



VET in Luxembourg

Luxembourg's vocational education and training (VET) system is centralised. The Ministry of National Education, Children and Youth is responsible for initial vocational education and training (VET); higher VET is under the responsibility of the Ministry of Higher Education and Research. The dual system is an important feature of secondary VET, with strong links between school- and work-based learning.

Secondary VET prepares learners for professional life and studies in higher education. Three-year pre-VET programmes provide 12 to 14-year-olds with general and practical knowledge based on learning outcomes and guidance. Afterwards, learners have the opportunity to acquire a professional qualification through the following programmes:

- vocational three-year programmes with apprenticeships at their core, comprising modules of general education and vocational theory and practice, and combining learning at school and in an enterprise under the guidance of a supervisor. Two types of programme are offered, leading to:
 - the vocational capacity certificate (CCP), which attests holders semi-skilled worker's skills and is designed for learners who are less likely to cope with other programmes. Basic vocational training includes practical training, and graduates can continue to the last year of DAP in the same field;
 - the vocational aptitude diploma (DAP), which provides access to the labour market as a skilled worker. DAP holders can be admitted to specific DT technician programmes or can prepare a master craftsperson certificate. If they complete preparatory modules, they can also pursue higher technical studies;
- technician four-year programmes are school-based and include a job placement of at least 12 weeks; some programmes are carried out under an apprenticeship contract. Technician programmes offer in-depth and diversified competences and more general education than DAP programmes. They aim at a high professional level and lead to a technician diploma (DT). Graduates can enrol in the third year of a technical (ESG) programme or, after completing preparatory modules, pursue higher technical studies.

Also offered at upper secondary level are general and technical four- to five-year school-based programmes, leading to the technical secondary school leaving diploma (DFESG) in different fields: administrative and commercial, general technical, arts, healthcare and social professions, and tourism and innkeeper. The curriculum includes general and technical education. Graduates can enter the labour market or continue with higher education. In the national context these programmes are not regarded as VET programmes.

Following amendment of the Education Law in 2017, general secondary education is nationally referred to as classical secondary education (ESC) while technical secondary is referred to as general secondary education (ESG).

At tertiary level, VET is offered as short-cycle (two-year) studies leading to a higher technician certificate (BTS). Depend-

ing on the field, graduates can continue with bachelor studies. Professional bachelor programmes include one compulsory semester abroad and enable graduates to enter the labour market or progress to master degree programmes.

All adults have access to formal and non-formal learning, as well as guidance services. Training leave and other incentives promote continuing VET (CVET) participation. There are financial incentives for companies, such as joint funding arrangements and support for language learning. Training is provided by the State, municipalities, professional chambers, sectoral organisations, private training centres and other organisations. The public employment service organises vocational training for upskilling or reskilling of jobseekers. Non-regulated CVET often leads to sectoral rather than formal qualifications.

Distinctive features of VET

Social partner involvement is a core principle in VET policy. The professional chambers act as independent policy institutes; they are represented in the tripartite advisory committee on vocational training and consulted on VET legislation. They are involved in developing and revising VET programmes and curricula and accompany enterprises and apprentices through practical training and organise CVET.

Teaching in vocational programmes is based on modules with defined learning outcomes related to concrete professional situations.

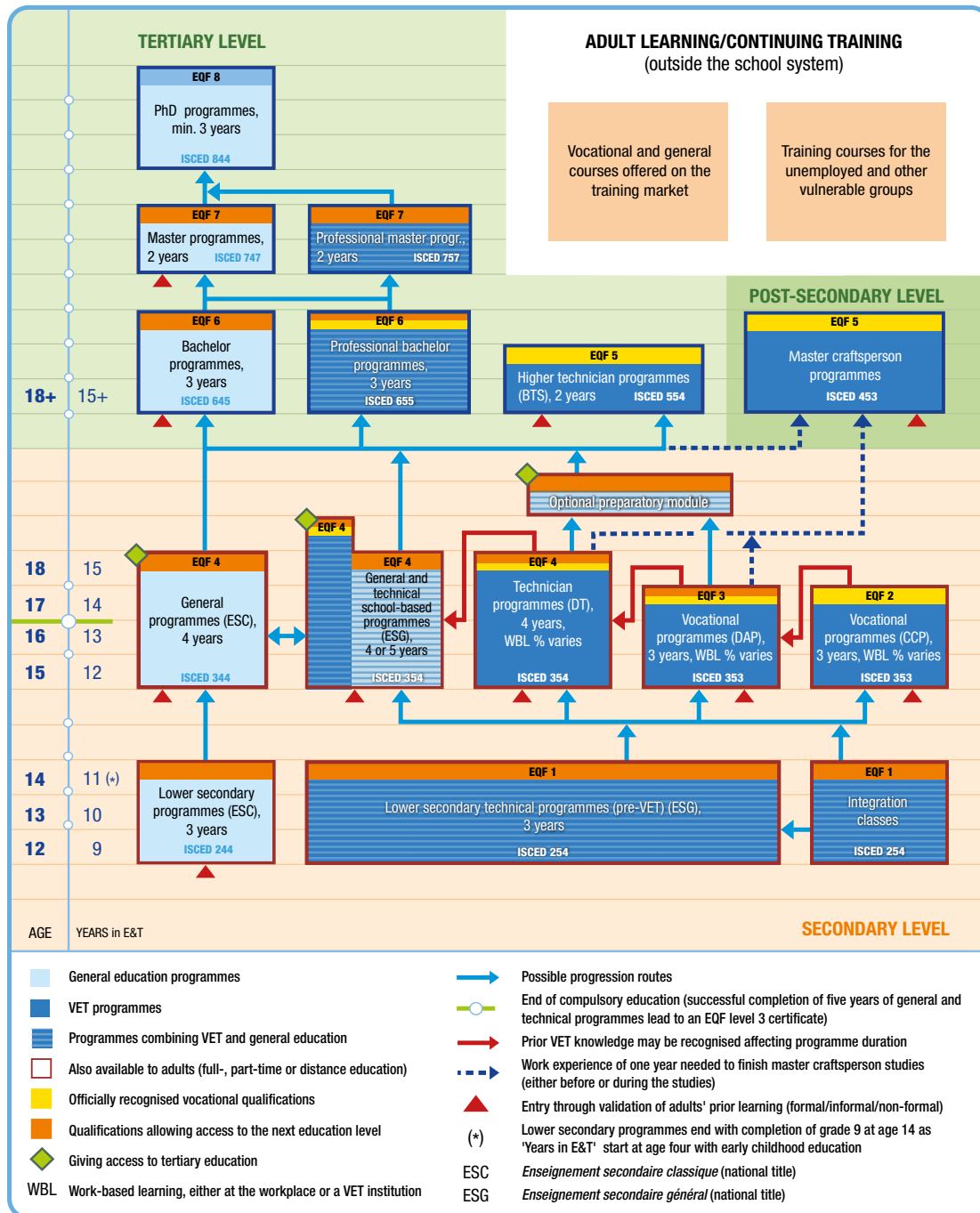
Learners have an opportunity to follow cross-border apprenticeship to acquire qualifications for which school training cannot be provided due to the small number of learners. Practical training in a company based in Luxembourg is combined with learning at school in one of the neighbouring countries.

Close ties with neighbouring countries, multilingualism in all spheres of life, and the high share of foreign citizens with a mother tongue other than one of the three official languages have a strong impact on VET. Luxembourg provides more language training than any other country, in terms of both the number of foreign languages studied per learner and time spent in learning. Multilingualism is a strength but also a challenge for learning outcomes. In response to the multilingual demography, English, French and Luxembourgish teaching languages are offered throughout education levels and so apply also to VET programmes.

Challenges and policy responses

The short-term priority of the ministry is to tackle the consequences of the Covid-19 crisis and to minimise the long-term scarring effects of the economic recession on young learners and graduates.

Since the end of summer 2020, the education ministry has implemented the Summer School, aimed at supporting learners to fill their educational gaps. This offer will be maintained beyond the Covid-19 crisis. Online tools remain available to parents and learners to download revision materials.



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Luxembourg, 2020.

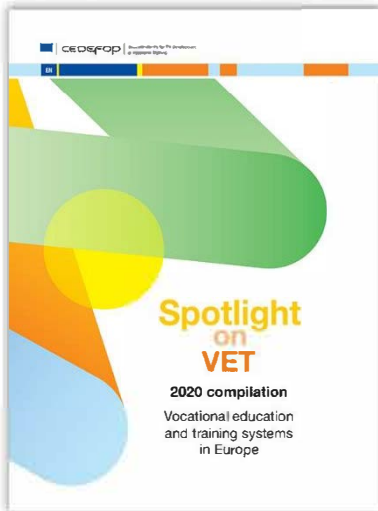
To address the fall in apprenticeship contracts, the government offers financial support measures to training companies as an incentive to continue to hire new apprentices and take over laid-off apprentices. The Ministry also extended the offer of apprenticeship programmes in public training centres. The offer of full-track school programmes providing both the school based and the work-based learning has been expanded.

In the medium term, one of the education ministry's priorities is to diversify the offer to meet the needs of the increasingly heterogeneous demography of learners, to ensure education

and training equity, and temper effects of language skill level or socioeconomic status.

To support the transition to the labour market or tertiary education, young upper secondary graduates can follow a one-year programme *Diplom+* from the school year 2020/21. The programme focuses on transversal and soft skills and includes personalised support.

A comprehensive digital education strategy has been adopted in response to the increasing need for digitalisation. This introduced a set of measures strengthening the digital competences of pupils.



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