

# Career guidance in France :

## an inclusive, plurilingual and intercultural approach in La Reunion



Pascale DUBOIS  
Teacher trainer  
Académie de La Réunion

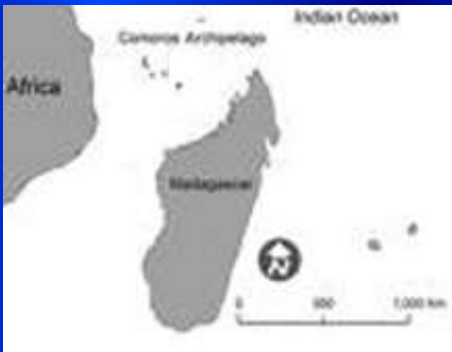
# Contents

- Institutional frameworks in France
- Guidance in La Reunion
- Good practices based on the recognition of students' non formal and informal knowledge and skills
  - Simulation
  - Portfolio
  - Language awareness
- Conclusion : guidance and empowerment

# Guidance in France

- **S.A.I.O. & C.I.O.** : Information and Orientation Centers → study options and career guidance in collaboration with parents, teachers and representatives of the labour market
  - <http://www.education.gouv.fr/pid500/orientation-rencontrer-conseiller-dans-votre-region.html>
- **PAIO & Missions locales** : Reception Centers → information, guidance and support for youngsters (16-25) to foster their integration in the work place (ex : refresher course)
  - <http://www.mission-locale.fr/>
- **CIBC** : Centres Interinstitutionnels de Bilan de Compétences / VAE (Life long skills assessment Centers) → accreditation of prior knowledge and skills / innovation & experimentation
  - <http://www.cibc.net/index.php>
- **ONISEP** : Office National d'Information sur les Enseignements et les Professions (French national office for education and career information)
  - <http://www.onisep.fr/>

# La Réunion : a french overseas department and an outermost region



- island situated in the south-east of the Indian Ocean
- circumference : 200 km
- 833.000 inhabitants
- official language : French
- regional language : Creole from Reunion
- migration languages from India, China, Madagascar, the Comoros & Mayotte (Maore)

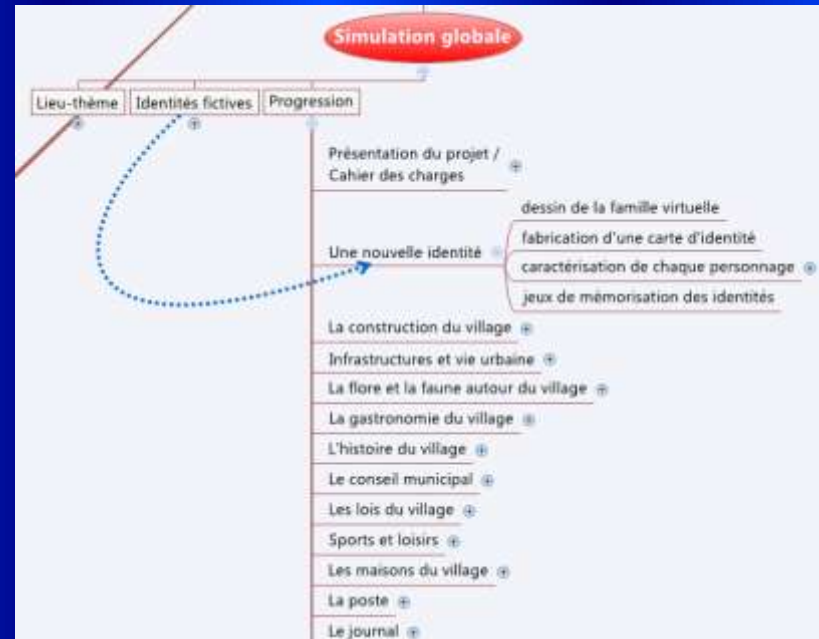
# Guidance, innovation and good practices in La Reunion

- **PDMF (Parcours de Découverte des Métiers et des Formations) :**
  - An application of the european initiative related to career and training discovery / webclasseur → ONISEP [PDMF%2015%20fiches\\_fichiers/](#)
  - an academic experimentation led by M. GEORGES-SKELLY in La Reunion . Contact : Mme EVRAERE - M. VADASZ
- **Forum des métiers : Career Exhibition**
  - A high school experimentation led by M. HARDY, assistant headmaster, and implemented by Mme LEDONNE, teacher for children newly arrived and non speaking french (Collège Bourbon in St Denis)
  - « Speed dating » : 30 mn by dating / 2 h → 4 professionals / student
  - Many similar good practices are led in other highschoools in the Academy
- **CFG (Certificat de formation Générale) :**  
Basic competences certificate → main goal : to avoid drop-outs

# Simulation in classrooms as a way to learn/teach how to communicate in the target speech community

Simulations simulate real life situations. Participants imagine a second life in a world that looks like the real one. They must accept the duties and responsibilities of their roles and relate to others, utilizing effective social skills.

The problem tree method is a relevant way to go through the process step by step. There is always room for new ideas and contributions from the involved parties.



Simulations and mind mapping constitute good ways of managing differences and addressing students' varying needs and interests through creative thinking.

# Portfolio and litteratie

Portfolio provides students with a record of their achievements and progress. This portfolio has been built with [Didapages](#) and looks like a real book. It gives students the opportunity to link formal, non formal and informal knowledge and skills. It proposes another approach of litteratie as well. More information can be found on the author's website :

[http://www.pascaledubois.fr/CLIN\\_St\\_Paul1/articles.php?lng=fr&pg=18](http://www.pascaledubois.fr/CLIN_St_Paul1/articles.php?lng=fr&pg=18)

The image shows a digital portfolio interface with two pages. The top navigation bar includes 'Menu projet', 'Editer', 'Marque-page', and 'Générer le livre'. The left page, 'DANS MA VIE QUOTIDIENNE', contains a table for recording preferences. The right page, 'A L'ECOLE', contains three sections for school subjects, each with a rating scale and a 'Click here when finished' button.

**DANS MA VIE QUOTIDIENNE**

Complète le tableau ci-dessous au gré de ton inspiration. Tu peux changer d'avis et revenir sur ce que tu as écrit chaque fois que tu le souhaites.

	J'aime	Je n'aime pas
Couleur		
Boisson		
Plat		
Sport		
Loisir		
Métier		
Prénom		
Chanteur / Chanson		
Acteur / Film		
Autres		

**A L'ECOLE**

Quel est ton avis sur les matières scolaires ? Sans doute tes préférences vont-elles évoluer au cours de l'année. Ce serait amusant de le vérifier. Surtout, ne te laisse pas influencer par tes camarades !

**1ER BILAN**

[j'adore] [j'aime] [je n'aime pas] [je déteste]

**2ème BILAN**

[j'adore] [j'aime] [je n'aime pas] [je déteste]

**3ème BILAN**

[j'adore] [j'aime] [je n'aime pas] [je déteste]

# Metalinguistic activities and intercultural communication

How can we transform our representations and practices concerning students non speaking the language of schooling ?

By taking into account their former experiences and stopping focusing deficits, according to N. AUGER (University of Montpellier). She analyzed classroom situations showing pupils using languages they know (mother tongue or others) as supports for the learning of a new language.

The transfer of this approach from classroom situations to guidance could be a good way of

- putting relationship to space/time and social representations into perspective
- fostering students' self-confidence.



- Plurilingualism as a resource
- Writing order
- Consonants and vowels

DVD « Comparing our languages, an approach to teaching / learning of French for children newly arrived in France » (Auger, 2005) edited by the Sceren (network for pedagogical books and documents in France)



# Conclusion : guidance and empowerment

What skills do our learners need today ?



- Pattern recognition
- Critical and creative thinking
- Adaptability to the context
- Teamwork
- Auto-evaluation for a better knowledge of oneself

In order not to **react to**  
but to **influence** the social space.