

Inventory of lifelong guidance systems and practices - France

Please cite as:	Cedefop (2020). <i>Inventory of lifelong guidance systems and practices - France</i> . CareersNet national records. https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-france
Contributor:	Graziana Boscato
Reviewed by:	Cedefop
Copyright:	Reproduction is authorised, provided the source is acknowledged.
Disclaimer:	Translations of titles/names for entities, country policies and practices are not to be considered as official translations. The facts and opinions expressed are those of the authors and do not necessarily coincide with the official position of Cedefop.

Introduction

Since 2016, France has been administratively divided in 13 regions (until 2015 the regions were 22), which are responsible for the management and implementation of adult guidance and continuing education. At a national level, the central State is responsible for guidance of young people in initial training. For all guidance sectors, the Region is responsible for coordinating all guidance activities. Pursuant to [Law n° 2014-288 of 5 March 2014](#) on vocational training, employment and social democracy, decentralisation to the regions is regulated by allocating competences, which were previously a responsibility of the central State, in the field of vocational training, apprenticeship and guidance. This reform strengthens the power of regional councils in this area, by integrating lifelong guidance issues into their competences, with limited action on pupil and student guidance policy.

Sources

République française. (2014). *LOI n° 2014-288 du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale*. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000028683576&categorieLien=id>

Coordination and collaboration among stakeholders

The Lifelong Guidance Public Service, provided by the State and the regions, must guarantee access to free, complete and objective information on professions, training, qualifications, job opportunities and remuneration levels, as well as access to quality guidance advice and support services organised in networks. It also contributes to professional diversity by combating gender stereotypes.

According to [Article L. 6111-3](#) of the Labour Code, the State defines, at national level, the policy for the guidance of pupils and students in schools and higher education institutions (HEI). In particular, with the support of the Public information and guidance centres (*centres d'information et d'orientation*, CIO) and the Joint University Information and Guidance Services (*services communs d'information et d'orientation des universités*, SCUIO), it implements this policy in schools and HEI's and, to this end, provides the necessary information on all training paths to pupils and students.

Region, in turn, coordinates the actions of other bodies involved in guidance activities at regional level, for adults and for continuing education, as well as the establishment of the career development advisory process (*Conseil en évolution professionnelle*, CEP); it also provides information and sets up a network of advice centres on the validation of acquired experience (*validation de l'expérience*, VAE).

An annual agreement, concluded between the State and the region within the framework of the contract for a regional plan for the development of vocational training and guidance provided for in [Article L. 214-13](#) of the Education Code, determines the conditions under which the State and the region coordinate the exercise of their respective competences in the region.

A new Law "[LOI n° 2018-771 du 5 septembre 2018 pour la liberté de choisir son avenir professionnel](#)" (Towards a new skills society) created *France Compétences*, a national public institution in charge of regulating and financing vocational training and apprenticeship. Placed under the supervision of the Minister in charge of vocational training, its role is to:

- distribute the pooled funds to the various actors in vocational training and apprenticeship;
- regulate the quality of training;
- make recommendations on costs, care rules and access to training;
- ensure the proper implementation of the reform on vocational training and apprenticeship.

On 1st January 2019, *France Compétences* became the central body for the governance and financing of vocational training and apprenticeship following the promulgation of the law "[Liberté de choisir son avenir professionnel](#)". *France compétences* replaced the national governance bodies (*comité paritaire inter-professionnel pour l'emploi et la formation chargé de la définition des politiques paritaires dans le domaine de la formation et de l'emploi Copanef* - Joint inter-professional committee for employment and training responsible for defining joint policies in the field of training and employment, Cnefop - National Council for Employment, Vocational Training and Guidance) and absorbed the Joint Fund for the Security of Professional Paths (*Fonds paritaire de sécurisation des parcours professionnels*, FPSP) and the National Professional Certification Commission (*Commission nationale de certification professionnelle*, CNCP). It is therefore *France Compétences* which will, at national level, manage the implementation of the regional public guidance services (*Services Public Régional de l'Orientat*ion, SPROs), which are entrusted with providing information to pupils and students in addition to steering guidance.

The association of the regions of France is a privileged interlocutor of Ministry of Education and Ministry of Higher Education and Research, on the issue of the coordination of information and guidance missions within the regions currently being defined. According to Euroguidance (2017), each region is responsible for moderating, organizing and coordinating the initiatives of players and partners, which contribute to each regional public guidance service (SPRO). These network-organised structures work together to provide this service. A range of career guidance counselling players are, involved:

- information and guidance centres (*centres d'information et d'orientation*, CIO);
- youth information bodies (regional youth information centres, CRJ) and youth information desks, BJJ);
- joint university information and guidance services (*services communs d'information et d'orientation des universités*, SCUIO);
- chamber of trade decision support centres (*centres d'aide à la décision des chambres de métiers*, CAD-CMA);
- chamber of commerce and industry, authorised joint collection bodies for financing individual training leave (*organismes paritaires agréés au titre du congé individuel de formation*, Opacif) (information from Euroguidance, 2017).

Among its services, the Regional Public Guidance Service (SPRO) also provides Validation of Acquired Skills (*Validation des Acquis de l'Expérience* -VAE) advice desks and career development advisory process (*Conseil en évolution professionnelle*, CEP).

The regional stakeholders mentioned above coordinate their services with national level organisations and services which include:

- the [National Employment Agency](#) (*Pôle emploi*);
- the [National Network for Employment for Disabled Persons](#) (*Cap emploi*);
- the [Community aid projects for young people](#) (*Missions locales*);

- d. the **Executive Employment Association** (*Association pour l'emploi des cadres*, APEC);
- e. **Opacif**, an authorised joint collection of bodies for financing individual training leave (*organismes paritaires agréés au titre du congé individuel de formation*).

The above organisations have regional representations, addressing different audiences, and are equally coordinated by the SPRO at regional level. Due to recent reforms, the coordination role has changed from national to regional level, while the actors have remained the same. The regions must ensure that the activities are visible to users, complementary and not overlapping. The various member bodies of the SPRO, recognised on the basis of the specifications defining professional development advice, "*retain their administrative and hierarchical links, their statutory specificities and their missions, exercise*", but they jointly pool skills and resources on the territories in order to respond more effectively to the needs and expectations of the public and to ensure the continuity of the care and follow-up of the applicant.

Sources

Association pour l'emploi des cadres, APEC (Executive Employment Association). <https://www.apec.fr/>

Cap emploi (National Network for Employment for Disabled Persons). https://annuaire.service-public.fr/navigation/cap_emploi

Centre Inffo (2016). *Service public régional de l'orientation : quelles contributions des Cités des métiers?* <https://www.regions-et-formation.fr/actions-dans-les-territoires/service-public-regional-de-l/>

Centre Inffo. *France compétences. Gouvernance*. <https://www.francecompetences.fr/>

Euroguidance (2017). *Lifelong guidance practices in France*. <https://www.euroguidance-france.org/wp-content/uploads/2017/11/Brochure-EG-Anglais-def.pdf>

Ministère de l'Éducation nationale et de la Jeunesse (2019). *Les lieux d'information de l'orientation*. <http://www.education.gouv.fr/cid160/les-lieux-d-information-de-l-orientation.html>

Ministère du Travail (2019). *Le portail de la validation des acquis de l'expérience (VAE)*. <http://www.vae.gouv.fr/>

Missions locales (Community aid projects for young people). <https://www.unml.info/>

Mon CEP - Conseil en évolution professionnelle. <http://www.mon-cep.org/>

Opacif (Organismes paritaires agréés au titre du congé individuel de formation). <https://www.opacif.fr/liste-des-opacif-fongecif>

Pôle emploi (National Employment Agency). <https://www.pole-emploi.fr/accueil/>

République française (2018). *Code de l'éducation - Article L214-13*. <https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEXT000006071191&idArticle=LEGIARTI000006524588&dateTexte=&categorieLien=cid>

République française (2018). *LOI n° 2018-771 du 5 septembre 2018 pour la liberté de choisir son avenir professionnel*. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000037367660&categorieLien=id>

République française (2019). *Code du travail - Article L6111-3*. <https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEXT000006072050&idArticle=LEGIARTI000021340144&dateTexte=&categorieLien=cid>

Coronavirus Update

In France, the state has the competence at national level for school guidance policy and is responsible for the educational and pedagogical dimension of student guidance. The support of students in the development of their career guidance project is now carried out within the framework of a dedicated timetable. In the context of the COVID-19 crisis, the official texts concern all pedagogical activities, which include guidance activities carried out by pedagogical teams and by guidance professionals (*Psy En Psychologues de l'éducation nationale/orientation*) working in schools, information and guidance centres, information and guidance services of universities.

Furthermore, the Ministry of Education has organized and monitored the implementation of continuity of learning. All media (websites, social networks, emails, etc.) are used for communication at national level, relayed by the education authorities in the regions. There is ongoing updating of information throughout the crisis period. Official texts structure the organisation of the steering of the measures, the involvement of educational teams (particularly teachers), the provision of digital equipment (for online courses, the provision of resources, for communication) and the support of families and young people during this period.

The Ministry of Higher Education, Research and Innovation has developed information, recommendations and health measures, resources and support, while FAQs and recommendations for students and families are available [here](#).

For schools under the Ministry of Agriculture, pedagogical continuity has been ensured (see the [online FAQ](#)).

To assist training providers and individuals, the Ministry of Labour has published a series of [questions and answers](#) on "employment-training-guidance" responses to the crisis of the coronavirus epidemic - COVID-19.

Sources

Ministère de l'Agriculture et de l'Alimentation (2020). *COVID-19: FAQ enseignement agricole (COVID-19: FAQ agricultural education)*. <https://agriculture.gouv.fr/covid-19-faq-enseignement-agricole>

Ministère de l'éducation nationale de la jeunesse (2020a). *Continuité des apprentissages en cas d'éloignement temporaire ou de fermeture d'école ou d'établissement (Continuity of learning in the event of temporary removal or closure of a school or establishment)*. Circulaire n° 2020-056 du 28 février 2020. www.education.gouv.fr/bo/20/Hebdo10/MENE2006547C.htm

Ministère de l'éducation nationale de la jeunesse (2020b). *Foire aux Questions pour les familles et les professionnels (Frequently Asked Questions for families and professionals)*. <https://www.education.gouv.fr/sites/default/files/2020-04/coronavirus-covid-19-questions-r-ponses-pour-les-familles-les-l-ves-et-les-personnels-d-ducation-04-04-66300.pdf>

Ministère de l'éducation nationale de la jeunesse (2020c). *Organisation et suivi de la mise en œuvre de la continuité des apprentissages (Organization and monitoring of the implementation of continuity of learning)*. Circulaire du 13 mars 2020. <https://www.education.gouv.fr/sites/default/files/2020-03/circulaire-du-13-mars-2020-52017.pdf>

Ministère de l'éducation nationale de la jeunesse (2020d). *Plan ministériel de prévention et de gestion Covid-19 (Ministerial prevention and management plan Covid-19)*. Circulaire n° 2020-059 du 7-3-2020. www.education.gouv.fr/bo/20/Hebdo11/MENG2007101C.htm

Ministère de l'éducation nationale de la jeunesse (2020e). *Recommandations à destination des directeurs d'école et chefs d'établissement pour prévenir les effets de la canicule (Recommendations for school directors and school heads)*. www.education.gouv.fr/recommandations-aux-directeurs-d-ecole-et-chefs-d-etablissement-pour-prevenir-les-effets-de-la-10454

Ministère de l'éducation nationale de la jeunesse (2020f). *Vademecum relatif à la continuité pédagogique (Les questions relatives aux procédures d'orientation sont prévues dans le texte) [Vademecum on pedagogical continuity (questions relating to guidance procedures are provided for in the text)]*. www.education.gouv.fr/sites/default/files/2020-04/coronavirus-covid-19-vademecum-continuit-p-dagogique-mise-jour-au-1er-avril-2020--66201.pdf

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2020). *COVID-19 : informations, recommandations & mesures sanitaires, ressources & accompagnement (COVID-19: information, recommendations and health measures, resources and support. FAQs and recommendations for students and families)*. www.enseignementsup-recherche.gouv.fr/cid149997/covid-19-informations-recommandations-ressources-accompagnement.html

Ministère du Travail (2020). *Questions - réponses par thème (Questions - responses by theme)*. <https://travail-emploi.gouv.fr/le-ministere-en-action/coronavirus-covid-19/questions-reponses-par-theme/>

Access to guidance

There is a great diversity of services providing information and guidance in France. The benefits of this situation are that a wide range of techniques, practices, practitioners and providers are on offer. Most of them are public organisations. This wide range of services has been shaped by differences between:

- target groups (school pupils, young people, adults, unemployed, women, people with disabilities);
- the kind of service offered (individual counselling, skill audit, group or individual services, training, information);
- practitioners' qualifications (counselors, psychologists, teachers, information providers, social workers);
- the status of facilities (public, private, voluntary, commercial, professional);

e. financing (state, local authority, joint organisations, enterprises, users) (information from Euroguidance 2020).

Networks offering guidance services depending on ministries

The main guidance providers are run by two Ministries, the Ministry of Education and the Ministry of Employment, although other ministries may be involved, such as the Ministry of Higher Education, Innovation and Research and to a lesser extent the Ministry of Agriculture.

Guidance services depending on the Ministry of Education target post-primary schools, higher and further education institutions, are provided by a network of guidance services which includes the CIO (*Centre d'Information et d'Orientation*) and the national information provider ONISEP (*Office National d'Information sur les Enseignements et les Professions*). Services are provided by trained practitioners such as guidance counsellors called "*Psychologues de l'Education nationale, education, développement et conseil en orientation scolaire et professionnelle*" and non-specialists, such as teachers. These counsellors are working both in the educational institutions and in guidance centres.

In each class of lower and upper secondary schools, one of the teachers is designated as "*head teacher*" with a role which officially (*BO du 11 octobre 2018: rôle du professeur principal dans les collèges et les lycées*) involves:

- a. monitoring learning outcomes and pupil assessment;
- b. support for pupils with special educational needs;
- c. involvement in the life of the class and the school;
- d. guidance.

This text, apart from specifying the training requirements and financial recognition of the head teacher – the status of a head teacher provides a financial compensation in addition to salary-, it also states the head teacher:

- a. has a specific responsibility in the implementation and monitoring of information and assistance actions to gradually prepare the guidance choices of all secondary school pupils;
- b. coordinates, for each student, the information and the progressive preparation of the choice of orientation in collaboration with the psychologist of the national education system;
- c. ensures the coordination and follow-up of actions in close collaboration with all the educational and training teams, including psychologists of the national education system, families, representatives of higher education and partners, such as local authorities or the economic, professional and associative worlds.

From the third grade onwards, the head teacher conducts personalised guidance interviews, at any time, according to individuals' needs, while in upper secondary schools, the head teacher's role in supporting students' career choice is strengthened. Along with psychologists of the national education system, the head teacher also provides information on higher education, training, and the professional world, in connection with the actions organised by the regions and cooperates during Guidance Weeks, experiential activities in workplaces, and immersion activities in higher education.

Furthermore, MLDS (*Mission de lutte contre le décrochage scolaire*), is an entity aimed to prevent early school leaving, facilitate access to diplomas and qualifications for young people who have dropped out and secure training paths. Since July 2016, the missions and competencies of MLDS personnel are defined by a national [reference framework](#).

In respect of tertiary education, a guidance service called SCUJO (*Service Commun Universitaire d'Information et d'Orientation*) exists in each university. The mission of the joint university service is to organise the welcoming, provide information and guidance to students when they enter university, as well as throughout the university curriculum. This service also ensures the follow-up of the students in their labour market integration, in collaboration with the professors. In every university, SCUJO is a resource place, as it organises and delivers orientation activities (individual interviews, interventions in high school students, development of educational documents, etc.) and professional integration activities (information on professions, job search and internship tools, etc.).

The Ministry of Employment oversees the enquiries, information and guidance system for adults who are seeking for an employment or wish to retrain, move or develop additional skills. This provision is delivered by employment advisors through the countrywide network of employment agencies (*Pôle Emploi*). *Pôle Emploi* agencies cater for all adults whether they are employed or seeking employment, self-employed or otherwise.

Another network reporting to the Ministry of Employment is the "Houses of Employment" (*Maisons de l'emploi*) which is part of the territorial organisation of employment and vocational training. Their purpose is to help the various relevant agencies work in close cooperation (local authorities, *Pôle Emploi*), at territorial level. They propose innovative policies in the field of employment, considering local and regional characteristics; namely they analyse the local economic context, the actors involved, and their needs in order to propose concrete strategies, developing a strategic role for the local level. Employers and relevant professionals can also be involved in specific actions, such as in supporting enterprises in the digital transition, and allowing them to recruit digital profiles.

The national information centre for continuing training, known as *Centre Inffo*, is also under the Ministry. The centre's task is to disseminate information to all those who work in continuing vocational training in the broadest sense. The website of *Centre INFFO* provides online career guidance activities for career professionals and for adults through a national portal, where people have access to quality information about education, training and career opportunities.

Other bodies offering vocational guidance and advice

At regional level, information about continuing vocational training is spread by CARIFs (*centres d'animation, de ressources et d'information sur la formation*), which are training action, resource and information centres. Financed jointly by the Government and the regions, the centres have links with social partners and with public and private bodies involved in vocational training. Among the features of CARIF are the following:

- a. providing guidance to end users;
- b. supplying information to professionals in training centres and local information/guidance points;
- c. maintaining up-to-date documentation on training provision at regional level; and
- d. providing a forum where trainers in a given region can meet and exchange ideas.

Local offices (*Missions Locales*, ML) were established in 1982 by local authorities, with the aim of welcoming, informing and guiding youngsters (16 to 25 years) with social and workplace integration difficulties. In other words, the offices try to support their integration and stable employment.

Some training organisations include, as part of their work, guidance, advice and placement services. Since January 2020, [regional operators](#) selected and financed by France Compétences, have an information/guidance role, particularly for the Transition Training Personal Account (Compte personnel de formation de transition).

The Chambers of Skills and Crafts network have also set up structures to develop guidance work; for instance, the network of chambers of commerce organised the event *Nuits de l'Orientation* (Guidance nights), which is the result of cooperation between schools and companies and aimed to develop 'guidance without stress' by increasing networking between entrepreneurs and students. This event is held throughout France to support high school students in their career reflection and choice, by connecting them with career guidance professionals, business leaders and employees. The event provides students the opportunity to reflect on their desires, profile and future, as well as to discover professions with an interactive approach that takes into account their interests and personality.

The Association for Executive Employment (*Association pour l'emploi des cadres*, APEC), a specialized association for the employment of graduate students and executives, increased employability and better placements through competence assessments and a matching service. Namely, through assessment and validation of skills with a view to company recruitment by enhancing individuals' employability.

Centres Interinstitutionnels de Bilan de Compétences (CIBC) are career centres that provide career guidance services for adults and where employed and unemployed individuals have access to competence check-ups, which is part of a [legislative framework](#). The skills assessment makes it possible to analyse one's professional and personal skills, aptitudes and motivations in support of a project for professional development and, where appropriate, training. Information on where someone may find a centre for a bilan de compétences can be found here: <https://www.bilandecompetences.fr/>. Moreover, the centres are also collaborating with companies in order to implement a company skills development plan for employees.

Private guidance centres and private press agencies such as *L'Etudiant* and *Studyrama*, publish career information for secondary school and university students, which can be purchased by schools, and organise fairs for young people.

Sources

- Apec.fr (2019). *Portail - Accueil - Recrutement et offres d'emploi cadres*. <https://www.apec.fr/>
- Bilandecompetences.fr. <https://www.bilandecompetences.fr/>
- Centre Inffo. <https://www.centre-inffo.fr/>
- Eduscol (2019). *Lutte contre le décrochage scolaire - Mission de lutte contre le décrochage - Éduscol* <http://eduscol.education.fr/cid55115/mission-de-lutte-contre-le-decrochage.html>
- Euroguidance (2020). *Guidance System in France*. <https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-france>
- Fédération Nationale des CIBC. <http://www.cibc.net/>
- Intercariforef (2019). *Carif-Oref: recherche de formation professionnelle, adulte, continue en France*. <http://www.intercariforef.org/formations/recherche-formations.html>
- L'Etudiant (2019). *Job étudiant, orientation, vie étudiante, logement étudiant*. <https://www.letudiant.fr/>
- Ministère de l'Éducation nationale et de la Jeunesse (2018). *Au BO du 11 octobre 2018: rôle du professeur principal dans les collèges et les lycées*. <http://www.education.gouv.fr/cid134983/au-bo-du-11-octobre-2018-role-du-professeur-principal-dans-les-colleges-et-les-lycees.html>
- Ministère de l'Éducation nationale et de la Jeunesse (2018). *Enseignement secondaire*. http://www.education.gouv.fr/%20http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=133784
- Ministère de l'Éducation nationale et de la Jeunesse (2019). *Les lieux d'information de l'orientation*. <http://www.education.gouv.fr/cid160/les-lieux-d-information-de-l-orientation.html>
- Ministère de l'Éducation nationale et de la Jeunesse (2020). *Mission de lutte contre le décrochage*. <https://eduscol.education.fr/cid55115/mission-de-lutte-contre-le-decrochage.html>
- Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2019). *Orientation: les lieux d'information*. <http://www.enseignementsup-recherche.gouv.fr/cid49572/orientation-les-lieux-d-information.html>
- Ministère du Travail (2019). *Bilan de compétences*. <https://travail-emploi.gouv.fr/formation-professionnelle/droit-a-la-formation-et-orientation-professionnelle/bilan-competences#Ou-faire-un-bilan-de-competences>
- Ministère du Travail (2019). *Maisons de l'emploi*. <https://travail-emploi.gouv.fr/ministere/acteurs/partenaires/article/maisons-de-l-emploi>
- Mission locale (2019). *Portail d'insertion professionnelle des jeunes*. <https://www.mission-locale.fr/>
- Nuits de l'orientation. <http://www.nuitsdelorientation.fr/>
- Onisep. <http://www.onisep.fr/>
- Pôle emploi. <https://www.pole-emploi.fr/accueil/>
- Studyrama (2019). *Salons, Orientation, Fiches métiers, Logement étudiant*. <https://www.studyrama.com/>

Coronavirus Update

At the national level, during the period of confinement, the National Office for Information on Studies and Professions Onisep continues its mission of information and guidance on its [website](https://www.onisep.fr/). For all young people, students and their families, in the context of Covid19, Onisep:

- a. offers a new [weekly meeting via a chat](#) every Wednesday to discover jobs that offer employment opportunities, unknown jobs and dream jobs. Professionals are encouraged to interact with Internet users and will share their daily life, their career paths, their motivation etc;
- b. offers free access to its publications on jobs, training and guidance, in [digital format](#);
- c. provides educational teams with [resources for pedagogical support in guidance and counselling](#).
- d. [Onisep counsellors answer questions](#) from high school students, college students, students and parents on guidance, training courses and trades. This free service can be contacted by phone, chat or email. It has seen an increase in requests since the beginning of 2020. This increase is multi-factorial and is not only due to the pandemic period.

At the regional level, throughout the country, the Onisep's [regional delegations](#) have produced resources for young people and their families. The information and guidance centres (centres d'information et d'orientation, CIO) have also dedicated web pages. The network of CIOs - Information and Orientation Centres present throughout the territory - could no longer receive the public during the confinement; hence, the PsyEn (Psychologist/guidance professionals) who work there can no longer go to schools and work from home. A permanence is assured to answer questions that arrive by e-mail or telephone. Personalized or remote appointments with guidance professionals are offered to the public.

Sources

- Onisep. <http://www.onisep.fr/>
- Onisep (2020). *Tchats*. <http://www.onisep.fr/Tchats>
- Onisep (2020). *Le Kiosque en Ligne*. <https://lekiosqueenligne.onisep.fr/>
- Éduscol (2020). *Continuité de l'accompagnement pédagogique à l'orientation, à l'attention des professeurs principaux de troisième, seconde, première et terminale*. <https://eduscol.education.fr/cid150849/continuite-de-l-accompagnement-pedagogique-a-l-orientation.html>
- Onisep (n.d.). *Mon Orientation En Ligne*. www.monorientationenligne.fr
- Onisep (n.d.). *Près de chez vous*. <http://www.onisep.fr/Pres-de-chez-vous>

Quality assurance

There are no specific official texts or directives for quality assurance in guidance. Quality assurance concerns all public services and its modernisation process. Several evaluation processes and distinctions ("labels") contribute to improve the quality and performance of the education system:

- a. guidance is not an isolated concept, it always takes place in an environment. Thus, the school establishment project always includes a guidance component. *Qualéduc* is a tool developed by the Ministry of Education, made available to institutions and inspection bodies to develop a quality assurance approach based on continuous improvement. *Qualéduc* enables the development or updating of a diagnosis, a system, an establishment project, a contract of objectives, a labelling follow-up, or any project approach;
- b. teaching and educational staff as well as national education psychologists are assessed at specific points in their careers. They are also supported throughout their professional career. These provisions are part of the implementation of the *PPCR protocol* (professional career path, careers and remuneration), developed by the Ministry for the Public Service (*Ministère de la Fonction Publique*), in order to meet three challenges:
 - i. professionalisation and professional development of staff (consolidation of professional skills);
 - ii. remediation in the event of professional difficulties;
 - iii. mobility and professional development within the framework of a career.
- c. the introduction of a quality label, for example the *Marianne label*, which allows the service that requests it to demonstrate and distinguish the level of quality reached in their provisions *vis-à-vis*. The quality label, the Marianne label, enables a public service to demonstrate and distinguish the level of quality achieved in its services in relation to the needs of end users. For the end users it is a guarantee of the quality of the services provided to them. Awarded for three years by independent certification bodies accredited by the general secretariat for the modernisation of the public service (*SGMAP*), this label certifies that the commitments of the Marianne standard are well respected;
- d. *Eduform* is a label that offers visibility and attractiveness to continuing education organisations in the French national education system. It is also a guarantee of quality for the users.
- e. *CNEFOP* had a mission that worked on the links between guidance, training, integration and employment to secure the professional careers of workers throughout their lives. It also had as its mission the quality of the vocational training activities financed. *France Compétences* has replaced *CNEFOP* in 2019.

Sources

Centre Inffo (2019). *France compétences. Gouvernance*. <https://www.francecompetences.fr/>

CNEFOP (2019). *Qualité*. <http://www.cnefop.gouv.fr/qualite/>

Éduscol (2019). *Qualéduc*. <http://eduscol.education.fr/cid59929/quaeduc.html>

Le portail de la transformation de l'action publique (2019). *Le Label Marianne | Modernisation*. <https://www.modernisation.gouv.fr/outils-et-methodes-pour-transformer/le-label-marianne>

Ministère de l'Éducation nationale et de la Jeunesse (2017). *Eduform, le label formation continue de l'Éducation nationale*. <https://eduscol.education.fr/cid104569/eduform-le-label-formation-continue-de-l-education-nationale.html>

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. Direction générale de l'enseignement scolaire (2017). *Référentiel Qualité Support Du Label « EDUFORM » (Annexe)*. *Bulletin officiel n° 13 du 30-03-2017* [PDF] (p. 16). Le bulletin officiel de l'éducation nationale. http://cache.media.education.gouv.fr/file/13/85/1/orgag009_742851.pdf

Portail de la Fonction publique (2019). *PPCR: parcours professionnels, carrières et rémunérations*. <https://www.fonction-publique.gouv.fr/ppcr-parcours-professionnels-carrieres-et-remunerations>

Career management skills

Secondary schools

The *Parcours Avenir* (Future) programme is implemented in secondary schools in partnership with economic, social and professional players; the program's purpose is to help students progressively develop their learning and career management skills whilst, at the same time, enabling them to discover the socioeconomic and business world. Guidance is the result of a continuous process of development and implementation of the personal project related to training and social and professional integration; the process is carried out by the junior high school student (then high school student) according to his or her aspirations and abilities.

During this process student's parents, teachers, education and school health staff, as well as guidance staff assist the individual. Activities are diversified and may include: a) class-based projects with the support of several teachers; b) activities around the world of work; c) self-knowledge exercises (delivered by guidance professionals); d) company discovery activities; e) creation of mini companies; f) internships in companies; g) work on job-related activities (e.g. making a film, developing a portfolio or a commercial project).

Resources for the implementation of the *Parcours Avenir* can be found on the [website](#) of the Ministry of National Education, as well as on Onisep that provides *Parcours Avenir online resources* for teachers. Official texts: [French Framework and Planning Law](#) of 8 July 2013 for restructuring France's schools. "*Parcours Avenir*" (Future) programme reference document: French Decree of 1st July 2015, published in the Official Bulletin of the French Ministry for Education (BOEN) n° 28 of 9 July 2015.

In the [new structure of the baccalaureate](#) (BAC) that has started being implemented since the start of the 2018-2019 school year, 54 hours per year are integrated in students' timetables for guidance activities, beginning from year 10 up to the final year of the secondary school. In the final year of secondary school, two teachers are appointed to accompany students in their choice of career and/or guidance processes. Namely, there is dedicated time to guidance activities in the curricula throughout high school to prepare career choices and, ultimately, assist students' entry into higher education. Students will be assisted according to the timetable provided within the framework of the schools' autonomy (small groups, differentiated pedagogy, MOOC, etc.).

Universities

Skills portfolios (also known as portfolios of competences) are increasingly being used in higher education institutions. Among the range of portfolios on offer, the Portfolio of Experiences and Skills (*Portefeuille d'Expériences et de Compétences*, PEC) platform is enjoying growing recognition. The e-portfolio has now been rolled out in 35 French universities, while 700 professors have been trained to use it to support students throughout their curriculum for creating and maintaining their professional integration project. PEC is dedicated to the identification, formalisation and mobilisation of student experiences and skills.

Adults

To develop adults' careers, several measures are provided in various laws concerning vocational training

For adults involved in working life, the law [LOI n° 2013-504](#) has created the career development advisory process (*conseil en évolution professionnel*, CEP) and describes its implementation (further information can be found [here](#)). The CEP offers information, advice and personalised support services for career development projects. It is structured on three levels:

- a. individualised reception for beneficiary to analyse his or her professional situation and decide whether to continue or not with the procedure;
- b. individualised advice to clarify priorities, identify skills and match jobs as well as define a career project;
- c. individualised support for the implementation of the individual's career project through the implementation of an action plan.

The CEP is a free and personalised support system offered to anyone wishing to assess their professional situation and projects. Anyone can access the system as it supports job seekers, employees in the private sector, self-employed workers, craftsmen, liberal professions and self-employed entrepreneurs. It is provided by counselors present in five operators authorised to deliver the CEP:

- a. Regional operators selected by France Compétences
- b. Apec;
- c. Pôle Emploi;
- d. Missions Locales;
- e. Cap Emploi.

The Personal training account (*Compte Personnel de Formation*, CPF) enables all active people, from the time they enter the labour market until the date on which they exercise all their pension rights, to acquire training rights that can be mobilised throughout their working life. The CPF allows individuals to acquire training rights that can be used throughout their professional life. It has a universal vocation and is aimed at all working people. CPF is credited in euros (further information can be found [here](#) and [here](#)).

Le Bilan de compétences (Skills assessment/Competence portfolio) is a career guidance practice set up by the 91-1405 French law of the 31st December 1991 in order to achieve a better balance between labour supply and demand. It is developed by *Centres Interprofessionnels de Bilan de Compétences* (CIBC). Its aim is to raise the employability of the active population, to reduce structural unemployment and to increase job mobility. The initiative is carried out by public organisations (centres of the network of the inter-institutional centres, centres of the Adult Continuing Training Association), as well as private ones (private training centres, private career guidance centres), and is mainly funded through a compulsory vocational tax paid by all companies. By the 1991 Law, the *Bilan de compétences* is a universal right which enables individual beneficiaries to make their skills and competencies visible to themselves and to employers.

The practice is individual-centred and activity-centred, since it emphasises personal development depending on what workers like doing in their professional activities and what they dislike. It is carried out by practitioners trained in occupational psychology or human resources. *Bilan de compétences* addresses a variety of professional situations, such as workers willing to change their occupation, workers suffering from bad working conditions, workers who wish to know where they are in their career, workers willing to become self-employed and unemployed people looking for new opportunities. For 24 hours allocated over two or three months, beneficiaries are supported by a practitioner through interviews or psychological tests. The procedure includes the following steps: a) the presentation of the practice and the beneficiaries themselves; b) the investigation of the beneficiaries' skills, strengths, aspirations through counselling, assessments, monitoring and networking and c) the conclusion with the elaboration of a professional action plan providing recommendations to the beneficiary.

The skills assessment facilitates the analysis of professional and personal skills, aptitudes and motivations in support of a professional development and, where appropriate, training project; it can also be used to put forward assets in a negotiation for a job, a training or a career development project. A skills assessment can be completed within the framework of a *Conseil en Evolution Personnel (CEP)* either by taking a leave "outside working time" or "on working time". Employees with at least five years of paid employment, including 12 months in the company, may ask their employer for an absence permit for a maximum of 24 hours to carry out a skills assessment.

The linkage between the career guidance delivered by the *Bilan de compétences* and validation processes (*Validation des acquis de l'expérience*, VAE) is not straightforward, as both are carried out by different practitioners and follow different objectives. In certain cases, however, the outcome of a *Bilan de compétences* can be the individual's participation in a validation process. In case the *Bilan de compétences* is funded directly by a company, there is no link (formal or informal) between career guidance and validation services (modification of the Law on *Bilan de compétences* can be found [here](#)).

The validation of acquired experience (*Validation de l'expérience*, VAE) enables individuals to obtain a title, a diploma or a certificate of professional qualification by emphasizing the skills developed during a job or a voluntary activity. Anyone, independently of age, nationality, status and level of training, who has at least one year of experience directly related to the certification in request, is eligible for the VAE. This certification must be registered in the *National Register of Professional Qualifications* (RNCP), which since 1st January 2019 is a part of the new body *France Compétences*. Additionally, VAE provides initial guidance, during which the applicant is interviewed by a counsellor about his or her career path, career project, and the choice of a certification or diploma. All the laws and decrees related to VAE are available [here](#).

Sources

CNEFOP (2017). *Rapport CEP - CPF 2017*. <http://www.cnefop.gouv.fr/rapports-139/rapport-cep-cpf-2017.html>

CPA - Accueil de mon Compte Activité. <https://www.moncompteactivite.gouv.fr/cpa-public/>

Fédération Nationale des CIBC. <http://www.cibc.net/>

Le portail de la validation des acquis de l'expérience (VAE) (2019). *Toute la réglementation de la VAE*. <http://www.vae.gouv.fr/espace-ressources/toute-la-reglementation/toute-la-reglementation-de-la-vae.html>

Ministère de l'Éducation Nationale et de la Jeunesse (2013). *French Framework and Planning Law of 8 July 2013 for restructuring France's schools*. <https://www.education.gouv.fr/cid102387/loi-n-2013-595-du-8-juillet-2013-d-orientation-et-de-programmation-pour-la-refondation-de-l-ecole-de-la-republique.html>

Ministère de l'Éducation Nationale et de la Jeunesse (2015). *"Parcours Avenir" (Future) programme reference document*: French Decree of 1st July 2015, published in the Official Bulletin of the French Ministry for Education (BOEN) n° 28 of 9 July 2015. <https://www.education.gouv.fr/cid91353/au-bo-du-9-juillet-2015-parcours-avenir-parcours-d-education-artistique-et-culturelle-bourses-et-aides-aux-etudiants-et-formation-continue-des-enseignants.html>

Ministère de l'Éducation nationale et de la Jeunesse (2019). *Baccalauréat 2021: un tremplin pour la réussite*. <https://www.education.gouv.fr/cid126438/baccalauréat-2021-tremplin-pour-reussite.html>

Ministère de l'Éducation nationale et de la Jeunesse (2020). *Ressources pour le parcours Avenir*. <https://eduscol.education.fr/cid54908/ressources-pour-le-parcours-avenir.html>

Ministère du Travail (2019). *Bilan de compétences*. <https://travail-emploi.gouv.fr/formation-professionnelle/droit-a-la-formation-et-orientation-professionnelle/bilan-competences>

Ministère du Travail (2019). *Compte personnel de formation (CPF)*. <https://travail-emploi.gouv.fr/formation-professionnelle/evoluer-professionnellement/compte-personnel-formation>

Ministère du Travail (2019). *Conseil en évolution professionnelle (CÉP)*. <https://travail-emploi.gouv.fr/formation-professionnelle/droit-a-la-formation-et-orientation-professionnelle/CEP>

Ministère du Travail (2019). *Le portail de la validation des acquis de l'expérience (VAE)*. <http://www.vae.gouv.fr/>

Mon CEP - Conseil en évolution professionnelle. <http://www.mon-cep.org/>

Onisep (n.d.). *Parcours Avenir*. <http://www.onisep.fr/Equipes-educatives/Ressources-pedagogiques/Parcours-Avenir>

PEC - Portefeuille d'expériences et de compétences (2019). *Projet PEC V3*. <https://www.pec-univ.fr/accueil-pec-11496736.kjsp>

République française (1991). *Loi n° 91-1405 du 31 décembre 1991 relative à la formation professionnelle et à l'emploi*. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000721454>

République française (2013). *LOI n° 2013-504 du 14 juin 2013 relative à la sécurisation de l'emploi*. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027546648&categorieLien=id>

République française (2019). *Code du travail - Article L6313-4*. <https://www.legifrance.gouv.fr/affichCodeArticle.do?idArticle=LEGIARTI000037385673&cidTexte=LEGITEXT000006072050>

RNCP (Répertoire national des certifications professionnelles) (2019). *Consultez le RNCP - Commission nationale de la certification professionnelle*. <http://www.rncp.cncp.gouv.fr/>

Evidence, monitoring and assessment

The National Council for Employment, Vocational Training and Guidance (*Conseil national de l'emploi, de la formation et de l'orientation professionnelles*, CNEFOP), created by the law of 5 March 2014, is the body for consultation on all legal and regulatory texts as well as on monitoring, coordination and evaluation of employment policies for initial and continuing vocational training and lifelong guidance. Numerous documents and information can be found [here](#).

Since 1st January 2009, *France Compétences* replaced CNEFOP, INETOP and the *Observatoire des politiques et des pratiques pour l'innovation en orientation* (Oppio) which are responsible for developing studies about the impact of the career guidance services (more information can be found [here](#)). In addition, *Centre d'Etudes et de Recherche sur Les Qualifications* (CEREQ) develops studies about the labour market, skills, and career guidance, while the French Institute for Education (*Institut français pour l'éducation*, IFE) develops studies about the education and training opportunities (sometimes related to guidance issues). For instance, some resources related to school guidance can be found [here](#).

Association des conseillers d'orientation français (ACOP-F) is a professional body for school-based guidance practitioners. It organises career events, disseminates career guidance news and reforms. Since school practitioners are psychologists, the code of ethics of psychologists applies.

Sources

ACOP-F. <http://apsyen.org/>

Centre Alain Savary-Education prioritaire - ifé (2019). *L'orientation scolaire*. <http://centre-alain-savary.ens-lyon.fr/CAS/education-prioritaire/ressources/theme-2-perspectives-relatives-a-laccompagnement-et-a-la-formation/orientation-et-ouverture-au-monde-professionnel/rapports-etudes-et-recherches/l-orientation-scolaire>

Cnam-Oppio (2019). *Rapports publics*. <http://oppio.cnam.fr/espace-documentaire/rapports-publics/>

CNEFOP (2019). *Présentation du CNEFOP*. <http://www.cnefop.gouv.fr/presentation/le-conseil.html>

Delair, L.; Ritzenthaler, A. (2018). *L'orientation des Jeunes*. *Journal Officiel De La République Française*. Paris: Conseil Économique, Social Et Environnemental. https://www.lecese.fr/sites/default/files/pdf/Avis/2018/2018_12_orientation_jeunes.pdf

SENAT (2016). *Rapport sur l'orientation scolaire, une orientation réussie pour tous les élèves*. www.senat.fr/notice-rapport/2015/r15-737-notice.html

Career information, ICT in guidance

Career information

Many digital initiatives are currently being developed in the field of guidance; they are aimed at young people and adults who are looking for information on training and careers to help them in their choice of path.

Onisep, the French National Office for Information on Education and Careers, which works under the auspices of the French Ministry of National Education, Higher Education, and Research, is currently specialised in providing information about professional fields, careers, and appropriate job training. Namely, it published and disseminates information through different channels that are adapted to the needs of young people, parents, education professionals, and vocational counsellors; This includes: a) providing personalised service; b) web based information, digital content, and published material; and c) participating in relevant fairs and shows. Onisep provides diverse distance services including mail, chat, telephone. The website *Mon Orientation En Ligne* operates as a hub for the multi-channelled service.

MOOCs Orientation created by France Université Numérique, provides free and collaborative online courses that are created by universities and colleges. They also contribute to students' career planning in terms of study paths and studies preparation in science and health, by providing stimuli.

The *Emploi Store* (Employment Store) provides free access to digital services offered by all employment and training providers, whether public or private, in classic Internet access or mobile applications. It includes coaching, e-learning, search engines, quizzes, social networks, simulators or simple information services. The Employment Store centralises more than 250 sites, rated and commented by users.

Orientation pour tous is a portal set up by the Centre Inffo, an association under the Ministry for Vocational Training, responsible for developing information on continuing education and general information on orientation, training and careers, free of charge. Since 2011, this portal, accessible on all fixed and mobile media created by the State, the Regions and the social partners, has been targeted at the general public regardless of age, status or place of residence. This site gives access to regional information according to a project: discover jobs, find a training, meet a counsellor, find out about diplomas and qualifications, find funding for a training project.

Reviens te former is a portal for young people between 16 and 25 years old who have left the education system without a diploma and are thus entitled to free training, as many hours needed in order to acquire a qualification. These hours are financed by the Regions. To benefit from this right, individuals can be assisted by information and guidance centres, local institutions (or digital platforms) dealing with dropouts. The service can be also joined by a toll-free national telephone number on +33 800 1225 00 or by e-mail, directly on the website.

Services offered to students

Portail Etudiant (Student Portal) is a free-of-charge digital portal for student services and procedures. The portal offers students access to information and services useful for their entry into higher education and their student career. It enables them to carry out certain procedures on all aspects of student life, such as:

- studies: enrolment in higher education, training and further studies;
- fees: submission of applications for grants or social housing, applications for student rent deposits, information on housing subsidies, offers of private accommodation;
- services of daily life: food service, transport, health and social protection;
- activities: information on internships and student job offers, cultural and associative initiatives, sports activities;
- mobility: aid for international mobility, Erasmus+ aid, support for local and regional authorities.

For the above-mentioned services and procedures, access to the "my account" section allows each student to login and access the management of his or her student social file and all the services. To carry out applications for scholarships and housing in time, the schedules of admission procedures and the Student Social File have been harmonised.

Portail Parcoursup is the national platform for admission to the first year of higher education. This platform allows high school students, apprentices or students changing learning tracks, who wish to enter higher education, to be informed, to pre-register and to respond to admission proposals from higher education institutions. It contains the information needed to choose courses, set expectations, as well as get information related to the knowledge and skills needed to succeed in each field of higher education. This information makes it possible to better understand the reality of training, as well as to evaluate the chances of success, professional integration and the relevance of career choices. To support young people in their choice, a guidance portal, *Terminales 2019/2020*, has been set up including information on professions and sectors, career advice, a self-assessment questionnaire and links to online resources.

The portal *Trouver mon master* (Find My Master Degree) was developed by the Ministry of Higher Education and Research. The portal allows the undergraduate student to:

- find clear, precise and complete information on all national master's degrees;

- b. search by criteria and consult all masters courses with access to information such as training locations, recruitment methods (review of a file or competition), maximum number of students of each year courses, timetables for submitting applications, etc.;
- c. search by discipline, institution, training location and combine criteria to make them more relevant to individual plans to pursue its studies;
- d. search by field of study;
- e. save and share user searches on Twitter or Facebook;
- f. allow the bachelor's degree graduate who have not been admitted to a master's degree to undertake the necessary steps to find another master's degree.

The [CampusFrance](#) portal is promoted by Campus France, the French agency for the promotion of higher education, hosting students and international mobility. It helps foreign students integrate in higher education, as well as find funding for their studies. It is run by the Ministry of Foreign Affairs and International Development and the Ministry of National Education, Higher Education and Research at the service of France's attractiveness policy. Its role is to provide foreign students with information on the possibilities of studying in France. The online service offers a training catalogue, with information on bachelor's, master's or doctoral programmes by field, keyword or region. The bachelors and masters' catalogue is updated three times a year, based on [ONISEP](#) data, and once a year for the Doctorate level, based on data from the Directorate-General for Higher Education.

ICT in Lifelong guidance

ICT guidance at secondary school and universities

The education system is engaged in profound pedagogical and organisational transformations, from nursery school to post-baccalaureate (for further information regarding the French educational system, please see [here](#)), which require a strong mobilisation of the potential of digital technology. It represents a powerful lever for transformation to support ministerial policy in all its dimensions: a) pedagogical transformation, with digital technology at the service of learning and its evaluation; b) training in the challenges and professions of tomorrow; c) simplification of relations with users; and d) modernisation of the functioning of the State with redesigned information systems. Like all fields of education and training, guidance is concerned by these changes.

The online public personalised guidance service [Mon Orientation En Ligne](#) is a national service, provided by Onisep, which provides information on guidance, training courses and professions. Advisors answer questions on career paths and occupations directly online by chat (50% of users), email or telephone. This service is also used as part of the free telephone helpline, set up each year between March and July for the national enrolment procedure in higher education. The service is available to educators, parents, students and pupils in schools.

The [FOLIOS](#) application is an online tool used by educational teams, guidance counsellors and parents. FOLIOS is a portfolio tool which engages:

- a. pupils: in terms of providing the potentiality to feed and manage the content of their portfolios, valuing skills and competencies acquired in and out of school; elaborate career plans and design their CVs;
- b. teachers and educational teams: including career related resources for teaching or classroom activities;
- c. partners (people outside from the institution): providing template documents attesting competence.

The tool mainly supports educational pathways, from primary school to the end of secondary education included VET but not HEI, created by the law "[Loi d'orientation et de programmation pour la Refondation de l'école pour la République du 8 juillet 2013](#)". The tool allows members of the educational team, parents and the student to follow his or her progress throughout the school year, from the 6th to the final year of high school. It provides individual support by the educational team, reinforcing involvement in the learning process, and adopting reflexive approach during transition periods, (e.g. middle school to high school, secondary school to higher education).

[Parcoursup](#) is the portal of the Ministry of Education for admission to higher education, provided in cooperation with Onisep. It allows high school students to get information about the different training courses offered on Parcoursup, apply for the higher education courses, simulate a grant request based on social criteria and to receive advice online.

ICT guidance at universities

The Ministry of Higher Education, Research and Innovation has issued calls for projects on orientation as part of the forward-looking investment programme [Programme d'Investissement d'Avenir](#) (PIA). For instance, in 2018, the [Territoires d'Innovation](#) (Territories of Pedagogical Innovation) action of the PIA 3 included two calls for projects:

- a. the first, [Territorial systems for guidance towards higher education](#), encouraged the creation of guidance ecosystems in the various territories, which bring together all those involved in training, employment and, of course, information and guidance advice, around the same objective: provide students and their families with all the necessary information on training, expectations and professional opportunities, support them in the development of a project for further study and thus help them make the best choices when entering higher education;
- b. the second on [MOOC - digital solutions for higher education orientation](#). It aims to promote the development on a national scale of quality digital tools and resources designed to improve the "bac-3/bac+3" transition, to help future students orient themselves towards the courses most suited to their profile and project and thus increase their chances of success in higher education.

As part of the [New university courses](#) action of PIA 3, the creation of new courses to meet the diversity of student profiles and support mechanisms throughout the first university cycle were targeted. Institutions should pay particular attention to university reception and guidance facilities during the first semester (further information can be found [here](#)).

ePortfolio: to keep track of experiences for students or counsellors

In 2013, the Department of Higher Education Strategy and Professional Integration published a [white paper on the ePortfolio approach in higher education](#). Based on an inventory of existing ePortfolio projects, this document proposes elements of clarification and recommendations for French higher education institutions, as well as functional specifications for the implementation of a technical system to support this approach. ePortfolio devices aim to bring together a set of electronic documents and resources that describe and illustrate individuals' learning or career, experiences, work and skills. They are of direct interest to higher education for initial and lifelong training (formalisation of pathways and reference systems, new ways of acquiring and identifying skills, etc.) and for professional integration (enhancement of prior learning and experience).

For instance, the [Portfolio Expériences et Compétences](#) (PEC) (Portfolio of Experience and Skills) is a shared and collaborative digital platform that enables support to students' personal and academic development throughout their training, helping them with guidance, back to training, labour market integration. The PEC is a methodology, a process and a tool for enhancing the value of training and professional career path. It is composed of three interacting parts:

- a. taking stock to build projects and better communicate (students and recruiters/employers);
- b. a tool at the service of a process of reflection, construction and communication;
- c. a process of analysis and synthesis of experiences, to bring out the knowledge and skills they have generated, organise them, "code" them in a language that promotes memorisation for oneself or for others and look for useful "evidence" according to the project (integration, internship, career management).

The PEC provides students with an interactive, personal and confidential digital space that allows them to preserve, organise and capitalise their own experiences and skills (further information can be found [here](#) and [here](#)).

In addition, the Ministry of Labour has opened a new portal [Moncompteactivités](#) (*My account activities*) for adults that bring together services and support. The objective is to simplify access for training rights. There are four sections:

- a. personal profile (information on background, skills and personality, along with the possibility of carrying out an online test);
- b. professional project (information on jobs, job offers, etc.);
- c. training opportunities;
- d. legislation on continuing training.

[Pôle Emploi](#) has created a practical toolbox, the [Emploi store](#), designed for job seekers, aiming at helping them find their way around the training and guidance landscape. The [Emploi store](#) is a free service that provides a wide selection of web and mobile services, e-learning tools, around employment and training. This platform provides visibility on the services that exist and therefore facilitates the implementation of training and/or job search projects, the construction of a professional project.

Sources

- Accueil - Céreq - Centre d'études et de recherches sur les qualifications (2012). *Le Portefeuille d'expériences et de compétences. De l'université à la vie active*. <https://www.cereq.fr/le-portefeuille-d-experiences-et-de-competences-de-l-universite-la-vie-active>
- Campusfrance (2019). *Étudiants | étudier en France*. <https://www.campusfrance.org/fr>
- CPA-Accueil de mon Compte Activité. <https://www.moncompteactivite.gouv.fr/cpa-public/>
- Emploi Store (2019). *Les services web et mobiles de l'emploi*. <https://www.emploi-store.fr/portail/accueil>
- Etude du Cereq sur les portefeuilles de compétences. www.cereq.fr/publications/Relief/Le-Portefeuille-d-experiences-et-de-competences.-De-l-universite-a-la-vie-active
- Etudiant.gouv.fr. <http://www.etudiant.gouv.fr/>
- Eurydice (2019). *France overview*. https://eacea.ec.europa.eu/national-policies/eurydice/content/france_en
- FUN FRANCE UNIVERSITE NUMERIQUE; Onisep (2019). *Accueil du site consacré aux MOOC d'orientation*. <https://www.mooc-orientation.fr/>
- Groupe Caisse des Dépôts (2019). *Investissements d'avenir*. <https://www.caissedesdepots.fr/investissements-d-avenir>
- Le PEC; une démarche. <https://vimeo.com/156675460>
- Le portail national des masters-Trouver Mon Master. <https://www.trouvermonmaster.gouv.fr/>
- Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2019). *Comprendre le programme Investissements d'Avenir*. <http://www.enseignementsup-recherche.gouv.fr/cid55892/comprendre-le-programme-investissements-d-avenir.html>
- Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2019). *Livre blanc "la démarche ePortfolio dans l'enseignement supérieur français"*. <http://www.enseignementsup-recherche.gouv.fr/cid71394/www.enseignementsup-recherche.gouv.fr/cid71394/www.enseignementsup-recherche.gouv.fr/cid71394/livre-blanc-la-demarche-eportfolio-dans-l-enseignement-superieur-francais.html>
- Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2018). *Résultats du second appel à projets "Nouveaux cursus à l'université" du P.I.A. 3*. <http://www.enseignementsup-recherche.gouv.fr/cid132650/www.enseignementsup-recherche.gouv.fr/cid132650/resultats-du-second-appel-a-projets-nouveaux-cursus-a-l-universite-du-p.i.a.-3.html>
- Onisep. <http://www.onisep.fr/>
- Onisep (2019). *Folios*. <https://folios.onisep.fr/>
- Onisep (2019). *Mon Orientation en ligne - Service d'aide personnalisé à l'orientation*. <http://www.monorientationenligne.fr/>
- Orientation pour tous-Le site de l'information et de l'orientation sur les formations et les métiers. <https://www.orientation-pour-tous.fr/>
- Parcoursup.fr. <https://www.parcoursup.fr/>
- PEC-Portefeuille d'expériences et de compétences (2019). *Projet PEC V3*. <https://www.pec-univ.fr/accueil-pec-11496736.kjsp>
- République française (2019). *Reviens te former!*. <http://reviensteformer.gouv.fr/>
- Terminales 2019-2020. *5 étapes pour mon parcours vers l'enseignement supérieur*. <http://www.terminales2019-2020.fr/>
- Territoires d'Innovation (Territories of Pedagogical Innovation). <https://www.caissedesdepots.fr/territoires-d-innovation-pedagogique-financement-en-subventions>

Coronavirus Update

Resources and systems were put online by Ministry of Education operators at the start of the pandemic.

The [Centre National d'Etudes à Distance](#) (CNED) made immediately available online pedagogical sessions to academies, on the dedicated CNED platform: "[Ma classe à la maison](#)" (My class at home) which offers e-learning activities, day-long courses of activities based on school curricula, to create virtual classes led by teachers (including communications with students, document sharing). To enrich this distance learning, the Ministry of National Education and Youth launched on 18 March this year the [Nation Apprenante operation](#), in partnership with public audiovisual players, France Télévisions, Radio France, Arte, whose aim is to offer quality content in the national and regional media directly linked to school curricula. Through its programme "[La Maison Lumni](#)", the France 4 channel broadcasts daily from Monday to Friday, classes given by teachers from the French National Education and Youth Departments for primary and secondary school students. All programmes broadcast on the air are also available in teletext. All of these programmes are listed on the page of the [Eduscol website dedicated to the Nation Apprenante programme](#). To facilitate the implementation of pedagogical adaptations in the home, a set of available initiatives and pedagogical resources for teachers and families have been grouped together on Eduscol (see [web](#)). One chapter concerns the continuity of pedagogical support for guidance, for the head teachers from the last four years of secondary schools, based on the [resources produced by Onisep](#).

Sources

Centre National d'Etudes à Distance (CNED) (2020). *Ma classe à la maison* (My class at home). <https://www.cned.fr/maclassealamaison>

Centre National d'Etudes à Distance (CNED). <https://www.cned.fr/>

Éduscol (2020). *Continuité de l'accompagnement pédagogique à l'orientation, à l'attention des professeurs principaux de troisième, seconde, première et terminale*. <https://eduscol.education.fr/cid150849/continuite-de-l-accompagnement-pedagogique-a-l-orientation.html>

Éduscol (2020). *Opération Nation apprenante : tous mobilisés pour l'école à la maison!* <https://eduscol.education.fr/cid150496/operation-nation-apprenante.html>

La Maison Lumni. <https://www.lumni.fr/article/revisez-avec-la-maison-lumni>

Ministère de l'éducation nationale de la jeunesse (2020). *Opération "Nation apprenante" (Nation Apprenante operation)*. <https://www.education.gouv.fr/operation-nation-apprenante-303174>

Training and qualifications

Guidance staff working in schools and universities must hold a master's degree in psychology, and after undergoing a selective competition, they attend a one-year specialisation course at university. Subjects studied include psychology, sociology, economics and educational sciences. Completion of the course grants access to the State diploma of *Psychologue de l'éducation nationale, "éducation, développement et conseil en orientation scolaire et professionnelle"*.

The guidance staff at *Pôle Emploi* must hold a BAC + 2 (after a 2-years degree) and have diverse knowledge in Sociology, Psychology, Economics, etc. In addition, they need to have passed a competition and have benefited from internal training. *Pôle Emploi* also recruits occupational psychologists who have completed a master's degree in Psychology through a selective competition.

[CARIF OREF](#) are public offices which provide information and advice in the field of continuing training. They also provide guidance to end users and training to professionals who inform and support the end users. Guidance staff have a variety of qualifications.

Sources

Intercariforef (2019). *Carif-Oref: recherche de formation professionnelle, adulte, continue en France*. <http://www.intercariforef.org/formations/recherche-formations.html>

Funding career guidance

The National council for employment, vocational training and guidance (CNEFOP) is responsible for preparing an annual report on the use of resources allocated to employment, vocational training and guidance. Information on the cost of information and counselling activities can be found in the "[Rapport sur les dépenses Emploi, Formation et Orientation professionnelles](#)".

Sources

CNEFOP; Ministère du Travail; DARES (2015). *Rapport sur les dépenses Emploi, Formation et Orientation professionnelles. Données nationales et régionales*. http://www.cnefop.gouv.fr/IMG/pdf/rapport_dares-cnefop_2015.pdf?4830c697b51989b745ec8f4c0859a85810d97c54c3ec

Career guidance for school pupils

Guidance actors at school

Comprehensive career guidance services are provided at school with the aim to provide support for all students, tackle those at risk and diminish school dropout. Many actors in the educational community are involved in student guidance; namely, parents, the pedagogical and educational team, the school principal or head, guidance counsellors-psychologists, social workers, medical doctors, and educators. Some of these roles are central:

- a. the head teacher of each class conducts personalised guidance interviews in third, first and final year classes. In liaison with the guidance

Inventory of lifelong guidance systems and practices -
France

- counsellor-psychologist, the head teacher is responsible for guiding students in their choice of path and provides information on training and professional integration. The legal activities of the head class teacher are described thoroughly [here](#);
- b. the head of the school is a key figure in guidance, chairing the class council and taking important final decisions at the end of each school year. Each school has an annual school project (presented to the school board) with a section devoted to guidance; this section describes all the activities related to guidance for each level of class in detail, including classroom activities, individual guidance interviews, company visits, forums, internships etc. Further information can be found [here](#);
 - c. psychologists-guidance counsellors and directors of [Information and Guidance Centres](#). In France, psychologists- guidance counsellors- and directors of information and guidance centres (CIOs) work mainly with secondary school students, young people in transition to the labour market and students. They help clients develop their orientation or reorientation project. Techniques include individual interviews, group work, evaluations, etc. They are both specialists in individual guidance counselling, in high schools and colleges as well as in providing technical advice to the educational team. In addition, they are increasingly involved as trainers with teams of teachers in charge of setting up pedagogical sequences for guidance and career management skills.

The missions to fight educational disengagement MLDS (*Mission de lutte contre le décrochage scolaire*) have been developed with the aim to prevent and diminish school dropout. One of their main roles is to facilitate access to diplomas and qualifications for young people who have dropped out, and secure training paths (provision of individual solutions to meet the needs of each pupil in difficulty, implementation to provide access to a qualification). Since July 2016, the missions and competencies of MLDS personnel are defined by a national [reference framework](#) of activities and competencies.

Other services

There are also other services providing guidance to school pupils:

- a. *La mallette des parents* is a toolkit that aims to provide access to quality information for parents of students from primary and secondary schools to support the learning and professional choices of their kids;
- b. [Monorientationenligne](#) is provided for pupils, students and parents (see section [ICT in lifelong guidance](#));
- c. *MOOCs-orientation* has been developed for high school students to help them in their choice of guidance at the time of the transition from high school to higher education (see section [ICT in lifelong guidance](#));
- d. *ONISEP* develops online career guidance activities for pupils, VET students, students, youngsters with handicap, parents and teachers;
- e. *L'Etudiant* and *Studyrama* are private career guidance providers which aim to enhance access to quality information about learning and work opportunities for students from secondary schools and universities;
- f. *Youth Centres network* (CIDJ) develops online career guidance activities for youngsters;
- g. *Service Public Régional Pour l'Orientation* - SPRO is the Regional Public Service of Guidance addressed to all individuals that are concerned. The measures are in favour of all audiences and no one is excluded.

Sources

Centre Inffo (2019). *Service public régional de l'orientation: quelles contributions des Cités des métiers?* <https://www.regions-et-formation.fr/actions-dans-les-territoires/service-public-regional-de-l/>

CIDJ.COM (2019). *Études, métiers, orientation, jobs, stages, formations.* <https://www.cidj.com/>

FUN FRANCE UNIVERSITE NUMERIQUE; Onisep (2019). *Accueil du site consacré aux MOOC d'orientation.* <https://www.mooc-orientation.fr/>

Institut des hautes études de l'éducation et de la formation (2018). *Projet d'établissement.* <http://www.esen.education.fr/fr/ressources-par-type/outils-pour-agir/le-film-annuel-des-personnels-de-direction/detail-d-une-fiche/?a=28&cHash=5e610ad918>

L'Etudiant (2019). *Job étudiant, orientation, vie étudiante, logement étudiant.* <https://www.letudiant.fr/>

Ministère de l'Éducation nationale et de la Jeunesse (2018). *Au BO du 11 octobre 2018: rôle du professeur principal dans les collèges et les lycées.* <http://www.education.gouv.fr/cid134983/au-bo-du-11-octobre-2018-role-du-professeur-principal-dans-les-colleges-et-les-lycees.html>

Ministère de l'Éducation nationale et de la Jeunesse (2019). *La "mallette des parents"* <http://www.education.gouv.fr/cid53083/le-dispositif-mallette-des-parents.html>

Ministère de l'Éducation nationale et de la Jeunesse (2020). *Mission de lutte contre le décrochage.* <https://eduscol.education.fr/cid55115/mission-de-lutte-contre-le-decrochage.html>

Mon Orientation en ligne - Service d'aide personnalisé à l'orientation. <http://www.monorientationenligne.fr/qr/index.php>

Onisep (2019). <http://www.onisep.fr/>

Studyrama (2019). *Salons, Orientation, Fiches métiers, Logement étudiant.* <https://www.studyrama.com/>

Coronavirus Update

During the pandemic, the CIOs (Information and Orientation Centres) are closed, but young people and families can contact them via email and phone lines. In the lower and upper school degree, the continuity of the tasks of the PsyENs, who usually work in the CIOs and schools, is partly ensured. The PsyENs stress the support role they can provide to students during this period of confinement. Furthermore, the CIOs can propose:

- a. individual accompaniment via telephone interviews;
- b. information in small groups at a distance;
- c. pedagogical activities for career guidance. For example, a program for youngsters at the end of lower secondary school on the choice of studies spread over four weeks. This program, materialized in the [form of a Padlet](#), would be proposed to 9th grade students and their families via [Mon Bureau Numérique](#);
- d. free online orientation resources (an example can be found [here](#));
- e. resources collected by guidance professionals for parents to accompany them during periods of confinement: for example:
 - [Troubles psychiques et confinement](#) (Psychic disorders and confinement);
 - [Guide des parents confinés](#) (Guide for Confined Parents) ;
 - [Stop blues détente](#) (Stop blues relaxation);
 - [Sport activities](#) proposed by school level for middle school students;
 - [Faire du sport à la maison en ligne](#) (ministère des sports) [Playing sports at home online (Ministry of Sport)].

Finally, administrative changes have been made to modify guidance procedures and the organisation of diplomas.

Sources

Guide des parents confinés (Guide for Confined Parents). <https://www.egalite-femmes-hommes.gouv.fr/wp-content/uploads/2020/03/Guide-des-parents-confinés-50-astuces-de-pro.pdf>

Ministère des sports (2020). *Faire du sport à la maison en ligne (Playing sports at home online)*. <http://sports.gouv.fr/IMG/pdf/appsportliste-2.pdf>

Mon Bureau Numérique (MBN). <https://www.monbureaunumerique.fr/>

Stop blues détente (Stop blues relaxation). <https://www.stopblues.fr/fr/detente/covid-19>

Troubles psychiques et confinement (Psychic disorders and confinement). www.pedopsydebre.org/fiches-pratiques/categorie/g%C3%A9n%C3%A9ralit%C3%A9s

Guidance for VET participants

See section [Career guidance for school pupils](#). VET participants are not a separate target group.

Please see the description of VET system in France [here](#).

Sources

Cedefop; Centre Inffo (2019). *Vocational education and training in Europe: France* [From Cedefop; ReferNet. Vocational education and training in Europe database]. <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/france>

Coronavirus Update

In France continuity in most of the services has been ensured, as digital infrastructure and provision of support using digital technology was already utilised. Guidance professionals have organised themselves in a way that they can continue their mission. Several professional networks, groups and communities, have offered support and information to guidance practitioners. Concerning guidance for young adults and students, guidance infrastructure and professionals in France seem to have been responsive in maintaining contact with the public and continuing to meet the information and interview needs of young people, students and families. The adjustment of professionals to working at home was also described as easy to achieve thanks to the existing digital infrastructure and the use of telephone.

Regarding the provision of career guidance provision in VET:

- a. free guidance resources are available to youth and their families;
- b. teachers and the PsyEn follow up the students by offering telephone interviews or personalized answers by e-mail
- c. documents or pedagogical progressions to learn about jobs and training courses are being prepared;

In addition, vocational high schools organise virtual open days where young people can find out about training courses, ask questions etc. Some examples include:

- a. [Portes ouvertes virtuelles](#) (*Centre de formation Chateaufarine*);
- b. [Portes ouvertes virtuelles](#) (*ENIL ENILBIO*);
- c. [Portes ouvertes virtuelles](#) (*Le pôle formation UIMM Lorraine*).

Finally, administrative changes have been made to modify orientation procedures, the conduct of traineeships and the organisation of diplomas.

Some risks that have been incurred in the short term include:

The first findings show that companies will dismiss, debauch. Minus 5 to 10% of recession is expected. The early leaving in apprenticeship contracts will multiply, as the hiring process are relatively low now and the apprenticeship numbers are dropping. There is already a drop in training inflows in the projects funding with the [plan for skills investment](#) (*plan d'investissement des compétences*, PIC). Some businesses impacted by the crisis, where staff are put in a situation of health risks, will see their workforce disappear (desire to change profession). In the short term: it is the guidance mechanisms, or even the policy strategies, that will have to provide an appropriate response.

Sources

Centre de formation Chateaufarine Lycee Granvelle, Etablissement Public Local d'Enseignement Agricole - Besançon Doubs (2020). *Portes ouvertes virtuelles*. <http://chateaufarine.educagri.fr/15-actualites/1362-portes-ouvertes-virtuelles.html>

ENIL ENILBIO (2020). *Portes ouvertes virtuelles*. <https://blog.enil.fr/portes-ouvertes-virtuelles>

Le pôle formation UIMM Lorraine (2020). *Portes Ouvertes Virtuelles*. <https://www.formation-industries-lorraine.com/fr/portes-ouvertes-virtuelles.html>

Ministère du Travail (n.d.). *Plan d'investissement dans les compétences (Plan for Skills Investment)*. <https://travail-emploi.gouv.fr/le-ministere-en-action/plan-d-investisement-dans-les-competences/>

Guidance for higher education students

(see section [Career guidance for school pupils](#); specifically, part c) psychologist guidance counsellors working also with students)

Specific guidance for higher education students

In universities, career guidance services are provided by career experts from the shared university service for information and guidance, SCUIO (*Service Commun Universitaire d'Information et d'Orientation*). The mission of the joint university service is to organise the reception, information and guidance of students upon their admission to university and throughout the university curriculum: it subsequently ensures, along with the professors, the follow-up of their professional integration. It offers diverse guidance activities such as individual interviews, interventions for high school students, development of educational documents, information on professions, job search and internship tools.

In addition, APEC (*Association Pour l'Emploi des Cadres* - Association for executive employment) is a private association, financed by executives and enterprises, that provides specific information and guidance for graduates.

Sources

Association pour l'emploi des cadres, APEC (Executive Employment Association). <https://www.apec.fr/>

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2019). *Orientation: les lieux d'information* <https://www.enseignementsup-recherche.gouv.fr/cid49572/orientation-les-lieux-d-information.html>

Coronavirus Update

The information and guidance services of the universities - SCUJO, CIOs remain mobilized to support students in their projects, remotely via telephone interviews on request. The SCUJOs also ensure the continuity of their services: answers by email and telephone interviews, provide students with their online documentation concerning training, professional integration etc. The universities' websites inform students on how to get in touch with the guidance services (e.g. <https://blogs.univ-tlse2.fr/scujo-ip/>). The national site also has a specific [information section on Covid-19](#), with some information in [English](#) for international students in France. There is also further information and local contacts on the regional CROUS sites (e.g. www.crous-strasbourg.fr/ www.crous-nantes.fr/)

Sources

Crous de Strasbourg. <https://www.crous-strasbourg.fr/>

Crous Nantes-Pays de la Loire. <https://www.crous-nantes.fr/>

République Française (2020). Covid-19 | FAQ Crous, études, concours, services... <https://www.etudiant.gouv.fr/pid33626-cid150278/covid-19-%7C-faq-crous-etudes-concours-services.html>

République Française (2020). Covid-19 | FAQ Crous, études, services... <http://www.etudiant.gouv.fr/cid150432/covid-19-%7C-faq-crous-etudes-services.html>

Université Toulouse Jean Jaurès (2020). Informations du Scujo-IP concernant vos démarches d'orientation et d'insertion professionnelle pendant le confinement. <https://blogs.univ-tlse2.fr/scujo-ip/>

Guidance for adult learners

Main structures for adults' guidance

The public employment service offices, *Pôle Emploi*, provides guidance through individual interviews and online tools and services. They offer information, guidance and placement services for adults who are seeking for an employment or wish to retrain, move or develop additional skills. This provision is delivered by employment advisors through the countrywide network of employment agencies, which cater for all adults whether they are in or seeking for an employment, waged or self-employed.

Another network reporting to the Ministry of Employment is the one of employment centres (*Maisons de l'emploi*). Their purpose is to help the various agencies involved (local authorities, *Pôle Emploi*), to work more closely based on an area plan. The national information centre for continuing training known as the *Centre INFFO*, also under the umbrella of the Ministry of Employment, provides online career guidance information for career professionals and for adults through a national portal where people have access to quality information about education, training and career opportunities.

The Employment Store (*Emploi Store*) offers a range of individual online services (online courses, advice, quizzes, etc.) grouped together by theme: a) choosing a profession; b) training; c) preparing your application; d) finding a job; e) setting up a business; f) finding an international job, etc.

Agence nationale pour la formation professionnelle des adultes (AFPA), the national agency for the vocational training of adults, accompanies job seekers and employees for integration, retraining and professionalisation. It offers adapted diploma courses, provides advice and offers support in choosing a professional project. It also offers an online questionnaire for job choice, *IDM Métiers*, which makes it possible to identify transversal skills (auto evaluation des compétences) and proposes a list of jobs that are close to user's profile.

The national centre of crafts and professions, CNAM (*Centre National des Arts et Métiers*) offers lifelong training developed in close collaboration with companies and professional organisations to meet their needs and those of their employees. It has its headquarters in Paris, a network of 29 regional centres and 158 training centres.

The resource and information centre for VET and the regional observatory for employment and training CARIF-OREF (*Centre Animation Ressources d'Information sur la Formation - Observatoire Régional Emploi Formation*), provide services for more than 25 years. This joint structure is spread over the whole territory with a mission on four axes: a) observation; b) information; c) animation; and d) professionalisation. They may vary from one region to another, depending on local specificities. The CARIF-OREF provide access to career information about vocational training opportunities developed at regional level, enhance collaboration with local and regional stakeholders and career providers, and facilitate the dissemination of career information among career practitioners.

The interinstitutional centres for the competence portfolios, CBIC (*Centres Interinstitutionnels de Bilan de Compétences*) are career centres where employed and unemployed individuals have access to competence assessments. Besides their service to individual users, they also have very good collaboration with companies, promoting staff career development.

The Greta (*groupement d'établissements publics locaux d'enseignement*) network is a structure that gathers adult training providers and organises training for adults in most professions. It is possible to prepare a diploma *Certificat d'Aptitude Professionnelle* (CAP) to *Brevet de Technicien Supérieur* (BTS) or follow a simple training module.

Universities also offer adult education trainings and have a common [website](#). For further information, please see section [ICT in lifelong guidance](#).

The Association for Executive Employment (*Association pour l'emploi des cadres* - APEC) offers support and advice to find a job, to develop a professional project, for career development for the career advisory process (CEP).

The joint bodies (Management Fund for Individual Training Leaves) (organismes paritaires) had provide guidance services until 31 December 2019 as operators of the Conseil en Evolution Professionnel (CEP). They are replaced by regional operators (regional inter-professional joint commissions) chosen following the call for tenders launched by France Compétences. These committees provide information and guidance role.

Cité des métiers network is a space for advice and resource materials, jointly run by partners specialising in career advice, training, employment, appraisal and creation of activities; they pool their resources to provide the best career advice, integration and professional development for individuals. Currently, there are 30 similar places which have obtained the "Cité des métiers" label in nine countries: France, Italy, Spain, Portugal, Switzerland, Canada, Chile, Mauritius and Belgium.

Consular chambers, professional branches, consular chambers, professional branches, training fundraising bodies may also offer guidance services for adults.

Sources

Afpa: formation professionnelle, formation adulte, formation-continue, VAE//AFPA. <https://www.afpa.fr/>

Afpa: formation professionnelle, formation adulte, formation-continue, VAE//AFPA (2019). *Auto évaluation des compétences*. <https://www.afpa.fr/id-metiers>

Apec.fr (2019). *Portail - Recrutement et offres d'emploi cadres*. <https://www.apec.fr/>

Centre Inffo. <https://www.centre-inffo.fr/>

Cité des sciences et de l'industrie (2019). *Cité des métiers - Lieux ressources - Au programme*. <http://www.cite-sciences.fr/fr/au-programme/lieux-ressources/cite-des-metiers/>

Emploi Store. <https://www.emploi-store.fr/portail/accueil>

Fédération Nationale des CIBC. <http://www.cibc.net/>

La Formation Continue à l'Université (2019). *Qui sommes-nous?*. <https://www.fcu.fr/qui-sommes-nous/>

Le portail interrégional formation emploi (2019). *Réseau des Carif-Oref - Des ressources et des outils au service des acteurs et des professionnels* <http://reseau.intercariforef.org/>

Ministère du Travail (2019). *Maisons de l'emploi*. <https://travail-emploi.gouv.fr/ministere/acteurs/partenaires/article/maisons-de-l-emploi>

Pôle emploi. <https://www.pole-emploi.fr/accueil/>

Guidance for the employed

See section [Guidance for adult learners](#).

Coronavirus Update

At regional level in France, numerous initiatives have been taken in the regions by the partners of the regional public service for guidance (SPRO). Some examples implemented by regional public services for guidance, for communication on the maintenance of support platforms and telephone lines during the period of containment.

Example 1: Normandy: In order to prepare for the future during the period of confinement, the Normandy Region reminds that the free number *Parcours-métier* of the new Regional Agency of Orientation and Trades in Normandy remains accessible. Counsellors are available at 0800 050 000 Monday to Thursday from 9am to 12pm and from 14h to 17h, Friday from 9h to 12h and from 13h30 to 16h30. More information on the website <https://parcours-metier.normandie.fr>

Example 2: *Nouvelle-Aquitaine: Cap Métiers* (regional information centre on VET) continues to inform and provide answers to all audiences regarding their professional projects (training, trades, employment, financing schemes, etc.), or to help them find their bearings in the training environment, employment and guidance (what professionals and mechanisms mobilise/who does what?).

France Compétences has announced that there will be no interruption in the service of the *Conseil en Evolution Professionnel* (CEP) in the context of the crisis linked to the coronavirus. The regional operators of the CEP were designated in the fall of 2019 and the system continues to be deployed despite the crisis. For the public, the continuity of the CEP is ensured in a context of crisis linked to the coronavirus: the counsellors switched to teleworking, the toll-free numbers were transferred to the information officers who provide the telephone reception and the first level of information, and all counsellors had a professional computer and mobile phone at their disposal. Nearly 90% of those who were in follow-up continue to receive support

Sources

Nouvelle-Aquitaine: Cap Métiers (2020). *L'actualité de Cap Métiers Nouvelle-Aquitaine*. https://www.cap-metiers.pro/actualites/22780__1/800-940-166-notre-plateforme-continue-repondre-sur-formation-les-metiers-Nouvelle-Aquitaine.aspx

Parcours-métier Normandy. <https://parcours-metier.normandie.fr/>

Mon Conseil en Evolution Professionnel. <https://www.mon-cep.org/>

Guidance for unemployed adults

The main service provider for job searchers and unemployed is the public employment service, *Pôle Emploi*, with its network of local offices (see section [Guidance for adult learners](#)).

Coronavirus Update

In France, the public employment service is mobilising and [adapting its operating methods](#). Remote information, monitoring and assistance resources (telephone, mail, audio-conferencing) are systematically implemented to ensure continuity of service, instead of physical reception in its local agencies. [Pôle Emploi](#) (French PES) ensured the continuity of online services. This includes numerous types of information and sources of support for job seekers (updating employment situations remotely, tutorials, FAQs, toll-free number to answer questions, etc).

The [Emploi Store](#) is a portal adapted to the situation of confinement by offering remote services for career guidance (serious game, virtual guidance coach to help build the pro-course, online courses to identify users' skills, interests).

In addition, the [Association pour l'Emploi des Cadres](#) (Employment service for executives - APEC) has set up remote support solutions by telephone or web conferencing.

Sources

Association pour l'Emploi des Cadres. <https://www.apec.fr/>

Emploi Store. <http://www.emploi-store.fr/portail/accueil>

Pôle Emploi (2020). *Pôle Emploi adapte son Mode de Fonctionnement*. <https://pro.choisirmonmetier-paysdelaloire.fr/ContentMedia/OPDL/ARTICLES/2020/Pole-emploi-adapte-son-mode-de-fonctionnement>

Pôle Emploi. <https://www.pole-emploi.fr/accueil/>

Guidance for older adults

The State encourages the hiring and retention of older workers (additional information can be found [here](#)). The conclusion of agreements and senior action plans are part of employers' obligations. Senior employees use the same tools (Compte personnel de formation-CPF, Conseil en évolution professionnelle -CEP) and services for orientation (APEC, CIBC, Pôle Emploi) as other adults. For further information please see section [Guidance for adult learners](#).

Sources

Ministère du Travail. Emploi. Mesures seniors. <https://travail-emploi.gouv.fr/emploi/mesures-seniors/>

Guidance for early leavers

A system allowing the early identification of the ESL has been set up in 2009 and It allows early detection of dropouts, provides access to learning opportunities in the workplace and individual follow-up. The missions for the reduction of educational disengagement MLDS (*Mission de lutte contre le décrochage scolaire*), have been developed with the aim to prevent and diminish school dropout. They facilitate access to diplomas and qualifications for young people who have dropped out as well as to secure training paths. The missions and competencies of MLDS personnel are defined by a national reference framework. For additional information please see section [Career guidance for school pupils](#).

Sources

Eduscol. (2019). *Lutte contre le décrochage scolaire - Mission de lutte contre le décrochage - Éduscol* <http://eduscol.education.fr/cid55115/mission-de-lutte-contre-le-decrochage.html>

Guidance for NEET

An ambitious plan, set in 2014, is part of the Europe 2020 strategy which defined the fight against school drop-out as a priority. It emphasises the prevention of drop-out since the primary school, considering the social and human cost both for the youth and for the society. It also aims at strengthening the existing measures like remedial actions. For instance:

- Remediation Module (Reading Writing Comprehension): Specific time devoted to reading, writing and comprehension, given by trained teachers using different materials and innovative methodologies;
- Individualised pathway established based on a contract between the Young Person, his/her legal guardian and the head of the establishment setting out a contractualised project.

NEETS are not targeted as such. They are concerned by all guidance actions of the [Service Public Regional d'Orientation](#). Targeted training actions exist, especially in some regions, but as far as guidance is concerned, there is nothing specific.

Examples of actions for NEETS

The calls for projects were launched in 2018 till 2022 as part of the [Skills Investment Plan](#) (SIP)/Axis 3 "Innovate and experiment", focusing on support and training actions.

'100% inclusion' is a call for projects for the benefit of young people and job seekers with little or no qualifications. This call for projects is the ambition of integrated and personalised pathways, from remobilisation to access to employment or sustainable activity, allowing the construction of professional projects and the development or enhancement of skills. The call for projects will allow innovative approaches to be tested in terms of remobilisation, support, development and enhancement of the skills of those furthest from employment. This call for projects aims:

- to promote the creation of new cooperation between public and private players in a given area, working in the fields of integration, vocational training or the creation of activities;
- to encourage the strengthening of existing cooperation

The missions for the reduction of educational disengagement (*Mission de lutte contre le décrochage scolaire* - MLDS) have been developed with the aim to prevent and diminish school dropout. The mission against early school leaving (MLDS) aims to prevent early school leaving, facilitate access to diplomas and qualifications for young people who have dropped out and secure training paths. Since July 2016, the missions and competencies of MLDS

Inventory of lifelong guidance systems and practices -
France

personnel are defined by a national reference framework of activities and competencies.

The Ministry of Education manages and funds over 380 school drop-out tracking and support platforms (*Plates-formes de suivi et d'appui aux décrocheurs scolaires* - PSAD) to identify and follow up on students in drop-out situations. The same Ministry has also opened the website *REVIENS TE FORMER* and a free telephone hotline addressed directly at young people (aged 16-25 years old) in question. The aim is to invite them to get in contact with a reference person, in order to start the support process, and subsequently return to training. To prevent school dropout, regional adapted teaching centres (*Etablissements régionaux d'enseignement adapté* - EREA) and adapted teaching secondary schools (*Lycées d'enseignement adapté* - LEA) offer teaching processes adapted to students facing major school-related and/or social difficulties, or difficulties due to a disability.

The network of *Missions locales* provide career support for young people with ages between 16 to 25. The aim of their services is to provide individuals with support in terms of re-entering the education path and obtaining a higher qualification or finding a job. Guidance practitioners offer their assistance in developing employability and accessible training. Among those mechanisms, the Youth Guarantee provides beneficiaries with access to enhanced support combined with an allowance. The Initiative for Youth Employment (*Initiative pour l'emploi des Jeunes* - IEJ) helps implement the European Youth Guarantee in the 13 Regions (the most disadvantaged regions) and three departments which are authorised to benefit from the youth guarantee.

Sources

Centre Inffo (2019). *Service public régional de l'orientation: quelles contributions des Cités des métiers?* <https://www.regions-et-formation.fr/actions-dans-les-territoires/service-public-regional-de-l/>

Ministère de l'Éducation nationale et de la Jeunesse (2017). *Les établissements régionaux d'enseignement adapté*. <https://eduscol.education.fr/cid46766/les-etablissements-regionaux-d-enseignement-adapte.html>

Ministère du Travail (2019). *Appels à projets et expérimentations*. <https://travail-emploi.gouv.fr/grands-dossiers/plan-d-investissement-competences/article/appels-a-projets-et-experimentations>

Missions locales. <https://www.unml.info/>

Observatoire des politiques locales d'éducation et de la réussite éducative (2019). *PSAD: Plates-formes de suivi et d'appui aux décrocheurs*. <http://observatoire-reussite-educative.fr/dispositifs/dossier-PSAD>

République française (2019). *Reviens te former!*. <http://reviensteformer.gouv.fr/>

Guidance for young people at risk

The 380 monitoring and support platforms for early leavers, PSAD (*plates-formes de suivi et d'appui aux décrocheurs*), coordinates local stakeholders in training, employment, including youth centres, second chance education providers, apprenticeship centres, voluntary services, among others. They are part of the network for training, qualification and employment FOQUALE (*Réseaux Formation Qualification Emploi*) which gathers all organisations and tools relevant to educational reintegration. Relevant legal texts can be found [here](#) and [here](#).

Sources

Éduscol (2019). *Lutte contre le décrochage scolaire - Prise en charge des jeunes sortis du système scolaire sans qualification*. <http://eduscol.education.fr/cid55057/prise-en-charge-des-jeunes-sortis-du-systeme-scolaire-sans-qualification.html>

Ministère de l'Éducation nationale et de la Jeunesse (2013). *Réseaux Formation Qualification Emploi (FOQUALE)*. Circulaire n°2013-035 du 29-3-2013. <https://eduscol.education.fr/cid55057/prise-en-charge-des-jeunes-sortis-du-systeme-scolaire-sans-qualification.html#lien1>

Observatoire des politiques locales d'éducation et de la réussite éducative (2019). *PSAD: Plates-formes de suivi et d'appui aux décrocheurs*. <http://observatoire-reussite-educative.fr/dispositifs/dossier-PSAD>

Coronavirus Update

Schools continue to monitor youth at risk of school disruption. The teams remain mobilized with telephone and e-mail contact from the headteacher, teachers, the social worker, the PsyEN/guidance counsellor, the school nurse and the "drop-out" adviser. For instance, there are individualised telephone contacts for pupils who drop out of school and remote monitoring of teams. Furthermore, reports can enable social workers to intervene at home, while the MLDS coordinators (*Missions de Lutte contre le Décrochage Scolaire*) follow up the pupils they deal with mainly by e-mail, telephone and social networks.

Sources

Éduscol (2020). *Les personnels intervenant dans le cadre de la MLDS*. <https://eduscol.education.fr/cid55115/mission-de-lutte-contre-le-decrochage.html#lien2>

Guidance for persons with disabilities

Ministry of Education

According to the [legislation](#), in each school, there is a teacher responsible for the schooling of students with disabilities (*Enseignant référent*/teacher-referee) that welcomes, informs and accompanies families in the procedures. Furthermore, the teacher-referee links families to all the professionals who accompany the student throughout his or her school career. Thus, the role ensures not only an essential mission of welcome and information, within National Education, but also continuity and consistency in the implementation of personalised schooling projects for students with disabilities.

In addition, Onisep provides information and guidance for youngsters and students with special needs and disabilities (for further information please see [here](#)), as well as specific guidance information through *Tchat Onisep* to help students with disabilities with *Parcoursup*, the national platform for admission to the first year of higher education.

Guidance and information centres (CIOs) also provide guidance for youngsters with special needs. Sometimes the centres are specialised, such as the *Guidance and Disability Resource Centre* in Lille.

In each academy, there are representatives of a specific network "*Réseau Handicap Orientation*" (RHO), such as the *RHO in Paris*. The RHO provide advice and support towards the elaboration of learning and professional projects. They can collaborate with multidisciplinary teams in special schools and hospitals and they also organise special training sessions and provide access to specialised documentation.

Ministry of Higher Education

Handi-U is an internet portal providing services to students with disabilities. It has also published a guide for the support of students with disabilities at university (*Guide de l'accompagnement de l'étudiant handicapé à l'université*). The guide includes a chapter on vocational guidance addressed to university staff, that specifies how best to welcome and support students with disabilities, to make them as autonomous as possible and this until their professional integration. It must be noted that each university has set up a support system to enable students with disabilities to follow their studies in the best possible conditions.

Furthermore, there are many associations that offer information on guidance, studies and professional integration for students with disabilities, such as **Arpejeh**, **Droit au savoir**, **Hanploi & School**, **Tremplin**: **Études, Handicap, Entreprises** and **La FÉDÉEH: Le mouvement des jeunes handinamiques**.

Sources

Académie de Lille (2019). *Le Centre Ressources Orientation et Handicap (CROH)*. <http://www1.ac-lille.fr/cid99272/croh.html>

Académie de Paris (2019). *Le Réseau Handicap Orientation*. http://www.ac-paris.fr/portail/jcms/p2_735503/le-reseau-handicap-orientation

Arpejeh. <http://www.arpejeh.com/site/>

Conférence des présidents d'université (2012). *Guide de l'accompagnement de l'étudiant handicapé à l'université. Guide pratique*. http://cache.media.enseignementsup-recherche.gouv.fr/file/Lutte_contre_les_discriminations/90/2/121671_guide-handicap-2012_275902.pdf

Droit au savoir. <http://www.droitausavoir.asso.fr/>

etudiant.gouv.fr (2019). *Étudiants en situation de handicap*. <http://www.etudiant.gouv.fr/pid38441/etudiants-en-situation-de-handicap.html>

Hanploi & School (2019). *Sensibiliser et former au handicap dans l'enseignant supérieur*. <http://hanploi-school.com/>

La FÉDÉEH - Bienvenue sur le portail étudiant du handicap. <http://fedeeh.org/>

Ministère de l'Éducation nationale; Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2018). *FICHE DE POSTE Enseignant-référent pour la scolarisation des élèves en situation de handicap ERSEH*. http://cache.media.education.gouv.fr/file/Enseignants_1er_degre/11/8/%5bERSEH%5d_Fiche_de_profil_de_poste_2018_918118.pdf

Onisep (2019). *Formation et handicap*. <http://www.onisep.fr/Formation-et-handicap>

Onisep (2019). *Tchats*. <http://www.onisep.fr/Tchats>

Tremplin | Études, Handicap, Entreprises | Tremplin est une association qui accompagne les étudiants handicapés vers des stages en entreprises et l'insertion professionnelle. <http://www.tremplin-handicap.fr/>

Coronavirus Update

During the period of confinement and in order to support students' families, all the teachers of the ordinary classes and teaching units, the referring teachers and the medico-social personnel maintain a pedagogical link with the students and their families and transmit accessible and adapted pedagogical supports and documents. Students with disabilities have access to the platform "*Ma classe à la maison*" developed by the CNED. Teachers can create a virtual classroom with their students; this possibility is particularly adapted to the educational continuity of deaf students using the LSF. In addition, there is a constant provision of tools for professionals (example: [tools for educational continuity "For students with ASD \(Autism Spectrum Disorders\)"](#)).

At the initiative of the *Canopé* network, the *Cap École Inclusive digital platform* is now entirely free. It offers resources for teachers working with students with special educational needs or disabilities. This site, designed by teachers and scientific experts, aims to support the educational community in the schooling of all students (other resources can be found in the *Devoirs faits* (p. 25) (Homework assignments).

Each school region has a dedicated telephone number (further information can be found [here](#)) to answer any questions parents may have about educational continuity for their child with a disability. Certain points concerning them are also mentioned in the FAQs published on the website of the Ministry of National Education and Youth. Pedagogical tools have been adapted to the situation of confinement for children with disabilities and an extension of rights has been notified by the Departmental Houses for the Disabled (MDPH) for those expiring between 12 March and 31 July 2020, whether it is for example the Education Allowance for Disabled Children (AEEH) or all notifications relating to schooling.

Sources

Cap école inclusive. www.reseau-canope.fr/cap-ecole-inclusive

Centre National d'Études à Distance (CNED) (2020). *Ma classe à la maison (My class at home)*. <https://www.cned.fr/maclassealamaison>

Ministère de l'Éducation nationale (2017). *Tout savoir sur Devoirs Faits*. https://cache.media.eduscol.education.fr/file/Actu_2017/80/4/vademecum_devoirs_faits_eduscol_800804.pdf

Ministère de l'Éducation nationale et de la Jeunesse (2020). *Continuité pédagogique - des cellules téléphoniques académiques pour répondre aux familles*. <https://www.education.gouv.fr/continuite-pedagogique-des-cellules-telephoniques-academiques-pour-repondre-aux-familles-303177>

Guidance for immigrants

Immigrants and refugees are not targeted as such for career guidance. They are concerned by all services for adults and by all guidance actions of the *Service Public Régional d'Orientation* (e.g. integration of refugees through employment).

The web portal [Welcome refugees](#) provides practical information to gain access to higher education, career guidance, including requirements, documentation, financing options and useful services. Moreover, the *Action Emploi Réfugiés* (AERÉ) is the reference service linking employers and refugees in France, while job offers are presented in a platform. In addition, for migrant's parents, ONISEP offers online videos (*L'école expliquée aux parents La mission de l'École*) which explain the educational system in nine languages (the most representative among migrants), clarifying access to the system, its organisation, the available guidance support and general procedures.

Sources

Centre Inffo (2019). *Service public régional de l'orientation: quelles contributions des Cités des métiers?* <https://www.regions-et-formation.fr/actions-dans-les-territoires/service-public-regional-de-l/>

Coronavirus Update

All the teaching teams are mobilized in order to maintain the link with the families and to prevent newly arrived allophone students (EANA) from falling behind or dropping out of school. The implementation of [pedagogical continuity for EANAs](#) follows the same principles as for all other students. Because of the COVID crisis, with the borders being closed and the CIOs that welcomed young people newly arrived in France being unable to provide a physical welcome, the demand for guidance fell sharply.

Sources

Éduscol (2020). *Continuité pédagogique pour les élèves allophones*. <https://eduscol.education.fr/cid150863/continuite-pedagogique-pour-les-eleves-allophones.html>

Sources

[URLs accessed 12.02.2020]

Académie de Lille (2019). *Le Centre Ressources Orientation et Handicap (CROH)*. <http://www1.ac-lille.fr/cid99272/croh.html>

Académie de Paris (2019). *Le Réseau Handicap Orientation*. http://www.ac-paris.fr/portail/jcms/p2_735503/le-reseau-handicap-orientation

Accueil - Céreq - Centre d'études et de recherches sur les qualifications (2012). *Le Portefeuille d'expériences et de compétences. De l'université à la vie active*. <https://www.cereq.fr/le-portefeuille-d-experiences-et-de-competences-de-l-universite-la-vie-active>

ACOP-F. <http://apsyen.org/>

Action Emploi Réfugiés (2019). *1202401 offres à pourvoir sur Action Emploi Réfugiés grâce à Action Emploi Réfugiés*. <https://www.actionemploirefugies.com/>

Afpa: formation professionnelle, formation adulte, formation-continue, VAE // AFPA. <https://www.afpa.fr/>

Afpa: formation professionnelle, formation adulte, formation-continue, VAE //AFPA. (2019). *Auto évaluation des compétences*. <https://www.afpa.fr/id-metiers>

Apec.fr. (2019). *Portail - Accueil - Recrutement et offres d'emploi cadres*. <https://www.apec.fr/>

Arpejeh. <http://www.arpejeh.com/site/>

Association pour l'emploi des cadres, APEC (Executive Employment Association). <https://www.apec.fr/>

Bilandecompetences.fr. <https://www.bilandecompetences.fr/>

Borbély-Pecze, T. B.; Hutchinson, J. (2013). *The Youth Guarantee and Lifelong Guidance Policy Network*. Jyväskylä. ELGPN Concept note; No 4. http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze_and_Hutchinson_Youth_Guarantee_concept_note_web2.pdf/view

Borbély-Pecze, T. B.; Watts, A. G.; European Commission/DG Employment, Social Affairs and Inclusion (2011). *European public employment services and lifelong guidance: analytical paper*. https://www.google.be/url?sa=t&rc=1&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjBisvk6MfhAhWOp4sKHerEAe4QFjAAegQIARAC&url=https%3A%2F%2Fec.europa.eu/publications/browse-by-language/english/Borbely-Pecze_and_Watts_European_public_employment_services_and_lifelong_guidance_analytical_paper.pdf

Campusfrance. (2019). *Étudiants | étudiant en France*. <https://www.campusfrance.org/fr>

Cap emploi (National Network for Employment for Disabled Persons). https://annuaire.service-public.fr/navigation/cap_emploi

Cedefop (2014). *Attractiveness of initial vocational education and training: identifying what matters*. Luxembourg: Publications Office of the European Union. Research paper; No 39. http://www.cedefop.europa.eu/files/5539_en.pdf

Cedefop (2014). *Career guidance in unstable times: linking economic, social and individual benefits*. Briefing note - 9094. http://www.cedefop.europa.eu/files/9094_en.pdf

Cedefop (2014). *Use of validation by enterprises for human resources and career development purposes*. Luxembourg: Publications Office of the European Union. Cedefop reference series; No 96. http://www.cedefop.europa.eu/files/3065_en.pdf

Cedefop (2014). *Valuing diversity: guidance for labour market integration of migrants*. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 24. http://www.cedefop.europa.eu/files/6124_en.pdf

Cedefop (2015). *CVET in Europe: the way ahead*. Luxembourg: Publications Office of the European Union. Cedefop reference series; No 101. http://www.cedefop.europa.eu/files/3070_en.pdf

Cedefop; Centre Inffo (2019). *Vocational education and training in Europe: France* [From Cedefop; ReferNet. Vocational education and training in Europe database]. <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/france>

Centre Alain Savary - Education prioritaire - ifé. (2019). *L'orientation scolaire*. <http://centre-alain-savary.ens-lyon.fr/CAS/education-prioritaire/ressources/theme-2-perspectives-relatives-a-lacompagnement-et-a-la-formation/orientation-et-ouverture-au-monde-professionnel/rapports-etudes-et-recherches/l-orientation-scolaire>

Centre Inffo. (2019). *France compétences. Gouvernance*. <https://www.francecompetences.fr/>

Centre Inffo. (2019). *Service public régional de l'orientation: quelles contributions des Cités des métiers?* <https://www.regions-et-formation.fr/actions-dans-les-territoires/service-public-regional-de-l/>

Centre Inffo. <https://www.centre-inffo.fr/>

Céreq - Centre d'études et de recherches sur les qualifications (2012). *Le Portefeuille d'expériences et de compétences. De l'université à la vie active*. <http://www.cereq.fr/publications/Relief/Le-Portefeuille-d-experiences-et-de-competences.-De-l-universite-a-la-vie-active>

- CIDJ.COM: études, métiers, orientation, jobs, stages, formations (2019). <https://www.cidj.com/>
- Cité des sciences et de l'industrie (2019). *Cité des métiers - Lieux ressources - Au programme*. Con <http://www.cite-sciences.fr/fr/au-programme/lieux-ressources/cite-des-metiers/>
- Cnam - Oppio (2019). *Rapports publics*. <http://oppio.cnam.fr/espace-documentaire/rapports-publics/>
- CNEFOP (2017). *Rapport CEP - CPF 2017*. <http://www.cnefop.gouv.fr/rapports-139/rapport-cep-cpf-2017.html>
- CNEFOP (2019). *Présentation du CNEFOP*. <http://www.cnefop.gouv.fr/presentation/le-conseil.html>
- CNEFOP (2019). *Qualité*. <http://www.cnefop.gouv.fr/qualite/>
- CNEFOP; Ministère du Travail; DARES (2015). *Rapport sur les dépenses Emploi, Formation et Orientation professionnelles. Données nationales et régionales*. http://www.cnefop.gouv.fr/IMG/pdf/rapport_dares-cnefop_2015.pdf?4830/c697b51989b745ec8f4c0859a85810d97c54c3ec
- Conférence des présidents d'université (2012). *Guide de l'accompagnement de l'étudiant handicapé à l'université*. Guide pratique. http://cache.media.enseignementsup-recherche.gouv.fr/file/Lutte_contre_les_discriminations/90/2/121671_guide-handicap-2012_275902.pdf
- CPA - Accueil de mon Compte Activité. <https://www.moncompteactivite.gouv.fr/cpa-public/>
- Delair, L.; Ritzenthaler, A. (2018). L'orientation des Jeunes. *Journal Officiel De La République Française*. Paris: Conseil Économique, Social Et Environnemental. https://www.lecese.fr/sites/default/files/pdf/Avis/2018/2018_12_orientation_jeunes.pdf
- Droit au savoir. <http://www.droitausavoir.asso.fr/>
- Éduscol (2019). *Démarche qualité - Eduform, le label formation continue de l'Éducation nationale*. <http://eduscol.education.fr/cid104569/eduform-le-label-formation-continue-de-l-education-nationale.html>www.actualite-de-la-formation.fr/rubriques/syntheses/quel-impact-du-decret-qualite-pour-les-financeurs-et-le-reseau-des-greta.html
- Éduscol (2019). *Lutte contre le décrochage scolaire - Mission de lutte contre le décrochage - Éduscol* <http://eduscol.education.fr/cid55115/mission-de-lutte-contre-le-decrochage.html>
- Éduscol (2019). *Lutte contre le décrochage scolaire - Prise en charge des jeunes sortis du système scolaire sans qualification*. <http://eduscol.education.fr/cid55057/prise-en-charge-des-jeunes-sortis-du-systeme-scolaire-sans-qualification.html>
- Éduscol (2019). *Qualéduc*. <http://eduscol.education.fr/cid59929/quaeduc.html>
- Emploi Store (2019). *Les services web et mobiles de l'emploi*. <https://www.emploi-store.fr/portail/accueil>
- Employment, Social Affairs & Inclusion - European Commission. (2019). *Databases and indicators - LABREF and its use*. <https://ec.europa.eu/social/main.jsp?catId=1143&intPagelId=3193&langId=enhttps://ec.europa.eu/social/main.jsp?catId=1143&intPagelId=3193&langId=en>
- etudiant.gouv.fr. (2019). *Étudiants en situation de handicap*. <http://www.etudiant.gouv.fr/pid38441/etudiants-en-situation-de-handicap.html>
- etudiant.gouv.fr. (2019). *Welcome refugees*. <http://www.etudiant.gouv.fr/pid38113/welcome-refugees.html>
- etudiant.gouv.fr. <http://www.etudiant.gouv.fr/>
- Euroguidance (2017). *Lifelong guidance practices in France*. <https://www.euroguidance-france.org/wp-content/uploads/2017/11/Brochure-EG-Anglais-def.pdf>
- Euroguidance (2019). *Guidance System in France*. <https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-france>
- Euroguidance (2020). *Guidance System in France*. <https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-france>
- European Commission (2019). *Education and Training Monitor - Education and Training*. https://ec.europa.eu/education/policy/strategic-framework/et-monitor_en
- European Lifelong Guidance Policy Network (2014). *European lifelong guidance policies: progress report 2013-14: a report of the European Lifelong Guidance Policy Network*. Saarijärvi: Saarijärven Offset Oy. <http://www.elgpn.eu/publications/browse-by-language/english/elgpn-progress-report-2013-2014/>
- European Lifelong Guidance Policy Network (2015). *Designing and implementing policies related to career management skills (CMS)*. Jyväskylä. ELGPN Tools; No. 4. http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_CMS_tool_no_4_web.pdf
- Fédération Nationale des CIBC. <http://www.cibc.net/>
- FUN FRANCE UNIVERSITE NUMERIQUE; Onisep (2019). *Accueil du site consacré aux MOOC d'orientation*. <https://www.mooc-orientation.fr/>
- Groupe Caisse des Dépôts (2019). *Investissements d'avenir*. <https://www.caissedesdepots.fr/investissements-davenir>
- Hanploi & School (2019). *Sensibiliser et former au handicap dans l'enseignement supérieur*. <http://hanploi-school.com/>
- Hughes, D.; Borbély-Pecze, T.B. (2012). *Youth unemployment: a crisis in our midst. The role of lifelong guidance policies in addressing labour supply and demand*. Jyväskylä. ELGPN Concept Note; No 2. https://cica.org.au/wp-content/uploads/2012/02/elgpn_concept_note2_youth_unemployment.pdf
- Institut des hautes études de l'éducation et de la formation (2018). *Projet d'établissement*. <http://www.esen.education.fr/fr/ressources-par-type/outils-pour-agir/le-film-annuel-des-personnels-de-direction/detail-d-une-fiche/?a=28&cHash=5e610ad918>
- Intercariforef (2019). *Carif-Oref: recherche de formation professionnelle, adulte, continue en France*. <http://www.intercariforef.org/formations/recherche-formations.html>
- La FÉDÉEH - Bienvenue sur le portail étudiant du handicap. <http://fedeeh.org/>
- La Formation Continue à l'Université (2019). *Qui sommes-nous?*. <https://www.fcu.fr/qui-sommes-nous/>
- Le PEC, une démarche. <https://vimeo.com/156675460>
- Le portail de la transformation de l'action publique (2019). *Le Label Marianne | Modernisation*. <https://www.modernisation.gouv.fr/outils-et-methodes-pour-transformer/le-label-marianne>
- Le portail de la validation des acquis de l'expérience (VAE) (2019). *Toute la réglementation de la VAE*. <http://www.vae.gouv.fr/espace-ressources/toute-la-reglementation/toute-la-reglementation-de-la-vae.html>
- Le portail interrégional formation emploi (2019). *Réseau des Carif-Oref - Des ressources et des outils au service des acteurs et des professionnels* <http://reseau.intercariforef.org/>
- Le portail national des masters - Trouver Mon Master. <https://www.trouvermonmaster.gouv.fr/>
- L'Étudiant (2019). *Job étudiant, orientation, vie étudiante, logement étudiant*. <https://www.letudiant.fr/>
- Ministère de l'Éducation Nationale et de la Jeunesse (2013). *French Framework and Planning Law of 8 July 2013 for restructuring France's schools*. <https://www.education.gouv.fr/cid102387/loi-n-2013-595-du-8-juillet-2013-d-orientation-et-de-programmation-pour-la-refondation-de-l-ecole-de-la->

Ministère de l'Éducation nationale et de la Jeunesse (2013). *Réseaux Formation Qualification Emploi (FOQUALE)*. Circulaire n°2013-035 du 29-3-2013. http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=71326

Ministère de l'Éducation Nationale et de la Jeunesse (2015). "Parcours Avenir" (Future) programme reference document: French Decree of 1st July 2015, published in the Official Bulletin of the French Ministry for Education (BOEN) n° 28 of 9 July 2015. <https://www.education.gouv.fr/cid91353/au-bo-du-9-juillet-2015-parcours-avenir-parcours-d-education-artistique-et-culturelle-bourses-et-aides-aux-etudiants-et-formation-continue-des-enseignants.html>

Ministère de l'Éducation nationale et de la Jeunesse (2017). *Eduform, le label formation continue de l'Éducation nationale*. <https://eduscol.education.fr/cid104569/eduform-le-label-formation-continue-de-l-education-nationale.html>

Ministère de l'Éducation nationale et de la Jeunesse (2017). *Les établissements régionaux d'enseignement adapté*. <https://eduscol.education.fr/cid46766/les-etablissements-regionaux-d-enseignement-adapte.html>

Ministère de l'Éducation nationale et de la Jeunesse (2018). *Au BO du 11 octobre 2018: rôle du professeur principal dans les collèges et les lycées*. <http://www.education.gouv.fr/cid134983/au-bo-du-11-octobre-2018-role-du-professeur-principal-dans-les-colleges-et-les-lycees.html>

Ministère de l'Éducation nationale et de la Jeunesse (2018). *Enseignement secondaire*. http://www.education.gouv.fr/%20http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=133784

Ministère de l'Éducation nationale et de la Jeunesse (2019). *Baccalauréat 2021: un tremplin pour la réussite*. <https://www.education.gouv.fr/cid126438/baccalauréat-2021-tremplin-pour-reussite.html>

Ministère de l'Éducation nationale et de la Jeunesse (2019). *La "mallette des parents"*. <http://www.education.gouv.fr/cid53083/le-dispositif-mallette-des-parents.html>

Ministère de l'Éducation nationale et de la Jeunesse (2019). *Les lieux d'information de l'orientation*. <http://www.education.gouv.fr/cid160/les-lieux-d-information-de-l-orientation.html>

Ministère de l'Éducation nationale et de la Jeunesse (2020). *Mission de lutte contre le décrochage*. <https://eduscol.education.fr/cid55115/mission-de-lutte-contre-le-decrochage.html>

Ministère de l'Éducation nationale et de la Jeunesse (2020). *Ressources pour le parcours Avenir*. <https://eduscol.education.fr/cid54908/ressources-pour-le-parcours-avenir.html>

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. Direction générale de l'enseignement scolaire (2017). *RÉFÉRENTIEL QUALITÉ SUPPORT DU LABEL « EDUFORM » (Annexe)*. *Bulletin officiel n° 13 du 30-03-2017*. Le bulletin officiel de l'éducation nationale. http://cache.media.education.gouv.fr/file/13/85/1/orgag009_742851.pdf

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2019). *Orientation: les lieux d'information* [https://www.enseignementsup-recherche.gouv.fr/cid49572/orientation-les-lieux-d-information.html#Service%20commun%20universitaire%20d'information%20et%20d'orientation%20et%20d'insertion%20professionnelle%20\(S.C.U.I.O.%20](https://www.enseignementsup-recherche.gouv.fr/cid49572/orientation-les-lieux-d-information.html#Service%20commun%20universitaire%20d'information%20et%20d'orientation%20et%20d'insertion%20professionnelle%20(S.C.U.I.O.%20)

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2018). *Résultats du second appel à projets "Nouveaux cursus à l'université" du P.I.A. 3*. <http://www.enseignementsup-recherche.gouv.fr/cid132650/www.enseignementsup-recherche.gouv.fr/cid132650/www.enseignementsup-recherche.gouv.fr/cid132650/resultats-du-second-appel-a-projets-nouveaux-cursus-a-l-universite-du-p.i.a.-3.html>

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2019). *Comprendre le programme Investissements d'Avenir*. <http://www.enseignementsup-recherche.gouv.fr/cid55892/comprendre-le-programme-investissements-d-avenir.html>

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2019). *Livre blanc "la démarche ePortfolio dans l'enseignement supérieur français"*. <http://www.enseignementsup-recherche.gouv.fr/cid71394/www.enseignementsup-recherche.gouv.fr/cid71394/www.enseignementsup-recherche.gouv.fr/cid71394/livre-blanc-la-demarche-eportfolio-dans-l-enseignement-superieur-francais.html>

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2019). *Orientation: les lieux d'information*. <http://www.enseignementsup-recherche.gouv.fr/cid49572/orientation-les-lieux-d-information.html>

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (2018). *FICHE DE POSTE Enseignant-référent pour la scolarisation des élèves en situation de handicap ERSEH*. http://cache.media.education.gouv.fr/file/Enseignants_1er_degre/11/8/%5bERSEH%5d_Fiche_de_profil_de_poste_2018_918118.pdf

Ministère du Travail (2019). *Appels à projets et expérimentations*. <https://travail-emploi.gouv.fr/grands-dossiers/plan-d-investissement-competences/article/appels-a-projets-et-experimentations>

Ministère du Travail (2019). *Bilan de compétences*. <https://travail-emploi.gouv.fr/formation-professionnelle/droit-a-la-formation-et-orientation-professionnelle/bilan-competences#Ou-faire-un-bilan-de-competences>

Ministère du Travail (2019). *Bilan de compétences*. <https://travail-emploi.gouv.fr/formation-professionnelle/droit-a-la-formation-et-orientation-professionnelle/bilan-competences>

Ministère du Travail (2019). *Compte personnel de formation (CPF)*. <https://travail-emploi.gouv.fr/formation-professionnelle/evoluer-professionnellement/compte-personnel-formation>

Ministère du Travail (2019). *Conseil en évolution professionnelle (CÉP)*. <https://travail-emploi.gouv.fr/formation-professionnelle/droit-a-la-formation-et-orientation-professionnelle/CEP>

Ministère du Travail (2019). *Le portail de la validation des acquis de l'expérience (VAE)*. <http://www.vae.gouv.fr/>

Ministère du Travail (2019). *Maisons de l'emploi*. <https://travail-emploi.gouv.fr/ministere/acteurs/partenaires/article/maisons-de-l-emploi>

Ministère du Travail (2019). *Mesures seniors*. <https://travail-emploi.gouv.fr/emploi/mesures-seniors/>

Mission locale (2019). *Portail d'insertion professionnelle des jeunes*. <https://www.mission-locale.fr/>

Missions locales (Community aid projects for young people). <https://www.unml.info/>

Mon CEP - Conseil en évolution professionnelle. <http://www.mon-cep.org/>

Mon Orientation en ligne - Service d'aide personnalisé à l'orientation. <http://www.monorientationenligne.fr/qr/index.php>

Nuits de l'orientation. <http://www.nuitsdelorientation.fr/>

Observatoire des politiques locales d'éducation et de la réussite éducative (2019). *PSAD: Plates-formes de suivi et d'appui aux décrocheurs*. <http://observatoire-reussite-educative.fr/dispositifs/dossier-PSAD>

Onisep (2019). *Folios*. <https://folios.onisep.fr/>

Onisep (2019). *Formation et handicap*. <http://www.onisep.fr/Formation-et-handicap>

Onisep (2019). *La mission de l'École*. <http://www.onisep.fr/Parents/L-Ecole-expliquee-aux-parents-en-video/La-mission-de-l-Ecole>

Onisep (2019). *Mon Orientation en ligne - Service d'aide personnalisé à l'orientation*. <http://www.monorientationenligne.fr/>

Onisep (2019). *Tchats*. <http://www.onisep.fr/Tchats>

Onisep (n.d.). *Parcours Avenir*. <http://www.onisep.fr/Equipes-educatives/Ressources-pedagogiques/Parcours-Avenir>

Coronavirus Update

As regards guidance policies and practices, in the face of the crisis at COVID 19, the French guidance system, structures and professionals have been very responsive in maintaining contact with the public and continuing to meet the information and interview needs of young people, students and families. The initiatives and systems are national and relayed at regional level. State-dependent operators have reacted quickly by making digital tools (virtual classrooms, teaching aids etc.) and useful resources for guidance choices (information on training courses, jobs, quizzes etc.) available free of charge to education and guidance professionals. Even though the [information and guidance centres](#) (centres d'information et d'orientation, CIO) and the [university information services](#) (services communs universitaires d'information et d'orientation, SCUIO) have closed down and therefore do not deliver face-to-face services, they have organised themselves to carry out their missions at a distance. The adaptation of professionals to work at home was easily achieved thanks to digital tools and the telephone.

The length of the confinement period has brought to light new needs in terms of interview management for teenagers. The biggest difficulty is the impossibility of maintaining real social contact with people outside the family and days that are sometimes difficult to keep up with activities. Teenagers are saturated; even if some of them have telephone support (e.g. Centre Médico Psychologique), the telephone has its limits, especially for young people. In addition, there is an evolution of the families' demands during the confinement. Questions related to receiving information and/or choosing one's guidance, have evolved to requests for accompaniment, help and advice from professionals. These requests go beyond the framework of guidance and are more related to psychological support and listening. Thus, it appeared necessary to set up listening units for young people and their families, which have been developed in all the academies, in which (among other professionals), guidance professionals and others participate.

In France, guidance professionals are already organised as a network within secondary schools. They work in a complementary way with teachers in charge of classes in order to keep information on guidance procedures up to date and to support and accompany the guidance of pupils who are in a problematic situation. Continuity has been established with the teachers through telephone interviews and e-mails. Because these professionals - teachers and guidance psychologists - are already familiar to the students, this facilitates the building of trust and the quality of the information provided. Nevertheless, anxiety is higher among students and parents in the current situation and it is necessary to be able to respond to the questions asked with individualized answers in order to reduce it. In terms of timing, the Coronavirus crisis appeared when the students had already made significant progress in their choice of guidance, which is an advantage. This is not the case for students in higher education, but they are generally more autonomous because they are older. Guidance procedures continue to run smoothly for secondary and high school students. Adjustments have been made by the administration for the timing and organisation of examinations.

Some risks that have been incurred in the short term include:

1. an increased difference between pupils/students, as the social and digital gap is reinforced during the crisis between those who have digital tools and support from their families and those who do not;
2. the implementation of stereotypes;
3. a higher dropout rate, particularly for young people who attend vocational training courses;
4. geographical disparities [white/digital areas (areas that are deprived of a connection to the digital world and areas that are connected to telecommunications networks e.g. telephone, Internet), disadvantaged neighbourhoods, remote territories/ex Guyana];
5. a decrease in the mobility of students from the DOM/TOM towards metropolitan France;
6. an increased anxiety or the appearance of various psychological disorders.

See dedicated sections on:

- [Coordination and collaboration among stakeholders](#)
- [Access to guidance](#)
- [ICT in lifelong guidance](#)
- [Career guidance for school pupils](#)
- [Career guidance for VET participants](#)
- [Career guidance for higher education students](#)
- [Career guidance for the employed](#)
- [Career guidance for unemployed adults](#)
- [Guidance for young people at risk](#)
- [Guidance for special needs and disabilities](#)
- [Guidance for immigrants.](#)

Sources

Centres d'information et d'orientation (CIO). <https://www.education.gouv.fr/les-lieux-d-information-de-l-orientation-4274#edugouv-summary-item-1>

Services communs universitaires d'information et d'orientation (SCUIO). <https://www.education.gouv.fr/les-lieux-d-information-de-l-orientation-4274#edugouv-summary-item-2>