



spotlight on VET LUXEMBOURG

VET in Luxembourg

The Luxembourg administration is centralised. The Ministry of National Education, Childhood and Youth (MENJE) is responsible for all types of education, including continuing vocational education and training. Initial and continuing higher education is under the Ministry of Higher Education and Research. The Luxembourgish VET system is based on a dual system, where there is a strong relationship between school-based education and work-based learning in enterprises. The recent VET reform aims at strengthening the links between VET and the labour market and focuses on competence-based and modular qualifications.

Initial vocational education and training (IVET)

Technical secondary education prepares learners for professional life but also qualifies them for higher education. It is divided into three cycles: the lower cycle (ISCED 2), the medium cycle and the upper cycle (ISCED 3). The lower cycle is dedicated to deepening general education gradually leading learners to an education level or occupation corresponding to their abilities. The medium and upper cycles of secondary technical education offer learners an opportunity to learn a profession for which a certificate or diploma is awarded. There are three types of programmes within these cycles:

- vocational programmes: at the core of these programmes lies an apprenticeship which includes practical training under guidance of a supervisor (an enterprise, recognised as qualified for this purpose). Learners study general subjects such as natural sciences and social studies at a technical high school. Vocational programmes offer two types of certificates:
 - certificate of professional competence (CCP) which prepares learners directly for professional life;
 - professional competence diploma (DAP) which prepares learners for carrying out a profession. It also provides possibilities for further studies to become a master craftsman or, subject to completing supplementary preparatory modules, to pursue higher technical studies;

- technician's programmes: these prepare learners for a technician's diploma (DT) in various professional domains. They focus on training for professional life. Thanks to optional preparatory modules, students can also pursue higher technical education;
- technical VET programmes: there are three types (referred to as 'divisions') of programmes:
 - administrative and commercial programmes;
 - health and social care programmes;
 - general technical programmes.

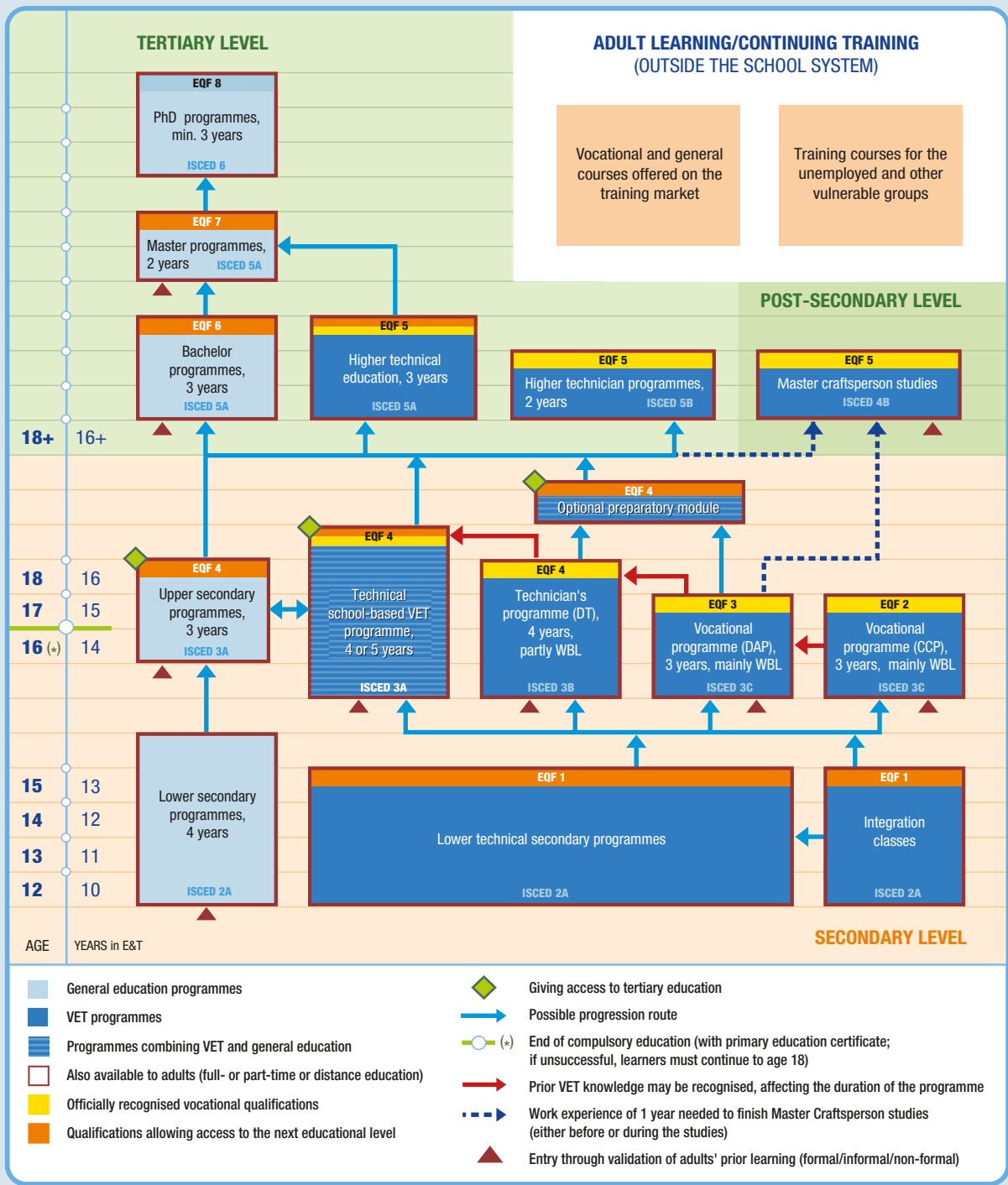
Apart from general subjects, the curriculum of these school-based programmes includes vocational subjects, which comprise theory and advanced practical training. Students completing technical programmes are awarded a technical secondary school-leaving diploma. This diploma confers the same rights as the general secondary education diploma; students can enter the labour market or pursue higher education.

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

Continuing vocational education and training (CVET)

All adults who have left school have access to lifelong learning supported by guidance services. They can, at various stages of their lives, obtain a formal qualification, acquire or improve knowledge and know-how, adapt themselves to new technologies, change their careers and experience personal enrichment through learning. There are several actors providing training: the State, professional chambers, sectoral organisations, providers with mixed funding, non-profit organisations and private training centres. The State provides some support for companies and individuals to encourage IVET (financial support on top of apprenticeship pay and for higher education) and CVET (paid training leave, flexible working time arrangements, cofunding arrangements). The Agency for the Development of Employment (ADEM, Luxembourg's public employment service) organises vocational training for job-seekers in close cooperation with MENJE.

VET in Luxembourg's education and training system



NB: ISCED 1997 was used on the chart. Conversion to ISCED 2011 is ongoing.
Source: Cedefop and ReferNet Luxembourg.

Distinctive features of VET

The most distinctive feature of the Luxembourgish VET system is that it is comparable to the German dual system. General as well as technical and vocational subjects focused on theory are provided in schools while, for most occupations, practical training takes place in enterprises. While this arrangement applies particularly to apprenticeship, the concept of 'sandwich education' is part and parcel of many training schemes.

Cooperation between the State and the social partners is a core principle in the VET system. The professional chambers act as independent policy institutes. They are involved in Luxembourg's legislative procedures and are officially and systematically consulted on laws and regulations on general education and initial and continuing VET. They are also represented at national level in diverse bodies such as the Economic and Social Council, and the Tripartite Advisory Committee on Vocational Training.

Finally, 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 has more language training than any other country, both in terms of the number of foreign languages learned per student and time spent learning them. There are transnational apprenticeships that combine practical training in an enterprise in Luxembourg with school-based instruction provided by a school in a neighbouring country. Multilingualism is a strength, but accessing learning and being successful can be an issue for the many learners who do not speak the language of instruction at home.

Challenges

Youth unemployment and investment in skills are high on the policy agenda. There are continued efforts to reduce youth unemployment by reinforcing stakeholder involvement, and by strengthening education and training measures. These measures aim better to match young people's skills and

qualifications to labour market demand and focus on people with low education levels. In line with Europe 2020 headline targets to increase educational attainment, policies also focus on reducing early school-leaving to less than 10% and increasing the share of 30 to 34 year-olds having completed tertiary or equivalent education to at least 40%.

Several recent reforms and initiatives address the main challenges:

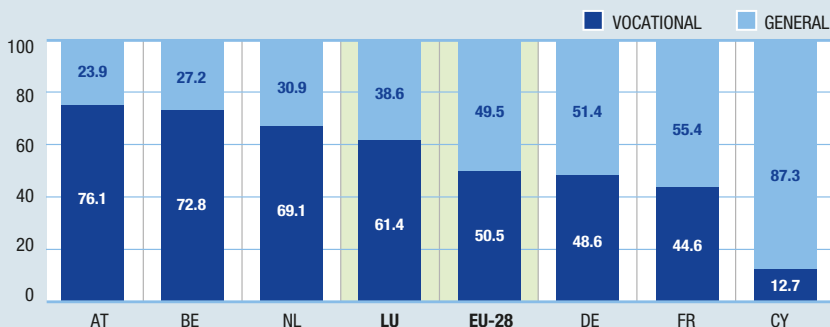
- major reform of the VET system started in the school year 2010/11. Its objectives are to:
 - improve quality of VET;
 - ease access to lifelong learning;
 - promote personal and vocational education at individual level;
 - improve collaboration between State and the social partners;
- to forge stronger links between the world of training and the world of work, in training programmes, more emphasis has been put on dovetailing in-firm and school-based training phases, and on strengthening on-the-job training requirements;
- a second chance programme (E2C) motivates early school-leavers to reenter learning using adapted learning methods;
- the guidance house (opened in 2012) regroups all administrations and services involved in guidance and helps young people and adults;
- the public employment service (ADEM) has started to put particular emphasis on supporting young people with no or low skills;
- the youth guarantee programme based on the EU model is currently being implemented;
- existing measures are being adapted to promote employment among young people. Aimed at young people unemployed for more than three months, measures will be made more effective through increased emphasis on the training components within them. This is achieved by ensuring that training leads to recognised qualifications and by assessing participants during training to provide services that meet participants' needs.



Education and training in figures

Learners in upper secondary education enrolled in vocational and general programmes

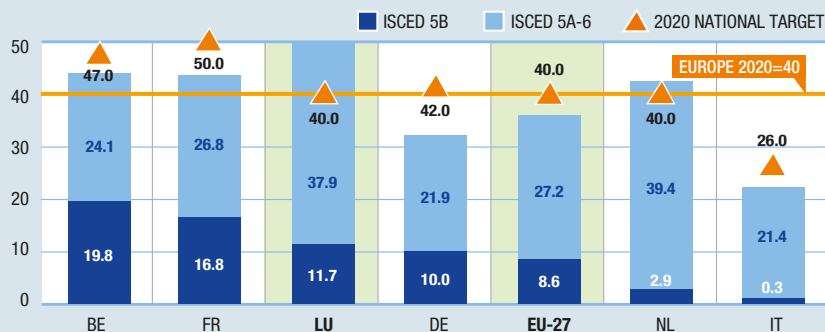
% of all students in upper secondary education, 2011



Source: Eurostat, UOE data collection on education systems, date of extraction 28.6.2013.

Tertiary education by type

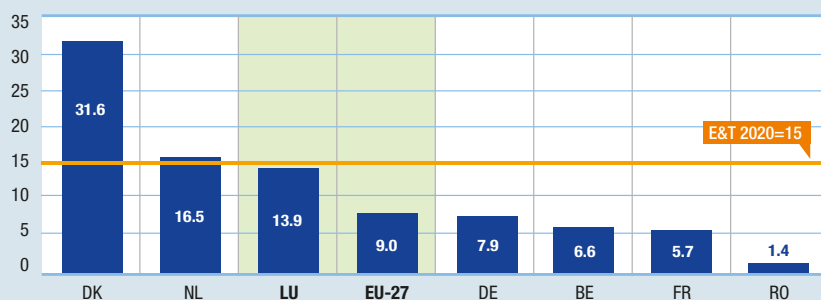
% of 30-34 year-olds with tertiary education by type, 2012



Source: Cedefop calculations based on Eurostat, labour force survey, date of extraction 8.7.2013.

Lifelong learning

% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2012

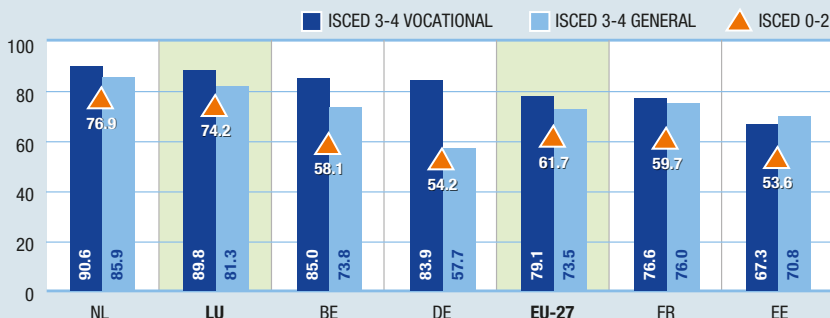


NB: Data for NL are provisional.

Source: Eurostat, labour force survey, date of extraction 3.7.2013.

Employment rates by highest level of educational attainment

20-34 year-olds no longer in education by highest level of educational attainment, 2009



Source: Cedefop calculations based on Eurostat, 2009 ad hoc module of the EU labour force survey, date of extraction 19.9.2012.



Further information

- Cedefop ReferNet Luxembourg (2012). *VET in Europe: country report Luxembourg*.
http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_LU.pdf
- MENFP (2012). *Les chiffres clés de l'Éducation nationale: statistiques et indicateurs: année scolaire 2011/12*. [Key figures of the Luxembourgish education system: statistics and indicators: school year 2011/12].
<http://www.men.public.lu/fr/publications/systeme-educatif/statistiques-analyses/chiffres-cles/2011-2012/index.html>
- MENFP (2012). *Statistiques globales et analyse des résultats scolaires: enseignement secondaire technique: année scolaire 2011/12*. [Overall statistics and analysis of school performance: technical secondary education: school year 2011/12].
<http://www.men.public.lu/catalogue-publications/secondaire/statistiques-analyses/statistiques-globales/resultats-scolaires-est-2012-2012/stat-est-11-12.pdf>

www.refernet.lu	ReferNet Luxembourg
www.men.lu	The Ministry of National Education, Childhood and Youth (MENJE)
www.infpc.lu	The National Institute for the Development of Continuous Vocational Training
www.statistiques.public.lu	National Institute for Statistics and Economic Studies
www.adem.lu	Agency for the Development of Employment
www.anefore.lu	National Agency for the European Lifelong Learning Programme (Agence Nationale pour le Programme européen d'éducation et de formation tout au long de la vie)

