

# National Report on Guidance in Group Settings

## NAVIGUIDE LLP-LDV-TOI - 11-AT-0010

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Due on: November 28, 2011

Each country partner must complete the following sections based on guidance within your own country. Please include any visual/diagrammatic explanations, web addresses and references. Please answer the following questions according to your national situation in guidance!

## 1 Guidance in general

- *Who provides the guidance services?*
- *Who do they target?*
- *Are there specialised services?*

Orientation and guidance services are provided by different actors, depending on one's age and one's status (employed or unemployed).

### DURING INITIAL TRAINING

**Young people in initial training** are offered orientation services by "Conseillers d'orientation professionnelle" (COP), guidance advisors employed by Ministry of education.

Since a few years, private institutes have expanded their guidance offers, among other things with the "bilan d'orientation scolaire", a curriculum counselling service targeted at school pupils and students and their families, to help them in the choice of their path and courses (ie between secondary and primary school or before applying to university, ...).

More and more, universities are also improving their guidance services by developing new offers to support graduates in their job seeking after at the end of their studies.

### AFTER INITIAL TRAINING

#### **→Actors who belong to the Public Employment services:**

- **Young people who left school early and who are unemployed under 26:** specific network of "Missions Locales"
- **Unemployed people** can access to orientation/guidance services throughout three type of actors :
  - The French **national agency for unemployed people**, called "**Pôle Emploi**". This agency is the main public actor: it offers support in job seeking and pays the unemployment legal insurance to the unemployed.

- Private actors as small and medium agencies specialized in supporting job seeking and career counselling also act as **subcontractors** for "Pôle Emploi".
- A specific network for highly qualified people called **APEC** – Agency for the employment of managers.

→ **Actors from the private sector:**

Small or medium sized agencies specialized in guidance services for employed people offering different type of services ("Bilan de compétences", accompaniment in the VAE process (Validation of Experience-Acquired skills to get a degree)).

This service, Bilan de compétences, is a right for workers, who can benefit of this either informing their employer, or not, and is financed by Training insurance funds. Another network gathering public service actors, and private actors, has been built around VAE, which address to unemployed as well as employed people who need counselling and accompaniment to get a degree by the validation of their experiences acquired skills.

The main target groups are the young in initial training, the young unemployed people, the unemployed people, managers, and employed people. The groups each benefit from specific services.

- *Are there National policy objectives?*

**Objectives at a national level**

Objectives at a national level are expressed in terms of general directions.

- Work contracts or specially arranged contracts for the young unemployed aged between 16 and 26 years old
- Services to facilitate the access for all to training courses and the development of skills

- Tools to encourage entrepreneurship (setting up and support of companies)
- A law for equality of rights and chances
- Retraining services for laid-off workers
- Implementation of an approach to develop employment and skills (EDEC)
- Tools to support and maintain senior workers in their
- European programmes to support employment and develop training and professional integration

### **Flexisecurity**

We can also notice the attractiveness for the concept of “sécurisation des parcours professionnels” – securing of professional paths -, used by several types of actors (trade unions, unions of employers for example), with somehow various definitions and sensitivity behind this concept.

Whatever the different meanings this term, it refers to the Northern European idea of “flexisecurity”, where improved social insurance and guidance services during periods of unemployment offer compensation for a more flexible job market.

### **Specific objectives for young people**

There are also specific objectives for young people. In this context, the main results expected regarding the implementation of the national plan are:

- The reduction of the number of young people leaving school without qualification;
- The reduction of the number of young people without a certificate in higher education;
- To shorten the delay for young people to enter the job market;
- Greater social diversity in all career paths

To achieve these results, the national plan identifies four areas of work:

- The qualification of all young people,
  - An active guidance to higher education for employment,
  - Coordinate, evaluate, inform,
  - Mobilize and professionalize all stakeholders.
- 
- *What is positive/negative about Guidance in your country?*

### **Positive aspects of the guidance system in France**

- **The financing of the French guidance system** enables adults after initial training to benefit from guidance services, whether they are provided by the public or private sector.

Sources of finances combine social charges coming from employees and employers. More over, companies are obliged to set-up in-house training plans, and to contribute to the financing of the training insurance funds.

- **The 'bilan de competences' service** (similar to a skills audit combined to guidance counselling): it is a right for each worker, with specific and strict ethical rules; one can choose to benefit from it, without informing his/her employer. When the employer is not informed, the service is usually paid by the employee's training insurance fund. The outcomes of this service are summarized in a written synthesis that is the exclusive property of the beneficiary. Therefore, even if the service is paid directly by the employer, this synthesis will not to be communicated to the employer.

- **Active research in the field of guidance:** a solid trend of searchers and practitioners have set their activities in a "emancipatory" tradition, keeping alive opened political and philosophical debates around the aims of the guidance professions, their place and possible autonomy comparing the needs of the enterprises and of the liberal system.

### **Negative aspects of the guidance system in France**

- The complexity of the financing system: the system is designed in such a way that all adults should have access to continuous training and also to guidance services. However, the complexity of the financing system can be discouraging for some people.

- The "Validation des Acquis de l'Expérience" (Validation of Experience-acquired skills) system, which aims to enable people have their experience recognised and validated by a diploma, is not easily accessible for the low qualified people, although this audience is a priority target. This can be explained by the fact that the validation process requires that the beneficiaries produce a great deal of written material to describe in details and analyse their professional activities. However, this can be a serious issue for people who are not very confident or have poor writing skills.

- The "Pole Emploi" agency, which is the main public actor in this field (49 000 workers), was created in 2009 from the merging of the Agence National Pour l'Emploi (providing assistance for job seekers) and the ASSEDIC (public provider for unemployment insurance). As a result of this merge, in addition to an increasing unemployment rate due to the economical crisis, the Pole Emploi counsellors have harder working conditions, and they can face difficulties in being able to provide quality support to the unemployed.

## **2 Guidance settings: Individualised and Group**

- *How is guidance provided in your country?*

The guidance landscape in France is very fragmented.

Guidance will be provided by a large range of actors depending on the type of audience (young in initial training / active people / specific publics / employed or unemployed people).

Some guidance services will also be provided by private actors who act as subcontractors for institutional bodies.

- *What is the prevalence of group and individualised guidance?*

The setting can be in group and/ or individual. It depends on the service it is linked to.

Usually the more expensive services will enable an individual and tailor-made setting (i.e. Bilan de competences for employed people).

Services provided by the public sector will often combine both approaches. (i.e. Job seeking or guidance for the unemployed provided by Pôle Emploi)

- *What methods/techniques/tools are used for guidance in group settings?*

Group settings dealing with job seeking issues are named "TRE" ("Techniques de Recherche d'Emploi") in French.

The mainstream trend for the methods applied to the field of guidance with group settings will refer **to educational guidance and reflexive approaches**.

They are based on didactic concepts from the ADVP (Professionnal and Vocational Activation and Development) which comes from Quebec, and from researches in a specific field of the Psychology of work, called "clinique de l'activité".

The "Bilan de competences" and "Portefeuille de competences" approaches can be described as a 5 stages process:

- exploration of the path and experiences (professional and personal)
- analysis of experienced acquired skills and knowledge
- identification and formalization of the related competences
- analysis of one's values and desires
- building of a professional project and action plan

- *Are these methods/techniques/tools also used in individualised settings?*

The educational approaches and tools referring to ADVP can also apply to individualised settings.

When there is a combination of individualised and group setting guidance approaches, the individual part, with one to one interviews, will focus on the more personal and private side of orientation factors, while the group activities will emphasise on more generic issues (knowing more about job market, methodology to analyse one's resources ...).

Another type of methods from psychometric approaches (i.e. personality tests) will be mostly used in individualised settings. These imply the use of tests and the search for a match between one's profile and a job description or frame of reference.

- *If not, what makes them so effective in a group setting?*

The exercises and methods based on interactions between the participants can only be effective in a group setting.

The techniques to be used exclusively in a group setting include brainstorming activities, exercises undertaken by sub-groups of 2 persons, etc...

### **3 National stakeholders**

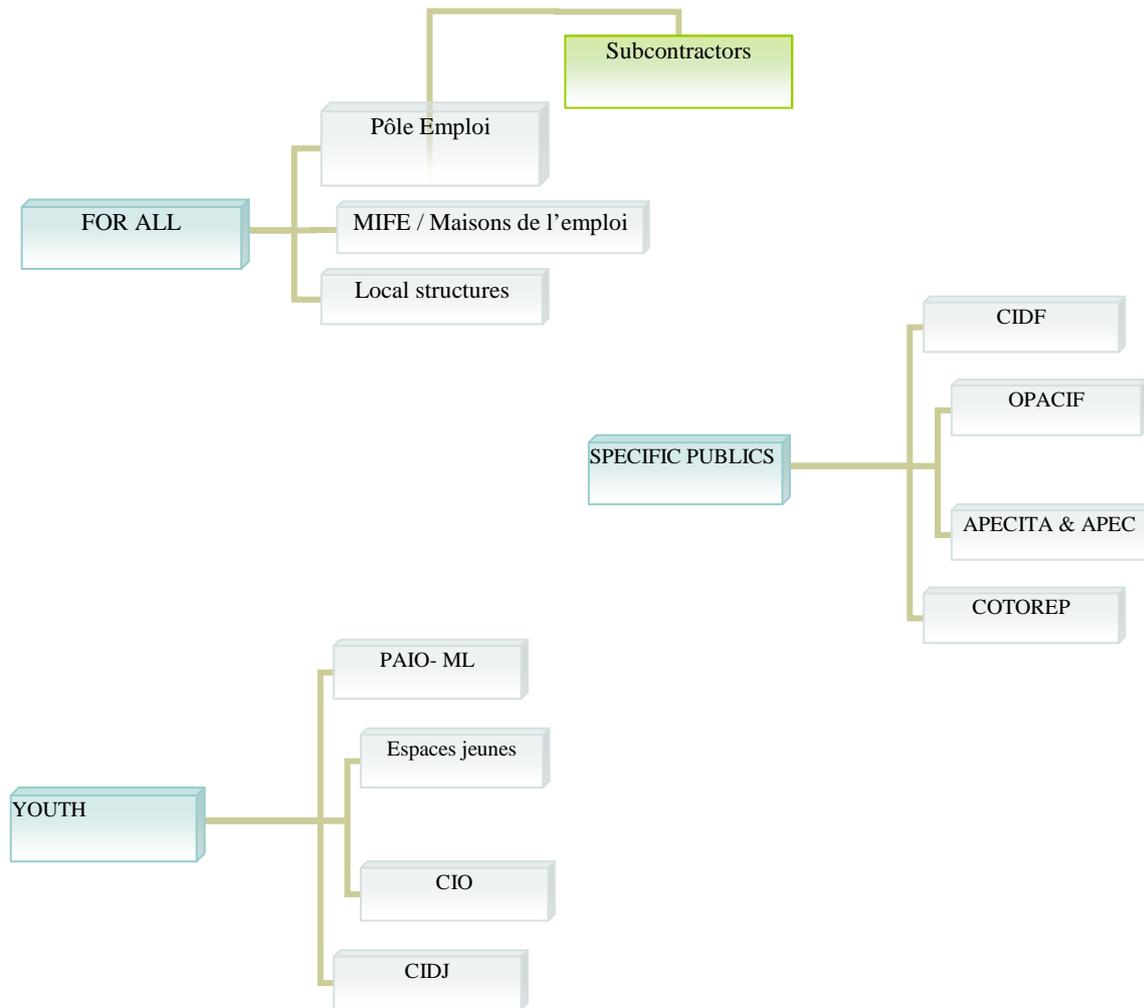
- *Who are the key stakeholders in guidance in your country?*

Key stakeholders in France belong to different organisations, among them:

- State and government, and specifically the Ministry of Labour and Social Affairs
- Regional councils, who are competent to implement and organise the training policy on a local level
- Independent bodies, part of the Service Public de l'Emploi ('SPE') / Public Service for Employment)
  - o Pôle Emploi (National Agency for Employment) is co-ruled by the state and by a joint body with equal representation of both trade unions and employers' unions

- MIFE : Maisons de l'emploi / Maison de l'information sur la formation et l'emploi / Information relay for training and employment
- PAIO : Permanence d'accueil, d'information et d'orientation / Facility for vocational information and guidance
- Independent bodies, part of the 'SPE', that offer services for specific publics :
  - APEC : Association Pour l'Emploi des Cadres / Association for Employment of Executives
  - APECITA : Association Pour l'Emploi des Cadres, Ingénieurs et Techniciens de l'Agriculture / Association for Employment of Executives, Engineers and Agricultural Technicians
  - CIDFF : Centre d'Information et de Documentation des Femmes et des Familles / Women and Families Information & Documentation center.
  - CIDJ : Centre d'Information et de Documentation Jeunesse / Information & Documentation Center for Youth
  - COTOREP : Commission Technique d'Orientation et de Reclassement Professionnel (handicapés) / Technical Commission for Guidance and Vocational Retraining (disabled)
  - ML : Mission Locale / Local Mission, (young people 16-25 years old)
- Training Insurance Funds OPACIF and OPCA (Organismes Collecteurs Agréés), responsible for collecting the firms' contributions for training and retraining, and ruled by a joint body between trade unions and employers union
- FPSPP – Fond Paritaire de Sécurisation des Parcours Professionnels, financed by part of the OPACIF and OPCA's budgets

The schemes below sum up the main stakeholders dealing with guidance issues for different types of public:



- *What do they invest (time, money, commitment energy etc., and what outcome/ impact do they expect?)*

All the stakeholders mentioned above, share some main goals defined around priorities such as:

- fighting against a high unemployment rate,
- promoting integration of young people on the job market,
- focusing on low qualified people, to help them develop their skills.

The current economic recession and crisis have aggravated the situation of mass unemployment, which France has been facing more than 35 years. In this context, such goals can appear as "slogans", while budget cuts are reducing the resources for public policies.

At last, some stakeholders have specific expectations. For example the FONGECIF (the biggest OPACIF – training insurance fund – in France), throughout the funding of the "skills audit" service (Bilan de compétences), expects that retraining projects be assessed before the funding of the training period itself.

#### **4 Qualification and further training of guidance staff**

- *In general what types of qualifications do guidance practitioners have?*

The mainstream background is from "Psychology of work". Most of the training courses of this branch will focus on the didactic concept about the links between identity building and work experiences.

The COP (Conseillers d'Orientation Professionnelle) who work in the CIO (Centre d'Information et d'Orientation), hold a state diploma (State diploma of orientation counsellor – psychologist), prepared in a year long formation.

Guidance practitioners working in other types of structures may have various profiles, event if most of them have a background in psychology of work. The main courses are accessible either in initial or continuous training, and provided by universities, as well as major training centres in this sector such as INETOP or CNAM.

| Overview of Career Guidance Services and Systems   |   |   |                              |   |   |
|--|---|---|------------------------------|---|---|
| Guidance Service   | Activities  | Clients   | Administrative control       | Provide by                                | Training and qualifications   |
| <p>Guidance and counselling in schools after primary education</p> <p>CIO: centre d'information et d'Orientation</p> | <p>Guidance counselling. Collective information sessions in schools. Collaboration with teaching staff to put in place guidance education activities - tests, interviews, e.counselling</p> | <p>All public from 11 to adults, but mainly pupil sand students</p> | <p>Ministry of education</p> | <p>Guidance counselling psychologists</p> | <p>Bachelor's degree in psychology + two years of studies in a special institute</p> <p>Degree : DECOP</p> <p>Diplôme d'Etat de Conseiller d'Orientation Psychologue (State guidance counselling psychologist degree)</p> |

| Overview of Career Guidance Services and Systems         |   |  |                                      |  |   |
|--|---|--|--------------------------------------|--|---|
| Guidance Service   | Activities  | Clients  | Administrative control               | Provide by   | Training and qualifications   |
| University information and guidance departments<br>SCUIO | Guidance counselling<br>Job-seeking techniques<br>Information about trades and the job market, work placement | University students                            | Ministry of education / Universities | Guidance counselling psychologists but they are very few in those services working generally part-time. The team is mainly composed of documentalists, educational advisers, information officers, career development counsellors... | DECOP for COPs<br><br>Other university diplomas for the other staff members involved                      |
| Experience validation departments                        | Skills assessment<br>Validation of experience   | Adults   | Ministry of education                | Guidance counselling psychologists<br><br>Teachers<br><br>Psychologists  | DECOP for COPs<br><br>Masters in psychology<br><br>Higher education degrees                               |
| Mission Générale d'Insertion (MGIEN)                     | One-to-one interviews<br>Interests questionnaires, tests etc.   | Early school-leaver without any qualifications | Ministry of education                | Guidance counselling psychologists<br><br>Teachers<br><br>Psychologists<br><br>Special needs teachers' etc.  | DECOP for COP<br><br>Masters in psychology<br><br>Teaching degrees<br><br>Special needs teachers' degrees |

| Overview of Career Guidance Services and Systems  |   |                            |   |  |                             |
|---|---|----------------------------|---|--|-----------------------------|
| Guidance Service  | Activities  | Clients                    | Administrative control                      | Provide by   | Training and qualifications |
| You information department<br>Local network of more than 1500 organisations (CRIJ, BIJ, Points Info...) | Information techniques for young persons, collective techniques, one-to-one interviews etc. | For all king of youngsters | Ministry of Youth and Sports                | Staff of the Ministry of Youth<br><br>Documentalists, information officers ... | Very varied                 |
| Private information and guidance  | Individual techniques : tests, guidance counselling   | Youngsters after primary   | Private organisations, all services will be | Guidance counselling psychologist  | Varied                      |

Source: [http://www.euroguidance-france.org/upload/UserFiles/File/in\\_english/overview.pdf](http://www.euroguidance-france.org/upload/UserFiles/File/in_english/overview.pdf)

- *Is there a minimum qualification required?*

There is no formal regulation that makes it mandatory for the guidance practitioners in the various structures to hold a specific diploma. Moreover, the newcomers in the field on guidance that have won call for tenders thanks to very low price offers made to the buyers from the public sector, sometimes have low qualified profiles providing guidance services.

As a remark, let's note that the use of psychometric tests is usually regulated, with different levels of authorizations required to use them. Some tests are only for professionals who hold a degree of "psychologist of work", while the only requirement to use of other tests will only be to have taken a training course provided by the test's editor.

Quality processes ran by stakeholders, i.e. to asses skills audit centres, will focus on the criteria of professional experience in counselling, and the courses followed practitioners of the centre. However, this criteria does not refer to explicit diplomas.

- *Is there specific training provided for career counsellors?*

There are various private offers of continuous training modules targeted at career counsellors. Three main actors offer training courses (both initial and further education) for career counsellors,

-**INETOP**, national institute for research and training on orientation issues. The initial training for counsellors employed by the Ministry of Education in schools (high school).

-**CNAM** (Conservatoire National des Arts et Métiers), the most famous life long learning institute. They offer courses to prepare the degree of "Psychologist at work".

-**Universities**. They offer life long learning courses for adults who wish to retrain as guidance counsellors.

SCHOOL AN HIGHER EDUCATION INSTITUTIONS PROVIDING INITIAL TRAINING IN GUIDANCE

| School and Higher Education Institutions Providing Initial Training in Guidance |   |  |  |
|---|---|--|--|
| Course  | Institution   | Address  | Website & Email<br>Phone & Fax   |
| <b>2 years postgraduate diploma</b>   | Guidance counsellor Training institutes for the Ministry of Education | All addresses of the four institutes are on the site                                       | <a href="http://acop.asso.fr/">http://acop.asso.fr/</a><br><a href="http://perso.orange.fr/acop.fr/so/re.htm">http://perso.orange.fr/acop.fr/so/re.htm</a> |
| <b>Masters in career development and counselling</b>                            | For any kind of professionals   | Institut national d'étude du travail et d'orientation professionnelle<br>41 rue Gay-Lussac | <a href="http://www.cnam.fr/inetop/">http://www.cnam.fr/inetop/</a><br>Tél 01 44 10 78 10<br>Fax 01 43 54 10 91  |

|  |  |   |   |
|--|--|---|---|
|  |  | 75005 PARIS<br>RER Luxembourg.<br>BUS 21, 27, 38.<br>METRO St Michel,<br>Odéon.   |   |
| <b>A number of masters in human resource management, sociology, social psychology... clinical psychology, child, psychology, either professional masters or research masters</b> | For any kind of professionals                    | To consult the database of ONISEP ( National Office of Information on studies and professions)<br>Lognes 77437<br>Marne-la-Vallée<br>cedex 2                      | <a href="http://www.onisep.fr">www.onisep.fr</a><br>Tel 01 64 80 35 00<br>Fax 01 64 80 35 01  |
| <b>Inservice training modules and professional tools</b>   | guidance professionals and psychologists of AFPA | AFPA / Direction de l'Ingénierie - Institut National de l'Orientation et de l'Insertion Professionnelles<br>35 rue de la Mitterie<br>BP90119 59461<br>Lomme Cedex | <a href="http://www.inoip.afpa.fr/accueil2.html">http://www.inoip.afpa.fr/accueil2.html</a><br>Tel 03 20 17 50 00<br>Fax 03 20 93 71 23 |

Source: <http://www.euroguidance-france.org/en/290/french-guidance-system/guidance-counsellors-qualifications-in-france.html>

- *Are there further education/training courses provided for guidance practitioners?*

The same actors as mentioned above also offer further education and training courses for guidance practitioners:

-**INETOP**, national institute for research and training on orientation issues. They offer initial training for counsellors employed by the Ministry of education in schools (high school), as well as further education for guidance counsellors.

-**CNAM** (Conservatoire National des Arts et Métiers), the most famous life long learning institute. They offer courses to prepare the degree of "Psychologist at work", and also the possibility to take only certain credits

-**Universities**. They offer life long learning courses for adults who wish to retrain as guidance counsellors.

Private publishers of guidance methods and tools, provide short training courses in link with the methods they publish (like "Qui plus est" => <http://www.editionsquiplusest.com/> or Eurotest => <http://www.eurotests.fr/> ) ; the participants are often offered the guides and paper based methods which are used during the training session.

At last, there are several other small and medium sized organisations that offer short training modules (2 to 3 days) on specific methods, services or aspects to guidance practitioners.

- *Is there a continuous Professional Development (CPD) process in place? If so how does this work.)*

The training scheme in this sector is the same than in the other sectors of activity. Organisations and workers are free to undertake and have any training course paid for if it is in link with professional goals.

There are two options:

- The training course is set-up within the frame of the company's Training plan. In this case, it is possible that the training course be chosen by the employer, with a previous dialog and exchange with the employee.

- The training course is chosen by the employee when it is paid for with the 'DIF. Each employee is entitled right to a DIF (Droit individuel à la formation / Individual Rights for Training) equivalent to 20 hours of training per year, or up to 120 hours that can be accumulated over 6 years. When using these rights, the employee is free to apply to any professional training course.

## 5 Existing networks for career counsellors and trainers

- *Are there any fora/way for guidance practitioners to exchange information or to share good practice e.g. regular peer meetings, conferences, seminars, workshops etc.?*

Thematic seminars and conferences are organized by various institutions; the most well-known are INETOP (<http://inetop.cnam.fr/>), CNAM (<http://www.cnam.fr/>), and IISC (Institut International de Sociologie Clinique) (<http://www.sociologieclinique-iisc.com/>).

Regional centres of resources for information on training and lifelong learning are active in the organisation of exchanges and events targeted at professionals, for example, in the Parisian region (Ile-de-France), the CARIF ([www.carif-idf.org](http://www.carif-idf.org)). These regional resource centres organise events for all the actors labelled as members of the AIO network (Accueil Information Orientation), such as conferences to promote awareness of the VAE (Validation of Experienced-Acquired skills in view of obtaining part or all of a diploma).

The training insurance funds (OPCA and OPACIF) that finance the 'Bilan de compétences' service require that organisations who provide the service answer to mandatory quality criteria. Among these, one of them can be that the accredited Bilan de compétences centres set-up of practice-analysis groups to enable the sharing of practices among peers. In this case, counsellors must participate on a regular basis in meetings during which they will exchange on case studies, share and analyse their practices.

Main websites targeted at an audience of professionals are published by professional magazines, such as <http://www.ressources-de-la-formation.fr/> published by [Centre Inffo](#) (Centre pour le développement de l'information sur la formation permanente)

Several types of networks also organise some events, or constitute informal networks to exchange information on the sector's changes.

Examples of networks of organisations providing career guidance services :

- the national network of CIBC (unions of Centres de bilans de compétences) <http://www.cibc.net/>
- the national networks of Local missions (missions locales) <http://www.cnml.gouv.fr/accueil/>

Examples of networks of employers (in this case exchanges are mostly at the level of the managers):

- UROF (regional network of training organisations) <http://www.federation-urof.org/>
- Fédération de la Formation Professionnelle <http://www.ffp.org/>

Networks also exist for independent counsellors and coaches such as Société Française de Coaching <http://www.sfcoach.org/>.

- *If yes, is this a formal or informal process?*

Conferences, seminars and meetings are specific events organised more or less formally, for example with events that require a registration process, or with events included in a formal plan.

Practice-analysis groups organised in-house, when it is required as a quality criteria by the accrediting authorities (i.e. for the Bilan de compétences centres as described in the section above), may be seen as combining formal and informal aspects. Formally these practice-analysis groups should be scheduled on a regular basis, an attendance sheet must be signed as proof, etc. ; Informally, the themes of these

groups are defined by the participants, the analysis should be conducted by an external person who sets rules such as the freedom of speech, ...

## **6 Existing methods e.g. handbooks, databases, resources etc.**

- *How do guidance practitioners access information on new methods and resources in guidance?*

Guidance practitioners may access information on new methods and resources through many various ways. Two factors may influence their awareness and the fact they keep watching over, or not, the pedagogical innovations: on one part their personal motivation, and on the other part, the existence of a supporting infrastructure for this within their work environment (in bigger organisations, a person dedicated to information and pedagogical resources, in-house documentation centre, sufficient time to to read beside the counselling interviews or group settings to conduct, ...)

The main ways to access information may be:

- With their peers inside their organisation, during informal exchanges
  - Through the reading of professional press, or the subscription to specialised newsletters
  - Through the advertisement of publishers of methods (i.e. editions Qui plus est <http://www.editionsquiplusest.com>), or offers of short training modules for counsellors(i.e. Le Patio <http://le-patio-formation.fr>)
- *Are there online platforms that assist practitioners in gaining new information and sharing good practice?*

There are also professional networks enabling counsellors to come into contact, on web-based social networks like Viadeo or LinkedIn.

Examples of the main hubs in link with guidance themes on the Viadeo France social network:

| Hub   | Number of members |
|---|-------------------|
| Accéder au Réseau des Professionnels de la Formation Continue<br>(Accessing professional networks of further training)                                | 3736              |
| La Formation professionnelle<br>(Vocational training)   | 3044              |
| Bilans de Compétences<br>(Skills audit)   | 1245              |
| Actualité des Professionnels de l'Orientation de l'Emploi et de la Formation<br>(News for professionals in guidance, employment and training)         | 639               |
| L'approche par les compétences<br>(The approach through competences)  | 576               |
| Un bilan de compétences qu'est ce que c'est ?<br>(What is a skills audit ?)   | 524               |
| Evolution de la Société, projets professionnels et développement de projets<br>(Society evolution, professional projects and development of projects) | 470               |
| Bilan de Compétences : Quelles compétences? Quelles pratiques?<br>(Skills audit : what competences ? what practices ?)                                | 329               |
| Bilan de Compétences...oser ses choix pour être soi.<br>(Skills audit : risking one's choices to be oneself)  | 236               |
| Repenser le Bilan de Compétences.<br>(Rethinking the skills audit)  | 223               |
| Accompagnement VAE<br>(Support for Validation of Experience-acquired skills)  | 68                |
| Devenir conseiller en bilan de compétences<br>(Becoming a counsellor for skills audit)  | 52                |
| Mobilité Professionnelle<br>(Vocational mobility)   | 47                |

- *How effective are they?*

As the system of guidance itself, the sources of information for tools and pedagogical resources (paper-based or web-based) are quite scattered and spread out.

There is no popular online platform for exchanging experiences among career counsellors, but there are many resources available, online or in documentation centres.

- *Do you have any idea of their usage? What is good about them / what is not so good about them?*

Most of the time, the exchanges on the online social networks hubs will be about information or adds about events.

From what we know, there is not yet any habit spread out among the counsellors for exchange about practices and tools.

## 7 further comments

- *Have you any other comments that would be interesting to capture regarding Guidance in your own country? Particularly in relation to group guidance*

To mention the name of some authors that publish essays and methods intending to update the didactic concepts in regard to the evolution of the employment field (André Chauvet for Bilan de competences, Marie-Claude Mouillet for the adaptation of ADVP methods).

Another interesting specificity in the field of academic studies around Psychology of work, is the existence of a specific tradition of researchers that highlight the (most negative) effects of the modern evolutions of work organisations (on the effect of the work organisations – taylorism, post-taylorisme, lean management) on the health of workers. Some researchers from the CNAM, in the field of “Clinique du travail” or “Psychodynamique du travail” are popular for their work about the mechanisms of pleasure and suffering at work: Yves Clot and Christophe Desjours. Another researcher close to this sensitivity is the sociologist Vincent De Gaulejac.

There is also a important public debate and controversy in France on the topic of “psycho-social risks”, that was covered by public mass media when several suicides occurred in some big companies.

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## 5. Quotes

Please include reference to author, year and page number

- L'avenir n'est pas à vendre - Un autre regard sur l'orientation scolaire et professionnel  
Francis Vergne  
Editions Syllepse / 2005  
« Dans un contexte marqué par l'individualisme, l'éclatement du travail et la croissance des inégalités, l'interrogation sur l'avenir scolaire et professionnel est omniprésente. La politique gouvernementale et les orientations européennes qui l'inspirent réduisent pour l'essentiel la projection dans l'avenir à une adaptation aux emplois et au monde existants. Elles invitent à faire taire la part de pensée critique et de rêve que chacun porte légitimement en soi.  
L'alternative ébauchée dans ce livre procède d'une double conviction : il est possible de faire de l'orientation un processus fondamentalement éducatif, en liaison certes avec le monde scolaire et le monde du travail, mais façonné par la réflexion du sujet lui-même, appelé à être l'acteur premier de la construction de son avenir ; il est urgent de redonner toute leur place à la question sociale et à celle de l'égalité entre les sexes pour que l'orientation soit émancipatrice. »
- De la pensée sans sujet au sujet sans pensée. Le sens de l'évolution des pratiques de réflexion en orientation  
Francis Vergne  
Intervention au séminaire organisé par le CNAM et l'INETOP : « De l'éducation à l'orientation au développement des compétences à s'orienter » (Juin 2009)  
« Pour peu que l'on s'accorde à dire que s'orienter recouvre l'effort fait pour penser son avenir, toute activité proposée en orientation - individuelle ou collective - devrait avoir pour objectif premier la sollicitation de l'intelligence et de la capacité de réflexion du sujet. Ce sujet n'est certainement pas réductible au seul sujet scolaire et nous savons tous que les dimensions sociales, familiales, culturelles, comme les différenciations de genres et les rapports sociaux inégaux qui y sont associés conditionnent fondamentalement les démarches d'orientation, la construction d'un champ de possible ou à l'inverse l'auto limitation.

Il reste que l'on peut faire de ces critères réflexifs une boussole, qui conduira à distinguer les activités de faible intérêt réflexif (ou d'un intérêt réflexif nul voire négatif) et les activités à fort potentiel réflexif et que cette boussole vaudra également au plan éthique. »

- Approche dramaturgique du récit de vie : une démarche interculturelle  
Daniel Feldhendler, Université J.W. Goethe  
Pratiques de formation. Le travail de l'interculturel. No. 37-38. Paris : Université de Paris 8, 1999, 93 – 102

« Une pédagogie de l'histoire de vie en tant qu'éducation à la complexité : le concept central [...] est celui de spontanéité créatrice : la spontanéité est comprise comme "la réponse que fait un individu à une situation nouvelle, ou la réponse nouvelle qu'il fait à une situation ancienne" [...], le développement d'attitudes permettant l'ouverture à l'inconnu et à l'étranger. »

- Dossier : « Les bascules de la vie », événements et formation      Sous la direction de Martine Lani-Bayle  
Revue Chemins de Formation  
n° 08 / Octobre 2005  
« Parler des bascules qui nous bousculent : ce qu'elles sont et ce qu'elles nous font, vivre les bascules, sur le fil..., ce que nous enseignent les expériences extrêmes et radicales comme les plus banales... Et si nous écoutions ce que disent et nous font les récits ? »