

# INFORMATION, GUIDANCE AND COUNSELLING POLICIES



## LUXEMBOURG

### NATIONAL REPORT

Grand Duchy of Luxembourg

May 2002

Luxembourg has authorised the OECD to place this document on its Internet website. The opinions it contains are those of its authors and do not necessarily reflect those of Luxembourg, the OECD or its member countries. The conditions regulating the use and reproduction of the documents available on the OECD website may be consulted on:  
<http://www.oecd.org/oecd/pages/home/displaygeneral/0,3380,IN-document-592-17-no-21-17182-592-no-no,FF.html>

## **OECD**

Ministry of Labour and  
Employment

Ministry of Education, Vocational  
Training and Sport

Employment Administration

Psychological and Educational  
Guidance Centre

Vocational Guidance  
Service

Local Action for Young People

## CONTENTS

### **A Introduction**

- |   |   |
|---|---|
| 1. Context  | 4 |
| 2. Role of information, guidance and counselling services | 4 |
| 3. Approach   | 4 |

### **B Replies to the questionnaire**

- |   |    |
|---|----|
| 1. Overview of information, guidance and counselling services | 7  |
| A. Education and training systems                             | 7  |
| i. The specific features of Luxembourg education              | 7  |
| ii. The structure of Luxembourg education                     | 8  |
| iii. Adult training   | 8  |
| B. Guidance systems   | 9  |
| 2. Key goals, influences, issues and initiatives              | 12 |
| 3. Policy instruments for steering services                   | 14 |
| 4. The role of the stakeholders                               | 17 |
| 5. Targeting and access to the services                       | 19 |
| 6. Staffing   | 21 |
| 7. Delivery settings  | 25 |
| 8. Delivery methods   | 29 |
| 9. Career information   | 30 |
| 10. Funding   | 32 |
| 11. Assuring quality  | 33 |
| 12. The evidence base   | 33 |

## **A Introduction**

### **1. Context**

These days, adaptability to change is becoming a key factor of survival for every citizen. Being able to keep abreast of sociological and technological changes calls for a willingness to undertake lifelong education and training. Today's working world offers little certainty, and everyone has to be prepared to take their bearings continually during their lives, both when choosing a course of study and when re-entering or continuing in the labour market. This highlights the growing need for effective information, guidance and counselling services. It means that at the same time one has to listen to clients, young or adult, and be able to help them find the solutions best suited to their skills profile and abilities.

In a democratic society, people are free to make their own choices in the light of their reference systems, but at the same time they have to meet the needs of their economic environments.

This decision can be made easier for them in two ways:

- first, by objective information signposting the direction they should take to arrive at their destination;
- secondly, by explanatory information serving as a compass to locate their present position, so a decision can be reached on which direction to take.

These two aspects define the working framework for the structure of practical measures such as education, information, guidance and counselling.

As Richard Sweet (of the OECD's Education and Training Division) pointed out when he spoke to the world congress of the International Association for Educational and Vocational Guidance in Berlin in August 2000, it would be very difficult to tackle the various stages in education and lifelong training without properly structured guidance, counselling and information, whether for young people or for adults. Moreover, it is in this vein, i.e. the optimisation of the quality of services, that the coordinators of the study and the national authorities see this analysis.

### **2. Role of information, guidance and counselling services**

Luxembourg school and careers guidance practitioners are aware of the need to adopt a holistic, inter-departmental approach to guidance. For several years now, their contribution has no longer been restricted to one-off measures such as careers guidance, the provision of guidance to youngsters in the school environment or counselling and support for unskilled people or jobseekers.

Their tasks are starting to diversify and to be directed towards new groups in the community. These new target groups range from individuals who have no apparent problems to those who are in difficulties due to external economic factors, from people at risk of marginalisation to those already marginalised, all this in every age group. All the groups need personalised support, counselling and guidance services, and they are in a field of activity - covering prevention, integration into the working world and the transition defined as the construction of a life project. From the European perspective, another factor is the growing demand for services motivated

by mobility, where the key factors are the working conditions in a country and also the equivalence of qualifications.

On the strength of these observations, three Luxembourg school and vocational guidance services – the Service Orientation Professionnelle (SOP - vocational guidance service) of the Administration de l'Emploi (Employment Administration), Action Local pour Jeunes (ALJ – local action for young people) and the Centre de Psychologie et d'Orientation Scolaires (CPOS – Psychological and Educational Guidance Centre) of the Ministry of Education, Vocational Training and Sport — have already pooled their competences on an informal basis and at several levels, under an inter-service cooperation arrangement. In practice, this has resulted in various measures, including:

- OSNA ("Op der Sich no Arbecht") work experience placements
- A project for "aid with guidance for pupils in year 9"
- Taking responsibility for school-leavers at every level
- The development of joint material within a national resource centre.

### **3. Approach**

The demand for this questionnaire arose in the course of a joint approach by the OECD Education Committee and its Employment, Labour and Social Affairs Committee. The aim has been to compile basic comparative information on the ways in which the various countries administer their information, guidance and counselling services.

In Luxembourg, data compilation has been coordinated with the Employment administration's Service Orientation Professionnelle and Action Local pour Jeunes, which comes under the Ministry of Education, Vocational Training and Sport. In Luxembourg the survey, commissioned by the OECD, was conducted in March and April 2002 by officials from the Service Orientation Professionnelle and from Action Local pour Jeunes. The respondents were the guidance services at various levels – secondary education, higher education, the transition between school and working life, and entry and re-entry into the working world – as well as bodies representing occupational groups (chambres professionnelles – professional chambers).

Based on the fields of competence of national experts, the twelve themes of the questionnaire were discussed in the course of interviews by the project coordinators. The replies have been summarised in this report. The questionnaire covers the following in particular:

1. Overview of information, guidance and counselling services
2. Goals, principles issues and recent initiatives
3. Resources used for the implementation of public policies
4. Role of parties concerned
5. Targeting and access to the services
6. Personnel
7. Operation
8. Methods employed

9. Vocational information
10. Funding
11. Assuring quality
12. The evidence base

## **B Replies to the questionnaire**

### **1. OVERVIEW**

#### **A. Education and training systems**

##### **i. The specific features of Luxembourg education**

Compared with other nations, Luxembourg education has a number of special features, and these are also reflected in its need for multi-dimensional information, guidance and counselling services. The key factors include the following:

- compulsory schooling is from the age of 4 to 15,
- at national level, school timetables and schedules in primary schools and those in post-primary education vary,
- there are breaks of varying length in the school day, with no school on Tuesday and Thursday afternoons; there is no school on Saturdays in most local authority areas (in primary education and, to a growing extent, in secondary education)
- the language in which children are taught in the school is different from their mother tongue,
- the multicultural make-up of the school population, a reflection of the country's structure of nationalities, enriches the national culture but it also creates tension; this is evident from the significantly higher proportion of difficulties encountered in integrating into the educational system and from the greater risk that young non-Luxembourgers will abandon training prematurely,
- higher education exists but is concentrated on a few specialist fields:
  - ISERP (Institut Supérieur d'Etudes et de Recherches Pédagogiques), offering a three-year training course for teaching in pre-schools and primary schools
  - IEES (Institut d'Etudes Educatives et Sociales), a course leading to a diploma as graduate educator, either in a three-year full-time training course or in a six-year part-time course taken while in employment
  - IST (Institut Supérieur de Technologie), a four-year higher education course in branches of engineering,
  - A few preliminary two-year university courses in economic science and law, literature and social sciences, management and information technology
  - Certain advanced technical diplomas (two years) in marketing/ international business, accounting and business management, secretarial and office technology skills, and film animation
  - Certain post-graduate university courses

## ii. The structure of Luxembourg education

Higher and university studies	Higher technical studies	Master's degree studies
-------------------------------	--------------------------	-------------------------

SECONDARY EDUCATION	TECHNICAL SECONDARY EDUCATION				
Diplôme de fin d'études secondaires  Certificate of secondary education	Diplôme de fin d'études secondaires techniques  Certificate of secondary technical education	Diplôme de technicien  Technician's diploma	Certificat d'Aptitude Technique et Professionnelle CATP Technical and Vocational Proficiency Certificate	Certificat de Capacité Manuelle  CCM Manual Proficiency Certificate	Certificat d'Initiation Technique et Professionnelle CITP Preliminary Technical and Vocational Certificate

		Technical stream	Technician stream	Vocational stream		
18	1 <sup>st</sup>	13 <sup>th</sup>	13 <sup>th</sup>			
17	2 <sup>nd</sup>	12 <sup>th</sup>	12 <sup>th</sup>	12 <sup>th</sup>	12 <sup>th</sup>	
16	3 <sup>rd</sup>	11 <sup>th</sup>	11 <sup>th</sup>	11 <sup>th</sup>	11 <sup>th</sup>	2 <sup>nd</sup> year
15	4 <sup>th</sup>	10 <sup>th</sup>	10 <sup>th</sup>	10 <sup>th</sup>	10 <sup>th</sup>	1 <sup>st</sup> year

### GUIDANCE – Orientation years

14	5 <sup>th</sup>	9 <sup>th</sup> theoretical	9 <sup>th</sup> polyvalent	9 <sup>th</sup> practical	8 <sup>th</sup> modular
13	6 <sup>th</sup>	8 <sup>th</sup> theoretical	8 <sup>th</sup> polyvalent		8 <sup>th</sup> modular
12	7 <sup>th</sup> ES	7 <sup>th</sup> ST, 7 <sup>th</sup> ST-ADAPT		Preparatory stream	7 <sup>th</sup> modular

### GUIDANCE - Orientation

	PRIMARY EDUCATION
11	6 <sup>th</sup>
10	5 <sup>th</sup>
9	4 <sup>th</sup>
8	3 <sup>rd</sup>
7	2 <sup>nd</sup>
6	1 <sup>st</sup>

	PRE-SCHOOL EDUCATION
5	Pre-school education
4	Pre-school education
3	Early education

Theoretical age

## iii. Adult training

In Luxembourg, the following types of learning or training are available in adult training:

- continuing vocational training
- adult apprenticeship leading to a vocational qualification (CATP, CCM, CITP)
- measures to combat unemployment and support entry to the labour market
- language courses and advance language courses
- general interest courses
- evening classes to study for diplomas and certificates normally obtained in daytime education



## **B. Guidance systems**

<b>Target groups</b>	<b>Services offered</b>	<b>Service providers</b>
Children aged 11 and 12 at the time of their transition from primary to secondary education	Support for the guidance procedure to facilitate the transition from primary to post-primary education Publication: Que faire après la 6 <sup>e</sup> année scolaire? [What next after year 6?]  Psychological support	<ul style="list-style-type: none"> <li>❑ Primary school teachers</li> <li>❑ CPOS (Centre de Psychologie et d'Orientation Scolaire)</li>   <li>❑ Child guidance service</li> </ul>
Young people aged 12 to 15 in classes 7, 8 and 9	Support in formulating career plan (e.g. AVANTI school project at Esch Technical Lycee)	<ul style="list-style-type: none"> <li>❑ Esch-sur-Alzette Technical Lycee</li> <li>❑ ADEM-Orientation professionnelle (OP)</li> </ul>
Pupils aged 14 and 15 after the age of compulsory schooling, and at the time of the transition between the lower level of secondary education to the middle level (classical or technical)	Publication: Que faire après la V <sup>e</sup> ? [What next after year 5?]  Help with vocational guidance (pilot project at Nic Biever Technical Lycee)	<ul style="list-style-type: none"> <li>❑ Secondary school teachers</li> <li>❑ CPOS in collaboration with the SPOS (Service de Psychologie et d'Orientation Scolaire) in individual lycées</li>   <li>❑ SPOS of the Nic Biever Technical Lycee with ADEM-OP</li> </ul>
Young people aged 18 and 19 after the baccalaureate (general or technical) with a view to the move to higher or university education, or higher technical studies	Publication: Que faire après the lycée? [What next after the lycée?]  Publication: Guide de l'étudiant – Student's Guide: Germany, Belgium, France, Luxembourg	<ul style="list-style-type: none"> <li>❑ CEDIES (Centre de Documentation et d'Information sur l'Enseignement Supérieur)</li>   <li>❑ Centre de Ressources et de Documentation EURES</li> </ul>

<p>Young people seeking guidance on continuation or change during their school career (especially in the 14-16 age group)</p>	<p>Support with decision-making, review of abilities and school and career interests</p> <p>Psychological guidance</p> <p>Individual vocational information and guidance</p> <p>Standardised, up-to-date careers information, BiZ (Berufsinformationzentrum)</p> <p>Database with some 80 career listings, accessible via Internet, BiF project</p> <p>Awareness: "Girls' Day" to encourage girls aged 13 to 17 to diversify their career choices</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CPOS</li>   <li><input type="checkbox"/> ADEM-OP</li> <li><input type="checkbox"/> Action Local pour Jeunes (ALJ)</li>   <li><input type="checkbox"/> ADEM-OP</li>   <li><input type="checkbox"/> ADEM-OP</li> <li><input type="checkbox"/> Chamber of commerce</li> <li><input type="checkbox"/> Chambre des Métiers</li> <li><input type="checkbox"/> CTE (MENFPS Technology Centre)</li> <li><input type="checkbox"/> Ministry for the Advancement of Women (MPF)</li>   <li><input type="checkbox"/> CID Women</li> <li><input type="checkbox"/> Ministry for the Advancement of Women</li> </ul>
<p>Young people in transition from school to working life</p>	<p>OSNA ("Op der Sich no Arbecht") work experience placements</p> <p>Careers guidance placements (StOP) for young people in final years of education</p> <p>Support with decision-making, review of education and career interests</p> <p>Psychological guidance</p> <p>Seven one-day training courses to give young people an idea of the relationships between work and other aspects of life, in certain lycees; "Liewen no der Schoul" (life after school) project</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ADEM-OP</li> <li><input type="checkbox"/> ALJ</li> <li><input type="checkbox"/> Employers</li> <li><input type="checkbox"/> Teachers</li>   <li><input type="checkbox"/> ADEM-OP</li> <li><input type="checkbox"/> ALJ</li> <li><input type="checkbox"/> Employers</li> <li><input type="checkbox"/> Teachers</li>   <li><input type="checkbox"/> CPOS-SPOS</li>   <li><input type="checkbox"/> ALJ</li> <li><input type="checkbox"/> Ettelbruck Technical Lycee</li> <li><input type="checkbox"/> Lycee du Nord</li> <li><input type="checkbox"/> Mathias Adam Technical Lycee</li> </ul>

<p>Women seeking initial/ further guidance during their working life or on returning to working life</p>	<p>Information workshops and specific courses to help women prepare for employment</p>	<ul style="list-style-type: none"> <li>❑ ADEM-Emploi féminin</li> <li>❑ Communes: Bettembourg, Sanem</li>   <li>❑ Asbl – not-for-profit associations: Femmes en détresse Initiativ Rëm Schaffen Zarabina, etc.</li> </ul>
<p>Young people and adults (men and women) needing initial or further guidance during or on returning to working life</p>	<p>Employment information and training modules</p>	<ul style="list-style-type: none"> <li>❑ ADEM</li> <li>❑ ALJ</li> <li>❑ Asbl – not-for-profit associations: <i>CIGL - Centres d'initiative et de gestion local</i> <i>CNDS – Comité national de défense sociale</i> COLABOR <i>Forum pour l'emploi</i> <i>Objectif plein Emploi</i> <i>Pro-actif</i>, etc.</li> </ul>

## **2. KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES**

2.2 What are the key objectives of national policies on information, guidance and counselling? Describe any differences in the objectives and goals between Ministries. Where a legal basis exists for these objectives and goals, please provide details.

All those active in the economic and political world agree that a policy on information, guidance and counselling is lacking in Luxembourg. The competences for each service are defined in relation to the target groups and come under several government departments. The agencies come under the Ministry of Labour and Employment (MTE), the Ministry of Education, Vocational Training and Sport (MENFPS), and the Ministry of Culture, Higher Education and Research (MCESR). Many other private bodies also operate in this field: consultancy firms, temporary work agencies and various providers from associations and community groups, ranging from non-profit making bodies set up for social purposes, trade unions and even local networks. These providers target adults in work or seeking employment, or may be directed towards people with special needs wishing to enter or return to the labour market, often in close liaison with the Employment administration.

2.3 What are the major social, educational and labour market influences that are currently shaping national policies on information, guidance and counselling services?

A characteristic of Luxembourg's socio-economic scene is that there are some shortages of labour and skills, but the reason why the Luxembourg labour market is so dynamic is because it is mainly cross-border. This type of work is an inevitable factor in the country's economy, since its share of the whole has been increasing since the last decade. In 2001, frontier employment – 36% of jobs being held by Luxembourg nationals, 26% by resident foreigners - accounted for 38% of employment in the country as a whole. This option of drawing on a trans-border pool of well-qualified, available manpower is the reason why Luxembourg has up to now been able to concentrate its political efforts on its economic development and has had less incentive to invest in the excellence of its human resources (by means of initial and continuing training, or by activating its reserve of unused resident manpower).

Looking to the short- and medium-term, the attraction of the Luxembourg trans-frontier market seems to be nearing its limits. All the social and economic parties seem to be aware of the challenge of formulating a sound policy on the coordination of information, guidance and counselling services, and are calling for the introduction of a single coordination platform in this field. Nevertheless, current policy is not yet moving in this direction.

2.4 What are the most important issues facing policy-makers in your country in the organisation, management and delivery of information, guidance and counselling services?

Decision-makers at every level (chambres professionnelles/the Government) are focusing their attention on specific user groups and on the traditional forms of guidance for the customary age groups (during the transition from lower secondary to mid-secondary education in class 9; transition from secondary education to working life).

From the opinions expressed by practitioners in the field, it is apparent that there is in fact an awareness of education in choices and of lifelong guidance, but that it is still based on one-off experiences.

At government level, the main problem lies in the absence of a national coordination body. There are certain fields of institutionalised collaboration – on limited aspects of information and vocational guidance – between the ADEM vocational guidance service, Action Local pour Jeunes, the Centre de Psychologie et d'Orientation Scolaires and the chambres professionnelles. Nevertheless, their cooperation is based mainly on the goodwill of the people involved, and there is a negative trend that might show that the parties are continuing to focus on their respective legal bases and administrative traditions. The social partners are unanimous in calling for the introduction of a single vocational guidance body apart from the psychology and guidance services in the schools, or at least for setting up coordination on the subject at national level. Besides this observation, they feel that school psychology and school guidance services should not be grouped together.

2.5 Describe any recent (last five years) initiatives and changes that are of particular significance for the organisation, management, funding, staffing or delivery of information, guidance and counselling services.

For example, describe initiatives such as:

- \* Government reports that have recommended new approaches or new priorities.
- \* New methods and philosophies of providing services, for example within the context of lifelong learning.
- \* New or proposed legislation or regulations.
- \* New or upgraded services, or the downsizing or elimination of existing services.
- \* Changed priorities for access to services
- \* Changed responsibilities between agencies for the provision of services.
- \* New education and training requirements for staff.
- \* Initiatives to engage citizens in the planning and delivery of services.
- \* Initiatives to raise public awareness and use of services.
- \* Changes in the involvement of the private sector.
- \* Technological developments that have made a real difference to the ways in which services are delivered and/or accessed.

As examples of good practice in the field of information, guidance and counselling services that have been developed over recent years, see 3.4.

### 3. POLICY INSTRUMENTS FOR STEERING SERVICES

Indicate the key policy instruments used to steer information, guidance and counselling services and how policy goals are translated into service delivery.

3.1 How important is legislation in steering information, guidance and counselling services in your country? Briefly describe the main pieces of legislation. Details and examples can be provided in an annex.

Information, guidance and counselling policy is laid down mainly by the following regulations:

- As concerns the terms of reference for careers guidance within the Employment administration's sphere of jurisdiction:
  - o Law of 21 February 1976 on organisation and delivery of the Employment Administration and establishing a Commission National de l'Emploi: Articles 19 to 25 deal with vocational guidance;
- As concerns the organisation and terms of reference of Action Local pour Jeunes in the sphere of jurisdiction of the Service de Formation Professionnelle:
  - o Grand Ducal Regulation of 15 May 1984 amending the Grand Ducal Regulation of 21 February 1978 organising vocational guidance and initiation courses: Article 1(2) and (3), together with Article 2(4), regulate the fields of action of Action Local pour Jeunes;
  - o Law of 3 June 1994 establishing the preparatory system for secondary technical education: its Article I. amends Article 6 of the Law of 4 September 1990 on secondary technical education and continuing training. More specifically, its sub-article 5 defines the collaboration between ALJ and SPOS (Service de Psychologie et d'Orientation Scolaires) on measures to support young people in the transition period in school education;
  - o Grand Duchy Regulation of 3 October 1997 setting out the organisation of preparatory studies for the certificat d'initiation technique et professionnelle (CITP): Article 16 provides that ALJ is to monitor young people dropping out of first degree learning as well as those at the CITP who have started their working life;
- As concerns the status of jobseekers:
  - o the Law of 31 July 1995 on employment and vocational training: under the heading "5. Vocational training", Article VI sets up a pool of educators within MENFP who may be assigned to the Centre National de Formation Professionnelle Continue (CNFPC), ALJ or ADEM to provide socio-educational support for jobseekers;
  - o in the same Law, under heading "6. Status of jobseekers in a placement under a job-finding or training measure", Article VIII regulates the status or mentoring of jobseekers by the assignment of employees taking early retirement to this task on a voluntary basis;
- As concerns information, guidance and counselling in education:
  - o the Law of 1 April 1987 setting up the Centre de Psychologie et d'Orientation Scolaires: Article 1 lays down the objectives of CPOS (the delivery of information, guidance and guidance in the school, facilitating the transition to the working world); Article 2 sets out the missions of CPOS. In para. g), CPOS is required to collaborate with the public-sector authorities and services

concerned with the transition of young people from school to working life, i.e. in particular with the Employment Administration and with the trade chambers;

- As concerns the guidance procedure in education:
  - o Grand Ducal Regulation of 24 October 1996 establishes a guidance procedure to facilitate the transition from primary to post-primary education. The arrangements for this are laid down by ministerial regulation from year to year;
  - o Law of 12 February 1999 (amending the amended Law of 4 September 1990): Article 25 gives information on the guidance procedure for the transition from the lower secondary education to the middle stage of secondary education;
  
- As concerns information, guidance and counselling in higher education:
  - o Grand Ducal Regulation of 11 August 1999 on the organisation of ministries: Chapter 5 concerning the Ministry of Culture, Higher Education and Research assigns university information and guidance to that Ministry (in Art. 6). Following the formation of the new government in Luxembourg, a higher education documentation and information centre (Centre de documentation et d'information sur l'Enseignement Supérieur – CEDIES) has been set up as a department within this Ministry's. This was a task that before 1999 had been attributed to CPOS.

3.2 What other instruments are normally used to steer information, guidance and counselling services and to monitor implementation?

For example, you might describe the use of instruments such as outcome targets, mandatory or voluntary quality standards, mandatory or voluntary competency standards and qualification standards for staff, competitive tendering for services, etc.

In the view of the partners consulted, it appears that the absence of a true policy on the coordination of information, guidance and counselling services is making it harder to achieve the inter-service delivery of missions and the setting of joint vocational guidance goals.

3.3 Describe how government regulations, funding and provision of information, guidance and counselling services are related to one another. Is the same (government) body typically responsible for all three, or are they carried out by separate agencies?

As stated above, interaction between different departments does exist on an irregular basis, but without this being the basis of a joint coordination unit. The funding and delivery of different services are the responsibility of the ministerial departments concerned and come under the ministerial budgets. Certain expenditure linked with the integration of jobseekers that may be based on an inter-service mission is assured by the Ministry of Labour and Employment's Fonds pour l'Emploi (Employment Fund).

3.4 What mechanisms, if any, exist for coordinating information, guidance and counselling services provided by different Ministries; by different levels of government; by government bodies and other parties such as employers, trade unions, the private sector and community groups); between services for youth and for adults; and between the different agencies that provide services?

Such mechanisms exist and essentially are implemented in connection with the transition between school and working life:

- ❑ joint publication of information (Que faire après the 6<sup>e</sup> annee scolaire?; Que faire après la V<sup>e</sup>?; Que faire après le lycee?; Guide de l'étudiant – Allemagne, Belgique, France, Luxembourg);
- ❑ setting up Internet-accessible databases containing some 80 fact sheets ([www.bif.lu](http://www.bif.lu)), sponsored by several ministries and trade chambers;
- ❑ OSNA (“Op der Sich no Arbecht”) placements; careers guidance placements (Stages d'orientation professionnelle - StOP) for young people in the final years of school, involving the Employment Administration (ADEM) vocational guidance service, ALJ, employers and teachers
- ❑ “Liewen no der Schoul” (life after school) project, consisting of seven one-day events at which young people can find out for themselves how work and other aspects of life inter-relate, organised jointly by ALJ and certain lycees;
- ❑ ALJ “Portefeuille de carrières” (career portfolio), under a plan for individuals to keep their own record of their school and working career; this is targeted at all young people making the move to working life. The project was developed in 2001, the experimental phase taking place in 2002;
- ❑ The Bonnevoie technical lycee school project on “building and developing competences in lower secondary education” was launched in 1999-2000 to combat educational failure, reinforcing staffing for pupils in lower secondary education. The guidance procedure for this stage of education is being improved and care is taken to impart core and social skills to the young people.
- ❑ The Ettelbruck technical lycee “PHENIX” school project on “Partnership, Health, Environment, Identity, Exchange” was launched in 1996-1997, the aim being to give all lower secondary pupils a better start. By reinforcing the staffing of all lower secondary education classes and by means of mentoring, the aim is to improve the guidance system and openness to the working world.
- ❑ The Nic Biever technical lycee school project entitled “Pour une meilleure orientation” – for better guidance – was launched in 2001–02. The aim is to improve school and vocational guidance by defining the criteria for key competences and incorporating pupils' own know-how into the guidance profiles.
- ❑ The “PHENIX” school project at the Ettelbrück technical lycee, launched in 1998, with the aim of creating pilot support courses to improve school performance and provide better guidance to pupils by helping them to acquire social and core skills.
- ❑ The AVANTI project at the technical lycee, with the general aim of promoting high calibre educational measures. As regards the pupils, there are three key factors underlying this project: assisting pupils in difficulties, supporting all pupils through mentoring and optimising the guidance process in collaboration with specialists from the working world (ADEM-OP).

### 3.5 What barriers exist to coordination of services and to networking providers?

The main obstacle in this respect is the absence of a common statutory basis.



## 4. THE ROLE OF THE STAKEHOLDERS

State the role of the stakeholders other than government ministries – such as employer organisations and trade unions.

Comment: Reflecting the Luxembourg context, the State's main interlocutors on information, guidance and counselling are the chambres professionnelles, which are members of the various advisory boards on the subject. It was these chambers, both those representing employers and those representing employees, that were consulted in replying to this questionnaire rather than the traditional social partners (employers' associations and unions).

### Employer organisations

4.1 What role do employer organisations play in regulating or funding information, guidance and counselling services?

**For example**, by participating in advisory or coordination bodies; by contributing to common funds for information, guidance and counselling services; through allowing employees to take leave to take part in careers guidance; or through participation in programme management committees.

Through the Tripartite Coordination Committee on which the social partners (employers and unions) and the government meet, and which acts as the government's policy advisory body, the employer organisations and unions participate in the formulation and steering of policies, but not in their funding. All funding for the policies is public, being allocated out of the national budget.

4.2 What initiatives do employer organisations take to provide information, guidance and counselling services?

**For example:** involvement in the career information programmes in schools and tertiary education; the provision of guidance and counselling; organising careers fairs and exhibitions; or the production of career information.

The social partners are associated with the advisory boards through the participation of the trade chambers that represent them.

Furthermore, the employer organisations in particular actively support certain pilot projects in the field of information, guidance and counselling services.

Two of the social partners concerned are in a distinct position as regards vocational guidance: the Chamber of Agriculture differs from the other chambers in that it serves a particular sector of more limited scope in the national context. Here relations function as a closed circuit, without any major difficulties arising, between education, the trade chamber and employers. Also, the Chambre de Fonctionnaires et Employés Publics, the body representing civil servants and public-sector employees, differs from those in other sectors, in that public-sector careers are closed and clearly defined, and guidance performs a different role.

4.3 Does employer involvement in information, guidance and counselling services tend to be:

<b>Seldom</b>			<b>Occasional</b>		<b>Regular</b>
1	2	3XX	4	5	
<b>Local</b>	<b>Mostly local, some national</b>	<b>50-50</b>	<b>Mostly national, some local</b>	<b>National</b>	
1	2	3	4XX	5	

In answering this question, tick the box that best applies. You might also like to add some descriptive material in support of your response.

### Trade unions

4.4 Do trade unions play a role in regulating and funding information, guidance and counselling services?

For example through participating in advisory and coordination bodies, or in programme management committees.

Same reply as for 4.1.

4.5 What initiatives do trade unions take in providing information, guidance and counselling services?

For example, through participating in career information programmes in schools; providing guidance and counselling; or producing career information. Describe also any initiatives taken by trade unions to provide information, guidance and counselling services to their own members.

Same reply as for 4.2.

4.6 Does trade union involvement in information, guidance and counselling services tend to be:

<b>Seldom</b>			<b>Occasional</b>		<b>Regular</b>
1	2	3XX	4	5	
<b>Local</b>	<b>Mostly local, some national</b>	<b>50-50</b>	<b>Mostly national, some local</b>	<b>National</b>	
1	2	3	4XX	5	

In answering this question, tick the box that best applies. You might also like to add some descriptive material in support of your response.

## **Other stakeholders**

4.7 Describe ways in which public policies encourage other stakeholders (parents, associations of students and alumni, community organisations, educational institutions or the end users of services) to play a role in information, guidance and counselling services.

For example, by defining this role in legislation; by sub-contracting service provision to voluntary organisations; through membership of advisory bodies; through membership of programme management committees.

For example, the Conseil Supérieur de l'Education Nationale – the Higher Council on National Education – has a broad consultative base, under the responsibility of the Ministry of Education, Vocational Training and Sport (MENFPS), to which reference can be made on the subject of information, guidance and counselling.

At the level of the Ministry of Labour and Employment (MTE) there is no specific advisory body of a similar nature to which questions on vocational guidance can be referred. They can, however, be tackled on the Comité pour l'Emploi (CPE).

At local level, it should be pointed out that there may be instances of informal involvement of various bodies (parents, teaching staff, alumni associations, etc.) engaged in individual actions in the field. Such initiatives, however, are heavily depending on the commitment of the individuals concerned and there is no specific encouragement for them under the general policies.

## **5. TARGET GROUPS AND ACCESS TO THE SERVICES**

Describe the priority groups for access to information, guidance and counselling services, as well as how the services are provided for adults.

5.1 Describe any priorities or target groups for these services, including how priority needs are established.

For example, priority target groups might include: school pupils, young people; adults; the unemployed; those in receipt of welfare benefits; students; employees; refugees or members of ethnic minorities.

See the typology of guidance services in section 1 above.

5.2. How are such priorities or targets defined?

For example, give details of any legislation that provides rights or entitlements to services for particular groups.

See Section 3.

5.3. Where such priorities have been defined, what active steps are taken to ensure that access to services is possible for target groups?

For example, 'one-stop-shops'; drop-in services that do not require appointments; telephone help-lines; use of community organisations; targeted advertising.

See 2 and 3.

Examples: conduct of pilot projects, special awareness campaigns in liaison with the social partners and voluntary organisations, etc.

5.4. Are different methods typically used to provide services for different target groups?

There is no specific guidance methodology.

5.5. Do examples exist in which individuals are required to take part in guidance and counselling?

For example, to continue to receive social security benefits or pensions, or to avoid expulsion from school.

No mandatory guidance exists.

5.6. Do policies for information, guidance and counselling favour:

- a comprehensive approach (so that services are universally accessible and meet a wide range of needs); or
- a targeted approach that favours those in greatest need; or
- both these approaches?

Information, guidance and counselling policies favour a combination of a comprehensive approach and an approach targeted towards groups with more specific needs.

5.7 Describe the major gaps, if any, in the provision of information, guidance and counselling services. Are there any groups whose needs appear to be met less effectively than others?

The main gap is seen as the lack of coordination of information, guidance and counselling policies.

In principle, all the target groups (young people and adults) are covered by the guidance services:

- The finding is that measures targeted at youth groups during their school education and on their transition to working life come under the Ministry of Education, Vocational Training and Sport, the Centre de Psychologie et d'Orientation Scolaires and the ALJ and on occasions in the context of the Employment Administration (ADEM) vocational guidance, as well as through the various pilot measures (school projects, etc.) described up to this point.

- Initiatives for young people with difficulties in entering the working world after the period of compulsory education are handled by ALJ (MENFPS), ADEM and in particular its vocational guidance service, as well as by various voluntary organisations.
- The labour market integration measures for adult groups (including special needs groups) are provided by the Ministry for Work and Employment, together with the various Employment Administration agencies and voluntary organisations (financed by the Fonds pour l'Emploi (Luxembourg Employment Fund or even the European Social Fund)).

## Services for adults

5.8 Describe how information, guidance and counselling services are organised and provided for adults.

For example: which agencies (educational establishments, community organisations, the public employment service) typically provide services for adults? Are these different from the agencies that provide services for young people? How are different agencies coordinated? What priority do services for adults have compared to services for youth? What recent initiatives have been taken to provide adults with services?

See 5.7 above.

## 6. STAFFING

Give information on the types of staff that provide information, guidance and counselling services and their qualifications and competences.

**In answering this section**, describe differences between staff in the different settings in which the services are provided, for example schools, tertiary education, community organisations, public employment services.

6.1 What types or categories of staff are employed to provide information, guidance and counselling services?

**For example**, information librarian, classroom careers teacher, school counsellor, careers counsellor.

Types of staff employed by guidance services, excluding administrators – Classification by age groups of the target groups in ascending order:

Primary education: diploma-holding teachers, consultants

CPOS (+SPOS): psychologists, social workers, graduate educators, documentalists, others

ALJ: graduate educators

CEDIES: psychologists, graduate educators, others

ADEM-OP: guidance counsellors, graduate educators

NGOs: psychologists, graduate educators, others, depending on the needs and the approach of the officials of the associations concerned

6.2 What information can you provide on the number of staff, by type or category, who are employed to provide these services. Indicate whether information is available on their age, sex and equity group structure.

Comments:

The list does not include executive staff or people with strictly administrative duties.

The staff listed are those working full-time.

In primary education, guidance is provided as required and on a variable basis, and it is therefore hard to cite figures for the number of staff.

The guidance given in the context of voluntary organisations is the responsibility of private operators and is not in general regulated by conventions. In consequence, little information is available on the scope of the tasks more specifically attaching to vocational guidance.

Staffing of services	Total	men	women	Target of services
Primary education	?	?	?	Primary school pupils in transition between primary and secondary education
CPOS (including SPOS in lycees)	47.5 (4 43.5	8.5 0.5 8	39 3.5 35.5)	Pupils in the transition between primary and secondary, in post-primary education / in the transition between school and working life
ALJ	12	5	7	Young people in the transition between school and working life / dropping out or at risk of dropping out from school
CEDIES	2	1	1	Young people in the transition between post-primary and higher education
ADEM-OP	8	6	2	Young people and adults
NGOs	?	?	?	Young people and adults with special needs

What education and training qualifications are the different types or categories of career information, guidance and counselling staff required to have? (Where qualifications are required, indicate whether it is a government or professional association that requires them, and describe the professional licensing bodies).

**For example**, teaching qualifications, university degrees in psychology, special diplomas in guidance and counselling, post-graduate qualifications, completion of in-service courses and so on). Describe the length of the education and training and the type of qualification to which it leads. Describe any differences in requirements between the various settings in which the services are provided.

**In answering this question**, you may find a grid such as the example below to be useful (the example suggested is not suited to Luxembourg, and we propose the following).

Types and qualifications of staff employed by the guidance services (apart from management)

Primary education	diploma-holding teachers consultants	Primary school teacher training (BAC+3 years) University diploma in psychology
CPOS+SPOS	psychologists social workers graduate educators documentalist others	University diploma in psychology College diploma in the field of health, minimum BAC+3 years Teaching and social diplomas (BAC+3 years) Secondary education teachers or others (BAC+4)
ALJ	graduate educators	Teaching and social diploma (BAC+3 years)
CEDIES	psychologists graduate educators others	University diploma in psychology Teaching and social diploma (BAC+3 years) Secondary education teachers or others (BAC+4 years)
ADEM-OP	guidance counsellors graduate educators	Various BAC, BAC+ Teaching and social diploma (BAC+3 years)
NGOs	?	?

In Luxembourg, there is no training in counselling and guidance, and no professional profile exists for counsellors / guidance providers. As a result, no requirements exist when recruiting staff in this field.

6.4 What, typically, are the types of competences (or knowledge and skills) that these different categories of workers are required to have?

**For example**, communication skills, group facilitation skills, individual and group assessment skills, labour market knowledge and knowledge of career development theory.

**In answering this question**, you might find a grid such as the example below to be a useful way to organise your response.

In the case of Luxembourg, it would be inappropriate to reply to this question in the grid format, as this would be too formal and final.

The competences required of the staff of the services concerned depend not only on qualifications (diplomas) and recruitment conditions (entrance examinations for public-sector public) but also on the candidates' attitudes. It is essential that the staff of guidance and placement bodies have a good knowledge of the labour market. It would certainly be the ideal to be able to call on staff with communication, group facilitation and assessment skills. At present, however, such core knowledge is not systematically promoted through continuing training measures.

6.5 How are the knowledge, skills and competences required of the staff of these services changing, and why? What is being done to meet these changing knowledge and skill needs?

Continuing training is an objective suggested to the heads of public-sector guidance services. Civil servants and public-sector employees are entitled to take advantage of in-service continuing training arranged within the Institut National d'Administration Publique (Law of 15 June 1999); the teaching staff in particular may take advantage of continuing training measures organised within MENFPS services.

The staff of private-sector bodies involved in vocational guidance may take part in inter-enterprise continuing training measures organised by the trade chambers (representing employers and employees), as well as the national productivity enhancement agency, OLAP (Office Luxembourgeois pour l'accroissement de la productivité), or where applicable in-house training.

The Law of 12 February 1999 imposes an obligation to negotiate the subject of continuing vocational training under collective agreements, but not an obligation to achieve a given result. The continuing training position of the staff concerned, therefore, has to be reviewed case by case. Moreover, the Outline Law on continuing training (22 June 1999) regulates the collective access to continuing training for private-sector employees. The Luxembourg social partners are currently examining the advisability of and procedures for individual access to continuing training for all persons in employment.

Nevertheless, it should be pointed out that none of these continuing training prospects are directed towards the counselling field.

6.6 What opportunities exist for the staff of these services to update their knowledge and skills?

**For example:** do collective agreements allow time for training? How much time and what programmes do government agencies provide for this purpose? What recurrent education and skills upgrading courses are provided by tertiary institutions?

See 6.5

6.7 Describe any policies that exist to make systematic use of groups such as alumni, parents and local employers in delivering services.

**For example,** by acting as mentors or by visiting classes to provide information on careers.

Such initiatives may exist on a one-off basis or as part of pilot projects, but are not systematically developed and supported.



## 7. OPERATING CONDITIONS

This section should permit the compilation of information on the operating conditions of the different types of organisation.

### Schools

7.1 Are separate careers guidance courses a normal part of the school curriculum? If so, indicate whether or not such lessons are mandatory and the number of years per hour.

Comment: in the case of Luxembourg, it is difficult to reply to this question on the basis of the following grid.

	Grade 7 (year 6 of school)	Grade 8 (year 7)	Grade 9 (year 8)	Grade 10 (year 9)	Grade 11 (year 10)	Grade 12 (year 11)	Grade 13 (year 12)
Required?							
No hrs/year							

It should be pointed out that educational and vocational guidance may be part of the curriculum without being compulsory. These are not horizontal courses, but can be incorporated in any type of post-primary education.

Such initiatives exist under separate school projects. They are also more systematically organised in the 9th preparatory year, through the offer of work experience placements (OSNA "Op der Sich no Arbecht"). It should be pointed out that the OSNA approach is becoming widespread (see also the typology of guidance systems in section 1 in particular).

7.2 If separate careers guidance courses are not provided, are policies in place to integrate career education into other subjects? Details can be provided in an annex.

As stated, OSNA placements in particular, now being conducted in the 9th preparatory class, are being adopted on a wider scale. Overall, however, it can be observed that there are no plans to incorporate careers guidance throughout educational systems.

7.3 Are periods of work experience<sup>(1)</sup> required as part of the secondary school curriculum? For each school grade, indicate whether or not such experience is required, and how many hours per year are required.

Comment: in the case of Luxembourg, it is difficult to answer this question based on the grid below.

---

<sup>(1)</sup> This refers to periods that students are required to spend in workplaces to assist their career decisions and gain an understanding of the world of work. It does not refer to those periods of workplace experience that are included in vocational education programmes to allow students to develop or practise the work-related skills and competences included in the vocational education curriculum.

	Grade 7 (year 6 of school)	Grade 8 (year 7)	Grade 9 (year 8)	Grade 10 (year 9)	Grade 11 (year 10)	Grade 12 (year 11)	Grade 13 (year 12)
Required?							
No hrs / year							

At present work placements are provided as part of short periods for familiarisation with the workplace, i.e. twice a week in the 9th vocational and 9th modular year, as well as a two-week careers guidance placement in the 10th paramedical year.

7.4 What other types of information, guidance and counselling services are typically provided for school students (apart from careers guidance courses and work experience)?

For example: careers fairs; personal counselling; access to career libraries; alumni and parent involvement programmes; Internet or computer-based programmes.

It should be pointed out that initiatives of this kind depend on the personal commitment of both the teaching staff and parents or alumni. Such actions do exist in certain schools, but are not institutionalised.

### **The public employment service**

7.5 What information, guidance and counselling services are provided by the public employment service?

For example: what is the relative balance between career and job information services and guidance and counselling? What types of clients typically seek and receive assistance? How are these services related to overall national labour-market and employment policies?

The Law of 21 February 1976, as amended, provides:

Art. 6. (1) In the field of manpower, the Employment Administration shall support persons in search of work to find an appropriate job, and help employers to find personnel suited to the workplace.

Art. 8. (2) As part of this activity, placement offices shall be responsible in particular for:

- reception of jobseekers and compiling, by means of interviews, any useful information on their training and abilities and job qualifications and experience; finding out the occupational aspirations and interests of jobseekers, together with any other information that can be used in finding an appropriate placement; providing information on job opportunities;
- recording job vacancies and notifying employers of the availability of manpower ....

Art. 19 (1) The task of the vocational guidance service shall be to assist individuals with their choice of career and occupation, in such a way that they are able to make a valid and satisfactory choice, thus ensuring that those choices also meet the occupational needs of the community while promoting individual development.

(2) The vocational guidance service shall also perform the functions of placement and guidance assigned to it pursuant to legislation on apprenticeship and vocational training.

Art. 20 The vocational guidance service will operate according to the following guidelines:

- in the guidance process, account will primarily be taken of the applicants' interests, aptitudes and capacities;
- their employment status, development and future prospects in the occupations will be taken into consideration;
- it will be left to the applicants to decide what further action is to be taken as regards both guidance counselling and the apprenticeship or job position proposed;
- vocational guidance consultation shall be free of charge.

Art. 24 The vocational guidance service shall:

- produce and update documentation on careers and vocational training;
- arrange for the wide dissemination of information on occupations and careers, publicly by means of open lectures and individually by means of guidance counselling;
- cooperate with educational guidance services, schools in different types of education, the trade chambers, occupational bodies and the institutions concerned with the educational and vocational development of young people and adults;
- arrange for technical relations with the vocational and educational guidance services abroad.

Art. 25 (1) The vocational guidance service shall cooperate with school guidance on each pupil whose vocational training and integration call for advice on questions of information and vocational guidance.

(2) It shall be responsible for arranging information talks on the working world in primary schools and their extracurricular classes, as well as in classes preparing for technical and vocational education, in cooperation with the school guidance service.

## Tertiary education

**In answering the questions in this section**, describe separately the services offered by universities (ISCED- 97 levels 5A and 6) and non-university tertiary education establishments such as community colleges and polytechnics (those offering programmes at ISCED-97 5B level).

Describe if applicable the services in post-secondary non-tertiary institutions (ISCED-97 level 4) or further education and training programmes.

7.6. Describe the information, guidance and counselling services that are provided within tertiary education.

**For example:** are they normal and standard services within tertiary institutions, or are they only provided in some institutions? Are they provided separately from or together with personal and study counselling services? Are they normally provided separately from or together with job placement and graduate recruitment services?

See the description of the post-secondary education under 1.A.i.-ii. and 1.B.

It must be pointed out that, in the case of post-secondary education, the mission of the corresponding services, CEDIES (Centre de documentation et d'information sur l'Enseignement supérieur) is to inform rather than guide. Exceptionally, one example is the Student Fair. Besides this, CEDIES and ADEM-OP collaborate with the Trier 'Arbeitsamt' to provide monthly information on opportunities for post-secondary studies in Germany.

## The private (for-profit) sector<sup>(2)</sup>

7.7 What is known about careers guidance and counselling services provided by the private (for-profit) sector, for example management consultants, outplacement services or private practitioners?

For example, describe their client base, the level of their fees, the sorts of services they provide and what is known about growth in the services over time.

As there is no formal cooperation between the public-sector guidance services and private for-profit providers, this kind of information is not available.

7.8 Describe the steps that the government has taken to encourage private organisations to provide information, guidance and counselling services or to regulate the ways in which they are provided.

For example, by providing vouchers that can be used to purchase services, by changing legislation, by contracting out the services, by setting staff qualification levels, or by regulating the fees that can be charged.

There are no public initiatives to encourage private bodies to provide information, guidance and counselling services or to regulate these services.

---

<sup>(2)</sup> Section 8 relates to the role of the private sector in producing educational and occupational information for use by the information, guidance and counselling services.

## Other organisations

7.9 What role do other organisations - for example in the community sector – play in providing information, guidance and counselling services? What types of client do they serve and what types of need do they attempt to meet?

In Luxembourg, local organisations taking part in employment and training missions in which vocational information, guidance and counselling services, etc., are involved are addressed to groups with special needs (young people and adults) who have more difficulty than the average jobseeker in being placed on the labour market. Several organisations of this type have been developing over the past few years, mainly under local employment pacts. The organisation and working methods of such community groups working midway between the public-sector services and the for-profit sector, and which are conducting a campaign against unemployment, are currently being clarified by creating a legal framework for the social economy.

7.10 Has the government attempted to increase its role (for example by contracting out services)? If so, why? Has it attempted to regulate the ways in which the services are provided?

See reply to 7.9.

## 8. DELIVERY METHODS

State the methods employed by these services, including the ways in which they are influenced by government policies.

8.1 Career information, guidance and counselling services can be delivered in a variety of ways. In the last five years, how have these been influenced by government policies? (These might be policies to improve the use of resources, to increase access to the services, to better meet users' needs or to encourage equity, or other types of policies. To guide the answer, a list of some of the ways in which the services are delivered is given below).

The following are among the delivery methods in Luxembourg:

- Batteries of psychological tests
- Telephone information, guidance and counselling
- CD-ROM-based self-assessment and job search packages
- Similar facilities using the Internet
- Careers fairs and exhibitions
- Group guidance and counselling sessions
- Individual face-to-face interviews
- Systematic use of community members such as employers, parents or alumni: for example as sources of vocational information or as mentors and role models
- Career information libraries
- Paper-and-pencil self-assessment techniques
- Organised workplace or community experience

- 8.2 Describe any recent initiatives for developing Internet-based information, guidance and counselling services.

Here, reference should be made to the project described above, entitled Bif ("Berufsinformationen" - vocational information sheets).

This is a set of career monographs in the form of a database that can be accessed by the general public on the Internet ([www.bif.lu](http://www.bif.lu)). The database contains references to all the technical and vocational proficiency certificates (CATP - Certificat d'aptitude technique et professionnelle) available in Luxembourg. The site can be accessed in German and French, and includes a multi-criteria search facility covering the training courses listed (name of occupation, personal competences, work setting and location, initial training, etc.).

The database is a joint effort by ADEM-OP, the Chamber of Commerce, the Chamber of Trades, of the Educational Technology Centre, the Ministry for Women's issues and the School Psychology and Guidance Centre responsible for the specific School Psychology and Guidance Service.

- 8.3 Can examples be provided of the use of tools to match the user type or needs to the appropriate type of service? If they exist, describe the reasons for developing them and where they are used.

Besides the use of the Internet and public service websites allowing a measure of interactivity (e.g. database for employers on the ADEM site, the Social Security site, the website of the National Social Action Service, etc.), there do not appear to be special tools that users can use to be directed, depending on their category or needs, to the appropriate type of service.

## 9. Career information

Describe the types of educational and occupational information used.

- 9.1 What is the public sector's role in producing career information?

**For example**, which ministries are responsible for its production, how it is produced, and is it produced on a national or regional level? Also indicate if the government legislates to control how information is classified, distributed or stored.

The public sector develops all occupational information, whether by funding its production and publication or by publishing it itself.

- 9.2 What form does career information typically take:

**For example:** printed guides containing information on a large number of jobs and courses; leaflets or information sheets; CD-ROMs; Internet-based services.

Career information is presented in the form of leaflets or detailed and targeted guides, and on the various Internet sites of public providers.

9.3. Typically, at which client groups is this documentation aimed?

**For example:** school students, public employment service clients, students in tertiary education, the general public.

These publications are generally aimed at young people from post-primary and post-secondary education.

9.4. What methods are used to gather the information?

The information is gathered through meetings (non-systematic and irregular) of the heads of services in different government bodies with a view to a practical, clearly defined measure.

9.5 Describe the steps taken to ensure that it is accurate and timely.

See 9.4.

9.6 Describe the steps taken to ensure that it is user-friendly and geared to user needs.

See 9.4.

9.7 How is it typically distributed?

**For example,** through career information centres, public libraries, community organisations, to schools and tertiary institutions.

See 9.4.

9.8 What role does the private sector (both for-profit and non-profit) sector play in providing career information?

**For example:** what is known about the size and the nature of the market for privately published guides to jobs or to tertiary education? What examples can be provided of privately funded career information websites? Are there examples of the media taking an active role in providing career information?

The role of the for-profit sector is confined to producing specialist magazines providing information on employment, and to the creation of jobs markets on the Internet (for example, [www.jobs.lu](http://www.jobs.lu)). There is no known information on the efficiency of such systems.

9.9 Has the government tried to increase the role of the private sector in providing career information?

**For example**, by contracting out the production of documents.

No.

9.10 Describe the ways in which labour-market data are typically included in career information.

**For example**, through inclusion of data on unemployment rates and earnings, through the inclusion of data on regional variations in employment and unemployment for particular occupations, through inclusion of the results of graduate employment and course satisfaction surveys.

Labour-market data are freely available to every person or party concerned (researchers, trade organisations, the social partners, the authorities, associations, etc.), but the integration and analysis of the data on career information are the responsibility of the parties concerned.

## 10. FUNDING

This section should provide information on the ways in which information, guidance and counselling services are funded, the ways in which costs are shared and the financial resources devoted to these services.

10.1 What method does the government use to fund information, guidance and counselling services?

**For example**, direct service provision; contracting out/tendering; public/private partnerships. If possible, indicate the percentage of total government funding of information, guidance and counselling services that flows through each of these methods.

Information, guidance and counselling services are funded out of the national budget.

10.2 Are individuals required to meet some of the costs of government information, guidance and counselling services? If so, what sort of clients are asked to pay and what is the typical level of fees charged?

Information, guidance and counselling services are free of charge.

10.3 Describe what cost and expenditure data is available to government and to stakeholders – for example on the relative costs of the different delivery methods, or the cost of achieving particular outcomes or of providing services to particular types of client – when making policies for these services. Describe the ways in which this information is used, providing specific examples if possible.

The figures are not available in this form. Information is published as part of the annual budget, but there is no special analytical accounting for information, guidance and counselling services, or for budgeted costs or actual expenditure. Here again, it should be pointed out that Luxembourg has no unit for the coordination of guidance services, even less a coordinated financial policy.



- 10.4 Provide the best available estimates of the cost to the government (in the most recent year) of information, guidance and counselling services.

**In answering this question**, where possible provide information on the ways in which this cost is divided among the different ministries and the different levels of administration. Where possible provide information on trends in costs over time. Where possible, break down the costs by type, for example by staff costs, information production costs and capital and equipment costs.

In answering this question, it might be helpful to include an annex describing the problems involved in providing expenditure and cost data for information, guidance and counselling services.

Same comment as for 10.3.

- 10.5 Provide an indication of the statutory salaries of information, guidance and counselling service workers. As a base, take the case of guidance officers/counsellors with a guidance or counselling qualification at ISCED-97 level 5 (i.e. a university degree or equivalent) and indicate:

- the starting salary for those with the minimum required training;
- the salary after 15 years' experience;
- the number of years from the starting salary to the top salary;
- where available, equivalent information for other categories of guidance and counselling workers.

As regards the public sector, the salaries and career steps are laid down by Law in the civil servant's terms of employment and status.

## **11. ASSURING QUALITY**

At present it must be pointed out that there are no steps to assure the quality of information, guidance and counselling services.

## **12. THE EVIDENCE BASE**

At present, no research data in these fields are available to the information, guidance and counselling services.