

## VET in Luxembourg

Luxembourg's administration is centralised. The Ministry of National Education, Children and Youth is responsible for 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. The 2008 VET reform strengthened links to the labour market and introduced a competence-based, modular approach.

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 and support in choosing a career. Afterwards, learners have the opportunity to acquire a qualification for a profession 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. Learners can choose between two types of programme that lead to different qualifications:
  - the vocational capacity certificate (CCP), attesting that the holder has acquired semi-skilled worker's skills. This scheme is designed for learners who are less likely to cope with other programmes. Basic vocational training includes practical training leading to this professional qualification. On successful completion, graduates can progress to the second or third year of a vocational aptitude programme (DAP) in the same field;
  - the vocational aptitude diploma (DAP) provides access to the labour market as a skilled worker. Graduates can progress to the third year of technician or general programmes or become a master craftsperson. If they complete preparatory modules, they can also pursue higher technical studies.
- technician four-year programmes, which are school-based and include a job placement of 12 or more weeks; some programmes can be carried out under an apprenticeship contract. The technician programmes offer in-depth and

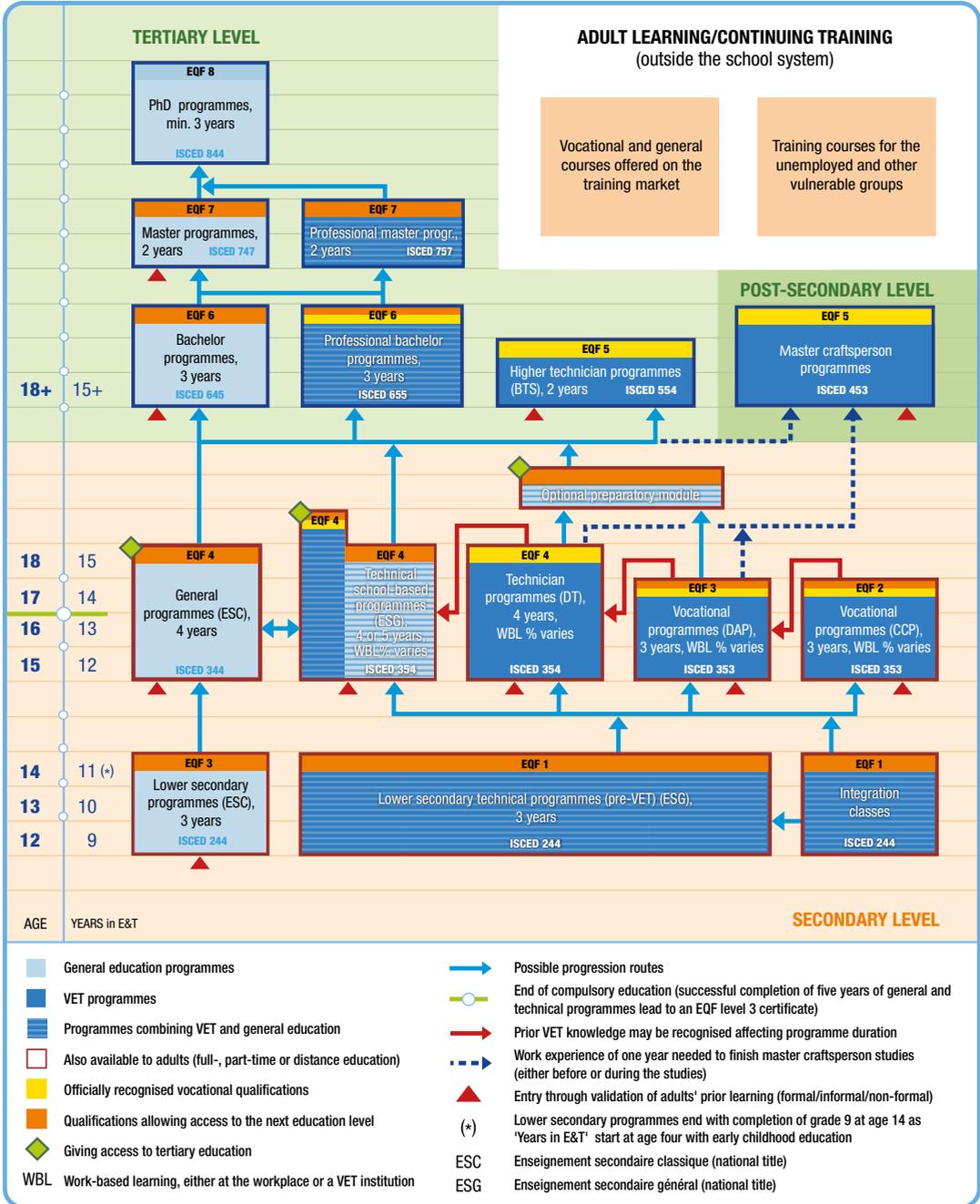
diversified competences and more general education than DAP programmes. They aim at a high professional level and lead to a technician diploma (DT). Graduates can enrol in the third year of a technical (ESG) programme or, after completing preparatory modules, pursue higher technical studies;

- technical four- to five-year programmes, leading to the technical secondary school leaving diploma (*Diplôme de fin d'études secondaires générales*, DFESG) in different strands: administrative and commercial, general technical, arts, in healthcare and social professions. The curriculum includes general and technical education (theory and advanced practical training). Graduates can enter the labour market or continue with higher education. Following amendment of the Education Law on 29 August 2017, general secondary education is nationally referred to as classical (*éducation secondaire classique* – ESC) while technical secondary is referred to as general (*éducation secondaire générale* – ESG).

At tertiary level, VET is offered as short-cycle (two-year) studies leading to a higher technician certificate (BTS). Depending 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, regardless of age, have access to formal and non-formal learning, as well as guidance services; they also have education and employment status. 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, professional chambers, sectoral organisations, private training centres and other organisations. The public employment service organises vocational training for job-seekers. Non-regulated CVET often leads to sectoral rather than formal qualifications.



NB: ISCED-P 2011.

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