

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Luxembourg [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

LUXEMBOURG

2. What are the key aims your country has for participating in this symposium?

Keeping uptodate with the latest developments in the field of guidance and career counselling.



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

The 'Maison de l'Orientation' (House of Guidance) certainly has the potential to bring the various guidance and career development actors together and to give guidance and career development a much needed impetus. The "Maison de l'Orientation" is a structure that regroups all actors dealing with guidance in Luxembourg. It is composed of:

- The ADEM's Vocational Guidance Service (Service d'orientation professionnelle de l'ADEM - ADEM-OP) : Due to its insight knowledge about the reality on the Luxembourg labour market, ADEM-OP offers vocational guidance to persons who want to choose a profession or change the current profession. ADEM-OP organises individual guidance interviews as well as visits to schools. In addition, ADEM-OP manages apprenticeship placements. In close cooperation with the labour market, ADEM-OP offers personalized services in line with the reality of the labour market.
- The Psycho-social and Educational Accompaniment Centre (Centre psycho-social et d'accompagnement scolaires - CePAS) aims to provide young people with the methods and knowledge enabling them to develop their ability to be responsible and independent, and to teach them self-guidance so that they become responsible for building their own personal and career plans. After a structured analysis, the CePAS proposes psychological, social and/or educational consultations. The specific feature of this work is above all the identification of the young people's resources and needs.
- The Local Action for Youth (Action locale pour jeunes - ALJ) constitutes a framework in which young adults can find the conditions necessary to succeed in their transition from school to working life, and integrate a stable educational and professional life. The ALJ provides individual mentoring to help achieve career and educational plans. In order to be in proximity to young people and to facilitate their access to the multiple services offered, the ALJ has reception offices near the technical secondary schools in various locations. Following a recently adopted legislation, the ALJ has been incorporated in the National Youth Service (Service national de la jeunesse - SNJ).
- The National Youth Service (Service national de la jeunesse - SNJ) was created with the aim of supporting and aiding work with young people in Luxembourg. It is made up of six units, including

the 'Transition' unit which is responsible for all projects targeted at young people in a period of transition between educational and working life.

The unit is active in the following areas:

- supervision of young people involved in a Voluntary Guidance Service (Service volontaire d'orientation - SVO) which enables young people to learn through practical experience,
- supervision of young people who have left the school system with no qualifications, providing support for their professional integration,
- easing the transition of young people moving towards working life by supporting them as they develop their independence.

The SNJ is a public administration under the authority of the Ministry responsible for youth.

- The Department for Schooling of Foreign Children (Service de la scolarité des enfants étrangers - SECAM) is for young people between the ages of 12 and 24 who have recently moved to the Grand Duchy and wish to enter the school system to continue their studies.

The SECAM also provides assistance to teachers, and intercultural mediation.

- The Higher Education Documentation and Information Centre (Centre de Documentation et d'Information sur l'Enseignement Supérieur - CEDIES). The CEDIES is a service for pupils, students and anyone seeking information on Higher Education in Luxembourg and abroad, and on subsequent professions, student life, distance learning and part-time study.

The CEDIES's other responsibility is to manage financial support from the State.

The CEDIES is part of the Ministry of Higher Education and Research's Higher Education department.

With its various actors, the Maison de l'Orientation covers all stages of educational and vocational guidance: identification of interests, skills, information on training and professions / job opportunities, support to access training, apprenticeship or the labour market.

In its role as coordinator, the Maison de l'Orientation carries out joint actions throughout the year, such as student fairs, job days, etc. to present study and job opportunities in Luxembourg and abroad.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	the evergrowing demands in higher competences the labour market puts on people to find employment and/or to stay in employment
2	the impact of the digitalisation of the world of work that is going to affect our societies at economic, social and political levels
3	
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5	

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

As career development programmes and services are mostly "innocent bystanders" of educational and vocational training policies as well as of the changes on the labour market of, their roles are increasingly important as they frequently have to try and mediate between individual aspirations and labour market demands.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

According to the slogan " Different Schools for Different Pupils" which aims to promote a school landscape as diverse as the talents of the pupils, the Ministry of national education, Childhood and Youth has been supporting secondary schools to design and set up a range of guidance approaches. Four explicit missions were defined that are however not necessarily ordered in time or hierarchy: analysis, information gathering and management, decision-making and accompaniment. The activities related to these missions involve various curricular and extracurricular activities as well as partnerships with parents and the world of work.

7. What groups of people can access career development programmes and services and what groups are excluded?

Guidance and career counselling services are open to any person, adolescent or adult, wishing to receive guidance in regard to school education, studies, or the labour market. Finally, in education we aim at qualifying our young people to the degree required to enter the labour market and continue to give further training to those currently employed so that they are in a position to stay in work

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

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9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

No, there is not a national framework but counsellors aim to adhere to the IAEVG ethical standards in order to avoid the risk of manipulating a counselee (or getting manipulated by hierarchy).



Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

If the relationship between the world of education and training and the world of employment and labour has at best of times been an uneasy one, the establishment of the "House of Guidance" has formally at least clarified the situation somewhat and this is a real improvement on the previous state of affairs. Nevertheless there is an urgent need for a further clarification of competences between the Ministry of national education, Childhood and Youth and the Ministry of Labour and Employment not least because the Director of the House of Guidance actually has no real power of decision, being "merely" a coordinator of the activities of the various services.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

Formal but above all also informal collaboration between the various actors working for the different Ministries has mostly been outstanding.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

see point 10

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

There are a number of initiatives e.g. 'Young Entrepreneurs' or 'Basic Check' that are implemented in a number of secondary schools

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

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15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

Teachers as well as graduate educators are in varying degrees implicated in delivering guidance and career development.



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

The establishment of the "House of Guidance" has been the key development of the last 10 years.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

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18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

In its aim to avoid digital illiteracy and make sure that pupils are not left behind in this field. the Government has been setting up so-called 'iPad classes' and even an 'iPad secondary school'.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

There still is a lot of room for improvement not least because there still exists a strong psychological bias in approaches to guidance and career counselling.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

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