



**MAISON DE
L'ORIENTATION**

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**CAREER GUIDANCE
FAIRS AND EVENTS**

PREPARATION BOOKLET

FOR SECONDARY SCHOOL STUDENTS

**MY PREPARATION FOR
HIGHER EDUCATION**

**MY QUALITIES, VALUES,
INTERESTS AND
EXPERIENCES**

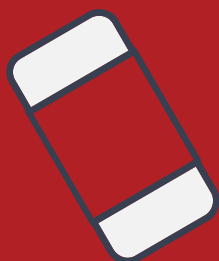


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2023 version

In this document, the masculine form is used for reasons of readability, with no intention of discrimination.

Looking for a study programme

Introduction: I'm getting ready!

Visiting a fair or other career guidance events is a great opportunity to prepare and shape your academic and/or professional plans.

Exchange is at the heart of these events.

To get as much information and advice as possible, it's essential to prepare well for your visit. You'll have the opportunity to find out from professionals and students and ask them questions according to your interests, skills and needs, so that you can progress in your projects.

Before attending such an event, you'll need to have all the necessary information. Good preparation for potential exchanges involves, for example :

- having a clear idea of the reasons for and aims of the visit,
- identifying an initial series of questions that you can ask at the event.

This handbook focuses on study and training opportunities and questions that you can ask yourself to identify the opportunities that best fit you.

The activities presented in this document can help you go through your ideas and available options.

If you prepare the visit with a guidance counsellor or teacher from your school, you can work together to see which activities could be useful for you, and which ones could possibly be replaced by others.

A fair or another careers event is an opportunity to:



- find out more,
- make contacts,
- get to know oneself better and
- receive first-hand information.

Information sources: Discovering study programmes

In Luxembourg, you have a number of informative brochures and websites at your disposal that are relevant throughout the guidance process.

The table below summarises the most important information sources for the chapter following your graduation (after obtaining your secondary school leaving diploma).

After graduating from secondary school

- [1^{re} gepackt - ech gi studéieren \(LU\)](#) / [Bac en poche - je choisis mes études \(FR\)](#) : brochure from the Higher Education Information Department of the Ministry of Higher Education and Research (MESR)
- [Guide du futur étudiant](#) et [De Studenteguide \(LU\)](#) : brochures from the *Association des Cercles d'Étudiants Luxembourgeois* (ACEL)
- [mengstudien.lu](#) : website of the Higher Education Information Department and the Financial Aid Department of the MESR
- [Diplom+ \(FR\)](#) : website of the Ministry of Education, Children and Youth (MENJE):
- [Voluntary service](#) (LU/FR) : website of the *Service national de la jeunesse*



These brochures can also be consulted on the Maison de l'orientation website.

Exploration activity:

Consult the most important brochures and websites related to your current choice or plan.

This activity will help you get an initial overview of the studies and courses that interest you.

This way, you will know which booths to visit and what questions to ask at the fair.

Let's have a look: My favourite study/training options

This activity is suitable for you if you have already identified one or more study options. If this is not yet the case, you can explore options on your own, with your teachers and guidance counsellors, relatives or friends.

The activity will help you to note down all the key facts about your study choice. If you can't find all the information, you can ask questions at the fair or look for the answers with a teacher, careers adviser or other counsellor.

Study option(s)	My project
Are there more programmes that interest me?	Do I have a favourite?
Are there several study levels in that area? (short cycle, Bachelor, Master, PhD)?	What degree am I aiming to achieve and what steps do I need to take to get there?
How long do the programmes last?	How much time am I ready to invest (per week, for how long)?



Where are the programmes offered? Only in one country/city or in various places?	Where would I like to do the programme? In Luxembourg, if possible, or abroad?
What are the prerequisites and requirements for the programme?	Can I and do I want to meet these prerequisites and requirements?
What are the access criteria? Are there any specific admission criteria?	What do I have to do? Do I meet the access and, if applicable, admission criteria?



What are the costs of my studies (enrolment fees/tuition fees, living costs, equipment, clothing, etc.)?	What financial resources do I have at disposal? What financial aid is available to me? Am I eligible?
<p>There are different forms of recognition (notably academic and professional) and recognition of your programme is decisive for:</p> <ul style="list-style-type: none">- access to State financial aid for higher education, <p>and after graduation, for</p> <ul style="list-style-type: none">- the entry in the register of formal higher education qualifications (academic recognition) and- in case of a regulated profession, for obtaining the authorisation to practise (professional recognition).	<p>Is the study programme recognised by the competent authorities in the country where the diploma is awarded, and can it also be recognised in Luxembourg?</p> <p>If the study programme prepares for a regulated profession, will it allow me to obtain the authorisation to practise?</p> <p>It is essential that I find out about recognition as quickly as possible! (→ <i>mengstudien.lu</i>, MESR)</p>

My dream study programme

You don't have to have a definite idea of what you want to do in the future. However, it is important to write down the ideas that come to your mind as soon as possible so that you are ready the moment you need to make a decision, particularly whether you would prefer to enter the job market or continue your studies.

It is also important to note that for some higher education programmes, you will need to start the procedure sometimes even before the start of your final year of secondary school (for example pre-registration).

So it is essential to find out about access, admission and enrolment well in advance!

Use the table below to note down what you would like to do. Then, on the following pages, you can analyse whether your chosen programmes match your idea of what you would like to do.

The aim of this activity is to make it easier for you to make a decision in due course.

List your study plans.

My dream study programmes:	

If you have several ideas for your studies, complete the exercise on the following page several times, alternating between different educational and professional perspectives. The results may surprise you.

Before settling on a higher education path, it is important to make sure that the path you choose matches your personality and aspirations.

To do this, you can complete the following table. It can help you to see to what extent a programme might be right for you.

It allows you to link the knowledge you have acquired about yourself with an educational perspective. You may already have most of the information you need, so all you have to do is assess whether your plans are in line with what you know and with your personality.

If not, the fair could be an opportunity for you to find answers to your questions, in particular by asking advisers and professionals. You can also gather new ideas, then fill in the table again to reassess them.

You don't have to fill in everything, but the more you find out, the better. 😊



My career prospects

Fill in which plan you are analysing.

Me	My career prospect:	Perfect match?
<p>What types of activities do I enjoy doing (e.g. interacting with other people, manual activities, doing in-depth research ...)?</p> <p>Activity: I like</p>	<p>Does the study programme in question give me the opportunity to develop my skills in relation to these types of activities?</p> <p>Will the career prospects linked to the study programme enable me to carry out these types of activities?</p>	
<p>What activities do I not want to do?</p> <p>Where do I feel uncomfortable?</p> <p>Activity: I don't like</p>	<p>Will these types of activities be part of the study programme or related career prospects?</p> <p>How often and to what extent?</p>	
<p>What subjects am I interested in?</p> <p>What subjects do I like to find out about (e.g. the environment, sports, psychology, etc.)?</p> <p>Activity:</p> <p>My favourite professional fields</p>	<p>Can I use and expand my knowledge of this subject in the chosen study programme?</p> <p>Will my career prospects after these studies allow me to focus on one or more of these subjects?</p>	



<p>What values do I defend?</p> <p>Activity: My professional values</p>	<p>What values are important in the target study programme (values to which a profession or company is linked, which are displayed by a higher education institution)?</p> <p>What discrepancies might there be between my values and this prospect?</p> <p>How can I deal with them?</p>	<p>👍 😊 🗨️</p>
<p>How would I describe myself, what are my qualities?</p> <p>Activity: My qualities</p>	<p>Do these qualities contribute positively to the success of my intended studies?</p> <p>What qualities or skills should I further develop?</p>	<p>👍 😊 🗨️</p>
<p>What is important for me in order to feel at ease with colleagues and teachers/lecturers?</p>	<p>Who will I be with in the target study programme?</p>	<p>👍 😊 🗨️</p>

How many emojis did you give?







More 👍: A career that could suit me.

More 😊: I need to find out more.

More 🗨️: This career will probably not suit me.



This analysis shows you what types of questions you can ask yourself in order to weigh up the *pros and cons*.

It gives you an initial idea of your study choice, but in the end it's your choice, your decision!

You can find more questions in the following section.

Further examples of questions to ask

Here is a whole series of suggested questions, divided into different categories.

You are free to choose, adapt and/or complete them.

My higher education studies

General (but important!) questions:

- What field of study am I interested in?
- What programmes are available in my chosen field?
- What types of higher education institutions offer these programmes: (public/private) university, (public/private) college or others?
- What are the career prospects with the chosen degree?
- How long does the programme last?
- At what study level can I enter this programme?
- Will the diploma allow me to continue my studies at another level (e.g. Master's degree after completing the Bachelor's degree)?
- Does the programme include a compulsory internship/work placement? If so, for how long? Where (in the country where I study or somewhere else)?
- What about accommodation? Are there many places to eat on campus? Is there a library on campus?

More specific questions:

- What are the access criteria for the programme, and are there additional admissions criteria (interview, application, results, etc.)?
- Do I need to have done a work placement before starting the programme?
- How much are the tuition fees? Are there any other costs to consider?
- Where can I get more information about financial aid, such as State financial aid for higher education or other study grants? (→ mengstudien.lu, MESR)



- What is the exact title of the awarded degree?
- Is the diploma recognised as a higher education qualification in the country where it is awarded? (→ academic recognition)
- Is it a study programme preparing for a regulated profession? If so, what should I look out for? (→ professional recognition)
- What steps do I need to take to enrol, and more importantly, until when?
- Who can I contact if I have more questions?

What other questions should I ask a representative of a higher education institution at the fair?

General (but relevant!) questions:

- What can you tell me about your institution?
- What is special about your institution? How is your institution different from others?
- What types of degrees do you offer (short cycle, Bachelor, Master, PhD, degrees outside the Bologna Process)?
- Is there a selection procedure? If so, what are the selection criteria?
- How many students are there per class/year?
- How are exams organised for programme x?
- Is there a tutoring system?

More specific questions:

- What are the access and perhaps admission criteria for programme x?
- Do you offer scholarships?
- What is the success rate?
- What job opportunities might there be once I have graduated from programme x?
- On average, how long does it take graduates to find their first job?
- Do you have any partnerships with other institutions (notably for programme x)?
- If so, with which institutions? At national, regional and/or international level?
- Is it possible to go abroad with the Erasmus+ programme (a semester/an academic year) or with another exchange programme?
- If so, when exactly in the programme?

Or:

- I haven't made up my mind yet. What programme do you think would best match my interests and skills?
- I'm interested in ... and I'd like to choose a study programme that would enable me to ... : What programmes would you recommend?

Also important:

- Do you have a catalogue or leaflet of your offer, or what's the name of your website?
- Who can I contact if I have more questions?



Different higher education institutions offer the same degrees.
It is up to you to find out which institution fits best your expectations and needs.

Get information from student associations and unions

- How did you decide on what to study?
- Why did you choose country/city x?
- What do you think is most important when it comes to choosing the study programme, institution and location?
- What do I need to know beforehand that I won't necessarily find in brochures or on the internet?
- Is it easy to find an accommodation in city x?
- Do many students have a student job, and how easy is it to find one?

Take the opportunity of the fair to talk to student associations and unions.

After the fair: Recap!

- ☐ I have found out about different offers (study areas, types of institutions, qualifications awarded).
- ☐ I have found out about the study duration.
- ☐ I have found out about the institutions that offer the programme I have in mind.
- ☐ I have found out whether the diploma in question can be recognised in Luxembourg (academic and, if applicable, professional recognition).
- ☐ I have found out about the access criteria and, where applicable, admission criteria.
- ☐ I have found out about the enrolment procedure.
- ☐ I have found out about the application deadlines.
- ☐ I have found out whether an internship is compulsory (prior to/during the studies).
- ☐ I have found out how much the tuition fee (and possibly other fees) will be.
- ☐ I have found out about (State) financial aid and eligibility criteria.
- ☐ I have found out about opportunities to take part in an exchange programme.
- ☐ I have obtained information from student associations/unions in the target country/city and/or from the target study area.
- ☐ I have found out about possible career opportunities following the target study programme.
- ☐ I have found out about student accommodation and costs.
- ☐ I know what I want to study.
- ☐ I know where I want to study.

Useful links :

MESR/mengstudien.lu



ACEL

- [Information on higher education](#)
- [State financial aid for higher education](#)
- [Guide du futur étudiant](#) (handbook for future students)
- [Guide du futur diplômé](#) (handbook for future graduates)
- [De Studenteguide](#) (handbook for students)
- [Financial aid](#)

Appendix: qualities, values, interests and experience

Going beyond: complementary exercises

Here are a few points to help you guide your thoughts.

First, complete the activities yourself. They will help you get a better idea of what you want to do, what you like doing, the values you identify with and what you are good at.

Next, ask a friend or someone who knows you to do the same activities (one, several or even all of them) to get their perception of you too, and find out if there are any other options that might suit you.

There are many people who can support you in your choices.



Surname

School

First name

Class

My qualities

(Tick the boxes that best reflect you.)

- | | | |
|--|---|--|
| <input type="checkbox"/> ability to adapt | <input type="checkbox"/> ability to step back | <input type="checkbox"/> communication skills |
| <input type="checkbox"/> ability to collaborate | <input type="checkbox"/> ability to summarise | <input type="checkbox"/> competitive spirit |
| <input type="checkbox"/> ability to comply with instructions and regulations | <input type="checkbox"/> ability to synthesise information | <input type="checkbox"/> conciliatory |
| <input type="checkbox"/> ability to deal with failure | <input type="checkbox"/> ability to work flexible hours | <input type="checkbox"/> conscientious/diligent |
| <input type="checkbox"/> ability to imagine space | <input type="checkbox"/> ability to work in a team | <input type="checkbox"/> convincing |
| <input type="checkbox"/> ability to listen | <input type="checkbox"/> ability to work long hours | <input type="checkbox"/> creative |
| <input type="checkbox"/> ability to make decisions | <input type="checkbox"/> adaptability | <input type="checkbox"/> critical and analytical |
| <input type="checkbox"/> ability to manage a budget | <input type="checkbox"/> altruistic (a person who likes to help others by putting their well-being first) | <input type="checkbox"/> curious |
| <input type="checkbox"/> ability to manage priorities | <input type="checkbox"/> artistic | <input type="checkbox"/> dedicated |
| <input type="checkbox"/> ability to manage several tasks at once | <input type="checkbox"/> attentive | <input type="checkbox"/> determined |
| <input type="checkbox"/> ability to meet challenges | <input type="checkbox"/> authoritarian | <input type="checkbox"/> disciplined |
| <input type="checkbox"/> ability to memorise | <input type="checkbox"/> autonomous | <input type="checkbox"/> discreet |
| <input type="checkbox"/> ability to plan an agenda | <input type="checkbox"/> benevolent | <input type="checkbox"/> dynamic |
| <input type="checkbox"/> ability to recognise mistakes | <input type="checkbox"/> brave/courageous | <input type="checkbox"/> ease of contact |
| <input type="checkbox"/> ability to respond to the needs of my interlocutor | <input type="checkbox"/> calm | <input type="checkbox"/> effective in stressful situations |
| <input type="checkbox"/> ability to set objectives | <input type="checkbox"/> careful | <input type="checkbox"/> efficient |
| <input type="checkbox"/> ability to solve abstract problems | <input type="checkbox"/> charismatic | <input type="checkbox"/> empathetic |
| <input type="checkbox"/> ability to solve concrete problems | <input type="checkbox"/> commercial spirit | <input type="checkbox"/> enduring |
| | <input type="checkbox"/> committed | <input type="checkbox"/> energetic |
| | | <input type="checkbox"/> enjoy taking initiative |



- | | | |
|--|--|---|
| <input type="checkbox"/> enjoy taking responsibility | <input type="checkbox"/> need diversity/variety | <input type="checkbox"/> responsible |
| <input type="checkbox"/> enterprising | <input type="checkbox"/> need instructions to act | <input type="checkbox"/> rigorous |
| <input type="checkbox"/> fair | <input type="checkbox"/> observational skills | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> flexibility | <input type="checkbox"/> open-minded | <input type="checkbox"/> sense of diplomacy |
| <input type="checkbox"/> good general knowledge | <input type="checkbox"/> orderly | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> good judgement | <input type="checkbox"/> organised | <input type="checkbox"/> sociable |
| <input type="checkbox"/> good physical constitution | <input type="checkbox"/> patient | <input type="checkbox"/> take time to think before acting |
| <input type="checkbox"/> good practical sense | <input type="checkbox"/> pedagogical | <input type="checkbox"/> technical affinity |
| <input type="checkbox"/> good presentation | <input type="checkbox"/> persevering | <input type="checkbox"/> technological affinity (mastery of new technologies) |
| <input type="checkbox"/> good stress management | <input type="checkbox"/> practical | <input type="checkbox"/> tenacity |
| <input type="checkbox"/> independent | <input type="checkbox"/> precise | <input type="checkbox"/> tendency to reason in the abstract |
| <input type="checkbox"/> interest in details, meticulousness | <input type="checkbox"/> proactive | <input type="checkbox"/> tidy |
| <input type="checkbox"/> intuitive | <input type="checkbox"/> problem solving | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> investigative | <input type="checkbox"/> project management | <input type="checkbox"/> understanding |
| <input type="checkbox"/> leadership | <input type="checkbox"/> public speaking skills | <input type="checkbox"/> versatile |
| <input type="checkbox"/> like to set goals | <input type="checkbox"/> quick reasoning | <input type="checkbox"/> vigilant |
| <input type="checkbox"/> linguistic affinity | <input type="checkbox"/> reactive | <input type="checkbox"/> warm-hearted |
| <input type="checkbox"/> logical | <input type="checkbox"/> realistic | <input type="checkbox"/> welcoming |
| <input type="checkbox"/> management of groups | <input type="checkbox"/> resistant to stress | |
| <input type="checkbox"/> manual work | <input type="checkbox"/> resourceful | |
| <input type="checkbox"/> methodical | <input type="checkbox"/> respectful of schedules and deadlines | |

Activities:

- In which professions are these qualities essential?
- Which professions correspond to what you like?

Tip




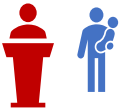
Need a helping hand? Consult the page: beruffer.anelo.lu.



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My curricular and extracurricular activities

 Sports			
		Arts 	
 Craft activities			
Volunteering or commitment within my family, school or group 			
		Other	

Activities:

- Analyse the qualities that you have developed during curricular and extra-curricular activities and tick in the previous exercise what you like most about these activities.
- Try a new activity for a term or a semester and see if you develop other interests.

Your general interests also demonstrate your interest in certain areas and enable you to develop the skills required on the job market.
It may be useful to note down the activities you have carried out over the years.

Activity:

Tick the box that applies to you. If you tick Yes ☐, comment on your answer.

	No <input type="checkbox"/>	Yes <input type="checkbox"/>	If yes, what were your highlights?
I have already done an internship.			
I have already worked during the school holidays.			
I have met professionals or visited companies that have inspired me.			



Projecting yourself is not easy! What you want to be today is not set in stone. Expressing your dreams means exploiting your possibilities by following your own interests at a given moment.

My dream job:

To get there, I need to:

do the following studies	
get the following degree	



I like

(Tick the boxes that best reflect you.)

- | | |
|---|--|
| <input type="checkbox"/> architecture | <input type="checkbox"/> managing |
| <input type="checkbox"/> audiovisual | <input type="checkbox"/> moving |
| <input type="checkbox"/> being active | <input type="checkbox"/> multimedia |
| <input type="checkbox"/> being useful to others/assist them | <input type="checkbox"/> music |
| <input type="checkbox"/> cartooning | <input type="checkbox"/> nature |
| <input type="checkbox"/> cinema | <input type="checkbox"/> new technologies |
| <input type="checkbox"/> commerce | <input type="checkbox"/> numbers |
| <input type="checkbox"/> contact/communication | <input type="checkbox"/> programming |
| <input type="checkbox"/> cooking | <input type="checkbox"/> protecting the planet |
| <input type="checkbox"/> crafts/craftsmanship | <input type="checkbox"/> reading |
| <input type="checkbox"/> creating | <input type="checkbox"/> repairing, tinkering |
| <input type="checkbox"/> culture | <input type="checkbox"/> research |
| <input type="checkbox"/> dancing | <input type="checkbox"/> saving people |
| <input type="checkbox"/> drawing | <input type="checkbox"/> social media |
| <input type="checkbox"/> driving | <input type="checkbox"/> sports |
| <input type="checkbox"/> hospitality | <input type="checkbox"/> theatre/entertainment |
| <input type="checkbox"/> images/photography | <input type="checkbox"/> thrills |
| <input type="checkbox"/> innovation | <input type="checkbox"/> travelling |
| <input type="checkbox"/> inventing | <input type="checkbox"/> trying new things |
| <input type="checkbox"/> (foreign) languages | <input type="checkbox"/> upholding the law |
| <input type="checkbox"/> literature | <input type="checkbox"/> visual arts |
| <input type="checkbox"/> looking after people | <input type="checkbox"/> voluntary work |
| <input type="checkbox"/> looking after children | <input type="checkbox"/> writing |
| <input type="checkbox"/> looking after animals | |

Other(s) :

I don't like

Make a list of the things you don't like that could be relevant to your search for a study programme or a profession!



It's important to know what you like doing, but also what you don't like doing.

My professional values¹

(Tick what best reflects you.)

It is important to me to ...

- ☐ achieve goals and move forward together (cooperation, teamwork)
- ☐ act and decide on the basis of logical arguments (rationality)
- ☐ act without judgement, be open to new ideas (openness)
- ☐ act in accordance with moral, religious or spiritual principles (ethics, spirituality)
- ☐ advance in my career, have prospects (career, advancement)
- ☐ be independent (autonomy)
- ☐ compete, do better than others (competition, emulation)
- ☐ contribute to maintaining order and compliance with rules (order)
- ☐ have enough time for leisure (leisure/lifestyle)
- ☐ imagine, invent, innovate and develop (creativity)
- ☐ make a lot of money (economic advantage)
- ☐ network (relationships)
- ☐ pay attention to detail and work carefully (attention to detail)
- ☐ pursue ambitious goals, succeed (ambition, success, excellence)
- ☐ pursue training, learn, improve (intellectual stimulation)
- ☐ react to unexpected situations and surprises (improvisation)
- ☐ solve problems (intellectual stimulation)
- ☐ solve problems and see concrete results (practice)
- ☐ take initiative and make decisions (responsibility)
- ☐ act without pretence or illusion (authenticity)
- ☐ be physically active (physical activity)

¹ Source of inspiration: https://www.csmv.qc.ca/wp-content/uploads/2011/04/Mes_valeurs.pdf
<https://www.cairn.info/revue-management-et-avenir-2016-4-page-55.htm>

- ☐ ensure the same rights and opportunities for all (justice)
- ☐ foster exchanges with others (communication)
- ☐ have a job with a low risk of unemployment (security)
- ☐ have a job without physical danger (safety)
- ☐ have an admirable profession, enjoy advantages (prestige)
- ☐ have a suitable workplace and/or working hours (comfort)
- ☐ have positive relationships, without conflict or tension (atmosphere at work)
- ☐ have varied activities (variety)
- ☐ help others (altruism)
- ☐ make something beautiful (aesthetics)
- ☐ manage many people, have influence (management, leadership)
- ☐ pay attention to health, feel balanced and even serene (well-being)
- ☐ show oneself capable, efficient, skilful and well-informed (competence)
- ☐ travel, move around (travel/lifestyle)
- ☐ work hard and relentlessly (effort)
- ☐ wear beautiful clothes, look good (appearance)

Activity:

- Tick the values that correspond most to you.
- Among those values, mark with a colour the ones that mean the most to you.
- Think about whether any of the values marked are those that guide your most difficult decisions and that correspond best to you.

Other(s) :

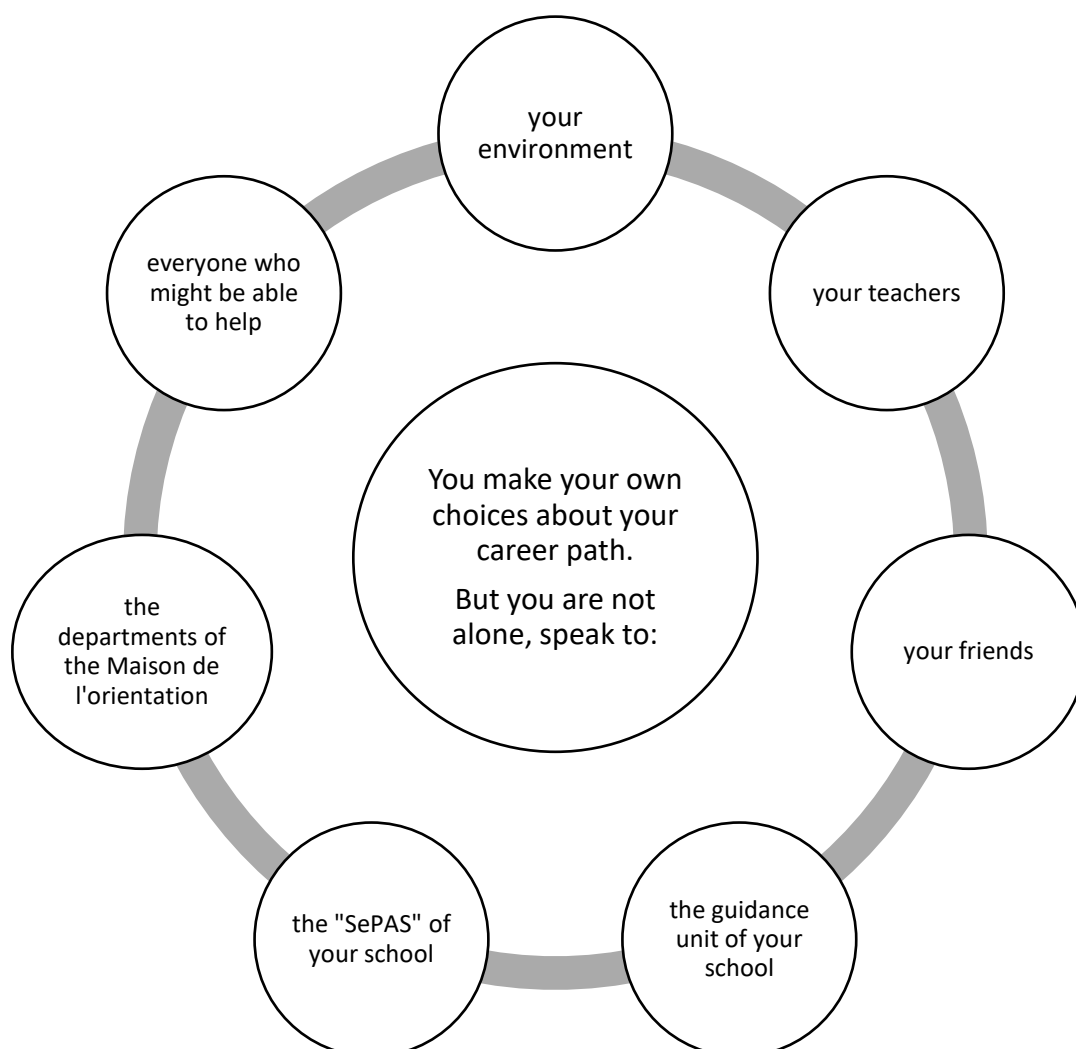
My favourite professional fields

(Tick the ones that apply to you.)

- | | |
|--|--|
| <input type="checkbox"/> agriculture | <input type="checkbox"/> hygiene |
| <input type="checkbox"/> agronomy | <input type="checkbox"/> industry and technology |
| <input type="checkbox"/> architecture | <input type="checkbox"/> information and documentation |
| <input type="checkbox"/> arts | <input type="checkbox"/> information technology |
| <input type="checkbox"/> catering | <input type="checkbox"/> insurance |
| <input type="checkbox"/> civil service | <input type="checkbox"/> law |
| <input type="checkbox"/> commerce | <input type="checkbox"/> logistics |
| <input type="checkbox"/> communication | <input type="checkbox"/> marketing |
| <input type="checkbox"/> construction | <input type="checkbox"/> mechanics |
| <input type="checkbox"/> defence | <input type="checkbox"/> medical professions |
| <input type="checkbox"/> economics and management | <input type="checkbox"/> political science |
| <input type="checkbox"/> education | <input type="checkbox"/> public forces |
| <input type="checkbox"/> engineering | <input type="checkbox"/> real estate |
| <input type="checkbox"/> environment | <input type="checkbox"/> sales |
| <input type="checkbox"/> fashion | <input type="checkbox"/> science |
| <input type="checkbox"/> finance | <input type="checkbox"/> security |
| <input type="checkbox"/> food | <input type="checkbox"/> social work |
| <input type="checkbox"/> forestry | <input type="checkbox"/> teaching |
| <input type="checkbox"/> health | <input type="checkbox"/> tourism |
| <input type="checkbox"/> health professions in schools | <input type="checkbox"/> transport |
| <input type="checkbox"/> health professions in the care sector | <input type="checkbox"/> urban planning |
| <input type="checkbox"/> hospitality | <input type="checkbox"/> viticulture |
| <input type="checkbox"/> human resources | |

How can I match my interests, aspirations, skills and talents to my plans for the future?

If you don't know yet what you want to do, don't hesitate to ask people around you for help.





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