



# Catalogue of Good Practices

**Catalogue of Good Practices in Career Guidance and Work Services from  
the Auvergne-Rhône-Alpes Region (France) and the Piedmont Region  
(Italy)**

Project 101128630



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The IMPROVET-AM project, funded by the European Commission under Erasmus+ CBVET 2023 and coordinated by SEPR, is a dedicated initiative aimed at improving qualifications within the health sector in Armenia, with a specific focus on Dental Prosthesis and Health Care & Healthcare Assistance. Beyond skill enhancement, the project extends to the development of comprehensive professional guidance for Armenian learners, families, and the broader public. By incorporating modern educational methods and embracing digital and eco-friendly approaches, the project strives to tailor training programs to meet both current and future demands of the job market.

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# Baseline Report and Methodology of Selection Criteria for the Good Practices Catalogue

This chapter details the methodology and selection criteria applied in creating the Good Practices Catalogue, developed as part of the IMPROVET-AM project under WP4 Professional Guidance Framework. The catalogue is designed to highlight career guidance practices from the Auvergne-Rhône-Alpes region in France and the Piedmont region in Italy, with the aim of supporting the enhancement of Armenia's own career guidance and work services framework.

## Objectives

The selection and development of this catalogue were guided by several core objectives:

- **Accurate Understanding:** To obtain a clear, comprehensive understanding of guidance and work services frameworks, protocols, and practices in Italy, France, and Armenia.
- **Competence Development:** To elevate the skills and competencies of guidance operators by introducing innovative practices and tools that address the guidance needs of both students and adults, with a particular emphasis on digitalization and inclusivity.
- **Quality Improvement:** To improve the overall quality of guidance and work services systems by establishing frameworks and protocols that facilitate the implementation of innovative, structured services for both students and adults in Armenia.

## Methodology

The selection process began with a structured approach to gather both baseline and in-depth data. In preparation, checklist questionnaires were developed and distributed to relevant stakeholders, including representatives from the private sector (companies and hospitals), VET centers, and policymakers. These questionnaires provided preliminary insights into current practices and areas of need, facilitating a more targeted study visit to Armenia in March 2024.

- During the field phase of the visit (March 18-22, 2024), additional data was gathered through site visits, focus group discussions, and interviews. These in-person interactions helped validate and refine insights gained from earlier literature reviews and questionnaire responses. Key stakeholders, such as RA Minister of Education, Science, Culture and Sports, The Republic of Armenia Ministry of Labor and Social Affairs, National Center for VET Development, Career Lab NGO, CEPFA, Gyumri State Medical College, and Unified Social Services (USS), companies contributed valuable information on the status of Armenia's VET career guidance services.

To ensure that selected practices align with European standards and are applicable within the Armenian context, findings were benchmarked against the European framework. This benchmarking was critical for identifying practices that could be adapted and implemented effectively in Armenia.

## Selection Criteria for Good Practices

The practices included in the catalogue were chosen based on the following criteria:

- **Innovation:** Priority was given to practices that incorporate new approaches, tools, or perspectives in career guidance and work services, particularly those that leverage digital solutions or novel methodologies and tools.
- **Impact:** Selected practices demonstrate success in improving student outcomes, such as decreasing school dropouts, increasing awareness of their own characteristics and knowledge of education and training opportunities. They improve knowledge, accompaniment and insertion into the world of work. They enable the enhancement of the figure of the guidance counselor and the creation of a professional community.
- **Inclusivity:** The catalogue emphasizes practices that address the diverse needs of students, including students with disabilities, early school leavers, and other marginalized groups. Inclusivity was considered crucial for practices that aim to provide equitable guidance and support to all students.
- **Transferability:** Practices were also assessed for their adaptability to Armenia's VET system.

## Key Observations and Rationale for Selection

The selection of good practices is directly tied to findings from the study visit, checklist questionnaires, and a comprehensive literature review.

The study visit revealed several areas where Armenia's career guidance system could benefit from alignment with European standards. Practices from France and Italy, in particular from the Auvergne-Rhône-Alpes and Piedmont regions were specifically chosen to address these areas, leveraging their success in similar contexts to provide a roadmap for Armenia.

A SWOT analysis below further highlights the comparative strengths, weaknesses, opportunities, and threats identified through this process, offering a clear rationale for the practices selected that respond to the possible development of opportunities.

### Strengths

- Armenia has implemented a guidance system in general education since 2021, starting in the 8th grade, with Career Guidance available in all VET fields.
- Each VET center has a self-consultation space equipped with books, magazines, posters, and questionnaires dedicated to career guidance.
- Some VET centers provide:
  - Group and individual sessions for students.
  - Internal events like open school days and external events such as fairs for middle school students.
  - Support for students during their education and employment placement.
  - Tools like SWOT analysis, Tree of Life, questionnaires, individual interviews, and follow-ups.
  - Assistance with CV creation (using Canva models, not EUROPASS) and soft skills development.

### Weaknesses

- Financial and infrastructure resources are limited and unevenly distributed between rural and urban schools.
- Collaboration between Unified Social Services (USS) and VET schools is lacking.
- Only 20–40% of students work in the field they were trained for, with many finding jobs in unrelated fields or pursuing higher education.
- Mandatory military service for boys at 18 for 2 years disrupts their education and career planning.
- Some VET schools are not equipped with modern technology.
- Parents play a significant role in choosing their children's schools, which can limit students' autonomy.
- There are no guidance activities targeted at elementary or middle school students.
- A comprehensive description of professions is missing.

### Opportunities

- Develop guidance materials.
- Introduce guidance programs in middle and primary schools.
- Create tools to help parents make informed choices.
- Develop materials to support practical internships.
- Digitalize career guidance services.
- Expand work-related services.

### Threats

- Political and economic instability.
- Strong traditional views on education and family decision-making.

To develop an expanded model for guidance activities and job services, it was considered essential to draw on the regional models of the Piedmont region in Italy and the Auvergne-Rhône-Alpes region in France, which offer a range of tools and strategies aimed at different target groups. Early guidance practices, such as "Objective Guidance Piedmont" and the "City of Talents" in Italy, provided valuable insights into engaging younger audiences. Additionally, good practices from vocational training experiences were included to complement existing efforts.

These practices emphasize the development of guidance skills and STEAM initiatives, focusing on countering occupational stereotypes to promote inclusion and the use of digital tools. French contributions, such as mobile guidance buses, digital platforms like "Reperemetiers," and inclusive tools like "L'Explorama," further enhance career exploration and broaden the accessibility and adaptability of guidance services. Additionally, the ROME (Operational Directory of Professions and Jobs) framework offers a standardized classification system, linking skills and job profiles to guide career development and better match labor market needs.

# Good Practices from Piedmont Region, Italy

## The Piedmont Regional Guidance System

The Regional Guidance System provides all citizens with services, opportunities, and resources to address their guidance needs. By offering targeted support for the development of career management skills, it helps individuals consciously choose the most suitable paths in various cycles of study, training, and early professional experiences.

The system also provides resources and operational methodological support to teachers and practitioners in education and training. This enables them to deliver coherent responses to identified needs while integrating all available guidance opportunities in the area.

Thanks to the resources of the European Social Fund, the Piedmont Region has established a comprehensive guidance system. This system, co-designed with teachers from local territories, supports children and young people (and their families) in selecting educational and training paths while developing essential guidance skills.

### Main Tools of the Regional Guidance System:

- A network of more than 100 free territorial counters.
- Individual interviews and counseling services.
- Informational seminars and educational guidance sessions in secondary schools (middle and high schools).
- Online guidance guides.
- Targeted research to provide useful information for making informed choices.
- Initiatives to combat early school leaving.
- Schedules of open days and guidance fairs.

### Target Groups for Guidance Services:

The structural intervention, Objective Guidance Piedmont, supports early choices and transitions through services and pathways designed and implemented for the benefit of:

- Elementary school students.
- Secondary school students.
- Adolescents and youth attending or who have interrupted or terminated attendance in school systems.
- University students at risk of dropping out or in transition post-bachelor's degree.

- Families of individuals receiving guidance services.

### Career Management Skills Framework:

The design of guidance pathways is informed by the **Career Management Skills (CMS)** framework. This framework enables the creation of activities tailored to users' needs, defining the specific skills individuals can develop and how they can apply them in real-life situations.

The CMS framework encompasses a set of competencies—including knowledge, skills, and attitudes—that empower individuals at any age or stage of development to effectively manage their learning and career paths.

The competencies are grouped into 6 learning areas:

- Discovering oneself
- Exploring new horizons
- Developing one's strengths
- Building relationships
- Monitoring and reflecting on experiences
- Planning one's career

## Piedmont Work Services

To enhance the effectiveness of matching labor supply and demand, with a particular focus on supporting disadvantaged groups, the Piedmont Region operates a public/private system of employment services. This system comprises a network of Job Centers and accredited operators, collectively referred to as Employment Services, which function across the regional territory. These operators are required to deliver both standard services throughout the network and specific services as outlined in regional planning.

The Piedmont Region establishes uniform service standards and adopts indicators to monitor the performance of the competent services involved. It also maintains a registry of accredited entities authorized to implement active labor policies in accordance with regional standards, often leveraging public resources.

All accredited operators within the regional system must adhere to these service standards. The Piedmont Region also designs and implements active policy interventions to facilitate job placement or reintegration for unemployed individuals, disadvantaged groups, young people, and workers at risk of unemployment. These interventions include welcoming services, specialized guidance, training, and job accompaniment programs aimed at equipping participants with the skills and knowledge necessary for social and occupational reintegration.

### Piedmont accredita

Aperto Formazione is accredited by the Piedmont Region to provide training, guidance, and employment services.

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**Links:**

1. [Accreditation of Training and Guidance Structures](#)
2. [Guidance Services in Piedmont](#)
3. [Discover Guidance Services](#)
4. [Accreditation of Work Services](#)
5. [Careers Project](#)

## The list of Good Practices from Piedmont Region

### Title: The Regional Guidance System<sup>1</sup>

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**Organisation and country where the good practice has been implemented:** Piedmont Region – Italy -  
Apro Formazione - Actuating Entity

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**Main Theme/Area of Intervention:**

Guidance to support early choices and transitions (8-24 years)

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**Main Objectives:**

The Piedmont Region, thanks to the resources of the European Social Fund, provides a system of guidance services to support girls and boys (and their families) in the choices of school and training paths and in the development of skills to guide themselves to build their educational and professional careers. The design of guidance pathways allows the construction of a set of activities centered on users' needs and is done in co-design with school teachers.

<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento>

- The methodological frame of reference, for identifying the guidance needs of young people and defining training goals, is the European model of career management skills-Career Management Skills – CMS

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<sup>1</sup> Annex 1 Service Charter: Regional Guidance System; Annex 2 Guide to the Services of the Regional Guidance System: Services for Families; Annex 3 Guide to the Services of the Regional Guidance System: Services for Students

[https://www.careersproject.eu/cms\\_catalogue.php](https://www.careersproject.eu/cms_catalogue.php)

[https://www.leaderproject.eu/wp-content/uploads/2024/08/Handbook\\_LEADER\\_EN2017.pdf](https://www.leaderproject.eu/wp-content/uploads/2024/08/Handbook_LEADER_EN2017.pdf)

- The system promotes the quality of services by providing practitioners with guidance tools and useful information resources to support users in making choices and learning career management skills.

<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/s-copri-servizi-orientamento>

The system also promotes refresher actions for its operators through high-level training courses, webinars and workshops open to actors and stakeholders in the area in a logic of co-design.

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#### Target Groups Addressed:

- Elementary school students;
  - Middle school students;
  - High school students;
  - Adolescents and youth attending or who have interrupted/terminated school attendance;
  - Students attending university at risk of dropping out;
  - Families of guidance action recipients;
  - Teachers and school directors of middle and high schools, ITS, Universities
  - Operators in territorial networks (Local Authorities, Foundations, etc.);
  - Companies.
- 

#### Main Activities Necessary for Realization:

The model is based on the development of a permanent guidance system.

Entities providing guidance services must have regional accreditation.

Regional direction and territorial levels of coordination through multi-level governance is provided.

There are 31 territorial teams consisting of a basin coordinator and the guidance team.

The territorial teams collaborate with local partners such as schools, employment centers, local authorities, social services, foundations, companies, etc..

- The following were developed:
- Regional guidelines for lifelong guidance
- Network of more than 100 free territorial guidance desks for access to services, information and individual interviews
- Informational seminars, choice education paths, career guidance paths, enterprise visits for primary and secondary school students (middle and high schools) throughout the region;
- Information seminars for families.

- Initiatives to combat school dropout, guidance interviews and motivational balance.
- Guidance initiatives aimed at pupils with disabilities, their families and teachers.
- Webinars, training and refresher courses for guidance counselors
- Development and participation in territorial networks with teachers, Employment Centers, local authorities, Foundations.
- Collaborations with social welfare services, child neuropsychiatry, MSNAs (unaccompanied foreign minors), Regional School Office, Universities, ITS, School Institutes and Vocational Training

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#### Results Achieved:

The initiative has established a widespread presence throughout the region, reduced early school leaving, and elevated the role of guidance counselors by fostering a professional community with a shared technical language. It has also developed tools and methodological support for guidance counselors, forming 31 territorial teams and a network of over 650 entities. Over the last five school years, starting from 2019/2020, nearly 400,000 young people have participated, with a significant increase in the most recent school year following the expansion of the target audience to include individuals aged 8 to 24.

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#### Innovation:

A comprehensive region-wide system has been developed, incorporating dedicated materials, specialized software, a tailored website, and online seminars to enhance accessibility and effectiveness.

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#### Transferability:

This practice is adaptable to other regions or countries but requires adequate human and financial resources, the support of a central coordination body, and trained counselors/orientators to address the needs of diverse target audiences. Even the partial adoption of the system's best practices can be beneficial.

Even partial adoption of the system's best practices is feasible.

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#### Impact:

The initiative has achieved a substantial regional impact, demonstrating its scalability and effectiveness.

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#### Title: Piedmont Guidance Goal - Operational and informational services and tools

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**Organisation and country where the good practice has been implemented:** Piedmont Region – Italy -  
Apro Formazione - Actuating Entity

### Main Theme/Area of Intervention:

Target guidance 8-24 years old

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### Main Objectives:

The Piedmont Region, with the support of resources from the European Social Fund, has established a system of guidance services to assist young people and their families in choosing educational and training pathways. This system also aims to help them develop self-guidance skills to shape their educational and professional futures.

The system enhances service quality by equipping practitioners with effective guidance tools and useful informational resources, enabling them to support users in making informed choices and developing career management skills.

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### Target Groups Addressed:

- Elementary school students;
  - Middle school students;
  - High school students;
  - Adolescents and youth attending or who have interrupted/terminated school attendance.
  - Students attending university at risk of dropping out.
  - Families of guidance action recipients.
- 

### Main Activities Necessary for Realization:

The main tools developed by the Regional Guidance System are:

- Regional Guidelines for Lifelong Orientation: provides a frame of reference for the entire intervention and activated actions and proposes a synthesis of good practices and experiments of orientation activities with particular attention to the early approach starting from primary schools.

<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/scopri-servizi-orientamento>

- Guidance toolkit: educational fact sheets and related operational suggestions articulated in a model path for primary and one for secondary school. The kit consists of thematic booklets, posters and job cards, with a focus on countering occupational stereotypes.  
<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/kit-didattico-orientamento-precoco>
- Information tools: dedicated website with service guides for teens, parents, and teachers; online guidance guides: to help with the delicate stages of transition after finishing middle school, after earning a qualification or diploma, or any other stage of adult life; information brochures and interviews. Palimpsest Open days and orientation fairs.  
<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/guide-orientamento>
- Information tools: Webinar, training and updating of guidance counselors and teachers working in the field of guidance: collection of documents, publications, materials, videos and the testimonies that tell about the efforts of the Regional Guidance System in building the network and updating guidance counselors.  
<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/materiali-sul-sistema-regionale-orientamento>
- Dedicated operational management and monitoring procedure

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### Results Achieved:

The initiative has facilitated the development of tools and methodological support for guidance counselors. Over the past five school years (from 2019/2020 onward), approximately 400,000 young people have been involved, with a significant increase in the most recent school year due to the expansion of the target group to include individuals aged 8 to 24. This extension aimed to anticipate guidance actions and provide support for higher and tertiary education pathways.

The system now includes over 400 active guidance specialists who are trained and proficient in using these tools, as well as a network of more than 600 entities collaborating in networking and territorial co-design efforts.

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### Innovation:

The initiative utilizes dedicated materials, software, and a specialized website. It features online seminars and educational kits that integrate digital tools such as Padlet, Kahoot, Mentimeter, Wonderwall, and video links, offering innovative ways to engage users.

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### Transferability:

This practice can be transferred to other region/country.

It is also possible to transfer only some of the tools in the system.

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**Impact:**

Regional

**Title: Guidance and STEAM Workshops**

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**Organisation and country where the good practice has been implemented:** Apro Formazione, Italy.

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**Main Theme/Area of Intervention:**

Exploring the world of work and professions, especially STEAM professions, while overcoming stereotypes and social representations.

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**Main Objectives:**

This pathway enables students to identify key elements in the exploration of professions and develop self-awareness, empowering them to navigate the world of work, recognize their abilities, and challenge professional stereotypes.

Students will expand their understanding of various professions by reflecting on the required soft and hard skills, educational pathways, tools, and working methods.

Through direct observation of workshops, personal interactions with professionals, hands-on use of tools, and the creation of a simple product, students will enhance their STEAM skills while dismantling professional and gender stereotypes associated with career paths.

This approach also encourages students to explore professions by examining both professional and personal traits, helping them discover their unique characteristics and aptitudes.

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**Target Groups Addressed:**

Students aged 10 to 15 years old.

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### Main Activities Necessary for Realization:

1. Introduction and explanation of the Steam project and professional figures of reference: brainstorming/mentimeter.
2. Preparation of interview with professional figures: identification of information that is necessary to collect in order to know a profession well - Group work and elaboration of interview outline.
3. Conducting STEAM workshops and interviewing professionals/trainers:
  - a. STEM Laboratories: through ThiNKER LAB STEM projects, a European project arising from the partnership of five european Technical and VET schools from Italy, Finland, Slovenia, Spain and Sweden: objectives are to increase the social inclusion of young students, to increase students STEM skills through active inclusion methodologies and working techniques based on Tinkering and the creation and use of low-cost fablabs using recycled materials <https://thinker-lab.eu/>
  - b. STEAM Laboratories: Digital Graphics Lab, Tech-Coding Lab, Cooking Lab, Cad Lab.

During the course of the Steam workshops, students will interview the professional/trainer with respect to the profession through the interview outline.

4. They then rework the interview in class.
5. Through Wordwall they are able to play an online game with the use related to professions and gender so as to bring out any professional stereotypes.

Students are required to match a series of pictures depicting certain professionals to the correct name of the profession.

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### Innovation:

This model enables students to explore STEAM professions through hands-on workshops and digital tools, offering insights not only from a practical perspective but also from a professional standpoint. This approach fosters greater awareness and helps students overcome professional prejudices and stereotypes.

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### Transferability:

This practice can be transferred to other region/country

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### Impact:

Targets middle school students and the first two years of high school, helping them develop a better understanding of STEAM professions and their own potential.

## Title: Accompaniment to Work - The Logbooks<sup>2</sup>

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**Organisation and Country:** Apro Formazione, Italy

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### Main Theme/Area of Intervention:

- Accompanying students during school-to-work transitions (curricular internships).
  - Accompanying students in company placements (extracurricular internships).
- 

### Main Objectives:

1. **Monitoring and reflecting on experiences:** Encouraging students to reflect on their journey to better manage their resources.
2. **Understanding the profession:** Assessing personal professional readiness and knowledge.
3. **Familiarizing with workplace demands:** Understanding rights, duties, and both explicit and implicit workplace rules.
4. **Exploring industries and fields:** Equipping students to navigate work situations effectively.

The guidance counselor or tutor of vocational training pathways supports students during their curricular internship experience by:

- Preparing them for the experience.
- Monitoring their progress.
- Assisting with difficulties.
- Helping them reflect and reframe their experience.

**Logbooks** are tools designed to serve to make students reflect on the internship/training experience in the company, helping them to prepare themselves as best as possible for this experience, to live it constructively and to carry out a re-elaborating of it; to facilitate discussion with the Company Tutor and the Training Coordinator/Tutor in the moments of monitoring and verification.

These logbooks are **not** intended to assign grades or judgments. Instead, they include questions and prompts designed to encourage students to reflect on their training, monitor their progress, and assess their results.

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### Target Groups:

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<sup>2</sup> Annex 4 Logbook

- Students in VET schools.
- Interns.

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### Main activities necessary for its realisation:

The guidance accompanies students in the preparation of the curricular internship, through the completion of the required forms, agreement and training project, but also through a course of preparation and reworking of the internship experience.

The pathway includes:

- A training moment dedicated to understanding what are: the objectives of the internship; the main actors and the rules they must follow (Intern, Promoting Entity, Host, Training Tutor and Company Tutor); the rules (duration, interruption, rights and duties); the tools of the process (Convention, Training Project and Signature Sheet)
- The presentation of the “Logbooks” which are the documents that will accompany the student during internship:

**Intern's logbook:** This is a personal notebook to accompany the student before, during and after the internship.

Before the internship: reflection with respect to expectations, fears, locus of control and with respect to the experience and perception of the job.

During the internship: description of the company, reflection on the activities performed and skills acquired, collection of any problems or questions.

The booklet provided is to be written in a format usable by students with special educational needs.

It alternates between the presentation of items in the form of given possibilities from which to choose and narrative-type prompts, to be completed with the guidance of the training tutor.

Glossaries are produced where necessary.

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### Results Achieved:

The three documents collectively enable students to reflect on their experiences, identify strengths and areas for improvement, and boost their motivation and sense of self-efficacy. Through discussions with the company mentor and the training mentor, students can assess the compatibility between the company's professional requirements and their own skills.

These tools also help students prepare for their internship experience, support them in job placement, and facilitate the monitoring and reworking of their experiences. Over time, these tools have been revised and adapted for use in other contexts, such as extracurricular internships and international placements.

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### Innovation:

The innovative aspect of this model lies in its focus on enabling students to reflect on their placement experience within the company, while also empowering the training tutor to guide students in reframing their experiences. This approach helps anticipate potential challenges and better prepares

students for their internships.

Additionally, an **e-Learning version** of the model has been developed, further enhancing its accessibility and adaptability.

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### Transferability:

This practice can be adopted by VET centers or high schools in other regions or countries.

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### Impact:

Improved internship experiences and job readiness in VET centers and high schools.

### Title: Rondò of Talents - City of Talents

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**Organisation and country where the good practice has been implemented:** Fondazione CRC  
Province of Cuneo – Apro Formazione partner of the project “City of Talents” – Italy

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### Main Objectives:

Rondò dei Talenti has opened in the heart of the city of Cuneo.

The centre is open to anyone aged 0 to 99 and is articulated around the subject of talent so that it might function as a catalyst for young people and stimulate their growth, allowing them to enhance their knowledge, develop new ideas and share experiences.

The focus of Rondò will be centred around four guidance, educational and developmental objectives:

- increasing self-awareness,
- discovering and exploring the professional world and specific jobs
- choice training
- boosting skills

Inside the talent Rondò there are:

- E. DO LEARNING CENTER: An innovative learning location to approach STEM disciplines.
- WOW: A colourful environment for meetings and workshops.
- CLASSROOM: A place for continuing education and acquiring new skills
- PLIN PROJECT: A space dedicated to innovation, with a modifiable classroom and informal

areas where you can continue learning thanks to activities and courses for all ages.

- LA BOTTEGA DEI PENSIERI: This is a place for listening, thinking and meeting others. It is a space for one-on-one interviews, or activities for the wellbeing, growth and guidance of small groups.
- CONNECTION AREA: A large, flexible room with a terrace. This environment, equipped with about 80 seats and a kitchen, was born to house educational events, conferences and teaching experiences
- CITY OF TALENTS: Here children and young people can explore the working world and discover their own passions and talents.

The **City of Talents** integrates and connects a physical place - set up on the scale of little girls and boys, boys and girls aged 7 to 13 - with guidance activities in all the Cuneo area, so that even the most geographically difficult to reach places can be involved in a widespread way.

The City of Talents is an opportunity to explore oneself and one's talents, to look to the future with greater awareness and serenity.

The City of Talents is available to teachers, parents, businesses and all those who care about the growth and future of children.

It offers the entire educating community opportunities for discussion, training and information on guidance issues.

#### Useful Links:

<https://rondodeitalenti.it/citta-dei-talenti/>

[https://rondodeitalenti.it/website/wp-content/uploads/2024/11/PO\\_2025\\_web.pdf](https://rondodeitalenti.it/website/wp-content/uploads/2024/11/PO_2025_web.pdf)

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#### Main Objectives:

- Student of primary and middle school;
  - Families, teachers, guidance counselors, educators, and companies.
- 

#### Main Activities Necessary for its Realisation:

**MoviMenti Guidance “Early Guidance Model”** is an guidance pathway that accompanies students, parents and teachers from ages 9 to 16. Methodologically, the model is based on ADVP (Activation, Professional and Personal Development). The model proposes 5 Guidance Sheets corresponding to 5 age groups: Class V primary school; Class I, II, III middle school, Class I and II high school.

[https://fondazioneccrc.it/wp-content/uploads/2022/09/2018\\_Opuscolo-MoviMenti-A4\\_Modello-Orientamento-Precoce.pdf](https://fondazioneccrc.it/wp-content/uploads/2022/09/2018_Opuscolo-MoviMenti-A4_Modello-Orientamento-Precoce.pdf)

#### Visit to the City of Talents

The City of Talents is a space in the center of Cuneo, within the Rondo dei Talenti, where students experience a path that helps them recognize their own interests and skills, through individual and group playful-creative activities using digital and analog games.

The City of Talents is a space designed and structured for students aged 7 to 13. It offers them opportunities and resources to develop greater awareness of themselves and their abilities and to gather useful information to learn about the world of professions around them. The visit can be preceded or followed by specific actions and guidance paths in the area, aimed at the children and youth themselves, their parents and/or teachers.

<https://rondodeitalenti.it/citta-dei-talenti/visita/>

### **Activities at the City of Talents: City of Talents Resource Center**

Dedicated space offering texts, literature, methodologies, research, tools, games, magazines, project work, projects and best practices on: guidance, talent, the world of work and professions.

The Resource Center is a Physical and Virtual space dedicated to teachers, parents, guidance counselors, educators, students.

Training interventions aimed at the educating community are provided: training courses, webinars, workshops aimed at guidance counselors, educators, teachers, parents on guidance issues.

### **Activities in the territory: Early guidance actions**

The City of Talents project proposes, in the territory of the entire province of Cuneo, guidance activities aimed primary school children and middle school children, teachers and their parents.

The activities concern in particular:

- Activities in primary school with a series of meetings at schools and workshop and guidance activities at “The City of Talents”
- Vocational and guidance workshops
- Campus - The 5 Days of Talent

<https://rondodeitalenti.it/citta-dei-talenti/attivita/>

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### **Results Achieved:**

- Development of early guidance tools and methodological support for guidance counselors;
- Development of a physical space dedicated to guidance supported by widespread activities throughout the territory.
- Support in the development of an educational community: spaces and activities dedicated to the creation of community are intended to improve the educational context and contribute to the construction of a more inclusive society open to change.

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### **Innovation:**

Use of dedicated digital and analog materials. Online seminars. Attention to professional stereotypes.

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### Transferability:

It is difficult to transfer “Talent Rondo” as a physical place to other region/country, but it is possible to transfer even some good practices.

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### Impact:

Province of Cuneo

### Title: Work Services

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**Name and Surname:** Elena Laratore

**Email:** sal@aproformazione.it

**Website:** <https://sal.aproformazione.it/>

**Organisation and country where the good practice has been implemented:** Italy - Regione Piemonte  
- Apro Formazione

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### Main Theme/Area of Intervention:

Develop guidance and active job search skills

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### Main Objectives

A system of public/private employment services is active in the Piedmont Region, aimed at ensuring greater effectiveness in matching job demand/supply, with particular attention to actions aimed at the disadvantaged.

Apro Formazione's Work Services are accredited to the regional system and in possession of ministerial authorizations for job search, selection and outplacement. <https://sal.aproformazione.it/>

The main objectives of Apro Formazione's Work Services are:

- to inform and guidance workers and businesses/companies on the services available for access to employment;
  - to facilitate the matching of labor supply and demand;
  - to promote active labor policy measures aimed at preventing and counteracting unemployment by providing guidance and accompaniment services for job placement, internship, reskilling.
- 

### Target Groups Addressed:

Unemployed and job-seeking youth and adults; employed individuals at risk of unemployment; disadvantaged people.

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### Main activities necessary for its realisation:

In addition to the network of Job Centers, the region features a network of accredited operators—Work Services—that must ensure the provision of standard services across all network points, as defined by regional planning. All accredited operators within the regional system are required to meet established service standards.

For more information, refer to the regional site:

<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/lavoro/accreditamento-dei-servizi-al-lavoro/laccreditamento-dei-servizi-al-lavoro>

The service areas are as follows:

- **Services to People:** Information and reception; career guidance and counseling; job accompaniment; job matching.
- **Services to Employers:** Promotion and scouting; information and access to services; counseling; job matching; activation of extracurricular internships.

Each regional service standard is detailed in a separate summary sheet. These standards require the following:

- **Technical-structural elements:** Instrumental and logistical resources, including computer equipment.
- **Professional requirements:** Skills and knowledge essential for service operators.
- **Operational requirements:** Methodologies and tools for service delivery, data recording, and monitoring.

Additionally, Employment Center Operators and those accredited to Work Services utilize the Piedmont Employment Information System for employment services.

### Main Activities of Apro Formazione's Work Services

The main activities that Apro Formazione's Work Services carry out, including within active labor policy measures funded by regional and/or national programs (from different funding sources), are:

- **Welcome and Information:** Greeting users, providing tailored information, and referring them to appropriate services; setting up self-consultation points; organizing group information sessions on active labor policy projects.
- **Orientation Interviews:** Assisting individuals in reconstructing their training and work experiences, identifying aspirations, articulating goals, and developing future plans that integrate personal strengths with labor market demands, particularly within the local context. Promoting participation in qualification and retraining programs to acquire or enhance specific skills, both transversal and professional.

- **Job Accompaniment (Individual or Small Groups):** Supporting individuals in developing the ability to access and utilize information about training, the labor market, and job placement/re-entry opportunities. Promoting skills for active job searches and monitoring job search progress.
- **Job Demand-Supply Matching:** Analyzing company needs, defining candidate profiles, promoting job openings through various channels (online platforms, bulletin boards, etc.), screening CVs, conducting pre-selection interviews, submitting applications to companies, and supporting job placement with contextual analysis.
- **Extracurricular Internship Activation and Management:** Drafting internship agreements and training projects, tutoring interns, and certifying skills acquired during the internship.
- **Identification and Validation of Skills:** Documenting work experience, reconstructing knowledge and skills acquired in both formal and informal contexts, conducting assessments through interviews and technical tests, and validating skills with public certification that is applicable in professional and training contexts. This may include obtaining a professional qualification certificate.
- **Information, Counseling, and Promotion for Companies:** Identifying companies interested in staff placement, presenting available services, and analyzing company needs.

### Services for People with Disabilities

Specialized services are available for individuals with disabilities and companies seeking to hire person

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### Results Achieved:

The initiative provides enhanced support for young people and adults in building their career paths through improved individual planning, access to information on job and training opportunities, and learning active job search techniques. This is achieved by analyzing the sectors and professional roles most in demand in the labor market and aligning them with each individual's curriculum vitae. Companies also benefit from increased support, with access to experienced recruitment professionals and candidates who have completed effective job preparation and guidance courses.

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### Innovation:

The innovation of this model is that it allows a regional-wide capillarity of activities aimed at ensuring greater effectiveness in matching labor supply and demand, combating unemployment and participating in active labor policies.

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### Transferability:

This practice is transferable to other regions or countries, provided there are sufficient human resources trained for diverse target audiences and adequate economic resources to support implementation.

**Impact:**

Regional/National

# Good Practices from Auvergne Rhône-Alpes Region (AURA), France

## Guidance System in France<sup>3</sup>

The French system is characterized by a great diversity of information and guidance services. These services have been designed in view of the different target groups (pupils, adults, unemployed, people with special needs..), the type of services (individual counselling, skills assessment, training, information...), practitioner qualifications (psychologists, counsellors, teachers, social workers...), the status of facilities (public, private, professional, commercial....) and financing (state, local authority, users, companies...).

In order to organize locally these services, the public regional guidance service (*le service public régional de l'orientation*) is legally established.

Guidance is ensured both at national and regional level. At national level, the state is dealing with guidance policy regarding pupils and students at schools and universities. At regional level, the Authorities coordinate actions of many career guidance services such as career development advice (*conseil en évolution professionnelle*) or validation of prior acquired experience (*validation des acquis de l'expérience*).

At the national level, four ministries are mainly in charge of guidance issues : National education and youth, Higher education and research, Labour, health and solidarity and Agriculture and food sovereignty.

### POLICY

Some sectorial initiatives

- There is a national framework for the knowledge, skills and abilities in compulsory education (*socle commun de compétences*). The guidelines issued by the Ministry of Education define the activities for career exploration and training for young people. In upper secondary schools (*lycées*) time in the schedule is dedicated to guidance including knowledge about careers, vocational and higher education courses.
- Universities have autonomy. It is their responsibilities to provide guidance and career services. They develop practices of workshop and skills portfolios in order to support students to enhance their employability.
- The public employment service [France Travail](https://france.travail.gouv.fr/) has the mission to receive, inform and guide active people unemployed or under employment. Some organisations called « Missions locales », focused on young jobseekers, complete this.

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<sup>3</sup> <https://euroguidance.eu/guidance-system-in-france>

In the framework of Lifelong guidance and vocational training, a public lifelong guidance service was created to organize and to guarantee all people access to free, full and objective information on occupations, training, certifications, job opportunities and remuneration levels as well as access to quality, networked guidance, advisory and assistance services.

Guidance support is strengthened for upper secondary and university students. The Law called "*loi d'orientation pour la refondation de l'école*" strengthen the possibility for upper secondary school graduates (with professional, technological or general diploma) to go on in undergraduate studies. At the same time, the Law called "*loi d'orientation pour l'enseignement supérieur et la recherche*" conclude the necessity of a general frame for all students' success whatever the field of study. These new dispositions lead to a better harmonization between the three years before and after baccalaureate (at the end of upper secondary school) "*continuum bac – 3 – bac + 3*"(2013).

Compulsory work placements are part of the secondary education curriculum: one week during 3rd grade (9th year) and another at the end of 2nd grade (10th year) from 2024.

In 2018 the law " for the freedom to choose one's professional future" reformed the system of initial (apprenticeship) and continuing vocational training as well as the functioning of unemployment insurance.

A public institution, [France compétences](#) has the responsibility for financing, regulating, monitoring and evaluating the vocational training and apprenticeship system. Its action promotes the development of skills, the acquisition of certifications and equal access to vocational training for all workers. Other competences were given to the regional authorities for delivering information on professions and training for lifelong guidance audiences (schoolchildren and adults).

## Services and Practice

### Guidance services for young people:

There is no guidance provision in primary schools. Around 400 guidance services called "[Centre d'information et d'orientation \(CIO\)](#)", depending on the Ministry of education and youth are linked to secondary schools. They are opened to all kinds of clients, from secondary schools until higher and further education institutions.

The Ministry of education and youth has also the responsibility of the national information provider "*Office national d'information sur les enseignements et les professions* ([ONISEP](#)) and of the "*Mission de lutte contre le décrochage scolaire* ([MLDS](#))" which is an entity focusing on [school drop outs](#).

[E-guidance](#) service is provided by ONISEP through <https://www.onisep.fr/mon-orientation-en-ligne>

The local offices “[Missions Locales \(ML\)](#)”, target youngsters (16-25 years old) with social and work integration difficulties. There are also more and more private guidance centres, media organisations in the field of information and guidance, such as [L'Etudiant](#), [Studyrama](#) targeting pupils and students.

### Guidance services for students:

At each university, there is a guidance service available to students called SCUIO “[Service Commun Universitaire d'Information et d'Orientation](#)”. The activities of each SCUIO differ but they all include : information and counselling for students, organization of fairs and open days, production of information material, information to upper secondary school students, workshops on job seeking and occupational integration etc. Students, who are enrolled in higher education out of a university can use the services of the CIOs.

### Guidance services for adults:

The agencies of the Ministry of Employment are in charge of information and guidance for job seeking adults who would like to retrain, change their career or upskill. These services are mostly provided by the staff of the public employment service « [France Travail](#) ». Some digital services and online tools for employment, information on jobs, are available through the Emploi Store.

Another network under the authority of the Ministry of Employment is the network of employment centres “[Maisons de l'emploi](#)”. Their purpose is to help the different agencies involved in a restricted area (local authorities, *France Travail*, *Missions locales*), to work more closely together. This Ministry also coordinates the National Information Centre for continuing training, [Centre INFO](#), which disseminates information about vocational and continuing training policies.

The national network for career counseling and guidance provision for executives is called [APEC](#) (Agence pour l'emploi des cadres).

Tools to support career transition:

- Skills assessment (“*Bilan de Compétences*”) enables active individuals to review their level of skills to prepare for professional mobility and to stay in work. More info on [skills assessment](#).
- A right offers to individuals, the opportunity to be granted a diploma (degree) or vocational qualification training by the validation of their acquired skills, (*Validation des Acquis de l'Expérience/VAE*). More info on [VAE portal](#).

Any active individual can engage a Career Guidance Counselling ([CEP- conseil en évolution professionnelle](#)) based on his/her situation: in anticipation of professional mobility, during the professional transition period or for creating or taking over a business.

## TRAINING

Around 17 % of the 30.000 people employed in guidance and counselling in France are psychologists. In the guidance centers (CIO) of the Ministry of Education, all counsellors are “[national education](#)”

[psychologists](#)”(around 4500) and civil servants. They are recruited on the basis of a competitive exam held after a Master’s degree in Psychology and trained for one year.

Other practitioners have various levels of psychological training. Around 25 % received only a very limited education in social sciences.

There are some master degree programmes delivered by universities or research institution as [INETOP](#) specialized on guidance and on guidance psychology (ie. master in Career development and counselling, Industrial psychology and management of transitions).

Nowadays, a lot of people not specialized in guidance and counselling are delivering guidance information as teachers, educators, social workers etc.

## Guidance System in Auvergne Rhône-Alpes Region (AURA)

With nearly 8 million residents, Auvergne-Rhône-Alpes is the second most populous region in France. About 30% of the population is under 25 years old, making it one of the youngest regions in the country. Additionally, it ranks as the second-largest region in terms of employment, with nearly 3.4 million active workers. This demographic strength highlights the importance of accessible, effective career guidance to support young people and a large workforce in navigating professional pathways and opportunities.

The Auvergne-Rhône-Alpes Region has expanded its role in career guidance following the law of September 5, 2018, on the freedom to choose one’s professional future. This legislation granted regions new responsibilities, including organizing informational activities on careers and training aimed at students, apprentices, and their families. Within this framework, in March 2019, the Region introduced a lifelong orientation strategy focused on three key objectives.

The first objective is to place businesses at the heart of career guidance efforts, working in close collaboration with educational teams in initial training institutions and public orientation services. This partnership encompasses all organizations offering welcoming, informational, and guidance services across the Region, ensuring individuals receive support regardless of their background or status.

The second objective is to direct all guidance actions towards young people, different population groups, and their families, acknowledging the crucial role families play in career choices. The Region aims for all activities carried out by regional stakeholders to support youth and family engagement in the orientation process.

The third objective prioritizes local reach, ensuring that guidance services are accessible throughout the entire territory. This approach provides individuals with career guidance resources no matter

their location, aligning with the Region's vision of orientation as both a personal success tool and a contributor to economic growth.

To advance these goals, the Region proposed establishing an independent regional orientation agency at the end of 2019. This agency, Auvergne-Rhône-Alpes Orientation, was created as a non-profit association to bring together public and private partners, fostering a flexible structure that includes the Region, the state, educational and vocational institutions, businesses, and local authorities. Focused on making careers more visible and accessible, the agency promotes professions through events, resources, and tools available across the Region.

At the heart of Auvergne-Rhône-Alpes Orientation's mission is a commitment to fostering the discovery and promotion of professions, delivering high-quality information on training, industry sectors, and career opportunities within the region.

## The List of Good Practices

### **Title: The Orientation Bus of Auvergne-Rhône-Alpes Orientation - Regional Career Guidance and Orientation Agency**

**Name and Surname :** COURTADON Véronique

**Email:** veronique.courtadon@auvergnerhonealpes-orientation.fr

**Website:** [www.auvergnerhonealpes-orientation.fr](http://www.auvergnerhonealpes-orientation.fr)

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#### **Main Theme/Area of Intervention:**

A travelling guidance tool, the bus is designed to reach out to the various groups seeking educational and vocational guidance throughout the region.

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#### **Main Objectives:**

As a guidance tool, it helps people to find out more about careers and the routes to training and employment, making users the key players in the construction of their future plans.

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#### **Main Activities Necessary for its Realisation:**

Purchase or hire and equip a mini-bus, 2 or even 3 facilitators and 1 driver/bus; strong partnership with the education authorities; co-organisation of the visit with the structures hosting the bus.

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#### **Results Achieved**

25,000 people welcomed over one year (2022-2023 base) with 2 buses

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**Innovation:**

Mobile tools; innovative technologies (virtual headsets).

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**Transferability:**

This practice is very easy to transfer and adapt.

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**Impact:**

Reaches out to audiences in rural areas; showcases over 100 professions

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**Photos:**



**Title: Repere Metier, Auvergne-Rhône-Alpes Orientation<sup>4</sup>**

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<sup>4</sup> Annex 5: Repere Metier: Flyer for Contributors; Annex 6: Repere Metier: Flyer for Users

**Name and Surname :** VOLPE Laëtitia

**Email:** reperemetiers@auvergnerhonealpes.fr

**Website:** [www.reperemetiers-auvergnerhonealpes.fr](http://www.reperemetiers-auvergnerhonealpes.fr)

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### **Main Theme/Area of Intervention:**

Repère Métiers is a comprehensive resource platform designed to facilitate the exploration of various professions. It aims to consolidate a wide array of regional resources to support professionals in orientation, employment, and training by:

- Expanding their knowledge of diverse career fields.
  - Offering accessible tools and materials to assist individuals or groups in discovering and navigating career paths.
- 

### **Main Objectives:**

Identify the career discovery resources available in Auvergne-Rhône-Alpes Region

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### **Target Groups Addressed:**

All lifelong guidance professionals

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### **Main Activities Necessary for its Realisation:**

Build an attractive, practical tool for consultation; mobilise contributors; 1 FTE (Full-time Employee) to run the platform; regular communication campaigns.

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### **Results Achieved:**

30/06/2024, on average: 180 resources published every day; more than 2,000 pages viewed / month.

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### **Innovation:**

1 single platform that lists everything available

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### **Transferability:**

The platform's structure, approach, and resources can be adapted and applied in other regions or contexts, making it a versatile model for supporting professionals in orientation, employment, and training initiatives.

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**Impact:**

1 single site for finding information

**Title: Job Profiles / Career Sheets : Code ROME (Répertoire Opérationnel des Métiers et des Emplois: Operational Directory of Professions and Jobs) – an employment reference system developed with France Travail and other professional bodies.<sup>5</sup>**

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**Target Group:**

Job seekers, individuals seeking career changes, employment services (like France Travail), companies, training institutions, and statistical researchers.

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**Problems to be Solved:**

The need for a structured classification system for professions and job skills in the labor market to support employment services, guide job seekers, and aid in career development.

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**Main Activities Necessary for its Realisation:**

- **Code Structure:** Each job is assigned a unique ROME code, composed of:
  - 1 letter for the main job family (14 letters, A to N).
  - 4 digits; the first two specify the professional field, and the last two designate a specific job category.
- **Application Example:** The code for "Administrative Assistant" is **M1605**, encompassing roles like business secretaries, business assistants, and administrative management technicians. For a "Nursing Assistant," the code is **J1501**, referring to hygiene and patient comfort care, regardless of the work setting.
- One can easily find the ROME code for a profession on the website through France Travail. We need to type the job title into the search bar, click on the relevant result, and download the job description file.

**TOOLS & Links**

<https://www.francetravail.fr/employeur/vos-recrutements/le-rome-et-les-fiches-metiers.html>

<https://candidat.francetravail.fr/metierscope/>

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**Results Achieved:**

- Clear, searchable job descriptions that help employment services, job seekers, and career changers understand specific job requirements and pathways.
- Improved job matching by connecting candidates with relevant skills to appropriate job opportunities.

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<sup>5</sup> Annex 7 ROME Main Tree

- Creation of the **FAP (Familles Professionnelles)**, a classification used for statistical analysis within employment.

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### Innovation:

The ROME code system is updated frequently to reflect labor market evolution, ensuring its relevance. It integrates a wide array of job profiles and provides user-friendly, online job sheets that include essential details like main duties, required skills, and career progression options.

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### Transferability:

The ROME code framework could be adapted or serve as a model for other countries or regions needing an organized system to classify professions, skills, and job requirements for employment services, education, and economic research purposes.

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### Title: L'EXPLORAMA

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**Organisation and country where the good practice has been implemented :** France/SEPR

### Websites:

<https://lexplorama.fr/>

<https://lexplorama.fr/papier>

<https://lexplorama.fr/outil-en-ligne>

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### Main Theme/Area of Intervention:

A versatile tool designed to support professionals in employment, training, and education.

The tool is available in two formats: paper and online.

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### Main Objectives:

This tool addresses career guidance and career transitions by placing the world of work at its core. It emphasizes the importance of professional environments, recognizing that jobs are often chosen not solely for the tasks or responsibilities they entail, but for the atmosphere, values, and context of the workplace.

The tool integrates work activities with their surrounding context, highlighting the importance of understanding the environment in which these activities are carried out. By encouraging individuals to reflect on the professional environments they seek, it fosters greater self-awareness.

Through this process, individuals are invited to explore their values, interests, aspirations, and preferred working conditions. These elements are crucial for making informed and successful career choices, enabling individuals to align their professional paths with their personal goals and priorities.

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### Target Groups Addressed:

Young people and adults: with no plans, not knowing what to do, looking for themselves and their direction, not wanting to or no longer able to practise their former profession, needing to clarify what kind of professional they want to be

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### Main Activities Necessary for its Realisation:

The tool is divided into two main themes:

#### 1. Explorama of Professional Environments

- A booklet introducing theoretical concepts of work environments and 14 teaching sequences.
- 48 boards featuring color photos of various work environments (21 x 29.7 cm format).
- Two correspondences:
  - Matching "environment" sheets to ROME codes.
  - Matching "environment" sheets to over 1,500 suggested occupations, including emerging roles in artificial intelligence, ecology, sustainable development, and more.

#### 2. Explorama of Soft/Hard Skills

- Entirely focused on soft and hard skills, this material includes five components:
  - A booklet defining skill identification and transferability, along with 15 teaching sequences.
  - A set of 130 activity cards.
  - A set of 96 color vignettes illustrating gestures from the personal sphere.
  - Two links:
    - A connection between activities and suggested occupations.
    - A correspondence between gesture labels and related professions.

### Details of the Supports

#### The 'Activities' Support

This includes 130 activity cards illustrating intellectual operations (e.g., analyzing, advising, coordinating) and observable activities (e.g., flying a drone, drawing, cooking).

- The cards help individuals identify activities they enjoy or skills they have already used.
- By linking activities to suggested occupations, individuals can explore professions where these activities are commonly encountered.
- This support is tailored for individuals with strong reading skills and experience, including salaried employees, volunteers, and unregistered workers.

### The 'Gestures' Photo Support

This includes 96 vignettes depicting everyday gestures from the personal sphere, designed to help individuals recognize these as transferable professional skills.

- It encourages individuals to identify these gestures, associate them with potential occupations, and regain self-confidence while imagining new career paths.
- This support is ideal for individuals who:
  - Believe or claim they "don't know anything," regardless of the reason.
  - Have limited or no professional experience.
  - Possess work experience but suffer from low self-esteem.
  - Have poor reading skills or are unable to read French.

By matching the 'gestures' vignettes with suggested occupations, individuals can discover new career options and broaden their job search horizons.

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### Results Achieved:

The initiative helps individuals discover the concept of a "professional environment" and better understand the world of work by enabling them to:

- Identify their interests, values, behaviors, attitudes, and interpersonal skills.
- Explore professions and professional fields, and associate the "ideal" working environment with specific occupations.
- Clarify their desired working conditions.
- Understand the diversity of working environments within a given profession and their impact on professional practice.
- Challenge their preconceptions about the world of work, project themselves into a working environment, and make informed career choices.
- Gain insight into their socio-economic environment, practice presenting their career plans, and diversify their job and work placement search strategies.

The initiative also introduces the concept of "competence" by enabling individuals to:

- Identify skills (knowledge, know-how, and interpersonal abilities) through actions or activities.
- Discover pathways for acquiring knowledge and developing new skills.
- Explore jobs based on specific gestures or activities.
- Clarify their interests and desired working conditions.

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### Innovation:

The Explorama is distinguished by its innovative approach, which places the concept of working environments at the core of career guidance. Unlike traditional methods that focus primarily on skills and qualifications, the Explorama broadens the perspective by considering the impact of work

environments on individual well-being and motivation. By aligning personal values, interests, and work contexts, it provides a more holistic approach to career guidance.

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### Transferability:

The tool is highly adaptable and can be customized by incorporating models and photographs that reflect the Armenian working world.

- Production costs are relatively low.
  - It may be necessary to verify whether permission or copyrights need to be obtained from the French company that publishes the game.
- 

### Impact:

The impact of this initiative is localized, addressing the specific needs and contexts of the target community. It fosters a deeper connection between individuals and their immediate socio-economic environment, enabling tailored career guidance and support.

### Title: Public Employment Service

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**Organization and country where the good practice has been implemented:** France / AURA Region

**Websites:** <https://www.vie-publique.fr/fiches/37982-quest-ce-que-le-service-public-de-lemploi>  
<https://travail-emploi.gouv.fr/ministere/organisation/reseau-pour-lemploi>

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### Main Theme/Area of Intervention:

Professional integration and unemployment reduction

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### Main Objectives:

The Public Employment Service (PES) aims to promote professional integration, reduce unemployment, and meet businesses' recruitment needs. The PES operates with a national structure and local adaptations in each region.

- At the national level, the PES is overseen by the **Ministry of Labor**, which defines the main orientations and ensures coherence in employment policies.
- At the regional level, the **Regional Directorates for Economy, Employment, Labor, and Solidarity (DREETS)** represent the PES. These entities coordinate the activities of various PES operators, including France Travail, Local Missions, and others, tailored to regional specificities.

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## Target Groups Addressed:

- Young people aged 16 and above
- Adults

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## Main Activities Necessary for its Realisation:

**France Travail** is the primary PES operator, with agencies across France. Its key responsibilities include:

### 1. Registration and Compensation for Job Seekers

- **Registration and follow-up:** Manages the administrative registration and tracking processes for job seekers.
- **Compensation:** Provides unemployment benefits under specific conditions, offering temporary income support based on the individual's previous salary and situation.

### 2. Job Search Support

- **Personalized guidance:** Assigns a counselor to each job seeker to assess their needs and create tailored strategies for re-employment.
- **Workshops and training:** Offers workshops on job search skills (e.g., CV writing, interview simulations) and training for high-demand professions.
- **Competency assessment and orientation:** Helps individuals refine their career plans through assessments and professional orientation services.

### 3. Job Offers and Matching

- Provides an updated platform with thousands of job offers.
- Facilitates connections between job seekers and employers, preselecting profiles and assisting with recruitment.

### 4. Employer Support

- Advises businesses on recruitment, including drafting job offers, preselecting candidates, and organizing recruitment events.
- Offers financial incentives to employers hiring young people or long-term unemployed individuals.

### 5. Professional Training and Career Transition

- Funds training programs to help individuals acquire new skills or transition to in-demand sectors.
- Supports the **Validation of Acquired Experience (VAE)** process for obtaining professional certifications.

### 6. Digital Tools and User Empowerment

- Provides online platforms and mobile apps to manage profiles, access job offers, and use self-service tools for employability enhancement.

For more information, visit:

- <https://www.francetravail.fr/accueil/>
- <https://www.emploi-store.fr/portail/accueil>
- <https://entreprise.francetravail.fr/accueil/homepage>
- <https://www.apec.fr/>

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## Local Missions

Local Missions are public structures dedicated to supporting young people aged 16 to 25 in their professional and social integration. Like France Travail, Local Missions operate through agencies nationwide. Their main activities include:

- **Welcoming and guiding young people:** Tailored reception and personalized advice to identify barriers to employment, such as lack of qualifications or work experience.
- **Individual support and follow-up:** Offers guidance for professional projects, CV and cover letter writing, job interview preparation, and company connections.
- **Training:** Helps identify training programs suited to professional goals, such as apprenticeships or retraining opportunities.
- **Social integration and autonomy support:** Assists with mobility (e.g., transport funding), housing, and one-time financial aid for integration needs.
- **Workshops:** Develops transversal skills like teamwork and stress management through simulations and role-playing.
- **Entrepreneurship support:** Guides young people in starting businesses, including project development and administrative procedures.

For more information, visit:

- <https://www.unml.info/>
- <https://www.unml.info/decouvrez-lunml/les-associations-regionales-des-missions-locales-et-l-unml/>
- <https://www.maison-lyon-emploi.fr/nos-missions/mission-locale-lyon.html>
- <https://www.maison-lyon-emploi.fr/>
- <https://www.missionlocale-villeurbanne.fr/>

## Cap Emploi

Cap Emploi works to facilitate the professional integration and job retention of workers with disabilities, in collaboration with businesses and employment actors.

## Services for Individuals with Disabilities

- Information on rights, financial aid, and employment programs.

- Skill assessment and support in creating realistic professional plans.
- Assistance with CV and cover letter writing, interview preparation, and employer connections.

### Services for Employers

- Advice on hiring workers with disabilities and legal requirements.
- Awareness campaigns for workplace inclusion and guidance on workstation adaptations.
- Information on financial support, such as grants from **Agefiph**.

For more information, visit:

<https://www.capemploi.info/>

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### Results Achieved:

- Enhanced support for young people, adults, and individuals with disabilities.
  - Personalized career counseling with dedicated advisors and tools.
  - Improved access to information, job offers, and training opportunities.
  - Reduced unemployment risks and sustained professional engagement.
  - Targeted aids for job seekers, including mobility and equipment support.
- 

### Innovation:

The system ensures equal access to services nationwide, regardless of residence (urban, rural, or semi-rural), making career guidance and support more inclusive and accessible.

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### Transferability:

The model is adaptable to other regions or countries, requiring trained personnel, sufficient economic resources, and consideration of local contexts.

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### Impact:

The initiative has both national and regional impact, addressing the diverse needs of individuals and businesses across various territories. It ensures equitable access to employment services, enhances professional integration, and supports local economies while contributing to broader national employment policies.



# Annexes

Link to the documents:

[https://drive.google.com/drive/folders/1Elmfs7Kod35K1joKG\\_tRlXu3Ws6Uitvd](https://drive.google.com/drive/folders/1Elmfs7Kod35K1joKG_tRlXu3Ws6Uitvd)

## Annex 1 Service Charter: Regional Guidance System

La Carta dei servizi si ispira ai principi fondamentali introdotti dalla direttiva del Presidente del Consiglio dei Ministri del 27 gennaio 1994 e in particolare:

**UGUAGLIANZA**  
L'accesso e le regole di erogazione dei servizi pubblici sono uguali per tutti, senza distinzione di sesso, razza, lingua, religione ed opinioni politiche.

**IMPARZIALITÀ**  
I rapporti instaurati con gli utenti seguono i criteri di obiettività, giustizia e di imparzialità.

**CONTINUITÀ**  
L'erogazione dei servizi è continua, regolare e senza interruzioni nella periodicità o cadenza nell'ambito delle singole azioni. Ogni eventuale variazione da quanto concordato, specialmente in termini di finalità, obiettivi, durata viene chiaramente comunicata.

**PARTECIPAZIONE**  
La partecipazione dei destinatari e la collaborazione sono sempre garantite al fine di tutelare il diritto alla corretta erogazione dei servizi. L'utente ha diritto di accesso alle informazioni che lo riguardano, può presentare reclami ed istanze, nonché formulare suggerimenti per il miglioramento dei servizi.

**EFFICIENZA ED EFFICACIA**  
Per garantire un continuo miglioramento delle offerte/opportunità si adottano strumenti di rilevazione del grado di soddisfazione degli utenti e di monitoraggio delle attività svolte nell'ambito dell'offerta di orientamento della Regione Piemonte.

**GRATUITÀ**  
Tutti i servizi vengono offerti senza alcun onere per il fruitore.

**TRASPARENZA**  
Al fine di rendere chiari e trasparenti le condizioni di erogazione delle attività e dei servizi vengono messi a disposizione dei fruitori sulle pagine istituzionali dedicate al Sistema Orientamento e presso i vari punti territoriali di accesso alle opportunità (<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/sportelli-regionali-orientamento>) la documentazione relativa alle modalità di erogazione dei servizi e la relativa modulistica.

**RESPONSABILITÀ**  
Tutti gli operatori e professionisti coinvolti nelle azioni proposte dal Sistema Regionale operano per adottare strumenti utili a migliorare le competenze orientative e supportare la persona nel definire il proprio progetto professionale nel corso dell'intero ciclo della vita.

**obiettivo orientamento**  
PIEMONTE

**Carta dei servizi**  
Sistema regionale di orientamento

Il Sistema regionale di orientamento mette a disposizione di tutti i cittadini una serie di offerte e opportunità per rispondere ai bisogni orientativi attraverso un supporto mirato allo sviluppo delle competenze per la gestione della carriera (CMS) aiuta le persone a scegliere consapevolmente i percorsi più adatti nei vari cicli di studio e formazione e nelle prime fasi delle esperienze professionali.

Il sistema offre inoltre risorse e supporto metodologico operativo a insegnanti e operatori del mondo della scuola e della formazione per fornire una risposta coerente ai bisogni rilevati in integrazione con tutte le occasioni di orientamento sul territorio.

Il sistema raccoglie infine dai vari stakeholder territoriali impegnati sul tema delle scelte formative e professionali, suggerimenti e supporto, informazioni e segnalazioni di iniziative ed occasioni di informazione.

### Carta dei servizi: obiettivi specifici e azioni del sistema

La Carta dei Servizi, sulla base dei correnti riferimenti normativi Regionali in tema di orientamento permanente, illustra a cittadini e interlocutori le possibilità di fruizione di varie risorse e opportunità, principalmente quelle relative all'intervento strutturale OOP.

Il Sistema Regionale garantisce la ricezione dei servizi nei tempi e nei modi comunicati, ciò vale anche per tutti gli altri soggetti che intervengono a vario titolo nella coprogettazione e realizzazione delle offerte per l'utenza.

Per ciò che riguarda le persone, in particolare, viene garantita la possibilità di:

- essere accolti in strutture e ambienti idonei alle attività previste dalla presente carta
- avere a disposizione un elenco puntuale dei punti di accesso, sia fisici che in rete consultabili

all'indirizzo <https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/copri-servizi-orientamento>;

- fruire dei servizi secondo principi di uguaglianza, imparzialità, trasparenza;
- essere tutelati in materia di privacy nel rispetto della normativa vigente;
- poter effettuare segnalazioni, reclami o suggerimenti, per migliorare la qualità del servizio, attraverso i riferimenti riportati nella carta.

Per ciò che riguarda la progettazione delle azioni, in particolare, il sistema offre:

- pratiche di coprogettazione per rendere coerenti e identificabili offerte, azioni, risorse e occasioni di orientamento;
- un quadro metodologico di riferimento per l'individuazione di bisogni orientativi e finalità formative, ovvero il framework delle competenze per la gestione della carriera (CMS).

Il sistema mette a disposizione degli operatori attraverso una specifica repository (strumenti accessibili agli operatori e fruibili in modalità remota) quanto necessario per progettare, co-progettare, individuare buone pratiche, formalizzare e comunicare quanto introdotto dal sistema, per adottare modalità di realizzazione e comunicazione efficaci e integrate per aumentarne la visibilità e l'identificabilità.

### Le linee operative del Sistema orientamento Piemonte

La progettazione e l'implementazione dei servizi per l'orientamento devono avere l'obiettivo di aumentare la consapevolezza e la competenza individuali rispetto al processo permanente di progettazione della propria carriera e di gestione degli eventi che contraddistinguono la propria storia formativa e lavorativa al fine di governarla attivamente.

Sistema Orientamento Piemonte agisce attivamente nel supporto di organizzazioni e istituzioni per costruire percorsi, attività e risorse per azioni orientative intenzionali.

Le competenze dei sistemi locali e degli operatori, diversificate per loro natura, rappresentano una risorsa in termini di differenziazione delle risposte anche in funzione di bisogni molteplici, legati a diversi target e servizi/missioni istituzionali (politiche di istruzione e formazione, politiche attive del lavoro, politiche sociali).

Sistema Orientamento Piemonte, attraverso azioni di assistenza tecnica, supporto e integra le funzioni orientative di diversi enti e territori, si confronta per la definizione di un quadro comune di riferimento teorico metodologico, ricerca mezzi per l'identificazione e la canalizzazione delle risorse e della qualità dei singoli servizi, sostiene l'accessibilità e l'effettiva rispondenza ai bisogni espressi e rilevati. Tutto ciò si traduce in tutela per le persone e possibilità per decisori e operatori di avere un riscontro sistematico sui risultati conseguiti.

È necessario promuovere e sostenere costantemente il dialogo tra il sistema che produce conoscenza e il sistema dei servizi. Sistema Orientamento Piemonte attraverso affidamenti e partnership strategiche con Università ed enti di ricerca nazionali e internazionali, società di consulenza, si impegna a rispondere agli interrogativi che la pratica suggerisce, e dalla ricerca e sviluppo ricava indicazioni per progettare e supportare azioni e servizi che rispondano effettivamente ai bisogni delle persone. Il sistema Regionale identifica i punti chiave per lo sviluppo dell'operatività del sistema:

- Dare valore all'orientamento agendo nei luoghi che accolgono la caduta dei bisogni delle persone (istruzione, formazione, lavoro);
- Affrontarne la complessità, differenziando le offerte e supportando e qualificando i sistemi;
- Riconoscere la necessità della ricerca, dello sviluppo e dell'innovazione continua.

### Guida ai servizi: i contenuti rivolti all'utenza

La guida ai servizi contiene tutte le informazioni utili per i cittadini per comprendere le opportunità offerte dal sistema orientamento e dalle sue azioni strutturali, ciò che è possibile trovare ed ottenere, e come accedervi.

I contenuti della guida ai servizi dovranno avere caratteristiche di chiarezza e immediatezza, per garantire l'accessibilità e comunicare con efficacia ai cittadini, i contenuti potranno essere supportati nella versione web, ad esempio, con video di testimoni o degli stessi operatori, animazioni e pagine interattive per sostenere e favorire l'accessibilità dei cittadini.



[Guida ai servizi per studenti](#)



[Guida ai servizi per insegnanti](#)



[Guida ai servizi per le famiglie](#)

### Contatti:

[sistemaorientamento@regione.piemonte.it](mailto:sistemaorientamento@regione.piemonte.it)

[www.regione.piemonte.it/orientamento](http://www.regione.piemonte.it/orientamento)

[orientamento@regione.piemonte.it](mailto:orientamento@regione.piemonte.it)



[@ObiettivoOrientamento](#)



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## Annex 2 Guide to the Services of the Regional Guidance System: Services for Families



**GUIDA AI SERVIZI DI Orientamento del Sistema Regionale**

La Regione Piemonte, grazie alle risorse del Fondo Sociale Europeo, mette a disposizione un sistema di servizi di orientamento progettati con insegnanti dei territori per supportare le ragazze e i ragazzi (e le loro famiglie) nelle scelte dei percorsi scolastici e formativi e nello sviluppo di competenze per orientarsi.

**Ti stai chiedendo come...**

- Avere qualche idea in più sul futuro dei tuoi figli?
- Avere informazioni sui percorsi di studio e formazione?
- Avere informazioni sul mondo del lavoro?
- Conoscere meglio i servizi a disposizione?

**SCOPRI I SERVIZI DI ORIENTAMENTO DEL SISTEMA REGIONALE**  
I SERVIZI DEL SISTEMA REGIONALE SONO PUBBLICI E GRATUITI



Sulle pagine web dedicate ai servizi troverai:

- L'elenco degli **sportelli di orientamento** presenti su tutto il territorio regionale
- Le **guide di orientamento**
- L'agenda degli **open day**



Il Sistema Regionale di Orientamento mette a disposizione di tutti i cittadini servizi, opportunità e risorse per trovare risposte ai bisogni orientativi.

**Scopri di più' >>>** **SCANNERIZZA!**



**APPROFONDISCI**  
i servizi di orientamento sul sito  
[www.regione.piemonte.it/orientamento](http://www.regione.piemonte.it/orientamento)

Scopri i servizi a tua disposizione su:  
<http://www.regione.piemonte.it/orientamento>

## Annex 3 Guide to the Services of the Regional Guidance System: Services for Students



**GUIDA AI SERVIZI DEL SISTEMA DI ORIENTAMENTO REGIONALE PER STUDENTI**  
IL SISTEMA REGIONALE DI ORIENTAMENTO È AL TUO FIANCO PER...

 <b>SCOPRIRE TE STESSO E I TUOI INTERESSI</b>	 <b>ESPLORARE OPPORTUNITÀ FORMATIVE E PROFESSIONALI</b>	 <b>CONSTRUIRE RELAZIONI</b>
 <b>INDIVIDUARE E SVILUPPARE I TUOI PUNTI DI FORZA</b>	 <b>AUTARTI A MONITORARE E RIFLETTERE SULLE TUE ESPERIENZE</b>	 <b>CONSTRUIRE IL TUO PROGETTO DI STUDIO, FORMAZIONE E LAVORO</b>

La Regione Piemonte, grazie alle risorse del Fondo Sociale Europeo, mette a disposizione un sistema di servizi di orientamento progettati con insegnanti dei territori per supportare le ragazze e i ragazzi (e le loro famiglie) nelle scelte dei percorsi scolastici e formativi e nello sviluppo di competenze per orientarsi.

**Vorresti...**

- Conoscere e valorizzare le tue competenze?
- Individuare le tue preferenze e i tuoi interessi?
- Un aiuto per scegliere la scuola adatta a te?
- Avere qualche idea in più sul tuo futuro?
- Avere una consulenza personalizzata?

**SCOPRI I SERVIZI DI ORIENTAMENTO DEL SISTEMA REGIONALE**  
I SERVIZI DEL SISTEMA REGIONALE SONO PUBBLICI E GRATUITI

Potrai ricevere aiuto per costruire le tappe del tuo progetto formativo e professionale, attraverso colloqui individuali per approfondire i tuoi interessi e le tue preferenze.

Se vuoi avere una consulenza personalizzata scrivi a [orientamento@regione.piemonte.it](mailto:orientamento@regione.piemonte.it)

Oppure consulta l'elenco degli **sportelli di orientamento** presenti nel tuo territorio.

**scarica elenco sportelli**



**SCANNERIZZA!**

<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/sportelli-regionali-orientamento>

**scarica le guide di orientamento**




**SCANNERIZZA!**

<https://www.regione.piemonte.it/web/temi/istruzione-formazione-lavoro/orientamento/guide-orientamento>

**Scopri i servizi a tua disposizione su:**  
<http://www.regione.piemonte.it/orientamento>

## Annex 4 Logbook

	LOGBOOK OF THE IN-COMPANY INTERNSHIP/STUDENT TRAINING	DID 010_1 Rev. No. 05 of 18/12/2019

COURSE NAME	
COURSE CODE	
STUDENT	
TRAINING COORDINATOR/TUTOR	
HOST COMPANY	
BUSINESS TUTOR	

NB: The Logbook is meant to make you reflect on your internship/internship training experience in the company, to help you prepare for it in the best possible way, and to live it constructively. It is not intended to give a grade or a rating, it contains questions and insights to make you think about your in-company training and to check its progress and results. Answer the questions calmly and sincerely, even not necessarily all of them and in writing, they will then be the subject of discussion with the Company Tutor and the Training Coordinator/Tutor in the monitoring and verification moments. It is very important that you always refer to them for any information, needs or problems.

### BEFORE THE START OF THE INTERNSHIP/TRAINING IN THE COMPANY

The upcoming internship will be useful for me to...	YES/NO
Increasing my chances of being hired at the end of the course	
Gaining experience that can be useful for me to enter the working world	
Learning a trade, acquiring technical skills and competencies	
Apply the skills learned in the classroom/laboratory	
Getting to know the world of work better	
Know and experience the rules of a work environment	
Know and experience the relationships that exist in a workplace	
Acquire skills in a practical way	
Being more self-reliant on a personal level	
Knowing the organization of work in the company	
Understand how much I really enjoy this type of work	
To know more about the professional figure I am training on	
Know the demands, expectations of a work environment on a worker	
Know the production processes and technologies of the industry	

1

Thinking about the internship...	I'm not worried about	I'm worried about
Working hours and less free time		
Relationships with colleagues and the business mentor		
Customer relations		
Being scolded and judged		
Physical fatigue, stress		
The distance of the company from home		
Entering a new environment		
Be on time		
Interest in the type of work		
Making a good impression at first		
Not understanding what is required or explained to me		
Being too closed, shy		
Being too open, outgoing		
Getting hurt, getting injured		

The positive outcome (the internship will go well) will depend...	YES/NO
From my commitment and will	
From luck	
From my ability not to demoralize myself in the face of difficulties	
From the help that others can offer me	
From my intelligence and skills	
From my ability to cooperate with others	
From my ability to adapt	
From the type of company I will be placed in	
From my interest in the tasks performed	
From the kind of people I will be working with	
From personal aspects unrelated to the internship	
From the prospects of recruitment	
On the job ...	YES/NO
The important thing is to do not think	
I prefer repetitive work	
Being flexible is very important	
I only do what is required of me	
There is always only one right way to solve problems	
Avoidance of responsibility means avoidance of trouble	
The best way to learn is to do	
To do a job well, rules and procedures must be followed	
I prefer to work alone	
What I know I keep to myself	
What is important above all is the result and not how you achieve it	
I always express what I think	

2

I like to produce new ideas or different ways of working	
I don't like to do more than one thing at a time	

Thinking about your ideal job...rate the following factors from 1 to 10.	1/10
Healthy and comfortable working environment	
Very varied activities	
Protection of health and safety in the workplace	
Opportunity to develop interests and skills	
Good pay	
Working hours that leave enough free time	
Good relations with colleagues and superiors	
Much autonomy in carrying out tasks	
Good career opportunities	
Little fatigue and stress	
Not too far from home	

#### DURING THE INTERNSHIP/TRAINING IN THE COMPANY

Activities Performed and Skills Acquired	YES/NO
I think I have settled into the work environment quite well	
I am carrying out most of the activities under the project, agreed upon with the Business Tutor and the Training Tutor	
Even though the activities I am doing are partially different from what I planned, I am still satisfied with what I am doing	
I am acquiring many new technical skills	
I am learning to communicate and relate better with other people	
I am learning the rules and organization of the work environment	
I feel quite independent in the activities I am doing	
I am practically applying on the job what I learned in school	
I am getting to know more about the professional profile I am studying for	
I believe that this experience will be useful for my future job placement	
I am for now overall satisfied with the experience	

Are you encountering any particularly serious problems that may affect the smooth progress of your internship at the company? Which ones?

Write a note as a reminder in the final blank pages of the logbook and discuss it with the Training Coordinator/Tutor as soon as you can

Briefly describe the company in which you are placed. What does it produce, how is it organized, how many employees does it have?

3

Make a summary in the final blank pages of the logbook
--

#### AT THE END OF INTERNSHIP/TRAINING IN THE COMPANY

Give a rating from 1 to 10 to your company internship/training	1/10
Technical skills acquired	
Communication skills acquired	
Relationship with Corporate Tutor	
Relationship with Training Coordinator/Tutor.	
Relationship with customers	
Personal commitment	
Interest and motivation toward work	
Attendance and punctuality	
Autonomy and initiative	
Respect for rules and work organization	
Ability to practically apply what I learned in school	
Knowledge of the professional profile for which I study	
Usefulness of internship for my future job placement	
Ability to deal with problems and unexpected events	
Clarity of ideas about what work I want to do	

Overall grade	
---------------	--

I carried out most of the activities under the project, agreed with the Business Tutor and the Training Tutor  
☐ YES ☐ NO

Even though the activities carried out are partially different from those planned I am still satisfied with what I did  
☐ YES ☐ NO

The relationship with the business mentor was:

- ☐ Continuous and challenging
- ☐ Continuous but not challenging
- ☐ Episodic
- ☐ Nonexistent

You found yourself embedded in a climate of relationships:

- ☐ Positive and inspiring
- ☐ Unstimulating
- ☐ Tense work environment
- ☐ Controversial and confrontational

Do you feel that you had room for autonomy and personal initiative?

- ☐ Always, as specifically requested
- ☐ Often, but without being asked
- ☐ Sometimes
- ☐ Never

During your work experience, you performed:

- ☐ Always simple and guided activities
- ☐ At first simple and guided activities then more complex and always guided
- ☐ Complex activities from the beginning and always guided
- ☐ Complex activities from the beginning, but not guided

The time available to carry out the experience conducted was:

- ☐ Widely insufficient
- ☐ Barely sufficient
- ☐ Adequate
- ☐ Excessive

4

Do you feel that the work experience allowed you to know and understand the work organization in which you were placed?

- ☐ Not at all
- ☐ Little
- ☐ Quite
- ☐ Very

Did the work experience spark new interests in you?

- ☐ No, she was indifferent to me
- ☐ Few interests that I do not consider noteworthy
- ☐ Few significant interests
- ☐ Many significant interests

What would you change to improve the organization of internship/training in the company?

Your strengths

Your points for improvement

5

Notes

Notes

6

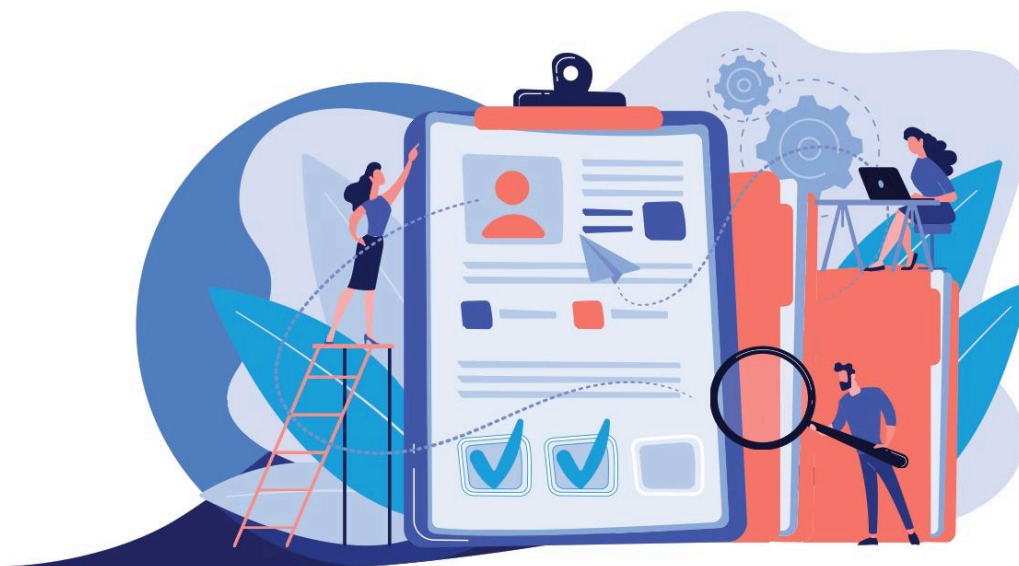
## Annex 5: Repere Metier: Flyer for Contributors



# rm Repère Métiers

 **La Région** Auvergne-Rhône-Alpes

**DONNEZ DE LA VISIBILITÉ À VOS OFFRES  
DE DÉCOUVERTE DES MÉTIERS !**



Événements

Activités de groupe

Immersion en entreprise

Supports et multimédia

Pédagogie et méthode

Défis/Challenges



[www.reperemetiers-auvergnerrhonealpes.fr](http://www.reperemetiers-auvergnerrhonealpes.fr)



## Vous avez une offre et souhaitez la valoriser dans Repère Métiers ?

### Quelles ressources saisir ?

- Des ressources ciblées métier
- Des ressources dont vous êtes organisateur
- Des événements se déroulant sur la région Auvergne-Rhône-Alpes
- Des actions gratuites

Une charte de publication élaborée avec les partenaires est disponible sur le formulaire de saisie de la ressource.

1

Rendez-vous sur  
[www.reperemetiers-auvergnerhonealpes.fr](http://www.reperemetiers-auvergnerhonealpes.fr)

2

Cliquez sur «Proposer une ressource»  
et créez votre compte Repère Métiers

3

Saisissez les informations concernant  
votre offre sur le formulaire dédié.

En 2min  
chrono !

4

Votre offre est analysée par notre modérateur.  
Lorsque celle-ci est validée, vous êtes aussitôt  
averti de sa mise en ligne.



Ce service est gratuit et ouvert à tout opérateur (entreprises, branches professionnelles, associations, parrainage, CFA, lycées professionnels, etc.). Un opérateur ne peut saisir qu'une offre dont il est responsable. Toute saisie d'une offre ou d'un service tiers dont il se ferait le relais ou qui ne saurait être conforme aux valeurs constitutives du SPRO (Service Public Régional de l'Orientation) ne peut être acceptée. Pour toute suggestion ou précision concernant le contenu et le fonctionnement de la plateforme, contactez-nous à [reperemetiers@auvergnerhonealpes.fr](mailto:reperemetiers@auvergnerhonealpes.fr)



«Ma Région Mon  
Orientation Initiatives»  
devient «Repère Métiers»



### À qui s'adresse cette plateforme ?

Aux professionnels de l'Accueil,  
Information, Orientation, Accompagnement  
et à la communauté éducative pour  
accompagner leur public à la découverte  
d'un métier.

### + LES PLUS

#### Un outil unique dans la région !



##### Un outil collaboratif et participatif

Toutes les ressources proviennent  
des opérateurs (entreprises, branches  
professionnelles, associations, etc.).



##### Des offres qualifiées

Toutes les contributions externes sont  
modérées par Via Compétences en  
collaboration avec les partenaires.



##### Un outil centralisateur

Il offre une visibilité aux ressources mises en  
avant par les opérateurs sur toute la région  
Auvergne-Rhône-Alpes. Il facilite l'exploration  
des ressources par les internautes.



##### Une mise en ligne rapide

Votre offre sera analysée et mise en ligne  
dans les 48 heures après sa saisie.

Rendez-vous sur  
[www.reperemetiers-auvergnerhonealpes.fr](http://www.reperemetiers-auvergnerhonealpes.fr)

Contact :  
[reperemetiers@auvergnerhonealpes.fr](mailto:reperemetiers@auvergnerhonealpes.fr)



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## Annex 6: Repere Metier: Flyer for Users



Vous êtes un professionnel de l'orientation, de l'emploi, et/ou de la formation ?  
Vous souhaitez accompagner votre public (individuellement ou en groupe)  
dans la découverte d'un métier ou d'un secteur ?

Rendez-vous sur Repère Métiers, le site de référence de  
la découverte métiers en Auvergne-Rhône-Alpes !

## Les ressources disponibles dans Repère Métiers

6 types de ressources proposées par de nombreux  
opérateurs (branches professionnelles, entreprises,  
associations, etc.)



Des événements



Des concours



Des dispositifs  
permettant des  
immersions en  
entreprise



Des supports  
pédagogiques



Des supports  
multimédia



Des actions  
mobilisables

Toutes ces ressources sont  
d'accès gratuit pour le  
bénéficiaire.



## Des filtres pour affiner sa recherche

Public cible ▼

Type de ressources ▼

Secteurs d'activités ▼

Territoire ▼

Dans la fiche descriptive, retrouvez toutes les  
informations nécessaires pour mettre en place  
l'action proposée :

- Résumé
- Contact de l'organisateur
- Lien vers le site de la structure, etc.



Et aussi : des actualités,  
des informations, des  
conseils sur la découverte  
métiers en Auvergne-  
Rhône-Alpes, etc.

## Nous contacter

Pour toute question, remarque ou suggestion :  
[reperemetiers@auvergnerrhonealpes.fr](mailto:reperemetiers@auvergnerrhonealpes.fr)



## Annex 7: ROME Main Tree

Classification of the ROME into 14 major fields, 110 occupational fields, 609 ROME sheets with their 11522 job titles

Link to the full list: [https://drive.google.com/drive/folders/14FH0Oy8c\\_0TUft8oLHQfJcCW5hq1DXkU](https://drive.google.com/drive/folders/14FH0Oy8c_0TUft8oLHQfJcCW5hq1DXkU)

			OGR code
<b>A</b>		<b>Agriculture and Fishing, Natural and Green Areas, Animal Care</b>	
<b>A 11</b>		<b>Agricultural and forestry machinery</b>	
<b>A 11 01</b>		<b>Agricultural machinery driver</b>	<b>6</b>
A 11 01		Agricultural machinery driver	11987
A 11 01		Self-propelled harvester driver	38874
A 11 01		Agricultural machinery driver	404030
A 11 01		Farm machinery driver	13254
A 11 01		Spreader operator	38877
A 11 01		Grape harvesting machine operator	13232
A 11 01		Seeding Equipment Operator	38878
A 11 01		Sprayer Operator	38875
A 11 01		Tractor driver	13201
A 11 01		Straddle tractor driver	140877
A 11 01		Backhoe loader driver	38879
A 11 01		Spreading operator	38876
A 11 01		Agricultural tractor operator	20404
<b>A 11 02</b>		<b>Forestry Equipment Operator</b>	<b>403950</b>
A 11 02		Harvester Operator	12862
A 11 02		Forestry Equipment Operator	13255
A 11 02		Skidding machine driver	13248
A 11 02		Forestry Machinery Operator	13256
A 11 02		Forestry Machinery Operator	404029
A 11 02		Harvester head operator	13197
A 11 02		Forestry tractor driver	404027
A 11 02		Tank top	13886
A 11 02		Forestry skidder	13887
A 11 02		Harvester operator	17055
A 11 02		Harvesting machine driver	17751
A 11 02		Forestry tractor operator	20405
<b>A 12</b>		<b>Natural areas and green spaces</b>	
<b>A 12 01</b>		<b>Pruner</b>	<b>7</b>
A 12 01		Arborist	11105
A 12 01		Tree climber	11106
A 12 01		Woodcutter	11606