

Experiences of work of students and career guidance

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Padova – 11-14 september 2011

Familial and school contexts contribute to the construction of the representations of work and occupations (Guichard, 1993).

'Socialization for working'

Then ,some young people begin to work :

'Socialization by working'

- *A set of activities driving the young adult to integrate himself in the world of work and to perceive himself as a future professional.*

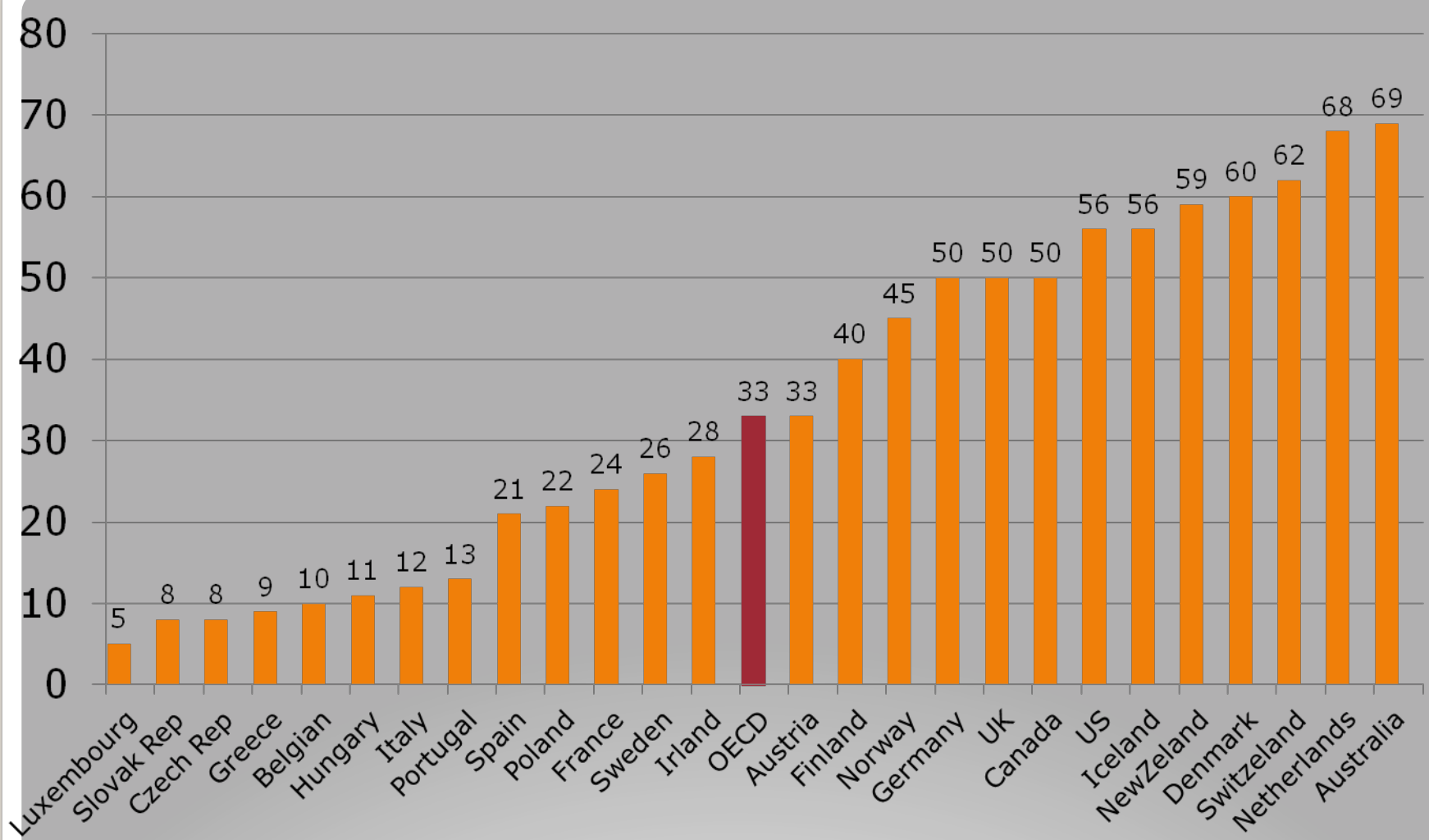
‘Socialization for and by working’

1.The situation in Europe

2.A qualitative survey

3.How take these experiences into account in career counseling

Presentation concerning the young people who work while studying



1. % of Young people of 20-24 y old accumulating employment and education in the countries of the OECD 2006(OECD, 2010)

	Manual	Non manuel
Qualified	11% Ex :Craftmen Mechanic Firemen	19% Executive Teacher Trainer
Non qualified	30% Ex Workers Drivers	40% Administration Salesman

Types of jobs occupied by young people who work whil studying (%)

Cover their studies

Becoming independant,
leave the family home

Develop direct contacts
with the world of work

Why do they work ?

- However, in order that a work experience does not compromise the school results, this activity should not be of duration superior at 15 hours per week during the school year (Dundes & Marx, 2006 ; Befly & al., 2009 ; Murier, 2006).
- In that case, experience of work during the studies have a positive effect on the young people's future performances on the labor market in particular when this experience is connected to the domain of studies

Working while studying and integration

Self designing and
construction of competences

Reevaluation of professional
choices

Time and emotion
management

Hypothesis of 3 other effects

- Experience of work would play a key role in the reevaluation of the professional choices and contribute to reconsider future perspectives.

Focus on the second hypothesis

- 45 first year students
- 27 female and 18 male
- In 5 different University training programs

2. A qualitative survey

- Age of the first experience: 15-16 years for the majority
- Number of work experiences: four experiences and more for the majority
- Duration of the experiences: for the majority of the students, the experiences are short because they concern mainly holidays (except for the oldest students)

Characteristics of the experiences

- *" Among all these experiences, which is the one that was the most enriching and why?"*

Evaluation of the experiences

The relational
dimension of
the work

The possibility
of acquiring
knowledge

The possibility
of developing
self-knowledge

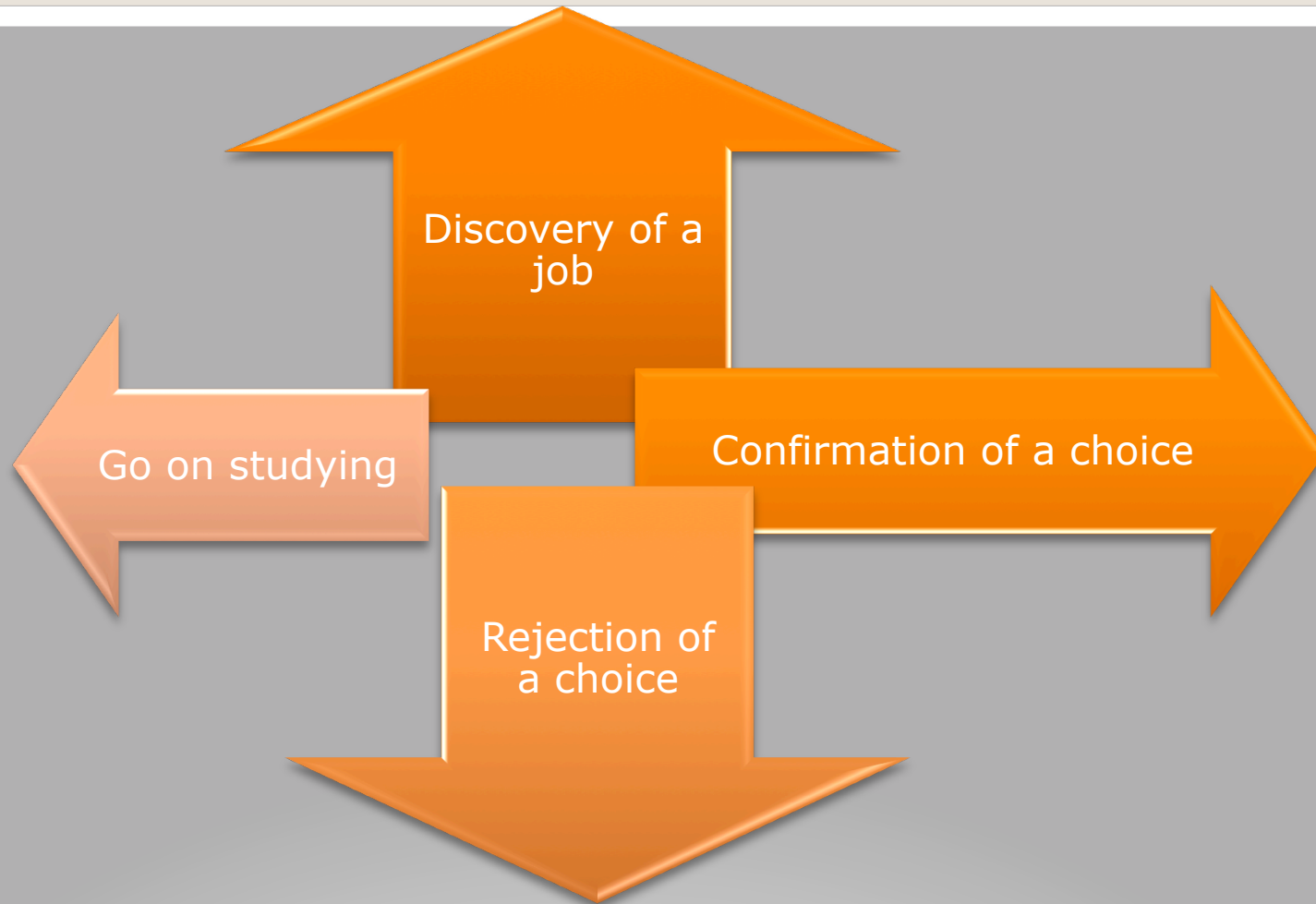
The possibility
of developing
professional
skills

The salary,
environnement
of work and
benefits

5 motives for positive evaluation

- 22 young people said that the experiences of work had an effect on their future professional perspectives.

What are the effects of these experiences from the young people ?



4 types of effects

No spaces where young people
can talk about these experiences

These experiences are not valued

Two main reports

- It was created in 2005 in Finland allowing to all young people from the age of 13 the recognition of their learning in diverse situations of everyday life. It has been developed by 12 youth and sport NGOs gathered in Youth Academy. This studybook is a portfolio of learning experiences in voluntary and leisure activities. The book serves young people as a tool for making all the experiences and learning outside formal schooling visible. It is also an instrument for identifying and crediting non-formal learning when applying for a job or further education.

The 'recreational activity studybook'

- positions of trust and responsibility within NGO,
- activities as leader, trainer or coach,
- participation in a project,
- courses,
- international activities,
- competitions,
- regular participation in leisure activities
- Etc...

Nine categories

- 80 000 studybooks have been distributed. A survey shows that many of these young people actually have used the book when applying to further education or a job. Many of them use it for themselves on what has actually taken place in their youth

- They may support vocational guidance for several reasons:
 - They urge the young people to **reconsider certain experiences of daily life** by valuing them.
 - They favor the **reflexive activities** on these experiences
 - They participate in **self-training activities** allowing the identification of the knowledge carried out

- The counselors can have a **key role** in supporting these experiences of work, **valuing them** and **developing spaces** to think about the competences and knowledge acquired and the personal evolution induced by these experiences.

Conclusion

Thank you for your attention