

Counseling

The helping relationship is a process that aims to support an individual in the course of his training and career guidance as well as in finding solutions to the difficulties he encounters. It is to bring him to a greater awareness of what he is and what he wants to do.

This allows the individual to understand how to do it, why to do it, what it will serve him in the future. How can this contribute to realizing one's dream or goals, how can this lead to better choices and decisions?

Otherwise, it is to bring the individual to recognize the links that exist between his tastes, strengths, school subjects, professions and trades that interest him. This supposes on the part of the Counselor of Orientation to show to the individual:

- . Learning outcomes from the areas of learning: school subjects and training programs.
- . The development of one's personal and social skills, that is to say, one's own skills and one's identity.
- . That the general area of orientation and entrepreneurship training is related to the world of work.

CHARACTERISTICS OF THE HELP RELATIONSHIP

The helping relationship is an approach that promotes a development of the vocational maturity of the individual characterized by:

Growth that takes into account the needs of the individual.

.Constant and personalized assistance.

A strategic progression of the activities ensuring the development and the interest of the individual.

THE ACTORS OF THE HELP RELATIONSHIP

The main actors are grouped in the following 4 entities whose roles we will give:

ENTITIES	ROLES (contributions in the helping relationship)
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<p>The LEARNER: as the first person responsible for his training.</p>	<p>Greater motivation to study better knowledge of the school path and diversified pathways; the manifestation of behaviors relating to the following senses: • rigor, • initiative •the other, • reality • order and duty, • influence; an awareness of his present and future journey; q the legitimacy of its choices.</p>
<p>>SCHOOL :</p> <p>> Teacher, in support of student; • the professional to support the teacher and student; • management and board of directors, as leader and promoter of the educational project; • Complementary services at school, as support and supplement.</p>	<p>Cohesion between members of the school team; increased dynamism of some people; better knowledge and information about school pathways and trades; personalized intervention based on student characteristics; an educational practice reflecting the integrated approach; q the practical application of the educational project; failure to drop out of school educational success.</p>

<p>THE FAMILY: The parent, in support of student and complement to the teacher</p>	<p>A better understanding of the school</p> <p>a good knowledge of the school path and diversified ways;</p> <p>a role to play in accomplishing with the pupil and the teachers;</p> <p>a professional contribution; understand and share the dreams of his child.</p>
	<p>Promote the stability of the family for its fulfillment.</p>
<p>THE SOCIO-ECONOMIC ENVIRONMENT: The community (workers, employers, organizations, etc.) in support and as a complement to the school team.</p>	<p>A professional contribution</p> <p>involvement in the integration of young people into society;</p> <p>q their support in the educational project of the school;</p> <p>the integration and transfer of learning in the workplace.</p>

STEPS IN THE HELP RELATIONSHIP

PHASES	ACTIVITIES
Sensitization	Self-esteem and discovery of trades
Exploration	Me and my dreams What I am, what I dream of Decision making. What should I do and who can help me?
Cristallisation	How to reach my dream I plan my studies and I analyze school pathways
Realisation	Validate my choices and my commitment I draw up my study plan and identify constraints and requirements.
Opportunities for the future	I discover my values, my attitudes and my aptitudes I make a balance of my interests and my possibilities

Career plan	I discover career opportunities related to my profile I draw my work plan
Areas of interest	I do my self-assessment and my self-criticism
Personality in relation to specialization	I optimize my skills

THE AREAS OF THE RELATIONSHIP

The helping relationship may include the following:

- Evaluation and orientation interview
- Bilan - Monitoring and support maintenance
- Accompanying parents with educational difficulties
- Accompaniment of children out of school (academic problems or indigence)
- Accompanying children and teenagers with learning difficulties
- Accompanying children and adults in relationship and behavioral difficulties
- Help and support for school guidance: assessment - monitoring - guidance counseling - project support
- Assistance with vocational and educational guidance: Skills assessments, School orientation checkups
- Counseling, adult accompaniment, children and adolescents
- Psycho-pedagogical accompaniment for children and adolescents with school difficulties:
 - follow-up in individual interview
 - evaluation of the brakes and mobilization of resources
 - diagnosis and orientation
- Listening and psychological support for publics in great difficulty of social and professional integration:
 - follow-up in individual interview
 - evaluation of the brakes and mobilization of resources
 - diagnosis and orientation
- Child care, awakening and learning workshops.