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# Luxembourg

## VET in Europe – Country report

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This country report is part of a series of reports on vocational education and training produced for each EU Member State plus Norway and Iceland by members of ReferNet, a network established by Cedefop (European Centre for the Development of Vocational Training).

The opinions expressed in this report are not necessarily those of Cedefop.

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## Abstract

This is an overview of the VET system in Luxembourg. Information is presented according to the following themes:

1. External factors influencing VET
2. Providing vocational education and training in a lifelong learning perspective
3. Shaping VET qualifications
4. Promoting participation in vocational education and training

This overview has been prepared in 2012; the reference year of the information is 2011.

More detailed thematic information on the VET systems of the EU can also be found at: <http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

### **Keywords:**

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

### **Geographic term:**

Luxembourg

## Foreword

The country report had to be produced within Cedefop's Refernet 2012 activities. It provides a clear and concise description of the VET system in Luxembourg.

The Training Observatory of the National institute for the development of continuous vocational training (INFPC Institut national pour le développement de la formation professionnelle continue) was in charge of the production of this report with the support of the Refernet's national coordinator: Mr. Jerry Lenert.

Each EU country plus Iceland and Norway provide a country report which, for an easier compilation, follows a common structure, defined by Cedefop.

This report will be updated next year.

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## Executive summary

The Luxembourg administration is centralised. The Ministry of Higher Education and Research is responsible for higher education; the Ministry of Education and Vocational Training is responsible for all other types of education, including continuing vocational training and education. The Professional Chambers are officially consulted on matters relating to the educational system and have substantial powers.

The Luxembourgish population is around 512 000. A special feature of the Luxembourgish population is the high share of foreign citizens and citizens with another mother tongue than one of the three official languages (DE, FR and LU). This multi-linguism is a strength of Luxembourg, but also poses special challenges to the educational system.

Education is compulsory from the age of 4 to the age of 16, including two years of preschool, six years of primary and three years of post-primary education.

The Luxembourgish vocational school system is based on a dual system, where there is a strong relationship between general education and technical education in enterprises. A major reform of the vocational education system in Luxembourg is currently being implemented. The key principles of the reforms are:

- the teaching and evaluation methods based on competences;
- the teaching is divided into modules which are focused on concrete professional situations;
- the competences and knowledge to be acquired are defined for each module;
- facilitation of training in enterprises;
- the strengthening of partnership with the economic environment.

The implementation started with the school year 2010/2011 and will be completed with the start of the school year 2012/2013.

Due to the size of the country, not all official certifications (recognised by the Ministry of Education and Vocational training) could be awarded through continuing vocational training. Upon demand, the continuing vocational training offer leading to certification may vary between the years.

The non-government-regulated sector for provision of vocational training consists of private institutions and continuing vocational training centres. The professional Chambers play an important role in the training offer and have contributed to its development.

The Ministry of Education and Vocational Training and the Professional Chambers work together to develop the standards for VET, assuring a direct link to the actual needs of the labour market. The National Institute for the Development of Continuous Vocational Training has created a Training Observatory in order to offer useful insights for public policy and private strategies in lifelong learning.

The Luxembourg government grants some funding for individuals and enterprises for initial and continuing vocational education and training. However, most of the funding mechanisms concern continuing vocational training.

## CHAPTER 1

# 1. External factors influencing VET

## 1.1 Political and administrative context

Luxembourg is a representative democracy, headed by a constitutional monarch. Legislative power is exercised jointly by the Chamber of Deputies (60 deputies elected for five years by universal suffrage), the Government and the Council of State (advisory body of 21 counsellors appointed by the Grand Duke). The Grand Duke is the Head of State.

### 1.1.1 Administrative framework

The Luxembourg administration is centralised: most political and administrative decisions are made at national level. The Ministry of Higher Education and Research (“Ministère de l'enseignement supérieur et de la recherche” - MESR) is responsible for higher education; the Ministry of Education and Vocational Training (“Ministère de l'éducation nationale et de la formation professionnelle” - MENFP) is responsible for all other types of education, including vocational training. Furthermore, the Professional Chambers (“Chambres professionnelles”) have some powers (see 1.1.2).

In line with this centralised structure, the MENFP is responsible for policy, administration and supports the whole financing of the initial education and vocational training in Luxembourg.

In policy terms, the MENFP is responsible for legislation and general policy on education and life-long learning. This includes nursery, preschool, primary, general secondary and technical secondary education, including apprenticeship, as well as adult education and vocational training, including continuing training. Furthermore, the MENFP is responsible for all aspects of socio-occupational integration training and vocational redeployment. In cooperation with the Ministry of Labour and Employment (“Ministère du travail et de l'emploi”), it is also responsible for training measures to counter unemployment.

Finally, the MENFP is responsible for special education and education and training in State prisons and reform centres.

### 1.1.2 Role of social partners

The Professional Chambers were created by Law of 4 April 1924. They have the status of public establishments and are legal persons governed by civil law. Although the Professional Chambers are supervised by the competent minister, they enjoy financial autonomy.

Luxembourg has five Professional Chambers. The Chamber of commerce (“Chambre de commerce”), Chamber of trades and skilled crafts (“Chambre des métiers”) and Chamber of agriculture (“Chambre d’agriculture”) represent employers. The Chamber of wages and salaries (“Chambre des salariés”), and Chamber of civil servants and public employees (“Chambre des fonctionnaires et employés publics”) represent wage earners.

These chambers act as independent policy institutes; they are involved in Luxembourg’s legislative procedures and are officially consulted on matters relating to the educational system. Their opinion is systematically sought on laws and regulations on economic, financial and social policy: labour law, social security, taxation, the environment, initial and continuing vocational training, education, etc. They are represented both at national level (Economic and Social Council, Tripartite Advisory Committee on Vocational Training, etc.) and at European level (Cedefop’s Supervisory Board, Advisory Committee on Vocational Training, etc.).

In contrast to employers’ associations and trade unions, membership in the Professional Chambers is compulsory (with an annual subscription) for any employee and private company.

Since 1929, the Chambers have been involved in initial education, especially in education preparing for an occupation. They also have substantial powers regarding apprenticeships; in 1945, they were given more extended authority over the establishment, supervision and termination of apprenticeship contracts. Their power and involvement were further reinforced by the legislation of 19 December of 2008 reforming vocational education and training (VET).

The Professional Chambers are authorized by law to organise continuing training courses.

## 1.2 Population and demography

In 2011, Luxembourg counted around 512 000 inhabitants. Current population forecasts foresee that the overall population will increase (see Table 1). At the same time, the share of persons aged 60 years or more in the population will increase. The implication is that the number of persons concerned by Initial Vocational Education and Training (IVET) is expected to remain relatively stable. On the other hand, the needs and the demands for Continuing Vocational Education and Training (CVET) are expected to increase.

**Table 1: Population forecast by age**

	2011	2020	2030	2040	2050	2060
<b>Population</b>	511 840	578 103	646 740	703 906	746 263	774 782
<b>Younger than 20 years</b>	23.50%	22.20%	21.60%	20.90%	20.20%	19.90%
<b>20 to 60 years</b>	57.50%	56.90%	53.90%	51.90%	50.20%	48.40%
<b>60 years or older</b>	19.00%	20.90%	24.50%	27.20%	29.60%	31.80%

Source: *Portail statistique de la Grande Région*

Table 2 shows that Luxembourg has a cosmopolitan population: around 43% of the population is made up of foreign citizens. This part of the population is constantly increasing, thus their integration into the school system and the labour market is a central issue, which has to be facilitated (e.g. through Luxembourgish language training).

**Table 2: Population structure by nationality (1 000 persons)**

	1991	2001	2010	2011 <sup>(1)</sup>
<b>Total population</b>	384.4	439.5	502.1	511.8
<b>Luxembourgers</b>	271.4	277.2	285.7	290.5
<b>Foreigners</b>	113.0	162.3	216.4	221.3
<b>of which:</b>				
<b>Portugal</b>	39.1	58.7	79.8	81.3
<b>France</b>	13.0	20.0	29.7	31.0
<b>Italy</b>	19.5	19.0	18.2	17.7
<b>Belgium</b>	10.1	14.8	16.7	17.0
<b>Germany</b>	8.8	10.1	12.0	12.1
<b>Britain</b>	3.2	4.3	5.5	5.6
<b>Netherlands</b>	3.5	3.7	3.9	3.8
<b>Other EU countries</b>	6.6	9.2	20.5	21.7
<b>Other</b>	9.2	22.5	30.1	31.1

(1): Estimation January 1<sup>st</sup>

Source: *Statec, "Luxembourg in Figures", 2011*

### 1.3 Labour market indicators

In 2011, around 70% of total unemployment concerned persons aged 30 to 59 years (table 3).

Employment continued to grow up to the second quarter of 2011 (Table 4), but has since slowed down. A more marked slowdown is expected in 2012. The rise in domestic employment should therefore switch from 2.8% (in 2011) to 2.1% (2012) and then 1.5% in 2013 - a low point for the job market cycle.

Unemployment, however, is set to continue to increase throughout this period, reaching around 6.7% in 2014 and only dipping slightly in 2015.

**Table 3: Unemployment by age, 2011**

	Total	< 25	25-29	30-39	40-49	50-59	> 60
<b>January</b>	14 371	2 121	1 736	3 431	3 801	2 940	342
<b>February</b>	14 016	1 961	1 680	3 339	3 754	2 930	352
<b>March</b>	13 387	1 807	1 552	3 200	3 597	2 879	352
<b>April</b>	12 958	1 649	1 436	3 108	3 537	2 874	354
<b>May</b>	12 567	1 516	1 379	3 051	3 415	2 839	367
<b>June</b>	12 344	1 454	1 356	2 963	3 369	2 824	378
<b>July</b>	13 205	1 672	1 437	3 142	3 624	2 951	379
<b>August</b>	13 232	1 771	1 424	3 103	3 590	2 974	370
<b>September</b>	13 380	1 933	1 474	3 089	3 610	2 908	366
<b>October</b>	13 645	1 982	1 477	3 156	3 683	2 966	381
<b>November</b>	13 789	1 992	1 501	3 190	3 730	2 991	385
<b>December</b>	15 028	2 052	1 683	3 579	4 137	3 184	393

Source: *Statec - Adem*

**Table 4: Economically active population and Unemployment rate**

	2000	2009	2010	2011
<b>Active population</b>	189.6	228.8	233.4	238.5
<b>Unemployment rate in %</b>	2.5	5.4	5.8	5.7

Source: *Statec – Le Luxembourg en chiffres 2012*

#### 1.4 Educational attainment of the population

The largest number of graduates from Luxembourgish educational institutions falls into the field of social sciences, business and law (Table 5). For ISCED levels 5 and 6, this reflects directly the emphasis and the faculties of the University of Luxembourg. It should be noted that traditionally, Luxembourgish tertiary students acquired their qualifications abroad. However, the establishment of the University of Luxembourg in 2003 has increased the options for tertiary studies domestically. Overall, the share of the Luxembourgish population who have completed tertiary education is amongst the highest in the European Union (see Figure 1).

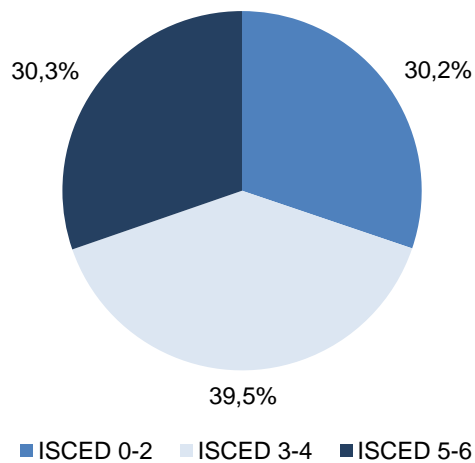
Furthermore, the Luxembourgish labour market is characterised by a high proportion of cross-border workers, living in the neighbouring countries (France, Germany and Belgium) and working in Luxembourg; job-seekers in these neighbouring countries, previously employed in Luxembourg and / or seeking employment primarily in Luxembourg, are not captured in the statistics for Luxembourg.

**Table 5: Graduates from Luxembourgish educational institutions in 2010, ISCED levels 3 to 6, by field of education**

	ISCED 3	ISCED 4	ISCED 5A	ISCED 5B	ISCED 6
<b>Total</b>	2 450	114	794	583	58
<b>Teacher training and education science</b>	206	7	155	138	5
<b>Humanities and arts</b>	47	5	72	31	11
<b>Social sciences, business and law</b>	921	0	421	301	16
<b>Science, mathematics and computing</b>	51	0	87	13	16
<b>Engineering, manufacturing and construction</b>	732	91	50	25	6
<b>Agriculture and veterinary</b>	102	0	0	0	0
<b>Health and Welfare</b>	196	1	9	75	4
<b>Services</b>	195	10	0	0	0

Source: Eurostat (educ\_grad5)

**Figure 1: Share of the population living in Luxembourg aged from 15 to 74, by highest level of education attained, 2011**



Source: Eurostat, EU Labour Force Survey (edat\_lfs\_9903)

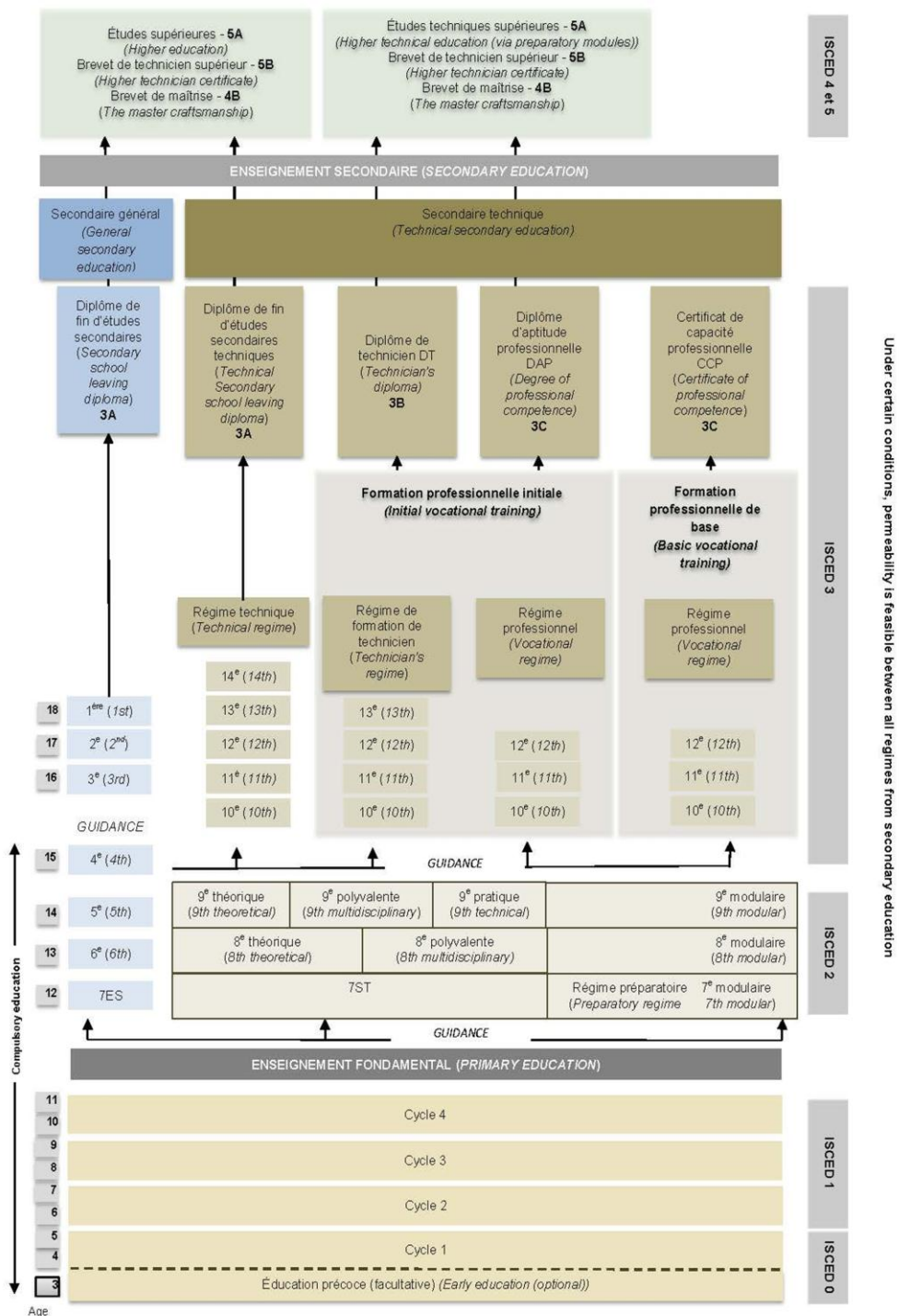
## CHAPTER 2

# 2. Providing vocational education and training in a lifelong learning perspective

## 2.1 Diagram of the national education and training system

Figure 2: Diagram of the school system in Luxembourg as of the school year 2010/11

Source: Ministry of Education and Vocational Training



## 2.2 Government-regulated VET provision

In Luxembourg, education is compulsory from the age of 4 to the age of 16.

The most distinctive feature of vocational training in Luxembourg is the provision at school of a vocational training system comparable to the German Dual System. General education and technical and vocational theoretical education are provided in schools while, for most occupations, practical training takes place in enterprises. While this arrangement applies particularly to apprenticeship, the concept of a sandwich education is part and parcel of many training schemes.

### 2.2.1 Primary education (Enseignement fondamental)

The primary education (“*école fondamentale*”) hosts children from 3 to 11 years old and covers nine school years, separated into four learning periods.

The Grand-Duché has a trilingual tradition; Luxembourgish (*Lëtzebuergesch*), German and French are all in active use. In addition to that, there is a large number and diversity of residents with another mother tongue. This has led to new and increased challenges and requirements for the schools.

There was a major reform of the primary education (“*enseignement fondamental*”) in Luxembourg in September 2009. The overall aim of this reform was to adapt Luxembourg’s primary education system to the requirements of pupils and of today’s society.

The primary education has to provide each child with the tools for educational success. To this end, based on enhanced professional skills of the teachers, the educational methods and contents are designed according to the individual needs of pupils; a practical approach based on existing know-how is developed and cooperation between different actors (teachers, parents, pedagogical team...) is encouraged.

Pupils are provided with professional orientation towards the end of the primary education.

#### Guidance:

This orientation process is due to change in 2013, following the reform. Currently, the orientation council gives its opinion and advice on the choice of post-primary education at the end of the sixth year of primary school. The orientation council consists of the district inspector (chairing the council), the class teacher, a teacher working in secondary education and a teacher working in technical secondary education.

### 2.2.2 Secondary education (Enseignement secondaire)

Post-primary education distinguishes between general secondary education (“*éducation secondaire*”) and technical secondary education (“*éducation secondaire technique*”). These two types of secondary education have different aims. However, their structure allows pupils to move from one type of secondary education to the other.



Thanks to the law reforming vocational training (see 2.2.2.2), the system became permeable and flexible.

### **2.2.2.1 General secondary education (Secondaire général)**

General secondary education is provided in high schools and in technical high schools. The aim is to convey general knowledge in the fields of human sciences and literature, mathematics and natural sciences. Studies prepare primarily for higher education and university studies. At the end of secondary education, a certificate is awarded (“diplôme de fin d’études secondaires”).

Secondary education includes seven years of studies, divided into two divisions

- the lower division, spanning three years, including the 7<sup>th</sup>, 6<sup>th</sup> and 5<sup>th</sup> grade (counting upwards);
- the upper division, spanning four years, starting with a general class (“classe polyvalente”; 4<sup>th</sup> grade) followed by specialisation classes (3<sup>rd</sup>, 2<sup>nd</sup> and 1<sup>st</sup> grade).

#### **A. The lower division of secondary education (ISCED 2)**

The 7<sup>th</sup> grade prepares and adapts pupils for the next stages of the lower division of secondary education. The main teaching language is German, except for mathematics which is taught in French. The language instruction covers French, German and Luxembourgish.

For pupils with an adequate level of French and mathematics but with insufficient knowledge of German, some high schools offer special German classes (“classes Allet”). In these classes, two additional lessons are added to the compulsory German classes.

Before moving to the 6<sup>th</sup> grade, pupils are obliged to choose between the so-called ‘classical’ education (Latin as a third language, followed by English as a fourth language from the 5<sup>th</sup> grade) and the ‘modern’ education (with English as a third language). The curriculum for all other subjects is common to both.

#### **B. The upper division of secondary education (ISCED 3)**

The general class (4<sup>th</sup> grade; “classe polyvalente”) aims at consolidating the knowledge acquired in the lower division and to prepare the pupils for one of 7 different areas of specialisation. Apart from Latin lessons, the curriculum is the same for all pupils in the general class. This includes introductory courses in chemistry, physics and economics. These introductory courses, together with a written recommendation from the class council and the Department of Psychology and School Orientation (“Service de psychologie et d’orientation scolaire” - SPOS), should help pupils in their choice of specialisation; the choice of specialisation has to be made at the end of 4<sup>th</sup> grade.

According to their abilities and interests, pupils have the choice between the following seven specialisations:

- Section A: modern languages
- Section B: mathematics and computer science
- Section C: natural sciences and mathematics
- Section D: economics and mathematics
- Section E: visual arts
- Section F: musical sciences
- Section G: humanities and social sciences

In each section, specific specialisation subjects make up the main part of the schedules. The core subjects are complemented by lessons on optional subjects, which may vary from one educational institution to another.

An intermediate certificate is awarded to all pupils who pass the 3<sup>rd</sup> grade, confirming the successful completion of five years of secondary education.

For the successful completion of all levels, including the 1<sup>st</sup> grade, a final certificate is awarded: “Diplôme de fin d'études secondaires”.

#### **2.2.2.2 Technical secondary education (Secondaire technique)**

In the framework of technical secondary education (“enseignement secondaire technique” – “EST”), pupils are prepared for professional life. The technical secondary education also qualifies for higher education. It is divided into three cycles; these are called the ‘lower cycle’ (“cycle inférieur”), the ‘medium cycle’ (“cycle moyen”) and the ‘upper cycle’ (“cycle supérieur”). In addition, a preparatory regime (“régime préparatoire”) supports pupils who have difficulties to adapt to secondary education; successful completion of the preparatory regime qualifies them for the lower cycle 8<sup>th</sup> comprehensive grade, 9<sup>th</sup> practical grade of technical secondary education or professional training. Depending on the type of studies, the duration of technical secondary education varies between 6 and 8 years.

The recent reform of the Luxembourgish vocational education system has three main features:

- Teaching by modules replaces teaching by fields; each module is focused on concrete professional situations.
- For each module, the competences and knowledge to be acquired are defined.
- The evaluation and certification in apprenticeships are based on the competences that should be acquired under the apprenticeship’s objectives. There is no numerical evaluation: at the end of each module, the apprentice is evaluated on the acquisition of the module’s competences.

Implementation of this reform started with the school year 2010/2011. The modifications are implemented profession by profession; the reform will be implemented for the last professions at the start of the school year 2012/2013.

### **A. The lower cycle (ISCED 2)**

The lower cycle of technical secondary education in Luxembourg consists of 3 grades: 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade. The 9<sup>th</sup> grade is the last level of compulsory education; successful completion qualifies for technical or vocational training. The lower cycle is dedicated to deepen the general education and to gradually leading pupils to an education level or occupation corresponding to their abilities.

Each of the three grades focuses on the specific education and training aspects that are required for the transition to the next higher level. Class 7ST concentrates on languages (French and German), mathematics, natural sciences, human sciences and social sciences. For pupils having difficulties to cope with the level of 7ST, an alternative called 'seventh adaptation' class (7<sup>th</sup> ADAPT) is offered. Grade 8 offers two paths, called "8e théorique" and "8e polyvalente". Pupils are directed to one of these according to their results in grade 7<sup>th</sup> ST. These two paths can either be continued in the 9<sup>th</sup> grade, or pupils may choose a new path with a more practical orientation, called "9e pratique".

The decision on admission to the 10<sup>th</sup> grade of the medium cycle is taken by the class council, depending on the pupil's achievements in the 9<sup>th</sup> grade. The level and type of education or learning available to the student depend on his or her performance and the level reached.

#### [The preparatory regime \(Régime préparatoire\)](#)

The preparatory regime is part of the technical secondary education. It is designed for pupils who have difficulties to cope with the curriculum of secondary education. After a successful completion of the preparatory regime, pupils may pass to the lower cycle 8<sup>th</sup> comprehensive or 9<sup>th</sup> practical or enter into professional training (e.g. professional competence diploma (DAP) or certificate of professional competence (CCP)).

### **B. The medium and upper cycles (ISCED 3)**

The medium and upper cycles of secondary technical education offer pupils the opportunity to learn a profession for which a certificate or a diploma is awarded. There are three different regimes within these cycles:

- the vocational regime ("régime professionnel" – DAP-CCP);
- the technician's regime ("régime de la formation de technicien");
- the technical regime ("régime technique").

#### a. Technical regime (Régime technique ISCED 3A)

The technical regime covers classes 10 to 13, for some social and health professions classes 10 to 14. The technical regime is separated into three divisions (See Annex 1):

- administrative and commercial division;
- health and social professions division;
- general technical division.

Students choose the precise orientation of their studies among the different specialisations offered in each of these divisions. The curriculum includes general education topics, technical training and scientific topics of vocational training.

Students who succeed the technical regime are awarded by a technical secondary school leaving diploma (“diplôme de fin d’études secondaires techniques”). This diploma confers the same rights as the diploma from general secondary education; the students can enter the labour market or pursue higher education.

#### b. Vocational regime (Regime professionnel - DAP and CCP – ISCED 3C)

The vocational regime covers classes 10 to 12. At the core of the vocational regime lies an apprenticeship; education and vocational training for a specific profession (see Annex 1) by an enterprise, recognized as qualified for this purpose. In accordance with the amended law of 19 December 2008 on the reform of vocational training, an apprenticeship includes:

- practical training under the guidance of a supervisor;
- scientific, moral and social general training, obtained at a technical high school.

There are three different systems of apprenticeships:

- “Filière concomitante”, where practical knowledge is acquired in combination in an enterprise and in compulsory school attendance;
- For some professions, “Filière mixte” offers theoretical and practical training taught at an educational institution for the first year of training, in some cases also for the second year (full-time academic year). After the successful completion of the training in the educational institution, the practical training is continued in an enterprise.
- “Filière de plein exercice” offers full vocational training in an educational institution.

The vocational regime for technical secondary education offers different certificates. For those professions where the vocational education reform has already been implemented, i.e. 110 of 119 specific vocational educations, these are:

- certificate of professional competence (“certificat de capacité professionnelle” - CCP), which prepares directly for professional life;
- diploma of professional competence (“diplôme d’aptitude professionnelle” - DAP) also prepares for carrying out the profession in question. The DAP also provide

possibilities for further studies to obtain the title of master craftsman (“brevet de maîtrise”) or, subject to completing supplementary preparatory modules, to pursue higher technical studies.

For those 9 professions where the vocational education reform will not be implemented until the school year 2012/2013, the ‘old’ regime of vocational training is still in place. The old system grants the certificates:

- certificate of manual skills (“certificat de capacité manuelle” - CCM), or, where appropriate, the preliminary technical and vocational certificate (“certificat d’initiation technique et professionnelle” - CITP);
- certificate of technical and vocational capability (“certificat d’aptitude technique et professionnelle” - CATP).

Generally, after implementation of the vocational education reform, the CCP replaces the ‘old’ CCM and CITP, while the DAP replaces the ‘old’ CATP.

### c. Technician’s regime (Régime de la formation de technicien – DT – ISCED 3B)

The technician’s regime covers classes 10 to 13. It prepares pupils for the technician’s diploma (“diplôme de technicien” - DT) (see Annex 1). The new training regime for technicians:

- focus on training to prepare for professional life and meet the demands of the labour market, aiming at a high professional level;
- prepare students for higher technical education through optional preparatory modules. These preparatory modules can either be acquired within the normal duration of the studies or through lengthening the duration of the studies.

## 2.2.3 Higher education

### 2.2.3.1 University education

University education is offered by the University of Luxembourg, a public institution of higher education and research with pedagogical, scientific, administrative and financial autonomy. The University of Luxembourg is a consolidation of several previously independent education institutions: “Centre universitaire de Luxembourg”, “Institut supérieur de technologie”, “Institut supérieur d’études et de recherches pédagogiques” and “Institut d’études éducatives et sociales”. The University of Luxembourg has three faculties: the Faculty of Science, Technology and Communication; the Faculty of Law, Economics and Finance, and; the Faculty of Human Sciences, Arts and Educational Science.

### **2.2.3.2 Advanced technical education**

In the higher technical education system, a “Brevet de Technicien Supérieur” (BTS) (national diploma) is awarded to students after 2 years of studies in one of the following domains:

- Applied arts
- Commerce
- Health
- Industry
- Services

The BTS is an education providing both theoretical tuition and training in a working environment at alternating periods. It is offered in publicly and privately funded secondary schools and technical schools approved by the State.

## **2.2.4 Dropout prevention**

### **2.2.4.1 Remediation measures and remedial modules**

The "remediation measures" differ from "remedial modules", which is a catch-up of knowledge; the remediation measures consist in the implementation of tools in order to solve spotted learning difficulties.

Remediation measures were put in place after the reform of the vocational education system. They can be offered to students who experience difficulties to progress in the usual way. These measures aim to improve the learning process of the pupil and provide further explanations on some learning domains. Pupils may follow these measures before the evaluation of the module, but also if they failed the evaluation.

Remedial modules make it possible for the student to recover modules that have been missed, for whatever reason.

### **2.2.4.2 Mosaic classes**

Under the action plan for dropout prevention, the project "Prävention der Schulverweigerung" ("dropout prevention") was set up in four high schools with the start of the school year 2005-2006.

This project is a form of remediation and supports schools in their mission to take into account, in different ways, the needs of all students. Its aim is to prevent pupils with motivation problems from dropping out of school.

After a test period until 2009, "mosaic classes" have been included in the school system according to "*Grand-Ducal Regulation of 25 March 2009*", which defines the standard procedures for high schools in order to prevent dropout of pupils with motivation problems.

### **2.2.4.3 Second chance schools**

The objective of the 'Second chance schools' is to help young 'dropouts' to regain motivation to follow a training to develop general skills, as well as social practice that enable them to get (re)integrated into traditional classes of secondary education, technical secondary education or the job market.

The training includes modules for general education and practice in schools, internships in enterprises and complementary activities. The education is organised in group classes; the supervision of students is organised through tutors.

## **2.2.5 Continuing vocational training – training leading to diplomas**

All adults who have left school have access to lifelong training, whatever their age and educational level, whether working or seeking job. Adult education and continuing vocational training are specially designed to meet adults' needs. They allow everyone at different stages of their lives to receive training to obtain a first degree, to develop or enhance knowledge, to change careers, to adapt to new technologies, etc.

This part covers training leading to qualifications; other forms of training for adults are addressed under part 2.3.

It must be underlined that due to Luxembourg's small size not all certificates and diplomas can be obtained via adult education and continuing vocational training

### **2.2.5.1 General secondary education**

For adults who have not completed secondary education, there are alternative ways to obtain this qualification, adapted especially to the situation and specific needs of adults: in lower, medium and upper cycles of general secondary education (see 2.2.2.1), adult students may attend evening classes from the 4<sup>th</sup> grade up to the 1<sup>st</sup> grade, in order to prepare for the secondary school leaving certificate (or baccalaureate).

Another possibility to prepare the secondary school leaving certificate is the 'eBac'. It is a blended distance eLearning platform which allows students to prepare for the 'baccalaureate' online, without having to attend classes at a specific time and specific place. It is addressed to adults who dropped out of the traditional school system before the secondary school leaving certificate. The eLearners receive exactly the same diploma as 'traditional' school students.

### **2.2.5.2 Technical secondary education**

In technical secondary education, adults may attend classes of the 9<sup>th</sup> grade, i.e. the last grade of the lower cycle and can access both the technical regime and the vocational regime (see 2.2.2.2) .

## Technical regime

Adults can attend classes of the 10<sup>th</sup> to 13<sup>th</sup> grades in the administrative and commercial division and the 10<sup>th</sup> grade in the health care professions.

## Vocational regime

### Adult apprenticeship – DAP (ex CATP), CCP (ex CITP and CCM) or DT

Any person over 18 having left school since more than one year who wants to learn a trade or redirect her/his professional life can follow an 'adult apprenticeship'; this is available both to adults under work contract and to job seekers registered at the National Employment Administration ("Agence pour le développement de l'emploi" - ADEM). The theoretical part of the training takes place in a technical high school or at a National centre of continuing vocational training (CNFPC). The practical part is acquired through an apprenticeship in an enterprise authorized to train apprentices.

As mentioned previously due to the size of the country and depending on the demand the list of professions accessible through adult apprenticeship may vary from one year to another.

### Evening classes – DAP (ex CATP)

Within the vocational regime, adult persons in employment can acquire a professional competence diploma (DAP, ex CATP) in the field in which they are working. The theoretical part is provided through evening courses in a technical high school or in a National centre of continuing vocational training ("Centre national de la formation professionnelle continue" – CNFPC). The practical part is acquired through the employment in the company.

Like for adult apprenticeship, the list of professions and certificates accessible through evening classes may vary from one year to the other.

### **2.2.5.3 Master craftsmanship (Brevet de maîtrise)**

The master craftsmanship ("brevet de maîtrise") entitles the holder to settle in the craft industry as self-employed and to train apprentices. Obtaining a master craftsmanship confers the title of master craftsman in the profession.

Preparatory courses to the master craftsmanship are organised by the Chamber of trades and skilled crafts.

### **2.2.5.4 National Institute of Languages**

The National Institute of Languages ("Institut National des Langues" – INL) follows the Council of Europe's Common European Framework of Reference for Languages ("Cadre Européen Commun de Référence" - CECR). The INL offers training for adults in eight foreign languages. The training is aimed at obtaining an internationally recognized certification of communication skills in the specific language. The INL also offers training to teachers of



Luxembourgish language, leading to a certificate (“Zertifikat Lëtzebuenger Sprooch a Kultur”). The INL is the national certification centre for diplomas and certifications of Luxembourgish language skills.

#### **2.2.5.5 Higher education**

The Chamber of wages and salaries and the Chamber of Commerce have partnered the University of Luxembourg and universities in other European countries (e.g. in France, Germany and the United Kingdom), to offer university education in continuing vocational training. Three levels of diplomas can be obtained: Bachelor, Master and Doctorate.

#### **2.2.5.6 Training for vulnerable groups**

The ADEM and the MENFP collaborate in order to offer training for jobseekers. There are two types of training:

- Training for jobseekers that have difficulties entering the labour market. Orientation and vocational initiation courses are conducted in National centre of continuing vocational training (“Centre national de formation professionnelle”). Trainees attending these occupational guidance and integration courses receive socio-educational support and attend work placements in enterprises. These schemes generally last one year.;
- Schemes organised directly for a sector or an enterprise are organised at the request of employers. Training content is decided jointly with the requester who undertakes, on the basis of an agreement between the enterprise, the Ministry of Education and Vocational Training and the Ministry of Labour, to recruit those people who successfully complete the scheme. The length of these schemes generally varies from six weeks to three months, plus periods of work placement. They are always organised using sandwich training.

### **2.2.6 Governance and quality assurance**

#### **2.2.6.1 Governance**

##### **Initial vocational training**

The Ministry of Education and Vocational Training (MENFP) has responsibility for primary and secondary education and the Ministry of Higher Education and Research (MESR) for higher education. The Professional Chambers opinion is systematically sought on laws and regulations on economic, financial and social policy: labour law, social security, taxation, the environment, initial and continuing vocational training, education, etc. (see 1.1.2). The development and revision of programmes are ensured by Curricular Teams (see 3.2.2).

## Funding

There are different financial supports (for more details, see Chapter 4):

- Training support for companies
- Training support for individuals

### 2.2.6.2 Quality assurance

The Department for Educational and Technological Research and Innovation Coordination (“Service de la coordination, de la recherche et de l’innovation pédagogiques et technologiques” - SCRIPT), working under the authority of the MENFP, has the mission to promote and implement primary (“enseignement fondamental”) and publicly funded post-primary education in Luxembourg for:

- educational and technological innovation and research;
- quality assurance of education in schools and high schools;
- continuing training of teachers and educational staff in schools and high schools.

The Agency for the Development of School Quality (“Agence pour le développement de la qualité scolaire”) is an entity within SCRIPT.

The main tasks of the Agency are:

- methodological and scientific support (publications, tools for implementing plans for academic success, questionnaires and data) for schools and high schools in the assessment of their school environment;
- support schools and high schools in building educational quality;
- collaboration with various governmental, international and European actors to support the performance of the Luxembourg education system.

SCRIPT has put in place an evaluation and support system for post-primary education, called School Quality Action Protocol (“Protocole d’action qualité scolaire” - PAQS). Educational institutions and schools can use the annual report as basis to develop their individual plan for school development and improvement of the educational quality. Based on own results and comparison with national values, basic indicators to assess and control the learning process can be developed. The indicators can also be used to define goals both at national level and at school level.

For primary education, the MENFP has further introduced the school success plans (“Plan de réussite scolaire” - PRS) as a tool to develop school quality. Each primary schools (“école fondamentale”) establishes a PRS, describing the goals to be reached within four years. This plan is developed in co-operation between the school committee, parents, teachers, professional organisations and the school authorities.

At Luxembourg University a key element is the culture of quality and regular quality control by means of internal and external quality evaluations in the spheres of teaching, research and technical, administrative and logistic services. For instance from 10 May till 6 June 2010, the university has launched an evaluation campaign addressed to students.

### **2.2.7 Continuing training of teachers**

In the context of a constant development of the school education, the Institute of Further Education (“Institut de formation continue”) of SCRIPT coordinates advanced training activities along three axes:

- personal professional development;
- development in teaching;
- organisational development.

Continuing training is responding to individual needs, or to local, regional or national needs and characteristics.

It can be organized in the form of brainstorming and information exchange meetings, conferences, seminars, courses, workshops, etc.

This advanced training is targeted at:

- all teachers and psycho-socio-educational staff (primary education, secondary and technical secondary education, special education);
- members of the school management/inspection team;
- trainers of trainers (tutors in enterprises, trainers);
- members of working groups, national committees and project management teams.

## **2.3 Other forms of training**

The non-government-regulated sector for provision of continuing vocational training consists of private institutions and continuing vocational training centres (offreurs de formation). The various trainings frequently do not lead to qualifications within government-regulated VET (see 2.2.5), but principally to sector qualifications. The target groups of these trainings are first and foremost adults.

### **2.3.1 Professional chambers**

The Chamber of commerce (“Chambre de commerce”), Chamber of trades and skilled crafts (“Chambre des métiers”), Chamber of agriculture (“Chambre d’agriculture) and the Chamber of wages and salaries (“Chambre des salariés”) started to offer training after the Second World War, when they began to meet specific requests from their members.

Throughout the year, they organise courses, work placements, seminars and lectures on more general management topics or more technical subjects. Some of those courses lead to official certificates (see 2.2.5). Each year, the professional chambers update their training offer and publish catalogues. They have contributed to the increase of the training offer with affordable prices.

## **2.3.2 Sectoral organisations**

### Civil service sector

- SCRIPT: see Part 2.2.7
- National Institute of Public Administration (“Institut national d’administration publique” - INAP): INAP is the partner of state agencies and municipalities of Luxembourg in initial vocational training and continuing vocational training. It works closely with the Ministry of Civil Service and Administrative Reform (“Ministère de la Fonction Publique et de la Réforme Administrative”) and the “Ministère de l’Intérieur et de l’Aménagement du Territoire”.

### Health sector

- ‘Centre for Continuing Vocational Training (CFPC) Dr Robert Widong’ was officially formed in November 2002. From 2006, it develops sector training programs for all categories of staff from member institutions of the Association of Hospitals in Luxembourg (“Entente des Hôpitaux Luxembourgeois”). The CFPC Dr Widong builds on the professional and educational skills of the trainers in the hospital sector in Luxembourg and on trainers from other sectors and / or from abroad. It offers training in English language for nursing and the health sector, in Luxembourgish language and in health specific domains.
- “Institut Luxembourgeois pour la Formation Médicale Continue” (ILFMC): The ILFMC is an independent non-governmental organisation of the Luxembourgish Medical Profession and Medical-Dental. The ILFMC is the National Authority for Quality Assurance of Medical Continuing Training in the Grand Duchy of Luxembourg. It offers training in health specific domains such as cardiology.

### Banking sector

- “Institut de Formation Bancaire” (IFBL): This training institute has been set up at Luxembourg's financial centre to train employees in its banking sector and to provide qualifications required for the various jobs offered. IFBL offers training e.g. in retail banking, private banking, risk management, back office and insurance.

## Building sector

- “Institut de Formation Sectorielle du Bâtiment” (IFSB): The Institute's is the competence centre for construction in Luxembourg. The IFSB offers training in building, security and management.

## Temporary work sector

- “Formation Secteur Intérimaire” (FSI): FSI is established to meet the needs of temporary work companies for training of its permanent and temporary workers.

### 2.3.3 Business licence for private training institutions

A person intending to act as manager of continuing vocational education must fulfil the following conditions regarding professional qualifications:

- prove that he or she is legally established in a Member State of the European Union in order to exercise the same activity, in accordance with Article 2 (3) of the Act of 22 June 1999 on continuing vocational training; or
- provide evidence of professional qualification as foreseen in Article 9 of the new law of December 28, 1988 above and Article 18 of the Grand Ducal Regulation of 30 December 1999 in implementation of laws referred to above.

### 2.3.4 Training offers for job seekers

The National Employment Administration (Agence pour le développement de l'emploi ADEM) offers training to job seekers:

- Training of Vocational Rehabilitation: This course is designed for job seekers aged over 30 years and receiving an education or training with an employer.
- Employment Initiation Contract: This contract is reserved for employers who can offer the young job seeker a real prospect of employment upon completion of the contract. It aims at ensuring the young job seeker practical training during working hours, thus facilitating his or her integration into the labour market.
- Employment Support Contract: The objective of this type of contract is to offer young job seekers an introduction and / or training and education to increase their skills and thus facilitate their integration or reinstatement into the labour market. Promoters should not be registered as trading companies, as defined under the amended law of 10 August 1915 on commercial companies.
- Training measures: They should enable a better integration of jobseekers in the labour market. Those measures include adult apprenticeship (2.2.5.2) that is supported by the Employment Fund. Adult apprenticeship allows unemployed registered with ADEM to take courses to prepare for vocational diplomas:

- CCP (CITP or CCM);
  - DAP (CATP).
- Training measures, rehabilitation, insertion and placement of disabled workers: When the disability status of a person is officially recognized, the Commission for Guidance and Vocational Rehabilitation may propose to the Director of the Employment Administration measures of initiation or adaptation periods or rehabilitation work, according to the candidate's age, degree of disability or the nature of their disability, and in light of previous ability of placement, training or retraining.

### Specific measures

Special measures group together trade union and communal initiatives proposed in particular by the associations “Objectif Plein Emploi”, “Forum pour l’Emploi” and “ProActif”, which offer training programmes intended to facilitate the integration of jobseekers into labour market, and more specifically unemployed people who have huge difficulties to find a job.

#### 2.3.5 Quality assurance

A ‘Quality in Continuing Vocational Training’ working group is coordinated by the Henri Tudor Public Research Centre (“Centre de Recherche Public Henri Tudor” – CRPHT). It is dedicated to the quality of Continuing Vocational Education and Training (creation of standards, a quality label, training and certificates for trainers, etc., adapted to the Luxembourg context).

In the field of continuing vocational education and training, a quality label for institutions and individuals can be awarded by the Minister of Education for a three-year period.

#### 2.3.6 Continuing training of trainers

There are no explicit criteria for the training of trainers; generally, continuing training trainers must satisfy the same criteria as teachers in initial education, at least for public-sector continuing training institutions. The law reforming VET creates a new post in the area of life-long learning: the adult trainer. Such persons will receive specific practice-oriented teacher training that takes account of the teaching needs of adults.

### **2.3.7 Link with government-regulated education**

The law reforming vocational training involves a transition from a strongly compartmentalised educational system to a flexible and permeable system.

The MENFP offers possibilities to convert professional experience into certificates via the Accreditation of prior learning (Validation des Acquis de l'Expérience - VAE)" (more details in Chapter 3).

### **2.3.8 Funding**

The different financial supports are described in detail in Chapter 4.

- Training support for companies;
- Training support for individuals.

## CHAPTER 3

### 3. Shaping VET qualifications

#### 3.1 Matching VET provision with the needs of Luxembourgish enterprises

The Ministry of Education and Vocational Training and the Professional Chambers together develop the standards for VET. Thus, there is a direct and concrete link to the actual needs of the labour market, through the development of curricula based on labour market standards and the qualifications needed by Luxembourgish enterprises.

##### Permanent Committee of Labour and Employment

Moreover, the Ministry of Education works with the Ministry of Labour and Employment through the Permanent Committee of Labour and Employment (“Comité permanent du travail et de l’emploi” - CPTÉ). This committee is responsible for regularly reviewing the situation in terms of employment and unemployment in order to increase the labour market penetration rate. For this purpose, the committee studies the labour offers and demands profiles and relevant issues in relation to employment, unemployment and vocational training.

##### Competences observatory

In order to support the improvement of the continuing and initial training offer, the competences observatory of IUIL (Institut Universitaire International Luxembourgeois) works on the identification and anticipation of competences, which could be required in a specific sector. The competences observatory has already launched this kind of analysis in several domains: the trade, law, health, food and catering sectors, the case management, socio-professional integration and green professions.

##### Methods to anticipate labour market needs

Since 1997, the FEDIL Business Federation Luxembourg conducts a bi-annual survey, in the industrial sector and in the sector of information technology and communication, to establish Luxembourgish enterprises’ needs and to seek to balance vocational training supply and demand.

The results, published as "Les qualifications de demain", cover a two-year horizon, forecasting enterprises’ requirements concerning labour supply (replacements and new positions) and qualification levels. The surveys are conducted in collaboration with the Luxembourg Bankers' Association (ABBL), the Luxembourg Confederation of Commerce, the Chamber of Commerce and the Ministry of Education and Vocational Training, with support from the European Union’s Leonardo da Vinci program on vocational training and from EURES.



The objectives of these studies are to provide advice to parents and youth in their educational choices and to encourage public authorities and other actors in vocational training to take account of enterprises' training needs.

The Chamber of trades and skilled crafts, the Chamber of Commerce and the Chamber of wages and salaries but also private training centres are concerned by the results of these surveys and can adapt their continuing vocational training activities to sector needs.

### Training observatory

INFPC has created a Training Observatory which objective is to meet the need of government and social partners, to build detailed statistical knowledge and to produce reliable qualitative analysis relating to training.

The goal is to offer useful insights for public policy and private strategies in the lifelong learning domain.

## 3.2 The system for design of qualifications

### 3.2.1 National Vocational Commissions

The National Vocational Commissions ("Commissions nationales de formation") are in charge of the professional education; they collaborate closely with the National General Education Commissions ("Commissions nationales de l'enseignement général").

The Commissions are made up of:

- a representative of teachers from each high-school where basic professional (CCP) or initial professional (DT and DAP) education is offered;
- a representative of the National General Education Commissions (designated by the Minister);
- a representative of each Professional Chamber concerned by the training;
- for health professions: representatives of the Higher Council of health professions and representatives of employers in the health sector;
- social professions: representatives of the employers of the educative and social institutions.

The National Vocational Commissions' and the National General Education Commissions' missions are to prepare proposals to the Minister of Education concerning education programs, schedules, education methods and evaluation criteria.

### 3.2.2 Curricular teams

A curricular team is associated to a specific profession or group of professions. These curricular teams have as mission:

- to develop and revise the programmes for the training in the trades and professions they are responsible for;
- to ensure consistency between the objectives of training at school and those of training in the workplace;
- to establish, in cooperation with the respective committees, guidelines and procedures for continuous assessment at school and in the workplace. These guidelines and procedures are adopted by the Minister in the form of evaluation frameworks;
- to develop and evaluate the integrated training module.

The curricular teams include equal representation from training centres and from schools. The Minister of Education decides the maximum number of representatives for each curricular team. Each curricular team propose a president and a secretary to the Minister.

## 3.3 Validation of qualifications

### 3.3.1 Diplomas and certifications

The State awards diploma for initial vocational education, higher vocational education and continuing training (see Annex 1): baccalaureate, bachelor, master and doctorate.

The diplomas for post-primary education are:

- Secondary education: Secondary school leaving diploma (“Diplôme de fin d'études secondaires”);
- Technical secondary education: Diploma of Technical Studies for the technical regime; Technician’s Diploma for the technician’s regime; Diploma of professional competences – DAP (previously Certificate of Technical and Vocational Capability - CATP), Certificate of professional competence – CCP (previously Certificate of Manual Skills - CCM and Certificate of Technical and Vocational Introduction - CITP) for the vocational regime

The “brevet de maîtrise” is awarded by the Ministry of Education and Vocational Training (MENFP) in cooperation with the Chamber of trades and skilled crafts.

The MENFP is responsible for the recognition of professional qualifications of the health professions (nursing aide, nurse, nurse specialist, social worker, physiotherapist, etc.) and socio-educational professions (graduate educator, care assistant).

### 3.3.2 Recognition of foreign certificates

- The Service of the Recognition of Certificates of the Ministry of Education and Vocational Training (MENFP) deals with the equivalence of foreign certificates to the Luxembourg certificates.

The MENFP is the competent authority for assessing the equivalence of a certificate from secondary education and technical secondary education (A level) or professional education. A Certificate of educational attainment may be issued for an incomplete academic cycle.

- The recognition of a certificate of higher education is conducted at the Ministry of Higher Education.

The approval of certificates is required for access to certain jobs and regulated professions. In particular, it is required for admission to a teaching profession in the humanities and sciences, to the practice of medicine, dentistry, veterinary medicine or pharmacy, as well for accession to the bar. In the field of medicine, dentistry, veterinary medicine and pharmacy, the approval procedure applies only to holders of certificates awarded by countries outside the European Union.

### 3.4 Quality assurance systems

- The Agency for the Development of School Quality of the SCRIPT supports the building of a quality assurance system for education (see Part 2.2). The National Vocational Commissions (see 3.2.1) and the curricular teams for specific professions or groups of professions (see 3.2.2) also take action on quality as part of their activities.
- In higher education short cycles (BTS), ad hoc evaluation commissions comprise a minimum of two persons who are not part of the teaching staff. This intends to ensure transparency and allow an objective assessment of the applicants' qualification level.
- At university level, an ad hoc evaluation commission is set up for each individual asking for recognition of prior learning. It must comprise university lecturers and professionals from the field of activity concerned. On the whole, the university is free to design and implement its own quality assurance processes.

### 3.5 Feedback loop functions

- The Training Observatory " (Observatoire de la formation) is launching a study, "Transition École-Vie Active" (TEVA). It will analyse the entry to the labour market and the professional trajectory of graduates of the vocational regime and of the technician's regime of the technical secondary education.
- Another analysis of the transition between school and the first job was published in 2010 by Statec, the National Institute of Statistics and Economic Studies of Luxembourg. This publication analysed the results from the Labour Force Survey conducted in 2009, which contained a specific module on the entry of young people into the labour market.

- IUIL (Institut Universitaire International Luxembourgeois) and Luxembourg University have developed a project which aim is to evaluate the employability of university graduates in order to improve or complete the existing curricula. Five curricula have already been analysed: European law master (European Contentious), Master professional in Entrepreneurship and Innovation, Bachelor in educational and social sciences, Bachelor in engineering and the Master in Psychology - Evaluation and Assessment.

### 3.6 Assessment of informal and non-formal learning

#### National Qualification Framework

The development and implementation of the European Qualification Framework EQF is seen as an opportunity to make explicit the existing (implicit) education and training levels and the relationships between them. Increased transparency of qualifications is a key objective underpinning the Luxembourg national framework. The National Qualification Framework (NQF) is not seen as an instrument for reform, but as an important additional 'piece of the puzzle' contributing to the overall modernisation of national education and training.

Following an initiative of the MENFP, a first outline of a comprehensive NQF was presented to the Council of Ministers in early 2009. Work has continued on this basis, resulting in agreement (March/April 2010) on a set of descriptors covering all levels and types of education and training. Following a new presentation to the Council of Ministers, a public consultation was launched by the end of 2010, the results of which were analysed. This process is foreseen to be concluded by the adoption of the Framework and the referencing to the EQF.

#### Accreditation of prior learning (Validation des Acquis de l'Expérience - VAE)

The Law of 19 December 2008 reforming vocational training stipulates that everyone has the right to have their prior learning and occupational experience validated with a view to obtaining professional qualifications.

Regarding higher education, Article 9 of the law establishing the University stipulates that anyone who has been gainfully employed for at least three years, in an employed position or in a self-employed capacity or on a voluntary basis, in activity related to his or her application, may request the validation of his or her experience acquired to justify all or part of the knowledge or skills required to obtain a given diploma or qualifications.

The accreditation of prior learning ("Validation des acquis de l'expérience" - VAE) is a procedure that recognises the value of work experience in the certifying process. Individuals that have at least three years (5,000 hours) of practice in the field of work may apply to the Ministry of Education and Training. The practice must be directly related to the requested certification. If the conditions are met, the candidate may obtain totally or partially a certificate or diploma:

- Technical secondary school leaving diploma:
  - Certificate of professional competence – CCP (previously preliminary technical and vocational certificate - CIP; certificate of manual skills - CCM);
  - Diploma of professional competence (previously certificate of technical and vocational capability-CATP);
  - technician's diploma ("DT");
- Certificate of master craftsmanship ("brevet de maîtrise").
- Higher education
  - "Brevet de Technicien Supérieur" (BTS)
  - University degrees (Bachelor, Master)

## CHAPTER 4

# 4. Promoting participation in vocational education and training

## 4.1 Funding for initial vocational education and training

### 4.1.1 Funding for individuals

#### Higher education

The Luxembourg government grants students who are pursuing higher education funding in the form of a grant and a loan. The total amount of aid and the weighting between the grant and loan amounts depends on the applicant income. Registration fees are taken into account when calculating financial assistance. For each academic year, an application must be filled in.

#### Apprenticeships

To encourage young people to make an apprenticeship, a learning premium is offered in complement to the apprenticeship pay. This is an allocation of 117 Euros per month of apprenticeship, subject to the successful completion of the apprenticeship and passing the final apprenticeship examination.

### 4.1.2 Funding for enterprises

To encourage enterprises to hire apprentices, there is an "aid to promote apprenticeship" for the creation of positions for apprentices. It provides reimbursement of 27% of the apprenticeship's compensation for a DAP (previously CATP) training and 40% for the CCP (CITP and CCM) training, as well as the employer's share of social costs for the apprentice.

## 4.2 Funding for continuing vocational education and training

### 4.2.1 Funding for individuals

#### 4.2.1.1 Special paid leave (conges spéciaux avec prise en charge de la remuneration)

#### Individual training leave (Congé individuel de formation)

The objective of individual training leave is to facilitate access to continuing training. Employees (working in their company for at least 6 months), self-employed workers and individuals exercising one of the liberal professions (affiliated for at least 2 years to the

Luxembourg social security) can benefit from this leave. The maximum duration of the individual training is of 80 days during a professional career. Over a period of two years, the maximum number of days of individual training leave is 20 days. The training must be provided by an institution issuing certificates recognized by the government. The employer can ask to postpone the date of the leave.

During the training leave, the employee receives an allowance paid by the employer, equal to his salary. The employer is reimbursed the compensation and the associated social contribution by the Ministry of Education and Vocational Training.

### Linguistic leave (Congé linguistique)

Special linguistic leave was introduced to allow employees and self-employed of all nationalities to learn Luxembourgish or to perfect their knowledge, in order to facilitate their social integration and their integration in the labour market. The courses should take place during the applicant's normal working hours.

Employees in the private sector (working in their company for at least 6 months) and self-employed (active in Luxembourg for at least 6 months) are eligible for a linguistic leave. The total time of leave available for Luxembourgish language training is 200 hours. The employer can ask to postpone the date of the leave.

During the training leave, the employee receives an allowance paid by the employer, equal to his salary. The employer is reimbursed the compensation and the associated social contribution by the Ministry of Labour and employment.

### Youth leave (Congé jeunesse)

The objective of the Youth leave is to support involvement in activities for the benefit of young people (courses, holiday camps...). Employees (working in Luxembourg), self-employed workers and individuals exercising one of the liberal professions (affiliated for at least 2 years to the Luxembourg social security) can benefit from this leave.

The special paid youth leave is limited to 60 days during a professional career. Over a period of two years, the maximum number of days of youth leave is 20 days. The employer can ask to postpone the date of the leave.

During the training leave, the employee receives an allowance paid by the employer, equal to his salary. The employer is reimbursed the compensation and the associated social contribution by the National Youth Service depending of the Ministry of Family and Integration (Service National de la Jeunesse – SNJ dependant du Ministère de la famille et de l'intégration).

#### **4.2.1.2 Organisation of working time (Organisation du temps de travail)**

The organisation of working time is specified in the Grand Ducal Regulation of 30 March 2006 stipulating a general obligation to reach an Agreement on inter-occupational social dialogue concerning individual access to continuous vocational training signed between the Trade Union Federations OGB-L and LCGB, on the one hand, and the Unions of Enterprises of Luxembourg, on the other. – Organising working hours within the framework of a flexi-time arrangement – and unpaid leave for vocational training purposes.

##### **Unpaid training leave (congé sans solde pour formation)**

Unpaid training leave allows the follow of professional training course while freeing the worker from his professional responsibilities for the duration of the training. The agreement applies to private sector employees who have been employed for at least two years for their employers, regardless of the type of employment contract. The employer can refuse or defer to grant permission, subject to certain conditions. Unpaid leave for vocational training is limited to a maximum of two years per employer. During the period of leave, the employment contract is suspended without being broken.

##### **Flexible work schedule (Aménagement personnel du temps de travail)**

Employees working in a company which uses flexi-time may request an amendment of their working time, in order to more easily facilitate training within the framework of the flexible working time. The employer can refuse to grant permission, subject to certain conditions.

#### **4.2.1.3 Specific financial support**

##### **Higher education**

See 4.1.1.

##### **Tax deductibility (Déductibilité fiscale)**

Every person, taxable on the income he receives from employment, may deduct expenses for professional development from his taxable income.

The costs must have a direct connection with the business activity performed by the employee and allow improving his or her professional knowledge. He/she must bear the cost of the training.

The training expenses must be deducted within the framework of the tax declaration for the tax year during which the expenses were incurred.



## **4.2.2 Funding for enterprises (Aides à la formation en entreprise)**

### **4.2.2.1 Co (Cofinancement de la formation en entreprise)**

A procedure whereby a company can benefit from State co-funding for its annual investment in Continuing Vocational Training (CVT). Financial aid is accessed by submitting a co-funding application to the Ministry of National Education and Vocational Training continue (MENFP).

The companies concerned are private sector companies legally established in Luxembourg and undertaking the majority of their activities there. Within these companies, training should be aimed at staff members who are:

- affiliated with the Luxembourg social security system,
- bound to the company by an employment contract (fixed-term or indeterminate length),
- subcontractors working for the applicant company.

Training may also include the owners of companies dealing with craftworks, trade, industry, agriculture or forestry legally established in Luxembourg as well as jobseekers.

The value of the co-funding is calculated on the basis of the investment in CVT after acceptance of the annual review or final report by the MENFP. The company can choose between two co-funding systems.

- Direct grant: 20 % of taxable expenses (35 % for employees meeting the following criteria: employees who have no diploma recognized by public authorities and who have seniority of less than 10 years or employees aged of more than 45 years at the start of the training plan). This sum is paid into the company bank account.
- Tax credit: 14 % of the sum of the investment (25 % for employees meeting the following criteria: employees who have no diploma recognized by public authorities and who have seniority of less than 10 years or employees aged of more than 45 years at the start of the training plan).

### **4.2.2.2 Subsidies for Luxembourgish courses**

Private sector companies legally established in Luxembourg can recover some of the costs associated with the Luxembourgish learning. The eligible costs include training fees and costs of material. The administrative approach should be made with the Ministry of Labour and employment.

### 4.3 Funding for training of unemployed and other vulnerable groups

The costs of training for unemployed people and other groups excluded from the labour market are supported by the Ministry of Labour and Employment and the Ministry of Education and Vocational training.

The Employment Fund (Ministry of Labour and Employment) finances training schemes run by the National Centre for Continuing Vocational Training and training schemes run by private agencies under contract with the Ministry of Labour and Employment and the Ministry of Education and Vocational Training.

[Financial aid from the National Employment Administration \(ADEM\)](#) (see part 2.3.4. for more details):

- Training of Vocational Rehabilitation;
- Employment Initiation Contract;
- Employment Support Contract;
- Training measures including adult learning;
- Training measures, rehabilitation, insertion and placement of disabled workers.

### Grants and incentives to promote learning

The Minister of Labour and Employment may allocate financial aid to promote learning. It may also award guidance bonuses to young job seekers who fit into the workforce as employees under an employment contract or as trainees under an apprenticeship.

### 4.4 Guidance and counselling

"La maison de l'orientation" was launched in February 2012. This guidance structure centralises, at the same address all administrations and services that help young and older people to move into working life. The objective is to facilitate access to guidance services.

It focuses especially on young people, but anyone can find information and advice there. It includes:

- the Vocational Guidance Service of ADEM;
- the Centre of Psychology and School Orientation ("Centre de psychologie et d'orientation scolaire" - CPOS);
- the Youth National Service ("Service national de la jeunesse" - SNJ);
- the Local Action for Youth ("Association locale de la jeunesse" - ALJ);
- the National Agency for the European Education and Lifelong Training Programme ("Agence nationale pour le programme européen d'éducation et de formation tout au long de la vie" - ANEFORÉ).

The “Centre d’Étude, de Documentation et d’Information sur l’Enseignement Supérieur” (CEDIES) is available to students or other persons who need information about higher education in general.

There are also initiatives to increase young people’s awareness of vocational training:

- "Girls Day / Boys Day": boys and girls discover professions which are unusual for their gender. The aim of this day is thus to contribute of the diversification of their choice of profession;
- "Lux skills": national and local competitions for trades and professions, as well as the “Village des métiers” where a lot of professions are present.

## List of abbreviations

ADEM	National Employment Administration (Agence pour le développement de l'emploi)
ALJ	Local Action for Youth
ANEFORE	National Agency for the European education and lifelong training
BTS	Higher technician certificate
CATP	Certificate of technical and vocational capability
CCM	Manual skills certificate
CCP	Certificate of professional competence
CFPC	Centre for Continuing Vocational Training
CITP	Certificate of technical and vocational introduction
CNFPC	National centre of continuing vocational training
CPOS	Centre of Psychology and School Orientation
CPTE	Permanent Committee of Labour and Employment
CRPHT	Public Research Centre Henri Tudor
CVET	Continuing vocational education and training
CVT	Continuing vocational training
DAP	Degree of professional competence
EST	Technical secondary education
INAP	National Institute of Public Administration
INFPC	National Institute for the Development of Continuous Vocational Training
IVET	Initial vocational education and training
MENFP	Ministry of Education and Vocational Training
MESR	Ministry of Higher Education and Research
SCRIPT	Department for coordinating educational and technological research and innovation
SNJ	Youth National Service
SPOS	Department of Psychology and School Orientation
VET	Vocational education and training

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[www.adem.public.lu](http://www.adem.public.lu), Agence pour le développement de l’emploi

[www.cdm.lu](http://www.cdm.lu), Chambre des métiers

<http://epp.eurostat.ec.europa.eu/>, Eurostat

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[www.fsi.lu](http://www.fsi.lu), Fonds de formation Sectoriel pour l’Intérim

[www.girlsday.lu](http://www.girlsday.lu)

[www.grande-region.lu](http://www.grande-region.lu), Portail statistique de la Grande Région

[www.ifbl.lu](http://www.ifbl.lu), Institut de Formation Bancaire

[www.ifsb.lu](http://www.ifsb.lu), Institut de Formation Sectoriel du Bâtiment

[www.infpc.lu](http://www.infpc.lu), Institut National pour le développement de la Formation Professionnelle Continue

[www.insl.lu](http://www.insl.lu), Institut National des Langues

[www.institutfmc.lu](http://www.institutfmc.lu), Institut Luxembourgeois pour la Formation Médicale Continue

[www.lifelong-learning.lu](http://www.lifelong-learning.lu),

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[www.script.lu](http://www.script.lu), Service de la Coordination, de la Recherche et de l'Innovation Pédagogiques et Technologiques

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[www.widong.lu](http://www.widong.lu), Centre pour le Formation Professionnelle Continue Dr Robert Widong

## Annexes

### Annex 1: Diplomas and certificates (see Figure 2 p.16)

#### General secondary education

##### **Secondary school leaving diploma:**

- Modern languages
- Mathematics and computer science
- Natural sciences and mathematics
- Economics and mathematics
- Visual arts
- Musical sciences
- Humanities and social sciences

#### Technical secondary education

##### **Technical secondary school leaving diploma:**

- Administrative and commercial division:
  - o Management
  - o Communication and organisation
- General technique division
  - o General technique
  - o Computer science
- Division of Health professions and social professions
  - o Training of the educator
  - o Medical-laboratory technical assistant
  - o Medical-Radiology technical assistant

##### **Technician's diplomas:**

- Administrative and commercial division:
  - o Administrative and commercial
- Agricultural division
  - o Agricultural
  - o Natural environment
  - o Horticultural
- Artistic division
  - o Audiovisual
  - o Arts
  - o Graphics



- 3D drawing
- Chemical division
  - Chemistry
- Electrical engineering division
  - Communication
  - Energy
- Civil engineering division
  - Building
  - Civil construction
  - Civil engineering
- Hotel and tourism division
  - Hotel management
  - Tourism
- Computer science division
  - Computer science
- Mechanics division
  - Automobile's mechanics
  - General mechanics

### **Vocational diploma**

#### **DAP - Degree of professional competence**

- Administrative and commercial agent
- Travel agent
- Farmer
- Nurse's aid
- Pharmaceutical assistant
- Jeweller
- Cobbler
- Butcher
- Baker
- Brewer
- Tile setter
- Coachbuilder
- Carpenter
- Hairdresser
- Sales consultant
- Dress designer

- Roofer
- Cook
- Electrician
- Electronics engineer
- Aesthetician
- Florist
- Furrier
- Chimney sweep
- Qualified logistics manager
- Watchmaker
- Hotel manager
- Qualified computer scientist
- Bricklayer
- Market gardener
- Marble mason
- Farrier
- Mechanic
- Joiner-Woodman
- Miller
- Optician
- Photographer
- Restaurant owner
- Locksmith
- Waiter
- Upholsterer
- Caterer
- Wine-grower
- Glazier

**CCP – Certificate of professional competence**

- Florist assistant
- Cobbler
- Butcher
- Baker
- Tile setter
- Hairdresser
- Roofer

- Cook
- Electrician
- Furrier
- Chimney sweep
- Bricklayer
- Marble mason
- Mechanic
- Miller
- Hatter
- Pastry cook - Chocolate maker – Confectioner – Ice-cream maker
- Waiter
- Wine grower
- Glazier

## Annex 2: Translation of French terms

Brevet de technicien supérieur	Higher technician certificate
Certificat de capacité professionnelle	Certificate of professional competence
Diplôme d'aptitude professionnelle	Degree of professional competence
Diplôme de fin d'études secondaires	Secondary school leaving diploma
Diplôme de fin d'études secondaires techniques	Technical secondary school leaving diploma
Diplôme de technicien	Technician's diploma
Éducation précoce	Early education
Enseignement post primaire	Post-primary education
Études supérieures et universitaires	Higher education and university
Études techniques supérieures	Higher technical studies
Formation professionnelle de base	Basic vocational training
Formation professionnelle initiale	Initial vocational training
Régime de la formation de technicien	Technician's regime
Régime préparatoire	Preparatory regime
Régime professionnel	Professional regime
Régime technique	Technical regime
Secondaire général	Secondary education
Secondaire technique	Technical secondary education

### Annex 3: Legal provisions

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