
Luxembourg

VET in Europe – Country report

2013

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Abstract:

This is an overview of the VET system in Luxembourg. Information is presented according to the following themes:

1. External factors influencing VET
2. Providing VET in a lifelong learning perspective
3. Shaping VET qualifications
4. Promoting participation in VET

This overview has been prepared in 2013; the reference year of the information is 2012.

More detailed thematic information on the VET systems of the EU can also be found at:

<http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training (CVT); lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Luxembourg

FOREWORD

The country report had to be produced within Cedefop's Refernet 2013 activities. It provides a clear and concise description of the VET system in Luxembourg.

The Training Observatory of the National institute for the development of continuous vocational training (INFPC, Institut national pour le développement de la formation professionnelle continue) was in charge of the production of this report with the support of the Refernet's national coordinator: Mme Nadine Bastian.

Each EU country plus Iceland and Norway provide a country report which, for an easier compilation, follows a common structure, defined by Cedefop.

This report will be updated next year.

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EXECUTIVE SUMMARY

The Luxembourg administration is centralised. The Ministry of Higher Education and Research is responsible for higher education; the Ministry of National Education, Childhood and Youth⁽¹⁾ (MENJE) is responsible for all other types of education, including continuing vocational training and education. The Professional Chambers are officially consulted on matters relating to the educational system and have substantial powers.

The Luxembourgish population is around 525 000 (Statec, 2012). A special feature of the Luxembourgish population is the high share of foreign citizens and citizens with another mother tongue than one of the three official languages (DE, FR and LU). This multi-linguism is a strength of Luxembourg, but also poses special challenges to the educational system.

Education is compulsory from the age of 4 to the age of 16, including two years of preschool, six years of primary and three years of post-primary education.

The Luxembourgish vocational school system is based on a dual system, characterized by a strong relationship between school-based education and work-based learning in enterprises. A major reform of the VET system in Luxembourg is currently being implemented (SCL, 2008b). The key principles of the reforms are:

- teaching and evaluation methods based on competences;
- teaching is divided into modules which are focused on concrete professional situations;
- the competences and knowledge to be acquired are defined for each module;
- facilitation of training in enterprises;
- the strengthening of partnership with the economic environment.

The implementation of the reform started with the school year 2010/11 and will be completed with the start of the school year 2012/13.

Due to the size of the country, not all official certifications (recognised by the Ministry of National Education, Childhood and Youth) could be awarded through continuing vocational training. Upon demand, the continuing vocational training offer leading to certification may vary between the years.

The non-government-regulated sector for provision of vocational training consists of private institutions and continuing vocational training centres. The professional Chambers play an important role in the training offer and have contributed to its development.

⁽¹⁾ In December 2013, the Luxembourg Government has changed, the previous Ministry of National Education and Vocational (MENFP) training has been replaced by the Ministry of National Education, Childhood and Youth (MENJE)

The MENJE and the Professional Chambers work together to develop the standards for VET, assuring a direct link to the actual needs of the labour market. The National Institute for the Development of Continuous Vocational Training has created a Training Observatory in order to offer useful insights for public policy and private strategies in lifelong learning.

The Luxembourg government grants funding to individuals and enterprises for their efforts in initial and continuing vocational education and training. However, most of the funding mechanisms concern continuing vocational training.

CHAPTER 1.

External factors influencing VET

1.1. Political and administrative context

Luxembourg is a representative democracy, headed by a constitutional monarch. Legislative power is exercised jointly by the Chamber of Deputies (60 deputies are elected for five years by universal suffrage), the Government and the Council of State (advisory body of 21 counsellors appointed by the Grand Duke). The Grand Duke is the Head of State.

1.1.1. Administrative framework

The Luxembourg administration is centralised: most political and administrative decisions are taken at national level. The Ministry of Higher Education and Research (*Ministère de l'enseignement supérieur et de la recherche*, MESR) is responsible for higher education (études supérieures), the Ministry of National Education, Childhood and Youth⁽²⁾ (*Ministère de l'éducation nationale, de l'Enfance et de la Jeunesse*, MENJE) is responsible for all other types of education, including vocational training. Furthermore, the Professional Chambers (*Chambres professionnelles*) have some powers (see Section 1.1.2).

In line with this centralised structure, the MENJE is responsible for policy and administration and supports the whole financing of the initial vocational education and training (IVET) in Luxembourg.

In policy terms, the MENJE is responsible for legislation and general policy on education and lifelong learning. This includes nursery, preschool, primary, general secondary and technical secondary education, including apprenticeship, as well as adult education and vocational training, including continuing training. Furthermore, the MENJE is responsible for all aspects of socio-occupational integration training and vocational redeployment. In cooperation with the Ministry of Labor and Employment (*Ministère du travail et de l'emploi*, MTE), it is also responsible for training measures to counter unemployment.

Finally, the MENJE is responsible for special education and education and training in State prisons and reform centres.

1.1.2. Role of social partners

The Professional Chambers were created by Law of 4 April 1924 (SCL, 1924). They have the status of public establishments and are legal persons governed by civil law.

(2) In December 2013, the Luxembourg Government has changed, the previous Ministry of National Education and Vocational (MENFP) training has been replaced by the Ministry of National Education, Childhood and Youth (MENJE).

Although the Professional Chambers are supervised by the competent minister, they enjoy financial autonomy.

Luxembourg has five Professional Chambers. The Chamber of Commerce (*Chambre de commerce*), Chamber of Trades and Skilled Crafts (*Chambre des métiers*) and Chamber of Agriculture (*Chambre d'agriculture*) represent employers. The Chamber of Wages and Salaries (*Chambre des salariés*), and Chamber of Civil Servants and Public Employees (*Chambre des fonctionnaires et employés publics*) represent wage earners.

These chambers act as independent policy institutes; they are involved in Luxembourg's legislative procedures and are officially consulted on matters relating to the educational system. Their opinion is systematically sought on laws and regulations on economic, financial and social policy: labor law, social security, taxation, the environment, initial and continuing vocational training, education, etc. They are represented both at national level (Economic and Social Council, Tripartite Advisory Committee on Vocational Training, etc.) and at European level (Cedefop's Supervisory Board, Advisory Committee on Vocational Training, etc.).

In contrast to employers' associations and trade unions, membership in the Professional Chambers is compulsory (with an annual subscription) for all employees and private companies.

Since 1929, the Chambers have been involved in initial education, especially with regard to education preparing for an occupation. They also have substantial powers regarding apprenticeships; in 1945, they were given more extended authority over the establishment, supervision and termination of apprenticeship contracts. Their power and involvement were further reinforced by the legislation of 19 December of 2008 reforming VET (SCL, 2008b) (SCL, 2008a).

The Professional Chambers are authorised by law to organise continuing training courses.

1.2. Population and demography

In 2012, Luxembourg counted around 525 000 inhabitants (see Table 1). Current population forecasts foresee that the overall population will grow (see Table 2) with an increasing share of persons aged 60 years or more. This may imply that the number of persons concerned by IVET is expected to remain relatively stable. On the other hand, the needs and the demands for continuing vocational education and training (CVET) are expected to increase.

Table 1 **Population structure by nationality (1 000 persons)**

	1991	2001	2010	2011	2012 (1)
Total population	384.4	439.5	502.1	512.4	524.9
Luxembourgers	271.4	277.2	285.7	291.9	295
Foreigners	113.0	162.3	216.4	220.5	229.9
of which:					
Portugal	39.1	58.7	79.8	82.4	85.3
France	13.0	20.0	29.7	31.5	33.1
Italy	19.5	19.0	18.2	18.1	18.1
Belgium	10.1	14.8	16.7	16.9	17.2
Germany	8.8	10.1	12.0	12.0	12.3
Britain	3.2	4.3	5.5	5.5	5.6
Netherlands	3.5	3.7	3.9	3.9	3.9
Other EU countries	6.6	9.2	20.5	21.5	23.2
Other	9.2	22.5	30.1	28.7	31.2

(1): Estimation January 1st

Source: Statec, 2012

Table 2 **Population forecast by age**

	2011	2020	2030	2040	2050	2060
Population	511 840	578 103	646 740	703 906	746 263	774 782
Younger than 20 years	23.50%	22.20%	21.60%	20.90%	20.20%	19.90%
20 to 60 years	57.50%	56.90%	53.90%	51.90%	50.20%	48.40%
60 years or older	19.00%	20.90%	24.50%	27.20%	29.60%	31.80%

Source: Portail statistique de la Grande Région, n.d.

Table 2 shows that Luxembourg has a cosmopolitan population: around 43% of the population is made up of foreign citizens. This part of the population is constantly increasing, so that their integration into the school system and the labor market has become a central issue, which has to be facilitated (e.g. through Luxembourgish language training).

1.3. Labour market indicators

The Luxembourgish labour market is characterised by a high proportion of cross-border workers, living in the neighbouring countries (France, Germany and Belgium) and working in Luxembourg; job-seekers in these neighbouring countries, previously employed in Luxembourg and / or seeking employment primarily in Luxembourg, are not captured in the statistics for Luxembourg.

In 2012, unemployment has risen to 6.1%. If we also consider individuals who are in an employment measure, this number rises to 7.9%.

In 2012, domestic employment increased by 2.3% compared to 2.9% in 2011. This slow-down mainly occurred among the cross-border workers, whose employment rose by 2.0% in 2012 against 3.1% in 2011. The growth rate of national employment equals 2.5% in 2011 and 2.4% in 2012.

Table 3 **Economically active population and unemployment rate**

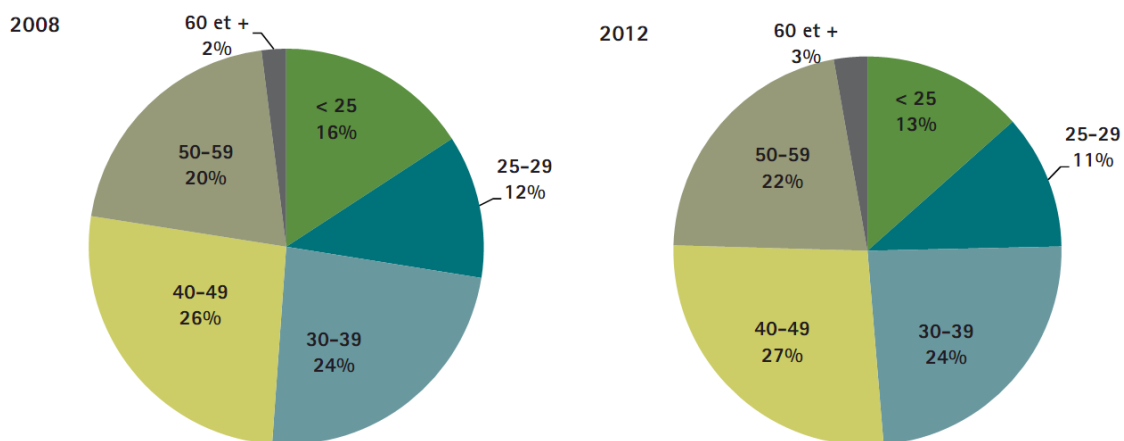
	2000	2010	2011	2012
Active population	189.3	234.5	240.0	247.1
National employment	184.8	220.9	226.5	232.1
Unemployment rate in %	2.4	5.8	5.6	6.1

Source : Statec, 2013a

Different measures have been put in place to tackle rising youth unemployment (see Section 2.3.4).

Since the beginning of the economic crisis, the structure of unemployment slightly changed only slightly. Against the European trend, the share of unemployed people below 25 decreased from 16% to 13%. The share of people with higher education increased from 12 % to 15 % (Statec – Adem, 2013, graph 153) (Statec, 2013b).

Figure 1 **Unemployment by age, 2008-12**



Source: Statec, 2013b

1.4. Educational attainment of the population

The largest number of graduates from Luxembourgish educational institutions falls into the field of social sciences, business and law (see Table 4). For ISCED levels 5 and 6, this reflects directly the emphasis and the faculties of the University of Luxembourg. It should be noted that traditionally, Luxembourgish tertiary students acquired their qualifications abroad. However, the establishment of the University of Luxembourg in 2003 has increased the domestic options for tertiary studies. Overall, the share of the active Luxembourgish population who have completed tertiary education is amongst the highest in the European Union (see Table 5)⁽³⁾.

Table 4 **Graduates from Luxembourgish educational institutions in 2010, ISCED levels 3 to 6, by field of education**

	ISCED 3	ISCED 4	ISCED 5A	ISCED 5B	ISCED 6
Total	2 730	116	797	435	57
Teacher training and education science	200	4	123	18	1
Humanities and arts	68	3	95	33	6
Social sciences, business and law	1 039	0	447	263	12
Science, mathematics and computing	63	0	79	4	29
Engineering, manufacturing and construction	826	92	40	31	7
Agriculture and veterinary	111	0	0	0	0
Health and Welfare	232	2	13	86	2
Services	191	15	0	0	0

Source: Eurostat, 2010, Table: educ_grad5

Table 5 **Share of the population living in EU countries aged from 15 to 74, by highest level of education attained, 2011**

	Isced 0-2	Isced 3-4	Isced 5-6
Luxembourg	30,2	39,5	30,3
EU27	32,2	45,1	22,6
Belgium	34,9	36,1	29
Bulgaria	27,1	53,4	19,5
Czech	14,6	70	15,3

	Isced 0-2	Isced 3-4	Isced 5-6
Latvia	21,1	56,3	22,6
Lithuania	19,1	54,4	26,5
Hungary	27,5	55	17,6
Malta	60,6	26	13,4
Netherlands	34	39,2	26,8

⁽³⁾ Source: Eurostat, EU Labor Force Survey, table : (edat_lfs_9903) - http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_lfs_9903&lang=en

Republic			
Denmark	32,3	40,9	26,8
Germany	19,2	57,1	23,7
Estonia	19	50,3	30,8
Ireland	32,7	35,6	31,7
Greece	42	37,4	20,6
Spain	50,9	22	27,1
France	33,9	40,7	25,3
Italy	49,7	38,1	12,2
Cyprus	31,8	36,4	31,9

Austria	24,5	59,4	16
Poland	19,8	60,7	19,5
Portugal	67,1	18,4	14,5
Romania	33,5	54,4	12,2
Slovenia	21,6	57,6	20,8
Slovakia	17,2	67	15,8
Finland	25,8	42,6	31,6
Sweden	26,4	45,1	28,4
United Kingdom	24,4	42,9	32,7

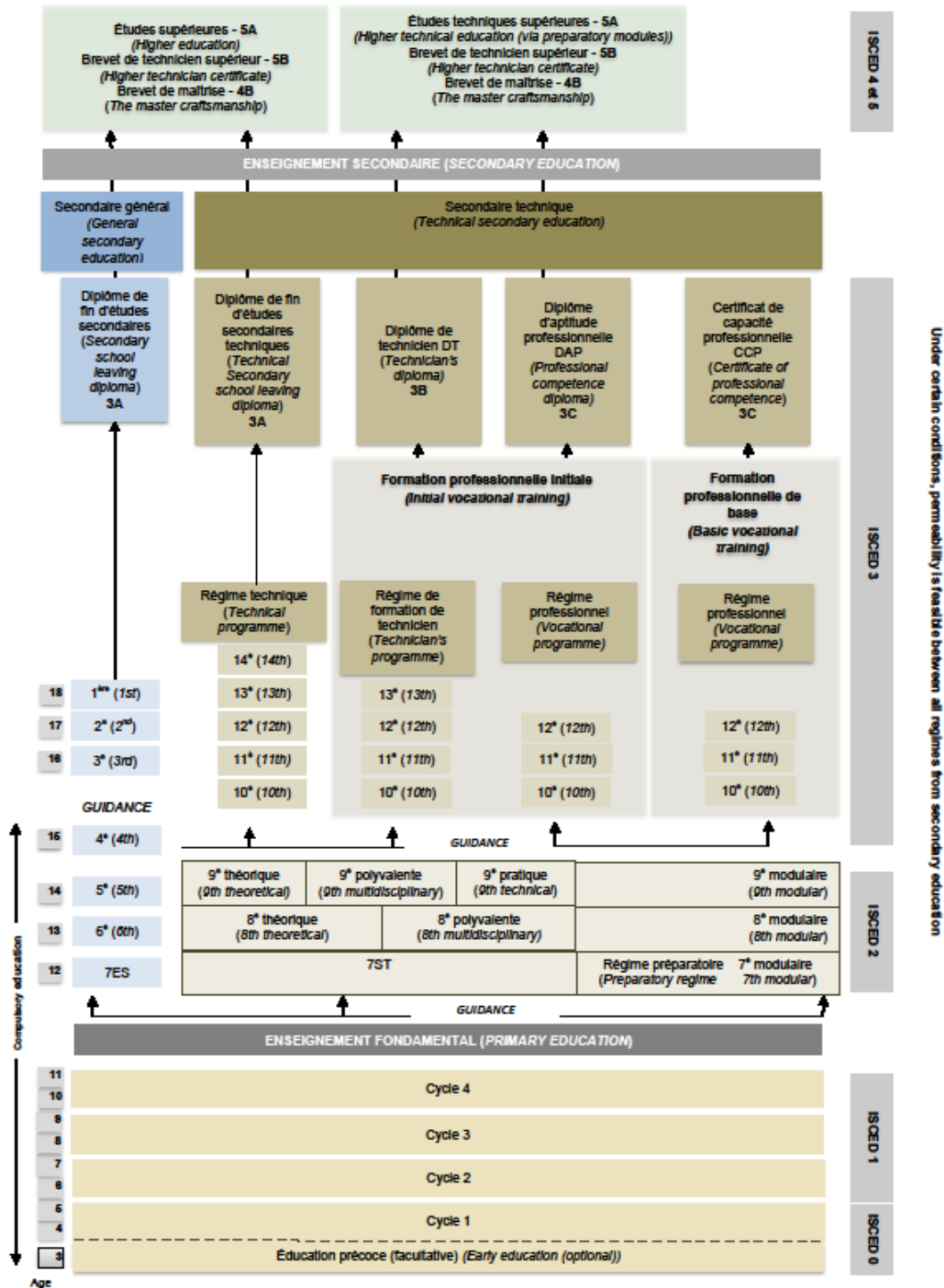
Source: Eurostat, 2013

CHAPTER 2.

Providing VET in a lifelong learning perspective

2.1. Diagram of the national education and training system

Figure 2 Diagram of the school system in Luxembourg as of the school year 2010/11



Source: MENJE, 2013

2.2. Government-regulated VET provision

The MENJE is responsible for primary and secondary education whereas the MESR is responsible for higher education. The Professional Chambers' opinion is systematically sought on laws and regulations on economic, financial and social policy: labour law, social security, taxation, the environment, initial and continuing vocational training, education, etc (see Section 1.1.2). The development and revision of programmes are ensured by curricular teams (see Section 3.2.2).

The most distinctive feature of vocational training in Luxembourg is the provision at school of a vocational training system comparable to the German dual system. General subjects and technical and vocational theoretical education are provided in schools while, for most occupations, practical training takes place in enterprises. While this arrangement applies particularly to apprenticeship, the concept of a sandwich education is part and parcel of many training schemes.

2.2.1. Primary education

The primary school (*école fondamentale*) hosts children from 3 to 11 years old and covers nine school years, separated into four learning cycles. At the age of four, education is compulsory in Luxembourg.

The Grand-Duchy has a trilingual tradition; Luxembourgish (*Lëtzebuergesch*), German and French are all in active use. In addition to that, there is a large number and diversity of residents with another mother tongue, which has led to new and increased challenges and requirements for the schools.

There was a major reform of the primary education (*enseignement fondamentale*) in Luxembourg in September 2009. The overall aim of this reform was to adapt Luxembourg's primary education system to the needs of learners and the requirements of today's society.

The educational methods and contents have been designed according to the individual needs of learners; a practical approach based on existing know-how is developed and cooperation between different actors (teachers, parents, pedagogical team...) is encouraged. Learners are provided with professional orientation towards the end of their primary education.

Guidance:

This orientation process is due to change in 2013, following the reform. Currently, the orientation council gives its opinion and advice on the choice of post-primary education (*enseignement post primaire*) at the end of the sixth year of primary school. The orientation council consists of the district inspector (chairing the council), the class teacher, a teacher working in secondary education and a teacher working in technical secondary education.

2.2.2. Secondary education

Post-primary education is compulsory until the age of 16 and distinguishes between general secondary education (*éducation secondaire général*) and technical secondary education (*éducation secondaire technique*). These two types of secondary education have different aims. However, their structure allows learners to move from one type of secondary education to the other. Thanks to the law reforming vocational training (SCL, 2008b), the system became more permeable and flexible (see Section 2.2.2.2).

2.2.2.1. General secondary education

The aim of general secondary education is to convey general knowledge in the fields of human sciences and literature, mathematics and natural sciences. Studies prepare primarily for higher education and university studies. At the end of secondary education, a certificate is awarded (*diplôme de fin d'études secondaires*).

Secondary education includes seven years of studies, divided into two divisions: the lower division (three years) and the upper division (four years).

(a) The lower division of secondary education (ISCED 2)

The 7th grade prepares and adapts learners for the next stages of the lower division of secondary education. The main teaching language is German, except for mathematics which is taught in French. The language instruction covers French, German and Luxembourgish. For learners with an adequate level of French and mathematics but with insufficient knowledge in German, some high schools offer special German classes (*classes Allet*, see Section 2.2.4.7). In these classes, two additional lessons⁽⁴⁾ are added to the compulsory German classes.

Before moving to the 6th grade, learners are obliged to choose between the so-called 'classical' education (Latin as a third language, followed by English as a fourth language from the 5th grade on) and 'modern' education (with English as a third language). The curriculum for all other subjects is common to both.

(b) The upper division of secondary education (ISCED 3)

The general class (4th grade; *classe polyvalente*) aims at consolidating the knowledge acquired in the lower division and to prepare learners for one of seven different areas of specialisation. Apart from Latin lessons, the curriculum is the same for all learners in the general class. This includes introductory courses in chemistry, physics and economics. These introductory courses, together with a written recommendation from the class council

⁽⁴⁾ Each lesson lasts 50 minutes.

and the department of psychology and school orientation (*Service de psychologie et d'orientation scolaire*), intends to help learners in their choice of specialisation; which has to be made at the end of the 4th grade.

According to their abilities and interests, learners have the choice between the following seven specialisations:

- Section A: modern languages
- Section B: mathematics and computer science
- Section C: natural sciences and mathematics
- Section D: economics and mathematics
- Section E: visual arts
- Section F: musical sciences
- Section G: humanities and social sciences

In each section, specialisation subjects make up the main part of the schedule. The core subjects are complemented by lessons on optional subjects, which may vary from one educational institution to another.

An intermediate certificate is awarded to all learners who pass the 3rd grade, confirming the successful completion of five years of secondary education. After the successful completion of all levels, a final certificate is awarded after a final examination: *Diplôme de fin d'études secondaires*.

2.2.2.2. Technical secondary education

In technical secondary education (*enseignement secondaire technique*), learners are prepared for professional life. Technical secondary education also qualifies for higher education. It is divided into three cycles; these are called the 'lower cycle' (*cycle inférieur*), the 'medium cycle' (*cycle moyen*) and the 'upper cycle' (*cycle supérieur*). In addition, a preparatory programme (*régime préparatoire*) supports learners who have difficulties to adapt to secondary education. Depending on the type of studies, the duration of technical secondary education varies between six and eight years.

The recent reform of the Luxembourgish VET system has three main features:

- teaching by modules replaces teaching by fields; each module is focused on concrete professional situations;
- for each module, the competences and knowledge to be acquired are defined;
- the evaluation and certification in apprenticeships are based on the competences that should be acquired under the apprenticeship's objectives. There is no more numerical evaluation: at the end of each module, the apprentice is evaluated on the acquisition of the module's competences.

The implementation of this reform started with the school year 2010-11. The modifications are implemented profession by profession; the reform will be implemented for the last professions at the start of the school year 2012-13 (SCL, 2010a).

(a) The lower cycle (ISCED 2)

The lower cycle of technical secondary education in Luxembourg consists of three grades: 7th, 8th and 9th grade. The 9th grade is the last level of compulsory education; successful completion qualifies for technical or vocational training. The lower cycle is dedicated to deepen general education and to gradually lead learners to an education level or occupation corresponding to their abilities.

Each of the three grades focuses on the specific education and training aspects that are required for the transition to the next higher level. Class 7 of technical secondary education concentrates on languages (French and German), mathematics, natural sciences, human sciences and social sciences. For learners having difficulties to cope with the level of 7ST, an alternative called 'seventh adaptation' class (7th ADAPT) is offered. Grade 8 offers two paths, called *8e théorique* (8th theoretical) and *8e polyvalente* (8th multidisciplinary). Learners are directed to one of these according to their results in grade 7th ST. These two paths can either be continued in the 9th grade, or learners may choose a new path with a more practical orientation, called *9e pratique* (technical).

The decision on admission to the 10th grade of the medium cycle is taken by the class council, depending on the pupil's achievements in the 9th grade. The level and type of education available to the student depend on his or her performance and the level reached.

The preparatory programme (*régime préparatoire*) is part of technical secondary education. It is designed for learners who have difficulties to cope with the regular secondary education curriculum. After a successful completion of the preparatory programme, learners may pass to the lower cycle classes (8th or 9th) or enter into professional training [e.g. professional competence diploma (*diplôme d'aptitude professionnelle*, DAP) or certificate of professional competence (CCP)].

(b) The medium and upper cycles (ISCED 3)

The medium and upper cycles of secondary technical education offer learners the opportunity to learn a profession for which a certificate or a diploma is awarded. There are three different programmes within these cycles:

- the technical programmes (*régime technique*) – 42,3 % of learners from the medium and upper cycles of secondary technical education (MENJE, 2013a).
- the vocational programmes (*régime professionnel* – DAP-CCP) – 32,5 % of learners from the medium and upper cycles of secondary technical education;

- the technician's programme (*programme de la formation de technicien*) – 25,2 % of learners from the medium and upper cycles of secondary technical education;

(i) Technical programmes (ISCED 3A)

The technical programmes cover classes 10 to 13, for some social and health professions classes 10 to 14. The technical programmes are separated into three types (referred to as 'divisions') of programmes (see Annex 1):

- administrative and commercial programmes;
- health and social care programmes;
- general technical programmes.

Students choose the precise orientation of their studies among the different specialisations offered in each of these divisions. The curriculum includes general education subjects, technical training and scientific subjects of vocational training.

Students who succeed in technical programmes are awarded a technical secondary school leaving diploma (*diplôme de fin d'études secondaires techniques*). This diploma confers the same opportunities as the diploma from general secondary education; the students can enter the labour market or pursue higher education.

(ii) Vocational programmes (ISCED 3C)

The vocational programmes (*régime professionnel*) cover classes 10 to 12. At the core of the vocational programmes lies an apprenticeship; education and vocational training for a specific profession (see Annex 1) by an enterprise, recognized as qualified for this purpose. In accordance with the amended law of 19 December 2008 on the reform of VET, an apprenticeship includes:

- practical training under the guidance of a supervisor;
- general subjects, such as natural sciences and social studies at a technical high school.

There are three different systems of apprenticeships:

- *filière concomitante* (concomitant track), where practical knowledge is acquired in combination in an enterprise and in compulsory school attendance;
- for some professions, *filière mixte* (mixed track) offers theoretical and practical training taught at an educational institution for the first year of training, in some cases also for the second year (full-time academic year). After the successful completion of the training in the educational institution, the practical training is continued in an enterprise.

- *filière de plein exercice* (full time track) offers full vocational training in an educational institution.

The vocational programme for technical secondary education offers two different certificates:

- CCP, which prepares directly for professional life;
- professional competence diploma (*diplôme d'aptitude professionnelle*, DAP) also prepares for carrying out the profession in question. The DAP opens up the opportunity for further studies to obtain the title of master craftsman (*brevet de maîtrise*) or, subject to completing supplementary preparatory modules, to pursue higher technical studies (*études techniques supérieures*).

(iii) Technician's programme (ISCED 3B)

Technician's programmes (*régime de la formation technicien*) cover classes 10 to 13 and prepare learners for the technician's diploma (*diplôme de technicien* - DT) (see Annex 1). The new training programmes for technicians:

- focus on training to prepare for professional life and meets the demands of the labour market, aiming at a high professional level;
- prepare students for higher technical education through optional preparatory modules. These preparatory modules can either be acquired within the normal duration of the studies or through lengthening the duration of the studies.

2.2.3. Higher education

2.2.3.1. University education

University education is offered by the University of Luxembourg, a public institution of higher education and research with pedagogical, scientific, administrative and financial autonomy. To access University courses, learners require a secondary school leaving diploma (*diplôme de fin d'études secondaires*) or a technical secondary school leaving diploma (*diplôme de fin d'études secondaires techniques*).

The University of Luxembourg is a consolidation of several previously independent educational institutions: *Centre universitaire de Luxembourg* (University Center of Luxembourg), *Institut supérieur de technologie* (Higher Institute of Technology), *Institut supérieur d'études et de recherches pédagogiques* (Higher Institute of Educational Studies and Research) and *Institut d'études éducatives et sociales* (Institute for Educational and Social Studies). The University of Luxembourg has three faculties: the Faculty of Science, Technology and Communication; the Faculty of Law, Economics and Finance, and the Faculty of Human Sciences, Arts and Educational Science; besides two interdisciplinary centres are available. The University awards bachelor, master and doctoral degrees.

2.2.3.2. Advanced technical education

In the higher technical education system, a higher technician certificate (*Brevet de Technicien Supérieur*, BTS), is awarded to students after two years of studies in one of the following domains (national diploma):

- applied arts,
- commerce,
- health,
- industry,
- services.

To attend the higher technician certificate courses, learners require a secondary school leaving diploma (*diplôme de fin d'études secondaires*), a technical secondary school leaving diploma (*diplôme de fin d'études secondaires techniques*) or a Technician's Diploma (*diplôme de technicien*).

BTS programmes provide both theoretical tuition and training in a work environment at alternating periods. It is offered in publicly and privately funded secondary schools and technical schools approved by the State.

2.2.4. Dropout prevention

2.2.4.1. Remediation measures and remedial modules

Remediation measures were put in place in the frame of the reform of the VET system. They can be offered to students who experience difficulties to progress in the usual way. These measures aim to improve the learning process of the pupil and provide further explanations on some learning domains. Learners may follow these measures before the evaluation of the module, but also if they failed the evaluation.

Remedial modules allow the student to recover modules that have been missed, for whatever reason.

The 'remediation measures' differ from 'remedial modules', which focus on catching-up knowledge; the remediation measures consist in the implementation of tools in order to solve learning difficulties.

2.2.4.2. Mosaic classes

Under the action plan for dropout prevention, the project *Prävention der Schulverweigerung* (Petry; Neunkirch, 2009) ('dropout prevention') was set up in four high schools with the start of the school year 2005-06. Its aim is to prevent learners with motivation problems from dropping out of school. Through support based on an individualised management plan lasting between to 6 and 12 weeks, the class 'mosaic' aims

to rehabilitate and re-socialise of students in their initial class or in a class appropriate to their development stage.

After a test period until 2009, 'mosaic classes' have been included in the school system according to *Grand-Ducal Regulation of 25 March 2009* (SCL, 2009).

2.2.4.3. Second chance schools

The objective of the 'Second chance schools' is to help young 'dropouts' to regain motivation to follow a training to develop general skills, as well as social practice that enable them to get (re)integrated into traditional classes of secondary education, technical secondary education or the job market.

The training includes general subject modules and practice in schools, internships in enterprises and complementary activities. The programme is organised in group classes; the supervision of students is organised through tutors.

2.2.4.4. Professional guidance and initiation courses

Professional guidance and initiation courses (*les cours d'orientation et d'initiation professionnelles, COIP*) are organised by the National Centre of Continuing Vocational Training (*Centre nationaux de formation professionnelle continue, CNFPC*). Similar courses that are organised within the secondary school are called IPDM (Professional initiation to various jobs, *Initiation Professionnelle Divers Métiers*). These courses are intended for learners aged over 15 who do not fulfil the conditions to access the vocational programme of technical secondary education, who do not have the necessary skills to access the employment market or who have dropped out of school early. Teaching is organised in modules and the pedagogic approach is based on skills in order to favour an active and sustainable learning process. The training is completed by several placements in companies.

2.2.4.5. Language assistance

In the framework of the extension of the cultural agreement 2008-11 (*Accord culturel 2008-11* between Portugal and Luxemburg, it has been decided to set up a project of assistance in native language (*projet d'assistant de langue maternelle portugaise*) (MENJE, 2013b). Since September 2012, a pilot project, which develops the native language of learners from the first cycle by punctual intervention of a native Portuguese speaker in the classroom has been set up in two schools up to July 2014.

German foreign language classes (ALLET classes) are offered to learners in the lower division of secondary education who have good knowledge in French and mathematics, but who have deficiencies in German. The objective is to overcome the weaknesses in German, so that the learners can integrate in regular classes as from 4th grade on.

2.2.4.6. Inclusion of learners with special need

In application of the law of 15th July 2011 (SCL, 2011), concerning access to qualifications of learners with special needs, the commission of reasonable adjustments (*commission des aménagements raisonnables*) has been called upon by 23 colleges. These reasonable adjustments allow the integration of learners with deficiencies or handicaps in regular classes that would have been excluded because of this deficiency or handicap. Reasonable adjustments constitute for example a time increase during examinations, an adjusted presentation of the examination paper and the possibility to resort to technological and human aid.

2.2.4.7. Personal consultation

The Centre of Psychology and School Orientation (*Centre de psychologie et d'orientation scolaire, CPOS*) offers consultation service to young people (aged 12-29) and families. It offers psychological accompaniment and counseling, and addresses behavioural and learning troubles, as well as family or relational problems.

2.2.5. Continuing vocational training – training leading to diplomas

All adults who have left school have access to lifelong training measures, whatever their age and educational level, whether working or seeking a job. Adult education and continuing vocational training are specially designed to meet adults' needs. They allow everyone at different stages of their lives to receive training, be it to obtain a first degree, to develop or enhance knowledge, to change careers or to adapt to new technologies, etc. This part covers training leading to qualifications; other forms of training for adults are addressed in Section 2.3.

It must be underlined that due to Luxembourg's small size not all certificates and diplomas can be obtained via adult education and continuing vocational training (CVT).

2.2.5.1. General secondary education

For adults who have not completed secondary education, there are alternative ways to obtain this qualification, adapted to the situation and specific needs of adults: in lower, medium and upper cycles of general secondary education (see Section 2.2.2.1), adult students may attend evening classes from the 4th grade up to the 1st grade⁽⁵⁾, in order to prepare for the secondary school leaving certificate (or *baccalaureate*).

Another possibility to prepare for the secondary school leaving certificate is the 'eBac'. It is a blended distance eLearning platform which allows students to prepare for the *baccalaureate*

⁽⁵⁾ The general secondary programme starts at the age of 12 in the 7th grade and ends at the age of 18 in the 1st grade (see also diagram of Section 2.1).

online, without having to attend classes at a specific time and place. It is addressed to adults who dropped out of the traditional school system before attaining the secondary school leaving certificate. The eLearners receive exactly the same diploma as 'traditional' school students.

2.2.5.2. Technical secondary education

In technical secondary education, adults may attend classes of the 9th grade, i.e. the last grade of the lower cycle and can access both the technical programme and the vocational programme (see Section 2.2.2.2).

Technical programme

Adults can attend classes of the 10th to 13th grades in the administrative and commercial division and the 10th grade in the health care professions.

Vocational programme

Adult apprenticeship

Any person over 18 having left school since more than one year who wants to learn a trade or redirect her/his professional life can follow an 'adult apprenticeship'; this is available both to adults under work contract and to job seekers registered at the National Employment Administration (*Agence pour le développement de l'emploi*, ADEM). The theoretical part of the training takes place in a technical high school or at the National Centre of Continuing Vocational Training. The practical part is acquired through an apprenticeship in an enterprise authorised to train apprentices. Training offered in the framework of an adult apprenticeship can lead to a:

- professional competence diploma (*Diplôme d'aptitude professionnelle* - DAP) ;
- certificate of professional competence (*Certificat de capacité professionnelle* – CCP).

As mentioned previously due to the size of the country and depending on the demand the list of professions accessible through adult apprenticeship may vary from one year to the next.

Evening classes – professional competence diploma (DAP). Within the vocational programme, adult persons in employment can acquire a professional competence diploma (DAP, ex Certificate of Technical and Vocational Capability, CATP) in the field in which they are working. The theoretical part is provided through evening courses in a technical high school or in the National Centre of Continuing Vocational Training. The practical part is acquired through the employment in the company.

Like for adult apprenticeship, the list of professions and certificates accessible through evening classes may vary from one year to the other.

2.2.5.3. Master craftsmanship

The master craftsmanship (*brevet de maîtrise*) entitles the holder to settle in the craft industry as self-employed and to train apprentices. Obtaining a master craftsmanship confers the title of master craftsman in the particular profession.

Preparatory courses to the master craftsmanship are organised by the Chamber of Trades and Skilled Crafts.

To access the master craftsmanship, learners required a Certificate of Technical and Vocational Capability (*CATP*) or a professional competence diploma (*DAP*) or a Technician's diploma depending on the field or a secondary school leaving diploma (*diplôme de fin d'études secondaires*), a technical secondary school leaving diploma (*diplôme de fin d'études secondaires techniques*).

The programme is modular and in theory lasts three years. The maximum duration is of six years. Courses take place during weekday evenings and week-ends.

2.2.5.4. Language training

The National Institute of Languages (*Institut National des Langues, INL*) follows the Council of Europe's Common European Framework of Reference and offers training for adults in eight foreign languages. The training is aimed at obtaining an internationally recognized certification of communication skills in a specific language. The INL also offers training to teachers of Luxembourgish language, leading to a certificate (*Zertifikat Lëtzebuergescher Sprooch a Kultur*). The INL is the national certification centre for diplomas and certifications of Luxembourgish language skills.

2.2.5.5. Higher education

The Chamber of Wages and Salaries and the Chamber of Commerce have joined the University of Luxembourg and universities in other European countries (e.g. in France, Germany and the United Kingdom), to offer university education in CVT. Three levels of diplomas can be obtained: Bachelor, Master and Doctorate.

2.2.5.6. Training for vulnerable groups

The ADEM and the MENJE collaborate in order to offer training for jobseekers. There are two types of training:

- training for jobseekers that have difficulties entering the labor market. Orientation and vocational initiation courses are conducted in the National centre of continuing vocational training (CNFPC). Trainees attending these occupational guidance and integration courses receive socio-educational support and attend work placements in enterprises. These schemes generally last one year;

- schemes organised directly for a sector or an enterprise are organised at the request of employers. Training content is decided jointly with the requester who undertakes, on the basis of an agreement between the enterprise, the MENJE and the MTE, to recruit those people who successfully complete the scheme. The length of these schemes generally varies from six weeks to three months, plus periods of work placement. They are always organised using sandwich training.

2.2.6. Continuing training of teachers

In the context of a constant development of the school education, the Institute of Further Education (*Institut de formation continue*) of the Department for Coordinating Educational and Technological Research and Innovation (*Service de la coordination, de la recherche et de l'innovation pédagogiques et technologiques*, SCRIPT) coordinates advanced training activities along three axes:

- personal professional development;
- development in teaching;
- organisational development.

Continuing training is responding to individual needs, or to local, regional or national needs and characteristics and can be organized in the form of brainstorming and information exchange meetings, conferences, seminars, courses, workshops, etc.

This advanced training is targeted at:

- all teachers and psycho-socio-educational staff (primary education, secondary and technical secondary education, special education);
- members of the school management/inspection team;
- trainers of trainers (tutors in enterprises, trainers);
- members of working groups, national committees and project management teams.

There are no explicit criteria for the training of trainers; generally, continuing training trainers must satisfy the same criteria as teachers in initial education, at least for public-sector continuing training institutions. The law reforming VET creates a new post in the area of life-long learning: the adult trainer. Such persons will receive specific practice-oriented teacher training that takes account of the specific teaching needs of adults.

2.3. Other forms of training

The non-government-regulated sector for provision of CVT consists of private institutions and CVT centres (*offreurs de formation*). The various trainings frequently do not lead to qualifications within government-regulated VET (see Section 2.2.5), but principally to sector qualifications. The target groups of these trainings are first and foremost adults.

2.3.1. Professional chambers

The Chamber of Commerce (*Chambre de commerce*), Chamber of Trades and Skilled Crafts (*Chambre des métiers*), Chamber of Agriculture (*Chambre d'agriculture*) and the Chamber of Wages and Salaries (*Chambre des salariés*) started to offer training after the Second World War, when they began to meet specific requests from their members.

Throughout the year, they organise courses, work placements, seminars and lectures on more general management topics or more technical subjects. Some of those courses lead to official certificates (see Section 2.2.5). Each year, the professional chambers update their training offer and publish catalogues. They have contributed to the increase of the training offer with affordable prices.

2.3.2. Sectoral organisations

Different institutions/centres offer training in specific sectors:

Civil service sector:

- the Institute for Further Training SCRIPT coordinates advanced training activities (see Section 2.2.6);
- the National Institute of Public Administration (*Institut national d'administration publique*) is the partner of state agencies and municipalities of Luxembourg in initial vocational training (*formation professionnelles initiale*) and CVT. It works closely with the Ministry of Civil Service and Administrative Reform (*Ministère de la Fonction Publique et de la Réforme Administrative*) and the Ministry of Home Affairs (*Ministère de l'Intérieur*).

Health sector:

- the Centre for Continuing Vocational Training 'Dr Robert Widong' was officially formed in November 2002. From 2006, it develops sector training programmes for all categories of staff from member institutions of the Association of Hospitals in Luxembourg (*Entente des Hôpitaux Luxembourgeois*). The centre Dr Widong builds on the professional and educational skills of the trainers in the hospital sector in Luxembourg and on trainers from other sectors and / or from abroad. It offers training in English language for nursing and the health sector, in Luxembourgish language and in health specific domains;
- the National Institute for Medical Continuing Training (*Institut Luxembourgeois pour la Formation Médicale Continue*) is an independent non-governmental organisation of the Luxembourgish Medical and Medical-Dental Professions. It offers training in health specific domains such as cardiology.

Banking sector:

- the Luxembourg Institute for Training in Banking (*Institut de Formation Bancaire, Luxembourg*) has been set up at Luxembourg's financial centre to train employees in its banking sector and to provide qualifications required for the various jobs offered. The institute offers training e.g. in retail banking, private banking, risk management, back office and insurance.

Building sector:

- the Institute for Training in the Construction Industry (*Institut de Formation Sectorielle du Bâtiment*) is the competence centre for construction in Luxembourg and offers training in building, security and management.

Temporary work sector:

- the Fund for Training in the Interim Work sector (*Le Fonds de formation Sectoriel pour l'Intérim*) is established to meet the needs of temporary work companies for training of its permanent and temporary workers.

2.3.3. Business licence for private training institutions

A person intending to act as manager of continuing vocational training must fulfil the following conditions regarding professional qualifications:

- prove that he or she is legally established in a Member State of the European Union in order to exercise the same activity, in accordance with Article 2 (3) of the Act of 22 June 1999 on continuing vocational training (SCL, 1999a); or
- provide evidence of professional qualification as foreseen in Article 9 of the new law of December 28, 1988 (SCL, 1988) above and Article 18 of the Grand Ducal Regulation of 31 December 1999 (SCL, 1999b) in implementation of laws referred to above.

2.3.4. Training offers for job seekers

The ADEM offers the following trainings to job seekers:

- training of vocational rehabilitation: this course is designed for job seekers aged over 30 years and receiving an education or training with an employer;
- employment initiation contract: this contract is reserved for employers who can offer the young job seeker a real prospect of employment upon completion of the contract. It aims at ensuring the young job seeker practical training during working hours, thus facilitating his or her integration into the labor market;
- employment support contract: the objective of this type of contract is to offer young job seekers an introduction and / or training and education to increase their skills and thus facilitate their integration or reinstatement into the labor market.

Promoters should not be registered as trading companies, as defined under the amended law of 10 August 1915 on commercial companies (SCL, 1915);

- training measures, rehabilitation, insertion and placement of disabled workers: when the disability status of a person is officially recognized, the Commission for Guidance and Vocational Rehabilitation may propose to the Director of the Employment Administration measures of initiation or adaptation periods or rehabilitation work, according to the candidate's age, degree of disability or the nature of their disability, and in light of previous ability of placement, training or retraining.

Specific measures

Special measures group together trade union and communal initiatives proposed in particular by the associations *Objectif Plein Emploi*, *Forum pour l'Emploi* and *ProActif*, which offer training programmes intended to facilitate the integration of jobseekers into labor market, and more specifically unemployed people who have huge difficulties to find a job.

2.3.5. Link with government-regulated education

The law reforming vocational training involves a transition from a strongly compartmentalised educational system to a more flexible and permeable system.

The MENJE offers possibilities to convert professional experience into certificates via the Accreditation of prior learning (*Validation des Acquis de l'Expérience*) (more details in Chapter 3).

CHAPTER 3.

Shaping VET qualifications

3.1. Matching VET provision with the needs of Luxembourgish enterprises

The MENJE and the Professional Chambers together develop the standards for VET. Thus, there is a direct and concrete link to the actual needs of the labour market, through the development of curricula based on labour market standards and the qualifications needed by Luxembourgish enterprises.

Permanent Committee of Labor and Employment

Moreover, the MENJE works with the MTE through the Permanent Committee of Labour and Employment (*Comité permanent du travail et de l'emploi*). This committee is responsible for regularly reviewing the situation in terms of employment and unemployment in order to increase the employment rate. For this purpose, the committee studies the labour offers and demands profiles and relevant issues in relation to employment, unemployment and vocational training.

Training observatory

The INFPC has created a Training Observatory whose objective is to meet the needs of government and social partners, to build detailed statistical knowledge and to produce reliable qualitative analysis relating to training. The goal is to offer useful insights for public policy and private strategies in the lifelong learning domain.

Competences observatory

In order to support the improvement of the continuing and initial training offer, the competences observatory of the Luxembourg International University Institute (*Institut Universitaire International Luxembourgeois*) works on the identification and anticipation of competences, which could be required in a specific sector. The competences observatory has already launched this kind of analysis in several domains: the trade, law, health, food and catering sectors, as well as in management, socio-professional integration and green professions.

Methods to anticipate labor market needs

Since 1997, the FEDIL Business Federation Luxembourg conducts a bi-annual survey, in the industrial sector and in the sector of information technology and communication, to establish Luxembourgish enterprises' needs and to seek a balance between vocational training supply and demand.

The results, published in '*Les qualifications de demain*' (Qualifications of tomorrow), cover a two-year horizon, forecasting enterprises' requirements concerning labor supply (replacements and new positions) and qualification levels. The surveys are conducted in collaboration with the Luxembourg Bankers' Association, the Luxembourg Confederation of Commerce, the Chamber of Commerce and the MENJE, with support from the European Union's Leonardo da Vinci programme on vocational training and from EURES. The objectives of these studies are to provide advice to parents and youth in their educational choices and to encourage public authorities and other actors in vocational training to take account of enterprises' training needs.

The Chamber of Trades and Skilled Crafts, the Chamber of Commerce and the Chamber of Wages and Salaries but also private training centres are concerned by the results of these surveys and can adapt their CVT activities to sectoral needs.

3.2. The system for design of qualifications

3.2.1. National Vocational Commissions

The National Vocational Commissions (*Commissions nationales de formation*) are in charge of vocational education; they collaborate closely with the National General Education Commissions (*Commissions nationales de l'enseignement général*). They exist for each subject in general and technical secondary education.

The commissions are made up of:

- a representative of teachers from each high-school where basic vocational (CCP) or initial vocational (DT and DAP) education is offered;
- a representative of the National General Education Commissions (designated by the Minister);
- a representative of each Professional Chamber concerned by the training;
- for health professions: representatives of the Higher Council of health professions and representatives of employers in the health sector;
- for social professions: representatives of the employers of the educative and social institutions.

The National Vocational Commissions' and the National General Education Commissions' missions prepare proposals to the Minister of Education concerning education programmes, schedules, education methods and evaluation criteria.

3.2.2. Curricular teams

A curricular team is associated to a specific profession or group of professions. These curricular teams have as mission:

- to develop and revise the programmes for the training in the trades and professions they are responsible for;
- to ensure consistency between the objectives of training at school and those of training in the workplace;
- to establish, in cooperation with the respective committees, guidelines and procedures for continuous assessment at school and in the workplace. These guidelines and procedures are adopted by the Minister in the form of evaluation frameworks;
- to develop and evaluate the integrated training module.

The curricular teams include equal representation from training centres and from schools. The Minister of Education decides on the maximum number of representatives for each curricular team. Each curricular team propose a president and a secretary to the Minister.

3.3. Validation of qualifications

3.3.1. Diplomas and certifications

The State awards diploma for IVET, higher vocational education and continuing training (see Annex 1): baccalaureate, bachelor, master and doctorate.

The diplomas for post-primary education are:

- secondary education: secondary school leaving diploma (*Diplôme de fin d'études secondaires*);
- technical secondary school leaving diploma: diploma of technical studies for the technical programmes; technician's diploma for the technician's programmes; DAP (previously CATP), CCP (previously certificate of manual skills - CCM and certificate of technical and vocational introduction, CITP) for the vocational programmes.

The master craftsmanship (*brevet de maîtrise*) is awarded by the MENJE in cooperation with the Chamber of Trades and Skilled Crafts.

The MENJE is responsible for the recognition of professional qualifications of health professions (nursing aide, nurse, nurse specialist, social worker, physiotherapist, etc.) and socio-educational professions (graduate educator, care assistant).

3.3.2. Recognition of foreign certificates

The service of the recognition of certificates of the MENJE deals with the equivalence of foreign certificates to the Luxembourg certificates.

The MENJE is the competent authority for assessing the equivalence of a certificate from secondary education and technical secondary education (A level) or professional education. A certificate of educational attainment may be issued for an incomplete academic cycle. The recognition of a certificate of higher education is conducted by the Ministry of Higher Education.

The approval of certificates is required for access to certain jobs and regulated professions. In particular, it is required for admission to a teaching profession in the humanities and sciences, to the practice of medicine, dentistry, veterinary medicine or pharmacy, as well for accession to the Bar for lawyers. In the field of medicine, dentistry, veterinary medicine and pharmacy, the approval procedure applies only to holders of certificates awarded by countries outside the European Union.

3.4. Quality assurance systems

3.4.1. Secondary and primary education

There are three bodies who are mainly responsible for the quality assurance in the primary and secondary education.

The Committee of School Development (*La Cellule de développement scolaire, CDS*) brings together school actors to discuss on matters relating to the development of school quality. The missions of CDS consist in analysing data from the colleges, identifying their priority needs, developing a school strategy and in coordination their establishment. Since the 2011-12 academic school year, 31 CDS have been set up in 35 colleges.

SCRIPT who is working under the authority of the MENJE, has the mission to promote and implement primary (*enseignement fondamentale*) and publicly funded post-primary education in Luxembourg for:

- educational and technological innovation and research;
- quality assurance of education in schools and high schools;
- continuing training of teachers and educational staff in schools and high schools.

The **Agency for the Development of School Quality** (*Agence pour le développement de la qualité scolaire, ADQS*) of the SCRIPT supports the implementation of a quality assurance system for education. The National Vocational Commissions (see Section

3.2.1) and the curricular teams for specific professions or groups of professions (see Section 3.2.2) also take action on quality as part of their activities.

The main tasks of the ADQS are:

- methodological and scientific support (publications, tools for implementing plans for academic success, questionnaires and data) for schools and high schools in the assessment of their school environment;
- support to schools and high schools in building educational quality;
- collaboration with various governmental, international and European actors to support the performance of the Luxembourg education system.

The ADQS has developed a reference framework related to school quality. It constitutes a working framework for the auto-evaluation of school quality within their academic establishment.

The ADQS has put in place an evaluation and support system for post-primary education, called **School quality action protocol (*Protocole d'action qualité scolaire, PAQS*)**. Educational institutions and schools can use the annual report as basis to develop their individual plan for school development and improvement of the educational quality. Based on own results and comparison with national values, basic indicators to assess and control the learning process can be developed. The indicators can also be used to define goals both at national level and at school level.

The school success plans (*Plan de réussite scolaire, PRS*): for primary education, the MENJE has introduced the PRS as a tool to develop school quality. Each primary school (*école fondamentale*) establishes a PRS, describing the goals to be reached within four years. This plan is developed in co-operation between the school committee, parents, teachers, professional organisations and the school authorities.

School development plan (*Le plan de développement scolaire, PDS*): in continuity with PRS, initiated in primary schooling, the ADQS has introduced the PDS which consists in developing for each secondary school a state of the art of the actual situation, to identifying priority needs, fixing specific objectives and concrete actions for a period of three years. The CDS are in charge of the definition of the school development plan (PDS).

3.4.2. Higher education

In higher education short cycles (BTS), ad hoc evaluation commissions comprise a minimum of two persons who are not part of the teaching staff. This intends to ensure transparency and allow an objective assessment of the applicants' qualification level.

On the whole, the university is free to design and implement its own quality assurance processes. At Luxembourg University, the culture of quality and regular quality control by means of internal and external quality evaluations in the spheres of teaching, research and technical, administrative and logistic services is a key element.

3.4.3. Continuing VET

A 'Quality in Continuing Vocational Training' working group is coordinated by the Henri Tudor Public Research Centre (*Centre de Recherche Public Henri Tudor*). It is dedicated to the quality of CVET (creation of standards, a quality label, training and certificates for trainers, etc., adapted to the Luxembourg context).

In the field of CVET, a quality label for institutions and individuals can be awarded by the Minister of Education for a three-year period.

3.5. Feedback loop functions

The Training Observatory (*Observatoire de la formation*) is running a study, *Transition École-Vie Active*. It analyses the entry to the labor market and the professional trajectories of graduates of the vocational programme and of the technician's programme of the technical secondary education.

In 2013, the statistical and analysis service from MENJE (*Service des Statistiques et Analyses*) published a paper on school to work transition based on a questionnaire filled out by learners (MENFP, 2013).

Another analysis of the transition between school and the first job was published in 2010 by Statec, the National Institute of Statistics and Economic Studies of Luxembourg. This publication analysed the results from the Labor Force Survey conducted in 2009, which contained a specific module on the entry of young people into the labor market.

The Luxembourg International University Institute (*Institut Universitaire International Luxembourgeois*) and Luxembourg University have developed a project whose aim is to evaluate the employability of university graduates in order to improve or complete the existing curricula. Five curricula have already been analysed: European law master (European Contentious), Master professional in entrepreneurship and innovation, Bachelor in educational and social sciences, Bachelor in engineering and the Master in psychology - evaluation and assessment.

3.6. Assessment of informal and non-formal learning

National Qualification Framework

The development and implementation of the European Qualification Framework (EQF) is seen as an opportunity to make explicit the existing (implicit) education and training levels and the relationships between them. Increased transparency of qualifications is a key objective underpinning the Luxembourg national framework. The National Qualification Framework (NQF) is not seen as an instrument for reform, but as an important additional 'piece of the puzzle' contributing to the overall modernisation of national education and training.

Following an initiative of the MENJE, a first outline of a comprehensive NQF was presented to the Council of Ministers in early 2009. Work has continued on this basis, resulting in agreement (March/April 2010) on a set of descriptors covering all levels and types of education and training. Following a new presentation to the Council of Ministers, a public consultation was launched by the end of 2010, the results of which were analysed. This process is foreseen to be concluded by the adoption of the Framework and the referencing to the EQF⁽⁶⁾.

Accreditation of prior learning and experience

The Law of 19 December 2008 (SCL, 2008a) reforming vocational training stipulates that everyone has the right to have their prior learning and occupational experience validated with the aim to obtain professional qualifications. The accreditation of prior learning (*Validation des acquis de l'expérience*) is a procedure that recognises the value of work experience in the certifying process. Individuals who have at least three years (5,000 hours) of practice in a particular work field may apply to the MENJE. The practice must be directly related to the requested certification.

At university level, an ad hoc evaluation commission is set up for each individual asking for recognition of prior learning. It must comprise university lecturers and professionals from the field of activity concerned.

If the conditions are met, the candidate may obtain totally or partially a certificate or diploma:

- technical secondary school leaving diploma:
 - CCP;
 - DAP;
 - DT;
- certificate of master craftsmanship (*'brevet de maîtrise'*);
- higher education:

⁽⁶⁾ By the time of publishing this country report, the report on referencing the Luxembourg Qualifications Framework to the European Qualifications framework had been published (January 2014).

- BTS;
- university degrees (Bachelor, Master).

CHAPTER 4.

Promoting participation in VET

4.1. Funding for initial VET

4.1.1. Funding for individuals

Apprenticeships

The initial apprenticeship allowances vary depending on the trade or profession chosen. They are defined in the frame of regulations from 13 July 2012 (SCL, 2012) and from 9 July 2013 (SCL, 2013).

The adult apprentices receive allowances equal to the minimum wage for unskilled workers as defined by the Grand-Ducal Regulation December 17 2010 (SCL, 2010b).

If the learning year is successful, a learning premium is offered in complement to the apprenticeship pay. This is an allocation of EUR 117 per month of apprenticeship, subject to the successful completion of the apprenticeship and passing the final apprenticeship examination.

Higher education

The Luxembourg government grants students who are pursuing higher education funding in the form of a grant and a loan (in principle 50% each). The total amount of aid and the weighting between the grant and loan amounts depends on the applicant income, and can amount up to EUR 16.700 per academic year (CEDIES, 2013). Registration fees are taken into account when calculating financial assistance. For each academic year, an application must be filled out.

4.1.2. Funding for enterprises

To encourage enterprises to hire apprentices, there is an 'aid to promote apprenticeship' for the creation of positions for apprentices. It provides reimbursement of 27% of the apprenticeship's compensation for a DAP (previously CATP) training and 40% for the CCP (CITP and CCM) training, as well as the employer's share of social costs for the apprentice.

4.2. Funding for continuing VET

4.2.1. Funding for individuals

4.2.1.1. Special paid leave individual training leave

The objective of individual training leave (*congé individuel de formation*) is to facilitate access to continuing training. Employees (working in their company for at least six months), self-employed workers and individuals exercising a liberal profession (and having been affiliated for at least two years to the Luxembourg social security) can benefit from this leave. The maximum duration of the individual training can be of 80 days during a professional career. Over a period of two years, the maximum number of days of individual training leave is 20 days. The training must be provided by an institution issuing certificates recognized by the government. The employer can ask to postpone the date of the leave.

During the training leave, the employee receives an allowance paid by the employer, equal to his salary. The employer is reimbursed the compensation and the associated social contribution by the MENJE.

Linguistic leave

Special linguistic leave (*congé linguistique*) was introduced to allow employees and self-employed of all nationalities to learn Luxembourgish or to perfect their knowledge, in order to facilitate their social and professional integration. The courses should take place during the applicant's normal working hours. Employees in the private sector (working in their company for at least six months) and self-employed (active in Luxembourg for at least six months) are eligible for a linguistic leave. The total time of leave available for Luxembourgish language training is 200 hours. The employer can ask to postpone the date of the leave.

During the training leave, the employee receives an allowance paid by the employer, equal to his salary. The employer is reimbursed the compensation and the associated social contribution by the MTE.

Youth leave

The objective of the youth leave (*congé jeunesse*) is to support involvement in activities for the benefit of young people (courses, holiday camps...). Employees (working in Luxembourg), self-employed workers and individuals exercising a liberal profession (affiliated for at least two years to the Luxembourg social security) can benefit from this leave.

The special paid youth leave is limited to 60 days during a professional career. Over a period of two years, the maximum number of days of youth leave is 20 days. The employer can ask to postpone the date of the leave.

During the training leave, the employee receives an allowance paid by the employer, equal to his salary. The employer is reimbursed the compensation and the associated social

contribution by the National Youth Service (*Service National de la Jeunesse*) depending of the Ministry of Family and Integration (*Ministère de la famille et de l'intégration*).

4.2.1.2. Organisation of working time

The organisation of working time (*organisation du temps de travail*) is specified in the Grand Ducal Regulation of March 30 2006 (SCL, 2006) stipulating a general obligation to reach an agreement on inter-occupational social dialogue concerning individual access to continuous vocational training signed between the Trade Union Federations OGB-L and LCGB, on the one hand, and the Unions of Enterprises of Luxembourg, on the other. Organising working hours within the framework of a flexi-time arrangement and unpaid leave for vocational training purposes is part of this regulation.

Unpaid training leave

Unpaid training leave (*congé sans solde pour formation*) allows participation in a professional training course while freeing the worker from his professional responsibilities for the duration of the training. The agreement applies to private sector employees who have been employed for at least two years for their employers, regardless of the type of employment contract. The employer can refuse or defer to grant permission, subject to certain conditions. Unpaid leave for vocational training is limited to a maximum of two years per employer. During the period of leave, the employment contract is suspended without being broken.

Flexible work schedule

Employees working in a company which uses flexi-time may request an amendment of their working time, in order to more easily facilitate training within the framework of the flexible working time (*aménagement personnel du temps de travail*). The employer can refuse to grant permission, subject to certain conditions.

4.2.1.3. Specific financial support

Higher education

The government pays a loan/grant to higher education students (see also Section 4.1.1).

Tax deductibility

Every person, taxable on the income he receives from employment, may deduct expenses for professional development from his taxable income (*déductibilité fiscale*). The costs must have a direct connection with the business activity performed by the employee and allow improving his or her professional knowledge. He/she must bear the cost of the training. The training expenses must be deducted within the framework of the tax declaration for the tax year during which the expenses were incurred.

4.2.2. Funding for enterprises

4.2.2.1. Cofunding of continuing vocational training in enterprises

A procedure whereby a company can benefit from State co-funding for its annual investment in CVT (*cofinancement de la formation en entreprise*). Financial aid is accessed by submitting a co-funding application to the MENJE. The eligible companies are private sector companies legally established in Luxembourg and undertaking the majority of their activities there. Within these companies, training should be aimed at staff members who are:

- affiliated with the Luxembourg social security system;
- bound to the company by an employment contract (fixed-term or indeterminate);
- subcontractors working for the applicant company.

Training may also include the owners of companies dealing with craftworks, trade, industry, agriculture or forestry legally established in Luxembourg as well as jobseekers.

The value of the co-funding is calculated on the basis of the investment in CVT after acceptance of the annual review or final report by the MENJE. The company can choose between two co-funding systems:

- direct grant: 20% of taxable expenses (35% for employees meeting the following criteria: employees who have no diploma recognized by public authorities and who have seniority of less than 10 years or employees aged more than 45 years at the start of the training plan). This sum is paid to the company bank account;
- tax credit: 14% of the sum of the investment (25% for employees meeting the following criteria: employees who have no diploma recognized by public authorities and who have seniority of less than 10 years or employees aged of more than 45 years at the start of the training plan).

4.2.2.2. Subsidies for Luxembourgish courses

Private sector companies legally established in the Luxembourg can recover some of the costs associated with Luxembourgish learning. The eligible costs include training fees and costs of material. The administrative procedure should be made with the MTE.

4.3. Funding for training of unemployed and other vulnerable groups

The costs of training for unemployed people and other groups excluded from the labor market are supported by the MTE and the MENJE.

The Employment Fund (MTE) finances training schemes run by the National Centre for Continuing Vocational Training and training schemes run by private agencies under contract with the MTE and the MENJE.

Financial aid from the ADEM (see Section 2.3.4 for more details) is provided for:

- training of vocational rehabilitation;
- employment initiation contract;
- employment support contract;
- training measures including adult learning;
- training measures, rehabilitation, insertion and placement of disabled workers.

Grants and incentives to promote learning

The Minister of Labor and Employment may allocate financial aid to promote learning. It may also award guidance bonuses to young job seekers who fit into the workforce as employees under an employment contract or as trainees under an apprenticeship.

4.4. **Guidance and counselling**

A guidance house (*maison de l'orientation*) was launched in February 2012. This guidance structure centralises, at the same address all administrations and services that help young and older people to move into working life. The objective is to facilitate access to guidance services.

It focuses especially on young people, but anyone can find information and advice there. It includes:

- the vocational guidance service of ADEM;
- the Centre of Psychology and School;
- the Youth National Service (*Service national de la jeunesse*);
- the Local Action for Youth (*Association locale de la jeunesse*);
- the National Agency for the European Education and Lifelong Training Programme (*Agence nationale pour le programme européen d'éducation et de formation tout au long de la vie*).

The Higher Education Documentation and Information Centre (*Centre d'Étude, de Documentation et d'Information sur l'Enseignement Supérieur*) is available to students or other persons who need information about higher education in general.

There are also initiatives to increase young people's awareness of vocational training:

- 'Girls Day / Boys Day': boys and girls discover professions which are unusual for their gender. The aim of this day is thus to contribute of the diversification of their choice of profession;

- 'Lux skills': national and local competitions for trades and professions, as well as the 'village of trades' (*Village des métiers*) where a lot of professions are present.

List of abbreviations

ADEM	National Employment Administration
ADQS	Agency for the Development of School Quality
ALJ	Local Action for Youth
BTS	Higher technician certificate
CATP	Certificate of technical and vocational capability
CCM	Manual skills certificate
CCP	Certificate of professional competence
CDS	Committee of School Development
CNFPC	National Centre for Continuing Vocational Training
CITP	Certificate of technical and vocational introduction
CVET	Continuing vocational education and training
CVT	Continuing vocational training
DAP	Professional competence diploma
DT	Technician's diploma
EQF	European Qualification Framework
INFPC	National Institute for the Development of Continuous Vocational Training
INL	National Institute of Languages
IPDM	Professional initiation to various jobs
IVET	Initial vocational education and training
MENFP	Ministry of National Education and Vocational Training (before Dec 2013)
MENJE	Ministry of National Education, Childhood and Youth (after Dec 2013)
MESR	Ministry of Higher Education and Research
MTE	Ministry of Labor and Employment
NQF	National Qualification Framework
PDS	School development plan
PRS	Plan for educational success (Plan de Réussite Scolaire)
SCRIPT	Department for Coordinating Educational and Technological Research and Innovation
SCL	Service Central de la Législation
VET	Vocational education and training

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Annexes

Annex 1: Diplomas and certificates (see Figure 3)

General secondary education

Secondary school leaving diploma:

- Modern languages
- Mathematics and computer science
- Natural sciences and mathematics
- Economics and mathematics
- Visual arts
- Musical sciences
- Humanities and social sciences

Technical secondary education

Technical secondary school leaving diploma:

- Administrative and commercial division:
 - o Management
 - o Communication and organisation
- General technique division
 - o General technique
 - o Computer science
- Division of health professions and social professions
 - o Training of the educator
 - o Medical-laboratory technical assistant
 - o Medical-Radiology technical assistant

Technician's diplomas:

- Administrative and commercial division:
 - o Administrative and commercial
- Agricultural division
 - o Agricultural
 - o Natural environment
 - o Horticultural
- Artistic division
 - o Audiovisual
 - o Arts
 - o Graphics

- 3D drawing
- Chemical division
 - Chemistry
- Civil engineering division
 - Building
 - Civil construction
 - Civil engineering
- Computer science division
 - Computer science
- Electrical engineering division
 - Communication
 - Energy
- Hotel and tourism division
 - Hotel management
 - Tourism
- Mechanics division
 - Automobile's mechanics
 - General mechanics

Vocational diploma

DAP - Professional competence Diploma:

- Administrative and commercial agent
- Aesthetician
- Baker
- Brewer
- Bricklayer
- Butcher
- Carpenter
- Caterer
- Chimney sweep
- Coachbuilder
- Cobbler
- Cook
- Dress designer
- Electrician
- Electronics engineer
- Farmer

- Farrier
- Florist
- Furrier
- Glazier
- Hairdresser
- Hotel manager
- Jeweller
- Joiner-Woodman
- Locksmith
- Marble mason
- Market gardener
- Mechanic
- Miller
- Nurse's aid
- Optician
- Pharmaceutical assistant
- Photographer
- Qualified computer scientist
- Qualified logistics manager
- Restaurant owner
- Roofer
- Sales consultant
- Tile setter
- Travel agent
- Upholsterer
- Waiter
- Watchmaker
- Wine-grower

CCP – Certificate of professional competence:

- Baker
- Bricklayer
- Butcher
- Chimney sweep
- Cobbler
- Cook
- Electrician

- Florist assistant
- Furrier
- Glazier
- Hairdresser
- Hatter
- Marble mason
- Mechanic
- Miller
- Pastry cook - Chocolate maker – Confectioner – Ice-cream maker
- Roofer
- Tile setter
- Waiter
- Wine grower

Annex 2: Translation of French certificates and programmes

Brevet de technicien supérieur	Higher technician certificate
Certificat de capacité professionnelle	Certificate of professional competence
Diplôme d'aptitude professionnelle	Professional Competence Diploma
Diplôme de fin d'études secondaires	Secondary school leaving diploma
Diplôme de fin d'études secondaires techniques	Technical secondary school leaving diploma
Diplôme de technicien	Technician's diploma
Enseignement post primaire	Post-primary education
Études supérieures et universitaires	Higher education and university
Études techniques supérieures	Higher technical studies
Formation professionnelle initiale	Initial vocational training
Programme de la formation de technicien	Technician's programme
Programme préparatoire	Preparatory programme
Programme professionnel	Professional programme
Programme technique	Technical programme
Éducation secondaire général	General secondary education
Enseignement secondaire technique	Technical secondary education