

# Legislative framework for VET and apprenticeship

**POLICY DEVELOPMENT****REGULATION/LEGISLATION** LUXEMBOURG

## Timeline

**2016 Approved/Agreed****2017 Implementation****2018 Implementation****2019 Approved/Agreed****ID number 28345**

## Background

Building on the experience of the first years of the 2008 reform of vocational training (2010-14), which has shown that the new vocational education and training (VET) was sometimes complex in its implementation, the new regulations reintroduced the annual grade-based promotion (*promotion annuelle*) to make individual progression more transparent to learners and their parents.

## Description

The revised VET Act of August 2016 introduced the concept of the final integrated project in initial VET in the CCP programmes (*Certificat de capacité professionnelle*, Certificate of professional competence). Integrated projects combine theoretical knowledge and on-the-job practical training. The revised act abolished the intermediate integrated project for some VET programmes, including those on full-time attendance, as it proved to be an organisational burden for technical secondary schools.

For learners who have not successfully completed their studies within the normal training period, the apprenticeship phase can automatically be extended by one year by a class council decision.

At the beginning of the school year 2017/18, the term Technical secondary education was replaced by the term General secondary education in the Luxembourgish national context to reflect the diversification of the school offer. The previous General secondary education has been renamed Classical secondary education.

**2016 Approved/Agreed****2017 Implementation****2018 Implementation****2019 Approved/Agreed**

On 19 June 2019, the Chamber of Deputies voted to amend the Labour code and the Law of 19 December 2008 reforming vocational training. The amended law entered into force on 12 July 2019.

The new measures are part of the Ministry of National Education's policy to increase the attractiveness and efficiency of vocational training. Based on a consensus with the Professional Chambers, the reform introduces technical adaptations which aimed at sustainably improving the quality of vocational training to increase future professionals' successful labour market integration and to meet better the skill demand of the professional sector.

The 2019 law adapts the semi-annual school reports. In order to inform the learner and the parents better about his /her proficiency level, the reports continue to be based on the skills requirements that the student needs to develop, but each competence and each module are assessed by a score. Grades on 60 points are gradually reintroduced from 2019-20 for all three levels: DT (technician diploma), DAP (vocational aptitude diploma) and CCP (vocational capacity certificate).

The law defines conditions for extending the duration of training and a maximum duration of IVET: the duration of training may be extended by one year, if needed by the learners; a second extension of the apprenticeship contract for a maximum period of one year took place with the consent of the apprentice and the training company.

The law also establishes an 'on the job' vocational training model, which allows employees, who did not hold a certification for the trade or profession they perform, to complete their training parallel to their job and to obtain a diploma.

In order to strengthen legal protection, the provisions of the apprenticeship contract and the internship agreement were incorporated into the Labour code. The law also specified the requirements training providers need to fulfil to obtain training authorisation.

Further, the law amendment enables the launching of educational innovation projects, a measure that has already been adopted in general and classical secondary education. This new framework allows exploration of innovative pathways in VET without prior changes to VET legislation.

## **Bodies responsible**

- Ministry of Education, Children and Youth
- Chamber of Deputies

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices

### **Education professionals**

Teachers  
School leaders

### **Entities providing VET**

VET providers (all kinds)

## **Thematic categories**

### **Governance of VET and lifelong learning**

Coordinating VET and other policies

### **Modernising VET offer and delivery**

Reinforcing work-based learning, including apprenticeships

# Subsystem

IVET CVET

## Further reading

[Government website - information on the legal text](#)

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[Government website - information on the legal text](#)

## Related policy developments

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2024 Implementation

### Promoting apprenticeships

The Chamber of Commerce launched several initiatives to promote apprenticeship. In 2016, the Winwin promotion campaign was introduced, aiming to encourage companies to offer more training places for apprenticeship and uses apprentices and training companies as testimonials.

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#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

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2024 Implementation

### Adapting VET offer to labour market needs

Since 2015-16, the following technician programmes have been offered in the form of apprenticeships:

 LUXEMBOURG

#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

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