

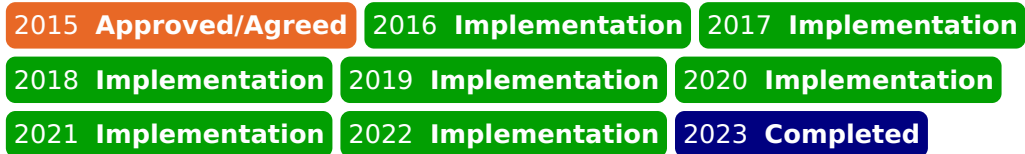
# Reforming initial teacher training

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 LUXEMBOURG

## Timeline



ID number 28376

## Background

In its 2015 national reform programme, Luxembourg indicated its intention to reform the professional development of teachers and trainers.

## Objectives

Definition and implementation of the initial teacher training, in which the basic knowledge and skills of the profession are integrated.

## Description

Following the 2015 reform, a candidate for the teaching profession first has to take preliminary tests in the three national languages (German, French and Luxembourgish) followed by a competitive examination (*concours*) organised by the Ministry of National Education. Then an induction phase is obligatory; by law amendment of July 2019, the duration of the initial induction phase has been reduced from three to two years. During this phase, which combines theory and practice, participants already work as teachers. At the end of the programme, they receive a certificate based on the evaluation of their portfolios. The reform of the induction phase was aligned with the overall reform of public administration agents.

A subsequent regulation in 2015 set out the competences that teachers have to develop during the induction phase and in their first years in service. These include competence-based teaching and assessment, as well as using ICT for teaching and learning. The regulation also specified criteria for the assessment of candidate teachers.

Since the academic year 2016/17, a second route to the teaching profession is available: a master programme in secondary education (EQF 7), at the University of Luxembourg. It offers courses in didactics for students holding a bachelor degree in mathematics, or in German language and literature, or in French language and literature.

### **2015 Approved/Agreed**

### **2016 Implementation**

### **2017 Implementation**

### **2018 Implementation**

### **2019 Implementation**

Since 2019, the on-the-training evaluation was changed and the number of certifying exams was reduced. Training programmes in the induction phase are more personalised, responding to individual and track-related training needs.

The educational accompaniment of teaching interns improved. Trainees are offered didactic and pedagogical training, and obtain, upon completion, a diploma Certificat de formation pédagogique. The accompaniment has been extended for one year ('phase d'approfondissement') beyond the initial cycle of two years as of 2019.

The 2019 reform introduced a coherent induction structure for all professionals in public education (primary and secondary school teachers, psychological and educational staff, employees, and civil servants). The reform was aligned with the overall reform of public administration agents.

### **2020 Implementation**

2020 should have been a year dedicated to the implementation of the 2019 law but, due to the pandemic, the training and assessment arrangements of the initial training programmes of teachers had to be adapted.

### **2021 Implementation**

In 2021, the implementation of the 2019 legislative amendments, which were delayed due to the pandemic, continued.

### **2022 Implementation**

Following the implementation of the 2019 law, Training Institute for National Education (IFEN) pursued the initial training of teachers and offered training paths with the link between theory and practice, reflective practice and individualisation as common threads.

### **2023 Completed**

The nine areas of competence (1. Act as a professional, 2. Place your actions in a collective dynamic, 3. Cooperate with parents, 4. Design and implement learning situations, 5. Organise the functioning of the class group, 6. Assess learning, 7. Master psycho-pedagogical and subject-specific knowledge, 8. Communicate with learners and partners inside and outside the school, 9. Master information and communication technologies applied to teaching) defined by law have been updated on the basis of new empirical research in educational sciences on professions in the education sector. They are not only of particular importance for professional training and practice, but can also provide starting points for continuing training.

IFEN has stepped up its regular exchanges with the teacher trainee delegation in order to be better attuned to their needs. A consultancy group made up of 10 members of secondary school management was set up, and consultations led to proposals aimed at improving the professional integration of trainees within secondary schools, as well as collaboration between IFEN and secondary school management.

## **Bodies responsible**

- Ministry of Education, Children and Youth
- Training Institute for National Education (IFEN)

## Target group

### Education professionals

Teachers

## Thematic categories

### Modernising VET offer and delivery

Acquiring key competences

### Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

## Subsystem

IVET

## Further reading

[Legal act](#)

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[2019 Legal act](#)

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[Competency framework - 2024](#)

## Related policy developments

**2025 Implementation**

### Teacher continuing professional development

The 2015 legislation establishing the Training Institute for National Education (IFEN) stipulates that IFEN offers mandatory teacher CPD schemes to develop and refresh teaching staff competences.

 LUXEMBOURG

#### Type of development

Regulation/Legislation

#### Subsystem

CVET

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