



Pioneering policies and practices tackling educational inequalities in Europe

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Evidence-based co-authored and open-access report of most promising pioneering policies and practices

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SePAS: to provide psycho-social support for all students [8]

Country	Luxembourg
Authors of the table	<i>Luxembourgish team</i>
Name of the policy / practice	SePAS: To Provide Psycho-Social Support for All Students (Centre psycho-social et d'accompagnement scolaires - Luxembourg (public.lu), 2017 [8])
Short description and the main characteristics of the policy / practice	<p>The SePAS, as a school-level practice, is based on the law of 22 June 2017 that created a national center called the <i>Centre psycho-social et d'accompagnement scolaires</i> (CePAS) as a resource service of the Ministry of Education, Children and Youth (MENJE). It is in direct contact with the psycho-social and school support services (SePAS) in secondary schools.</p> <p>SePAS is the psycho-social support unit in each school which relates to a reform of the former structure SPOS (<i>Services de psychologie et d'orientation scolaires</i>); each SePAS has several psycho-social assistants who work as part of the pedagogical team inside secondary schools. The main objectives of SePAS include preventing and addressing psychological disorders and orienting students towards the most appropriate field of study according to their needs and aspirations hence reducing the number of dropouts and early leavers and/or reintegrating students through tailored plans.</p> <p>Under the supervision of the CePAS, the SePAS is a service seconded to each secondary school responsible for helping students of all levels in their personal or academic challenges (day-to-day or school-related problems). The SePAS team is composed of psychologists, specialized educators, and teacher-guidance (referent) teachers, and their services are available to students, parents and teachers. Thus, inside secondary schools, the SePAS is on the front line to support students in their psycho-social difficulties (loss of motivation, malaise, mobbing, academic difficulty, conflict with a classmate or adult, financial difficulty, difficult family situation, etc.).</p> <p>The CePAS, itself, organizes the consultation between SePAS, the exchange of good practices, and the annual evaluation of psycho-social support by secondary schools. Additionally, the CePAS' Consultation Center for Youth and Families (CCJF) offers young people, parents and guardians psychological and therapeutic consultations, parental guidance and socio-educational support adapted to their needs, on an ad hoc or regular basis. It takes care of students who require diversified psycho-social accompaniment and support.</p> <p>The SePAS offers support for issues regarding:</p> <ul style="list-style-type: none"> • Psychological, personal, and social guidance (academic, psychological, or family-related challenges);

		<ul style="list-style-type: none"> Academic and career counseling (academic and vocational path choices and admissions, professional project development, possibilities for changing school and school tracks information on various professions); Collaboration with teachers in addressing students in need; and Organization of preventive offers. 	
Target group of the policy / practice:		<ul style="list-style-type: none"> Secondary school students; Parents and guardians; SePAS of secondary schools (formerly SPOS); Secondary school management; CePAS also fulfils general tasks. 	
Educational stage or transition phase of the policy / practice		Secondary level	
Level of implementation		Macro: national Meso: institutional	
MILC dimensions		Multilevel and life course perspective; there is a recognition of intersectionality in practice but the information on each case and the intersectionality of their ascribed characteristics (for example a boy from lower socio-economic background) is strictly and confidentially kept among relevant psycho-social assistants, teachers, and headmasters.	
Key dimensions of the identification procedure			
CONDITIONS: Foundational and premise level	<i>Comprehensive</i>	This is a nation-wide practice and is holistic in its scope.	High
	<i>Coherent</i>	The CePAS helps headmasters (upon their request) with the hiring process of their SePAS personnel, offers extra assistance in case of grave incidents like suicide or mobbing, and provides financial aid for lower socio-economic families whose case has been transferred to SePAS.	Medium
	<i>Continuous</i>	CePAS provides resources for psycho-social support at secondary schools through project support; working groups; continuing education; publications; conferences; specialized tools	High
ELEMENTS: Structural level	<i>Contextual</i>	It is highly sensitive to the fact that early tracking may place students in certain fields of study (at secondary level) based on their migration, linguistic	High

		backgrounds and therefore seeks to provide academic and psycho-social support to these students ensuring their academic achievement and psycho-social well-being	
	<i>Relational</i>	There is ongoing dialogue among CePAS, SePAS assistants, headmasters, parents, learners, and the Maison d'orientation (academic and professional orientation centers)	Medium
TOOLS: Action level	<i>Autonomous</i>	There is a high level of autonomy for practitioners of SePAS	High
	<i>Reflexive</i>	There are regular trainings, information sharing, and planning sessions among psycho-social assistants	High
Evidence backing the policy / practice:		<p>This service introduced in public secondary schools and some private high schools (which follow the official national curriculum) performs various tasks for the well-being of students, in particular it provides psychological, personal, and social guidance to students; participates in the design of the school's orientation approach; supports them in their school and orientation choices; helps students in difficult academic, psychological, or family situations; participates in class councils to ensure the follow-up of the actions from which the student benefits; assists teachers in the care of pupils in difficulty; organizes prevention activities. The Ministry of Education's activity report 2021 (MENJE, 2022) reveals which CePAS counselling services are used frequently and which are used less frequently: the most frequent consultations carried out by CePAS in person are psychological consultations (69%), 10% relate to psychomotricity rehabilitation, 4% are mixed consultations (orientation and psychological consultations), 3% are consultations in regards to educational orientation while 1% each are requests for information and consultations in the area of social issues. The intensity of counselling over time is also examined. A slight increase in the frequency of contact per student can be seen (from 5 consultations per student in 2017 to 6.8 consultations in 2021), whereas the number of students taking advantage of the offer is declining (from 934 students in 2017 to 626 in 2021). This data does not allow any conclusions to be drawn about the actual demand per school or per student and the resources available. Thus, resources could be in-creased to make it even more easily available.</p> <p>Les Services SePAS. (2021, August 11). https://guichet.public.lu/fr/organismes/organismes_citoyens/service-aides-orientation-scolaire/service-psycho-orientation-scolaire.html</p> <p>MENJE. (2022). RAPPORT D'ACTIVITÉ 2021. Luxembourg: MENJE.</p>	

	<p>Missions actuelles. (2023, August 8). Missions - Centre Psycho-social Et D'accompagnement Scolaires - Luxembourg. https://cepas.public.lu/fr/missions/missions-actuelles.html</p> <p>The SePAS services. (2021, September 11). https://guichet.public.lu/en/organismes/organismes_citoyens/service-aides-orientation-scolaire/service-psycho-orientation-scolaire.html</p>
<p>Brief concluding analysis of policy / practice in the context:</p>	<p>The main features of this practice include:</p> <ul style="list-style-type: none"> • Psycho-social support; • Academic and professional orientation; • Financial support for students originating from low-income families; • Collaboration with teachers, headmasters, and parents.