

RESEARCH  
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**Doi Serial**<https://doi.org/10.56334/sci/8.10.75>**Keywords**Continuous guidance, career choice education, adjustment of training paths,  
individual career plan, typology of career guidance personnel interventions.**Abstract**

This work, focusing on the role of personal career guidance in the vocational training sector in Algeria, aims to assess current career guidance practices on the one hand and to clarify, in terms of objectives and content, the various functions of psychologists acting as "career guidance counselors." The study considers training primarily as the preparation of young individuals to enable them to make the right career choices at the right time—choices that are realistic and well-adapted, rather than decisions made on their behalf. It also explores the role of guidance in supporting trainees throughout the training process and during their job search.

The summary of proposals from this evaluation of personal career guidance activities is intended to evolve to adapt to real-world conditions and to benefit from methodological contributions. Categories of activities were established after analyzing the actions of career guidance psychologists related to the information and guidance system in the vocational training sector of the Bejaia province. These actions were examined based on their objectives and the roles developed, leading to a typology of interventions. These interventions were grouped into two main processes: continuous guidance and career guidance education for the adjustment of training paths.

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**Introduction:**

This work provides a framework for the activities of "career guidance psychologists" responsible for information and guidance in the vocational training sector. It aims, through a dynamic approach, to reflect the reality of the interventions carried out while establishing a model for their categorization. Consequently, its objective is to evaluate and deepen these activities from a technical perspective, with a view to their institutional recognition and their integration within the framework of intersectoral agreements between National Education, Vocational Training, and Employment.

However, to avoid rigidifying reality and restricting practitioners in their work, this modeling does not currently define services in terms of specific content and duration. The technical actions that make up these services are expected to be further detailed and analyzed through a methodological approach.

To this end, this paper aims to evaluate current career guidance practices on the one hand and to clarify, in terms of objectives and content, the various functions of psychologists serving as "career guidance counselors" in the field

of training. Training is understood primarily as preparing young individuals to make the right career choices at the right time—choices that are realistic and well-suited rather than decisions made on their behalf. It also encompasses supporting trainees throughout the training process and during their job search.

As the first technical framework related to this field of activity, it clarifies the areas in which the career guidance and professional assessment counselor, in collaboration with other stakeholders (trainers, National Education, and Employment), can contribute through a new approach of "continuous guidance." This approach aims to support the trainee's adaptation in terms of career planning, alignment of training paths, pedagogical adjustments, group integration, and job placement.

Reflecting the diversity of career guidance counselors' fields of intervention—due to the way this article was developed—it does not imply a uniform application in all contexts or for all its intended purposes. However, the guidelines it provides for career guidance professionals should facilitate the formalization of their interventions. This formalization should be based on a rigorous evaluation of current guidance practices and an identification of expectations, considering both educational systems or organizations and the specific characteristics of the target audiences.

In light of the priorities to be established, this formalization will provide the necessary foundation for determining choices with a view to ensuring added value. Complementary action-research work conducted with career guidance counselors in terms of methods and intervention tools, along with the implementation of professional development initiatives, will contribute to enhancing the professionalism of career guidance counselors in the continuous guidance field. This will strengthen the educational project and, in turn, improve the quality of the service provided to trainees throughout their training journey, up to their employment placement.

This is what we will develop in more detail in this document in order to arrive at a list of proposals that would facilitate the work of the groups tasked with drawing inspiration from the previous findings and reflections to identify options that should lead to decisions, both politically, organizationally, and technically. These proposals should be considered as a working document, and therefore are open to criticism and further additions.

### 1- State of the issue and challenges of career guidance in Algeria:

Throughout history and in all countries, career guidance issues have been sharply addressed by education systems, training programs, and even higher education, regarding their functioning, internal coherence, as well as their efficiency and effectiveness. Career guidance, as an educational action, has always been essential and has compelled educators to consider it as an indispensable dimension in all activities related to the education and training of younger generations. It is career guidance that helps solve the problem of learners' pathways within the system.

The professional integration of young people, as well as all the issues related to the transition from school to training to employment, remain at the heart of debates and action programs within the implementation of education and training systems. As a result, counseling, support, and career guidance have become a lifelong necessity to better assist individuals during their transition period (**Djenkel, 2003**).

It can already be asserted that career guidance is a social requirement to which everyone is confronted. This is why it goes beyond the level of mere administrative regulation, contributing to the proper development of each individual's personality (**Abarca Delrio, 1986**).

In the past, in its practices and conception, career guidance was long confined to the "deterministic" domain, where it was believed that, through various observations, one could determine individuals' abilities, define their profiles, and from there, make a reliable prediction about their future. Career guidance then consisted of matching the individual's profile with the requirements of a specific training program or job position. A decision was then imposed on individuals and their parents.

From this dogmatic or directive determinism, career guidance has now shifted to an "educational" approach, where the focus is on empowering young people to make the right choice at the right time—choices that are realistic and well-suited, rather than making the decision for them (**Boussena, Zahi, Cherifati-Merabtine, 1992**). Career guidance education, or education for professional and life choices, has thus become an important mission

for educational and training institutions. It is from this concept that the idea of "individual project construction" emerged, an evolving process that adapts continuously and is developed within the educational community.

The goal of career guidance is therefore to enable every individual, whether adolescent or adult, when the time comes, to make a decision about their career choice, professional project, career change, or retraining, by making a reasonable decision based on a prior understanding of their real abilities and skills, as well as the requirements of the profession or career path they aim for or are planning. The guidance process is primarily a continuous negotiation between a person and their environment. This is why it is necessary to establish and implement continuous guidance mechanisms "throughout the individual's life," tailored to individual expectations (Djenkel, 2003).

Career guidance, particularly professional guidance, would miss its purpose if it were to decide on a specific career choice for the individual. Its role should be limited to guiding the person, helping them find the right direction, as the final decision rests with the individual. Furthermore, the evolution of techniques and transformations in professions mean that the individual must be able to keep up with the pace of change and possess the ability to adapt (BIT, 2011).

In terms of enhancing the individual, career guidance should enable the person to "adjust" their real abilities and skills to the requirements of the chosen profession. It should lead them to excel in their career, through their work (Larcebeau, 1997). However, the lack of career guidance personnel and the increasing school dropout rates, which add to the existing pool of young people (seeking training or employment) each year, present a serious challenge for shifting from a directive guidance approach to an educational approach (Boussena, Zahi, Cherifati-Merabtime, 1992).

The vocational training system cannot ignore this important population in its planning, especially when we know that this population, in addition to its diversity related to gender, age, and educational level, sometimes has specific characteristics that require special attention. Indeed, young people excluded from the educational system, particularly those who experience a long period between their exclusion from school and their entry into vocational training, often face psychosocial conflicts (Boussena, Zahi, Choutri, 1990).

In the face of this very complex situation (lack of qualified personnel, increasing school dropout rates, lack of resources available to them, etc.), the staff responsible for career information and guidance is forced to limit their activities to the local organization of exams and recruitment for the renewal of the outgoing sections. It is also important to note that the various structures responsible for career information and guidance are still very limited in their collaboration with structures under other authorities (National Education and employment programs) (Djenkel, 2003).

To address this situation, the vocational training system must establish a guidance system capable of best meeting, on one hand, the aspirations and particularities of young people, and on the other hand, the collective interests.

An effective guidance system should enable each individual to make the most of their abilities and, consequently, contribute to improving the qualification level within Algerian society. It is still important to note that the political and socio-economic changes taking place in Algeria require the acquisition of new skills and values, such as entrepreneurial spirit, understanding of socio-economic and technical mechanisms, etc. These should help young people adapt to the rapid transformations in society. For this, educational information plays a key role in the guidance process, as it must do more than simply provide knowledge; it should also help young people develop self-awareness and a sense of future potential.

Based on these various observations about current practices in career information and guidance in the vocational training and apprenticeship sector, and with the aim of accelerating the shift from a directive approach to an educational approach to guidance, we will attempt in this communication to answer the following questions:

- What does the practice of career information and guidance in the vocational training sector in Algeria involve?
- What does career guidance education involve, and how should applications from individuals seeking training be handled to make reasoned professional or individual project choices?

- And how can we ensure the "support of trainees" within the framework of continuous guidance to facilitate the adjustment of training paths and preparation for employment integration?

The answers to these various questions will contribute to achieving the following objectives:

**2- Objectives of this work:** This work presents a framework for the main activities of career guidance personnel in the vocational training sector. Its objectives are:

- To position the role of the career guidance counselor within an "educational" approach, focusing on "career guidance education," which has become an important mission for educational and training institutions, rather than making decisions on behalf of the training seeker;
- To provide career guidance counselors with guidelines for their interventions with training institutions, thereby reinforcing technical consistency in activities that can take various forms in this field.
- To present to partners, particularly in the training sector, clearly identifiable contributions from the career guidance counselor in the training context based on their specific expertise; these contributions aim to optimize the mutual adaptation between the trainee and the training, prepare for socio-professional integration, and contribute to the adjustment of training pathways.
- To promote, consequently, coherent and tailored responses to requests within the framework of a service contract between sectors (Education-Vocational Training-Employment).
- To better account for these activities, which may require appropriate resources and techniques.
- To enable partners in the vocational training sector, such as education and employment, to become aware of the need for an integrated approach to school and career guidance.

### 3. Theoretical elements for an approach to information in the guidance process:

After attempting to address the issue of career information and guidance as it arises in Algeria, it seems important in the following section to present theoretical elements related to the topic discussed. These elements will serve as the framework for our explanation and will determine our approach to the guidance process.

The history of career guidance has gone through successive phases, characterized by an observational period from the beginning of the century until the First World War, an empirical period between the two world wars, and a theoretical period since the 1950s (Larcebeau, 1997).

We will not go into the details of this history, but we will highlight the two main trends that marked this evolution, emphasizing the key concepts that inform our approach and constitute our theoretical framework.

In its early stages, guidance was an expert activity based on individual psychological assessments: psychometrics was the preferred tool. Indeed, it primarily aimed, through the use of tests, to reveal the young person's abilities and predict the profession in which they were most likely to succeed. This required knowledge of the person through a fairly comprehensive psychological assessment and an understanding of the world of work through the collection of information about various professions. The guidance counselor played the role of an expert; after their diagnosis, they would make the decision that would best ensure the success of the person-job match. The directive nature of this approach is clearly evident.

While this diagnostic approach was dominant for a long time, its practice saw a decline in the 1970s. Indeed, the focus shifted significantly towards the difficulty of gathering comprehensive information about all professions and the continued dependence of young individuals created by this approach. Furthermore, the emergence of ideas challenging the innate nature of abilities, along with advancements in the field of education, particularly in active pedagogy methods, also contributed to this decline.

The focus gradually shifted from providing specific guidance for a young person towards a career-oriented approach.

The stability of individual characteristics and professions is called into question (Peretti, 2015). Current conceptions are based on a fundamental principle that concerns, on the one hand, the significant evolution that the individual undergoes throughout their life, and on the other hand, the dramatic technological and organizational

changes in work situations that require new qualifications. As a result, "the concept of professional choice as a single decision made at a given moment and for the entire duration of one's career was replaced by that of a choice process spread over several years, progressively clarified without committing the individual prematurely in a definitive manner" (Larcebeau, 1997).

Guidance then sets as its main objectives to inform the young person, help them clarify their projects, and make decisions. In other words, it aims to prepare the young individual to self-determine and find their own path. The questions raised by this conception highlighted the need for a deeper theoretical reflection. New concepts emerged.

Works such as those of SUPPER (1957-1969), GINZBERG (1963), O'HARA (1963), LOHNES (1964), CRITES (1973), and others have greatly contributed to the development of the recent conception of guidance and opened new avenues for research. Examples include: Career adaptability – Savickas (2005, 2013), Constructivist and narrative approach – Savickas (1997, 2011), Psychosocial career management model – Super (1980, updated in 1990 and 1996), Sustainable employability – Van der Heijden and De Vos (2015), Competency-based approach – Le Boterf (1994, updated in 2011), Project construction approach – Guichard (2005, 2013). These recent theories demonstrate that guidance is a dynamic process that evolves throughout life, based on experiences and transformations in the world of work.

This is why, within the educational framework, the activity of the guidance counselor is primarily aimed at fostering the emergence of projects in the young person.

#### 4. Methodology:

As already mentioned, this part of the study is dedicated, on one hand, to analyzing the various practices of information and guidance in vocational training institutions in the Wilaya of Bejaia. On the other hand, it aims to understand the perceptions of information and guidance held by the staff specializing in these different structures.

##### 4.1. Technique:

In order to achieve the objectives of this study, we have chosen a qualitative approach, starting with an interview guide for the guidance counselors. The objective of this guide is to evaluate the orientation process and it is organized around the following areas:

- The missions of the information and vocational guidance structures;
- Organization and functioning;
- Profile of the guidance counselors;
- Information and/or guidance practices;
- Characteristics of the various groups of young people who use the services of these structures;
- Identification of difficulties and collection of proposals.

The administration of this interview guide was conducted individually with the managers and/or specialized staff of these structures.

To assess the informational aspect, we used an analysis grid for various documents disseminating information about the training offerings in the sector, taking into account the following elements :

- The theme as the unit of analysis.
- The vocabulary used.
- The format of the information presentation.

#### 4.2. Sample:

The choice of our sample was determined by the need to select training institutions that represent the major municipalities of the Bejaia province. The socio-cultural specificities of certain municipalities were also taken into account. Their breakdown is presented in the table below:

Areas	Establishments	Information and orientation staff "The participants in this study"
East	Lota Kherrata	4
West	Tazmalt Akbou	4
Center	Capital of the wilaya of bejaia Two establishments	4
<b>Total</b>	Six Establishments	<b>12</b>

#### 5- Results:

It is important to recall that during our survey, we were led to analyze the current practices of vocational training structures in terms of information and orientation with the aim of understanding:

- The nature of the information provided to training applicants and the orientation methods followed in the vocational training sector;
- The potential gaps between the concept of vocational orientation and information and the actual functioning of the structures responsible for carrying out these tasks;
- The representations of specialized staff that underpinned the design of the information and orientation system in this sector.

##### 5.1- The Practice of Information:

The data collected shows that the functioning of the reception, information, and orientation offices (RIOO) falls short of meeting the missions assigned to them. In fact, it is noted that the staff in these offices are unqualified and made up of inexperienced young individuals. Their activities are essentially limited to providing information about the specialties offered by the center to which they are assigned. Furthermore, very few resources are made available to them. Only a few brochures and pamphlets on vocational training are available. A repeated and careful reading of several documents intended for information about vocational training reveals a consistency in the type of information provided and in the format used. The content of these documents indicates that the information aims at an immediate objective. Its primary goal is to provide young people with the elements they need to know the registration procedures, locations, and access requirements.

At the thematic level, it emerges from the initial reading that the target audience is young people outside the school system. The title "young people" and the specification of the age "16 and above" immediately clarify the population being addressed. This information seems to exclude young people integrated into the school system (primary and secondary school students).

It therefore appears that the objective assigned to the information in these various documents is to provide an immediate response to a need. This focus will determine the type of information throughout the text (internship locations, registration procedures, training offers, access conditions, etc.).

The attention given to the vocabulary used reveals the use of words whose meaning may not be understood by the targeted population. For example, terms like "residential training," "legend," "training sanction," are known only to those in the know, or those with a higher educational level.

It can also be noted, in terms of form, the text is overloaded with writing and the use of abbreviations whose meaning eludes the reader.



- **Discussion of the results :**

This initial analysis shows that the practice of information in this sector is far from being educational information that takes into account the characteristics and informational needs of the targeted audiences. Moreover, since it only addresses young people outside of educational institutions, it cannot play the role that all educational information should aim to fulfill, which is to help the young person, early in their schooling, to build a professional project.

It is therefore clear that the punctual and immediate nature of the information, as revealed by the content analysis of the various informational documents (guides, brochures, posters, etc.) used, freezes the information in the present moment.

It follows that the information does not allow young people to project themselves into the future, both in terms of education and professional activity. Indeed, if we follow an educational approach to orientation, it becomes essential to consider other types of documents with broader goals, which could, for example, provide information on the technical and psychosocial evaluation of professions, the skills they require, etc.

This means that information must be designed in a dynamic way, taking into account the evolving nature of the world of education and the world of work.

## **5.2 - The practice of orientation:**

The role of the orientation staff is to ensure the selection and guidance of candidates enrolled for training. The selection of candidates, which was based on motivation interviews and entrance exams, was primarily based on academic criteria. Socio-professional predispositions, aptitudes, real abilities, and professional interests were completely overlooked. In fact, the orientation of students to training institutions was done following class council meetings at the school level. Students in the 4th year of middle school and 3rd year of general secondary school, whose grades were below the average set by a school district, were directed to vocational training centers (CFPA). Thus, these institutions had to allocate a quota of their capacity to meet the demand expressed by the schools.

Such a practice only worsened the problems of vocational training. The CFPA, which were tasked with taking in students excluded from the education system, quickly saw their capacities saturated. As a result, the training opportunities they could offer to other youth (outside the education system or already employed) were reduced. This situation turned the vocational training sector into an institution that responded much more to social pressure than to economic needs.

A deeper analysis of the results gathered from career counselors reveals that the orientation process, as it is designed and practiced under social pressure, overlooks an important dimension: the education of career choices. This activity, which does not appear in the official missions of career counselors or in their actual practices, reflects a traditional approach to orientation, where the notion of helping the youth build their career project is completely neglected.

Indeed, the survey revealed that in the practice of career counseling, the counselor has very little contact with the trainee. The direct contact between the counselor and the trainee only occurs upon the request of the trainee or their instructor in the case of learning difficulties. Individual or group counseling sessions, an important tool in the educational approach to career orientation, are virtually nonexistent.

It is important to note that the results of our survey show a significant deficit in preparing trainees for job search and/or starting their own startups. This is primarily due to the lack of openness in the vocational training sector to various employment schemes, and the fact that trainees undergoing training do not receive any specific follow-up. Once assigned to a training program, it is up to them to find their own path. However, trainees also need information that can help them, on one hand, adjust their training paths, and on the other hand, better understand their socio-professional future.

- **Discussion of Results :**

The survey data, as we have already shown, reveal that career orientation in the vocational training sector seems to be reduced to an activity that is more administrative than educational. Managing the flow of young people and distributing them according to the capacity of the different institutions involved remains the dominant concern.

The analysis of the role of career counselors further strengthens this observation and helps identify the main shortcomings characterizing the practice of career orientation in the various institutions under study.

Indeed, our study shows that the current approach to career orientation in the vocational training sector does not rely on a clear theoretical framework. In this system, information is not viewed as an educational activity integrated into career counseling ; which implies that it should be early, regular, continuous, and personalized.

The absence of a theoretical foundation is also reflected in the missions assigned to the various structures of the system and in the tasks entrusted to specialized staff.

Thus, orientation does not appear as a process whose main objective is to help the young person to self-determine and build a professional project. On the contrary, in this system, orientation primarily aims at the allocation of young people, providing information, and transmitting details. Such a conception cannot grant the young person the important role they should occupy in the orientation process, nor the educational role that information should play.

Moreover, the analysis has highlighted the limited openness of the training system to its main partners, which are the educational world and the labor market. This observation reinforces the idea that orientation is viewed as an isolated action rather than a process that unfolds over time and involves consultation and collaboration between different sectors.

Such a view of orientation cannot help address the dysfunctions currently affecting the vocational training sector, such as dropouts and the lack of engagement of young people with their chosen specialties.

Guided by the aim of establishing a system that aligns with the educational approach to orientation, we propose to revise the role of current orientation structures to one that is broader, integrated into a professional orientation information system (POIS ), a key element in significantly improving the support provided to young people in terms of career choice, adjustment of training paths, project building, and integration. The POIS aims to be an open system connected to both the educational world and the labor market.

Achieving such objectives requires the development of an orientation approach that integrates the following aspects :

- Considering professional orientation as an ongoing process. Indeed, the development of a career project is not a one-time action but extends over several years. It is the result of a process of educating choices that must begin early in a young person's schooling and continue throughout their training.
- The emergence of a more open professional model. Scientific and technological progress significantly influences work situations. The nature of professions is constantly changing. These transformations require a break from the stereotypical view of professions and fields of activity. It then becomes essential to prepare young people to develop a broader professional perspective that allows them to adapt to the evolution of the professional world and society in general.
- Viewing the individual as an active agent within the orientation process, rather than a passive recipient. Indeed, for orientation to best meet the needs of young people, it is crucial that they be involved in the decisions and choices that determine their professional future.

## 6- Reflection Elements for a Professional Information and Orientation System :

In light of this new conception of orientation, the tasks of career advisors and information officers within professional training structures are evolving. Their role becomes far more pedagogical than administrative, which requires direct and continuous contact with the young person. In this new approach to orientation, the young person must occupy a central role. Their motivations, expectations, professional predispositions, and needs must be thoroughly understood. These new tasks for orientation staff will be part of a continuous orientation process,



aimed at educating professional choices, adjusting training paths, and facilitating professional integration. To better illustrate these tasks, we will present them in the form of questions and answers.

### 6.1- How to Address Training Applicants within the Framework of Education for Orientation ?

To achieve such a level, the orientation staff's efforts must focus on a comprehensive program of information, awareness, and sensitization. To do this, intervention should begin early in the young person's life, particularly during their school years, when information activities about professions, the world of work, and the economic and social spheres should be intensified, highlighting the interactions that define them.

In short, young people should be introduced to all aspects of future professional life, with its complexity and demands. The orientation services must be capable of providing all necessary support to help young people start their active lives, ensuring the development of their personalities and preparing them to make informed professional choices (Rissoan, 2014).

One cannot continue to merely register general information in logs at the reception and orientation offices every time a training applicant presents themselves at the training institution. The information and data should not be left in the register without any useful analysis, from which beneficial lessons could be drawn. In addition to the rich documentation that should be available for "clients" to consult on-site or take away, training applicants should be provided with effective support in various forms. Individual or group interviews should be conducted to get to know the candidates, assess their attitudes and expectations, correct their motivations if necessary, and address any unrealistic wishes, helping them become more realistic. Visits to workshops should be organized throughout the year, supported by explanations from trainers in the respective specialties. Furthermore, it is important to ensure the follow-up of trainees who are definitively admitted, throughout their training period. This follow-up will involve analyzing the trainee's results and measuring their level of success and adaptation.

This is a task that must be carried out through close collaboration between career counselors and trainers, with the aim of intervening in a timely manner if the results prove insufficient and the trainee needs to be redirected to a more suitable training program that matches their level and abilities.

This "mentorship," which continues until the end of the internship and is a team effort, will also allow trainees to gain a better understanding of the world of work and the profession they are learning, and to better prepare for professional integration with fewer difficulties.

The activities of career counselors in training institutions, if we want the work to be credible, must be standardized and materialize in the management of the recruitment and selection process of training applicants. To achieve this, one could consider the systematic implementation of a "standard file" for each trainee (particularly those admitted), in order to better define the profile for final orientation. This file would include, alongside academic and medical results, "physical abilities" and "psychotechnical abilities."

Regarding the "physical or physiological abilities" section, the following data should be noted:

- The trainee's physical development (height and weight measurements), to be compared with norms based on age and gender.
- The level of sensory, respiratory, circulatory, and muscular functions.
- Strength and reaction time.

Regarding the "psychotechnical abilities" section, the following should be noted:

- Dexterity or finger skill
- Motor skill (speed and precision)
- Levels of comprehension...

Finally, regarding the "psychosocial" section, the following should be noted key personality traits arising from the subject's social and family relationships. This includes traits of character and personality (tastes, interests, motivations, introversion, extraversion, authority, submission).

These are just a few elements of assessment, provided as a guideline, that counselors must gather, process, and analyze in order to create an accurate profile and make objective and useful decisions about the orientation and future of young people in vocational training. This emphasizes that in order to perform these tasks, orientation staff must be qualified and specialized, particularly in the fields of applied psychology and psychotechnics.

## **6.2- How to ensure "trainee support" within the framework of continuous orientation to facilitate the adjustment of training pathways and preparation for job insertion ?**

Categories of activities have been created after analyzing the actions of guidance psychologists related to the information and orientation system in the field of training, based on the objectives pursued and the roles developed, leading to a typology of interventions. These interventions have been grouped by distinguishing three domains listed below.

This is an initial technical framework related to this field of activity. It clarifies the areas in which the orientation staff, in collaboration with trainers in the vocational training sector, the national education system, and employment counselors, can adapt the trainee in terms of pathway alignment, pedagogical adjustments, group integration, and preparation for job insertion.

To better understand the contribution of the different proposals regarding the intervention areas of the orientation staff in question, it is relevant to elaborate on each of them.

### **6.2.1- Support for trainees during training :**

The goal is to contribute to the optimal adaptation of the trainee in the training situation in both its technical and psycho-social aspects, with the perspective of achieving the learner's professional project. The orientation counselor performs both a "forward-looking monitoring" function and a "solution-seeking" role to address psycho-pedagogical difficulties and anticipate potential challenges in the trainee's path.

Beyond adapting the learner to the objectives and content of the training, the orientation counselor participates in the structuring of the trainee's social and professional identities from an "educational" perspective, aimed at fulfilling their personal project and facilitating their integration into the workforce.

Thus, the theme of support includes three aspects that are distinct in analysis but complementary in practice, and correspond to three goals in the support process.

### **6.2.2- Continuous orientation : (Serie & Lantier, 1994)**

By continuous orientation, we mean the actions taken by the orientation counselor during the training period, which focus on :

- **Structuring the professional project :**

When the organization of the training allows for personalized pathways, the orientation counselor collaborates with the instructor during the various positioning moments and refines their synthesis evaluation.

Moreover, regardless of the type of system, the counselor provides support for the trainee's professional project. They assist in enriching the project and confronting it with the professional reality that the trainee discovers throughout their training.

In this way, they contribute to the dynamic of individualized training by considering the characteristics of each trainee and the goals they aim to achieve.

- **The evolution of this project during the internship :**

Based on observations of how the intern evolves in their project and adapts to the learning or training situation, the advisor updates and completes the data gathered during the initial evaluation. The advisor helps clarify and validate the project using their own techniques while incorporating the data collected during the internship. In both of these interventions, the advisor focuses their actions on the individual in the situation, encouraging the intern to confront their choices with reality, and, as a result, to adopt an active and autonomous approach during their training. To carry out these interventions, the advisor mainly relies on their skills in evaluation, diagnosis, listening, and facilitating expression ; they assist in finding solutions, guide the intern, and provide their knowledge of professions, jobs, and training pathways.

### 6.2.3 - Regulation of Learning :

This intervention is truly of a psycho-pedagogical nature ; it mainly concerns internships aimed at qualifications but also applies to internships within preparatory programs. The term "regulation" refers to actions aimed at reducing the gap between the results inferred during the evaluation assessment and those observed during the learning process.

Through his occasional observations, made at key stages of the training process, the psychologist is able to identify certain gaps by being an external observer. Others may be pointed out by the trainer during synthesis sessions. In close collaboration with both the trainer and the learner, the psychologist can participate in interpreting these gaps to prevent noticeable difficulties or blockages in learning. In such cases, the psychologist helps the intern investigate the causes through analytical work to uncover their reasoning and the cues taken during task completion, thus contributing to unblocking the situation and encouraging a process of self-assessment.

In general, the advisor cooperates with the trainer to, whenever necessary, conduct a diagnosis, formulate explanatory hypotheses, and negotiate with the intern the solutions tailored to their case (**Le Boterf, 2013**).

These solutions, centered on the intern and implemented by the trainer, can be categorized as follows :

- **Regulation on the learner** : adjustments to help the intern overcome their conflicts. What facilitation actions should be undertaken with the intern to help them adapt better ?
- **Regulation on the teaching method** : retro-adjustment to adapt methods and teaching materials. What adaptations of teaching resources should be prioritized to make them more effective, given the characteristics of the intern ?
- **Regulation on the teaching system** : adjustment of pathways. Within the framework of a training program, which pathways should be recommended to better align with the intern's project, potential, achievements, and development throughout their training or learning process ? (**Serie & Lantier, 1994**)

### 6.2.4 - Psycho-Social Mediation :

The interventions of the career advisor in this area aim to promote the smooth progression of interpersonal and intra-group relationships during the training process. It is in this sense that the term "mediation" is used.

This can concern :

- On one hand, the relationships within the group of interns, between teachers and interns, and generally, between all the individuals involved in the program.
- On the other hand, providing support to interns facing particular difficulties in their relationships with others, or psychological issues hindering their training.

This type of intervention aims to reduce tensions within groups, improve the relational behavior of the intern during the internship, and promote the socialization of individuals in vocational training by helping them better recognize their social identity (**Villeneuve, 1995**).

### 6.3 - Participation in Training :

The career advisor intervenes in the following areas of competence, in collaboration with the teacher :

#### 6.3.1 - Preparation for Employment Integration :

The advisor leads or co-leads sessions or sequences in the framework of :

- Preparing for coordinated training in companies ;
- Utilizing these periods during group debriefing sessions ;
- Preparing and utilizing visits to companies ;
- Conducting job search technique sessions (Villette, 1998).

Furthermore, the advisor may lead working meetings jointly with employment advisors (ANSEJ, ANGEM, etc.), which could result in proposals for interns from various specialties, particularly those facing the most difficulties in this area. The execution of this action requires specific training (Rapport, 1990).

The competencies developed by the career advisor include :

- Facilitating,
- Encouraging self-expression in the intern,
- Assisting in analyzing the intern's experiences in the company to facilitate their transfer to training,
- A thorough knowledge of professional integration conditions (MDFP/INFP, 2000),
- Supporting the business projects of sector graduates (startups).

#### 6.3.2 - Intervention within the Framework of Training Programs :

Some training programs include modules on the relational aspects involved in work situations. In these areas, the advisor is able to provide theoretical input and lead application sessions (role-playing, simulations, case studies, Philippe 66, ...).

As an example, these interventions can focus on areas such as: Interpersonal relationships, Communication, Negotiation, Interviews, ...

### 6.4 - Studies, Action-Research, Experimentation, and Surveys :

These activities relate to the contributions that career advisors can make to the issue of training within the framework of planned local projects, which may be subject to negotiations and agreements between institutions.

Indeed, through the diversity of their activities, the career advisor, in collaboration with other stakeholders (National Education and Employment), can play a role as an interface, information relay, and experimenter.

As an example, here are some examples of projects in which the advisor may be involved :

#### 6.4.1. Participation in the Design of Programs or Systems :

- Study of responses to local demands (training and employment needs),

- Study of the employment structure in the area,
- Analysis of populations for the development of a training program,
- Development of a specific training program (non-referenced training that addresses particular needs in the environment).

#### 6.4.2. Contribution to Reflection on Psycho-Pedagogy :

- Participate in meetings discussing training content and teaching methods,
- Facilitate a reflection group on pedagogical practices.

#### 6.4.3. Participation in Studies :

- Experimentation and validation of tests or exam batteries,
- Surveys of former interns either to specify their working conditions or to evaluate the effectiveness of a completed training program, etc. (Serie & Lantier, 1994).

### 7 - Conclusion:

In conclusion, let us remind you that the starting point of this reflection is rooted in our concerns related to the issue of career guidance in the field of training and apprenticeships in Algeria. The main objective of this study is the formalization of career guidance staff interventions in this sector.

By relying both on the diagnosis of current practices in career information and guidance in this sector and the various theoretical elements of guidance presented above, we propose a continuous guidance approach primarily focused on four areas, namely: education for guidance (or education of choices), supporting interns during training, participation in training, and finally, conducting studies, action-research, experimentation, and surveys.

It is noticeable that, in the actions mentioned, the role of the career guidance staff becomes more educational and can be varied to reflect the new approach to information and guidance that we are proposing. To achieve this, this staff must be :

**a/Regulator**, in supporting learners, to reduce gaps and participate in adjusting pathways (by regulation, we mean maintaining the balance of a system and ensuring its proper functioning). As an illustration, here are a few examples :

- Adjusting pathways at the end of a module.
- Adjusting pathways at the end of (pre)training.

**b/Evaluator**, to assess potential, resources, and motivations. As an illustration, here are a few examples :

- Joint evaluation with the group of trainers.
- Synthesis with the trainer on the progress of the interns.
- Analysis with the teacher of the gaps between the end-of-internship exam and the career advisor's prognosis (comparing recruitment evaluations with end-of-internship evaluations).

**c/Facilitator**, supporting the trainer, particularly in remediation workshops. As an illustration, here are a few examples :

**-Pedagogical facilitation** : This concerns all aspects of the training situation:

- Techniques for finding internships in companies.
- Exchange between interns about their experiences during their company internships.
- Group work to clarify the project.

- Job search techniques, etc.

**-Educational facilitation :** This involves providing means for improving personal resources :

- Information sessions for interns on the advisor's techniques.
- Facilitating self-perception and self-assessment processes, etc.
- Workshops on logical reasoning, role-playing, brainstorming, panel discussions, etc.

**d/Mediator :** in assisting with relationships, communication, and regulating tensions within groups or sections (mediation taken in the sense of serving as an intermediary) ;

**e/Advisor :** for providing methodological input in the design and practice of career guidance and/or training. As an illustration, here are a few examples :

- Helping the trainer solve pedagogical problems.
- Helping the young training applicant make informed choices.
- Participating in meetings discussing training content and teaching methods.

**f/Experimenter :** through the experimentation of final training exam tests, surveys of former interns either to specify their working conditions or to evaluate the effectiveness of a completed training program, etc.

**g/Information Relay,** through participation in the design of specific training programs, the development of information systems for career guidance, study of the employment structure in the area, analysis of the population for the development of a training program, etc.

**h/Supporter,** which can be defined as any repetitive intervention with the intern to provide assistance and information to help facilitate their adaptation to training. As an illustration, here are a few examples :

**-Assistance:**

- Helping to solve a career guidance issue through reorientation, clarifying the professional project, solving a learning problem.
- Assisting the teacher in solving a personal issue of the intern.
- Encouraging the intern to gather information on higher or additional training programs.

**-Information :**

- Informing the teachers about the characteristics of the interns, and the group of interns about accessible future training and development opportunities.
- Raising the teacher's awareness of continuous individual career guidance issues.

These different roles, not always compatible, can be assumed by several career advisors. Thus, in "career education" or career choice education, one could envision a career advisor taking charge of the aspects of information, assistance, and guidance for career choice. In "supporting interns," one could envision a psychologist handling the aspects of continuous guidance and learning regulation, while one of their colleagues would intervene on the psycho-social mediation aspect.

Furthermore, the specific competencies developed by certain career guidance psychologists would particularly qualify them to contribute to leading training sessions, supporting job placement, or participating in action-research projects, surveys, and experimentation.

In conclusion, it is useful and necessary to clarify that the missions assigned to career guidance are so complex and serious that it is risky to entrust them to staff who are not sufficiently qualified. And for good reason ! One only needs to think about the necessary competencies required to master interview techniques, surveys, profile definition, administration of psychotechnical tests, and their interpretation— all of which are essential for properly



supporting interns from their applications through to the end of their training, and even beyond, to help them succeed in their transition to active life and the workforce.

As a summary, the framework for this type of personnel must be updated according to the new requirements of the continuous guidance approach in the field of training and apprenticeships. This approach makes career guidance a practice that aims primarily at educating career choices and adjusting training pathways. As a result, information is no longer limited to occasional details but becomes a pedagogical activity integrated into school and/or vocational training time. Furthermore, information should begin early in the young person's schooling and continue through a process that prepares them for active life.

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