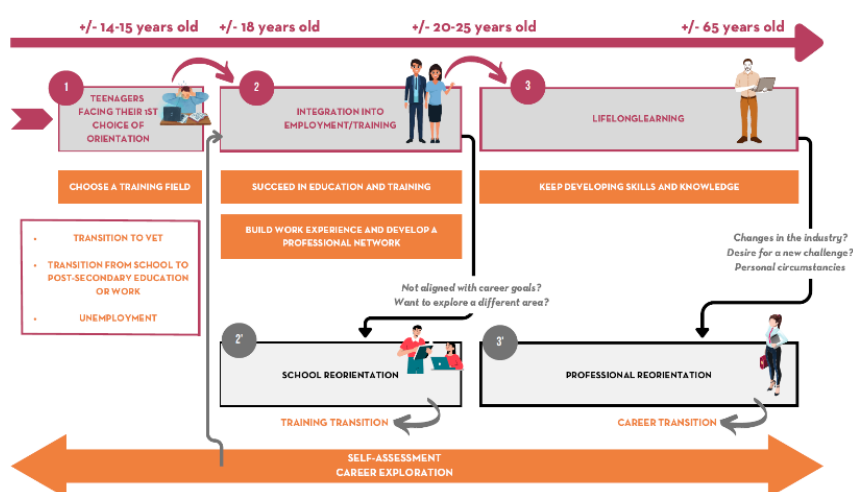




edenhub
Space of Collective Intelligence

Guidelines for cooperative guidance and support to individual learners searching for qualification and employment perspectives



Co-funded by the
Erasmus+ Programme
of the European Union

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INTRODUCTION

The ED-EN Hub project proposes a strategic approach to foster the use and development of transversal competences within the relationship between the world of education and training and the economical world. To this end, it offers resources, tools and methods, as well as technical resources (a digital platform) and organisational resources (local hubs) for learners, training organisations, enterprises and political decision-makers. It also reaches out to those responsible for providing guidance to individuals, whether they are professionals or people who actually support learners (trainers, associations, family, relatives etc.).

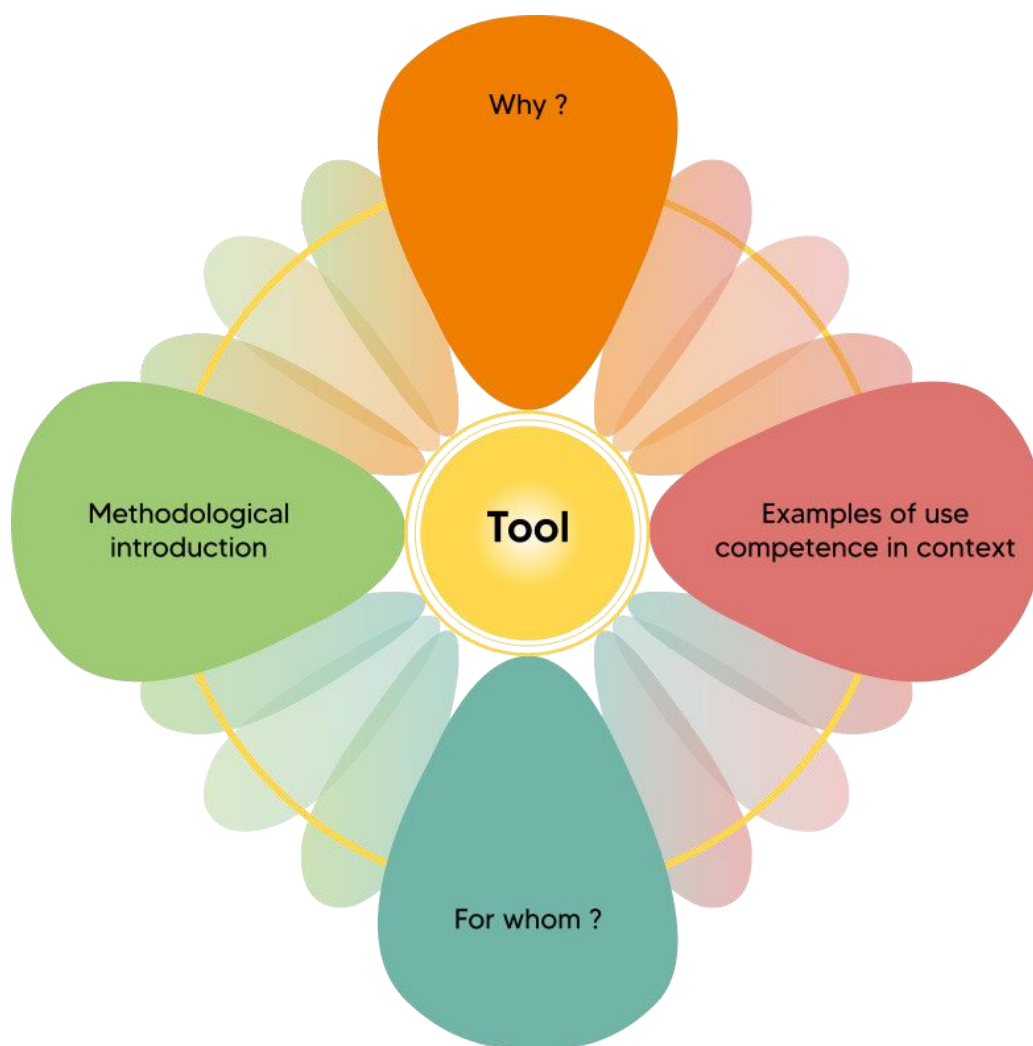
The axis relating to guidance and counselling focuses on the **professionalization of this mission within the framework of a continuous collaboration between school and company actors, including related organisations** (such as educational networks, professional and school guidance support organisations, professional sectors, and company federations).

HOW ED-EN HUB TOOLS ARE PRESENTED

In the context of the ED-EN HUB project, the conception of Transversal Competences “in a process” has led us to define an important methodological point characterized in the figure below. Tools alone are not sufficient; they need to be used in conjunction with the competence approach developed in this project, and the experience engineering that this implies. We have called this figure the “tools daisy”. It allows us to contextualise the use of tools and therefore to take a step back from their use.

So each ED-EN hub tool is systematically analysed according to a fourfold questioning.

1. Why? What are the stakes of the tool? For what purpose?
2. For whom? What are the target audiences and their characteristics?
3. What are the methodological instructions?
4. Examples of the use of competences in context.



Why?

COLLABORATION FOR GUIDANCE

“European education and training systems continue to fall short in providing the right skills for employability and are not working adequately with business or employers to bring the learning experience closer to the reality of the working environment. These skills mismatches are a growing concern for European industry's competitiveness”¹.

In this quote from 2012, the European Commission deplores a gap between the worlds of education and enterprises. While this gap has been reduced, thanks in particular to the development of apprenticeships and, more generally, Vocational Education and Training, cooperation needs to be improved, consolidated and strengthened at the various stages of an individual's career.

In that respect, the ED-EN HUB project aims to develop **guidelines to support people in need of guidance**. These guidelines should be able to support the various local ED-EN hubs that will be developed from the present project and are therefore intended for all the partners active within these hubs, but more specifically for **guidance counsellors, work placement managers, alternance managers and HR teams in companies, teachers, and work placement/alternance managers/coordinators**.

Indeed, educational, and vocational guidance is one of the areas in which the European Union has identified a need to **bring education and the world of work closer** together to fight mismatches between the skills on leaving education and those expected by the labour market. Lifelong guidance is in essence, and throughout its history, the permanent link between these two pillars of our societies.

Consequently, the practitioner of lifelong guidance must not only be able to reinvent himself, to progress, to keep up with the changes in the labour market, its culture, and its professions, but he must also be able to integrate new support practices, to be aware of the developments in education in terms of the skills developed, and to adapt to the public he must serve.

A common observation about lifelong guidance support is that it does not go beyond the different phases that target groups go through, nor does it go beyond the scope of each institution that deals with one or more aspects of guidance. For example, school-based

¹ European Commission, *Rethinking Education: Investing in skills for better socio-economic outcomes*, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 2012

guidance takes place within the school, but does not include guidance to higher education or employment. Support for the professional reorientation of people does not consider the guidance work that has already been done with them beforehand. Orientation towards employment stops when the person walks through the doors of the company and is not combined with a focus on integration within the company, ...

However, in the pathway of people, **there are many "at risk" stages, which often correspond to a "gap" between the actions carried out through one institution/system and the other.** For example, few programs provide for structural collaboration between the school guidance officer and the company tutor of an apprenticeship student. This is essential, however, to check the appropriateness of the chosen orientation and to refine it if necessary.

The present guidelines are inspired by the **principles of the Learner's Agency and guidance education**, which are aimed at making the learner an autonomous, proactive person with the ability to control his or her choices. The Learner's Agency concept, as well as the transversal topics of this study, are described in the following section.

Methodological introduction

THE LEARNER'S AGENCY

"Being a lifelong learner becomes a condition of life."²

The learner's agency refers to the feeling of ownership and sense of control that students/learners have over their learning. Agentive learners are motivated not only to learn but also to **take responsibility for managing the learning process.** Learner agency emerges, grows, and is expressed through meaningful interactions within a community of stakeholders which includes policymakers, school leaders, teacher educators, teachers, and parents. Collaboration and a sense of shared purpose help to provide the context for developing agency.

When individuals believe their actions can make a difference, they become **more confident, engaged, and effective** learners. Every individual can develop their agency – but they must be supported by their teachers and learning community to do so.

Therefore, learner's agency is about **shifting the ownership of learning from teachers and other guidance professionals to the accompanied person**, enabling them to have the understanding, ability, and opportunity to **be part of the learning design** and to take action to intervene in the learning process, to affect outcomes and become powerful lifelong learners. **The relationship becomes a partnership.**

² "Inspiring young people to become lifelong learners in 2025".

As a guidance professional, building agency can be done by the following:

- **Encourage reflection:** learners should be encouraged to reflect on their experiences and choices, including mistakes and wrong choices. This can help them understand their values, goals, and motivations, and make informed decisions.
- **Foster self-awareness:** encouraging them to identify their strengths and weaknesses, and by providing opportunities for them to explore their interests and passions.
- **Provide autonomy-supportive environments:** allowing learners to make choices and take responsibility for their own learning.
- **Set goals:** Invite learners to set meaningful goals that align with their values and interests. This can help them focus their efforts and stay motivated.
- **Build self-efficacy:** Help learners build self-efficacy by providing opportunities for them to experience success and by providing positive feedback and support.
- **Develop problem-solving skills:** Help learners develop problem-solving skills by encouraging them to think critically and creatively, and by providing opportunities for them to practice solving real-world problems.

Methodological
introduction

TRANSVERSAL TOPICS

The below general principles (ethics, principles of the Learner's agency, etc.) were chosen in the context of the ED-EN HUB project. They are transversal to our developed resources.

POSITIVE GUIDANCE AND COMPETENCES

Based on experience and research, ensuring positive guidance, both for an adolescent and an adult audience, involves the following necessary steps:

1. **Acting on oneself or knowing how to become**
Working on one's posture in the face of choice, developing reflexivity and self-knowledge, developing self-confidence, creativity and becoming an actor in one's orientation, choices, and career path.
2. **Identifying skills to be developed and develop these skills, considering companies' needs and expectations.**
Through Transversal Competences, which were worked on as part of IO1, a tool has been developed to enable learners to identify their skills, to situate themselves, to identify their

learning needs, but also their achievable prospects. The meeting of individual aspirations and the companies' 'skills' needs is an essential aspect to work on: enabling individuals to **fulfil their aspirations, without making the question of the skills expected by the company opaque to them, is a delicate but strategic exercise in terms of successful integration.**

3. **Accessing knowledge of professions, professional skills, sectors, and careers**

Open the world to young people by deconstructing clichés linked to professions and by making them aware of STEM - Sciences, Technology, Engineering, Mathematics - (e.g., the problem of girls' orientation towards scientific careers, the negative image of technical and manual professions, the invisibility of certain professions for the general public, etc.), by giving them access to information but also by enabling them to understand the professional environment (testimonies, visits, etc.)

4. **Mastering the professional environment and developing a reflective capacity, both on this professional environment and on one's place/adaptation to it.**

The individual's career path is conditioned by his or her collaboration with a group. Consequently, it will be a question of proposing solutions/strategies that can consider this double individual and collective dimension.

5. **Benefiting from active and collaborative support for education, training, and business to prepare the choice, through an adapted methodology.**

COLLABORATION BETWEEN ACTORS

6. **Co-training between education/training and the company**

To ensure that the training is jointly built by the education/training actor and the company, so that it is **complete and adapted to the requirements of the job, the specificities of the sector and the learner's aspirations.** This approach is guided by the question of the training pathway, for which the trade will determine the methodology: alternation, internships, immersion, three-way training (school/training center - company - skills center), etc.

CONTINUOUS AND QUALITATIVE SUPPORT

7. **Supporting without interruptions along the person's journey**

In this project, we present a **support model throughout the person's journey, providing for the interruption of the journey and its resumption, and adapted to the different target groups.**

8. **Supporting reorientation at any stage**

Whether it is carried out during training or during a career, whether it is positive or carried out following failure, **the question of reorientation mobilizes issues of pathway, support, choice, and integration.** Moreover, it can concern both adolescents who must attend school and adults. We will therefore take this stage into account.

9. Supporting integration into the working environment

Whether it is a question of integration into a co-training programme or into employment, it is necessary, for the success of this integration, that an adapted preparation is proposed to the person. This project will outline the essential contours. In the case of professional integration, the question of the continuation of the support will be raised: in a professional world which increasingly requires recourse to lifelong learning, it is important to **explore the way in which support can be provided to consolidate or renew the portfolio of technical and non-technical skills.**

10. Training the trainers and support staff to offer qualitative support

The question of collaboration between those responsible for support is fundamental, but also that of their **"Know-how": trainers, teachers, tutors and support staff, as well as their own institutions, must be able to adopt new postures according to the learner, the evolution of trades and technologies, and the societal issues that the learner will face during his or her course** (the employment market, the evolution of managerial practices and company cultures, industry 4.0, ...).

METHODOLOGY AND FURTHER DEVELOPMENT

Methodological introduction

These guidelines have been developed through the following key steps, requiring collaboration of partners of the consortium, depending on the topic:

1. Identification of the **methodological resources available** from the partners, and previous support experiences evaluated, as well as the tools likely to be able to support the stages of the pathway.

The partners gathered the resources available to support this work. The analysis of these resources was completed by documentary search. The best practices and way of working of guidance professionals in each country composing the consortium were also shared and considered.

2. Identification of the **points of contact and meeting between the different methodologies and analysis of the possibilities** of bringing them together and the necessary adaptations.

3. Establishment of the **basic principles of the new support pathway**, based on the principles of the Learner's Agency and the transversal topics (presented above)

The transversal topics that were considered in the context of this study are described in the corresponding section. The basic principles of the accompagnement pathway are also described in this section and are based on common best practices in the different countries represented in the consortium.

4. Identification of the **"at risk" stages** of the individual's pathway and determination of the conditions necessary to secure this pathway.

The "at risk" stages were identified based on experience of the members of the consortium, as well as literature review. They correspond to the "transitional periods" from one system to another, and are as well presented in a dedicated section.

5. Design of a pathway model and specific guidelines and best practices, based on the stage of the pathway (first choice of orientation, school reorientation, integration into a job or training, professional reorientation, lifelong learning).

Considering the above transversal topics, the support model will therefore include the following steps:

- Admission/entry of the person into the process.
 - Skills assessment and design of a suitable pathway
 - Involvement and training of trainers and teachers
 - In-company tutoring.
 - Collaboration between the people/organizations responsible for the accompaniment (co-diplomation, mixed school-enterprise juries, support, ...)
6. Development of specific guidelines to support the specific public of migrants.

The results of the work is then proposed for adaptation for a vulnerable group, migrants, with a focus on the problems of professional downgrading, language training (also from the "job" aspect), integration and validation of skills.

The development of specific guidelines and best practices presented in this document is based on the partners' experience through projects (like Story-me and Entr'apprendre for La Fondation pour l'Enseignement) as well as literature review. Brainstorming and reviews were also performed with the ED-EN Hub consortium to improve their content, as described in the next steps.

7. Review of the guidelines by the partners and improvement of the content, based on partners' input. (Finalization and validation).

The present resource describes guidelines and examples of best practices that should enable guidance professional to adapt and improve their professional practice. However, guidance professionals should put these insights into perspectives with the local processes, tools, and methodologies in place in their hub, making the approach relevant to their local context.

WHO ARE THE GUIDANCE PROFESSIONALS?

For whom?

The portal developed within the ED-EN HUB project provides different services to support school-business collaboration for example within the various local HUBS. **The axis relating to guidance and counselling focuses on the professionalization of this mission within the framework of a continuous collaboration between school and company actors, including related organizations (educational networks, professional and school guidance support organizations, professional sectors, company federations, etc.).**

It is therefore important, to enable these different guidance officers to benefit from an equivalent and common starting point, built on a reflective approach, which questions their practices, enables them to **understand and identify their strengths and weaknesses and offers them a common basis for the use and appropriation of guidance guidelines.**

Methodological
introduction

ETHICAL PRINCIPLES FOR GUIDANCE PROFESSIONALS

To perform on their assignment, it is suggested that guidance professionals should follow the below ethical principles or norms while supporting another individual, at any step of the pathway:

- **Respect for autonomy:** create a space of trust and respect for the autonomy of their clients and support them to make informed decisions based on their values and beliefs. Guidance professionals should avoid bringing their own beliefs or values to their clients and ensure that their clients have the right to make their own choices. They should not be authoritative on the choice to be made, but adopt a posture of guide, accompanying the person's approach and avoiding the pitfalls of "adequationism".
- **Confidentiality:** maintain confidentiality and ensure that the individual's personal information is kept private and secure. They should only share information with others when it is necessary to protect their clients or others from harm.
- **Benevolence:** all guidance work should be based on benevolence and empathy.

- **Non-discrimination and equal opportunities:** not discriminate against their accompanied person. They should ensure that their **services are accessible and inclusive** for all.
- **Competence:** maintain a high level of professional competence and **ensure that they are qualified and trained to provide the services they offer**. They should continually update their knowledge and skills to stay current with best practices in their field. **This also involves becoming aware of their own cognitive biases** (about professions for example). This is the reason why, in the context of the ED-EN HUB project, we provide guidance professionals with a **self-positioning tool**, to enable them to keep developing their competences.
- **Informed consent:** obtain informed consent from their accompanied person before providing services. This means that clients should be fully informed about the nature of the services, the risks and benefits, and any alternatives before they agree to participate.
- **Setting boundaries:** Guidance professionals should ensure that the relationship is **professional and respectful**. They should avoid dual relationships, conflicts of interest, and any behavior that may compromise their professional judgment.
- **Reporting:** They should be **aware of the laws and regulations** that apply to their profession and follow appropriate reporting procedures in case of suspected abuse.

These are useful to keep in mind, while engaging on a lifelong guidance journey.

IDENTIFICATION OF THE “AT RISK” STAGES OF THE INDIVIDUAL’S PATHWAY

Methodological introduction

Studies carried out about NEETS highlight the inability to engage/maintain contact with individuals **at the riskiest moments in their career: the transition from one system to another** (compulsory education – training /higher education – employment – resumption of training – reorientation).

In the broader context of guidance, the "at risk" stages of the individual's pathway refer to **those stages where an individual may be more vulnerable to negative outcomes or experiences that can hinder their progress or success**. Some common "at risk" stages include:

1. Transition from school to post-secondary education or work:

This can be a challenging time for young people as they navigate the transition from school to post-secondary education or work. They may need support in making decisions about their future, such as choosing a career or finding the right educational program (part of *groups 1 and 3 in the scheme above*).

2. Unemployment or underemployment:

Individuals who are unemployed or underemployed may struggle with feelings of frustration and anxiety. They may need **support in developing job search skills, updating their resume, and improving their interview skills** (part of *groups 2 and 4 in the scheme above*)

3. Career transitions:

Individuals who are transitioning to a new career or job may face challenges such as a lack of experience, limited networks, or difficulty adapting to a new work culture. They may need support in **identifying transferable skills and developing a plan for their transition** (part of *groups 2 and 4 in the scheme above*).

By identifying these "at risk" stages, **guidance professionals can provide targeted support and interventions to help individuals overcome these challenges and achieve their goals**. This may involve providing individualized support, connecting individuals to relevant resources, and advocating for their needs.

This document focuses on the first group, and more particularly on teenagers facing their first orientation choice.

GENERIC PRINCIPLES TO SECURE THE INDIVIDUAL'S PATHWAY.

Tool

Guidance professionals can secure the at-risk stages of the individual's pathway by **taking a proactive and person-centered approach to their practice**. Here are some tips that we suggest to guidance professionals, in order to secure the at-risk stages:

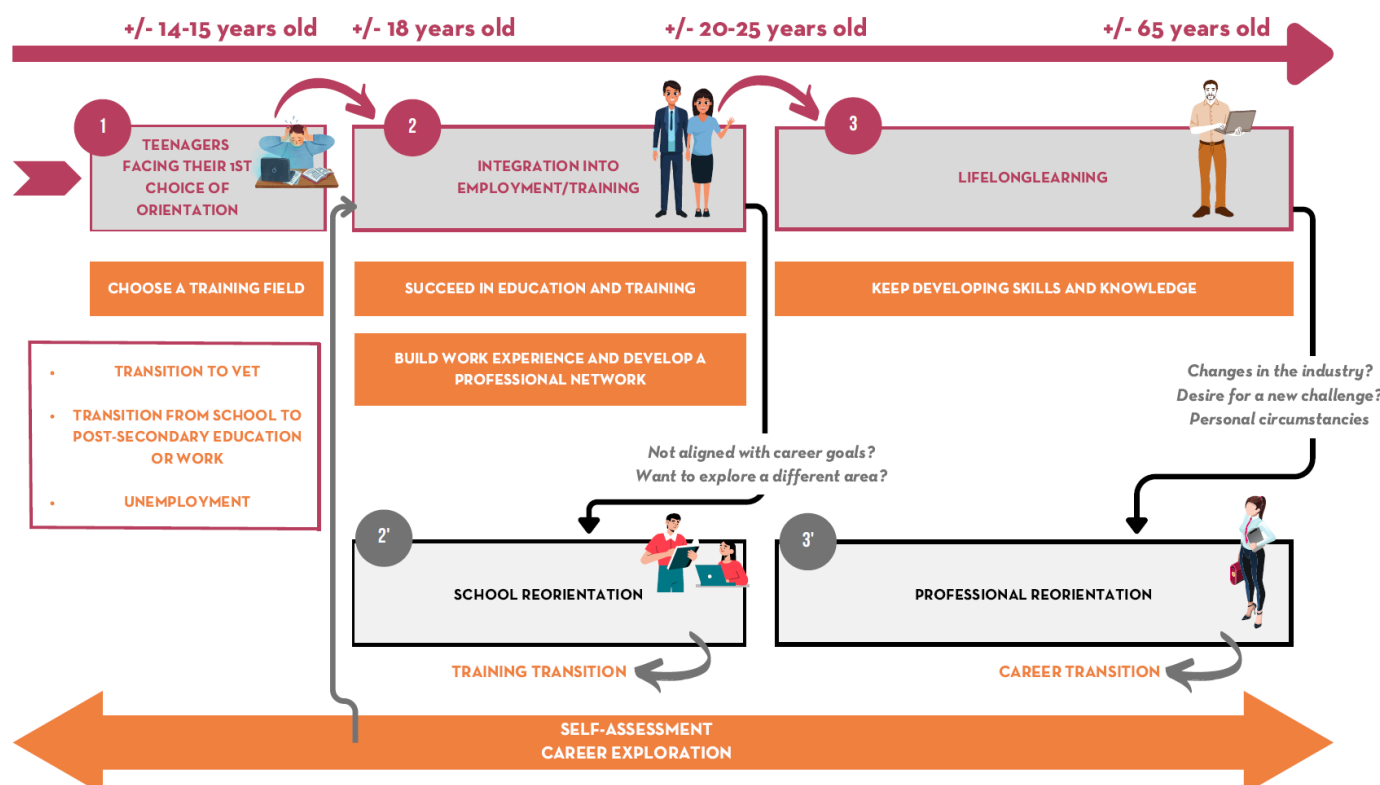
- **Identify the stage of the pathway for the accompanied individual.**
- **Develop targeted interventions:** Once the "pathway stage" has been identified, guidance professionals can **develop targeted interventions** to support them. This may involve providing individualized guidance, mentoring, or coaching, as well as connecting individuals to relevant resources and services. **The ED-EN HUB portal will support individuals and guidance professionals to develop the targeted interventions.**
- **Collaborate with other professionals:** guidance professionals should collaborate with other professionals, such as educators, teachers, professionals, social workers, and mental health professionals. This may involve developing referral networks and working together to coordinate services. The ED-EN Hub project supports the establishment of sustainable collaborations between education and enterprises.

- **Use evidence-based practices:** guidance professionals should use evidence-based practices to guide their interventions. This involves using research, tools, recognized methodologies, and best practices to inform their work and **regularly evaluating the effectiveness of their interventions.**
- **Foster a supportive and inclusive environment:** finally, guidance professionals can help to secure the at-risk stages by fostering a supportive and inclusive environment that values diversity, equity, and inclusion. This can help to reduce the risk of social isolation, discrimination, and stigma, and promote a sense of belonging and connection.

By using these strategies, guidance professionals can **support individuals to achieve their goals and aspirations.**

Overall, a secure and comprehensive pathway for individuals from their first choice of orientation to professional reorientation requires **collaboration between the stakeholders in education/training and the company.** By working together, they can provide individuals with the education, training, work experience, and professional development opportunities they need to succeed in their chosen careers.

Figure 1 – the individual's pathway



STEPS AND CONDITIONS TO SECURE THE INDIVIDUAL'S PATHWAY: **TEENAGERS FACED WITH THEIR FIRST CHOICE OF ORIENTATION.**

SELF-ASSESSMENT AND CAREER EXPLORATION

Self-assessment and career exploration should be developed all along the individual's pathway. Individuals need to **assess their skills, interests, and values to determine what type of career would be a good fit for them.** They can do this by taking self-assessment tests or talking to the guidance professional. They should also **explore different careers and industries** to see what opportunities are available.

The role of guidance professionals to support teenagers facing their first choice of orientation with self-assessment and career exploration:

- Guidance professionals should provide assessments and tools that are reliable and valid to help individuals make informed decisions about their career paths.
- They should ensure that individuals have access to unbiased and comprehensive information about different careers and industries, including job prospects, salary ranges, and required education and training. This highlights again the need to keep developing one's skills as a guidance professional.
- They should help individuals explore different options and encourage them to consider multiple pathways to achieve their career goals.
- Finally, they should develop the ability of individuals to make choices for themselves.



Transversal Competences that should be developed in priority with teenagers facing their first choice of orientation:

1. **Communication** (Listening and observing, Use appropriate types of expression and communication)
2. **Responsibility** (Consider own wellbeing, risk management)
3. **Self-regulation** (Capacity to mobilize own skills, management of uncertainty, self-organization)

Then, 3 other competences must be worked on to allow teenagers to take control of their own journey towards a positive orientation:

4. **Reflexivity** (self-assessment, personal questioning, open mind, capacity to analyse one's experience and to develop a personal and professional path)
5. **Creativity** (Modelling new process and creative ideas, curiosity)

6. **Learning** (Learning to learn, self-confidence and motivation)

Some examples of best practices for self-assessment and career exploration

Example of use
competences in context

- **Story-me³, in Brussels, Belgium:** a consortium of Foundations (including the Fondation Pour l'enseignement (FPE), associations and schools has created a **track of activities for students facing their first choice of orientation, with the aim of making them the actors of their own journey**. This track of activities, implemented with schools, acts on self-knowledge, awakening to professions (with the support of business professionals) and building their future and their professional project.
- **“Le Printemps de l’Orientation”⁴** in France is a toolkit that helps students to develop a professional vision, in collaborations with teachers and guidance professionals.
- **ViensVoirMonTaf⁵** (France): 3rd year internships offered by ultra-benevolent professionals to allow students in priority education (REP, REP+, priority neighborhoods of the City's policy) to do the internship of their dreams.
- At Université Lumière de Lyon (ULL)⁶, students can integrate a module dedicated to the preparation to integrate the workplace:
 - o **“Projet Personnel et Professionnel”** (PPP): a module dedicated to helping students to develop their skills and a coherent professional project.
 - o **“Parcours d’Insertion”** (PI): a module devoted to better understanding the professional world (professional conferences, visits to companies, etc.) and the job search methods used in the workplace, practices in equipped rooms to find an internship and a work-study contract. They can also participate to a **1-week “Apprenticeship Recruitment forum”** organized each year by the University to help students to find a traineeship aligned with their profile.

STEPS AND CONDITIONS TO SECURE THE INDIVIDUAL'S PATHWAY: **SCHOOL REORIENTATION** (BOTH IN COMPULSORY AND HIGHER EDUCATION)

Tool

Individuals may also need to **consider school reorientation if they find that their current educational program is not aligned with their career goals or if they want to explore a different area of study**. The stakeholders in education/training should work together to provide support and guidance for individuals who are considering school reorientation. This

³ www.story-me.be

⁴ [Présentation du Kit de l'élève - Le Printemps de l'Orientation \(onisep.fr\)](http://Présentation du Kit de l'élève - Le Printemps de l'Orientation (onisep.fr))

⁵ <https://www.viensvoirmontaf.fr>

⁶ [FLYER ACCOMPAGNEMENT A5 2021 \(univ-lyon2.fr\)](http://FLYER ACCOMPAGNEMENT A5 2021 (univ-lyon2.fr))

could include providing information on different educational programs, helping individuals navigate the application process, and providing financial aid resources.

The role of guidance professionals to support school reorientation:

- Accompany the individual through **self-assessment and career exploration**.
- help individuals assess their readiness for school reorientation and provide information on the requirements and options for different educational programs.
- In some cases, provide information on the transferability of credits and other logistical considerations (including financing, ...) that may impact the decision to reorient.



Regarding this target group, it appears that the competences must be articulated into a process. Therefore, the following key-competences have been detected and articulated as following:

1. **Self-Regulation** (Capacity to mobilize own skills, time management, autonomy, management of uncertainty)
2. **Reflexivity** (self-assessment, personal questioning, critical thinking, capacity to analyze one's experience and to develop a personal and professional path)
3. **Communication** (Listening, observing, adapt language and communication codes to target groups, use appropriate type of expression and communication)

Example of use
competences in context

Some examples of best practices

- The **Semester Rebound** is a regional scheme locally implemented for 13 weeks, from January to April, for students that dropped out during their first year of higher education. SCUIO-IP Université Lyon 2 takes part to this initiative with some other Universities. It aims to:
 - support dropped-out students in drawing up a training project for the following year.
 - Acquire some methods and tools that are essential for the pursuit of higher education.
 - Develop citizen's awareness by meeting associations, economic and institutional players.

Tool

STEPS AND CONDITIONS TO SECURE THE INDIVIDUAL'S PATHWAY: **INTEGRATION INTO EMPLOYMENT/ TRAINING**

SUCCEED IN EDUCATION AND TRAINING.

Once individuals have a sense of what type of career they want to pursue, **they should obtain the necessary education and training**. This could include earning a degree, attending vocational school, or participating in a trainee program. **The stakeholders in education/training should work together with the individual to ensure that they receive the necessary training** to prepare them for their desired career.

Whether it is a question of integration into a c-training program or into employment, it is necessary, for the success of this integration, that an adapted preparation is offered.

- ➔ **Integration into employment:** The question of continuing support will be raised: in a professional world which increasingly requires the use of lifelong training, it is important to explore how to allow support aimed at consolidating or renewing the portfolio of technical and non-technical skills.
- ➔ **Integration into a co-training program:** A focus on skills and a discovery of the professional environment will be made. The question of teacher and trainer cooperation will also be raised, as the continuance and consistency of the training program must be ensured.

The role of guidance professionals to support **teenagers facing their first choice of orientation with self-assessment and career exploration:**

- Guidance professionals should ensure that individuals have **access to high-quality education and training programs** that meet industry standards and prepare them for their desired careers.
- They should work **with educational institutions and training providers** to ensure that the **curriculum and instruction align with industry needs** and provide relevant skills and knowledge.



In the same way as for teenagers, guidance skills for young adults can be worked on in a process form:

1. **Reflexivity** (Self-assessment, personal questioning, Capacity to analyze one's experience and to develop a personal and professional path, critical thinking)

2. **Communication** (Listening, observing, use appropriate types of expression and communication, adapt language and communication codes)
3. **Digital Competences** (capacity to search and process useful information, questioning automatic search)
4. **Responsibility** (Ethics and human rights awareness, take into account own wellbeing)

Example of use
competences in context

Some examples of best practices to provide high-quality training, aligned with industry needs.

- **Télémaque⁷, in France:** Télémaque brings together mentors from the professional and educational worlds to support vulnerable committed young people and give them the best chance of revealing themselves through **dual “school-business” mentoring**.
- At Université Lumière de Lyon (ULL)⁸, students can integrate a module dedicated to the preparation to integrate the workplace:
 - o **“Projet Personnel et Professionnel” (PPP):** a module dedicated to helping students to develop their skills and a coherent professional project.
 - o **“Parcours d’Insertion” (PI):** a module devoted to better understanding the professional world (professional conferences, visits to companies, etc.) and the job search methods used in the workplace, practices in equipped rooms to find an internship and a work-study contract.
 - o They can also participate to a **1-week “Apprenticeship Recruitment forum”** organized each year by the University to help students to find a traineeship aligned with their profile.
- **Co-tutoring** at IUT Lumière⁹ : The University organizes training for companies and training tutors regarding national legal obligations of tutorship, local methodology and training of local tutors. The principle of co-tutorship¹⁰ involves co-supervision and co-evaluation of technical and cross-disciplinary skills, through a booklet and meetings.

⁷ [L'égalité des chances avec Télémaque \(telemaque.org\)](http://telemaque.org)

⁸ [FLYER ACCOMPAGNEMENT A5 2021 \(univ-lyon2.fr\)](http://univ-lyon2.fr)

⁹ [De la difficulté du transfert et de l'intégration de connaissances VEILLARD.pdf \(iutenligne.net\)](http://iutenligne.net)

¹⁰ [Plaquette-accompagnement-et-formations.pdf \(trouver-creer.org\)](http://trouver-creer.org)

BUILD WORK EXPERIENCE AND NETWORKING: BUILDING RELATIONSHIPS WITH OTHER PLAYERS

While education and training are important, individuals also need to gain work experience and build their professional network. They can do this by participating in internships, volunteering, or attending industry events. **The stakeholders in education/training and the company should work together to provide opportunities for individuals to gain work experience and network with professionals in their desired field.**

The role of guidance professionals to support the integration of individuals in training and/or workplace:

- help individuals identify and pursue opportunities for work experience and networking that are relevant to their career goals.
- ensure that individuals have access to safe and supportive environments for work experience, such as **internships and apprenticeships**.
- provide guidance on professional norms and expectations, as well as communication skills to help individuals build and maintain a professional network.

Example of use
competences in context

Some examples of best practices to support individual's transition and integration toward training/job

- **Entr'apprendre¹¹**: In Belgium, La Fondation pour l'Enseignement (FPE) organizes, together with the regional body responsible for training of teachers, **some immersive traineeships into companies for technical and vocational teachers**. The objectives are to allow teachers and professionals of the education world to rediscover companies and professions, as well as the skills that are expected from students. Teachers are then invited to share their knowledge with their students and to initiate longer-term collaborations with the companies that welcomed them.
- **Ev@gill**: The French National Agency for the **fight against illiteracy** provides companies with tools, to raise companies' awareness of the problem of illiteracy in the workplace in order to identify and take action via appropriate training schemes¹²
- In France, some companies are providing their employees with some **internal promotion scheme for low-skilled employees** via a certification, in collaboration with universities (like the partnership EDF- IUT Lumière)

¹¹ <https://entrapprendre.be/>

¹² <https://evagill.fr/>

Tool

STEPS AND CONDITIONS TO SECURE THE INDIVIDUAL'S PATHWAY: **PROFESSIONAL REORIENTATION**

At some point in their career, individuals may need to consider professional reorientation. This could be due to **changes in industry, a desire for a new challenge, or personal circumstances**. The stakeholders in education/training and the company should work together to provide support and guidance for individuals who are considering a career change. This could include providing training or educational opportunities to help individuals transition to a new career.

The role of guidance professionals to support professional reorientation:

- Accompany the individual **through self-assessment and career exploration**.
- help individuals assess their readiness for professional reorientation and provide information on the requirements and options for different career paths.
- They should help individuals **identify transferable skills and experiences** that can support their transition to a new career.
- They should provide information on job prospects, salary ranges, and required education and training for different career paths.



The following Transversal and Transferable Competences are identified as essential:

1. **Reflexivity** (Self-assessment, capacity to analyze one's experience and to develop a personal and professional path)
2. **Digital** (all of them)
3. **Self-Regulation** (Adaptability, Management of uncertainty)
4. **Learning** (learning to learn/to become, Self-confidence and motivation)
5. **Responsibility** (Risk management, take into account own wellbeing)
6. **Creativity** (curiosity, solution orientation, initiative and entrepreneurship)

Example of use
competences in context

Some examples of best practices to support professional reorientation.

- **RECTEC**, in France is a project born in 2016 aimed at **promoting employability through the recognition of transversal skills and their matching with professional certifications**¹³.
- **The VAE system in France**¹⁴: the issuance of a professional qualification registered in the RNCP (Title/Diploma) **based on the knowledge and skills acquired through professional experience**. The recognition of the skills is identical to the traditional “diploma”. It is “Method of proof by example”. This system defined by the law, two booklets, a local support charter and some specific support practices.
- Le “**réseau des Cités des métiers**” provides a comprehensive, one-stop-shop for career guidance and information. The centers offer a range of services, including individualized counseling, workshops, job fairs, and access to job listings and training opportunities. They are open to anyone seeking guidance, regardless of their age, education level, or professional background.
- **Diagoriente**¹⁵ is a French online platform that accompanies any professional orientation. The user finds **tools there to become aware that his experiences mobilize skills that can be used to approach the professional world**. Throughout his career on the platform, he discovers his talents and identifies his potential. He can at any time come get in touch with a professional ecosystem close to his home, whether training centers or possible employers.
- **Pass’Avenir**¹⁶ is a software for all audiences dedicated to the **development of the professional project**. Its specificity: to be fully configurable and adaptable according to the public (young people and adults of all levels of qualification) and the objectives of use: orientation, integration, reintegration, assessment, retraining, access or return to employment...
- **Outplacement (with Randstad in Belgium)** : a service that employers offer to employees who have been laid off or terminated from their jobs. The goal of outplacement is to provide support and resources to help the displaced employees find new employment opportunities and make a successful transition to their next job.

¹³ [Guide RECTEC.pdf \(cvdc.be\)](#)

¹⁴ [Le portail de la validation des acquis de l'expérience \(vae.gouv.fr\)](#) ; [La VAE vous révèle \(auvergnerhonealpes.fr\)](#) ; [Via-Competences.fr - Se former à la VAE \(via-competences.fr\)](#) ; [VAE - Institut universitaire de technologie \(univ-lyon2.fr\)](#)

¹⁵ <https://diagoriente.beta.gouv.fr/>

¹⁶ <https://www.fondation-jae.org/wp-content/uploads/2018/12/Passavenir.pdf>

Tool

STEPS AND CONDITIONS TO SECURE THE INDIVIDUAL'S PATHWAY: **LIFELONG LEARNING.**

Once individuals are working in their chosen career, they need to **continue to develop their skills and knowledge**. This could include attending conferences, taking courses, or participating in training programs. The stakeholders in education/training and the company should work together to provide opportunities for professional development to ensure that individuals remain competitive in their field.

The role of guidance professionals to support lifelong learning:

- help individuals **identify and pursue opportunities for professional development** that are aligned with their career goals and provide relevant skills and knowledge.
- ensure that individuals have **access to resources and support** to pursue professional development opportunities, such as time off from work or financial assistance.
- They should **work with employers and industry associations** to identify and promote relevant professional development opportunities.



Just like professional reorientation, the following Transversal and Transferable Competences are identified as essential for lifelong learning:

7. **Reflexivity** (Self-assessment, capacity to analyze one's experience and to develop a personal and professional path)
8. **Creativity** (curiosity, solution orientation, initiative and entrepreneurship)
9. **Self-Regulation** (Adaptability, Management of uncertainty)
10. **Learning** (learning to learn/to become; Self-confidence and motivation)
11. **Responsibility** (Risk management, take into account own wellbeing)

Example of use
competences in context

Some examples of best practices

- **Skills investment plan**¹⁷: The French government launched a skills investment plan in 2018, which aims to help employees and job seekers develop new skills and adapt to new

¹⁷<https://www.cedefop.europa.eu/en/news/france-investing-upskilling-and-sustainable-employment-young-and-unemployed-0>

technologies. The plan involves collaborations between employers, unions, and training providers.

- **Sectoral training funds:** in Belgium, sectoral training funds are established to support the training and development of employees in specific industries. These funds are financed by employers and managed by joint committees that represent both employers and employees.
- **Competency centers:** Competency centers are organizations that provide training and support to businesses in specific industries. In Belgium, there are several competency centers that are supported by both public and private funding. These centers provide training and guidance on topics such as innovation, digitalization, and sustainability.
- **Consortium de validation des compétences (CVC)** in Belgium: a system that provides recognition of the skills and competencies acquired through non-formal and informal learning. It was created in 2004 by the French-speaking Community of Belgium to help individuals who have gained skills through work experience, volunteering, or other non-formal or informal means, to obtain formal recognition of their competencies.

GENERIC GUIDELINES FOR COOPERATIVE GUIDANCE

Finally, and to complete the previous sections, here are some generic guidelines for **cooperative guidance and support to individual learners searching for qualification and employment perspectives**:

- **Collaborate with the learner:** the first step in providing cooperative guidance and support is to collaborate with the learner. This means listening to their needs and goals, and working together to develop a plan for achieving those goals.
- **Assess the learner's skills and interests:** to provide effective guidance and support, it's important to understand the learner's skills and interests. This can be done through skills assessments, interest inventories, and other tools.
- **Provide information on available resources:** there are many resources available to support learners in their search for qualification and employment perspectives. As a guidance professional, it's important to provide information on these resources, including training programs, job fairs, and networking events.
- **Help the learner develop a career plan:** once you have assessed the learner's skills and interests and provided information on available resources, you can work with the learner to develop a career plan. This plan should include short-term and long-term goals, as well as specific steps for achieving those goals.

- **Provide guidance on resume writing and job search strategies:** A critical aspect of finding employment is having a well-crafted resume and effective job search strategies. As a guidance professional, you can provide guidance on resume writing and job search strategies, including networking, online job boards, and social media.
- **Offer ongoing support and follow-up:** Finally, it's important to offer ongoing support and follow-up to the learner. This can include checking in on progress, providing additional guidance as needed, and celebrating successes.

A SPECIFIC ACCOMPAGNEMENT MODEL FOR MIGRANTS

When accompanying a migrant, guidance professionals may need to adapt the steps and conditions of the pathway to account for the unique challenges and opportunities that migrants face. Here are some general steps and considerations that can be included in a guidance and accompaniment pathway for migrants:

- **Needs assessment:** Conduct a **needs assessment to determine the specific needs of the migrants** in question. This can include language support, housing assistance, employment support, legal advice, and more. Identify any potential barriers to successful integration.
- **Goal setting:** Work with the migrants to **establish clear goals for their integration**, such as securing stable employment or finding adequate housing. Ensure that the goals are realistic, achievable, and aligned with their interests and abilities.
- **Resource identification:** Identify and provide **access to resources** that can support their integration, such as community organizations, language classes, employment services, and legal aid.
- **Cultural orientation:** Provide **cultural orientation and education** to the migrants, including information about local customs, laws, and social norms. This can help them understand and adapt to their new environment.
- **Mentoring and coaching:** **Connect migrants with mentors and coaches** who can provide ongoing support and guidance as they navigate their new surroundings. These mentors can be members of the local community, employers, or other migrants who have successfully integrated.

- **Follow-up:** Regularly **check in with the migrants** to monitor their progress and provide additional support as needed. Adjust the guidance and accompaniment pathway as necessary based on their evolving needs.

These steps can be **tailored to the specific needs of the migrants** in question, and can be delivered through a variety of channels, including one-on-one meetings, group sessions, and online resources. It's also important to work with other organizations and service providers to ensure that migrants have access to a wide range of support services.

When accompanying a migrant, guidance professionals may need to adapt the steps and conditions of the pathway to account for the unique challenges and opportunities that migrants face. Here are some ways they can do so:

Self-Assessment and Career Exploration

- Guidance professionals should help migrants understand how their existing skills and experiences may transfer to the new country and how they can develop new skills that are in demand in the local job market.
- They should provide information on language requirements and help migrants assess their language proficiency and identify opportunities for language learning.
- They should help migrants navigate cultural differences and understand how cultural norms may impact their career choices.

Education and Training

- Guidance professionals should **help migrants understand the educational system** in the new country, including the different types of credentials and how to obtain them.
- They should provide information on **financial assistance and scholarship opportunities** that may be available to migrants.
- They should **work with educational institutions and training providers to ensure that their programs are accessible** to migrants and provide relevant skills and knowledge.

Experience and Networking

- Guidance professionals should help migrants understand the local job market and the expectations for job search and application processes.
- They should provide information on laws and regulations related to employment, including visa requirements and work permits.
- They should help migrants develop a **professional network and navigate cultural differences** in networking and communication.

School Reorientation

- Guidance professionals should help migrants understand the requirements and options for obtaining credentials in the new country, including any **equivalency or recognition processes** that may be required.

- They should help migrants understand the **language and cultural requirements** for their chosen field of study.
- They should provide information on **financial assistance and scholarship** opportunities that may be available to migrants.

Professional Development

- Guidance professionals should help migrants **identify opportunities for professional development that are aligned with their career goals** and provide relevant skills and knowledge.
- They should help migrants **navigate any language or cultural barriers** that may impact their participation in professional development opportunities.
- They should work with employers and industry associations to identify and promote relevant **professional development opportunities** that are accessible to migrants.

Professional Reorientation

- Guidance professionals should help migrants **understand the local job market and the requirements for their chosen career path**.
- They should help migrants **identify transferable skills and experiences** that can support their transition to a new career.
- They should provide information on **job search strategies and support services that are available to migrants, such as job fairs and employment agencies**.

By adapting the steps and conditions of the pathway to account for the unique needs and challenges of migrants, **guidance professionals can help ensure that migrants have access to the resources and support they need to achieve their career goals in their new country.**

Example of use
competences in context

Some examples of best practices

- The "**Experience without borders**"¹⁸ (**expérience sans frontière**) project aims to promote and recognize the experience of migrants as an asset for employment. Decompartmentalized and individualized recognition and skills development paths allow migrants in France to avoid professional downgrading. The project is structured around 3 objectives:
 - o Mobilize migrants by relying on local partners.
 - o Accompany beneficiaries to employment through enhanced assistance and a reference person.
 - o Guarantee the continuity of the course and avoid stalls.

¹⁸https://www1.ac-lyon.fr/greta/sites/default/files/2469.projet_experience_sans_frontieres_plaquette_vers_8.pdf

- **Live in Color**, an association in Belgium, and their program “Job Diversity”¹⁹, aiming at **integrating refugee work with an innovative intercultural approach that meets recruitment needs (shortage trades) and the societal concerns of companies (diversity and inclusion)**.
 - Employment candidates receive specific training allowing them to understand and adapt to our work culture. They also benefit from tailor-made support with a coach job and can thus develop their "soft skills" to deal with interculturality and get a sustainable job where they can flourish.
 - It is also a real opportunity for companies to recruit motivated people to work (again) in sectors where candidates are sometimes few.

¹⁹ <https://www.liveincolorassociation.com/job-diversity>

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