



# Spotlight on VET



# LUXEMBOURG

Vocational education  
and training systems  
in Europe

2023



## 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 VET; higher VET is under the responsibility of the Ministry of Research and Higher Education. 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. 3-year pre-VET programmes provide 12-to-14-year-olds with general and practical knowledge based on learning outcomes and guidance. Afterwards, learners can pursue a professional qualification through the following programmes:

- vocational 3-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 programmes are offered, leading to:
  - the vocational capacity certificate (CCP), which attests holders semi-skilled worker skills and is designed for learners 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 for a master craftsperson certificate. If they complete preparatory modules, they can also pursue higher technical studies;
- technician 4-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, leading 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.

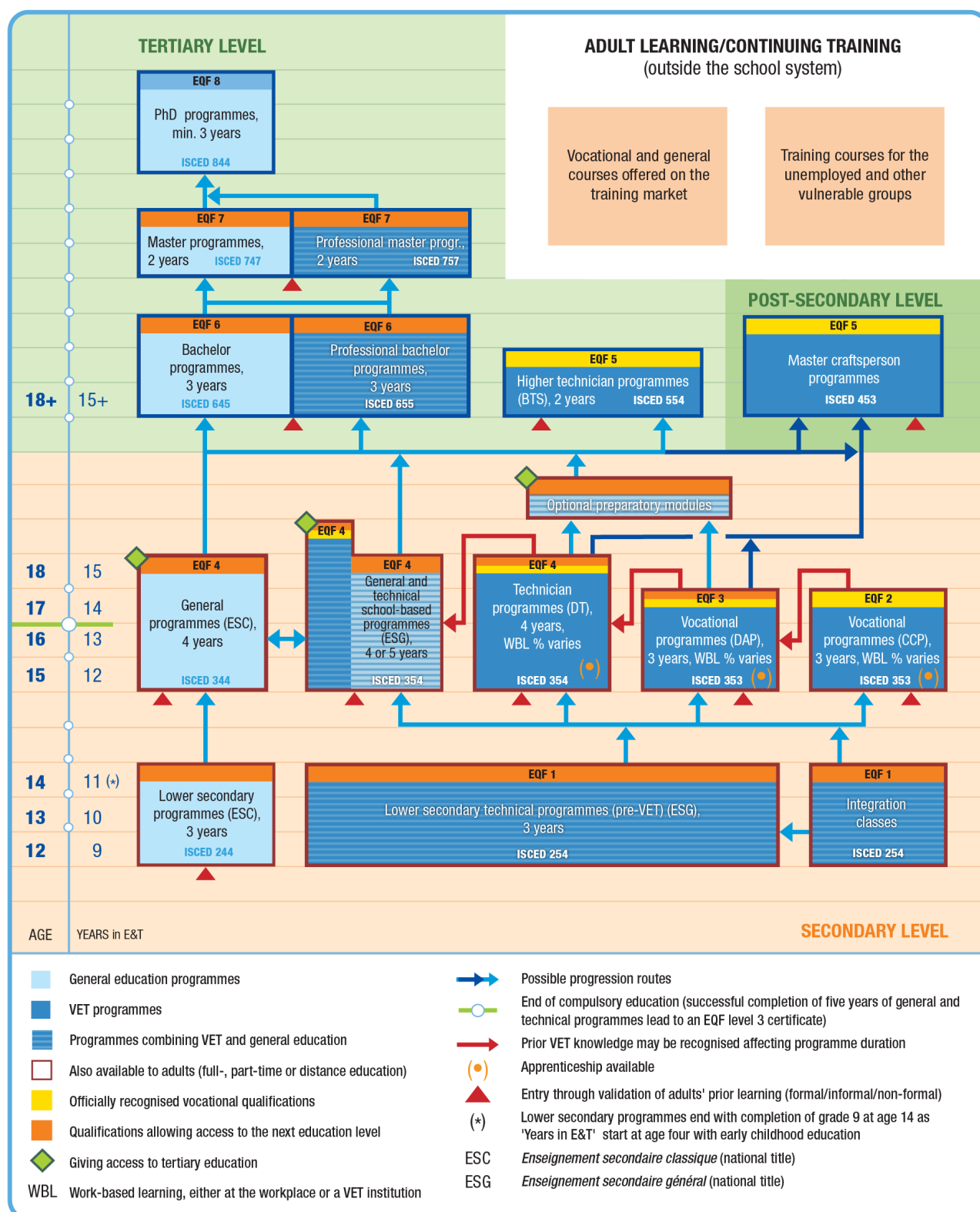
At upper secondary level, there are also general and technical 4-5-year school-based programmes, leading to the technical secondary school leaving diploma (DFESG) in different fields: administrative and commercial, general technical, arts, health and social professions, hotel management and tourism. The curriculum includes general and technical education. Graduates can enter the labour market or continue with higher education. In the national context these 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 (2-year) studies leading to a higher technician certificate (BTS). Depending on the field, graduates can continue with bachelor studies. Bachelor's programmes (ISCED level 6) are open to persons holding a general or technical secondary education diploma or a technician's diploma (supplemented by optional modules) in the field of study. Some programmes may have a professional dimension (ISCED 655), combining academic teaching, applied courses, work placements and/or case studies. However, the qualifications awarded do not indicate the orientation of the programme. Bachelor's programmes last six semesters, including one semester of compulsory mobility abroad.

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.

# VET in Luxembourg's education and training system



NB: ISCED-P 2011.

Source: Cedefop, & National Institute for the Development of Continuing Vocational Training (INFPC). (2023). Vocational education and training in Europe – Luxembourg: system description. In Cedefop, & ReferNet. (2024). *Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions* [Database]. [www.cedefop.europa.eu/en/tools/vet-in-europe/systems/luxembourg-u3](http://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/luxembourg-u3).

## 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

Recognising the dynamic nature of the labour market and the ever-changing skill demands, the Ministry of Education aims to bridge the gap between education and employment. This involves finely tuning vocational curricula to address skills shortages resulting from demographic change and rapidly evolving skills requirements, and to equip the labour force with skills to ensure both the digital and green transitions.

Luxembourg is currently developing a [National Skills Strategy](#), supported by an OECD-led study, in a whole-of-government approach and consultation with all relevant stakeholders. Four priority areas to further improve Luxembourg's skills CVET system have been identified:

- providing labour-market relevant adult learning opportunities;
- guiding and incentivising skills choices;
- attracting and retaining foreign talent to fill skills shortages in Luxembourg;
- strengthening the governance of skills data.

The improvement of data governance is also a priority for IVET, including sectorial skill analyses and a stronger use of data-based evidence on labour market skills demand with the objective to efficiently inform demand for IVET curricula update or new programmes.

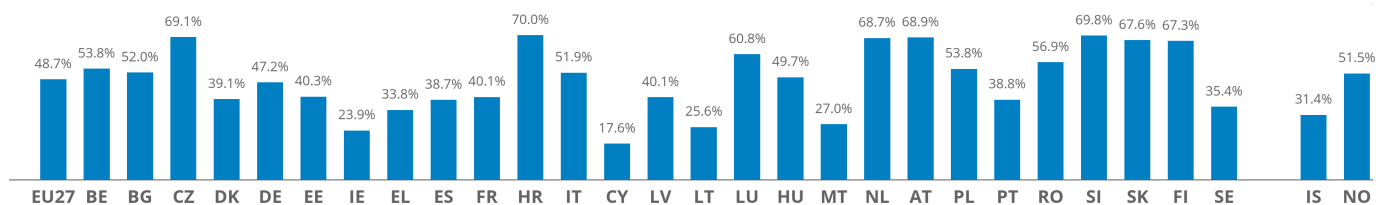
The Ministry of Education continues its strategy to introduce small supplementary certifications in demand on the labour market for IVET learners to complement existing curricula and equip learners with skills to master the green transition.

Additionally, the ministry is implementing the EQAVET framework and, specifically for apprenticeships, the European Framework for Quality and Effective Apprenticeships.

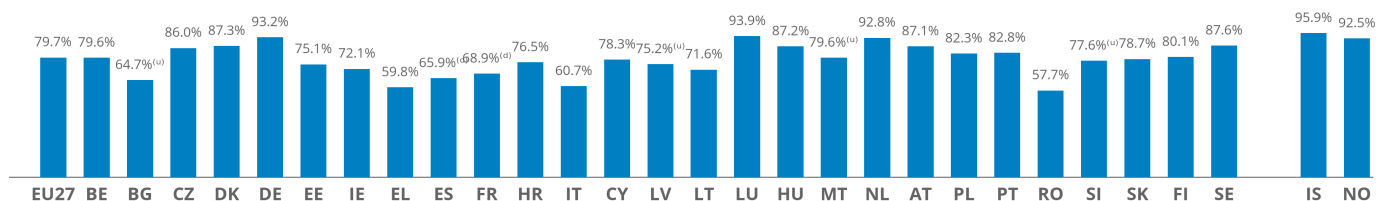


## Education and training in figures

### IVET students as % of all upper secondary students, 2021

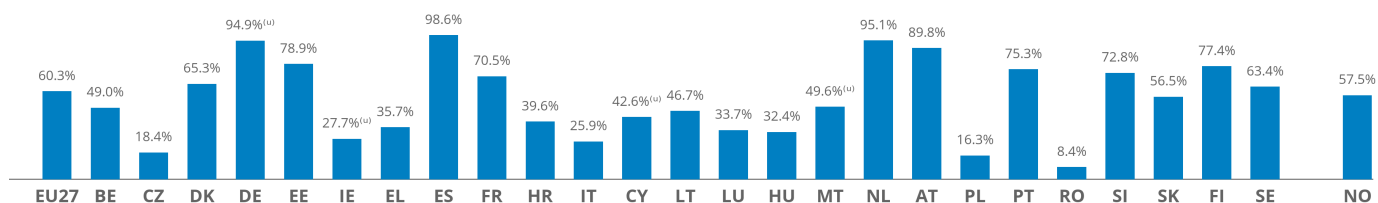


### Employment rate for recent IVET graduates (20-34 year-olds) (%), 2022



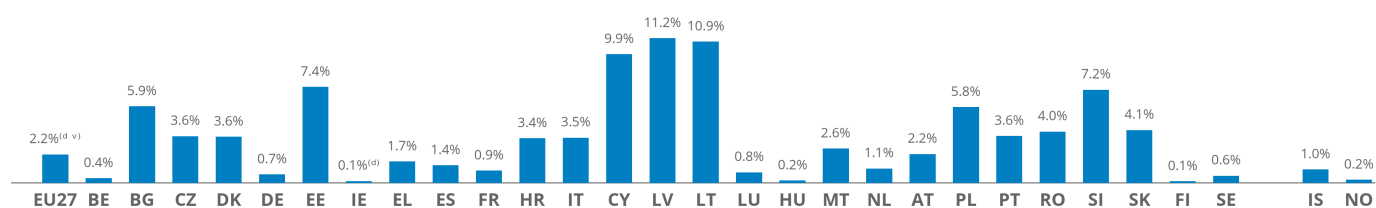
Notes: Bulgaria, Latvia, Malta and Slovenia: (u) low reliability, Czechia: (b) break in time series, Spain and France: (d) definition differs

### Recent IVET graduates (20-34 year-olds) with a work-based learning experience as part of their vocational education and training (%), 2022



Notes: Germany, Ireland and Cyprus: (u) low reliability

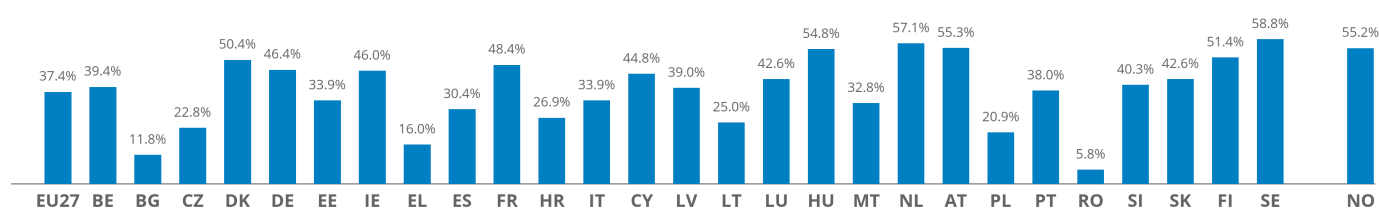
## IVET learners who benefitted from a learning mobility abroad (%), 2021



CEDEFOP

Notes: EU27: (d) definition differs (v) Cedefop estimate, Ireland: (d) definition differs, Croatia, Cyprus, Netherlands and Slovenia: (z) not applicable

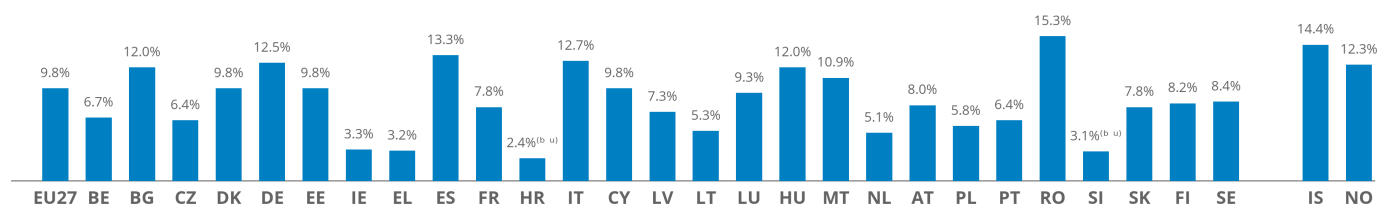
## Adults (25-64 year-olds) with a learning experience in the last 12 months (%), 2016



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Notes: All values: (b) break in time series

## Early leavers from education and training (%), 2021



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Notes: EU27, Belgium, Bulgaria, Czechia, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, Netherlands, Austria, Poland, Portugal, Romania, Slovakia, Finland, Sweden, Iceland and Norway: (b) break in time series, Croatia and Slovenia: (b) break in time series (u) low reliability

Source: [Cedefop's Key indicators on VET](#)



## Further information

- Cedefop and ReferNet (2023). *Timeline in VET policies: Luxembourg*
- European Commission (2023). *Education and training monitor: Luxembourg*
- Eurydice (2024). *National education systems: Luxembourg*
- MENJE (2024). *The Luxembourgish Education System - An Overview*
- MENJE (2024). *Education system in Luxembourg: Key figures 2023/2024*
- OECD (2023). *OECD Skills Strategy for Luxembourg - Assessment and Recommendations*
- Luxembourg (2023) *Coalition agreement 2023-2028* (Accord de coalition 2023-2028)

<a href="http://www.men.lu">www.men.lu</a>	Ministry of National Education, Children and Youth (MENJE)
<a href="http://www.refernet.lu">www.refernet.lu</a>	ReferNet Luxembourg
<a href="http://www.lifelong-learning.lu">www.lifelong-learning.lu</a>	National portal of lifelong learning
<a href="http://www.infpc.lu">www.infpc.lu</a>	National Institute for the Development of Continuing Vocational Training
<a href="http://www.orientation.lu">www.orientation.lu</a>	National guidance portal
<a href="http://www.adem.lu">www.adem.lu</a>	public employment service
<a href="http://www.statistiques.public.lu">www.statistiques.public.lu</a>	Statistics portal
<a href="http://www.cdm.lu">www.cdm.lu</a>	Chamber of Skilled Trades and Crafts
<a href="http://www.cc.lu">www.cc.lu</a>	Chamber of Commerce
<a href="http://www.csl.lu">www.csl.lu</a>	Chamber of Employees
<a href="http://www.lwk.lu">www.lwk.lu</a>	Chamber of Agriculture

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