

PANORAMA

Vocational education and training in Luxembourg

Short description

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and training in Luxembourg
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Jos Noesen

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A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu.int>).

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‘Lifelong education and training are a key pillar of any education policy. If they are to be a reality the present system has to be made more flexible to provide broader individual access for adults who want to take part.’

Extract from the Luxembourg Government Programme, 2004-09

Foreword

This publication on vocational education and training (VET) in Luxembourg is part of a series of short descriptions of VET in various countries. It has been prepared to coincide with Luxembourg's Presidency of the Council of the European Union. At the same time it is part of Cedefop's ongoing work on VET systems in all the EU Member States. Descriptions of each of the national systems, published chiefly in printed form, are gradually being replaced by an electronic information system ⁽¹⁾.

eKnowVet, Cedefop's new database, in practice offers online information on initial and continuing education and training in the partner countries. Its standard data inputting structure makes it possible to search for detailed or summary information (thematic overviews) organised into 11 thematic fields, at a national or international level. This database is regularly updated by Cedefop's European Network of Reference and Expertise (ReferNet).

Cedefop's general policy is for the ReferNet member from the country in question to prepare the short description of the system. This has not been possible for Luxembourg. However, Mr Gilles Estgen, representing the Luxembourg government on Cedefop's Governing Board, asked Mr Jos Noesen to take on this task. This text has therefore been prepared by Mr Noesen in close cooperation with Ms Sylvie Bousquet of Cedefop. I should like to thank both colleagues for successfully undertaking this work in particularly difficult circumstances. They have drawn on the more detailed description of the VET system in Luxembourg published by Cedefop in 1999 ⁽²⁾. Deadline pressures meant that there could be only brief consultation with the Luxembourg representatives of the social partners on Cedefop's Governing Board, Mr Ted Mathgen of the *chambre des métiers* and Mr Nico Hoffman of the LCGB (Luxembourg Confederation of Christian Trade Unions).

As this publication is a 'short description' it does not claim to cover all aspects of Luxembourg's VET system. We decided to give priority to policy and development issues rather than to more descriptive information on the system's operation. More detailed information on Luxembourg's education and training system can be obtained from Eurybase, the website of Eurydice ⁽³⁾.

Johan van Rens
Director
Cedefop

December 2004

⁽¹⁾ <http://www2.trainingvillage.gr/etv/vetsystems/report.asp>

⁽²⁾ http://www2.trainingvillage.gr/etv/vetsystems/report/lux_fr.asp

⁽³⁾ http://www.eurydice.org/Eurybase/frameset_eurybase.html

Preface

This publication on vocational education and training in Luxembourg was prepared during the last three months of 2004 and looks at all the changes that have taken place in recent years. A particular effort has been made to describe recent developments and to provide up-to-date figures, drawing in particular on the documentation prepared by the various partners working in education and training and in the world of work and the economy.

Although Luxembourg has made some changes to its education and training system over the last 10 years, it is only really in very recent years, in response to a changing environment and developments at European level, that basic reforms have been set in motion. The draft law on the reform of vocational education and training, which lays the foundations for a coherent system of lifelong education and training, will make young people and adults the chief protagonists of their competences; this should prepare them to face the hazards of a constantly changing working world.

The national system of vocational education and training in Luxembourg continues, however, to have its particular features. As can be seen throughout this document, there is a very strong link between education and training; this is reflected by a single political and administrative structure for both strands: the Ministry of Education and Vocational Training. Another distinctive feature of the system lies in Luxembourg's small size and its strong tradition of openness towards the outside world. Very high levels of immigration are a particular feature of Luxembourg's population as well as a labour market which recruits from the *Grande Région*. Luxembourgers are also trilingual: from primary school onwards they learn Luxembourgish, German and French. This multilingualism is to be found throughout the education and training system and is one of the key aspects of the challenges facing the current education and training system and influencing thinking about the modernisation of the vocational training system. The aim is, and continues to be, to promote the integration of Luxembourg's very substantial foreign population.

Over and above this particular situation in Luxembourg, the most distinctive feature of its vocational training is the provision in schools of a system of vocational education comparable to the German *duales System*. General education and technical and vocational theoretical education are provided in schools, while, for most occupations, practical instruction takes place in enterprises. While this arrangement applies particularly to apprenticeship, the concept of alternance is part and parcel of many training schemes.

Although Luxembourg's vocational education and training system is very specific, current developments within the knowledge society will mean that the changes mentioned above will obviously have to take account of all the parameters in order to create an area of learner-centred lifelong education and training.

Aly Schroeder
Director of Vocational Training
Ministry of Education and Vocational Training

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1. General political context

1.1. Political and administrative structures

Luxembourg is a representative democracy taking the form of a constitutional monarchy. 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. He enacts laws, maintains law and order and administers public property. He is assisted in his tasks by the members of the government, who countersign decisions and take political responsibility for them.

As Luxembourg does not have provinces or *départements* because of its size, the only application of the principle of geographical decentralisation is the commune (118 at present). The communes are autonomous authorities with legal personality.

However, to prevent the autonomy of the communes from prejudicing national interests, the Constitution gives the legislator the right of ongoing scrutiny, either through special bodies such as the District Commissioners, or through a system of authorisations and approvals known as local government supervision.

The District Commissioner represents the State in the administrative division of the district. Luxembourg's three districts are themselves divided into 12 cantons, reflecting the decentralisation of the administration.

1.1.1. Luxembourg, a multilingual country

Luxembourg is by statute a multilingual country. The Law of 24 February 1984 states that the national language is Luxembourgish (a Moselle-Franconian dialect which is the vernacular of the people of Luxembourg). In addition to Luxembourgish, French and German are also official languages and are used for communication with non-Luxembourgers and as written languages for legislative and administrative matters.

Because of its geographical situation, Luxembourg has always been a multilingual country. In recent times, this has been accentuated by the high proportion of foreign residents.

As a result, the teaching of foreign languages, even in vocational training, is an important factor throughout the school curriculum.

Luxembourg's districts and cantons



1.2. Population

The Grand Duchy of Luxembourg has an area of 2 586 km²; on 1 January 2004, its total population was 451 600 (estimate).

On the same date, the resident foreign population was 174 200, according to estimates by Statec (Central Statistical and Economic Research Service). Most foreigners resident in Luxembourg are nationals of the EU Member States, chiefly Portuguese and Italians.

Table 1: *Luxembourg's population structure, 1981 - 2004 (in 1 000)*

	1981	1991	2001	2004 (estimate)
Total population	364.6	384.4	439.5	451.6
Luxembourgers	268.8	271.4	277.2	277.4
Foreigners	95.8	113.0	162.3	174.2
(Foreigners as %	26.3	29.4	36.9	38.6)
Portuguese	29.3	39.1	58.7	63.8
Italian	22.3	19.5	19.0	18.9
French	11.9	13.0	20.0	21.9
Belgian	7.9	10.1	14.8	16.0
German	8.9	8.8	10.1	10.3
British	2.0	3.2	4.3	4.6
Dutch	2.9	3.5	3.7	3.6
Other EU nationals	10.6	6.6	9.2	9.6
Other		9.2	22.5	25.5

Source: *Le Luxembourg en chiffres 2004*, Statec.

Luxembourg's total population has grown steadily since the end of the Second World War. Over the last 30 years, the population has increased by around 100 000. This demographic growth (30 %) is exceptional in comparison with other European countries.

The increase is due to Luxembourg's policy of calling on immigrant workers to make up for its declining population: this influx of foreigners is the real cause of demographic growth in Luxembourg.

The large and steadily rising proportion of foreigners nevertheless creates problems as regards the schooling of immigrant children.

1.3. The economy, employment and unemployment

In its *Note de conjoncture* (Economic Report) of October 2004 ⁽⁴⁾, Statec records an upturn in the Luxembourg economy. It predicts growth of 4.5 % in 2005. This growth is due, according to Statec, to a boom in industry and advances in the financial sector.

Table 2: *Some indicators of the Luxembourg economy*

Growth rate as % (or as specified)	1985-2003	2003	2004*	2005*
GDP at current prices (EUR millions)		23 956	25 641	27 432
GDP in volume	5.6	2.9	4.2	4.2
Exports of goods and services	7.7	2.9	6.1	5.3
Imports of goods and services	7.2	-3.2	5.7	5.5
Total domestic employment **	3.4	1.8	2.4	2.5
Average wage cost ***	4.0	2.1	3.3	3.1
Unemployment rate (registered unemployment, as % of the active population)		3.7	4.2	4.2

* Forecasts (October 2004).

** Total domestic employment: total of employed and self-employed.

*** The average wage cost is calculated annually by the *Inspection générale de la sécurité sociale* (General Social Security Inspectorate) from gross wages, including the employer's share of social security contributions.

Source: *Note de conjoncture. La situation économique au Luxembourg. Évolution récente et perspectives 2-2004*, Statec.

Table 3: *Trend in the share of GDP accounted for by agriculture, industry and services (%)*

	1985	1995	2003
Agriculture	2	1	0.5
Industry	26.3	19.8	15.2
Services	53.6	61.1	67.5

Source: Ministry of Education and Vocational Training from Statec data.

As can be seen, agriculture (2 % in 1985; 0.5 % in 2003) and industry have continued to decline, while the various branches of the services sector have continued to grow.

Although employment in Luxembourg has been beset by short-term and structural crises, it has for many years enjoyed almost uninterrupted growth of around 2 %; this growth continues to be higher than in other European countries.

⁽⁴⁾ See http://www.statec.lu/html_fr/statistiques/note_de_conjoncture/index.html

The continuing growth of employment has not been enough, however, to stem a parallel rise in unemployment which has even been more than proportional (Table 6).

This atypical development has to be linked to the actual structure of employment in Luxembourg. The most striking feature is undoubtedly the very close link between the Luxembourg labour market and the regional and cross-border markets. The labour market is increasingly becoming a regional market in which national employment policy measures are less effective. The distribution of newly created jobs (from April 2003 to April 2004) between residents and frontier workers (see Annex 2 for definition) is 70/30 in favour of frontier workers. The growth of employment among frontier workers regularly and significantly exceeds the growth in residents' employment (see Table 4). Frontier workers' qualifications, high unemployment levels in border regions (up to 20 % in some Walloon regions) and the attraction of Luxembourg wages are often cited as reasons for this development, which helps to meet the additional labour demand and prevent excessive tensions in the labour market (see Table 5).

Table 4: Trend in employment from 1980 to the first half of 2004

	Employees Total (absolute value)	Employees - residents(%)	Employees - frontier workers (<i>Grande Région*</i>) (%)
1980	137 000	90.22	9.78
1990	170 400	80.22	19.78
2000	244 949	64.30	35.70
2001	259 654	62.51	37.49
2002	268 764	61.69	38.31
2003	272 796	61.28	38.72
2004	279 043	60.51	39.49

* See Annex 2 for definition.

Source: *Indicateurs rapides – Série L, Emploi et chômage 10/2004*, Statec.

Table 5: Trend in the employment of frontier workers by country of origin, 1980 - 2004

	Total frontier workers	Germany	Belgium	France
1980	13 400	1 500	5 700	4 700
1990	33 700	6 400	12 300	16 600
2000	87 363	16 528	24 311	46 525
2001	97 342	18 754	26 703	51 886
2002	102 952	20 219	28 287	54 445
2003	105 639	21 163	28 978	55 499
2004	110 200	23 129	29 969	57 102

Source: *Indicateurs rapides – Série L, Emploi et chômage 10/2004*, Statec.

Table 6: *Trend in the unemployment rate, 1998 - 2003 (%)*

Year	Men	Women	Total unemployment	Proportion of young people (aged 15-25) in total unemployment
1998	53.0 %	47.0 %	3.1 %	21.1 %
1999	52.8 %	47.1 %	2.9 %	19.4 %
2000	53.0 %	47.0 %	2.6 %	18.2 %
2001	53.0 %	47.0 %	2.6 %	18.3 %
2002	54.3 %	45.7 %	3.0 %	20.0 %
2003	54.4 %	45.6 %	3.7 %	19.9 %

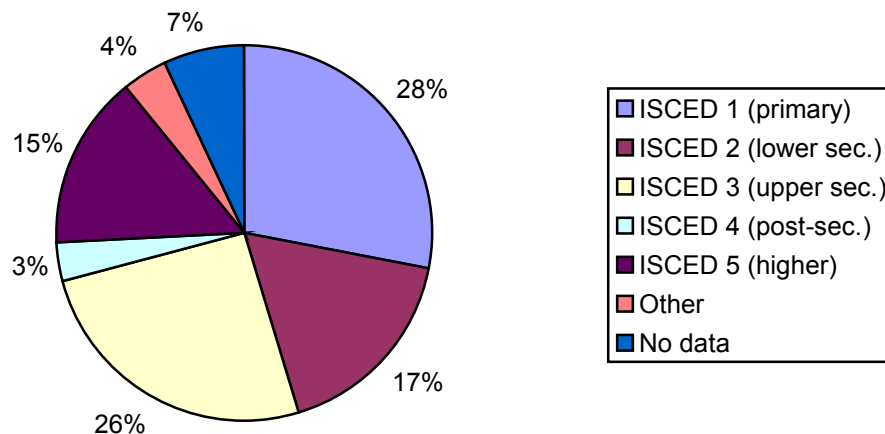
Source: Ministry of Education and Vocational Training from Statec 2004 data and the ADEM *Bulletin de l'emploi 1998-2003*.

The table shows that unemployment in Luxembourg remained at a low and stable level until 2001 and started to rise in 2002, reaching 4.3 % in October 2004.

In proportional terms, unemployment among young people remained fairly stable over the years in question. Its lowest levels are regularly recorded between February and June.

1.4. Level of education of the population

Figure 1: Breakdown of the population aged over 15 by level of education achieved (excluding schoolchildren and students) (ISCED level*, %)



* ISCED: International Standard Classification of Education

Source: General census of the population on 15 February 2001, Statec.

The figure shows that Luxembourg's resident population has a fairly low level of education: over one quarter of the population left school after primary education. Only 15 % have attended higher education. The 3 % in level 4 are people who have obtained a master craftsman's diploma. The categories 'other' and 'no data' are explained by answers that could not be translated into the standard education levels or by the failure of the persons interviewed in the population census to answer the question.

Another factor that needs to be mentioned is that the population's level takes account of both the population from the Luxembourg system and immigrants. For a more detailed explanation of this phenomenon, reference should be made to the site: http://www.statec.lu/html_fr/RP_2001/atlas.html.

2. Recent policy developments

Over the last 10 years, a vast overhaul of the whole of the Luxembourg education and training system has been underway to provide the resources needed to cope with the challenges of an environment in which the pace of change is becoming ever faster.

Establishing the administrative structures needed for modern school management has laid the foundations for an overhaul of the system's missions and provided those working in the field with a degree of autonomy.

Various draft laws have been tabled, leading in particular to the Law of 25 June 2004 organising secondary (*lycées*) and technical secondary schools (*lycées techniques*). Under this law, post-primary educational establishments are to be provided with the resources that they need to work as partnership-based school communities and will be able to take teaching initiatives to improve the quality of education.

The various provisions of this law establish the legal bases for:

- school contracts between students, parents and schools;
- participatory and representative structures for partners, in particular teachers' committees, parents' committees and students' committees;
- the teaching autonomy of secondary schools enabling them, within certain limits, to adapt their teaching to provide tailored answers to particular problems.

At the same time, the fight against failure at school has been a priority of policy in this area. As the Government Programme for 2004-09 states: 'overall success depends on individual success'. The measures taken in all areas have been underpinned by the same philosophy: to provide opportunities for success and to avoid the human wastage of unnecessary failures, while maintaining requirement levels and making all the partners more responsible. Practical illustrations of this approach include the introduction of classes taught in a particular language in technical secondary education (extending the provision of courses in French) and the introduction of a framework for second chance education. Second chance education provides further opportunities at various levels for students at risk of exclusion: foundation classes, classes for young adults, integration training for unemployed young people.

Under the basic draft law on schools, tabled in the Chamber of Deputies in October 2003, compulsory education is to be extended by one year (to 12 years); it will also be compulsory for young people not enrolled at school or in apprenticeship, and who do not have a job, to enrol for socio-occupational integration training (see Annex 2 for definition).

A report ⁽⁵⁾ drawn up in February 2003 at the request of the Ministry looks at the prospects for making the transition to working life and the problems that this raises, the issues surrounding qualification and training, and other factors assuring integration into working life; this report also provides a full picture of all integration schemes in Luxembourg.

As regards vocational training proper, the previous and current governments set out a reform of the apprenticeship system in their respective government manifestoes. At present, apprenticeship is governed by two laws, one dating from 1945 and the other from 1990 (see Section 3.2.3 for further details). The Law of 4 September 1990 was partially amended by the Law of 12 February 1999 on the implementation of the 1998 national action plan on employment. In addition to other points relating to vocational training, the law stresses that the prime objective of technical secondary education is to prepare people for working life, and focuses on apprenticeship training and access to education in the technician training and technical systems for people aged over 18.

While various initiatives moving in this direction have been taken in Luxembourg in recent years (see above), the Grand Duchy still does not have a coherent concept of education and training enabling people to learn throughout their lives. These considerations have led to a draft law, currently being prepared, which should enable Luxembourg to modernise its vocational training system. New methods are being introduced to pave the way for a coherent lifelong education and training strategy, the two most significant of which are modularisation and validation of experience.

The Government Programme of 4 August 2004 can be cited by way of conclusion:

‘Lifelong education and training are an essential pillar of any education policy. If they are to be a reality, the current system has to be made more flexible to provide broader access for adults who want to take part. Experience that can be validated is to be taken into account when people apply for training courses. (...) The government will extend the provision of lifelong education and will ensure that the schemes on offer are timetabled in a way which is compatible with working life.

A second chance will be offered to young people who have left the system prematurely for whatever reason: secondary schools will be encouraged to run classes for young adults that are open to all, where admission will be based on a dossier taking account of prior school and work experience’.

⁽⁵⁾ *État des lieux des pratiques pédagogiques d’insertion au Luxembourg*, February 2003. This report can be downloaded from the Ministry of Education and Vocational Training, Vocational Training Department website: www.men.lu/edu/fre/formation/professionnelle/

3. Institutional framework

3.1. Administrative framework

The Luxembourg administration is centralised: most matters are decided nationally. The Ministry of Culture, Higher Education and Research (*Ministère de la culture, de l'enseignement supérieur et de la recherche*) is responsible for higher education, while the Ministry of Education and Vocational Training (*Ministère de l'éducation nationale et de la formation professionnelle*) is responsible for all other types of education, including vocational training, although the Chambers of Labour and Trade (*chambres professionnelles*) have some powers.

3.1.1. Nationally

In line with this centralised structure, the Ministry of Education and Vocational Training (*Ministère de l'éducation nationale et de la formation professionnelle* - MENFP) is responsible for both policy and administration in all areas of education and vocational training.

In policy terms, it is responsible for legislation and general policy on education and lifelong learning. This includes nursery, preschool, primary, secondary and technical secondary education, including apprenticeship, and adult education and vocational training, even including continuing training. The Ministry is also responsible for two particular fields, special education and education and training in State prisons and reform centres. It is also responsible for all aspects of socio-occupational integration training, vocational redeployment training and training measures to counter unemployment.

In terms of administration, it is responsible for planning the construction and fitting out of schools, and for planning and supervising school management. Relations with the natural partners of the education system (parents, students, etc.) are a further task. The Ministry is involved in regional, European and international developments in its field, and recognises non-university qualifications, a task which is very important in view of Luxembourg's particular situation as regards its foreign and frontier worker population.

3.1.2. Locally

Preschool and primary education are the only exception to the centralised system described above. Here, the Ministry works with the communes.

Although the Ministry is responsible for content and curricula, communes are responsible for school inspections, school organisation, administrative operation, school management and for supervising pupils outside school hours.

Other measures, especially those related to staffing needs and the appointment of teachers, require the Ministry and communes to work with one another. Two thirds of teachers' pay in preschool and primary education comes from the State and one third from communes.

3.2. Legislation

The legislation on vocational education and training currently in force is summarised below.

Law of 5 January 1929 and Grand Ducal Decree Law of 8 October 1945 amending the Law of 5 January 1929 on apprenticeship

The legal basis for initial vocational training was first laid by the Law of 5 January 1929 as amended by the Grand Ducal Decree Law of 8 October 1945.

This decree law continues to be the basic legislation governing apprenticeship. It sets out the prerogatives of the Chambers of Labour and Trade (*chambres professionnelles*) as regards apprenticeship and covers apprenticeship contracts, the supervision of apprenticeship and the final apprenticeship examination.

Grand Ducal Regulation of 18 April 1988 laying down 1) the trades and occupations in which apprenticeship may be organised to obtain a manual proficiency certificate (*certificat de capacité manuelle* - CCM), 2) the organisation of classes leading to this certificate.

This regulation lays down detailed rules for a type of practical vocational training leading to a certificate similar to the technical and vocational proficiency certificate (*certificat d'aptitude technique et professionnelle* - CATP). Under the regulation, apprentices unable to achieve the objectives of CATP training within the time allowed may be awarded the CCM and may subsequently obtain a CATP if they attend the theoretical classes.

Law of 4 September 1990 reforming secondary technical education and continuing vocational training

The Law of 4 September 1990 (see Section 5.1) reforming technical secondary education and continuing vocational training introduced the technician training system as the third pillar of the system, alongside the vocational and technical systems, and extended access to higher education. The reform of technical secondary education, in particular the introduction of the preparatory system, has been implemented gradually since the enactment of this law. The Ministry of Education and Vocational Training is introducing new types of training and is restructuring and rationalising the curricula of the various divisions, sections and options of technical secondary education.

This law also organises two-tier apprenticeship for students with difficulties at school. The first tier, normally lasting two years, leads to a basic vocational qualification taking the form of a preliminary technical and vocational certificate (*certificat d'initiation technique et professionnelle - CITP*) (see Chapter 4).

Law of 19 July 1991 creating an Adult Education Service (*Service de la formation des adultes*) and creating a legal status for the Luxembourg Languages Centre (*Centre de langues Luxembourg*)

This law makes it possible for adults to attend evening classes to obtain the qualifications and certificates awarded by daytime education and training.

Grand Ducal Regulation of 29 July 1993 organising continuing vocational training preparing for the CATP

Under this regulation, unskilled employees can attend theoretical evening classes in their specialism in order to sit the final apprenticeship examination (see Section 5.2).

Law of 3 June 1994 creating the preparatory course for technical secondary education

Up to its reform, complementary education (*enseignement complémentaire*), formerly the lowest level of the three systems making up post-primary education in Luxembourg, had become a dead-end offering few opportunities for students taking this option. Only students successfully making the transfer to a technical secondary school had any real prospect of continuing their education and obtaining a CITP or CCM (see Annex 2 for definitions). It therefore seemed logical to integrate complementary education into the technical secondary system in the form of a preparatory course (*enseignement préparatoire*).

Law of 11 January 1995 reorganising public colleges for nurses

Education for the healthcare professions was transferred from the Ministry of Health to the Ministry of Education and Vocational Training. The new training was integrated into the technical system of technical secondary education.

Law of 11 July 1996 organising training leading to the master craftsman's diploma (*brevet de maîtrise*) and laying down conditions for obtaining the title and the *brevet*

This law has regulated the master craftsmanship system since the 1997/1998 examination session. Like the 1935 law which it replaces, it restricts vocational training leading to the master craftsman's diploma solely to the craft trades sector. The diploma confers the right to set up on one's own in a main craft area and the right to train apprentices (see Section 5.2).

Law of 12 February 1999 on the implementation of the 1998 national action plan on employment

This law partially amended the Law of 4 September 1990. It stresses that the prime objective of technical secondary education is to prepare people for working life and focuses on adult apprenticeship and access to education in the technician training and technical systems for adults aged over 18.

Amended Law of 22 June 1999 intended 1) to support and develop continuing vocational training, 2) to amend the amended Law of 28 December 1988 regulating entry into the professions of craftsman, trader, industrial and some liberal professions

The purpose of this law is to support and develop continuing vocational training (see Section 5.3).

Grand Ducal Regulation of 17 June 2000 organising adult apprenticeship

Following on from the Law of 12 February 1999 which laid the foundations for adult apprenticeship, this regulation sets out the practicalities and teaching methods to be used in the system. It also mentions the validation of prior experience for the first time.

3.3. Role of the social partners

The Chambers of Labour and Trade (*chambres professionnelles*) were created by the Law of 4 April 1924. They have the status of public establishments, are legal persons governed by civil law, enjoy financial autonomy and are supervised by the competent minister.

Luxembourg has six such chambers: three representing employers (Chamber of commerce (*chambre de commerce*), Chamber of trades (*chambre des métiers*) and Chamber of agriculture (*chambre d'agriculture*)) and three representing employees (Chamber of private-sector employees (*chambre des employés privés*), Chamber of labour (*chambre de travail*) and Chamber of civil servants and public employees (*chambre des fonctionnaires et employés publics*)).

They act as independent think-tanks and are officially consulted since they are directly involved in Luxembourg's legislative procedure. Their opinion is therefore systematically requested on law and regulations on economic, financial and social policy: labour law, social security, taxation, the environment, initial and continuing vocational training, education, etc.

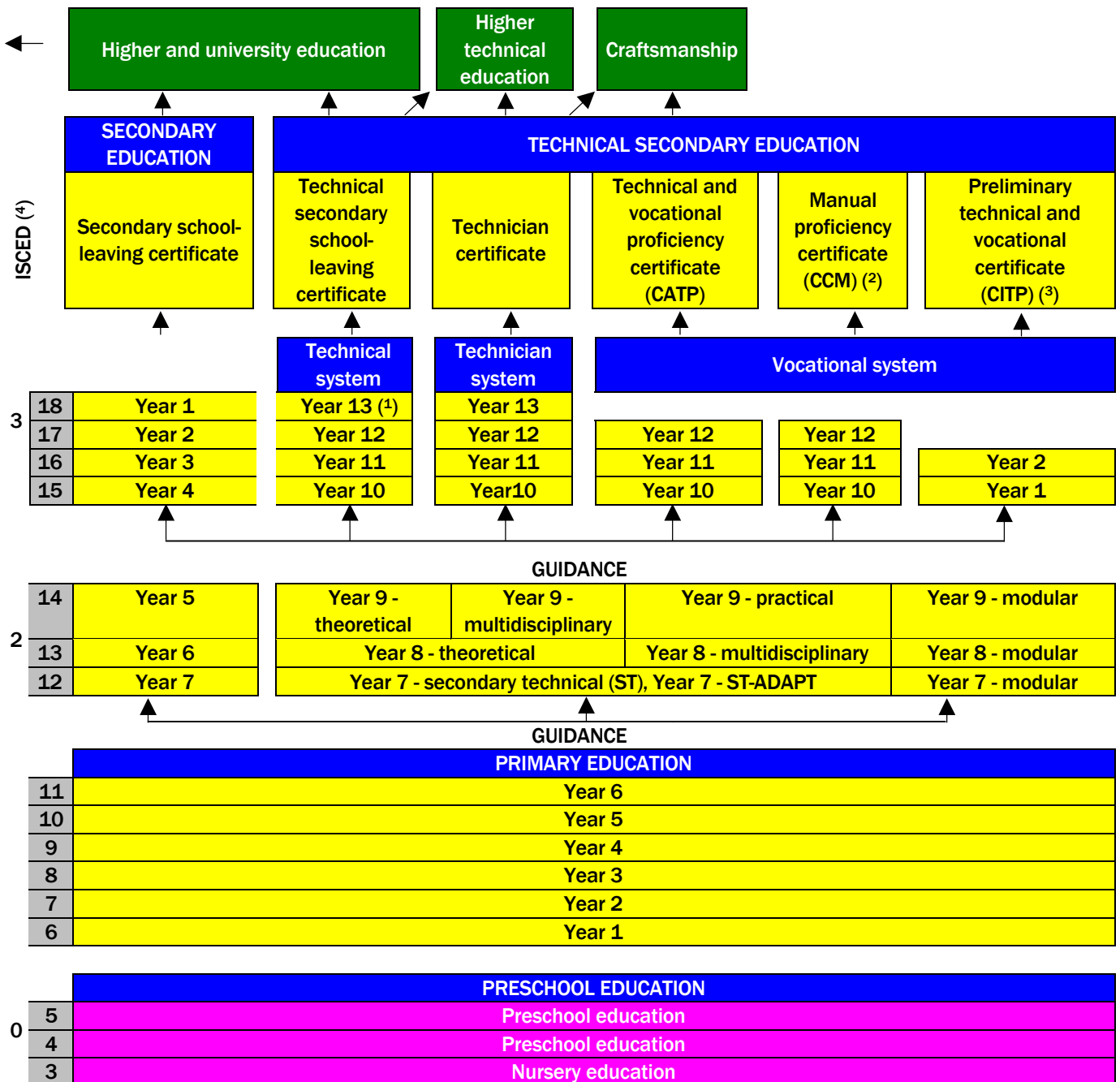
They are represented both nationally (Economic and Social Council, Tripartite Advisory Committee on Vocational Training, etc.) and at European level (Cedefop's Supervisory Board, Advisory Committee on Vocational Training, etc.)

In contrast to employers' associations and trade unions, whose purpose is more to put forward claims and to bargain, and membership of which is voluntary, membership of the Chambers is compulsory (with an annual subscription) for any person carrying on an occupation covered by one of the Chambers.

The Chambers of Labour and Trade are also involved in initial education, especially those educational options preparing for an occupation. They have even more substantial powers over apprenticeship. Article 20 of the Law of 5 January 1929 on apprenticeship provides: 'The implementation of this law shall be supervised by the respective Chambers of Labour and Trade responsible for the undertakings to be supervised'. The Grand Ducal Order of 8 October 1945 amending the Law of 5 January 1929 on apprenticeship gives the Chambers of Labour and Trade more powers over both the establishment and the supervision or termination of apprenticeship contracts.

They are also allowed by law to organise continuing training courses (see Chapter 5).

The Luxembourg education and training system in 2004



Theoretical age

(¹) + Year 14 for the healthcare and social work sections.

(²) Following the CCM, a CATP may be obtained by attending the corresponding theoretical classes within continuing vocational training.

NB: For further details and explanations of abbreviations, see Annexes 1 and 2.

(³) In principle the CITP includes two years of education with a possible two-year extension. Persons holding a CITP may subsequently prepare for the CATP either in continuing vocational training or in initial education.

(⁴) ISCED = International Standard Classification of Education.

Source: Ministry of Education and Vocational Training.

4. Initial education and training

4.1. Overview

The Education Law of 10 August 1912 introduced compulsory education of 11 years, including two years of preschool, six years of primary and three years of post-primary education. State education is free of charge in Luxembourg. The costs of education are met from the State budget. Most schools in Luxembourg are in the public sector. The few private schools that there are have to teach the same subjects as schools in the public sector.

(See diagram of the Luxembourg education system.) Nursery education is for children aged three and over. Its purpose is to socialise children and to ensure that immigrant children are better integrated. Nursery education was introduced from the beginning of the 2000/2001 academic year in all communes, but continues to be optional.

Preschool education ('kindergarten') is compulsory for children aged four and over on 1 September (Grand Ducal Regulation of 2 September 1992).

Primary education is included in Article 23 of the Luxembourg Constitution. It includes the first six years of primary education and special classes.

Before continuing, more needs to be said about the particular language situation described in Chapter 1. Although the objectives and the teaching curriculum of primary education in Luxembourg do not really differ from those of other Member States, the teaching methods and procedures used are very specific because of Luxembourg's particular language situation (three official languages all on an equal footing).

At primary school, education starts in Luxembourgish and pupils start to learn to read German at the same time; German then becomes the language in which almost all subjects are taught. French starts to be taught towards the end of the second year of education. French is then gradually integrated as a teaching language. Luxembourgish continues to be used in parallel with German and French. This principle continues throughout education, with different weights being given to the various languages depending on the type of education.

Students have various options in post-primary education: general secondary education where teaching is more 'classical' and prepares students for university, and technical secondary education which includes various strands, in particular technical education, technician education and vocational education. Post-primary education lasts six to seven years depending on the option chosen.

Post-secondary university education is offered by the University of Luxembourg set up by the Law of 12 August 2003. This is a public institution of higher education and research which enjoys teaching, scientific, administrative and financial autonomy. The University is the

successor to various higher education institutions (*Centre universitaire de Luxembourg, Institut supérieur de technologie, Institut supérieur d'études et de recherches pédagogiques, Institut d'études éducatives et sociales*) which it has replaced.

It 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.

Table 7: Breakdown of pupils in the education and training system by type of education (2002/2003)

Type of education	Number of students				
	Public education	Grant-maintained private education	Total public and grant-maintained private	Non-grant-maintained private and international	Total
Nursery education	3 093	0	3 093	122	3 215
Preschool education	10 896	0	10 896	680	11 576
Primary education	31 497	254	31 751	2 077	33 828
Special classes	253	0	253	0	253
Secondary education	9 408	555	9 963	2 674	12 637
Technical secondary education	23 589	3 123	26 712	0	26 712
Special education	694	0	694	0	694
Total	79 430	3 932	83 362	5 553	88 915

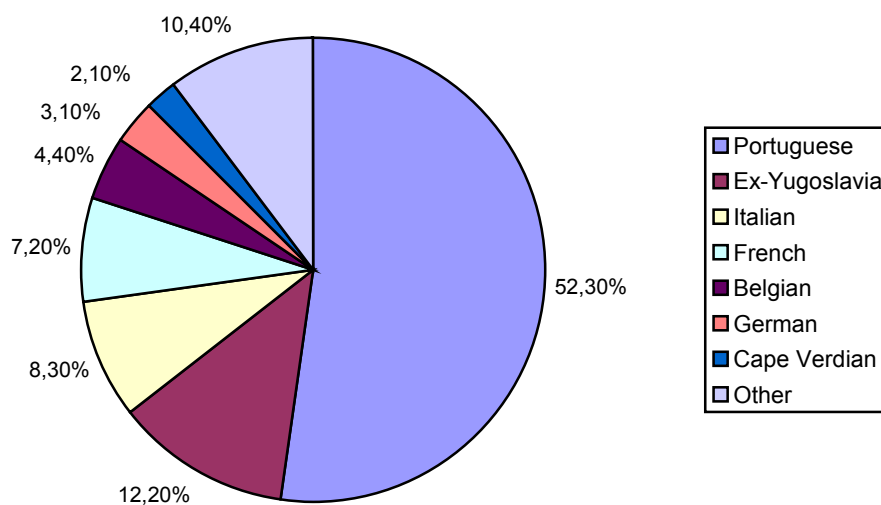
Source: Les chiffres clés de l'éducation nationale 2002-2003.

The high proportion of residents of foreign nationality, which is a particular feature of Luxembourg's demography, is reflected by similar proportions within the school population. 35.7% of the students in the Luxembourg education system in 2002/2003 were of foreign nationality⁽⁶⁾.

The breakdown of the various nationalities has remained more or less the same in recent years, with students of Portuguese nationality accounting for the majority. Since the late 1990s, students from the former Yugoslavia have been in second place.

⁽⁶⁾ These are students of foreign nationality and not students whose mother tongue is not Luxembourgish as these data are not surveyed for official statistical purposes.

Figure 2: Breakdown of foreign nationalities in the education system (2002/2003)



Source: Les chiffres clés de l'éducation nationale 2002-2003.

4.2. Nursery, preschool and primary education

4.2.1. Nursery education

Nursery education (*éducation précoce*), introduced as a pilot project in 1998/1999, is for children aged three and over. Its priorities are to socialise young children and teach the Luxembourgish language. A further priority is to promote good social integration among all levels of society.

It offers an additional, albeit optional, year for children aged three, provides an opportunity to stimulate their intellectual curiosity, to develop their social, cognitive and affective behaviour, to improve their skills in Luxembourgish and to help any children who are behind to catch up (especially as regards language skills).

Until nursery education becomes generally available (scheduled for 2009), communes are free to decide whether to offer it. The number of children attending nursery education is nevertheless growing apace. In 2004/2005, 4 755 children were registered (compared with 2 035 in 1999/2000 and 3 093 in 2002/2003), i.e. over 50 % of the children eligible for this type of education.

4.2.2. Preschool education

Under the Grand Ducal Regulation of 2 September 1992, it is compulsory for children aged four and over on 1 September to attend kindergarten.

The objectives of the Luxembourg system of preschool education (*éducation préscolaire*) are, among others, to combat socio-cultural inequalities and to cope with an increasingly complex and sensitive language situation (especially as a result of increasingly varied immigration).

Further details of the distribution of powers between the central and local levels can be found in Section 3.1.2.

4.2.3. Primary education

Any child who has reached the age of six by 1 September of the current calendar year must be educated for nine consecutive years (i.e. to the age of 15) in the subjects laid down by law. Under certain conditions, children may be admitted earlier or later than envisaged.

Primary education (*enseignement primaire*) consists of the first six years of primary education and special classes (*classes spéciales*). Admission to a special class (for pupils with serious learning difficulties) has to be approved by the medical/psychological/educational board.

There are various measures to help the children of migrants and children who are finding it difficult to keep up with the normal curriculum.

Primary education includes 28 lessons per week. Pupils must be successful in German, French and mathematics to move on to post-primary education.

4.3. Post-primary education

Post-primary education (*enseignement postprimaire*) includes secondary education (*enseignement secondaire*) and technical secondary education (*enseignement secondaire technique*).

General secondary education is given in secondary schools (*lycées*) and technical secondary education in technical secondary schools (*lycées techniques*). Some schools are both secondary and technical secondary schools; this facilitates student guidance locally within the same school.

Numbers in both education options have increased in recent years, although there has been a much more marked increase in technical secondary education than in secondary education.

Table 8: *Trend in post-primary numbers, 1992-2003*

	Secondary education		Technical secondary education		Total
	Absolute value	%	Absolute value	%	
1992/93	8 712	39.8	13 183	60.2	21 895
1994/95	9 012	35.2	16 595	64.8	25 607
1995/96	9 353	34.0	18 129	66.0	27 482
1997/98	9 553	32.3	20 039	67.7	29 592
2000/01	9 859	31.6	21 359	68.4	31 218
2001/02	9 942	31.5	21 598	68.5	31 540
2002/03	9 963	31.1	22 093	68.9	32 056

Source: *Les chiffres clés de l'éducation nationale 2002-2003*.

Some changes have been made to technical secondary education which may to some extent explain the substantial increase in numbers, for instance:

- 1994/1995: the preparatory system, which replaced complementary education, was incorporated into technical secondary education;
- 1995/1996: technical secondary schools for the healthcare professions were included in the technical system of technical secondary education;
- 1997/1998: students from the 'social occupations' section were included in technical secondary education numbers.

4.3.1. Admission to post-primary education

After the sixth year of primary education, all children move up to post-primary education. There are two types of post-primary education: secondary education and technical secondary education. Preparatory education is part of technical secondary education. Children may therefore be directed towards secondary education, technical secondary education or preparatory education. A guidance recommendation issued by a guidance board and based on nationally decided criteria, guides children towards the type of post-primary education best suited to their abilities, interests and needs.

If parents disagree with the guidance recommendation, they may enrol their child for an examination for admission to secondary education or appeal against admission to preparatory education.

4.3.2. General secondary education

Secondary education (*enseignement secondaire*) in Luxembourg is governed by the Organic Law of 10 May 1968 amended by the Law of 22 June 1989 and the Law of 12 July 2002. It lasts seven years. Secondary education, which leads to the secondary school-leaving certificate, largely prepares students for university.

Secondary education includes a lower and an upper cycle. The lower cycle includes years 7, 6 and 5. After the first year of secondary education, students may choose either classical education (with Latin as a third language) or modern education (with English as a third language). In classical education, English is added as a fourth language from year 5 onwards.

The upper cycle of secondary education was reorganised in 2002/2003. The upper cycle now includes a year in which students build on the skills they have acquired and receive guidance, known as the multidisciplinary year (*classe polyvalente*) (year 4) and a specialist cycle from year 3 onwards. The new information and communication technologies have been included as a teaching tool common to all branches.

An education certificate has been introduced for students successful in year 3.

The new system was applied for the first time to students attending year 4 in 2002/2003 (and their younger counterparts).

4.3.3. Technical secondary education

Technical secondary education (*enseignement secondaire technique*) is governed by the Law of 4 September 1990 reforming technical secondary education and continuing vocational training (see Section 3.2.3).

Technical secondary education has three cycles: a lower cycle, an intermediate cycle and an upper cycle.

The lower cycle includes the first three years of school (years 7, 8 and 9) and the modular classes of the preparatory system (*régime préparatoire*) for students with learning difficulties.

The intermediate and upper cycles of technical secondary education include three systems: the vocational system (*régime professionnel*), the technician training system (*régime de la formation de technicien*) and the technical system (*régime technique*).

Transition from one cycle to another or from one system to another takes place according to criteria set by Grand Ducal Regulations and specified in Ministerial instructions. It is planned, however, to overhaul promotion criteria and to harmonise them in order to introduce a simpler promotion and guidance system allowing students to progress on the basis of their real abilities and to prevent unnecessary failures.

Table 9: Trend in numbers in the various technical secondary education systems

	Technical system		Technician training system		Vocational system	
	Absolute value	%	Absolute value	%	Absolute value	%
1992/93	2 968	42.89	528	7.63	3 424	49.50
1996/97	3 623	39.29	2 143	23.24	3 456	37.48
2000/01	4 291	38.44	2 670	23.92	4 202	37.64
2001/02	4 323	38.24	2 732	24.17	4 249	37.59
2002/03	4 336	37.51	2 869	24.82	4 353	37.66

Source: Les chiffres clés de l'éducation nationale 2002-2003.

4.3.3.1. Preparatory education for technical secondary education

Since not all students leaving primary education have achieved the level of competence enabling them to go directly into the first year of the lower cycle, the Law of 3 June 1994 introduced a preparatory system (*régime préparatoire*) for technical secondary education.

Since it was introduced, +/- 22.18 % of students attending technical secondary education have attended this type of education.

The preparatory system for technical secondary education is designed to enable such students:

- to transfer to the lower (year 9) or intermediate cycle (year 10) of the vocational system of technical secondary education;
- to move directly into working life.

These goals require different types of teaching models geared to these students and based on specific teaching and assessment methods.

These new teaching and assessment methods are based on the consideration that, although they are all very different, all students in this type of education have a point in common: a bad experience of education with a number of setbacks. They must therefore be geared to this situation and in particular prevent demotivation and withdrawal from education. For this purpose, the teaching practices used are based on personalised instruction.

This personalised instruction takes the form, in practice, of modular teaching of groups of a similar level, with each student progressing at his/her own pace. A modular system of this kind makes it necessary to set goals and define threshold levels establishing the point at which these goals are reached. Unlike the goals set in terms of study curricula for an academic year, these goals are set by module and can therefore be more readily assimilated by the learner and can be achieved in a shorter period.

Achievements are recorded in a certificate and young people may supplement their education at any time, even after they have left school. Young people who have ended their education may therefore also return to a year of the system they were previously attending.

Preparatory education is certified in three ways:

- a certificate giving access to the intermediate cycle of technical secondary education in the vocational system,
- a certificate enabling students to prepare for a CITP (preliminary technical and vocational certificate, see Annex 2 for definition),
- a certificate of completion of compulsory education.

4.3.3.2. Lower cycle of technical secondary education

The lower cycle includes three years:

- an observation year (year 7) during which students gain a multidisciplinary basic education and build on previously acquired knowledge,
- a guidance year (year 8), where students continue with their multidisciplinary education and receive guidance on their future educational and vocational choices,
- a specialisation year (year 9) preparing students for apprenticeship or to continue their education in the various systems and divisions of the intermediate cycle.

These three years include theoretical, multidisciplinary and practical classes. These terms reflect their respective purposes. Theoretical classes prepare students to enter the technical system, while the multidisciplinary class prepares for the technician or vocational system and the practical class enables students to continue their education in the vocational system.

The study curriculum of the lower cycle is essentially general and includes languages, mathematics, natural sciences, humanities, technology, art, music, physical education and sport, religious instruction and moral and civic education.

It also includes practical and manual work for guidance purposes and activities helping students to prepare for working life.

Education in the guidance year (year 8) and the specialisation year (year 9) is organised using flexible teaching methods, in which curricula, the level of education, teaching methods and the weekly number of lessons and promotion criteria may differ.

Support courses may be organised to ensure that students can move between teaching options.

4.3.3.3. Intermediate cycle of technical secondary education

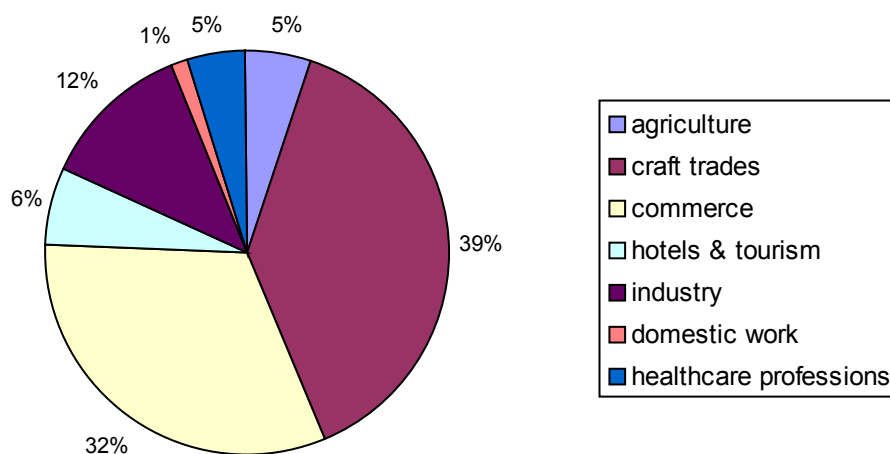
During the intermediate cycle, students learn a trade or occupation and prepare to move on to the upper cycle. It currently includes three systems:

- the vocational system (*régime professionnel*),
- the technician training system (*régime de la formation de technicien*),
- the technical system (*régime technique*).

The main feature of the **vocational system (*régime professionnel*)** is apprenticeship, including practical in-company training under an apprenticeship contract and the attendance of concomitant vocational courses in a technical secondary school, notwithstanding the provisions governing the mixed system (*filière mixte*) (see Annex 2 for definition) and the full-time stream, i.e. full-time school attendance (*filière de plein exercice*) (Article 8 of the Law of 4 September 1990).

The vocational system includes the following divisions: apprenticeship in agriculture, craft trades, commerce, hotels and tourism, industry, domestic work and healthcare professions.

Figure 3: Breakdown of students in the various divisions of the vocational system (2002/2003)



Source: *Les chiffres clés de l'éducation nationale 2002-2003*.

The vocational system is the most direct and simplest way of gaining a vocational qualification, the technical and vocational proficiency certificate (*certificat d'aptitude technique et professionnelle* - CATP), or, where appropriate, the preliminary technical and vocational certificate (*certificat d'initiation technique et professionnelle* - CITP) or the manual proficiency certificate (*certificat de capacité manuelle* - CCM) (see diagram of the Luxembourg education system).

The form that vocational education takes depends on the occupation. Some apprenticeships involve practical training of three years together with theoretical training in a technical secondary school. In the concomitant system (see Annex 2 for definition), the minimum is eight hours of classes per week. A mixed system is used for other occupations (administrative and commercial clerk, carpenter, motor mechanic, market gardener, farmer, etc.): apprentices attend vocational classes at a technical secondary school on a full-time basis for one or two years for theoretical school education. They then undertake practical training in an enterprise for a year while attending concomitant theoretical classes at school. For a very small number of occupations, for instance the occupation of care worker, the three-year training takes place entirely at school.

Education in the vocational system is recognised by a final apprenticeship examination organised nationally at the end of the final year.

The **technician training system** (*régime de la formation de technicien*) is a full-time system preparing students largely for technician education in the upper cycle. The intermediate cycle of this pathway includes years 10 and 11. This system was introduced by the Law of 4 September 1990 (see Section 3.2).

The technician training system includes the following divisions: administration and commerce, agriculture, art, chemistry, electrical engineering, civil engineering, hotels and tourism, information technology and mechanical engineering.

In 2002/2003, the administration and commerce division accounted for 50 % of students in technician training, the electrical engineering division for 11 % and the information science division for 10 %.

The **technical system** (*régime technique*) is a full-time system largely preparing students for the technical baccalaureate. The intermediate cycle of this pathway lasts two years (years 10 and 11).

The intermediate cycle of the technical system includes an administration and commerce division, a paramedical division and a general technical division.

Study curricula in the intermediate cycle include:

- general education (religious/lay moral instruction, English, French, third language, mathematics, chemistry, physics, knowledge of the contemporary world, sport),
- scientific and technical education (varying depending on the division chosen),
- practical education (varying depending on the division chosen).

4.3.3.4. Upper cycle of technical secondary education

The upper cycle, which is full-time and lasts two years (years 12 and 13), has two systems, the technician training system and the technical system.

It is recognised by a nationally organised final examination. Candidates successful in the examination are awarded either a technical secondary school-leaving certificate (technical baccalaureate) or a technician certificate specifying the division, and where necessary the section, and the branches in which candidates have been examined, and stating that candidates possess the competences required for higher education.

4.4. Post-secondary vocational education

The following post-secondary education take the form of specialist vocational education.

4.4.1. Advanced studies for the healthcare professions

The technical secondary school for healthcare professions offers post-secondary education in five specialist occupations: anaesthesia-resuscitation nursing (two years), midwifery (two years), technical medical assistant in surgery (18 months), psychiatric nursing (one year) and paediatric nursing (one year).

Applicants for specialist education in the healthcare professions must possess a Luxembourg state diploma in nursing (level: technical secondary school-leaving certificate) or a nursing qualification awarded in one of the EU Member States listed in Directive 77/452/EEC.

Studies in these five specialisations have a dual nature: theoretical education and laboratory work in secondary school and clinical training in Luxembourg's hospitals. The technical secondary school coordinates the theoretical and practical training.

4.4.2. Advanced technician's certificate (BTS) (bac + 2)

The advanced technician's certificate (*Brevet de technicien supérieur* - BTS) was introduced by the Law of 4 September 1990 reforming technical secondary education (see Section 3.2). It is a higher-level course in technical secondary education lasting two years, with full-time or part-time classes.

Students are accepted on the basis of their educational record. They must possess a Luxembourg baccalaureate, technical baccalaureate or technician's certificate, or a diploma recognised as equivalent by the Ministry of Education and Vocational Training.

Success in the second year of the course leads to the advanced technician's certificate (BTS). The certificate details the specialist field and the marks obtained.

Since its introduction in 1990, teaching for the training leading to the BTS has been organised in a modular way, modelled on current practice in France.

In this training, the stress is on alternance between theoretical education and its practical application. Alternance may take the form of visits, work placements in enterprises (16 weeks during the two-year course) or case studies based on the realities of the workplace today.

Occupational expertise is imparted by visiting instructors and by teachers who have acquired expertise over the years as a result of their close contacts with enterprises.

4.5. Higher education

The creation of the University of Luxembourg was preceded by much discussion. A reform of higher education was first mooted in a general debate in the Chamber of Deputies in 1993. The reform was made a reality by the adoption of the Law of 11 August 1996.

In 2000, the Minister for Higher Education tabled a White Paper, whose key focus was the need to develop higher education in Luxembourg. The White Paper had two main objectives: to review the state of higher education in Luxembourg and to sketch out a development plan. It started from the observation that higher education institutions can no longer be seen solely in national terms, but have to be known and recognised abroad.

The White Paper's findings persuaded the Ministry of Higher Education to work towards the creation of a real university in Luxembourg in order to make higher education more visible.

As a result of this work and these discussions, a draft law establishing the University of Luxembourg was adopted by the Chamber of Deputies on 17 July 2003.

The University of Luxembourg is a young institution and is the successor to various higher education institutions such as the *Centre universitaire de Luxembourg* (Luxembourg University Centre), the *Institut supérieur de technologie* (Higher Institute of Technology), the *Institut*

supérieur d'études et de recherches pédagogiques (Higher Institute for Educational Studies and Research) and the *Institut d'études éducatives et sociales* (Institute for Educational and Social Studies).

The university offers, in addition to university education leading to the degrees of bachelor and master or to a doctorate, theoretical and practical training preparing students for particular occupations.

These training schemes include:

- training preparing for the advanced educator's diploma (*diplôme d'éducateur gradué*) (bac+3) which can be taken on a full-time basis (three years) or on a part-time basis while working at least half-time in a socio-educational occupation (six years) (see Chapter 9);
- training of primary and preschool teachers. Students passing the final examination after three years of courses are awarded either the teaching certificate, primary education option (*certificat d'études pédagogiques, option enseignement primaire*) or the teaching certificate, preschool education option (*certificat d'études pédagogiques, option éducation préscolaire*);
- four-year training leading to the industrial engineer's diploma (*diplôme d'ingénieur industriel*).

4.6. Special education

The Law of 14 March 1973 setting up institutes and services for special education (*éducation différenciée*) extended compulsory education to all children with special educational needs. The Law of 10 August 1912 made no provision in practice for the education of disabled children. Following the amendment of this law by the Law of 28 June 1994 on 'school integration', these students can complete their compulsory education in the specialist centres and institutes of special education, in regular education, part-time in a respective class of the two educational streams mentioned above or in a specialist institution abroad.

Admission to the specialist centres and institutes of special education is proposed by the national medical/psychological/educational board.

The Ministry of Education is responsible for educational aspects, the Ministry of Public Health for medical aspects and the Ministry of the Family for family and social aspects of special education. Centres and institutes are administered by the Special Education Directorate (*Direction de l'éducation différenciée*) which is part of the Ministry of Education and Vocational Training.

In the 2002/2003 academic year, 694 students attended the school facilities of special education.

5. Continuing vocational training

5.1. Overview

Since the 1990s, many changes have taken place in the world of work and vocational training both in Europe and throughout the world. Globalisation and scientific and technological progress are changing our conception of training. The notions of lifelong learning and extended formal education reflect this change. Luxembourg is very naturally part of this trend as a result of its geographical and socio-economic situation which, as discussed above, is quite particular in Europe.

Continuing vocational training in Luxembourg is currently governed by two basic laws: the Law of 4 September 1990 reforming technical secondary education and continuing vocational training (CVT) and the amended Law of 22 June 1999 to support and develop CVT.

The objective of the first law is to help people possessing a vocational qualification to adapt it to the changes brought about by technological progress and to the needs of the economy and to supplement or extend it, to offer people with jobs or the unemployed an opportunity to prepare for the diplomas and certificates covered by the law on technical secondary education and to obtain a vocational qualification in a fast-track training scheme, and to support and supplement, at the proposal of the Chambers of Labour and Trade concerned, practical apprenticeship in enterprise. This law also specifies the actors who may organise continuing vocational training. These include, in particular, the Ministry of Education and Vocational Training, the Chambers of Labour and Trade, the communes and private organisations individually authorised for this purpose by the Minister.

The amended Law of 22 June 1999 focuses, in contrast, on enterprises as its purpose is to encourage private enterprises to offer training for their employees (see Section 5.3).

The first law created a training provision for individuals, and the second provided a legal framework for collective access.

A draft law ‘creating individual training leave ...’ and amending the amended Law of 4 October 1973 on educational leave was also tabled before the Chamber of Deputies in 2004. At present, individual access is governed by the 1973 law mentioned above. Under certain conditions, persons carrying on an occupation are entitled to this leave, for a maximum of 60 days during their working life, in order to take part in training for adults. However, as the criteria for this leave no longer reflect the needs of the population or current working conditions, there is little take-up of this leave for continuing vocational training purposes. The new law should therefore help to remedy this situation.

Continuing vocational training for jobseekers is, moreover, especially important in a country where unemployment is largely due to the mismatch between labour supply and demand. As new jobs are continuing to be created, training enables jobseekers to improve their chances of gaining or regaining a foothold in the labour market.

5.2. Training leading to formal certification

Under the legislation in force, enhanced by the Law of 12 February 1999 on the implementation of the 1998 national action plan (NAP) on employment, amending Article 26 of the amended Law of 4 September 1990 on technical secondary education,

‘apprenticeship, education in the technician training system and education in the technical system are also open to persons aged over 18 ...’ (Article 26).

It is now possible to enrol for a qualifying training course (*formation diplômante*). Although the principle has been established, regulations on practical organisation are often lacking - or, if there are regulations, there are few applicants, except in the following schemes.

Evening classes leading to the technical and vocational proficiency certificate (*certificat d'aptitude technique et professionnelle* - CATP)

This training is governed by the Grand Ducal Regulation of 29 July 1993. It is organised in the evening either at a technical secondary school or in a national continuing vocational training centre (*Centre national de formation professionnelle continue* - CNFPC).

Employment in enterprise generally stands in for the practical strand of this training. Occupational practice is proven by a social security membership certificate.

Applicants for this training must be 18 or over. They must also possess a school certificate (year 9 at least) identical to that required for apprenticeship in the chosen occupation. A board may decide to accept people without such qualifications on the basis of their educational and work record.

Adult apprenticeship

It has been possible, since the 2000/2001 academic year, for people aged 18 or over to be accepted for apprenticeship in order to obtain a CATP, a CCM or a CIP (see Section 4.3.3.3). For this purpose, they have to conclude an apprenticeship contract with an enterprise authorised to train apprentices.

Adults under employment contracts and jobseekers duly registered with the Employment Authority (*Administration de l'emploi* - ADEM) are eligible for apprenticeship.

Two aspects of this new legislation are worth pointing out:

- adult apprentices receive apprenticeship pay equal to the minimum wage to which unskilled workers aged 18 or more are entitled. The difference between the minimum wage and the apprenticeship pay set for young apprentices is refunded to the enterprise by the State (see Section 10.3);
- the validation of occupational experience is mentioned for the first time in Luxembourg law. Applicants not satisfying the admission conditions may in practice be accepted on the basis of occupational experience which has been recognised and validated (see Chapter 8).

In 2004/2005, 966 people (compared with 657 in 2002 and 829 in 2003) applied for adult apprenticeship, showing the enormous success of this measure.

Master craftsmanship

The Law of 11 July 1996 regulates training leading to the master craftsman's diploma (*brevet de maîtrise*) and sets out the conditions for obtaining the master craftsman's diploma. Holders of the diploma may set up as self-employed persons in the craft sector and may train apprentices in accordance with the statutory provisions on the right of establishment and apprenticeship. The diploma does not exist, however, for occupations covered by the Chamber of Commerce.

General supervision of the training leading to the master craftsman's diploma and the diploma examinations is the task of the Director for Vocational Training, assisted by the Deputy Director. Courses preparing for the master craftsman's diploma are organised by the Chamber of Trades.

To enrol for courses, applicants must hold the technical and vocational proficiency certificate (*certificat d'aptitude technique et professionnelle* - CATP) or submit supporting documents recognised as equivalent by the Ministry of Education and Vocational Training. Applicants holding a secondary or technical secondary school-leaving certificate, a technician's certificate and some higher education diplomas may enrol directly for the training leading to the master craftsman's diploma, without the need for a CATP. While holders of these qualifications may enrol directly for the courses preparing for the master craftsman's diploma, they have to prove three years of occupational experience to sit the practical part of the examination (two years for holders of a technician's certificate).

Students obtaining the master craftsman's diploma are entitled to use the title of master craftsman (*maître-artisan*) in their trade.

Postgraduate education

Some bodies and structures offer postgraduate university education of the DESS (*diplôme d'études supérieures spécialisées*) or MBA type officially recognised by foreign universities, such as the DESS organised by the Chamber of Private-Sector Employees in cooperation with and recognised by the University of Nancy (France).

Training courses offered by the Luxembourg Languages Centre

The Luxembourg Languages Centre (*Centre de langues Luxembourg - CLL*) organises courses in Luxembourgish and in foreign languages. It is the official examination centre for assessing competences in Luxembourgish. For foreign languages, it is responsible for organising examinations for the award of official diplomas recognised abroad.

5.3. Training under the amended Law of 22 June 1999

This law, which is intended to support and develop continuing vocational training (CVT), has regulated the CVT market since 1 January 2000 when it came into force.

Its origins can be traced back to a 1995 opinion of the Economic and Social Council and its aim is to encourage private sector enterprises to offer training schemes to adapt the qualifications of workers and heads of enterprise to the new technologies in the broad sense, and to redeploy workers and help them to advance by preparing them for more demanding posts.

It is based on the principle of support for the CVT strategies of enterprises and supervision of the operation of CVT.

In concrete terms, it has three elements:

- creation of a financial support framework to encourage enterprises to invest in continuing vocational training,
- definition of eligibility criteria in order to encourage enterprises to draw up and plan training schemes,
- creation of minimum conditions for the management of a training agency.

This law therefore provides the continuing training landscape in Luxembourg with a common concept from the point of view of its organisation and the notion of investment in continuing training.

Enterprise investment in this type of training and its co-financing by the State are examined in Section 10.3.

5.4. Training for the unemployed

Training for jobseekers takes place through close cooperation between the Employment Authority (*Administration de l'emploi*) and the Ministry of Education and Vocational Training.

There are two types of training: schemes to train unemployed people in order to increase their chances of finding a new job in general, and schemes organised with enterprises or sectors for direct integration into the labour market.

Schemes of the first type are generally for young people who, for a whole range of reasons, are finding it difficult to gain a foothold in the labour market. They are offered by the continuing vocational training centres (*centres de formation professionnelle continue*) (see Section 5.5.1). 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 alternance methods.

5.5. Actors

This description of the education and training system shows, implicitly at least, that Luxembourg's small size gives the organisation and structure of its education and training system a number of particular features. These particular features are reflected by the actors of training who can be divided into four groups: the State, the Chambers of Labour and Trade, sectoral providers and private providers.

5.5.1. State

Vocational Training Service / *Service de la formation professionnelle* (SFP)

The amended Law of 4 September 1990 (see Section 5.1) established the Vocational Training Service. Under the law, continuing vocational training organised by the Ministry takes place in continuing vocational training centres (*centres de formation professionnelle continue*).

These centres may also organise:

- practical training courses for students in the preparatory system,
- vocational guidance and induction courses for young unemployed people,

- vocational training courses leading to the preliminary vocational and technical certificate (*certificat d'initiation technique et professionnelle* - CITP) in cooperation with a technical secondary school,
- vocational training and general education courses for unemployed people and workers whose jobs are at risk,
- vocational re-adaptation and rehabilitation courses.

Adult Training Service / *Service de la formation des adultes* (SFA)

The Ministry of Education and Vocational Training has been organising courses for adults since 1965. The Adult Training Service, set up officially by the Law of 19 July 1991, has the following tasks:

- to coordinate the general and technical secondary education available for adults in evening classes and the training offered by the Languages Centre;
- to organise an adult training system that offers, through evening classes, access to the same diplomas and certificates as are awarded in daytime education;
- to provide basic education for adults resident in Luxembourg who wish to receive it;
- to organise and/or design the content of general-interest courses in what may be termed general education and social advancement, run directly or by communes or non-profit-making organisations meeting certain criteria;
- to design the curricula of general-interest courses and courses arranged for adults under special agreements.

The diplomas and certificates awarded on successful completion of adult education courses confer the same rights as the corresponding diplomas obtained in daytime education.

The purpose of the Languages Centre (see Section 5.2), for which the Adult Training Service is responsible, is to offer language courses enabling everyone to acquire the ability to understand and express themselves, which is essential for integration into social, economic and cultural life.

5.5.2. Chambers of Labour and Trade and the social partners

The Chambers of Labour and Trade (*chambres professionnelles*), including the Chamber of Trades (*chambre des métiers*), Chamber of Commerce (*chambre de commerce*) and the Chamber of Private-Sector Employees (*chambre des employés privés*), created by the Law of 4 April 1924, are very active in advanced vocational training. They 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.

Chamber of Trades / *Chambre des métiers*

The Chamber of Trades draws up a programme of courses every year for self-employed heads of enterprise, and for the personnel of enterprises: vocational courses in the craft sector, courses in SME management, training sessions for staff at various levels of the enterprise with a view to enhancing the skills of staff in general, and courses preparing for the master craftsman's diploma (*brevet de maîtrise*).

Chamber of Commerce / *Chambre de commerce*

The Chamber of Commerce has been one of the pioneers of continuing training since the immediate postwar period. At that time, courses aimed to offer those who had suffered from the shortcomings of the education system in wartime an opportunity to play a useful part in reviving the economy.

From 1948 onwards it set up a regular cycle of accounting courses for beginners and a French language course. In view of their success, the accounting courses for beginners were broadened to three levels.

The onset of the economic recession in 1976 posed problems for heads of enterprise and a threat of unemployment for employees. The growth of the new information and office automation technologies increased the need for retraining. Continuing training became ever more important.

The Chamber of Commerce offers the following training schemes: evening classes leading to official certificates and diplomas, seminars and lectures, courses for enterprise employees, fast-track courses for those in self-employed occupations in line with requests from the State.

Chamber of Private-Sector Employees - Luxembourg / *Chambre des employés privés Luxembourg (CEP-L)*

As far back as the late 1960s, the boom in the service sector together with the revolution brought about by the new technologies created a pressing need to train staff and provide them with qualifications. In response to this need, the Chamber of Private-Sector Employees, on the basis of its prerogatives under the Law of 4 April 1924, began to offer computer science courses in 1971; since then, these courses have been greatly expanded and diversified.

Its policy on continuing vocational training has recently led the CEP-L to set up the Luxembourg Lifelong Learning Centre, which offers courses ranging from office technology to the DESS (university postgraduate diploma) in cooperation with the University of Nancy 2 (France).

5.5.3. Sectoral organisations

Only two sectoral training bodies are currently in operation in Luxembourg, the second of which has been set up recently.

Luxembourg Banking Training Institute / *Institut de formation bancaire Luxembourg (IFBL)*

The expansion of the financial sector led the Association of Luxembourg Banks and Bankers to organise its own training centre in 1970. In 1990, it set up the Banking Training Institute. The aims of this institute, set up as a non-profit-making organisation recognised as being in the public interest, are to organise, develop, implement and promote training resources, curricula and activities for banking enterprises in Luxembourg.

Construction Sector Training Institute / *Institut de formation sectoriel du bâtiment (IFSB)*

Enterprises in the construction and civil engineering sector set up a sectoral training institute in 2002 to tackle the economic and technological challenges facing their sector. The main objective of the IFSB is to implement a sectoral training plan for all types of employees.

5.5.4. Mixed providers

Some training bodies are administered by bi- or tripartite management boards.

Luxembourg Office for Improved Productivity / *Office luxembourgeois pour l'accroissement de la productivité (OLAP)*

The Luxembourg Office for Improved Productivity was set up in 1957 as a non-profit-making association with members from both sides of industry. Its management board has six members jointly representing employers' and employees' chambers and trade unions, and three delegates from the government, appointed respectively by the Ministries of the Economy, Small Business and Finance.

OLAP's objectives are to improve productivity in enterprises, promote exchanges and dissemination of information that may help to boost productivity, and encourage and promote the further training of personnel at all levels.

Public research centres / *Centres de recherche publics (CRP)*

The public research centres were set up by the Law of 9 March 1987 relating to the organisation of technological research and development in the public sector, and technology transfers and scientific and technological cooperation between enterprises and the public sector.

The two centres playing a part in continuing vocational training are the Public Research Centre - University Centre (*Centre de recherche public Centre universitaire - CRP-CU*) and the

Public Research Centre Henri Tudor (*Centre de recherche public Henri Tudor - CRP-HT*), both attached to the University of Luxembourg. The CRPs pass on the knowledge acquired from research work at high-level training seminars.

These seminars are run for young academics wishing to improve their academic knowledge and executives with some professional experience wishing to gain further knowledge of or learn about new professional fields. As public establishments, the CRPs are administered by management boards made up of government representatives and leading figures from the private sector.

National Institute for the Development of Continuing Training / *Institut national pour le développement de la formation professionnelle continue* (INFPC)

The National Institute for the Development of Continuing Training was set up by the Law of 1 December 1992. Its task is to design models of continuing training geared to technological progress and innovative teaching methods. The INFPC's work is aimed at all the economic actors: large industrial enterprises, SMEs, public authorities, associations and professional groups and even the self-employed. As a public establishment, the INFPC has legal personality and financial autonomy. It is administered by a management board with representatives from five ministries and the Chambers of Labour and Trade, highlighting the desire to bring together all sides of the economy. It does not offer a set programme of training. Its work ranges from simple one-off schemes to long-term mentoring of enterprises, and its work always takes a modular approach.

In January 2000, the INFPC was appointed by the Ministry of Education and Vocational Training as the body responsible for supporting those enterprises wishing to apply for the State co-financing available under the amended Law of 22 June 1999 (see Section 5.3).

Labour College / *École supérieure du travail*

As a provider of post-school training, the task of the Labour College is to offer courses for employees and self-employed workers through which they can acquire, improve and adapt knowledge in the fields of the economy, taxation, constitutional and labour law, social security legislation and culture.

The Law of 20 March 1984 creating the Labour College places it under the direct authority of the Ministry of Labour and Employment which is assisted by a joint management board (employers, employees and the government).

Institute of Economic and Social Training / *Institut de formation économique et sociale* (IFES)

In 1986, the Chamber of Labour and two unions, the Christian Trade Union Federation of Luxembourg (LCGB) and the Independent Workers' Union of Luxembourg (OGBL) (see Annex 1) set up a training institute with the status of a public-interest establishment: the Institute of Economic and Social Training.

The training it offers is mainly for members of the two unions: seminars for particular target groups such as young people, frontier workers (see Annex 2 for definition), women, etc., seminars on labour law, social legislation and health and safety in enterprises, and seminars on issues with a social dimension, communication, management style and quality circles, and seminars organised jointly with OLAP on political economy, enterprise economy and the new technologies.

Seminars with a broader content (State budget, vocational training, and opinions of the Economic and Social Council) are organised for members of the Chamber of Labour and personnel representatives.

The IFES is administered by a six-member management board (two from each of the partners).

5.5.5. Private-sector providers

A recent survey estimated that there were over 300 private-sector providers resident and working in the Luxembourg market. These commercial companies often combine sales of goods, chiefly computer hardware and software, with the provision of training for their customers. In addition to computer companies, there are several private language schools. Some consultancy firms offer various management training courses.

Apart from this sketchy information, there is little information on this market, the content of the training on offer and the number of people being trained.

6. Training of teachers and trainers

6.1. General

In Luxembourg, the term trainer (*formateur*) is chiefly used in non-formal training, while the term teacher (*enseignant*) tends to be used in formal education. This difference is also to be found in their training and recruitment.

The training of **teachers in initial vocational education** (technical secondary education) is laid down by legislation on the education system. The recruitment of teachers with civil servant status is by competitive examination, after the Ministry of Education and Vocational Training has planned teaching staff needs each year.

To sit this examination, candidates must, depending on the post involved, have attended a three- or four-year university course in one of the options available in the Luxembourg system.

Applicants for the post of science teacher in technical education must possess a diploma of higher education recognised in the country in which it was obtained and approved in Luxembourg.

Applicants for the post of teacher of technical education must possess either a Luxembourg secondary or technical secondary school-leaving certificate, or a technician's certificate, or a qualification recognised as equivalent by the Ministry. They must also:

- have successfully completed at least six terms of university education or special higher education or education deemed equivalent by the Ministry,
- have at least three years of occupational experience.

Applicants for the post of technical education instructor (*maître d'enseignement technique*) in principle possess the master craftsman's diploma (*brevet de maîtrise*) in their specialism and must have had at least three years of occupational experience following the award of the master craftsman's diploma.

Under special Grand Ducal regulations, special examinations may be held to recognise the qualifications of applicants for technical education instructor posts whose occupational specialism does not include the master craftsman's diploma.

In enterprises, **trainee supervisors** (*patrons de stage*) act as tutors for apprentices in the concomitant system (see Section 4.3.3.3). In the case of training for the master craftsman's diploma, in which master craftsmen are authorised to train apprentices in accordance with the statutory rules on apprenticeship, teacher training is available for candidates for such posts.

There is no master craftsman's diploma for occupations covered by the Chamber of Commerce, however, and no teacher training is available for the training of apprentices.

There are no explicit education and training criteria for **trainers working in the continuing vocational training field**.

The amended Law of 22 June 1999 amends the law on the right of establishment by laying down the conditions that have to be met by heads of enterprise or self-employed professionals who wish to take up the right of establishment to provide continuing training, but makes no reference to the training of trainers themselves.

Each training agency is free to choose its own lecturers or seminar leaders on the basis of their references and professional competences, and their educational and communication skills.

6.2. The training of teachers in initial vocational education

Acceptance for a teaching placement (lasting a minimum of 24 months and a maximum of 40 months) is dependent on shortlisting in the competitive examination. This placement, reformed in 1998, includes practical and theoretical teacher training, and trainees are gradually integrated into a teaching post under the supervision of a trainee supervisor, and a probationary period during which trainees undertake teaching and supervisory tasks.

The initial training of trainee teachers in secondary and technical secondary education is coordinated by the Faculty of Letters, Human Sciences, Arts and Education Sciences of the University of Luxembourg. The final examination takes the form of a *viva voce* examination of a dossier compiled by the trainee.

Successful trainees are awarded an educational training diploma (*diplôme de formation pédagogique*) and may enter the probationary period (one term). During this period, the trainee has to sit a final placement examination. Trainees successful in the probationary examination may be appointed to the posts for which they undertook the teaching placement.

6.3. Continuing training for teachers in initial vocational education

In the case of secondary and secondary technical education, the Technological and Educational Innovation Research Coordination Service (*Service de coordination de la recherche et de l'innovation pédagogiques et technologiques - Script*) coordinates the continuing training activities run by itself and the Council of Europe, and under the Comenius-Lingua programmes.

The continuing training projects supported by Script have three different sources:

- teachers' personal projects to develop various occupational competences,
- innovation projects in schools in post-primary education,

- national innovation projects (in particular requests from the Ministry, national committees or associations of teachers).

A catalogue of the training schemes available is published twice yearly and sent to all teaching and socio-educational staff in post-primary education. This catalogue is drawn up after consulting the actors involved (chiefly schools, national programme committees and associations of teachers in various subjects). The provision may be geared to their wishes and needs.

In order to ensure optimum quality, the training schemes on offer are systematically evaluated. In order to make the most of interdisciplinary team work, the continuing training supply is open to all teaching and socio-educational staff.

In 2002/2003, 217 schemes lasting from 2 to 80 hours were organised, and were attended by a total of 3 841 people (2 115 women and 1 726 men).

6.4. Trainers in continuing training

There are no explicit criteria for the training of trainers in this area.

Generally speaking, continuing training trainers have to satisfy the same criteria as teachers in initial education, at least for public-sector continuing training institutions. This is confirmed by Article 8 of the Law of 19 July 1991 creating an adult training service which states that ‘staff teaching the courses and classes organised by the adult training service must satisfy the recruitment conditions in force for the types of education in which they teach’.

However, under a preliminary draft law reforming apprenticeship and continuing vocational training, there are plans to create a new post in the area of lifelong learning: the adult trainer. Such persons will receive specific practice-oriented teacher training that takes account of the teaching needs of adults.

7. Competence development

Luxembourg does not at present have a general procedure to describe or anticipate the competences needed by the labour market. Aware of this problem, the Ministry of Education and Vocational Training has, in cooperation with the Chambers of Labour and Trade involved, set up ad hoc committees to match the competences taught in initial education with labour market needs.

In line with the teaching principles of the PROF project (occupational profile, training profile and supervisory programme), work began in 2003 to update or develop various training programmes. The principles underlying this approach are as follows:

- close cooperation between teachers and heads of enterprise: working groups composed of representatives from the Chambers of Labour and Trade and teachers from technical secondary schools have analysed, adapted and/or reformed courses in order to match the occupational theory taught in schools with practical training in enterprise;
- pruning of curricula: this has often made it possible better to define the content to be taught in initial vocational education and the content to be covered in continuing vocational training (CVT);
- technological innovation: examining the stage reached by technology in the trades in question.

In addition to these changes for which the Ministry is responsible, steps are also being taken to revise the content of all training measures for jobseekers, young people and adults. Training modules have been designed, either with a view to broad-based induction into an occupational field, or with a view to targeted learning units which can be put to use in actual working situations.

In order to anticipate future needs, Fédil (*Fédération des industriels luxembourgeois* - Federation of Luxembourg Industrialists), in a wide-ranging partnership including the Ministry of Education and Vocational Training, has for some years been running a survey among its members in the sectors of industry and construction and public works to pinpoint enterprises' unskilled and skilled labour needs. This survey should help young people, parents and guidance practitioners to find out about the qualifications likely to be needed in the future. The findings of the latest survey are contained in *Les qualifications de demain dans l'industrie*⁽⁷⁾. This 2002/2003 survey highlights employment opportunities for skilled workers in the sectors of agri-foodstuffs, iron and steel and heavy engineering, the chemical and parachemical industries and construction and public works.

⁽⁷⁾ *Les qualifications de demain dans l'industrie* [Tomorrow's qualifications in industry]. Findings of a Fédil survey among industrial enterprises in the Grand Duchy of Luxembourg in 2002-2003. Fédil, 2003.

8. Validation of experience

The validation of occupational experience is at a very early stage in Luxembourg.

From a legislative point of view, it is currently included in two provisions: the Grand Ducal Regulation of 17 June 2000 organising apprenticeship for adults (Articles 9 and 10) and the Law of 12 August 2003 creating the University of Luxembourg (Articles 9 and 12).

The **law on apprenticeship for adults** provides that ‘the Minister responsible for vocational training may allow derogations from the normal admission criteria for applicants who do not satisfy the required conditions [...], but who can prove prior occupational experience which can be validated’. Under this provision, a working group with delegates from the actors concerned (social partners, the Ministry of Education and Vocational Training and the Ministry of Labour and Employment) is discussing a method that takes account of the interests of the decision-makers involved, in the context of common principles decided at European level (Conclusions of the European Council of May 2004, ref. 9600/04 Educ118 SOC 253).

The initial findings have been translated into the preliminary draft law reforming apprenticeship and continuing vocational training. Under this draft law, it is planned to give any person engaged in working life a legal right to have his or her experience recognised in order to obtain a diploma or certificate.

The authors of the preliminary draft are of the view that the introduction of this new right is essential in a vocational training system based on the concept of lifelong education and training. As it based on the concept of lifelong education and training, this new provision would, moreover, provide a link with the legislation on the University of Luxembourg.

The **law on the university** provides that ‘any person who has worked for at least three years in an occupation, on an employed, self-employed or voluntary basis, may, in connection with his or her application, request validation of his or her experience to prove all or part of the knowledge and abilities required to obtain a diploma or qualification’. Further on, as regards entry conditions, the law provides that ‘... students not holding one of the abovementioned diplomas are eligible (...) if they can prove occupational experience’ and that ‘admission to the undergraduate and postgraduate levels is (...) open to students (...) able to prove occupational experience’.

Lastly, the current government programme states that ‘experience which may be validated is to be taken into account for access to training courses. This includes all competences resulting from employment or voluntary work over a certain period, to be assessed by a board’ (Annex to the Government statement of 4 August 2004).

In addition, the Adult Training Service (*Service de la formation des adultes*) offers actual validation, since people who want to enrol for secondary or technical secondary education may be exempted from a number of years of courses depending on their prior experience.

A number of bodies are also thinking about the validation of experience. This is true of the National Youth Service (*Service national de la jeunesse* - SNJ), which is discussing the validation of competences acquired through non-formal and informal education, especially in the voluntary sector. The same is true of the Caritas FOGAflex project 'EQUAL' (Training and Qualification of Childminders and Flexible Childminding Methods). This project, which is working on the notion of validating experience for a training scheme for childminders, is taking place in partnership with the public bodies and associations concerned.

Despite promising beginnings and interesting and essential legislation, much remains to be done before a coherent national policy on validation can be implemented.

9. School and vocational guidance

9.1. Background

The current government programme places a particular stress on lifelong education and training and, therefore, on guidance. There are references to this in the programmes of both ministries responsible for guidance. In the words of the Ministry of Education and Vocational Training:

‘the Government will undertake a reform of the School Psychology and Guidance Centre. This reform will take place in close cooperation with the Ministry of Labour in order to ensure a greater synergy between school and vocational guidance, including guidance on lifelong learning’,

and the Ministry of Labour and Employment,

‘against the backdrop of the findings of experts from the OECD following a visit to Luxembourg in June 2002, there will have to be improved coordination between the areas of “lifelong guidance, counselling and vocational guidance” for which the school and vocational guidance services are responsible’.

The analysis work undertaken as part of an examination of vocational guidance policies that has been underway since 2001 in 14 OECD countries ⁽⁸⁾ has led to more intensive discussion and thinking.

While the economy continues at present to prosper, there is no doubt that unemployment is increasing. Although its level remains low, people need better information, guidance and counselling services if they are to adapt to an uncertain future, manage their careers in a better way and gain greater satisfaction from their work.

The new dimension that guidance is to take in Luxembourg will be underpinned by the development of a national strategy on lifelong information and guidance.

The preliminary draft reforming apprenticeship and vocational training advocates a concept of lifelong education and training, bringing initial vocational education, continuing vocational training and vocational redeployment training under the same umbrella. The new legislation will define school and vocational guidance as a coherent strategy throughout life, including guidance, information and counselling schemes open to people from youth to adulthood. In order to link lifelong learning to the labour market, the draft law highlights the joint responsibility of the Minister for Vocational Training and the Minister for Employment.

⁽⁸⁾ *Career guidance and public policy: bridging the gap*. OECD, 2004.

In order better to coordinate the work of school and vocational guidance services, it is also proposed to introduce, on a statutory basis, a coordination committee responsible for this task.

It is also planned to improve the training and qualifications of guidance workers by revising their respective initial qualifications, introducing specific training prior to appointment and organising continuing vocational training.

9.2. Actors

Four bodies are currently active in the area of vocational and school guidance, two of which are answerable to the Ministry of Education and Vocational Training, the CPOS (Centre for Psychology and Educational Guidance) and ALJ (Local Action for Youth), one to the Ministry of Culture, Higher Education and Research, the CEDIES (Higher Education Information and Documentation Centre), and one to the Ministry of Labour and Employment, the OP (Guidance Service). In order to provide guidance customers with a good service, ongoing and close cooperation has been forged between these institutions.

While the work of the CPOS and CEDIES focuses more on guidance at school or university, the work of the OP and ALJ is not limited to guidance on a trade or guidance for young people at school, but also includes counselling and mentoring for unskilled people and jobseekers.

Their tasks are starting to diversify and to include new target groups, ranging from people apparently without problems, to people in difficult situations for economic reasons, and to people who are being marginalised or already marginalised whatever their age. All these groups need personal assistance, counselling and guidance services and need services ranging from help with integration, or re-integration and transition and the construction of a genuine life plan.

From a European perspective, there is also a growing demand for services connected with mobility: equivalence of qualifications, working conditions in other countries, etc.

9.2.1. Centre for Psychology and Educational Guidance (CPOS)

The Centre for Psychology and Educational Guidance (*Centre de psychologie et d'orientation scolaires*), set up by the Law of 1 April 1987, offers young people and their families a psychological counselling and educational and career guidance. In the area of guidance, the CPOS aims to provide young people with the tools and knowledge that they need to become more independent and responsible. If young people can learn to guide themselves, they become the protagonists of their personal and career plans. The CPOS offers information consultations on post-primary education in Luxembourg and abroad, draws up reviews and offers assistance with choices.

For its guidance tasks, the CPOS works with various external services.

The CPOS coordinates the work of the various psychological counselling and educational guidance services (*Services de psychologie et d'orientation scolaires - SPOS*), located in secondary and technical secondary schools, which work towards the objectives described above. The psychologists, guidance teachers, social workers and advanced educators working in these services can be consulted by students, parents and teachers.

CPOS and SPOS consultations are free of charge, as are the services of all the actors described in this chapter.

9.2.2. Local Action for Youth (ALJ)

Local Action for Youth (*Action locale pour jeunes*) offers a supportive environment in which young adults can be helped successfully to make the transition from school to working life and be stably integrated into education and jobs.

The ALJ runs various activities for this purpose:

- organising measures to prepare young people in the final year of school for working life;
- mentoring, guidance and assistance for young people as they try to find a job, and follow-up to keep them in their jobs. If young people are in employment, mentoring is a useful tool if problems arise;
- taking responsibility for young people in an open environment, i.e. young people who are not integrated into the labour market and not taking part in a specific measure.

This personalised and non-systematic work is intended to help young people to progress by removing any obstacles to their integration. Cooperation with services working in the fields of housing, justice, health, drug addiction, debt, etc., is consequently becoming increasingly important.

9.2.3. Employment Authority's Vocational Guidance Service (ADEM-OP)

The task of the Vocational Guidance Service (*Service d'orientation professionnelle*) of the Employment Authority (*Administration de l'emploi - ADEM*) is to help young people and adults to choose a career in which they can successfully work and gain satisfaction, thereby promoting individual growth and satisfying the occupational needs of the community.

Young people from all types of education and adults during their working lives can consult the guidance counsellors of the Vocational Guidance Service who look at all the interests, aptitudes and abilities of applicants. Applicants for vocational training coming under the law on apprenticeship are required to attend the Vocational Guidance Service before starting their apprenticeship (even if they have already found a place themselves).

Adults may be employees or jobseekers who may or may not be in receipt of benefit, who, during their interview with the placement worker, ask for guidance on a training course.

9.2.4. Higher Education Information and Documentation Centre (CEDIES)

Unlike the bodies described above, the Higher Education Information and Documentation Centre (*Centre de documentation et d'information sur l'enseignement supérieur*), answerable to the Ministry of Culture, Higher Education and Research, works in the field of higher education.

Its main tasks are to provide information on higher education courses and the occupations to which they lead, on student life, and on distance education and university-level evening classes.

For this purpose, it publishes information brochures on the subjects concerned, and manages a documentation centre specialising in higher education.

As well as being an information provider, the Centre administers State financial aid and incentive bonuses for students, as well as Erasmus grants (mobility of students abroad).

9.3. Personnel of guidance and counselling services

At present, the training and qualifications of information and guidance workers in Luxembourg vary.

At the CPOS/SPOS, they include psychologists, qualified educators (bac+3) and teachers. At the ADEM-OP, they include counsellors and qualified educators. At the ALJ, they also include qualified educators and teachers.

No particular qualification is needed at present to work as a guidance counsellor. This is nevertheless to be reviewed in the preliminary draft law reforming apprenticeship and continuing vocational training.

10. Investment in human resources

10.1. Overview

Table 10: *Public expenditure on education and training in terms of GDP: a comparison with some EU Member States (%)*

Luxembourg*	4.1
Belgium	6.0
France	5.6
Germany	4.3
Netherlands	4.5
Italy	4.9
Finland	5.7
Austria	5.6

* Excluding post-secondary education.

Source: OECD as reproduced in *Les chiffres clés de l'éducation nationale 2003-2004*.

'Bearing in mind that expenditure on university education in other countries accounts on average for over one quarter of expenditure on education, including university education would give Luxembourg a figure of +/- 5.4 %' (*Les chiffres clés de l'éducation nationale 2003-2004*).

In Luxembourg, all national investment in education and training comes from the State budget, and chiefly from the budgets of the Ministry of Education and Vocational Training and the communes.

Table 11: *Breakdown of public expenditure on education and training by source of funding, 2002*

Source of funding	Ministry of Education	Public works authority	Ministry of the Family	Ministry of the Interior	Ministry of Transport	Ministry of the Public Service and Administrative	Ministry of Health	Communes	Other sources
%	61.89	6.35	1.62	1.46	1.41	0.37	0.02	26.47	0.41

Source: Ministry of Education and Vocational Training, from the document *Coûts et financements du système scolaire luxembourgeois* (Vallado; Unsen) for the symposium 'En route vers Lisbonne', 12 and 13 October 2004.

The substantial share of public expenditure provided by the communes is due to the role that they play in financing preschool and primary education (see Section 3.1.2).

It is not always possible to subdivide the national education budget into expenditure on initial education and expenditure on continuing training.

Table 12: Expenditure headings of the budget of the Ministry of Education and Vocational Training, 2000-- 2003 (EUR thousands)

	2000	2001	2002	2003
General expenditure	27 340	35 429	36 884	36 594
Education Technology Centre (<i>Centre de technologie de l'éducation</i>)	3 159	4 666	4 951	5 332
SCRIPT*	2 348	2 472	2 601	3 308
CPOS*	4 671	5 291	5 510	6 075
School and extracurricular sports	1 285	2 291	1 829	1 346
Private schools and colleges	23 847	25 341	28 773	30 516
School buildings, equipment and catering department	3 150	4 037	8 055	9 969
Special education	24 207	25 996	27 664	29 890
Adult Training Service	3 944	4 785	5 971	6 597
Inspectorate	1 835	1 899	2 133	2 190
Preschool and primary education	150 187	157 956	181 259	184 524
Secondary education	89 771	96 758	105 192	118 031
Technical secondary education	156 526	159 971	181 344	193 777
Vocational Training Service	10 333	17 745	26 847	29 258
Total	502 603	544 637	619 014	657 407

* See Annex 1 for acronyms and abbreviations.

Source: *Les chiffres clés de l'éducation nationale 2002-2003*.

In order to calculate the total cost of vocational training, enterprise expenditure on in-house training, such as apprenticeship or continuing training, needs to be added to this public expenditure. These schemes are also co-financed by the State.

Funding for training schemes for jobseekers also comes from the Employment Fund (*Fonds pour l'emploi*) and the European Social Fund.

10.2. Financing of initial vocational education

The State funds vocational training almost exclusively through budget appropriations for training being run in training establishments. The amount of this expenditure is set annually in the budget law.

Budgets are at present managed centrally by the Ministry of Education and Vocational Training, i.e. schools do not receive a budget package as is the case in other countries. As part

of the introduction of modern management structures (see Chapter 2), two schools are trying out independent financial management based on cost accounting.

Enterprises are responsible (see Section 5.2) for the apprenticeship allowances of young people in CATP, CCM and CIP training (see Annex 2 for definitions). These apprenticeship allowances vary greatly from one trade to another and from one year of apprenticeship to another.

The State, through the Employment Fund (*Fonds pour l'emploi*), is nevertheless responsible for apprenticeship subsidies and awards. To promote apprenticeship, financial aid is paid to enterprises training apprentices and to apprentices successful in their year of apprenticeship and in the final examination. In practical terms, any employer employing an apprentice may claim aid equivalent to 27 % of the apprenticeship allowance paid to the apprentice, and a refund of the employer's share of social security contributions on the apprenticeship allowance paid.

If apprentices are successful in their year, the Employment Fund pays the apprentice an award of EUR 117 per month of apprenticeship.

In addition, special aid is paid to enterprises undertaking to provide work placements for students from educational options involving full-time education at school and practical training that includes work placements.

10.3. Financing of continuing vocational training

It has already been pointed out that it is difficult to subdivide the national education budget into expenditure on initial education and expenditure on continuing training. There are two types of investment in continuing training: qualifying training schemes and training under the amended Law of 22 June 1999 (see Chapter 5). Several ministries fund these qualifying training schemes (see Table 11).

In the case of adult apprenticeship (where the enterprise pays the adult apprentice an allowance equal to the minimum wage and the difference between this minimum wage and the apprenticeship allowance set for young people's apprenticeship is refunded to the enterprise by the State), refunds come from the Employment Fund in the case of jobseekers and from the Ministry of Education and Vocational Training budget for other persons.

The amended Law of 22 June 1999, whose purpose is to support and develop continuing vocational training, covers all occupational activities in the private sector, and not the training organised by the State and communes. Under this law, enterprises may request State co-financing for the continuing vocational training of their employees.

The aid awarded may take two forms, the starting point being a net refund of 10 % of the investment in training:

- direct aid amounts to a gross refund of 16 % of the total investment in training by the enterprise in 2000 and 2001. From a tax point of view, this aid is considered as supplementary income for the enterprise and is therefore taxable in the same way as any other financial revenue. Following the 2002 taxation reform, which reduced the tax

burden on individuals and enterprises, the level of direct aid was reduced to 14.5 % in order in theory to guarantee a net refund of 10 % of enterprises' total investment in training;

- enterprises may also opt for the tax rebate system equivalent to 10 % of the amount invested.

Table 13: Investment by enterprises and co-financing by the State, 2000 - 2002 (EUR millions)

Year	2000	2001	2002
Investment by enterprises	76.5	102.1	102.2
Co-financing by the State*	12.2	16.3	14.8

* for reasons of consistency, the 5 % of cases where enterprises requested a tax rebate have been recalculated as direct aid.

Source: Ministry of Education and Vocational Training. *Bilan du soutien de l'État aux activités de formation professionnelle continue des entreprises, 2004* (unpublished).

10.4. Financing of training for jobseekers

The legal basis for the financing of training measures for jobseekers is the Law of 30 June 1976 creating an unemployment fund, as amended by the Law of 12 May 1987 creating an Employment Fund and by the Law of 19 December 2003 amending the Law of 12 February 1999 on the implementation of the 1998 national action plan on employment.

The special section of the Employment Fund finances training schemes run by the CNFPC (see Section 5.5.1), and training schemes run by private agencies under contract with the Ministry of Labour and Employment and the Ministry of Education and Vocational Training. Many of these schemes have been or are being co-financed by the European Social Fund.

In the case of the schemes run by the CNFPC, the Ministry of Education pays the costs of teaching and socio-educational staff with employee or State civil servant status and provides education infrastructure.

Table 14: Expenditure from the special section of the Employment Fund and number of people trained, 1999 - 2003

Year	1999	2000	2001	2002	2003
Number of trainees	917	1 126	1 106	1 125	1 193
Annual expenditure*	2 900 850.03	3 737 258.10	3 243 663.41	2 852 442.35	3 087 467.21

* These amounts include refunds to enterprises for apprenticeship for adult jobseekers.

Source: Ministry of Education and Vocational Training, from data supplied by the Ministry of Labour and Employment, 2004.

11. European and international dimension

In Luxembourg, the European dimension can be viewed from two different angles: day-to-day life and the European policies which influence national education and vocational training policy.

In **day-to-day terms**, there are various aspects ranging from the recognition of qualifications to cross-border mobility. Although the former has to do with Luxembourg's particular labour market situation, the latter concerns the education and training opportunities offered by Luxembourg's geographical situation.

In the labour market of the *Grande Région* (see Section 1.3 and definition in Annex 2), people entering the labour market often ask for recognition of the qualifications that they have obtained in their own country, for wage reasons ⁽⁹⁾ and/or for authorisation to carry on the occupation. In 2003, the Ministry of Education and Vocational Training dealt with 2 760 cases - an exceptional figure for a country like Luxembourg.

Cross-border mobility is two-way. A number of young people and adults from the *Grande Région* are receiving their vocational training in Luxembourg, and some young Luxembourgers are being trained in Belgium, France or Germany. There are many reasons for this mobility: familiarity with language, training provision, etc. Cross-border apprenticeship is another aspect. The formal strand (school education, apprenticeship contract, social security, final examination, etc.) of this apprenticeship takes place under the supervision of the Luxembourg Chamber of Employers and school education in Luxembourg, while the enterprise-based training takes place in a neighbouring country.

As regards higher education, as there were no full university courses until the creation of the University of Luxembourg, Luxembourgers traditionally attended higher education in another country of the European Union.

Under European mobility programmes, in addition to one-off European visits, it has become customary to supplement training by foreign placements. This is the case, among others, for the healthcare professions and the hotel and catering industry.

From a **policy point of view**, recent developments in Europe (Copenhagen process, etc.) are having an impact on discussions and thinking, for instance the work to prepare the draft law modernising the vocational training system. The concept of validation of experience draws on common European principles for the recognition and validation of informal and non-formal learning; similarly, thinking that is underway on vocational training credits or reference standards is also playing a part in the concepts underlying the reform of vocational training.

⁽⁹⁾ Skilled workers may be entitled to a 20 % increase in minimum wage levels. Employees carrying on an occupation on the basis of education or training recognised by an official certificate are deemed to be skilled workers under the law on the minimum wage.

In parallel, Luxembourg is implementing the European transparency instruments, such as Europass-Training, the Diploma Supplement and the European Languages Portfolio.

The growing impact of e-learning in a country of the size of Luxembourg is also worth mentioning. Although not as widespread as in other countries, it is interesting to note that the e-Luxembourg project dating from January 2001 has provided a general framework paving the way, among other things, for the creation of telecentres in communes, i.e. public facilities where anyone can use a computer and access the Internet. The purpose of these centres is to provide every citizen, in their commune of residence, with a chance to take part in the information society, whatever their age, social class or level of education. These centres also offer information on lifelong learning opportunities. The site www.lifelong-learning.lu is an excellent example of this.

Annex 1: Acronyms and abbreviations

ADEM	<i>Administration de l'emploi</i> Employment Authority
ALJ	<i>Action locale pour jeunes</i> Local Action for Youth
ATM	<i>Assistant technique médical</i> Medical technical assistant
BTS	<i>Brevet de technicien supérieur</i> Advanced technician's certificate
CATP	<i>Certificat d'aptitude technique et professionnelle</i> Technical and vocational proficiency certificate
CCM	<i>Certificat de capacité manuelle</i> Manual proficiency certificate
CEDIES	<i>Centre de documentation et d'information sur l'enseignement supérieur</i> Higher Education Information and Documentation Centre
CEP-L	<i>Chambre des employés privés Luxembourg</i> Chamber of Private-Sector Employees, Luxembourg
CITP	<i>Certificat d'initiation technique et professionnelle</i> Preliminary technical and vocational certificate
CLL	<i>Centre de langues Luxembourg</i> Luxembourg Languages Centre
CNFPC	<i>Centre national de la formation professionnelle continue</i> National Centre for Continuing Vocational Training
CPOS	<i>Centre de psychologie et d'orientation scolaires</i> Centre for Psychology and Educational Guidance
CRP	<i>Centre de recherche public</i> Public Research Centre
CRP-CU	<i>Centre de recherche public Centre universitaire</i> Public Research Centre - University Centre

CRP-HT	<i>Centre de recherche public Henri Tudor</i> Henri Tudor Public Research Centre
CVT	Continuing vocational training
DESS	Diplôme d'études supérieures spécialisées
Fédil	<i>Fédération des industriels luxembourgeois</i> Federation of Luxembourg Industrialists
FOGAflex	<i>Projet FOrmation et qualification de gardiennes de jours et modes de Gardes flexibles</i> Training and qualification project for childminders and flexible childminding methods
IFBL	<i>Institut de formation bancaire Luxembourg</i> Luxembourg Institute for Banking Studies
IFES	<i>Institut de formation économique et sociale</i> Institute for Economic and Social Training
IFSB	<i>Institut de formation sectoriel du bâtiment</i> Institute for Training in the Construction Sector
INFPC	<i>Institut national pour le développement de la formation professionnelle continue</i> National Institute for the Development of Continuing Vocational Training
ISCED	International standard classification of education
LCGB	<i>Confédération des syndicats chrétiens du Luxembourg</i> Christian Trade Union Federation of Luxembourg
NAP	National Action Plan
OECD	Organisation for Economic Cooperation and Development
OGBL	<i>Confédération syndicale indépendante</i> Independent Workers' Union of Luxembourg
OLAP	<i>Office luxembourgeois pour l'accroissement de la productivité</i> Luxembourg Office for Improved Productivity
OP	<i>Orientation professionnelle</i> Vocational guidance

PROF	<i>Profil professionnel, profil de formation et programme directeur</i> Occupational profile, training profile and supervisory scheme
Script	<i>Service de coordination de la recherche et de l'innovation pédagogiques et technologiques</i> Educational and Technological Research and Innovation Coordination Office
SFA	<i>Service de la formation des adultes</i> Adult Training Service
SNJ	<i>Service national de la jeunesse</i> National Youth Service
SPOS	<i>Service de psychologie et d'orientation scolaires</i> Educational Psychology and Guidance Service
Statec	<i>Service central de la statistique et des études économiques</i> Central Statistical and Economic Research Office

Annex 2: Glossary

Alternance (*alternance*): training by alternance is a broader and more comprehensive notion than apprenticeship. In addition to traditional apprenticeship based on an apprenticeship contract, it enables training pathways in which trainees learn to practice a trade or occupation in an enterprise by attending work placements of varying length.

Apprenticeship (*apprentissage*): apprenticeship in Luxembourg is an ‘alternance’ training system comparable to the German *duales System*. It is the traditional vocational training pathway.

Apprenticeship under the concomitant system (*apprentissage en régime concomitant*): practical in-company training lasting three years together with theoretical education in a technical secondary school; similar to the German *duales System*.

Apprenticeship under the mixed system (*apprentissage en régime mixte*): training including full-time vocational classes in a technical secondary school for one or two years for theoretical and practical education, then practical in-company training for one year with concomitant theoretical classes at school.

CATP (*certificat d’aptitude technique et professionnelle* - **technical and vocational proficiency certificate):** certification of the vocational system. It provides access to the *brevet de maîtrise* (master craftsman’s diploma).

CCM (*certificat de capacité manuelle* - **manual proficiency certificate):** the same practical training curriculum as the CATP, but with less theoretical education; holders may subsequently obtain the CATP if they attend the theoretical courses.

CITP (*certificat d’initiation technique et professionnelle* - **preliminary technical and vocational certificate):** simplified practical and theoretical education in comparison with the CATP or CCM. The aim of this training is socio-occupational integration, or continued studies for the CATP (year 10 or 11) in the same occupation.

Continuing vocational training (*formation professionnelle continue*): a system through which trainees can acquire, maintain and build on their vocational knowledge and abilities, adapt them to social and technological requirements and promote their vocational advancement.

Division (*division*): stream within each system.

Frontier workers (*travailleurs frontaliers*): frontier workers are generally understood as non-resident workers from France, Belgium and Germany, mostly from the *Grande Région*. The number of resident frontier workers (Luxembourg residents working abroad) has been low for many years.

Grande Région: in general, the area in question includes:

- in Germany, the *Länder* of Saarland and Rhineland-Palatinate (district of Trier),
- in Belgium, the province of Luxembourg,
- in France, the region of Lorraine,
- the whole of the Grand Duchy of Luxembourg.

Initial vocational training (*formation professionnelle initiale*): a system intended to provide general, theoretical and practical education in order to obtain a vocational qualification recognised by an official diploma or certificate.

Master craftsmanship (*brevet de maîtrise*): the master craftsman's diploma is the vocational qualification in the craft sector enabling its holder to:

- work on self-employed basis in a main trade or set up and manage an enterprise,
- train apprentices;
- guarantee high-quality work to customers.

Minimum wage (*salairé social minimum*): any person of normal physical and mental ability, whether male or female, employed by an employer under a contract to provide services is entitled to the minimum wage. The minimum wage is generally applied. There are no derogations under the law depending on the sector in which the employer operates.

Training leading to formal certification (*formation diplômante*): any formal training leading to formal certification.

Socio-occupational integration training (*formation d'insertion socioprofessionnelle*): training for students whose results prior to entry into initial vocational education or during this education show that they are unable to reach the set goals. This training is geared towards the acquisition of clearly defined vocational competences for direct entry into the labour market.

System (*régime*): the many training schemes offered in technical and vocational secondary education are divided into three streams known as the technical system, the technician training system and the vocational system.

Teaching order (*ordre d'enseignement*): the two main streams of secondary education and technical secondary education are known as teaching orders.

Vocational training (*formation professionnelle*): in Luxembourg, vocational training means any training preparing directly for socio-occupational integration and not training for subsequent educational pathways. In the Luxembourg system vocational training comprises the vocational system and the technician training system. Training in the paramedical and social division of the technical system is an exception to this rule, as it is part of vocational education.

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Annex 4: Leading organisations

Ministère de l'éducation nationale et de la formation professionnelle
29, rue Aldringen
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Tel. (352) 478 51 51
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www.men.lu

Ministère du travail et de l'emploi
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www.mt.etat.lu/

Ministère de la culture, de l'enseignement supérieur et de la recherche
20, montée de la Pétrusse
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Chambre des métiers
2, circuit de la foire internationale
L-1347 Luxembourg
Tel. (352) 42 67 67-1
Fax (352) 42 67 87
www.cdm.lu

Chambre de commerce
7, rue Alcide de Gasperi
L-1615 Luxembourg Kirchberg
Tel. (352) 42 39 39-1
Fax (352) 43 83 26
www.cc.lu

Chambre de l'agriculture
261, route d'Arlon
L-8011 Strassen
Tel. (352) 31 38 76
Fax (352) 31 38 75
www.lwk.lu

Chambre des employés privés
13, rue de Bragance
L-1255 Luxembourg
Tel. (352) 44 40 91-1
Fax (352) 44 40 91-250
www.cepl.lu

Chambre de travail
18, rue Auguste Lumière
L-1950 Luxembourg
Tel. (352) 48 86 16-1
Fax (352) 48 06 14
www.ak.lu

CEPS/INSTEAD (Centre d'études de populations, de pauvreté et de politiques socio-économiques)
44, rue Emile Mark
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Cedefop (European Centre for the Development of Vocational Training)

Vocational education and training in Luxembourg: Short description

Jos Noesen

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The education and training system in Luxembourg has its particular features. As Luxembourg is so small and has a tradition of openness to the outside world, large-scale immigration is a particular feature of its population as well as a labour market recruiting from the *Grande Région*; both of these have an impact on the education and training system.

Its language situation is also distinctive. Luxembourgers are trilingual: from primary school, they learn Luxembourgish, German and French. Multilingualism is one of the key aspects of the challenges facing the current education and training system, especially as regards the integration of a very substantial foreign population.

The most distinctive feature of vocational training in Luxembourg is the provision at school of a vocational training system comparable to the German *duales 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 alternance is itself part and parcel of many training schemes.

Vocational education and training in Luxembourg

Short description



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