



spotlight on VET

LUXEMBOURG

VET in Luxembourg

Luxembourg's administration is centralised. The Ministry of National Education, Children and Youth is responsible for vocational education and training (VET). Higher VET is under the responsibility of the Ministry of Higher Education and Research. The dual system is an important feature of VET at secondary level, with strong links between school- and work-based learning. The 2008 ⁽¹⁾ VET reform has further strengthened links to the labour market and introduced a competence-based, modular approach.

Secondary VET ⁽²⁾ prepares learners for professional life and studies in higher education. The three-year lower cycle (pre-VET) provides 12 to 14 year-olds with general and practical knowledge and support in choosing a career. The medium and upper cycles offer learners an opportunity to acquire a qualification for a profession. The following programmes are in place:

- vocational three-year programmes with apprenticeships at their core: these comprise modules of general education, vocational theory and practice, and combine learning at school and in an enterprise under the guidance of a supervisor. Learners can choose between two types of programme that lead to different qualifications:
 - the vocational capacity certificate (CCP) attesting that the holder has acquired skills needed as semi-skilled worker. It is designed for learners who are less likely to cope with other programmes: on successful completion, they can progress to the second or third year of a DAP programme in the same field;
 - the vocational aptitude diploma (DAP) prepares learners to become a skilled worker. Graduates can progress to the third year of technician or technical programmes or become a master craftsperson. If they complete preparatory modules, they can also pursue higher technical studies;
- technician programmes, which are school-based and include a job placement of 12 or more weeks. They differ from DAP through their in-depth and diversified competences as well as more in-depth

general education. The programmes aim at a high professional level and lead to a technician diploma (DT). Graduates can also progress to the third year of a technical programme or, after completing preparatory modules, pursue higher technical studies;

- technical programmes leading to the technical secondary school leaving diploma in administrative and commercial, general technical and artistic fields, or in health and social care. The curriculum includes general and technical education (theory and advanced practical training). Graduates can enter the labour market or move on to higher education.

Learners can move from VET to general secondary education and vice versa.

At tertiary level, VET offers short-cycle (two-year) studies leading to a higher technician certificate (BTS). Depending on the field, graduates can continue with bachelor studies. The first university ⁽³⁾ was established in the country in 2003. It also offers vocational bachelor programmes which include one compulsory semester abroad. Graduates can enter the labour market or continue with professional master degree studies.

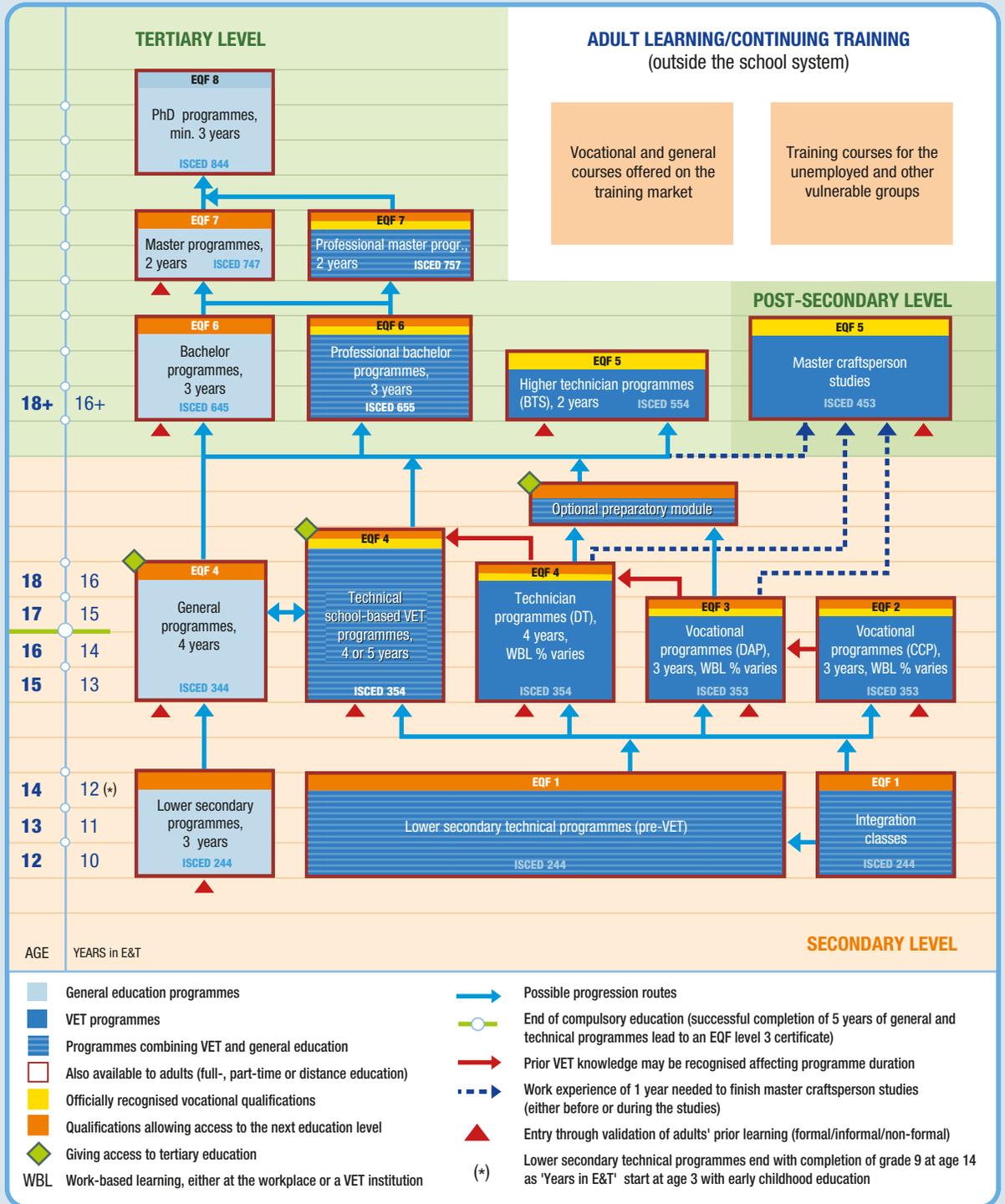
All adults have access to formal and non-formal learning, supported by guidance, regardless of their age, education and employment status. Training leave and other incentives promote CVET participation. There are also financial incentives for companies, such as shared funding arrangements and support for language learning. Training is provided by the State, professional chambers, sectoral organisations, private training centres and other organisations. The public employment service organises vocational training for job-seekers. Non-regulated CVET often does not lead to formal but to sectoral qualifications.

⁽¹⁾ Implemented in 2011-14.

⁽²⁾ Nationally referred to as technical secondary education.

⁽³⁾ University of Luxembourg.

VET in Luxembourg's education and training system



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Luxembourg.

Distinctive features of VET

- Social partner involvement is a core principle in VET policy. The professional chambers act as independent policy institutes. They are represented in the tripartite advisory committee on vocational training and consulted on VET legislation. The 2008 reform reinforced their role, which includes involvement in developing and revising VET programmes. They also accompany enterprises and apprentices through practical training and organise CVET.
- Learners have an opportunity to follow cross-border apprenticeship to acquire qualifications that Luxembourg's education system cannot offer, as the number of learners is not always sufficient given the small size of the country: practical training in a company based in Luxembourg is combined with learning at school in one of the neighbouring countries.
- Learners' progression to general education or (pre-)VET in secondary education is guided based on their achievements and interests, their parents' opinion, and the view of education staff, including a (pre-)VET representative.
- Close ties with neighbouring countries, multilingualism in all spheres of life, and the high share of foreign citizens with a mother tongue other than one of the three official languages (German, French and Luxembourgish) have a strong impact on VET. Luxembourg provides more language training than any other country, in terms of both the number of foreign languages learned per student and time spent on learning. Multilingualism is a strength but also a challenge: the official language used varies, depending on the type and level of education and training.

Challenges and policy responses

Youth unemployment and investment in skills are high on the policy agenda. Continued efforts, through reinforced stakeholder involvement and youth guarantee measures, aim to match young people's skills/qualifications better to labour market demand and target the low-skilled. In line with the Europe 2020 headline targets, national policies also focus on keeping the share of early leavers from education and training below 10%.

One of the challenges is to ensure equity for all in education and training, irrespective of their origin or socioeconomic status. One of the education ministry's priorities is to ensure a diversified offer to meet the needs of increasingly heterogeneous target groups.

Implementation of the 2008 VET reform has revealed weaknesses in the system. Bringing about change has been difficult: adapting to new realities has proved challenging for institutions, teachers and students. Amendments to the current legislation have been prepared to fine-tune the reform. Evaluation of the reform will provide stakeholders with evidence of further changes that need to be made.

There is also a need for even stronger links between the world of education and training and the world of work. Emphasis has been put on dovetailing in-company and school-based training phases, and on strengthening on-the-job training requirements. In collaboration with professional chambers, the government promotes implementation of quality assurance in work-based learning. This implies defining the process that will ensure better quality without disrupting doing business.

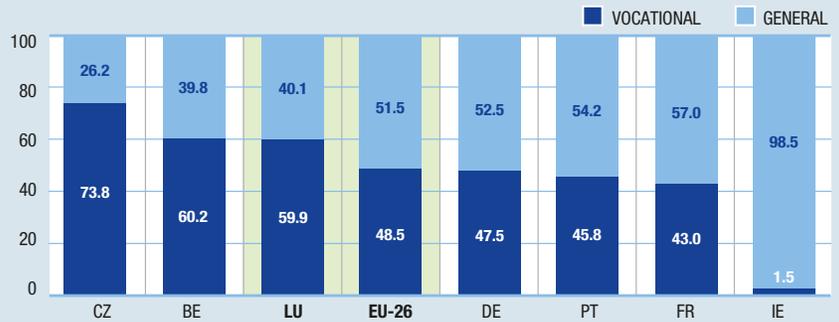


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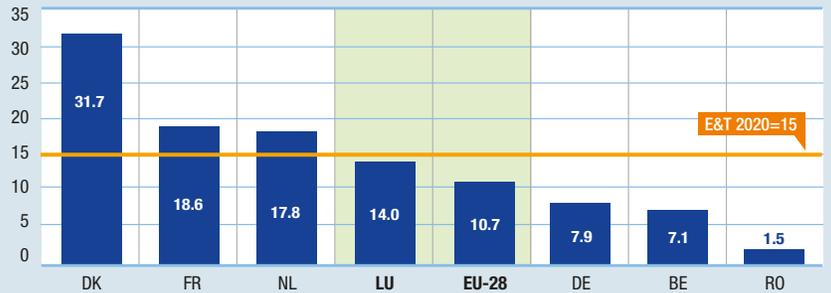
Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes
% of all students in upper secondary education, 2013



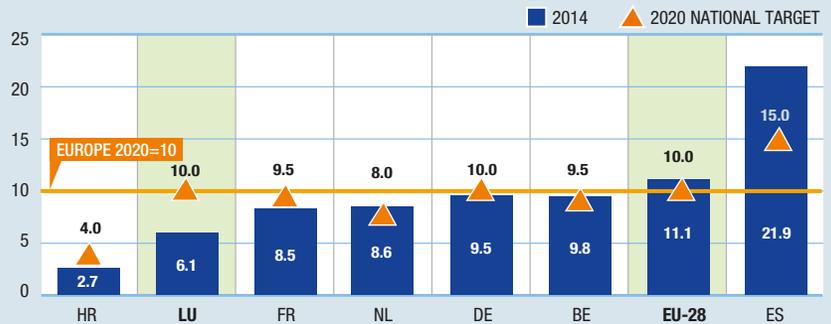
NB: 48.5 % is the provisional weighted EU average for 2013 based on available country data (26 countries).
Source: Cedefop calculations, based on Eurostat, UOE data collection on education systems, date of extraction 22.7.2015.

Lifelong learning
% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2014



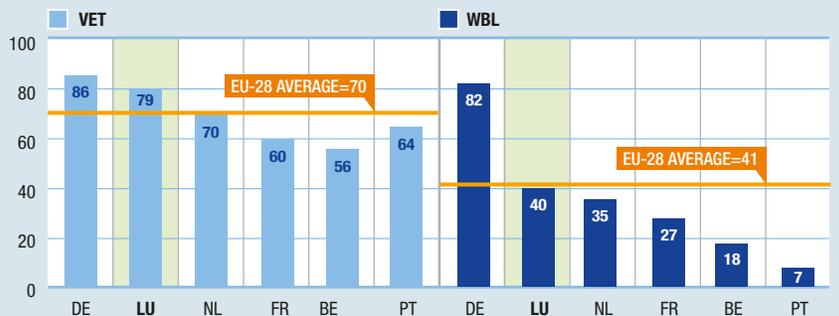
Source: Eurostat, labour force survey, date of extraction 22.7.2015.

Early leavers from education and training
% of early leavers from education and training, 2014



NB: Break in time series in all countries; low reliability in HR; definition for national target differs in DE, LU, ES.
Source: Eurostat labour force survey, date of extraction 22.7.2015.

Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification and whose highest level of education involved some learning at a workplace (%), 2014



NB: VET: respondents of the survey described their highest qualification as vocational;
WBL: studies involved some learning at a workplace (e.g. apprenticeships, internships, other forms of work-based learning).
Source: Cedefop European skills and jobs survey, 2014.



Further information

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www.adem.lu	Public employment service
www.anefore.lu	National Agency for the European Lifelong Learning Programme
www.anelo.lu	Information and exchange platform for all young people preparing for training, studies or work experience
www.guichet.lu	Citizen and business portal
www.evaluation.lsc.lu	Portal for supervisors of apprentices with essential information on teaching/training methods
www.infpc.lu	National Institute for the Development of Continuing Vocational Training
www.jugendgarantie.lu	Youth guarantee Luxembourg
www.lifelong-learning.lu	National portal of lifelong learning
www.men.lu	Ministry of National Education, Children and Youth (MENJE)
www.refernet.lu	ReferNet Luxembourg
www.statistiques.public.lu	National Institute for Statistics and Economic Studies (Statec)

This spotlight is based on input from ReferNet Luxembourg.



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