A bridge to the future
European policy for vocational education and training 2002-10

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Foreword

The Policy report 2010 has to be produced within Cedefop's ReferNet 2010 network. It provides information on national progress in VET in the framework of the Copenhagen process. The reporting period is 2002 to 2010, covering the whole period since the Copenhagen process was started.

The report is subdivided in nine themes:

Theme 1– Progress in modernising European VET systems in the Copenhagen process and priorities for future cooperation;
Theme 2 – Socioeconomic challenges for future VET policy development;
Theme 3 – Economic crisis – VET policies as recovery measures;
Theme 4 – Impact and implications of the joint work on European principles and tools;
Theme 5 – Strengthening links between VET and the labour market;
Theme 6 – Addressing equity, social inclusion and active citizenship;
Theme 7 – Quality, excellence and attractiveness of VET;
Theme 8 – Enhancing creativity and innovation;
Theme 9 – Financing VET.

The introduction deals with the political and socioeconomic context in which VET is embedded in the country.

ReferNet contributions will be used to elaborate Cedefop’s 2010 VET policy report which will take stock of progress towards commonly agreed objectives and priority areas for VET in the EU set up in the Copenhagen declaration and the subsequent Maastricht/Helsinki/Bordeaux communiqués and related Council conclusions.
INTRODUCTION

1. Political Context

1.1 General 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.

As Luxembourg does not have provinces or départements because of its size, the only application of the principle of geographical decentralisation is the commune (116 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.

1.2. 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.

1.2.1 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 policy, administration and financial issues in all areas of education and vocational training.

In policy terms, it is responsible for legislation and general policy on education and life-long learning. This includes nursery, preschool, primary, secondary and technical secondary education, including apprenticeship, and adult education and vocational training, 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 and vocational redeployment. In cooperation with the Ministry of Labour and Employment, it is also responsible for training measures to counter unemployment.
The Ministry of Education and Vocational training supports the whole financing of the initial education and vocational training in Luxembourg.

1.3 Role of social partners

The Professional Chambers (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 five 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 two representing wage earners (Chamber of wages and salaries (Chambre des salariés), 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.

Since 1929, the Chambers have been involved in initial education, especially those educational options preparing for an occupation. They have even more substantial powers over apprenticeship¹. In 1945² they gained more powers over both the establishment and the supervision or termination of apprenticeship contracts. Today their power and implication will again reinforced by the legislation from 19 December of 2008 reforming vocational education and training (VET).

They are also allowed by law to organise continuing training courses.

2. 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

¹ 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’.
² The Grand Ducal Order of 8 October 1945 amending the Law of 5 January 1929 on apprenticeship
proportion of foreign residents. As a result, the teaching of foreign languages, even in vocational training, is an important factor throughout the school curriculum.

3. Population

The Grand Duchy of Luxembourg has an area of 2,586 km²; on the 1st of January 2009, its total population was estimated to be 493,500. On the same date, the resident foreign population was 215,500, according to Statec estimates (Central Statistical and Economic Research Service: National Statistical Institute of Luxembourg). Most foreigners resident in Luxembourg are nationals of the EU Member States, largely Portuguese and Italians.

Table 1: Luxembourg’s population structure, 1981 - 2009 (in 1 000)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>364.6</td>
<td>384.4</td>
<td>439.5</td>
<td>451.6</td>
<td>483.8</td>
<td>493.5</td>
</tr>
<tr>
<td>Luxembourgers</td>
<td>268.8</td>
<td>271.4</td>
<td>277.2</td>
<td>277.4</td>
<td>277.9</td>
<td>278.0</td>
</tr>
<tr>
<td>Foreigners</td>
<td>95.8</td>
<td>113.0</td>
<td>162.3</td>
<td>174.2</td>
<td>205.9</td>
<td>215.5</td>
</tr>
<tr>
<td>Foreigners as %</td>
<td>26.3</td>
<td>29.4</td>
<td>36.9</td>
<td>38.6</td>
<td>42.6</td>
<td>43.7</td>
</tr>
<tr>
<td>Portuguese</td>
<td>29.3</td>
<td>39.1</td>
<td>58.7</td>
<td>63.8</td>
<td>76.6</td>
<td>80.0</td>
</tr>
<tr>
<td>Italian</td>
<td>22.3</td>
<td>19.5</td>
<td>19.0</td>
<td>18.9</td>
<td>19.1</td>
<td>19.4</td>
</tr>
<tr>
<td>French</td>
<td>11.9</td>
<td>13.0</td>
<td>20.0</td>
<td>21.9</td>
<td>26.6</td>
<td>28.5</td>
</tr>
<tr>
<td>Belgian</td>
<td>7.9</td>
<td>10.1</td>
<td>14.8</td>
<td>16.0</td>
<td>16.5</td>
<td>16.7</td>
</tr>
<tr>
<td>German</td>
<td>8.9</td>
<td>8.8</td>
<td>10.1</td>
<td>10.3</td>
<td>11.6</td>
<td>12.0</td>
</tr>
<tr>
<td>British</td>
<td>2.0</td>
<td>3.2</td>
<td>4.3</td>
<td>4.6</td>
<td>5.0</td>
<td>5.3</td>
</tr>
<tr>
<td>Dutch</td>
<td>2.9</td>
<td>3.5</td>
<td>3.7</td>
<td>3.6</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Other EU nationals</td>
<td>10.6</td>
<td>6.6</td>
<td>9.2</td>
<td>9.6</td>
<td>17.9</td>
<td>19.5</td>
</tr>
<tr>
<td>Other</td>
<td>10.6</td>
<td>9.2</td>
<td>22.5</td>
<td>25.5</td>
<td>28.8</td>
<td>30.2</td>
</tr>
</tbody>
</table>

* estimates


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 120,000. This demographic growth (35%)* 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.

4. Labour market situation

4.1. General figures

Luxembourg’s economy has faced above-average growth rates in recent years. Economic growth was accompanied by an increase in employment of 5.5% in 2007 after a temporary decline in the 2001-2003 period. However, despite continuous economic growth in the past (notably catalysed by a fast-growing financial sector), both employment growth and the unemployment rate have been influenced more
recently by the financial crisis as well as a deteriorating international economic environment.

Employment growth peaked in the first quarter of 2008 and has slowed down more recently. Over the third semester of 2008, Luxembourg’s GDP witnessed a shift from an initially anticipated 1% GDP growth to a zero growth scenario according to STATEC, which is due to a considerable slowing down of economic growth.

Table 2 Unemployment in Europe and Luxembourg

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU27</td>
<td>8.9</td>
<td>9.0</td>
<td>9.0</td>
<td>8.9</td>
<td>8.2</td>
<td>7.1</td>
<td>7.0</td>
<td>7.6</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>2.6</td>
<td>3.8</td>
<td>5.0</td>
<td>4.6</td>
<td>4.6</td>
<td>4.1</td>
<td>4.9</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Source: Eurostat

As far as Luxembourg’s unemployment rate is concerned, it increased from 2.3% in 2001, 4% in December 2008, 5.5% in January 2009 and up to 6.1% in December 2009 with an increase in the number of unemployed people, soaring to a total of 14,351 in December 2009. In spite of this significant increase, Luxembourg’s unemployment rate is well below the EU average rate (Table 2).

4.2. General Labour market characteristics

Situated in the middle of the Grande Région (Greater Region) comprising the Saarland, the Rhineland Palatinate, the Wallonia and Lorraine regions, Luxembourg’s labour market is of a peculiar nature. In fact, one of the main characteristics has been the large number of cross-border workers as the national labour market could not satisfactorily respond to the high demand of qualified workers that a booming economy has required over the years. As a consequence of Luxembourg’s economic growth and the availability of a qualified workforce in neighbouring countries of the Greater Region, enterprises have taken massive recourse to cross-border workers.

Cross-border workers have also been attracted by a considerable expansion of some economic sectors such as the financial sector, the telecommunications or property sectors. The attractiveness of Luxembourg’s labour market goes in tandem with a strong per capita gross domestic product, attractive salaries and a considerable unemployment rate of 9.8% (without Luxembourg) in the Greater Region. However, another vital phenomenon has become visible, as young and qualified workforce from neighbouring countries of the Greater Region has entered Luxembourg’s labour market because of the afore-mentioned reasons, these bordering regions have progressively experienced a lack of qualified workers in some economic sectors.

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4 [www.statistec.lu](http://www.statistec.lu)
5 Comité de conjoncture décembre 2009 (National Conjoncture Committee), available at: [www.cdc.public.lu/actualites/](http://www.cdc.public.lu/actualites/)
Currently, with the financial crisis hitting Luxembourg’s economy and increasing the unemployment rate (6.1% in December 2009), the unemployment rate of cross-border workers has also increased. At the same time, as the STATEC pointed out in a 2008 report on unemployment in Luxembourg, 71.7% of newly created jobs were occupied by cross-border workers in 2007. The number of cross-border workers increased from 126,221 in 2006 to 138,716 in January 2009, among a total of 358,474 (beginning of 2009) of salaried workers in Luxembourg.

5. Conclusion

The national system of vocational education and training in Luxembourg has its particular features. 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 faced by the current education and training system. It influenced the 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 a sandwich education is part and parcel of many training schemes.

We also have to put forward the important role of social partners (the Luxembourgish tripartite model) represented by the Professional Chambers (employers and salaries) in the initial education and especially in vocational education and training. This particularity constitutes amongst other a constant and direct link to the labour market and guaranties an active citizenship education.

P.S. The aim of this general introduction is to provide a general overview of the ‘Luxembourgish system’. It provides the necessary background information that will contribute to understanding the following and avoid unnecessary repetitions.

Diagram of the school system in Luxembourg:

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8 An article can be found in the “Le Républicain-Lorrain” at internet: http://www.republicain-lorrain.fr/fr/GRDC.URWeb_Detail.aspx?iCategorieRedactionnelle=75&iURWeb=335791
Le système scolaire luxembourgeois :

Enseignement secondaire technique

- Diplôme de fin d'études secondaires techniques
- Diplôme d'études secondaires professionnelles CATP
- Diplôme de Capacité manuelle (CCM)
- Diplôme d'Initiation technique et professionnelle (CITP)

Enseignement secondaire technique

- 1er cycle
- 2e cycle
- 3e cycle

Enseignement fondamental

- Cycle 4
- Cycle 3
- Cycle 2

Cycle 1 (éducation préscolaire et éducation précoce)

1. À partir de 2010/2011 le CATP sera remplacé par le CATP (Diplôme d' Aptitude professionnelle).
2. Le CITP comprend en principe 2 années d'études avec un prolongement possible de 2 années. Les détecteurs d'un CITP peuvent utiliser leur préparation au CITP soit dans le cadre de la formation professionnelle continue, soit dans le cadre de la formation initiale.
3. À partir de 2010/2011, le CCM sera remplacé par le CCP.
Diagram of Secondary Technical Education after the entry into force of the law of 18 December 2008 reforming vocational training (start of the academic year 2010-2011):
THEME 1: SOCIOECONOMIC CHALLENGES FOR FUTURE VET POLICY DEVELOPMENT

In 2008, the Bordeaux communiqué emphasised the relevance of global challenges for education and training and underlined the need for a strategic vision for European VET policies.

Main challenges include:

- Globalisation (competition, global trade and foreign investments, social and economic permeability, interdependent financial markets, (intercultural) environments, offshore production);
- Demographic change and migration;
- Technological change.

VET policies need to take account of these challenges to ensure that VET systems are flexible enough to transform challenges into opportunities.

Early responses to these challenges with appropriate policies for education and training will provide a major contribution to securing proper employment for people and their full participation in society. Equipping the population with the right skills for future labour market needs will help social inclusion as well as the competitiveness of our economies.

The need for sustainable development and measures to mitigate climate change has become more urgent. Policy-makers by and large acknowledge the need for greener economies, which will provide new jobs, but which will also require new and changing skills.

1.1 Impact of globalisation on VET

1.2 Impact of technological progress on VET

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 obviously part of this trend as a result of its geographical and socio-economic situation which, as discussed above, is quite particular in Europe.

The Luxembourg government’s response to the impact of globalisation and increasingly rapid technological change is based on the implementation of a policy of education and life-long learning (LLL).

The most promising progress as regards the implementation of this LLL policy was the enactment of the law of 19 December 2008 reforming vocational training. This law establishes the framework for life-long learning.
The modernisation of the vocational training system corresponds to the requirements of a knowledge-based society and a constantly changing labour market. In its opinion on the reform of vocational training, the Chamber of Trades noted for example that “it is (…) the “education-training” combination which will be at the heart of the system to be put in place to ensure the competitiveness of Luxembourg’s economy.”

The following extract underlines the importance of this law: “We note that at the current time, the boundaries between initial training and continuing vocational training, between formal and non-formal training are changing therefore it is necessary to put in place, for the coming years, a system to structure in a consistent and flexible way, the various types of training from a life-long learning perspective”.

This law introduced a competences-based approach into education and vocational training. Under the slogan "Wëssen, kënnen, wëllen" (knowledge, know-how and life skills), the national education system has introduced a competency-based approach into the various levels of education as well as into adult education and training. The competency-based approach will give everyone the opportunity to learn to use their knowledge in their everyday life and will prepare young and adult learners to extend, in an autonomous way, the scope of their competencies and pursue their life-long learning. The introduction of competency-based education and learning is at the heart of the current reform projects to adapt education and training in Luxembourg to the needs of our era.

The change in law that occurred on 19th December 2008 reforming vocational training also stipulates that everyone has the right to have their prior learning and occupational experience validated with a view to obtaining professional qualifications. It defines the types of learning that can be taken into account, the diplomas concerned and the relation between formally acquired qualifications and those acquired by validation.

The competency-based approach and the validation of learning outcomes are key pillars in the national education and life-long learning strategy.

It is obvious that in this context the teaching sector has a key role to play and must also adapt to all the external and internal changes (see Theme 6.5).

1.3 Impact of demographic change and international migration on VET

Luxembourg has had a high population of foreign nationals for several decades. The school population contains around 40% of pupils who are not originally from Luxembourg and the flow of immigrants continues to increase, generating an annual increase of around 1% in the school population by itself.

In September 2005, the Ministry set up the School Contact Centre for Newly Arrived Pupils (CASNA), a centralised information and school guidance centre. All new arrivals aged between 12 and 18 are evaluated by the CASNA to check their profile and their ability to integrate education or vocational training.

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11 See Introduction, point 3: Population
Different types of specific classes have been set up for recently arrived pupils (reception, integration and transition):
- Primary school induction classes and courses
- Technical secondary school induction classes for young people aged between 12 and 15
- Lower technical secondary school integration classes, with a normal programme and intensive French or German lessons, if the pupil's French is sufficiently good
- Integration classes for young people aged 16 to 17, with intensive French lessons
- Pre-vocational integration classes (from the age of 16)

In addition to the CASNA direct support facilities for newly arrived pupils, a major effort has been made to provide information to foreign parents. A brochure entitled “Welcome to Luxembourgish Schools” has been published in English, French and Portuguese.

**Intercultural mediators:** Intercultural mediators were introduced in schools in Luxembourg in 1999, in response to the arrival of a large number of asylum seekers at that time, the majority of whom came from the Balkans (intercultural mediators speaking Albanian and Serbo-Croat). Although this was intended as a temporary measure initially, the demand for intercultural mediation has increased continuously and now extends to an increasing number of languages: Portuguese, Chinese and Russian. All the feedback from teachers, school principals and parents of pupils confirms the effectiveness of mediation as regards informing parents, facilitating the educational integration of children, resolving misunderstandings between parents and schools, etc. In 2006, this measure was highlighted in the annual report of the European Observatory against Racism and Xenophobia and presented as an example of best practices.

In general, language teaching (trilingualism, see introduction) is an important factor in failure at school. In order to try and remedy this problem, since Autumn 2004, the Ministry of National Education and Vocational Training has engaged stakeholders in the education sector in discussions with a view to adapting the system of language teaching and learning in Luxembourg. An **Action Plan for the Adaptation of Language Teaching** was published in March 2007, setting out a series of priorities to make language teaching more effective.

Another noteworthy innovation is the recently created **Second Chances School** which targets learners aged between 16 and 24 or older for foreign pupils who have recently arrived in Luxembourg.

As regards **adult education and training**, language teaching is a priority measure to promote the social integration and occupational success of the foreign population (migrants, cross-border workers). In Luxembourg, language teaching is, and has always been, a key area in adult education and training. The role of the National Institute of Languages is to promote and increase the quality of adult language teaching. The introduction of language learning leave to learn Luxembourgish and the integration contract which offers language courses in one or more of the country's

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12 Available on the site www.men.public.lu
13 All the documents concerning the languages action plan can be found at the following Internet address: http://www.men.public.lu/priorites/enseignement_langues/plan_action/index.html
14 Article 1 of the law of 12 May 2009 on the creation of a Second Chance School, see point 5.1
15 Law of 22 May 2009 creating a National Institute of Languages A - 112
16 Law of 24 October 2007 establishing individual training leave
official languages (Luxembourgish, French and German) and civic training, are new measures intended to promote the training of foreign nationals.

In addition it is to be noted that young adults aged below 25 are now entitled to **training support, training grants** and/or **training allowances** subject to certain conditions \(^{17}\).

Regarding the fall in the number of students enrolling for vocational training, especially in craft trades, we note that an increasing number of jobs in these fields are filled by cross-border workers. In recent years, the professional chambers concerned have launched various promotion campaigns to boost the image of these trades which often, wrongly, conjure up a negative image for young people. We will now have to wait to assess the impact of these actions.

### 1.4 Impact of greening of economy on VET

At the moment the subject is being heavily discussed. The construction sector is one of the sectors concerned and is the one that has reacted first. Raising the environmental performance of new and existing buildings and promoting the use of renewable sources of energy as cost saving models have lead Luxembourg authorities to launch a new profile: the ‘Technicien en équipement énergétique et technique des bâtiments’ currently offered in initial vocational training. This is to be considered as a first step of Luxembourg’s approach to meet an increasing demand for designing new job profiles generated by high energy prices, European and national legislation and corporate action led on EU – level.

We can also ad that the IFSB\(^ {18}\) is offering a lot of different continuous vocational training programmes in that area for the wage earners of the construction and civil sector.

### 1.5 Other challenges for VET

Taking in account the recent legislation reforming of the Luxembourgish VET system, it will now be necessary to implement and consolidate the whole.

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\(^{17}\) Law of 16 March 2007 on 1. the organisation of vocational training courses at the national centre for continuing vocational training; 2. the creation of training support, training grants and training allowances. Mem. A-54 of 11.4.2007, p. 904

\(^{18}\) See point 6.2 Sectoral Organisations
THEME 2: Economic crisis – VET policies as recovery measures

In response to a severe worldwide economic crisis the December 2008 European Council endorsed a European economic recovery programme. It called for an overall fiscal stimulus equivalent to 1.5% of EU-27 GDP, and underlined that priority should be given to structural reform measures.

Countries have taken relevant action across a broad spectrum of policy areas, including VET. VET policies play a central role in the efforts to overcome the crisis and balancing out weaknesses of the labour market.

To overcome the current economic downturn and recognising the crucial role of education and training in this context, education ministers called for targeted and coordinated action at European level.

2.1 Initiatives for recovery

Recent government initiatives to tackle unemployment

On a global and long-term level, Luxembourg’s Government has initiated a panoply of reforms, notably as far as the primary and professional education systems are concerned19 (i.e. the creation of the University of Luxembourg20 in 2003, the reform of the primary education, the reform of the professional education system). These reforms in the field of education and research are designed to anticipate and develop new future skills and increase young people’s opportunities to succeed on Luxembourg’s labour market.

The educational reforms are generally based on the acquisition of competencies and life-long learning. This in the sense that a pedagogical system has been developed that structures in a coherent and flexible way the different levels of education. At the same time, the revamping of the educational and professional system has given new impetus to a concept that is above all rooted in a symbiosis of school and real-life work experience.

In addition to a couple of significant employment measures stipulated by the 2006 law on employment measures21 (i.e. for the young), the recent crisis led the Government to elaborate new initiatives to palliate the crisis’ effects on employment.

The measure that is of particular interest to the topic under review concerns the second modification of the “part-time unemployment”22 bill that was put forward on March 6 2009 by the governmental “Plan de Soutien à la Conjoncture: Lutter

20 Internet: [http://wwwen.uni.lu/](http://wwwen.uni.lu/).
21 Law of 22 December 2006 on maintaining employment levels and determining special measures in terms of social security and environmental policies and amending the Labour Code), Internet: ([http://www.gouvernement.lu/dossiers/social_emploi/5611/index.html](http://www.gouvernement.lu/dossiers/social_emploi/5611/index.html)).
contre les effets de la crise - préparer l'après-crise" ("Supporting Conjuncture Plan: Fight against the effects of the crisis – prepare the time after the crisis"). Luxembourg’s Government initiated an up-to-date second modification of the February 17 2009 law that increases the amount of unemployment allowance paid from currently 80% of their salary to 90% for those salaried workers in a part-time unemployment measure. The condition is that they take part in a training scheme at the same time.

Another measure intended to mitigate the effects of the economic crisis on the employment of young people was implemented via the **law of 11 November 2009 on certain temporary measures (up to 31 December 2010) intended to mitigate the effects of the economic crisis on the employment of young people and amending certain provisions of the Labour Code**. The aim was to prevent a generation being sacrificed due to an upsurge in unemployment among young graduates and non-graduates alike. Even if the main problem of unemployment in Luxembourg remains that of low-skilled workers, the inescapable fact is that the number of jobseekers aged below 26 and registered with the ADEM (Employment Office) has increased and the proportion of unemployed graduates increased from 11% to 15% of the unemployed total in the third quarter of 2009.

There is a high risk that the adverse economic context may lead many companies in all sectors of the economy to maintain their recruitment freezes for young graduates. To counter the rise in unemployment, the government’s approach is based on three measures, including one new measure and two existing measures, which have been adapted to the current labour market situation.

1) **Job orientation-practical experience contracts (CIE-EP)**
Job orientation-practical experience contracts (CIE-EP) or "Praktikum" in the framework of a simplified procedure are intended for qualified people, ranging from those who have passed their baccalaureate to university graduates. The objective is to improve the employment prospects of this section of the population who would normally have found a job directly, but who, because of the crisis, may find obtaining employment a harder and longer process.

2) **Job-orientation contracts (CIE)**
Job orientation contracts (CIE) are intended for less qualified people. They are also intended for qualified people, even those who have a degree but who need not only practical experience but also additional advanced training courses. The duration of these contracts may not be more than 24 months.

3) **Job support contracts (CAE)**
Job support contracts (CAE) are intended for people with a low level of qualification and also now for more qualified young people who cannot find a job immediately because they need additional training. The training under this scheme is intensified by the obligation to provide young people with at least 16 hours of formal training a month. The maximum training period has been extended to 24 months pending an improvement in the employment outlook, especially for the least qualified people.

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24 Law of 17 February 2009 amending article L-511-12 of the Labour Code – reimbursement of compensation paid by employers by the State and increasing the flexibility of the reference period.
Young people covered by one of the three abovementioned contracts will also be given preference, for a certain period after the end of the contract, as regards recruitment by the company concerned for a position which corresponds to their qualifications.

**The State’s financial contribution**
- The Employment Fund reimburses to employers part of the allowance paid to young people;
- In addition employers are entitled to a grant if they recruit a young person with an employment contract of indeterminate duration without a trial period at the end of the contract.

The Luxembourg government has also set up an Internet site “www.anelo.lu” which was activated on 9 September 2009. This site is the fruit of collaboration between the Ministry of Family and Integration, the Ministry of National Education and Vocational Training, the Ministry of Higher Education and Research and the Ministry of Labour and Employment.

In order to help and guide young people, this site centralises on a single site the practical information young people need as regards:
- Life-long learning (with the following sections: Choosing a trade; Specialising in your original field; Training guidance; Qualifying in an additional field; Choosing your studies; Training leave; Financial help);
- Employment (with the following sections: Getting organised; Finding a job; Job seeking support; Start-up support; NEW: CIE-EP contracts);
- Intermediary activities (with the following headings: (Voluntary service; Student jobs; Training courses).

As regards the impact of the crisis on the continuing vocational training practices of companies, we do not yet have any data for the period concerned. Formastat 2008, 2009 and 2010 will provide us with some information.

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28 See Theme 5.2: Employment Fund
30 Formastat is a statistical analysis of the continuing vocational training practices of companies receiving State aid for that purpose from the Luxembourg government. See www.life-long-learning.lu
THEME 3: IMPACT AND IMPLICATIONS OF THE JOINT WORK ON EUROPEAN PRINCIPLES AND TOOLS

The Copenhagen declaration initiated extensive joint work on European principles and tools aiming at increased transparency of qualifications and improved systems for recognition of competences and qualifications. This work has resulted in development of Europass, the European qualifications framework (EQF), the European credit system for VET (ECVET) (31), common European principles and guidelines for validation of non-formal and informal learning (32), the Council resolution on Strengthening policies, systems and practices in the field of guidance throughout life (33) and the Council resolution on Better integration of life-long learning guidance into life-long learning strategies (34). Formally adopted between 2004 and 2009, all these instruments have now reached the implementation stage.

Work on principles and tools is based on a life-long learning (LLL) perspective. VET is seen as an integral and interlinked part of an overarching education, training and learning system. Transparency and recognition is needed because individuals move between different parts of the education and training system, between education and work, and between sectors and countries. This effort needs to be seen also in the context of European strategic goal to expand mobility for learners, teachers and trainers and to make periods of learning abroad the rule rather than the exception also in the VET sector.

The learning outcomes approach, shifting focus to knowledge, skills and competences, has been the common basis for the European tools.

3.1 Impact of joint work on European principles and tools on national LLL policies and practices and VET developments

The law reforming vocational training (35) is characterised by the fact that it is intended to be a law which promotes life-long learning. Similarly it is to be noted that this holistic renewal approach is not characterised by specific measures.

As regards the impact of European principles and instruments, it is to be noted that the key ideas set out in the law take account of these developments. The law stipulates that vocational training is to be characterised by life-long learning and an approach based on the acquisition of competences.

While the basic principle of the law reflects the transition to learning outcomes, the elements which characterise this concept are found throughout the text of the law.

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(32) EQARF is covered by Theme 7 on quality in this questionnaire.
(33) Resolution of the Council and of the representatives of the Member States meeting within the Council on Strengthening policies, systems and practices in the field of guidance throughout life in Europe, Brussels (18 May 2004).
Thus, the modular system reflects the ECVET concept since all vocational training is structured into different learning units which can be accumulated (partial qualifications). These units are sub-divided into training modules which lead to one or more trade or occupational competences.

Another element, the validation of non-formal and informal learning outcomes is included in this law.

Thus, it introduces the possibility for applicants to request the validation of experience acquired in the framework of occupational and extra-professional activities, in order to enable them to acquire a certificate or diploma of technical secondary education, or a master craftsman’s diploma.

The VAE system in Luxembourg is based on the declarative procedure, that is to say on a dossier prepared by candidates. It also provides, if necessary, for an interview and role playing to create a real or reconstituted professional situation to enable candidates to provide proof that they have the relevant qualifications.

Other than this direct effect of European developments, the other elements of the Copenhagen process such as EQF/NQF, quality in vocational training and the concept of life-long guidance, etc. are addressed in parallel, but not disassociated discussions.

As regards life-long guidance, it is to be noted that the Ministry of Education and Vocational Training, in the framework of European developments (Council Resolution of May 2004, creation of the European Lifelong Guidance Policy Network (ELGPN) has mandated a national guidance forum to discuss the development of a national strategy for life-long information and guidance (definition of the purpose and aims of guidance, its organisation and the provision of services). This forum will transmit its recommendations to the two ministries concerned (the Ministry of National Education and Vocational Training and the Ministry of Labour and Employment) so that the concept of life-long guidance can be implemented.

The forum’s discussions are underlined by the 2008 resolution on: “Better integration of life-long guidance into education and life-long learning strategies”.

The national framework of qualifications is being developed in conjunction with European developments and is being discussed at the level of the Germany, Austria, Denmark, Switzerland and Luxembourg group. It is to be emphasised that the main objective, which is the transparency of qualifications, is intended to make the qualifications system in Luxembourg more explicit, to enhance the visibility of the links between the various types of qualifications and to promote life-long learning. It is conceivable over the medium term that the framework will become an instrument to include non-formal qualifications. However, as in other countries, this procedure is the subject of ongoing discussions (link between vocational training and higher education), but also concerns aspects such as existing pay structures (pay scales) and the social perception of qualifications.

Concerning the EQF the recommendation states clearly that member states should adopt measures that among others “Europass” documents contain a clear reference

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36 Article 2 “a system facilitating the evaluation and recognition of a wide range of life-long competences acquired in various contexts, such as education, work and leisure, with a view to obtaining a certificate or a diploma”.

37 2905th session of the Education, Youth and Culture Council in Brussels, on 21 November 2008
to EQF. As the concerned Europass documents are the certificate and diploma supplement this should not be a problem.

In relation to ECVET Europass is already built in a sense that it can be the record for the learning outcomes. This point however has to be tested out concerning its practicability.

3.2 Promoting geographical mobility of learners/apprentices and teachers/trainers in VET

Concerning the geographical mobility of VET learners/apprentices, here again the mentioned legislation (Reform of the vocational training system) foresees the possibility to recognise units obtained during a mobility period in a foreign country.

For the moment the only programme promoting mobility is the EU Lifelong Learning programme and more precisely, concerning VET, the Leonardo da Vinci programme⁴⁸.

⁴⁸ Cf Annexe Leonardo da Vinci programme
THEME 4: STRENGTHENING THE LINKS BETWEEN VET AND THE LABOUR MARKET

Europe is facing several socioeconomic challenges which accelerate the pace of change in the labour market and skills requirements. To make sure that VET responds adequately, a key priority of European cooperation in VET is to forge better links between VET and the labour market (Bordeaux communiqué). It is essential to involve all labour market actors in VET development, including promoting workplace learning, and encourage closer cooperation.

Partnerships between education and training institutions and employers have a particular role to play in improving learners’ employability, developing their entrepreneurial potential and make them more familiar with the working world. Greater awareness of trends in the labour market can help to make learning more responsive to future needs and increase students’ motivation by providing a clear context for learning. Cooperation with education and training institutions can also help to update skills and ensure professional development of staff (39).

In this context, it is necessary to develop systems for early identification and anticipation of skill needs and mismatches to ensure that the skill needs identified are incorporated in VET on time, as advocated in the relaunched Lisbon strategy and the ‘New skills for new jobs’ (40) initiative.

Foreword

In Luxembourg (the tripartite model), the social partners represented by the Chambers (employers and salaries) play an important role in the initial education and especially in vocational education and training. This particularity constitutes a constant and direct link to the labour market and guaranties an active citizenship education.

As mentioned in the introduction, one of the characteristics of our labour market is the proportion of cross border workers. This last decade, due to the economic growth and in parallel the increase of employment, enterprises still have had massive recourse to them. In other words specific skill needs were often covered through the recruitment of cross border workers. A consequence that has recently manifested itself from this recourse is that the Greater Region cannot any longer provide enough employees, so, other approaches have to be implemented.

(39) Conclusions of the Council and Representatives of the Governments of Member States, meeting within the Council, of 12 May 2009 on Enhancing partnerships between education and training institutions and social partners, in particular employers, in the context of lifelong learning. 2941. Education, youth and Culture Council meeting, Brussels (12 May 2009).


41 Cf. Introduction
42 Saarland (Germany), Rhineland-Palatinate (Germany), Lorraine (France), Walloon Area of Belgium and Luxembourg.
43 Concerning the employment market, about 71.7% in 2007 of the newly created jobs were occupied by cross-border workers. Regarding the employment market, the total amount of salaried jobs was 316,460 wage earners in 2007.
4.1 Identifying and anticipating skill needs

One of the main instruments for labour market forecasting in Luxembourg is the survey **Qualifications of tomorrow**, which has been carried out since 1997 by the FEDIL and its partners. The survey has been done on a two year basis in the industrial sector since 1997 and in the field of information and communication technologies (ICT) in different sectors. The survey's objective is twofold:

1. Guiding the young and their parents to a professional orientation that fits into the needs of the labour market
2. Supply information to public authorities and the professionals in the field of education in order to ensure an adequacy between the needs of the enterprises and the training that has to be organised.

The results only cover employment projections and not employment promises. Data is related to a given cyclical economic environment without considering further developments and it can be stressed that it doesn't cover the entire economy, but only the industrial sector, and for the ICT survey only members of the three organizers (FEDIL, CLC and ABBL) and that due to the limited size of the Luxembourgish economy, certain results do not allow a scientific extrapolation.

Concerning the use of data as far as concerns the making and implementation of policies, the results of the survey have led, within the framework of the cooperation with other partners, to the creation of (continuing) vocational training programs and cycles for the unemployed. Regarding apprenticeship, the survey's impact has been to put in place new apprenticeships like “computer specialist”, “mecatronician” or “qualified logistic manager”.

Another instrument was created by the law of 21st December 2007, the **Permanent committee of labour and employment (PCLE)** under the authority of the Ministry of labour and employment (MLE). The committee examines the employment and unemployment situation, the working conditions, the security as well as the workers' health. The PCLE is composed of members of the Government, trade unions and employers' organizations. It deals with the observation of the labour market's evolution and its functioning. It can commission studies, as for instance, on the profile of job supplies and demands and analyses of professions and their technical evolution. On this basis, the PCLE could formulate recommendations in order to bring closer the job supply and demand as well as to reduce inadequacies on the labour market.

The PCLE has only recently started its operations, but its missions already reveal an important role in the field of matching labour market needs.

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44 Business Federation Luxembourg.
45 The survey on the ICT is carried out in cooperation with the Association of bankers and banks, Luxembourg (ABBL) and the Chamber of Commerce (CC), while the industry survey is carried out in cooperation with different partners (FEDIL, Chamber of Commerce, Department of education and vocational training, as well as the Employment agency (ADEM). The project was supported by the European Union (Programme Leonardo da Vinci) and the EURES cell of the ADEM (cooperation between ADEM-CEPS/Instead, Centre d’études de populations, de pauvreté et de politiques socio-économiques/International networks for studies in technology, Environment, Alternatives, Development.). In 2006-2007, a survey covering the Greater Region (Grand-Duché de Luxembourg, Lorraine (France) and the Province de Luxembourg (Belgium)), was done by the FEDIL, the MEDEF (Mouvement des Entreprises de France ) and CCILB (Chambre de Commerce et d’Industrie du Luxembourg Belge).
48 The PCLE met for the first time on June 26th 2008.
The National institute for the development of continued vocational training\(^49\) (INFPC), whose one of the missions is to accompany enterprises that ask for public co-funding\(^50\) in continued vocational training (CVT) matters, has developed in cooperation with the Ministry of national education and vocational training (MEVT), a new instrument (FORMASTAT) allowing analyses of the CVT enterprise behaviour. Within this framework, the INFPC planned the creation of a Training observatory reflecting the government’s and the social partner’s readiness to create a reliable statistical instrument in CVT matters. The objective is to offer perspectives for public and private training strategies in order, to guarantee a better adequacy between the required competences and the labour market. The Observatory is under construction and will be operational soon\(^51\). The observatory might influence the policy making process because of its specific mission, which could also be seen as a further element in the overall life-long learning strategy of Luxembourg’s education and training system.

One of the instruments enabling labour forecasting was the creation of the Competitiveness observatory\(^52\) in 2003 whose mission has been to support both the government and the social partners in the shaping of strategic political choices and policies. Born out of the 2003 tripartite discussions, this governmental instrument is in charge of the collection of national and international data on competitiveness while it also carries out studies or contributes to international research on competitiveness. It set up in 2004 a competitiveness scoreboard based on a wide array indicators. This scoreboard has enabled evaluation of governmental reforms. Regarding employment reforms, there are 9 board indicators with some focusing on the employment rate, long-term unemployment or the employment rate of those under 25\(^53\). The aim is to establish a global indicator based on the European innovation scoreboard.

4.2 Integrating skill needs of the labour market into VET provision

(Cf. Role of social partners.)

The results of the survey Qualification of tomorrow are used by scholar and professional orientation initiatives at different levels. As the main labour market actor, the Employment agency (ADEM) offers a number of orientation services and is as well a mediator and a training organizer.

Based on the results of the survey and, in cooperation with the Ministry of Education an Vocational Education (MEVT), the ADEM organized training cycles for production agents since the year 2000 with an increasing number of participating enterprises. Also, since 1995, the ADEM has organized in cooperation with the MEVT as well as with the National center for continued vocational training (CNFPC) professional reconversion, adaptation, and insertion measures.


\(^{50}\) Law of 22 June 1999 to support and develop continuing vocational training, Mémorial – N°92 of 14 July 1999 http://www.légilux.public.lu.


\(^{52}\) www.odc.lu.

In addition, the ADEM, the Ministry of Labour and Employment (MLE) and the concerned enterprises organize redeployment and professional measures addressed to unemployed people in order they acquire specific qualifications meeting the needs of enterprise. It also offers more general training:
- Trainings aiming at sector specific competencies\(^{54}\)
- General training that should enhance the employability of the unemployed.

Regarding apprenticeship, the survey's impact (Qualifications of tomorrow) has been to put in place new apprenticeships like “computer specialist”, “mecatronician” or “qualified logistic manager”.

Furthermore, the ADEM offers a professional orientation service (Profession orientation service, Information center for professions (BiZ)) helping, for instance, the young to familiarize themselves with the employment market and to develop the capacity to analyze the labour market and to facilitate their scholar and professional orientation\(^{55}\).

Finally, we should emphasise that a reform of the ADEM is in preparation in order to improve the support and the accompaniment of the unemployed.

Other labour market institutions, the professional chambers, the Chamber of trade, the Chamber of craft, the Chamber of wage earners are partly concerned within the framework of the survey through their orientation, consulting, information and training services. For instance, one of the privileged partners of the Luxembourgish industries is the “Luxembourg School for Commerce” (LSC) that adapts its continued vocational training activities the sector needs.

Within the framework of a transnational labour market\(^{56}\), the ADEM established cooperation between its professional orientation service and the professional orientation service (Berufsberatung) of Trier, in Germany. Since 2004, the professional orientation service has continued to take part in information and orientation meetings with partners from France and Belgium concerning the professional orientation of young people in the Greater Region.

The Committee of labour and employment, as presented above, will play an important role in the future through its recommendations based on the studies on labour force profiles, job supplies, and technical evolution and labour market inadequacies.

The Competitiveness observatory is a key instrument as it helps to shape and evaluate governmental employment policies compared to those of other EU countries. The data is gathered together in a competitiveness scoreboard that reflects if reforms in a particular field have led to progress or if further measures need to be taken. However, even if we identified the observatory as a key player, it is far from being a classical labour market institution like the ADEM\(^{57}\) as the observatory forms part of the ministry of the economy and trade. It is endowed with a more global mission to highlight the general competitiveness of the country and employment reforms are seen through an economical point of view. In comparison, the ADEM has

\(^{54}\) Without a concrete demand from an enterprise.


\(^{56}\) Cf Introduction

\(^{57}\) http://www.adem.public.lu/
a much more practice-orientated function and constitutes an instrument of the ministry of work and employment.

The Training Observatory will also be called upon to play an important role via the results of its studies. By way of example, it will launch, at the end of 2010, a longitudinal study on the transition from school to working life (absorption into employment) of young people having received initial vocational training.

### 4.3 Involving labour market actors in VET

In the Luxembourgish tripartite structure, the Ministry of education and vocational training together with the professional chambers develop the standards for VET. This means that the link with the world of work is concretely made via the elaboration of the curricula, which are based on labour market standards. Another element is the involvement of the social partners in the training itself i.e. the training in enterprise. The recent law\(^58\) will increase this long tradition by emphasising the real partnership between all these organisations.

Art 3 stipulates:
"The vocational training system is based on a partnership between the State, the professional chambers representing employers and those representing employees which are the initiators of training."

The partnership covers:

1. Analysing and determining training needs
2. Training guidance and information
3. Determining the professions or trades covered by basic vocational training and initial vocational training
4. Training offers
5. Organising training
6. Designing framework training programmes
7. Assessing training programmes and the training system
8. Qualifications
9. Validating experience acquired

This law also implements the validation\(^59\) of formal, non-formal and informal learning/training. The process of validation included a Commission of validation. The employer representatives are fully part of this Commission.

### 4.4 Promoting workplace learning

As mentioned in the introduction Luxembourg’s VET system is 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

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apprenticeship, the concept of a sandwich education is part and parcel of many training schemes. The relation or link to the world of work is materialised by the role, mission from the social partners in VET (cf. Introduction 1.3)

Financial incentives to promote IVET and CVET

IVET
The State, through the Employment Fund (Fonds pour l’emploi60), 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 to be paid, 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

CVET
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.

Mechanisms which encourage businesses to invest in training:
To support and develop continuing vocational training activities in the enterprises from the private sector, the government co-fines the investment in training. This is via the amended Law of 22nd June 199961. Under this law, enterprises may request State co-financing for the continuing vocational training of their employees.

<table>
<thead>
<tr>
<th>Year</th>
<th>Subsidised companies</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>152</td>
<td>91,100</td>
</tr>
<tr>
<td>2001</td>
<td>222</td>
<td>157,900</td>
</tr>
<tr>
<td>2002</td>
<td>272</td>
<td>176,000</td>
</tr>
<tr>
<td>2003</td>
<td>306</td>
<td>203,600</td>
</tr>
<tr>
<td>2004</td>
<td>363</td>
<td>248,500</td>
</tr>
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</tr>
<tr>
<td>2007</td>
<td>700</td>
<td>360,000</td>
</tr>
<tr>
<td>2008</td>
<td>800*</td>
<td>395,000</td>
</tr>
</tbody>
</table>

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 14.5% of the total investment in training by the enterprise. 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. That means that after taxation enterprises get a net refund of 10% of their total investment in training;
- Enterprises may also opt for the tax rebate system equivalent to 10% of the amount invested.

**Evolution of the co-funding (2000 – 2007)**

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

Private sector companies which organise training in Luxembourgish for cross-border or foreign employees are entitled to specific financial aid. **Subsidies to improve the integration of foreigners by learning the Luxembourgish language** have existed since 2003 (see Introduction: percentage of foreign resident population and number of cross-border workers). This financial aid is managed by the Ministry of Labour and Employment.

Concerning the **validation of learning at the workplace**, there are legislations in force in Luxembourg that permits to validate formal, non-formal and informal learning/training.

The first one, concerns the University of Luxembourg created in 2003. The Article 9 of the law establishing the University stipulates that:

Anyone who has been gainfully employed for at least three years, in an employed position or in a self-employed capacity or on a voluntary basis, in activity related to his or her application, may request the validation of his or her experience acquired to justify all or part of the knowledge or skills required to obtain a given diploma or qualifications.

And the second one, concerns, as already mentioned previously, the law reforming the vocational education and training system in Luxembourg.

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62 For more information, see Explanation Notice under [www.life-long-learning.lu](http://www.life-long-learning.lu)
64 Law of 12 August 2003, creating the University of Luxembourg, Mémorial A – N° 149 of 6 October 2003 Page 2990
The validation of formal, informal and non-formal learning/training is now possible for the diplomas delivered by the University of Luxembourg and those delivered from the Enseignement Secondaire Technique.\(^{66}\)

**Conclusion Theme 4: Life-long learning strategy**

The life-long learning strategy being put in place will be an important instrument through which wage earners and enterprises will be able to permanently adapt themselves to the transformations of the labour market and technologies. The reform of the vocational training system\(^{67}\) implements a competence-based modular training system including the validation of professional experience in a life-long learning perspective. The Government also developed a CVT facilitating legislative environment and both co-funding possibilities and special vocational training holidays\(^{68}\) for wage earners. All these new instruments interact with the different observatories, new skill forecasting instruments and labour committees, a reactive life-long learning environment\(^{69}\) allowing a permanent adaption of skills to the new economic and technological challenges.\(^{70}\)

Luxembourg is at the beginning of a fundamental change in this regard as it not only creates the basis for a flexible life-long learning system, but, as it also implements a process that initiates a sensitive permutation of the representation of what education, vocational training and learning will be in the future.

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\(^{66}\) See Introduction: Diagram of the school system in Luxembourg.

\(^{67}\) Law of 18 December reforming vocational training, Mémorial A, 220 of 30 December 2008).

\(^{68}\) Law of 24 October 2007 creating individual training leave.

\(^{69}\) For detailed information on the evolution of the vocational training system, we refer to the “Practical guide on training 2008” published by the INFPC, [http://www.infpc.lu](http://www.infpc.lu).

\(^{70}\) For example: Law of 22 June 1999 to support and develop continuing vocational training, Mémorial A – N°92 of 14 July 1999, [http://www.legilux.public.lu](http://www.legilux.public.lu) or the Grand-Ducal Regulation of 30 March 2006 on the interprofessional agreement between the employers association and the trade unions declaring the interprofessional agreement on social dialogue relative to individual access to CVT concluded between the OGB-L and LCGB trade unions and the Union des Entreprises Luxembourgeoises (UEL).
THEME 5: ADDRESSING EQUITY, SOCIAL INCLUSION AND ACTIVE CITIZENSHIP

The year 2010 is the European Year for combating poverty and social exclusion. The priorities of the European Year include the reducing disadvantages also in education and training, focusing on the specific needs of groups at risk, for example early school-leavers, people with special needs, low skilled people and migrants.

The strategic framework Education and Training 2020 calls for education and training policies which will “enable all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a lifetime both job-specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue”(71).

Supporting services, including guidance and counselling as well as access to information play a fundamental role for groups at risk.

5.1 Addressing equity in VET

Several reforms have been implemented in recent years in order to reduce the school dropout rate in technical secondary education.

3 Examples:

The lower technical secondary education project (PROC72).

This project places the emphasis in particular on:

- Reforming programmes with a focus on competence-based teaching73
- Improving pupil mentoring
- A more elaborate evaluation in particular as regards languages, with differentiation between written, reading and oral competences
- More efficient 9th grade guidance74

The reform of promotion criteria: adjustments and the impact of the reform:

New promotion criteria were applied with effect from the 2005-2006 academic year. The most important aspects of the new criteria are as follows:

- Compulsory remediation if the pupil’s grades are insufficient
- Greater responsibility and autonomy for school communities in defining the school remediation approach
- More precise information for pupils and parents
- The possibility to cancel out one or two insufficient grades provided that the average is equal to at least 60% of the points

The new criteria have resulted in a very significant increase in the number of pupils having access to the lower cycle of technical secondary education and a smaller increase for the higher classes.


72 http://www.men.public.lu/publications/postprimaire/rapport_evaluation

73 Cf 7.1

74 See Introduction: school diagram
Mosaic classes:
In four technical secondary schools, relay classes or mosaic classes have been set up as a project of the Educational and Technological Research and Innovation Coordination Service to welcome temporarily (6 – 12 weeks) pupils who have been excluded from their usual class owing to behavioural problems.

They operate with a multidisciplinary team composed of teachers, members of the school psychology and guidance service and an educator. The courses are adapted to the abilities and learning temp of the pupils. The pupils must accept extra-curricula supervision with cultural activities and sports activities. The relay classes approach has enabled the pupils concerned to avoid disciplinary sanctions and even the risk of being expelled. There are plans to extend the measure to other secondary technical schools.

Other projects and measures have also been put in place in recent years:

The creation in the framework of post-primary education of a Second Chance School, for “students aged between 16 and 24 inclusive. The following students are eligible to participate in this system:
- Those who can no longer progress in secondary education or in technical secondary education
- Those who have had a break in education
- Those who cannot find an apprenticeship
- New arrivals

Students in the last category are entitled to an age exemption as regards the upper age limit, by decision of the competent minister.

The creation of training support, training grants and training allowances aimed at young people aged below 25. This financial support is an aid or incentive for young adults with financial difficulties. Jobseekers are also entitled to a training support for a training programme that they want to follow on their initiative (with the agreement of the ADEM) or a training programme proposed by the ADEM.

A series of measures in favour of employment have also been put in place by the Employment Office. These measures target various categories of the population but have a common denominator, namely theoretical training, practical training or immersion courses to integrate unemployed people or jobseekers into employment:

CAT-PR (Temporary Private Sector Casual Employment Contracts) – for jobseekers aged under 30 receiving, in a private company, during working hours, remunerated practical workplace experience facilitating the transition between the education received and integration into working life.

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76 Law of 16 March 2007 on 1. the organisation of vocational training courses at the national centre for continuing vocational training; 2. the creation of training support, training grants and training allowances. Mém. A-54 of 11.4.2007, p. 904
77 Grand Ducal Regulation of 10 May 2007 determining the conditions and arrangements for granting training support
78 See 2008 Annual Report www.adem.lu
**CAT-PU** (Temporary Public Sector Casual Employment Contracts) - for jobseekers aged under 30 receiving, in the public sector, during working hours, remunerated practical workplace experience facilitating the transition between the education received and integration into working life.

**SIE** (Work Experience Placement) – for jobseekers aged under 30 receiving theoretical and practical training in the framework of a paid work experience placement for which the employer is subsidised.

**SRP** (Vocational Rehabilitation Training) - for jobseekers aged over 30 receiving theoretical and practical training in the framework of a paid work experience placement for which the employer is subsidised.

**FORMA** – Training measures intended to facilitate the integration of jobseekers into the labour market (including adult learning: people registered with the ADEM, reimbursed by the Employment Fund, following training courses in the framework of adult learning programmes leading to qualifications: introductory technical certificate (CITP), manual skills certificate (CCM), vocational and technical training certificate (CATP)).

**PA** (Pool of Assistants) - pool of paid assistants, charged with helping principals of post-primary schools with supervisory, extracurricular and administrative duties.

**MS** (Special Measure) – for jobseekers not receiving benefits from the ADEM, covered by not-for-profit associations.

**MT** (Put to Work) – public utility work carried out by jobseekers receiving full unemployment benefits.

**ATI** (Temporary Paid Assignments) – temporary work organised by the National Social Action Service (SNAS)\(^79\)

**CAE** (Employment Support Contracts) – for young jobseekers aged under 30 receiving work placement experience and/or practical and theoretical training in order to improve their skills and facilitate their integration into the labour market.

**CIE** (Work Experience Placement) – for young jobseekers aged under 30 receiving practical training to facilitate their integration into the labour market.

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\(^{79}\) The National Social Action Service was created in 1986 in the framework of the law creating a guaranteed minimum income (RMG). [http://www.snas.etat.lu/](http://www.snas.etat.lu/)
### 5.2 Support services for groups at risk

**Local Action for Young People** (ALJ) which has had a legal basis since 2008 had been set up in 1984 in the framework of the 2nd “Transition from school to working life” programme of the European Community. Today, Local Action for Young People is attached to the Vocational Training Service of the Ministry of National Education and Vocational Training.

The main remit of the ALJ is to support young people aged between 15 and 25 in their transition into working life in the following situations: school – work, school – apprenticeship, school – guidance courses or integration measures, apprenticeship – work but also work - training, unemployment - education and training or counselling courses and soon second chance schools.

Special attention is paid to **school dropouts**. To analyse in greater detail the phenomenon of premature school leavers, the ALJ is charged with contacting every dropout in order:

- To ascertain why he or she left the education or training system and
- To draw up with each dropout an individual project for his or her education, vocational training or integration into the labour market project.

The ALJ provides young people (dropouts or not /individually and/or collectively) with support for the implementation of their vocational integration projects. During a certain time a special educator from the ALJ acts as a “transition mentor”. Support can also be provided by way of a comprehensive approach, that is to say by taking into consideration all aspects of the young person’s life (accommodation, health, leisure activities, family, etc.).

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**Table:**

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<td>109</td>
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<td>132</td>
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<td>92</td>
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<tr>
<td><strong>MS</strong></td>
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<td>546</td>
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<td>672</td>
<td>564</td>
<td>544</td>
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<td>419</td>
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<td><strong>CIE</strong></td>
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<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>215</td>
<td>474</td>
</tr>
</tbody>
</table>

CAE and CIE: measures implemented in July 2007 - therefore, 2007 averages have been calculated over 6 months.

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80 See the Law of 18 December 2008 on the reform of vocational training, article 51, point 4 “to initiate measures to support the transition to working life of young people and young adults. To that end, an organisation called ‘Local Action for Young People’ (ALJ) has been set up”.

The National Youth Service (SNJ) supervises and has responsibility for Voluntary Service which is defined a full-time, non-gainful, unpaid activity on behalf of the community and which is the expression of freely taken personal decision by the volunteer. The aim is to develop solidarity among young people, promote their active citizenship, foster mutual understanding between them and provide them with a learning and guidance experience by facilitating activities of public interest. Voluntary service cannot be substituted for paid work.

The SVO is a youth work system aimed at young people with specific needs. It is intended to facilitate their social and vocational integration by offering them a non-formal education based on personalised, intensive supervision. It therefore offers young people a motivating and educational experience in the framework of a voluntary service project.

The voluntary service guidance system is intended for all young people having completed their compulsory schooling and who have no further educational and/or employment prospects. They may be school dropouts, young people having difficulty finding an employer to offer them an apprenticeship and who are often unmotivated by the school system, but are not yet ready for the labour market. The young people concerned are generally aged between 16 and 30.

Voluntary service experience projects are organised in structures in the social area (retirement homes, institutions working with disabled people, half-way houses, etc.), cultural or tourist sectors (museums, multimedia libraries, youth hostels, etc.) and sports sector (clubs and sports associations). Young people are entrusted with specific tasks calling on their manual skills and their creative spirit, such as for example accompanying elderly people during walks or leisure activities, distributing mail, gardening and general maintenance work and helping at meal times within the framework of a exceptional project.

Young people have the opportunity to acquire a unique experience by devoting their time and energy to the community. Their status as volunteers entitles them to numerous benefits, such as the payment of pocket money (€175.57), financial assistance for subsistence expenses (€231.76) and an entitlement to welfare benefits including family allowances.

Volunteers are given personalised support, training adapted to their needs and a skills certificate. Participation in the SVO system opens up new horizons for them, which are realistic and adapted to their personal situation. The National Youth Service provides the personalised, tailored supervision for these young people and also handles the SVO related administrative tasks insofar as possible.

Throughout the period of their participation (between 3 and 12 months), the host organisation provides volunteers with safe and decent voluntary work conditions and provides them with assistance for the tasks to be accomplished. It designates in particular a mentor whose tasks are:

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- To provide a general introduction to the institution and tasks
- To monitor the tasks carried out
- To ensure that participants are integrated into the team
- To consult with the person who referred the young person, i.e. a member of the SNJ, in order to discuss training needs and socio-professional integration possibilities (integration into the educational system or the world of work)
- To assess the skills acquired via the SVO experience
- To propose a continuing training programme corresponding to the young person’s profile

Mentors are assisted in their work by the regional offices of the SNJ.

Special vocational rehabilitation measures
These measures group together trade union and communal initiatives proposed in particular by the associations ‘Objectif Plein Emploi’, ‘Forum pour l’Emploi’ and ‘ProActif’, which offer training programmes intended to facilitate the integration into employment of jobseekers, and more specifically unemployed people who are difficult to place.

Alongside these 3 most prominent initiatives, there are smaller structures, but which nevertheless play an important role in the target area:
- The initiatives operating under the aegis of the City of Dudelange and the Welfare Office of the City of Ettelbruck;
- Eng nei Schaff asbl;
- Défi-job asbl;
- ICOPA asbl RTPH;
- Colabor s.c.

Full employment objective
The objective of the association ‘Objectif Plein Emploi’ (full employment objective) is to put in place projects of general interest, while creating jobs and offering vocational training for unemployed people. These training programmes have been approved by the Chamber of Trades and the Ministry of National Education. Jobseekers helped by the association are in general referred by the ADEM, but they may also submit spontaneous training applications (oral or written) to the association.

Employment forum
The association ‘Forum pour l’Emploi’ (employment forum) concentrates its activities in the north and west of the country, with a principal site in Diekirch. The objective of its training centre is to support and advise jobseekers wanting to develop an individual project and to offer in particular technical and vocational training. The training centre welcomes in particular jobseekers receiving unemployment benefits and people who receive the guaranteed minimum income (RMG). At the end of their training and after evaluation, jobseeker can join a team within the reintegration section of the Forum pour l’Emploi. Jobseekers supervised in the Forum pour l’Emploi structure are in general recruited beforehand by the ADEM, but they may also submit spontaneous training applications (oral or written) to the association. They must in all cases satisfy the following recruitment conditions. They must be:
- Residents in Luxembourg
- Aged at least 18, irrespective of their nationality and level of qualifications
- Registered as a jobseeker with the ADEM
- Between 18 and 30: registered for at least 1 month;
- Over 30: registered for 3 months
- For communication reasons, jobseekers must speak at least one of the 3 national languages (German, French or Luxembourgish)

**ProActif**

The association ProActif concentrates its activities in the south, centre and east of the country. Its training centre provides jobseekers with social and technical training programmes as well as socio-professional monitoring. The objective is to develop the social, behavioural and technical skills of jobseekers in order to facilitate their integration into the labour market. Jobseekers complete an 8 week training programme at the training centre while remaining under the authority of the ADEM. Access to the re-absorption into employment measures of ProActif is reserved for jobseekers aged over 18 and registered with the ADEM. In order to ensure that all candidates are treated equally, a recruitment committee has been put in place to recruit the jobseekers trained by the association. Depending on needs, the committee organises recruitment interviews with the candidates proposed by the ADEM and candidates having submitted a spontaneous application (oral or written), provided that they are registered with the ADEM.

Women who want to join or rejoin the labour market can contact ADEM’s Employment Service for Women, which organises information workshops. Participants in these workshops are informed about the labour market, the various training offers, financial help for reintegration, etc. A list of associations proposing measures to promote the employment of women is available on the ADEM site.

**Employment Fund**

Set up in 1976, the Employment Fund (initially called Fonds de chômage, i.e. Unemployment Fund) is administered by the Minister for Labour and covers forms of expenditure including: unemployment benefit, subsidising the payment of employees on short-time contracts, guaranteeing the pay of employees affected by bankruptcy of the employer, reimbursement of employers for trainee allowances paid under a scheme for first-time jobs for young people (see young unemployed person), repayment to the organizers of temporary work schemes of the Fund's contribution towards young workers' pay under the Youth Employment Scheme, temporary aid to encourage workers in redundancy situations to accept new jobs at lower rates of pay (see re-employment support), flat-rate geographical mobility allowances, aid for the creation of jobs classed as socially and economically useful, enterprise start-up grants, and expenses associated with the employment or retraining of those receiving benefits from the FNS making up the guaranteed minimum income.

The Fund's revenue derives from a mixed system of financing based on contributions from private-sector employers (suspended since 1983) and commerce, and general taxation (including increased personal income tax and tax on petrol).

**Categories of adults currently considered as target groups**

At the level of adult education and training, language learning is a priority measure to promote social integration and the professional success of foreigners (migrants, cross-border workers). In Luxembourg, language learning is and has always been a key area in adult education and training.

The remit of the National Institute of Languages is to promote and develop the quality of adult language teaching. The introduction of language leaning leave to

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learn Luxembourgish as well as the integration contract which offers language courses in one of the country’s three official languages (Luxembourgish, French and German) and civic training are new measures intended to promote training for foreigners.

The Ministry of National Education and Vocational Training which also provides continuing vocational training also plays an important role.

Its Adult Training Service offers the following courses:
- The 2nd qualification path
- Evening courses organised in secondary schools and technical secondary schools
- Courses offered by communes and associations which have a quality label and are subsidised by the Ministry of National Education and Vocational Training

Changes in the number of people enrolled for courses organised by the Adult Training Service (SFA) without the National Institute of Languages (INL)

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<tbody>
<tr>
<td>Adult apprentices</td>
<td>368</td>
<td>519</td>
<td>633</td>
<td>670</td>
</tr>
</tbody>
</table>

Another important measure in the framework of the 2nd qualification path is adult learning\(^3\). This is a path for adults to enable them, under an apprenticeship contract, obtain a vocational qualification (CATP, CCM, CITP). Adults receive “the legal or contractual apprenticeship grant plus a supplement up to the statutory minimum income for unskilled workers.” The supplement is reimbursed to the employer-trainer by the Employment Fund.

At the National Centre for Continuing Vocational Training, the Ministry of Education and Vocational Training organises, often in cooperation with the Ministry of Labour and Employment, initial vocational training and vocational rehabilitation programmes for unemployed people and jobseekers, as well as continuing vocational training, which also provides a framework for integrating adults into the labour market.

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\(^3\) Law of 22 May 2009 creating a National Institute of Languages A - 112
\(^4\) Law of 24 October 2007 creating individual training leave
training programmes for individuals, companies and people studying for a vocational qualification.

Number of initial vocational training/vocational rehabilitation and vocational training programmes organised at the CNFPC Esch/Alzette and Ettelbruck

<table>
<thead>
<tr>
<th>Year</th>
<th>Initial vocational training and vocational rehabilitation</th>
<th>Continuing vocational training</th>
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<td>3,302</td>
</tr>
<tr>
<td>1998</td>
<td>1,044</td>
<td>2,456</td>
<td>3,500</td>
</tr>
<tr>
<td>1999</td>
<td>917</td>
<td>2,295</td>
<td>3,212</td>
</tr>
<tr>
<td>2000</td>
<td>1,126</td>
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<tr>
<td>2002</td>
<td>1,125</td>
<td>2,993</td>
<td>4,118</td>
</tr>
<tr>
<td>2003</td>
<td>1,193</td>
<td>2,739</td>
<td>3,932</td>
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<tr>
<td>2004</td>
<td>1,291</td>
<td>2,831</td>
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<tr>
<td>2005</td>
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<tr>
<td>2006</td>
<td>1,144</td>
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<tr>
<td>2007</td>
<td>1,064</td>
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<td>3,214</td>
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<tr>
<td>2008</td>
<td>658</td>
<td>3,398</td>
<td>4,056</td>
</tr>
</tbody>
</table>

Another measure are the **Tailor-made training measures** focusing the unemployed people with the objective to reintegrate them into the labour market by being re-orientated towards a new professional sector. The institutional actors involved are: the National Employment Agency; the National Center for Continuous Vocational Training (under the supervision of the Ministry of Education and Vocational training); the Ministry of Education and Vocational Training and the Ministry of Labour and Employment.

The main objectives of Tailor-made training measures are twofold:
- To address the problem of a lack of qualifications in a particular business sector or company
- To set up and deliver a specially conceived training programme. The mission of which is to match unemployed individuals’ basic competencies with those required by an employer.

There is no established framework so bespoke measures are usually based on a cooperation agreement, covering the details of the cooperation and the financial aspects. It is signed by the ministries in charge and the companies, federation or economic activity sector involved.

In the agreement, the different ingredients of the practical training and the theoretical courses are emphasised. As a matter of fact, the practical implementation of tailor-made measures presupposes a partnership, a strong commitment and close cooperation between different factions. The basic concept remains valid for all bespoke measures whereas the agreements vary in their content and offer a large degree of flexibility.

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86 See “2008 annual report of the ADEM/SFP, Ministry of Education and Vocational Training informal working group.”
Those “Qualifying” complementary training schemes that are exclusively set up for a company’s specific professional requirements constitute a means of reinserting the unemployed into the labour market.

As already mentioned, there is no explicit legislation covering bespoke measures. However, financial provisions can be applied in the context of the L-5231-1 article of Luxembourg’s Code de Travail (Code of Work)\(^87\). Financial means are finally provided by the Fonds pour l’Emploi (Employment Fund), a special fund administered by the Ministère du Travail et de l’Emploi (Ministry of Labour and Employment) that stipulates (art. 2)\(^88\) that the Employment Fund comprises a section covering the promotion of training-based initiatives. In practice, financial provisions are generally covered both by the Government (expenses for the theoretical courses) and the company (internship, equipment etc.).

Those who finish their internship are usually hired, if not via CDD or CDI, through the 2006 employment law measures\(^89\) including:

- Stage de Réinsertion professionnelle, SR (Practical Training for the unemployed receiving a theoretical and practical training in an enterprise)
- Contract d’Appui Emploi (Employment Support Contract)
- Contract d’Initiation à l’emploi, CIE (Employment Initiation Contract)

Concerning orientation and guidance services or institutions, we will first note the action of the Professional Orientation Service (OP) of the public employment service (ADEM), that is aimed at young people who have to choose a training way in accordance with their academic capacities and their personal interests. The efforts as regards professional orientation do not exclusively appeal to young people, but also their parents and all those who are or were already active on the labour market and who wish to reorient themselves professionally. The OP’s mission is to help them with that difficult task and this help takes shape when they pay a visit to an information centre about professions (BIZ – Berufsinformationszentrum) where the involved persons are informed about the many professions and jobs existing in the enterprises and about the available trainings.

We can also mention the educational orientation made at school and for higher education.

The Services of Psychology and Educational Orientation (SPOS) are, next to teachers, also active in that matter in the classical and technical secondary schools. The centre for documentation and information about higher education (Cedies) is next to students or other persons that need information about higher education in general.

N.B. It is important to specify or recall that the elaboration of all the aforementioned measures intended for adults involves collaboration not only as regards determining priorities and measures but also as regards the range of training programmes. The commissions and committees which supervise the various measures described are tripartite bodies (employers, trade unions and the government). The State participates in the financing of training and guarantees the quality of the training programmes offered via subsidies, agreements and authorisations.

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\(^{88}\) Internet: http://www.legilux.public.lu/leg/a/archives/1987/0037/a037.pdf#page=2

\(^{89}\) See point 5.1
5.3 Active citizenship

Luxembourg has always attached considerable importance to citizenship education. This has always been a tradition via the education and training system in Luxembourg. It is to be noted that the competency-based approach, which is also provided for in the law reforming vocational training, social and civic competencies are part of the key competencies to be acquired\textsuperscript{90}. 

\textsuperscript{90} Base of key competences: Languages, Mathematics, Natural Sciences, Digital Competence, Artistic Education and Cultural Activities, Sports Education (health, well-being), Learning to Learn, the Development of Entrepreneurship, Social and Civic Competences.
THEME 6: QUALITY, EXCELLENCE AND ATTRACTIVENESS OF VET

In the Education and training 2010 work programme, Member States agreed to make their education and training systems ‘a world quality reference’ by 2010. The objective to improve quality and attractiveness of VET systems is one of the pillars of the Copenhagen process.

The Council conclusions on Quality assurance in vocational education and training, adopted on 28th May 2004 (91), and the Recommendation of the European Parliament and of the Council on the Establishment of a European quality assurance reference framework for vocational education and training, adopted on 18th June 2009 (92), are designed to support Member States in promoting and monitoring quality improvement in VET at different levels. The latter provides a common basis for further development of quality principles, reference criteria and indicators. Quality assurance is a prerequisite for common trust between countries or different parts of the education system. Moreover, fostering excellence in vocational education and training is of paramount importance.

Teachers and trainers safeguard quality of VET and drive VET reforms. They should receive high quality professional training to foster their continuous development.

Individuals should be able to move from one qualification to another. Horizontal and vertical permeability of education and training systems increases the attractiveness of VET.

6.1 Improving the quality of VET

IVET

Responsibility for the quality of education and initial training in general (including vocational training), is entrusted to the Educational and Technological Research and Innovation Coordination Service (SCRIPT) which is a service of the Ministry of National Education and Vocational Training.

SCRIPT is responsible for the promotion and implementation in basic education and post-primary publicly funded education in Luxembourg as a whole of:

1. Education and technological innovation and research
2. The quality assurance of teaching in schools and secondary schools
3. The continuing training of teachers and trainers staff in schools and secondary schools.

91 Council conclusions on Quality assurance in vocational education and training, 8950/04 EDUC 96 SOC 206 (28 May 2004).

93 RESTRUCTURING OF SCRIPT: Law of 6 February 2009 amending, 1) the law of 7 October 1993 on a) the creation of an Educational and Technological Research and Innovation Coordination Service; b) the creation of a Technology and Education Centre; c) the creation of a Committee for Innovation and Research in Education; 2) the amended law of 25 June 2004 organising secondary schools and technical secondary schools; 3) the amended law of 22 June 1963 establishing the system of State civil servants. Mémorial A — N° 19 16 February 2009, page 192
The recently created **Agency for the Development of Quality in Schools** (2009) is responsible for the quality assurance of teaching in schools and secondary schools and has the following responsibilities:

1. Scientific and methodological support (publications, tools for implementing a plan for school success, questionnaires and data) of schools and secondary schools in the assessment of their educational environment
2. Support for schools and secondary schools in developing quality assurance in schools
3. Collaboration with various government, European and international bodies to boost the performance of the educational system in Luxembourg

SCRIPT has put in place an evaluation and support system (School Quality Action Protocol (PAQS)) for post-primary education, on the basis of the annual report which each institution and school may use to develop a school development plan and improve the quality of its teaching.

Thanks to "secondary school reports" (RL), it is possible to offer schools evaluational integration, alongside their own results and data, national comparison values. These evaluations make it possible to define certain basic indicators to assess and therefore also control learning processes. They can also be used to set objectives both at national level and at the level of secondary schools.

The evaluation strictly speaking is mixed since, on the one hand, it produces a diagnosis and "takes stock" of budgetary, management and school results data and, as such, it is a summative evaluation. In addition, the fact that those assessed are also closely involved in the approach, because the processes and the results are emphasised equally, also makes it formative. By inviting schools to carry out self-evaluations, this evaluation approach complies with the European recommendations adopted by the Higher Council of National Education (CSEN).

As regards the quality of vocational training, discussions are currently taking place at the Ministry of National Education and Vocational Training to propose a specific plan. It is clear that we will have to wait a certain time before being able to assess the impact of these new actions.

**CVET**

As regards quality in the area of continuing vocational training, it is noteworthy that a working group ("Quality in Continuing Vocational Training") coordinated by the Henri Tudor Public Research Centre is discussing the subject (creation of standards, a quality label, training and certificates for trainers, etc. adapted to the Luxembourg context to be defined).

The **law to support and develop continuing vocational training**95, which entered into force in 2000, is intended to structure such training and make it more professional at company level is also worth mentioning. To benefit from State co-financing companies must draw up a training plan96. This may seem basic, but for a

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95 Law of 22 June 1999 to support and develop continuing vocational training. Mémorial – N°92 of 14 July 1999

[http://www.legilux.public.lu](http://www.legilux.public.lu)

96 See co-financing application documents on [www.life-long-learning.lu](http://www.life-long-learning.lu)
large number of companies and especially small companies, this represents considerable progress regarding the management of workplace training.

It is also to be noted that article 44 of the law reforming vocational training provides for the creation of a quality label for continuing vocation training organisations. To obtain the quality label, institutions must submit a written application, specifying and describing:
- The purposes and objectives of the proposed training programmes
- Their programmes and methods
- Guidance and support measures for learners
- The evaluation criteria and methods
- The professional qualifications of the trainers
- The practical organisation of the training programmes

On this basis, the Ministry of National Education and Vocational Training awards a quality label for a period of three years; this quality label can be renewed or withdrawn if the organisation fails to comply with the conditions for obtaining it.

The label can be awarded to the following types of training providers:
- Publicly funded secondary schools and technical secondary schools
- Publicly funded training centres
- The professional chambers
- Private secondary schools and technical secondary schools, foundations, commercial companies and associations individually approved for this purpose by Grand-Ducal regulation

N.B. the theme of quality in training (quality assurance) is a subject which is currently the subject of wide-ranging discussions.

6.2 Promoting excellence in VET

Public research centres / Centres de recherche publics (CRP)
The public research centres were introduced under the Law of 9th 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 three centres CRP Henri Tudor, CRP Gabriel Lippmann and the CRP Santé all attached to the University of Luxembourg play a role in providing continuous vocational training. The CRP’s 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.
Sectoral organisations

Sectoral training bodies are currently in operation in Luxembourg.

- **Luxembourg Banking Training Institute (Institut de formation bancaire Luxembourg) (IFBL)**: The expansion of the financial sector led the Association of Luxembourg Banks and Bankers (ABBL) to organise its own training centre in 1970. In 1990, it set up the Banking Training Institute.

- **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.

- **Luxembourgish Medical Training Institut (Institut luxembourgeois de formation médicale continue (ILFMC))**: is an organisation created in 2005 whose mission is to provide training to the medical community.

- **Center of Vocational Training (CFPC) Dr Robert Widong**: was put in place by the social partners and the ‘Agreement of the Hospitals’ (Entente des Hôpitaux). Since 2006 they jointly finance continuous training to all employment categories in the health sector.

Those sectoral training providers play an important role as they are close to the businesses and often mandated by the business decision-makers to set up and provide specific trainings in order to cover the specific skill needs of the different sectors.

The law reforming vocational training\(^{97}\) introduced a new element to the vocational training system in Luxembourg. Before this law was enacted, training was provided by technical secondary schools and by companies (mentor) for the practical side.

Initial vocational training which prepares students for vocational skills diplomas and technician diplomas which are organised by way of work and training programmes can now be organised by public and private training centres approved by the Minister of National Education and Vocational Training for that purpose.

We will now have to wait and see how these public and private training centers develop.

### 6.3 Higher level qualifications in VET

**The advanced technician’s diploma (BTS)** is a national diploma which is awarded to students in one of the following specialised areas:

- Industrial and commercial professions
- Agricultural professions
- Craft industries
- Service and health related activities
- Applied arts related activities

The advanced technician’s diploma is prepared by way of alternating programmes with training periods in a working environment in State approved publicly and

\(^{97}\) Article 16 of the law of 19 December 2008 amending vocational training
privately funded secondary schools and technical secondary schools. Students can also study for their advanced technician's diploma in a private or public institute of higher education duly approved in accordance with the relevant legal provisions.

The acquisition of an advanced technician’s diploma involves the acquisition of at least 120 European credits and at most 135 European credits.

**Master craftsmanship**

The Law of 11th 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.

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.

The objective of the **University of Luxembourg** is to increase, in the future, the range of vocational training programmes. Extract from the government’s programme: “The University of Luxembourg will propose a reform of current special training programmes, by taking into account European changes in this regard and ensuring that these vocational training programmes include a significant proportion of workplace learning.”

**6.4 Improving horizontal and vertical permeability of education and training systems**

The law reforming vocational training has considerably improved the permeability of the educational system in Luxembourg. The various vocational training courses will now be composed of learning areas made up of units that can be accumulated.

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98 Art. 32 to 37 of the law of 19 December 2008 amending vocational training  
99 Definition of area of learning = an homogeneous set of vocational and general competences of the training profile which help to develop the necessary learning skills to carry out the tasks and activities of one or more areas of activity as defined in the occupational profile.  
100 Definition of accumulable units = a series of competences leading to a partial qualification.
over time. These units which can be accumulated can be broken down into three types of module\footnote{Definition of module = the basic element of an accumulable unit leading to one or more competences in a modular system.}: basic and supplementary modules which are compulsory and optional modules which also include preparatory modules giving access to higher technical education.

The law also stipulates that the results of students in secondary and technical education\footnote{See Introduction: diagram of the schools system in Luxembourg} should be taken into account for obtaining a diploma awarded by an occupational or technical scheme. It also provides for units which can be accumulated and which are obtained in a foreign country to be taken into account.

This represents significant progress since it involves a transition from a strongly compartmentalised educational system to a flexible and permeable system. It was fairly difficult to move from a lower system to a higher system. In addition, the current system (occupational scheme) did not provide for the possibility to gain access to higher technical studies.

\section*{6.5 Teachers and trainers}

\textbf{General training procedure 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 short-listing in the competitive examination. This placement system, 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 in collaboration with the Ministry of Education and Professional training. 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.

\textbf{Special needs of teachers as regards education and training}

\textbf{The professional profile of teachers in post-primary education:}

The ministry has prepared and submitted to teachers, for their opinion, a professional profile which takes account of the changes which have marked society and education over the last 3 decades (democratisation of education, multicultural society, family attitudes and expectations, diversification of training paths, regionalisation of the labour market). The new aspects of this profile are:

- The teaching expertise of teachers is emphasised in the same way as their expertise in a specific subject
- Team working methods are integrated in the professional culture of teachers
The reform of the tasks of teachers in post-primary teaching (competency-based approach):

This reform, which is first of all a qualitative redefinition of the tasks of teachers, gives schools the opportunity to “look after” pupils more, to supervise them, motivate them, help them and involve their parents. Thus the reform regulates, in a more precise way the availability of teachers for:

- Participating in service meetings
- Educational consultations
- Teacher-pupil dialogue
- Dialogue with parents
- Participating in continuing training

The continuing training of teachers:

The continuing training of teachers focuses above all on implementing the reform as regards competences-based education and includes in particular the following aspects:

- Refocusing the content on competences
- Participatory class management
- Differentiation
- Observation and documentation of learning processes
- Formative evaluations

The need to introduce a consistent concept in the wide range of continuing training programmes available motivated the creation of a specific institute with responsibility for the continuing training of teachers within the Educational and Technological Research and Innovation Coordination Service (SCRIPT).

The division with responsibility for the continuing training of teachers and trainers in schools and secondary schools is called the “Institute of Continuing Training for Teachers and Trainers in Schools and Secondary Schools”. The tasks of this institute are as follows:

a) To promote, coordinate and organise continuing training for all teachers and trainers involved in basic education and post-primary education from the perspective of life-long learning
b) To advise and support schools, secondary schools and the sectoral services of the national department of education in drawing up continuing training plans
c) To participate in the vocational integration of teachers and trainers
d) To act as the qualifications and validation body for the continuing training programmes followed by teachers and trainers

Continuing vocational training will focus above all on competency-based learning, differentiated learning, team working and communication.

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104 RESTRUCTURING OF SCRIPT: Law of 6 February 2009 amending, 1) the law of 7 October 1993 on a) the creation of an Educational and Technological Research and Innovation Coordination Service; b) the creation of a Technology and Education Centre; c) the creation of a Committee for Innovation and Research in Education; 2) the amended law of 25 June 2004 organising secondary schools and technical secondary schools; 3) the amended law of 22 June 1963 establishing the system of State civil servants. Mémorial A - N° 19 16 February 2009, page 192
The key words of the current reforms (competency-based approach, languages action plan, learning cycles, heterogeneity and differentiation, team working, positive evaluation and portfolio, language appropriation, learning, motivation and learning difficulties) require teaching changes.

The following continuous training procedures have been put in place according to the training objectives and the availability of the teachers being trained: seminars (one-off training), training days, conferences, sequential continuing training (introductory module followed by a practical phase which may or may not be accompanied by a phase of exchanges and intensification). In order to ensure the professionalization of school principals in initiating, supporting and managing the abovementioned changes, training programmes were proposed to the management teams of secondary schools and school inspectors in the basic education sector. Regarding the training of trainers responsible for continuing vocational training and vocational rehabilitation, the law reforming vocational training provides for adult educators.

**Trainers in continuing training belonging to the private sector of the Economy**

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. The law reforming VET creates a new post in the area of life-long learning: the adult trainer. Such persons will receive specific practice-oriented teacher training that takes account of the teaching needs of adults.
THEME 7: ENHANCING CREATIVITY AND INNOVATION

Creativity, innovation and intra-/entrepreneurship are important for economic development and Europe’s competitiveness. Research and cutting-edge innovation mostly require high levels of knowledge, skills and competency.

VET, fostering creativity and preparing learners for innovation and entrepreneurship should promote acquisition of key competencies such as learning to learn, a sense of initiative, realistic assessment of risks, and a quick grasp of opportunity. The knowledge triangle of education-research-innovation illustrates this inter-relationship.

Partnership between enterprises and education, training and research ensure a close focus on the skills and competences required in the labour market and can be instrumental in incorporating innovation and entrepreneurship in all forms of learning.

Broader learning communities, with representatives of the civil society and other stakeholders, to promote creativity and better reconciliation of professional and social needs, and individual well-being should be encouraged.

Many related skills and competences have been acquired in the past outside formal settings. Their recognition depends on the availability of learning outcome-based assessment methods. Recognition of these competences is also likely to encourage learners to develop their creativity and capacity for innovation further.

7.1 Creativity, innovation and entrepreneurship in VET

Progress lies in the integration of key competences throughout the educational system in Luxembourg, which is in line with the national strategy for education and life-long learning.

In accordance with the European reference framework of key competences and the specific socio-cultural and socio-economic characteristics of Luxembourg, as well as on the basis of the internal and external evaluation of the national educational system, Luxembourg is focusing its efforts on language skills, mathematical competences and basic competencies in science and technology.

In schools in Luxembourg, the competency-based approach is linked to the idea of establishing basic competencies for certain phases of the school curriculum, namely the indispensable knowledge and competencies that every pupil must have acquired in order to proceed to the next stage in the school curriculum.

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105 Creativity refers to the ability to bring ideas or works into being which are new, surprising and valuable/useful. Innovation refers to a new and significant way of doing something which is useful, particularly the successful implementation of creative ideas (in products, work process, organisation, etc.). Intrapreneurship refers to employees and students using entrepreneurial skills without taking on the risks or accountability associated with entrepreneurial activities, by using a business model. Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of their work and is able to seize opportunities which arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

It is important to remember that the competency-based approach is being implemented throughout the educational system (from basic education to higher education).

The competency-based approach makes it possible to differentiate learning approaches with the objectives of:

- Ensuring that all pupils develop the same essential competencies
- Developing enlarged levels of competencies according to the pupil's individual abilities

The strongest pupils will be offered lessons which go beyond the objectives fixed for the basic competences and pupils who are behind in their studies, teachers or the educational team will arrange remedial activities.

The introduction of the competency-based approach in basic education and post-primary education is a far-reaching project in which working groups comprised of teachers, senior ministerial officials and foreign scientific staff have been involved since 2005. The work is coordinated by the ministry’s Educational and Technological Research and Innovation Coordination Service (SCRIPT), with support from foreign institutes having wide experience in the implementation of this type of approach.

With the law of 19th December 2008 reforming vocational training, the competency-based approach has also been introduced into education and vocational training[107].

The curricula of the 112 vocational training programmes will be developed gradually up to 2013. The curricula will no longer be structured in the form of school branches but in the form of modules to prepare students for the acquisition of one or more competencies. The development of the framework programmes (occupational profile, training profile and supervisory programme) is handled by curricular teams composed of teachers and representatives of the business world.

7.2 Improving quality of teaching

Cf. point 6 + 7.1

Within the framework of the 2009-2014 government programme[108] there are ongoing reflections on adapting the teacher training programme to meet the evolving requirements of the skills-based approach of teaching and learning in schools. The Ministry of National Education and Vocational Training continues to place high emphasis on close collaboration with the partners involved in the teacher training as well as the newly-trained teachers so as to obtain a "ground-based" view of the needs and recommendations of those working in the field. The objective is not only to provide teachers with a solid theoretical pedagogical foundation but to also offer them a practically-oriented insight into the rapidly changing school demands.

With respect to the reform of vocational training, new measures will gradually be introduced as at the beginning of the school year 2010-2011. Strategies and policies have been discussed both with the teachers and the potential employers from

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[107] The documents concerning post-primary education and vocational education can be found at the following Internet address: http://www.men.public.lu/priorites/competences/070920_competences_postprimaire/index.html
enterprises. The challenge ahead is to match the student needs in terms of training and the offers proposed to them. A centralised service in terms of student guidance/orientation is also planned to facilitate and coordinate the information available to all parties involved.

7.3 Innovation-friendly institutions

The whole system is being modernised as exposed in the previous themes.

7.4 Encouraging partnership

See points above, Competency-based approach + Initial training of teachers in close cooperation with the University of Luxembourg + SCRIPT continuing training of teachers.

By way of example, the following continuing vocational training project is being carried out by the Henri Tudor Public Research Centre.

With reference to the European recommendations of 18th June 2009 on setting up a European framework for quality in continuing training, the involvement of experts from different trades in the design of training programmes has become a necessity. The CALIFORM method facilitates the integration of these concerns. These experts (from private companies and trade unions) are asked to contribute to the analysis of the needs of certain sectors or trades and to design with scientists the training content in response to the current needs identified. These working groups are coordinated by trainers. This method produces specifications for training described in terms of learning outcomes considered as necessary or recommended by the profession. This is a first step towards the gradual introduction of ECVET. This approach helps to promote a range of training programmes which meet the current or near future needs of the labour market (this method has been rolled out for various training cycles in a variety of areas).

This method will shortly be supplemented by the introduction of an approach intended to anticipate competencies. This stage will enable public and private sector experts to assess the factors of change of a given sector and the impact on the development of competencies. This collaborative work between workplace experts and educational experts will help to identify the changes which will have an impact on training programmes over the next 3 to 5 years. This complete method will ensure that the range of training programmes available is proactive. These measures are intended to increase employability and enhance the competitiveness of human resources and therefore, by extension, of the country’s companies.
THEME 8: FINANCING VET

Successful implementation of VET strategies requires securing adequate financial resources and ensuring their efficient allocation, equitable distribution and sustainability. Countries and social partners have agreed to improve public and private investment in VET and cost-sharing (Maastricht, Helsinki and Bordeaux communiqués). This may involve:

a) Implementing institutional reforms (such as budget delegation/devolution, public-private partnerships)

b) Introducing incentives to improve efficiency of VET systems (such as performance-based funding) or to invest more in VET (tax incentives)

c) Developing and implementing other co-financing approaches to ensure a balanced share (between public bodies, employers and individuals) of costs and responsibilities for VET (vouchers, learning accounts, training funds, etc.)

Priority should also be given to use EU funds for modernising VET.

8.1 Improving efficiency, equity, levels of VET funding

IVET
No changes since 2002. The government (Ministry of Education and Vocational training) supports the whole financing of the education and vocational training (cf. Introduction 1.2. + 4.4).

Training for unemployed
Again, no changes, those costs are supported by the government (Ministry of Labour, and Employment/Employment Fund and Ministry of Education and Vocational training).
More measures were introduced (cf. point 5.1. National Employment Administration (ADEM)), but no fundamental changes occurred concerning the funding mechanisms.

CVET
Financial support addressed to enterprises from the private sector. Amended Law of June 1999 (cf point 4.4) although this legislation is in force since 2000.109

Individual training leave110 financed by the Ministry of Education and Vocational training.
The law of 24th October 2007 introduced, for anyone in a paid activity in the private sector, the right to 80 days training leave during their career. Training leave is a special leave intended to enable people in an employed position, self-employed

110 http://www.legilux.public.lu
110 Law of 24 October 2007 creating individual training leave.
people and people in the professions to participate in training programmes, study for and sit examinations, to prepare dissertations or carry out any other work in connection with an eligible training programme.

From January to December 2008: 1,435 applications registered - >1,287 applications approved. The most widespread types of training:

<table>
<thead>
<tr>
<th>Training</th>
<th>Number of applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of competency</td>
<td>321</td>
</tr>
<tr>
<td>Master’s degree (e.g. MBA)</td>
<td>123</td>
</tr>
<tr>
<td>Socio-educational training</td>
<td>102</td>
</tr>
<tr>
<td>Financial analysis training</td>
<td>80</td>
</tr>
<tr>
<td>Socio-familial help training</td>
<td>74</td>
</tr>
<tr>
<td>Tax training</td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of “training leave” days</th>
<th>Days requested</th>
<th>Days granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days requested</td>
<td>10,350</td>
<td></td>
</tr>
<tr>
<td>Days granted</td>
<td>8,457</td>
<td></td>
</tr>
</tbody>
</table>

Language learning leave financed by the Ministry of Labour and Employment. This measure is aimed at cross-border workers and foreigners in paid employment in the private sector. Anyone eligible is entitled to 200 hours of language learning leave during their career. Language learning leave is a special leave indeed to enable people in an employed position, self-employed people and people in the professions to learn or improve their competences in Luxembourg’s official languages.

All those measures constitute parts of the puzzle of the LLL system that is being implemented in Luxembourg. A huge progress has been made, especially concerning measures focusing on individuals (Individual training leave and Language training leave). Those measures give the possibility, with a legal base, to wage earners to follow trainings of their choice during working time without loss of wages.

The CVET training offer in general has significantly increased in the last decade. Concerning the training offer with affordable prices (residents, cross-boarder workers as individuals or enterprises) the Ministry of Education and Vocational Training and the Professionals Chambers play an important role as they also act as CVET training providers. Those prices are very competitive as they are co-financed by government funds, by the social partners’ funds and for some training offers also from the EU Social Fund.

111 Law of 17 February 2009 introducing language learning leave
8.2 Use of Lifelong Learning Programme funds

N.A. There is no direct correlation between the EU Lifelong Learning (LLL) programme and IVET developments in Luxembourg. The participation to those programmes is on a voluntary basis. The ANEFORE (Agence Nationale pour le programme européen d'éducation et de formation tout au long de la vie) is responsible for the LifeLongLearning programme in Luxembourg.

The impact on CVET is also marginal. May be the impact of LLL programme will increase in the future as the number of participations is increasing from year to year. (See Annex n° 2).

8.3 Use of other EU funds

N.A. EU funds (ESF) have no impact or at least no direct impact on VET reforms in Luxembourg.

On the other side, we cannot minimise the impact of the ESF contributed in the last decade via the co-funding of a lot of various projects to the progress of the ‘CVET panorama’ in Luxembourg (training offer or provider).

Several projects or training offer / products from different actors (private and institutional ones) were co-financed from the EU Social Fund113.

8.4 Improving VET governance

N.A. No changes have occurred during this period (Cf. Introduction).

113 Cf http://www.fse.public.lu/projets/index.html to consult the several projects co-financed since 2000.
THEME 9: PROGRESS IN MODERNISING EUROPEAN VET SYSTEMS IN THE COPENHAGEN PROCESS AND PRIORITIES FOR FUTURE COOPERATION

Cooperation between Member States, the European Commission and social partners in the Copenhagen process has been based on the open method of coordination, and has relied on voluntary contributions from Member States and stakeholders.

Countries have defined common objectives and priorities for their national VET policies and reforms, evaluated progress and exchanged good practices to learn from one another. At the same time, responsibility for political decisions has remained at national level.

The Copenhagen process also has an external dimension, to open European VET systems to the outside world, to foster the mobility of learners, apprentices and teachers and trainers and exchange experiences with other countries.

9.1 Impact of European cooperation in VET on development of national VET policies

Vocational training in Luxembourg is characterised by the following elements:

- There is a very strong link between education and training at both political and administrative levels (one ministry for education and training) and at the conceptual level. Citizenship education is an integral part of vocational training.
- The vocational training system is comparable to the dual system as regards apprenticeship. For training not falling within the scope of the dual form system, the French combined work and training model is found in numerous training programmes.
- The social partners via the professional chambers representing the world of employers and employees are active participants in the vocational training process.

As mentioned above the current system is based on the law of 19 December 2008 reforming vocational training.

Article 1 defined objective of this law as follows:

- To offer the people concerned via vocational training an education and training to enable them to integrate more closely economic and social life and to fulfil themselves according to their personal abilities and aspirations
- To increase the number and quality of the people receiving vocational training
- To improve access to life-long vocational training
- To promote gender equality in vocational training

It is characterised by life-long learning and an approach based on the acquisition of competencies.
This law is, together with others (e.g. the reform of primary education), one of the key elements for preparing Luxembourg’s system of education and training for the challenges of a society based on life-long learning. Along the same lines, it is to be noted that this process is a comprehensive process and is not characterised by specific measures.

Although this law was the result of discussions taking account of the cultural specificities of education and training in Luxembourg, the key ideas, in addition to the concept of life-long learning, take into consideration European developments in this area. If we consider the various elements of this law, we can see that, for example, the competency-based approach includes in its definition the notion of learning outcomes. Thus the text stipulates that competences are an organised combination of knowledge, abilities and attitudes that are necessary to be able to carry on a trade or profession. Other elements such as the validation of non-formal and informal learning outcomes and the concept of units which integrate the concept of the ECVET system are found in this law.

Other than this direct consequence of European developments, the other elements of the Copenhagen process, such as EQF/NQF, quality in vocational training and the concept of life-long guidance, etc. have been addressed in parallel but not disassociated discussions.

9.2 Governance, cooperation and ownership of the different actors in the Copenhagen process at European level

The people with responsibility for education and vocational training in Luxembourg have always considered that active participation in European forums would not only lead to a better perception of European developments but would also contribute to the latter.

Thus, Luxembourg’s representatives have participated actively in the development of the concept and in drawing up the EQF descriptors, as well as in the group of experts developing the ECVET user guide.

In addition Luxembourg is participating actively in certain clusters and networks, for example the recognition of learning outcomes cluster and the quality network, by including as far as possible the social partners and experts in education and life-long learning. The same is true of conferences organised by the other Member States and the CEDEFOP seminars organised in the framework of the “Education and Training 2010” work programme.

The fact remains however that given the multiplicity of the activities organised and the limited number of Luxembourg participants available, it is impossible to participate in every event.

Other than these European activities, it is worthwhile mentioning an initiative of the ministers of education and training of Germany, Austria, Denmark, Switzerland and Luxembourg. The aim of this collaboration is to improve cooperation and consultation between these countries on subjects concerning vocational training. In this context, the directors-general of vocational training or their representatives meet regularly to
consult and exchange views on European developments and their impact on their vocational training systems.

### 9.3 External dimension of European cooperation in VET

**N.A.**
There is no specific/significant cooperation in this area from Luxembourg with countries or regions beyond EU borders.
Sources, references and websites

See detailed sheets on CIE-EP, CIE, CAE:

Action locale pour jeunes (ALJ), http://www.alj.lu/

CEPS/INSTEAD, Autumn Review, Improving the capacity to anticipate EU-wide labour market and skills requirements, Author: Roland Maas, 11.28.2008


CEPS/INSTEAD, La formation professionnelle sous l'aspect de la formation professionnelle continue et de l'apprentissage tout au long de la vie, Publications of REPREM, 2008, Gouvernance & Emploi n°4, Author: MAAS Roland;

CEPS/INSTEAD, Synthèse de la mise en œuvre de la stratégie européenne de l'emploi à travers le Plan national de réforme luxembourgeois 2005-2008 (1ère partie), Publications of REPREM, 2009, Gouvernance & Emploi n°10, Authors: MAAS Roland, THILL Patrick;

CEPS/INSTEAD, Synthèse de la mise en œuvre de la stratégie européenne de l'emploi à travers le Plan national de réforme luxembourgeois 2005-2008 (2ème partie), Publications of REPREM, 2009, Gouvernance & Emploi n°11, Authors: MAAS Roland, THILL Patrick;

CLEMENT Franz, Forecasting Skills and Labour Market Needs in Luxembourg: a Particular Transnational Context;


Competitiveness Observatory, National plan for innovation and full employment 2005-2008, November 2005, Luxembourg;


Eurostat Statistiques en Bref, L’apprentissage tout au long de la vie en Europe, number 8, 2005.


Ministry of Labour and Employment: http://www.mie.lu;


Ministry of National Education and Vocational Training: http://www.men.lu

Ministry of National Education and Vocational Training methodological, guide to the reform of vocational training, 2007, Luxembourg;


Mutual learning programme: host country discussion paper – Luxembourg, 23-24 April 2009, Luxembourg;


Portal of Continuing Vocational Training: http://www.lifelong-learning.lu;


**Grand-Ducal laws, government bills and regulations:**


Grand-Ducal regulation of 30th March 2006 declaring the general obligation of an interprofessional agreement on social dialogue relative to individual access to continuing vocational training concluded between the OGB-L and LCGB trade unions and the Union des Entreprises Luxembourgeoises. Mémorial A, number 085, of 19th May 2006.

Government bill №5622 reforming vocational training (the bill was adopted on 18th November 2008, but has not yet been published):


Internet links:

Permanent committee on labour and employment:
# List of acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABBL</td>
<td>Association of Luxembourg Banks and Bankers</td>
</tr>
<tr>
<td>ADEM</td>
<td>National Employment Agency</td>
</tr>
<tr>
<td>ALJ</td>
<td>Action locale pour Jeunes (Local Action for Young People)</td>
</tr>
<tr>
<td>ANEFORE</td>
<td>Agence Nationale pour le programme européen d’éducation et de formation tout au long de la vie (National Agency for the European education and lifelong learning programme)</td>
</tr>
<tr>
<td>ATI</td>
<td>Affectation Temporaire Indemnisée (Temporary Paid Assignments)</td>
</tr>
<tr>
<td>BIZ</td>
<td>Berufsinformationszentrum (Information Center for Professions)</td>
</tr>
<tr>
<td>CAE</td>
<td>Contrat d’appui-emploi (Job Support Contracts)</td>
</tr>
<tr>
<td>CASNA</td>
<td>Cellule d’accueil scolaire pour élèves nouveaux arrivants (School Contact Centre for Newly Arrived Pupils)</td>
</tr>
<tr>
<td>CAT-PU</td>
<td>Contrat d’Auxiliaire Temporaire du secteur public (Temporary Public Sector Casual Employment Contracts)</td>
</tr>
<tr>
<td>CATP</td>
<td>Certificat d’aptitude technique et professionnelle (Vocational and Technical Training Certificate)</td>
</tr>
<tr>
<td>CAT-PR</td>
<td>Contrat d’Auxiliaire Temporaire du secteur privé (Temporary Private Sector Casual Employment Contracts)</td>
</tr>
<tr>
<td>CDD</td>
<td>Contrat à durée déterminée (Fixed-Term Contract)</td>
</tr>
<tr>
<td>CDI</td>
<td>Contrat à durée indéterminée (Contract of Indeterminate Duration)</td>
</tr>
<tr>
<td>Cedies</td>
<td>Centre for documentation and information about higher education</td>
</tr>
<tr>
<td>CFPC</td>
<td>Center of Vocational Training</td>
</tr>
<tr>
<td>CIE</td>
<td>Contrat d’initiation à l’emploi (Job-Orientation Contracts)</td>
</tr>
<tr>
<td>CIE-EP</td>
<td>Contrat d’initiation à l’emploi-experience pratique (Job Orientation-Practical Experience Contracts)</td>
</tr>
<tr>
<td>CLC</td>
<td>Confédération Luxembourgeois du Commerce (Luxembourg Business Federation)</td>
</tr>
<tr>
<td>CNFPC</td>
<td>National center for continued vocational training</td>
</tr>
<tr>
<td>CRP</td>
<td>Centres de recherche public (Public Research Centres)</td>
</tr>
<tr>
<td>CSEN</td>
<td>Conseil Supérieur de l’Education Nationale (Higher Council of National Education)</td>
</tr>
<tr>
<td>CVT</td>
<td>Continued vocational training</td>
</tr>
<tr>
<td>ECVET</td>
<td>European credit system for VET</td>
</tr>
<tr>
<td>EQF</td>
<td>European qualifications framework</td>
</tr>
<tr>
<td>FEDIL</td>
<td>Business Federation Luxembourg</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>IFBL</td>
<td>Luxembourg Banking Training Institute (Institut de formation bancaire Luxembourg)</td>
</tr>
<tr>
<td>IFSF</td>
<td>Construction Sector Training Institute (Institut de formation sectoriel du bâtiment)</td>
</tr>
<tr>
<td>ILFMC</td>
<td>Luxembourgish Medical Training Institut (Institut luxembourgeois de formation médicale continue)</td>
</tr>
<tr>
<td>INFPC</td>
<td>Institut National pour le développement de la Formation Professionnelle Continue (National Institute for the Development of Continued Vocational Training)</td>
</tr>
<tr>
<td>INL</td>
<td>Langages National Institute</td>
</tr>
<tr>
<td>IVT</td>
<td>Initial Vocational training</td>
</tr>
<tr>
<td>LLL</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>MEVT</td>
<td>Ministry of national education and vocational training</td>
</tr>
<tr>
<td>MLE</td>
<td>Ministry of labour and employment</td>
</tr>
<tr>
<td>MS</td>
<td>Mesures Spéciales (Special Measure)</td>
</tr>
<tr>
<td>MT</td>
<td>Mises au Travail (Put to Work)</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>NQF</td>
<td>National qualifications framework</td>
</tr>
<tr>
<td>OP</td>
<td>Professional Orientation Service (OP)</td>
</tr>
<tr>
<td>PA</td>
<td>Pool des Assistants (Pool of Assistants)</td>
</tr>
<tr>
<td>PAQS</td>
<td>Protocole d’Action Qualité Scolaire (School Quality Action Protocol)</td>
</tr>
<tr>
<td>PCLE</td>
<td>Permanent committee of labour and employment</td>
</tr>
<tr>
<td>SCRIPT</td>
<td>Service de Coordination de la Recherche et de l’Innovation pédagogiques et technologiques (Educational and Technological Research and Innovation Coordination Service)</td>
</tr>
<tr>
<td>SIE</td>
<td>Stage d’Insertion en Entreprise (Work Experience Placement)</td>
</tr>
<tr>
<td>SPOS</td>
<td>The Services of Psychology and Educational Orientation</td>
</tr>
<tr>
<td>SRP</td>
<td>Stage de Réinsertion Professionnelle (Vocational Rehabilitation Training)</td>
</tr>
<tr>
<td>VAE</td>
<td>Validation des acquis et de l’expérience (Experience-based Know-how Validation)</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational education and training</td>
</tr>
</tbody>
</table>
Policy Measures (PM)

PM1: Support and development of continuous vocational training (1999)

1. Support and development of continuous vocational training (1999)

The objective of the law of 22nd June 1999 was the support and development of continuous vocational training which had been incorporated into the Code of Work (Law of 31st July 2006 relating to the introduction of a Code of Work)

(a) At the beginning of the 1990s, Luxembourg was lacking any genuine legislation governing collective or individual access to occupational training. The Government summoned the Economic and Social Council on 17.3.92 to work out a specific ruling on the issue, stressing the very close relationships which link the 3 areas of continuous vocational training, which are continuous vocational training per se for paid staff members of companies, second track qualification (adult education) and the economic, political and social education of citizens.

The Economic and Social Council published its general ruling on the three areas on 21.11.95. Having studied the Economic and Social Council general ruling, the Government in Council decided to draft three specific laws, firstly on the subject of continuous vocational training per se, secondly on the matter of second track qualification and finally covering the economic, political and social education of citizens, taking care not to neglect the connections which exist between the three areas. With this in mind, the Government set up an inter-ministerial committee on 27.7.95 charged with the task of tackling continuous vocational training per se as a first stage, and dealing separately with the 3 areas of the ruling by the Economic and Social Council.

One of these areas serves as an introduction to this law.

(b) - To regulate and organise the continuous vocational training market
- To encourage businesses to structure continuous vocational training in a qualitative manner, in-house
- To contribute to the economic growth of the country.

(c) - Staff members, covered by Luxembourg social security and bound by an employment contract (whether of fixed or unlimited duration) to a legally-established private sector company in the Grand Duchy of Luxembourg and mainly involved in the pursuance of its activities.
(d)

<table>
<thead>
<tr>
<th>Year</th>
<th>Subsidised enterprises</th>
<th>Participants</th>
<th>Company investment (million Euros)</th>
<th>State co-financing (million Euros)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>152</td>
<td>91,100</td>
<td>112</td>
<td>11.1</td>
</tr>
<tr>
<td>2001</td>
<td>222</td>
<td>157,900</td>
<td>112</td>
<td>14.2</td>
</tr>
<tr>
<td>2002</td>
<td>272</td>
<td>176,000</td>
<td>112</td>
<td>14.2</td>
</tr>
<tr>
<td>2003</td>
<td>306</td>
<td>203,600</td>
<td>130</td>
<td>14.7</td>
</tr>
<tr>
<td>2004</td>
<td>363</td>
<td>248,500</td>
<td>130</td>
<td>18.2</td>
</tr>
<tr>
<td>2005</td>
<td>407</td>
<td>295,000</td>
<td>150</td>
<td>20.8</td>
</tr>
<tr>
<td>2006</td>
<td>630</td>
<td>325,000</td>
<td>173</td>
<td>23.7</td>
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<tr>
<td>2007</td>
<td>700</td>
<td>360,000</td>
<td>206</td>
<td>28.7</td>
</tr>
<tr>
<td>2008*</td>
<td>800*</td>
<td>395,000</td>
<td>-</td>
<td>32.5*</td>
</tr>
</tbody>
</table>

* provisional figures

Table: Growth in the number of companies operating under the law, in the number of participants involved in vocational training schemes, in the amount invested in training and co-financing by the State.

2. Policy/measure operation and delivery:

(a) The measure is at a national level.

(b) This measure is included within the framework of collective access to vocational training.

(c) Ministry for National Education and Vocational Training, National Institute for the Development of Continuous Vocational Training (INFPC), Professional Chambers, enterprises

3. Evaluation:

(a) The success of this law is growing from a quantitative point of view. A specific analysis of the effects of this law would require the implementation of a special study. The INFPC is currently involved in working to set up such a study.

(b) The table presents the growth in the number of co-financing application files.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of files</th>
<th>Incl. reports</th>
<th>Incl. balance sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>152</td>
<td>117</td>
<td>35</td>
</tr>
<tr>
<td>2001</td>
<td>222</td>
<td>173</td>
<td>49</td>
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<td>2002</td>
<td>272</td>
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<td>2003</td>
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<td>228</td>
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<tr>
<td>2004</td>
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</tr>
<tr>
<td>2005</td>
<td>407</td>
<td>305</td>
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<tr>
<td>2006</td>
<td>474</td>
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<tr>
<td>2007</td>
<td>531</td>
<td>375</td>
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<tr>
<td>2008*</td>
<td>720</td>
<td>470</td>
<td>250</td>
</tr>
</tbody>
</table>

* provisional figures

Table: Growth in the number of co-financing application files.
4. Conclusions:

(a) Small enterprises tend not to make use of the law to the same extent as large enterprises.

<table>
<thead>
<tr>
<th>NACE</th>
<th>Activité économique</th>
<th>Total</th>
<th>1-9 salariés</th>
<th>10-19 salariés</th>
<th>20-49 salariés</th>
<th>50-99 salariés</th>
<th>100-249 salariés</th>
<th>250-499 salariés</th>
<th>500-999 salariés</th>
<th>1000 et + salariés</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Agriculture, chasse, sylviculture</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>Industries extractives</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>D</td>
<td>Industrie manufacturière</td>
<td>67</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Production et distribution d’électricité, de gaz et d’eau</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Construction</td>
<td>75</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>14</td>
<td>11</td>
<td>9</td>
<td>1</td>
<td>0</td>
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<tr>
<td>G</td>
<td>Commerce</td>
<td>80</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>H</td>
<td>Hôtels et restaurants</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Transports et communications</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>J</td>
<td>Activités financières</td>
<td>104</td>
<td>1</td>
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<td>10</td>
<td>14</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>K</td>
<td>Immobilier, location et services aux entreprises</td>
<td>142</td>
<td>20</td>
<td>17</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>Education</td>
<td>4</td>
<td>2</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>Santé et action sociale</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>O</td>
<td>Services collectifs, sociaux et personnels</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Rapports (total) | 531 |
| Bilans (total)   | 591 |
| Total            | 591 |

Table: Breakdown of companies making use of the law based on activity sector and size - 2007

(b) 5. Sources

www.chd.lu BILL No. 4352
PM2: Law of August 12 2003 implementing the foundation of the University of Luxembourg

1. Law of August 12 2003 implementing the foundation of the University of Luxembourg

(a) The University of Luxembourg was founded following the law of August 12 2003, which also provided for the absorption of four pre-existing institutions into the new University – the Centre Universitaire du Luxembourg, Institut Supérieur de Technologie, Institut Supérieur d’Etudes et de Recherche Pédagogiques and Institut d’Etudes Educatives et Sociales. The idea was to create a national university with a clear profile and mission: a specialized university of modest size, based upon a symbiosis between teaching and research, striving for international status but at the same time adapted to the social and economic needs of Luxembourg.

The University of Luxembourg was charged with the task of emphasizing interdisciplinarity, mobility and multilingualism. Three faculties were established – the Faculty of Sciences, Technology and Communication, the Faculty of Law, Economy and Finance and the Faculty of Language and Literature, Humanities, Arts and Education. Moreover, the University was given a mandate to create three Interdisciplinary Centres of teaching and research.

Besides these important characteristics, the University of Luxembourg is by law a public institution that is managed under private law, enjoying financial, administrative and educational independence. It is therefore more autonomous than most universities in continental Europe.

(b) The missions of the University are:
   a. to provide students with foundation, advanced and doctoral university education;
   b. to support the foundation and continued education of teachers in all areas of teaching;
   c. to be responsible for the acquisition and updating of knowledge on a life-long basis in all the areas falling within its fields of competence;
   d. to develop basic and applied research as an essential basis for the education delivered;
   e. to encourage research work, to develop a scientific culture, to disseminate knowledge and to add value to research results;
   f. to contribute to the social, cultural and economic development of Luxembourg.

(c) Students
Teachers
Researchers
Administrative staff
(d)

<table>
<thead>
<tr>
<th>Total no. of students at the University of Luxembourg</th>
<th>05/06 Winter</th>
<th>05/06 Summer</th>
<th>06/07 Winter</th>
<th>06/07 Summer</th>
<th>07/08 Winter</th>
<th>07/08 Summer</th>
<th>08/09 Winter</th>
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<td>1 784</td>
<td>1 531</td>
<td>2 350</td>
<td>2 062</td>
<td>2 719</td>
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<td>Doctoral Programme</td>
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<td>Others</td>
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<td>1 896</td>
<td>1 150</td>
<td>1 241</td>
<td>1 159</td>
<td>1 143</td>
<td>991</td>
</tr>
</tbody>
</table>

Source: Annual report 2008 – University of Luxembourg

2. Policy/measure operation and delivery:

(a) National measure.

(b)

(c) Bodies / institutes affected by the establishment
With reference to research, synergies created or to be created with public research centres.

3. Evaluation:

(a) Evaluation of success / effectiveness
An external evaluation report of the University of Luxembourg (January 2009) was conceived as an attempt to make a synthesized evaluation of teaching, research and organization and management. The emphasis was placed upon the institution as a whole, respecting its different aspects and its various objectives.

(b)

(c)

4. Conclusions:

(a) Obstacles

(b) Follow-up required?
The evaluation and the recommendations resulting from the external evaluation report were provided to the University as suggestions for the further improvement of the functioning of the institution as a whole.

5. Sources
www.chd.lu
www.uni.lu
PM3: Grand Ducal Regulation of March 30 2006 stipulating a general obligation to reach an agreement on inter-occupational social dialogue concerning individual access to continuous vocational training signed between the Trade Union Federations OGB-L and LCGB, on the one hand, and the Unions of Enterprises of Luxembourg, on the other. – Organising working hours within the framework of a flexi-time arrangement – and unpaid leave for vocational training purposes

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

(a) This regulation is based on an agreement signed in 2003 between the OGB-L and LCGB Trade Unions Federations and the Union of Enterprises of Luxembourg. The agreement expresses the opinion of economic organisations on the importance of continuous vocational training within a work environment in a constant state of change. While it is an employee's duty to stay abreast of his occupation through training activities, it is also the responsibility of the enterprise to ensure that this possible as far as staff members are concerned by allowing them to establish the best work load/training requirement balance possible.

The signing of this agreement marked the conclusion of efforts lasting over ten years to set up a specific system allowing individual access to continuous vocational training.

The Grand Ducal regulation implements a general obligation to reach an agreement on inter-occupational social dialogue relating to individual access to continuous training.

The regulation is subdivided into two parts:
- leave without pay for training purposes
- the organisation of working hours within the framework of a flexi-time arrangement.

(b) Promotion for employees who wish to complete their training
Contribution to the improvement of job quality and the overall competitiveness of the economy

(c) Private sector employees

(d) 2. Policy/measure operation and delivery:
(a) National measure.

(b) In Luxembourg, the promotion of vocational training throughout a person’s lifetime is included as part of a more general government policy which has a triple objective:
   - the development of the knowledge society,
   - the fight against unemployment, and
   - the reinforcement of social cohesion.

To meet this challenge, the government has defined 6 priority approaches with converging actions to:
   - provide basic training for adults;
   - raise adult skill levels through training schemes associated with jobs;
   - add value to the knowledge gained through experience through official recognition of this;
   - remove obstacles to accessibility;
   - guarantee the quality of the training provided;
   - coordinate the various training policies,
   - coordinate policies relating to employment, social protection and funding.

(c) Trade Unions, Professional Chambers and enterprises

3. Evaluation:

(a) No data is currently available for making an analysis of the effectiveness of this law.

(b)

(c) This measure forms part of the individual access to vocational training.

4. Conclusions:

(a)

(b)

5. Sources
www.ogbl.lu
www.uel.lu
PM4 : Law of March 16 2007 implementing:
    i) the organisation of vocational training courses at the National Centre for Continuous Vocational Training
    ii) the creation of a support system for training, a training bonus and training compensation.

1. Law of March 16 2007 implementing:
    i) the organisation of vocational training courses at the National Centre for Continuous Vocational Training
    ii) the creation of a support system for training, a training bonus and training compensation.
    Memo. A-54 of 11.4.2007, p. 904

(a) The definition of a new policy offering financial support to individuals registered with training schemes organised by the Ministry for National Education and Vocational Training with limited incomes. Training support represents assistance comparable to the grants issued to students following post-primary education courses.

(b) The objective is to integrate these young people into the labour market and the support serves as a means of encouragement, a motivation and a source of financial aid intended to cover additional costs. Payment is made monthly.

(c) The young individuals registered on vocational orientation and introductory courses either fail to meet the criteria for entry to the technical secondary vocational education system or lack the necessary skills to take up positions on the labour market.

Since the courses concerned are seen as a transitional phase during which the young people can develop the necessary skills to access an apprenticeship or a job, a training bonus is granted to those who achieve this objective. Since the objective is integration into the labour market, the young individuals who enter the labour market by other means are excluded from the benefits of the scheme.

(d) Law in force.

    i). Organisation of vocational training courses at the National Centre for Continuous Vocational Training

The National Centre for Continuous Vocational Training organises:
- **vocational orientation and introductory courses** aimed at the young who fail to meet the criteria for entry to a technical secondary vocational education system, who lack the necessary skills to take up positions on the labour market or who have dropped out of school.

The objective of the course is either to prepare the young people for working life, to direct them towards the technical secondary education vocational system, or to re-integrate them at a lower level of the technical secondary education system.
The courses form part of the formal educational system without, however, being incorporated into the [sic]

- **theoretical and practical training courses within the framework of the apprenticeship plus vocational training leading to the initial vocational and technical certificate**;

Within the framework of the apprenticeship plus vocational training leading to the initial vocational and technical certificate, the Centre is able to organise theoretical and practical courses.

- **continuous vocational training courses**.

Continuous vocational training and vocational redeployment courses, in modular format and lasting between 6 and 24 months, are organised for adults. The vocational field in which training is offered is established in collaboration with the Professional Chambers.

At the request of the minister responsible for labour and employment, training courses of a general nature, or courses specific to the needs of enterprises, professional sectors or associations can be organised.

**ii) The establishment of training support, a training bonus or training compensation**

The Minister can pay training support not exceeding 25 Euros per month to any minor regularly attending initial vocational orientation courses, either at the Centre or a secondary school. This sum corresponds to 100 on the weighted cost of living index of January 1 1948 and is adapted according to the terms and conditions applicable to Civil Servant salaries and pensions.

The Minister may grant a training bonus equal to 33 Euros per month of training to any student registered on an initial vocational orientation and training course, provided that

- the student achieves the objectives set for the course,
- the student is bound by either an apprenticeship contract for at least six months after signing the apprenticeship contract, or by an employment contract for at least six months after signing the employment contract.

The Minister may pay training compensation of not more than 32 Euros per month to an adult of at least 25 years of age attending a course at the Centre, who is not bound by an apprenticeship contract, provided that the said adult

- regularly attends the courses offered by achieving an attendance rate of at least eighty per cent of the total duration of the courses,
- is receives, either in his or her individual account, or as a member of the domestic group in which he or she lives, resources of a value lower than the limits set in article 5 of the amended law of April 29 1999 concerning the right to a minimum guaranteed income.

The financial support, bonus and training compensation are supported by budgetary credits to be provided for in the budget of the ministry responsible for national education and vocational training.
2. Policy/measure operation and delivery:
   (a) National measure.

   (b) Government policy for promoting life-long learning:
       - the fight against school dropouts
       - the fight against unemployment and the strengthening of social cohesion.

   (c) Ministry for National Education and Vocational Training, Employment Administration, Professional Chambers, Local Action for Youth, Companies.

3. Evaluation:

4. Conclusions:

5. Sources
   www.chd.lu
   www.men.lu
PM5: Grand Ducal Regulation of May 18 2007 implementing the organisation of apprenticeships for adults. A – No. 92 page 1781

1. Grand Ducal Regulation of May 18 2007 implementing the organisation of apprenticeships for adults. A – No. 92 page 1781

(a) Now that life-long learning and vocational training are a normal aspect of life, extending the range of apprenticeship contexts along with more open and flexible formulas are essential to upgrading the attractiveness and quality of apprenticeship options. These types of apprenticeship formats are needed so that temporary setbacks suffered by learners do not become permanent setbacks.

(b) Earning a vocational training qualification
Training within the framework of apprenticeships for adults, referred to henceforth as "adult apprenticeships" as covered by this regulation, leads to the following certificates:
- Initial Technical and Vocational Certificate (C.I.T.P)
- Manual Skill Certificate (C.C.M.)
- Technical Vocational Skill Certificate (C.A.T.P.)

(c) Adults in general, jobseekers, the unemployed, etc.
In order to be accepted for an adult apprenticeship, the candidate must be at least 18 years of age, must no longer be attending school, must not have been covered by an apprenticeship contract for at least 12 months, and must have been registered with a Municipal Social Security Centre for at least 12 months continuously and not fall below the 20 hours per week framework. The jobseeker must have been registered for at least one month with the Employment Administration.

--- | --- | --- | --- | ---
Adult apprentices | 368 | 519 | 633 | 670

2. Policy/measure operation and delivery:

(a) National measure.

(b) In Luxembourg, the promotion of life-long learning is an aspect of a more general government policy which has three objectives:
the development of a knowledge society,
the fight against unemployment, and
the raising of adult skill levels through training associated with employment;
the removal of obstacles to accessibility;
the reinforcing of social cohesion

(c) Bodies / institutions involved with implementation
Ministry for National Education and Vocational Training

3. Evaluation:

(a) (b) This measure is effective because the number of beneficiaries and the number of candidates gaining qualifications is rising year on year.

4. Conclusions:

(a) Obstacles (what did not work and why?); measures (planned) to overcome them.

(b) Follow-up required?

5. Sources
www.chd.lu
www.men.lu
PM 6: Law of October 24 2007 implementing the establishment of individual training leave plus amendment

1. Law of October 24 2007 implementing the establishment of individual training leave plus amendment

(a) Recommendations proposed in 2003 by the representative unions and a group representing private sector employers ended on May 4 2004 with the introduction of a bill establishing individual training leave and modifying the amended law of October 4 1973 relating to the establishment of training leave.

The bill is very much in line with the inter-occupational agreement. The objective is to establish individual training leave. It forms an important element in the establishment of a system of life-long learning and training, for which individual training leave is an important instrument.

This bill contributes to improving access to training for adults for all the economic players in the country. It complements the law governing group access which leaves businesses playing the greatest role.

Source: Parliamentary file No: 5337
http://www.chd.lu/wps/PA_1_084AIIVIMRA06l432711000000/FTSServletImpl/?path=/export/docpa2/217_res_0.doc

(b) Completing qualifications to upgrade competitiveness/employability
Reorienting occupational life by adapting or completing qualifications/skills

(c) Private sector wage earners
Freelance workers and those employed in the liberal professions

(d) Year 2008

<table>
<thead>
<tr>
<th>Number of &quot;training leave&quot; days applied for/allowed</th>
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</thead>
<tbody>
<tr>
<td>Days applied for</td>
</tr>
<tr>
<td>Days allowed</td>
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2. Policy/measure operation and delivery:

(a) National measure.

(b) In Luxembourg, the promotion of life-long learning is an aspect of a more general governmental policy which has three objectives:
- the development of a knowledge society,
- the fight against unemployment, and
- the reinforcement of social cohesion.

To meet this challenge, the government has defined 6 priority areas where actions converge to:
- provide basic training for adults;
- raise the level of adult skills through training associated with employment;
- add value to knowledge gained through experience by granting it official recognition;
- remove obstacles to accessibility;
- guarantee the quality of training schemes;
- coordinate the various training policies,
- ...and the employment, social protection and funding policies.

(c) Ministry of National Education and Occupation Training

3. Evaluation:

(a) During the first year of its application, legislation on individual access to continuous vocational training resulted in some 1,500 individuals submitting an application for training leave which resulted in 9,000 training leave days. Source: Annual MEN [Min. of Nat. Edu] report, 2008

(b)

(c) The measure is an aspect of individual access to training.

4. Conclusions:

(a) Obstacles.

(b) Follow-up required?

5. Sources
www.chd.lu
www.men.lu
PM 7: Law of December 19 2008 implementing vocational training reform

1. Law of December 19 2008 implementing vocational training reform

(a) Faced with the need to adapt to an environment in a constant state of change, vocational training should develop training concepts enabling the acquisition and development of skills by the learners as an aspect of introductory training as much as of life-long learning.

Confronted by all these developments, Luxembourg is modernising its vocational training system which is currently governed by a law passed over sixty years ago.

(b) - To upgrade the quality of vocational training with a view to streamlining the process of integration into the labour market,
- To reduce setback rates, and
- Facilitating access to training throughout a person's lifetime.

(c) - Students and apprentices in occupational environments which offer more direct access to vocational qualifications
- School students experiencing difficulties as school
- Adults wishing to acquire, maintain or adapt occupational know-how and abilities
- Jobseekers and workers threatened by job loss

(d) The law in question here is applicable at a national level and will be implemented over a period of several years. The development of curricula and new evaluation tools for the 112 initial vocational training schemes will take place progressively until 2013. Over the 2010-2011 period, all categories of the 10th vocational training system will operate according to the new system.

2. Policy/measure operation and delivery:

(a) National measure.

(b) Vocational training reform is an aspect of a broader framework featuring the priority projects listed below:
- The new Basic School (early, preschool, primary)
- The reform of the higher classes of secondary education and technical secondary education
- The skill-oriented approach
- The Action Plan for the readjustment of language teaching
- The prevention of school drop-out cases
- The School of the Second Chances
(c) Ministry of National Education and Vocational Training, Employment Administration, Private and Public Technical Schools, Businesses and Professional Chambers.

3. Evaluation:

(a) Premature

(b) Premature

(c) The educational policy adopted by the Ministry for National Education and Occupation Training is firmly based on the philosophy of equal opportunity. It is designed to rethink the conditions of success for all pupils, from the strongest to the weakest, in a society in a constant state of change.

4. Conclusions:

(a)

(b)

5. Sources
www.men.public.lu
PM 8: Law of February 17 2009 implementing the introduction of language-learning leave

1. Law of February 17 2009 implementing the introduction of language-learning leave

(a) This law introduces into the Luxembourg legal system a special leave arrangement intended to allow paid staff and freelance workers or members of the liberal professions to learn Luxembourgish or to perfect their knowledge of Luxembourgish, thus facilitating the integration of these workers into Luxembourg society via the employment market.

From this point of view, the law is not only an expansion of government policy aimed at upgrading vocational training, it also represents an extension to the law governing the reception of foreigners into the Grand Duchy of Luxembourg of December 16 2008 and the law governing Luxembourg nationality of October 23 2008. 
http://www.chd.lu/wps/PA_1_084AIVIMRA06I4327110000000/FTSServletImpl/?path=/export/docpa2/424_res_0.doc

(b) To permit individuals to learn the Luxembourgish language or to perfect their knowledge of the language, thus facilitating the integration of workers into Luxembourg society via the employment market.

(c) - Paid staff working in the private sector
- Foreign workers wishing to acquire Luxembourg nationality in order to obtain the linguistic qualifications imposed by law when it comes to nationality
- Persons normally exercising a freelance vocational activity or a liberal profession on Luxembourg soil

(d).

2. Policy/measure operation and delivery:

(a) National measure.

(b) This law is an extension of the governmental policy reinforcing vocational training.

(c) Ministry of Labour and Employment, businesses, National Institute of Languages

3. Evaluation:

(a) An evaluation would be premature.

(b)

(c)

4. Conclusions:

(a) It would be premature to draw conclusions as to the coming into force of this law.
(b)

5. Sources
www.mte.public.lu
www.chd.lu
PM 9: Law of May 12 2009 implementing the founding of a School of the Second Chances Memo A — No. 105 May 20 2009

1. Law of May 12 2009 implementing the founding of a School of the Second Chances Memo A — No. 105 May 20 2009

(a) The objective of this law is to give young people a second chance to obtain a qualification or learn an occupation.

In 2008, the third study on school dropouts in Luxembourg recorded a considerable reduction in the dropout rate, which fell from 17.2% in 2003-2004 to 9.44% in 2006-2007. This means that the efforts which have been made to combat school exclusions been successful. It also means that for one in ten of our school students, the measures implemented remain insufficient.

In response to this situation, the National Education System intends to establish a School which will be entirely based on Second Chances-style teaching. The School of the Second Chances (E2C) will form an integral part of the public school system and will offer personalised introductory training in close contact with business.

When the schools re-open for the 2010-2011 period, the school will accept young people aged 16 to 24 who are keen to undertake their own learning curve and who have dropped out of school or failed to find an apprenticeship due to educational setbacks or poor orientation choices. The duration and pace of the training scheme offered will vary from several months to two years.

(b) Increasing the number of qualified individuals.

The objectives of the School of the Second Chances
- to motivate young school dropouts to become involved in the learning process once again,
- using specially adapted learning methods to develop the young person's general, practical and social skills and know-how,
- to ensure that the young people resume their places either on a post-primary training route, in an apprenticeship or on the employment market.

(c) Young people experiencing difficulties at school aged between 16 and 24:
- who find themselves unable to make any further progress in secondary education or in the technical secondary education organised at secondary schools;
- whose school careers have been interrupted;
- who cannot find an apprenticeship;
- who are new arrivals.

Students in this final category may be permitted to have the upper age limit waived, upon the decision of the relevant minister.

2. Policy/measure operation and delivery:

(a) National level of operation.
(b) This law forms part of the efforts made by the Government to combat school dropouts based on measures relating to Second Chances-style teaching methods (59). This project constitutes a "structure located half-way between introductory
school education and the employment market”, focused on the “development of the acquiring basic and new skills (education), the bringing-together of school and business (training) and the fight against social exclusion (social”).

(c) Ministry of National Education and Vocational Training, Professional Chambers, Businesses, Local Youth Action

3. Evaluation:
N.A. Too early

4. Conclusions:
N.A. Too early

5. Source, legend
PM 10: Law of June 19 2009 implementing the organisation of further education and establishing the terms and conditions of a further education system aimed at awarding the advanced vocational diploma.

1. Law of June 19 2009 implementing the organisation of further education and establishing the terms and conditions of a further education system aimed at awarding the advanced vocational diploma;

(a) The law defines the organisation of further education of the short-course type comprising a scheme which leads to a level of qualification: the advanced vocational diploma.
It covers the organisation of a further education study scheme with an occupational approach, leading to the awarding of the advanced vocational diploma. The advanced vocational diploma is evidence that its holders have acquired a vocational qualification, that they are capable of occupying positions set aside for higher technicians in the fields they have studied and that they are able to use their skills and know-how to improve themselves and to meet the needs of their occupational life. The advanced vocational diploma is a national diploma; it is awarded in the field of a vocational speciality and following studies in one of the following fields: industry and commerce, agriculture, crafts and trades, the services and health as well as activities connected with the applied arts.
The procedure for earning the advanced vocational diploma consists of in-school study alternated with trainee work in the occupational environment in State-approved secondary schools and technical secondary schools, both public and private, henceforth referred to as "secondary schools". The advanced vocational diploma may also be taught by a higher public or private educational institution which has been accredited in accordance with the provisions stipulated by law.

(b) The objective of this law is to establish a legal framework for organising the training leading to the advanced vocational diploma (BTS) and also to open up the Luxembourg further education market.
The awarding of the advanced vocational diploma requires the acquisition of at least 120 European credits (ECTS) and not more than 135 European credits. 
(c) Holders of secondary study diplomas or technical secondary diplomas or a foreign diploma recognised as equivalent by the Ministry of National Education. Access is open to students capable of benefiting from vocational experience and know-how.
Employers

(d)

2. Policy/measure operation and delivery:

(a) National measure.

(b) This law complements the law of August 12 implementing the founding of the University of Luxembourg.
(c) Bodies / institutions involved in implementation
Ministry of Culture, Further Education and Research
Employer and Professional Chambers
Private or public further education institutions
Business

3. Evaluation:

(a) N.A. Too early

(b) N.A. Too early

(c)

4. Conclusions:

(a) Obstacles
N.A. Too early

(b) Follow-up required?
N.A. Too early

5. Sources
www.chd.lu
PM 11: Law of November 11 2009
i) concerning certain temporary measures intended to mitigate the effects of the economic crisis on youth employment;
ii) amending various provisions of the Code of Work.

1. Law of November 11 2009
i) concerning certain temporary measures intended to mitigate the effects of the economic crisis on youth employment;
ii) amending various provisions of the Code of Work.

(a) This law contains a series of specific measures, limited in time (the end date is set at December 31 2010) to help young graduates and non-graduates to find stable employment. While these employment-supporting measures initially prioritise unqualified young people, they will subsequently be extended to young graduates with a view to providing them with occupational experience which will add value to their qualifications.

The bill initially proposes an adaptation of two existing measures, the CIE (employment initiation contract) and the CAE (employment support contract) established by the law of December 22 2006; these measures were originally applied to young graduates. Secondly, the bill introduces a new instrument, the CIE-EP (employment initiation-practical experience contract) especially for young graduates who would have no difficulty entering the labour market under normal conditions.

(b) These temporary measures (until December 31 2010) are designed to mitigate the effects of the economic crisis on the young and amend certain provisions in the Code of Work. The intention is to avoid a lost generation caused by the resurgence of unemployment affecting both young graduates and non-graduates.

(c) Young graduates and non-graduates under 30 years of age
Employees

(d)

2. Policy/measure operation and delivery:

(a) National measure.

(b) Element in a package of measures implemented to combat the crisis. Adaptation of two existing measures, the CIE (employment initiation contract) and the CAE (employment support contract) established by the law of December 22 2006.

(c) Bodies / institutions involved in implementation
ADEM
Ministries of labour and employment

3. Evaluation:
(a) N.A  Too early

(b) N.A  Too early

(c)

4. Conclusions:

(a) Obstacles
N.A  Too early

(b) Follow-up required?
N.A  Too early

5. Sources
www.chd.lu
PM 12: Grand Ducal Regulation of January 11 2010 organising the validation of know-how gained from experience for the issuing of qualifications, diplomas and certificates as stipulated in section V of the law of December 19 2008 implementing the reform of vocational training

1. Grand Ducal Regulation of January 11 2010 organising the validation of know-how gained from experience for the issuing of qualifications, diplomas and certificates as stipulated in section V of the law of December 19 2008 implementing the reform of vocational training

(a) The concept of Experience-based Know-how Validation (VAE) was introduced in Luxembourg in the law of August 12 2003 which implemented the founding of the University of Luxembourg.

The provisions of this present law relate to technical secondary education certificates and diplomas, advanced vocational diplomas for technical secondary education, plus trade skill diplomas.

The law on the reform of vocational training introduces the possibility of applying for validation of experience acquired within the framework of occupational and extra-occupational activities, with a view to allowing the applicant to be issued with certificates, diplomas or qualifications. Candidates must have exercised the activity in question for a total period of at least three years; and it must be related to the qualification for which they have submitted a validation application.

The task of designing an implementation method was entrusted to a working group consisting of representatives from the professional chambers, from schools and from the Ministry for National Education and Vocational Training. The concept was inspired by the French model, but has been specially adapted to the Luxembourg context. (www.men.lu)

(b) - To offer a new pathway to earn qualifications
- To increase the number of qualified individuals

(c) All individuals who have acquired know-how from formal, non-formal or informal learning procedures, whether continuous or not, for an accumulated duration 5,000 hours over at least 3 years. The acquired know-how which may be taken into account must be connected with the area of activity of the qualification, diploma or certificate sought.

The start of the experience which may be taken into account should be after the end of mandatory schooling at the earliest, with the exception of training taking place under an apprenticeship contract. In the case of training taking place under an apprenticeship contract, experience may be taken into account from the age of 15.

(d) This is a national measure which will be application at national level as of the re-opening of the educational year 2010-2011.
2. Policy/measure operation and delivery:

**(a)** National measure.

**(b)** This measure falls within the framework of the reform of vocational training.

**(c)** Ministry of National Education and Vocational Training, technical secondary schools, professional chambers.

3. Evaluation:

**(a)** Not yet effective.

**(b)** Not yet effective.

**(c)**

4. Conclusions:

**(a)** Not yet effective.

**(b)**

5. Sources

[www.men.lu](http://www.men.lu)
ATTACHMENTS
Annex 1 - THEME 3

Leonardo da Vinci and vocational training\textsuperscript{114}

The Leonardo da Vinci programme is aimed at all players involved in vocational training: schools, vocational training institutes, business and the professional chambers, as well as students, apprentices, trainers and everybody involved in the labour market.

Between 2000 and 2006, the programme concentrated on 2 actions: mobility projects and pilot projects.

The mobility projects are directed at young people involved in initial vocational training, those involved in the labour market and professionals working in vocational training. Since 2007, innovation transfer projects have been replacing the former pilot projects, transnational cooperation projects with a wider scope which are aimed at a number of sectors working in vocational training. In 2008, a new action was proposed under the Leonardo da Vinci programme: this concerns partnerships whereby schools and other vocational training professionals can become involved in projects with a more limited scope.

The mobility projects (procedure A) 2000 to 2006

A total budget of €1,348,893 was committed to 59 placement projects and 9 exchange projects for a total of 28 promoters. These projects implemented the placement and exchange of 772 people, consisting of young persons involved in initial vocational training (IVT), further education students (ETU), young workers and recent graduates (PLM), instructors or human resources managers working in vocational training (VETPRO).

Between 2000 and 2004 there were 8 candidates per year on average. From 2005 onwards, there was a considerable increase in the number of mobility candidates and a more pronounced diversification of the promoter organisations. In 2005, 14 projects were submitted and selected, the same as in 2006. Since 2000, Luxembourg companies interested in offering a traineeship to one or more foreign students could apply for a Leonardo da Vinci mobility project in order to fund the reception of these trainees. This exceptional situation contributed to the increase in the number of promoters in 2005 and in 2006. Although this system had certain advantages, the EFTLV programme has never repeated this exception, although this matter is under discussion by the European working groups.

Transfers undertaken between 2000-2008 (the figures for 2008 are provisional)

Within the framework of the EFTLV programme, placements for further education students no longer form part of the Leonardo da Vinci programme, but have been taken over by the ERASMUS programme.

2007 to 2008

Over the 2007 and 2008 period, the national agency received 7 candidacies for Leonardo da Vinci mobility projects each year. At the level of the diversification of project promoters over this period, 5 candidacies out of 14 came from institutions which had never previously participated in the Leonardo da Vinci programme. Over the two years, 11 mobility projects were accepted and funded.

The following projects received Community co-financing to fund business traineeships for students undertaking initial vocational training:
- The "Green know-how pioneers" at the Lycée Technique Agricole [Technical Agricultural College] gave class 12 students an opportunity to undertake traineeships in the fields of agriculture, horticulture, forestry and the natural environment. Community subsidy of €95,166 in 2007 and €67,379 in 2008.
- The mobility project set up by the Lycée Technique pour Professions de Santé [Technical Health Professions College] provides an opportunity for future nurses to obtain a placement in a foreign hospital. Community subsidy of €18,388 in 2007 and €22,395 in 2008.
- "Opening up vocational life through targets traineeships" offered by the Lycée Technique pour Professions Educatives et Sociales [Technical College for Social and Educational Professions] obtained co finance of €54,740 in 2007.
- "Train and work in the European Union" offered by the Nord Wiltz School is aimed at students in technical commerce classes 12 and 13 and was co financed to the tune of €16,027 in 2008.

At the level of vocational training professionals, the project entitled "ACADEMIA, European Orientation Professionals' Exchange Programme" at the Psychology and Educational Orientation Centre received co-financing of €8,302 in 2007 and €8,640 in 2008.

As regards mobility projects for people in the labour market (young graduates or the unemployed people) the Youth Information Centre applied to become a directing organisation in 2008. The project received co-financing of €13,149 in 2008 to finance 6 business traineeships.
Annex 2 - THEME 3 and Theme 8

Annexe 1 : Partenariats scolaires Comenius financés de 2000-2006

<table>
<thead>
<tr>
<th>Etablissement</th>
<th>Titre du projet</th>
<th>Durée du projet</th>
<th>Budget total réalisé</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sollerschul Lengen</td>
<td>Art et patrimoine</td>
<td>2002-2005</td>
<td>11,500 €</td>
</tr>
<tr>
<td>Sollerschul Vesthof Esch</td>
<td>Europäische Kindergarten – alle Kindemüte neu belebt</td>
<td>2000-2003</td>
<td>5,718 €</td>
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<tr>
<td>Centre Scolaire Reuter</td>
<td>Brauchtum im europäischen Vergleich</td>
<td>Fr 2001</td>
<td>5,365 €</td>
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<tr>
<td>Ecole Centrale Schouweder</td>
<td>Same money - different cultures</td>
<td>2001-2004</td>
<td>10,604 €</td>
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<td>Ecole Centrale Useldange</td>
<td>Environmental education</td>
<td>2006-2007</td>
<td>12,194 €</td>
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<td>Ecole du Centre</td>
<td>Platz für kinder</td>
<td>Fr 2000</td>
<td>2,000 €</td>
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<td>Ecole Primaria &quot;Am Sand&quot;</td>
<td>Improve mind and body by movement in nature</td>
<td>2004-2007</td>
<td>6,283 €</td>
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<td>Ecole Primaria &quot;Eigent&quot; Pétange</td>
<td>Strategies for Inclusion and Citizenship through Sport (DICS)</td>
<td>2004-2007</td>
<td>14,624 €</td>
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<tr>
<td>Ecole Primaria 2 Campus &quot;Op Acker&quot; Bascharage</td>
<td>Je pars à la rencontre de mon voisin pour mieux nous connaître</td>
<td>2006-2007</td>
<td>54 €</td>
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<td>Ecole Primaria Alysa Kayser</td>
<td>Def-lactura</td>
<td>Fr 2000</td>
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<td>Ecole Primaria de Berrethof</td>
<td>Wir gehören zusammen</td>
<td>Fr 2000</td>
<td>2,000 €</td>
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<tr>
<td>Ecole Primaria de la ville de</td>
<td>A children’s guide to their country</td>
<td>2000-2003</td>
<td>3,702 €</td>
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<td>Echtemach</td>
<td>Show the nature of your region to Europe</td>
<td>Début 2005</td>
<td>4,967 €</td>
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<td>Ecole Primaria de Letange</td>
<td>Maîtres-Heimat - Maîtres-Schule</td>
<td>Fr 2000</td>
<td>1,582 €</td>
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<td>Ecole Primaria des Garsonne</td>
<td>Ecookie, chant, bouge, gallo, ensemble dévoile l’Europe</td>
<td>2004-2006</td>
<td>5,042 €</td>
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<td>Ecole Primaria-Dudelange</td>
<td>Fabelbuches Europa</td>
<td>Fr 2001</td>
<td>2,376 €</td>
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<td>Ecole Primaria-Espielange</td>
<td>Griechen und Römer</td>
<td>2002-2005</td>
<td>5,801 €</td>
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<td>Ecole Primaria et Primaire Drouch</td>
<td>Using ICT to support and enhance teaching and learning</td>
<td>Début 2005</td>
<td>8,333 €</td>
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<tr>
<td>Ecole Primaria et Primaire Larche</td>
<td>L’enfant, un cheveu de notre temps</td>
<td>2003-2004</td>
<td>2,093 €</td>
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<tr>
<td>Ecole Primaria et Primaire Larche</td>
<td>Vive dans l’Europe</td>
<td>Fr 2000</td>
<td>1,265 €</td>
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<td>Ecole Primaria et Primaire Larche</td>
<td>L’eau et sa Culture</td>
<td>2001-2004</td>
<td>11,675 €</td>
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<td>Ecole Primaria et Primaire Larche</td>
<td>Children’s stories market</td>
<td>Début 2005</td>
<td>0,375 €</td>
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<td>Ecole Primaria et Primaire Larche</td>
<td>Personnages fantastiques</td>
<td>2001-2004</td>
<td>12,086 €</td>
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<td>Ecole Primaria et Primaire Larche</td>
<td>Development and progress through science, arts and crafts</td>
<td>2003-2005</td>
<td>3,366 €</td>
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<td>Ecole Primaria et Primaire Larche</td>
<td>So leben wir</td>
<td>2003-2006</td>
<td>11,693 €</td>
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<td>Ecole Primaria et Primaire Larche</td>
<td>Le droit de l’homme et le droit des enfants</td>
<td>2002-2003</td>
<td>10,301 €</td>
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<td>Ecole Primaria et Primaire Larche</td>
<td>Voelksmische und religiöse Brauche unserer Heimat als Ausdruck multikulturel Verfalt in Europa</td>
<td>Fr 2001</td>
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<td>Ecole Primaria et Primaire Larche</td>
<td>Ehre et voyoir daventir</td>
<td>2003-2004</td>
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<td>Primarschule Hoxingen</td>
<td>Zent dem Kreis nicht zu klein</td>
<td>Fr 2000</td>
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<td>Ecole Clinique Pétaude</td>
<td>Magazine hospitalier européen &quot;KILIN&quot;</td>
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<td>Service Re-Educatif Ambulatoire</td>
<td>&quot;CRENTAC&quot;</td>
<td>Fr 2001</td>
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<td>Institut pour déficients visuels</td>
<td>M.D.VI.</td>
<td>2003-2006</td>
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<td>Athénée de Luxembourg</td>
<td>Laten auf Sten</td>
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<td>Der Euro - Chancen und Risiken der neuen Währung</td>
<td>2001-2002</td>
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<td>Sensibilisation à la citoyenneté européenne</td>
<td>2002-2004</td>
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<td>Das Maß aller Dinge</td>
<td>2003-2008</td>
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<td>EduCulture = Education Cultural Heritage Theresia</td>
<td>Début : 2009</td>
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<td>European School of Luxembourg</td>
<td>Défi lecture</td>
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<td>Lycée Alain Mayrisch</td>
<td>Des jeunes et des livres en Europe</td>
<td>Début : 2005</td>
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<td>Lycée Classique de Diickroh</td>
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<td>Fin : 2000</td>
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<td>Schule gestern, heute, morgen - Schule im Spiegel der Zeit</td>
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<td>Untersuchung zur Entwicklung von vier Städten in vier europäischen Staaten</td>
<td>Fin : 2000</td>
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<td>Fix &amp; Net</td>
<td>Fin : 2001</td>
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<td>Nous les autres - hier et aujourd’hui</td>
<td>2002-2005</td>
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<td>European Integration - The lived Experience</td>
<td>2003-2004</td>
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<td>Lycée de Garçons Esch-sur-Alzette</td>
<td>Découvrir la recherche - Projet linguistique</td>
<td>2000-2007</td>
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<td>Evaluation de la qualité de l’école et de l’enseignement</td>
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<td>Movements in Europe - (Ex)changes of peoples, ideas and mentalities</td>
<td>2005-2007</td>
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<td>Lycée de Garçons Luxembourg</td>
<td>Prix européen des jeunes lecteurs</td>
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<td>Unity through contrasts</td>
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<td>Lycée du Nord à Wiltz</td>
<td>La Vague - magazine colléctif d’information pour radio et radioet</td>
<td>Fin : 2001</td>
<td>6,080 €</td>
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<td>La protection sociale dans l’UE</td>
<td>2002-2003</td>
<td>6,477 €</td>
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<td>Sons, voix et paroles d’Europe</td>
<td>2002-2005</td>
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<td>New years agency. new european agency for radio stations</td>
<td>Début : 2005</td>
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<td>Lycée Hubert Clément</td>
<td>Arcade - art as a reflection of cultural diversity in education</td>
<td>2001-2004</td>
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<td>Promoting basic values at school</td>
<td>2004-2007</td>
<td>17,443 €</td>
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<td>Lycée Michel Rodange</td>
<td>Science et éthique</td>
<td>Fin : 2001</td>
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<td>Promoting basic values at school</td>
<td>2004-2007</td>
<td>20,997 €</td>
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<td>A Tiny Country - A Valuable Mother Tongue - Projet linguistique</td>
<td>2006-2007</td>
<td>36,833 €</td>
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<td>Lycée Robert-Schumann</td>
<td>Main Stadt - Geschichte und Kultur</td>
<td>Fin : 2000</td>
<td>1,880 €</td>
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<td>Small countries, Minor languages in Big Europe - Projet linguistique</td>
<td>2005-2008</td>
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<td>Lycée Technique Agricole</td>
<td>Wasserpflanzen im Gartenbau</td>
<td>2000 - 2003</td>
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<td>Es gibt keine Sprachbarrier für Ökologie - Projet linguistique</td>
<td>2003 - 2004</td>
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<td>L’implication des élèves dans les processus de décision qui concernent l’organisation de l’établissement</td>
<td>2003 - 2005</td>
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<td>Lycée Technique de Bonnevoie</td>
<td>EDU-FAIR.COM</td>
<td>2004 - 2007</td>
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<td>Lycée Technique des Arts et Métiers</td>
<td>Le languages des symboles sur le “Camino de Santiago”</td>
<td>2000 - 2006</td>
<td>12.334 €</td>
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<td>Elargissement géographique et approfondissement</td>
<td>2003 - 2006</td>
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<td>Institutionnel de l’UE pour un projet original de citoyenneté</td>
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<td>Discovering Europe by Playing and Acting (DEPA)</td>
<td>Dénou : 2006</td>
<td>12.530 €</td>
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<td>Young Europe - risks and chances</td>
<td>2006 - 2007</td>
<td>6.276 €</td>
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<td>Lycée Technique d’Etterbruck</td>
<td>EURO: Vision und Wirklichkeit</td>
<td>2000 - 2001</td>
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<td>Mobil in Europa</td>
<td>2001 - 2004</td>
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<td>Was ich dir zu sagen habe</td>
<td>2002 - 2005</td>
<td>6.285 €</td>
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<td>Life without barriers - Projet linguistique</td>
<td>2003 - 2004</td>
<td>10.907 €</td>
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<td>START - Berufsintegei im europäischen Vergleich</td>
<td>2004 - 2007</td>
<td>15.267 €</td>
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<td>Lycée Technique du Centre</td>
<td>“SMILE”</td>
<td>2000 - 2003</td>
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<td>Teaching methods to achieve social adjustment</td>
<td>2002 - 2003</td>
<td>6.999 €</td>
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<td>ACT - active creative texts</td>
<td>2004 - 2005</td>
<td>5.291 €</td>
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<td>Jugend begegnet fremden Kulturen und Regionen</td>
<td>Dénou : 2006</td>
<td>2.263 €</td>
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<td>Lycée Technique Hotelier Alexis Heck</td>
<td>Bière, vin et chocolat - culture gastronomique de nos régions</td>
<td>2006 - 2007</td>
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<td>Wechselwirkung zwischen regionaler Identität und Tourismus</td>
<td>2002 - 2005</td>
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<td>Lycée Technique Joseph Boh</td>
<td>BOSS - be your own boss</td>
<td>Dénou : 2006</td>
<td>6.466 €</td>
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<td>Développement de l’habitat et respect de l’environnement</td>
<td>Dénou : 2000</td>
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<td>DOCEO</td>
<td>Dénou : 2000</td>
<td>1.185 €</td>
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<td>Ecole Privée Marie-Corsonatrice</td>
<td>Fair trade Association - Projet linguistique</td>
<td>2004 - 2005</td>
<td>24.346 €</td>
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<td>Ecole Privée St-Anne</td>
<td>Camp de concentration DOGA</td>
<td>2001 - 2006</td>
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<td>DOCEO</td>
<td>2006 - 2007</td>
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### Annexe 4 : Partenariats d’apprentissage Grundtvig financés de 2000-2006

<table>
<thead>
<tr>
<th>Etablissement</th>
<th>Titre du projet</th>
<th>Durée du projet</th>
<th>Subvention</th>
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<tr>
<td>Finance &amp; Mediation s.a.</td>
<td>Adult Education - Key to Development in Our Regions</td>
<td>2001-2003</td>
<td>12.123 €</td>
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<td>Institut de Formation Sociale</td>
<td>New ways of adult education in multicultural societies</td>
<td>2003-2005</td>
<td>12.168 €</td>
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<td>DYSPEL a.s.b.l.</td>
<td>Dyslexia - Parents’ and Teacher’s Collaboration (DYPATEC)</td>
<td>2006-2007</td>
<td>22.362 €</td>
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<td>Irilngua Luxembourg</td>
<td>Wolngs for Senior Students (The Story of My Life)</td>
<td>2005-2007</td>
<td>16.995 €</td>
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<td>Caritas Jeunes et Familles a.s.b.l.</td>
<td>INFO-HILFE - Informations- und Kommunikationstechnologie</td>
<td>début : 2006</td>
<td>1.920 €</td>
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<td>Confréretion Caritas Luxembourg</td>
<td>ESCAPE - European Social Concept And Professional Employment</td>
<td>début : 2006</td>
<td>2.096 €</td>
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<td>Kannenhein (zeq -)</td>
<td>INFO-HILFE - Informations- und Kommunikationstechnologie</td>
<td>début : 2006</td>
<td>772 €</td>
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<td>KMA Association Victor Eiz a.s.b.l.</td>
<td>INFO-HILFE - Informations- und Kommunikationstechnologie</td>
<td>début : 2006</td>
<td>2.328 €</td>
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<tr>
<td>Meetup - Service de la Formation professionnelle</td>
<td>INTERVAL</td>
<td>début : 2006</td>
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<table>
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<th>Titre</th>
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<th>Contenu</th>
<th>Pays et nombre de partenaires</th>
<th>Subvention communautaire finale</th>
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<td>2000 - 2001</td>
<td>PRUEC (B)</td>
<td>Euro-Cartelle a.s.b.i.</td>
<td>Promotion des initiatives d’action de jeunes et d’adultes, organisation de stages</td>
<td>5 pays</td>
<td>12 partenaires : 3 DE, 1 FR, 5 LU, 1 PT, 1 UK</td>
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<tr>
<td>2001 - 2004</td>
<td>PROLOG (B)</td>
<td>Prolog unacceptable</td>
<td>Développement d’un système professionnel d’apprentissage des langues visant les secteurs bancaire et financier</td>
<td>4 pays</td>
<td>10 partenaires : 1 GR, 3 FR, 1 ES, 5 LU</td>
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<tr>
<td>2001 - 2002</td>
<td>PROGRAM 2</td>
<td>Prom - ris &amp; consulting s.a.</td>
<td>Approche et une formation professionnelle plus adaptées aux nécessités du marché de l’emploi</td>
<td>6 pays</td>
<td>9 partenaires : 2 BE, 2 FR, 2 LU</td>
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<tr>
<td>2001 - 2002</td>
<td>INTERMEDE (B)</td>
<td>Centre de recherche public Henri Tudor</td>
<td>Application intelligente de téléformation en management de projet</td>
<td>3 pays</td>
<td>6 partenaires : 2 BE, 2 FR, 2 LU</td>
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<td>2001 - 2002</td>
<td>MIRACL (B)</td>
<td>Ministère de l’Education nationale et de la formation professionnelle</td>
<td>Un modèle pédagogique pour une école de la 2ème chance, Oophage un cadre de référence pour les institutions décelant offrir une 2ème chance à des personnes sans qualifications</td>
<td>4 pays</td>
<td>11 partenaires : 2 BE, 2 FR, 2 LU, 1 DE</td>
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<tr>
<td>2001 - 2005</td>
<td>TIVAID - Telelearning research and information shared among dual diagnosis (B)</td>
<td>Fondation APREM</td>
<td>Renforcement des compétences des accompagnateurs de personnes a reflacter une déficience cognitive</td>
<td>5 pays</td>
<td>10 partenaires : 1 AT, 1 BE, 1 FR, 1 IT, 1 LU, 1 UK, 2 EUR</td>
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<td>2002 - 2004</td>
<td>DPORT – Distance learning approach to enhance introduction of intellectual property rights in management strategies of enterprises (B)</td>
<td>Centre de recherche public Henri Tudor</td>
<td>Pouvoir des connaissances de base en matière de propriété intellectuelle</td>
<td>5 pays</td>
<td>7 partenaires : 1 FR, 1 ES, 2 FR, 1 UK, 1 LU, 1 IT</td>
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<td>2003 - 2005</td>
<td>G-Rescue (B)</td>
<td>Service public de la ville de Luxembourg</td>
<td>Harmonisation à l’obstacle européen de la formation spécifique pour les groupes de sauvetage confrontés à des risques d’effritement</td>
<td>11 pays</td>
<td>15 partenaires : 5 DE, 1 BE, 4 ES, 1 FR, 1 NL, 1 PL, 1 LT, 1 CZ</td>
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<td>2003 - 2005</td>
<td>GEC assistance à la communication professionnelle (B)</td>
<td>Euro-Cartelle a.s.b.i.</td>
<td>Résolution d’un audit de formation constitué de modules d’entraînement à la communication écrite et orale en milieu professionnel</td>
<td>4 pays</td>
<td>10 partenaires : 2 DE, 1 BI, 1 GR, 2 FR, 1 LU, 1 UK</td>
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<tr>
<td>2004 - 2005</td>
<td>ACER - Air rescue</td>
<td>Luxembourg Air rescue</td>
<td>Développement d’un système de formation européen adapté aux équipiers de sauvetage</td>
<td>7 pays</td>
<td>9 partenaires : 2 BE, 1 FR, 1 IT, 1 ES, 1 OK, 1 UK, 1 LU</td>
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<tr>
<td>2004 - 2005</td>
<td>ETP-Plan (B)</td>
<td>INGB Institute of formation sectoriel du bâtiment</td>
<td>Élaboration d’un plan de formation pour personnel d’enseignement de l’auteur du bâtiment et des travaux publics</td>
<td>7 pays</td>
<td>12 partenaires : 3 DE, 2 BE, 1 GR, 1 FR, 1 NL, 1 IT, 1 UK</td>
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<tr>
<td>2004 - 2005</td>
<td>Certification Jeunes (B)</td>
<td>Euro-Cartelle a.s.b.i.</td>
<td>Développement d’une méthodologie pour un référentiel de certification valant les qualifications de base pour un public sans qualification</td>
<td>6 pays</td>
<td>10 partenaires : 1 DE, 1 ES, 1 FR, 1 NL, 1 IT, 1 UK</td>
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<tr>
<td>2005 - 2006</td>
<td>Gophen (B)</td>
<td>Euro-Cartelle a.s.b.i.</td>
<td>Amélioration des compétences linguistiques en vue de faciliter l’insertion professionnelle et de faciliter la mobilité en Europe</td>
<td>6 pays</td>
<td>12 partenaires : 3 DE, 1 BI, 1 GR, 1 NL, 1 IT, 1 UK</td>
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<tr>
<td>2005 - 2006</td>
<td>Certifex (B)</td>
<td>Certification and accreditation system for financial Services sector education and training (B)</td>
<td>Certification and accreditation system for financial Services sector education and training (B)</td>
<td>7 pays</td>
<td>9 partenaires : 1 DE, 2 ES, 2 FR, 1 BI, 1 LT, 1 UK, 1 IT, 1 UK</td>
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<tr>
<td>2005 - 2006</td>
<td>DFO (B)</td>
<td>Northern Lymp</td>
<td>Développement d’un dispositif en local et en ligne qui permet au client, trouver et utiliser des outils de développement de compétences transversales et de compétences linguistiques</td>
<td>6 pays</td>
<td>10 partenaires : 3 BE, 3 FR, 2 BE, 2 LU, 1 FR, 1 BI</td>
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</tbody>
</table>

### Jeunes en formation initiale

<table>
<thead>
<tr>
<th>Année</th>
<th>Titre</th>
<th>Durée des sessions moyennes</th>
<th>Nombre de bénéficiaires</th>
<th>Budget accordé</th>
<th>Subvention Lif/communautaire finale</th>
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<tbody>
<tr>
<td>2000-2007</td>
<td>Lyonnaise Technique Hôtelier Alexis Hecke</td>
<td>13</td>
<td>224</td>
<td>537,736 €</td>
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<td>2000-2001</td>
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<td>Lyonnaise Technique pour Professions Educatives et Sociales</td>
<td>5-12</td>
<td>57</td>
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<td>29</td>
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<td>36</td>
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### Personnes sur le marché du travail

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<th>Année</th>
<th>Titre</th>
<th>Durée des sessions moyennes</th>
<th>Nombre de bénéficiaires</th>
<th>Budget accordé</th>
<th>Subvention Lif/communautaire finale</th>
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<tbody>
<tr>
<td>2000-2001</td>
<td>Chambre des Métiers - 1 projet</td>
<td>24</td>
<td>1</td>
<td>3,845 €</td>
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<tr>
<td>2001-2002</td>
<td>Harmonie a s.l</td>
<td>25</td>
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<td>6,447 €</td>
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<td>2001-2002</td>
<td>Administration de l’Emploi - 3 projets</td>
<td>10</td>
<td>3</td>
<td>21,183 €</td>
<td>12,577 €</td>
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<td>Région de Neuf - 1 projet</td>
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<td>2000-2007</td>
<td>AJAC Agences Luxembourgeoises d’action culturelle - 1 projet</td>
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<td>Formez-vous - 3 projets</td>
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<td>15,120 €</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>61,305 €</strong></td>
<td><strong>45,809 €</strong></td>
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### Etudiants

<table>
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<tr>
<th>Année</th>
<th>Titre</th>
<th>Durée des sessions moyennes</th>
<th>Nombre de bénéficiaires</th>
<th>Budget accordé</th>
<th>Subvention Lif/communautaire finale</th>
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<tbody>
<tr>
<td>2001-2002</td>
<td>Institut de formation techniciens - 1 projet</td>
<td>24</td>
<td>5</td>
<td>27,283 €</td>
<td>10,962 €</td>
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<td>2003-2007</td>
<td>Institut supérieur de technologie de l’Université du Luxembourg - 2 projets</td>
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<td>54</td>
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<td>2001-2002</td>
<td>Chambre de Commerce - 1 projet</td>
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<td>8</td>
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<td>19,990 €</td>
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<td>2003-2004</td>
<td>LEE S.A.R.L Electroménager, Energie, Ummet - 3 projets</td>
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<td>3</td>
<td>15,580 €</td>
<td>9,515 €</td>
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<td>2004-2005</td>
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<td>CRH-P - Centre de recherche Public - 1 projet</td>
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<td>RANDAS - 1 projet</td>
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<td>Héritage - 2 projets</td>
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<td>4</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>603,890 €</strong></td>
<td><strong>329,463 €</strong></td>
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### Professionnels de la formation professionnelle

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<tr>
<th>Année</th>
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<th>Durée des sessions moyennes</th>
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<tr>
<td>2000-2001</td>
<td>Hôpital Primusse Marie-Astrel</td>
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<td>2000-2001</td>
<td>Hopitaux du Nord</td>
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<td>Forge et ferroviaire alimentaire - 1 projet</td>
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<td>2003-2004</td>
<td>Objectif Plombier - 1 projet</td>
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<td>1</td>
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<td>2006-2007</td>
<td>Centre de Psychologie et d’Orientation</td>
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<td>4</td>
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