ:** Youth Information Desks (Points d'Information Jeunesse)
- PSAD:** Drop-out Monitoring and Support Platform  
(Plateforme de Suivi et d'Appui aux jeunes en situation de Décrochage)
- SCUIO:** Joint University Information and Guidance Services  
(Services Commun d'Information et d'Orientation des Universités)
- SOIE:** Career guidance service (Service Orientation Insertion Entreprise)
- SPRO:** Regional Public Guidance Service (Service Public Régional de l'Orientation)
- STAPS:** Science and technique of physical and sport activities  
(Sciences et Techniques des Activités Physiques et Sportives)
- SUR:** Curriculum Change Semester (Semestre Universitaire de Réorientation)
- VAE:** Validation of Acquired Skills (Validation des Acquis de l'Expérience)

Brochure developed by:  
Agence Erasmus+ France / Education & Training Agency: Laurent Lascrou  
Euroguidance Education Resource Centres: Graziana Boscato, Isabelle Dekeister, Yvan Couallier  
Euroguidance Employment Resource Centre:  
Espace Compétences Carif PACA : Elisabeth Kunze, Régis Guillemette  
Centre Inffo : Régis Roussel, Alice Vielajus, Vincent Joseph

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[www.euroguidance-france.org](http://www.euroguidance-france.org)



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