

VERSION

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REFERENCE FRAMEWORK FOR EDUCATIONAL AND VOCATIONAL GUIDANCE



**MAISON DE
L'ORIENTATION**

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SUMMARY

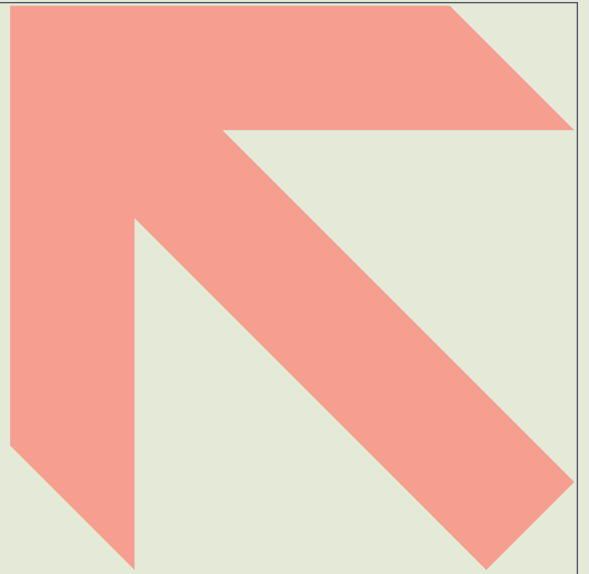
THIS REFERENCE FRAMEWORK PRESENTS:

1. The objectives of educational and vocational guidance;
2. The measures to be taken in order to achieve these objectives;
3. Specialised services or external parties called upon to provide information about the socio-economic world;
4. The involvement of members of the school community in the guidance strategy.

The reference framework for educational and vocational guidance is drawn up by the Coordination Department of the Maison de l'orientation in collaboration with the stakeholders of the Maison de l'orientation and the Department for the Coordination of Educational and Technological Research and Innovation (Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques - SCRIPT) and is adopted by the Minister.

In this document, the masculine gender is used for the purpose of readability and not to discriminate.

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1. PREAMBLE

1.1 FOREWORD

Dear reader,

The first reference framework for educational and vocational guidance came into effect in Luxembourg in 2017. It was set out for a five-year period as a tool for documenting and steering the guidance strategies in secondary schools at the national level.

Since then, the guidance strategies documentation has been evaluated against the provisions of that reference framework, prompting several observations and areas for development, or even improvement.

I have noticed an increasing awareness of the comprehensive dimension of guidance in secondary schools. Documenting guidance activities and measures has now been made an essential part of every secondary school's school development plan (*plan de développement scolaire - PDS*). We also recognise the undisputed importance of cultivating career management skills and offering professionals the opportunity to acquire and share knowledge. Several secondary schools have moreover made considerable efforts to develop these essential skills, for example by enabling guidance coordinators to complete an academic training course specifically created for them by the Pädagogische Hochschule Niederösterreich (PHNÖ) and the Maison de l'orientation in cooperation with the IFEN.

Nevertheless, the objective of this new edition of the reference framework is to introduce certain advances, particularly for the purposes of clarification and implementation. As such, greater detail has been added to the task descriptions and skills profiles for guidance counsellors and coordinators and to the roles of the various stakeholders. In the future, alongside the

fields of action, career management skills will become the reference by which guidance activities and initiatives are classified. In addition, as a result of public international and European schools now being offered in Luxembourg, the latter have been made an integral part of the reference framework, in recognition of the growth in this area. Finally, criteria that have been grouped together into a practical grid can support any aspiration to achieve a higher level of quality in educational and vocational guidance than the one expected.

I would like to thank the participating secondary schools (LESC, LTB, LAM, LTL and the MLG), the Coordination Department of the Maison de l'orientation, the CePAS, the SNJ, the SECAM, the SCRIPT and the SFP for developing this new reference framework and the Council of headmasters of Secondary Schools (Collège des directeurs de l'enseignement secondaire) for its support.



Claude MEISCH, Minister of Education, Children and Youth*



1.2 GENERAL CONTEXT

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

ARTICLE 28

1. States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- d) Make educational and vocational information and guidance available and accessible to all children;
- e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

ARTICLE 29

1. States Parties agree that the education of the child shall be directed to:

- a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

3.4.2 EDUCATION AND TRAINING (EXTRACT)

The government's responses to the issues of education and training that are aligned with a medium- and long-term perspective and are based on the principle of lifelong learning. They relate to pre-school, primary and secondary education, vocational training, higher education and adult learning. The challenges that need to be tackled are maintaining multilingualism as an asset at every level of the education and training systems, the ability of educational systems to integrate children, young people and adults of different backgrounds, the ability of educational systems to overcome inequalities in learning outcomes and increasing the qualification level of the population through actions that include all forms of learning and are targeted at all ages. The reforms that have been initiated form the foundations on which to build responses to these challenges in the short and medium term. Measures of a more transversal nature have been integrated into various laws. These measures relate to guidance, promoting transversal skills, diversifying the school offer, establishing training programmes, the quality of education and training, and the professional development of teachers and trainers. One of the key objectives of the 2008 reform of vocational training was to reduce the skills mismatch and better align the skills of young people with labour market demand. Reflections on this issue also underpin the reform measures in general education, which apply not only to the organisation of teaching but also to guiding students and promoting transversal skills.

1.3 LEGAL CONTEXT

LAW OF 25 JUNE 2004 ON THE ORGANISATION OF SECONDARY EDUCATION, AS AMENDED (LOI MODIFIÉE DU 25 JUIN 2004 PORTANT ORGANISATION DES LYCÉES)

(amended by the Law of 29 August 2017 on secondary education)

CHAPTER 2 - SECONDARY SCHOOLS

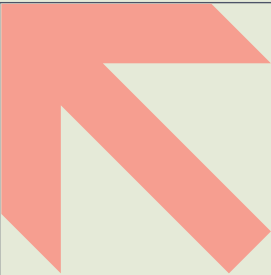
ART. 2. THE ROLE OF SECONDARY SCHOOLS

The role of secondary schools is to provide school training and, alongside actions taken at home, to educate students in line with the laws and regulations governing secondary education. In schools, students shall receive an education that is intended to lead them to a recognised qualification, to enable them to acquire general knowledge, to prepare them for working life and for the exercise of their responsibilities as individuals and citizens. In schools, students shall receive assistance with their personal development and career guidance.

LAW OF 29 AUGUST 2017 ON SECONDARY EDUCATION (LOI DU 29 AOÛT 2017 PORTANT SUR L'ENSEIGNEMENT SECONDAIRE)

ART. 3^{TER}. SECONDARY SCHOOLS STRATEGY

Secondary schools shall apply a shared and consistent strategy, as documented in the school development plan (PDS), which shall take account of the specific nature of the school population in the following areas:

- 
- ✓ 1° organisation of academic support as defined in Article 14;
 - ✓ 2° care for children or young people with special educational needs;
 - ✓ 3° psychological and social assistance of students as defined in Article 13;
 - ✓ 4° guidance of students in accordance with Article 12 (2);
 - ✓ 5° cooperation with students' parents;
 - ✓ 6° integration of information and communication technologies;
 - ✓ 7° extracurricular activities.

At the beginning of the school year, secondary schools shall inform the parents and students of their strategies.

A grand ducal regulation shall determine the methods and aims for the development and implementation of the school development plan.

**LAW OF 22 JUNE 2017 ON THE STRUCTURE OF THE MAISON DE L'ORIENTATION
(LOI DU 22 JUIN 2017 AYANT POUR OBJET L'ORGANISATION DE LA MAISON DE L'ORIENTATION)**

ART. 12

1.

Classical secondary schools and general secondary schools, including accredited private schools that follow the programmes of Luxembourg public education, hereinafter referred to as "secondary schools", are responsible for providing students with educational and vocational guidance.

The aims of the guidance strategy implemented by the secondary schools and tailored to the specific needs of their populations are:

- ✓ to provide information about the school system and training pathways, including the higher education options, both in Luxembourg and abroad;
- ✓ to familiarise students with the socio-economic world, particularly the job market;
- ✓ to develop the skills that will enable students to make decisions about the training pathways available and to establish a personal study project.

2.

The guidance strategy must comply with a reference framework that sets minimum standards to be met by the secondary schools with regard to their educational and vocational guidance strategy.

ACCREDITED EUROPEAN SCHOOLS AND PUBLIC INTERNATIONAL SCHOOLS

Accredited public international schools in Luxembourg are generally subject under their founding laws to the provisions of the Law of 25 June 2004 on the organisation of secondary schools, as amended (e.g. Art. 4 of the Law of 26 February 2016 on the creation of a public international school in Differdange). They therefore fall within this legal context.

In addition, accredited European schools must comply with the conditions for accreditation, which can be viewed here:

<https://www.eursc.eu/en/Accredited-European-Schools/About>.

The vocational guidance programme for the secondary cycle (S2-S7) can be found here:

<https://www.eursc.eu/Syllabuses/2020-02-D-12-en-1.pdf>.

1.4 HISTORY OF THE DEVELOPMENT AND PLACE OF EDUCATIONAL AND VOCATIONAL GUIDANCE IN LUXEMBOURG

16.08.1965

CENTRE FOR SCHOOL PSYCHOLOGY AND GUIDANCE (CENTRE DE PSYCHOLOGIE ET D'ORIENTATION SCOLAIRES - CPOS)

On this date, the CPOS was created as a service of the Ministry of Education. One of its objectives was to organise educational and pre-vocational guidance and to identify children with special educational needs.

14.10.1986

STATE COUNCIL ADVICE

The State Council noted that the CPOS had never been created as such and that its duties were carried out within the framework of the department known as School Guidance and Social Services (*Orientation scolaire et services sociaux - DOSS*) operating within the Ministry of Education and Youth. The DOSS was at that time responsible for coordinating the SPOS, providing educational guidance, drawing up documentation on post-primary, higher and university studies, granting loans, subsidies and scholarships, making student accommodation available, and monitoring school canteens.

The scope of the CPOS would therefore need to be more limited.

(<http://www.conseil-etat.public.lu>)

19.02.1987

SITUATIONAL ANALYSIS BY THE COMMISSION FOR EDUCATION, CULTURE, SPORTS AND YOUTH

In its report of 19 February 1987, the Commission for Education, Culture, Sports and Youth noted that the history of guidance in Luxembourg dated back to before 1965.

It recalled that, in 1929, the legislator had recognised the need to offer adequate vocational guidance to students that had completed compulsory education. Furthermore, it specified that the Grand Ducal decree of 30 June 1945 on the creation of the National Employment Office within the remit of the Minister of Labour and the Ministerial decree of 2 February 1949 on the creation of the professional pre-guidance service within the Ministry of Education formed the basis of the 1965 legislation.

1.04.1987


LAW ON THE ORGANISATION OF THE CENTRE FOR SCHOOL PSYCHOLOGY AND GUIDANCE (LOI PORTANT ORGANISATION DU CENTRE DE PSYCHOLOGIE ET D'ORIENTATION SCOLAIRES)

(Abrogated by the Law of 13 July 2006 on the organisation of the Centre for psycho-social and educational accompaniment, as amended).

The Law of 1987 set out three missions for the Centre, which were primarily related to educational and vocational guidance:

- 1) to ensure the provision of psycho-educational guidance to students in secondary education, secondary technical education and “complémentaires” (nowadays pre-vocational) classes, and to assist with the educational guidance of students in the sixth year of primary education,
- 2) to help students in their transition to higher education in terms of both the choice of studies and the choice of educational institution, and to provide them with the assistance they need throughout their studies,
- 3) to assist young people with the transition from school to working life.

Art. 2 detailed the tasks associated therewith, such as providing information to parents and students, implementing systematic and continuing educational and pre-vocational guidance, and working with the public administrative bodies and services involved in the transition of young people from school to working life.



Art. 3 instituted a National Commission for Educational and Vocational Information and Guidance charged with establishing and strengthening the relationships between all the parties involved.

JUNE 2003

**NATIONAL REPORT ON INFORMATION, GUIDANCE AND COUNSELLING POLICIES:
OECD REVIEW OF CAREER GUIDANCE POLICIES**

The report on the review gave a brief description of the economy, labour market and educational system of Luxembourg and set out the methods for providing information and guidance in the Grand Duchy. One of the report's main recommendations was the creation of a body in charge of the coordination of the national careers information and guidance services and the establishment of a national vocational guidance strategy.

(https://gouvernement.lu/fr/actualites/toutes_actualites/articles/2003/06/06brasseur.html)

13.07.2006

**NATIONAL INFORMATION AND GUIDANCE COMMISSION
(COMMISSION NATIONALE D'INFORMATION ET D'ORIENTATION)**

Article 3 of the Law of 13 July 2006 on the reorganisation of the Centre for school psychology and guidance instituted the national information and guidance commission.

(<http://www.legilux.lu>)

21.11.2008

**RESOLUTION OF THE COUNCIL AND OF THE REPRESENTATIVES OF THE GOVERNMENTS
OF THE MEMBER STATES**

“Better integrating lifelong guidance into lifelong learning strategies”

This Council Resolution invited Member States to strengthen the role of guidance in the framework of national lifelong learning strategies and to apply the guiding principles to which it refers.

30.07.2010

GUIDANCE FORUM (FORUM ORIENTATION)

In November 2007, the Minister for Education and Vocational Training charged the Guidance Forum with proposing a concept and a national strategy for lifelong careers information and guidance.

27.02.2012

MAISON DE L'ORIENTATION

On 27 February 2012, the Maison de l'orientation opened its doors at 58, boulevard Grande-Duchesse Charlotte in Luxembourg City (Place de l'Étoile).

DECEMBER 2013

LAUNCH OF A POLICY TO DIVERSIFY THE SCHOOL OFFER

Through its educational policy guidelines, the 2013 governmental programme implemented a diversification of the school offer. This led, amongst other things, to the creation of accredited European and public international schools following the recommendations of the Ministry of Education, Children and Youth.

01.10.2013 - 27.11.2014

DISCUSSION DAYS

The SCRIPT, working with various stakeholders, organised several discussion days on guidance:

01.10.2013 – Discussion day on the pre-vocational scheme

23.05.2014 – Secondary school day on educational and vocational guidance

27.11.2014 – Discussion day with partners in non-formal education

22.01.2015

“GUIDANCE” PILOT PROJECT COORDINATED BY THE SCRIPT

On this date, the SCRIPT started a project that invited the services of the Maison de l'orientation and the secondary schools to work together on establishing the school's guidance strategies and a reference framework.

04.03.2015

DRAFT LAW ON THE ORGANISATION OF THE MAISON DE L'ORIENTATION

The Government Council decided to table this law in the Parliament on 4 March 2015.

22.06.2017

LAW ON THE ORGANISATION OF THE MAISON DE L'ORIENTATION (LOI AYANT POUR OBJET L'ORGANISATION DE LA MAISON DE L'ORIENTATION)

The Maison de l'orientation united the various educational and vocational guidance services under one roof. The law determined its missions and created a Coordination Department that ensures the fulfilment of those missions, and also created a Guidance Forum.

Amendment of the title of the Law of 13 July 2006 on the reorganisation of the Centre for school psychology and guidance (*Centre de psychologie et d'orientation scolaires - CPOS*), as amended, as follows: "Law of 13 July 2006 on the organisation of the Centre for psycho-social and educational accompaniment " (*Centre psycho-social et d'accompagnement scolaires - CePAS*)

17.12.2019

CAREERS EDUCATION AND GUIDANCE IN SCHOOLS (CEGS) TRAINING PLAN

The Coordination Department of the Maison de l'orientation, in collaboration with the Pädagogische Hochschule Niederösterreich (PHNÖ) and the Institut de Formation de l'Éducation nationale (IFEN), launched a new training plan (equiv. 10 ECTS) to support the work of guidance coordinators as regards implementation of their tasks.

11.02.2020-25.02.2021

DISCUSSION DAYS (JOURNÉES DE RÉFLEXION)

The Coordination Department of the Maison de l'orientation organised several discussion days on the following topics:

- ✎ 11.02.2020 - Guidance in the lower classes of classical secondary education (ESC) and general secondary education (ESG)
- ✎ 19.01.2021 - Guidance in the upper classes of classical secondary education (ESC) and general secondary education (ESG)
- ✎ 25.02.2021 - Approaches for integrating guidance into educational programmes

31.05.2021

NEW LOCATION AND OPENING OF THE ONE-STOP SHOP OF THE MAISON DE L'ORIENTATION

On 31 May 2021, the Maison de l'orientation opened its doors on 29, rue Aldringen in Luxembourg City.

Its eight services, including three new ones, namely the Agency for the transition to independent living (*Agence de transition vers une vie autonome - ATVA*), the guidance unit of the Adult Training Department (*Service de la formation des adultes - SFA*) and the Higher Education Information Department of the Ministry of Higher Education and Research (MESR), began offering lifelong guidance.

On this date, the Maison de l'orientation also opened its one-stop shop, which comprises five contact points, each with a specific focus:

- ✎ Parcours scolaire [Educational pathway]
- ✎ Information jeunesse [Youth information]
- ✎ Études supérieures [Higher education]
- ✎ Univers des formations et métiers [Overview of training courses and professions]
- ✎ Formation pour adultes [Adult education]

From this time on, citizens looking for information and advice as part of their educational, training or professional pathways have been able to go there on a drop-in basis.

JULY 2021

ANALYSIS AND ASSESSMENT REPORT ON GUIDANCE STRATEGIES IN SECONDARY SCHOOLS 2017-2020

The Coordination Department of the Maison de l'orientation issued a report analysing and assessing the guidance strategies as documented by secondary schools over a first period (2017 to 2020).



2. EDUCATIONAL AND VOCATIONAL GUIDANCE

When it comes to educational and vocational guidance, we follow the definition issued by the Guidance Forum in 2010 rather than focusing on isolated times of transition and/or choices made at specific points of the educational pathway. This also goes hand-in-hand with the notion of career management skills.

“Guidance refers to a series of activities that enable citizens, at any point of their lives, to identify their abilities, their skills and their interests in order to make informed decisions in terms of their choice of studies and training and their professional activities, all with the overarching aim of helping them to achieve their potential and to develop society.”¹

2.1 CAREER MANAGEMENT SKILLS²



THIS PYRAMID-SHAPED DIAGRAM, INSPIRED BY INTERNATIONAL FRAMEWORKS, COVERS FIVE SKILLS AREAS THAT ARE ESSENTIAL TO DESIGNING EDUCATIONAL AND VOCATIONAL PATHWAYS FOR STUDENTS.

Career management skills are a key principle of educational and vocational guidance. They have to constitute a core element of any curriculum and be reflected in the learning outcomes of educational disciplines.

The very idea of career management skills is based on a fundamental reality, which is the varied nature of training and career pathways and the complexity of the world of work that has emerged over the last 20 years. Developing career management skills in individuals is one of the crucial ways of dealing with these challenges.

Career management skills cover a broad range of skills that provide individuals and groups with structured ways of gathering, analysing, summarising and organising information on training, trades and self-knowledge. They also include the skills needed to make decisions and embark on transitions³.

Consequently, educational and vocational guidance within secondary schools must go beyond simply preparing students to make appropriate decisions at a given moment. Secondary schools must also help students to develop the skills they need in order to navigate moments of transition throughout their lives, to master the decision-making process and to manage change.

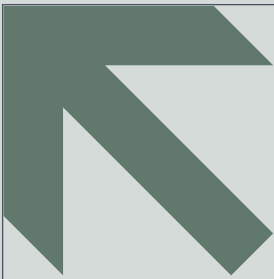
To this end, they ensure that they provide access and learning possibilities that are tailored to the age and (life) situation of students so as to facilitate the development of their career management skills.

The three areas of skills that constitute the **base** of the pyramid are the tools for acquiring the knowledge needed before making a decision. They include skills relating to self-reflection and research that are necessary to explore these three areas of skills. In the “getting to know yourself” area, work on identity and construction of a positive self-image are essential components with a view to taking educational and professional decisions: the development of a coherent and sustainable educational and vocational guidance project is indeed a picture of how the student sees him/herself in the future.

The **central part** of the pyramid relates to the methodological component of decision-making, understanding personal development processes and acquiring decision-making skills.

² Career Management Skills correspond to the European concept of said skills.

³ Vuorinen, Watts 2014: ELGPN Tools No. 1. Lifelong Guidance Policy Development: A European Resource Kit



The **peak** of the pyramid refers to the 21st century skills needed for successful transitions and subsequent pathways. These are summarised by the following key competencies:

- ✓ Multi-literacy competence;
- ✓ Self-competence;
- ✓ Transformative competence;
- ✓ Social competence.⁴

The reflexive competence (reflection) is also one of the key competencies. It primarily fits the middle of the pyramid: learn how to make decisions and plan your projects.

The base and the central part therefore represent the actual “guidance process”, i.e. gathering necessary information about oneself, the world of work and the training possibilities, reflecting on that information, expand on it throughout the process and integrating it into one's decisions. They also contain the 3 objectives set out in Article 12 of the Law of 25 June 2004 on the organisation of secondary schools, as amended, namely:

THE GUIDANCE STRATEGY IMPLEMENTED BY SECONDARY SCHOOLS AND TAILORED TO THE SPECIFIC NEEDS OF THEIR SCHOOL POPULATION AIMS AT:

- ✓ 1. providing information about the school system and training pathways, including the higher education options, both in Luxembourg and abroad;
- ✓ 2. familiarising students with the socio-economic world, particularly the job market;
- ✓ 3. developing the skills that will enable students to make decisions about the training pathways available and to develop a personal education project.

Developing the skills envisaged by the peak of the pyramid goes beyond the guidance process in the strictest sense. However, some parts of these skills are essential to handling and successfully navigating periods of transition.

2.2 TRANSITIONS

By “transitions”, we refer to the key phases of each educational stage where every student is required to make decisions regarding their educational direction, training pathway or studies. These phases are characterised by uncertainty and great upheaval, often non-linear in nature, as a result of breaking with a previous way of living. Thus, these transitions require a greater level of individual support, particularly for those young people considered at risk.

In general terms, developing career management skills allows students to deal with the transitions that they will encounter throughout their individual pathways. Where possible, the transition should be mediated by individual support from those in a position to assist the student.

Making systematic preparations for the transitions and choices required in the course of the educational pathway is an essential component of educational and vocational guidance. At the same time, it is important to ensure that students newly joining a secondary school or an educational path or those dealing with disruptions or unexpected changes in pathway are welcomed and supported (see Annex 2 – Types and moments of transition in the public school system).

4

For further information, please see the SCRIPT's descriptions of the key competencies at <https://curriculum.lu/vvcc>.

2.3 MISSIONS

In terms of guidance, which is conceived of as a lifelong process, the national education system plays a vital role in enabling and supporting students when it comes to educational, university, professional – and also personal – choices.

There are **4 missions that help in developing career management skills and preparing for periods of transition. They do not necessarily follow a predefined order or hierarchy⁵:**

➤ 1. Analysing

The goal of “analysing” is to clarify and facilitate the guidance of the young person. Analysing helps young people to explore and structure the problem (where necessary, using diagnostic tools in collaboration with specialised services) by focusing on the core questions and defining the objectives to be achieved. It is important to explore all of the available resources in order to clarify which path to take.

➤ 2. Informing

The primary goal of the “informing” function is to impart knowledge by providing new information and supplementing the student’s knowledge. It must then be ensured that the student has properly understood this knowledge. Afterwards, a proper understanding of this knowledge must be ensured.

➤ 3. Decision-making (lifelong)

By “decision-making”, we refer to processes that enable students to reflect on their physical, mental and cognitive skills and their talents in order to choose a profession or a training pathway.

This function helps to highlight the importance of the personal project, taking into account the external factors that influence the choice of training and profession. It helps the learner to consider alternatives and to make informed decisions regarding their training pathway, all whilst paying attention to the motivational and emotional factors that influence those choices, particularly opinions and promotion decisions.

➤ 4. Supporting

By “supporting”, we refer to being involved in a medium- or long-term process of developing career management skills and doing so in a professional manner by giving feedback or encouraging the individual to get to know themselves and set their own course. This involves encouraging them to discover the professional world, developing new skills and imparting those skills.

These 4 missions serve as a touchstone for ensuring the comprehensive dimension of guidance. However, in terms of a reference system for the activities, it seems more intuitive to organise them in terms of career management skills.

5

According to:
Bundesministerium
für Bildung und
Frauen Österreich,
Berufsorientierung /
IBOBB www.schule.at



3. GUIDANCE STRATEGY OF SECONDARY SCHOOLS

3.1 DEFINITION

The guidance strategy is one of the seven secondary school strategies⁶ involved in school development. It aims at⁷:

- ✓ 1. providing information about the school system and training pathways, including the higher education options, both in Luxembourg and abroad;
- ✓ 2. familiarising students with the socio-economic world, particularly the job market;
- ✓ 3. developing the skills that will enable students to make decisions about the training pathways available and to establish a personal educational project.

The guidance strategy is also an essential part of the secondary school's identity, which is shared and experienced within the school community. The actions of the entire school community are documented in the guidance strategy and in compliance with this reference framework.

The strategy consists of an action plan that meets the minimum standards defined by this framework and that each school establishes for itself.

⁶
1. Organisation of academic support;
2. Care/assistance for children with special/particular needs;
3. Psycho-social assistance for students;
4. Guidance for students;
5. Cooperation with students' parents;
6. Integration of ICT;
7. Extracurricular offer.

⁷
Art. 12 of the Law of 25 June 2004 on the organisation of secondary schools, as amended

3.2 DEVELOPMENT OF THE GUIDANCE STRATEGY

Every school develops a guidance strategy that it documents using the “edVance” system. This documentation allows each school to plan and implement its strategy.

First, the situation of the school is analysed using the project management rules. The school has different tools to this end, in particular its educational offer, its charter, the summary of its projects, the school organisation, but also an analysis of its school population and its needs as included in the secondary school report (*rapport lycée*).

In the “edVance” system, the guidance activities in place in every secondary school are recorded in the “formulaire DO”. The situation is then evaluated and, if necessary, new actions are planned in order to expand the school’s offer.

In order to be able to work in a sustainable manner, it is recommended that the guidance unit draw up descriptions of the various actions and replicate them in the guidance strategy.

For the purposes of quality management, the actions and the strategy are regularly assessed and adjusted, for example using quality criteria (see Annexes to this framework).

3.3 DOCUMENTATION OF THE GUIDANCE STRATEGY

The documentation of a secondary school’s guidance strategy includes the information gathered in the “edVance” tool. The content includes:

3.3.1 THE STUDENT POPULATION

- ✓ The secondary school’s educational offer;
- ✓ The characteristics of the student population (provided by the SCRIPT);
- ✓ The educational pathways of the students (provided by the SCRIPT);
- ✓ The specific needs of the student population (provided by the SCRIPT).

3.3.2 ORGANISATION AND PRIORITIES OF THE SECONDARY SCHOOL IN TERMS OF GUIDANCE (to be indicated via the “edVance” system from the “profil de l’orientation” area)

- ✓ The guidance in the school’s profile/charter;
- ✓ The composition of the guidance unit;
- ✓ The cooperation of the various services and practitioners within the school in the area of guidance;
- ✓ The allocation of the tasks and compensated workload (*décharges*) for staff involved in providing guidance;
- ✓ The strategy for acquiring and exchanging information on educational and vocational guidance (training strategy, introducing new guidance practitioners to their tasks, organising information, providing internally shared guides and resources, etc.);
- ✓ Projects related to guidance [school mission statements (*projets d’établissement*), pedagogical innovation projects, etc.];
- ✓ The secondary school’s partners (cf. points 3.4.4 and 3.4.5 of this framework);
- ✓ The organisation of the availabilities of the guidance teachers and of the corresponding services in order to advise and support students;
- ✓ The means provided for in order to allow students to document their experiences, reflections and key steps in their guidance process (portfolio, guidance logbook, digital file).
- ✓ etc.

3.3.3 THE SECONDARY SCHOOL’S GUIDANCE PROCEDURES AND ACTIONS

- ✓ For each action undertaken within each educational cycle, a form is completed that relates the action in question to the five skills areas listed



under point 2.1⁸ and the five fields of action listed under point 3.4.

The form documents:

- a description of the action,
- the target students (all students, students with special needs, students at risk of dropping out, etc.),
- the target classes.

✓ Evaluation of the actions undertaken

The secondary school's guidance coordinator ensures that the guidance strategy is entered in the "edVance" system and made available to the school community and the Coordination Department of the Maison de l'orientation. The documentation is updated regularly, at least annually.

3.4 FIVE FIELDS OF ACTION⁹

The measures should:

- ✓ respond to young people's needs;
- ✓ reach all students throughout the course of their studies;
- ✓ be shared amongst all members of the school community;
- ✓ be sustainably anchored in the profile and offer of the school.

The measures are identified using the five fields of action listed in the next sub-section. One measure may be integrated into more than one action area.

The guidance professionals have specific measures at their disposal, which are included in an online exchange platform for professional and information managed by the Coordination Department of the Maison de l'orientation.

1. Curricular activities

All secondary schools organise activities on the subject of guidance, as part of the regular curriculum and in the form of:

- ✓ tutoring;
- ✓ optional courses;
- ✓ activities in the subjects that deal with aspects of life in society, the economic world, educational and/or university training, the student's place in these settings, and activities that promote career management skills and the key competencies;
- ✓ a guidance logbook or portfolio throughout the entire school pathway of the student. This is recommended as a way of supporting the students in their guidance choices. This documentation allows the students to gather and illustrate their activities, experiences, reflections and assessments. It can also serve as a resource for parents' meetings.
- ✓ etc.¹⁰

2. Extracurricular activities

All secondary schools organise activities on the subject of guidance that take place outside of the regular timetable in the form of:

- ✓ out-of-school and school-supplementary activities;
- ✓ preparing, implementing and evaluating visits;
- ✓ preparing, implementing and evaluating work placements;
- ✓ etc.¹¹

3. Partnership with students' parents

Parents have a huge influence on the choices of their children. As such, all secondary schools must include information of and consultations with parents in their guidance strategy within the framework of the exchanges required by law as well as the regulations and guidelines in force. However, additional

⁸ Cf. definition of "career management skills" on page 13.

⁹ Adapted from: Leitfaden Berufsorientierung, Gütersloh, Bertelsmann Stiftung, 2012.

¹⁰ Examples of other activities are available on the virtual exchange platform for guidance professionals.

¹¹ Footnote n°10.

strategies are developed within the institution in order to create a partnership with the parents while also taking the necessary steps to offer the best possible assistance and care to the child.

The following measures help establish a strong partnership with students' parents:

- informing parents about the guidance steps and measures;
- regular meetings with the same person (e.g. class teacher or tutor; when delivering reports) in order to create a trust relation (if possible, the same person should act as the contact point across multiple school years in order to create a trusting environment);
- meetings between the student's teacher(s) or tutor(s), the student and his/her parents where the latter can present his/her progress and projects, if possible based on his/her portfolio, and decide on the next steps¹²;
- exercises involving the parents, e.g. relating to self-image and image of others; inviting parents to present their occupations;
- etc.¹³

4. Partnership with the economic world

In order to make informed choices, students must establish a relationship with the professional world. It is therefore important to promote and actively encourage students' participation in introductory work placements and visits, and to open up the school and welcome partners into secondary schools. The secondary school must invest in building its networks and ensure that it informs and integrates partners as effectively as possible whilst providing feedback on the actions organised and implemented.

Work placements are of particular importance when it comes to learning about the world of work.

The importance of work placements for students' decision-making has been established by several studies, particularly where the placement follows an initial stage of exploration (self-knowledge, research on professions and the evolution of the world of work and the delineation of areas of interest).

Work placements allow students to learn about professional environments and the various features and aspects of a profession. It enables them to test and supplement the results of their self-reflection and their ideas about companies and professions. This also helps them develop their self-knowledge, construct their identity, stimulate their independence and shape their projects for the future. These lived experiences can help students (re)discover their motivation for pursuing their educational and/or professional projects.

Accordingly, secondary schools encourage all students, regardless of their educational level or pathway, to acquire experience through internships. Whether the internship is optional or mandatory, preparation, support and quality monitoring are organised.

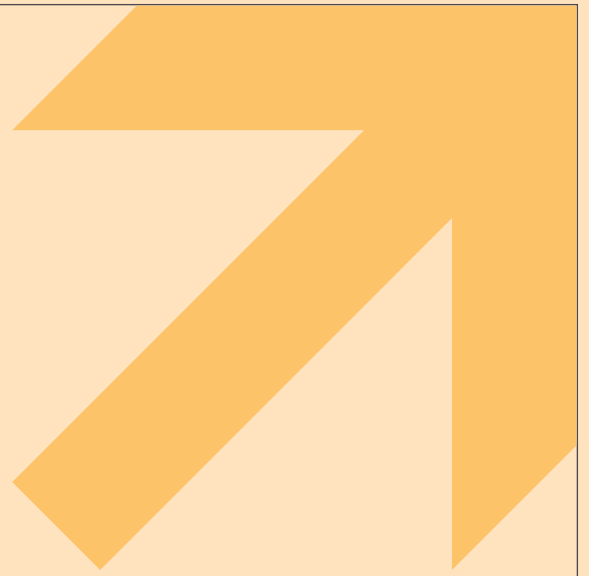
These experiences are highlighted in and integrated into the student's guidance process.

5. Other partnerships

Every school has a network of partners available to it, namely for assisting with guidance. In addition to the services of the Maison de l'orientation, this network may include the different competence centres involved in educating and supporting secondary school students, and public or private associations, institutions or services that can help provide added value to the student's guidance, whether through information, advice, guidance or support. The secondary school works closely with contact persons in primary schools in the context of their guidance work.

¹²
In the style of
Austrian Child-Parent-
Teacher Discussions
(KEL-Gespräche)

¹³
Cf. note n°10.



4. INVOLVEMENT OF THE SCHOOL COMMUNITY

4.1 WHOLE SCHOOL APPROACH

Guiding students is a priority for schools, which is why all of the specialised services, teachers and the school management take care to ensure that it is offered, whilst remembering that students progress at their own pace and based on their specific personal needs and objectives.

Secondary schools prioritise a differentiated and individual approach, supported by the school community, and ensure that each student receives support in their development and their personal project. In this regard, it is essential to consider not only the student's intellectual and cultural background but also their current stage of life in order to establish a comprehensive overview of their situation and how they see themselves. Consequently, the young person's decisions regarding their educational and vocational project cannot be based only on their results and interests

but must instead ensure that the project is appropriate to their individual circumstances.

The pedagogical framework regarding guidance aims to take into account the needs of the students and to ensure that the contact persons (particularly the guidance unit), supported by the entire school community, have the resources they need to implement the whole school guidance approach.

Every person that the students speak to is aware of the need for students to develop a positive self-image and to respect themselves and others (empowerment).

In addition, in order to counteract gender stereotypes as early as possible, gender equality has to be part of the school's fundamental missions. Consequently, the principle of gender neutrality is an integral part of the *modus operandi* of teachers and guidance counsellors at all levels of educational and vocational guidance.

4.2 GUIDANCE UNIT¹⁴

The headmaster establishes within the secondary school a guidance unit that is composed of at least two members of the teaching staff, at least two members of the educational or psycho-social staff and at least one teacher of the pre-vocational scheme, if applicable.

The unit may count up to 10 members maximum, including the headmaster, those listed above and the members of the school management. The work of the guidance unit may also be supported by the administrative staff of the secondary school. Its composition, role and functions are known to the school community.

The management ensures that the members of the guidance unit and any other person involved in the implementation of the guidance strategy have sufficient resources and the shared time windows needed to fulfil the duties stipulated by this framework.

The guidance unit is responsible for implementing the educational and vocational guidance strategy in line with the present reference framework. The students and the teachers are informed of when the members of the unit are available. If the school is able to allocate separate facilities to its guidance unit, the entire school community can find advice and information relating to educational and vocational guidance in one single place.

By its nature, educational and vocational guidance is directly linked to other transversal challenges faced by secondary schools (dropping out, inclusion of newly arrived students or students with special needs, digitalisation, and media literacy and education for sustainable development). The guidance unit also integrates those challenges into its functions within the scope of its area of responsibility. It cooperates closely with the school's specialised services where necessary. Some of these challenges offer potential ways to add to the guidance work with the students.

The members of the guidance unit are encouraged to fulfil their function and are relieved of other tasks by the school's management to enable them to complete continuing training modules related to their professional development for at least eight hours per year. The Coordination Department of the Maison de l'orientation is developing a continuous training offer aimed at the guidance units and is further expanding the continuing training offer in collaboration with the IFEN.



4.3 GUIDANCE COORDINATOR¹⁵

The headmaster of the secondary school appoints a coordinator from among the members of the guidance unit, whose role it is to coordinate the guidance unit and its work.

The guidance coordinator acts as the correspondent and contact point for the Maison de l'orientation in the secondary school. He is also in charge of the analysis and conceptualisation of the guidance strategy.

The guidance coordinator participates in at least one coordination meeting per year with the Coordination Department of the Maison de l'orientation, which the latter convenes.

The Careers Education and Guidance in Schools training offered by the Coordination Department of the Maison de l'orientation supports the coordinators in fulfilling their functions.

4.3.1 GENERAL PROFILE

The guidance coordinator:

- ✦ volunteers for the role;
- ✦ establishes the link between the guidance strategy and the transversal functions of the secondary school, particularly those connected to the inclusion and integration of all students;
- ✦ is a member of the guidance unit;
- ✦ is considered a partner of the management of the secondary school and acts as the spokesperson on guidance issues vis-à-vis the management and the school community;
- ✦ has the required time capacity in order to ensure that the tasks described are completed¹⁶;
- ✦ attends continuing training if he has no prior experience in guidance.

¹⁵

Art.12 of the Law of 25 June 2004 on the organisation of secondary schools, as amended

¹⁶

I.e. compensated workload (*décharges*) necessary for teachers; for members with psychological, social and/or educational tasks, the coordination function doesn't impede the completion of the SePAS and SSE tasks.

SKILLS PROFILE¹⁷:

Knowledge, skills and attitudes of the guidance coordinator in relation to:

THE TARGET GROUP	THE PROCESS	THE SOCIAL, ECONOMIC AND EDUCATIONAL ENVIRONMENT	THE PROFESSIONAL ENVIRONMENT	THEMSELVES
<ul style="list-style-type: none"> → is familiar with the profile and the student population in their secondary school and the resulting needs; → is familiar with the current studies on the situation of young people in Luxembourg/ the current generation of students; → is familiar with the needs of young people undergoing transitions, the factors that influence their life choices and the factors associated with the risk of educational exclusion, including theories of personality; → is familiar with the risk factors of dropping out; → is familiar with the needs of different target groups in order to ensure they are educationally integrated and included; → sees the young person as the agent of her choices. 	<ul style="list-style-type: none"> → has skills in teamwork, organisation, communication, supporting the school development process (change management) and project management; → is able to communicate with school stakeholders and external partners and steer meetings and discussion processes; → is familiar with the quality criteria and success factors; → is familiar with the pedagogical methods for developing students' career management skills. 	<ul style="list-style-type: none"> → has the necessary knowledge, in the context of the secondary school's population, of: <ul style="list-style-type: none"> ↳ guidance, ↳ the school system, ↳ the path to higher education, ↳ changes in the world of work (in Luxembourg), ↳ lifelong learning (the importance of it and, where applicable, the offer pertaining thereto), ↳ the characteristics of careers/ pathways, biographies and transitions in the 21st century. 	<ul style="list-style-type: none"> → is familiar with the legal framework of guidance within the secondary school and the present reference framework; Manque une flèche → is familiar with the educational and vocational guidance partners in Luxembourg and, where applicable, in the Greater Region (professional chambers, services and partners of the Maison de l'orientation, specialised associations, etc.); → is familiar with the sources of information; → has an overview of the duties, functions and projects of colleagues that contribute to the guidance and the development of career management skills among students in his secondary school; → is familiar with the IFEN and its website and can therefore check for training courses offered to guidance counsellors. 	<ul style="list-style-type: none"> → is aware of his role and functions, and the limits to them; → takes a reflective approach with regard to his/her own educational pathway, socialisation and values; → takes a sensitive approach to diversity and the needs of young people at risk of educational exclusion; → is open to personal and professional development and researching information; → is familiar with the ethics of the profession.

¹⁷

Professionell beraten: Kompetenzprofil für Beratende in Bildung, Petersen, Schiersmann, Weber, 2014.

Beruf und Beschäftigung. Nfb, Universität Heidelberg; Schiersmann et al (Hg) 2014

NICE Handbuch für die wissenschaftliche Aus- und Weiterbildung von Beratern in Bildung, Beruf und Beschäftigung,

Träger des „Network for Innovation in Career Guidance and Counselling in Europe (NICE)“, Christiane Schiersmann, 2014.

Être conseiller dans une Cité des métiers, Réseau des Cités des métiers, 2009.

4.3.2 DUTIES

The guidance coordinator:

- ✓ organises and chairs meetings of the guidance unit;
- ✓ coordinates the implementation of the guidance strategy;
- ✓ determines and evaluates the guidance needs within the secondary school;
- ✓ allocates tasks to the other members of the guidance unit;
- ✓ has access to the virtual exchange platform (for the use of guidance professionals), contributes to the sharing of information on this platform and manages access for the members of their school community;
- ✓ participates in continuing training related to educational and vocational guidance;
- ✓ is the contact person:
 - for the members of the school community on questions related to guidance (internal communication);
 - for the Maison de l'orientation (external communication);
 - for other partners (other secondary schools, professional chambers, etc.) (external communication).

The duties are clearly defined:

- ✓ the duties of the coordinator are defined by the management;
- ✓ the duties of the members of the unit are defined by the management and the coordinator;
- ✓ the duties of stakeholders within the secondary school (social educational services, teachers, etc.) relating to guidance are defined by the management and the guidance unit.

4.3.3 RECOMMENDATIONS

In order to ensure that the guidance work is of high quality and in accordance with the standards set out by the present framework, the unit and the individuals responsible for guidance within secondary schools (class teachers, tutors and coaches providing individual or group support and meetings with parents, etc.) must have the support of the school community and the necessary resources (e.g. compensated workload, position dedicated at least partially to guidance).

If the coordinator also acts as a guidance counsellor, the items listed in the corresponding profile also apply.

4.4 GUIDANCE COUNSELLOR

4.4.1 GENERAL PROFILE

The guidance counsellor:

- ✓ volunteers for the role;
- ✓ may belong to various professional stakeholders within the school (teaching staff, SePAS, educational service, etc.);
- ✓ may be, but does not necessarily have to be, a member of the guidance unit;
- ✓ must have a certain level of professional experience;
- ✓ is available to assist students searching for information and advice;
- ✓ acts as the contact person for students and parents and for school stakeholders;
- ✓ is committed to continuing training in order to be able to meet the students' needs and answer their questions;
- ✓ attends continuing training if he has no prior experience in guidance.

SKILLS PROFILE:¹⁸
Knowledge, skills and attitudes of the guidance counsellor in relation to:

THE TARGET GROUP	THE PROCESS	THE SOCIAL, ECONOMIC AND EDUCATIONAL ENVIRONMENT	THE PROFESSIONAL ENVIRONMENT	THEMSELVES
<ul style="list-style-type: none"> → has a sense of empathy and duty towards the students; → is committed to being objective and open vis-à-vis the students and the various educational and training pathways; → is flexible with his presence in the school outside of timetabled classes (based on the needs of the students); → has a basic knowledge of developmental psychology; → is familiar with the current studies on the situation of young people in Luxembourg (Bildungsbericht, jeunes NEETS, jeunes décrocheurs, etc.); → is familiar with the needs of young people undergoing transitions, the factors that influence their life choices and the factors associated with the risk of educational exclusion, including theories of personality; → is familiar with the needs of different target groups in order to ensure they are educationally integrated and included; → views the young person as the agent of their choices. 	<ul style="list-style-type: none"> → has the required team spirit to work in the guidance unit; → has the necessary communication skills (active listening, coaching, questions, etc.); → finds out about and applies the pedagogical methods for developing students' career management skills; → is familiar with the quality criteria and success factors for guidance; → incorporates an authentic and open approach; → communicates a clearly distinguishable approach; → knows how to create an environment of trust and mutual respect in an intercultural context characterised by differences among social backgrounds, gender stereotypes, skills and potential specific needs; → is aware of different ideas and concepts relating to life choices and seeks to create a basis for mutual understanding in the dialogue on the student's educational and professional guidance (interculturality); → supports the students in finding their own answers and making their own life choices; → is open to multiple possible solutions. 	<ul style="list-style-type: none"> → has the necessary knowledge, in the context of the secondary school's population, of: <ul style="list-style-type: none"> ↳ guidance, including the school system, ↳ the path to higher education, ↳ changes in the world of work (in Luxembourg), ↳ lifelong learning (the importance of it and, where applicable, the offer pertaining thereto), ↳ the characteristics of careers/pathways, biographies and transitions in the 21st century. 	<ul style="list-style-type: none"> → is familiar with the legal framework for guidance within the secondary education and the present reference framework; → is familiar with the key offers and partners in relation to his function and duties; → is familiar with the main sources of information in relation to his function and duties; → is familiar with the human resources and the processes associated with guidance within his secondary school; → is familiar with the IFEN and its website and can therefore check for training offered to guidance counsellors. 	<ul style="list-style-type: none"> → is a reflective practitioner; → is aware of his role, functions and skills, and the limits to them; → takes a reflective approach with regard to his own educational pathway, socialisation and values; → takes a sensitive approach to diversity and the needs of young people at risk of educational exclusion; → actively pursues personal and professional development and researches information; → is familiar with the ethics of the profession.



4.4.2 DUTIES

The guidance counsellor:

- ✚ undertakes research on issues of guidance;
- ✚ acts as an intermediary for the student with internal and external guidance practitioners;
- ✚ is in contact and helps coordinating the guidance unit;
- ✚ organises class visits and other actions that are part of the secondary school's guidance strategy;
- ✚ has a strong understanding of the educational systems and makes sure to keep this information up to date;
- ✚ is present during guidance meetings with students and their parents and/or legal representatives;
- ✚ participates in implementing the guidance strategy;
- ✚ participates in continuing training relating to educational and vocational guidance.

4.4.3 RECOMMENDATIONS

It is advisable to provide guidance counsellors in the areas and situations described below (depending on the secondary school's educational offer):

- ✚ Transition from primary to secondary education
- ✚ Lower classes of secondary education
- ✚ Transitions
- ✚ Reorientation
- ✚ Higher classes (+BTS)
- ✚ Pre-vocational education
- ✚ CIP and COP classes
- ✚ Vocational training
- ✚ Welcome classes (ACCU, CLIJA and CLIJAA)
- ✚ Integration classes
- ✚ Students with special needs
- ✚ Other classes or training pathways specific to the school.

The compensated workload (*décharges*) reflects the volume of work. The management ensures that the spread of ORIEN compensated workload available is optimised in order to help the guidance counsellors fulfil their duties as effectively as possible.

The management also provides shared time windows to facilitate the coordination with the guidance unit within the school.

4.4.4 METHODOLOGY

In order to guarantee the quality of the guidance activities and schemes, the work of the guidance counsellor is based on a methodology that takes into account scientific advances in guidance, European recommendations and best practices reported in the field at both national and international level.

This methodology includes techniques for gathering and analysing needs, information, advice and support, skills development and evaluation. They are tailored to and targeted at an individual person, a group, a class, or larger populations.

Most of these techniques are essentially based on knowledge in human and social sciences (clinical and developmental psychology, cognitive science, educational science, pedagogy, information/documentation management, communication).

Project management, collaborative practices and quality improvement allow the activities and schemes implemented to be managed sustainably.

Continuing training, reference material and didactic resources are made available to guidance counsellors via an online platform provided by the Coordination Department of the Maison de l'orientation. This allows them to familiarise themselves with working methods for guidance.

4.5 CLASS TEACHER (RÉGENT)

According to the Grand Ducal Regulation of 1 June 1994 determining the assignment and responsibilities of the class teachers in secondary and technical secondary educational establishments, the class teacher's duties are:

- ✓ a pedagogical function;
- ✓ a coordination function;
- ✓ relations with the SePAS;
- ✓ relations with parents;
- ✓ administrative tasks.

The relations with the SePAS and parents particularly highlight the importance of the class teacher's role in guidance. As a general rule, the guidance unit is able to assist and advise class teachers in supporting students on issues of guidance. As a result, the class teachers, communication with the class teacher and the individual support they provide to students, must be factored into the guidance strategy.

4.6 TEACHER

Every teacher contributes to the missions of the respective secondary school. In terms of guidance, teachers listen to their students, give constructive and encouraging feedback, and, where applicable, put them in direct contact with staff in the guidance unit or other guidance counsellors. In addition, they are responsible for ensuring that their teaching includes aspects of living in society, the economic world, educational and/or university training, the place of the student in these settings, and the activities that promote career management skills and the key competencies. They also encourage students to discover the world of work outside of the classroom and to gain other experiences, such as volunteering for social projects, informal apprenticeships, networking and projects, work placements and student jobs, etc.

4.7 MEMBERS OF THE SERVICES FOR PSYCHO-SOCIAL AND EDUCATIONAL ACCOMPANIMENT (SEPAS) AND THE SOCIAL AND EDUCATIONAL SERVICES (SSE)

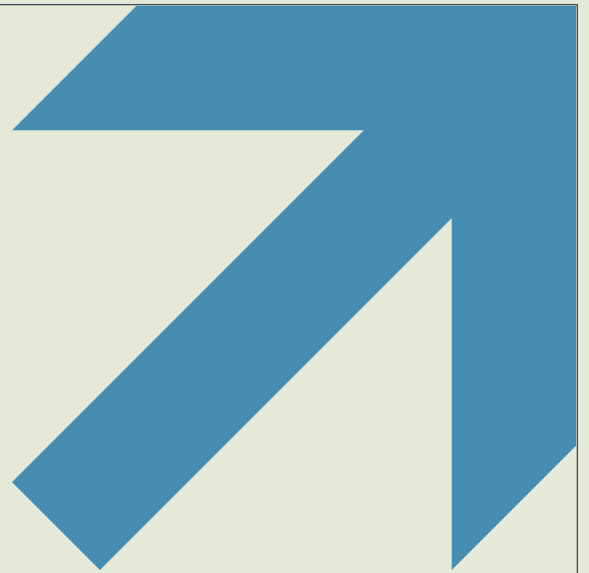
At least two members of staff of these services are involved in the work of the guidance unit. They play a specific role within the guidance unit, as described in the “shared reference framework for providing psycho-social accompaniment and school-supplementary activities within secondary schools”.

The staff of the SePAS may provide individual student support and complement the analysis and decision-making functions of the guidance units, notably by basing their counselling practices on the use of standardised and valid tests.

As a result, when it comes to guidance, the psycho-social staff are involved in psycho-social consultations, as questions related to guidance are often an integral part of these consultations. They may also advise the coordinator or the guidance unit on the basis of their knowledge of methodologies and of conducting interviews, their expertise in developmental psychology and their practical experience relating to guidance.

The “shared reference framework for psycho-social accompaniment and school-supplementary activities in secondary schools” (pages 22 and 46) also specifies that the psycho-social and educational staff contribute to the educational guidance process by suggesting measures to assist with the development of transversal skills, including career management skills.

SSE staff also contribute to measures for developing transversal skills through socio-educational activities (school-supplementary activities and involvement of young people). Other than delivering services directly to students (individually and/or in groups), SePAS staff have experience and skills in designing the overall educational and vocational guidance strategy in the secondary school.



5. STEERING OF THE GUIDANCE STRATEGIES

5.1 DEVELOPMENT OF THE REFERENCE FRAMEWORK:

In accordance with Article 12 of the Law of 25 June 2014 on the organisation of secondary schools, as amended, the framework is developed by the Coordination Department of the Maison de l'orientation in collaboration with the stakeholders of the Maison de l'orientation and the SCRIPT, and is adopted by the Minister for Education.

The reference framework is evaluated every five years and updated by the Coordination Department of the Maison de l'orientation, upon the feedback and input from the stakeholders of the Maison de l'orientation and the guidance coordinators of the secondary schools. It is then submitted again to the Minister.

5.2 STEERING OF THE GUIDANCE STRATEGIES

5.2.1 THE GUIDANCE UNIT

Given that the members of the unit each complete forms that contain the information to be reviewed and updated regularly, the guidance strategy and the evaluation of the latter remain a continuous process.

The coordinator is responsible for the use of the “edVance” tool, which is used primarily by the members of the guidance unit to document the guidance strategy.

The evaluation of the guidance activities by the stakeholders is made easier when robust inter-establishment cooperation is fostered via, for example:

- ✚ surveys among students and the teaching staff,
- ✚ informal exchanges.

If you have any questions relating to the guidance strategy, please contact:

Mr Mike ENGEL

Director

Coordination Department

of the Maison de l'orientation

Mike.engel@m-o.lu

5.2.2 THE COORDINATION DEPARTMENT OF THE MAISON DE L'ORIENTATION

The Coordination Department of the Maison de l'orientation receives the documentation of the guidance strategies drawn up by the secondary schools, in accordance with the provisions included under point 3 of this framework, in order to:

- ✚ evaluate their compliance with formal requirements;
- ✚ estimate the needs of the secondary schools vis-à-vis the services of the Maison de l'orientation.

2022 - 2027 SCHEDULE



June 2022

Publication and entry into force of the revised reference framework



September – December 2022

Documentation of the update to the guidance strategies in the edVance 2.0 system



January 2023 – June 2026

Annual updates, analyses and interviews - Coordination Department of the Maison de l'orientation



June 2026 – January 2027

Summary of guidance strategies and consultations with a view to the revision process



2027

Publication of the updated reference framework



6. THE MAISON DE L'ORIENTATION AND ITS STAKEHOLDERS

6.1 THE MAISON DE L'ORIENTATION

29, rue Aldringen
L-1118 Luxembourg
B.P.2926 Luxembourg
Tel. 8002-8181
info@m-o.lu
maison-orientation.public.lu



**MAISON DE
L'ORIENTATION**

Deng Schoul. Däi Beruff. Deng Zukunft.

The Maison de l'orientation is a State administrative body that unites several public stakeholders working in educational and vocational guidance under one roof. The work of the Maison de l'orientation is intended to benefit all citizens seeking advice about educational and vocational guidance in order to identify their abilities, skills and interests, and to make informed decisions regarding their choice of studies and training and with regard to their professional projects.

Citizens can have an initial anonymous drop-in interview every day from 10 a.m. to 5 p.m.

- ✚ Entrance 29, rue Aldringen
without appointment
- ✚ Monday to Friday
10 a.m. to 12 p.m.
1 p.m. to 5 p.m.

THE SERVICES OF THE MAISON DE L'ORIENTATION¹⁹ CAN ALSO BE APPROACHED DIRECTLY TO ARRANGE A GUIDANCE ADVICE SESSION, NAMELY::

- ✚ Centre for Psycho-Social and Educational Accompaniment
(Centre psycho-social et d'accompagnement scolaires - CePAS)
 - ✚ Department for the Schooling of Foreign Children
(Service de la scolarisation des enfants étrangers - SECAM)
 - ✚ Higher Education Information Department (cf. p. 11) of the Ministry of Higher Education and Research
(Ministère de l'Enseignement supérieur et de la Recherche - MESR)
 - ✚ Vocational Guidance Service of the National Employment Agency
(Service d'orientation professionnelle de l'Agence pour le développement de l'emploi - ADEM-OP) - Centre
 - ✚ National Youth Service
(Service national de la jeunesse - SNJ), regional office Luxembourg
 - ✚ Agency for the transition to independent living
(Agence pour la transition vers une vie autonome - ATVA)
 - ✚ Department of Adult Education
(Service de la Formation des adultes - SFA)
 - ✚ Euroguidance
-
- ✚ Entrance rue Philippe II
of the same building
by appointment
 - ✚ Monday to Friday
8 a.m. to 12 p.m.
1 p.m. to 5 p.m.

¹⁹

<https://maison-orientation-public.lu/fr/publications/2021/maison-orientation.html>

PARTNERS AND INFORMATION SOURCES OF SECONDARY SCHOOLS OFFERS OF THE DEPARTMENTS LOCATED IN THE MAISON DE L'ORIENTATION

Note: Various offers or partners may contribute to the development in several areas of career management skills.



A_GET TO KNOW YOURSELF

CePAS - Centre for Psycho-Social and Educational Accompaniment:

- Psychological, psychotherapeutic, social, educational and psychomotor support
- CDI: library, test library

B_HAVE KNOWLEDGE OF THE WORLD OF WORK

ADEM - Vocational guidance:

- BiZ: individual or class visits
- Introduction to the world of trades and professions
- Apprenticeship: information and registration

C_FIND OUT ABOUT STUDIES, TRAINING AND LIFELONG LEARNING

SFA - Department of Adult Education:

- Guidance, information and advice for adults
- Brochures, guidance and registration for adult training courses and the Université populaire

MESR - Ministry of Higher Education and Research:

- mengstudien.lu platform
- Student fair
- Publications and presentations
- Information and advice (presence at the one-stop shop at the Maison de l'orientation)
- Presentations for secondary schools
- Financial aid

SECAM - Department for the Schooling of Foreign Children:

- Information and testing of students who have recently arrived in Luxembourg or who were previously studying a curriculum other than the Luxembourg study plan and public primary and secondary education
- Guidance advice
- Intercultural mediation

ES - Department of secondary education:

- Information, advice and brochures regarding secondary education (presence at the one-stop shop at the Maison de l'orientation)

D_LEARN HOW TO MAKE DECISIONS AND PLAN YOUR PROJECTS

ATVA - Agency for the transition to independent living:

- Advice, information and support for young people with special needs aged 15 to 29

SNJ - National Youth Service:

- Advice and support
- Workshops
- Exploratory work placements
- Training
- Voluntary service
- Careers fairs: Deng Zukunft, Däi Wee

FIVE THEMATIC CONTACT POINTS

This multi-partner space is freely and openly accessible to members of the public as often as they need at each stage of their studies, training or career. It is made up of five thematic contact points, namely:

- **Parcours scolaire:** [Educational pathway] secondary school educational offer, choosing sections, promotion, returning to a secondary school, general advice on secondary education, etc.
- **Études supérieures:** [Higher education] entry requirements, registration procedures, recognition of qualifications, higher education offer, etc.
- **Formation pour adulte:** [Adult education] general training courses, recognition of prior learning and experience, returning to studying, improving reading and writing skills, linguistic integration, etc.
- **Information jeunesse:** [Youth information] volunteering, au pair, work placements, student jobs, accommodation, health, CVs, administrative processes (registration), etc.
- **Univers des formations et métiers:** [Overview of training courses and professions]: trades, professions, first professional experiences, apprenticeships, etc.

If necessary, an interview with one or more professionals can be followed up by a more in-depth guidance session.

"Bi Z" PROFESSIONAL INFORMATION CENTRE

The Berufsinformationszentrum (BiZ) or Centre d'information professionnelle is part of the Vocational Guidance Service of the National Employment Agency (ADEM-OP). It offers a wide range of free media dedicated to guidance for young people and adults looking for an initial or continuing training course, or who are planning professional retraining or a job change.

The following are available at the "BiZ":

- descriptions of professions, detailed tasks, activities, skills and abilities required in the various economic sectors;
- books, brochures, leaflets or other documentation;
- summary descriptions of professions;
- news story-style videos detailing the daily working life of a large number of professions, along with the associated working activities and conditions;
- websites for searching the right profession via professional interest testing.

6.2 GUIDANCE PRACTITIONERS

The offers of external partners along with the information material are made available via the virtual exchange platform of the Maison de l'orientation, for use by guidance professionals.

PARTNERS AND INFORMATION SOURCES OF SECONDARY SCHOOLS EXTERNAL PARTNERS OF SECONDARY SCHOOLS.

Note: Various offers or partners may contribute to the development in several areas of career management skills.



A_GET TO KNOW YOURSELF

4motion asbl:

- Skillpass / RECTEC – learn to identify your soft skills

Chamber of Commerce (Chambre de Commerce), Luxembourg:

- Talent Check (students interested in starting an apprenticeship)

Chamber of Skilled Trades and Crafts (Chambre des Métiers), Luxembourg & Chamber of Employees (Chambre des Salariés), Luxembourg:

- Basic check (5e)
- Job matching in the craft sector

B_HAVE KNOWLEDGE OF THE WORLD OF WORK

Chamber of Employees, Luxembourg:

- Information sessions (5e)
- Matinée apprentis (Morning events for apprentices)
- Publications (e.g. rights and obligations of apprentices)

Chamber of Agriculture:

- Information on “green” trades

Chamber of Skilled Trades and Crafts, Luxembourg:

- HandsUp craft didactic material
- Cycle 4.1: Hallo Handwerk!

MEGA - Didactic material: rockmega Work without discrimination:

- Didactic material: rockmega
- Work without discrimination

FEDIL - The Voice of Luxembourg's Industry & Luxembourg Chamber of Commerce:

- Hello Future Roadshow, information and pedagogic kit
- “Les qualifications de demain” (The qualifications of the future) study

Chamber of Commerce, Luxembourg:

- winwin.lu professional training platform
- School-business relationship workshops

Worldskills, Luxembourg:

- ✎ Trades Village as part of the LuxSkills competition

ANIJ - National Agency for Youth Information (Agence Nationale pour l'Information des Jeunes):

- ✎ Jobs and placements platform
- ✎ Information service

Luxembourg Science Center:

- ✎ Guidance: Science and Technology

IFSB - Training Institute of the Construction Sector (Institut de Formation Sectoriel du Bâtiment):

- ✎ Building generation (discovery days, Building games)

IMS Luxembourg & Care Luxembourg:

- ✎ DayCare (from 16 years of age)
- ✎ Digital Challenges

Jonk Entrepreneuren Luxembourg asbl:

- ✎ Entrepreneurship activities, including:
- ✎ Fit for life (14-16)
- ✎ My first enterprise (4e),
- ✎ Mini-companies (15-19)
- ✎ Engineering Trainee days (16+)
- ✎ Job Shadow Day (16+)

C_FIND OUT ABOUT STUDIES, TRAINING AND LIFELONG LEARNING

French Institute of Luxembourg (Institut Français du Luxembourg) & A U.S. Department of State – Global Network Promoting U.S. Higher Education:

- ✎ Information and advice on studying in the respective countries

University of Luxembourg & National Institute for the Development of Continuing Vocational Training (Institut national pour le développement de la formation professionnelle continue - INFPC):

- ✎ Unicareers.lu fair
- ✎ Open Day, brochures, Q&A
- ✎ The Scienceteens Lab
- ✎ lifelong-learning.lu platform
- ✎ Training Observatory

ACEL - Association of Luxembourg Student Unions (ACEL – de Studentevertrieder – Association des Cercles d'Étudiants Luxembourgeois):

- ✎ Information about studying (school visits)
- ✎ Action: “Student fir 1 Dag” [student for 1 day] (Easter holidays)

SCRIPT - Department for the Coordination of Educational and Technological Research and Innovation (Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques) & SFP – Department of Vocational Training (Service de la formation professionnelle) :

- ✎ D'YEP! Schoulfoire Luxembourg [Luxembourg school fair]

D_LEARN HOW TO MAKE DECISIONS AND PLAN YOUR PROJECTS

MCMC - Maison du Coaching, Mentoring et Consulting [Centre for Coaching, Mentoring and Consulting]:

- ✎ M-Proj (mentoring for students in 2e by professionals)

E_DEVELOP YOUR SKILLS TO SUCCEED ON YOUR PATH

Jobfirst:

- ✎ mobile application to create your CV

SCRIPT - Department for the Coordination of Educational and Technological Research and Innovation (Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques)

- ✎ Media skills
- ✎ Key competencies

Jonk Entrepreneuren Luxembourg asbl:

- ✎ Sustainable entrepreneurial schools
- ✎ Youth Start Challenges

Anefore National Agency:

- ✎ Europass – CV and portfolio
- ✎ European projects

LTS - Luxembourg Tech School:

- ✎ Luxembourg Tech Schools (12-19)

WIDE - Women in Digital Empowerment:

- ✎ Coding workshops, digital skills
- ✎ Girls in digital



6.3 RESOURCES

[Beruffer.anelo](#) is a database of information sheets on various trades.

The restricted-access [virtual exchange platform](#) is for the use of guidance professionals.

The website [Menschoul.lu](#) provides a map of the educational offer.

IFEN is the national educational institute providing training and continuing training.

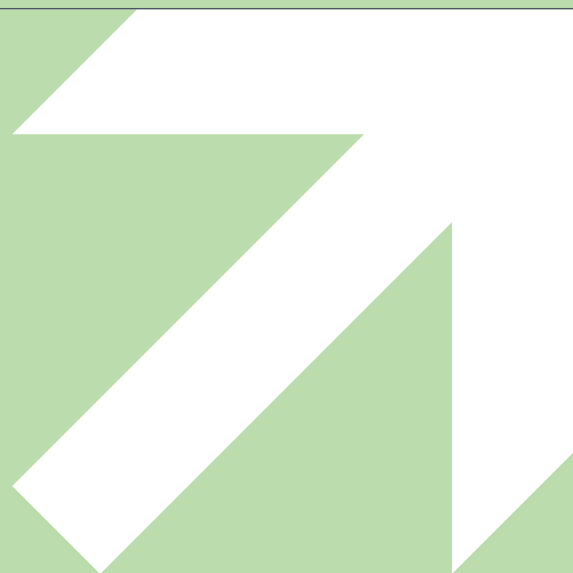
The function of the [SCRIPT](#) is to promote, implement and coordinate initiatives and research across the entire Luxembourg educational system relating to pedagogical and technological innovation and quality development at the level of the educational system and in the realm of pedagogical practice.

The website [Hey.snj.lu](#), which targets young people and professionals, unites all the activities and offers of the SNJ's Division for Supporting the Transition towards Working Life. It has three key areas: advice, volunteering and workshops. The site also provides a training catalogue for young people.

The website [mengstudien.lu](#), from the Higher Education Information Department (cf. p. 11) of the Ministry of Higher Education and Research offers a large selection of information on higher education in Luxembourg and abroad, on registration procedures and on financial aid.

6.4 PUBLICATIONS

- ✓ Loi du 29 août 2017 portant sur l'enseignement secondaire
<https://legilux.public.lu/eli/etat/leg/loi/2017/08/29/a789/jo>
- ✓ Loi du 22 juin 2017 ayant pour objet l'organisation de la Maison de l'orientation
<https://maison-orientation.public.lu/fr/publications/2019/loi-22-juin-organisation-mo.html>
- ✓ Loi du 25 juin 2004 portant organisation des lycées
<https://legilux.public.lu/eli/etat/leg/loi/2004/06/25/n9/jo>
- ✓ Conclusions du FORUM Orientation
<https://maison-orientation.public.lu/fr/publications/2021/conclusions-forum-orientation-2010.html>
- ✓ Cadre de référence commun pour l'accompagnement psycho-social et l'offre périscolaire dans les lycées, MENJE
<https://men.public.lu/fr/publications/jeunesse/informations-generales/cadre-referance-accompagnement-psycho-social-offre-periscolaire.html>
- ✓ Le bilan de l'évaluation systémique de l'éducation au Luxembourg, ONQS
https://onqs.lu/wp-content/uploads/2020/09/ONQ_5114_20_Rapport-thematique-analyse-critique_web_single.pdf
- ✓ ELGPN Policy Briefing, Lifelong Guidance Policy Development:
- ✓ A European Resource Kit, Vuorinen, Watts, 2014
http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011-12_web.pdf/view
- ✓ Être conseiller dans une Cité des métiers, Réseau des Cités des métiers, 2009.
<https://www.reseaucitesdesmetiers.org/les-guides>
- ✓ Leitfaden Berufsorientierung, Praxishandbuch zur qualitätszentrierten Berufs- und Studienorientierung an Schulen, Verlag BertelsmannStiftung
<https://www.bertelsmann-stiftung.de/de/publikationen/publikation/did/leitfaden-berufsorientierung-4>
- ✓ NICE Handbuch für die wissenschaftliche Aus- und Weiterbildung von Beratern in Bildung, Beruf und Beschäftigung, Träger des „Network for Innovation in Career Guidance and Counselling in Europe (NICE)“, Christiane SCHIERSMANN, 2014.
http://www.nice-network.eu/.cm4all/uproc.php/O/Publications/Inhalt%20Vollversion%20NICE%20Handbook.pdf?_id=16b2c601775&cdp=a
- ✓ Professionell beraten: Kompetenzprofil für Beratende in Bildung, Beruf und Beschäftigung, Crina-Maria PETERSEN, Christiane SCHIERSMANN, Peter WEBER, Nfb, Universität Heidelberg, 2014.
https://www.ssoar.info/ssoar/bitstream/handle/document/52664/ssoar-2014-petersen_et_al-Professionell_beraten_Kompetenzprofil_fur_Beratende.pdf;jsessionid=12CA7A8A272A37B73B309FF6CB801392?sequence=1
- ✓ Psychologie de l'orientation, Jean GUICHARD, Michel HUTEAU, Dunod, 2006.
<https://www.dunod.com/sciences-humaines-et-sociales/psychologie-orientation>



7. ANNEXES

1. EVALUATION OF THE GUIDANCE STRATEGY - QUALITY CRITERIA

20

Berufs- und Studienorientierung. Erfolgreich zur Berufswahl - Materialien Nr. 165, S. 28ff.) Qualitätskriterien einer berufswahlkompetenten Schule in: D riesel-Lange et al. 2010.

Fragenkatalog und Online Tool Thüringer Berufswahlsiegel

Gütesiegel Berufsorientierung WIFI Berufsinformationszentrum 2019/20

IBOBB School Walkthrough. Schritte auf dem Weg der Umsetzung in der NMS, BMB 2016

Kriterienkatalog Erstzertifizierung "Schule mit vorbildlicher beruflicher Orientierung", BWS Schleswig-Holstein

Tools N.1 Quality-Assurance and Evidence-Base (QAE) Framework, ELGPN 2016

The objective of this quality criteria grid is to inform and encourage reflection on the quality of educational and vocational guidance beyond the minimum standards.

It provides further details on certain points within the reference framework, without being compulsory.

The grid was created based on a comparison of different international references²⁰. The criteria were then adapted to the Luxembourg context.

THE FOLLOWING ABBREVIATIONS ARE USED:

CDS = cellule de développement scolaire [school development unit]

CO = cellule d'orientation [guidance unit]

CROSP = Cadre de référence pour l'orientation scolaire et professionnelle [educational and vocational guidance reference framework]

DO = démarche d'orientation [guidance strategy]

Guidance = educational and vocational guidance of students

QUALITY CRITERIA FOR EDUCATIONAL AND VOCATIONAL GUIDANCE IN SECONDARY SCHOOLS

TOPIC	COMPLIANCE WITH LAW AND WITH THE CROSP	ADVANCED	EXCELLENT
Vision and organisation			
Vision of guidance and integration thereof into the school profile and school development	<ul style="list-style-type: none"> → information integrated into the DO: link between the guidance strategy and the school profile or vision 	<ul style="list-style-type: none"> → integration of the guidance objectives, directly or indirectly, into the pedagogical profile or the school's vision → systematic link between the CDS, the CO and the school management 	<ul style="list-style-type: none"> → guidance recognised as a priority of the secondary school and function of all school stakeholders → importance given to guidance reflected in the (management's) communications to the school community and in the actions of the school
A school culture that encourages the development of students' interests and talents	<ul style="list-style-type: none"> → development in line with the missions defined in the CROSP of students' physical, mental and cognitive skills and their talents (decision-making) 	<ul style="list-style-type: none"> → active promotion of a school culture that prioritises the interests and talents of all students 	<ul style="list-style-type: none"> → in the programme/ subjects, allowing students to pursue their own interests (presentation or project themes, etc.)
Guidance strategy: objectives and measures	<ul style="list-style-type: none"> → guidance objectives defined on the basis of the needs reported → guidance measures codified in "edVance" 	<ul style="list-style-type: none"> → activities associated with the objectives are formulated 	<ul style="list-style-type: none"> → objectives specified for the various cycles and educational pathways
Quality assurance and development	<ul style="list-style-type: none"> → DO consultation of statistical data in order to identify possible needs or areas for development → annual summary of all feedback information gathered on implementing the DO with conclusions from the CO and deliberation of the CO on the next steps to take 	<ul style="list-style-type: none"> → opinions of those involved in the setting up of activities gathered on a regular basis → regular reflection on the effectiveness of the measures in terms of the objectives set and potential adjustments → if necessary, calling on external experts to develop the DO 	<ul style="list-style-type: none"> → measures to directly or indirectly assess the impact of the activities on students' skills → expectations, suggestions and opinions of students, parents and school staff gathered on a regular basis → representatives of the entire school community involved in defining the DO's objectives
Transparency and communication	<ul style="list-style-type: none"> → Students and parents made aware of the DO at the start of the new school year (Art. 3ter of the Law of 25 June 2004 on the organisation of secondary schools, as amended) 	<ul style="list-style-type: none"> → DO known to all the teachers → contribution of the various school stakeholders to guidance → (summary) annual or half-yearly reporting to all school stakeholders → entire school community has access to a presentation, summary or documentation of the DO 	<ul style="list-style-type: none"> → raising awareness among teachers for the objectives and issues of guidance → teachers aware of their role and responsibilities (development of career management skills, encouragement to discover, constructive feedback) → interested students can access resources that allow them to enrich their studies → dynamic of exchange and cooperation between school stakeholders
INTERNAL			



TOPIC	COMPLIANCE WITH LAW AND CROSP	ADVANCED	EXCELLENT
Vision and organisation			
Transparency and communication EXTERNAL	<ul style="list-style-type: none"> → DO shared with the Coordination Department of the Maison de l'orientation → complete DO in respect of the content defined in the reference framework 	<ul style="list-style-type: none"> → Section on the website of the school presenting: <ul style="list-style-type: none"> ↳ the CO and guidance contacts ↳ the key elements and steps in the guidance process → significant information regarding guidance shared on the website and/or social media 	<ul style="list-style-type: none"> → innovative projects and school best practice examples highlighted in the pedagogical community / the CO network
Coordination and management of information within the CO	<ul style="list-style-type: none"> → regular concertation within the CO → definition and inclusion of the roles and responsibilities relating to guidance in the secondary school's staff management (distribution of resources, individual interviews, etc.) 	<ul style="list-style-type: none"> → timing of concertation tailored to the needs of the parties involved → results of concertation documented in writing, saved and made available to the people involved → information management and sharing strategy (e.g. email lists, shared file, etc.) 	<ul style="list-style-type: none"> → structured gathering of information and resources → information gathered known, understood and consulted by all those requiring it → information gathered regularly reviewed, adjusted and developed → guides or reference material available for more complex projects or roles (e.g. portfolio, coaching)
Availability of resources	<ul style="list-style-type: none"> → sufficient resources allocated to achieve the set objectives <ul style="list-style-type: none"> ↳ CO has ↳ suitable offices; ↳ time resources ↳ material resources to achieve the key activities 	<ul style="list-style-type: none"> → If necessary or useful: new projects (pedagogical, European) and other creative solutions planned in order to access resources 	<ul style="list-style-type: none"> → allocation of resources for guidance aligned to a teaching strategy or concept based on the student development process

TOPIC	COMPLIANCE WITH LAW AND CROSP	ADVANCED	EXCELLENT
Vision and organisation			
<p>Use of the five fields of action: curricular and extracurricular activities</p>	<p>→ The DO provides for complementary curricular and extracurricular measures for students on all educational pathways.</p>	<p>→ measures implemented in all subjects in order to support guidance</p> <p>→ written summary of activities currently being conducted within the subjects (+ potential activities)</p> <p>→ consideration of optional courses that contribute to guidance</p> <p>→ extracurricular activities planned (e.g. conferences, trips, projects, enterprises, optional work placements, etc.)</p>	<p>→ development of career management skills of students promoted in various aspects of school life</p> <p>→ integration of working hours devoted explicitly to guidance (e.g. in combination with other transversal skills)</p>
<p>Use of the five fields of action: Cooperation and partnerships outside the school (world of work and "others")</p>	<p>→ cooperation with external partners into the strategy and regularly evaluated.</p>	<p>→ considered or established collaborations with</p> <ul style="list-style-type: none"> ↳ stakeholders in the professional world (chambers, businesses, professional associations) ↳ policy and research experts ↳ former students ↳ other educational institutions ↳ universities <p>→ departments of the Maison de l'orientation</p> <p>→ partners from associations</p>	<p>→ collaborations covering a wide array of economic sectors, transversal topics, training/higher education pathways that are relevant for the students of the secondary school</p> <p>→ added value for students systematically assessed, adjustments introduced where necessary</p>
<p>Cooperation with the parents of students</p>	<p>→ parents systematically informed about the DO and the guidance steps within their child's school pathway</p> <p>→ individual interviews and information meetings organised for parents</p>	<p>→ conferences, information evenings or webinars that allow parents to find out about guidance (tailored to the secondary school's population and the students' age)</p> <p>→ focus on different elements: school system, training pathways, changes in the labour market, how to support your child, etc.</p> <p>→ inviting parents to learn about their child's achievements (e.g. portfolio, projects)</p> <p>→ possibility to request advice regarding guidance</p> <p>→ students' parents systematically made aware of contact persons</p>	<p>→ parents involved directly or indirectly in developing the guidance strategy and planning activities</p> <p>→ actions relating to parents underpinned by a reflection on interculturality and the factors that may prevent certain parents from participating</p> <p>→ continued dialogue with parents on the development of students and their prospects and projects</p> <p>→ relationship of trust encouraged between parents and a contact person at the school</p> <p>→ parent consultation (up to a certain age) at an early stage if problems arise</p>



TOPIC	COMPLIANCE WITH LAW AND CROSP	ADVANCED	EXCELLENT
Vision and organisation			
Activities and measures provided for all students	<ul style="list-style-type: none"> → measures aimed at all the students in a cycle that allow them to develop the five areas of career management skills → specific measures for students displaying educational problems and requiring reorientation → measures tailored to students with special needs → measures tailored to students in welcome and integration classes 	<ul style="list-style-type: none"> → concrete possibilities for each student to develop in the five areas of career management skills → creation of learning environments that promote the development of transversal skills 	<ul style="list-style-type: none"> → programme of activities that promote these career management skills in a structured and continuing manner throughout the students' school careers → objectives of different activities and process structure discussed with students → progress of students recognised and discussed (self-assessment, assessment by others)
Documentation and reflection		<ul style="list-style-type: none"> → guidance activities, experiences and reflections carried out with students, documented in the personal file, logbook or portfolio 	<ul style="list-style-type: none"> → function and added value of the portfolio recognised by teachers → students encouraged to customise it and to make it into their own personal tool → portfolio (or similar documentation) presented to the parents, followed by a joint discussion → valuing the student's reflections, outputs and conclusions with parents
Measures to: get to know yourself	<ul style="list-style-type: none"> → support students in discovering their own interests, talents, expectations and potential (e.g. biographic reflections, debriefing from work placements and projects, questionnaires, group exercises, tests, interviews, etc.) → request for interview/individual advice 	<ul style="list-style-type: none"> → individual guidance interviews are planned for all students at certain key stages 	<ul style="list-style-type: none"> → regular support allowing students to work on getting to know themselves and to integrate new experiences into their reflections

TOPIC	COMPLIANCE WITH LAW AND CROSP	ADVANCED	EXCELLENT
Vision and organisation			
<p>Measures to: have knowledge of the world of work</p>	<p>→ measures allowing students to be informed at targeted points of their curriculum about</p> <ul style="list-style-type: none"> ↳ different trades and professions ↳ economic sectors and their development (“sectors of the future”) ↳ major trends in the world of work, realities of professional life and the expectations of employers ↳ job seeking, applications and employment law ↳ information tailored <ul style="list-style-type: none"> ↳ to the age and educational pathway of the student ↳ to their current questions <p>→ information tailored</p> <ul style="list-style-type: none"> ↳ to the age and educational pathway of the student ↳ to their current questions <p>→ information activities complemented by an offer of individual advice</p> <p>→ parties involved are encouraged to use gender-neutral language, to avoid referring to stereotypes about typical and atypical professions, and to support the idea that every trade and profession is open to anyone (equal opportunities)</p>	<p>→ a varied offer to promote understanding of society, and of the various professional environments and job profiles including, for example, contact with or presentations by professionals, former students, students or other experts in their field, conferences, interviews with relatives relating to their work/professional pathway, projects, exploratory work placements, competitions, workshops, visits to companies, institutions, fairs and services, etc.</p>	<p>→ experience gained in an out-of-school context valued and integrated into students’ reflections on guidance, or even a guidance portfolio or logbook</p> <p>→ characteristics of 21st-century professional careers are discussed with students (possibilities to adjust their pathway and importance of personal initiatives to achieve these possibilities)</p>



TOPIC	COMPLIANCE WITH LAW AND CROSP	ADVANCED	EXCELLENT
Vision and organisation			
<p>Measures to: find out about studies, training and lifelong learning</p>	<ul style="list-style-type: none"> → activities to inform students, at targeted points in their curriculum about <ul style="list-style-type: none"> ↳ potential training pathways ↳ offer in relation to higher education ↳ events, projects or actions that may help them with their guidance ↳ the importance of lifelong learning in all economic sectors. → information tailored <ul style="list-style-type: none"> ↳ to the age and educational pathway of the student ↳ to their current questions → information activities complemented by an offer of individual advice → speakers aware of diversity (see point above) 	<ul style="list-style-type: none"> → work on educational choices far in advance of the periods of transition → early familiarisation of the student and their parents with applicable advancement and entry criteria → variety of activities such as: <ul style="list-style-type: none"> ↳ presentations by external persons and former students ↳ trips and visits to information centres or higher education institutions ↳ thematic projects and days/mornings/evenings, possibly devoted to research questions ↳ fairs ↳ supported research ↳ participation in potential analyses, interest tests adapted to the age and the advancement of the student's project (participation in services offered by partners in Luxembourg – Basic Check, Talent Check, etc.) 	<ul style="list-style-type: none"> → particular attention paid to specific skills necessary for pursuing higher education in the targeted sector(s), within the subjects concerned → integration of information on current academic developments into the different school subjects
<p>Measures to: learn how to make decisions and plan your projects</p>	<ul style="list-style-type: none"> → familiarisation of students with helpful questions/factors to consider in order to make good decisions → work on recognising and considering external influence factors → students' projects are discussed to see if they correspond to the student's interests, skills and priorities; personal and social environment taken into account → the various steps needed to carry out a project are discussed, and where necessary, plans set out 	<ul style="list-style-type: none"> → development of the responsibility and independence of students is systematically encouraged within the school (e.g. involvement of students in decision-making, organisation of activities) 	<ul style="list-style-type: none"> → greater assistance and support during transition phases → systematic preparation and assessment with students of experiences gained in the context of guidance → students are systematically encouraged to formulate their main conclusions drawn from their experiences

TOPIC	COMPLIANCE WITH LAW AND CROSP	ADVANCED	EXCELLENT
Vision and organisation			
Measures to: develop your skills to succeed on your path	<ul style="list-style-type: none"> → measures at the school level to develop key social, emotional and cognitive competencies → students made aware about the importance of these skills in the world of work → preparation for recruitment processes 	<ul style="list-style-type: none"> → various activities and projects allowing students to develop these key competencies (e.g. mini-company projects, “challenges”) 	<ul style="list-style-type: none"> → in the context of specialised training: particular attention paid to specific skills needed to succeed in professional life in the targeted sector(s) within the subjects concerned
Staff involved in guiding students			
Guidance unit	<ul style="list-style-type: none"> → guidance unit as stipulated in Art.12 of the Law of 25 June 2004, as amended → appointments of members to the unit in line with the guidelines of the Law of 25 June 2004, as amended 	<ul style="list-style-type: none"> → roles and duties known to all staff involved in guidance, or even the entire school community 	<ul style="list-style-type: none"> → shared vision and team spirit within the CO actively promoted → regular use by teachers and students of the offers of information and advice
Skills development	<ul style="list-style-type: none"> → participation of the members of the CO in continuing training modules on guidance for at least 8 hours per year 	<ul style="list-style-type: none"> → internal or external training attended by the staff involved in guidance in order to equip them for their activities (CO, class teachers, tutors/coaches, managers of guidance projects, etc.) → possibility of advice internally or externally in the event of questions or difficulties → training measures generally chosen based on the strategy’s objectives, the development needs identified and the roles and responsibilities of members → training results shared among the staff that support guidance 	<ul style="list-style-type: none"> → prerequisites/skills needed to fulfil the various roles or duties identified and compared with the current profiles → reflection and support in the event of changes of role vis-à-vis students → possibilities allowing teachers involved in guidance to gain experience in the world of work or to meet the stakeholders → support or possibility of supervision for the staff involved in guidance → staff and students regularly use of this possibility

2. TYPES AND MOMENTS OF TRANSITION IN THE PUBLIC SCHOOL SYSTEM

Three types of transition can be distinguished:

1. Transitions required by the curriculum

- ✘ transition within the European system from S1 to S2 via the choice of Latin as an optional subject in S2 and S3;
- ✘ transition within the European system from S2 to S3 via the choice of ICT as an optional subject in S3;
- ✘ transition, in general secondary education from a 5e class (9th year) to a 4G or 4C class (10th year), a vocational training class, a professional initiation class (CIP) or a professional orientation and initiation course (COIP) or other (with/without change of school);
- ✘ transition from a 5P to a 5AD class, a CIP/COP class
- ✘ transition within the European system from S3 to S4 via the choice of options in S4 and S5;
- ✘ transition from a 4C class to a higher class in classical secondary education (choice of a section), a higher class in general secondary education (choice of a section) or a vocational training class (with/without change of the school);
- ✘ transition within the European system from S5 to S6 via the choice of mandatory, optional and complementary subjects;
- ✘ transition from a 1G or 1C to higher education, the labour market or another personal project (e.g. volunteering, sabbatical year, etc.);
- ✘ transition at the end of vocational training (e.g. BTS) to the labour market, further training or via preparatory modules to higher education.

The measures and activities that serve to prepare students for these moments of transition are intended, obligatorily or optionally, **for all students in the classes concerned, taking their individual needs into account.**

2. Entry transitions

- ✘ transition from primary to secondary education;
- ✘ students newly arrived in Luxembourg;
- ✘ students coming from another secondary school;
- ✘ students coming from another school system available in Luxembourg (switching from the European system, international system, the Germano-Luxembourgish system or a private school to the Luxembourgish system or vice versa);
- ✘ students newly arrived in the secondary school.

3. Specific transitions

- ✘ transitions during the school cycle (e.g. need to redirect the student within or into another secondary school in Luxembourg or abroad during a school cycle, towards a professional activity, etc.);
- ✘ transition from a welcome class to a regular class, an integration class or the international baccalaureate.

PUBLISHER	Coordination Department of the Maison de l'orientation
CLASSIFICATION	Public
VERSION	2.0
ISBN	978-99959-1-359-5
SOURCES	Reference framework for educational and vocational guidance (version of March 2019) issued by the Ministry of Education, Children and Youth. Bertelsmannstiftung (2012): Leitfaden Berufsorientierung, München Bundesministerium für Bildung und Frauen: http://www.schule.at
OWNER	Ministry of Education, Children and Youth. Luxembourg