



Inventory of lifelong guidance systems and practices - Luxembourg

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Introduction

Coordination and cooperation among stakeholders in the field of guidance is mainly facilitated by the *Maison de l'orientation* (MO, legal basis: [law of 22 June 2017](#)). The MO supports the coordination among its services as well as the cooperation and concertation with external partners and authorities. The MO has already been functioning since September 2012 to simplify access to information by bringing together a full range of services related to education and labour. Its target public is the young as well as adults. The MO is placed under the authority of the [Ministry of Education, Children and Youth](#) and offers:

- a. information and advice;
- b. common and standardised information tools;
- c. awareness-raising activities in formal and non-formal educational settings;
- d. continuous training modules for educational guidance professionals;
- e. cooperation with schools with respect to the [common reference framework for educational and vocational guidance for schools](#).

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Coordination and collaboration among stakeholders

In 2018, the [Maison de l'orientation](#) brought together several government authorities and services in charge of assisting people in shaping their career paths.

- a. [Centre for Psycho-Social and Educational Accompaniment](#) (*Centre psycho-social et d'accompagnement scolaires*, CePAS). The CePAS offers guidance interviews and support for young people and their families. It provides young people with the methods and knowledge enabling them to develop their ability to be responsible and independent. It teaches them self-guidance so that they become able to build their own personal development and career plans (Ministry of Education, Children and Youth);
- b. [Vocational Guidance Department of the National Employment Agency](#) (ADEM) (PES) (*Service d'orientation professionnelle de l'Agence pour le développement de l'emploi - ADEM OP*). This service body offers job guidance interviews and information sessions for young people and adults on how to choose an appropriate job. It oversees the apprenticeship placements for youngsters and adults ([Ministry of Labour, Employment and the Social and Solidarity Economy](#));
- c. [National Youth Service](#) (*Service National de la Jeunesse*, SNJ). Through the [Local youth antenna](#) (*Antennes locales pour jeunes*, ALJ), the SNJ offers individual guidance in drawing up and carrying out a professional project, during the transitional phase, between school and the labour market. Young people can gather practical experience in voluntary service projects, placements or workshops, supported by professionals from a local antenna. ALJ is part of the Supporting transition to work life department of the National Youth Service ([Ministry of Education, Children and Youth](#));
- d. The [Department for Schooling of Foreign Children](#) (*Service de la scolarisation des enfants étrangers*, SECAM) welcomes newly arrived secondary level pupils aged up to 24 in Luxembourg. It informs young people on the Luxembourgish education system and on existing support measures for the newly arrived. The [Reception Centre for Newly Arrived Pupils](#) (*Cellule d'accueil scolaire pour élèves nouveaux arrivants*, CASNA) also provides testing and guides young people towards classes that best meet their language skills and their profiles, to aid their integration into Luxembourgish society. Among other activities, the SECAM coordinates the international school offer and the requests for intercultural mediations with school authorities (Euroguidance, 2018).

Created by the [2017 law](#), the MO's Coordination Service is in charge of the effective functioning of the structure and the development of Luxembourg's strategy for educational and vocational guidance. It ensures consistency between the guidance activities of the different services and concertation with exterior structures. It is also the contact point for the newly created guidance units (*cellules d'orientation*) in schools. The Coordination Service is also in charge of the MO's premises. It explores possibilities to complete the

range of services and information offered by the MO, by integrating additional services.

The 2017 law also sets up the Forum orientation, which includes representatives from:

- a. Government authorities: Ministers of Education, Children and Youth, of Higher Education and Research; of Labour, Employment and the Social and Solidarity Economy; of the Economy; of Family Affairs, Integration and the Greater Region; of Equal opportunities;
- b. Chambers: Chamber of Agriculture; Chamber of Civil servants and Public employees; Chamber of Commerce; Chamber of Employees; Chamber of Trades;
- c. School partners: representatives of school directors, parents, pupils and students;
- d. Guidance services: MO.

The Forum has the following functions:

- a. working as an exchange, concertation and coordination hub for stakeholders of educational and vocational guidance;
- b. participating in the development and implementation of a national strategy on educational and vocational guidance;
- c. identifying gaps in the provision of educational and vocational guidance;
- d. consulting the government on initiatives to be taken in educational and vocational guidance.

Luxembourg's participation in the European lifelong guidance policy network (ELGPN) and Euroguidance activities increased the quality of career guidance services and helped the introduction of career management skills into the curriculum.

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Access to guidance

One strategy for enlarging and facilitating access to guidance is the presence and coordination of guidance services in the *Maison de l'orientation* (MO) (see section [Coordination and collaboration among stakeholders](#)). The MO also operates a hotline for any questions related to guidance and puts people in contact with the relevant professionals if needed. In order to provide a broader offer, that considers the needs of more specific target groups, additional services should be integrated in the MO in the coming years. There are concrete discussions with other actors in guidance (Cedies, ATVA, UAE and SFA), about a stronger and more efficient collaboration in the future. The new site of the [MO](#) gives a first impression as regards these developments

The [National Youth Service](#) (*Service National de la Jeunesse*, SNJ) offers weekly information sessions throughout the country, addressing young NEET and informing them about the activation measures delivered by the [Local youth antenna](#) (*Antennes locales pour jeunes*, ALJ): individual counselling, practical workshops, voluntary services, traineeships and training. Access to guidance is also guaranteed through cooperation with local partners, such as municipalities and youth centres.

In order to reach more target publics, local offers are developed. The [Vocational Guidance Department of the National Employment Agency](#) and the SNJ have worked at local level for many years. The main areas of cooperation between ADEM and SNJ at local level are:

- a. organisation of local job days (for example Jugend Job Dag in Diekirch, Be Active – Deng Zukunft däi Wee in Dudelange);
- b. guiding young job seekers towards the [National Voluntary Service](#) (service volontaire national, SVN) and other programmes facilitated by the SNJ (see section [Guidance for early leavers](#)). There are also

special projects for immigrants (see section [Guidance for immigrants](#)).

Since 2017, the [National reference framework for guidance in schools](#) has defined general standards for guidance activities, ensuring that guidance activities are organised by guidance units (*cellules d'orientation*) and offered to all school pupils. The guidance units work together with the school-based [Services for Psycho-Social and Educational Accompaniment](#) (*Services psycho-sociaux et d'accompagnement scolaires, SePAS*), teams of psychologist(s), social worker(s), educator(s) and teacher(s) offering individual career counselling to school pupils (post-primary education) and their families.

Students from secondary schools and early school leavers have access to one-year *Classe d'initiation professionnelle* (CIP) (Professional initiation class) for young people under 18 years, and to [Cours d'orientation et d'initiation professionnelles](#) (Vocational orientation and induction courses) for youngsters 18 years and over. The role of the SePas is to inform the young people about the possibility to attend the CIP class. This class of the pre-vocational education is part of general secondary education (enseignement secondaire general, ESG) and therefore the program of the courses is developed normally by the program commissions. The CIP provides a personalised education, meaning that the teaching is adapted. Concerning the COIP (undergoing a change for the moment) it is offered to the youngster (18) that have no possibility (for the moment) to continue in the general secondary education.

Local youth antenna (*Antennes locale pour jeunes*), integrated since 2017 in the SNJ, develop career guidance services for young people aged between 16 and 25. Their services are focused on transition between education levels and education and work and developing individual career projects.

The [Centre for Documentation and Information on Higher Education](#) (*Centre de Documentation et d'Information sur l'Enseignement Supérieur, CEDIES*) provides career guidance services for prospective higher education students.

The [National Public Employment Service](#) (*Agence pour le développement de l'emploi, ADEM*), and especially its department for vocational guidance, provides information and career guidance activities for students in upper secondary schools, employees, and jobseekers. It is conceived as a first stop shop for any person who wants counselling in terms of vocational training and/or work opportunities. ADEM's vocational guidance department is also responsible for apprenticeship placement.

Every person envisaging VET in the dual system has the obligation to enrol with ADEM's vocational guidance department (pre-selection of applicants on the basis of requirements defined by the training company). Training companies are obliged to declare their vacant apprenticeship positions to ADEM's vocational guidance department. Other specific target-groups are also served, such as young adults having dropped out of the school system who are looking for further possibilities and opportunities, NEETs, candidates signposted from another service provider, and young jobseekers enrolled with the PES and who are in the Youth guarantee scheme. ADEM's vocational guidance department and the National Youth Service (SNJ) have collaborated at local level for many years. ADEM also provides advice to adults who are looking for a new career opportunity or who want to take on a qualification or a continuous training offer. Advice is also given to people who cannot continue working in their previous position and who need to redefine their professional career.

The project [Femmes en Détresse](#) aims to provide career support for disadvantaged women. The aim of the non-profit association was the creation, development and management of a home for women in distress and wanted to offer women and their children effective protection against male violence. In this context the

association contribute also to improve the lives of women, help them to integrate economic and social life, by guaranteeing them psychological, legal and social assistance and offering them specific training. The career support is one of the diversified services offered. In addition, Information Communication Technologies (ICT) tools, such as [Anelo.lu](http://anelo.lu), are easily accessible to any interested public (see section [ICT in lifelong guidance](#)).

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Quality assurance

The 2017 [law on guidance](#) obliges schools to set up a guidance unit and defines a minimum of at least eight hours of in-service training per year for the members of this unit. A [common reference framework for educational and vocational guidance](#) has been drawn up by the MO's Coordination Service in collaboration with the MO's services and the [Department for Coordination of Educational and Technological Research and Innovation](#) (*Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques*, SCRIPT). It lays down the minimal standards for the implementation of the secondary schools' educational and vocational career counselling approaches: develop and document a guidance process, action fields

(curricular and extracurricular actions, partnerships parents, labour world) and whole school approach (profile and task of the involved people). It is also used to structure, guide and evaluate actions and initiatives taken in the counselling process. Nevertheless, there is no customised quality assurance for guidance services; each service has general quality standards for their organisation.

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Career management skills

Career management skills are included in the [common reference framework for educational and vocational guidance](#) (*Cadre de référence pour l'orientation scolaire et professionnelle*), especially via the promotion of decision-making skills (*prise de décision*).

Many activities at national, regional or school level, which are part of the guidance process and will be developed in relation to the reference framework, aim to give school pupils a more complete picture of the functioning of the world of labour and of possible career perspectives (possibility of try-out-days, invitation of employers and the [National Employment Agency – Public Employment Service](#) (ADEM) to schools). Traineeships or apprenticeships are part of all VET programmes. Practical work experiences, such as voluntary services, workshops and traineeships, are facilitated by the [National Youth Service](#) (Service National de la Jeunesse, SNJ) for young people not in education, employment or training. Descriptions and videos of different professions are also available on beruffer.anelo.lu.

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Evidence, monitoring and assessment

There is no national research centre specialised in guidance related topics. Studies are generally commissioned by the different guidance services in order to evaluate the impact of their work and their counselling methods. Research is mainly conducted by the University of Luxembourg ([Integrative Research Unit on Social and Individual Development](#) (INSIDE) and [Research Unit on Education, Culture, Cognition and Society](#) (ECCS), as well as the [Luxembourg Centre for Educational Testing](#) (LUCET).

The [National Institute for the Development of Continuing Vocational Training](#) (*Institut national pour le développement de la formation professionnelle continue*, INFPC) also conducts a longitudinal survey on the educational and career paths of pupils who left school without having obtained a formal diploma or qualification (*Transition École - Vie active*, [TEVA](#)).

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ICT in lifelong guidance

[Anelo.lu](#) is an instrument that contributes to the CMS development of young people and serves as a

comprehensive online resource for teenagers and young adults facing the transition from school education into VET and the world of work more generally. It is operated by [Maison de l'orientation](#) on behalf of the national government. The translation of '*an elo*' is literally 'and now', which makes a clear reference to the guidance task of the platform. It is the platform that is used by young people who have specific questions on what to do after school or how to improve skills. The platform presents various possibilities regarding guidance, apprenticeships, studies, training, employment, voluntary services, and youth projects. For each possibility, there is a contact reference where guidance help can be offered.

Additionally, Anelo.lu has various tools helping with CMS, like a self-assessment tool, an e-portfolio and a page presenting tips on job interviews. Career management skills are improved, and young people learn skills that are useful on the labour market. Anelo.lu also aids the matching between both parts of the labour market by offering information on how to apply for jobs and what skills are needed in different jobs. Support is provided in textual online content, multimedia and extensive occupational video database.

The job information portal [beruffer.anelo.lu](#) is the most visited tool and attracts even more visitors than the general platform of [Anelo.lu](#). From 2013 onwards, [beruffer.anelo.lu](#) attracted 131,838 visitors, whereas the general platform, [Anelo.lu](#) attracted 95,760 visitors. There are no qualitative results of evaluations of [Anelo.lu](#) available.

The [Employment portal](#) is an information portal provided by the [National Employment Agency](#) (*Agence pour le développement de l'emploi*, ADEM). The website offers information about the Luxembourg labour market and addresses jobseekers, employers and young people wanting to become active on the Luxembourg labour market. Jobseekers receive information about financial aid and measures helping them to (re-)integrate quickly into the labour market. Employers are informed about the assistance provided by ADEM's employer service (pre-selection of candidates, tailor-made training of jobseekers, financial recruitment aids). The portal also provides information and guidance for young people who want to build their professional careers.

There are many stakeholders involved in the development and maintenance of Anelo.lu. The [National Youth Service](#) (*Service National de la Jeunesse* SNJ) was responsible for the development and coordination of Anelo.lu, and worked in close collaboration with other public organisations such as:

- a. the [Department of Vocational Guidance in Luxembourg](#) ADEM-OP for the VET professions
- b. the former Centre for Educational Psychology and Guidance (*Centre de psychologie et d'orientation scolaires*, CPOS) (now [Centre for Psycho-Social and Educational Accompaniment](#) (*Centre psycho-social et d'accompagnement scolaires* - CEPAS). for professions with a qualification up to A-level and some BTS-professions
- c. the [Centre for Documentation and Information on Higher Education](#) (*Centre de Documentation et d'Information sur l'Enseignement Supérieur*, CEDIES) for higher education professions.

Schools, teachers, youth workers and career counsellors are also engaged stakeholders. This group serves as 'multipliers' for the use of Anelo.lu where they use this platform for their (guidance) services and motivate young people to work with this it.

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Training and qualifications

In Luxembourg, there is no higher education course for educational, vocational or lifelong guidance. Career guidance practitioners from schools have a background in psychology or education sciences and counsellors in the [Local youth antenna](#) of the [SNJ](#) (*Antennes locale pour jeunes*) and career guidance practitioners from the [public employment service and its vocational guidance service](#) (ADEM-OP) have a BA degree in social sciences. Teachers of secondary education can work as guidance teachers.

Guidance practitioners acquire their specific skills through in-service or continuous training organised, in accordance with the [reference framework for educational and vocational guidance](#), by the [National Education Institute of Training](#) (*Institut de formation de l'Éducation nationale*, IFEN), the [Centre for Psycho-Social and Educational Accompaniment](#) (*Centre psycho-social et d'accompagnement scolaires*, CePAS), the [National Employment Agency](#) (*Agence pour le développement de l'emploi*, ADEM) or private training institutions.

A minimum of 8 hours of in-service training is foreseen by the law for all members of guidance units (*cellules d'orientation*) in secondary schools.

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Funding career guidance

National guidance services are State-funded. Their annual budget is integrated in the State budget; professionals are mostly civil servants or public employees. Some guidance activities and projects for job seekers are jointly funded via 'conventions' with the State, mainly with the Ministry of Labour and Employment, and within European projects. Some existing funding information are presented below:

[National Public Employment Service](#) (Agence pour le développement de l'emploi, ADEM)

- a. 2010: EUR 16.86 million
- b. 2011: EUR 19.53 million
- c. 2012: EUR 19.31 million
- d. 2013: EUR 21.11 million
- e. 2014: EUR 21.88 million
- f. 2010: Government and public funds: EUR 16.70 million, EURES: EUR 0.16 million
- g. 2011: Government and public funds: EUR 19.36 million, EURES: EUR 0.17 million
- h. 2012: Government and public funds: EUR 19.14 million, EURES: EUR 0.17 million
- i. 2013: Government and public funds: EUR 20.94 million, EURES: EUR 0.17 million
- j. 2014: Government and public funds: EUR 21.71 million, EURES: EUR 0.17 million

[Anelo.lu](#) was developed partly by funding from the European Social Fund, ESF (50%) and partly with public money (50%). In the beginning, ANELO was developed by the [National Youth Service](#) (Service National de la Jeunesse, SNJ) with other partners. The platform is maintained by the Service de coordination *de la Maison d'orientation*. The new webpage of MO has been published recently, including these features.

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Career guidance for school pupils

Since the [law of 22 June 2017 on the organisation of the Maison de l'orientation](#), each school has to set up a guidance unit composed of teachers, educators, psychologists and a member of the school management or the principal. The unit is responsible for implementing the educational and professional guidance process according to the standards of the [reference framework](#). This framework serves as a tool for structuring and steering all actions and guidance initiatives already organised by the schools, to evaluate them and, if necessary, to introduce new initiatives. The procedure includes four steps:

- a. analysing: aims to clarify and facilitate the path of the young person by focusing on the questions and defining the objectives to be achieved;
- b. informing: aims to transmit knowledge, both by giving new information and by completing the knowledge of the student involved;
- c. decision-making: refers to processes that allow students to reflect on their physical, mental, and cognitive skills and talents in order to choose a profession or path of learning and training;
- d. accompaniment: means giving feedback and encouraging the individual to know and guide oneself.

All this happens through curriculum activities and extracurricular activities in partnership with parents, the economic world and the partners in the field of guidance.

In elementary education, first steps are undertaken to lay the foundation for later decision-making. Teachers propose activities that should contribute to pupils' self-awareness and their decision-making skills: for example, pupils can collect their productions in a portfolio, which helps them think over their own learning processes, their strengths and their weaknesses. Formative assessment reports, introduced by the [2009 reform of elementary education](#), aim to contribute to pupils' and parents' understanding of competence development, as well as the strengths and weaknesses of each child.

At the end of the fourth cycle of elementary education, pupils are oriented towards a class of classical secondary education (*enseignement secondaire classique*) or general secondary education (*enseignement secondaire general*) by a guidance decision (*décision d'orientation*) taken by the education team in consultation with the parents or by a guidance council (*conseil d'orientation*), if parents and teachers are not of the same opinion. The guidance decisions allow pupils to continue studying either in the seventh class of classical secondary education, the seventh class of general secondary education or the preparatory path (*voie préparatoire*) of general secondary education.

Students from secondary schools and early school leavers have access to one-year *Classe d'initiation professionnelle* (CIP) (Professional initiation class) for young people under 18 years, and to [Cours d'orientation et d'initiation professionnelles](#) (*Vocational orientation and induction courses*) for youngsters 18 years and over. The role of the SePas is to inform the young people about the possibility to attend the CIP class. This class of the pre-vocational education is part of general secondary education (enseignement secondaire general, ESG) and therefore the program of the courses is developed normally by the program commissions. The CIP provides a personalised education, meaning that the teaching is adapted. Concerning the COIP (undergoing a change for the moment) it is offered to the youngster (18) that have no possibility (for the moment) to continue in the general secondary education.

Local youth antenna ([Antennes locale pour jeunes](#)), integrated since 2017 in the [National Youth Service](#)

(Service National de la Jeunesse, SNJ), develops career guidance services for young people aged 16 to 25 years. The services are focused on transition between education levels and education and work, and on developing individual career projects.

The [Centre for Documentation and Information on Higher Education](#) (*Centre de Documentation et d'Information sur l'Enseignement Supérieur*) provide career guidance services for prospective higher education students.

Through the web portal [anelo.lu](#) users have access to self-assessment of personal interests and skills tools. Another tool, [Job city](#), supports the user in preparing, conducting and following-up job interviews. Gamification elements are included in terms of a dedicated online game. Upon registration, Certificate is a tool that supports the user in organising skills and certificates obtained during training projects or volunteering experiences. This tool can be used in combination with an e-portfolio, also offered. The e-portfolio can be used for developing and maintaining a personal online portfolio, including official documents and other documentations of personal strengths and capabilities (Cedefop, 2018).

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Guidance for VET participants

The guidance activities and reference framework are the same as in secondary education (see section [Career guidance for school pupils](#)), but work experiences integrated in the VET curricula contribute additionally to pupils' career guidance, as they provide insights into working life. Schools are responsible for this type of internship, working closely with enterprises. Normally there is one tutor in the school and its counterpart in the enterprise that follow up the learner. In the lower classes of general secondary education, several activities are organised especially for preparing young people to choose a profession taught in the dual system ([Léierplazendag](#), [Girls' Day Boys' Day](#), websites and other activities allowing young people to get an image of the *métier* they might learn).

Please see the description of VET system in Luxembourg [here](#).

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Guidance for higher education students

Academic counselling for students is mainly provided by two services:

CEDIES, the [Centre for Documentation and Information on Higher Education](#) (*Centre de Documentation et*

d'Information sur l'Enseignement Supérieur), is a service of the [Ministry of Higher Education and Research](#). It provides information and counselling to pupils, students and anyone who wishes to be informed on higher education in Luxembourg and abroad. In addition to a broad range of information activities (such as individual interviews, events in secondary schools, resource centre, publishing of specialised brochures, organising of an annual student fair), CEDIES manages the State's financial aid to higher education. Business plan competitions are organised in universities. Students have access to business mentors who provide online support for developing business ideas.

The [Student Service](#) (*Service des études et de la Vie étudiante*, SEVE) of the University of Luxembourg accompanies students from the beginning of their studies until their early working life (Alumni association). SEVE manages the obligatory mobility of bachelor students and organises their training periods. Furthermore, the University of Luxembourg runs a [Career centre](#) for its students, as well as an [Incubator](#) for developing students entrepreneurial skills.

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Guidance for adult learners

Information and counselling in adult education are provided by various guidance and information services.

At the [Ministry of Education, Children and Youth](#) (Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse, MENJE), the [Service for Adult Education](#) (*Service de la formation des adultes*, SFA) provides information and counselling on formal adult education (*deuxième voie de formation*), basic skills and non-formal general education (further information can be found [here](#)). Furthermore, the [Unit for the validation of non-formal and informal learning](#) (*Cellule Validation des acquis de l'expérience*, VAE), provides information to those preparing a request for the validation of previous learning.

All adults, regardless of their professional status, can consult the [Service for vocational guidance](#) (*Service d'orientation professionnelle*) of the [Agency for the Development of Employment](#) (*Agence pour le développement de l'emploi*, ADEM) (see section [ICT in lifelong guidance](#)).

For higher education, adults can contact the services described under the section for higher education (see Guidance for higher education students): [Centre for Documentation and Information on Higher Education](#) (*Centre de documentation et d'information sur l'enseignement supérieur*, CEDIES) and the [Student Service](#)

(*Service des études et de la vie étudiante*, SEVE). Additional information and counselling on training possibilities and validation is provided by the [Chamber of Employees](#) (Chambre des salariés, CSL), [Chamber of Commerce](#) (*Chambre de Commerce*) and [Chamber of Trades](#) (*Chambre des métiers*, CDM) and by education and training providers. In view of Luxembourg's lifelong learning strategy, it is foreseen to create a new service for adults.

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Guidance for the employed

See section [Guidance for adult learners](#).

Guidance for unemployed adults

As part of the [National Public Employment Service](#) (*Agence pour le développement de l'emploi*, ADEM), the [A DEM-OP](#) (*Service d'orientation professionnelle de l'Agence pour le développement de l'emploi*) offers job guidance interviews and information sessions for young people and adults on how to choose an appropriate job. This service is also in charge of apprenticeship placements for young people and adults.

In the framework of the reform process of the national public employment service (ADEM), a new accompanying scheme has been implemented in all regional ADEM agencies providing jobseekers with individualised support based on an objective profiling. During registration at ADEM, the jobseeker is asked to provide thorough information on his or her qualifications, professional experience and career aspirations. According to the individual profile, the jobseeker is oriented to the most suitable assistance scheme (regular support / intermediate support / intensive support) and is assigned to a personal ADEM advisor with whom the jobseeker will have regular guidance meetings. Young jobseekers who have not yet defined their career path, or who have unrealistic career plans, integrate a special support scheme that aims to detect their personal interests and capabilities.

Young jobseekers (18 to 25 years) who do not have the necessary qualification to start an apprenticeship or to enter the labour market have the possibility to participate in the [Jobelo](#) programme. During this programme, the young participants spend two months at the [Socio-Professional Guidance Center](#) (*Centre d'Orientation Socio-Professionnelle*, COSP) where they have the possibility to explore different vocational fields (administration, construction, gardening). According to their interests and capabilities, the participants join a company for a two months' work experience internship. If this internship is successful, the young jobseeker can conclude a one-year employment support contract (*contrat d'appui emploi*) with the company. During this time, the jobseeker also has the possibility to attend school and to obtain the degrees that are necessary to qualify for apprenticeship training.

To facilitate the (re)integration into the labour market, ADEM has established collaborations between different stakeholders (including employers' associations, public and private training providers) with the aim of organising specific training. For instance, the training measure [Skill you up](#) promotes the transition of jobseekers among different business sectors by offering personalised coaching as well as a training in soft skills and technical issues that are imperative when starting a new professional career (further information can be found [here](#)).

Additional actions in favour of employment, coordinated by the House of Training (part of the Chamber of Commerce) on behalf of the Agency for the Development of Employment (ADEM) include:

[Fit4Entrepreneurship](#): Program to identify opportunities that can be transformed into an entrepreneurial project.

[Fit4DigitalFuture](#): Introduction to digital skills in demand on the Luxembourg labour market

[Fit4JobStart](#): Development of knowledge and skills for unskilled young people wishing to integrate into working life in Luxembourg

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Guidance for older adults

Special employment measures, such as the [Professionalisation internship](#) (*stage de professionnalisation*) and the [Employment reintegration contract](#) (*Contrat de réinsertion-emploi*) have been put in place to facilitate the reintegration into the employment market of the most vulnerable groups, including older jobseekers, persons with reduced working capacity and persons with disabilities.

During the professionalisation internship, which lasts for six weeks (nine weeks if the jobseeker is highly qualified), the jobseeker has the possibility to work in a company to discover the real work environment and to demonstrate his or her professional skills and personal capabilities. The Employment reintegration contract (lasting one year) allows older jobseekers (45+) to work in a company and receive tailor-made vocational training, as the company has to provide a tutor and must establish a training plan.

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[tml](#)

Guidance for early leavers

A [national strategy to fight school drop-out](#) is being implemented, with the establishment of an Observatory of school maintenance (*Service de médiation au maintien, à l'inclusion et à l'intégration scolaires*), that coordinates efforts in favour of pupils risking early school dropout and initiates measures to help them access a recognised certification. The platform [School drop-in](#) (*Plateforme Accrochage Scolaire, PAS*) is a tool that allows systematic evaluation of the school drop-out risk among pupils, through individual support and interventions in class. Diversified schools are another response to school failure and drop-out (French speaking streams, special schooling, second chance school, Mosaic classes, and COIP courses) (Cedefop ReferNet Luxembourg, 2018).

The [Local youth antenna](#) (*Antennes locales pour Jeunes, ALJ*, which is part of the department Supporting transition to work life, of the SNJ) systematically contacts early school leavers and tries to develop the way forward with them. The services are focused on transition between education levels and education and work and developing individual career projects. Unemployed young people have access to apprenticeships only after they have registered with PES and have been involved in career counselling. Local Antenna contacts the ESL to try to find a solution for their situation. Possibilities, after an individual consultation, can include work experience or a voluntary service. Also, the [Centre for Psycho-Social and Educational Accompaniment](#) (*Centre psycho-social et d'accompagnement scolaires, CePAS*) based in the [Maison de l'orientation](#) provides guidance interviews and offers educational, psychological and psychotherapeutic support for young people and their families.

The [National School for Adults](#) (*Ecole nationale pour adultes, ENAD*) is accessible to early school leavers aged 16 to 24 and provides both general and vocational training (including an internship with companies), extra-curricular activities and comprehensive socio-pedagogic support. Students from secondary schools and early school leavers have access to one-year *Classe d'initiation professionnelle* (CIP) (Professional initiation class) for young people under 18 years, and to [Cours d'orientation et d'initiation professionnelles](#) (*Vocational orientation and induction courses*) for youngsters 18 years and over. The role of the SePas is to inform the young people about the possibility to attend the CIP class. This class of the pre-vocational education is part of general secondary education (enseignement secondaire général, ESG) and therefore the program of the courses is developed normally by the program commissions. The CIP provides a personalised education, meaning that the teaching is adapted. Concerning the COIP (undergoing a change for the moment) it is offered to the youngster (18) that have no possibility (for the moment) to continue in the general secondary education.

The main programmes addressing ESL in the field of non-formal and informal learning are the [National voluntary service](#) (*service volontaire national, SVN*) and the workshops facilitated by the [National Youth Service](#) (*Service National de la Jeunesse, SNJ*). The SVN is accessible for all young people aged 16 to 30 desiring to undertake a voluntary experience. Young people with fewer opportunities get individual accompaniment throughout the programme and are encouraged to go back to school to complete a degree. Workshops are a low-threshold offer addressing early school leavers that have been inactive for a long time.

[Outreach youth work](#) is a pilot project targeting inactive young people with low motivation and resources to manage their professional integration; it is for those classified as NEET's. Even though it does not exclusively address early school leavers, a significant number belongs to this group (Heinen & Helmut,

2017). The youth workers from the Confederation of Luxembourg Youth Structures (*Confédération des structures luxembourgeoises pour jeunes*) get in touch with the young people in their social environments (*Maison de Jeunes*, or other places where they hang around). The first phase is contact, during which youth workers try to set up a relationship of trust with the young through informal meetings. In a second phase, they try to find motivating factors and offer an accompaniment to help them reengage in employment or education, defining a 'change plan'. During the third phase, they offer tailored individual support and follow-up to young people. They may also intervene in crisis situations and engage parents (Cedefop ReferNet Luxembourg, 2018).

The ESL interventions are also linked to the Luxembourgish Youth guarantee scheme insofar, as it foresees coordination of the so-called School-oriented trajectory, which consists of systematic follow-up of early school leavers and the coaching of early school leavers in small groups to prepare and organise their return to school or apprenticeship.

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Guidance for NEET

The [National Youth Service](#) (*Service National de la Jeunesse*, SNJ) contributes via [Youth portal](#) to the implementation of youth policies and offers a contact, information, counselling and support point for young people and actors working in the youth field. The unit [Transition to Active Life](#) (*Unité Transition vers la vie active*) oversees the programmes facilitating integration in professional life (Voluntary Services, projects [An elo](#) and Level up). Level up, is an offer aimed at young people who do not have a professional or school activity and who seek to fill this period with a useful occupation. It also proposes projects that facilitate the transition to working life. The offers around Level Up are all aimed at taking participants one step further, i.e. "level up". It is part of the services offered by the ALJ.

The [Youth Guarantee](#), introduced in June 2014, is aimed at young people between the ages of 16 and 24 who have left school or lost their job. Its goal is to make certain that young job seekers do not remain for longer than four months without an offer of a job, training, or a placement. The Youth guarantee considers the young person's profile and personal situation. This means that all young people are offered individual accompaniment throughout their path towards active life. The path may take one of three different routes, depending on the young person's profile and intentions:

- a. the route based on employment: the [National Employment Agency](#) (ADEM) (PES) aims to support young people in entering the labour market. It works with them to define and complete the stages and the aid/training that would bring stable employment into their reach;
- b. the route based on school: the [Antennes locales pour jeunes](#) accompany young people considering returning to school after having dropped out;
- c. the route based on activation: the [National Youth Service](#) (SNJ) focuses its attention on young people who have no real idea of what to do with their lives, particularly young NEETs (not in employment, education or training). Together, they will define a route, in several stages, towards the world of employment.

For more information please consult the official [website of the Youth guarantee](#) (in French). See also the section Guidance for early leavers.

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Guidance for young people at risk

In secondary school, specific programmes are available for pupils who are at risk of dropping out and are discussed below.

The platform [School drop-in](#) (*Plateforme accrochage scolaire*, PAS) is aimed at identifying pupils at risk and providing early and rapid support in relation to school engagement and attendance. It is a space for students at risk of expulsion or dropping out, offering cycles of psycho-pedagogical workshops on different themes (self-confidence, social and emotional skills, learning to learn, motivation, stress management), (examples are *Never give up!*, *Stress less @lycée*) and individual follow-up. The aim is to develop effective coping strategies (such as problem-solving), to develop self-control, impulse control, self-esteem through a sense of self-efficacy and to strengthen social skills (empathy, communication, self-esteem). The concept is adapted to the target audience of the secondary schools making the request.

[Mosaic classes](#) (*Classes mosaïques*) aim to provide a more flexible educational approach for at-risk students, inside their own secondary school, to help them identify their educational path and complete their studies. *Classe Mosaïque* was the initial project that was then generalised in schools, sometimes under different names. The goal is to reintegrate pupils that are at risk of dropping out and help them find their way within the framework of a class and adapt their behaviour accordingly. The procedure consists of the following elements:

- a. duration: depending on progress, the student usually stays in the *Classe Mosaïque* for 6 to 12 weeks;
- b. support: the team creates an individual support plan for specific support of the student;
- c. tutor: each student is assigned a tutor, i.e. a reference person (a member of the team);
- d. contact: regular meetings take place between parents, the student, the social pedagogue, the team and the teachers of the regular class;
- e. grading: in principle, students are regularly graded in the main subjects. In the 'minor subjects', the focus is on project work that is intended to meet the needs of the respective pupils (development plan). During the stay in the *Classe Mosaïque* the student remains under the responsibility of the teacher of his regular class;
- f. reintegration in the class is prepared approximately one to two weeks in advance. Depending on the student's level in respect of goals to be achieved, the team decides on full or partial reintegration. In

the case of partial reintegration, the student initially only joins his regular class on an hourly basis; in the case of full reintegration he is immediately accommodated. During reintegration, interventions can take place in the regular class. The *Classe Mosaïque* team takes care of further aftercare;

- g. Teachers and social pedagogues from the [Antennes locales pour jeunes](#) (ALJ) work in the preparatory section of secondary schools to accompany pupils' transition from school to apprenticeship or labour market. There is no assessment, but there is cooperation with the employers.

Since 2017, each secondary school also has had a socio-educational service (*Service socio-éducatif*, SSE) that contributes to promoting a positive school climate and preventing school drop-out by offering non-formal education and low-threshold activities outside classroom hours (indicative examples of SSE can be found [here](#) and [here](#)). Guiding principles for their work are laid down in the common reference framework for psycho-social and educational accompaniment and extracurricular offers in secondary schools. Socio-educational services, as well as [services for psycho-social and educational accompaniment](#) (*Services psycho-sociaux et d'accompagnement scolaires*, SePAS), work in close cooperation with the schools' guidance units (*cellules d'orientation*).

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Guidance for special needs and disabilities

Pupils with special needs within the school system

In general, the [Ministry of Education, Children and Youth](#) aims to integrate pupils with special educational needs into the institutions of mainstream education by providing the necessary support and adaptations. To ensure neutral and objective admission to special education, if needed, and to prevent children from being prematurely excluded from mainstream elementary education, the guidance procedure for pupils with special educational needs involves the regional Commission for Inclusion (*Commission d'inclusion*, CI) and the National Commission for Inclusion (*Commission nationale d'inclusion*, CNI). Based on a diagnosis of the child's needs, an individual support plan is drawn up and a guidance proposal is submitted to the parents.

Unemployed adults with special needs

[ADEM's Service for Disabled Jobseekers and Persons in Professional Redeployment](#) (*Service handicap et reclassement professionnel*, S-HRP) provides counselling for unemployed adults with special needs and gives them the possibility to draw up a competence profile. There are several support measures for this target group.

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Guidance for immigrants

Pupils

Recently immigrated pupils are enrolled in elementary education by their local communities. The [Department for Schooling of Foreign Children](#) (*Service de la scolarisation des enfants étrangers*, SECAM) welcomes newly arrived secondary level pupils aged up to 24. It informs young people on the Luxembourgish education system and on existing support measures for the newly arrived. In addition, the [Reception Centre for Newly Arrived Pupils](#) (*Cellule d'accueil scolaire pour élèves nouveaux arrivants*, CASNA) also provides testing and guides young people towards classes that best meet their language skills and their profiles, aiming to facilitate their integration into Luxembourgish society. Among other things, the SECAM coordinates the international school offer and the requests for intercultural mediations with school authorities.

Adults

Foreign residents, who sign a [Welcome and integration contract](#) with [Luxembourg's Reception and Integration Agency](#) (*Office luxembourgeois de l'Accueil et de l'Intégration*, OLAI), have access to a citizenship training course and language training as well as an information day (*journée d'orientation*).

Since 2017, the Accompanied Integration Path (*Parcours d'Intégration accompagné*, PIA) is offered to applicants for international protection. Within six to eight weeks after their arrival in Luxembourg, the applicants are invited to take part in training modules and information sessions on languages and citizenship in Luxembourg (PIA 1). Graduates of PIA 1 can take part in adult education in further language courses and information sessions on everyday life in Luxembourg (PIA 2). For guidance purposes, the department of adult education has developed a portfolio. SECAM offers guidance testing for young adults as well as orientation into classes (CLIJA+ 18 to 24 years old). In addition, beneficiaries of international protection can register with the [National Employment Agency](#) (ADEM) and benefit from the same services as other job-seekers.

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Guidance for other groups

The project *Femmes en Détresse* aims to provide career support for disadvantaged women. Furthermore, the *Défi-Job Asbl* runs a workshop inside the penitentiary centre of *Givenich* where inmates, carpenters and designers collaborate to produce unique design objects. These are sold under the label *Jailbird*.

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